Vikram’s English Academy (ICSE)

**ENGLISH Paper- 1**

**Set B**

***(Two hours)***

*Answers to this Paper must be written on the paper provided separately.*

*You will* ***not*** *be allowed to write during the first* ***15*** *minutes.*

*This time is to be spent in reading the question paper.*

*The time given at the head of this Paper is the time allowed for writing the answers.*

*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* ***35*** *minutes in answering* ***Question 1***

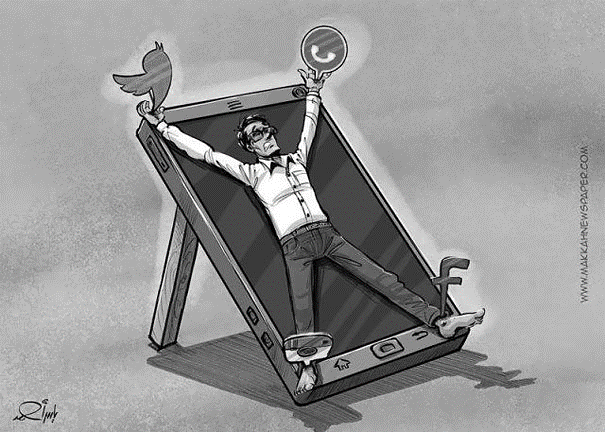
*And* ***20*** *minutes in answering* ***Question 2****.*

**Question 1 [25]**

***(Do not spend more than 35 minutes on this question.)***

**Write a composition (350-400 words) on any one of the following:**

1. Should English be given more importance than the mother tongue in schools? Express your views either for or against this statement.
2. Write an essay on the following topic: Smartphones will transform the world in the present century.
3. Write a narrative essay about an encounter between a human being and an animal.
4. You have recently been in close contact with a group of foreigners who came to your country to participate in a cultural festival. Describe why they chose to come to India and record their impressions about India.
5. Write the story that begins with: When there was a gun shot, all eyes turned to that direction….
6. Study the picture given below. Write a story or a description or an account of what it suggests to you. Your composition may be about the subject of the picture or you may take suggestions from it; however there must be a clear connection between the picture and your composition.



**Question 2 [10]**

***(Do not spend more than 20 minutes on this question.)***

**Select any one of the following:**

1. You feel sad at the sight of fat people cutting a sorry figure before others. You realise it is all because of the wrong eating habits they had cultivated during their childhood. Moved by this,

you decide to write a letter to the Education Minister convincing him to implement health education in schools.

1. Write a letter to your friend in England telling him what you think about demonetization, its effects and your share of experience.

**Question 3 [25]**

**Read the following passage carefully and answer the questions that follow:**

The sergeant-major shook hands and taking the **proffered** seat by the fire, watched contentedly while his host got out whiskey and tumblers and stood a small copper kettle on the fire. At the third glass he began to talk, the little family circle regarding with eager interest this visitor from distant parts, as he spoke of wild scenes; of wars and plagues and strange peoples. “Twenty-one years of it,” said Mr. White, nodding at his wife and son. “When he went away he was a youth in the warehouse. Now look at him. I’d like to go to India myself, just to look round a bit, you know.” “Better where you are,” said the sergeant major, shaking his head. “I should like to see those old temples and fakirs and jugglers,” said the old man. “What was that you started telling me the other day about a monkey’s paw or something, Morris?” “Nothing” said the soldier, hastily.

“Monkey’s paw?” said Mrs. White, curiously. “Well, it’s just a bit of magic, perhaps,” said the sergeant-major, **offhandedly.** His three listeners leaned forward eagerly. “To look at,” said the sergeant-major, “It’s just an ordinary little paw, dried to a mummy.” He took something out of his pocket and proffered it. Mrs White drew back with a **grimace,** but her son, taking it, examined it curiously. “And what is there special about it?” inquired Mr White as he took it from his son, and having examined it, placed it upon the table. “It had a spell put on it by an old fakir,” said the sergeant- major. “He wanted to show that those who interfered with fate did so to their sorrow. He put a spell on it so that three separate men could each have three wishes from it.” “Well, why don’t you have three, sir?” said Herbert White, cleverly. “I have,” said the soldier quietly, and his **blotchy** face whitened. “And did you really have the three wishes granted?” asked Mrs. White. “I did,” said the sergeant-major. “And has anybody else wishes?” persisted the old lady. “The first man had his three wishes. Yes,” was the reply; “I don’t know what the first two were, but the third was for death. That’s how I got the paw.” His tone was so grave that a hush fell upon the group. “If you’ve had your three wishes, it’s no good to you now, then, Morris,” said the old man at last. “What do you keep it for?” The soldier shook his head. “Fancy, I suppose,” he said, slowly. “I did have some idea of selling it, but I don’t think I will. It has caused enough mischief already. Besides, people think it’s a fairy tale.” “If you could have another three wished,” said the old man, eyeing him keenly, “would you have them?” “I don’t know,” said the other. “I don’t know.”

