Class 9 English Kaveri

Unit 1 – NCERT Solutions

How I Taught My Grandmother to Read

Bharat Our Land

Complete textbook exercise solutions and model responses

Based on the NCERT Kaveri Textbook of English for Grade 9, First Edition, January 2026.

Includes solutions for reading, comprehension, critical reflection, vocabulary, grammar and structures, poem appreciation, speaking, writing and learning-beyond-the-text activities.

Note: Personal-response, pair-work and group-work activities have sample/model answers. Listening activities that depend on the teacher transcript are identified separately.

Part I – How I Taught My Grandmother to Read

Reading for Meaning – Answers

Word matching: 1. protagonist – main character; 2. debate – discussion; 3. episode – a part of a story; 4. community – people living in one particular area; 5. concentration – focus; 6. eagerly – excitedly; 7. convincing – believable; 8. guided – directed.

Check Your Understanding – Part I

Cause	Effect / Answer
1. Newspapers and weekly magazines arrived late.	The family waited eagerly for the bus carrying the papers, magazines and post.
2. The grandmother never went to school.	She could not read and depended on the narrator to read Kashi Yatre to her.
3. She was deeply interested in Kashi Yatre.	She listened carefully, remembered the story and discussed it with her friends.
4. The narrator stayed at the wedding for a week.	The grandmother missed having the narrator read the serial to her.
5. The grandmother never went to school.	She could not read the magazine/story for herself.
6. The grandmother regretted not going to school.	She made sure that her children and grandchildren studied well and later decided to learn herself.

• II. No. The narrator did not expect to see her grandmother in tears because she had always known her as strong and cheerful, even during difficult situations.

• III. The narrator could teach her the Kannada alphabet, give her regular practice, help her read simple words and sentences, and gradually guide her towards reading a novel independently.

Check Your Understanding – Part II

• 1. True

• 2. False

• 3. True

• 4. True

• 5. True

• 6. False

Critical Reflection – Extract 1

• (i) A. strong-willed

• (ii) emotional

• (iii) The open terrace, summer night and the traditional family setting point to the rural setting and customs.

• (iv) The grandmother comes and sits beside the narrator, and her affectionate hands touch the narrator's forehead.

• (v) C. the grandmother's regret over her lack of education is not directly emphasised in this particular extract.

Critical Reflection – Extract 2

• (i) B. She desires self-sufficiency.

• (ii) age limit

• (iii) The narrator, being only twelve, initially assumes that her sixty-two-year-old grandmother is too old to begin learning the alphabet.

• (iv) Determination and hard work. Other acceptable qualities include courage, independence and perseverance.

• (v) The narrator focuses on the grandmother's age, grey hair, spectacles and household work and assumes these make learning difficult, without understanding her determination.

Critical Reflection – Short & Long Answers

1. Why was the grandmother embarrassed to ask someone else to read to her?

She felt dependent and helpless because she could not read. Although she had money and a comfortable life, she wanted to be independent and therefore felt embarrassed about asking others to read for her.

2. Why did the narrator initially laugh at her grandmother's decision to learn at sixty-two?

The narrator was only twelve and thought that the grandmother's age, grey hair, spectacles and household responsibilities would make learning the alphabet difficult. Her laughter came from a childish assumption that learning was mainly for the young.

3. What significance does Kashi Yatre have in the grandmother's life and in the story?

The grandmother strongly identified with the old woman in the serialised story. She depended on the narrator to read each episode to her, so the story became a source of emotional connection. Her inability to read Kashi Yatre herself finally motivated her to become literate.

4. What does the grandmother's desire to learn the Kannada alphabet reflect about her?

It reflects her determination, self-respect, desire for independence and willingness to learn despite her age. She believes that learning has no age bar.

5. What lessons can we infer from the grandmother touching the narrator's feet?

She shows deep respect for the role of a teacher. The gesture also shows that knowledge and teaching deserve respect regardless of the teacher's age or gender.

