

## ENGLISH

### Paper 1

*(Two and a half 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 [ ].*

*Working, including rough work, should be done on the same sheet as the rest of the answer.*

*Candidates are advised to spend not more than 50 minutes on Question 1, 30 minutes on*

*Question 2, 25 minutes on Question 3 and 45 minutes 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.)

Bring out the personality of a person you know through a vivid description of his or her room.

'The real trouble today is that we do not enjoy our work.' Write for or against this proposition.

Ambition.

'Adults are less understanding of the young than the young people are of them.' Express your views on this topic.

Narrate an incident when fear caused you to behave in a manner which you now regret.

Write an **original** short story which has for its beginning one of the following:

- (i) I don't believe we have met before.
- (ii) I'm afraid I've a confession to make.

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**This Paper consists of 5 printed pages and 1 blank page.**

**Turn over**

below as a guideline:

Date and time of visit – name of place – number of participants – means of transport – description of monument or place – its present condition – what attempts at conservation have been carried out – what the experience of the group was.

## Question 3

Answer sections (a), (b) and (c).

- (a) In each of the following items, sentence A is complete, while B is not. Complete sentence B, making it as similar in meaning as possible to sentence A. Write down sentence B in each case.

Example : (0) (A) She frowned just once.

(B) Only .....

Answer : (0) Only once did she frown.

(1) (A) : They said that he had stolen the watch.

(B) : They accused him .....

(2) (A) : He cooked the meal and fed the dog.

(B) : Not only .....

(3) (A) : No sooner had she settled down at her new job when she broke her leg.

(B) : Hardly .....

(4) (A) : It became clear to everyone present that she was innocent.

(B) : Her .....

(5) (A) : Though they are poor, they deserve to be respected by all.

(B) : However .....

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

- (1) Some years later a new owner took \_\_\_\_\_ the restaurant.
- (2) The principal announced that she took great pleasure \_\_\_\_\_ presenting an award to the best athlete of the year.
- (3) Though I was young, my father had great confidence \_\_\_\_\_ my judgement.
- (4) We are required to check \_\_\_\_\_ of the hotel by noon.
- (5) As it was a fine day I went out \_\_\_\_\_ a walk.
- (6) There are many more trees \_\_\_\_\_ the valley than on the hill.
- (7) As she never sat \_\_\_\_\_ while she worked, her ankles did swell.
- (8) At first she was planning to leave this place but was gradually won \_\_\_\_\_ by the friendly behaviour of the people.
- (9) The test had already begun \_\_\_\_\_ the time the school bus arrived.
- (10) The soldier died bravely, a martyr \_\_\_\_\_ his country.

(c) Fill in each blank with the appropriate form of the word given in brackets. [10]  
(Do not write the sentence):

- (1) He didn't realize at the time that his abilities as a leader \_\_\_\_\_ (be) put to the test.
- (2) He never stole again after he \_\_\_\_\_ (catch) once.
- (3) The article \_\_\_\_\_ (describe) a day in the life of an Indian farmer.
- (4) The secret behind his success is that he \_\_\_\_\_ (work) hard.
- (5) Motorists should be aware of the dangerous consequences of \_\_\_\_\_ (violate) traffic rules.
- (6) I \_\_\_\_\_ (dream) that I would be a pilot.
- (7) She had always \_\_\_\_\_ (suffer) from spells of dizziness.
- (8) After the furious storm, the sky \_\_\_\_\_ (clear) up.
- (9) I \_\_\_\_\_ (choose) to walk down to the valley rather than ride on the sickly mule.
- (10) He is \_\_\_\_\_ (talent) and narrates humorous anecdotes.

