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We have prepared this guide to facilitate the student's understanding and learning processes, using very simple English words.

Additional questions have been provided exhaustively for clear understanding of the Units under study.

I also sincerely believe all students will learn the units and recognize what it teaches to lead a practical life.

I also humbly thank all the teachers for their selfless effort and dedication in guiding students to achieve their true potential.

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UNIT 1

PROSE

LEARNING THE GAME

- Sachin Tendulkar



ABOUT THE AUTHOR

The retired Indian Cricket Player Sachin Ramesh Tendukar is considered as one of the greatest batsmen of all times. He was born on 24th April 1973 in Mumbai. He was introduced to cricket at the age of eleven by his brother Ajit Tendulkar. In 2005, he became the first cricketer to score 35 centuries (100 runs in a single inning) in Test play. In 2011, Tendulkar achieved his dream of winning the Cricket World Cup at the Wankhede stadium in Mumbai. He is the only player to have scored one hundred international centuries and the first to score double century in a One Day International cricket. He played 664 International Cricket matches in total, scoring 34,357 runs. In 2012, Tendulkar was nominated to the Rajya Sabha. He retired from Cricket on 16th November 2013. He is also the recipient of the Arjuna Award (1994), Rajiv Gandhi Khel Ratna Award (1997), Padma Shri (1999), Padma Vibhushan (2008) and Bharat Ratna (2013).

SUMMARY

'Learning the Game' is an extract from Sachin Tendulkar's autobiography 'Playing it My Way'. He played tennis ball cricket with his colony friends from a very early age. He loved watching cricket on television and tried to imitate the mannerisms of his favourite players like Sunil Gavaskar and Viv Richards. It wasn't just about batsman that Sachin studied, but he also loved to bowl. Throughout his career, he had actually bowled a lot in the nets.

Sachin was studying in the New English School at Mumbai. But his brother Ajith wanted him to study in 'Shardashram Vidhyamandir' where Ramakant Achrekar was the cricket coach. This school gave more importance to the game of cricket. Ramakant Achrekar ran summer cricket camps. One day, his brother Ajit took him to Achrekar to get trained well. It was because, only Achrekar could decide who to accept for a trial at the camp. But there, Tendulkar failed to make an impact on Achrekar, the coach. So the coach informed his brother that Sachin was too young to get into the camp. But Ajit insisted him to give his brother another chance, as he was nervous. So he was given another chance and the coach watched his batting from a distance. Seeing him batting well, the

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coach agreed to train him. It was an opportunity that transformed Sachin's life. His coach Achrekar advised Sachin to change his school if he really wanted to pursue cricket seriously. In his first year, at Shradasram, Sachin played 55 practice matches during the summer break of 60 days. Achrekar used to place a one rupee coin on top of the stumps and asked Sachin to bat. If Sachin remained not out, Achrekar Sir would gift the coin to him. Whenever Sachin tried to bunk practice session, Achrekar Sir came to take him to the ground. Had it not been for Achrekar Sir, Sachin would not be the cricketer he turned out to be. The coach was a strict disciplinarian and did everything he could for Sachin. Finally, Sachin says that he owes himself to Achrekar Sir.



Glossary



cocktail (n)

crossroads (n)

- to make oneself absent from a class or session (வகுப்புக்கு அல்லது அமர்வுக்கு போகாமல் இருப்பது)

channelled - directed to a particular end or object (ஒரு குறிப்பிட்ட விஷயத்தில் கவனத்தை செலுத்துதல்)

- a mixed drink which is a combination of ingredients such as fruit juice, lemonade, flavored syrup or cream (பல வகை பழங்களின் ரசங்களின் கலவை)

- to be at a point when you have to make a very important decision (மிக முக்கிய முடிவெடுக்கவேண்டிய சூழ்நிலை)

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embarrassment (n) - a feeling of self-conscious, shame or awkwardness (சங்கடமான, தடுமாற்றத்துடனான உணர்வு)

emulate (v)	-	to match or surpass typically by imitation (ஒருவருடைய செய்கைக- ளை காப்பியடித்து நடித்துக் காட்டுவது)				
farsightedness (adj.)	-	showing a prudent awareness of future possibilities (தொலைநோக்குபார்வை)				
induction (n)	-	the action or process of including someone to an organization (ஒருவரை ஒரு குழுவில் சேர்த்தல்)				
influence (n)	-	the capacity to have an effect on the character development (தாக்கத்தை ஏற்படுத்துதல்)				
kitbag (n)	-	a long cylindrical canvas bag, (here) used to carry cricket accessories (உருளை வடிவமான கனமான துணியாலான பை (கிரிக்கெட் உபகரணங்களை எடுத்துச் செல்ல பயன்படுவது)				
mannerisms	-	the way of speaking or behaving (ஒருவரின் பேச்சு, நடத்தை குறித்த பாவனைகள்)				
melee (n)	-	a confused crowd of people (குழம்பிய நிலையில் உள்ள கூட்டம்)				
nuances (n)	-	subtle changes in or shades of meaning, expression, or sound (நுட்பமான கருத்துக்கள்)				
overawed (v)	-	impressed so much that they are silent or inhibited (சரியாக செயல்பட முடியாமல் இருப்பது)				
peer (n)	-	person of the same age, status or ability (அதே வயது, தகுதி, திறமை- உள்ளவர்)				
rigorous (adj.)	-	extremely thorough and careful (தீவிரமாக)				
stamina (n)	4	the ability to sustain or prolonged physical and mental effort				
stride (v)		(திண்மையான உடல் தகுதி) a step or stage in progress towards an aim (இலட்சியத்தை நோக்கி பயணித்தல்)				
transpire (v)	-	come to be known, revealed (வெளிப்படுத்துதல்)				

SYNONYMS

Word	Synonyms	Translation
accept	take	ஏற்றுக் கொள்வது
career	profession	வேலை / தொழில்
comfortable	cozy	வசதியாக
deteriorated	became worse	சீர்குலைதல் / மோசமடைதல்
early	initial	ஆரம்பகால
embarrassing	shameful	தர்மசங்கடம் / அவமானம்
evolved	devise	சரியாக திட்டமிடுவது
favourite	most liked	பிடித்தமான
impact	powerful effect	பாதிப்பு / ഖിണെவு
importance	significance	முக்கியத்துவம்
inevitably	unavoidably	தவிர்க்கமுடியாத
insistence	demand	வலியுறுத்துதல்
invariably	always	எப்போதும்

legend	famous person	பிரபலமானவர்
loved	desired	விரும்புதல்
never	not ever	ஒருபோதும் இல்லை
often	frequently	அடிக்கடி
orientation	direction	வழிநடத்தல்
passion	strong desire	உறுதியான விருப்பம்
priority	first concern	முன்னுரிமை
pursue	follow or chase	பின் தொடருதல்
rigorous	meticulous	கடுமையான
scrutinize	examine carefully	ஆராய்தல் / கவனமாக பரிசீலித்தல்
started	began	தொடங்குதல்
subconscious	innermost, instinctive	ஆழ்மனம், மிக உள்ளே,.உள்ளுணர்வு
virtually	nearly / almost	கிட்டத்தட்ட/நெருக்கமாக/பெரும்பாலும்

ANTONYMS

Word		Antonyms
achieve (அடைதல்)	×	fail (தோல்வி)
active (சுறுசுறுப்பாக)	×	inactive (செயலற்ற தன்மையுடன்)
always (எப்போதும்)	X	never (ஒருபோதும் இல்லை)
benefits (லாபம்)	×	setbacks (நஷ்டம்)
best (மிகச்சிறந்த)	×	worst (மோசமான)
common (வழக்கமான)	X	uncommon, rare (வழக்கத்துக்கு மாறான, அரிய)
complete (முழுமை)	×	incomplete (முழுமைஇல்லாத)
conveniently (வசதியாக)	×	conveniently (வசதியில்லாமல்)
deteriorated (சீர்குலைதல்)	×	improved (மேம்படுத்திய)
difficult (சிரமமான)	×	easy (எளிமையான)
dirty (அழுக்கான)	×	clean (சுத்தமான)
drag (இழு)	×	push (தள்ளு)
experience (அனுபவப்பட்ட)	×	inexperience (அனுபவமில்லாத)
famous (புகழ்பெற்ற)	×	infamous, obscure (புகழில்லாத,தெளிவில்லாத)
high (உயர்வு)	×	low (தாழ்வு)
informed (அறிவித்தல்)	×	unknown, incomplete (தெரியாத, பூர்த்திபெறாத)
insame (முட்டாள்தனமான)	×	rational (பகுத்தறிவுடன்)
inevitably (தவிர்க்க முடியாமல்)	×	avoidably (தவிர்க்கும்படியான)
lucky (அதிர்ஷ்டமான)	×	unlucky (அதிர்ஷ்டமற்ற)
often (அடிக்கடி)	×	rarely (எப்போதாவது)
positive (நேர்மறை)	×	negative (எதிர்மறை)
punished (தண்டித்தல்)	×	rewarded (பரிசளித்தல்)

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Sura's O THEIST O IX Std O Learning the Game

Word		Antonyms
regular (வழக்கமான)	×	unusual (வழக்கத்திற்கு மாறாக)
rigorous (கடுமையான)	×	easy (எளிமையான)
rude (முரட்டுத்தனமாக)	×	kind (கருணையுடனான)
safety (பாதுகாப்பு)	×	danger (ஆபத்து)
seriously (தீவிரமாக)	×	lightly (சாதாரணமாக)
strict (கண்டிப்பான)	×	lenient (இணக்கமான)
successful (தேர்ச்சி)	×	unsuccessful (தேர்ச்சிபெறாமை)
ultimately (முடிவு)	×	initially (ஆரம்பம்)
unreasonable (காரணமற்றது)	×	reasonable (காரணத்துடன்)
winning (வெல்லுதல்)	×	losing (தோல்வியுறுதல்)

SYNONYMS & ANTONYMS: ADDITIONAL QUESTIONS

I. Choose the appropriate Synonym of the underlined words. I often tried to **emulate** the mannerisms of my favourite players. 1. (a) disregard (b) imitate (d) observe (c) overlook Ans: (b) imitate 2. I wanted to pursue cricket seriously. (a) assist (b) retreat (c) follow (d) give up Ans: (c) follow 3. I felt somewhat **overawed** with so many people around. (a) undaunted (b) supported (c) intimidated (d) surprised Ans: (c) intimidated 4. My induction into the Mumbai cricket circuit could have ended in failure – but for Ajit's insistence. (b) rejection (a) dissolution (c) elimination (d) inclusion Ans: (d) inclusion The schedule was **rigorous**. 5. (a) easy (b) severe (c) gentle (d) flexible Ans: (b) severe He would talk to me about the **nuances** of batting. 6. (c) disgrace (a) subtleties (b) antiquity (d) history Ans: (a) subtleties 7. I would always ask my father to treat me to a special fruit cocktail near the club. (a) sauce (b) cake (c) mixed drink (d) pav bhaji Ans: (c) mixed drink Sir would spot me in the **melee** and virtually drag me out. (a) peaceful place (b) theatre (c) harmony hall (d) confused crowd Ans: (d) confused crowd Practice hard and see what magic can transpire. 9.

(c) vanish

(c) easy going

(d) reveal

(d) tolerant

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Ans: (d) reveal

Ans: (b) stern

(a) stop

(a) lenient

10.

(b) remove

(b) stern

He was a **strict** disciplinarian and did everything he could for me.

ANOTHER TYPE OF EXERCISE

Choose the appropriate Synonym of the underlined words.

1. From a very <u>early (i)</u> age, I played tennis-ball cricket with my colony friends. I loved watching cricket on television and in our games, I <u>often (ii)</u> tried to <u>emulate (iii)</u> the mannerisms of my favourite players, Sunil Gavaskar and the West Indian <u>legend (iv)</u> Viv Richards. Ramakant Achrekar Sir **ran (v)** summer camps too.

i) (a) late	(b) initial	(c) middle	(d) later	Ans: (b) initial
ii) (a) rarely	(b) seldom	(c) sometimes	(d) frequently	Ans: (d) frequently
iii) (a) disregard	(b) imitate	(c) overlook	(d) observe	Ans: (b) imitate
iv) (a) unknown	(b) orthodox	(c) celebrity	(d) obscurity	Ans: (c) celebrity
v) (a) rush	(b) moving fast	(c) hasten	(d) conduct	Ans: (d) conduct

2. I had never batted in the nets before and felt somewhat **overawed (i)** with so many people around. When I was asked to bat, I was not at all **comfortable (ii)**. With Sir watching me so closely, I failed to make an **impact (iii)**. Sir called Ajit **aside (iv)** and informed him that I was **perhaps (v)** too young to make the camp.

i) (a) undaunted	(b) intimidated	(c) supported	(d) surprised	Ans: (b) intimidated
ii) (a) cozy	(b) hard	(c) harsh	(d) unpleasant	Ans: (a) cozy
iii) (a) agreement	(b) impression	(c) concord	(d) discord	Ans: (b) impression
iv) (a) besides	(b) beside	(c) upside	(d) preside	Ans: (b) beside
v) (a) unlikely	(b) impossibly	(e) may be	(d) emphaticall	y Ans: (c) may be

The schedule was <u>rigorous (i)</u> and I would be <u>exhausted (ii)</u> by the end of the day. For the first few days, Ajit <u>accompanied (iii)</u> me, to get me used to the <u>routine (iv)</u>. During the bus journeys, he would talk to me about the <u>nuances (v)</u> of batting, and I always enjoyed these conversations a lot.

i) (a) easy	(b) flexible	(c) gentle	(d) severe	Ans: (d) severe
ii) (a) tired	(b) active	(c) refreshed	(d) energetic	Ans: (a) tired
iii) (a) abandoned	(b) stranded	(c) joined	(d) deserted	Ans: (c) joined
iv) (a) different	(b) regular	(c) strange	(d) unusual	Ans: (b) regular
v) (a) subtleties	(b) antiquity	(c) disgrace	(d) history	Ans: (a) subtleties

4. There was never quite **enough (i)** time for the pockets to **dry (ii)** out completely, and for the **entire (iii)** duration of the camp I played with wet pockets. By the middle of the summer camp, Sir had started taking an **active (iv)** interest in my batting and at the end of the two months, informed Ajit that I had the **potential (v)** to be a good cricketer if I practised all year round.

i)	(a) insufficient	(b) scarce	(c) adequate	(d) deficit	Ans: (c) adequate
ii)	(a) damp	(b) moistureless	(c) humid	(d) wet	Ans: (b) moistureless
iii)	(a) partial	(b) abridged	(c) complete	(d) flawed	Ans: (c) complete
iv)	(a) apathetic	(b) ignorant	(c) lethargic	(d) dynamic	Ans: (d) dynamic
v)	(a) limitation	(b) inentitude	(c) capacity	(d) weakness	Ans (a) canacity

II. Choose the appropriate Antonyms of the underlined words.

- 1. I wanted to **pursue** cricket seriously.

 - (a) continue (b) give up
- (c) follow
- (d) chase
- Ans: (c) give up

- 2. It helped me to build up physical and mental **stamina**.
 - (a) strength
- (b) vigour
- (c) force
- (d) weakness
- Ans: (d) weakness

- 3. Dirty clothes often added to the embarrassment.
 - (a) shame
- (b) comfort
- (c) awkwardness
- (d) humiliation
- Ans: (a) comfort
- 4. Winning the one rupee coin used to give me **immense** satisfaction.
 - (a) extensive
- (b) little
- (c) enormous
- (d) great
- Ans: (b) little

- 5. Practice hard and see what magic can transpire.
 - (a) reveal
- (b) emerge
- (c) result
- (d) hide
- Ans: (d) hide

- 6. He was a **strict** disciplinarian.
 - (a) easy going
- (b) stern
- (c) tough
- (d) draconian
- Ans: (a) easy going

- 7. Sir also **punished** me on one occasion.
 - (a) chastened
- (b) exonerated
- (c) birched
- (d) penalized Ans: (b) exonerated
- 8. Don't waste your time playing **insane** games with these kids.
 - (a) bizarre
- (b) lunatic
- (c) sensible
- (d) crazy
- Ans:(c) sensible
- I'd **often** take the bus or train from Bandra to Church gate.
 - (a) usually
- (b) rarely
- (c) regularly
- (d) frequently
- Ans: (b) rarely

- 10. When I was asked to bat, I was not at all comfortable.
 - (a) affluent
- (b) uneasy
- (c) contented
- (d) cozy
- Ans: (b) uneasy

ANOTHER TYPE OF EXERCISE

Choose the appropriate Antonyms of the underlined words.

