



**INDIAN SCHOOL DARSAIT**  
**FIRST TERM EXAMINATION –SEPTEMBER 2019**  
**ENGLISH CORE (301)**  
**SAMPLE PAPER**



**Class: XII**  
**Date: 9-09-2019**

**Max. Marks: 80**  
**Time: 3 hours**

	<b>General Instructions:</b>	
(i)	<b>This paper is divided into three sections: A, B, C. All the sections are compulsory.</b>	
(ii)	<b>Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.</b>	
(iii)	<b>Do not exceed the prescribed word limit while answering the questions.</b>	
	<b>SECTION A – READING ( 20 Marks)</b>	
<b>I.</b>	<b>Read the following passage carefully.</b>	
1.	India has never subscribed to the doctrine of militarism and war in her history. Here war was never treated as an ideal. It was only tolerated as unavoidable and inevitable, and all attempts were made to check it and bring it under control. In spite of the frequency of wars in ancient India, in spite of highly developed military organization, techniques of war and imperialism, and in spite of the open justification of war as national policy, the heart of India loved pacifisms as an ideal capable of realization. India’s symbolic role was that of a peacemaker and it sincerely pinned its faith on the principle of “Live and let live”. At least philosophically, India’s intelligence supported the cause of peace not only in national affairs but in international affairs also. All the great seers of the yore visualized the unity of life, permeating all beings, animate or inanimate, which ruled out killing and suicidal wars.	12
2.	This doctrine of philosophical pacifisms was practiced by ancient <i>Aryans</i> is, no doubt, a question of controversial nature. Certainly, the great Indian teachers and <i>savants</i> stuck to this doctrine tenaciously and in their personal life they translated it into practice and preached it to masses and even to princes of military classes.	
3.	Another culture of those times, the existence of which has been proved by the excavations of <i>Mohan-jo-Daro</i> , also enunciated the doctrine of pacificism and friendship to all. Strangely enough, the Indus Valley civilization has revealed no fortification and very few weapons.	
4.	Ahimsa or the doctrine of non-violence in thought, speech and action assumed a gigantic importance in the Buddhist and Jain period. By a constant practice of this virtue, man becomes unassailable by even wild beasts, who forgot their ferocity the moment they entered the circumference of his magnetic influence. The monks and nuns of these churches were apostles of peace, who reached every nook and corner of the world and delivered the message of love to war-weary humanity. The greatest votary was the royal monk <i>Ashoka</i> , who in reality was responsible for transforming Ahimsa as an act of personal virtue, to Ahimsa as an act of national virtue.	
5.	Many a historian recounting the causes of the downfall of the <i>Mauryas</i> , hold the pacific policy of <i>Ashoka</i> which had eschewed the aggressive militarism of his predecessors, responsible for an early decay of the military strength of the state and its consequent disintegration, leading to the rise of <i>Sungas</i> , <i>Kanvas</i> and <i>Andhras</i> . But, in reality the fault lies with the weak successors of <i>Ashoka</i> , who could not wield the weapon of non-violence with a skill and efficiency which required the strength of a spiritual giant like <i>Ashoka</i> . They failed due to their subjective weakness: Pacifism itself was no cause of their failure.	
6.	Besides the foregoing philosophical and religious school of thought, even many political authorities gave their unqualified support to the cause of pacifisms. They recognized the right of rivals to exist, not mainly as enemies, but as collaborators in the building of a civilization operation. Thus, for centuries, in the pre- <i>Mauryan</i> India, scores of small independent republics existed and flourished without coming in clash with each other.	

