

ISC SPECIMEN QUESTION PAPER FOR 2012 EXAMINATION

ENGLISH

Paper 1

(Three 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 [].

*(You are advised to spend not more than **50** minutes on Question 1, **40** minutes on*

*Question 2, **30** minutes on Question 3 and **1 hour** on Question 4.)*

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

Question 1

[30]

Write a composition (in approximately 450 – 500 words) on any one of the following subjects:

(You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.)

- (a) Man is born free but everywhere he is in chains. What are your views on this observation?
- (b) A person's home is often a reflection of his personality. Describe one such home of a person you know. In what way does it reflect his or her personality?
- (c) Young people in the West usually take a year off from their studies after they finish school, to pursue a hobby, to travel, or to participate in some socially relevant activity. How far would this be possible in your country?
- (d) Friends.
- (e) If you want peace prepare for war. Argue for or against this statement.
- (f) Write an original short story entitled "The Reunion".

Question 2

[20]

You are the Secretary of the Drama Club of your school. Write a report in about 300 words of the activities of your club for your school magazine. You may use the following points:

- Number of members in your club – office bearers – teacher – advisors
- number of meetings held during the year – play-readings – drama projects undertaken– drama workshops – interaction with any eminent drama personality
- a plan for the coming year.

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 as possible to sentence A. Write down sentence B complete in each case.

[10]

Example: (0) A: I expect he will get there by lunchtime.

B: I expect him....

Answer: (0) I expect him to get there by lunchtime.

- (1) A: As soon as the exams got over, the team started practising for the cricket match.
B: Hardly had....
- (2) A: We did not know then that he was suffering from a terminal disease.
B: Little....
- (3) A: We are judged not by what we do but by what we are.
B: It is not....
- (4) A: Maya worked very hard but did not impress her teacher.
B: Notwithstanding....
- (5) A: Didn't I see you at the market yesterday?
B: I saw....
- (6) A: When she finished her work, she left for the party.
B: Having....

- (7) A: It is always wise to think before you speak.
B: To....
- (8) A: Preetha startled everyone with her excellent performance.
B: Preetha's....
- (9) A: Smriti was turned out of her house because she married James.
B: Had....
- (10) A: The police registered a case against the corrupt businessman.
B: A case....

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

1. It is time you decide yourself.
2. He spoke with the confidence experience.
3. The public levelled charges the official for corruption.
4. Rita has good causecomplaint.
5. The management has come for severe criticism lately.
6. She has come to our way of thinking.
7. He decided to fall with our plans.
8. Ramesh dived the deep well to recover the precious jewel.
9. Our school choir was conducted our music teacher.
10. The boxer was knocked in the third round.

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in the brackets. Do not rewrite the passage but write down the verbs in the correct order: [5]

Hari (1) (stray) into the household as an urchin, five or six years old. His father, who(2) (be) a cook, was an irresponsible, hard-drinking rascal, who(3) (beat) his wife mercilessly. The poor woman finally..... (4) (seek) refuge in our household and so Hari (5) (come) to the notice of my grandfather. Grandfather was always ready (6) (help) those in distress and finding Hari to be a bright youngster,..... (7) (decide) to help him. He (8) (employ) the little boy and Hari (9) (grow) up in the family's service and (10) (send) to school by my grandfather.

Question 4

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

I do not know enough social history to be able to say when the democratisation of sweets began. Sweets can hardly have become the universal food of children while sugar remained an expensive luxury, as it did, apparently till the eighteenth century. There were sweets in Shakespeare's day, but I doubt whether the children of the poor often tasted the march pane and kissing comfits which are mentioned in his plays. There were, we are told, no confectioners, as we now know them, till the nineteenth century. Until then sweet making was in the hands of the druggists – which suggest that the ancestor of all those delicacies that are eaten today in defiance of the laws of health was the medical utility, the cough-drop. Even today, the chemist remains half a confectioner, with his liquorice, his pastilles and his glass jars full of marshmallows. As in the world of sports, however, what was once done for utilitarian ends, is now done for pleasure. The sportsman with his gun has turned the work of his forefathers into an amusement, and the child of today tastes for pure joy the jujube, the counterpart of which was taken two hundred years ago as a *cure*.

