

ICSE Class 10 English Language Question Paper Solution 2018

ENGLISH LANGUAGE (PAPER-1)

Attempt all four questions.

Question 1

(Do not spend more than 35 minutes on this question.)

Write a composition (350 - 400 words) on any one of the following:

[25]

- Write an original short story entitled 'The Gift'.
- "Money is important for happiness." Express your views either **for** or **against** this statement.
- Narrate an incident from your own experience when you helped to prepare a meal. Explain what you did and what you gained from the experience.
- You had been waiting outside the examination hall. Describe what you saw and the sounds you heard when you arrived at the place. What were your feelings? Describe how the scene changed once you entered the hall and the examination started.
- Study the picture given below. Write a story or a description or an account of what it suggests to you. Your composition may be about the subject of the picture or you may take suggestions from it; however, there must be a clear connection between the picture and your composition.



Comments of Examiners

- (a) Though it was intended to be an original story, many candidates wrote it in the form of a narrative. Ideas were borrowed from movies and books. Some of them wrote about 'nature' and 'life' as gifts. In many cases, direct impact of the gift on the receiver was found lacking. Focus was shifted from the receiver to the description of the gift.
- (b) This topic was most popular among candidates. Many wrote arguments both in favour as well as against the proposition, failing to take a clear stand and not following the rubric. Some essays took the form of a narrative, where points were repeated and logical arguments were lacking. A striking error noticed was the inclusion of short stories to illustrate the point.
- (c) Many candidates failed to give an account of the help given and how and to whom it was given. Some wrote about a group effort instead of focusing on their personal involvement in preparing the meal. Some essays were based on assistance given to them by parents and siblings.
- (d) A number of candidates just skimmed over the scene outside the examination hall. They failed to base their essays on personal experience. Description of noise, chatter, last minute rush and silence in the examination hall was not focused on. Some essays emphasized more on the fear and tension of the examination since the previous night.
- (e) A number of candidates who attempted this question focussed on Women's cricket in India or on girl child and women empowerment without any reference to the picture. In several cases, the essay did not conclude logically. Clear link between the picture and the essay was missing as many strayed from the central theme suggested by the picture.

Suggestions for teachers

- Encourage reading habit among children from lower classes to help them improve their vocabulary.
- Explain the difference between a story and a narrative. Encourage mind mapping to avoid repetition of points.
- Teach how to establish an argument with a cohesive link between points. Explore interesting introductions with suitable quotes. Hold class debate to train the students to analyse the objectives of a debate. Do not accept stories in argumentative essays.
- Encourage narrations of events like family functions in order of sequence of events. Teach students how to make a narrative lively and interesting.
- Teach descriptive essay format – use of senses, evocative imagery, figures of speech to make the essay more interesting. Teach the difference between a narrative and a descriptive essay.
- Train students to link the essay with the given picture. Use pictures and encourage students to interpret the pictures from different perspective.

MARKING SCHEME

Question 1

(a)	The story must be original and must bring out the theme of a special or meaningful gift. The giver and receiver should be the main characters.
(b)	Argumentative essay: views for or against the motion are to be accepted. Credit is to be given for a cohesive, well-constructed, logical argument and ideas and reasoning based on personal experience . Candidate must take a clear stand and give valid reasons for the stand taken.
(c)	Candidate should give clear sequencing of events, the effort involved, assistance given, result of effort and the lesson learnt. It <i>must</i> be a first-person account. 'I' is the central theme.
(d)	A description of noise, chatter of children, parents, last minute rush to look at notes, etc. Teachers trying to solve doubts, give answers, telling them to relax. Parents asked to leave – the bell. The hush of the hall, prayer, silence, the examination begins.
(e)	Picture Composition: Accept a wide interpretation. Any relevant ideas taken from the picture should be accepted. However, a mere itemization / listing / description of the picture is to be penalized.

Question 2

(Do not spend more than **20** minutes on this question.)

[10]

Select **any one** of the following:

- (a) Your uncle has offered to get you a pet for your birthday. Write a letter to him telling him what you would like, give reasons for your choice and tell him how you would take care of your pet.
- (b) The traffic outside your school is very heavy and chaotic.
Write a letter to the Deputy Commissioner of Police (Traffic) pointing out the danger of such heavy and chaotic traffic in a school zone. Suggest possible solutions for the problem.

