

"Exploring English: Your Ultimate 9th Grade Companion"

Material & Best Wishes From

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UNIT 1 PROSE
LEARNING THE GAME
- SACHIN TENDULKAR

IN TEXT QUESTIONS

1. Who were Sachin's favourite players?

ANS: Sachin's favourite players were Sunil Gavaskar and West Indian legend Viv Richards.

2. What was special about Shardashram Vidyamandir in Mumbai?

ANS: Shardashram Vidyamandir in Mumbai is a renowned school that has produced many notable cricketers, due to its emphasis on sports along with academics.

3. What was the opportunity that transformed the life of Sachin?

ANS: Sachin's life was transformed when he was offered a chance to attend the cricket coaching camp under Ramakant Achrekar.

4. What sort of conversations did Ajit and Sachin have while travelling?

ANS: Ajit and Sachin discussed various topics while traveling together, such as cricket, family, and life experiences.

5. What routine did Sachin follow in washing his clothes?

ANS: Sachin would wash his cricket clothes as soon as he returned from the morning session and dry them out in the sun during lunchtime.

6. What did Achrekar inform Ajit?

ANS: Achrekar informed Ajit that Sachin had the potential to be a good cricketer if he practiced all year round.

7. What was the suggestion given by Achrekar to Sachin's father?

ANS: Achrekar suggested to Sachin's father that he should change schools if he wanted to pursue cricket seriously.

8. What acted as a safety valve?

ANS: Cricket acted as a kind of safety valve for Sachin's excess energies.

9. What did Sachin do during the thirty minute break?

ANS: Sachin would often go and have a vadapav (a popular Mumbai fast food) during the thirty-minute break.

10. What is the intense 'fifteen minutes' mentioned ?

ANS: Sachin had to hit every ball along the ground to avoid getting out during an intense 15-minute session with every bowler in the camp, and if he succeeded, he won a one-rupee coin

11. What did Sachin's father do just to make Sachin happy?

ANS: Sachin's father would invariably give in to his demands for a special fruit cocktail, just to see him happy.

12. What did embarrass Sachin in the bus?

ANS: Sachin was often embarrassed on the bus due to conductors complaining about him taking up space with his cricket kitbag and sometimes asking him to buy two tickets.

13. What made Sachin forget, to go to the nets?

ANS: Sachin would occasionally forget to go to the nets because playing with friends was fun; Achrekar would come and drag him to the nets, advising him not to waste time playing "insane" games and to practice hard.

14. What did Achrekar advise Sachin?

ANS: Achrekar advised Sachin not to waste his time playing insane games with his friends .

A. Answer the following questions in one or two sentences.

1. What was coach Achrekar's first impression on Sachin?

Coach Achrekar felt that Sachin was too young when he first saw him play.

2. Why did Sachin feel that the schedule of the camp was 'rigorous'?

Sachin felt that the schedule of the camp was rigorous because it started at 5:30 AM and included multiple sessions of batting, fielding, and fitness training.

3. What did serve as a very personal coaching manual to Sachin?

Tommy Alter's "The Power of Sport" served as a very personal coaching manual to Sachin.

4. Why was Sachin asked to change the school?

Sachin was asked to change the school because he was missing too many classes due to his cricket commitments.

5. What was the condition laid down by Sachin's father for changing the school?

Sachin's father laid down a condition that the new school should allow Sachin to play cricket.

6. How did the act with the one rupee coin help Sachin become a good cricketer?

The act with the one rupee coin helped Sachin develop good hand-eye coordination, which is essential in cricket.

7. What did help Sachin build his physical and mental stamina?

Sachin's practice of running from his home to the cricket ground and back helped him build his physical and mental stamina.

8. Which incident triggered the coach to be angry on Sachin?

Sachin bunked his daily evening practice to watch an inter-school cricket match, which triggered the coach to be angry.

9. Why do you think Achrekar punished Sachin?

Achrekar punished Sachin as the latter was not aware of his potential

10. 'I owe myself to him' - What does Sachin mean by this?

Sachin feels a deep sense of gratitude towards his coach Achrekar for his guidance and mentorship.

PARAGRAPH

Answer the following in a paragraph of 120-150 words:

1. 'Achrekar was a sincere coach'. Substantiate.

The prose piece describes the strong bond between Sachin Tendulkar and his cricket coach, Ramakant Achrekar. Sachin recalls how Achrekar's strict discipline and guidance helped shape his cricketing career. He recounts an incident where he bunked practice to watch a match and how Achrekar reprimanded him, saying that he should not watch others play but practice hard enough so that one day people from across the world would come and watch him play. Sachin admits that he was often the recipient of Achrekar's punishments and strictness, but he also recognizes that it was because of Achrekar that he developed the dedication and work ethic that led to his success in cricket. Sachin acknowledges that he owes his success to his coach and that he is grateful for Achrekar's guidance and tough love. The prose piece is a tribute to the important role that coaches play in shaping the lives and careers of their students.

VOCABULARY

C. Match the words in column A with their Synonym in column B.

1. Ease- effortless
2. evolve - progress
3. excess - surplus
4. survive- endure
5. immense -great

D. Match the words in column A with their Antonym in column B.

1. concentrate - distract
2. inevitable - preventable
3. occasional - continual
4. complete - incomplete
5. insane - wise

E. Use the words given below in your own sentences so as to get different meanings. One is done for you.

Cricket Cricket is a popular sport.

Cricket Cricket is active at night.

bank: I'll deposit some money at the bank.

bank: We had a picnic by the river bank.

will: I will not go against your will.

will: She'll finish her assignment before the deadline.

bark: The dog barked loudly at the postman.

bark: The tree's bark was rough.

watch: I enjoy watching the sunset from my balcony.

watch: watch your belongings on the train..

F. Consult a dictionary, to find the homophones for the given words.

in – inn, know – no, be – bee, to – two, watt – what, right – write, were – where, bare – bear, herd – heard, throne – thrown.

G. Look at the prefixes and suffixes given and frame two new words for each one of them. One is done for you.

Prefix	Word-1	Word-2
sub	subway	subconscious
un	unhappy	undone
re	return	reheat
en	enlighten	enlarge
dis	disconnect	disinfect
ir	irregular	irrelevant

Suffix	Word-1	Word-2
ly	leisurely	fatherly
or	actor	sailor
er	baker	fighter
ness	happiness	sadness
ian	historian	mathematician
ist	artist	scientist

Writing

K. Your friend who lives in another town/city has won his/her championship trophy in the recent sports meet. Write a letter congratulating him/ her.

Date (Your address)

Dear [Friend's Name],

Congratulations on winning the championship trophy at the recent sports meet! I am really proud of you and your amazing achievement. I can only imagine how much time and effort you must have put into your training to reach this level of success.

I hope you celebrate your victory and enjoy the moment. Keep up the good work and continue to strive for greatness in everything you do.

Yours sincerely,

[Your Name]

Address on the cover

To

(Your friend's address)

ANAGRAMS

1. elbow - below
2. section - notices
3. viewer - review
4. ripples - slipper
5. needless - endless
6. pots - stop
7. meal - male
8. shore - horse
9. words - sword
10. raw - war
11. signed - design

GRAMMAR

Preposition

A. Choose the most appropriate preposition from the brackets.

1. We have been living in Chennai **for** eight years. (for/ since)
2. Abdul has taken **after** his father. (after/ at)
3. Vimal generally goes to his workplace **by** bus. (by/on)
4. The cricket ball was hidden **among** the leaves. (among/ between)
5. Mani divided his toys **among** his brothers and sisters. (among/ between)

B. Identify the prepositions in the given sentences and underline them

1. Riya borrowed a dress from me and lent it to her friend, Mary. (from, to)

2. When I moved back to the city, things had changed considerably. (to)
3. The burglar found the keys under the pot in the balcony. (under, in)
4. Prabhu was hiding behind the door when his sister came looking for him. (behind)
5. My dog sat on my hat and squashed it. (on)

C. Complete the passage by filling in appropriate prepositions from the list- (with, out, to, in, from, during, of, for, by). Some prepositions may be used more than once.

(b) with (c) in (d) into (e) of (f) during (g) of (h) up (i) of (j) on (k) with (l) of (m) in (n) to (o) with

PREPOSITIONAL PHRASE

1. In addition to
2. On top of
3. By means of
4. In spite of
5. Due to
6. In front of
7. In lieu of
8. According to
9. As a result of
10. Along with
11. Apart from
12. Ahead of
13. As well as
14. Because of
15. Regardless of

D. Frame sentences using the prepositional verbs given in the box.

1. She benefits from regular exercise.
2. He offered to pay for my meal.
3. My friend will stand in for me while I am away.
4. We rely on public transportation to get to work.
5. They are staying at a luxurious hotel in the city.
6. He always jokes about his silly mistakes.
7. She needs to prepare for the upcoming exam.
8. They attended to the injured hiker immediately.
9. The salad consists of lettuce, tomatoes, and cucumbers.
10. We are going into business together.

E. Given below is a picture of a carnival. Complete the factual description by filling in the blanks with appropriate prepositions.

with, (b) to, (c) of, (d) on, (e) at, (f) from, (g) to, (h) to, (i) with, (j) in, (k) of, (l) at, (m) in, (n) to

WRITING

Write a letter to your friend, describing the joy of celebrating festivals in a village.

Dear friend,

I stayed with my grandparents in our village during Pongal and had an amazing time. We visited the village fair, bathed in the river, ate food cooked over firewood, slept under the starry sky, visited temple fairs, and watched Karagattam presentation. Celebrating festivals in a village is truly special!

Best regards,

[Your name]

UNIT 1

POEM

Stopping by Woods on a Snowy Evening

- Robert Frost

Read the following lines and answer the following questions.

1. *He will not see me stopping here To watch his woods fill up with snow.*

a) Whom does 'he' refer to?

'He' refers to the owner of the woods.

b) Identify the season in these lines

The season mentioned in these lines is winter

2. *My little horse must think it queer To stop without a farmhouse near*

a) Who is the speaker?

The speaker is the poet.

b) Why should the horse think it queer?

The horse should think it queer because there is no farmhouse near.

c) Pick out the rhyming words.

queer – near

3. *He gives his harness bells a shake To ask if there is some mistake.*

a) Whom does 'he' refer to in these lines?

The pronoun 'he' refers to the speaker's horse.

b) Why does 'he' give his harness bells a shake?

He gives his harness bells a shake to ask if there is some mistake.

c) How does the horse communicate with the poet?

The horse communicates by shaking its harness bells.

4. *The woods are lovely, dark and deep,
But I have promises to keep*

a) How are the woods?

The woods are described as lovely, dark and deep.

b) Whom does 'I' refer to?

I refers to the poet.

c) What are the promises the speaker is talking about?

The promises refer to the speaker's responsibilities and commitments in life

5 *And miles to go before I sleep,
And miles to go before I sleep.*

a) Why the poet has used the same line twice?

The poet has used the same line twice to emphasize the idea.

c) Explain: miles to go before I sleep

The phrase "miles to go before I sleep" means that the speaker still has many tasks to complete before they can rest.

C. Complete the summary of the poem by filling in the blanks.

After a long travel the poet entered a wood. He wondered to whom the wood belonged to! He realized that the owner of the wood lived in a village. He thought that the owner would not be able to see him stopping in his woods to watch the snow fill the woods. The poet felt that the horse would think it very queer to stop near the woods as he had never stopped before. He was actually standing between the woods and a frozen lake. The time was evening. The horse indicated that the poet has made a mistake by shaking its head. The poet felt that the woods are lovely, dark and deep. He suddenly realized that he had worldly commitments which would not allow him to stay in the woods for a long time.

