

AGA KHAN UNIVERSITY EXAMINATION BOARD

HIGHER SECONDARY SCHOOL CERTIFICATE

CLASS XI EXAMINATION

APRIL/ MAY 2018

English Compulsory Paper I

Time: 55 minutes Marks: 40

INSTRUCTIONS

1. Read each question carefully.
2. Answer the questions on the separate answer sheet provided. DO NOT write your answers on the question paper.
3. There are 100 answer numbers on the answer sheet. Use answer numbers 1 to 40 only.
4. In each question there are four choices A, B, C, D. Choose ONE. On the answer grid black out the circle for your choice with a pencil as shown below.

Correct Way		Incorrect Ways	
1		1	
		2	
		3	
		4	

Candidate's Signature

5. If you want to change your answer, ERASE the first answer completely with a rubber, before blacking out a new circle.
6. DO NOT write anything in the answer grid. The computer only records what is in the circles.

Listening Comprehension Section

In this section, you will hear two passages. Each one will be played two times.

Listen carefully to the first passage and then read questions 1 to 10. You will have two minutes' reading time.

The passage will then be played again. You can make notes on your question paper.

When the passage has finished, enter your answers on your separate answer sheet. You will have four minutes to pencil in your answers.

Follow the instructions on the front page of Paper I to show which of the options, A, B, C or D, you have selected for each question.

Listening Passage I

This recording describes how our brain is affected by consumption of sugar.

Source: Adapted from *How Sugar Affects the Brain* by Ncole Avena TED Talks

Now listen to the passage.

Mark your responses to these questions on your multiple choice answer sheet.

1. In the beginning of her speech, the speaker refers to several food items. What is common amongst all those food items?
 - A. They are liquids.
 - B. They are cooked by baking.
 - C. They contain carbohydrates.
 - D. They are eaten by children only.
2. The speaker mentions several forms of sugar. Which of the following is NOT mentioned?
 - A. Fructose
 - B. Sucrose
 - C. Lactose
 - D. Maltose
3. According to the speaker, it is important to understand how sugar affects us. The reason she gives is that
 - A. sugar stimulates the brain.
 - B. it is considered unhealthy.
 - C. sugar affects young people only.
 - D. many of us consume sugar often.

4. The speaker says that eating sugar activates brain's reward system. This reward system makes us
- A. eat less.
 - B. eat more.
 - C. lose weight.
 - D. gain control.
5. Which information is heard FIRST?
- A. It's a complicated network...
 - B. ...what happens when sugar hits your tongue...
 - C. Just check the labels on sweet products you buy.
 - D. These receptors send a signal up to the brain stem...
6. The phrase, 'increased tolerance to sugar' means that a person's body
- A. would desire more sugar.
 - B. weight would be impacted.
 - C. will digest more sugar than other nutrients.
 - D. will not be impacted by moderate quantity of sugar.
7. Which advice can be inferred from the speech?
- A. Loss of control is related to decreased tolerance of sugar.
 - B. Sugar should be consumed in moderate amount.
 - C. Increased appetite is due to eating more sugar.
 - D. Sugar should never be consumed.
8. As inferred from this speech, sugar makes us feel
- A. sad.
 - B. good.
 - C. active.
 - D. hungry.
9. According to the speaker, sugar behaves like a drug. This is because it
- A. helps you sleep.
 - B. solves your problems.
 - C. gives you happy feelings.
 - D. affects your socialisation.
10. The speaker's last point is that
- A. sugar makes one active.
 - B. cake should be consumed often.
 - C. sugar can be consumed at times.
 - D. people are hooked on sugary foods.

Now, we will play the second passage. It will also be played two times.

Listen carefully to the second passage, and then read questions 11 to 20. You will have two minutes' reading time. The passage will then be played again.

When the passage has finished, enter your answers on your separate answer sheet. You will have four minutes to pencil in your answers.

Listening Passage II

In this recording, the speaker describes how tea was discovered.

Source: Adapted from *The History of Tea* by Shunan Teng TED Talks

Now listen to the passage.

