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INDIAN SCHOOL SALALAH
FIRST TERM EXAMINATION – SEPTEMBER 2025



(ENGLISH Core - 301)

Class: XI

Date: 24 / 09 / 2025

Time: 3 Hours

Maximum Marks: 80

General Instructions

1. The question paper consists of – *Reading, Writing, Grammar and Literature*.
2. Attempt all questions strictly in accordance with the instructions given for each part.

SECTION A: READING SKILLS (26 Marks)

Q-1 Read the following passage and answer the questions that follow:

[10 Marks]

1. For 33-year-old **Srivyal Vuyyuri**, the inspiration to set up *Sphoorti* came about a decade ago. Back then, he was studying for his Master's degree in **Economics** at the University of Ohio, United States. *Sphoorti*, which means *inspiration* in Sanskrit, is an NGO that he started in an old rented house near Cherlapally, on the outskirts of Hyderabad, to take care of forsaken children.
2. One day in 2005, he got chatting with **G. Ashok**, the driver of an autorickshaw he was in. Ashok told him that his two small children had been thrown out of an English-medium school because he could no longer afford the increased fees. Ashok was now thinking of moving them to a government school. "The poor man was devastated," recalls Srivyal, "and so was I." With three young friends, he decided to sponsor the children's education and help put them back in the English-medium school.
3. Srivyal and his three friends, all very young men at the time, felt they had to do much more. They thought of starting a good English-medium school of their own for underprivileged children—an idea they soon abandoned after realizing they had neither the experience nor the funds. Yet something had to be done. "Why not start a home for kids with no parents?" suggested Srivyal. "We could educate them as well." That's how *Sphoorti* began. Srivyal gave up his comfortable job and the four friends became *Sphoorti's* trustees.
4. The first couple of years were challenging. Srivyal got more friends to donate and get things moving. "But it was not easy. People were unsure of our intentions and reluctant to send their wards to us. Even my parents were worried about my ability to take charge of children," recalls Srivyal. "But as more children trickled in and their numbers grew to about 40 by 2008, *The Hindu* featured us, and it made a difference."
5. As word spread, people were stepping in like angels. By 2009, the **JJ Metta Memorial Foundation**, a US-registered charity, started to help with fundraising. There are also a few private sponsors. Today all the 108 children are integrated into **Sai Model High School**, a private English-medium establishment. *Sphoorti* takes care of their fees, stay, food, and other needs. About 35% of the children

have no parents, while the rest have either one parent or both, but are unable to afford a good education for their child. Nine staff, including Srivyal, look after the children.

Q.1 Answer the following questions:

- i. Srivyal's subject of study was _____. (1)
a) English b) Economics c) Child Psychology d) Sociology
 - ii. What was the primary reason Ashok's children were thrown out of school? (1)
a) Poor academic performance b) Behavioural issues c) Increased fees d) Policy change
 - iii. Complete the sentence: (1)
Srivyal and his friends initially planned to start _____ for underprivileged children.
 - iv. Explain in about 40 words, the significant challenge Srivyal faced in the initial years and how it was overcome. (1)
 - v. How does Sphoorti support children at Sai Model High School? What percentage have one or both parents? (1)
 - vi. State True or False: (1)
Srivyal Vuyyuri started Sphoorti while he was studying in the United States.
 - vii. Why was the idea of starting a school abandoned? (1)
 - viii. Fill in the blank with a word from Para 1: (1)
After the storm, the beach looked completely _____.
 - ix. By 2009, which organisation supported Sphoorti's fundraising? (1)
a) UNICEF b) Red Cross c) JJ Metta Memorial Foundation d) Bill & Melinda Gates Foundation
 - x. Find a word in Para 5 that is the antonym of *isolated*. (1)
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Q – 2 Read the following passage and answer the questions that follow:

[8 Marks]

1. Introduction: In the hasty lifestyle of today's world, the choice of snacks can greatly impact one's health and well-being. This case study aims to analyse the preference for seasonal fruits compared to packaged snacks among different age groups and the implications for overall health.

2. Methodology: A survey was conducted among individuals across various age groups, ranging from children to seniors, to determine their snacking preferences. Participants were asked to indicate their preferred snack choices and provide reasons for their preferences. The data was then analysed to identify trends and patterns among different age demographics.

3. Survey Examination: The survey encompassed a comprehensive examination of snacking habits, including not only preferred snack choices but also delving into the underlying motivations and influences guiding these choices. Beyond mere preference, participants were encouraged to articulate the reasons behind their selections, providing invaluable insights into the multifaceted nature of snacking behavior.

