

**CLASS IX (2019-20)**  
**ENGLISH (CODE 0184)**  
**LANGUAGE AND LITERATURE**  
**SAMPLE PAPER-1**

**Time Allowed : 3 Hours**

**Maximum Marks : 80**

**General Instructions :**

- (i) This paper is divided into three sections: A, B and C. All questions are compulsory.
- (ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.
- (iii) Do not exceed the prescribed word limit while answering the questions

**SECTION -A READING 20 MARKS**

1. Read the following passage and answer the questions that follow. [8]

Each year nearly 1.2 million people die and millions of other are injured or disabled as a result of road traffic crashes. The vast majority (over 90%) of all road traffic deaths and injuries occur in low-income and middle-income countries.

In high-income countries, most of those killed or injured in road traffic crashes are drivers and passengers of four-wheeled vehicles. In low-income and middle-income countries, however, “vulnerable road users” - pedestrians, cyclists and motorcyclists and users of public transportation - constitute a higher proportion of road users, and consequently make up a larger proportion of those injured or killed on the roads.

This report focuses on young road users, defined as those under 25 years of age. The document highlights the main risk factors for road traffic injuries, noting how many of these risks are elevated in youth. It stresses that successful prevention programmes can be put in place to protect young people, and presents examples of interventions from different geographic and cultural contexts that have been shown to be effective.

Children and young people under the age of 25 years account for over 30% of those killed and injured in road traffic crashes. Of the 383046 road traffic deaths that were recorded in this age group around the world, at least half were road users from the World Health Organization’s African and South-East Asia Regions. However, the highest rates of road traffic fatalities in the 0-25 year age range occur among road users in the African and the Eastern Mediterranean regions.

Road traffic injuries among those under 25 years rank as the eighth leading cause of death around the world. However, when analysed by five-year age groups the significance of road traffic injuries rises dramatically. Among 15-19 year-olds, road traffic injuries are the leading cause of death, while among the 10-14 years and 20-24 years age groups they are the second leading cause of death.

Children under five years of age, and in particular infants under 1 year, being especially vulnerable to other diseases and conditions, have the lowest ranking for road traffic deaths.

**On the basis of your reading and understanding of the above passage, answer the following :**

- (i) Where does more than 90% of road traffic accidents and injuries occur?
- (ii) Are passengers of four-wheeled vehicles form the majority of those killed in road accidents in low and middle income countries ? (True/False)
- (iii) ..... account for 30% of those killed and injured in road traffic crashes.
- (iv) Which age group is least affected by road accidents and injuries?
- (v) Identify the word in para 2 which means ‘to be at risk’.  
 (a) disabled (b) intervention  
 (c) vulnerable (d) killed
- (vi) The highest rate of road traffic fatalities in the 0-25 year age range is in the :  
 (a) low and middle-income countries.  
 (b) African and the Eastern Mediterranean regions.  
 (c) high-income counties.  
 (d) African and South- East Asia Regions.
- (vii) Road accidents and injuries is the second leading cause of death in the age group of :  
 (a) 10-14 (b) 20-24  
 (c) both (c) and (d) (d) 15-19
- (viii) ‘Vulnerable road users’ are :  
 (a) young road users  
 (b) form a high proportion of road users in low and middle income families  
 (c) car drivers  
 (d) passengers of four-wheeled vehicle

**Ans :**

- (i) In low-income and middle-income countries
- (ii) False
- (iii) Children and young people under the age of 25 years.
- (iv) Children under five years of age.
- (v) (c) vulnerable
- (vi) (b) African and the Eastern Mediterranean regions
- (vii) (c) both (c) and (d)
- (viii) (b) form a high proportion of road users in low and middle income families

2. Read the following passage and answer the questions that follow.  $[2 \times 4 + 1 \times 4 = 12 \text{ marks}]$

Usually, you would need to visit a national park or sanctuary to sight beautiful wild animals such as the wild boar, blue bull (Nilgai), spotted deer, chinkara, blackbuck, Indian hare, or monkeys. Today, just go round to any agricultural field and you may find plenty of wild herbivores roaming the grounds freely and feeding on the crops and natural palatable plants therein.

When forests were abundant, ecologically sound and self-sufficient, the movement of wildlife inside the Protected Areas/forests in search of food would extend no further than the buffer zone. Over time, however, the alarming rise in human population has put immense pressure on forest wealth, leading gradually to large swathes of the forest, including the buffer zone and corridors, being converted into agriculture fields and industries, and cleared for the construction of urban zones, big dams, railway tracks, roads and highways, mining corridors, electricity transmission lines and other development works that massively reduce forest area and shrink good-quality wildlife habitats.

Resultantly, as wild herbivores made to move or migrate, through natural corridors, from one forest to another in search of food, they found themselves in agricultural fields, which are full of easily accessible feeding material. This has been the gradual effect of encroachment into the homes of wildlife by humans, compounding the human-wild animal conflict to boot. Exposed, such animals also come as easy prey for poachers or become roadkill. As per Delhi-based NGO Wildlife Protection Society of India (WPSI), over 1,000 tigers have been killed in the country by poachers over the last two decades. Over 650 instances of roadkill have been recorded in the last five years.

So, on the one hand, wildlife outside the protected areas is in great peril. On the other, farmers and locals in and around the forest-fringe areas are at a loss due to crop damage and the danger posed to human and livestock lives. The Ministry of Environment, Forest and Climate Change (MOEF & CC) estimates that between 2014 and 2017, one death took place every day due to human-animal conflict. It is observed that the wild herbivores damage between 15-50% of the standing crops in the field and may affect 50-75% of the total agricultural area. Hence, a balanced solution in the form of a 'Special Management Plan' (SMP) is a need of hour, not only to protect wildlife outside protected areas and forests but also to safeguard human lives and livelihoods.

- 2.1. On the basis of your reading and understanding of the above passage, answer the following:  $[2 \times 4 = 8]$

(i) What is buffer zone ?

**Ans :**

Buffer zone is the natural habitat of the wild herbivores.

(ii) What is the most important reason behind the massively reduced forest area ?

**Ans :**

The alarming rise of human population is the most important reason behind the massively reduced forest area.

(iii) What compounds the human-animal conflict ?

**Ans :**

The encroachment of human habitation by animals in search of food compounds the human-wild animal conflict.

(iv) State two reasons which have led to the decrease of animal population especially tigers, as discussed in the given passage.

**Ans :**

Poaching and roadkill are the two reasons which have led to the decrease of animal population.

- 2.2. Answer the following questions :  $[1 \times 4 = 4]$

(v) Which word in the passage means 'edible' ?

**Ans :** palatable

(vi) Where would one find wild herbivores like Nilgai nowadays ?

**Ans :** Agricultural fields

(vii) Farmers of which area are mostly affected by straying of wild herbivores into agricultural fields ?

- (a) villages (b) buffer zone  
(c) edge of the forests (d) towns

**Ans :** (c) edge of the forests

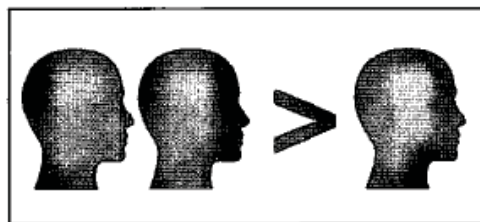
(viii) The need of the hour is to :

- (a) protect wildlife outside protected areas  
(b) safeguard human lives and livelihood  
(c) both (a) and (b)  
(d) implement 'Special Management Plan'

**Ans :** (d) implement 'Special Management Plan'

## SECTION B - WRITING & GRAMMAR (30 MARKS)

3. 'Two heads are better than one.' This proverb emphasises the importance of team work. Write an article or an experience of your life in 100-150 words that highlights the importance of team work in getting success.  $[8 \text{ marks}]$



**Ans :**

### Two Heads are Better Than One

By Manoj

The proverb 'Two heads are better than one.' stands valid in all spheres of life. It means two individuals together can accomplish a work better than one individual. In terms of problem solving ability, two heads together can offer more solutions than one head. Whether in school, in office or at home, we see that not only is a work completed in lesser time or a problem is solved with better solution in a less hassled way but also there is a joy when we do it in pairs or groups.

Human beings have different styles of thinking. This engenders various perspectives. So, when two heads work together, multiple perspectives or dimensions come to the fore. A topic or an issue is seen in a more holistic way.

Besides this, two heads can debate over the efficiency of the proposed solutions to solve a problem or a roadmap to accomplish a work. When two individuals work together, the fatigue or anxiety to overcome the hurdles and clinch the target is also less. Therefore, 'Two heads are better than one.'

