

Sample Paper-3

CLASS – XII, SUBJECT – ENGLISH CORE

Mock Test- 1

Time allowed: 3 Hours

Maximum Marks: 100

General Instructions:

- ⌚ The paper is divided into three sections: A, B and C. All the sections are compulsory.
- ⌚ Separate instructions are given with each section and question, wherever necessary.
- ⌚ Do not exceed the prescribed word limit while answering the questions.

Section A- Reading Skills

(30Marks)

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

(12 Marks)

- (1.) There are two types of diabetes, insulin-dependent and non-insulin-dependent. Between 90-95% of the estimated 13-14 million people in the United States with diabetes have non-insulin-dependent, or type II, diabetes. Because this form of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called adult-onset diabetes. Its symptoms often develop gradually and are hard to identify at first; therefore, nearly half of all people with diabetes do not know they have it. For Instance, someone who has developed type II diabetes may feel tired or ill without knowing why. This can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys and nerves. While the causes, short-term effects and treatments of the type of diabetes differ, both types can cause the same long-term health problems.
- (2.) Most importantly, both types affect the body's ability to use digested food for energy. Diabetes does not interfere with digestion, but it does prevent the body from using an important product of digestion, glucose (commonly known as sugar), for energy. After a meal, the normal digestive system breaks some food down into glucose. The blood carries the glucose or sugar throughout the body, causing blood glucose levels to rise. In response to this rise, the hormone insulin is released into the bloodstream and signals the body tissues to metabolize or burn the glucose for fuel, which causes blood sugar levels to return to normal. The glucose that the body does not use right away is stored in the liver, muscle, or fat.
- (3.) In both types of diabetes, however, this normal process malfunctions. A gland called the pancreas, found just behind the stomach, makes insulin. In people with insulin-dependent diabetes, the pancreas does not produce insulin at all. This condition usually begins in childhood and is known as Type I (formerly

called juvenile-onset) diabetes. These patients must have daily injections to survive. People with non-insulin-dependent usually produce some insulin in their pancreas, but their bodies' tissues do not respond well to the insulin signal and therefore do not metabolize the glucose properly, a condition known as insulin resistance.

(4.) Insulin resistance is an important factor in non-insulin-dependent diabetes, and scientists are searching for the causes of insulin resistance. They have identified two possibilities. The first is that there could be a defect in the insulin receptors on cells. Like an appliance that needs to be plugged into an electrical outlet, insulin has to bind to a receptor in order to function. Several things can go wrong with receptors. For example, there may not be enough receptors to which insulin may bind, or a defect in the receptors may prevent insulin from binding. The second possible cause of insulin resistance is that, although insulin may bind to the receptors, the cells do not read the signal to metabolize the glucose. Scientists continue to study these cells to see why this might happen.

(5.) There is no cure for diabetes yet. However, there are ways to alleviate its symptoms. In 1986, the National Institute of Health panel of experts recommended that the best treatment for non-insulin dependent diabetes is a diet that helps one maintain a normal weight and pays particular attention to a proper balance of the different food groups. Many experts, including those in the American Diabetes Association, recommend that 50-60% of daily calories come from carbohydrates, like breads, cereals, fruits, and vegetables, break down into glucose during digestion, causing blood glucose to rise. Additionally, studies have shown that cooked foods raise blood glucose higher than raw, unpeeled foods. A doctor or nutritionist should always be consulted for more of this kind of information and for help in planning a diet to offset the effects of this form of diabetes.

A) Answer the following questions.

- a) What may be the most dangerous aspect of type II diabetes? (2)
- b) Why is it hard to identify type II diabetes? (2)
- c) How can untreated diabetes be dangerous? (2)
- d) What are the causes of insulin resistance in non-insulin-dependent diabetes? (2)
- e) What kind of treatment is recommended for non-insulin-dependent diabetics? (2)

B) Find out the words from the passage which mean as same as words/phrases given below.

