Series P/PB2/1

SET 1

CLASS XII PRE-BOARD EXAMINATION – 2025-26

Q.P. Code: 301/2/1

Roll No. | | | | | | | | |

Candidate must write the Q.P. Code on the title page of the answer-book.

- This question paper contains **16** printed pages.
- This question paper contains **13** questions.
- Q.P. Code given on the right-hand side of the question paper should be written on the title page of the answer book.
- **Write down the serial number of the question in the answer-book before attempting it.**
- 15 minutes extra time shall be allotted in the beginning, for reading the question paper. Students shall utilize this time only for reading the question paper.

ENGLISH (core)

Time allowed : 3 hours *Maximum Marks : 80*

General Instructions:

Read the following instructions very carefully and strictly follow them :

(i) ***All*** *questions are* ***compulsory****.*

(ii) *This question paper contains* ***three*** *sections: Section A :* ***Reading Skills****, Section B:* ***Creative Writing Skills*** *and Section C :* ***Literature****.*

(iii) *Attempt all questions based on specific instructions for each part. Write the correct question number and part thereof in your answer sheet.*

(iv) *Separate instructions are given with each question/part, wherever necessary. Adhere to the prescribed word limit while answering the questions.*

	SECTION A - READING SKILLS (22 marks)	Marks
I.	**Read the passage given below.**	**12**
1.	Temperature gauges in the Pacific Ocean point to an El Niño developing this year. Despite the warnings, many of us overlook the phenomenon that has reshaped India time and again. The El Niño or "Little Boy' (referring to Baby Jesus), is so named because Peruvian fisherman noticed their fishing catch fall around Christmas every few years. By the 1960s, scientists discovered that fish harvest fell because of a rise in ocean temperatures off the Peruvian coast-a rise that was part of vast Pacific Ocean air temperature see-saw between Australia and Peru. Every few years, this see-saw would bring rain to Australasia, and when it swung the other way, rain to the Peruvian coast. Moreover, whenever Peruvian fisherman saw poor fishing, the Indian monsoon faltered. Every major drought that has struck India has been during an El Niño - and the truly massive El Niños have transformed India.	
2	Consider the 1877 El Niño. India was then the crown jewel of the British Empire. Its wealth was being systematically and ruthlessly transferred to England. Much of India's forests had been cleared and a fixed, payable-in-cash tax had coerced farmers to shift from climate-resilient millets to cash crops like indigo, opium and cotton, unsuited to India's rainfall and inedible in a drought. By 1876, a powerful El Niño was forming, and India's rains began to fail. Soon, millions left their withered fields in the Madras Presidency to beg for food. British tight-fistedness in granting relief caused public outrage to erupt. Protesting the unfairness of the conditions, 1,02,000 people refused to attend relief work (which, given the lack of alternatives, was tantamount to accepting a death sentence). The British administration termed this strike 'passive resistance because there was little violence. Over five million Indians died in that famine, leaving the country seething in resentment. This anger fueled organizations like the Poona Sarvajanik Sabha and the Arya Samaj, whose leaders like Ranade, and later, Tilak and Gokhale, played key roles in the country's Independence struggle. The famine also unleashed a wave of dam-and-canal building in a desire to control water.	

