

## **ENGLISH LANGUAGE CLASS - IX**

### **Background**

Traditionally, language-learning materials beyond the initial stages have been sourced from literature : prose, fiction and poetry. While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

### **Objectives**

**The general objectives at this stage are :**

- ◆ to build greater confidence and proficiency in oral and written communication
- ◆ to develop the ability and knowledge required in order to engage in independent reflection and inquiry
- ◆ to use appropriate English to communicate in various social settings
- ◆ to equip learners with essential language skills to question and to articulate their point of view
- ◆ to build competence in different registers of English
- ◆ to develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the cultures they reflect
- ◆ to enable the learner to access knowledge and information through reference skills (consulting a dictionary/ thesaurus, library, internet, etc.)
- ◆ to develop curiosity and creativity through extensive reading
- ◆ to facilitate self-learning to enable them to become independent learners
- ◆ to review, organise and edit their own work and work done by peers

**At the end of this stage, learners will be able to do the following :**

- ◆ give a brief oral description of events/ incidents of topical interest
- ◆ retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- ◆ participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- ◆ narrate the story depicted pictorially or in any other non-verbal mode
- ◆ respond in writing to business letters, official communications
- ◆ read and identify the main points/ significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- ◆ write without prior preparation on a given topic and be able to defend or explain the position taken/ views expressed in the form of article, speech, or a debate
- ◆ write a summary of short lectures on familiar topics by making/ taking notes
- ◆ write an assessment of different points of view expressed in a discussion/ debate
- ◆ read poems effectively (with proper rhythm and intonation)
- ◆ transcode information from a graph/ chart to a description/ report and write a dialogue, short story or report

### **Language Items**

In addition to consolidating the grammatical items practised earlier, the courses at the secondary

level seek to reinforce the following explicitly :

- ◆ sequence of tenses
- ◆ reported speech in extended texts
- ◆ modal auxiliaries (those not covered at upper primary)
- ◆ non-finites (infinitives, gerunds, participles)
- ◆ conditional clauses
- ◆ complex and compound sentences
- ◆ phrasal verbs and prepositional phrases
- ◆ cohesive devices
- ◆ punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

### Methods and Techniques

The methodology is based on a multi-skill, activity-based, learner-centred approach. Care is taken to fulfil the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation, the teacher is the facilitator of learning, She/he presents language items, contrives situations which motivates the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching-learning process. The electronic and print media could be used extensively. A few suggested activities are :

- ◆ role play
- ◆ simulating real-to-life situations
- ◆ dramatising and miming
- ◆ problem solving and decision making
- ◆ interpreting information given in tabular form and schedule
- ◆ using newspaper clippings
- ◆ borrowing situations from the word around the learners, from books and from other disciplines
- ◆ using language games, riddles, puzzles and jokes
- ◆ interpreting pictures/ sketches/ cartoons
- ◆ debating and discussing
- ◆ narrating and discussing stories, anecdotes, etc.
- ◆ reciting poems
- ◆ working in pairs and groups
- ◆ using media inputs - computer, television, video cassettes, tapes, software packages

**ENGLISH LANGUAGE  
SYLLABUS CLASS - IX (2019-20)  
SECTION- WISE WEIGHTAGE**

Section	Total Weightage 80	
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbook and Supplementary	30
	Reading Text	
	Total	80
The annual examination will be of 80 marks, with a duration of three hours.		

**SECTION A : READING****20 Marks**

This section will have two reading passages.

Q. 1 : A Factual passage 300-350 words with eight Very Short Answer type Questions.

**8 marks**

Q. 2 : A Discursive passage of 350-400 words with four Short Answer type Questions to test inference, evaluation and analysis with four Very Short Answer Questions to test vocabulary.

**12 marks****SECTION B : WRITING AND GRAMMAR****30 Marks**

Q. 3 : Writing an Article/ Descriptive Paragraph (person/ place/ event/ diary entry) in about 100-150 words based on visual or verbal cue/ s. The questions will be thematically based on the prescribed books.

