CBSE 2024 English — Set 3 — Answer Key

English Medium

Time Allowed: 3 Hours | Maximum Marks: 80

General Instructions:

1. This question paper contains 45 questions. All questions are compulsory.
2. Section A — Reading Skills (20 marks).
3. Section B — Creative Writing Skills (16 marks).
4. Section C — Grammar (8 marks).
5. Section D — Literature (36 marks).

Section A — Reading Skills

Comprehension (1-2 marks each)

Q.1 [1 mark]

(Q1.i) Which of the following statements best describes the difference between renewable energy sources and alternate energy sources?

(a) Alternative energy sources are more expensive than renewable energy sources.

(b) Renewable energy sources are inexhaustible whereas alternate energy sources could be exhaustible. <<

(c) Alternative energy sources are as renewable as renewable energy sources.

(d) Renewable energy sources are exhaustible but alternative energy sources are inexhaustible.

Explanation:

The passage states that renewable energy sources are derived from naturally replenished sources making them inexhaustible, while alternative energy sources are exhaustible and therefore not renewable.

Q.2 [1 mark]

(Q1.ii) What is the tone of the writer in the given lines from para (4)? Rationalise your response in about 40 words.

"However, thanks to increased demand, more experienced energy developers, competitive supply chains, improved renewable technologies, and enhanced energy efficiency capabilities, that's no longer the case."

Answer: The tone of the writer is optimistic and informative. The writer highlights positive developments such as increased demand, experienced developers, competitive supply chains, improved technologies, and enhanced efficiency to convey that alternative energy has become practical and accessible for consumers, showing confidence in progress.

Explanation:

The writer uses positive language ('thanks to', listing improvements) to show optimism about how alternative energy has become affordable and practical, moving away from its previously expensive and impractical status.

Q.3 [1 mark]

(Q1.iii) Complete the sentence appropriately:

In the past, alternative energy sources were not used much by the consumers because _____.

Answer: the equipment necessary to harness energy from alternative sources used to be so expensive that it wasn't practical for consumer use

Explanation:

Paragraph 4 of the passage clearly states that the equipment was too expensive to be practical for consumer use.

Q.4 [1 mark]

(Q1.iv) The passage includes some words that are opposites of each other. From the sets (a) to (e) below, identify 2 sets of antonyms:

(a) (b) exhaustible and inexhaustible, and (e) sustainable and exhaustible <<

(b) (a) generate and produce, and (c) subtle and versatile

(c) (c) subtle and versatile, and (d) power and energy

(d) (a) generate and produce, and (d) power and energy

Explanation:

Exhaustible and inexhaustible (set b) are direct antonyms.

Sustainable and exhaustible (set e) are also antonyms since sustainable means it can be maintained indefinitely while exhaustible means it can be used up.

The other sets contain synonyms or unrelated words.

Q.5 [1 mark]

(Q1.v) Who is the leader of the renewable energy pack and why?

Answer: Wind energy is the leader of the renewable energy pack because it is the most energy efficient among all renewable energy sources. It is versatile and can serve both individuals and entire communities, produced from small-scale windmills or large-scale offshore wind farms.

Explanation:

The passage states in paragraph 5: 'When it comes to energy efficiency, the leader of the renewable energy pack is wind energy.' It further explains wind power's versatility.

Q.6 [1 mark]

(Q1.vi) Based on the reading of the passage, examine, in about 40 words, the difference between geothermal electricity and hydroelectricity.

Answer: Geothermal electricity is generated by tapping into underground reservoirs of hot water and steam, and can directly heat and cool buildings. Hydroelectricity is generated from the energy of moving water, where water behind a dam causes turbine blades to move, rotating a generator to produce electricity.

Explanation:

The passage describes geothermal power in paragraph 6 (underground reservoirs of hot water and steam) and hydroelectricity in the same paragraph (energy of moving water behind a dam causing turbine blades to rotate a generator).

Q.7 [1 mark]

(Q1.vii) What is the message conveyed by the passage?

(a) Only those energy sources should be used which are renewable.
(b) Wind energy is a renewable as well as inexhaustible source of energy.
(c) There are plenty of renewable energy sources that can be used to replace traditional energy sources. <<
(d) Alternative energy sources are the emerging energy trends and are still

evolving.

Explanation:

The overall message of the passage is that there are plenty of renewable energy sources available (wind, geothermal, hydro, nuclear, solar) that can supplement or replace traditional fossil fuels, and they have become practical and affordable.

Q.8 [1 mark]

(Q1.viii) State whether the following statement is True or False with reference to the given extract:

Hydroelectricity as a renewable energy source is used for residential as well as commercial purposes.

Answer: True. The passage states that hydroelectricity is produced when water behind a dam causes turbine blades to move and the generator produces electricity that is sent to power homes. The passage also mentions geothermal electricity can directly heat and cool buildings, implying both residential and commercial applications for renewable energy sources.

Explanation:

The passage mentions that hydroelectricity is sent to power homes (residential) and geothermal can heat/cool buildings (commercial), supporting the statement as True.

Q.9 [1 mark]

(Q2.i) Infer one reason for the following, based on the information given in paragraph 4:

'Colourful badge was sewn on to the uniform and bags of the Scouts.'

Answer: The colourful badge was sewn onto the uniform and bags of the Scouts to mark the centenary of the Scout Movement in 2007 (100 years since its establishment in 1907). It was produced as a commemorative item to celebrate this milestone occasion.

Explanation:

Paragraph 4 states that 2007 marked 100 years of the Scout Movement and a colourful badge was produced for scouts to sew onto their uniforms or bags to celebrate this centenary.

