

SOLUTIONS
ENGLISH (Language & Literature) (Subject Code-184)
(PAPER CODE: 2/4/2) (10-04-184K)

SECTION – A
READING SKILLS (20 marks)

- | | | |
|----------|--|-----------------|
| 1 | UNSEEN PASSAGE 1 | 10 marks |
| i. | The regular, long-distance movement of birds between their breeding and wintering grounds / Migration of birds | 1 |
| ii. | (b) They move to warmer places for food. | 1 |
| iii. | - Flies over the towering Himalayas
- At heights where oxygen levels are dangerously low | 2 |
| iv. | (a) travelling to unknown destinations without getting lost is truly amazing | 1 |
| v. | False | 1 |
| vi. | (C) work in cooperation with other countries. | 1 |
| vii. | (any two)
<ul style="list-style-type: none"> • Pollination • seed control • seed dispersal • survival of ecosystems | 2 |
| viii. | (C) harmony between man and nature. | 1 |
|
 | | |
| 2 | UNSEEN PASSAGE 2 | 10 marks |
| i. | (B) progress and development. | 1 |
| ii. | (A) Both the assertion and reason are true and the reason is the correct explanation of the assertion. | 1 |
| iii. | monitoring | 1 |
| iv. | improve living standards / address pressing social issues / support initiatives – digital literacy, health care access, agricultural support. | 1 |
| v. | 10% | 1 |
| vi. | (Any One)
<ul style="list-style-type: none"> • better infrastructure / investment • skilled professionals enable faster adoption of AI. • 60 % AI implementation concentrated in urban areas • urban regions / metropolitans lead in technological development • cities act as innovation and testing hubs • 30% AI implementation in industrial zones | 1 |
| vii. | advancement in fields such as health care, finance, and transportation | 1 |
| viii. | user engagement / accessibility / efficiency of communication with technology | 1 |
| ix. | (Any Two)
<ul style="list-style-type: none"> • provides a comprehensive understanding of AI's implications | 2 |

- highlights potential challenges such as ethical dilemmas and unequal access
- helps in designing strategies to ensure inclusive and sustainable technological growth.

SECTION B (20 MARKS)
GRAMMAR AND CREATIVE WRITING SKILLS
GRAMMAR (10 MARKS)

3 Complete ANY TEN of twelve of the following tasks, as directed: (10X1=10)

- | | |
|--|---|
| i. (B) will have been living. | 1 |
| ii. has | 1 |
| iii. if / whether she liked the painting she had gifted her the day before / the previous day. | 1 |
| iv. Each | 1 |
| v. that he would make sure he did him proud. | 1 |
| vi. (C) than -- to | 1 |
| vii. (A) gave | 1 |
| viii. parent – parents | 1 |
| ix. if / whether he had packed all the items | 1 |
| x. (A) could | 1 |
| xi. were | 1 |
| xii. he believed they understood him better as they then knew all his fears. | 1 |

CREATIVE WRITING SKILLS (10 MARKS)

Note: All details presented in the question are imaginary and created for assessment purpose.

4. Letter Writing – Attempt ANY ONE from A and B given below **5**

Content - 2

Format – 1

- No mark for format alone if content is irrelevant or missing
- Full credit of 1 mark if all aspects included.
- Partial credit of ½ mark if one or two aspects are missing.
- No credit if more than two aspects are missing

Organisation of Ideas -1 [effective style, orderly sequence, paragraphed structure and formal tone and vocabulary]

Accuracy -1 (spelling, punctuation, grammar)

- Half a mark deducted if there are three or more spelling errors

4(a) Value Points (Problems / Issues / Situation)

(At least four points- two from each aspect)

Current situation

- request for establishment of public library
- highlight the problems faced by students due to lack of / access to study resources

- emphasise the role of library as community space for learning and interaction
- absence of a quiet study space

Suggestions

- conclude with broader impact on educational and community development
- specify resources as books , research material and digital resources
- create a peaceful/well equipped study environment
- promote overall community development

(Any other relevant point)

OR

4(b) Value Points (Problems / Issues / Situation) **(At least four points- two from each aspect)**

Current situation

- mentions irresponsible tourist behaviour
- accumulation of plastic and non-biodegradable waste in hill stations
- highlight environmental damage – pollution, harm to wild life, loss of natural beauty
- inability of local authorities to manage excessive waste effectively

Suggestions

- emphasize the importance of responsible tourism and civic sense among visitors
- suggest practical measures – avoiding single use plastic / proper waste disposal awareness campaign / strict penalties

5. Analytical Paragraph – Attempt ANY ONE from A and B given below

5

Content – 2

- Full credit of two marks will be awarded if a minimum of four trends duly analysed and synthesized, given in the question are included.
- Partial credit of one mark will be awarded if only two value points are included.

