

CLASS : 12th (Sr. Secondary)

Code No. 3601

Series : SS-M/2018

Roll No.

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SET : A

ENGLISH (Core)
[For all Groups I, II, III]
ACADEMIC/OPEN

(Only for Fresh/Re-appear Candidates)

Time allowed : 3 hours]

[Maximum Marks : 80

- *Please make sure that the printed question paper contains **13** questions.*
- *The **Code No.** and **Set** on the right side of the question paper should be written by the candidate on the front page of the answer-book.*
- *Before beginning to answer a question, its Serial Number must be written.*
- *Don't leave blank page/ pages in your answer-book.*
- *Except answer-book, no extra sheet will be given. Write to the point and do not strike the written answer.*
- *Candidates must write their Roll Number on the question paper.*
- *Before answering the question, ensure that you have been supplied the correct and complete question paper, **no claim in this regard, will be entertained after examination.***

General Instructions :

- (i) *This question paper is divided into **four** Sections : **A, B, C** and **D**.*
- (ii) ***All the sections are compulsory.***
- (iii) *Attempt all the parts of a question together.*
- (iv) *Stick to the word-limit wherever prescribed.*

SECTION – A
(Reading Skills) [M. M. : 9

- 1.** Read the passage given below and answer the questions that follow :

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P. T. O.

Pollution has been defined as the addition of any substance or form of energy to the environment at a rate faster than the environment can accommodate its dispersion, breakdown, recycling or storage in some harmless form. In simpler terms, pollution means the poisoning of the environment by man. Pollution has accompanied mankind ever since large groups of people settled down in one place for a long time. It was not a serious problem during primitive times when there was more than ample space available for each individual or group. As the human population boomed, pollution became a major problem and has remained as one ever since. Cities of ancient times were often unhealthy places, fouled by human wastes and debris. Such unsanitary conditions favoured the outbreak of diseases that killed or maimed many people living in those times. The rapid advancement of technology and industrialization today is something that man can be proud of. However, it has brought along with it many undesirable results, one of which is the pollution of our environment. Humanity today is threatened by the dangers of air, water, land and noise pollution.

The air that we breathe is heavily polluted with toxic gases, chemicals and dust. These consist of the discharge from industrial factories and motor vehicles. The emission of tetraethyl lead and carbon monoxide from exhaust fumes is a major cause for concern too. Outdoor burning of trash and forest fires has also contributed to air pollution. They cause the smarting of the eyes, bouts of coughing and respiratory problems. Owing to the burning of fossil fuels, the level of carbon monoxide in the air is more than desirable. Too high a level of carbon dioxide will cause the Earth's temperature to rise. The heat will melt the polar caps, thus raising the sea level and causing massive floods around the world. The burning of fuels also produces gases which form acid rain. Acid rain has a damaging effect on water, forest and soil, and is harmful to our health. Man has reached the moon and invented supersonic crafts that can travel faster than the speed of sound. However, these inventions emit pollutants which contribute to the depletion of the ozone layer. This depletion of ozone, which absorbs the harmful rays of sun and prevents them from reaching the Earth, will have drastic effects on all living things. It will lead to a rise in the number of people suffering from skin cancer. Water pollution has become widespread too. Toxic waste has found its way into our lakes,

streams, rivers and oceans. This waste is released by factories and sea-going vessels. Spillage of oil by tankers during the recent Gulf War has caused irreparable damage to marine life. Thousands of sea animals have died or were poisoned by the pollutants in their natural habitat. As such, it is dangerous for humans to consume sea food caught in polluted waters.

Dumping of used cars, cans, bottles, plastic items and all other kinds of waste material is an eyesore. Much of the refuse is not biodegradable and this interferes with the natural breakdown process of converting substance from a harmful form to a non harmful one. As such, it becomes a hazard to one's health. We are often faced with noises from construction sites, jet planes and traffic jam. We may be unaware of it but noise pollution has been attributed to causing a loss of hearing, mental disturbances and poor performance at work. To control environmental pollution, substances which are hazardous and can destroy life must not be allowed to escape into the environment. This calls for united decision making among the world leaders and a public awareness of the dangers of pollution.

Questions : $1 \times 4 = 4$

- (i) Pollution was **not** a serious problem in ancient times because :
- (a) people were unsettled
 - (b) lot of space was available
 - (c) population was less
 - (d) all of the above
- (ii) Acid rain does not cause :
- (a) smarting of eyes
 - (b) water pollution
 - (c) soil pollution
 - (d) damage to forest
- (iii) The number of people suffering from skin cancer will rise because :
- (a) man has invented supersonic aircraft's
 - (b) ozone layer is depleting

(4)

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- (c) no efforts are being made to repair the ozone layer
 - (d) inventions emit pollutants that deplete the ozone layer which absorbs the cancer causing rays
- (iv) If the refuse is not biodegradable, it :
- (a) becomes an eyesore
 - (b) interferes with natural breakdown
 - (c) remains a health hazard
 - (d) both (b) and (c)

OR

We are all judgmental. Yes, even you. I certainly am, many times. I think it's human nature. And yet, while it is in our nature to be judgmental, I don't think it's always useful to us. We look down on others, as if we are so much better and that creates division between people. Think about it for a second: we see someone, and based on their looks or actions, we pass judgment on them. Not good judgment, either. Usually without even knowing the person. And that's it - that's usually the extent of our interaction with that person. We don't make an effort to get to know the person, or understand them, or see whether our judgment was right or not. And let's consider what happens when we pass judgment on people we do know. We see something they do, and get angry at it, or are disappointed in the person, or think worse of them. We judge, without understanding. And that's the end of it - we don't try to find out more, and through communication begin to understand, and through understanding begin to build a bridge between two human beings. Can you build a bridge with every single person you meet ? Probably not. That takes time and effort, two things we're usually short on anyways. But I've found that taking that extra time, even just once a day, can make a huge difference. Avoid passing

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judgment and instead build a bridge between two human beings. If you find yourself being judgmental, stop yourself. This takes a greater awareness than we usually have, so the first step (and an important one) is to observe your thoughts for a few days, trying to notice when you're being judgmental. This can be a difficult step. Remind yourself to observe. Once you're more aware, you can then stop yourself when you feel yourself being judgmental. Then move to the next step. Instead of judging someone for what he's done or how he looks, try to understand that person. Put yourself in their shoes. Try to imagine their background. If possible, talk to them. Find out their back-story. Everyone has one. If not, try to imagine the circumstances that might have led to the person acting or looking like they do. Once you begin to understand or try to understand, try to accept him. Accept that person for who he is, without trying to change him. Accept that he will act the way he does, without wanting him to change. The world is what it is, and as much as you try, you can only change a little bit of it. It will continue to be as it is long after you're gone. Accept that, because otherwise, you're in for a world of frustration. Once you've accepted someone for who he is, try to love him. Even if you don't know him. Even if you've hated him in the past. Love him as a brother or love her as a sister, no matter who they are - old or young, light skinned or dark skinned, male or female, rich or poor. What good will loving someone do ? Your love will likely only be limited. But it could have an effect on two people: yourself and possibly on the person you've found love for. Loving others will serve to make you happier. Trust me on this one. And loving others can change the lives of others, if you choose to express that love and take action on it. I can't guarantee what will happen but it can be life-changing.

