

SECOND TERM EVALUATION 2024-25

Model question paper

Class IX

Subject: English

Time: 2-30 hrs

Total Marks: 80

Part I: Reading Comprehension (20 Marks)

Passage (5x2=10 Marks)

Read the following passage and answer the questions:

"The sound of the sea is like a lullaby to the weary traveler, the waves crashing against the shore, carrying tales of distant lands. The horizon stretches endlessly, merging the sky with the water, creating a canvas painted with hues of orange and blue. Fishermen, their faces weathered by salt and sun, haul their nets with hopes of a bountiful catch. Amidst this timeless rhythm of nature, the call of the sea stirs a wanderer's heart, beckoning them to embark on an adventure filled with freedom and discovery."

1. How does the passage describe the sea as a source of inspiration?
2. Identify a sensory image used in the passage and explain its effect.
3. What emotions are conveyed through the depiction of the fishermen?
4. How does the sea act as a metaphor in the passage?
5. Suggest a suitable title for this passage.

Poetry (5x2=10 Marks)

Read the following lines from *Sea-Fever* by John Masefield and answer the questions:

"I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying."

6. What does the "call of the running tide" symbolize?
 7. Identify a sensory detail in the stanza and explain its significance.
 8. Explain the poet's longing for the sea in these lines.
 9. How does the imagery in this stanza contribute to the overall mood of the poem?
 10. Write a brief appreciation of the stanza, focusing on its theme and use of imagery.
-

Part II: Writing Skills (30 Marks)

Thoughts Writing (1x5=5 Marks)

11. Write your thoughts on the theme: "Adventure and Freedom in Life," inspired by *Sea-Fever*

News Writing (1x5=5 Marks)

12. Imagine the dabbawala system has been recognized for its efficiency by the United Nations. Write a news report highlighting this achievement and its global significance.

Speech Writing (1x5=5 Marks)

13. Prepare a speech on the topic: "Nature as a Teacher," drawing examples from *Waiting for Rain*

Commentary Writing (1x5=5 Marks)

14. Write a commentary on the efficiency of the dabbawala system and how it serves as a model for teamwork and discipline.

Rearrange Jumbled Paragraphs (1x5=5 Marks)

15. Rearrange the sentences below to form a coherent paragraph:
 - a. The dabbawala system exemplifies teamwork and dedication.
 - b. They manage timely deliveries even under challenging conditions.
 - c. The service operates without advanced technology, relying on traditional methods.
 - d. It is a system admired worldwide for its precision.

- e. The dabbawalas ensure that home-cooked meals reach their destinations on time.
-

Part III: Chapter-Based Questions (30 Marks)

Short Answer Questions (5x2=10 Marks)

Answer any five questions in 2-3 sentences each:

16. How does the poem *Sea-Fever* reflect the poet's connection to nature?
17. Explain the role of alpha-numeric codes in the dabbawala system.
18. Why is the monsoon referred to as a "prodigal son" in *Waiting for Rain*?
19. What challenges do the dabbawalas face during their operations?
20. How does *Waiting for Rain* emphasize the emotional and cultural significance of the monsoon?
21. What lessons can we learn from the dabbawala system about discipline and teamwork?
-

Paragraph Questions (2x5=10 Marks)

Answer any two in 80-100 words:

22. Discuss the poet's longing for the sea in *Sea-Fever* and how it represents freedom.
23. Highlight the lessons of adaptability and resilience taught by the dabbawalas.
24. How does the author of *Waiting for Rain* use sensory imagery to convey the essence of the monsoon?
-

Essay Question (1x10=10 Marks)

25. Write an essay on the topic: "The Interconnection of Nature and Human Life," drawing examples from *Sea-Fever*, *Waiting for Rain*, and *The Saga of the Tiffin Carrier*.

Answer Key

Part I: Reading Comprehension (20 Marks)

Passage (5x2=10 Marks)

1. *How does the passage describe the sea as a source of inspiration?*
 - *The sea is described as a source of freedom and adventure, with its endless horizon and rhythmic waves symbolizing a call to explore and discover.*
2. *Identify a sensory image used in the passage and explain its effect.*
 - *Sensory image: "The sound of the sea is like a lullaby to the weary traveler."*
Effect: This creates a soothing and calming atmosphere, emphasizing the restorative power of the sea.
3. *What emotions are conveyed through the depiction of the fishermen?*
 - *The fishermen's weathered faces convey resilience and hope despite their challenging lives.*
4. *How does the sea act as a metaphor in the passage?*
 - *The sea symbolizes life's vastness, unpredictability, and the constant call to embark on new journeys.*
5. *Suggest a suitable title for this passage.*
 - *"The Call of the Sea"*

Poetry (5x2=10 Marks)

6. *What does the "call of the running tide" symbolize?*
 - *It symbolizes the irresistible pull of freedom and adventure.*
7. *Identify a sensory detail in the stanza and explain its significance.*
 - *Sensory detail: "And the flung spray and the blown spume, and the sea-gulls crying."*
Significance: This detail appeals to the sense of sight and sound, creating a vivid image of the sea's vitality and energy.