**8 marks**

Q. 4 : Writing a short story based on a given outline or cue/s in about 150-200 words.

**10 marks**

The Grammar syllabus will include the following areas in class IX :

1. Tenses
2. Modals
3. Use of passive voice
4. Subject - verb concord
5. Reporting  
Commands and requests  
(ii) Statements  
(iii) Questions
6. Clauses :  
(i) Noun clauses  
(ii) Adverb clauses of condition and time  
(iii) Relative clauses
7. Determiners
8. Prepositions

**The above items may be tested through test types (grammar in context) as given below :**

Q. 5 : Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses.

**4 marks**

Q. 6 : Editing or omission

**4 marks**

Q. 7 : Sentences reordering or sentence transformation in context

**4 marks****SECTION C : LITERATURE TEXTBOOKS****30 Marks**

- Q. 8. One out of two extracts from prose/ poetry/ play for reference to the context. Four Very Short Answer Questions : two questions of one mark each on global comprehension and two questions of one mark each on interpretation. **(1 X 4=4) marks)**
- Q. 9. Five Short Answer Type Questions from BEEHIVE AND MOMENTS (3 questions from BEEHIVE and 2 questions from MOMENTS) to test local and global comprehension of theme and ideas (30-40 words each) **2 x 5 = 10 marks**
- Q. 10. One out of two long answer type questions from the book BEEHIVE to assess Creativity, imagination and extrapolation beyond the text and across the texts.  
**(100-150 words) 8 marks**
- Q. 11. One out of two Long Answer Questions from the book MOMENTS on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch in about 100-150 words. **8 marks**

Prescribed Books : Published by NCERT, New Delhi

. BEEHIVE - Textbook for class IX

. MOMENTS - Supplementary Reader for Class IX

. Words and Expressions - 1 - Work book in English for Class IX

NOTE : Teachers are advised to :

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher - talk time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions.

**Reading Section** : Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.

**Writing Section** : All types of short and extended writing tasks will be dealt with.

**Grammar** : Grammar items mentioned in the syllabus will be taught and assessed.

**Listening and Speaking Skills**

**Term-Wise Examination Guide**  
**(Class-IX)**  
**Session- 2019-2020**

**Class : IX**

**Subject : English**

**Name of the Book : Words and Expressions 1**

<b>Test/ Examination</b>	<b>Units</b>
Periodic Text-I (Last week of July)	Unit - I Unit - II Unit - III
Periodic Test-II (3rd week of December) (Cumulatively covered)	Unit - IV Unit - V
Periodic Test-III (3rd week of December) (Cumulatively covered)	Unit - VI Unit - VII Unit - VIII
Annual Examination (3rd week of February- 1st week of March) (With entire Syllabus)	Unit - IX Unit - X

**Term-Wise Examination Guide**  
**(Class-IX)**  
**Session- 2019-2020**

**Class : IX**

**Subject : English**

**Name of the text Book : Beehive**

Test/ Examination	Chapter	
Periodic Test - I (Last week of July)	<b>Prose</b> 1) The Fun They Had 2) The Sound of Music 3) The Little Girl	<b>Poem</b> 1) The Road Not Taken 2) Wind 3) Rain on the Roof
Periodic Test-II (3rd week of September)  (Cumulatively covered)	<b>Prose</b> 4) A Truly Beautiful Mind 5) The Snake and the Mirror	<b>Poem</b> 4) The Lake Isle of Innisfree 5) A Legend of the North land
Periodic Test - III (3rd week of December)  (Cumulatively covered)	<b>Prose</b> 6) My Childhood 7) Packing 8) Reach for the Top	<b>Poem</b> 6) No Men are Foreign 7) The Duck and the Kangaroo 8) On Killing a Tree
Annual Exam (3rd week of February- 1st week of March)	<b>Prose</b> 9) The Bond of Love 10) Kathmandu 11) If were you	<b>Poem</b> 9) The Snake Trying 10) A Slumber Did My Spirit Seal

