

CLASS X**ANSWER KEY OF PAPER PATTERN ASSIGNMENT****READING SKILLS****I. Comprehension Passage –**

(A) (d) Only (III) and (IV)

(B) historical; categorising

(C) (1) Sanskrit, as it has the lowest percentage of people who identify it as their mother tongue

(2) Odia

India is considered a heterogeneous country because it is a country of many languages.

(E) The writer stated the following line in the passage to give a disclaimer to readers in case they find

Updated information in recent times that contradicts the stated data

a majority

(G)(b) if more languages from remote and tribal areas of India are identified as classical languages.

(H)(c) This discussion will require careful consideration as it is a delicate matter.

SECTION B : GRAMMAR

II. i highlights

ii must – will

iii Abhilash asked Neha whether / if her best friend was helping her in that venture.

iv C. Why he had chosen to participate

v this

vi aimed-aims

vii. C. among-between

viii. A. feeling

ix unlike the previous month, he had been away for quite some time that month.

x. D. has won

SECTION B : WRITING SKILLS

III. Ankita, Head of Music Department

HPS School

Aliganj, Hyderabad

[Date]

Delhi Music House

123 Music Street

Delhi

Subject: Placing an Order for Musical Instruments

Sir

I am writing to place an order for some musical instruments on behalf of HPS School, Aliganj, Hyderabad.

Below is the list of instruments we require along with the preferred brand and the quantity:

| S. No. | Instrument | Preferred Brand | Quantity |
|--------|------------|-------------------------------------|----------|
| 1. | Tabla | Standard | 2 |
| 2. | Harmonium | BINA, Paul & Co., Maharaja Musicals | 2 |
| 3. | Guitar | Fender, Gibson, Taylor | 3 |
| 4. | Flute | Yamaha | 4 |

We kindly request that the instruments be of superior quality to help in our students' learning and performances

Furthermore, please ensure that the instruments are delivered to our school address mentioned above within two weeks of placing the order. We would prefer to make the payment through bank transfer, and we will provide the necessary details once the order is confirmed.

Looking forward to receiving the instruments soon.

Yours sincerely

Ankita

(Head, Music Department)

HPS School

IV. Analytical Paragraph - Supporting Tsering's candidature

As a responsible student voter, I believe Tsering possesses the necessary traits to be an excellent School Captain. Her disciplined study routine and hard work ethic indicate her ability to prioritize and manage her time effectively. Tsering is less impulsive but sensitive and focuses on the excellent outcome of tasks assigned to her demonstrating good decision-making skills. Additionally, her willingness to help peers in academic and personal difficulties highlights her empathetic and caring nature. Furthermore, Tsering believes in the "One for all and all for one" policy, which is pivotal in fostering a sense of community and promoting inclusivity in the school. While she may be an average academic performer, her positive attitude and desire for appreciation will motivate her in her pursuit of excellence. For these reasons, I believe she has the potential to be a good School Captain and I support her candidature.

Opposing Tsering's candidature

As a responsible student voter, I have reservations about Tsering's candidature for the School Captain's position. While she maintains a disciplined study routine, her average academic performance suggests a lack of academic discipline. Additionally, her quest for appreciation may cause her to prioritize recognition over the well-being of the school community. Moreover, Tsering's sensitivity, while admirable, may hinder her ability to make tough decisions and exercise effective leadership skills. While her willingness to help peers is commendable, it may also distract her from her responsibilities as the School Captain. Finally, Tsering's focus on the excellent outcome of tasks assigned to her may cause her to overlook the process and teamwork required to achieve those outcomes which are crucial for the school's smooth functioning. For these reasons, I believe she does not have the potential to be a good School Captain and I oppose her candidature.

