

**ICSE Class 10 '9b[]g\`@Ub[i U[Y`Question
Paper Solution 2020**

Question 1

(Do not spend more than 30 minutes on this question.)

Write a composition (300 - 350 words) on any one of the following:

[20]

(a) Write an **original** short story entitled '*The Secret*'.

(b) '*A family without pets is an incomplete family*'.

Express your views either **for** or **against** this statement.

(c) Which do you prefer – morning, afternoon, evening or night?

Describe your favourite time of the day. What are the sights, sounds, smells and feelings that you associate with your favourite time of the day? Why do you like this part of the day better than the others.

(d) Have you ever said or done something that changed the life of another person? Give an account of your words or actions that led to this change and describe how the experience made you feel.

(e) 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) Many candidates failed to understand the meaning of 'original' in the given topic. Some candidates indulged in plagiarism and lifted the story "Hearts and Hands" in entirety from the short stories.

Quite a few candidates could not reveal the secret in the course of the composition. A few candidates wrote it as a first-person narrative. Plot-structure, setting, sequence and characters were not clear.

In many cases, the story lacked a neat ending. In some cases, the secret was immediately revealed in the second paragraph and the element of shock/surprise was missing.

- (b) Many candidates strayed from the proposition. They focused more on grooming of pets than giving their views on the proposition.

Majority of the candidates lacked ideas to develop the essay.

Some candidates mistook 'pet animals' for 'domesticated animals' (cows, goats). Many candidates failed to take a stand and argued both sides of the motion. At times, the number of arguments given were inadequate.

- (c) A good number of candidates gave an account of all parts of the day instead of justifying the choice of their favourite time of the day. Some candidates were unable to express their thoughts due to poor linguistic ability.

Certain essays were often garbled and written in a combination of tenses. Some candidates had described the seasons instead. The descriptions were inadequately developed in several cases.

- (d) A number of candidates simply reproduced memorised essays from guidebooks, as was evident from the fact that the theme chosen by a number of candidates was the same.

One of the most common errors observed was the 'role reversal'. Some candidates gave an account of the impact of the other person's words/ actions on them(candidates) rather than the other way around. Inadequate language skill was also a great hindrance. Most essays lacked good vocabulary

Suggestions for Teachers

- *Help students understand the demarcation between original and lifted stories and insist on originality. Lifting stories from prose, movies etc. should be discouraged.*
- *Focus on the importance of writing an original story in every story writing practice session.*
- *Teach plot structure. Devise pages to be filled in comic book-style etc.*
- *Give adequate practice of writing a logical ending through brainstorming sessions.*
- *Encourage narration of short stories in class (lower classes) to kindle students' imagination.*
- *Teach students the structure of an argumentative essay. Train them to include anecdotes without jarring the originality of the topic given.*
- *Explain the importance of having an opinion, placing an argument and taking a clear stand.*
- *Teach students to reduce redundancy and repetition of the same points.*
- *Give adequate practice of the structure of formal essay writings.*
- *Stress upon the necessity of planning – to think of 4 to 5 main points and to build the arguments around these points, using examples to illustrate and strengthen.*
- *Stress upon the importance of a strong stance – either 'for' or 'against' and give practice in writing the same.*
- *Train students to conclude with an interesting idea or by summarizing the argument or idea.*
- *Give adequate practice in reading the question and following the sequence of guidelines given.*

and expression and therefore, failed to score good marks.

- (e) Connection between the picture and the composition was lacking in most cases. A few candidates focused on the negative impact of mobile phones on children. Many compositions lacked logical conclusion. Mere listing of the elements seen in the picture was the most common error. In some cases, the picture was not the focus. Candidates mentioned a sight viewed on a journey/ trip. In a few other cases, the focus was shifted to child labour. Imagination was not given free rein, and a further handicap was lack of vocabulary.