- Ajit was in the room with my father at the time and they both accepted (i) that it was necessary if cricket was to be my priority (ii). My father sat me down and explained that while he did not have any objections to my changing schools, I should do so only if I was really serious (iii) about playing cricket. I assured (iv) him I was, and so it was agreed (v) that I should move to Shardashram Vidhyamandir.
 - i) (a) endorsed
- (b) approved
- (c) rejected
- (d) agreed
- Ans: (c) rejected
- ii) (a) prime concern (b) unimportance (c) preference (d) supremacy Ans: (b) unimportance

(c) ensured

- iii) (a) arduous
- (b) grave
- (c) ambitious (d) light minded Ans: (d) light minded
 - (d) guaranteed
- Ans: (b) repudiated

- iv) (a) convinced v) (a) concurred
- (b) repudiated (b) conceded
- (c) disagreed (d) assented
- Ans: (c) disagreed
- On days when I wasn't so lucky (i), it was still a challenge just to stand with the kitbag, because the bus conductors would inevitably (ii) complain about me taking up the space of another passenger. It could be **embarrassing** (iii) because the conductors were often **rude** (iv) and would sometimes ask me to **buy (v)** two tickets.
 - i) (a) fortunate
- (b) prosperous
- (c) happy
- (d) unlucky
- Ans: (d) unlucky

- ii) (a) unavoidably (b) surely
- (c) avoidably
- (d) eventually
- Ans: (c) avoidably

Sura's O PROSE - UNIT I 8 iii) (a) shameful (b) pleasant (c) humiliating (d) awkward Ans: (b) pleasant iv) (a) polite (b) impolite (c) indelicate (d) coarse Ans: (a) polite v) (a) acquire (d) sell (b) procure (c) get Ans: (d) sell3. Even though I loved (i) cricket, there were still occasional days when playing with my friends at home was such fun (ii) that I would conveniently (iii) forget I was supposed (iv) to go to the nets. If I didn't turn up, Achrekar Sir would jump on to his scooter and come (v) to find me. Sir would spot me in the melee and virtually drag me out. i) (a) adored (b) cherished (c) hated (d) esteemed Ans: (c) hated (d) glee ii) (a) amusement (b) boredom (c) enjoyment Ans: (b) boredom iii) (a) suitably (b) favourably (c) desirably (d) inconveniently Ans: (d) inconveniently iv) (a) unlikely (b) presumed (c) likely Ans: (a) unlikely (d) assumed v) (a) arrive (b) appear (c) go (d) enter *Ans* : (c) go MCOs - ADDITIONAL Answer the following questions by choosing the correct answer. From a very early age, I played cricket with my colony friends. (a) tape-ball (b) windball (c) tennis-ball Ans: (c) tennis-ball Ramakant Achrekar Sir was the cricket coach in (b) Shardashram Vidhyamandir (a) New English School (c) Modern School Ans: (b) Shardashram Vidhyamandir Ajit took me to Ramakant Achrekar when I was years old. 3. (b) twelve (a) fourteen (c) eleven Ans: (c) eleven 4. Achrekar started playing cricket at the age of eleven in the year (b) 1963 Ans: (a) 1943 (c) 1953 5. With Sir watching me so closely, I to make an impact. (a) emulated (b) asked (c) failed Ans: (c) failed 6. Ajit explained the coach that I was and asked to give one more opportunity. (a) comfortable (b) nervous (c) unexcited Ans: (b) nervous The camp involved a session every morning and evening at (a) Bandra (b) Church gate (c) Shivaji Park Ans: (c) Shivaji Park During the bus journeys, Ajit would talk to me about the (a) mannerisms of players (b) nuances of batting (c) importance of exercises Ans: (b) nuances of batting In my first year at Shardashram, I played practice matches during sixty days.

By the middle of the

(a) forty

(a) summer

10.

(b) fifty five

(b) winter

(c) twenty one

(c) autumn

camp, Sir had started taking an active interest in my batting.

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Ans: (b) fifty five

Ans: (a) summer

11.	Sir would often give	me some money to g	go and have a	
	(a) fruit cocktail	(b) vadapav	(c) bread toast	Ans: (b) vadapav
16.	Sir would place a	rupee coi	n on top of the stumps.	
	(a) one	(b) two	(c) five	Ans: (a) one
17.	I would always ask _	to treat	me to a special fruit cocktail a	at a juice centre.
	(a) my brother	(b) my father	(c) Achrekar Sir	Ans: (b) my father
18.	It could be embarrass	sing because the con-	ductors were often	
	(a) respectable	(b) polite	(c) rude	Ans: (c) rude
19.	Travelling to Shivaji	Park took forty minu	ites from my house in	
	(a) Church gate	(b) Bandra	(c) Dadar	Ans: (b) Bandra
20.	Achrekar Sir would j	ump on to his	and come to find me.	
	(a) bike	(b) scooter	(c) bicycle	Ans: (b) scooter
21.	I'd often take the bus	or train from Bandra	a to	
	(a) Shivaji Park	(b) Dadar	(c) Church gate	ns: (c) Church gate

IN-TEXT QUESTIONS

- ♦ Who were Sachin's favourite players?
 - Ans: Sachin's favourite players were Sunil Gavaskar and West Indian legend Viv Richards.
- What was special about Shardashram Vidyamandir in Mumbai?
 - Ans: Shardashram Vidyamandir gave due importance to the game of cricket.
- ♦ What was the opportunity that transformed the life of Sachin?
 - Ans: When the coach Achrekar agreed to let Sachin join the camp, he was delighted. It was an opportunity that transformed his life.
- What sort of conversations did Ajit and Sachin have while travelling?
 - Ans: Ajit and Sachin would talk a lot about the precise changes of in batting.
- ♦ What routine did Sachin follow in washing his clothes?
 - Ans: Sachin's routine was to wash his only one set of cricket clothes, as soon as he returned from his morning session. He would dry them and would wear them again in the afternoon. The pattern was repeated in the evening so that he could use the same set of clothes the following morning.
- ♦ What did Achrekar inform Ajit?
 - Ans: Achrekar informed Ajit that Sachin had the potential to be a good cricketer, if he practised all the year around.
- What was the suggestion given by Achrekar to Sachin's father?
 - Ans: Achrekar suggested Sachin's father to change his son's school. He wanted him to come to Shardashram Vidhyamandir, where Achrekar was the cricket coach.
- ♦ What acted as a safety valve?
 - Ans: All of Sachin's excess energies were getting channelled into cricket. This acted as a kind of safety valve to him.

What did Sachin do during the thirty minute break?

Ans: During the thirty-minute break, Achrekar would often give Sachin some money to go and have a Vadapav, a popular Mumbai fast food.

♦ What is the intense 'fifteen minutes' mentioned?

Ans: Towards the last fifteen minutes, Achrekar would place a one rupee coin on top of the stumps and if Sachin managed to avoid getting out, the coin was his. In this session every bowler in the camp, would come and bowl to him with some sixty to seventy boys fielding. It meant that he had to hit every ball along the ground to survive those intense fifteen minutes.

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

Ans: Sachin's father would always end up giving Sachin what he wanted just to see him happy.

What did embarrass Sachin in the bus?

Ans: It was a challenge for Sachin to stand with his kitbag in the bus. The conductors would complain about Sachin taking up the space of another passenger. They were often rude to him and would sometimes ask him to buy two tickets. This situation was so embarrassing to Sachin.

♦ What made Sachin forget, to go to the nets?

Ans: Sachin felt that playing with his friends at home was such a fun that he would conveniently forget to go to the nets.

What did Achrekar advise Sachin?

Ans: Achrekar would advise Sachin not to waste his time playing disordered games with the kids. Cricket is waiting for him at the nets. Practise hard and see what magic it can show.

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

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

Ans: Achrekar's first impression on Sachin was that he felt he was too young to make the camp.

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

Ans: The camp involved a session every morning and evening at Shivaji Park. Sachin would practise between 7.30 am and 10.30 am. He would again go in the afternoon and practise till late evening. He would be exhausted at the end of the day. Thus the schedule was rigorous.

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

Ans: A note, which was given by his brother Ajit, served as a very personal coaching manual. It contained some thoughts about batting.

4. Why was Sachin asked to change the school?

Ans: Sachin was asked to change the school, as the New English School did not have any cricket facilities.

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

Ans: The condition laid down by Sachin's father for changing the school was that if Sachin is really serious about playing cricket, he would change his school.

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

Ans: Winning the one-rupee coin used to give Sachin immense satisfaction and taught him to concentrate even after he was physically drained.

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

Ans: As the last part of Sachin's training, Achrekar would ask Sachin to run two full circuits of Shivaji Park with his pads and gloves on. Sachin would be completely exhausted by the end of it. It was a routine he would repeat right through his summer holidays. This helped him to build up his physical and mental stamina.

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

Ans: Once, Sachin avoided his daily evening practice to watch an inter-school cricket match. Least did he expect that his coach would be there. The coach became angry on Sachin and told him that people all over the world should watch him play.

9. Why do you think Achrekar punished Sachin?

Ans: When the coach Achrekar was trying to teach a very important lesson, Sachin was inattentive and did not carry out his orders. So he was punished.

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

Ans: Had it not been for the coach Ramakant Achrekar, Sachin would not be the cricketer he turned out to be. Achrekar was a strict disciplinarian and did everything, he could for Sachin. So Sachin says that he owes himself to Achrekar.

SHORT QUESTIONS AND ANSWERS : ADDITIONAL

1. What did Sachin play from a very early age?

Ans: Sachin played tennis ball cricket with his colony friends.

2. What did Sachin often tried to emulate?

Ans: Sachin often tried to imitate (emulate) the mannerisms of his favourite players Sunil Gavaskar and Vivian Richards.

3. Where was he studying at first?

Ans: At first, he was studying in the New English School in Mumbai.

4. When did the coach Achrekar started playing cricket?

Ans: Ramakant Achrekar started playing cricket at the age of eleven in 1943.

5. What was the timing given to Sachin for his practice at Shivaji Park?

Ans: The timings were between 7.30 am and 10.30 am in the morning.

6. Why did Sachin keep a note, given by his brother all throughout his career?

Ans: Sachin kept a note given by his brother carefully, since it contained some thoughts about batting and served as a very personal coaching manual.

7. How many matches did Sachin play in his first year at Shardarshram?

Ans: In the first year at Shardashram, Sachin played fifty-five practice matches during the summer break of sixty days.

8. What was Sachin's regular demand, while going home with his father?

Ans: Sachin would always ask his father to treat him to a special fruit cocktail at a juice centre near the club.

9. What was a great learning experience for Sachin?

Ans: Taking the bus or train from Bandra to Church gate with a lot of embarrassing moments was a great learning experience for Sachin.

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

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

Ramakant Achrekar coached young cricketers at Shivaji Park in Mumbai. At the age of twelve, Tendulkar would practice for hours and hours in the nets. If he became exhausted, Achrekar would put a one rupee coin on top of the stumps and the bowler who dismissed Tendulkar would get the coin. If Tendulkar passed the whole session without getting dismissed, the coach would give him the coin. Achrekar used to encourage Sachin at all times and gave him practice thoroughly. Tendulkar lauded his contribution to cricket and said his mentor looked after all players really well. During the training session, Achrekar worked sincerely and gave rigorous training to everyone in the camp. Had it not been for Achrekar, Sachin would not be the cricketer he turned out to be. The coach Achrekar was a strict disciplinarian and did everything he could for Sachin.

2. Narrate in your own words the hardships underwent by Sachin to become a great cricketer.

Sachin started playing cricket at the age of eleven in 1984. He was trained at Shivaji Park by his coach Ramakant Achrekar, who worked in Shardashram Vidhyamandir. He ran summer camps too. Sachin had a vigorous training under him. He would practise between 7.30 am and 10.30 am in the morning. Then he would come back in the afternoon and practise till evening. The schedule was rigorous and he would be exhausted by the end of the day. During the bus journeys, he would have a conversation with his brother Ajit about the various changes in batting. He used to have only one set of cricket clothes. So he had to wash the set after every session, to wear them for his next session. He had to face a lot of embarrassing moments, while travelling in the bus to Shivaji Park. There was also an immense fifteen minutes training with a one rupee coin by the coach. Though his coach punished him on one occasion, the coach contributed a lot in the success of Sachin Tendulkar. Without the coach Achrekar, Sachin would not be the cricketer, he turned out to be. Sachin says he owes himself to Achrekar.

3. Quote the sentences which you find most inspiring from 'Learning the Game'. How do they inspire you? Explain.

ms: The game would be most inspiring to the youngsters of today such ones are: "All my excess energies were getting channelled into cricket, which acted as a kind of safety valve". 'My father always said that all he wanted me to do was give it my best effort without worrying about the results'. "Winning the one rupee coin used to give me immense satisfaction and taught me how to concentrate even when physically drained". "Had it not been for Sir, I would not be the cricketer I turned out to be". "I owe myself to him". All these sentences would inspire each and everyone who reads this extract as it reveals the determination, the will power, hard work and the difficulties undergone by Sachin Tendulkar and his family to achieve his goal as a cricketer. His family members also supported him and encouraged him throughout his career. The youngsters should learn a lot from this all-rounder.

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Ans:

PARAGRAPH QUESTIONS AND ANSWERS : ADDITIONAL

1. Narrate the incident of Sachin's induction into the Mumbai Cricket circuit.

Ans: Sachin loved watching cricket on television. In his games, he often tried to imitate the mannerisms of his favourite players. Seeing the interest of Sachin in the game of cricket, his brother Ajit took him to Ramakant Achrekar, the cricket coach. When Sachin was asked to bat by the coach, he felt nervous and failed to make an impact. His coach told Ajit that Sachin was too young to make the camp. He suggested that he should bring him when he was a little older. Sachin thought that his induction into the Mumbai cricket circuit could have ended in failure. But his brother requested the coach to give Sachin another opportunity. He also suggested that the coach should pretend to go away and then watch him play from a distance. The coach agreed and asked Sachin to bat again. Sachin felt more at ease without his coach near him. So he batted well and was delighted to join in the camp.

2. What made Sachin's father agree to Achrekar's suggestion?

Ans: One evening, the coach Achrekar called Sachin's father and suggested to change Sachin's school. He told him to move Sachin to Shardarshram Vidhyamandir. His father and brother accepted that it was necessary to change the school, if cricket was to be Sachin's priority. His father advised his son Sachin that he would change his school, if Sachin was really serious about playing cricket. Sachin assured that he was serious about it. His father always said that all he wanted Sachin to do was to give his best effort without worrying about the results.

VOCABULARY



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

	A	В	
1.	ease	a. endure	
2.	evolve	b. surplus	
3.	excess	c. effortless	
4.	survive	d. great	
5.	immense	e. progress	

[Ans: 1. (c); 2. (e); 3. (b); 4. (a); 5. (d)]

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

	A	В
1.	concentrate	a. incomplete
2.	inevitable	b. distract
3.	occasional	c. wise
4.	complete	d. continual
5.	insane	e. preventable

[Ans: 1. (b); 2. (e); 3. (d); 4. (a); 5. (c)]

Homonyms

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

	Cricket is a popular sport.	
cricket	A <u>cricket</u> is active at night.	
hanlı	I went to bank to deposit money.	
bank	The river bank is polluted.	
211	Caesar's will was shown to the Romans.	
will	I <u>will</u> work hard.	
l l.	Dogs <u>bark</u> loudly.	
bark	The bark of the tree is medicinal.	
	I bought a watch.	
watch	We will watch you.	
14	I am afraid of <u>bats</u> .	
bat	He hit the ball hard with his bat.	

HOMOPHONES

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

1.	in	inn
2.	know	no
3.	be	bee
4.	to	two, too
5.	watt	what
6.	right	rite, write
7.	were	wear, where
8.	bare	bear
9	herd	heard
10	throne	thrown

PREFIX AND SUFFIX

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	unclear	uncertain
re	<u>reopen</u>	<u>rethink</u>
en	enclose	encircle
dis	disappoint	display
ir	irresponsible	<u>irrational</u>

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Suffix	Word 1	Word 2
ly	suddenly	happily
or	inventor	distributor
er	<u>explorer</u>	manager
ness	happiness	darkness
ian	<u>electrician</u>	musician
ist	dentist	scientist

LISTENING



H.	Listen to the	passage on Pa	ralympics and	I choose the co	rrect answer.

1.	The Paralympic games	are for		
	(a) children	(b) disabled people	(c) women	Ar

2. The Paralympic games usually happen ______.

(a) in Greece (b) every four years

(c) after the Olympic Games

Ans: (b) every four years

3. The first true Paralympic Games happened in Rome in _____

(a) 1960

(b) 1952

(c) 1848

Ans: (a) 1960

s: (b) disabled people

4. In 394 BCE, the stopped the Greek Olympic Games, because they didn't like them.

(a) Romans

(b) Greeks

(c) British

Ans: (a) Romans

5. ____ was a doctor at the Stoke Mandeville hospital in England.

(a) Pierre de Coubertin

(b) Sir Ludwig Guttmann

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(c) Natalie du Toit

Ans: (b) Sir Ludwig Guttmann

SPEAKING



I. Just a minute

Given below are five main qualities for true sportsmanship.

i.	Determination
ii.	Optimization
iii.	Stamina
iv.	Perseverance
v.	Decisiveness

Get into groups of four. Each group will choose one quality to talk about to the whole class for about one minute. But before you talk, you have two minutes to think about it. You can make notes if you wish.

Sp. A. I feel **determination** is the essential quality of a champion. It is this determination that fills the player with a killer-instinct to win the match / game. When one is determined to win, nothing can stop that person from achieving the goal. "Where there is a will there is a way". Hence friends, I feel determination helps a person to achieve his goal.

Sp. B: Dear friends, **Optimization**, according to me, is the essential keynote to success. We have to put in the maximum efforts and make use of the opportunities to

the best. Hardwork and determination lead us to the path of success. It requires intelligence to optimise our resources and put them to full use. Hence there is no doubt that optimization leads to victory.

- **Sp.** C: All determination and optimization cannot win without **stamina**. The mind should be strong and we should be doing enough to overcome challenges and face situations with confidence. A strong heart with unterminated courage has the ability to overcome any hardship and withstand the test of time. So it is the stamina that is the vital requirement for the sportsman.
- **Sp. D**: **Perseverance** is very much required in our daily walks of life. It is a continuous effort to achieve our aim. We can learn great lessons on perseverance from the activities of bees, ants, etc. Robert Bruce learnt it from a spider and liberated Scotland. Successful people have the quality of perseverance which makes them assume impossible activities to be possible.
- **Sp. E**: **Decisiveness** is the ability to decide with speed and clarity. In any situation the ability to decide is crucial. Without clear decisions there can be no action and no results. Being decisive is simply the most rational way to take on any problem. The best decision is the best one we can make with the information available at the time.
- J. Prepare a speech in about 80-100 words for the morning assembly, stressing on the importance of games and sports in ensuring a healthy body and mind.:

Ans:

IMPORTANCE OF GAMES AND SPORTS

'A sound mind in a sound body' is the adage. It is true and worthy. The mind when free of pain or physical stress thinks clearly and remains active. It has the ability to march towards its goal as there are no stress psychologically and physically due to fear and illness. Active exercises, fresh air, activities like cycling, swimming and walking refresh the mind and keep it cheerful and relaxed. To overcome our stress we should play our favourite game, be it chess, cricket or any other game and remain calm and relaxed. Hence sports are an essential part of life.

WRITING



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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.

Ans: 14, Rajaji Street,

K. City

20th March, 2019.

Dear Rajesh,

My heartiest congratulations to you on winning the Trophy in Athletics at the Sports Meet. You had the traits of a champion always. Your hard work, determination and tireless efforts have enabled your win. I am sure that many more laurels are on your way. You shall soon become an international champion.

Never give up and keep reaping more and more laurels.