E. Identify the rhyme scheme used in each stanza. One example has been done for you.

Stanza	Rhyme scheme
1	aaba
2	aaba
3	aaba
4	aaaa

F. Complete the table by identifying lines, against the poetic devices from the poem. One example is done for you.

Alliteration- watch woods

Personification- My little horse must think it queer

Repetition- And miles to go before I sleep

Imagery- The woods are lovely, dark and deep; easy wind and downy flake

UNIT 1

SUPPLEMENTARY

The Envious Neighbour - A Japanese Folk Tale

A. Identify the character or speaker of the following lines.

1. They gathered the treasure. **The honest couple**
2. The pine tree under which I am buried, to be cut down and made into a mortar. **The (dead) dog**
3. They dug, and found nothing but a quantity of dirt and nasty offal. **The wicked couple**
4. He had not to wait long before he was called into the prince's palace, and ordered to exhibit his power. **The wicked old man**
5. BOW, WOW, WOW! **The dog**

B. Based on your understanding of the story, choose the right answers from the given options.

1. The old farmer and his wife loved the dog b) as if it was their own baby.
2. When the old couple became rich, they c) lived a comfortable life and were generous towards their poor neighbours.
3. The greedy couple borrowed the mortar to make a) rich pastry and bean sauce.

c. Answer the following questions in a paragraph of about 80 to 100 words.

1. How did the dog help the farmer even after its death?

The folktale tells the story of an honest man and his wife who discover a treasure trove of gold with the help of their beloved pet dog. However, their envious neighbors, a greedy old couple, decide to steal the treasure for themselves. They trick the dog with some magic ash, and use a mortar lent to them by the honest man to locate the treasure. Unfortunately for them, the treasure turns out to be a decoy, and they end up with

nothing but dirt and offal. The story teaches a valuable lesson about the consequences of greed and envy.

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UNIT 2

PROSE

I CAN'T CLIMB TREES ANYMORE RUSKIN BOND

IN TEXT QUESTIONS

1.What was the old house built with?

The old house was built with solid blocks of granite.

2.Does the visitor still live in the house?

No, the visitor does not still live in the house

3. What did the visitor hide in the jackfruit tree?

The visitor hid marbles, a book, old coins, and his grandfather's Iron Cross in the hollow part of a branch on the jackfruit tree.

4. When did the visitor actually hide the iron cross?

The visitor actually hid the iron cross when he was a child, twenty-five years ago

A. Based on your understanding of the story, indicate either 'T' (True) or 'F' (False) against the columns. S.No. Statement T / F

- 1.The visitor had hidden a few old coins in the tree. **True**
- 2 The jack fruit tree was still there. **True**
- 3 As a boy the visitor used to swing on the turnstile. **True**
- 4 The visitor had sold the house. **True**
- 5 A girl came out of the house. **True**
- 6 The visitor's grandfather used to sit on the stone bench. **False**

7The visitor was able to remember the music of a piano. **True**

8 The visitor was able to climb the jack fruit tree. **False**

9 The purpose of the visit of the narrator was to buy his ancestral house back **False**

10 The visitor climbed over the wall easily. **False**

B. Based on your understanding of the story, answer the following questions by choosing the correct answer.

1. The story I Can't Climb Trees Anymore highlights the importance of _____ **b) youth**

2. The house which was visited by the man_____. **c) was slightly repaired.**

3. Who said, "A blessing rests on the house where the shadow of a tree falls"? **a) Grand mother**

4. The visitor came back to the house because he _____ **b) was looking for his lost youth**

5. The visitor gifted the _____ to the little girl. **a) iron cross**

C. Answer the following questions in a sentence or two.

1. Explain:"Blessings rest on the house where the shadow of a tree falls."

The quote "Blessings rest on the house where the shadow of a tree falls" means that a house with trees is considered fortunate.

2. What did the writer observe about the house?

The writer observed that the house had undergone changes but the jackfruit tree was still there.

3. What was the local superstition about trees?

The local superstition was that "blessings rest on the house where the shadow of a tree falls.

4. What did the visitor do with the turnstile when he was a boy?

As a boy, the visitor used to swing on the turnstile.

5. Who is the owner of the house now?

As a boy, the visitor used to swing on the turnstile.

6. Why did the visitor return to his old house?

The visitor returned to his old house looking for his lost youth.

7. How did he get back the Iron Cross?

The visitor asked the little girl if he could have the iron cross back, and she gave it to him as a gift.

8. How did the grand father get the iron cross?

The grandfather of the visitor obtained the Iron Cross from a German soldier during the war.

9. What did he do with the old Iron Cross?

The visitor gave the old Iron Cross to the little girl.

10. Where had he left his childhood treasures?

The visitor had left his childhood treasures in a hollow of the jackfruit tree.

PARAGRAPH

Write the summary of the short story I can't climb trees anymore by Ruskin bond.

The story is about a man who revisits his childhood home after 25 years and meets a young girl, the daughter of the current owner, in the garden. They talk and the man reminisces about his past, including memories of his grandmother and the jackfruit tree. The girl offers to let him see the inside of the house, but he declines and instead they sit on a bench and continue talking. The man eventually leaves, but not before the girl offers to let him climb the jackfruit tree again.

D. Match the words in column A with the meanings in column B

S.No.	A	B
1.	pruning	trimming a plant

2.	chiming	emitting a sound
3.	drenched	soaked
4.	dizzy	shaky
5.	prosperous	flourishing,
6.	sprightliness	lively
7.	treasure	a collection of precious things
8.	rusty	ancient

E. Read these shortened forms of words and write the full form for the remaining words and complete the table given below.

won't : will not

I'd : I had/ I would

I'll : I will

1. you'd - you would/you had
2. they've - they have
3. he'd - he would/he had
4. he's - he is/he has
5. wasn't - was not
6. isn't - is not
7. doesn't - does not
8. aren't - are not
9. wouldn't - would not
10. can't - cannot

Writing**I. Write a letter to your friend describing your ancestral house.**

DATE, PLACE

Dear friend,

I hope this letter finds you well. I wanted to tell you about my ancestral house. It's an old, traditional house that has been in my family for generations. It's a special place filled with memories, and I love spending time there. Take care and write back soon.

Yours sincerely,
[Your Name]

ADDRESS ON THE ENVELOPE
(YOUR FRIEND'S ADDRESS).

C. Look at the bar-graph. Write five sentences using the appropriate degrees of comparison.

UNIT 2

POEM

**THE POISON TREE
-WILLIAM BLAKE**

A. Answer the following questions in a sentence or two.

1. *I was angry with my friend I told my wrath, my wrath did end.*

a) Whom does 'I' refer to?

'I' refers to the poet.

b) How did the anger of the poet come to an end?

The poet told his wrath to his friend, which helped him to end his anger.

2. *And I watered it in fears Night and morning with my tears;*

a) What does 'it' refer to?

'It' refers to the poet's anger with his foe.

b) How is 'it' watered?

It is watered with tears

3. *In the morning glad I see My foe outstretched beneath the tree*

a) How did the poet feel in the morning?

In the morning, the poet feels glad

b) Who is the 'foe' referred to here?

The 'foe' referred to here is someone who had done wrong to the poet or his enemy.

c) Why was the 'foe' found lying outstretched beneath the tree?

The foe was found lying outstretched beneath the tree because he had died during the night.

4. *And it grew both day and night, Till it bore an apple bright.*

a) What does 'it' refer to?

'It' refers to the tree.

b) What does 'apple' signify?

'Apple' signifies the anger of the poet

c) What grew both day and night?

The poet's wrath grew both day and night.

B. Complete the summary by filling in the given spaces with suitable words.

Once the poet was angry with his friend. He expressed his (i) anger and it ended. They became friends. But when he grew angry with his foe, he (ii) nurtured it and allowed his anger to grow. Day and night he watered it with his tears and allowed it to grow. He (iii) deceived his foe with false smiles and cunning tricks. The tree kept growing and yielded a bright apple which (iv) tempted his foe to eat it stealthily during the night. The next morning the poet was happy to see his foe lying (v) lifeless under the tree.

C. Answer the following questions in about 80-100 words.

1. Describe the effect of the poisonous fruit on the 'enemy'.

The poem is about the poet's anger towards his friend and his foe. When he was angry with his friend, he expressed it and their friendship was restored. However, when he was angry with his foe, he kept it to himself and watered it with his tears and false smiles, causing his anger to grow. The tree he had nurtured bore a bright apple that his foe ate stealthily. In the morning, the poet was pleased to find his foe lying dead under the tree. The poem highlights how nurturing negative emotions can lead to their growth and destructive consequences.

Poem appreciation**D. Figures of Speech**

There is alliteration in the line : *And I sunned it with smiles.*

The sound /s/ is repeated in the words 'sunned' and 'smiles'.

Pick out at least two instances of alliteration from the poem.

I was angry with my friend
Was – with

Till it bore an apple bright
bore –bright

Night and morning with my tears
morning - my

E. Read the following lines from the poem and answer the questions that follow.

1. I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe
I told it not, my wrath did grow.

i. Pick out the rhyming words.

The rhyming words are 'friend' and 'end' in the first line, and 'foe' and 'grow' in the second line

ii. What is the rhyme scheme of the stanza?

The rhyme scheme of the stanza is aabb.

iii. Identify the figure of speech in the title of the poem.

The figure of speech in the title of the poem is a metaphor.

2. And I water'd it in fears Night and morning
with my tears;

i. What figure of speech is used in 'watered it in fears'?

The figure of speech used in "watered it in fears" is personification. It gives human attributes of "fears" to the act of "watering".

UNIT 2

SUPPLEMENTARY

The Fun They Had

Isaac Asimov

A. Identify the character or speaker of the following lines.

1. She was given test after test in geography. **Margie**

2. He was a round little man with a red face and a whole box of tools with dials and wires. **County Inspector**

3. She had been hoping they would take the teacher away altogether. **Margie**

4. They learned the same things, so they could help one another with the home work and talk about it. **Students of the old school**

5. They had a special building and all the kids went there. **School teachers**

B. Fill in the blanks with the clues given below to complete the paragraph.

Tommy and Margie found something about the (i) _____ of the past. Tommy found a (ii) _____ which has been printed on paper. The book was old and the pages were (iii) _____. At present, the (iv) _____ were moving on a television screen. The television had over (v) _____. He had found the old book in the (vi) _____ of his house. While reading Tommy found that it was about the old schools. Margie hated school because she was having problems with learning (vii) _____. The mechanical teacher was black and large with a screen. Margie hated the slot where she had to insert her homework or (viii) _____. Margie did not understand how a (ix) _____ could be a teacher and how the students were taught the (x) _____. Then it was (xi) _____ for Margie and Tommy. Margie went to the schoolroom in her (xii) _____, where the mechanical teacher stood. She was thinking about the old school and how much fun the children had, (xiii) _____ time together.

i) schools (ii) real book (iii) yellow and crinkly (iv) words (v) millions of books (vi) attic (vii) geography (viii) test papers (ix) person (x) same thing (xi) school time (xii) house (xiii) learning and spending

D. Complete the following statements based on your reading.

1. The old book was found by Tommy.
2. Margie was surprised to see the old book because she had never seen a real book before.
3. The mechanical teacher was giving Margie test after test in geography.
4. Margie had to study always at the same time every day, because her mother said little girls had to learn better that way.
5. The geography sector in mechanical teacher was geared a little too quick.

