

Symbol No. . . . .

RE - 1011'BP'

**SEE 2082 (2026)**  
**COMPULSORY ENGLISH**  
Reading and Writing  
(Written Test)

*Candidates are required to answer the questions in their own words as far as practicable. Figures in the margin indicate the full marks.*

**Time: 3 hrs.**

**Full Marks: 75**

**Attempt all the questions.**

**1. Read the poem and answer the questions. 5×1=5**

And who art thou? said I to the soft-falling shower,  
Which, strange to tell, gave me an answer, as here translated:  
I am the Poem of Earth, said the voice of the rain,  
Eternal I rise impalpable out of the land and the bottomless sea,  
Upward to heaven, whence, vaguely form'd, altogether changed, and  
yet the same,

I descend to lave the droughts, atomies, dust-layers of the globe,  
And all that in them without me were seeds only, latent, unborn;  
And forever, by day and night, I give back life to my own origin,  
and make pure and beautify it;  
(For song, issuing from its birth-place, after fulfillment, wandering,  
Reck'd or unreck'd, duly with love returns.)

- a. How does the rain introduce itself to the poet?
- b. According to the rain, from where does it rise?
- c. What does the rain wash?
- d. How will the seeds be without rain?
- e. What does the poet compare the rain with?

**2. Read the text and do the tasks.**

Blessed nature! You gave birth to me to endure the cruel behaviour of human beings and you awoke the meaning of being me. When I was restless with suffering you became my mother and wiped the tears that seeped from my eyes. The mother who bore me also gave birth to me, even though it was to suffer pain, she fostered me for nine or ten months in her womb and gave birth to me. In this neither she nor I was at fault. It was the fault of fate. Is the definition of disability merely to be born with bodily incapacity? If so, why do they not consider Homer incomplete? Why did the world never consider the Nikolai Otrovskys, the Helen Kellers incomplete? These people were weak in body, just like me. But they wrote history before they departed, they left us a

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different perspective, they set down the meaning of being human before they passed away.

But me? I was born in a world very different from theirs, born in a different geography. For this reason, I lived a life that was so unequal and low grade that may be only an animal could have lived such a life before. When I achieved awareness, the shoots of consciousness had begun to sprout in me, I think. But even achieving awareness became like a curse. I did not have a voice with which to speak, nor any strength in my legs to walk. Nor was there strength in my hands that I could fill a basket with godavari, makhmali and sunakhari flowers. No, I had nothing of this at all. I was a helpless girl bereft of all these things, whose mind was filled with a longing to run on the hills, but whose feet did not have the strength to support her body. I longed to talk with others, but I had no voice! Because these desires were ones that would never be fulfilled, they fell upon me, wounded.

**A. Write TRUE for true and FALSE for false statements. 5×1=5**

- The writer is happy with people's behavior towards her.
- The writer thinks fate is responsible for her condition.
- Like the writer, Homer and Helen Keller also had bodily weakness.
- The writer lived a low grade life like an animal.
- The writer used to talk for a long time with others.

**B. Answer these questions. 5×1=5**

- Who is the 'mother' that comforted the writer?
- Why could the writer NOT live a life like Nikolai Otrovskys?
- What would the writer do if her hands had strength?
- What was the problem with the writer's feet?
- Is the writer really helpless? Give a reason from the text.

**3. Read the text and do the tasks.**

Hi Jan,

So nice to hear from you! How are you doing?

It would be great to meet and celebrate with our friends from college. How about meeting in London sometimes next month? We could meet in a pub, have dinner, and then go to a club, like in the old days?

I think that Saturday 20<sup>th</sup> would work best for everyone: I know that Ruth is on holiday next weekend, and I will be away the following one (on a business trip to Japan, I will tell you more about it when we meet!). If I remember well, you are busy the weekend of the 27<sup>th</sup>, as you are attending your sister-in-law's wedding, aren't you? Taking all that into account, Saturday 20<sup>th</sup> looks like the best option. We would have to ask Sean, Mary and Alex if they are available though.

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RE - 1011'BP'  
If you want, I could send an email to everyone, to check that we are all free on Saturday 20<sup>th</sup>, and suggest that we meet in London. I'll tell them about my idea of going to a pub and then to a club, but maybe someone will come up with a better suggestion (Mary always has great ideas!). Then we can talk about hotel bookings, as most of us will have to stay the night, I guess.

I am really looking forward to it, thanks a lot for suggesting it!

See you soon,

Camille

**A. Fill in the blanks with the correct information from the text. 5×1=5**

- The writer wants to meet her friends from .....
- The friends used to go to ..... after having dinner in a pub.
- The writer is going on a business trip to .....
- The writer wants to know whether her friends are ..... on the 20<sup>th</sup>.
- The writer wants to confirm the ..... after talking with her friends.

**B. Answer these questions.**

- Where does the writer want to meet her friends? 5×1=5
- What does the writer want to tell Jan when she meets him?
- Why is Jan NOT free on 27<sup>th</sup>?
- Why does the writer want to send an email to her friends?
- What is the writer's plan to do when she meets her friends?

**4. Read the text and do the tasks.**

The deadliest virus in modern history, perhaps of all time, was the 1918 Spanish Flu. It killed about 20 to 50 million people worldwide, perhaps more. The total death toll is unknown because medical records were not kept in many areas.

The pandemic hit during World War I and devastated military troops. In the United States, for instance, more servicemen were killed from the flu than from the war itself. The Spanish flu was fatal to a higher proportion of young adults than most flu viruses.