Comments of Examiners

- (a) Format: Many candidates used incorrect and mixed formats. Address in block letters, 'Respected uncle', 'Mamaji' in salutation and 'XYZ' in signature were the common errors committed by candidates.

Content: A number of candidates did not mention the reasons for wanting a pet. Some merged the reason for preference and the care taken in one single sentence. Some letters included description of the pet. A few candidates wrote the letter, thanking their Uncle for the pet already received.

- (b) Format: In many cases, the format of the letter was incorrect and incomplete.

Content: Letters written by a number of candidates lacked adequate analysis of the topic. Many candidates failed to specify the danger posed by heavy traffic. Interpretation of the danger lacked focus, and many candidates mentioned distraction to candidates and teachers due to constant honking, as danger caused.

Suggestions for teachers

- Teach the correct format for letter writing, pointing out the difference between the format of a formal and an informal letter.
- Discourage 'Examination Hall' as the address and 'XYZ' as signature.
- Insist on writing in paragraphs.
- Guide students to address the issue directly instead of rambling. Instruct them to read the question and analyse the specific points pertaining to the content.

MARKING SCHEME

Question 2

	INFORMAL LETTER	FORMAL LETTER
	Address	From address
	Date	Date
	Salutation	To address
	X	Salutation
	Subscription	Subscription
	First name	Name + surname/initial
(a)	Informal Letter (Format, Content, Expression) Name the animal – cat dog, turtle, gold fish, etc. It must be an animal. Not a toy or gadget. Reasons – (Any 2) unique, loving, easy to care for, no one has, or everyone else has, I am an animal lover, we have the space, etc. Care – (Any 2) cleaning, diet, health, walk, visit to vet, brushing, exercise, training.	
(b)	Formal Letter (Format, Content, Expression) Body	

Danger – (Any 2) Accident, death, no space to walk, jostling, misbehaviour, road rage, late to school (Danger should be explained).

Solutions: (Any 2) No parking, one way, patrol by police, school safety brigade, carpooling, school buses, encourage cycling or walking to school, etc.

Question 3

Read the following passage carefully and answer the questions that follow:

Granny knew I'd been in the train for two nights, and she had a huge breakfast ready for me.

Later she told me there'd been a letter from Uncle Ken.

'He says he's the manager in Firpo's hotel in Simla,' she said. 'The salary is very good. It's a steady job and I hope he keeps it.'

Three days later Uncle Ken was on the veranda steps with his bedding roll and **battered** suitcase.

'Have you given up the hotel job?' asked Granny.

'No,' said Uncle Ken. 'They have closed down.'

'I hope it wasn't because of you.'

'No, Aunt Ellen. The bigger hotels in the hill stations are closing down.'

'Well, never mind. Come along and have your lunch.'

Over lunch, Uncle Ken talked very seriously about ways and means of earning a living.

'There is only one taxi in the whole of Dehra,' he **mused**. 'Surely there is business for another?'

'I'm sure there is,' said Granny. 'But where does it get you? In the first place, you don't have a taxi. And in the second place, you can't drive.'

'I can soon learn. There's a driving school in town. And I can use Uncle's old car.'

'I don't think it will run now,' said Granny.

'Of course, it will. It just needs some oiling and greasing and a spot of paint.'

'All right, learn to drive.'

So, Uncle Ken joined the driving school.

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After a month Uncle Ken announced that he could drive and that he was taking the car out for a trial run.

‘You haven’t got your license yet,’ said Granny.

‘Oh, I won’t take it far,’ said Uncle Ken. ‘Just down the road and back again.’

He spent all morning cleaning up the car. Granny gave him money for a can of petrol. 30

After tea, Uncle Ken said, ‘Come along, Ruskin, hop in and I will give you a ride. Bring Mohan along too.’ Mohan and I needed no urging. We got into the car beside Uncle Ken.

‘Now don’t go too fast, Ken,’ said Granny anxiously. ‘You are not used to the car as yet.’

Uncle Ken nodded and smiled and gave two sharp toots on the horn. He was feeling pleased with himself.

