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CLASS 9

English

Sample Paper 1 - Questions

15 questions | 80 marks | 2026-27

Time: 3 hours. Answer all questions and subparts unless a choice is stated. Marks are shown on the right. Write answers on separate sheets. Independently prepared practice paper.

Literature contexts are retold prompts. Use the prescribed work for supporting evidence.

Section A - Reading skills

1. Read the original passage. **10**

The bicycle had spent two years behind a cupboard when Asha asked whether she could ride it to the public library. Its blue paint was scratched, one tyre was flat and the bell made no sound. Her grandfather did not answer immediately. He placed a small notebook beside the bicycle and asked her to write down what needed checking before anyone took it onto the road.

Asha began with the paint. Her grandfather began with the brakes. The difference made her laugh, but it also changed the list. They checked the tyres, chain, lights and fit of the seat. A local mechanic inspected the parts that they could not assess confidently. Asha learned that doing something herself could include recognising when another person's skill was needed.

The mechanic showed her how to mend a puncture. On her first attempt, she pressed a patch onto a wet surface and it came loose. She wanted to hide the failed patch under a new one. Instead, the mechanic asked her to describe the steps she had followed. Finding the omitted drying stage felt less embarrassing than being told that she was simply careless. She wrote the corrected sequence in her notebook.

For several evenings, Asha practised in an empty courtyard with an adult nearby. Turning was harder than moving straight ahead. She marked a wide curve with pieces of chalk, followed it slowly and gradually made the curve smaller. Each attempt gave her a particular thing to change. The bicycle did

not become easier because she wished harder; it became more manageable because practice had a clear purpose.

Her friend offered to decorate the frame before the first library journey. Asha agreed, but only after they had checked the repaired parts again. They added a painted leaf beside each scratch rather than covering every mark. The scratches were evidence of use, and the new leaves made the bicycle feel like hers without pretending that it was new.

On Saturday, her grandfather accompanied her along a quiet route. At the library gate, Asha opened her notebook. The first page contained a list of faults; the last contained directions, checks and reminders. She realised that repairing the bicycle had also changed how she understood independence. It was less a matter of refusing help than of learning enough to make sensible choices, accept useful guidance and take responsibility for the next step.

(a) Why does Asha want to use the bicycle? **1**

(b) What difference appears between the first items on the two lists? **1**

(c) Why do they consult a mechanic? **1**

(d) Which step was missing from the puncture repair? **1**

(e) How does the mechanic help Asha learn from the failed patch? **1**

(f) What makes the courtyard practice purposeful? **1**

(g) Why do the friends paint leaves beside the scratches? **2**

(h) Explain the passage's final understanding of independence. **2**

2. Read the fictional data passage. **10**

The following data are fictional. A school asked 240 learners to select one preferred workshop from four options. Art received 72 choices, sport 96, science 48 and debate 24. Each learner selected exactly one option. The school then ran a workshop programme. Total attendance was 60 in its first week and 84 in its fourth week. The weeks did not necessarily contain the same participants. The timing changed during the programme, and no comparison group was used. In week four, 42 of the 60 people who received a feedback form returned it. The school wants to plan its next programme using the survey, attendance records and written comments. The records measure different things: an initial preference, participation on particular dates and the views of those who returned a form. They should not be treated as interchangeable evidence.

(a) How many learners selected art? **1**

(b) Which workshop received the most choices? **1**

(c) What percentage selected art? **1**

(d) Which workshop received the fewest choices? **1**

(e) Find the increase in attendance between the two weeks. **1**

(f) Find the percentage increase from the first-week attendance. **1**

(g) Calculate the feedback response rate. **2**

(h) Why do these figures not prove that the programme improved every learner's experience? **2**

Section B - Grammar and writing

3. Language practice: answer as directed. **10**

(a) Choose: The list of activities (is/are) on the board. **1**

(b) Correct: We have visited the museum yesterday. **1**

(c) Report: Mira said, "I will return the book tomorrow." **1**

(d) Join using although: The path was longer. We chose it because it was safer. 1

(e) Complete: If I had checked the date, I ___ (avoid) the mistake. 1

(f) Correct: There are less chairs than we need. 1

(g) Use the passive: The volunteers have cleaned the hall. 1

(h) Choose: You (must/may) return the borrowed equipment; it is compulsory. 1

(i) Report the question: The librarian asked, "Where do you keep the register?" 1

(j) Rearrange: before / the evidence / a conclusion / examine / reaching 1

4. Write a notice in up to 50 words inviting students to volunteer for a school oral-history exhibition. Include a date, meeting place, useful roles and contact details. 3

5. Write a formal letter of 120-150 words to the editor about the need for accessible public reading spaces in your locality. Describe barriers and suggest practical improvements. 5

6. Write an article of 150-200 words for the school magazine on learning from mistakes. Develop examples and explain the difference between accepting an error and ignoring its consequences. 5

7. Write an original narrative of 150-200 words beginning with the discovery of an old notebook. Show how a particular entry changes a character's understanding of an event. 7

Section C - Literature

8. Support your interpretation with relevant textual evidence. Read the retold context below (not a textbook quotation): Athletes respond to another participant's difficulty rather than pursuing victory alone.
Explain how this situation develops the concern identified as Compassion in competition. Support your response with relevant details from the prescribed work. **5**

9. Support your interpretation with relevant textual evidence. Read the retold context below (not a textbook quotation): Song, scent and the sky become routes into memory.
Explain how this situation develops the concern identified as Sensory memory. Support your response with relevant details from the prescribed work. **5**

10. Support your interpretation with relevant textual evidence. Discuss Grandmother's learning in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **2**

11. Support your interpretation with relevant textual evidence. Discuss Compassion in competition in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **2**

12. Support your interpretation with relevant textual evidence. Discuss Sensory memory in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **2**

13. Discuss Craft and vocation in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Explain how the details of language or action support your interpretation. **2**

14. Discuss Traditional fans and cultural variety in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Explain how the details of language or action support your interpretation. **6**

15. Discuss Resilience and opportunity in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Explain how the details of language or action support your interpretation. **6**

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