Q.10 [1 mark]

(Q2.ii) From paragraph 1, we can infer that Scout Movement was set up _____.

Answer: to help young people achieve their full potential as they grow up

Explanation:

Paragraph 1 states that the Scout movement 'was set up to help young people achieve their full potential as they grow up.'

Section B — Creative Writing Skills

Writing (3-5 marks each)

Q.11 [5 marks]

(Q2.iii) Complete the following analogy correctly with a word/phrase from paragraph 4:

10 years : decade :: 100 years : _____

Answer: centenary

Explanation:

Paragraph 4 uses the word 'centenary' to describe 100 years of the Scout Movement. Just as 10 years is called a decade, 100 years is called a centenary.

Q.12 [5 marks]

(Q2.iv) After reading the passage, bring a contrast between the books 'Aids to Scouting' and 'Scouting for Boys'.

Answer: 'Aids to Scouting' was a publication written while Baden-Powell was in the army, focusing on scouting (searching and keeping watch) and how to survive

in the wild, with a military emphasis. In contrast, 'Scouting for Boys' had less emphasis on the military and was written as a result of the popularity of the first book, making scouting more accessible to young people.

Explanation:

Paragraph 2 describes 'Aids to Scouting' as a military-focused publication about scouting and survival in the wild, while 'Scouting for Boys' had less emphasis on the military.

Q.13 [5 marks]

(Q2.v) What does the writer mean by the following phrase?

'One world one promise'

Answer: The phrase 'One world one promise' signifies the unity and universality of the Scout Movement. It conveys that despite being spread across 216 different countries, all scouts share a common purpose and commitment — to help young people achieve their full potential and play useful roles in society. The world is united under one shared promise.

Explanation:

The phrase was part of the centenary badge design (paragraph 4) and reflects the global unity of the Scout Movement's mission, alongside images of doves (peace) and the globe (worldwide reach).

Q.14 [5 marks]

(Q2.vi) According to the chart, which country took maximum time to introduce 'Guiding' after 'Scouting'? Choose your answer from the options given below:

(a) India
(b) Indonesia
(c) Thailand <<
(d) Philippines

Explanation:

Thailand introduced Scouting in 1911 and Guiding in 1957, a gap of 46 years.

India: 2 years (1909-1911), Indonesia: 0 years (1912-1912), Philippines: 8 years (1910-1918), United States: 2 years (1910-1912).

Thailand had the maximum gap.

Q.15 [5 marks]

(Q2.vii) List two reasons why a flame was lit at Baden-Powell's grave in 2007.

(a) _____

(b) _____

Answer: (a) To mark the centenary (100 years) of the Scout Movement, which was established in 1907.

(b) To honour the 150th anniversary of Baden-Powell's birth.

Explanation:

Paragraph 5 states: '2007 was also the 150th anniversary of Baden-Powell's birth. To honour both occasions, a flame was lit at Baden-Powell's grave in Nyeri.' The two occasions were the centenary of Scouting (para 4) and the 150th birth anniversary.

Section C — Grammar

Grammar (1-3 marks each)

Q.16 [1 mark]

(Q2.viii) Fill in the blank by selecting the correct option:

The establishment of Scout movement from 1907 to 2006 showed _____ results.

(a) uniform

(b) encouraging <<

(c) inconsistent

(d) disappointing

Explanation:

The Scout Movement grew from a small camp of 21 boys in 1907 to 32 million scouts and 10 million guides across 216 countries by 2006/2010. This shows encouraging and positive results of steady growth.

Q.17 [1 mark]

(Q3.i) Fill in the blank by using the correct form of the word in the bracket, for the given portion of a letter.

Sir,
Enclosed is the report that _____ (summarize) the study conducted on the impact of climate change on crop yield in the region.

Answer: summarizes

Explanation:

The subject 'report' is singular, so the verb needs the third-person singular present tense form 'summarizes' to agree with it.

Q.18 [1 mark]

(Q3.ii) Read the given sentence from a recipe review article. Identify the error and supply the correction in the sentence.

The cake recipe was to sweet for my liking, but the texture was perfect.

Error | Correction

Answer: Error: to | Correction: too

Explanation:

'To' is a preposition or part of an infinitive, while 'too' means 'excessively' or 'also'. Here the meaning is 'excessively sweet', so 'too' is correct.

Q.19 [1 mark]

(Q3.iii) Marie and Peter had a conversation about volunteer work. Report

Marie's question.

What kind of skills have you imbibed from this volunteer work?

Answer: Marie asked Peter what kind of skills he had imbibed from that volunteer work.

Explanation:

In reported speech, 'have you imbibed' changes to 'he had imbibed', 'this' changes to 'that', and the question is reported using 'asked' with the wh-word 'what'.

Q.20 [1 mark]

(Q3.iv) Read the dialogue between Adam and Emma about a career option.

Adam: Why did you opt for a career in journalism?
Emma: I couldn't resist my love for storytelling and my desire to expose the truth.

Select the option to complete the reporting of the above dialogue:

Adam asked Emma _____ in journalism. Emma passionately expressed that she couldn't resist her love for storytelling and her desire to expose the truth.

Answer: why she had opted for a career

Explanation:

In reported speech, 'did you opt' changes to 'she had opted' and 'you' changes to 'she'. The reporting verb 'asked' is followed by the wh-word 'why' and the reported clause.

Q.21 [1 mark]

(Q3.v) Fill in the blank by choosing the correct option to complete an issued circular by an organisation, to its Managers.

Please refer to the attached conference schedule and _____ (it/these/them)

should be circulated among all attendees for their reference.