Driving through the gate, he nearly ran over a cat.

Miss Kellner, coming out for her evening rickshaw ride, saw Uncle Ken at the wheel of the car and ran indoors again. 40

Uncle Ken drove straight and fast, tootling the horn without a break.

At the end of the road there was a roundabout.

‘We’ll turn here,’ said Uncle Ken, ‘and then drive back again.’

He turned the steering wheel, we began going round the roundabout, but the steering wheel wouldn’t turn all the way, not as much as Uncle Ken would have liked it to... So, instead he went on – and straight through the Maharaja of Jetpur’s garden wall.

It was a single-brick wall, and the car knocked it down and *emerged* on the other side without any damage to the car or any of its occupants. Uncle Ken brought it to a halt in the middle of the Maharaja’s lawn. 50

Running across the grass came the Maharaja himself. When he saw that it was Uncle Ken at the wheel, the Maharaja beamed with pleasure.

‘Delighted to see you, old chap!’ he exclaimed. ‘Jolly decent of you to drop in again. How about a game of tennis?’

(a) Give the meaning of the following words as used in the passage: [3]

One word answers or short phrases will be accepted.

(i) battered (line 7)

(ii) mused (line 15)

(iii) emerged (line 48)

(b) Answer the following questions briefly in your own words.

(i) Why did Granny hope Uncle Ken would keep his job at Firpo's hotel? [2]

(ii) When Uncle Ken arrived with his luggage, Granny remarked that she hoped the hotel had not closed down because of him. What does this remark tell you about Uncle Ken? [2]

(iii) Why did Uncle Ken think that driving a taxi in Dehra would be profitable? [2]

(iv) Which sentence tells you that the narrator and his friend were waiting to be invited for a drive in a car? [2]

(v) Why did Miss Kellner run indoors when she saw Uncle Ken at the wheel of the car? [2]

(vi) What was Uncle Ken's intention at the roundabout? [2]

(c) (i) In not more than 60 words, describe what happened after the car went through the wall. [8]

(ii) Give a title to your summary in 3(c)(i). Give a reason to justify your choice of the title. [2]

Comments of Examiners

- (a) Vocabulary: Many candidates did not perform well in this part due to the following reasons – Tense of the given words was not maintained; incorrect form of the words was used, e.g. for ‘emerged’, the meaning was given as, ‘to come out’ or ‘coming out’. Some candidates who wrote multiple meanings were penalised if one meaning was incorrect.
- (b) (i) In this part, the answers were largely directly lifted from the passage.
(ii) The answers for this part required critical thinking and many candidates faltered here as their answers were wide and varied.
(iv) Candidates were required to quote one sentence in this part, but many quoted two sentences or wrote the answer in their own words.
(v) A number of candidates failed to infer the reason why Miss Kellner ran indoors when she saw uncle Ken behind the wheel. They failed to pick up points explaining Miss Kellner’s fear.
- (c) (i) Several candidates exceeded the word limit in writing the precis. Some resorted to direct lifting of paragraphs from the passage. A few wrote only key words. The precis was in incomplete sentences.
(ii) A title was to be given to the summary written in part (i), but most candidates gave a title to the passage.
In some cases, the title was given in long sentences, irrelevant to the question, indicating lack of focus. The justification given by many candidates for their choice of the title was long-winded or a mere repetition of the title.

Suggestions for teachers

- Stress upon the need for development of vocabulary. Design exercises to give ample practice in finding contextual meaning.
- Advise students to write only what is asked. Teach them to answer critical and analytical questions and guide them on how to take note of key words.
- Give training in reading the question carefully and analysing what is asked.
- Help students to identify the important points i.e. the nouns and related verbs and writing in brief complete sentences.
- Emphasise that the title is to be given to the summary and not the passage. Explain that the justification should be a short explanation to demonstrate the effectiveness of the title.

