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Supervising Examiner's/Invigilator's initial:

**English Paper II
Reading and Literature**

**Writing Time: 3 Hours
Total Marks : 80**

READ THE FOLLOWING DIRECTIONS CAREFULLY:

1. Do **not** write during the first **fifteen minutes**. This time is to be spent on reading the questions. After having read the questions, you will be given **three hours** to answer all questions.
2. The **first five digits** have already been printed. Write the remaining seven digits of your **index number** in the space provided on the **top right hand corner of this cover page only**.
3. In this paper, there are **four** Sections: **A, B, C** and **D**. Each section has **two sets** of questions, **Set I** and **Set II**. Set I comprises **Question nos. 1a and 1b** and Set II comprises **Question no. 2** across all the sections.
4. You must attempt **one set** of questions from **each section**. You must attempt **four sets** of questions in **total**. You **cannot attempt** all the four **Set I** questions; your choice **must** include one **Set II questions** from any section. Similarly, you **cannot attempt** all the four **Set II** questions; your choice **must** include one **Set I question** from any section.
5. **Do not** attempt both the Set I and Set II questions from the same section. Your choice is **strictly** between the two sets of questions provided for each section.
6. Read the directions for each question carefully and write **all** your answers in the space provided in the **question booklet** itself.
7. Remember to write **quickly** but **neatly**. **Do not** remove or tear off any pages from the booklet.
8. **Do not** draw lines or pictures **on** or **in** the booklet.
9. **Do not** leave the examination hall before you have **made sure** that you have answered four sets of questions in all according to the direction given above.

For Chief Marker's and Markers' Use Only

Question	Section A		Section B		Section C		Section D		Total	
	I	II	I	II	I	II	I	II		
Award										Chief Marker's Signature↓
Markers' Initial →										

SECTION A: SHORT STORY

Direction: *From the TWO SETS of questions under this genre, choose ONE SET and write your responses in the space provided. Read the extract given below and answer the questions based on the story from which this extract has been taken.*

'It's a shame! Look at these canvases: stacks and stacks of as good pictures as anybody in Europe paints – I don't care who he is. Yes, and plenty of lounging strangers have said the same – or nearly that, anyway.'

'But didn't buy,' Millet said.

'No matter, they said it; and it's true, too. Look at your Angelus there! Will anybody tell me?'

SET I

Question 1a.

[1x5=5]

Direction: *For each of the following questions there are four possible responses. Choose the correct response and write it in the space provided.*

1. The painting *Angelus* by Millet was sold for twenty two hundred francs in the end. How much money was offered for it to Millet the first time?

A Five francs
B Sixteen francs
C Twenty two francs
D One hundred francs

Answer: _____

2. The narrator retold the story about a little bird by Hans Anderson to show that

A appreciation is often given after it is too late.
B children are often careless about their responsibilities.
C most of the caged birds are kept without love and care.
D people usually spend a lot of money on funerals of their loved ones.

Answer: _____

3. The statement, “ *sunniest spirits that ever laughed at poverty and had a noble good time in all weathers*”, meant that the young artists

A had fun in all kinds of weather.
B had positive attitude towards life.
C always looked out for sunny days to enjoy.
D laughed at poverty because they knew not what poverty was.

Answer: _____

c. If you were Millet, would you agree to let others use your name for fame and money? Justify.

SET II

Question 2.

[10x2=20]

Direction: Answer the following questions in about 150 words each.

a. How was Millet similar to the song bird of Hans Anderson's story? Explain with examples from the text.

(10)

SECTION B: ESSAY

Direction: **Read the essay given below carefully. From the TWO SETS of questions on this text, choose ONE SET and write your responses in the space provided.**

Too Dear for the Whistle – Benjamin Franklin

Source: http://archive.org/stream/whistle00fran_djvu.txt

Benjamin Franklin (1706-1790) was one of the earliest and the greatest political leaders of the United States, besides being a noted scientist. The following is an extract from a letter Franklin wrote in 1779, where he talks about a small incident in his childhood that changed his attitude towards life.

When I was a child of seven years, my friends, on a holiday, filled my pockets with coppers. I went directly to a shop where they sold toys for children, and being excited with a sound of whistle, that I met by the way in the hands of another boy, I voluntarily offered and gave all my

money for one. I then came home and went whistling all over the house, much pleased with my whistle, but disturbing all the family.

My brothers, and sisters, and cousins, understanding the bargain I had made, told me I had given four times as much for it as it was worth. They put me in mind of what good things I might have bought with the rest of the money and laughed at me so much for my folly that I cried with vexation. The reflection gave me more chagrin than the whistle gave me pleasure.

This experience, however, was afterwards of use to me, the impression continuing on my mind. So that often, when I was tempted to buy some unnecessary things, I said to myself, "Don't give too much for the whistle," and saved my money.

As I grew up, came into the world, and observed the action of men, I thought I met with many, very many, "who gave too much for the whistle." When I saw one too ambitious for courting favour, sacrificing his time in attendance on levees, his repose, his liberty, his virtue and perhaps his friends, to attain it, and effecting very little at the end of it all. I have said to myself- "this man gives too much for his whistle." When I saw another, fond of popularity, constantly employing himself in political bustles, neglecting his own affairs, and ruining then by that neglect- "He pays, indeed," said I, "too dear for his whistle."

If I knew a miser, who gave up every kind of comfortable living, all the pleasure of doing good to others, all the esteem of his fellow citizens, and the joys of friendship, for the sake of accumulating wealth- "poor man," said I, "you pay too dear for your whistle."