Answer: it

Explanation:
The pronoun 'it' refers to the singular noun 'schedule'.
'These' and 'them' are plural pronouns and do not agree with the singular antecedent 'schedule'.

Q.22 [1 mark]

(Q3.vi) Identify the error and supply correction for the given sentence from a public health campaign.

The campaign's focus is on reduce sugar intake among children by promoting healthier snacks.

Error | Correction

Answer: Error: reduce | Correction: reducing

Explanation:
After the preposition 'on', a gerund (verb+ing form) is required.
'On reduce' is grammatically incorrect; it should be 'on reducing'.

Q.23 [1 mark]

(Q3.vii) Select the option that identifies the error and supplies the correction from a scientific review.

The study examines the association among exposure to sunlight and vitamin D levels in the body.

Option No. | Error | Correction
(A) examines | examine
(B) to | for

(C) among | between

(D) levels | level

Answer: Option (C): Error: among | Correction: between

Explanation:

'Between' is used when referring to two things (exposure to sunlight AND vitamin D levels), while 'among' is used for three or more.

Since there are only two elements being compared, 'between' is correct.

Q.24 [1 mark]

(Q3.viii) Complete the given narrative, by filling in the blank with the correct option.

The opportunity to volunteer at the local food bank made me _____ the challenges faced by underprivileged communities.

(a) realizing

(b) to realize

(c) realized

(d) realize <<

Explanation:

The causative verb 'made' is followed by the bare infinitive (without 'to').

So 'made me realize' is correct.

'Made me realizing', 'made me to realize', and 'made me realized' are all grammatically incorrect.

Q.25 [1 mark]

(Q3.ix) Report the dialogue between a vendor and his customer, by completing the sentence:

Vendor: We missed your usual visits, sir.

Customer: I know, I had to travel for work.

The vendor expressed that the customer's regular visits were missed, reaching out to the customer. The customer acknowledged this and clarified that _____.

Answer: he had had to travel for work

Explanation:

In reported speech, 'I had to travel' changes to 'he had had to travel' (past perfect). The pronoun 'I' changes to 'he' and 'had to' becomes 'had had to'.

Q.26 [1 mark]

(Q3.x) Fill in the blank by choosing the correct option to complete the update on the school's chess team.

It's a victorious day!
Our school's chess team _____ the interschool chess championship.

(a) has been won
(b) will winning
(c) was winning
(d) has won <<

Explanation:

'Has won' (present perfect) is appropriate for announcing a recently completed action. 'Has been won' is passive and changes the meaning, 'will winning' is grammatically incorrect, and 'was winning' (past continuous) doesn't convey the completed victory.

Q.27 [1 mark]

(Q3.xi) Complete the line from a song by filling in the blank with the correct option.

The whispering leaves tell your tale,
The silent stones _____ your journey,
The sun casts light on your path,

Leading you towards tomorrow's glory.

(a) have echoed
(b) echo <<
(c) echoes
(d) shall echo

Explanation:
The subject 'stones' is plural, so the verb should be in the plural form 'echo' (base form).
'Echoes' is third-person singular.
The poem uses simple present tense ('tell', 'casts'), so 'echo' maintains parallel structure.

Section D — Literature

Textbook Questions (2-5 marks each)

Q.28 [2 marks]

(Q3.xii) Identify the error and supply correction for this sentence from an economic analysis.

The relationships of the country's inflation rate and the GDP growth was analysed.

Error | Correction

Answer: Error: relationships | Correction: relationship

Explanation:
The sentence refers to one relationship (between inflation rate and GDP growth), so the singular form 'relationship' should be used.
Alternatively, the verb 'was' agrees with singular 'relationship'.
The error is the unnecessary plural 'relationships'.

Q.29(a) [2 marks]

(Q4.a) You are Kapil/Kavita, sports secretary of Ajax World School, Gurugram. You want to place an order for sports articles for the school cricket team to Rotary Sports, Janakpuri, New Delhi. Write a letter in about 120 words. Remember to include relevant information about quantity and quality of products, specific details, school discount, delivery date and mode of payment.

Answer: Model Answer:

Ajax World School
Gurugram
[Date]

The Manager
Rotary Sports
Janakpuri, New Delhi

Subject: Order for Sports Articles for School Cricket Team

Dear Sir/Madam,

I am writing on behalf of Ajax World School, Gurugram, to place an order for cricket equipment for our school team. We require the following items:

1. Cricket bats (English willow, Grade A) - 10 pieces
2. Cricket balls (leather, match quality) - 24 pieces
3. Batting pads (youth size) - 10 pairs
4. Batting gloves - 10 pairs
5. Wicket-keeping gloves - 2 pairs
6. Stumps with bails - 4 sets
7. Cricket helmets - 10 pieces

Kindly ensure that all items are of premium quality and from reputed brands. We request a school discount of 20% on the total bill as we are a regular institutional buyer. The delivery should be made to our school address by [date], as our inter-school tournament begins shortly after.

Payment will be made through a school cheque upon delivery and verification of the goods.

Looking forward to your prompt response.

Yours faithfully,
Kapil/Kavita
Sports Secretary

Explanation:

This is a formal order letter.
Key elements include: sender's address, receiver's address, subject line, detailed list of items with quantity and quality specifications, request for school discount, delivery date, and mode of payment.

Q.29(b) [2 marks]

(Q4.b) You are Rahul/Rita, a student of DRR World School, Preet Vihar, Prem Nagar. You have recently noticed that the street in front of the school is being used as a thoroughfare by vehicles because of the construction work on the main street. This has led to a number of near fatal accidents involving school students who have become vulnerable to road injuries and exposure to toxic air and noise pollution while going to school. Write a letter to the Editor of a local daily in about 120 words highlighting the problem. You may also suggest possible solutions such as road safety signages, speed breakers, traffic timings.

