| STATE OF THE PARTY | Roll No. | | | | |
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| Answer Sheet No | |
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ENGLISH ADVANCE / ELECTIVE HSSC-I

SECTION - A (Marks 20)

| NOTE: | Sec | tion-A | | ed in the | parts of this section are to be answered on the e first 25 minutes and handed over to the red. Do not use lead pencil. | | | |
|--|---|---|---|--------------|--|--|--|--|
| Q. 1 | Circle the correct option i.e. A / B / C / D. Each part carries one mark. | | | | | | | |
| | (i) | The | poem 'Break, Break, Break' expresses t | he | | | | |
| | | A. | Immortality of human life | | | | | |
| | | B. | Indifference of the world of Nature to | the fate | of man | | | |
| | | C. | Interdependency of Man and Nature | ; | | | | |
| | | D. | Prevalence of evil in the world | | | | | |
| | (ii) | Wha | t is the substance of Milton's complaint t | to God? (l | Refer to the Sonnet 'On His Blindness') | | | |
| | | A. | Man's ingratitude | B. | Strange are the ways of God to men | | | |
| | | C. | Blindness of Milton | D. | None of these | | | |
| | (iii) | Wha | t does the phrase " colossal wreck " refe | er to in 'O: | zymandias of Egypt'? | | | |
| | | A. | Loss of life in a shipwreck | B. | Shattered statue of Ozymandias | | | |
| | | C. | Famine in Egypt | D. | Moral bankruptcy | | | |
| | (iv) | Olive | er Goldsmith in 'The Deserted Village' la | ments ov | er the | | | |
| | | A. | Mass exodus of village population to cities | | | | | |
| | | B. | Desertification of English villages as a result of Enclosure Acts | | | | | |
| | | C. | Extreme poverty | | | | | |
| | | D. | Hardships faced by the rural por | oulation | | | | |
| | (v) | Whe | re did Rose Aylmer die? | | | | | |
| | | A. | England | B. | Ireland | | | |
| | | C. | America | D. | India | | | |
| (vi) What does the literary term "Cadence" mean? | | | t does the literary term "Cadence" mear | | | | | |
| | | A. | Made white by the moonlight | B. | Sequence of sounds ascending in pitch | | | |
| | | C. | Consonant sounds | D. | Sequence of sounds descending in pitch | | | |
| | (vii) | "My I | heart aches, and a drowsy numbness pa | ains" is th | e opening line of | | | |
| | | A. | The Soldier | B. | Dover Beach | | | |
| | | C. | Ode to a Nightingale | Ð. | Prospice | | | |
| | (viii) | In the poem 'All But Blind' Walter De La Mare tells about | | | | | | |
| | | A. | Blind indifference of Nature | | | | | |
| | | B. | Human incapacity to know the whole truth | | | | | |
| | | C. | Injustices prevailing in society | | | | | |
| | | D. Gifted intelligency of the mole, the bat and the owl | | | | | | |
| | (ix) | Mattl | hew Arnold in his famous poem 'Dover I | Beach' ex | presses | | | |
| | | A. | Agonies of religious doubt | B. | Torments of spiritual sterility | | | |
| | | C. | Evils of growing industrialization | Đ. | Benefits of capitalism | | | |

DO NOT WRITE ANYTHING HERE

| (x) | "Ethe | "Ethereal" means | | | | | | |
|---------|---|--|----------|--|--|--|--|--|
| | A. | Earthly | B. | Insubstantial | | | | |
| | C. | Humble | D. | Stately | | | | |
| (xi) | How | How does Bertrand Russell describe modern industry? (Refer to the essay 'The Limits of Human Power') | | | | | | |
| | A. | Monopolistic | B. | Labour - intensive | | | | |
| | C. | Energy - efficient | D. | A spendthrift | | | | |
| (xii) | The p | hrase "to get the better of " means | | | | | | |
| | A. | To help | B. | To defeat / outwit | | | | |
| | C. | To draw attention | D. | To argue | | | | |
| (xiii) | Accor | According to G.B. Shaw in 'Landlords and Industrial Employers' most people thought it quite | | | | | | |
| | natural that great folk should have great | | | | | | | |
| | A. | Privileges | B. | Designs | | | | |
| | C. | Assets | D. | Values | | | | |
| (xiv) | What | does the phrase "to tear one's hair out" | mean? | | | | | |
| | A. | Be dispassionate | B. | To be in a mood of extreme anger / despair | | | | |
| | C. | Regret a wrongdoing | D. | Be in a pensive mood | | | | |
| (xv) | "Alpha of the Plough" is the pseudonym of | | | | | | | |
| | A. | Mark Twain | B. | E.V. Knox | | | | |
| | C. | Stephen Leacock | D. | A.G. Gardiner | | | | |
| (xvi) | "Gold | len Horn" is the name of a | <u> </u> | | | | | |
| | A. | Building | В. | Harbour | | | | |
| | C. | Poem | D. | Geographical area | | | | |
| (xvii) | Most | vices demand considerable | | (Refer to the essay 'Why Not Stay at Home?') | | | | |
| | A. | Self-sacrifices | B. | Vision | | | | |
| | C. | Boredom | D. | Desultory reading | | | | |
| (xviii) | Bradf | ford, an industrial town of U.K, is situate | d in | | | | | |
| | A. | Hampshire | B. | Lankshire | | | | |
| | C. | Yorkshire | D. | Derbishire | | | | |
| (xix) | A person who does not understand real culture or art and literature is called a | | | | | | | |
| | A. | Novice | B. | Philistine | | | | |
| | C. | Baboon | D. | Sage | | | | |
| (xx) | Who | wrote the novel 'Sons and Lovers'? | | | | | | |
| | A. | Aldous Huxley | B. | E.M. Forster | | | | |
| | C. | Mark Twain | D. | D.H. Lawrence | | | | |
| For Ex | or Examiner's use only: | | Tota | ıl Marks: | | | | |
| | | | Mari | ks Obtained: | | | | |

