

STUDY GUIDE

AGRA REGION

English Syllabus

For Class IX for the Year 2026-27

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LITERATURE

Chapter 1

HOW I TAUGHT MY GRANDMOTHER

PART A: Extract-Based Questions

Extract 1

"I was surprised to see my grandmother in tears. She was not even able to explain why she was crying. I comforted her and asked her the reason."

Questions

1. Why was the grandmother in tears? **(2 Marks)**
2. What does this incident reveal about her feelings? **(1 Mark)**
3. Why is this moment significant in the story? **(1 Mark)**

MCQ (1 Mark)

What does the grandmother's reaction mainly indicate?

- a) Anger
- b) Disinterest
- c) Helplessness due to illiteracy
- d) Forgetfulness

Extract 2

"I want to be independent. I don't want to depend on anyone to read or write for me. I want to be able to read myself."

Questions

1. What does independence mean for the grandmother? **(2 Marks)**
2. Identify one quality of her character shown here. **(1 Mark)**
3. Why is this idea relevant in today's world? **(1 Mark)**

MCQ (1 Mark)

Which trait best describes the grandmother here?

- a) Carelessness

- b) Determination
 - c) Laziness
 - d) Fear
-

Extract 3

"Every day, after the chores were over, we would sit together. I would teach her alphabets, words, and sentences. She was a fast learner and worked very hard."

Questions

1. Describe the learning routine followed by Sudha and her grandmother. **(2 Marks)**
2. What does this show about the grandmother's attitude? **(1 Mark)**
3. What role does Sudha play? **(1 Mark)**

MCQ (1 Mark)

What is the key factor in the grandmother's progress?

- a) Luck
 - b) Regular practice
 - c) Wealth
 - d) Competition
-

Extract 4

"On the day of Dussehra, she touched my feet. I was surprised and asked her why she did so. She said, 'You are my teacher.'"

Questions

1. Why did the grandmother touch Sudha's feet? **(2 Marks)**
2. What does this action symbolize? **(1 Mark)**
3. Why was Sudha surprised? **(1 Mark)**

MCQ (1 Mark)

This action reflects:

- a) Love

- b) Obligation
 - c) Fear
 - d) Respect for knowledge and teacher
-

Extract 5

"In those days, there was no television, and the novel was our only source of entertainment. Every Wednesday, the magazine would come out, and everyone would be eager to know what happened next in the story."

Questions

1. Why did people eagerly wait for Wednesdays? **(1 Mark)**
2. What does the phrase *"only source of entertainment"* suggest about life in those days? **(1 Mark)**

MCQ (1 Mark)

Which value is mainly reflected through people's eagerness to read the novel?

- A. Materialism
- B. Curiosity and love for reading
- C. Laziness
- D. Fear of missing out

4. Do you think waiting every week for the next part of the story increased people's interest in reading? Give reasons. **(2 Marks)**
-

Part B: Short Answer Questions

1. Why was the grandmother dependent on Sudha?
2. What motivated the grandmother to learn how to read?
3. What was *Kashi Yatre* and why was it important to her?
4. How did Sudha help her grandmother in learning?
5. What challenges did the grandmother face while learning?
6. What was the grandmother's main goal?
7. Why did she choose Dussehra to read independently?
8. What does the story convey about determination?
9. How did Sudha feel while teaching her grandmother?
10. What social message does the story highlight?

Part C: Long Answer Questions

Set 1 – Extrapolation

1. Education is often called a lifelong process. How does the grandmother's determination to learn at the age of sixty-two inspire learners to overcome fear and social barriers?
 2. *"True teaching creates confidence and independence."* Explain this statement with reference to the relationship between Sudha and her grandmother.
 3. The story highlights the importance of self-learning and dignity. How can literacy empower individuals in their personal and social lives even today?
 4. Examine how the story reflects social and gender roles of earlier times.
-

Set 2 – Theme / Character / Plot

1. Discuss the theme of lifelong learning as presented in the story.
 2. Give a detailed character sketch of the grandmother.
 3. Analyse Sudha's role as a teacher and its importance.
 4. How does the story highlight the significance of education?
-

Chapter 2

BHARAT: OUR LAND

Part A: Extract-Based Questions

Extract 1

"This is the land where the ancient sages sought truth, where mighty rivers nourish the fields, and where countless generations have lived in harmony."

Questions

1. Which people are referred to as *"ancient sages"*?
 2. What do the rivers symbolize?
 3. What does the phrase *"lived in harmony"* suggest?
 4. Name one literary device used in the extract.
 5. What central idea does this extract convey?
-

Extract 2

"The mountains stand like silent sentinels, guarding the nation's honour through the ages."

Questions

1. Which natural feature is described here?
 2. Why are the mountains called "*silent sentinels*"?
 3. Identify the figure of speech.
 4. What quality of the nation is highlighted?
 5. What feeling does this imagery create?
-

Extract 3

"Every field echoes with the songs of hardworking farmers whose labour feeds the nation."

Questions

1. Who are praised in this extract?
 2. Why are the farmers important?
 3. What does "*songs of hardworking farmers*" symbolize?
 4. Identify the tone of the extract.
 5. What value does the poet emphasize?
-

Extract 4

"The unity of diverse cultures makes Bharat stronger and more beautiful."

Questions

1. What is the main idea of the extract?
 2. What does "*diverse cultures*" refer to?
 3. Which constitutional value is reflected here?
 4. Identify the poetic device.
 5. Why is unity important according to the poet?
-

Extract 5

"Let every child cherish this sacred land and strive to protect its rich heritage."

Questions

1. What does the poet ask every child to do?

2. What is meant by "*rich heritage*"?
 3. Why is the land called sacred?
 4. What message does the extract give to young citizens?
 5. Identify the tone of the extract.
-

Part B: Short Answer Questions

1. Why does the poet call Bharat a sacred land?
 2. How do nature and geography contribute to the greatness of Bharat?
 3. What role do farmers play according to the poem?
 4. Explain the importance of unity in diversity.
 5. What qualities of the ancient sages inspire modern citizens?
 6. How does the poet connect the past with the present?
 7. Why should young people preserve India's heritage?
 8. What patriotic feelings does the poem evoke?
 9. How does the poem promote national responsibility?
 10. What is the central message of the poem?
-

Part C: Long Answer Questions

1. The poem celebrates India's unity despite its diversity. Compare this idea with another lesson or poem from your Class 9 English textbook that highlights unity, cooperation or mutual respect. How are the messages similar?
 2. Imagine you are chosen to deliver a speech on Independence Day based on the ideas in *Bharat: Our Land*. Explain how the poem inspires responsible citizenship and patriotism.
 3. The poem emphasizes protecting India's heritage. Do you think today's youth are fulfilling this responsibility? Support your answer with examples from daily life and the poem.
 4. Nature plays an important role in the poem. Compare the poet's description of nature with another poem or lesson from Class 9 where nature influences people's lives. What common values do both texts promote?
-

Chapter 3

THE POT MAKER

Part A: Extract-Based Questions

Extract 1

"Every morning, Gopi, the village pot maker, collected fine clay from the riverbank. With patience and skill, he shaped the clay into beautiful pots on his wheel."

Questions

1. Where did Gopi collect the clay from?
 2. Which two qualities of Gopi are highlighted in the extract?
 3. What does the clay symbolize?
 4. Identify one value reflected in Gopi's work.
 5. What message does the extract convey?
-

Extract 2

"The potter's wheel spun steadily as Gopi's experienced hands gently shaped the clay into useful vessels."

Questions

1. What was spinning steadily?
 2. Why are Gopi's hands described as experienced?
 3. Which literary device is used in the phrase "spun steadily"?
 4. What does the pot symbolize?
 5. What feeling does this extract create?
-

Extract 3

"The villagers admired Gopi because every pot he made reflected honesty, dedication and perfection."

Questions

1. Why did the villagers admire Gopi?
 2. Name two qualities of Gopi mentioned in the extract.
 3. What does "every pot reflected honesty" mean?
 4. What is the tone of the extract?
 5. What lesson do we learn from Gopi?
-

Extract 4

"Gopi believed that no work was small if it was done with sincerity and love."

Questions

1. What belief did Gopi have?
 2. Which value is emphasized in the extract?
 3. What does the word "*sincerity*" mean here?
 4. Identify the central idea of the extract.
 5. How can students apply this message in their lives?
-

Extract 5

"The pots carried water, stored grain and served every household, making the pot maker an important part of the community."

Questions

1. Name two uses of the pots.
 2. Why was the pot maker important?
 3. What does this tell us about traditional occupations?
 4. Which social value is highlighted?
 5. What is the message of the extract?
-

Part B: Short Answer Questions

1. Describe Gopi's daily routine as a pot maker.
 2. How does Gopi show dedication towards his work?
 3. Why is patience important in pottery?
 4. What qualities make Gopi respected in the village?
 5. How does the story highlight the dignity of labour?
 6. Why are traditional occupations important even today?
 7. How does the pot maker contribute to society?
 8. What lesson do students learn from Gopi's attitude towards work?
 9. How does hard work lead to success in the story?
 10. What is the central message of *The Pot Maker*?
-

Part C: Long Answer Questions

1. Gopi believes that no work is small if done with honesty and dedication. Compare this idea with another lesson from your Class 9 English textbook where hard work or sincerity leads to success. Explain the similarities.
2. Imagine Gopi visits your school and speaks to students about the dignity of labour. What advice would he give? How can students apply his message in their daily lives?
3. Traditional artisans like pot makers are facing many challenges today. Based on the story and your own observations, suggest ways to preserve traditional crafts while adapting to modern times.

4. The story teaches that every profession deserves respect. Compare this idea with another Class 9 lesson where a character earns respect through honesty, service or perseverance. What common values do both texts promote?

Chapter 4

GIFT OF GRACE: HONOURING OUR VOCATION

Part A: Extract-Based Questions

Extract 1

*"Each gift we hold is not our own,
But grace that through our lives has flown;
A light entrusted for a while,
To brighten hearts with every smile."*

Questions

1. What does the poet mean by "not our own"?
 2. Why is the gift compared to a light?
-

Extract 2

*"The teacher shapes the seeking mind,
With patience gentle, firm and kind;
A spark of wisdom they impart,
That glows forever in the heart."*

Questions

1. What qualities of a teacher are highlighted here?
 2. What is the meaning of "spark of wisdom"?
-

Extract 3

*"The healer bends beside the weak,
With hands that comfort more than speak;
In every wound they strive to mend,
They mirror love without an end."*

Questions

1. How does the healer serve society?
 2. What does "*mirror love without an end*" suggest?
-

Extract 4

*"The artist paints, the singer sings,
Each offering beauty's humble wings;
Their work reminds the world to see,
The wonder in humanity."*

Questions

1. How do artists contribute to society?
 2. What does the phrase "*beauty's humble wings*" imply?
-

Extract 5

*"No calling stands above the rest,
Each faithful heart fulfills its best;
Together woven, strong and true,
We build a world renewed anew."*

Questions

1. What central message is conveyed in this extract?
 2. What does "*woven*" symbolize?
-

Part B: Short Answer Questions

1. What is the central theme of the poem?
 2. Why does the poet call talents "*gifts of grace*"?
 3. How does the poem portray teachers?
 4. What role do healers play according to the poem?
 5. How do artists contribute to humanity?
 6. What does the poem suggest about service?
 7. Why is humility important in the poem?
 8. How does the poem promote respect for different professions?
 9. What is meant by "*faithful heart*"?
 10. What lesson can students learn from this poem?
-

Part C: Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

1. The poem suggests that every profession serves society. Discuss this idea with examples from modern life.
 2. Compare the role of a teacher in the poem with the role of a mentor in real life.
 3. Imagine a world where people worked only for personal gain and not for service. How would it differ from the world presented in the poem?
 4. How can young people discover and honour their vocation in today's world?
-

Part D: Long Answer Questions (Theme / Character / Message Analysis)

1. Discuss the theme of dignity of labour in the poem.
 2. How does the poet develop the theme of service through different characters in the poem?
 3. Analyse the poet's message about human potential and responsibility.
 4. Explain how the poem inspires readers to value their own vocation and the vocations of others.
-

Chapter 5

WINDS OF CHANGE

Part A: Extract-Based Questions

Extract 1

*"Open the windows wide, my friend,
Let fresh new winds begin to blend;
For every dawn that lights the sky,
Invites us all to aim more high."*

Questions

1. What do the "windows" symbolize?
 2. What does the poet mean by "fresh new winds"?
-

Extract 2

*"Leave behind the fear of old,
Step ahead with courage bold;
Every challenge that we face,
Leads us toward a better place."*

Questions

1. Which qualities does the poet encourage in the readers?
 2. What message does the poet give about challenges?
-

Extract 3

*"The seed that breaks the silent ground,
Soon spreads its branches all around;
So too the heart that dares to grow,
Will bloom where hopeful spirits flow."*

Questions

1. What does the seed symbolize?
 2. Which figure of speech is used in this extract?
-

Extract 4

*"Change is not a storm to fear,
But gentle footsteps drawing near;
Each lesson learned along the way,
Makes us stronger every day."*

Questions

1. Why should change not be feared?
 2. What does "gentle footsteps" suggest?
-

Extract 5

*"Through every window shines a light,
Guiding dreams to greater height;
With open minds and hopeful eyes,
We build tomorrow's brighter skies."*

Questions

1. What does the light symbolize?
 2. What is the central message of this extract?
-

Part B: Short Answer Questions

1. What is the central theme of *Windows of Change*?
 2. Why does the poet compare change to opening windows?
 3. How does the poem encourage personal growth?
 4. What role does courage play in accepting change?
 5. Why is hope important in the poem?
 6. How does the poem inspire students to face challenges?
 7. What lesson does the poet give about learning from experiences?
 8. How does the poem connect nature with human life?
 9. What values does the poem promote?
 10. What message does the poem give to young people?
-

Part C: Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

1. The poem presents change as an opportunity for growth. Compare this idea with another Class 9 lesson or poem where a character grows by overcoming difficulties. How are the messages similar?
 2. Imagine your school is introducing a major change, such as digital classrooms or a new learning system. Using the ideas from *Windows of Change*, explain how students should respond.
 3. The poem suggests that people should welcome change instead of fearing it. Discuss how this message is relevant in today's rapidly changing world.
 4. Compare the message of *Windows of Change* with another Class 9 text that promotes hope, courage or perseverance. What common values do both texts teach?
-

Part D: Long Answer Questions (Theme / Message Analysis)

1. Discuss the theme of change and personal growth in the poem.
 2. Analyse the symbolism of "windows" and "light" in the poem.
 3. How does the poet inspire readers to become confident and optimistic?
 4. Explain how *Windows of Change* encourages responsible and positive thinking among young people.
-

Chapter 6

CANVAS OF SOIL

Part A: Extract-Based Questions

Extract 1

"The farmer looked across the waiting fields, his hands rough with labour but his heart full of hope. Every handful of soil promised a new beginning."

Questions

1. Why were the farmer's hands described as "rough"?
 2. What does "Every handful of soil promised a new beginning" suggest?
-

Extract 2

"The soil was more than earth. It was a canvas on which dreams, patience and hard work were painted season after season."

Questions

1. Why is the soil called a "canvas"?
 2. Which figure of speech is used in the phrase "canvas of soil"?
-

Extract 3

"The rains did not always arrive on time, yet the farmer never lost faith. He prepared his land with determination and waited with quiet confidence."

Questions

1. What quality of the farmer is highlighted in this extract?
 2. What lesson does the farmer's attitude teach us?
-

Extract 4

"Every seed carried the promise of life. With care and patience, the fields slowly turned green, rewarding months of dedicated effort."

Questions

1. What does the seed symbolize?
 2. What is the central idea of this extract?
-

Extract 5

"The harvest was not only a reward for the farmer but also a reminder that nature and human effort must always work together."

Questions

1. Why is the harvest described as a reward?
 2. What message does the extract convey about nature and human beings?
-

Part B: Short Answer Questions

1. What is the central theme of *Canvas of Soil*?
 2. Why does the author compare soil to a canvas?
 3. How does the farmer demonstrate perseverance?
 4. What role does hope play in the farmer's life?
 5. How is the relationship between humans and nature presented in the lesson?
 6. What qualities make the farmer successful?
 7. Why is patience important in farming?
 8. What does the lesson teach about the dignity of labour?
 9. How can students apply the message of the lesson in their own lives?
 10. What is the significance of the title *Canvas of Soil*?
-

Part C: Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

1. The farmer's success depends on patience and perseverance. Compare this idea with another Class 9 lesson or poem where determination helps a character achieve success.
2. Imagine climate change causes irregular rainfall in your area. Based on the ideas in *Canvas of Soil*, explain how farmers and society can work together to overcome such challenges.
3. The lesson highlights the importance of respecting farmers. Discuss why this message is especially relevant in today's world.
4. Compare the relationship between humans and nature in *Canvas of Soil* with another Class 9 text that emphasizes environmental awareness or respect for nature. What common values do both texts promote?

Part D: Long Answer Questions (Theme / Message Analysis)

1. Discuss the theme of hope and perseverance in *Canvas of Soil*.
2. Analyse the symbolism of the "canvas" and the "soil" in the lesson.
3. How does the lesson promote respect for farmers and the dignity of labour?
4. Explain how *Canvas of Soil* inspires readers to value hard work, patience and environmental responsibility.

Chapter 7

VITAMIN-M

Part A: Extract-Based Questions

Extract 1

"The doctor smiled and said, 'The best medicine I can prescribe today is Vitamin M.' The puzzled patient had never heard of such a vitamin before."

Questions

1. Why was the patient puzzled?
 2. What does 'Vitamin M' refer to in the lesson?
-

Extract 2

"Happiness cannot always be bought in a bottle. It grows through kindness, gratitude and meaningful relationships."

Questions

1. According to the lesson, where does true happiness come from?
 2. What message does this extract convey?
-

Extract 3

"A cheerful smile, a helping hand and a thankful heart often heal more deeply than expensive medicines."

Questions

1. Which human qualities are highlighted in the extract?
 2. What does the author suggest about emotional well-being?
-

Extract 4

"People who spend time with family, friends and nature often discover that happiness strengthens both the mind and the body."

Questions

1. Why are relationships important according to the lesson?
 2. How does nature contribute to happiness?
-

Extract 5

"The real secret of good health lies in balancing the body, the mind and the heart."

Questions

1. What are the three elements of good health mentioned in the extract?
 2. What is the central idea of this extract?
-

Part B: Short Answer Questions

1. What is meant by "Vitamin M" in the lesson?
 2. Why does the doctor recommend Vitamin M instead of medicine?
 3. How does happiness affect physical health?
 4. What role does gratitude play in a happy life?
 5. Why are healthy relationships important for well-being?
 6. How does helping others increase happiness?
 7. What habits can improve emotional health?
 8. How does the lesson connect mental and physical health?
 9. What values does the lesson promote?
 10. What is the central message of *Vitamin M*?
-

Part C: Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

1. The lesson suggests that happiness is essential for good health. Compare this idea with another Class 9 lesson or poem where positive thinking, kindness or hope helps people overcome difficulties.
2. Imagine one of your classmates is constantly stressed because of studies. Using the ideas from *Vitamin M*, explain what advice you would give to help them.
3. In today's digital world, many people spend more time on screens than with family or friends. Discuss how the message of *Vitamin M* is relevant to modern life.
4. Compare the message of *Vitamin M* with another Class 9 text that emphasizes balanced living, compassion or emotional well-being. What common values do both texts promote?

Part D: Long Answer Questions (Theme / Message Analysis)

1. Discuss the theme of happiness and holistic health in *Vitamin M*.
 2. Analyse the symbolism of "*Vitamin M*" in the lesson.
 3. How does the lesson encourage readers to develop healthy habits and positive relationships?
 4. Explain how *Vitamin M* promotes emotional intelligence and responsible living.
-

Chapter 8

I CANNOT REMEMBER MY MOTHER

Rabindranath Tagore

Part A: Extract-Based Questions

Extract 1

*"I cannot remember my mother
Only sometimes in the midst of my play
A tune seems to hover over my playthings,
The tune of some song that she used to hum."*

Questions

1. What does the poet remember about his mother?
2. When does the memory appear?
3. Name the literary device used in the expression "*tune seems to hover*."
4. What does the tune symbolize?
5. What is the meaning of "*hover*" with reference to the poem?

Extract 2

*"But when in the early autumn morning
The smell of the shiuli flowers floats in the air
The scent of the morning service in the temple comes to me."*

Questions

1. Which season is mentioned in the extract?
 2. Which flower is being referred to?
 3. What does the smell remind the poet of?
 4. Identify the sensory imagery used in the extract.
-

Extract 3

*"When from my bedroom window
I send my eyes into the blue of the distant sky
I feel that the stillness of my mother's gaze
Has spread all over the sky."*

Questions

1. What does the sky symbolize?
 2. What feeling does the poet experience?
 3. Identify the figure of speech in "mother's gaze has spread all over the sky."
 4. Why does the poet look at the sky?
-

Extract 4

*"When the evening lamp is lit
I feel as if her gentle presence
Fills the quiet room."*

Questions

1. Mention the daily ritual referred to in the extract.
 2. What emotion does the poet feel?
 3. What does the evening lamp symbolize?
 4. What is the mood of the extract?
-

Extract 5

*"Yet her love surrounds me always
Like the quiet light of the stars."*

Questions

1. What is the mother's love compared to?
 2. Why is this comparison effective?
 3. What idea about love is conveyed?
 4. Identify the figure of speech used in the extract.
-

Part B: Short Answer Questions

1. Why can the poet not remember his mother clearly?
 2. How does music help the poet remember his mother?
 3. What role does nature play in the poem?
 4. Why is the sky important in the poem?
 5. How is memory portrayed in the poem?
 6. What tone dominates the poem?
 7. How does the poet feel about his mother?
 8. What message does the poem convey?
 9. Why is the evening important in the poem?
 10. What remains in the poet's memory?
-

Part C: Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

1. How do childhood memories shape a person's emotional world?
 2. Compare the role of memory and imagination in the poem.
 3. How does the poem show that love exists beyond physical presence?
 4. How would the poem change if the poet had clear memories of his mother?
-

Part D: Long Answer Questions (Theme / Character / Poetic Elements)

1. Discuss the central theme of the poem.
 2. Analyse the poet's feelings toward his mother.
 3. Discuss the use of imagery in the poem.
 4. How does Tagore present the idea of motherhood?
-

Chapter 9

THE WORLD OF LIMITLESS POSSIBILITY

Part A: Extract-Based Questions

Extract 1

"Every great achievement begins with a dream. Those who dare to imagine new possibilities often become the architects of the future."

Questions

1. According to the extract, where does every great achievement begin?
 2. Who are called the *"architects of the future"*?
-

Extract 2

"Curiosity opens doors that fear keeps closed. Every question asked is a step towards discovery and innovation."

Questions

1. What does curiosity help us achieve?
 2. What message does the author convey through this extract?
-

Extract 3

"Failures are not dead ends but milestones on the road to success. Every mistake teaches a lesson that brings us closer to our goals."

Questions

1. How does the author describe failures?
 2. What lesson do mistakes teach us?
-

Extract 4

"Technology, creativity and compassion together can solve many of the world's greatest challenges."

Questions

1. Which three qualities are mentioned in the extract?
2. Why are these qualities important?

Extract 5

"A limitless world belongs to those who believe in lifelong learning, hard work and the courage to embrace change."

Questions

1. According to the extract, who can achieve limitless possibilities?
2. What is the central idea of this extract?

Part B: Short Answer Questions

1. What is the central theme of *The World of Limitless Possibility*?
2. Why is curiosity important according to the lesson?
3. How does the lesson encourage innovation?
4. What role does failure play in success?
5. Why is lifelong learning important?
6. How does creativity help solve problems?
7. What values does the lesson promote?
8. How does the lesson inspire young people?
9. Why is adaptability important in today's world?
10. What message does the lesson give about achieving success?

Part C: Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

1. The lesson encourages readers to view failures as opportunities for learning. Compare this idea with another Class 9 lesson or poem where perseverance helps a character achieve success.
2. Imagine you are leading a team to solve an environmental problem in your community. Using the ideas from *The World of Limitless Possibility*, explain how your team would approach the challenge.
3. The lesson highlights the importance of curiosity and innovation. Discuss why these qualities are essential for students in the 21st century.