Answer: Model Answer:

DRR World School
Preet Vihar, Prem Nagar
[Date]

The Editor
[Local Daily Newspaper]

Subject: Concern Over Road Safety Near School Due to Diverted Traffic

Dear Sir/Madam,

Through the columns of your esteemed newspaper, I wish to draw the attention of the concerned authorities to a serious road safety issue near our school.

Due to ongoing construction work on the main street, vehicles are using the street in front of DRR World School as a thoroughfare. This has resulted in several near-fatal accidents involving students. Children are now vulnerable to road injuries, toxic air pollution, and excessive noise pollution while commuting to school.

I urge the authorities to take immediate action:
1. Install road safety signages and speed limit boards near the school zone
2. Construct speed breakers to slow down vehicles
3. Implement traffic timing restrictions during school hours (8 AM to 3 PM)
4. Deploy traffic personnel during peak hours
5. Create a designated pedestrian crossing for students

I hope the authorities will act promptly to ensure the safety of young students.

Yours faithfully,
Rahul/Rita

Explanation:
This is a letter to the editor highlighting a civic problem.
It should identify the problem clearly, provide specific details, and suggest practical solutions.

Q.30(a) [2 marks]

(Q5.a) Read the following excerpt from a newspaper on the problem of car parking and its impact.

A survey conducted on the residents showed that car parking in colonies has risen due to an increase in the number of cars per family. This has resulted in ugly incidents of road rage. Most of the families revealed that they are facing multiple issues due to this situation. There is no place for visitors to park and residents themselves park their cars haphazardly. In addition there is an increase in commercial vehicles parked outside colony gates, thus blocking exits.

Write a paragraph in about 120 words to analyse the news clipping.

Answer: Model Answer:

The news clipping highlights the growing menace of car parking problems in residential colonies. The survey reveals that an increase in the number of cars per family has led to a severe parking crisis. This situation has multiple adverse consequences. Firstly, it has resulted in ugly incidents of road rage, reflecting the frustration among residents. Families are facing multiple issues as there is no designated space for visitors to park. Residents are forced to park their cars haphazardly, creating chaos and obstructing pathways. Furthermore, the problem

is compounded by commercial vehicles parked outside colony gates, which block exits and create safety hazards. This situation demands immediate attention from resident welfare associations and local authorities. Possible solutions include constructing multi-level parking, implementing a one-car-per-family policy, designating visitor parking zones, and restricting commercial vehicle parking near residential areas.

Explanation:

An analytical paragraph should summarize the key issue, discuss its implications, and offer a balanced analysis of the problem described in the news clipping.

OR

Q.30(b) [2 marks]

(Q5.b OR) The following data shows global literacy rates of different age groups and gender in a particular year. Write an analytical paragraph describing and analysing the given data.

Global literacy rate %:

	12-15 years	15-24 years	25-64 years	65 years and older
Men	88	90	88	80
Women	80	88	79	75

Answer: Model Answer:

The data presents global literacy rates across different age groups and genders. A clear gender disparity is evident across all age groups, with men consistently having higher literacy rates than women. Among men, the highest literacy rate of 90% is in the 15-24 age group, while the lowest is 80% for those 65 and older. For women, the 15-24 age group also shows the highest literacy rate at 88%, which nearly matches the male rate, suggesting improving gender parity among younger

generations. The gap is most pronounced in the 25-64 age group (88% vs 79%, a 9% difference) and the 65+ group (80% vs 75%). The narrowing gap in younger age groups indicates progress in women's education. However, the persistent disparity in older age groups reflects historical inequalities in educational access for women. Overall, while literacy rates have improved for both genders among younger populations, sustained efforts are needed to bridge the remaining gender gap.

Explanation:

An analytical paragraph for data should describe key trends, compare data points, identify patterns (gender gap, age-group variation), and draw meaningful conclusions.

Q.31(a) [2 marks]

(Q6.a.i) What do you infer from the following statement?

"The inauguration would be the largest gathering ever of international leaders on South African Soil."

Answer: This statement implies that the inauguration of South Africa's first democratic non-racial government was an event of immense global significance. It suggests that the world recognised and supported the end of apartheid and the beginning of a new era of democracy in South Africa. The presence of the largest-ever gathering of international leaders shows universal solidarity and the historic importance of this momentous occasion.

Explanation:

The statement highlights the global significance of the end of apartheid and the installation of a democratic government in South Africa, showing unprecedented international support and recognition.

Q.0 [0 mark]

(Q6.a.ii) Explain in about 40 words the effective shift from white supremacy to a rainbow gathering.

Answer: The Union Buildings in Pretoria, which had for decades been the seat of white supremacy and apartheid, transformed into a venue for a 'rainbow gathering' — a historic assembly of people of different colours and nations, symbolising the birth of a democratic, non-racial South Africa where all races were equal.

Explanation:

The shift represents the transition from apartheid (white minority rule) to democracy (multi-racial governance).

The term 'rainbow gathering' symbolises diversity and inclusion, contrasting with the exclusionary nature of white supremacy.

Q.0 [0 mark]

(Q6.a.iii) Which phrase would correctly substitute 'pleasantly besieged' in the given sentence from that extract?

Answer: happily overwhelmed / delightfully surrounded

Explanation:

'Pleasantly besieged' means being surrounded or overwhelmed in a pleasant way.

