

KENDRIYA VIDYALAYA CRPF, PALLIPURAM  
SUMMATIVE ASSESSMENT-I 2014  
SAMPLE PAPER/CLASS IX  
English Communicative

Maximum marks: 70

Time-3hours

SECTION A  
(READING -20 MARKS)

Q1 Read the following passage carefully.

(5 Marks)

Sponsored Festivals

This is the high noon of the Age of Sponsorship. For several years now, we have become used to all kinds of events being sponsored. In many newspapers, every possible feature, barring the editorials, is sponsored. Even the daily weather report is.

Student organizations, which were once content to hold low-key festivals in their college, now find corporate sponsors and get massive media exposure for such events.

Ganesh Chaturthi, the festival was once an affair confined to individual homes. Today, in Mumbai it provides competition for rival sponsors as the size of the idols grows in height and girth every year and the festivities are held with greater gusto and noise

During Dushera, Mumbai reverberates to the beat of drums. Thousands of young people spend nights dancing to the various versions of the traditional Gujarati 'garba' dance- including the mutant-"disco garba". It is one of those strange twists of irony that dance, which actually liberated women and gave them a legitimate reason to dance their hearts out, has now become a highly sponsored event in which there is no place for traditional 'garba' dancers. In the past, the dancing was free of both self consciousness, as it was a women's dance, and commerce as it was held in the courtyard.

Thus each year something precious is being lost –and the worst part of it is that the majority of us are not even aware of it.

**Answer the following questions by selecting the most appropriate options from the ones given below:**

- 1) It is called the age of sponsorship as
  - a) there's too much money in the market
  - b) newspapers , festivals in colleges are all commercialized
  - c) common man loves the paraphernalia
  - d) money attracts the common man
  
- 2) The role Garba played in the lives of the women in the past was to
  - a) help them get rid of their inhibitions
  - b) provide a stage for their talent
  - c) root them in tradition
  - d) prove commercially viable for them
  
- 3) Today Ganesh Chaturthi is a festival that
  - a) is confined to individual homes
  - b) provides an opportunity for sponsors to invest money
  - c) is held with great fanfare
  - d) has a few sponsors

4) 'Mutant' in para 4 means

- a) crazy
- b) unimaginable
- c) dangerous
- d) adapted or changed

5) 'gusto' in para3 means

- a) Noise
- b) Dullness
- c) Interest
- d) Enjoyment

Q2 Read the following poem carefully:

(5 Marks)

#### WHAT I LEAVE TO MY SON

No point in leaving you a long list  
Of those who have died  
Even if I limit it to my friends and your uncles  
It won't do. Who could remember them all?  
My son, isn't it true?  
The obituaries leave me indifferent  
as the weather. Sometimes they seem to matter  
Even less: How can that be, my son?  
I'll leave you, yes,  
A treasure I'm always seeking, never finding  
Can you guess? Something wondrous  
Something my father wanted for me  
Although (poor man!) it's been nothing  
But a mirage in the desert  
Of my life.  
My soul will join his now, praying  
That your generation may find it-  
Simply peace-  
Simply a life better than ours  
Where you and friends won't be forced  
To drag grief-laden feet down the road  
To mutual murder.

Nguyen Ngoc Bich

Answer the following questions by selecting the most appropriate options from the ones given below:

1) The obituaries and weather

- a) have no significance for the poet
- b) leave the poet depressed
- c) matter a lot to the poet
- d) are an integral part of the poet's survival

2) The legacy the poet wishes to leave to his son is

- a) To live a life devoid of hatred

- b) To have a better life than his own generation
- c) To be a happy and responsible citizens
- d) All of the above

3) Mutual murder is an example of

- a) Imagery
- b) Alliteration
- c) Metaphor
- d) Simile

4) The poet's father's wishes have been nothing but

- a) A dream
- b) Something wondrous
- c) Treasure he always is seeking
- d) A mirage in the desert of his life

5) The expression drag grief laden feet means

- a) A life that has no aim
- b) Being unhappy
- c) Leading a slow life
- d) Leading a life of monotony

Q3 Read the following passage carefully:

(5 Marks)

The tree was young and strong and it took a long time to kill. It took two workmen with axes, two days, including tea breaks. Which without conscious irony, they took in the shade of the leafy branches of the tree they were chopping down. It was a Gulmohar I had planted 13 years ago, along with several other saplings, when Bunny and I moved into the National media centre. The NMC is built on a little over 22 acres and many hundreds of the local babul trees that used to cloak that part of the Haryana countryside like smoke from evening chullas must have been cut down to make way for the brick and cement of our colony. I'm not a tree hugger but still felt that some restitution was due. So Bunny and I planted several saplings.

