



GOVERNMENT OF TAMILNADU

STANDARD NINE

ENGLISH

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Department of School Education

Untouchability is Inhuman and a Crime

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THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjab-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava subha name jage,
Tava Subha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata
Jayahe, jayahe, jaya he,
Jaya jaya, jaya, jaya he.

- Rabindranath Tagore.





தமிழ்த்தாய் வாழ்த்து

நீராருங் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்
 சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்
 தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்
 தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே!
 அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற
 எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழணங்கே!

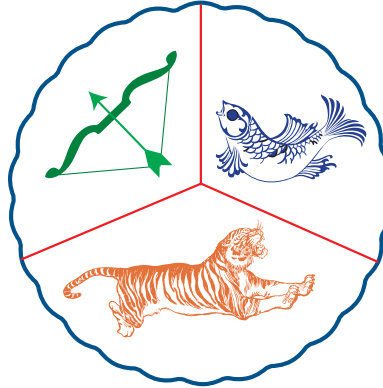
தமிழணங்கே!

உன் சீரிளமைத் திறம்வியந்து செயல்மறந்து வாழ்த்துதுமே!

வாழ்த்துதுமே!

வாழ்த்துதுமே!

- 'மனோன்மனீயம்' பெ. சுந்தரனார்.



தமிழ்த்தாய் வாழ்த்து – பொருள்

ஒலி எழுப்பும் நீர் நிறைந்த கடலெனும் ஆடையுடுத்திய நிலமெனும் பெண்ணுக்கு, அழகு மிளிரும் சிறப்பு நிறைந்த முகமாகத் திகழ்கிறது பரதக்கண்டம். அக்கண்டத்தில், தென்னாடும் அதில் சிறந்த திராவிடர்களின் நல்ல திருநாடும், பொருத்தமான பிறை போன்ற நெற்றியாகவும், அதிலிட்ட மணம் வீசும் திலகமாகவும் இருக்கின்றன.

அந்தத் திலகத்தில் இருந்து வரும் வாசனைபோல, அனைத்துலகமும் இன்பம் பெறும் வகையில் எல்லாத் திசையிலும் புகழ் மணக்கும்படி (புகழ் பெற்று) இருக்கின்ற பெருமைமிக்க தமிழ்ப் பெண்ணே! தமிழ்ப் பெண்ணே! என்றும் இளமையாக இருக்கின்ற உன் சிறப்பான திறமையை வியந்து உன் வயப்பட்டு எங்கள் செயல்களை மறந்து உன்னை வாழ்த்துவோமே! வாழ்த்துவோமே! வாழ்த்துவோமே!





THE NATIONAL INTEGRATION PLEDGE

“I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation.”

“I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means.”

A STUDENT'S VOW BEFORE MOTHER INDIA

Name :

Class :

School :

“I shall overcome the obstacles raised by caste and communal prejudices and work for the greatness of my Motherland putting to the fullest use the benefits that I derive through education.

Vandae mataram!

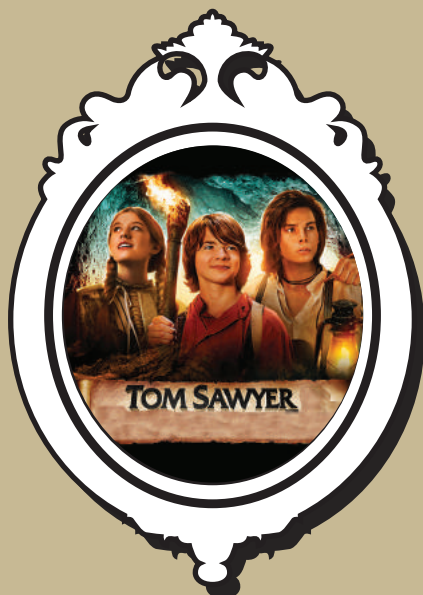




PREFACE

The revised course book for English standard IX is based on the communicative approach which recognises the importance of developing students' competence to express themselves fluently, confidently and appropriately. 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 for the first time in State Board Text Book.



How to use the book

1

- 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.

2

- 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.

3

- 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.

4

- Motivate the students to read independently and to 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.

Contents

Unit	Name	Pg.No.
1	Prose	Learning the Game
	Poem*	Stopping by Woods on a Snowy Evening
	Supplementary	The Envious Neighbour
2	Prose	I can't Climb Trees Anymore
	Poem	A Poison Tree
	Supplementary	The Fun they Had
3	Drama	Old Man River
	Poem*	On Killing a Tree
	Supplementary	Earthquake
4	Prose	Seventeen Oranges
	Poem	The Spider and the Fly
	Supplementary	The Cat and the Pain-killer
5	Prose	Water – The Elixir of Life
	Poem*	The River
	Supplementary	Little Cyclone: The Story of a Grizzly Cub
6	Prose	From Zero to Infinity
	Poem*	The Comet
	Supplementary	Mother's Voice
7	Prose	A Birthday Letter
	Poem	The Stick-together Families
	Supplementary	The Christmas Truce

**Memoriter*



E-Book



Assessment



Digi Links



Unit 1

Prose



Learning the Game

Sachin Tendulkar

Warm Up

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

My Goals	
Timeline	Action Plans
2022	
20....	
20.... - 20....	
20.... - 20....	
2040 Onwards	

From a very early age, I played tennis-ball cricket with my colony friends. I loved watching cricket on television and in our games, I often tried to **emulate** the mannerisms of my favourite players, Sunil Gavaskar and the West Indian legend Viv Richards. But it wasn't just the batsmen that I studied. I also loved bowling. Throughout my career, I have actually bowled a lot in the nets.

I was then studying in the New English School, Mumbai. But my brother Ajit knew that compared to other schools in Mumbai, Shardashram Vidhyamandir where Ramakant Achrekar Sir was the cricket coach, gave due importance to the game of cricket. He ran summer camps too. Ajit, one day, took me to the camp to get trained under Sir. Anyone could come for a trial at the camp; but then, it was up to Sir to decide who to accept. I was eleven years old then. Achrekar Sir, as I refer to him, started playing cricket at the age of eleven in 1943, which is the age I was when I went to him for the first time.

