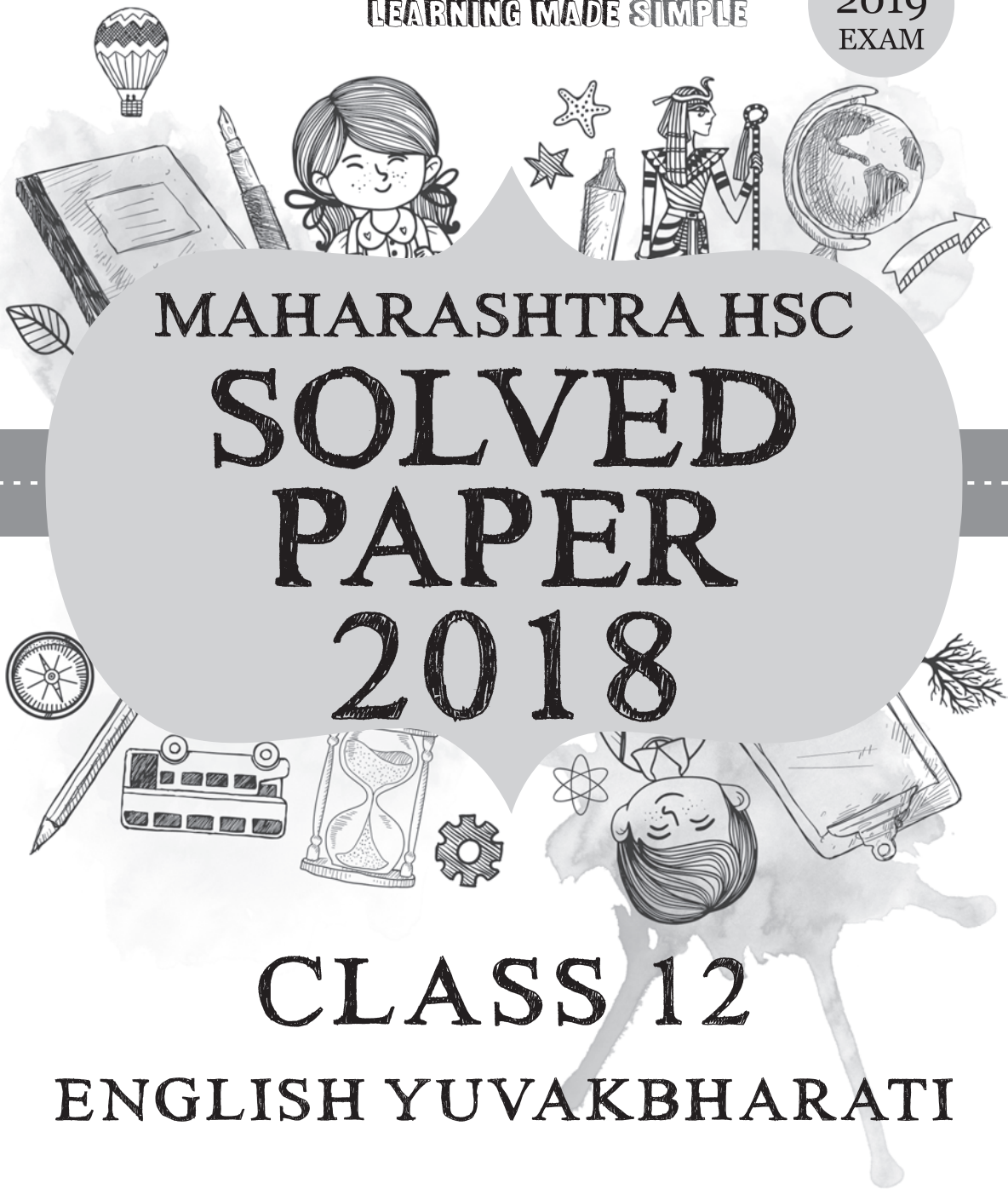


 **OSWAAL BOOKS**  
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2019  
EXAM



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"Oswaal House" 1/11, Sahitya Kunj, M.G. Road, AGRA-282002

Ph.: 0562-2857671, 2527781

email : [contact@oswaalbooks.com](mailto:contact@oswaalbooks.com), website : [www.oswaalbooks.com](http://www.oswaalbooks.com)

# LATEST SYLLABUS

## 1. INTRODUCTION

The curriculum for the subject of English at Std. XI and Std. XII has been prepared bearing in mind the curriculum of English for the classes I to X in Maharashtra, the National Curriculum Framework & State Curriculum Framework, the curriculums of English in the other states of India, current thinking in curriculum development and curriculum implementation and the views/opinions expressed by teachers on the existing curriculum frame work.

### Characteristic Features of the new curriculum

1. In pursuance of the existing policy of the State Government, a common course in the subject of English has been designed for the learners from the English medium and the Non-English medium schools.
2. The course offers opportunities for remediation, consolidation and extension of the language skills already learnt.
3. The course endeavors to meet the functional (communicative), literary (aesthetic) and cultural (integrative) needs of the learner.
4. The course provides opportunities for meeting the linguistic needs of the vocational as well as the academic stream. It aims at preparing the learner linguistically to undertake different professional courses like Medicine, Engineering and to pursue different types of undergraduate courses in various streams such as Science, Law, Commerce, Humanities, Agriculture, etc. It also aims at helping the learner to face the wider world of work.
5. The National Curriculum Framework, the State Curriculum Framework and the policy of the State Government underscore the need of making education learner-centered and adopting the constructivist model of education. The role of the learner is that of an active participant and the role of the teacher is that of a facilitator of learning. The focus is on the process of learning. The learner is expected to 'discover' and construct' his/her learning.
6. The major thrust of this curriculum is on the development of communication skills. Along with the basic language skills of Listening, Speaking, Reading and Writing, the skills such as narrating, describing, reporting, summarizing, persuading, notetaking, note-making, etc. have also been focused.
7. The course makes a conscious effort of helping the learner to sharpen his/her literary sensibility, by offering him/her opportunities to read and discuss a variety of literary texts.
8. In view of the developments in the field of Information and Communication Technology, the Board recommends increasing use of technology for effective implementation of the curriculum of English.