4. Compare the message of *The World of Limitless Possibility* with another Class 9 text that emphasizes hope, determination or personal growth. What common values do both texts promote?
-

Part D: Long Answer Questions (Theme / Message Analysis)

1. Discuss the theme of limitless possibilities in the lesson.
 2. Analyse the author's message about curiosity, creativity and lifelong learning.
 3. How does the lesson inspire readers to overcome fear and embrace change?
 4. Explain how *The World of Limitless Possibility* promotes responsible citizenship and innovation.
-

Chapter 10

NINE GOLD MEDALS

David Roth

Part A: Extract-Based Questions

Extract 1

*"The athletes had gathered for the Special Olympics race,
Nine young contestants stood there in their places."*

Questions

1. Which event is mentioned in the extract?
 2. How many contestants participated in the race?
 3. What does the Special Olympics represent?
 4. What is the mood at the beginning of the poem?
-

Extract 2

*"The signal was given, the pistol exploded,
And so did the runners with a leap."*

Questions

1. What marked the beginning of the race?
 2. What does the phrase *"the runners with a leap"* suggest?
 3. Identify the literary device used in *"the pistol exploded."*
 4. What quality of the athletes is highlighted here?
-

Extract 3

*"One boy stumbled and staggered, and fell to the ground.
He gave out a cry in frustration."*

Questions

1. What happened to one of the runners?
 2. Why did the boy cry out?
 3. Which human emotion is reflected in this extract?
 4. What does the incident test in the other athletes?
-

Extract 4

*"Then all eight other athletes stopped in their tracks.
The ones who had trained for so long to win."*

Questions

1. What did the other athletes do?
 2. Why is their action considered extraordinary?
 3. Which value is highlighted in this extract?
 4. What message does this incident convey?
-

Extract 5

*"And now all the nine runners joined hands and continued.
The banner above said, 'Special Olympics.'
Could not have been nearer the mark."*

Questions

1. How did the runners finish the race?
 2. Why is the title *Special Olympics* significant?
 3. What do the joined hands symbolize?
 4. Identify the central theme of the poem.
-

Part B: Short Answer Questions

1. Why is the race called "*special*"?
2. What caused one runner to fall?
3. Why did the other athletes stop running?
4. How did the athletes show compassion?
5. Why did all the runners receive gold medals?
6. What qualities of the athletes impressed the spectators?
7. What lesson does the poem teach about competition?
8. How does the poem promote inclusion and equality?
9. What is the significance of the title *Nine Gold Medals*?
10. What is the central message of the poem?

C. Long Answer Questions (Assessing Extrapolation Beyond the Text & Across Texts)

C1. The athletes in *Nine Gold Medals* chose kindness over personal victory by stopping to help the fallen runner. A similar value is seen in other Class 9 lessons where characters place compassion, cooperation, or humanity above individual success. In both cases, true greatness is measured not by winning but by helping others. These texts teach that empathy, teamwork, and selflessness create stronger relationships and make society more caring. They inspire readers to value humanity over personal achievement.

C2. If I were one of the athletes, I would stop and help the fallen runner because no victory is more important than another person's well-being. Winning a race may bring temporary recognition, but showing kindness reflects true character and sportsmanship. Helping someone in need would give me greater satisfaction than receiving a medal. The poem teaches that success has real meaning only when it is accompanied by compassion and humanity.

C3. Schools and society can create a more inclusive environment for persons with disabilities by ensuring equal opportunities, accessible infrastructure, and respectful treatment. Schools should provide ramps, accessible classrooms, specialised learning support, and encourage students to participate together in sports and cultural activities. Awareness programmes can help remove prejudice and promote empathy. Society should focus on recognising abilities rather than disabilities and ensure equal participation in education, employment, and public life.

C4. *Nine Gold Medals* shares its message with other Class 9 texts that promote humanity, teamwork, and selflessness. In both, characters demonstrate that compassion and cooperation are more valuable than personal gain. They show that helping others, respecting fellow human beings, and working together create lasting success and happiness. The common values taught are kindness, empathy, unity, sportsmanship, and respect for others.

D. Long Answer Questions (Theme / Message Analysis)

D1. The central theme of *Nine Gold Medals* is compassion and humanity. Although the athletes are competing for victory, they choose to stop and help a fellow runner who falls during the race. Their selfless action shows that kindness and empathy are more valuable than personal success. The poem teaches that true greatness lies in helping others rather than focusing only on winning. It inspires readers to place humanity above competition.

D2. The poet presents the true meaning of sportsmanship by showing athletes who willingly sacrifice their chance of winning to support a fellow competitor. Instead of treating each other as rivals, they demonstrate cooperation, kindness, and respect. Their actions prove that sports are not only about medals but also about fairness, compassion, and mutual support. The poem redefines victory as an act of humanity rather than individual achievement.

D3. The title *Nine Gold Medals* is highly appropriate because it symbolises the shared victory earned through compassion and unity. Although only one athlete could have won the race, all nine became winners by choosing humanity over personal ambition. The title suggests that the greatest reward is not a medal but the respect and admiration gained through selfless actions. It reflects the poem's central message that kindness is the highest achievement.

D4. The poem inspires readers to value cooperation over competition by showing that helping others brings greater satisfaction than winning alone. The athletes unite to support the fallen runner, demonstrating that empathy and teamwork are more meaningful than personal success. Their actions encourage readers to work together, care for others, and celebrate collective achievements. The poem reminds us that true success is measured by our humanity rather than our victories.

Chapter 11

TWIN MELODIES

Part A: Extract-Based Questions

Extract 4

"NABIN: I underestimated the power of our own music. I was afraid you would be lost to us. I realise that my fears were baseless. After all, each bay, its own wind. I trust you, Shruti, and I will root for your group at the concert!"

(Shruti hugs both of her parents.)"

Questions

1. What did Nabin underestimate?
2. What was Nabin afraid of?
3. What did Nabin finally tell Shruti about the concert?
4. What did Shruti do after hearing these words?
5. What does the phrase *"each bay, its own wind"* mean in the context of the play?

Extract 5

"SHRUTI: Papa, my band has been selected for the inter-school fusion concert. Can I perform?"

NABIN: Fusion concert? With Western instruments?

SHRUTI: Yes, but we're blending it with our classical ragas. I want to try something new.

NABIN: (pauses) I need time to think, Shruti. Music is sacred to us. I don't want you to forget our roots.

LEELA: Nabin, she's not forgetting. She's exploring. Our tradition won't disappear if she experiments.

NABIN: You're right. I was scared again. Go ahead, Shruti. Just promise me you'll respect the soul of the music."

Questions

1. What did Shruti tell her father about the concert?
2. How did Shruti defend her choice?
3. What was Nabin's concern about the concert?
4. How did Leela convince Nabin?
5. What did Nabin finally decide?

Part B: Short Answer Questions

1. How does Shruti's behaviour show that she respects her father's opinions?
2. Describe the role played by Shruti's friends in the play.
3. How does Guru Nabin Sharma's thinking change at the end of the play?
4. Mention one similarity between Shruti and her father.
5. How does Leela Devi help in solving the conflict in the family?
6. A student wants to try a new activity but fears family disapproval. Which character from the play can inspire the student? Why?

7. Which quality of Guru Nabin Sharma is reflected when he appreciates the fusion performance?
 8. How does the play present the idea of tradition and modernity together?
 9. Which idea from the play supports the statement, "*Every generation has its own choices*"?
 10. What message from the play can help young people in real life?
-

Part C: Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

1. Imagine Shruti studies music in another city after the events of the play. Describe the changes that may take place in her relationship with her father.
 2. Compare the generation gap shown in *Twin Melodies* with situations commonly seen in families today.
 3. Suppose Shruti's story is adapted into a modern digital-age setting. How might technology influence the events of the play?
 4. "*True art grows when tradition and innovation are balanced.*" Discuss this statement with reference to the play and examples from real life.
-

Part D: Long Answer Questions (Theme / Plot / Character Analysis)

1. Describe the conflict between Shruti and Guru Nabin Sharma. How is it resolved at the end of the play?
 2. Analyse the character of Shruti as a young and determined girl.
 3. "*Understanding between generations can solve many problems.*" Explain this statement with reference to the play.
 4. Imagine you are Shruti after your father accepts your performance. Write about your feelings and the lesson you learnt from the experience.
-

Chapter 12

A FRIEND FOUND IN MUSIC

Part A: Extract-Based Questions

Extract 1

"Music had always been Meera's companion. Whenever she felt lonely or confused, she turned to her violin, which never failed to comfort her."

Questions

1. Who was Meera's constant companion?
 2. When did Meera turn to her violin?
 3. What quality of music is highlighted in this extract?
 4. What does the violin symbolize in Meera's life?
-

Extract 2

"Her teacher believed that music was not only about perfect notes but also about expressing honest emotions through every performance."

Questions

1. What did Meera's teacher believe about music?
 2. What was considered more important than perfect notes?
 3. Which value is emphasized through the teacher's words?
 4. What message does this extract convey?
-

Extract 3

"As Meera played before the audience, her nervousness slowly disappeared. Every note gave her confidence, and every applause strengthened her belief in herself."

Questions

1. What happened to Meera's nervousness?
 2. How did music help Meera during the performance?
 3. What strengthened Meera's self-belief?
 4. Which quality of Meera is reflected in this extract?
-

Extract 4

"The old musician smiled warmly and said, 'Music becomes your truest friend when you play with your heart rather than only with your hands.'"

Questions

1. Who spoke these words?
2. According to the musician, when does music become a true friend?

3. What does the phrase *"play with your heart"* mean?
 4. Identify the central idea of this extract.
-

Extract 5

"From that day onwards, Meera realised that friendship could be found not only in people but also in the joy that music brought into her life."

Questions

1. What realization did Meera have?
 2. What brought joy into Meera's life?
 3. What does music symbolize in this extract?
 4. What is the main message of the extract?
-

Part B: Short Answer Questions

1. Why did Meera consider music her friend?
 2. How did music help Meera overcome loneliness?
 3. What role did Meera's teacher play in her life?
 4. Why was confidence important for Meera?
 5. What lesson did Meera learn from the old musician?
 6. How does music influence human emotions in the story?
 7. What values does the lesson promote?
 8. Why is the title *A Friend Found in Music* appropriate?
 9. How does the story inspire young readers?
 10. What is the central message of the lesson?
-

Part C: Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

1. The lesson shows that music can become a lifelong companion. Compare this idea with another Class 9 lesson or poem where art, nature or another passion provides emotional strength.
 2. Imagine Meera becomes a music teacher in the future. How would her experiences help her guide young students?
 3. Music often helps people overcome stress and loneliness. Discuss how music can positively influence the lives of students today.
 4. Compare Meera's journey with the experiences of young people who discover confidence through sports, art or other creative activities.
-

Part D: Long Answer Questions (Theme / Message Analysis)

1. Discuss the theme of friendship and emotional healing in *A Friend Found in Music*.
 2. Analyse how music transforms Meera's personality.
 3. Explain the significance of the title *A Friend Found in Music*.
 4. How does the lesson encourage readers to discover their own talents and passions?
-

Chapter 13

CAREER IN WORDS

Part A: Extract-Based Questions

Extract 1

"Words have always fascinated Ananya. While others collected stamps or coins, she collected stories, poems and ideas that inspired her imagination."

Questions

1. What fascinated Ananya?
 2. What did Ananya collect instead of stamps or coins?
 3. What does this reveal about Ananya's personality?
 4. What quality of words is highlighted in the extract?
-

Extract 2

"Her teacher encouraged her to write every day, reminding her that good writers are made through observation, patience and constant practice."

Questions

1. What advice did Ananya's teacher give her?
 2. Which three qualities are necessary to become a good writer?
 3. What role did the teacher play in Ananya's life?
 4. What message does the extract convey?
-

Extract 3

"At first, many publishers rejected her stories. Instead of giving up, she revised her work and continued writing with even greater determination."

Questions

1. What challenge did Ananya face?
 2. How did she respond to rejection?
 3. Which quality of Ananya is highlighted in this extract?
 4. What lesson does this extract teach?
-

Extract 4

"One day, her book finally reached thousands of readers. The appreciation she received strengthened her belief that dreams become reality through hard work."

Questions

1. What happened to Ananya's book?
 2. How did readers' appreciation affect her?
 3. What does this achievement suggest?
 4. What is the central idea of this extract?
-

Extract 5

"Ananya realised that writing was not merely a profession but a responsibility to inspire, educate and connect people through meaningful words."

Questions

1. What realization did Ananya have?
 2. According to the extract, what is the purpose of writing?
 3. What do meaningful words achieve?
 4. What is the central message of the extract?
-

Part B: Short Answer Questions

1. Why did Ananya choose writing as her career?
2. How did her teacher influence her journey?
3. Why is regular practice important for a writer?
4. How did Ananya overcome rejection?
5. What qualities helped her achieve success?
6. What role do imagination and observation play in writing?
7. What values does the lesson promote?

8. Why is the title *Career in Words* appropriate?
9. How does the lesson inspire young readers?
10. What is the central message of the lesson?

Part C: Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

1. The lesson shows that perseverance leads to success. Compare Ananya's journey with another Class 9 lesson or poem where determination helps a character overcome difficulties.
2. Imagine Ananya visits your school as a guest speaker. What advice do you think she would give students who dream of becoming writers?
3. Discuss how strong communication and writing skills can help young people build successful careers in today's world.
4. Compare Ananya's passion for writing with the passion of young people who choose careers in science, sports, music or art. What common qualities lead to success?

Part D: Long Answer Questions (Theme / Message Analysis)

1. Discuss the theme of perseverance and self-belief in *Career in Words*.
2. Analyse how Ananya's character develops throughout the lesson.
3. Explain the significance of the title *Career in Words*.
4. How does the lesson encourage readers to pursue their dreams with confidence and responsibility?

Chapter 14

FOLLOW THAT DREAM

Part A: Extract-Based Questions

Extract 1

*"Follow that dream wherever it may lead,
Though the road be rough and the journey long;
Hold on to hope with courage in your heart,
For dreams grow stronger when we remain strong."*

1. What does the poet encourage the readers to follow?
 2. How is the journey towards a dream described?
 3. What should a person hold on to during difficult times?
 4. Which quality is needed to continue the journey?
 5. What is the central idea of this extract?
-

Extract 2

*"Many may doubt the path you choose,
Many may question what you do;
Yet faith in yourself will light the way,
And every challenge will strengthen you."*

1. What may other people do?
 2. What lights the way according to the poet?
 3. How do challenges help a person?
 4. Identify the figure of speech in **"faith in yourself will light the way."**
 5. What message does this extract convey?
-

Extract 3

*"No mountain stands forever high,
No storm can last for endless days;
The dawn arrives with every night,
Rewarding those who never stray."*

1. What do the mountain and storm symbolize?
 2. What follows every night?
 3. Who receives the reward?
 4. Which literary device is used in **"The dawn arrives with every night"**?
 5. What idea is conveyed through this extract?
-

Extract 4

*"Dreams are seeds that patiently wait,
Watered by effort, faith and time;
Those who nurture them every day,
Will one day see their dreams arise."*

1. What are dreams compared to?
2. What nourishes dreams?
3. What happens to those who nurture their dreams?
4. Name the poetic device used in **"Dreams are seeds."**
5. What lesson does the extract teach?

Extract 5

*"Success belongs to those who dare,
Who rise each time they fall again;
For every dream sincerely chased,
Leaves life enriched beyond all gain."*

1. Who achieves success according to the poet?
 2. What do successful people do after failure?
 3. What does sincerely chasing a dream do?
 4. What quality is emphasized in this extract?
 5. What is the tone of the extract?
-

Part B: Short Answer Questions (SAQs)

1. What is the central theme of the poem?
 2. Why does the poet encourage people to follow their dreams?
 3. What role does courage play in achieving dreams?
 4. How do challenges contribute to success?
 5. Why is self-belief important?
 6. What do dreams symbolize in the poem?
 7. How does the poet describe success?
 8. What message does the poem give to young people?
 9. Why are dreams compared to seeds?
 10. What values does the poem promote?
-

Part C: Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

1. Imagine a student who wants to become a scientist but faces repeated failures. How can the message of *Follow That Dream* help the student achieve success?
 2. Compare the poem's message with another Class IX lesson or poem where determination and perseverance help a character overcome challenges.
 3. How can young people balance their dreams with responsibilities towards their family and society?
 4. In today's competitive world, why is it important to remain hopeful even after repeated failures? Explain with reference to the poem and real life.
-

Part D: Long Answer Questions (Theme / Message Analysis)

1. Discuss the central theme of *Follow That Dream*.
 2. How does the poet inspire readers to overcome difficulties while pursuing their dreams?
 3. Explain the significance of the title *Follow That Dream*.
 4. What life lessons can students learn from the poem?
-

Chapter 15

BELIEVE IN YOURSELF

Robert Langley

Part A: Extract-Based Questions

Extract 1

*"Step up to the challenge
There is no crowd to see,
It's just you and the future
And where you want to be."*

Questions

1. What does the poet suggest through the phrase "*step up to the challenge*"?
2. Why does the poet say "*there is no crowd to see*"?
3. What can the reader infer about success from these lines?

MCQ

The poet mainly focuses on:

- a) Public praise
- b) Personal responsibility
- c) Luck in life
- d) Competition with others

Fill in the Blank

The poet encourages readers to face _____ in order to achieve their _____.

Extract 2

*"Will it pull you forward
Or push you back in fear?
Difficult are choices
When the future is getting near."*

Questions

1. What conflict does the poet present in these lines?
2. How is fear shown in the extract?
3. Why are important choices often difficult to make?

MCQ

The phrase *"push you back in fear"* suggests that fear can:

- a) Increase confidence
- b) Stop progress
- c) Bring happiness
- d) Create success

Fill in the Blank

Fear may prevent a person from moving _____ towards their _____.

Extract 3

*"There is such ease in comfort
To maintain the status quo,
But this isn't what we are made for
This isn't how we grow."*

Questions

1. What does *"status quo"* mean in this extract?
2. Why does the poet warn readers against remaining comfortable?
3. What idea about growth is conveyed in these lines?

MCQ

According to the poet, true growth happens when people:

- a) Avoid risks
- b) Remain comfortable
- c) Accept challenges
- d) Depend on others

Fill in the Blank

Remaining in one's _____ zone may stop personal _____.

Extract 4

*"The first step is the hardest
There is no turning back."*

Questions

1. Why is the first step considered difficult?
2. What does *"no turning back"* suggest about decision-making?
3. How are these lines connected to real-life experiences?

MCQ

"No turning back" highlights the importance of:

- a) Regret
- b) Fear
- c) Commitment
- d) Laziness

Fill in the Blank

Beginning a new journey requires _____ and strong _____.

Extract 5

*"You just need to believe in yourself
For your future to be on track."*

Questions

1. What is the main message of these lines?
2. How does self-belief help a person?
3. What can the reader infer about people who lack confidence?

MCQ

The poet believes self-belief is:

- a) Unnecessary
- b) Useful only for talented people
- c) Essential for success
- d) Less important than luck

Fill in the Blank

Self-belief helps individuals remain _____ and focused on their _____.

Part B: Short Answer Questions

1. Why does the poet encourage readers to face challenges?
 2. How does fear affect decision-making in the poem?
 3. What does the poet mean by "*status quo*"?
 4. Why is the future described as "*getting near*"?
 5. What qualities are necessary to overcome challenges successfully?
 6. How does the poem motivate young readers?
 7. Explain the importance of "*the first step*" in the poem.
 8. How is the poem relevant to students today?
 9. What message does the poet give about comfort and growth?
 10. Describe the overall tone of the poem.
-

Part C: Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

1. Compare the poem's message with modern ideas about success.
 2. How can the poem help someone dealing with failure?
 3. How is the poem relevant to young people in today's world?
 4. Evaluate the poem as a motivational piece.
-

Part D: Long Answer Questions (Theme / Message Analysis)

1. Discuss the central theme of the poem *Believe in Yourself*.
 2. Explain how the poet develops the idea of self-belief throughout the poem.
 3. Analyse the significance of challenges and comfort zones in the poem.
 4. What values does the poem teach young readers? Explain with reference to the poem.
-

READING COMPREHENSION

Factual/Literary Passage – 1

Read the passage given below and answer the questions that follow.

The Covid-19 pandemic tightened the grip of smartphones on its users, and this started to have a negative impact on the mental and physical health of users, with a majority worrying about their smartphone addiction. That was the key finding of a study titled '*Smartphones and Their Impact on Human Relationships 2020*'.

While many users reported that lockdowns and work from home resulted in more time being spent with family members, the average time spent on smartphones continued to rise. One major finding of the study was that since 2019 there had been a major jump in daily smartphone usage. There was nearly a **39% increase**, with average daily usage rising from **4.5 hours to nearly 7 hours**. Office work increased by **75%**, calling by **63%**, OTT viewing by **59%**, video consumption by **56%**, social media usage by **55%**, and gaming by **45%**.

Nearly **89%** of users agreed that excessive smartphone use affected the quality of time spent with loved ones. About **70%** believed it had harmed their mental and physical health, while **84%** checked their phones within **15 minutes of waking up**. Further, **88%** admitted they felt compelled to check their smartphones frequently.

The smartphone had become omnipresent—in the living room, bedroom, while eating, and even during exercise. Around **74%** of users reported feeling moody or irritable without their phones, while **73%** felt isolated. Although **73%** believed they would be happier if they switched off their phones periodically, only **18%** had actually done so for more than one hour.

On the basis of your understanding of the passage, answer ANY TEN of the following questions.

1. What was the key finding of the study "*Smartphones and Their Impact on Human Relationships 2020*"?
2. There is nearly a _____ percent increase in smartphone usage from 2019.
3. What did 89% of the surveyed users agree with?
4. According to the survey, how many users check their phones within 15 minutes of waking up?
5. What is meant by "*The smartphone is omnipresent*"?
6. What did the survey reveal about the users' mood?
7. What percentage of people feel compelled to check their smartphones frequently according to the 2020 study?
8. Around 73% of users believe that they would be _____ if they could switch off their smartphones periodically.
9. Fill in the blank.

Nearly 73% of users feel _____ when they are without their smartphones.

- a) Excited

- b) Lonely
 - c) Happier
 - d) Anxious
10. Which age group has the maximum users for whom the phone is the last thing they see before going to bed?
- a) 41–45
 - b) 31–40
 - c) 21–25
 - d) 26–30
11. What percentage of users admitted to switching off their phones for more than one hour?
- a) 73%
 - b) 18%
 - c) 33%
 - d) 39%
12. Smartphones have had an impact on:
- a) The quality of time spent with loved ones
 - b) Mental and physical health
 - c) Users' mood
 - d) All of the above
-

Factual/Literary Passage – 2

Read the passage given below and answer the questions that follow.

An **Air Quality Index (AQI)** is used by government agencies to communicate to the public how polluted the air currently is or how polluted it is forecast to become. Public health risks increase as the AQI rises. Different countries have their own air quality indices corresponding to their national air quality standards. Some examples include the **Air Quality Health Index**

(Canada), the **Air Pollution Index (Malaysia)**, and the **Pollutant Standards Index (Singapore)**.

The AQI may increase due to a rise in air emissions, such as during rush-hour traffic, or because of a lack of dilution of air pollutants. Stagnant air, often caused by low wind speeds, allows pollutants to remain concentrated in a local area, leading to hazy conditions and increased health risks.

The **National Air Quality Index (AQI)** was launched in **New Delhi on 17 September 2014** under the **Swachh Bharat Abhiyan**. The **Central Pollution Control Board (CPCB)**, along with the **State Pollution Control Boards (SPCBs)**, operates the **National Air Monitoring Programme (NAMP)** across **240 cities** through more than **342 monitoring stations**. An expert group comprising medical professionals, air quality experts, academicians, advocacy groups, and SPCBs recommended the AQI scheme, while a technical study was conducted by **IIT Kanpur**.

The revised AQI measures **eight pollutants** instead of the earlier three. Continuous monitoring systems providing near real-time data have been installed in **New Delhi, Mumbai, Pune, Kolkata, and Ahmedabad**.

The AQI has six categories—**Good, Satisfactory, Moderately Polluted, Poor, Very Poor, and Severe**. It considers eight pollutants: **PM₁₀, PM_{2.5}, NO₂, SO₂, CO, O₃, NH₃, and Pb**. Based on measured pollutant concentrations and their likely health impacts, a sub-index is calculated for each pollutant. The **highest (worst) sub-index** determines the overall AQI.

On the basis of your understanding of the passage, answer ANY TEN of the following questions.

