

Beehive – Chapter-1: The Fun They Had
Isaac Asimov

Vocabulary Building

scornful (adj.) -	contemptuous
slot (noun) –	a given space, time or position
geared (verb) –	adjusted to a particular standard or level
loftily (adv) –	in a superior way
nonchalantly (adv) –	carelessly

Answer the following short answer type questions:

Q.1 What kind of teachers did Margie and Tommy have?

Ans. Margie and Tommy had mechanical teachers. They were large, black and ugly and flashed on large black screens on which all the lessons were shown and questions were asked. These mechanical teachers had a slot in which the students had to put their homework. Students had to write their answers in a punch code and the mechanical teacher calculated the marks immediately.

Q.2 Why did Margie's mother send for the County Inspector?

Ans. Margie had been given many tests in Geography by the mechanical teacher, but there was no improvement in her performance. It only kept on worsening therefore Margie's mother sent for the County Inspector to find out the reason behind that.

Q.3 What did the County Inspector do?

Ans. The County Inspector was a round little man with a red face, he smiled at Margie and gave an apple to her and started working on the mechanical teacher. He took it apart and then checked it. Margie wished that the Inspector would not know how to put the mechanical teacher together again, but he managed to reassemble it. He slowed down the geography sector of the teacher because it was geared a little too quickly for an average ten-year-old.

Q.4 Why was Margie doing badly in geography? What did the County Inspector do to help her?

Ans. Margie was doing badly in geography because the geography sector of the mechanical teacher had been geared a little too quick and she couldn't cope up with that speed. The County Inspector rightly told her that she should not be blamed for her poor performance. The County Inspector slowed down the geography sector of the mechanical teacher to an average ten year level. He also told Mrs. Jones that Margie's overall progress pattern was satisfactory.

Q.5 What had once happened to Tommy's teacher?

Ans. Once, the history sector of Tommy's teacher had blanked out completely.

Q.6 Did Margie have regular days and hours for school? If so, why?

Ans. Yes, Margie had regular days and hours for school, because her mother believed that learning at regular hours helped little girls learn better. That was why mechanical teacher was also on at the same time every day except Saturdays and Sundays.

Q.7 How does Tommy describe the old kind of school?

Ans. Tommy describes the old kind of school as a special building where all kids studied together. There hundreds of students were studying and playing together. They used to shout and laugh together in an open yard. They had a teacher who wasn't a regular teacher but was a 'man'.

Q.8 How does he describe the old kind of teachers?

Ans. Tommy said that the old kind of teachers were men i.e. human being, who didn't stay at anyone's house but taught the students inside a special building called school. The teachers taught the children in groups and gave them homework and asked them questions. They were smart enough to know all the facts.

Answer each of these questions in about 100–150 words:

Q.1 What are the main features of the mechanical teachers and the schoolrooms that Margie and Tommy have in the story?

Ans Margie and Tommy had mechanical teachers flashing on large black screens on which all the lessons were shown and questions were asked. They had a slot in which students had to put their homework. They had to write their answers in a punch code and the mechanical teacher calculated the marks immediately. Their schools were in their homes itself. They did not have any classmates. They learned geography, history and arithmetic. They had regular days and hours for school. Margie's school was right next to her bedroom. The mechanical teacher was always turned on at the same time every day except Saturdays and Sundays because her mother said that little girls learned better when they learned at regular hours.

Q.2 Why did Margie hate school? Why did she think the old kind of school must have been fun?

Ans Margie hated school because it was not fun. A mechanical teacher used to teach her every day at a fixed time. The part that she hated the most was inserting the homework in the slot of the mechanical teacher. She did not like the fact that she had to write her answers in a punch code. She also disliked that the mechanical teacher calculated the marks immediately. She found her school detached and uninteresting. She thought that the old kind of school must have been fun as she imagined all the kids from the entire neighbourhood coming together, laughing and shouting in the schoolyard. She imagined that they would sit together in the classroom and go home together at the end of the day. They would learn the same things and could help one another with the homework and talk about it. Also, the teachers were humans. All these aspects made her believe that the old kind of schools must have been fun.

Do you agree with Margie that schools today are more fun than the school in the story? Give reasons for your answer.

Margie's school, as described in the story, seems to be a boring place where learning is a mere task. In comparison, schools today are more fun. Students get a chance to come out of their homes and travel to reach school. On their way, they laugh, play and have so much fun. The schoolyard too is a great open place where the students get a chance to interact informally with each other. They get an opportunity to share their experiences and help each other. Their learning schedule is also flexible and gives them enough time to have fun. They have so many extra-curricular activities which teach a lot of skills in a fun-filled way. Their teacher is a real person who makes them sit together and teaches them the same topic. In this way, they learn to adjust and adapt which helps them develop the values of tolerance and cooperation. Hence, Margie's view that schools today is more fun than her school is totally justified.

Beehive - Chapter 2: The Road Not Taken (poem)

Robert Frost

Word Meanings:

Diverged(v) – separated and took a different direction

Undergrowth(noun) – dense growth of plants and bushes

Wanted wear(adj.) – had not been used

Hence(adv.) – here, in the future

Trodden(v) – crush down with your feet

Introduction: First published in 1916, “The Road Not Taken” shows Frost at his best as a pastoral poet who combines rustic simplicity with hidden, indirect and implied meanings. Rhyming abaab, the poem has remarkable simplicity and clarity of style and language.

Theme of the Poem

“The Road Not Taken” deals with the dilemmas that man faces in life. The two roads serve as a metaphor for the choices we make in life. Life throws up many alternatives. Man being an individual cannot take up all choices. The choice we make has a far-reaching consequence. Hence, our decision is a shot in the dark though our future is dependent on it. If the choice made by us happens to be not correct, we have to face the consequences as steps once taken cannot be retracted.

Message

Robert Frost’s poem “The Road Not Taken” seems to hold out the moral that life is a continuous journey full of divergence every now and then. The important thing is to move on without looking back whether the choice of paths taken was right or wrong. The right or the wrong are relative terms. We cannot get everything in life and have to make choices. Whatever direction our life takes is determined by the choice made by us. Make a wise choice and be firm. Keep on moving without being in a dilemmatic condition. Be confident of your choices.

Literary Devices

Alliteration-It is “the repetition of consonant or consonant sounds in the beginning of the words.” It gives a musical effect and also enhances the poem’s stress.

Example: grassy and wanted wear
(‘w’ sound is repeated)

Symbolism

The two roads described by the poet are the symbols of the challenges and choices that life offers. The beaten-track symbolizes the easier path and the **less travelled road** is a more challenging path. The selection of the difficult road by the poet symbolizes man’s urge to live life boldly.

Assonance

It is a figure of speech in which the same vowel sound repeats within a group of

words. Assonance occurs when sounds repeat, not letters.

Example: Two roads diverged in yellow wood
the 'o' sound is repeated in 'roads' and 'yellow'.

Personification

It is the giving of human characteristics to non human/non living things.

Example: Because it was grassy and wanted wear
In this line the path is given a human quality. This qualifies as Personification.

Metaphor:

It is an indirect comparison made between two unlike objects.

Example: Two roads diverged in a yellow wood
Here, there is indirect comparison between the 'wood' and man's life.
Also, 'roads' are compared to the decisions made by man at different junctions of life.

Simile:

It is the direct comparison made between two objects using 'as' or 'like'

Example: 'just as fair'
It shows how the poet has linked the road less taken to the easy way.

Anaphora:

Here, words repeat at the beginning of successive phrases or sentences to create a special effect.

Example: And sorry I could not travel both
And be one traveller long I stood
And looked down one as far as I could

Repetition:

It means the repetition of words and phrases to increase the musical effect of the poem.

Example: 'Yet knowing how way leads on to way'
'Somewhere ages and ages hence'

Onomatopoeia:

These are words that sound like the objects or actions they refer to and are used for poetic effect.

Example: I shall be telling this with a sigh.
'Sigh' is used for poetic effect.

Answer the following questions:

A

Q.1 Where does the traveller find himself? What problem does he face?

Ans. The traveller finds himself in the yellow woods at a point where the road forks into two. The problem that he faces is that he cannot decide which road to take to continue his journey since it is not possible for him to travel both the roads at the same time.

Q.2 Discuss what these phrases mean to you.

- (i) a yellow wood
- (ii) it was grassy and wanted wear

(iii) the passing there

(iv) leaves no step had trodden black

(v) how way leads on to way

- Ans.**
- Yellow wood symbolises the autumn season. As Autumn corresponds to the withering of the old leaves, the poet could be symbolically talking about the later stages of life of a man.
 - It conveys that the road was full of grass and less travelled one. The poet personifies the road by saying 'wanted wear'. It could imply the road needed to be explored or travelled as only very few have done so.
 - The phrase is used with respect to the path he chose to walk or rather is used as 'while walking on the path'.
 - The poet uses this phrase to lay emphasis on the fact that he was unable to decide which path to choose. Both the paths seemed to be the same, as the leaves had not changed their colour into black by people walking on them. Figuratively, it could represent a dilemma to choose one path over the other for the fear of uncertainty.
 - The phrase is used in continuation to the idea that the poet wanted to return and try the first road for another day. But he soon realizes how one way leads to another. Figuratively, this phrase means how certain decisions one makes in life could pave the way for many other decisions.

Q.3 *Is there any difference between the two roads as the poet describes them?*

(i) in stanzas two and three?

(ii) in the last two lines of the poem?

Ans. (i) In stanza two, the poet explains that the only difference between the two roads was that the road he took had the right to be chosen (the better claim) because it was covered with grass and looked as if it had not been used too much. Besides this difference, both roads had been equally worn down by passers-by travelling on them.

Stanza three, the poet says that both the roads were equally covered with leaves and that no person had stepped on.

(ii) In the last two lines of the poem, the poet says that there is a difference between the two roads because he took the road that was less travelled by other people and that made all the difference to his journey.

Q.4 **What do you think the last two lines of the poem mean? (Looking back, does the poet regret his choice or accept it?)**

Ans. The last two lines of the poem mean the acceptance of reality. The poet made a choice and accepted the challenging path. He took an unexplored path in his life. He wanted to do something different, so he chooses the less travelled road. He is not disappointed by his decision. For a common man, the phrase reflects the everyday dilemma one must face to make different choices. No matter, how far the choices takes a man in life, one shouldn't regret about not taking the other path and wondering if the life could have been better than what it is. The poet did not feel happy with the decision. He revealed with a sigh of regret that his choice has shaped his life differently. Life could have been better had he taken the beaten track.

Q1 Have you ever had to make a difficult choice (or do you think you will have difficult choices to make)? How will you make the choice (for what reasons)?

Ans. No, till now I have never been in a situation in which I had to make a difficult choice. Perhaps, I am still too young to make an independent choice. Yes, I think sooner or later I will have difficult choices to make. After completing my general education, I will have to make choice of profession whether I should become an engineer or doctor or something else. I will have hundreds of options before me. I will make choice according to my capabilities and strong points at that point of time. I will choose a path that gives me satisfaction and mental peace. I will not join the rat race for money. Like the poet in poem, I will choose a challenging and unexplored path in my life.

Q.2 After you have made a choice do you always think about what might have been, or do you accept the reality?

Ans. Taking a decision sometime can make or break our future. Having made a choice, accept the reality. Reconsidering a decision or contemplating over it is not a positive approach towards life. Such thoughts never allow us to be happy with what we have gained from our decision. Therefore, I believe in sticking to my decisions.

HOTS

- 1 Robert Frost chose a road that was less travelled by. What does this choice show about his character?**
- 2 Do you think people should regret their choices and decisions once they have been made? Why not?**

Diary Entry

A Diary is a journal organized by day, date and time where you express your thoughts, feelings, opinions, and plans. It usually involves the regularized recording of personal feelings and reflections on a topic. An entry is made in the diary, so that the day with its accompanying emotions may be remembered. If you don't know where to start, start by writing about your day, about yourself, and so on...

