



REVISION SHEET

SUBJECT: ENGLISH

CLASS-XII

TERM 1

READING SKILLS

I.
I.

Read the passage below and answer the questions that follow:

1. The first thing Elias noticed about the village was that it had forgotten the sound of laughter. Doors opened quietly, conversations dissolved into whispers, and even the children played as though afraid of disturbing something invisible. Yet, every evening, precisely at six, the great clock in the square announced the hour with twelve clear notes that echoed through the valley like a memory refusing to die. The villagers paused to listen, not with admiration but with the uneasy respect one reserves for old secrets.
2. Elias had arrived only a week earlier, carrying nothing more than a worn leather satchel and a letter addressed to a man who had died nearly twenty years before. The letter had been written by his grandfather, who had once apprenticed under the village clockmaker. *"If you ever lose your faith in people,"* it read, *"go to him. He repairs more than clocks."* It was an absurd instruction, considering that neither the man nor the workshop should have existed anymore. Yet curiosity possesses its own logic, and Elias found himself standing before the weather-beaten building at the edge of the square.
3. Inside, dust floated lazily through shafts of afternoon light. Hundreds of clocks covered the walls, each marking a different hour, as though time itself had fractured into countless possibilities. Some ticked confidently; others hesitated before every second, while a few remained perfectly still. On the workbench lay a tiny brass key beside an unfinished pocket watch whose hands pointed stubbornly towards midnight. Everything suggested abandonment, and yet nothing appeared neglected. It was as if the room had simply paused, waiting for someone to continue a conversation interrupted long ago.
4. The village librarian, Mrs. Rowan, discovered Elias there the following morning. She did not ask why he had entered the abandoned workshop; instead, she asked whether any of the silent clocks had begun ticking again. When he admitted that one had, her expression shifted almost imperceptibly from suspicion to relief. She explained that the old clockmaker had believed every clock absorbed the emotions of its owner. Whenever grief became unbearable, the clock would stop—not because its mechanism had failed, but because its keeper had forgotten how to hope. The villagers dismissed the idea as charming superstition until, one winter, nearly every clock in the village fell silent within the same week.
5. That winter had become the village's favourite story and its deepest wound. People spoke endlessly of the snowstorms and the ruined harvest, yet nobody mentioned the stranger who had crossed the frozen bridge carrying medicine for families trapped by the blizzard. He had saved dozens of lives before disappearing without revealing his name. Over time, gratitude had surrendered to convenience, and convenience had become forgetfulness. The clockmaker alone insisted that gratitude, like a neglected clock, required regular winding. *"The day we stop remembering kindness,"* he had warned, *"time will continue, but we shall not."* Few understood him then. Fewer remembered those words now.
6. As Elias wandered through the workshop, he noticed faint initials engraved beneath many of the clocks. Searching through old parish records in the library, he matched each set of initials to

someone whose family still lived in the village. Every stopped clock belonged to a household burdened by an old quarrel, an inherited regret, or a forgotten act of generosity. One by one, he visited them—not to repair the clocks, but to retell the stories that had nearly vanished. Some conversations ended in tears, others in uncomfortable silence, and a few in quiet reconciliation. Slowly, almost reluctantly, the silent clocks resumed their patient rhythm.

7. On the final evening before his departure, the great clock struck six once more. This time, however, the notes were accompanied by something the village had not heard in years: laughter drifting from open windows, children racing across the square, neighbours lingering after sunset with no urgent reason to leave. Elias never discovered whether the clockmaker's beliefs had been true or whether memory alone possessed the power to mend broken things. As his train disappeared beyond the hills, he unfolded his grandfather's letter one last time. Beneath the familiar sentence was a line he had somehow overlooked: *"The finest craftsmen do not repair objects; they restore the people who carry them."*

Comprehension Questions – very short (1 Mark)

1. Why did the villagers stop to listen to the great clock every evening?
2. What was unusual about the letter Elias carried?
3. What suggested that the workshop had not been completely abandoned?
4. According to Mrs. Rowan, what caused a clock to stop?
5. Who was the forgotten stranger mentioned in Paragraph 5?
6. What did the clockmaker compare gratitude to?
7. What common feature did Elias's notice beneath many clocks?
8. How did Elias help the villagers without repairing the clocks?
9. What change occurred in the village by the end of the story?
10. What idea is conveyed through the last sentence of the passage?
11. Give a synonym of 'neglect' from Paragraph 3.
12. Give a synonym of 'settlement' from Paragraph 6.