**Term-Wise Examination Guide  
(Class-IX)**

**Session- 2019-2020**

**Class : IX**

**Subject : English Supplementary**

**Name of the Supplementary : Moments**

<b>Test/ Examination</b>	<b>Chapter</b>
Periodic Test - I (Last week of July)	1) The Lost Child 2) The Adventures of Toto 3) Iswaran the Storyteller
Periodic Test - II (3rd week of September) (Cumulatively covered)	4) In the Kingdom of Fools 5) The Happy Prince
Periodic Test - III (3rd week of September) (Cumulatively covered)	6) Weathering the storm in Ersama 7) The Last Leaf 8) A House is not a Home
Annual Exam (3rd week of February- 1st week of March) (With entire syllabus)	9) The Accidental Tourist 10) The Beggar

**Term-Wise Examination Guide**  
**(Class-IX)**  
**Session- 2019-2020**

**Class : IX**

**Subject : English Grammar**

<b>Test/ Examination</b>	<b>Chapter</b>
Periodic Test - I (Last week of July)	1) Tenses 2) Modals
Periodic Test - II (3rd week of September) (Cumulatively covered)	3) Use of Passive Voice 4) Subject-Verb Concord
Periodic Test - III (3rd week of December) (Cumulatively covered)	5) Reporting 6) Clauses
Annual Exam (3rd week of February- 1st week of March) (With entire syllabus)	7) Determiners 8) Prepositions

**EXAM GUIDELINE**  
**PERIODIC TEST FOR CLASS-IX**

Section	Area	Total Weightage 40	Instruction
A	Reading Skill	10	A Factual passage with four very short answer type question (VSA) of one mark each
			A Discursive passage with two short answer type question of four marks to test inference, evaluation, analysis and two very short answer type question of two marks to test vocabulary and comprehension.
B	Writing Skill with Grammar	15	Article/ Descriptive Paragraph Or Short story of eight marks
			Seven marks is allotted for grammar portion
C	Literature Text-book and Supplementary Reading Text	15	Very Short Answer Type question- 4 nos (1X4=4) The students have to answer questions from one passage out of two
			<b>Short Answer Type question 3 Nos (2 X 3 = 6)</b>
			The students have to answer one question of five marks from two. (One question will be from BEEHIVE and another from MOMENTS)
	<b>Total</b>	<b>40</b>	

## SAMPLE QUESTION PAPER

POST-MID TERM

CLASS - IX

SUBJECT - ENGLISH

Full Marks : 40

Time : 1 hr 30 minutes

SECTION - A  
(Reading)

10 Marks

**1. Read the passage given below and answer the questions that follow :**

Scientists who study the rocks, minerals, landforms and the history of the earth can tell what kind of plants and animals lived on the earth a long time ago. These scientists are called geologists. One way that they are able to do this is by the study of fossils. Fossils may be the actual remains of plant or animals, impressions of them in rock, or the tracks of animals as they walked or crawled.

Most fossils are formed in the waters covering continental shelves, in warm, shallow, inland seas, and in large swamps that covered large parts of the land in post geologic time. When the animals of these waters die, their remains are deposited on the floor of the water body where the fleshy part of the animals decays. The skeleton portion of the body is partially replaced by minerals and other sediments. If this takes place in just right manner, a fossil is formed. Since rock sediments are involved in the formation of fossils, it is not surprising that one finds many fossils in sedimentary rock layers. Plant fossils are found in the areas that were once swamps. There are four principal kinds of fossils : original remains, moulds and casts and impression.

1.1 Attempt any four of the following questions on the basis of the passage you have read.

1 x 4 = 4

- a) Who are called geologists?
- b) What are the four principal kinds of fossils?
- c) Where are most fossils formed?
- d) How do dead animals contribute to the forming of minerals?
- e) Why are many fossils found in sedimentary rock layers?

**2. Read the passage given below and answer the questions that follow :**

My grandmother, like everybody's grandmother, was an old woman. She had been old and wrinkled for twenty years that I had known her. People said that she had once been young and pretty and had even had a husband, but that was hard to believe. My grandfather's portrait hung above the mantelpiece in the drawing-room. He wore a big turban and loose-fitting clothes. His long, white beard covered the best part of his chest and he looked at least a hundred years old. He did not look the sort of person who would have a wife or children. He looked as if he could only have lots and lots of grandchildren. As for my grandmother being young and pretty, the thought was almost revolting. She often told us of the

games she used to play as child. That seemed quite absurd and undignified on her part and we treated it like the fables of the Prophets she used to tell us.

