

SECTION-A (Reading Skills)

1. Objective: To comprehend the passage To identify the main points from the text
 - 1.1 (i) Dal Lake / Dal Lake in Srinagar / Houseboat on the western edge of Dal Lake;
 - (ii) It bears the design of a boatman rowing a shikara on the Dal Lake it carries date and address
 - (iii) Pictures on stamps attract tourists/ Pictures on stamps promote Kashmir/ tourism.
 - (iv) John Samuel
 - (v) One as office, the other a museum that traces the philatelic history of the state postal department / shop that sells postage stamps and other products
 - (vi) Helps them deposit / save money/ helps them as a bank.
 - (vii) Floods / recurrence of floods
 - (viii) No fan at any time of the year needed / tourist attraction / source of income
 - (Any one)
 - (ix) Fascination
2. Objective: To comprehend the passage To identify the main points from the text.
 - 2.1 (i) communication has become effective / instant message all around the globe without spending hefty sums
 - (ii) -- able to broaden their minds and improve their skills by doing research on the internet
 - help in online learning,
 - help look up new word they come across
 - help complete assignments on time
 - provide online teaching (any four each half mark)
 - (iii) Can help in any emergency prevent crimes by providing information to security
 - (iv) Adverse impacts / affects academic performance can lead to addiction / waste of time/ misuse. get involved in undesirable activities (any two)
 - (v) Allows subscribers to load text / airtime credits to their handsets it doesn't commit a particular customer to a contract one can opt to subscribe using the pay by monthly plan (any two)
 - 2.2 (i) --- (c) invention
 - (ii) --- (b) emails
 - (iii) --- (c) monitor
 - (iv) --- (b) negative
 - (v) --- (c) monthly

SECTION-B (Writing Skills and Grammar)

3. Self
4. Self
5. Objective: To use grammatical items accurately
 - (a) -- (iv) understands
 - (b) -- (i) of
 - (c) -- (iii) where
 - (d) -- (i) be taken
 - (e) -- (iii) the
6. Objective: To use grammatical items accurately.

Error	Correction
(a) A	the
(b) him	his
(c) by	on
(d) are	were
(e) any	the / a

7. Objective: To reorder sense groups into syntactically coherent and complete

sentences.

- (i) Parents see work and play as two different things.
- (ii) They think that playing is a waste of time.
- (iii) Games are as important as studies / Studies are as important as games.
- (iv) A student should pay proper attention to both.
- (v) Only then he can succeed in life / He can succeed in life only then.

SECTION-C

(Literature : Textbooks and Long Reading Text)

8. Objective: To test local and global understanding of the literary text.

- (a) Lomov
- (b) - in return for making bricks for her / for temporary and free use
- (c) - used it for forty years and got accustomed to it as their own
- (d) - logical / rational / polite / any other relevant adjective (any one)

OR

- (a) Custard, the dragon
- (b) To tease/ make fun of him
- (c) Ink- black kitten, Blink- the little grey mouse, Mustard- a little yellow dog / they are Belinda's pets
- (d) because he was a coward

9. Objective: To test local and global comprehension, themes and ideas in the text.

- (a) Rajvir was excited to look at the beautiful scenery and wide range of green tea gardens. Pranjol was born and brought up in Assam, not excited / nothing new for him
- (b) The responsibility of taking care of his things in this world of possessions and cope up with the loss.
- (c) He is fond of collecting rare and expensive books, managed it by breaking open a safe every year
- (d) no one notices her shabby shawl It shows her false pride / vanity
- (e) -- wrote for magazines, made money by fits and starts

10. Objective: To test local and global comprehension, themes and ideas in the text.

- Lutkins impressed the lawyer with his friendly manner; led the lawyer to think that the people of the town were trustworthy.
- claimed to know most of the places where Lutkins could be found
- befooled the lawyer
- charged high price for the hack and food
- alerted Fritz, friends and mother not to reveal his identity to the lawyer
- even went to the railway station to see him off
- on his second visit the lawyer learnt that the hack driver himself was Lutkins
- no one should be too trusting

OR

- that life of mortals is troubled, brief, combined with pain
- death is common to all
- like ripe fruits, earthen vessels human lives will break/decay (death) one day
- neither father nor kinsmen can save anyone
- weeping and grieving will never bring back the dead alive
- one should accept death

11. Objective: To test knowledge and appreciation of the text.

Coherence and relevance of ideas and style

Grammatical accuracy and correct spelling

* Importance of diary in Anne Frank's life (Any 5 points)

- it is a gift given by her father / diary was friend, guide and philosopher
- great source of comfort and support
- important in her confinement and isolation
- astounding record of her sufferings, anxieties, courage, depiction of adolescence,
- a friend in whom she can confide and share her agony
- source of solace
- diary has more patience than people do
- a proof of her strength against the atrocities inflicted on Jews

- to record holocaust and brutal persecution of women and children
- she wanted to live even after her death through her writing

OR

* Problems Margot and Anne face

- restricted atmosphere of the annexe- over protective parents
- Anne became tired of her parents' critical approach
- she wanted to be independent
- rebuked by mother and sister, had 'bust ups' with her mother
- Anne was a daddy's girl - father tried to check her rebellious spirit but in vain
- could not confide in her mother, accused parents of deserting - no emotional support.
- mother's sarcasm and quick temper had been the source of Anne's anger and depression
- whereas Margot obliged to parents and received care, support and privilege from both
- they did not talk about their personal feelings with their parents because they thought that they would not understand
- wanted their parents to acknowledge their maturity and independence of spirit liked to be treated as adults
- expected a cordial approach and understanding from them

OR

* Helen Keller's determination

- Helen was determined to study in Radcliffe college
- did not get into Harvard, girls not allowed
- joined Mr. Gilman's school, tried her best to be on a par with other normal children
- advised to work hard, take extra time to finish course
- Miss Sullivan and Helen disapproved; withdrew from school
- completed preparation with Miss Sullivan's help - tutored by Mr. Keith - qualified to join Radcliffe college
- dedication, perseverance and endurance made her achieve the impossible
- wanted to be treated as normal, did not want compassion or sympathy
- overcame all with strong determination

OR

* Sullivan's help in making Helen Keller achieve her aim in life

- Sullivan worked far beyond expectations
- Extremely patient and tolerant with Helen
- Handled her with sensitivity but firmly
- Encouraged her to explore
- helped Helen to study and learn like normal children
- Patiently taught her words and then concepts- Helen narrates how Sullivan took pains and used all techniques to teach the first abstract idea 'love'
- Sullivan spelled words on her hands during lectures
- accompanied Helen everywhere
- Constant inspiration and tireless advocate for Helen.
- for Anne everything best in her life belonged to Sullivan