



St. Xavier's Sr. Sec. School

Delhi-54

Pre Board Examination 2016

Set 1

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.



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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.

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



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example of Goldsmith's village Preacher:- "He tried each art, reproved 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 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



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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 _____.
i) think ii) comprehend iii) imagine iv) visualize
- The sentence: 'I cut across ranks to learn' means the writer _____.
i) learnt everything ii) tried to learn, but couldn't
iii) was receptive and ready to learn from all quarters
iv) tried to understand ranks before learning
- The writer seems to be strict and demanding. Which line conveys this?
i) I would take full responsibility for my acts.
ii) I would begin with an innate trust and breach of it would not be spared.
iii) Credit for good work would be made visible.
iv) 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)



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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. Though we are celebrating the International Women's Day every year to pay respect to women, the newspapers reveal several atrocities committed against women. You strongly feel the need for women empowerment. Write a letter to the Editor of the TOI on the topic 'Women Empowerment: The Need of the Hour'. Word limit : 125 words.

(OR)

Owning a car has become a status symbol these days. However increase in the number of cars has added to the environmental pollution and is creating many health related problems. Write a letter to the editor of the Hindustan Times, highlighting the urgent need for reducing this man made problem. Give suitable and creative suggestions. (125 words) (6)

6. You are Arun/Anita. You are deeply disturbed by the rising aggression and violent behaviour of school students. Write an article for your school magazine in not more than 200 words on the topic: Value Education—A Remedy for Social Evils.

(OR)

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. (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)

You have read about several cases of people suffering from terminal illnesses, leading a vegetable like existence and who wish to end their sufferings through mercy killing. You feel strongly about the issue. Prepare a debate in about 200 words for or against the topic "Euthanasia: The Right to Die with Dignity". (10)

SECTION - C (LITERATURE)

(40 marks)

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

.....And yet, for these
Children, these windows, not this map, their world,
Where all their future's painted with fog,
A narrow street sealed in with a lead sky
Far far from rivers, capes, and stars of words.

- a) Who are 'these children' referred to, here?
b) How has the contrast between windows and map, been highlighted?
c) Explain the figure of speech used in the third line.
d) What do the words 'narrow street' and 'a lead sky' signify?

(OR)



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For once on the face of the Earth
Let's not speak in any language,
Let's stop for one second,
and not move our arms so much.
It would be an exotic moment
without rush, without engines,
we would all be together
in a sudden strangeness.

- a) What does the poet urge us to do?
b) Why is it said to be an 'exotic moment'?
c) What does the phrase 'not move our arms so much' mean?
d) What is the unique feature of the 'togetherness' proposed by the poet?
9. Answer any four of the following questions in about 50 to 60 words each: (4x3 = 12 marks)
a) Comment on the appropriateness of the title 'The Last Lesson'.
b) In what context does Hana remember general Takima? What does she infer? (The Enemy)
c) Analyze how the poem 'Aunt Jennifer's Tigers' highlights the evils of a patriarchal society.
d) The loss of her long hair had a severe impact on Zitkala-Sa's inner spirit. Elucidate.
e) Briefly describe the precautions taken by the prison officers to prevent Evans from escaping.
10. Answer the following question in about 150 words: (6)
Comment on the persona of Gandhiji and the Gandhian politics, based on the extract 'Indigo'.
(OR)
William Douglas in the chapter 'Deep Water' is the epitome of perseverance, determination and resilience.
Analyze with reference to the Chapter.
11. Answer the following question in about 150 words: (6)
The difference in the experiences and the exposure of adults and children to the world around leads to a disparity between their perceptions and ideologies. Discuss in the light of reading the chapter 'Should Wizard Hit Mommy'.
(OR)
Comment on the humorous and satirical concepts highlighted in and through the story 'The Tiger King'.
12. Answer the following question in about 150 words: (6)
Thomas Marvel is described as a worthless vagabond at the beginning of the novel but emerges as an altogether different person at the end. Analyze.
(OR)
Attempt a character sketch of Dr. Kemp in about 150 words.
13. Answer the following question in about 150 words: (6)
Instead of making him the most powerful being, as he had dreamt of, Griffin's invisibility makes him more vulnerable, alienated and secluded from his fellow beings. Discuss.
(OR)
Explore the themes of madness, selfishness, and the limits of human knowledge explicitly exhibited the novel 'The Invisible Man'.
-x-x-x-x-x-x-