She had always been short and fat and slightly bent. Her face was a criss-cross of wrinkles running from everywhere to everywhere.

2.1 On the basis of your reading of the passage, answer any two of the following questions in about 30-40 words each. 2 x 2 = 4

- a) How was the appearance of the grandmother?
- b) What thought was revolting?
- c) What does the narrator say about his grandfather?

2.1 Answer any two of the following questions. 1 x 2 = 2

- a) Find a word from the passage which means 'appeared'.
- b) Give the noun form of 'absurd'.
- c) Find a word from the passage that is antonym of ugly.

### SECTION-B

(Writing Skill with Grammar)

15 Marks

3. Taking the information given below in the input, develop it into a paragraph (100-150 words). You can invent your own details. 8

Hints : Bismillah learnt from uncle Ali Bux -- Vishnu temple of Benaras -- Balaji and Mangla Maiya temples of Ganga -- favourite place for Bismillah -- selected for All India Radio (1938) -- honour of playing shehnai on 15th August 1947 -- 'Gunj Uthi Shehnai' film -- songs famous -- performed in USA, Canada etc -- Fond of Benaras -- Symbol of India's composite culture -- Awarded Bharat Ratna in 2001

Or

4. Write short story of, in about 100-150 words with cues given in the box : 8

Rohan was a hard working boy. He wanted to become a doctor. But his family's financial condition was not so good .....

5. Fill in any two of the following blanks choosing the most appropriate option given against each : 1 X 2 = 2

- a) Ten miles \_\_\_\_\_ a long distance. (is, are, were)

- b) He is an intelligent student \_\_\_\_\_ he could not do well in the exam due to his illness. (and, or, but)
- c) The patient had died before the doctor \_\_\_\_\_. (come, came, coming)

6. The following passage has not been edited. There is in an error in each sentence. Write the incorrect word and the correction against the correct question number. The first one has been done as an example.

		Incorrect	correct
The full name off Mahatma Gandhi is Mohan Das Karamchand Gandhi. He go to England. His mother is apprehensive about youngman go astray in Western society. He faces a lot of difficulties there.	Eg	off	of
	a)		
	b)		
	c)		

7. Rearrange any two of the following word cluster to make meaningful sentences.

$$1 \times 2 = 2$$

- a) the/ Indian/ English/ exploited/ the/ farmer.
- b) Oliver Twist/ workhouse/ in/ was/ born/ a.
- c) aware of/ diseases/ communicable / should/ we/ be

### SECTION-C

(Literature Textbook and Supplementary Reading Text) 15 Marks

8. Read the extract given below and answer the questions that follow. Write the answer in one or two lines only.

$$1 \times 4 = 4$$

a) "Please give me a ride on your back!"  
Said the Duck to the Kangaroo.  
"I would sit quite still, and say nothing but 'Quack',  
The whole of the day long though!  
And we'd go to the Dee, and the Jelly Bo Lee,

- i. What request did the Duck make before the Kangaroo?
- ii. Which place do they want to go to?
- iii. Which word in the extract is opposite in meaning to 'front'?
- iv. Which poetic device has been used in the extract?

Or

- b) "I inherited honesty and self-discipline from my father; from my mother, I inherited faith in goodness and deep kindness and so did my three brothers and sisters. I had three close friends in my childhood ---- Ramanadha Sastry, Aravindam and Sivaprakashan. All these boys were from orthodox Hindu Brahmin families. As a children, none of us ever felt any difference amongst ourselves because of our religious differences and upbringing.

- i. What did the author inherit from his father?
- ii. What did the author inherit from his mother?
- iii. Who were the close friends of the author?
- iv. Did the children face any difference?

