

**ENGLISH PAPER 1**  
**(LANGUAGE)**

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***Maximum Marks: 80***

***Time Allowed: Three 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 [ ].*

*(You are advised to spend not more than **45 minutes** on **Question 1**,*

***55 minutes** on **Question 2**, **30 minutes** on **Question 3** and*

***50 minutes** on **Question 4**).*

*(You should begin each answer on a fresh page.)*

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**Question 1**

Write a composition (in approximately 400 – 450 words) on **any one** of the following subjects: [20]

(You are reminded that you will be rewarded for orderly and coherent presentation of matter, use of appropriate style and general accuracy of spelling, punctuation and grammar.)

- (i) Last year, you visited your grandparents. There, you participated in a local festival. Describe the way people were dressed, the different cultural events and the food sold in the stalls. What were your feelings as you returned from the festivities?
  - (ii) While you were at home during the lockdown due to the pandemic, an exciting event took place that turned you into a local hero. Narrate the incident.
  - (iii) Advertisements should only present the truth. Argue for or against this idea.
  - (iv) Hope
  - (v) ‘Be the change you want to see.’ Present your reflections on this statement.
  - (vi) Write an original short story that begins with the following words.:  
He stood still in the kitchen, wondering what to do, when...
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## Question 2

- (i) You are the Head Boy/ Head Girl of *The XYZ School* and you have been asked to give a speech at the morning assembly on the topic – Waste Not, Want Not. Use the following guidelines to write the speech: **[15]**

Greeting and address to the gathering—importance of resources—careful use of food—careful use of money—conserving electricity—preserving the environment for the next generation.

- (ii) As the President of the Student Council of *The XYZ School*, you have been asked to organise a food festival. The proceeds from the sale will be donated to an animal shelter nearby. Write a proposal in not more than 150 words, outlining the steps you would take to make this event a success. **[10]**

## Question 3

Answer sections (i), (ii) and (iii).

- (i) In each of the following items, sentence **I** is complete, while sentence **II** is not. Complete sentence **II**, making it as similar as possible to sentence **I**. Write sentence **II** in each case. **[5]**

Example:

- (z) (I) The heavy showers of rain revived the plants  
(II) The plants.....

Answer: (z) The plants were revived by the heavy showers of rain.

- (a) (I) They are repairing my piano at the moment.  
(II) My .....
- (b) (I) If you do not reach the theatre early, you will not get a good seat.  
(II) Unless .....
- (c) (I) There were many obstacles, yet she succeeded in her mission.  
(II) Although .....
- (d) (I) Chocolate cake is the best dessert I have ever eaten.  
(II) No .....
- (e) (I) Scarcely did the famous store open when they all rushed in.  
(II) As soon as .....

- (ii) Fill in each blank with a suitable word. (Do not write the sentence.) [5]
- (a) She decided not to give \_\_\_\_\_ to the pressure.
  - (b) The teacher asked me to give \_\_\_\_\_ the worksheets.
  - (c) The young man set \_\_\_\_\_ his own business.
  - (d) The CEO set \_\_\_\_\_ the rules on the very first day of the year.
  - (e) When his friends come home, he puts \_\_\_\_\_ a fake accent.
  - (f) Do not put \_\_\_\_\_ for tomorrow what you can do today.
  - (g) She advised me not to look \_\_\_\_\_ on what had already happened.
  - (h) If you look \_\_\_\_\_ it carefully, you can see the mark.
  - (i) Go \_\_\_\_\_ the document carefully before you sign it.
  - (j) The price of gold is not likely to go \_\_\_\_\_ anytime soon.

- (iii) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage but write the verbs in the correct order. [5]

As the highway policeman was \_\_\_\_\_ (1) (watch), he \_\_\_\_\_ (2) (notice) a car inching along really slowly. Thinking that an extremely slow car is as dangerous as a speeding one, he \_\_\_\_\_ (3) (pull) the car aside. He \_\_\_\_\_ (4) (approach) it and noticed that there were five old ladies, two in the front and three at the back, looking wide eyed and white as ghosts. The lady who had been \_\_\_\_\_ (5) (drive) said, "Officer, I was not speeding. Why did you pull me up?"

The officer \_\_\_\_\_ (6) (reply) that going below the speed limit was also dangerous for other drivers.

