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CLASS 9

# English

## Chapterwise Important Questions

11 sections | 76 original questions | 2026-27

Read each chapter, attempt the questions, and support explanations with working or textbook evidence.

## Choose a chapter or topic

| | |
|---|---|
| **Kaveri** | |
| Unit 1 | How I Taught My Grandmother to Read / Bharat Our Land |
| Unit 2 | The Pot Maker / Gifts of Grace: Honouring Our Vocations |
| Unit 3 | Winds of Change / Canvas of Soil |
| Unit 4 | Vitamin-M / I Cannot Remember My Mother |
| Unit 5 | The World of Limitless Possibilities / Nine Gold Medals |
| Unit 6 | Twin Melodies / A Friend Found in Music |
| Unit 7 | Carrier of Words / Words |
| Unit 8 | Follow That Dream / Believe in Yourself |
| **Language Skills** | |
| Skill | Reading Skills |
| Skill | Grammar in Context |
| Skill | Writing Skills |

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UNIT 1

## How I Taught My Grandmother to Read / Bharat Our Land

Kaveri

1. Why does Krishtakka feel dependent despite her knowledge and experience?
2. Explain how the grandmother's learning goal changes the relationship between age and authority.
3. What does the teacher-respect scene reveal about the grandmother's values?
4. Compare the narrator's response before and after understanding her grandmother's distress.
5. How does the poem express pride in India's natural and cultural heritage?
6. Choose two images from the poem and explain their emotional effect.
7. How does repetition strengthen the speaker's attachment to the homeland?
8. Compare respect for learning in the story with respect for heritage in the poem.

UNIT 2

## The Pot Maker / Gifts of Grace: Honouring Our Vocations

Kaveri

1. Why does Arenla prefer weaving as a future occupation for Sentila?
2. Explain how Sentila's repeated observations of potters contribute to learning.
3. Does Arenla's concern arise only from a dislike of pottery? Support your judgement.
4. How does the story connect personal aspiration with the economic realities of craft work?
5. What attitude towards different occupations does the poem encourage?

6. Explain how the poem links a person's work with dignity.

7. Discuss the significance of the word 'gifts' in the poem's title.

8. Compare the treatment of skilled work in the story and the poem.

UNIT 3

## Winds of Change / Canvas of Soil

Kaveri

1. How does the chapter use traditional fans to describe regional cultural variety?

2. Explain how a useful everyday object can become a heritage craft.

3. What can the materials and designs of pankhas reveal about their places of origin?

4. Discuss a challenge involved in preserving traditional crafts when technology changes.

5. How does the garden-as-artwork comparison shape the poem?

6. Choose two visual details and explain how they make the garden vivid.

7. What relationship between human effort and nature does the poem suggest?

8. Compare craftsmanship in the prose with creativity in the poem.

UNIT 4

## Vitamin-M / I Cannot Remember My Mother

Kaveri

1. How do Ravi and his mother initially respond differently to Grandpa's difficulties?

2. Explain the tension between Grandpa's independence and the family's concern for him.

3. What does the imagined Vitamin-M suggest about the family's understanding of ageing?

4. Discuss how empathy can change the way a reader judges Grandpa's behaviour.

5. How do sensory experiences help the speaker recall an absent mother?

6. Explain how the poem presents memory even when a clear visual recollection is missing.

7. Choose one image and discuss its emotional effect.

8. Compare the roles of patience and memory in the prose and poem.

UNIT 5

## The World of Limitless Possibilities / Nine Gold Medals

Kaveri

1. How does the interview form help present Deepa Malik's experience in her own voice?

2. Explain how the chapter challenges assumptions about disability and achievement.

3. Discuss the roles of determination and support in a sporting journey.

4. How does the title shift attention from limitations to possibilities?

5. Why is the response to the fallen athlete central to the poem?

6. Explain how the ending changes the meaning of winning.

7. Discuss the contrast between competition and compassion.

8. Compare the values associated with sport in the prose and poem.

UNIT 6

## Twin Melodies / A Friend Found in Music

Kaveri

1. What conflict does Shruti face between musical traditions and her own aspirations?
2. How do dialogue and stage directions reveal tension in the play?
3. Discuss how the fusion group represents cooperation across musical forms.
4. Explain why listening to another person's viewpoint matters to the play's conflict.
5. How does the poem present music as a companion?
6. Choose one sound-related image and explain its effect.
7. Discuss how music can express feelings that ordinary speech may not convey.
8. Compare music as a personal experience in the poem and a shared activity in the play.

UNIT 7

## Carrier of Words / Words

Kaveri

1. How does Khetaram's route show the difficulty of reaching remote communities?
2. Why does postal work remain important in places with limited connectivity?
3. Explain how details about the landscape help readers value the postman's effort.
4. Discuss the relation between public service and personal commitment in the chapter.
5. How does the poem encourage care in choosing words?
6. Explain how a word's emotional effect may go beyond its dictionary meaning.

7. Choose an example of imagery or personification and discuss its purpose.

8. Compare the physical delivery of messages with the responsibility involved in using words.

UNIT 8

## Follow That Dream / Believe in Yourself

Kaveri

1. How does the letter form create closeness between the mother and Ming?

2. Explain the distinction between having a dream and making a sustained commitment to it.

3. How does the writer balance encouragement with recognition of effort and sacrifice?

4. Discuss how personal advice can become relevant to a wider audience.

5. What role does self-belief play in the poem?

6. Explain how the poem's tone encourages a reader facing difficulty.

7. Discuss how encouragement differs from a promise of effortless success.

8. Compare the attitudes towards perseverance in the letter and poem.

LANGUAGE SKILL

## Reading Skills

Language Skills

1. Read this original passage: A school opened its library during lunch for a month. Visits rose after students began recommending books on a noticeboard. Borrowing increased, but volunteers found that popular titles were sometimes returned late. The librarian added a reservation list rather than banning repeat borrowing. What problem was the reservation list intended to solve?

2. From the passage, identify one observation and one reasonable inference. Explain the difference.

3. Suggest a suitable title and support it using two details from the passage.

4. Would the evidence justify claiming that all students now read more? Explain the limitation.

LANGUAGE SKILL

## Grammar in Context

Language Skills

1. Complete with suitable forms: 'If the bus arrives on time, we ___ (reach) school before assembly. Yesterday it ___ (arrive) late.'

2. Correct the agreement error in 'Each of the students have submitted their work'. Explain the correction.

3. Report the sentence: Riya said, 'I am preparing for tomorrow's presentation.' State the reporting context you assume.

4. Combine the sentences using a suitable relative clause: 'The artist visited our school. Her paintings depict village life.'

LANGUAGE SKILL

## Writing Skills

Language Skills

1. Write a notice inviting students to a book-exchange event. Include date, venue, participation rules and contact details.

2. Write a factual description of a community garden, separating observation from personal opinion.

3. Write a letter to the editor suggesting safer pedestrian access near a school.

4. Write a school-magazine article about respecting skilled workers, using a clear introduction, examples and conclusion.

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