

Total No. of Printed Pages—19

~~601~~ R/E  
( Regular/Ex-Regular )

**E**  
**(Science)**

**2019 (A)**

**SCIENCE**

**ENGLISH**

Full Marks : 100

Time : 3 hours

*The figures in the right-hand margin  
indicate marks*

*Answer **all** questions*

*Candidates are required to give their answers in  
their own words as far as practicable*

*Questions requiring short answers must  
be answered serially*

**/201-D**

*( Turn Over )*

( 2 )

1. Read through the passage given below and answer the questions that follow :

The world is full of different organisms all fighting for survival. At one end of the scale are men; at the other, a very simple form of life—bacteria. These tiny organisms, which can only be studied through a microscope, consist of one cell only. A cell is the tiniest structure which can exist on its own, each one having a 'brain' inside it which contains programmed information. Using the information as a guideline the cell can carry out all the functions that are necessary for life. Because bacteria are very small and composed of one cell only, they can easily squeeze through gaps into the complex tissues of a large animal, such as man, where they may in some circumstances cause disease. But such a resting place is by no means safe. The human body makes every attempt to get rid of the troublesome stranger and in about 99 times out of every 100 the larger body succeeds admirably,

( 3 )

that is to say, disease is the exception rather than the rule.

Bacteria vary tremendously and have a great ability to adapt themselves to circumstances. It is this quality which enables them to develop resistance to some antibiotics, like penicillin, and so defeat our attempts to overcome them. Fortunately, our own system is also able to adopt whatever drugs are given; it is always the body's own resources that beat the enemy in the end. Man's skill in evading infection is very often not to his credit at all, for many bacteria prefer to keep well out of human's way and remain free living in the open air. Others live in complete harmony inside the body tissues, taking care not to disturb their protector, so that the body which shelters them is never provoked sufficiently to retaliate and expel them.

*Questions :*

(a) What are bacteria?



( 4 )

- (b) How do bacteria enter into the tissues of a large animal?
- (c) Why does the writer say that disease is an exception, rather than the rule?
- (d) How do the bacteria adapt themselves to various circumstances?
- (e) Why do some bacteria live in complete harmony inside body tissues?  $2 \times 5 = 10$

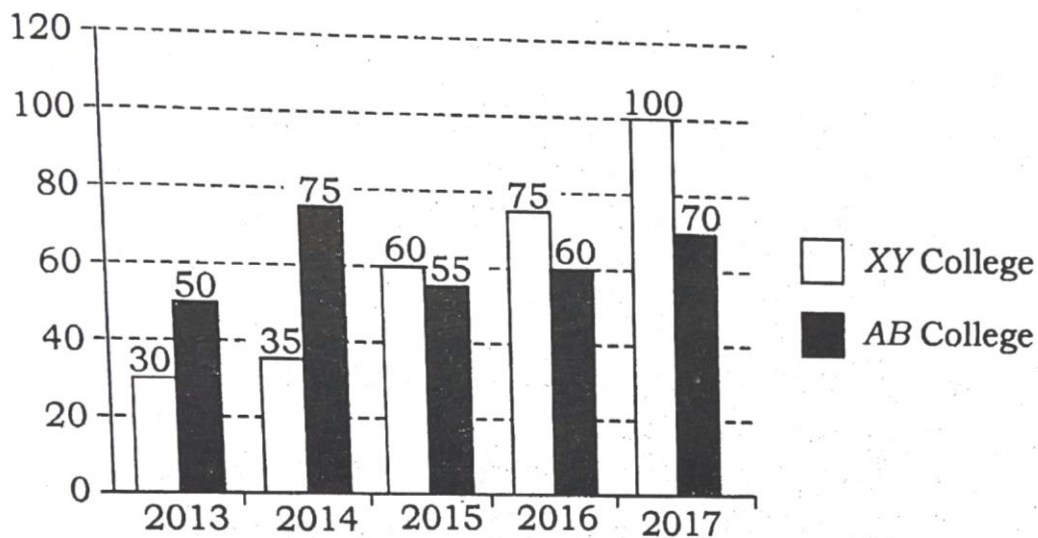
2.

