

SEE 2080 (2024)
COMPULSORY ENGLISH
Reading and Writing
(Written Test)

Candidates are required to answer the questions in their own words as far as practicable. Figures in the margin indicate the full marks.

Time: 3 hrs.

Full Marks: 75

Attempt all the questions.

1. Read the poem 'Leave this Chanting and Singing' by Rabindranath Tagore, and, choose and copy the correct option to answer the questions given below. (5x 1 = 5)

Leave this chanting and singing and telling of beads!

Whom dost thou worship in this lonely dark corner of a temple with doors all shut?

Open thine eyes and see thy God is not before thee!

He is there where the tiller is tilling the hard ground
and where the pathmaker is breaking stones.

He is with them in sun and in shower,
and his garment is covered with dust.

Put off thy holy mantle and even like him come down on the dusty soil!
Deliverance?

Where is this deliverance to be found?

Our master himself has joyfully taken upon him the bonds of creation;
he is bound with us all forever.

Come out of thy meditations and leave aside thy flowers and incense!

What harm is there if thy clothes become tattered and stained?

Meet him and stand by him in toil and in sweat of thy brow.

- I. Whom does the speaker ask to leave chanting and singing?

A. those who were tattered clothes
B. those who work on the road
C. those who work in the fields
D. those who worship God in temples

- II. Who does the word 'he' in the second stanza refer to?

A. the priest
B. the god
C. the pathmaker
D. the tiller

- III. Which another word does the speaker use to refer to God?

A. tiller
B. pathmaker
C. master
D. deliverance

Contd...

IV. According to the speaker, what is the best way of worshipping God,?

- A. offering flowers and incense B. being rich and proud
C. doing hard work D. doing meditation

V. Where does God reside according to the poem?

- A. inside the temple B. among the workers
C. among the people with beads D. in the universe

2. Read the following text and do the tasks that follow.

Shiokara, Japan

Most Japanese food is simple: it sounds delicious, and it is delicious. But how about raw squid mixed with salty, fermented squid belly? This is Shiokara, a Japanese staple, and one I used to hate. However, I'm slowly coming around. Once you get used to it and you have it with good conversation, this food takes on a whole new beauty.

Jellyfish, China

This dish can appear challenging to those of us who only associate jellyfish with the scary nature of some species of them. There's also a rubbery texture to jellyfish that some find a little challenging. However, the Chinese know what they're doing with these things. They mix jellyfish into salads, pair it with chicken, stir it through sesame oil ... it's all tasty, and it's all low-fat.

Green ants, Australia

You can keep your witchetty foods, as far as I'm concerned: too soft, too many guts. If I'm going for bush food, it's definitely green ants, little insects that are pulled from trees, lightly crushed between your hands, and then eaten. They're lemony, peppery, and delicious. Local producers are even putting them on top of goat's cheeses now, with lemon myrtle, for extra energy. Seriously good.

2.1 Write 'TRUE' for true statements and 'FALSE' for the false ones. (5×1=5)

- I. Shiokara is a main course in Japan. ☒
II. The author does not like eating Shiokara. ☒
III. Jellyfish is not good for those who avoid eating oily foods. /
IV. Green ants belong to witchetty foods. /
V. Lemon myrtle is a kind of fruit. /

2.2 Answer the following questions.

(5×1=5)

- I. What is raw squid mixed with salty, fermented squid belly called?
II. Why do some people not like jellyfish?
III. How do people prepare jellyfish in China?
IV. What is the purpose of topping of green ants in cheese with lemon myrtle?
V. Name the food which people get from the bush.

3. Read the following text and do the tasks that follow.

"Although my passport says I'm a British citizen, at heart I'm still a Nepali," says 39 year-old Binod Baral, a restaurateur, social entrepreneur and consultant chef who runs a restaurant called 'Nepali Bhansaghar.' "Mo:Mo and Roti is my main business," Baral says. "I sell authentic Nepali dishes. You won't get naan or tikka masala or tandoori here. Unlike most restaurants we sell *roti*," Baral says. "You rather get only authentic Nepali food and around 100 varieties of Mo:Mos."

