



**INDIAN SCHOOL SOHAR**  
**SECOND TERM EXAM 2014-15**  
**ENGLISH (Core)**

No. of printed pages: 5

**Std: XII**

**Date: 07-12-2014**

**Marks: 100**

**Time: 3 hrs**

**General Instructions:**

- *This paper consists of three sections: Section A, B and C. All the sections are compulsory.*
  - *Separate instructions are given with each section and question, wherever necessary.*
  - *Read these instructions carefully and follow them faithfully.*
  - *Do not exceed the prescribed word limit while answering the questions.*
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**SECTION A - (30 Marks)**

**READING:**

**Q1. Read the passage given below and answer the questions that follow: (11)**

1. From the ramparts of the Red Fort for some years now, our prime ministers have been promising the eradication of child labour in hazardous industries. The truth is, if the government really wanted, child labour in hazardous industries could have been eliminated long time ago; and yes, every Indian child would have been in school by 2003.

2. The government has failed to eliminate this dehumanization of childhood. It has also failed to launch compulsory primary education for all, despite the rhetoric. Between 60 and 100 million children are still at work instead of going to school and around 10 million are working in hazardous industries. India has the biggest child population of 380 million in the world, plus the largest number of children who are forced to earn a living.

3. We have many laws that ban child labour in hazardous industries. According to the Child Labour (Prohibition and Regulation) Act, 1986, the employment of children (below the age of 14) in hazardous occupations has been strictly banned. But each state has different rules regarding the minimum age of employment; this makes implementation of these laws difficult.

4. Also, there is no ban on child labour in non-hazardous occupations. The act applies to the organized or factory sector and not to the unorganized or informal sector where most children find employment as cleaners, servants, porters, waiters, among other forms of unskilled work. Thus, child labour continues because the implementation of the existing laws is lax.

5. There are industries which have a 'special' demand for child labour because of their nimble fingers, high level of concentration and capacity to work hard at abysmally low wages. The carpet industry in UP and Kashmir employs children to make hand-knotted carpets; there are 80,000 child workers in J&K alone. In Kashmir, because of the political unrest, children are forced to work while many schools are shut. Industries like gem-cutting and polishing, pottery and glass want to remain competitive by employing children.

6. The truth is that it's poverty which is pushing children into the brutish labour market. We have 260 million people below the poverty line in India, a large number of them are women. Poor, vulnerable parents, especially women-headed families, have no option but to push their little ones in this hard life in hostile conditions, with no human or labour rights.

7. There is a lobby which argues that there is nothing wrong with children working as long as the environment for work is conducive for learning new skills. But studies have shown that children are made

to do boring, repetitive and tedious jobs and are not taught new skills as they grow older. In these hell-holes, like the sweatshops of old, there is no hope.

8. Children working in hazardous industries are prone to debilitating diseases which can cripple them for life. By sitting in cramped, damp, unhygienic spaces, their limbs become deformed for life. Inside matchstick, fireworks and glass industries, they are victims of bronchial diseases and TB. Their mental and physical development is permanently impaired by long hours of work. Once trapped, they can't get out of the vicious circle of poverty. They remain uneducated and powerless. Finally, in later years, they too are compelled to send their own children to work. Child labour perpetuates its own nightmare.

9. If the government was at all serious about granting children their rights, an intensive effort ought to have been made to implement the Supreme Court's directive of 1997 which laid down punitive action against employers of child labour (20,000 per child to be paid by offending employers!). Only compulsory primary education can eliminate child labour.

10. Surely, if 380 million children are given a better life and elementary education, India's human capital would be greatly enhanced. But that needs, as President Abdul Kalam says, a "second vision". Can our political establishment see beyond the haze of shallow realpolitik?

Questions:

A. Choose the most appropriate option:

1 x 3 = 3

(a) Child labour can be eliminated if

(i) compulsory primary education is given to the poor

(ii) industries are abolished

(iii) industries are developed

(iv) the poor children are sent behind the bars

(b) Poverty

(i) enhances creativity

(ii) encourages child labour

(iii) kills people

(iv) humiliates human beings

(c) Human capital may be greatly enhanced

(i) if child labour is abolished

(ii) if children are given employment

(iii) if children are educated

(iv) all of the above

B. Answer the following questions briefly:

1 x 6 = 6

(a) On what two counts has the government failed in respect of children?

(b) "We have many laws that ban child labour Even then child labour continues." What makes implementation of laws difficult?

(c) What forces the children to work in 'hazardous' industries? Why do these industries prefer child labour?

(d) What are the adverse effects of 'hazardous' industries on children? Give any two.

(e) How can India's human capital be vastly enhanced?

(f) How is poverty responsible for child labour?

C. Find words in the passage similar in meaning as:

1 x 2 = 2

(a) Public speaking (Para 2)

(b) Appallingly (Para 3)

**Q2. Read the passage given below and answer the questions that follow:**

**(11)**

I WANDERED LONELY AS A CLOUD

I wandered lonely as a cloud

That floats on high o'er vales and hills,

When all at once I saw a crowd,

A host, of golden daffodils;

Beside the lake, beneath the trees,

Fluttering and dancing in the breeze.

Continuous as the stars that shine

And twinkle on the milky way,

They stretched in never-ending line

Along the margin of a bay:

Ten thousand saw I at a glance,

Tossing their heads in sprightly dance.

The waves beside them danced, but they

Out-did the sparkling leaves in glee;

A poet could not be but gay,

In such a jocund company!

I gazed—and gazed—but little thought

What wealth the show to me had brought:

For oft, when on my couch I lie

In vacant or in pensive mood,

They flash upon that inward eye

Which is the bliss of solitude;

And then my heart with pleasure fills,

And dances with the daffodils.

