

**CLASS IX (2019-20)**  
**ENGLISH (CODE 0184)**  
**LANGUAGE AND LITERATURE**  
**SAMPLE PAPER-3**

**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]

A pond ecosystem, a basic unit in ecology formed from the cohabitation of plants, animals, microorganisms, and a surrounding environment, refers to a community of freshwater organisms largely dependent on each of the surviving species to maintain a life cycle. Ponds shallow water bodies barely reach 12 to 15 feet in-depth and allow the sun to penetrate to its bottom, allowing freshwater plants to grow. A pond ecosystem consists of algae, fungi, microorganisms, plants, and various fish, which may fall into three distinct classifications: producer, consumer, and decomposer. The pond's natural cycle begins with the producers and then to the consumers before ending with the decomposers.

A pond's ecosystem consists of abiotic environmental factors and biotic communities of organisms. Abiotic environmental factors of a pond's ecosystem include temperature, flow, and salinity. The percentage of dissolved oxygen levels in a water body determines what kind of organisms will grow there. After all, fish need dissolved oxygen in order to survive; however, anaerobic bacteria will not thrive in an ecosystem pumped with dissolved oxygen. A water body's salinity may also determine the different species present. For instance, marine organisms tolerate salinity, while freshwater organisms will not thrive when exposed to salt. In fact, freshwater ecosystems often have plant species present which will absorb salts that are dangerous for freshwater organisms.

A pond ecosystem consists of four habitats, including the shore, surface film, open water, and bottom water. The shore, depending on its rocky, sandy, or muddy composition, lures in various organisms. For instance, rocky shores may not allow plants to grow, while muddy or sandy shores attract grasses, algae, earthworms, snails, protozoa, insects, small fish, and microorganisms. The pond's surface breeds excellent ground for water striders, marsh traders, free-floating organisms, and organisms that can walk on the surface of water. An open-water habitat permits sizable fish, plankton, phytoplankton, and zooplankton to grow. Phytoplankton includes a large variety of algae, while zooplankton refers to insect larvae, rotifers, small

crustaceans and invertebrates. Fish feed on plankton, or tiny organisms. The bottom-water habitat varies depending upon the pond's depth. Shallow ponds with sandy bottoms provide a nesting environment for earthworms, snails, and insects. Deep-ended ponds have muddy bottoms, which allow various microorganisms, such as flatworms, rat-tailed maggots, and dragonfly nymphs to reproduce and survive.

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

- (i) Which type of organisms is found in the pond ?
- (ii) What does a fish need to survive ?
- (iii) Zooplankton are insect larvae, rotifers, small crustaceans invertebrates. (True/False)
- (iv) Where are flatworms found ?
- (v) Which two organisms cannot thrive together ?
  - (a) anaerobic bacteria and algae
  - (b) fish and anaerobic bacteria
  - (c) protozoa and fish
  - (d) earthworms and flatworms
- (vi) The shore of a pond with grasses and snails can be
  - (a) sandy
  - (b) muddy
  - (c) both (a) and (b)
  - (d) either (a) or (b)
- (vii) Which among the following doesn't determine the type of species in a water body ?
  - (a) penetration of sunlight to the bottom
  - (b) percentage of oxygen present
  - (c) salinity
  - (d) none of the above
- (viii) Choose the option which doesn't have the correct pair of organism and habitat.
  - (a) marsh traders - bottom of the pond
  - (b) snail - shore of the pond
  - (c) water striders - surface of the pond
  - (d) rotifers - open water of the pond

**Ans :**

- (i) Freshwater organisms
- (ii) Dissolved oxygen
- (iii) True
- (iv) In deep-ended ponds with muddy bottoms.
- (v) (b) fish and anaerobic bacteria
- (vi) (d) either (a) or (b)
- (vii) (d) none of the above
- (viii) (a) marsh traders – bottom of the pond

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

Some of us think that writing is only for writers. But writing is for all of us. As Julia Cameron notes in her book *The Right to Write: An Invitation and Initiation into the Writing Life*, "I believe we all come into life as writers."

Writing can be beneficial for all of us, because it can be therapeutic. One of the most powerful parts of therapy is cultivating the ability to observe our thoughts and feelings, said Elizabeth Sullivan, a licensed marriage and family therapist in San Francisco. And that's what writing helps us do.