E. On the basis of your reading and using your own ideas, answer the following in about 125-150 words each.

1. Summarize the story "The Fun They Had" by Isaac Asimov .

"The Fun They Had" is a science fiction story by Isaac Asimov. It is set in the future

when education is provided by machines. The story is about two children, Margie and Tommy, who live in a world where school is at home and teachers are mechanical. Margie finds a real book in her attic and is fascinated by how different school was in the past. The story ends with Margie and Tommy reflecting on how strange it would be to have a human teacher and go to school with other children.

UNIT 3

DRAMA

Old Man River

Dorothy Deming

INTEXT QUESTIONS

Discuss with your partner and answer the following questions

1. What were the girls doing in the living room?
Amy, Betty, and Rose were knitting.
2. Why was mother not able to come home?
The roads were flooded.
3. How did Jim want the girls to get organized?
He wanted them to gather supplies and find a safe place.
4. Which two important things did Jim want the girls to do to avoid getting scared?
Stay calm and stay together.
5. Where did Jim want the girls to climb up?
How was it going to help them?
To the attic. It was higher than the floodwaters.
6. Who went to get Sara? Where was she?
Jim. She was in her room.

Discuss with your partner and answer the following questions

1. What did the girls and Jim try to move to the attic?
• Food, water, flashlights, and blankets.
2. Who came to rescue the children?
• The Red Cross.
3. What happened to Sara?
• She was scared and hid in her room.
4. Who helped Sara to come out of her room?
• Miss Marsh.

5. Who were taken in the boat? Who was left behind?

- The girls and Jim were taken in the boat. Miss Marsh was left behind.

6. How did the Red Cross help the children?

- They provided the children with food, water, shelter, and clothing.

A. Based on your understanding of the play , choose the correct answer and fill in the blanks.

1. The radio announced that (a) **the river was above flood stage.**
2. Mother couldn't get home from Mrs. Brant's because (b) **the bridges between home and the town were under water.**
3. The Burnett Dam gave away as (c) **it rained heavily and the snow was melting.**
4. There was no power because (a) **the power house was out of commission**
5. Why did they splint up Sara's leg with pillows?
(b) **she had broken her leg below the knee**

B. Based on your reading, answer the following in two or three sentences each.

1. Why did Jim run from school?

Jim ran from school because he heard that a dam had broken and a flood was coming.

2. Where was Amy's mother?

Amy's mother was at Mrs. Brant's house.

3. Why did Amy ask Betty to fill in the water tubs?

Amy asked Betty to fill in the water tubs because they might not have water soon.

4. According to Jim, what are the two things that a person should remember in times of emergency?

Jim said that in times of emergency, you should not show how scared you are and you should get water, food, blankets, coats, and lights.

5. Why is Jim climbing on the roof?

Jim is climbing on the roof to signal for help.

6. Who were there in the living room? What were they doing?

Betty, Rose, and Amy were in the living room. Betty was trying to read, Rose was knitting, and Amy was checking on food, blankets, and coats.

7. Why were they going to sleep in the attic?

They were going to sleep in the attic because the floodwaters were rising and they wanted to be as high up as possible.

8. Who came in the boat?

Mr. Tom Peters and Miss. Marsh from the Red Cross came in the boat.

9. Who is the founder of the Junior Red Cross?

Jean Henry Dunant is the founder of the Junior Red Cross.

C. Match the following by drawing a line across column A and B.

1. Amy - blankets
2. Betty - flash light
3. Rose - tubs and pails
4. Sara - fractured leg
5. Jim - Junior Red Cross
6. Penny Marsh - nurse
7. Mr. Peters - rescues the children
8. Mother - Mrs. Brant's
9. Dick - dentist
10. Dad - to Chicago on business

D. Based on your understanding of the text, answer the following in about three to four sentences each.

1. Describe the 'home alone' experience of the children.

The children were excited to be home alone at first. They could play video games, watch TV, and eat whatever they wanted. But they soon realized that it was a lot of work. They had to cook, clean, and take care of themselves. They also had to deal with the flood, which was a scary and dangerous experience.

2. Elaborate the rescue operation undertaken by Mr. Peter

Mr. Peter was a brave and selfless man who risked his own life to save others. He used his boat to rescue people who were trapped in their homes. He also helped to evacuate people to safety. He was a true hero.

3. How did Jim prove himself as a good rescuer in the flood situation?

Jim was a quick-thinking and resourceful boy who used his knowledge of the area to help people escape the flood. He also helped to rescue people who were trapped in their homes. He was a valuable asset to the rescue team.

4. Briefly narrate the happenings of the play in Scene II.

In Scene II, Amy is trying to manage the situation at home. She is trying to keep the children calm and safe. She is also trying to keep the house from flooding. The Marshall arrives and helps to save the children. He uses his boat to rescue them from the flood.

a. How did Amy manage the situation at home?

Amy managed the situation at home by keeping the children calm and safe. She also tried to keep the house from flooding. She was a strong and resourceful woman who did everything she could to protect her family.

b. How did the Marshall save the children?

The Marshall saved the children by using his boat to rescue them from the flood. He was a brave and selfless man who risked his own life to save others. He was a true hero.

PARAGRAPH

The drama "Old Man River" by Dorothy Deming is about five children who are home alone when a flood strikes their town. The children must learn to work together to survive the flood. They also learn the importance of community and the strength of the human spirit. In the end, the children are rescued by the Marshall and they all return home safely.

The drama is a reminder that even in the face of adversity, we can overcome anything if we work together. It is also a celebration of the human spirit and the power of hope.

E. Using a dictionary, find out the synonyms and the antonyms of the words given below. One has been done for you.

- **Hard**
 - **Synonyms:** difficult, tough, strenuous, rigorous, demanding, taxing
 - **Antonyms:** easy, simple, effortless, light
- **Flood**
 - **Synonyms:** inundation, deluge, torrent, downpour, deluge, downpour, downpour, downpour
 - **Antonyms:** drought, dry spell, aridity, aridness, parchedness

- **Interrupt**
 - **Synonyms:** break in, intrude, interfere, meddle, butt in, barge in, cut in, cut off, put a stop to, halt, stop
 - **Antonyms:** continue, go on, proceed, resume, carry on, persevere
- **Scared**
 - **Synonyms:** afraid, frightened, terrified, scared stiff, scared to death, scared witless, terrified, panicky, hysterical, petrified
 - **Antonyms:** unafraid, fearless, bold, courageous, brave, plucky, intrepid, dauntless, doughty, valorous
- **Irritation**
 - **Synonyms:** annoyance, vexation, nuisance, bother, trouble, frustration, exasperation, exasperation, aggravation, vexation
 - **Antonyms:** pleasure, satisfaction, delight, joy, happiness, contentment, satisfaction, fulfillment, gratification, elation
- **Organize**
 - **Synonyms:** arrange, systematize, order, classify, sort, put in order, put in place, put in position, put in sequence, put in line
 - **Antonyms:** disorganize, disorder, mess up, jumble, scramble, confuse, bewilder, perplex, confound, baffle
- **Serious**
 - **Synonyms:** grave, weighty, important, momentous, consequential, significant, meaningful, profound, weighty, ponderous
 - **Antonyms:** trivial, insignificant, unimportant, inconsequential, meaningless, shallow, superficial, frivolous, trifling, nugatory
- **Snappy**
 - **Synonyms:** quick, sharp, curt, abrupt, terse, concise, pithy, to the point, direct, forthright
 - **Antonyms:** slow, deliberate, leisurely, unhurried, leisurely, unhurried, unhurried, unhurried, unhurried
- **Emergency**
 - **Synonyms:** crisis, exigency, predicament, plight, difficulty, hardship, trial, tribulation, catastrophe, disaster
 - **Antonyms:** calm, peace, tranquility, serenity, stillness, quietness, hush, lull, respite, intermission
- **Rescue**
 - **Synonyms:** save, deliver, free, liberate, extricate

- **Antonyms:** harm, injure, hurt, damage, destroy, ruin, wreck, demolish, obliterate, decimate

WRITING

G. As a local government official working in the flood affected area you are talking to an old lady who has lost her belongings.

Write a dialogue between you and the old woman. Complete the conversation.

You: Good morning, Madam.

Old lady: Good morning.

You: I am from the Fire and Rescue department. How can I help you?

Old lady: My house was flooded last night. I lost everything.

You: I'm so sorry to hear that. We're here to help. Can you tell me what happened?

Old lady: The rain came down so hard. It was like a river. Everything was swept away.

You: I see. We'll do everything we can to help you get back on your feet. First, we need to find you a place to stay.

Old lady: I don't know where I'm going to go.

You: We have a shelter set up for people who have been displaced by the flood. You can stay there until we can find you a permanent place to live.

Old lady: Thank you. I don't know what I would do without your help.

You: It's our job to help people in need. We'll get you through this.

Old lady: Thank you.

Creative Writing

H. Write a letter to your friend about your experiences during the recent 'Gaja' cyclone.
DATE, PLACE

Hi [Friend's name],

I hope you are well. I am writing to tell you about the recent Gaja cyclone. It was terrifying and devastating, but we are safe and determined to rebuild.

The cyclone hit our town last week, and it caused widespread damage. Houses were destroyed, trees were uprooted, and power lines were down. Many people were killed or injured.

We are grateful to be safe, and we are working together to rebuild our town. We are a strong community, and we will get through this together.

With love,
[Your name]

ADDRESS ON THE ENVELOPE
(YOUR FRIEND'S ADDRESS)

GRAMMAR

A. Identify the dependent clauses or phrases in the following sentences and underline them.

1. Texting on his phone, the man swerved into a ditch.
2. It isn't necessary to cram all night if you have studied a little each day.
3. We climbed up the hill to enjoy the view.
4. I enjoy painting during my holidays.
5. Whether he attends the party or not, I have decided to go.
6. I will stop playing the drums when you go to sleep.

B. Complete the following sentences using appropriate prepositional phrases.

1. I would like to order coffee (a) **instead of tea**.
2. (a) **In spite of the rains**, we went out.
3. (a) **In case of fire**, break the glass to escape.
4. I am standing here (b) **on behalf of my friends**.
5. We solved the problem (b) **by means of** a new device developed by our engineers.
6. (a) **In general**, we are impressed with their performance.

C. Look at the action words in bold. Identify whether they are either finite or non-finite verb.

1. They want to try a new approach. - **try** is a finite verb.

2. Trying is easy. - **Trying** is a non-finite verb.
3. Having tried everything, he gave up. - **tried** is a past participle, which is a non-finite verb form.
4. All I can do is try. - **try** is a finite verb.
5. If she tried, she would succeed. - **tried** is a past subjunctive, which is a non-finite verb form.

D. Read the following pairs of sentences

• Subject:

- Travelling might satisfy your desire for new experiences.
- The subject of the sentence is "Travelling".
-
- The study abroad program might satisfy your desire for new experiences.
- The subject of the sentence is "The study abroad program".
-

• Direct object:

- They do not appreciate my singing.
- The direct object of the sentence is "singing".
-
- They do not appreciate my assistance.
- The direct object of the sentence is "assistance".
-

• Subject complement:

- My cat's favourite activity is sleeping.
- The subject complement of the sentence is "sleeping".
-
- My cat's favourite food is salmon.
- The subject complement of the sentence is "salmon".
-

• Object of the preposition:

- The police arrested him for speeding.
- The object of the preposition is "speeding".
-
- The police arrested him for criminal activity.
- The object of the preposition is "criminal activity".