3	In 1965, India had become addicted to cheap American wheat. When the El Niño struck, India's grain production suffered, particularly in Bihar where the situation became dire. The new prime minister, Indira Gandhi, confronted a nation that had just emerged from a war and was staring at famine. America kept India on a short leash, and released its grain, tonne-by-precious-tonne, to ensure India behaved and made policy changes. India devalued its currency by 57% in June 1966, and opened up some of its economy to private sector. Smarting but hungry, India vowed to become food secure. The Green Revolution marked a borewell revolution in dry Punjab and Haryana, making that dry land spew forth unbelievable quantities of grain. Within decades. India became food secure and truly independent.	
	Answer the following questions based on the passage above.	
i	What is the El Niño named after? A. Peruvian fisherman B. famous explorer C. Baby Jesus D. The Pacific Ocean	1
ii	Select the option that conveys the opposite of the word 'addicted' as used in paragraph three, from the words given below: A. independent B. dislike C. detest D. averse	1
iii	How did the 1877 El Niño famine in India contribute to the country's Independence struggle.	2
iv	Complete the given sentence with an appropriate inference, with respect to the following: The Green Revolution in India made the dry land in Punjab and Haryana 'spew forth unbelievable quantities of grain' within decades, making India truly independent and _____.	1
v	What does the second paragraph imply? A. El Niño has only affected India. B. India's wealth was not being transferred to England. C. British relief efforts during the famine were sufficient. D. The famine fueled India's Independence struggle.	1

vi	What is your opinion on the role of foreign aid in resolving India's food insecurity in the 1960s? Explain in about 40 words	2
vii	What does the phrase 'short leash' mean in the THIRD paragraph: A. A leash that is too tight B. A leash that is too long C. A limited amount of freedom D. A long-term commitment	1
viii	What was the impact of the Green Revolution in India in response to the 1965 El Niño famine? Answer in about 40 words.	2
ix	Which of the following titles is the most appropriate for the passage? A. The Impact of Climate Change on India's Independence Struggle B. El Niño: The Little Boy that Changed India C. The Role of Foreign Aid in India's Food Security D. D The Green Revolution in India: A Success Story	1
II	**Read the following text.**	(**10**)
1	It is generally accepted that leadership development should be a part of the educatory system's responsibility for preparing individuals to participate in a democratic and progressive society. Many schools, colleges, and universities, across nations, provide their students with leadership courses, curricular programs and co-curricular programs that are designed to develop students' formal knowledge about leadership as well as opportunities and experiences to develop students as leaders and practice leadership. Yet, only a handful of studies have sought to understand leader development from the students' point of view, with students describing their own experiences and what they learned from them in their own words.	

2

A 2014 descriptive study sought to understand student leadership with research through key events via the following research questions:

Research Question 1: What key events do student leaders in college, report as significantly impacting their development as a leader?

Research Question 2: What lessons do student leaders in college, report learning as a result of the key events they have experienced?

Research Question 3: Are certain key events more likely to be linked to particular lessons? Approximately 130 students were contacted and the 72 interested, were interviewed. Two members of the research team were present for each 15-45-minute interview. One member served as the primary interviewer while the second ran the audio equipment. The results for lessons learned (Table 1), were varied, but there were a few that were frequently quoted:

Main points	Lessons Learned	Number of Responses
Identity	Self-Identity	58
	Leadership Identity	54
	Professionalism	30
	Balancing Roles	19
Individual Competencies	Delegation	17
	Decision Making	15
	Adaptability/Flexibility	38
	Resilience/Persistence/Hard Work	18
	Taking Initiative	36
	Accountability/Responsibility	29
	Big Picture	27
	Learning Teach/Learn	18
Support Systems	Developing and using Support system	36
	Being a Support System	28
Working with Others	Communication	59
	Teamwork	26
	Conflict	21
	Diversity	32
	Inspiring and motivating others	17
	Other working with others	30
Getting the job done	Task skills	55
	Environment	34

