



INTERNATIONAL INDIAN SCHOOL, DAMMAM

MODEL EXAMINATION – JANUARY 2018

CLASS : XII

MAX MARKS : 100

SUB : ENGLISH CORE

TIME : 3 HRS

SET A

General Instructions:

- (i) This paper is divided into 3 sections: A, B and C. All the sections are compulsory.
- (ii) Separate instructions are given with each section and question, wherever necessary.
Read these instructions very carefully and follow them faithfully.
- (iii) You may attempt any section at a time. Do not split the sections.
- (iv) Questions of each section must be attempted in the correct order.

SECTION A – (Reading)

1. Read the passage and answer the questions given below:

1. He was slow in learning how to talk. “My parents were so worried,” he later recalled, “that they consulted a doctor.”
Even after he had begun using words, sometime after the age of two, he developed a quirk that prompted the family to dub him the ‘dopey one,’ and others in his family to label him as ‘almost backward.’ Whenever he had something to say, he would try it out on himself, whispering it softly, until it sounded good enough to pronounce aloud. “Every sentence he uttered,” his worshipful younger sister recalled, “no matter how routine, he repeated to himself softly, moving his lips.” “It was all very worrying,” she said. “He had such difficulty with language that those around him feared he would never learn.”
2. His slow development was combined with a cheeky rebelliousness toward authority, which led one schoolmaster to send him packing and another to amuse history by declaring that he would never amount to much. These traits made Albert Einstein the patron saint of distracted school kids everywhere. But they also helped to make him, or so he later surmised, the most creative scientific genius of modern times.
3. His cocky contempt for authority led him to question received wisdom in ways that well-trained acolytes in the academy never contemplated. And as for his slow verbal development, he came to believe that it allowed him to observe with wonder the everyday phenomena that others took for granted.
“When I ask myself how it happened that I, in particular, discovered the relativity theory, it seemed to lie in the following circumstance,” Einstein once explained. “The ordinary adult never bothers his head about the problems of space and time. These are things he has thought of as a child. But I developed so slowly that I began to wonder about space and time only when I was already grown up. Consequently, I probed more deeply into the problem that an ordinary child would have.”
4. Einstein’s developmental problems have probably been exaggerated, perhaps even by himself, for we have some letters from his adoring grandparents saying that he was just as clever and endearing as every grandchild is. But throughout his life, Einstein had a mild

form of echolalia, causing him to repeat phrases to himself, two or three times, especially if they amused him. And he generally preferred to think in pictures, most notably in famous thought experiments, such as imagining watching lightning strikes from a moving train or experiencing gravity while inside a falling elevator.

"I very rarely think in words at all," he later told a psychologist. "A thought comes, and I may try to express it in words afterwards."

5. Einstein was descended, on both parents' sides, from Jewish tradesmen and peddlers who had, for at least two centuries, made modest livings in the rural villages of Swabia in southwestern Germany. With each generation they had become, or at least so they thought, increasingly assimilated into the German culture that they loved. Although Jewish by cultural designation and kindred instinct, they displayed scant interest in the religion or its rituals.
6. Einstein regularly dismissed the role that his heritage played in shaping who he became. "Exploration of my ancestors," he told a friend late in life, "leads nowhere." That's not fully true. He was blessed by being born into an independent-minded and intelligent family line that valued education, and his life was certainly affected, in ways both beautiful and tragic, by membership in a religious heritage that had a distinctive intellectual tradition and a history of being both outsiders and wanderers. Of course, the fact that he happened to be Jewish in Germany in the early twentieth century made him more of an outsider, and more of a wanderer, than he would have preferred-but that too, became integral to who he was and the role he would play in world history.
7. Einstein's father, Hermann, was born in 1847 in the Swabian village of Buchau, whose thriving Jewish community was just beginning to enjoy the right to practice any vocation. Hermann showed "a marked inclination for mathematics," and his family was able to send him seventy-five miles north to Stuttgart for high school. But they could not afford to send him to a university, most of which were closed to Jews in any event, so he returned home to Buchau to go into trade.

