

ENGLISH LANGUAGE

(ENGLISH PAPER – I)

Maximum Marks: 80

Time allowed: Two hours

Answers to this Paper must be written on the paper provided separately.

You will not be allowed to write during the first 15 minutes.

This time is to be spent in reading the question paper.

The time given at the head of this Paper is the time allowed for writing the answers.

Attempt all five questions.

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

*You are advised to spend not more than 30 minutes in answering **Question 1** and 20 minutes in answering **Question 2**.*

Question 1

(Do not spend more than 30 minutes on this question.)

Write a composition (300 - 350 words) on **any one** of the following:

[20]

- (i) Write an original short story in which two children and their school teacher are the main characters.
- (ii) Imagine a situation where you get an opportunity to change **one** thing in your school. What would it be? Why do you want to change it? How would you bring about the change?
- (iii) 'School examinations do not test intelligence.'
Express your views either for or against this statement.
- (iv) You are a regular visitor to your school library. Describe your library. Give details of the familiar sights. What do you see and feel as different students come in and check out the books? Why is this place so important?

- (v) Study the picture given below. Write a story or a description or an account of what it suggests to you. Your composition may be about the subject of the picture, or you may take suggestions from it; however, there must be a clear connection between the picture and your composition.



Question 2

[10]

(Do not spend more than 20 minutes on this question.)

Select **any one** of the following:

- (i) You have had to shift to a new house recently. Write a letter to your grandmother telling her what you miss about your old house. Tell her also what you like about your new house and what you plan to do to make it comfortable for yourself.
- (ii) A certain book / chapter has been included in your syllabus. You have heard that a film version is now available. Write a letter to the Manager of a film theatre near your school, requesting that the film be shown. Tell him / her why it will be beneficial to the students.

Question 3

- (i) Write a notice to be put up in your school informing the pupils of Classes IX and X about the Remedial Classes to be held after the school hours and asking them to register their names for it.
- (ii) Write an email to the Principal of a neighbouring school inviting their pupils to attend the classes if they so wish. Give all details of the classes to be held.

[5]

[5]

Question 4

Read the following passage carefully and answer the questions that follow:

That huge bell never stopped ringing. It got us out of bed, it *summoned* us for meals, it rang between class periods, it sent us unwillingly to bed.

One morning it failed to ring, or rather, there was no bell to ring. Someone had removed it, and it wasn't found till late in the afternoon.

What a glorious day! As there was no bell to rouse us, everyone got up late, and there was no morning PT. Some of us missed breakfast too. The teachers got confused and mixed up their classes. How could the school manage without it? Confusion reigned.

Of course, no one owned up. It could have meant expulsion. Some suspicion fell on the Sports Captain because of our *aversion* to morning PT, but nothing could be proved.

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No one was very anxious to find the bell – we were quite happy without it – but it was finally discovered hanging from a branch of one of the trees.

'It may have been Mr. Sharma,' surmised Brian. Mr. Sharma, our Maths teacher, was known to walk in his sleep. And sleepwalkers did funny things sometimes.

'It could be Mool Chand himself,' suggested Cyrus Satarkar.

Mool Chand was the school chowkidar, who also had the job of banging the brass bell at appointed times.

'Why would he throw it away?'

20

'He must be as fed up with ringing it as we are of hearing it.' This was my theory. 'Perhaps he wants a rise in salary.'

The identity of the culprit remained a mystery. Happily, the senior Hockey team went on a winning spree against all comers, and our month-end exams were *restored*.

But soon there was another sensation.

A girl was admitted to our class!

The boys were scandalized. No girl had ever studied in our school before. We protested.

'What's the problem?' asked Mr. Knight, our class master. 'Haven't you seen a girl before?'

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'But – but, Sir...' Tata was our spokesman. 'How will we concentrate on our studies?'

'When did you ever concentrate on your studies, Tata?'

'Are we going co-ed, sir?' Adams wanted to know

'Not at all,' said Mr. Knight. 'This is a special case. She is the school accounts manager's daughter, and he can't afford the Girls school fees. So, I'm sure you'll make her feel very welcome.'

The accountant was a popular man who also ran the school's tuck shop and allowed most of us a certain amount of credit. All our objections faded away

40

At first, Sunita, our new entrant, was a bit of a distraction because, although she was very shy and demure, she had lovely curly hair, bright eyes, pink cheeks and a smile for everyone. All the boys were very polite and attentive to her and Brian in particular was always ready to help her.