Answer the following questions in 20 to 30 words. (2 Marks)

13. How does the author use the workshop as a symbol rather than merely as a setting? Support your answer with evidence from the passage.
14. Why do you think the villagers chose to remember the snowstorm but forgot the stranger who saved them? What does this reveal about human nature?
15. Explain the significance of the line:
"Time itself had fractured into countless possibilities."
16. Is the story magical realism or psychological realism? Justify your answer with examples from the text.

17. The story ends without confirming whether the clockmaker's beliefs were true. Why might the author have deliberately left the ending ambiguous?

I.

II.

Read the below passage and answer the questions that follow:

1. For centuries, agriculture was judged by one simple measure—how much food it could produce. Today, however, that question has become far more complicated. The world is expected to have nearly **10 billion people by 2050**, but producing more food is no longer enough. Governments, scientists and economists now argue that *how* food is produced matters just as much as *how much* is produced. Farming consumes enormous quantities of freshwater, contributes significantly to greenhouse gas emissions and occupies nearly half of the Earth's habitable land. Consequently, increasing production without improving efficiency could deepen environmental crises rather than solve food insecurity.

2. Technology has undoubtedly transformed agriculture. Artificial intelligence predicts crop diseases before they spread, satellites monitor soil moisture from space, and drones identify nutrient deficiencies within individual fields. Yet experts caution that technology alone cannot solve global hunger. Countries with advanced farming systems often waste substantial amounts of edible food, while regions facing food shortages frequently struggle with transportation, storage and political instability rather than low production. In other words, food availability and food accessibility are not always the same.
3. Consumer behaviour has also emerged as an unexpected factor. Studies suggest that nearly one-third of all food produced globally never reaches a dining table. Some is discarded by supermarkets because it does not appear visually attractive; some is lost during transportation, while households dispose of large quantities simply because they buy more than they need. Meanwhile, dietary preferences are changing rapidly. Rising incomes in developing economies have increased demand for meat, dairy products and processed foods, all of which require considerably more land and water than plant-based diets.
4. Recognising these interconnected challenges, several countries have begun investing in vertical farming, precision irrigation and climate-resilient crops. Although these innovations demand substantial initial investment, they often reduce long-term resource consumption. Nevertheless, policymakers continue to debate whether technological innovation should receive greater attention than behavioural change. Some economists argue that reducing waste by just a fraction could produce benefits comparable to expanding agricultural land by millions of hectares—without clearing another single forest.
5. The debate, therefore, extends beyond agriculture. It concerns economics, environmental ethics, public policy and individual responsibility. Feeding future generations may depend less on discovering revolutionary technologies than on making wiser decisions with the resources humanity already possesses.

Global Agricultural Indicators (Illustrative International Dataset)

Country	Agricultural Productivity (tonnes/hectare)	Food Waste per Person (kg/year)	Water Used for Agriculture (%)	Population Food Insecure (%)
Netherlands	9.8	76	24	2
India	4.5	50	89	16
Brazil	5.9	60	72	8
USA	8.7	95	41	4
Nigeria	2.8	33	81	31
Japan	6.2	41	66	3

Agricultural productivity and food waste
Illustrative comparison across six countries.