FORMAT

- **Day/Date**
- **Time**
- **A Suitable Heading(optional)**
- **Contents in an impersonal manner**
- **Dear Diary (optional)**
- **Your name**

Points to remember:

- **Always mention the Day, Date and Time.**
- **Words like Dear Diary can be used.**
- **Choose a subject (optional)**
- **Always address your entries in the first person.**
- **Write the events in the correct order.**
- **Write about your feelings in detail and explain why you feel that way.**
- **It should not record weather records, recipes, reminders etc.**
- **It should be an honest and truthful observation of oneself.**
- **Record or write something that really inspires you and which you would like to read later.**
- **Make it a habit.**

Sample Questions:

1. ***You are Ram/ Ramya. You have just received the news that you are one of the 10 finalists who have been selected for a Teen Talent Hunt Show. Your excitement knows no bounds. Record your emotions in the form of a diary entry in about 100-120 words.***

Monday, 27th April 2020

9:30 pm

Teen Talent Show

Dear Diary

Today is one of the happiest days of my life. My God! I can't believe that I have been selected for the finals of the Teen Talent Show. My hard work has finally paid off.

When I started preparing for the auditions two years ago, no one, not even my parents, believed that I would make it to the final. But I am glad that my mother stood by me. But for her help I wouldn't be here today. Right now my only concern is proving my mettle in the finals. I want to be the winner and I am going to work doubly hard to achieve my goal. My teachers told me that my success would be an inspiration for other students. May that be true! And I am sure that my hardwork will bring me success.

Ram/Ramya

- 2. You are Vaibhav/ Vaibhavi. Today your school took you to an old-age home in the city. You met and talked to a few people who expressed their sorrows and disappointments in life. Your heart is heavy and you feel that old people should live with their families. Write a diary entry expressing your feelings in not more than 120 words.***

Wednesday, 29th April 2020

9.00 p.m.

Dear Diary

Today our school took us to an old-age home at Shahibaug in the city. It was well- maintained with all the facilities which are provided in a hotel. There was also a doctor in attendance. There we met and talked to a few elderly people. They were not feeling at home there. They expressed their serious disappointments in life. They were neglected by their families and were living away from their homes. Although they had made many friends there, but did not seem to be very happy. Our heart became heavy to see them being

neglected by their family members and we felt that the old people should live with their family. I feel that it should be the duty of all to look after their old parents and grandparents. As they are the roots of the family tree, they should also be treated as the other members of the family.

Vaibhav/Vaibhavi

Practice Questions:

1. You are Manan/ Manvi. You participated in a play at the National School of Drama. It was recorded and will be telecast next week. Make a diary entry using the following clues in 100-120 words:

- * Great actors***
- * experienced and seniors***
- * learnt a lot***
- * waiting for the show to be telecast on TV***
- * excited***
- * learnt controlled actions***
- * playful practice***

2. You are Ankit / Ankita, member of Dolphin Swimming school. You saved a small girl from drowning in the pool where you were practising. Write your experience of brave act and feelings in the form of diary entry in about 100 – 120 words.

Modals

The finites which express the mode or manner of the actions denoted in the **principal verb** are termed as **modals**.

Nature of Modals:

- Modals can never be used alone.
- Modals don't change according to the number or person of the subject.
- Modals don't have the infinitive form.

	<u><i>LISTS OF MODALS</i></u>
Modal	Uses
Can/can't	Ability, possibility, probability, seeking permission, request, offer
Could/ couldn't	seeking permission, request, suggestion, possibility, probability, past ability
May	Request, offer, permission, possibility ,probability, wish/desire
Might	Future possibility
Will/won't	Intention, offer, request, prediction, promise.
Would/wouldn't	Permission, request, invitation, preference.
Shall	Offer
Should	Recommended action, advice.
Ought to	Advice, probability.
Must /mustn't	Obligation, necessity
Need	Necessity, compulsion, insistence.

Exercises:

(A) Complete the following passage using suitable modals:

You (a)..... help the teacher to maintain a neat and organised classroom.
You (b)..... regularly inspect classrooms and (c)..... assign duties to class monitors to participate. You (d)..... ensure drinking water is provided to all. You (e)..... impose a fine on students found littering.

Answers:

(a) must (b) should (c) can (d) must (e) may

(B) In the following passage, one modal needs to be inserted in each line. Write the missing modal.

	Before	Missing	After
Let's go shopping. I have to buy many things.			
(a) I believe I get them all in this shop.	I	can	get
(b) You see, I buy a present for my friend.	I	have to	buy
(c) What we look at first?	what	shall	we
(d) Gloves. I think they be on this floor.	they	might	be
(e) I see just the kind we want.	I	can	see
(f) You try these on.	You	should	try

(C) Choose the right forms **have to, **don't have to**, **can**, **can't**, **should** or **shouldn't** to complete the following sentences.**

1. You shout at the children. It frightens them.
2. I'm sorry but you bring your dog in here. It's forbidden.
3. You stay in the library till eight o'clock. It's open all evening.
4. I think you think carefully before you sell the house.
5. You buy a new alarm clock. This one is broken.
6. You wear a uniform at my new school.
7. Wego now or we'll be late.
8. She dance very well but she can't sing.

Answers:

1. You **shouldn't shout** at the children. It frightens them.
2. I'm sorry but you **can't bring** your dog in here. It's forbidden.
3. You **can stay** in the library till eight o'clock. It's open all evening.
4. I think you **should think** carefully before you sell the house.
5. You **should buy** a new alarm clock. This one is broken.
6. You **don't have to wear** a uniform at my new school.
7. We **have to go** now or we'll be late.
8. She **can dance** very well but she can't sing.

Beehive- The Sound of Music- Part – I
Deborah Cowley

Word meanings:

Jostle (verb) – push roughly

Daunting (adj.) – frightening

Intriguing (adj.) – fascinating and curious

Flawlessly (adverb) – without a fault or mistake

Lilt (noun) – a way of speaking

Answer the following questions:

Q1 How old was Evelyn when she went to the Royal Academy of Music? Why was she nervous on her way to the academy?

Ans. Evelyn was only seventeen years of age when she went to the Royal Academy of Music, London. Her nervousness was the result of her young age and lack of exposure. Coming from a farmland in Scotland, she had not experienced much of the world. In addition, going to a big institute like The Royal Academy of Music with her hearing disability made her uneasy.

Q2 When was Evelyn’s deafness first noticed? When was it confirmed?

Ans. Evelyn’s deafness was first noticed when she was eight years old. In fact, her mother had noticed it when Evelyn had not responded to a call for a performance on the piano. Her deafness was confirmed at the age of eleven when her poor academic performance forced her parents to consult a specialist, who discovered that her hearing was badly impaired because of gradual nerve damage.

Q.3 Who helped Evelyn to continue with music? What did he do and say?

Ans. Percussionist Ron Forbes helped Evelyn to continue with music. He began by tuning two large drums to different notes. He asked her not to listen to them through her ears but to try and sense the sound in some other manner.

Q.4 Name the various places and causes for which Evelyn performs.

Ans. Evelyn, with a hectic international schedule, gives solo performances at regular concerts. Apart from these, she gives free concerts in prisons and hospitals. She also accords high priority to classes for young musicians.

Q.5 How did Evelyn hear music?

Ans. When Ron Forbes tuned two drums to different notes and asked her to sense the sound without using her ears, she realized that she could feel the higher drum from the waist up and the lower drum from the waist down.

She learnt how to open her mind and body to sounds and vibrations. It was sheer determination and hard work. When she played the xylophone, she could sense the sound passing up the stick into her fingertips. By leaning against the drums, she could feel the resonances flowing into her body.

On a wooden platform, she removed her shoes so that the vibrations could pass through her bare feet and up her legs. She herself said that music poured in through every part of her body. It tingled in the skin, her cheekbones and even in her hair.

HOTS

1 **If you work hard and know where you are going, you’ll get there,” remarks Evelyn Glennie. What does it reveal about her character?**

2 **The importance of mental strength and hard work inspite of physical limitations is undeniable for success. Explain in view of Evelyn’s success story.**

Part II - The Shehnai of Bismillah Khan

Word meanings:

Replicating (verb) - redesigning

Indispensable (adj.) without which a piece of work cannot be done

Celluloid (noun) old fashioned way of referring to films

Conferred (verb) – given, usually an award or degree

Coveted (verb) much desired

Answer the following questions:

Q.1 Why did Aurangzeb ban the playing of pungi?

Ans. Aurangzeb banned the musical instrument called Pungi because he did not like its shrill and unpleasant sound.

Q.2 How is a shehnai different from a pungi?

Ans. Shehnai has a better tonal quality than pungi. It is a natural hollow stem pipe with holes on its body and is longer and broader than the pungi. Shehnai is, in a way, an improvement upon the pungi.

Q.3 Where was the shehnai played traditionally? How did Bismillah Khan change this?

Ans. The shehnai was traditionally played in royal courts, temples and weddings. Ustaaad Bismillah Khan, an undisputed monarch of shehnai brought this instrument onto the classical stage.

Q.4 When and how did Bismillah Khan get his big break?

Ans. Bismillah Khan got his big break in 1938. The All India Radio opened in Lucknow and Bismillah Khan played shehnai on radio. He soon became an often-heard shehnai player on radio. He became the first Indian to greet the nation with his shehnai from the Red Fort on 15th August, 1947.

Q.5 Where did Bismillah Khan play the shehnai on 15th August 1947? Why was the event historic?

Ans. On 15th August 1947, Bismillah Khan played the Raag Kafi on his shehnai from the Red Fort. The event was historical because it was played on the occasion of India's Independence from British Rule.

Q.6 Why did Bismillah Khan refuse to start a shehnai school in the U.S.A.?

Ans. Bismillah Khan refused one of his student's request to start a shehnai school in the U.S.A. because he was a staunch patriot and would not live away from Hindustan, specifically, from Benaras, the River Ganga and Dumraon.

Q.7 Find at least two instances in the text which tell you that Bismillah Khan loves India and Benaras.

Ans. The first instance is when he turned down his student's offer to start a shehnai school in U.S.A. ~~inspite of a strong assurance~~ from his student to build temples there, like those in India. The second instance is when Khansaab was asked by Shekhar Gupta about moving to Pakistan during the partition and he said that he would never leave Benaras.

HOTS

Q1 Write a note on the life and achievements of Bismillah Khan as a 'shehnai vaadak'. What values of life do you derive from his story?

Q2 How does the author of 'The Sound of Music' portray Bismillah Khan as a great patriot?

MOMENTS – Chapter 2: The Adventures of Toto
Ruskin Bond

Wrenched (v) – pulled

Prodded (v) – pushed

Halter (noun) – rope

Apparent (adv) - visible

Spite (noun) – a desire to annoy or hurt someone

Answer the following questions:

Q.1 How does Toto come to grandfather’s private zoo?

Ans. Toto was in the captivity of a tonga driver. He used to keep the little red monkey tied to a feeding-trough and the monkey looked so out of place there, that grandfather decided to add the little fellow to his private zoo. He purchased it from the tonga driver for the sum of five rupees.

Q.2 “Toto was a pretty monkey.” In what sense is Toto pretty?

Ans. Toto was a pretty monkey. His bright eyes sparkled with mischief beneath the deep-set eyebrows, and his teeth, which were pearly white, were very often displayed in a smile that frightened the life out of elderly Anglo-Indian ladies. His hands looked dried-up as though they had been pickled in the sun for many years. Yet his fingers were quick and wicked and his tail, while adding to his good looks served as a third hand. He could use it to hang from a branch and it was capable of scooping up any delicacy that might be out of reach of his hands.

Q.3 Why does grandfather take Toto to Saharanpur and how? Why does the ticket collector insist on calling Toto a dog?

Ans. Toto was a real menace for every living soul in the household. Other animals in grandfather’s zoo were at Toto’s mercy even during night. So, grandfather decided to provide some relief to other animals in the zoo and thought of taking Toto to Saharanpur to collect his pension the next day. A black canvas kit – bag was provided for Toto with some straw at the bottom which became his new abode. When the bag was closed, there was no escape and Toto could not get his hands through the opening, and the canvas was too strong for him to bite his way through. Toto remained in the bag as far as Saharanpur but while grandfather was producing his ticket at the railway turnstile, Toto suddenly poked his head out of the bag and gave a ticket collector a wide grin.