7.	With regard to <i>Kautilya</i> , the much maligned militarist and the so called Machiavelli of India, He thinks that the object of diplomacy is to avoid war.	
8.	The Mahabharata observes in the connection, “A wise man should be content with what can be obtained by the expedients of conciliation, gift and dissention.” It denounces the warring world of men by comparing it to a dog-kennel. “First there comes the wagging of tails, then turning of one round to other, then the show of teeth, then the roaring and then comes the commencement of the fights. It is the same with men; there is no difference whatever.” <i>Yajnavalkya</i> adds: „War is the last expedient to be used when all others have failed.” Likewise, <i>Sri Krishna</i> who’s <i>Bhagwad-Gita</i> has been styled by some as „a song of the battle“, should not be considered out and out militarist. When all the three expedients were exhausted, then alone the fourth was resorted to.	
9.	All possible avenues of peace such as negotiation, conciliation through conference, meditation and so on, were explored before the war was resorted to. This proves that the heart of ancient India was sound and it longed for peace, although war also was not treated as an anathema, which was to be avoided as far as possible. <b>(Words– 737)</b> (Extract from ‘ <i>Culture India-Pacifism has been the Ideal</i> ’ by <i>Sri Indra</i> )	
<b>1.1</b>	<b>On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option. Answer the following questions briefly.</b>	<b>1 x 5 = 5</b>
(i)	(i) The heart of India loved ____ a) a highly developed military organization b) techniques of wars and imperialism c) loans d) pacifism	
(ii)	(ii) Principle of “Live and let live” means a) imperialism b) militarism c) frequency of wars among nations d) role of peace makers	
(iii)	(iii) Aryans preached and practiced this to the masses a) non-violence b) freedom of speech and action c) philosophical pacifisms d) practice of military organization	
(iv)	(iv) Mahabharata compares the warring world with a) wise men b) dog kennel c) song of the battle d) militarist	
(v)	(v) Unearthing <i>Mohan-jo-Daro</i> reinforced the following of Pacifism a) there was no fortification and very few weapons b) they delivered the message of love c) they were apostles of peace d) thinks that the object of diplomacy is to avoid war	
<b>1.2</b>	<b>Answer the following questions as briefly as possible.</b>	<b>1 x 7 = 7</b>
(i)	How was war treated in India?	
(ii)	Describe India’s preparedness for war in spite of their belief in Pacifism.	
(iii)	How did the Aryans practice the Doctrine of Pacifism?	
(iv)	What is Ahimsa?	
(v)	What is the meaning of co-existence with rivals?	
(vi)	Find the synonym of the word from the passage - express in definite and clear terms (para 3 )	
(vii)	Find the antonym of the word given from the passage- ‘the beginning (para 8)	
<b>II.</b>	<b>Read the following passage carefully :</b>	<b>8</b>
<b>2.</b>	1. The cosmetics industry is growing day by day. Big cosmetics giants make tall promises of flawless skin beauty upliftment, but on a contrary, there is an ugly side of this so-called beauty products. Many health hazardous monsters are hiding in these products. Studies and researches are showing that cosmetics usage is toxic, they contain chemicals which can cause cancer. Some brands of talcum powders which are used every day contain asbestos.	
	2. Unfortunately, consumers, particularly woman, are carried away by the telling and attractive advertisements. Very rarely do they read the contents of the cosmetics they use. For instance, the skin lightning creams which are available in India has hundreds of brands available each promising to make skin tone lighter, spot free and fairer. Research has proved that these products contain potentially hazardous chemicals like ammonia and hydrogen peroxide, phenylenediamine	

