

DETERMINERS (RECAP)

What are Determiners?

Words that 'specify' or 'determine' the reference of nouns and noun phrases.

Indicates which things or people we are taking about.

Limit the meaning of the noun that follow them.

PRACTICE EXERCISES ON DETERMINERS

Read the following paragraphs and fill in the blanks with the appropriate determiner.

- Q1.** Savita has lost the **(a)** pens she had. Now she has spent the **(b)** money she had on buying more. So she is giving **(c)** worried look.
- (a)** i) little ii) much iii) few iv) either
(b) i) some ii) little iii) more iv) few
(c) i) a ii) an iii) the iv) some
- Q2.** **(a)**..... is one of **(b)** most memorable trips. At Rameshwaram we saw a few ancient temples, which gave **(c)** idea of our glorious past.
- (a)** i) This ii) That iii) These iv) Those
(b) i) a ii) the iii) either iv) that
(c) i) few ii) none iii) some iv) a
- Q3.** Waiting for **(a)**..... bus is **(b)**..... everyday experience for all of us in the cities like Delhi, Mumbai and Chennai etc. The common people travel by bus only because it is **(c)**..... cheapest mode of transport.
- (a)** i) a ii) the iii) some iv) this
(b) i) the ii) my iii) a iv) each
(c) i) the ii) a iii) that iv) some
- Q4.** **(a)**..... man who is wearing a white cap is my neighbor. **(b)**..... wife is **(c)**..... doctor.
- (a)** i) a ii) the iii) some iv) few
(b) i) a ii) the iii) her iv) his
(c) i) a ii) that iii) the iv) an
- Q5.** A gentleman came to school to see the Principal. He was made to wait outside for **(a)**..... hour. He didn't object to it but due to

(b) _____ personal reasons (c) _____ anger could be seen in his eyes.

- (a) i) a ii) an iii) the iv) some
(b) i) some ii) little iii) few iv) any
(c) i) a ii) the iii) an iv) any

Choose the appropriate determiners from the options given below:

Q1. The police spoke separately to _____ suspect.

- i) each ii) every iii) some iv) all

Q2. _____ of my colleagues are going on the trip.

- i) No ii) None iii) Neither iv) Either

Q3. _____ is known about her achievements.

- i) Few ii) Little iii) A little iv) None

Q4. _____ of the money we had, has been used.

- i) Many ii) All iii) Enough iv) Every

Q5. He is _____ university student.

- i) an ii) the iii) any iv) a

Q6. Have you eaten _____ or not?

- i) many things ii) something iii) nothing iv) everything

Q7. Charles Babbage is known as _____ father of computers.

- i) a ii) the iii) any iv) some

Q8. She has eaten _____ the chocolates in the box.

- i) each ii) every iii) all iv) none

Q9. There is _____ tea in the pot. You may have it.

- i) little ii) a little iii) few iv) much

Q10. Come here and do _____ sums.

- i) these ii) those iii) this iv) that

BEEHIVE- CHAPTER 11 :If I Were You

Word Meanings

1. **Cultured(adj.)** – sophisticated, well mannered
2. **Melodramatic(adj.)** – exaggerated and emotional
3. **Inflection(noun)** – a tone of voice
4. **Gratuitous(adj.)** – unnecessary or usually harmful
5. **Dodge(verb)** – avoid

SUMMARY(Not to be written in the notebook)

If I Were You starts with the playwright, Gerrard, preparing to leave his home to attend a rehearsal. After talking on the phone, he starts to pack his travel bag when he notices an intruder enter from his right side.

Gerrard notices that he has a stark resemblance to Gerrard and is holding a revolver in his hands. Thus, he learns that he is a criminal who directs him to put his hands in the air. However, Gerrard is surprisingly cool even at a gunpoint and chats pleasantly with him. Finally, the intruders make Gerrard sit on a chair.

After hearing their conversation, we learn that Gerrard is a man who lives alone and owns a car. It is clear that he is kind of mysterious in some ways because he is constantly in and out. We see that Gerrard stays at his home and for some days isn't there.

Moreover, he only talks on the phone without really meeting his tradesmen. After learning all this, we come to know about the intruder too. He is a criminal who is mainly a jewelry robber. After killing a policeman, he is fleeing from the police and due to this resemblance to Gerrard, he plans to kill him and assume his identity to get rid of the police.

Gerrard makes out that the intruder is not so smart but only over-confident. Thus, he plans something witty and lies to the intruder. He makes up a story that Gerrard is also a criminal and murderer himself. Much similar to the intruder, the police are also after him and if he ends up killing Gerrard, the intruder will be killed either way.

So, the intruder believes his story and Gerrard convinces him to go in the garage from where they both can flee in his car. After opening the garage door, we learn that it was actually a cupboard in which Gerrard locks up the intruder and informs the police of his whereabouts. Thus, we see that how a little alertness and cleverness saved Gerrard's life.

TITLE JUSTIFICATION

"If I Were You" is a very appropriate title. It refers to the wishful thinking of the intruder who wants to assume Gerrard's identity in order to escape the law. His idea of eluding the police by living on a borrowed identity remains unfulfilled as he is trapped and outwitted by Gerrard before he assumes his life. His dream to impersonate Gerrard is quashed and the 'If' in "If I Were You" looms forever with no hope of becoming a concrete reality. The title, therefore, hints at the basic idea of the story, and is, therefore, very apt.

THEME OF THE LESSON

The theme of the play emphasizes the significance of intelligence, the presence of mind and a cool head in situations of crisis. Panic complicates matters but cool

temperament can help one wriggle out of the tight corners with ease. Criminals, who mastermind most deceitful crimes, can also be outwitted because they have a fear of getting detected and caught by the law. Hence, a tactful planning and handling of a situation can trap even the so-called smart criminals.

MESSAGE OF THE LESSON

The play gives the message that over-confidence can lead to disastrous results. One should never consider oneself to be smarter than the opponent as is done by the intruder who thinks that Gerrard is no match for him. The play also conveys that intelligence, presence of mind, and cool-headedness can help us overcome the gravest of problems that we may encounter.

SHORT ANSWER TYPE QUESTIONS

Q1. What is Gerrard's profession? Quote the parts of the play that support your answer.

Ans. Gerrard is a playwright by profession. There are several parts of the play that reflect this.

Some of these are:

- "This is all very melodramatic, not very original, perhaps, but..."
- "At last a sympathetic audience!"
- "In most melodramas the villain is foolish enough to delay his killing long enough to be frustrated".
- "I said, you were luckier than most melodramatic villains."
- "That's a disguise outfit; false moustaches and what not."
- "Sorry I can't let you have the props in time for rehearsal, I've had a spot of bother – quite amusing. I think I'll put it in my next play."

Q2. A mystery I propose to explain." What is the mystery the speaker proposes to explain?

Ans. The mystery that Gerrard proposed to explain was the story he made up to dodge the intruder and save his own life. The story was that Gerrard himself was a criminal like the intruder.

He asked the intruder why else would he not meet any trades people and be a bit of a mystery man there. The game was up as things had suddenly gone wrong for him. He had committed a murder and got away. Unfortunately, one of his men had been arrested and certain things were found which his men should have burnt. He said that he was expecting some trouble that night and therefore, his bag was packed and he was ready to escape.

Q3. This is your big surprise."

(i) Where has this been said in the play?

(ii) What is the surprise?

Ans. (i) This has been said twice in the play. On the first occasion, it is spoken by the intruder while revealing his plan to kill Gerrard. Secondly, it is spoken by Gerrard before he reveals his fictitious identity to the intruder.

(ii) The intruder's surprise is his plan to kill Gerrard and take on his identity to lead a

secure and hassle-free life. Whereas, Gerrard's surprise is his fictitious identity, his way of refraining the intruder from killing him.

Q4. The intruder is boastful. He threatens Gerrard ; "I'll make you crawl". Was he able to carry out his threat? What happened to him?