The two gulmohars at the rear were foot high saplings when we put them in the soil. In a few years their branches aflame with scarlet flowers in summer, rose above the first floor window, flooding the room with afterglow and screening from view the ugly scars of new construction in what had once been open fields behind our house. I felt the smugness of satisfaction, of having done the right thing. I'd given back, in however small a way, a little bit of what we take away from the earth everyday, everywhere.

Righteousness invites its own revenge. The roots of one of the trees had spread, crushing the sewage system. The handyman gave us the choice of either cutting down the tree or its roots would endanger the foundations of the house.

Answer the following questions by selecting the most appropriate option from the ones given below:

- 1) The irony in the first para is that the
  - a) The tree was planted by the author but cut by the workmen
  - b) The workmen chopped the tree that gave them shade.
  - c) It took 13 years for the tree to grow
  - d) The author was not passionate about trees yet he planted them
- 2) When the colony was settled, the author decided to
  - a) make the outskirts greener
  - b) plant a few saplings around the house
  - c) sulk in depression
  - d) start a movement
- 3) The feeling the newly grown gulmohar trees evoked in the author was of
  - a) remorse
  - b) pride
  - c) self - satisfaction
  - d) regret
- 4) The writer had to get the tree felled because
  - a) he was being righteous
  - b) the house was in danger of being destroyed
  - c) the tree had grown too tall
  - d) the sewage system was damaged
- 5) Being righteous means
  - a) Doing things the correct way
  - b) Being aware of your rights
  - c) Following your heart
  - d) Conscious of the ways of the world

Q4 Read the following passage carefully:

(5 Marks)

Ask any parent anywhere on the planet and they will tell you that there is nothing sinister, nothing as singularly depressing as Arpita's copy.

Now this is not just a copy where a tidy conscientious child writes in copious details about everything, taking care to label things in boxes and uses eighteen different coloured pencils while describing 'My favourite holiday'. This is actually a sinister plot hatched to make your parenting skills look bad by rival

parents with way too much time, patience and colouring ability on their side. The child is merely an instrument; it is the parents who are graded.

The whole school evaluation process grades parents with a bewilderingly complex classification that involves stars, smileys, goods, very goods, keep it up. Are two smileys better than a 'good' and a 'keep it up'? And what about Arpita? What has she got?

Today the child is seen as an entity that is moldable and the role of the parent is to build a person out of a child. This puts tremendous responsibility on parents who believe that their actions determine their child's future and hence every small step becomes a BIG PROJECT where a minor mistake would make your child a dribbling sociopath tomorrow.

Hence the persistent belief that enough is not being done for the child inspite of the unfortunate truth that more than enough is being done to him. Children need to perform in order to make parents feel good about themselves. In that sense, not much has changed; children still become instruments for the realisation of some parental goals. If earlier getting Into Science was enough to make parents proud, now almost nothing is good enough. Ninety per cent is too little and one extra-curricular activity too basic. And yes, there is always an Arpita lurking somewhere with her wretched copy.

Answer the following questions by selecting the most appropriate option from the ones given below:

- 1) The aspect of parenting that has not changed over the years is
  - a) Expectations from children by society
  - b) Belief that nothing has changed
  - c) Parents using children to realize their dreams.
  - d) Parents doing the school assignments for their children
- 2) The word 'sinister' in Para 1 means:
  - a) Sinful
  - b) Complex
  - c) Evil
  - d) Bad
- 3) The role Arpita plays in the writer's life is that of
  - a) someone who provides inspiration
  - b) somebody who depresses her
  - c) someone who pressurises her to do well
  - d) someone who competes with the writer
- 4) The writer is critical of the parents because
  - a) they take their role very seriously
  - b) nothing satisfies them
  - c) at every step, they worry about their child's future
  - d) all of the above
- 5) The tone of the passage is

