Class 9 English Kaveri – Chapter 5

The World of Limitless Possibilities

NCERT / TEXTBOOK SOLUTIONS • Prose + Poem • CBSE 2026–27

Poem: Nine Gold Medals – David Roth

These solutions follow the exercises printed in the uploaded Kaveri Chapter 5 textbook. Answers are presented in clear student-friendly language; open-ended pair, speaking and presentation tasks include model responses.

A. The World of Limitless Possibilities

Check Your Understanding – I: Fact Table

• 1. Age: 29 years.

• 2. Result of surgery: She was paralysed from the waist down and was told she would need a wheelchair for the rest of her life.

• 3. Listed among the 10 most inspirational women para-athletes globally by: the International Paralympic Committee.

• 4. First successful Paralympic event: Shot put; her breakthrough came at the 2016 Rio Paralympic Games, where she won silver.

• 5. List of ‘firsts’: (i) First Indian female para-athlete to win an Asian Games medal in athletics. (ii) India’s first female Paralympics medallist across any sport.

• 6. Awards mentioned: Khel Ratna, Arjuna Award and Padma Shri.

• 7. Two things supported by her: disability awareness/inclusion and strengthening the emotional health of persons with challenges; she also supports women through outdoor sports and adventure activities and provides equipment to para-sportspersons.

Check Your Understanding – II: Fact, Opinion or Cause–Effect

• (1) Fact–Opinion: (i) is a factual statement that can be verified; (ii) expresses Dr. Malik’s personal view of the achievement.

• (2) Cause–Effect: the surgery and resulting condition are linked to the effect described in the second sentence.

Check Your Understanding – III

• (i) 2 – Fact–Opinion. The first statement is factual; the second presents a belief about her contribution.

• (ii) 1 – Cause–Effect. Paralympic sport showcases ability and determination, which can contribute to changing perceptions.

B. Prose – Critical Reflection

Q. 1(i). Why can Dr. Malik’s decision to transform her life be compared with a caterpillar transforming into a butterfly?

Solution: Like the caterpillar undergoes a major transformation before becoming a butterfly, Dr. Malik changed the direction of her life after a difficult diagnosis. She moved from a life-changing setback towards a new identity and purpose through para-athletics.

Q. 1(ii). Why could the speaker switch to para-athletics quite comfortably?

Solution: She loved sports and had already been a swimmer, so she had an existing interest and familiarity with athletic activity.

Q. 1(iii). Why does she call the 2016 Rio Paralympic Games a breakthrough moment?

Solution: She won a silver medal in the shot-put event. She saw this as a personal victory and a step towards changing perceptions about disability.

Q. 1(iv). What does ‘in hindsight’ indicate?

Solution: B. reflective. She is looking back at the event and considering its significance.

Q. 1(v). Give one likely perception that her achievements changed.

Solution: A possible perception is that physical disability prevents a person from achieving excellence in competitive sport. Her achievements challenge this assumption.

Q. 2(i). What words describe the tone of Dr. Malik in the extract?

Solution: (a) A and D – appreciative and optimistic.

Q. 2(ii). Complete: ability : potential :: preconceived notions : _____.

Solution: opinions. The chapter explains preconceived notions as opinions formed before knowing the truth.

Q. 2(iii). Is the statement about Paralympics challenging stereotypes true or false?

Solution: True. The extract explicitly says that Paralympics showcase the abilities of para-athletes and break down preconceived notions.

Q. 2(iv). What does 'helped me push boundaries' tell us about the speaker?

Solution: It shows that the Paralympics encouraged her to go beyond perceived limitations and challenge what people thought was possible.

Q. 2(v). Which phrase suggests that she transformed her life?

Solution: 'transform it to a world of limitless possibilities'.

Q. 1. Explain how Dr. Malik's achievements challenge societal perceptions.

Solution: Her achievements demonstrate that physical limitations do not define a person's potential. Her success as a para-athlete challenges assumptions about disability and allows people to see strength, skill and competitive ability rather than limitations.

Q. 2. What can be the long-term impact of involving youth in disability advocacy?

Solution: Regular awareness and advocacy in schools and colleges can help young people develop informed and respectful attitudes towards disability. These attitudes can influence future workplaces, institutions and communities and support greater inclusion.