Questions :

1 × 4 = 4

- (i) When we pass judgment on known people, we :
- (a) try to find out more about them
 - (b) communicate with them
 - (c) build bridges with them
 - (d) none of the above

- (ii) Stopping oneself from being judgmental is :
- (a) not easy
 - (b) is not required to build bridges
 - (c) does not take greater awareness
 - (d) does not require observing oneself
- (iii) Understanding people requires :
- (a) putting yourself in their shoes
 - (b) finding out their back story
 - (c) imagining the circumstances which may have led them to act in a particular manner
 - (d) all of the above
- (iv) Non acceptance can lead to frustration because :
- (a) the world can't change much
 - (b) all people are different
 - (c) both (a) and (b)
 - (d) people have a back story

2. Read the following passage carefully and make notes on it using headings and sub headings. Supply an appropriate title also : 4 + 1 = 5

More than a century ago, some countries had no police force. Local leaders devised their own methods of ensuring that their orders were carried out and fulfilled. The offender was not given a second chance to repeat his mistake for he was either killed or hunted out of the district. In England the modern police force grew largely from an unofficial body gathered together by a London Magistrate. He found that it was practically impossible to apprehend any of the criminals in his area unless he deployed some men secretly to detect and hunt the culprits. These unofficial constables had to patrol one large district. They looked upon their position largely as an honorary one and had

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very little power. Worse still they were sometimes corrupt men themselves for they would conveniently look the other way round in times of trouble, like theft, hooliganism and vandalism. Magistrate Fielding enrolled a few men whom he could explicitly trust and employed them to catch the thieves and other undesirable persons. The majority of the people resented what they thought was a threat to their liberties, intrusion on their privacies and above all spying on them. They maintained that they should have every right to drink themselves to death with any form of alcohol, as so many of them did. They thought too that they should be allowed to quarrel, to fight and even kill among themselves. The situation was made worse by the fact that the penalties for offenses were very heavy in those days and a man could be hanged for the theft of some unimportant thing. Arrest by the magistrate's men could bring disastrous results.

Contrary to general feeling, the authorities gradually admitted that these early policemen were vitally necessary. After much discussion, argument and persuasion, the government secretly agreed to reimburse the magistrate for the men he employed. This step was not made public lest it should be thought that the government was planting spies amidst its people. Eventually the public came to look upon the police with a more friendly spirit as the benefits became more noticeable. At long last, men and women could walk along the streets by day and even by night without fear of robbery and other acts of violence. Hitherto, the people were free to do practically anything - good or bad, irrespective of the possible consequences, as the police force built up. The people gave up their freedom to commit evil deeds so that they might have a greater freedom to do good so as to enable one and all to enjoy life peacefully and harmoniously.

SECTION - B

(Grammar/Writing Skills) [M. M. : 26

3. Attempt any **two** from each sub-part :
- (a) Change the form of narration : $1 \times 2 = 2$
- (i) He said, "Honesty is the best policy."

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- (ii) She said, "I am not well."
 (iii) She said to me, "Open the window."
- (b) Supply articles wherever necessary : $1 \times 2 = 2$
 (i) peacock is in danger of extinction.
 (ii) Could you get me kilogram of sugar, please ?
 (iii) Neha will go to school when she is three.
- (c) Fill in the blanks with suitable modal auxiliary verbs given in the brackets : $1 \times 2 = 2$
 (i) You not worry anymore. (need/dare)
 (ii) He take up the responsibility. (shall/ought to)
 (iii) That be a doctor. (would/must)
- (d) Change the following sentences into passive voice : $1 \times 2 = 2$
 (i) They were building it.
 (ii) He may help you.
 (iii) She accused him of theft.
- (e) Use the correct form of verb given in the brackets : $1 \times 2 = 2$
 (i) The price of these jeans reasonable. (to be)
 (ii) Either Mohan or I (to go)
 (iii) Mumps not common among adults. (to be)
4. Attempt any **two** of the following : $3 \times 2 = 6$
- (a) As student editor, draft a notice in not more than **50** words for your school notice board inviting articles from the students for your school magazine. You are Paras/Priyanka of Govt. Senior Secondary School, Hisar.
- (b) You are Monika of 1460, Sector - 14, Rohtak. You want a maths teacher for your son who is in XII class. Draft a suitable advertisement stating your requirements.

(c) Design a poster on the proposed Blood Donation Camp.

5. Attempt any **one** of the following : 5

(a) Write a report in not more than **125** words on the Blood Donation Camp held on the Independence Day to be published in your school magazine. You are Head Boy/Girl of your school. Sign as Deepti/Deepak.

(b) Write a paragraph of about **100** words on "My Birthday".

6. Write an application to the principal of your school requesting him to issue you a character certificate. You are Abha/Abhishek of class XII. 5

SECTION – C

(A) Main Reader [Prose] [M. M. : 20

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

Gandhi decided to go first to Muzzafarpur, which was enroute to Champaran, to obtain more complete information about conditions than Shukla was capable of imparting. He accordingly sent a telegram to Professor J. B. Kriplani, of the Arts College in Muzzafarpur, whom he had seen at Tagore's Shantiniketan School. The train arrived at midnight, 15 April, 1917.

Questions : 1 × 5 = 5

- (i) Name the chapter from which the above lines have been taken.
- (ii) Name the author of the chapter.
- (iii) Where did Gandhiji decide to go first ?
- (iv) Why did Gandhiji decide to stay there briefly ?
- (v) Who had Gandhiji informed telegraphically ?

OR

When Frank Buchman's Moral Re-Armament Army, some two-hundred strong, visited Madras some time in 1952, they could not have found a warmer host in India

than the Gemini Studios.
Someone called the group an international circus. They weren't very good on the trapeze and their acquaintance with animals was only at the dinner table, but they presented two plays in a most professional manner.

Questions :

1 × 5 = 5

- (i) Name the chapter from which the above lines have been taken.
- (ii) Name the author of the chapter.
- (iii) What did the MRA present in Madras ?
- (iv) How did someone describe MRA ?
- (v) How many members did the MRA have ?

8. Answer any *one* of the following : 5

- (a) How did M. Hamel and his students show their love for their language on the day of the last lesson ?
- (b) "It is his Karam, his destiny that made Mukesh's grandfather go blind." How did Mukesh disprove this belief by choosing a new vocation and making his own destiny ?

9. Answer any *five* of the following : 2 × 5 = 10

- (i) What had been put up on the bulletin board ?
- (ii) For what is the city of Firozabad famous ?
- (iii) How did the misadventure affect Douglas ?
- (iv) When did the ironmaster realise his mistake ?
- (v) Why was Shukla considered a yeoman ?
- (vi) Who was the boss of Femini Studios ?
- (vii) What are some of the positive views on interviews ?

SECTION - C**(B) Main Reader [Poetry] [M. M. : 11**

10. Read the stanza given below and answer the questions that follow :

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*Those who prepare green wars,
Wars with gas, wars with fire, victory with no*

survivors,

*Would put on clean clothes and walk about,
With their brothers in the shade, doing nothing.*

Questions : 1 × 5 = 5

- (i) Name the poem.
- (ii) Name the poet.
- (iii) What are green wars ?
- (iv) How will the few moments of introspection affect the people ?
- (v) Explain the irony in "Victory with no survivors".

OR

*Rich with sprinkling of fair musk rose blooms;
And such too is the grandeur of the dooms.
We have imagined for the mighty dead;
All lovely-foes that we have heard or read;
An endless fountain of Immortal drink,
Pouring unto us from the heaven's brink.*

Questions : 1 × 5 = 5

- (i) Name the poem.
- (ii) Name the poet.
- (iii) What is the beautiful scene that one sees in the middle of the forest ?
- (iv) Whom does the word 'mighty dead' refer to ?
- (v) Explain "Immortal drink".

11. Answer any **two** of the following : 3 × 2 = 6

- (i) What were the Pret's feelings as she drove to Kochi airport ?
- (ii) Why do you think Aunt Jennifer's hands are fluttering through her wool ? Why is she finding the needle so hard to pull ?
- (iii) Why do you think the poet has used 'sour cream' to describe the classroom walls ?