"Slower than the speed limit? No sir, I was \_\_\_\_\_ (7) (do) exactly twenty-two miles per hour!" the old woman \_\_\_\_\_ (8) (say) proudly, pointing to a board.

The officer chuckled and said, "Ma'am, that's the route number, not the speed limit."

A bit embarrassed, the woman smiled and \_\_\_\_\_ (9) (thank) the officer for pointing out the error. As she started the car, the officer said, "Before I let you go, I must ask, are these other ladies ok? They seem to be a bit shaken and have not \_\_\_\_\_ (10) (utter) a word."

"Oh, they'll be alright in a bit. We just got off route 119."

#### Question 4

Read the passage given below and answer the questions (i), (ii) and (iii) that follow:

- (1) Mrs. Knight's school, to which Katy Carr went, was a low, one-storey building, and had a yard behind it, in which the girls played at recess. Next door to it was Miss Miller's school, equally large and popular, and with a yard behind it also. Only a high board fence separated the two playgrounds; and a feud raged constantly between the two schools as to the several merits of the respective teachers and their methods of teaching. 5
- (2) Mrs. Knight's had one great advantage over the other; it possessed a wood-shed with a climbable roof, which commanded Miss Miller's premises, and upon this roof the girls used to sit in rows, turning up their noses at the foe in the next yard.
- (3) One morning, Katy was late for school. She could not find her things. Her algebra, as she expressed it, had "gone and lost itself" and the string was off her sun-hat. She ran about searching for these articles and banging doors, till Aunt Izzie was out of patience. 10
- (4) "As for your algebra," she said, "if it is that very dirty book with only one cover, you will find it under the kitchen table; and here is the hat-string. Now, stand still and don't fidget! You shan't stir till I have sewed it on properly." 15
- (5) It was not easy to do so, but Katy bore it as well as she could, only shifting perpetually from one foot to the other. The minute she was released, she flew into the kitchen, seized the algebra, and rushed like a whirlwind to the school.
- (6) She ran as fast as she could, but time ran faster, and before she was half-way there, the town clock struck nine, and all hope was lost. She marched into school in a very cross mood. 20
- (7) A day begun in this manner is pretty sure to end badly, as most of us know. All the morning through, things seemed to go wrong. Firstly, Katy made errors in her grammar lessons. Then her hand shook so much when she wrote her composition, that the writing could hardly be read and Mrs. Knight said that she had to do it all over again. This made Katy crosser than ever; the tears came into her eyes from vexation, and she made a bolt for the yard as soon as the bell rang, climbing up all alone to the wood-house roof, where she sat with her back to the school, trying to get her face in order before the rest should come. 30
- (8) Miss Miller's clock was about four minutes slower than Mrs. Knight's, so the next playground was empty. It was a warm, breezy day, and as Katy sat there, suddenly a gust of wind blew, and seizing her sun-hat, which was only half tied on, whirled it across the roof. She clutched after it as it flew, but too late. Once, twice, thrice it flapped and Katy saw it lying in a crumpled little heap in the enemy's yard. 35

- (9) This was horrible! Not merely losing the hat, but to lose it so! In another minute, the Miller girls would be out. Was it to be endured? Never! Katy set her teeth, and sliding rapidly down the roof, seized the fence, and with one bold leap, vaulted into Miss Miller's yard.

**Adapted from:** *What Katy Did*  
*By Susan Coolidge*

- (i) (a) Given below are three words and phrases. Find the words which have a similar meaning in the passage: [3]
- (1) Break time
  - (2) Prolonged quarrel or dispute
  - (3) A feeling of being annoyed
- (b) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]
- (1) cross (line 22)
  - (2) bolt (line 28)
  - (3) school (line 29)
- (ii) Answer the following questions in your own words as briefly as possible:
- (a) Explain the phrase, 'turning up their noses'. State how this feeling is brought out in the passage. [2]
  - (b) Describe the uniqueness of Katy Carr's school. [2]
  - (c) What made Katy late to school one day? [2]
  - (d) How did Aunt Izzie help her out? Explain whether this served the purpose. [2]
- (iii) Summarise all the things that went wrong for Katy in school, ultimately forcing her to jump into Miss Miller's playground (paragraphs 6 to 9). You are required to write the summary in the form of a connected passage in about 100 words. Failure to keep within the word limit will be penalised. [6]