

INTERNATIONAL INDIAN SCHOOL DAMMAM
PRELIMINARY EXAMINATION 2014

CLASS XII ENGLISH (CORE) MARKS 100 TIME 3 HOURS

GENERAL INSTRUCTIONS

- 1 This paper is divided into 3 sections, A,B and C. All the sections are compulsory.
2. Separate instructions are given wherever necessary.
3. Do not break sections and write.
4. Follow the word limit.

SET A

Section A

READING

12marks

A.1. Read the following passage carefully and answer the questions that follow.

1 A young journalist in Kolkotta , had a chance encounter with a friend's five year old son. It was an encounter that was to change Supriyo Chatterjee and his wife Jane's perception of life. The boy showed them a drawing of an elephant in a blue circle, its trunk painted red. The elephant had fallen into a trap, the boy said, and was trying to escape, its trunk flushed red with anger.

2 This set the young couple thinking on what the children might try to say through their drawings. After collecting hundreds of children's paintings, they came to a very different conclusion. It also represented a step forward in the unfinished experiment of designing a system of learning in India that matches local temperature while assimilating the best from other countries.

3 The experiment had been an irresistible temptation for many. Across the country, unofficial pedagogues are trying out their own ideas on early childhood education. The Chatterjee couple started their CharChaka Education Resources Centre, with a small group of young people experimenting on an electric menu.

4 CharChaka is an unusual name for an educational group. 'It means four wheels, an allusion to our old jeep that takes us and our teaching material deep into the interiors.' says Jane, who hit upon the idea with her journalist husband. Jane, a trained child nurse has been living in India for the last six years. Children in the West Bengal villages, where vehicles are a comparative rarity, would call it CharChaka and that became the trademark for the mobile educators.

5 Indeed mobility remains the sacred belief with CharChaka. It has no school of its own and neither do the members want to set up one. 'A school in the city would have been expensive with the land costs, the building, taxes and upkeep. The poor would not have been able to send their children there as travel is both expensive and impractical for them. The purpose of the mission would have been defeated even before we started.

6 Some fundamental truths about the quality of education, especially for rural middle class that became obvious to the couple were worrisome. The artistic expressions of the middle class children lacked character. They were most part a copy of their art teacher's instructions. Their landscapes were alien to the place they lived in, with pine trees and snow mountains but with out paddy fields or the native foliage. The city children drew villages in geometric proportions with tractors, hand-pumps and houses in neat proportions- but never the way the village actually is.

7 CharChaka thought reaching out to the poor children, those who could not afford drawing instructors. This was the most satisfying experience in the experiment. In the slums, the children reacted first with amusement and then with a frenzy of participation



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to the idea of a drawing class. Unused to crayons, they were initially uncomfortable but were soon to produce pictorial stories, with out adult prompting.

- A 1 What set the young couple thinking? 2
2. Why didn't the Chatterjee couple want to establish a school in the city? 2
3. What is CharChaka and what does it mean ? 2
4. What was lacking in the middle class children's drawings? 2
5. Why did CharChaka reach out to children of the poor? 1
6. Pick out words which means the same as given below from the passage. 3
- a. foreign (paragraph 6)
 - b. get off safely (paragraph 1)
 - c. costly (paragraph 5)

A 2 Read the following passage and answer the questions that follow. 8

So often these days we hear about the conquest of nature, the taming of a river, the war against insects and so on. These phrases have underlying them an attitude of hostility towards Nature and its creatures, a view point which seems to assume Nature as an enemy that needs to be vanquished. Alternately Nature is seen merely as a resource to be exploited regardless of what this does to natural processes and to other creatures which depend on these processes.

There is a growing lack of sensitivity and respect for our fellow creatures. This attitude is being drilled into a child by social forces which can only be countered by environmental education. Yet, sadly in most cases this is not done. What is done is talk about the food web and the energy cycles and ecological balance and how removal of any element disrupts the whole system, and how this can affect human beings too. What this approach lacks is the essential interaction with Nature and with other humans. Indeed in many environmental activities the opposite takes place. A classic example of this is the making of a herbarium, or even worse an insect collection, as common in both formal and non-formal education in India. A child is often encouraged to pluck plants, leaves and flowers and run after butterflies with a net, and is part of a large group of children similarly marauding a patch of Nature within it. Such a child is not likely to develop any strong feeling of respect for Nature or for the individual specimens pressed in the plant file or trapped in a jar. It is even worse when the activity becomes competitive, i.e. who collects the maximum. A lot of knowledge may be gained, but it is gained in a value system which emphasizes exploitation and conquest, not sensitivity and respect.