- Who were Sachin's favourite players?
- What was special about Shardashram Vidyamandir in Mumbai?

I had never batted in the nets before and felt somewhat **overawed** with so many people around. When I was asked to bat, I was not at all comfortable. With Sir watching me so closely, I failed to make an impact. Sir called Ajit aside and informed him that I was perhaps too young to make the camp and suggested that he should bring me back when I was a little older. My **induction** into the Mumbai cricket circuit could have ended in failure – but for Ajit's insistence. Having seen me play in the colony, Ajit knew I was capable of performing far better than I had done in front of Achrekar Sir. He explained that I was nervous and asked Sir to give me one more opportunity. However, he suggested that while doing so, Sir should pretend to go away and then watch from a distance. Sir agreed. Before long, I was asked to bat again and, without Sir's trained



eyes scrutinizing me – or so I thought, I felt more at ease and soon started to hit the ball well. This time, Sir agreed to let me join the camp. I was delighted and I must say it was an opportunity that transformed my life.

The camp involved a session every morning and evening at Shivaji Park. I would practice between 7.30 am and 10.30 am in the morning. Then I'd come back in the afternoon and practice till late evening. The schedule was **rigorous** and I would be exhausted by the end of the day. Travelling to Shivaji Park took forty minutes from my house in Bandra and I had to catch an early morning bus to make it on time. For the first few days, Ajit accompanied me, to get me used to the routine. During the bus journeys, he would talk to me about the **nuances** of batting, and I always enjoyed these conversations a lot. In fact, the one thing that I have kept with me all my career is a note that Ajit gave me containing some thoughts about batting. It served as a very personal coaching manual.

- What was the opportunity that transformed the life of Sachin?
- What sort of conversations did Ajit and Sachin have while travelling?

As a child, I had only one set of cricket clothes and the routine was to wash them as soon as I'd returned from the morning session. While I had my lunch, the clothes would dry out in the sun and I would wear them again in the afternoon. The pattern was repeated in the evening so that I could use the same set of clothes the following morning. The system worked well – apart

from my pockets. There was never quite enough time for the pockets to dry out completely, and for the entire duration of the camp I played with wet pockets. By the middle of the summer camp, Sir had started taking an active interest in my batting and at the end of the two months, informed Ajit that I had the potential to be a good cricketer if I practiced all year round. However, my school – the New English School in Bandra – did not have cricket facilities and Sir was keen for me to change schools if I wanted to **pursue** cricket seriously.

- What routine did Sachin follow in washing his clothes?
- What did Achrekar inform Ajit?

One evening, Sir called my father and put forward his suggestion. Ajit was in the room with my father at the time and they both accepted that it was necessary if cricket was to be my priority. My father sat me down and explained that while he did not have any objections to my changing schools, I should do so only if I was really serious about playing cricket. I assured him I was, and so it was agreed that I should move to Shardashram Vidhyamandir, where Achrekar Sir was the cricket coach. All my excess energies were getting channelled into cricket, which acted as a kind of safety valve. My father always said that all he wanted me to do was give it my best effort without worrying about the results.

- What was the suggestion given by Achrekar to Sachin's father?
- What acted as a safety valve?





In my first year at Shardashram, I played fifty five practice matches during the summer break of sixty days. My summer sessions used to start at 7.30 am and end at 4.30 pm. My evening session would start at 5 pm after only a thirty-minute break. During the break, Sir would often give me some money to go and have a *vadapav* (a popular Mumbai fast food).



Between 5 pm and 7 pm I'd have five more net sessions. Towards the last 15 minutes, Sir would place a one rupee coin on top of the stumps and if I managed to avoid getting out, the coin was mine. In this session every bowler in the camp would come and bowl to me, with some sixty to seventy boys fielding. It meant I had to hit every ball along the ground to survive those intense fifteen minutes. Winning the one-rupee coin used to give me immense satisfaction and taught me how to concentrate even when physically drained. At the end of it all, Sir would tell me to run two full circuits of Shivaji Park with my pads and gloves on.

That was the last part of my training and I'd be completely exhausted by the end of it all. It was a routine I would repeat right through my summer holidays and it helped me to build up physical and mental **stamina**.

- What did Sachin do during the thirty minute break?
- What is the intense 'fifteen minutes' mentioned ?

Occasionally, my father came to take me home and I would always ask him to treat me to a special fruit **cocktail** at a juice centre near the club. While this regular demand was a little unreasonable, because at the time I did not realize that my parents also had to take care of the needs of my brothers and sister, my father would invariably end up giving me what I wanted, just to see me happy. On other days, when I made my way home from Shivaji Park on my own, I'd often fall asleep on the bus – if I managed to sit down. Anyone who has been on a Mumbai bus at peak hours will know just how difficult it is to get a seat. On days when I wasn't so lucky, it was still a challenge just to stand with the **kitbag**, because the bus conductors would inevitably complain about me taking up the space of another passenger. It could be embarrassing because the conductors were often rude and would sometimes ask me to buy two tickets. I didn't have the money for a second ticket and I had to learn to take these remarks in my **stride**. Dirty clothes often added to the **embarrassment**. With time, I evolved a way of wrapping the kitbag around me. Just as the helmet and



pads became a part of me while batting, so the kitbag became an extensions of me on the bus. I'd often take the bus or train from Bandra to Church gate, and it was all a great learning experience.

- What did Sachin's father do just to make Sachin happy?
- What did embarrass Sachin in the bus?

Even though I loved cricket, there were still occasional days when playing with my friends at home was such fun that I would conveniently forget I was supposed to go to the nets. If I didn't turn up, Achrekar Sir would jump on to his scooter and come to find me. Sir would spot me in the **melee** and virtually drag me out. I would come up with excuses but he would have none of it. He would get me to change and head off to Shivaji Park.

On the drive he would tell me, "Don't waste your time playing insane games with these kids. Cricket is waiting for you at the nets. Practice hard and see what magic can **transpire**."

- What made Sachin forget, to go to the nets?
- What did Achrekar advise Sachin?

"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."

At that time, I hated being dragged off, but as I look back, I feel sheepish about my actions and can only admire Achrekar Sir's **farsightedness**.