3	This study described the rich array of leadership lessons that students are learning from their experiences. It has been revealed that student leaders are learning foundational leaders' skills and competencies that have positively impacted how to accomplish work, how to work with others and how to be both supported by and support others. One striking revelation is how these emerging leaders have grasped the art of task accomplishment They have become adept at setting clear goals, developing strategic plans, and executing them. They have cultivated their work seamlessly within teams, fostering cooperation, and harnessing collective strength to achieve common objectives.	
4	Additionally, this study underscores the profound impact of student leadership experiences on their ability to navigate collaborative environments effectively. Their exposure to leadership roles has honed their skills in fostering an atmosphere of mutual support, which, in turn, contributes to the overall success of their collective endeavors'.	
	Answer the following questions, based on the passage above.	
i	Complete the given sentence in ONE word. In the context of "Working with others" in Table 1, the lesson of 'Conflict' refers to _____.	1
ii	The following question based on Research Question 3 in the 2014 study: "*Are certain key events more likely to be linked to particular lessons?*" Based on information from the passage, which of these is most likely to be in order to find out if _____. A. Learning opportunities shape students' overall personality. B. Leadership lessons are the result of the designed learning opportunities. C. All learning opportunities cater to a specific lesson. D. Certain lessons are common in more than one learning opportunity.	1
iii	Imagine you are a college student participating in the study mentioned in the above passage. Would the research team ask you about the key events in your college experience that significantly influenced your development as a leader you have learned from those events? Explain Why.	2

iv	The following are the objectives of some respondents from the survey. Based on the passage, which of these options is **MOST LIKELY** display the key event designed with "Balancing Roles" (Table 1) as the objective: A. Students will be able to debate the issue at hand, with different teams. B. Students will be able to manage the responsibilities of a mentor, planner, researcher and presenter. C. Students will be able to surmount minor problems and focus on the final goal. D. Students will be able to explain concepts and clarify them for peers.	1
v	Which of these is true about the number of students who were interviewed for the survey? A. Approximately 130 students were interviewed. B. Exactly 72 students were interviewed. C. Around 19 students were interviewed. D. It is not mentioned in the passage.	1
vi	Infer two possible reasons mentioned in paragraph (1) which tell how are the leadership courses, curricular programs and co-curricular programs designed in the educational institutions? State a reason in 40 words.	2
vii	When theoretical knowledge about leadership suffices, it is a waste of funds by educational organizations, to organize leadership camps and programs. State a point to challenge the given statement. Answer in one sentence.	1
viii	State TRUE or FALSE. The researcher believes that educational institutions have ideal resources to study impact of leadership skills on young adults.	1
	SECTION B - CREATIVE WRITING SKILLS (18 MARKS)	
III.	**Attempt ANY ONE of two in about 50 words**.	4
A	You are Vijay/Veena. Head Boy/Girl of Minerva Public School, Bhopal. Your school is planning to organize a Career Counselling Workshop for the students of classes 9-12. Draft a notice in about 50 words informing students about the workshop. Invent details - day, date, time and venue.	
	OR	

B	Your school is planning to organize a Water Conservation Awareness Programme for the students. As school captain of SLV Public School, Lucknow, draft a notice in about 50 words informing the students about the programme mentioning day, date, time and venue. You are Sanjay / Sanjana.	
IV	**Attempt ANY ONE of two in about 50 words.**	4
A	Your friend PV. Sathish has invited you to attend the wedding of his sister, Jaya, but you have an important pre-board exam on the same day. Write a formal reply regretting your inability to attend. You are Puneet/Puneeta.	
	OR	
B	Draft an invitation in 50 words to be sent to your cousin inviting him to your bachelor's party scheduled three nights before your wedding.	
V	**Attempt ANY ONE of two in about 120 to 150 words.**	5
A	You are Rajat/Radha of J.P.Colony, Bhubaneshwar. You have recently come across an advertisement for the post of Manager in S.J. Food Products Pvt. Ltd., Bhubaneshwar. Apply with bio-data to The General Manager, S.J. Food Products Pvt. Ltd., J.H. Avenue, Bhubaneshwar. **S.J. Food Products Pvt. Ltd.** Required Manager • Preferred Skills and Qualifications • Bachelor's degree • MBA • Strong interpersonal & communication skills • Computer competency • 5 years' experience Apply with complete bio-data within 7 days to HR Dept. SJ Foods	
	OR	