6. What does the line about determination overcoming obstacles tell us about the broader theme?

It expresses the central message that determination and sustained effort can help a person overcome barriers. Age or circumstances need not prevent learning.

7. How effectively does the story highlight the value of education in supporting personal independence?

The story shows this through the grandmother's experience. Before learning, she depends on others to read for her and feels helpless. After learning, she can read independently and gains confidence and self-respect.

Vocabulary & Structures in Context

I. Binomials – Matching

1–vii, 2–v, 3–i, 4–viii, 5–ii, 6–iii, 7–iv, 8–vi.

Sample sentences using five binomials

- Sink or swim: The new student had to sink or swim when she joined the competition.
- Mix and match: We can mix and match the activities for the project.
- Part and parcel: Practice is part and parcel of learning.
- Pick and choose: Students can pick and choose suitable books for independent reading.
- Sooner or later: Sooner or later, regular practice brings improvement.

II. Prefixes

1. popular → unpopular; 2. belief → disbelief; 3. important → unimportant; 4. respect → disrespect; 5. correct → incorrect; 6. continue → discontinue; 7. understand → misunderstand; 8. ordinary → extraordinary; 9. interesting → uninteresting; 10. possible → impossible.

III. Five prefix words from the story – sample sentences

- unhappy: The grandmother looked unhappy when she could not read the magazine.
- unusual: Her unusual decision surprised the narrator.
- unfortunately: Unfortunately, she had never received formal schooling.
- independent: Learning to read made the grandmother independent.
- irrespective: A teacher should be respected irrespective of age or gender.

IV. Idioms related to learning – Matching

1–iii, 2–v, 3–vi, 4–ii, 5–i, 6–iv.

Sample sentences

- Hit the books: I need to hit the books before the examination.
- Draw a blank: I drew a blank when I was asked the answer.
- Learn the ropes: The new student quickly learned the ropes.
- Rack one's brain: We racked our brains to solve the puzzle.
- Learn by heart: She learned the poem by heart.
- Burn the midnight oil: He burned the midnight oil to finish his project.

Grammar – Simple Past & Past Perfect

I. Complete the sentences

- A. arrived; had already begun
- B. had learned; started
- C. started; had ensured
- D. recognised; had exhausted
- E. logged in; had already discussed

II. Complete the paragraph

- A. took
- B. reviewed
- C. had spent
- D. discussed
- E. opened
- F. set
- G. had already introduced
- H. hurried
- I. had completed
- J. enjoyed

Quick rule

Use the past perfect for the earlier of two completed past actions and the simple past for the later action. Example: By the time I arrived, the programme had started.

Listen and Respond – Part I

The Unit 1 textbook directs the teacher to the transcript on page 259 and asks students to write one to three exact words from the audio. Because the student-facing Unit 1 pages do not contain the transcript, these five listening blanks should be completed from the official teacher transcript rather than guessed.

Questions: literacy and digital literacy; protecting personal information; benefits for the elderly; recognising online risks; and the training provided through the National Digital Literacy Mission.

🗣 Speaking Activity – Turncoat Debate

The textbook asks students to speak both for and against a selected topic. The following are model points; students may use different valid arguments.

Topic 1: It is important to learn a new language apart from your mother tongue.

• For: Learning another language can improve communication, broaden cultural understanding and help students interact with more people.

• Against: Students may already have demanding language-learning requirements. If learning another language becomes compulsory, it could increase pressure and reduce time for other important skills.

Topic 2: Learning can happen only when you are young.

• For: Young learners often have more time for formal education and may find it easier to build new learning habits.

• Against: The grandmother's experience directly challenges this idea. Adults can learn new skills when they are determined and have opportunities and support.

✍ Writing Task – Letter to the Editor

Sample answer

The Editor
The Daily Herald
New Delhi

Subject: Promoting Student Participation in Adult Literacy Camps

Sir/Madam,

Through the columns of your newspaper, I wish to highlight the importance of encouraging students to participate in adult literacy camps. Adult literacy can help people become more independent and participate more confidently in everyday social and economic activities.

