



St. Xavier's Sr. Sec. School

Delhi-54

Pre Board Examination 2016

Set 2

Std. 12
08-01-2016

English

Max. Marks : 100
Time : 3 hrs.

General Instructions :

1. This paper is divided into three sections: A, B and C. All sections are compulsory.
2. Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.
3. Do not exceed the prescribed word limit while answering the questions.

SECTION - A (READING)

(30 marks)

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

1 Brother, sister, mother, father, husband, wife, son, daughter, friend, colleague, neighbor....our relationships contain many people with the potential to hurt us, very often in small ongoing ways. Sometimes in trying to be good people, we brush these hurts aside, thinking "I am not a vindictive or overly sensitive person, these things shouldn't bother me." But they do. They do because our egos are like magnets, and resentments are attracted to them. What is the impact of holding onto these resentments? Do we hold back in our lives? Do we argue with people? Do we gossip?

2 God promises that forgiveness is possible, even when hurt seems too great to repair. We experience a 'heart of stone' when we are too angry, too selfish, or too frozen by the pain others have caused us. However we experience 'A heart of flesh', when we are sensitive, it may be vulnerable, but it is compassionate. 'A heart of flesh' sees that while we are feeling pain, the other person may also be hurting for that pain they caused us. We can get so caught up in ourselves that we do not even notice another is struggling from the offense. It is true that people need to be held accountable for their actions. But these people also need patience from us. Practicing patience with another, holding onto the hope and vision for our relationship with them, is a true act of compassion.

3 The idea that forgiveness means that sins are washed away is one of the reasons why we sometimes shy away from forgiveness. We sometimes think that forgiveness means forgetting and that feels wrong. Sometimes we feel we need our resentments to educate us about the people in the world around us and guide us in the ways we should act towards them. We feel like we need our memory of past hurts so that we can maintain boundaries with people. But there must be a way for knowing and forgiveness to exist together, a clear-headed forgiveness that forgets nothing and forgives all. Here's one way of thinking about it: how might it feel to look at someone who has hurt us and not feel anger? Is this even possible? This is how Emmanuel Swedenborg in his book 'Secrets of Heaven' describes the angels, "those who have charity hardly notice the evil in another person, but instead notice all the goods and truths that are his; and on his evils and falsities they place a good interpretation. Of such a nature are all angels, it being something they have from the Lord, who bends everything evil into good"

4 Now this doesn't negate the fact that we do need to protect ourselves from people who make a habit of hurting us. The key is to invite the divine into the process. Because the divine will keep us separated from our resentments. We must be rigorous and disciplined in our endeavors to forgive. We must get used to naming each hurt and then putting it away and asking God to keep the resentment from us. He is the only one with the power to do this. And it must be done all the time, without limit.



St. Xavier's Sr. Sec. School

Delhi-54

When we forgive others there is a freedom where we are no longer shackled by our own anger. It moves us from our selfish illusions to a beautiful reality. It is hard work. But letting go of the fantasies that we can change the past, that we can change others, or even that we are the ones who can change ourselves opens room for God to help us ward off the resentment we feel. Each time we forgive, it paves the way for the next time we need to forgive. Practicing the courage and patience, and letting God into the process of forgiveness becomes like exercising a muscle, it grows stronger and stronger. Together with Him we can come to a point where forgiveness is intuitive, a blessed way to live!

Answer the following questions briefly:

(10x1 = 10 marks)

- a) How are relationships one of the most common channels of causing pain?
- b) How is a 'Heart of stone' different from a 'Heart of flesh'?
- c) Why do we sometimes shy away from forgiveness?
- d) What point does the writer wish to make by describing 'Angels' from Emmanuel Swedenborg's book?
- e) How can we keep ourselves separated from our resentments?
- f) How does the idea propagated in this extract stand in contrast to the old adage 'Forgive and Forget'?
- g) How does forgiveness empower us?
- h) How can we reach the point where forgiveness becomes 'A blessed way to live'?
- i) Find a word in the passage which means the same as 'effort'. (para 3 and 4)
- j) Find a word in the passage which means the same as 'revengeful'. (para 1 and 2)

2. Read the following passage carefully and answer the questions :

In every sphere it is always proclaimed that , "example is better than precept". That is, it is far more effective to show a learner how to do something by doing it before him correctly, rather than merely to tell him what to do.

This is how the drill sergeant teaches raw recruits their military drill. He first goes through the various movements carefully himself before them, sloping arms, presenting arms, trailing arms, fixing bayonets, and so on. His pupils watch his movements, and then try to copy them.

So in crafts, technical education is not picked up from books. The learner must go into the carpenter's shop, the smithy, the engineer's workroom or the mill, and watch and copy trained workmen as they actually do their tasks before him.

But it is in the moral sphere that example is so much more effective than precept, both for good and evil. Take for example the training of children by their parents. Children are very observant and are keen critics. They notice very quickly whether their father does himself what he teaches them. He teaches them it is wrong to tell lies, for example; but if he is himself untruthful, his teaching will have little effect on them. Children are great mimics; they will copy their parents. If the parents are really honest, truthful, kind and unselfish, or if they are dishonest, selfish and harsh, their children will imitate them.

