INDIAN SCHOOL AL WADI AL KABIR

Class: IX	Department: ENGLISH	2026-27
WORKSHEET	Topic: The World of Limitless Possibilities	Note:

SUMMARY

Part 1: The Spirit of the Paralympics

The chapter opens by introducing the Paralympic Games as a global celebration of resilience and talent. Athletes with locomotor (bones/joints/muscles), sensory (sight, touch, hearing), or intellectual (reasoning, learning) disabilities compete at the highest level, proving that sport goes beyond physical limitations. The Games' deeper purpose is to quell stereotypes and redefine what is possible for people with disabilities.

Part 2: India's Paralympic Journey

India first participated in the Paralympics in 1968. The country won its first medal in swimming in 1972. Since then, Indian para-athletes have brought growing honour to the nation. The chapter highlights one figure above all: Dr Deepa Malik, holder of the Khel Ratna, Arjuna Award, and Padma Shri — recognised as one of the ten most inspirational women para-athletes in the world.

Part 3: Dr. Deepa Malik's Life-Changing Challenge

At age 29, Dr. Malik was diagnosed with a spinal tumour. Surgery left her paralysed from the waist down — permanently confined to a wheelchair. She was faced with a defining choice: squander her remaining years in remorse, or transform her life into a world of limitless possibilities. Drawing on her love of sport and her background as a swimmer, she chose to enter para-athletics.

Part 4: The Paralympic Moment

Dr. Malik's commitment culminated in a silver medal in shot put at the 2016 Rio Paralympic Games — making her the first Indian woman to win a Paralympic medal. She describes this as more than personal victory: it was a step forward in changing society's perceptions of disability, proving that para-athletes can compete and excel at the world's highest levels.

Part 5: Advocacy for Social Change

The latter part of the interview focuses on Dr. Malik's role as a social advocate. She uses her platform to promote inclusivity, empower women through outdoor and adventure sports, and support athletes from disadvantaged socio-economic backgrounds. She emphasises the critical importance of awareness sessions in schools and colleges, believing that youth are the voice of tomorrow and must be educated to dismantle stereotypes about disability.

Part 6: The Central Message

The chapter concludes with Dr. Malik's inspiring counsel: every setback is an opportunity to demonstrate strength, and a disability can be a unique power rather than a restriction. The phrase that captures the chapter's soul — 'I had two choices: squander my life in remorse or transform it to a world of limitless possibilities' — is both her personal mantra and the chapter's gift to every student who reads it.

KEY VOCABULARY & WORD MEANINGS

Learn these words carefully — they appear in questions and in the text.

Word / Phrase	Meaning
Resilience	Ability to recover quickly from difficulty
Locomotor	Related to bones, joints, or muscles
Sensory	Related to the physical senses (sight, touch, taste, hearing, smell)
Intellectual	Related to reasoning, problem-solving, or learning
Quell	To overcome or suppress
Squander	To waste time, money, or opportunities
Remorse	Deep regret or sadness for something done wrong
Transform	To make a thorough or dramatic change
Fortitude	Courage and patience shown in the face of great difficulty
Accolades	Awards or expressions of high praise
Proponent	A person who publicly supports a particular idea or cause
Inclusivity	The practice of including people of all abilities and backgrounds
Paralysed	Unable to move or feel part of the body
Stereotype	An over-simplified belief about a particular group of people
Trailblazer	A person who is the first to do something or go somewhere
Advocacy	Public support for a particular cause or policy
Perception	The way someone understands or interprets something

Podium	The raised platform where medal winners stand
Pinnacle	The most successful or highest point

CONCEPT MIND MAP

The mind map below organises the entire chapter into six branches radiating from its central idea.

🎯 Central Idea

Disability is not a limitation; it is a unique strength. Choose limitless possibilities over remorse.