When I met a man of pleasure, sacrificing every improvement of the mind, or of his fortune, to mere corporeal sensations, and ruining his health in their pursuit- "Mistaken man," said I, "you are providing pain for yourself, instead of pleasure; you are paying too dear for your whistle."

If I see one fond of appearance or fine clothes, fine houses, fine furniture, fine equipages, all above his fortune, for which he contracts debts-" Alas," say I, " he has paid dear, very dear for his whistle."

In short, I conceive that a great part of the miseries of mankind are brought upon them by the false estimate they have made of the value of things, and by their giving "too much for their whistles".

Word Meanings:

Coppers: Coins

Vexation: annoyance

Folly: mistake

Chagrin: annoyance

Levees: formal reception or parties

Equipages: horse drawn with carriages

Corporeal: bodily

SET I

Question 1a

[1x]

Directions: For each of the following questions there are four possible responses. Choose the correct response and write it in the space provided.

1. The narrator bought the whistle from

- A a boy.
- B a shop.
- C his cousin.
- D his brother.

Answer: _____

2. The brothers, sisters, and cousins laughed at the narrator because he

- A whistled all over the house.
- B cried with vexation and chagrin.
- C was given the coppers by his friends.
- D paid four times the worth of the whistle.

Answer: _____

3. The narrator came across all kinds of people, **EXCEPT**

- A a miser.
- B an ambitious man.
- C a man with high esteem.
- D a man looking for popularity.

Answer: _____

4. In the seventh paragraph, the *whistle* symbolizes

- A debts.
- B fortune.
- C miseries.
- D luxurious life.

Answer: _____

SECTION C: POETRY

Direction: *Read the poem given below carefully. From the TWO SETS of questions on the poem, choose ONE SET and write your responses in the space provided.*

Past and Present

I remember, I remember
The house where I was born,
The little window where sun
Came peeping in at morn;
He never came a wink too soon
Nor brought too long a day;
But now, I often wish the night
Had borne my breath away.

I remember, I remember
The roses, red and white,
The violets and lily cups –
Those flowers made of light!
The lilacs where the robin built,
And where my brother set
The laburnum on his birthday,
The tree is living yet!

I remember, I remember
Where I used to swing,
And thought the air must rush as fresh
To swallows on the wing;
My spirits flew in feathers then
That is so heavy now,
And the summer pools could hardly cool
The fever on my brow.

I remember, I remember
The fir trees dark and high;
I used to think their slender tops
Were close against the sky:
It was a childish ignorance,
But now it's little joy
To know I'm farther off from heaven
Than when I was a boy.

Thomas Hood

SET I

Question 1a.

[1x]

Direction: For each of the following questions there are four possible responses. Choose the correct response and write it in the space provided.

1. The synonym for the word 'borne' given in the 1st stanza, 8th line is
- A set.
 - B slept.
 - C taken.
 - D darken.

Answer: _____

2. The speaker's brother on his birthday
- A planted a laburnum.
 - B played on the swing.
 - C built a nest for the robin.
 - D gathered roses and violets.

Answer: _____

3. The most powerful visual image depicted in the second stanza is of the
- A sun.
 - B birds.
 - C trees.
 - D flowers.

Answer: _____

4. "The little window where the sun
Came peeping in at morn"

In the above lines from the poem, the poet has used

- A a simile.
- B a hyperbole.
- C a personification.
- D an onomatopoeia.

Answer: _____

SECTION D: NOVEL

Direction: *From the TWO SETS of questions based on the novel 'The Giver' by Lois Lowry, choose ONE SET and write your responses in the space provided.*

SET I

Question 1a.

[1x5=5]

Direction: *For each of the following questions there are four possible responses. Choose the correct response and write it in the space provided.*

1. The common aspect between Jonas and Harriet is that both
 - A have pale eyes.
 - B become Receivers.
 - C have same Birthmothers.
 - D are eleven-nineteen on the day of their ceremonies.

Answer: _____

2. Which **ONE** of the following is **incorrectly** matched?

- A Ceremony of One - Naming.
- B Ceremony of Nine - Received bicycles.
- C Ceremony of Eleven - Received new clothing.
- D Ceremony of Eight - Received trousers with special shaped pockets.

Answer: _____

3. The Giver's favourite memory was the one of

- A seeing a rainbow.
- B listening to a beautiful music.
- C riding a gleaming brown horse.
- D celebrating Christmas with family.

Answer: _____

4. If a child was interested and spent voluntary hours in building construction sites, he or she would be given the assignment of

- A a nurturer.
- B an engineer.
- C a birthmother.
- D a recreation director.

Answer: _____

5. *"Things could change, Gabe", Jonas went on. "Things could be different. I don't know how, but there must be some way for this to be different. There could be color."*

The literary device used here is

- A conflict.
- B resolution.
- C flash back.
- D foreshadowing.

Answer: _____

Question 1b.

*Direction: Answer the following questions in about **60** words each.*

a. Give **TWO** reasons why Jonas needed to be courageous in order to become the Receiver of Memory?

(5)

b. Upon becoming the Receiver of Memory, Jonas received a set of rules; likewise Asher also received a set of rules. Frame **FIVE** rules that Asher must have received as an Assistant Director of Recreation.

(5)

SET II

Question 2.

[10x2=20]

Direction: Answer the following questions in about 150 words each.

- a. Life in Jonas' community can be distinctly divided into stages right from birth to old age. Write down the different stages of life in the community and give a brief explanation about each.

(10)
