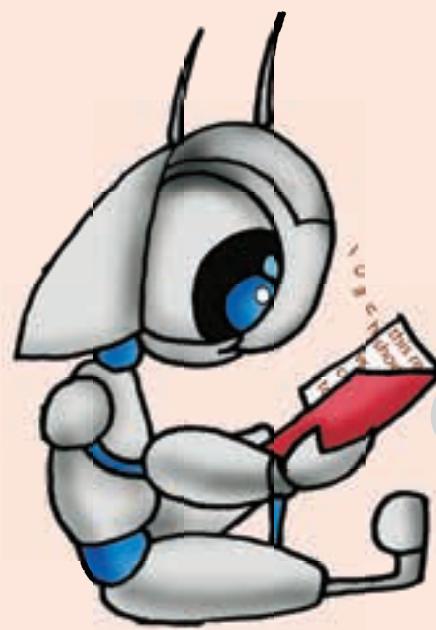
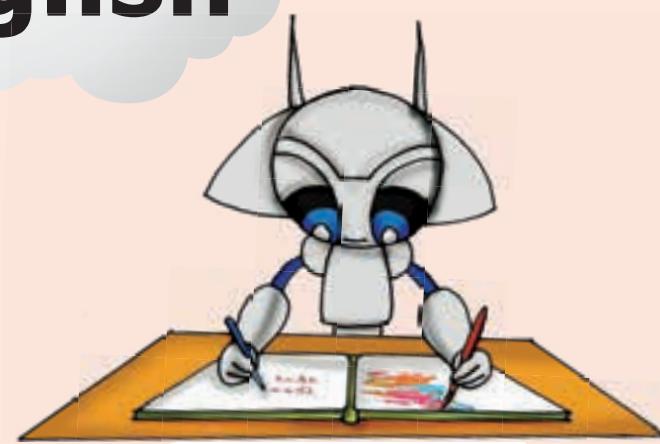




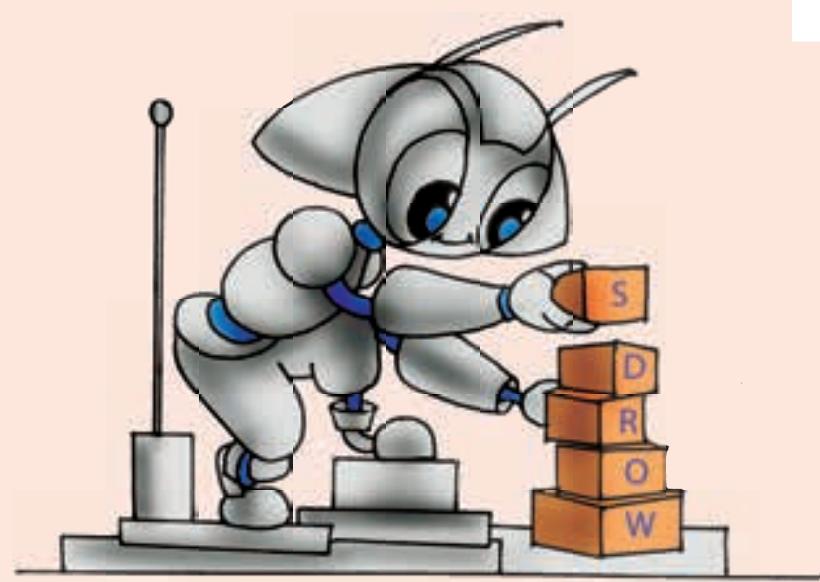
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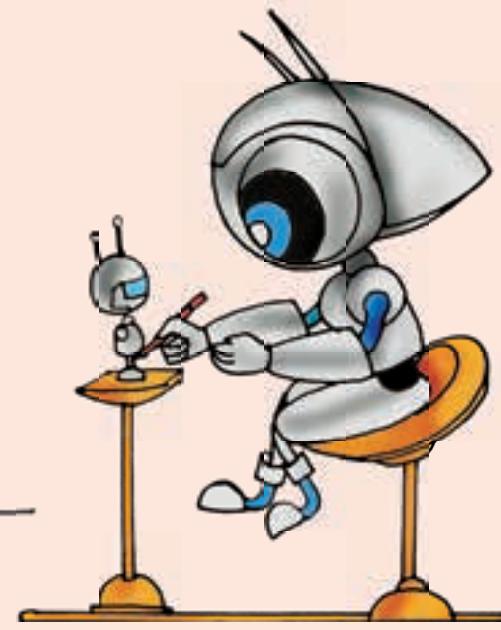
English



Term - 1



Volume - 1







## PREFACE

The revised course book for English standard IX is based on the communicative approach which recognizes the importance of developing students' competence to express them fluently, confidently and appropriately. The syllabus aligns with the recommendations of the National Curriculum Framework 2005. The selection of contents has been determined by the students' present and future academic and social needs.

Each unit focuses on inculcating universal human values, gender sensitization and inclusivity. To explore the digital world, ICT Corner is introduced in each unit at first time in State Board Text Book.

**How to use the book**

- Different types of warm up activities can be used to discuss the theme.
- Make use of the different genres in the text for understanding and appreciating the plot and characterization.
- 'Do You Know' boxes can be used for thinking beyond the texts.

- Facilitate the children to enjoy and appreciate the poem.
- Encourage the students to practice the situational grammar exercises.
- Think and Answer questions can be used for promoting higher order thinking skills.

- Use the listening, speaking, reading and writing activities to support effective learning.
- Open-ended questions in the writing tasks can be used for promoting creative writing.
- Project can be used for developing team spirit and collaborative learning.

- Motivate the students to read independently and explore by accessing resources in the library and other ICT resources.
- Make use of literary and non-literary texts to develop analytical, inferential and evaluative reading strategies.



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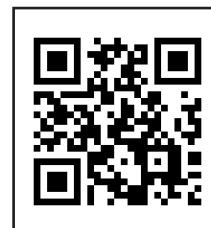
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\* Memoriter



E-Book



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# Unit 1

## Prose

### Goal Setting

Kris Srikanth

#### Warm Up

**Think of what you would like to do in future. Fill in the spaces.**

My Goals	
Timeline	Action Plans
2020	
20....	
20....-20....	
20....-20....	
2030 Onwards	

**Kris Shrikanth, an experienced sports person is happy to share with you his winning formula in the process of goal setting.**



1. Very often in life, you find yourself at a **crossroads**. The most common example taken is that of **Alice in Wonderland**, a children's classic written by Lewis Carroll. Alice comes to a crossroads during her travel and she

finds a cat sitting there. She asks the cat, "Which road do I take?" You know what the response is? The cat says, "Where do you want to go?" When you make a career choice, you may want to take up engineering, you want to get into medicine or you want to take up a job. You must know what you want to do.

**Have you found yourself at a crossroads?**

2. I am a very firm believer in one thing. You will ultimately become what your innermost and deep-rooted desire is. Of course, desires change for a person from time to time. But your deep rooted desire is what motivates you.

**There are 5 steps to the goal setting process. The first step is the most important one:**

- ↗ Put your goals on paper.
- ↗ Analyse what the benefits are.
- ↗ Identify obstacles and challenges.
- ↗ Help required: People and Resources
- ↗ Put down milestones with dates.

**Which is the most important step in the goal setting process?**

3. During my third year or fourth year of engineering, suddenly I had this desire to play cricket, first play for Tamil Nadu, then play cricket for India. Again, it was in my subconscious mind that I wanted to play for India.



4. Believe it or not, I played for India. That was the deep-rooted desire. As you all know, we won the 1983 World Cup. But after the 1983 World Cup, unfortunately, my form **deteriorated**. Sometime later, a stage came where in, within about six to seven months of the 1983 World Cup, my form was so bad, they really even thought of dropping me from the Tamil Nadu Ranji Trophy team. That was the stage I was in... This was it! But then, something kept on telling me "Don't worry, Cheeka... you will make it. You will make a comeback in the Indian team, you will be a successful cricketer". There was this little voice... an inner voice that kept on telling me.



DO YOU KNOW?  
Indian cricket team is the only one to have won world cups of sixty overs, fifty overs and twenty overs.

5. That time, it was a Ranji Trophy match in Coimbatore, and I still remember the events very clearly. Today's famous commentator L. Sivaramakrishnan and a few others were all sitting in a room and chatting. We were all having some fun. Then, suddenly I told them, "Guys, take it from me - in five years' time, I'll captain India". This was way early in 1984. They thought I'd gone mad. Here is a guy struggling to find a place in the Tamil Nadu team. He says that in five years' time, he will captain India, and with people

like Sunil Gavaskar, Kapil Dev, Mohinder Amarnath all established cricketers there, and this guy says, he is going to captain India. But I said, "Boss, you wait and watch. In five years' time, I'll captain India."

What made Srikanth keep trying to realise his dream?

6. As I said, rewind your life. You think about it. There must have been small and big desires. Always there will be something within you, speaking to you, right? You will make it! You will succeed. As long as the inner feeling is there that you will succeed, just continue trying. Continue doing it. Don't worry about failure. You will succeed.

What kind of attitude helps us to succeed?



7. When you talk about deep-rooted desire, what did Sachin say, even after winning the 2011 World Cup? Sachin said that his deep-rooted desire was to win the World Cup. Don't forget, this man had all the records in the world.

8. He had got everything in the world that one would want as a batsman and as a cricketer; but still, his deep-rooted desire was to win the World Cup one day and be a part of a World Cup-winning team for India. That **ultimately** happened. Maybe, it happened after a long time.



But still, he himself admitted that this is the best thing that ever happened to him in cricket. Don't forget, my dear friends, when you have a deep-rooted desire and when you consciously work towards it, you will achieve it.

9. **Passion** is the key word. When I say passion, you do something with your heart and soul. When you do something with passionate interest, you'll always be successful in life. When you put your heart and soul and you are passionate, you start enjoying what you do. And when you enjoy what you do, ultimately you do everything in the right manner. That's what I mean by passion. Without passion, please don't do anything. There are times when you are down and out and when you just don't feel like doing something; but, nevertheless you just do something for the sake of doing. Never ever do that. The moment your mind is not there, just stop doing something, take a break and come back, because whatever you do in life, please do it with passion.

**When will you be successful in life?  
Why should you enjoy what you do?**

10. The best example I can think of for doing something with passion is Sachin Tendulkar. Just imagine, this guy has got all the records you want in international cricket. He has played the maximum number of test matches, one-day matches; he has got all the runs and all the records with him. But

till his retirement, whenever he played, he played with great passion. That's why Sachin was so successful.

**What is the secret of Sachin Tendulkar's success?**

### **Keep in Mind!**

11. Here are some ways to make sure that the goals that you are working on are things that you want and not just things that sound good.

12. Set goals on a yearly basis. Set smaller goals and achieve the smaller goals, and go on a step-by-step basis. When you go on a step-by-step basis, as I told you with live examples, it becomes easier to achieve your goals. Time management is important when you want to achieve your goals. If you work towards it in a very conscious manner, with passion, by putting your heart and soul into whatever you want to be, you will get it.

- Write your goal with positive attitude.
- Write your goal in complete detail.
- Make sure your goal is high enough.

13. The next step in the goal setting process is to identify the benefits of achieving that goal. Make sure that you're going towards where you actually want to go.

**What are the steps in the goal setting process?**

**How do goals become easy to achieve?**



14. Make sure that you take an informed decision when choosing your career. Let us see what happens when you are choosing your career.

### Choosing a career

15. There are lots of factors which actually **influence** you when you are trying to choose your career.

#### They are your

- educational background,
- parental influence,
- teachers and mentors,
- the environment that you are in.
- personal aspirations and
- **peer** pressure.

We need to have proper career orientation. Your personality plays an important role in choosing the type of career you want. Choose something you enjoy and really want to do and you will be successful.

#### About the author

Kris Srikkanth, former Indian Cricket Team Captain, is a member of the 1983 world cup winning team. He was the former chairman and senior selection committee of the 2011 World Cup Winning Indian Team. He works as a broadcaster and expert commentator with various sports and news channels and is well-known for his honest, straightforward comments, often laced with humour.



### Glossary



became worse

#### influence (n.) :

the capacity to have an effect on the character development

#### peer (n.) :

person of same age, status or ability

#### Passion (n.) :

strong desire

#### ultimately (adv.) :

being the best or most extreme example

### Read and Understand

**A. Based on your understanding of the lesson, answer the following questions by choosing the correct options.**

- i) The author's desire was to \_\_\_\_\_
  - a) become an engineer.
  - b) become a big shot in life.
  - c) play football.
  - d) play cricket.
  
- ii) After the 1983 World Cup, he was dropped from the Indian team because \_\_\_\_\_
  - a) his form deteriorated.
  - b) he went abroad.



c) he got a job.  
d) he was not healthy.

iii) A little voice in Srikanth said,  
a) "You should become a big shot."  
b) "You will make it."  
c) "Be sure of your goal."  
d) "Don't give up."

iv) You should not do anything without  
a) goal.  
b) involvement.  
c) passion.  
d) personality.

v) \_\_\_\_\_ change for a person  
from time to time.  
a) Aims  
b) Goals  
c) Desires  
d) Opportunities

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

1. According to the author, what are the steps in the goal setting process?
2. Explain "Don't worry, Cheeka... you will make it. You will make a comeback in the Indian team, you will be a successful cricketer."
3. How did the author's deep rooted desire become a reality?
4. What was Tendulkar's greatest wish?
5. When can you achieve your own goals in life?

**C. Answer the following in about  
80 - 100 words each.**

1. Describe how Srikanth achieved his professional goals.
2. Even after being dropped from the Indian team, why did they select him to be the captain?
3. What is Srikanth's advice to achieve your goals?

**D. Think and Answer.**

1. Give four or five factors which could influence you in the choice of subjects or career.
2. Passion is the keyword to success. Explain this with Sachin's achievement.

**Vocabulary**

**E. Match the words in  
column A with their  
synonym in column B.**



A	B
fructify	plan
concrete	oppose
relevant	appropriate
contradict	fruitful
strategy	real

**F. Match the words in column A with  
their antonym in column B.**

A	B
success	forget
remember	failure
gradually	physically
destruction	suddenly
mentally	creation



## Homonyms

Homonyms are words with similar sound and spelling, but with a different meaning.

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

<b>cricket</b>	Cricket is a popular sport. A cricket is active at night.
<b>bank</b>	
<b>will</b>	
<b>bark</b>	
<b>watch</b>	

## Homophones

Homophones are words with similar sound but different spelling and meaning.

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

1	in	
2	know	
3	be	
4	to	
5	watt	
6	right	
7	were	

## Prefix and Suffix

Prefixes are added to the beginning of a root word while suffixes are added to the end.

**I. Look at the prefixes given and frame two new words for each prefix and suffix. One is done for you.**

Prefix	Word-1	Word-2
sub	subway	subconscious
un		
re		
en		
dis		
ir		

Suffix	Word-1	Word-2
ly	suddenly	happily
or		
er		
ness		
ian		
ist		

## \*Listening

**J. Listen to the passage on Paralympics and choose the correct answer.**

- The Paralympic games are for \_\_\_\_\_
  - children.
  - disabled people.
  - women.
- The Paralympic games usually happen \_\_\_\_\_
  - in Greece.
  - every four years.
  - after the Olympic Games.

\*Listening text is on Page No. 218



3. The first true Paralympic Games happened in Rome in \_\_\_\_\_

- a. 1960.
- b. 1952.
- c. 1848.

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

- a. Romans
- b. Greeks
- c. British

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

- a. Pierre de Coubertin
- b. Sir Ludwig Guttmann
- c. Natalie du Toit

### Speaking

#### K. 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.

**L. 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.**

### Writing

**M.** 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.

**N.** Collect information from newspapers, magazines, periodicals and books about any two famous sports women. Prepare their profiles. Use the following format.

Name	Details
Date of birth	
State/Team she represents	
Sports/ Games she is associated with	
Debut (first entry)	
Best in her career	
Hobbies	
Awards/ Medals received	

### Creative Writing

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



## Reading

### Folk Culture And Folklore Of Tamil Nadu

Tamil Nadu is deeply rooted in a great tradition of folk arts and crafts, which display the customs and skills that have come down from generations. The folk music and dances of Tamil Nadu represent the ethos, aesthetic, values and melody of the region. Traditionally, folk dances and music are performed during festivals and community functions. The following article describes some of the folk musical styles and dances of Tamil Nadu.

**Karagaattam** is a popular folk dance of Tamil Nadu, which involves balancing a pot on the head to musical accompaniment. The Karagam pots are decorated with a cone of flower arrangements, topped by a paper parrot. The parrot swings as the dancer swings along.



Karagaattam has two divisions—atta karagam and sakthi karagam. This form of dance is very popular all over Tamil Nadu. Both male and female performers participate in this dance. Acrobatics such as dancing on a rolling block of wood,

moving up and down a ladder, threading a needle while bending backwards form a part of this dance.

**Kavadi Aattam** is one of the predominant folk dances of Tamil Nadu.



When the ancient Tamils went on pilgrimages, they used to carry offerings tied on either end of a long stick, balanced on their shoulders. A kavadi is made of bamboo strips and a light pole. To lessen the boredom of the long travel, they sing and dance in praise of God. Kavadi Aattam traces its origin to this practice. This led to the composition of special songs for carrying the kavadi.

**Poikkal Kudhirai Aattam** is a dance in which the dancer puts on the





dummy figure of a horse on his / her hips. This folk dance needs a lot of training and skill. The dummy is made of lightweight materials and the cloth at the sides of the dummy swings to and fro covering the legs of the dancer who dons wooden legs so that they look like the hooves of the horse. While performing, the dancer brandishes either a sword or a whip.