Sir also punished me on one occasion when trying to teach me a very important lesson. Once, I **bunked** my daily evening practice to watch an inter-school cricket match not anticipating that Sir would be there. He was angry and he said it wasn't for me to come and watch other people play for, if I practiced hard enough, one day people from across the world would come and watch me play. Had it not been for Sir, I would not be the cricketer I turned out to be. He was a strict disciplinarian and did everything he could for me. I owe myself to him.

About the author

Sachin Ramesh Tendulkar was born on 24th April 1973 in Mumbai, Maharashtra. He is a former Indian cricketer and captain



widely regarded as one of the greatest cricketers of all time. He made an impact in cricket from a very early age, displaying a prodigious talent. The world famous cricketer has set many records in his career and is considered as one of the greatest Batsman of all times. He is the only player to have scored one hundred international centuries, the first to score double century in a One Day International , and the only player to complete more than 30,000 runs in international cricket. He played 664 international cricket matches in total, scoring 34,357 runs. In 2012, Tendulkar was nominated to the Rajya Sabha. He retired from cricket on 16th November 2013. 'Learning the Game' is an extract from his autobiography *Playing it My Way*.



Awards	Year
Arjuna Award	1994
Rajiv Gandhi Khel Ratna Award	1997
Padma Shri	1999
Padma Vibhushan	2008
Bharat Ratna	2013



Glossary

emulate (v) - to match or surpass typically by imitation.

overawed (v) - impressed so much that they are silent or inhibited

induction (n) - the action or process of including someone to an organization

rigorous (adj.) - extremely thorough and careful

nuances (n) - subtle changes in or shades of meaning, expression, or sound

pursue (v) - follow or chase

stamina (n) - the ability to sustain or prolonged physical and mental effort

cocktail (n) - a mixed drink which is a combination of ingredients such as fruit juice, lemonade, flavored syrup or cream.

kitbag (n) - a long cylindrical canvas bag,



(here) used to carry cricket accessories

stride (v) - a step or stage in progress towards an aim

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

melee (n) - a confused crowd of people

transpire (v) - come to be known, revealed

farsightedness (adj.) - showing a prudent awareness of future possibilities

bunked (v) - to make oneself absent from a class or session

crossroads (n) - to be at a point when you have to make a very important decision

deteriorated (v) - 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

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

1. What was coach Achrekar's first impression on Sachin?
2. Why did Sachin feel that the schedule of the camp was 'rigorous'?
3. What did serve as a very personal coaching manual to Sachin?
4. Why was Sachin asked to change the school?
5. What was the condition laid down by Sachin's father for changing the school?





6. How did the act with the one rupee coin help Sachin become a good cricketer?
7. What did help Sachin to build his physical and mental stamina?
8. Which incident triggered the coach to be angry on Sachin?
9. Why do you think Achrekar punished Sachin?
10. '*I owe myself to him*' - What does Sachin mean by this?

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

1. 'Achrekar was a sincere coach'. Substantiate.
2. Narrate in your own words the hardships underwent by Sachin to become a great cricketer.
3. Quote the sentences which you find most inspiring from 'Learning the Game'. How do they inspire you? Explain.



Vocabulary

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

S.No.	A	B
1.	ease	endure
2.	evolve	surplus
3.	excess	effortless
4.	survive	great
5.	immense	progress

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

S.No.	A	B
1.	concentrate	incomplete
2.	inevitable	distract
3.	occasional	wise
4.	complete	continual
5.	insane	preventable

Secrets of Goal Setting

1. Write clear and measurable goals.
2. Create a specific action plan for each goal.
3. Read your goals daily and visualize yourself accomplishing them.
4. Reflect on your progress to see if you are on target.
5. Revise your action plans if needed.
6. Celebrate your accomplishments!





Homonyms

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

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

cricket	Cricket is a popular sport.
	A cricket is active at night.
bank	
will	
bark	
watch	
bat	

Homophones

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

F. 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	
8	bare	
9	herd	
10	throne	

Prefix and Suffix

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

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

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

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

*Listening

H. Listen to the passage on Paralympics and choose the correct answer.

1. The Paralympic games are for ____
- children.
 - disabled people.
 - women.

*Listening text is on Page No. 203



2. The Paralympic games usually happen _____

- a. in Greece.
- b. every four years.
- c. after the Olympic Games.

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 Guttman
- c. Natalie du Toit

Speaking

I. Just a minute

Given below are five main qualities for true sportsmanship.

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

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

J. Prepare a speech in about 80-100 words for the morning assembly, stressing on the importance of games and sports in ensuring a healthy body and mind.

Writing

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

L. 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

M. 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 Aattam 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



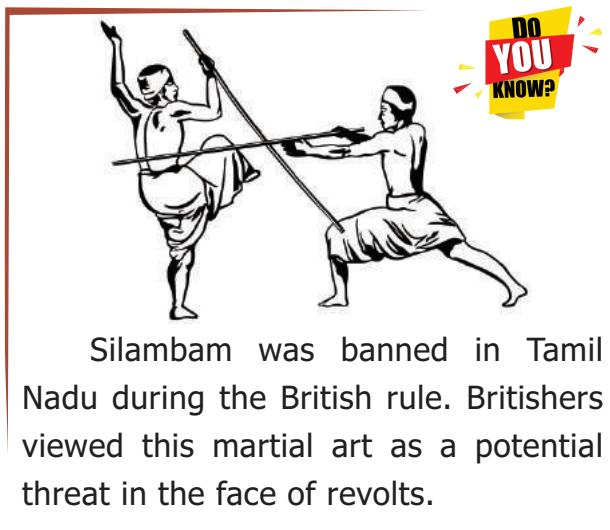


rendering. The performances are based on stories from Puranas, Ramayana, Mahabharata and the local folklore.

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.



N. Answer the following questions briefly.

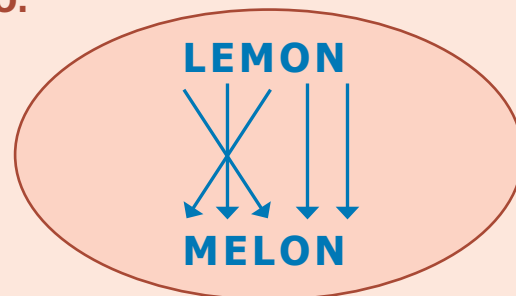
1. What do Tamil Nadu folk dances and folk arts represent?
2. When are folk dances and folk music usually performed?

