

# **SUMMATIVE ASSESSMENT – 1**

## **ENGLISH – CLASS – IX**

### **PAPER - 1**

### **KEY SHEET**

#### **PART – A**

1. (a) The doctor / The homeopath  
(b) Wife  
(c) He wanted to marry a fat lady
2. (a) Michael Stone's father / Bert Stone  
(b) If we want something, work for it.
3. (a) The duck to the kangaroo  
(b) Because she was bored.  
(c) She wanted to have a ride.
4. (a) Never giving up hope / Learning from mistakes  
(b) They help a player learn.
5. (a) His parents, his family and well-wishers  
(b) He was performing as a cricket player (a batsman)  
(c) They gave him inspiration.
6. (a) A red bike  
(b) Mischievous / He was a trouble maker.

#### **7) Evaluation Indicators :**

##### **a) Conversation : (Each indicator carries one mark)**

- i) Using dialogues apt to the context.
- ii) Using proper sequence of exchanges.

- iii) Using discourse markers (well, precisely, etc.) and appropriate cohesive devices.
- iv) Sustaining the conversation with social norms (being polite, reflecting reflections).
- v) Conventions of writing (punctuation, spelling and capitalization)

**b) Description : (Each indicator carries one mark)**

- i) Creating vivid images.
- ii) Proper sequencing of ideas.
- iii) Giving personal reflections on the event or persons.
- iv) Using appropriate cohesive devices such as pronouns, connectives, etc.
- v) Conventions of writing (punctuation, spelling and capitalization)

**8. a) Diary : (Each indicator carries one mark)**

- i) Using expression of personal reflections, thoughts and feelings.
- ii) Using language appropriate to the mood.
- iii) Self criticism and future plans.
- iv) Coherence.
- v) Conventions of writing (punctuation, spelling and capitalization)

**b) Speech : (Each indicator carries one mark)**

- i) Contextual relevance
- ii) Organisation of ideas
- iii) Use of argumentative / persuasive / interactive language
- iv) Use of discourse markers and coherence.
- v) Conventions of writing (punctuation, spelling and capitalization).

## **PART – B**

9. (a) is
- (b) and

(c) the

(d) have

(e) among

10. (1) B

(2) D

(3) C

(4) D

(5) B

11. After she had started to go to market, it rained heavily. / It rained heavily after she had started to go to market.

12. He had completed his homework before he went to bed. / Before he went to bed, he had completed his homework.

13. When my father came, I had finished my dinner. / I had finished my dinner when my father came.

14. when I was sleeping. (Any relevant answer can be given full credit.)

15. as soon he cleared the target. (Any relevant answer can be given full credit.)

16. Add Score / as it has been facing continuous failures. (Any relevant answer can be given full credit.)

17. You should use a helmet. ( Any relevant answer can be given full credit.)

18. Please bring some vegetables. / Could you please bring some vegetables. (Any relevant answer can be given full credit.)

19. (b) – All the best

20. (1) (c) Taking permission

(2) (c) Appreciating

# Summative Assessment – 1

## English – Class – IX

### PAPER – II

### Key Sheet

### PART – A

1. (a) Science & Technology  
(b) About the books in the library  
(c) A (2%)  
(d) C (Language and literature  
(e) C (Only 20 out of 100 people are interested in maths.
2. (a) By competing  
(b) As they cannot cope with  
(c) A (Develop themselves)  
(d) A (score more)  
(e) A (Unless there is competitions there is no progress.
3. 1 – e, 2 – b, 3 – d, 4 – a, 5 – c

#### 4) (a) Letter Writing:

***Discourse indicators: Each indicator carries one mark.***

- (i) Using language appropriate to the context.

- (ii) Using appropriate format.
- (iii) Expressing ideas sequentially.
- (iv) Maintaining coherence.
- (v) Conventions of writing (Punctuation, spelling and capitalization)

**(b) News Report:**

***Discourse indicators: Each indicator carries one mark.***

- (i) Using appropriate headline.
- (ii) Writing appropriate lead sentence
- (iii) Presenting the body of the news and organizing the information.
- (iv) Using appropriate language (Reporting style, passivization, tense etc.)
- (v) Convention of writing (Punctuation, spelling and capitalization)

**5) (a) Biographical sketch:**

***Discourse Indicators: Each indicator carries one mark***

- (i) Presenting relevant ideas and information of the person.
- (ii) Organizing the information and data.
- (iii) Maintaining coherence.
- (iv) Using cohesive devices.
- (v) Conventions of writing (punctuation, spelling and capitalization)

**(b) Story Writing:**

***Discourse Indicators: Each indicator carries one mark:***

- (i) Writing about setting and other details
- (ii) Containing a sequence of events or dialogues.
- (iii) Evoking sensory perceptions and images.
- (iv) Characterization and maintaining coherence
- (v) Conventions of writing (punctuation, spelling and capitalization)

## **PART – B**

6. (a) hold  
(b) satisfied  
(c) deep  
(d) ground
7. (a) hardly / roughly  
(b) close / huddle / shorten  
(c) lower  
(d) strong / hard
8. (a) glamour  
(b) competition  
(c) strength  
(d) reality
9. (a) r**ea**ch (b) earl**ie**r
10. (a) medic**ine** (b) wonder**ful**
11. (a) treatment (b) passion
12. Places:  
1. yard  
2. Universe  
3. Restaurant  
4. House  
Persons:  
1. Sprinter  
2. Bachelor

3. Homeopath

4. Rascal

13. (a) He set up a new business. (Any relevant answer can be given full credit.)

(b) He took off his coat before sitting on the sofa. (Any relevant answer can be given full credit.)

14. (a) hearty

(b) deep

(c) warm

(d) terrible