**Parai Aattam** is a special type of dance in Tamil culture in which the performers beat the parai and dance to



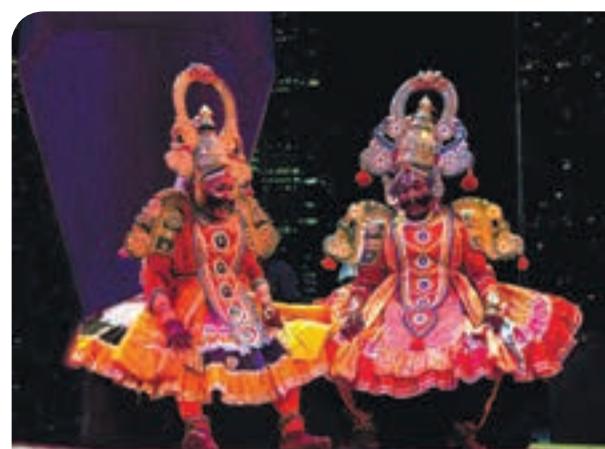
its rhythm. This is one of the oldest traditional dances. In olden days, the parai was used for multiple reasons, ranging from warning people about the upcoming war, requesting civilians to leave the battlefield, announcing victory or defeat, stopping a breach of a water body, gathering farmers for farming activities, warning wild animals about human presence, during festivals, weddings, celebrations, worship of nature and so on. Parai Attam plays a prominent part in all the celebrations in Tamil Nadu even today.

**Bommalaattam** or Puppetry is held in rural areas of Tamil Nadu during festivals and fairs. Skilled puppeteers



manipulate the puppets with strings or wires. They stand behind a screen and the puppets are held in front. The puppetry depicts stories mainly from the Puranas, epics and folklore. Even during Indian freedom struggle awareness programmes for the common people were conducted through puppet shows to instill patriotism among the people.

**Therukoothu** is usually conducted during village festivals in the months of Aadi and Panguni. Therukoothu is performed on the streets and in open air. In this dance form, make-up and costumes are considered very important. The performance involves storytelling, songs, dance and dialogue





rendering. The performances are based on stories from Puranas, Ramayana, Mahabharata and the local folklore.

**Silambaattam** is a martial art form, practised from the days of the Tamil kings. It has metamorphosed into a



non-violent form of folk dance, adding stepping styles into the dance to the measure of time. This martial art form also teaches the performer the methods of self-defense.



Silambam was banned in Tamil Nadu during the British rule. Britishers viewed this martial art as a potential threat in the face of revolts.

#### A. Answer the following questions briefly.

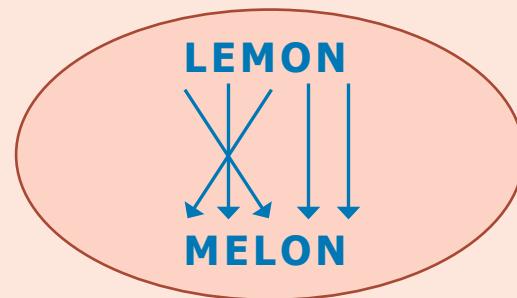
1. What do Tamil Nadu folk dances and folk arts represent?
2. When are folk dances and folk music usually performed?

3. How is Karagattam performed?
4. How were offerings carried during the ancient period?
5. Bring out a few differences between the two art forms Therukoothu and Bommalattam.

#### ANAGRAMS

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.

a.



Now try to solve these anagrams.

1	ELBOW	
2	SECTION	
3	VIEWER	
4	RIPPLES	
5	NEEDLESS	

#### B. 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.



## A Talk Show

**C.** Work in groups of 4-6. Choose one folk art form, that is rarely or no longer performed. 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
2. A folk artist
3. A representative from an NGO engaged in reviving some of the dying folk arts
4. A student
5. A citizen from the city.

**NOTE:** Your teacher will distribute role cards with cues to each member of the group to help you play your roles.

## Grammar

### Preposition

A preposition is a word that is placed before a noun or a pronoun to show its relationship to other words in a sentence.





## I. Prepositions of Time

These prepositions are used to indicate when a particular event happened. These include: in, on, at, since, for, during etc

**e.g. :**

1. I was studying in the morning.
2. She was born on the 5th of July.
3. I will reach there at 6 o'clock.

## II. Prepositions of Place

These prepositions are used to indicate the location and come before a noun or pronoun. These include: in, on, between, behind, under, over, near, etc

**e.g. :**

1. The cat is on the wall.
2. Jenny lives near her workplace.
3. Raj is in his room.

## III. Prepositions of Movement

These prepositions are used to describe movement. These include: to, into, towards, through etc.

**e.g. :**

1. I went to the book store.
2. The swimmer jumped into the pool.
3. The dog was coming towards him.

## IV. 'Since' and 'For'

'Since' refers to a particular point of time.

**e.g. :**

1. I have been studying since 5 a.m., and I am at it even now.
2. The construction of this building has been going on since January.

'For' refers to the duration of the time.

**e.g. :**

1. Maya has worked in this institution as an accountant for 23 years.
2. Many ideas were discussed for three weeks before the annual day theme was finalised.

## V. 'During' and 'In'

Both 'during' and 'in' are used to describe actions that happen in a particular period of time.

**e.g. :**

1. We will be visiting my grandparents during the summer vacation.  
**(or)**
2. We will be visiting my grandparents in the summer vacation.



## VI. 'Between' and 'Among'

'Between' is used when naming definite, individual items.

**e.g. :**

1. The discussion on a sports meet between our school and schools are going on for two days.
2. The final match will be held between India and Australia.

'Among' is used when the items are part of a group, and are not specifically named.

**e.g. :**

1. The sailors divided the money among themselves; and the ship sailed on.
2. We'd discussed this point among ourselves many times over the past months.

### D. Choose the most appropriate preposition from the brackets.

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

### E. Identify the prepositions in the given sentences and underline them.

1. Riya borrowed a dress from me and lent it to her friend, Mary.
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.
5. My dog sat on my hat and squashed it.

### F. 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 Nadu, a very interesting form of recitation named Villupattu developed (a) \_\_\_\_\_ the 15th century. Villupattu means bow—song because a bow—shaped musical instrument (b) \_\_\_\_\_ strong high tension string is used (c) \_\_\_\_\_





placing it (d) \_\_\_\_\_ an earthen pitcher. It is believed that this narrative form was an invention (e) \_\_\_\_\_ Arasa Pulavar. The troupe gives its performance mostly (f) \_\_\_\_\_ temple festivals. There are seven to eight persons in a troupe who form a kind (g) \_\_\_\_\_ chorus that supports the main singer-narrator. When the chief narrator sings, the chorus takes (h) \_\_\_\_\_ the refrain (i) \_\_\_\_\_ the song and repeats it in unison. The whole party sits (j) \_\_\_\_\_ the ground and performs (k) \_\_\_\_\_ a lot (l) \_\_\_\_\_ gesticulation and facial expression to suit the narrative they have taken. The ballad style songs are composed (m) \_\_\_\_\_ the rural dialect which appeals (n) \_\_\_\_\_ the audience who sometimes join the troupe (o) \_\_\_\_\_ suitable notes or words.

### Preposition with verbs

**G. Some verbs are usually followed by prepositions before the object of the verb.**

#### Examples

- i. The kids **laughed at** the hilarious antics of the clown.
- ii. Fathima **planned to** stay at a hotel, when she visited Mumbai.
- iii. I have pressing matters to **attend to** in Kolkata.
- iv. I **believe in** the healing power of a mother's touch.

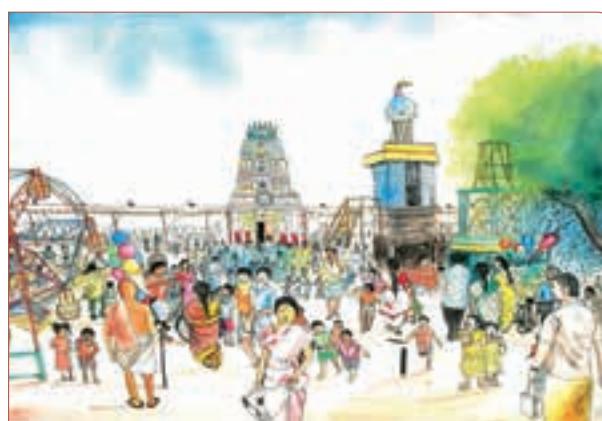
- v. She was so happy in life that she could not **ask for** more.
- vi. The Sharma couple **care for** their pets as they do for their children.
- vii. I **agree with** everything you've said.

### **H. Frame sentences using the prepositional phrases given in the box.**

benefit from	care for	agree with
stand in	ask for	laugh at
stay at	joke about	believe in
go into	consist of	pay for
prepare for	attend to	rely on

Fairs and festivals form an integral part of the culture of Tamil Nadu. They are an excellent platform to promote and preserve the vibrant art and culture of the Tamils.

**I. 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 festive look, as the open spaces are cleaned, spruced up and decorated (a) \_\_\_\_\_ colourful streamers.



People throng the premises (b) \_\_\_\_\_ catch a glimpse (c) \_\_\_\_\_ their village deity (d) \_\_\_\_\_ a magnificently decorated chariot, and pay their respects. There is a big crowd (e) \_\_\_\_\_ the food stalls that serve free piping hot sakkarai pongal (sweet pongal), lemon rice and curd rice.

People (f) \_\_\_\_\_ nearby villages and towns display their wares attractively, and call out loudly (g) \_\_\_\_\_ the people (h) \_\_\_\_\_ buy their wares. Cotton candy, cut raw mangoes smothered (i) \_\_\_\_\_ salt and chilly powder, boiled groundnuts, murukku, sweets, buttermilk etc are sold. Men, women, grandmas, grandpas and little children dressed (j) \_\_\_\_\_ their best clothes, enjoy the Thiruvizha greatly.

You can hear the shrieks (k) \_\_\_\_\_ happy children enjoying the rides on ferris wheels and carousels, elders looking (l) \_\_\_\_\_ each other with smiles on their faces.

The entire day is spent (m) \_\_\_\_\_ fun and gaiety. All the village people irrespective of their age, look forward (n) \_\_\_\_\_ the thiruvizha every year.

## Clauses

**A clause is a group of words that contains both a subject and a predicate (or a verb). There are two types of clauses. They are independent clause and dependent clause.**

### Examples of independent and dependent Clauses

- ↗ Karagattam is a popular folk dance **which is performed during village festivals.**  
(Independent Clause) (Dependent Clause)
- ↗ The pots are decorated with a cone **that has flowers in it.**  
(Independent Clause) (Dependent Clause)
- ↗ Skilled puppeteers manipulate the puppets **that they pull.**  
(Independent Clause) (Dependent Clause)
- ↗ The whole village celebrates **when there is a thiruvizha.**  
(Independent Clause) (Dependent Clause)

**Independent Clauses** are complete sentences. They can stand alone and express a complete thought. **Examples:** I need a book.

Mary prefers coffee.

Ram is a good volleyball player.



**Dependent Clauses** contain a subject and a predicate, but they do not express a complete thought. **Examples:** When it is raining  
Because you were late  
After you go to school

There are three main types of dependent clauses: adjective, adverb, and noun.

An **adjective** clause describes or gives more information about a noun—tells us which one, what kind, or how many.

**Example:** The book that I left on the bus belongs to Mr. Baskar.

An **adverb** clause describes or gives more information about the verb—tells us when, where, how, to what extent, or under what condition something is happening.

**Example:** She was happy because her father gave her a watch.

A **noun** clause takes the place of a noun in the sentence.

**Example:** This is the best route that I know.

## Phrases

A phrase is a group of words that forms a meaningful unit, but it is not a complete sentence. In other words, it does not have a subject or a verb.

- the black hat
- blown away
- in the wind

**Example of phrases put together in a sentence:**

The black hat was blown away in the wind.

There are several kinds of phrases in the English language. Some of the common ones are described below.

## Examples of Noun phrases

**A Noun Phrase** is a group of words made up of a noun and its modifiers.

- the white car
- my English teacher
- the book shop



## Examples of Verb Phrases

A Verb phrase is a group of words made up of a verb, helping verbs, and modifiers.

- ☛ ran quickly to catch
- ☛ filled with horror
- ☛ dedicated to

## Examples of Prepositional Phrases:

A Prepositional phrase is a group of words that begin with a preposition and help to explain the relationship between two things.

- ☛ on the boat
- ☛ over the tree
- ☛ in the school

## Phrases and Clauses

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

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

### K. Complete the following sentences using appropriate prepositional phrases.

1. I would like to order coffee \_\_\_\_\_ tea.  
a) instead of      b) instead from  
c) instead to
2. \_\_\_\_\_ the rains, we went out.  
a) In spite of      b) In spite  
c) In spite on



3. \_\_\_\_\_ fire, break the glass to escape.

- a) In case of      b) In case
- c) In case with

4. I am standing here \_\_\_\_\_ my friends.

- a) in behalf of      b) on behalf of
- c) on behalf

5. We solved the problem \_\_\_\_\_ a new device developed by our engineers.

- a) by means of      b) by means
- c) by means to

6. \_\_\_\_\_ we are impressed with their performance.

- a) In general      b) On general
- c) In generally

## Writing

You stayed with your grandparents at your native village during Pongal. You had an unforgettable time with them. You 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.

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

## Project

**M.** 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 :**

?

**Leema :**

I suggest we begin with the storyline first.

**Mani :**

How \_\_\_\_\_ ?



**Ramesh :**

We can have around five characters.

**Mohammed :**

What \_\_\_\_\_ ?

**Meena :**

We can focus on the problems of poverty and illiteracy as the major reasons for child labour.

**Ramesh :**

Can \_\_\_\_\_ ?

**Leema :**

I am good at making stick puppets. I will make them myself. But I require some help.

**Mani :**

I \_\_\_\_\_ . Tell me, \_\_\_\_\_

**Leema :**

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

**Ramesh :**

Have \_\_\_\_\_ ?

**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.

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

### **Guidelines for script writing**

- Write a brief description of the play in a story map format. (storyline, conflict/ problem, resolution, moral, puppet characters, backdrop and setting, properties).
- Write a rough draft of the puppet play script (sound effects, timings/ pauses, what the characters may be doing when not talking, direction for props etc.)
- Edit and revise your rough draft. Make sure that the story is lucidly conveyed and feels like natural conversation to the listeners.
- When your puppet play is ready, pick puppets of your choice and start practising.



## Poem



3395C9

### \* Stopping by Woods on a Snowy Evening

Robert Frost

1. Have you ever travelled through a forest? How did you feel?
2. Did you have any time to stop and enjoy the beauty of the forest?

#### Warm Up

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's 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.

Robert Frost





### About the author

**Robert Frost** (1874-1968) was an American poet noted for his realistic descriptions of rural life. Born on 26 March 1874, he spent his first 40 years as an unknown entity. He received four Pulitzer prizes for poetry and was a special guest at President John F. Kennedy's inauguration. Frost became a poetic force and the unofficial Poet Laureate of the United States. Some of his famous works are **The Road Not Taken, West Running Brook, Mending Wall, After Apple Picking**, etc.



Jawaharlal Nehru, the former Prime Minister of India, had the last two lines of this poem written in block letters and placed it on his desk as these lines reminded him of his responsibilities.



### GLOSSARY

**queer** (adj.) : strange, odd

**woods** (n.) : forest

**harness** (n.) : straps and fittings by which a horse is fastened to a cart or carriage

**frozen** (adj.) : in ice form



33I1DH

**sweep** (v.) : soft, gentle sound

**downy** (adj.) : feather-like

**flake** (n.) : a small piece of something

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

1. He will not see me stopping here  
To watch his woods fill up with snow.
  - i. Who does 'he' refer to?
  - ii. Identify the season with these lines
  
2. My little horse must think it queer  
To stop without a farmhouse near  
  - i. Who is the speaker?
  - ii. Why should the horse think it queer?
  - iii. Pick out the rhyming words.
  
3. He gives his harness bells a shake  
To ask if there is some mistake.
  - i. Whom does 'he' refer to in these lines?
  - ii. Why does 'he' give his harness bells a shake?
  - iii. How does the horse communicate with the poet?
  
4. The woods are lovely, dark and deep,  
But I have promises to keep  
  - i. How are the woods?
  - ii. Who does 'I' refer to?
  - iii. What are the promises the speaker is talking about?



e. And miles to go before I sleep,  
And miles to go before I sleep.

i. Why has the poet repeated the last line?

ii. Explain: miles to go before I sleep

**B. Write down the summary of the poem by filling in the blanks.**

After a long travel the poet entered a \_\_\_\_\_. He wondered to whom the wood \_\_\_\_\_. He realized that the owner of the wood lived in a \_\_\_\_\_. He was happy that the owner would not be able to \_\_\_\_\_ him stopping in his woods to watch \_\_\_\_\_ fill the woods. The poet felt that the horse would think it very \_\_\_\_\_ to stop near the woods as he had never \_\_\_\_\_. He was actually standing between the woods and \_\_\_\_\_. The time was \_\_\_\_\_. The horse indicated that the poet has made a \_\_\_\_\_ by shaking its head. The poet felt that the woods are lovely, \_\_\_\_\_ and \_\_\_\_\_. He suddenly realized that he had worldly \_\_\_\_\_ which would not allow him to \_\_\_\_\_ in the woods for a long time.

**C. Answer the questions in three or four sentences.**

a. What information does the poet highlight about the season and the time of the day in the poem?

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

c. What are the sounds heard by the poet?

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

e. Pick out words from the poem that bring to mind peace and quiet.

**Appreciating the poem**

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

stanza	rhyme scheme
1	aaba
2	
3	
4	

**E. 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	
Repetition	
Imagery	



## \*Listening

### F. Listen to your teacher read a passage or play on a recorder, on the importance of keeping promises. As you listen, complete the blanks.

- a. When you make a promise, keep it, even if it \_\_\_\_\_ you more than you expected.
- b. Do not promise \_\_\_\_\_ but \_\_\_\_\_ more than you promise.
- c. A promise \_\_\_\_\_ people together.
- d. Some people make promises \_\_\_\_\_.
- e. Saying 'yes' is easier than refusal but can lead to \_\_\_\_\_ and decrease in trust.
- f. Before making promises, consider the long-term \_\_\_\_\_.

## Writing

### G. Answer the following questions in a paragraph about 80 -100 words

- a. It is said that, "the choices made by one, shapes one's destiny". The theme of choice is important throughout this poem.

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

### I. Write down your presentation as an article.

- b. Though attracted to the peace and quiet of the woods, the poet decides to go on to the village. Express your opinion on why the poet does so.

### J. You can use the following words while expressing your opinion. Write a short speech in not more than 100-150 words.

My view...	In my opinion...
My belief...	Speaking personally...
I am certain..	I would say that...
I am sure...	My impression is that...
I presume...	I have no doubt...
I guess...	From my point of view..

## Read and Enjoy

### Leisure

What is this life if, full of care,  
We have no time to stand and stare.

No time to stand beneath the boughs,  
And stare as long as sheep or cows.

