

**SOLUTIONS**  
**ENGLISH (Language & Literature) (Subject Code-184)**  
**(PAPER CODE: 2/4/3) (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<br>- 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.  | <b>(any two)</b> <ul style="list-style-type: none"><li>• Pollination</li><li>• seed control</li><li>• seed dispersal</li><li>• survival of ecosystems</li></ul> | 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.  | <b>(Any One)</b> <ul style="list-style-type: none"><li>• Better infrastructure / investment</li><li>• skilled professionals enable faster adoption of AI.</li><li>• 60 % AI implementation concentrated in urban areas</li><li>• Urban regions / metropolitans lead in technological development</li><li>• Cities act as innovation and testing hubs</li><li>• 30% AI implementation in industrial zones</li></ul> | 1 |
| vii  | advancement in fields such as health care, finance, and transportation                                                                                                                                                                                                                                                                                                                                             | 1 |
| viii | User engagement / accessibility / efficiency of communication with technology                                                                                                                                                                                                                                                                                                                                      | 1 |
| ix   | <b>(Any Two)</b> <ul style="list-style-type: none"><li>• provides a comprehensive understanding of AI's implications</li></ul>                                                                                                                                                                                                                                                                                     | 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. are                                                                                        | 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 marks**

**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**

- not enough interaction between students of different states / culture
- logistical challenges in coordination between schools
- disruption of regular academic schedule
- language barriers causing communication difficulty

**Suggestions:**

- promote national integration and unity in diversity
- develop cultural understanding and respect for different traditions
- exposure to different languages, food, lifestyles and customs
- break stereotypes and misconceptions among students
- instil Independence and self-confidence
- learning through real-life experiences
- develop leadership qualities

**(Any other relevant point)**

**OR**

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

**Current Situation**

- important to expose students to practical life-skills
- break from monotonous pen-paper routine
- essential for students to demonstrate responsible behavior
- important to develop their inter-personal skills

**Suggestions:**

- food stalls, performances, management handled by students
- students demonstrating confidence, teamwork and discipline
- builds confidence and self-esteem
- enhances organizational and leadership skills
- develops sense of responsibility and accountability
- prepares students for real-world challenges
- improves communication and social skills

**(Any other relevant point)**

**5. Analytical Paragraph – Attempt ANY ONE from A and B given below (5 marks)**

**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. (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

OR

### 6 (b)

- 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.

**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
- 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 / 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

**OR**

**7 (b)**

- 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 / reconciliation to one's fate. 1
- iv. (C) 1 and 3 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
- Arab traders settled in the region and married local women
  - Their dress resembles traditional Arab attire – esp. long, black coats called 'Kuppia'

- Culture and customs reflect foreign influence

**(Any other relevant point)**

**ii) (Any Two Points)**

**2+1**

- she listened to conversation discretely of her neighbours / who used the bus
- collected details about timings, fare and distance
- saved money / 60 paise secretly for the both ways fares
- did not buy peppermints, toys and go on the merry go-round.
- planned the trip when her mother would be asleep.
- decided not to get off the bus at the town

**(Any other relevant point)**

**iii) (Any Two points)**

**2+1**

- Both families claimed ownership of Oxen Meadows
- Lomov argued – land belonged to his family / had document to prove it
- Chubukov insisted- meadows belonged to them / using land for generations
- Dispute arises due to misunderstanding / pride and stubbornness
- Highlights the pettiness / ego and foolishness of the characters

**(Any other relevant point)**

**iv) (Any Two points- one from each aspect)**

**2+1**

**Reality**

- Amanda – under constant instructions and restrictions / controlled and irritated / misunderstood and lonely
  - Eg – “Don’t bite your nails, Amanda” etc.

**(Any other relevant point)**

**Daydream**

- Imagines freedom and independence / a sole mermaid in the sea / an orphan – wandering peacefully / Rapunzel – living alone and free from restrictions
- Imagination acts as escape from her pressured life

**(Any other relevant point)**

**v) (Any Two points)**

**2+1**

Mandela wants -

- freedom from racial oppression and apartheid
- equality for all — Black and White alike
- right to dignity, justice, and human rights
- end of all kinds of discrimination
- freedom not only from bondage but from fear, poverty, and deprivation
- opportunity to live with self-respect
- harmony and peaceful coexistence among communities
- liberation of both the oppressed and the oppressor

**(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**

- Agrees respectfully with Think Tank's statements.
- Uses flattery to protect Think Tank's ego.
- Suggests corrections indirectly and diplomatically like "might I suggest..."
- Avoids open disagreement to safeguard his position.
- Shows intelligence, tact, and political wisdom.

**(Any other relevant point)**

**ii) (Any Two points) 2+1**

- Afraid due to stammer and past humiliation.
- Feared being mocked at school.
- At home she was neglected and treated as inferior.
- She was bathed/ hair was oiled/ was given a clean dress to wear.

**(Any other relevant point)**

**iii) (Any Two points) 2+1**

- Tricki was extremely overweight/ like a bloated sausage.
- Overfed rich food by Mrs. Pumphrey.
- No exercise; became lethargic and listless/ rheumy eyes
- Vomiting and lack of appetite signalled illness/ tongue lolled from his jaws
- Risk of serious health complications.

**(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**

**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)**

**OR**

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

**3+2+1**

**Similarities**

- Both the tiger and the dragon are powerful wild creatures / 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

**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- 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)**

**OR**

**b) (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)**