8. Explain the poet's longing for the sea in these lines.

- The poet longs for the sea as a place of freedom, simplicity, and connection with nature.

9. How does the imagery in this stanza contribute to the overall mood of the poem?

- The imagery evokes a sense of excitement, longing, and passion for the untamed beauty of the sea.

10. Write a brief appreciation of the stanza, focusing on its theme and use of imagery.

- The stanza celebrates the freedom and adventure of the sea, using vivid imagery like "running tide" and "sea-gulls crying" to evoke the reader's senses. The poem's rhythmic flow mirrors the movement of the sea itself.

Part II: Writing Skills (30 Marks)

Thoughts Writing (1x5=5 Marks)

11. Key Points:

- Adventure brings excitement and a sense of purpose.
- Freedom allows one to explore new possibilities.
- Both are vital for personal growth and creativity.
- Relate to *Sea-Fever*: the poet's desire to return to the sea for freedom and adventure.

News Writing (1x5=5 Marks)

12. Key Points:

- **Headline:** Dabbawalas Recognized by United Nations for Excellence
- **Lead:** The United Nations has honored Mumbai's dabbawala system for its exemplary teamwork and efficiency.
- **Body:** Highlights of the system: precision, reliability, and traditional methods. Quotes from officials.

- *Conclusion: Global impact and significance.*

Speech Writing (1x5=5 Marks)

13. Key Points:

- *Salutation: Address audience respectfully.*
- *Importance of nature as a teacher: teaches patience, balance, and renewal.*
- *Examples: Monsoon as life-giving (Waiting for Rain), sea as a source of freedom (Sea-Fever).*
- *Conclusion: Appeal to protect and learn from nature.*

Commentary Writing (1x5=5 Marks)

14. Key Points:

- *Introduction: Overview of the dabbawala system.*
- *Commentary: Focus on teamwork, punctuality, and error-free service.*
- *Examples: Alpha-numeric coding, discipline, and dedication.*
- *Conclusion: How this serves as a model for modern businesses.*

Rearrange Jumbled Paragraphs (1x5=5 Marks)

15. Correct Order:

e → b → c → d → a

Part III: Chapter-Based Questions (30 Marks)

Short Answer Questions (5x2=10 Marks)

16. How does the poem Sea-Fever reflect the poet's connection to nature?

- *The poet expresses a deep yearning for the sea, symbolizing his connection with nature's beauty and freedom.*

17. Explain the role of alpha-numeric codes in the dabbawala system.

- *The alpha-numeric codes indicate delivery locations and customer details, ensuring accuracy and efficiency.*

18. Why is the monsoon referred to as a "prodigal son" in Waiting for Rain?

- *The monsoon is compared to a prodigal son because it often arrives late but brings immense relief and hope when it does.*

19. *What challenges do the dabbawalas face during their operations?*

- *They face traffic congestion, weather disruptions, and strict timelines but overcome them through teamwork and discipline.*

20. *How does *Waiting for Rain* emphasize the emotional and cultural significance of the monsoon?*

- *It portrays the monsoon as a symbol of renewal, life, and cultural celebrations in a drought-stricken community.*

21. *What lessons can we learn from the dabbawala system about discipline and teamwork?*

- *It teaches the importance of coordination, punctuality, and dedication in achieving success.*

Paragraph Questions (2x5=10 Marks)

22. *Discuss the poet's longing for the sea in *Sea-Fever* and how it represents freedom.*

- *The poet expresses an irresistible desire to return to the sea, associating it with freedom, adventure, and a life unbounded by societal constraints.*

23. *Highlight the lessons of adaptability and resilience taught by the dabbawalas.*

- *The dabbawalas demonstrate adaptability by navigating through challenges like traffic and weather. Their resilience ensures uninterrupted service despite adversities.*

24. *How does the author of *Waiting for Rain* use sensory imagery to convey the essence of the monsoon?*

- *The author uses visual and auditory imagery, like "dark clouds gathering" and "pattering of raindrops," to evoke the monsoon's life-giving essence and emotional impact.*
-

Essay Question (1x10=10 Marks)

25. *Key Points for Essay:*

- *Introduction: Nature and human life are deeply interconnected.*
- *From Sea-Fever: The sea symbolizes freedom and renewal, showing man's reliance on nature for inspiration.*
- *From Waiting for Rain: The monsoon represents hope and sustenance, highlighting humanity's dependence on natural cycles.*
- *From The Saga of the Tiffin Carrier: The dabbawala system reflects harmony with urban challenges, demonstrating how humans can adapt to their environment.*
- *Conclusion: Emphasize the need to respect and preserve nature for a balanced coexistence.*

www.educationobserver.com