**or**

You attended a leadership camp last week. Describe the event with the help of the hints given below and your own ideas.

**Hints :** leadership camp - elected cabinet leaders of 30 schools - well-known leader as the trainer - various activities to test skills - competitions - short trip to a nearby tourist spot - closing ceremony

**Ans :**

### **The Leadership Camp**

Our school election was held last month. I was elected as the cultural secretary of the school. It was a great surprise for me. Like every year, 'Young Minds' had conducted the leadership camp, one of the most coveted events for school children. 'Young minds' is an organisation which aims to nurture and nourish various skills for school goers.

This year's leadership camp was named 'Lead to serve'. The motto of this camp, as the name suggests, was to grow and instil the empathy and compassion which inspires a person to serve the society. The magnitude of the event can be gauged by the fact that leaders from 30 schools participated with sincerity and enthusiasm.

Karuna Roy, the well-known leader who also serves in Mother Teresa's home for the destitute at Kolkata was the chief guest and trainer of the event. Roy is nationally acclaimed for the defining role he has played during national calamities. I was totally lost in his impactful thought-provoking speeches.

There were various skill-testing activities like conflict resolution, problem-solving, planning and execution. A few competitions towards the end had charged up the spirit of the participants. The venue resounded with shouts and claps when the trainer announced a short-trip to the Bannerghatta zoo.

The closing ceremony was marked by an award ceremony and an engaging discussion on how we, the young leaders, will do to serve the society. My experience at this camp was both educational and emotional.

4. Write a short story based on the given outline or cue/s in about 150-200 words. [10 marks]

It was 11 p.m. Seema was about to shut the door and retire for the day when she saw Bono, her pet dog, in the garden. When she went out to bring Bono inside, she saw Bono frantically digging. Seema screamed when she saw...

**Ans :**

It was 11 p.m. Seema was about to shut the door and retire for the day when she saw Bono, her pet dog, in

the garden. When she went out to bring Bono inside, she saw Bono frantically digging. Seema screamed when she saw a tiny human finger gradually emerging from the mud. She was petrified. Soon, the listless body of an infant was out. Bono, tired and panting, sat near it as if he was guarding a treasure.

Police had arrived within 20 minutes. The body was taken for post mortem. A constable was designated outside Seema's house. Police started asking the neighbourhood.

Seema tried to sleep only to wake up frightened and shivering. Once in a while, Bono visited the spot and came back. Seema was waiting for her maid, Mala, who had been on leave for some time. Suddenly, the doorbell rang loud.

It was Mala. Seema was happy to see Mala but there was an unusual rancour on Mala's face. "Where is your tiny bumble bee," asked Seema. Mala hurrying her way to the kitchen said, "It's there." No sooner did Mala complete her sentence than police barged into the portico dragging Mala's husband. "Ms. Mala, please tell us," said the police. "Do you know who had buried that infant in your garden?"

It was then learned that Mala had adopted the child from her dying sister. But her husband understands only relationship of blood. "After heated argument, he had killed the child and buried it here." A chill ran down Seema spine. Tears ran down her cheeks as she shrank down on the sofa.

**or**

You are Reena or Rahul. You feel that your friend, Jyoti's experience during her stay at a hill station can make for a wonderful story. Taking help from the hints given below complete the story and supply a suitable title and moral to it.

**Hints :** a small girl under her balcony - Jyoti went to her - Jyoti bought flowers from her - this happened every day - Jyoti found the girl to be blind - Jyoti adopted her - the small girl, Megha can now see - Megha and Jyoti run a school for the blind

**Ans :**

### **The Blind Flower Girl**

The hills called Jyoti throughout the year. She was especially drawn to the sunrise which painted the hills in orange and pink. This year when she was enjoying the sunrise from her hotel balcony on the second day of her vacation, she saw a small girl standing under her balcony. At first, she rubbed her sleepy eyes. After a while, a faint voice called out, "Miss, these flowers will make your day more beautiful."

Jyoti went to the slender smiling girl standing with a basket full of variety of flowers. "How much do they cost? I want to buy them all," said Jyoti. The girl beamed with happiness as it had saved her day's logging to sell the flowers.

Next morning, though Jyoti didn't need the flowers, she somehow wished the girl to be there. To her surprise, she could again hear the same voice calling her.

She ran down to her. The 'flower girl' was Megha. Jyoti gave Megha a headband and asked her if she liked it. Megha said smilingly, "My inner eyes say

that it's very beautiful. Thank you Miss." Jyoti was dumbfounded to know that Megha was blind.

After a good search, Jyoti got a donor for Megha. Today, nothing is dark for Megha. Jyoti has adopted her and together they run a blind school for poor children and youth. Both have filled each other's empty lives with love and compassion.  
Moral: Your life will become

5. Read the sentence given below and fill in the blanks by choosing the most appropriate options from the ones that follow : [1 × 4 = 4 marks]

Choosing a not-so-popular destination (i) ..... gradually gaining currency (ii) ..... the new-age travellers (iii) ..... they want to experience the calm serene ambiance of (iv) ..... gateways.

- (i) (a) was (b) is  
(c) are (d) were  
(ii) (a) with (b) by  
(c) of (d) among  
(iii) (a) but (b) so  
(c) as (d) because  
(iv) (a) this (b) those  
(c) that (d) these

**Ans :**

- (i) (b) is  
(ii) (d) among  
(iii) (c) as  
(iv) (d) these

6. One word is omitted in every line against which a blank is given. A slash is given in the place where the word is omitted. Write the word in the given blank. [1 × 4 = 4 marks]

**'Let's read together' is/effort by an the famous eg.**

- (i) Book Lovers Association/develop an intrinsic -----  
(ii) love for reading/children and youth. A member -----  
(iii) of the association presides/a reading session -----  
(iv) in children read aloud some passages of a book -----

**Ans :**

- (i) to  
(ii) in  
(iii) over  
(iv) which

7. Rewrite the sentences according to the given instruction. [1 × 4 = 4 marks]

- (i) The seeds were sown. (change the voice of the sentence)  
(ii) He said to me, "Is Mohan learning French for the last two years?" (change the sentence into reported speech)  
(iii) Nivi will book the hotel only if I promise to join her in the trip. (use 'unless')  
(iv) Ruskin Bond had been one of the most popular

names in Children's Literature for a long time. (rewrite the sentence in simple present tense after making necessary changes)

**Ans :**

- (i) Someone sowed the seeds.  
(ii) He asked me if Mohan had been learning French for the last two years.  
(iii) Unless I promise to join Nivi in the trip, she will not book the hotel.  
(iv) Ruskin Bond is one of the most popular names in Children's Literature.

## SECTION C - LITERATURE

**(30 MARKS)**

8. Read the extract given below and answer the questions that follow. [1 × 4 = 4 marks]

**Then took the other, just as fair,**

**And having perhaps the better claim,**

**Because it was grassy and wanted wear;**

**Though as for that the passing there**

**Had worn them really about the same.**

- (i) Name the poem and the poet.  
(ii) Identify the line from the given extract that describes the road that the poet took ?  
(iii) What does 'the other' refer to ?  
(iv) What is the antonym for the word 'fair' ?  
(v) Which expression means that nobody walked on the road taken by the poet ?

**Ans :**

- (i) The poem is 'The road not taken' by Robert Frost.  
(ii) 'Because it was grassy and wanted wear;'  
(iii) 'The other' refers to the road that the poet took.  
(iv) Unfair  
(v) 'wanted wear' is the expression which means that nobody walked on the road taken by the poet.

**or**

One day she noticed a girl playing a xylophone and decided that she wanted to play it too. Most of the teachers discouraged her but percussionist Ron Forbes spotted her potential. He began by tuning two large drums to different notes."Don't listen through your ears," he would say, "try to sense it some other way." Says Evelyn, "Suddenly I realised I could feel the higher drum from the waist up and the lower one from the waist down."

- (i) Who does 'she' refer to? What did the teachers discourage her to do ?  
(ii) Who said, "Don't listen through your ears" ?  
(iii) What is the contextual meaning of the word 'potential' ?  
(iv) What does this extract tell you about Ron Forbes ?

**Ans :**

- (i) 'She' refers to Evelyn. The teachers discouraged Evelyn not to be the percussionist.  
(ii) Ron Forbes, the percussionist, said, "Don't listen through your ears."

- (iii) The contextual meaning of the word 'potential' is having the capacity to do something.
- (iv) Ron Forbes was a person who believed that every problem had a solution. He was an optimist and viewed things differently.

