

SUMMATIVE ASSESSMENT – I [2014-15]

CLASS – IX

SUBJECT : ENGLISH

TIME: 3 HRS

MAX MARKS: 80

GENERAL INSTRUCTIONS:

This paper consists of four sections:

Section. A - Reading (15 marks)

Section B. – Writing (20 marks)

Section C. – Grammar (15 marks)

Section D – Literature (30 marks)

Instructions:

1. Attempt all questions
2. Do not write anything in the question paper
3. Answer the questions in each section before going on to the next section
4. All the answers must be correctly numbered as in the question paper and written in the answer sheet provided to you.
5. Strictly adhere to the word limit given with each question. Marks will be deducted for exceeding the word limit.
6. Read each question carefully and follow the instructions

SECTION A (READING) 15MARKS

1. Read the following passage carefully:

[8]

Children are texting, tapping and typing on keyboards more than ever, leaving less time to master that old-fashioned skill known as handwriting. So will the three "T's" replace a building block of education? It's not likely. The benefits of gripping and moving a pen or pencil reach beyond communication. Emerging research shows that handwriting increases brain activity, hones fine motor skills, and can predict a child's personality.

"For children, handwriting is extremely important. Not how well they do it, but that they do it and practice it," said Karin Harman James, an assistant professor in the department of psychological and brain sciences at Indiana University. Here's how handwriting makes its mark:

Handwriting can change how children learn and their brains develop. Indiana University researchers used neuroimaging scans to measure brain activation in preliterate preschool children who were shown letters. One group of children then practiced printing letters; the other children practiced seeing and saying the letters. After four weeks of training, the kids who practiced writing showed brain activation similar to an adult's, said James, the study's lead researcher. The printing practice also improved letter recognition, which is the No. 1 predictor of reading ability at age 5.

Good handwriting can mean better grades. Studies show that the same mediocre paper is graded much higher if the handwriting is neat.

Handwriting is faster. Researchers who tested second-, fourth- and sixth-graders found that children compose essays more prolifically -- and faster -- when using a pen rather than a keyboard. In addition, fourth- and sixth-graders wrote more complete sentences when they used a pen, according to the study, led by Virginia Berninger, a University of Washington professor of educational psychology who studies normal writing development and writing disabilities. Her research also has shown that forming letters by hand might engage our thinking brains differently than pressing down on a key.

Handwriting aids memory. If you write yourself a list or a note -- then lose it -- you're much more likely to remember what you wrote than if you just tried to memorize it, said occupational therapist Katya Feder, an adjunct professor at the University of Ottawa School of Rehabilitation.

Handwriting proficiency inspires confidence. The more we practice a skill such as handwriting, the stronger the motor pathways become until the skill becomes automatic. Once it's mastered, children can move on to focus on the subject, rather than worry about how to form letters.

Handwriting engages different brain circuits than keyboarding. The contact, direction and pressure of the pen or pencil send the brain a message. And the repetitive process of handwriting "integrates motor pathways into the brain," said Feder. When it becomes automatic or learned, "there's almost a groove in the pathways," she said. The more children write, the more pathways are laid down. But if they write them poorly, then they're getting a faulty pathway, so you want to go back and correct it, Feder said.

1.1 Based upon your reading of the passage, answer the following questions:

- (a) What are the three "T's" mentioned in the first paragraph? [1]
- (b) How can handwriting aid memory? [1]
- (c) Why are the children with good handwriting more confident than those who don't possess this skill? [1]
- (d) How is the brain engaged while writing? [1]
- (e) Enumerate any four advantages of handwriting. [2]

1.2 Find out words from the passage which mean the same as: [2]

- (f) holding firmly (para 1)
- (g) inferior in quality (para 4)

2. Read the following poem and answer the questions given below: [7]

Most chivalrous fish of the ocean,
To ladies forbearing and mild,

Though his record be dark, is the man-eating Shark
Who will eat neither woman nor child.

He dines upon seamen and skippers,
And tourists his hunger assuage,
And a fresh cabin boy will inspire him with joy
If he's past the maturity age.

A doctor, a lawyer, a preacher,
He'll gobble one any fine day,
But the ladies, God bless 'em, he'll only address 'em
Politely and go on his way.