1. What do you mean by AQI?
2. What is the reason for the increase in AQI?
3. When was the National Air Quality Index (AQI) launched in New Delhi?
4. Name the pollutants considered under the proposed AQI.
5. The Central Pollution Control Board along with State Pollution Control Boards has been operating _____.
6. Give the synonym of the word "*pollutants*" from Paragraph 2.
7. In the given table, the range of 51–100 of the pollutant O₃ is considered _____.
8. What are the health impacts associated with *Very Poor* AQI?
9. Which pollutant does **NOT** have a 24-hour averaging period?
 - a) NH₃
 - b) PM_{2.5}
 - c) O₃
 - d) NO₂
10. Continuous monitoring systems are installed in:
 - a) New Delhi, Ahmedabad, Kolkata, Pune & Mumbai

- b) New Delhi, Ahmedabad, Ranchi, Pune & Mumbai
- c) New Delhi, Gandhinagar, Kolkata, Pune & Mumbai
- d) New Delhi, Ahmedabad, Kolkata, Pune & Hyderabad

11. SPCB stands for:

- a) State Pollution Check Board
- b) Special Pollution Control Board
- c) State Pollution Control Board
- d) Standard Public Control

12. AQI is used by government agencies:

- a) To communicate pollution levels to international agencies.
- b) To communicate air purity to the public.
- c) To communicate current and forecast air pollution levels to the public.
- d) To communicate air quality only to ministers.

Factual/Literary Passage – 3

Read the passage given below and answer the questions that follow.

The **Central Pollution Control Board (CPCB)** is a statutory organisation constituted in **September 1974** under the **Water (Prevention and Control of Pollution) Act, 1974**. It was later entrusted with powers and functions under the **Air (Prevention and Control of Pollution) Act, 1981**.

The CPCB serves as a field organisation and provides technical services to the **Ministry of Environment and Forests** under the provisions of the **Environment (Protection) Act, 1986**. Its principal functions include promoting the cleanliness of streams and wells by preventing, controlling, and reducing water pollution, as well as improving air quality by preventing, controlling, and reducing air pollution across the country.

To assess air pollution in India, the CPCB operates the **National Air Quality Monitoring Programme (NAMP)**. The monitoring network consists of **793 operating stations** spread across **344 cities and towns** in **29 States** and **6 Union Territories**.

Under NAMP, three major air pollutants—**Sulphur Dioxide (SO₂)**, **Nitrogen Dioxide (NO₂)**, and **Respirable Suspended Particulate Matter (RSPM/PM₁₀)**—are monitored regularly.

Meteorological parameters such as **wind speed, wind direction, relative humidity, and temperature** are also recorded. Monitoring is carried out for **24 hours, twice a week**, resulting in **104 observations every year**.

The monitoring programme is implemented by the **CPCB, State Pollution Control Boards (SPCBs), Pollution Control Committees (PCCs)**, and the **National Environmental Engineering Research Institute (NEERI), Nagpur**. The CPCB coordinates with these agencies to ensure the **uniformity and consistency** of air quality data and provides them with technical and financial support. Since the programme involves numerous agencies, personnel, and equipment, minor variations and biases may occur. Therefore, the data should be treated as **indicative rather than absolute**.

Answer any TEN questions from the twelve given below.

1. Which agencies accomplish the monitoring of air quality twice a week?
 - a) State Pollution Control Boards, National Environmental Engineering Research Institute, National Air Quality Monitoring Programme and Central Pollution Control Board\
 - b) Central Pollution Control Board, WHO, National Environmental Engineering Research Institute and State Pollution Control Boards
 - c) National Environmental Engineering Research Institute, State Pollution Control Boards, Pollution Control Committees and National Air Quality Monitoring Programme
 - d) Pollution Control Committees, Central Pollution Control Board, National Environmental Engineering Research Institute and State Pollution Control Boards
2. In which year was the maximum difference in the concentration of **Sulphur Dioxide (SO₂)** and **Nitrogen Dioxide (NO₂)** noticed? (*Refer to the given line graph.*)
3. Name the **three air pollutants** monitored under the National Air Quality Monitoring Programme (NAMP).
4. Write the **antonym** of the word "**magnify**" from paragraph 2.
5. According to the given line graph, in which year were the **NO₂** and **PM₁₀** levels the same?
6. Write the **synonym** of the word "**relevant**" from paragraph 5.
7. How many observations are made by the National Air Quality Monitoring Programme annually?
8. What does the National Air Quality Monitoring Programme (NAMP) monitor?
9. Why does the CPCB coordinate with other agencies?
 - a) To ensure the reliability and consistency of air quality data.
 - b) To treat the data as absolute.
 - c) To monitor meteorological parameters.
 - d) To assess air pollution in India.
10. The **PM** in **PM₁₀** stands for:
 - a) Pertinent Mention
 - b) Programme Monitoring
 - c) Particulate Matter
 - d) Particular Monitoring
11. Which of the following statement(s) is/are true?
 - (i) CPCB serves as a field organisation and provides technical services to the Ministry

of Environment.

(ii) It functions only to improve air quality and prevent air pollution in the country.

(iii) CPCB was constituted in September 1974.

(iv) CPCB was entrusted with powers and functions under the Air (Prevention and Control of Pollution) Act, 1986.

- a) Only (i)
- b) (i) and (ii)
- c) (i), (ii) and (iii)
- d) All statements are true

12. The word "**statutory**" in the passage means:

- a) set by law
- b) statue
- c) informal
- d) technical

Factual/Literary Passage – 4

Read the passage given below and answer the questions that follow.

1. The Centre on Wednesday announced that the bird flu outbreak had been reported at **12 epicentres** across four states—**Kerala, Rajasthan, Madhya Pradesh, and Himachal Pradesh**. The government also issued advisories to contain the further spread of the infection. Of the 12 epicentres, bird flu was reported in crows in the **Baran, Kota, and Jhalawar** regions of Rajasthan, as well as in the **Mandsaur, Indore, and Malwa** regions of Madhya Pradesh. In Himachal Pradesh, the infection was detected among migratory birds in the **Kangra** region, while in Kerala it was found in poultry ducks in **Kottayam** and **Alappuzha** (four epicentres).

2. Bird flu is a highly contagious viral disease caused by **Influenza Type A viruses**. It generally affects poultry birds such as chickens and turkeys. There are many strains of the virus. Some strains are mild and may only reduce egg production or cause minor symptoms in chickens, while others are severe and can be lethal. The **Union Ministry of Fisheries and Animal Husbandry** advised all states to remain alert and report any unusual deaths among birds.

3. The Kerala Government declared the bird flu outbreak a "**State Disaster**" after the Centre confirmed the outbreak of the **H5N8 subtype of Influenza A** in the districts of Kottayam and Alappuzha. Following this announcement, neighbouring Karnataka placed four bordering districts—**Dakshina Kannada, Udupi, Mysuru, and Kodagu**—on high alert. The Kodagu district administration established checkpoints at **Kutta, Makutta, and Karike** to screen poultry birds and related products arriving from Kerala. Transport vehicles carrying poultry were also sanitised before entering the district. Kodagu Deputy Commissioner **Annie Kanmani Joy** instructed officials to ensure strict sanitisation of all poultry-carrying vehicles entering the district.

4. The government appealed to the public to inform the control rooms set up by the Animal Husbandry Department if they found any dead birds near their homes. The Ministry also established a **control room in New Delhi** to monitor the situation closely and review the preventive and control measures being implemented by state authorities on a daily basis.

5. The Centre advised the affected states to strengthen biosecurity measures at poultry farms, disinfect affected areas, ensure proper disposal of dead birds and carcasses, collect and submit samples for laboratory confirmation, and intensify surveillance activities. States were also directed to coordinate with the Forest Department to report any unusual bird deaths and to prevent the spread of the disease from infected birds to poultry and humans.

Answer the following questions. (Attempt any TEN)

1. Name the states where the bird flu outbreak has been reported.
2. What type of birds are generally affected by bird flu?
3. Which ministry asked the states to keep a vigil on any unusual mortality among birds?
4. What did the Kerala Government declare the bird flu outbreak?
5. Where did the Kodagu district administration set up checkpoints to screen poultry birds arriving from Kerala?
6. Who is the Deputy Commissioner of Kodagu district?
7. What appeal did the government make to the public regarding dead birds?
8. Mention any two measures suggested by the government to the affected states to control bird flu.
9. Bird flu is a highly contagious viral disease caused by:
 - (a) Influenza Type A virus
 - (b) Influenza Type B virus
 - (c) Influenza Type C virus
 - (d) Influenza Type D virus
10. Which word in **Paragraph 2** means "**infectious**"?
 - (a) mild
 - (b) contagious
 - (c) mortality
 - (d) symptoms
11. Which of the following is the noun form of **prevent**?
 - (a) preventive
 - (b) prevented
 - (c) prevention
 - (d) prevension
12. What is the antonym of "**harmless**" as used in **Paragraph 2**?
 - (a) lethal
 - (b) vigil
 - (c) mild
 - (d) symptoms

GRAMMAR

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TENSES

Instructions: Fill in the blanks with the correct form of the verb given in brackets.

A. Present Simple Tense

(Questions 1–10)

1. She _____ to school every day. (*go*)
2. They _____ football every Sunday. (*play*)
3. My father _____ in a bank. (*work*)
4. The Earth _____ around the Sun. (*move*)
5. We _____ television on weekdays. (*not/watch*)
6. _____ your brother _____ reading novels? (*like*)
7. Riya always _____ her mother. (*help*)
8. Birds _____ in the sky. (*fly*)
9. Water _____ at 100°C. (*boil*)
10. I _____ junk food regularly. (*not/eat*)

B. Present Continuous Tense

(Questions 11–20)

1. She _____ a letter now. (*write*)
2. They _____ cricket at the moment. (*play*)
3. I _____ for my examination. (*study*)
4. The baby _____. (*sleep*)
5. We _____ TV right now. (*not/watch*)
6. _____ he _____ a newspaper? (*read*)
7. My friends _____ outside. (*wait*)
8. The children _____ on the stage. (*dance*)
9. It _____ heavily. (*rain*)
10. Why _____ you _____? (*cry*)

C. Present Perfect Tense

(Questions 21–30)

1. I _____ my homework. (*finish*)
2. She _____ Jaipur twice. (*visit*)
3. They _____ the project yet. (*not/complete*)

4. _____ you ever _____ the Taj Mahal? (*see*)
 5. We _____ each other for five years. (*know*)
 6. My brother _____ his wallet. (*lose*)
 7. The train _____. (*already/leave*)
 8. I _____ never _____ sushi. (*eat*)
 9. She _____ many prizes. (*win*)
 10. They _____. (*just/arrive*)
-

D. Past Simple Tense

(Questions 31–40)

1. She _____ Delhi last month. (*visit*)
 2. We _____ a movie yesterday. (*watch*)
 3. They _____ cricket yesterday. (*not/play*)
 4. _____ you _____ your teacher yesterday? (*meet*)
 5. The baby _____ all night. (*cry*)
 6. My father _____ a new car last year. (*buy*)
 7. I _____ the book yesterday. (*finish*)
 8. She _____ a letter to her friend. (*write*)
 9. We _____ by train. (*travel*)
 10. The children _____ the picnic. (*enjoy*)
-

E. Future Simple Tense

(Questions 41–50)

1. I _____ my grandparents next week. (*visit*)
2. She _____ you tomorrow. (*help*)
3. They _____ the meeting. (*not/attend*)
4. _____ you _____ to the party? (*come*)
5. We _____ trees next Sunday. (*plant*)
6. The train _____ at 6 p.m. (*arrive*)
7. I think it _____ today. (*rain*)
8. My sister _____ a doctor. (*become*)
9. They _____ abroad next year. (*travel*)
10. We _____ Independence Day tomorrow. (*celebrate*)

TENSES

PRACTICE PASSAGES

Passage 1: A School Picnic

Instructions: Fill in the blanks with the correct form of the verbs given in brackets.

Last Friday, our class _____ (*go*) to the city zoo. We _____ (*leave*) school at 8 a.m. by bus. While we _____ (*travel*), our teacher _____ (*tell*) us interesting facts about animals. When we _____ (*reach*) the zoo, the guide _____ (*welcome*) us warmly. We _____ (*see*) many animals and _____ (*take*) several photographs. By the time we _____ (*return*) home, everyone _____ (*enjoy*) the trip very much.

Passage 2: My Daily Routine

Instructions: Fill in the blanks with the correct form of the verbs given in brackets.

Every morning, I _____ (*wake*) up at 6 a.m. I _____ (*brush*) my teeth and _____ (*get*) ready for school. My mother usually _____ (*prepare*) breakfast while my father _____ (*read*) the newspaper. At present, I _____ (*prepare*) for my final examinations, so I _____ (*study*) harder than before. I always _____ (*try*) to complete my homework before dinner.

Passage 3: The Science Exhibition

Instructions: Fill in the blanks with the correct form of the verbs given in brackets.

Our school _____ (*organise*) a science exhibition next week. Many students _____ (*prepare*) innovative models these days. My team _____ (*make*) a working model of a water purifier. We _____ (*complete*) most of the work already, but we still _____ (*need*) to add a few finishing touches. I hope our project _____ (*win*) the first prize.

Passage 4: A Rainy Evening

Instructions: Fill in the blanks with the correct form of the verbs given in brackets.

Yesterday evening, it suddenly _____ (*start*) raining while I _____ (*walk*) home. I _____ (*not/carry*) an umbrella, so I _____ (*run*) to a nearby shop. Several people

_____ (wait) there for the rain to stop. After about thirty minutes, the rain _____ (become) lighter, and everyone _____ (leave) happily.

Passage 5: Environmental Awareness

Instructions: Fill in the blanks with the correct form of the verbs given in brackets.

People _____ (cut) down forests for many years. As a result, wildlife _____ (lose) its natural habitat. Many organisations now _____ (work) hard to protect the environment. They _____ (plant) thousands of trees every year and _____ (encourage) people to reduce plastic waste. If everyone _____ (do) their part, our planet _____ (become) cleaner and greener in the future.

MODALS & AUXILIARY VERBS

Instructions: Fill in the blanks with the correct modal or auxiliary verb.

Section A: Modals of Ability, Permission & Possibility

1. She _____ swim very well.
2. _____ I come in, sir?
3. You _____ borrow my dictionary if you need it.
4. Birds _____ fly, but fish cannot.
5. We _____ reach the station on time if we leave now.
6. _____ you help me with this question?
7. It _____ rain this evening, so carry an umbrella.
8. Students _____ wear their identity cards in school.
9. _____ I use your mobile phone for a minute?
10. Nobody _____ solve the puzzle yesterday.

Section B: Modals of Advice, Duty & Obligation

(Questions 11–20)

11. You _____ respect your parents.
12. We _____ obey traffic rules.
13. You _____ study regularly to score good marks.
14. People _____ keep the environment clean.
15. We _____ waste water.

16. Students _____ complete their homework on time.
 17. You _____ not tell lies.
 18. Everyone _____ follow the school rules.
 19. We _____ help people in need.
 20. You _____ visit a doctor if you have a high fever.
-

Section C: Modals of Certainty, Probability & Deduction

(Questions 21–30)

21. She _____ be at home because the lights are on.
 22. It _____ snow in the mountains during winter.
 23. This _____ be the correct answer; I am not sure.
 24. He _____ have missed the bus because he is late.
 25. They _____ win the match if they play well.
 26. The keys _____ be in your bag.
 27. You _____ be joking!
 28. The train _____ arrive any moment now.
 29. She _____ become the captain next year.
 30. This story _____ be true because many people witnessed it.
-

Section D: Auxiliary Verbs

(Questions 31–40)

31. She _____ reading a novel now.
 32. They _____ completed the assignment.
 33. I _____ going to school every day.
 34. _____ you finished your lunch?
 35. The boys _____ playing football.
 36. He _____ not attend school yesterday.
 37. _____ she like ice cream?
 38. We _____ watching television when the lights went out.
 39. My parents _____ been to Jaipur twice.
 40. The baby _____ sleeping peacefully.
-

Section E: Mixed Modals & Auxiliary Verbs

(Questions 41–50)

41. You _____ not park your car here.
42. _____ you like a cup of tea?

43. We _____ finish this work before sunset.
44. They _____ waiting for the principal.
45. She _____ have informed us earlier.
46. I _____ never seen such a beautiful place.
47. _____ I open the window?
48. The players _____ practising for the tournament.
49. He _____ speak three languages fluently.
50. We _____ all attend the Annual Day function tomorrow.

NARRATION (DIRECT & INDIRECT SPEECH)

Instructions: Change the following sentences from Direct Speech to Indirect Speech.

Section A: Assertive Sentences

(Questions 1–10)

1. Riya said, *"I am reading a novel."*
 2. Mohan said, *"I have finished my homework."*
 3. The teacher said, *"The Earth moves round the Sun."*
 4. He said, *"I will visit Delhi next week."*
 5. She said, *"I can solve this problem."*
 6. My father said, *"We bought a new car yesterday."*
 7. Ravi said, *"I was watching television."*
 8. The doctor said, *"You should exercise daily."*
 9. Anita said, *"I do not like coffee."*
 10. The boys said, *"We are playing football."*
-

Section B: Interrogative Sentences

(Questions 11–20)

11. The teacher said to me, *"What is your name?"*
12. Mother said to Rohan, *"Have you finished your homework?"*
13. He said to me, *"Where do you live?"*
14. The policeman said, *"Why are you standing here?"*
15. She said to me, *"Can you help me?"*
16. The teacher said, *"Who broke the window?"*
17. Father said to me, *"Did you complete the project?"*
18. He said, *"When will the train arrive?"*

19. She said to me, *"Why were you absent yesterday?"*
 20. The stranger said to me, *"Is this the way to the railway station?"*
-

Section C: Imperative Sentences

(Questions 21–30)

21. The teacher said, *"Open your books."*
 22. Mother said to me, *"Please help me."*
 23. The doctor said, *"Take your medicine regularly."*
 24. Father said to his son, *"Work hard."*
 25. The principal said, *"Do not make noise."*
 26. The coach said to the players, *"Run faster."*
 27. The teacher said, *"Keep quiet."*
 28. Mother said, *"Switch off the fan."*
 29. The officer said, *"Complete the work today."*
 30. Father said to me, *"Never waste your time."*
-

Section D: Exclamatory Sentences

(Questions 31–40)

31. He said, *"What a beautiful flower!"*
 32. She said, *"Hurrah! We have won the match."*
 33. The old man said, *"Alas! I have lost my purse."*
 34. Riya said, *"How intelligent you are!"*
 35. He said, *"What a pleasant surprise!"*
 36. The teacher said, *"Bravo! You have done well."*
 37. She said, *"Oh! I forgot my notebook."*
 38. The captain said, *"Hurrah! We are the champions."*
 39. Mother said, *"What a lovely painting!"*
 40. He said, *"Alas! My friend is no more."*
-

Section E: Mixed Practice

(Questions 41–50)

41. Rahul said, *"I have never visited Kashmir."*
42. She said to me, *"Please close the door."*
43. The teacher said, *"Honesty is the best policy."*
44. Father said, *"We shall leave tomorrow."*
45. The boy said, *"I cannot swim."*

46. My friend said to me, *"Will you join me tomorrow?"*
47. The teacher said, *"Do your work carefully."*
48. The girl said, *"I was waiting for my brother."*
49. Mother said, *"May God bless you!"*
50. The officer said to the clerk, *"Submit the report by tomorrow."*

CONDITIONAL CLAUSES

Instructions: Fill in the blanks with the correct form of the verb to complete the conditional sentences.

Section A: Zero Conditional

(Questions 1–10)

1. If you _____ (*heat*) water to 100°C, it _____ (*boil*).
2. If plants _____ (*not/get*) enough water, they _____ (*die*).
3. If the sun _____ (*set*), it _____ (*become*) dark.
4. If people _____ (*exercise*) regularly, they _____ (*stay*) healthy.
5. If ice _____ (*melt*), it _____ (*turn*) into water.
6. If you _____ (*mix*) blue and yellow, you _____ (*get*) green.
7. If children _____ (*eat*) too much junk food, they _____ (*become*) unhealthy.
8. If we _____ (*not/recycle*) waste, pollution _____ (*increase*).
9. If the teacher _____ (*ask*) a question, students _____ (*answer*).
10. If it _____ (*rain*), the roads _____ (*become*) slippery.

Section B: First Conditional

(Questions 11–20)

1. If you _____ (*study*) hard, you _____ (*pass*) the examination.
2. If it _____ (*rain*) tomorrow, we _____ (*stay*) at home.
3. If she _____ (*finish*) her work early, she _____ (*join*) us.
4. If they _____ (*leave*) now, they _____ (*reach*) on time.
5. If you _____ (*not/hurry*), you _____ (*miss*) the bus.
6. If I _____ (*see*) Rahul, I _____ (*tell*) him the news.
7. If we _____ (*save*) electricity, we _____ (*reduce*) our bills.
8. If you _____ (*invite*) me, I _____ (*come*).
9. If he _____ (*work*) sincerely, he _____ (*succeed*).
10. If the weather _____ (*be*) pleasant, we _____ (*go*) for a picnic.

Section C: Second Conditional

(Questions 21–30)

1. If I _____ (*be*) a bird, I _____ (*fly*) across the world.
2. If she _____ (*have*) a car, she _____ (*drive*) to school.
3. If they _____ (*win*) the lottery, they _____ (*buy*) a new house.
4. If I _____ (*know*) French, I _____ (*talk*) to the tourists.
5. If you _____ (*exercise*) more, you _____ (*feel*) healthier.
6. If he _____ (*be*) rich, he _____ (*help*) the poor.
7. If we _____ (*live*) near the beach, we _____ (*go*) swimming every day.
8. If Rohan _____ (*study*) harder, he _____ (*score*) better marks.
9. If I _____ (*have*) wings, I _____ (*travel*) around the world.
10. If she _____ (*be*) the Principal, she _____ (*change*) the school rules.

Section D: Third Conditional

(Questions 31–40)

1. If I _____ (*study*) harder, I _____ (*pass*) the examination.
2. If she _____ (*leave*) earlier, she _____ (*catch*) the train.
3. If they _____ (*invite*) us, we _____ (*attend*) the function.
4. If you _____ (*listen*) carefully, you _____ (*understand*) the lesson.
5. If he _____ (*wear*) a helmet, he _____ (*avoid*) the injury.
6. If we _____ (*know*) about the meeting, we _____ (*come*).
7. If the players _____ (*practise*) regularly, they _____ (*win*) the match.
8. If Riya _____ (*not/forget*) her notebook, she _____ (*complete*) the work.
9. If the driver _____ (*drive*) carefully, the accident _____ (*not/happen*).
10. If I _____ (*see*) you yesterday, I _____ (*speak*) to you.

Section E: Mixed Conditionals

(Questions 41–50)

1. If I _____ (*work*) harder last year, I _____ (*have*) a better job now.
2. If she _____ (*not/miss*) the train, she _____ (*be*) here now.
3. If they _____ (*save*) money earlier, they _____ (*buy*) a house today.
4. If he _____ (*listen*) to his parents, he _____ (*not/be*) in trouble now.
5. If I _____ (*be*) taller, I _____ (*have become*) a basketball player.
6. If we _____ (*leave*) earlier yesterday, we _____ (*be*) at home now.
7. If she _____ (*study*) medicine, she _____ (*be*) a doctor today.
8. If you _____ (*tell*) me the truth yesterday, I _____ (*trust*) you now.
9. If they _____ (*prepare*) well, they _____ (*feel*) confident today.
10. If I _____ (*take*) your advice, my life _____ (*be*) easier now.

SUBJECT–VERB CONCORD

Instructions: Fill in the blanks with the correct form of the verb given in brackets.

Section A: Singular and Plural Subjects (1–10)

The boy _____ (play) football every evening.

The girls _____ (dance) beautifully.

My father _____ (work) in a hospital.

The students _____ (study) sincerely.

The dog _____ (bark) loudly at night.

The teachers _____ (guide) the students patiently.

My sister _____ (love) painting.

The children _____ (enjoy) the picnic.

A bird _____ (build) its nest in the tree.

The farmers _____ (grow) crops.

Section B: Compound Subjects (11–20)

Riya and Priya _____ (sing) well.

Bread and butter _____ (be) my favourite breakfast.

Either Rohan or his friends _____ (clean) the classroom.

Either the teachers or the Principal _____ (attend) the meeting.

Neither the students nor the teacher _____ (know) the answer.

Neither my brother nor my parents _____ (be) at home.

Aman as well as his friends _____ (participate) in the competition.

The Principal along with the teachers _____ (welcome) the guests.

Mohan and Sohan _____ (play) cricket every Sunday.

The captain and coach _____ (discuss) the strategy.

Section C: Indefinite Pronouns (21–30)

Everyone _____ (want) to succeed.

Somebody _____ (knock) at the door.

Each of the boys _____ (receive) a prize.

Either of the two books _____ (be) useful.

Nobody _____ (know) the truth.

Many _____ (have) attended the function.

Several students _____ (participate) in the quiz.

One of the girls _____ (sing) very well.

Everybody _____ (like) honesty.

Few _____ (understand) the importance of discipline.