Ans. An intruder forcibly enters Gerrard's room. There is a revolver in his hand. His intentions are evil. He threatens to kill Gerrard. But Gerrard talks pleasantly to him. The intruder is surprised. He thinks that Gerrard is playing a trick. He tells him to stop playing smart. He boasts that he is intelligent. He threatens Gerrard, "I'll make you crawl." But the subsequent happening shows that the intruder is a foolish person. Instead of making Gerrard crawl, he finds himself shut in a cupboard at the end. The intruder wanted to know more about Gerrard. But Gerrard makes him talk about himself. He discloses that he is a jewel thief. He has murdered a policeman. Now he is running from the police. He resembles Gerrard. His plan is to kill Gerrard and live in his room under his name. Gerrard guesses rightly that the intruder is not intelligent. He plays a clever game and shuts him in a cupboard. Then he calls the police. Thus, the boast of the intruder is proved wrong.

LONG ANSWER TYPE QUESTIONS

Q1. Bring out Gerrard's intelligence, presence of mind and sense of humour. How did these traits help him outwit the Intruder?

Ans. An intelligent and level-headed person, Gerrard did not show even the slightest of nervousness at the sight of the gun-toting criminal entering his house and threatening to kill him. He knew that his wit and presence of mind would not only help him to manage the crisis but would also contribute towards unnerving the Intruder, and getting the better of him. Keeping the atmosphere light and lively with his sense of humour and funny remarks, Gerrard surprised the Intruder, who had expected him to be afraid.

Once he found out the Intruder was wanted for murder and had been on the run, and thus living in fear, he instantly cooked up a story about his own criminal background. Convincing the Intruder that police would arrive any minute to nab him, he impressed upon the Intruder that they would have to escape immediately. Cleverly, he made him peep into the cupboard saying that it was an escape route.

The moment the Intruder leaned forward to inspect it, Gerrard pushed him into the cupboard and knocked the revolver out of his hand. He closed and locked the door. Thus, his intelligence, sense of humour, and presence of mind turned the tables on the Intruder.

Q2. Why did the Intruder find Gerrard's cooked up story of criminal background convincing?

Ans. In the beginning, the Intruder suspected every move made by Gerrard. He snubbed him when Gerrard tried to begin a conversation regarding the Intruder's identity and curtly told him to answer only what was asked. However, he was gullible enough to unsuspectingly walk into Gerrard's trap because the latter did not lose his cool, and employed his presence of mind to cook up the story that he, too, was wanted by the police.

Actually, Gerrard supported his claim of being a criminal by showing the Intruder his bag, and his disguise outfits and false moustaches etc. The Intruder did not know about the theatrical background of Gerrard and he found his story convincing. He believed that Gerrard was actually trying to evade the police. Hence, the unsuspecting Intruder walked into Gerrard's trap. This indicates that although he claimed to be the smartest person around, he was in fact not very intelligent. He was outwitted by smart Gerrard who foiled his plan.

REPORTED SPEECH(RECAP)

PRACTICE EXERCISES ON REPORTED SPEECH

Report the following conversation into indirect speech .

- Q1.** Mother: Why are you looking so worried?
Daughter: My exams are approaching.
Mother: When will they start?
Daughter: Next month, Mother.
Mother asked her daughter (a) The daughter replied that (b) Mother further asked (c)
The daughter told her mother that they would start in the following month.

- Q2.** Manish: Where are you coming from?
Madhavi: I am coming from the meeting.
Manish: What was it about?
Madhavi: It was about the formation of students union in our school.

Manish asked Madhavi where she was coming from. Madhavi replied(a)_____Manish wanted _____ to know(b)_____Madhavi told that(c)_____.

- Q3.** Teacher: Why did you not come to school yesterday?
Kunal: I was suffering from fever.
Teacher:Did you see a doctor?
Kunal: Yes, I did.

The teacher asked Kunal(a)_____to school the previous day.Kunal told the teacher that (b)_____from fever.The teacher asked him(c)_____.Kunal replied in the affirmative.

- Q4.** Mother: Why were you shouting at your brother?
Isha : He was teasing me.
Mother : Did you tease you sister, Ranjan ?
Ranjan : No, I don't know how to tease

The mother asked Isha (a)_____brother.Isha replied that (b)_____.Then the mother asked Ranjan, (c)_____.Ranjan replied innocently that he did not know how to tease.

- Q5.** Chander : Why did you sell your new house?
Manish : It was a haunted house.
Chander : Do you believe in ghosts?
Manish : No, but the ghosts believe in human beings.

Chander asked Manish (a)_____new house. Manish replied (b)_____haunted house. Chander further asked (c)_____in ghosts. Manish replied that he did not, but the ghosts believed in human beings.

Change the sentences from Direct Speech to Reported Speech.

1. She said, "Bring a glass of water, please."
2. He said, "Ah! You are here."
3. The salesman said, "Are you interested in the scheme?"
4. "Wow! This is so beautiful." Jacob said.
5. A doctor said, "You take rest."

STORY WRITING(RECAP)

- * For rules and format of story writing, kindly refer to the study material of TERM I.

PRACTICE QUESTIONS ON STORY WRITING

- Q1. Write an original short story that begins with the words:**
“It was raining hard that night. In my hurry to get into the house, I didn’t notice the black car parked across the road, I realised something was wrong when.....”
- Q2. Taking help from the input given below and the introductory lines written, complete the story.**
The celebrated archer Guru Dronacharya taught the royal princes the finer points of archery. One day he wanted to test...
- Outline:** Selected a tree in forest..... placed a wooden bird on a bare branch..... were to hit the bird in the eye..... Yudhisthir stepped forward..... “Can you see me?” asked Dronacharya. ‘Yes’ replied Yudhisthir..... asked him to put down the bow..... each prince replied the same..... asked to retire from the competition..... finally came Aijuna “Aijuna, do you see me?” asked Dronacharya. “I see only my target,” said Aijuna Aijuna hit the bird’s eye.
- Q3. Write a short story based on the following hints, in about 150-200 words. Give a suitable title to your story.**
Going to Mumbai by train to attend the marriage of a friend got stuck in a traffic jam reached the railway station late boarded a wrong train realised after two hours now you
- Q4. Complete the story in 150-200 words which begins as the following :**
There was a joint family of six members including grandparents. It was the 75th birthday of the grandmother and the family planned to celebrate

MOMENTS -Chapter 10: The Beggar

Word meanings:

- 1.Mendicant (noun) – beggar
- 2.Calumny (noun) – defamation
- 3.Swindling (verb) – cheating a person of money
- 4Gait (noun) – way of walking
- 5.Waif (noun) – a homeless person

SUMMARY OF THE STORY(Not to be written in the notebook)

The beggar' is the story of a beggar named Lushkoff. While begging, he met an advocate, Sergei who gave him work. Sergei asked him to cut wood at his house. He asked the cook to show him the shed where wood was kept. The beggar was too weak and was under the influence of alcohol. He could barely stand on his feet. Still the cook, Olga told Sergei that the wood had been chopped. Sergei was glad that the man worked and paid him 50 copecks for chopping the wood. He asked him to come on the first day of every month for it. Sometimes he asked him to shovel the snow or to set the wood in the shed or to dust the rugs. He would pay between 20 to 40 copecks and once, gave his old trousers to him too.

When Sergei shifted his house, he employed the beggar to help in transporting the articles. The beggar had changed as he was sober that day and Sergei felt satisfied that his efforts had paid in reforming a drunkard. As he could read and write, Sergei asked his name, offered him better work and shook hands with him. After that day, Lushkoff the beggar was never seen.

After two years, Sergei was buying a ticket outside a theatre and spotted Lushkoff. Lushkoff was well dressed and was buying a ticket of the gallery area. Sergei was glad to see him and called him. Lushkoff was now working as a notary and earned 35 Roubles a month. He thanked Sergei for helping him out of the pit, for his kindness. Lushkoff told Sergei that it was not for him but for his cook, Olga that he was a changed man. She would scold him, cry for him and chopped the wood for him. Her behaviour transformed Lushkoff. With this, he went to the theatre.

Title Justification

Lushkoff is a beggar who is harmless and spends his life on the streets. His habit is to tell lies and beg from the people. He asks for alms from Sergei, an advocate, who admonishes him but also helps him out. Since the story revolves around the beggar Lushkoff, the title is justified.

Theme of the lesson

The story revolves around the theme of kindness and compassion. It also highlights the human failing of being judgemental and labelling people, while highlighting the ability of a person to change with the right motivation.