- *Give adequate reading and vocabulary building exercises.*
- *While teaching a narrative composition ensure that the candidates learn the importance of the use of all senses-visual, auditory, olfactory, tactile, etc. to accentuate the composition.*
- *Use of adjectives, how to use the 'senses' in descriptive essay writing, how to connect ideas may be built into discussions on the style to be employed in descriptive essay writing.*
- *Adequate practice in writing descriptive essays must be given.*
- *Discourage the use of memorized essays.*
- *Explain the difference between narrative and descriptive compositions.*
- *Train students to read the topic carefully and chalk out a clear image of the doer and receiver, just as in active passive sentences! This will ensure there is no role reversal.*
- *Emphasise the importance of identifying highlights in a narrative and following sequential pattern of writing.*
- *Give sufficient exercises in picture composition by showing different pictures and videos to student and asking them to write compositions based on the picture.*
- *Discuss how a story, a description or an account can be built on the picture.*

MARKING SCHEME

Question 1

(a)	The short story must be centred around something that was kept a secret for a long time and was later revealed. The revelation should include an element of surprise or suspense. A touch of humour must be given merit.
(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, ideas and reasoning based on personal experience. Candidates must establish why pets are or are not important for the wellbeing and happiness of the family. Examples should be given to prove their argument. Candidates must take a clear stand and give valid reasons for their opinion. [2 to 3 points]
(c)	This is descriptive composition, and the candidate must choose the best part of the day. A brief description of the time and reasons for the choice must be given.
(d)	A brief account of words or actions. The impact on the other person, the effect on the narrator. This is a first-person account. 'I' must be the protagonist. [Action/impact can be positive or negative]
(e)	Picture Composition: Accept a wide interpretation. Any relevant ideas taken from the picture should be accepted. However, a <i>mere itemization / listing / description</i> of the picture is to not to be given credit.

Question 2

[10]

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

Select **any one** of the following:

- (a) You have changed your school recently. Write a letter to your friend in your old school telling him / her what you like about your new school but also what you miss about your old school.
- (b) Some taps in your locality are left open all day resulting in a tremendous waste of water. Write a letter to the Municipal Commissioner of your town / city, complaining about the problem. Suggest ways in which this waste of water can be prevented.

Comments of Examiners

- (a) Most candidates attempted this question well, some common anomalies observed in this question were:
Format: In many cases, candidates used mixed format.

Suggestions for Teachers

- Teach the candidates the correct format (address, date, salutation, and subscription) and style of letter with emphasis on tone appropriate to the context.

Various combinations of *friend* and *dear* in the salutation were used. Many candidates wrote *Respected Sir*. Salutation-errors were also observed in writing the school's name and the spelling of 'Principal'.

The comma was missing after salutation / subscription. In Subscription, many candidates wrote *Your's sincerely*, *Yours truely*, *Yours lovingly*, *ABC*. Some candidates wrote the date erroneously.

Content: Some candidates did not analyse the question and wrote about what they liked about their old school instead of writing about their new school. Many candidates failed to mention what they missed about their old school.

Change in school was not mentioned by some candidates. Some wrote of change in city. What was missed about the old school became a bald statement of fact - the old school was missed. Points required to explain what was missed were not written.

- (b) Common errors made by candidates in this part were:

Format: No address was given; candidates wrote either the school name or Examination hall.

The Month (February) was spelt incorrectly. Instead of the examination date other dates were given.

Incorrect Salutation- many candidates did not use the word 'Sir'/'Madam'.

Content: Candidates mistook taps in the locality for taps in the houses in the locality. Problems caused by wastage of water were not mentioned.

The problem i.e. wastage of water was not dealt with. Suggestions written were inadequate. Simply, 'close the taps' was written, other steps were not thought out.

In subscription many candidates wrote 'yours' as 'your's' with apostrophe which was incorrect.

Expression: Language as required in formal letter was not used. Very casual language and faulty sentence construction was predominant.

