

# English (Kaveri)

## Practice Sample Paper – 2

### (Session 2026–27)

### (Class 9)

**Time: 3 Hours**

**Maximum Marks: 80**

#### **GENERAL INSTRUCTIONS :**

- (1) This question paper comprises 11 questions. All questions are compulsory except where internal choice is given.
- (2) This question paper contains THREE sections:
- (3) Section - A : Reading Skills
- (4) Section - B : Grammar and Creative Writing Skills
- (5) Section - C : Literature Text Book
- (6) Attempt questions based on the specific instructions given for each part.

### **SECTION – A**

#### **READING SKILLS | 20 Marks**

##### **1. Read the following text:**

In many communities, learning continues long after a person has left school. An elderly learner may begin with a very practical reason: reading a medicine label, understanding a bus sign, signing a form, reading a prayer book, or simply wanting to read a favourite story without depending on another person. At first, such learners may feel hesitant because they have spent years believing that formal education belongs to children. Yet the desire to learn can become stronger when someone close to them offers patient support.

A community learning group in a small town decided to hold evening sessions twice a week for adults and senior citizens. The sessions did not resemble a conventional classroom. There were no long lectures or difficult tests. Learners brought notebooks, old newspapers, labels from household products and short stories. The younger volunteers first helped them recognise familiar letters and words. Gradually, the learners began connecting what they saw around them with what they had learnt in class. One woman started reading the names of shops on her own. Another participant began writing short messages to her daughter instead of asking a neighbour to write them.

The most important change, however, was not merely the ability to read or write. The learners became more confident in making small decisions independently. They began asking questions, discussing information and helping one another. Some younger volunteers also realised that teaching was not a one-way activity. Their older learners shared memories, local expressions, stories and practical knowledge that could not be found in a textbook.

The programme therefore became a meeting point between generations. It showed that education can create independence at any age and that learning becomes richer when people share what they know. The experience also challenged the idea that a person's age determines what they can or cannot learn. With encouragement, regular practice and a supportive environment, a new skill can become a source of confidence rather than a reminder of past opportunities that were missed.

- I. Why might an adult learner initially feel hesitant about joining a learning programme? **2**
- II. Complete the following: The learners brought everyday materials such as \_\_\_\_\_ and \_\_\_\_\_ to the sessions. **1**
- III. How did the learning programme help participants become more independent? Give two examples. **1**
- IV. State whether the following statement is True or False: The evening sessions depended mainly on formal examinations and lengthy lectures. **1**

V. Which of the following best explains why the younger volunteers also benefited from the programme? **1**

(A) They received prizes for teaching.

(B) They learnt from the experiences and knowledge of older people.

(C) They were excused from their own studies.

(D) They were trained to become professional teachers.

VI What does the phrase 'a meeting point between generations' suggest in the context of the passage? **1**

VII Identify one change in the attitude or behaviour of the learners after they began attending the sessions. **1**

VIII Why does the passage challenge the belief that age determines a person's ability to learn? **2**

## **2. Read the following:**

Traditional crafts often begin as responses to ordinary needs. A pot may be shaped to store grain, a hand fan may be made to create a breeze, a woven basket may be used to carry vegetables, and a carved object may serve a household purpose. Over time, however, such objects can acquire meanings beyond their practical use. Their materials, patterns and methods of making may reflect the environment, history and imagination of the community that produces them.

Consider the work of artisans who make traditional hand fans. A fan from one region may use fabric and decorative stitching, while another may depend on bamboo, palm leaves, beads, leather, metal or mirror work. These differences are not accidental. Artisans generally work with materials that are available to them and adapt their designs to local traditions. The result is a collection of objects that may perform a similar function while looking completely different from one another.

Modern technology has made many everyday products quicker and cheaper to produce. Electric fans and other manufactured goods have reduced the practical need for many handmade cooling devices. This change can be useful, but it can also make traditional crafts less visible in everyday life. When a craft is used less often, younger people may become less interested in learning the skill, and the chain of knowledge passed from one generation to another may weaken.

Preserving a craft does not necessarily mean refusing change. Artisans can retain traditional techniques while experimenting with new sizes, patterns, colours or uses. Schools can invite craftspersons for demonstrations, exhibitions can provide a platform for their work, and local communities can document stories about how objects were made and used. Such efforts can create respect for craftsmanship while also opening new opportunities for artisans.

