Class 9 English Kaveri – Chapter 5

The World of Limitless Possibilities

IMPORTANT QUESTION ANSWERS • Prose + Poem • CBSE 2026–27

Poem: Nine Gold Medals – David Roth

Based on the textbook exercises, Check Your Understanding and Critical Reflection sections of Chapter 5. Questions are lightly paraphrased for student-friendly revision.

Part A – Prose: The World of Limitless Possibilities

Q. What does the chapter say about the significance of the Paralympic Games?

Answer: The Paralympic Games are presented as a celebration of resilience and extraordinary talent among athletes with disabilities. They go beyond competition by challenging stereotypes and redefining possibilities.

Q. What happened to Dr. Deepa Malik at the age of 29?

Answer: She was diagnosed with a spinal tumour. After surgery, she was paralysed from the waist down and was told that she would need a wheelchair for the rest of her life.

Q. What choices did Dr. Malik feel she had after her surgery?

Answer: She felt that she could either remain in remorse and let the situation limit her life or transform her circumstances into a world of limitless possibilities.

Q. Why did Dr. Malik move from swimming to para-athletics?

Answer: She loved sports and had been a swimmer. Her interest in sport helped her choose para-athletics and begin her Paralympic journey.

Q. Why does Dr. Malik call the 2016 Rio Paralympic Games a breakthrough moment?

Answer: She won a silver medal in the shot-put event at Rio in 2016. She regarded this as a personal victory and a step towards changing perceptions about disability.

Q. How do Dr. Malik’s achievements challenge societal perceptions?

Answer: Her achievements demonstrate that physical limitations do not determine a person’s potential. Her success in para-athletics challenges assumptions about what persons with disabilities can achieve.

Q. What major challenges did Dr. Malik face, and how did she overcome them?

Answer: One major challenge was societal perception and the tendency of people to underestimate her abilities. She responded with mental resilience and determination, supported by her family, and treated challenges as opportunities to prove her capabilities.

Q. How can sports and the Paralympics change attitudes towards disability?

Answer: When people see the strength, skill and competitive spirit of para-athletes, preconceived notions can be challenged. Sporting achievements can help people recognise their capabilities.

Q. What role does Dr. Malik see for herself in promoting inclusion?

Answer: She considers advocacy an important part of her mission. She supports disability awareness, emotional well-being, women’s participation in outdoor sports, people from lower socio-economic groups and para-sportspersons who need equipment.

Q. Why does Dr. Malik involve young people in disability-sports awareness?

Answer: She believes that youth are the voice of tomorrow. Awareness and advocacy sessions in schools and colleges can help develop understanding, inclusion and positive attitudes towards disability.

Q. What is Dr. Malik’s advice to people facing setbacks?

Answer: She advises people to see setbacks as opportunities to prove their strength, build a support system, believe in themselves and allow their journey to inspire others.

Q. Why is the title The World of Limitless Possibilities appropriate?

Answer: The title reflects Dr. Malik’s attitude towards life. Although she faced a life-changing physical condition, she continued to pursue sport, achieved major milestones and worked to change perceptions.

Q. How can the lesson ‘Every setback is an opportunity to prove your strength’ apply to everyone?

Answer: Setbacks can become opportunities to learn, adapt and develop determination. The lesson encourages people to focus on what they can do, seek support and continue working towards their goals.

Q. How can the idea of ‘ability beyond disability’ guide future para-athletes?

Answer: It encourages para-athletes to focus on their abilities and potential rather than allowing disability to define them. It also encourages society to recognise talent and provide fair opportunities.

Q. What can students learn from Dr. Malik’s interview?

Answer: Students can learn resilience, self-belief, determination, family support, inclusion and positive action. They can apply these lessons by responding to difficulties constructively and continuing towards their goals.

Part B – Poem: Nine Gold Medals

Q. What is the situation described at the beginning of the poem?

Answer: Athletes from different parts of the country have trained for many weeks and months. They gather for the final event hoping to win medals.

Q. What happens during the hundred-yard dash?

Answer: Nine athletes start the race, but the smallest athlete stumbles, staggers and falls. The other eight runners stop and return to help him.