### General Objectives : To enable the student to

1. develop his/her language skills to a fair degree of proficiency.
2. acquire communication skills in English useful in real life situations.
3. enrich his/her vocabulary.
4. use English in appropriate grammatical forms.
5. develop reference skills and inculcate self-study habits.
6. use English not only as a library language but also as an important language of communication.
7. cultivate a broad human and cultural outlook.

### Specific Objectives – Listening Skill : To enable the student to

1. enjoy and appreciate the rhythmic beauty of various types of poems read out by the teacher in the class.
2. listen with fair comprehension to spoken English dealing with ordinary or specialized topics in known and unknown vocabulary.
3. acquire a global understanding of a variety of texts of a reasonable length read out/ played on a cassette/C.D.
4. listen to passages of a reasonable length read out/recorded for getting specific information and to answer questions based on them.
5. listen to speeches or passages for the purpose of taking notes.
6. listen to oral instructions in order to perform a given task.
7. understand read out or recorded stories, narrations, descriptions, pieces of information of a reasonable length so as to ask pertinent questions on them.
8. identify relevant/irrelevant points in the passages, speeches after listening to them.
9. infer a speaker's attitude/intention and grasp the message given in the speech.
10. listen to, comprehend and enjoy live as well as recorded presentations like skits and plays and notice the sequence of incidents in them.

## ...Contd.

11. understand oral communication without face to face interaction (e.g. telephonic conversation or messages).
12. listen with comprehension to lectures, talks, conversation, news-bulletins and interviews.
13. understand nuances conveyed through stress and intonation.
14. enjoy and appreciate various literary forms to get sensitized to literary language and experiences.
15. identify the genre and register of a text after listening to it.
16. apply listening skill to other activities like discussions, debates, reading and writing.

### **Speaking Skill : To enable the student to**

1. enjoy reciting poems with proper accent, rhythm and intonation.
2. speak in syntactically acceptable forms / patterns.
3. speak with acceptable pronunciation and play variety of roles in different contexts.
4. speak coherently, fluently, confidently and intelligibly on a given topic for a reasonable period of time with appropriate body language.
5. answer questions orally showing clear understanding of subject matter.
6. frame oral instructions, ask for and offer directions, advise, persuade, express intentions, etc.
7. converse appropriately in formal and informal contexts, considering the role relationship, the topic and the situation.
8. make oral presentation on a given topic for a reasonable span of time in an ordered manner.
9. present oral reports on planned events, projects, etc.
10. compere programmes, narrate incidents and experiences.
11. take part in group discussions, interviews, debates and elocution competitions.
12. cope with distance communication, telephonic conversation, effectively.
13. comment on the writer's point of view.
14. prepare for other need based functional activities requiring oral communication.
15. communicate nuances through stress and intonation.

### **Reading Skill : To enable the student to**

1. improve the speed of reading.
2. read in order to find the intention and attitude and bias of the writer.
3. read aloud and appreciate the rhythm of a poem.
4. adopt different reading strategies depending on the type of texts and the purpose of reading.
5. skim as well as scan the text.
6. read and predict the events to come.
7. read in order to infer through the context.
8. read non-verbal presentations such as railway time-table, graphs, charts, etc.
9. understand grammatical sentences and their implications.
10. read brochures, reviews, reports, news items to get information.
11. read silently to find out the suggestive meaning in a poem and a prose text.
12. distinguish the main ideas from the subsidiary information.
13. read extensively so as to develop interest in different forms of literature and styles of writing.
14. read so as to make notes, to summarize and to classify.
15. use the information given in the text to respond to e.g. advertisements.
16. understand and appreciate features of literary style.

### **Writing Skill : To enable the student to**

1. acquire the mechanics of writing including handwriting, the use of punctuation marks, capital letters and correct spellings.
2. write correctly and neatly, using appropriate vocabulary and grammar.
3. write answers to the questions on textual and non-textual reading material showing his/her acquisition of sub skills of reading.
4. write coherently on a given topic using appropriate discourse features.
5. write expository, argumentative essays of about 250 to 300 words.
6. write formal and informal letters for various purposes.
7. acquire ability to draft notices, leaflets, announcements.
8. prepare short write-ups for school magazines / newspapers and wall-papers.
9. develop a draft of a dialogue.
10. write short reports on news, interviews, visits and functions.

## ...Contd.

11. write notices, agendas and minutes of meetings.
12. develop advertisements, with the help of clues given.
13. make notes based on the given text leading to summarizing.
14. prepare a write-up showing his/her understanding of the information given in non-verbal forms and vice versa.
15. convey in writing his/her understanding and appreciation of different literary forms.
16. write curriculum vitae.

### Vocabulary

Development of vocabulary has its importance in language learning. Learners need to be helped in the consolidation and extension of their vocabulary. Learners need to learn how to understand meanings of words with the help of context and how to use words in an effective way. The coursebooks and other materials will offer necessary guidance in this regard.

### Grammar

Grammar has an important role to play in the teaching and learning of English. However, our focus has to be not so much on the rules of grammar but on the use of grammar. The knowledge of grammar should lead to an effective use/ application of the skills of listening, speaking, reading and writing. Therefore, the focus has to be on the functional aspects of grammar and not on the formal ones.

a)	<b>A Coursebook in English (Yuvabharati)</b>	
1.	<b>For Detailed Study</b>	
	i) <b>Prose</b>	About 80 pages of literary and non-literary (informative) texts passages (excluding notes, illustrations, tasks, etc.)
	ii) <b>Poetry</b>	About 200-250 lines
2.	<b>For Non-detailed study</b>	
	A selection of literary and non-literary texts (Longer Pieces) : About 40 pages.	
b)	<b>Grammar</b>	
Sr. No.	Items	Specification
	Revision of the items learned up to Std XI.	
1.	The Tenses	Advanced level of the tenses learned upto Std XI. Sequence of Tenses.
2.	Types of sentences	Simple, Compound, Complex, Relative clauses.
3.	Clauses	Proper usage and synthesis.
4.	Voice	Statements, questions, indirect objects, object + object complement, negatives. (Advanced level) (Conversion)
5.	Reported Speech	Advanced level, continuous short paragraph consisting of three to four connected sentences.
6.	Uses of 'too' and 'enough'	Conversion and synthesis.
7.	Modal Auxiliaries	may, might, must, etc.
8.	Articles	Uses and omission of 'a', 'an', 'the'
9.	Prepositions	Indicating time, place and direction.
10.	Linking words / discourse markers	Use of linking words in sentences and in larger units.
11.	Word formation	Changing word forms-nouns, verbs, adverbs, adjectives
12.	Infinitives, Gerunds and Participles	Usage and synthesis

### Weightage to be given at Std. XI and XII

The following weightage is to be given to the various aspects of the syllabus.