B	The newspapers today have full page of advertisements promoting luxury items. In this age of consumerism people find it difficult to resist and soon find themselves trapped in a world of social one-upmanship. Write a letter to the editor expressing your views on the need to control those excessive ads aimed to exploit . You are Renu/Rajan Use the given cues along with your own ideas to compose this letter. **Consequences**: -trapped in a competitive world - social acceptability - living beyond budgets -mental trauma **Solutions:** -responsible role of media -make informed decisions	
VI	**Attempt ANY ONE of two in about 120 to 150 words.**	(**5**)
A	The tendency to use violence at the slightest provocation, in order to solve personal and general problems, is growing among people in our society. This not a civilized way of dealing with problems. Violence solves no problem; it must be shunned. Write an article on the topic, with the predominant call-Don't take law into your own hands. You are Shaan/Shobha. You may use the given cue along with your own ideas **Problems**: • increase in the number of cases of violence in all spheres • no respect for the law or each other. • No fear of consequences. **Reasons**: • stressful lifestyle • growing intolerance • hype given by media • mob mentality **Solutions**: • responsible role of school/parents/media in spreading awareness • effective policing • stricter laws, stricter implementation • encourage de-stressing alternatives	

	OR	
B	The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries. A safety fair was organized by Building Safely, an NGO in Mysuru, Karnataka to create awareness about the importance of worker safety in construction zones. You were asked to cover this event as the junior correspondent of a local daily. Write a report covering this event and support your ideas with outline cues given below, to draft your newspaper report **Safety Fairs: Programs** Toolbox talks. Video dedication for deceased. Speeches Safety games. Safety demonstration. Inauguration. special insurance programme Emergency response drill. Vote of thanks. Picnic lunch with the bosses	
	SECTION C - LITERATURE (40 marks)	
VII	**Read the given extracts and answer the questions for ANY ONE of the two given**.	
A	*Fishermen in the cold sea* *would not harm whales* *and the man gathering salt* *would look at his hurt hands* *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*	
i	What are the 'fishermen in the cold sea' symbolic of here? A. Men's selective preservation of nature for their interests. B. Men who catch fish for their entertainment or for sport. C. Men's indiscriminate exploitation of nature for their vested interests. D. Men who catch fish for their living or commercial interests.	1
ii	Explain the expression – wars with gas, wars with fire.	1

iii	What does the poet convey with this thought, "put on clean clothes"? A. The men would adopt a fresh approach towards life. B. The men would halt their destructive activities. C. Both (A) and (B). D. None of the above	1
iv	Identify the literary device in – “victory with no survivors”.	1
v	What do 'hurt hands' imply? Answer in one sentence.	1
vi	What does the poet mean by ‘victory with no survivors’?	**1**
	OR	
	The little old house was out with a little new shed In front at the edge of the road where the traffic sped. *A roadside stand that too pathetically pled, It would not be fair to say for a dole of bread,* *But for some of the money, the cash, whose flow supports The flower of cities from sinking and withering faint.* *The polished traffic passed with a mind ahead* *Or if ever aside a moment, then out of sorts* **(A Roadside Stand)**	
i	What do you think was the real purpose of setting up of a roadside stand? Answer in one sentence	**1**
ii	The poet's purpose in 'A Roadside Stand' is to A. motivate city people to live as humbly as the rural folk B. draw attention to the glamorous life of the city people C. eliminate his own pain about the situation of the poor D. lament the pitiable condition of the rural folk	**1**
iii	Complete the given sentence appropriately. The city money would help _____.	**1**
iv	State the figure of speech used polished traffic: _____.	**1**
v	Explain- ‘ out of sorts’	**1**

