

**CLASS : 12th (Sr. Secondary)**

**Code No. 4301**

**Series : SS-M/2019**

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 pages in this question paper are **16** in number and it 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.
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- Candidates must write their Roll Number on the question paper.
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**P. T. O.**



**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 following passage given below and answer the questions that follow :

New Year is the time for resolution. Mentally, at least most of us could compile formidable lists of 'do's and don'ts'. The same old favourites recur year in and year out with monotonous regularity. We resolve to get-up early each morning, eat healthy food, exercise, be nice to people we don't like and find more time for our parents. Past experience has taught us that certain accomplishments are beyond attainment. If we remain deep rooted liars, it is only because we have so often experienced the frustration that results from failure. Most of us fail in our efforts, at self-improvement because our schemes are too ambitious and we never have time to carry them out. We also 'make the fundamental error of announcing our resolution to everybody so that we look even more foolish when we slip back into our bad old ways. Aware of these pitfalls, this year I attempted to keep my resolutions to myself. I limited myself to two modest ambitions, to do physical exercise every morning and to read more in the evening. An overnight party on New Year's Eve provided me with a good excuse for not carrying out either of these new resolutions on the first day of the year, but on the second, I applied myself diligently to the task. The daily exercise lasted only eleven minutes and I proposed to do them

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early in the morning before anyone had got up. The self-discipline required to drag myself out of bed eleven minutes earlier than usual was considerable. Nevertheless, I managed to creep down into the living room for two days before anyone found me out. After jumping about on the carpet and twisting the human frame into uncomfortable positions, I sat down at the breakfast table in an exhausted condition. It was this that betrayed me. The next morning the whole family trooped in to watch the performance. That was really unsettling but I fended off the taunts and jibes of the whole family good-humouredly and soon everybody got used to the idea. However, my enthusiasm waned. The time I spent at exercises gradually diminished. Little by little the eleven minutes fell to zero. By January 10th, I was back to where I had started from. I argued that if I spent less time exhausting myself at exercises in the morning, I would keep my mind fresh for reading when I got home from work. Resisting the hypnotising effect of television, I sat, in my room for a few evenings with my eyes glued to a book. One night, however, feeling cold and lonely, I went downstairs and sat in front of the television pretending to read. That proved to be my undoing, for I soon got back to the old bad habit of dozing off in front of the screen. I still haven't given up my resolution to do more reading. In fact, I have just bought a book entitled 'How to Read a Thousand Words a Minute'. Perhaps it will solve my problem, but I just have not had time to read it.

**Questions :**

1 × 4 = 4

- (i) What were the writer's two resolutions ?
- (a) Physical exercise in the morning
  - (b) Read more in the evening
  - (c) Both (a) and (b)
  - (d) Not to make more resolutions



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- (ii) How much time did the daily exercise last initially ?  
(a) 10 minutes  
(b) 11 minutes  
(c) 5 minutes  
(d) 8 minutes
- (iii) How many days did the narrator continue his resolution ?  
(a) 8 days  
(b) 9 days  
(c) 10 days  
(d) 7 days
- (iv) Which book did the narrator buy ?  
(a) How to read a thousand words a minute  
(b) How to be a good reader  
(c) How to be firm on your resolutions  
(d) The importance of exercising

**OR**

Many of us believe that 'small' means 'insignificant'. We believe that small actions and choices do not have much impact on our lives. We think that it is only the big things, the big actions and the big decisions that really count. But when you look at the lives of all great people, you will see that they built their character through small decisions, small choices and small actions that they performed every day. They transformed their lives through a step-by-step or day-by-day approach. They nurtured and nourished their good habits and chipped away at their bad habits, one step at a time. It was their small day-to-day decisions that added up to make tremendous difference in the long run. Indeed, in matters of personal growth and

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character building, there is no such thing as an overnight success.

Growth always occurs through a sequential series of stages. There is an organic process to growth. When we look at children growing up, we can see this process at work; the child first learns to crawl, then to stand and walk, and finally to run. The same is true in the natural world. The soil must first be tilled, and then the seed must be sowed. Next, it must be nurtured with enough water and sunlight, and only then will it grow, bear fruit and finally ripen and be ready to eat.

Gandhi understood this organic process and used this universal law of nature to his benefit. Gandhi grew in small ways, in his day-to-day affairs. He did not wake up one day and find himself to be the "Mahatama". In fact, there was nothing much in his early life that showed signs of greatness. But from his mid-twenties onwards, he deliberately and consistently attempted to change himself, reform himself and grow in some small way every day. Day-by-day, hour-by-hour, he risked failure, experimented and learnt from mistakes. In small and large situations alike, he took up rather than avoid responsibility. People have always marvelled at the effortless way in which Gandhi could accomplish the most difficult tasks. He displayed great deal of self-mastery and discipline that was amazing. These things did not come easily to him. Years of practice and disciplined training went into making his successes possible. Very few saw his struggles, fears, doubts and anxieties, or his inner efforts to overcome them. They saw the victory, but not the struggle. This is a common factor in the lives of all great people: they exercised their freedoms and choices in small ways that made great impact on their lives and their environment.



Each of their small decisions and actions, added up to have a profound impact in the long run. By understanding this principle, we can move forward, with confidence, in the direction of our dreams. Often when our "ideal goal" looks too far from us, we become easily discouraged, disheartened and pessimistic. However, when we choose to grow in small ways, taking small steps one at a time, performing it becomes easy.

**Questions :** $1 \times 4 = 4$ 

- (i) The main idea in the first paragraph is that :
- (a) Big things, big actions and big decisions make a person great
  - (b) Small actions and decisions are important in one's life
  - (c) Overnight success is possible for all of us
  - (d) Personal changes are not important
- (ii) What does the writer mean by saying 'chipped away at their bad habits' ?
- (a) Steadily gave up bad habits
  - (b) Slowly produced bad habits
  - (c) Gradually criticized bad habits
  - (d) Did not like bad habits
- (iii) Which of the following statements is **true** in the context of the third paragraph ?
- (a) Gandhi became great overnight
  - (b) Gandhi showed signs of greatness in childhood itself
  - (c) Every day Gandhi made efforts to change himself in some small way
  - (d) Gandhi never made mistakes



- (iv) What is done by great people to transform their lives ?
- (a) They approach life on a day-by-day basis
  - (b) They build character in small ways
  - (c) They believe in performing everyday
  - (d) All of these

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

The small village of Somnathpur contains an extraordinary temple, built around 1268 A.D. by the Hoyasalas of Karnataka – one of the most prolific temple-builders. Belur and Helebid are among their better-known works. While these suffered during the invasions of the 14th century, the Somnathpur temple stands more or less intact in near-original condition. This small temple captivates the beauty and vitality of its detailed sculpture, covering almost every inch of the walls, pillars and even ceilings. It has three shikharas and stands on a star-shaped, raised platform with 24 edges. The outer walls have a profusion of detailed carvings; the entire surface run over by carved plaques of stone. There were vertical panels covered by exquisite figures of gods and goddesses with many incarnations being depicted. There were nymphs too, some carrying an ear of maize – a symbol of plenty and prosperity. The elaborate ornamentation, the very characteristic of Hoyasala sculptures, was a remarkable feature. On closer look – and it is worth it – the series of friezes on the outer walls revealed intricately carved caparisoned (covered decorative cloth) elephants, charging horsemen, stylized flowers, warriors, musicians, crocodiles, and swans. The temple was actually commissioned by Soma Dandanayaka or



Somnath (he named the village after himself), the minister of the Hoyasala king, Narasimha, the third. The temple was built to house three versions of Krishna. The inner center of the temple was the Kalyana Mandapa. Leading from here 'were three corridors each ending in a shrine, one for each kind of Krishna – Venugopala, Janardana and Prasanna Keshava, though only two remain in their original form. In the, darkness of the sanctum sanctorum, I tried to discern the different images. The temple's sculptural perfection is amazing and it includes the doors of the temple and the three elegantly carved towers.