1.	Reading Skill (Textual and non-textual)	40%
2.	Grammar	15%
3.	Writing skill	25%
4.	Oral test	20%



<b>Solved Paper</b>	<b>Maharashtra HSC Exam February 2018 Set No. J-201/B</b>	<b>English</b>
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Time : 3 Hours

Max. Marks : 80

## SECTION - A

(Reading Skill, Grammar, Vocabulary, Note-making and Summary)

1. (A) Read the following extract and answer the questions given below : [15]

(11)

The Jahangir Art Gallery, the State Bank of India building and the canteen close by which offered affordable fare, the amazing street fare, *bhelpuri* and *vadapav*. The joy of reading Bombay Times with its page 3 people one would never meet but who seemed like old friends. The Strand bookstore where one could browse for hours. And just when a book was longingly but firmly put down from nowhere, Mr Shanbagh would materialise magically at one's elbow with a special price. Not to forget the joys of trawling the booklined pavements at Fountain, where one could watch the world go by. And wherever I chose to go, there was always my friend, the sea, oh, I loved her, in all her moods, but especially in the monsoon when violent and enraged, she splattered Worli seaface with walls of sea spray. My friends are lost, some passed away, some moved away, there were many whose names I never found out, though we took the train together, or met in the lift, every day.

Like every migrant, I promise myself, someday I will return. I may, perhaps, return sometime, but even so, I know, "that one cannot step into the same river twice."

You seduced me steadily, O Mumbai, with your glamour and bright lights. City of dreams, tinsel town, I pay tribute to you. Today, I say good-bye with a heavy heart.

(1) What does this extract focus on ? (1)

(2) Which mood of the sea did the writer like the most? (2)

(3) How would the writer spend her free time? (2)

(4) According to you, how can you make you locality clean and beautiful ? (2)

(5) Rewrite the following sentences in the ways instructed :

(i) She splattered Worli seaface with walls of sea spray.

(Rewrite it using the Simple Present tense) (1)

(ii) I never found out their names though we took the train together.

(Make it a Compound Sentence.) (1)

(iii) I promise myself, someday I will return.

(Rewrite it using the modal auxiliary 'must'.) (1)

(6) Find out the words from the extract which mean :

(i) **courageously** (½)

(ii) **attracted** (½)

(B) Grammar : [4]

Do a directed :

(i) He wanted to become \_\_\_\_ artist and live in \_\_\_\_ Himalayas.

(Fill in the blanks with the appropriate articles.) (1)

(ii) She was able to talk \_\_\_\_ the group \_\_\_\_ her experience.

(Fill in the blanks with suitable prepositions.) (1)



(iii) "Why are you crying?" said the woman to a little boy.

"I want a balloon," he said.

(Change it into Indirect Speech.)

(2)

2. (A) Read the following extract and answer the questions given below :

[15]

(11)

But even in a poverty-free world where every man and woman would earn enough to take care of themselves and their family, there would still be situations of temporary poverty due to a sudden catastrophe or misfortune, a bankruptcy or business downturn leading to failure, or some personal disease or disaster.

A poverty-free world might see a whole group of families, locations, or even regions devastated by some shared disasters, such as floods, fire, cyclones, riots, earthquakes or other disasters. But such temporary problems could be taken care of by the market mechanism through insurance and other self-paying programmes, assisted of course by social-consciousness-driven enterprises.

There would always remain differences in lifestyle between people at the bottom of society and those at the top income levels. Yet that difference would be the difference between the middle-class and luxury class. Just as on trains in Europe today you have only first-class and second-class carriages, whereas in nineteenth century there were third-class and even fourth-class carriages – sometimes with no windows and just hay strewn on the floor.

Can we really create a poverty-free world? A world without third-class or fourth-class citizens, a world without a hungry, illiterate, barefoot under-class ?

(1) What is the extract about ?

(1)

(2) How will the poverty-free world take care of natural disasters?

(2)

(3) According to the writer, what would, 'the world without poverty' be like?

(2)

(4) What can we do to help the poor in our society?

(2)

(5) Rewrite the following sentences in the ways instructed :

(i) Temporary problems could be taken care of by market mechanism.

(1)

(Rewrite the sentence beginning with 'Market mechanism....')

(ii) In the nineteenth century, there were third-class carriages.

(Form a Wh-question to get the underlined part as an answer.)

(1)

(iii) There would still be situations of temporary poverty.

(Rewrite it using 'can'.)

(1)

(6) What do the following words in the extract mean ?

(i) devastated

(½)

(ii) hay

(½)

(B) Note-making :

[4]

Read the following extract carefully and present the information in the form of notes with the help of the given clues :

Sarvepalli Radhakrishnan was the first Vice President and second President of India. He was a teacher, a philosopher and an author. He had introduced the thinking of Western idealist philosophers like Plato, Plotinus, Bergson into Indian thought.

He was born on 5th of September, 1888 in a poor Brahmin family. As his father could not afford his education expenses, Radhakrishnan supported most of his education through scholarships. He completed his B.A. and M.A. with majors in philosophy. He went on to become a professor of philosophy. He showed that Indian Philosophy, once translated into standard academic jargon, is worthy of being called philosophy by Western standards. He thus, placed Indian Philosophy on world map.

Sarvepalli Radhakrishnan had established a strong relationship with the Soviet Union when he was appointed as the ambassador to the Soviet Union.

He has been honoured with many awards for his achievements nationally and internationally. He was honoured with the Bharat Ratna in 1954. He is also acknowledged with the Templeton Prize, Peace Prize of German Book

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Trade, Order of Merit and many other honours.