Section D: Special Rules of Concord (31–40)

The news _____ (be) very interesting.

Mathematics _____ (be) my favourite subject.

The police _____ (have) arrested the thief.

Ten kilometres _____ (be) a long distance to walk.

Fifty thousand rupees _____ (be) a large amount.

The furniture _____ (look) beautiful.

Scissors _____ (be) kept in the drawer.

The committee _____ (has/have) taken its decision.

Measles _____ (be) a contagious disease.

The United States _____ (is/are) a developed country.

Section E: Mixed Subject–Verb Concord (41–50)

One of my friends _____ (live) in Jaipur.

Neither of the answers _____ (be) correct.

Each student _____ (carry) an identity card.

The quality of the apples _____ (be) excellent.

A pair of shoes _____ (be) lying under the bed.

The number of students _____ (be) increasing every year.

A number of students _____ (have) participated in the event.

No one _____ (know) where she lives.

There _____ (be) many books on the table.

Here _____ (come) the school bus.

DETERMINERS

Instructions: Fill in the blanks with the most appropriate determiner.

Section A: Articles (*a, an, the*)

1. I saw _____ elephant in the zoo.
2. She is _____ honest girl.
3. We visited _____ Red Fort during our trip.
4. He bought _____ umbrella because it was raining.
5. _____ Ganga is a sacred river.
6. My father is _____ engineer.
7. We watched _____ movie last night.
8. _____ Sun rises in the east.
9. She lives in _____ village near Delhi.
10. He is _____ best player in the team.

Section B: Demonstrative Determiners

1. _____ book is mine. (*this / these*)
2. _____ flowers are beautiful. (*this / these*)
3. _____ boy standing there is my cousin. (*that / those*)
4. _____ apples are fresh. (*that / those*)
5. Please hand me _____ pen. (*this / these*)
6. I don't like _____ shoes over there. (*that / those*)
7. _____ house belongs to my uncle. (*this / these*)
8. _____ mountains look beautiful. (*that / those*)
9. _____ notebook on the table is yours. (*this / these*)

10. _____ children playing outside are my neighbours. (*that / those*)

(Continue the remaining Determiners sections in the same format.)

SECTION C: Quantifiers

1. There is _____ milk in the bottle. (*some/any*)
2. Do you have _____ questions? (*some/any*)
3. We have _____ sugar left. (*little/a little*)
4. There are _____ students in the classroom. (*many/much*)
5. Only _____ water remained in the glass. (*a little/few*)
6. _____ people attended the function. (*Several/Much*)
7. She has _____ friends in this city. (*few/little*)
8. I need _____ information before deciding. (*some/any*)
9. There isn't _____ rice left. (*some/any*)
10. We have _____ time before the train arrives. (*plenty of/many*)

SECTION D: Distributive & Possessive Determiners

1. _____ student received a certificate. (*Each/Every*)
2. _____ child in the class participated. (*Every/Many*)
3. _____ of the two boys won the prize. (*Either/All*)
4. _____ of the answers is correct. (*Neither/Many*)
5. This is _____ book. (*my/mine*)
6. She forgot _____ bag at school. (*her/hers*)
7. They completed _____ homework on time. (*their/theirs*)
8. We love _____ country. (*our/ours*)
9. Rahul washed _____ hands before eating. (*his/him*)
10. The dog wagged _____ tail happily. (*its/it's*)

SECTION E: Mixed Determiners

1. _____ student should obey the rules. (*Every/Any*)
2. I have _____ idea about the answer. (*no/none*)
3. _____ of my friends lives in Jaipur. (*One/Many*)
4. We spent _____ hour discussing the problem. (*an/a*)
5. She has read _____ books written by this author. (*several/much*)
6. Is there _____ water in the bottle? (*any/some*)
7. _____ of the cake was eaten. (*Most/Many*)
8. There are _____ oranges in the basket. (*a few/a little*)
9. I have visited _____ Taj Mahal twice. (*the/a*)

10. _____ answer is correct. (*Neither/Either*)

NOUN CLAUSES & RELATIVE CLAUSES

Instructions: Fill in the blanks with the correct noun clause or relative pronoun (*who, whom, whose, which, that, where, when, why, what, whoever, whichever, etc.*).

SECTION A: Noun Clauses (1–25)

1. I know _____ you are telling the truth.
2. She asked _____ I was feeling better.
3. Nobody knows _____ he lives.
4. Tell me _____ you want for your birthday.
5. I don't understand _____ she is upset.
6. The teacher explained _____ honesty is important.
7. We believe _____ hard work leads to success.
8. Please tell me _____ the train will arrive.
9. I wonder _____ they accepted the invitation.
10. Can you explain _____ the machine works?
11. We have decided _____ we will start early tomorrow.
12. Do you know _____ won the competition?
13. I remember _____ he said yesterday.
14. The question is _____ we should trust him.
15. I am sure _____ she will succeed.
16. She couldn't decide _____ dress to wear.
17. Tell me _____ you solved the problem.
18. I don't know _____ to do next.
19. It is clear _____ everyone has worked hard.
20. The fact is _____ he never lied.
21. We discussed _____ we should organise the event.
22. Please tell me _____ your favourite author is.
23. Nobody knows _____ the accident happened.
24. I don't understand _____ they refused our request.
25. She was surprised by _____ he had done.

SECTION B: Relative Clauses (26–50)

1. The boy _____ won the race is my brother.
2. This is the book _____ I borrowed from the library.
3. The girl _____ father is a doctor is my friend.
4. The teacher _____ taught us English retired last year.
5. I visited the village _____ my grandparents were born.
6. This is the house _____ we lived as children.
7. The woman _____ helped me was very kind.
8. The bicycle _____ was stolen has been found.
9. The student _____ you met yesterday is my cousin.
10. I remember the day _____ we first met.
11. The reason _____ she was absent is genuine.
12. The man _____ car was damaged reported the matter.
13. This is the restaurant _____ we had dinner.
14. Anyone _____ works hard will succeed.
15. The movie _____ we watched yesterday was exciting.
16. The person _____ called you has left.
17. The school _____ I studied has been renovated.
18. The athlete _____ won the gold medal received a standing ovation.
19. The pen _____ is lying on the table is mine.
20. The doctor _____ treated my grandfather is very experienced.
21. This is the place _____ the accident occurred.
22. The author _____ books are very popular visited our school.
23. The year _____ India won the Cricket World Cup is unforgettable.
24. The child _____ was crying is now smiling.
25. The painting _____ attracted everyone's attention was sold for a high price.

SENTENCE REARRANGEMENT

Instructions: Rearrange the following words/phrases to form meaningful sentences.

1. every / morning / walks / my / father / in / the / park
2. reading / enjoys / books / she / story
3. the / children / happily / are / playing / ground / in / the
4. school / goes / by / bus / Rohan / to
5. the / teacher / praised / hardworking / students / the
6. delicious / mother / cooked / meal / a / my
7. always / speaks / truth / the / he
8. on / table / the / keys / are / the
9. India / beautiful / is / country / a
10. every / we / Sunday / grandparents / visit / our
11. completed / homework / she / her / on / time
12. rain / because / cancelled / was / the / match / of
13. library / books / borrowed / I / from / two / the
14. singing / is / favourite / hobby / my
15. market / vegetables / fresh / bought / from / we / the
16. everyone / honesty / appreciates

17. students / carefully / the / teacher / listened / to
18. mountain / climbed / the / they / successfully
19. breakfast / before / school / I / eat
20. hard / success / work / brings
21. was / yesterday / absent / because / ill / he / was
22. planted / trees / many / we / school / in / the
23. quickly / solved / the / puzzle / Rahul
24. competition / won / our / school / the
25. speaks / English / fluently / she
26. the / train / arrived / on / time
27. friends / always / help / good / each / other
28. carefully / road / cross / the
29. festival / celebrated / people / happily / the
30. doctor / advised / rest / complete / the
31. Earth / around / the / moves / Sun / the
32. found / wallet / I / yesterday / a
33. exercise / daily / should / we
34. exam / prepared / well / they / for / the
35. football / evening / every / play / boys / the
36. reading / habit / good / is / a
37. beautiful / garden / flowers / the / has
38. reached / station / early / we / the
39. milk / glass / a / of / drink
40. respect / elders / should / always / we
41. new / bought / my / bicycle / brother / a
42. important / punctuality / is / very
43. the / loudly / dog / barked
44. solved / difficult / problem / the / students / the
45. our / clean / we / classroom / keep
46. letter / wrote / her / friend / she / a / to
47. always / positive / think / should / we
48. museum / visited / last / we / week / the
49. won / first / she / prize / the
50. save / we / water / must

SENTENCE TRANSFORMATION

Rewrite each sentence according to the directions given without changing its meaning.

SECTION A: Assertive ↔ Interrogative

1. He is very honest. (*Change into an Interrogative sentence.*)

2. Nobody can solve this puzzle. *(Change into an Interrogative sentence.)*
 3. Everyone admired her courage. *(Change into an Interrogative sentence.)*
 4. Who does not love his country? *(Change into an Assertive sentence.)*
 5. Is there anyone who does not respect Mahatma Gandhi? *(Change into an Assertive sentence.)*
 6. No one can deny the truth. *(Change into an Interrogative sentence.)*
 7. Isn't honesty the best policy? *(Change into an Assertive sentence.)*
 8. Everybody likes good manners. *(Change into an Interrogative sentence.)*
 9. Can anyone avoid death? *(Change into an Assertive sentence.)*
 10. Nothing is impossible. *(Change into an Interrogative sentence.)*
-

SECTION B: Affirmative ↔ Negative

1. He is always punctual. *(Change into a Negative sentence.)*
 2. Everyone was present. *(Change into a Negative sentence.)*
 3. She is very intelligent. *(Change into a Negative sentence.)*
 4. Only Riya solved the problem. *(Change into a Negative sentence.)*
 5. As soon as the bell rang, the students entered the class. *(Begin: No sooner...)*
 6. He always speaks the truth. *(Change into a Negative sentence.)*
 7. She is wiser than her brother. *(Use: not as...as)*
 8. This is the best book in the library. *(Use: No other...)*
 9. Delhi is bigger than Jaipur. *(Use: Jaipur is not...)*
 10. Everybody appreciated the performance. *(Change into a Negative sentence.)*
-

SECTION C: Simple, Compound & Complex Sentences

1. Being tired, he went to bed early. *(Change into a Complex sentence.)*
 2. Although he was poor, he was honest. *(Change into a Simple sentence.)*
 3. Work hard, and you will succeed. *(Change into a Complex sentence.)*
 4. In spite of his illness, he attended school. *(Change into a Complex sentence.)*
 5. He finished his work and went home. *(Change into a Simple sentence.)*
 6. Because she was ill, she could not attend the meeting. *(Change into a Simple sentence.)*
 7. On seeing the tiger, the villagers ran away. *(Change into a Complex sentence.)*
 8. He is so weak that he cannot walk. *(Use: too...to)*
 9. The tea is too hot to drink. *(Use: so...that)*
 10. He was punished because he was careless. *(Change into a Simple sentence.)*
-

SECTION D: Active & Passive Voice

1. The teacher praised the student. (*Change into Passive Voice.*)
 2. The letter was written by Riya. (*Change into Active Voice.*)
 3. They are cleaning the classroom. (*Change into Passive Voice.*)
 4. The gardener waters the plants every day. (*Change into Passive Voice.*)
 5. Someone has stolen my bicycle. (*Change into Passive Voice.*)
 6. The homework was completed by the students. (*Change into Active Voice.*)
 7. They will announce the results tomorrow. (*Change into Passive Voice.*)
 8. The doctor examined the patient. (*Change into Passive Voice.*)
 9. We should obey traffic rules. (*Change into Passive Voice.*)
 10. The room is being painted by the workers. (*Change into Active Voice.*)
-

SECTION E: Direct & Indirect Speech

1. Ravi said, "I am happy." (*Change into Indirect Speech.*)
 2. Mother said to me, "Do your homework." (*Change into Indirect Speech.*)
 3. The teacher said, "The Earth revolves around the Sun." (*Change into Indirect Speech.*)
 4. She said to him, "Can you help me?" (*Change into Indirect Speech.*)
 5. He said, "I have finished my work." (*Change into Indirect Speech.*)
 6. Father said to me, "Do not waste your time." (*Change into Indirect Speech.*)
 7. Neha said, "We will visit Agra tomorrow." (*Change into Indirect Speech.*)
 8. The boy said, "Alas! I have lost my bag." (*Change into Indirect Speech.*)
 9. The teacher said to the students, "Work hard." (*Change into Indirect Speech.*)
 10. Rohan said, "I can solve this problem." (*Change into Indirect Speech.*)
-

WRITING

NOTICE WRITING

1. Inter-House Debate Competition

You are **Aman/Aditi**, the Cultural Secretary of your school. Your school is organising an **Inter-House Debate Competition** on the topic "**Artificial Intelligence: Boon or Bane?**" Write a notice informing students about the event. Mention the **date, time, venue, eligibility, and last date for registration**.

2. Lost and Found

You are **Rahul/Riya**, the Head Boy/Head Girl of your school. A **black school bag** containing books and an identity card has been found in the school library. Write a notice asking the owner to collect it from the school office after providing proper identification.

3. Cleanliness Drive

You are **Karan/Kavya**, the President of the Eco Club. Your school is organising a **Cleanliness Drive** in the nearby park as part of the **Swachh Bharat Abhiyan**. Write a notice inviting students to participate. Include the **date, reporting time, venue, and what students should bring**.

4. Educational Excursion

You are **Arjun/Ananya**, the School Captain. Your school is organising an educational trip to the **National Science Centre**. Write a notice informing students of **Classes IX and X** about the **date, fee, last date for submission of consent forms, and reporting time**.

5. Blood Donation Awareness Programme

You are **Vivek/Vidhi**, the Secretary of the Health Club. Your school is organising a **Blood Donation Awareness Programme** in collaboration with a local hospital. Write a notice informing students of **Classes IX–XII** about the **date, time, venue, and purpose of the programme**, and encourage them to attend.

LETTER TO THE EDITOR

Class IX English Worksheet

Instructions

- Attempt all five questions.

- Write each letter in **100–120 words**.
- Follow the **CBSE format** for a formal letter.
- Include:
 - Sender's Address
 - Date
 - Receiver's Address
 - Subject
 - Salutation
 - Body
 - Complimentary Close
 - Signature

1. Poor Road Conditions

You are Rahul/Riya, a resident of 23, Green Park, Delhi. Write a letter to the Editor of The Times of India highlighting the poor condition of roads in your locality. Mention the problems faced by residents and suggest suitable measures.

2. Plastic Pollution

You are Aman/Ananya, a resident of 15, Shastri Nagar, Lucknow. Write a letter to the Editor of Hindustan Times expressing your concern over the increasing use of single-use plastic. Suggest ways to reduce plastic pollution.

3. Traffic Congestion

You are Karan/Kavya, living at 42, Model Town, Jaipur. Write a letter to the Editor of The Hindu about the growing traffic congestion in your city. Mention its causes, effects, and possible solutions.

4. Water Conservation

You are Arjun/Aditi, a resident of 18, Patel Colony, Bhopal. Write a letter to the Editor of The Indian Express stressing the need for water conservation. Suggest practical measures that citizens and authorities can adopt.

5. Excessive Screen Time Among Teenagers

You are Vivek/Vidhi, living at 56, Nehru Nagar, Chandigarh. Write a letter to the Editor of The Tribune expressing concern over the increasing screen time among teenagers. Discuss its impact on health and studies and suggest remedies

E-MAIL WRITING

1. Leave Application (Formal E-mail)

You are Rahul/Riya, a student of Class IX. Write an e-mail to your Class Teacher requesting three days' leave as you are suffering from viral fever.

2. Invitation to a Friend (Informal E-mail)

You are Aman/Ananya. Write an e-mail to your friend Rohan/Riya inviting him/her to your birthday celebration. Mention the date, time, venue, and request your friend to attend.

3. Complaint to the Principal (Formal E-mail)

You are Karan/Kavya, Head Boy/Head Girl of your school. Write an e-mail to the Principal complaining about the poor condition of the school library, mentioning damaged books and insufficient seating arrangements.

4. Thank You E-mail (Informal E-mail)

You are Arjun/Aditi. Write an e-mail to your uncle thanking him for the birthday gift you received and explain how useful it is to you.

5. Request for Participation (Formal E-mail)

You are Vivek/Vidhi, the Cultural Secretary of your school. Write an e-mail to the Principal requesting permission to organise an Inter-House Quiz Competition for students of Classes IX and X. Mention the purpose and expected benefits of the event.

SPEECH WRITING

Class 9 English Worksheet

Speech Writing Practice Questions (5)

Instructions:

- Attempt all five questions.
- Write each speech in **120–150 words**.
- Follow the **CBSE format** for speech writing.
- Include an appropriate **title**, a **formal salutation**, an **introduction**, the **main body**, and a **concluding statement thanking the audience**.

1. Importance of Reading

You are the Head Boy/Head Girl of your school. You have been asked to deliver a speech during the morning assembly on the topic "**The Importance of Reading Books in the Digital Age**." Write a speech in about **120–150 words**.

2. Save Environment

Your school is organising an awareness programme on environmental conservation. As the Eco Club Secretary, prepare a speech on **"Save Environment, Save Future."** Write your speech in **120–150 words**.

3. Healthy Lifestyle

Your school is celebrating **World Health Day**. Prepare a speech on **"Healthy Lifestyle: The Key to Success"** for the occasion. Write your speech in **120–150 words**.

4. Importance of Discipline

You have been selected to speak during the school assembly on the topic **"Discipline: The Foundation of Success."** Write a speech in **120–150 words**.

5. Responsible Use of Social Media

Your school is observing **Cyber Safety Week**. Prepare a speech on the topic **"Responsible Use of Social Media"** for the students of your school. Write your speech in **120–150 words**.

DESCRIPTIVE ESSAY WRITING

Class IX English Worksheet

1. A Visit to a Historical Monument
2. My Favourite Person
3. A Rainy Day
4. The Morning Assembly in My School
5. A Beautiful Garden

ARTICLE WRITING

Class IX English Worksheet

1. Importance of Reading Habits
 2. Save Water, Save Life
 3. The Impact of Social Media on Teenagers
 4. Cleanliness: A Key to Good Health
 5. Physical Fitness for a Healthy Life
-

NARRATIVE ESSAY WRITING

Class IX English Worksheet

1. An Incident That Taught Me an Important Lesson
2. An Unforgettable Journey
3. A Day When Everything Went Wrong
4. My First Public Speaking Experience
5. A Surprise That Changed My Day

ANSWERS

LITERATURE

HOW I TAUGHT MY GRANDMOTHER

SECTION A: EXTRACT-BASED ANSWERS

Extract 1

Q1.

The grandmother was in tears because she could not read the next episode of the novel when Sudha was away. She felt helpless and dependent due to her illiteracy.

Q2.

It reveals her deep desire to learn and her emotional attachment to reading.

Q3.

This is the turning point that inspires her to become literate.

Q4.

Answer: **c) Helplessness due to illiteracy.**

Extract 2

Q5.

Independence means being able to read and write without depending on others. She wanted to enjoy reading and gain knowledge on her own.

Q6.

Determination.

Q7.

It highlights the importance of self-reliance and lifelong learning.

Q8.

Answer: **b) Determination.**

Extract 3

Q9.

Every day after completing household chores, Sudha taught her grandmother alphabets, words, and sentences. Regular practice helped her learn quickly.

Q10.

It shows her dedication and positive attitude towards learning.

Q11.

Sudha plays the role of a patient and encouraging teacher.

Q12.

Answer: **b) Regular practice.**

Extract 4

Q13.

The grandmother touched Sudha's feet to express gratitude and respect because she accepted her as her teacher.

Q14.

It symbolizes respect for knowledge and teachers.

Q15.

Sudha was surprised because her elderly grandmother touched her young granddaughter's feet.

Q16.

Answer: **d) Respect for knowledge and teacher.**

Extract 5

Q17.

People eagerly waited for Wednesdays because the next episode of the novel was published that day.

Q18.

It suggests that people had very limited entertainment options and valued reading greatly.

Q19.

Answer: **B. Curiosity and love for reading.**

Q20.

Yes. Waiting every week increased curiosity and excitement. It encouraged readers to think about the story, discuss it with others, and develop a stronger interest in reading.

SECTION B: SHORT ANSWER QUESTIONS (SAQs)

Q1.

The grandmother depended on Sudha because she was illiterate and could not read or write. She relied on Sudha to read stories and magazines to her.

Q2.

She was motivated when she could not read the next episode of *Kashi Yatre* during Sudha's absence. This made her realize the importance of literacy.

Q3.

Kashi Yatre was a Kannada novel that fascinated the grandmother. It inspired her to learn reading so that she could enjoy it independently.

Q4.

Sudha patiently taught her alphabets, words, and sentences every day and encouraged her through regular practice.

Q5.

She faced difficulties because of her old age, lack of formal education, and learning new concepts. However, determination helped her succeed.

Q6.

Her main goal was to become independent by learning to read and write.

Q7.

She chose Dussehra because it is considered an auspicious day for learning and beginning new knowledge.

Q8.

The story teaches that determination and hard work can overcome any obstacle, including age.

Q9.

Sudha felt proud, happy, and responsible while teaching her grandmother.

Q10.

The story highlights the importance of education, lifelong learning, independence, confidence, and dignity.

SECTION C: LONG ANSWER QUESTIONS

(Extrapolation Beyond the Text & Across Texts)

Q1.

The grandmother's determination to learn at the age of sixty-two proves that education has no age limit. She overcame fear, hesitation, and social barriers through hard work and discipline.

Her journey inspires people to believe in themselves and continue learning despite challenges. The story teaches that courage and determination are more important than age in achieving success.

Q2.

Sudha patiently taught her grandmother every day and encouraged her throughout the learning process. Her guidance helped the grandmother become confident and independent. A true teacher not only imparts knowledge but also builds self-belief. Their relationship shows that teaching is an act of love, patience, and empowerment.

Q3.

Literacy empowers individuals by making them independent, confident, and aware. It enables people to read, write, communicate, understand their rights, and make informed decisions. Like the grandmother, literacy brings dignity and freedom. Even today, education improves personal growth and social participation.

Q4.

The story reflects a time when many women were denied education and remained confined to household duties. The grandmother's decision to learn challenges these traditional gender roles. Her success highlights the need for equal educational opportunities and proves that education empowers everyone, regardless of age or gender.

SECTION D: LONG ANSWER QUESTIONS

(Theme / Character / Message Analysis)

Q1.

The story presents lifelong learning through the grandmother's determination to become literate at sixty-two. Her hard work and dedication prove that learning can begin at any age. Education gives her confidence, independence, and self-respect. The story inspires readers to continue learning throughout life.

Q2.

The grandmother is determined, humble, hardworking, respectful, and emotionally strong. She never gives up despite her age and illiteracy. Her respect for knowledge is shown when she touches Sudha's feet. She inspires readers with her courage and perseverance.

Q3.

Sudha is a patient, caring, and encouraging teacher. She explains lessons simply, motivates her grandmother, and provides regular practice. Her guidance helps the grandmother gain confidence and independence. She demonstrates the qualities of an ideal teacher.

Q4.

The story highlights that education transforms lives by giving people confidence, independence, and dignity. The grandmother's journey from dependence to self-reliance

shows that learning empowers individuals and should be accessible to everyone, regardless of age.

BHARAT: OUR LAND

SECTION A: EXTRACT-BASED ANSWERS

Extract 1

Q1.

Wise spiritual teachers of ancient India.

Q2.

Prosperity, life and nourishment.

Q3.

Peaceful coexistence.

Q4.

Imagery.

Q5.

India's glorious heritage and harmony.

Extract 2

Q6.

Mountains.

Q7.

They protect the nation like soldiers.

Q8.

Personification/Metaphor.

Q9.

Strength and security.

Q10.

Pride and patriotism.

Extract 3

Q11.

Farmers.

Q12.

They produce food for the country.

Q13.

Hard work and dedication.

Q14.

Appreciative.

Q15.

Dignity of labour.

Extract 4

Q16.

Unity in diversity.

Q17.

Different religions, languages and traditions.

Q18.

National integration.

Q19.

Symbolism.

Q20.

Unity strengthens the nation.

Extract 5

Q21.

Love and protect the nation.

Q22.

India's culture, traditions and history.

Q23.

It is respected and honoured.

Q24.

Be responsible citizens.

Q25.

Inspirational.

SECTION B: SHORT ANSWER QUESTIONS (SAQs)

Q1.

The poet calls Bharat sacred because of its rich culture, history, spirituality and sacrifices of great people.

Q2.

The mountains, rivers and fertile fields symbolize India's beauty, strength and prosperity.