The ticket collector insisted on calling Toto a dog as there seemed to be no rule for fixing a monkey’s fare in his rule book. He received three rupees as his fare.

Q.4 How does Toto take a bath? Where has he learnt to do this? How does Toto almost boil himself alive?

Ans. Toto takes bath in a large bowl of warm water given by grandmother. He puts his legs in the water one by one until he is into the water up to his neck. He applies soap as well. As monkeys are good at imitating others, so Toto has learnt proper steps of bathing while watching the narrator doing the same. As Toto is fond of bathing with warm water, once Toto almost boils himself alive. He sits in the large

kitchen kettle that has been left on fire to boil for tea. He decides to remove the lid and finding the water just warm enough for a bath, gets in with his head sticking out of the kitchen kettle. This was just fine for a while until the water began to boil. Toto then continued hopping up and down for some time until grandmother arrived and hauled him, half boiled out of the kettle.

Q.5 Why does the author say, “Toto was not the sort of pet we could keep for long”?

Ans. Though Toto was pretty and clever, he was very mischievous. He brought a lot of damage to the house by breaking dishes, tearing clothes and curtains. He also scared the visitors by tearing holes in their dresses. Furthermore, he didn't get along well with other animals in the house too. One day Toto crossed the limits by picking up a dish of pullao and running on a branch to eat it. When scolded he threw off the plate and broke it. That's when grandfather decided he had had enough of Toto because he couldn't bear the losses that he incurred because of Toto's mischief.

HOTS

- 1** What kind of a person was the narrator's grandfather? Do you think he was an animal lover?
- 2** If there is a part of the brain especially devoted to mischief, that part was largely developed in Toto. Do you agree? Give reasons for your answer.

RECAPITULATION OF TENSES

Present Tense

TENSE		SIMPLE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
PRESENT	FORM	S+V in the Present form	S+am/is/are+ V 'ing' form	S+has/have+ past participle form of the verb	S+has/have+ been+ 'ing' form
	AFFIRMATIVE	He writes a letter.	He is writing a letter.	He has written a letter.	He has been writing a letter.
	NEGATIVE	He does not write a letter.	He is not writing a letter.	He has not written a letter.	He has not been writing a letter.
	INTERROGATIVE	Does he write a letter?	Is he writing a letter?	Has he written a letter?	Has he been writing a letter?

Past Tense

TENSE		SIMPLE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
PAST	FORM	S+V in the Past	S+was/were+ 'ing' form	S+had +past participle	S+had+been+ 'ing' form.
	AFFIRMATIVE	He wrote a letter.	He was writing a letter.	He had written a letter.	He had been writing a letter.
	NEGATIVE	He did not write a letter.	He was not writing a letter.	He had not written a letter.	He had not been writing a letter.
	INTERROGATIVE	Did he write a letter?	Was he writing a letter?	Had he written a letter?	Had he been writing a letter?

FUTURE TENSE

TENSE		SIMPLE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
FUTURE	FORM	S+will/shall+ root verb	S+will/shall+be+ 'ing' form	S+will/shall+ have+past participle	S+will/shall+ have+been+ 'ing' form
	AFFIRMATIVE	He will write a letter.	He will be writing a letter.	He will have written a letter.	He will have been writing a letter.
	NEGATIVE	He will not write a letter.	He will not be writing a letter.	He will not have written a letter.	He will not have been writing a letter.
	INTERROGAT IVE	Will he write a letter?	Will he be writing a letter?	Will he have written a letter?	Will he have been writing a letter?

Sample Exercise

Complete the following sentences using appropriate forms of the verbs given in the brackets :

Mary and Jane are twin sisters. When they were born (be born) their mother died (die). They were separated (be separated) Mary went (go) to live in France and Jane to England. They are (be) 16 years old now and they haven't seen (not see) each other since they were (be) 3 years old. Nowadays they are (be) in touch, they write (write) letters twice a month. They speak (speak) different languages but Mary is learning or has been learning (learn) English, Jane has been learning (learn) French for 3 years now to be able to communicate. They discovered (discover) they were sisters when they saw (see) a picture at school while they were doing (do) an international student exchange. Next summer they are going to visit (visit) Germany together.

- An ATM, or Automated Teller is (a) (a, an, the, no word) simple machine which (b) (acting, acted, acts, is acted) as an extension of a bank even (c) (as, which, when, where) the bank is closed. The machine (d) (was, is, has been, should be) usually placed (e) (at, of, in, on) a small room with a security guard stationed outside. You can (f) (withdraw, withdrawal, withdrawn, withdrew) money from your account, deposit cheques, order (g) (a, an, the, no word) cheque book, get (h) (my, our, somebody's, your) account statements etc. The ATMs work round the year 24 hours a day

Solution

An ATM, or Automated Teller is (a) a simple machine which (b) acts as an extension of a bank even (c) when the bank is closed. The machine (d) is usually placed (e) in a small room with a security guard stationed

outside. You can (f) withdraw money from your account, deposit cheques, order (g) a cheque book, get (h) your account statements etc. The ATMs work round the year 24 hours a day.

2. In humans, the sense of balance (a) by a complicated set of relationships between the eyes, ears, skeletal and central nervous systems, and the brain, which (b) information from all these senses. Balance problems (c) when the brain (d) conflicting information from the different sense organs, or when disease (e) one or more of these organs. Of all the organs that (f) maintain the sense of balance, perhaps the most important is the ear. Let's examine the ear's anatomy to understand how the ear (g) us to maintain our sense of balance. The outer ear which (h) of the visible part of the ear and the ear canal primarily (i) the hearing system. It (j) as a type of preamplifier by collecting sounds from the environment and funneling them to the eardrum.

- (a) i) maintained; ii) maintains; iii) is maintained; iv) has maintained
- (b) i) is processing; ii) processes; iii) process; iv) processed
- (c) i) are occurring; ii) occurs; iii) can occur; iv) will be occurring
- (d) i) receive; ii) receives; iii) is receiving; iv) was receiving
- (e) i) affects; ii) is affecting; iii) affected; iv) affect
- (f) i) are helping; ii) helps; iii) help; iv) have helped
- (g) i) will help; ii) helps; iii) is helping; iv) will be helping
- (h) i) is consisting; ii) consist; iii) consists; iv) consisted
- (i) assisted; ii) assists; iii) is assisting; iv) has assisted
- (j) i) acts; ii) is acting; iii) acted; iv) has acted

Solution

- a) is maintained
- b) processes
- c) can occur
- d) receives
- e) affects
- f) help
- g) helps
- h) consists
- i) assists
- j) acts

3. Well, when I _____ (be) a kid, I _____ (love) to read detective novels. By the time I _____ (be) ten, I _____ (read) every book in the *Hardy Boys* series. I _____ (know) that I _____ (want) to go into law enforcement.

Solutions

Was, loved, was, had read, knew, wanted

4. Everyday I (wake) _____ up at 6 o'clock, (eat) _____ breakfast at 7 o'clock and (leave) _____ for work at 8 o'clock. However, this morning I (get) _____ up at 6:30, (skip) breakfast and (leave) _____ for work late because I (forget) _____ to set my alarm.

5. On my first day at work I was a bit nervous. I — (get) up early, — (have) a shower, and — (drink) some coffee. I was too nervous to eat. I — (think) I — (look) very smart. I — (wear) a suit and my best shoes. I — (walk) to the bus stop and — (wait) for the bus. While I — (wait), I — (notice) that people — (look) at me in a strange way. I — (try) to ignore them, and when my bus — (arrive) I — (get) on and — (find) a seat. 30 minutes later, I — (arrive) at my office. Just as I — (get) off the bus, I — (look) down and — (realise) that I — (wear) shoes of different colours...

Solution

On my first day at work I was a bit nervous. I **got** up early, **had** a shower, and **drank** some coffee. I was too nervous to eat.

I **thought** I was **looking** / **looked** very smart. I **was wearing** a suit and my best shoes. I **walked** to the bus stop and **waited** for the bus. While I **was waiting**, I **noticed** that people **were looking** at me in a strange way. I **tried** to ignore them, and when my bus **arrived** I **got on** and **found** a seat. 30 minutes later, I **arrived** at my office. Just as I **got off** the bus, I **looked** down and **realised** that I **was wearing** shoes of different colours...

6. Even though I like India, I _____ (**ALWAYS WANT**) to work abroad, but until recently I _____ (**NEVER THINK**) I really would. A few months ago, however, I _____ (**SEE**) an ad on the Internet for a job in England, which _____ (**LOOK**) really promising. I _____ (**FILL**) in the application form and _____ (**SEND**) it off. After I _____ (**NOT HEAR**) back from them for quite some time, I _____ (**RECEIVE**) an email yesterday. It _____ (**SAY**) that the managers _____ (**WANT**) to see me for an interview. I spent the last 24 hours in panic, packing things and arranging everything for my flight to England.

Solution

Even though I like India, I **ALWAYS WANTED** (**ALWAYS WANT**) to work abroad, but until recently I **NEVER THOUGHT** (**NEVER THINK**) I really would. A few months ago, however, I **SAW** (**SEE**) an ad on the Internet for a job in England, which **LOOKED** (**LOOK**) really promising. I **FILLED** (**FILL**) in the application form and **SENT** (**SEND**) it off. After I **HADN'T HEARD** (**NOT HEAR**) back from them for quite some time, I **RECEIVED** (**RECEIVE**) an email yesterday. It **SAID** (**SAY**) that the managers **WANTED** (**WANT**) to see me for an interview. I spent the last 24 hours in panic, packing things and arranging everything for my flight to England.

Sample Exercise

Complete the following sentences using appropriate forms of the verbs given in the brackets :

Mary and Jane are twin sisters. When they were born (be born) their mother died (die). They were separated (be separated) Mary went (go) to live in France and Jane to England. They are (be) 16 years old now and they haven't seen (not see) each other since they were (be) 3 years old. Nowadays they are (be) in touch, they write (write) letters twice a month. They speak (speak) different languages but Mary is learning or has been learning (learn) English, Jane has been learning (learn) French for 3 years now to be able to communicate. They discovered (discover) they were sisters when they saw (see) a picture at school while they were doing (do) an international student exchange. Next summer they are going to visit (visit) Germany together.

Practice Exercises:

1. I ___ (learn) English for seven years now. But last year I ___ (not / work) hard enough for English, that's why my marks were not really that good then. As I want _____ (pass) my English exam successfully next year, I _____ (study) harder this term. During my last summer holidays, my parents ___ (send) me on a language course to London. It ___ (be) great and I think I _____ a lot. (learn)
2. Mary _____ (be born) in Glasgow but when she ___ (be) 3 years old her parents - _____ (move) to London. She _____ (go) to school in London. While she _____ (study) at University she _____ (have) a serious accident and she _____ (spend) 6 months in bed. During this time she _____ (learn) French and when she finally _____ (get) up from bed she _____ (speak) it fluently. She _____ (get) a job as French translator in 2001, and she _____ (work) for this firm since then. She ___ (like) the job because it _____ (allow) her to speak to a lot of people but right now she _____ (consider) the possibility of changing her job. Next year she ___ (take) a course in computer science because she _____ (think) it _____ (give) her the opportunity to find a better job.

BEEHIVE - WIND (POEM)

Word meanings:

Frail(adjective) - weak and delicate

Crumbling (verb) - breaking or falling apart into small fragments

Winnows (verb) - to blow strong air through the grain to remove the light-weighted chaff

Rafters(noun) - sloping beams supporting a roof

Steadfast(adjective)- dutifully firm and unwavering

INTRODUCTION

The poem 'Wind' describes the power of the wind on nature and human life. It focuses on the violent aspects of wind that causes destruction. The fierce wind is also seen by the poet as a symbol of adversities in life. It ends with a suggestion that if we remain strong, we can overcome any obstacles. Written originally in Tamil by Subramania Bharati and translated by A.K. Ramanujan, this poem is an example of modern poetry written in free verse with unequal and unrhyming lines.