Message of the lesson

The strongest message of the story is the effect that kindness can have on another human being. It shows how a selfless act can have a life-changing effect on the receiver, to the extent that it gives him the incentive to change the way of life that he had become entrapped in.

Short Answer type questions

Q1. Has Lushkoff become a beggar by circumstances or by choice?

Ans. Lushkoff becomes a beggar by circumstances. He was a singer in a Russian choir. He lost his job because of alcohol abuse. Alcoholism made him weak and he could not sing. To make ends meet he resorted to begging.

Q2. What reasons does he give to Sergei for his telling lies?

Ans. He says that if he would tell the truth about his drunkenness, people would not give alms. We can correlate it with the way beggars dress and crib about being hungry for days. Instead lies helped him get both sympathy and money that he required desperately to keep himself alive.

Q3. Is Lushkoff a willing worker? Why, then, does he agree to chop wood for Sergei?

Ans. Lushkoff is not a willing worker. He is weak out of malnourishment and alcoholism. He knows he is not strong enough to work. But once Sergei detects his lies, then he feels ashamed. His conscience pushes him to agree for chopping wood.

Q4. Lushkoff is earning thirty-five roubles a month. How is he obliged to Sergei for this?

Ans. Had there been no encounter with Sergei, Lushkoff would have continued begging. It was because of Sergei that he could get an opportunity to be helped by Olga. The whole incident changes the way Lushkoff thinks about future. Earlier he had no confidence of getting a job. His stint with Sergei and Olga gives him a new confidence which helps him land a decent job. He had recommended Lushkoff to his friend and arranged the work of copying.

Q5. During their conversation Lushkoff reveals that Sergei's cook, Olga, is responsible for the positive change in him. How has Olga saved Lushkoff?

Ans. Olga takes pity on Lushkoff. She knows that such a weak man can't chop wood. She helped him by chopping wood in his place. No matter how much abusive Olga was in her words, deep inside she had a helping attitude. The very act of Olga changes Lushkoff's heart. Had Olga not helped Lushkoff in chopping wood he would not have got the money he needed. He would not have got the chance to listen to Olga's moral lessons.

Long Answer Type Questions

Q1. Sergei says 'I am so happy that my words have taken effect'. Why does he say so? Is he right in saying this?

Ans: He says this when he sees Lushkoff at the theatre and learns that he had improved his life greatly. He was no longer a drunkard and beggar; instead, he had become a notary, earning thirty-five roubles a month. Sergei feels that he is responsible for this change in Lushkoff, and that the beggar changed his ways because of the scolding he had given him for begging and deceiving people.

He is right to some extent, because he had hurt Lushkoff's pride, and also offered him actual work chopping wood and other odd jobs which allowed him to earn money honestly.

However, the real credit for Lushkoff's change went to Sergei's cook, who had actually done all the work that Lushkoff was supposed to do. Her selflessness, empathy and concern for his wellbeing had made such a deep impression on Lushkoff that he had changed his ways.

Q2. Both Sergei and his cook were kind to the beggar. Compare and contrast their characters and the effect they had on Lushkoff.

Ans : Sergei was a wealthy advocate with a kind heart. He appears to be a practical man who tries to stop Lushkoff from begging by giving him an alternative method of earning a living. He is also resourceful as he keeps engaging Lushkoff in different tasks which are helpful for both the beggar and him. In the end he sends him to his friend, who needs someone to do some copying work. This helps Lushkoff to get a stable job and make a decent living. At first, he takes the credit for the beggar's transformation, but later he is humble enough to accept that though he provided the opportunity, it was his cook Olga who deserved the credit for inspiring the beggar to change.

BEEHIVE - Chapter 9: The Bond of Love

Word Meanings

Condiments(noun) – spices

Wantonly(adj.) – for no good reason

Prostrate(adj.) – lying on the ground facing downwards

Floundering(verb) – struggling to move

Fretting(verb) - worried

SUMMARY (Not to be written in the notebook)

In the story, the narrator highlights the emotional bond shared by his wife and their pet bear Bruno. He got the baby bear in an accident and presented it to his wife. She named the bear 'Bruno' and treated it like a baby. The bear was fed milk with a bottle and later it started eating different food items. He enjoyed eating and drinking everything and anything. Bruno was attached to everyone including their tenant's children and their pet Alsatian dogs. It would play, run around the house and even sleep in their bed.

One day, accidentally, it ate a poison – Barium carbonate which had been kept in the library to kill mice and rats. Bruno was under a fit of paralysis and was taken to a veterinary doctor. He was injected twice and finally, revived. After a while, Bruno resumed eating normally. In another incident, he drank a gallon of old engine oil which the narrator had kept to fight a termite attack. This did not have any ill – effect on Bruno.

As days passed, Bruno grew bigger but remained as sweet and playful. The narrator's wife changed his name to 'Baba' which was a Hindustani word for 'a small boy'. He had learned a few tricks too. When commanded 'Baba, wrestle' or 'Baba, box', he would tackle and overpower the person. When ordered 'Baba, hold gun' he would point a stick at the person. When asked 'Baba, where's baby?' he would take out the piece of wood and would cradle it affectionately like a baby. As he was big now, he had to be chained because he could harm the tenant's children.

The narrator, his son and their friends advised the narrator's wife to send Baba to a zoo as he was too big to be kept as a pet. She gave in and finally, after taking consent from the zoo incharge, they packed Baba in a cage and sent him to the zoo at Mysore. Everyone missed him but felt relieved as it was not comfortable to keep him at home. The narrator's wife missed Baba immensely. She cried and worried about him. She wrote letters to the zoo incharge to ask about Baba's well – being. They replied that Baba was fine but did not eat and remained sad much like her. She would ask her friends visiting Mysore to visit Baba. Everyone said that he was sad and appeared thin. After three months had passed, the narrator's wife convinced him to take her to meet Baba. Everyone had predicted that the bear would not

recognize her but she had not even reached the cage when Baba recognised her. He stood on his two paws and was delighted to see her. She petted Baba and fed him his favourite food. She spent three hours there until the visiting hours ended and left teary – eyed. She requested the zoo incharge to allow them to take Baba back for which they had to take permission from the Superintendent in Bangalore. As they got the required permission, Baba was put in a cage, the cage kept on top of their car and Baba was brought back home.

They got a special island made for Baba to live on. It was surrounded by a deep dry pit. Baba was provided with his belongings, a box to sleep in, straw to keep him warm, his stick and piece of wood to play with.

The narrator's wife would visit Baba on the island by swinging on a rope tied to a mango tree. She would make the big bear sit in her lap for hours and would pat him affectionately.

Title of the lesson

The Bond of Love is a perfect example of how love begets love. Even animals understand the language of love. They respond to love in equal measure. The author's wife loves her pet bear like a child and takes care of his needs. The love given to Bruno by her is reciprocated by him in equal measure. When he is sent to the zoo, both the narrator's wife and Bruno fret, refuse food and pine for each other. When she goes to see him, Bruno recognises her even after a gap of three months. Thus, we can see the author's wife and Bruno share a deep bond of love. The title is therefore quite apt.

Theme of the lesson

The Bond of Love focuses on the mutual love between an animal and a human being. The author wants to say that animals, too, understand the language of love. The relationship between the bear and the author's wife proves it. Bruno, the bear, is loved dearly by the author's wife and he loves her in equal measure.

When he is sent away to a zoo, he frets, looks sad and refuses to eat. The author's wife, too, does not eat. She visits Bruno in the zoo after a gap of three months, and he recognises her at once. He expresses his pleasure on seeing her by standing on his head. Thus, the bond of mutual love that exists between human and animal is too strong to be broken by time or distance.

Message of the lesson

The story conveys the message of the need of showing kindness to animals for they too are creatures created by the same God who created human beings. Animals have a right to dignified and free life. Kenneth Anderson's friend kills the sloth bear, Bruno's mother, wantonly. This senseless act leaves the bear cub alone. Thus, human beings being

superior in intelligence and evolution, have a special responsibility towards animals and birds, pet or wild.