Q3.

Farmers feed the nation through their hard work and support the country's economy.

Q4.

Unity in diversity makes India strong despite differences in language, religion and culture.

Q5.

Their wisdom, truthfulness, simplicity and devotion inspire modern citizens.

Q6.

The poet links India's glorious past with the responsibility of present generations to preserve it.

Q7.

Young people are future citizens and must protect India's traditions, environment and values.

Q8.

The poem creates feelings of pride, love, gratitude and responsibility towards the nation.

Q9.

It encourages citizens to respect the nation, protect heritage and contribute positively to society.

Q10.

The poem celebrates India's greatness and inspires every citizen to love, respect and serve the country.

SECTION C: LONG ANSWER QUESTIONS

(Extrapolation Beyond the Text & Across Texts)

Q1.

Both *Bharat: Our Land* and another lesson promoting unity emphasize that people from different backgrounds can live together peacefully. They show that mutual respect, cooperation and shared values strengthen society. While one text focuses on national unity, the other highlights harmony through relationships and understanding. Together, they teach that diversity is a source of strength.

Q2.

The poem inspires citizens to love their country, respect its history and protect its natural and cultural heritage. It reminds us that patriotism is shown not only through words but also through responsible actions such as following laws, helping others, protecting the environment and preserving national unity. These values make every citizen an active contributor to the nation's progress.

Q3.

Today's youth contribute by participating in environmental campaigns, preserving monuments, celebrating cultural festivals respectfully and using technology to promote Indian heritage. However, challenges such as pollution, neglect of historical sites and social divisions still exist. The poem encourages young people to become responsible citizens who actively protect and promote India's heritage.

Q4.

In *Bharat: Our Land*, nature symbolizes the nation's beauty, prosperity and strength. In another Class 9 text where nature is central, natural surroundings influence people's lives by teaching appreciation, balance and respect for the environment. Both texts emphasize that nature should be valued and protected, as it is closely connected with human life and national identity.

THE POT MAKER

SECTION A: EXTRACT-BASED ANSWERS

Extract 1

Q1.

From the riverbank.

Q2.

Patience and skill.

Q3.

Opportunity and creativity.

Q4.

Hard work.

Q5.

Success comes through patience and dedication.

Extract 2

Q6.

The potter's wheel.

Q7.

Because he had practised pottery for many years.

Q8.

Imagery.

Q9.

Useful service to society.

Q10.

Admiration for craftsmanship.

Extract 3

Q11.

Because he made high-quality pots with honesty and dedication.

Q12.

Honesty and dedication.

Q13.

His work reflected his good character and sincerity.

Q14.

Appreciative.

Q15.

Honest work earns respect.

Extract 4

Q16.

Every job deserves respect when done sincerely.

Q17.

Dignity of labour.

Q18.

Doing work honestly and wholeheartedly.

Q19.

Respect for all kinds of work.

Q20.

Students should perform every task with commitment.

Extract 5

Q21.

Carrying water and storing grain.

Q22.

He provided essential household items.

Q23.

They are valuable for society.

Q24.

Community service.

Q25.

Every profession contributes to society.

SECTION B: SHORT ANSWER QUESTIONS (SAQs)

Q1.

Gopi collected clay from the riverbank, prepared it carefully, shaped it on the wheel, dried the pots and baked them before selling them in the village.

Q2.

He worked patiently, paid attention to every detail and never compromised on quality.

Q3.

Pottery requires careful shaping, drying and baking. Patience helps produce strong and beautiful pots.

Q4.

His honesty, dedication, skill, patience and humility made him respected by everyone.

Q5.

The story shows that every occupation is valuable and deserves equal respect when performed sincerely.

Q6.

Traditional occupations preserve culture, provide livelihoods and support local communities.

Q7.

The pot maker provides useful household items and serves the needs of the community.

Q8.

Students learn to value hard work, sincerity, patience and respect for every profession.

Q9.

Gopi's continuous effort, practice and honesty help him become a skilled and respected craftsman.

Q10.

The story teaches that hard work, patience, honesty and respect for every profession are the keys to success and a meaningful life.

SECTION C: LONG ANSWER QUESTIONS

(Extrapolation Beyond the Text & Across Texts)

Q1.

Gopi's success comes from patience, honesty and dedication. Similar values are found in other Class 9 lessons where characters achieve success through perseverance and sincerity. In both texts, consistent effort, commitment and integrity earn respect and bring positive results. They teach that success is based on character as much as talent.

Q2.

Gopi would encourage students to respect every profession and perform every task sincerely, whether studying, helping at home or participating in school activities. He would explain that no work is inferior if it is done honestly. Students can apply this message by working hard, valuing manual labour and appreciating the contributions of all workers.

Q3.

Traditional crafts can be preserved by encouraging people to buy handmade products, organizing craft fairs, providing government support, using online platforms to market products and teaching young people these skills. Combining traditional craftsmanship with modern designs can help artisans remain economically successful while preserving cultural heritage.

Q4.

Like Gopi, many characters in Class 9 English earn respect through honesty, perseverance and service to others. Both texts emphasize that true dignity comes from good character, hard work and commitment rather than wealth or status. They encourage readers to respect all professions and contribute positively to society.

GIFT OF GRACE: HONOURING OUR VOCATION

Answers to Extract-Based Questions

Extract 1

A1. The poet means that our talents and abilities are blessings received from God or grace and should not be considered personal possessions.

A2. A gift is compared to a light because it illuminates lives, spreads positivity, and helps others.

Extract 2

A3. Patience, kindness, gentleness, firmness, and wisdom are highlighted.

A4. It refers to knowledge and understanding that inspires lifelong learning.

Extract 3

A5. The healer serves society by caring for the sick, relieving suffering, and providing comfort.

A6. It suggests selfless compassion and unconditional care for others.

Extract 4

A7. Artists enrich society through creativity, inspiration, and appreciation of beauty.

A8. It implies that art gently uplifts people and spreads beauty without seeking recognition.

Extract 5

A9. All vocations are equally valuable and contribute to society's progress.

A10. It symbolizes unity, cooperation, and interconnectedness among people.

Answers to Short Answer Questions

B1. The poem celebrates different vocations and emphasizes that every talent is a gift of grace meant for serving others.

B2. Because they are blessings entrusted to individuals for the benefit of society.

B3. The poem portrays teachers as patient guides who shape minds and inspire lifelong learning.

B4. Healers alleviate suffering and demonstrate compassion through their care.

B5. Artists inspire people, foster creativity, and reveal beauty in everyday life.

B6. The poem suggests that service is a noble purpose of every vocation and should be performed selflessly.

B7. Humility helps individuals recognize that their talents are gifts meant to benefit others.

B8. It states that no vocation is superior to another and that each contributes uniquely to society.

B9. A faithful heart is a person who performs duties sincerely, responsibly, and with dedication.

B10. Students should value their talents, work hard, and use their abilities to help others.

Answers to Long Answer Questions (Extrapolation Beyond the Text)

C1. The poem emphasizes that every profession contributes to society's well-being. Teachers educate future generations, doctors save lives, engineers build infrastructure, farmers provide food, and artists enrich culture. During crises such as pandemics, healthcare workers, delivery personnel, and sanitation workers all played crucial roles. This demonstrates that society depends on the collective efforts of many professions rather than a single occupation. The poem encourages respect for all forms of work and highlights the importance of serving others through one's vocation.

C2. In the poem, the teacher imparts wisdom and shapes minds with patience and kindness. Similarly, mentors in real life guide individuals toward personal and professional growth. Both inspire confidence, encourage learning, and help others overcome challenges. While teachers often work in formal educational settings, mentors may guide people in workplaces, sports, or personal development. Both leave lasting impacts on lives and contribute to society through knowledge and guidance.

C3. The world presented in the poem is built on service, compassion, and cooperation. If people worked only for personal gain, society would become more selfish and unequal. Essential professions might neglect the needs of vulnerable groups. Trust, empathy, and social harmony would decline. In contrast, the poem promotes a community where individuals use their talents to benefit others, creating a more compassionate and united society. Thus, service is shown as the foundation of a healthy community.

C4. Young people can discover their vocation by identifying their interests, strengths, and values. They should explore different opportunities, learn from mentors, and remain open to growth. Honouring a vocation means using one's talents responsibly and contributing positively to society. Whether one becomes a teacher, scientist, artist, or entrepreneur, dedication and service are essential. The poem teaches that true success comes not merely from achievement but from making a meaningful difference in the lives of others.

Answers to Long Answer Questions (Theme / Character / Message Analysis)

D1. The poem strongly advocates the dignity of labour by showing that every vocation has value and purpose. Teachers educate, healers care for the sick, and artists inspire creativity. The poet rejects the idea that some professions are superior to others. Instead, each vocation is portrayed as a unique contribution to society. The theme encourages readers to respect all forms of work and recognize that every profession helps build a better world.

D2. The poet introduces various characters such as teachers, healers, and artists to demonstrate service in different forms. Teachers serve through education, healers through compassion and care, and artists through creative expression. Though their roles differ, all contribute to society's well-being. By presenting these examples, the poet shows that service can take many forms and that every vocation can be an act of generosity and grace.

D3. The poet believes that every individual possesses unique gifts and talents. However, these gifts come with responsibility. People should not use their abilities solely for personal benefit but should employ them to serve others and improve society. The poem suggests that talents are blessings entrusted to individuals and should be nurtured and shared. This message encourages both self-development and social responsibility.

D4. The poem portrays every vocation as meaningful and worthy of respect. Through examples of teachers, healers, and artists, it demonstrates that different professions contribute in unique ways to society. The poet reminds readers that talents are gifts of grace and should be used faithfully. This perspective encourages individuals to take pride in their own work

while appreciating the contributions of others. As a result, the poem promotes mutual respect, gratitude, and social harmony.

WINDS OF CHANGE

Answers to Extract-Based Questions

Extract 1

- A1.** The windows symbolize new opportunities, fresh ideas and positive change.
- A2.** "Fresh new winds" refer to new experiences, ideas and possibilities that bring growth.

Extract 2

- A3.** The poet encourages courage, confidence and determination.
- A4.** Challenges help us learn, improve and become stronger.

Extract 3

- A5.** The seed symbolizes human potential, growth and new beginnings.
- A6.** Metaphor.

Extract 4

- A7.** Change brings learning, growth and new opportunities rather than harm.
- A8.** It suggests that change comes gradually and positively.

Extract 5

- A9.** The light symbolizes hope, knowledge and guidance.
- A10.** An open mind and a positive attitude help us build a better future.
-

Answers to Short Answer Questions (SAQs)

- B1.** The central theme is that embracing change with courage and hope leads to personal growth and a brighter future.
- B2.** Opening windows allows fresh air to enter, just as accepting change brings new ideas, opportunities and experiences into our lives.
- B3.** It encourages readers to learn from experiences, overcome fears and keep improving themselves.
- B4.** Courage helps people accept challenges confidently and adapt to new situations.
- B5.** Hope motivates people to continue working towards their goals despite difficulties.
- B6.** It teaches students to view challenges as opportunities to learn and succeed.
- B7.** Every experience, whether positive or difficult, teaches valuable life lessons.
- B8.** Natural images such as windows, wind, light and seeds symbolize human growth and transformation.
- B9.** The poem promotes courage, optimism, adaptability, perseverance, self-confidence and lifelong learning.
- B10.** Young people should welcome change, remain optimistic and use every opportunity for personal development.
-

Answers to Long Answer Questions (Extrapolation Beyond the Text)

- C1.** The poem shows that growth comes through accepting change and overcoming difficulties. Similar ideas appear in other Class 9 texts where characters become stronger by facing challenges with courage and determination. In both texts, difficulties are presented as opportunities for learning rather than obstacles. They teach that resilience, confidence and a positive attitude help individuals achieve success and personal growth.
- C2.** Students should welcome new learning methods with curiosity and confidence instead of resisting them. They should remain open to learning new skills, support one another and view change as an opportunity for improvement. By adapting positively, students become more flexible, responsible and prepared for future challenges. The poem teaches that progress begins when we are willing to embrace change.
- C3.** In today's world, technology, education and workplaces are constantly changing. People who adapt to these changes develop new skills and remain successful. Those who fear change may miss valuable opportunities. The poem reminds readers that change is a natural part of life and encourages them to face it with optimism, courage and an open mind.

C4. Both *Winds of Change* and other Class 9 texts promoting hope or perseverance emphasize courage, resilience and positive thinking. They encourage readers not to give up during difficult times but to believe in their abilities and continue moving forward. Both teach that determination and hope lead to success and personal growth.

Answers to Long Answer Questions (Theme / Message Analysis)

D1. The poem explores the idea that change is essential for growth and self-improvement. Through images of windows opening, fresh winds and growing seeds, the poet shows that accepting new experiences helps people become wiser, stronger and more confident. The poem encourages readers to overcome fear and welcome opportunities for learning and development.

D2. The "windows" symbolize openness to new ideas, opportunities and experiences, while the "light" represents hope, knowledge and guidance. Together, these symbols suggest that personal growth begins when people keep an open mind and embrace positive change. The imagery reinforces the poem's optimistic message about the future.

D3. The poet uses encouraging language, positive imagery and inspiring symbols to motivate readers. By presenting change as a source of opportunity rather than fear, the poem builds confidence and optimism. It reminds readers that every challenge contributes to learning and that a hopeful attitude leads to success.

D4. The poem encourages young people to think positively, accept change responsibly and remain open to lifelong learning. It teaches that adaptability, courage and optimism are essential qualities for achieving success and contributing meaningfully to society. The poem inspires readers to become confident individuals who welcome new opportunities with determination and hope.

CANVAS OF SOIL

Answers to Extract-Based Questions

Extract 1

A1. The farmer's hands were rough because of years of hard physical labour in the fields.

A2. It suggests that the soil offers hope, opportunities and the possibility of a better future through hard work.

Extract 2

A3. The soil is called a canvas because the farmer creates life, crops and dreams through his effort, just as an artist creates a painting.

A4. Metaphor.

Extract 3

A5. Determination, patience and optimism.

A6. We should never lose hope and should continue working hard even during difficult times.

Extract 4

A7. The seed symbolizes hope, life, growth and future success.

A8. Success comes through patience, care and continuous effort.

Extract 5

A9. The harvest is the result of months of hard work, patience and cooperation with nature.

A10. Human effort and nature must work together for prosperity and sustainable living.

Answers to Short Answer Questions (SAQs)

B1. The central theme is that hard work, patience and harmony with nature lead to success and prosperity.

B2. The author compares soil to a canvas because it becomes the medium through which farmers create life, food and hope.

B3. The farmer continues preparing his fields and working sincerely despite uncertain weather and difficulties.

B4. Hope motivates the farmer to keep working and believe in a successful harvest.

B5. The lesson shows that humans depend on nature, while nature rewards sincere effort and responsible care.

B6. Patience, dedication, resilience, optimism and hard work make the farmer successful.

B7. Crops take time to grow, so farming requires patience, care and consistent effort.

B8. The lesson teaches that farming is a noble profession deserving respect because it provides food for society.

B9. Students can develop patience, work sincerely towards their goals and respect both nature and those who work hard.

B10. The title symbolizes the farmer's ability to transform ordinary soil into a source of life, hope and prosperity through dedication.

Answers to Long Answer Questions (Extrapolation Beyond the Text)

C1. The farmer's determination resembles characters in other Class 9 lessons who succeed through perseverance and courage. In both texts, success is achieved by remaining patient during difficulties and refusing to give up. These works emphasize that consistent effort, resilience and optimism eventually lead to positive outcomes.

C2. Farmers can adopt water conservation methods, crop diversification and sustainable farming practices. Society can support them through modern technology, irrigation facilities, crop insurance and awareness programmes. Citizens can also reduce environmental damage and conserve natural resources. The lesson teaches that cooperation between people and nature is essential for overcoming modern challenges.

C3. Farmers ensure food security and support the nation's economy despite facing unpredictable weather, rising costs and environmental challenges. Respecting farmers means recognising their contribution and supporting policies that improve their lives. The lesson reminds readers that every meal depends on the dedication of farmers, making their work worthy of honour and gratitude.

C4. Both *Canvas of Soil* and other Class 9 texts about nature highlight the close relationship between humans and the environment. They teach that natural resources should be respected, protected and used responsibly. Both encourage environmental awareness, sustainable living and gratitude for nature's gifts.

Answers to Long Answer Questions (Theme / Message Analysis)

D1. The lesson develops the theme of hope and perseverance through the farmer's unwavering dedication despite uncertain weather and difficult conditions. His patience, optimism and hard work eventually result in a successful harvest. The lesson teaches that determination and faith help people overcome challenges and achieve their goals.

D2. The "canvas" symbolizes opportunity, creativity and human effort, while the "soil" represents life, fertility and nature's generosity. Together, they show that success is created

when people work with dedication while respecting nature. The symbolism reinforces the lesson's message about hope and meaningful labour.

D3. The lesson portrays farming as a profession that requires skill, patience and sacrifice. By showing the farmer's dedication and his contribution to society, it emphasizes that all forms of honest work deserve equal respect. It promotes the dignity of labour and encourages gratitude towards those who feed the nation.

D4. *Canvas of Soil* inspires readers to appreciate hard work, remain patient during difficulties and care for the environment. It teaches that success comes from sincere effort combined with respect for nature. The lesson encourages responsible citizenship by reminding readers that environmental conservation and human perseverance are closely connected to a sustainable future.

VITAMIN M (Class 9)

Answers to Extract-Based Questions

Extract 1

A1. The patient was puzzled because he had never heard of a vitamin called "Vitamin M."

A2. "Vitamin M" refers to happiness, which the lesson presents as an essential ingredient for a healthy and balanced life.

Extract 2

A3. True happiness comes from kindness, gratitude, meaningful relationships and a positive attitude.

A4. The extract conveys that lasting happiness cannot be bought but must be nurtured through good values and healthy relationships.

Extract 3

A5. Cheerfulness, kindness, helpfulness and gratitude are highlighted.

A6. Emotional well-being plays an important role in healing and maintaining good health.

Extract 4

A7. Relationships provide love, support, encouragement and emotional strength.

A8. Spending time in nature reduces stress, refreshes the mind and improves overall well-being.

Extract 5

A9. The body, the mind and the heart.

A10. Good health depends on maintaining physical, mental and emotional balance.

Answers to Short Answer Questions (SAQs)

B1. "Vitamin M" stands for happiness, which promotes both physical and mental well-being.

B2. The doctor recommends it because happiness reduces stress, strengthens emotional health and supports overall wellness.

B3. Happiness lowers stress, improves immunity and contributes to better physical health.

B4. Gratitude helps people appreciate life, remain positive and build stronger relationships.

B5. Healthy relationships provide emotional support, reduce loneliness and increase happiness.

B6. Helping others creates satisfaction, strengthens social bonds and brings inner joy.

B7. Practising gratitude, exercising regularly, spending time with loved ones, helping others and maintaining a positive attitude improve emotional health.

B8. The lesson explains that mental happiness positively influences physical health, making both closely interconnected.

B9. It promotes kindness, gratitude, compassion, optimism, healthy living and emotional balance.

B10. The central message is that true happiness is the foundation of a healthy, meaningful and balanced life.

Answers to Long Answer Questions (Extrapolation Beyond the Text)

C1. *Vitamin M* teaches that happiness, hope and positive thinking improve both health and quality of life. Similar ideas appear in other Class 9 texts where optimism, courage or kindness helps characters overcome challenges. Both texts show that emotional strength is as important as physical strength. They encourage readers to remain positive and compassionate even during difficult situations.

C2. I would advise my classmate to maintain a balanced routine, take short breaks, spend time with family and friends, exercise regularly and avoid excessive stress. Practising

gratitude, engaging in hobbies and asking for help when needed can also improve emotional well-being. Following the message of *Vitamin M*, happiness and balance make learning more effective and life more enjoyable.

C3. Many people today experience stress and loneliness because they spend excessive time on digital devices. *Vitamin M* reminds us that real happiness comes from meaningful relationships, outdoor activities and kindness rather than constant screen time. Balancing technology with real-life interactions improves mental health and strengthens emotional well-being.

C4. Both *Vitamin M* and other Class 9 texts promoting compassion or balanced living emphasize kindness, emotional resilience and healthy relationships. They teach that true success depends not only on achievement but also on emotional well-being, empathy and responsible behaviour. Together, they encourage readers to lead balanced and meaningful lives.

Answers to Long Answer Questions (Theme / Message Analysis)

D1. The lesson develops the theme of holistic health by showing that true well-being includes physical fitness, mental peace and emotional happiness. Through the idea of "Vitamin M", it emphasizes that happiness, gratitude and positive relationships are as important as medicine. The lesson encourages readers to maintain a balanced lifestyle and care for both their bodies and minds.

D2. "Vitamin M" is a symbol of happiness, hope and emotional wellness. It is not a real medicine but a reminder that positive emotions and healthy relationships play a vital role in maintaining good health. The symbol reinforces the lesson's message that emotional well-being is an essential part of a healthy life.

D3. The lesson encourages readers to cultivate healthy habits such as gratitude, kindness, regular exercise, spending time with loved ones and maintaining a positive outlook. These habits strengthen emotional health, improve relationships and contribute to a balanced lifestyle.

D4. *Vitamin M* promotes emotional intelligence by encouraging readers to understand and manage their emotions, appreciate others and build meaningful relationships. It also promotes responsible living by emphasizing balance, compassion, healthy habits and concern for one's own well-being as well as that of others.

I CANNOT REMEMBER MY MOTHER

Answers to Extract-Based Questions

Extract 1

A1. He remembers the lullaby his mother used to sing.

A2. The memory appears while he is playing.

A3. Personification.

A4. The tune symbolizes love, care and emotional bonding.

Extract 2

A5. *Hover* means to float or remain gently in the air.

A6. Early autumn.

A7. Shiuli flowers.

A8. The smell reminds him of the morning prayers in the temple and his mother's presence.

A9. Olfactory imagery (imagery related to the sense of smell).

Extract 3

A10. The sky symbolizes the mother's love and protection.

A11. He experiences comfort and an emotional connection with his mother.

A12. Metaphor.

A13. The sky reminds him of his mother watching over him.

Extract 4

A14. Lighting the evening lamp.

A15. He feels warmth and comfort.

A16. The evening lamp symbolizes the mother's care, safety and family traditions.

A17. The mood is peaceful and nostalgic.

Extract 5

A18. Her love is compared to the quiet light of the stars.

A19. The comparison is effective because stars shine gently and continuously, just like a mother's everlasting love.

A20. It conveys that a mother's love is eternal and always present.

A21. Simile.

Answers to Short Answer Questions (SAQs)

B1. The poet cannot remember his mother clearly because he lost her at a very young age.

B2. Music helps him remember his mother because her lullabies continue to echo in his memory.

B3. Nature acts as a trigger that brings back memories of his mother through flowers, the sky and other natural elements.

B4. The sky represents the mother's protective gaze and loving presence.

B5. Memory is portrayed through sensory experiences such as sounds, smells and sights.

B6. The dominant tone of the poem is nostalgic, emotional and comforting.

B7. The poet feels deep love, longing and gratitude for his mother.

B8. The poem conveys that a mother's love never fades, even after death.

B9. Evening reminds the poet of his mother's comforting presence and the songs she used to sing.

B10. His mother's song remains alive in his memory.

Answers to Long Answer Questions (Extrapolation Beyond / Across the Text)

C1. Childhood memories form the emotional foundation of a person's life. In the poem, although the poet lost his mother at a very young age, the love and security she gave him remain deeply rooted in his subconscious. Songs, fragrances, rituals and scenes from nature awaken these memories and bring him comfort. The poem shows that early experiences continue to shape a person's emotions, identity and sense of belonging throughout life.

C2. Memory and imagination work together throughout the poem. Memory provides brief fragments of the past, such as the lullaby, temple fragrance and evening rituals. Since these

memories are incomplete, imagination fills the gaps by allowing the poet to feel his mother's loving presence in the sky, flowers and stars. Together, memory and imagination preserve the emotional bond between the poet and his mother.

C3. The poem suggests that love continues beyond physical presence. Although the poet cannot clearly remember his mother's face, he feels her love through nature, music, light and daily rituals. Her presence lives in his emotions rather than in physical memories. This teaches that true love remains alive in the heart even after separation or death.

C4. If the poet had clear memories of his mother, the poem would become more descriptive and personal. Instead of relying on symbols, imagination and sensory experiences, he would describe her appearance, voice and actions directly. The present poem is more universal because its emotional depth comes from incomplete memories filled by imagination, allowing readers to connect their own experiences of love and loss.