How fortunate that doctors once thought that sweets were good for us! There are few things, I imagine, that have made a greater contribution to the physical happiness of mankind. How the infant imagination is stirred by the sight of those crowded boxes and bottles in the sweetshop window! If the small boy has only a penny clutched tightly in his hand, let him be sure to make up his mind what he wants to buy before he enters the shop. If he does not, what agonies of indecision he will experience when he *stands* before the counter and sees all those jars of loveliness, each of them inviting him to ignore its rival and make it his choice!

There is, I admit, something peculiarly obnoxious about a boy who eats sweets in company and never offers one to a friend. At the same time, many a well-meaning boy has bought a packet of sweets with the benevolent intention of sharing it with others when he gets home, and, by the time he has reached home, has discovered that somehow or the other, the packet is finished. I always *found* it difficult to get home with a packet of nougat. The worst of nougat is that, when you begin eating it, you want to go on eating it and inevitably, in spite of all my resolutions, I would find that I had eaten the whole packet before reaching home.

One *curious* feature about the love of sweets is the way in which it declines with age. There seems to be no reason for this. We still go on eating and loving the pleasures of the palate, but I imagine that half the confectioners would go out of business if no one under thirty were allowed to eat sweets. There are a hundred greedy sweet-eaters under the age of thirty for one above it. You seldom see a middle-aged man peering with a rapt expression into a confectioner's window. The test of a true sweet eater is an almost indiscriminate love of sweets. He loves everything called sweets from the despised acid drop to the most delicious sugar almond. I sometimes wonder whether our later tastes for tobacco, wine, beer and

whisky are sufficient compensation for our loss of the appetite for sweets. One cannot some how feel the same excitement of choice in a cigarette-shop or a public house as one once felt in a sweet shop. The child is in the happy position of living in a world in which greed not fastidiousness is the source of pleasure.

*Adapted from "Sweets" by
Robert Lynd.*

- (a) (i) Given below are four words. Find the words which have a similar meaning in the passage: [4]
1. common
 2. kind and helpful
 3. opposition
 4. hateful
- (ii) For each of the words given below write a sentence of at least ten words using the same word unchanged in form but with a different meaning from that which it carries in the passage: [4]
1. cure
 2. stands
 3. found
 4. curious.
- (b) Answer the following questions briefly in your own words:
1. Why does the writer say that sweets were probably not available to children in early times? [2]
 2. In what way were druggists associated with sweets? [2]
 3. How does the writer prove that what was done for utilitarian ends is now done for pleasure? [3]
 4. What, according to the writer, is the joy of entering a sweetshop for a child? [3]
- (c) In about 100 words describe how Lynd traces the origin of sweets and their fascination for adults and children. You will be required to:
- (i) list your ideas clearly in point form.
 - (ii) write your points in the form of a connected passage. [6+6 =12]

ISC SPECIMEN QUESTION PAPER FOR 2012 EXAMINATION

ENGLISH

Paper - 2

(Prescribed Textbooks)

(Three hours)

(Candidates are allowed additional 15 minutes for **only** reading the paper.
They must NOT start writing during this time)

Answer **one** question from Section A and **four** questions from Section B.
In Section B choose questions on at least **three** textbooks which may include **EITHER**
Shakespeare's *Macbeth* **OR** Bernard Shaw's *Pygmalion*.

If you answer two questions on any one text, do not base them on the same material.

Note: You are required to select questions on **one play only**,

EITHER *Macbeth* **OR** *Pygmalion* in Sections A and B.

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

SECTION A

(Answer one question)

Macbeth — Shakespeare

Question 1

[20]

Choose **two** of the passages (a) to (c) and answer briefly the questions that follow:

- (a) **Banquo:** Good sir, why do you start and seem to fear
Things that do sound so fair?—I'th' name of truth
Are ye fantastical, or that indeed
Which outwardly ye show? My noble partner
You greet with present grace and great prediction
Of noble having and of royal hope
That he seems rapt withal. To me you speak not
If you can look into the seeds of time
And say which grains will grow and which will not
Speak then to me, who neither beg nor fear
Your favours nor your hate.

