

English (Kaveri)

Practice Sample Paper – 5

(Session 2026–27)

(Class 9)

Time: 3 Hours

Maximum Marks: 80

General Instructions:

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

SECTION – A

READING SKILLS | 20 Marks

1. Read the following text:

10

(1) Learning from another generation can be a powerful experience. When a young person teaches an older family member to read, use a digital device or understand a new skill, the relationship can gradually become more equal and interactive. The older learner may begin with hesitation because the new task feels unfamiliar, but steady encouragement can make the process enjoyable. Small achievements matter: recognising a word, following a written instruction or completing a task without assistance can give the learner a renewed feeling of confidence.

(2) Such learning also changes the attitude of the younger teacher. At first, a student may expect the older person to learn quickly. With practice, however, the student discovers that patience is as important as knowledge. Explaining the same idea in different ways, listening carefully and noticing when the learner is tired all become part of teaching. The young person also begins to appreciate the effort required to learn something that may have seemed simple when it was first encountered in childhood.

(3) The experience can be especially meaningful when the older learner has carried a long-standing wish to become independent. A person who once had to depend on others for reading a letter, understanding a notice or following a written story may gradually take control of these ordinary activities. Independence does not mean refusing help; it means having the ability to decide when help is needed. This distinction can make learning emotionally important because it restores a sense of choice and self-respect.

(4) Intergenerational learning therefore benefits both sides. The older person gains a new skill and an opportunity to participate more independently, while the younger person gains patience, empathy and a deeper understanding of the learner's experiences. Families can encourage this process by creating regular time for learning rather than treating it as a one-time activity. A few minutes of practice each day may achieve more than a long lesson followed by several days without revision. When learning becomes a shared family activity, it can strengthen both knowledge and relationships.

Answer the following questions, based on the passage above:

- I. Mention any two examples of ordinary activities that may become easier after an elderly person learns to read. (Paragraph 3) 1
- II. Why may an older learner hesitate at the beginning of a new learning experience? (Paragraph 1) 1
- III. State whether the following is True or False: The young teacher learns nothing from teaching an older person. 1
- IV. Choose the meaning closest to 'renewed feeling of confidence'. 1
- (A) confidence that has been strengthened again
(B) fear of making mistakes
- V. What does the passage suggest about the meaning of independence? (Paragraph 3) 2
- VI. Complete the sentence suitably: Patience becomes important for a young teacher because _____. 1
- VII. Which quality is developed in the younger teacher through this experience? 1
- (A) impatience (B) empathy
(C) carelessness (D) indifference
- VIII. How can intergenerational learning strengthen relationships within a family? 1

2. Read the following text and study the table carefully. Answer the questions that follow: 10

(1) Technology has become an ordinary part of everyday life. A student may use a smartphone to attend an online class, search for information, photograph an assignment or communicate with classmates. At home, digital devices can help people pay bills, book tickets, read the news and stay in touch with relatives who live far away. These conveniences save time and make information easier to access. However, the usefulness of technology depends on how thoughtfully it is used. A device can be helpful when it solves a real problem, but it can become distracting when it begins to control a person's attention.

(2) One important skill in the digital age is knowing how to manage screen time. Long periods of continuous screen use may reduce the time available for outdoor activities, reading, conversation and rest. Students can develop healthier habits by taking regular breaks, keeping phones away while studying and deciding in advance how much time they will spend on entertainment. Turning off unnecessary notifications can also reduce interruptions. These simple choices do not mean rejecting technology; they mean using it with a clear purpose rather than allowing every alert to decide what deserves attention.

Digital habit	Possible benefit	Responsible practice
Online learning	Quick access to lessons and resources	Take notes and verify information
Digital payments	Saves time and reduces paperwork	Use secure passwords and check details
Messaging	Fast communication with others	Avoid unnecessary interruptions
Online research	Access to a wide range of information	Check the reliability of sources
Entertainment	Provides relaxation	Set a reasonable time limit

(3) Responsible technology use also requires careful thinking about information. The internet contains useful educational material as well as inaccurate or misleading content. Before sharing a message, students should consider where it came from and whether the information can be trusted. A good digital user does not forward every attractive headline or dramatic claim immediately. Instead, the user pauses, checks the source and thinks about the possible effect of sharing it. In this way, digital literacy involves more than knowing how to operate a device; it also involves making sensible choices while using it.

- I. Mention any two useful activities that digital devices can help people perform. (Paragraph 1) 1
- II. Complete the sentence: Technology becomes distracting when it begins to control a person's _____. 1
- III. Why is managing screen time described as an important skill? 1
- IV. State whether the following is True or False: The passage suggests that people should completely reject digital devices. 1
- V. Mention one way students can reduce interruptions while studying. 1
- VI. Choose the meaning closest to 'conveniences'. 1
 - (A) things that make tasks easier
 - (B) difficulties that delay work
- VII. Why does the writer say that responsible use of technology does not mean rejecting it? 1
- VIII. How can excessive screen use affect the time available for other activities? 2