SECTION D : LITERATURE

V. Extract – i) ▪ Dr Urquhart was a scientist who questioned assumptions

- He was willing to investigate alternative explanations for phenomena
- Dr Urquhart was a curious / open-minded scientist
- He was not content to simply accept conventional wisdom

ii) TRUE [This statement would not be called a hypothesis, assumption, premise, or theory. It is simply a statement of the question that Ebright was trying to answer.]

iii) Ebright's approach was highly effective in finding the purpose of the gold spots on a monarch pupa. By building a device that showed that the spots were producing a hormone necessary for the butterfly's full development, he was able to provide evidence that contradicted the prevailing assumption that the spots were purely ornamental. This earned him recognition in science fairs and provided him with opportunities to work at research laboratories.

iv) an opportunity

VI. Extract – i) hatred/ indifference / bitterness / apathy / detachment / rigidity

ii) The speaker's alignment with those who favour ice suggests that they have seen the destructive consequences of a lack of empathy and emotional connection.

iii) D. Respectful [The speaker acknowledges the destructive power of ice in the lines "To say that for destruction ice / Is also great." The use of the word "great" implies a sense of awe or respect for the power of ice to cause destruction.]

iv) The language used in these lines is simple and straightforward. The words and phrases are easy to understand and the poem is written in a conversational tone. Despite its simplicity, however, the poem carries a profound message about the destructive power of both fire and ice, and the inevitability of destruction. The use of simple language in this context makes the message more accessible to a wider audience and adds to the poem's overall impact.

VII. Short Questions - i) The traditional baker and his bread play a significant role in the cultural and social

fabric of Goan society. ▪ the Portuguese introduced their famous loaves of bread to Goa - they left but the bread-makers remained, and their age-old, time-tested furnaces still exist ▪ The baker's bread was not just a

food item, but it was an essential part of Goan cuisine and culture - not just a staple food item but also served as a symbol of social and economic status ▪ the traditional baker and his bread -- played a vital role in local commerce -- baker would sell his bread by going from house to house -- a critical role in local distribution and trade ▪ bread-making tradition -- passed down from one generation to the next -- many bakers continuing the family profession to this day ▪ continued existence of these bakers and their furnaces represents a living connection to Goa's cultural and culinary heritage -- continues to be cherished and celebrated by the local community ii) Leslie Norris uses vivid imagery and metaphorical language in "Tiger in the Zoo" to effectively depict the

confinement and oppression experienced by the captive tiger. ▪ The use of the words "vivid stripes" and "pads of velvet quiet" creates a powerful image of the tiger's physical beauty and grace that is restricted within the confines of the cage. ▪ The contrast between the tiger's natural habitat and its captivity is highlighted through the description of its expected behaviour in the wild such as "sliding through long grass" and "snarling around houses" and its actual behaviour within the cage. ▪ The metaphorical language used in

"quiet rage" and "ignoring visitors" conveys the tiger's frustration and anger at being confined. ▪ The last two

lines, "He hears the last voice at night, the patrolling cars, and stares with his brilliant eyes at the brilliant stars," depicts the tiger's longing for freedom and its natural habitat. ▪ Finally, the poem explores the psychological impact of captivity on the tiger through the use of vivid imagery and metaphorical language.

iii) Kitty was a trusted friend to Anne. ▪ allowed her to express her thoughts and feelings freely without fear of rejection ▪ provided her with a space to confide in and unburden herself to, serving as a form of therapy for her loneliness and isolation ▪ it couldn't talk back but the act of writing and personifying the diary as a friend gave Anne a sense of comfort and companionship, providing her with an outlet to process her emotions and cope with her challenges ▪ gave her a sense of privacy and security --she felt that she could write down her innermost thoughts and feelings without fear of judgement or ridicule, as she might have

experienced if she shared them with others.

VIII. Short Questions - i) The story - a powerful example of the importance of saying no when it comes to making decisions that affect the health and well-being of others, whether it be for pets or for people ▪ Mrs. Pumphrey's love and indulgence for her dog, Tricki, leads to the dog becoming severely overweight and unhealthy ▪ Despite Herriot's advice to put Tricki on a diet and exercise regimen, Mrs. Pumphrey is unable to say 'no' and abstain from overfeeding the dog -- Tricki becomes seriously ill due to his weight and unhealthy habits ▪ The story, thus, highlights the fact that sometimes, the best way to help someone is to say no and steer them towards a better path, even if it may be uncomfortable or unpopular in the moment.

ii (Any one) The author employs various elements of writing style to create a sense of tension, uncertainty, and suspense, well-suited to the story's mystery and suspense genre. ▪ Skilful use of language to create tension-- Throughout the story, he employs short, punchy sentences that create a sense of urgency and a feeling that events are unfolding quickly and unpredictably. This helps to build momentum and keep the reader engaged, while also conveying a sense of unease and urgency.