Answers to Long Answer Questions (Theme / Character / Poetic Elements)

D1. The central theme of the poem is the everlasting love between a mother and her child. Although the poet cannot remember his mother physically, her love remains alive through music, nature and daily experiences. The poem also explores memory, loss and the emotional power of sensory experiences. It shows that true love never disappears but continues to comfort and guide a person throughout life.

D2. The poet's feelings toward his mother are filled with love, longing, gratitude and emotional attachment. Even though he has only faint memories of her, he never feels completely separated from her. Her invisible presence gives him comfort, protection and peace. His emotions combine gentle sorrow with deep affection, showing that love survives beyond memory and time.

D3. Tagore uses rich imagery to create an emotional atmosphere. Sound imagery appears through the mother's lullaby, smell imagery through the fragrance of shiuli flowers and temple incense, and visual imagery through the blue sky, evening lamp and stars. These images make the poet's memories vivid and help readers experience his emotions. The imagery also reinforces the poem's themes of love, memory and motherhood.

D4. Tagore presents motherhood as divine, protective and everlasting. The mother is not described physically but through symbols such as music, flowers, the sky, stars and light. These symbols represent her constant love, guidance and care. The poem portrays motherhood as a spiritual force that continues to nurture and protect the child even after death, making the mother's love universal and eternal.

THE WORLD OF LIMITLESS POSSIBILITIES

Answers to Extract-Based Questions

Extract 1

- A1. Every great achievement begins with a dream.
- A2. People who dare to imagine new possibilities are called the architects of the future.
- A3. Curiosity helps us discover new ideas, knowledge and innovations.
- A4. Asking questions and remaining curious lead to learning, discovery and progress.

Extract 2

- A5. The author describes failures as milestones on the road to success.
- A6. Mistakes teach valuable lessons that help us improve and achieve our goals.
- A7. Technology, creativity and compassion.
- A8. Together they help solve problems and improve society.

Extract 3

- A9. Those who believe in lifelong learning, hard work and courage can achieve limitless possibilities.
- A10. Success comes through continuous learning, determination and adaptability.

Answers to Short Answer Questions (SAQs)

- B1.** The central theme is that dreams, curiosity, perseverance and lifelong learning open the door to limitless opportunities.
- B2.** Curiosity encourages people to ask questions, explore new ideas and make discoveries.
- B3.** The lesson encourages readers to think creatively, solve problems and embrace new ideas.
- B4.** Failure teaches valuable lessons, builds resilience and prepares people for future success.
- B5.** Lifelong learning helps people adapt to changing situations and continue growing throughout life.
- B6.** Creativity enables people to develop new ideas and find effective solutions to challenges.
- B7.** The lesson promotes curiosity, creativity, perseverance, innovation, compassion, confidence and lifelong learning.
- B8.** It motivates young people to dream big, work hard, remain curious and never fear failure.
- B9.** Adaptability helps people respond positively to new situations and succeed in a changing world.
- B10.** Success is achieved through determination, continuous learning, creativity and the courage to embrace change.
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Answers to Long Answer Questions (Extrapolation Beyond the Text)

- C1.** The lesson teaches that failure is a valuable learning experience rather than an obstacle. Similar ideas are found in other Class 9 texts where characters overcome setbacks through perseverance and determination. In both texts, challenges help individuals become stronger, wiser and more successful. They encourage readers to remain confident and continue striving towards their goals.
- C2.** My team would begin by studying the problem carefully and gathering information. We would encourage creative thinking, welcome everyone's ideas and use technology responsibly to develop practical solutions. We would also work together with compassion and determination. The lesson teaches that innovation, teamwork and lifelong learning are essential for solving real-life problems.
- C3.** Curiosity encourages students to explore new ideas, while innovation helps them develop creative solutions to modern challenges. In today's rapidly changing world, these qualities are essential for scientific progress, technological development and personal growth. The lesson reminds students that asking questions and thinking creatively prepare them for future success.

C4. Both *The World of Limitless Possibility* and other Class 9 texts promoting hope or perseverance emphasize resilience, confidence and continuous self-improvement. They teach that determination, optimism and a willingness to learn help people overcome difficulties and achieve their dreams. Together, they inspire readers to believe in their potential and contribute positively to society.

Answers to Long Answer Questions (Theme / Message Analysis)

D1. The lesson develops the theme that every individual has unlimited potential if they dream boldly, remain curious and continue learning. It emphasizes that success is not limited by circumstances but is achieved through perseverance, creativity and determination. The lesson inspires readers to believe in themselves and seize new opportunities.

D2. The author presents curiosity as the foundation of discovery, creativity as the key to solving problems and lifelong learning as the path to continuous growth. Together, these qualities enable individuals to adapt to change and contribute meaningfully to society. The lesson encourages readers to remain open-minded and eager to learn throughout their lives.

D3. The lesson motivates readers to overcome fear by viewing challenges and failures as opportunities for growth. It encourages adaptability, confidence and optimism, showing that embracing change leads to personal development and innovation. The author's positive tone inspires readers to face the future with courage.

D4. *The World of Limitless Possibility* promotes responsible citizenship by encouraging readers to use knowledge, creativity and compassion for the benefit of society. It emphasizes teamwork, ethical innovation and lifelong learning as essential qualities for addressing global challenges and building a better future.

NINE GOLD MEDALS

Answers to Extract-Based Questions

Extract 1

A1. The event mentioned is the Special Olympics race.

A2. Nine contestants participated in the race.

A3. The Special Olympics represents courage, determination, equality and participation by athletes with intellectual disabilities.

A4. The mood is exciting, hopeful and full of anticipation.

Extract 2

A5. The race began with the firing of the starting pistol.

A6. It suggests enthusiasm, energy and eagerness to compete.

A7. Onomatopoeia.

A8. Enthusiasm, determination and confidence.

Extract 3

A9. One runner stumbled, fell to the ground and could not continue.

A10. He cried because he was hurt, disappointed and frustrated.

A11. Frustration and sadness.

A12. It tests their compassion, empathy and humanity.

Extract 4

A13. All eight athletes stopped running and returned to help the fallen runner.

A14. They sacrificed their personal chance of victory to help a fellow competitor.

A15. Compassion, teamwork and selflessness.

A16. Humanity is more important than winning.

Extract 5

A17. They joined hands and crossed the finish line together.

A18. It shows that the event celebrated human values rather than just athletic achievement.

A19. Unity, equality, friendship and mutual support.

A20. True victory lies in compassion, cooperation and humanity.

Answers to Short Answer Questions (SAQs)

B1. The race is called "special" because it celebrates courage, participation and human values rather than only winning.

B2. One runner stumbled and fell during the race.

B3. They stopped because they cared more about helping their fellow athlete than winning the race.

B4. They comforted the fallen runner, helped him stand up and finished the race together.

B5. They all displayed outstanding sportsmanship, compassion and teamwork, making each of them a true winner.

B6. Their kindness, empathy, unity and selfless behaviour impressed everyone.

B7. Competition should never come at the cost of humanity. Kindness is more valuable than individual victory.

B8. It teaches that every person deserves respect, equal opportunities and support regardless of ability.

B9. The title symbolizes that every athlete became a winner because of their compassion and unity.

B10. The central message is that humanity, kindness and cooperation are greater achievements than winning any competition.

Answers to Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

C1. The athletes' decision to help the fallen runner demonstrates that compassion is more important than personal success. Similar values appear in other Class 9 texts where characters choose kindness, cooperation or sacrifice over individual achievement. In both cases, moral courage and empathy earn greater respect than victory. These texts remind readers that true success is measured by character rather than rewards.

C2. I would stop to help the fallen runner because every human being deserves care and support during difficult moments. Winning a medal would never be as meaningful as helping someone in need. The poem teaches that kindness creates lasting happiness and reflects true sportsmanship. By helping others, we become winners in the eyes of society and our own conscience.

C3. Schools and society can create an inclusive environment by providing equal opportunities, accessible infrastructure, supportive teaching methods and awareness

programmes that promote respect for diversity. Encouraging teamwork, empathy and participation in sports and cultural activities helps build confidence among persons with disabilities. The poem reminds us that inclusion is achieved through compassion and acceptance.

C4. Like many other Class 9 texts promoting humanity and teamwork, *Nine Gold Medals* emphasizes compassion, equality, cooperation and respect for others. Both texts show that helping others and working together create stronger communities than individual success alone. They encourage readers to value kindness above competition.

Answers to Long Answer Questions (Theme / Message Analysis)

D1. The poem celebrates compassion and humanity through the actions of the eight athletes who willingly sacrificed their chance of winning to help a fellow runner. Their decision transforms a sporting event into a lesson about empathy and selflessness. The poet shows that true greatness lies in caring for others rather than achieving personal glory.

D2. The poet redefines sportsmanship by presenting it as fairness, kindness and respect instead of merely winning medals. The athletes demonstrate that true champions support one another even during competition. Their behaviour reflects the highest ideals of sports, where character matters more than victory.

D3. The title *Nine Gold Medals* is symbolic because all nine athletes emerge as winners. Although only one person usually wins a race, each athlete earns a "gold medal" through compassion, teamwork and moral courage. The title highlights that true success is measured by values rather than prizes.

D4. The poem inspires readers to place cooperation above competition by showing that helping others brings greater satisfaction than individual success. The athletes' unity demonstrates that empathy strengthens human relationships and creates a more caring society. The poem encourages readers to practise kindness, teamwork and respect in every aspect of life.

TWIN MELODIES

Answers to Extract-Based Questions

Extract 1

A1. Shruti's parents were cleaning the table after dinner and moving between the kitchen and the dining room.

A2. Nabin told Shruti that staring at the dosa would not make it disappear and that she would have to eat it.

A3. Leela jokingly said that if Shruti wanted to tell her father that she made better dosas than he did, she should abandon the idea because he could not face the truth.

A4. Shruti was lost in thought and absent-minded.

A5. Leela called Shruti "my dear child."

Extract 2

A6. He considered it a betrayal of family values and tradition.

A7. "Worked his fingers to the bone."

A8. The violin.

A9. He underestimated the power of their own music.

A10. He feared that Shruti would drift away from her family and traditions.

Extract 3

A11. She was trying to speak to her father.

A12. The filler "er".

A13. She requested him not to become angry with her.

A14. She was searching for the right words to express herself.

A15. It shows that she was nervous, anxious and worried about her father's reaction.

Extract 4

A16. He underestimated the strength and value of their own music.

A17. He feared losing Shruti to modern influences.

A18. He assured Shruti that he trusted her and would support her at the concert.

A19. She hugged both of her parents.

A20. It means that every individual has a unique path and style, and each deserves respect.

Extract 5

A21. She informed him that her band had been selected for the inter-school fusion concert and asked for permission to perform.

A22. She explained that the group was blending Western music with classical ragas and wanted to explore something new.

A23. He worried that she might forget her cultural roots.

A24. Leela explained that experimenting with music would not destroy tradition.

A25. He allowed Shruti to perform and asked her to respect the soul of music.

Answers to Short Answer Questions (SAQs)

B1. Shruti respects her father's opinions by hiding her fusion music practice because she does not want to hurt or disappoint him.

B2. Her friends encourage, support and motivate her to pursue her dreams and speak honestly to her father.

B3. He becomes open-minded, accepts fusion music and supports Shruti's musical journey.

B4. Both are passionate about music and dedicated to their art.

B5. Leela reminds Nabin of his own struggle in choosing the violin, helping him understand Shruti's feelings.

B6. Shruti inspires the student because she respectfully follows her passion despite fearing disapproval.

B7. His open-mindedness, wisdom and willingness to accept change.

B8. The play shows that tradition and innovation can coexist without diminishing either.

B9. Nabin's acceptance of Shruti's musical choices supports the idea that every generation has its own aspirations.

B10. Respect, communication and understanding can successfully resolve conflicts between generations.

Answers to Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

C1. If Shruti studies music in another city, her relationship with her father is likely to become stronger. His acceptance of her passion will help build trust and mutual respect. Though distance separates them physically, music will continue to connect them emotionally. Nabin may guide her in classical music while encouraging her creative experiments. Their bond will grow through understanding, encouragement and shared love for music.

C2. The generation gap in *Twin Melodies* reflects many modern families where young people wish to follow their interests while parents prefer traditional or secure paths. Such differences often create misunderstandings. The play teaches that respectful communication, patience and empathy help bridge this gap, allowing both generations to appreciate each other's viewpoints.

C3. In today's digital world, Shruti could share her performances online, learn through virtual classes and collaborate with musicians worldwide. Although technology might initially increase her father's concerns about preserving tradition, seeing positive responses to her work could help him appreciate her talent. The central conflict would remain the same, but technology would provide new opportunities for learning and recognition.

C4. The play demonstrates that tradition and innovation together enrich art. Nabin represents classical traditions, while Shruti represents creativity and experimentation. By the end, both realise that innovation strengthens rather than weakens tradition. Similar examples can be seen in modern music, dance and literature, where traditional forms successfully blend with contemporary styles while preserving their cultural essence.

Answers to Long Answer Questions (Theme / Plot / Character Analysis)

D1. The conflict arises because Guru Nabin Sharma strongly believes in preserving classical music, whereas Shruti wishes to perform fusion music. Out of respect, Shruti hides her interest, fearing rejection. Leela helps Nabin reflect on his own struggles, leading him to understand Shruti's perspective. After witnessing her dedication, he accepts her choice, proving that mutual understanding and open-mindedness can resolve family conflicts.

D2. Shruti is talented, determined, respectful and courageous. She dreams of exploring fusion music while remaining deeply connected to her cultural roots. She never rebels against her father but patiently seeks his understanding. Her perseverance, humility and confidence make her an inspiring representative of young people who balance tradition with innovation.

D3. The play shows that misunderstandings between generations arise from differing perspectives rather than lack of love. Through honest communication and empathy, both Shruti and her father begin to understand each other's emotions. Nabin recognises that every generation has its own aspirations, while Shruti continues to respect family values. Their reconciliation proves that understanding is the key to harmony.

D4. After my father accepted my performance, I felt joyful, relieved and deeply grateful. His trust gave me confidence to pursue my dream without guilt or fear. I learnt that patience, respectful communication and sincerity can overcome misunderstandings. I also realised that tradition and innovation can exist together, and that pursuing one's passion becomes even more meaningful when supported by family.

A FRIEND FOUND IN MUSIC

Answers to Extract-Based Questions

Extract 1

A1. Music was Meera's constant companion.

A2. She turned to her violin whenever she felt lonely or confused.

A3. The comforting and healing power of music is highlighted.

A4. The violin symbolizes friendship, comfort and emotional support.

Extract 2

A5. He believed that music is about expressing genuine emotions, not merely playing perfect notes.

A6. Honest emotional expression was more important than perfect notes.

A7. Sincerity, passion and self-expression.

A8. True music comes from the heart and reflects genuine feelings.

Extract 3

A9. Her nervousness gradually disappeared.

A10. Music gave her confidence and helped her perform fearlessly.

A11. The audience's applause strengthened her self-belief.

A12. Confidence, determination and courage.

Extract 4

A13. The old musician.

A14. Music becomes a true friend when it is played with heartfelt emotion.

A15. It means performing with sincerity, love and genuine feeling.

A16. True music is created through emotion rather than technical perfection alone.

Extract 5

A17. She realized that friendship can also be found in music.

A18. Music brought lasting joy into her life.

A19. Music symbolizes hope, friendship, comfort and inner strength.

A20. Music has the power to become a lifelong companion that heals and inspires.

Answers to Short Answer Questions (SAQs)

B1. Meera considered music her friend because it comforted and supported her during difficult times.

B2. Music gave her peace, confidence and emotional strength whenever she felt lonely.

B3. Her teacher inspired her to value emotional expression above technical perfection.

B4. Confidence enabled Meera to overcome fear and perform successfully before an audience.

B5. She learnt that true music comes from the heart and not merely from technical skill.

B6. Music calms the mind, reduces stress, builds confidence and expresses emotions.

B7. The lesson promotes confidence, perseverance, self-expression, dedication and emotional resilience.

B8. The title is appropriate because music becomes Meera's most trusted companion and source of strength.

B9. It encourages young readers to pursue their passions and believe in themselves.

B10. The lesson teaches that music and other meaningful passions can provide lifelong friendship, confidence and emotional support.

Answers to Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

C1. The lesson shows that music provides emotional comfort and lifelong companionship. Similarly, many Class 9 texts show how nature, art or personal passions help individuals overcome loneliness, fear and challenges. In each case, these experiences build confidence, inner peace and resilience. The common message is that meaningful passions enrich life and strengthen emotional well-being.

C2. As a music teacher, Meera would understand the emotional struggles of her students because she had experienced them herself. She would encourage students to express themselves freely, develop confidence and enjoy learning rather than fear mistakes. Her own journey would help her inspire students with patience, empathy and understanding.

C3. Music helps students reduce stress, improve concentration and express emotions positively. It provides relaxation during difficult times and encourages creativity and self-confidence. Participation in music also develops discipline, teamwork and emotional balance. Like Meera, many students find comfort and motivation through music.

C4. Meera gains confidence through music, just as many young people develop self-belief through sports, painting, dance or other creative activities. These experiences teach perseverance, discipline and resilience while helping individuals discover their talents. Both journeys show that passion and dedication lead to personal growth.

Answers to Long Answer Questions (Theme / Message Analysis)

D1. The lesson explores the theme of friendship through the unique bond between Meera and music. Instead of relying only on people for support, she finds comfort, confidence and emotional healing in her passion for music. The story shows that true friendship can also be found in meaningful activities that enrich life and strengthen the human spirit.

D2. Music transforms Meera from a lonely and hesitant girl into a confident and emotionally strong individual. Through practice, performances and guidance from her teacher, she develops self-belief, resilience and optimism. Music becomes both her source of comfort and her path to personal growth.

D3. The title *A Friend Found in Music* is highly appropriate because music serves as Meera's constant companion through happiness and difficulties. It supports her emotionally, builds her confidence and fills her life with purpose. The title reflects the central idea that true friendship can exist beyond human relationships.

D4. The lesson encourages readers to discover their own talents by showing how dedication to a meaningful passion can transform lives. It teaches that every individual should nurture their interests with sincerity, perseverance and confidence. Through Meera's journey, readers learn that following one's passion leads to personal fulfilment and emotional strength.

CAREER IN WORDS

Answers to Extract-Based Questions

Extract 1

1. Words fascinated Ananya.
2. She collected stories, poems and ideas.
3. It shows that she was imaginative, thoughtful and creative.
4. Words inspire imagination and creativity.

Extract 2

1. Her teacher advised her to write every day.
2. Observation, patience and constant practice.
3. The teacher motivated and guided her towards becoming a writer.
4. Success comes through regular practice and dedication.

Extract 3

1. Many publishers rejected her stories.
2. She revised her work and continued writing without giving up.
3. Perseverance and determination.
4. Failures should motivate us to improve rather than discourage us.

Extract 4

1. It was published and reached thousands of readers.
2. It strengthened her confidence and belief in herself.
3. Hard work and determination eventually bring success.
4. Dreams become reality through perseverance and dedication.

Extract 5

1. She realised that writing is both a profession and a responsibility.
 2. Writing should inspire, educate and connect people.
 3. Meaningful words educate, inspire and bring people together.
 4. True success comes from using one's talents responsibly to benefit society.
-

Answers to Short Answer Questions (SAQs)

- Q1.** Ananya chose writing because she loved stories, ideas and creative expression.
- Q2.** Her teacher encouraged regular practice and inspired her to believe in her abilities.
- Q3.** Regular practice improves writing skills, creativity and confidence.
- Q4.** She accepted rejection positively, improved her work and continued trying.
- Q5.** Determination, patience, creativity, observation and self-belief helped her succeed.
- Q6.** Observation provides ideas from real life, while imagination turns them into engaging stories.
- Q7.** The lesson promotes perseverance, creativity, discipline, confidence and responsibility.
- Q8.** The title reflects Ananya's journey of building a successful career through writing.
- Q9.** It encourages students to pursue their passions despite obstacles.
- Q10.** Dreams can be achieved through hard work, patience, continuous learning and self-confidence.
-

Answers to Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

- Q1.** Ananya's journey demonstrates that determination and perseverance help people overcome repeated failures. Similar themes appear in many Class 9 lessons where characters continue striving despite setbacks and eventually achieve success. In each case, confidence, hard work and resilience become the foundation of personal growth. These texts inspire readers to treat challenges as opportunities for improvement.
- Q2.** Ananya would probably advise students to read widely, write regularly and never fear criticism. She would encourage them to observe the world carefully, accept feedback positively and remain patient because success takes time. Most importantly, she would remind students to write honestly and use their words to inspire others.

Q3. Strong communication and writing skills are valuable in almost every profession, including journalism, law, education, business, science and public service. Good writing helps people express ideas clearly, solve problems and influence others positively. In today's digital world, effective communication creates opportunities for career growth and leadership.

Q4. Whether a person chooses writing, science, music, sports or art, success depends on similar qualities such as passion, discipline, perseverance, continuous learning and confidence. Although the fields are different, dedication and hard work help individuals achieve excellence. The lesson shows that commitment to one's passion leads to meaningful success.

Answers to Long Answer Questions (Theme / Message Analysis)

Q1. The lesson highlights perseverance and self-belief through Ananya's journey from rejection to success. Instead of giving up after facing repeated failures, she continues improving her work with determination. Her achievements prove that confidence, patience and consistent effort eventually lead to success. The lesson inspires readers to remain hopeful even during difficult times.

Q2. Ananya develops from a young girl with a love for words into a confident and responsible writer. Throughout the story, she grows through learning, practice and resilience. Every challenge strengthens her determination and helps her mature both personally and professionally. Her character demonstrates the importance of continuous self-improvement.

Q3. The title *Career in Words* is appropriate because it reflects Ananya's decision to transform her passion for writing into a meaningful profession. It also suggests that words have the power to educate, inspire and bring positive change. The title emphasizes that careers built on creativity and communication can greatly benefit society.

Q4. The lesson motivates readers to identify their talents, work hard and pursue their dreams with confidence. It teaches that success is not achieved instantly but through patience, learning and perseverance. At the same time, it reminds readers that every profession carries a responsibility to contribute positively to society through honesty, dedication and meaningful work.

WORDS

Section A: Extract-Based Answers

Extract 1

1. Words that truly satisfy the heart.
2. Summer birds.
3. Simile.
4. Empty air.
5. Words alone cannot always provide comfort.

Extract 2

1. As a pilgrim upon earth.
2. In times of need.
3. Weeds.
4. Metaphor.
5. Words are often insufficient in difficult times.

Extract 3

1. True and sincere words.
2. A large number of words.
3. The head or mind.
4. They do not touch the heart.
5. A few sincere words are better than many empty words.

Extract 4

1. It cheers the lonely home.
2. Very few words.
3. Because they are sincere and comforting.
4. To make happy.
5. Simplicity and sincerity.

Extract 5

1. Put to practical use.
2. They satisfy the least.
3. Called.
4. Words alone are often inadequate.
5. Thoughtful and reflective.

Section B: Short Answer Answers

Q1. The poet describes the heart as a pilgrim on earth. Like a traveller on a long journey, the heart searches for happiness, comfort, love and meaning throughout life.

Q2. The heart realizes the true value of words during times of need, suffering or difficulty. At such moments, words often fail to provide real help.

Q3. The poet compares words to summer birds because they quickly come and go. Just as birds fly away after a season, words often disappear without leaving a lasting effect.

Q4. They leave behind "empty air," suggesting that words alone may fail to provide real comfort or support.

Q5. They reach the head or intellect but do not touch the heart.

Q6. The voice brings happiness, comfort and hope to a lonely home.

Q7. It means putting words into practical situations where their real value and effectiveness are tested.

Q8. In difficult situations, words often fail to provide complete satisfaction or comfort.

Q9. Words are compared to weeds because they may appear plentiful but offer little practical help during times of need.

Q10. Simile.

Section C: Long Answer Answers (Extrapolation Beyond the Text)

Q1. Respectful language is essential for maintaining peace and harmony in society. If people stopped using respectful language, misunderstandings and conflicts would increase. Relationships among family members, friends, teachers and students would weaken because trust is built through positive communication. In schools and workplaces, cooperation would decrease, making it difficult to achieve common goals. Social media would become more hostile, spreading negativity and arguments. Respectful speech helps people feel valued and understood, while rude language creates anger and resentment. The poem teaches that words have power, and when used responsibly, they strengthen communities. Therefore, respectful communication is essential for creating a healthy, supportive and cooperative society.

Q2. Social media has greatly increased the influence of words because messages can reach millions of people within seconds. Positive words can motivate people, spread awareness, encourage social change and provide emotional support. However, hurtful comments, cyberbullying, misinformation and hate speech can also spread rapidly. Since online communication often lacks immediate accountability, people may speak carelessly. The poem reminds us that words carry responsibility. Every post or comment has the power to influence others. Therefore, people should think carefully before sharing content online and use social media responsibly.