SECTION – D

(Supplementary Reader) [M. M. : 14

12. Answer any **one** of the following :

5

- (a) How did Dr. Sadao rise above narrow prejudice of race and country for assisting a human being in need ? Discuss.
- (b) By looking at Zitkala-Sa and Bama's life, one can say that it may take a long time for oppression to be resisted but seeds of rebellion are sowed early in life. Additionally, injustice in any form can have a permanent impact on children too. Justify.

13. Answer any **three** of the following :

$3 \times 3 = 9$

- (i) How did the Maharaja manage to save his throne ?
- (ii) Why did Evans drape a blanket round his shoulder ?
- (iii) How did the wizard help Roger Skunk ?
- (iv) Why did Sophie like her brother Geoff more than any other person ?



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SET : B

ENGLISH (Core)
[For all Groups I, II, III]
ACADEMIC/OPEN

(Only for Fresh/Re-appear Candidates)

Time allowed : 3 hours]

[Maximum Marks : 80

- *Please make sure that the printed question paper contains **13** questions.*
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General Instructions :

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SECTION – A
(Reading Skills) [M. M. : 9

- 1.** Read the passage given below and answer the questions that follow :

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P. T. O.

For four days, I walked through narrow lanes of the old city, enjoying the romance of being in a city where history still lives - in its cobblestone streets and in its people riding asses, carrying vine leaves and palm as they once did during the time of Christ. This is Jerusalem, home to the sacred sites of Christianity, Islam and Judaism. This is the place that houses the church of the Holy Sepulchre, the place where Jesus was finally laid to rest. This is also the site of Christ's crucifixion, burial and resurrection. Built by the Roman Emperor Constantine at the site of an earlier temple to Aphrodite, it is the most venerated Christian shrine in the world. And justifiably so. Here, within the church, are the last five stations of the cross, the 10th station where Jesus was stripped of his clothes, the 11th where he was nailed to the cross, the 12th where he died on the cross, and the 13th where the body was removed from the cross, and the 14th, his tomb. For all this weighty tradition, the approach and entrance to the church is nondescript. You have to ask for directions. Even to the devout Christian pilgrims walking along the Via Dolorosa – the Way of Sorrows - first nine stations look clueless. Then a courtyard appears, hemmed in by other buildings and a doorway to one side. This leads to a vast area of huge stone architecture. Immediately inside the entrance is your first stop. It's the stone of anointing: this is the place, according to Greek tradition, where Christ was removed from the cross. The Roman Catholics, however, believe it to be the spot where Jesus's body was prepared for burial by Joseph. What happened next ? Jesus was buried. He was taken to a place outside the city of Jerusalem where other graves existed and there, he was buried in a cave. However, all that is long gone, destroyed by continued attacks and rebuilding; what remains is the massive – and impressive – Rotunda (a round building with a dome) that Emperor Constantine built. Under this, and right in the centre of the Rotunda, is the structure that contains the Holy Sepulchre.

"How do you know this is Jesus's tomb ?" I asked one of the pilgrims standing next to me. He was clueless, more interested, like the

(3)

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rest of them, in the novelty of it all and in photographing it, than in its history or tradition. At the start of the first century, the place was a disused quarry outside the city walls. According to the gospels, Jesus' crucifixion occurred 'at a place outside the city walls with graves nearby '. Archaeologists have discovered tombs from that era, so the site is compatible with the biblical period. The structure at the site is a marble tomb built over the original burial chamber. It has two rooms, and you enter four at a time into the first of these, the Chapel of the Angel. Here the angel is supposed to have sat on a stone to recount Christ's resurrection. A low door made of white marble, partly worn away by pilgrims hands, leads to a smaller chamber inside. This is the 'room of the tomb', the place where Jesus was buried. We entered in a single file. On my right was a large marble slab that covered the original rock bench on which the body of Jesus was laid. A woman knelt and prayed. Her eyes were wet with tears. She pressed her face against the slab to hide them, but it only made it worse.

Questions :

1 × 4 = 4

- (i) How did Jerusalem still retain the charm of the ancient era ?
- (a) There are narrow lanes
 - (b) Roads are paved with cobblestone
 - (c) People can be seen riding asses
 - (d) All of the above
- (ii) Holy Sepulchre is sacred to :
- (a) Christianity
 - (b) Islam
 - (c) Judaism
 - (d) Both (a) and (c)
- (iii) Why does one have to constantly ask for directions to the church ?
- (a) Its lanes are narrow
 - (b) Entrance to the church is nondescript
 - (c) People are not tourist-friendly
 - (d) Everyone is lost in enjoying the romance of the place

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(iv) Where was Jesus buried ?

- (a) In a cave
- (b) At a place outside the city
- (c) In the Holy Sepulchre
- (d) Both (a) and (b)

OR

"It is impossible to think about the welfare of the world unless the condition of women is improved. It is impossible for a bird to fly on only one wing."

– Swami Vivekananda

Women are not born, but made. What is better than India to exemplify this statement by Simone de Beauvoir. With the whole world celebrating International Women's Day with great pomp and show, it would be only apt to analyse the position and space Indian women occupy today, and comparing it to the times 60 years ago when the country had just gained independence. With the women participating in nationalist movements to being pushed into domestic household place, to their resurgence as the super-women today, women in our country have seen it all. There have been innumerable debates about gender in India over the years. Much of it includes women's position in society, their education, health, economic position, gender equality, etc. What one can conclude from such discussions is that women have always held a certain paradoxical position in our developing country. On the one hand, the country has seen an increased percentage of literacy among women, and women are allowed to enter into professional fields, while on the other hand the practices of female infanticide, poor health conditions and lack of education still persist. Even the patriarchal ideology of the home being a woman's real domain and marriage being her ultimate destiny hasn't changed much. The matrimonial advertisements, demanding girls of the same caste, with fair skin and slim figure, or the much criticized fair and lovely ads, are indicators of the slow changing social mores. If one looks at the status of women

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then and now, one has to look at two sides of the coin; one side which is promising, and one side which is bleak. When our country got its independence, the participation of women nationalists was widely acknowledged. When the Indian Constitution was formulated, it granted equal rights to women, considering them legal citizens of the country and as an equal to men in terms of freedom and opportunity. The sex ratio of women at that time was slightly better than what it is today, standing at 945 females per 1000 males. Yet the conditions of women screamed a different reality.

They were relegated to their households, and made to submit to the male-dominated society, as has always been prevalent in our country. Indian women, who fought as an equal to men in the nationalist struggle, were not given that free public space anymore. They became homemakers, and were mainly meant to build a strong home to support their men who were to build the new independent country. Women were reduced to being secondary citizens. The national female literacy rate was an alarmingly low 8.9 percent. The Gross Enrollment Ratio (GER) for girls was 24.8 percent at primary level and 4.6 percent at the upper primary level (in the 11 - 14 years age group). There existed insoluble social and cultural barriers to education of women and access to organised schooling.

Questions :

1 × 4 = 4

- (i) The writer says that the women have seen it all because :
- They participated in the nationalist movements.
 - They were pushed into household space.
 - They have become superwomen today.
 - All of the above.
- (ii) Pick one statement which brings out the paradoxical nature of women's position in society today :

- (a) They are entering professional fields and becoming literate.
 - (b) They lack education and female infanticide is still rampant.
 - (c) They are still victims of patriarchal mindset.
 - (d) While they are allowed to enter professional fields they are still victims of patriarchal mindsets.
- (iii) The Indian Constitution did not ensure :
- (a) that women get equal rights.
 - (b) that they were considered equal to men.
 - (c) that the sex ratio would be 945 females to 1000 males.
 - (d) that they were legal citizens of India.
- (iv) Despite the provisions of the constitution :
- (a) women were relegated to the household.
 - (b) women were not allowed free space.
 - (c) women were dictated by patriarchy.
 - (d) all of the above.