MARKING SCHEME

Question 3

(a)	Give the meaning of the following words as used in the passage. One-word answers or short phrases will be accepted (meaning should be in the same tense).
(i)	battered - damaged, broken, worn out
(ii)	mused - spoke thoughtfully, spoke dreamily, thought aloud

	(iii) emerged - appeared, came out,
(b)	(i) Salary good / steady job
	(ii) This is a critical thinking question - plausible answers to be accepted. Uncle Ken was constantly changing jobs / was not a steady person / irresponsible / eccentric (implied meaning to be accepted).
	(iii) There was only one taxi in Dehra + (room for another one/ the need was there for another) (any one given in bracket to be accepted).
	(iv) "Mohan and I needed no urging." (Whole sentence to be quoted exactly.)
	(v) She was frightened / rash driving / speed / knew Uncle Ken to be an irresponsible driver. (Any two)
	(vi) He wanted to turn around + (return home/ drive back/ go back) (Any one in bracket to be accepted).
(c)	(i) <u>Points to look for:</u> 1. <u>Knocked</u> it down 2. <u>Emerged</u> on the other side. 3. <u>Brought</u> it to a halt. 4. Maharaja <u>runs</u> to greet them. 5. <u>Beams</u> with pleasure. 6. <u>Invites</u> Ken for a tennis game.
	(ii) Any apt title to be accepted (for Precis) Justification for choice of the title.

Question 4

- (a) Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage, but write in correct serial order the word or phrase appropriate to the blank space. [4]

Example:

(0) *beginning*

Alice was (0) _____ (begin) to get very tired of (1) _____ (sit) by her sister on the bank and of having nothing to do: once or twice she had

(2) _____ (peep) into the book her sister was reading, but it
(3) _____ (have) no pictures or conversations in it, "and what is the use of a
book," (4) _____ (think) Alice, "without pictures or conversations?"

Alice wondered whether the pleasure of (5) _____ (make) a daisy-chain would
be worth the trouble of getting up and picking the daisies, when suddenly a White
Rabbit with pink eyes (6) _____ (run) close by her. Alice did not think this
was very remarkable, until the Rabbit actually (7) _____ (take) a watch out
of its waistcoat-pocket, and (8) _____ (look) at it, and then hurried on.

(b) Fill in each blank with an appropriate word: [4]

- (i) The poet's mother was stung _____ a scorpion.
- (ii) "Please write _____ what I tell you otherwise you will forget," the
teacher said.
- (iii) The dog was hiding _____ the bed, barking at the stranger.
- (iv) Sheila's grandmother found it difficult to climb _____ the steep
staircase.
- (v) The soldier fought bravely _____ his country.
- (vi) There is no use crying _____ spilt milk.
- (vii) I don't know what they were arguing _____ but I could hear angry
voices.
- (viii) The school playground is out _____ bounds for the pupils of the
primary school.

(c) Join the following sentences to make one complete sentence **without using and, but** [4]
or ***so***:

- (i) They have to go to bed early every night. They are allowed to stay up late on
Saturdays.

(ii) The children were delighted. The exams had been cancelled.

(iii) We are not allowed to play in the sun. We are not allowed to play in the rain.

(iv) This is the place. The dog was rescued from its cruel owner.

(d) Re-write the following sentences according to the instructions given after each. Make [8]
other changes that may be necessary, but do not change the meaning of each sentence.

(i) She laid the table after she had finished the cooking.

(Begin: When.....)

(ii) He is old but still he works hard.

(Begin: Despite.....)

(iii) The delivery boy was requested to bring the parcel the next day.

(Rewrite using direct speech)

(iv) I prefer playing a game to watching television.

(Begin: I would rather.....)

(v) Every family has a black sheep.

(Begin: There is no.....)

(vi) I have never worn a more ill-fitting suit.

(End: ever worn.)

(vii) Anil is too fast a runner not to come first in the race.

(Begin: Anil is so.....)

(viii) As soon as the sports meet ended, the children ran on the field.

(Begin: Hardly.....)

Comments of Examiners

- (a) Though the performance in general was good, candidates who lacked basic knowledge of English grammar were unable to perform well in this part.
- (b) Some candidates were not confident of the prepositions to be used. e.g. (iii) used 'underneath' instead of 'under'. (vii) used 'for' instead of 'about'.
- (c) (i) Many candidates wrote 'except on Saturdays', thus changing the meaning of the sentence.
(ii) Several candidates changed the meaning of the sentence – they wrote: 'As the children were delighted, the exams had been cancelled.'
(iii) Instead of using the conjunction – 'neither....nor' some candidates used 'as well as'.
- (d) A number of candidates failed to understand the meaning of the sentences in this part. They failed to use the GRM rule (Grammar+Rubric+Meaning). In part (ii) several candidates wrote 'despite of ' instead of 'despite being'(incorrect usage of structure). Many candidates failed to change the voice of the sentence from passive to active in part (iii). In part (vii) many candidates changed the meaning by writing 'Anil is so fast a runner that he cannot come first'.