👩 Dr. Deepa Malik — Background

- Diagnosed with spinal tumour at age 29
- Surgery left her paralysed waist-down
- Former swimmer → switched to para-athletics
- Won Silver Medal — Shot Put, 2016 Rio Paralympics
- Awards: Khel Ratna, Arjuna Award, Padma Shri
- Recognised as one of 10 most inspirational women para-athletes worldwide

🏅 The Paralympic Games

- Global celebration of resilience and talent
- For athletes with locomotor, sensory, or intellectual disabilities
- India's debut: 1968 | First medal: 1972 (swimming)
- Purpose: Break stereotypes and redefine possibilities

💪 Key Themes

- Triumph of willpower over physical limitation
- Choice over chance — squander vs. transform
- Ability beyond disability
- Resilience and fortitude
- Dignity of every person regardless of ability

🌎 Social Advocacy

- Challenging societal perceptions and stereotypes
- Promoting inclusivity and accessibility
- Empowering women through adventure sports
- Supporting athletes from lower socio-economic backgrounds

- Awareness sessions in schools and colleges

🧠 Values for Students

- Never give up — setbacks are stepping stones
- Family support and community matter
- Every person has unique, unlimited potential
- Sport is a vehicle for social change
- Treat everyone with dignity and respect

MULTIPLE CHOICE QUESTIONS

1. The philosophy Dr. Malik supports is:

(a) ability beyond disability

(b) survival of the fittest

(c) winning is everything

(d) sympathy for all

Ans: (a) ability beyond disability

2. Dr. Malik says "youth is the voice of tomorrow", so she:

(a) pays youth to train

(b) bans them from sports

(c) writes books for them

(d) organises disability sports awareness sessions in schools and colleges

Ans: organises disability sports awareness sessions in schools and colleges

3. The chapter is written in the form of:

(a) a diary entry

(c) a short story

(d) a letter

Ans: **(b) an interview**

4. The word quell in "Paralympics go beyond competition, to quell stereotypes" means:

(a) strengthen

(b) ignore

(c) overcome

(d) celebrate

Ans: **(c) overcome**

5. The International Paralympic Committee listed Dr. Malik as:

(a) the oldest para-athlete

(b) the richest para-athlete

(c) a referee of the Games

(d) one of the 10 most inspirational women para-athletes globally

Ans: (d) one of the 10 most inspirational women para-athletes globally

6. Cause: The spinal tumour surgery did not restore Dr. Malik's mobility.

Effect:

(a) She was declared bound to a wheelchair as she was paralysed waist down.

(b) She stopped all sporting activity.

(c) She moved abroad.

(d) She became a doctor.

Ans: **(a) She was declared bound to a wheelchair as she was paralysed waist down**

7. Cause: People often underestimated Dr. Malik's abilities.

Effect:

(a) She gave up her dream.

(b) She needed mental resilience and embraced challenges as opportunities to prove herself.

(c) She stopped giving interviews.

(d) She blamed her family.

Ans: **b) She needed mental resilience and embraced challenges as opportunities to prove herself**

8. Cause: Spectators watch the strength, skill and competitive spirit of para-athletes.

Effect:

(a) Preconceived notions about disability are broken down.

(b) Sports lose popularity.

(c) Para-athletes are ignored.

(d) Stereotypes become stronger.

Ans: **(a) Preconceived notions about disability are broken down**

9. Cause: Dr. Malik believes youth is the voice of tomorrow.

Effect:

(a) She retired early.

(b) She organises awareness and advocacy sessions in schools and colleges.

(c) She avoids young people.

(d) She runs only adult training camps.

Ans: **(b) She organises awareness and advocacy sessions in schools and colleges**

10. Assertion (A): Dr. Malik moved into para-athletics after her paralysis.

Reason (R): She loved sports and had earlier been a swimmer.
(a) Both A and 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.

Ans: (a) Both A and R are true, and R is the correct explanation of A.

Explanation: Her lifelong love for sports and her background as a swimmer explain why she naturally transitioned into para-athletics after her paralysis.

11. Assertion (A): The Paralympics go beyond mere competition.

Reason (R): They aim to quell stereotypes and redefine possibilities.
(a) A is true, but R is false.
(b) Both A and R are true, but R is not the correct explanation of A.
(c) Both A and R are true, and R is the correct explanation of A.
(d) A is false, but R is true.

Ans: (c) Both A and R are true, and R is the correct explanation of A

Explanation: The overarching goal of challenging societal stereotypes and redefining human potential explains why the Paralympic Games are much deeper than a simple sports tournament.

12. Assertion (A): Dr. Malik's achievements prove that disability limits a person's potential.

Reason (R): She describes disability as a unique strength waiting to be unleashed.
(a) Both A and R are true, and R is the correct explanation of A.
(b) A is true, but R is false.
(c) Both A and R are true, but R is not the correct explanation of A.
(d) A is false, but R is true.