2. Read the following passage carefully and make notes on it using headings and sub headings. Supply an appropriate title also : 4 + 1 = 5

In a very short period of time the internet has had a profound impact on the way we live. Since the internet was made operational in 1983, it has lowered both the costs of communication and the barriers to creative expression. It has challenged old business models and enabled new ones. It has provided access to information on a scale never before achievable. It succeeded because we designed it to be flexible and open. These two features have allowed it to accommodate innovation without massive changes to its infrastructure. An open, borderless and standardised platform means that barriers to entry are low, competition is high, interchangeability is assured and innovation is rapid. The beauty of an open platform is that there are no gatekeepers. For centuries, access to and creation of information was controlled by the few. The internet has changed that and is rapidly becoming the platform for everyone, by everyone. Of course, it still has a way to go. Today there are only about 2.3 billion internet users, representing

roughly 30% of the world's population. Much of the information that they can access online is in English, but this is changing rapidly. The technological progress of the internet has also set social change in motion. As with other enabling inventions before it, from the telegraph to television, some will worry about the effects of broader access to information - the printing press and the rise in literacy that it affected were, after all, long seen as destabilising. Similar concerns about the internet are occasionally raised, but if we take a long view, I'm confident that its benefits far outweigh the discomforts of learning to integrate into our lives. The internet and the world wide web are what they are because literally millions of people have made it so. It is a grand collaboration. It would be foolish not to acknowledge that the openness of the internet has had a price. Security is an increasingly important issue and cannot be ignored. If there is an area of vital research and development for the internet, this is one of them. I am increasingly confident, however, that techniques and practice exist to make the internet safer and more secure while retaining its essentially open quality. After working on the internet and its predecessors for over decades, I'm more optimistic about its promise than I have ever been. We are all free to innovate on the net everyday. The internet is tool of the people, built by the people and it must stay that way.

SECTION - B

(Grammar/Writing Skills) [M. M. : 26

3. Attempt any **two** from each sub-part :

(a) Change the form of narration : $1 \times 2 = 2$

(i) Mohan said, "I am an early riser."

(ii) He said to Meena, "I have passed the test."

(iii) She said to me, "Do you know her ?"

(b) Supply articles wherever necessary : $1 \times 2 = 2$

(i) You can take Rajdhani Express to Delhi.

(ii) gold you buy here is of excellent quality.

(8)

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- (iii) She heard an old tale about unicorn.
- (c) Fill in the blanks with suitable modal auxiliary verbs given in the brackets : $1 \times 2 = 2$
- (i) You pay all your taxes. (must/might)
- (ii) He play football when he was young. (will/used to)
- (iii) If I were rich I buy a car. (would/shall)
- (d) Change the following sentences into passive voice : $1 \times 2 = 2$
- (i) He killed a snake.
- (ii) I can answer the question.
- (iii) He must fill in the form.
- (e) Use the correct form of the verb given in the brackets : $1 \times 2 = 2$
- (i) The Mayor as well as his brothers going to prison. (to be)
- (ii) There the bell. (to go)
- (iii) They Panchkula yesterday. (to burn)
4. Attempt any **two** of the following : $3 \times 2 = 6$
- (a) You are Sports Secretary of Govt. Senior Secondary School, Panchkula. Draft a notice in not more than **50** words for the school notice board asking the students to give their names for participation in various events likely to be held on the Annual Sports Day of your school. Sign as Suman/Suresh.
- (b) You are looking for a second hand car. Draft an advertisement for a newspaper specifying your requirements.
- (c) Design a Poster on the theme of Eco-friendly Diwali.
5. Attempt any **one** of the following : 5

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(9)

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- (a) Write a report in not more than **125** words on the Cultural Week celebrated in your school. You are Shalini/Shekhar, Cultural Secretary of your school.
- (b) Write a paragraph of about **100** words on 'A Day in a Village'.
- 6.** Write an application to the Principal of your school requesting her to grant you one day's leave. Sign as Kanika/Kunal of class XII. 5

SECTION - C

(A) Main Reader [Prose] [M. M. : 20

- 7.** Read the passage given below and answer the questions that follow :

While I was wondering about it all, M. Hamel mounted his chair, and in the same grave and gentle tone which he had used to me, said, "My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive."

Questions :

1 × 5 = 5

- (i) Name the chapter from which the above lines have been taken.
- (ii) Name the author of the chapter.
- (iii) How did the teacher speak to the students ?
- (iv) When was the new master coming ?
- (v) What did the teacher want the students to do ?

OR

Saheb too is wearing tennis shoes that look strange over his discoloured shirt and shorts. "Someone gave them to me," he says in the manner of an explanation. The fact that they are discarded shoes of some rich boy, who perhaps refused to wear them because of a hole in one

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P. T. O.

of them, does not bother him. For one who had walked barefoot, even shoes with a hole is a dream come true. But the game he is watching so intently is out of his reach.

Questions :

1 × 5 = 5

- (i) Name the chapter from which the above lines have been taken.
- (ii) Name the author of the chapter.
- (iii) What looks strange ?
- (iv) Why did some rich boy discard the shoes ?
- (v) What is a dream come true for Saheb ?

8. Answer any *one* of the following :

5

- (a) Do you think truth prevails against all odds ? Why do you think Gandhiji considered the Champaran episode to be a turning point in his life ?
- (b) Sophie's dreams and disappointments are all in her mind. Why or Why not ?

9. Answer any *five* of the following :

2 × 5 = 10

- (i) Did M. Hamel get angry with Franz for being late ?
- (ii) What is Saheb looking for in the garbage dumps ?
- (iii) Why was Douglas determined to get over his fear of water ?
- (iv) What doubts did Elda have about the peddler ?
- (v) Why did Shukla meet Gandhi ?
- (vi) Who was Subbu's Principal ?
- (vii) How does Eco find time to write so much ?

SECTION - C**(B) Main Reader [Poetry] [M. M. : 11****10. Read the stanza given below and answer the questions that follow :**

*Now we will count to twelve
and we will all keep still.
For once on the face of the Earth*

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*let's not speak in any language,
let's stop for one second,
and not move our arms so much.*

Questions :

1 × 5 = 5

- (i) Name the poem.
- (ii) Name the poet.
- (iii) What is the significance of the number "twelve" ?
- (iv) Which two activities does the poet want us to stop ?
- (v) What does the poet mean by 'let's not speak in any language' ?

OR

*..... I saw my mother
Beside me,
Doze, open mouthed, her face
Ashen like that
Of a corpse and realised with
Pain*

Questions :

1 × 5 = 5

- (i) Name the poem.
- (ii) Name the poet.
- (iii) Who is 'I' ?
- (iv) What did 'I' realise with pain ?
- (v) Why was the realisation painful ?

11. Answer any **two** of the following : 3 × 2 = 6

- (i) What does the poem 'Keeping Quiet' teach us ?
- (ii) What symbol from nature does the poet involve to say that there
can be life under
apparent stillness ?
- (iii) What or whom is Aunt Jennifer terrified with in the third stanza ?

SECTION - D

(Supplementary Reader) [M. M. : 14

12. Answer any **one** of the following : 5

(12)

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(a) How did Jack end Roger Skunk story ? How and why did Jo want to change it ?

(b) What change took place in Derry when he met Mr. Lamb ?

13. Answer any **three** of the following : $3 \times 3 = 9$

(i) How did the dewan procure the hundredth tiger for the Tiger King ?

(ii) What is it that draws Derry towards Mr. Lamb ?

(iii) What was Sadao's father's chief concern about Dr. Sadao ?