A handmade object therefore carries two kinds of value. It has the value of the object itself, but it can also carry the memory of a place, the skill of a maker and the story of a community. Protecting such crafts is not only about saving an old method. It is about keeping cultural knowledge active and allowing it to find a meaningful place in the present.

I. According to the passage, how can an ordinary household object acquire cultural value? **1**

II. Complete the following: Artisans often adapt their designs according to the \_\_\_\_\_ available in their region and the \_\_\_\_\_ of their community. **2**

III. Why can reduced use of a traditional craft affect the younger generation? **2**

IV. State whether the following statement is True or False: Preserving a traditional craft always requires artisans to reject modern ideas. **1**

- V. Which of the following is suggested as a way of supporting artisans? **1**  
 (A) Avoiding exhibitions (B) Stopping demonstrations  
 (C) Documenting craft traditions (D) Replacing handmade objects completely  
 VI. Explain why different regions may produce visually different objects that serve a similar purpose. **1**  
 VII. What two kinds of value does a handmade object carry, according to the final paragraph? **1**  
 VIII. Suggest two ways in which schools can help traditional crafts remain relevant to young people. **1**

## SECTION - B

### GRAMMAR AND CREATIVE WRITING SKILLS | 20 Marks

#### 3. Complete ANY TEN of the following twelve tasks, as directed:

- I. Fill in the blank with the correct past perfect form of the verb: By the time the volunteer arrived, the learners \_\_\_\_\_ (complete) the first exercise. **1**  
 II. Fill in the blank with the correct form of the verb: The artisans \_\_\_\_\_ (preserve) several traditional designs over many years. **1**  
 III. Complete the sentence with a suitable noun clause: The instructor explained that \_\_\_\_\_ . **1**  
 IV. Complete the sentence with a suitable relative clause: The craftsperson, who \_\_\_\_\_ , demonstrated the technique patiently. **1**  
 V. Fill in the blank with a suitable determiner: \_\_\_\_\_ learners in the group brought their own notebooks. (Several / Much) **1**  
 VI. Fill in the blank with a suitable determiner: There was hardly \_\_\_\_\_ time left before the workshop ended. (any / many) **1**  
 VII. Fill in the blank with a suitable preposition: The students spoke \_\_\_\_\_ the artisan about the history of the craft. (to / at) **1**  
 VIII. Report the question correctly: The teacher asked the learner, "Why are you practising this word again?" **1**  
 IX. Report the question correctly: Meena asked her grandmother, "Have you read the notice?" **1**  
 X. Identify the error and supply the correction: The volunteers was helping the senior learners. Error: \_\_\_\_\_ Correction: \_\_\_\_\_ **1**  
 XI. Choose the correct option: The craft exhibition \_\_\_\_\_ many visitors last weekend. (attract / attracted / attracting / attracts) **1**  
 XII. Complete the sentence using the correct form: When the students reached the exhibition hall, the artisan \_\_\_\_\_ (already arrange) the display. **1**

#### 4. Attempt ANY ONE from (A) and (B) given below: **5**

(A) You are a student who has noticed that a traditional craft practised in your locality is becoming less popular. Write a letter to the Editor of a local newspaper in about 100–120 words explaining why the craft should be preserved and suggesting practical steps that schools, families and local organisations can take.

**OR**

(B) You recently attended a community programme where senior citizens spoke about their childhood, work and life experiences. Write a letter to the Editor of a local newspaper in about 100–120 words explaining how such interactions can help young people develop respect, confidence and practical wisdom.

**5. Attempt ANY ONE from (A) and (B) given below:****5**

(A) Study the information given below and write an analytical paragraph in about 120 words.

| Craft activity        | Main material                    | Purpose/feature                     | Possible present-day support |
|-----------------------|----------------------------------|-------------------------------------|------------------------------|
| Hand fan making       | Bamboo, palm leaf, fabric, beads | Useful object and regional craft    | School exhibitions           |
| Pot making            | Clay                             | Household use and traditional skill | Craft demonstrations         |
| Weaving               | Natural and manufactured fibres  | Clothing and household articles     | Local craft fairs            |
| Decorative embroidery | Thread, cloth, mirrors           | Ornamental design                   | Community workshops          |

Analyse what the information suggests about the relationship between material, purpose and the preservation of traditional skills.