Ans: (d) A is false, but R is true.

Explanation: A is false because her achievements prove that physical limitations do *not* define or limit potential. R is true because she views disability as a unique strength.

13. Assertion (A): Dr. Malik's 2016 silver medal was only a personal victory with no wider impact.

Reason (R): She feels it was also a step forward in changing perceptions.
(a) Both A and R are true, and R is the correct explanation of A.
(b) A is false, but R is true.
(c) A is true, but R is false.
(d) Both A and R are true, but R is not the correct explanation of A.

Ans: (b) A is false, but R is true.

Explanation: A is false because her medal went beyond individual glory; she explicitly viewed it as a collective milestone for altering societal perceptions of disability. R is true.

14. Assertion (A): Dr. Malik provides equipment to para sportspersons.

Reason (R): She supports persons from lower socio-economic strata.
(a) Both A and R are true, but R is not the correct explanation of A.
(b) A is true, but R is false.
(c) Both A and R are true, and R is the correct explanation of A.
(d) A is false, but R is true.

Ans: (c) Both A and R are true, and R is the correct explanation of A.

Explanation: Providing specialized sports gear is the direct practical method she uses to support athletes from lower socio-economic backgrounds who cannot otherwise afford it.

15. Assertion (A): Dr. Malik organises awareness sessions in schools and colleges.

Reason (R): The Paralympics were first held in India in 1968.
(a) Both A and R are true, and R is the correct explanation of A.
(b) A is false, but R is true.
(c) A is true, but R is false.
(d) Both A and R are true, but R is not the correct explanation of A.

Ans: (c) A is true, but R is false.

Explanation: A is true as she conducts advocacy sessions. R is completely false because 1968 marks India's historical debut at the Paralympic Games (held in Tel Aviv), not the hosting of the games inside India.

16. Assertion (A): Dr. Malik credits only her family for her success.

Reason (R): She says family support, coupled with her fortitude, turned obstacles into stepping stones.
(a) A is false, but R is true.
(b) Both A and R are true, and R is the correct explanation of A.
(c) A is true, but R is false.
(d) Both A and R are true, but R is not the correct explanation of A.

Ans: (a) A is false, but R is true

Explanation: A is false because the inclusion of the word "only" is incorrect; she attributes her success to a combination of external family support and her own internal resilience. R is true.

SHORT ANSWER QUESTIONS

Q1. What is the central message of 'The World of Limitless Possibilities'?
Ans. The central message is that physical disability does not define a person's potential. Dr. Deepa Malik's journey from paralysis to a Paralympic medal demonstrates that with willpower, determination, and the right mindset, any obstacle can be transformed into an opportunity. The chapter urges readers to see disability as a unique strength and to build a society that respects and includes everyone.

Q2. What was the turning point in Dr. Deepa Malik's life? How did she respond to it?

Ans. The turning point was her diagnosis of a spinal tumour at age 29. Surgery left her paralysed from the waist down. Faced with this life-altering situation, she chose not to live in sorrow. Drawing on her love of sport and her background as a swimmer, she transitioned into para-athletics — a decision that eventually led her to the 2016 Rio Paralympics, where she won a silver medal in shot put.

Q3. Why does Dr. Deepa Malik describe the 2016 Rio Paralympics silver medal as more than a personal victory?

Ans. Dr. Malik describes the medal as a step forward in changing society's perceptions about disability. It was not just a sporting achievement but a public statement that para-athletes are as capable as able-bodied athletes. Her victory helped challenge deep-rooted stereotypes and inspired countless others — especially people with disabilities — to believe in their own potential.

Q4. What is the significance of the phrase 'squander my life in remorse or transform it to a world of limitless possibilities'?

Ans. This phrase captures the defining philosophical choice of the chapter. After her paralysis, Dr. Malik chose not to dwell in regret ('squander in remorse') but to redefine her boundaries ('transform it'). The phrase teaches that while we cannot always control what happens to us, we can always control our response. It is the chapter's moral core: choice is more powerful than circumstance.

Q5. What role does the family play in Dr. Deepa Malik's story?

