

**AGA KHAN UNIVERSITY EXAMINATION BOARD**

**HIGHER SECONDARY SCHOOL CERTIFICATE**

**CLASS XI**

**MODEL EXAMINATION PAPER 2018**

**English Compulsory Paper I**

**Time: 55 minutes    Marks: 40**

**INSTRUCTIONS**

1. Read each question carefully.
2. Answer the questions on the separate answer sheet provided. DO NOT write your answers on the question paper.
3. There are 100 answer numbers on the answer sheet. Use answer numbers 1 to 40 only.
4. In each question there are four choices A, B, C, D. Choose ONE. On the answer grid black out the circle for your choice with a pencil as shown below.

Correct Way					Incorrect Ways				
1	(A)	(B)	●	(D)	1	(A)	(B)	(C)	(D)
					2	(A)	(B)	(C)	(D)
					3	(A)	(B)	(C)	(D)
					4	(A)	(B)	(C)	(D)

**Candidate's Signature**

5. If you want to change your answer, ERASE the first answer completely with a rubber, before blacking out a new circle.
6. DO NOT write anything in the answer grid. The computer only records what is in the circles.

### Listening Comprehension Section

In this section, you will hear two passages. Each one will be played two times.

Listen carefully to the first passage and then read questions 1 to 10. You will have two minutes' reading time.

The passage will then be played again. You can make notes on your question paper.

When the passage has finished, enter your answers on your separate answer sheet. You will have four minutes to pencil in your answers.

Follow the instructions on the front page of Paper I to mark which of the options, A, B, C or D, you have selected for each question.

### Listening Passage I

This recording describes how our brain is affected by consumption of sugar.

**Source: Adapted from *How Sugar Affects the Brain* by Ncole Avena TED Talks**

Now listen to the passage.

Mark your responses to these questions on your multiple choice answer sheet.

1. In the beginning of her speech, the speaker refers to several food items. What is common amongst all those food items?
  - A. They are liquids.
  - B. They are cooked by baking.
  - C. They contain carbohydrates.
  - D. They are eaten by children only.
2. The speaker mentions several forms of sugar. Which of the following is NOT mentioned?
  - A. Lactose
  - B. Sucrose
  - C. Maltose
  - D. Fructose
3. According to the speaker, it is important to understand how sugar affects us. The reason she gives is that
  - A. sugar stimulates the brain.
  - B. it is considered unhealthy.
  - C. sugar affects young people only.
  - D. many of us consume sugar often.

4. The speaker says that eating sugar activates brain's reward system. This reward system makes us
- A. eat less.
  - B. eat more.
  - C. lose weight.
  - D. gain control.
5. Which information is heard FIRST?
- A. It's a complicated network...
  - B. What occurs when sugar hits our tongue...
  - C. Just check the labels on sweet products we buy.
  - D. These receptors send a signal up to the brain stem...
6. The phrase, 'increased tolerance to sugar' means that a person's body
- A. would desire more sugar.
  - B. weight would be impacted.
  - C. will digest more sugar than other nutrients.
  - D. will not be impacted by moderate quantity of sugar.
7. Which advice can be inferred from the speech?
- A. Loss of control is related to decreased tolerance of sugar.
  - B. Sugar should be consumed in moderate amount.
  - C. Increased appetite is due to eating more sugar.
  - D. Sugar should never be consumed.
8. As inferred from this speech, sugar makes us feel
- A. sad.
  - B. good.
  - C. active.
  - D. hungry.
9. According to the speaker, sugar behaves like a drug. This is because it
- A. helps us sleep.
  - B. solves our problems.
  - C. gives us happy feelings.
  - D. affects our socialisation.
10. The speaker's last point is that
- A. sugar makes one active.
  - B. cake should be consumed often.
  - C. sugar can be consumed at times.
  - D. people are hooked on sugary foods.

Now, we will play the second passage. It will also be played two times.

Listen carefully to the second passage, and then read questions 11 to 20. You will have two minutes' reading time. The passage will then be played again.

When the passage has finished, enter your answers on your separate answer sheet. You will have four minutes to pencil in your answers.