THEME

The poem depicts the utterly enormous power of wind in the world and how it has the potential of being both a destroyer and a creator. The weak and fragile cannot withstand its fury, while the strong can use it to their advantage. The same is true of the adversities of life -those who are weak easily break down and those who are strong take them in their stride and come out stronger. Therefore, our attitude to life and its trials and tribulations determine our response to them.

MESSAGE

The poem 'Wind' inspires us to face the challenges thrown at us with grit and firm determination. We should be strong enough to face all the hardships of life with courage. Wind symbolizes problems and obstacles that we all face and go through at some point of time in our lives.

LITERARY DEVICES

Personification

Personification is a literary device in which the poet associates human attributes with some abstract idea or an inanimate object or a natural phenomenon.

Examples:

- *You tore the pages of the books*

Here the pronoun 'you' refers to the wind, an element of nature. The wind is addressed as if it were a person.

- *He makes strong fires roar and flourish*

The possessive pronoun 'he' has been used to refer to the Wind God who is presented as a man with tremendous power and force that can be both destructive and productive.

Metaphor

A metaphor is a figure of speech that describes an object or action in a way that it is not literally true but helps explain an idea or make a comparison.

Examples:

- *You're very clever at poking fun at weaklings*

Here the wind has been presented as a very clever and powerful being who terrifies and laughs at the weak and helpless.

- *You tore the pages of the books*

Here the action of the wind has been described as a mischievous act of a naughty child, who makes a mess of everything in his/her playful but destructive way.

Anaphora

Anaphora is a poetic device in which a word or group of words is used repeatedly to create a special effect or to emphasise something.

Examples:

- *Don't break the shutters of the windows.*
- *Don't scatter the papers.*
- *Don't throw down the books on the shelf.*

Here, the imperative structure beginning with 'Don't' is repeated at the beginning of three consecutive lines showing the speaker's strong appeal to the wind not to do certain things.

- *You tore the pages of the books.*
- *You brought rain again*

Here, 'You' is repeated at the beginning of two consecutive lines.

Repetition

*Frail crumbling houses, crumbling doors, crumbling rafters,
crumbling wood, crumbling bodies, crumbling lives,
crumbling hearts*

Here the word 'crumbling' is repeated a number of times to show the extent of damage caused by a stormy wind.

Symbolism

Apart from being one of the powerful natural forces, wind can also symbolise the adversities and challenges of life that have the potential of causing a lot of destruction, loss of life and property and the consequent pain.

There are other important symbols that the poet has used in the poem. For example, the symbols of 'weak fires' and 'strong fires' respectively represent people with little or no courage and people who have strong will and tenacity.

Another symbol that the poet has used is that of wind as a winnowing i.e. someone who sorts things. Winnowing is one of the functions of wind. The wind strikes everybody and everything that comes in its way and destroys whatever or whoever is weak.

Some other symbols that have been used in the poem are – Wind as a naughty child who likes to create mischief and ruffle things up for fun and Wind as a powerful jester who looks down upon weaklings.

Answer the following questions:

Q.1 What are the things that the wind does in the first stanza?

Ans. When the wind blows violently, it destroys everything. It breaks the shutters of the windows, scatters the papers around, makes the books fall down, tears their pages and brings heavy downpour.

Q.2 What does the poet say the wind god winnows?

Ans. The poet states that the wind god winnows because it is nature's way of rejecting the frail and unhealthy objects. In a way, the wind god separates the weak from the strong, like the chaff is separated from the grain. It winnows the weak crumbling houses, doors, rafters, wood, bodies lives and hearts, and then crushes them all.

Q.3 What should we do to make friends with the wind?

Ans. We can befriend the wind only by becoming as strong and forceful as it is. If we are physically and mentally strong, we can embrace it as a friend without being afraid of its fury. Also, we need to build strong homes with firm doors. We should have firm bodies and steadfast hearts.

Q.4 What do the last four lines of the poem mean to you?

Ans. The last four lines of the poem carry an important message about the benefits of wind and its strength. Strong people come out stronger in the phase of difficulties and challenges, just like the strong fires burn brighter when harsh winds blow. Thus, even the trying situations become friendly for strong people.

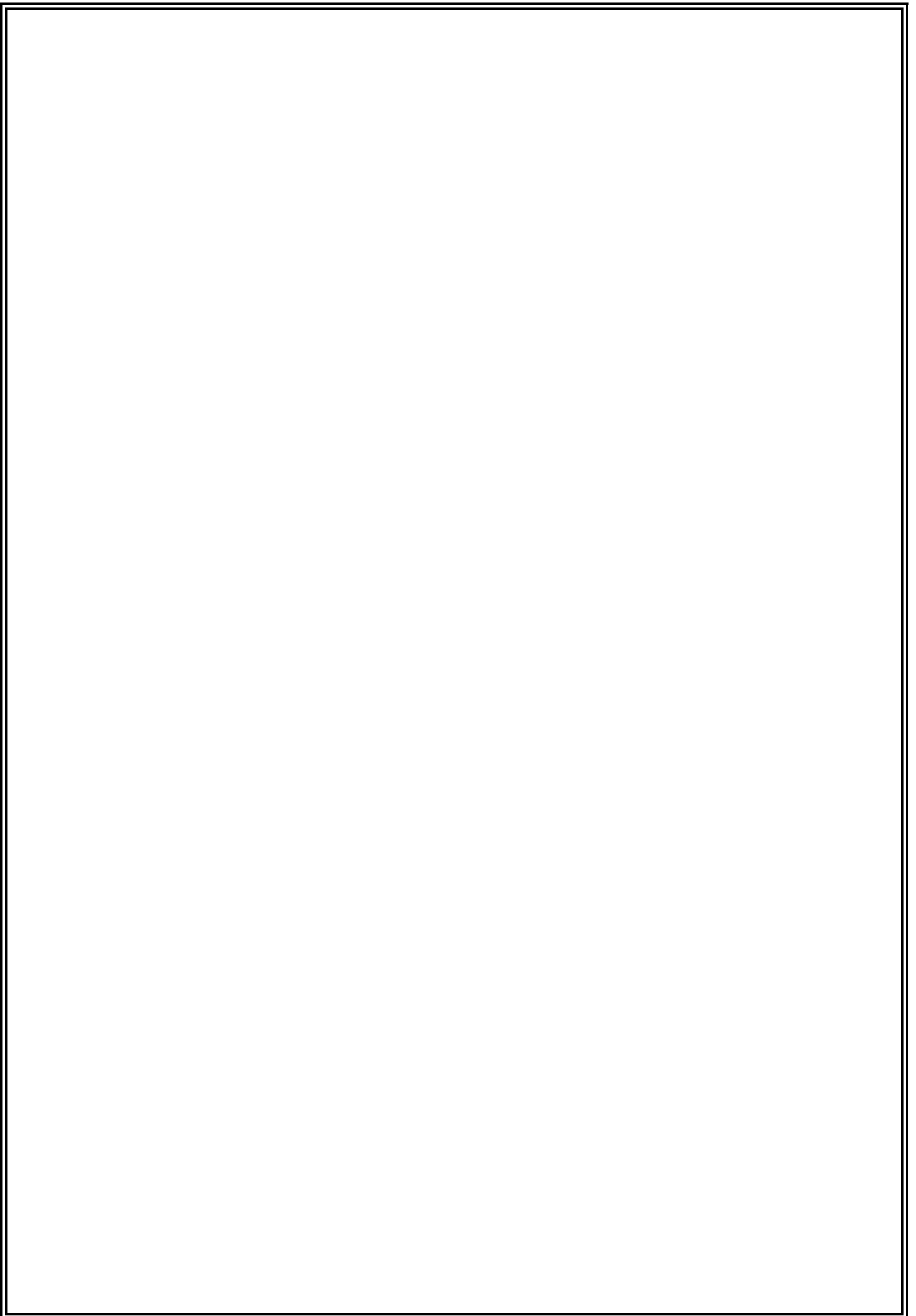
Q.5 How does the poet speak to the wind—in anger or with humour? You must also have seen or heard of the wind “crumbling lives”. What is your response to this? Is it like the poet's response?

Ans. The poet speaks to the wind with anger. Yes, strong winds are known to cause havoc on land. They uproot trees, bring down houses, cause damage to boats and frighten the poor sailors and fishermen. I opine that the wind is both constructive and destructive. It causes destruction but is also responsible for bringing rain. It cools the land and makes the climate pleasant. Nowadays, wind energy is harnessed for several useful purposes including, turning windmills, wind turbines and generating electricity.

HOTS

Q.1 What challenges are posed by wind in the life of the poet and the common man?

Q.2 Does the poem reflect the human suffering being initiated by wind? Explain with examples.



Moments – Chapter 1: The Lost Child

Vocabulary building

Alley (noun)	-	narrow way
Pleaded (verb)	-	requested
Irresistibly (adverb)	-	greatly attracted
Convulsed (v)	-	trembled with fear
Hefty (adj.)	-	heavy

Answer the following questions:

Q.1 What are the things the child sees on his way to the fair? Why does he lag behind?

Ans. The child sees many things which fascinate him on his way to the fair. He sees many toy shops on road sides. To distract him from toys, his mother shows him a flowering mustard field nearby. In the fields, the child sees dragon flies, butterflies fluttering around the flowers. Then, while walking on the footpath he was amazed by the insects and worms. After entering the grove where his parents were resting, he saw cooing doves. As he neared the village with his parents, he saw huge crowds of people going to the fair. He also came across a sweetmeat seller selling sweets like burfi and Gulab-jamun and a little further he comes across a flower seller who was selling a garland of Gulmohar. Walking ahead, he sees a man selling rainbow coloured balloons. He also saw a snake charmer who stood playing a flute to a snake. Finally, before losing track of his parents he saw a roundabout swing.

The child keeps lagging on the way because the child is fascinated by all the things he sees on his way. At times, he stops to buy toys and at other times he stops to admire the beauty of nature – collecting flowers, catching butterflies.

Q.2 In the fair he wants many things. What are they? Why does he move on without waiting for an answer?

Ans. The child wants many things in the fair. He wants toys, burfi from the sweetmeat seller, a garland of gulmohar and rainbow coloured balloons. He wants to listen to the music of the snake-charmer and has a keen desire to enjoy the roundabout.

The boy moves on without waiting for an answer because he knew that his request would be refused every time.

Q.3 When does the boy realize that he has lost his way? How have his anxiety and insecurity been described?

Ans. The boy realises that he has lost his way when on reaching the roundabout, he stopped to observe it moving in full swing, with men, women and children enjoying themselves on it. Watching them intently he turned to his parents to ask for permission to go on the rounds but there was no reply from them. He turned to look for them, but they were not there. He looked all around but there was no sign of them. His anxiety and insecurity have been worded beautifully.

A full, deep cry rose within his dry throat and with a sudden jerk of his body he ran from where he stood, crying out in real fear calling his mother and father. Tears rolled down from his eyes, his flushed face was convulsed with fear. Panic-

stricken, he ran from one side to the other, in all directions, knowing not where to go. His yellow turban came untied and his clothes became muddy.

The author has captured the anxiety and fear a child faces in such situations in minutest of the details of his body language. This helps the reader to connect to the child's situations at an emotional level.

Q.4 Why does the lost child lose interest in the things that he had wanted earlier?

Ans. The lost child loses interest in the things that he had wanted earlier because he was panic stricken on being separated from his parents. All he wanted was to be united with them. All the things that attracted him in the fair no longer appeal to him as he realizes being with parents is more important.

Q.5 What do you think happens in the end? Does the child find his parents?

Ans. In the end, the parents, who continuously kept checking to see that he was with them right from the beginning of their journey, may have suddenly realized that he was missing and come looking for the lost child. The kind and understanding man who tried to console the little boy by offering him various things at the fair might have also asked him for some description of his parents and helped him to reunite with them.