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.

O.



Now try to solve these anagrams.

1	ELBOW	
2	SECTION	
3	VIEWER	
4	RIPPLES	
5	NEEDLESS	

P. Work with a partner

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



A Talk Show

- Q.** 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 other 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.

A. 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)

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

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

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

In Tamil 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.

Prepositional verbs

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 elderly couple **care for** their pets as they do for their children.
- vii. I **agree with** everything you've said.

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

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

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

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.



A *thiruvizha* (festival) 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.

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.

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

Project

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

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

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

Geetha : _____?

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.

H. Now you are ready to start writing your script for Bommallattam 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.



* 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.





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) : an area of land covered with a thick growth of trees.

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

frozen (adj.) : in ice form



sweep (v) : to move swiftly and smoothly

downy (adj.) : soft and fluffy

flake (n) : a small piece of snowflake

A. Memories the poem *Stopping by Woods on a Snowy Evening*.

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



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



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

- a) Why the poet has used the same line twice?
- b) Explain: *miles to go before I sleep*

C. Complete 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 thought 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.

D. Answer the questions in two or three sentences.

- 1. What information does the poet highlight about the season and the time of the day in the poem?
- 2. In which way is the reaction of the speaker different from that of the horse? What does it convey?

3. What are the sounds heard by the poet?

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

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

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

stanza	rhyme scheme
1	aaba
2	
3	
4	

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

Poetic device	Lines from the poem
Alliteration	watch his woods
Personification	
Repetition	
Imagery	



Writing

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

1. It is said that, "the choices made by one, shapes one's destiny". Ponder on the thought and write a paragraph.

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

Read and Enjoy



Leisure

William Henry Davies

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.





The Envious Neighbour

A Japanese Folk Tale

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 and how their character changed their lives.

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.

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."

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.

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.

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."

The old man did as the dog had told him to do, and made a mortar out of



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.



the wood of the pine-tree; but when he ground his rice in it, each grain of rice turned into some rich treasure. 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.

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.



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.

**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.

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.

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.

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

wagging (n):

moving or causing to move rapidly to and fro



covetous (adj):

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

obliged (v):

make (someone) legally or morally bound to do something

mortar (n):

a hard, strong bound in which substances are crushed to powder

withered (v):

become dry and shriveled

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

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



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

1. The old farmer and his wife loved the dog
 - 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.
2. 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.



3. The greedy couple borrowed the mortar to make
- rich pastry and bean sauce.
 - magic ash to win rewards.
 - a pile of gold.

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

- The old farmer was a kind person. Justify the statement with suitable examples from the story.
- How did the dog help the farmer even after its death?
- Why did the Prince reward the farmer but punish the neighbour for the same act?
- 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 _____

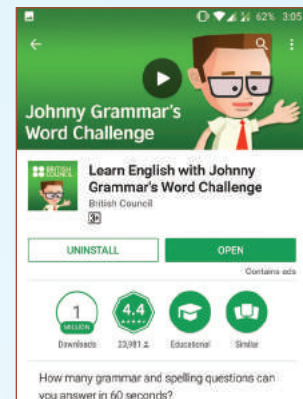




ICT CORNER

Word Challenge

This application will enable the students to practice English grammar, words and spelling through activities. The activities in this application are graded from easy to hard.



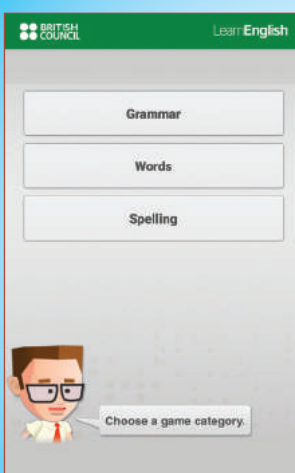
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Steps

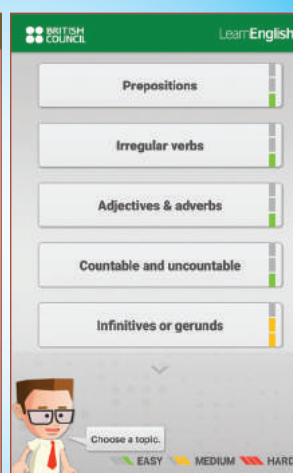
1. Install the application with the help of the link or the QR code given below.
2. Open the application and Register as a user or click "Play as Guest"
3. Once the application is open, the three options "Grammar", "Words" and "Spelling" will appear.
4. Click any one of the three options to find a list of activities.
5. Select any of the activities from the list and play on to reach different levels.



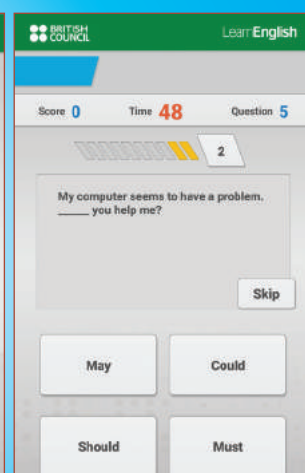
Steps 1



Steps 2



Steps 3



Steps 4



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I Can't Climb Trees Anymore

Ruskin Bond



Warm up

- Have you ever tried swinging from a tree?
- Have you ever climbed up a tree to pluck fruits?
- 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 visitor feels that he can't climb trees anymore.

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 have 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 visitor 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....

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



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



'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 2019.



'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.'

She quietly said, 'It may still be there. In the hollow part of the branch.'

'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.'



'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.'

1. What did the visitor hide in the jackfruit tree?
2. When did the visitor actually hide the iron cross?

'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 and waited. 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.

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....