"Most of us do not think in complete sentences but in self-interrupted, looping, impressionistic cacophony," she said. Writing helps us track our spinning thoughts and feelings, which can lead to key insights (e.g., I don't want to go to that party; I think I'm falling for this person; I'm no longer passionate about my job; I realize how I can solve that problem; I'm really scared about that situation.)

Writing is "speaking to another consciousness – 'the reader' or another part of the self. We come to know who we really are in the present moment," she said.

Writing also creates a mind-body-spirit connection, she said. "When you use your hands to pen or type something directly from your brain, you are creating a powerful connection between your inner experience and your body's movement out in the world."

We hold worries, fears and memories in our bodies, Sullivan said. When we use the body in positive ways – such as dancing or writing — we stay in the present moment, we inhabit our bodies, and we can heal ourselves, she said.

"Writing is a small movement but it is incredibly powerful when you are writing down what is in your mind."

Here are three types of writing you can try :

**Free write.** Free writing or journaling is simply writing what's on your mind. It's letting it all hang out without censoring yourself. According to Sullivan, this could be: "Today I woke up and found the car window smashed and I wondered if the glass replacement guys go out at night and do it."

**Pen Poetry.** "Poetry is a natural medicine; it is like a homeopathic tincture derived from the stuff of life itself—your experience," writes John Fox in *Poetic Medicine: The Healing Art of Poem-Making*.

**Compose a letter.** Sullivan suggested writing a short letter to a loved one. Imagine this person has written to you and asked you: "How are you doing, really?" Another exercise is to "write to someone with whom you have 'unfinished business' without sending it." The goal is for you to gain a clearer understanding of your own thoughts and feelings about the person, she said.

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

- (i) Why does Julia Cameron believe that we all come into life as writers ?

**Ans :** Julia Cameron believes that we all come into life as writers because she thinks that writing is for all of us. Everyone has the right to write.

- (ii) What is the most important therapeutic quality of writing ?

**Ans :** The most important therapeutic quality of writing is that it helps the writer observe his or her thoughts and feelings.

- (iii) Whose consciousness does a writer touch through his or her writing ?

**Ans :** A writer touches his or her own consciousness or another part of his or her self and the consciousness of the readers.

- (iv) How does Elizabeth Sullivan describe our thinking? Why does she say so ?

**Ans :** Elizabeth Sullivan describes our thinking as self-interrupted, looping, impressionistic cacophony because we don't think in complete sentences. We jump from one thought to another.

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

- (v) Which word in the passage means 'a coarse unpleasant noise' ?

**Ans :** cacophony

- (vi) How can a person clear his or her misunderstanding with someone ?

**Ans :** A person can clear his or her misunderstanding with someone by writing an unsent letter to that person.

- (vii) The word 'tincture' can be replaced with the word

- (a) trace (b) potion  
(c) touch (d) flavour

**Ans :** (b) potion

- (viii) Which of the following, according to the passage, is not true about writing ?

- (a) Writing is a static activity of the brain.  
(b) Writing is a process of self-discovery.  
(c) Writing is a positive way of using our body.  
(d) Writing helps us streamline our thoughts.

**Ans :** (a) Writing is a static activity of the brain.

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

3. The children's club of the society you live in, organised a cultural program to raise fund to help the flood victims. Describe the event in 100-150 words. [8]



**Ans :**

### Cultural Programme For a Noble Cause By Shiv

The children's club of the society I live in, organised a cultural program to raise fund to help the flood

victims last Sunday. The program was a grand success both in terms of the fund the club collected and the joy of performing for a noble cause.

The entry was by ticket. The program started at 5 pm with an opening song accompanied by an Orissi dance. The chief guest of the evening was the famous Bharatnatyam dancer, Prema Pujari, who is also a resident of our society. It was indeed a pleasure to listen to her. She appreciated the fact that it was rather rare to see such volunteerism and attitude to serve among the children.

Dramatisation of George Orwell's famous short story, 'The Happy Prince', was the most appreciated presentation of the evening. Hiru's vocal rendition on Raag Khamaj left the lovers of Indian classical music extolling him. There were a couple of dances by small children. I was happy to be one of the anchors of the show. This evening will remain special to me forever.

**or**

Your grandparents and you decided to give a surprise celebration to your parents on their wedding anniversary. Make a diary entry of the celebration with the help of hints given below and your own ideas. You are Rekha/Ravi.