9. Answer any five of the following questions in 30-40 words each. [2 × 5 =10 marks]

- (i) How did pungli become shehnai ?
- (ii) How and why does the poet plan to befriend the wind ?
- (iii) Who did Kezia compare her father with? What made Kezia think that there were different sorts of fathers ?
- (iv) Was poet Yeats in love with Innisfree ? How can you say so ?
- (v) What is the irony of the story 'The lost child' ?
- (vi) Was the fire both destructive and constructive for the author? How ?
- (vii) Lushkoff attributes the change of his heart to Olga. Do you agree with him? Or do you think that Sergei is responsible for it ? Justify your answer.

**Ans :**

- (i) Pungli made a shrill noise. A barber of Aurangzeb's kingdom chose a pipe with a natural hollow, longer and broader stem than the pungli and made seven holes on the body of the pipe. It produced soft and melodious sound. As the story goes, since it was first played in the Shah's chambers and was played by a nai (barber), the instrument was named the 'shehnai'.
- (ii) The poet plans to befriend the wind by building strong homes, shutting the doors firmly and practising to keep the body firm. The poet wants to befriend the wind because she thinks that the wind makes strong fires roar and flourish. So, friendship with the wind is good.
- (iii) Kezia compared her father with a giant. She thought that there were different sorts of fathers when she saw the father of the Macdonalds family playing 'tag' with his children happily. But her father always spoke angrily with her and chided her for stuttering.
- (iv) Yes, the poet Yeats was in love with Innisfree. One can say so because he wants to rise, go to Lake Innisfree and live there alone. The poet also says that it is at Lake Innisfree that he gets peace. The poet finds a kindred spirit in Lake Innisfree and therefore, we can say that he was in love with Innisfree.
- (v) The irony of the story 'The lost child' is that the child was sad and irritated at his parent's refusal to whatever he wanted to buy at the village fair. But it is the parents whom he sought frantically when he was lost, despite the man offering him everything that he had wanted to buy earlier.
- (vi) The fire had destroyed the author's house. It had separated him from his pet, Tabby, for a month. But at the same time, this fire constructed new relationships between the author and his classmates at school. He had felt estranged in his new school. He didn't have friends. But his classmates came forward and tried to help the author overcome fear and trauma

that the fire mishap had caused. This cemented a friendship between them. This is how the fire was both destructive and constructive for the author.

- (vii) Yes, I agree that Olga had stirred the change in Lushkoff because it was Olga with whom Lushkoff spent time doing various works. It was Olga who taught Lushkoff the various truths of life.

10. Answer the following question in 100-150 words. : [8 marks]

What would you have done if you had been the doctor in the dark room with the cobra on your shoulder ?

**Ans :**

If I had been the doctor in the room, I would have perhaps failed to maintain my calm like the way the doctor did. I wouldn't have perhaps restrained myself from screaming which is the most natural response when we see something utterly scary. But the doctor managed to remain silent. Though the doctor was under extreme pain as the snake had coiled itself around his hand, he still remained quiet. If I had been in his position, I would have possibly tried to shake off the snake and this would have proved fatal. Animals, in most of the cases, don't react if we remain still and silent. I would have lost my senses and fainted. Surprisingly, the doctor had funny imagination and thoughts about what the snake thought looking at the mirror.

**or**

Einstein is a synonym for genius. Justify this statement.

**Ans :**

Einstein was not only the scientist who brought 'a scientific revolution' but also a gifted amateur violinist and political thinker. Unlike other children, he started speaking after the age of two-and-a-half. He uttered the first sentence when one night, he broke his silence to say, "The soup is too hot." His prodigious penchant towards mechanical toys was revealed when he looked at his newborn sister, Maja, and said: "Fine, but where are her wheels?"

Einstein's 'Special Theory of Relativity', which states that time and distance are not absolute, was a ground-breaking finding.

His General Theory of Relativity, published in 1915, provided a new interpretation of gravity. An eclipse of the sun in 1919 proved that the theory was accurate. Einstein had correctly calculated in advance the extent to which the light from fixed stars would be deflected through the sun's gravitational field. The newspapers proclaimed his work as "a scientific revolution." Einstein received the Nobel Prize for Physics in 1921. He also expressed his concern to Franklin D Roosevelt against the atom bomb. He had also written to United Nations to form a world government to conserve peace and democracy in the world. Hence, Einstein is certainly a synonym for genius.

11. Answer the following question in 100-150 words : Why does the author call himself 'The Accidental Tourist' ? [8]

**Ans :**

There can be two points of view to understand why the author called himself 'The Accidental

Tourist'. One point of view interprets the word more metaphorically. The word 'accident' is an undesirable and embarrassing incident which one doesn't expect to happen. From this point of view, the author is an accidental tourist because there was some accident that happened invariably whenever he flew. This embarrassed him to no end. So, he is a tourist who is always prone to accidents. The other point of view interprets the word 'accident' as something which none expected to happen but it did. The author, going by the accidents he causes to himself, is not born to be a tourist but has become one. Both the points of view are complementary.

**or**

'The last leaf is indeed Behrman's masterpiece. Justify this statement.

**Ans :**

An art which is aesthetically supreme as well as begets the most miraculous change in human lives is a masterpiece. An art that defies being an art but also a reality because of its deceptively real nature is a masterpiece.

Behrman's last leaf looked so real that Johnsy could hardly make out that it was a planted piece of art on the creeper, though she understood at the end that it was but a piece of art. Ironically, art is permanent or permanently captures the nature whereas nature is woven in the cycle of birth, growth and death.

The last leaf did that which Johnsy and the doctor had failed to do : to stir an urge to live in Sue. The last leaf achieved this impossible thing miraculously. It also led Sue to realise that she had been uncooperative to Johnsy. She also realised that 'it is a sin to want to die'. It was Behrman's dream to draw a masterpiece before he died. What can be more appropriately defined as a masterpiece than that which dawned hope and an urge to live in a dying soul. The last leaf by Behrman is indeed a masterpiece as it gave new life to Sue.

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**CLASS IX (2019-20)**  
**ENGLISH (CODE 0184)**  
**LANGUAGE AND LITERATURE**  
**SAMPLE PAPER-2**

**Time Allowed : 3 Hours**

**Maximum Marks : 80**

**General Instructions :**

- (i) This paper is divided into three sections: A, B and C. All questions are compulsory.
- (ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.
- (iii) Do not exceed the prescribed word limit while answering the questions

**SECTION -A READING 20 MARKS**

1. Read the following passage and answer the questions that follow. [8]

Wangari Maathai devoted her life in protecting our planet and serving its people. As an academic, an activist and the founder of the Green Belt Movement, Wangari believed that saving our planet and changing our world went hand in hand. Through her work with the Green Belt movement, Wangari provided thousands of women with job training and opportunities and was responsible for the planting of millions of trees in her native country, Kenya. Wangari died of ovarian cancer in 2011, but not before leaving a substantial mark on the world she loved so much.

Wangari was born in a small village in Kenya in 1940. When she was eight years old, her family decided to send her to school. This was an unusual opportunity for girls in Kenya at this time but Wangari soon began to excel academically. In 1960, she earned a scholarship that allowed her to travel to the United States and attend college. She studied at a small Catholic school in Kansas where, in 1964, she earned her bachelor's degree in biology. From there, she moved to the University of Pittsburgh, where she earned a master's degree in biological sciences. After completing her master's degree, Wangari briefly studied in Germany before returning to Africa, where she continued her education at the University of Nairobi in her home country of Kenya. In 1971, she earned her doctorate in veterinary anatomy, making her the first woman in all of East and Central Africa to earn a doctorate degree. She continued to make history throughout her career in academics, eventually becoming the first woman in the region to chair a department and the first to become an associate professor.

In addition to her work as a professor, Wangari was also extremely active with the National Council of Women. In 1976, the same year she began chairing the Veterinary Anatomy department at the University of Nairobi, Wangari began talking to the Council of Women about an idea that would form the basis of the Green Belt Movement.

