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Code Number 301/1/1



INDIAN SCHOOL MUSCAT FIRST ASSESSMENT

ENGLISH CORE

CLASS: XII

Sub. Code: 301

Time Allotted: 3 Hrs

10.09.2017

Max. Marks: 100

General Instructions:

- (i) This paper is divided into three 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) Do not exceed the prescribed word limit while answering the questions. Marks will be deducted if this limit is crossed.
- (iv) Attempt all questions of a section without mixing them with another section.

SECTION A - (READING)

1. No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'we'. Grammar is universal and plays a part in every language, no matter how widespread it is. So the question which has baffled many linguists is - who created grammar?
2. At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages are started from scratch. Amazingly, however, this is possible.

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3. Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each others languages, they developed a make-shift language called a pidgin. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases it is difficult for a listener to deduce when an event happened, and who did what to whom. Speakers need to use circumlocution in order to make their meaning understood. Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

4. Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilise the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no consistent grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilised a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way. A new creole was born.

5. Some linguists believe that many of the world's most established languages were creoles at first. The English past tense -ed ending may have evolved from the verb 'do'. 'It ended' may once have been 'It end-did'. Therefore it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

On the basis of your understanding of this passage, answer the following questions 4 with the help of the given options:

- a) In paragraph 1, why does the writer include information about the Cherokee language?
- To show how simple, traditional cultures can have complicated grammar structures.
 - To show how English grammar differs from Cherokee grammar.
 - To prove that complex grammar structures were invented by the Cherokees.
 - To demonstrate how difficult it is to learn the Cherokee language.
- b) What can be inferred about the slaves' pidgin language?
- It contained complex grammar.
 - It was based on many different languages.
 - It was difficult to understand, even among slaves.
 - It was created by the land-owners.
- c) All the following sentences about Nicaraguan sign language are true EXCEPT:
- The language has been created since 1979.
 - The language is based on speech and lip reading.
 - The language incorporates signs which children used at home.
 - The language was perfected by younger children.
- d) Which idea is presented in the final paragraph?
- English was probably once a creole.
 - The English past tense system is inaccurate.
 - Linguists have proven that English was created by children.
 - Children say English past tenses differently from adults.

Answer the following questions briefly:

- e) What is common to all languages? 6
- f) How can we find out who created grammar?
- g) According to the passage what can be attributed as a consequence of the Atlantic slave trade.
- h) What is pidgin?
- i) What are creoles?
- j) Why does the author say that even the most widespread languages were partly created by children?
- k) **Find words from the passage which mean the same as:** 2
- simple and temporary (Para 3)
 - uniform (Para 4)

2. Read the passage given below carefully:

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1. Close at hand is a bridge over the River Thames, an admirable vantage ground for us to make a survey. We are here to consider facts; now we must fix our eyes upon the procession—the procession of the sons of educated men. There they go, our brothers who have been educated at public schools and universities, mounting those steps, passing in and out of those doors, ascending those pulpits, preaching, teaching, administering justice,

practising medicine, transacting business, making money. It is a solemn sight always—a procession, like a caravan crossing a desert....But now, for the past twenty years or so, it is no longer a sight merely, a photograph, or fresco scrawled upon the walls of time, at which we can look with merely an aesthetic appreciation.

2. For there, traipsing along at the tail end of the procession, we go ourselves. And that makes a difference. We who have looked so long at the pageant in books, or from a curtained window watched educated men leaving the house at about nine-thirty to go to an office, returning to the house at about six-thirty from an office, need look passively no longer. We too can leave the house, can mount those steps, pass in and out of those doors,...make money, administer justice.

3. Nobody will dare contradict us then; we shall be the mouthpieces of the divine spirit—a solemn thought, is it not? We are here, on the bridge, to ask ourselves certain questions. And they are very important questions; and we have very little time in which to answer them. The questions that we have to ask and to answer about that procession during this moment of transition are so important that they may well change the lives of all men and women forever. For we have to ask ourselves, here and now, do we wish to join that procession, or don't we? On what terms shall we join that procession? Above all, where is it leading us, the procession of educated men?

4. As you know from your own experience, and there are facts that prove it, the daughters of educated men have always done their thinking from hand to mouth; not under green lamps at study tables in the cloisters of secluded colleges. They have thought while they stirred the pot, while they rocked the cradle. It was thus that they won us the right to our brand-new sixpence. It falls to us now to go on thinking; how are we to spend that sixpence? Think we must. Let us think in offices; in omnibuses; while we are standing in the crowd watching Coronations and Lord Mayor's Shows; let us think...in the gallery of the House of Commons; in the Law Courts; let us think at baptisms and marriages and funerals.

Adapted from 'Three Guineas', Virginia Woolf

I Answer the following as briefly as possible:

- a) What/who did the procession traditionally consist of? 2
- b) According to the author what was the purpose for the women to be on the bridge? 2
- c) How have women learnt to think as different to men? 2
- d) How will the 'sixpence' change their thinking?

II. Find words from the passage which mean the same as the following: 2

(i) ceremonial occasion (para 2)

(ii) spokespersons (para 3)

3. **Read the passage given below:**

Whether work should be placed among the causes of happiness or among the causes of unhappiness may perhaps be regarded as a doubtful question. There is certainly much work which is exceedingly irksome, and an excess of work is always very painful. However, work is not, to most people, more painful than idleness. There are, in work, all grades; from more relief of tedium up to the profoundest delights, according to the nature of the work and the abilities of the worker.