(i) Where is Banquo? Who is referred to as “noble partner”? [1]

(ii) Who has started? What has this person just been told? [2]

(iii) Explain the lines:

I'th' name of truth
Are ye fantastical, or that indeed
Which outwardly ye show? [1½]

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- (iv) To what does Banquo refer to as “present grace”, “noble having” and “royal hope”? [2]
- (v) What is Banquo told by the creatures? What does his attitude tell you about him? [2]
- (vi) Give the meaning of the following words in the context of the passage:
- (vii) fantastical; rapt; favours [1½]

(b) **Macbeth:** If we should fail?

Lady Macbeth: We fail?

But screw your courage to the sticking – place
 And we’ll not fail. When Duncan is asleep
 Whereto the rather shall his day’s hard journey
 Soundly invite him, his two chamberlains
 Will I with wine and wassail so convince
 That memory, the warder of the brain,
 Shall be a fume, and the receipt of reason
 A limbeck only. When in swinish sleep
 Their drenched natures lie as in a death
 What cannot you and I perform upon
 Th’un guarded Duncan? what not put upon
 His spongy officers, who shall bear the guilt
 Of our great quell?

- (i) Where are Macbeth and Lady Macbeth? What is taking place there? [1]
- (ii) Which decision does Macbeth convey to his wife? How does she react to this decision? [2]
- (iii) Explain the lines:
 But screw your courage to the sticking place
 And we’ll not fail [1½]
- (iv) Which plan does Lady Macbeth now proceed to reveal to her husband? [2]
- (v) How does Macbeth compliment her after listening to her plan? Does her plan ultimately succeed? [2]
- (vi) Give the meaning of the following words in the context of the passage:
 wassail; limbeck; drenched [1½]

- (c) **Messenger:** Bless you fair dame, I am not to you known,
 Though in your state of honour I am perfect;
 I doubt some danger does approach you nearly.
 If you will take a homely man's advice,
 Be not found here. Hence with your little ones.
 To fright you thus, methinks I am too savage;
 To do worse to you were fell cruelty,
 Which is too nigh your person. Heaven preserve you,
 I dare abide no longer.

- (i) Where is the messenger? Whom does he address as "fair dame"? [1]
 (ii) What had the "dame" been complaining of just before these lines?
 (iii) What do her complaints tell you about her nature? [2]
 (iv) Explain the lines:
 I am not to you known
 Though in your state of honour I am perfect [1½]
 (v) Who is the source of danger that is threatening the lady? Why does this person want to harm the lady? [2]
 (vi) What is the lady's reaction to the messenger's words of warning? [2]
 (vii) Give the meanings of the following words in the context of the passage:
 homely; fell; nigh [1½]

Pygmalion — George Bernard Shaw

Question 2 [20]

Choose **two** of the passages (a) to (c) and answer briefly the questions that follow:

- (a) **THE FLOWER GIRL** (breaking through them to the gentleman crying wildly)
 Oh sir, don't let him charge me. You dunno what it means to me. They'll take away my character and drive me on the streets for speaking to gentlemen. They---

THE NOTE TAKER (coming forward on her right, the rest crowding after him)
 There! there! there! there! who's hurting you, you silly girl? at do you take me for?

THE BYSTANDER It's aw raw t:e's a gentleman: look at his be-oots.(Explaining to the note taker)She thought you was a copper's nark, sir.

- (i) Where are the flower girl and the Note Taker? Explain the circumstances, which led them to be there. [2]
 (ii) Why does the issue of the note taker bringing a "charge" against her arise? [2]

- (iii) What had the Note Taker been doing actually? What is the crowd's attitude towards him at this moment? [2]
- (iv) Who is a "copper's nark" ? [1]
- (v) Why does the bystander ask the other's to look at the Note Taker's boots? [1]
- (vi) How does the Note Taker proceed to win the interest and appreciation of the crowd? [2]

(b) **HIGGINS:** Well, what have you to say to me?

PICKERING: Am I in the way?

MRS. PEARCE: Not at all, sir. Mr. Higgins, will you please be very particular what you say before the girl?

HIGGINS (sternly): Of course I'm always particular about what I say. Why do you say this to me?

MRS. PEARCE (unmoved): Noo sir, you're not at all particular when you've mislaid anything or when you get a little impatient. Now it doesn't matter before me; I'm used to it. But you really must not swear before the girl.