'Pleasantly' conveys happiness and 'besieged' means surrounded or crowded, so 'happily overwhelmed' or 'delightfully surrounded' captures the same meaning.

Q.0 [0 mark]

(Q6.a.iv) State true or false with reference to the given extract:

In the past the 'amphitheatre' had been a seat for theatrical performances.

Answer: False. The extract states that the sandstone amphitheatre formed by the Union Buildings in Pretoria had for decades been 'the seat of white supremacy', not a seat for theatrical performances. It was the centre of the apartheid government.

Explanation:

The passage clearly states that the Union Buildings in Pretoria had been 'the seat of white supremacy' for decades, meaning it was the centre of government power during

apartheid, not a venue for theatrical performances.

OR

Q.31(b) [2 marks]

(Q6.b OR.i) State any one inference about Anne from the given context.

"Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking."

Answer: From the given context, we can infer that Anne was a clever and resourceful student. Instead of taking the easy way out by rambling and filling pages with empty words, she chose to use her intelligence to craft convincing arguments. This shows she was witty, creative, and took pride in presenting well-reasoned responses.

Explanation:

Anne's approach of finding 'convincing arguments' rather than simply filling pages shows her intelligence, wit, and resourcefulness as a student.

Q.0 [0 mark]

(Q6.b OR.ii) In about 40 words, elaborate on the justification Anne gives for her talkative nature.

Answer: Anne justified her talkative nature by arguing that talking is a student trait and that she inherited it from her mother, who talked as much as she did, if not more. She claimed that inherited traits cannot be cured, implying her talkativeness was natural and unavoidable, though she promised to try to keep it under control.

Explanation:

Anne used two key arguments: (1) talking is a natural student trait, and (2) she inherited the habit from her mother.

She cleverly argued that inherited traits cannot be changed, making her case irrefutable.

Q.0 [0 mark]

(Q6.b OR.iii) Which one of the following best describes the tone of the given extract?

(a) derogatory
(b) persuasive <<
(c) nostalgic
(d) cautionary

Explanation:

Anne's tone is persuasive as she is trying to convince Mr.
Keesing through logical arguments that her talking is a natural, inherited trait that cannot be cured.
She builds a case using reasoning rather than being derogatory, nostalgic, or cautionary.

Q.0 [0 mark]

(Q6.b OR.iv) Which phrase would correctly substitute 'ramble on' in the given sentence from the extract?

Answer: talk at length / go on and on / speak aimlessly

Explanation:

'Ramble on' means to talk or write at length in a confused or inconsequential way.
Suitable substitutes include 'talk at length', 'go on and on', or 'speak aimlessly'.

Q.32(a) [2 marks]

(Q7.a.i) Explain the contrast created by the words, 'stalks' and 'few steps of his cage'.

Answer: The word 'stalks' suggests a powerful, predatory movement — a tiger in the wild would stalk its prey with strength and purpose across vast distances. However, 'few steps of his cage' shows the tragic confinement of the tiger, whose majestic stride is reduced to a few steps within the limited space of a cage. The contrast highlights the loss of freedom and the restriction of the tiger's natural instincts.

Explanation:

'Stalks' implies power, grace and predatory instinct while 'few steps of his cage' implies confinement and restriction.

The contrast emphasizes the tragedy of a powerful animal being imprisoned.

Q.0 [0 mark]

(Q7.a.ii) Which of the following best describes the tiger's feelings in the context?

(a) anger

(b) conflicted <<

(c) pessimism

(d) apprehension

Explanation:

The tiger is 'conflicted' — he has a 'quiet rage' suggesting suppressed anger and frustration.

He still 'stalks' with his natural predatory instinct, but is confined to a cage.

This internal conflict between his wild nature and forced captivity makes 'conflicted' the best description.

Q.0 [0 mark]

(Q7.a.iii) Comment in about 40 words on the poet's use of imagery in the above extract.

Answer: The poet uses vivid visual imagery — 'vivid stripes' paints the tiger's striking appearance, while 'pads of velvet quiet' creates a tactile image of the tiger's soft, silent footsteps. The oxymoron 'quiet rage' creates a powerful emotional image, conveying suppressed anger and helplessness. Together, these images contrast the tiger's natural majesty with his tragic captivity.

Explanation:

The poet employs visual imagery ('vivid stripes'), tactile imagery ('pads of velvet'), and emotional imagery ('quiet rage') to create a powerful contrast between the tiger's natural beauty and his imprisonment.

Q.0 [0 mark]

(Q7.a.iv) Which word in the stanza means the same as 'clear and bright'?

Answer: vivid

Explanation:

'Vivid' means producing powerful feelings or strong, clear images in the mind; bright and striking.

It is synonymous with 'clear and bright'.

OR

Q.32(b) [2 marks]

(Q7.b OR.i) When the poet says that 'no one buys a ball back', what does he refer to in the context of the poem?

Answer: When the poet says 'no one buys a ball back', he means that certain losses in life cannot be compensated by simply replacing the lost object with money. The ball represents the boy's first experience of loss — his attachment, memories, and childhood innocence associated with it cannot be bought back. Money is 'external' and cannot restore what is emotionally valuable.

Explanation:

The poet emphasizes that material replacement cannot compensate for emotional loss.

The ball symbolises childhood memories and attachments that, once lost, cannot be recovered through money.

Q.0 [0 mark]

(Q7.b OR.ii) Complete the sentence with an appropriate option:

The lines from the poem tell us that the boy is experiencing _____.

(a) distress

(b) terror

(c) realisation <<

(d) elation

Explanation:

The boy is experiencing 'realisation' — he is 'learning... the epistemology of loss, how to stand by.' The word 'learning' and 'epistemology' (study of knowledge) indicate he is coming to understand loss for the first time, not just feeling distress or terror.