Animals also experience the feelings of love, joy, pain and separation just like human beings. When Bruno is sent to the zoo, the narrator's wife weeps and frets, especially when she hears her Baba is inconsolable in Mysore and is refusing food. Bruno is delighted when he sees her and stands on his head to show his pleasure. Thus animals are equally devoted and loyal in reciprocating the love human beings give them.

SHORT ANSWER TYPE QUESTIONS

Q1. How was Bruno, the baby bear, fed initially? What followed within a few days?

Ans. Initially, the little Bruno was given milk from a bottle. But soon he started eating all kinds of food and drank all kinds of drinks. He ate a variety of dishes like porridge, vegetables, nuts, fruits, meat, eggs, chocolates etc., and drank milk, tea, coffee, lime-juice, buttermilk, even beer and alcoholic liquor.

Q2. Was Bruno a loving and playful pet? Why, then, did he have to be sent away?

Ans. Yes, Bruno was a loving and playful pet. Everybody in the family was attached to it, especially the narrator's wife. It had to be sent away to a zoo because it was getting too big to be kept at home.

Q3. How was the problem of what to do with Bruno finally solved?

Ans. Bruno was not happy at the zoo. Seeing its condition and its happiness on seeing the narrator's wife, Bruno was allowed to go back to Bangalore. There, an island was made for the bear, keeping all its needs in mind.

Q4. How did the author get the baby sloth bear?

Ans. The author got the baby sloth bear in a freak accident. Once the author and his friends were passing through the sugarcane fields near Mysore, Bruno's mother was wantonly shot dead by one of his companions. The cub was found moving on the body of his mother. It was in great shock and tried to flee but the author managed to capture it, and bring it home.

Q5. What used to be Bruno's activities at the author's home?

Ans. In the beginning, Bruno was left free. He spent his time in playing, running into the kitchen and going to sleep in the beds. As

he grew older, he became more mischievous and playful. He learnt to do a few tricks, too. At the command, 'Baba, wrestle', or 'Baba, box,' he vigorously tackled anyone who came forward for a rough and tumble. If someone said 'Baba, hold gun', he would point the stick at the person. If he was asked, 'Baba, where's baby?' he immediately produced and cradled affectionately a stump of wood which he had carefully concealed in his straw bed.

LONG ANSWER TYPE QUESTIONS

Q1. On two occasions Bruno ate/drank something that should not be eaten or drunk. What happened to him on these occasions?

Ans. Bruno, the bear cub, was an inquisitive and playful one. Moreover, he enjoyed a variety of dishes and drinks in the author's home. On the one hand, he was curious about things around him and on the other he had become very fond of eating and drinking. Once the narrator had kept some Barium Carbonate for killing rats in the library.

Bruno went there as he usually did and, seeing the poison that had been kept there, he consumed it. The poison had an immediate effect on him and, as paralysis set in, he could not stand on his feet. However, he managed to drag himself on his stumps to reach the author's wife who at once called him.

Bruno began weakening rapidly, he was vomiting and breathing heavily, as his flanks heaved and mouth gaped. The author rushed to the veterinary doctor who, after consulting his book, gave Bruno an injection of 10 cc of the antidote for barium chloride. Since the first injection did not improve his condition, another injection of the same potency was given.

After ten minutes, Bruno's heavy breathing became normal.

After thirty minutes, he stood on his feet and ate a good meal. On another occasion, Bruno drank engine oil. It so happened that the author had emptied the sump of his car and about one gallon of the engine oil had been collected. The narrator had kept it to kill the termites. Bruno drank the whole of it. However, the engine oil did not have any effect on him.

Q2. How was Bruno transported back to Bangalore from the Mysore zoo? What special arrangements were made to keep him at home?

Ans. Bruno, the pet bear, was transported back to Bangalore in a cage lent by the Mysore zoo authorities. The cage containing Bruno was hoisted on top of the car and tied securely. The vehicle was driven slowly and carefully. At the writer's home in

Bangalore, special arrangements were made to keep Bruno at a safe distance from the tenants' children.

An island was made for Baba that was twenty feet long and fifteen feet wide, and was surrounded by a dry pit, or moat, six feet wide and seven feet deep. A wooden box that once housed fowls was brought and put on the island for Baba to sleep in at night. Straw was placed inside to keep him warm. His toys – the gnarled stump, his 'baby', and the piece of bamboo, which was his 'gun' – both of which had been sentimentally preserved by the author's wife were put back for him to play with. After that the coolies hoisted the cage on to the island and Baba was released.

Q3. The author ends the story "The Bond of Love" with the rhetorical question: "But who can say now that a sloth bear has no sense of affection, no memory and no individual characteristics?" Discuss this statement in the light of Bruno's character.

Ans. The Bond of Love revolves around the mutual, sincere and selfless love of the narrator's wife and her pet bear, Bruno. The young bear loved and brought up like a child by the author's wife, proves that he richly deserves this love because he himself is capable of showing equally deep and faithful love.

He is treated like a member of the family and he himself proves that he is as much bound by loyal love to the members of the family as they are to him. The deep emotions of Bruno come to the fore when he is sent to the Mysore zoo. He is so pained by the separation from his mistress that he frets terribly and refuses to eat anything. He grows very lean and thin.

Even three months is not long enough a period for him to reconcile himself to the separation from the author's wife. When she goes to see him, he recognizes her at once, even from a distance of some yards, and expresses his delight by howling and standing on his head. At the closing time of the zoo he cries bitterly at the thought of parting again from his mistress. His emotions move the hearts of the zoo curator and the keepers who agree to give Bruno back to the author's family. This proves that animals too feel love and affection.

Class- IX Beehive – Poem 7: ON KILLING A TREE
BY:GIEVE PATEL

WORDS MEANING

- 1.**Jab(noun)** – sudden rough blow
- 2.**Leprous hide(noun)** – discoloured bark
- 3.**Snapped out(verb)** – chopped out
- 4.**Scorching and choking(adj.)** – the drying up of the tree after being uprooted
- 5.**Boughs(noun)** – branches

SUMMARY(Not to be written in the notebook)

“On Killing a Tree” is a sensitive poem. The poet persuades the reader not to destroy trees and equates it with “killing” a human being. He says that a plant takes sunlight, water, air and nutrients from the soil to gradually become a huge tree. It develops a strong trunk and gets numerous leaves.

Merely cutting the trunk of the tree does not kill it. When a tree is cut, the sap flows out just like a wounded man bleeds. Once the wound heals, new branches and tiny leaves grow from there which grow into trees.

In order to destroy a tree, it has to be uprooted. The roots which are white in colour and are damp due to the moisture that they get from the soil are hidden in a pit in the Earth. These roots are the most sensitive part of the tree as they bind it to the earth. In order to kill the tree, these roots have to be detached from the soil. Once the roots are detached, the tree starts dying, It withers, dries up with the action of heat and wind, twists, hardens and finally, dies.

RHYMING SCHEME AND LITERARY DEVICES

No rhyme scheme is there in the poem. It is written in free verse.

Enjambment: When one sentence continues into two or more lines.

- Not a simple jab of the knife
Will do it. It has grown
Slowly consuming the earth
- Rising out of it, feeding
Upon its crust, absorbing
Years of sunlight, air, water,
And out of its leprous hide
Sprouting leaves.
- The most sensitive, hidden
For years inside the earth

Metaphor: indirect comparison

*Leprous hide - the uneven colour of the surface of the trunk of a tree is compared to the skin of a person suffering from leprosy.

*Bleeding bark - the sap coming out of tree where it is cut is compared to the bleeding from the wound in a human's body.

Alliteration: repetition of a consonant sound in 2 or more closely places words.

*Bleeding bark - 'b' sound

*White and wet - 'w' sound

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

*'Pulled out' is repeated

TITLE OF THE POEM

The title of the poem, 'On Killing A Tree' indicates the ironical fate of the tree. The poet states that a simple jab of knife cannot kill a tree as the tree has grown slowly consuming the earth and absorbing years of sunlight, air and water. Moreover, when it is hacked and chopped, the bleeding bark heals itself. To kill a tree, its root is to be pulled out from the earth-cave. Thus, the poem describes the process of killing a tree. Hence, the title of the poem is apt.