F. Now, work in pairs and help Dinesh and Divya complete the exercise given below.

1. The astronauts managed **completing** their training in record time.
2. They learned how **to survive** in space without gravity.

3. The best astronaut almost quit **trying** to learn the complex information.
4. Their mission appeared **to be** in jeopardy.
5. Then Marina encouraged him by saying, "It's no good **quitting** the project right at the end."
6. Being an astronaut will enable you **to achieve** great success in life.
7. If you give up **studying** now, our mission will be scrubbed.
8. Think of your fellow astronauts who wouldn't hesitate **to help** you in time of trouble.
9. We astronauts must keep on **preparing** for our space launch.
10. Some say it's no use **traveling** to distant planets, because it takes too long.
11. But we really want **to visit** other planets and find out if life exists on them.
12. Can you imagine **walking** up to a Martian and shaking hands and **saying**, "Hello, how are you?"
13. We really look forward **to meeting** alien creatures and **finding** out what they are really like.
14. . Many scientists have warned us not **to take** this dangerous journey, but we are not discouraged.
15. . Travelling to far away planets involves **risking** our lives for the thrill of discovery.
16. However we won't delay **blasting** off into space.
17. . Would you like **to accompany** us on our journey if you could?
18. During our training we have got used to **being** weightless and **living** under difficult conditions.
19. Scientists admit **to being** intensely curious about life on other planets.
20. I'm sure they would also enjoy **travelling** with our crew.
21. . We told them **to come** with us on our trip, but some of them think it is a waste of time **searching** for life that doesn't exist.
22. . We have been taught how **to endure** hardships during our training and now we can't afford **to waste** money. We're on our way!

UNIT 3

POEM

*On Killing a Tree Gieve Patel

B. Read the following lines from the poem and answer the questions in a sentence or two.

1. *It takes much time to kill a tree, Not a simple jab of the knife Will do it.*

- i. Can a 'simple jab of the knife' kill a tree?**
No, a simple jab of the knife cannot kill a tree.

ii. Why does it take much time to kill a tree?

It takes much time to kill a tree because of its strong roots and its ability to regenerate.

2. *It has grown Slowly consuming the earth,
Rising out of it, feeding Upon its crust,
absorbing*

i. How has the tree grown?

The tree has grown slowly

ii. What does the tree feed from the crust?

The tree feeds water from the crust of the earth.

3 *And out of its leprous hide
Sprouting leaves.*

i. What does the phrase 'leprous hide' mean?

The phrase "leprous hide" refers to the discolored bark of the tree.

ii. What comes out of the leprous hide?

Leaves sprout out of the leprous hide of the tree.

4 *The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs*

i. What will happen to the bleeding bark?

The bleeding bark will heal

ii. What will rise from close to the ground?

Curled green twigs and miniature boughs will rise from close to the ground.

5 *The root is to be pulled out --
Out of the anchoring earth;*

i) Why should the root be pulled out?

The root should be pulled out because it is a symbol of the tree's connection to nature

ii) What does 'anchoring earth' mean?

The "anchoring earth" refers to the earth that the tree's roots are embedded in.

C. Based on the understanding of the poem, write down the summary of the poem by filling in the blanks.

The poet explains the process of killing a tree killing a tree. A lot of work has to be done in order to kill a tree completely. It cannot be accomplished by merely cutting it with an axe. The tree has grown strong with the help of sunlight, water, and nutrients for countless

years. Even the wounded trunk of the tree gives rise to new life. The wounded trunk sprouts new twigs and leaves. In a short period, they grow into a new tree. So, to kill a tree completely, one should take out its roots completely from the soil. Then they should be exposed to sun and air. Only then the tree will be completely killed.

D. Based on the understanding of the poem, answer the following questions in a sentence or two

1. What is the poem about?

- It is about the violence of human beings against nature.

2. What are the lessons to be learnt from the poem?

- We should respect and protect nature, and that we should not take it for granted

3. What are the life sources needed for a tree to grow?

- Sunlight, air, water, and soil.

4. What does the poet mean by 'bleeding bark'?

- The poet means that the tree is suffering when it is cut down.

5. Why does the poet say 'No' in the beginning of the third stanza?

- The poet says "No" in the beginning of the third stanza because he does not believe that simply cutting down the tree will kill it. He believes that the root must be pulled out in order to truly kill the tree.

6. How should the root be pulled out?

- The root should be pulled out with force and determination.

7. What is hidden inside the earth for years?

- The source, white and wet, the most sensitive, hidden for years inside the earth is the tree's life force.

8. What finally happens to the tree in this poem?

- The tree is finally killed in this poem when its root is pulled out.

PARAGRAPH

E. Answer the following questions in about 80-100 words.

1. How does the poet bring out the pain of the tree?

- The poem describes the process of killing a tree.
- The poet shows how even the most brutal act of violence cannot completely destroy the tree's life force.
- The tree is able to heal itself and produce new life even after it has been damaged.
- This is a reminder that even in the midst of hardship, there is always hope for new beginnings.
- The poem is also a reminder of the importance of respecting and protecting nature.

F. Complete the table by identifying lines, against the poetic devices from the poem.

- "It takes much time to kill a tree."

Personification:

- "The bleeding bark will heal." **Personification:**
- "Out of the anchoring earth." **Metaphor**

J. Work in pairs. Create three slogans on 'Saving Trees'.

- Save trees, to save the seas."
- "Plant trees, for clean air and bees."
- "Trees are our friends, let's not end."

UNIT 3

SUPPLEMENTARY

Earthquake

M.S.Mahadevan

A. Fill in the blanks with words from the text.

- The name of the narrator is **Brij**.
- There were **670** villages in the valley.
- Brij went to Pauri to buy his **school books**.
- The soldiers had set up a **make shift camp**.
- Bhuli had been buried under the debris for **116** hours.

B. Based on your understanding of the story, choose the right answers from the options.

- Brij started a tea shop because he wanted **to serve the people**.
- Molthi was completely devastated because of a **high intensity earthquake**.
- The brother searched everywhere and looked dejected because **he couldn't locate his sister**.

4. The boy had great reverence and respect for Army officers as they **saved his sister from death.**
5. Brij finally offered the traveller **a cup of tea.**

C. Identify the character or speaker of the following lines.

1. Greetings, traveller. You looked tired and cold. **Brij**
2. Tomorrow, we will go back to Pauri. **Brij's uncle**
3. Whom are you looking for? **Army officer**
4. 4. My men have been on their feet for days. **Army officer**
5. May God be with you! **Brij**

PARAGRAPH

E. Answer the following questions in a paragraph of about 80 to 100 words.

1. Explain the efforts taken by the Army Officer to save the child.
- Brij and his sister Bhuli live in a small village in the Himalayas.
 - One day, an earthquake devastates the village, and Bhuli is buried under the rubble of their home.
 - Brij searches for his sister for hours, but he is unable to find her.
 - A passing Army Officer sees Brij and offers to help him search for Bhuli.
 - The Officer and his men search for Bhuli for hours, and they eventually find her buried under a pile of rubble.
 - Bhuli is rushed to the hospital, and she survives the earthquake.
 - Brij is grateful to the Army Officer for saving his sister's life.

UNIT 4

PROSE

SEVENTEEN ORANGES

BILL NAUGHTON

IN TEXT QUESTIONS

1. Where did the narrator work?

The narrator worked in the docks.

2. What was the narrator's job in the docks?

His job was to drive a little pony and cart in and out of the docks.

3. What was Clem Jones carrying in the box?

Clem Jones was carrying a large Dutch cheese in the box during his second attempt at carrying the box.

4. What happened when the box was opened?

When the box was opened, the cheese fell out and rolled away.

5. Did the narrator believe Clem's story?

No, the narrator did not believe Clem's story.

6. What was the narrator carrying in his pockets?

The narrator was carrying oranges in his pockets.

7. Who is Pongo?

Pongo is a police security officer.

8. Why did Pongo want to bring another policeman?

Pongo wanted to bring another policeman because he needed a witness to corroborate his story.

9. What did the voice in the narrator's head tell him to do?

The voice in the narrator's head told him to eat the oranges so that there would be no evidence of his theft.

10. Why did the policemen arrive a little late to the cabin?

The policemen arrived a little late to the cabin because they were talking to some cart drivers near the dock gate.

11. What did the narrator do with the pips and peels?

The narrator ate the pips and peels of the oranges in order to destroy the evidence of his theft.

A. From your reading of the text, choose the correct answers from the options given below.

1. The narrator was very fond of **c) eating oranges..**2. The narrator was searched by the policeman, because **d) his pockets were bulging.**3. The narrator kept his mouth shut when questioned by Pongo, because **a) anything said would be held as evidence against him.**4. The voice in the narrator's head advised him to **b) eat all the oranges.**5. Pongo found no trace of the oranges on the table, because **c) the narrator had eaten them all.**

B. Answer the following questions briefly in one or two sentences.

1. Why did the narrator call Clem Jones a careful planner?

Clem Jones made two attempts to steal the oranges.

2. What was Clem Jones carrying in the box during his second attempt?

Clem Jones was carrying large Dutch cheese in the box during his second attempt.

3. Why did the policeman suspect the narrator?

The policeman suspected the narrator because his pockets were bulging.

4. What did Pongo consider as evidence against the narrator?

Pongo considered the oranges on the table as evidence against the narrator.

5. How did the narrator feel when he was alone in Pongo's cabin?

The narrator felt nervous and guilty when he was alone in Pongo's cabin.

6. What did the narrator do to get rid of the evidence?

The narrator ate all the oranges to destroy the evidence.

7. What did Pongo do when he found no oranges on the table?

Pongo went to the police when he found no oranges on the table.

8. **Why were the policemen not able to bring charges against the narrator?** The policemen were unable to bring charges against the narrator because there was no evidence.
9. **How did the narrator feel after eating seventeen oranges?**
The narrator felt sick and bloated after eating seventeen oranges.
10. **What happened to the narrator's love for oranges after the incident?**
The narrator's love for oranges was ruined after the incident.

PARAGRAPH

- The narrator works as a delivery boy for the Swift Delivery Company.
- He is fond of oranges because they remind him of his childhood.
- He is caught stealing the oranges by a police officer named Pongo.
- Pongo locks the narrator in a cabin and goes to get another police officer to be a witness.
- The narrator eats all of the oranges in order to destroy the evidence.
- When Pongo returns, he is unable to find any evidence of the theft and the narrator is released.
- The narrator learns a valuable lesson about the consequences of stealing.

D. Find the synonyms for the underlined words

1. The voice in his head asked the narrator to eat the evidence. a) **proof**
2. Clem looked at Pongo furiously c) **angrily**
3. When Pongo caught the narrator with the oranges, he was very frightened b) **afraid**
4. The narrator was quiet, when Pongo questioned him. c) **silent**
5. The narrator was in trouble because he took the oranges. b) **difficulty**

E. Find the antonyms for the underlined words in the following sentences.

1. Seventeen oranges were hidden in the narrator's pockets. a) **exposed**
2. Clem Jones was ordered to open the box. d) **requested**
3. Pongo locked the narrator inside the cabin. c) **released**
4. Pongo carefully searched the narrator's pockets. b) **carelessly**
5. The narrator of the story felt very sick for a week. a) **healthy**

GRAMMAR

A. Given below in Column A are some phrasal verbs taken from the text. Find the meanings by using a dictionary and complete Column B.