**9. Answer any three from the following questions in 30-40 words each : 2 x 3 = 6**

- a) Why did Margie's mother send for the County Inspector?
- b) In the poem "On Killing a Tree" the poet says 'No' in the beginning of the third stanza. What does he mean by this?
- c) What is Johnsy's illness? What can cure her, the medicine or the willingness to live?
- d) Why was little Kezia afraid of her father?

10. Lazy friends sometimes become a burden. Do you agree? Justify with reference to the story "Packing". 5

Or

11. Justify the title "The Lost Child". 5

## SAMPLE QUESTION PAPER

### ANNUAL EXAMINATION

CLASS - IX

SUBJECT - ENGLISH

Full Marks : 80

Time : 3 hrs

General Instructions :

I. The question paper is divided into three sections :

SECTION A : Reading 20 Marks

SECTION B : Writing and Grammar 30 Marks

SECTION C : Literature Textbook and Supplementary 30 Marks

Reading Text

II. All questions are compulsory.

III. You may attempt any section at a time

All questions of that particular section must be attempted in correct order

SECTION-A

20 Marks

(Reading)

1. Read the passage given below and answer the questions that follow :

Finally the wrestler Sakshi Malik clinched the bronze medal in the 58 category, pulling off a sensational 8-5 victory over Aisuluu Tynybekova of Kyrgyzstan in the play-off bout and ended India's painful wait for a medal at the Rio Olympic Games. The 23-year-old from Rohtak became only the fourth woman athlete from India to win an Olympic medal as she earned the dramatic win after falling behind 0-5 in the the do-or-die bout on day 12. Weightlifter Karnam Malleshwari (2000, Sydney), boxer MC Mary Kom (2012, London) and shuttler Saina Newhal (2012, London) were the only other women athletes from India to have won a medal in Olympics. Like in three of the four other bouts earlier in the day, Shakshi won the crucial bout after coming from behind. She, in fact, had lost 2-9 in the quarter finals to Russia's Valeriia Koblova in the fifth bout of the day before getting a second chance in repechage when her conqueror reached the final. Sakshi's victory brought cheers to the Indian contingent that had endured agonising 11 days without a medal. Sakshi turned the tables on the Kyrgyzstan wrestler in the dying seconds of the bout as Tynybekova was in complete command in most part of the clash. Tynybekova grabbed Sakshi's leg and quickly earned two points before adding one more for the Indian's passivity. She repeated her move and successfully bagged two more points after throwing her rival down and out of the mat. She then managed to earn two points again with a similar move to bring down the margin 4-5. Thereafter, it was no looking back for the Indian girl and she

took the opponent down to level 5-5. But she did not stop there and gained three more points by pinning down the Kyrgyzstan wrestler in the dying moments of the match.

Attempt any eight of the following questions on the basis of the passage you have read.

1 X 8 = 8

- a) Who was the opponent of Sakshi Malik in the bronze medal match of the the Rio Olympic Games?
- b) How many points did Sakshi Malik score in all in the match against the Kyrgyzstan wrestler?
- c) Before Sakshi Malik, who were the Indian women athletes to win medals at Olympic Games?
- d) How did Tynybekova make the Indian hopeless?
- e) Did Sakshi score any point in the first period?
- f) How did she get two points in the second period?
- g) How many points did Sakshi score at the last moment of the match?
- h) In which city was the Olympic games organized in the year 2012?
- i) How many points did Sakshi score in the match against Valeriia Koblova?

2. Read the passage given below and answer the questions that follow.

The newspapers have taken place of the Gita, the Bible and the Quran with people. For them, the printed sheet is gospel truth. The fact throws a great responsibility on the editors and news-writers.

Newspapers are a powerful influence. It is the duty of the editors to see that no false report or report likely to excite the public is published in their newspapers. The editors and their assistants have to be extra careful about the news they give and the manner in which they dress it. In a state of independence, it is practically impossible for Government to control the Press. It is the duty of the public to keep a strict watch on the newspapers and keep them on the right path. An enlightened public would refuse to patronize inflammatory or indecent newspapers.

