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25T-ALTE

**2015**  
**ALTERNATIVE ENGLISH**

**Full Marks : 100**

**Pass Marks : 30**

**Time : Three hours**

*The figures in the margin indicate full marks  
for the questions.*

**GROUP-A (NEW SYLLABUS)**

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HS Science Question Paper

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Contd.

**GROUP – A**  
**(NEW SYLLABUS)**

1. Answer *any five* of the following :

1×5=5

- (a) Who was Lord Rosebery ?
- (b) What does an automobile mean to Narayan ?
- (c) For how long does Narayan use his car ?
- (d) What has undoubtedly done good to Kamala ?
- (e) What does 'parole' mean ?
- (f) Who was the 'apostle of Hero worship' ?
- (g) What is Forster's motto ?
- (h) "I do not believe in Belief. But this is an age of faith ...." where does this line occur ?
- (i) Who is the writer of the prose piece 'The Scientific Technique'?
- (j) Who was Confucius ?

2. Answer *any five* of the following :

2×5=10

- (a) How is Dr B R Ambedkar remembered today ?
- (b) What is Clemenceau's view on most statesmen ?
- (c) What does Narayan lack ? Does he regret it ?
- (d) What does Narayan begin to fear after every visit to the workshop ?
- (e) What makes Nehru think that he would be taken back to prison soon ?
- (f) What does Forster advocate in his prose piece 'Two Cheers for Democracy' ?
- (g) What does 'The Scientific Technique' expostulate ?
- (h) What has given Science its prestige ?



3. Answer *any three* of the following :

4×3=12

- (a) What is Carlyle's idea of sincerity ?
- (b) What is the difference between an eminent individual and a great man ?
- (c) Why is the acquisition of a sophisticated, imported car 'an irrelevancy and a nuisance' for Narayan ?
- (d) How does Nehru overcome his loneliness and feeling of helplessness which assail him in prison ?
- (e) What, according to Forster, are the merits of democracy ?
- (f) What is the demarcating line between the traditional and the scientific technique ?

4. Explain with reference to the context : (*any two*)

4×2=8

- (a) But of a great man especially, of him I will venture to assert that it is incredible he should have been other than true. It seems to me the primary foundation of him this ... No man adequate to do anything, but is first of all in right earnest about it : what I call a sincere man.
- (b) Among the things I value are privacy and anonymity; both are lost when I allow myself to be carried about in a gaudy car. It is like sitting in a howdah on elephant back and hoping not to be noticed.
- (c) Human beings have an enormous capacity for adapting themselves and so I too adapted myself to some extent to the new conditions.
- (d) Science as knowledge advanced very rapidly throughout the whole of the seventeenth and eighteenth centuries, but it was not until near the end of the eighteenth century that it began to affect the technique of production.

5. Answer *any five* of the following :

1×5=5

- (a) Who is the poet of the poem 'Sita' ?
- (b) 'War's annals will cloud into night.' What does 'cloud into night' mean ?
- (c) When does the parting take place ?



(d) \_\_\_\_\_ like a floating wide cloud.  
Fill in the blank.

(e) To whom does the narrator tell the story of Sita?

(f) Where has the phrase 'The Breaking of Nations' been borrowed from?

(g) What are the colours mentioned in the poem 'Rickshaw-wallah'?

(h) What does the rickshaw-wallah value most?

6. Answer *any four* of the following :

2×4=8

(a) Why is the man as well as the horse in the poem 'In Time of The Breaking of Nations', half asleep?

(b) What does Hardy try to convey through the poem 'In Time of The Breaking of Nations'?

(c) Mention the colours used in the poem 'Taking Leave of a Friend'.

(d) What do the children gaze on in the darkened room?

(e) What 'mythic past' does the poet try to bring out in the poem, 'Sita'?

(f) 'His arms and legs are wholly literate'. — Elaborate.

(g) What is the central idea of the poem, 'Rickshaw-wallah'?

7. Answer *any three* of the following :

4×3=12

(a) How does the poem 'In Time of The Breaking of Nations' reflect Hardy's attitude towards war?

(b) How does the poet bring out the painful experience of the parting of friends?

(c) Comment on the poet's use of imagery in the poem 'Taking Leave of a Friend'.

(d) How are the children affected by the mother's song?

(e) What does the poet say about the forms tattooed on the Rickshaw-wallah's body?