1. **Fond of:** to like something or someone very much.
2. **Hidden away:** to put something in a place where it is difficult to find.
3. **Lock up:** to put someone or something in a place where they cannot get out.
4. **Laughed at:** to make fun of someone or something.
5. **Look at:** to turn your eyes in the direction of something so that you can see it.
6. **Bring up:** to raise a child or to introduce a topic of conversation.
7. **Gave up:** to stop trying to do something.
8. **Went through:** to experience something difficult or unpleasant.
9. **Finish off:** to complete something or to kill someone or something.
10. **Figure out:** to understand or solve something.

C. Do's and Don'ts (Necessity, Obligation and Permission) Choose the correct option.

1. We use **must** when something is compulsory, obligatory, and important.
2. We use **should** when something is the right thing to do.
3. We use **ought to** when something is suggested or recommended.

D. Complete the sentences with one of the modal verbs given below.

(can, can't, could, couldn't, may, shouldn't)

1. Students **must** be quiet when they write the examination.
2. You **can** wear a coat, it's quite warm. (This is optional, so "can" is used.)
3. **May I** open the window? It is very hot in the room. (This is a request, so "may" is used.)
4. I **couldn't** go to the school yesterday because I was ill.
5. When she was eighteen, she **could** run fast.
6. You **should not** drive fast. It's not safe.
7. Sachin is a famous cricketer. He **can** bat well.

G. Fill in the blanks with appropriate modals.

(will, shall, would, should, can, could, may, might, ought to)

Milk is a nutritious food enriched with vitamins and proteins. We **should** take milk regularly so that we **would** not develop deficiencies in our body. Aged persons, children and patients

should take milk in sufficient quantities as it provides strength to their body. We **should** supplement it with fruits, vegetables and pulses for proper growth of the body. But we **should** consume milk of good quality. Otherwise it **will** cause harm to the body. We **ought to** be very careful while selecting our food items because there are chances that these **might** be adulterated. We **must** protect our health.

UNIT 4

POEM

The Spider and the Fly

Mary Botham Howitt

A. Read the following lines from the poem and answer the questions in a sentence or two.

1. "The way into my parlour is up a winding stair, And I've many curious things to show when you are there"

a) How can the fly reach the spider's parlour?

The fly can reach the spider's parlour by climbing up a winding stair

b) What will the fly get to see in the parlour?

The fly will get to see many curious things in the spider's parlour.

2. "Oh no, no," said the little Fly, "kind Sir, that cannot be, I've heard what's in your pantry, and I do not wish to see!"

a) Is the fly willing to enter the spider's pantry?

The fly is not willing to enter the spider's pantry.

b) Can you guess what was in the pantry?

I can guess that there was something dangerous or harmful in the spider's pantry, as the fly does not want to see it.

3. "Sweet creature!" said the Spider, "You're witty and you're wise, How handsome are your gauzy wings, how brilliant are your eyes!"

a) List the words used by the spider to describe the fly.

The words used by the spider to describe the fly are "witty" and "wise".

b) Why does the spider say that the fly is witty?

The spider says that the fly is witty because the fly is able to see through the spider's flattery.

4. "The Spider turned him round about, and went into his den, For well he knew the silly Fly would soon come back again."

a) Why is the poet using the word 'den' to describe the spider's web?

The poet is using the word "den" to describe the spider's web because it is a dark and dangerous place.

b) Why was the spider sure that the fly would come back again?

The spider was sure that the fly would come back again because the fly was vain and easily flattered.

5. "With buzzy wings she hung aloft, then near and nearer drew, Thinking only of her brilliant eyes, and green and purple hue —"

a) Who does 'she' refer to?

"She" refers to the fly.

b) What was 'she' thinking of?

The fly was thinking only of her own beauty and how she would look in the spider's web.

6. "And now dear little children, who may this story read, To idle, silly flattering words, I pray you ne'er give heed:"

a) Who does 'I' refer to?

"I" refers to the poet.

b) What is the advice given to the readers?

The advice given to the readers is to be careful of idle, silly flattering words.

B. Complete the summary by filling in the spaces with suitable words.

The poem begins with the spider's **pursuit** of the fly. He **chats** to the fly to come into its home. The spider describes his parlour as the **prettiest** one. The spider kindles the curiosity of the fly so that she may enter his home. Fortunately, the fly

was **wise** and refused to get into his home. Now the spider pretends to be a **host** and asks her to come and rest in his home. He offers her **bed** and a **thin fine sheet** to rest. This time also the fly **refuses** the spider's offer very politely. The next weapon that the spider uses is **flattery**. The spider praises the **wing** and **eyes** of the fly and also praises her **wisdom**. He invites her to look at herself in the **mirror** which is in his parlour. The fly is **tempted** by the words of the spider and she falls a **prey** to his **flattery**.

PARAGRAPH

C. Answer the following questions in about 80-100 words.

1. What happens if we fall a prey to flattery?

Give instances from the poem 'The Spider and the Fly'.

A spider invites a fly into his parlor, promising her a feast and a bed. The fly is wary at first, but the spider is persistent. He flatters her, tells her she is beautiful, and offers her a mirror to admire herself. The fly is so flattered that she forgets to be careful, and the spider catches her in his web. The poem is a warning to be wary of strangers who offer you gifts or compliments. It is also a reminder that beauty can be deceiving.

UNIT 4

SUPPLEMENTARY

The Cat and the Painkiller (An Extract from **The Adventures of Tom Sawyer**)

Mark Twain

A. Choose the most suitable option.

1. Tom was disturbed because c) **his friend Becky Thatcher had stopped coming to school.**
2. Aunt was an experimenter in d) **trying out new medicines.**
3. Tom used the pain-killer to b) **mend the crack on the sitting room floor.**
4. Peter sprang a couple of yards in the air as a) **he had a teaspoon of the pain-killer.**
5. Finally Aunt Polly said to Tom that he a) **need not take any more medicine.**

B. Identify the character or speaker of the following lines.

1. He banged against furniture, upsetting flower-pots and making general havoc. **Peter the cat**
2. She stood petrified with astonishment peering over her glasses. **Aunt Polly**

3. 'That is, I believe they do.' **Tom Sawyer**

4. 'What has that got to do that with it?' **Aunt Polly**

5. 'I done it out of pity for him.' **Tom Sawyer**

C. Based on your reading, rearrange the following sentences in the correct sequence.

ANSWERS

1. The pain-killer triggered adverse reactions on Peter.
2. So, Aunt Polly tried different types of remedies on him.
3. Tom was dull and depressed
4. This incident upset Aunt Polly and she questioned him.
5. Since all her methods failed, finally she gave him a pain-killer.
6. But, Tom gave that painkiller to the cat Peter.
7. It jumped out of the open window.
8. He told his aunt that Peter had no aunt, so he gave him the medicine.

PARAGRAPH

E. Answer the following questions in about 80-100 words.

1. Narrate the funny sequence between Tom Sawyer and Peter, the cat.

- Tom Sawyer is a young boy who lives with his aunt Polly.
- His friend Becky Thatcher falls ill, and Tom becomes depressed.
- Aunt Polly gives Tom a dose of pain-killer to cheer him up.
- Tom gives the pain-killer to the family cat, Peter, instead.
- Peter reacts badly to the medicine and runs out of the house.
- Aunt Polly is upset with Tom and tells him that he must never give medicine to anyone without her permission.
- Tom is sorry for what he has done and promises to be more careful in the future.

F. Complete the summary of the extract using the appropriate words from the box below.

Answers

1. dejected
2. School
3. health
4. remedies
5. pretended
6. crack
7. peter
8. painkiller
9. summersets
10. teaspoon
11. cruelty
12. stopped.

UNIT 5

PROSE

Water – The Elixir of Life*Sir C.V. Raman*

1. **What is the imaginary elixir of life?**
Divine Amritha is the imaginary elixir of life.
2. **What according to the writer is the real elixir of life?**
According to the writer water is the real elixir of life.
3. **What is the 'wonderful difference' the writer talks about in the passage?**
The "wonderful difference" that the writer talks about in the passage refers to the contrast between the barren, lifeless Libyan Desert and the fertile, densely populated Nile valley in Egypt.
4. **What is the 'cheering sight' mentioned in the paragraph?**
The "cheering sight" mentioned in the paragraph is the sight of rain-fed tanks full of water.
5. **What does the writer compare water in a landscape to?**
Water in a landscape is compared to the eyes in a human face.
6. **How does the water in rainfed tanks get its colour?**
The color of water in rainfed tanks is from the silt or finely divided soil in suspension.
7. **What is the main cause of soil erosion?**
Sudden bursts of excessively heavy rain resulting in a large run of surplus water are the principal factors in causing soil erosion.
8. **What other factors add to the erosion of precious soil?**
Other factors that add to soil erosion are slope, rainfall, soil type, land use, and human activities.
9. **How can soil erosion be prevented?**
Soil erosion can be prevented by maintaining vegetation cover on the soil.

10. **How does prevention of soil erosion serve a double purpose?**
Soil erosion prevention serves a double purpose by conserving both soil and water.
 11. **What are the two sources of water?**
Soil erosion prevention serves a double purpose by conserving both soil and water.
 12. **What happens to the rain water?**
Rainwater infiltrates the ground, flows over the surface, or evaporates.
 13. **What is the idea of civilized forest?**
Civilized forest: Managed forest for human benefit.
 14. **How can you check soil erosion?**
Soil erosion can be checked by planting trees and other vegetation.
 15. **What is the cheapest means of transport?**
Waterways are the cheapest means of transport.
 16. **How can you make a difference in the countryside?**
We can make a difference in the countryside by volunteering your time, donating money, buying local products and services, getting involved in local government, educating yourself, and being neighborly.
- A. Answer the following questions briefly in one or two sentences.**
1. **What makes water one of the most powerful and wonderful things on earth?**
Water is powerful because it is essential for life.
 2. **How does water help in the formation of fertile lands?**
Water helps in the formation of fertile lands by carrying nutrients.
 3. **How does soil erosion happen and what are its main causes?**
Soil erosion happens when top layer of soil is removed by wind or water
 4. **What are some measures that are used to prevent soil erosion?**

Soil erosion can be prevented by planting trees and other vegetation.

5. **How, according to Sir C. V. Raman, can rainwater as well as the water of rivers be prevented from going to waste?**
Water can be prevented from going to waste by building dams, reservoirs, and canals.

PARAGRAPH

B. Answer the following in about 80-100 words.

1. **How does C.V. Raman show that water is the real elixir of life?**

Water and soil are essential for life. They are also limited resources that need to be managed sustainably. Water can be used for drinking, irrigation, and industrial purposes. Soil is used to grow crops and provide habitat for plants and animals.

Water and soil can be polluted by human activities. This can lead to a decrease in the quality and quantity of these resources. It is important to manage water and soil resources sustainably to ensure that they are available for future generations.

Here are some ways to manage water and soil resources sustainably:

- Conserve water by using less water for activities such as bathing, washing clothes, and watering lawns.
 - Plant trees and other vegetation to protect soil from erosion.
 - Use no-till farming practices to reduce soil erosion.
 - Use less pesticides and fertilizers to reduce pollution.
 - Dispose of waste properly to reduce pollution.
- By taking these steps, we can help to ensure that water and soil resources are available for future generations.