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

- (1) At fourteen Rashsundari was looking after the entire household without any help. Her world was the kitchen. She was in charge of the many ritual requirements of the family idol. She nursed her mother-in-law, looked after a stream of unexpected guests and cooked two meals every day for at least twenty-five people. Her account of her daily work reinterpreted the iconic figure of the contented female in two crucial ways: she listed her service to the family idol as work and not as the emotional release and aesthetic gratification that it is meant to be for women. She also went into a very full account of the gruelling work-schedule. She thus rid the image of womanly nurture of its association with emotional fulfillment and remade it in the image of a slave. The hard, unassisted, continuous work involved in nursing a series of twelve babies in quick succession was conventionally read as the cherished devotional or patriotic icon of happy, self-effacing motherhood. Rashsundari restored the feel of slog to the image. All night a stream of children would keep her up. 'One would say, Mother, I am hungry, the other one would say, Mother, take me in your arms.'
- (2) She extended the same idea with brilliant success to the theme of food – on cooking, feeding, eating and fasting. In the prosperous East Bengal countryside, among affluent families, the preparation of excellent meals of immense variety and skill was a constant preoccupation. Women were graded, and family memory organized according to the meals that had been brilliantly prepared and lovingly served by women. On the other hand, ritual fasting and even starving as a matter of preference among women was valorised in a whole range of prescriptive texts and literature. Here eating was a peculiarly non-structured, uncertain activity. Nineteenth-century behavioural manuals that taught women proper deportment in their new home confessed their helplessness on the matter. 'My child, I can give you no good advice on this. If you serve yourself, you will be called shameless. If you wait for others to serve you, you may have to go without food.' Even in far more 'modern' families women faced the same problem. In fact, femininity was crucially tied up with professed indifference to food, to the habitual neglect of eating.
- (3) Rashsundari described her acts of cooking and feeding as hard work. She made reference to the possibility of excitement in cooking, the gratification of feeding loved ones, the aroma and taste of memorable dishes that she would have prepared as a successful housewife. She frankly and humorously talked about her senile greed for good food in old age, as if age had somehow defeminised her and released her from prescribed inhibitions. She emptied out the act of cooking from associations of creativity and filled it with hard labour; with deprivation.
- (4) She was quite clear about the deprivational aspect. 'Forget about being cared for other ways, most days I did not even get to eat two proper meals.' At night, the children would get up and interrupt her meals and she had to stop eating to tend to them since their bawling disturbed her husband's sleep. It was not possible to share to

...with him. Rashsundari chose to refer to Krishna as a father, although in the myths Krishna played a number of familial roles, but never that of the father.

Adapted from Tanika Sarkar's  
*A Book of Her Own, A Life of Her Own:  
 The Autobiography of a Nineteenth-Century Woman.*

and (c) that follow:

...any help. Her requirements of the ... of unexpected ... Her account ... in two crucial ... the emotional ... She also went into ... the image of ... remade it in the ... nursing a series ... as the cherished ...ood. Rashsundari ... would keep her ... Mother, take me

... on cooking. ...side, among ... and skill was ... organized. ... served by ... of preference ... and literature. Her ... Nineteenth-century ... their new home ... no good advice ... wait for others to ... 'modern' families ... tied up with

...work. She made n ... of feedin ... could have prepared ... her senile greed f ... and released her fr ... from associations

...being cared for ... meals.' At night, h ... eating to tend the ... possible to share

1. Use each of the following words as used in the passage in a sentence of your own construction so as to bring out its meaning very clearly. Using the word in a context very similar to the passage will be penalised. [3]

- (1) continuous (line 10)
- (2) prosperous (line 17)
- (3) graded (line 19)

2. For each of the words given below write a sentence of at least 10 words, using the same word unchanged in form, but with a different meaning from that which it carries in the passage: [3]

- (1) charge (line 2)
- (2) account (line 8)
- (3) stream (line 13)

3. Explain, in the context of the passage, in not more than two sentences of your own, the meaning of each of the following expressions taken from the passage. (Merely using phrases will not do). [4]

- (1) ...self-effacing motherhood (line 12)
- (2) ... age had somehow defeminised her (line 34)

4. Answer the following questions briefly in your own words:

- (i) What tasks did Rashsundari perform to look after the entire household? [4]
- (ii) After the children would keep her up, what would one and the other say? [2]
- (iii) How were women graded and valued in the Nineteenth-century in East Bengal? [2]
- (iv) What does the writer say about the Nineteenth-century behavioural manuals? [2]

5. With close reference to paragraphs 3 and 4 and in not more than 60 words, write about how Rashsundari describes cooking and what she says about the deprivational aspect and about Krishna.

(Failure to keep within the word limit will be penalized)

[10]