On the basis of your reading and understanding of the above passage, answer the following :

- (i) The main purpose of Wangari Maathai's life was to protect our

- (ii) At what age, did Wangari Maathai go to school?
- (iii) In which subject did Wangari Maathai pursue her higher education ?
- (iv) In 1976 Wangari Maathai seeded the idea of Green Belt Movement. (True/False)
- (v) Wangari believed that the world couldn't be changed without
  - (a) women's involvement
  - (b) Green Belt Movement
  - (c) saving the planet
  - (d) her contribution
- (vi) Identify the word from para 2 whose antonym is 'common'.
  - (a) unusual
  - (b) small
  - (c) opportunity
  - (d) excel
- (vii) Wangari could travel and attend college in the United States because
  - (a) she was academically excellent.
  - (b) she had earned a scholarship for her academic excellence in Kenya.
  - (c) her family had sent her to school.
  - (d) had worked to save the planet.
- (viii) State True/False.  
Wangari was the first woman to earn a doctorate degree in all of East and Central Africa.

**Ans :**

- (i) Planet and serve its people.
- (ii) At the age of eight.
- (iii) Biology.
- (iv) True.
- (v) (c) saving the planet
- (vi) (a) unusual
- (vii) (b) she had earned a scholarship for her academic excellence in Kenya.
- (viii) True.

2. Read the following passage and answer the questions that follow. [2 × 4 + 1 × 4 = 12 marks]

**Andrew Motion, Former poet laureate**

My background was very unbookish, and there was absolutely no expectation from my family of my ever reading very much or even writing anything. I wanted to birdwatch and be left alone. Then I was taught English by Peter Way (Mr Way to me), and it was as though he walked into my head and turned all the lights on.

He manifested in everything he said and did that poems were not a strange addition to life, but a part of it. And that is one of the great lessons of my life. He didn't know he was doing this, but he gave me my life. He lent me poems he liked and I showed him poems I had written, which weren't really poems but more an explosion of words. But he took me completely seriously.

### Shazia Mirza, Comedian

My drama teacher Mrs Fisher-Jones was a great teacher. She always told me I was really funny and that I should develop that. I didn't know what that meant- I hadn't even heard of stand-ups then. She would let us write our own plays and do improve. There were loads of us who didn't go into the arts but still remember what a brilliant teacher she was. I still get Christmas cards from her now. She says she always knew what I would do.

### Trevor Baylis, Inventor

I failed my 11+ and went to Dormers Wells secondary modern in Southall after the second world war. We were considered to be inferior to those at grammar school and we were made to feel that as well. To start with, I didn't want to know. Teaching me must have been like trying to communicate with a slab of tripe. One teacher in particular encouraged me to get hands on. He taught woodwork and metalwork and showed me, literally, how to use a spanner. He would show you how to drill a bit of wood, how to sharpen your tools etc. He was a very bright type, a very intelligent chap but he was a very fatherly type too. This was before the days when health and safety came into the equation and we didn't have safety helmets but that helped me grow up as well. My teacher had to know about first aid because every lesson someone would cut their finger, so he was also a nurse as well.

**2.1** On the basis of your reading and understanding of the above passage, answer the following :[2×4=8]

(i) What did Andrew Motion fondly call his teacher as ?

**Ans :** Andrew Motion fondly called his teacher as Mr. Way.

(ii) What encouraged Andrew Motion to show his poems to his teacher?

**Ans :** Andrew Motion was encouraged to show his poems to his English teacher, Peter Way, because Mr. Way took all his poems seriously.

(iii) Which sentence in para 3 shows that Shazia Mirza is still in contact with her drama teacher, Mrs Fisher-Jones?

**Ans :** 'I still get Christmas cards from her now' is the sentence which shows that Shazia Mirza is still in contact with her drama teacher, Mrs Fisher-Jones.

(iv) Was it difficult to teach Trevor Baylis? How do you know?

**Ans :** Yes, it was difficult to teach Trevor Baylis. We know this because he himself says that teaching him was like teaching a 'slab of tripe'.

**2.2** Answer the following questions : [1×4=4]

(v) When Andrew Motion says that he had an 'unbookish' background, he means that

(a) there were no books in his house.

(b) his family members didn't like reading books.

(c) he disliked reading books.

(d) his family was not much educated.

**Ans :** (d) his family was not much educated.

(vi) The expression 'explosion of words' in para 1 means use of

(a) words that have auditory effect.

(b) words that left strong impact.

(c) too many words.

(d) words that described the explosion of bomb.

**Ans :** (c) too many words.

(vii) Which word in para 4 means an instrument or a device?

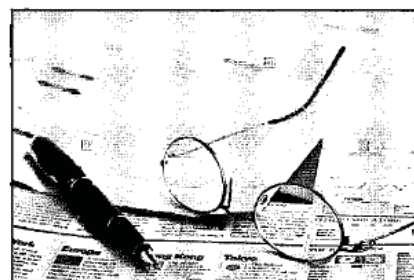
**Ans :** tool

(viii) What did Mrs Fisher-Jones know Shazia Mirza would do well ?

**Ans :** Mrs Fisher-Jones knew well that Shazia Mirza would do well as a comedian.

## SECTION B - WRITING & GRAMMAR (30 MARKS)

3. Reading a newspaper regularly is significant for the development of writing skills. Write an article in 100-150 words explaining how reading of a newspaper regularly helps to develop writing skills. [8]



**Ans :**

### The Benefits of Reading a Newspaper Regularly

By Ramesh

Enjoying the newspaper over a cup of steaming tea or coffee is a common morning pleasure across the globe. Reading a newspaper regularly is certainly significant for the development of writing skills. The two major components of writing skills are offering relevant and engaging content in a simple grammatically correct language. These two components are maintained in the newspaper and therefore, a person can develop them by reading it regularly.

Content generation is a bottleneck for many. A newspaper is a compendium of content on various topics. So, upon reading a newspaper regularly, a person gets a broad knowledge of the common contemporary topics.

Since newspaper is meant for the common man, the content is presented in simple language. Continuous exposure to simple sentences helps a person learn framing of simple sentences. Vocabulary plays a



seminal role in articulating facts, ideas and opinions. Reading a newspaper regularly works wonders as far as vocabulary enrichment is concerned.

Good writing skill is always noticed and appreciated. Academic or professional competitions become much easier for a person who has good writing skills.

**or**

Your friend and you decided to foster two puppies which you found crying near your house. Share your experience of fostering them describing the incident with the help of the hints given below and your own ideas.

**Hints :** two puppies left alone – trying to cross the busy main road —one with an injury – bring them home – follow vet’s words – make a cozy bed for them – look like fur balls- growing happily and fast

**Ans :**

Mukesh and I were returning from our cricket practice when we heard the whining sound from behind the bushes. We found two pudgy puppies whining and crying. Their mother was not around and was not to be found anywhere. One of them was trying to cross the busy main road, perhaps in search of its mother. We knew that we won’t see these innocent beings again if we don’t take them home with us that day. Since their fear and loneliness was allayed by each other’s company, we decided to keep them together at my house. We named them Pom and Pi. Looking at the small innocent eyes and helpless condition of the two fur balls, our mothers caved in to foster them. We were happy. One had a small injury. The next day, we took them to the vet who said that they were barely a month old. He treated the wound and gave us a list of dos and don’ts to foster them.

Buying a cosy bed for Pom and Pi turned out to be a heavy shopping effort. Hours of argument, discussion and laughter over several cups of coffee and drinks finally ended into buying a soft velvety bed for them. Pom and Pi have become the cynosure of everyone’s eyes.

4. Write a short story based on the given outline or cue/s in about 150-200 words. [10]

Meena could hear her mother calling her to the kitchen. But she was too lazy to leave her warm bed on a rainy Sunday morning. Meena was left mouth-agaped when she saw her mother from the threshold of the kitchen. “Oh! Mother ...”

**Ans :**

#### **Mother’s Surprise**

Meena could hear her mother calling her to the kitchen. But she was too lazy to leave her warm bed on a rainy Sunday morning. Meena was left mouth-agaped when she saw her mother from the threshold of the kitchen. “Oh! Mother, I cannot believe my eyes. Is that you who made it? Unbelievable!”

Meena could hardly move her glued feet and transfixed eyes from the incredibly beautiful painting. Her mother said, “Come here, dear.” As she went near, she saw the brilliant strokes of colour that had made the whole canopy of the tree real. No one could mistake that the girl under the tree was Meena.

Hugging her mother, she said, “I love you, Ma. How can I thank you?” Her mother, wiping a tear from the corner of Meena’s eye, smiled and said, “Remember your dream?” Once Meena had told her mother that she dreamt of being a writer writing her masterpiece under a monolith tree.

Mother said, “My painting is the realisation of your dream in canvas. But my dream is that you may live your dream. This painting will never allow you to forget your dream.”