(iv) Who was Evans ? Describe his true characteristics.



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CLASS : 12th (Sr. Secondary)

Code No. 3601

Series : SS-M/2018

Roll No.

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SET : C

ENGLISH (Core)
[For all Groups I, II, III]
ACADEMIC/OPEN

(Only for Fresh/Re-appear Candidates)

Time allowed : 3 hours]

[Maximum Marks : 80

- *Please make sure that the printed question paper contains **13** questions.*
- *The **Code No.** and **Set** on the right side of the question paper should be written by the candidate on the front page of the answer-book.*
- *Before beginning to answer a question, its Serial Number must be written.*
- *Don't leave blank page/ pages in your answer-book.*
- *Except answer-book, no extra sheet will be given. Write to the point and do not strike the written answer.*
- *Candidates must write their Roll Number on the question paper.*
- *Before answering the question, ensure that you have been supplied the correct and complete question paper, **no claim in this regard, will be entertained after examination.***

General Instructions :

- (i) This question paper is divided into **four** Sections : **A, B, C** and **D**.*
- (ii) **All the sections are compulsory.***
- (iii) Attempt all the parts of a question together.*
- (iv) Stick to the word-limit wherever prescribed.*

SECTION – A

(Reading Skills)

[M. M. : 9

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

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What would we do without humour ? How would we enjoy talks with others if we did not use humour to invite a smile or a laugh ? And how would we manage the times when we feel sad and alone ? With humour we lighten up each day, and we find common ground with others. We build healthy relationships with others by knowing what to say and to do that helps, and what hinders, a conversation. Humour often takes us to the edge of uncertainty when we exaggerate, or tease others to make our point. When humour is successful, we build trust and cooperation. We discover that we are not alone, we learn to accept our mistakes, and we look for the good in others and in ourselves. Most importantly, we create common ground. However, when we lose our sense of humour, we often get critical or defensive, and, we often get critical of ourselves for what was said, and how it was said. Humour is an essential skill needed to communicate well with others. A few well chosen words get the attention of others and make a serious point without their getting defensive. Whether we prefer to be the centre of attention or shy and quiet, humour can be adjusted to suit our personality. The challenge for everyone is to become more aware of how to add humour, and when to avoid it. Too much humour, like too much spice often annoys others. Humour that is perceived as insensitive often leads others to shut down, or become argumentative. But when we each maintain our sense of humour, we look for the good in others and in ourselves. To ensure that our humour is welcomed by others, we need to combine our humour with speaking clearly and listening effectively. Have you ever noticed that successful individuals use self-deprecating humour to humble themselves, without putting themselves down ? These individuals understood that every person has strengths and weaknesses and that self deprecating humour invites others to feel more confident and equal. Having humour helps us keep our perspective, stay responsive to others, and resolve differences. Do you already have some things that you say to diffuse tension ? Words like "At times like this, my uncle used to say ... " can help the conversation

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to become less confrontational. If you can't think of a humorous comment that will be helpful, you can try looking for clarification by mirroring back their words and clarifying their point. Assume that there is always something that you can find to appreciate when you are looking for common ground. Focus on preventing an argument. Remember, humour is often not the best choice to handle conflict. Opportunities to add a touch of humour happen all of the time. In December when I visited my friend Tim in the hospital, I came wearing antlers from the Dollar Store. And when I was accepted into the graduate programme at the University of Waterloo, I wrote my acceptance letter as a poem. In each situation my small change from the everyday stirred others to smile, and expect positive conversations in the future. Much of our humour comes from reconnecting to our playful inner child. For many of us, it only takes a Playful voice tone, wearing a funny hat, or holding a stuffed toy to get started. Take a risk. Add a bit more humour, and do it in the way that is right for you.

Questions :

$$1 \times 4 = 4$$

- (i) Humour helps us :
- (a) to find common ground with others
 - (b) lighten up each day
 - (c) exaggerate
 - (d) both (a) and (b)
- (ii) When we lose humour we :
- (a) often get critical
 - (b) often get defensive
 - (c) often get critical for what was said
 - (d) all of these
- (iii) Humour is not the best tool to :
- (a) resolve a conflict

(4)

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- (b) be a successful conversationalist
 - (c) to find common ground
 - (d) stay responsive to others
- (iv) The writer gives the example of wearing a funny hat to exemplify that :
- (a) humour comes from reconnecting with our inner child
 - (b) opportunities to add humour are always present
 - (c) humour requires common ground
 - (d) humour involves risk

OR

Russia in the late nineteenth and early twentieth centuries was a massive empire, stretching from Poland to the Pacific, and home in 1914 to 165 million people of many languages, religions and cultures. Ruling such a massive state was difficult, and the long term problems within Russia were eroding the Romanov monarchy. In 1917 this decay finally produced a revolution which swept the old system away. Several key fault lines can be identified as long term causes, while the short term trigger is accepted as being World War - I. It's important to remember Tsarist Russia collapsed under its own flaws, with the top rending, not by an attack from people at the bottom, e.g. workers. That (and Lenin) would come later in 1917, when the Tsar was gone. The revolution was also not inevitable: the Tsars could have reformed, but the last ones didn't want to and went backwards. It cost them their lives. In theory their life had improved in 1861, before which they were serfs who were owned and could be traded by their landowners. The year 1861 saw the serfs freed and issued with small amounts of land, but in return they had to pay back a sum to the government, and the result was a mass of small farms deeply in debt. The state of agriculture in Russia was poor, using techniques deeply out of date and with little hope of improving thanks to the widespread illiteracy and no capital to invest. Families lived just above the subsistence level, and around 50% of the families had a member who had left the village

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to find other work, often in the towns. As the central Russian population boomed, land became scarce. Their life was in sharp contrast to the rich landowners, who held 20% of the land in large estates and were often members of the Russian upper class. The western and southern reaches of the massive Russian Empire were slightly different, with a larger number of better off peasants and large commercial farms. The result was, by 1917, a central mass of disaffected peasants were angry at increased attempts to control them, and at people who profited from the land without directly working on it. The common peasant mindset was firmly against developments outside the village, and desired autonomy.

Oddly, although the vast majority of Russia in population was rural peasants, and urban ex-peasants, the upper and the middle classes knew little of real peasant life, but a lot about myths: of down to earth, angelic, pure commercial life, etc. Legally, culturally, socially, the peasants in over half a million settlements were organised by centuries of community rule, the mirs, which were separate from elites and the middle class. But this was not a joyous, lawful commune, it was a desperate struggling system fuelled with the human weakness of rivalry, violence and theft, and everywhere was run by elder patriarchs. A break was occurring among the peasants between the elders and a large number of young literate peasants, due to the culture of deeply ingrained and frequent violence. The peasants were not without a world view, and it was a mixture of odd folk memory, custom, and opposition to the interference of the Tsar – Inside vs outside. Stolypin's lands reforms of the years before 1917 attacked peasant concept of family ownership and tried to capitalise it; revolutionary peasants often went back to communal systems. This wasn't so much class but a view based on justice of poor vs strong. In central Russia, the peasant population was rising and land was running out, so eyes were on the elites who were forcing the debt-ridden peasants to sell land for commercial use. Even more peasants travelled to the cities in search of work. There they urbanised and looked negatively on the peasants left behind.

Questions :

1 × 4 = 4

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P. T. O.

