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INDIAN SCHOOL MUSCAT FIRST PERIODIC ASSESSMENT

ENGLISH CORE

CLASS: XII

Sub. Code: 301

Time Allotted: 50 mts

10.04.2019

Max. Marks: 20

GENERAL INSTRUCTIONS:

- (i) *This paper is divided into two sections: A and B. Both 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

1. Read the passage and answer the questions that follow: (10)

1. E-learning is a trend that is here to stay. In the US, more than 41 million people log on to their computers and double – click into virtual classrooms. Experts predict that in the US, e-learning will become a US \$2 billion industry within four years and it won't be long before a student can go through Harvard or Wharton Business School course sitting right at home.

2. The trend is here to stay, not only in the US but in other countries, like India as well. It won't be long before Internet and web-based tools take over our classrooms in a significant manner. The drift started with a few renowned institutions leveraging the Net to impart education. As they started reaching out to a large number of students, some not-so-good colleges also flooded the Net with electronic pages, chat rooms and bulletin boards as virtual classrooms. The net result was poor design and content that left students in the lurch.

3. Luckily, a reversal is on the cards. A proper design and content with the right instructions and methodologies has now made e-learning a rewarding experience for students. Now all that a student has to do is to register at the web site and send in a cheque. A demand draft or a credit card can also be used to pay for the course. A course packet containing the study material is then sent to the student. The student can log on to the site and go through the syllabus, study or download the material. As an electronic page is very different from that of a text book, the education portal's challenge lies in making web pages more effective than textbooks. Through the use of chat and other software, learning becomes a real experience for a student in a virtual classroom.

4. Many on-line course offer features like student – teacher live chats, online assignments, and a playback facility of recorded classrooms with expert faculty. Some sites even go a step further and provide personal interactive classroom sessions, offline, in select cities. What gives e-learning an edge over traditional learning is accessibility: you need not wait for buses that are overcrowded at peak hours to reach your school. Classes come directly to your home, the desktop to be precise.

Also, unlike regular classes, students can work as well as study at their own pace and interact with the faculty when they have doubts. The training offered is of certain standard and so is the content presented. With features like recorded classrooms, the problem of missed classes does not arise anymore.

5. The flip side is obvious as well. As there is no personal interaction with the teacher, the going may get a bit tough for students who have not understood a concept. There is obviously no way for the teacher to delve into the mind of his student. Moreover, PC penetration is very low in India with few students having access to computers and even fewer knowing about online courses. E-learning also requires a lot of self-driven study methods. In India; many people have phobias concerning computers while others baulk at any type of computer interaction. Hence, mindset issue is a serious concern that has to be overcome.

6. Then there are other drawbacks including the method of assessment. As some portals accept assignments on the web, it gives students more scope for cheating. It also makes learning slower for a student used to the traditional method of teaching. Online teaching, feel some, can never replace the chalk-and-talk method. It seems our students still feel more comfortable being taught in traditional classrooms.

1.1 On the basis of your understanding of the above passage, make notes on it, using headings and sub-headings. Use recognizable abbreviations (wherever necessary – minimum 4). Also supply an appropriate title to it. (5 marks)

1.2 Write a summary of the passage in about 100 words. (5 marks)

SECTION B

2. Read the following extract and answer the questions briefly: (1×4=4)

*“... she looked but soon
put that thought away, and looked out at Young
Trees sprinting, the merry children spilling
out of their homes.”*

- a) What was the poet ‘looking’ at? What did she notice?
- b) What thought did she try to drive away?
- c) Why did the poet start ‘looking out’? What does her gesture suggest?
- d) What did the images of ‘young trees’ and ‘merry children’ symbolize?

3. Answer any two of the following questions in 30-40 words each: (3×2=6)

- a) The people in the story suddenly realize how precious their language is to them. What shows you this? Why does this happen?
- b) How did M. Hamel behave as the last lesson came to an end?
- c) How was the scene in the school on the morning of the last lesson different from other days?