Newspapers which indulge in untruth or exaggeration harm the cause they profess to expose. I admit that there are enough newspapers to warrant action. But my experience is that no amount of public criticism will affect the policy of newspapers which make their livelihood by such policy. But I write this in no way to condone untruths in newspapers. I am quite clear that if newspapers weighed every word that is printed therein, we should have a speedier removal of abuses whether in the states or elsewhere.

a) On the basis of your reading of the passage, answer **any four** of the following questions in about 30-40 words each. 2 X 4 = 8

- i. What is the duty of the editors?
- ii. Why is the newspaper a powerful experience for the people?
- iii. What is the duty of the public towards the newspapers?

- iv. How do newspapers harm the nation and how can that be corrected?
- v. What is the intention of the author behind mentioning the name of some religious books?

b) Answer **any two** of the following questions. 1 X 2 = 2

- i. Find the word from the passage which is opposite in meaning to 'depress'.
- ii. Write the verb form of 'criticism'.
- iii. Find a word from the passage which has the same meaning as 'pardon'.

c) On the basis of your reading of the passage, fill in any two of the following blanks with appropriate words/ phrase. 1 X 2 = 2

- i. For some people printed sheets of newspaper are \_\_\_\_\_.
- ii. The fact is that practically Government can not \_\_\_\_\_.
- iii. Extra care has to be taken by \_\_\_\_\_ about the news they give and the manner of presentation.

### SECTION- B

**30 Marks**

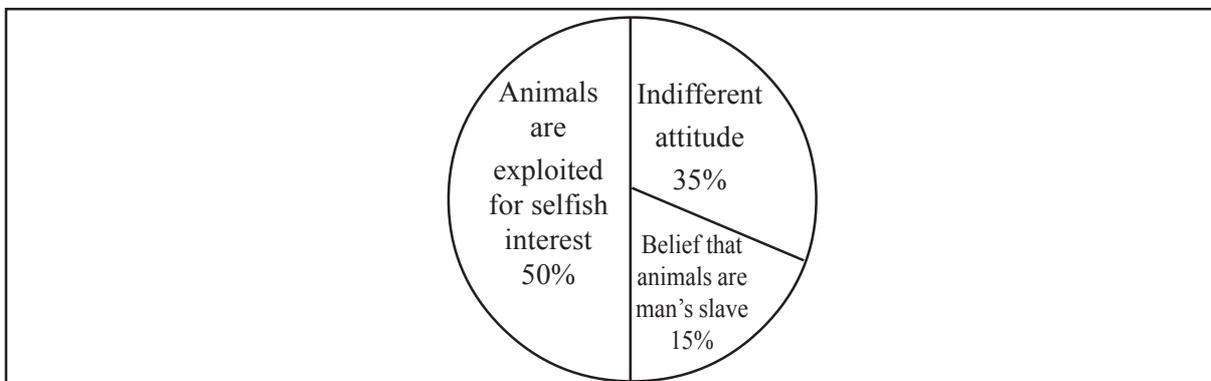
(Writing and Grammar)

3. a) Taking the information given below in the input, develop it into a paragraph (100-150 words). You can invent your own details. 8

Einstein ----- migrated to the USA in 1933 ----- Nazi in Germany ----- could make atom bomb ----- letter to Roosevelt ----- warning of destruction - atom bomb dropped in Japanese cities ----- Einstein deeply shaken -- ----- advocated a world government ----- against war ----- campaigned for peace and democracy ---- a great scientist ----- a visionary.

OR

b) You are a member of the Society for Prevention of Cruelty to Animals in your locality. The following Pie-chart reflects the attitude of people towards animals. Write an article to be published in the forthcoming issue of "The Week" on why animals are ill-treated and what can be done to prevent it. You are Gopal/ Kabita. 8



4. Write a short story in about 150-200 words with **any one set of the clues/ cues** given in the boxes below. Give a suitable title of the story. 10

a) Thief entered ----- Mr Deb thanked ----- to give company ----- birthday ----- gave him good food ----- gave a purse full of silver coins ----- years passed by ----- fortune changed ----- business was ruined ----- Mr Deb became poor ----- 50th birthday ----- alone - no food ----- bell rang ----- a man emerged ----- recognised ----- the old thief ----- came with fruits, sweets and a bag full of money.