To set children a good example is far more important than teaching them any number of fine moral maxims; and a bad example will do them far more harm than any amount of sound teaching will do them good.



St. Xavier's Sr. Sec. School

Delhi-54

Any man who sets himself up as a moral teacher must see to it that he does not undo all the good his teaching might affect, by a bad example. He must practice what he preaches, or his preaching will do more harm than good. Christ warned his disciples against the Scribes who said, "Do as we say, not as we do". Christ himself set the example, and said, "Follow me!" So the moral teacher must follow the example of Goldsmith's village Preacher:- "He tried each art, reprov'd each dull delay, Allured to brighter worlds, and led the way."

The example of real goodness set before men by a really good man will do more for morality than hundreds of eloquent sermons or tons of moral advice.

- a) On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. (minimum 4). Also supply a suitable title. (5)
- b) Prepare a summary of the notes made in around 80 words. (3)

3. Read the following passage carefully and answer the questions that follow:

1 I came to the prison unprepared like anybody else. The difference was that I was 'in charge' while others were 'under' a charge. I did not know what exactly to expect or what went on inside. All I knew was that there were hundreds of men and women behind rusted gates and high walls. All that was visible from outside the height of mortar topped by barbed wires were the tall lean poles with their flood lights, gleaming yellow. Sentries looked like faceless figures on the distant watchtowers.

2 I took charge as Inspector General (Prisons) on World Labour Day, 1993, not really being able to fathom the magnitude of labour that would be required of me to negotiate the problems waiting behind the bars. I had heard of the gory practices that continued unexposed behind those searchlights. A whole world seemed to have been exiled behind those high walls with rusted frames. I had heard about the gang wars, prisoners running extortion centres from within the prison, and tales of rampant corruption, violence and heart rending tragedies.

3 As I briskly walked towards my office, I was determined not to get swallowed. I geared myself to face the situation. I was there to make it a respectable human dwelling. I called my first meeting with the Deputy Inspector General and the Superintendents of the four Jails together, infamous as 'Tihar Jails'. As they came and sat across a large sized prison manufactured wooden table, I felt they were more curious to know what I had to say. Perhaps to know how I speak and how I conduct myself as a woman IG. What was my agenda? Whether I was enthusiastic or would I sulk being posted there? Was I going to accuse my seniors of dumping me and seek their sympathy? In my country, whenever postings are not manipulated by 'connections', one is always sent—euphemistically termed as 'posted'—to apparently obscure places. Therefore invariably round pegs land up in square holes and vice-versa. I am sure my colleagues were trying to figure out whether I was one of those misfits.

4 My office was physically repelling, the worst ever in all those years of policing. It appeared that the office was built as an afterthought, and meant to be kept vacant. Its confines were claustrophobic. 20 feet by 15 feet, with pale, bare yellow walls, it was a happy hunting ground for rats and insects of all age groups who frisked around with great familiarity despite my presence.

5 The meeting I had sought with my colleagues certainly served as an intrusion for the playful creatures who distracted my attention many a time. I tried to correlate to my colleagues with whom I was to administer the prison. They were reticent and on guard and perhaps unsure about the extent to which they could share their thoughts with me. I provoked them by throwing across a few questions and when I saw them looking at each other from the corners of their eyes, I decided to take the initiative. During that short inquisition, I was able to sense who their leader was and decided to lead them



St. Xavier's Sr. Sec. School

Delhi-54

through him. I told them I was a team person. I did set goals, but only after I understood both the task and the energy available. I made it known that I fully respected experience, free participation and that I cut across ranks to learn. I also shared my conviction that all hierarchies of administration have their own valuable experiences to offer. I assured them that I would be learning from each of these ranks to ensure that we took the best possible directions. Once the goals were set and vision shared, we should all be in it together through thick and thin. More importantly, I would take full responsibility for my acts of omission and commission. I would begin with an innate trust and breach of it would not be spared. Bonafide mistakes would be examined and decisions taken on merits of each case. Credit for good work would be made visible, just as discredit would be made public. An extract from Kiran Bedi's 'Its Always Possible'

- 3.1 Answer the following questions: (6x1 = 6 marks)
- Explain the difference between being 'in charge' and 'under a charge'.
 - What 'gory' practices had the writer heard of?
 - 'I was determined not to get swallowed'. What does the writer mean by this statement?
 - 'Therefore invariably round pegs land up in square holes.' What is the implication of this line?
 - What does the writer mean when she says: 'whenever postings are not manipulated by 'connections', one is always sent—euphemistically termed as 'posted'—to apparently obscure places'?
 - Write briefly about the writer's strategies to make things work out at Tihar Jail. (any 2 points)
- 3.2 On the basis of your reading of the passage, answer the following questions by choosing from the options given below: (3x1 = 3 marks)
- The phrase 'not able to fathom' means not able to _____.
 - think
 - comprehend
 - imagine
 - visualize
 - The sentence : 'I cut across ranks to learn' means the writer _____.
 - learnt everything
 - tried to learn, but couldn't
 - was receptive and ready to learn from all quarters
 - tried to understand ranks before learning
 - The writer seems to be strict and demanding. Which line conveys this?
 - I would take full responsibility for my acts.
 - I would begin with an innate trust and breach of it would not be spared.
 - Credit for good work would be made visible.
 - Bonafide mistakes would be examined.
- 3.3 Find words in the passage which mean the following: (3x1 = 3 marks)
- widespread (para 2)
 - not having enough space (para 3 and 4)
 - quiet/shy (para 5)