He took the paw and suddenly threw it upon the fire. White, with a slight cry, stooped down and snatched it off. “Better let it burn,” said the soldier solemnly. “If you don’t want it, Morris,” said the other “give it to me.” “I won’t,” said the friend, **doggedly.** “I threw it on the fire. If you keep it, don’t blame me for what happens. Pitch it on the fire again like a sensible man. ”

The other shook his head and examined his new possession closely. “How do you do it?” he inquired. “Hold it up in your right hand and wish aloud,” said the sergeant-major, “but I warn you of the consequences.”

“Sounds like the Arabian Nights,” said Mrs. White, as she rose and began to set the supper. “Don’t you think you might wish for four pair of hands for me?” Her husband drew the talisman from his pocket, and then all three burst into laughter as the sergeant major with a look of alarm on his face, caught him by the arm. “If you must wish,” he said, gruffly, “wish for something sensible.” Mr. White dropped it back in his pocket, and motioned his friend to the table. In the business of supper

the talisman was partly forgotten, and afterward the three sat listening to a second instalment of the soldier’s adventures in India, before he left to catch the last train.

**(a) Give the meaning of each of the following words as used in the passage: [5]**

(i) proffered

(ii) offhandedly

(iii) grimace

(iv) blotchy

(v) doggedly

**(b) Answer the following questions briefly in your own words:**

(i) What is the other name for the talisman? Describe it. **[3]**

(ii) Why did the family listen to the sergeant-major with eager interest? Give at least three reasons, with evidence from the text. **[3]**

(iii) What kind of spell did the fakir put on the paw? Why? **[2]**

(iv) When Morris was asked about the monkey’s paw, why did he dismiss the question ‘offhandedly’? **[2]**

**(c) (i) In not more than 60 words, mention how the talisman works and the different wishes of different people. [8]**

**(ii) Give a title to your summary in 3 (c). Give a reason to justify your choice. [2]**

**Question 4**

1. **Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage, but write in correct serial order the word or phrase appropriate to the blank space. [4]**

It must\_\_ (1) \_\_\_ (be) more than thirty years ago that I was asked to do a profile of Mother Teresa. I \_\_ (2) \_\_ (write) to her \_\_ (3) \_\_\_ (seek) permission to call on her. Having got it I \_\_ (4) \_\_\_ (spend) three days with her knowing the details of her life. Nothing in my long journalistic career\_\_\_ (5) \_\_\_ (remain) as sharply etched as those days in Calcutta. Before I \_\_\_ (6) \_\_\_\_ (meet) her I read a book on her. The writer\_\_\_\_ (7) \_\_\_\_ (go) to make a film on her. It \_\_\_ (8) \_\_\_ (shoot) in Kalighat.

1. **Fill in the blanks with an appropriate word: [4]**
2. The tractor was coming down \_\_\_full speed.
3. I want to go back \_\_\_\_sleep.
4. Don’t loiter \_\_\_ the courtyard.
5. He was \_\_\_ since early in the morning.
6. The kitchen filled \_\_\_ with aroma of the spices.
7. You are different \_\_\_\_ all the others.
8. The thieves broke\_\_\_ from the rear door.
9. I am failing \_\_\_ my duty as a teacher.
10. **Join the following sentences to make one complete sentence without using *and, but* or *so*: [4]**
11. He arrived. He spoke French very fluently.
12. She told them. He had been working there for fifteen years.
13. You remember a speech. You may make one up.
14. They were his enemies. They swore to revenge on him.

**d) Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence. [8]**

1. In addition to accountability, we need to imbibe integrity in the young generation. (Make it negative)
2. Had he been invited, he would have come. (Use ‘otherwise’)
3. The sun rose and the fog dispersed. (Begin with ‘No sooner…’)
4. She died young. (Use the noun form of the adjective given in the sentence)
5. Walk quickly or else you will miss the train. (Use ‘if’)
6. He persevered so steadily that he succeeded at last. (Use ‘too’)
7. The air of the plains is not so cool as that of the hills. (Use ‘cooler’)
8. He says to her, “I want to leave the country tonight.” (Rewrite with ‘He tells….’)