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**SINDHI HIGH SCHOOL, HEBBAL**

**PERIODIC TEST - I (2023-24)**

**SUBJECT – English**

**Marks: 30**

**Class: IX Timings: 1 Hours 10 mins**

**Date: 04/7/2023 Reading Time: 8:05 to 8:15 am Number of printed sides: 3 Writing Time: 8:15 to 9:15 am**

**General Instructions:**

* **All the questions are compulsory.**
* **There are three sections :**
* **Section : A ( Reading is for 6 marks.**
* **Section B ( Writing and Grammar ) is for 9 marks.**
* **Section : C ( Literature ) is for 15 marks**.

**SECTION A ( READING ) 6 Marks**

**Q.1 Read the passage carefully:**

1. In the classroom, broadening your thinking can mean emphasizing something called problem based learning. In this approach, a teacher presents a problem or question with no clear or obvious solution. Students are then asked to think broadly about how to solve it.

2. Problem-based learning can help students think like scientists, Wallace says. He cites an example from his own classroom. Last fall, he had students read about fruit flies that lack an enzyme—a molecule that speeds up chemical reactions—to break down alcohol. “I had seven groups of students,and got seven different ways to measure,” he says. “That’s what I would call creativity in a science class.”

3. “Creativity means taking risks and not being afraid to make mistakes,” adds Andrews. In fact, she and many educators agree, when something comes out differently than expected, it provides a learning experience. A good scientist would ask “Why?” she says, and “What’s happening here?”

4. Talking with others and teamwork also help with associative thinking—allowing thoughts to wander and freely associating one thing with another—that DeHaan says, contributes to creativity. Working in a team, he says, introduces a concept called distributed reasoning. Sometimes it is called brainstorming. This type of reasoning is spread out and conducted by a group of people.

5. “When you talk about creativity in science, it’s not about, have you done a nice drawing to explain something,” she says. “It’s about, What are we imagining together? What’s possible, and how could we figure that out? That’s what scientists do all the time.”

6. Although using arts and crafts to represent ideas can be helpful, Smith says, it is not the same as recognizing the creativity inherent in science. “What we’ve been missing is that science itself is creative,” she explains.

7. “It’s a creativity of ideas and representations and finding things out, which is different from making a papier-mâché globe and painting it to represent the Earth,” she says.

8. In the end, educators and scientists agree that anyone can learn how to think like a scientist. “Too often in school, students get the impression that science is for a specially gifted subspecies of humanity,” Herschbach says. But he insists just the opposite is true.

9. “Scientists don’t have to be so smart,” he continues. “It’s all there waiting for you if you work hard at it, and then you have a good chance of contributing to this great adventure of our species and understanding more about the world we live in.” (Adapted from the American Heritage Children’s Science Dictionary)

**Based on your understanding of the passage, answer the questions given below.**

**(1 x 6 = 6)**

**i. Why does the writer say that problem-based learning can ‘broaden one’s thinking?**

(a) It can lead to the expansion of the human brain literally.

(b) It can lead to creative resolution of an issue at hand.

(c) It can lead to people working in a pedantic manner.

(d) It can lead to people working independently.

**ii. Select the option that corresponds to what the writer wishes to actually project to the readers.**

(a) assumption (b) self-doubt (c) popular misconception (d) fiction

**iii. Based on your reading of the text, list two reasons why the writer says that creativity in science is different as compared to other areas of life.**

**1. \_\_\_\_\_\_\_\_\_\_ 2.** \_\_\_\_\_\_\_\_\_\_

**iv Evaluate the INAPPROPRIATE explanation for the concept of distributive reasoning.**

(a) It is synonymous with brainstorming.

(b) It is a part of associative thinking.

(c) It is spread out among a group of only scientists.

(d) It requires a team to conduct it successfully

**v. Find the word from the passage which means the same as ‘evident’.**

**vi. The writer compares and says that Problem-based learning can help students think like scientists.**

**State one point of similarity between problem-based learning and thinking like a scientist**

**SECTION B- (GRAMMAR & WRITING) 9 MARKS**

**Q.2. Attempt the following questions: (1 x 4 = 4)**

**i. Fill in the blanks by choosing the correct option to complete the sentence:**

Jasprit Bumrah \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_two wickets before rain \_\_\_\_\_\_\_\_\_\_the play.

a) took, interrupted b) had taken, spoiled

c) was taking, interrupted d) will take, disrupts

**ii) Select the option that identifies the error and supplies the correction for the following line, from a news report on the UNO**

ALL FIVE PERMANENT MEMBERS HAVE EXPRESSED THE RIGHT OF VETO AT ONE TIME OR

ANOTHER.

**Error Correction**

a) have had

b) the their

c) of to

d) another other

**iii) Identify the error on a shop’s boarding and supply the correction, for the following sales offer:**

ILLEGALLY PARKED VEHICLES WILL BE FINE.

**ERROR CORRECTION**

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**iv) Read the conversation between a master and a servant. Complete the sentence by reporting the conversation.**

Manager: Why do you need such a long leave?

Employee: My brother is having a destination wedding in Goa.

The manager asked his employee why he needed such a long leave, to which the employee

replied that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a destination wedding in Goa.

**Q3. Write a descriptive paragraph on ‘Kashmir: The Paradise of India’, using the notes given below in about 120-150 words. (5 MARKS)**

Kashmir-surrounded by mountains-snow covered peaks-beautiful lakes-saffron grown-tourist place-wicker

work-embroidery-walnut work-Dal lake-house boats-Paradise of India.

**SECTION C (LITERATURE) 15 MARKS**

**Q.4.Read the extract and answer the questions that follow: (1 x 3= 3)**

“Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveler, long I stood

And looked down one as far as I could

To where it bent in the undergrowth.”

**i) What does ‘yellow wood’ mean?**

a) falling leaves b) wood yellow in colour

c) forest with yellow leaves of the autumn season d) dry leaves

**ii) What does the road signify in the poem?**

a) the path or choice that was left b) the pathway

c) a road with two turns d) none of the above

**iii) What is the poetic device found in the second and third line of the stanza**

a) metaphor b) anaphora c) simile d) alliteration

**Q.5. Answer the following questions in about 30-40 words: (2 x 3 = 6)**

i) Who helped Evelyn to continue with music? What was his/her advice to Evelyn?

ii) How does the poet intend to cope with the power of the wind?

iii) The kind-hearted stranger tried his best to calm down the lost child but failed. Why

did the child remain inconsolable?

**Q.6. Answer the following in about 100-120 words: (1 x 6 = 6)**

Describe the characteristics of old schools. How did they arouse so much interest in

Margie and Tommy?

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