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



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.



hollyhocks (n) :

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

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



muttered (v) :

to utter words in a low tone

slithered (v) :

slide or slip unsteadily on a loose or slippery surface

pruning (v) : the act of trimming a plant

bougainvillea (n) :

an ornamental shrubby climbing plant that is widely cultivated in tropics

chiming (v) :

making melodious ringing sounds typically to indicate the time

budgerigars (n) :

a small Australian bird of the parrot family, often kept in a cage as a pet

cranking (v) : the act of turning a handle to start an engine

sprightliness (n) :

lively and full of energy

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

S.No.	Statement	T / F
1	The visitor had hidden a few old coins in the tree.	
2	The jack fruit tree was still there.	
3	As a boy the visitor used to swing on the turnstile.	
4	The visitor had sold the house.	
5	A girl came out of the house.	
6	The visitor's grandfather used to sit on the stone bench.	
7	The visitor was able to remember the music of a piano.	
8	The visitor was able to climb the jack fruit tree.	
9	The purpose of the visit of the narrator was to buy his ancestral house back.	
10	The visitor climbed over the wall easily.	



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

- The story **I Can't Climb Trees Anymore** highlights the importance of _____.
a) old age. b) youth. c) adulthood. d) middle age.
- The house which was visited by the man _____.
a) remained unchanged. b) was totally changed.
c) was slightly repaired. d) was given a facelift.





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

- a) Grand mother b) Uncle
c) Grand father d) The visitor

4. The visitor 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.

5. The visitor gifted the _____ to the little girl.

- a) iron cross b) marbles
c) bronze medal d) old coins

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

1. Explain: "Blessings rest on the house where the shadow of a tree falls."
2. What did the writer observe about the house?
3. What was the local superstition about trees?
4. What did the Visitor do with the turnstile when he was a boy?
5. Who is the owner of the house now?
6. Why did the visitor return to his old house?
7. How did he get back the Iron Cross?
8. How did the grand father get the iron cross?
9. What did he do with the old Iron Cross?
10. 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.

S.No.	A	B
1.	pruning	soaked
2.	chiming	shaky
3.	drenched	flourishing,
4.	dizzy	lively
5.	prosperous	emit a sound
6.	sprightliness	trimming a plant
7.	treasure	ancient
8.	rusty	a collection of precious things

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

1.	you'd	
2.	they've	
3.	he'd	
4.	he's	
5.	wasn't	
6.	isn't	
7.	doesn't	
8.	aren't	
9.	wouldn't	
10.	can't	



Speaking

F. 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.

1. What would you remember?
2. Describe your feelings at that time.
3. Who do you miss very badly, your friends or teachers?
4. Share your thoughts with the class.

Writing

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



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

1. Imagine yourself as the writer. Narrate the story of your visit to your ancestral house.
2. The man who came to the house gave the cross as a gift to the girl. Why did he do this? What do you think would have happened if he had taken back the cross with him?

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



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.

(e.g.) The tiger is a **strong** animal.

There are three degrees of comparison

- (1) Positive (e.g.) Kumar is a **kind** man.
- (2) Comparative (e.g.) A tsunami is **more destructive** than a cyclone.
- (3) Superlative (e.g.) Mount Everest is the **highest** peak in the world.

Read the following examples

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

(e.g.) It is a **tall** building.

(e.g.) Mango is **sweet** to taste.

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

(e.g.) This building is **taller** than any other building.

(e.g.) Mango is **sweeter** than pineapple.

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

(e.g.) This is the **tallest** building.

(e.g.) 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 shopping centres		
➤ 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.