Q. How does the fallen athlete feel after the fall?

Answer: He feels frustrated and anguished because his dreams and efforts appear to have been destroyed.

Q. Why do the other eight runners stop running?

Answer: They stop because they notice the fallen athlete and choose to help him rather than continue towards individual victory.

Q. What character trait is common to the eight runners?

Answer: They demonstrate empathy, compassion, kindness and sportsmanship by putting another athlete's well-being before their own competitive advantage.

Q. Why is their decision a turning point in the poem?

Answer: Before the fall, the poem focuses on competition. After the runners return, the focus changes to compassion, unity and shared success.

Q. Why do all nine athletes finish the race together?

Answer: The eight runners help the fallen athlete stand, and then all nine join hands and continue the race together at a walking pace.

Q. Why are nine gold medals significant?

Answer: The medals symbolise a shared victory. The poem suggests that compassion and unity deserve recognition alongside conventional athletic success.

Q. What does holding hands signify?

Answer: It signifies unity, cooperation, friendship and togetherness.

Q. What does the standing ovation show?

Answer: It shows that the spectators deeply appreciated and admired the athletes' compassionate action.

Q. Explain the significance of the final image of nine smiling faces.

Answer: The smiling faces show that the athletes have achieved a meaningful form of success together. Their shared happiness communicates compassion and sportsmanship.

Q. What is the central message of Nine Gold Medals?

Answer: True sportsmanship is not only about winning. Helping others, showing empathy and sharing success can be more meaningful than individual victory.

Q. How does the tone change from the beginning to the end?

Answer: The beginning is energetic and excited. After the fall it becomes tense and sorrowful. It finally becomes warm, hopeful and celebratory when the athletes finish together.

Q. How does imagery make the poem effective?

Answer: Descriptions of the field, runners, fall, joined hands and smiling faces help readers visualise the event. The starting signal also creates auditory imagery.

Part C – Extract-Based Questions

Q. What does ‘in hindsight’ indicate about Dr. Malik’s view of her 2016 achievement?

Answer: It shows that she is looking back reflectively on the event and considering its significance after it happened.

Q. What perception might Dr. Malik have changed through her achievements?

Answer: She may have challenged the belief that physical disability prevents a person from achieving highly in competitive sport.

Q. What does ‘push boundaries’ reveal about Dr. Malik?

Answer: It shows her determination to go beyond perceived limitations and continue challenging what others may consider possible for her.

Q. What phrase suggests that Dr. Malik transformed her life?

Answer: The phrase ‘transform it to a world of limitless possibilities’ expresses her decision to change the direction of her life after her diagnosis.

Q. What does ‘pulled up on their heels’ mean in the poem?

Answer: It means that the runners stopped running.

Q. How might the young athlete have felt when the others helped him?

Answer: He may have felt surprised and emotional, but also supported, valued and encouraged by their kindness.

Q. How did the nine contestants probably feel at the finish line?

Answer: They would feel happy and fulfilled because they had completed the race together and supported one another.

Q. Why did the spectators give a standing ovation?

Answer: They admired the athletes’ compassion and sportsmanship and appreciated their decision to help the fallen runner.

Q. Explain ‘said more than these words ever will’.

Answer: The athletes’ actions and expressions communicated a powerful message of unity, compassion and sportsmanship that words alone could not fully express.

Part D – Key Points for Long Answers

For long-answer questions, connect the answer to the chapter’s central ideas:

- Resilience: responding to difficult circumstances with strength and continued effort.
- Self-belief: recognising one’s potential despite limitations.
- Inclusion: ensuring people of different abilities are treated with dignity and given opportunities.
- Advocacy: creating awareness and supporting opportunities for persons with disabilities.
- Sportsmanship: showing fairness, cooperation and concern for others.
- Empathy and compassion: understanding another person’s difficulty and responding with care.

Source note: Based on the uploaded Kaveri Chapter 5 textbook, including the prose exercises on pages 143–151 and poem exercises on pages 159–161. The questions are lightly paraphrased rather than reproduced in full.