No time to see, when woods we pass,  
Where squirrels hide their nuts in grass.

No time to see, in broad daylight,  
Streams full of stars, like skies at night.

No time to turn at Beauty's glance,  
And watch her feet, how they can dance.

No time to wait till her mouth can  
Enrich that smile her eyes began.

A poor life this is, if full of care,  
We have no time to stand and stare.

**William Henry Davies**

\*Listening text is on Page No. 218



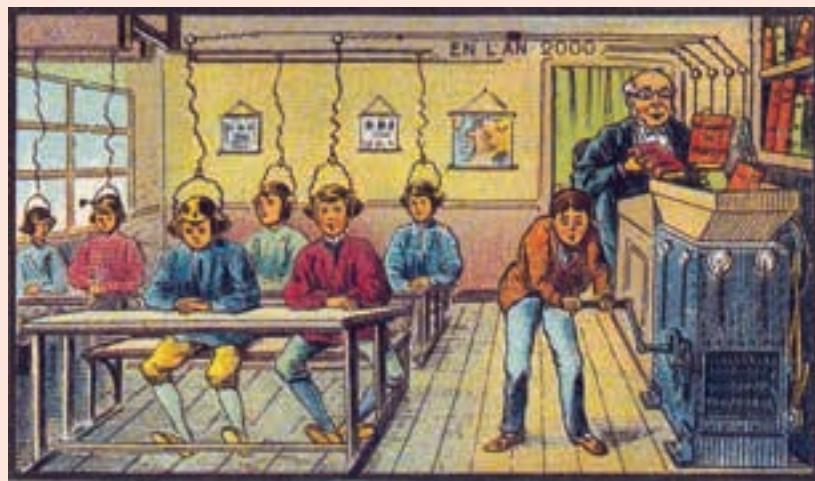
## Supplementary

### The Fun They Had

Isaac Asimov

#### Warm Up

Here is an imaginary high school class depicted in a French post card (1901-1910). Discuss what do you think have come true in the present century.



Now, share your views about the changes that you and your classmates expect in your school and classroom in about 20-50 years.

Read the story to find out how a student like Margie studies in the year 2157.

1. Margie even wrote about it that night in her diary. On the page headed 17 May 2157, she wrote, "Today Tommy found a real book!"

2. It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

3. They turned the pages, which were yellow and *crinkly*, and it was *awfully* funny to read words that stood still instead

of moving the way they were supposed to—on a screen, you know. And then when turned back to the page before, it had the same words on it that it had when they read it the first time.

4. "Gee!" said Tommy, "What a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away."

5. "Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen.

6. She said, "Where did you find it?"

7. "In my house". He pointed without looking, because he was busy reading. "In the *attic*."

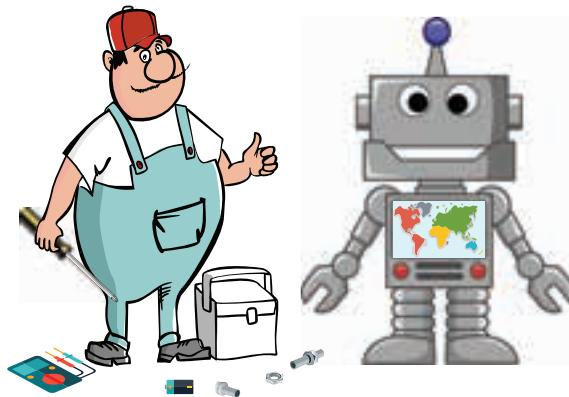


8. "What's it about?"

9. "School."

10. Margie was *scornful*. "School ? What's there to write about school? I hate school."

11. Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the country inspector.



12. He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew how all right, and, after an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old, and the mechanical teacher calculated the marks in no time.

13. The inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs. Jones. I think the geography sector was geared a little too quickly. Those things happen sometimes. I've slowed it up to an average ten year level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again.

14. Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

15. So she said to Tommy, "Why would anyone write about school?"

16. Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added *loftily* pronouncing the word carefully, "Centuries ago."

17. Margie was hurt. "Well I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

18. "Sure they had a teacher, but it was not a regular teacher. It was a human."

19. "A human? How could a human be a teacher?"

20. "Well, she told boys and girls things



and gave them homework and asked them questions."

21. "A human isn't smart enough."

22. "Sure one is."

23. Margie wasn't prepared to dispute that. She said, "I wouldn't want a stranger in my house to teach me."

24. Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

25. "And all the kids learned the same thing?"

26. "Sure, if they were the same age."

27. "But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

28. "Just the same they didn't do it that way then. If you don't like it, you don't have to read the book."

29. "I didn't say I didn't like it," Margie said quickly. She wanted to read about those funny schools.

30. They weren't even half finished when Margie's mother called, "Margie! School!"

31. Margie looked up. "Not yet, Mamma."

32. "Now!" said Mrs. Jones. "And it's probably time for Tommy, too."

33. Margie said to Tommy, "Can I read the book some more with you after school?"

34. "Maybe," he said *nonchalantly*. He

walked away whistling, the dusty old book tucked beneath his arm.

35. Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.



In October 2017, the robot became a Saudi Arabian citizen, the first robot to receive citizenship of any country. In November 2017, Sophia was named the United Nations Development Programme's first ever Innovation Champion, and the first non-human to be given any United Nations title.

36. The screen was lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot."

37. Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighborhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They



learned the same things, so they could help one another with the home work and talk about it.



38. And the teachers were people...
39. The mechanical teacher was flashing on the screen: "When we add fractions  $\frac{1}{2}$  and  $\frac{1}{4}$ ..."
40. Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.



Punched tape or perforated paper tape is a form of data storage consisting of a long strip of paper in which holes are punched to store data.

### About the author

#### **Isaac Asimov**,

born on January 2<sup>nd</sup>, 1920 was an American writer and professor of Biochemistry at Boston University.



He was known for his work of science fiction and 'popular science'. Asimov was a prolific writer and edited more than 500 books, an estimated 90,000 letters and postcards. Asimov wrote 'Hard Science Fiction' along with Robert A. Heinlein and Arthur C. Clarke. He was considered one of the best science fiction writers during his lifetime.

### Glossary



**crinkly** (adj.) : with many folds or lines

**awfully** (adv.) : very, extremely

**attic** (n.) : a space just below the roof used as a store room

**scornful** (adj.) : feeling or expressing contempt

**loftily** (adv.) : something done in a proud or haughty manner

**century** (n.) : a period of one hundred years



**nonchalantly** (adv.) :

in a casually calm and relaxed manner

### **Understanding the story:**

#### **A. Identify and name the character/speaker**

1. She was given test after test in geography.
2. He was a round little man with a red face and a whole box of tools with dials and wires.
3. She had been hoping they would take the teacher away altogether.
4. They learned the same things, so they could help one another with the home work and talk about it.
5. The teachers didn't live in the house. They had a special building and all the kids went there.

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

millions of books	real book
yellow and crinkly	same thing
learning and spending	person
geography	schools
test papers	words
attic	house
time	

Tommy and Margie found something about the (i)\_\_\_\_\_ of the past. Tommy found a (ii)\_\_\_\_\_ which has been printed on paper. The book was old and the pages were

English

Page 154

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

#### **C. Bring out the difference between your school and Margie's school in the given tabular column. An example is done for you.**

Margie's school	Your school
Teacher is a machine.	Teacher is a human being.
	Books are in printed form.
School is at home.	
There is no playground.	



---

---

#### D. Complete the following statements based on your reading.

1. The old book was found by \_\_\_\_\_
2. Margie was surprised to see the old book because \_\_\_\_\_
3. The mechanical teacher was giving Margie \_\_\_\_\_  
\_\_\_\_\_
4. Margie had to study always at the same time every day, because her mother said little girls \_\_\_\_\_  
\_\_\_\_\_
5. The geography sector in mechanical teacher was \_\_\_\_\_  
\_\_\_\_\_

#### Think and Write

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

1. Describe Margie's mechanical teacher and her classroom in your own words.
2. Why did Margie hate her school? What was she thinking about at the end of the story?
3. What was strange about the 'book'? Why did Margie find it strange?



# — ICT Corner —

## Millionaire Game

Screen shot of the Game



### Demo Steps

1. Scan the QR code. It will go to a website.
2. The link for the game will be there.
3. Click the URL and download the game
4. Click play.
5. Answer the questions within 20 minutes.
6. You will earn Rs.20000/ for every right answer.
7. Play the game and become a millionaire.



#### URL address

[https://drive.google.com/  
open?id=1Szuh5U2OJIe13b-  
BuMSg3J6lpEDPBBCWe](https://drive.google.com/open?id=1Szuh5U2OJIe13b-BuMSg3J6lpEDPBBCWe)

### Images for the Demo Steps



### Download Software / Application



You can download this game and play it offline on your computer

### Learning activity

1. Write down the sentences you learned.



## Unit 2

### Prose

#### I Can't Climb Trees Anymore

Ruskin Bond



#### Warm up

- a. Have you tried swinging from a tree?
- b. Have you ever climbed up a tree to pluck fruits?
- c. Think of other occasions when you have climbed up trees, either near your homes or outside. Share your reasons with the class.

Read the story given below. Find out why the narrator feels that he can't climb.

He stood on the grass verge by the side of the road and looked over the garden wall at the old house. It hadn't changed much. The old house built with solid blocks of granite wasn't altered at all. But there was a new outhouse, and there were fewer trees. He was glad to see that the jackfruit tree still stood at the side of the building casting its shade on the wall. He remembered his grandmother saying:

'A blessing rests on the house where the shadow of a tree falls.' And so the present owners must also be receiving the tree's blessings. At the spot where he stood there had once been a *turnstile*, and as a boy he would swing on it, going round and round until he was quite dizzy. Now the turnstile was gone, the opening walled up. Tall *hollyhocks* grew on the other side of the wall.

'What are you looking at?'

It was a disembodied voice at first. Moments later a girl stood framed between dark red hollyhocks staring at the man. She was only twelve or thirteen, with lively eyes and long black hair.

'I'm looking at the house. Is it yours?'

he asked.  
'No. It's my father's. Why? Do you want to buy it?'

'And what does your father do?'

'He's only a colonel.'

'Only a colonel?'

'Well, he should have been a brigadier by now.'

The man burst out laughing.

'It's not funny,' she said. 'Even Mommy says he should been a *brigadier*.'

It was on the tip of his tongue to make a witty remark ('Perhaps that's why he's still a *Colonel*'), but he did not want to



give offence. They stood on either side of the wall, *appraising* each other.

"Do you want to buy it?"

"No", he said.

'Well' she said, 'If you don't want to buy the house, what are you looking at?'

'I used to live here twenty-five years ago. As a boy. As a young man.... And then my grandmother died, and we sold the house and went away.'

1. What was the old house built with?
2. Does the narrator still live in the house?

She was silent for a while, taking in this information. Then she said, 'And you'd like to buy it back now, but you don't have the money?' He did not look very *prosperous*.

'No, I wasn't thinking of buying it back, wanted to see it again, that's all. How long have you lived in it?'

'Only three years,' she smiled.

'Would you like to come in and look more closely?'

'Wouldn't your parents mind?'

'They've gone to the club.' They won't mind. I'm allowed to bring my friends home.'

'Even elderly friends like me?'

'How old are you?'

'Oh, just middle aged, but feeling young today.' And to prove it he decided he'd

climb over the wall instead of going round to the gate. He got up on the wall all right, but had to rest there, breathing heavily.

'Middle-aged man on the flying trapeze,' he *muttered* to himself.

'I'll help you,' she said, and gave him her hand.

He *slithered* down into a flower-bed, shattering the stem of a hollyhock.

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

She sat beside him on the bench.

They were silent for some time. The man 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....



A flying trapeze is a circus act in which people swing from one end of the circus tent on ropes.



'I used to climb the jackfruit tree,' he said, opening his eyes.

'Do you want to climb it again? My parents won't mind.'

'No, no. Not after climbing the garden wall. Let's just sit here for a few minutes and talk. I mention the jackfruit tree because it was my favourite place. Do you see that thick branch stretching out over the roof? Half way along it there's a small hollow in which I used to keep some of my treasures.'

'What kind of treasures?'

'Oh, nothing very valuable. Marbles I'd won. A book I wasn't supposed to read. A few old coins I'd collected. Things came and went. I was a bit of a crow, you know, collecting bright things and putting them away. There was my grandfather's Iron Cross. Well, not my grandfather's exactly, because he was British and the Iron Cross' was a German decoration awarded for bravery during the War - the First World War - when my grandfather fought in France. He got it from a German soldier.'



The Param Vir Chakra is the highest wartime gallantry award, given to soldiers of the Indian Armed Forces, for the display of utmost courage and complete selflessness when facing the enemy. Since its inception in 1950, 21 fearless heroes (14 posthumous) have been awarded the medal till January 2018.

'Do you still have it?'

'No,' he said, looking her in the eyes. 'I left it in the jackfruit tree.'

'You left it in the tree?'

'Yes, I was so excited at the time, packing and saying goodbye to people and thinking about the ship I was going to sail on that I simply forgot all about it.'

'Yes,' he said. 'It's twenty-five years, but it may still be there. Unless someone else found it....'

'Would you like to go and look?'

'I can't climb trees any more.'

'If you can't, I will go and see. You just sit here and wait for me.'

'I've found it!' she cried. 'I've found something!'

And now, barefoot, she ran breathlessly towards him, in her outstretched hand a rusty old medal.

He took it from her and turned it over on his palm.

'Is it the Iron Cross?' she asked eagerly.

'Yes,' he said, 'this is it.'

'Now I know why you came. You wanted to see if it was still in the tree.'

'You may be right. I'm not really sure why I came. But you can keep the Cross. You found it, after all.'

1. How did the narrator get the iron cross?
2. Do you think the girl kept the iron cross?



'No, you keep it. It's yours.'

'But it could have remained in the tree for another twenty-five years if you hadn't climbed up to look for it.'

'But if you hadn't come back again....'

'On the right day, at the right time, and with the right person', he said, getting up and placing the medal in her hands. 'It wasn't the Cross I came for. It was my youth.'

She didn't understand that, but she walked with him to the gate, Where the road turned, he looked back and waved to her. Then he quickened his steps and moved briskly towards the bus stop. There was *sprightliness* in his step, and something cried aloud in his heart.

20. The mango scented summer breeze made the blood course in his veins, and he forgot, for a moment, that he couldn't climb trees any more....

(Slightly adapted)

## Glossary



### **turnstile(n) :**

a mechanical gate consisting of revolving horizontal arms fixed to a vertical post, allowing only one person at a time to pass through

### **hollyhocks(n.pl) :**

a tall Eurasian plant of the mallow family, with large showy flowers

English

Page 160

### About the author

Ruskin Bond was born on 19th May 1934. He is an award winning Indian author of British descent. He is much renowned for his role in promoting children's literature in India. The Indian council for Child Education has recognized his role in the growth of children's literature in India. He got 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. As a prolific writer, he has written over 500 short stories, essays and novels. His popular novel 'The Blue Umbrella' was made into a Hindi film and was awarded the National Film Award for the best children's film in 2007.



### **colonel(n) :**

a rank of officer in the army

### **brigadier(n) :**

a rank of officer in the British army, above Colonel

### **trapeze(n) :**

a horizontal bar hanging by two ropes and free to swing, used by acrobats in a circus

### **bougainvillea(n) :**

an ornamental shrubby climbing plant that is widely cultivated in tropics





ii. The house which was visited by the man \_\_\_\_\_  
a) remained unchanged.  
b) was totally changed.  
c) was slightly repaired.  
d) was given a facelift.

iii. Who said, "A blessing rests on the house where the shadow of a tree falls"?  
a) grand mother  
b) grand father  
c) uncle  
d) the narrator

iv. The author came back to the house 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.

v. He gifted \_\_\_\_\_ to the little girl.  
a) an iron cross  
b) a bronze medal  
c) marbles  
d) old coins

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

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

ii. What did the writer observe about the house?

iii. What was the local superstition about trees?

iv. What did the Narrator do with the turnstile when he was a boy?

v. Who is the owner of the house now?  
vi. Why did the narrator return to his old house?  
vii. How did he get back the Iron Cross?  
viii. Who did the house belong to originally?  
ix. What did he do with the old Iron Cross?  
x. Where had he left his childhood treasures ?

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

A	B
1 . pruning	soaked
2 . chiming	shaky
3 . drenched	flourishing,
4 . dizzy	life
5 . prosperous	emit a sound
6 . sprightliness	trimming a plant
7 . prosperous	ancient
8 . treasure	bell, gong
9 . chiming	a collection of precious things
10. rusty	well-off

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

won't : will not

I'd : I had/ I would

I'll : I will



i.	you'd	
ii.	they've	
iii.	he'd	
iv.	he's	
v.	wasn't	
vi.	isn't	
vii.	doesn't	
viii.	aren't	
ix.	wouldn't	
x	can't	

We would look at the field  
And happily gaze.

**F. Now choose the correct option  
and put a tick mark (✓) above it.**

1. The poet used to play in the house when she was **young** / **lazy**.
2. The flowers mentioned in the poem are **roses** / **holly hocks**.
3. The poet used to go home for **tea** / **lunch**.
4. **Muffins** / **grapes** were the favourite food of the poet.
5. Life was **beautiful** / **happy** when the poet was young.
6. There was plenty of time to **gaze** / **walk** in the field.

**Read the poem.**

### **Child Memories**

When I was a young girl  
We used to play  
Out in the field  
Of flowers all day.  
There were roses and daisies  
And lilies, too.  
We used to trade them,  
Saying from me to you.  
  
At lunchtime we'd have  
A picnic in the field.  
We'd go get the basket  
And eat a good meal.  
There were muffins and chocolates  
And berries, too.  
We would even get  
A cookie or two.  
  
Oh, the life of the young ones  
Was such a beautiful phase.

### **Speaking**

**G. You are visiting the 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.**

- i. What would you remember?
- ii. Describe your feelings at that time.
- iii. Who do you miss very badly , your friends or teachers?
- iv. Share your thoughts with the class.



## Writing

**H. 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.**



**Think and write.**

**I. Based on the story and your own ideas write your answers in about 80 to 100 words each.**

- a. Imagine yourself as the writer. Narrate the story of your visit to your ancestral house.
- b. 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?
- c. What are the benefits of growing and preserving trees? Use ideas from what you have read so far and your own ideas.