- a) encouraging
- b) remorseful
- c) mocking
- d) sympathetic

**SECTION B**

(WRITING AND GRAMMAR -25 MARKS)

Q5. You have been reading incidents of foreign tourists being duped and cheated of their money and valuables, incidents of inhospitable behavior and eve teasing. As a concerned citizen, write an e-mail to the Editor of a National daily expressing your views on the issue and also giving suggestions on how to make our city a safer tourist destination. The format of e-mail is given.

(7 Marks)

<b>Date:</b>
<b>From:</b>
<b>Subject:</b>
<b>To:</b>
<b>Dear Sir</b>
<b>Regards</b>
<b>Name</b>

Q6. Now a days the youth are taking upon themselves different roles and responsibilities. They also have varied interests. Recently you came across the following pictures in a magazine. Using the information you gather from the picture and ideas of your own, write an article on, 'The Changing Role of Youngsters'. (8 Marks)



Q7. Edit the following passage by choosing the correct option from the options given below: (4 Marks)

Blood letting was a common practice in ancient times. The doctors used to treat patients (a) by the help of leeches. It was generally believed that certain diseases (b) caused by too much of blood or by impure blood getting blocked in some parts of the body. The doctors(c) were make a slit on the body or attach leeches there. They sucked the blood (d) not prevented it from clotting.

- a) (i)from (ii)with (iii)in (iv)as  
b) i)were caused (ii)cause (iii)will be caused (iv)are caused  
C) (i)should (ii)will (iii)was (iv)would  
d) (i)and (ii)but (iii)or (iv)while

Q8. Read the following conversation carefully and complete the following passage by choosing the most appropriate option. (4 Marks)

Ranbir: Where is my car? I remember parking it here.

Policeman: The car has been towed away as you parked it in the 'no parking area'

Ranbir: Sir, can I be excused this time?

Policeman: I hope you'll remember the lesson you learnt today

Ranbir asked the policeman standing there (a)\_\_\_\_\_. The policeman replied

(b)\_\_\_\_\_ Ranbir requested the policeman (c)\_\_\_\_\_. The policeman then reminded him\_\_\_\_\_ (d)\_\_\_\_\_.

1)

- a) where was his car? He remembered parking it here.  
b) that where his car was? He remembered parking it there.  
c) where his car was. He remembered parking it there.  
d) that where was my car? He remembered it was parked here.

2)

- a) that the car had been towed away because he had parked it in the 'no parking' zone.  
b) that the car was towed away because he had parked it in the 'no parking' zone.  
c) the car had been towed away because it had been parked in the 'no parking' zone.  
d) that the car had been towed away because it had been parked in the 'no parking' zone.

3)

- a) to be excused that time.  
b) whether he could be excused that time.

- c) that he should be excused.
- d) whether he could be excused this time.

4)

- a) that he hoped he will have to remember the lesson he had learnt that day.
- b) That he hoped he should be able to remember the lesson he had learnt that day.
- c) that he has to remember the lesson he had learnt that day
- d) that he hoped he would remember the lesson he had learnt that day.

Q9 Complete the Report by choosing the correct answer from the options given below: (2 Marks)

1) Sangeeta Mane-30, delivers conjoined twins-Indapur

Conjoined twins-----by Sangeeta Mane,aged 30, in Indapur.

- a) were delivered b) have been delivered c) will be delivered d) have to be delivered

2) The birth of healthy twins- Pune poses a challenge-the medical profession

A challenge-----to the medical profession by the birth of healthy twins in Pune.