— *Collection of Stories, Ruskin Bond*

- (i) For each word given below choose the correct meaning (as used in the passage) from the options provided:

[3]

1. summoned (line 1)

- (a) totalled
- (b) ordered
- (c) requested
- (d) shout

2. aversion (line 10)

- (a) hatred
- (b) fear
- (c) politeness
- (d) creation

3. restored (line 25)

- (a) helped
- (b) returned
- (c) permit
- (d) victory

- (ii) Answer the following questions briefly in your own words:
- (a) Why did no one confess to having removed the missing bell? [1]
 - (b) Why did suspicion fall on the Sports Captain? [2]
 - (c) What made Brian think that it was Mr. Sharma? [2]
 - (d) Which sentence in the passage tells you that Mr. Knight thought poorly of Tata's academic performance? [2]
 - (e) Why was the accountant a popular man? [2]
- (iii) In not more than 50 words describe the effects of the lost bell. [8]

Question 5

- (i) Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space. [4]

Example:

(0) One night four college students _____ (be) out partying late and did not study for the test scheduled for the next day.

Answer: were

In the morning, they (1) _____ (think) of a plan. They (2) _____ (make) themselves look dirty with grease and dirt. Then they (3) _____ (go) to the Dean and (4) _____ (say) they (5) _____ (go) out to a wedding last night and on their way back the tyre of their car burst and they had to push the car all the way back.

The Dean thought for a minute and said that they could have the re-test after three days. They (6) _____ (thank) him and said they would be ready. On the day of the test, they were made to sit in separate rooms. They agreed as they (7) _____ (prepare) well. But they (8) _____ (get) a rude shock!

- (ii) Fill in the blanks with appropriate words. [4]
- (a) A bird _____ hand is worth two in the bush.
 - (b) The boy is crazy _____ football.

- (c) She was tired _____ fighting and struggling all the time.
(d) He opted _____ of the race.
(e) We borrowed the bikes _____ our uncle.
(f) The police station is _____ the right.
(g) I looked at the stars _____ the telescope.
(h) There was an accident _____ the crossroads.
- (iii) Join the following sentences to make one complete sentence without using **and, but or so**. Choose the correct option.

[4]

1. He jumped up. He ran away.
 - (a) He jumped up before he ran away.
 - (b) Jumping up, he ran away.
 - (c) He ran away after jumping.
 - (d) He ran away because he jumped up.
2. He has failed many times. Still, he hopes to succeed.
 - (a) He succeeds after he failed many times.
 - (b) Despite of failing, he hopes to succeed.
 - (c) In spite of many failures, he hopes to succeed.
 - (d) He failed many times even though he hopes to succeed.
3. Do not be a jeweller. Do not be a goldsmith.
 - (a) Be neither a jeweller nor a goldsmith.
 - (b) Be both a jeweller and a goldsmith.
 - (c) Either be a jeweller or a goldsmith.
 - (d) Be a jeweller as well as a goldsmith.
4. A cottager and his wife had a hen. The hen laid an egg every day.
 - (a) Everyday, a hen laid an egg for a cottager and his wife.
 - (b) A cottager and his wife had a hen who laid an egg every day.
 - (c) The cottager and his wife had an egg every day because they had a hen.
 - (d) A cottager and his wife had a hen which laid an egg every day.

- (iv) Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence. Choose the correct options.

1. He said to me, "I don't believe you."

(Begin: He said.....)

- (a) He said he doesn't want to believe in me.
- (b) He said that he didn't believe me.
- (c) He said that he didn't believe in me.
- (d) He said I don't believe you.

2. Some boys were helping the wounded man.

(Begin: The wounded.....)

- (a) The wounded man was helping some boys.
- (b) The wounded man were helping some boys.
- (c) The wounded man was being helped by some boys.
- (d) The wounded boys were helping the man.

3. He is as wise as Solomon.

(Use: 'wiser')

- (a) Solomon was wiser than he is.
- (b) He and Solomon are wiser.
- (c) Solomon was the wisest.
- (d) Solomon was not wiser than he is.

4. If the boys do not reach the school on time, they will be punished.

(Begin: Unless)

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- (a) Unless the boys reach the school on time, they will not be punished.
- (b) Unless the boys are punished, they will not reach the school on time.
- (c) Unless the school punished the boys, they will not reach on time.
- (d) Unless the boys reach the school on time, they will be punished.

5. As soon as he reaches home, his friends call him.
(Begin: *Hardly*.....)

- (a) Hardly does he reach home when his friends call him.
- (b) Hardly had he reached home than his friends called him.
- (c) Hardly, he reaches home, his friends call him.
- (d) Hardly when he reaches home than his friends call him.

6. She is weak, but she is courageous.
(Begin: *Despite*.....)

- (a) Despite of being weak she is courageous.
- (b) Despite being weak, she is courageous.
- (c) Despite being courageous, she is not weak.
- (d) Despite weak, she is courageous.

7. We will never forget what we saw.
(Begin: *Never*.....)

- (a) Never forget what we see.
- (b) Never will we forget what we had seen.
- (c) Never will we see what we forget.
- (d) Never will we forget what we saw.

8. Jaswant's grandfather is too old to take up this job.
(Use:so.....that...)

- (a) Jaswant's grandfather is so old that he could not take up this job.
- (b) Jaswant's grandfather is so old that he cannot take up this job.
- (c) Jaswant's grandfather is so old that he could take up this job.
- (d) Jaswant's grandfather is so old that he can take up this job.