BEEHIVE Chapter – 5: The Little Girl

Word meanings

Stutter(verb) – unable to speak properly

Wretched (adj.) – unhappy

Hue & cry (noun) – angry protest

Nightmare (noun) – a bad dream

snuggled (verb) - moved into a warm, comfortable position, close to another person

Q.1 What was Kezia’s father’s routine

(a) before going to his office

(b) after coming back from his office

(c) on Sunday’s?

Ans. (a) Before going to his office Kezia’s father came into her room and gave her a casual kiss.
(b) After coming from office Kezia’s father went into the drawing room and called loudly for tea and newspaper.
(c) On Sundays Kezia found her father stretched out on the sofa, his handkerchief on his face, his feet on one of the best cushions, sleeping soundly and snoring

Q.2 Why was Kezia afraid of her father?

Ans. Kezia was afraid of her father because he was very strict who always used to give commands to everybody else in the house. He never played with her. He had so big, his hands and his neck, especially his mouth, when he yawned. She was especially terrified with the manner in which he looked at her over his spectacles.

Q.3 In what ways did Kezia’s grandmother encourage her to get to know her father better?

Ans. Kezia’s grandmother encouraged her to get to know her father better by sending her to the drawing room to talk to her parents on Sundays. She also suggested Kezia to make a pin cushion out of a beautiful piece of yellow silk as a gift for her father’s birthday.

Q.4 Kezia’s efforts to please her father resulted in displeasing him very much. How did this happen?

Ans. Kezia’s efforts to please her father resulted in displeasing him. On every Sunday, her grandmother sent her down to the drawing room to have a nice talk with father and mother. But her presence always irritated the father. He used to call her 'little brown owl'.

One day her grandmother told her that her father's birthday would be next week and suggested that she should make him a pin-cushion for giving him a beautiful gift. After stitching three sides of the cushion with double cotton with great care and effort, Kezia was stuck as to what to fill the cushion with. Since her grandmother was busy in the garden, she searched her Mother's bedroom for scraps. Finally, she discovered sheets of paper on the bed table. She gathered those, tore them up and filled the cushion with the torn pieces.

Unfortunately, her efforts to please her father not only went in vain but also had an unanticipated consequence. This was because the sheets she had torn were her father’s speech for the Port Authority. Her father scolded her for touching things that did not belong to her and punished her by hitting her palm with a ruler.

Q.5 Kezia decides that there are “different kinds of fathers”. What kind of father was Mr Macdonald, and how was he different from Kezia’s father?

Ans. Kezia compared her father with Mr. Macdonald, her next-door neighbour. He was a loving, gentle and forgiving father. He always smiled and played with his children. He treated his children in a friendly manner.

He was just opposite to Kezia's father. Unlike Kezia's father he never punished his children. He played with them whenever he was free. Kezia's father was very harsh and a strict disciplinarian.

Q.6 How does Kezia begin to see her father as a human being who needs her sympathy?

Ans. With her mother and grandmother at the hospital, Kezia is left at home in the care of Alice, the cook. At night, after she is put to bed by the cook, she has a nightmare- the butcher with a knife and a rope who came nearer and nearer. She woke shivering and saw her father beside her bed with a candle in his hand. On hearing the dream, he blew the candle and carried the child in his arms to his big bedroom. He then carefully tucked up the child and lay beside her. Kezia crept close to him, snuggled her head under his arm and held tightly to his shirt. Her father told her to rub her feet against his legs to make them warm. Tired of his work, her father goes off to sleep before her. This makes her understand that he has to work hard every day and this leaves him too tired to be like Mr Macdonald. She expresses her altered feelings for her father by telling him that he has a 'big heart'. Since then, she begins to see her father as a human being who needs her sympathy.

HOTS

Q.1 Every father has a love for his child whether he expresses his love or not. Comment on the basis of the story “The Little Girl”.

Q.2 How can you say that punishments given by parents hold love for you?

Class IX Study Material
REPORTED SPEECH

(Only exercises to be done in the Grammar notebook)

*** Direct and Indirect Speech:**

The words spoken by a person can be reported in two ways—**Direct** and **Indirect**. When we quote the exact words spoken by a person, we call it **Direct Speech**.

- Sohan said to Mohan, “I am going to school.”

The exact words spoken by Sohan are put within inverted commas.

But when we give the substance of what Sohan said, it is called the **Indirect Speech**.

- Soham told Mohan that he was going to school.

*** Rules for Changing Direct Speech into Indirect Speech:**

- In the Indirect speech, no inverted commas are used.
- The conjunctions that, if, *whether*, are generally used after the reporting verb.
- The tense of the *reporting verb* is never changed.
- The reporting verb changes according to sense: it may be *told, asked, inquired, etc.*

*** Rules for the change of Pronouns:**

- The first person pronouns (I, me, my, we, us, our) in the reported speech change according to the subject of the reporting verb.
- The pronouns of the second person (you, your, yourself) in the reported speech change according to the object of the reporting verb.
- The pronouns of the third person do not change.

*** Changes in words expressing nearness, time, auxiliaries, etc.**

this	changes into	that
these	changes into	those
now	changes into	then
here	changes into	there
today	changes into	that day
tomorrow	changes into	the next day
yesterday	changes into	the previous day
last night	changes into	the previous night
can	changes into	could
may	changes into	might
shall	changes into	should
will	changes into	would
ago	changes into	before
just	changes into	then
come	changes into	go
thus	changes into	so

*** Change in Tenses:**

Direct speech	Indirect/Reported speech
Simple present	Simple past
Present continuous	Past continuous
Simple past	Past perfect
Past continuous	Past perfect continuous
Present perfect tense	Past perfect tense
Past perfect tense	Past perfect tense

*** Changing Statements into Indirect Speech:**

- The reporting verb ‘said to’ is changed to ‘told, ‘replied’, ‘‘remarked’,
- The inverted commas are removed. The conjunction ‘that’ is used to connect the reporting clause with the reported speech.
- The rules for the change of pronouns, tenses, etc. are followed.

Direct : Ramu said, “I saw a lion in the forest.”

Indirect : Ramu said that he had seen a lion in the forest.

*** Changing of Interrogative (Questions) sentences:**

- The reporting verb ‘said’ is changed into asked, inquired,
- The interrogative sentence is changed into a statement by placing the subject before the verb and the full stop is put at the end of the sentence.

Direct : I said to him, “Where are you going?”

Indirect: I asked him where he was going.

* If the interrogative sentence is a **yes-no answer type** sentence (with auxiliary verbs is, are, was, were, do, did, has, have, shall, etc), then if or ‘whether’ is used as a conjunction.

Direct : I said to him, "Are you happy?"

Indirect: I asked him if he was happy.

*** Changing Commands and Requests into Indirect Speech:**

- In imperative sentences having commands, the reporting verb is changed into *command, order, tell, allow, request, etc.*
- The imperative mood is changed into the infinitive mood by putting *to*, before the verb. In case of negative sentences, the auxiliary 'do' is dropped and 'to' is placed after 'not':
- **Direct** : She said to me, "Open the window."
Indirect : She ordered me to open the window.
- **Direct** : I said to him, "Please do not make a noise?"
Indirect : I requested him not to make a noise.

- **Changing Exclamations and Wishes into indirect speech:**

Sometimes Exclamatory sentences contain exclamations like Hurrah!, Alas!, Oh!, Heavens!, Bravo, etc. Such exclamatory words are removed in the indirect speech and we use 'exclaimed with sorrow', 'exclaimed with joy', 'exclaimed with surprise', etc. instead of 'said'.
Examples:

- **Direct** : Rohan said, "Hurrah! We won the match."
Indirect: Rohan exclaimed with joy that they had won the match.
- **Direct** : Reema said, "Alas! Karina's mother is suffering from cancer."
Indirect: Reema exclaimed with sorrow that Karina's mother was suffering from cancer.
- *** Sentences with 'Let':**

* Let is used in various meanings:

a) to make a 'proposal.' o

Direct: He said to me, " Let us go home"

Indirect: He suggested me that we should go home.

b) used as '**to allow**'

Direct: Ram said to Mohan, "Let him do it"

Indirect: Ram suggested Mohan to let him do that.

*** Changing of 'have to' or 'had to'**

1. **Direct:** Hari said, " I have to work a lot."

Indirect: Hari said that he had to work a lot.

2. **Direct:** He said, " I like the book."

Indirect: He said that he liked the book.

3. **Direct:** He said to me, "Do you like the book?"

Indirect: He asked me if I liked the book.

Exercises:

1. Read the dialogues given below and complete the paragraph.

Soumya: Where have you been all these days?

Kirthi: I went to Pune to attend a seminar on environmental pollution.

Soumya: How was the seminar?

Kirthi: It was quite informative and worth attending.

Soumya asked Kirthi where she had been all those days. Kirthi replied that she had gone to Pune to attend a seminar on environmental pollution. Soumya wanted to know how the seminar was. Kirthi told her that it had been quite informative and worth attending.

2. Shilpa: Can I borrow your English textbook?

Jaya: Sure you can. But when will you return it?

Shilpa: I will return it to you after two days from today.

Jaya: Please do as I have to prepare for the exams.

Shilpa asked Jaya (a) _____. Jaya replied that (b) _____ and asked her (c) _____. Shilpa said she (d) _____. Jaya urged her (e) _____ since she (f) _____.

Ans: Shilpa asked Jaya (a) if she could borrow her English textbook. Jaya replied that (b) she could and asked her (c) when she would return it. Shilpa said she (d) would return it to her after two days from that day. Jaya urged her (e) to do that since she (f) had to prepare for the exams.

3. Complete the Paragraph given below the dialogues by choosing the correct answers from the options given below:

Anoop: Where can we meet tomorrow?

Atul: I may not be able to meet you tomorrow.

Anoop: Are you going to be busy?

Atul: Yes, I will be travelling tomorrow.

Anoop asked Atul (a) _____. Atul replied that (b) _____. Anoop again asked (c) _____. Atul replied in affirmative that (d) _____.

a) i) where could we meet tomorrow. ii) where they could meet the next day.
iii) where can they meet tomorrow. iv) where did they meet the previous day.

b) i) he might not be able to meet him the next day.
ii) he may not be able to meet him the next day.
iii) he might not be able to meet you tomorrow.
iv) I might not be able to meet you the next day.

c) i) that was he going to be busy. ii) if he was going to be busy.
iii) whether you are going to be busy. iv) was he going to be busy.

d) i) he would be travelling tomorrow ii) he would be travelling the next day.
iv) he will be travelling the previous day. iv) he would be travelling that day.

4. Bhavesh: Your shirt is very fine. Please tell me from where did you buy it.

Kavish: I bought it from a showroom.

Bhavesh: Will you tell how much it cost you?

Kavish: It cost me nine hundred rupees.

Bhavesh told Kavish that **(a)** _____ and asked where did he buy that from. Kavish replied that **(b)** _____. Further Bhavesh asked him **(c)** _____. At this Kavish replied that **(d)** _____.

5. Servant : Please give me leave for a week.

Master : Why do you need such a long leave?

Servant : I have to visit my village.

Master : O.K. but don't extend your leave.

The Servant requested his master **(a)** _____ for a week. The master asked him why **(b)** _____ such a long leave. At this, the servant said that **(c)** _____. The master acceded to his request but asked him **(d)** _____ leave.

Chapter 4: A Truly Beautiful Mind (BEEHIVE)

Word meaning

Amateur (adj.) – doing something for personal enjoyment

Regimentation (noun) – order or discipline taken to an extreme

Stifled (verb) – unable to breathe

Ally (noun) – a friend or an associate

Patent (noun) – a document which gives the rights of an invention to an inventor

Answer the following questions:

Q.1 Explain what the reasons for the following are.

(i) Einstein leaving the school in Munich for good.

(ii) Einstein wanting to study in Switzerland rather than in Munich.