Q.0 [0 mark]

(Q7.b OR.iii) What is the significance of the term 'desperate' used to describe the boy's eyes in the poem, and how does it contribute to the overall mood and tone of the poem?

Answer: The word 'desperate' conveys the intensity of the boy's emotional turmoil upon losing his ball. His eyes reflect deep anguish, helplessness, and a longing to recover what is lost. It contributes to the poem's melancholic and reflective mood, emphasising that the boy is undergoing a painful but essential learning experience about loss and the transient nature of things. The desperation in his eyes contrasts with the deeper understanding he is gaining, creating a tone that is both sympathetic and philosophical.

Explanation:

'Desperate' shows the boy's intense emotional state — helplessness and anguish. It adds to the melancholic mood while the poet observes this as a necessary learning experience about loss.

Q.0 [0 mark]

(Q7.b OR.iv) Identify and discuss the poet's use of metaphor in the poem 'The Ball Poem'.

Answer: The ball itself is a metaphor for childhood innocence, cherished memories, and possessions that hold emotional value. The loss of the ball metaphorically represents the inevitable losses one faces in life. 'Money is external' is a metaphorical statement suggesting that material wealth cannot replace emotional or sentimental value. 'The epistemology of loss' is a metaphor

for the deep understanding and knowledge about loss that the boy is acquiring through this experience.

Explanation:

The poet uses the ball as a central metaphor for emotional attachments and childhood innocence.

Its loss represents life's inevitable losses, and the boy's reaction metaphorically depicts the human process of learning to cope with loss.

Q.33 [2 marks]

(Q8.i) Explain the irony in the chapter, 'A Letter to God'.

Answer: The irony in 'A Letter to God' is multi-layered. Lencho has such unwavering faith in God that he writes a letter asking for 100 pesos. The postmaster and postal employees, moved by his faith, collect money and send it to Lencho. However, they can only gather 70 pesos. When Lencho receives the money, instead of being grateful, he writes another letter to God complaining that 30 pesos are missing and accusing the post office employees of stealing the money. The very people who helped him out of compassion are the ones he suspects of theft. This is the supreme irony — Lencho's blind faith makes him ungrateful to the real helpers while continuing to trust an abstract entity.

Explanation:

The situational irony is that Lencho suspects the very people who helped him (post office employees) of stealing, while his faith remains unshaken in the abstract idea of God sending money through mail.

Q.34 [2 marks]

(Q8.ii) "During our childhood in Goa, the baker used to be our friend, companion and guide." What does this statement imply in relation to the character of the baker? (Glimpses of India)

Answer: This statement implies that the baker held a very important and multi-faceted role in the lives of children in Goa. As a 'friend', the baker was

approachable and had a warm, friendly relationship with the children. As a 'companion', the baker was a constant and regular presence in their daily lives, someone they looked forward to seeing. As a 'guide', the baker was someone the children could look up to and learn from. The statement reflects the deep social integration of the baker in Goan society, where he was not merely a tradesman but a beloved figure who played a significant role in the community's daily life and the children's upbringing.

Explanation:

The baker (pader) was an integral part of Goan life.

The three terms — friend, companion, and guide — show that the baker was much more than a bread seller;

he was a trusted and cherished figure in the community.

Q.35 [2 marks]

(Q8.iii) It is our attitude towards a situation that makes it positive or negative. Do you agree? Express your views with reference to the poem, 'Dust of Snow'.

Answer: Yes, I agree that our attitude towards a situation determines whether we perceive it as positive or negative. In the poem 'Dust of Snow' by Robert Frost, a simple, seemingly insignificant incident — a crow shaking down dust of snow from a hemlock tree onto the poet — transforms his entire day. Both the crow and the hemlock tree are traditionally considered symbols of bad omen and sorrow. However, instead of viewing this incident negatively, the poet's attitude shifts — the falling snow changes his mood and saves the rest of his day that he had 'rued'. This shows that even small, ordinary, or seemingly negative events can have a positive impact if we choose to see them with the right attitude. Our perspective has the power to transform our experiences.

Explanation:

The poem demonstrates how a change in attitude can transform a negative experience into a positive one.

The crow (symbol of bad omen) and hemlock (symbol of poison/sorrow) become agents of positive change through the poet's altered perspective.

Q.36 [2 marks]

(Q8.iv) Belinda and other animals have been described as brave. But on seeing the pirate they behaved in a cowardly way. How did they react? (A Tale of Custard the Dragon)

Answer: Despite being described as brave, when the pirate appeared, Belinda and her pets reacted in a very cowardly manner. Belinda cried for help and turned pale. Mustard the dog fled with a terrified yelp. Ink the kitten and Blink the mouse ran to the bottom of the household to hide. They all abandoned their boasts of bravery. In contrast, it was Custard the dragon — who had always been mocked as a coward by everyone — who actually confronted the pirate, gobbling him up. This showed that the truly brave one was the one they had all ridiculed.

Explanation:

The irony is that those who boasted of bravery (Belinda, Mustard, Ink, Blink) turned cowardly when real danger appeared, while the supposedly cowardly Custard proved to be the truly brave one.

