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**BARNES SCHOOL AND JUNIOR COLLEGE, DEVLALI  
HALF YEARLY EXAMINATION 2011**

**ENGLISH - I**

**TIME: Three hours**

**CLASS 12**

**MAX MARKS: 100**

*Attempt all four questions. (This paper has Four printed sides)*

*The intended marks for questions or parts of questions are given in brackets [ ].*

*(You are advised to spend not more than 50 minutes on Question 1, 40 minutes on Question 2,  
30 minutes on Question 3 and 1 hour on Question 4.)*

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

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Question 1

Write a composition (in approximately 450-500 words) on anyone of the following subjects:- [30]

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

- (a) 'Advancement in Science and Technology has made life more convenient and comfortable'  
Describe 'one day' in the life of a common man, highlighting the significance of the above statement.
- (b) 'The joys and challenges of adolescence'. Explore the theme by referring to your own experiences.
- (c) Inspiration.
- (d) 'The end justifies the means'. Argue for or against the proposition.
- (e) 'We fight for our rights but forget our duties'. Bring out the implication of this statement giving your own views.
- (f) (i) Write an original story which has for its ending:  
I said to myself, "Truth indeed is stranger than fiction".

OR

- (ii) Write an original story entitled: 'The Secret'.

Question 2

[20]

The Interact Club of your school held a week long literacy campaign recently. As a member of the club, write a report for the school magazine in about 300 words on the activities undertaken by the club members during the campaign. Use the notes given below. You may include other relevant details.

Announcement about the campaign in the morning assembly - purpose of the campaign - banners and posters made. - visit to a slum - interaction between members of the club and the children of the slum - books, notebooks and stationery distributed - children taught in groups - food packets distributed - response from learners.

Answer sections (a), (b) and (c).

- (a) In each of the following items, sentence A is complete, while sentence B is not. Complete sentence B, making it as similar in meaning as possible to sentence A. Write down sentence B in each case.

Example:

- (0) (A) Everyone knows that Ram is brave.  
 (B) There is no one.....

Answer: (0) There is no one who does not know that Ram is brave.

- (1) (A) Those who are honest are trusted by all.  
 (B) The.....
- (2) (A) Kusum is not as intelligent as her brother Kabir.  
 (B) Kabir. ....
- (3) (A) There were many problems in the beginning, all the same it has been a successful event.  
 (B) Notwithstanding the.....
- (4) (A) She was in a hurry and I was in a hurry too.  
 (B) .....She was in a hurry and so.....
- (5) (A) Mr. Kapoor taught us western music in school.  
 (B) ..... We were.....
- (6) (A) I am sorry I am unable to accompany you.  
 (B) ..... I regret my.....
- (7) (A) Smoking can cause damage to your health.  
 (B) ..... Your health.....
- (8) (A) The prices of food grains have increased due to hoarding.  
 (B) Hoarding has led.....
- (9) (A) Not many people listen to the radio these days.  
 (B) Few.....
- (10) (A) Arun is fat, yet he runs fast.  
 (B) In spite.....

- (b) Fill in each blank with a suitable word. (Do not write the sentence.)

[5]

- (1) This is \_\_\_\_\_ all means the better book.
- (2) The robbers broke \_\_\_\_\_ the house in the middle of the night.
- (3) The kitchen was infested \_\_\_\_\_ rats.
- (4) During the vacations, the students will be busy preparing \_\_\_\_\_ the examinations.
- (5) The workers toiled \_\_\_\_\_ dawn to dusk.
- (6) I take \_\_\_\_\_ all that I said about him as I realise I had been wrong.
- (7) He returned to his countrymen \_\_\_\_\_ long years.

- (8) Ravi distributed the chocolates \_\_\_\_\_ his cousins.
- (9) The workers said they would call \_\_\_\_\_ the strike if their demands were met.
- (10) The old man passed \_\_\_\_\_ in his sleep.

(c) Fill in each blank with the appropriate form of the word given in brackets. [5]  
(Do not write the sentence):

- (1) We \_\_\_\_\_ (be) all, the caretakers of this earth.
- (2) He need not go to the doctor as his fever \_\_\_\_\_ (subside).
- (3) The plane landed at Bangalore only two hours after \_\_\_\_\_ (take) off from Delhi.
- (4) As soon as the teacher entered the class, the students \_\_\_\_\_ (stand) up to wish her.
- (5) The river Ganga \_\_\_\_\_ (has) its origin in the Himalayas.
- (6) The patient \_\_\_\_\_ (die) before the doctor arrived.
- (7) The joys and sorrows of life \_\_\_\_\_ (weave) together.
- (8) David \_\_\_\_\_ (exercise) regularly when he was in college.
- (9) Avoid \_\_\_\_\_ (eat) junk food in order to remain healthy.
- (10) Let me know as soon as they \_\_\_\_\_ (finish).