- a) was posed b) is posed c) is being posed d) has been posed

#### SECTION D

(LITERATURE AND LONG READING TEXT -25 MARKS)

Q 10 Read the extracts and answer the following questions by choosing the most appropriate options.: ( 3 Marks)

- a) And by my word! the bonny bride  
in danger shall not tarry  
so, though the waves are raging white  
I'll row you over the ferry

- 1) And by my word is indicative of the speaker being
  - a) a man who can ferry his boat confidently
  - b) a man who knew the bonny bride
  - c) a man who honoured his word
  - d) a man full of fake promises
- 2) The speaker promises to row accross

- a) the chief of Ulva and Lord Ullin's daughter
- b) the chief of Ulva and his wife
- c) Lord Ullin and his daughter
- d) Lord Ullin and chief of Ulva

3) Waves are raging white –the imagery used here is

- a) simile
- b) personification
- c) metaphor
- d) alliteration

Q 11. Read the extracts and answer the following questions by choosing the most appropriate options.: ( 3 Marks)

b) Gaston: Certainly not.....just as a souvenir

1) The line is being addressed to \_\_\_\_\_.

- a) Gaston
- b) Juliette
- c) Maid
- d) Jeanne

2) The souvenir is important because

- a) Gaston wished to buy the villa
- b) Juliette was emotionally attached to it
- c) It was a witness to the deal Gaston struck with Mrs. AL Smith
- d) Gaston's wife had developed a fancy towards it

3) Jeanne was surprised as

- a) Gaston was ready to buy the villa
- b) Juliette decided to strike a deal with them
- c) Juliette's parents were allowed to stay in the villa
- d) Mr. Al. Smith helped to strike a deal

Q12. Answer any three of the following questions. (30-40 words each) (2x3= 6 Marks)

- a) Why does Frost choose the road less travelled?
- b) 'Kashi Yatre' was grandmother's favorite novel. Why? Give two reasons.

- c) What are the two ways in which the Brook is similar to life?
- d) Briefly mention the two things that capture the poet's attention in the poem 'Solitary Reaper'.
- e) Mention any two characteristics of Gaston's personality that make him a better businessman than Juliette.

Q 13. As the author of 'How I Taught My Grandmother to Read' , write a letter to your

grandmother appreciating her determination and strength of character.

(5 Marks)

OR

As a reader, make a diary entry discussing your reaction to the relationship shared between Charles and Duke.

Q 14. Give your impression about the narrator Jim and his friendship with Harris and George.  
(10 marks)

OR

Describe the packing incident before their boat trip to river Thames.

EXAMINATION SPECIFICATIONS

English Communicative

Code No. 101

CLASS – IX

Division of Syllabus for Term I (April-September)		Total Weightage Assigned
<b>Summative Assessment I</b>		
Section	Marks	
Reading	20	
Writing	20	20%
Grammar	20	
Literature	20	
<b>Formative Assessment</b>		20%
<b>TOTAL</b>		<b>40%</b>

Division of Syllabus for Term II (October-March)		Total Weightage Assigned
<b>Summative Assessment II</b>		
Section	Marks	
Reading	20	40%
Writing	20	
Grammar	20	
Literature	20	
Formative Assessment		20%
<b>TOTAL</b>		<b>60%</b>

Note:

1. The total weightage assigned to Summative Assessment (SA I&II) IS 60%. The total weightage assigned to Formative Assessment (FA1, 2, 3, &4) is 40%. Out of the 40% assigned to Formative Assessment, 10% weightage is assigned to conversation skills (5% each in Term I&II) and 10% weightage to the Reading Project (at least 1 Book is to be read in each term and the Project will carry a weightage of 5% in each term)
2. The Summative Assessment I and Summative Assessment II is for eighty marks. The weightage assigned to Summative Assessment I is 20% and the weightage assigned to Summative Assessment II is 40%.

#### SECTION A: READING

20 Marks

Qs1-4 Four unseen reading passages of 5 marks each. Each reading passage will have 5 sub-parts, each of 1 mark. All questions will be multiple choice questions. The passages will be extracts from poems/ factual/ descriptive/ literary/ discursive passages. Questions will test inference, evaluation and vocabulary. There will be at least 04 marks for assessing vocabulary skills. The total length of the 4 passages will be between 650 and 800 words.

#### SECTION B: WRITING

20 Marks

The writing section comprises of three writing task as indicated below:

Q 5 A short answer question of upto 80 words in the form of a Biographical Sketch (expansion of

notes on an individual's life or achievements into a short paragraph)/Data Interpretation,

Dialogue Writing or Description (People, Places, Events).