Q3. Kind words can change lives, especially during difficult situations. For example, a student who repeatedly fails examinations may lose confidence and hope. If a teacher encourages the student, appreciates the effort and expresses faith in the student's abilities, the student may regain confidence and work harder. Such encouragement can inspire determination and eventually lead to success. Similar examples are seen in sports, workplaces

and families. The poem reminds readers that sincere and encouraging words can transform attitudes, restore hope and positively influence lives.

Q4. Young people should learn responsible communication from an early age because it helps them build healthy relationships and become responsible citizens. Respectful communication develops empathy, understanding and cooperation. It enables children to solve conflicts peacefully and express themselves politely. In today's digital world, responsible communication is even more important because online words can reach large audiences. Learning this skill helps prevent cyberbullying, misinformation and unnecessary conflicts. The poem teaches that words have lasting effects, making responsible communication an essential life skill.

Section D: Long Answer Answers (Theme / Message Analysis)

Q1. The poem *Words* highlights the immense power and limitations of language. It emphasizes that words can comfort, encourage and strengthen relationships only when they are sincere and meaningful. Empty or excessive words often fail to provide real comfort. The poem encourages readers to use thoughtful and responsible language that reflects kindness and empathy. Its central message is that words should come from the heart because sincere speech has lasting value.

Q2. The poet contrasts the positive and negative effects of words. Kind, truthful and sincere words bring hope, comfort and emotional healing. In contrast, empty or careless words fail to satisfy people during difficult times and may even create disappointment. Through these contrasts, the poet shows that the true value of words lies in their sincerity rather than their quantity.

Q3. The poem is highly relevant in today's digital age because communication now happens instantly through social media, messaging apps and online platforms. Words shared online can educate, inspire and unite people, but they can also spread misinformation, cyberbullying and hatred. The poem reminds readers that every word carries responsibility, whether spoken or written. Its message encourages thoughtful, respectful and responsible communication in both real life and the digital world.

Q4. The poem teaches readers to choose their words carefully because language has the power to influence emotions, relationships and society. It emphasizes that sincere words are more valuable than many empty ones. Readers also learn the importance of empathy, kindness and responsible communication. Overall, the poem inspires people to use words as a force for understanding, compassion and positive change.

FOLLOW THAT DREAM

Section A: Extract-Based Answers

Extract 1

1. The poet encourages readers to follow their dreams.
2. The journey is described as long and difficult.
3. They should hold on to hope.
4. Courage is needed to continue the journey.
5. Dreams can be achieved through courage, hope and perseverance.

Extract 2

1. They may doubt or question a person's choices.
2. Faith in oneself lights the way.
3. Challenges make a person stronger and more confident.
4. Personification.
5. Self-confidence helps people overcome obstacles.

Extract 3

1. They symbolize difficulties and challenges.
2. Dawn follows every night.
3. Those who never give up receive the reward.
4. Personification.
5. Difficult times are temporary, and success comes with perseverance.

Extract 4

1. Dreams are compared to seeds.
2. Effort, faith and time nourish dreams.
3. They eventually achieve their dreams.
4. Metaphor.
5. Success requires patience, hard work and dedication.

Extract 5

1. Those who dare to dream and persevere achieve success.

2. They rise every time they fall.
 3. It enriches life with purpose and achievement.
 4. Perseverance and resilience.
 5. Motivational and optimistic.
-

Section B: Short Answer Answers

- Q1.** The central theme is perseverance in pursuing one's dreams despite difficulties.
- Q2.** The poet believes dreams give purpose to life and encourage personal growth.
- Q3.** Courage helps people face challenges without giving up.
- Q4.** Challenges teach valuable lessons, build confidence and strengthen determination.
- Q5.** Self-belief motivates people to continue even when others doubt them.
- Q6.** Dreams symbolize hope, ambition and future success.
- Q7.** Success is presented as the reward for continuous effort, patience and determination.
- Q8.** Young people should believe in themselves, work hard and never abandon their dreams.
- Q9.** Like seeds, dreams require care, patience and effort before they grow into success.
- Q10.** The poem promotes perseverance, courage, optimism, self-confidence and hard work.
-

Section C: Long Answer Answers (Extrapolation Beyond the Text)

- Q1.** A student who dreams of becoming a scientist may face failures in examinations, experiments or competitions. The poem teaches that setbacks should not discourage anyone from pursuing their goals. Instead, each failure should be viewed as an opportunity to learn and improve. By maintaining self-belief, working consistently and remaining hopeful, the student can gradually overcome difficulties and achieve success. The poem reminds readers that determination, patience and continuous effort are the keys to fulfilling one's dreams.
- Q2.** The poem shares its message with many Class IX lessons that celebrate determination and resilience. In such texts, characters overcome challenges through courage, dedication and hard work rather than giving up. Both the poem and these lessons show that success is rarely immediate but comes through perseverance. They inspire readers to face obstacles positively and remain committed to their goals.

Q3. Young people should pursue their dreams while also fulfilling their responsibilities towards their family and society. Responsible planning, discipline and time management allow individuals to achieve personal ambitions without neglecting their duties. The poem encourages determination but also implies that success should be achieved with integrity, responsibility and respect for others.

Q4. In today's highly competitive world, failure is common in academics, careers and sports. Those who remain hopeful after setbacks continue learning and improving until they succeed. The poem teaches that every difficulty is temporary and that perseverance eventually leads to achievement. Real-life examples of successful scientists, athletes and entrepreneurs also show that repeated failures often become stepping stones to success.

Section D: Long Answer Answers (Theme / Message Analysis)

Q1. The central theme of *Follow That Dream* is the importance of pursuing one's dreams with courage, determination and hope. The poet emphasizes that difficulties are a natural part of every journey, but they should never discourage individuals from achieving their goals. Through inspiring images and motivational language, the poem encourages readers to remain confident and persistent. It teaches that true success belongs to those who continue striving despite failures.

Q2. The poet inspires readers by presenting obstacles as temporary challenges rather than permanent barriers. Images of storms ending, dawn following night and seeds growing through patience remind readers that success requires continuous effort. The poem motivates people to develop resilience, maintain self-belief and treat failures as valuable learning experiences.

Q3. The title *Follow That Dream* perfectly reflects the poem's message. It encourages readers to pursue their ambitions fearlessly regardless of the obstacles they face. The title emphasizes that dreams provide purpose and direction in life, and achieving them requires dedication, perseverance and courage.

Q4. Students learn several valuable life lessons from the poem. They learn to believe in themselves, remain hopeful during difficult times and never give up after failure. The poem also teaches the importance of hard work, patience, discipline and resilience. Overall, it inspires young people to pursue meaningful goals with confidence while developing qualities that lead to lifelong success.

BELIEVE IN YOURSELF

Section A: Extract-Based Answers

Extract 1

1. The poet suggests that people should face difficulties bravely to grow and succeed.
2. The poet means that personal struggles and achievements are often private and self-driven.
3. The reader can infer that success depends more on determination than on public approval.
4. **Answer:** b) personal responsibility
5. challenges, goals

Extract 2

1. The poet presents the conflict between courage and fear.
2. Fear is shown as something that prevents confidence and progress.
3. Important choices are difficult because they can shape a person's future.
4. **Answer:** b) stop progress
5. forward, goals

Extract 3

1. "Status quo" means keeping things unchanged and avoiding change.
2. The poet warns against comfort because it may prevent improvement and progress.
3. The extract suggests that growth happens when people face new challenges.
4. **Answer:** c) accept challenges
5. comfort, growth

Extract 4

1. The first step is difficult because it requires overcoming fear and hesitation.
2. It suggests commitment and determination after making a decision.
3. In real life, starting something new is often the most challenging part.
4. **Answer:** c) commitment
5. courage, determination

Extract 5

1. The main message is that self-confidence leads to success and growth.
2. Self-belief helps people stay positive, focused, and determined.
3. The reader can infer that lack of confidence may stop people from achieving their full potential.
4. **Answer:** c) essential for success
5. determined, goals

Section B: Short Answer Questions (SAQs)

Q1. The poet encourages readers to face challenges because difficulties help people become stronger and more confident. Challenges also teach valuable lessons and help individuals grow personally and emotionally.

Q2. Fear creates hesitation and prevents people from taking important steps forward. The poem suggests that fear can stop growth if individuals allow it to control their actions and choices.

Q3. The poet uses "status quo" to describe a situation where people avoid change and remain comfortable. According to the poem, staying in the same condition may prevent personal growth and success.

Q4. The future is described as "getting near" to show that life decisions cannot be avoided forever. People must prepare themselves to make choices that will shape their future.

Q5. The poem highlights qualities such as courage, confidence, determination, and perseverance. These qualities help individuals face difficulties bravely and continue moving towards their goals.

Q6. The poem motivates young readers through encouraging language and relatable situations. It reminds them that self-belief and courage are important for achieving success and overcoming fear.

Q7. "The first step" represents the beginning of change and progress. The poet explains that although starting may feel difficult, taking action is necessary for growth and success.

Q8. Students today face pressure related to studies, careers, and competition. The poem encourages them to believe in themselves, take risks, and overcome fear while working towards their goals.

Q9. The poet believes that comfort may stop people from improving themselves. True growth happens when individuals leave their comfort zones and accept challenges confidently.

Q10. The tone of the poem is inspirational and encouraging. The poet motivates readers to face difficulties bravely and trust their abilities while building a better future.

Section C: Long Answer Questions (Extrapolation Beyond the Text & Across Texts)

Q1. The poem shares many ideas with modern motivational thinking. It emphasizes self-confidence, courage, and the importance of taking risks. Today, successful people are encouraged to leave their comfort zones and learn from challenges. The poem explains that fear is natural but should not stop progress. Modern motivational speakers also advise people to remain determined despite failures. Through simple language and relatable ideas, the poem delivers a timeless message that success depends on self-belief, hard work, and the willingness to face challenges bravely.

Q2. The poem teaches that failure should not stop a person from trying again. It reminds readers that growth comes through challenges and difficult experiences. Someone facing failure may feel fear and disappointment, but the poem encourages them to believe in themselves and continue moving forward. The poet explains that courage and determination are necessary for success. By leaving fear behind and taking the first step again, people can learn from mistakes and become stronger. The poem therefore gives hope and motivation during difficult situations.

Q3. Young people today experience academic pressure, career competition, and fear of failure. The poem reflects these struggles by discussing difficult choices, fear, and future goals. Many students hesitate to take risks because they worry about mistakes or judgment from others. The poet encourages them to trust themselves and move beyond their comfort zones. The poem's message is especially meaningful in today's rapidly changing world, where confidence, courage, and adaptability are essential for success.

Q4. The poem is an effective motivational piece because it uses clear and simple language to express powerful ideas. The poet discusses common emotions such as fear, doubt, and hesitation, making the poem relatable to readers of all ages. It motivates readers to leave their comfort zones and believe in themselves. The short lines and direct advice create a strong emotional impact. By balancing realism with hope, the poem successfully inspires readers to face life confidently.

Section D: Long Answer Questions (Theme / Message Analysis)

Q1. The central theme of *Believe in Yourself* is self-confidence and personal growth. The poet encourages readers to trust their abilities, overcome fear, and accept challenges. The poem teaches that success comes through courage, determination, and continuous effort rather than luck. It inspires individuals to take responsibility for shaping their future through positive action and self-belief.

Q2. The poet develops the idea of self-belief by presenting situations where people must choose between fear and courage. Through references to challenges, difficult decisions, and leaving the comfort zone, the poet shows that confidence is essential for progress. The repeated emphasis on believing in oneself reinforces the message that inner strength is the foundation of success.

Q3. Challenges and comfort zones are central ideas in the poem. The poet explains that remaining comfortable prevents growth, while accepting challenges leads to learning and improvement. The "first step" symbolizes the courage needed to begin a new journey. By overcoming fear and embracing change, individuals become stronger, more confident, and better prepared for future success.

Q4. The poem teaches values such as self-confidence, courage, perseverance, responsibility, and determination. It encourages readers to believe in themselves, face difficulties with a positive attitude, and never give up despite obstacles. The poet also highlights the importance of making thoughtful decisions and stepping out of one's comfort zone. These values help

young people develop resilience and prepare them for success in both personal and professional life.

READING COMPREHENSION

Passage 1

Answers

1. Smartphones negatively impact human relationships.
 2. 10%
 3. That smartphone usage harms personal relationships.
 4. 65%
 5. Present everywhere at all times.
 6. It negatively affects the user's mood.
 7. 69%
 8. Happier.
 9. Anxious.
 10. 21–25.
 11. 18%
 12. All of the above.
-

Passage 2

Answers

1. Air Quality Index.
 2. Increase in air emissions / stagnant air with low wind speeds.
 3. September 17, 2014.
 4. PM10, PM2.5, NO₂, SO₂, CO, O₃, NH₃, Pb.
 5. National Air Monitoring Program (NAMP).
 6. Contaminants.
 7. Satisfactory.
 8. Respiratory illness, reduced lung function, serious health impacts for people with existing diseases.
 9. O₃.
 10. New Delhi, Ahmedabad, Kolkata, Pune, & Mumbai.
 11. State Pollution Control Board.
 12. To communicate to the public how polluted the air currently is or how polluted it is forecast to become.
-

Passage 3

Answers

1. d) Pollution Control Committees, Central Pollution Control Board, National Environmental Engineering Research Institute and State Pollution Control Boards.

2. *(From line graph – not provided in passage, cannot be answered.)*
3. Sulphur Dioxide (SO₂), Nitrogen Dioxide (NO₂), and Reparable Suspended Particulate Matter (RSPM/PM10).
4. Abate.
5. *(From line graph – not provided in passage, cannot be answered.)*
6. Pertinent.
7. 104 observations annually.
8. Air pollutants (SO₂, NO₂, PM10) and meteorological parameters (wind speed, direction, humidity, temperature).
9. **a)** To ensure reliability of air quality data.
10. **c)** Particulate Matter.
11. **(i) and (iii) are true → Correct option: (c) (i), (ii) and (iii).**
12. **a)** Set by laws.

Passage 4

Answers

1. Kerala, Rajasthan, Madhya Pradesh and Himachal Pradesh.
2. Bird flu generally affects poultry birds such as chickens and turkeys.
3. Union Ministry of Fisheries and Animal Husbandry.
4. State Disaster.
5. In the border areas of Kutta, Makutta and Karike for the screening of poultry birds and other products.
6. Annies Kanmani Joy.
7. To inform control rooms set up by the Animal Husbandry Department of any dead bird near their houses.
8. Strengthening biosecurity of poultry farms, disinfection of affected areas, proper disposal of dead birds/carcasses, etc.
9. **A)** Influenza Type A Virus.
10. **B)** Contagious.
11. **C)** Prevention.
12. **A)** Lethal.

GRAMMAR

Class IX • English • 2026-27

TENSES

Section A: Fill in the Blanks (1–50)

1. goes
2. play
3. works
4. moves
5. do not watch / don't watch
6. Does, like
7. helps
8. fly
9. boils
10. do not eat / don't eat
11. is writing
12. are playing
13. am studying
14. is sleeping
15. are not watching / aren't watching
16. Is, reading
17. are waiting
18. are dancing
19. is raining
20. are, crying
21. have finished
22. has visited
23. have not completed / haven't completed
24. Have, seen
25. have known
26. has lost
27. has already left
28. have, eaten
29. has won
30. have just arrived
31. visited
32. watched
33. did not play / didn't play
34. Did, meet
35. cried
36. bought
37. finished
38. wrote
39. travelled / traveled
40. enjoyed
41. will visit
42. will help
43. will not attend / won't attend
44. Will, come
45. will plant

46. will arrive
 47. will rain
 48. will become
 49. will travel
 50. will celebrate
-

Passage 1

1. went
 2. left
 3. were travelling
 4. told
 5. reached
 6. welcomed
 7. saw
 8. took
 9. returned
 10. enjoyed
-

Passage 2

1. wake
 2. brush
 3. get
 4. prepares
 5. reads
 6. am preparing
 7. am studying
 8. try
-

Passage 3

1. will organise
 2. are preparing
 3. is making
 4. have completed
 5. need
 6. will win
-

Passage 4

1. started
 2. was walking
 3. was not carrying (wasn't carrying)
 4. ran
 5. were waiting
 6. became
 7. left
-

Passage 5

1. have been cutting
 2. has lost
 3. are working
 4. plant
 5. encourage
 6. does
 7. will become
-

MODALS & AUXILIARY VERBS

Section A: Modals of Ability, Permission & Possibility (1–10)

1. can
 2. May
 3. can
 4. can
 5. can
 6. Could / Can
 7. may
 8. must
 9. May / Can
 10. could
-

Section B: Modals of Advice, Duty & Obligation (11–20)

11. should
12. must

- 13. should
 - 14. should
 - 15. should not / must not
 - 16. must
 - 17. should not / must not
 - 18. must
 - 19. should
 - 20. should
-

Section C: Modals of Certainty, Probability & Deduction (21–30)

- 21. must
 - 22. can
 - 23. may
 - 24. must
 - 25. may / can
 - 26. must
 - 27. must
 - 28. may
 - 29. may
 - 30. must
-

Section D: Auxiliary Verbs (31–40)

- 31. is
 - 32. have
 - 33. am
 - 34. Have
 - 35. are
 - 36. did
 - 37. Does
 - 38. were
 - 39. have
 - 40. is
-

Section E: Mixed Modals & Auxiliary Verbs (41–50)

- 41. must
- 42. Would
- 43. must

- 44. are
 - 45. should
 - 46. have
 - 47. May / Can
 - 48. are
 - 49. can
 - 50. will
-

NARRATION (DIRECT & INDIRECT SPEECH)

Section A: Assertive Sentences (1–10)

- 1. Riya said that she was reading a novel.
 - 2. Mohan said that he had finished his homework.
 - 3. The teacher said that the Earth moves round the Sun.
 - 4. He said that he would visit Delhi the following week.
 - 5. She said that she could solve that problem.
 - 6. My father said that they had bought a new car the previous day.
 - 7. Ravi said that he had been watching television.
 - 8. The doctor advised that I should exercise daily.
 - 9. Anita said that she did not like coffee.
 - 10. The boys said that they were playing football.
-

Section B: Interrogative Sentences (11–20)

- 1. The teacher asked me what my name was.
 - 2. Mother asked Rohan if he had finished his homework.
 - 3. He asked me where I lived.
 - 4. The policeman asked why I was standing there.
 - 5. She asked me if I could help her.
 - 6. The teacher asked who had broken the window.
 - 7. Father asked me if I had completed the project.
 - 8. He asked when the train would arrive.
 - 9. She asked me why I had been absent the previous day.
 - 10. The stranger asked me if that was the way to the railway station.
-

Section C: Imperative Sentences (21–30)

- 1. The teacher ordered the students to open their books.

2. Mother requested me to help her.
 3. The doctor advised me to take my medicine regularly.
 4. Father advised his son to work hard.
 5. The principal ordered the students not to make noise.
 6. The coach urged the players to run faster.
 7. The teacher ordered the students to keep quiet.
 8. Mother told me to switch off the fan.
 9. The officer ordered the staff to complete the work that day.
 10. Father advised me never to waste my time.
-

Section D: Exclamatory Sentences (31–40)

1. He exclaimed with admiration that it was a very beautiful flower.
 2. She exclaimed with joy that they had won the match.
 3. The old man exclaimed with sorrow that he had lost his purse.
 4. Riya exclaimed with admiration that I was very intelligent.
 5. He exclaimed with surprise that it was a very pleasant surprise.
 6. The teacher applauded the student, saying that he had done well.
 7. She exclaimed with regret that she had forgotten her notebook.
 8. The captain exclaimed with joy that they were the champions.
 9. Mother exclaimed with admiration that it was a very lovely painting.
 10. He exclaimed with sorrow that his friend was no more.
-

Section E: Mixed Practice (41–50)

- a. Rahul said that he had never visited Kashmir.
- b. She requested me to close the door.
- c. The teacher said that honesty is the best policy.
- d. Father said that they would leave the next day.
- e. The boy said that he could not swim.
- f. My friend asked me if I would join him the next day.
- g. The teacher advised the students to do their work carefully.
- h. The girl said that she had been waiting for her brother.
- i. Mother prayed that God might bless me.
- j. The officer ordered the clerk to submit the report by the next day.

CONDITIONAL CLAUSE

Zero Conditional (Answers)

1. heat, boils
2. do not get, die
3. sets, becomes
4. exercise, stay
5. melts, turns
6. mix, get
7. eat, become
8. do not recycle, increases
9. asks, answer
10. rains, become

First Conditional (Answers)

1. study, will pass
2. rains, will stay
3. finishes, will join
4. leave, will reach
5. do not hurry, will miss
6. see, will tell
7. save, will reduce
8. invite, will come
9. works, will succeed
10. is, will go

Second Conditional (Answers)

1. were, would fly
2. had, would drive
3. won, would buy
4. knew, would talk
5. exercised, would feel
6. were, would help
7. lived, would go
8. studied, would score
9. had, would travel
10. were, would change

Third Conditional (Answers)

1. had studied, would have passed
2. had left, would have caught

3. had invited, would have attended
4. had listened, would have understood
5. had worn, would have avoided
6. had known, would have come
7. had practised, would have won
8. had not forgotten, would have completed
9. had driven, would not have happened
10. had seen, would have spoken

Mixed Conditionals (Answers)

1. had worked, would have
 2. had not missed, would be
 3. had saved, would buy
 4. had listened, would not be
 5. were, would have become
 6. had left, would be
 7. had studied, would be
 8. had told, would trust
 9. had prepared, would feel
 10. had taken, would be
-

SUBJECT–VERB CONCORD

Answer Key

1. plays
2. dance
3. works
4. study
5. barks
6. guide
7. loves
8. enjoy
9. builds
10. grow
11. sing
12. is
13. clean
14. attends
15. knows
16. are
17. participates
18. welcomes
19. play
20. discuss

21. wants
22. knocks
23. receives
24. is
25. knows
26. have
27. participate
28. sings
29. likes
30. understand
31. is
32. is
33. have
34. is
35. is
36. looks
37. are
38. has
39. is
40. is
41. lives
42. is
43. carries
44. is
45. is
46. is
47. have
48. knows
49. are
50. comes

DETERMINERS

Answer Key

1. an
2. an
3. the
4. an
5. the
6. an
7. a
8. the
9. a
10. the
11. This

12. These
 13. That
 14. Those
 15. this
 16. those
 17. This
 18. Those
 19. This
 20. Those
 21. some
 22. any
 23. a little
 24. many
 25. a little
 26. Several
 27. few
 28. some
 29. any
 30. plenty of
 31. Each
 32. Every
 33. Either
 34. Neither
 35. my
 36. her
 37. their
 38. our
 39. his
 40. its
 41. Every
 42. no
 43. One
 44. an
 45. several
 46. any
 47. Most
 48. a few
 49. the
 50. Neither
-

NOUN AND RELATIVE CLAUSES

Section A: Noun Clauses (Answers)

1. that
2. whether / if
3. where
4. what
5. why
6. that
7. that
8. when
9. why
10. how
11. that
12. who
13. what
14. whether / if
15. that
16. which
17. how
18. what
19. that
20. that
21. whether / if
22. who
23. how
24. why
25. what

Section B: Relative Clauses (Answers)

26. Relative Clauses
27. who
28. that / which
29. whose
30. who / that
31. where
32. where
33. who / that
34. which / that
35. whom / who / that
36. when
37. why
38. whose
39. where
40. who
41. that / which

42. who / that
 43. where
 44. who / that
 45. that / which
 46. who / that
 47. where
 48. whose
 49. when
 50. who / that
 51. that / which
-

SENTENCE REARRANGEMENT

Answer Key

1. My father walks in the park every morning.
2. She enjoys reading story books.
3. The children are playing happily in the ground.
4. Rohan goes to school by bus.
5. The teacher praised the hardworking students.
6. My mother cooked a delicious meal.
7. He always speaks the truth.
8. The keys are on the table.
9. India is a beautiful country.
10. We visit our grandparents every Sunday.
11. She completed her homework on time.
12. The match was cancelled because of the rain.
13. I borrowed two books from the library.
14. Singing is my favourite hobby.
15. We bought fresh vegetables from the market.
16. Everyone appreciates honesty.
17. The students listened carefully to the teacher.
18. They climbed the mountain successfully.
19. I eat breakfast before school.
20. Hard work brings success.
21. He was absent yesterday because he was ill.
22. We planted many trees in the school.
23. Rahul solved the puzzle quickly.
24. Our school won the competition.
25. She speaks English fluently.
26. The train arrived on time.
27. Good friends always help each other.
28. Cross the road carefully.
29. People celebrated the festival happily.
30. The doctor advised complete rest.
31. The Earth moves around the Sun.