THEME OF THE POEM

On killing a tree is a scathing criticism of human callousness and cruelty in chopping down trees for agriculture, urbanization and industrialization. Apparently, the poem reads like a 'How-to-Do' manual of killing a tree but actually, it is a passionate appeal not to cut trees. The poem also applauds the sturdiness and resilience of trees in that they take all kinds of wounds and attacks in their stride but refuse to die and bounce back into life by healing themselves in due course of time. One wonders if humans can ever have this kind of attitude to life.

MESSAGE OF THE POEM

The poem conveys the message that trees are living beings just like any other form of life. They have strong survival instincts and can withstand any type of assault, trauma or crises. It is not easy to kill them for they have a never-say-die attitude.

Every time they are attacked, injured or scraped, they heal themselves and regain their glory. However, if they are uprooted and left in sun and air, they die. We humans must live as trees do.

Short Answer Type Questions:

Q1. Can a "simple jab of the knife" kill a tree? Why not?

Ans. Simple jab of a knife can certainly not kill a tree. It can merely injure it and cause its sap to ooze out like blood. The real life of a tree comes from the roots that provide it nourishment and firmly hold it.

Q2. How has the tree grown to its full size?

Ans. The tree has grown to its full size gradually. It has grown by slowly

consuming the earth. It has risen out of the earth and has fed upon its crust. It has also absorbed light, air and water for years. Leaves have sprouted out of its discoloured bark.

Q3. In the phrase ‘consuming the earth’, who consumes the earth and how?

Ans. It is the tree that consumes the earth by drawing its nourishment from the soil through its roots. The diet required by the tree lies deep inside the earth and the root sucks and absorbs nutrients and nourishes the tree.

Q4. What is the meaning of ‘bleeding bark’? What makes it bleed?

Ans. The ‘bleeding bark’ stands for the sap oozing out of the tree trunk when it is attacked with a knife or an axe. The word ‘bleeding’ is metaphorically used to compare the sap to the blood from a wound of a human being. It signifies the pain of the tree.

Q5. “No, the root is to be pulled out.” Why has the poet started this stanza with “No”? Or The poet says “No” at the beginning of the third stanza. What does he mean by this?

Ans. The poet uses ‘No’ to emphasize the fact that merely hacking and chopping are not sufficient for killing a tree. They can injure it, make it bleed, and cause pain. But killing a tree requires more ruthlessness and much more effort.

Q6. What is the meaning of “anchoring earth” and “earth cave”?

Ans. “Anchoring earth” means the earth which gives a firm grip to the tree and keeps it from falling. Just as a ship anchored in the sea stays in its place securely and steadily, similarly the tree stands secure and stable with the support of the earth. “Earth cave” refers to the depth under the earth where the root of a tree remains sheltered safely for years. It is firmly attached to this point and a cave-like hollow is created when the root is pulled out.

Q7. What finally kills the tree?

Ans. The withering of the pulled-out root finally kills the tree. The root of a tree is the source of its strength. Once it is pulled out, it can no longer nurture the tree. The root is sensitive to sunlight and air. Once exposed, it gets dehydrated, brown and twisted. Ultimately it dries up and the tree yields to death.

Q8. What does the poet mean by ‘the strength of the tree exposed’?

Ans. Once the tree is uprooted, the roots are exposed.

The roots are responsible for providing nutrition and support for the tree. Pulling it out of the ground would expose it to the onslaught of air and sunlight. This would cause the demise of the tree.

LONG ANSWER QUESTIONS

Q1. How does the poet describe the methods of killing a tree in the poem 'On Killing a Tree'?

Ans.. In the poem 'On Killing a Tree', the poet Gieve Patel describes how a tree is tortured by man for its complete annihilation. Killing a tree is a difficult task because a tree grows slowly by consuming the earth and absorbing sunlight and air. It cannot be killed by a simple jab of knife, or even by hacking and chopping. The bleeding bark of the tree will heal itself, sending out shoots and branches that will help it regrow to its former size.

The tree's roots are firmly fixed in the anchoring earth and, in order to kill a tree, it must be uprooted. It is to be roped, tied and pulled out from the earth-cave. After uprooting, the root is to be exposed to sunlight and air for scorching and choking. Then, it goes through a process of browning, hardening, twisting and withering. Then only the tree is killed completely.

Q2. Justify the title of the poem 'On Killing a Tree'.

Ans. The title, 'On Killing a Tree' is ironical, and is apt and justified. The tree has been personified by the poet Gieve Patel. He laments the deforestation that is taking place. The poet says that the act of killing a tree is a ceremonial task. The tree grows up consuming nutrients from the soil and absorbing sun, air and water and becomes stronger.

A simple jab with a knife, or hacking and chopping cannot kill a tree, because the tree will regenerate. To kill a tree, the roots have to be pulled out of the anchoring earth, exposed to the sunlight and air for scorching and choking. The act of killing a tree becomes complete when the tree becomes completely withered and dies.

MODALS(RECAP)

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.

Exercises:

Q1. Complete the following passage using suitable modals:

Those students who are disobedient (a).....be punished lest the discipline of the (b) be spoiled. The parents (c) not appreciate physical punishment but some unruly students (d) not be controlled without physical force. A student (e) not realize the importance of discipline now: but later in life they (f).....definitely come to know about it.

Q2. Fill in the blanks with the appropriate form of the modals.

- (a) you touch your toes without bending your knees?
- (b) I leave now?
- (c) It rain tonight.
- (d) Hebe sick; his eyes are red and watery.
- (e) Younot drive after drinking.
- (f) you like to have a glass of milk?
- (g) If you know what is good for you, you..... give up smoking.
- (h) You don't.....to get an X-ray.
- (i) He.....have been in a lot of pain.
- (j) Weeat a lot of sugar but we don't anymore.

Class IX MOMENTS-CH. 8 :A HOUSE IS NOT A HOME

WORDS MEANING

Isolated (Adj.)- Alone

Rescued (V)- Saved

Casualty (Noun)- Victim

Weird (Adj.)- Strange

Geek (Noun)- Boring Person

SUMMARY(Not to be written in the notebook)

The story revolves around Zan. He was sad as he got into a new high school. He did not have his old friends and was a junior there. He missed the old school and would visit it often. He had enjoyed being a senior there. To add to his miseries, one Sunday afternoon, his house caught fire. Other than a few papers and photos of his father that were retrieved by his mother, they lost everything. Zan did not even have a pair of shoes. His pet cat was also missing.

Zan got depressed and did not want to attend school. He realized that he could not soak up in his sadness as they had to rebuild their life. They needed a new house, clothes, books, etc. They did not have any cash, credit cards or identity proofs and had to borrow money from his grandparents.

One day at school, Zan was astonished to see a table full of things – books, stationary items, clothes, etc which had been collected by his classmates. They were helping Zan. Zan was overwhelmed and made friends. He came out of the depression and realized that life was beautiful. Zan saw his house being rebuilt and felt that same was happening with his life too.

A kind woman returned his cat which had run away on being scared of the fire. Zan became full of life when he realized that life was not about material possessions but about love, affection and being with one's loved ones.

TITLE OF THE STORY

The title, 'A house is not a home' means that a house is made up of walls and bricks but a home is made up of love, relationship and feelings. The author is a teenager who explains that when there was fire, the house lit up in flames and everything got destroyed.

But the author had a mother, a cat and his friends who were his companions and shared love. So, the title is justified because the feelings that are in the house never burn.

THEME OF THE STORY

The story traces the problems that one faces when an older way of living comes crashing down, forcing one to rebuild life from scratch. It examines how a seemingly tough situation can be turned into an advantageous one, with the right attitude.

The narrator's house gets destroyed by fire and he gets a new house. This story also reflects the challenges of being a teenager and the way he

overcomes all the problems.

Lastly, the narrator realizes that his home is the one built by the love and affection of his family and loved ones which is more precious than anything else.

MESSAGE OF THE STORY

The story highlights the importance of keeping an open mind and not being depressed by the problems and challenges that are an important part of life. It reiterates that every dark cloud has a silver lining.

SHORT ANSWER TYPE QUESTIONS

Q1. What does the author notice one Sunday afternoon? What is his mother's reaction? What does she do?

Ans. One Sunday afternoon, the author noticed a strange smell. Then he saw smoke pouring in through the seams of the ceiling and filling the room very quickly. They could barely see anything. By the time they ran out into the front yard, the roof was already engulfed in flames and was spreading very quickly.