Mark your responses to these questions on your multiple choice answer sheet.

11. The initial part of speaker's speech refers to a/ an
- A. real-life situation.
 - B. ancient tea ceremony.
 - C. event which may not be true.
 - D. event from Japanese history.
12. Farmer Shennong was searching for
- A. tea leaves.
 - B. medicinal herbs.
 - C. something to eat.
 - D. archaeological evidence.
13. The speaker MOST likely mentions the ancient Chinese myth to highlight tea's
- A. legendary significance.
 - B. innovative qualities.
 - C. social significance.
 - D. unreal qualities.

14. In this speech, the Great Pyramids of Giza have been mentioned in order to
- A. highlight tea's ancient origin.
 - B. introduce tea as an international drink.
 - C. describe Egyptian way of preparing tea.
 - D. exhibit medicinal qualities of tea leaves.
15. According to the speaker, almost 1,500 years ago, people started using tea as a
- A. drink.
 - B. medicine.
 - C. food item.
 - D. religious object.
16. Which information is heard FIRST?
- A. It was eaten as a vegetable.
 - B. Tea was the subject of books and poetry...
 - C. ... yet it was originally consumed very differently.
 - D. A Japanese priest brought the first tea plant to Japan.
17. According to the speaker, the second country to adopt tea culture was
- A. China.
 - B. Japan.
 - C. Egypt.
 - D. the Great Britain.
18. The references to Chinese, Japanese and British cultures highlight the
- A. uses of tea.
 - B. rituals of tea.
 - C. popularity of tea.
 - D. methods of tea preparation.
19. The end of the passage indicates the
- A. medicinal uses of tea.
 - B. varieties in tea plantation.
 - C. ways of preparing tea around the world.
 - D. ways in which tea is sold in Tibet and Turkey.
20. The passage MAINLY describes
- A. how the use of tea has evolved.
 - B. how tea was used in ancient Egypt.
 - C. the methods through which tea is made.
 - D. the discovery of tea by a Japanese farmer.

Reading Comprehension Section

You have 30 minutes' time for the reading comprehension section. You are advised to spend approximately 15 minutes on each of the given passages. This section has two reading passages; each followed by 10 multiple choice questions.

Read the passage carefully and then answer the multiple choice questions which follow:

Reading Passage I

A terrible scream — a prolonged yell of horror and anguish burst out of the silence of the *moor. That frightful cry turned the blood to ice in my veins.

"Oh my God!" I gasped. "What is it? What does it mean?"

5 Sherlock Holmes sprang to his feet, and I saw his dark, athletic outline at the door of the hut, his shoulders stooping, his head thrust forward, his face peering into the darkness.

"Hush!" he whispered. "Hush!"

The cry had been loud on account of its intensity, but it had pealed out from somewhere far off on the shadowy plain. Now it burst upon our ears, nearer, louder, and more urgent than before.

10 "Where is it?" Holmes whispered; and I knew from the thrill of his voice that he, the man of iron, was shaken to the soul. "Where is it, Watson?"

"There I think," I pointed into the darkness.

"No, there!"

15 Again the agonised cry swept through the silent night, louder and much nearer than ever. And a new sound mingled with it, a deep, muttered roar, musical and yet menacing, rising and falling like the low, constant murmur of the sea.

"The **hound!" cried Holmes, "Come, Watson, come! Good heavens, if we are too late!"

He had started running swiftly over the moor, and I had followed at his heels.

20 But now from somewhere among the broken ground immediately in front of us there came one last despairing yell and then a dull, heavy thud. We halted and listened. Not another sound broke the heavy silence of the windless night.

Blindly we ran through the gloom, blundering against rocks, forcing our way through bushes, panting up hills and rushing down slopes, heading always in the direction whence those dreadful sounds had come. At every rise Holmes looked eagerly round him, but the shadows were thick upon the moor and nothing moved upon its dreary face.

25 "Can you see anything?"

"Nothing."

"But hark, what is that?"