**Hints :** It was 11.30 pm - grandparents and I pretend an argument - parents asked grandparents - grandparents showed something on the dining table - they scared parents — I pretended nervousness - parents removed the cloth to see what was there - parents astonished - grandparents and I wished them - celebrated with songs etc.

**Ans :**

Tuesday, 3rd January, 2020

3 pm

Dear Diary

### **Wedding anniversary of my parents**

Their eyes had that rare glint of happiness and surprise. So, did my grandparents'. I am talking about the surprise celebration party that my grandparents and I gifted my parents on their 21st wedding anniversary.

It was 11.30 pm. My parents had already retired for the day. We started murmuring in a way that it seemed to be an argument. After some good 15 min, we saw light in my parents' room. We smiled mischievously.

As we saw them climbing down the staircase, we pretended to be quarrelling. My grandparents indicated at something fully covered on the table and told them to see what I had done. We pinched each other as my parents were braving to uncover.

As soon as they removed the cloth, a big mouth-watering strawberry cake and a large bouquet of white tulips and rose left them speechless. We all broke into a hearty laughter. Bruno was already on the table waiting to slurp away some cake before even my parents were ready with the knife. It was 2.30 am when we strolled to our rooms after singing and dancing to several old classic film songs.

Rekha/Ravi

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

Vikas was curious but nervous too. The driver, Mohit, sped down the road with tall grasses beating against

the Jeep. As the Jeep crashed to a grinding stop, Vikas couldn't believe his eyes. What he saw ...

**Ans :**

### **Vikas's Heavenly Escapade**

Vikas was curious but nervous too. The driver, Mohit, sped down the road with tall grasses beating against the Jeep. As the Jeep crashed to a grinding stop, Vikas couldn't believe his eyes. What he saw was a lifetime toast to his eyes and soul. A vast dense garden of innumerable variety of fruits, flowers and spices stood with open arms to greet Vikas. A gargling river of muddy water flowed between this heaven on earth and a row of mighty brown mountains. Vikas felt as if someone had breathed life into a painting.

A series of quacks snapped Vikas's reverie. He turned around to see a brace of ducks joyfully spreading their wings and fluttering over the pond. It was a sight to behold. Perhaps they were dancing to the music of rain. On the other side, there were some goats under a big banana leaf.

Before coming to this garden, Vikas was a bit wary as there were alternate spate of drizzle and heavy rain. But he soon realised that the rain was a blessing. He felt as if the plants, flowers, birds and animals were in a state of bliss.

**or**

You are Savita or Sumit. While eating in a restaurant, your uncle came across a boy of 15 or 16 who was serving him. He was smart, spoke in good English but couldn't continue his studies due to economic problem. This motivated your Uncle to open an organisation. Taking help from the hints given below, write your Uncle's story to inspire others and give a suitable title and moral to it.

**Hint :** A boy serves Uncle at a restaurant - smartness and eloquence in English impresses Uncle - Uncle asks if he was interested in that job - the boy expresses his mind - Uncle motivated to open organisation - aid for such promising young boys and girls to study further - Uncle has now become a role model for many

**Ans :**

### **Bridging the Gap to Education**

My Uncle, Mr. Kailash Rao, works at a textile manufacturing company. Recently, he had been to a restaurant, located on the outskirts of the town, with his family to keep the promise he made to his daughter last month. Like always, the family behaved as if each one was another's worst enemy while deciding on the menu. It was rather intriguing that a family could have such varied taste buds. Vivek, the boy who was serving them stood at the table patiently trying to figure out what each one said.

After a good five minutes, he said, "May I help you with the menu?" His smartness, etiquette and communication in English moved my Uncle. Soon, he found out that economic and other family problems stopped him from pursuing his education. My Uncle realised that such young minds needed a little help to fulfil their dreams.

With a lot of encouragement and support of my Aunt and some help from his friends, my Uncle opened an organisation named, 'Bridge' to bridge the gap

between a person’s dream and its realisation. People like Vivek registered themselves in Bridge. My Uncle had to cut down on his expenditure to contribute to the fund. He also started making sponsor appeals. The journey was not easy at all but losing is not an option for people like my Uncle. Today, Bridge sponsors 15-20 young adults every year to complete their education. Today, Vivek also has become a successful person and as an act of gratitude, he donates a lakh per year to let another Vivek live his or her dream.

**Moral:** Only a life lived for others is a life worthwhile.

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

Kamal was scared. Kally no more remembered (i) ..... he (ii) ..... his admit card. (iii) ..... the passage of each hour, he was going closer to the time of his examination. He (iv) ..... find his admit card as life may not give him another chance to prove himself.