Title	:	Sarvepalli Radhakrishnan
Birth	:	5th September, 1888
Qualifications	:	B. A. _____
Introduced thinking of	:	_____ and _____ into Indian thought.
Work	:	Translated _____ into standard _____
Ambassador	:	_____
Honours	:	National _____ International _____
		_____ Order of Merit

3. (A) Read the following extract and answer the questions given below : [15]  
(11)

Kalpana Chawla was extremely proud of her birth-place and made every effort to bring it into the lime-light. During space flights she would proudly point it out to her fellow-astronauts. Once, during the second flight she remembered her closest friend, Daisy Chawla, who died in a road accident. In fact, despite her celebrity status, she took pains to track down her former teachers, classmates and friends in India and showed a keen desire to stay in touch with them. Her affectionate and humble nature won the hearts of all who came in contact with her. Although Kalpana had a strong desire to go to Mars, fly over its canyons and die in space, she was equally concerned about the well-being of the earth. She always urged young people to listen to the sounds of nature and take care of our fragile planet. During her space trips, she took many breathtaking photographs of the earth for various terrestrial studies later on the ground. When she was in space, she always felt a sense of connection with everyone on the earth.

It was Kalpana's cherished desire to visit India again. But that was not to be. A few months after her tragic death, Harrison visited India. He went to her school and college, met her family, teachers and friends and scattered her ashes over the Himalayas.

- (1) What is the extract about? (1)
- (2) How was Kalpana connected with India and Indians? (2)
- (3) How was Kalpana concerned about the well-being of the earth? (2)
- (4) What would you like to do for India? (2)
- (5) Rewrite the following sentences in the ways instructed :
  - (i) She took many breathtaking photographs of the earth.  
(Rewrite it using the Present Perfect Continuous tense.) (1)
  - (ii) He scattered her ashes over the Himalayas.  
(Rewrite it beginning with 'Her ashes .....') (1)
  - (iii) Kalpana was extremely proud of her birth-place and made every effort to bring it into limelight.  
(Rewrite it using 'not only .... but also') (1)
- (6) Give the antonyms from the extract for :
  - (i) collected (½)
  - (ii) forgot (½)

- (B) Summary : Write a brief summary of the above extract with the help of the following points and suggest a suitable title : [4]

Points : Kalpana's affection towards India and Indians - her humble nature - her love for the earth - Harrison's visit to India.

**SECTION - B****(Poetry)**

4. (A) Read the following extract and answer the questions given below :

[8]

If you accept counsel without getting sore

(4)

And re-assess yourself in the light thereof

If you pledge not to be obstinate any more

And meet others without any frown or scoff.

You may be the person I am looking for.

If you have the will to live and courage to die

You are a beacon-light for people far and wide

If you ignore the jeers and, thus, expose the lie

"That virtue and success do not go side by side."

You are the person I am looking for.

(1) What advice does the poet give us about the interaction with others?

(1)

(2) According to you, how should you behave with your parents?

(1)

(3) Name and explain the figure of speech in the following line :

'If you have the will to live and courage to die'

(1)

(4) Pick out the words from the extract which indicate negative traits.

(1)

(B) Read the following extract and answer the questions given below :

(4)

What makes a nation's pillars high

And its foundations strong?

What makes it mighty to defy

The foes that round it throng?

It is not gold. Its kingdoms grand

Go down in battle shock;

Its Shafts are laid on sinking sand,

Not on abiding rock.

(1) Why are the wealthy kingdoms unstable?

(1)

(2) Do you feel wars are the only solution to the problems between nations? Explain.

(1)

(3) Give the rhyming scheme used in the extract.

(1)

(4) Pick out the words/expressions related to the mighty kingdom.

(1)

**SECTION - C****(Rapid Reading and Composition)**

5. (A) Read the following extract and rewrite it from the point of view of the friend of the narrator :

[8]

[You may begin with : My friend was scheduled to die on May 1945.]

(4)

"Don't call me Herman anymore," I said to my brother. "Call me 94983".

I was put to work in the camp's crematorium, loading the dead into a hand-cranked elevator.

I, too, felt dead. Hardened, I had become a number.

Soon my brothers and I were sent to Schlieben, one of Buchenwald's sub-camps near Berlin.

One morning I thought I heard my mother's voice.

"Son," she said softly but clearly, "I am going to send you an angel."

Then I woke up. Just a dream. A beautiful dream.

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But in this place there could be no angels. There was only work. And hunger. And fear.

A couple of days later, I was walking around the camp, around the barracks, near the barbed-wire fence where the guards could not easily see. I was alone.

On the other side of the fence, I spotted someone : a little girl with light, almost luminous curls. She was half hidden behind a birch tree.

I glanced around to make sure no one saw me. I called to her softly in German. "Do you have something to eat?" She didn't understand.

I inched closer to the fence and repeated the question in Polish. She stepped forward. I was thin and gaunt, with rags wrapped around my feet, but the girl looked unafraid. In her eyes, I saw life.

She pulled an apple from her woollen jacket and threw it over the fence.

I grabbed the fruit and, as I started to run away, I heard her say faintly, "I'll see you tomorrow."

- (B) Read the following extract and convert it into a dialogue between Daisy and the Lark in about 120 words : [4]**

[You may begin with : Lark : I have no water .....]

"I have no water," said the captive lark, "they have all gone out, and forgotten to give me anything to drink. My throat is dry and burning. I feel as if I had fire and ice within me and the air is so oppressive. Alas! I must die, and part with the warm sunshine, the fresh green meadows, and all the beauty that God has created." And it thrust its beak into the piece of grass, to refresh itself a little. Then it noticed the little daisy, and nodded to it, and kissed it with its beak and said : "You must also fade in here, poor little flower. You and the piece of grass are all they have given me in exchange for the whole world, which I enjoyed outside. Each little blade of grass shall be a green tree for me, each of your white petals a fragrant flower. Alas! you only remind me of what I have lost."

"I wish I could console the poor lark", thought the daisy. It could not move one of its leaves, but the fragrance of its delicate petals streamed forth, and was much stronger than such flowers usually have : the bird noticed it, although it was dying with thirst and in its pain tore up the green blades of grass, but did not touch the flower.

OR

- (B) Read the following extract and extend it by adding an imaginary paragraph of your own in about 120 words :**

So the good Duke and his followers helped him to bring Adam to their hiding-place, and Orlando and the old man were fed and taken care of. When the Duke learned that Orlando was a son of his old friend Sir Rowland de Boys, he welcomed him gladly to his forest court.