- *Regular practice in the classroom is essential.*
- *Drill students to understand the formal and informal language of a letter.*
- *Instruct students regarding the importance of reading the question paper carefully in order to identify the important points, highlighting and using specific words as referral points.*
- *Conduct classroom activities to improve their language, structure and expressions.*
- *Discourage the dependence upon the guides and workbooks and encourage students to the Council website for clarification regarding their studies.*
- *Refer to the Council website to ensure that the structure and formats for Formal and Informal letters are correctly understood and taught to the students.*
- *Teach students the difference between formal and informal letter. Clarify the formats very clearly to the students.*
- *Ensure that students avoid flat, faulty languages, SMS language, contraction of words and slang words.*
- *Address adequately the importance of identifying key elements in a topic – the premise, the problems, the solutions, etc.*
- *Explain the necessity of ensuring precise language such that information given or required by the letter is included.*
- *Read out examples of good formal letters if required to give the students a 'feel' of what is required.*
- *Apart from grammar practice, encourage candidates to read to improve their language skills.*

MARKING SCHEME

Question 2

<i>FRIENDLY LETTER</i>	<i>FORMAL LETTER</i>
Address	From address
Date	Date
Salutation	To address
X	Salutation
Subscription	Subscription
First name	Name + surname/ initial

(a) **Informal Letter: Format, Content, Expression**

Body

Two or three reasons about why you like the new school.

Two or three reasons why you miss the old school.

Explanatory Note:

1. Friend's name should be mentioned in the salutation.

2. In the content there must be a total of five points between like and dislike.

(b) **Formal Letter: Format, Content, Expression**

Complaints: water wastage / dirty / slippery / unhealthy / stagnant water / causes severe shortages. *(Any two complaints)*

Suggestions: Call the plumber / repair / install tank / change valve / frequent monitoring / shut off the mains / helpline/ any other suggestions. *(Any two suggestions)*

Explanatory Note: Designation and name of the city should be mentioned in the 'To' address.

Question 3

- (a) Your school is organising a fete / carnival to raise funds for victims of the recent floods in your State. [5]

Write a notice to be put up on the school notice board giving details of the event.

- (b) Write an e-mail to the Principal of a neighbouring school, inviting him/ her to send their candidates to attend the fete / carnival. [5]

Comments of Examiners

(a) In writing the notice, following anomalies were observed:

- The creative title was missing.
- Inappropriate / incorrect or a very long title was given, e.g. Fund, Carnival, Let us Enjoy Carnival.
- The content details were given in a paragraph. Candidates did not adhere to the format.
- Date of the event was either too far ahead to be relevant or the same date of the examination was given as the date of the event, while the date of the event should have been at least 7 to 14 days after the notice.

Some candidates mistook the event for a cultural activity / competition. In some cases, the event merely mentioned the fete/carnival and not the purpose for which it was being held. Position of details was interchanged, details of time, date, venue were incomplete. For example, in the date, the year was not mentioned, the venue was not specific.

(b) In writing the email, the following errors were observed:

- Incorrect Email ids were given
- Personal ids were given.
- Subject was not written.
- The opening sentence was not clear and did not touch upon the topic.
- The closing sentence was missing in many cases. In many scripts, the opening and closing sentences overlapped with the content.
- Salutation and subscription; many candidates wrote (Respected sir/ Ma'am) which was incorrect salutation.
- In a few cases, date, venue, time were not mentioned. Only the date of the examination was written.
- While the invitation was to send the candidates, some candidates invited only the Principal of the neighbouring school for the event.