— William Wordsworth

Questions:

A. Choose the most appropriate option:

1 x 3 = 3

**(a) Poet has compared rows of daffodils with which of the following?**

(i) rows of twinkling stars

(ii) to vales and hills

(iii) rows of milky-way

(iv) all of these

**(b) Why does the poet become happy after seeing daffodils?**

(i) they look beautiful

(ii) they will give fond memories to him

(iii) they shine brilliantly

(iv) they look like twinkling stars

**(c) In his solitude the poet will**

- (i) recall seeing endless rows of daffodils
- (ii) dance with the dancing daffodils
- (iii) wander like a cloud
- (iv) will go near the place he saw daffodils.

**B. Answer the following questions briefly:**

1 x 6 = 6

- (a) 'I' in the first line refers to \_\_\_\_\_.
- (b) What does the poet witness?
- (c) How were the daffodils dancing?
- (d) When did the poet recall his experience?
- (e) Why does the poet feel happy in the end?
- (f) What does this poem justify?

**C. Find words in the passage similar in meaning as:**

1 x 2 = 2

- (a) loneliness
- (b) joy

**3. Read the passage given below and answer the questions that follow: (8)**

Despite all the research, every one of us catches cold and for most of us the catch is frequent. Our failure to control one of the commonest of all ailments sometimes seems ridiculous. Medical science regularly practices transplant surgery and has rid whole countries of such killing diseases as Typhus and the Plague. But the problem of common cold is unusually difficult and much has yet to be done to solve it. It is known that a cold is caused by one of a number of viral infections that affect the lining of the nose and other passages leading to the lungs but the confusing variety of viruses makes study and remedy very difficult. It was shown in 1960 that many typical colds in adults are caused by one or the other of a family of viruses known as rhinoviruses, yet there still remain many colds for which no virus has as yet been isolated.

There is also the difficulty that because they are so much smaller than the bacteria which cause many other infections, viruses cannot be seen with ordinary microscopes. Nor can they be cultivated easily in the bacteriologist's laboratory, since they only grow within the living cells of animals or plants. An important recent step forward, however, is the development of the technique of tissue culture, in which bits of animal tissue are enabled to go on living and to multiply independently of the body. This has greatly aided virus research and has led to the discovery of a large number of viruses. Their existence had previously been not only unknown but even unsuspected.

The fact that we can catch cold repeatedly creates another difficulty. Usually a virus strikes only once and leaves the victim immune to further attacks. Still we do not gain immunity from colds. Why? It may be due to the fact that while other viruses get into the blood stream where anti – bodies can oppose them, the viruses causing cold attack cells only, on the surface. Or it may be that immunity from one of the many different viruses does not guarantee protection from all the others. It seems, therefore, that we are likely to have to suffer colds for some time yet.

3.1 Make notes of the above passage using an acceptable format including abbreviations (min4), wherever necessary. Also suggest a suitable title. (5)

3.2 Make a summary of the above passage in not more than 80 words. (3)

**SECTION B - (30 Marks)**

**ADVANCED WRITING SKILLS:**

**4.** You are the Principal of Zodiac Senior Secondary School, Ooty. The school has completed 25 years of its meritorious services to the society. The Silver Jubilee Celebration is to be held next month. Draft a suitable invitation to be sent to important dignitaries of the city and the parents of students. (4)

5. You are Varsha /Varun, In charge of Excursion Club of B.V.P. School, Mathura Road, Delhi. Write a letter in about 120-150, to the General Manager, Northern Railways, requesting reservation of a bogie for 80 students from New Delhi to Chennai and back by G.T Express. (6)

6. The number of women in the police force seems insufficient especially when we see the increasing involvement of women in terrorist activities. Write an article in 150-200 words for 'The Hindustan Chronicle', on the need having more women in the police. (10)

7. "To use the latest technology the right way, is in the hands of the youth today." Write a speech in 150-200 words discouraging the misuse of technological products like cell phones, computers etc and highlighting the need to use them to promote harmony and goodwill in the society. (10)

### SECTION C - (40Marks)

#### Text Books and Long Reading Text:

8. Read the following extract and answer the questions that follow: (4)

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

- (a) Who are the 'mighty dead'? 1
- (b) Explain 'lovely tales have we heard or read?' 2
- (c) Explain: 'Pouring unto us from the heaven's brink'? 1

9. Answer any four of the following in 30-40 words each: (4x3=12)

- (a) How did the question paper and the correction slip help the prisoner and the Governor?
- (b) The story "the Rat Trap" focuses on human loneliness and the need to bond with others. Explain.
- (c) What spreads the pall of despondence over our dark spirits? How is it removed?
- (d) Give two reasons why Dr. Sadao was not sent abroad with the Japanese troops?

10. Read the following and answer the question that follows in 100 words: (6)

Every problem has many solutions. But the success lies in identifying the right solution at the right time with strong will power. William Douglas could win over his fear of water with such attitude. How far, do you think, is this attitude essential to succeed in life? Write your thoughts in the form of a speech to be delivered as 'value talk' in the morning assembly in about 100 words

11. Answer the following in 120 to 150 words. (6)

How has class distinction and indignities perpetrated upon the oppressed classes, been demonstrated in the childhood accounts of Zitkala- sa and Bama?

12. Answer the following in 120 words. (6x2=12)

- a) How does Eliot describe Silas' parenting style when she says, 'The stone hut was made a soft nest for her ? How does Eppie who had not confronted 'tender sound or touch to follow' whenever she cried, respond to that parenting style?
- b) Nancy lives her life according to an inflexible code of behavior and belief. How this code is exhibited when she is young and then when she is married to Godfrey?

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