30 A low moan had fallen upon our ears. There it was again upon our left! On that side a ridge of rocks ended in a sheer cliff which overlooked a stone-strewn slope. On its jagged face was spread-eagled some dark, irregular object. As we ran towards it, the vague outline hardened into a definite shape. It was a prostrate man face downward upon the ground, the head doubled under him at a horrible angle, the shoulders rounded and the body hunched together as if in the act of throwing a somersault. The moan had been the passing of his soul.

Source: Adapted from *The Hounds of the Baskervilles* by Sir Arthur Conan Doyle

* moor: a tract of open land

** hound: a dog of a breed used for hunting

Mark your responses to these questions on your multiple choice answer sheet.

21. The story starts with the phrase, 'a terrible scream'. The purpose of beginning the story with this phrase is to

A. incite a climax.
B. introduce a character.
C. incite the feeling of thrill.
D. introduce the overall setting.

22. Which two words from the text are CLOSEST in meaning?

A	Jagged	Irregular
B	Swept	Thud
C	Gloom	Gasp
D	Sprang	Peering

23. The phrase, 'his shoulders stooping, his head thrust forward, his face peering into the darkness' (lines 4-5) indicates Sherlock Holmes's

A. keen interest.
B. shock and weakness.
C. decision to ignore his fear.
D. fright at hearing the loud yell.

24. The description of Holmes in the passage BEST supports that he was

A. alert and curious.
B. athletic and inactive.
C. shaken due to shock.
D. not concerned about safety of others.

25. Which quality of the detective is emphasised by the phrase 'the man of iron' (lines 9-10)?

A. Profoundness
B. Strength of wit
C. Steadfastness and honesty
D. Physical and mental strength

26. Which set of words BEST relates to sounds?

A. Yell, moan, cry
B. Gasp, pealed, yell
C. Whisper, yell, pealed
D. Gasp, horror, scream

PLEASE TURN OVER THE PAGE

27. “Blindly we ran through the gloom, blundering against rocks, forcing our way through bushes, panting up hills and rushing down slopes.”

The underlined words BEST support the fact that Holmes and Watson were

- A. running passionately.
 - B. trying to stay ahead of each other.
 - C. struggling while chasing the sound.
 - D. helping each other during the chase.
28. The story MAINLY focuses on
- A. the intensity of sound.
 - B. four characters and their problems.
 - C. the personality of Sherlock Holmes.
 - D. how the detectives chased the sound.
29. At the end of the passage, the description of the dying man MOST likely indicates that
- A. his death was the result of extreme violence.
 - B. his appearance was different than Holmes.
 - C. he used to live near the moor.
 - D. he was crushed under a rock.
30. The overall tone of the narrator shows
- A. nervousness.
 - B. calmness.
 - C. thrill.
 - D. fear.

Now read the following passage carefully and answer the questions that follow.

Reading Passage II

It was dark still, but there was enough light to see by. Light on pandemonium it was. Nature can put on a thrilling show. The stage is vast, the lighting is dramatic, the extras are innumerable, and the budget for special effects is absolutely unlimited. What I had before me was a spectacle of wind and water, an earthquake of the senses that even Hollywood couldn't orchestrate. But the earthquake stopped at the ground beneath my feet. The ground beneath my feet was solid. I was a spectator safely ensconced in his seat.

It was when I looked up at a lifeboat on the bridge castle that I started to worry. The lifeboat wasn't hanging straight down. It was leaning in from its davits. I turned and looked at my hands. My knuckles were white. The thing was, I wasn't holding on so tightly because of the weather, but because otherwise I would fall in towards the ship. The ship was listing to port, to the other side. It wasn't a severe list, but enough to surprise me. When I looked overboard the drop wasn't sheer any more. I could see the ship's great black side.

A shiver of cold went through me. I decided it was a storm after all. Time to return to safety. I let go, hotfooted it to the wall, moved over and pulled open the door.