Q. 3. Why is the title appropriate?

Solution: The title reflects Dr. Malik's approach to life. After a life-changing diagnosis, she chose not to limit herself to what others expected. Her sporting achievements and advocacy demonstrate the possibilities she created through determination and support.

Q. 4. How can 'Every setback is an opportunity to prove your strength' be a life lesson for everyone?

Solution: A setback can encourage a person to reassess, learn, adapt and continue. The lesson is to respond to difficulty with determination, seek support and use challenges as opportunities for growth.

Q. 5. How does Dr. Malik's recognition as an inspirational para-athlete contribute to discussion of gender equality in sports?

Solution: Her recognition gives visibility to women in para-sport and demonstrates that women with disabilities can achieve at the highest levels of sport. It can encourage wider recognition of women athletes and the need for equal opportunities.

Q. 6. How can 'ability beyond disability' guide future para-athletes?

Solution: It encourages athletes to focus on their abilities, training and potential rather than allowing disability to define their expectations. It also points towards the importance of opportunities, accessibility and support.

Q. 7. What have you learnt from the interview, and how can you implement it?

Solution: The interview teaches resilience, self-belief, determination, inclusion and the value of support. I can apply these lessons by responding positively to setbacks, continuing to work towards my goals and treating others with dignity.

C. Vocabulary and Structures in Context – Prose

Q. I. Match the phrases with their meanings.

Solution: 1 – (iii) defy the odds = succeed when most people expect failure; 2 – (v) a new lease of life = a time when someone becomes more energetic and active; 3 – (iv) in hindsight = understanding something after it has happened; 4 – (i) breakthrough moment = a time of significant development or discovery; 5 – (ii) turn obstacles into stepping stones = overcome challenges and achieve goals.

Model sentences:

• She managed to defy the odds and achieve her goal.

• The new opportunity gave him a new lease of life.

• In hindsight, the experience taught me an important lesson.

• Winning the medal was a breakthrough moment in her career.

• She learned to turn obstacles into stepping stones.

Q. II. Arrange the movement words from slowest to fastest.

Solution: A suitable increasing order of pace is: crawl → creep → plod → amble → stroll → saunter → walk → jog → run → sprint → dart.

Q. III. Match the modal verbs with their functions.

Solution: 1. could = past ability; 2. couldn't = impossibility; 3. should = obligation; 4. would = prediction.

Q. IV. Give sentences using the modal functions.

Solution: Could – possibility: It could rain later.
Could – unreal ability: I could fly if I had wings.
Could – request: Could you help me?
Could – suggestion: You could practise every day.
Couldn't – inability: She couldn't walk after the injury.
Should – probability: The team should arrive soon.
Should – advice: You should respect every athlete.
Would – request: Would you help me?
Would – past habit: He would practise every morning.

Q. V. Identify the speech and sentence type.

Solution: The interview statements are in Direct Speech. They are declarative sentences because they make statements.

Q. V. Complete the reported-speech changes.

Solution: For the second example: 'I love' changes to 'she loved'; 'I' changes to 'she'; 'decided' changes to 'had decided'. In the next example, 'your' changes to 'her', 'is' changes to 'was', and the reporting verb is added. The textbook's steps are to use a reporting verb, remove quotation marks and add the linking word 'that'.

Q. VI. Change the Siya–Tarun conversation into reported speech.

Solution: 1. Siya said that she had watched a documentary on the para equestrian event on television the previous night. 2. Siya added that it was very interesting to watch. 3. Siya replied that they also had to find and develop their own style of communication with their horse. 4. Tarun said that he would watch that documentary the following weekend.

D. Listening, Speaking and Writing – Prose

The listening task asks students to fill answers from the audio announcement. The textbook provides the transcript for the teacher on page 268, but that transcript/audio is not included in the uploaded 32-page student chapter PDF. Therefore, exact listening answers are not supplied here.

Speaking model: In the Sports Captain interview, ask about the student's journey, challenges, achievements and advice. In the Sports Coach interview, use more formal questions such as 'Could you tell me how your journey in sports began?' and 'What advice do you have for aspiring athletes?'