OR

b) Once a wise monkey lived on a big mango tree on a river bank. Very near lived a crocodile in the river. They became intimate friends. Quite often the monkey gave ripe mangoes to his friend. One day the crocodile demanded some mangoes .....

5. Fill in **any four** of the following blanks choosing the most appropriate option from the ones given below. Write the answer in your answer-sheet against the correct blank numbers. 1 X 4 = 4

Last week the Annual Function (a) \_\_\_\_\_ our school was celebrated. The Mayor of the town (b) \_\_\_\_\_ invited to grace the occasion as (c) \_\_\_\_\_ chief guest. The function (d) \_\_\_\_\_ by the Headmistress while the Mayor, the chief guest (e) \_\_\_\_\_ the prize to the winners.

- (a) i) on ii) of iii) off iv) by
- (b) i) is ii) shall be iii) was iv) has been
- (c) i) a ii) in iii) for iv) the
- (d) i) was inaugurated ii) is inaugurated iii) was inaugurating iv) is inaugurating
- (e) i) distributing iii) distributes iii) was distributed iv) distributed

6. In the following passage one word has been omitted in each line. Write the missing word in **any four** lines of the given paragraph, along with the word that comes before and the word that comes after in the space provided. The first one has been given as an example. 4

		Before	Missing word	After
From very early times, India been	Eg	India	had	been
famous spices, textiles, jewellery	a)			
and pearls. The Arabs among	b)			
the first to come India for trade	c)			
Later, the Portuguese, the Dutch, French	d)			
and the English followed. They fought themselves	e)			

7. Rearrange any four of the following word clusters to make meaningful sentences.

1 X 4 = 4

- a) pillars/ there/ human life/ man/ of/ woman/ and/ are/ two.
- b) both/ in the making of/ share/ responsibility/ equal/ the/ society.
- c) of home/ women/ the picture/ without/ incomplete/ is
- d) superior/ inferior/ one/ no/ is/ or
- e) both/ each other/ hence/ are supplementary/ to

### SECTION- C

30 Marks

(Literature Textbook and Supplementary Reading Text)

8. Read the extract given below and answer the questions that follow. Write the answer in your answer-sheet in one or two lines only.

1 X 4 = 4

- a) The sound of Shehnai began to be considered auspicious. And for this reason it is still played in temples and is an indispensable component of North Indian weddings. In the past, the Shehnai was part of the naubat or traditional ensemble of nine instruments found at courts.
- i. What did the sound of Shehnai began to be considered?
  - ii. What is an indispensable component of any North Indian wedding?
  - iii. What was the Shehnai part of in the past?
  - iv. Find the synonym of 'monarchical' from the extract.

OR

- b) I will arise and go now, and go to Innisfree,  
And a small cabin build there, of clay and wattles made :  
Nine bean-rows will I have there, a hive for honeybee

- i. Who does 'I' refer to in the extract?
- ii. Where does the speaker want to go?
- iii. Describe the cabin the poet wants to make in Innisfree.
- iv. Write a word from the extract which is opposite in meaning to 'lie down'.

9. Answer the following questions in 30-40 words each.

2 X 5 = 10

- a) How does Tommy describe the old kind of school?
- b) Why was little Kezia afraid of her father?
- c) What happened to the old lady when Saint Peter cursed her?

- d) How was the Kingdom of Fools different from other places?
- e) Why did the statue of the Happy Prince ask the Swallow to take off gold leaf by leaf?

10. Answer **any one** of the following two long answer type questions in 100-150 words. 8
- a) "Hard work is the passport to success"---- Justify the statement with reference to the life of Santosh Yadav as reflected in the prose "Reach for the Top".

OR

- b) 'I am citizen, not of Athens or Greece, but of the world' ----- Elucidate the statement with reference to the poem, "No Men Are Foreign".

11. Answer **any one** of the following two long answer type questions in 100-150 words. 8
- a) Describe the adventures of Toto.
  - b) Write a character-sketch of Behrman.