

DELHI PUBLIC SCHOOL, JAMMU
HALF-YEARLY ASSIGNMENT
SESSION (2019 – 20)

Class: IX

Sub: English

SYLLABUS COVERED

LITERATURE READER : BEEHIVE

- 1.The Fun they had
- 2.The Sound of Music
- 3.The Little Girl
- 4.A Truly beautiful mind

POETRY :

- 1.The Road Not Taken
- 2.Wind
3. Rain on the Roof
- 4.The Lake Isle of Innisfree
- 5.The Snake and the Mirror
6. My Childhood

SUPL. READER : MOMENTS:

- 1.The Lost Child
- 2.The Adventures of TOTO
- 3.Iswaran- The Story Teller
- 4.In the Kingdom of Fools
- A Legend of the Northland
- 5.No Men are Foreign
- 6.The Happy Prince
- 7.Weathering the Storm in Ersama

GRAMMAR:

- 1.Modals
- 2.Reported Speech
- 3.Sentence Re-ordering
- 4.Dialogue Competition
- 5.Determiners
- 6.Active/ Passive
- 7.Gap filling
8. Tenses

WRITING :

1. Descriptive Paragraph Writing (Person/ Place/Event)
- 2.Diary Entry
- 3.Article
- 4.Story Writing
- 5.Reported Speech
- 6.Sentence Re-ordering 7.Dialogue Competition

Section:A(Reading)

Q1. Read the passage given below and answer the questions that follow:

1. Most of the myths and stories are heroic in conception and teach adherence to truth and the pledged word, whatever the consequences, faithfulness unto death and even beyond, courage, good works and sacrifice for the common good. Sometimes the story is pure myth, or else it is a mixture of fact and myth, an exaggerated account of some incident that tradition preserved. Facts and fiction are so interwoven together as to be inseparable, and this amalgam becomes an imagined story, which may not tell us exactly what happened but does tell us something that is equally important- what people believed had taken place, what they thought their heroic ancestors were capable of, and what ideals inspired them. So, whether fact or fiction, it became a living element in their lives, ever pulling them up from the drudgery and ugliness of their everyday existence to higher realms, ever pointing towards the path of endeavor and right living, even though the ideal might be far off and difficult to reach.
2. Goethe is reported to have condemned those who said that the old Roman stories of heroism, of Lucretia and others, were spurious and false. Anything, he said, that was essentially false and spurious could only be absurd and unfruitful and never beautiful and inspiring, and that 'if the Romans were great enough to invent things like that, we at least should be great enough to believe them.'
3. Thus, this imagined history, mixture of fact and fiction, or sometimes only fiction, becomes symbolically true and tells us of the minds and hearts and purposes of the people of the particular epoch. It is true also in the sense that it becomes the basis for thought and action, for future history.

1.1. In the following questions, four options are given for answer. Choose the correct option.

- a) What do all our myths and stories teach us?
 - i) Blindly following them
 - ii) Making them a ritual
 - iii) Adherence to truth
 - iv) forgiveness
- b) What are inseparable in our myths?
 - i) Facts and fiction
 - ii) Values and beliefs
 - iii) Truth and trust
 - iv) Reality
- c) Whom did Goethe condemn?
 - i) Those in favor of Roman stories
 - ii) Those against Roman stories
 - iii) Those who called it spurious
 - iv) Those who were in favor of fact and fiction
- d) Find the word in the paragraph1 which means the same as 'interlinked'. What does an imagined history tell us?
 - i) Inseparable
 - ii) Unfruitful
 - iii) Interwoven
 - iv) Linked

1.2. On the basis of your reading of the passage, answer any four of the following questions in 30-40 words each:

- e) Why do we not believe those old Roman stories?
- f) How does a story or myth pulls us from the drudging life to higher realms?
- g) Do you think one takes a right path to become an ideal by reading good stories?
- h) Find the word in the paragraph1 which means the same as 'interlinked'.
- i) What is symbolically true about the imagined history?

Q2. Read the passage carefully and answer the questions that follow:

1. Education is not an end, but a means to an end. In other words, we do not educate children only for the purpose of educating them; our purpose is to fit them for life. As soon as we realise this fact, we will understand it is very important to choose a system of education which will really prepare children for life. It is not enough just to choose the first system of education one finds or to continue with one's old system of education without examining it to see whether it is, in fact, suitable or not. Education is measured by the growth of a student into a true human-being and a perfect man, not measured by the marks scored.

2. In many modern countries it has for some time been fashionable to think that, by free education for all—whether rich or poor, clever or stupid—one can solve all the problems of society and build a perfect nation. But we can already see that free education for all is not enough; we find in such countries a large number of people with university degrees than there are jobs for them to fill. Because of their degrees, they refuse to do what they think 'low work': and in fact work with the hands is thought to be dirty and shameful in such countries.