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ENGLISH ADVANCE / ELECTIVE HSSC-I

Total Marks Sections B and C: 80

Time allowed: 2:35 Hours

Sections "B" and "C" comprise pages 1-2 and questions therein are to be answered on the separately provided answer book. Answer all the questions from Section "B" and Section "C". Use supplementary answer sheet i.e. Sheet-B if required. Write your answers neatly and legibly.

SECTION - B (Marks 46)

Note: Attempt All the questions.

Q. 2 Answer the following parts in about 50 to 60 words each: `

(6x4=24)

- (i) Reading for most people "is an agreeable way of killing time and obviating the painful necessity of thinking, when we have nothing else to do". Comment with reference to W.R. Inge's essay 'Spoon Feeding'.
- (ii) Why is E.M. Forster in his essay 'Does Culture Matter?' reluctant to use the word "culture"? Explain briefly.
- (iii) How do scientific knowledge and scientific technique differ from each other? Give your understanding in the light of Bertrand Russell's essay 'The Limits of Human Power'.
- (iv) Describe the birth of the Great Gun as given by A.G. Gardiner. What does he imply from it?
- (v) Why did the employers stir up public feeling against the landed gentry in England? Refer to the essay 'Landlords and Industrial Employers'.
- (vi) How does E.V. Knox avoid fatigue in his daily life? Refer to the essay 'How to Live Long?'

-OR-

Out of the two humorous essays 'Your Car: Driving and Arriving' and 'The Little Black Car' which made you laugh more and why?.

Q. 3 a. Answer any TWO of the following parts in about 70 to 75 words each:

(2x6=12)

- (i) How does Emily Bronte in 'Last Lines' justify her assertion that death can destroy nothing?
- (ii) The poem 'Dover Beach' eloquently expresses agonies of religious doubt experienced by many Christians during the nineteenth century. How does Matthew Arnold express this reality and does this poem help you overcome some of your such doubts?
- (iii) Keeping in mind the poem 'To A Skylark' briefly give your own view on Wordsworth's opinion that the wise are those "who soar, but never roam".

b. Keeping in mind their context explain any TWO of the following stanzas: (2x5=10)

- (i) And the stately ships go on
 To their haven under the hill;
 But O for the touch of a vanish'd hand,
 And the sound of a voice that is still!
- (ii) She stood in tears amid the alien corn;
 The same that oft-times hath
 Charm'd magic casements, opening on the form
 Of perilous seas, in faery lands forlorn.
- (iii) The tatter'd outlaw of the earth,
 Of ancient crooked will;
 Starve, scourge, deride me; I am dumb,
 I keep my secret still.

SECTION - C (Marks 34)

Note: Attempt ALL the questions.

Q. 4 Write an essay of about 300-350 words on ONE of the following topics:

(15)

- (i) Importance of Having Reading Habit
- (ii) Modern Era is an Era of Declining Moral Values

Q. 5 Combine SEVEN of the following pairs of simple sentences to make one sentence each using a conjunction or a relative pronoun or any other suitable connective:

(7)

- (i) They shot the dog. It had bitten the child.
- (ii) All the neighbours came. I had invited them.
- (iii) Difficult and dangerous jobs need to be done. People can rely on robots.
- (iv) The football game was stopped in the second half. Heavy lightning began.
- (v) Here is the pen. You lent me.
- (vi) He is the police officer. He gunned down the most wanted man.
- (vii) The food should not be eaten. It has turned bad.
- (viii) I got up early this morning. I was still tardy for school.

Q. 6 Read the following passage carefully and answer the questions appended to it:

Most students do not undersand how to study well. A student can work and learn in the best way only up to a limited number of hours. He should make the best use of these study hours. If he studies more, he is tired and learns less or will not remember anything. We should try to find how many hours we can study well before getting tired. When the period of tiredness or fatigue comes, we should stop. The best number of hours a student can work in the best way will depend on his work and personality. It will also depend on the period of time when he is working or studying. Five hours a day is generally good. When he cannot understand and remember the same material, he should stop.

We can not provide rest to the mind only by sitting idle or by resting. The mind works even if we lie down or sleep. Mental rest comes when we stop studying and start doing something enjoyable.

All the ideas or knowledge in the mind should be well-arranged as it is like a store-room. We should be able to use these well-arranged points of knowledge easily and quickly. While revising before the examination, we should not learn new material. Any new material at this stage will only confuse and upset us. We should revise and polish up what we have already learnt.

Questions:

| (1) | vvnen can a student learn in the best way? | (2 |
|-------|---|----|
| (ii) | When do we get tired while studying and what is the writer's advice? | (2 |
| (iii) | What does the writer recommend for true rest and for having well-arranged ideas in our minds? | (2 |
| (iv) | Summarise the passage in about one third of its length and give it a suitable title. | (6 |

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