**or**

You are Raj or Ritu, a caretaker at a children’s home which looks after orphaned children. You volunteered to teach them. While teaching them, you came across Kavita who changed your life. Taking help from the hints given below, complete the story of how Kavita changed your life and supply a suitable title and moral to it.

**Hints :** Kavita, a partially deaf girl of 11 years – you are also an orphan – you always complain and whine – you always remind students of their orphaned life – Kavita gives a powerful speech – she says she is no more an orphan – Children’s home is her family – you realise that life is not about complaining but celebrating the positives.

**Ans :**

#### **The Optimistic is Orphan**

My work as a caretaker at a children’s home had made me more responsible and compassionate. I always aspired to be a teacher but fate and state had something else in store. A sense of loss of being an orphan always left me gloomy and whining.

One day an idea stuck me when I was seeing the children fiddle with the second-hand books and colours. I thought, “Why don’t I teach them?”

It was not easy for me to convince the home manager who had his own reservations against the idea. However, I managed to convince him. Soon the classes started.

There was a different purpose of my life now. Stories, songs, dance, laughter and tears graced our classes. But I was still whimpering over my orphaned life. This also got reflected on what I told the students. One day, a svelte girl named Kavita stood up and said, “You always remind us that we are orphans. Look at Tani. I take care of her. Look at Malaya di. She takes care if I took food on time. Look at Seher. She makes sure that Bonny takes bath every day and washes her hands before taking food. Look at yourself. You take care of all of us. I know you are paid for it. But why did you start teaching us? Nobody asked you to do so. Who do you think does all these? Our parents and siblings. So, don’t you think we are no more without parents and siblings? Are only relationships of blood important ?”

Children started clapping. The words resounded in my ears like words of wisdom and realisation. From that day, I had a big family to look after. Thanks to her !

**Moral :** One should always celebrate the positivity in life rather than complaining about the negativity.

5. Read the sentence given below and fill in the blanks by choosing the most appropriate options from the ones that follow.  $1 \times 4 = 4$

Writing (i) ..... always been the medium of expression for those (ii) ..... are shy and nervous. But, today, writing is more than that. It is one of the most important (iii) ..... to judge the academic merit of a learner. No wonder, every learner has set his or her mind (iv) ..... becoming a great 'writer'.

- (i) (a) had (b) is  
(c) has (d) have  
(ii) (a) which (b) who  
(c) that (d) whoever  
(iii) (a) parameters (b) parameter  
(c) none of the above (d) both (i) and (ii)  
(iv) (a) at (b) in  
(c) on (d) with

**Ans :**

- (i) (c) has  
(ii) (b) who  
(iii) (a) parameters  
(iv) (c) on

6. One word is omitted in every line against which a blank is given. A slash is given in the place where the word is omitted. Write the word in the given blank.  $1 \times 4 = 4$

**/breathhtaking view of dense smoky The clouds eg.**

- (i) melting /the arm-like branches of the tall -----  
(ii) slender trees exhausted the reels /a battery of camera -----  
(iii) for /were days, when we had 'un-smart' small -----  
(iv) box-like mobile phones which/ only carry our voice. -----

**Ans :**

- (i) into  
(ii) of  
(iii) those  
(iv) could

7. Rewrite the sentences according to the given instruction.  $1 \times 4 = 4$

- (i) This is a pen stand. My uncle gifted it to me on my birthday. (Join the sentences.)  
(ii) He should consult a doctor. It shouldn't be too late. (Join the sentences using 'before')  
(iii) Radha knew the way to the new library. She didn't show us. (Join the sentences with 'although')  
(iv) Joe said to me, "Go and meet the principal tomorrow." (Change the sentence into a reported speech.)

**Ans :**

- (i) This is a pen stand which my uncle gifted me on my birthday.  
(ii) He should consult a doctor before it's too late.  
(iii) Although Radha knew the way to the new library,

she didn't show us.

- (iv) Joe ordered me to go and meet the principal the next day.

## SECTION C - LITERATURE

**(30 MARKS)**

8. Read the extract given below and answer the questions that follow.  $1 \times 4 = 4$

**Or pulled out entirely,**

**Out from the earth-cave,**

**And the strength of the tree exposed**

**The source, white and wet,**

**The most sensitive, hidden**

**For years inside the earth.**

- (i) What is the theme of the poem from which the above stanza is taken ?  
(ii) When is the strength of the tree exposed ?  
(iii) What does 'The source' refer to ?  
(iv) What is a synonym for the word 'sensitive' ?

**Ans :**

- (i) The theme of the poem is to persuade the readers to think that it takes sustained effort to kill a tree. It is not easy to uproot a tree.  
(ii) The strength of the tree is exposed when the roots are entirely pulled out of the earth's cave.  
(iii) 'The source' refers to the roots.  
(iv) delicate

**or**

So, I did not go back home; instead, I headed straight for the training. I had to write a letter of apology to my father without whose permission I had got myself enrolled at Uttarkashi."

- (i) Who does 'I' refer to here ?  
(ii) What did 'I' do before going for the training ?  
(iii) Which training at Uttarkashi is 'I' talking about ?  
(iv) 'I' wrote a letter of apology to his or her father. Does this mean that he or she was scared of his or her father? What does this tell us about him or her ?

**Ans :**

- (i) 'I' here refers to Santosh, the mountaineer.  
(ii) Before going for the training, Santosh was studying in a college in Jaipur.  
(iii) 'I' is talking about a training or course in mountaineering at Uttarkashi's Nehru Institute of Mountaineering.  
(iv) This tells us that Santosh respected and loved her father. This was a manifestation of her love and respect towards him.

9. Answer any five of the following questions in 30-40 words.  $2 \times 5 = 10$

- (i) Describe Margie and Tommy's first experience of reading a printed book.  
(ii) What inspired Bismillah Khan to play the Shehnai ?  
(iii) What punishment did Saint Peter give to the old lady ?

- (iv) "Your children are not your children. They are the sons and daughters of Life's longing for itself." What do these statements by Abdul Kalam's father tell about his love for Kalam ?
- (v) The king of the kingdom of fools called the thief 'an innocent man'. What does this tell you about the king ?
- (vi) How did the Happy Prince and the Swallow help the poor woman and her ill son?
- (vii) Who was Toto's companion in the stable? Why did the two never become friends?

**Ans :**

- (i) Margie's and Tommy's first experience of reading a printed book was good. It was a very old book with yellow crinkly pages. It was funny for them to read words which stood still and find the same words on turning back to the pages before. Both of them felt that printed books were waste because they had to be thrown away from reading.
- (ii) Bismillah khan was fascinated to watch his maternal uncle, Ali Bux, play the Shehnai when he was barely three year old. He started accompanying his uncle to the Vishnu temple where the latter was employed to play the Shehnai. He started taking lessons from his Uncle and practiced through the day. The flowing waters of the Ganga also inspired him to invent many ragas.
- (iii) Saint Peter changed the old lady into a bird because he felt that she was too selfish to enjoy both food and shelter. As a bird, she had to bore throughout the day in the hard dry wood to get a little food.
- (iv) Kalam's father undoubtedly loved his son profoundly. But he didn't want his love to become chain for Kalam. He didn't want his love a reason for Kalam to not pursue his dream and achieve success. For Kalam's father, love was synonymous with sacrifice.
- (v) This tells us that the king was more than a fool. He had a weird or unreasonable way to think. He was gullible. He could rationalise or think for himself. He accepted whatever his ministers said. Calling a thief 'an innocent man' also leads out to doubt his judgement.
- (vi) The Happy Prince asked the Swallow to peck out the ruby from one of his eyes and give it to the poor woman. The Swallow wasn't ready to do this at first because the thought of the Prince becoming blind pained her. But the Happy Prince convinced her. The Swallow left the ruby near the woman's thimble and fanned the sick boy with her wings. The boy felt better instantly.
- (vii) Nana, the family donkey was Toto's companion in the stable. The two never became friends because Nana was not friendly with Toto. When grandfather paid visit to the stable, he found Nana pulling at Toto's halter and trying to keep her head as far as possible from a bundle of hay.

**10.** Answer any one of the questions in 100-150 words.

Who was the worst packer according to you? Justify your answer. [8]

**Ans :**

According to me, the author is the worst packer. He didn't make a checklist of things he needed to pack. He first forgot to pack his boots. Then as soon as he had stuffed the boots in after a good struggle, he remembered if he had packed his toothbrush. He never learnt a lesson from his previous packing experiences. Toothbrush continued to haunt his life. Though he had travelled innumerable times, he had again forgotten to pack his toothbrush. When he rummaged the things up to a state which resembled chaos before the world was created, he found in it another boot. Finally, when he slammed and strapped the bag, he found that he had packed his spectacles. He had professed in the beginning that packing was one of the many things he knew more than anyone else. But the truth was anything but that.