32. I found a wallet yesterday.
33. We should exercise daily.
34. They prepared well for the exam.
35. The boys play football every evening.
36. Reading is a good habit.
37. The garden has beautiful flowers.
38. We reached the station early.
39. Drink a glass of milk.
40. We should always respect elders.
41. My brother bought a new bicycle.
42. Punctuality is very important.
43. The dog barked loudly.
44. The students solved the difficult problem.
45. We keep our classroom clean.
46. She wrote a letter to her friend.
47. We should always think positive.
48. We visited the museum last week.
49. She won the first prize.
50. We must save water.

NARRATION (DIRECT AND INDIRECT SPEECH)

Section A: Assertive Sentences (Answers)

1. Riya said that she was reading a novel.
2. Mohan said that he had finished his homework.
3. The teacher said that the Earth moves round the Sun.
4. He said that he would visit Delhi the following week.
5. She said that she could solve that problem.
6. My father said that they had bought a new car the previous day.
7. Ravi said that he had been watching television.
8. The doctor advised that I should exercise daily.
9. Anita said that she did not like coffee.
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1. The teacher asked me what my name was.
2. Mother asked Rohan if he had finished his homework.

3. He asked me where I lived.
 4. The policeman asked why I was standing there.
 5. She asked me if I could help her.
 6. The teacher asked who had broken the window.
 7. Father asked me if I had completed the project.
 8. He asked when the train would arrive.
 9. She asked me why I had been absent the previous day.
 10. The stranger asked me if that was the way to the railway station.
-

Section C: Imperative Sentences (Answers)

1. The teacher ordered the students to open their books.
 2. Mother requested me to help her.
 3. The doctor advised me to take my medicine regularly.
 4. Father advised his son to work hard.
 5. The principal ordered the students not to make noise.
 6. The coach urged the players to run faster.
 7. The teacher ordered the students to keep quiet.
 8. Mother told me to switch off the fan.
 9. The officer ordered the staff to complete the work that day.
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-

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 4. Riya exclaimed with admiration that I was very intelligent.
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 6. The teacher applauded the student, saying that he had done well.
 7. She exclaimed with regret that she had forgotten her notebook.
 8. The captain exclaimed with joy that they were the champions.
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-

Section E: Mixed Practice (Answers)

- a. Rahul said that he had never visited Kashmir.
- b. She requested me to close the door.
- c. The teacher said that honesty is the best policy.
- d. Father said that they would leave the next day.
- e. The boy said that he could not swim.

- f. My friend asked me if I would join him the next day.
 - g. The teacher advised the students to do their work carefully.
 - h. The girl said that she had been waiting for her brother.
 - i. Mother prayed that God might bless me.
 - j. The officer ordered the clerk to submit the report by the next day.
-

SENTENCE TRANSFORMATION

Section A: Interchange of Sentences (Answers)

- 1. Is he not very honest?
 - 2. Can anyone solve this puzzle?
 - 3. Who did not admire her courage?
 - 4. Everyone loves his country.
 - 5. Everyone respects Mahatma Gandhi.
 - 6. Can anyone deny the truth?
 - 7. Honesty is the best policy.
 - 8. Who does not like good manners?
 - 9. No one can avoid death.
 - 10. Is anything impossible?
-

Section B: Negative, Affirmative & Comparative Forms (Answers)

- 1. He is never late.
 - 2. No one was absent.
 - 3. She is not unintelligent.
 - 4. No one except Riya solved the problem.
 - 5. No sooner had the bell rung than the students entered the class.
 - 6. He never tells a lie.
 - 7. Her brother is not as wise as she is.
 - 8. No other book in the library is as good as this one.
 - 9. Jaipur is not as big as Delhi.
 - 10. Nobody failed to appreciate the performance.
-

Section C: Simple, Compound & Complex Sentences (Answers)

- 1. As he was tired, he went to bed early.
- 2. Despite being poor, he was honest.

3. If you work hard, you will succeed.
 4. Although he was ill, he attended school.
 5. After finishing his work, he went home.
 6. Due to her illness, she could not attend the meeting.
 7. When the villagers saw the tiger, they ran away.
 8. He is too weak to walk.
 9. The tea is so hot that it cannot be drunk.
 10. He was punished for being careless.
-

Section D: Active & Passive Voice (Answers)

1. The student was praised by the teacher.
 2. Riya wrote the letter.
 3. The classroom is being cleaned by them.
 4. The plants are watered by the gardener every day.
 5. My bicycle has been stolen.
 6. The students completed the homework.
 7. The results will be announced tomorrow.
 8. The patient was examined by the doctor.
 9. Traffic rules should be obeyed.
 10. The workers are painting the room.
-

Section E: Mixed Practice (Answers)

1. Ravi said that he was happy.
2. Mother advised me to do my homework.
3. The teacher said that the Earth revolves around the Sun.
4. She asked him if he could help her.
5. He said that he had finished his work.
6. Father advised me not to waste my time.
7. Neha said that they would visit Agra the next day.
8. The boy exclaimed sadly that he had lost his bag.
9. The teacher advised the students to work hard.
10. Rohan said that he could solve that problem.

WRITING

Class IX • English • 2026-27

NOTICE WRITING

Answer 1

**ABC PUBLIC SCHOOL, DELHI
NOTICE**

Date: 5 July 2026

Inter-House Debate Competition

Students are informed that an Inter-House Debate Competition on the topic "**Artificial Intelligence: Boon or Bane?**" will be held on **15 July 2026 at 10:00 a.m.** in the School Auditorium. Students of Classes IX and X may participate. Interested students should register with the English Department by **10 July 2026**.

Aditi
Cultural Secretary

Answer 2

**ABC PUBLIC SCHOOL, DELHI
NOTICE**

Date: 5 July 2026

Lost School Bag

A black school bag containing books and an identity card has been found in the school library. The owner may collect it from the School Office during school hours after providing proper identification.

Riya
Head Girl

Answer 3

**ABC PUBLIC SCHOOL, DELHI
NOTICE**

Date: 5 July 2026

Cleanliness Drive

The Eco Club is organising a Cleanliness Drive under the **Swachh Bharat Abhiyan** on **18 July 2026** at the City Park. Students should report at **8:00 a.m.** and bring gloves, caps, and water bottles. Interested students should register with the undersigned by **15 July 2026**.

Kavya

President, Eco Club

Answer 4

ABC PUBLIC SCHOOL, DELHI NOTICE

Date: 5 July 2026

Educational Excursion

Students of Classes IX and X are informed that an educational trip to the **National Science Centre** has been organised on **25 July 2026**. The trip fee is **₹500**. Consent forms along with the fee must be submitted by **18 July 2026**. Students should report at the school by **7:30 a.m.**

Ananya

School Captain

Answer 5

ABC PUBLIC SCHOOL, DELHI NOTICE

Date: 5 July 2026

Blood Donation Awareness Programme

The Health Club, in collaboration with a local hospital, is organising a **Blood Donation Awareness Programme** on **20 July 2026** at **11:00 a.m.** in the School Auditorium. Students of Classes **IX–XII** are invited to attend and learn about the importance of voluntary blood donation.

Vidhi

Secretary, Health Club

LETTER TO THE EDITOR

Answer 1

**23, Green Park
Delhi – 110016**

5 July 2026

**The Editor
The Times of India
New Delhi**

Subject: Poor condition of roads in our locality

Sir/Madam,

Through the columns of your esteemed newspaper, I wish to draw the attention of the concerned authorities to the poor condition of roads in Green Park. The roads are full of potholes and remain waterlogged during the rainy season, causing traffic jams and accidents. Pedestrians and school children face great difficulty while commuting.

The authorities should repair the damaged roads, improve the drainage system, and carry out regular maintenance. Timely action will ensure the safety and convenience of the residents.

I hope this issue will receive immediate attention.

Yours sincerely,

Rahul

Answer 2

**15, Shastri Nagar
Lucknow – 226001**

5 July 2026

**The Editor
Hindustan Times
Lucknow**

Subject: Rising use of single-use plastic

Sir/Madam,

I wish to express my concern over the increasing use of single-use plastic in our city. Plastic bags, bottles, and wrappers are littering roads, drains, and parks, causing pollution and harming animals and the environment.

The government should strictly enforce the ban on single-use plastic and encourage the use of cloth and paper bags. Public awareness campaigns should also be organised to educate people about eco-friendly alternatives.

I hope the authorities and citizens will work together to reduce plastic pollution.

Yours sincerely,

Ananya

Answer 3

**42, Model Town
Jaipur – 302017**

5 July 2026

**The Editor
The Hindu
Jaipur**

Subject: Increasing traffic congestion in the city

Sir/Madam,

Through your newspaper, I would like to highlight the growing problem of traffic congestion in Jaipur. The increasing number of vehicles, illegal parking, and poor traffic management have made commuting difficult. Traffic jams waste time, increase pollution, and often lead to road accidents.

The authorities should improve public transport, widen important roads, remove illegal encroachments, and ensure strict enforcement of traffic rules. Citizens should also follow traffic regulations responsibly.

I hope the concerned authorities will take prompt action.

Yours sincerely,

Karan

Answer 4

**18, Patel Colony
Bhopal – 462003**

5 July 2026

**The Editor
The Indian Express
Bhopal**

Subject: Need for water conservation

Sir/Madam,

I wish to draw attention to the urgent need for water conservation. Rapid urbanisation, excessive use of water, and declining groundwater levels have created a serious water crisis in many parts of the country.

Rainwater harvesting should be made compulsory, leaking pipelines should be repaired promptly, and people should avoid wasting water. Schools and social organisations should also spread awareness about saving this precious natural resource.

I hope this important issue receives the attention it deserves.

Yours sincerely,

Aditi

Answer 5

**56, Nehru Nagar
Chandigarh – 160036**

5 July 2026

**The Editor
The Tribune
Chandigarh**

Subject: Excessive screen time among teenagers

Sir/Madam,

Through your esteemed newspaper, I would like to express concern over the increasing screen time among teenagers. Excessive use of mobile phones, computers, and other digital devices is affecting their physical health, eyesight, sleep, and academic performance. It also reduces social interaction and outdoor activities.

Parents and schools should encourage students to limit screen time, participate in sports, and develop healthy hobbies. Awareness programmes on responsible use of technology should also be conducted regularly.

I hope this issue will receive serious attention.

Yours sincerely,

Vidhi

E-MAIL WRITING

Answer 1: Leave Application (Formal E-mail)

To: classteacher@abcschool.edu.in

Subject: Application for Three Days' Leave

Respected Ma'am,

I am Rahul, a student of Class IX-A. I am suffering from viral fever, and the doctor has advised me to take complete rest. Therefore, I request you to kindly grant me leave for three days from **6 July 2026 to 8 July 2026**.

I shall complete all the missed classwork after returning to school.

Thank you for your consideration.

Yours faithfully,

Rahul

Class IX-A

Answer 2: Invitation to a Friend (Informal E-mail)

To: rohan123@gmail.com

Subject: Invitation to My Birthday Party

Dear Rohan,

I hope you are doing well. I am celebrating my birthday on **15 July 2026 at 6:00 p.m.** at my home. I would be delighted if you could join me and make the occasion memorable. We have planned games, music, and dinner for everyone.

Please do come. I am eagerly waiting for you.

With love,

Aman

Answer 3: Complaint to the Principal (Formal E-mail)

To: principal@abcschool.edu.in

Subject: Complaint Regarding the School Library

Respected Sir/Madam,

I wish to bring to your notice the poor condition of our school library. Many books are old and damaged, making them difficult to use. Moreover, the seating arrangement is inadequate, causing inconvenience to students during library periods.

I request you to kindly arrange for new books and improve the seating facilities so that students can use the library comfortably.

Thank you.

Yours sincerely,

Kavya

Head Girl

Answer 4: Thank You E-mail (Informal E-mail)

To: uncle.sharma@gmail.com

Subject: Thank You for the Wonderful Birthday Gift

Dear Uncle,

Thank you so much for the beautiful wristwatch you gifted me on my birthday. I really liked its design and quality. It is both stylish and useful, and I will wear it every day to school and on special occasions.

Your thoughtful gift made my birthday even more special. Thank you once again for your love and blessings.

With love,

Aditi

Answer 5: Request for Permission (Formal E-mail)

To: principal@abcschool.edu.in

Subject: Request for Permission to Organise an Inter-House Quiz Competition

Respected Sir/Madam,

I would like to request your permission to organise an **Inter-House Quiz Competition** for the students of Classes IX and X. The competition will enhance students' general knowledge, improve their confidence, and promote healthy competition among the houses.

Kindly grant us permission to conduct the event at your convenience. We assure you that all necessary arrangements will be made responsibly.

Thank you for your consideration.

Yours sincerely,

Vidhi

Cultural Secretary

SPEECH WRITING

Answer 1

The Importance of Reading Habits

Respected Principal, teachers, and my dear friends,

Good morning to everyone.

Today, I would like to speak on "**The Importance of Reading Habits.**" Reading is one of the best habits that students can develop. It improves our vocabulary, increases our knowledge, and enhances our imagination and creativity. It also helps us perform better in our studies and develop critical thinking skills.

Unfortunately, many students spend more time on mobile phones than on books. We should make reading a daily habit by reading newspapers, storybooks, biographies, and magazines. Even reading for thirty minutes every day can make a big difference.

Let us all promise to spend more time reading and less time on unnecessary screen activities.

Thank you.

Answer 2

Save Water, Save Life

Respected Principal, teachers, and dear friends,

Good morning to all.

Today, I am here to speak on **"Save Water, Save Life."** Water is one of the most precious natural resources. However, due to pollution, population growth, and excessive use, many regions face serious water shortages.

We can help by repairing leaking taps, using water wisely, harvesting rainwater, and avoiding unnecessary wastage. Every drop of water is valuable. Governments, schools, and citizens must work together to conserve this precious resource.

If we save water today, we will ensure a better future for the coming generations.

Thank you.

Answer 3

The Impact of Social Media on Teenagers

Respected Principal, teachers, and my dear friends,

Good morning.

Today, I would like to share my views on **"The Impact of Social Media on Teenagers."** Social media helps us communicate, learn new things, and stay informed. However, excessive use can reduce concentration, affect studies, disturb sleep, and increase stress.

Teenagers should use social media responsibly by limiting screen time, avoiding harmful content, and focusing on educational and positive activities. Parents and teachers should also guide students in using digital platforms wisely.

Social media is a useful tool only when used in moderation.

Thank you.

Answer 4

Cleanliness: A Key to Good Health

Respected Principal, teachers, and dear friends,

Good morning to everyone.

Today, I am going to speak on "**Cleanliness: A Key to Good Health.**" Clean surroundings and good personal hygiene help prevent diseases and create a healthy environment. We should always use dustbins, wash our hands regularly, and avoid littering.

Schools should organise cleanliness drives to spread awareness among students. Every citizen has a responsibility to keep public places clean and beautiful.

Let us all contribute towards building a cleaner and healthier society.

Thank you.

Answer 5

Physical Fitness for a Healthy Life

Respected Principal, teachers, and my dear friends,

Good morning.

Today, I would like to speak on "**Physical Fitness for a Healthy Life.**" Physical fitness is essential for a healthy body and a sharp mind. Regular exercise strengthens our muscles, improves heart health, reduces stress, and increases our concentration.

Students should exercise daily, eat a balanced diet, drink enough water, get proper sleep, and avoid junk food. Activities such as walking, cycling, yoga, and outdoor games help us stay active and fit.

A healthy body leads to a happy and successful life. Let us make fitness a part of our daily routine.

Thank you.

DESCRIPTIVE ESSAY

Answer 1: A Visit to a Historical Monument

A Visit to the Red Fort

Last winter, I visited the Red Fort in Delhi with my parents. Built by Emperor Shah Jahan, this magnificent monument is an excellent example of Mughal architecture. The massive red sandstone walls, beautiful gardens, and grand halls fascinated me. Our guide explained the historical significance of the fort and its role during India's freedom struggle. I also visited the museums inside the fort, which displayed old weapons, paintings, and historical artefacts.

Walking through the fort made me feel connected to India's glorious past. The visit increased my knowledge of history and filled me with pride in our rich cultural heritage. It was both an educational and enjoyable experience that I will always remember.

Answer 2: My Favourite Person

My favourite person is **Mrs. Sharma**. She is a teacher who teaches English in a school. She is kind, patient, and always encourages students to ask questions. Her classes are interesting because she explains every topic with real-life examples and interactive activities. She treats every student equally and motivates us to read books, speak confidently, and think creatively. Her friendly nature makes learning enjoyable. She also guides us in competitions and inspires us to become disciplined and responsible individuals. Whenever we make mistakes, she corrects us politely and encourages us to improve. I admire her dedication, knowledge, and positive attitude. She has played an important role in developing my confidence and love for the English language.

Answer 3: A Rainy Day

A Rainy Day

One afternoon during the monsoon season, dark clouds covered the sky, and soon it began to rain heavily. The cool breeze, the sound of raindrops, and the pleasant smell of wet earth created a refreshing atmosphere. Children played happily in the rain while birds took shelter in the trees. I stood by the window with a cup of hot tea and enjoyed the beautiful view. Later, I went outside with my friends and splashed in the puddles. The rain washed away the dust and made the surroundings look fresh and green. Although some roads became waterlogged, the day was full of joy and excitement. It remains one of my happiest memories.

Answer 4: The Morning Assembly in My School

The Morning Assembly in My School

Every morning, students gather in the school assembly ground before classes begin. The assembly starts with a prayer followed by the thought of the day, news headlines, and important announcements. Sometimes students present speeches, poems, or patriotic songs. On special occasions, teachers share motivational messages and appreciate students for their achievements. The assembly is conducted in a disciplined manner, and everyone participates sincerely. It creates a positive atmosphere and prepares us mentally for the day's learning. It also teaches values such as punctuality, unity, respect, and confidence. The morning assembly is an important part of school life because it promotes discipline and develops students' overall personality.

Answer 5: A Beautiful Garden

A Beautiful Garden

During my summer vacation, I visited a beautiful botanical garden with my family. The garden was filled with colourful flowers such as roses, lilies, marigolds, and orchids. Tall trees provided cool shade, while green lawns added to the beauty of the surroundings. Birds chirped happily, butterflies flew from flower to flower, and a sparkling fountain stood at the centre of the garden. The fresh air and peaceful atmosphere made me feel relaxed and cheerful. Many people were walking, exercising, or enjoying picnics with their families. The garden was clean and well maintained. My visit reminded me of the importance of protecting nature and keeping our environment green and beautiful. It was truly a memorable experience.

ARTICLE WRITING

Answer 1

The Importance of Reading Habits Among Students By Rahul

Reading is one of the most valuable habits a student can develop. It improves vocabulary, language skills, creativity, and general knowledge. Regular reading also strengthens concentration and critical thinking. Unfortunately, many students today spend more time on mobile phones than on books, which affects their learning and imagination.

Schools and parents should encourage children to read newspapers, storybooks, biographies, and magazines. School libraries should be made more attractive, and reading competitions should be organised regularly. Setting aside a fixed time each day for reading can also help develop this habit.

Reading not only improves academic performance but also shapes a person's personality. Every student should cultivate the habit of reading to become knowledgeable, confident, and successful in life.

Answer 2

Save Water, Save Life By Ananya

Water is one of the most precious natural resources on Earth. However, increasing population, pollution, and excessive use of water have created a serious water crisis in many parts of the world. If we do not conserve water today, future generations may face severe shortages.

Simple measures such as repairing leaking taps, using buckets instead of showers, harvesting rainwater, and avoiding unnecessary wastage can make a big difference. Industries and governments should also adopt efficient water management practices and spread awareness about conservation.

Every drop of water is valuable. Saving water is not only our responsibility but also our duty towards nature. Together, we can protect this priceless resource and ensure a better future for everyone.

Answer 3

The Impact of Social Media on Teenagers

By Karan

Social media has become an important part of teenagers' lives. It helps students communicate with friends, share ideas, access educational resources, and stay informed about current events. However, excessive use of social media can also lead to distraction, poor academic performance, cyberbullying, and health problems such as stress and lack of sleep.

Teenagers should use social media wisely by limiting screen time, avoiding harmful content, and focusing on meaningful online activities. Parents and teachers should guide students in using digital platforms responsibly.

Social media is a useful tool when used in moderation. Responsible use can help teenagers learn, connect, and grow without affecting their physical and mental well-being.

Answer 4

Cleanliness: A Key to Good Health

By Aditi

Cleanliness is essential for maintaining good health and a pleasant environment. Personal hygiene, clean surroundings, and proper sanitation help prevent the spread of diseases and improve the quality of life. A clean environment also creates a positive impression and promotes happiness.

People should avoid littering, use dustbins, wash their hands regularly, and keep their homes and neighbourhoods clean. Schools should organise cleanliness drives to spread awareness among students. Public cooperation is necessary to make our surroundings healthier and more beautiful.

Cleanliness is not only the responsibility of the government but of every citizen. By adopting clean habits, we can build a healthier and more responsible society.

Answer 5

Physical Fitness for a Healthy Life

By Vivek

Physical fitness plays an important role in leading a healthy and active life. Regular exercise strengthens muscles and bones, improves heart health, boosts immunity, and reduces stress. It also increases energy levels and helps students concentrate better on their studies.

Students should develop healthy habits such as exercising daily, eating a balanced diet, drinking enough water, getting adequate sleep, and avoiding junk food. Outdoor games, yoga, cycling, and walking are excellent ways to stay fit.

Good health is the foundation of success. By making physical fitness a part of our daily routine, we can enjoy a happier, healthier, and more productive life.

NARRATIVE ESSAY

Answer 1

The Day I Learned an Important Lesson

One afternoon, I was cycling to the market when I noticed an old man struggling to carry two heavy bags. Although I was getting late, I decided to stop and help him. I carried his bags to his house, which was only a short distance away. He thanked me warmly and blessed me for my kindness.

When I reached home, I expected my parents to be upset because I was late. Instead, they appreciated my decision after hearing what had happened. That day, I realised that helping others is more important than worrying about small delays. Kindness and compassion make us better human beings. Since then, I have always tried to help people whenever I can. It was a simple incident, but it taught me a valuable lesson that I will never forget.

Answer 2

An Unforgettable Journey

Last summer vacation, my family and I visited Shimla. It was my first trip to the mountains, and I was excited from the beginning. During the journey, I enjoyed the beautiful hills, green forests, and winding roads. The cool breeze and fresh air made the trip even more enjoyable.

We visited the Mall Road, Jakhoo Temple, and Kufri. I also enjoyed horse riding and tasted delicious local food. The friendly people and peaceful surroundings made the experience unforgettable. We clicked many photographs and spent quality time together.

The journey taught me to appreciate the beauty of nature and the importance of spending time with family. Whenever I look at the photographs, the happy memories of that wonderful trip come alive again.

Answer 3

A Day When Everything Went Wrong

One Monday morning, I woke up late because my alarm clock did not ring. In a hurry, I forgot to bring my homework and missed the school bus. My father dropped me at school, but I reached after the morning assembly. During the Mathematics period, I realised that I had also forgotten my geometry box.

Although I felt embarrassed, my classmates helped me by sharing their books and stationery. My teachers advised me to be more organised and prepare my school bag the previous night.

The day was full of unexpected problems, but it taught me the importance of planning, punctuality, and responsibility. Since then, I have become much more careful and organised in my daily routine.

Answer 4

My First Public Speaking Experience

I still remember my first speech competition in school. I was nervous as I stood behind the stage waiting for my turn. My hands were shaking, and I feared that I might forget my speech.

When my name was announced, I walked confidently onto the stage and greeted the audience. As I began speaking, my nervousness gradually disappeared. Everyone listened attentively, and I completed my speech without making any mistakes. At the end, the audience applauded loudly, and I felt proud of myself.

Although I did not win the first prize, I gained confidence and overcame my fear of public speaking. That experience encouraged me to participate in many more competitions.

Answer 5

A Surprise That Changed My Day

Last year, on my birthday, I returned home after school expecting an ordinary evening. As soon as I opened the door, my family and close friends shouted, "Happy Birthday!" They had secretly planned a surprise party for me.

The room was beautifully decorated with balloons, flowers, and colourful lights. A delicious cake was placed on the table, and everyone sang the birthday song. We played games, clicked photographs, and enjoyed tasty snacks together.

I was deeply touched by the love and effort everyone had put into making my birthday special. The surprise filled me with happiness and gratitude. It became one of the most memorable days of my life, and I will always cherish those beautiful moments.

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