# CBSE Class 12 English Core 2004 - Set 1/2/3

## Question Paper

Conducted by the Central Board of Secondary Education (CBSE)

**Time Allowed: 3 Hours** **Maximum Marks: 100**

### General Instructions

(i) This question paper contains 11 questions.

(ii) All sections are compulsory. Attempt questions according to the choices and instructions provided.

(iii) Follow the instructions given with each question and adhere to the prescribed word limits.

## Section A — Reading

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

1. "We become brave by doing brave acts," observed Aristotle in the Nicomachean Ethics. Dispositions of character, virtues and vices, are progressively fixed in us through practice. Thus "by being habituated to despise things that are terrible and to stand our ground against them we become brave, and it is when we have become so that we shall be most able to stand our ground against them."

2. Standing ground against threatening things is not to be confused with fearlessness, however. Being afraid is a perfectly appropriate emotion when confronted with fearful things. The great American novelist Herman Melville makes the Aristotelian point beautifully in a telling passage in Moby-Dick, where Starbuck, the chief mate of the Pequod, first addresses the crew: 'I will have no man in my boat,' said Starbuck, 'who is not afraid of a whale.' By this he seemed to mean not only that the most reliable and useful courage was that which arises from the fair estimation of the encountered peril, but that an utterly fearless man is a far more dangerous comrade than a coward.

**1.** (continued)

3. The brave person is not one who is never afraid. That is rather the description of a rash or reckless person, someone who may be more harm than help in an emergency. It is hard to "educate" such a person on the spot. The coward, on the other hand, the one who characteristically lacks confidence and is disposed to be overly fearful, may yet be susceptible to the encouragement of example.

4. The infectious nature of strikingly courageous behaviour on the part of one person can inspire, and also in part can shame, a whole group. That was one key to the kind of courage inspired by Horatius at the bridge in ancient Rome and by Henry V at Agincourt. It was one key to the kind of courage displayed by those who silently suffered abuse when they joined ranks with Gandhi and Martin Luther King Jr., in acts of non-violent protest directed at rousing the public conscience against injustice.

5. Another key to their success, of course, was reason: practical reason delivered with the kind of eloquence that is informed by a real command of one's cultural heritage and that steels the will to take intelligent action. The mere inclination to do the right thing is not in itself enough. We have to know what the right thing to do is. We need wisdom, often the wisdom of a wise leader, to give our courage determinate form, to give it intelligent direction. And we need the will, the motivating power that inspiring leaders can sometimes help us discover within ourselves, even when we are unable to find it readily on our own.

**1.** (continued)

6. If Aristotle is right, and I think that he is, then courage is a settled disposition to feel appropriate degrees of fear and confidence in challenging situations (what is appropriate varying a good deal with the particular circumstances). It is also a settled disposition to stand one's ground, to advance or to retreat as wisdom dictates. Before such dispositions become settled, however, they need to be established in the first place. And that means practice, which in turn means facing fears and taking stands in advance of any settled disposition to do so: acting bravely when we don't really feel brave.

7. Fear of the dark is almost universal among young children, and it provides relatively safe opportunities for first lessons in courage. In families, older siblings are greatly assisted in cultivating their own dispositions in this respect by putting up a brave front before their younger brothers or sisters. "You see? There's really nothing to be afraid of." This is excellent practice, and a fine place to begin. Occasions for being brave on behalf of others, for standing by them in challenging circumstances, are occasions for becoming brave ourselves; that is for learning how to handle our own confidence and fear, for figuring out the right thing to do, and for mustering the will to do it.

**1.** (continued)

8. So, daring to do what is not good and beneficial for all is far more insidious than not daring to do something for a right cause. Naturally, bravery well nurtured and backed by moral courage alone is exemplary, and so, should be promoted.

**1(a)(i).** Explain: 'We become brave by doing brave acts.'

**1(a)(ii).** When is 'being afraid' an appropriate emotion?

**1(a)(iii).** How is a brave person different from (a) a reckless person, (b) a coward?

**1(a)(iv).** What was special about the courage that Gandhiji or Horatius had?

**1(a)(v).** 'The mere inclination to do the right is not enough.' What else is required for success?

**1(a)(vi).** How does the fear of the dark in children provide opportunities for lessons in courage for elders?

**1(b)(i).** Find a word from the passage (para 4) which means the opposite of 'depress'.

**1(b)(ii).** Find a word from the passage (para 6) which means the opposite of 'incorrect'.

**1(b)(iii).** Find a word from the passage (para 7) which means the opposite of 'dangerous'.

**2.** Read the following passage and answer the questions that follow:

Tourism has emerged as the world's largest industry. Growing rapidly in the last two decades, today it accounts for 6% of world output and employs some 100 million people around the globe. Since the end of the Second World War, it has developed immense revenue and development potential and stands today as a unique natural renewable resource industry.

Tourism, the travel-based recreation, provides people with a change of place and a break from the monotony of daily life. It brings peoples of different nations together, allowing them to come into close contact with each other's customs and other aspects of life. It reveals the scenic beauty and past heritage of a country to people belonging to other nations. The knowledge and experience gained in the process can lead to greater understanding and tolerance, and can even foster world peace.

The contribution of tourism can be nowhere seen more clearly than on the economic front. A study conducted by the United Nations has shown that developing countries, in particular, can reap handsome benefits out of tourism which greatly boosts national income.

Tourism generates employment, and adds to the entrepreneurial wealth of a nation. While tourism's advantages are many, its undesirable side-effects have raised fresh problems.