- (a) Find the words in the passage in Q. No. 1, which mean the following :  $1 \times 3 = 3$
- (i) The state of continuing to live or exist
- (ii) To fight back
- (iii) Peaceful existence and agreement
- (b) Use the following expressions in sentences of your own :  $1 \times 2 = 2$
- (i) squeeze through
- (ii) get rid of

( 5 )

3. The bar chart given below shows the pass percentage of two colleges during the period 2013–2017. Write a paragraph in about 70 words interpreting the information in the bar chart :

5



4. A dictionary gives the following meanings for the word 'mark'. Match each meaning with its corresponding sentence given below :

5

*Meanings :*

- (a) To give mark or grade
- (b) To pay attention to
- (c) Spot on the body

( 6 )

(d) To write or draw

(e) To celebrate

Sentences :

(i) I saw a horse with a white mark on its head.

(ii) Prices are marked on the goods.

(iii) There will be trouble over this, mark my words.

(iv) I hate marking exam papers.

(v) We organized a ceremony to mark the 50th anniversary of the end of the war.

5. Write a report in about 200 words on the miseries of senior citizens in India for its publication in the newspaper.

10

Or

As the Secretary of the Science Society of your institution, write a report, in about 200 words to be submitted to the Head, on the science exhibition recently held.

/201-D

( Continued )

( 7 )

6. Make notes, in outline form, on the main ideas of the passage given below :

7

Education plays a significant role in complete growth and all-round development of the child. Pre-primary education is very important for the child as it is the first lesson in its life. Preschools offering the pre-primary education are flourishing all over the country. They offer good basic education as well as help to make the child more independent and confident. The parents can rely on the preschools for all-round development of the children. The pre-primary education of the child generally begins at home through parents and grandparents. But, the picture is changing rapidly. It is not possible in nuclear families. Today, both the parents are working and busy with career. Hence, they prefer to send their children to preschools for pre-primary education. The preschools



( 8 )

are safe and have a cheerful atmosphere. The children tend to learn more rapidly due to interaction with other children. The preschools can be the best option for the parents. Preschool is the best place for the kids to gain the basic lessons of life. The children come across several learning and playing activities in preschools. The chief advantage of preschool is that it helps the children to overcome the separation anxiety; it helps the child to become more confident and independent. The child adjusts himself to spend some hours in the school. Due to continuous communication with other children, the child improves in language skills and vocabulary. The education in preschools helps to improve the creative abilities of the child. The preschool prepares the child for higher schools. Various learning activities in preschools help the child to improve the self-help qualities such as maintaining



( 9 )

cleanliness, dressing up, eating food themselves, etc. The children learn some basic etiquette including sharing toys and food, exchanging greetings, identifying the possessions, etc. The children are taught hygienic habits. The game activities in preschools help to develop the muscles of children.

7. Summarize the passage in Q. No. 6, using the notes you have made. 8
8. Write an essay, in about 250 words, on any *one* of the following, developing the outlines given : 10

(a) Advancement of Technology

Introduction—advancement of modern science and technology—technology in everyday life—technology for a better future—disadvantage or misuse of technology—conclusion



( 10 )

(b) Empowerment of Women in India

Introduction—place of women in Indian society—education of women—women's participation in politics, sports and other fields—conclusion

9. Rewrite the passage given below correcting the errors in it (any *ten*) :

10

Every country in the world want rapid economic development today. Some economists tells us that it is possible to remove poverty and make everyone prosperous, provide we adopt the right economic policies. The key to prosperity, we are also told, lies in rapid and large-scale industrialisation : setting up more factories which will churn out an endless stream of consumer good—products designed to make life more pleasant; motor cars to carried us in comfort and at high speed along smooth super highways; air

/201-D

( Continued )

( 11 )

conditioners to keeps us cool in summer, television sets which will keep us informed as well as entertain and so on. It is believed that as more and more consumers buy the goods that these factories will produce, more and more workers find employment in them; and as their levels of income rise, they will, in their turn create a farther demand for yet more goods. In this way, everyone becomes rich. There are no limits to economical growth and prosperity.