## Creative writing

**J. Write a letter to your friend describing your ancestral house.**



## Reading

### The Spirit of Adventure

#### K. Given below are four headlines and information about four young National Bravery Award winners.

Match the headline to the passages and write it in the space provided.

Little Girl: Big Prowess

Unlucky Boy Saves Two

Lad Rescues Kin From Leopard

Smart Sense Saves Sibling

1. \_\_\_\_\_

Fourteen-year-old Siya Vamansa Khode from Dharwad, Karnataka risked her own life to save her 2-year-old brother from certain death due to electrocution. In April 2015, Siya was playing hide and seek with her cousins when she decided to go to the rooftop. The toddler followed her; but after playing for a while she suddenly realised that her brother was nowhere to be seen. Horrified to find him in contact with a live wire, she held him by his shirt (she knew touching him directly meant risking her own death) and pulled him away to safety. For her exemplary thinking, she was awarded the National Bravery Award.

2. \_\_\_\_\_

When 15-year-old Sumit Mamgain's older cousin Ritesh was being dragged away by a leopard at Manoharpur in Uttarakhand, he told Sumit to run away and save his life. But the brave lad decided to fight the leopard and save his cousin's life. Holding its tail, he hit it with a sickle. When the leopard charged towards him, he kept pelting stones at the animal till it finally ran away. For his exemplary courage, Mamgain was awarded the Sanjay Chopra Award.



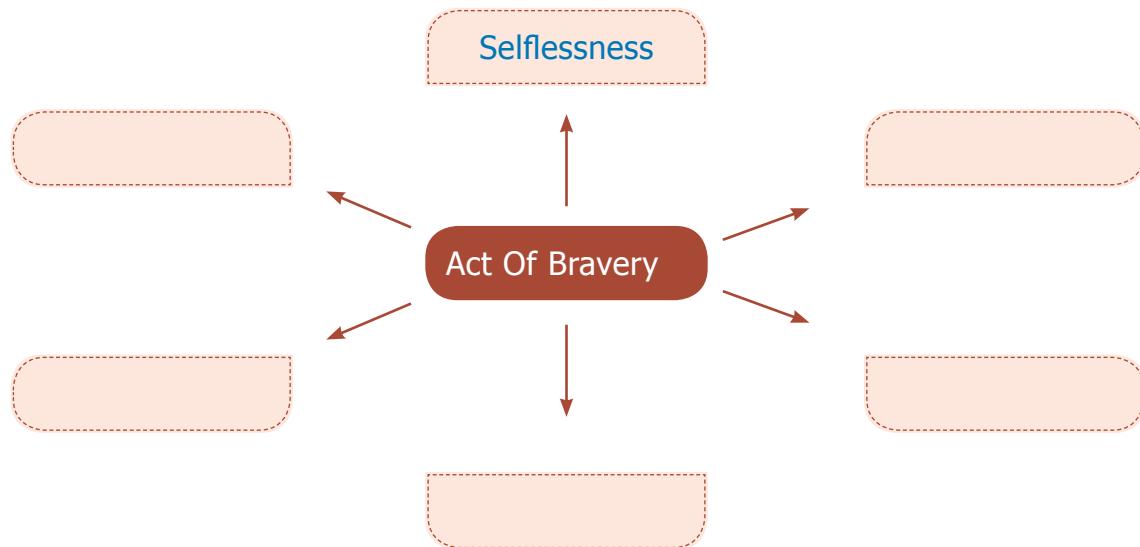
### 3. \_\_\_\_\_

On May 19, 2016, 9-year-old Tarh Peeju drowned while saving her friends Phassang Marry and Tarh Charu when they attempted to cross Pachin River in Naharlagun. A Class IV student at Alphabet Public School in Nirjuli, Tarh jumped into the turbulent river and dragged both Marry and Charu to safety. However, she herself was submerged and swept downstream by the strong current of the river. Displaying unbelievable courage, Tarh sacrificed her life in saving her friends and was posthumously conferred the Bharat Award (the top honour at the National Bravery Awards).

### 4. \_\_\_\_\_

On July 22, 2003, 11-year-old Kandha Kumar of Karur district in Tamil Nadu was returning home in his school van. The van broke down in the middle of an unmanned level crossing and seeing the train approaching, the van driver panicked and fled, leaving seven school children trapped. The class VII boy immediately jumped off the van and rescued two children. But, while he was trying to help other children, the train rammed into the van killing Kandha Kumar, three children and a helper. For his valiant act, he was awarded the National Bravery Award posthumously.

**I. In pairs, discuss what is common about all these incidents you have just read. Complete the chart below with the characteristic features of an act of bravery. (One example is given for you.)**





Read the following passage about mountaineering.

## Scaling Heights

1. Mountains have a great fascination for men and people. Mountain climbing, however, is not without risks. It is a challenge to the unconquerable spirit of man and his love of adventure. That it is a dangerous sport cannot be denied. As one climbs higher and higher, breathing becomes more and more difficult. Some climbers, therefore, carry a heavy apparatus from which they inhale oxygen.



2. Mountain climbing is dangerous in the extreme. There are snow storms and blizzards. It is difficult to walk through the snow. It is still more difficult to climb on ice because it is difficult to keep foothold and cut steps with axes in order to make progress. The cold is so severe that the climber's skin, feet, toes, fingers and tissues freeze, become numb and they may suffer frostbite. The most serious difficulty is the climber at a high altitude gets exhausted with a little effort.

3. Mountain climbing requires proper training, skill and knowledge. The climbers must be well-equipped. They must be in good physical condition and should possess courage, perseverance and power of endurance. They should carry with them maps, compasses and other equipment so that they are able to find out where they are in the absence of any tracks. They must travel through dense woods as they approach a mountain and then climb steep rocks. Near the summit of a high peak, the climbers have to move over snow fields and glaciers. In dangerous areas they use ropes to tie themselves in groups.

4. The climbers carry with them packs loaded with first-aid supplies, food and extra clothing for sudden changes of weather. They display spirit of sportsmanship and fellow-feeling and face the severe risks of life undaunted. Mountain climbing is a common sport in Europe. There are mountaineering clubs where training in mountaineering is imparted.



A research team discovered in 1994 that Everest continues to grow approximately 4mm every year due to geological uplift.

5. There are high peaks in India and there have been successful expeditions to scale these highest peaks. After the conquest of the Everest



by Tensing and Hillary in 1953, the Mountaineering Institute at Darjeeling was established to develop interest in mountain-climbing among the Indians. Expeditions have been sent to climb the highest peaks in the country.

6. Mountain climbing is a thrilling adventure. It brings into play the heroic qualities of humankind. Mountaineers

deserve all praise for their courage and heroism. In recent years Mt. Everest has been scaled several times by foreign climbers. India too has organized several expeditions to Everest. Lately an Indian Sherpa scaled the Everest without the use of oxygen. Mrs. Bachchendri Pal also succeeded in scaling the Everest. She is the first Indian woman to do it.

You can use a variety of reading strategies to help you understand a text better. Your teacher will now explain how to 'skim' and 'scan' a text for information.

You can skim to find out what it is all about

#### CAT UP A TREE? CHIMP IN A CHIMNEY

Fire crews in the capital had to help **620 animals** last year. The fire brigade says if an animal is stuck call the SPCA first.



#### Unusual rescues

Unusual rescues include a chimp in a chimney, a parrot trapped in a cage, an iguana stuck on a roof and a hamster trapped in a disabled lift. Fire crew also rescued a cat stuck in a tree branch and a snake at a restaurant.

#### M. Based on your reading answer the following questions in a sentence or two.

- ❖ Is mountaineering a dangerous sport?. Why? (para 1)
- ❖ What is frostbite? (para 2)
- ❖ What are the qualities of a good climber? (para 3)
- ❖ What do climbers carry with them? (para 4)
- ❖ Where are the highest peaks in India? (para 5)
- ❖ What qualities of humankind are brought out by this adventurous sport? (para 6)
- ❖ Why do mountaineers deserve praise? (para 6)
- ❖ What kind of visitors does Mt. Everest get? (para 6)



**N. Here is a story about a holiday adventure. The paragraphs are jumbled.  
Rearrange them to form a meaningful story.**

**A Holiday Adventure**

A: Riya's family had a nice little holiday home near the sea-shore. The weather was fine and the children went swimming every day.

D: "Did you see that! That dolphin saved your life!" shouted Jody when she was back in their boat. "I can't believe it", said Riya. And they rowed back to the beach as fast as they could.

G: Her leg was caught in seaweed! Just then, a dolphin quickly came to rescue her. The dolphin took Riya on its mouth and took her up to the boat. It made a loud noise and swam away.

H: Last summer Riya spent her holidays together with her parents and her little brother. They went to the coast.

B: She saw water and dolphins all around. "How deep!" she thought.

E: Riya wanted to row back but she lost her balance and fell into the water. Jody started to cry and didn't know what to do. "Uh!" cried Jody. Riya couldn't swim! "Help! Help!" cried Jody.

C: One day Riya and Jody took a boat from the beach to a small island. It was a nice small rowing boat.

F: While they were rowing along the coastline, a strong wind caught the boat and took it out to the open sea.



**Finish the story on your own!**

.....  
.....  
.....  
.....  
.....

**Put the texts in the correct order!**

- 1 = text ....
- 2 = text ....
- 3 = text ....
- 4 = text ....
- 5 = text ....
- 6 = text ....
- 7 = text ....
- 8 = text ....

**Identify and write down the words!**

beach seas and sun to we oceans swim  
wave umbrella sunglasses relax  
fun swim suits boats sun tan sea shells  
ice cream coast seaweed surfing

.....  
.....  
.....  
.....  
.....



## Poster Making

Posters are a mixture of notices, advertisements, and invitations. They may be in the form of large hoardings to be put up on walls, or the size of handbills and charts to be displayed on notice boards. Hence, they have to be captivating, attractive and persuasive so as to influence a large number of people.

**Script Your Adventure**

**TREKKING** **KAYAKING** **RAPPELLING**

**ZIP-LINE** **ROCK CLIMBING**

**SUMMER CAMP AT OOTY**

Adherence to world-class safety standards  
Under the supervision of certified and experienced Outdoor educators, survival experts and naturalists  
Contact: Antony - +91 9677101078  
Or visit: [www.tamilnadutourism.org/Adventure-tour.html](http://www.tamilnadutourism.org/Adventure-tour.html)

**Adventure Sports**

**Catchy Caption**

**Visual**

**Issuing Authority**

**O .The Adventure Club of your school is organising an expedition to Kolli hills. Design an attractive poster for the same, giving relevant details. (The following table will help you design your poster.)**



Layout	Content	Expression
→ Visually Attractive	→ Themes/Subject	→ Organising and sequencing of content
→ Catchy title?	→ Description/details related to the theme	→ Appropriate language
→ Sketch on simple visuals	→ Date-time-venue	→ Creativity
→ Fonts of different shapes and size	→ Name of Issuing authority/ organisation	

## Grammar

### Degrees of Comparison

Comparison can be made using the three forms of an adjective.

Adjective is a word that describes or qualifies a noun. It gives more information about a noun.

eg. The tiger is a **strong** animal. Meena is a girl.

There are three degrees of comparison (1) Positive (2) Comparative (3) Superlative

eg. Kumar is a **kind** man.

eg. A tsunami is **more destructive** than a cyclone.

eg. Mount Everest is the **highest** peak in the world.

Read the following examples

Positive	Comparative	Superlative
No other girl in the class is as <b>tall</b> as Ramya.	Ramya is <b>taller</b> than any other girl in the class.	Ramya is <b>the tallest</b> girl in the class.
Very few girls in the class are as <b>tall</b> as Ramya.	Ramya is <b>taller</b> than most other girls in the class.	Ramya is <b>one of the tallest</b> girls in the class.

The Positive Degree is used to express or describe a quality.

The Positive Degree of an adjective states the characteristic of the noun.

- It is a **tall** building.
- Mango is **sweet** to taste.



The Comparative Degree is used when two things (or two sets of things) are compared.

- ↗ This building is **taller** than any other building.
- ↗ Mango is **sweeter** than pineapple.

The Superlative Degree is used when more than two things are compared.

- ↗ This is the **tallest** building.
- ↗ Mango is the **sweetest** fruit.

### Examples

- ↗ Prabhu is young. (Positive Degree)
- ↗ Prabhu is younger than Amirtha. (Comparative Degree)
- ↗ Prabhu is the youngest of all. (Superlative Degree)

### 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		
↗ proximity to the airport		
↗ number of malls		
↗ number of temples		
↗ important heritage centres		
↗ sea, lakes, rivers or ponds		
↗ traffic		
↗		
↗		



**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.**

1.

healthy, wholesome, calorific



(a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

2.

eco-friendly, economical, safer



(a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

3.

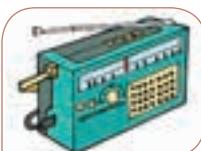
low cost, effectual, nourishing



(a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

4.

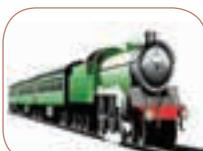
educational, interesting, trendy



(a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

5.

safe, comfortable, quick



(a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

6.

heavy, simple, common



(a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

7.

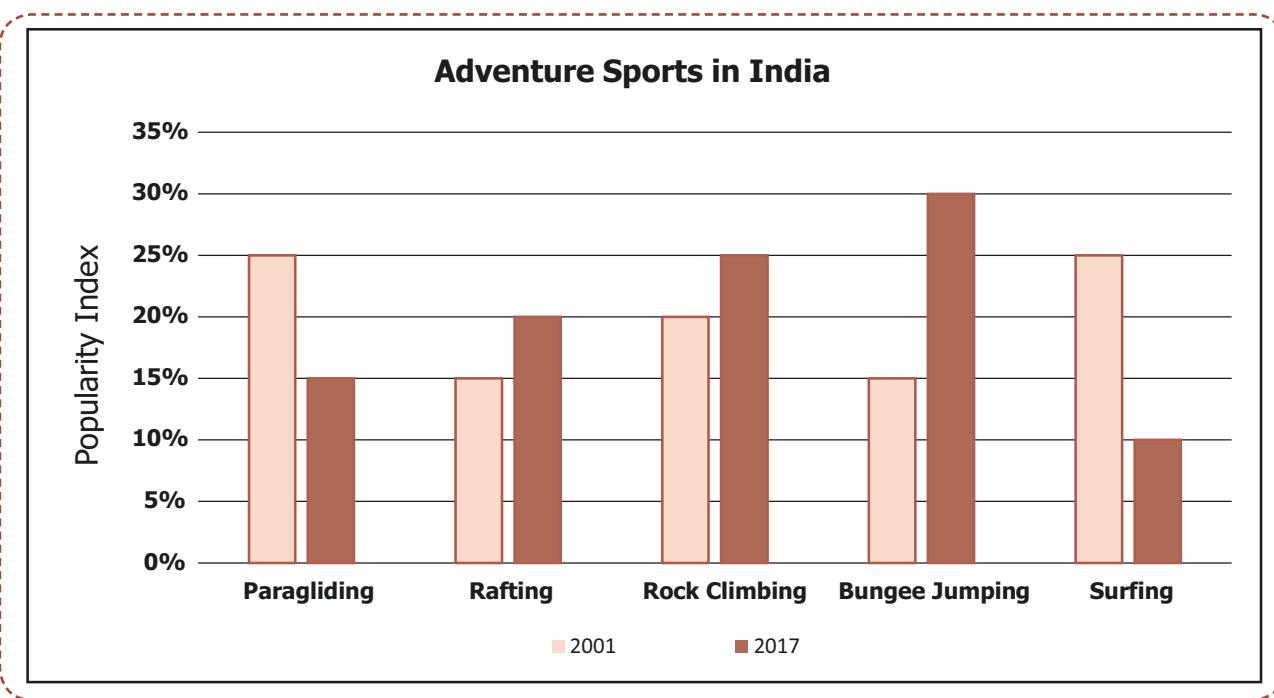
cozy, costly, sturdy



(a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_



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



**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

**E. Just a Minute**

The class will be divided into groups of five. Each one of you will get a topic to speak on, which will be related to the theme of the unit. A preparation time of one minute will be given. Then, you have to speak for one minute continuously. The teacher will ring the bell to signal the end of a minute. Next person in the team will take over.

The challenges of the one minute speech are to speak without

- ↗ hesitation, stuttering and stammering.
- ↗ pauses, gesticulations and repetitions.
- ↗ deviating from the topic.

\*Listening text is on Page No. 219



## F. Work with a partner. Match the words and pictures by writing the numbers in the space provided. Use an encyclopedia to find out more about these adventure sports.

Images	S.No	Name of the Sport	How it is played!	S. No
	1	Bungee Jumping	It is an activity that involves jumping from a tall structure while connected to a large elastic cord.	
	2	Hang Gliding	It is also known as powered paragliding, enables you to fly like a bird with the help of a powered paraglider.	
	3	Jet Skiing	A small machine like a motorcycle that can travel on the surface of water.	
	4	Kite Surfing	It is a wind powered surface watersport using a kite and a board to move across the water.	
	5	Para Motoring	It is an air sport in which a pilot flies a light, non-motorized, foot-launched, heavier-than-air aircraft.	
	6	Rock Climbing	An activity in which participants climb up, down or across rocks or artificial rock walls.	
	7	Scuba Diving	It is a form of underwater diving where the diver uses a breathing apparatus.	

Now, read this hilarious anecdote from the life of a journalist and enjoy.

1. In 1977, Mr .Nicholas Scotti,a journalist from San Francisco,flew from America to Italy to visit some cousins.The plane stopped for an hour in JFK Airport in New York. Mr Scotti thought he was at Rome Airport and got off the plane. Of course his cousins were not there to meet him.

2. Mr. Scotti spent two days in New York believing he was in Rome. In their letters his cousins always talked about the traffic problems and the famous building in

Rome. Mr Scotti decided to find their home without their help.On his journey round the city,Mr Scotti asked a policeman to tell him the way to the bus station .Mr Scotti asked him in Italian .Luckily, the policeman was an Italian from Naples, Italy and could reply in the same language.

3. On the next day, after 12 hours of travelling round by buses, Mr Scotti was surprised that the policemen and drivers speak in English. A policeman tried to tell him that he was in New York, but Mr Scotti didn't believe it and even got angry.