**or**

Would you like to be the duck or the kangaroo? Explain.

**Ans :**

I would like to be the duck because I can relate myself with the duck's character. The duck is frank, polite and sensible. She is frank about being bored in her pond but she is not ambitious to become a kangaroo. She doesn't dislike or hate her life as a duck but just wants to see the beautiful world around. She is humble while requesting the kangaroo to give a joy ride to her. She is sensible enough to understand the concern of the kangaroo. She doesn't feel humiliated or becomes angry when the Kangaroo says that she has wet and cold feet. She doesn't think that the kangaroo is trying to talk down to her. She is someone who accepts the reality gracefully and thinks on how to improvise the reality to attain her purpose. This is a rare trait and this impresses me the most about the duck.

**11.** Answer any one of the questions in 100-150 words.

Describe the destruction wrought by the super cyclone in Ersama in 1999. [8]

**Ans :**

In the evening of 27 October, 1999, a dark and menacing storm quickly gathered. Winds beat against the houses with a speed and fury that none had witnessed before. Heavy and incessant rain and a wind of 350 km/hour uprooted the ancient trees and crashed down many houses. Air was filled with screams of people who were washed away. Trees crashed on Prashant's friend's house and the rise of water in the house compelled them to take refuge on the roof. As Prashant waded through the waters, to reach his family in Kaliguda he had to push away many human bodies — men, women, children — and carcasses of dogs, goats and cattle that the current swept against them as they moved ahead. Eighty six people of Prashant's village had died. All the ninety-six houses had been washed away.

**or**

What happened when the author and his family reached the Logan Airport in Boston ?

**Ans :**

When the author and his family reached the Logan

Airport in Boston, he suddenly remembered to take out the flyer pass from his bag. The zip on his bag got jammed. The zip tore apart from the bag when the author yanked at it the hardest. The side of the bag flew open and everything within — newspaper cuttings and other loose papers, a 14-ounce tin of pipe tobacco, magazines, passport, English money, film — was spilled over an area almost equal to a tennis court. The author was dumbstruck at the mess he had created around him. What disgusted him the most was that his lidless tin of tobacco went rolling down the concourse disgorging the entire content. The thought of buying tobacco in England horrified him. From Tobacco, his mind went to his finger which he had gashed on the zip and was shedding blood profusely. He was confused and his wife was looking at him with simple wonder.

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**CLASS IX (2019-20)**  
**ENGLISH (CODE 184)**  
**LANGUAGE AND LITERATURE**  
**SAMPLE PAPER-1**

**Time Allowed : 3 Hours**

**Maximum Marks : 80**

**General Instructions :**

- (i) This paper is divided into three sections: A, B and C. All questions are compulsory.
- (ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.
- (iii) Do not exceed the prescribed word limit while answering the questions

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**SECTION A - READING (20 MARKS)**

Q1. Read the following passage and answer the questions that follow. [8]

Each year nearly 1.2 million people die and millions of other are injured or disabled as a result of road traffic crashes. The vast majority (over 90%) of all road traffic deaths and injuries occur in low-income and middle-income countries.

In high-income countries, most of those killed or injured in road traffic crashes are drivers and passengers of four-wheeled vehicles. In low-income and middle-income countries, however, “vulnerable road users” - pedestrians, cyclists and motorcyclists and users of public transportation - constitute a higher proportion of road users, and consequently make up a larger proportion of those injured or killed on the roads.

This report focuses on young road users, defined as those under 25 years of age. The document highlights the main risk factors for road traffic injuries, noting how many of these risks are elevated in youth. It stresses that successful prevention programmes can be put in place to protect young people, and presents examples of interventions from different geographic and cultural contexts that have been shown to be effective.

Children and young people under the age of 25 years account for over 30% of those killed and injured in road traffic crashes. Of the 383046 road traffic deaths that were recorded in this age group around the world, at least half were road users from the World Health Organization’s African and South-East Asia Regions. However, the highest rates of road traffic fatalities in the 0-25 year age range occur among road users in the African and the Eastern Mediterranean regions.

Road traffic injuries among those under 25 years rank as the eighth leading cause of death around the world. However, when analysed by five-year age groups the significance of road traffic injuries rises dramatically. Among 15-19 year-olds, road traffic injuries are the leading cause of death, while among the 10-14 years and 20-24 years age groups they are the second leading cause of death.

Children under five years of age, and in particular infants under 1 year, being especially vulnerable to other diseases and conditions, have the lowest ranking for road traffic deaths.

On the basis of your reading and understanding of the above passage, answer the following :

- (i) Where does more than 90% of road traffic accidents and injuries occur?
- (ii) Are passengers of four-wheeled vehicles form the majority of those killed in road accidents in low and middle income countries ? (True/False)
- (iii) ..... account for 30% of those killed and injured in road traffic crashes.
- (iv) Which age group is least affected by road accidents and injuries?
- (v) Identify the word in para 2 which means ‘to be at risk’.
  - (a) disabled
  - (b) intervention
  - (c) vulnerable
  - (d) killed
- (vi) The highest rate of road traffic fatalities in the 0-25 year age range is in the :
  - (a) low and middle-income countries.
  - (b) African and the Eastern Mediterranean regions.
  - (c) high-income counties.
  - (d) African and South- East Asia Regions.
- (vii) Road accidents and injuries is the second leading cause of death in the age group of :
  - (a) 10-14
  - (b) 20-24
  - (c) both (c) and (d)
  - (d) 15-19

(viii) 'Vulnerable road users' are :

- (a) young road users
- (b) form a high proportion of road users in low and middle income families
- (c) car drivers
- (d) passengers of four-wheeled vehicle

Q2. Read the following passage and answer the questions that follow. [2 × 4 + 1 × 4 = 12 marks]

Usually, you would need to visit a national park or sanctuary to sight beautiful wild animals such as the wild boar, blue bull (Nilgai), spotted deer, chinkara, blackbuck, Indian hare, or monkeys. Today, just go round to any agricultural field and you may find plenty of wild herbivores roaming the grounds freely and feeding on the crops and natural palatable plants therein.

When forests were abundant, ecologically sound and self-sufficient, the movement of wildlife inside the Protected Areas/forests in search of food would extend no further than the buffer zone. Over time, however, the alarming rise in human population has put immense pressure on forest wealth, leading gradually to large swathes of the forest, including the buffer zone and corridors, being converted into agriculture fields and industries, and cleared for the construction of urban zones, big dams, railway tracks, roads and highways, mining corridors, electricity transmission lines and other development works that massively reduce forest area and shrink good-quality wildlife habitats.

Resultantly, as wild herbivores made to move or migrate, through natural corridors, from one forest to another in search of food, they found themselves in agricultural fields, which are full of easily accessible feeding material. This has been the gradual effect of encroachment into the homes of wildlife by humans, compounding the human-wild animal conflict to boot. Exposed, such animals also come as easy prey for poachers or become roadkill. As per Delhi-based NGO Wildlife Protection Society of India (WPSI), over 1,000 tigers have been killed in the country by poachers over the last two decades. Over 650 instances of roadkill have been recorded in the last five years.

So, on the one hand, wildlife outside the protected areas is in great peril. On the other, farmers and locals in and around the forest-fringe areas are at a loss due to crop damage and the danger posed to human and livestock lives. The Ministry of Environment, Forest and Climate Change (MOEF & CC) estimates that between 2014 and 2017, one death took place every day due to human-animal conflict. It is observed that the wild herbivores damage between 15-50% of the standing crops in the field and may affect 50-75% of the total agricultural area. Hence, a balanced solution in the form of a 'Special Management Plan' (SMP) is a need of hour, not only to protect wildlife outside protected areas and forests but also to safeguard human lives and livelihoods.

2.1. On the basis of your reading and understanding of the above passage, answer the following: [2×4=8]

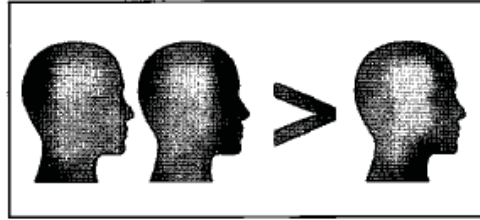
- (i) What is buffer zone ?
- (ii) What is the most important reason behind the massively reduced forest area ?
- (iii) What compounds the human-animal conflict ?
- (iv) State two reasons which have led to the decrease of animal population especially tigers, as discussed in the given passage.