Your loving friend,

S. Naresh

Address on the envelope:

To:

Mr. R. Rajesh, 25, Gandhi Street, T. City, Pin: XXXXXX Collect information from newspapers, magazines, periodicals and books about any two famous sports women. Prepare their profiles. Use the following format.
Ans:

Name	Details
Name	Saina Nehwal
Date of birth	17.03.1990
State / Team she represents	Haryana
Sports / Games she is associated with	Badminton
Debut (first entry)	The Philippines Open (2006)
Best in her career	Rank 1 (2015)
Hobbies	Karate
Awards / Medals received	Arjuna Award

Name	Details
Name	Dipika Pallikal
Date of birth	21.09.1991
State / Team she represents	Tamil Nadu
Sports / Games she is associated with	Squash
Debut (first entry)	Orange County Open (2011)
Best in her career	Rank 10 (2012)
Hobbies	Modelling
Awards / Medals received	Arjuna Award

CREATIVE WRITING

M. Write a newspaper article in about 100 words, comparing the achievements of the two sportswomen based on the information you have already collected.

TWO WOMEN ICONS!

- An article by M. Adhitya, IX. 'A'.

Ans: We need sportswomen of generation to achieve the reigns and encourage the coming generations. The efforts of such sporting personalities have yielded fruit. The female sensation in badminton today is World Ranking Topper Saina Nehwal and in Squash, it is Dipika Pallikal. While they are almost of the same age and have settled in South India, their growth in the sports arena is highly appreciable. They have received the prestigious Arjuna award and they have been ranked among the top 10. While Saina has been in World Rank 1 in 2015, Dipika was Rank 10 in 2012. The two young sports icons are embodiments of hardwork, sincerity and dedication.

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Sura's o inclusio o IX Std o PROSE - UNIT I

READING



N. Answer the following questions briefly.

1. What do Tamil Nadu folk dances and folk arts represent?

Ans: The folk music and dances of Tamil Nadu represent the ethos, aesthetic, values and melody of the region.

2. When are folk dances and folk music usually performed?

Ans: Folk dances and music are performed during festivals and community functions.

3. How is Karagattam performed?

Ans: Karagattam is performed by balancing a pot on the head with musical accompaniment. The pots are decorated with a cone of flower arrangements, topped by a paper parrot. The parrot swings as the dancer swings along.

4. How were offerings carried during the ancient period?

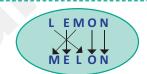
Ans: Offerings were tied on either end of a long stick and balanced on the shoulders of people.

5. Bring out a few differences between the two art forms: Therukoothu and Bommalattam *Ans*:

Therukoothu	Bommalattam	
I Hei ukootiiu	Dominalattani	
1. Human beings dance with heavy	Puppets are manipulated with strings.	
make-up and costumes.		
2. The dancers dance on the stage.	The puppeteers stand behind the screen.	

ANAGRAMS

O. An anagram is a word or a phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once.



Now try to solve these anagrams.

1.	ELBOW	BELOW
2.	SECTION	NOTICES
3.	VIEWER	REVIEW
4.	RIPPLES	SLIPPER
5.	NEEDLESS	LESSENED

P. Work with a partner.

Pick out two words from the article on folk culture and folklore of Tamil Nadu with which you can form anagrams. Take turns and ask your partner to solve the anagram and come out with the right words.

Ans: male - lame art - tar time - mite

A TALK SHOW

Work in groups of 4-6. Choose one folk art from, that is rarely or no longer performed. Q. Find out the reasons for this and suggest practical solutions / steps that can be taken to prevent this. After discussion and research, conduct a talk show in the class on the topic FOLK ARTS - A REVIVAL. The following inputs will help you.

Each group will consist of the following members.

- 1. The host
- A folk artist
- 3. A representative from an NGO engaged in reviving some of the dying folk arts.
- 4. A student
- A citizen from the city

Ans: Host

: Dear friends, I am going to talk to you about 'Silambattam' - or tactics with sticks. It is a long forgotten art wherein the man who holds the stick rotates it so fast, that it flashes like a lightning before your eyes and is a plaything in his hands. Sometimes women too practise it. Let me now introduce you to Ms. Valliammaal, an expert in yielding the 'Silambu'. She is from a village in Thanjavur and has inherited this skill from her grandfather. Over to you, Madam!

Valli

You folks of the city would be surprised to see a stick being used so rapidly and literally spinning before your eyes. It all depends upon precision and practice. 100% concentration is required in this art, also you stand a chance to get killed by a fatal blow or unable to move you limbs. In my village, even little children practise this art. But now-a-days, with more and more people migrating to the city, the interest in the art too has deteriorated. I convey my thanks to Mr. Saravanan, an NGO, who has offered me financial support to set up a school, for teaching this art to youngsters.

Student:

Madam I am Suresh, a student of XYZ college. I am very much interested in this traditional art and interested to learn the technique from you.

Citizen

Yes, Madam, I am Sadasivam and I work in a bank. I admire the graceful movements. I would like my children learn this art. Will Mr. Saravanan arrange for some classes in the city and enable us to benefit learning this ancient folk-art?

Why not? Very soon I shall do so. A rep

Citizen: Thank you sir, We are immensely grateful to you.

GRAMMAR



PREPOSITION

- A. Choose the most appropriate preposition from the brackets:
 - We have been living in Chennai eight years. (for / since) 1.

Ans: for Ans: after

2. Abdul has taken _____ his father. (after / at)

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Ans: by

Vimal generally goes to his workplace bus. (by /on) The cricket ball was hidden the leaves. (among / between)

Ans: among

Mani divided his toys his brothers and sisters. (among / between) **Ans: between**

- Identify the prepositions in the given sentences and underline them.
 - Riya borrowed a dress **from** me and lent it **to** her friend, Mary. 1.
 - 2. When I moved back to the city, things had changed considerably.
 - 3. The burglar found the keys **under** the pot in the balcony.
 - 4. Prabhu was hiding **behind** the door when his sister came looking **for** him.
 - My dog sat on my hat and squashed it.

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.

In Tamil Nad	u, a very interes	sting form of rec	itation named Vi	llupattu devel	oped
(a) the	e 15th century. Vi	llupattu means bo	w-song because a	bow-shaped mu	ısical
instrument (b)_	strong hig	h tension string is u	sed (c) plac	cing it (d)	an
earthen pitcher.	It is believed that th	is narrative form w	as an invention (e)	Arasa Pu	lavar.
The troupe give	s its performance	mostly (f)	temple festivals. Th	ere are seven to	eight
persons in a troi	upe who form a kir	nd (g) choi	rus that supports the	main singer-nar	rator
When the chief	narrator sings, the	chorus takes (h)	the refrain (i)	the son	g and
repeats it in unis	son. The whole par	ty sits (j)t	he ground and perfo	orms (k)	a lot
(l) gest	iculation and facia	l expression to suit	the narrative they h	ave taken. The b	allad
style songs are o	composed (m)	the rural dialec	et which appeals (n)	the aud	ience
		suitable r			
		ANGMERO			
		ANSWERS)	
		(c) by		(e) of	
(f) during	(g) of	(h) out	(i) from	(j) on	

PREPOSITIONAL VERBS

(n) to

(o) by

(m) in

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

benefit from	pay for
stand in	rely on
stay at	joke about
go into	consist of
prepare for	attend to

- 1. The **benefit from** trees is immense.
- 2. I stood in for my friend at the discussion.

(l) of

- 3. The children stayed at their grandmother's house, during the vacation.
- 4. She **went into** a trance.

(k) with

- 5. We are **preparing for** the exams vigorously.
- 6. Let me pay for the lunch.
- 7. I can't **rely on** you.
- 8. The boys **joked about** their friend's performance.
- 9. The class **consists of** 50 students.
- 10. The doctor attended to the patient day and might.

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

A thiruvizha is a source of excitement and thrill for villagers. The village thoroughfare wears a festival look, as the open spaces are cleaned, spruced up and decorated (a)______ colourful streamers.

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People thro	ong the premises	(b)	cate	ch a glimpse (c)_	their	village deity
(d) a 1	magnificently de	corated cl	nariot, a	and pay their resp	pects. There is	s a big crowd
(e) the	e food stalls that	serve free	piping	hot sakkarai poi	ngal (sweet po	ongal), lemon
rice and curd ric	ee.					
loudly (g)_smothered (i)_etc are sold. Me	nearby the people (salt and c n, women, grand oy the Thiruvizh	h) hilly powe lmas, gran	buy der, boi	their wares. Cott led groundnuts, n	on candy, cut nurukku, swee	raw mangoes ts, buttermilk
	ar the shrieks (k) lders looking (l)				-	
The entire	day is spent (m)_		fun and	gaiety. All the vi	illage people in	rrespective of
	orward (n)					
		ANS	WERS			
(a) with	(b) to	(c)	of	(d) on	(e)	in
(f) from	(g) to	(h)	to	(i) wit	th (j)	in
(k) of	(l) at	(m)	in	(n) to		

WRITING



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F. Write a letter to your friend, describing the joy of celebrating festivals in a village, with the inputs given above.

12, Netaji Street, Chennai-23.

28-2-2019

Dear Balu,

I am fine and wish to hear the same from you. Last month I celebrated the Pongal festival in my native village "Chinna Thadakam" in Coimbatore district. My grandparents are living there. I had an unforgettable time with them. Since Pongal is the festival of harvest, the farmers bathed their cows and bulls and painted their horns. There was a village fair and bullock cart race. *Jallikattu*, the traditional bull taming spectacle, was also held as part of the four-day Pongal festival. I visited the village fair and enjoyed the simple pleasures of life like bathing in the river, strolling in the fields, eating food cooked in earthen utensils over firewood, sleeping on a cot on the terrace under the star-lit sky, visiting temple fairs and watching Karagattam presentation. I really enjoyed the rural life. Next year I wish to take you to our native village to celebrate Pongal.

Convey my love to your parents.

Yours lovingly,

R. Prashanth

Address on the Envelope:

To

Mr. S.Balu, S/o. Mr.G.Srinivasan, 18, Patel Street,

Tiruvallur.

Project

G. Your class has to stage a Puppet Show in the Assembly Open Forum on the topic 'Child Labour'. Divide yourselves into groups and discuss the requirements for the presentation like storyline, characters, dialogues, choice of puppets and music for the interlude. Now complete the dialogues given below.

Ramesh : Let us present a Puppet Show on CHILD LABOUR for our Assembly Open

Forum.

Mohammed : That is a very good idea! Let us start planning right away.

Geetha : But long talks on the topic would be boring and uninteresting.

Leema : I suggest we begin with the storyline first.

Mani : How do we decide the plot? How many characters can we choose?

Ramesh : We can have around five characters.

Mohammed : What would be the theme of the play?

Meena : We can focus on the problems of poverty and illiteracy as major reasons for

child labour.

Ramesh : Can we present a puppet - show on the topic? It would really be a novel

experience to the viewers.

Leema : I am good at making stick puppets. I will make them myself. But I require

some help.

Mani : I shall help you with the dolls. Tell me, when can we start our work?

Leema : Thank you, Mani, Let us stay back after the meeting and discuss.

Ramesh: Have something interesting to attract the audience.

Meena : I think we should have some music for the interlude.

Geetha : That would make it really interesting. I will get my music group to start

working on the tunes for our puppet show.

H. Now you are ready to start writing your script for Bommalattam on 'Child Labour'.





POEM

IMPORTANT POETIC DEVICES USED IN THE POEMS

- 1. Stopping by Woods on a Snowy Evening
- 3. On Killing a Tree
- 5. The River
- 7. The Stick-together Families

- 2. A Poison Tree
- 4. The Spider and the Fly
- 6. The Comet

1. Simile

- : It is a comparison made between two objects of different kinds which have some resemblance / similarities. It is introduced by a word of comparison, such as, 'like, so, as, as ... so'.
 - (e.g.) "Your eyes are <u>like</u> the diamond bright" (The eyes of the fly are compared with diamond, using the word "like") (Poem-4)
 - "... but mine are dull as lead!" (The eyes of the spider are compared with lead, using the word "as") (Poem-4)

2. Metaphor

- It is a figure of speech that makes an implicit, implied, or hidden comparison between two things that are unrelated, but which share some common characteristics.
 - (e.g.) It's the old home roof that shelters.... There you find the gladdest play-ground... (Poem-7)

3. Alliteration

- Repetition of consonant sounds at the beginning of words, in the same line.
 - (e.g.) "Sweet creature!" said the Spider, 's' is repeated "sweet spider" are alliterated words. (Poem 4)
 - "You're witty and you're wise," w' is repeated "witty wise" are alliterated words. (Poem 4)

4 Consonance

- Repetition of similar consonant sounds in the neighbouring words. It is used to refer to the repetition of sounds at the end of the word, but also refers to repeated sounds in the middle of a word.
 - (e.g.) 1. T'is the prettiest little parlour that ever you did spy; repetition of the "t," and "r" sounds. (Poem 4)
 - 2. For who goes up your winding stair repetition of the "r" sound.
 (Poem 4)

5. Assonance

- Repetition of similar **vowel** sounds in the neighbouring words.
 - (e.g.) 1. T'is the prettiest little parlour that ever you did spy; repetition of the "i" sounds. (Poem 4)
 - 2. "There are pretty curtains dr<u>aw</u>n ar<u>ound;</u> repetition of the "aw" sounds. (Poem 4)

6. Anaphora

- Repetition of a certain word or phrase at the beginning of successive lines, or repetition of a **word** or a **phrase** at the **beginning** of a sequence of sentences, paragraphs.
 - (e.g.) 1. *Sea that* line hath never sounded,

<u>Sea that</u> sail hath never rounded. - repetition at the beginning of successive lines. (Poem 5)

2. <u>How</u> handsome are your gauzy wings, <u>how</u> brilliant are your eyes! - repetition of the word "how" at the beginning of two successive phrases. (Poem 4)

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7. Personification

- : An inanimate object or abstraction is given human qualities or abilities. (i.e.) Giving human qualities to non-living things.
 - (e.g.): It's the stick-together family that wins the joys of earth. (Poem 7)
- 8. Imagery
- : It is the name given to the elements in a poem that sparks the senses. It need not be only visual, it can relate any of the five senses (sight, hearing, touch, taste, smell).

It means to use figurative language to represent objects, actions, and ideas in such a way that it appeals to our physical senses.

- (e.g.) 1. yellow pebbles.... (Poem 5)
 - That hears the sweetest music... (Poem 7)

- 9. Epithet
- : It is an adjective or phrase expressing a quality or attribute regarded as characteristic of the person or the thing mentioned.
 - (e.g.) Little river. (Poem 5)
- 10. Anthropomorphism: It means to endow a non- human character with human traits and behaviour.
 - (e.g.) In poem 4, we see the spider and the fl y behave like human beings. We see a pantry, bed, mirror, and stairs and so on.
- 11. Rhyming
- : It is making the last words in the lines produce the same sound.

And it grew both day and night,

Till it bore an apple bright.

And my foe beheld it shine,

And he knew that it was mine.

The rhyming words are night - bright and shine - mine. ... (Poem 2)

12. Rhyme scheme

: Arranging the poetic lines in some order.

Look at the four lines

And into my garden stole,

When the night had veiled the pole;

In the morning glad I see,

My foe outstretched beneath the tree.

Rhyme scheme of the given stanza is - a a b b. (Poem 2)

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Please note the difference among Alliteration, Consonance, and Assonance:

Alliteration, is the repetition of a **consonant** sound at the **beginning** of a word in the same line.

Consonance is used to refer to the repetition of consonant sounds at the end of the word, but also refers to repeated sounds in the middle of a word.

Assonance is the repetition of a vowel sound in the middle of a word.

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MEMORITER POEMS

Stopping by woods on a Snowy Evening

- Robert Frost

Whose woods these are I think I know. His house is in the village though; He will not see me stopping here To watch his woods fill up with snow.



My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake To ask if there is some mistake. The only other sound is the sweep Of easy wind and downy flake.

The woods are lovely, dark and deep.

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.



On Killing a Tree

- Gieve Patel

It takes much time to kill a tree,
Not a simple jab of the knife
Will do it. It has grown
Slowly consuming the earth,
Rising out of it, feeding
Upon its crust, absorbing
Years of sunlight, air, water,
And out of its leprous hide
Sprouting leaves.



So hack and chop
But this alone wonft do it.
Not so much pain will do it.
The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs
Which if unchecked will expand again
To former size.

The root is to be pulled out
One of the anchoring earth;
It is to be roped, tied,
And pulled out - snapped out
Or pulled out entirely,
Out from the earth-cave,
And the strength of the tree exposed
The source, white and wet,
The most sensitive, hidden

Then the matter
Of scorching and choking
In sun and air,
Browning, hardening,
Twisting, withering,
And then it is done.

For years inside the earth.

The River

- Caroline Ann Bowles

River, river, little river! Bright you sparkle on your way; Ofer the yellow pebbles dancing, Through the flowers and foliage glancing Like a child at play.

River, river! Swelling river! On you rush through rough and smooth Louder, faster, brawling, leaping. Over rocks, by rose-banks, sweeping Like impetuous youth.

River, river! Brimming river! Broad and deep, and still as time Seeming still, yet still in motion, Tending onward to the ocean, Just like mortal prime.

River, river! Headlong river! Down you dash into the sea, Sea that line hath never sounded Sea that sail hath never rounded, Like eternity.

The Comet

- Norman Littleford

Rampaging through the heavens Never stopping day or night, A spectacle of a lifetime A comet in full flight.

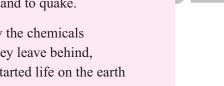
Faster than a cheetah With a tail that is miles long, Bigger than a mountain So powerful and strong.

The outer ice is melting Causing vapor from the force, And leaves a trail behind it As it travels on its course.

If one should come too close to earth The atmosphere will shake, With shockwave reaching to the ground Causing the land to quake.

Scientists say the chemicals In the dust they leave behind, Could have started life on the earth Which resulted in mankind.

I cannot say if this is true I do not have the right, But I know no better spectacle Than a comet in full flight.



UNIT 1

POEM

STOPPING BY THE WOODS ON A SNOWY EVENING

- Robert Frost



ABOUT THE AUTHOR

Robert Frost (1874 - 1968) was an American poet. He is well known for his realistic description of rural life. He received 4 Pulitzer prizes for poetry. He became a poetic force. He is known as the unofficial Poet Laureate of the US. Some of his famous works are The Road Not Taken, West Running Brook, Mending Wall, After Apple Picking etc.