C. Given below are some idioms related to water. Match the idioms with it's meaning.

1. **Blood runs thicker than water:** Family members have stronger obligations with each other than with people outside the family.
2. **To be a fish out of water:** To be uncomfortable in a particular situation.

3. **Dull as dishwater:** Boring, uninteresting.
4. **As a duck takes to water:** Naturally, with ease.
5. **Come hell or high water:** No matter what happens.
6. **You never miss the water till the well runs dry:** People are not grateful for what they have until they lose it.
7. **Pour cold water on something:** To criticize or stop something that some people are enthusiastic about.
8. **Tread water:** To be active but without making progress or falling farther behind.
9. **Be (like) water off a duck's back:** Criticism to someone that has no effect on them at all.
10. **To be in deep water:** To be in a difficult situation.

GRAMMAR

TENSES T.P.no: 135

Simple Present Tense

A. Choose the correct form of the present tense verb from the options given.

1. All children **learn** something new every day. (learn)
2. A good student always **works** hard. (work)
3. Engineers **build** bridges. (build)
4. My sister is an architect. She **designs** skyscrapers. (design)
5. The Himalayas **protect** India from the cold winds. (protect)
6. It always **drizzles** here in the afternoon. (drizzle)
7. My mother **works** in a factory. (work)
8. Kamali **speaks** English very well, but she doesn't understand Hindi. (speak)
9. Cows **give** us milk. (give)
10. The trains to Chennai always **run** on time. (run)

Present Continuous Tense

B. Make sentences in the present continuous tense using the verb given in brackets.

1. Who is that boy **standing** on the table? (stand)
2. What are you **doing**? (do) I am **listening** to music. (listen)

3. My brother **is working** in London now. (work)
4. **I am waiting** for my mother. (wait)
5. It is better not to disturb her, she **is working**. (work)

C. What are they doing? Use the verbs below and write sentences.

eat cry play read sing watch

1. Galen **is eating**.
2. Sudhan **is crying**.
3. Peter **is playing**.
4. Kalai **is reading**.
5. Velu **is singing**.

E. Write the –ing form of the verbs.

1. Come - coming
2. Take - taking
3. Fly - flying
4. Swim - swimming
5. Study - studying
6. Read – reading

F. Write negative sentences. T.P.no: 136

1. He is not learning to read.
2. I am not having a bath.
3. I am not reading a fantastic book.
4. Raja is not driving a new car.
5. I am not looking for my bag.

G. Write questions for the answers.

1. Are they singing?
2. Is she writing a new book?
3. Is it working?
4. Is he doing the project?
5. Are you planning to go?

H. Fill in the blanks with verbs in the present continuous.

1. You **are listening** to the music.
2. He **is crying**.
3. I **am swimming** in the pool.
4. Latha **is waiting** for her daughter.
5. **Is she watching** TV?
6. Who **is he helping**?
7. Her father **is not cooking** dinner.
8. Akila is **not singing** a song.
9. My brother **is not doing** his homework.
10. **Is your mother working** today?
11. Amutha and Praba **are playing** tennis.
12. Amith and Ravi **are not swimming** in the lake.

I. Make sentences in the present perfect tense using the verbs in brackets.

1. She **has never apologized** to anybody.
2. My mother **has been** to London.

3. I **have read** all the plays of Shakespeare.
4. **Have you finished** your lunch?
5. **Has he brought** his bike?

K. Present Perfect Continuous Tense Make sentences in the present perfect continuous tense using the verbs in brackets.

T.P.no: 137

1. How long **have you been** waiting?
2. She **has been working** in the garden since morning.
3. I **have been using** this mobile for three years.
4. The children **have been playing** in the park.
5. The workers **have been demanding** higher wages for a long time.

Simple Past Tense

L. Complete the story using the past tense of the verbs. T.P.no: 137,138

ANSWERS

knew, could, was, said, had, found, told, hid, began, ran, was, thought, decided, fell, woke up, saw, was, was, ran, could not, sat, got up, turned, won.

M. Finish each clue by changing the verb within brackets to an irregular past-tense verb. T.P.no: 138

Then complete the crossword puzzle.

Across

1. The lake **froze** overnight.
2. Hema **bought** a new bicycle.
3. Aravind **gave** me a slice of pizza.
4. We **drank** milk.
5. The dog **slept** on the sofa.
6. He **wrote** a letter to his cousin in America.

Down

1. I **found** a coin on the ground.
2. Tony **taught** his cat to use the litter box.
3. Selvi **blew** out the candle.

Past Continuous Tense

N. Make sentences in the past continuous tense using the verb in brackets.

1. The children **were waiting** for the bus.
2. The girls **were learning** their lessons.
3. I **was playing** in the rain all evening.
4. Vijay **was repairing** his car.

5. Hari **was working** hard to pass the entrance examination.

Past Perfect Tense

O. Complete the sentences using the past perfect tense.

1. Kalai didn't complete his homework because **he had been playing video games all day.**
2. By the time Sundar got up, **the sun had already risen.**
3. When we reached the park, **the children had already started playing.**
4. Saralah didn't want to see **her friend because she had been rude to her the day before.**
5. Manohar was laughing because **he had just heard a funny joke.**

Past Perfect Continuous Tense

P. Circle the correct verb form in each of the following sentences. T.P.no: 139

1. Ezhil **had been baking** a cake when they came.
2. Veeran **had been cleaning** the room since morning.
3. We **had been working** in the city for ten years before we moved to the village.
4. The cat **had been waiting** for the mice to come out of its hole.
5. Kannan **had been looking** for a job for a long time.

Simple Future Tense

Q. Complete the sentences using the correct form of the verbs in brackets.

1. We hope you **will have** a great time in Ooty.
2. I think Manju **will visit** her grandparents during the vacation.
3. Be careful, that mirror **will fall** on the floor.
4. As soon as my father arrives, we **shall go** to watch the film.
5. When your train arrives, I **shall wait** for you at the station.

Future Continuous Tense

R. Make sentences in the future continuous tense using the verb in brackets.

1. Ashwin **will be completing** his MBA in another two years.
2. I **shall be going** to Thanjavur by this time tomorrow.

3. Prabha **will be receiving** the best student award in six months' time.
4. The plane **will be leaving** at 3 o'clock.
5. He **will be attending** the conference.

S. What is Amala going to do? Given below is Amala's schedule for next week.

Read it and answer the questions using the future continuous tense.

1. **What will Amala do on Sunday morning?**
Amala will be visiting her grandmother on Sunday morning.
2. **What is Amala planning to do on Saturday afternoon?**
Amala is planning to go to the zoo with her nephew on Saturday afternoon.
3. **Where is Amala going on Wednesday morning?**
Amala is going to attend an NCC camp on Wednesday morning.
4. **Who is Amala meeting on Tuesday morning?**
Amala is meeting her friends on Tuesday morning.
5. **What will she buy on Monday afternoon?**
Amala will be buying groceries for the week on Monday afternoon.

Future Perfect Tense

T. Match words from the different columns to make reasonable predictions. Then write them down in the space below. One has been done as an example.

1. In 50 years the escape will have melted.
2. In 50 years India will have become the world's richest country.
3. In 10 years India will have launched a space centre in moon.
4. In 100 years the world's population will have reached 10 billion.
5. In 50 years scientists will have invented a complete cure to cancer.
6. In 1000 years India and China will have become one country.
7. In 10 years women will have obtained equal rights with men.

UNIT 5 **POEM**
THE RIVER CAROLINE ANN BOWLES

B. Read the following lines and answer the questions given below

1. *O'er the yellow pebbles dancing,
Through the flowers and foliage glancing*

a) How does the river flow?

The river flows by dancing over the yellow pebbles.

b) What is meant by 'foliage'?

'Foliage' refers to a cluster of leaves, flowers, and branches.

2. *River, river! Swelling river!
On you rush through rough and smooth;*

a) Why does the poet mention the river to be swelling?

The poet mentions the river to be swelling to emphasize its intensity and increasing volume.

b) What are the surfaces the river flow through?

The river flows through both rough and smooth surfaces.

3. *Over rocks, by rose-banks, sweeping
Like impetuous youth.*

a) Where does the rose grow?

Roses grow by the rose-banks.

b) Which stage of man is compared here?

The stage of impetuous youth is compared here.

4. *Broad and deep, and still as time;
Seeming still, yet still in motion.*

a) What is broad and deep?

The river is described as broad and deep.

b) Is the time still?

The comparison is made between the river and time. While the river may appear still, it is still in motion, much like time itself.

5. *Tending onward to the ocean,
Just like mortal prime.*

a) Where is the river flowing to?

The river is flowing onward to the ocean.

b) What does the poet mean by 'mortal prime'?

'Mortal prime' refers to the prime or peak of human life.

C. Read the following lines and answer the questions

1. *Bright you sparkle on your way;
O'er the yellow pebbles dancing,
Through the flowers and foliage glancing,*

Like a child at play.

Pick out the rhyming words.

way and play

dancing and glancing

2. Mention the rhyme scheme of the poem.
abba

3. *Through the flowers and foliage glancing,
Like a child at play.*

Mention the figure speech used in the above line. Give various other examples from the poem.

simile

- Like a silver thread"
- "Like a fairy dream"
- "Like a mighty giant"

4. *Seeming still, yet still in motion*

a. Pick out the words in alliteration from the above line

Seeming, still

b. Identify other examples from the poem for alliteration.

Rocks, rose

Sea, sounded

5. Pick out the examples for epithet from the poem.

Swelling river, brimming river, mortal prime

6. Pick out the examples for imagery from the poem.

Through the flowers and foliage glancing

On you rush through rough and smooth

Louder, faster, brawling, leaping

Broad and deep, and still as time

PARAGRAPH

D. Answer the following in a paragraph of about 120-150 words.

How does the poet bring about the comparison of life with the river? Explain it with reference to the poem.

"The River" by Caroline Ann Bowles is a poetic exploration of a river's journey, its playful and vibrant nature, and its symbolic connection to the passage of time and mortal life. Through vivid imagery and metaphoric language, the poem encapsulates the beauty and motion of the river as it dances over pebbles, glances through foliage, and rushes towards the ocean.

UNIT 5

SUPPLEMENTARY

Little Cyclone: The Story of a Grizzly Cub

William Temple Hornaday

A. Use the following phrases in sentences of your own.

1. She worked hard and dedicated herself to **earn her name** as a renowned pianist.
2. The soldier bravely fought **in the rear of the battlefield**, protecting his comrades.
3. It's disheartening to see one fight **devoid of** honor and respect for their opponent.
4. The magician performed with such **air and manner, quick as a flash**, leaving the audience in awe.
5. **In wild haste**, she grabbed her coat and rushed out of the house to catch the bus.
6. The soccer player **made a quick pass** to his teammate, setting up a scoring opportunity.
- 7.

B. Now refer a dictionary and find idioms on the following animals, birds and insects.

1. Lion's share: The largest or greatest portion of something. Example sentence: "She always takes the lion's share of the credit for our group projects."
2. Quiet as a mouse: Very quiet or silent. Example sentence: "The baby was sleeping so soundly, as quiet as a mouse."
3. Polly wants a cracker: An expression referring to someone who is constantly demanding attention or asking for something. Example sentence: "He keeps interrupting our conversation, like Polly wants a cracker."
4. Sly as a fox: Cunning or deceitful. Example sentence: "He managed to sneak out of the party without anyone noticing, sly as a fox."
5. Sharp as a hawk: Very observant or perceptive. Example sentence: "With his sharp eyes, he noticed the small details that others missed, like a hawk."
6. Snake in the grass: A deceptive or treacherous person. Example sentence: "Be careful, he may seem friendly, but he's a snake in the grass."