▪ **Use of dialogue** - The conversation between Ausable and Max is filled with half-truths and mystification, which creates a sense of ambiguity and heightens the story's sense of mystery. The reader is left wondering about Max's true motives and intentions, which adds to the sense of uncertainty and tension in the story.

▪ **Pacing and plot development** - contribute to the story's sense of suspense, as the author carefully builds

the tension throughout the story, gradually revealing new information and plot twists that keep the reader guessing and on edge.

IX. Descriptive Question -The baby seagull's mother: The baby seagull's mother, was a parent who wanted to better her child's life by pushing him out of his comfort zone and encouraging him to learn new skills. She believed that her son is capable of flying, even though he was afraid, and tried to motivate him by showing him how much fun it could be. She also offered him scraps of fish to reward him for his efforts, which is truly a kind of positive reinforcement strategy. However, the mother's approach also had some drawbacks. By constantly pushing the baby seagull to fly, she was putting him in danger and risking his physical well-being. She also didn't seem to acknowledge his fear and anxiety, which could be a source of stress for the baby seagull. **Amanda's mother:** Amanda's mother is depicted as a strict and critical figure who is presented as always correcting Amanda's behaviour, from her posture and habits to her academic performance and personal hygiene. While her intentions may be good, her methods are shown to be ineffective, and in some cases, harmful. By constantly nit-picking Amanda's behaviour, her mother creates an atmosphere of tension and anxiety, which only serves to make Amanda feel worse about herself. This also causes Amanda to feel like she can never measure up, leading her to seek solace in imaginary worlds and fantasies. The methods of Amanda's mother do not come across as conducive to achieving this goal.

Rather than focusing on Amanda's strengths and encouraging her to develop them, she highlights her weaknesses and shortcomings. Amanda is thus, left feeling undervalued, which could have a negative impact on her self-esteem and mental health. **Comparison:** In comparison to Amanda's mother, the seagull's mother seems to be more attuned to her child's needs and abilities. She recognizes that the baby seagull is capable of flying and wants to help him achieve his full potential. However, she may not be taking into account his fears and anxieties, which can be just as important to his well-being as his ability to fly. In contrast, Amanda's mother seems to be too focused on correcting her daughter's flaws and may not be paying enough attention to her strengths and abilities. Even though both mothers have good intentions and want to better their children's lives, their methods, in part, may be misguided or ineffective. The seagull's mother could benefit from being more sensitive to her child's emotions, while Amanda's mother could benefit from focusing on her daughter's strengths and building her self-esteem.

X. Descriptive Question- The thief's character arc in the story shows a transformation from a career criminal to a person who learns to trust and work hard for a living. ■ At the beginning of the story, the thief is portrayed as an experienced criminal who is focussed on staying ahead of the law. ■ He is initially attracted to Anil because he believes he can exploit the young man's trusting nature. ■ As the story progresses, the thief begins to develop a friendship with Anil, who teaches him how to cook, write and read. ■ This transformation of the thief's character reaches a climax when he is presented with an opportunity to steal money from Anil, but instead chooses to resist the temptation and considers the consequences of his actions. ■ This is a significant change from the beginning of the story when the thief was only interested in self-gain. ■ Although the thief has not completely abandoned his criminal ways, the fact that he hesitated to jump on the train to escape with the stolen money shows that he has developed a moral conscience. The story implies that the thief has realized that a life of crime is not fulfilling and that he is now open to exploring new opportunities for a better life. [It can also be observed that the thief struggles with his own moral compass throughout the narrative. At first, he is solely focused on his own personal gain and uses his skills as a thief to achieve this. However, as he begins working for Anil and starts to develop a relationship with him, he becomes conflicted about his intentions to steal from him. Ultimately, he succumbs to his desire for money and steals from Anil, but he also feels guilt and remorse afterwards. This internal conflict highlights the thief's character growth and change throughout the story.]