SECTION – B

GRAMMAR AND CREATIVE WRITING SKILLS | 20 Marks

3. Complete ANY TEN of the following twelve tasks, as directed: 10×1=10

- I. Choose the correct determiner: _____ learner in the group completed the practice activity. (Each/Many) 1
- II. Complete with a suitable relative clause: The craft fair, which _____, attracted many visitors. 1
- III. Choose the correct preposition: The children listened carefully _____ the artisan's explanation. (to/at/on) 1
- IV. Complete with a suitable noun clause: Ravi understood that _____. 1
- V. Choose the correct binomial: The volunteer continued helping the learner _____. (sooner or later / through thick and thin) 1
- VI. Choose the correct collocation: The school plans to _____ a workshop on traditional crafts. (conduct/make) 1
- VII. Choose the correct determiner: There isn't _____ information on the notice board about the exhibition. (much/many) 1
- VIII. Change into reported speech: The teacher said to the students, "Have you completed the activity?" 1
- IX. Change into reported speech: Ravi asked his grandfather, "Where are you going this morning?" 1

X. Choose the correct fixed expression: The number of visitors increased by _____ after the craft exhibition. (leaps and bounds / all or nothing) 1

XI. Choose the correct preposition: The artisan kept the delicate material _____ two sheets of paper. (between/into/at) 1

XII. Complete with a suitable relative clause: The elderly learner, whose _____, practised every evening. 1

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

(A) You are a student who has noticed that many elderly people in your locality are unable to use digital services independently. Write a letter to the Editor highlighting the need for simple digital-literacy programmes for senior citizens and suggesting practical steps schools and communities can take.

OR

(B) Your school is planning a local craft-awareness campaign. Write a letter to the Editor explaining why students should learn about regional crafts and suggesting ways to connect artisans with schools and young learners.

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

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

A school survey on student participation in community learning found: 35% of students helped an elderly family member with reading or digital tasks; 25% participated in a school awareness activity; 20% visited a local craft exhibition; 10% attended a workshop led by an artisan; 10% had not participated in any such activity.

OR

(B) Write an analytical paragraph in about 100–120 words on the role of regular practice in developing a skill. Use the following points:

• observation of an expert • repeated attempts • learning from mistakes • gradual improvement • confidence • patience • final mastery

SECTION – C

LITERATURE TEXT BOOK | 40 Marks

6. Read the given extracts and answer the questions for ANY ONE of the two given: 5

(A) “For a good cause if you are determined, you can overcome any obstacle. I will work harder than anybody but I will do it. For learning there is no age bar.”

I. Who expresses this determination in the story? 1

II. What does the statement reveal about the speaker’s attitude towards learning? 2

- III. Complete the sentence: The statement challenges the belief that _____. 1
- IV. How does the speaker's determination influence the narrator? 1

OR

(B) "The elders decided to let him go, cautioning him to remind Arenla that it was her duty to teach her daughter the skill."

- I. Who was asked to remind Arenla of her responsibility? 1
- II. Why did the elders consider teaching the skill a duty? 2
- III. Choose the correct option: The elders wanted the traditional skill to be 1
- (A) preserved through teaching
- (B) kept within one family
- IV. What does this decision reveal about the community's attitude towards inherited knowledge? 1

7. Read the given extracts and answer the questions for ANY ONE of the two given: 5

(A) "The people of India have been making and using pankhas since ancient times."

- I. What does this statement indicate about the history of the pankha? 1
- II. Why is the long history of the pankha significant in the context of the chapter? 2
- III. Complete the sentence: The pankha is presented not merely as an object but as part of _____. 1
- IV. How does the historical background add value to the traditional craft? 1

OR

(B) "This allows contemporary pankha makers to demonstrate their craft and regain its popularity."

- I. What does the word 'contemporary' mean in this context? 1
- II. How can demonstrating a craft help its makers? 2
- III. Choose the correct option: The line mainly highlights 1
- (A) preservation through public appreciation
- (B) disappearance of traditional skills
- IV. Why is popularity important for the survival of the craft? 1

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

- I. What role did the serialised story play in the grandmother's interest in learning to read? 3
- II. How did Onula's guidance change Sentila's approach to pot making? 3
- III. Why can a traditional craft be considered both an art and a means of livelihood? 3
- IV. Why did Ravi's mother become concerned about Grandpa living alone in his old house? 3
- V. What central idea about dignity of work is conveyed through 'Gifts of Grace: Honouring Our Vocations'? 3

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

I. Why did the grandmother set a deadline for herself? What does this tell us about the way she approached her goal? 3

II. What does Sentila's observation of her mother's technique tell us about the importance of careful observation in learning? 3

III. Why is it important to recognise the contribution of artisans even when their products are no longer used as commonly as before? 3

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

(A) The grandmother and Sentila both begin as learners who face limitations, but their learning journeys develop in different ways. Compare how determination, observation and encouragement help each character progress.

OR

(B) The story 'Vitamin-M' raises questions about the difference between caring for an elderly person and controlling that person's choices. Discuss how the events of the story help develop this distinction.

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

(A) 'Winds of Change' presents the pankha as an object whose meaning changes with time. Explain how history, regional craftsmanship, changing technology and livelihood are connected in the chapter.

OR

(B) The four pieces in the prescribed chapters show that knowledge can be preserved through stories, skills, occupations and relationships. Discuss this idea with reference to any three of the prescribed texts.