

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

**STD: XI
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) Boarding schools are not places fit enough to impart healthy education. Write for or against the proposition.
- (b) Describe briefly an interesting person of your acquaintance.
- (c) Describe a night when there was heavy downpour. The roads were flooded and you were stranded.
- (d) Explain the dangers of being a “Jack of all trades, master of none”.
- (e) Write an original short story to illustrate the following. There is no place like home.
- (f) The destructive forces of nature such as, earthquake and floods.

Question 2.

[10]

A bus had been hijacked by some terrorists. At their release, you have interviewed several of the passengers. Write a report about the ordeal they have gone through. You can use some of these points and add relevant ones of your own.

Place of origin and destination of journey- starting time-time of hijack-what the hijackers looked like-whether armed-numbers of passengers and hijackers-any conversations with the hijackers-their demands- alarm raised- fear any casualties- duration of ordeal-any heroic attempt- their trauma-ultimate rescue and how.

Question 3

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

(a) In the following sentences A is complete, where as sentence B is not. Complete sentence B, making it as similar in meaning as possible to sentence A. Write down sentence B in each case. **[10]**

(0) A: I expect he will get there by lunch time.

B: I expect him.....

(0) I expect him to get there by lunch time.

(1) A: Rome was not built in a day.

B: It took.....

(2) A: He complained that his stomach was paining.

B: He complained.....

(3) A: My teaching him wouldn't do any good.

B: It wouldn't.....

(4) A: She will consult a lawyer at once.

B: She means.....

(5) A: We last went to Nainital six years ago.

B: We.....

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Shaping the Future

- (6) A: No sooner had he left the house than the rain started.
B: Hardly.....
- (7) A: Anne reads a few pages of her book before she goes to sleep.
B: Anne doesn't.....
- (8) A: The shelf was so high that I couldn't reach it.
B: The shelf.....
- (9) A: I shall talk to her if she calls me.
B: Unless.....
- (10) A: He is blunt in speech but good at heart.
B: However.....

- (b) **In the following passage, fill in each of the numbered blanks with the correct form of the word given in brackets. Do not rewrite the passage, but write down the verbs in the correct order.** [5]

Now we (1) (study).....the part of Macbeth where his wife (2) (receive)the news of Duncan's visit. We (3) (think).....that we (4) (not understand).....Shakespeare, but now we (5) (realize).....that he(6)(write)about people and people (7) (be)the same whether they (8) (live)..... in the sixteenth century or whether they (9) (live)..... now. For instance there always (10) (be).....ambitious men.

- (c) **Fill in each blank with a suitable word:** [5]

- (i) I camethis envelope quite by chance.
(ii) If you are to save for the future you must cuton your expenses.
(iii) The meeting was put.....to next month as the governor was ill.
(iv) He gottrouble with others because he was a bully.
(v) 'Go easy sugar', my mother told me, as I poured it into my tea.
(vi) I didn't quite take..... what you said so would you repeat it, please?
(vii) I fell.....with my friend today and so was quite rude to him.
(viii) I pickedsome German during the war.
(ix) It was such a dull speech that I dropped.....in the middle of it.
(x) It is easy to find my house, just.....the one on the hill.

Question 4

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

Many remedies are suggested for the avoidance of worry and mental overstrain by persons who, over prolonged periods, have to bear exceptional responsibilities, and discharge duties upon a very large scale. Some advice exercise and others repose. Some counsel travels, and others, retreat. Some praise solitude, and others, gaiety. No doubt all these may play their part according to their individual temperament, but the element which is constant and common in all of them is change.

Change is the master key. A man can wear out a particular part of his mind by continually using it and tiring it, just in the same way as he can wear out the elbows of his coat. There is, however, this difference between the living cells of the brain and inanimate articles: one cannot mend the frayed elbows of a coat by rubbing the sleeves or shoulders; but the tired parts of the mind can be rested and strengthened not merely by rest, but by using other parts. It is enough merely to switch off the lights which play upon the main and ordinary field of interest: a new field of interest must be illuminated. It is no use saying to the tired "mental muscles"--- if one may coin such an expression --- 'I will give you good rest', 'I will go for a long walk', or 'I will lie down and think of nothing.' The mind keeps

busy just the same. If it has been weighing and measuring, it goes on weighing and measuring. If it has been worrying, it goes on worrying. It is only when new cells are called into activity, when new stars become the lords of the ascendant, that relief, repose and refreshment are afforded.

A gifted American psychologist has said, 'Worry is a spasm of the emotion: the mind catches hold of something and will not let it go.' It is useless to argue with the mind in this condition. The stronger the will, the more futile the task. One can only gently

insinuate something else into its convulsive grasp. And if this something else is rightly chosen, if it

is really attended by the illumination of another field of interest, gradually, and often swiftly, the old undue grip relaxes and the process of recuperation and repair begins. To be really happy and really safe, one ought to have at least two or three hobbies, and they must all be real. It is no use starting late in life to say 'I will take an interest in this or that'. Such an attempt only aggravates the strain of mental effort. A man may acquire great knowledge of topics unconnected with the daily work, and yet hardly get any benefit or relief. It is no use doing what you like; you have got to like what you do. Broadly speaking, human beings may be divided into three classes; those who are toiled to death, those who are worried to death, and those who are bored to death. It is no use offering the manual laborer, tired out with a hard work's sweat and effort, the chance of playing a game or baseball on Saturday afternoon. It is no use inviting the politician or the professional, or business man, who has been working or worrying about serious things for six days, to work or worry about trifling things at the end of the week –end for the unfortunate people who can command everything they want, who can gratify every caprice and lay their hands on almost every object of desire--- for them a new pleasure, a new excitement is only an additional satiation. In vain they rush frantically

round from place to place, trying to escape from avenging boredom by mere clatter and motion. For them discipline in one form or another is the most hopeful path.

It may be also said that rational, industrious, useful human beings are divided into two classes: first, those whose work is work and whose pleasure is pleasure; and secondly those whose work and pleasure is one. Of these the former are the majority. They have their compensations. The long hours in the office or the factory bring with them as their reward, not only the means of sustenance, but a keen appetite for pleasure even in its simplest and most modest forms. But fortune's favoured children belong to the second classes. Their life is a natural harmony. For them the working hours are never long enough. Each day is a holiday, and ordinary holidays when they come are grudged as enforced interruptions in an absorbing vocation. Yet to both classes the need of an alternative outlook, of a change of atmosphere, of a division of effort, is essential. Indeed, it may be that those whose work is their pleasure are those who need the means of banishing it at intervals from their mind.

(Winston Churchill: Hobbies)

(a) (i) Given below are five words. Find the words which have a similar meaning in the passage: [5]

averting, (ii) seclusion, (iii)wasted, (iv)exaggerate, (v) incentive

(ii) 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 that which it carries in the passage. [5]

(i) switch,(ii)play, (iii)bored, (iv)long, (v)first

(b) Answer the following questions in your own words:

(i) How can the tired mind be refreshed? [3]

(ii) What does the writer mean when he says that one's hobbies 'must be real?' [3]

(iii) Why does he consider people who can get whatever they want, unfortunate? [2]

(c) In 100 words follow the writer's arguments why change is essential for all human beings. [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.