Organisation of ideas – 2

- effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary
- Linking words and phrases / cohesive devices such as however, in addition to, in contrast to, therefore, etc. should be used.

Accuracy -1 (spelling, punctuation, grammar)

- Half a mark deducted if there are three or more spelling errors

5(a) Value Points

- a multi-level jungle-themed play area with climbing walls, rope tunnels, and slides.
- a ball pit and trampoline section for younger kids.
- a gaming zone with arcade machines and interactive screens.
- safety padding on all surfaces and trained staff for monitoring activities.
- a dedicated toddler zone with soft toys, mini slides, and sensory play stations.

- a small cafeteria for parents with a clear view of the play area.
- **(Any other relevant point)**

OR

5(b) Value Points

- brightly coloured classrooms with themed decorations
- an outdoor grassy play area with slides, swings, and sand pits
- a sensory activity zone with toys for touch, sound, and visual stimulation
- dedicated nap rooms with cozy beds and calming lights
- a library with picture books, story-telling corners, and interactive learning tools
- CCTV monitoring for safety and a nurse available for emergencies

(Any other relevant point)

SECTION – C: LITERATURE (40 marks)

6. Read the following extracts and answer the questions for ANY ONE of the given two, A or B: (5)

6(a)

i. (Any one point)

1

- her beauty, dress, ornaments gained admiration and attention of all men.
- Prettiest of all
- Danced with enthusiasm/ intoxicated with pleasure
- elevated her social status at the ball

ii. Introduced.

2

iii. (A) overwhelmed

1

iv. (Any one point)

1

- fulfilling her desire to feel admired and envied
- becomes the centre of attention
- satisfying her longing for social validation.

OR

6 (b)

i. (A) awed

1

ii. (Any Two points)

2

- readers experience Valli's fascination and excitement
- creates a vivid picture of her surroundings
- immerses us in her perspective and experience.

iii. fascination

1

iv. (Any one point)

1

- devoured everything with her eyes
- stood up on the seat
- peered over the blind

7. Read the following extracts and answer the questions for ANY ONE of the given two, A or B :
(5)

7(a)

i. (Any Two points)

2

- Transfixed by the experience
- Dejected at losing the ball
- Gradual emotional transformation
- Movement from innocence to awareness

ii. (B) Learns the money cannot restore what is lost.

1

iii. Understand the nature of loss/losses are inevitable and universal/suffering is human fate/learning acceptance and reconciliation.

1

iv. (C) 1 and 3

1

OR

7(b)

i. (Any Two points)

2

- Introspective and hopeful
- Connected with surroundings through sensory experiences, like the smell of leaves and lichen
- Immersed in peaceful contemplation
- Calm, reflective, observant
- Shows heightened awareness of the trees movement

ii. Liberation from patriarchy, regressiveness etc. / desire for independence / self-discovery and exploration/ conflict between man and nature.

1

iii. The departure of the forest from the house.

1

iv. (D) 2 and 5.

1

Q8) Answer ANY FOUR of the following five questions in about 40-50 words. (4x3=12)

Content-2 marks (at least 2 value points)

Expression-1 mark (effective style, coherence & cohesion)

i) (Any Two Points)

2+1

- Anne admits she talks excessively in class.
- Her teacher, Mr. Keesing, repeatedly punishes her for talking.
- She writes humorous essays defending her habit of talking.
- She argues that talking is a student's trait and partly inherited from her mother.
- She cleverly proves she can "talk and write" endlessly.

(Any other relevant point)

ii) (Any Two Points- one from each aspect)

2+1

- "Fire" symbolizes uncontrolled desire and greed.
- "Ice" symbolizes hatred, coldness, and indifference.
- Either extreme emotion can destroy humanity.
- Human vices, not natural forces, cause destruction.
- Hatred is equally powerful and destructive as desire.

(Any other relevant point)

iii) (Any Two points) 2+1

- Otters are playful, curious, and intelligent animals.
- Mij invented his own games (e.g., with the water tap and marbles).
- Highly energetic and fond of water.
- Form strong emotional bonds with humans.
- Sensitive and responsive to affection.

(Any other relevant point)

iv) (Any Two points) 2+1

- Those who understand that death is inevitable.
- People who accept the cycle of life and death calmly.
- Those who do not grieve excessively over loss.
- Individuals who control sorrow through wisdom.
- People who realize attachment leads to suffering.

(Any other relevant point)

v) (Any Two points) 2+1

- As a child, he thought freedom meant running and playing freely.
- As a young man, freedom meant basic rights and dignity.
- Later, he realized both oppressed and oppressor are not free.
- True freedom means equality, justice, and human dignity for all.
- Freedom is indivisible and collective, not individual.