SUMMARY

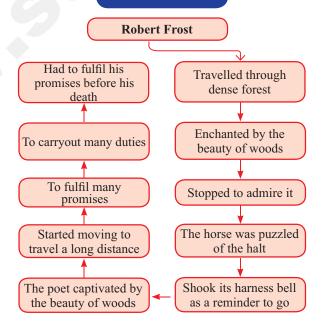
Once the poet happened to travel through the dense woods, on his horse. It was a cold evening with heavy snowfall. Enchanted by the beauty of the woods, the poet suddenly stopped to admire the scene of the woods being covered with snow. The poet seemed to know to whom the woods belonged. He also guessed that the owner of the woods must be residing at the village and would not know that the poet had halted at his woods enjoying the snowfall there. The poet's horse too must have been equally puzzled at this sudden pause at a place where there was no farmhouse or resting area. It happened to be the darkest evening of the year. Hence the horse shook his harness bells, as if to enquire if the poet had halted by mistake or to set right any sudden problem. There was total silence all around, except for the gentle sound of the breeze blowing, carrying with it snowflakes.

Though captivated by the splendid beauty of the lovely, dense and dark woods, the poet could not remain there for long, as he had to travel over a long distance, covering many miles. Further he had to fulfill many promises or carry out many duties before his daily sleep or the eternal one. Perhaps the poet is reminded of his unfulfilled duties and responsibilities that he had to carry out before his tenure on earth ended. Hence he, with regret, realises that he had to keep continuing his journey and could not rest before fulfilling his duties in life.

POEM OVERVIEW

No.	Poem Line	Explanation
1.	Whose woods these are I think I know.	The poet seems to know the owner of the woods.
2.	His house is in the village though;	The owner must be residing in the village.
3.	He will not see me stopping here	He does not know that the author has stopped in the woods.
4.	To watch his woods fill up with snow.	To watch snow engulf the woods.
5.	My little horse must think it queer	The poet's horse must have thought it strange
6.	To stop without a farmhouse near	To stop abruptly at a place where there is no farmhouse
7.	Between the woods and frozen lake	Between the woods and the lake that is frozen with snow
8.	The darkest evening of the year .	On an evening which happens to be the darkest one of the year
9.	He gives his harness bells a shake	The horse expresses his surprise by shaking his harness bells
10.	To ask if there is some mistake .	as if to know whether there is anything wrong with the situation.
11.	The only other sound's the sweep	The only other sound that could be heard
12.	Of easy wind and downy flake.	is the blowing of the breeze and the fall of snow - flakes.
13.	The woods are lovely, dark and deep.	The woods are attractive, very dark and dense.
14.	But I have promises to keep,	But the poet cannot stop there, as he has many promises to fulfill.
15.	And miles to go before I sleep,	He has to achieve much more in life before his sleep.
16.	And miles to go before I sleep .	and has to fulfill many ambition before his sleep - the everyday sleep or the eternal one.

MIND MAP





downy (adj) soft and fluffy (மென்மையான மற்றும் பஞ்சுபோன்ற)

flake (n) a small piece of snowflake (பனித்துகளின் சிறுத்துண்டு)

frozen (adj) in ice form (பனி வடிவம்)

straps and fittings by which a horse is tied to a cart or carriage (ஒரு குதிரை harness (n)

வண்டி அல்லது வண்டியில் இணைக்கப்பட்டிருக்கும் பட்டைகள்)

strange, odd (விசித்திரமான, ஒற்றைப்படை) queer (adj)

to move swiftly and smoothy (விரைவாகவும் சுமூகமாகவும் நகர்த்தவும்) sweep (v)

woods (n) an area of land covered with a thick growth of trees. (மரங்களின் தடிமனான

வளர்ச்சியைக் கொண்ட நிலப்பகுதி)

Gist of Stanza 1:

While riding deep into the woods, the poet seems to know who the owner is. He states that the owner lives in a house in the village. Perhaps the owner is not aware of the poet travelling into his woods, or stopping there to watch snow covering the woods.

Stanza 2:

The poet's little horse must think it strange to stop midway, without a farmhouse nearby, between the woods and a frozen lake. The evening is the darkest one of the year. So it is queer that they have stopped now.

Stanza 3:

Perhaps to know its owner's intention, or to catch his attention, the horse sounds its harness bell by shaking his head. The only other sounds heard in the vicinity are the sweep of the wind and the fall of snow.

Stanza 4:

The woods are lovely, dark and deep. The poet cannot afford to spend more time admiring the beauty and the calm atmosphere prevailing there, as he has many more important goals to achieve in life, before it comes to an end.

Read the following lines and answer the following questions. В.

1. He will not see me stopping here

To watch his woods fill up with snow.

Who does 'he' refer to? (※)

Ans: 'He' refers to the owner of the woods.

Identify the season with these lines. 🔆



Ans: It is winter season.

2. My little horse must think it queer

To stop without a farmhouse near

a) Who is the speaker?

Ans: The poet Robert Frost is the speaker.

b) Why should the horse think it queer?

> There is no farm house near and it is night time, the woods are dark. So the horse might think it strange to stop there.

c) Pick out the rhyming words.

Ans: 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?

Ans: 'He' refers to the horse.

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

Ans: He shakes the harness bells as if he is asking the poet whether there was any mistake in stopping at the wrong place.

c) How does the horse communicate with the poet?

Ans: The horse communicates with the poet by shaking his harness bells.

4. The woods are lovely, dark and deep,

But I have promises to keep,

a) How are the woods?

Ans: The woods are lovely, dark and dense.

b) Who does 'I' refer to?

Ans: I refers to the poet, Robert Frost.

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

Ans: Duties and responsibilities in life are referred to as promises.

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?

Ans: In order to emphasize the fact that he has to fulfil his duties and responsibilities before his death, the poet has used the same line twice.

b) Explain: miles to go before I sleep.

Ans: Miles to go refers to leading the rest of his life until his death.

POEM COMPREHENSION AND POETIC DEVICES ADDITIONAL QUESTIONS

1. Whose woods these are I think I know. His house is in the village though;

(a) What does the poet seem to know?

Ans: The poet seems to know the person to whom the woods belonged.

(b) Who lives in the village?

Ans: The owner of the woods resides in a house in the village.

2. Between the woods and frozen lake

The darkest evening of the year.

(a) Where has the horse stopped?

Ans: The horse has stopped at a spot between the woods and the frozen lake.

(b) Describe the evening of travel.

Ans: It was the darkest evening of the year.

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Sura's O PROBLEM O IX Std O Stopping by Woods on a Snowy Evening

3. The only other sound's the sweep

Of easy wind and downy flake.

The woods are lovely, dark and deep.

But I have promises to keep,

(a) What sound does the poet hear?

Ans: The poet hears the sound caused by the horse shaking his harness bells.

(b) Bring out the alliteration in the third line.

Ans: dark - deep

ALLITERATION:

1. *His house is in the village though;*

his - house

- 2. He will not see me stopping here (X) see - stopping
- 3. To watch his woods fill up with snow. watch - woods
- 4. He gives his harness bells a shake he -his - harness

Hyperbole: To watch his woods fill up with snow.

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

After a long travel the poet entered a (i) . He wondered to whom the wood (ii) ! He realized that the owner of the wood lived in a (iii) . He thought that the owner would not be able to (iv) him stopping in his woods to watch (v) fill the woods. The poet felt that the horse would think it very (vi) to stop near the woods as he had never (vii) . He was actually standing between the woods and (viii) . The time (ix) The horse indicated that the poet has made a (x) by shaking its head. The poet felt that the woods are lovely, (xi) and (xii) . He suddenly realized that he had worldly (xiii) which would not allow him to (xiv) in the woods for a long time.

ANSWERS

- (i) forest (v) the snow
- belonged (ii)
- (iii) village
- (iv) see

(xii) deep

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- (ix) evening
- (vi) strange (x) mistake
- (vii) before (xi) dark
- (viii) frozen lake

- (xiii) responsibilities
- (xiv) stand
- Answer the questions in two or three sentences.
 - What information does the poet highlight about the season and the time of the day in the poem?

Winter season is highlighted and the time is said to be dark evening.

2. In which way is the reaction of the speaker different from that of the horse? What does it convev?

The speaker, enjoys the scene of the snow filled woods but the horse finds it strange to stop in the woods without a farm house near in the dark evening.

3. What are the sounds heard by the poet?

Ans: The poet hears the soft, gentle sound of the breeze. He also hears the sound of the falling snowflakes, apart from the sound of bells in the harness.

4. The poet is aware of two choices. What are they? What choice does he make ultimately?

Ans: The two choices are whether to stay and watch the woods filled with snow or to return to his village. The poet's choice was to go to his village.

5. Pick out words from the poem that bring to mind peace and quite.

Ans: "The woods fill up with snow", "the darkest evening", "easy wind", "downy flakes", "lovely dark and deep".

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

stanza	Rhyme Scheme
1	aaba
2	bbcb
3	ccdc
4	dddd

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

Poetic device	Lines from the poem				
Alliteration	watch his woods				
Personification	My little horse must think it queer, to ask if there is some mistake.				
Repetition	And miles to go before I sleep.				
Imagery	The darkest evening of the year. Of easy wind and downy flake.				

WRITING



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- G. Answer the following questions in a paragraph about 80 -100 words.
 - It is said that, "the choices made by one, shapes one's destiny". Ponder on the thought and write a paragraph.
 - Ans: The poet Robert Frost, in his poem 'Stopping by woods on a snowy evening' makes several choices, many of which his dearly beloved horse does not agree with. The biggest choice that he wrestles with is whether to return to the warmth and safety of the village or to stay and watch the woods fill up with snow. Our poet does seem to have a hard time making his decision. He ultimately decides to return home, but it seems to take all his will power. As he had worldly responsibilities and promises to fulfil, he leaves the woods reluctantly.

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PARAGRAPH QUESTIONS AND ANSWERS: ADDITIONAL

1. Identify and explain the contrast in the first line of the extract.

Ans: The poet uses contrasting imagery to describe the woods. He calls them lovely, dark and deep all at the same time. The words 'dark and deep' connote an alarmingly mysterious characteristic while the word 'lovely' makes the woods an attractive location. The three words give the woods a mystical character. Though the darkness serves as a warning to the uncertainties lying within the forest, he is also mesmerised by its serene beauty.

2. Why is the last line repeated in this poem?

Ans: The last two lines are the most important in this poem. The poet says two different things in both lines. In the second last line, he describes that he has to go a long way and it will take him a lot of time to reach his resting place. The last line describes that the narrator has miles of time or lots of time before he gets his final rest, death which he wants or desires, but before getting that rest, he has promises to keep or duties to fulfil.

3. Justify title of the poem 'stopping by the woods on a snowy evening'.

Robert frost's poem 'Stopping by the woods on a snowy evening' shares with us an experience of the poet, who stopped on his way to enjoy the beauty of the snowy-filled woods one evening. Though he wanted to stay there, for a longer time to watch the lovely, dark and deep woods, he could not do so. He had to go, as he had promises to keep and a long way to go, before he sleeps. So, the title of the poem is rather simple and straight forward. It is something that suggests the very outline of the story. This title has the potential to build curiosity, as people generally don't stop in the dark-woods, that too, on a snowy evening. So, we the readers feel that there might be something interesting in it. So, thematically the title is just and apt.

H. Work in pairs and discuss the factors that contribute towards making a choice and make a presentation to the class.

Hints: The factors that contribute towards making a choice are:

- 1. Make your decisions in the morning.
- 2. Eat first. Don't make your choices, when you are hungry.
- 3. Cut down your choices to a tiny short list.
- 4. Open the windows and allow fresh air in.
- 5. Use a foreign language.

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Sura's O FIGUSE O IX Std O POEM - UNIT I

TEXTUAL ACTIVITIES

WARM UP

1. Have you ever travelled through a forest? How did you feel?

Ans: I had once gone into a forest, for a one-hour walk along with my uncle. It was early morning, around 6 a.m, and my uncle suggested a walk into the forest for a refreshing experience. It was quite an interesting hour, with a sweet fragrance from the plants and strange, unknown flowers and trees in the forest. There was a constant rustle of birds and small creatures moving on the branches of trees or bushes. I was quite scared that I would trample upon some dangerous insects or creatures such as huge spiders or snakes. But my uncle who was well accustomed with the route, guided me in a safe manner. The rays of the morning sun were gentle and warm. The breeze was soft and delicate. It was really a wonderful experience and I thought I should take my friends there once again, during the vacation.

2. Did you have any time to stop and enjoy the beauty of the forest?

Yes, once, I had a chance to go to Pitchavaram forest. It is the second largest mangrove forest in the world, near the temple town of Chidambaram. It is one of the unique eco-tourism spots in south India. I enjoyed the beauty of this forest with my family members. The backwaters, inter-connected by the Vellar and Kollidam river systems, offer abundant scope for water sports. The beauty of mangrove trees, rooted in a few feet of water and the whole area stretching to over 3000 acres comprising more than, 1,700 islets, astounded me. A two-hour boat ride (Rs.125 per hour) through the forest was both soothing and exciting.

Yes, I had plenty of time to stop and enjoy the beauty of the forest. It was a summer holiday and I had no other commitments at home. Therefore I had good time to enjoy the beauty.

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UNIT 1

SUPPLEMENTARY

THE ENVIOUS NEIGHBOUR

- A Japanese Folk Tale

SHORT SUMMARY

An honest man lived with his wife. They had a pet dog, which they used to feed with fish and tit-bit from their own kitchen. One day, when the couple went to work in their garden, their dog stopped at a place and started to bark. When the couple dug that place, they found gold and silver pieces being buried there. They gathered the treasure and after giving alms to the poor, bought themselves rice-fields and corn fields and became wealthy people.

Their neighbours, who were stingy old couple, envied them and borrowed their dog to see if they could find any treasure with the help of the dog. They led the dog out into the garden. It walked along the garden without any barking for a long time. At last, the dog stopped at a certain spot and began to sniff. They hastily dug the spot, but found only dirt and nasty things. Furious at being disappointed, the old couple killed the dog.

When the good old man came to know that his dog was buried at the root of a pine tree, with a heavy heart, he burnt incense and adorned the grave with flowers. That night, the dog appeared to him in his sleep and instructed him to cut down the pine tree where it was buried, make it into a mortar and to use it, thinking of it, as if it were the dog itself. The old man did, as he was told to do, but when he ground his rice in it, each grain of rice turned into some rich treasure.

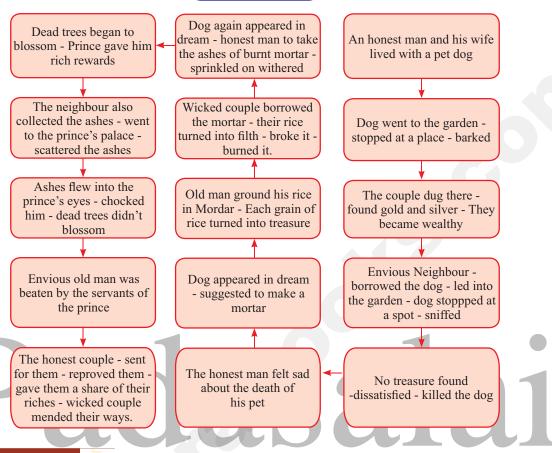
Seeing this, the wicked couple borrowed the mortar. But as soon as they used it, all their rice turned into filth. So, in anger, they broke it and burnt it.

One night, the dog appeared again to the old man in his dream. It told him to sprinkle the ashes of the burnt mortar on withered trees. The trees would revive and bloom with flowers. He obeyed the dog, as instructed, bringing the dead trees to life. A certain prince utilised his power and gave him a rich reward. But the envious neighbours got thrashing from the guards of the prince, when they tried to do the same act. Finally, when the good old couple heard of this, they sent for the neighbours and gave them a share of their own riches. After this, the wicked people mended their ways and led a good and virtuous lives ever after.

THE MAIN CHARACTERS ARE: The good old couple and the wicked couple

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MIND MAP



Glossary

- covetous *(adj)* having a great desire to possess something belonging to someone else (பேராவல் கொண்ட)
- mortar (n) A hard, strong bound in which substances are crushed to powder (காரை)
- obliged (v) make (someone) legally or morally bound to do something (கடமைபட்டிருத்தல்)
- tit-bit (n) a small piece of tasty food (உணவு துணுக்குகள்)
- wagging (n) moving or causing to move rapidly to and fro (மேலும் கீழுமாக அசைத்தல்)
- withered (v) become dry and shriveled (மலர்கள் உதிர்ந்து விடுதல்)

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

1. They gathered the treasure.

- **Ans:** The honest old couple
- 2. The pine tree under which, I am burried, to be cut down and made into a mortar.

Ans: The dog to the good old man

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3. They dug, and found nothing but a quantity of dirt and nasty offal.

Ans: The envious neighbours

Sura	's o	NGUSII O IX Std O Th	e Envious Neigh	nbour				37
	4.	He had not to wai	t long before h	e was called in	nto the pri	nce's palac	e, and order	ed to
		exhibit his power.			A	ns: The e	envious old i	man
	5.	BOW, WOW, WO	W!				Ans: The	dog
	;	IDENTIFY TH	E CHARACT	ΓER / SPEA	KER - A	DDITIO	NAL	
	1.	They seized the do	g and killed hin	n. 🛞	An	s: The Wi	cked old co	uple
B.		sed on your unde en options.	erstanding of	the story ch	oose the	right ans	swers fron	n the
	1.	The old farmer and (a) because it helpe (b) as if it was their	ed them in their	_	·k.			
		(c) as they were kin	nd to all living b	beings.	<i>Ans</i> : (b)	as if it was	s their own l	baby
	2.	When the old coup	le became rich,	they				
		(a) gave the dog be	tter food.					
		(b) invited their green						
		(c) lived a comfort	able life and we	re generous tow	vards their	poor neigh	bours.	
		Ans: (c) lived a	a comfortable li	fe and were ger	nerous tow	ards their	poor neighb	ours
	3.	The greedy couple	borrowed the m	nortar to make				
		(a) rich pastry and	bean sauce.					
		(b) magic ash to wi	n rewards.					
		(c) a pile of gold.				Ans: ((c) a pile of g	gold
			1400					
			MCQs -	ADDITION	AL			
Com	ıplet	e the following by	choosing the	e correct ansv	ver from	the option	ns given :	
	1.	In the old, old days	there lived a /	an	man with l	nis wife.		
		(a) clever	(b) cunning	(c) honest			Ans: (c) ho	nest
	2.	The place was full	of gold pieces a	and				
		(a) copper	(b) silver	(c) bronze	(d) rupees	<i>Ans</i> : (b) si	ilver
	3.	Now, in the neighb	ouring house, th	nere dwelt a cov	vetous and		old couple.	
		(a) generous	(b) wealthy	(c) ignorant) stingy	Ans : (d) st	
	4.	At last, the dog sto	pped at a certain	n spot and began	n to	•		
		(a) watch	(b) sniff	(c) bark) shout	<i>Ans</i> : (b)	sniff
	5.		g disappointed,		couple sei	zed the dog		

(c) Placid

(c) pleasant

(c) peace

_, they broke the mortar and burnt it.

heart went to the spot.