Q.37 [2 marks]

(Q8.v) Flying is a natural act in birds. Then why was the young seagull 'exhausted by the strange exercise'? Justify the given statement with reference to baby seagull's fear. (His First Flight)

Answer: Although flying is a natural act for birds, the young seagull found it exhausting because it was his very first flight. He had been terrified of flying and had refused to make the attempt despite his parents' encouragement. His fear of the vast expanse of the sea below and the height of the ledge had paralysed him. When he finally took the plunge — driven by hunger when his mother tempted him with food — the act of flying was a 'strange exercise' because he had never used his wings for flight before. His muscles were untrained, and the physical and emotional exhaustion of overcoming his deep-seated fear, combined with the

unfamiliar physical exertion, made the natural act feel strange and tiring. It was strange not because flying is unnatural for birds, but because fear had prevented him from discovering this natural ability.

Explanation:

The young seagull's fear had prevented him from attempting flight despite being physically capable.

The first flight was 'strange' because he had never experienced it before, and the combination of overcoming fear and physical exertion made it exhausting.

Q.38 [2 marks]

(Q9.i) Do you think Bholi could have confidently refused to marry Bishamber if she wasn't educated? Give reasons. (Bholi)

Answer: No, Bholi could not have confidently refused to marry Bishamber if she wasn't educated. Education transformed Bholi from a timid, stammering girl who was considered a 'dumb cow' by her family into a confident, self-assured woman. Her teacher gave her courage and confidence to speak up, taught her that she had value and self-worth, and showed her that she could lead an independent life. Without education, Bholi would have remained submissive, unable to stand up against the greedy Bishamber who demanded dowry upon seeing her pock-marked face. Education gave her the voice to refuse the humiliating match, the courage to speak against dowry, and the conviction that she could support herself by teaching at the school. It was education that empowered her to take a stand for her dignity.

Explanation:

Education was the catalyst for Bholi's transformation.

Her teacher's encouragement gave her confidence, self-worth, and the ability to speak up, which she would not have developed without schooling.

Q.39 [2 marks]

(Q9.ii) Who was Henry? What role did he play in Ausable's plan? (The Midnight Visitor)

Answer: Henry was a fictional character invented by Ausable. There was no real Henry. Ausable made up the story of Henry being sent to check on a supposedly non-existent balcony below his window. When Max, the intruder, was hiding on the window ledge and heard a knock at the door, Ausable announced that it must be 'Henry' — a police officer he had supposedly called to guard the important report. Frightened by the prospect of being caught by the police, Max panicked and jumped from the window, thinking he would land on the balcony below. However, there was no balcony — it was all part of Ausable's clever bluff. The knock was actually from the waiter bringing drinks. Henry was entirely a product of Ausable's quick-thinking plan to get rid of Max without any physical confrontation.

Explanation:

Henry was a fictitious character used by Ausable as part of his clever ruse.

By inventing both the balcony and the police officer 'Henry', Ausable tricked Max into jumping from the window.

Q.40 [2 marks]

(Q9.iii) How did Think - Tank interpret the following nursery rhyme?

"How does your garden grow with cockle shells and silver bells?"

(The Book That Saved the Earth)

Answer: Think-Tank, the ruler of Mars, misinterpreted the nursery rhyme as a secret code about Earth's military intelligence. He believed that 'How does your garden grow' was a message about Earth people growing crops and developing advanced agriculture. When he heard about 'cockle shells and silver bells', he interpreted them as Earth's secret weapons — he thought 'shells' referred to explosive shells (military ammunition) and 'silver bells' referred to a signalling system or alarm bells used in warfare. This misinterpretation terrified Think-Tank into believing that Earth was a highly advanced military civilisation that could threaten Mars, ultimately leading him to call off the Martian invasion of Earth.

Explanation:

Think-Tank's literal and paranoid interpretation of innocent nursery rhymes led him to believe Earth had advanced weapons, which ironically saved Earth from Martian invasion.

Q.41(a) [2 marks]

(Q10.a) Valli was sensitive, but at the same time, she was fearless and quite determined. Think of another character from your text book, who displayed similar character traits.

Compare and contrast the lives of Valli and the other character, that you have chosen from the text of Two Stories about Flying.

You may begin this way.
The characters who are fearless and determined from two texts are Valli and .....

(Reference: Madam Rides a Bus & Two Stories about Flying)

Answer: Model Answer:

The characters who are fearless and determined from two texts are Valli and the young seagull.

Both Valli and the young seagull display remarkable determination and courage in overcoming their fears to achieve something new. Valli, an eight-year-old girl from a village, was deeply fascinated by the bus that passed through her street. Despite her young age, she was determined to ride the bus to the nearest town. She carefully planned her journey — saving money coin by coin, learning the bus timings, and figuring out the fare. She resisted the temptation to spend money on peppermints and toys to save for her bus ride. Her sensitivity is shown when she sees the dead cow on her return journey, which dampens her cheerful mood. Yet

her determination and independence are remarkable for a child her age.

Similarly, the young seagull in 'His First Flight' showed great courage when he finally overcame his fear of flying. Though initially paralysed by fear, looking down at the vast sea from the ledge, hunger and desperation eventually drove him to take the leap. Once airborne, he discovered the natural joy of flying.

The contrast lies in their circumstances: Valli's determination was self-motivated and carefully planned, while the young seagull was driven by hunger and instinct. Valli chose her adventure; the seagull was pushed into his. However, both learned something valuable — Valli learned about the world beyond her village (including the harsh reality of death), while the seagull learned to trust his abilities and overcome fear.

Explanation:

Both characters demonstrate fearlessness and determination but in different contexts.
Valli planned methodically for her bus ride while the seagull was driven by necessity.
Both overcame barriers to achieve personal growth.

OR

Q.41(b) [2 marks]

(Q10.b OR) Based on your understanding of the Play, 'The Proposal', what do you think of relationships?

Prepare a speech draft on relationships based on Natalya's and Anne Frank's characters.

