|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Text  Description automatically generated** | | | | | |
| **PERIODIC TEST-1 (2023-24)** | | | | | |
| **Subject: ENGLISH (Core)**  **Grade: 12** | | | **Max. Marks: 35**  **Time: 1 hr. 20min** | | |
| **Name:** | | **Section:** | | **Roll No:** | |
| **General Instructions:**  1. All questions are compulsory.  2. Read these instructions very carefully and follow them.  3. Do not exceed the prescribed word limit while answering the questions. | | | | | |
|  | **SECTION A**  **READING SKILLS** | | | |  |
| **1.** | **Read the passage given below and answer the questions that follow** | | | | **(12)** |
|  | Based on your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option: | | | | 1x12 |
| i. | The term ‘poor quality medicines’ is considered to be a 'catch-all' because it \_\_\_\_\_\_\_\_\_.  A. helps consumers identify medicines that are of bad quality and reject them.  B. highlights that authentic medicines contain ingredients that are of high quality.  C. indicates that the issue is related to quality and helps authorities to stay vigilant.  **D.** **includes medicines that are both fake and fail to meet appropriate quality standards** | | | | 1 |
| ii. | Can microbes that are not directly exposed to poor quality medicines pose a threat to humans? Support your answer with reference to the text.  **Yes, microbes that have developed antimicrobial resistance through direct exposure to poor quality medicines can transfer genetic material to other microbes that haven't had such an exposure. This leads to the microbes that are not directly exposed to poor quality medicines developing antimicrobial resistance, thereby posing threat to humans.** | | | | 1 |
| iii. | In paragraph 6, the writer points out that antimicrobials are easily available over the counter in India despite rules that forbid this. Based on your understanding of this issue, how can you purchase medicines responsibly?  **We can be responsible consumers by choosing to buy antimicrobials only using a doctor's prescription.** | | | | 1 |
| iv. | Select the option that conveys the meaning of ‘staggering’ used in paragraph 7.  **A. shocking**  B. damaging  C. detectable  D. unplanned | | | | 1 |
| v. | Which of these statements is NOT true about poor-quality antimicrobials?  A. They misrepresent the amount of active ingredients that they contain.  **B. The effects caused by them can be reversed with appropriate medication.**  C. They can pose a serious threat even to people who do not consume them.  D. The germs exposed to them can adapt themselves to become a stronger variant. | | | | 1 |
| vi. | In 2013, a multinational pharmaceutical company was heavily fined by the USA for falsifying data and violating safety standards. When the same violations came to the attention of UK authorities, they did not find it to be serious enough to punish. Based on the passage, mention one fact that explains this situation.  **Different countries have different standards of quality.** | | | | 1 |
| vii. | Will stopping the manufacturing of poor-quality medicines fully resolve the issue of antimicrobial resistance in low- and middle-income countries? Give a reason to support your view.  **No, there are multiple factors apart from poor-quality medicines that affect low- and middle-income countries. Some of these factors are high rates of infections, the overuse and misuse of antimicrobials and poor sanitation. Only by finding a solution to these problems too can the issue of antimicrobial resistance be fully resolved.** | | | | 1 |
| viii. | Which of this best describes the central theme of the passage?  A. The origin and evolution of drug-resistant microbes  **B. The alarming reality and impact of poor-quality medicines**  C. The struggles and benefits of developing high-quality medicines  D. The unique issues and challenges in low- and middle-income countries | | | | 1 |
| ix. | Which of these is the primary purpose of paragraph 5?  A. to give insight into the process of gene transmission in microbes  B. to list the infections that can become difficult to treat in the future  C. to reveal the effects that infections can produce in human bodies  **D. to emphasize the serious consequences of antimicrobial resistance** | | | | 1 |
| x. | Which of this best describes the central theme of the passage?  A. The origin and evolution of drug-resistant microbes.  **B. The alarming reality and impact of poor-quality medicines**  C. The struggles and benefits of developing high-quality medicines.  D. The unique issues and challenges in low- and middle-income countries. | | | | 1 |
| xi. | Suggest a suitable title for the passage. **(Any relevant title)** | | | | 1 |
| xii. | Which of the reasons mentioned below contribute towards ensuring medicine quality becoming a global challenge?  I. Strengthening medicine regulatory authorities  II. Poor economic status  III. Lenient penalties  IV. Corruption   1. I & IV 2. III & I 3. **II, III, IV** 4. All of the above | | | |  |
|  | **SECTION B**  **CREATIVE WRITING SKILLS** | | | |  |