8. Explain with reference to the context *any one* of the following :  $5 \times 1 = 5$

- (a) Here we must make separation.  
And go out through a thousand miles of dead grass.
- (b) When shall those children by the mother's side  
Gather, ah me ! as erst at eventide ?
- (c) But he, he would take all corners yet.  
especially the thin-stemmed witches.



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9. Change the following sentences as per the directions given in the brackets without changing the meaning : (*any five*)  $1 \times 5 = 5$

- (a) I shall always remember you. (*Make it negative*)
- (b) I was doubtful if he would come. (*Make it negative*)
- (c) She is too intelligent not to understand it. (*Make it affirmative*)
- (d) No sooner did he see me than he began to weep. (*Make it affirmative*)
- (e) No one can understand the mystery of life. (*Make it Interrogative*)
- (f) The boys were not present there. (*Make it interrogative*)
- (g) Who does not know that two and two make four ? (*Make assertive*)
- (h) He won't show me his papers, he won't tell me who he is (*Use neither - nor*)

10. Add question tags to the following : (*any five*)  $1 \times 5 = 5$

- (a) She would not go home during holidays, \_\_\_\_\_ ?
- (b) The captain did not agree to this, \_\_\_\_\_ ?
- (c) Anyone could have done it. \_\_\_\_\_ ?
- (d) Let us have a cup of coffee now. \_\_\_\_\_ ?
- (e) There is no doctor in this village, \_\_\_\_\_ ?

- (f) Please ask the boys to come in, \_\_\_\_\_ ?
- (g) None could tell the address, \_\_\_\_\_ ?
- (h) He will let her go home, tomorrow, \_\_\_\_\_ ?

11. Fill in the blanks with suitable prepositions : (*any five*)

1×5=5

- (a) He could not come \_\_\_\_\_ account of illness.
- (b) In spite \_\_\_\_\_ hard work he failed in his examination.
- (c) The boat goes \_\_\_\_\_ the river.
- (d) He promised me a ride \_\_\_\_\_ a motor cycle.
- (e) Zubin had to sing many of his popular songs \_\_\_\_\_ demand.
- (f) We love to go \_\_\_\_\_ a walk in the evening.
- (g) I would like to pay the amount \_\_\_\_\_ cheque.
- (h) Many people died \_\_\_\_\_ Ebola in Nigeria.

12. Rewrite the following sentences using the verbs in brackets, in their correct tenses : (*any five*)

1×5=5

- (a) He \_\_\_\_\_ (hope) to finish the work today.
- (b) The children \_\_\_\_\_ (watch) TV since 5 pm.
- (c) The Victoria Memorial \_\_\_\_\_ (stand) in the Maidan.
- (d) He \_\_\_\_\_ (read) a book when you came in.
- (e) I \_\_\_\_\_ (work) on this project for the last two years.
- (f) The fatal accident \_\_\_\_\_ (occur) at 10-30 this morning.
- (g) I don't think he \_\_\_\_\_ (attend) the meeting yesterday.
- (h) They \_\_\_\_\_ (sing) when we reached there.



13. Read the following conversation and answer the questions given below :

Grant : I wasn't expecting you, sir.

Lincoln : No; but I couldn't keep away. How's it going ? (They sit.)

Grant : Meade sent word an hour and a half ago that Lee was surrounded all but two miles, which was closing in.

Lincoln : That ought about to settle it eh ?

Grant : Unless anything goes wrong in those two miles, sir, I'm expecting a further report from Meade every minute.

Lincoln : Would there be more fighting ?

Grant : It will probably mean fighting through the night, more or less. But Lee must realize it's hopeless before the morning.

An Orderly (entering) : A despatch, sir.

Grant : Yes.

(The orderly goes, and a young officer comes in from the field. He salutes and hands a despatch to Grant.)

Officer : From General Meade, Sir.

Grant : (taking it) : Thank you. (He opens it and reads.) You needn't wait. (The officer salutes and goes.) Yes, they've closed the ring. Meade gives them ten hours. It's timed at eight. That's six o'clock in the morning. (He hands the despatch to Lincoln.)

Lincoln : We must be merciful. Bob Lee has been a gallant fellow.

Grant : (taking a paper) Perhaps you'll look through this list, sir. I hope it's the last we shall have.

Lincoln (taking the paper) : It's a horrible part of the business, Grant. Any shootings ?

Grant : One.