The question will assess students'skill of expressing ideas in clear and grammatically correct English, presenting ideas coherently and concisely, writing a clear description, a clear account of events, expanding notes into a piece of writing , or transcoding information from one form to another.

4 Marks

Q 6 Along answer question (minimum 120 words) in the form of a formal letter/ informal letter or an email. The output would be a long piece of writing and will assess the use of appropriate style, language, content and expression.

Q 7 A long answer question (minimum 150 words) in the form of a diary entry, article, speech, story or debate.

Students' skills in expression of ideas in clear and grammatically correct English, planning, organising and presenting ideas coherently by introducing, developing and concluding a topic, comparing and contrasting ideas and arriving at a conclusion, presenting an argument with supporting examples, using an appropriate style and format and expanding notes into longer pieces of writing and creative expression of ideas will be assessed. 8 Marks

Important Notes on Format and Word Limit:

- Format will not carry any separate marks and in most cases, format will be given in the question paper.
- The word limit given is the suggested minimum word limit. No candidate may be penalised for writing more or less than the suggested word limit. Stress should be on content, expression, coherence and relevance of the content presented.

## SECTION C: GRAMMAR

This section will assess Grammar items in context for 20 Marks. It will carry 5 question of 4 marks each.

Tests items will be Multiple Choice Questions and test various grammatical items in context.

Q 8 to 12 will test grammar items which have been dealt with in class X. Different structures such as verb forms, sentence structure, connectors, determiners, pronouns, prepositions, clauses, phrases etc., can be tested through formative assessment over a period of time. As far as the summative assessment is concerned, it will recycle grammar items learnt over a period of time and will test them in context through Multiple Choice Question format.

Tests types used will include gap-filling, cloze (gap filling exercise with blanks at regular intervals), sentence completion, recording word groups into sentences, editing, dialogue-completion and sentence-transformation.

The grammar syllabus will be sampled each year, with marks allotted for:  
Verbs forms

Sentence structures  
Other areas

Note: Jumbled words in reordering exercise to test syntax will involve sentences in a context. Each sentence will be split into sense groups (not necessarily into single words) and jumbled up.

Section D: LITERATURE 20 Marks

Q 13 Two extracts out of three from prose, poetry or plays in the form Multiple

Choice Questions based on reference to context. Each extract will carry 3 marks.

(Word limit: 20-30 words) 3+3=6 Marks

Q 14 Four out of Five short answer type questions based on prose, poetry and play of

2 marks each. The questions will not test recall but inference and evaluation.

(Word limit: 30-40 words each) 8 Marks

Q 15 One out of two long answer type questions to assess personal response to text by going beyond the text/ poem/story or extract. Creativity, imagination and extrapolation beyond the text and across two texts will also be assessed.

6 Marks

Prescribed Books/ Materials

- |                             |                   |                     |                      |
|-----------------------------|-------------------|---------------------|----------------------|
| 1. Interact in English – IX | Main Course Book  | Revised edition2009 |                      |
| 2. Interact in English – IX | Literature Reader | Revised edition2009 | Published by<br>CBSE |
| 3. Interact in English –IX  | Workbook          | Revised edition2009 | Delhi-110092         |

Reading Section:

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested formatively as well as summatively. There will be no division of passages for this section, however for reading purpose, the Interact in English Main Course Book will be read in two terms i.e. Term I(April-September) and Term II (October-March).

Writing Section:

All types of short and extended writing tasks will be dealt with in both I and II Term Summative as well as in Formative Assessment. For purpose of assessment all themes dealt with in Main Course Book and other themes may be used.

Grammar:

Grammar items mentioned in the syllabus will be taught and assessed summatively as well as formatively over a period of time. There will be no division of syllabus for Grammar in the summative of formative assessments for the terms.

Syllabus for SA 1

<b>Literature Reader</b>
<b>PROSE</b>
1. How I Taught My Grandmother to Read
2. A Dog Named Duke
<b>POETRY</b>
1. The Brook
2. The Road Not Taken
3. The Solitary Reaper

4. Lord Ullin's Daughter

**DRAMA**

1. Villa for Sale

**Main Course Book**

1. People

2. Adventure

3. Environment









