

**ATUL VIDYALAYA-ATUL
SECOND PREMINARY EXAMINATION 2012-13
ENGLISH PAPER – I [SET-A]**

**STD: XII
DATE: 22/11/12
SESSION: I**

**MM: 100
TIME: 3HRS**

(Three half hours)

(Candidates are allowed additional 15 minutes for only reading the paper.

They must NOT start writing during this time.)

Attempt all four questions.

The intended marks for questions or parts of questions are given in brackets [].

All working including rough work should be done on the same sheet as the rest of the answer.

(You are advised to spend not more than 50 minutes on Question 1, 40 minutes on Question 2, 30 minutes on question 3 and 1hour on question 4.)

(You should begin each answer on a fresh page.)

Question 1.

Write a composition (in approximately 450-500 words) on any one of the following topics.

[30]

- (a) Do you think that 'Monitor System' are useful and suitable in schools today? Suggests some advantages and disadvantages of pupils being selected to hold positions of authority.
- (b) Write a short account of some interesting features of your town.
- (c) Describe your experiences when you had to cycle home through a busy town during the rush-hour period.
- (d) Food: one of the world's greatest problems.
- (e) Write an original short story built around the village gossip.
- (f) To what extent has drudgery been eliminated from the home with the invention of labour-saving gadgets for domestic chores?

Question 2.

What differences do you find in types of people living in the various parts of India?

Write an interesting article of about 300 words on it so as to arouse the interest of the foreigners. You may discuss some of the following:

Landscape, languages, dresses, occupations, social or religious customs, entertainment and festivals, handicrafts and housing.

[20]

Question 3.

Answer sections (a) (b) and (c)

(a) In each of the following items sentence A is complete, but sentence B is not. Complete sentence B making it as similar in meaning as possible to sentence A.

A. Write down sentence B complete in each case.

[10]

Example:

[o] A: He was so tired that he could not stand.

B: He was too-----.

Ans: He was too tired to stand.

- (1) A. Your rail season-ticket is valid till the month end.
B. You can't-----
- (2) A. Rafique must not lose his way, or he will be late.
B. In the event of-----
- (3) A. However fond I may be of my country, I shall have to go abroad.
B. No matter -----.
- (4) A. In spite of Pooja having an outward calm, she has a vicious temper.
B. Pooja may -----.
- (5) A. He failed in the examination though he was very clever.
B. Clever though he was-----.
- (6) A. The Great Comet of 1811 had a large nucleus and a large coma.
B. The Great Comet of 1811 not only

- (7) A The sun had set, yet it was still light outside.
B Although
- (8) A I respect and admire them.
B I have both
- (9) A If you do not follow the instructions, you will have difficulty.
B Unless.....
- (10)A As the door was open, we could hear everything.
B The door

(b) Fill in each blank with a suitable word. [Do not write the sentences.] [5]

- (1) They had to economizethe college expenses.
(2) I hate being excludedfamily discussions.
(3) His face was familiar..... me.
(4) He is inferiorhis class mates.
(5) We should refrainjudging others.
(6) We are astonishedhis generosity.
(7) I am paid.....cheque.
(8) Our security depended.....vigilance.
(9) What makes people hungry.....power?
(10) She was fishingcompliments.

[c] Fill in each blank with the appropriate form of the word given in brackets: [5]

- (1) In the floods many houses (destroy)
(2) The trade fair begins next week and (continue) till New year.
(3) This is the first time she (go) to a theatre.
(4) Do you know where I(find) an antique shop?
(5) She was sure that he wouldn't return until he.....(succeed)
(6) She knew that his bad habits(run)him one day.
(7) Some new buildings(build) adjacent to the old cottage.
(8) My father(injure) in a road accident yesterday.
(9) The team from our school(win) the first prize.
(10) We(require) a lot of technical support fro the experiment.

Question 4

Read carefully the passage given below and answer the questions [a], [b] and [c]that follow:

What personal qualities are desirable in a teacher? Probably no two people would draw up exactly similar lists, but I think most people would accept the following:

The teacher's personality should be pleasantly *live* and attractive. This does not rule out people who are physically plain or ugly, because many such have great personal *charm*. But it does rule out such types as the over excitable, melancholy, frigid, cynical, sarcastic, frustrated and overbearing. I would say too, that it excludes all of a dull or purely negative personality. I still stick to what I said in my earlier book; that school children probably suffer more from bores than from brutes.

Then it is not merely desirable but essential for a teacher to have a genuine *capacity* for sympathy- in the literal meaning of that word; a capacity to *tune* in to the minds and

feelings of other people, especially, since most teachers are school teachers, to the minds and feelings of children. Closely related with this is the capacity to be tolerant-not, indeed of what is wrong, but of the frailty and immaturity of human nature which induce people, and again especially children, to make mistakes.

Next I hold it essential for a teacher to be intellectually and morally honest. This does not mean being a *plaster saint*. It means that he will be aware of his intellectual strengths and limitations, and will have thought about and decided upon the moral

principles by which his life shall be guided. There is no contradiction in my going on to say that a teacher should be a *bit* of an actor. That is a part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act- to enliven a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather *larger than life*.

A teacher must remain mentally alert. He will not get into the profession if of low intelligence, but it is all too easy even for the people of above average intelligence, to stagnate intellectually. A teacher must be quick to adapt himself to a situation, however improbable, and able to *improvise* if necessary at less than a moment's notice.

On the other hand, a teacher must be capable of infinite patience. This, I may say, is largely a matter of self-training; none of us are born like that. He must be pretty *resilient*

Teaching makes great demand on nervous energy and he should be able to take in his stride the innumerable petty irritations any adult dealing with children has to endure.

Finally I think a teacher should have the kind of mind which always wants to go on learning. Teaching is a job at which one will never be perfect; there is always something more to learn about it. There are three principal objects of his study; the subject or subjects which the teacher is teaching; the methods by which they can be best taught to

the particular *pupils* in the classes he is teaching and by far the most important-the children, the young people or adults to whom they are to be taught. The two cardinal principles of education today are that education is the education of the whole person and is best acquired through full active cooperation between two persons, the teacher and the learner

(a)(1) **Given below are four words. Find the words which have a similar meaning in the passage:** [4]

sought-after, (ii) depressed, (iii) weakness, (iv) artist,

(2) **For each of the words given below, write a sentence of at least 10 words, using the same word, unchanged in form, but with a different meaning from what it carries in the passage:** [4]

1 live, 2 bit, 3 pupils, 4 charm

(b) **Answer the following questions briefly in your own words:** [10]

(1) What kind of personalities does the author think unsuitable for taking up teaching as a career? Suggest why he thinks that school children suffer from more bores than brutes?

- (2) What kind of tolerance does the author expect a teacher to have? Describe the kind of honesty he thinks a teacher should have.
- (3) Why does the author think that it is not contradictory to say that a teacher should be both honest and an actor? Why does he think both qualities are necessary?
- (4) How does he think that patience and self-discipline makes good teachers? What must a teacher study all his life and why does the author think that teaching is a good job at which one can be perfect?

(c) In 100 words sum up all the qualities the author thinks necessary for a teacher to have and suggest how these qualities are linked with the two cardinal principles of education. [6 + 6 = 12]

You will be required to:

(i) list your ideas and points

(ii) write your points in the form of a connected passage

(Failure to keep within the limit of 60 words will be severely penalized.)