His mother ran back into the house. She had brought out a small metal box full of important documents. She wanted to bring out important things from the house one by one. She was in a 'crazed state'.

Q2. Why does the author break down in tears after the fire?

Ans. After the fire, he broke down into tears because it suddenly struck him that he was suffering a big loss. He realized that his cat could not be seen anywhere. Then, everything hit him at once – the new school, the fire, and his cat. That was when he broke down and cried.

Q3. Why is the author deeply embarrassed the next day in school? Which words show his fear and insecurity?

Ans. The author is deeply embarrassed the next day in school because when the fire broke out, he was still wearing the dress he had worn to church that morning but he had no shoes as he had lost them in the fire. So he had to borrow some tennis shoes from his aunt. He was totally embarrassed by everything. The clothes he was wearing looked weird, he had no books or homework, and his backpack was gone.

Words used in the lesson that show his fear and insecurity are "...outcast and geek..." "...like a zombie.", "...wanted to curl up and die." , "Everything felt surreal", "All the security...had all been ripped away".

Q4. The cat and the author are very fond of each other. How has this been shown in the story? Where was the cat after the fire? Who brings it back and how?

Ans. The author had great affection towards his cat. He cried inconsolably when he couldn't find his cat after the fire. He would regularly go to the site of his house in the hope of finding the cat. He remembered how the cat would crawl into his pocket and fall asleep and missed her terribly.

The cat was so freaked by the fire that it ran a mile away from the house. A woman found her and took her in. She located the author's number on the cat's collar.

However, she couldn't reach them as the phone had been disconnected because of the fire. The woman then made personal efforts to find the author and returned back the cat.

Q5. What actions of the schoolmates change the author's understanding of life and people, and comfort him emotionally? How does his loneliness vanish and how does he start participating in life?

Ans. The schoolmates showed genuine concern for the author in spite of not knowing him well. They helped him by collecting supplies, books and clothes for him. People whom he

had never spoken to before started coming to him and befriending him. They also called him to their houses. The author made new friends. He was overwhelmed by their love and cooperation. He realized that his new school and new people around him were good. He stopped focusing on his feeling of fear and insecurity and became confident that everything will be alright.

Q6. What is the meaning of "My cat was back and so was I"? Had the author gone anywhere? Why does he say that he is also back?

Ans. After the fire, the author loses interest in life. He feels that he has lost everything and feels depressed. He remembers his old school teachers. The fire reduces his house to ashes and he misses his cat very much. After he gets books and other items from his schoolmates, he feels a sense of newfound security. The recovery of his cat is like the icing on the cake. He gets back his best mates. Now both he and his cat are back to normalcy. The author had not gone anywhere. It was a state of mind. He recovers from a gloomy state and starts enjoying his life with the cat. His statement indicates that he has begun picking up fragments of life.

LONG ANSWER TYPE QUESTIONS

Q1. The value of a person in one's surrounding is truly known in one's hardships. Comment with reference to the story.

Ans. People in one's surroundings are sometimes indifferent and less cooperative. They keep themselves busy in their own business but they are truly known in one's hardships when they come forward to support wholeheartedly to the sufferer. In this story, the author felt uncomfortable in the new school because he was not familiar with the school environment,

teachers and class-mates. When he lost each and everything in the fire, he felt insecure and in this harsh time, his school mates introduced themselves to him. They all contributed and gifted him school supplies and other things. As everyone was aware of his plight, all the teachers knew about his hardship.

Thus, the sympathy and cooperation in the school comforted him. Now, his opinion changed about his new school and he started making friends.

Q2. What values in Zan's mother endeared the author to her?

Ans. Zan's mother was his sole support after the death of his father. She carried out her responsibilities as a single parent with complete devotion. Zan loved her a lot and obeyed all that she asked him to do because he respected her for her value of devotion towards him. He willingly changed school and tried to adjust to the new environment. His mother valued memories and knew the significance of the letters and pictures of her late husband. She risked her life to recover these things and thus displayed the value of courage. She possessed emotional strength and hence quickly brought back normalcy to Zan's life by sending him to school the next day after the incident. Zan admired her because of her positive values both as a mother and as a human being. That is why he rushed after her to save her from the fire, without worrying about his own safety, because he did not want to lose her at any cost.

MOMENTS-CHAPTER 7:THE LAST LEAF

WORDS MEANING

Janitor(n): caretaker of the building

Feeble(adj): weak

Wicked (adj): morally bad

Reluctantly (adv): with hesitation

Tiptoed (verb): walked silently

SUMMARY(Not to be written in the notebook)

Two friends Sue and Johnsy live together in a rented apartment. Johnsy contracts pneumonia and loses her desire to live. She announces that she would die when the last leaf fell off the ivy creeper that could be seen from the room's window. When the last leaf falls off, their neighbour, Mr Behrman goes out in the storm to paint one. This gives hope to Johnsy. On the other hand, Mr Behrman contracts pneumonia and dies.

TITLE OF THE STORY

As the title suggests, the story revolves around the importance of a single leaf on a tree. The leaf is particularly important in saving the life of a girl, who had convinced herself that she would die the moment the last leaf fell off the tree. However, the leaf miraculously stays on the tree, giving the girl hope to survive. The title also refers to the fact that the leaf is the last artwork made by an out of work painter, which also becomes his masterpiece.

THEME OF THE STORY

The story explores the idea of the impact of true art, and what makes a painting a true masterpiece. It also highlights the themes of selflessness and the supreme sacrifice of self to save the life of another human being. It also explores the loyalties of a true friendship, and the levels to which we can go to help a friend.

MESSAGE OF THE STORY

The story shares a message of the power of love and friendship. It reminds us that selflessness is the highest virtue one can attain. The Last Leaf is a story with a lot of values. It is true that a real friend is one who helps you in need.

The determination and strong willpower helps a patient recover sooner.

SHORT ANSWER TYPE QUESTIONS

Q1. What is Johnsy's illness? What can cure her, the medicine or the willingness to live?

Ans: Johnsy, a young artist, was ill. She was suffering from pneumonia. But later on she suffered from a misconception that she would die as soon as the last leaf on the creeper would fall down. The medicine had no

effect on her. Her willingness to live could cure her.

Q2. Do you think the feeling of depression Johnsy has is common among teenagers?

Ans: Life has two aspects i.e. positive and negative. It depends upon us how we take it. Nowadays it is very common that teenagers are getting depressed because of cut-throat competition. On the other hand, a majority of teenagers who take life positively and face difficulties boldly, never lose hope and proceed further.

Q3. Behrman has a dream. What is it? Does it come true?

Ans: Behrman had a dream to paint a masterpiece in his life. He kept waiting for the opportunity to give it a practical shape. Yes, he could materialize his dream when he painted the last leaf of the ivy creeper and saved Johnsy's life

Q4. What is Behrman's masterpiece? What makes Sue say so?

Ans: Behrman was a 60-year old artist who had a dream to paint a masterpiece. His painting of an ivy leaf was his masterpiece which saved the life of Johnsy. It was such a painting that it was not easy to make out whether the leaf was real or it was just a painting. When Behrman died of painting this life-saving painting which saved Johnsy's life, Sue called it a masterpiece.

Q5. Why was Sue worried when Johnsy fell ill?

Ans: Sue was worried because Johnsy would lie on her bed without moving, and would just gaze out of her window all day. Even though the doctor came every day, there was no change in her condition.

LONG ANSWER TYPE QUESTIONS

Q1. Do you think Behrman was a great artist or a great human being? Give reasons for your answer.

Ans. In my opinion, Behrman was a great human being. No doubt he was a talented artist, which is evident from his painting of the leaf on the wall. The painting was so realistic that everyone thought it was a real leaf, which saved Johnsy's life. Johnsy had made up her mind that she would die of her illness the day the last leaf fell off the creeper.

However, Behrman decided to help Sue, her friend, who was worried about the effect the falling of the last leaf would have on Johnsy. This shows how caring, selfless and concerned he was. He went out in the stormy and cold night to paint the leaf, and came back soaked to the skin, in no condition to even remove his wet clothes and shoes. He made the supreme sacrifice of his life to save the life of another human being.