10. Read the following extracts from the prescribed text and answer the questions that follow :

(a) I continued in this unpretentious situation for nearly a year. However, by being so long in the lowest form I gained an immense advantage over the cleverer boys. They all went on to



( 12 )

learn Latin and Greek and splendid things like that. But I was taught English. We were considered such dunces that we could learn only English. Mr. Somervell—a most delightful man, to whom my debt is great—was charged with the duty of teaching the stupidest boys the most disregarded thing—namely, to write mere English. He knew how to do it. He taught it as no one else has ever taught it. Not only did we learn English parsing thoroughly, but we also practised continually English analysis. Mr. Somervell had a system of his own. He took a fairly long sentence and broke it up into its components by means of black, red, blue and green inks. Subject, verb, object; Relative Clauses, Conditional Clauses, Conjunctive and Disjunctive Clauses! Each had its colour and its bracket. It

( 13 )

was a kind of drill. We did it almost daily. As I remained in the Third Fourth three times as long as anyone else, I had three times as much of it. I learned it thoroughly. Thus I got into my bones the essential structure of the ordinary British sentence—which is a noble thing. And when in after years my schoolfellows who had won prizes and distinction for writing such beautiful Latin poetry and pithy Greek epigrams had to come down again to common English, to earn their living or make their way, I did not feel myself at any disadvantage. Naturally I am biased in favour of boys learning English. I would make them all learn English : and then I would let the clever ones learn Latin as an honour, and Greek as a treat. But the only thing I would whip them for would be

( 14 )

for not knowing English. I would whip them hard for that.

Questions :

- (i) Which students were taught only English?
  - (ii) What is the writer's opinion about Mr. Somervell as a teacher?
  - (iii) What part of the English grammar did the writer learn from Mr. Somervell?
  - (iv) How did the writer score over the clever classfellows in after years?
  - (v) What is the only thing the writer whip his classfellows for?  $2 \times 5 = 10$
- (b) Trust no Future, howe'er pleasant !  
Let the dead Past bury its dead !  
Act,—act in the living Present !  
Heart within, and God o'erhead !  
Lives of great men all remind us  
We can make our lives sublime,



( 15 )

And, departing, leave behind us  
Footprints on the sand of time;  
Footprints, that perhaps another,  
Sailing o'er life's solemn main,  
A forlorn and shipwrecked brother,  
Seeing, shall take heart again.

Let us then be up and doing,  
With a heart for any fate;  
Still achieving, still pursuing,  
Learn to labor and to wait.

*Questions :*

- (i) Why does the poet prefer the 'Present' to the 'Past' and 'Future' ?
- (ii) What do the lives of great men remind us?
- (iii) How do the examples of great men help a person in distress?

( 16 )

(iv) What does the poet mean when he says, "Let us then be up and doing"?

(v) What does the poet tell his readers about the importance of labor?

2×5=10

11. Read through the following extract from the prescribed text and answer the questions, each in about 70 words :

Suddenly she spread her brown wings for flight, and soared into the air. She passed through the grove like a shadow, and like a shadow she sailed across the garden.

In the centre of the lawn was standing a beautiful Rose-tree, and when she saw it, she flew over to it, and lit upon a spray.

"Give me a red rose," she cried, "and I will sing you my sweetest song."

But the Tree shook its head.

( 17 )

“My roses are white,” it answered; “as white as the foam of the sea, and whiter than the snow upon the mountain. But go to my brother who grows beneath the student’s window, and perhaps he will give you what you want.”

So the Nightingale flew over to the Rose-tree that was growing beneath the student’s window.

“Give me a red rose,” she cried, “and I will sing you my sweetest song.”

But the Tree shook its head.

“My roses are red,” it answered, “as red as the feet of the dove, and redder than the great fans of coral that wave and wave in the ocean-cavern. But the winter has chilled my veins, and the frost has nipped my buds, and the storm has broken my branches, and I shall have no roses at all this year.”



( 18 )

“One red rose is all I want,” cried the Nightingale, “only one red rose ! Is there no way by which I can get it?”

“There is a way,” answered the Tree; “but it is so terrible that I dare not tell it to you.”

“Tell it to me,” said the Nightingale, “I am not afraid.”

“If you want a red rose,” said the Tree, “you must build it out of music by moonlight, and stain it with your own heart’s-blood. You must sing to me with your breast against a thorn. All night long you must sing to me, and the thorn must pierce your heart, and your life-blood must flow into my veins, and become mine.”

“Death is a great price to pay for a red rose,” cried the Nightingale, “and Life is very dear to all. Yet Love is better than Life, and what is the heart of a bird compared to the heart of a man?”

( 19 )

So she spread her brown wings for flight, and soared into the air. She swept over the garden like a shadow, and like a shadow she sailed into her tree.

Questions :

- (a) What did the Rose-tree growing beneath the student's window tell the Nightingale to do in order to get the red rose?
- (b) Why did the Nightingale decide to get a red rose at the cost of her life?  $5 \times 2 = 10$

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