- 



healthy, wholesome, calorific

(a) _____
(b) _____
(c) _____
- 



eco-friendly, economical, safer

(a) _____
(b) _____
(c) _____
- 



educational, interesting, trendy

(a) _____
(b) _____
(c) _____
- 



safe, comfortable, quick

(a) _____
(b) _____
(c) _____
- 

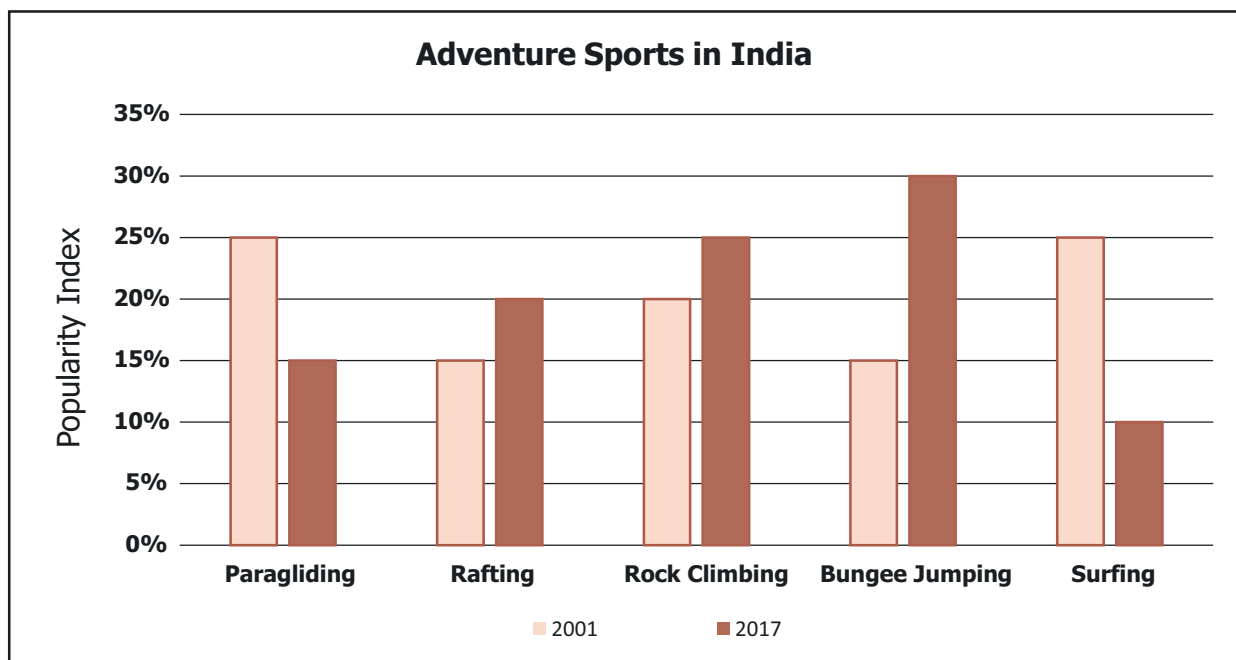


cozy, costly, sturdy

(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. 203





Unit 2

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



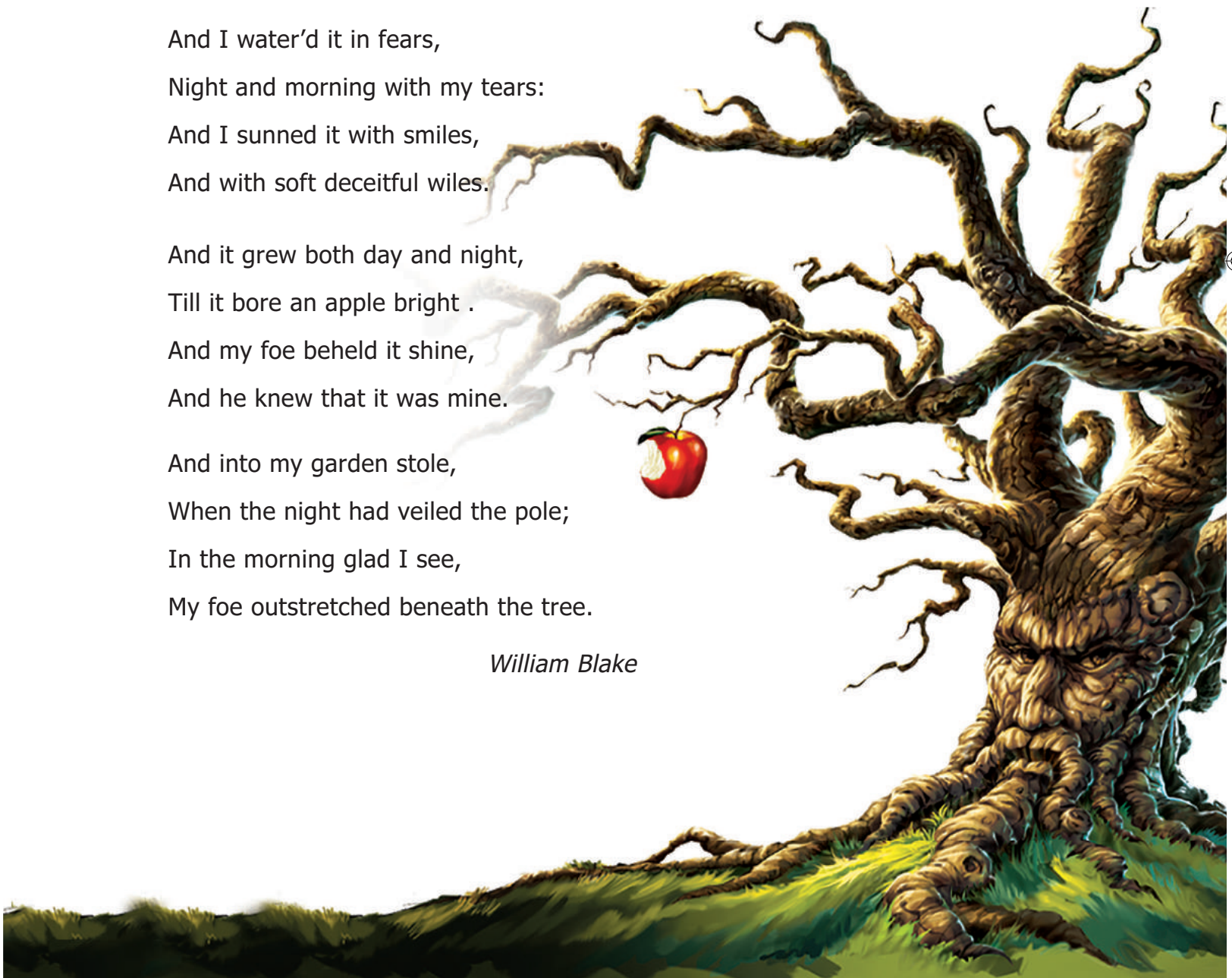
I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I water'd it in fears,
Night and morning with my tears:
And I sunned it with smiles,
And with soft deceitful wiles.

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.

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
foe (n.)	- enemy
deceitful (adj.)	- cunning, treacherous
wiles (n.)	- tricks
veiled (v.)	- covered



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

- 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?
- And I watered it in fears
Night and morning with my tears;*
 - What does 'it' refer to?
 - How is 'it' watered?
- 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?

- 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?

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



Once the poet was angry with his friend. He expressed his (i) _____ and it ended. They became friendly but when he grew angry with his foe, he (ii) _____ it and allowed his anger to grow. Day and night he watered it with his tears and allowed 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 eat it stealthily during the night. The next morning the poet was happy to see his foe lying (v) _____ under the tree.



C. 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'.

Poem appreciation

D. Figures of Speech

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

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

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

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

1. *I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe
I told it not, my wrath did grow.*
 - i. Pick out the rhyming words.
 - 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

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

1	Meditation is definitely a great technique	a) who will take care of the reason why you got angry ?
2	There is a person living inside you	b) to know how to handle it is a virtue.
3	Getting angry is natural but	c) 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.

G. Answer the following in about 80-100 words. Take ideas from the poem and also use your own ideas.

1. Recall a recent situation when you became angry. What were the consequences of your anger? After listening to the guidelines on anger management, find out how well you could have handled the situation. Write your findings.
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.

*Listening text is on Page No. 204



H. Discuss and Write.











1. 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.
2. Adolescents are often distracted by feelings like anger, disappointment and general helplessness when they face challenges at school or at home. Suggest way to turn such feelings into positive ones.