Suggestions for Teachers

- Explain the necessity of giving the required information - date, venue and time of the event.
- Draw up a list of events according to the school calendar – and think of creative titles to go with events centring around these e.g., singing, music, drawing, dancing, elocution, debate, sports, swimming, etc. Through games and interactions in class, make a list of short, catchy phrases/ titles that students may begin to use.
- Ask students to visit CISCE website (www.cisce.org) to see the correct format for notice-writing.
- Familiarise students with the difference between an official and a personal email id.
- Tell students that in the opening sentence, only the request/ invitation should be mentioned.
- Explain to the students the necessity of a polite closing of the mail e.g., Hoping for - positive reply, support, etc.
- Train students to write salutation and subscription as written in the formal letter (Refer to the Council website).
- Show students an actual email, id etc. Explain to them the components of an email id – personal/particular name/etc. + @ + the provider.
- Clarify the difference between the role of the host and that of the invitee through demonstration or role play.
- Ask students to copy the event from the Notice into the Subject box.
- Put up opening sentences which demonstrate how to incorporate the request/invitation, on the board for the students.
- Clarify that the expression and details of the event as conveyed in the notice, are to be incorporated into the body of the email imperatively.

MARKING SCHEME

Question 3

(a)	<p>Creative Title – e.g. Carnival, Fun time, Care and Share, Helping hands, etc. [English words only.]</p> <p>...School helps flood victims.</p> <p>Date – Any date in March (date + month + year)</p> <p>Time – accept any time - a.m./am/A.M</p> <p>Venue – smaller to bigger place</p> <p>Invite participation, to whom to apply to, etc. [Target audience]</p>
(b)	<p>E-mail – id [No name to be used in the email id]</p> <p>Subject: Invitation + for the event</p> <p>Salutation [As in formal letter]</p> <p>Opening sentence</p> <p>Closing sentence</p> <p>Subscription [As in formal letter]</p> <p>Expression – All details of the notice are to be included in full sentences in the e-mail. [Date/time/venue should be included.]</p>

Question 4

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

Attending classes inside a railway carriage seemed unusual enough, but the seating arrangements turned out to be unusual, too. At Totto-chan's previous school each pupil was *assigned* a specific desk. But here they could sit anywhere they liked at any time.

The most unusual thing of all about this school, however, was the lessons themselves.

Schools normally schedule one subject, for example history, during the first period, when everyone in the class just did history; then say, arithmetic in the second period, when you just did arithmetic. But here it was quite different. At the beginning of the first period, the teacher made a list of all the problems and questions in the subjects to be studied that day. Then she would say, "Now, start with any of these you like."

So, whether you started on history or arithmetic or something else didn't matter at all. Someone who liked composition might be writing something,

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while behind you someone who liked chemistry might be boiling something in a flask over an alcohol burner.

This method of teaching enabled the teachers to observe — as the children progressed to higher grades — what they were interested in as well as their way of thinking and their character. It was an *ideal* way for teachers to really get to know their pupils.

As for the pupils, they loved being able to start with their favourite subject, the fact that they had all day to cope with the subjects they disliked meant they could usually manage them somehow. So, study was mostly *independent*, with pupils free to go and consult the teacher whenever necessary. Then pupils would be given further exercises to work at alone. It was study in the truest sense of the word, and it meant there were no pupils just sitting inattentively while the teacher talked and explained.

The first-grade pupils hadn't quite reached the stage of independent study, but even they were allowed to start with any subject they wanted.

Some copied letters of the alphabet, some drew pictures, some read books, and some even did physical exercises.

Just then the boy sitting behind her got up and walked toward the blackboard with his notebook, apparently to consult the teacher. Totto-chan stopped looking around the room and fixed her eyes on his back as he walked. The boy dragged his leg, and his whole body swayed from side to side. Totto-chan wondered at first if he was doing it on purpose, but she soon realized the boy couldn't help it.

The boy said brightly, "My name's Yasuaki. What's yours?"

She was so glad to hear him speak that she replied loudly, "I'm Totto-chan."

Adapted from Totto-chan

- (a) Give the meaning of the following words as used in the passage:

One-word answers or short phrases will be accepted.