- (i) The decay that caused the Russian revolution was due to :
- (a) massive empire
 - (b) failure of the czars to reform themselves
 - (c) world War-I
 - (d) all of the above
- (ii) The agriculture was in bad condition as :
- (a) farmers were in debt
 - (b) techniques were outdated
 - (c) both (a) and (b)
 - (d) serfs could be traded by their landowners
- (iii) Which of the following was the trigger for the revolution ?
- (a) World War - I
 - (b) urbanisation of the peasants
 - (c) break between the elders and the young
 - (d) excessive control of the upper classes
- (iv) The peasants were organised into communes by :
- (a) mirs
 - (b) farmers
 - (c) middle classes
 - (d) elites

2. Read the following passage carefully and make notes on it using headings and sub headings. Supply an appropriate title also : 4 + 1 = 5

I remember my childhood as being generally happy and can recall experiencing some of the most carefree times of my life. But I can also remember, even more vividly, moments of being deeply frightened. As a child, I was truly terrified of the dark and getting lost. These fears were very real and caused me some extremely uncomfortable moments. Maybe it was the strange way things looked and sounded in my familiar room at night that scared me so much. There was never total darkness, but a street light or passing car lights made clothes hung over a chair take on the shape of an unknown beast. Out of the corner of my eye, I saw curtains move when there was no breeze. A tiny creak in the floor would sound a hundred times louder than in the daylight and my

imagination would take over creating burglars and monsters. Darkness always made me feel helpless. My heart would pound and I would lie very still so that 'the enemy' wouldn't discover me. Another childhood fear of mine was that I would get lost, especially on my way home from school. Every morning, I got on the school bus right near my home – that was no problem. After school, when all the buses were lined up along the curve, I was terrified that I would get on the wrong one and be taken to some unfamiliar neighbourhood. I would scan the bus for the faces of my friends, make sure that the bus driver was the same one that had been there in the morning, and even then ask the others over and over again to be sure that I was in the right bus. On school or family trips to an amusement park or a museum, I wouldn't let the leaders out of my sight. And of course, I was never very adventurous when it came to taking walks or hikes because I would go only where I was sure I would never get lost. Perhaps, one of the worst fears I had as a child was that of not being liked or accepted by others. First of all, I was quite shy. Secondly, I worried constantly about my looks, thinking people wouldn't like me because I was too fat or wore braces. I tried to wear 'the right clothes' and had intense arguments with my mother over the importance of wearing flats instead of saddled shoes to school. Being popular was very important to me then and the fear of not being liked was a powerful one. One of the processes of evolving from a child to an adult is being able to recognize and overcome our fears. I have learnt that darkness does not have to take on a life of own, that others can help me when I am lost and that friendliness and sincerity will encourage people to like me. Understanding the things that scare us as children helps to cope with our lives as adult.

SECTION – B

(Grammar/Writing Skills) [M. M. : 26

3. Attempt any **two** from each sub-part :

- (a) Change the form of narration : $1 \times 2 = 2$
- (i) He said, "I like the book."
 - (ii) I said, "I agree to what he said."
 - (iii) I asked him, "Are you happy ?"
- (b) Supply articles wherever necessary : $1 \times 2 = 2$
- (i) girl in red dress is my sister.

- (ii) He gave me one rupee note.
 (iii) He plays cricket.
- (c) Fill in the blanks with suitable modal auxiliary verbs given in the brackets : $1 \times 2 = 2$
- (i) He not talk to you. (dare/used)
 (ii) We drive carefully. (would/must)
 (iii) You are quite well. You not go to the doctor.
 (need/should)
- (d) Change the following sentences into passive voice : $1 \times 2 = 2$
- (i) Has he done his work.
 (ii) This mango tastes great.
 (iii) Someone types the letters.
- (e) Use the correct form of verb given in the brackets : $1 \times 2 = 2$
- (i) Either my brothers or my father responsible.
 (to be)
 (ii) Water at 100° . (to boil)
 (iii) It started to rain while we tennis. (to play)
4. Attempt any **two** of the following : $3 \times 2 = 6$
- (a) Draft a notice informing students of classes XI - XII about a poster making competition. Invent all necessary details. You are Sonia, President, Art Club, Model Senior Secondary School, Jhajjar.
- (b) You want to sell your car as you are shifting from Bangalore to Delhi. Draft a suitable advertisement to be published in 'The Times of India'. Give necessary details of the car. You are Prateek/Reena, 240, Sector - 4, Sonipat.
- (c) Design a Poster on the theme of Tilak Holi, in order to save water.
5. Attempt any **one** of the following : 5

- (a) Write a report in not more than **125** words on a road accident you witnessed on your way to school. Sign as Meena/Mahesh.
- (b) Write a paragraph of about **100** words on 'Morning Walk'.
- 6.** Write an application to the Principal of your school requesting her to remit your fine for being absent from school. Sign as Roma/Rajiv of class XII. 5

SECTION - C**(A) Main Reader [Prose] [M. M. : 20**

- 7.** Read the passage given below and answer the questions that follow :

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.

Questions : 1 × 5 = 5

- (i) Name the chapter from which the above lines have been taken.
- (ii) Name the author of the chapter.
- (iii) What were the old men of the village sorry about ?
- (iv) Why was 'their country theirs no more' ?
- (v) Why was the man in fine Sunday clothes ?

OR

My introduction to the Y.M.C.A. swimming pool revived unpleasant memories and stirred childhood fears. But in a little while I gathered confidence. I paddled with my new water wings, watching the other boys and trying to learn by aping them. I did this two or three times on different days and was just beginning to feel at ease in the water when the misadventure happened.

Questions : 1 × 5 = 5

- (i) Name the chapter from which the above lines have been taken.

- (ii) Name the author of the chapter.
- (iii) What stirred childish fears in the author ?
- (iv) What did the author do two or three times ?
- (v) When did the misadventure happen ?

8. Answer any **one** of the following : 5

- (a) How did the Tiger King bribe the British officer to save his kingdom ? How do you view this act ?
- (b) How did Doctor Sadao help the 'PoW' to escape ? What human values do you find in his act ?

9. Answer any **five** of the following : $2 \times 5 = 10$

- (i) What did the blacksmith say to Franz ?
- (ii) How can Mukesh realise his dream ?
- (iii) Why is Mukesh's father a failed man ?
- (iv) What kind of person is William Douglas ?
- (v) Why was the crofter so talkative and friendly with the peddler ?
- (vi) Why did Gandhiji chide the lawyers ?
- (vii) What did Lewis Carroll have a horror of ?

SECTION - C

(B) Main Reader [Poetry] [M. M. : 11

10. Read the stanza given below and answer the questions that follow :

At back of the dim class

One unnoted, sweet and young. His eyes live in

Of squirrel's game, in the tree room, other than

a dream,

this.

Questions : $1 \times 5 = 5$

- (i) Name the poem.
- (ii) Name the poet.
- (iii) Why is the class dim ?
- (iv) Why is the child called 'sweet and young' ?
- (v) What does the child want to enjoy ?

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*And such too is the grandeur of the dooms
We have imagined for the mighty dead;
All lovely tales that we have heard or read:
An endless fountain of immortal drink,
Pouring unto us from the heaven's brink.*

Questions : 1 × 5 = 5

- (i) Name the poem.
- (ii) Name the poet.
- (iii) Who are the 'mighty dead' referred to here ?
- (iv) What is the endless fountain of immortal drink ?
- (v) What does the word 'brink' mean ?

11. Answer any **two** of the following : 3 × 2 = 6

- (i) Why are Aunt Jennifer's hands terrified ?
- (ii) Why has the poet brought in the image of merry children 'spilling out of their homes' ?
- (iii) What symbol from nature does the poet use to prove that keeping quiet is not a total inactivity ?

SECTION - D

(Supplementary Reader) [M. M. : 14

12. Answer any **one** of the following : 5

- (a) Who was Tiger King ? How did he get that name ?
- (b) "The world's geological history is trapped in Antarctica." How is the study of this region useful to us ?

13. Answer any **three** of the following : 3 × 3 = 9

- (i) Why did the dewan think of procuring a tiger ?
- (ii) Why was Dr. Sadao kept in Japan and not sent abroad with the troops ?