SECTION - B (WRITING)

(30 marks)

4. Prepare a poster on "Kindness to Animals" to be displayed at public places, appealing to people to show sensitivity to animals. (Word limit 50 words)

(OR)



St. Xavier's Sr. Sec. School

Delhi-54

You wish to rent out your newly constructed flat located in the heart of the city. Draft an advertisement in not more than 50 words to be published in The Deccan Herald, under the classified columns. You are Mohan/ Mahima of Jayanagar, Bengaluru. (4)

5. You are organizing a party at your residence. Write a letter placing an order for cake and other snacks with Frontier Confectioners for the party. Mention that you had recently seen their advertisement in the newspaper for free home delivery. Include other details of the order. (125 words)

(OR)

You are Mr K.L. Sareen. You have seen an advertisement in the Situations Vacant column of The Hindustan Times for the post of Marketing Manager. Write an application with complete biodata. (125 words) (6)

6. You are Kamakshi / Kuber. You have been selected to represent your school in an All India Creative Writing Competition organized by the Lions Club, New Delhi. The topic for the competition is : 'An eye for an eye, and a tooth for a tooth will make the whole world go blind.' Write an article in not more than 200 words on the given topic.

(OR)

'Down to Earth' an environment awareness magazine has launched a 'Clean Your City Campaign'. As an active participant of the campaign, prepare a speech in about 200 words to be delivered in the morning assembly highlighting the importance of a clean city and urging students to participate.

(10)

7. You are Kiran / Kishore. You have been selected to represent your school in an All India School Debate organized by the Rotary Club, New Delhi. The topic for the debate is : "All students should be required to perform one year of community service." Prepare a debate in not more than 200 words for or against the motion giving arguments for your stand.

(OR)

The country has seen so many discussions and talk shows deliberating the upon the 'Intolerance' issue. Write a debate in about 200 words expressing your opinion for or against the topic : 'India is Undoubtedly a Tolerant Nation'.

(10)

SECTION - C (LITERATURE) (40 marks)

8. Read the following extract and answer the questions that follow: (4x1 = 4 marks)

On their slag heap, these children
Wear skin peeped through by bones and spectacles of steel
With mended glass, like bottles bits on stones
All of their time and space are foggy slum
So blot their maps with slums as big as doom.

- a) What does the reference to 'slag heap' imply?
b) Which two images are used to describe the slums?
c) Describe the physical condition of the children of the slums.
d) What literary device is used in the last line?



St. Xavier's Sr. Sec. School

Delhi-54

(OR)

.....but soon
put that thought away, and
looked out at young
trees sprinting , the merry children spilling
out of their homes...

- a) What thought did the poet try to 'put away'?
 - b) What does the phrase 'sprinting trees' signify?
 - c) Analyze the contrast between the scene inside and outside the car.
 - d) What are 'the merry children spilling out of their homes' symbolic of?
9. Answer any four of the following questions in about 50 to 60 words each: (4 x 3 = 12 marks)
- a) "We've all a great deal to reproach ourselves with". Who is the speaker of these lines and who does 'we' refer to?
 - b) How does Hana's attitude towards the white prisoner of war differ from that of Yumi's? Analyze the reason for this difference.
 - c) How does the poem 'Aunt Jennifer's Tigers' reiterate the feminist viewpoint of Adrienne Rich?
 - d) Both Bama and ZitkalaSa were victims of discrimination, yet they handled their situations differently. Explain.
 - e) 'Mcleery's hitherto amiable demeanor was slightly ruffled by this unpleasant courtesy'. What was the 'unpleasant courtesy'?
10. Answer the following question in about 150 words: (6)
- Dialogue and non-violence are powerful tools to resolve any conflict. Comment on this statement with reference to your reading of the chapter 'Indigo'.
- (OR)
- William Douglas in the chapter 'Deep Water' is the epitome of perseverance, determination and resilience. Analyze with reference to your reading of the chapter.
11. Answer the following question in about 150 words: (6)
- Analyze Jack's skills as a story-teller. Why do you think he felt caught in an 'ugly middle position' in the story? (Should Wizard Hit Mommy?)
- (OR)
- What devices does the writer of the chapter 'The Tiger King' use to make the story humorous, interesting and didactic?
12. Answer the following questions in about 150 words: (6)
- Describe the encounter that took place between Griffin and Colonel Adye.
- (OR)
- What difficulties did Griffin have to face when he became invisible and how did he deal with them?
13. Answer the following question in about 150 words: (6)
- Explore the themes of madness, selfishness and megalomania exhibited in the novel, 'The Invisible Man'
- (OR)
- Attempt a character sketch of Thomas Marvel in about 150 words.

-X-X-X-X-X-