**G. Complete the following table with information from the anecdote about Mr Scotti's short trip.**

Name	Nicholas Scotti
Occupation	
Reason for his trip	
Means of transport	
Destination	

## H. Circle the best option.

1. In New York Mr Scotti left the plane because he thought he
  - (a) had to change the plane.
  - (b) was in Rome.
  - (c) had to phone his cousins.
  - (d) changed his mind.
2. He decided to find his cousins' home without their help. He asked the policeman for information in Italian because he
  - (a) thought he was in Italy.
  - (b) knew the policeman.
  - (c) didn't speak any other language.
  - (d) liked the language.
3. On the next day, Mr Scotti was \_\_\_\_\_ at how the local people responded to his queries.
  - (a) surprised
  - (b) unhappy
  - (c) glad
  - (d) upset
4. Circle three words that best describe Mr.Scotti  
clever / unlucky / stupid / successful / miserable / happy

I. Have you experienced any unexpected turn of events in your life? What happened? How did you feel about it at that moment? How do you feel about it now? Write an article for your school magazine describing your experience in about 150 words.



## Non-Finite Verbs

A non-finite verb (also known as a verbal) is the term used to describe a verb that does not indicate tense. The non-finite verbs are called gerunds, infinitives, and participles.

Finite verb

A verb that indicates tense and changes according to the subject

Non-Finite verb

A verb that does not indicate tense and does not change according to the subject

Finite verb:

Finite verbs change tense and number according to the subject.

Arun invited Sujith to his daughter's birthday.

Her friends presented the girl with a toy.

His friend presented a watch.

Non-finite verbs have no subject and do not change according to the tense or number.

Non-finite verbs are broadly classified as follows:

i. Gerunds	1. Walking is a healthy habit (Present participle used as a noun)
ii. Infinitive	2. I like to walk early in the morning. (to infinitive)
iii. Present participle	3. These are my walking shoes. (Present participle used as an adjective)
iv. Past participle	4. Having walked a long distance I felt tired

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

They want to try a new approach.	
Trying is easy.	
Having tried everything , he gave up	
All I can do is try.	
If she tried, she would succeed.	

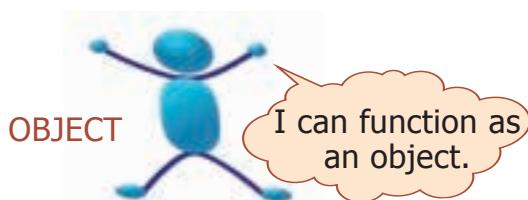


## Infinitives And Gerunds

The infinitive is often called a 'to verb'



To swim is a good exercise.



I like to swim.

Infinitives may be used without **to** and we call such infinitives a **plain infinitive** or a **bare infinitive**.

Eg. She **made** me **do** my project.

We use plain/bare infinitives with these modals.

shall	will	do	did	would
may	might	could	must	let
make	dare	need	see	hear

The infinitive may function as a subject, direct object, subject complement, adjective, or adverb in a sentence. Although an infinitive is easy to locate because of the *to+verb* form, deciding what function it has in a sentence depends on the meaning.

- **To wait** seemed foolish when decisive action was required.(subject)
- Everyone wanted **to go**. (direct object)
- His ambition is **to fly**. (subject complement)
- He lacked the strength **to resist**. (adjective)
- We must study **to learn**.(adverb)

## Gerunds

A gerund is an action word that ends in **-ing** and functions as a noun

### K. Read the following pairs of sentences

- Travelling might satisfy your desire for new experiences.
- The study abroad program might satisfy your desire for new experiences.

Identify the subject in the first sentence \_\_\_\_\_.

- They do not appreciate my singing.
- They do not appreciate my assistance.

Identify the direct object in the first sentence \_\_\_\_\_.

- My cat's favourite activity is sleeping.
- My cat's favourite food is salmon.

Identify the subject complement in the first sentence \_\_\_\_\_.

- The police arrested him for speeding.
- The police arrested him for criminal activity.

Identify the object of the preposition in the first sentence \_\_\_\_\_.



### Points to remember:

- A gerund phrase consists of a gerund plus modifier(s), object(s), and/or complement(s).

Dinesh and Deepa have been assigned homework on non finites. They are not sure when to use a gerund and when to use an infinitive. They decide to meet their teacher and get their doubts cleared. The teacher introduces them to Mr.Gerund and Ms.Infinitive.

### L. You may role-play the conversation.

**Teacher :**

This is Mr.Gerund. You may have seen him after these verbs 'enjoy', 'finish', 'keep', 'mind', 'suggest', 'forgive', 'excuse', 'postpone', 'go'

**Gerund :**

I come after a Preposition too.

**Teacher :**

Mr.Gerund comes in handy to describe a real action.

**Infinitive :**

Hello friends, I am Infinitive. Words such as 'like', 'refuse' are followed by me.

**Dinesh :**

I know you. I take your help to describe a general or future action.

*(I think I need to get up early tomorrow to complete my grammar exercise.)*

**Divya :**

You have helped me to express 'reason', 'intention', 'purpose'.

*(I wish to finish my assignment by tonight.)*

**Gerund :**

Do you know, after verbs like 'begin', 'love', 'continue', 'try', 'learn', 'start', 'neglect', you can use either of us?

**Infinitive :**

But remember we mean different things when used after 'stop'.

**Dinesh :**

Divya, When we saw Rajesh at the mall, I stopped to talk to him. Why didn't you wait?

**Divya :**

Don't you know I stopped talking to him?

**Gerund :**

I am also used after these phrases – 'It's no use', 'It's no good'

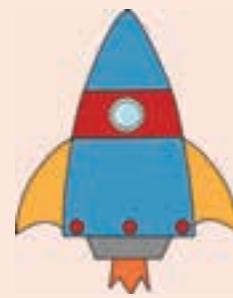
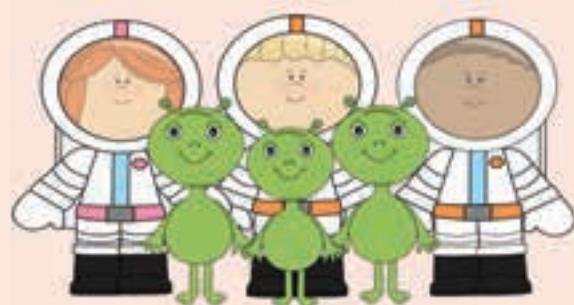
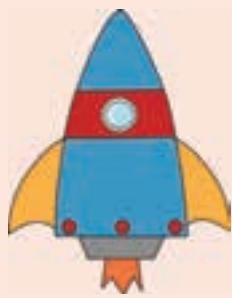
**Dinesh and Divya :**

Thank you, mam. Bye Mr.Gerund and Ms.Infinitive.



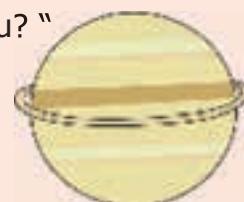
**M. Now, work in pairs and help Dinesh and Divya complete the exercise given below.**

## Where are the astronauts headed to?



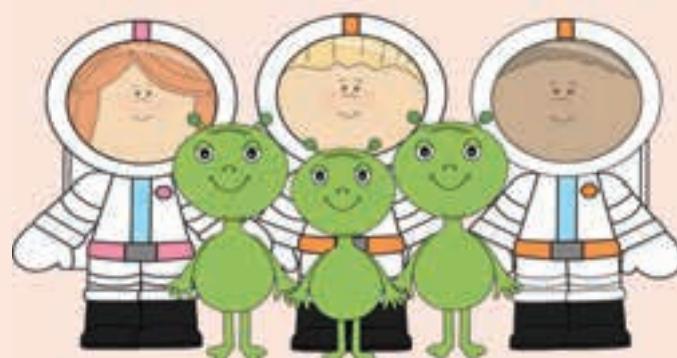
1. Write the gerund/in infinitive form of the verbs in the blanks.

1. The astronauts managed \_\_\_\_\_ (complete) their training in record time.
2. They learned how \_\_\_\_\_ (survive) in space without gravity.
3. The best astronaut almost quit \_\_\_\_\_ (try) to learn the complex information.
4. Their mission appeared \_\_\_\_\_ (be) in jeopardy.
5. Then Marina encouraged him by saying, "It's no good \_\_\_\_\_ (quit) the project right at the end."
6. Being an astronaut will enable you \_\_\_\_\_ (achieve) great success in life.
7. If you give up \_\_\_\_\_ (study) now, our mission will be scrubbed.
8. Think of your fellow astronauts who wouldn't hesitate \_\_\_\_\_ (help) you in time of trouble.
9. We astronauts must keep on \_\_\_\_\_ (prepare) for our space launch.
10. Some say it's no use \_\_\_\_\_ (travel) to distant planets, because it takes too long.
11. But we really want \_\_\_\_\_ (visit) other planets and find out if life exists on them.
12. Can you imagine \_\_\_\_\_ (walk) up to a Martian and shaking hands and \_\_\_\_\_ (say), "Hello, how are you?"





13. We really look forward  
\_\_\_\_\_ (meet) alien  
creatures and \_\_\_\_\_ (find)  
out what they are really like.



14. Many scientists have warned us  
not \_\_\_\_\_ (take) this  
dangerous journey, but we are  
not discouraged.

15. Travelling to far away planets involves \_\_\_\_\_ (risk) our lives for the  
thrill of discovery.



16. However we won't delay \_\_\_\_\_ (blast) off into space.

17. Would you like \_\_\_\_\_ (accompany) us on our journey if you could?

18. During our training we have got used to \_\_\_\_\_ (be) weightless and  
\_\_\_\_\_ (live) under difficult conditions.

19. Scientists admit to \_\_\_\_\_ (be) intensely curious about life on other  
planets.



20. I'm sure they would also enjoy \_\_\_\_\_ (travel) with our crew.

21. We told them \_\_\_\_\_ (come) with us on our trip, but some of them  
think it is a waste of time \_\_\_\_\_ (search) for life that doesn't exist.

22. We have been taught how \_\_\_\_\_ (endure) hardships during our train-  
ing and now we can't afford \_\_\_\_\_ (waste) money.

We're on our way!

Which planet are the astronauts heading to first? Add the infinitives.

Neptune-10

Venus-09

Mars-18

Jupiter-11



## Poem

### A Poison Tree

William Blake

#### Warm Up

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

1. You overhear a friend talking badly about you. 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.

2. Your friend persuades you to take help to prepare for the Maths board examination, from a close friend. That person does not turn up at all, as agreed. 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.

3. You have agreed to pick up some friends at the train station. They are coming to stay with you for a few days. You've arranged with your elder brother/sister to drive the car for the day. You are about to leave the house when you

realise the car is outside but your brother/sister has gone to work, taking the keys!. 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.

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 practice 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.

**B. Answer the following questions. Share your views with the class**

- Do you argue often with your classmates ?
- Do you forgive them or choose to remain enemies forever?
- How long does your anger last?



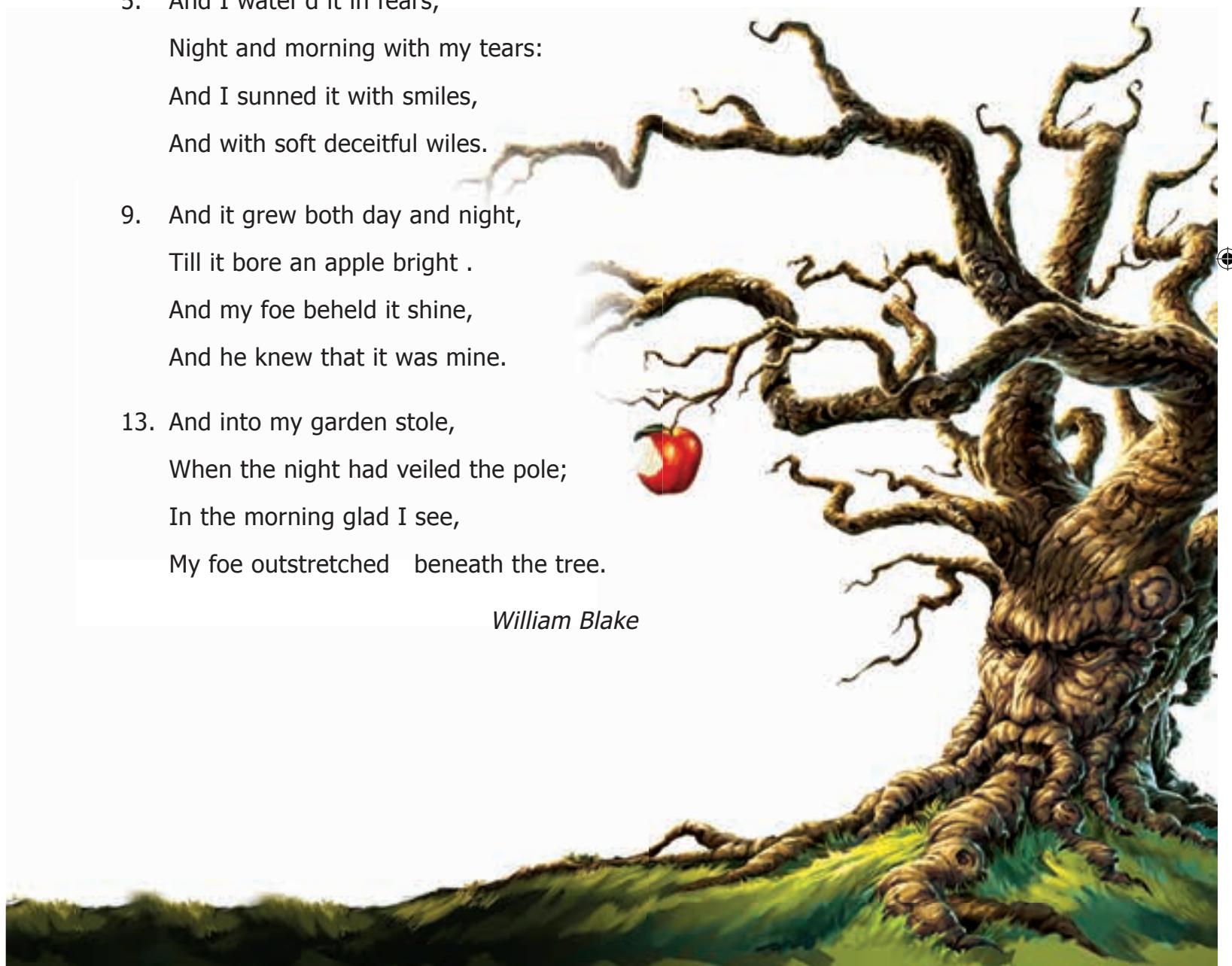
Read the poem with your partner and then answer the questions that follow.

### A Poison Tree



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.
  
5. And I water'd it in fears,  
Night and morning with my tears:  
And I sunned it with smiles,  
And with soft deceitful wiles.
  
9. 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.
  
13. And into my garden stole,  
When the night had veiled the pole;  
In the morning glad I see,  
My foe outstretched beneath the tree.

William Blake





### About the author

**William Blake (1757 – 1827)** was an English Poet, painter and print maker. Blake is now considered a seminal figure in the history of English poetry. He was born in London. He was a boldly imaginative rebel in both his thought and his art. Some of his famous poems are "The Lamb" and "The Tiger".



### Glossary

**wrath** (n.) - anger



34JJKH

**foe** (n.) - enemy

**deceitful** (adj.) -  
cunning,  
treacherous

**wiles** (n.) - tricks

**veiled** (v.) - covered

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

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

- Who does 'I' refer to?
- How did the anger of the poet come to an end?
- Write a synonym for 'wrath'.

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

- What does 'it' refer to?
- How is 'it' watered?

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

- How did the poet feel in the morning?

- Who is the 'foe' referred to here?
- Why was the 'foe' found lying outstretched beneath the tree?

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

- Who does 'it' refer to?
- What does 'apple' signify?
- What grew both day and night?

### D. 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.



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

1. How did the poet's anger with his friend end?
2. Describe how his anger kept growing.
3. Describe the effect of the poisonous fruit on the 'enemy'.

## F. Poem appreciation

### Figures of Speech

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

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

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

## G. 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.
- ii. What is the rhyme scheme of the stanza?
- iii. Identify the figure of speech in the title of the poem.

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'?

### \*Listening

**H. Listen to your teacher reading out the tips on anger management. (The script can be either read out by the teacher or student, or recorded and played more than once as required). Listen and match the sentence parts by drawing a line.**

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. to calm your inner self.
4	Anger is something that releases the tension .....	d. speak to your self and calm yourself.
5	Close your eyes and .....	e. who always tells you how to act.

\*Listening text is on Page No. 220



## I. 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.
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.

## J. Discuss and Write.

- a. 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.
- b. Recall an incident when you were angry with someone. How did you feel then? How did you overcome it?
- c. 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.

## Read and Enjoy

### The Power of a Smile

The power of a sun can kill  
And the power of foe can burn  
The power of wind can chill  
And the power of mind can learn  
The power of anger can rage  
Inside until it tears you apart  
But the power of a smile  
Especially yours can heal a frozen heart

-Tupac Shakur,  
An American Musician



### Different types of laughter

- ♦ Smirk.
- ♦ Smile.
- ♦ Grin.
- ♦ Snicker.
- ♦ Giggle.
- ♦ Chuckle.
- ♦ Chortle.
- ♦ Laugh
- ♦ Cackle
- ♦ Guffaw.
- ♦ Howl.
- ♦ Shriek.
- ♦ Convulse.
- ♦ Die laughing.



## Supplementary

### The Envious Neighbour

#### Discuss the following.

#### Warm up

1. Ratan 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?
2. Think of any undesirable quality that you would like to get rid of and discuss it with your friends.
3. Do you like pets? Why?

Now read the Japanese folk tale about two neighbours.

1. In the old, old days, there lived an honest man with his wife, who had 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, the dog went with them, and began playing about. All of a sudden, the dog stopped short, and began to bark, "Bow, wow, wow!" wagging his 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, when, lo and behold! The place was full of gold pieces and silver, and all sorts of precious things, which had been buried there. So, they gathered the treasure and after giving alms to the poor, bought themselves rice-fields and corn-fields, and became wealthy people.

2. Now, in the neighbouring house there dwelt a covetous and stingy old couple, who when they heard what



had happened, came and borrowed the dog and having taken him home, prepared a great feast for him, and said— "If you please, Mr. Dog, we should be much obliged to you if you would show us a place with plenty of money in it."