Orlando lived happily with the Duke and his friends, but he had not forgotten the lovely Rosalind. She was always in his thoughts and every day he wrote poetry about her, pinning it on the trees in the forest. 'These tress shall be my books', he said, 'so that everyone who looks in the forest will be able to read how sweet and good Rosalind is.' Rosalind and Celia found some of these poems pinned on the trees. At first they were puzzled, wondering who could have written them; but one day Celia came in from a walk with the news that she had seen Orlando sleeping under a tree.

## SECTION - D

**(Written Communication)**

6. **(A) Letter Writing :** [12]

Write any ONE of the following letters :

(4)

- (1) Read the following advertisement and prepare a letter of application in response to it by using the information given in the C.V. (Resume) :**

REQUIRED
<b>A Purchase Officer</b>
Qualifications :
Degree / Diploma in Electrical Engineering, able to do independent correspondence, computer literate and having an experience in similar field.
Apply to :
The Managing Director, Cosmos Ltd.; 72-E Industrial Area; Andheri (E); Mumbai - 400093.

CV (Resume)				
Name	:	Aruna Anil Shinde		
Address	:	B1-104, Rose Parade, S. B. Road, Nagpur.		
Educational Qualifications :				
Degree / Diploma	Year of passing	University/ Board	Percentage	Class
SSC	2007	Nagpur	72%	First
HSC	2009	Nagpur	76%	Distinction
B.E. (Electical)	2013	Nagpur University	78%	Distinction
Other qualifications : Successfully completed Computer Diploma from NIIT, Nagpur - 2014.				
Work Experience : Worked as the Purchase Officer in Login Private Ltd., Nagpur.				
Interest/Hobbies : Reading, music, swimming, chess.				
Languages Known : English, Marathi, Hindi, Gujarati				

OR

- (2) Write a letter to the Editor of a Newspaper drawing attention to the noise pollution in your locality. Suggest some solutions.

**(B) Write on any ONE of the following items :**

[4]

- (1) Write a short tourist's leaflet about any Hill Station that you know with the help of the following points :

- How to reach there
- Accommodation facilities
- What to see
- Shopping attractions
- Anything special about the place.

OR

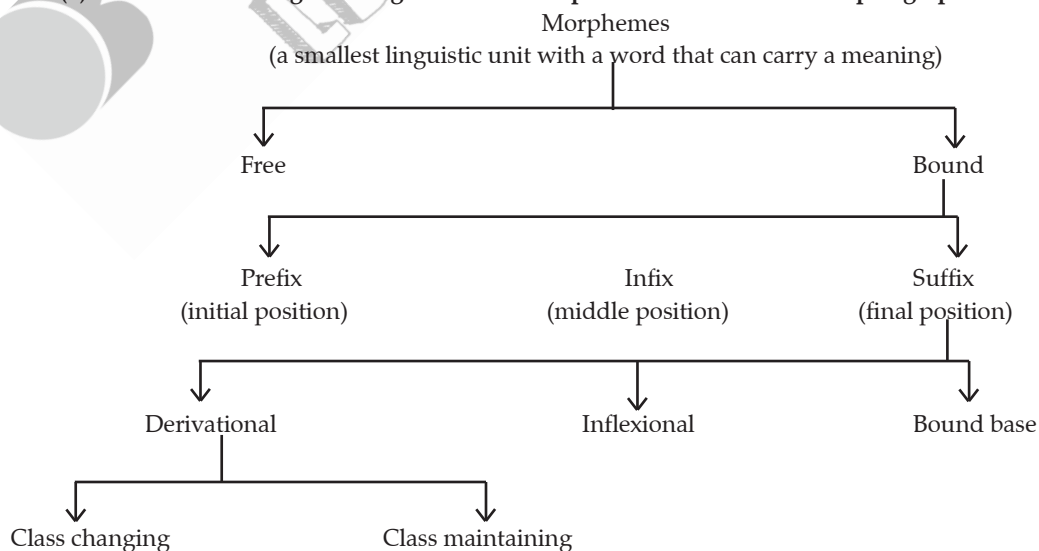
- (2) Imagine that your college arranged a Cleanliness Drive in which your Principal, social activist, the local MLA, doctors, teachers and students participated on a large scale. The event was a grand success as it made people aware of cleanliness and social hygiene. Prepare a short report for your college magazine with the help of the following points :

Venue, chief guest, inauguration, unique participation, and conclusion.

**(C) Write on any ONE of the following items :**

(4)

- (1) Read the following tree diagram about 'Morphemes' and write a short paragraph on it.



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OR

- (2) Prepare a paragraph with an appropriate title to be used for the Counter - View Section on the following topic in about 120 words :

"Facebook is a user-friendly device."

You may take help of the following points included in the View Section :

View Section
<ul style="list-style-type: none"><li>● Facebook is an excellent networking site.</li><li>● Everybody can network successfully through facebook</li><li>● Facebook allows information with people far and wide</li><li>● Facebook allows users to create a profile page which interrelates with friends and relatives.</li></ul>

7. Answer the following questions as per instructions :

[7]

- (A) Framing Questions :

On the occasion of 'Annual Sports Prize Distribution' programme a well-known sports personality is invited in your college as a chief guest. As a Sports Secretary you have got an opportunity to interview him/her. Frame a set of 8-10 questions regarding his/her achievements, inspirations, best moment and prizes he/she has won.

[4]

- (B) Speech Writing :

Imagine that your college has organised an 'elocution competition' and the topic for competition is 'Save Trees, Trees Save'. Prepare a short speech with the help of the points given below :

Providers of human needs, ecological balance, rainshowers, etc.