### 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) "I have read a new novel by R. K. Narayan", said Monika.
  - (ii) "Do you wish to open an account ?" the manager asked the customer.
  - (iii) "Bravo! Well done!", he said.
- (b) Supply articles wherever necessary :  $1 \times 2 = 2$
- (i) We buy ..... oil by the litre.
  - (ii) ..... great Shakespeare committed grammatical errors.
  - (iii) ..... rich should help the poor.
- (c) Fill in the blanks with suitable modal auxiliary verbs given in the brackets :  $1 \times 2 = 2$
- (i) She expects that her son ..... return.  
(may/can)



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- (ii) She advised that I ..... curtail expenditure. (should/can)
- (iii) She ..... not have left alone as it was raining heavily. (can/must)
- (d) Change the voice :  $1 \times 2 = 2$
- (i) He encourages me.
- (ii) Please come soon.
- (iii) It is impossible to do.
- (e) Use the correct form of verbs given in the brackets :  $1 \times 2 = 2$
- (i) More men than one ..... absent today. (was/were)
- (ii) Neither of the two boys ..... done it. (has/have)
- (iii) What evidence ..... these acts ? (is/are)
- 4.** Attempt any **two** of the following :  $3 \times 2 = 6$
- (a) The Residents' Welfare Association, Model Town, Narnaul is organising a 'Diwali Fete' in the locality. As the President of the Association, draft a notice in not more than **50** words informing the residents about the same. Give other essential detail too.
- (b) You are Rama/Radha, General Manager of Hotel Grand, Rohtak. You need a receptionist for your hotel. Draft an advertisement in not more than **50** words to be published in "The Tribune", giving all the relevant details.

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- (c) Design a poster creating awareness on the 'Need to grow more trees'.

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

- (a) You are Bhavan/Bhavika. As an active member of the Mountaineering Club of your school, you had participated in a summer camp organised by the Indian Mountaineering Association. Write a report on the camp and its activities for your school newsletter in about **150-200** words.

- (b) Write a paragraph of about **100** words on "Importance of Yoga".

6. You are Kazim/Kumud of 148, Raj Nagar, Jhajjar. You are awaiting your class XII results. Meanwhile, you would like to do a short-term course on etiquette development. Write a letter to The Director, Personal Care, Rohtak enquiring about the course detail. (**125-150** words) 5

### SECTION - C

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

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

I started for school very late that morning and was in great dread of a scolding, especially because M. Hamel had said that he would question us on participles, and I did not know the first word about them. For a moment I



thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edge of the woods; and in the open field back of the sawmill the Prussian soldiers were drilling. It was all much more tempting than the rule for participles, but I had the strength to resist, and hurried off to school.

**Questions :**

1 × 5 = 5

- (i) Name the chapter from which this passage has been taken :
- (a) The Last Lesson
  - (b) Lost Spring
  - (c) Deep Water
  - (d) The Rattrap
- (ii) Who does 'I' refer to these lines ?
- (a) M. Hamel
  - (b) Franz
  - (c) Alphonse Daudet
  - (d) None of the above
- (iii) M. Hamel was going to ask the questions on :
- (a) gerunds
  - (b) infinitives
  - (c) participles
  - (d) tenses
- (iv) What was the narrator full of ?
- (a) fear
  - (b) pain
  - (c) happiness
  - (d) all of the above



- (v) Who was M. Hamel ?
- (a) the narrator's neighbour
  - (b) the narrator's father
  - (c) the narrator's teacher
  - (d) the narrator's friend

**OR**

The makeup room had the look of a hair-cutting salon with lights at all angles around half a dozen large mirrors. They were all incandescent lights, so you can imagine the fiery misery of those subjected to makeup. The makeup department was first headed by a Bengali who became too big for the studio and left. He was succeeded by a Maharashtrian who was assisted by a Dharwar Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and the usual local Tamils. All this shows that there was a great deal of national integration long before A.I.R and Doordarshan began broadcasting programmes on national integration.

**Questions :**

1 × 5 = 5

- (i) Name the chapter from which this passage has been taken :
- (a) Indigo
  - (b) Poets and Pancakes
  - (c) The Interview
  - (d) Going Places

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- (ii) How did the makeup room look ?
- (a) like a hair-cutting saloon
  - (b) like a junk-shop
  - (c) both (a) and (b)
  - (d) neither (a) nor (b)
- (iii) Of the following who headed the makeup department first of all ?
- (a) A Maharashtrian
  - (b) A Tamil
  - (c) A Bengali
  - (d) All of the above
- (iv) The makeup room presented a picture of :
- (a) Social discrimination
  - (b) The rich and the poor
  - (c) National Integration
  - (d) None of the above
- (v) Which of the following contributed to National Integration ?
- (a) All India Radio (A.I.R.)
  - (b) Doordarshan
  - (c) Both (a) and (b)
  - (d) None of the above

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

How do you estimate M. Hamel as a man with a ruler and as a man with a gesture ?

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**OR**

How did Douglas develop an aversion to water ?

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

- (i) How was M. Hamel's class different the day Franz went late to school ?
- (ii) How is Mukesh's attitude to his situation different from that of his family ?
- (iii) Why did Douglas go to Lake Wentworth in New Hampshire ?
- (iv) Why didn't the stranger tell the ironmaster that he was not Nils Olof ?
- (v) Why did Gandhiji go to Lucknow in December 1916 ? Who met him there and why ?
- (vi) Why did Sophie wish to become an actress ?
- (vii) What was the autograph riddle ? Could it be solved ?

**SECTION - C**

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

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

*Driving from my parent's home to  
Cochin last Friday morning,  
I saw my mother, beside me,  
doze, open mouthed, her face ashen like that  
of a corpse and realised with pain*

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*that she was as old as she looked but soon  
put that thought away, and looked out at young  
Trees sprinting, the merry children spilling  
out of their homes, ....*

**Questions :**

- (i) Name the poem and poet. 2
- (ii) Where was the poet going to and with whom ? 1
- (iii) What did the daughter notice inside the car ? 1
- (iv) In what state is the mother now ? 1

**OR**

*The stunted, unlucky heir  
Of twisted bones, reciting a father's gnarled  
disease,  
His lesson, from his desk. At the back of the dim  
class  
One un-noted, sweet and young.*

**Questions :**

- (i) Name the poem and poet. 2
- (ii) Who is the unlucky heir ? 1
- (iii) What will he inherit ? 1
- (iv) Who is sitting at the back of the dim class ? 1

**11.** Answer any **two** of the following :  $3 \times 2 = 6$

- (i) Compare the world inside the car and outside the car.
- (ii) Do you think the poet, Pablo Neruda advocates total inactivity and death ? Why/Why not ?
- (iii) List the things that cause suffering and pain.  
(A Thing of Beauty)



**SECTION – D**  
**(Supplementary Reader)** [ M. M. : 14

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

When did the Tiger King stand in danger of losing his kingdom ? How was he able to avert the danger ?

**OR**

"If all the Japanese were like you, there wouldn't have been a war" said Tom. Justify his statement.

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

- (i) Why did the Maharaja decide to get married ?
- (ii) How did Roger Skunk pay the wizard ?
- (iii) How does Mr. Lamb try to remove the baseless fears of Derry ?
- (iv) Who do you think has outwitted the other – Evans or the Governor ? How ?