- (i) (a) what (b) when
- (c) where (d) how
- (ii) (a) kept (b) had kept
- (c) was keeping (d) has kept
- (iii) (a) With (b) By
- (c) Over (d) On
- (iv) (a) should (b) Can
- (c) may (d) must

**Ans :**

- (i) (c) where
- (ii) (b) had kept
- (iii) (a) With
- (iv) (d) must

6. In the following paragraph, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it against the correct blank number. The first one has been done for you.  $1 \times 4 = 4$

	Word before	Missing word	Word after
<b>The forest ranger</b> know how to <b>didn't know/to eg.</b>			
(i) tame wild elephant which had gone	-----	-----	-----
(ii) mad anger. The tusk poachers had killed	-----	-----	-----
(iii) calf. It was one the three white elephants	-----	-----	-----
(iv) that brought from Thailand with utmost care.	-----	-----	-----

**Ans :**

	Word before	Missing word	Word after
(i)	tame	the	wild

	Word before	Missing word	Word after
(ii)	mad	with	anger
(iii)	one	of	three
(iv)	that	were	brought

7. Rearrange the following groups of jumbled words/phrases into meaningful sentences.  $1 \times 4 = 4$

- (i) a great/Hussain’s/was astounded/in such/I/my painting/art exhibition/to find/beside.
- (ii) bird bath/is a home/the/to/her garden/myriad birds/in.
- (iii) much/little/can avert/humanity/bloodshed/a.
- (iv) to give up/didn’t have/he/other option/but/any.

**Ans :**

- (i) I was astounded to find my painting beside Hussain’s in such a great art exhibition.
- (ii) The bird bath in her garden is a home to myriad birds.
- (iii) A little humanity can avert much bloodshed.
- (iv) He didn’t have any other option but to give up.

### SECTION C - LITERATURE

**(30 MARKS)**

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

He said to her mother, “It’s not the little girl’s fault, Mrs Jones. I think the geography sector was geared a little too quick. Those things happen sometimes. I’ve slowed it up to an average ten-year level.”

- (i) Who is speaking to whom in the above lines ?
- (ii) Who is the ‘little girl’? What was her fault ?
- (iii) What was the difference between the ‘little girl’s and her mother’s teacher ?
- (iv) Why did the ‘little girl’ dislike her mechanical teacher ?

**Ans :**

- (i) The inspector is speaking to Margie’s mother, Mrs Jones, in the above lines.
- (ii) The little girl is Margie. Her fault was that she had been scoring low in geography in a few tests.
- (iii) The ‘little girl’s teacher was a mechanical teacher or a robot whereas her mother’s teacher was a human teacher.
- (iv) The ‘little girl’ disliked her mechanical teacher because she had to write her homework and tests in punch code and the mechanical teacher calculated her test marks in no time.

**or**

**Along the sand**

**he lay until observed**

**and chased away, and now**

**he vanishes in the ripples**

**among the green slim reeds.**

- (i) About whom does the poet write in the given lines ?
- (ii) Where is ‘he’ generally found ?
- (iii) Why does the snake vanish in the ripples ?

- (iv) What message does the poet give through the poem from which above lines are taken ?

**Ans :**

- (i) The poet has written about a small snake in the above lines.  
 (ii) 'He' is generally found in the sand.  
 (iii) The snake vanishes in the ripples to hide from a pursuing stick.  
 (iv) The poet gives a message that even a snake has life. Even a snake is beautiful. The poet questions why should a small snake which is harmless to children and didn't cause any harm to anyone be beaten.

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

- (i) Why does the poet ask his readers not to fear anything ?  
 (ii) What did Kalam's family do during the Shri Sita Rama Kalyanam Ceremony ?  
 (iii) Describe the author's experience at Baudhnath stupa ?  
 (iv) Why did the superintendent consent to give Baba back to the author's wife ?  
 (v) Who had a third hand? Why was it considered a hand ?  
 (vi) Did Mahendra really see the ghost ?  
 (vii) What is duddu? What delighted the guru and his disciple ?