[3]



## Answers

### SECTION - A

#### (Reading Skill, Grammar, Vocabulary, Note-making and Summary)

1. (A) [11]

1. The extract focus on the famous places of Mumbai which the writer visited. This extract describes the interaction between Mumbai and the writer. She is enthralled by the charms of Mumbai and how she develops an everlasting relationship with Mumbai. (1)
2. The writer liked the sea during the monsoon, when it appeared violent and enraged, as it splattered the Worli Seaface with walls of sea spray. (2)
3. The writer would spend her free time traveling the book lined pavements at Fountain or browsing for hours in the strand bookstore. (2)
4. According to me we can make our locality clean and beautiful by not littering here and there. We should throw garbage only in dustbins. We should not spit on walls and roads. We should keep parks and roads clean and plant more and more trees. (2)
5. (i) She **splatters** Worli seaface with walls of sea spray. (1)  
 (ii) Though we took the train together, yet I never found out their names. (1)  
 (iii) I promise myself, someday I must return. (1)
6. (i) firmly/steadily (½)  
 (ii) Seduced (½)

(B) Grammar [4]

- (i) an, the (1)
- (ii) to, about (1)
- (iii) The woman enquired the little boy why he was crying, to which he replied that he wanted a balloon. (2)

2. (A) [11]

- (1) The extract is about the writer's dream of seeing the world without poverty, a world without third-class and fourth-class citizens. According to him, that would be a world we could all be proud to live in. (1)
- (2) The poverty-free world would take care of natural disasters like floods, cyclones, riots, earthquakes etc. by the market mechanism, through insurance and other self-paying programs, assisted by social-consciousness-driven enterprises. (2)
- (3) According to the writer in the world without poverty, every person would have the ability to take care of his or her own basic life needs, in that world nobody would die of hunger or suffer from malnutrition. Today 40,000 children die each day around the world from hunger-related diseases. In a poverty-free world, no children would die of such cases. (2)
- (4) Besides giving the poor food and alms, if we could give them free education and free health-care services, then they will be self-dependent, they can really take care of themselves and they would not remain poor after that. (2)
- (5) (i) Market mechanism could take care of temporary problems. (1)  
 (ii) When were there third class carriages ? (1)  
 (iii) There can still be situations of temporary poverty. (1)
- (6) (i) Completely destroyed. (½)

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- (ii) grass that has been cut, dried and stored for use as animal fodder for grazing animals. (½)

**(B) Note-making** (4)

Title	:	Sarvepalli Radhakrishnan
Birth	:	5 <sup>th</sup> September, 1888
Qualifications	:	B.A. and M.A. with majors in philosophy
Introduced thinking of	:	Plato, Plontinus and Bergson into Indian thought.
Work	:	Translated Indian Philosophy into standard academic jargon
Ambassador	:	to the Soviet union
Honours	:	National—Bharat Ratna in 1954. International Templeton Prize, Peace, Prize of German Book Trade, Order of Merit.

**3. (A)** [11]

- The extract is about 'Kalpana Chawla' the famous first Indian woman Astronaut to go to the space. It is about her love for her motherland India and love for her planet earth. (1)
- Kalpana Chawla was extremely proud of her birth place. During space flights she would proudly point it out to her fellow astronauts. She remembered her friend Daisy Chawla who died in a road accident. She took pains to track down her former teachers, classmates and friends in India and showed a keen desire to stay in touch with them. (2)
- She always urged young people to listen to the sounds of nature and take care of our fragile planet earth. During her space trips, she took many breathtaking photographs of the earth for various terrestrial studies later on the ground. When she was in space, she always felt a sense of connection with everyone on the earth. (2)
- I want to serve my nation with my humble services. No matter, whatever profession I enter, I will see to it that I pay my taxes on time, I will be honest in my profession and I will bring name and fame to my nation. (2)
- She has been taking many breathtaking photographs of the earth. (1)
  - Her ashes were scattered over the Himalayas by him. (1)
  - Not only was Kalpana proud of her birth-place but she made every effort also to bring it into limelight. (1)
- scattered (½)
  - remembered. (½)

**(B) Summary** **Title : Kalpana Chawla - True Human, True Indian**

Kalpana Chawla was extremely proud of her birth-place. Even from the space flights she would proudly point it out to her fellow astronauts. Despite her celebrity status, she took pains to track down her former teachers, classmates and friends in India and showed a keen desire to be in touch with them. She was very affectionate and humble in nature. She always urged young people to listen to the sounds of nature and take care of our fragile planet earth. When she was in space, she always felt a sense of connection with everyone on the earth. Kalpana's cherished desire to visit India again remained unfulfilled because of her tragic death. But Harrison visited India, after few months. He met Kalpana's family, teachers and friends. He went to her school and college. And he scattered her ashes over the Himalayas. (4)

## SECTION - B

### (Poetry)

**4. (A)** [4]

- The poet advises us that we should interact with others in a pleasant way with a smile, without being scornful. (1)

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2. We should treat our parents with love and respect. We should take their advice in a positive way and re-assess ourselves in order to improve. We should accept their counsel and guidance without getting upset or angry. (1)
3. Figure of speech used is Antithesis - where two opposite ideas 'to live' and 'to die' are expressed to highlight the contrast. (1)
4. The words denoting negative traits are : obstinate, frown, scoff, jeers and lie. (1)

(B)

(4)

1. The wealthy kingdoms are unstable because their foundations are weak and laid on materialistic wealth and not on long-lasting values. A wealthy kingdom can be easily destroyed in battles. (1)
2. According to me wars are not the only solution to the problems between nations because strength of a nation is not in the number of weapons or military might it has. Rather it is in its people strength. The aftermath of bloody wars are disastrous. A war leaves behind stones stained with blood, the glory of the victory and mighty pride of the ruler ultimately turns into ashes. We can always sought out big issues in a peaceful way also. (1)
3. The rhyming scheme is abab. (1)
4. Foes, gold, kingdoms grand, battle, sword, empires, glory pride, bright crown etc are words related to the mighty kingdom. (1)

## SECTION - C

### (Rapid Reading and Composition)

5. (A)

My friend Herman was scheduled to die in the gas Chamber on May 10, 1945 at 10 : 000 A.M. Herman and his brothers were transported in a cattle car to Germany. They arrived at the Buchenwald concentration camp one night and were led into a crowded barrack. The next day they were issued uniforms and identification numbers.

Herman said to his brother not to call him by his name but "call him 94983". Herman was put to work in crematorium, loading the dead into a hand-cranked elevator. He felt dead, because now he had become a number. Soon he and his brothers were sent to Schlieben, one of Buchenwalds' sub-camps near Berlin. One morning Herman heard his mother's voice saying softly but clearly 'Son, I am going to send you an angel !'. When he woke up, he realized it was a beautiful dream. But in that place there were no angels. There was only work, hunger and fear.

