

**Answer Key English
Set A**

| Question No | Answer | Marks | Total Marks |
|-------------|--|--------|-------------|
| 1 | Mr. Schmidt the History teacher and Mr. Boone, the Maths teacher. | 1 | 1x4 =4 |
| 2 | She didn't want to interrupt the argument between her teachers. | 1 | |
| 3 | They were arguing about the scholarship jacket. | 1 | |
| 4 | Mr. Boone was arguing in Joann's favour because her father was a Board member and owned the only store in the town. | 1 | |
| 5 | He was a Board member and owned the only store in the town. | 1 | |
| 6 | eavesdrop. | 1 | |
| 7 | He didn't know what to say. He didn't feel good at saying anything. | 1 | 1x4=4 |
| 8 | "My eyes were blind and something started in my soul." | 1 | |
| 9 | They indicate the ideas that flow through his mind. They are the hidden or nameless emotions that could take him to a world of poetry. | 1 | |
| 10 | something started in my soul/fever or forgotten wings. | 1 | |
| 11 | To her fair works did Nature link, Enjoys the air it breaths. | 2 | 3x2=6 |
| 12 a) | primrose, periwinkle | 1 | |
| b) | To enjoy nature | 1 | |
| 13 | What man has made of man, Through primrose tufts, in that green bower. | 2 | |
| 14 a) | William Wordsworth | 1 | |
| b) | Every flower enjoys the air it breaths. | 1 | |
| 15 | link-think, ran-man. abab. | 2 | |
| 16 | Ali | 2 | 2x2=4 |
| 17 | The boxes tumbled and vegetables scatter on the ground. | 2 | |
| 18 | He saw vegetables strewn on the ground. | 2 | |
| 19 a) | What happened? | 1 | 3x4=12 |
| b) | Where were you? | 1 | |
| c) | were you? | 1 | |
| d) | It will protect us. | 1 | |
| 20 | a. were, b. see, c. in, d. a | 4 | |
| 21 | a. into, b. on, c. beneath, d. and | 4 | |
| 22 | a. take off, b. put on, c. set out, d. went on | 4 | |
| 23 | Any four sentences in the same pattern | 4 | |
| 24 a) | Economics | 1 | 1x4=4 |
| b) | Latha Mangedkar | 1 | |
| c) | Nelson Mandela | 1 | |
| d) | Sachin Tendulkar | 1 | |
| 25 a) | Choice of profession and career is important for success. | 1 | 1x4=4 |
| b) | The lack of proper counselling worsens the choice of profession. | 1 | |
| c) | The results are unemployment and frustration, which means a lot of waste of money, time and energy. | 1 | |
| d) | Elders, teachers, professionals and career guidance agencies can help the students in choosing their career. | 1 | |
| 26 | <u>Character Sketch</u> Describes the character's personality. Describes the character's physique/appearance. | 2 2 | 3x6=18 |

| | | | |
|----|---|----------------------------|--------|
| | Uses a variety of words and expressions. Includes examples of how the character is developed throughout the story. Sequences the ideas well. | 1 1 1 | |
| 27 | <u>Appreciation of a poem</u> Introducing the poet Relevance of the theme Paraphrasing Poetic devices Message of the poem | 1 1 2 1 1 | |
| 28 | <u>Questionnaire</u> Relevant to the context Uses variety of questions Language and style | 2 2 2 | |
| 29 | <u>Diary</u> Format Relates the content to the context. Uses appropriate language. Uses first person narrative. Expresses personal feelings/emotions. | 1 1 1 1 2 | |
| 30 | <u>Profile</u> Gives an appropriate title. Writes an effective introduction and conclusion. Organises important details. Uses appropriate descriptive vocabulary. Uses proper linkers for connecting the ideas. Uses precise and concise language. | 1 1 1 1 1 1 | |
| 31 | <u>Conversation</u> Uses apt initiation. Focuses the conversation on the assigned context. Uses a variety of sentence patterns and expressions. Uses informal expressions (interjection, contracted forms). Ends creating a feeling of completion. Maintains a good flow. | 1 1 1 1 1 1 | 2x6=12 |
| 32 | <u>Notice</u> Gives details about the programme. Uses proper salutation. Mentions the date, time and venue of the programme. Uses appropriate layout and format. Uses clear and brief language. Specifies the agency/authority that issues the notice. | 1 1 1 1 1 1 | |
| 33 | <u>Narrative</u> Gives a suitable title. Sequences the events properly. Expresses the theme/message properly. Uses suitable vocabulary and sentence varieties. Uses figurative language. Provides a proper beginning and ending. | 1 2 2 1 1 1 | 2x8=16 |
| 34 | <u>Write up</u> Gives a suitable title. Begins with a striking idea. | 1 1 | |

| | | |
|----|---|--|
| | <p>Presents ideas using specific and clear language. 2</p> <p>Organises ideas in a sequential manner. 1</p> <p>Uses a variety of sentences. 1</p> <p>Uses language that shows the writer's command over the language. 1</p> <p>Gives an appropriate conclusion. 1</p> | |
| 35 | <p><u>Speech</u></p> <p>Introduces the topic well. 1</p> <p>Makes a good salutation 1</p> <p>Divides the topic into component ideas logically and appropriately. 1</p> <p>Develops the topic with a variety of supporting materials. 2</p> <p>Presents speaker's own views. 1</p> <p>Organises ideas closely related to the theme. 1</p> <p>Concludes the speech effectively. 1</p> | |