I can readily cite you an instance
Where a lovely young lady of Breem,
Who was tender and sweet and delicious to eat,
Fell into the bay with a scream.

She struggled and flounced in the water
And signaled in vain for her bark
And she'd surely been drowned if she hadn't been Found
By a chivalrous man-eating shark.

He bowed in a manner most polished,
Thus soothing her impulses wild;
"Don't be frightened," he said, "I've been properly Bred
And will eat neither woman nor child."

Then he proffered his fin and she took it---
Such a gallantry none can dispute---
While the passengers cheered as the vessel they Neared,
And a broadside was fired in salute.

And they soon stood alongside the vessel,
When a life-saving dinghy was lowered
With the pick of the crew, and her relatives, too,
And the mate and the skipper aboard.

So they took her aboard in a jiffy,
And the shark stood attention the while,

Then he raised on his flipper and ate up the Skipper
And went on his way with a smile.

And this shows that the prince of the ocean,
To ladies forbearing and mild,
Though his record be dark, is the man-eating Shark
Who will eat neither woman nor child

2.1. "his record be dark" refers to

- a) he was notorious for eating up people
- b) he ate up people only in the dark
- c) he was well known for his chivalry
- d) he was not a man eater shark

2.2 the shark has been called chivalrous because

- a) he never ate anyone
- b) he was extremely polite & respectful
- c) he ate neither woman nor child
- d) he loved to fight battles with people

2.3. a fresh cabin boy inspired the shark only if

- a) he was a small & delicate child
- b) he appeared good looking & delicious
- c) both a & b
- d) if he had attained maturity

2.4. the lady who fell into the bay

- a) was eaten up by the shark
- b) was saved by the people on the boat
- c) struggled a lot to save herself
- d) left herself to the mercy of the waves

2.5. the gallantry mentioned in the poem is that

- a) the shark offered his fin to the lady to save her
- b) the people saved the lady from the clutches of the shark
- c) the woman killed the shark and saved herself
- d) the shark ate up the lady and satisfied himself

2.6. the shark was happy in the end because

- a) he saved the life of the lady
- b) people admired his gallantry a lot
- c) he ate up the skipper as food
- d) he was given delicious food by the people

2.7. who has been called as the prince of the ocean?

- a) the skipper
- b) the mate
- c) the shark
- d) none of the above

SECTION B (WRITING) 20 MARKS

3. You are Sharon/ Paul, the President of the Environment Club of St Xaviers Public School. Write a notice informing the students about the organisation of “Safe Environment Week” by your school in

which various activities will be held. Give necessary details. Do not exceed the word limit of 50 words. [3]

4. A very old acquaintance of your father came to visit her after many years but unfortunately your father was not at home. The stranger didn't reveal his name but promised to return within a week. He simply introduced herself as College mate of your father. In about 100 words, prepare a description of the stranger, taking help from the Unit-People of Main Course Book. [5]

5. For the first time, you took up a train journey alone to visit your grandparents during school vacations. Write an e-mail to your father, describing your experience . The format of the e-mail has been provided to you. [6]

From:

To:

Date:

Sub:

Dear father

Yours lovingly

6. You are Nikhil/ Namita ,of 33- Suvidha Park, Mumbai. Write a letter to the Editor , regarding increasing number of chain snatching incidents in your society. Through your letter make an appeal to the readers as well to be more cautious and alert. [6]

SECTION C (GRAMMAR) 15 MARKS

7. Fill in the blanks with the appropriate options given below the paragraph: [3]

Positive attitude [a] -----[help]us a lot in overcoming our anxiety. No one is free from tension. But it depends on our outlook how problems[b] -----[look]upon by us. If everyone

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realises that [c]-----[solve] lies in hope and faith, these qualities [d]-----[develop]. The only thing [e]-----[require] is [f]-----[believe] on oneself.

- | | | | |
|-----------------|----------------------|------------------|------------------|
| [a] (i) helps | (ii) helping | (iii) helped | (iv) helpful |
| [b] (i) looking | (ii) are looking | (iii) are looked | (iv) looked |
| [c] (i) solving | (ii) solution | (iii) solved | (iv) solves |
| [d] (i) develop | (ii) are developing | (iii) develops | (iv) developed |
| [e] requiring | (ii) requires | (iii) required | (iv) requirement |
| [f] believing | (ii) having believed | (iii) believer | (iv) belief |

8. Given below is a conversation in direct speech. Write the correct answers in indirect speech choosing from the appropriate options given below: [3]

David: When are you leaving for France, George?