Different types of laughter

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

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



The Fun They Had

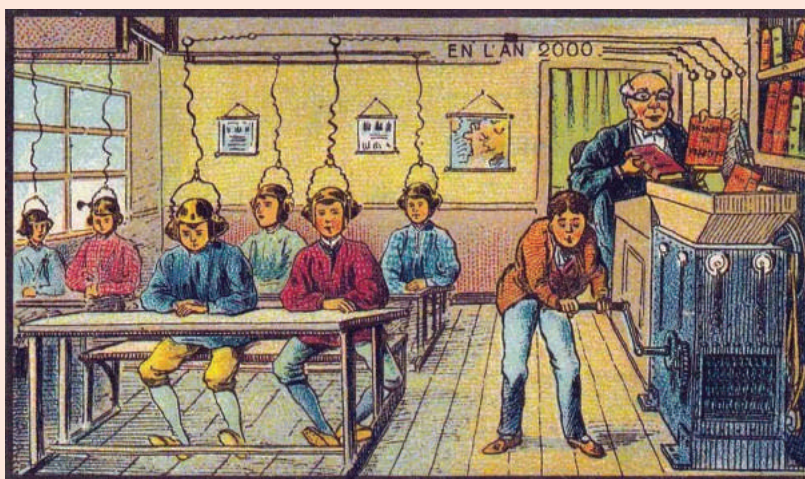
Isaac Asimov



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.

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!"

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.

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.

"Geel!" 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."

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

She said, "Where did you find it?"

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

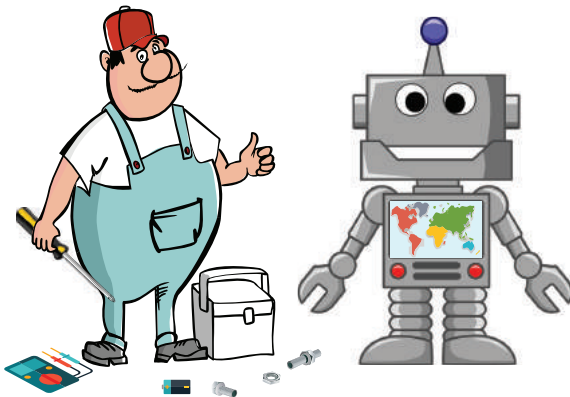


"What's it about?"

"School."

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

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 county inspector.



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.

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.

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.

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

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."

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."

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

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

"Well, she told boys and girls things and



gave them homework and asked them questions."

"A human isn't smart enough."

"Sure one is."

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

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."

"And all the kids learned the same thing?"

"Sure, if they were the same age."

"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."

"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."

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

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

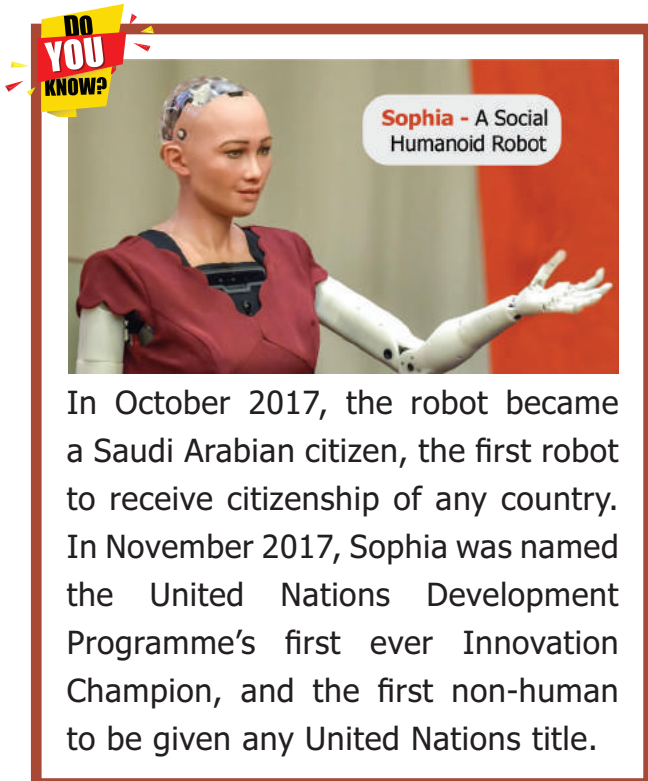
Margie looked up. "Not yet, Mamma."

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

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

"Maybe," he said **nonchalantly**. He walked away whistling, the dusty old book tucked beneath his arm.

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.



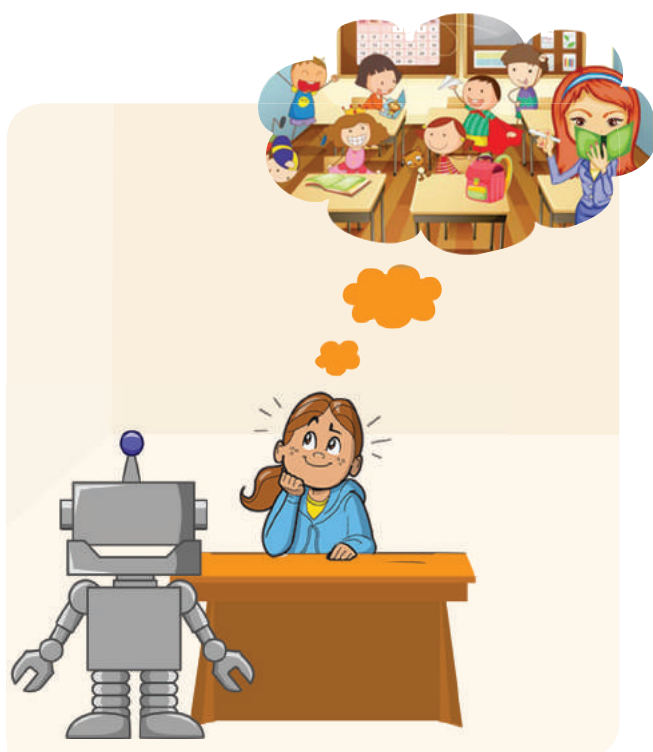
In October 2017, the robot became a Saudi Arabian citizen, the first robot to receive citizenship of any country. In November 2017, Sophia was named the United Nations Development Programme's first ever Innovation Champion, and the first non-human to be given any United Nations title.

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."

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.



And the teachers were people...

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

Glossary



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 2nd, 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.

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 the character or speaker of the following lines.



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. 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
yellow and crinkly
learning and spending
geography
test papers
attic
school time

real book
same thing
person
schools
words
house

Tommy and Margie found something about the (i) _____ of the past. Tommy found a (ii) _____ which has been printed on paper. The book was old and the pages were (iii) _____. At present, the (iv) _____ were moving on a television screen. The television had over (v) _____. He had found the old book in the (vi) _____ of

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

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

Language Games

The website "Games to Learn English" is a repository of various language games and activities. The specific link provided here is the home page of the website and the students can access various language related 'Flash Games' in it.