### Listening Passage II

In this recording, the speaker describes how tea was discovered.

**Source:** Adapted from *The History of Tea* by Shunan Teng TED Talks

Now listen to the passage.

Mark your responses to these questions on your multiple choice answer sheet.

11. The initial part of speaker's speech refers to a/ an
  - A. real-life situation.
  - B. ancient tea ceremony.
  - C. event which may not be true.
  - D. event from Japanese history.
12. Farmer Shennong was searching for
  - A. tea leaves.
  - B. medicinal herbs.
  - C. something to eat.
  - D. archaeological evidence.
13. The speaker MOST likely mentions the ancient Chinese myth to highlight tea's
  - A. legendary significance.
  - B. innovative qualities.
  - C. social significance.
  - D. unreal qualities.

14. In this speech, the Great Pyramids of Giza have been mentioned in order to
- A. highlight tea's ancient origin.
  - B. introduce tea as an international drink.
  - C. describe Egyptian way of preparing tea.
  - D. exhibit medicinal qualities of tea leaves.
15. According to the speaker, almost 1,500 years ago, people started using tea as a
- A. drink.
  - B. medicine.
  - C. food item.
  - D. religious object.
16. Which information is heard FIRST?
- A. It was eaten as a vegetable.
  - B. Tea was the subject of books and poetry.
  - C. Chinese tea was originally consumed very differently.
  - D. A Japanese priest brought the first tea plant to Japan.
17. According to the speaker, the second country to adopt tea culture was
- A. China.
  - B. Japan.
  - C. Egypt.
  - D. the Great Britain.
18. The references to Chinese, Japanese and British cultures highlight the
- A. uses of tea.
  - B. rituals of tea.
  - C. popularity of tea.
  - D. methods of tea preparation.
19. The end of the passage indicates the
- A. medicinal uses of tea.
  - B. varieties in tea plantation.
  - C. ways of preparing tea around the world.
  - D. ways in which tea is sold in Tibet and Turkey.
20. The passage MAINLY describes
- A. how the use of tea has evolved.
  - B. how tea was used in ancient Egypt.
  - C. the methods through which tea is made.
  - D. the discovery of tea by a Japanese farmer.

## Reading Comprehension Section

You have 35 minutes' time for the reading comprehension section. You are advised to spend approximately 17 minutes on each of the given passages. This section has two reading passages; each followed by 10 multiple choice questions.

Read the passage carefully and then answer the multiple choice questions which follow:

### Reading Passage I

The use of language can be an emotive issue. Dialects, accents, and education levels all have an impact on language. Generational differences are often highlighted in particular, usually with older speakers grumbling about the poor command of language spoken by today's youth. But, is this a new phenomenon or has the English language been in decline for some time?

- 5 In a recent article published in *The Economist*, the question of the decline of the English language is explored. Common complaints include poor writing skills, use of mixed language references and slang. Language evolves. Indeed, the English language is particularly evolutionary, readily absorbing borrowed words and expressions from everybody from conquerors to contemporary social icons. It does not take a linguistic scholar to identify words
- 10 in everyday use that are recognisably French, Norse\*, German or textspeak\*\*

- Efforts to stabilise the English language range from the creation of dictionaries and grammar books to the establishment of English language associations. Even in these places, the English language is recognised as a work in process, capturing the changes that become so commonplace that they are accepted into the mainstream. Therefore, should the English
- 15 language be preserved in its current state? Only the most extreme of traditionalists are likely to advocate such stability. Adding words and modifying grammar rules are all part of the process of enhancing the language and thus, giving speakers the tools to articulate meaning in the most accurate way. Otherwise, we might be in a position to describe the modern world in Middle English or to use a cumbersome phrase that a borrowed language word defines perfectly.

- 20 Today's English language purists may complain about the popularity of everything from textspeak to the use of emoticons\*\*\*. Most people would agree that there is a time and a place for different language styles. Informal language is probably not the best option to use in court documents, for example. However, a natural change in language over time reflects the mindset of its people. Although Lynne Truss' excellent book *'Eats, Shoots & Leaves'* illustrates the
- 25 importance of syntax and grammar, today's use of the English language, especially online, also illustrates how well we can communicate with one another in far flung places and across all sorts of cultural, geographical and even generational boundaries.