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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*

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**P. T. O.**



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**SECTION – A**  
**(Reading Skills)**

[ M. M. : 9

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

I had submitted an article 'Reforming our education system' recently wherein the need for our educational system to shift its focus from insisting upon remembering to emphasizing or understanding was stressed upon. This article brought back the memory of an interesting conversation between my daughter and myself in the recent times wherein I had learnt that Economics and Physics were a few of the most difficult subjects for her as she had to mug up the answers. Though I offered to help her out with the immediate problem on hand, I learnt subsequently that many a time it pays to mug up the answer properly because the teachers find it easier to evaluate that way. It seems, the more deviation there is from the way the sentences are framed in the textbook, the more risk one runs of losing marks on that count many a time. This reminded me of a training session I had attended at work wherein we were required to carry out an exercise of joining the dots that were drawn in rows of three without lifting the pen and without crossing the trodden path more than once. Though the exercise seemed quite simple, almost 95 percent of us failed to achieve the required result, no matter how hard we tried. The instructor then informed us cheerily that it happened all the time,

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because the dots that appeared to fit into a box like formation do not allow us to think out of the box. That was when I realised that all of us carry these imaginary boxes in our minds. Thanks to our stereotyped upbringing that forces our thinking to conform to a set pattern. "What is the harm in conforming as long as it is towards setting up a good practice ? someone might want to ask. Perhaps, no harm done to others but to the person being confined to "think by rote" may mean being deprived of rising to the heights he/she is capable of rising to, even without the person being aware of the same. If we instil too much fear of failure in the children right from the young age, the urge to conform and play safe starts stifling the creative urge which dares to explore, err and explore again. As we know, most of the great inventions were initially considered to be most outrageous and highly impractical. It is because the persons inventing the same were not bothered about being ridiculed and were brave enough to think of the unthinkable that these inventions came into being. For many children, studies are the most boring aspect of their lives. Learning, instead of fun is being considered the most mundane and avoidable activity. Thanks to the propagators of an educational system which is more information oriented than knowledge oriented. Too much of syllabus, too many students per teacher, lack of enough hands-on exercises, teaching as a routine with the aim of completing the syllabus in time rather than with the goal of imparting knowledge, the curriculum more often than not designed keeping in view the most intelligent student rather than the average student are important factors in this regard. Peer pressure, high expectations of the parents in an extremely competitive environment, the multitude of distractions in an



era of technological revolution are adding further to the burden on the young minds. For a change, can we have some English/Hindi poems ickle, tickle and pickle the young minds and send them on a wild goose chase for the pot of gold at the end of a rainbow ? Can we have lessons in History that make the child feel proud of his heritage instead of asking him to mug up the years of the events ? Can the physics and chemistry lessons be taught more in the laboratories than in the classrooms ? Can a system be devised so as to make the educational excursions compulsory for schools so that visits to historical/botanical places are ensured without fail ? Can the educational institutes start off inter school projects on the Internet, the way the schools abroad do, so as to encourage the child to explore on her own and sum up her findings in the form of a report ? Finally, can we make the wonder of the childhood last and get carried forward into the adulthood instead of forcing pre-mature adulthood on children ? I, for one, have realised that it is worth doing so, hence I have asked my child to go ahead by choosing to write the answers on her own, in her own language by giving vent to her most fanciful imagination !

**Questions :**

1 × 4 = 4

- (i) What were the difficult subjects for the narrator's daughter ?
  - (a) Biology and Chemistry
  - (b) Economics and Physics
  - (c) Political Science and English
  - (d) History and Maths
- (ii) Why does it pay to mug up answers ?
  - (a) Because teachers find it easy to evaluate
  - (b) Because students find it easy to write
  - (c) Because teachers find it easy to teach
  - (d) Because students find it easy to remember



- (iii) What stifles the creative urge in children ?
- (a) The urge to be always right
  - (b) The urge to do well in everything
  - (c) The urge to conform and play safe
  - (d) The urge to take risks
- (iv) Learning is now being considered .....
- (a) an interesting activity
  - (b) a mundane and avoidable activity
  - (c) a fun filled activity
  - (d) an interesting but avoidable activity

**OR**

From the moment a baby first opens its eyes, it is learning. Sight and sensation spark off a learning process which will determine in large measure the sort of person it will become. Language stands head and shoulders over all other tools as an instrument of learning. It is language that gives man his lead in intelligence over all the other creatures. No other creature can assemble a list of ideas, consider them, draw conclusions and then explain his reasoning. Man can do all this because he possesses language. And if thought depends on language, clearly the quality of an individual's thought will depend on that person's language—rudimentary or sophisticated, precise or approximate, stereotyped or original. Very young babies are soothed by human voice uttering comforting words close to them. This essentially emotional response provides early evidence that feeling is an important component of language learning. Children learn to use language in interaction with other human beings and this learning proceeds best against a background of affectionate feedback from the person who is closest to them. This is seen to perfection in the interaction between parent and a baby: eyes



locked together, the adult almost physically drawing 'verbal' response from the baby, both engulfed by that unique experience of intimate and joyful 'connecting', which sets the pattern of the relationship between two people. Thus, long before they can speak, children are involved in a two-way process of communication, which is steadily building a foundation on which their later use of language will be based. Constantly surrounded by language, they are unconsciously building structures in their minds into which their speech and reading will later fit grammatical constructions, tense sequences and so on. The forms of these structures will depend on the amount and complexity of speech they hear. Fortunate are those children who listen to articulate adults, expressing ideas and defending opinions. They will know, long before they can contribute themselves and understand that relationships are forged through this process of speaking and listening; that warmth and humour have a place in the process, as have all other human emotions. Using books is the most important means of ensuring a child's adequate language development. None of us can endlessly initiate and maintain speech with very small children; we run out of ideas or just get plain sick of it. Their lives are confined to a limited circle and they do not have enough experience to provide raw material for constant verbal interaction. Parents and children who share books share the same frame of reference. Incidents in everyday life constantly remind one or the other of a situation, a character, an action, from a jointly enjoyed book, with all the generation of warmth and well-being that is attendant upon such sharing. All too often, there is a breakdown of communication between parents and children when the problems of adolescence arise. In most cases, this is most



acute when the give and take of shared opinion and ideas has not been constantly practised throughout childhood. Books can play a major role in the establishment of this verbal give and take, because they are rooted in language. Young children's understanding greatly outruns their capacity for expression as their speech strains to encompass their awareness, to represent reality as they see it. Shades of meaning which may be quite unavailable to the child of limited verbal experience are startlingly talked to toddler. All the wonderful modifying words – later, nearly, tomorrow, almost, wait, half, lend, begin to steer the child away from the simple extremes of "Yes" and "No" towards the adult word of compromise; from the child's black and white world to the subtle shades and tints of the real world. The range of imaginative experience opened up by books expands the inevitably limited horizons of children's surroundings and allows them to make joyful, intrigued, awestruck acquaintance with countless people, animals, objects and ideas in their first years of life, to their incalculable advantage. Books also open children to new points of view besides their own as they unconsciously put themselves into other people's places – 'if that could happen to him, it could happen to me.' This imaginative self-awareness brings apprehensions and fears as well as heightened hopes and joys. In books, children can experience language which is subtle, resourceful, exhilarating and harmonious; languages which provide the human ear (and understanding) with a pointed and precise pleasure, the searing illuminating impact of good and true words.



