

English (Kaveri)

Practice Sample Paper – 4

(Session 2026–27)

(Class 9)

Time: 3 Hours

Maximum Marks: 80

General Instructions:

- This question paper comprises 11 questions. All questions are compulsory unless an internal choice is given.
- The question paper contains THREE sections: Section A – Reading Skills; Section B – Grammar and Creative Writing Skills; Section C – Literature Text Book.
- Attempt questions based on the specific instructions given for each part.
- Where internal choices are provided, attempt only one option unless otherwise stated.

SECTION – A

READING SKILLS | 20 Marks

1. Read the following text and answer the questions that follow:

(1) Adult literacy is not limited to learning a few letters or reading a simple sentence. For many older learners, literacy can change the way they participate in everyday life. A person who can read independently may be able to understand a bus sign, read a newspaper, follow written instructions, recognise information on a medicine packet or write a short message to a relative. More importantly, literacy can reduce the feeling of dependence that often develops when a person has to ask others to read or write on their behalf. The ability to handle such ordinary tasks can bring a quiet but powerful sense of confidence.

(2) Learning at an older age may also have an emotional dimension. An elderly learner may have carried an unfulfilled wish for many years because family responsibilities, lack of opportunity or social circumstances prevented formal education earlier in life. When such a person finally begins learning, the first small success can be deeply meaningful. Reading a familiar story independently, writing one's name correctly or understanding a printed notice may become a personal milestone. The learner is not merely acquiring a skill; the learner is proving to himself or herself that curiosity and effort need not disappear with age.

(3) The role of the teacher in such a situation is different from that of someone preparing a student for an examination. Patience, encouragement and sensitivity are essential. An older learner may hesitate before answering because of fear of making a mistake. A thoughtful teacher therefore creates a space where mistakes are treated as part of learning rather than as reasons for embarrassment. Repetition, simple explanations and regular practice can gradually build confidence. The teacher should also respect the learner's life experience, because education is not a one-way process in which only the teacher has knowledge.

(4) Young people can contribute greatly to adult literacy within their own families and communities. They can volunteer at literacy centres, help elderly relatives practise reading, or simply spend a few minutes each day encouraging them to continue. Such interaction can strengthen relationships between generations. The younger person learns patience and responsibility, while the older learner gains an opportunity to become more independent. In this way, literacy becomes more than an academic achievement. It becomes a means of participation, dignity and communication, showing that education can continue to enrich a person's life at any stage.

- A. Mention any two everyday tasks that become easier for a person after gaining literacy. (Paragraph 1)
- B. Complete the following with the correct option: The first small success can be deeply meaningful because it (a) proves that learning is possible at any age (b) removes every difficulty immediately. (Paragraph 2)
- C. State whether the following statement is True or False: An older learner should be made to feel embarrassed whenever a mistake is made. (Paragraph 3)
- D. What does the expression 'personal milestone' suggest in the context of the passage? (a) an important achievement in a person's journey (b) a fixed school examination
- E. Why should a teacher respect the life experience of an elderly learner? (Paragraph 3)
- F. Complete the sentence suitably: Literacy can increase an elderly person's dignity because _____.
- G. Which quality is most necessary when teaching an older learner? (a) impatience (b) sensitivity (c) competition (d) strictness)
- H. How can literacy strengthen relationships between generations?
- I. What can a younger person learn while helping an older person study?
- J. Complete the sentence suitably: Education remains valuable because it can enrich a person's life _____.

2. Read the following text and study the table carefully. Answer the questions that follow:

(1) Traditional skills survive when people continue to learn, practise and value them. A craft may begin as a practical response to everyday needs, but over time it can become an important part of a community's cultural memory. The knowledge involved in making an object is often not written down in a manual. Instead, learners watch experienced artisans, repeat the process, make mistakes and gradually develop control over their hands. This kind of learning requires patience because even a simple-looking handmade object may involve several carefully timed steps.

(2) Pot making, for example, demands coordination between the hands, the clay and the tools being used. The maker must understand how much pressure to apply, how quickly to work and how to shape different parts of the pot. The drying and firing stages are equally important. If the pots are not dried properly, or if the kiln is fired too much or too little, an entire batch may be damaged. Such difficulties explain why traditional skills are built through repeated practice rather than acquired in a single lesson.