4. Results: The survey results revealed interesting insights into snacking preferences among different age groups:

Age-group	%	Preferred snack	Reasons for preference**
Children	77	Seasonal fruits	Taste, Health benefits, Parental guidance
Teenagers	65	Packaged snacks	Convenience, Taste, Peer influence
Young adults	52	Seasonal fruits and packaged snacks	Transitional lifestyle (college, beginning careers, and establishing independence), Health consciousness, Convenience
Middle-aged	83	Seasonal fruits	Freshness, Nutrition, Health consciousness
Elderly	90	Seasonal fruits	Health benefits, Digestive ease

5. Implications for Interventions: By discerning the diverse preferences among different age groups, policymakers and health practitioners can tailor interventions to address specific demographic needs. For instance, targeting educational campaigns towards parents could empower them to instill healthy eating habits in their children from an early age. Concurrently, efforts to mitigate the 3 influence of advertising and peer pressure on teenagers could involve regulatory measures and educational initiatives aimed at promoting critical thinking and informed decision-making. Furthermore, the prominence of seasonal fruits as a preferred snack choice among middle-aged adults and senior's points towards the importance of promoting access to fresh produce and nutritional education across all age demographics.

6. Conclusion: The survey outcomes serve as a roadmap for designing targeted interventions that not only cater to diverse demographic needs but also nurture a culture of health and well-being. By harnessing the insights gleaned from this study, stakeholders can collaboratively work towards building healthier communities and promoting sustainable practices for generations to come.

Answer the following questions:

I. Complete the following suitably. (1)

In the introduction, the researcher links a hasty lifestyle with the choice of snacks in the study to highlight _____.

II. What would the following be classified as? (1)

To examine snacking preferences across various age groups in detail, and assess health implications.

Select the appropriate response:

- A. Primary purpose
- B. Secondary objective
- C. Method of analysis
- D. Research outcome

III. Give two points to support why it is likely that fresh fruits were given as an option to the survey participants to choose from in the study on snacking preferences. (1)

IV. Paragraph 3 includes words – '*motivations*' and '*influences*.'

Classify the following sentences as **Influence** or **Motivation**: (1)

Sentence 1 : Peer pressure leads teenagers to prefer packaged snacks over healthier options.

Sentence 2 : The drive to maintain health as one ages makes middle-aged adults choose seasonal fruits.

V. Read the following: (1)

- Seema regularly enjoys snacking on chips and cool drinks while watching movies.
- Mohan, her neighbour, prefers to snack on oranges and also some nuts occasionally.
- Arindam, who lives across, often tends to eat a mix of carrot sticks and instant noodles, in between meals.

Select the option that identifies the correct demographic Seema, Mohan and Arindam belong to:

- A. Seema – young adult; Mohan – teenager; Arindam – middle-aged
- B. Seema – teenager; Mohan – middle-aged; Arindam – child
- C. Seema – young adult; Mohan – child; Arindam – teenager
- D. Seema – teenager; Mohan – elderly; Arindam – young adult

VI. Although children, middle-aged, and elderly groups all prefer seasonal fruits, why is the preference percentage highest among the elderly? (1)

VII. Analyse how targeted interventions based on the diverse snacking preferences of different age groups can lead to improved health outcomes. (*Paragraph 5*) (1)

VIII. What is the ultimate goal for stakeholders, based on the insights from the study? (1)

- A. Increase profitability through enhanced snack marketing
- B. Building healthier communities
- C. Reducing the cost of healthcare services
- D. Expanding the range of available snack products

Q- 3 Read the given passage carefully.

[8 Marks]

Every living creature has a time machine that regulates activities. It tells men or **animals** when to wake up, when to sleep, when to slow down physiological activities. It also deals with regulating the body **temperature** and release of specific hormones at the proper time. A few call it biological clock while others refer to it as circadian clock. Its study is known as chrono-biology.

The human body clock completes its cycle over a period of about 24 hours. In the normal circumstances, activities of nerve cells drive the clock. In day-to-day life, one never experiences the rhythms of this state because the clock is always influenced by time cues in the environment. These cues synchronize the clock with the daily solar cycle. Daylight, diet, physical activity, social **behaviours** are all influenced. How they influence the clock is still unknown, but it is certain that all the cues are interdependent.

To prove that humans possess an internal, self-sustaining clock and do not simply adjust their behaviour in response to environmental time cues, it was essential to create a time-free environment. The first experiments of this kind were carried out in the late 1970s and 1980s by groups in Europe and the US. During the experiment, which continued for months, the subject chooses when he or she eats and sleeps, but no information is given about time—no TV, no radio, no social contacts and no clock. It emerged that subjects placed in such an environment do not slip into random habits but maintain a routine, powerful evidence for the existence of an internal body clock in all men. All the subjects in the experiments, regardless of whether they were interested in what they were doing, tended to wake up at regular times.

Every person to an extent has an alarm clock fitted in the mind. Give it a try. Think and set the time in your brain before you set off to sleep. To your **amazement** your brain will transmit signals and you will wake up at the required time. Our biological clock is set accordingly and that's the reason that counselors suggest students not to disturb their clock during the exams as it disturbs the whole metabolism. If we are regular and keep our routine under check, we hardly need reminders for **day-to-day** activities. We need not see clock for our lunch, dinner or other times too.