Lincoln : Why can't you do without it, Grant ? No, no. of course not ? Who is it ?

Grant : Malins !

Malins (opening a book) : William Scott, sir. It's rather a hard case.

Lincoln : What is it ?

Malins : He had just done a heavy march, sir, and volunteered for double guard duty to relieve a sick friend. He was found asleep at his post. (He shuts the book.)

Grant : I was anxious to spare him. But it couldn't be done. It was a critical place, at a gravely critical time.

Lincoln : When is it to be ?

Malins : Tomorrow, at daybreak, sir.

Lincoln : I don't see that it will do him any good to be shot. Where is he ?

Malins : Here, sir.





Lincoln : Can I go and see him ?

Grant : Where is he ?

Malins : In the barn, I believe, Sir.

Grant : Dennis.

Dennis (coming from his table) : Yes, sir.

Grant : Ask them to bring Scott in here. (Dennis goes.) I want to see Colonel West. Malins, ask Templeman if these figures are ready yet. (He goes and Malins follows. William Scott is brought in under guard. He is a boy of twenty.)

Lincoln (to the guard) : Thank you. Wait outside, will you ? (The men salute and withdraw.) Are you William Scott ?

Scott : Yes, sir.

Lincoln : You know who I am ?

Scott : Yes, sir.

Lincoln : The General tells me you've been court-martialled.

Scott : Yes, sir.

Lincoln : Asleep on guard ?

Scott : Yes, Sir.

Lincoln : It's a very serious offence.

Scott : I know, Sir.

Lincoln : What was it ?

Scott (a pause) : I couldn't keep awake, sir.

Lincoln : You'd had a long march ?

Scott : Twenty-three miles, sir.

Lincoln : You were doing double guard ?

Scott : Yes, sir.

Lincoln : Who ordered you ?

Scott : Well, sir, I offered.

Lincoln : Why ?

Scott : Enoch White — he was sick, sir. We come from the same place.

Lincoln : Where's that ?

Scott : Vermont, sir.

Lincoln : You live there ?

Scott : Yes, sir. My ..... We've got a farm down there, sir.

Lincoln : Who has ?

Scott : My mother, sir. I've got her photograph, sir. (He takes it from his pocket.)

Lincoln (taking it) : Does she know about this ?

Scott : For God's sake, don't sir.

Lincoln : There, there my boy. You're not going to be shot.





Scott ( after a pause) : Not going to be shot, sir !

Lincoln : No, no.

Scott : Not — going — to — be shot. (He breaks down, sobbing.)

Lincoln : (rising and going to him) : There, there I believe you when you tell me that you couldn't keep awake. I am going to trust you, and send you back to your regiment. (He goes back to his seat.)

Scott : When may I go back, sir ?

Lincoln : You can go back tomorrow. I expect the fighting will be over, though.

Scott : Is it over yet, sir.

Lincoln : Not quite.

Scott : Please, sir, let me go back — tonight — let me go back tonight.

Lincoln : Very well (he writes). Do you know where General Meade is ?

Scott : No, sir.

Lincoln : Ask one of those men to come here. (Scott calls one of his guards in).  
Your prisoner is discharged. Take him at once to General Meade with this.  
(He hands a note to the man.)

The Soldier : Yes, sir.

Scott : Thank you, sir. (He salutes and goes out with the soldier.)

- |   |   |
|---|---|
| i) Who was not expected by Grant ?                                | 1 |
| ii) What was Grant expecting from Meade every minute ?            | 1 |
| iii) Who hands over a despatch to Grant ?                         | 1 |
| iv) What does Grant say after reading the despatch ?              | 2 |
| v) What does Lincoln say about Bob Lee ?                          | 1 |
| vi) Why was William Scott court-martialled ?                      | 2 |
| vii) Why, according to Grant, could William Scott not be spared ? | 2 |
| viii) How many miles did Scott march ?                            | 1 |
| ix) Who was sick ?  | 1 |
| x) Why was Scott spared by Lincoln ?                              | 2 |
| xi) Where was Scott to be taken by the guard ?                    | 1 |



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**GROUP – B**  
**(OLD SYLLABUS)**

1. Answer *any five* of the following :

1×5=5

- (a) Who is the writer of the prose piece 'The Appetite of Earth' ?
- (b) Who gave the old man the silver coin ?
- (c) Where was the child lying ?
- (d) What was the relationship between the old man and the child ?
- (e) Who is the 'self-possessed young lady of fifteen' ?
- (f) Why does Mr Nuttel visit the rural retreat ?
- (g) Who gives Mr Nuttel letters of introduction to the people in the rural retreat ?
- (h) What was Frank 'awfully fond of' ?
- (i) With whom does Eveline plan to go away ?
- (j) What does 'Orchard' mean ?