3. The dog, however, who up to that time had received nothing but cuffs and kicks from his hosts, would not eat any of the dainties which they set before him; so, the old people began to get cross, and,



putting a rope around the dog's neck, led him out into the garden. But it was all in vain; he let them lead him where they might, not a sound would the dog utter. He had no "bow-wow" for them. At last, however, the dog stopped at a certain spot, and began to sniff. So, thinking that this must surely be the lucky place, they dug, and found nothing but a quantity of dirt and nasty offal, over which they had to hold their noses. Furious at being disappointed, the wicked old couple seized the dog, and killed him.

4. When the good old man saw that the dog, whom he had lent, did not come home, he went next door to ask what had become of him; and the wicked old man answered that he had killed the dog and buried him at the root of a pine-tree; so the good old fellow, with a heavy heart, went to the spot, and having set out a tray with delicate food, he burnt incense, and adorned the grave with flowers, as he shed tears over his lost pet.

5. That night, when the good old man was fast asleep in bed, the dog appeared to him, and, after thanking him for all his kindness, said "Cause the pine-tree, under which, I am buried, to be cut down and made into a mortar, and use it, thinking of it as if it were myself."

6. The old man did as the dog had told him to do, and made a mortar out of the wood of the pine-tree; but when he ground his rice in it, each grain of rice turned into some rich treasure.



Dogs were domesticated from wolves 15,000 years ago. New evidence suggests that dogs were first domesticated in East Asia, possibly China. Over time, hundreds of breeds with a great degree of variation have come into being.



When the wicked old couple saw this, they came to borrow the mortar; but no sooner did they try to use it, all their rice turned into filth; so, in a fit of rage, they broke the mortar and burnt it. But the good old man, little suspecting that his precious mortar had been broken and burnt, wondered why his neighbours did not bring it back to him.

7. One night the dog appeared to him again in a dream, and told him what had happened, adding that if he would take the ashes of the burnt mortar and sprinkle them on withered trees, the trees would



revive, and suddenly put out flowers. After saying this the dream vanished, and the old man, who heard for the first time of the loss of his mortar, ran



out weeping to the neighbours' house, and begged them, at any rate, to give him back the ashes of his treasure.

Having obtained it, he returned home, and made a trial of their virtues upon a withered cherry tree, which, upon being touched by the ashes, immediately began to sprout and blossom. When he saw this wonderful effect, he 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.

8. A certain prince, hearing of this, and thinking it a mighty strange thing, sent for the old fellow, who showed his power by causing 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.



As soon as the neighbours heard of this they collected all the ashes that remained, and having put them in a basket, the wicked old man went out into the castle town, and gave out that he was the old man who had the power of

reviving dead trees, and causing them to flower. He had not to wait long before he was called into the prince's palace, and ordered to exhibit his power.

9. But when he climbed up into a withered tree, and began to scatter the ashes, not a bud or 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, so that he crawled off home in a very sorry plight. When he and his wife found out what a trap they had fallen into, they scolded themselves.



**DO YOU KNOW?**  
Dogs in warfare have a long and checkered history. From war dogs trained in combat to their use as scouts, sentries and trackers, their uses have been varied and some continue to exist in modern military usage.

The good old man and woman, as soon as they heard of their neighbours' distress, sent for them, and, after reproving them for their greed and cruelty, gave them a share of their own riches, which, by repeated strokes of luck, had now increased to a goodly sum.



So, the wicked old people mended their ways, and led good and virtuous lives ever after.

### Glossary

**tit-bit (n.):**

a small piece of tasty food



34TFH5

**wagged (n.):**

move or cause to move rapidly to and fro

**covetous (adj.):**

having or showing a great desire to possess something belonging to someone else

**withered (v.):**

become dry and shriveled

**obliged (v.):**

make (someone) legally or morally bound to do something

**A. Fill in the blanks with the new words from the glossary and use the words only once.**

1. On seeing the old man, the dog \_\_\_\_\_ the tail.
2. The neighbour was a \_\_\_\_\_ cruel and superstitious man.
3. Grass had \_\_\_\_\_ in the fields.
4. Doctors are \_\_\_\_\_ to take certain precautions.
5. When you are out with your puppy always have a \_\_\_\_\_ in your pocket.

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

- (i) The old farmer and his wife loved the dog
  - (a) because it helped them in their day-to-day work.
  - (b) as if it was their own baby.
  - (c) as they were kind to all living beings.
- (ii) When the old couple became rich, they
  - (a) gave the dog better food.
  - (b) invited their greedy neighbours to a feast.
  - (c) lived a comfortable life and were generous towards their poor neighbours.
- (iii) The greedy couple borrowed the mortar to make
  - (a) rich pastry and bean sauce.
  - (b) magic ash to win rewards.
  - (c) a pile of gold.

**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.
2. (i) How did the dog help the farmer even after its death?  
(ii) How did it help him next?





3. Why did the Prince reward the farmer but punish the neighbour for the same act?
4. Bring out the difference between the two neighbours with suitable examples to support your view.

**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 honest 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 \_\_\_\_\_



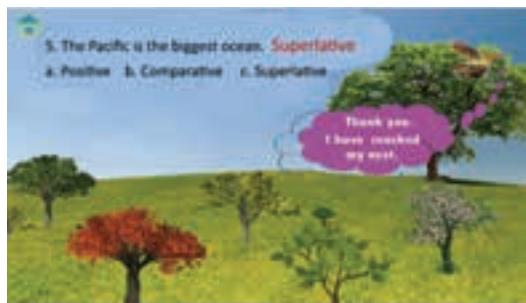
(5) They collected all the ashes that  
remained \_\_\_\_\_



# ICT Corner

## Fun with Degrees

Screen shot of the Game



### URL address

[https://drive.google.com/  
open?id=1SZuh5U2OJIE13b-  
BuMSg3J6IpEDPBBCWe](https://drive.google.com/open?id=1SZuh5U2OJIE13b-BuMSg3J6IpEDPBBCWe)

### Demo Steps

1. Scan the QR code. It will go to a website.
2. The link for the game will be there.
3. Click the URL and download the game
4. Click play.
5. At Level I choose the write answer to help the bird.
6. At Level II rearrange the words to make sentences.
7. At Level III change the given sentences into positive degree.

### Images for the Demo Steps



Download Software /  
Application



You can download this game  
and play it offline on your  
computer

### Language activity

1. Write down the sentences you learn.



## Unit 3

### Drama

#### Old Man River

Dorothy Deming

#### Warm up

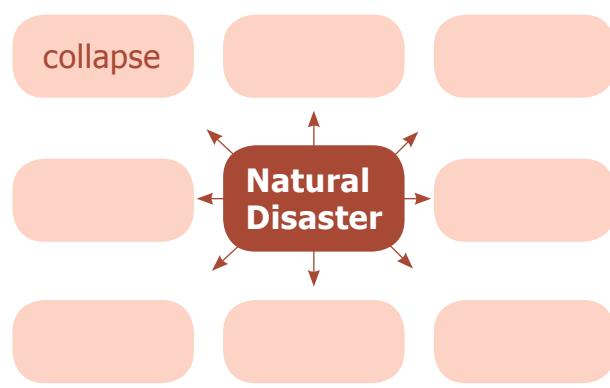
Look at these pictures of cyclone, floods, earthquake and tsunami.



A. Discuss in pairs for two minutes on any one of these natural disasters. You may use the following points.

→ Causes → Damages → Precautions

B. Fill the word web with words related to natural disasters. One example is done for you.



C. Imagine a situation where your house is surrounded by water and answer the following.

- What health hazards are caused when water stagnates around your place?
- When there is a power shutdown for long hours during floods, what will you do?
- What precautions would you take if there is an announcement about flooding in your area?

D. List out the Human activities which have an impact on nature. Complete the tabular column. One is done for you.

Human Activities	Impact on Nature
1. Dumping of toxic waste into oceans	Affects marine life
2. Using of aerosol and air conditioner	
3. Encroaching in forest area	
4. Disposal of non-bio degradable wastes	
5. Emission of smoke from industries and vehicles	



Divide the class into two groups. Allot the roles for reading aloud. Start reading Scene - 1, followed by Scene - 2.

## Characters

<b>Amy Marshall</b>	- 17 years old
<b>Betty Marshall</b>	- her younger sister
<b>Rose Field</b>	- 16 years old, the Marshall's neighbour
<b>Sara Field</b>	- 9 years old, Rose's sister
<b>Jim Hall</b>	- 17 years old, another neighbour
<b>Mr. Peters</b>	- member of the Red Cross Disaster Committee
<b>Penny Marsh</b>	- Red Cross nurse

**Time :** Late afternoon in March

**Setting:** Living room of the Marshall home

## Scene - 1

### At Rise

Amy Betty and Rose are sitting around the living room table. Amy and Rose are *knitting*. Betty is looking at pictures in a magazine. The stage is not very bright.

**Rose :**

Goodness, it gets dark early on these rainy days. Mind if I raise the shade a bit, Amy?

**Amy :**

No, do, but I guess we need the light on, too. (She goes over and puts on the electric light.)

**Rose :**

(*going to the window*): How it rains! In sheets, and look! Your backyard is a small lake.

**Amy :**

(*joining Rose at the window*): Gracious! I've never seen it rain so hard and this is the third day of it.

**Betty :**

(*puts down magazine and runs to the window*): Whee..ee! It's more than a lake, it's a sea! The radio said the river was above flood stage this morning—whatever that means.

**Amy :**

It means that the water is above that white line on the bank at Thompson Bridge. It must have covered the south meadows and the highway there.

**Rose :**

It isn't only the rain. It's the snow melting in the hills in the northern part of the state. (*The girls return to the table.*) Oh, I hope we don't have a flood here! (*There is a noise of stamping feet and someone breathing hard. The girls all look to the right, the direction of the sounds.*)

**Jim Hall :**

(*entering from right in shining wet rain coat and rain helmet, which he drags off as he enters. He is panting.*) Gosh, girls, it's a *cloudburst!* (He kicks off his rubbers.) I've run every step of the way from school to get here. The river is rising fast. The Burnett Dam gave way an hour



ago they say and it looks bad! Where is your mother, Amy?

**Amy :**

She took Dick to the dentist and was going to stop at Mrs. Brant's for a recipe on her way home. She ought to be here soon.

**Jim :** And your father?

**Amy :**

In Chicago on business, but why all the questions, Jim?

**Jim :**

Well, er--- you see ---- (*He is interrupted by the ring of the telephone. Amy exits left to answer it. Her voice can be heard clearly.*)

**Amy :**

Hello. Yes, Mother – I know. Isn't it awful? How will you get home? Yes, mother, I'm listening carefully. (*Amy's voice grows very serious*) Yes – yes – yes, I will. No, mother, no, I won't. Jim Hall is here and Rose Field too. Yes, all right, I'll tell them. Goodbye. (*Amy returns to the room. She is looking very scared.*) Mother can't get home from Mrs. Brant's. The bridges between here and town are under water. Rose, mother says you are to telephone your mother right away and tell her you will spend the night here.

**Rose :**

I will. That will be fun! (*hurries from the room*)

**Amy :**

Betty, you and I are to fill all the bowls, tubs, pails and *pitchers* with fresh water

in case the town supply is cut off or made unsafe to drink. Mother says she hopes you will stay and help us, Jim.

**Jim :**

That's just why I came. Amy, I think I'll look up a *lantern* and...

**Betty :**

(*interrupting*) I've got a flashlight. I'll get it and some candles.

**Rose :**

(*from outside still at the telephone, with irritation*): Central Central! I'm trying to get Main 3022—I can't – (*There is a pause and Rose comes to the door, her face frightened.*) The telephone is dead! I can't get Central. There isn't even a buzzing on the line!



Precipitation in the atmosphere is the conversion of water vapour into rain. A cloud burst is an unusually heavy and rapid precipitation resulting in very heavy downpours.

**Jim :**

Means the lines are down between here and town! Well, girls, let's get organized! Betty, look up your flashlight and candles, lamps, lanterns or anything you've got. Rose, fill the tubs and pails and Amy and I will check on food, blankets and coats. Better get out the first-aid kit. Everyone make it snappy! (*Rose and Betty exit left. Jim turns to Amy.*) This is serious. Amy, I don't want to scare you, but your house is in the direct line of the river. If the dam has given way – (*he goes to the*



window.) Well, if it has, you can see for yourself that it means we can't get out by the main road and we are already cut off from the south side. Look! (He points out of the window. Amy joins him. She gasps.)

Amy :

Jim! The water is up around the garage! I thought it was just a pool in the garden, but it's — it's — Jim (soberly): The river. Yes, Ay, that's old man river himself creeping up to your door. (Jim and Amy watch it a moment. Amy shudders.)

Amy : Oh, Jim, I'm scared!

Jim :

(placing a hand on her shoulder) Steady, old pall! We've been through bad things before and come out safely. Remember the school fire? First thing, we must not let the others see how scared we are. Next, get all the things you can together here: water, food, blankets, coats, lights. I'm glad I served on the Junior Red Cross emergency squad during the war! It's too bad you live in a bungalow instead of a two-storey house, but we can always climb into the attic and onto the roof.

Amy :

(still staring out the window) How fast is the river raising, do you think, Jim?

Jim :

I don't know and it might stop before it reaches us. If only the rain would let up! We will signal for help from the roof. They will send a boat or something.

Rose :

(entering left) I've got enough fresh water to last us a week! Who will send a boat for us, Jim, and from where? (She goes to the window, screams) Horrors! Look at the river!

Amy :

Hush, Rose. Don't tell the others. Jim says we will be all right. Let's see what food we have on hand.

Betty :

(entering left) Here are lights. Did you say food? Hark, what's that? (All four stand perfectly still, listening. From far off a child's voice is heard.)

Sara : Ro-ose! It's me! Sara!

Rose :

Sara! Where is she? (All turn to the window.)

Amy :

There she is! On the playhouse porch. How did she get there?



If you experience an emergency of any kind, accidents or natural disasters anywhere in India, the number you should call is 108.



Rose :

Followed me here, probably, she loves that playhouse, the little monkey!

Jim :

(goes out calling) Stay where you are. Sara, I'll get you.

Amy :

It's lucky the playhouse is on high ground.

Rose :

(still at the window) But it isn't. Look it's nearly afloat! (The girls gather at the window.) There goes Jim. Look, the water is above his knees.

Amy :

He will need dry clothes. See if you can find some of Dad's things for Jim, Betty. Sara can have Dick's.

Rose :

There! He's got her!

Amy :

I'll make some *hot cocoa* for everyone. (There is a *thumping* and voices at the right and Jim enters carrying Sara pickaback. Sara is beaming.)

Sara :

Hello, everybody! That was fun! Ride some more, please Jim!

Jim :

No, young lady, that's enough. You're heavy. She is dry as a bone.

Rose: I'm not!

Amy : You can have some of Dad's things. I'm going to get us some supper – (As

*she says this, the lights go out. They all gasp and Betty screams.)*

Jim :

(trying to sound casual) Power house must be out of commission. Light your candles, Betty. (Betty switches on the flashlight, lights three candles.)

Amy :

I'm glad we have an oil stove for cooking.

Rose :

(taking a candle) Forward march to the kitchen! (Betty takes a candle and follows, with Sara trailing, all exit right, humming 'Tramp, tramp, tramp the boys are marching')

Jim :

(in a low voice to Amy) The river was up another foot, Amy. Another hour and that playhouse would have been floating out in the current. At this rate the floor here will be under water by morning.

Amy :

What will we do then, Jim? Neither Sara nor Betty is a strong swimmer.

Jim :

I'm going to climb out on the roof and start waving the flashlight. Someone will see it and come for us.

Amy :

But who? No one is on the main road and there are no houses within sight of us. That will be just a pinpoint of light. Aren't you scared?

Jim : You bet! Are you?



**Amy :** Terrified. But I'm glad you're here.

**Jim :**

We'll see it through. If we just keep our heads.

**- Curtain -**

**E. Discuss with your partner and answer the following questions**

1. What were the girls doing in the living room?
2. Why was Mother not able to come home?
3. How did Jim want the girls to 'get organised'?
4. Which two important things did Jim want the girls to do to avoid getting scared?
5. Where did Jim want the girls to climb up? How was it going to help them?
6. Who went to get Sara? Where was she?

## **Scene - 2**

**Time :** An hour later.

**Setting :** The same.

**At Rise**

Same group is in the living room with the exception of Jim. Sara is asleep,

*covered with the blanket, in a big chair. Amy, Rose and Betty have three candles on the table. Betty is trying to read.*

**Betty :**

*[Putting down her book with a thud] I can't read by this light. How do you suppose our grandmothers ever did?*

**Rose :**

*I don't believe they tried to read. I guess they went to bed when it grew dark.*

**Amy :**

*Maybe we ought to go to bed. It's nearly eleven, but I couldn't sleep a *wink*.*

**Betty :** Nor I.

**Rose :**

*Nor I. Listen, what's that noise? [All three listen. Rose, running to the window and peering out] I can't see a thing. It's pitch dark. It sounded like something *bumping* against the house.*

**Mr. Peter :**

*(Still outside): Mr. Marshal, are you all right? This is Tom Peters and Miss Marsh, the Red Cross nurse. We're here in a boat.*

**Jim :**

*Row around to the back porch. You can get in there. (There is a bumping of the boat against wood. Voices): 'Steady now-there-I've got hold of the rail. Tie here up'. (Jim and Amy exit right towards the voices. More voices greeting, and then Mr. Peters enters the living room with a lighted lantern, followed by Miss Marsh, Amy and Jim.)*



**Sara :** Oh, where am i?

**Rose :**

Come on! (*She helps Sara to her feet and quickly wraps a blanket around her*)  
To the attic! (*Exits left leading Sara, and taking one of the candles with her.*)

**Amy :**

Ought to get father's most valuable books and mother's jewel case and –

**Jim :**

Amy, we will need water and food more than books and jewels. You don't seem to realize—(*He is interrupted by a cry from outside, right*)

**Mr. Peters :**

Hello there! Hello in the house! Mr. Marshall! Mr. Marshall!

**Amy :**

They have come for us! Here we are!  
(*She runs to the window.*)

**Jim :**

(*picking up the third candle from the table, running to the window and waving it back and forth*): Here we are! In here!