**Questions :** $1 \times 4 = 4$ 

- (i) What is an important component of language learning ?
  - (a) Feeling
  - (b) Linguistics
  - (c) Emotions
  - (d) Environment
- (ii) What are the things that a baby can do that enable it to learn about the world around it ?
  - (a) See and hear
  - (b) Sense and analyse
  - (c) Understand and use language
  - (d) See, hear and sense
- (iii) Why do books help in establishment of verbal give-and take ?
  - (a) Because they help in interaction with others
  - (b) Because they are rooted in language
  - (c) Because they are beautiful to look at
  - (d) Because they have varied topics
- (iv) How do books help children see things from other's point of view ?
  - (a) Books help in imaginative self-awareness
  - (b) Books have beautiful cover
  - (c) Books generate a lot of discussion
  - (d) Books create awareness about various topics

2. Read the following passage carefully and make notes on it using headings and sub-headings. Supply an appropriate title also :

 $4 + 1 = 5$ 

It's 10 pm and the research paper is due the next morning. Sam types frantically. Two weeks ago, it seemed that there was plenty of time to get the paper done. Last week, the final of a soccer match on TV made it hard to study. Now it's crunch time. Looking at the clock, Sam wonders, "Why do I keep doing this to myself ? Why haven't

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I learned not to put things off until the last minute ?" The word procrastination comes from the Latin term 'Procrastinatus'. It means to put forward until tomorrow. Standard dictionary definitions all include the idea of postponement or delay. Steel, a psychologist who has reviewed hundreds of studies on the subject, states that to procrastinate is "to voluntarily delay an intended course of action despite expecting to be worse-off for the delay". Another expert, Dr. Joseph R. Ferrari (2005), distinguishes between people who tend to put things off and "chronic" or "real" procrastinators for whom this is their life and who might even need therapy. Ferrari categorizes procrastinators into three types: (a) stimulation types that get a thrill from beating a deadline, (b) avoiders put off doing things that might make others think badly of them, and (c) decisional procrastinators postpone making a decision until they have enough information to avoid making a wrong choice. Chronic procrastinators tend to have a low self-esteem and focus on the past more than the future. The Discounted Expectancy Theory illustrates with a student like Sam who puts off writing a paper. When the deadline is far off, the rewards for socializing now are greater than those for finishing a task not due until later. As the deadline looms, the rewards or consequences for finishing the paper become more important. Tice and Baumeister (1997) found that procrastinators on the average got lower grades and had higher levels of stress and illness. Chu and Choi (2005) however, say that not all procrastinators are lazy and undisciplined. "Passive procrastinators" are more stressed, less efficient. "Active procrastinators prefer to work under pressure" and "if something unexpectedly comes up, they will knowingly switch gears and engage in new tasks they perceive as more urgent."



**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) The girl said, "I shall do it."
  - (ii) "Where does the Principal live ?" a parent asked the peon.
  - (iii) "I posted the letter" said the boy.
- (b) Supply articles wherever necessary :  $1 \times 2 = 2$
- (i) There is ..... swimming pool in our area.
  - (ii) Air is important for ..... life to exist.
  - (iii) Mr. Rao is ..... Director of the Institute.
- (c) Fill in the blanks with suitable modal auxiliary verbs given in the brackets :  $1 \times 2 = 2$
- (i) If we request her, she ..... give a lift. (must/might)
  - (ii) ..... you work hard you will pass. (should/can)
  - (iii) I am sure the Principal ..... be in his room. (might/must)
- (d) Change the voice :  $1 \times 2 = 2$
- (i) I would like someone to help me.
  - (ii) I don't know the answer.
  - (iii) Don't stay here.
- (e) Use the correct form of verbs given in the brackets :  $1 \times 2 = 2$
- (i) The director as well as the dancers ..... honoured. (was/were)
  - (ii) Four miles ..... not a long distance. (is/are)
  - (iii) Time and tide ..... for none. (wait/waits)

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4. Attempt any **two** of the following :  $3 \times 2 = 6$

- (a) Avni/Ankit, a student of class XII has found a wallet in the school playground. In addition to cash, it contains some receipts. Write a notice for the school notice board inviting the rightful owner to claim it after giving detail of the wallet and its contents.
- (b) You are Ramesh/Ramana, the owner of an independent house in D - Block, Sector 4, Sonipat. You plan to sell it off. Draft an advertisement in not more than **50** words to be published in "The Tribune", giving all the relevant details.
- (c) Design a poster creating awareness about 'Cyber Safety'.

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

- (a) You are Gagan/Geeta of K. M. Public School Rohtak. You are the Sports Captain of your school. The annual sports were conducted last month. Write a report of the event for your school magazine in **150-200** words.
- (b) Write a paragraph of about **100** words on 'Discrimination of Women'.

6. You are Suneel/Sunita, the head boy/girl of Raman Public School, Jind. An excursion has been planned from your school to Shimla. Write a letter to The Secretary, Youth Hostel, Shimla requesting him to provide accommodation for 15 girls and 20 boys for five days. (**125-150** words)

5



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

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

This gang of nationally integrated makeup men could turn any decent-looking person into a hideous crimson hued monster with the help of truck-loads of pancake and a number of other locally made potions and lotions. Those were the days of mainly indoor shooting and only five percent of the film was shot outdoors. I suppose the sets and studio lights needed the girls and boys to be made to look ugly in order to look presentable in the movie.

**Questions :**

1 × 5 = 5

- (i) Name the author of the chapter from which this passage has been taken :
- (a) Louis Fisher
  - (b) Asokamitran
  - (c) Christopher Silvester
  - (d) A. R. Barton
- (ii) What could makeup men do ?
- (a) change the appearance of a person
  - (b) cheat any person
  - (c) teach moral values
  - (d) all of the above
- (iii) What is used by makeup men ?
- (a) pancakes
  - (b) potions
  - (c) lotions
  - (d) all of the above
- (iv) What type of shooting was done mostly in those days ?
- (a) indoor
  - (b) outdoor
  - (c) both (a) and (b)
  - (d) neither (a) nor (b)

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- (v) In those days only ..... films were shot outdoors.
- |         |         |
|---------|---------|
| (a) 1%  | (b) 5%  |
| (c) 10% | (d) 20% |

**OR**

On Saturday they made their weekly pilgrimage to watch United. Sophie and her father and little Derek went down near the goal – Geoff, as always, went with his mates higher up. United won two-nil and Casey drove in the second goal, a blend of innocence and Irish genius, going round the two big defenders on the edge of the penalty area, with her father screaming for him to pass, and beating the hesitant goalkeeper from a dozen yards. Sophie glowed with pride. Afterwards Geoff was ecstatic.

**Questions :**

1 × 5 = 5

- (i) Who went on weekly pilgrimage ?
- |                                     |
|-------------------------------------|
| (a) Sophie                          |
| (b) Sophie's younger brother, Derek |
| (c) Sophie's father                 |
| (d) All of the above                |
- (ii) Where did Sophie's family go every Saturday ?
- |                      |
|----------------------|
| (a) Picnic           |
| (b) Theatre          |
| (c) Pilgrimage       |
| (d) All of the above |
- (iii) Casey was a ..... .
- |                     |
|---------------------|
| (a) Football player |
| (b) Hockey player   |
| (c) Cricket player  |
| (d) Chess player    |

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P. T. O.



- (iv) Casey belonged to .....
- (a) England
  - (b) Ireland
  - (c) Holland
  - (d) Poland
- (v) How does the author describe Casey's second goal ?
- (a) A blend of innocence
  - (b) Irish genius
  - (c) Both (a) and (b)
  - (d) Neither (a) nor (b)

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

The bangle makers of Firozabad make beautiful bangles and make everyone happy but they live and die in squalor. Elaborate.

**OR**

Edna is a better judge of character than her father. Justify.

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

- (i) How does M. Hamel pay a tribute to the French language ?
- (ii) What could be some of the reasons for the migration of people from villages to cities ?
- (iii) Which factors led Douglas to decide in favour of Y. M. C. A. pool ?
- (iv) Why was Edla happy to see the gift left by the peddler ?
- (v) How was Gandhi treated at Rajendra Prasad's house ?
- (vi) What was the special fascination of the teenager Sophie ?
- (vii) What did Sophie tell Geoff about Danny Casey ?

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- (ii) Do we experience things of beauty only for short moments or do they make a lasting impression on us ?
- (iii) Why do you think Aunt Jennifer's hands are 'fluttering through her wool' in the second stanza ? Why is she finding the needle so hard to pull ?

**SECTION – D**

**(Supplementary Reader)** [ M. M. : 14

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

Giving a bribe is an evil practice. How did the Tiger King bribe the British Officer to save his kingdom ? How do you view this act of his ?

**OR**

Why does Jo want that the wizard should hit the mommy ? Does her stand reflect a child's perspective on life ? What is your choice ?