3. But we have only a moment to understand that the work of a completely uneducated farmer is far more important than that of a professor, we can live without education, but we cannot live if we have no food. If no one cleaned our streets and took the rubbish away from our houses we will get terrible diseases in our towns. In countries where there are no servants because everyone is ashamed to do such work, the professors have to waste much of their time doing house work.

4. In fact, when we say that all of us must be educated, we mean that all of us must be educated in such a way that, firstly, each of us can do whatever job is suited to our brain and ability and secondly, that we can realize that all jobs are necessary to society, and that it is very bad to be ashamed of one's work or to scorn someone else's. Only such type of education can be called valuable to society.

2.1. On the basis of your reading of the passage, answer any four of the following questions in 30-40 words each:

- i) What is meant by saying that education is not an end but a means to an end?
- ii) What should guide us in choosing a system of education?
- iii) Why does the author think that free education for all will not solve our problem?
- iv) What is meant by 'low work' and who look upon certain type of work as low?
- v) What sort of education does the author want people to have?

2.2. On the basis of your reading of the passage, fill in any two of the following blanks with appropriate words/phrases:

- i) Our purpose of educating our children is to.....
- ii) Free education for all is..... and it cannot solve all..... of society.
- iii) We can say that work of a completely uneducated farmer is far..... than that of a.....

2.3. Find out the words from the passage which means the opposite of the following words. (any two)

- i) Respectful (para2)
- ii) Delightful (para3)
- iii) Non-essential (para4)

Q3. Write a descriptive paragraph on a tree plantation drive organized in your school on World Environment Day based on the clues given below:

Tree plantation drive- organized in coordination with an NGO- inaugurated by a noted environmentalist- every student planted sapling- teachers and principal also participated.

OR

You are Nikita/Nitin. You are used to travelling in your school bus. Today you happened to go to Agra in a crowded bus on a hot summer day. Record your adventurous experience in the form of a diary entry.

Q4. Write a story with the help of the given hints in 150-200 words. Also give a suitable title.

Strange night-very windy and chilly-late night-something knocked me down-a huge person helps. All ends well.

OR

Complete the story in 150-200 words with the following beginning:

I was going in Metro for an interview. Suddenly, lights went out and Metro stopped. I realized that.....

Q5. Fill in the blanks in the paragraph given below with the help of the options that follow. Do any four

The train arrived (a).....Mumbai at three o'clock. Vicky got (b)..... the train and hurried (c)..... the platform. He gave his ticket to the TT by the gate and ran out. He was happy to be (d)..... Mumbai (e)..... from his family.

Options:

- | | | | |
|-----------------|------------|----------|--------------|
| (a) (i) in | (b) at | (c) on | (d) to |
| (b) (i) down | (b) into | (c) onto | (d) off |
| (c) (i) towards | (b) across | (c) on | (d) over |
| (d) (i) at | (b) inside | (c) in | (d) being in |
| (e) (i) near | (b) away | (c) far | (d) got away |

Q6. The following passage has not been edited. There is an error in each line. Write the incorrect word and the correction against the correct blank number. Do any four.

	Incorrect	Correct
Scotland has the rich cultural heritage and	e.g. the	a
part of this is reflected in the thousands	(a)
of castles that are scatter around the length	(b)
and broad of the country. Most of the	(c)
castle are now in ruins, but they still	(d)
attract the number of tourists every year.	(e)

Q7. Read the conversation given below and complete the paragraph that follows:

- Anil:** Why is there such a big crowd on that street?
- Ravi:** A new shop selling sports goods is opening today.
- Anil:** Is a filmstar doing the opening ceremony?
- Ravi:** I heard that Sachin Tendulkar is inaugurating it.
- Anil:** Is shop offering any discount on the first day?

i) Metaphor

iii) Simile

ii) Personification

iv) Alliteration

Q9. Answer any five of the following questions in 30-40 words each.

- a) What was the fun there in old schools?
- b) How did Second World War give an opportunity to Kalam to earn his first wages?
- c) What do the poet mean by saying ‘no men are foreign.....no countries foreign’?
- d) What were the two important decisions taken by the doctor to look more handsome?
- e) What happened when Toto was taken to Saharanpur?
- f) How did Happy Prince help the seamstress?
- g) Why did Prashant go to Red Cross Shelter? Who was the first to meet Prashant there?

Q10. Answer any one of the following question in 100-150 words:

Do you agree that decision making is an important factor of people's life? Support your answer in context to the poem 'The Road Not Taken'.

OR

What was the outcome of Einstein's letter which he wrote to the American President, Roosevelt? Did his warning have any impact on America?

Q11. Answer any one of the following question in 100-150 words:

Compare the attitude of the child before and after his separation from his parents.

OR

What reasons did the guru give to be executed with his disciple on the stake in the chapter 'In the Kingdom of Fools'?