Q2. Compare and contrast the characters of Sue and Johnsy?

Ans: Sue and Johnsy were both artists and good friends. They shared a small flat in an old building. Sue was a very loyal and caring friend. She did everything she could do to take care of Johnsy when she fell ill with pneumonia. She not only took care of Johnsy physically, but also helped by earning money by selling her paintings. She cooked and ensured that Johnsy received the best treatment.

Johnsy on the other hand appears to have been a depressed and gloomy person, who is very self-absorbed. She did not have the will to fight against her illness, and did not respond to the doctor or to Sue's care and concern. She was highly imaginative and superstitious, as she came to believe that her life was linked to the number of leaves on the creeper outside her window. She believed that she would die the day the last leaf of the creeper fell.

It was because of this stubborn belief that Behrman, an older artist, lost his life when he went out in the storm to paint a leaf onto the creeper so that Johnsy would not realise that the last leaf had actually fallen.

SUBJECT VERB AGREEMENT(RECAP)

Subjects and verbs must agree with each other in number for a sentence to make sense.

Q1. Choose the correct form of the verbs given in the brackets in the following sentences:

- (a) A dog..... a faithful animal.(is/are)
- (b) Neither my parents nor relatives..... present yesterday at the party.(was/were)
- (c) Each of the boys honest.(is/are)
- (d) The entire class as well as the principal, agreed to the proposal.(has/have)
- (e) Neither Rasipa nor Reeta present.(is/are)
- (f) His briefcase and wallet been lost.(has/have)
- (g) Politics his bread and butter.(is/are)
- (h) The committee issued its report.(has/have)
- (i) Three parts of the business left for me to do.(is/are)
- (j) Either he or I..... mistaken.(am/are)

Q2. Supply a verb in the blanks in agreement with its subject.

- (a) No newsgood news.
- (b) The girl and the boydisappeared.
- (c) One-third of the town.....flooded.
- (d) "The Three Idiots"directed by Raju Hirani.
- (e) Bhagwan Das, the writer, and the poet..... passed away.
- (f) Saffron, white and green..... the colours of the Indian flag.
- (g) Chicken and cheese my favourite breakfast.
- (h) The crewforced to get off the plane.
- (i) The ship, with its crew, not traceable.
- (j) Nobody agreed. There many objections to the proposal.

Class- IX Beehive - Chapter 8 - Reach for the Top 2

WORDS MEANING:

1. Disarming (adj.) – getting rid of hostility or suspicion, usually through using charm.

2. Poised beyond her years (adj.) – More calm and confident than other people of her age usually are

3. Endure (verb) – experienced and be able to cope up with prolonged pain

4. Fervent (adj.) - having strong and sincere feelings

5. Pinnacle (noun) – highest point

SUMMARY (Not to be written in the notebook)

This write up about Maria Sharapova inspires us to remain determined and make sacrifices in order to fulfill our dreams. On 22 August 2005, Maria became the top seeded player in the world women's tennis player rankings. She made great sacrifices to achieve her goal.

At the tender age of nine, she left her home in Siberia, Russia to get training in tennis. She went to Florida in USA with her father. Maria suffered a painful separation from her mother for a period of two years. She could not see her father too as he remained busy working, arranging funds for all her needs. She was bullied by her seniors and being a foreigner, she had to suffer all that patiently. Maria did not feel depressed, rather she was prepared for greater insults too in order to achieve her aim.

Her mantra for success is to work hard and face the toughest competition. Although she was trained in the US, she considers herself to be a Russian and is willing to represent Russia at the Olympics too.

Her favourite hobbies are fashion, singing and dancing. She loves reading novels written by Arthur Conan Doyle. Her love for fashionable evening gowns is in contrast to her liking for pancakes with chocolate spread and orange flavoured aerated drinks. The monetary gains and the fame incurred by Maria are well deserved.

Title Justification

Reach for the Top is a very appropriate title for this account of Maria Sharapova's journey, when at the age of nine, she came from the frozen plains of Siberia to USA with her father to train in tennis to achieve the world number one position in women's tennis. The 'top' symbolizes the highest point reached by Maria Sharapova. She reached this 'top' by the dint of her earnest efforts and diligent work. Thus, the title is apt in that it salutes the courage and strong will-power of this young tennis star who overcame all hardships and obstructions to reach the top.

Theme Of The Lesson

This biographical account focuses on the achievements of the tennis player, Maria Sharapova who earned the title of the world number one in woman's

tennis in 2005.

This reveals the heavy price Maria Sharapova had to pay for reaching the top—hard labour, rigorous training, and sacrifice. She had to face separation from her mother and stay in completely unfamiliar and hostile surroundings for years.

She also faced humiliation but never let it affect negatively. She had to undergo mental torture and bullying by other players too, but she did not let any of these problems deter her on her path to success.

She took these problems as challenges and with her mental toughness and competitive nature, she succeeded in achieving her goal.

Message of the Lesson

Maria Sharapova's success story imparts the message that sacrifice, diligence, hard work and dedication do not go unrewarded. Dreams can be realized only if one works earnestly, putting one's heart and soul in translating them into reality. Nothing can obstruct those who stick to their path with an unwavering devotion.

Short Answer Type Questions:

Q1. Why did Sharapova leave Siberia for the U.S.A.?

Answer. At the age of nine years, Maria Sharapova left Siberia for Florida in the U.S.A. She went there to attend a training camp for women tennis. She undertook hard training for two years. Her father Yuri also went with her.

Q2. At the age of nine years, what lesson had Sharapova learnt?

Answer. In the U.S.A. Maria Sharapova had to face a heart wrenching two-year separation from her mother. This separation made her learn an important lesson that tennis excellence would only come at a price.

Q3. How was Sharapova treated by the seniors in the training camp?

Answer. The seniors in the training camp treated her badly. She used to go to bed at 8:00 p.m. and the seniors would come at 11 p.m. to wake her up and order her to tidy up the room and clean it.

Q4. What does Maria Sharapova say about her Russian nationality?

Answer. Maria Sharapova speaks with a pronounced American accent, but proudly parades her Russian nationality. Clearing all doubts, she tells her blood is totally Russian. She is a Russian citizen and would play the Olympics for Russia if they want her to.

Q5. What does Maria Sharapova say about her Russian nationality?

Answer. Maria Sharapova speaks with a pounced American accent, but proudly parades her Russian nationality. Clearing all doubts, she tells her blood is totally Russian. She is a Russian citizen and would play the Olympics for Russia if they want her to.

Q6. Write in short Maria Sharapova's Journey to the top.

Answer. Maria Sharapova was born in Siberia, Russia. At the age of nine years she left Russia for Florida in the U.S.A. She went there with her father Yuri. She had to spend two hard years in the tennis training camp. It was a heart wrenching two-year separation from her mother as she could not accompany her due to visa restrictions. Maria Sharapova learnt an important lesson in her life that tennis excellence would only come at a price. The seniors in the training camp treated her badly. They asked Maria to tidy up the room and clean it. Instead of letting herself depressed, she became more quietly determined and mentally tough. Later, Maria Sharapova bagged the ladies single crown at Wimbledon in 2004. She attained the world number one position on 22nd August 2005. Today she is a tennis sensation.

LONG ANSWER QUESTIONS

Q1. What problems did Maria face as a child while she trained at the tennis academy in Florida? What sustained her?

Answer: As a young child Maria had to make many sacrifices and endure loneliness in her struggle to reach the top. She came to the U.S. at the young age of nine years without her mother, who could not accompany Maria and her father due to some visa restrictions. During the first two years of their heart-wrenching separation, she missed her mother terribly.

Though her father had accompanied her to the USA, he too could not frequently visit her as he had to spend a lot of time to earn money to pay for Maria's tennis training. Apart from it, the other trainees at the tennis academy in Florida bullied, tormented and humiliated her. They were inconsiderate to Maria who was much younger and woke her up late at night and made her tidy up and clean the room.

Yet, Maria never let these problems get the better of her. Her eyes firmly fixed on achieving her goal of becoming the number one player in women's tennis, Maria endured the hardships without thinking of quitting. In fact, the problems she faced strengthened her will-power and made her even more determined to succeed.