vi	How do the passers-by react? Choose the most appropriate option: A. They do not respond to the pleas of the owner of the roadside stand. B. They are quick to respond to the pleas of the owner of the roadside stand. C. They are prompt in helping the owner of the roadside stand. D. They sympathize with the pleas of the owner of the roadside stand	**1**
VIII	***Read the given extracts and answer the questions for ANY ONE of the two.***	**1x4=4**
	There were innumerable forests in the Pratibandapuram State. They had tigers in them The Maharaja knew the old saying, 'You may kill even a cow in self-defence'. There could certainly be no objection to killing tigers in self-defence. The Maharaja started out on a tiger hunt. *The Maharaja was thrilled beyond measure when he killed his first tiger. He sent for the State astrologer and showed him the dead beast.* *"What do you say now?" he demanded.* *Your majesty may kill ninety-nine tigers in exactly the same manner. But..." the astrologer drawled.* *"But what? Speak without fear.'* *"But you must be very careful with the hundredth tiger."* *"What if the hundredth tiger were also killed?"* *Then I will tear up all my books on astrology, set fire to them, and..."* *"And..."* *"I shall cut off my tuft, crop my hair short and become an insurance agent," the astrologer finished on an incoherent note.* **(The Tiger King*)*	
i	The astrologer did not hesitate to take up such a grave oath before the Maharaja because……	**1**
ii	Maharaja mocked at the astrologer's advice to be careful with the 100th tiger. This shows his _____ attitude. A. Obstinate B. Malleable C. casual D. amenable	**1**
iii	What does the astrologer mean by his advice to be careful about the 100 the tiger?	**1**

iv	Complete the given sentence appropriately. You may kill even a cow in self-defense'. Did the King kill tigers in self-defense?	**1**
	OR	
B	*I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids. Then I lost my spirit Since the day I was taken from my mother I had suffered extreme indignities. People ha stared at me. I had been tossed about in the air like a wooden puppet. And now my long hair was shingled like a coward's! In my anguish I moaned for my mother, but no one came to comfort me. Not a soul reasoned quietly with me, as my own mother used to do. For now I was only one of many little animals driven by a herder* **(Memories of Childhood: The Cutting of My Long Hair)**	
i	Complete the given sentence appropriately. The speaker compares her shingled hair to that of a coward's because _____.	**1**
ii	What was the speaker's initial reaction when the scissors touched her neck, and why did she react this way?	**1**
iii	What does the speaker mean when she says, "I had been tossed about in the air like a wooden puppet"? How does this statement reflect her experiences?	**1**
iv	How would you describe the author's tone when she says - 'for now I was only one of many little animals driven by a herder.' A. Dismal B. Optimistic C. Cheerful D. Contentment	**1**
IX	**Read the given extracts and answer the questions for ANY ONE of the two given.**	**1x6=6**
A	*I flailed at the surface of the water, swallowed and choked. I tried to bring my legs but they hung as dead weights, paralyzed and rigid. A great force was pulling me under. I screamed, but only the water heard me. I had started on the long journey back to bottom of the pool.* *I struck at the water as I went down, expending my strength as one in a nightmare fights an irresistible force. I had lost all my breath. My lungs ached, my head throbbed. I w getting dizzy. But I remembered the strategy – I would spring from the bottom of the pool and come like a cork to the surface. I would lie flat on the water, strike out with m arms, and thrash with my legs. Then I would get to the edge of the pool and be safe.* (**Deep Water**)	