(d) Sad

(d) heavy

(d) calm

Ans: (a) Furious

Ans: (d) heavy

Ans: (b) rage

(b) Happy

(b) slender

(b) rage

(a) Furious

In a fit of ____

(a) happiness

(a) bad

The good old man with a ___

6.

7.

_	_
	o
-0	O

8.	The dog appeared	to him again in a	a		
	(a) house	(b) dream	(c) street	(d) room	Ans: (b) dream
9.	The prince's retain	ers seized the ol	ld man and	him.	
	(a) helped	(b) protected	(c) beat	(d) ceded	Ans: (c) beat
10.	The wicked old pe	ople	their ways and	led a good and virtu	ous life.
	(a) damaged	(b) mended	(c) smashed	(d) deformed	d
					Aus · (h) mandad

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

1. The old farmer was a kind person. Justify the statement with suitable examples from the story.

Ans: The old farmer was a kind man. He helped the poor and the needy with what he had. He had a pet dog, which they used to feed with fish and tit-bit from their kitchen. One day, when their dog helped them in getting wealth, they did not take all for themselves. But gave alms to the poor and then bought for themselves rice fields and corn-fields. When his neighbour killed his dog, he did not scold him. He just wept for his pet, kept some food, burnt incense and adorned its grave with flowers. He also showed his kindness to his envious neighbours, as they were distressed, by giving them a share of his own riches.

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

Ans: The dog appeared in his dream, and told him to cut the pine tree, make it into a mortar and use it, thinking of it, as if it were the dog itself. Old man did as was told. When he ground his rice in it, each grain turned into some rich treasure.

3. Why did the Prince reward the farmer but punish the neighbour for the same act?

Ans: The prince rewarded the farmer because he made all the withered plum and cherry trees in the palace to shoot out and put forth flowers. So the prince was happy with his magical powers and sent him home rejoicing with plenty of presents. Where as the neighbour of the good old man was punished because he couldn't perform the act of reviving the trees, after scattering the ashes on them. The ashes flew into the prince's eyes and mouth, blinding and choking him. So the guards caught him and beat him almost to death.

4. Bring out the difference between two neighbours with suitable examples to support your view.

Ans: The old farmer was an honest and a kind person. He showed kindness to everyone and helped the needy at all times. But his neighbour was an envious person. He was covetous and a stingy old man. These qualities of the two neighbours were clearly shown in the story, when they nursed the dog. The good old man fed it with fish and tit-bit from his own kitchen. But when the dog was borrowed for a few days by his neighbour, he prepared a great feast for it not out of concern but to flatter it to show them the place of wealth. Earlier, the dog had received nothing but cuffs and kicks from this wicked man. When the dog did not help the wicked man, he killed it. The wicked did a lot of misdeeds to the good old farmer. Yet they forgave him and his wife and gave them a share of their own riches.

PARAGRAPH QUESTIONS AND ANSWERS: ADDITIONAL

1. How did the old man's pet dog show them the treasure?

Ans: The honest old man and his wife has a pet dog which they used to feed with fish and tit-bit from their own kitchen. One day, as the old folks went out to work in their garden, their dog went with them and began playing about. All of a sudden, the dog stopped short and began to bark, "Bow - wow!" wagging its tail violently. The old people thought that there must be something nice to eat under the ground. So they brought a spade and began digging. The place was full of gold and silver pieces and all sort of precious things.

2. What did the wicked old man do with the ashes of the mortar?

Ans: As soon as the wicked old man heard about the presents given by the prince to the good old man, he collected all the ashes that remained and went out into the castle town. He told the guards there that he was the old man, who had the power of reviving dead trees and causing them to flower. He was called into the prince's palace and was ordered to exhibit his power. When he climbed up into a withered tree and began to scatter the ashes, not a bud or a flower appeared. But the ashes all flew into the prince's eyes and mouth, blinding and choking him. So the guards caught hold of him and they beat him almost to death, so that he crawled off home sorrowfully.

D. Refer to what happens in the folktale and complete the story with the help of the hints given in the mind map.

(1) There lived an h	onest man with his wife, who had
a favourite	got a treasure.

- (2) There dwelt a covetous and stingy old man and woman
- (3) The wicked old couple seized the dog, and _
- (4) They broke the mortar _____
- (5) They collected all the ashes that remained _____

Ans: 1. dog and with its help they

2. in the neighbourhood.

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3. killed it.

4. and burnt it.

5. and put them in a basket.

True or False - Additional

State whether the following are True or False:

1. The old couple spent the entire treasure on buying rice-fields.

Ans: False

- 2. The envious couple borrowed the dog to know of the place filled with treasure. **Ans: True**
- 3. The wicked couple chased the dog away, when it did not show them the place of wealth.

Ans: False

4. The good old man made a mortar out of the wood of the pine tree.

Ans: True

5. The wicked couple broke and burnt the mortar, when it did not turn rice into treasure.

Ans: True

- 6. The prince rewarded the good old man with silk and cloth and other presents. **Ans: True**
- 7. The prince also sent for the wicked old man, on knowing that he was the neighbour of the good old man.

 Ans: False
- 8. The guards of the prince beat up the wicked old man, as he had argued with the prince.

Ans: False

SHORT QUESTIONS AND ANSWERS: ADDITIONAL

1. What did the honest couple feed their dog with?

Ans: The honest couple fed the dog with fish and tit-bit from their own kitchen.

2. What prompted the old couple to dug the earth?

Ans: When the dog playing about, suddenly stopped short and began to bark, the old people thought that there was something nice to eat under the ground. So they brought a spade and began digging.

3. What did the couple find, when they dug the earth?

Ans: The couple found lots of gold pieces and silver and all sorts of precious things, which had been buried there.

4. What did the couple do with the treasure?

Ans: The couple gathered the treasure and after giving alms to the poor, bought themselves rice - fields and corn-fields, and became wealthy people.

5. How did their neighbouring couple behave, on hearing of the old couple's good fortune?

Ans: The greedy old couple on hearing the neighbour's good fortune borrowed the dog and prepared a great feast for him. They then requested the dog to show them a place with plenty of money in it.

6. How did the envious couple treat the dog?

Ans: The envious couple gave the dog cuffs and kicks. They put a rope around the dog's neck and led him out into the garden. But it was all in vain.

7. What led to the dog's death?

Ans: The dog stopped at a certain spot, and began to sniff. So, thinking that this must surely be the lucky place, the envious couple dug, and found nothing but a quantity of dirt and nasty offal, over which they had to hold their noses. Furious at being disappointed, they seized the dog, and killed him.

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8. What did the good old man do, on hearing of his dog's death?

Ans: The good old fellow, with a heavy heart, went to the spot, set a tray with delicate food, burnt incense, and adorned the grave with flowers, as he shed tears over his lost pet.

9. What happened in the good old man's sleep?

Ans: When the good old man was fast asleep in bed, the dog appeared to him, and after thanking him for all his kindness, he asked him to cut down the pine tree, make it into a mortar, and use it, thinking of it as if it were the dog.

10. What happened when the rice was ground in the mortar?

Ans: When the good old man ground his rice in the mortar, each grain of rice turned into some rich treasure.

11. How did the wicked old couple behave on seeing the rice turning into treasure?

Ans: The wicked old couple borrowed the mortar; but when they used it, all their rice turned into filth; so in a fit of rage, they broke up the mortar and burnt it.

12. What remedy did the dog suggest to the good old man in his dream, the second time?

Ans: The dog appeared to him again in a dream, and told him that if he would take the ashes of the burnt mortar and sprinkled them on withered trees, the trees would revive, and suddenly put out flowers.

13. How did the good old man make withered trees sprout and blossom?

Ans: The good old man sprinkled the ashes upon a withered cherry-tree, which immediately began to sprout and blossom.

14. How did the good old man utilise the power of the magic ashes?

Ans: The good old man put the ashes into a basket, and went about the country, announcing himself as an old man who had the power of bringing dead trees to life again.

15. Why did the prince reward the good old man?

Ans: The good old man made all the withered plum and cherry-trees to shoot out and put forth flowers. So, the prince gave him a rich reward of pieces of silk and cloth and other presents, and sent him home rejoicing.

16. What did the wicked old man do on hearing the prince's reward to the good-old man?

Ans: The wicked old man and his wife collected all the ashes that remained and put them in a basket. The wicked old man went out into the castle town and said that he could revive dead trees causing them to flower.

17. What happened at the prince's palace?

Ans: When the wicked old man climbed up into a withered tree, and began to scatter the ashes, not a bud or a flower appeared; but the ashes all flew into the prince's eyes and mouth, blinding and choking him. When the prince's retainers saw this, they seized the old man, and beat him almost to death.

18. What did the good couple do on hearing their neighbour's distress?

Ans: When the good old man and woman heard of their neighbours' distress, they sent for them, and after reproving them for their greed and cruelty, gave them a share of their own riches. So, the wicked old people mended their ways, and led good and virtuous lives ever after.

Sura's O HIBES O IX Std O SUPPLEMENTARY - UNIT I

TEXTUAL ACTIVITIES

WARM UP

1. Discuss the following:

 Ratna Tata, Azim Premji are a few rich people of India who spend a part of their wealth on charity. What influences them to share and care for others?

Ans: Philanthropic attitude leads to service and caring for others, sharing one's joys with others, makes one's life really worth living.

2. Think of any undesirable quality that you would like to get rid of and discuss it with your friends.

Ans: My anger is my greatest enemy. All my friends praise me that I have a helping tendency and a sharing heart. But they don't like me getting angry at times. When I get angry, I lose my self-control and create an unpleasant situation. I would like to get rid of this undesirable quality by keeping myself calm. When I get frustrated, I can count numbers from 1 to 20 slowly, so that my anger can subside during that time.

. Do you like pets? Why?

Ans: Yes, I like pets, especially dogs. I have a pet dog at home. I have named it as 'Caesar'. It is a German Shepherd dog. Pet dogs are man's best friends. They are loyal, intelligent, devoted and affectionate towards us. They are known to improve our own physical and mental health.



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UNIT 2

PROSE

I CAN'T CLIMB TREES ANYMORE - Ruskin Bond



ABOUT THE AUTHOR

Ruskin Bond was born on 19th May 1934. He is an award winning Indian author of the British descent. He is much renowned for his role in creating children's books in India. The Indian Council for Child Education has recognized his role in the growth of children's literature in India. He received the Sahitya Akademi Award in 1992 for "Our trees still grow in Dehra". He was awarded the Padmashri in 1999 and Padma Bhushan in 2014.

SUMMARY

A visitor watched the old house that had not changed. It was built with granite walls. It had a new outhouse with fewer trees. The Jackfruit tree was still there giving shade. His grandmother felt the shade was a blessing from the trees. As a boy he used to swing on a turnstile going round and round. Now it was gone. The tall hollyhocks grew on the other side of the wall. A girl stood between the red hollyhocks staring at the man. She was twelve or thirteen years old, slim, with lovely eyes and long black hair.

The girl asked the man whether he wanted to buy the house. The girl said it was her father's house and that he was a Colonel. She says that her mother said that he should have become a brigadier. They stood on either side of the wall appraising each other. The man said that he looked at the house because he lived there once and they had sold the house after his grandmother's death. She asked whether he would like to buy the house then. Later she realised he didn't have the money as he didn't look prosperous. He said he only wanted to see it and the girl said that they had lived there for three years. She called him in to have a better view of the house and that her parents wouldn't mind. She finds that he is middle aged. He climbed the wall, got up on the wall and rested breathing heavily.

She said she would help him on the flying trapeze. She gave him her hand. He slipped down into a flower bed, breaking the stem of a hollyhock. Across the grass he spotted a stone bench under a

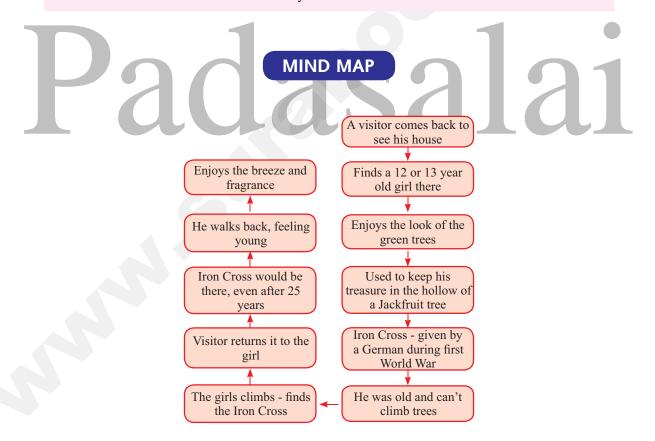
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mango tree. It was the bench where his grandmother sat trimming rose bushes and bougainvillea. He wanted to sit outside. She sat with him on the bench. They were silent and the man closed his eyes and remembered the music of a piano, the chiming of a grandfather clock, the noise of the birds on the veranda and his grandfather repairing the old car.

He remembered climbing the jackfruit tree. She said her parents wouldn't mind him climbing the tree. He only wanted to sit and talk for a few minutes. His favourite place was the Jackfruit tree. He said he used to keep his treasures in the hollow of the tree. Treasures were only marbles he had won, a book he wasn't supposed to read, old coins, grandfather's Iron Cross awarded for bravery during the first world war in France. He got it from a German soldier. She asked whether he had the Iron Cross. He didn't. He had left it in the Jackfruit tree. Being very excited at that time and bidding goodbye before sailing in the ship he forgot all about it.

Thinking it might still be there in the hollow of the tree, he said unless someone else found it, since twenty five years had passed. He said he can't climb trees anymore to have a look and she said she would. She found it and ran towards him with a rusty old medal in her hand. He made sure that it was the same Iron Cross. She asked him whether he had come to find it. He said he wasn't sure and asked her to have it as she found it and that it would have even been there for another 25 years.

He placed the medal in her hands and said that he had come for his youth and not for the Iron Cross. As he walked away to the bus stop he remembered his youth and the air filled with the smell of the sweet mango and the summer breeze made his blood rush in his veins forgetting the feel that he was so old that he couldn't climb trees anymore.





boug	gain	villa	aea	(n)

- an ornamental shrubby climbing plant that is widely cultivated in tropics (காகிதப் பூ)

brigadier (n) - a rank of officer in the British army, above Colonel (கர்னலுக்கு மேலான அதிகாரி)

budgerigars (n) - a small Australian bird of the parrot family, often kept in a cage as a pet (ஒரு சிறிய ஆஸ்ட்ரேலிய கிளி இனம்)

chiming (v) - making melodious ringing sounds typically to indicate the time (நேரத்தை அறிவிக்கும் இனிமையான ஒலி)

colonel (n) - a rank of officer in the army (கர்னல் என்று உச்சரிக்கப்படவேண்டும்: இராணுவத்தில் ஒரு அதிகாரி.)

cranking (v) - the act of turning a handle to start an engine (கைப்பிடியை வளைத்து இயந்திரத்தை இயக்குதல்.)

disembodied voice - (of a sound) lacking any obvious physical source (யாருமற்ற நிலையில் எழுந்த சத்தம்)

hollyhocks (n) - a tall Eurasian plant of the mallow family, with large showy flowers (பெரிய பல வண்ண மலர்கள் கொண்ட உயரமான தாவரம்)

muttered (v) - to utter words in a low tone (மெல்லிய குரலில் பேசுதல்) outhouse - a building near to main building (பெரிய வீட்டை டை்டி இரு

- a building near to main building (பெரிய வீட்டை ஒட்டி இருக்கும் சிறு வீடு)

- the act of trimming a plant (தாவரங்களை கத்தரித்து ஒழுங்குபடுத்துதல்)

- slide or slip unsteadily on a loose or slippery surface (ஒரு வழுக்கு பரப்பில் சறுக்குதல்)

- lively and full of energy (முழு தெம்புடன் உற்சாகமாக)

- a horizontal bar hanging by two ropes and free to swing, used by acrobats in a circus (சர்க்கஸில் சாகசக்காரர்கள் இரு கயிறுகளில் தொங்குவதற்கு உபயோகிக்கும் கம்பு)

- a mechanical gate consisting of revolving horizontal arms fixed to a vertical post, allowing only one person at a time to pass through (ஒரு நேரத்தில் ஒருவரே செல்லும்படியான இரும்பாலான சுழலும் கதவு)

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SYNONYMS

pruning (v)

slithered (v)

trapeze (n)

turnstile (n)

sprightliness (n)

Word	Synonyms	Translation
appraising	assess, evaluate	மதிப்பீடு
casting	showing	நடித்தல்
chiming	melodious ringing noise	இனிய மணி ஓசை
constant	continuous	தொடர்ச்சியான
cranking	bend to start	ഖണെத்தல்
muttered	utter in a low voice	முணுமுணுத்தல்
prosperous	flourishing	செழிப்பு

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shattering	breaking	உடைத்தல்
slithered	slide	சறுக்கி செல்லுதல்
sprightliness	lively, and energetic	உற்சாகமான
turnstile	revolving gate	எந்திர சுழற்கதவு
valuable	worthy	மதிப்புமிக்க
verge	at the edge	விளிம்பு
witty	intelligent	அறிவுத்திறன்

