

# Class 12 English, Board of School Education Haryana - 2018

CLASS : 12th (Sr. Secondary)

Code No. 3601

Series : SS-M/2018

Roll No. 

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**SET : A**

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

(Only for Fresh/Re-appear Candidates)

*Time allowed : 3 hours ]*

*[ Maximum Marks : 80*

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

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**General Instructions :**

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

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

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

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P. T. O.

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

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

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

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

**Questions :**

$$1 \times 4 = 4$$

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

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

**OR**

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

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

**Questions :**

1 × 4 = 4

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

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

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

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

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

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

### SECTION - B

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

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

- (ii) She said, "I am not well."  
 (iii) She said to me, "Open the window."
- (b) Supply articles wherever necessary :  $1 \times 2 = 2$   
 (i) ..... peacock is in danger of extinction.  
 (ii) Could you get me ..... kilogram of sugar, please ?  
 (iii) Neha will go to ..... school when she is three.
- (c) Fill in the blanks with suitable modal auxiliary verbs given in the brackets :  $1 \times 2 = 2$   
 (i) You ..... not worry anymore. (need/dare)  
 (ii) He ..... take up the responsibility. (shall/ought to)  
 (iii) That ..... be a doctor. (would/must)
- (d) Change the following sentences into passive voice :  $1 \times 2 = 2$   
 (i) They were building it.  
 (ii) He may help you.  
 (iii) She accused him of theft.
- (e) Use the correct form of verb given in the brackets :  $1 \times 2 = 2$   
 (i) The price of these jeans ..... reasonable. (to be)  
 (ii) Either Mohan or I ..... . (to go)  
 (iii) Mumps ..... not common among adults. (to be)

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

- (a) As student editor, draft a notice in not more than **50** words for your school ..... notice ..... board inviting articles from the students for your school magazine. You are Paras/Priyanka of Govt. Senior Secondary School, Hisar.
- (b) You are Monika of 1460, Sector - 14, Rohtak. You want a maths teacher for your son who is in XII class. Draft a suitable advertisement stating your requirements.



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

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

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

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

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

### SECTION – C

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

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

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

**Questions :** 1 × 5 = 5

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

**OR**

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

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

**Questions :**

1 × 5 = 5

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

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

5

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

**9.** Answer any **five** of the following :

2 × 5 = 10

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

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

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

*survivors,*

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

**Questions :** 1 × 5 = 5

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

**OR**

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

**Questions :** 1 × 5 = 5

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

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

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

**SECTION – D**

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

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

5

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

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

$3 \times 3 = 9$

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