2.2. Answer the following questions : [1 × 4 = 4]

- (v) Which word in the passage means 'edible' ?
- (vi) Where would one find wild herbivores like Nilgai nowadays ?
- (vii) Farmers of which area are mostly affected by straying of wild herbivores into agricultural fields ?
  - (a) villages (b) buffer zone
  - (c) edge of the forests (d) towns
- (viii) The need of the hour is to :
  - (a) protect wildlife outside protected areas
  - (b) safeguard human lives and livelihood
  - (c) both (a) and (b)
  - (d) implement 'Special Management Plan'

## SECTION - B WRITING AND GRAMMAR (30 MARKS)

Q3. 'Two heads are better than one.' This proverb emphasises the importance of team work. Write an article or an experience of your life in 100-150 words that highlights the importance of team work in getting success. [8 marks]



OR

You attended a leadership camp last week. Describe the event with the help of the hints given below and your own ideas.

**Hints :** leadership camp - elected cabinet leaders of 30 schools - well-known leader as the trainer - various activities to test skills - competitions - short trip to a nearby tourist spot - closing ceremony

- Q4. Write a short story based on the given outline or cue/s in about 150-200 words. [10 marks ]  
It was 11 p.m. Seema was about to shut the door and retire for the day when she saw Bono, her pet dog, in the garden. When she went out to bring Bono inside, she saw Bono frantically digging. Seema screamed when she saw...

OR

You are Reena or Rahul. You feel that your friend, Jyoti's experience during her stay at a hill station can make for a wonderful story. Taking help from the hints given below complete the story and supply a suitable title and moral to it.

**Hints :** a small girl under her balcony - Jyoti went to her - Jyoti bought flowers from her - this happened every day - Jyoti found the girl to be blind - Jyoti adopted her - the small girl, Megha can now see - Megha and Jyoti run a school for the blind

- Q5. Read the sentence given below and fill in the blanks by choosing the most appropriate options from the ones that follow : [1 × 4 = 4 marks]

Choosing a not-so-popular destination (i) ..... gradually gaining currency (ii) ..... the new-age travellers (iii) ..... they want to experience the calm serene ambiance of (iv) ..... gateways.

- |               |             |
|---------------|-------------|
| (i) (a) was   | (b) is      |
| (c) are       | (d) were    |
| (ii) (a) with | (b) by      |
| (c) of        | (d) among   |
| (iii) (a) but | (b) so      |
| (c) as        | (d) because |
| (iv) (a) this | (b) those   |
| (c) that      | (d) these   |

- Q6. One word is omitted in every line against which a blank is given. A slash is given in the place where the word is omitted. Write the word in the given blank. [1 × 4 = 4 marks]

**'Let's read together' is/effort by the an  
famous eg.**

- |  |       |
|--|-------|
| (i) Book Lovers Association/develop an<br>intrinsic    | _____ |
| (ii) love for reading/children and youth. A<br>member  | _____ |
| (iii) of the association presides/a reading<br>session | _____ |
| (iv) in children read aloud some passages<br>of a book | _____ |

- Q7. Rewrite the sentences according to the given instruction. [1 × 4 = 4 marks]

- The seeds were sown. (change the voice of the sentence)
- He said to me, "Is Mohan learning French for the last two years?" (change the sentence into reported speech)
- Nivi will book the hotel only if I promise to join her in the trip. (use 'unless')
- Ruskin Bond had been one of the most popular names in Children's Literature for a long time. (rewrite the sentence in simple present tense after making necessary changes)

**SECTION - C LITERATURE (30 MARKS)**

Q8. Read the extract given below and answer the questions that follow.

[1 × 4 = 4 marks]

**Then took the other, just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same.**

- (i) Name the poem and the poet.
- (ii) Identify the line from the given extract that describes the road that the poet took ?
- (iii) What does 'the other' refer to ?
- (iv) What is the antonym for the word 'fair' ?
- (v) Which expression means that nobody walked on the road taken by the poet ?

**OR**

One day she noticed a girl playing a xylophone and decided that she wanted to play it too. Most of the teachers discouraged her but percussionist Ron Forbes spotted her potential. He began by tuning two large drums to different notes."Don't listen through your ears," he would say, "try to sense it some other way." Says Evelyn, "Suddenly I realised I could feel the higher drum from the waist up and the lower one from the waist down."

- (i) Who does 'she' refer to? What did the teachers discourage her to do ?
- (ii) Who said, "Don't listen through your ears" ?
- (iii) What is the contextual meaning of the word 'potential' ?
- (iv) What does this extract tell you about Ron Forbes ?

Q9. Answer any five of the following questions in 30-40 words each.

[2 × 5 =10 marks]

- (i) How did pungli become shehnai ?
- (ii) How and why does the poet plan to befriend the wind ?
- (iii) Who did Kezia compare her father with? What made Kezia think that there were different sorts of fathers ?
- (iv) Was poet Yeats in love with Innisfree ? How can you say so ?
- (v) What is the irony of the story 'The lost child' ?
- (vi) Was the fire both destructive and constructive for the author? How ?
- (viii) Lushkoff attributes the change of his heart to Olga. Do you agree with him? Or do you think that Sergei is responsible for it ? Justify your answer.

Q10. Answer the following question in 100-150 words. :

[8 marks]

What would you have done if you had been the doctor in the dark room with the cobra on your shoulder ?

**OR**

Einstein is a synonym for genius. Justify this statement.

Q11. Answer the following question in 100-150 words :

Why does the author call himself 'The Accidental Tourist' ?

[8]

**OR**

'The last leaf is indeed Behrman's masterpiece. Justify this statement.

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**CLASS IX (2019-20)**  
**ENGLISH (CODE 184)**  
**LANGUAGE AND LITERATURE**  
**SAMPLE PAPER-2**

**Time Allowed : 3 Hours**

**Maximum Marks : 80**

**General Instructions :**

- (i) This paper is divided into three sections: A, B and C. All questions are compulsory.
- (ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.
- (iii) Do not exceed the prescribed word limit while answering the questions

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**SECTION -A READING 20 MARKS**

- Q1. Read the following passage and answer the questions that follow. [8]
- Wangari Maathai devoted her life in protecting our planet and serving its people. As an academic, an activist and the founder of the Green Belt Movement, Wangari believed that saving our planet and changing our world went hand in hand. Through her work with the Green Belt movement, Wangari provided thousands of women with job training and opportunities and was responsible for the planting of millions of trees in her native country, Kenya. Wangari died of ovarian cancer in 2011, but not before leaving a substantial mark on the world she loved so much.
- Wangari was born in a small village in Kenya in 1940. When she was eight years old, her family decided to send her to school. This was an unusual opportunity for girls in Kenya at this time but Wangari soon began to excel academically. In 1960, she earned a scholarship that allowed her to travel to the United States and attend college. She studied at a small Catholic school in Kansas where, in 1964, she earned her bachelor's degree in biology. From there, she moved to the University of Pittsburgh, where she earned a master's degree in biological sciences. After completing her master's degree, Wangari briefly studied in Germany before returning to Africa, where she continued her education at the University of Nairobi in her home country of Kenya. In 1971, she earned her doctorate in veterinary anatomy, making her the first woman in all of East and Central Africa to earn a doctorate degree. She continued to make history throughout her career in academics, eventually becoming the first woman in the region to chair a department and the first to become an associate professor.
- In addition to her work as a professor, Wangari was also extremely active with the National Council of Women. In 1976, the same year she began chairing the Veterinary Anatomy department at the University of Nairobi, Wangari began talking to the Council of Women about an idea that would form the basis of the Green Belt Movement. On the basis of your reading and understanding of the above passage, answer the following :
- (i) The main purpose of Wangari Maathai's life was to protect our
  - (ii) At what age, did Wangari Maathai go to school?
  - (iii) In which subject did Wangari Maathai pursue her higher education ?
  - (iv) In 1976 Wangari Maathai seeded the idea of Green Belt Movement. (True/False)
  - (v) Wangari believed that the world couldn't be changed without
    - (a) women's involvement
    - (b) Green Belt Movement
    - (c) saving the planet
    - (d) her contribution
  - (vi) Identify the word from para 2 whose antonym is 'common'.
    - (a) unusual
    - (b) small
    - (c) opportunity
    - (d) excel
  - (vii) Wangari could travel and attend college in the United States because
    - (a) she was academically excellent.
    - (b) she had earned a scholarship for her academic excellence in Kenya.
    - (c) her family had sent her to school.
    - (d) had worked to save the planet.
  - (viii) State True/False.

