

# 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)*

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*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.)*

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#### 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".
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## 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 cause ....complaint.
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]