1.1. Based on your understanding of the above passage answer the questions given below:

(1x4=4)

- (a) Einstein's maid was driven to use a disparaging term for him because
 - (i) He was a slow learner
 - (ii) He oddly repeated everything to himself
 - (iii) Everyone thought he could never learn
 - (iv) He had a linguistic issue
- (b) The writer says that one of Einstein's teachers amused history as he
 - (i) Underestimated his potential
 - (ii) Dismissed him from school
 - (iii) Called him a distracted kid
 - (iv) Was ill-disposed towards him
- (c) Einstein felt that his discovery of relativity theory became possible because
 - (i) He didn't think of space and time as a child
 - (ii) He was rusticated from his school

- (iii) He thought brilliantly as an adult
- (iv) He was a creative genius

- (d) Einstein was popularized as the patron saint of distracted kids because
- (i) He was dull and different
 - (ii) He was slow and defiant
 - (iii) He was rusticated by his teacher
 - (iv) He hated authority

1.2. Answer the following questions briefly: (1x6=6)

- (a) How did Einstein's slow verbal development turn into an advantage?
- (b) How was Einstein's thinking process different from that of others?
- (c) On what account does the writer disagree with Einstein with respect to the shaping of his personality?
- (d) How were Einstein's parents different from other people of Jewish descent?
- (e) Identify a sentence which shows racial discrimination.
- (f) What was distinctive about Einstein's father? Why could this distinction not be exploited later?

1.3. Find words from the passage which mean the same as: (2)

- (a) Investigated (para 3)
- (b) Adapted (para 5)

2. Read the passage given below carefully and answer the questions that follow:

1. The youth is a dynamo, an ocean, an inexhaustible reservoir of energy. But this energy cannot be kept in prison. Its basic nature is to flow, to express itself. The youth energy on the basis of the nature of its expression can be divided into four categories.
2. The vast majority of the youth today are with the establishment, whose formula of life is learn, earn, burn, and enjoy. It means learn to operate the modern devices and employ them to earn the maximum amount of wealth to the point of burning the natural resources of the earth, as well as yourself out, and then enjoy your own funeral. This category of youth is intelligent, skilful and hardworking but it lacks insight and foresight. They are self-indulgent and any sense of moral code of conduct is alien to their nature. Neither are they able to see in depth, to find out whether there is a deeper meaning and purpose to their human life, nor have they the capacity to look beyond the tips of their nose to find out the consequences of their way and approach, where it is leading them to. They are the ends unto themselves and enjoyment is the motto of their life.
3. The second category of youth in nature and approach is the same but as it is less privileged and less qualified and skilled; it has lesser opportunities for earning and enjoying. Such youth may be incited to be against the establishment. This opposition takes various forms. When it is well organised and systemic it may take the form of political opposition and even go to the extent of expressing itself in unjust ways. When the opposition is not so intense and organised, it remains content with giving verbal expression to its resentment

periodically. The youth of the above two categories need to be shown the correct path to positively channelize their energy.

4. The third section of youth is a sober and thoughtful class of people, which objectively observes and studies the phenomenon of development of the world. These youth find that man in his insatiable thirst for consumption has become blind and lost the sense of distinction between milk and blood. Today man in his mad rush for exploitation is sucking the blood of Mother Earth; leading to their destruction and is thereby digging his own grave. This responsible category of young people is looking for an alternative mode of development based on co-operation between man and man. This development based on mutual love, friendship and harmony is not only sustainable but leading to endless prosperity mutually. To bring about his natural revolution from death-movement to life-movement is the aim of this group.
5. The fourth and most vital group of youth which is going to usher humanity into the third millennium and act as the pioneer for the future development of planetary life is engaged in evolving a new way of life and releasing a new principle of global consciousness through a fundamental research in the science of life. The science of life is a new branch of knowledge which takes the whole man into account without dividing him into subjective and objective halves of spirituality and physicality and does not treat him either as a refined (thinking) animal or an ethereal entity, having its base in some other non-physical world. It, rather, recognizes man as a basic unit of conscious life which has got immense, practically inexhaustible, possibilities and potentialities for evolution, development and growth. As per the Vedic formula, man is the micro-cosmos and his fullest flowering and enfoldment lies in his identification with the cosmos.