Most of the work that most people have to do is not interesting in itself, but even that work has certain great advantages. To begin with, it fills a good many hours of the day without the need of deciding what one shall do. Most people, when they are left free to fill their own time according to their own choice, are at a loss to think of anything sufficiently pleasant to be worth doing. And whatever they decide on, they are troubled by the feeling that something else would have been more pleasant here. To be able to fill leisure intelligently is the last product of civilization and at present very few people have reached this level.

Moreover the exercise of choice is tiresome in itself. Except, 7 to people with unusual initiative, it is positively agreeable to be told what to do at each hour of the day, provided the orders are not too unpleasant. Most of the idle rich suffer unspeakable boredom. At times they may find relief by hunting big game in Africa or by flying around the world, but the number of such sensations is limited, especially after youth is past. Accordingly, the more intelligent rich men work nearly as hard as if they were poor.

Work, therefore is desirable, first and foremost as a preventive of boredom, although uninteresting work is as boring as having nothing to do. With this advantage of work, another associated advantage is that it makes holidays much more delicious when they come. Provided that a man does not have to work so hard as to impair his vigour, he is likely to find far more zest than an idle man would possibly find. The second advantage of most paid work and some of unpaid work is that it gives chances of success and opportunities for ambition. In most work, success is measured by income and while our capitalistic society continues, this is inevitable. However dull work too, becomes bearable, if it is a means of building up a reputation. Continuity of purpose is one of the most essential ingredients of happiness and that comes chiefly through work.

- 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 four) and a format you consider suitable. Also supply an appropriate title to it.** 5
- b) **Write a summary of the passage in about 80 words.** 3

SECTION B – (ADVANCED WRITING SKILLS)

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4. **As the Head Boy/Head Girl of your school, you are organizing a Career Counselling Session for XI and XII standard students. Draft a notice in not more than 50 words for the students' notice board with all necessary details. Put the notice in a box** 4

OR

Repeated earthquakes in India and elsewhere have resulted in unprecedented damage and destruction to both life and property. Educating people on this is the need of the hour. Prepare a poster, in not more than 50 words, for creating this awareness.

5. You are Sunil/Sunita staying at Ramakrishna Puram, Secunderabad. The poor bus service adversely affects the life of the residents as your locality is away from the main city. Write a letter to the editor of Hindustan Times, highlighting the problems faced and also offering a few possible suggestions. 6

OR

Your school is proposing to purchase books for the school library. As the librarian of Laidlaw Senior Secondary School, write a letter placing an order for a few books with M/s Rarefied Books Co. Pune. You are Karthik/Kritika.

6. Our World, an environmental awareness NGO, has launched a 'Clean Your City' campaign in the city. As an active member of the group deliver a speech in the morning assembly of your school urging students to participate in the movement and make it a success. Write in about 150 -200 words. 10

OR

You are to speak on 'The Impact of Television Advertising on children'. Prepare your speech to be delivered at the Parent- Teacher Forum meeting at Daffodils School, Manali. You are Nishant / Deepshika. Write in about 150 -200 words.

7. You are Rani/ Raghav. Many organizations have come forward with the idea of 'Education for All'. In spite of their best efforts it is still a dream. Write an article in about 150- 200 words giving suggestions to make this a reality, as education is the only way to progress. 10

OR

You are the member of the Environmental club of your school. After visiting many places you have realised that it is the need of the hour to protect the environment. Write an article on this topic to create awareness among the people (150-200words)

SECTION C – (LITERATURE)

8. **Read the extract given below and answer the questions that follow:** 40

“On sour cream walls, donations, Shakespeare’s head,
Cloudless at dawn, civilized dome riding all cities.
Belled, flowery, Tyrolese valley. Open-handed map
Awarding the world its world.”

- a) What is the condition of the classroom wall?
- b) What aspects show a civilized race?
- c) What is the specialty of the Tyrolese valley?
- d) Explain: 'Awarding the world its world'.

OR

“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

9. Answer any **four** of the following questions in 30-40 words each: 12

a) How did Edla persuade her father to let the pedlar stay in their home till Christmas ?

b) How did Mahatma Gandhi uplift the peasants of Champaran?

c) Franz thinks, 'Will they make them sing in German, even the pigeons?' What does this mean?

d) Bring out the irony in Saheb's name?

e) How does Jo want the story to end and why?

10. Answer the following question in 120-150 words: 6

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

OR

Often the key to the cause of a certain fear or phobia is the same as the key to conquering it. How does the story 'Deep Water' justify this?

11. Answer the following question in 120-150 words: 6

Vistas

Dr. Sadao was compelled by his duty as a doctor to help the enemy soldier. What made Hana, his wife, sympathetic to him in the face of open defiance from the domestic staff?

OR

The Tiger King's quest for tigers was full of hurdles and challenges. Justify the statement.

12. Answer the following question in 120-150 words: 6

How does Griffin rob the Buntings at the vicarage? Do the Buntings realize what had happened in their home? Why

13. Answer the following question in 120-150 words: 6

Griffin was a brilliant scientist but a depraved human. In the light of this statement, draw a pen portrait of Griffin.