Wangari was the first woman to earn a doctorate degree in all of East and Central Africa.

Q2. Read the following passage and answer the questions that follow.

[2 × 4 + 1 × 4 = 12 marks]

### Andrew Motion, Former poet laureate

My background was very unbookish, and there was absolutely no expectation from my family of my ever reading very much or even writing anything. I wanted to birdwatch and be left alone. Then I was taught English by Peter Way (Mr Way to me), and it was as though he walked into my head and turned all the lights on.

He manifested in everything he said and did that poems were not a strange addition to life, but a part of it. And that is one of the great lessons of my life. He didn't know he was doing this, but he gave me my life. He lent me poems he liked and I showed him poems I had written, which weren't really poems but more an explosion of words. But he took me completely seriously.

### Shazia Mirza, Comedian

My drama teacher Mrs Fisher-Jones was a great teacher. She always told me I was really funny and that I should develop that. I didn't know what that meant— I hadn't even heard of stand-ups then. She would let us write our own plays and do improve. There were loads of us who didn't go into the arts but still remember what a brilliant teacher she was. I still get Christmas cards from her now. She says she always knew what I would do.

### Trevor Baylis, Inventor

I failed my 11+ and went to Dormers Wells secondary modern in Southall after the second world war. We were considered to be inferior to those at grammar school and we were made to feel that as well. To start with, I didn't want to know. Teaching me must have been like trying to communicate with a slab of tripe. One teacher in particular encouraged me to get hands on. He taught woodwork and metalwork and showed me, literally, how to use a spanner. He would show you how to drill a bit of wood, how to sharpen your tools etc. He was a very bright type, a very intelligent chap but he was a very fatherly type too. This was before the days when health and safety came into the equation and we didn't have safety helmets but that helped me grow up as well. My teacher had to know about first aid because every lesson someone would cut their finger, so he was also a nurse as well.

2.1 On the basis of your reading and understanding of the above passage, answer the following : [2×4=8]

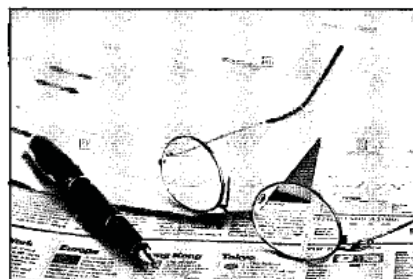
- (i) What did Andrew Motion fondly call his teacher as ?
- (ii) What encouraged Andrew Motion to show his poems to his teacher?
- (iii) Which sentence in para 3 shows that Shazia Mirza is still in contact with her drama teacher, Mrs Fisher-Jones?
- (iv) Was it difficult to teach Trevor Baylis? How do you know?

2.2 Answer the following questions : [1×4=4]

- (v) When Andrew Motion says that he had an 'unbookish' background, he means that
  - (a) there were no books in his house.
  - (b) his family members didn't like reading books.
  - (c) he disliked reading books.
  - (d) his family was not much educated.
- (vi) The expression 'explosion of words' in para 1 means use of
  - (a) words that have auditory effect.
  - (b) words that left strong impact.
  - (c) too many words.
  - (d) words that described the explosion of bomb.
- (vii) Which word in para 4 means an instrument or a device?
- (viii) What did Mrs Fisher-Jones know Shazia Mirza would do well ?

## SECTION B - WRITING & GRAMMAR (30 MARKS)

Q3. Reading a newspaper regularly is significant for the development of writing skills. Write an article in 100-150 words explaining how reading of a newspaper regularly helps to develop writing skills. [8]



**OR**

Your friend and you decided to foster two puppies which you found crying near your house. Share your experience of fostering them describing the incident with the help of the hints given below and your own ideas.

**Hints :** two puppies left alone – trying to cross the busy main road —one with an injury – bring them home – follow vet’s words – make a cozy bed for them – look like fur balls- growing happily and fast

- Q4. Write a short story based on the given outline or cue/s in about 150-200 words. [10]  
Meena could hear her mother calling her to the kitchen. But she was too lazy to leave her warm bed on a rainy Sunday morning. Meena was left mouth-agaped when she saw her mother from the threshold of the kitchen. “Oh! Mother ...”

**OR**

You are Raj or Ritu, a caretaker at a children’s home which looks after orphaned children. You volunteered to teach them. While teaching them, you came across Kavita who changed your life. Taking help from the hints given below, complete the story of how Kavita changed your life and supply a suitable title and moral to it.

**Hints :** Kavita, a partially deaf girl of 11 years – you are also an orphan – you always complain and whine – you always remind students of their orphaned life – Kavita gives a powerful speech – she says she is no more an orphan – Children’s home is her family – you realise that life is not about complaining but celebrating the positives.

- Q5. Read the sentence given below and fill in the blanks by choosing the most appropriate options from the ones that follow. 1×4=4  
Writing (i) ..... always been the medium of expression for those (ii) ..... are shy and nervous. But, today, writing is more than that. It is one of the most important (iii) ..... to judge the academic merit of a learner. No wonder, every learner has set his or her mind (iv) ..... becoming a great ‘writer’.
- (i) (a) had (b) is  
(c) has (d) have
- (ii) (a) which (b) who  
(c) that (d) whoever
- (iii) (a) parameters (b) parameter  
(c) none of the above (d) both (i) and (ii)
- (iv) (a) at (b) in  
(c) on (d) with

- Q6. One word is omitted in every line against which a blank is given. A slash is given in the place where the word is omitted. Write the word in the given blank. 1×4=4

**/breathtaking view of dense smoky clouds      The**  
**eg.**

- (i) melting /the arm-like branches of the tall \_\_\_\_\_
- (ii) slender trees exhausted the reels /a battery of camera \_\_\_\_\_
- (iii) for /were days, when we had ‘un-smart’ small \_\_\_\_\_
- (iv) box-like mobile phones which/ only carry our voice. \_\_\_\_\_

- Q7. Rewrite the sentences according to the given instruction. 1×4=4
- (i) This is a pen stand. My uncle gifted it to me on my birthday. (Join the sentences.)
- (ii) He should consult a doctor. It shouldn’t be too late. (Join the sentences using ‘before’)
- (iii) Radha knew the way to the new library. She didn’t show us. (Join the sentences with ‘although’)
- (iv) Joe said to me, “Go and meet the principal tomorrow.” (Change the sentence into a reported speech.)

**SECTION C - LITERATURE****(30 MARKS)**

- Q8. Read the extract given below and answer the questions that follow. 1×4=4

**Or pulled out entirely,  
Out from the earth-cave,  
And the strength of the tree exposed  
The source, white and wet,  
The most sensitive, hidden  
For years inside the earth.**

- (i) What is the theme of the poem from which the above stanza is taken ?
- (ii) When is the strength of the tree exposed ?
- (iii) What does 'The source' refer to ?
- (iv) What is a synonym for the word 'sensitive' ?

**OR**

So, I did not go back home; instead, I headed straight for the training. I had to write a letter of apology to my father without whose permission I had got myself enrolled at Uttarkashi."

- (i) Who does 'I' refer to here ?
- (ii) What did 'I' do before going for the training ?
- (iii) Which training at Uttarkashi is 'I' talking about ?
- (iv) 'I' wrote a letter of apology to his or her father. Does this mean that he or she was scared of his or her father? What does this tell us about him or her ?

- Q9. Answer any five of the following questions in 30-40 words. 2×5=10
- (i) Describe Margie and Tommy's first experience of reading a printed book.
  - (ii) What inspired Bismillah Khan to play the Shehnai ?
  - (iii) What punishment did Saint Peter give to the old lady ?
  - (iv) "Your children are not your children. They are the sons and daughters of Life's longing for itself." What do these statements by Abdul Kalam's father tell about his love for Kalam ?
  - (v) The king of the kingdom of fools called the thief 'an innocent man'. What does this tell you about the king ?
  - (vi) How did the Happy Prince and the Swallow help the poor woman and her ill son?
  - (vii) Who was Toto's companion in the stable? Why did the two never become friends?

- Q10. Answer any one of the questions in 100-150 words.  
Who was the worst packer according to you? Justify your answer. [8]

**OR**

Would you like to be the duck or the kangaroo? Explain.

- Q11. Answer any one of the questions in 100-150 words.  
Describe the destruction wrought by the super cyclone in Ersama in 1999. [8]

**OR**

What happened when the author and his family reached the Logan Airport in Boston ?

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