2.1. On the basis of your understanding of the passage, complete the statements given below by choosing the most appropriate option: (1x2=2)

(a) Which trait is lacking in the youth that is dexterous with the modern devices?

- i. intelligence
- ii. perseverance
- iii. foresight
- iv. skilfulness

(b) Which category of youth supports the view that man's growth lies in his identification with cosmos?

- i. the youth that will take us to the third millennium
- ii. that which supports sustainable development
- iii. youth that opposes the establishment
- iv. youth that is self-indulgent and unscrupulous

2.2 Answer the following briefly: (1x6=6)

(a) What is the most prominent quality associated with youth?

(b) Explain the formula of majority of youth.

- (c) Give the merits and demerits of the pro- establishment youth.
- (d) How does the dissatisfied youth express itself?
- (e) Explain the attitude of modern man towards the Mother Earth.
- (f) How is humanity likely to usher in a new millennium?

2.3 Find words from the passage which mean the same as the following: (2)

- (a) Provided with facilities (para3)
- (b) the universe seen as a well-ordered whole (para5)

3. Read the passage given below and answer the questions that follow:

1. Convenient, inexpensive, nutritious, good for you and delicious: they have it all! Peanuts are the most popular and consumed nuts in the United States and can be found everywhere. Perfect for a quick snack, a handful of these nuts provide a highly nutrient food for less than 200 calories.
2. According to the Peanut Institute, the peanut plant originated in South America, probably first domesticated and cultivated in the valleys of Paraguay. Spread by European explorers and traders, the plant eventually reached Asia, Africa and North America. Millions of peanuts are grown and consumed around the world. Peanuts started to be produced in large quantities in the 1900s due to the growing popularity of peanut butter, peanut candies and other peanut products.
3. Although peanuts come in many varieties, four main types can be found in the United States: Virginia Peanuts, Runner Peanuts, Spanish Peanuts and Valencia Peanuts. Peanuts are a wonderful food, rich in nutrients and flavour. The combination of fibre and protein in peanuts satiates hunger. Thus, eating peanuts helps manage weight and provides the key nutrients that are important to diets. Peanuts are also natural energy boosters that contain healthy fats, proteins and antioxidants. Research shows that eating peanuts can decrease your risk of heart disease, diabetes and other chronic health conditions. Peanut butter is also full of the good kind of fat also known as monounsaturated fat that is heart-healthy and prevents belly fat that people get from carbohydrates or saturated fat.
4. For centuries, peanuts have been used in many culinary applications, including Chinese, African and Western cooking – in stews, sauces, mixed dishes, boiled or even plain – nourishing various populations with an enjoyable flavour. The great advantages of using peanuts in the kitchen are their availability and affordability. Peanut oil is also becoming a popular option for cooking because of its healthy fats and high cooking temperature.
5. Pureed peanut is also great to infuse nutty goodness into a variety of dishes such as soups, sauces, bread mixes, salsa recipes, salad dressings and pasta dishes. For those who like hummus, pureed peanuts and chickpeas are a great combination. On the sweet side, peanuts are commonly used for ice-cream, brownie mix or cake batter. Peanut flour is an asset for pastry chefs because of its ability to act as a fat binder in confectionery products or to add flavour and extend shelf-life.
6. A long-time American favourite, the peanut offers countless healthy properties and natural nutrition to all populations and age groups, peanuts enhance the flavour and boost the nutritional value of food dishes from breakfast and snacks to dinner and dessert. As a nut, oil, flour or butter, peanuts are a very versatile and tasty ingredient.

- (a) On the basis of your reading of the above passage, make notes on it, using headings and sub-headings. Use recognizable abbreviations, where necessary (at least four) and a format you consider suitable. Also supply an appropriate title. (5)
- (b) Write a summary of the passage in about 80 words. (3)

SECTION B – (Writing Skills)

4. Your school is organizing a Bal Mela on Children’s Day in the school. The primary wing of the school is going to put up various stalls in the mela. Draft a notice giving details of the mela as well as inviting the senior students to attend the same. Sign your name as Rajesh Roshan, Secretary, Cultural Society. (Word limit – 50 words) (4)

OR

You were very upset about the reports of communal riots in various parts of the country. As a concerned social worker, design a poster in not more than 50 words, highlighting the importance of communal harmony. You are Vinay/Vineetha.

