

ALPHALEARN STUDYLAB

Publication-Grade CBSE Worksheet Series

ENGLISH

KAVERI

CBSE Class 9

Complete Worksheet Book • Units 1 – 8

Foundation · Application · Expert + Complete Answer Keys

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TABLE OF CONTENTS

Unit 1: How I Taught My Grandmother to Read	3
<i>Bharat Our Land</i>	
Unit 2: The Pot Maker	15
<i>Gifts of Grace: Honouring Our Vocations</i>	
Unit 3: Winds of Change	28
<i>Canvas of Soil</i>	
Unit 4: Vitamin-M	40
<i>I Cannot Remember My Mother</i>	
Unit 5: The World of Limitless Possibilities	53
<i>Nine Gold Medals</i>	
Unit 6: Twin Melodies	64
<i>A Friend Found in Music</i>	
Unit 7: Carrier of Words	76
<i>Words</i>	
Unit 8: Follow That Dream	87
<i>Believe in Yourself</i>	

UNIT 1

How I Taught My Grandmother to Read

Bharat Our Land

Foundation · Application · Expert + Answer Key

AlphaLearn Studylab

CBSE Class 9 — English (Kaveri)

Unit 1: How I Taught My Grandmother to Read • Bharat Our Land

Worksheet 1 — Foundation

Maximum Marks: 35

Time Allowed: 1 hour 15 minutes

Name: _____

Class/Section: _____ Date: _____

General Instructions: All questions are compulsory unless stated otherwise. Read each question carefully. Write answers in complete, grammatically correct sentences unless otherwise instructed.

Section A — Reading Comprehension (5 × 1 = 5 marks)

Read the extract and answer the questions that follow:

"When I came back to my village, I saw my grandmother in tears. I was surprised, for I had never seen her cry even in the most difficult situations."

- Why was the narrator surprised to see her grandmother crying?
(a) Her grandmother was usually a very emotional person
(b) Her grandmother had never cried even in the toughest times
(c) Her grandmother always cried when the narrator was away
(d) Her grandmother was crying out of anger
- What did the grandmother want to learn from the narrator?
(a) Cooking (b) The Kannada alphabet (c) Stitching (d) Singing
- Which festival day did the grandmother set as her deadline?
(a) Diwali (b) Ganesh Chaturthi (c) Saraswati Puja during Dassara (d) Ugadi
- What was the title of the novel that Triveni wrote, referred to throughout the story?
(a) Kashi Yatre (b) Karmaveera (c) Avva's Journey (d) The Weekly Magazine
- What did the grandmother do after learning to read, that surprised the narrator?
(a) She scolded the narrator (b) She touched the narrator's feet as a mark of respect (c) She stopped reading altogether (d) She went to Kashi

Section B — Fill in the Blanks (5 × 1 = 5 marks)

(concentration / independent / ardent / immensely / savouring)

- The old lady in the novel Kashi Yatre had an _____ desire to visit Varanasi.
- The narrator's grandmother listened to the story every Wednesday with the greatest _____.
- The children enjoyed themselves, _____ their freedom at the wedding.
- The narrator says she loved her grandmother _____.
- The grandmother wanted to become _____ by learning to read.

Section C — True or False (5 × 1 = 5 marks)

- The narrator's grandmother, Krishtakka, had studied up to primary school.
- The novel Kashi Yatre was written by a Kannada writer named Triveni.
- The narrator was twelve years old when the incident described in the story took place.
- The grandmother asked a neighbour to read the magazine to her while the narrator was away.

5. The narrator eventually became a teacher of Computer Science.

Section D — Match the Following: Vocabulary (6 × 1 = 6 marks)

Match the words in Column A with their meanings in Column B.