ANTONYMS

Word		Antonyms
altered (மாற்றியமைத்தல்)	×	fixed (நிலையானது)
fewer (குறைந்த)	×	more (நிறைந்த)
remembered (ஞாபகம்)	×	forgot (மறத்தல்)
blessing (வாழ்த்து)	×	curse (சாபம்)
shadow (நிழல்)	×	light (வெளிச்சம்)
dizzy (குழப்பம்)	×	firm (உறுதி)
opening (திறத்தல்)	×	closing (முடுதல்)
later (பிறகு)	×	earlier (முன்பே)
lively (உயிரோட்டமுள்ள)	X	dull (மங்கலான)
long (நீளம்)	×	short (குறுகிய)
buy (வாங்கல்)	×	sell (விற்றல்)
offence (தாக்குதல்)	X	defence (தற்காப்பு)
allowed (அனுமதி)	×	disallowed (மறுப்பு)
elderly (முதிய)	×	young (இளைய)
decided (முடிவெடுத்தல்)	×	undecided (முடிவெடுக்காதிருத்தல்)
inside (உள்ளே)	×	outside (வெளியே)
fragrance (வாசம்)	×	stink (நாற்றம்)
silent (அமைதி)	×	noisy (சத்தம்)
constant (நிலையான)	×	inconstant (நிலையற்ற)
easy (எளிது)	×	difficult (கடினம்)
favourite (விருப்பமான)	×	hate (வெறுப்பு)
stretching (நீட்டல்)	×	constricting (சுருக்குதல்)
valuable (மதிப்புமிக்க)	×	worthless (மதிப்பற்ற)
collected (சேர்த்தல்)	×	scattered (சிதறுதல்)
bravery (வீரம்)	×	cowardice (கோழைத்தனம்)
excited (உற்சாகம்)	×	calm (நிதானம்)
silent (மௌனம்)	×	noisy (சத்தம்)
right (मित्री)	×	wrong (தவறு)
briskly (ഖിற്വഖിற്വப்பாய்)	×	slowly (மெதுவாய்)



SYNONYMS & ANTONYMS : ADDITIONAL QUESTIONS

	I.	Choose the a	ppropriate	Synonyn	n <mark>of the un</mark> d	lerlined word
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1.	He was glad to see on the wall.	e that the Jack fruit t	ree still stood at th	ne side of the	building casting its shade
	(a) throwing	(b) dancing	(c) lighting	(d) showering	Ans: (a) throwing
2.	At the spot where	he stood, there had	once been a turns	tile.	
	(a) plant	(b) revolving gate	(c) shrub	(d) tree	Ans: (b) revolving gate
3.	He stood on the g house.	rass verge by the si	de of the road and	looked over	the garden wall at the old
	(a) corner	(b) at the top	(c) at the edge	(d) middle	Ans: (c) at the edge
4.	when she w	as tired of pruning	rose bushes and b	ougainvillea.	
	(a) augmenting	(b) growing	(c) trimming	(d) spreading	g Ans: (c) trimming
5.	It was on the tip of	of his tongue to mak	e a <u>witty</u> remark.		
	(a) funny	(b) intelligent	(c) awkward	(d) foolish	Ans: (b) intelligent
6.	He did not look v	ery prosperous .			
	(a) poor	(b) flourishing	(c) well	(d) popular	Ans: (b) flourishing
7.	'Middle-aged man	n on the flying trape	ze' he <u>muttered</u> to	o himself.	
	(a) utter in a low	voice	(b) speak loudly		
	(c) shouted		(d) screamed	Ans:	(a) utter in a low voice
8.	He slithered dow	n into a flowerbed.			
	(a) stood	(b) slipped	(c) looked	(d) sat	Ans: (b) slipped
9.	He shattered the	stem of a hollyhock			
	(a) pasted	(b) broke	(c) joined	(d) attached	Ans: (b) broke
10.	They stood on eit	her side of the wall	appraising each o	other.	
	(a) talking	(b) shouting	(c) assessing	(d) commen	Ans: (c) assessing
ANO	THER TYPE OF EX	KERCISE			

Choose the appropriate Synonym of the underlined words.

1. He stood on the grass <u>verge (i)</u> by the side of the road and looked over the garden wall at the old house. It hadn't changed much. The <u>old (ii)</u> house built with solid <u>blocks (iii)</u> of granite wasn't <u>altered (iv)</u> at all. But there was a new outhouse, and there were <u>fewer (v)</u> trees.

i) (a) middle	(b) edge	(c) sphere	(d) outfield	Ans: (b) edge
ii) (a) fresh	(b) current	(c) new	(d) ancient	Ans: (d) ancient
iii) (a) balls	(b) openings	(c) edges	(d) bars	Ans: (d) bars
iv) (a) retained	(b) worsened	(c) changed	(d) not updated	Ans: (c) changed
v) (a) other	(b) less	(c) more	(d) outsize	Ans: (b) less

2. As they walked across the grass he **spotted (i)** a stone bench under a mango tree. It was the bench on which his grandmother used to **rest (ii)**, when she was **tired (iii)** of **pruning (iv)** rose bushes and bougainvillea. 'Let's just sit here,' he said. 'I don't want to go inside.' She sat **beside (v)** him on the bench

	i) (a) cleaned	(b) unstained	(c) bleached	(d) noticed	Ans: (d) noticed
	ii) (a) hurry	(b) relax	(c) struggle	(d) move	Ans: (b) relax
	iii) (a) fresh	(b) energetic	(c) weary	(d) active	Ans: (c) weary
	iv) (a) trimming	(b) watering	(c) lengthening	(d) augmenting	Ans: (a) trimming
	v) (a) further	(b) farther	(c) near	(d) apart from	Ans: (c) near
3.	She didn't underst	and that but she w	alked with him to	o the gate and wa	ited. Where the road
5.				•	his steps and moved
	briskly (iii) toward	ls the bus stop. The	re was sprightlin e	ess (iv) in his step,	and something cried
	aloud (v) in his he	art.			
	i) (a) straightened	d (b) revolved	(c) departed	(d) flourished	Ans: (b) revolved
	ii) (a) hastened	(b) lagging	(c) slowed	(d) weakened	Ans: (a) hastened
	iii) (a) listlessly	(b) energetically	(c) sluggishly	(d) slowly An	s: (b) energetically
	iv) (a) laziness	(b) inactivity	(c) indolence	(d) liveliness	Ans: (d) liveliness
	v) (a) inaudibly	(b) placidly	(c) in a loud noise	e(d) vaguely Ans	s: (c) in a loud noise
(ii)	Choose the corre	ect Antonyms of	the word under	lined helow	
	The old house buil				1
1.		(b) fixed	(c) turned	(d) transferred	Ans: (b) fixed
2.	He was glad to see				
2.		(b) merry	(c) sad	(d) joyful	Ans: (c) sad
3.	A blessing rests on			. /	
		(b) gratitude	(c) luck	(d) chance	Ans: (a) curse
4.	She was only twelv	ve or thirteen with	lively eyes and loa	ng black hair.	
	-	(b) active	(c) enthusiastic	(d) hopeful	Ans: (a) dull
5.	The man burst out	laughing.			
	(a) wailing	(b) grinning	(c) mocking	(d) kidding	Ans: (a) wailing
6.	He got up on the w	vall all right, but ha	d to rest there, bre	eathing <u>heavily</u> .	
	(a) strongly	(b) lightly	(c) calmly	(d) amply	Ans: (b) lightly
7.	You found it after	all'			
	(a) got	(b) regained	(c) lost	(d) captured	Ans: (c) lost
8.	'Yes, I was so exci	ted at the time.			
	(a) joyful	(b) happy	(c) merry	(d) calm	Ans: (d) calm
9.	I was a bit of crow,	, you know, <u>collect</u>	ing bright things a	and putting them a	away.
	(a) scattering	(b) throwing	(c) gathering	(d) putting	Ans: (a) scattering
10.	Something cried al	loud in his heart.			
	(a) big	(b) small	(c) large	(d) silent	Ans: (d) silent
11.	He did not look pr	osperous.			
	(a) success	(b) failure	(c) victorious		Ans: (b) failure

ANOTHER TYPE OF EXERCISE

Choose the appropriate Antonyms of the underlined words.

- 1. They were <u>silent (i)</u> for some time. The man closed his eyes and remembered other times the music of a piano, the chiming of a grandfather clock, the <u>constant (ii)</u> twitter of budgerigars on the veranda, his grandfather cranking up the <u>old (iii)</u> car.... 'I used to <u>climb (iv)</u> the jackfruit tree,' he said, **opening (v)** his eyes.
 - i) (a) quiet (b) mute (c) clamorous (d) dumb Ans: (c) clamorous ii) (a) inconsistent (b) continual (c) uninterrupted (d) regular Ans: (a) inconsistent iii) (a) archaic (b) modern (c) antique (d) vintage Ans: (b) modern iv) (a) rise (b) ascent (c) descend (d) mount Ans: (c) descend v) (a) fling (b) chinking (c) clefting (d) closing Ans: (d) closing
- 2. 'No, no. Not <u>after (i)</u> climbing the garden wall. Let's just sit here for a <u>few (ii)</u> minutes and talk. I mention the jackfruit tree because it was my <u>favourite (iii)</u> place. Do you see that <u>thick (iv)</u> branch stretching out over the roof? Half way along it there's a <u>small (v)</u> hollow in which I used to keep some of my treasures.'
 - (b) back (d) before i) (a) later (c) next Ans: (d) before ii) (a) petty (b) many (c) scanty (d) slight Ans: (b) many iii) (a) choice (b) ideal (c) disliked Ans: (c) disliked (d) main iv) (a) obtuse (b) thin (d) dense Ans: (b) thin (c) dull v) (a) little (b) tiny (d) big (c) minor Ans: (d) big
- 3. "I left it in the jackfruit tree." "You left it in the tree?", "Yes, I was so excited (i) at the time, packing and saying goodbye to people and thinking about the ship I was going to sail on that I simply (ii) forgot all about it". She quietly (iii) said, "It may still (iv) be there. In the hallow (v) part of the branch".
 - (a) thrilled (b) stimulated (c) aroused (d) bored Ans: (d) bored ii) (a) merely (b) hardly (c) just (d) plainly Ans: (b) hardly (b) softly (c) loudly iii) (a) gently (d) calmly Ans: (c) loudly iv) (a) even now (b) so far (c) yet (d) no longer Ans: (d) no longer v) (a) sublimate (b) consecrate (c) defile (d) solemnize Ans: (c) defile

IN-TEXT QUESTIONS

1. What was the old house built with?

Ans: The old house was built with solid blocks of granite, which wasn't altered at all.

2. Does the visitor still live in the house?

Ans: No, the visitor had sold his house, after his grandmother's death and went away.

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

Ans: The visitor hid his grandfather's Iron Cross in the jackfruit tree.

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

Ans: The visitor actually hid the Iron Cross twenty five years ago.

Based on your understanding of the story, indicate either 'T' (True) or 'F' (False) A. against the columns.

		True / False
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.	False
6.	The visitor's grandfather used to sit on the stone bench.	False
7.	The 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

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

1.	The story I Can't Climb Trees A	nymore highlights the impo	ortance of	
	(a) old age (b) youth	(c) adulthood (d) mide	dle age Ans: (b) youth	
2.	The house which was visited by the	ne man		
	(a) remained unchanged	(b) was totally changed		
	(c) was slightly repaired	(d) was given a facelift		
		Ans	: (c) was slightly repaired	
3.	Who said, "A blessing rests on the	e house where the shadow of	f a tree falls"?	
	(a) Grand mother	(b) Uncle		
	(c) Grand father	(d) The visitor	Ans: (a) Grand mother	
4.	The visitor came back to the hous	e because he		
	(a) wanted to see the jackfruit tree			
	(b) was looking for his lost youth			
	(c) wanted to look again at his old house			
	(d) wanted to buy the house.	Ans: (b) was le	ooking for his lost youth	
5.	The visitor gifted the	to the little girl.		
	(a) iron cross	(b) marbles		
	(c) bronze medal	(d) old coins	Ans: (a) iron cross	
	,	,		
	MCQs -	ADDITIONAL		
1.	The flying trapeze is ai	n which people swing from a	and end to another end.	
	(a) circus act (b) circus ring	(c) circus show	Ans: (a) circus act	
2.	Who said, "I can't climb trees any	more," 🛞		
	(a) Narrator (b) Little girl	(c) Grand father	Ans: (a) Narrator	

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

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

Ans: It shows the importance of trees to a house. The tree keeps on yielding fruits and gives shade.

2. What did the writer observe about the house?

Ans: The house was not altered but there was a new outhouse and fewer trees. The turnstile was gone and the opening walled up.

3. What was the local superstition about trees?

Ans: If the shadow of a tree falls on the house, then the house will be a blessed one.

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

Ans: As a boy, the visitor would swing on it, going round and round until he was quite dizzy.

5. Who is the owner of the house now?

Ans: A colonel, the father of the little girl, is the owner of the house.

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

Ans: The visitor returned to his old house just to relive his childhood memories.

7. How did he get back the Iron Cross?

Ans: The little girl climbed up the tree and brought him his Iron Cross.

8. How did the grandfather get the iron cross? 🛞

Ans: Grandfather got the Iron Cross from a German soldier. It was awarded for bravery during the first World War.

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

Ans: The visitor left it in the hollow of the jackfruit tree and forgot all about it, while vacating the house.

10. Where had he left his childhood treasures?

Ans: He had left his childhood treasures in a small hollow of the jackfruit tree.

SHORT QUESTIONS AND ANSWERS : ADDITIONAL

1. What was the visitor looking at?

Ans: The visitor stood on the grass verge by the side of the road and looked over the garden wall at the old house.

2. What were the slight changes observed by the visitor?

Ans: There was a new outhouse, and there were fewer trees. At the spot where he stood there had once been a turnstile, now the turnstile was gone, the opening walled up.

3. Name the two things about the house that had not changed.

Ans: The old house built with solid blocks of granite wasn't altered at all. The Jackfruit tree still stood at the side of the building casting its shade on the wall.

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4. Describe the little girl.

Ans: The little girl was only twelve or thirteen with lively eyes and long black hair.

5. When had the visitor lived in the house? Why had he left the house?

Ans: The visitor had lived in the house twenty-five years ago, as a boy and as a young man. His grandmother died, and his house had been sold. He then went away.

6. What according to the girl, made the visitor come back?

Ans: She thought the visitor had come back to buy the house, but he did not have enough money to do so.

7. What liberty had the girl's parents granted her?

Ans: She was allowed to bring her friends home. Her parents would not mind if she did so.

8. How did the visitor prove his youthful energy?

Ans: The visitor decided to climb over the wall instead of going round to the gate. In the process of climbing up, he rested on the wall, breathing heavily.

9. What was the significant of the stone bench?

Ans: The stone bench under the mango tree was the one on which his grandmother used to rest, when she was tired of pruning rose bushes and bougainvillaea.

10. What memories flooded into the visitor's mind in the garden?

Ans: The visitor closed his eyes and remembered other times - the music of a piano, the chiming of a grandfather clock, the constant twitter of budgerigars on the veranda, his grandfather cranking up the old car.

11. Mention the treasures the visitor had kept in the hollow of the tree.

Ans: Marbles he had won, a book he was not supposed to read, a few old coins he had collected and his grandfather's iron cross were kept in the hollow of the tree.

12. Why wasn't the Iron Cross actually his grandfather's?

Ans: The Iron Cross was a German decoration awarded for bravery during the First World War, when his grandfather fought in France. It was not given to him because he was a British soldier. He got it from a German soldier.

13. Why had the visitor left the Iron Cross in the tree?

Ans: The visitor was so excited at the time of leaving, packing and saying goodbye to people and thinking about the ship he was going to sail on that he had simply forgotten all about the iron cross.

14. What was the purpose of the narrator's visit?

Ans: He had not come to get the iron cross. He had come there to relive his youth.

15. What might have been the reason for the visitor's sprightliness?

Ans: The visitor recalled his childhood days, spent at the house and enjoyed every moment of it. He felt he had regained his youth, though he was not able to climb trees any longer as he had surpassed youthful days of courage and strength.

PARAGRAPH QUESTIONS AND ANSWERS: ADDITIONAL

1. What were the visitor's reminiscences of his youthful days at the old house?

Ans: As a boy, the visitor would swing on the turnstile, going round and round until he was quite dizzy. The visitor, as a boy, would sit on a stone bench under a mango tree, where his grandmother rested after pruning rose bushes and bougainvillea. He would listen to the music of a piano, the chiming of a grandfather clock, the constant twitter of birds on the veranda and his grandfather cranking up his old car.

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2. Trace the purpose of the narrator's visit to the house and the treasure he retrieved in the end.

Ans: The visitor had come to the house, thinking of old times. He would hide his treasures like marbles, a book and a few old coins in the hollow of the jackfruit tree. He had hidden his grandfather's Iron Cross, while vacating the house. The girl urged him to keep it, but he gave it back to her. After having spent some time with the innocent girl, sharing his childhood memories, he felt he had got back his youth. His heart was filled with joy and he left the place happily.

3. Describe the bond of friendship that spruced up between the visitor and the little girl.

Ans: The visitor did not come to frighten the girl or take away her belongings. The girl was carried away to know why the visitor had paid her a visit. She learnt of the joyful days of the visitor's childhood. She even got the medal - Iron Cross that belonged to his grandfather and had been left in a small hollow in the branch of the jackfruit tree for twenty five years. The visitor, as a token of love, had given it to her. Thus both the visitor and the girl became thick friends, in their short span of their brief acquaintance.

D. Match the words in column A with the meanings in column B by drawing a line as shown.

		A	В	
	1.	pruning	a. soaked	
	2.	chiming	b. shaky	
	3.	drenched	c. flourishing	
	4.	dizzy	d. lively	1
	5.	prosperous	e. emit a sound	
	6.	sprightliness	f. trimming a plant	
-	7.	treasure	h. ancient	
	8.	rusty	j. a collection of precious things	

[Ans: 1. (f); 2. (e); 3. (a); 4. (b); 5. (c); 6. (d); 7. (j); 8. (h)]

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

Eg: won't: will not

I'd : I had / I would

I'll : I will

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

Sura's o italia o IX Std o PROSE - UNIT 2

SPEAKING



- F. You are visiting a primary school where you studied classes I to IV, after six years. You get a chance to go to your standard two classroom and you are permitted to sit at the same place where you used to sit.
 - 1. What would you remember?

Ans: Teachers, friends, stories, playtime would be the things remembered.

2. Describe your feelings at that time.

Ans: I used to enjoy coming to school when I was in second standard, I used to play and colour and draw and listen to stories.

3. Who do you miss very badly, your friends or teachers?

Ans: I miss my friends.

