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गति रत्न - 7

Pre-Board Examination

NM-01

Time: 3.15 Hrs

Class-12

M.M. 70

Subject- English

Section-A [Reading]

Science : Teaching & Learning

1. The pioneers of the teaching of science imagined that its introduction into education would remove the conventionality, artificiality and backward-lookingness which were characteristic of classical studies, but they were grossly disappointed. So, too, in their time had the humanists thought that the study of the classical authors in the original would banish at once the dull pedantry and superstition of (mediaeval scholasticism). The professional schoolmaster is a match for both of them, and has almost managed to make the understanding of chemical reactions as dull and as dogmatic an affair as the reading of Virgil's Aeneid.
2. The chief claim for the use of science in education is that it teaches a child something about the actual universe in which he is living, in making him acquainted with the results of scientific discovery, and at the same time teaches him how to think logically and inductively by studying scientific method. A certain limited success has been reached in the first of these aims, but practically none at all in the second. Those privileged members of the community who have been through a secondary or public school education may be expected to know something about the elementary physics and chemistry of a hundred years ago, but they probably know hardly more than any bright boy can pick up from an interest in wireless or scientific hobbies out of his spare hours.
3. As to the learning of scientific method, the whole thing is palpably a farce. Actually, for the convenience of teachers and the requirements of the examination system, it is necessary that the pupils not only learn scientific method but also learn precisely the reverse, that is, to believe exactly what they are told and to reproduce it when asked, whether it seems nonsense to them or not.
4. The way in which educated people respond to such quackeries as spiritualism or astrology, not to say more dangerous ones such as racial theories or currency myths, shows that fifty years of education in the method of science in Britain or Germany has produced no visible effect whatever. The only way and method

of learning science is the long and bitter way of personal experience, and, until the educational or social systems are altered to make this possible, the best we can expect is the production of a minority of people who are able to acquire some of the techniques of science and a still smaller minority who are able to use and develop them.

Questions

1. What has been the major contribution of the 'professional schoolmaster', mentioned in the first paragraph, to the teaching of science? 3
2. What is the best possible way of learning the method of science? 3
3. What can be concluded from the passage? 3
4. If the author were to see how science education has changed from when he wrote this passage more than 70 years ago, he would be most interested in an answer to what kind of question? 3
5. The word in para 1 is the synonym of 'starters'. 1
6. The word in para 2 is the antonym of 'little'. 1
7. Which word in para 4 means the same as 'pretensions to knowledge or exercise'? 1

Section- B [Writing]

2. Increasing prices of essential commodities make life difficult for the common man. You are Kamini/Kurish. Write an article describing the causes, possible solutions and how students can help their parents to cope with the problem. 10

OR The face of India's Health Sector has seen significant progress in the past several decades. As Shweta/Shikhar, write an articles in about 100-150 words to be published in a daily, expressing gratitude and appreciating the concerned authorities for the development.

3. Write a letter to the chairman, water supply Department, complaining about the irregular water supply in your locality. You are living at Teacher Colony, Dhampur.

OR Write a letter to the Editor of a newspaper describing the ill-effects of indoor games. 10

Section-C [Grammar]

1.1 (i) **Change any one of the following sentences into indirect form of speech:** 2

(a) He said to us, "Are you going away?"

(b) The doctor said to patient, "Take your medicines properly."

(ii) **Combine any one of the following sentences as directed within the brackets:** 2

(a) He is intelligent. He is hardworking. [simple sentence]

(b) The Sun rose. The fog dispersed. [compound sentence]

(iii) **Transform any one of the following sentences as directed within the brackets:** 2

- (a) Soldiers guard the country. [Passive voice]
 (b) It is too hard to break. [Remove 'too']
- (iv) Correct any one of the following sentences: 2
 (a) Kashmir is more better than Agra.
 (b) Mr. Verma is Junior than me.
- (v) Use any one of the following idioms/ phrases in your own sentences so as to make their meanings clear: 2
 (a) Tall talk (b) At home in

II. (i) Choose the synonym of the given word from the following options: 2

Rescind:

- (a) Enforce (b) Sanction (c) Annul (d) Permit

Or

Embrace

- (a) Accept (b) Reject (c) Disturb (d) Exclude

(ii) Choose the antonym of the given word from the following options: 2

Opulent

- (a) Lavish (b) Grandiose (c) Abundant (d) Indigent

Or

Onerous:

- (a) Hard (b) Harmless (c) Difficult (d) Burdensome

(iii) Use the following words in the sentences of your own so as to bring out the difference in their meanings clear: 2

- (a) Idle (b) Ideal

(iv) Substitute one word for the following group of expressions: 2

- (a) One who knows many languages.

- (b) That which can be seen through.

(v) Use three of the following idioms/phrases in your own sentences so as to make their meanings clear: 2

- (a) One who eat too much (b) Of one mind or opinion

5. Translate the following in to English: 5

प्राचीन काल में विक्रमादित्य नाम का राजा इस देश में राज्य करता था। वह बड़ा न्यायी राजा था। आज भी लोग उसके न्याय की प्रशंसा करते हैं। एक दिन कुछ लड़के एक गाँव के निकट एक जंगल में खेल रहे थे। वहाँ उन्होंने एक मिट्टी का ढेर देखा जो पत्थर से ढका था। उनमें से एक लड़का उस पत्थर पर बैठ गया। उसने साथियों से कहा, 'मित्रों, अब मैं विक्रमादित्य हो गया हूँ। तुम अपने मुकद्दमे मेरे पास ल आओ। मैं न्याय करूँगा।'

Section-D [Literature]

6. Answer any two of the following questions: 8

- (a) What does Mukesh want to become in life?

- (b) Who is the writer of 'Lost spring'?

- (c) What is the full name of Saheb?

7. Answer any one of the following questions: 7

- (a) How did M. Hamel look different on the day of the last lesson?

(h) Give a brief account of Douglas's plans and series of emotions, when he was thrown into the pool.

8. Read the extract given below and answer the questions that follow:

Driving from my parent's home to Cochon East Friday morning, I saw my mother beside me doze, open mouthed, her face ashen like that

- (a) Where was the poet driving to?
- (b) Who was sitting beside her?
- (c) What did the poet notice about her mother?

Or

When Aunt is dead, her terrified hands will lie
Still ringed with ordeals she was mastered by.
The tigers in the panel that she made
Will go on prancing, proud and unafraid.

- (a) What is the difference between her and the tigers? 2
- (b) Why has Aunt Jennifer created the tigers so different from her own character? 2
- (c) What did she do to face the terror? 2

9. Give the central idea of any one of the following poem: 4

- (a) Keeping Quiet
- (b) A thing of beauty
- (c) Aunt Jennifer's tigers

10. Answer any two of the following questions: 8

- (a) Who were blamed for swallowing sheep whole in the kingdom of the Maharaja?
- (b) How does Jack Finney try to establish the reality of the Grand Central Station, New York?
- (c) Why did Charley buy old currency next day?

11. Answer any one of the following questions: 7

- (a) Do you think that the third level was a medium of escape for Charley? why?
- (b) Describe the Maharaja's anxiety for the hundredth tiger was not successful in killing the hundredth tiger? What do you think caused the death of the Tiger King?