2. Answer *any five* of the following :

2×5=10

- (a) Why did the refugees throng the new capital ?
- (b) Why did the passerby feel pity on the old man ?
- (c) Why is Mr Nuttel called 'a most extraordinary man' by Mrs Sappleton ?
- (d) Who went out for shooting ducks ?
- (e) What happy memories does Eveline have of her father ?
- (f) What kind of a man is Frank ?
- (g) Why does the writer, G K Chesterton, prefer a kitchen garden to a flower garden ?
- (h) What are all great spiritual scriptures full of ?



3. Answer *any three* of the following :

4×3=12

- (a) Why didn't the old man want to use the silver coin to buy another bowl of noodles for himself?
- (b) Portray the character of the old man.
- (c) Why does the author comment, "Romance at short notice was her speciality"?
- (d) What impression do you gather about Mr Nuttel?
- (e) Why does Eveline constantly seek a way of escape from her life at home?
- (f) What is the mark of false religion?

4. Explain with reference to the context : (*any two*)

4×2=8

- (a) But these were no common men and women, no riff-raff from some community always poor and easily starving in a flood time.
- (b) "Do you know, sometimes on still, quiet evenings like this, I almost get a creepy feeling that they will all walk in through that window."
- (c) She stood up in a sudden impulse of terror. Escape! She must escape!
- (d) All great spiritual scriptures are full of the invitation not to test, but to taste; not to examine but to eat.

5. Answer *any five* of the following :

1×5=5

- (a) Who is the poet of 'The Darkling Thrush'?
- (b) Who stole into the poet's garden?
- (c) What does 'wrath' mean?
- (d) What is a thrush?



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- (e) What does the poem, 'Where the Mind is Without Fear', highlight?
- (f) What does the poet mean by "The darkness crumbles away—" in Break of Day in the Trenches?
- (g) Who is the 'unseen' friend mentioned by Flecker in his poem?



(h) What is the meaning of the word 'archaic' ?

6. Answer *any four* of the following :

2×4=8

(a) 'I told it not, my wrath did grow'. What does the poet mean by 'my wrath did grow' ?

(b) Describe the particular evening that Hardy speaks of.

(c) What is the final yearning of the poet in 'The Darkling Thrush'.

(d) What is meant by 'Where knowledge is free' ?

(e) What is 'the sleeping green' mentioned in Rosenberg's poem ?

(f) What does the poet appeal to the poets of the future generations ?

(g) Fill in the blanks :

Where the \_\_\_\_\_ is without fear and the \_\_\_\_\_ is held high.

7. Answer *any three* of the following :

4×3=12

(a) What happened when the poet did not tell his wrath ?

(b) Describe the bleak winter landscape on the last day of the year at the end of the nineteenth century.

(c) How does the poet describe his patriotism in the poem 'Where the Mind is without Fear' ?

(d) What is Rosenberg's attitude towards war ?

(e) What kind of message does Flecker wish to leave for the future poets ?

8. Explain with reference to the context *any one* of the following :

5×1=5

(a) I was angry with my friend;  
I told my wrath, my wrath did end.  
I was angry with my foe;  
I told it not, my wrath did grow.

(b) The darkness crumbles away —  
It is the same old druid Time as ever



(c) I send my soul through time and space  
To greet you. You will understand.

9. Change the following sentences as per the directions given in the brackets without changing the meaning : *(any five)* 1×5=5

(a) You have done the work. *(make it interrogative)*

(b) Everyone wishes to be happy. *(make it negative)*

(c) There is no rose without a thorn. *(make it affirmative)*

(d) Shall I ever forget such a good friend ? *(make it affirmative)*

(e) This is not the way you should behave. *(make it interrogative)*

(f) Only the students are allowed to enter the hall. *(make it negative)*

(g) Nobody asked you to come here. *(make it interrogative)*

(h) Can anyone do this ? *(make it negative)*

10. Add question tags to the following : *(Any five)* 1×5=5

(a) You can speak French, \_\_\_\_\_.