George: I may leave in this week.

David: Do you plan to extend your vacations ?

[a] David asked George

- (i) when was he leaving for France.
- (ii) when he would leave for France.
- (iii) when he was leaving for France.
- (iv) when would he leave for France.

[b] George replied

- (i) that he might leave in that week.
- (ii) that he might leave in this week.
- (iii) that he may leave in this week.
- (iv) that he may leave in that week.

[c] David asked George

- (i) whether he plan to extend his vacations.
- (ii) weather he planned to extend his vacations.
- (iii) whether he planned to extend his vacations.
- (iv) whether he plans to extend his vacations.

9. The passage given below is unedited. There is an error in each line. Identify the error and write the correction in your answer sheet against correct blank number. The first one has been done for you.[3]

I will never forgot one of my childhood experiences . I was try to climb a wall when my foot slipped and I fall and fainted. My brothers cannot see me breathing and thought I had dead . They all run away and left me. Meanwhile I regained consciousness and found that I could not move nothing.

forgot - forget
(a) _____
(b) _____
(c) _____
(d) _____
(e) _____
(f) _____

10. Rearrange the following words and phrase to form meaningful sentences. The first one has been done for you as an example. Write the answers against the correct blank numbers in your answer sheet. The first one has been done for you. [3]

Eg. Youngsters / get / to see / you.

You get to see youngsters.

- 1.just out / searching / school , / desperately / for / right / of / the / college.
- 2.There is / the / then / problem of / the / choosing / best / of / combination / courses.
- 3.dilemma / are / a / in / students.

11. Given below is a conversation. Fill in the blanks with appropriate dialogues: [3]

Smith : [a] -----?

Nancy: I couldn't attend the meeting because few guests came to my home.

[b] -----?

Smith: Not much important but the details of the next project were discussed.

Nancy: [c] -----?

Smith: I am not very sure but I think the new project is about recovering sales.

SECTION D (LITERATURE) 20 MARKS

12.1 Read the following poem passage and answer the questions given below:

[3]

I come from haunts of coot and hern

I make a sudden sally

And sparkle out among the fern

To bicker down the valley.

[a] Who is "I" in the above passage:

- (i) the wind
- (ii) the sea
- (iii) the brook
- (iv) the mountain

[b] Where does the speaker come from?

- (i) from the land of sages and saints
- (ii) from the land of brave people
- (iii) from the place where sea animals live
- (iv) from the place where coot and hern often come to live

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[c] How does the speaker flow down the valley?

- (i) very slowly
- (ii) making no noise
- (iii) making a great noise
- (iv) none of the above

12.2 Read the given extract and answer the following questions: [3]

By mid-April, the neighbours saw a daily struggle in front of Marcy's house. Out of the sidewalk, they saw the dog pull his leash taut, then stand and wait.

- (i) What was the struggle the neighbours witnessed?
- (ii) Why did the dog stand and wait?
- (iii) What was the final outcome of the struggle?

12.3 Read the given extract and answer the following questions: [3]

You are an exception. Frenchmen usually have to consult about ten people before they get a move on! Listen . Do you or don't you want to sell this house?

- (i) Who is the speaker ?
- (ii) Who is the listener in the given lines?
- (iii) What does the speaker reveal about the frenchmen in these lines?

13. Answer any two of the following questions in 30-40 words each: [3*2=6]

- (i) Why could Krishtakka not go to school and learn to read?
- (ii) Why does Gaston show no interest in buying the villa at first?
- (iii) Why does Lord Ullin's wrath change into wailing on seeing his daughter?

14. Answer any one of the following questions in 150 words: [5]

- (i) How is the bargain of Juliette's house finalised at last?
- (ii) How did Duke help his master to be able to walk again?

SECTION E (LONG READING TEXT)10 MARKS

15. Relate the incident relating the writer’s visit to the library where he consulted his medical book.

[5]

16. Describe the packing as done by George and Harris.

OR

What did the write feel about the business of weather-forecast?