Column A	Column B
1. protagonist	a. a group of people living in one area
2. debate	b. main character of a story
3. episode	c. a discussion involving opposing views
4. community	d. with great enthusiasm
5. eagerly	e. surprised by something unexpected
6. taken aback	f. one part of a serialised story

Section E — Synonyms (3 × 1 = 3 marks)

1. ardent (paragraph on Kashi Yatre) — _____

2. immensely — _____

3. eagerly — _____

Section F — Opposites (3 × 1 = 3 marks)

1. dependent — _____

2. embarrassed — _____

3. unhappy — _____

Section G — One-word Answers (4 × 1 = 4 marks)

1. The Kannada word the narrator used to address her grandmother.

2. The profession the narrator eventually took up as an adult.

3. The poet who wrote the poem "Bharat Our Land".

4. The mountain named in the poem as "the mighty one, with no equal on earth".

Section H — Very Short Answer Questions (2 × 2 = 4 marks)

1. Why did the grandmother feel "dependent and helpless" even though her family was well-off?

2. According to the poem "Bharat Our Land", what does India possess that has "no equal anywhere on earth"?

CBSE Class 9 — English (Kaveri)

Unit 1: How I Taught My Grandmother to Read • Bharat Our Land

Worksheet 2 — Application

Maximum Marks: 40

Time Allowed: 1 hour 30 minutes

Name: _____

Class/Section: _____ Date: _____

General Instructions: All questions are compulsory unless stated otherwise. Read each question carefully. Write answers in complete, grammatically correct sentences unless otherwise instructed.

Section A — Short Answer Questions (4 × 3 = 12 marks)

1. Why did the grandmother feel embarrassed to ask someone else in the village to read Kashi Yatre to her?

2. Why did the narrator initially laugh at her grandmother's decision to learn the alphabet at sixty-two? What does this reveal about the narrator's attitude at the time?

3. Describe the significance of the novel Kashi Yatre in both the grandmother's life and in the structure of the story itself.

4. What lesson can we draw from the grandmother's act of touching the narrator's feet at the end of the story?

Section B — Character Sketch (1 × 5 = 5 marks)

Draw a character sketch of Krishtakka (Avva), the grandmother, in about 100–120 words. Refer to her determination, her sense of self-respect, and her attitude towards learning.

Section C — Theme-Based Question (1 × 3 = 3 marks)

Both the story "How I Taught My Grandmother to Read" and the poem "Bharat Our Land" celebrate something valuable being passed on or preserved. Compare briefly what each text values most.

Section D — Reference to Context (1 × 3 = 3 marks)

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

- (a) Who says these words, and in what situation?
- (b) What quality of the speaker's character does this line reveal?
- (c) Explain the central message of the line in your own words.

Section E — Vocabulary in Context (4 × 1 = 4 marks)

Use each of the following binomials/idioms in a sentence of your own, based on your understanding from the chapter:

- 1. hide and seek
 - 2. sooner or later
 - 3. to burn the midnight oil
 - 4. to pass with flying colours
-

Section F — Grammar: Simple Past and Past Perfect Tense (5 × 1 = 5 marks)

Fill in the blanks with the correct simple past or past perfect form of the verbs given in brackets.

- 1. By the time the narrator _____ (return) from the wedding, her grandmother _____ (decide) to learn to read.
- 2. The grandmother _____ (never/go) to school, so she could not read the magazine.
- 3. After the narrator _____ (start) her tuition, Avva _____ (become) a diligent student.
- 4. The old lady in Kashi Yatre _____ (give away) her savings even though she _____ (wish) to visit Kashi all her life.
- 5. When Saraswati Puja _____ (arrive), the grandmother _____ (learn) to read confidently.

Section G — Editing Exercise (4 × 1 = 4 marks)

The following passage has four errors. Identify and correct them.

"My grandmother never went to school, so she could not read. Every Wednesday the magazine used to come, and I used to read the next episode to her. She would listen with the greatest concentration."

Section H — Case-Based Reading (4 × 1 = 4 marks)

Read the case and answer the questions that follow.

Meera's grandfather, aged 68, recently expressed a wish to learn how to use a smartphone so that he could video-call his grandchildren who live abroad. Meera's cousins found this funny and told him he was "too old" to learn new things. Meera, however, remembered a story she had read in school and decided to teach her grandfather patiently every evening.