End of the Question Paper



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SECTION A**1. Read the passage and answer the questions that follow: (10)**

1. "Cancer is an offshoot of smoking. There is much more," says Dr. Vikram Jaggi, a chest specialist who runs a Quit Smoking Clinic at his Asthma, Chest and Allergy Centre in Delhi. He sounds ominous when he says, "A person who has smoked 20-30 cigarettes regularly for more than 10 to 15 years has reduced his life expectancy by about 10 years. 50 percent of the heavy smokers will die due to a cause related to smoking."

2. When you take a puff, the nicotine in the cigarette reaches the oral cavity, goes into the blood stream, liver and reaches the brain in eight seconds flat. With every cigarette you smoke, 2.5 mg of nicotine enters your body. Gradually, this affects the brain – like a drug addiction. In fact, nicotine addiction is much stronger than cocaine or morphine, says Dr. Jaggi. It affects the blood stream, has an adverse effect on cholesterol, causes thickening of arteries, affects the heart, increases the heart rate and heart attack propensity, causes stroke, various kinds of cancer, and problems in the lungs, particularly in the air tubes (like bronchitis and emphysema). There are approximately 4,000 identified chemicals in cigarette smoke, of which about 600 are known to be carcinogenic.

3. It is clearly documented that a pregnant woman who smokes has more still births, more abortions, and her children will weigh 20-25 percent less than children of non-smoking mothers. Even after child birth, if a woman continues to smoke and the child is around, there is possibility of crib death. Children of women who smoke have two times more infection of the throat and ear than non smoking mothers' kids.

4. A smoker has wrinkled skin, yellow teeth, sagging cheeks, greying hair and is prone to baldness. Teeth become yellow and prone to dental problems and fall spontaneously. Smokers have a coated tongue and lose their taste buds. Those who quit smoking suddenly realize the taste of food.

5. Everybody knows smoking causes lung cancer but it also causes emphysema and bronchitis. These are very, very serious long-term conditions which are debilitating. It increases the bad cholesterol and decreases good cholesterol. It narrows the arteries which take blood to the heart.

The heart rate in turn increases, so does the pulse rate, and more adrenaline is pumped into the body, which causes the heart to pump faster. All this in turn, can cause heart attack. Gangrene in the lower limb is mostly 100 percent related to smoking. The arteries that supply blood to the lower limbs, toe etc., get thin and blocked. In this case, there is no choice but to amputate the limb.

6. Nicotine causes addiction to cigarettes. But nicotine is not solely responsible for all the harmful effects of smoking. Other constituents like carbon monoxide, tar, etc. cause the other damage associated with smoking.

7. Roughly one fourth of whatever smoking does to smokers is what it does to passive smokers. "Quitting is ideal but more ideal would be not to start smoking in the first place. After all, smokers start young and they begin because of the advertisements. Ten percent of the government's excise revenue comes from cigarettes; two percent of the total government revenue again comes from cigarettes. The government is not going to let go of it," says Dr. Jaggi. He further adds, "Some sports brands have them on sports gear due to which children actually think sportsmen smoke".

8. "Remember the Marlboro man, who was considered the macho man in the US? He died of smoking. The next model they took also died of smoking. Need we say more?"

1.1 On the basis of your understanding of the above passage, make notes on it, using headings and sub-headings. Use recognizable abbreviations (wherever necessary – minimum 4). Also supply an appropriate title to it. (5)

1.2 Write a summary of the passage in about 100 words. (5)

SECTION B

2. Read the following extract and answer the questions briefly: (1×4=4)

*"but after the airport's security check,
standing a few yards away,
I looked again at her, wan,
pale as a late winter's moon"*

- a) Where was the poet standing?
- b) Who does 'her' here refer to? How did she look like?
- c) Why does the narrator 'look at her again'?
- d) Explain: 'wan, pale as a late winter's moon'.