(iii) Einstein seeing in Mileva an ally.

(iv) What do these tell you about Einstein?

Ans. (i) Einstein left the school in Munich for good because he hated the school's regimentation.
(ii) Einstein wanted to study in Switzerland rather than in Munich because it was a more liberal city.
(iii) Einstein found in Mileva an ally because she, like him, disapproved the "philistines" or the people who did not like art, literature or music.
(iv) These tell about Einstein that he loved freedom. He was a liberal and cultured person.

Q.2 What did Einstein call his desk drawer at the patent office? Why?

Ans. Einstein jokingly called his desk drawer at the patent office as "Bureau of theoretical physics". He did so because his office job required him to assess the inventions of other people while he secretly developed his own ideas regarding his keen interest in Physics.

Q.3 Why did the people call Einstein a world citizen?

Ans. People called Einstein a world citizen because he campaigned for peace and democracy and was agitated against arms and bombs especially after the bombing of Hiroshima and Nagasaki.

Q.4 Why did Einstein write a letter to the American President Roosevelt?

Ans. Einstein wrote a letter to Franklin Roosevelt when the Nazis were in Germany and he had to migrate from there. The discovery of Nuclear fission in Germany made the American physicists upset that the Nazis could use an atom bomb.

Q.5 How did Einstein react to the bombing of the Japanese cities Hiroshima and Nagasaki by America?

Ans. Einstein was completely shaken by the immense destruction caused due to the bombing of the Japanese cities Hiroshima and Nagasaki by America. As a reaction to this tragic event, he wrote a letter to the United Nations proposing the establishment of a world government that could counter such fierce enmity among nations.

Practice questions:

Q.1 Einstein was an unusual child with no indication of his potential greatness. Comment.

Q.2 Which values does the life of Einstein teach you?

BEEHIVE - Rain on the Roof (Poem)

Coates Kinney

Word meanings

Tinkle (noun) - short, light ringing sounds

Shingles (noun) - rectangular wooden tiles used on roofs

Woof (noun) - the threads woven across the loom

Hover (verb)- float

Melancholy- sad

INTRODUCTION

This lyrical poem “Rain on the Roof” by Coates Kinney presents the memories aroused in the poet’s mind by the showers falling on the tin roof. Through a number of metaphors, the poet shows that the drops of rain falling on the shingles of the roof sends a train of thoughts running in his mind. He is reminded of the way his mother used to bid him and his siblings a good night and put them to sleep. The poet connects his present with his past through the memories revived by the rain.

THEME

The theme of the poem is the healing power of rain. The musical sound of raindrops falling on the rooftop at night has the ability to revive sweet memories and rouse fancies in an otherwise busy mind. The rain thus soothes and comforts an overworked mind by taking it back to its lovely past. Some of our best memories in life are associated with rain.

MESSAGE

The poem Rain on the Roof conveys the message that rain is Mother Nature’s way of showing her healing and therapeutic properties. It leaves everlasting memories in the minds of humans with its presence, fragrance and sound apart from the experiences of humans with it. The rain rejuvenates and refreshes the human mind by helping it to revive and recollect pleasant memories of the past.

LITERARY DEVICES

Rhyme scheme of the poem: abcbdefe

Stanza 1

1. Alliteration: The repetition of a consonant sound in two or more consecutive words.

‘Humid Hover’ - ‘h’ sound is repeating.

‘starry spheres’ - ‘s’ sound is repeating.

‘press pillow’ - ‘p’ sound is repeating.

‘lie listening’ - ‘l’ sound is repeating.

2. Onomatopoeia: The use of sound words to create a dramatic effect and auditory imagery.

‘Patter’ is the use of sound word. It is the sound made by the rain drops falling on the roof top.

3. Personification: Treating a non – living thing as a living being.

‘darkness’ has been personified when the poet says that it is sad.

Stanza 2

1. Alliteration: The repetition of a consonant sound in two or more consecutive words.

‘busy being’ - ‘b’ sound is repeating

‘rain roof’ - ‘r’ sound is repeating

2. Onomatopoeia: The use of sound words to create a dramatic effect and auditory imagery.

‘tinkle’, ‘patter’ – sounds made by the raindrops

3. Personification: Treating a non – living thing as a living being.

‘recollection’ is personified when the poet says that they weave dreams.

Stanza 3

1. Alliteration: The repetition of a consonant sound in two or more consecutive words.

‘memory my mother’ - ‘m’ sound is repeating

‘Darling dreamers’ - ‘d’ sound is repeating

2. Onomatopoeia: The use of sound words to create a dramatic effect and auditory imagery.

‘patter’ – sound of raindrops falling on the shingles of the roof.

Answer the following questions:

Q.1 What do the following phrases mean to you?

(i) humid shadows

(ii) starry spheres

(iii) what a bliss

(iv) a thousand dreamy fancies into busy being start

(v) a thousand recollections weave their air-threads into woof

Ans. (i) “Humid shadows” refer to the dark clouds that produce rain.

(ii) “Starry spheres” refer to the night sky abounding in stars.

(iii) “What a bliss” refers to the happiness of the poet. When it rains the poet gets into his cottage and enjoys the patter of the rain upon the roof.

(iv) This refers to the various imaginary thoughts and fancies that are aroused in the poet’s mind.

(v) This phrase means that numerous memories intermingle to form a beautiful picture that the poet recollects.

Q.2 What does the poet like to do when it rains?

Ans. When it rains, the poet feels delighted to lie with his head pressed against the pillow of his cottage chamber bed and listen to the patter of the soft rain.

Q.3 What is the single major memory that comes to the poet? Who are the “darling dreamers” referred to by the poet?

Ans. The single major memory that comes distinctly to the poet is of his mother. The rain

revives his thoughts of the time when his mother used to look lovingly at him and his siblings before she went to sleep in her bedchamber.

The darling dreamers are the poet and his siblings. They were very dear to their mother and they are called 'dreamers' because they would often have sweet dreams in their sleep. Their mother must have always wished them "sweet dreams" before retiring to her room.

Q.4 Is the poet now a child? Is his mother still alive?

Ans. The poet is no longer a child. He has grown up and his mother is no more alive. He thinks of his mother and his childhood with a feeling of nostalgia which makes it clear that his mother is no more.

Q.5 Does everybody have a cosy bed to lie in when it rains? Look around you and describe how different kinds of people or animals spend time, seek shelter etc. during rain.

Ans. No, everybody is not fortunate enough to have a cosy bed to lie in when it rains. Not everybody gets to enjoy the comfort of cosy homes during rain. I have seen animals seeking shelter under trees and under the tin roofs of the small roadside tea stalls. The people passing by, shoo away these animals and try to shrink themselves under the limited space of these shops. The poor animals are left shivering and drenching on the roads. The shopkeepers of such stalls are delighted as the people waiting for the rain to subside often end up buying tea and snacks.

Practice Question:

Q.1 What happens when the poet listens to the patter of the rain? Do you think that rain is a narrative tool in the poet's life?

Moments – Chapter 4: In the Kingdom of Fools

Word meanings:

Sneak (verb) – move secretly

Burgle (verb) - to break into

Scrape (noun) – a difficult situation that one has got into

Decree (noun) – a royal order

Mourn (verb) – to express grief

Answer the following questions:

Q.1 What are the two strange things the guru and his disciple find in the Kingdom of Fools?

Ans. The two strange things that the guru and his disciple observe in the kingdom of fools are:

- Every one sleeps during the day and carry out their work at night.
- The cost to purchase anything from the market was the same, one duddu (one rupee) whether it was a measure of rice or a bunch of banana it cost the same.

Q.2 Why does the disciple decide to stay in the Kingdom of Fools? Is it a good idea?

Ans. The disciple decided to stay in the Kingdom of Fools because he was delighted that everything cost a single duddu and everything was very cheap. All that he wanted was good and very cheap food. According to the Guru, staying there was not a good idea as they were all fools and so he felt this situation would not last long and was not sure about what they would do in the future.

Q.3 Name all the people who are tried in the king's court, and give the reasons for their trial.

Ans. Following people were tried in the king's court:

- The merchant whose house was burgled because his house's wall was weak and it fell upon the burglar and killed him.
- The bricklayer who built the wall because he built a wall which was weak and which collapsed killing the burglar.
- The dancing girl because she distracted the bricklayer with her jingling anklets by walking up and down the road where bricklayer was laying the wall.
- The goldsmith because he didn't complete the dancing girl's order on time and so she had to go to the goldsmith a dozen times.
- The merchant whose house was burgled the second time because his father persuaded the goldsmith to finish his order first thereby delaying the dancing girl's order. Since the merchant's father died, the merchant had to be executed in his father's place
- The disciple because the merchant was too thin to be executed by the newly made stake and a fat man was required to fit in the stake. The disciple was very fat and hence was caught.

Q.4 Who is the real culprit according to the king? Why does he escape punishment?

Ans. The real culprit according to the king is the merchant because although his old father was the real murderer but he was dead and someone had to be punished in his place. So the punishment got transferred to his son for inheriting both wealth and sins from his father. He escapes the punishment because he is too thin to be properly executed on the stake.

Q.5 What are the Guru's words of wisdom? When does the disciple remember them?

Ans. The guru's words of wisdom were that it was the city of fools. He advised the disciple to leave the city because he would not know what they would do next. The disciple remembers them when he was going to be executed.

Q.6 How does the guru manage to save his disciple's life?

Ans. The guru tries to confuse the king by expressing his desire to be killed first. Then to further confuse the king he tells the story of becoming the king in the next incarnation. He also said the second to die would become his minister. The king wanted to avail himself of the opportunity. The guru and his disciple were released. Thus, the guru managed to save his disciple's life.

Answer the following questions in about 120-150 words:

1 Fools can not continue with their follies for long. How can you justify this statement in relation to the story?

Ans. In the chapter 'In the Kingdom of Fools', the king and the minister had made new but foolish laws for their people. They just wanted to be different from other kings, so they decided to change day into night and night into day. Also in the kingdom everything was sold for a single duddu which proved their foolishness. They continued with their follies until they were caught in their own trap. The justice of the king ended by ordering his ministers to bring the rich merchant who was found guilty on his father's behalf, to be executed on the stake. As the stake did not fit him, the disciple was caught by the orders of the foolish king just because he was fat enough to fit in the stake. At that moment he recalled the words of his guru and the guru being a divine figure heard his disciple's prayers. He reached there at once and created a drama and skillfully tackled them and not only managed to save his disciple's life but also rid the kingdom from the foolish rule. Thus, the follies of the fools could not continue for long since the king or his minister could not see through the plan of the wise guru. Not willing to give away his kingdom, the king and his minister disguised themselves as the guru and his disciple and walked into their self-made trap.

2 Decisions should be made with a cool and rational mind. Discuss with reference to the story.

Ans. This story teaches us an important lesson that decisions should be made with a cool and rational mind. Hasty decisions always have dangerous consequences. The disciple got tempted by the cheap food available in the Kingdom of Fools and did not pay heed to his guru's advice. Instead of thinking rationally, he made a hasty decision to stay back. Ultimately, he fell a victim to the senseless judgement of the foolish king and came on the verge of losing his life. If he had taken some time to review his desire to stay back, he would have certainly realized the importance of the guru's advice. The king and his minister's decision too was taken in haste that cost them their life. If they too had reviewed their decision of going to the stake to fulfil their greed to be the king and the minister in their next life, they would have certainly lived as the king and the minister. Thus the story emphasizes the value of making decisions wisely by weighing all the pros and cons.



Class IX

Story Writing

What is a story writing?

A story writing is work of “fiction or imagination” that is usually written in “easily understandable grammatical structure” with “natural flow of speech”. Story writing is meant to be read at single sitting and therefore it should be as direct and brief as possible.

The main purpose of structuring a story is to explain, narrate, and persuade the reader or an audience

Elements of the Story Writing:

***SETTING OF THE STORY:**

- * The Setting describes where and when the story takes place.
- * It helps to build a background and creates images in the mind.