- (i) assigned (line 3)
- (ii) ideal (line 19)
- (iii) independent (line 24)

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[3]

- (b) Answer the following questions briefly in your own words.
- (i) What was unusual about the seating arrangement? [2]
 - (ii) How did the method of teaching help the teacher? [2]
 - (iii) Why did the pupils enjoy their lessons at this school? [2]
 - (iv) What different things did the first-grade pupils do? [2]
 - (v) Which sentence in the passage tells us that the boy had difficulty in walking like other children? [1]
- (c) In not more than 50 words, describe how the children were taught. [8]

Comments of Examiners	Suggestions for Teachers
<p>(a) Vocabulary:</p> <p>It was found that several candidates wrote the meaning without trying to substitute the given word in the given passage. They failed to give contextual meaning of the given words.</p> <p>Many candidates failed to maintain the tense of the given words in their meaning. The 'form' of the meaning did not match. e.g., assigned - 'to give' instead of 'given'.</p> <p>Candidates did not always read the passage with the word meaning closely enough, so some completely incorrect interpretations were observed, e.g.:</p> <ul style="list-style-type: none"> • assigned - something registered to a particular person • ideal - beneficial • independent – without any dependent <p>Some candidates explained the meaning in sentences.</p>	<ul style="list-style-type: none"> ▪ <i>Point out with examples, how the incorrect word meaning if replaced in the passage, would not fit.</i> ▪ <i>Encourage candidates to practise vocabulary exercises and look up words in a dictionary on a regular basis.</i> ▪ <i>Teach students to look for words in passages and write the appropriate meaning. Explain the difference in forms.</i> ▪ <i>Train students to write only the inferred answers rather than lifting from the passage.</i> ▪ <i>Ensure that analytical questions are a part of every Comprehension exercise.</i> ▪ <i>Teach students to read the assigned extract at least 2-3 times, understand the essence, then read the questions very carefully, think logically and answer the question to the point.</i> ▪ <i>How to find and then copy a portion of the text to be quoted exactly may be taught in class. Enough practice should be given coupled with repeated instructions that if one sentence has been asked to be quoted, the most appropriate sentence needs</i>
<p>(b) (i) Many candidates wrote about the abnormality of attending class in a railway carriage, but it was not the correct answer. A few candidates copied paragraphs from the passage. Some candidates wrote the first part: could sit - and forgot the second part - anywhere they liked.</p> <p>(ii) Most candidates wrote all the points appropriately. Some, instead of writing the method of teaching, wrote the schedule of the day.</p>	

- (iii) Some candidates simply copied the part of the passage without focusing on the reason the pupils enjoyed the method of learning.
- (iv) Many candidates committed mistakes here. That the first graders had not reached the level of independent study and used to ask their teachers about everything, were points that crept in, instead of the specific answers required.
- (v) Several candidates quoted some lines from the passage which were incorrect. Many candidates wrote more than one sentence without highlighting the correct sentence, while some wrote incomplete sentences. Some wrote the answer in their own words instead of quoting the sentence.
- (c) Several candidates did not keep to the word limit. They wrote the précis in more than 50 words. Many candidates left out articles to reduce the word count. Some wrote the summary of the entire passage/ part of the passage.

A large number of candidates failed to understand the question. Many candidates were able to identify and write only 2 to 3 points. They did not seem to be able to understand how much of the text was to be covered. Most candidates did not use a Grid.

to be quoted. It should be quoted verbatim (word for word).

- *Instruct candidates to read the question and the passage thoroughly, highlight all the relevant points that they consider important and then value the most relevant points.*
- *Teach how to identify the key words-Nouns/Verbs.*
- *Teach students to see the summary as an answer to a specific question. For Summary writing tell them to follow the steps which include:*
 - *Reading of the text carefully and attempting to grasp the main idea.*
 - *Looking for words or ideas that stand out - these could be naming or doing words - around which ideas have been built.*
 - *Incorporating these important words as main points into the summary.*
 - *Leaving out extra words (such as adjectives which may not be required) and rewriting sentences in simple language.*
 - *Training students to put several points together as part of one whole and not using elaborate explanations which may be given in the text.*
 - *Ensuring an easy flow of thoughts, that the question is answered and that the main points according to the passage have been incorporated. Teach and insist on Grid use.*