3. Answer any two of the following questions in 30-40 words each: (3×2=6)

- a) "It was all much more tempting than the rule for participles." What did Franz find 'much more tempting'? How did he finally react?
- b) Who did M. Hamel blame for neglect of learning on the part of boys like Franz?
- c) How did the people react when they realized that they will never be able to learn their language?

End of the question paper



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SECTION A

1. Read the passage and answer the questions that follow: (10)

1. The dictionary defines luck as good fortune, events in life that cannot be controlled and seem to happen by chance. There are often too many people who explain their failures and ascribe them to ill luck. "Lady Luck did not favour me." "I ran into major bad luck." "I am one of the unlucky ones around not to have landed a promotion" and several other statements like that. The idea in a defeatist mind is merely to pin the blame instead of working out the real reasons and to get going again in case results have not been in favour. Luck is a very small component of the outcome and has little say.

2. The prerequisites of success are actually sound vision, diligence, being passionate about goals, striving to build lasting relationships, enduring effort at self-improvement, self-discipline and taking risks without them being quixotic. Beyond that, all that remains is simply luck. Edison had defined genius thus: One per cent inspiration, 99 per cent perspiration. It is now a cliché but there is nothing else that captures the spirit of the theme as it does. People who seemingly are the world's envy and possess much of the world's wealth did not merely strike luck. These are the people who have worked hard at arriving where they are currently and keeping it that way.

3. It is, however, a different story that there may be people who live lives of inaction and train guns at the 'lucky' guys who have all the wealth and power due to a stroke of fate, some part of which could otherwise have been theirs. What they choose to selectively ignore is that the successful people work hard to put themselves into a position where good fortune can find them.

4. Edward de Bono, one of the well known motivational writers of today clearly puts it. "Certainly there are people who seem to think that hard work is a substitute for strategy, but filling time is not

the same as time management. Being busy is not the same as working. Dealing with the urgent is not the same as dealing with the important.”

5. There will be many people who exhort to others to put in hard work, to add sincerity to purpose but there are only a handful of them who know that thinking clearly, encompassing all factors and then taking a call are the first steps towards progress. Successful people do often enjoy their work that it does not seem like work. The process of clear thinking should be taught to the children early on so that they do not swim in the waters of confusion, wasting precious time. The children as well as young adults have to identify goals step-by-step.

6. Everything you are and have today is the exact summation of countless thousands of little choices and decisions you made from the day you were first consciously able to make such choices. And stating it simply, those choices were mainly between action and inaction. Or putting it another way, between action and laziness. I am not talking big, life-changing decisions here. I am talking about tens of thousands of day by day, minute by minute choices like “shall I get up or lie in bed for another half hour?” It is the small choices which matter. The little day by day disciplines build into an inexorable force propelling you towards success and wealth.

7. Therefore to wail about the fickle nature of Lady Luck is not a great idea, getting on with life of action and working towards attaining goals is.

1.1 On the basis of your understanding of the above passage, make notes on it, using headings and sub-headings. Use recognizable abbreviations (wherever necessary – minimum 4). Also supply an appropriate title to it. (5)

1.2 Write a summary of the passage in about 100 words. (5)

SECTION B

2. Read the following extract and answer the questions briefly: (1×4=4)

*“and felt that old familiar ache,
my childhood’s fear, but all I said was, see you soon, Amma,
all I did was smile and smile and smile...”*

- a) What ‘familiar ache’ did the poet feel?
- b) What could have been the poet’s childhood fears?
- c) Why do you think, the poet did not share her thoughts with her mother?
- d) Why did the poet only ‘smile’?

3. Answer any two of the following in 30-40 words each: (3×2=6)

- a) How did Franz’s feelings towards schoolwork and schoolbooks suddenly change?
- b) What did M. Hamel tell them about French language? What did he ask them to do and why?
- c) What was unusual about M Hamel’s dress on his last day in the school?

End of the Question Paper