**Ans :**

- (i) The poet asks his readers not to fear anything because everyone has to go back to the dust one day. Whether it is a 'golden boy or girl' or a chimney sweeper, death treats everyone equally. The laws of nature and life treat everyone equally.  
 (ii) Kalam's family used to arrange boats with a special platform for carrying idols of the Lord from the temple to the marriage site, situated in the middle of the pond called Rama Tirtha which was near their house.  
 (iii) The author experienced peace and stillness at Baudhnath stupa. There was no crowd at the stupa. It was a heaven of quietness amidst the busy streets around.  
 (iv) The superintendent consented to give Baba back to the author's wife because he was a kind-hearted man. He was touched by her love for Baba. The fact that both Baba and the author's wife fretted for each other moved him to consent.  
 (v) Toto had a third hand. Grandfather considered Toto's tail as his third hand because he could use it to hang from a branch; and it was capable of scooping up any delicacy that might be out of reach of his hands.  
 (vi) Mahendra didn't see the ghost because there wasn't any but Iswaran's narration had made a deep impact on him. Iswaran had described the guest vividly. He just hallucinated the ghost.  
 (vii) Duddu is a rupee. It can buy anything from a measure of rice to a bunch of bananas in the kingdom of fools. The guru and his disciple could buy all food with just one duddu. This delighted both of them.

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

Santosh was not only an outstanding mountaineer but also an exemplary human being. Do you agree with this statement? Justify. [8]

**Ans :**

Santosh Yadav became the youngest woman across the world to scale the Mt. Everest at the age of 22. She could have rejoiced her achievement but she was concerned about the fellow climbers. She wanted to work together with them which shows that she was not selfish and did not like a solo journey of success. She wanted others to succeed. This won her a special place in the heart of the fellow climbers.

During the 1992 Everest mission, Santosh Yadav provided special care to a climber who lay dying at the South Col. She was unfortunately unsuccessful in saving him. However, she managed to save another climber, Mohan Singh, who would have met with the same fate had she not shared her oxygen with him. Her concern and gratitude for the environment came to the fore when she brought down 500 kg of garbage from the Himalayas. Santosh was indeed an exemplary human being.

**or**

How does author's experience of packing for the trip become memorable ?

**Ans :**

When a common activity like packing is laced with humour, eccentricity and laughter, it does become memorable. The same is true for the author's experience of packing for the trip. Whether it was the author or his friends, Harris and George or their dog, Montmorency, each one was eccentric in his or its own way. The author's forgetfulness left him rummaging through the bag to get his toothpaste only to find it in his boots. When he had slammed the bag, he remembered to have left his spectacles in the strapped bag. Harris and George had a heartful of laughter at the author's state while lolling on the sofa. When Harris and George were packing, the author had his share of laughter and solace. They started with breaking a cup, squashing a tomato by placing the strawberry jam on it and the butter getting stuck at the back of Harris left the author split into laughter. Finally, Montmorency, being a 'perfect nuisance' made them mad with his eccentricities. All these made the experience of packing much more than just ordinary packing and a memory to cherish.

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

If you were the child lost in the spring festival, what would you have done ? [8]

**Ans :**

If I were the child lost in the spring festival, I would have reacted in the same way as the child did. For a child, losing the sight of his or her parents for even a minute is bothersome. Though the child was irritated and sad at his parents saying no for whatever he wanted to buy, this was just momentary. His wishes were not bigger than his parents.

Toys, sweets or roundabout would have meant nothing to me if I were also separated from my parents

in an incredibly crowded place. I would have also gone frantically searching for my parents not caring about stampede or anything else. It was just natural for the child to continue his search even after getting knocked by the to and fro of the brutal movement of the surging crowd. He would have been trampled if he had not shrieked at the highest pitch of his voice. But nothing stopped him from looking for his parents. I would have been as panic-stricken and befuddled as the child was. After all, parents are everything for a child.

**or**

Why was Toto not the kind of pets which could be kept at home for long?

**Ans :**

Toto was a pretty and entertaining pet but not the kind of pets which could be kept at home for long. By nature, he was mischievous and more importantly, destructive. The first time when he was kept in a little closet opening into the author's bedroom wall and tied securely, he not only peeled off the ornamental paper from the wall but also reduced the author's blazer into shreds.

He was always tearing things to pieces. It caused great embarrassment to the author's family whenever one of his aunts came near him and he made every effort to get hold of her dress and tear a hole in it. Toto threw a plate when grandmother screamed at him for savouring the pullao. Perching on the jackfruit tree he enjoyed every grain lavishly and threw the dish to spite grandmother. The frequent loss of dishes, clothes, curtains and wallpaper was too much to afford for the author's not well-to-do family.

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