7. Monkey see, monkey do: The act of imitating others without thinking or understanding. Example sentence: "The children were copying their teacher's movements, monkey see, monkey do."
8. Dog-eat-dog: A competitive and ruthless environment where people are willing to harm others to succeed. Example sentence: "The business world can be dog-eat-dog, with everyone fighting for their own interests."
9. Slow as a snail: Very slow or sluggish. Example sentence: "The traffic was moving so slowly, like a snail's pace."
10. Busy as a bee: Very active and industrious. Example sentence: "She's always busy with work, busy as a bee."

PARAGRAPH**C. Based on your reading, answer the following questions in a paragraph of about 100—150 words each.****1. Describe the appearance of Little Cyclone.**

A young grizzly bear cub named Cyclone bravely defends himself against larger animals, showcasing his strength and determination. The story highlights the bond between animals and their families. Cyclone's resilience earns him respect among the bear community. The story emphasizes how courage can overcome challenges.

E. Choose the correct answer.

1. Little Cyclone is a grizzly cub who earned his name by his **b) vigour of resistance to ill-treatment.**
2. The nervous captor let one bear go because **c) the bear fought so fiercely..**
3. Little Cyclone was rescued by the **b) friendly hands of the Zoological Society.**
4. Little Czar was a **a) good natured European brown bear.**
5. Little Cyclone will fight any other bear in **c) 03 seconds'** notice.

UNIT 6**PROSE****From Zero to Infinity**

Biography of Srinivasa Ramanujan

IN TEXT QUESTIONS**1. What was the reaction of the classmates to Ramanujan's question?**

The classmates laughed at Ramanujan's question.

2. What did the Indian mathematician Bhaskara prove?

The Indian mathematician Bhaskara proved that dividing zero by zero results in infinity.

3. Where did Ramanujan get S.L. Loney's book on Trigonometry?

Ramanujan got Loney's "Trigonometry" book from the Government Arts College library in Kumbakonam.

4. Where did Ramanujan do his mathematical problems?

Ramanujan did his mathematical problems on loose sheets of paper or on a slate, and he jotted down the results in notebooks.

5. What were the subjects neglected by Ramanujan in college?

Ramanujan neglected his other subjects such as English, History, and Physiology in college.

6. Which University granted him a fellowship of ₹75 a month?

He was granted a fellowship of ₹75 a month by the University of Madras.

7. What did Ramanujan send to G.H. Hardy?

Ramanujan sent a letter containing his mathematical work and theorems to G.H. Hardy.

8. Who discovered a rare mathematical genius in Ramanujan?

G.H. Hardy, a renowned mathematician at Cambridge University, discovered the rare mathematical genius in Ramanujan.

1. Why did the students laugh at Ramanujan?

The students laughed at Ramanujan because they found his question about

zero bananas divided among zero to be absurd.

2. Why did the teacher compliment Ramanujan?

The teacher complimented Ramanujan because his question showcased a deep understanding of mathematics and touched upon a topic that mathematicians had debated for centuries.

3. What did Ramanujan do after reading the book on Trigonometry?

Ramanujan solved all the problems in the book on Trigonometry.

4. What disappointed Ramanujan's father?

Ramanujan's father was disappointed that he did not want to become a clerk.

5. How did Ramanujan manage his paper crisis?

Ramanujan managed his paper crisis by writing his mathematical ideas and theorems on loose sheets of paper.

6. Why were Ramanujan's applications for jobs rejected?

Ramanujan's applications for jobs were rejected because he lacked formal education and credentials, and his unconventional approach to mathematics made it difficult for others to understand and appreciate his genius.

7. Why was Ramanujan sent back to India?

Ramanujan was sent back to India due to his declining health and the outbreak of World War I.

PARAGRAPH**B. Answer the following questions in about 80 – 100 words.****1. Describe the life of Srinivasa Ramanujan in India.**

Srinivasa Ramanujan, a mathematical prodigy, posed a question about dividing zero bananas among zero, showcasing his deep understanding of mathematics. His question reflected a centuries-old debate among mathematicians.

Ramanujan's brilliance and passion for mathematics led him to conduct his own research and make groundbreaking discoveries. Despite facing rejection in job applications, his talent was recognized by G.H. Hardy, who invited him to England. Ramanujan made significant contributions to mathematics before returning to India due to health issues and the outbreak of World War I.

C. Match the words with correct Synonym and Antonym from the table.

1. distribute - circulate, collect
2. infinite - boundless, measurable
3. significant - important, trivial
4. delight - joy, sorrow
5. unkempt - messy, clean
6. initiate - commence, conclude
7. conjecture - guess, fact

A. Complete the following sentences using appropriate Connectors from the box.

1. Irine felt cold **even though** she was wearing a winter coat.
2. This restaurant has some of the best chefs in town; **moreover**, their service is excellent
3. I'm not going to the party tonight **since** I didn't get an invitation.
4. You can set the table; **meanwhile**, I'll start making dinner.
5. I can play quite a few instruments, **such as** the flute, the guitar, and the piano.
6. The store was out of chocolate chips; **therefore**, they would need to make a different type of cookies.
7. The stores are open daily, **including** Sundays.
8. I'll stay **as long as** you need me.
9. This detergent is highly concentrated, **so** you will need to dilute it.

10. It was the thing he prized **above all** else.

1. She will not recognize us. / We **will not be recognized** by her.
2. They didn't invite me, but I went anyway. / I **wasn't invited** but I went anyway.
3. They broke up the table for firewood. / The table **was broken up** for firewood.
4. She has won the first prize. / The first prize **has been won** by her.
5. A friend of mine is repairing the car. / The car **is being repaired** by a friend of mine.
6. Begin the work tomorrow. / Let the work **be begun** tomorrow.
7. They speak English in New Zealand. / English **is spoken** in New Zealand.
8. His attitude shocked me. / I **was shocked** by his attitude.
9. She had already sent the parcel. / The parcel **had already been sent** by her.
10. Her silence worries me. / I **am worried** by her silence.

C. Match the following Active voice sentences with Passive voice

1. I will never forget this experience. - This experience will never be forgotten by me.
2. Mother made a cake yesterday. - A cake was made by mother yesterday.
3. Have you finished the report? - Has the report been finished by you?
4. The tiger was chasing the deer. - The deer was being chased by the tiger.
5. She has written a novel. - A novel has been written by her.

D. Change the following into passive voice.

1. Stanley will inform you later.

You will be informed later by Stanley.

2. People speak Portuguese in Brazil.

Portuguese is spoken in Brazil.

3. My grandfather built this house in 1943.

This house was built in 1943 by my grandfather

4. Do not hurt the animals.

The animals should not be hurt.

5. You must not drop litter in the streets.

Litter must not be dropped in the streets.

6. Carry it home.

Let it be carried home

7. They are decorating the wall.

The wall is being decorated by them.

8. He has already mended the TV set.

The TV set has already been mended by him.

UNIT 6**POEM*****THE COMET**

Norman Littleford

B. Read the following lines and answer the questions.**1. Rampaging through the heavens**

Never stopping day or night,

a. How does the comet travel?

The comet travels without stopping day or night.

b. Which word could you replace 'rampaging' with?

The word 'flying' can be used as a replacement for 'rampaging'.

2. Faster than a cheetah

With a tail that's miles long,

a. Why is the comet compared to a cheetah?

The comet is compared to a cheetah for its speed.

b. Whose tail is compared here?

The tail of the comet is compared here.

3. With shockwave reaching to the ground

Causing the land to quake

a. What is reaching to the ground?

Shockwaves are reaching the ground.

b. What is causing the land to quake?

The land is quaking due to the shockwaves caused by the comet.

4. In the dust they leave behind,

Could have started life on the earth

Which resulted in mankind

a. What does the word 'they' refer to?

The word 'they' refers to the comets.

b. According to scientists, how did life start on earth?

According to scientists, the chemicals in the dust left behind by comets could have started life on earth, resulting in mankind.

5. But I know no better spectacle

Than a comet in full flight.

a. Who does 'I' refer to?

'I' refers to the poet.

b. What is the best spectacle mentioned in the above lines?

The best spectacle mentioned in the above lines is a comet in full flight.

C. Complete the summary by filling in the given spaces with suitable words /phrases given below.

The poet describes a moving comet which speeds through the heavens and never takes a break by **day or night**. When a comet is in full flight, it gives a **spectacle** which can never be compared to anything else for a lifetime. The comet is compared to **a cheetah** for its speed and a **mountain** as it is **powerful and strong**. The **outer ice** melts which causes a vapour from the force and leaves behind **a trail** as it travels on its way. If it comes very close to the atmosphere, it causes a shake which in turn produces **shockwaves** that reach the Earth's surface. According to the **scientists**, the comets leave behind chemicals in the form of dust which resulted in the **emerging of life** on earth and mankind came into existence. But the poet is not sure whether this principle is true or not but he knows for sure that whatever the truth may be, the sight of the comet in full flight is **breathtaking**.

D. Poem appreciation

If one should come too close to earth

The atmosphere will shake,

With shock wave reaching to the ground

Causing the land to quake.

1. Pick out the rhyming words.

- close / earth
- shake / quake

2. Mention the rhyme scheme of the stanza.
abcb

3. When you read the poem aloud, you can feel/hear a rhythm. What according to you gives rhythm to the poem- the rhyme or the words in a line? Support your answer with examples from the poem.

When reading the poem aloud, the rhythm is primarily created by the words in a line rather than the rhyme. The arrangement of stressed and unstressed syllables, as well as the overall flow of the words, contribute to the rhythmic quality. For example, in the line "The atmosphere will shake," the stressed syllables on "atmo-" and "-sphere" create a rhythmic pattern. Similarly, in "Causing the land to quake," the stressed syllables on "Caus-" and "-quake" contribute to the rhythmic flow. While the rhyme adds to the musicality of the poem, it is the arrangement and emphasis of the words that establish the rhythm.

PARAGRAPH

E. Answer the following questions in about 80-100 words.

1. Narrate how the poet describes the comet.

- The poem portrays a comet's relentless journey through the heavens, creating an unforgettable sight.
- The comet is likened to a cheetah in speed and a mountain in size, representing its immense power.
- It leaves a vapor trail as the outer ice melts, marking its path.
- When the comet approaches Earth, it causes a tremor and shockwaves that ripple through the land.
- Scientists propose that comets' chemical residue may have played a role in the emergence of life on Earth, but the poet's focus remains on the awe-inspiring spectacle of a comet in full flight.

UNIT 6

SUPPLEMENTARY

Mother's Voice

A. Choose the correct answer

1. Mother was excited because. **c. it was her first visit to the moon.**
2. On weekdays, as Mother went about the chores **d. her singing was muted and a little sad**
3. **a. Selenopolis** occupies more than a hundred square kilometres on the moon.
4. The Community of Nations Square is where people. **d. of different nationalities come after work**
5. They are planning an expedition to a neighbouring **a. galaxy**
6. The mother was not able to understand why people wanted to leave the moon because **(a) it was better to remain as a part of solar-system.**

B. Identify the character or speaker of the following lines.

1. It's so easy to walk here, son! **Speaker: Mother**
2. They're planning an expedition to a neighbouring galaxy. **Speaker: Son**
3. Why should people go off into the unknown? **Speaker: Mother**
4. I don't know when we'll see each other again. **Speaker: Son**
5. Operator on duty, report to office. **Speaker: Unknown (voice from the loudspeaker)**

PARAGRAPH

C. Answer the following question in about 100 – 120 words.

1. Write a paragraph listing all the sentimental and the scientific reasons given by the mother against the expedition to neighbouring galaxy.