- 13.** Answer any **three** of the following :  $3 \times 3 = 9$
- (i) Why was the girl tied to a chair in Memories of Childhood ?
  - (ii) What did Dr. Sadao do to help Tom escape to freedom ?
  - (iii) How was Jo affected by Jack's story-telling ?
  - (iv) What clues did the answer sheet of Evans provide to the Governor ?



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**CLASS : 12th (Sr. Secondary)**

**Code No. 4301**

**Series : SS-M/2019**

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 pages in this question paper are **16** in number and it 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.**

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**P. T. O.**



**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 following passage given below and answer the questions that follow :

For four days, I walked through the narrow lanes of the old city, enjoying the romance of being in a city where history still lives - in its cobblestone streets and 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, 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

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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' 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 that this is Jesus' tomb ?" I asked one of the pilgrims standing next to me. He was clueless, more interested, like the 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 single file. On my right was a large marble slab that covered the original rock bench on which the body of Jesus was laid.



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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 does Jerusalem still retain the charm of ancient era ?
- (a) There are narrow lanes
  - (b) Roads are paved with cobblestones
  - (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
- (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**

Maharana Pratap ruled over Mewar only for 25 years. However, he accomplished so much grandeur during his reign that his glory surpassed the boundaries of countries and time turning him into an immortal personality. He along with his kingdom became a synonym for valour, sacrifice and patriotism. Mewar had been

**4301/(Set : C)**



a leading Rajput kingdom even before Maharana Pratap occupied the throne. Kings of Mewar, with the cooperation of their nobles and subjects, had established such traditions in the kingdom, as augmented their magnificence despite the hurdles of having a smaller area under their command and less population. There did come a few thorny occasions when the flag of the kingdom seemed sliding down. Their flag once again heaved high in the sky thanks to the gallantry and brilliance of the people of Mewar. The destiny of Mewar was good in the sense that barring a few kings, most of the rulers were competent and patriotic. This glorious tradition of the kingdom almost continued for 1500 years since its establishment, right from the reign of Bappa Rawal. In fact, only 60 years before Maharana Pratap, Rana Sanga drove the kingdom to the pinnacle of fame. His reputation went beyond Rajasthan and reached Delhi. Two generations before him, Rana Kumbha had given a new stature to the kingdom through victories and developmental work. During his reign, literature and art also progressed extraordinarily. Rana himself was inclined towards writing and his works are read with reverence even today. The ambience of his kingdom was conducive to the creation of high quality work of art and literature. These accomplishments were the outcome of a long-standing tradition sustained by several generations. The life of the people of Mewar have been peaceful and prosperous during the long span of time; otherwise such extraordinary accomplishment in these fields would not have been possible. This is reflected in their art and literature as well as their loving nature. They compensate for lack of admirable physique by their firm but pleasant nature. The ambience of Mewar remains lovely thanks to the



cheerful and liberal character of its people. One may observe astonishing pieces of workmanship not only in the forts and palaces of Mewar but also in public utility buildings. Ruins of many structures which are still standing tall in their grandeur are testimony to the fact that Mewar was not only the land of the brave but also a seat of art and culture. Amidst aggression and bloodshed, literature and art flourished and creative pursuits of literature and artists did not suffer. Imagine, how glorious the period must have been when the Vijaya Stambha which is the sample of our great ancient architecture even today, was constructed. In the same fort, Kirti Stambha is standing high, reflecting how liberal the then administration was which allowed people from other communities and kingdoms to come and carry out construction work. It is useless to indulge in the debate whether the Vijay Stambha was constructed first or the Kirti Stambha. The fact is that both the capitals are standing side by side and reveal the proximity between the king and the subjects of Mewar. The cycle of time does not remain the same. Whereas the reign of Rana Sanga was crucial in raising the kingdom to the acme of glory, it also proved to be his nemesis. History took a turn. The fortune of Mewar – the land of the brave, started waning. Rana tried to save the day with his acumen which was running against the stream and the glorious traditions for sometime.

**Questions :**

1 × 4 = 4

- (i) Maharana Pratap became immortal because :
- (a) he ruled Mewar for 25 years
  - (b) he added a lot of grandeur to Mewar
  - (c) of his valour, sacrifice and patriotism
  - (d) both (b) and (c)

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- (ii) Difficulties in the way of Mewar were :
  - (a) lack of cooperation of the nobility
  - (b) ancient traditions of the kingdom
  - (c) its small area and small population
  - (d) the poverty of the subjects
- (iii) During thorny occasions :
  - (a) The flag of Mewar seemed to be lowered
  - (b) The people of Mewar showed gallantry
  - (c) Both (a) and (b)
  - (d) Neither (a) nor (b)
- (iv) Mewar was lucky because :
  - (a) Most of its people were competent
  - (b) Most of its rulers were competent
  - (c) Both (a) and (b)
  - (d) Neither (a) nor (b)

2. Read the following passage carefully and make notes on it using headings and sub headings. Supply an appropriate title also :  $4 + 1 = 5$
- Whether work should be placed among the causes of happiness or among the causes of unhappiness may perhaps be regarded as a doubtful question. There is certainly much work which is exceedingly irksome, and an excess of work is always very painful. However, work is not, to most people, more painful than idleness. There are, in work, all grades; from more relief of tedium up to the profoundest delights, according to the nature of the work and the abilities of the worker. Most of the work that most people have to do is not interesting in itself, but even that work has certain great advantages. To begin with, it fills a good many hour of the day without the need of deciding what one shall do. Most people, when they are left free to fill their own time according to their own choice, are at a loss



to think of anything sufficiently pleasant to be worth doing. And whatever they decide on, they are troubled by the feeling that something else would have been more pleasant here. To be able to fill leisure intelligently is the last product of civilization and at present very few people have reached this level. Moreover, the exercise of choice is tiresome in itself. Except, to people with unusual initiative, it is positively agreeable to be told what to do at each hour of the day, provided the orders are not too unpleasant. Most of the idle rich suffer unspeakable boredom. At times they may find relief by hunting big game in Africa or by flying around the world, but the number of such sensations is limited, especially after youth is past. Accordingly, the more intelligent rich men work nearly as hard as if they were poor. Work, therefore is desirable, first and foremost as a preventive of boredom, although uninteresting work is as boring as having nothing to do. With this advantage of work, another associated advantage is that it makes holidays much more delicious when they come. Provided that a man does not have to work so hard as to impair his vigour, he is likely to find far more zest than an idle man would possibly find. The second advantage of most paid work and some of unpaid work is that it gives chances of success and opportunities for ambition. In most work, success is measured by income and while our capitalistic society continues, this is inevitable. However dull work too, becomes bearable, if it is a means of building up a reputation. Continuity of purpose is one of the most essential ingredients of happiness and that comes chiefly through work.



**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) "Lie down, Mohan", the father said to his son.
  - (ii) "What shall I tell him, Mummy ?" the child asked.
  - (iii) He said, "I do Yogasanas daily."
- (b) Supply articles wherever necessary :  $1 \times 2 = 2$
- (i) ..... sky has no limits.
  - (ii) He is admitted to ..... hospital.
  - (iii) This ring is made of ..... gold.
- (c) Fill in the blanks with suitable modal auxiliary verbs given in the brackets :  $1 \times 2 = 2$
- (i) ..... our king live long! (May/Will)
  - (ii) Make haste lest you ..... get late. (will/should)
  - (iii) My friend did not help me though he ..... have helped. (could/will)
- (d) Change the voice :  $1 \times 2 = 2$
- (i) There is nothing to lose.
  - (ii) Shall I eat the fruit ?
  - (iii) The fruit tastes sweet.
- (e) Use the correct form of verb given in the brackets :  $1 \times 2 = 2$
- (i) I or he ..... to be rewarded. (am/is)
  - (ii) Many an accident ..... recently taken place. (has/have)
  - (iii) No student and no teacher ..... present. (was/were)



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**4.** Attempt any **two** of the following :  $3 \times 2 = 6$

- (a) On the occasion of World Book Day, the school has decided to organise a Book Fair. Vishaka/Vishnu, the secretary of the Book Club, wants to call a meeting of the office bearers of the club to discuss the arrangements for the fair. Write a notice in not more than **50** words.
- (b) You are Sudha/Sudhir of Model Town, Sonipat. You wish to purchase some property in Hisar. Draft an advertisement in not more than **50** words to be published in "The Tribune", giving all the relevant details.
- (c) Design a poster creating awareness about Right to Information.