He was only 18 when Baral, who originally hails from Pokhara, first set foot on English soil as a kitchen assistant. In just over two decades, his passion for cooking and hard-work has turned him into a successful hospitality businessman in England, and a proud member of the Nepali diaspora.

After serving Nepali cuisine in London for all these years, Baral now wants to globalize Nepali food. Along with his Nepali peers from all over world, Baral is campaigning for better promotion of Nepali food. He is also writing a Nepali cookbook, which he hopes will be a simple guide to Nepali-style cooking for everyone interested.

"Nepali cooking is no rocket science," he says. "Our cuisine is just about the right heat, the right amount of spices and a lot of love and simplicity." Given Nepal's rich and diverse culture, Baral believes Nepali cuisine has the potential to be as famous as Chinese and Indian food. He thinks lack of research and poor promotion have denied Nepali cuisine its due popularity.

3.1 Choose and copy the correct alternatives to answer the questions given below (5x1=5)

- I. Which of the following foods is available in Bhansaghar?
 - A. naan
 - B. tikka masala
 - C. tandoori
 - D. roti
- II. Where is Binod Baral originally from?
 - A. Britain
 - B. China
 - C. India
 - D. Nepal
- III. How is Binod Baral recognized in the Nepali Diaspora?
 - A. as a successful businessman
 - B. as a kitchen assistant
 - C. as a consultant chef
 - D. as a social entrepreneur
- IV. In which of the following activities has Binod Baral become a champion?
 - A. writing a Nepali cookbook
 - B. banning tandoori and tikka masala
 - C. selling Mo: Mo and roti
 - D. promoting Nepali food abroad

V. What should be done to popularise the Nepali cuisine, according to Binod?

- A. introduce Nepali food abroad B. globalise Nepali food items
C. carry out research and promote it D. campaign for better promotion

3.2 Answer the following questions.

(5x1=5)

- I. Which restaurant does Binod Baral own?
- II. According to Binod Baral, what do most of the restaurants sell?
- III. How old was Binod Baral when he first reached England?
- IV. Why does Binod Baral say that Nepali cooking is not a rocket science?
- V. What makes Binod Baral believe that Nepali food can be as famous as Chinese and Indian food?

4. Read the following text and do the tasks that follow.

Researchers in the United States and China are exploring how games on mobile phones can be used to teach children the Chinese language. The results may help promote the idea of mobile phones as learning devices, especially in rural areas of China.

Computer scientists from Carnegie Mellon, the University of California, Berkeley, and the Chinese Academy of Sciences developed two mobile learning games inspired by traditional Chinese games that emphasize cooperative playing, songs, and handmade objects. The Chinese language is more complex than most other languages because it uses 6,000 characters, each corresponding to a syllable or word. One game, Multimedia Word, has the player recognize and write a Chinese character correctly, based on hints such as a sketch or photo. A second game, Drumming Stroke, has a group of players practice writing Chinese characters in turns; participants must write one then pass the mobile phone to the next player within the beat of a drum stroke of the character in the correct order, and then pass the mobile phone to the next player within the beat of a drum.

Initially, the games were tested with children in Xin'an China. Later, the testing was done at a private school in Beijing. In both cases the games showed that students could improve their knowledge of Chinese characters.

'We believe that the cooperative learning encouraged by the games contributed to character learning,' said Matthew Kam, assistant professor in Carnegie Mellon's School of Computer Science's Human-Computer interaction Institute and project director. "The results of our studies suggest that further development of these games could make inexpensive mobile phones important learning tools, particularly for children in underdeveloped rural areas."

Despite their small screens and low computing power, Kam said, mobile phones could become a major educational resource as wireless carriers and mobile phone manufacturers extend sales into ever more rural areas of the globe.