*** CHARACTERS:**

- * Every story needs characters – people, animals or creatures.
- * Introduce less but impactful characters.
- * Include direct dialogues of the characters.

***PLOT:**

- * The plot actually means your whole story. So, make sure your plot is well developed and based on your title.

*** CONFLICT:**

- * Often the conflict in the story can be an event, situation or even a new character.
- * Conflict is where you have the chance to experiment with your characters by putting them in a persevering circumstance

*** DIRECT DIALOGUES:**

- * Dialogues of the characters should be added in the story.

Tips that will help you to compose an extraordinary story.

- Compose a story with fewer characters.
- Try to establish your narrative in a shorter time frame.
- Describe the setting vividly.
- Curate the beginning with a compelling first line.

- Mould your characters with certain traits and skills to help the reader remember them.
- Choose a suitable title that fits your narrative.
- Use a simpler and understandable language.
- Do not forget to add some direct dialogues.
- Write short sentences and maintain word limit.
- Maintain coherence in your writing.
- Try to impart the readers with a particular moral or message in the end.

Sample Questions:

- Complete the story with the following beginning in about 150-200 words, providing an appropriate title to it. Yesterday I went to the beach with my friends. We were quite happy...

- **A Strange Man**

- Yesterday I went to the beach with my friends. We were quite happy. We arrived at the beach at around 10:30 am. We selected a spot by the sea and placed our packets on the benches. After reaching the beach, we decided to play some games on the sand.
- As we had brought two footballs and there were six children, we started jumping and exchanging with one another. During our play, the ball slipped away near the date tree and I hurried towards the tree to bring back the ball. Fortunately, I watched a strange man near the beach. He was a very tall man and wearing a long coat and hat. A big knife was fitted into his strong belt. As he had a different look and dress, I took interest in watching him. I went near the man who was calling someone and a hawk was flying near his leg. The strange man was lame in his left leg but he was filled with courage and excitement. I thought him to be a seaman and desired to meet him. Fortunately, his eyes caught my presence and he said, "What do you want? Why have you come here?"
- I gathered courage and went to him. The man was pleased with me. I asked him, "What is your name?" He politely answered, "My name is John." During our gossip I came to know that he was a sailor by profession. He had brought up the hawk since he was of five years. He belonged to France and his father was also a sailor.
- In the meantime, my friends arrived at the spot. They were also surprised at the sailor. Although he was lame, he often liked to visit the new places. Now he is in our city and would stay for two more days. Really he was bold and courageous sailor.

Moral: A man cannot be judged by his appearance.

2. Write a story in about 150-200 words on the basis of the given outlines:

- The illiterate boy..... caught for pick pocketing..... sent to juvenile prison.....forced to do lessons.....becomes sullen rebelliouswatches French comic film on T.V. during recreation hour.....fascinated with the language.....requested coaching classes.....a French tourist guide today.

Man—The Master of his own Destiny

Raju was a little boy who was born in a poor family. He wanted to get education but his financial condition did not allow him to do so. He remained illiterate and so did not have any means of earning. He took to pickpocketing and small thievery.

One day, he was caught red-handed for pick-pocketing. Since he was only thirteen, he was sent to juvenile prison where he was forced to do lessons. He had no interest in them and the compelling behaviour of the prison-people made him sullen and rebellious. It was only during the recreation hour that he seemed to be his normal self. One day he watched a French comic film on T.V.

He was fascinated with the French language and wanted to learn it. He requested the prison authorities for coaching classes in French. They agreed to his proposal as they were themselves interested to make him learn something so as to be self-dependent. Raju showed a keen interest in learning the language and in a very short period, had acquired a mastery over the language. Raju was set free after two years. He had already decided to use the French language as his means of earning. He became a French tourist guide and started leading an honourable life. He forgot all about his past and is happy these days for the sudden but positive turn in his life. He has set an example for others that man is a master of his own destiny.

Practice Questions:

1. It was raining heavily, the street lights had gone off and I was returning..... Complete the story in about 150-200 words, providing an appropriate title to it.

2. Write an original story in about 150-200 words taking help from the visual given below:

As I opened the window I saw.....



Note: Only practice questions to be written in the Grammar notebook.

MOMENTS - Chapter 5: The Happy Prince

Word meanings:

Drenched (verb) –thoroughly wet

Mast (noun) – a tall pole of ship

Grate (noun) – fire place

Proclamation (noun) - official announcement

Vessel (noun)- ship

Short Answer Type Questions: (30-40 words)

Q.1 Why do the courtiers call the prince ‘the Happy Prince’? Is he really happy? What does he see all around him?

Ans. The courtiers called the prince ‘the Happy Prince’ because he was always happy. When he was alive, he did not know what tears were for he lived in a palace where sorrow was not allowed to enter. However, when he died and was made into a statue, he was not happy and tears rolled down his eyes on seeing the state of his city. He could see all the misery and ugliness of the city around him.

Q.2 Why does the Happy Prince send a ruby for the seamstress? What does the swallow do in the seamstress’ house?

Ans. The Happy Prince sent a ruby for the seamstress as she was extremely poor and could not feed her child who was suffering from fever.

The swallow, on being persuaded by the prince, went to the seamstress’s house. She had fallen asleep so the swallow kept the ruby on the table where the woman worked. He then flew round the bed fanning the boy’s forehead with his wings. This made the boy feel relaxed and he went to sleep.

Q.3 For whom does the prince send the sapphires and why?

Ans. The Happy Prince sent the sapphires for two people: the young writer across the city and the little match girl.

The young writer was trying to finish a play for the Director of the Theatre. However, he was too cold to write anymore, there was no fire in the grate and hunger had made him faint. He sent the sapphire to the young playwright so that he could sell it to the jeweller, buy firewood, and finish his play. On seeing the sapphire, the young man felt that he was being appreciated and believed that he could finish his play.

The Happy Prince then saw a little match girl who was standing in the square just below him. She had let her matches fall in the gutter because of which they were all spoiled. The prince knew that her father would beat her if she did not bring home some money. When the swallow slipped the jewel into the palm of the little girl’s hand, she ran home happily.

Q.4 What does the swallow see when it flies over the city?

Ans. When the swallow flew over the city it saw a contrast of plenty and poverty. It found the rich making merry in their beautiful houses while the beggars sitting at the gates. It saw the white faces of the starving children looking out listlessly at the black streets. It also saw two little boys lying in each other’s arms under the archway of a bridge trying to keep themselves warm.

Q.5 Why did the swallow not leave the prince and go to Egypt?

Ans. Since the prince had given away the two sapphires of his eyes, he had become blind. Therefore, the swallow decided to stay with the prince always. It can be inferred that the swallow was so touched by the Prince’s kindness that he decided to stay back rather than flying to Egypt and be with his friends. This suggests that kind hearted people always attract friends who would stay with them forever.

Q.6 How did the Mayor and the councilors treat the statue of the Happy Prince and the dead swallow?

Ans. The Mayor noticed that a dead bird was lying on the feet of the statue. Then he told the town councilors to pass an order that birds were not allowed to die on the feet of the statue and the town clerk made a note of the suggestion given by him. So they pulled down the statue of the Happy Prince.

Long Answer Questions:

1 'Good deeds always pay'. Do you agree? How were the Happy Prince and swallow paid for their good deeds?

Ans. It is true that good deeds always pay. I agree with this phrase with reference from the story, 'The Happy Prince', that doing good works or deeds for the welfare of others does not go in vain, rather people are paid back as reward. As in the story 'The Happy Prince', the king and the swallow helped others and when they died, they were thrown but at the same time the God summoned one of his angels to bring him two most precious things, and for the angel's surprise only he brought the leaden heart of the Prince and the dead bird. For this, he was appreciated by God and was told that for the garden of Paradise that bird shall sing for ever and in his city of gold the Happy Prince shall praise him."

2 What are the precious things mentioned in the story? Why are they precious?

Ans. The precious things mentioned in the story are the leaden heart of the Happy Prince and the dead bird. They are precious because both the Happy Prince and the swallow were very kind, generous and selfless. The Prince could not bear to see the ugliness, misery and suffering in his city and so gave away all his precious stones and gold to make his people happy.

Similarly, the swallow sacrificed his trip to Egypt and acted as the Prince's messenger carrying the precious stones and gold to the needy spreading happiness around. When the prince became blind, he still loved him so much that he never left him even though it kept getting colder and colder with winter approaching. Finally, when he could no longer bear the cold, he died at the feet of the statue and the statue loved him so much that its leaden heart broke into two.

That is why when God asked one of the angels to bring him the two precious things in the garden, the angel took the leaden heart and the dead bird. God said that he had rightly chosen the two and in his garden of Paradise the little bird shall sing for ever more and in the city of gold the Happy Prince shall praise God.

Beehive- Unit 5 : A Legend of the Northland (Poem)

Word Meanings

Legend(noun) – old traditional story

Provoke(verb) – make angry

Dwell(verb) – live

Harness(verb) – to strap or fasten

Hearth(noun) – fire place

INTRODUCTION

A Legend of the Northland” is a traditional, popular story composed in the style of a ballad. It narrates the legend of how St. Peter had once cursed an old lady for being mean and stingy. The poem, thus, imparts the important lesson that greed always gets punished.

THEME

The poem is based on the theme that greed is a grave sin. Greedy people do not deserve the blessings and the comforts of human life. Human beings should thus acquire qualities of kindness, fellow-feeling and empathy. The little woman’s greed stopped her from sharing even her smallest cake with hungry Saint Peter, thus earning his wrath.

MESSAGE

The **poem** conveys the message that as human beings, we should have positive qualities like love, fellow-feeling, sympathy, and a sense of sharing. The poet also brings forth the idea that people with negative, inhuman values like selfishness, greed and cruelty are ultimately punished.

LITERARY DEVICES IN THE POEM (Not to be written in notebook, mark in book)

- **Rhyme Scheme:** abcb

1. **Alliteration:** It is the repetition of a consonant sound in two or more close words.

Stanza 1 –

- That they cannot sleep them through
that, they, them - ‘th’ sound is repeated

Stanza 2 –

- Where they harness the swift reindeer
they, the - ‘th’ sound is repeated
- And the children look like bear cubs
look, like - ‘l’ sound is repeated
- In their funny, furry clothes:
funny, furry - ‘f’ sound is repeated

Stanza 3 –

- They tell them a curious story
they, them- ‘th’ sound is repeated
- And yet you may learn a lesson
yet, you - ‘y’ sound is repeated
learn, lesson - ‘l’ sound is repeated
- If I tell the tale to you.
tell, tale, to - ‘t’ sound is repeated

Stanza 5 –

- Where a little woman was making cakes
woman, was – ‘w’ sound is repeated
- And baking them on the hearth
Them, the, - ‘th’ sound is repeated

Stanza 6 –

- And being faint with fasting
faint, fasting - 'f' sound is repeating

Stanza 8 –

- And still a smaller one
still, smaller - 's' sound is repeating

Stanza 9 –

- Then she took a tiny scrap of dough
took, tiny - 't' sound is repeated

Stanza 10 –

- My cakes that seem too small
seem, small - 's' sound is repeated

Stanza 13 –

- Now, you shall build as the birds do
build, birds - 'b' sound is repeated

2. Repetition: any word or sentence is repeated to lay emphasis on it.

Stanza 1 –

- Away, away in the Northland
'away' word is repeated

Stanza 9 –

- And rolled and rolled it flat
'rolled' word is repeated

Stanza 13–

- By boring and boring and boring
'boring' word is repeated

Stanza 16–

- Boring and boring for food
'boring' word is repeated

3. Enjambment: running lines of poetry from one to the next without using any kind of punctuation to indicate a stop

Stanza 1 - line 3 and 4

Stanza 2 - Line 1 and 2; line 3 and 4

Stanza 3 - Line 3 and 4

Stanza 4 - Line 1 and 2

Stanza 10 - Line 1, 2 and 3

4. Simile: Comparison using 'as' or 'like'

Stanza 2 – 'the children look like bear's cubs'. Children are compared to bear's cubs

Stanza 9 – 'baked it thin as a wafer'. Cake is compared to a wafer.