Country	Productivity	Waste
Netherlands	9.8	76
India	4.5	50
Brazil	5.9	60
USA	8.7	95
Nigeria	2.8	33
Japan	6.2	41

Answer the following questions in 10 to 20 words. (1 Mark)

1. Which country appears to achieve relatively high agricultural productivity while maintaining comparatively moderate food waste? Justify your answer.
2. Which country demonstrates that higher productivity does not automatically eliminate food waste?
3. Which country's data most strongly supports the author's claim that food insecurity depends on more than production?
4. If two countries exchanged their food-waste levels while keeping all other indicators unchanged, which exchange would most likely improve global food security the most?
5. Which country would probably benefit more immediately from investment in storage and transport infrastructure than from expanding farmland?
6. Identify one country where efficient water management appears to be a more urgent priority than increasing productivity.
7. Which country seems to have the greatest opportunity to improve food security through behavioural change rather than technological innovation?
8. Which country provides the strongest evidence against the assumption that abundant resources guarantee sustainability?
9. If a policymaker could improve only one indicator for Nigeria, which should be prioritised first? Support your answer.
10. Which two countries appear most similar in balancing productivity and food security despite differing resource use?
11. Which country's agricultural system appears least dependent on freshwater resources relative to others?
12. If every country reduced food waste by 20%, which nation would experience the largest absolute reduction?

Answer the following questions in 20 to 30 words. (2 Marks)

13. Explain why increasing food production alone may fail to solve global hunger.
14. Which paragraph best challenges the belief that technology is the only solution? Explain.
15. Evaluate whether behavioural change or technological innovation appears more sustainable in the long term.
16. What hidden assumption do many people make when they equate food production with food security?
17. The author states that food availability and food accessibility are different. Explain this distinction using evidence from both the passage and the data.
18. If climate change reduced freshwater availability by 15%, which country in the dataset might face the greatest immediate challenge? Explain.
19. Suppose the government of the USA successfully reduced household food waste by half. Which broader issue discussed in the passage would this address most directly?
20. Propose one policy recommendation that could simultaneously improve environmental sustainability and food security. Justify it using both the passage and the dataset.

WRITING SKILLS

- III. A. The principal of 'Pacific School' has decided to organise a Cyber Safety Awareness Week in collaboration with the Cyber Crime Cell. Activities will include workshops, expert talks, interactive sessions, and a digital pledge. As the Secretary of the Cyber Awareness Club, draft a NOTICE in 50 words informing students of Classes IX–XII about the event and inviting them to participate. **(4 Marks)**
- B. Your city has been facing an acute water shortage due to an unusually dry monsoon. To create awareness, your school has decided to conduct a 24-hour 'Water Footprint Challenge', where participating students will record and analyse their household water usage and suggest sustainable alternatives. The Environment Club will compile the best reports into a booklet to be shared with the local municipal authority. As the President of the Environment Club, draft a

NOTICE in 50 words informing students of Classes XI and XII about the challenge, eligibility, submission process, and the incentive for the best entries. **(4 Marks)**

- IV. A. A recent survey conducted in your city revealed that nearly 70% of online shoppers discard product packaging without recycling it, resulting in thousands of tonnes of additional plastic and cardboard waste every month. Environmentalists have warned that the rapid growth of e-commerce is creating an unsustainable waste-management challenge. While doorstep delivery has made life easier, very few consumers are aware of responsible disposal practices or eco-friendly alternatives.

You strongly believe that both consumers and e-commerce companies must share responsibility for reducing packaging waste. As Rohan/Riya, a concerned resident of Green Park, New Delhi, write a Letter to the Editor of a national daily expressing your concern over the growing problem of packaging waste. Suggest practical measures that government, citizens, and companies can adopt. **(5 Marks)**

- B. You are a student of Class XII with excellent academic performance in English and experience in editing your school magazine, writing articles, and participating in debates and MUN conferences. You come across the following advertisement:

EduVista Publications requires young Content Writers (Part-time) for developing reading passages, grammar exercises, and educational content for school students.

Requirements:

- Excellent command of English
- Strong editing and proofreading skills
- Creativity in designing learning material
- Familiarity with digital tools
- Ability to work independently

Interested candidates should send their application along with a résumé.

As Rohan/Riya, write a letter of application applying for the post. **(5 Marks)**

- C. The Department of Environment, in collaboration with an international environmental organisation, is inviting applications for the position of Youth Climate Ambassador.

Selected candidates will:

- conduct awareness campaigns in schools,
- organise plantation drives,
- interact with civic authorities,
- prepare reports and presentations,
- represent the city at youth environmental forums.