Use of mobile phone-based games for teaching English literacy has also been investigated to rural children in India and Kenya.

4.1 Match the meanings in Column A with the correct words in given in Column B. One word does not have a match. (5x1=5)

Column A

- I. willing to help or do what people ask
- II. using radio, microwaves, etc. to transmit signals
- III. not costing a great deal
- IV. help to cause or bring about
- V. consisting of many different and connected parts

Column B

- A. complex
- B. cooperative
- C. contribute
- D. development
- E. inexpensive
- F. wireless

4.2 Fill in the gaps with the correct information from the text. (5x1=5)

- I. The purpose of using mobile phones in the classroom in China is
- II. In the first game, the player should recognise and write correctly.
- III. The games were tested in two cities named
- IV. Both games are believed to improve
- V. Matthew Kam works in

4.3 Answer the following questions. (5x1=5)

- I. What motivated computer scientists to develop the games?
- II. Why is Chinese language more difficult to learn?
- III. Mention the names of the games the passage talks about.
- IV. Which device do the players mainly use to play the second game?
- V. What does the study show according to Mathhew Kam?

5. Write a paragraph describing a place of tourist importance in your locality in about 100 words using the given clues. (5)

name of the place naturally and culturally rich easy access
 can be visited in all seasons can be performed adventurous activities

6. Write a readable story with the help of the following outlines in about 100 words. (5)

hungry foxwandering in the jungle in search of food.....finds nothing sees a crow taking meat in its beak fox gets an idea and says "You are beautiful but you can't sing"..... the crow feels proud and opens beak to sing meat drops fox picks it up and eats moral.

7. One of your relatives has invited you to attend his/her wedding ceremony. Write a letter to your Head Teacher asking for a week's leave in about 150 words. (6)
8. Females cover half of the total population in Nepal. However, all are not educated. As a result they lose many economic, political and social opportunities. Write an essay on importance of female education in about 200 words. (8)
9. Reproduce the following sentences as indicated in the brackets. (6x1=6)
- Let's go to the movie, ? (Supply correct tag.)
 - Sita wakes up at 6 a. m. (Change into 'when' question.)
 - I don't understand it. (Change into affirmative.)
 - Mr. Singh said that the sun rises in the east. (Change into direct speech.)
 - Nobody knew the secret. (Change into passive.)
 - Did you know why he (stay) there? (Use the correct form of the verb 'stay'.)
10. Choose and copy the correct answer from the brackets to complete the given text. (Rewriting is not required. Write the letters of the blank spaces and correct answer). (10x0.5=5)
- There was once (a)..... (an/ the/ a/ nothing) young boy who had a problem in controlling his temper. When he became angry, he (b).....(would/ will/ would have/ had) just say anything that come (c).....(in/ on/ to/ out) his mind and hurt people. So his father gave him a bag of nails and a hammer and said, "Every time you get angry, (d)..... (hammer/ to hammer/ hammered/ hammering) one nail into the fence in our backyard."
- The first few days the boy hammered too many nails that he emptied half the bag. Over the weeks, the number of nails in the bag (e).....(were reducing/ reduced/ was reducing/ reduces) gradually, his temper was much in control. Then came a day when he didn't lose his temper at all. He (f)..... (asked/ was asked/ had asked/ asking) to remove one nail each day from the fence.
- Finally, on the day the child was removing the last nail, his father said, "You have done well, boy. (g)..... (Therefore/ Though/ However/ Unless), the holes are still there on the wall. The fence will never be like before, even after repainting, (h).....(will it/ won't it/ will they/ would it) ? "If you say mean things in anger, you (i).....(leave/ left/ will leave/ are leaving) a scar in the person's mind, as the nails did to the fence", the father said. Thus, the father (j)....(had/ has/ got/ having) his son lessen his anger in a cool way.