i	Based on the extract, which of the following statements about the protagonist can be inferred? A. The protagonist is a skilled swimmer. B. The protagonist is drowning in a pool. C. The protagonist is enjoying a leisurely swim. D. The protagonist is trying to rescue someone else.	**1**
ii	What literary technique is used when the protagonist says, "I screamed, but only the water heard me"?	**1**
iii	Complete the given sentence appropriately. Based on the extract, it can be concluded that the protagonist's situation in the water is extremely _____.	**1**
iv	Which of these sentences uses 'irresistible force in the same way as the extract does? A. The wind was an irresistible force that knocked down trees in its path. B. She faced an irresistible force in the form of a challenging puzzle. C. The child's laughter was an irresistible force that brightened everyone's day. D. The sun's rays had an irresistible force that warmed the room quickly.	**1**
v	The protagonist wants to reach the edge of the pool? State a reason.	**1**
vi	What does the strategy mentioned by the protagonist reveal about his character in this situation?	**1**
	OR	
B	Muzzafarpur lawyers called on Gandhi to brief him; they frequently represented peasant groups in court; they told him about their cases and reported the size of their fee. Gandhi chided the lawyers for collecting big fee from the sharecroppers. He said, "I have come to the conclusion that we should stop going to law courts. Taking such cases to the courts does little good. Where the peasants are so crushed and fear-stricken, law courts are useless. The real relief for them is to be free from fear."	
i	What is the author implying by saying that Gandhi chided the lawyers?	**1**
ii	Based on the extract, which of these can we infer about the Muzaffarpur lawyers? A. They only represented wealthy landowners. B. They charged high fees from the peasants. C. They were successful in winning cases for the peasants. D. They believed that going to law courts was the best solution for the peasants.	**1**

iii	Complete the given sentence appropriately. Based on the extract, we can infer that Gandhi believed that for the peasants, relief from fear was more important than	**1**
iv	Which of these uses '**crushed'** in the same way as the extract does? A. The students were **crushed** by the extremely difficult question paper. B. The chef **crushed** the garlic to add to the pasta sauce. C. The bicycle tire got **crushed** under the heavy truck. D. The singer's performance **crushed** the competition.	**1**
v	Why did Gandhi believe that law courts were useless for the peasants? State a reason.	**1**
vi	What can we infer about Gandhi's approach to problem-solving from this extract?	**1**
X	**Answer ANY FIVE of the following six questions in about 40-50 words**	**[2×5-10]**
i	Based on the chapter '**The Last Lesson',** state whether each statement is true or false with a justification: a) Finding out that it was M. Hamel's last day changed the narrator's feelings about him. b) M. Hamel was a dedicated teacher who did not punish his students.	**2**
ii	In the story '**The Rattrap'**, both Edla and the old crofter offer the peddler hospitality but it is Edla's treatment that changes him. In around 40 words, state a reason for why Edla was able to bring about a change in him.	**2**
iii	Why does the narrator say that the Moral Re-Armament army's only acquaintance with animals was at the dinner table?	**2**
iv	What forces conspire to keep the workers in bangle industry of Firozabad in poverty?	**2**
v	In the poem 'My Mother at Sixty Six', the poet hides her emotions from her mother. Do you think it was right of her to do so?	**2**
vi	According to Keats, what spreads the pall of despondence over our dark spirits? How is it removed?	**2**
XI	**Answer ANY TWO of the following three questions in about 40-50 words**	**2×2=4**
i	At the beginning of the story, Sam is skeptical of Charley's discovery of the third level. By the end of the story, the reader is told that Sam found the third level and travelled back in time. What is your inference about Sam?	**2**
ii	Why does Derry feel that Mr. Lamb has changed the subject? Do you agree with Derry? Give reason in support of your answer.	**2**

iii	Based on the chapter, '***Journey to the end of the Earth'***, elucidate any three consequences that global warming will have on Antarctica.	**2**
XII	**Answer ANY ONE of the following two questions in about 120-150 words.**	**[1x5=5]**
A	How have the descriptions of movement- active -inactive - been used to create a contrast between Aunt Jennifer and her tigers? Describe in 120-150 words based on your understanding of the poem Aunt Jennifer's Tigers.	
	OR	
B	Are the different celebrities in "The Interview" justified in condemning interviews?	
XIII	**Answer ANY ONE of the following two questions in about 120-150 words.**	**[1x5=5]**
A	Did Sam really go the Galesburg or was it Charley's figment of imagination?	
	OR	
B	The servants of Sadao and Hana reflect a particular mind set of the general public in society against those thoughtful, humane and broad-minded human people. Elaborate with the help of the story The Enemy.	