**Betty :**

(*entering on the run from the left, carrying her dress box*) Are we rescued? Who is there?

**Mr. Peter :**

(*still outside*): Mr. Marshal, are you all right? This is Tom Peters and Miss Marsh, the red cross nurse. We're here in a boat.

**Betty :**

We're rescued, we're rescued! Come, Sara!

**Mr. Peters :**

Why, are you children all alone?

**Amy :**

Yes, we — (*There is a terrific crash, followed by a wail of pain and a scream.*)

**Rose :**

(*Offstage left*) Oh, Sara! She's fallen off the step ladder! Come quick, somebody! I've dropped my candle and it's gone out! (*Mr. Peters, Miss Marsh, who is carrying a small black bag, and Amy rush off stage, left.*)

**Betty :**

Oh, I hope she hasn't broken her neck!

**Jim :**

Get the first-aid box. It's in that pile of coats. I'll fix a place for her to lie down. (*He arranges chairs so Sara can lie down.*)

**Mr. Peters :**

(*enters left carrying Sara*) Steady now, you are all right. More frightened than hurt, I think. (*He places Sara on the chairs.*)

**Amy :**

(*Placing the lantern near Sara*): I'm glad Miss Marsh is here! (*Miss Marsh is examining Sara. Sara is sobbing softly, saying every so often 'It hurts.'* Rose kneels beside Sara's chair; holding her hand, Jim stands in the background with Betty.)



Sara : It's my leg that hurts!

Miss Marsh :

Yes, you have hurt it badly, Sara, but we can fix it up and we will all get into the boat and take you home. You are going to be alright. (*She motions to Mr. Peters, Jim and Amy to move to one side of the stage. Rose stays with Sara.*) She has broken her right leg just below the knee. We can *splint* it up with pillows and umbrella and lift her safely into the boat. I think we ought to take her to the emergency Red Cross hospital in the Armoury.



Mr. Peters :

We can take Rose and Betty along too, but Jim, you and Amy will have to stay until we can get back for you or send some other boat. [*Miss Marsh returns to surround Sara's right leg with pillows, using an umbrella and cane along the outside to keep the leg stiff.*]

Jim :

That's all right, we will be perfectly safe up on the roof.

Mr. Peters :

We can leave you an extra lantern and a jar of coffee, need anything else?



The fourth oldest dam in the world was built by King Karikala Chola across the river Kaveri in the 2<sup>nd</sup> Century CE. It is called the Kallanai Dam or the Grand Anaicut.

Amy :

Only some of your calmness! We will be all right, thanks.

Mr. Peters :

Don't thank me, thank the Red Cross. (*He goes over to Sara and helps lift her into a blanket rolled to form a stretcher. Miss Marsh picks up her bag. Jim and Mr. Peters lift and carry Sara toward the right.*) We can swing her down into the boat very easily. It won't hurt a mite, Sara. Get your things, Rose and Betty, you are going with us. (*Rose and Betty grab their coats. Betty takes her dress box.*)





**Sara :**

(drowsily) Miss Marsh gave me something to stop the hurt. It has almost gone!

**Amy :**

(at the door, dropping a kiss on Sara's forehead as they carry her out) That's fine dear! Have a nice boat ride! (She waves as the stretcher goes out, followed by Rose and Betty.) Try to get word to Mother that we are all right, Betty, and to Jim's family, too!

**Betty :**

I'll try. I hope you'll be rescued soon. Bye.

**Rose :** Good-bye Amy, good luck!

**Amy :**

Good-bye. (There is more thumping, only less loud than before, and voices giving directions. Amy fusses with the lantern, trying to get it lighted.)

**Mr. Peters :**

[off stage] You will be all right, Jim?

**Jim:**



(still offstage) Yes don't worry about us. Goodbye. (Voices in distance, the sound of oars. Jim enters right, wiping his forehead.

Amy gets the lantern lighted and blows out candles.) Water's dropping! (He pours two cups of coffee from Mr. Peters' jar. Hands one to Amy. Raises his cup as though in a toast.) Here's to the coffee, lantern and rescue! I'm glad we have a wide-awake, well-equipped Disaster Committee in this town!

**Amy :**

And a Red Cross nurse for emergencies! Thank God for the rescue! [Both lift the coffee cups and drink, still standing.]

**- Curtain -**

(Slightly adapted)

**F. Discuss with your partner and answer the following questions.**

1. What were the important objects that the girls and Jim try to move to the attic? Why?
2. Who came to rescue the children?
3. What happened to Sara?
4. Who is Miss Marsh? How does she help Sara?
5. Who were taken in the boat? Who were left behind?
6. How does Red Cross help the children?

### **Glossary:**

**knitting** (v) :

to make (a garment, fabric, etc.) by interlocking loops of one or more yarns either by hand with knitting needles or by machine

**cloudburst** (n) :

a sudden violent rainstorm

**stamping** (v) :

bring down (one's foot) heavily on the ground

**pitcher** (n) : a large jug

**lantern** (n) :

a lamp with a transparent case protecting the flame or electric bulb, and



typically with a handle by which it may be carried or hung

**gasp** (v) :  
catch one's breath with an open mouth, owing to pain or astonishment

**shudder** (v) :  
shiver typically as a result of fear or revulsion

**attic** (n) :  
a space or room inside or partly inside the roof of a building

**splint** (n) :  
a long flat object used as a support for a broken bone so that the bone stays in a particular position while it heals

**hark** (v) : listen, pay attention

**hot cocoa** (n) :  
a hot drink made from cocoa powder mixed with milk or water

**squeak** (n) :  
a short, high – pitched sound or cry

**Red Cross** (n) :  
an international organization that helps people who are suffering, for example as a result of war, floods, or disease

**porch** (n) :  
a covered shelter projecting in front of the entrance of a building

**thump** (v) :  
hit and strike heavily, especially with fist or a blunt instrument

**pickaback** (n) :  
a piggyback ride, on the back and shoulders of another person

**wink** (v) :  
close and open one eye quickly, shine or flash intermittently

**bump** (v) :  
knock or run into someone or something with a jolt to hit something with force

**scornfully** (adv) :  
feeling or expressing contempt or derision, mocking

**lapping** (v) :  
(of water) wash against (something) with a gentle rippling sound, to fold over or around something

**drape** (n) : long curtains

**cracker** (n) :  
a thin dry biscuit, typically eaten with cheese

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

1. The radio announced that \_\_\_\_\_

- i. the river was above the flood stage.
- ii. the Burnet Dam had given way.
- iii. there will be a cloud burst.
- iv. they will be a cyclone.

2. Mother couldn't get home from Mrs. Brant's because \_\_\_\_\_

- i. it was raining heavily.
- ii. the bridges between home and the town were under water.
- iii. there was an emergency at Mrs. Brant's house.
- iv. she had broken her leg.



3. The Burnett Dam gave away as \_\_\_\_\_

- it rained for days.
- the dam was weak.
- it rained heavily and the snow was melting.
- the maintenance was poor.

4. There was no power because \_\_\_\_\_

- the power house was out of commission.
- the power house was flooded.
- the dam gave away.
- there was fire.

5. Why did they splint up Sara's leg with pillows?

- She was unconscious out of fear.
- She had broken her leg below the knee.
- She was too lazy to walk.
- She was making a fuss.

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

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

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

- Why did Jim run from school?
- Where was Amy's mother?
- Why did Amy ask Betty to fill in the water tubs?
- According to Jim what are the two things that a person should remember in times of emergency?
- Why is Jim climbing on the roof?
- Who were there in the living room? What were they doing?
- Why were they going to sleep in the attic?
- Who came in the boat?
- Who is the founder of the Junior Red Cross?

**J. Based on your understanding of the text, answer the following in about 3 to 4 sentences each.**

- Describe the 'home alone' experience of the children.
- Elaborate the rescue operation undertaken by Mr. Peter.
- How did Jim prove himself as a good rescuer in the flood situation?
- Briefly narrate the happenings of the play in Scene II.
  - How did Amy manage the situation at home?
  - How did Jim prove to be a real rescuer?
  - How did the Marshal save the children?



## Think and answer

You are one of the survivors of an earthquake that has affected your city a lot. Share the trauma you underwent and what helped you to sail through it. Give a talk for two minutes.

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



Word	Parts of speech	Synonym	Antonym
<b>Hard</b>	Adjective	Difficult	Easy
<b>Flood</b>	Noun		
<b>Interrupt</b>	Verb		
<b>Scared</b>	Adjective		
<b>Irritation</b>	Noun		
<b>Organize</b>	Verb		
<b>Serious</b>	Adjective		
<b>Snappy</b>	Adjective		
<b>Emergency</b>	Noun		
<b>Rescue</b>	verb		

### \*Listening

L. Listen to the paragraph and fill in the blanks.

The \_\_\_\_\_ South Indian floods resulted from heavy rainfall generated by the annual north east monsoon in \_\_\_\_\_ 2015. They affected the \_\_\_\_\_ region of the South Indian states of \_\_\_\_\_, and the Union Territory of \_\_\_\_\_, with Tamil Nadu and the city of \_\_\_\_\_.

\_\_\_\_\_ particularly hard-hit. More than \_\_\_\_\_ people were killed and over 18 lakh people were\_\_\_\_\_. With estimates of damages and losses ranging from nearly 200 billion rupees to over 1 trillion rupees, the \_\_\_\_\_ were the costliest to have occurred in 2015, and were among the costliest natural disasters of the year. The flooding has been attributed to the 2014-16 \_\_\_\_\_.

\*Listening text is on Page No. 221

English

Page 204



## Writing

M. As a local government official working in the flood affected area you are talking to an old lady who has lost her belongings. Write a dialogue between you and the old woman. Complete the conversation.

You : Good morning Madam.

Old lady : Good morning.

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

Old lady : \_\_\_\_\_

You : \_\_\_\_\_

Old lady : \_\_\_\_\_

## Creative Writing

N. Write a letter to your friend about your experiences during the recent 'Ochki' cyclone.

O. Make a poster of any natural disaster, giving details about the devastations caused.

P. Bravery awards are given to individuals who have saved the lives of people. List the people who have received such awards. For example, "What role can students play to raise awareness about the precautions to be taken at the time of any natural disaster?"

Q. You are a volunteer in your locality to serve people who are affected by floods. How will you caution them to move to a safer place taking only their bare necessities? Describe.

## Think and Do

R. Given below are some qualities that the characters in the play displayed during the floods for survival. Identify and write the character with the qualities.

anxiety	serious	fun
sober	excitement	scared
frightened	shudder	hopeful
horror	enjoyment	terrified
levelheaded	scornful	hysterical



## Poem

### Little Sarah

#### Warm up

Rearrange the pictures by writing the numbers in the correct order in the boxes, to indicate the step by step process of cultivation and harvest.



A. Given below are the common names of everyday food items in India. Group them to fill in the appropriate columns. Work with a partner. Share your choices with the class.

<i>dosa</i>	<i>idli</i>	<i>vada</i>
<i>laddu</i>	<i>fried rice</i>	<i>payasam</i>
<i>chappathi</i>	<i> sambar rice</i>	<i>curd rice</i>
<i>kolukattai</i>	<i>puliotharai</i>	<i>biryani</i>
<i>jelabi</i>	<i>ice cream</i>	<i>idiyappam</i>
<i>rasam</i>	<i>cake</i>	<i>biscuit</i>
<i>noodles</i>	<i>poori</i>	<i>pongal</i>
<i>sweet pongal</i>	<i>fruit salad</i>	<i>kesari</i>
<i>upma</i>	<i>pulav</i>	

Breakfast	Lunch	Dessert



Now, read this fast-paced poem about Sarah, whose enthusiasm to please her old grandmother leads her and the reader through an exciting learning experience .

## LITTLE SARAH

Little Sarah she stood by her grandmother's bed,  
"And what shall I get for your breakfast?" she said;  
"You shall get me a **Johnny-cake**: quickly go make it,  
In one minute mix, and in two minutes bake it."  
So Sarah she went to the **closet** to see  
If yet any meal in the barrel might be.  
The **barrel** had long time been empty as wind;  
Not a speck of the bright yellow meal could she find.



35L3S3

But grandmother's **Johnny-cake**-still she must make it,  
In one minute mix, and in two minutes bake it.

She ran to the shop; but the shopkeeper said,  
"I have none—you must go to the miller, fair maid;  
"For he has a mill, and he'll put the corn in it,  
And grind you some nice **yellow meal** in a minute;

But run, or the **Johnny-cake**, how will you make it,  
In one minute mix, and in two minutes bake it?"  
Then Sarah she ran every step of the way;  
But the **miller** said, "No, I have no meal to-day;  
Run, quick, to the cornfield, just over the hill,  
And if any be there, you may fetch it to mill.

Run, run, or the **Johnny-cake**, how will you make it,  
In one minute mix, and in two minutes bake it?"

She ran to the cornfield—the corn had not grown,  
Though the sun in the blue sky all pleasantly shone .  
"Pretty sun," cried the **maiden**, "please make the corn grow."  
"Pretty maid," the sun answered, "I cannot do so."



“Then grandmother’s Johnny-cake—how shall I make it,  
In one minute mix, and in two minutes bake it?”

Then Sarah looked round, and she saw what was wanted;  
The corn could not grow, for no corn had been planted.

She asked of the farmer to sow her some grain,  
But the farmer he laughed till his sides ached again.  
“Ho! ho! for the Johnny-cake—how can you make it,  
In one minute mix, and in two minutes bake it?”

The farmer he laughed, and he laughed out aloud,—  
“And how can I plant till the earth has been ploughed?

Run, run to the ploughman, and bring him with speed;  
He’ll **plough** up the ground, and I’ll fill it with seed.”

Away, then, ran Sarah, still hoping to make it,  
In one minute mix, and in two minutes bake it.

The ploughman he ploughed, and the grain it was sown,  
And the sun shed his rays till the corn was all grown;  
It was **ground** at the mill, and again in her bed  
These words to poor Sarah the grandmother said:  
“You shall get me a Johnny-cake—quickly go make it,  
In one minute mix, and in two minutes bake it.”





## Glossary

**Johnny-cake** (n) :

an early American  
staple food, corn meal  
flat bread



35UYTQ

**barrel** (n) : a cylindrical container

**closet** (n) : a cupboard or wardrobe

**yellow meal** (n) :

corn meal ground from dried maize

**miller** (n) :

a person who owns or operates a mill  
that grinds grain into flour

**plough** (v) :

to turn up the earth with a plough,  
especially before sowing or cultivating  
or tilling

**maiden** (n) :

an unmarried woman or a young girl

**ground** (v) :

(past participle of grind) reduced to fine  
particles by crushing or mincing

**B. Fill in the blanks to complete the  
summary of the poem .**

One day fair little Sarah stood by her grandmother's bed and asked her (i) \_\_\_\_\_. The grandmother replied that she wanted a (ii) \_\_\_\_\_ and also told her (iii) \_\_\_\_\_. So Sarah went to the cellar (iv) \_\_\_\_\_ to bake the cake. But unfortunately there was no flour in the barrel and so (v) \_\_\_\_\_ some corn flour. Since he had no flour, he (vi) \_\_\_\_\_. There she could get some corn and (vi) \_\_\_\_\_ so

that, she could get some nice yellow corn flour in a minute. When Sarah came to the miller, (viii) \_\_\_\_\_ because he had no corn with him. He asked her to go to the cornfield (ix) \_\_\_\_\_ and asked her to fetch (x) \_\_\_\_\_.

Little Sarah ran to the cornfield but she could find that there was no corn in the field also. She (xi) \_\_\_\_\_ if it could make the corn grow but the sun replied that it cannot do that right now. Sarah asked the farmer to sow some grain so that she could get some corn. But the farmer (xii) \_\_\_\_\_ if, he had to sow the seeds. So Little Sarah went to (xiii) \_\_\_\_\_ and asked him (xiv) \_\_\_\_\_.

At last the ploughman (xv) \_\_\_\_\_, the farmer (xvi) \_\_\_\_\_ and the sun (xvii) \_\_\_\_\_ so that the corn would grow fully. Once the corn was grown, she (xvi) \_\_\_\_\_ and (xvii) \_\_\_\_\_ it in the mill. When everything was done, she (xviii) \_\_\_\_\_ and stood (xix) \_\_\_\_\_. Again her grandmother asked her to get her a Johnny cake as quickly as possible.

**C. Read the lines taken from the poem  
and based on your understanding,  
answer the following questions briefly.**

1. *So Sarah she went to the closet to see  
If yet any meal in the barrel might be...*
  - a. Why did Sarah go to the closet?
  - b. What is a 'closet'?
  - c. Why was Sarah looking for some 'meal'?



2. *For he has a mill, and he'll put the corn in it,  
And grind you some nice yellow meal in a minute;...*

- Who will grind the corn for Sarah?
- How will he grind the corn?

3. *"Pretty sun," cried the maiden,  
"Please make the corn grow."  
"Pretty maid," the sun answered,  
"I cannot do so."*

- Why did the maiden ask the sun to make the corn grow?
- Did the sun accept her request?
- Who is the 'pretty maid' here?

3. *You shall get me a Johnny-cake quickly go make it,  
In one minute mix, and in two minutes bake it.*

- What are the two main steps involved here?
- Who is asking for a Johnny-cake?
- Who is making the cake now ?

5. *She asked of the farmer to sow her some grain,  
But the farmer he laughed till his sides ached again.*

- What did 'she' ask of the farmer?
- How did the farmer laugh ?
- Why did the farmer laugh?

### Appreciating the poem

A **Refrain**, is a phrase, line, or group of lines repeated at intervals throughout a poem, generally at the end of the stanza.

D. Read the poem and answer following questions.

- In one minute mix, and two minutes bake it?'
- The poet has repeated this line again and again in the poem. Why do you think he has done so?
- What is the figure of speech employed here?
- Identify the rhyme scheme in the poem.
- Pick out the rhyming words from the poem. Make a list and see if you can add more words to the list.

E. Read the following lines and answer the questions

**Narrative poetry** is a form of poetry that tells a story, often using the voices of a narrator and characters as well;

1. *Little Sarah she stood by her grandmother's bed...  
So Sarah she went to the closet to see  
The ploughman he ploughed...*

Note how the words, 'she' and 'he' are mentioned after the names. Why do you think the poet has done it? Identify more examples of such usage from the poem. What effect does it have on the narrative?