Ans. The family's support is highlighted as a crucial pillar of Dr. Malik's success. Encouragement from loved ones gave her the mental resilience to ignore negative societal attitudes and persist through her challenges. The chapter suggests that while individual determination is vital, it flourishes within a supportive environment. Without family backing, the journey from wheelchair to Paralympic podium would have been far more difficult.

Q6. How do the Paralympic Games challenge stereotypes about people with disabilities?

Ans. The Paralympic Games provide a global platform where athletes with physical, sensory, or intellectual disabilities showcase world-class skills in competitive sport. By seeing para-athletes perform at elite levels, audiences are forced to confront and revise their assumptions that disability means incapability. The games redefine what is possible, showing the world that the human spirit is not limited by the body.

Q7. Explain the concept of 'Ability Beyond Disability' as presented in the chapter.

Ans. 'Ability Beyond Disability' is Dr. Malik's guiding philosophy. It asserts that every person possesses hidden talents and capabilities that physical impairments cannot take away. Intellectual, creative, emotional, and athletic potential exist independently of whether a person can walk or see. The concept encourages society to look past a person's physical condition and engage with their full human potential.

Q8. What does Dr. Malik do beyond sports to advocate for social change?

Ans. Beyond athletics, Dr. Malik is a passionate advocate for social inclusivity. She works to empower women through adventure sports and supports athletes from lower socio-economic backgrounds, ensuring that opportunity is not limited by gender or class. She also promotes awareness sessions in schools and colleges to reshape youth attitudes towards disability, working towards a society where everyone is treated with equal dignity.

Q9. Why are awareness sessions in schools and colleges important, according to the chapter?

Ans. Dr. Malik views young people as the voice of tomorrow. Schools and colleges are where attitudes are formed and can be shaped most effectively. Awareness sessions help dismantle preconceived notions about disability early, fostering empathy, respect, and inclusion. If the next

generation grows up with a correct understanding of disability — as a difference, not an incapacity — society as a whole becomes more equitable and humane.

Q10. What is the significance of Bharat's debut in the Paralympics in 1968?

Ans. India's debut in 1968 marks the beginning of the country's commitment to para-sport and to recognising athletes with disabilities as worthy representatives of the nation. The first medal in 1972 (swimming) established a proud legacy that figures like Dr. Deepa Malik have since expanded. The early participation signals that India has long understood that national pride is not limited to able-bodied achievement.

LONG ANSWER / ANALYTICAL QUESTIONS

Q1. Write a character sketch of Dr. Deepa Malik as presented in 'The World of Limitless Possibilities'. What qualities make her an inspiring figure for young readers? (150–200 words)

Ans.

Dr. Deepa Malik is one of the most inspiring figures in contemporary Indian sport. What distinguishes her is not merely her athletic achievement — a silver medal in shot put at the 2016 Rio Paralympics — but the extraordinary journey behind it.

At 29, she was confronted with a life-shattering diagnosis: a spinal tumour that left her permanently paralysed from the waist down. Where many might have surrendered to despair, Dr. Malik made a conscious, courageous choice: to transform her life rather than squander it in remorse. This decision speaks to her core quality — resilience: the ability to recover and rebuild after devastating loss.

She is also a woman of vision. She did not limit her ambition to sport; she became a vocal advocate for disability rights, women's empowerment, and social inclusivity. Her work to support athletes from disadvantaged backgrounds shows compassion and social responsibility that goes far beyond personal glory.

For young readers, Dr. Malik is a reminder that identity is not defined by what we lose but by what we choose to do in response to loss. Her story challenges every student to ask: when life changes your plans, do you let remorse win — or do you build a world of limitless possibilities?

Q2. Discuss the theme of 'choice over chance' in 'The World of Limitless Possibilities'. How does Dr. Deepa Malik's story illustrate this theme, and what lesson does it carry for students today? (150–200 words)

Ans.

The theme of 'choice over chance' is the philosophical heart of this chapter. It argues that while chance — in the form of illness, accident, or misfortune — may determine the circumstances of our lives, it is choice that determines the quality of those lives. Dr. Deepa Malik's story is the most powerful illustration of this idea in the entire textbook.

Chance dealt her a devastating hand: a spinal tumour at 29 and lifelong paralysis. She could not choose this. But what she chose was everything: to not squander her years in remorse, to leverage her love of sport, to switch from swimming to para-athletics, and to train relentlessly for a Paralympic medal. These were acts of will, not fate.