MARKING SCHEME

Question 4

(a)	Give the meaning of the following words as used in the passage. One-word answers or short phrases will be accepted.		
	(i)	assigned	allotted, to give for a particular purpose, given, allocated
	(ii)	ideal	perfect, the best possible, appropriate, flawless most appropriate. most suitable, excellent
	(iii)	independent-	free, not needing or wanting help, separate, self-directed, without any help, self-reliant, without assistance.
(b)	(i)	The children were allowed to sit / anywhere they like.	
	(ii)	Enabled the teacher to observe / what were they interested in / their way of thinking / their character.	
	(iii)	They loved starting with their favourite subject / had all day to cope with what they didn't like / could work independently. <div>[any two points]</div>	
	(iv)	They copied letters of the alphabets / drew pictures / read books / did physical exercises.	
	(v)	“The boy dragged his leg and his whole body swayed from side to side.” (Entire sentence to be quoted exactly).	
(c)	<u>Points to look for:</u> How the children were taught 1. Teacher makes a <u>list</u> 2. Children could choose to do first <u>they liked to best/choose</u> favourite subject/ start with any subject. <div>(Any one point)</div> 3. Would do later (cope up with) what they <u>disliked</u> 4. Children worked <u>independently</u> 5. They could <u>approach/consult</u> the teacher when they needed help / free to go to. <div>(Any one point)</div> 6. Further exercises were given as homework. /to work at (alone)		

Question 5

- (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) *taught*

By the time she was three, Matilda had (0) _____ (teach) herself to read by (1) _____ (study) newspapers and magazines that (2) _____ (lie) around the house. At the age of four, she could (3) _____ (read) fast and well and she naturally began (4) _____ (hanker) after books. The only book in the whole of this enlightened household was something called Easy Cooking (5) _____ (belong) to her mother, and when she had read this from cover to cover and had (6) _____ (learn) all the recipes by heart, she (7) _____ (decide) she (8) _____ (want) something more interesting.

- (b) Fill in the blanks with appropriate words. [4]

- (i) It has been raining _____ two hours.
- (ii) He just scraped _____ his examination.
- (iii) Mrs. Kapoor was bent _____ attending the meeting.
- (iv) She is proud and looks _____ on her colleagues.
- (v) Rahul plays football _____ his grandfather.
- (vi) The mother was sitting _____ the sick child all night.
- (vii) Monica is leaning _____ the wall.
- (viii) Rosie is very good _____ art and craft.

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

- (i) Sarah and Tyra are twins. They look exactly alike.
- (ii) Rohan does not like to play cricket. He does not like to play hockey either.
- (iii) Sania pushed as hard as she could. The door would not open.
- (iv) The school bus drove through the gate. The clock was striking eight at that moment.

- (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. [8]

- (i) The librarian orders books for the school library every year.
(Begin: Books...)

- (ii) No one will deny that the children have worked very hard this year.
(Begin: Everyone...)
- (iii) As soon as the teacher enters, she is greeted by her candidates.
(Begin: No sooner....)
- (iv) She is so busy that she finds no time to entertain her friends.
(Rewrite using 'too')
- (v) In spite of the very hot weather, Kevin stepped out to buy some bread.
(Begin: Despite....)
- (vi) Sheela will be selected for the competition only if she goes for the auditions.
(Begin: Unless....)
- (vii) I would rather eat fruit than a lot of unhealthy junk food.
(Begin: I prefer....)
- (viii) The tree was cut down ruthlessly.
(Begin: They...)

Comments of Examiners

- (a) A large number of candidates did not perform well in this part of the question. Some of the commonly occurring errors were as follows:
In the first blank, many candidates misspelt the word 'studying' as *Studing*.
In the second blank, most of the candidates wrote *Lied* instead of *lay* as the past tense for the word *Lie*.
In the fifth blank, many candidates wrote *which belonged* making it an adjective clause when the question was about tenses.
Many candidates answered blanks (3), (4), (7) and (8) in their continuous / simple past / perfect forms where the answer should have been written in another form.
- (b) Most of the candidates did not know the proper use of prepositions. Common errors observed in the usage of prepositions were as follows:
In (i) 'since' was used instead of 'for'.
In blank (ii) 'into'/'out' was used instead of 'through'.