Applicants should possess:

- excellent communication skills,
- leadership qualities,
- experience in organising school events,
- public speaking ability,
- interest in environmental issues.

You have actively participated in school campaigns, community service programmes, debates, and environmental projects.

As Rohan/Riya, write a letter of application with a suitable résumé applying for the position. **(5 Marks)**

- V. Write an article on the topic ‘growing concern around reduction of drinking water’ around the world. **(5 Marks)**

LITERATURE

VI. Read the extract and answer the following questions: (1 Mark Each)

A. *"Of noble natures, of the gloomy days,
Of all the unhealthy and o'er-darkened ways
Made for our searching; yes, in spite of all,
Some shape of beauty moves away the pall."*

1. What does the phrase "o'er-darkened ways" symbolise in the context of the poem?
2. Which figure of speech is used in the expression "moves away the pall"?
 - a) Simile
 - b) Personification
 - c) Oxymoron
 - d) Alliteration
3. The poet's use of the word "searching" suggests that human beings are primarily:
 - a) Naturally satisfied with life.
 - b) Constantly seeking meaning and happiness.
 - c) Afraid of beauty.
 - d) Interested only in material success.
4. The phrase "in spite of all" most effectively conveys the poet's belief that:
 - a) Beauty exists only in perfect circumstances.
 - b) Human suffering can never be overcome.
 - c) Beauty continues to offer hope despite life's hardships.
 - d) Nature is responsible for human sorrow.
5. Which figure of speech is predominantly used in the phrase "the gloomy days"?
 - a) Symbolism
 - b) Hyperbole
 - c) Pun
 - d) Euphemism
6. The word "pall" in the extract most nearly refers to:
 - a) A joyful celebration
 - b) A covering of sadness or despair
 - c) A beautiful landscape
 - d) A physical journey
7. Why does the poet mention "noble natures" before referring to "gloomy days"? What deeper contrast is he trying to establish?
8. The poet says that "some shape of beauty" removes the pall instead of saying "beauty removes sorrow." What is the significance of using the expression "some shape of beauty"?

B Read the extract and answer the following questions: (1 Mark Each)

Mr Lamb: So you believe everything you hear, then?

Derry: It was cruel.

Mr Lamb: Maybe not meant as such. Just something said between them.

Derry: Only I heard it. I heard.

Mr Lamb: And is that the only thing you ever heard anyone say, in your life?

Derry: Oh no! I've heard a lot of things.

Mr Lamb: So now you keep your ears shut.

Derry: You're... peculiar. You say peculiar things. You ask questions I don't understand.

1. Mr Lamb's first question is intended primarily to encourage Derry to:
 - a) defend his opinion.
 - b) reconsider how he forms his judgments.

- c) narrate the incident in detail.
 - d) admit that he misunderstood the conversation.
2. Which statement best reflects Derry's emotional state when he repeats, "Only I heard it. I heard."?
 - a) He is trying to prove he has a good memory.
 - b) He feels deeply affected by what he overheard.
 - c) He is questioning whether he heard correctly.
 - d) He wishes to avoid the conversation.
 3. By asking, "Is that the only thing you ever heard anyone say, in your life?", Mr Lamb is indirectly suggesting that Derry:
 - a) has forgotten many pleasant experiences.
 - b) has allowed one painful experience to overshadow everything else.
 - c) is exaggerating the truth.
 - d) should confront the people who insulted him.
 4. Mr Lamb's remark, "So now you keep your ears shut," implies that Derry has developed a habit of:
 - a) refusing to communicate with strangers.
 - b) filtering out every opinion except the negative ones.
 - c) avoiding all conversations with adults.
 - d) pretending not to hear criticism.
 5. Derry describes Mr Lamb as "peculiar" because Mr Lamb:
 - a) speaks without answering questions directly.
 - b) challenges Derry's assumptions instead of offering sympathy.
 - c) refuses to discuss Derry's appearance.
 - d) changes the topic repeatedly.
 6. Which of the following best captures the difference in the thinking of Mr Lamb and Derry in this extract?
 - a) Derry seeks explanations; Mr Lamb offers instructions.
 - b) Derry focuses on a single painful incident, while Mr Lamb encourages a broader perspective.
 - c) Derry believes in forgiveness, whereas Mr Lamb believes in revenge.
 - d) Derry values experience more than Mr Lamb does.
 7. The conversation suggests that Mr Lamb's method of helping Derry is based more on:
 - a) giving practical solutions.
 - b) questioning deeply held beliefs to bring about self-realisation.
 - c) distracting him with stories from nature.
 - d) criticising his behaviour openly.
 8. Which idea from the extract most strongly supports the central message of *On the Face of It*?
 - a) Society is entirely responsible for an individual's unhappiness.
 - b) Physical appearance determines how people should be treated.
 - c) One's interpretation of experiences can become a greater barrier than the experiences themselves.
 - d) Silence is the best response to insensitive remarks.

