

INTERNATIONAL INDIAN SCHOOL, DAMMAM

MODEL EXAMINATION – JAN 2014

CLASS: XI
SUBJECT: ENGLISH CORE

MAX. MARKS : 80
TIME : 3 HRS

SET A

General Instructions:

1. The Question Paper is divided into **3** sections – A,B,C All sections are compulsory.
2. Separate instructions have been provided with each section or question wherever necessary. Read the instructions carefully and follow them.
3. Do not exceed the prescribed word limit while answering the questions.
4. Please write down the serial number of the question before attempting it.

SECTION A – READING

20 MARKS

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

In the democratic countries, intelligence is still free to ask whatever question it chooses. This freedom, it is almost certain, will not survive another war. Educationists should, therefore do all they can, while there is yet time, to build up in the minds of their charges, a habit of resistance to suggestion. If such resistance is not built, the men and women of the next generation will be at the mercy of that skilful propagandist who contrives to seize the instruments of information and persuasion. Resistance to suggestion can be built up in two ways. First, children can be taught to rely on their own internal resources and not depend on incessant stimulation from without. This is doubly important. Reliance on external stimulation is bad for the character. Moreover, such stimulation is the stuff with which propagandists bait their books, the jam in which dictators conceal their ideological pills; an individual who relies on external stimulations thereby exposes himself to the full force of whatever propaganda is being made in his neighborhood. For a majority of people in the west, purposeless reading, purposeless listening-in, purposeless listening to radios, purposeless looking at films, have become addictions, psychological equivalents of alcoholism and morphism. Things have come to such a pitch that there are many millions of men and women who suffer real distress if they are cut off for a few days or even few hours from newspapers, radio, music or moving pictures. Like the addict to a drug, they have to indulge their vice not because the indulgence gives them any real pleasure, but because unless they indulge, they feel painfully subnormal and incomplete. Even by intelligent people it is now taken for granted that such psychological addictions are inevitable and even desirable, that there is nothing to be alarmed at in that fact that the majority of civilized men and women are now incapable of living on their own spiritual resources, but have become abjectly dependant on incessant stimulation from without.

How can children be taught to rely upon their own spiritual resources and resist the temptation to become reading addicts, hearing addicts, seeing addicts ? First of all, they can be taught how to entertain themselves by making things, by playing musical instruments, by purposeful study, by scientific observation, by practice of some art, and so on. But such education of the hand and the intellect is not enough. Psychology has its Gresham's Law, it is bad money that drives out the good. Most people tend to perform the actions that requires least effort, to think the thought that are the easiest to feel, the emotions that are most vulgarly common place, to give rein to the desires that are most nearly animal. And they will tend to do this even if they possess the knowledge and skill to do otherwise. Along with the necessary knowledge and skill they must be given the will to use them even under the pressure of innocent temptation to take the line of least resistance and become an addict to psychological drugs. Most

people will not wish to resist these temptations unless they have coherent philosophy of life, which make it reasonable and right for them to do so. The other method heightening the resistance to suggestion is purely intellectual and consists in training young people subject to the diverse devices of propagandists to critical analysis. The first thing that educators must do is to analyze the words currently used in news papers, on platforms, by preachers and broadcasters. Their critical analysis and constructive criticism should reach out to the children and the youth, with such clarity that they learn to react to forceful suggestions the right way at the right time.

A.1 On the basis of your reading of the passage, answer the following questions and write the

options in the answer sheet.

1x6 Marks

(i) Educationists should:

- a. build up minds of their charges
- b. build up resistance
- c. help students to resist suggestion
- d. inculcate the habit of suggesting

(ii) Incessant external stimulation:

- a. is good publicity for books
- b. is the jam which dictators give the people
- c. exposes an individual to propaganda
- d. exposes the real individual

(iii) Purposeless looking at films and listening to radio:

- a. is equal to alcohol and morphemes
- b. makes one an alcoholic
- c. makes one feel normal and complete
- d. make one subnormal and incomplete

(iv) Humans are inclined to:

- a. do things which require knowledge and skill
- b. do things which are easy but require effort
- c. indulge in desires that are inhuman
- d. give in to emotions that are not common place

(v) Educators should:

- a. analyze the current newspapers
- b. react to forceful suggestions
- c. give clarity to words used by preachers and broadcasters
- d. constructively criticize the youth

(vi) The word propagandist means:

- a. one who spreads rumours
- b. one who controls beliefs and practices
- c. one who spreads practices and beliefs
- d. none of the above

B.1 Find words in the passage which mean the following: (paragraph one)