Suggestions for Teachers

- Give frequent practice in sequence of tenses to assist students in identifying the correct use of tense in the given context.
- Practice verb forms in passages, as in single sentences.
- Create tables of tenses with examples and drill.
- Explain to the students the difference between 'since' and 'for' with a 'specific time' and a more 'general period'.
- Explain the importance of reading the entire sentence before deciding upon a preposition.
- Explain the rules of grammar, rules governing the use of prepositions, adverbs.
- Clarify that 'yet' is an independent joiner. It should not compliment, though or although.
- Teach students that two clauses are made mutually exclusive by the use

'over' was filled in instead of 'on/upon' in blank (iii).

In blank (iv), the candidates couldn't understand that pride is associated with looking down on others.

In part (vii) most of the candidates wrote leaning on the wall or by the wall instead of *against*.

(c) Many candidates used an incorrect approach. The following procedural mistakes were observed:

(i) Candidates took a causal premise or took the meaning to be 'since' e.g., Sarah and Tyra are twins because/ therefore they look alike.

(ii) In this part, instead of using the coordinating conjunction 'Neithernor' / 'either...or' the candidates used-'and' (Synthesis had to be done without using 'and').

(iii) Conceptual and grammatical errors were noticed in this part; 'even' was used instead of 'though' or 'even though'. Instead of using the subordinating conjunction, candidates used coordinating conjunctions (but).

(iv) Candidate did not use adverb clause in synthesis of sentences.

(d) Common errors made by candidates in this part were:

(i) Some candidates did not maintain the tense of the sentence. They used present continuous tense instead of present simple tense e.g., Books are being ordered...../ Books has been ordered..... (mistakes in subject-verb agreement and in tense).

(ii) A few candidates replaced the words 'No one' with 'Everyone', thus changing the meaning of the sentence e.g., many candidates used 'Everyone will not deny...' instead of 'Everyone will agree....'.

(iii) Incorrect sentence construction - many candidates used past tense, while the given sentence was in present tense. Some

of the subordinating conjunction 'though', 'although' etc and not inter-dependent as in a causal sentence.

- *Teach when to use 'Neither; nor; either; or'*

- *Teach the rules of synthesis of sentences thoroughly to the students and revise regularly. Give regular exercises to the students in synthesis of sentences without using 'and', 'but' or 'so'.*

- *Teach the candidates to reason out the implications of using wrong words /placing the word wrongly in a sentence.*

- *Stress on improving reading habits to help improve basic language skills and fluency.*

- *Have oral practice as a regular feature of the grammar class.*

- *Teach students Logical thinking to identify implications of incorrect choice of words or a word incorrectly placed.*

- *Stress on the importance of reading to help improve basic language skills and fluency.*

candidates wrote 'No sooner does the teacher enters, then.....'

- (iv) Some candidates failed to use the correct structure- 'too....to' instead of 'so...that'. Many candidates wrote, She is too busy that she cannot entertain her friends. (incorrect)
- (v) Many candidates used 'of' with 'despite', which is incorrect e.g., Despite of very hot weather, Kevin stepped out to buy some bread. (incorrect)
- (vi) Candidates wrote 'Pronoun' (she) instead of the 'noun' (Sheela) e.g., Unless she goes for the auditions, Sheela will not be selected for the Competition. This was incorrect. Some wrote, Unless Sheela goes for the auditions, she will be selected - instead of 'will not be selected'.
- (vii) Most of the candidates used *rather than* /*than/over*.
- (viii) Many candidates wrote - *had cut/were cutting* instead of using *cut*. Some candidates omitted the word 'down' which changed the meaning of the sentence e.g., They cut the tree ruthlessly. (incorrect).