#### Question 4

Read the passage given below and answer the questions that follow:

- (1) The boy found the kites from Japan hidden in a dark passage of the house. Snehamoy helped him take out the kites from the box, lifting each delicately by its staff, and spread them out on the courtyard.
- (2) They fixed the day of celebration for B!swakarma-the god of machines-to be their kite-flying day. But first, they'd have to be ready with rolls of line to fly the kites, lines sharpened with a coating of finely ground glass to cut those of their rivals. A suitable field must be found, one with a good view of the horizon and free of trees to prevent the lines getting tangled up in the branches. Their hearts pounded at the thought of a kite-fight. Like a sensible teacher, Snehamoy sat the DOY down with his exercise book. 'If each kite takes five hundred feet of line to fly, how many feet would twenty kites take?' he asked the boy. The boy frowned. 'Only five hundred feet for each kite! What if they get tangled with others during a fight and keep circling away needing more and more?'
- (3) The two spent a whole afternoon asking neighbours for empty glass bottles. Snehamoy's aunt smashed them in her kitchen, then ground the shards in a pestle, pricking her thumb in the process. Glue was added to the glass granules, and a touch of vermilion dye to have the lines stand out against the blue sky and the clouds. After returning from school, Snehamoy joined the boy in stringing lines from one end of their courtyard to another. Then, like workers, they wrapped their palms in soft cotton cloth, took lavish dips in the pail of abrasive, and went from one end of a line to another, carefully applying a uniform layer over it. In the end, they sat back in the kitchen and admired the brilliant" maze turning their courtyard into a field of red pepper.
- (4) For days, pedalling to and fro from school, Snehamoy heard the village buzzing with the impending kite-fight. Rival groups of boys formed teams and were spurred on by a shopkeeper who was offering his regular kites free to anyone who was willing to brave the foreign invasion.

Yet on the day of the grand contest, as the first of the Japanese kites came out of the box and heaved by its flyers, went up over the school building, there was a pall of silence. It was a giant Baromon, crushing the helmet of a samurai warrior between its teeth. Scarlet and ochre, it hung still, face up, refused to be cowed by the stiff breeze.

- (5) Standing in a circle with the boys, Snehamoy strung the kites, gaze fixed on the sky. Like characters in a play, they made their appearance one "by one. The Tsugaru whirred like an airplane through a clever loop fixed on its back. The crowd went into a roar over the kabuki faces, which floated in the sky like stained glass windows lit by the afternoon sun. Soon the lines were crossing and tangling up the kites with a steady stream of taunts spurring on the flyers. The boy reached inside the kite box and scooped out more. Instantly the field buzzed with humming and whistling kites shaped as cicadas, gnats, dragonflies and dancing carps. It felt like a carnival and drew the crowd's applause.

*(Adapted from: The Japanese Wife - Kunal Basu)*

- (a) (i) Use each of the following words as used in the passage in a sentence of your own construction so as to bring out its meaning very clearly. Using the word in a context very similar to the passage will be penalised [5]

- 1) field...
- 2) horizon. . .
- 3) rival.. .
- 4) contest ....

- 5) scooped. . .

- (ii) For each of the words given below, write a sentence of at least 10 words using the word **unchanged in form, but with a different meaning** from that it carries in the passage:- [4]

- 1) staff
- 2) line
- 3) ground
- 4) uniform

- (iii) Explain, in the context of the passage in not more than two sentences of your own, the meaning of each of the following expressions taken from the passage (merely using phrases will not do). [4]

- 1) ... have the lines stand out against the blue sky and the clouds.
- 2) ..... the brilliant maze turning their courtyard into a field of red pepper.
- 3) ....were spurred on by a shopkeeper who was offering his regular kites free to anyone who was willing to brave the foreign invasion
- 4) ...It felt like a carnival and drew the crowd's applause

- (b) Answer the following questions in your own words as briefly as possible:-

- (i) Where did the boy find the kites? [1]
- (ii) How did Snehamoy and the boy decide how much line each kite would need? [2]
- (iii) What effect did the impending kite-fight have on the villagers? [2]
- (iv) Describe the first kite which was heaved into the sky. [1]
- (v) "How did the kites flown by Snehamoy and the boy add to the atmosphere of joy and brightness? [1]

- (c) In not more than 100 words of your own, describe the arrangements made by Snehamoy and his companion before the kite-fight. (Failure to keep within the word limit will be penalised.)

[10]