## F. Answer the questions that follow in about 150 words.

1. Describe sequentially Little Sarah's search for corn flour.
2. List out the persons who helped Little Sarah in getting her corn flour and also discuss what sort of help each one did for her.
3. Attempt a character sketch of Little Sarah with special reference to her attitude.
4. The poet makes effective use of the repetition of the refrain, 'In one minute mix, and in two minutes bake it.'

What kind of effect does it have on the readers? Does the repetition help the poet influence the reader in any way?

## Parallel reading

### Read and enjoy the poem.

**You**

Terrie Brushette

Never stop caring about the little things in life.  
Never stop dreaming, and don't give into strife.  
Never stop wondering are we on our own.  
Never stop thinking has your spirituality grown.

Never stop building bridges that lead to better tomorrows.  
Never stop trying, and don't give into sorrow.  
Never stop feeling amazed at the beauty that surrounds you.  
Never stop hearing the music, and don't give into the blues.

Never stop pushing away negative  
Thoughts that make you feel sad.  
Never stop looking at all the miracles we have had.  
Never stop loving the ones you hold dear.  
Never stop giving, and don't give into fear.

Never stop smiling, but look forward to each new day.  
Never stop shining in your own special way.  
Never forget that all storms will clear.  
Remember brighter tomorrows are always near.



## Supplementary

### Little Cyclone: The Story of a Grizzly Cub

#### William Temple Hornaday

#### Warm up

Work with a partner and discuss the following questions. Share your views with the class.

- ☛ What exactly counts as behaviour?
- ☛ What triggers behavior?
- ☛ Are they hard-wired in animals' genes, or learned based on experience?

Now, read this story about a young bear cub that bravely fended off a possible attack from much bigger and ferocious fellow animals in a cage. Willpower and self-confidence triumph over brute strength.

We find little kids hugging their teddies and not parting from them even when they sleep. Perhaps the warm and furry appearance of the bear attracts them and offers them comfort. They love the doll so much that they spend their time feeding it, dressing it up and holding it to their bosom.

Little kids cry when they are separated from their mothers. Mothers too would not allow their children to be taken away from them.

How do you think animals would behave when they are isolated from their families?

Here is an interesting story of a young grizzly bear which proved its strength and grit, not wishing to be cowed down or dominated by other bigger bears.

Little Cyclone is a grizzly cub from Alaska,



who earned his name by the vigour of his resistance to ill-treatment. When his mother was fired at, on a timbered hillside facing Chilkat River, he and his brother ran away as fast as their stumpy little legs could carry them. When they crept where they had last seen her, they thought her asleep; and cuddling up close against her yet warm body they slept peacefully until morning.

Before the early morning sun had reached their side of the mountains,



the two orphans were awakened by the rough grasp of human hands. Valiantly they bit and scratched, and bawled aloud with rage. One of them made a fight so fierce and terrible that his nervous captor let him go, and that one is still on the Chilkoot.

Although the other cub fought just as desperately, his captor seized him by the hind legs, dragged him backwards, occasionally swung him around his head, and kept him generally engaged until ropes were procured for binding him. When finally established, with collar, chain and post, in the rear of the saloon in Porcupine City, two-legged animals less intelligent than himself frequently and violently prodded the little grizzly with a long pole "to see him fight." Barely in time to save him from insanity, little Cyclone was rescued by the friendly hands of the Zoological Society's field agent, placed in a comfortable box, freed from all annoyance, and shipped to New York.

He was at that time as droll and roguish-looking a grizzly cub as ever stepped. In a grizzly-gray full moon of fluffy hair, two big black eyes sparkled like jet beads, behind a pudgy little nose, absurdly short for a bear. Excepting for his high shoulders, he was little more than a big bale of gray fur set up on four posts of the same material. But his claws were formidable, and he had the true grizzly spirit.

The Bears' Nursery at the New York Zoological Park is a big yard with a shade

tree, a tree to climb, a swimming pool, three sleeping dens, and a rock cliff. It never contains fewer than six cubs, and sometimes eight.

Naturally, it is a good test of courage and temper to turn a new bear into that roistering crowd. Usually a newcomer is badly scared during his first day in the Nursery, and very timid during the next. But grizzlies are different. They are born full of courage and devoid of all sense of fear.

When little Cyclone's travelling box was opened, and he found himself free in the Nursery, he stalked deliberately to the centre of the stage, halted, and calmly looked about him. His air and manner said as plainly as English: "I'm a grizzly from Alaska, and I've come to stay. If any of you fellows think there is anything coming to you from me, come and take it."

Little Czar, a very saucy but good-natured European brown bear cub, walked up and aimed a sample blow at Cyclone's left ear. Quick as a flash, outshot Cyclone's right paw, as only a grizzly can strike, and caught the would-be hazer on the side of the head. A m a z e d

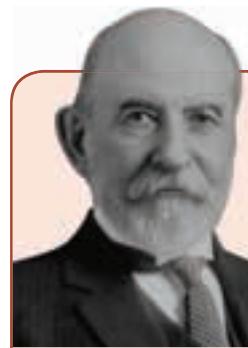




and confounded, Czar fled in wild haste. Next in order, a black bear cub, twice the size of Cyclone, made a pass at the newcomer, and he too received so fierce a countercharge that he ignominiously quit the field and scrambled to the top of the cliff.

Cyclone conscientiously met every attack, real or feigned, that was made upon him. In less than an hour it was understood by every bear in the Nursery that, that queer-looking gray fellow with the broad head and short nose could strike quick and hard, and that he could fight any other bear on three seconds' notice.

From that time on Cyclone's position has been assured. He is treated with the respect that a good forearm inspires, but being really a fine-spirited, dignified little grizzly, he attacks no one, and never has had a fight.



#### About the author

William Temple Hornaday, Sc.D. (December 1, 1854 - March 6, 1937) was an American zoologist,

conservationist, taxidermist, and author. He was a pioneer in the early wild life conversation movement in the United States. During his life time he published many books and articles on the need for conservation of wild life

#### Glossary

**stumpy** : short and thick

**bawled** : cried noisily

**procured** : obtained

**prodded** : dug, poked

**droll** : curious and amusing

**pudgy** : short and fat

**formidable** : dangerous

**roistering** : celebrating noisily

**stalked** : walked stiffly with pride

**saucy** : cheeky, impertinent

**hazer** : a person who drives cattle while on horseback

**confounded** : confused

**ignominiously** : shamefully

**conscientiously** :

carefully and meticulously

**feigned** : faked, not genuine



#### Vocabulary

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

earn one's name; in the rear of;  
to see one fight; devoid of; air and  
manner; quick as a flash; in wild  
haste; make a pass

B. Now refer a dictionary and find idioms on the following animals, birds and insects. Learn their meanings and share what you have learnt with your class. Try to frame illustrative sentences with those idioms. Find opportunities to use them in your everyday conversations.

lion mouse parrot fox  
hawk snake monkey dog  
snail bee



C. Based on your reading, answer the following questions in a paragraph of about 100—150 words each.

- 1 Describe the appearance of Little Cyclone.
- 2 What does the fight Little Cyclone and his brother put up, tell you about the nature of grizzly bears?
- 3 "If any of you fellows think there is anything coming to you from me, come and take it". How did Little Cyclone prove this?
- 4 Describe the confrontation between Little Czar and Little Cyclone.

D. Telling the Story Again.

Little Cyclone was a grizzly cub from \_\_\_\_\_ earned his name \_\_\_\_\_ When his mother was fired at, they \_\_\_\_\_. The next day at sunrise the two orphans found themselves at \_\_\_\_\_. One of them escaped \_\_\_\_\_ So the captor let him go. But the other cub was \_\_\_\_\_ and taken to the \_\_\_\_\_ at New York. The Zoological Park had \_\_\_\_\_. Usually a newcomer is badly scared on his first day but \_\_\_\_\_. When the box was opened he stood up with courage \_\_\_\_\_. Cyclone courageously met every \_\_\_\_\_. In less than an hour all the other bears understood \_\_\_\_\_. From then on Little Cyclone's position was \_\_\_\_\_

E. Choose the correct answer.

1. Little Cyclone is a grizzly cub who earned his name by his \_\_\_\_\_
  - a) appearance and behaviour.
  - b) vigour of resistance to ill-treatment.
  - c) speed and courage.
  - d) escape from a cyclone.
2. The nervous captor let one bear go because \_\_\_\_\_
  - a) he was afraid of bears.
  - b) he did not have proper equipment to seize him.
  - c) the bear fought so fiercely.
  - d) the bear escaped and ran away.
3. Little Cyclone was rescued by the \_\_\_\_\_
  - a) members of the Blue Cross.
  - b) friendly hands of the Zoological Society.
  - c) members of the National Zoo.
  - d) volunteers from New York.
4. Little Czar was a \_\_\_\_\_
  - a) good natured European brown bear.
  - b) grizzly cub from Alaska.
  - c) fury little Polar bear.
  - d) North American black bear.
5. Little Cyclone will fight any other bear in \_\_\_\_\_
  - a) 10 minutes' notice.
  - b) 15 minutes' notice.
  - c) 03 seconds' notice.
  - d) 10 seconds' notice.



## F. Learn the following idioms on bears.

	IDIOM	MEANING
a.	hungry as a bear	being very hungry
b.	gruff as a bear	being unsociable, speaking in a very abrupt, rude way
c.	take the bear by the tooth	put oneself in a dangerous position
d.	as busy as a hibernating bear	remaining idle
e.	a bear hug	put one's arms around someone and hug them affectionately
f.	a bear market	a period of time when investors are more likely to sell rather than buy shares



In 1902, American President Franklin Delano Roosevelt also known as Teddy participated in a bear-hunting trip in Mississippi. While hunting, Roosevelt declared the behavior of the other hunters "unsportsmanlike" after he refused to kill a bear they had captured.

As news of the hunting trip spread, many newspapers around the country featured political cartoons starring "Teddy" and "the bear."

Meanwhile, in Brooklyn, New York, a shop owner named Morris Michtom saw one of the cartoons and had an idea. Michtom and his wife created plush, stuffed bears and placed them in the front window of their shop. With permission from Roosevelt, Michtom named the bears "Teddy bears."

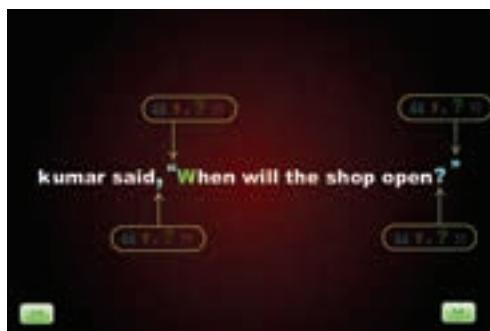




# — ICT Corner

## Play with Punctuation

Screen shot of the Game



### Demo Steps

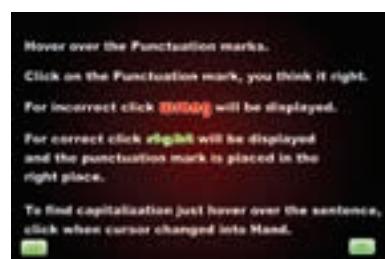
1. Scan the QR code. It will go to a website.
2. The link for the game will be there.
3. Click the URL and download the game
4. Hover over the Punctuation marks.
5. Click on the Punctuation mark, which you think is right.
6. To find capitalization just hover over the sentence.
7. Click when cursor changes into Hand.



#### URL address

[https://drive.google.com/  
open?id=1SZuh5U2OJIE13b-  
BuMSg3J6lpEDPBCWe](https://drive.google.com/open?id=1SZuh5U2OJIE13b-BuMSg3J6lpEDPBCWe)

### Images for the Demo Steps



### Download Software / Application



You can download this game and play it offline on your computer

### Language activity

1. Write down the sentences with correct Punctuation.



## LISTENING PASSAGES

### GOAL SETTING

#### J. Listen to the following story

The Olympic Games began in Greece about three thousand years ago. All wars stopped for the Olympics in those days. The discus and the Pentathlon began in these early Olympic Games. In 394 the Romans stopped the Greek Olympic Games, because they didn't like them. In 1896, a Frenchman – Pierre de Coubertin began the Olympic Games again. These days the Olympic Games usually happen every four years. But how did the Paralympics for disabled begin? In the 1940s Sir Ludwig Guttmann was a doctor at the Stoke Mandeville hospital in England. At the hospital there were many disabled soldiers from World War II and Guttmann wanted these soldiers to get better by doing sports.

The Paralympics are younger than the Olympics, but they are getting bigger all the time. The first true paralympic Games happened in Rome in 1960. Four hundred disabled athletes from twenty-three different countries came to these Games. At the Beijing Paralympics in 2008, there were 4,000 disabled athletes from 144 countries! These days there are Paralympic Games every four years,



and because it's easier for Paralympic athletes to stay in Olympic hotels and to run in Olympic stadiums, the Paralympics usually happen in the Olympic cities, too. Think of swimming with only one leg against people with two legs. Think of running with artificial legs. Think of playing basketball in a wheelchair. Disabled people can do some wonderful things!

[source : **True Heroes of Sport**  
by **Donatella Fitzgerald**]

### STOPPING BY WOODS ON A SNOWY EVENING

#### F. Listen to the following passage



When you make a promise, keep it, even if it costs you more than you expected or you have to work much longer on it than you intended. Do not make promises you cannot keep or that you do not know you can keep. Sometimes it is best to promise that you will try, though be sure the other person understands that you are not promising to deliver.

A useful saying is 'Under-promise and over-deliver'. Do not promise too much. Then deliver more than you promised. In doing this only deliver



a little more. If you deliver too much you can cause embarrassment or cause suspicion as to your intent. Promise leads to expectation, and expectation leads to prediction. When predictions fail we feel a loss of control

Promises also acts at the personal, relationship level. A promise seeks trust and bonds people together more tightly. Breaking the promise causes a betrayal response, damaging or even severing the bond

Some people make promises too easily. They agree to actions without knowing whether they will be able to keep the promise. This often happens when they are focusing on the short term. The prospect of immediate gain, especially if it is significant, can overwhelm thoughts of future punishment and lead people into deception. We also make promises when we want to be liked and are trying to please people. Saying 'yes' is socially easier than refusal but can lead to disappointment and decrease in trust.

Promises can vary in intensity. There is a difference between saying casually you will do something and swearing you will do it. Breaking a sworn promise has far greater damage to trust. So before making promises, however minor, size up the other person, consider the long-term impact on your reputation. This includes making promises they might doubt you will keep. When you surprise them with

your determination to keep promises, their trust in you will leap upwards.

(**Transcript source:** *changingminds.org/techniques/how\_to/trust\_me/keep\_promises.htm*)

## THE SPIRIT OF ADVENTURE

**D. Leena has a great fascination for adventure. During her winter holidays she wishes to explore an adventure sport. Listen to the conversation between Leena and her mother and complete the dictionary activity.**

**Mother :**

Leena, what are your plans for the winter vacation? I thought we could go to a heritage site in India.

**Leena :**

No Mom. This time, I wish to take up an adventure sport which I have been planning for long. But I am not sure whether we have good options for adventure sports in India.

**Mother :**

Why not! India is a versatile and multifaceted country and every part of it offers some new adventure to see, some new place to visit. Ranging from the wonderful treks on the powerful and the bold mountain ranges of Himalayas, sky diving adventures in the west, hill stations of the





south, proclaiming beauty of the Karst caves to the desert trips in Thar, all the varieties are found in one nation.

**Leena :**

That's great to know that with the brooding modern nation, you can savour all the adventures either in the midst of towns or surrounded with the nature's bounty.

**Mother :**

But we must carefully choose the organization that offer such programmes. We should go for ones that are registered with Adventure Tour Operators Association of India and Ministry of Tourism.

**Leena :**

Ok, Mom. Let us see if any of those places have bungee jumping. I have been dreaming of doing this dare-devil jump for the past two years.

**Mother :**

If you are really ready for bungee-jumping, I suggest we go to Rishikesh. Apart from leaping off a cliff, you can do white-water rafting too. What do you say? Let's talk to your father and ask him to do some enquiries.

**Leena :**

Yayyyy!!! I am so excited. I can't wait for Dad to come back from office.

## **A POISON TREE**

### **H. Listening input for Anger Management**

It's natural to get angry. But it's a virtue to know how to handle it. It deals with certain anger management issues . Here are some of the best anger management tips to help you get over being angry quickly.

Meditation is definitely a great technique to calm your inner self, thereby controlling those sudden angry outbursts. Meditation does not always require that you sit in a place and keep peeping at the watch. You need

a peaceful place to sit upright. Start relaxing with the top of your head and then slowly release the tension of your body, one muscle at a time and breathe deeply.

Try to connect yourself with your inner person. There is a person living inside you who always tells you how to act. After a strong situation, it is you that inner person who understands you better than anyone else. So initiate a positive conversation within yourself. Close your eyes and speak to yourself and calm yourself.

Anger is something that releases the tension you have been feeling all the while but who will take care of the reason



3EMDST



why you got angry in the first place? It is as simple as a solution that you need. Forgive and forget . It's easier to get the apologies over and done with right away so you can forget about your anger and move on.

Start good one by saying , "I'm sorry" or "I forgive you". Forgiving is a blessing. Spread the goodness. Instead of allowing others to laugh at you, laugh at your oneself. Think of all the words you said and think of how you could have changed the situation by acting in a different way.

## OLD MAN RIVER

### L. Listening input for fill in the blanks

The 2015 South Indian floods resulted from heavy rainfall generated by the annual north east monsoon in November-December 2015. They affected the Coromandel Coast region of the South Indian states of Tamil Nadu and Andhra Pradesh, and the union territory of Puducherry, with Tamil Nadu and the city of Chennai particularly hard- hit.



More than 500 people were killed and over 18 lakh people were displaced. With estimates of damages and losses ranging from nearly 200 billion rupees to over 1 trillion rupees, the floods were the costliest to have occurred in 2015, and were among the costliest natural disasters of the

year. The flooding has been attributed to the 2014-16 El-Nino event .

### Some useful links

<https://publicdomainreview.org/collections/france-in-the-year-2000-1899-1910/>

<http://www.tamilnadutourism.org/index.html>

<http://tnpubliclibraries.gov.in>

<http://www.nationallibrary.gov.in/>

<https://www.poetryfoundation.org>



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