MARKING SCHEME

Question 5

(a)	<ul style="list-style-type: none"> 0. taught 1. studying 2. lay 3. read 4. hankering / to hanker 5. belonging 6. learnt/learned 7. decided 8. wanted
(b)	<ul style="list-style-type: none"> (i) for (ii) through (iii) on/upon

	<p>(iv) down</p> <p>(v) with</p> <p>(vi) beside / with / near / by</p> <p>(vii) against</p> <p>(viii) at / in</p>
(c)	<p>(i) Sarah and Tyra who are twins look exactly alike. Sarah and Tyra are twins who look exactly alike. Sarah and Tyra, who look exactly alike are twins.</p> <p>(ii) Rohan neither likes to play cricket nor hockey. Rohan likes to play neither cricket nor hockey. Rohan does not like to play either cricket or hockey.</p> <p>(iii) Although / Though / Even though Sania pushed as hard as she could, the door would not open. In spite of/ Despite Sania pushing the door as hard as she could, it would not open. Sania pushed as hard as she could,[yet/ however/still/nevertheless] the door would not open.</p> <p>(iv) The clock was striking eight when the school bus drove through the gate./ The school bus drove through the gate when the clock was striking eight./ When the clock was striking eight the school bus drove through the gate./ When the school bus drove through the gate, the clock was striking eight at that moment.</p>
(d)	<p>(i) Books are ordered for the library every year by the librarian. / Books are ordered by the librarian for the library every year.</p> <p>(ii) Everyone will agree/admit/affirm/ accept that the candidates have worked very hard this year.</p> <p>(iii) No sooner does the teacher enter, than she is greeted by her candidates. /</p> <p>(iv) She is too busy to find time to entertain her friends.</p> <p>(v) Despite the very hot weather Kevin stepped out to buy some bread. Despite the weather being very hot, Kevin stepped out to buy some bread. Despite the fact that the weather was very hot, Kevin stepped out to buy some bread.</p> <p>(vi) Unless Sheela goes for the auditions she will not be selected for the competition.</p> <p>(vii) I prefer eating fruit to a lot of unhealthy junk food.</p> <p>(viii) They cut down the tree ruthlessly. / They ruthlessly cut down the tree.</p>

GENERAL COMMENTS

**Topics found
difficult/
confusing by
candidates**

Essay writing:

To compose a creative composition in 300-350 words was beyond the powers of many candidates. Consequently, the weaker candidates resorted to either copying parts of the comprehension passage in the middle of the essay or copied the passage in its entirety. Many candidates found it difficult to express their thoughts in English and therefore used words in mother tongue to express their views.

Letter writing:

In the formal letter, the consequences of wastage of water, was not understood by many candidates. The idea/concept of waste of water was misconstrued by many. Candidates took it for wastage of water in homes.

Notice and Email:

- (i) The connection between the two was not understood by some. In some centres, incorrect format was used.
- (ii) The event/purpose behind hosting the carnival and who the host was/ who the letter was addressed to was not understood by some candidates.

Comprehension:

- Most of the candidates got confused with the meanings of the words. They could not bring out the sense given in the passage.
- All questions based on analysis/ understanding were not understood by many candidates. Many of the answers in part (b) seemed to centre around the idea of independent study - it was as if the candidates could not move past that one main idea.
- The Summary was disappointing - candidates seemed not to have been able to grasp which portion of the text was required to be referred to for the answer.

Grammar:

The rules of grammar were not clear to many candidates.



Suggestions for Students

- Take up reading as a regular habit.
- Make it a practice to read newspapers, periodicals and story books. Read journals and magazines on a variety of topics.
- Listen to famous personalities' oration to enhance your vocabulary. Involve yourself in debate sessions to develop your speaking skill.
- Converse in English at school and at home.
- Read the question paper well before start answering it.
- Consult encyclopaedias and the internet if this resource is available to you. Be careful to do so under adult supervision and to only consult authenticated resources.