

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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P. T. O.

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

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

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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

- (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

a dream,

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

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 ?

*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 ?

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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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