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

- (a) You are Ankit/Ankita. You participated in a career counselling programme organised by 'Careers'. You had the opportunity of listening to professionals from various fields like food technology, Biometric Sciences, nanotechnology, media management etc. Write a report of the programme in about **150-200** words for 'Employment Avenues.'
- (b) Write a paragraph of about **100** words on 'Freedom of Speech'.

**6.** You are interested in taking The British Council library membership in Delhi. Write a letter to The Head Librarian asking for the details and the required procedure. You are Preetam/Priya. 5

**4301/(Set : C)**



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

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

I heard M. Hamel say to me, "I won't scold you, little Franz; you must feel bad enough. See how it is! Every day we have said to ourselves, 'Bah! I've plenty of time. I'll learn it tomorrow.' And now you see where we've come out. Ah, that's the great trouble with Alsace; she puts off learning till tomorrow. Now those fellows out there will have the right to say to you, 'How is it; you pretend to be Frenchmen, and yet you can neither speak nor write your own language ?' But you are not the worst, poor little Franz. We've all a great deal to reproach ourselves with."

**Questions :**

1 × 5 = 5

- (i) Name the chapter from which this passage has been taken :
- (a) The Last Lesson
  - (b) Lost Spring
  - (c) Deep Water
  - (d) The Rattrap
- (ii) Who does 'I' refer to in these lines ?
- (a) M. Hamel
  - (b) Alphonse Daudet
  - (c) Vincent Daudet
  - (d) None of the above
- (iii) Who would not scold Franz ?
- (a) His father
  - (b) His mother
  - (c) M. Hamel
  - (d) None of the above



- (iv) What is the trouble with Alsace ?  
(a) she is putting off learning till tomorrow  
(b) she is leaving the city till tomorrow  
(c) she is coming back till tomorrow  
(d) none of the above
- (v) Which language does M. Hamel teach ?  
(a) English (b) German  
(c) French (d) Hindi

**OR**

Gandhi decided to go first to Muzzafarpur, which was en route to Champaran, to obtain more complete information about conditions than Shukla was capable of imparting. He accordingly sent a telegram to Professor J. B. Kripalani, of the Arts College in Muzzafarpur, whom he had seen at Tagore's Shantiniketan school. The train arrived at midnight, 15 April, 1917. Kripalani was waiting at the station with a large body of students. Gandhi stayed there for two days in the home of Professor Malkani, a teacher in a government school. "It was an extraordinary thing in those days," Gandhi commented, "for a government professor to harbour a man like me". In smaller localities, the Indians were afraid to show sympathy for advocates of home-rule.

**Questions :**

1 × 5 = 5

- (i) Where did Gandhiji decide to go first ?  
(a) Sevagram  
(b) Lucknow  
(c) Patna  
(d) Muzzafarpur



- (ii) Why did Gandhiji decide to stay there briefly ?
- (a) to meet old friends
  - (b) to meet the sharecroppers
  - (c) to obtain complete information
  - (d) to find the official version
- (iii) Whom had Gandhiji informed telegraphically ?
- (a) Professor J. B. Kriplani
  - (b) Rajendra Prasad
  - (c) Professor Malkani
  - (d) Brij Kishor Babu
- (iv) When did Gandhiji's train arrive there ?
- (a) at noon
  - (b) at midnight
  - (c) at sunset
  - (d) at sunrise
- (v) Who were waiting at the station with Kriplani ji ?
- (a) Sharecroppers
  - (b) Home-rule supporters
  - (c) Lawyers
  - (d) College students

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

5

Write a character sketch of Franz.

**OR**

The Champaran episode was a turning point in Gandhiji's life. Elucidate.



9. Answer any **five** of the following :  $2 \times 5 = 10$
- "What a thunderclap these words were to me!" Which were the words that shocked and surprised little Franz ?
  - Would you agree that promises made to poor children are poorly kept ? Why do you think this happens in the incidents narrated in the text ?
  - Why did the peddler sign himself as Captain Von Stahle ?
  - Why did the peddler think that the world was a rattrap ?
  - How could Gandhi persuade the lawyers to follow him into jail ?
  - Did Sophie really meet Danny Casey ?
  - What happened when Sophie and her family went to watch the match on Saturday ?

### SECTION – C

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

10. Read the stanza given below and answer the questions that follow :
- Fishermen in the cold sea  
would not harm whales  
and the man gathering salt  
would look at his hurt hands.*

#### Questions :

- Name the poem and poet. 2
- What are 'fishermen' symbolic of ? 1
- What message does the poet seem to give in these lines ? 1
- What image does Neruda portray in the last lines ? 1



OR

*Therefore, on every morrow, are we wreathing  
A flowery band to blind us to the earth,  
Spite of despondence, of the inhuman dearth  
Of noble natures, of the gloomy days  
Of all the unhealthy and o'er-darkened ways.  
Made for our searching*

**Questions :**

- (i) Name the poem and poet. 2
- (ii) Explain : 'Wreathing a flowery band to bind us to earth'. 1
- (iii) Why is there an 'inhuman dearth of noble natures' ? 1
- (iv) What are 'unhealthy and o'er-darkened ways' ? 1
11. Answer any **two** of the following :  $3 \times 2 = 6$
- (i) What does the poet want for the children of the slums ?
- (ii) What spreads the pall of despondence over our dark spirits ? How is it removed ?
- (iii) Why do you think Aunt Jennifer created animals that are so different from her own character ? What might the poet be suggesting, through this difference ?

**SECTION - D****(Supplementary Reader)** [ M. M. : 14 ]

12. Answer any **one** of the following : 5
- Why did Sadao Hoki go to America ? Narrate his experiences there.



**OR**

The lesson, 'On the Face of It', is an apt depiction of the loneliness and sense of alienation experienced by people on account of a disability. Explain.

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

- (i) What does the chief Astrologer tell to be the cause of Maharaja's death ?
- (ii) Was Dr. Sadao arrested on the charge of harbouring an enemy ?
- (iii) Why does Mr. Lamb leave his gate always open ?
- (iv) How did Zitkala-Sa try to prevent the shingling of her hair ?