Stanza 15 – 'clothes were burned black as a coal'. The colour of the burned clothes is compared to that of coal.

5. Personification: Giving human quality to ideas, animals etc.

Stanza 16 – 'Where she lives in the trees'.

Answer the following questions:

Q.1 Write the story of 'A Legend of the Northland' in few sentences.

Ans. Once Saint Peter stopped by an old lady's cottage because he was feeling hungry and weak after constant fasting. The lady was baking cakes on the hearth. Since he was weak on fasting, he asked her for a cake from her store of cakes.

The selfish lady tried to bake small cakes but each time they seemed too big for her to give away. Finally, she baked one that was as thin as a wafer. Unable to part with it too, she put it on a shelf and did not give any cake to the Saint.

Saint Peter was very angry with her behaviour and said she was too selfish to live as a human and have food, shelter and fire to keep her warm. He punished her by changing her into a woodpecker that would have to build a nest to live in, bore for food in the trunks of trees. Her clothes were burned and she was left with her scarlet cap on her head as she flew out through the chimney.

Even today she lives in the woods and is seen by all the country school boys.

Q.2 What is a legend? Why is this poem called a legend?

Ans. A 'legend' is a popular story from the past which is believed by many but one cannot prove whether it is true or not. It usually contains a message or a moral and is narrated to children.

The poet himself says that he doesn't believe this tale to be true. This poem is called a 'legend' because it preaches generosity towards fellow beings.

Q.3 Is this a true story? Which part of this poem do you feel is the most important?

Ans. No, this is not a true story; it is a legend.

I feel that the point in the story where the old lady is changed into a woodpecker is the most important. This is because the punishment given to the lady teaches us the value of generosity and charity.

Q4 What did Saint Peter ask the lady for? What was the lady's reaction?

Ans. Saint Peter asked the old lady for just a single cake from the store of cakes that she was making but the lady reacted in an inhuman way. She refused to part with her cakes, not even the one that was as thin as a wafer.

Q5 How did Saint Peter punish her?

Ans. Angered by the woman's selfishness, Saint Peter lost his patience and reacted by cursing and punishing her. He announced that she would no longer enjoy the comforts and blessings of human life. Ample food, secure shelter and the warmth of fire will no longer be available to her. She would become a woodpecker and would have to drill the hard wood all day for food.

Q6 Do you think that the lady would have been so ungenerous if she had known who Saint Peter really was? What would she have done then?

Ans The lady would not have been so ungenerous if she had known who Saint Peter really was. Had she known that the man asking for just a single cake was a divine saint endowed with heavenly powers, she would have generously given away not one but many cakes. She would have sought his blessings by providing him not only food but also shelter.

Q7 How does the woodpecker get her food?

Ans Deprived of the plenty of food that she could find easily in her human form, the woman- turned- woodpecker has to labour hard all day long to get her meagre food by continuously drilling the hard trunks of trees with her beak.

Long Answer Questions:

1. True satisfaction is spoiled by greed. Discuss it in the context of the poem.

Ans True satisfaction lies in sharing things with others. Peace and satisfaction are the two sides of a coin. If there is satisfaction in our life, peace is bound to come. However, greed spoils both. If we are greedy, we cannot get satisfaction or peace in our life. In the poem, the old lady was greedy and she failed to give even the smallest piece of cake to the saint due to which she was turned into a woodpecker who had to bore in the dry wood to get food for herself. If she had satisfaction, she would certainly have shown honour and regard to the saint. So, in the case of this little lady, it can be said that her greed had spoiled her peace and satisfaction. Actually, the saints try to create such societies in which all the people should be treated with equality and greed would have no place in them. With the help of their own techniques, they desire to bring down heaven on the earth.

2. Why was the little woman cursed particularly to be a woodpecker and not another bird? How did she struggle to get her scanty food?

Ans The little woman aroused the anger of a holy man. The saint spent most of his time in travelling and preaching. Constant fasting had made him hungry and weak. Saint Peter asked for a piece of cake when he saw a little woman baking cakes. The greedy woman could have easily given a piece of cake to the saint. But the selfish woman thought that even a very little piece was too large to be given to him. She denied even this little offering. So, the saint cursed her to be a woodpecker who had to labour hard by boring into the tree for a long time to get even her scanty food. Thus, she had to struggle hard because she made the saint wait for a long time for the piece of cake and gave nothing.

Study Material BEEHIVE- Chapter: 6: My Childhood

Word Meanings

innate(adj) – inborn

austere(adj) – simple, strict and severe

downcast(adj.) – sad or depressed

conviction(noun) – a strong opinion or belief

confronted(verb) – meet an enemy face to face

Q.1 What do you think Dinamani is the name of? Give a reason for your answer.

Ans. Dinamani is the name of a daily newspaper, the author traced the stories of the Second World war in the headlines of the newspaper.

Q.2 Who were Abdul Kalam’s school friends? What did they later become?

Ans. Ramanadha Sastry. Aravindan and Sivaprakasan were Abdul Kalam’s school friends. Ramanadha took over the priesthood of the Rameswaram temple from his father. Aravindan went into the business of arranging transport for the visiting pilgrims and Sivaprakasan became a catering contractor for the Southern Railways.

Q.3 How did Abdul Kalam earn his “first wages”? How did he feel at that time?

Ans. Abdul’s cousin Samsuddin distributed newspapers. The train would not stop at Rameswaram because of the emergency declared due to second world war and the bundles of newspapers were thrown from the running train. Abdul was employed by his cousin to collect them. This way he earned his first wages. He felt very proud on earning his first wages.

Q.4 Had he earned any money before that? In what way?

Ans. During the time of Second World War, suddenly there was a great demand for tamarind seeds. Abdul had earned money by selling tamarind seeds in the market during the starting days of the Second World War.

Q.5 What characteristics did Abdul Kalam inherit from his parents?

Ans. Abdul Kalam inherited honesty and self-discipline from his father and faith in goodness and kindness from his mother. Like his parents even he respected all religions.

Q.6 How does the author describe (i) his father, (ii) his mother, (iii) himself?

Ans. The author says that his father Jainulabdeen was a man of great innate wisdom and a true generosity of spirit.
His mother Ashiamma was an ideal helpmate to his father and always fed the people who came to their house
He himself was a short boy with rather simple looks. He has secure childhood materially and emotionally.

Q.8 On the whole, the small society of Rameswaram was very rigid in terms of the segregation of different social groups,” says the author.

(i)What social groups does he mention? Were these groups easily identifiable (for example, in the Way they dressed)?

Ans. The author mentions different social groups. These groups are of Hindus and Muslims and Brahmins and Non-Brahmins. These groups were easily identifiable. A Muslim boy used to wear a cap; A Hindu boy used to wear a sacred thread. A Hindu boy was recognised easily by his hairstyle and the dress worn by him.

(ii)Were they aware only of their differences or did they also naturally share friendships and experiences? (Think of the bedtime stories in Kalam’s house; of who his friends were; and of what used to take place in the pond near his house)

Ans: They were not aware of their differences too much. They shared their friendships and experiences. Abdul Kalam’s family was a Muslim family. But his mother and grandmother told

the events from the Ramayana and from the life of the prophet.

(iii) The author speaks both of people who were very aware of the differences among them and those who tried to bridge these differences. Can you identify such people in the text?

Ans: The incident when Kalam's new teacher shifted him from the first row where he used to sit with the Hindu priest's son Ramanadha Sastry to the last row, helps to find out a person who was intolerant to differences.

When the wife of Sivasubramania Iyer, Kalam's science teacher refused to serve food to Kalam, a Muslim boy in her ritually pure kitchen, helps to identify yet another person who was intolerant to differences

The incident when Lakshmana Sastry, an orthodox Brahmin reprimanded the new teacher for spreading the poison of social inequality among children, helps to identify a person who tried to bridge the differences. Also when Sivasubramania Iyer an orthodox Brahman set an example for his conservative wife by not only serving food to Kalam but also sitting beside him to have his meal, helps to identify another person who try to bridge differences.

(iv) Narrate two incidents that show how differences can be created, and also how they can be resolved. How can people change their attitudes?

Ans: The first incident took place when Abdul Kalam was in the fifth standard. He used to sit in the front row with Ramanadha Sastry. A new teacher came to school. He could not stomach a Muslim boy sitting with a Hindu boy. He asked Abdul Kalam to sit in the back row.

The second incident took place when the wife of Abdul Kalam's science teacher refused to serve food to a Muslim boy in her kitchen. The new teacher and the wife of the science teacher changed their attitude when they were dealt with respectively by the father of Ramanadha Shastri and the science teacher. We can change this system if we decide to change it.

Q.9 (i) Why did Abdul Kalam want to leave Rameswaram?

Ans. Abdul Kalam wanted to leave Rameswaram to study at the district headquarters in Ramanathapuram for his higher studies.

(ii) What did his father say to this?

Ans: His father told him that he knew he had to go away to grow. He gave his permission gladly.

Long Answer Type Questions:

Q.1 What influence did Abdul Kalam's teachers have on him?

Ans Teachers play a very important role in the lives of their students. Abdul Kalam's life too was influenced in a major way by some experiences that he had during his school days. These episodes were instrumental in shaping his character and later on his career.

When he was in the fifth standard a new teacher came to his class, a man with a conservative and narrow outlook. He could not digest a Muslim boy sitting with a Brahmin boy that too the son of a priest. in accordance with their social ranking as he saw it, he asked Kalam to go and sit on the back bench. This was a heart-breaking experience for Kalam. The poison of social inequality and communal intolerance could have demoralized the young Kalam if his friend's father Lakshmana Sastri had not intervened and ensured that the teacher not only regretted his action but also reformed himself.

The other important influence in his life was Sivasubramania Iyer, his science teacher. He wanted Kalam to be highly educated as he recognised his intelligence. He used to spend hours with the young boy and would express his desire that Kalam should develop his abilities so that he was on par with the highly educated people of the big cities. He also wanted to break the social barriers. He invited him for meals at his house but saw that his wife was not ready to serve Kalam. Later, he invited him over again for another meal the coming weekend. He advised Kalam, "Once you decide to change the system such problems have to be confronted." These two experiences shaped Kalam's outlook as they made him realise the importance of confronting problems and fighting divisive forces

Q.2 “Once you decide to change the system, such problems have to be confronted.” What ‘system’ is this sentence referring to? What are ‘such problems’? Does the text suggest that the problems have been tackled?

Ans: System means system of discrimination on the basis of religion. The system includes the narrow-mindedness and poison of social inequality and communal intolerance. At that time the small society of the town of Rameswaram was rigid in terms of the segregation of different social groups. This system was prevalent in the whole of the country. The high caste people did not like to eat or drink with the people of low caste. The new teacher in Abdul Kalam’s class could not tolerate that a Muslim boy should sit with the son of a Hindu priest. He said to Abdul Kalam to come to the back bench. But some people have tried to fight these problems. Abdul Kalam’s science teacher Shiva Subramanian Iyer served Abdul Kalam with his own hands. He sat down with him to eat. Later his wife realised her mistake, the next week she served Abdul Kalam in her kitchen. Yet these problems are deep rooted in India. These have not been tackled even now.

Q.3 Why did Abdul Kalam father say “Does the Seagull not fly across the sun, alone and without a nest?”

Ans: When Abdul Kalam asked his father for permission to leave Rameswaram and study at the district headquarters in Ramanathapuram. His father did not get upset nor did he try to stop him. On the contrary he encouraged his son to leave Rameswaram and to spread his wings and go to make his own way. Unlike human beings most of the animals teach their young ones the skills of survival and allow them to fend themselves. This makes them more independent and courageous. For humans also after a certain age certain degree of responsibility and independence is always helpful in making a perfect adult. His father realised his son wanted to go away to grow. He was a wise man and was aware of the need of an individual to grow and achieve his full potential. He knew that Life is not easy. His son would have to make tremendous efforts to face the hardships of life.