Questions

3.1 On the basis of your reading of the above passage, make notes on it using recognizable abbreviations wherever necessary. (5)

3.2 Write a summary of the passage in about 80 words. Supply a suitable title. (3)

Section B: Grammar and Creative Writing Skills (23 Marks)

Q.4. Fill in the blanks with the correct form of the verb given in brackets. Pay attention to the context and time clues. (3)

- a) She _____ (wait) for the bus for over half an hour when it finally arrived, utterly drenched by the sudden downpour.
- b) If you _____ (work) hard, you would have secured a better position.
- c) By next year, he _____ (complete) his research on artificial intelligence.

Q.5. A. Rearrange the following words/phrases to form a meaningful and grammatically correct sentences: (2)

- i) the / although / team / lost / game / played / they / valiantly / the
- ii) / must / one's / be / promises / kept

B. Transform the following sentences as directed: (2)

- i) The teacher said to the students, "Do not forget to submit your assignments by tomorrow." (Change into indirect speech)
- ii) The scientists achieved a major breakthrough. (Change into passive voice)

Q.6. You are Pranav/Pranavi of Green Park, Delhi. You have lost your school bag while travelling by Metro from Rajiv Chowk to Green Park. Draft a **lost and found classified advertisement** for the "Lost and Found" column of a local daily in about 50 words. (3)

Q.7. As the Head of Eco Club of your school, design an attractive **poster** in about 50 words to spread awareness on "**Say No to Plastic**". (3)

Q.8. As the Head Boy/Head Girl of your school, prepare a speech in 120–150 words to be delivered in the morning assembly on the topic: "**Balancing Studies and Hobbies for a Healthy Mind.**" (5)

Q.9. You are Karuna/Karan, Head Girl/Head Boy of your school. Write a speech in 120–150 words on the topic: **“The Role of Youth in Nation Building.”** (5)

SECTION C - LITERATURE (31 Marks)

Q.10. Read the poetry extract given below and answer the questions that follow: (1x3=3 Marks)

*“Then sleek as a lizard, and alert and abrupt,
She enters the thickness, and a machine starts up;
Of chitterings, and a tremor of wings, and trillings —
The whole tree trembles and thrills.”* (The Laburnum Top)

- i) Who does ‘she’ refer to in the above lines?
- ii) Identify the poetic device used in the phrase "sleek as a lizard".
- iii) What happens to the tree after ‘she’ enters it?

Q.11. Read the prose extract given below and answer the questions that follow: (1x3=3 Marks)

“The thought was almost revolting. An expanse of pure white serenity, a beautiful smile and a divine appearance. That was how she looked years ago. Since then, she had not aged even a day. She was still as beautiful. She was like the winter landscape in the mountains, an expanse of pure white serenity breathing peace and contentment.” (The Portrait of a Lady)

- i) Why did the narrator find the thought ‘revolting’?
- ii) Identify the figure of speech used in “She was like the winter landscape...”
- iii) What quality of the grandmother does ‘breathing peace and contentment’ signify?

Q.12. Read the prose extract given below and answer the questions that follow: (1x4=4 Marks)

“I was in a room I knew and did not know. I found myself among the things I had wanted to see again but which oppressed me in the strange atmosphere.” (The Address)

- i) Who is ‘I’ in the above lines?
- ii) Why did the narrator feel she was in a room she ‘knew and did not know’?
- iii) Why had she wanted to see those things again?
- iv) Why did those things eventually oppress her?

Q.13. Answer any two of the following questions in 40-50 words each:

(3x2=6 Marks)

- a) Why did the narrator in 'We're Not Afraid to Die...' undertake the voyage? What does it reveal about his character?
 - b) According to the poem 'The Voice of the Rain', how does the rain give back life to its own origin?
 - c) What are the multiple meanings associated with the 'silence' in the poem 'A Photograph'?
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Q.14. Answer any one of the following questions in 40-50 words:

(3x1=3 Marks)

- a) How does the play 'Mother's Day' comment on the lack of appreciation for a homemaker's work?
 - b) Despite being poor, the Garoghlanian tribe was known for its honesty. How is this trait highlighted in 'The Summer of the Beautiful White Horse'?
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Q.15. Answer any one of the following questions in 120-150 words:

(6x1=6 Marks)

- a) The chapter 'Discovering Tut' is a blend of science, history and suspense. Discuss how the author, A.R. Williams, successfully weaves these elements together to make the narrative engaging and informative.
 - b) The three phases of the author's relationship with his grandmother before he left the country to study abroad are presented in 'The Portrait of a Lady'. Describe them.
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Q.16. Answer any one of the following questions in 120-150 words:

(6x1=6 Marks)

- a) The story 'The Address' is divided into two parts: the narrator's visit during the war and her visit years later after the war. What is the significance of this structure and how does the narrator's perspective change?
- b) Compare and contrast the characters of Aram and Mourad in 'The Summer of the Beautiful White Horse'. How does their family's reputation influence their actions?