- (i) Where are the speakers during this conversation? Who is the girl? [2]
- (ii) Why has the girl come here? Where is she now? [2]
- (iii) What are Mrs. Pearce's objections about having the girl here? [2]
- (iv) Is Mr. Higgins right when he objects to Mrs. Pearce's words? Give one example from the play to support your answer. [2]
- (v) Which other bad habit of Higgins does Mrs Pearce talk about? [1]
- (vi) What is Higgins' reaction to Mrs. Pearce's observations about his language and behaviour? [1]

(c) **HOST:** What do you say Professor?

HIGGINS: I say an ordinary London girl out of the gutter and taught to speak by an expert. I place her in Drury Lane.

NEPOMMUCK: Ha ha ha ! Oh, maestro, maestro, you are mad on the subject of cockney dialects. The London gutter is the whole world for you.

HIGGINS (to the Hostess): What does your Excellency say?

HOSTESS: Oh, of course I agree with Nepommuck. She must be a princess at least.

- (i) Where are Higgins and the other speakers? Why has Higgins come here? [2]
- (ii) Who is Nepommuck? How had he greeted Higgins? [2]
- (iii) Why does Nepommuck think that Eliza is of royal blood? [1]
- (iv) What had Higgins said earlier in the play about his ability to identify the origins of people through their pronunciation? [2]
- (v) What does Eliza tell Higgins when she wants to go home? [1]
- (vi) In what way had Pickering provided support and encouragement to Eliza during her test? [2]

SECTION B

(Answer **four** questions on at least **three** textbooks which may include **EITHER** *Macbeth* **OR** *Pygmalion*.)

Macbeth — Shakespeare

Question 3 [20]

Give a vivid account of the encounter between the Witches and Macbeth and Banquo on the lonely heath. How do the prophecies of the witches affect the two generals?

Question 4 [20]

Unable to completely trust Macduff when the latter visits him in England, Malcolm puts him through an elaborate test. How does Malcolm test Macduff's loyalty and integrity? What do you conclude about Macduff from this scene?

Pygmalion — George Bernard Shaw

Question 5 [20]

The Ambassador's Garden Party proves to be the final test of both Higgins' genius and Eliza's efforts. Do you agree? Refer closely to the scene in your answer.

Question 6 [20]

Higgins teaches Eliza how to become a lady but Pickering treats her as a lady. Who contributes more to Eliza's transformation? Refer to relevant incidents in the play in your answer.

The Mayor of Casterbridge — Thomas Hardy

Question 7

[20]

Though a passive character, Susan has a strong effect on Henchard's fortunes. Do you agree? Refer to the novel in your answer.

Question 8

[20]

Referring closely to any two characters from the novel, comment on Hardy's skill in presenting rustic characters.

Question 9

[20]

How appropriate is it that the novel should end with the future life and thoughts of Elizabeth – Jane?

Footprints – Compiled and edited by Stephen DaCosta

Question 10

[20]

What according to L.A. Hill are the principles of good writing? How can presentation help in writing well?

Question 11

[20]

What are the different stages through which the modern civilisation has grown? Refer closely to Bertrand Russell's essay "Ideas that have helped Mankind" in your answer.

Question 12

[20]

Nani Palkhiwala in his essay, "The Ailing Planet: The Green Movement's Role", calls man the "world's most dangerous animal". How does he defend his viewpoint and at the same time hold out hope for the world?

HUES – An Anthology of Short Stories

Question 13

[20]

The short story 'Growing Up' charts the subtle shifts in the parent-child relationship as perceived by Robert Quick. Describe the events that lead to this new realisation about his daughters.

Question 14

[20]

Referring closely to the short story 'The Portrait of a Lady' describe how the writer's grandmother remains an individual in her own right, refusing to be swamped by relationships, throughout the story.

Question 15**[20]**

With close reference to the story, bring out the relevance of the title 'Castaway'.

STARLIGHT – G.K. DANTES**Question 16****[20]**

'Frost at Midnight' enunciates the poet's dreams for his son. Describe the thoughts that rise in the poet's mind as he muses beside the fire.

Question 17**[20]**

Referring closely to the poem 'The Raven', discuss how the poet invests the poem with an atmosphere of suspense and melancholy.

Question 18**[20]**

Describe the poet's encounter with an old woman in a pilgrimage town in Kolatkar's 'An Old Woman'. How does the poet use this encounter to comment on contemporary civilization?