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CLASS 9

# English

Sample Paper 2 - 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**

When the student council proposed a garden beside the library, the first drawing showed bright flowers in identical pots. Everyone liked the picture. During the first planning meeting, however, Sana asked who would water the plants during the long break. Nobody had written that question on the drawing. The group discovered that an attractive plan and a workable plan were not quite the same thing.

Before buying anything, the students observed the courtyard for a week. One corner received afternoon sun, while another stayed shaded. Rainwater gathered near a blocked drain. Students using the path often stopped beside the library wall because there was nowhere to sit. The council recorded these details in a notebook. Their teacher asked them to separate things they had seen from things they merely expected to happen.

The second plan was smaller. It used fewer pots, left the walking route clear and included a bench repaired by volunteers. A caretaker helped clear the drain. Two classes agreed to share a watering timetable, and the group chose plants suited to the available light. Some members worried that the simpler plan would look less impressive on the school's noticeboard. Sana suggested that usefulness could be a better test than a colourful photograph.

After four weeks, the students counted how many people used the space during three lunch breaks. The numbers were higher than before, but the

teacher did not let them call the project a complete success yet. The weather had become cooler, and one observation day coincided with a special library event. Either change might have influenced the count. The group wrote that its findings were provisional: promising, but open to revision when more evidence became available.

They also spoke to people who had not used the garden. A younger learner could not easily reach the watering can. Another student wanted a quiet place but found the bench too close to the busiest part of the path. These comments did not cancel the work already done. They helped the council decide what to improve next. The volunteers moved one storage box, adjusted the timetable and began planning a second seating position.

At the final meeting, the first drawing was placed beside the revised plan. The students could see how much had changed. The most valuable result was neither the number of pots nor the photograph. They had learned to observe, test an idea, listen to different users and change their minds without treating change as failure. The garden would continue to grow, and so would their understanding of what it meant to make a shared place useful.

(a) What practical question does Sana ask first? **1**

(b) Why do the students observe the courtyard before purchasing plants? **1**

(c) Describe one way the second plan differs from the first. **1**

(d) What contrast does the photograph represent? **1**

(e) Why are the results called provisional? **1**

(f) Does a higher user count alone prove that the redesign caused the increase? Explain. **1**

(g) Why does the group interview non-users? **2**

(h) What does the group do after receiving criticism? **2**

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

A fictional school tested an after-class study room for four weeks. At the start, a survey of 200 learners recorded 80 choosing quiet individual work, 60 collaborative work, 40 borrowing materials and 20 digital research as their main purpose. The organisers then recorded 150 visits in Week 1 and 210 in Week 4. These are visits, not distinct learners: the same person could visit repeatedly. Of 120 voluntary feedback forms, 90 reported that the room was useful and 30 did not. The forms were completed by users who chose to respond; they were not a random sample of all learners. Opening hours, examination schedules and awareness of the room also changed during the trial. The figures can support practical questions about demand and access, but they do not alone establish the cause of the increase or the views of every learner. All figures in this passage are invented solely for this exercise.

(a) What percentage selected quiet individual work? **1**

(b) Which category was the second largest? **1**

(c) By what percentage did weekly visits rise? **1**

(d) What proportion of feedback respondents found the room useful? **1**

(e) Why should 210 visits not be reported as 210 different users? **1**

(f) Why cannot the feedback percentage be treated as every learner's view? **1**

(g) Does the increase prove the new room arrangement caused greater use? **2**

(h) Suggest one better follow-up step. **2**

## Section B - Grammar and writing

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

(a) Choose: Each of the students (has/have) a responsibility. **1**

(b) Correct: She completed the work tomorrow. **1**

(c) Report: Ravi said, "I am ready." **1**

(d) Join with a relative clause: The book is on the desk. The book belongs to Noor. **1**

(e) Complete: If it rains, we ___ (move) inside. 1

(f) Correct: Neither of the answers are complete. 1

(g) Use the passive: The team repaired the bench. 1

(h) Use a suitable determiner: There is ___ water in the bottle, but not enough for everyone. 1

(i) Report: The teacher said to us, "Please wait." 1

(j) Rearrange: evidence / carefully / examine / should / we 1

**4.** Write a notice of up to 50 words announcing a school book-exchange event. Include a suitable date, time, venue, eligibility and contact details. 3

**5.** Write a formal letter of 120-150 words to the editor about unsafe traffic near a school. Explain effects on students and propose realistic improvements. 5

**6.** Write an article of 150-200 words for a school magazine on the value and limits of using numbers to judge a project's success. Include a title and examples. 5

**7.** Write a 150-200 word original narrative in which a character changes their mind after listening carefully to another person. Develop a concrete situation and a meaningful ending. 7

## Section C - Literature

**8.** Read the retold context below (not a textbook quotation): The grandmother works to become independent as a reader and respects her young teacher. Explain how this situation develops the concern identified as Grandmother's learning. Support your response with relevant details from the prescribed work. 5

**9.** 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.** Discuss Compassion in competition in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **2**

**11.** Discuss Grandmother's learning in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **2**

**12.** 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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