5. The Central Government has decided to set up a Chemical factory near to a bird sanctuary in Bangalore. Meera/ Manoj Ranjan an environmentalist protests against this. In order to make the residents aware of the setbacks of such a decision, she/he writes a letter to the editor of The Hindu giving her/his views and asking the Government to reconsider its decision. As Meera / Manoj write the letter in 150-200 words. (6)

OR

As Sports Captain of your school, write a letter to the Principal informing him of the urgent need of repairs to the tennis and basketball courts. Also request him to purchase some cricket items for the school. Make up the necessary details. Write the letter in 120-150 words.

6. You are Nitin / Neetu Sharma, the Arts Club Secretary of St. Peter’s Academy, Pune. Write a report in 150 – 200 words for the school magazine about the Children’s Day Program that took place in your school on November 14th (10)

OR

The youth of today are the leaders of tomorrow. As a teenager, you want India to achieve certain goals in the next ten years. Write an article in 150 – 200 words on the topic ‘India After Ten Years.’ You are Prabhu / Prabha. Use the following clues:

- Education
- Health
- Communication
- Employment
- Infrastructure

7. Your school is going to celebrate the Annual Sports Meet next week and a famous cricketer is going to be the chief guest on the occasion. You have been asked to deliver the welcome address introducing him and commenting on his past achievements. Write the speech in 150-200 words. (10)

OR

Write a debate for or against the motion – ‘Elections are the best test of a democracy.’
(Word limit – 150 – 200 words)

SECTION C – (Literature Textbooks and Long Reading Text)

8. Read the lines given below and answer the questions that follow: (1x4=4)

*Break O break open till they break the town
And show the children to green fields, and make their world
Run azure on gold sands, and let their tongues
Run naked into books the white and green leaves open
History theirs whose language is the sun.*

- (a) Who does ‘they in the first line refer to?
- (b) What would ‘they’ break?
- (c) What other freedom should ‘they’ enjoy?
- (d) Name the poem and poet.

OR

*Fishermen in the cold sea
would not harm whales
and the man gathering salt
would look at his hurt hands*

- (a) What does ‘fishermen not harming whales’ signify?
- (b) When does the poet predict that this would happen?
- (c) What does ‘look at his hurt hands’ signify?
- (d) Name the poem and the poet.

9. Answer any four of the following questions in about 30 -40 words each: (3x4=12)

- (a) Why did Hauser and the other villagers come to attend the last lesson?
- (b) How did the near drowning experience at the pool affect Douglas?
- (c) Why does the poetess look at ‘young trees ‘and ‘merry children’?
- (d) What does Stephen Spender want for the children of the slums?
- (e) ‘I shall cut my tuft, crop my hair short and become an insurance agent’. Explain the context.
- (f) Why does Mr. Lamb say, “ So you are not lost, are you? Not altogether?”

10. **Answer any one of the following questions in about 120-150 words:** (6)

Do the poor have the right to dream? Why then does the author call Mukesh's dream 'a mirage'?

OR

Rajkumar Shukla, a poor unassuming peasant, became a catalyst for change by taking Gandhi to Champaran, an act which later culminated into the first successful instance of civil disobedience in India. What qualities do you think helped Shukla and Gandhi respectively to initiate one of the most powerful movements in the history of our national struggle?

11. **Answer any one of the following questions in about 120-150 words:** (6)

Dr. Sadao planned and helped the enemy soldier to escape. Comment.

OR

Give an account of the blunders committed by the prison authorities which helped Evans to escape from the prison.

12. **Answer the following question in about 120 – 150 words:** (6)

Why was Teddy Henfrey sent to the stranger's room? What was his impression of the stranger?

13. **Answer the following question in about 120 – 150 words:** (6)

On the basis of your reading of 'The Invisible Man,' attempt a character sketch of Dr. Kemp as a man of grit and determination.