The pandemic started mildly, in the spring of 1918, but was followed by a much more severe wave in the fall of 1918. The war likely contributed to the devastating mortality numbers, as large outbreaks occurred in military forces living in close quarters. Poor nutrition and the unsanitary conditions of war camps had an effect.

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A third wave occurred in the winter and spring of 1919, and a fourth, smaller wave occurred in a few areas in spring 1920. Initial symptoms of the flu were typical: sore throat, headache, and fever. The flu often progressed rapidly to cause severe pneumonia and sometimes hemorrhage in the lungs and mucus membranes. A characteristic feature of severe cases of the Spanish Flu was heliotrope cyanosis, where the patient's face turned blue from lack of oxygen in the cells. Death usually followed within hours or days.

Modern medicine such as vaccines, antivirals, and antibiotics for secondary infections were not available at that time, so medical personnel couldn't do much more than try to relieve symptoms. The flu ended when it had infected enough people that those who were susceptible had either died or developed immunity.

- A. Match the meanings in Column A with the correct words from the text in Column B. One of the words in Column B does not have a match.  $5 \times 1 = 5$**

**Column A**

- a. a disease that spreads over the world
- b. connected with soldiers
- c. a part of whole
- d. people who work for an organisation
- e. the body's ability to avoid disease

**Column B**

- i. military
- ii. feature
- iii. immunity
- iv. proportion
- v. pandemic
- vi. personnel

- B. Write TRUE for true and FALSE for false statements.  $5 \times 1 = 5$**

- a. More people died due to flu than the war.
- b. The Spanish Flu killed young adults more than other age groups.
- c. The last wave of the Spanish Flu occurred in 1919.
- d. A person would die within a short period of time after getting heliotrope cyanosis due to the flu.
- e. The medical personnel could cure the flu using modern medicine.

- C. Copy the correct answers from the given alternatives.  $5 \times 1 = 5$**

- a. Why was it difficult to find the exact number of death toll caused by the Spanish Flu?
  - i. because a large number of people died
  - ii. because there was war at that time
  - iii. because the virus was the deadliest
  - iv. because medical records were not kept

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- b. When did the Spanish Flu begin to spread in the world?
- in the spring of 1918
  - in the fall of 1918
  - in the spring of 1919
  - in the spring of 1920
- c. What was the main reason of the outbreak of the Spanish Flu among the soldiers?
- They lacked nutrition.
  - They lived in closed quarters.
  - They had poor sanitation.
  - They lacked medical facilities.
- d. What happens when a person has a severe case of the Spanish Flu?
- The person's face turns blue.
  - The person gets pneumonia.
  - There is hemorrhage in lungs.
  - There is hemorrhage in mucus membranes.
- e. How did the spread of the Spanish Flu come to an end?
- People received vaccines.
  - People had antibiotics.
  - People developed immunity.
  - People used antivirals.
5. **Write a recipe to prepare a cup of milk tea. Write it in about 100 words using the given clues.** 5
- ..... ingredients: milk, sugar, tea leaves, spices ..... tea pot .....  
 milk.....boil ..... tea leaves...sugar ..... spices ..... sieve .....  
 serve .....
6. **You are the chairperson of the child club of your school. One of your friends has won the gold medal in the 'President Running Shield'. Write a message of congratulations in about 100 words using the given clues.** 5
- ..... Nitin Tharu ..... student of Grade Ten ..... gold medal in  
 100 meters race ..... matter of pride ..... hard work paid off .....  
 bright future .....
7. **Two students have just received their results of a terminal examination. They are talking about it while going back home. Write a dialogue between them in about 150 words in at least six exchanges.** 6

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8. People are destroying the natural resources such as forests, rivers, mines, etc. carelessly. This has badly affected our environment. Write a newspaper article in about 200 words describing the ways of preserving them. 8

9. Reproduce the following sentences as instructed in the brackets.  $6 \times 1 = 6$

a. The students played well,.....? (Add a correct question tag.)

b. She likes English movies. (Change into negative.)

c. I bought two exercise books yesterday. (Change into 'How many' question.)

d. Keep quite! I (read) a book. (Write the correct form of the verb given in the brackets.)

e. Milan sells ice cream. (Change into passive voice.)

f. He told me, "What are you doing now?" (Change into indirect speech.)

10. Copy the correct answers from the given alternatives. Rewriting the text is not necessary.  $10 \times 0.5 = 5$

Last winter, I was staying in a small town. There lived (a).....(a/an/the/no article) elderly man and his son near the riverbank. The man usually travelled to work (b).....(on/by/with/in) bus. One evening, while I was returning home, I (c).....(see/saw/had seen/seen) him standing outside his house. As I needed some guidance, I asked politely, "Could you please tell me the way to hospital? I (d).....(can/may/will/must) reach there soon." He said, "You seem a stranger to this place, (e).....(don't you/aren't you/haven't you/won't you)?" I answered him that (f).....(he belongs/he would belong/I will belong/I belonged) to another village. Then, he showed me the shortest way. I went straight following his direction. (g).....(Moreover/However/So/Although), I couldn't find out the exact way (h) .....(whom/why/when/that) he was talking about. Again, I had to ask for the direction. If I (i).....(had noted/had been noted/have noted/will note) the direction earlier, I would have reached the hospital in time. I got flushed. This was one of the (j).....(bad/worse/worst/as bad as) days in my life.