(3) The survival of traditional crafts can therefore depend on a balance between continuity and change. The knowledge passed down by experienced artisans remains important, but younger makers may find new ways to present the same skill. Customers also have a role: when they understand the effort behind a handmade object and value its uniqueness, they contribute to the craft's future. A craft becomes stronger when it is respected as both a cultural expression and a means of livelihood. In this way, traditional skills can remain meaningful in contemporary life without losing the connection that makes them distinctive.

(4) The table below shows a few stages in the making of a traditional clay pot and the care needed at each stage. The stages may appear simple when listed separately, but the quality of the final product depends on how accurately each one is completed. A skilled potter therefore combines knowledge, observation and experience. When such skills are shared with younger learners, the craft gains a better chance of continuing into the future. The process also teaches an important lesson: meaningful skill is rarely created instantly; it develops through attention, correction and perseverance.

Stage	Main activity	Care required
1. Preparing clay	Collecting and softening the clay	Clay should be workable and free from unwanted material
2. Shaping	Forming the body and rim of the pot	Pressure and hand movement must be controlled
3. Drying	Allowing the pots to lose moisture	Drying should be suitable before firing
4. Firing	Heating the pots in the kiln	The fire must be tended carefully
5. Finishing	Checking the completed pots	Damaged or uneven pieces are separated
Bihar	Traditional hand fan	Bamboo

- A. Which two things are essential for learning a traditional craft successfully? (a) observation and repeated practice (b) speed and competition
- B. Complete the sentence: Much traditional craft knowledge is passed on through _____ rather than only through written instructions.
- C. Why does pot making require careful coordination?
- D. State whether the following statement is True or False: The drying and firing stages have little effect on the final quality of pots.
- E. What may happen if a kiln is fired incorrectly?
- F. Choose the word from the passage that is closest in meaning to 'gradually gained through effort'.
(a) acquired (b) damaged (c) practical
- G. Why is repeated practice important for an artisan?
- H. Complete the sentence suitably: A craft can become part of a community's cultural memory when _____.
- I. What does the passage suggest about the value of mistakes during learning?
- J. Give a suitable title to the passage.

SECTION – B

GRAMMAR AND CREATIVE WRITING SKILLS | 20 Marks

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

- I. Choose the correct determiner: Sentila collected ____ clay before beginning her practice. (some/much)
- II. Complete the sentence with a suitable relative clause: The artisan, who _____, taught the children patiently.
- III. Choose the correct preposition: The craftsperson placed the finished pots _____ the wooden shelf. (on/at/into)
- IV. Complete the sentence with a suitable noun clause: The village elders understood that _____.
- V. Choose the correct binomial: She continued practising _____ until she mastered the skill. (through thick and thin / high and dry)
- VI. Choose the correct collocation: The organisers decided to _____ awareness about traditional crafts. (raise/make)
- VII. Complete the sentence with a suitable determiner: _____ of the students volunteered for the craft exhibition. (Many/Much)
- VIII. Report the question correctly: The narrator asked her grandmother, "Why are you crying?"
- IX. Report the question correctly: Onula asked Sentila, "Can you try making the pot again?"

- X. Choose the correct fixed expression: The young learner improved by _____ after regular practice.
(leaps and bounds / all or nothing)
- XI. Choose the correct preposition: Ravi hid _____ a banyan tree while watching his grandfather.
(behind/between)
- XII. Complete the sentence with a suitable relative clause: The book that _____ was kept carefully by the grandmother.

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

(A) You are a student who has noticed that many young people know little about the traditional crafts practised in their own region. Write a letter to the Editor of a newspaper suggesting practical ways to create awareness among students and encourage them to value local artisans.

OR

(B) You are a student concerned about the way elderly people are sometimes excluded from learning opportunities. Write a letter to the Editor highlighting the need for age-friendly learning programmes and suggesting how schools and communities can support them.