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INTERNATIONAL INDIAN SCHOOL, DAMMAM

MODEL EXAMINATION – JANUARY 2018

CLASS : XII

MAX MARKS : 100

SUB : ENGLISH CORE

TIME : 3 HRS

SET B

General Instructions :

- (i) This paper is divided into 3 sections: A, B and C. All the sections are compulsory.
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SECTION A – (Reading)

1. Read the passage given below carefully and answer the questions that follow:

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2. The vast majority of the youth today are with the establishment, whose formula of life is learn, earn, burn, and enjoy. It means learn to operate the modern devices and employ them to earn the maximum amount of wealth to the point of burning the natural resources of the earth, as well as yourself out, and then enjoy your own funeral. This category of youth is intelligent, skilful and hardworking but it lacks insight and foresight. They are self-indulgent and any sense of moral code of conduct is alien to their nature. Neither are they able to see in depth, to find out whether there is a deeper meaning and purpose to their human life, nor have they the capacity to look beyond the tips of their nose to find out the consequences of their way and approach, where it is leading them to. They are the ends unto themselves and enjoyment is the motto of their life.
3. The second category of youth in nature and approach is the same but as it is less privileged and less qualified and skilled; it has lesser opportunities for earning and enjoying. Such youth may be incited to be against the establishment. This opposition takes various forms. When it is well organised and systemic it may take the form of political opposition and even go to the extent of expressing itself in unjust ways. When the opposition is not so intense and organised, it remains content with giving verbal expression to its resentment periodically. The youth of the above two categories need to be shown the correct path to positively channelize their energy.
4. The third section of youth is a sober and thoughtful class of people, which objectively observes and studies the phenomenon of development of the world. These youth find that man in his insatiable thirst for consumption has become blind and lost the sense of distinction between milk and blood. Today man in his mad rush for exploitation is

sucking the blood of Mother Earth; leading to their destruction and is thereby digging his own grave . This responsible category of young people is looking for an alternative mode of development based on co-operation between man and man. This development based on mutual love, friendship and harmony is not only sustainable but leading to endless prosperity mutually. To bring about his natural revolution from death-movement to life-movement is the aim of this group.

5. The fourth and most vital group of youth which is going to usher humanity into the third millennium and act as the pioneer for the future development of planetary life is engaged in evolving a new way of life and releasing a new principle of global consciousness through a fundamental research in the science of life. The science of life is a new branch of knowledge which takes the whole man into account without dividing him into subjective and objective halves of spirituality and physicality and does not treat him either as a refined (thinking) animal or an ethereal entity, having its base in some other non- physical world. It, rather, recognizes man as a basic unit of conscious life which has got immense, practically inexhaustible, possibilities and potentialities for evolution, development and growth. As per the Vedic formula, man is the micro-cosmos and his fullest flowering and enfoldment lies in his identification with the cosmos.

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1.2 Answer the following briefly: (1x6=6)

- (a) What is the most prominent quality associated with youth?
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1.3 Find words from the passage which mean the same as the following: (1x2=2)

- i. Provided with facilities (para3)
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2. Read the passage and answer the questions given below:

1. He was slow in learning how to talk. "My parents were so worried," he later recalled, "that they consulted a doctor."
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2. His slow development was combined with a cheeky rebelliousness toward authority, which led one schoolmaster to send him packing and another to amuse history by declaring that he would never amount to much. These traits made Albert Einstein the patron saint of distracted school kids everywhere. But they also helped to make him, or so he later surmised, the most creative scientific genius of modern times.
3. His cocky contempt for authority led him to question received wisdom in ways that well-trained acolytes in the academy never contemplated. And as for his slow verbal development, he came to believe that it allowed him to observe with wonder the everyday phenomena that others took for granted.
"When I ask myself how it happened that I, in particular, discovered the relativity theory, it seemed to lie in the following circumstance," Einstein once explained. "The ordinary adult never bothers his head about the problems of space and time. These are things he has thought of as a child. But I developed so slowly that I began to wonder about space and time only when I was already grown up. Consequently, I probed more deeply into the problem that an ordinary child would have."
4. Einstein's developmental problems have probably been exaggerated, perhaps even by himself, for we have some letters from his adoring grandparents saying that he was just as clever and endearing as every grandchild is. But throughout his life, Einstein had a mild form of echolalia, causing him to repeat phrases to himself, two or three times, especially if they amused him. And he generally preferred to think in pictures, most notably in famous thought experiments, such as imagining watching lightning strikes from a moving train or experiencing gravity while inside a falling elevator.
"I very rarely think in words at all," he later told a psychologist. "A thought comes, and I may try to express it in words afterwards."
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2.1. Based on your understanding of the above passage answer the questions given below: (1x4=4)