Inside the ship, there were noises. Deep structural groans. I stumbled and fell. No harm done. I got up. With the help of the handrails I went down the stairwell four steps at a time. I had gone down just one level when I saw water. Lots of water. It was blocking my way. It was surging from below like a riotous crowd, raging, frothing and boiling. Stairs vanished into watery darkness. I couldn't believe my eyes. What was this water doing here? Where had it come from? I stood nailed to the spot, frightened and incredulous and ignorant of what I should do next. Down there was where my family was.

I ran up the stairs. I got to the main deck. The weather wasn't entertaining any more. I was very afraid. Now it was plain and obvious: the ship was listing badly. And it wasn't level the other way either. There was a noticeable incline going from bow to stern. I looked overboard. The water didn't look to be eighty feet away. The ship was sinking. My mind could hardly conceive it. It was as unbelievable as the moon catching fire.

Where were the officers and the crew? What were they doing? Towards the bow I saw some men running in the gloom. I thought I saw some animals too, but I dismissed the sight as illusion crafted by rain and shadow. We had the hatch covers over their bay pulled open when the weather was good, but at all times the animals were kept confined to their cages. These were dangerous wild animals we were transporting, not farm livestock. Above me, on the bridge, I thought I heard some men shouting. The ship shook and there was that sound, the monstrous metallic burp. What was it? Was it the collective scream of humans and animals protesting their oncoming death? Was it the ship itself giving up the ghost? I fell over. I got to my feet. I looked overboard again. The sea was rising. The waves were getting closer. We were sinking fast.

Source: Adapted from *The Life of Pi* by Yann Martel

Mark your responses to these questions on your multiple choice answer sheet.

31. In paragraph 1, the narrator compares nature and Hollywood films in order to
- A. describe that art is present in nature.
 - B. discuss the earthquake that was about to come.
 - C. highlight the dramatic effect of changing scenes.
 - D. explain his feelings about the films he recently watched.
32. 'An earthquake of the senses' in line 4 indicates the narrator's
- A. emotions at witnessing nature's might.
 - B. confusion at witnessing a mighty storm.
 - C. concern to save himself from the severity of weather.
 - D. emphasis on describing why he felt calm despite the storm.
33. The word 'orchestrate' (line 4) is CLOSEST in meaning to
- A. desire.
 - B. accept.
 - C. imagine.
 - D. demonstrate.
34. In paragraph 2, why were the narrator's knuckles white?
- A. He was feeling very cold.
 - B. He was hanging from the ship.
 - C. He was wearing gloves for a long time.
 - D. He was holding onto the ship very tightly.
35. The purpose of paragraph 2 is to
- A. describe the ship.
 - B. sketch narrator's feelings.
 - C. build anticipation of the coming storm.
 - D. discuss narrator's concerns about his family.
36. Which expression MOST vividly indicates the narrator's fears?
- A. Deep structural groans.
 - B. A shiver of cold went through me.
 - C. Now it was plain and obvious: the ship was listing badly.
 - D. It was when I looked up at a lifeboat on the bridge castle that I started to worry.

37. The words ‘nagging, frothing and boiling’ are used in paragraph 4 to describe the
- A. storm outside the ship.
 - B. uncontrolled rush of water.
 - C. atmosphere experienced by the ship’s crew.
 - D. severity of weather experienced by the narrator.
38. The phrases ‘like a riotous crowd’ (line 18) and ‘unbelievable as the moon catching fire’ (line 26) are indicative of the comparisons the narrator has made to describe what he experienced.
- The MOST likely reason for using these comparisons is to demonstrate the
- A. impact and severity of his feelings.
 - B. rhythm created through those words.
 - C. severity of weather he has experienced.
 - D. positivity required to cope with difficult situations.
39. The narrator becomes certain that the ship is sinking in paragraph
- A. 1.
 - B. 2.
 - C. 4.
 - D. 5.
40. “I stood nailed to the spot” (line 20) means that the narrator was
- A. using tools to save others.
 - B. unable to move due to shock.
 - C. waiting for the ship crew at a spot.
 - D. doubtful whether he should move or not.

Please use this page for rough work

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