| **2.** | Formal Reply-Acceptance  Format – 1 Content -2 Accuracy of spelling and grammar -1 | | | | **4** |
| **3.** | Formal Card Invitation  Format – 1 Content -2 Accuracy of spelling and grammar -1 | | | | **4** |
|  | **SECTION C**  **LITERATURE** | | | |  |
| **4.** | **Read the extract given below and attempt the questions that follow.** | | | | **6** |
|  | ***Poor man! It was in honour of this last lesson that he had put on his fine Sunday clothes, and now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more. It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.*** | | | |  |
| i. | What was the reason behind M. Hamel putting on his fine Sunday clothes?  **After the order from Berlin had come, that only German would be taught in schools and not French M. Hamel knew that it was his last French lesson. To pay tribute to his profession & to his last French lesson, he had put on his fine Sunday clothes.** | | | | 1 |
| ii. | Why does the narrator refer to M. Hamel as ‘Poor man!’?  **a) He empathizes with M. Hamel as he had to leave the village.**  b) He believes that M. Hamel’s “fine Sunday clothes” clearly reflected that he was not rich.  c) He feels sorry for M. Hamel as it was his last French lesson.  d) He thinks that M. Hamel’s patriotism and sense of duty resulted in his poverty. | | | | 1 |
| iii. | Which of the following idioms might describe the villagers’ act of attending the last lesson most accurately?  a) ‘Too good to miss’  b) **‘Too little, too late’**  c) ‘Too many cooks spoil the broth’  d) ‘Too cool for school’ | | | | 1 |
| iv. | Choose the option that might raise a question about M. Hamel’s “faithful service”.  a) When Franz came late, M. Hamel told him that he was about to begin class without him.  b) Franz mentioned how cranky M. Hamel was and his “great ruler rapping on the table”.  **c) M. Hamel often sent students to water his flowers and gave them a holiday when he wanted to go fishing.**  d) M. Hamel permitted villagers put their children “to work on a farm or at the mills” for some extra money. | | | | 1 |
| v. | Choose the option that most appropriately fills in the blanks, for the following description of the given extract.  The villagers and their children sat in class, forging with their old master a (i) \_\_\_\_\_ togetherness. In that moment, the classroom stood (ii) \_\_\_\_\_. It was France itself, and the last French lesson a desperate hope to (iii) \_\_\_\_\_\_ to the remnants of what they had known and taken for granted. Their own (iv) \_\_\_\_\_\_\_.  a) (i) graceful; (ii) still; (iii) hang on; (iv) country  b) (i) bygone; (ii) up; (iii) keep on; (iv) education  c) (i) beautiful; (ii) mesmerized; (iii) carry on; (iv) unity  **d) (i) forgotten; (ii) transformed; (iii) hold on; (iv) identity** | | | | 2 |
| **5.** | **Read the extract given below and attempt the questions that follow.** | | | | **4** |
|  | Sometimes I think Grand Central is growing like a tree, pushing out new corridors and staircases like roots. There’s probably a long tunnel that nobody knows about feeling its way under the city right now, on its way to Times Square, and maybe another to Central Park. And maybe — because for so many people through the years Grand Central has been an exit, a way of escape — maybe that’s how the tunnel I got into... But I never told my psychiatrist friend about that idea. | | | |  |
| i. | The above extract is not an example of \_\_\_\_\_\_\_\_.  a) **allegory**  b) analogy  c) simile  d) imagery | | | | 1 |
| ii. | Charley decided not to tell his psychiatrist friend about his idea. Choose the option that reflects the reaction Charley anticipated from his friend.  a) “That’s such a lovely comparison. Why don’t you become a writer, Charley?”  b) “Oh Charley. It is so sad to see your desperation to run away! So very sad.”  c) “Maybe that’s how you entered the third level. Who would have thought?!”  d) **“You need help, my raving friend. You are way too invested in this crazy thought!”** | | | | 1 |
| iii. |  | | | | 1  (d) |
| iv. | The idiom ‘feeling its way’ implies \_\_\_\_\_\_ movement.  a) swift  b) **tentative**  c) circular  d) disorganized | | | | 1 |
| **6.** | **Attempt any one of the following questions given below within 120-150 words** | | | | **5** |
|  | 'A smile does not always indicate happiness.' Does My Mother at Sixty-Six reflect this statement? Justify your response with reference to the poem.  **Value point**  **Yes, the poem reflects this statement. This can be observed when the poet becomes painfully aware of the possibility of losing her ageing mother and chooses to hide it behind her smile in order to show her mother a happy face.** | | | |  |
|  | OR | | | |  |
|  | The smooth inter weaving of fantasy and reality in the story The Third Level makes it all the more interesting for the reader. Elaborate this statement with examples from the lesson.  **Value point**  **The Third Level' interweaves between fantasy and reality. The Third Level is medium of escape for Charley from the present harsh realities of modem life which is full of insecurity, fear, war, worry and tension. But he takes it for a reality and plans to go to Galesburg.** | | | |  |