Students can contribute by volunteering as reading and writing tutors, helping with basic digital skills, spreading awareness and assisting organisations that conduct literacy programmes. Such participation can also develop responsibility, empathy and communication skills among students.

Schools and community organisations should provide information about nearby literacy camps and recognise student volunteers. Awareness drives, school clubs and community events can encourage more students to participate. I hope your newspaper will highlight this issue and motivate young people to contribute to adult literacy.

Yours truly,
A Concerned Citizen

🌐 Learning Beyond the Text – Prose

I. Indian-language family words

The textbook asks students to complete a table using any five Indian languages. Since several answers are possible, the following is one sample:

Language	Grandmother	Grandfather	Mother	Father	Sister	Brother
Kannada	Avva	Ajja	Amma	Appa	Akka	Anna

Hindi	Dadi/Nani	Dada/Nana	Maa	Papa	Didi	Bhai
Bengali	Thakuma/Didima	Thakurda/Dadu	Ma	Baba	Didi	Bhai
Marathi	Aaji	Ajoba	Aai	Baba	Tai	Bhau
Tamil	Paatti	Thaatha	Amma	Appa	Akka	Anna

II. Adult education, financial literacy and cultural literacy

• National Literacy Mission Authority / adult education: explore how adult education programmes support literacy and learning.

• Financial literacy: understand budgeting, personal financial management and informed financial decisions.

• Cultural literacy: understand and appreciate India's diverse traditions, languages, arts and social practices.

• Early Literacy Project: understand how literacy programmes can support children and youth who are out of school or under-achieving.

III. Gift a book or magazine

This is a personal activity. A suitable response would describe the book or magazine selected for a grandparent or elderly person and explain why it was chosen.

□□ Part II – Bharat Our Land

Reflect and Respond

• I. Complete the National Anthem table using the states/provinces, mountain ranges and rivers mentioned in the Anthem.

• II. "□□ □□" conveys a sense of victory, glory and praise for India. Students may explain the phrase in their own words.

• III. 1. valuable; 2. applauded; 3. fantastic; 4. recent past.

Check Your Understanding

Summary blanks: 1. historical greatness; 2. Himavant; 3. Ganga; 4. Upanishads; 5. warriors; 6. sages; 7. Brahma-knowledge; 8. Buddha; 9. peerless; 10. praise.

Poem features

• Mood: admiration, pride and reverence.

• Tone: celebratory, patriotic and reverential.

• Rhyme scheme: irregular/free verse rather than a fixed end-rhyme pattern.

• Personification: India is referred to as "she" and is presented as a subject worthy of praise; the Ganga is also described with human qualities such as generosity and grace.

III–IX: Appreciation

• Refrain: "she's peerless, let's praise her!" reinforces the poem's admiration for India and gives the poem a recurring lyrical emphasis.

• Sunny golden land: India is metaphorically presented as radiant, precious, glorious and full of richness.

• Symbolism: Himavant – strength and permanence; Ganga – purity and generosity; Upanishads – spiritual and philosophical legacy; warriors and sages – courage and wisdom; Brahma-knowledge and Buddha's Dhamma – knowledge and enlightenment; sunny golden land – richness and glory.

• Imagery: the mighty Himavant, the generous Ganga, and the sunny golden land create vivid pictures of India's landscape and heritage.

• Hyphens: options 1, 3 and 5 are supported: they create deliberate pauses, add lyrical rhythm, and place emphasis before and after the hyphen.

Bharat Our Land – Critical Reflection

• 1. “Mighty” refers to the great strength, power and imposing nature of the Himavant.

• 2. (ii) emphasise a point.

• 3. The Ganga is called generous because it is a life-giving river that provides water and sustains people and the land.