**CLASS : 12th (Sr. Secondary)**

**Code No. 4301**

**Series : SS-M/2019**

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 pages in this question paper are **16** in number and it 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.**

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**P. T. O.**



**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 following passage given below and answer the questions that follow :

We often make all things around us the way we want them. Even during our pilgrimages, we have begun to look for whatever makes our heart happy, gives comfort to our body and peace to the mind. It is as if external solutions will fulfil our needs, and we do not want to make any special efforts even in our spiritual search. Our mind is resourceful – it works to find shortcuts in simple and easy ways. Even pilgrimages have been converted into tourism opportunities. Instead, we must awaken our conscience and souls and understand the truth. Let us not tamper with either our own nature or that of the Supreme. All our cleverness is rendered ineffective when nature does a dance of destruction. Its fury can and will wash away all imperfections. Indian culture, based on Vedic treatises, assists in human evolution, but we are now using our entire energy in distorting these traditions according to our convenience instead of making efforts to make ourselves worthy of them. The irony is that humans are not even aware of the complacent attitude they have allowed themselves to sink to. Nature is everyone's Amma and her fierce blows will

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sooner or later corner us and force us to understand this truth. Earlier, pilgrimages to places of spiritual significance were rituals that were undertaken when people became free from their worldly duties. Even now some seekers take up this pious religious journey as a path to peace and knowledge. Anyone travelling with this attitude feels and travels with only a few essential items that his body can carry. Pilgrims traditionally travelled light, on foot, eating light, dried chickpeas and fruits, or whatever was available. Pilgrims of olden days did not feel the need to stay in special AC bedrooms, or travel by luxury cars or indulge themselves with delicious food and savouries. Pilgrims traditionally moved ahead, creating a feeling of belonging towards all, conveying a message of brotherhood among all they came across whether in small caves, ashrams or local settlements. They received the blessings and congregations of yogis and mahatmas in return while conducting the dharma of their pilgrimage. A pilgrimage is like penance or sadhana to stay near nature and to experience a feeling of oneness with it, to keep the body healthy and fulfilled with the amount of food, while seeking freedom from attachments and yet remaining happy while staying away from relatives and associates. This is how a pilgrimage should be rather than making it like a picnic by taking a large group along and living in comfort, packing in entertainment, and tampering with environment. What is worse is giving a boost to the ego of having had a special darshan. Now alms are distributed, charity done while they brag about their spiritual experiences! We must embark on our spiritual journey by first understanding the grace and significance of



a pilgrimage and following it up with the prescribed rules and rituals - this is what translates into the ultimate and beautiful medium of spiritual evolution. There is no justification for tampering with nature. A pilgrimage is symbolic of contemplation and meditation and acceptance, and is a metaphor for the constant growth or movement and love for nature that we should hold in our hearts. This is the truth!

**Questions :**

1 × 4 = 4

- (i) How can a pilgrim keep his body healthy ?
  - (a) By travelling light
  - (b) By eating small amounts of food
  - (c) By keeping free from attachments
  - (d) Both (a) and (b)
- (ii) How do we satisfy our ego ?
  - (a) By having a special darshan
  - (b) By distributing alms
  - (c) By treating it like a picnic
  - (d) Both (a) and (c)
- (iii) Who is referred to as 'everyone's Amma' in this passage ?
  - (a) Humans
  - (b) Animals
  - (c) Nature
  - (d) Insects
- (iv) What have been converted into tourism opportunities ?
  - (a) Pilgrimages
  - (b) Temples
  - (c) Gurudwaras
  - (d) Churches



**OR**

I've always held the belief that rationale or logic has no place in faith. If you have faith in the Supreme then you must also accept that you are not out there to defend your faith based on any scientific evidence. Those who don't share your belief have an equal right to their opinion. What matters is your personal stand. If you feel peaceful and joyous, if you feel inspired to do good deeds by having your faith, then by all means keep it, there's no reason to abandon it. Einstein once got a letter asking if he believed in the Supreme. Einstein sent a telegram in response stating, "I believe in Spinoza's idea of the Supreme who reveals himself in the orderly harmony of what exists, not in someone who concerns himself with the fates and actions of human beings." In case you are not familiar, Baruch Spinoza (1632-1677) was a Dutch philosopher (yes, not just brilliant engineers, they have philosophers too). An unorthodox and independent thinker, his views were revolutionary at the time. His philosophy is thought-provoking. So, where does that leave us in regards to faith ? To me, faith is a sentiment, it's an emotion. Just like you fall in love and you surrender in love and you find yourself willing to do anything for the person you love, same is with faith. Faith is love. When you have faith, you let go of your worries of the future, you let go of your guilt of the past, because you have surrendered to the divine will. You remain committed to a life of goodness and action. But you also recognize that there are other bigger forces, of immense scale, in play in the grand scheme of things and it'll do you much good to play along. You gain this courage, zest and zeal to work hard, to excel, to serve. Life looks beautiful and everything looks priceless then, because it truly is. Even our suffering is



priceless. It gives you strength, it makes you reflect on you. It is priceless because you appreciate life more, it brings you closer to you, the real you. Don't limit yourself by asking petty things from the Supreme. Trust the immensity of nature. Faith does not mean all your dreams will come true, it simply means you look upon everything that's granted to you as a blessing. Just focus on your deeds, and before long, you'll be filled beyond measure. Accepting the transient nature of this world, and its eternal impermanence, is the definitive path to inner peace. Either live in complete surrender or exercise total control. If your boat is neither anchored nor guided, it'll just drift then. It'll drift in the direction of your thoughts, desires and emotions. Here today, there tomorrow. Cosmic intelligence is infinitely more subtle, smart, organized and selfless than individual intelligence. Anchor your ship if you are tired of rowing. Have faith.

**Questions :**

1 × 4 = 4

- (i) Faith :
- (a) does not depend on rationale and logic
  - (b) is a personal stand
  - (c) fills us with joy and peace
  - (d) all of the above
- (ii) 'Here today, there tomorrow' refers to :
- (a) our thoughts
  - (b) our emotions
  - (c) our desires
  - (d) all of the above
- (iii) Baruch Spinoza was :
- (a) a Spanish writer
  - (b) a Dutch philosopher
  - (c) an American teacher
  - (d) an African engineer



- (iv) Who believes in Spinoza's idea of the Supreme ?
- (a) Albert Einstein
  - (b) Thomas Alva Edison
  - (c) Michael Faraday
  - (d) Sir Isaac Newton

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

It is surprising that sometimes we don't listen to what people say to us. We hear them, but we don't listen to them. I was curious to know how hearing is different from listening. I had thought both were synonyms, but gradually, I realised there is a big difference between the two words. Hearing is a physical phenomenon. Whenever somebody speaks, the sound waves generated reach you, and you definitely hear whatever is said to you. However, even if you hear something, it doesn't always mean that you actually understand whatever is being said. Paying attention to whatever you hear means you are really listening. Consciously using your mind to understand whatever is being said is listening. Diving deeper, I found that listening is not only hearing with attention, but is much more than that. Listening is hearing with full attention, and applying our mind. Most of the time, we listen to someone, but our minds are full of needless chatter and there doesn't seem to be enough space to accommodate what is being spoken. We come with a lot of prejudices and preconceived notions about the speaker or the subject on which he is talking. We pretend to listen to the speaker, but deep inside, we sit in judgement and are dying to pronounce right or



wrong, true or false, yes or no, Sometimes, we even come prepared with a negative mindset of proving the speaker – wrong. Even if the speaker says nothing harmful, we are ready to pounce on him with our own version of things. What we should ideally do is listen first with full awareness. Once we have done that, we can decide whether we want to make a judgement or not. Once we do that, communication will be perfect and our interpersonal relationship will become so much better. Listening well doesn't mean one has to say the right thing at the right moment. In fact, sometimes if words are left unspoken, there is a feeling of tension and negativity. Therefore, it is better to speak out your mind, but do so with awareness after listening to the speaker with full concentration. Let's look at this in another way. When you really listen, you imbibe not only what is being spoken, but you also understand what is not spoken as well. Most of the time we don't really listen even to people who really matter to us. That's how misunderstandings grow among families, husbands and wives, brothers and sisters.

#### 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) "Go out and play for some time" said the mother to her son.
  - (ii) "What a ghastly accident!" the passer-by said.
  - (iii) The teacher said, "Oil floats on water."

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

- (i) ..... girl in jeans is my neighbour.
- (ii) Martha goes to ..... church every Sunday.
- (iii) Shakespeare is ..... Kalidasa of England.

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

- (i) He went there so that he ..... borrow money. (can/might)
- (ii) ..... you please help my son ? (Could/Might)
- (iii) I ..... not go outside now. (dare/ought to)

(d) Change the voice :  $1 \times 2 = 2$

- (i) Ganesh lifted the cat.
- (ii) Do the work.
- (iii) Then they put it on the table.