(Any other relevant point)

Q9) Answer any two of the following three questions in about 40-50 words. (2x3=6)

Content-2 marks (at least 2 value points)

Expression-1 mark (effective style, coherence & cohesion)

i) (Any Two points) 2+1

- Griffin was a brilliant scientist who discovered invisibility.
- He misused science for selfish and criminal purposes revealed his moral downfall.
- He turned violent, stole and harmed innocent people.
- His intelligence was overshadowed by his greed, anger, and lack of ethics.
- People suffered more from his darker traits than getting benefitted by his scientific powers.
- Set fire to the landlord's house/ robbed a clergyman/ harmed Mr and Mrs Hall / stole from theatrical company

(Any other relevant point)

ii) (Any Two points) 2+1

- Hari was a young thief looking for easy targets.
- He saw Anil as simple, careless, and trusting.
- Wanted food, shelter, and financial gain.
- Intended to exploit Anil's kindness.
- Later stayed because Anil offered education and trust.

(Any other relevant point)

iii) (Any Two points)

2+1

- After arrest, became the assistant librarian in the prison.
- Had always admired rare and expensive books
- prison fulfilled his desire of reading books.

(Any other relevant point)

Q10) Answer ANY ONE of the following two questions in about 100-120 words. (6 marks)

Content-3 marks (at least 3 value points duly supported by relevant textual evidence)

Expression-2 marks (effective style, coherence & cohesion)

Accuracy-1 mark (spelling, punctuation, grammar)

a) (3 value points- At Least one from each aspect)

3+2+1

Similarities

- Both the tiger and the dragon are powerful wild creatures.
- Both symbolize strength and danger.
- Both are confined or controlled by humans.
- Both evoke fear — the tiger through silence and rage, the dragon through appearance.

Differences

- The tiger is caged and helpless vs Custard the dragon lives safely with Belinda.
- The tiger is quiet, angry, and full of suppressed energy vs Custard appears timid and cowardly at first.
- The tiger's strength is wasted in captivity vs Custard proves his bravery by killing the pirate.
- The tiger represents the tragedy of captivity vs the dragon highlights the theme that true courage is shown in action.

Synthesis of Ideas

- The tiger evokes sympathy and reflects loss of freedom.
- The dragon shows that appearances can be deceptive and bravery may be hidden.

OR

b) (3 value points- At Least one from each aspect)

3+2+1

A Letter to God

- Lencho receives money after praying to God.
- The help actually comes from the postmaster and his employees, not directly from God.
- Lencho remains unaware of the true source of help.

The Black Aeroplane

- The pilot is lost in a storm with no fuel left.
- A mysterious black aeroplane appears and guides him safely to the runway.
- The pilot later discovers that no such plane appeared on the radar.

Synthesis of Ideas

- Both stories highlight that help arrives at the moment of extreme crisis/help appears almost miraculous.

- The helpers remain hidden or unidentified.
- The protagonists are saved through unexpected intervention.
- The identity of the rescuer remains unknown and mysterious

(Any other relevant point)

Q11) Answer ANY ONE of the following two questions in about 100-120 words. (6 marks)

Content-3 marks (at least 3 value points duly supported by relevant textual evidence)

Expression-2 marks (effective style, coherence & cohesion)

Accuracy-1 mark (spelling, punctuation, grammar)

a) (3 value points)

3+2+1

- The Martians misinterpret ordinary nursery rhymes as coded messages.
- “Mistress Mary” and “Humpty Dumpty” are taken as military threats.
- Simple Earth words are seen as secret weapons.
- Lack of proper understanding creates unnecessary fear.
- Martians fail to understand human humour and poetry.
- They judge Earth based on incomplete and childish material.
- Differences in customs, thinking, and expression lead to confusion.
- Martians have no real knowledge of human society.
- They rely on limited information from a single book.
- Overconfidence and ignorance make them draw wrong conclusions.
- Mars plans to attack Earth due to misunderstanding.
- Panic and suspicion arise from false assumptions.

(Any other relevant point)

OR

b) (3 value points- At Least one from each aspect)

3+2+1

Elements of Humour

- The exaggerated description of Tricki’s obesity creates comic effect.
- Mrs. Pumphrey’s overindulgence and dramatic behaviour add situational humour.
- Use of playful names like “Horlicks”, “Malt”, “cod-liver oil” for a dog is amusing.
- Contrast between Mrs. Pumphrey’s panic and the simple solution (diet and exercise).
- Irony: The “serious illness” is only overfeeding.
- Mr. Herriot’s practical approach versus Mrs. Pumphrey’s emotional reactions.

(Any other relevant point)

Elements of Endearment

- Mrs. Pumphrey’s deep love and affection for Tricki.
- Her constant concern and anxiety for his well-being.
- Tricki’s transformation from lazy and sick to active and healthy.
- The bond between pet and owner.
- Mr. Herriot’s gentle handling and genuine care for the dog.
- The story blends gentle satire with warmth.
- Humour makes the narrative light and engaging.
- Endearment creates emotional connection with characters.

(Any other relevant point)