1. Which chapter that you have studied does this situation most closely resemble?
2. What mistake did Meera's cousins make, based on the values shown in the chapter?
3. What quality did Meera show that the narrator of the chapter also displayed?
4. In your opinion, why is it important to support elders who wish to learn new skills?

CBSE Class 9 — English (Kaveri)

Unit 1: How I Taught My Grandmother to Read • Bharat Our Land

Worksheet 3 — Expert

Maximum Marks: 48

Time Allowed: 1 hour 45 minutes

Name: _____

Class/Section: _____ Date: _____

General Instructions: All questions are compulsory unless stated otherwise. Read each question carefully. Write answers in complete, grammatically correct sentences unless otherwise instructed.

Section A — Long Answer Questions (3 × 4 = 12 marks)

1. "How I Taught My Grandmother to Read" is as much a story about self-respect and independence as it is about literacy. Discuss with reference to the grandmother's words and actions.

2. Trace the relationship between the narrator and her grandmother as it evolves over the course of the story — from childhood amusement to mutual respect.

3. Sudha Murty ends the story with the line, "I knew then that my student had passed with flying colours." Explain how this line captures the central achievement of the story.

Section B — HOTS Questions (3 × 3 = 9 marks)

1. The grandmother says, "We are well-off, but what use is money when I cannot be independent?" What does this suggest about the relationship between wealth and true independence?

2. If the narrator had refused to teach her grandmother, how might the story's message have been different? Justify your answer.

3. The story is set decades ago in rural Karnataka. Do you think the grandmother's struggle for literacy is still relevant to India today? Give reasons.

Section C — Assertion-Reason Questions (4 × 1 = 4 marks)

For questions 1–4, choose the correct option:

- (A) Both Assertion (A) and Reason (R) are true, and R is the correct explanation of A.
- (B) Both A and R are true, but R is not the correct explanation of A.
- (C) A is true, but R is false.
- (D) A is false, but R is true.

1. Assertion (A): The grandmother touched the narrator's feet at the end of the story.

Reason (R): In Indian tradition, elders touch the feet of the young as a common daily greeting.

2. Assertion (A): The grandmother set Saraswati Puja day during Dassara as her deadline.

Reason (R): She wanted a clear, motivating target to work towards.

3. Assertion (A): The poem "Bharat Our Land" is written as a lament for India's lost glory.

Reason (R): The poet repeatedly praises India's rivers, mountains, and scriptures as unmatched.

4. Assertion (A): The narrator laughed when her grandmother first spoke of learning the alphabet.

Reason (R): The narrator did not believe her grandmother was capable of any hard work.

Section D — Poem Analysis: Literary Devices (4 × 2 = 8 marks)

1. Identify and explain one example of personification in "Bharat Our Land".

2. The poem repeats the refrain "she's peerless, let's praise her!" What effect does this repetition create, and why is the poem classified as an ode?

3. Explain one example of allusion used in the poem and what it contributes to the poem's meaning.

4. Explain, with an example, how the poet uses hyphens and rhetorical questions in the first stanza to build a particular rhythm and tone.

Section E — Character Analysis and Author's Message (1 × 4 = 4 marks)

Sudha Murty presents the grandmother not merely as a woman learning to read, but as a symbol of something larger. Analyse what Krishtakka's journey represents about lifelong learning, gender, and dignity in her generation.

Section F — Value-Based Question (1 × 3 = 3 marks)

The chapter shows a young granddaughter becoming a teacher to her elderly grandmother. What values does this role-reversal teach us about respect, humility, and the exchange of knowledge between generations?