Demo Steps

1. Type the URL link given below in the browser or scan the QR code.
2. Find the options like Games, Flash, Downloads on the homepage.
3. Click the "Games" option to find the tiles for language games on various topics like 'Hang Man', 'Prepositions', 'Spelling Bee' etc.
4. Click any one of the tiles to play the language game and proceed to different levels of the game.
5. You can play the Flash games on different topics and also can download the games offline to play on your personal computer.



B562_9_ENG_T3

Download Link

Type the following link in your browser or click or scan the QR code to download the application and install it.

<https://www.gamestolearnenglish.com>



Unit 3



Old Man River

Dorothy Deming

Drama

Warm up

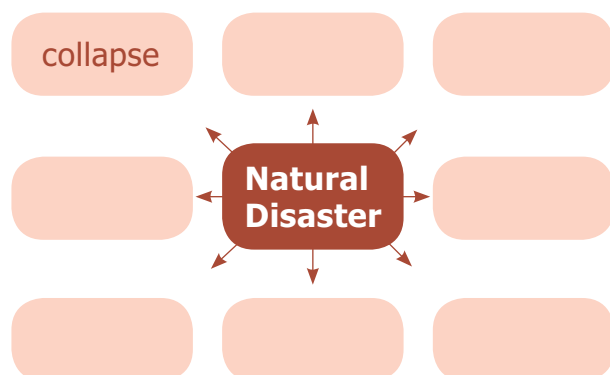
Look at these pictures of cyclone, floods, earthquake and tsunami.



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.

- i. What health hazards are caused when water stagnates around your place?
- ii. When there is a power shutdown for long hours during floods, what will you do?
- iii. 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-biodegradable 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. To enact, follow the stage directions given in brackets.

Characters

Amy Marshall	- 17 years old
Betty Marshall	- her younger sister
Rose Field	- 16 years old, the Marshall's neighbour
Sara Field	- 9 years old, Rose's sister
Jim Hall	- 17 years old, another neighbour
Mr. Peters	- member of the Red Cross Disaster Committee
Penny Marsh	- 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 shoes.)* 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, 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 :

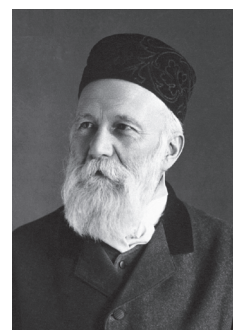
(From outside, still at the telephone, with irritation) Central! Central! I'm trying to get Main 3022—I can't – *(There is a pause and Rose comes to the door, her face frightened.)* The telephone is dead! I can't get Central. There isn't even a buzzing on the line!

DO
YOU
KNOW?

The Red Cross Society is an international humanitarian service



organisation. It is the biggest, independent non-religious, non-political, non-sectarian and voluntary relief organisation treating people equally all over the world without any discrimination as to their nationality race and religious beliefs.



It was established in 1863 in Geneva, Switzerland by Jean Henry Dunant. The Father of Red Cross movement and recipient of noble award for peace in 1901.

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 pal! 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 the 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!



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



Rose : Sara! Where is she? (*All run to the window.*)

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

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 and 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 -

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 a 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.

Betty :
(Nervously) Oh, come back! Let's stick here together.

Jim :
(Entering left, in rain coat, carrying flashlight) Battery's dead. I waved it



almost a hundred times, though. Maybe somebody saw it.

Betty:
(Scornfully) Maybe.

Jim:
It has stopped raining anyway and let us start moving everything to the attic. Bring the food and water first, then the blankets. I'll do the carrying up the ladder to the roof.

Betty:
My new spring coat! I'm going to save that! *(She rushes out left, taking a candle with her)*

Rose:
(Going over to her sister, shaking her gently) Sara! Sara, wake up, dear. We are going to sleep in the attic.

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.

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.)*

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.

DO YOU KNOW?



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

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?

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 -





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

stamping (v) :

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

cloudburst (n) :

a sudden violent
rainstorm

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

hark (v) : listen, pay attention

thumping (v) :

hitting or striking 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

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

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



1. The radio announced that_____
a. the river was above the flood stage.
b. the Burnet Dam had given way.
c. there will be a cloud burst.
d. they will be a cyclone.
2. Mother couldn't get home from Mrs. Brant's because_____
a. it was raining heavily.
b. the bridges between home and the town were under water.
c. there was an emergency at Mrs. Brant's house.
d. she had broken her leg.
3. The Burnett Dam gave away as_____
a. it rained for days.
b. the dam was weak.
c. it rained heavily and the snow was melting.
d. the maintenance was poor.





4. There was no power because_____

- a. the power house was out of commission.
- b. the power house was flooded.
- c. the dam gave away.
- d. there was fire.

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

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

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

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

C. 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

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

- 1. Describe the 'home alone' experience of the children.
- 2. Elaborate the rescue operation undertaken by Mr. Peter.
- 3. How did Jim prove himself as a good rescuer in the flood situation?
- 4. Briefly narrate the happenings of the play in Scene II.
 - a. How did Amy manage the situation at home?
 - b. 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.

E. 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
Hard	Adjective	<u>Difficult</u>	<u>Easy</u>
Flood	Noun		
Interrupt	Verb		
Scared	Adjective		
Irritation	Noun		
Organize	Verb		
Serious	Adjective		
Snappy	Adjective		
Emergency	Noun		
Rescue	verb		

*Listening

F. 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. 205





Writing

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

You : Good morning Madam.

Old lady : Good morning.

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

Old lady : _____

You : _____

Old lady : _____

You : _____

Old lady : _____

You : _____

Old lady : _____

You : _____

Old lady : _____

You : _____

Creative Writing

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

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

J. 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.

K. 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.

Sl. No.	Quality	Character
1.	anxiety	
2.	serious	
3.	fun	
4.	sober	
5.	excitement	
6.	scared	
7.	frightened	
8.	shudder	
9.	hopeful	
10.	horror	
11.	enjoyment	
12.	terrified	
13.	levelheaded	
14.	scornful	
15.	hysterical	