**OR**

(B) Write an analytical paragraph in about 120 words on how regular practice, guidance and confidence can help a learner develop a difficult skill. Use suitable ideas from the prescribed chapters.

**SECTION - C****LITERATURE TEXT BOOK | 40 Marks****6. Read the given adapted extract and answer the questions for ANY ONE of the two given:**

(A) An elderly learner decides that she will master the alphabet before an important festival. She practises regularly, receives encouragement from her young teacher and finally reads a favourite novel independently. The achievement gives her a feeling of freedom and self-respect.

- 1) What does the learner's decision reveal about her attitude towards learning? **1**
- 2) Why is independent reading more meaningful to her than simply memorising letters? **2**
- 3) Complete the sentence: Her progress becomes possible through determination, practice and \_\_\_\_\_. **1**
- 4) What change in her sense of independence is suggested by the extract? **1**

**OR**

(B) A young girl quietly carries clay and tools to a place where she can practise pottery. At first her hands are uncertain, but an experienced person notices her effort, encourages her and shows her how to work with greater confidence. The girl keeps observing skilled potters and gradually improves.

- 1) Why does the girl take the clay and tools with her? **2**
- 2) How does encouragement affect her performance? **1**
- 3) Complete the sentence: Her improvement depends on careful observation and repeated \_\_\_\_\_. **1**
- 4) What does the experienced person's behaviour suggest about the value of guidance? **1**

**7. Read the given adapted extract and answer the questions for ANY ONE of the two given:**

(A) The speaker describes Bharat through its ancient heritage, sacred rivers, great mountains and the wisdom associated with its spiritual traditions. The description presents the land as rich not only in natural beauty but also in history and knowledge.

- 1) Name one natural feature highlighted in the description. **1**
- 2) What does the reference to ancient heritage add to the poet's portrayal of Bharat? **2**
- 3) Complete the sentence: The speaker's tone is one of admiration and \_\_\_\_\_. **1**
- 4) How does the extract create a feeling of national pride? **1**

**OR**

(B) The garden in the poem is imagined as a work of art. Seeds are compared with the marks made by a painter, flowers become bright forms in the morning light, and each cultivated plot appears like a broad canvas shaped by human effort.

- 1) What is suggested by comparing seeds with a painter's marks? **2**
- 2) Which sense is strongly appealed to through the references to colours and light? **1**
- 3) Complete the sentence: The garden becomes a symbol of the meeting of art and \_\_\_\_\_. **1**
- 4) How does the comparison between gardening and painting deepen the meaning of the poem? **1**

**8. Answer ANY FOUR of the following five questions, in about 40–50 words each:  $4 \times 3 = 12$**

1. How does the grandmother's desire to read change the way she sees herself in 'How I Taught My Grandmother to Read'?
2. Why is observation important in Sentila's development as a pot maker?
3. How does 'Winds of Change' show that traditional objects can represent regional identity?
4. Why does the relationship between Ravi and his grandfather become important in 'Vitamin-M'?
5. What idea about dignity and work is conveyed by 'Gifts of Grace: Honouring Our Vocations'?

**9. Answer ANY TWO of the following three questions, in about 40–50 words each:  $2 \times 3 = 6$**

1. How does 'Bharat Our Land' combine natural features with cultural heritage to praise India?
2. Why is the garden in 'Canvas of Soil' presented as more than a collection of plants?
3. How do sound, smell and sight help the speaker remember his mother in 'I Cannot Remember My Mother'?

**10. Answer ANY ONE of the following two questions, in about 100–120 words: **6****

(A) Both 'How I Taught My Grandmother to Read' and 'The Pot Maker' show learners overcoming hesitation and difficulty. Compare the role of practice, guidance and determination in the two texts.

**OR**

(B) 'Winds of Change' and 'Gifts of Grace: Honouring Our Vocations' encourage readers to value traditional skills and everyday work. Discuss how the two texts create respect for the people who preserve these skills.

**11. Answer ANY ONE of the following two questions, in about 100–120 words:**

**6**

(A) 'Vitamin-M' invites readers to look beyond assumptions about ageing. Discuss how the story presents the elderly person as a source of experience, affection and learning.

**OR**

(B) Compare the ways in which 'Bharat Our Land' and 'I Cannot Remember My Mother' use images from nature to express deep emotions. Explain how the natural world strengthens the central feeling of each poem.