**2.** (continued)

Tourism can cause social, cultural or environmental disruption. Of the greatest concern is its damage to the environment. In order to attract more tourists, sprawling resorts are built which take neither the local architectural styles nor the ecology into consideration. Natural systems come to be destroyed as a result of indiscriminate construction to provide water and waste disposal facilities and recreational arrangements to tourists. Overuse of environmental wealth disturbs the ecological balance.

Damage is most in wildlife parks which remain the foremost sites of tourist attraction. Tourist vans and the visitors' feet destroy the ground vegetation, thus affecting the feeding habits of the animals and the landscape as well. Overcrowding brings about congestion, leading to environmental and health hazards.

The Taj Mahal, one of the seven wonders of the World, has suffered a lot of wear and tear from trampling feet of tourists.

Some socio-cultural effects of tourism have been damaging. Tourism often ushers in new life styles; arrangements as desired by tourists are provided in order to make them feel at home. The emergence of this 'other' culture in various places has caused dissatisfaction among the local people. The concern is that the local people tend to imitate the foreign values, breaking away from their own traditions.

**2.** (continued)

To promote safe tourism while ensuring that it remains a profitable industry it is imperative to understand the factors that hamper the growth of tourism and check them effectively.

General instability of the nation is damaging to tourism prospects. Political disturbances, in particular, pose a serious problem. The growing violence in the international scene and increasing threat of terrorism affects the flow of tourists. Countries like Sri Lanka have been a victim to terrorist threats for long and have therefore suffered setbacks in tourism.

Whatever the problems, India must work hard to reap the benefits from this Industry, for the country has everything to attract visitors from far and near.

**2(a).** On the basis of your reading of the above passage, make notes on it in points only using headings and sub-headings. Also use recognisable abbreviations wherever necessary (minimum 4). Supply a suitable title to it.

**2(b).** Write a summary of the above passage in about 80 words.

## Section B — Advanced Writing Skills

**3(a).** You are Apoorva, working for an advertising agency. Draft an attractive advertisement for a new washing powder that is being launched by a company. (Word limit: 50 words)

OR

**3(b).** You are Apoorva, the President of the Rotary Club of Madras East. Draft a formal invitation in connection with the Republic Day Celebration being organized by your club. (Word limit: 50 words)

**4(a).** You are Apoorva, Cultural Secretary of Ajay Public School, Darjeeling. Draft a report on the cultural activities and achievements of your school during the academic year in about 125 words, to be published in your school newsletter.

OR

**4(b).** Attempt a factual description of the scene of your school morning assembly in about 125 words.

**5(a).** You are Apoorva, the proprietor of an electrical and electronic goods shop in Delhi. You have received a consignment for the order you placed with a wholesale dealer in Delhi. The consignment is damaged. Write a letter to the wholesale dealer about the damage and seek replacement.

OR

**5(b).** You are Apoorva. Write a letter to the editor of a leading daily highlighting the unfriendly and rude attitude of the drivers of the autorickshaws and taxis.

**6(a).** You are Apoorva. You have interviewed many children and youngsters in connection with the Cartoon Network Channel not being available through the television in many places owing to the latest policy decisions. Write an article on their reaction concerning this issue and your opinion about the same. (Word limit: 200 words)

OR

**6(b).** You are Apoorva. You have interviewed many students studying in Classes VI and VIII and their parents, on the students' academic performance. For a large number of students and parents, going for tuition classes for extra coaching has become a regular practice. The mushrooming coaching centres are an example for it. Write an article on the latest craze for tuition classes. (Word limit: 200 words)

## Section C — Literature

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

On all three days during the voyage we were given beaten rice, parched gram and some sugar-like thing to eat. We had one consolation, we were all together. We passed days and nights in talking and singing. It was in those moments that one fully realised the essential social nature of man, if he has society, he forgets every sort of misery and suffering. Even at such times the company of friends gives him great relief. In fact, the greatest punishment in jail is solitary confinement, keeping a man in utter isolation from his fellows.

**7(a).** Who does the 'we' refer to in the passage?

**7(b).** What was their consolation?

**7(c).** During the voyage the author has realised a truth. What was it?

**7(d).** According to the author, what is the greatest punishment in jail?

**7(e).** How did the author and his friends pass time during the voyage?

**8(a).** Why was Mrs. Bouncer afraid of Box meeting Cox?

**8(b).** Why did the author say that 'Mountains are far more fragile than lowland environment'?

**8(c).** How do machines deprive us of the important ingredients of happiness?

**8(d).** How did the peasant become the owner of the plate of gold?

**8(e).** Mention two major issues of impeachment against Warren Hastings.

**8(f).** The poet in 'Once upon a time' wants to learn how to laugh. Why?

**9(a).** The story 'The Price of Flowers' probes into the finer emotions of compassion and love for others even in a strange land. Highlight this aspect by quoting relevant instances from the story. (Word limit: 150 words)

OR

**9(b).** Describe briefly the awakening of women and the changes that women have brought about in the modern Indian Society. (Word limit: 150 words)

**10(a).** What are the tasks that lie ahead of youth to safeguard the ideals of Secularism and Democracy? (Word limit: 150 words)

OR

**10(b).** The author in the lesson 'The Future is Now: A Zest for Living' emphasises on the right attitude of the society for humane treatment of its disabled members. Elaborate.

**11(a).** Why did Mrs. Wang open the flood-gates of the river?

**11(b).** Why does the author advise his son not to practise mimicry?

**11(c).** How did the narrator search for the face on the wall?

**11(d).** How did Gandhiji give spiritual training to students at Tolstoy Farm?

**- End of Question Paper -**