Section G — Creative Writing: Letter to the Editor (1 × 8 = 8 marks)

As a socially responsible citizen, you strongly believe that students can contribute significantly to promoting adult literacy. Write a letter to the Editor of a local newspaper emphasising the importance of student participation in adult literacy camps. Discuss the benefits of such initiatives for both students and society, and suggest effective ways to spread awareness. (Word limit: 120–150 words)

CBSE Class 9 — English (Kaveri)

Unit 1: How I Taught My Grandmother to Read • Bharat Our Land

Complete Answer Key

Maximum Marks: 123

Time Allowed: —

Name: _____

Class/Section: _____ Date: _____

General Instructions: All questions are compulsory unless stated otherwise. Read each question carefully. Write answers in complete, grammatically correct sentences unless otherwise instructed.

WORKSHEET 1 — FOUNDATION: ANSWERS

Section A — Reading Comprehension

1. (b) 2. (b) 3. (c) 4. (a) 5. (b)

Section B — Fill in the Blanks

1. ardent 2. concentration 3. savouring 4. immensely 5. independent

Section C — True or False

1. False (she never went to school) 2. True 3. True 4. False (she never asked anyone, out of embarrassment) 5. True

Section D — Match the Following

1. protagonist — (b)
2. debate — (c)
3. episode — (f)
4. community — (a)
5. eagerly — (d)
6. taken aback — (e)

Section E — Synonyms

1. ardent = keen/passionate 2. immensely = extremely 3. eagerly = enthusiastically

Section F — Opposites

1. dependent → independent 2. embarrassed → comfortable/at ease 3. unhappy → happy

Section G — One-word Answers

1. Avva 2. Teacher (of Computer Science) 3. Subramania Bharati 4. Himavant (the Himalayas)

Section H — Very Short Answer Questions

1. Despite being financially well-off, the grandmother could not read even a simple magazine on her own and had to depend on someone else, which made her feel dependent and helpless.
2. The mighty Himavant (the Himalayas), which the poet says has no equal anywhere on earth.

WORKSHEET 2 — APPLICATION: ANSWERS

Section A — Short Answer Questions

1. She felt embarrassed because asking a stranger to read something as personal as her favourite story would expose her illiteracy to people outside the family; she valued her dignity and privacy.
2. The narrator laughed because she held the common assumption that learning is only for the young, and that grey hair, wrinkled hands, and a life spent in the kitchen make a person unfit for new learning. This reveals a youthful, thoughtless prejudice about age and ability that she later outgrows.

3. Kashi Yatre is the story that first draws the grandmother into wanting to read — she identifies with its protagonist, an old woman denied her heart's desire. It also becomes the very novel the grandmother reads independently at the end, symbolising her achievement and closing the story's circle.
4. Touching the narrator's feet, though the narrator was younger, teaches that respect must be given based on the role a person plays (here, that of a teacher) rather than age or family position; true respect is earned through service, not assumed by seniority.

Section B — Character Sketch

Model points: never educated as a child due to prevailing social attitudes toward girls' education; hardworking and devoted to her family; deeply determined once she sets her mind on a goal (Saraswati Puja deadline); values independence and self-respect over comfort; humble enough to touch her granddaughter's feet in gratitude; believes firmly that "for learning there is no age bar."

Section C — Theme-Based Question

The story values the desire for literacy, independence, and dignity gained through education at any age. The poem values India's natural, spiritual, and cultural heritage — its mountains, rivers, and scriptures — as something to be cherished and praised. Both texts celebrate something precious that deserves to be honoured and protected.

Section D — Reference to Context

- (a) The grandmother (Avva) says this to the narrator after the narrator laughs at her decision to learn the Kannada alphabet at the age of sixty-two.
- (b) It reveals her determination, self-belief, and quiet resilience in the face of ridicule.
- (c) The line conveys that age is not a barrier to learning if a person is determined enough; true commitment to a worthy goal can overcome any obstacle.

Section E — Vocabulary in Context

Sample answers — accept any grammatically correct sentence that correctly conveys the given meaning:

1. The children played hide and seek in the temple courtyard every evening.
2. Sooner or later, hard work is always rewarded.
3. She had to burn the midnight oil to finish her project on time.
4. Avva passed her reading test with flying colours.