(12)

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(iii) What explanation did Mcleery give for carrying the rubber tube in Evans' Cell ?

(iv) What is it that draws Derry towards Mr. Lamb ?



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CLASS : 12th (Sr. Secondary)

Code No. 3601

Series : SS-M/2018

Roll No.

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SET : D

ENGLISH (Core)
[For all Groups I, II, III]
ACADEMIC/OPEN

(Only for Fresh/Re-appear Candidates)

Time allowed : 3 hours]

[Maximum Marks : 80

- *Please make sure that the printed question paper contains **13** questions.*
- *The **Code No.** and **Set** on the right side of the question paper should be written by the candidate on the front page of the answer-book.*
- *Before beginning to answer a question, its Serial Number must be written.*
- *Don't leave blank page/ pages in your answer-book.*
- *Except answer-book, no extra sheet will be given. Write to the point and do not strike the written answer.*
- *Candidates must write their Roll Number on the question paper.*
- *Before answering the question, ensure that you have been supplied the correct and complete question paper, **no claim in this regard, will be entertained after examination.***

General Instructions :

- (i) This question paper is divided into **four** Sections : **A, B, C** and **D**.*
- (ii) **All the sections are compulsory.***
- (iii) Attempt all the parts of a question together.*
- (iv) Stick to the word-limit wherever prescribed.*

SECTION – A
(Reading Skills) [M. M. : 9

- 1.** Read the passage given below and answer the questions that follow :

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P. T. O.

Nanotechnology is science, engineering, and technology conducted at the nanoscale, which is about 1 to 100 nanometers. Nanoscience and nanotechnology are the study and application of extremely small things and can be used across all the other science fields, such as Chemistry, Biology, Physics, Material Science, and Engineering. The ideas and concepts behind nanoscience and nanotechnology started with a talk entitled "There's Plenty of Room at the Bottom" by physicist Richard Feynman at an American Physical Society meeting at the California Institute of Technology (CalTech) on December 29, 1959, long before the term nanotechnology was used. In his talk, Feynman described a process in which scientists would be able to manipulate and control individual atoms and molecules. Over a decade later, in his explorations of ultraprecision machining, Professor Norio Taniguichi coined the term nanotechnology. It wasn't until 1981, with the development of the scanning tunnelling microscope that could 'see' individual atoms, that modern nanotechnology began. It's hard to imagine just how small nanotechnology is. One nanometer is a billionth of a meter, or 1.10^9 of a meter. Here are a few illustrative examples: There are 25,500,000 nanometers in an inch: A sheet of newspaper is about 100,000 nanometers thick. On a comparative scale, if a marble were a nanometer, then one meter would be the size of the Earth. Nanoscience and nanotechnology involve the ability to see and to control individual atoms and molecules. Everything on Earth is made up of atoms – the food we eat, the clothes we wear, the buildings and houses we live in, and our own bodies. But something as small as an atom is impossible to see with the naked eye. In fact, it's impossible to see with the microscopes typically used in a high school science classes. The microscopes needed to see things at the nanoscale were invented relatively recently – about three years ago. Once scientists had the right tools, such as the Scanning Tunnelling

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Microscope (STM) and the Atomic Force Microscope (AFM), the age of nanotechnology was born. Although modern nanoscience and nanotechnology are quite new, nanoscale materials were used for centuries. Alternate-sized gold and silver particles created colours in the stained glass windows of medieval churches hundreds of years ago. The artists back then just didn't know that the process they used to create these beautiful works of art actually led to changes in the composition of materials they were working with. Today's scientists and engineers are finding a wide variety of ways to deliberately make materials at the nanoscale to take advantage of their enhanced properties such as higher strength, lighter weight, increased control of light spectrum and greater chemical reactivity than their larger – scale counterparts.

Questions : $1 \times 4 = 4$

- (i) Materials at nanoscale are desirable as they :
- (a) have higher strength
 - (b) have light weight
 - (c) increased control of light spectrum
 - (d) all of the above
- (ii) Pick a statement that is **not** true :
- (a) Food is made of atoms
 - (b) Our bodies are made of atoms
 - (c) High school microscope can reveal atoms
 - (d) Atoms can be seen with the naked eye
- (iii) Nanotechnology can be used in :
- (a) chemistry
 - (b) making newspaper
 - (c) marking artworks using colours
 - (d) both (a) and (b)
- (iv) Who coined the term 'nanotechnology' ?
- (a) Einstein
 - (b) Norio Taniguichi

- (c) Newton
- (d) Richard Feynman

OR

What does it mean to live a healthy lifestyle ? It is a way of living that allows you to enjoy more aspects of our life in a more fulfilling way. It is not just about trying to avoid one illness after another, or trying to just not feel as bad as you normally do. It is about feeling and being well physically, mentally and socially. It is about making specific choices that give you the opportunity to feel your best for as long as you can. Living a healthy lifestyle is about saying YES to life. Do you want to have a body that can support you well in your old age ? Do you wish to have mental clarity, quality relationships, good working internal functions or even an overall feeling of wellbeing ? Well, living a healthy lifestyle is what can get you there, or at least improve your condition. There are three specific things that you should do: You shouldn't be surprised that this one is on the list. It is unavoidable. Physical activity is essential to healthy living. The body is meant to move, and when it does not, it can become unhappy and ill. Physical activity stimulates the body's natural maintenance and repairs systems that keep it going. It improves circulation to our heart and lungs. It gives us strength to stave off injuries, and it increases the mobility in our muscles and joints. Physical activity also releases endorphins; the feel good hormones that create a sense of general wellbeing. Physical activity is good for the body and the mind. Exercises include brisk walking, cycling, dancing, swimming, rowing, elliptical workouts and jogging. Yoga and Pilates are also good exercise workouts; however, they should be performed in conjunction with the cardiovascular type workouts mentioned above. Have you ever heard of saying "You are what you eat" or "Garbage in garbage out"? Well, it is true. What you put into your body directly affects how you

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feel physically, your mood, your mental clarity, your internal workings, and even your skin. Eating healthy does not mean eating expensive foods with little taste. As a matter of fact, there are some fantastic health recipes online and in cookbooks that are very healthy. Basically, you want to aim for a diet that is low in salt, fat and unprocessed foods and is high in fruits, vegetables, whole grains and omega - 3 fatty acids. It is also good to take a multivitamin to ensure you are meeting your nutrient requirements. We have got to get rid of all of this stress. Stress happens when your life becomes out of balance physically, mentally or emotionally. This imbalance can be caused by internal stress like worrying too much, environmental stress like pressure from work, family or friends, or by stress from being fatigued or overworked. Being stressed out has the potential to affect your health in a variety of ways. You can become tired, sick, tense, irritable, and unable to think properly. If you want to live a healthy lifestyle, you will need to manage the stress in your life so that it does not overtake you. This means taking charge of your thoughts, emotions, tasks, and environment to get your body back in balance. "Instead of dealing with the outcome of your angry outburst, deal with it scientifically," says alternative healer, Rama Awasthi.