The alternative is to take up activities where eco balances, ecological diversity, animal behaviour, human plurality and other such concepts and systems are introduced with the stress on their intrinsic worth. Materials, processes, living beings do not exist only for human use, but more importantly they are worth while in them selves.

A frog is as much in love with its life as a human being is with his. The feeling of the frog must be respected. The final thrust of environmental education seems to be embodied in the vital question: Am I doing something which disrespects or violates some other creature's right to live and live freely? If I am, what can I do to minimize the damage I am causing?

Once again the Indian tradition of Ahimsa comes out as infinitely more relevant, than much of what we learn in modern education.

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- a. On the basis of your reading the above passage make notes on it using a suitable format. Give a title 5
- b. Make a summary of the above passage in 80 words 3

SECTION B WRITING

35

B 1 a You are Sonu/Sonali, Sports Secretary of Maharani Public School , Gwalior. Write a notice for the school notice board , asking students interested in playing hockey, to give their names for selection in the school hockey team . Invent date, time, eligibility criteria and so on. 50 words 5

OR

B 1 b. You are Sameer/ Sameera. Your birthday falls on 15th February. Write an invitation you will be sending your friends to come to your birthday party. 50 words.

B 2 a. You have just shifted your residence from Chennai to Bangalore. Write a factual description of your new house and the locality in 125 words. 10

OR

B 2 b. Write a report for your school newsletter on the medical check-up camp organized in your school by a charitable hospital to examine and diagnose ailments prevalent among children of the age group 3 to 12. Give necessary details to make the report comprehensive. 125 words.

B 3 a. This summer vacation you are planning to visit Shimla. Write a letter to a travel agency in Shimla requesting them to book a room for you in a five star hotel. Give other details of your journey and facilities you require there. You are Neela/Neil

OR

10

B 3 b. Write a letter to the Editor of The Times of India, highlighting the problems of the Housing Co-operative Society to which you have recently shifted.

B 4 a. Write an article in 200 words about the increasing TV viewing and decreasing reading habits in students. 10

OR

B 4 b. Write an article in 200 words on the topic 'Service before Self'

SECTION C: TEXT BOOKS

45

C 1 a .Read the following extract and answer the questions that follow. 4

a. Far from gusty waves these children's faces
Like rootless weeds, the hair torn around their pallor
The tall girl with her weighed down head. The paper-
Seeming boy, with rat's eyes

- 1 Where are these children sitting? 1
- 2 Why is the head of the tall girl weighed- down? 1
- 3 What do you understand by the 'paper-seeming boy'? 1
- 4 Name the poem and the poet 1

- b. When Aunt is dead, her terrified hands will lie
 Still ringed with ordeals she was mastered by.
 The tigers in the panel that she made
 Will go on prancing, proud and unafraid.

- 1 Why are Aunt Jennifer's hands terrified? 1
 2 What are they still ringed with? 1
 3 Where did she make the tigers? 1
 4. Name the poem and the poet 1

C 1 b. Answer any two of the following questions in 30 to 40 words each. 2x2=4

- 1 Why does Kamala Das describe the trees as sprinting?
 2 Why does Pablo Neruda urge us to keep still?
 3 Why does Keats associate grandeur with the mighty dead?

C 2 Answer any six of the following questions in 30 to 40 words 2x6=12

- 1 What did M.Hamel tell the people in the class about French language? What did he ask them to do?
 2 Which forces conspire to keep the workers in the bangle industry at Firozabad in poverty?
 3 Why did Douglas go to Lake Wentworth in New Hampshire? What did he do there?
 4 Dr. Sadao is a great doctor and a great patriot. Justify
 5 Why does Derry tell Mr. Lamb that he is afraid of seeing himself in the mirror?
 6 Why did people doubt Evan's sincerity in taking the O-level exam?
 7 Why was Zitkala-sa terrified when Judewin told her that her hair would be cut short?

Answer any one of the following questions in 100 words. 5

C 3 a. How did the peddler feel after robbing the crofter? What does his reaction highlight?

OR

b. Who was Jhansie? How did she try to correct Sophie? Was she successful in her attempts?

C 4. The lesson Deep Water tells the story of a man who refused to bow down to fear. Fear less and hope more should be our motto. Great minds have purposes. Write a brief article on the 'Need for Positive Thinking' to be successful in 100 words. 5

C 5 How has sir Arthur Conan Doyle accommodated atmosphere-setting in his novel The Hound of Baskervilles? 125 words 8

C 6 Describe the circumstances that led to the death of Sir Charles Baskerville? 125 words 7