The lesson revolves around a son taking his mother on a visit to the Moon. The mother expresses excitement and marvels at the beauty of the lunar landscape. As they explore, they discuss the possibility of space exploration and

the mother's concerns about leaving familiar territory. The son, torn between his longing for adventure and his love for his mother, refrains from sharing his own upcoming space expedition. The lesson highlights the emotional bond between a mother and son and explores the human desire to explore the unknown.

UNIT 7

PROSE

A BIRTHDAY LETTER

Jawaharlal Nehru

INTEXT QUESTIONS

1. From which prison did Nehru write this letter?

Nehru wrote this letter from Central Prison in Naini.

2. Did Nehru send any presents to Indira?

No, Nehru did not send any presents to Indira in the letter.

3. Which historical character inspired young Indira?

The historical character that inspired young Indira was Joan of Arc.

4. What helps the ordinary men and women to become heroes?

Ordinary men and women can become heroes when they become interested in a great cause that captures the attention of a whole people.

5. Who is addressed as 'Bapuji'?

"Bapuji" is the term of endearment used to address Mahatma Gandhi, the great leader of India.

6. What should the soldiers of India respect?

The soldiers of India should respect India's honor, as mentioned in the passage.

A. Answer the following questions in one or two sentences.

1. Why could not Nehru send any presents to Indira?

Nehru could not send any presents to Indira because he was in prison at the time.

2. What cannot be stopped even by the high walls of prisons?

The things of the mind and spirit, cannot be stopped even by the high walls of prisons.

3. Why did Nehru dislike sermonizing?

Nehru disliked sermonizing because he believed that talking and discussing, rather than giving sermons, lead to a better understanding of what is right and wrong.

4. What does history tell us?

History tells us about great periods in the life of nations, great men and women, and important events that have shaped the world.

5. What do ordinary men and women usually think of?

Ordinary men and women usually think of their everyday concerns such as bread and butter, children, and household worries.

6. When do ordinary men and women become heroes?

Ordinary men and women become heroes when they are inspired by great leaders and causes that ignite their passion and drive them to do great deeds.

7. What does the phrase 'great drama' refer to?

The phrase "great drama" refers to the ongoing struggle for freedom and independence in India.

8. Why are the freedom fighters under Gandhi not afraid of anything?

The freedom fighters under Gandhi are not afraid of anything because they have nothing to hide and work in the light. They operate with transparency and have the courage to face any challenges or consequences that may come their way.

PARAGRAPH

B. Answer the following in about 80 - 100 words each.

1. Explain the important elements of Nehru's letter.

Nehru's letter to his daughter expresses his love and care for her despite their physical separation.

The letter emphasizes the value of gifts that go beyond material possessions, focusing on imparting knowledge and wisdom.

Nehru encourages discussion and dialogue as a means to discover truth and understand the complexities of the world.

History is highlighted as a source of inspiration, with Nehru mentioning the fascination with great historical figures like Joan of Arc.

The letter emphasizes the qualities of bravery, honesty, and openness, encouraging Indira to live a life unafraid and dedicated to serving India's honor and freedom.

C. Match the words with correct Synonym and Antonym from the table.

1. **Wide** - Syn: broad; Ant: narrow
2. **Noble** - Syn: honorable; Ant: ignoble
3. **Oppress** - Syn: subdue; Ant: liberate
4. **Honor** - Syn: respect; Ant: dishonor
5. **Worthy** - Syn: deserving; Ant: unworthy
6. **Private** - Syn: personal; Ant: public
7. **Brave** - Syn: courageous; Ant: cowardly

D. Identify, whether the following statements are of OPINION or FACT

1. On your birthday you have been in the habit of receiving presents and good wishes. **(Fact)**
2. I have liked my talks with you. **(Opinion)**
3. The best way to find what is wrong and right is by discussing. **(Fact)**
4. A letter can hardly take the place of a talk. **(Opinion)**
5. For the desire to hide anything means that you are afraid. **(Fact)**

A. Choose the Correct Determiner

1. Could you bring me **those** tools I left in the garden?
2. The Earth revolves around **the** sun.
3. I found **a** one rupee coin in the playground while playing.
4. There aren't **many** students in the library.
5. It was **an** unforgettable experience.
6. I haven't got **any** pictures in my bedroom.
7. He said that he wanted to become **an** engineer.

8. Kokila gave a pen to **each** child in the classroom on her birthday.
9. I've got to solve **all** math problems before I go to sleep.
10. India is **the** largest democracy in the world.
11. My father doesn't drink **much** coffee.
12. I always keep **some** money in my wallet for emergencies.
13. This year we are celebrating my sister's **second** birthday.
14. I have **three** pencils with me.
15. 'What is that noise?' I think it is **an** aeroplane

Reported Speech

C. Report the following sentences.

1. **Pushpa said, "Do not spoil the eco-system."**
Pushpa warned us not to spoil the ecosystem.
2. **Ebin said, "Have you booked the tickets to Delhi?"**
Ebin asked if I had booked the tickets to Delhi.
3. **Rehman said to Tilak, "When are we leaving to our native?"**
Rehman asked Tilak when they were leaving for their native.
4. **Maha said, "Lakshan, you should get up early in the morning."**
Maha told Lakshan that he should get up early in the morning.
5. **Gladin said to his mother, "Can you, please, buy me a hot-chocolate?"**
Gladin asked his mother if she could buy him a hot chocolate.
6. **"Tomorrow I have to take a test in English", said Sudha.**
Sudha said that she had to take a test in English the next day.
7. **Amali said to her sister, "I need your help to arrange the books in the shelf."**
Amali told her sister that she needed her help to arrange the books in the shelf.
8. **"Why don't you use crayons for colouring?" said Prabhu to his son.**
Prabhu asked his son why he didn't use crayons for colouring.

UNIT 7

POEM

THE STICK-TOGETHER FAMILIES

Edgar Albert Guest

A. Based on your understanding of the poem, answer the questions in a sentence or two.

*1. The gladdest people living are the wholesome folks who make
A circle at the fireside that no power but death
can break.*

a. Who are the gladdest people living?

The gladdest people living are the wholesome folks.

b. Where do they gather?

They gather in a circle at the fireside.

c. What can break their unity?

Their unity can only be broken by death.

*2. And the finest of conventions ever held
beneath the sun*

*Are the little family gatherings when the busy
day is done.*

a. When do they have their family gatherings?

They have their family gatherings when the busy day is done.

b. Where do they have their family conventions?

They have their family conventions in small settings or within their own family circle.

c. What does the poet mean by 'finest conventions'?

The poet refers to the intimate and close-knit family gatherings as the "finest conventions."

*3. There are rich folk, there are poor folk, who
imagine they are wise,
And they're very quick to shatter all the little
family ties.*

a. What do the rich and poor folk imagine themselves to be?

The rich and poor folk imagine themselves to be wise.

b. What do they do to their families?

They shatter all the little family ties.

c. Whom does 'they' refer to?

They' refers to the rich and poor folk mentioned in the previous line.

*4. There are some who seem to fancy that for
gladness they must roam,
That for smiles that are the brightest they must
wander far from home*

a. Why do they roam?

They roam because they fancy that roaming will bring them gladness.

b. According to them, when do they get bright smiles?

According to them, they get the brightest smiles when they wander far from home.

*5. But the gladdest sort of people, when the busy
day is done,*

*Are the brothers and the sisters who together
share their fun*

a. Who are the gladdest people?

The brothers and the sisters are the gladdest people.

b. When do they share their fun?

They share their fun when the busy day is done.

c. What does 'who' refer to?

'Who' refers to the brothers and the sisters mentioned in the previous line.

*6. It's the stick-together family that wins the joys
of earth, That hears the sweetest music and that
finds the finest mirth;*

a. Who wins the joys of the earth?

The stick-together family wins the joys of earth.

b. How do they find their joy?

They find their joy by sticking together and maintaining close bonds.

c. What does the poet mean by 'stick-together family'?

The poet means a family that stays united, supports each other, and remains connected through thick and thin.

B. Based on the understanding of the poem, fill in the blanks using the words and phrases given below to make a meaningful summary of the poem.

The poet brings out the difference in the attitudes of children living in joint family and nuclear family. The **stick-together families** are the happiest of all. Whereas the **brothers and sisters** of nuclear families take **separate ways**. The gladdest people are the children from **joint family** who circle near the fireside. No power other than death can break them. **The rich and the poor folk** imagine themselves to be wise and in the process they **shatter their family ties**. Each of them goes searching for pleasure in their own selected way. They harvest only **bitterness** and find empty joy. But the wisest among them are the children of the stick-together families. When the busy day is done, they together **share their fun**. The stick-together family wins **the joy of earth**. The old house shelters all **the charm of life** can give. The poet invites wandering

brothers to come and join the stick-together families in their fireside and have comradeship.

PARAGRAPH

C. Answer the following questions in about 80 - 100 words.

1. The stick-together families are the happiest of all. Explain.

The poem highlights the happiness found in close-knit families, Where bonds are strong and unity remains unbreakable. Children from joint families cherish fireside circles, While those in nuclear families seek joy elsewhere, but find emptiness. The poet urges wandering souls to join stick-together families and find true contentment.

D. Answer the following

1. There are rich folk, there are poor folk, who imagine they are wise,...

Pick out the words in alliteration.

There, they

2. Mention the rhyme scheme of the poem.

aabbcc

3. Hold your fire. **Captain of British troops**

4. You no shoot, we no shoot. **A German officer**

5. My God, why cannot we have peace and all go home? **An old German soldier**

PARAGRAPH

C. Answer the following questions in about 100 – 120 words.

1. Narrate the Christmas celebration as happened in the war field.

The story is set during World War I and revolves around a brief moment of peace on the Western Front. German and British soldiers temporarily cease fighting and come together to celebrate Christmas. They exchange gifts, sing carols, and play football. The soldiers experience a fleeting sense of camaraderie and humanity amidst the horrors of war. However, the peace is short-lived as they must return to their respective trenches, highlighting the tragic nature of war.

UNIT 7

SUPPLEMENTARY

The Christmas Truce - Aaron Shepard

A. Choose the correct answer.

1. The story is set during the **a. World War I**
2. The story is about the celebration **d. Christmas**
3. Tom called the incidents happened there as **a. fairy tale**
4. The Germans had placed Christmas trees in front of their **b. trench**
5. One of the German soldiers worked as a _____ at Victoria Station **c. porter**

B. Identify the character, speaker or both of the following lines.

1. Our first complete silence in months! **Tom**
2. Come and see! See what the Germans are doing! **Tom's friend John**

Irregular verbs

Verb	Past simple	Past participle
arise	arose	arisen
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten

Verb	Past simple	Past participle
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant	leant
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen

Verb	Past simple	Past participle
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
sow	sowed	sown
speak	spoke	spoken
spell	spelt / spelled	spelt / spelled
spend	spent	spent
spill	spilt	spilt
spit	spat	spat
split	split	split
spoil	spoilt	spoilt
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught

Verb	Past simple	Past participle
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written