Suggestions for teachers

- Give ample practice in tenses in mixed form, in sentences and paragraphs. Encourage students to speak for one minute as a class activity.
- Use selected newspaper cutting to pick out the prepositions and give enough practice.
- Explain the rules of synthesis of sentences. Explain the use of 'neither....nor.'. Also give practise in combining simple, complex and compound sentences. Explain why 'still' and 'despite' are not used together.
- Teach the rule – The verb following the auxiliary 'did' should be in present tense. Explain the need to retain the same form and tense in the answer.
- Give adequate practised in the usage of: Hardly.....when, No sooner....than, Neither....nor, Either....or.

MARKING SCHEME

Question 4

(a)	Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage, but write in correct serial order the word or phrase appropriate to the blank space.
	<ol style="list-style-type: none">0. beginning1. sitting2. peeped3. had4. thought5. making6. ran7. took8. looked
(b)	Fill in the blanks with an appropriate word:
	<ol style="list-style-type: none">(i) by(ii) down(iii) under(iv) up / down(v) for(vi) over(vii) about/over(viii) of
(c)	Join the following sentences to make one complete sentence <u>without using and, but or so</u> :
	<ol style="list-style-type: none">(i) (Although/Though/Even though) they have to go to bed early every night, they are allowed to stay up late on Saturdays. / They have to go to bed early every night, (while/whereas) they are allowed to stay up late on Saturdays.(ii) The children were delighted (that/as/since/because) the exams had been cancelled. / The exams had been cancelled therefore the children were delighted.(iii) We are neither allowed to play in the sun nor in the rain. / we are not allowed to play either in the sun or in the rain. / Neither are we allowed to play in the sun nor in the rain.(iv) This is the place where the dog was rescued from its cruel owner. / The dog was rescued from its cruel owner(in/at) this place

(d)	Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence.
	<p>(i) When she <u>had finished</u> the (her) cooking she laid the table.</p> <p>(ii) Despite being old, he works hard.</p> <p>(iii) “Please bring (deliver) the parcel, tomorrow” (he/she/I/We/they said to the delivery boy).</p> <p>(iv) I would rather play a game than watch television.</p> <p>(v) There is no family that (which) does not have a black sheep.</p> <p>(vi) This is the most ill-fitting suit (that) I have ever worn.</p> <p>(vii) Anil is so fast a runner that he (cannot fail to/has to /will/ is sure to/ will surely) come first in the race. Anil is so fast a runner that he cannot but come first in the race.</p> <p>(viii) Hardly had the sports meet ended when the children ran on the field. Hardly did the sports meet end, when the children ran on the field.</p>

GENERAL COMMENTS

Topics found
difficult/
confusing by
candidates

Question 1 (Composition):

- Interpretation of 'gifts' at a simple usage level.
- Concept of equating money with happiness
- Taking a clear stand in argumentative essays.
- Expressing their views in grammatically correct English.
- Confusion between narrative and descriptive essays.

Question 2 (Letter Writing):

Lack of clarity regarding format of formal and informal letter.

Question 3 (Comprehension):

Difficulty in distinguishing between answers that required analytical inference and those that required textual content.

Question 4 (Grammar):

- Basic concepts in grammar
- Rubric and syntax
- Tenses

Suggestions
for
candidates

- Develop healthy reading habits and use the newly acquired vocabulary in your speech.
- Practise makes one perfect, therefore practise written assignments to improve writing skills.
- Read for pleasure and not from the examination point of view.
- Be brief and clear about what you write, avoid flowery language and colloquialism.
- Listen to speeches and debates on BBC, etc. to improve your debating skills.
- In argumentative essays remember to reason out why you support or oppose the proposition.
- Read the comprehension passage more than once to understand the context.