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

- (i) ..... I or her to be rewarded ? (am/is)
- (ii) Five times ten ..... fifty. (is/are)
- (iii) A pair of spectacles ..... broken. (is/are)

**4.** Attempt any **two** of the following :  $3 \times 2 = 6$

- (a) You are Pranali Khanna, a Secretary of Board of School Education, of your State. Write a notice in not more than **50** words informing various schools about the Teachers' Training Program across the country. Include all the relevant details.

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- (b) You are Mahima/Mahesh. You plan to sell your two-wheeler. Draft an advertisement in not more than **50** words to be published in "The Tribune", giving all the relevant details.
- (c) Design a poster creating awareness about the do's and don'ts (for the public) to prevent bomb blasts.

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

- (a) You are Tapan/Tripti, a student of Modern Public School, Kalka. Students of two schools from Germany visited your school as a part of a cultural exchange programme. Students of your school put up a cultural programme to welcome them. Write a report on the programme for your school magazine in **150-200** words.
- (b) Write a paragraph of about **100** words on "I am Eighteen".

**6.** You are Reena/Rohit. Even after repeated complaints, nothing has been done to address the problem of open potholes in your locality. Write a letter to The Municipal Commissioner, Karnal, requesting him to address the issue at the earliest. 5

### **SECTION – C**

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

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

One dark evening as he was trudging along the road he caught sight of a little gray cottage by the roadside, and he knocked on the door to ask

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shelter for the night. Nor was he refused. Instead of the sour faces which ordinarily met him, the owner, who was an old man without wife or child, was happy to get someone to talk to in his loneliness. Immediately he put the porridge pot on the fire and gave him supper; then he carved off such a big slice from his tobacco roll that it was enough both for the stranger's pipe and his own. Finally he got out an old pack of cards and played 'mjölis' with his guest until bedtime.

**Questions :**

1 × 5 = 5

- (i) Name the chapter from which this passage has been taken :
- (a) The Last Lesson
  - (b) Lost Spring
  - (c) Deep Water
  - (d) The Rattrap
- (ii) Name the writer of this passage :
- (a) Alphonse Daudet
  - (b) Anees Jung
  - (c) William O Douglas
  - (d) Selma Lagerlof
- (iii) What did the vagabond see one dark evening ?
- (a) a little gray cottage
  - (b) an old woman
  - (c) a small boy
  - (d) all of the above
- (iv) Who was the owner of the cottage ?
- (a) an old woman
  - (b) an old man
  - (c) a rattrap seller
  - (d) the author himself



- (v) Who were these two men ?
- (a) The old man and his guest
  - (b) The old man and his son
  - (c) The old man and his wife
  - (d) The old man and his father

**OR**

When I first visited Gandhi in 1942 at his ashram in Sevagram, in central India, he said, "I will tell you how it happened that I decided to urge the departure of the British. It was in 1917."

He had gone to the December, 1916 annual convention of the Indian National Congress party in Lucknow. There were 2,301 delegates and many visitors. During the proceedings, Gandhi recounted, "a peasant came up to me looking like any other peasant in India, poor and emaciated, and said, I am Rajkumar Shukla. I am from Champaran, and I want you to come to my district!" Gandhi had never heard of the place. It was in the foothills of the towering Himalayas, near the kingdom of Nepal.

**Questions :**

1 × 5 = 5

- (i) Where was Gandhiji's ashram situated ?
- (a) Champaran
  - (b) Sevagram
  - (c) Rohtak
  - (d) New Delhi

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- (ii) Where was the ashram of Gandhiji situated ?  
(a) Central India  
(b) Northern India  
(c) Southern India  
(d) Eastern India
- (iii) When was the annual convention of the Congress Party held ?  
(a) 1942  
(b) 1917  
(c) 1916  
(d) 1919
- (iv) What was the name of the peasant ?  
(a) J. B. Kriplani  
(b) Malkani  
(c) Jawahar Lal  
(d) Rajkumar Shukla
- (v) Rajkumar Shukla was :  
(a) poor  
(b) emaciated  
(c) both (a) and (b)  
(d) neither (a) nor (b)

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

Do you agree with the way Sophie tries to fulfil her dreams ?

**OR**

What did the writer see when Mukesh took her to his home ?



9. Answer any **five** of the following :  $2 \times 5 = 10$
- (i) Who did M. Hamel blame for the neglect of learning on the part of boys like Franz ?
  - (ii) Mention any two long term consequences of the drowning incident on Douglas.
  - (iii) Why was the crofter so talkative and friendly with the peddler ?
  - (iv) Why did the peddler decline the invitation of the ironmaster ?
  - (v) How did Gandhiji express his inability to accompany Rajkumar Shukla ?
  - (vi) Does Geoff believe what Sophie says about her meeting with Danny Casey ?
  - (vii) What were Sophie's dreams about her future ?

### SECTION – C

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

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

*For once on the face of the Earth  
let's not speak in any language,  
let's stop for one second,  
and not move our arms so much.*

#### Questions :

- (i) Name the poem and poet. 2
- (ii) Why does the poet want us to keep quiet ? 1
- (iii) What does he want us to do for one second ? 1
- (iv) What does he mean by 'not move our arms' ? 1



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OR

*Aunt Jennifer's fingers fluttering through her wool  
Find even the ivory needle hard to pull  
The massive weight of Uncle's wedding band  
Sits heavily upon Aunt Jennifer's hand.*

**Questions :**

- (i) Name the poem and poet. 2
  - (ii) What does the first line of this stanza tell about Aunt Jennifer ? 1
  - (iii) Why is it so hard for her to pull the ivory needle ? 1
  - (iv) Explain, 'massive weight of uncle's wedding band'. 1
11. Answer any **two** of the following :  $3 \times 2 = 6$
- (i) Justify the title of the poem, 'My Mother at Sixty-Six'.
  - (ii) Why does the poet urge us to keep quiet ?
  - (iii) Do you sympathise with Aunt Jennifer ?  
What is the attitude of the speaker towards Aunt Jennifer ?

**SECTION - D**

**(Supplementary Reader)** [ M. M. : 14

12. Answer any **one** of the following : 5
- How did Tiger King meet his end ?

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P. T. O.



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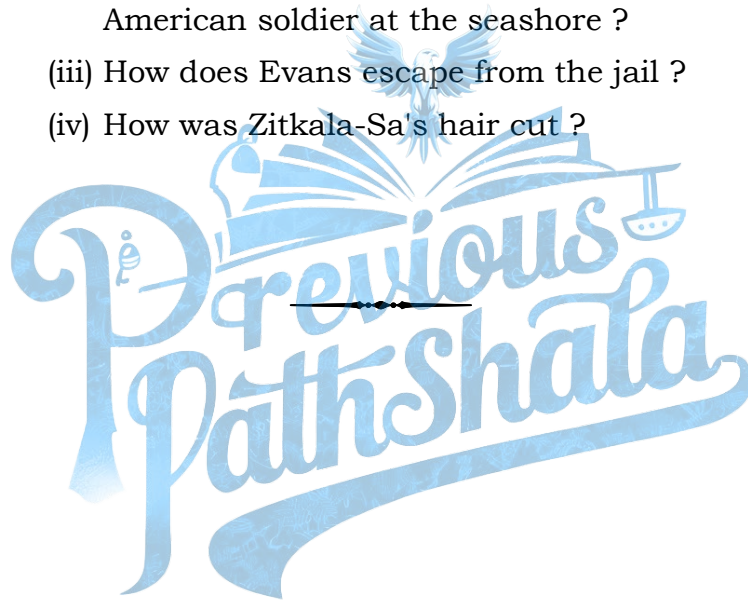
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**OR**

How was the 'injured' McLerry able to befool the prison officers ?

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

- (i) What was the unforeseen hurdle that brought the Maharaja's tiger hunt to a halt ?
- (ii) In what condition did Dr. Sadao find the American soldier at the seashore ?
- (iii) How does Evans escape from the jail ?
- (iv) How was Zitkala-Sa's hair cut ?



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