A couple of days later, when Herman was walking around the camp, around the barracks, near the barbed-wire fence where the guards could not easily see him, he was alone. On the other side of the fence, he spotted someone: a little girl with light, almost luminous curls. She was half hidden behind a birch tree. He glanced around to make sure no one saw him. He called to her softly in German. Did she had something to eat ? She didn't understand. He inched closer to the fence and repeated the question in Polish. She stepped forward. He was thin and gaunt, with rags wrapped around his feet, but the girl looked unafraid. He saw life in her eyes.

She pulled an apple from her woollen jacket and threw it over the fence. Herman grabbed the fruit and as he started to run away, he heard her say faintly that she would see him the next day. (4)

(B) Dialogue between Lark and Daisy.

Lark : I have no water. They have all gone and left me in this cage. My throat is dry and burning. I feel as if I had fire and ice within me and the air is so oppressive. Alas! Goodbye sunshine. I must die and part from you and the fresh green meadows and all the beauty of God's creation.

Daisy : I will surely meet with the same fate, thrust into your cage, deprived of fresh air and the green grass.

Lark : Poor, lovely daisy, I will be your friend forever.

[The lark kissed the Daisy with its beak]

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You, poor little flower must also fade in here. But I am glad that I have you and the piece of grass with me. I will treat each blade of grass like a green tree and each of your petals as a fragrant flower. Your presence in my cage is reminder of what I have lost.

Daisy : Poor Lark, you look so forlorn, but I have no words of comfort, for I too am very sad. I cannot even move my leaves. But I can make you feel better with the fragrance of my delicate petals.

Breath on the fragrance, dear Lark, it is better and stronger than any other flower. (4)

OR

Rosalind and Celia found some of the poems pinned on the trees, at first, Rosalind was puzzled and she wondered who could have written them; but one day Celia returned from a walk and gave her the best news which she had ever heard. Celia told her that she had seen Orlando sleeping under a tree and Rosalind immediately guessed that he must be the poet. She was really happy to think that Orlando had not forgotten her because she really loved him as much as he loved her. One day, Rosalind and Celia actually met Orlando but because they were disguised as a boy and girl and their faces were stained and were in simple clothes, he did not recognize them. He befriended them and often visited them in their cottage.

While she was still dressed as Ganymede, Rosalind made fun of Orlando's poetry. She wanted to see his reaction, so she told him that she would cure him of his love for Rosalind. She also added, that she would pretend to be Rosalind to see if he could make love to her.

After which something very amusing happened, he called her 'Rosalind' and swore that he would die of love for her and she as Ganymede refused to believe it and retorted, that men had died from time to time and worms had eaten them, but not for love ! And with that Rosalind laughed at earnest Orlando. The young man must have been disappointed with her response for he began to leave saying that he had to attend to the Duke at dinner, but promised to come back at 2° clock.

So, all she could do was wish good bye and wait patiently for him to return. (4)

## SECTION - D

(Written Communication)

[12 marks]

6. (A)

(1) B1-104, Rose Parade,  
S. B. Road  
Nagpur

26th February, 2018  
The Managing Director,  
Cosmos Ltd.,  
72-E Industrial Area,  
Andheri (E), Mumbai - 400093

**Subject : Application for the post of Purchase officer**

Sir,

This is with reference to your advertisement in Mumbai Kesari dated 23<sup>rd</sup> February, 2018, for the post of Purchase Officer in your esteemed company. I am motivated to respond to the same as I like the job profile. Also, I feel my qualifications suit the requirements specified. I've done B.E. in Electrical from Nagpur university with distinction. I've successfully completed my Computer Diploma from NIIT-Nagpur in 2014. I have two years work experience as Purchase Officer in M/s Login Private Ltd. Nagpur. I am very much confident that I will be able to negotiate nicely with other companies to bring additional profits to your company.

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In addition to this, I have other interest and hobbies like listening music, reading books, swimming and playing chess. In the field of languages I have done English speaking course, which is an extra asset. I will be able to do independent correspondence. I also have a command over Marathi, Hindi and Gujarati.

Sir, if given the opportunity to work for you, I assure you that I will do my best to deal with the manufacturers nicely, bargain and negotiate to bring good quality of material and extra profits to the company. I look forward to your favourable reply.

Thanking You.

Yours faithfully,

Aruna Anil Shinde

**Enclosures :**

- (1) Xerox copy of B.E. (Electricals) Certificate.
- (2) Xerox copy of Computer Diploma Certificate.
- (3) Xerox copy of Spoken English Course Certificate.
- (4) My Bio-data.

(4)

OR

- (2) 115, Rajdeep Apartments,  
L.T Road,  
Pune-15

26<sup>th</sup> February, 2018

The Editor,

The Times of India,

Pune-18

**Subject : Noise pollution in our locality.**

Sir,

Through the columns of your newspaper I would like to draw the kind attention of the concerned authorities towards increasing problem of noise pollution. It is causing great damage to the health problem of the city. It leads to irritation, loss of sleep, rest and peace. It is harmful to physical and mental health of people. Frequent loud noise affects the working efficiency of the people. Persistent noise pollution causes a loss of sense of hearing.

Increasing noise pollution is a big threat to the health and fitness of the people. If the noise pollution is allowed to go unchecked, it may rob the people of their hearing capacity. Increasing number of vehicles on the roads, rising number of factories, construction work, loudspeakers used on various occasions, rock and pop music etc. are various factors responsible for causing noise pollution. Noise control laws are openly violated.

It is high time that the authorities should awake against the danger of noise pollution. They should strictly enforce the noise control laws. The noise producing factories located in the residential areas should be shifted to far-off places without any delay. The use of loudspeaker should be stopped after a specific time. Above all, public should become aware and cooperative against the danger of noise pollution because without public cooperation, authorities cannot make much difference.

It is earnestly hoped that concerned authorities will take immediate and urgent necessary action against those responsible for noise pollution to relieve the people from the harmful effects of noise pollution.

Thanking you,

Yours faithfully,

Sohan Kumar

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**(B)****[4]****1. (i)****Mahabaleshwar**

Mahabaleshwar is a beautiful hill station known for its perfect weather all year round. The jungles of Mahabaleshwar are known for their density and a stunning array of birds and wildlife. It is 220 km from Mumbai. The first Governor of Mahabaleshwar, Sir John Malcolm established the hill station as a recreational gateway in 1829.