- i. unavoidable
- ii. hide
- iii. plan cleverly
- iv. unending

4 marks

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

8 Marks

1. By far the most common difficulty in study is simple failure to get down to regular concentrated work. This difficulty is much greater for those who do not work to plan and have no regular routine of study. Many students muddle along, doing a bit of this subject or that, as the mind takes them or letting their work pile up until the last possible moment.
2. Few students work to a set time-table. They say that if they did construct a time-table for themselves, they could not keep to it or would have to alter it constantly since they can never predict from one day to the next what their activities will be.
3. No doubt some temperaments take much more kindly to a regular routine than others. There are many who shy away from a weekly time-table and dislike being tied down to a definite programme of work. Many able students claim that they work in cycles. When they become interested in a topic they work on it intensively for three or four days at a time. On other days they avoid work completely. It has to be confessed that we do not fully understand the complexities of the motivation to work. Most people over 20 years of age have become conditioned to a work routine and the majority of productive workers have set aside regular hours for the more important aspects of their work.
4. Our society insists on regular habits, time-keeping and punctuality and whether we like it or not, if we mean to make our way in society, we have to comply with its demands. We need not stick too rigidly to plans and time-tables but there must be plans. Otherwise effort is wasted and time is dribbled away to no purpose. A sensible routine of work, so far from destroying spontaneity or creativity, should in fact, reduce to a minimum the effort of coping with the various activities of life.
5. The other obstacles to the regular planning of study are the many distractions of student life : sports and activities, novel surroundings, friendships, internet surfing etc. You need to find a sensible balance between all these competing demands on your time. To do this you need to be quite clear about your goal. The primary goal of any sort of higher study must be scholarship and professional qualification. Having a good time is no doubt important and a part of student life but they are secondary to your primary goal of study.

Q 2(a) On the basis of your reading the passage, make notes on the contents, using recognizable abbreviations wherever necessary. Give the passage a suitable title. (5 Marks)

(b) Find words which mean the same as: (3 Marks)

- (i) fixed and regular way (Para 1,3)
- (ii) reasonable (Para 4)
- (iii) barrier or hindrance (Para 5)

SECTION – B (WRITING SKILLS AND GRAMMAR) 30 Marks

Q.3 You are the Secretary of the Animal Club of your society. A puppy of good breed was found by you while going for a morning walk .Draft a notice in **about 50 words** for the Lost and Found column of your local newspaper . Supply the necessary details.

4 marks

Q.4 As the Head Boy/Head Girl of your school, write a letter to the Principal requesting him to update the library with the latest best sellers, encyclopaedia and other knowledge related books. (120 – 150 words)

6 marks

Q.5 You are disturbed by the excessive dependence of the young on television and computer games as a source of entertainment. Write an article for your school magazine on 'The pleasures of reading'. Highlight the importance of reading for an all- round personality development. (150 – 200 words)

10 marks

Q.6 The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction in your answer sheet as shown in the example.

(4marks)

Incorrect - Correct

The Taj Mahal, situated in the banks of the Jamuna is the more beautiful mausoleum in a world. Its minarets and domes stands testimony to the great of Mughal architecture. Although it have lost its pure white colour, it attracted a lot of tourists which visit it in thousands. Due to the smoke in factories nearby it has become discoloured to some extent.

Eg: in - on
(a)
(b)
(c)
(d)
(e)
(f)
(g)
(h)

Q.7 Rearrange the following words and phrases to form meaningful sentences. Write each sentence in your answer sheet against the correct number. **(1 × 3 = 3 marks)**

1. you/say/what/in/no truth/is/there
2. last night/house/their/broke into/a thief
3. The girl/has been/is weeping/purse/whose/stolen

Q.8 Supply the correct tense of the words given in the brackets: **(3 marks)**

1. After I _____ (leave) school I cut my hair and _____ (wear) it short ever since
2. I _____ (buy) a new house last year but I _____ (not sell) my old house yet.
3. She _____ (drive) since the age of eighteen but still _____ (not possess) a

SECTION - C (LITERATURE AND LONG READING TEXTS) 30 MARKS

Q9. Read the following extracts and attempt any one. Write the correct option in your answer sheet.

All three stood still to smile through their hair
And the sea, which appears to have changed less,
Washed their terribly transient feet.

- (a). The poet is:
- (i) Marcus Natten
 - (ii) Shirley Toulson
 - (iii) Ted Hughes
 - (iv) Elizabeth Jennings
- (b). 'All three' refers to:
- (i) the poet and her uncles
 - (ii) the poet and her cousins
 - (iii) Dolly, Betty and their mother
 - (iv) the poet and her brothers
- (c). Poetic device in the last line is:
- (i) Repetition
 - (ii) Alliteration
 - (iii) Simile
 - (iv) Personification

1 x 3 = marks

Q.10 Answer the following briefly.

3 x 3 = 9 marks

- (a) What impression of Mr. Crocker Harris do you get after reading 'The Browning Version'?
- (b) What dilemma did Andrew face when the child was born? How did he resolve it?
- (c) Why was Ranga's homecoming a big event?

Q.11 "What causes endless anguish is that laws are neither respected nor enforced in India, says Nani Palkhivala, the author of 'The Ailing Planet'.
What is your opinion on this issue? How has this attitude towards law affected lives of Indians? (120-150 words)

6 marks

Q.12 Give some instances of humour in Oscar Wilde's 'The Canterville Ghost'. (120-150 words)

6 marks

Q.13 Which character has impressed you the most in 'The Canterville Ghost'. Give reasons for your answer. (120-150 words)