Section F — Grammar

1. returned; had decided
2. had never gone
3. started; became
4. gave away; had wished
5. arrived; had learnt

Section G — Editing Exercise

readed → read; use to (first) → used to; to she → to her; concentrations → concentration

Section H — Case-Based Reading

1. "How I Taught My Grandmother to Read"
2. They mocked and discouraged him instead of supporting his wish to learn, unlike the narrator in the chapter.
3. Patience and a willingness to teach and support an elder, just as the narrator taught her grandmother.
4. Open-ended — accept any well-reasoned answer emphasising dignity, inclusion, independence, or lifelong learning.

WORKSHEET 3 — EXPERT: ANSWERS

Section A — Long Answer Questions

1. Key points: the grandmother's motivation is not merely to read words but to be independent and free from relying on others; her insistence — "what use is money when I cannot be independent?" — links literacy directly to self-respect and dignity, not just skill.
2. Key points: begins with the narrator as a child who is affectionately close to her grandmother but unaware of her inner struggles; moves through amused disbelief when the grandmother announces her goal; culminates in mutual respect when the grandmother touches the narrator's feet, recognising her as a teacher.

3. Key points: the phrase reflects the completion of the grandmother's transformation from a dependent, illiterate woman to a confident reader; it also marks the narrator's own quiet pride and growth as a first-time teacher.

Section B — HOTS Questions

1. It suggests that independence and dignity are not things money can buy; being unable to read despite financial comfort still leaves a person feeling helpless, showing true independence is tied to capability and self-reliance, not wealth.
2. Accept reasoned answers: without the narrator's support, the grandmother's determination might have gone unfulfilled, weakening the story's message about how support from even a much younger person can enable change.
3. Accept reasoned answers: many point to ongoing adult literacy challenges in India, especially among older women in rural areas, making the grandmother's struggle still highly relevant.

Section C — Assertion-Reason Questions

1. (C) — A is true, but R is false: touching an elder's feet is a common practice, but a grandmother touching a granddaughter's feet is presented in the story as unusual, not a common daily greeting.
2. (A)
3. (D) — A is false (the poem is a joyous ode of praise, not a lament); R is true.
4. (B) — Both are true, but R is not the exact explanation; the narrator's laughter stemmed from assumptions about age and appearance, not doubts about her grandmother's willingness to work hard.

Section D — Poem Analysis: Literary Devices

1. Example: "The generous Ganga is ours" — the river is given the human quality of generosity, personifying nature as a nurturing figure.
2. The refrain reinforces the poem's tone of pride and celebration each time a new feature of India is praised; the poem is an ode because it is written in an elevated, admiring style wholly devoted to praising Bharat as its subject.
3. Example: reference to "the Upanishads" alludes to India's ancient philosophical scriptures, reinforcing the country's deep spiritual and intellectual legacy without explaining the scriptures in detail.
4. The hyphens create a deliberate pause before a proud assertion (e.g., "is ours—"), and the rhetorical questions that follow ("which other river can match her grace?") emphasise India's uniqueness without expecting a real answer, building a chant-like, celebratory rhythm.

Section E — Character Analysis and Author's Message

Key points: Krishtakka represents countless women of her generation denied education due to social attitudes; her late-life determination challenges the idea that learning has an age limit; her humility in honouring her granddaughter as a teacher reflects that dignity comes from respecting knowledge itself, regardless of who holds it.

Section F — Value-Based Question

Key points: teaches that knowledge and teaching roles are not bound by age or family hierarchy; encourages humility in both the learner and the teacher; shows that generational exchange of knowledge can flow in both directions.

Section G — Creative Writing: Letter to the Editor

Marking guidance: award marks for correct format (sender detail/date, subject, salutation, three-paragraph body, complimentary close) — 3 marks; content addressing the importance and benefits of student participation in adult literacy camps — 3 marks; appropriate suggestions and formal tone/language — 2 marks.