VII. Answer the following questions in 30 to 40 words (2 Marks each)

1. The interview is presented as both revealing and intrusive. How does this duality reflect the complexity of modern communication?
2. How does the film studio in *Poets and Pancakes* become a symbol of society beyond cinema?
3. Both Edla and Hana make decisions guided by conscience rather than fear. What does this suggest about true courage?
4. How does Douglas's greatest achievement extend beyond learning to swim?

5. Why does Gandhi choose persuasion over confrontation in Champaran, and what does this reveal about his leadership?
6. Why does Dr. Sadao continue treating the wounded American despite knowing the risks involved?
7. Mr. Lamb never directly advises Derry. Why is his method ultimately more effective?
8. How does Charley's search for the Third Level reveal more about his state of mind than about the railway station itself?
9. Why does Mukesh's dream become a symbol of resistance rather than ambition?
10. Why does Keats describe beauty as "an endless fountain of immortal drink" instead of simply calling it pleasant?
11. How does the ending of *The Enemy* leave readers questioning the true meaning of justice?
12. Why does Aunt Jennifer's art survive even though her own life remains burdened?
13. Why does the poet of *A Roadside Stand* consider pity an inadequate response to rural suffering?
14. Why does Mr. Lamb welcome strangers despite living alone?
15. Why does Charley find Galesburg more attractive than twentieth-century New York?
16. How does the title *The Rattrap* reflect the author's philosophy about human life?
17. Why does Gandhi insist on remaining in Champaran even after receiving the official notice?
18. Why does Dr. Sadao refuse to allow nationalism to overpower his professional ethics?
19. How does Douglas prove that fear survives longer in memory than in reality?
20. Why does the Tiger King become the victim of the very prophecy he tries to defeat?

Answer the following questions in 130 to 150 words (5 Marks each)

VIII.

1. Both Douglas and Derry confront invisible barriers that limit their lives. How does the source of these barriers influence the way each overcomes them?
2. A writer can expose society either through humour or through suffering. Compare how *Poets and Pancakes* and *Lost Spring* achieve this purpose.
3. The people in *The Last Lesson* and the villagers in *Indigo* realise the value of something only when it is threatened. What common truth about human behaviour do these texts reveal?
4. Dr. Sadao and Mr. Lamb both choose compassion over convenience. How do their decisions challenge the expectations of the societies they live in?
5. Both Charley and the peddler seek escape. How do their destinations reveal different meanings of freedom?
6. Why do both Keats in *A Thing of Beauty* and Neruda in *Keeping Quiet* believe that inner peace cannot be achieved through material success alone?
7. The interviewer and Mr. Lamb both rely more on questions than on answers. How does this technique influence the people they interact with?
8. The Tiger King believes he can control destiny, while Douglas believes he can conquer fear. What makes one successful and the other unsuccessful?
9. If Mukesh and Aunt Jennifer had accepted their circumstances without resistance, how would the messages of their respective texts have changed?
10. The roadside villagers and the peasants of Champaran both long for dignity rather than sympathy. Explain.
11. Compare the symbolism of the tigers in *Aunt Jennifer's Tigers* and the rattrap in *The Rattrap*. What larger ideas do they represent?
12. Both the villagers in *A Roadside Stand* and Aunt Jennifer experience forms of helplessness. How are their responses different?