	and toluene diamines. It causes skin irritation, pimples etc.	
	3. According to a report in the UTUSAN CONSUMER, temporary dyes contain metallic substances, like lead, which are toxic and can be absorbed through the scalp into the body. These temporary dyes are derived from Benzedrine, known to produce bladder cancer.	
	4. Likewise, have you ever tried to look beyond the glow of nail polishes to its effects? Nail polish remover contains an ingredient called acetone which can cause your nail to become brittle and split. However, acetone is less toxic when compared toluene, another ingredient found in the nail polish. The basic ingredient used in nail polish is formaldehyde resin which can discolor the nails. It is a colorless gas with a strong, irritating smell, used also as an antiseptic for killing germs. Formaldehyde is also known by other names like methanol and methaldehyde.	
	5. It may be interesting to know that of all the cosmetics lipstick is the most toxic and dangerous for two reasons. Firstly, women who apply lipstick swallow the chemicals directly. Secondly, it gets absorbed through the tender lip skin.	
2.1	<b>On the basis of your reading of the above passage make notes on it, using headings and sub-headings. Use recognizable abbreviations and a format you consider suitable. Also supply an appropriate title to it.</b>	4
2.2	<b>Write a summary of the passage in about 80 words.</b>	4
<b>SECTION B- WRITING AND GRAMMAR ( 30 Marks)</b>		
3.	<b>You are Simar / Smriti of Lotus International School, Jodhpur. Your school is organizing a workshop on ‘Prevention of Drug Abuse’ in the coming week. Prepare a poster with complete information for the students of class X-XII.</b>	4
<b>OR</b>		
	<b>You are Simar / Smriti of Lotus International School, Jodhpur. Your school has decided to contribute in controlling traffic near your school and requires the names of volunteers from IX to XII. Write a notice to be displayed on the notice board. (50 words)</b>	4
4.	<b>Along with air and water pollution, our cities are also under attack of noise pollution. Marriage, DJ’s during wedding receptions, loud music from neighbourhood flats, etc. are all sources of noise which is not good for the old, the ailing and students. Write a letter in 100-120 words to the editor of a local newspaper describing the problem and making a request to the concerned authorities to solve it. You are Kiran/Karuna, M114, Mall Road, Mumbai.</b>	6
<b>OR</b>		
	<b>You are Kiran/Karuna, pursuing a course in tourism from YMCA, Mumbai. You recently saw an advertisement offering a limited period discounted trip to Paris. Write a letter to Thomas Cook Travels enquiring about the trip and giving your requirements.</b>	6
5.	<b>You are Navtej/Navita. On Teacher’s Day, your Principal has asked you to deliver a speech in the morning assembly on ‘The Role of Teachers in a Society’. Write a speech in about 150-200 words.</b>	10
<b>OR</b>		
	<b>‘Brain drain is a bane for India’. As Namit /Namita head boy or head girl of Sawad High School write an article in about 150-200 words.</b>	10
6.	<b>You are Nitish /Navya. You have to participate in a debate for the motion ‘Westernisation has eroded Indian Culture.’ Write the debate in 150-200 words.</b>	10

	<b>OR</b>	
	<b>You are Parvesh/ Parvin of Success Academy, Delhi. As the reporter for your school magazine write a report on the Annual Inter School English Debate that was organised in your school recently in about 150-200 words. Include relevant points like inauguration, venue participants etc.</b>	<b>10</b>
	<b>SECTION C: LITERATURE (30 Marks)</b>	
<b>7.</b>	<b>Read the following extracts carefully and answer the questions that follow:</b>	<b>1 x 4 =4</b>
	<i>“ At the back of the dim class One unnoted, sweet and young. His eyes live in a dream Of squirrel’s game, in the tree room, other than this.”</i>	
(a)	Why is the class dim?	
(b)	Why is the child called ‘sweet and young’?	
(c)	What does the child want to enjoy?	
(d)	What is the significance of the phrase ‘other than this?’	
<b>8.</b>	<b>“But I was only fooling.” Someone said, “The kid nearly died. Be all right now. Let’s carry him to the locker room.”</b>	<b>1 x 4 =4</b>
(a)	Name the lesson and the author.	
(b)	Who is the ‘kid’ mentioned in the above lines?	
(c)	Which is the foolish activity being referred to here?	
(d)	Why was the kid taken to the locker room?	
<b>9.</b>	<b>Answer any five of the following questions in 30-40 words each:</b>	<b>2 x 5 = 10</b>
(a)	What does the line ‘Therefore are we wreathing a flowery band to bind us to earth’ suggest to you?	
(b)	What symbol from nature does the poet involve to say that there can be life under apparent stillness?	
(c)	Is Saheb happy working at the tea stall? Explain.	
(d)	At the dining table why did Zitkala –Sa begin to cry when others started eating?	
(e)	Why did the ironmaster speak kindly to the peddler and invite him home?	
(f)	What was the fate of the man who locked himself up in his room? Why does Mr. Lamb give this example?	
(g)	How was the YMCA pool safer than the Yakima river?	
<b>10.</b>	<b>Answer any one of the following questions in about 120-150 words.</b>	<b>6</b>
(a)	How are the bangle makers of Firozabad victims of exploitation?	
	<b>OR</b>	
(b)	What impression do you form of Edla on reading the story ‘The Rattrap’?	
<b>11.</b>	<b>Answer any one of the following questions in about 120-150 words.</b>	<b>6</b>
(a)	What efforts does Mr Lamb make to strike a friendship with Derry who enters his garden?	
	<b>OR</b>	
(b)	How did the scene she saw in the marketplace change Bama’s life?	