Notice-writing model:

ABC SCHOOL
NOTICE
10 September 2026
INTER-SCHOOL ATHLETIC MEET
Students interested in participating in the Inter-school Athletic Meet are invited to register for selection in different events. Give your name, class and preferred event to the Sports Captain by 15 September 2026.
Selection trials will be held on 18 September 2026 at the school ground.
Sports Captain

E. Nine Gold Medals – Reflect and Respond

Q. I. What is the difference between the Olympics, Special Olympics and Paralympics?

Solution: The Olympics are international multi-sport Games. The Paralympics are for athletes with disabilities. The Special Olympics provides sports training and athletic competition for children and adults with intellectual disabilities.

Q. II. Match empathy, sympathy and compassion with the given situations.

Solution: 'I am so sorry for what is happening to you. It is sad…' expresses sympathy. 'I can imagine how you feel…' expresses empathy. 'I understand why you feel terribly low. I will spend some time with you…' expresses compassion.

Q. III. Words associated with empathy.

Solution: Understanding, kindness, sensitivity, compassion, care, support, respect and patience.

F. Reading for Appreciation – Poem

Q. I. Match the words/phrases with their contextual meanings.

Solution: 1. dashed in the dirt – (ii) destroyed; 2. stumbled – (iv) step awkwardly, lose balance and almost fall; 3. staggered – (i) walk or move with difficulty; 4. anguish – (v) extreme pain or suffering; 5. asphalt – (iii) a hard black substance used to make roads and paths.

Q. II. Identify the gist of each stanza.

Solution: Stanza 1 → 5: athletes trained for months and dreamed of winning. Stanza 2 → 1: spectators cheered and waited for the final event. Stanza 3 → 4: nine determined athletes prepared at the starting line. Stanza 4 → 2: the race began and one athlete fell. Stanza 5 → 8: the fallen athlete felt that his dreams were shattered, but something unexpected followed. Stanza 6 → 6: the eight runners stopped and helped him. Stanza 7 → 7: all nine joined hands and walked together. Stanza 8 → 3: they finished together and received nine gold medals.

Q. III(1). Give two examples of alliteration.

Solution: 'stumbled and staggered' and 'dashed in the dirt'.

Q. III(2). Give three examples of visual imagery.

Solution: Examples include the spectators gathered around the old field, the blocks lined up at the starting line, and the nine runners holding hands at the finish line.

Q. III(3). Give an example of auditory imagery.

Solution: The pistol exploding at the start of the race is an example of auditory imagery.

Q. III(4). How does imagery make the poem more appealing?

Solution: Imagery helps readers see and hear the race. The visual details of the field, runners and finish line and the sound of the starting signal make the event vivid and engaging.

Q. III(5). How does the tone change?

Solution: It begins with excitement and anticipation, becomes tense and sorrowful when the athlete falls, and ends with warmth, admiration and celebration.

Q. III(6). What is the overall mood?

Solution: The poem moves from excitement and tension to compassion, hope and celebration.

Q. III(7). What message does the poem convey?

Solution: True sportsmanship includes empathy, compassion and support. Helping another person can be more meaningful than achieving an individual victory.

G. Critical Reflection – Poem

Q. 1(i). What does 'pulled up on their heels' mean?

Solution: B. stopped running.

Q. 1(ii). Give one character trait common to the eight runners.

Solution: They are compassionate and empathetic. They put the fallen athlete's needs before their own race.

Q. 1(iii). What is the tone of the poet in these lines?

Solution: The tone is compassionate and appreciative of the runners' selfless action.

Q. 1(iv). How might the young athlete have felt when helped?

Solution: He may have felt relieved, supported, grateful and emotionally moved by the kindness of the other runners.

Q. 1(v). Is this a turning point?

Solution: Yes. It changes the poem from a conventional race focused on individual victory into a shared journey focused on empathy, unity and sportsmanship.

Q. 2(i). How did the nine contestants feel at the finish line?

Solution: They likely felt happy, proud and fulfilled because they had completed the race together.