**Source:** Adapted from the article, *'The Decline of the English Language'* by Pascale Chauvot

\*Norse: North Germanic language that was spoken by inhabitants of Scandinavia and inhabitants of their overseas settlements from about the 9th to the 13th century.

\*\* Textspeak: language regarded as characteristic of text messages, consisting of abbreviations, acronyms, initials, emoticons, etc

\*\*\* emoticons: symbols/ smiley faces, etc. used in a text

Mark your responses to these questions on your multiple choice answer sheet.

21. The purpose of the first paragraph is to
- I. raise awareness about the status of the English language.
  - II. highlight the use of different languages across generations.
  - III. question the reader's preconceived notions about language.
  - IV. emphasise the concerns raised about the use of language skills by today's youth.
- A. I and II
  - B. II and III
  - C. III and IV
  - D. I and IV
22. Paragraph 2 mainly focuses on
- A. demonstrating the fluidity of languages.
  - B. discussing the external influences on English.
  - C. referencing to a publication in The Economist.
  - D. elaborating the author's feelings about changes in English.
23. According to the author, English language should
- A. be stabilised.
  - B. evolve with time.
  - C. be articulated better.
  - D. become conventional.
24. The text type of the given passage can be identified as
- A. expository.
  - B. argumentative.
  - C. personal narrative.
  - D. compare and contrast.
25. In lines 18-19, the phrase '...or to use a cumbersome phrase that a borrowed language word defines perfectly.' is used to describe the
- A. conventional changes made in languages.
  - B. issues of using Middle English in modern times.
  - C. challenges faced if language shows inadaptability.
  - D. preference of using non-English words frequently.
26. In the last paragraph, the term 'purist' (line 20) is used in reference to that group of people who want to preserve the English language. Another word used for them in the passage is
- A. conquerors.
  - B. social icons.
  - C. traditionalists.
  - D. linguistic scholar.

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27. The reason behind the author's reference to Lynne Truss's book in the last paragraph is to
- A. give importance to English.
  - B. show the importance of diversity.
  - C. illustrate the need for global communication.
  - D. exemplify the use of linguistic skills to communicate.
28. In line 12, the pronoun, 'these' refers to
- I. dictionaries
  - II. grammar books
  - III. English Language Associations
- A. I only.
  - B. I and II.
  - C. III only.
  - D. II and III.
29. A possible title for paragraph 3 would be
- A. Language Reforms.
  - B. Modernising English.
  - C. Language: New Meanings.
  - D. The Development of Syntax in Language.
30. Which of the following can be categorised as formal language?
- I. Textspeak
  - II. Emoticons
  - III. Norse
  - IV. French
- A. I and II
  - B. II and III
  - C. III and IV
  - D. IV only



Now read the following passage carefully and answer the questions that follow.

### Reading Passage II

It was dark still, but there was enough light to see by. Light on pandemonium it was. Nature can put on a thrilling show. The stage is vast, the lighting is dramatic, the extras are innumerable, and the budget for special effects is absolutely unlimited. What I had before me was a spectacle of wind and water, an earthquake of the senses that even Hollywood couldn't orchestrate. But, the earthquake stopped at the ground beneath my feet. The ground beneath my feet was solid. I was a spectator safely ensconced in his seat.

It was when I looked up at a lifeboat on the bridge castle that I started to worry. The lifeboat wasn't hanging straight down. It was leaning in from its davits. I turned and looked at my hands. My knuckles were white. The thing was, I wasn't holding on so tightly because of the weather, but because otherwise I would fall in towards the ship. The ship was listing to port, to the other side. It wasn't a severe list, but enough to surprise me. When I looked overboard the drop wasn't sheer any more. I could see the ship's great black side.

A shiver of cold went through me. I decided it was a storm after all. Time to return to safety. I let go, hotfooted it to the wall, moved over and pulled open the door.