- (1) How to reach there : Mahabaleshwar is located 32 kms from 'Wai'. The nearest city is 'Satara', located 55 km away from Mahabaleshwar. This hill station is connected by NH-4 and various bus services (MSRTC) and private taxis can be used to shuttle between Pune, Mumbai, Satara and Mahabaleshwar. The nearest railway station is situated in the city of Satara. Once in the city, private cars and/or cabs as well as state run buses are available for a direct trip to Mahabaleshwar.
- (2) Accommodation facilities : There are holiday homes and hotels to suit every budget and satisfy every palate.
- (3) What to see : Pratap Gadh which houses the tomb of Afzal Khan. Temples – Shri Shankar Mandir, Panchganga Mandir, Connaught Peak, Castle Rock, Wilson Point and Elphinstone Point. For adventure, activities like hiking, trekking and climbing are the major attractions.
- (4) Shopping attractions : Main street is famous for fruit of choice like strawberries, raspberries, mulberries and even jams. Local shoes made of wood are also very popular, leather goods, tribal pieces of art etc.
- (5) Specialities : The town is well-endowed with modern amenities such as ATM's, restaurants, hotels as well as various places of worship. While at Mahabaleshwar one can also see a grand view of Krishna valley which is home to many significant temples.

**OR****Sadhu Vaswani Institute of Management Studies Cleanliness Drive - A Grand Success !****(Reported by xyz)**

2. Pune, 22nd February : A Cleanliness Drive was arranged by Sadhu Vaswani Institute on the 20<sup>th</sup> of this month. The drive was jointly inaugurated by Mr. Pradeep Kulkarni, the local MLA, and Ms. Shobhna Pandit, Social Activist. Our Principal, doctors, teachers and students participated on a large scale. Even the residents of the nearby buildings participated in the drive, making it a thundering success.

The Cleanliness Drive was scheduled at 8 a.m. The Principal of our college introduced the guests and highlighted the purpose of the drive. There were brief speeches by the guests, after which the drive began in real earnest. Every participant was given a pair of gloves and an eco-friendly garbage bag. The first place to be cleaned was the small garden immediately outside the school, after which the participants dispersed in groups towards the nearby areas. By evening, the surroundings of the college were spic and span. The event was a grand success as it made people aware of cleanliness and social hygiene. 'Clean India Green India'.

**(C)****[4]**

1. Morphemes is a smallest linguistic unit with a word that can carry a meaning. There are two types of morphemes. Free morphemes and Bound morphemes. Bound morphemes are classified in three divisions namely prefix (initial position), Infix (middle position) and suffix (final position). Suffix could be of three types *i.e.*, Derivational, Inflexional and Bound base. And Bound base is further divided in two forms : class changing and class maintaining.

**OR****2.****Counter-View Section****"Facebook is not a user-friendly device"**

Facebook, a social networking site enables one to share a lot of personal information about oneself, which in some cases can lead to crime and kidnapping cases also. It is one of the fastest and cheapest network that leaks out the personal information in general to public. It shows the location and status including the user's photographs. What is the use of making friends in far off countries ? Who cannot reach you in case of emergencies when

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one is unaware of the presence, love and affection of parents, friends and relatives living nearby. Just looking at the profile pictures, fake ids how can one get carried away? Youngsters leave home, city in blind search of the other person. According to me, overuse of social networking sites such as Facebook can lead to antisocial behaviour. Teens might also become the victims of cyber bullying on Facebook or engage in narcissistic behaviour themselves. Since Facebook makes it easy to find and connect with people from your past, it can also place a strain on relationships. Facebook can be a serious threat to the productiveness of both students and working people, because they become too addictive to such social sites. So Facebook hinders physical and mental growth of an individual, it is not at all a user friendly device.

7. (A) Hello, Virat we are honoured to have you as our chief-guest on our 'Annual Sports Prize Distribution' today. You are our favourite sportsman, we all are your biggest fans and we all love your devotion in sports. Sorry, to take your valuable time. Hope you wouldn't mind me (the sports secretary of this school) asking you certain questions to motivate our players. Thank you.

- (1) When did you first played your Ranji trophy?
- (2) What was your score in that match?
- (3) Who is your idol in cricket?
- (4) Who supported you in your early stage?
- (5) Can you tell me the best moment you enjoyed the most in this game?
- (6) Who is your inspiration?
- (7) How many half centuries and centuries have you achieved in the International cricket matches till today?
- (8) Who is your favourite bowler?
- (9) Since you are married now, how do you manage to spare time for your private life?
- (10) What will be the message you wish to give young players of this school? (4)

(B)

#### **'Save Trees, Trees Save'**

Dear Friends,

Trees are as much important to our life as food and water. Life becomes very difficult without trees or we can say that life would be finished because trees are most important aspect of giving us healthy and wealthy life. Save trees is the important social awareness now-a-days. Save trees is a slogan used to motivate people to save trees and plant more trees in the surrounding areas by spreading the importance of trees among people as well as reduce deforestation and cut down of trees.

Trees give us life directly and indirectly as they are the source of oxygen production, CO<sub>2</sub> consumption and of rain. They are the most precious gift to the humanity on the earth from nature for which we must be grateful. We must give honour and preserve them for the wellness of mankind.

We should understand the importance of trees in our lives and do our best to save trees in order to save life, save environment on the earth and make earth a green earth. Trees are as valuable as gold that's why they are called as "Green Gold" on the earth. They are the real source of health as well as wealth because they give us oxygen, cool air, fruits, vegetables, medicines, water, wood, furniture, shadow, fuel to burn, houses, fodder to animals and other useful things. They consume all the CO<sub>2</sub>, refresh air from toxic gases and prevent us from the air pollution.

Trees are the source of rain on the earth as they attract clouds which ultimately bring rain. They also help in checking soil erosion. They help in maintaining ecological balance in environment. We should understand the roles and importance of trees in our life and take a pledge not to destroy them as well as encourage people to plant more trees.

Just Remember :

No trees, no oxygen

No oxygen, no life

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No forest, no rain

No rain, no life

No forest, no animals

No animals, hard life.

So let us all take a pledge that each one of us will plant atleast one tree in one year. And we will first save trees, then only trees will save us.

Thank you !

(3)

■ ■