- (a) Einstein's maid was driven to use a disparaging term for him because
 - (i) He was a slow learner
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2.2. Answer the following questions briefly: (1x6=6)

- (a) How did Einstein's slow verbal development turn into an advantage?
- (b) How was Einstein's thinking process different from that of others?
- (c) On what account does the writer disagree with Einstein with respect to the shaping of his personality?
- (d) How were Einstein's parents different from other people of Jewish descent?
- (e) Identify a sentence which shows racial discrimination.
- (f) What was distinctive about Einstein's father? Why could this distinction not be exploited later?

2.3. Find words from the passage which mean the same as: (2)

- (a) Investigated (para 3)
- (b) Adapted (para 5)

3. Read the passage given below and answer the questions that follow:

1. Convenient, inexpensive, nutritious, good for you and delicious: they have it all! Peanuts are the most popular and consumed nuts in the United States and can be found everywhere. Perfect for a quick snack, a handful of these nuts provide a highly nutrient food for less than 200 calories.
2. According to the Peanut Institute, the peanut plant originated in South America, probably first domesticated and cultivated in the valleys of Paraguay. Spread by European explorers and traders, the plant eventually reached Asia, Africa and North America. Millions of peanuts are grown and consumed around the world. Peanuts started to be produced in large quantities in the 1900s due to the growing popularity of peanut butter, peanut candies and other peanut products.
3. Although peanuts come in many varieties, four main types can be found in the United States: Virginia Peanuts, Runner Peanuts, Spanish Peanuts and Valencia Peanuts. Peanuts are a wonderful food, rich in nutrients and flavour. The combination of fibre and protein in peanuts satiates hunger. Thus, eating peanuts helps manage weight and provides the key nutrients that are important to diets. Peanuts are also natural energy boosters that contain healthy fats, proteins and antioxidants. Research shows that eating peanuts can decrease your risk of heart disease, diabetes and other chronic health conditions. Peanut butter is also full of the good kind of fat also known as monounsaturated fat that is heart-healthy and prevents belly fat that people get from carbohydrates or saturated fat.
4. For centuries, peanuts have been used in many culinary applications, including Chinese, African and Western cooking – in stews, sauces, mixed dishes, boiled or even plain – nourishing various populations with an enjoyable flavour. The great advantages of using peanuts in the kitchen are their availability and affordability. Peanut oil is also becoming a popular option for cooking because of its healthy fats and high cooking temperature.

5. Pureed peanut is also great to infuse nutty goodness into a variety of dishes such as soups, sauces, bread mixes, salsa recipes, salad dressings and pasta dishes. For those who like hummus, pureed peanuts and chickpeas are a great combination. On the sweet side, peanuts are commonly used for ice-cream, brownie mix or cake batter. Peanut flour is an asset for pastry chefs because of its ability to act as a fat binder in confectionery products or to add flavour and extend shelf-life.
6. A long-time American favourite, the peanut offers countless healthy properties and natural nutrition to all populations and age groups, peanuts enhance the flavour and boost the nutritional value of food dishes from breakfast and snacks to dinner and dessert. As a nut, oil, flour or butter, peanuts are a very versatile and tasty ingredient.