Q. 2(ii). Why were all nine given gold medals?

Solution: Their collective action demonstrated the spirit of the Special Olympics: cooperation, compassion and inclusion. Their shared finish represented a shared achievement.

Q. 2(iii). Complete: holding hands signifies a feeling of _____.

Solution: unity and togetherness.

Q. 2(iv). What does the standing ovation indicate?

Solution: A. amazed. The spectators were deeply impressed by what the athletes had done.

Q. 2(v). Explain the last line.

Solution: The athletes' smiles and actions communicated a powerful message of compassion and unity. Their behaviour expressed more than words could explain.

H. Poem – Further Critical Reflection

Q. 1. How does the setting in the first two stanzas create atmosphere?

Solution: The references to athletes arriving from different places, months of training, spectators gathering and the approaching final event create an atmosphere of excitement and anticipation.

Q. 2. How might the youngest athlete have felt when he fell?

Solution: He would likely have felt shocked, frustrated, disappointed and anguished because his effort appeared to have been wasted.

Q. 3. Why were the athletes eager to begin the race?

Solution: They had trained for many weeks and months and had come with dreams of winning medals.

Q. 4. What does changing the hundred-yard dash to a walk symbolise?

Solution: It symbolises the shift from individual competition to collective support, unity and compassion.

Q. 5. How would the poem differ if it focused only on individual achievement?

Solution: The central act of compassion would disappear, and the poem would become a conventional account of competition and winning rather than a celebration of sportsmanship.

Q. 6. How does language and tone enhance engagement?

Solution: Energetic verbs create the excitement of the race, while words describing the fall create tension and anguish. The warm final tone makes the ending emotionally meaningful.

Q. 7. What might be the poet's purpose?

Solution: The poem draws attention to empathy and sportsmanship and encourages readers to value helping others alongside personal achievement.

I. Vocabulary in Context – Poem

Q. I. Give two adjective–noun collocations from the poem other than 'standing ovation'.

Solution: Examples: final event and old field. Other acceptable examples include 'gold medals' and 'young boy'.

Q. II. Give four nouns that commonly collocate with each adjective.

Solution: Heavy: rain, traffic, workload, snow. Strong: wind, voice, argument, feeling. Large: crowd, amount, number, area. Great: success, effort, achievement, opportunity.

Q. III. Choose suitable adjectives.

Solution: 1. youngest athlete; 2. positive attitude; 3. loud cry; 4. significant difference; 5. noisy crowd.

J. Listening, Speaking and Writing – Poem

The radio-talk questions depend on the teacher's audio/transcript, which is not included in the uploaded student chapter PDF. The exact answers therefore cannot be verified from the supplied source alone.

Speaking model: Special Olympics promotes inclusion by giving athletes with intellectual disabilities opportunities for training and competition. Awareness can be created through school activities, presentations, sports events and respectful discussion.

Three model slogans:
1. Every Ability Deserves a Place to Shine
2. Different Abilities, One Spirit, One Team
3. Inclusion in Sport, Strength in Every Heart

Poster idea: Use the theme 'Special Olympics – Inclusion Through Sport', add one of the slogans, a clear call to support inclusive sports and simple illustrations of athletes participating together.

K. Learning Beyond the Text

Q. What presentation topics does the textbook suggest?

Solution: Students can choose two lesser-known Paralympic sports, such as para equestrian or para rowing, or research two Paralympians from India. The presentation should include an introduction, history/origin, four to five content slides and a conclusion.

Q. Who are the Indian Special Olympics achievers mentioned in the chapter?

Solution: The textbook mentions Ravimathi Arumugam, who won gold in the 400-metre Level C women's race; Aanchal Goyal, who won gold in the 400-metre Level B women's race; and Saket Kundu, who won silver in Level B mini javelin and bronze in the Level B 400-metre men's race.

Q. What does the final Olympics infographic explain?

Solution: It explains the origins and symbols of the Olympics, the Olympic motto, the Olympic torch and rings, and gives brief descriptions of the Paralympics and Special Olympics.

Source note: Solutions are based on the uploaded Kaveri Chapter 5 student textbook PDF, pages 143–168. Listening answers that require teacher audio/transcripts have not been invented because the referenced transcript is outside the supplied student chapter.