

**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 countries.
  - (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 agricultural 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]

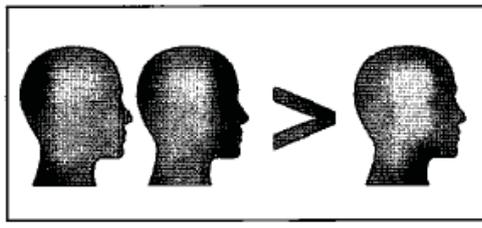
- (i) What is buffer zone ?
- (ii) What is the most important reason behind the massively reduced forest area ?
- (iii) What compounds the human-animal conflict ?
- (iv) State two reasons which have led to the decrease of animal population especially tigers, as discussed in the given passage.

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 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 | _____ |

- 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 ?
- (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.

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.