Questions : $1 \times 4 = 4$

- (i) Healthy living means :
- (a) Just avoiding illness
 - (b) Feeling better than normal
 - (c) Eating expensive foods
 - (d) Enjoying more aspects of life in a more fulfilling way
- (ii) Physical activity :
- (a) improves blood circulation
 - (b) improves natural response system
 - (c) releases feel good hormones
 - (d) all of the above
- (iii) Which of the following is **not** a cardiovascular exercise ?
- (a) Brisk walking
 - (b) Swimming
 - (c) Yoga

(d) Jogging

(iv) Stress management does **not** involve :

- (a) managing thoughts
- (b) taking multi-vitamins
- (c) balancing one's body
- (d) managing one's environment

2. Read the following passage carefully and make notes on it using headings and sub headings. Supply an appropriate title also : 4 + 1 = 5

Although stupidity is commonly defined as 'a lack of normal intelligence', stupid behaviour is not the behaviour of a person lacking in intelligence but the behaviour of a person not using good judgment or sense. In fact, stupidity comes from the Latin word that means 'senseless'. Therefore, stupidity can be defined as the behaviour of a person of normal intelligence who acts in a particular situation as if he or she isn't very bright. Stupidity exists at three levels of seriousness. First is the simple, relatively harmless level. Behaviour at this level is often amusing. It is humorous when someone places the food from a fast food restaurant on the roof of the car while unlocking the door and then drives away with the food still on the roof. We call this absent-mindedness. The person's good sense or intelligence was temporarily absent. At this level, other than passing inconvenience or embarrassment, no one is injured by the stupid behaviour. The next type – serious stupidity – is more dangerous. Practical jokes such as putting sugar in the salt shakers are at this level. The intention is humorous, but there is a chance of harm. Irresponsible advice given to others is also serious stupidity. An example is the person who plays psychiatrist on the basis of an introductory psychology course or doing a TV program on psychiatry. The intention may be to help, but if the victim really needs psychiatric help, an amateur will only worsen the situation. Even worse is the third kind of stupidity. Kind people, who would never injure another living being, stupidly throw away a box of six-week-old kittens along a country road. Lacking the heart to kill the poor things, they sentence them to almost certain death from wild animals, infections, exposure or the wheels of a passing vehicle. Yet they are able to tell themselves that 'they will find nice homes' or 'animals can get along in the wild'. Another example of this kind of

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stupidity is the successful local businessman who tries to have as many office affairs as he can get away with. He risks the loss of his business and his home. He fails to see that what he is doing is wrong. This is the true moral stupidity of a person not willing to think about the results of his actions or take responsibility for them. The common defense of a person guilty of stupidity is – 'But I didn't think' This, however, is not a proper excuse, especially when serious or harmful stupidity is involved.

SECTION – B

(Grammar/Writing Skills) [M. M. : 26

3. Attempt any **two** from each sub-part :

(a) Change the form of narration : $1 \times 2 = 2$

(i) Monika said, "God is omnipresent."

(ii) I said to her, "How is your father ?"

(iii) I said to him, "Leave this place at once."

(b) Supply articles wherever necessary : $1 \times 2 = 2$

(i) He is kind to poor.

(ii) lunch given by you was delicious.

(iii) He came here by train.

(c) Fill in the blanks with suitable modal auxiliary verbs given in the brackets : $1 \times 2 = 2$

(i) he live long ! (can/may)

(ii) A student respect his/her teacher.

(must/would)

(iii) What you like to have in supper ?

(would/shall)

(d) Change the following sentences into passive voice :

$1 \times$

$2 = 2$

(i) Who will pay the bill ?

(ii) Someone has stolen my pen.

(iii) They play handball.

(e) Use the correct form of verb given in the brackets : 1 ×
2 = 2

(i) Here two apples. (to be)

(ii) Baba started weeping when he out of the court.
(to come)

(iii) I this novel by this time tomorrow. (to
finish)

4. Attempt any **two** of the following : 3 × 2 = 6

(a) You are Secretary of the History club of Vidya Mandir, Kurukshetra. Draft a notice in not more than **50** words informing students of a proposed visit to some important historical sites in your city. Invent the details. Sign as Neha/Naveen.

(b) A new motorcycle is to be launched. Prepare an advertisement highlighting its qualities.

(c) Design a Poster saying 'No' to Noise Pollution.

5. Attempt any **one** of the following : 5

(a) Write a report in not more than **125** words giving all the relevant details of your visit to a historical place. Sign in as Sheetal/Shyam of class XII.

(b) Write a paragraph of about **100** words on 'My Classroom'.

6. Write a letter to the SHO of your locality reporting the theft of your bike/scooty. You are Nisha/Naresh living at 1020, Sector 6, Jind. 5

SECTION – C

(A) Main Reader [Prose] [M. M. : 20

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

Savita, a young girl in a drab pink dress, sits alongside an elderly woman, soldering pieces of glass. As her hands move mechanically like the tongs of a machine, I wonder if she knows the sanctity of the bangles she helps make. It symbolises an Indian woman's *suhag*, auspiciousness in marriage. It will dawn on her suddenly one day when her head is draped with a red veil, her hands dyed red with henna, and the red bangles rolled onto her wrists. She will then become a bride.

Questions :

1 × 5 = 5

- (i) Name the chapter from which the above lines have been taken.
- (ii) Name the author of the chapter.
- (iii) What is Savita wearing ?
- (iv) What sanctity is attached to bangles ?
- (v) What job is Savita doing ?

OR

But half an hour later, the rattrap peddler stood again before the door. He did not try to get in, however. He only went up to the window, smashed a pane, stuck in his hand, and got hold of the pouch with the thirty kronor. He took the money and thrust it into his own pocket. Then he hung the leather pouch carefully back in its place and went away.

Questions :

1 × 5 = 5

- (i) Name the chapter from which the above lines have been taken.
- (ii) Name the author of the chapter.
- (iii) Why did the rattrap peddler not try to get in ?
- (iv) Where had the leather pouch been hanging ?
- (v) What was there in the leather pouch ?

8. Answer any **one** of the following : 5
- (a) How did the peddler show his gratitude to Edla ?
- (b) The order from Berlin aroused a particular zeal in the school. Comment.
9. Answer any **five** of the following : $2 \times 5 = 10$
- (i) What did Mr. Hamel say about the French language ?
- (ii) Does Saheb remember his native land ?
- (iii) Where did Douglas finally learn to swim ?
- (iv) Who gave the peddler unwanted joy ?
- (v) What issues did Gandhiji undertake in Champaran ?
- (vi) Rati Agnihotri may not have even heard of it ? What was 'It' ?
- (vii) What did Eco do after dinner ?

SECTION - C

(B) Main Reader [Poetry] [M. M. : 11

10. Read the stanza given below and answer the questions that follow :

*When Aunt is dead, her terrified hands will lie
Still ringed with ordeals she was mastered by.
The tigers in the panel that she made
Will go on prancing, proud and unafraid.*

Questions : $1 \times 5 = 5$

- (i) Name the poem.
- (ii) Name the poet.
- (iii) Who is the aunt mentioned here ?
- (iv) Why is she ringed with ordeals ?
- (v) What is the difference between her and the tigers ?

OR

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*It would be an exotic moment
Without rush, without engines;
We would all be together
In a sudden strangeness.*

Questions :

1 × 5 = 5

- (i) Name the poem.
- (ii) Name the poet.
- (iii) Which exotic moment is referred to in these lines ?
- (iv) Why would the moment be strange ?
- (v) What does the poet advocate in the poem ?

11. Answer any **two** of the following : 3 × 2 = 6

- (i) What will happen when Aunt Jennifer is dead ?
- (ii) How do beautiful things help us to live a happy life ?
- (iii) What will counting up to twelve and keeping still help us to achieve ?

SECTION - D

(Supplementary Reader) [M. M. : 14

12. Answer any **one** of the following : 5

- (a) How does Charlie reach third level ?
- (b) Why does Evans decide to take an O-level exam ?

13. Answer any **three** of the following : 3 × 3 = 9

- (i) What was the special gift Maharaja gave to his son on his birthday ?

- (ii) When did Hanna and Dr. Sadao first see the American ?
- (iii) Why did Zitkala-Sa resist the cutting of her hair so fiercely ?
- (iv) What was Mr. Lamb's philosophy about the bees ?