KENDRIYA VIDYALAYA SANGATHAN

(AHMEDABAD REGION)

SUMMATIVE ASSESSMENT – I

CLASS – IX

SUBJECT : ENGLISH

BLUE-PRINT

SECTION	DIVISION OF MARKS	TOTAL MARKS
READING	8+7	15

WRITING	3+5+6+6	20
GRAMMAR	3+3+3+3+3	15
LITERATURE	3+3+3+6+5	20
LONG READING TEXT	5+5	10
LISTENING & SPEAKING		10
TOTAL		90

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SUMMATIVE ASSESSMENT – I

CLASS – IX

SUBJECT : ENGLISH

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ANSWER –KEY

SECTION A (READING) 15MARKS

1.

1.1 (a) texting,tapping,typing

(b) If you write yourself a list or a note -- then lose it -- you're much more likely to remember what you wrote than if you just tried to memorize .

(c) The more we practice a skill such as handwriting, the stronger the motor pathways become until the skill becomes automatic. Once it's mastered, children can move on to focus on the subject, rather than worry about how to form letters.

(d) . The contact, direction and pressure of the pen or pencil send the brain a message. And the repetitive process of handwriting "integrates motor pathways into the brain.

(e) Handwriting can change how children learn and their brains develop.

Good handwriting can mean better grades.

Handwriting aids memory.

Handwriting proficiency inspires confidence.

1.2

(f) gripping

(g)mediocre

2.

2.1 a) he was notorious for eating up people

2.2 c) he ate neither woman nor child

2.3 d) if he had attained maturity

2.4 c) struggled a lot to save herself

2.5 a) the shark offered his fin to the lady to save her

2.6 c) he ate up the skipper as food

2.7 c)the shark

3.

ST. XAVIERS PUBLIC SCHOOL
NOTICE
HEADING

Date:

Content: 2marks

Fluency: 1marks

Sharon/Paul
President
Environment Club

4. Describing the physical features, taking help from the Unit –People [MCB] , and other traits visible through a short meeting.

Content : 3marks

Fluency: 2 marks

5. Content: 3marks

Fluency : 1 ½ marks

Expression: 1 ½ marks

6. Content : 3marks

Fluency: 1 ½ marks

Expression: 1 ½ marks

7. (a)helps

(b)are looked

(c)solution

(d)develop

(e)require

(f)belief

8. (a) (iii) when he was leaving for France.

(b) (i) that he might leave in that week.

(c) (iii) whether he planned to extend his vacations.

9 Incorrect

Correct

(a) try

- trying

(b) fall

-fell

(c)cannot

-couldn't

(d)had

-was

(e)run

-ran

(f)nothing

-anything

10. (a)Just out of school,desperately searching for the right college.

(b)then there is the problem of choosing the best combination of courses

(c)students are in a dilemma.

11. Any appropriate sentence, gramatically correct can be deemed as correct.

12.1 (a) (iii)the brook

(b) (iv) from the place where coot and hern often come to live

(c) (iii) making a great noise

12.2(a) The struggle was between Duke and his master in an effort to make Hooper walk.

(b)The dog stood and waited for Hooper patiently so that he could catch up with him.

(c)Finally Hooper was able to make his way to his office by walking.

12.3(a)Mrs Al Smith

(b)Gaston

(c) Frenchmen usually have to consult about ten people before they get a move on

13. (a)Due to responsibilities of household and early marriage.

(b)He didn't want to spend money for his in-laws for whom his wife wanted to buy the villa.

(c)Lord Ullin saw his daughter surrounded by high waves and there was no chance of her survival.

14. Gaston sells the villa cleverly to Mrs Al Smith at a much higher price and then buys that villa from Juliette at a lower cost,thus making a profit for himself.

Duke inspired his master to walk and then helped him to take initial steps which were followed by a determined struggle leading to success.

15. The writer read about various diseases and thought he was himself suffering from them. He got scared of cholera, malaria, hepatitis, yellow fever and so on. He became more and more worried. He went straight to his doctor for treatment.

16.First they broke a cup. Then squashed a tomato. Then smashed the pastries. Then they messed with the butter. Harris sat on the butter.

OR

He considered it a fraud. The weather is a thing that one can never understand and the barometer is useless. All the predictions were turned wrong.

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