- i. Include (para 1)

ii. Counter act (para 5)

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

(10 Marks)

(1) Swami Vivekananda is a striking figure with his turban and his kindly features. On my inquiring as to the significance, if any, of his name, the Swami said, "Of the name by which I am not known, the first word is descriptive of Sanyasi, or one who formally renounces the world, and the second is the title I assumed- as is customary with all sanyasis- on my renunciation of the world: it signifies, literally, the bliss of discrimination."

"And what induced you to forsake the ordinary course of the world Swami?" I asked.

(2) "I had a deep interest in religion and philosophy from my childhood", he replied, "And our books teach renunciation as the highest idea to which man can aspire. It only needed the meeting with a great teacher. Ramakrishna Paramahansa to kindly fill in me the final determination to follow the path he himself had trod, as in him I found my highest ideal realized." "Then did he found a sect, which you now represent"?

(3) "No", replied the swami quickly. "No, his whole life was spent in breaking down the barriers of sectarianism and dogma. He formed no sect. Quite the reverse he advocated and strove to establish absolute freedom of thought. He was a great yogi". Then you are connected with no society or sect in this country? Neither Theosophical nor Christian, or any other? "None whatever!" said the swami in clear and impressive tones.

(4) "My teaching is my own interpretation of our ancient books, in the light which my master shed upon them. I claim no supernatural authority. Whatever in my teaching may appeal to the highest intelligence and be accepted by thinking men, the adoption of that will be my reward". "All religions", he continued, "have for their object the teaching either of devotion, knowledge or yoga, in a concrete form.

(5) Now the philosophy of Vedanta is the abstract science which embraces all these methods, and this is that I teach, leaving each one to apply in to his own concrete form. I refer each individual to his own experience, and where reference is made to books, the latter are procurable, and may be studied by each one for him. Above all, I teach no authority proceedings from hidden beings speaking through visible agents, any more than I claim learning from hidden books or manuscripts.

(6) “I am the exponent of no occult societies, nor do I believe that good can come of such bodies. Truth stands on its own authority, and truth can bear the light of day.” “Then you do not propose to form any all society, Swami”? I Suggested. “None; no society whatever. I teach only the self, hidden in the heart of every individual and common to all. A harmful of strong men knowing that self and living in its light would revolutionize the world, ever today, as has been the case by single strong men before, each in his day”. “Have you just arrived from India”? I enquired.”No” he replied, “I represented the Hindu religion at the Parliament of Religions held at Chicago in 1893. Since then I have been travelling and lecturing in the United States. The American people have proved most interested audiences and sympathetic friends and my work there has to take root that I must shortly return to that country.”

(7) “And what is your attitude towards the western religions, Swami”? “I propound a philosophy which can serve as a basic to every possible religious system in the world, and my attitude towards all of them is one of extreme-sympathy my teaching is antagonistic to none. I direct my attention to the individual, to make him strong, to teach him that he himself is divine, and I call upon men to make themselves conscious of this divinity within. That is really the ideal-conscious or unconscious-of every religion.”

(I) On the basis of your reading of the passage, answer the following questions as briefly as possible.

- a) What do books teach us according to Vivekananda? (1)
- b) What does Vivekananda teach us in this passage? (1)
- c) Which religion did Swami represent in Chicago? (1)
- d) What does Swami Vivekananda tell the interviewer regarding significance? (1)
- e) What influence did Ramakrishna Paramhansa have on Swami Vivekananda? (1)
- f) What does Swami Vivekananda say about his teaching? (1)
- g) How did Vivekananda find the American Audience? (1)
- h) What does Swami Vivekananda say about the Western Science? (1)

(II). Find out the synonyms of the words given below.