(b) Raju is not a good student, \_\_\_\_\_.

(c) No one appeared to be honest, \_\_\_\_\_.

(d) The captain did not agree to this, \_\_\_\_\_.

(e) You will go to London next week, \_\_\_\_\_.

(f) Let her come in, \_\_\_\_\_.

(g) Everybody can't be clever, \_\_\_\_\_.

(h) He goes nowhere nowadays, \_\_\_\_\_.

11. Fill in the blanks with suitable prepositions : *(Any five)* : 1×5=5

(a) He is \_\_\_\_\_ the way to office.

(b) I did this work all \_\_\_\_\_ myself.



- (c) He bought an old car \_\_\_\_\_ Rs. 2 lakhs.
- (d) He comes \_\_\_\_\_ a very good family.
- (e) Your application is \_\_\_\_\_ consideration.
- (f) The train is running \_\_\_\_\_ time.
- (g) His party is \_\_\_\_\_ power now.
- (h) He visits his grandparents \_\_\_\_\_ regular intervals.



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12. Rewrite the following sentences using the verbs in brackets, in their correct tenses : (*any five*) 1×5=5

- (a) I \_\_\_\_\_ (see) leopard before.
- (b) She \_\_\_\_\_ (see) the boy there yesterday.
- (c) The Ganga \_\_\_\_\_ (flow) between the two cities, Kolkata and Howrah.
- (d) The patient \_\_\_\_\_ (die) before the doctor reached.
- (e) A strong wind \_\_\_\_\_ (blow) since last night.
- (f) You must not leave this place until you \_\_\_\_\_ (finish) the lesson.
- (g) She had reached the place before he \_\_\_\_\_ (leave).
- (h) They \_\_\_\_\_ (go) to watch a movie tonight.

13. Read the following conversation and answer the questions given below :

Professor Ghiselin : You read much on the BBC. Do you feel that poetry must be read aloud before it is complete ? Does it bring you closer to the meaning ?

Dylan Thomas : Yes — perhaps it helps in the interpretation or emphasis. It brings you closer to the poet.

Student : But why do you read your own poetry ?

Thomas : For the noise it makes. And for the memory of the experience of writing it.

Student : Do you say the words aloud as you write them ?

Thomas : Yes. That's why I live in a hut on a cliff.

Student : Is it necessary for a poem to have an outcome ? Robert Frost says that a poem should be resolved. It should not be too obscure to be understood.



Thomas : Then you should read Robert Frost ... But you are right : to the poet, at least, there is always an outcome.

Student : Do you find it necessary to study other things in order to find increasing satisfaction in your own poetry ?

Thomas : There is never any satisfaction — that is why I write another poem. Do I study other things ? Yes, People, then : Me !

Student : Why do you write poetry, Mr Thomas ?

Thomas : Because I have the time. Because I have to live too; I don't know why. It is very slow work, however ... I write some very bad poems.

Student : What happens to them ?

Thomas : I keep them — too much of an egoist to throw them away. But neither do I do as Rossetti did, who buried them with his wife and had to dig them up later.

Student : If your own poetry gives no satisfaction, is there any which does ?

Thomas : That's easy ; Shakespeare !

Student : Do you address your noise only to yourself ?

Thomas : Oh no. No. yes — well I am lots of people. I think I am lots of people at any rate.

Ghiselin : You always seem to put in your poetry just what you are seeing at the moment ...

Thomas : Yes — Yes, if I see a bird, I put it in whether it belongs or not.

Ghiselin : Do you leave it there ?

Thomas : If it is happy and at home in the poetry, I do. But really I should get a blind for my window.

- |   |     |
|---|-----|
| (a) What, according to Dylan Thomas, helps, in the interpretation of poetry ? | 1   |
| (b) Why does Thomas read his own poetry ?                                     | 2   |
| (c) Why does he live in a hut on a cliff ?                                    | 1   |
| (d) Why does Thomas advise the student to read Robert Frost.                  | 2   |
| (e) What are the 'other things' Thomas reads ?                                | 1   |
| (f) Why does Thomas write poetry according to himself ?                       | 2   |
| (g) What did Rossetti do to his poems ?                                       | 1   |
| (h) Name the poet whom Thomas admires the most.                               | 1   |
| (i) Whom does the poet address his poems to and why ?                         | 1+2 |
| (j) What does Thomas do if he sees a bird ?                                   | 1   |