(a) On the basis of your reading of the above passage, make notes on it, using headings and sub-headings. Use recognizable abbreviations, where necessary (at least four) and a format you consider suitable. Also supply an appropriate title (5)

(b) Write a summary of the passage in about 80 words. (3)

SECTION B – (Writing Skills)

4. Your school is organizing a Bal Mela on Children’s Day in the school. The primary wing of the school is going to put up various stalls in the mela. Draft a notice giving details of the mela as well as inviting the senior students to attend the same. Sign your name as Rajesh Roshan, Secretary, Cultural Society. **(Word limit – 50 words) (4)**

OR

Draft a suitable advertisement for the ‘Tours and Travels’ column of a newspaper offering an all-Inclusive package to Singapore and Malaysia. You are the Director of ‘Tour Asia,’ a renowned travel agency. **(Word limit – 50 words)**

5. The Central Government has decided to set up a Chemical factory near to a bird sanctuary in Bangalore. Meera/ Manoj Ranjan an environmentalist protests against this. In order to make the residents aware of the setbacks of such a decision, she/he writes a letter to the editor of The Hindu giving her/his views and asking the Government to reconsider its decision. As Meera / Manoj write the letter in 150-200 words. **(6)**

OR

As Sports Captain of your school, write a letter to the Principal informing him of the urgent need of repairs to the tennis and basketball courts. Also request him to purchase some cricket items for the school. Make up the necessary details. Write the letter in 120-150 words.

6. Last week, a friendly cricket match took place between Sunshine Public School, Amritsar, and D.A.V Public School, Amritsar. Write a report in 150 -200 words on the match for the school newsletter. You are Amesh / Amrita, the Sports Secretary of Sunshine Public School. **(10)**

OR

The youth of today are the leaders of tomorrow. As a teenager, you want India to achieve certain goals in the next ten years. Write an article in 150 – 200 words on the topic 'India After Ten Years.' You are Prabhu / Prabha. Use the following clues:

- Education
- Health
- Communication
- Employment
- Infrastructure

7. Your school Principal has asked you to deliver a speech on 'The Power of Positive Thinking' in the school assembly. Write your speech in 150-200 words. You are Inder / Indira.

(10)

OR

Write a debate for or against the motion – 'Elections are the best test of a democracy.'
(Word limit – 150 – 200 words)

SECTION C – (Literature Textbooks and Long Reading Text)

8. Read the lines given below and answer the questions that follow: **(1x4=4)**

*And such too is the grandeur of the dooms
We have imagined for the mighty dead:
All lovely tales that we have heard or read:
An endless fountain of immortal drink,
Pouring unto us from the heaven's brink.*

- (a) Name the poem and the poet.
(b) Who are the 'mighty dead'?
(c) Why is 'grandeur' associated with the 'mighty dead'?
(d) Identify and explain the poetic device used in the last two lines.

OR

*Fishermen in the cold sea
would not harm whales
and the man gathering salt
would look at his hurt hands*

- (a) What does 'fishermen not harming whales' signify?
(b) When does the poet predict that this would happen?
(c) What does 'look at his hurt hands' signify?
(d) Name the poem and the poet.

9. Answer any four of the following questions in about 30 -40 words each: **(3x4=12)**

- (a) Why did Hauser and the other villagers come to attend the last lesson?

- (b) How did the near drowning experience at the pool affect Douglas?
- (c) Why does the poetess look at 'young trees 'and 'merry children'?
- (d) What does Stephen Spender want for the children of the slums?
- (e) 'I shall cut my tuft, crop my hair short and become an insurance agent'. Explain the context.
- (f) Why does Mr. Lamb say, " So you are not lost, are you? Not altogether?"

10. Answer any one of the following questions in about 120-150 words: (6)

Do the poor have the right to dream? Why then does the author call Mukesh's dream 'a mirage'?

OR

Rajkumar Shukla, a poor unassuming peasant, became a catalyst for change by taking Gandhi to Champaran, an act which later culminated into the first successful instance of civil disobedience in India. What qualities do you think helped Shukla and Gandhi respectively to initiate one of the most powerful movements in the history of our national struggle?

11. Answer any one of the following questions in about 120-150 words: (6)

Dr. Sadao planned and helped the enemy soldier to escape. Comment.

OR

Give an account of the blunders committed by the prison authorities which helped Evans to escape from the prison.

12. Answer the following question in about 120 – 150 words: (6)

Why did Griffin enter the emporium, 'Omnium'? Describe the dream he had.

13. Answer the following question in about 120 – 150 words: (6)

Discuss the attitude of the villagers of Iping towards the stranger. What were the rumours that were spread about him?

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