(2 marks)

B.1 Importance (Para 1)

B.2 Abandoned (Para 4)

3. Read the passage given below and answer the questions that follow:

(8 marks)

There are two problems that cause great worry to our educationists- the problem of religious and moral instruction in a land of many faiths and the problem arising out of a large variety of languages. Taking up the education of the children, we see that they should be trained to love one another, to be kind and helpful to all, to be tender to the lower animals and to observe and think right. The task of teaching them how to read and write and to count and calculate is important but it should not make us lose sight of the primary aim of moulding personality in the right way.

For this, it is necessary to call into aid, culture, tradition and religion. But in our country we have, in the same school, to look after boys and girls born in different faiths and belonging to families that live diverse ways of life and follow different forms of worship associated with different denominations of religions. It will not do to tread the easy path of evading the difficulty by attending solely to physical culture and intellectual education. We have to evolve a suitable technique and method for serving the spiritual needs of school children professing different faiths. We would thereby promote an atmosphere of mutual respect, a fuller understanding and helpful co-operation among the different communities in our society. Again we must remain one people and we have therefore to give basic training in our schools to speak and understand more languages than one and to appreciate and respect the different religions prevailing in India. It is not right for us in India to be dissuaded from this by considerations as to overtaxing the youth mind. What is necessary must be done and it is not too in fact a great burden.

Any attempt to do away with or stream roll the differences through governmental coercion and indirect pressure would be as futile as it would be unwise. Any imposition of a single way of life and form of worship on all children or neglect of a section of the pupils in this respect of barren secularization will lead to a conflict between school and home life which is harmful. On the other hand, if we give due recognition to the different prevailing faiths in the educational institutions by organizing suitable facilities for religious teaching for boys and girls of all communities, this may itself serve as a broadening influence of great national values.

2.1 Make notes of the above passage using an acceptable format including abbreviations, with suitable titles

(5 Marks)

2.2 Make a summary of the above passage in not more than 80 words.

(3 Marks)

Section B- Advanced Writing Skills

(30Marks)

4. You are Anurag/Aparna of 110, New Vihar, New Delhi. You wish to celebrate the birthday of your son. Write an invitation to be sent to your friend inviting him on occasion. (4 marks)

5. You feel that students face a lot of stress in this cut-throat competition. Write a letter to the editor of a national daily expressing your concern on the same issue. You are Ankit/Ankita. (6 marks)

6. Social Networking has become an important part of the life of people in the modern age. Write a debate in 150-200 words on the topic 'The Impact of Social Networking on the students'. (10 marks)

7. There was a campaign launched by the government named 'Beti Bachao Beti Padhao'. Write a speech in 150-200 words on the topic 'Was Beti Bachao Beti Padhao a success?'. (10 marks)

Section C- Literature Section

(40 Marks)

8. Read the extract given below and answer the questions that follow: (4 marks)

Therefore, on every morning, are we wreathing
A flowery band to bind us to the earth,
In spite of despondence, of the inhuman dearth
Of noble creatures, of the gloomy days,
Of all the unhealthy and over-darkened ways
Made for our searching.

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|--|---|
| (a.) What does the poet mean by flowery band? | 1 |
| (b.) What according to the poet do we try doing every morning? | 1 |
| (c.) Explain: Inhuman dearth of noble creatures. | 1 |
| (d.) What has made our days gloomy? | 1 |

9. Answer all the following questions in about 30-40 words.

(4x3=12 marks)

- (a) Who did Mr. Hamel blame for the lack of interest among children to learn French?
- (b) What was the old unfair agreement between the peasants and the British landlords?
- (c) Why was the crofter so friendly and relaxed with the peddler?
- (d) What can we learn from the nature?

10. Answer the following in about 125-150 words.

(6 marks)

The story 'The Rattrap' focuses on human loneliness and the need to bond with others. Explain.

11. Answer the following in about 125-150 words.

(6 marks)

What is the moral issue raised in the story 'Should Wizard Hit Mommy'?

12. Give a brief character sketch of Mr. Fearenside.

(6 marks)

13. Discuss in brief the setting of the novel 'The Invisible Man'.

(6 marks)

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