• 4. Its movement is described as graceful to convey the river's smooth, flowing beauty.

• 5. unmatched

1. How does the poem reflect a strong connection to cultural identity and heritage?

It brings together India's mountains, rivers, scriptures, sages, warriors, music and philosophical traditions, presenting them as important parts of India's cultural inheritance.

2. What does the repeated phrase reveal about the poet's attitude towards India?

It shows deep admiration, pride and reverence. The poet repeatedly celebrates India's distinctive natural, historical and spiritual qualities.

3. What does “many a sage has sanctified this land” suggest?

It suggests that India's spiritual heritage has been shaped by the teachings and lives of many sages and thinkers.

4. How does the poet connect warriors and music to India's greatness?

Warriors represent courage and strength, while music represents artistic and cultural richness. Together they show different dimensions of India's heritage.

5. How does the poem foster national pride?

By celebrating India's landscape, history, knowledge traditions, spirituality and cultural achievements, the poem encourages readers to value and appreciate the country.

Vocabulary in Context – Suffixes

I. Suitable examples: -ous: generous; -ity: antiquity; -est: greatest (a superlative form); -less: peerless. The -est example is a formed superlative rather than a word printed in the poem itself.

II. Sample suffix formation

• -ive: create → creative — The student gave a creative presentation.

• -ment: develop → development — Regular reading supports language development.

• -ed: sanctify → sanctified — The poet describes the land as sanctified by sages.

Listen and Respond – Bharat Our Land

The textbook says the teacher transcript is on page 260. The student pages provided here do not contain that transcript or the two pictures, so the speaker-number and matching answers should be completed from the official teacher transcript rather than guessed.

The six statements concern visual beauty, group visits to difficult areas, peaceful surroundings, risk/thrill, dry landscapes and capturing beautiful sights.

Speaking Activity – Village/Town/City

This is a personal speaking task. A model response:

“One thing that I find truly wonderful about my city is the way its history and everyday life exist together. I have always been fascinated by the way people preserve local traditions while adapting to modern life. When it comes to the scenery, the city truly shines because of its parks, roads and surrounding landscape. I feel a deep sense of pride when I think about the people and traditions that give my city its identity.”

✍ Writing Task – A Memorable Place

Model paragraph:

Last year, I visited Nainital with my family, and the trip has stayed in my memory. We went there for a short holiday and travelled together by road. Before the journey, we packed warm clothes, planned our route and made a list of places to visit. We stayed at a comfortable hotel near the town. During the trip, we enjoyed the lake, the mountain scenery and local attractions. The peaceful surroundings and time spent with my family made the visit especially memorable.

Learning Beyond the Text – Bharat Our Land

I. Poems or songs dedicated to India

This is a research-and-sharing activity. Students should select a poem or song in a regional Indian language, provide its title and language, and explain its central meaning to the class.

II. Interdisciplinary project on India's geographical features

• Mountains: Himalayas / Western Ghats – describe their location, importance and languages of nearby regions.

• Rivers: Ganga / Yamuna / Krishna / Kaveri / Godavari – explain their role in agriculture, settlements and culture.

• Deserts: Thar Desert / Rann of Kutch – describe the environment and life of communities in the region.

• Valleys: Kangra Valley / Nubra Valley – describe their geography, livelihoods and cultural setting.

• Islands: Andaman and Nicobar Islands / Lakshadweep – describe their location, environment and communities.

• Plateaus: Deccan / Malwa / Meghalaya – describe their geographical features and importance.

Answer Notes for Students

• Personal-response questions can have more than one valid answer.

• Speaking and group activities should be answered in the student's own words.

• For listening activities, use the teacher transcript and audio directions given with the textbook.

• For writing tasks, follow the format and points-to-remember provided in Kaveri Unit 1.

Source basis: NCERT Kaveri Textbook of English for Grade 9, Unit 1, pages 1–32; listening activities refer to the teacher transcripts identified by the textbook on pages 259–260.