4. Share your thoughts with the class.

Ans: I also think of my teachers with gratitude and love. They shaped me and moulded me with virtues and good principles. I would very much like to talk to them and thank them. I also wish to meet my friends, whom I played with and relive those happy moments of innocent childhood, filled with happiness and petty fights.

WRITING



G. On seeing these pictures, you would have gone down your memory lane. Write a paragraph in about 50 words describing your favourite sport when you were young.



Ans: When I was young, I used to run about swinging my catapult and aiming at monkeys, crows and fruits on trees. I also played cricket with my friends on the road. Whenever a vehicle passed by, we had to stop the game. When people passed that way, we would stop and then resume the game after they had left. It was a wonderful period full of happiness and no responsibilities at all.

THINK AND WRITE

- H. Based on the story and your own ideas write your answers in about 80 to 100 words each:
 - 1. Imagine yourself as the writer. Narrate the story of your visit to your ancestral house.
 - Ans: I visited my ancestral home after 25 years. I used to live there before 25 years and enjoyed playing in the garden swing, climbing trees and discussing with my friends and relatives on various topics. My ancestral home belongs to my grandfather and he inherited it from my great grandfather. When I went there after twenty five years, I was almost fifty years old. Certain parts of the house, were changed but the Jack-fruit tree continued to be there, giving shade. This was considered as a blessing to the house. I had hidden same treasures in the hollow of the tree and found the Iron Cross when a small girl of 13 years climbed and searched for it in the tree. My visit brought many memories of the past. I couldn't stay there because my grandfather sold it to someone else.
 - 2. The man who came to the house gave the cross as a gift to the girl. Why did he do this? What do you think would have happened if he had taken back the cross with him?
 - Ans: He gave the cross as a gift to the girl because he might have felt she found the treasure so she could have it. If he had carried it with himself he would have saved it as a treasure because it would remind him of his days in youth when he could climb the Jackfruit tree in his ancestral home. Now the house does not belong to him nor was he able to climb the tree as he was no more a youth.

CREATIVE WRITING

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

The a tener to your intenta according your ancestral nouse.

Rajaji Street, Kumbakonam.

12th May, 2019

Dear Naresh.

Ans:

You would be surprised to know that I am now writing this letter from Kumbakonam, as I have come here to visit my grandmother. Oh, what a palatial house she's got, here in the heart of the town. It has two storeys, and imagine, the steps are made of wood. There is a big granary at the corner of the house and she grazes three cows, all succulent one, in the backyard. The backyard is a big to walk about. The lovely garden in the backyard is full of pageant flowers and true music of various sweet chirping birds. It is such a wonderful house. Nearly fifty people can live there. I enjoy being here. I welcome you here too.

Convey my regards to all at home.

Your loving friend,

Md. Yusuf.

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Sura's o italia o IX Std o PROSE - UNIT 2

GRAMMAR



DEGREES OF COMPARISON

A. Work with a partner and fill in the table with information about your locality. You may add more information, if necessary. When you finish filling the table, write a short paragraph comparing the two places.

Locality	Your Place	Your Partner's Place
→ proximity to the railway station	20 kms	30 kms
→ proximity to the airport	25 kms	20 kms
→ number of shopping centres	3	2
→ number of temples	6	5
→ important heritage centres	1	3
→ sea, lakes, rivers or ponds	None	1
→ traffic	Heavy	Light
→ hotels	4	3
→ park	1	None

My partner's place is farther than my place to the railway station. But she is closer to the airport than me. I have shopping centres and temples more closer than my partner. The important heritage centres are fewer in my area than my partner's area. There is a pond in my partner's location and the traffic is not heavier than my area. There are four hotels and a park closer to my residence than my partner's place.

B. Give your opinion and compare the items in each picture using -er, more, less, or an irregular form. Use the words. You may form your sentences in more than one way.

healthy, wholesome, calorific

- 1. (a) Fresh vegetables are **healthier** than pizza.
 - (b) They are **wholesome** than fast foods.
 - (c) Pizza is not calorific than fresh vegetables.

eco-friendly, economical, safer

- 2. (a) Using a bicycle is **eco-friendly** than using a motorbike
 - (b) Bicycle is **economical** than motorbike.
 - (c) It is also safer than the motorbike.

educational, interesting, trendy

- 3. (a) The Radio does not give **more educational** benefits than a mobile phone.
 - (b) Mobile phone is **more interesting** than a radio.
 - (c) It is also **more trendy** than a radio.

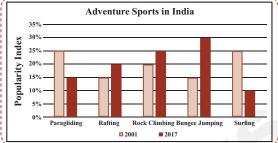
safe, comfortable, quick

- 4. (a) It is **safer** to travel in a train than a bus.
 - (b) Train is **more comfortable** than a bus.
 - (c) A train travels quicker than a bus.

cozy, costly, sturdy

- 5. (a) The sofa is **costlier** than a chair.
 - (b) It is **cozier** than a chair.
 - (c) The sofa looks sturdier than a chair.

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



Ans:

- 1. Paragliding's popularity in 2001 was more than in 2017.
- 2. Rafting is more popular in 2017 than in 2001.
- 3. Rock-climbing attracted more climbers in 2017 than in 2001.
- 4. Bungee jumping is more popular in 2017 than in 2001.
- 5. The sport surfing attracted less people in 2017 than in 2001.
- D. Listen to the conversation between Leena and her mother and list down a few new words. Using a dictionary find out the meaning for those words.

New Word	Meaning
Versatile	able to adapt to different activities
multifaceted	having many sides
proclaiming	announcing officially or publicly
brooding	showing deep thought
heritage	things which are passed on from one generation to another
leaping	jumping

TEXTUAL ACTIVITIES

WARM UP

- a. Have you ever tried swinging from a tree?
 - Ans: Yes, as a child I had attached ropes to the branches and had been swinging frequently.
- b. Have you ever climbed up a tree to pluck fruits?
 - **Ans:** Yes. I have competed with my friends in climbing up and plucking fruits.
- c. Think of other occasions when you have climbed up trees, either near your homes or outside. Share your reasons with the class.
 - Ans: I had climbed up a tree (i) to look at a lovely bird and its nest; (ii) to pluck tasty fruits and eat them; (iii) to observe the young ones of trees etc.



UNIT 2

POEM

A POISON TREE

- William Blake



ABOUT THE AUTHOR

William Blake (1757 - 1827) was an English poet, painter and print maker. He is now considered a seminal figure in the history of English poetry. Born in London he was an imaginative poet who wrote boldly against the wrong things using his imagination and art. Some of his famous poems are "The Lamb" and "The Tiger".

SUMMARY

The poet says that he was angry with his friend. When he told him about it, his anger ended. The poet was angry with his enemy. When he did not tell it, his anger grew. As his anger grew he gave more life to it with his fears and tears. He tried to smile but he had some bad thoughts behind his smile. Hence his anger towards his enemy grew day and night. It grew like a tree that bore a bright apple. His enemy saw the shining apple and he knew that the apple belonged to the poet. He came secretly into that garden when it was night. In the morning the poet's anger changed into gladness when he found the enemy outstretched under the poison tree.

THE MAIN CHARACTERS ARE: The Poet and his enemy.

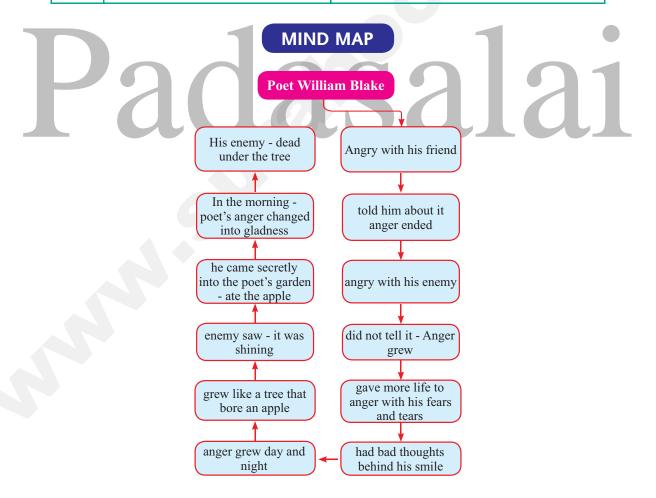
POEM OVERVIEW

No.	Poem Line	Explanation
1.	I was angry with my friend;	The poet says that he was angry with his friend.
2.	I told my wrath, my wrath did end.	When he told him about his anger, it ended.
3.	I was angry with my foe:	He was also angry with his enemy.
4.	I told it not, my wrath did grow.	But he did not tell it to him so his anger grew more on him.

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No.	Poem Line	Explanation
5.	And I water'd it in fears,	He gave more life to it with his fears
6.	Night and morning with my tears:	and his cries every morning and night.
7.	And I sunned it with smiles,	He brightened it with smiles
8.	And with soft deceitful wiles .	and with soft tricky thoughts.
9.	And it grew both day and night,	And the anger grew both day and night.
10.	Till it bore an apple bright .	It grew like a tree that bore a bright apple.
11.	And my foe beheld it shine,	His enemy saw it shine brightly.
12.	And he knew that it was mine.	And knew that the apple belonged to the poet.
13.	And into my garden stole,	He came secretly into his garden,
14.	When the night had veiled the pole;	when the night covered the pole.
15.	In the morning glad I see,	In the morning, the poet's anger changed into gladness.
16.	My foe outstretched beneath the tree.	to see his enemy outstretched beneath the tree.





deceitful (adj) cunning, treacherous (தந்திரமான)

foe (n)enemy (எதிரி)

veiled (v) covered (மூடப்பட்ட) wiles (n) tricks (தந்திரங்கள்) anger (கோபம்) wrath (n)

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

1. I was angry with my friend

I told my wrath 'my wrath did end.

Who does 'I' refer to?

Ans: 'I' refers to the poet, William Blake.

How did the anger of poet come to an end?

The poet told the reason of his anger to his friend. The anger came to an end.

2. And I watered it in fears

Night and morning with my tears;

What does 'it' refer to?

'It' refers to anger.

How is 'it' watered?

It is watered with fears and tears and tears of the poet.

In the morning glad I see

My foe outstretched beneath the tree

How did the poet feel in the morning?

Ans: He felt glad in the morning.

Who is the 'foe' referred to here?

The person on whom the poet is angry with.

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

The 'foe' ate the apple from the poison tree of anger. So he fell below the tree.

And it grew both day and night,

Till it bore an apple bright

Who does 'it' refer to?

Ans: It refers to anger, that is personified to the 'poison tree'.

What does 'apple' signify? (X)

Apple indicates anger. Ans:

What grew both day and night? (※)

Ans: Anger that is personified to the 'poison tree' grew both day and night.

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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) _ and it ended. They became friendly but when he grew angry with his foe, he ___(ii) _ it and allowed his anger to grow. Day and night he watered it with his tears allowing it to grow. He ___(iii) _ his foe with false smiles and cunning tricks. The tree kept growing and yielded a bright apple which ___(iv) _ his foe to eating it stealthily during the night. The next morning the poet was happy to see his foe lying ___(v) _ under the tree.

Ans: (i) anger (ii) suppressed (iii) faced (iv) attracted (v) outstretched

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

1. How did the poet's anger with his friend end?

Ans: The poet expressed his anger towards his friend as well as his enemy. But he specified the difference between two types of anger. He told that when he was angry with a friend, he convinced his own heart to forgive his friend. He sorted out the differences with his friend by expressing his anger to him and by discussing his own points of view with him. Even if he was hurt and he knew that his friend had done injustice to him, he would have tried his best to forget the past and end the feeling of vengeance in his heart. In this way, the poet's anger, with his friend, came to an end.

Describe how his anger kept growing?

Ans: The poet confessed that when he was angry with his enemy, he did not reveal his anger to his enemy. He feared that if he expressed his anger to him, his enemy would do harm to him. So he suppressed his anger. Day and night he shed tears thinking about the ill or the injustice that had been caused by his enemy to him. Thus, he watered the tree of anger with his tears, allowing the anger to grow. He also aroused his anger with his false smiles and cunning tricks towards his enemy. Since the poet kept his anger within himself and had his own fear and tears, his anger kept growing every day.

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

Ans: The poet, William Blake, revealed his anger to his friend and the anger ended. But when the poet concealed his anger from his enemy, the anger grew. It grew like a tree that bore a bright apple. His enemy saw the shining apple. Even though he knew that the apple belonged to the poet, he wanted to have it. So the enemy came secretly into the garden when it was night and ate the apple. In the morning, the poet's anger changed into gladness when he found the enemy outstretched under the poison tree. The apple in the tree of anger symbolizes the poisonous effect.

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D. Poem Appreciation: Figures of speech.

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

Ans: 1. I was angry with my foe.

- 2. Night and **morning** with **my** tears.
- 3. And I **sunned** it with **smiles**.
- 4. Till it **bore** an apple **bright**.

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.

Ans: friend - end; foe - grow

ii. What is the rhyme scheme of the stanza?

Ans: aabb

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

Ans: Personification

2. And I watered it in fears

Night and morning with my tears;

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

Ans: Personification.

POEM COMPREHENSION AND POETIC DEVICES ADDITIONAL QUESTIONS

1. I was angry with my foe:

I told it not, my wrath did grow.

(a) Who was the poet angry with?

Ans: The poet was angry with his enemy.

(b) Why did he not reveal it?

Ans: He did not reveal it, for he wanted his enemy to suffer the consequence of his anger.

(c) What was the consequence?

Ans: As he did not reveal it, it started growing bigger.

- 2. And I water'd it in fears,
 - (a) Bring out the significance of the line.

Ans: The poet gave more life to his anger with his fears.

- 3. And he knew that it was mine.
 - (a) What does 'he' refer to here?

Ans: He refers to the poet's enemy.

(b) What did he know?

Ans: The enemy wanted to eat the apple and he knew that it belonged to the poet.

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4. And it grew both day and night.

Till it bore an apple bright.

Pick out the rhyming words.



Ans: The rhyming words: night - bright

- 5. And into my garden stole,
 - When the night had veiled the pole;
 - (a) Who crept into the garden? Why?
 - **Ans:** The enemy of the poet crept into the garden, to eat the apple.
 - (b) When did the foe sneak into the garden?
 - Ans: He sneaked into the garden at night.
 - (c) How does wrath keep growing like a tree?

Ans: Wrath keeps growing like a tree, when you have grudges and allow the feelings of hatred to stay inside without dealing with them through communication.

LISTENING



F. Listen to the passage on 'anger management' and match the sentence parts by drawing a line. The recording can be played more than once if needed.

1.	Meditation is definitely a great technique	a. who will take care of the reason why
	·	you got angry ?
2.	There is a person living inside you	b. to know how to handle it is a virtue.
3.	Getting angry is natural but	c. do calm your inner self.
4.	Anger is something that releases the tension	d. speak to yourself and calm yourself.
5.	Close your eyes and	e. who always tells you how to act.

[Ans: 1. (c); 2. (e); 3. (b); 4. (a); 5. (d)]

- G. Answer the following in about 80-100 words. Take ideas from the poem and also use your own ideas.
 - 1. Recall a recent situation when you became angry. What were the consequences of your anger? After listening to the guidelines on anger management, find out how well you could have handled the situation. Write your findings.
 - Ans: I got angry when I did not find a place to sit in a bus. I went to the school with anger. When I listened to the methods of anger management, I learnt to apologise and forget the situation. It made me happy.
 - 2. What might have caused the conflict which led to the poet becoming angry with his enemy? Think of one such situation that you have experienced. Describe how you felt and how the enmity grew and things became worse.
 - Ans: One situation of the enmity with a friend might have been his refusal to help when he was in need. I was waiting in a place for the rain to stop. It became very late. I could not find any bus. After sometime I saw my friend coming in his car. When I tried to stop him for a lift he did not stop and drove away. This made me very angry. I did not talk to him for many days. He forgot to bring his pen for the exam. Since I was his friend I just took this as a chance to place him in the same coin and refused to help him. Now both of us became enemies to each other.

PARAGRAPH QUESTIONS AND ANSWERS : ADDITIONAL

1. How did talking to his friend about his anger help the speaker in 'A Poison Tree' by William Blake?

Ans: William Blake's poem 'A Poison Tree' is a figurative expression of the relation of the spiritual world with the natural world. When the speaker of this poem becomes angry with his friend, he communicates his feelings to his friend. As a result, his anger is released and their friendship continues. In contrast to this, he fails to release his feelings with his enemy. This causes his anger to increase so much so that the poison tree grows, as he waters it with his fears and tears and suns it with deceitful tricks. The poison tree becomes the symbolic of the corruption that occurs in the soul, when a person suppresses his feelings. The tree produces an apple, which ends the life of his enemy.

2. What is the meaning of night and morning in the poem?

Ans: The poet describes how he suppressed his anger for his enemy. Overtime his anger increased. In the second stanza, he says he watered it 'Night and morning'. He means that he allowed his anger to grow day and night. It grew into an apple. The enemy crept secretly at night and ate his fruit of wrath which killed him ultimately. The speaker is glad to see his enemy dead. Here, Blake condemns one who cultivates wrath and the effects of it.

3. How is Blake's 'A Poison Tree' a parable?

A parable is a short symbolic story that teaches a moral lesson. Blake's 'A Poison Tree' is a parable about the dangers of suppressing anger. The poet explains the point he is trying to make in the first stanza. When he became angry with his friend, he told him about why he was angry and he soon felt better. But, when he becomes angry with someone he disliked, he kept it a secret and became more and more angry. His anger became a tree that bears an apple like the Tree of knowledge in the 'Garden of Eden'. The poet tempts his enemy, like the serpent in the Bible, to eat it with his deceitful smile. His enemy is poisoned by his anger and dies. The moral of this parable is that suppressing anger can make things.

H. Discuss and Write.

 Identify five to six qualities which make an ordinary person, loved and respected by all. Work in groups of five or six. Each group has to take up one quality and discuss the methods for imbibing that quality and identify the challenges that need to be faced.

Ans: Mahatma Gandhi

We must forgive.

We must forget wrong things done by others.

We must apologise.

We must not watch others suffering.

We must be kind and helpful to others.

2. Adolescents are often distracted by feelings like anger, disappointment and general helplessness when they face challenges at school or at home. Suggest way to turn such feelings into positive ones.

Ans: Adolescents are full of energy and highly competitive. They cannot came to an understanding or shake hands with enemies easily. They must learn to forget past mistakes, to forgive people who hurt them, to apologise if they hurt others, to help even an enemy who harmed them, to think to them selfless why they are angry, to control harsh words and actions.