Inside the ship, there were noises. Deep structural groans. I stumbled and fell. No harm done. I got up. With the help of the handrails I went down the stairwell four steps at a time. I had gone down just one level when I saw water. Lots of water. It was blocking my way. It was surging from below like a riotous crowd, raging, frothing and boiling. Stairs vanished into watery darkness. I couldn't believe my eyes. What was this water doing here? Where had it come from? I stood nailed to the spot, frightened and incredulous and ignorant of what I should do next. Down there was where my family was.

I ran up the stairs. I got to the main deck. The weather wasn't entertaining any more. I was very afraid. Now it was plain and obvious: the ship was listing badly. And it wasn't level the other way either. There was a noticeable incline going from bow to stern. I looked overboard. The water didn't look to be eighty feet away. The ship was sinking. My mind could hardly conceive it. It was as unbelievable as the moon catching fire.

Where were the officers and the crew? What were they doing? Towards the bow I saw some men running in the gloom. I thought I saw some animals too, but I dismissed the sight as illusion crafted by rain and shadow. We had the hatch covers over their bay pulled open when the weather was good, but at all times the animals were kept confined to their cages. These were dangerous wild animals we were transporting, not farm livestock. Above me, on the bridge, I thought I heard some men shouting. The ship shook and there was that sound, the monstrous metallic burp. What was it? Was it the collective scream of humans and animals protesting their oncoming death? Was it the ship itself giving up the ghost? I fell over. I got to my feet. I looked overboard again. The sea was rising. The waves were getting closer. We were sinking fast.

**Source: Adapted from *The Life of Pi* by Yann Martel**

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Mark your responses to these questions on your multiple choice answer sheet.

31. In paragraph 1, the narrator compares nature and Hollywood films in order to
- A. describe that art is present in nature.
  - B. discuss the earthquake that was about to come.
  - C. highlight the dramatic effect of changing scenes.
  - D. explain his feelings about the films he recently watched.
32. 'An earthquake of the senses' in line 4 indicates the narrator's
- A. emotions at witnessing nature's might.
  - B. confusion at witnessing a mighty storm.
  - C. concern to save himself from the severity of weather.
  - D. emphasis on describing why he felt calm despite the storm.
33. The word 'orchestrate' (line 4) is CLOSEST in meaning to
- A. desire.
  - B. accept.
  - C. imagine.
  - D. demonstrate.
34. In paragraph 2, why were the narrator's knuckles white?
- A. He was feeling very cold.
  - B. He was hanging from the ship.
  - C. He was wearing gloves for a long time.
  - D. He was holding onto the ship very tightly.
35. The purpose of paragraph 2 is to
- A. describe the ship.
  - B. sketch narrator's feelings.
  - C. build anticipation of the coming storm.
  - D. discuss narrator's concerns about his family.
36. Which expression MOST vividly indicates the narrator's fears?
- A. Deep structural groans.
  - B. A shiver of cold went through me.
  - C. Now it was plain and obvious: the ship was listing badly.
  - D. It was when I looked up at a lifeboat on the bridge castle that I started to worry.

37. The words ‘nagging, frothing and boiling’ are used in paragraph 4 to describe the
- A. storm outside the ship.
  - B. uncontrolled rush of water.
  - C. atmosphere experienced by the ship’s crew.
  - D. severity of weather experienced by the narrator.
38. The phrases ‘like a riotous crowd’ (line 18) and ‘unbelievable as the moon catching fire’ (line 26) are indicative of the comparisons the narrator has made to describe what he experienced.
- The MOST likely reason for using these comparisons is to demonstrate the
- A. impact and severity of his feelings.
  - B. rhythm created through those words.
  - C. severity of weather he has experienced.
  - D. positivity required to cope with difficult situations.
39. The narrator becomes certain that the ship is sinking in paragraph
- A. 1.
  - B. 2.
  - C. 4.
  - D. 5.
40. “I stood nailed to the spot” (line 20) means that the narrator was
- A. using tools to save others.
  - B. unable to move due to shock.
  - C. waiting for the ship crew at a spot.
  - D. doubtful whether he should move or not.

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