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

(A) Analyse the information given below in about 100–120 words:

Traditional crafts can support culture and livelihood in different ways: craft fairs provide exposure to artisans; workshops help younger people learn skills; exhibitions create opportunities to demonstrate techniques; customers support artisans by valuing handmade products; new designs can attract contemporary buyers while traditional methods continue to be respected.

OR

(B) Read the following points and write an analytical paragraph in about 100–120 words on the value of intergenerational learning:

• older people share experience • young people contribute new skills • learning becomes mutual • confidence grows • family relationships can strengthen • age should not become a barrier to learning

SECTION – C
LITERATURE TEXT BOOK | 40 Marks

6. Read the given extracts and answer the questions for ANY ONE of the two given:

(A) "I went for a couple of days but ended up staying there for a week. When I came back to my village, I saw my grandmother in tears."

I. What unexpected sight greeted the narrator on returning home? (a) his grandmother in tears (b) a crowded wedding house (c) his friends studying (d) a festival procession

II. Why was the narrator surprised by his grandmother's tears?

III. Complete the sentence: The grandmother's reaction made the narrator feel _____ about what had happened.

IV. How does this incident begin to reveal the grandmother's emotional dependence on reading?

OR

(B) "They also told him that skills such as pot making, which not only catered to the needs of the people but also symbolised the tradition and history of the people, did not 'belong' to any individual."

I. Why did the village elders consider pot making important? (a) It represented both practical needs and tradition (b) It was an easy way to earn money

II. What principle about traditional knowledge is expressed in the extract?

III. Choose the correct word: The elders wanted the skill to be _____ to future learners. (passed on/hidden)

IV. Explain how the extract connects a craft with the identity of a community.

7. Read the given extracts and answer the questions for ANY ONE of the two given:

(A) "The boatmen gathering their nets from the shore, / sailing, and singing while at work, return to tell / the tales of life at sea,"

I. Which occupation is being described in these lines?

II. What picture of the boatmen's working life is created by the lines?

III. Complete the sentence: The boatmen's songs become a way of sharing their _____.

IV. What does the poet's description suggest about the relationship between work and expression?

OR

(B) "The voice of their vocation is the voice of their identity."

I. What does the word 'identity' suggest in these lines?

II. Why does the poet connect a person's work with his or her identity?

III. Choose the correct option: The line mainly emphasises (a) the dignity of work (b) the difficulty of choosing a career.

IV. Explain why the word 'voice' is appropriate in the context of the poem.

8. Answer ANY FOUR of the following five questions, in about 40–50 words each:

I. Why did the grandmother feel helpless before learning to read, and how did this feeling influence her determination?

II. What made Sentila's first successful pot important beyond the pot itself?

III. How do exhibitions and workshops help in keeping traditional crafts relevant in contemporary life?

IV. Why did Grandpa dislike being treated as if he were a child, and what does this reveal about his personality?

V. How does the poem 'Gifts of Grace: Honouring Our Vocations' encourage respect for occupations that are often taken for granted?

9. Answer ANY TWO of the following three questions, in about 40–50 words each:

I. Why did the village council intervene in the matter between Arenla and Sentila? What does their intervention reveal about the community's attitude towards traditional knowledge?

II. What does the narrator's relationship with his grandmother suggest about the role of affection in learning?

III. How does 'Vitamin-M' use humour to reveal Grandpa's intelligence and independence?

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

(A) Both the grandmother in 'How I Taught My Grandmother to Read' and Sentila in 'The Pot Maker' are learners who refuse to let difficulty decide their future. Compare the two journeys, focusing on their motivation, the obstacles they face and the role played by others in helping them learn.

OR

(B) 'The Pot Maker' is not only about making pots; it is also about the responsibility of a community to preserve knowledge. Discuss how the conflict between Arenla's concerns and the village elders' view develops this idea.

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

(A) 'Gifts of Grace: Honouring Our Vocations' presents everyday workers as contributors to the life of the nation. Discuss how the poet uses different occupations, sounds and images to create a sense of collective dignity.

OR

(B) In 'Vitamin-M', Grandpa's actions during his day outside the house challenge the family's assumptions about his abilities. Explain how the story uses the day's events and the ending to present the importance of trust and dignity in family relationships.