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TEXTUAL ACTIVITIES

WARM UP

A.	Choose the option that suits your own behavior in the given situations. Compar	re
	your answers with a partner's answers.	

	1.	You overhear a friend talking backer!	dly about you. How angry does that make you	
		☐ I don't feel angry at all.	☐ I feel moderately angry.	
		☐ I feel slightly annoyed.	☐ I feel very angry.	
		☐ I feel a little angry.	✓ I feel furious.	
	2.	The state of the s	nelp to prepare for the Maths board examination, as not turn up at all, as agreed. How angry does that ☐ I feel moderately angry. ☐ I feel very angry. ☐ I feel furious.	
F	3.	you for a few days. You've arranged the day. You are about to leave the	nds at the train station. They are coming to stay with with your elder brother/sister to drive the car for house when you realise the car is outside but your ing the keys!. How angry does that make you feel? I feel moderately angry.	
		☐ I feel slightly annoyed.	☑ I feel very angry.	
		☐ I feel a little angry.	☐ I feel furious.	
	4.	During a get together, your friend makes fun of your singing in front of your friends. You thought your singing was fine, but your friend thinks you really need to practise much more. How angry does that make you feel?		
		☐ I don't feel angry at all.	☐ I feel moderately angry.	
		☐ I feel slightly annoyed.	✓ I feel very angry.	
		☐ I feel a little angry.	☐ I feel furious.	
В.	Δns	swer the following questions. Sha	are vour views with the class	
D .	Aite		•	
		Do you argue often with your classr	natesr	

- Ans: Yes, I do. But often I am the first person to apologize or if necessary, make others realise their faults and become my friends once again.
- Do you forgive them or choose to remain enemies forever?
 - Ans: I forgive my classmates. I do not consider them my enemies at all.
- How long does your anger last?
 - Ans: My anger lasts for one or two days. I forgive my friends or apologize to them, if it is my mistake. We forget the bad quarrels and become friends again.



UNIT 2

SUPPLEMENTARY

THE FUN THEY HAD

- Isaac Asimov



ABOUT THE AUTHOR

Issac Asimov (1920 - 1992) was an American writer and professor of bio-chemistry at Boston University. He was known for his works of science fiction and popular science. He was born on 2nd January 1920, in Petrovichi, Russia. He was a prolific writer and edited more than 500 books, an estimated 90,000 letters and postcards. He was considered one of the best science fiction writers during his lifetime.

SUMMARY

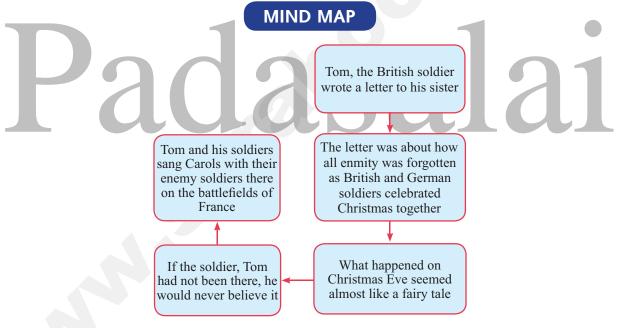
The short story 'The fun they had' written by Isaac Asimov deals with a boy and a girl, Tommy and Margie, who find out something about school in the past time. On 17th May 2157, Tommy, a thirteen year old boy finds a 'real book', which has been printed on paper. He is at the house of Margie, an eleven year old girl. They both take a look at it together. The book is really old and the pages are yellow and cranky. In the year 2157, this kind of book doesn't exist anymore. Tommy has found the old book in the attic of his house. While reading the book, Tommy says that it is about school. Margie hates school and cannot understand why someone would write about it. Now a days, in the year 2157, they read every thing on the computer. She was having problems with learning geography from her mechanical teacher, which was black, large and had a screen on it. It teaches the students, gives them exercises and asks them questions, all in a special room in their own house. It can calculate the marks in no time. Marge hates the slot, where she has to insert her home-work or test papers. Once, the geography sector of her mechanical teacher was geared too quickly, and her marks got worse and worse. The county inspector rebuilt it after one hour. Tommy informed Margie that the book, he found, was not about their type of school. It is about a school centuries ago. They had a human being as a teacher, who told different things, taught them to learn, gave them homework and asked them questions. The children then had a special biding for this and all the kinds of the same age learned the same thing.

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SUMMARY

This is a British soldier's letter to his sister on how all enmity was forgotten as British and German Soldiers celebrated Christmas together. It was World War - I time and there was a war between British and German. It was Christmas eve while everyone sang Christmas Carols before fire place. Tom, the British soldier was on the battle field of France. They had stayed in a long narrow ditch. It was terrible. The German's trench was only fifty yards from them. Between them lay No man's land bordered both sides with barbed wire. On Christmas eve the shooting stopped completely. Their first complete silence in months. The German soldiers had placed Christmas trees lit by candles or lantern, like beacon of good will. Both of them agreed to stop shooting on Christmas. They both exchanged gifts and food and sang Christmas songs. Thus they celebrated Christmas in the midst of war. All nations say that they want peace. Yet on that Christmas morning he wonders if they want it quite enough.

THE MAIN CHARACTERS ARE: 1. The Narrator, 2. His friend John, 3. German Soldiers



Glossary 🔊

bewilderment (n) - a feeling of being perplexed and confused, மனக்குழப்பம்

carols (n)

- a religious folk song or popular hymn, particularly one associated with

Christmas, கிறிஸ்துமஸ் அன்று மகிழ்ச்சிப்பாட்டு

dugout (n) - a trench that is dug and roofed over as a shelter for troops, நிலத்திற்கடியில்

உருவாக்கப்பட்ட தங்குமிடம்

maim (v) - injure or wound seriously and leave permanent damage to body or parts,

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உடலை ஊனமாக்குதல்

- 15. (a) The spider's parlour can be reached through a winding stair.
 - (b) The fly will get to see many curious things in the parlour.
- 16. (a) She refers to the fly.
 - (b) She was thinking of her beautiful eyes and the colours of her wings.
- 17. (a) Leaves sprout out of the leprous hide.
 - (b) Metaphor: Hidden comparison. 'Bark of the tree' is compared to 'leprous hide'.
- 18. (i) 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 witty 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 food and a bed to rest. This time also the fly declines the spider's offer very politely. The next weapon that the spider uses is flattery. The spider praises the wings 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 victim to her prey.

(OR)

- (ii) Gieve Patel spins a very visual tale of pain where the reader can almost feel the hacks made at a tree. The 'bleeding bark' is the visual representation of the pain, Patel envisions the tree going through. The tone of the poem is sarcastic and filled with caustic remarks. The poet, Gieve Patel, takes this ironic stance to propose his actual view on cutting down trees, which is according to him, not short of committing an act of murder. The cutting down of trees is equated with death. Every time Patel talks of cutting down a tree, he portrays it as killing it. The death the poet incorporates in this poem is both natural and spiritual.
- 19. (a) (iii) endanger
 - (b) A patriot is a man who loves his country, works for it, and is willing to fight and die for it.
 - (c) The best soldiers risk their lives.

- (d) They risk their lives because they lvoe the country they are fighting for.
- (e) They love its hills and valleys, its cities and villages, its people and their way of life.



9 Ti	STD.	Assessment 2018-19 LISH II
	SECTION - I SUPPLEMENTARY READER	4. We spent the (a) entire day
I.	Fill in the blanks with the appropriate phrase given below. 5 × 1 = 5 Tom gave the painkiller to his Aunt's cat (i) The (ii) had an adverse effect on the cat. Aunt Polly entered the room in time to see the cat throw a few (iii) and sail through the open window. She found the (iv) with a little painkiller sticking to it. She realised that, what was (v) to the cat should be the same to the boy too. (i) summerset (ii) cruelty (iii) peter (iv) painkiller (v) teaspoon	5. Molthi was comp of (a) a high intensi (b) thunder and h (c) drought and f (d) flash flood IV. Read the passage answer the question It was four year October. One night tremors are common snows may seem eter.
III.	Identify the character/speaker. 5 × 1 = 5 1. What on earth ails cat? 2. May God be with you 3. Whom you are looking for 4. I done it out of pity for him 5. My men have been on their feet for days Choose the correct answer. 5 × 1 = 5	look solid, but the trut unstable. We, who live to tremors. But what he more than that. It was Its effects were felt as Lucknow. Questions: 1. When did the eas 2. What is common 3. What is the truth 4. Where did they
111.	1. Brij finally offered the travellers a (a) cup of milk (b) cup of tea (c) cup of coffee (d) glass of water 2. Tom used the painkiller to (a) help his aunt (b) cure Becky Thatcher (c) take care of his health	5. How was the ear V. Complete the min Aunt Polly was (i) about Tom Tom preter (iii) Tom gave the pain

(d) mend the crack on the sitting room

(b) four

(d) two

The earth quake lasted less than

4. We spent the __ outside. (a) entire day (b) entire night (d) entire evening (c) entire morning 5. Molthi was completely devasted because (a) a high intensity earthquake (b) thunder and hail storm

Reg. No.

Marks: 60

(d) flash flood IV. Read the passage given below and answer the questions. $5 \times 1 = 5$

(c) drought and famine

It was four years ago, in the month of October. One night the earth quaked. Yes tremors are common in these parts. These snows may seem eternal, the Himalayas may look solid, but the truth is, deep down they are unstable. We, who live here, are accustomed to tremors. But what happened that night was more than that. It was a terrible earthquake. Its effects were felt as far away as Delhi and Lucknow.

Questions:

- When did the earthquake occur?
- What is common in these parts?
- What is the truth about Himalayas?
- Where did they feel the effect?
- How was the earthquake?

Complete the mind map. $5 \times 1 = 5$

Aunt Polly was (i) about Tom	She tried (ii)
Tom pre	tended to
Tom gave the pain killer to (iv)	It rose on his hind feet and (v)

- VI. Answer any one of the following in a $1 \times 5 = 5$ paragraph.
 - Narrate the funny sequence between Tom Sawyer and Peter the cat.
 - Explain the efforts taken by the Army officer to save the baby.

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359

minutes.

(a) three

(c) five

SECTION - II

EFFECTIVE LEARNING SKILLS

- VII. Write a letter to your friend telling about how your house was burgled when your family was away on a holiday. $1 \times 5 = 5$
- VIII. Prepare a speech in about 80-100 words for the morning assembly on highlighting the importance of.
 - Saving trees

 $1 \times 5 = 5$

(Or) (b) Saving Pets.

- IX. Write a diary entry in 60-80 words describing your thoughts about.
 - Water Scarcity

 $1 \times 5 = 5$

(Or)

(b) Effect of Earth quake

X. March the slogans with the product:

 $5 \times 1 = 5$

- 1. Body lotion - Ten man's brain
- Music system Door step to knowledge

Talcum powder- for a healthy glowing

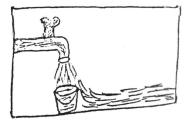
- skin - Converts your house 4. Calculator
- into theatre
- Computer make you fresh and fragrant
- XI. Read the following poem and paraphrase it by filling the blanks:

 $5 \times 1 = 5$

Never trust a mirror, for a mirror is always lies. It makes you think that all you're worth can be seen from the outside It only shows you what's skin deep Never trust a mirror.

tells not to trust a (ii) for it always (iii) ____. It makes you think that you're (iv) ____. It shows your (v) ____

XII. Look at the picture and express your views on it. $5 \times 1 = 5$



ANSWERS

- (i) (iii) peter
- (ii) (iv) painkiller
- (iii) (i) summerset
- (iv) (v) teaspoon
- (v) (ii) cruelty
- 1. Aunt Polly
- 2. Brij
- 3. Army officer
- 4. Tom Sawyer
- Army officer
- III. 1. (b) cup of tea
 - (d) mend the crack on the sitting room floor
 - 3. (c) five
 - 4. (b) entire night
 - 5. (a) a high intensity earthquake
 - IV. 1. It occurred four years ago in the month of October.
 - 2. Tremors are common in these parts.
 - 3. Himalayas may look solid and eternal, but deep down, they are unstable.
 - They felt the effect in Delhi and
 - 5. The earthquake was a terrible one.
 - very concerned
 - (ii) various types of remedies on him.
 - (iii) like the painkiller and asked for it very often.
 - (iv) his aunt's cat, Peter.
 - (v) danced around, in a frenzy of enjoyment.
 - VI. 1. The "Pain-killer" became a regular treatment, and to Tom Sawyer, it tasted like liquid fire. Tired of the daily doses, one day Tom feeds a spoonful to the cat Peter, which upon receiving the medicine begins to do somersaults in the air while "spreading chaos and destruction in his path." When Aunt Polly learns that Tom has fed the cat the pain-killer, Tom explains for his actions by saying that he "done it out of pity for the cat because he (the cat) hadn't any aunt" to "burn him out" and "roast his bowels."
 - 2. The officer came with three soldiers armed with spades and crowbars. Without a word, the men began to remove the debris. They laboured doggedly. When it was completely dark, some one brought a few lit petromax lamps. Two hours later,

a soldier cal

a soldier called out, "Sir". He stood in the middle of a small hollow. The wall had caved in at that spot. Brij recognised a part of the door. Beneath it, was a little foot. Feverishly, the soldiers began to clear the hollow. Then they lifted the door. It was a miracle. They rescued the baby alive after a hundred and sixteen hours. A ragged cheer went up and she was carried to a make-shift hospital.

VII. 36, Gandhi Road

Chennai - 45

04 August 2018

Dear Ramesh,

How are you? I feel sad to inform you that my house was burgled last week when I was on a holiday. Burglars might have known from the accumulated newspaper pile that I had gone away. When I came back last Sunday, I found the back-door lock broken. I could have forgotten to bolt the back-door from inside and they should have entered through it. My room was ransacked. They took my laptop and other valuables. I must have deposited the jewellery in a bank locker to avoid this loss. I should have informed my neighbours about my week-long trip. Well, I have registered an FIR with the police. They are investigating the case. They have assured that I would get my jewels back. The burglars will be caught very soon. Convey my regards to all at home.

> Yours lovingly, Aadhav

VIII. (a) Respected teachers and students, Warm greetings to all of you.

I am here to deliver a speech on "Saving Trees".

Trees play a significant role in our daily life. Trees provide oxygen. They absorb carbon dioxide, thereby reducing the global warming. They provide food for us and also for forest animals. Trees offer habitation to birds, insects, lichen and fungi. Their trunks provide the hollow cover needed by species such as bats, wood-boring beetles, owls and woodpeckers. They

benefit the environment by the way of preventing soil erosion and flooding. They reduce the speed of the wind. They act as natural air conditioners by cooling the roadsides by their shade. They are helpful for children to play in and discover their sense of adventure. They also help in protecting us from the harmful effect of ultra-violet rays. So it is our responsibility to save trees. Thank you for listening to my speech.

(Or)

(a) Respected teachers and students, Warm greetings to all of you.

I am here to deliver a speech on "Saving Pets".

Saving the life of a pet animal like a dog or a cat is our moral responsibility. There are so many ways in which we can save pets. A person can adopt his pet and encourage his friends and family to adopt pet. Most people don't realize that they are unknowingly supporting the puppy mill industry when they purchase animals from pet stores or buy a puppy online. A person may talk with the owners of pet stores and ask them to feature homeless pets for adoption instead. We can add an advocacy message in the signature line of our email to help educate people about the issue. Instead of buying pet animals, we can adopt them. We can use our social networking skills to promote adoptable animals. Most rescue groups need volunteers who can help with a variety of professional services. So as a volunteer, we can save a lot of lives. There are lots of ways to provide assistance without giving a donation. However, donations allow shelters and rescue groups to increase adoptions, promote spay/neuter, create lifesaving programs, educate the public about animal welfare issues, and much more. A person can save lives by fostering homeless animals.

Thank you for listening to my speech.

IX. (a) Diary entry about Water Scarcity 12-10-2018, Friday 9.30 p.m.

Dear diary,

People are suffering due to water scarcity everywhere. Do you know the reasons for water scarcity? It is mainly because of excess population growth and mismanagement of water resources. Inefficient use of water for agriculture is prevalent everywhere. Traditional water recharging areas are reduced due to rapid construction of residential and commercial buildings. Sewage and wastewater drainage management is not properly implemented. These sewage disposal lines are connected to water bodies. Chemicals and effluents are dumped into rivers, streams and ponds. Desilting operations in large water bodies like dams, lakes, ponds are not being carried out at proper timings. Hence water storage capacity during monsoon is not enhanced. All these problems should be solved.

Rajan.

(Or)

(b) Diary entry about the Effect of Earthquake

29-09-2018, Saturday

9.30 p.m.

Dear diary,

Today an earthquake hits Indonesian city of Palu. The Richter magnitude scale of the earthquake is 7.7 and 384 people had been killed and the death toll was expected to rise. Most deaths are caused by the collapse of structures and the construction practices also play a major part in the death toll of an earthquake. Other effects such as landslides, liquefaction, and tsunamis have also played important role in destruction produced by earthquakes. I list the harmful effects of earthquakes as follows:

- 1. They cause loss of human life due to collapse of buildings.
- 2. Transport is affected due to disruption of railway and road systems.
- 3. Infrastructure like buildings, dams and bridges develop cracks due to earthquakes.
- Earthquakes have economic effects like setback in trade and agriculture. Assets like houses and other buildings are also destroyed.
- 5. Problems arise due to shortage of electricity. At the same time, underlying cables are disturbed leading to disruption of communication systems.
- It becomes difficult to meet basic necessities of people like food and water.
- 7. Water shortage also leads to rise of epidemics due to lack of proper sanitation. What will be the solution for such a disaster is a million dollar question.

Shankar.

- X. 1. Body lotion for a healthy glowing skin
 - 2. Music system Converts your house into theatre
 - 3. Talcum powder- make you fresh and fragrant
 - 4. Calculator
- Door step to knowledge
- 5. Computer
- Ten man's brain
- XI. (i) poem
- (ii) mirror
- (iii) lies
- (iv) worth
- (v) skin deep
- XII. In the picture depicts the wastage of water.

 The tap is opened and the water is overflowed from a bucket.

At every place, people are suffering from water scarcity.

So, it is our duty to avoid wastage of water. We should create awareness on saving water among others.





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