The chapter thus makes a distinction that matters deeply: the difference between what happens to you (chance) and what you make of what happens to you (choice). For students today, this distinction is

profoundly relevant. Exams will be failed, plans will collapse, relationships will disappoint. The chapter asks: will you squander those moments, or transform them?

Dr. Malik's silver medal is not just a sporting trophy. It is the material proof that choice, exercised with courage and consistency, is stronger than any chance.

Q3. How does the chapter 'The World of Limitless Possibilities' argue for a more inclusive society? What specific actions does Dr. Deepa Malik recommend, and why are they necessary? (150–200 words)

Ans.

The chapter's argument for inclusion operates on two levels: the personal and the structural. On the personal level, Dr. Malik's own story dismantles the assumption that people with disabilities cannot compete or lead. Her medals and awards prove otherwise, and her public visibility challenges audiences to revise their prejudices.

On the structural level, the chapter advocates for specific, systemic changes. Dr. Malik emphasises the importance of awareness sessions in schools and colleges — spaces where the next generation's attitudes are formed. By educating youth about disability as a difference rather than a deficiency, society can build more accepting communities from the ground up.

She also highlights the need to support women through adventure and outdoor sports, recognising that disability and gender together can doubly marginalise individuals. Her work with athletes from lower socio-economic strata further underscores that inclusivity is not just about physical ability — it must also address class and economic barriers.

The chapter argues that inclusivity is not charity but justice. Para-athletes are not to be pitied; they are to be respected as full citizens whose participation enriches sport, culture, and national life. A society that excludes its differently-abled members impoverishes itself. True progress, the chapter argues, is measured by how it treats those on its margins.

Q4. Compare the two literary pieces in Chapter 5 — the interview with Dr. Deepa Malik and the poem 'Nine Gold Medals'. What common themes do they share, and how do they complement each other in exploring the world of para-sports? (150–200 words)

Ans.

Both pieces in Chapter 5 celebrate the spirit of para-athletes, but they do so in different registers — one is factual and analytical (the interview), the other emotional and narrative (the poem).

The interview with Dr. Deepa Malik takes a direct, informational approach. It presents real facts, real medals, and real advocacy. It challenges the reader intellectually: to reconsider what disability means, to understand the systemic barriers para-athletes face, and to appreciate the policy-level work needed for inclusivity. Its impact is built on argument and evidence.

'Nine Gold Medals', by contrast, works through story and emotion. It depicts a race at the Special Olympics where the runners — all with intellectual disabilities — stop after one falls, help each other up, and cross the finish line together. The poem's power lies in its illustration of compassion and collective humanity over individual competition.

Together, the two pieces cover the full spectrum of para-sports values: determination (Dr. Malik's story), sportsmanship (Nine Gold Medals), advocacy (Dr. Malik), empathy (Nine Gold Medals), and

resilience (both). The interview shows us what para-athletes achieve; the poem shows us who they are. The chapter's deepest message — that human potential is boundless and that the highest sport is the sport of shared humanity — emerges fully only when both pieces are read together.

Q5. Imagine you are a student who attended one of Dr. Deepa Malik's awareness sessions at your school. Write a first-person account (150–200 words) of what you learned and how it changed your perspective on disability.

Ans.

I must confess that before Dr. Malik walked into our school hall — in her wheelchair, with a calm smile — I had never really thought about what disability meant. I had seen it as limitation. After that afternoon, I understood it differently.

She didn't talk about what she couldn't do. She talked about shot put. She talked about 2016 Rio. She talked about a spinal tumour at 29 and the choice she made when the doctors told her she would never walk again. She said: "I had two choices — squander my life in remorse, or transform it."

That sentence stayed with me. Because I realised I had been thinking about disability backwards. I thought it meant subtraction — losing something. Dr. Malik made me see it as a different kind of addition: of resilience, of creativity, of courage I would never have needed otherwise.

She asked us to stop thinking of people in wheelchairs as people to be pitied, and to start thinking of them as people with stories we have not heard yet.

I left that session determined to change one thing: to never again walk past someone who needs help without stopping. Because the real disability, I think, is the inability to see another person's full humanity.