You may begin this way.
Good morning everyone.
Relationships are the bond between two people based on mutual likes, understanding, need or love. I'd like to discuss relationships as portrayed in the two texts .....

You may end this way
To conclude, I'd like to say that ..... .
Thank you,

(Reference: The Proposal & from the Diary of Anne Frank)

Answer: Model Answer:

Good morning everyone.

Relationships are the bond between two people based on mutual likes, understanding, need or love. I'd like to discuss relationships as portrayed in the two texts — 'The Proposal' by Anton Chekhov and 'From the Diary of Anne Frank'.

In 'The Proposal', we see the relationship between Natalya Stepanovna and Ivan Lomov, two neighbouring landowners. Their relationship is marked by constant bickering and petty arguments over trivial matters — first about Oxen Meadows and then about whose dog is superior. Despite Lomov's intention to propose marriage, every interaction descends into heated quarrels. Yet, ironically, both families desire this match. Natalya cries when she learns Lomov had come to propose and she missed the opportunity. When he returns, they argue again but eventually get engaged — still arguing! This shows that relationships can be complex, driven by social expectations, property, and ego, yet people still seek companionship.

Anne Frank's diary reveals a different dimension of relationships. Anne's relationship with her parents, especially her mother, is strained. She feels misunderstood and criticised constantly. Her relationship with Mr. Keesing, her maths teacher, shows how authority figures and young people can find common ground through wit and understanding. Anne's relationships are shaped by her

need to be heard and understood in a world that often dismisses her as a chatterbox.

Both texts show that relationships require patience, understanding, and compromise. Natalya and Lomov needed to look beyond petty disputes, while Anne needed empathy and understanding from her elders.

To conclude, I'd like to say that true relationships thrive when we prioritise understanding over ego, compassion over conflict, and love over trivial differences.
Thank you.

Explanation:
The speech contrasts the comic, ego-driven relationship in 'The Proposal' with the more personal, emotional relationships in Anne Frank's diary, drawing common themes about understanding and compromise.

Q.42(a) [2 marks]

(Q11.a) Griffin's brilliance as a man of science fades before his darker traits. Give reasons from the text to support your answer. (Footprints Without Feet)

Answer: Model Answer:

Griffin was undoubtedly a brilliant scientist who discovered the remarkable formula to make a human body invisible. However, his darker character traits far overshadowed his scientific brilliance.

Firstly, Griffin was a lawless person. He set fire to his landlord's house to take revenge and to hide his identity, showing his destructive and vindictive nature. He had no regard for others' property or safety.

Secondly, he was a thief. After becoming invisible, he robbed stores for food and

clothing. At the theatrical company, he stole bandages, dark glasses, and a false nose to disguise himself. In Iping, he stole money from the clergyman's desk. At the inn, he stole money from the innkeeper. His invisibility, which could have been used for the benefit of mankind, was used only for selfish criminal purposes.

Thirdly, Griffin was short-tempered and violent. He attacked Mrs. Hall's furniture (which seemed to move on its own), assaulted the constable Mr. Jaffers who tried to arrest him, and generally terrorised the people of Iping.

Finally, Griffin lacked any moral compass or social responsibility. A true scientist would have used such a revolutionary discovery for the betterment of society. Instead, Griffin used it to indulge in petty crimes, avoid responsibility, and harm others. His brilliance was thus completely eclipsed by his criminal tendencies, making him a classic example of how intelligence without character is dangerous.

Explanation:

Griffin's scientific genius is overshadowed by his criminal behaviour, destructiveness, short temper, and lack of moral responsibility.

His discovery of invisibility becomes a tool for crime rather than progress.

OR

Q.42(b) [2 marks]

(Q11.b OR) Hari Singh says - "He knew it but neither his lips nor his eyes showed anything." Anil successfully addressed the situation by not addressing it all. Elaborate based on your reading of 'The Thief's Story'.

Answer: Model Answer:

In 'The Thief's Story' by Ruskin Bond, Hari Singh, a young thief, steals 600 rupees from under Anil's mattress. However, overcome by guilt and the realisation that he would lose Anil's trust, education, and the chance of a better life, Hari Singh returns the money before morning.

When Anil wakes up, he gives Hari Singh a fifty-rupee note and mentions he has got some work, promising to pay him regularly. Hari Singh notices that the note is still wet (from the rain the previous night, when he had been standing at the station with the stolen money), and realises that Anil knows about the theft. Yet, as Hari Singh observes, 'neither his lips nor his eyes showed anything.'

Anil's response was masterly. By choosing not to confront Hari Singh about the theft, Anil 'addressed the situation by not addressing it at all.' He understood that:

1. Hari Singh had already learned his lesson — the act of returning the money showed genuine remorse and a desire to change.
2. Confronting him would humiliate Hari Singh and destroy the trust being rebuilt, possibly pushing him back to his criminal ways.
3. By offering regular pay and continued education, Anil gave Hari Singh a reason to stay honest — hope and opportunity.
4. Anil's silence was more powerful than any lecture or punishment. It conveyed forgiveness, understanding, and faith in Hari Singh's ability to change.

Anil's approach reflects deep wisdom — sometimes the most effective response to wrongdoing is compassionate silence that allows the person to grow, rather than punishment that breeds resentment. His smile, though it held the knowledge of the theft, offered Hari Singh a second chance and the dignity of not being exposed.

Explanation:

Anil's conscious decision not to confront Hari Singh about the theft demonstrates wisdom and compassion.

By pretending ignorance while clearly knowing, Anil gave Hari Singh the space to reform without humiliation.