Q2. One has to sacrifice something to achieve something good in life. Do

you agree? Justify with reference to Maria Sharapova.

Answer: Yes, I agree without sacrifice one can never achieve good things in life. Maria Sharapova is an example of the truth of this statement. Maria Sharapova had to sacrifice her childhood pleasures in order to become a tennis star. She left her home at a tender age to achieve her goal in life.

At the age of nine, she came to USA with her father. Her mother could not accompany her as she had some visa restrictions. Her father, who had accompanied her to USA, had to work very hard to pay for her tennis training. She was not able to meet him often. At the hostel, she was bullied by the older players, who woke her up late at night to clean and tidy up the room. If she had not sacrificed her childhood, she would not have become a star.

Class IX Beehive Poem 9-THE SNAKE TRYING

BY: WWE Ross

WORDS MEANING

Reeds(noun) – water or marsh plants with thick stems

Pursuing(verb) – approaching towards something

Glides(verb) – move smoothly

Vanishes(verb) – disappear suddenly and completely

Ripples(noun) – a small wave or a series of waves

SUMMARY (Not to be written in notebook)

In the poem the snake trying, **the poet talks about a** snake. The poem revolves around a snake that is struggling after being hit by a stick. Furthermore, the stick is held by a person who intends to kill this snake. Moreover, the snake is trying to escape from this predicament. The message that the poet wants to convey is that not all snakes are harmful. Humans have this belief that all snakes are dangerous. Also, humans have this tendency to rush to kill a snake as soon as they spot one. The author tries to tell us that such thinking is not good and is harmful to the snake. Even if the snake is poisonous, it does not mean that it will necessarily harm us. The author tells us the condition of a harmless green-coloured snake as it tries to hide behind the green bushes. The snake hides to save itself.

RHYMING SCHEME AND LITERARY DEVICES

Rhyme scheme is absent. The poem is written in free verse.

LITERARY DEVICES

1. **Transferred epithet**: the adjective used with a noun refers to a noun other than the one with which it is used.

Pursuing stick - pursuing refers to the person who is holding the stick and not the stick itself.

2. **Alliteration**: the repetition of a consonant sound in 2 or more consecutive words.

He is harmless - 'h'

Title Justification

The poet tries to justify the snake by saying that it is a poor creature as it tries to save itself by hiding in water and bushes. People try to chase it away when they see it because they think that it can be pretty dangerous which is not so. It cannot even

harm a child and so the name of the poem is quite justified.

Theme of the Poem

The theme of the poem *The Snake Trying* is man's relationship with nature. The narrator offers us two possible ways we can relate to the natural world. The first way is to admire the beauty and grace of the snake. The small green snake is harmless, even to children. We can simply stand by and appreciate its grace and beauty. The second way to relate to nature is through fear and try to eliminate the cause of fear – the snake. Most people perceive the snake as being dangerous and attack it before it can harm them, even if it is lying peacefully until it is disturbed. It is a harmless snake, who is lying on the sand till he is chased by a human being with a stick. Yet, despite being attacked, the snake makes good its escape, rather than retaliate. The snake is in that case a victim.

Message of the Poem

In the poem the poet tries to say that human beings react to snakes based on their own fears. He points out that not all snakes are poisonous; in fact, some of them are quite harmless. It is cruel to attack a snake as soon as we see it. Even if a snake is poisonous, it will do us no harm if it doesn't see any danger from us because a snake only bites in self-protection. Otherwise, it is as harmless as any other creature. Sadly human beings are the ones who attack a snake without provocation.

Short Answer Type Questions:

Q1. What is the snake trying to escape from?

Ans. The snake is trying to escape from an assault on him. He is being chased by a man with a stick in his hand. The snake fears that the man wants to kill him by hitting him with the stick. The snake intends to evade being struck by the stick.

Q2. Why does the snake suddenly curve his body?

Ans. The snake, lying comfortably on the sands on the bank of a pond, suddenly notices a person trying to kill him with a stick. Naturally, he cannot remain to lie at rest when face to face with death. He twists and wriggles his body to avoid being struck by the stick.

Q3. Where was the snake before anyone saw it and chased it away? Where does the snake disappear?

Ans. Before being seen by anyone, the snake was lying comfortably on the sandy banks of the pond. After getting noticed and chased, he moved swiftly to the pond, got in the water and reached the other side to disappear in the slim and green reeds growing over there.

Q4. What does the poet wish for the snake?

Ans. The poet wishes a safe and free life for the snake. He does not want any human being to feel threatened by the snake and wants him to be left alone. He desires a peaceful coexistence for the snake and human beings.

Long Answer Type Questions:

Q1. The poem 'The Snake Trying' by W.W.E. Ross presents two divergent attitudes towards the snake.

Ans. The poem 'The Snake Trying' by W.W.E. Ross presents two divergent attitudes towards the snake. The man with the stick shows a cruel and unsympathetic attitude. He believes that all snakes are poisonous and a threat to human beings. Therefore, although this particular snake is lying comfortably on the sandy bank with no intention of harming anyone, the man chases it with the stick, the moment he sees it. The poet, on the contrary, has a loving and kind attitude towards the snake. He does not find it to be ugly or terrifying. Instead, he finds beauty and elegance in his body and displays appreciation for the appealing looks of this creature. Moreover, the poet seems to have a thorough knowledge of the behaviour of the different varieties of snakes. He informs the man with the stick that the snakes with thin, green bodies are absolutely harmless and cannot harm even children. He does not want such a harmless snake to be killed. Instead he should be permitted to escape to safety by hiding himself among the reeds.

Q2. Why does the man want to kill the snake? How does the snake protect itself?

Ans. Seeing the snake lying on the sand, the man sees it as a potential threat and reacts to it in that manner. He takes a stick and rushes to attack the snake. He tries to kill it, or at least hurt it. The snake, which is a garden snake, and not dangerous even to children, makes good its escape. He does not react even to provocation. He only tries to escape before the man can reach it and kill it. The movement of the snake is very graceful and elegant. The snake does not stick to one straight path but wends its way in and out of the path. At last, the snake floats over the water and hides itself among the green reeds.

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.

Class-IX

Subject Verb Agreement

Subjects and verbs must agree with each other in number for a sentence to make sense.

THE TWENTY RULES OF SUBJECT VERB AGREEMENT

1. Subjects and verbs must agree in number. When subject is singular, the verb will also be singular.

The dog growls when he is angry.

The dogs growl when they are angry.

2. Subordinate clauses that come between the subject and verb don't affect their agreement.

The dog, who is chewing on my jeans, is usually very good.

3. Prepositional phrases between the subject and verb usually do not affect agreement.

The colours of the rainbow are beautiful.

4. When sentences start with "there" or "here," the subject will always be placed after the verb. Some care needs to be taken to identify each part correctly.

There is a problem with the balance sheet.

Here are the papers you requested.

5. Subjects don't always come before verbs in questions. Make sure you accurately identify the subject before deciding on the proper verb form to use.

Where are the pieces of this puzzle?

6. If two subjects are joined by "and," they typically require a plural verb form.

The cow and the pig are jumping over the moon.

7. The verb is singular if the two subjects separated by "and" refer to the same person or thing as a whole.

Red beans and rice is my mom's favorite dish.

The owner and CEO of Nike has been arrested.

8. If one of the words "each," "every," or "no" comes before the subject, the verb is singular.

No smoking or drinking is allowed.

Every man and woman is required to check in.

9. If the subjects are both singular and are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," the verb is singular.

Either Jessica or Christian is to blame for the accident.

10. The only time the object of the preposition decides plural or singular verb forms is when noun and pronoun subjects like "some," "half," "none," "more," or "all" are followed by a prepositional phrase. Then the object of the preposition determines the form of the verb.

All of the chicken is gone.

All of the chickens are gone.

11. The singular verb form is usually reserved for units of measurement or time.

Four quarts of oil was required to get the car running.

12. If the subjects are both plural and are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," the verb is plural.

Not only dogs but also cats are available at the animal shelter.

13. If one subject is singular and the other is plural, and the words are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," use the verb form of the subject that is nearest the verb.

Either the bears or the lion has escaped from the zoo.

Neither the lion nor the bears have escaped from the zoo.

14. Indefinite pronouns typically take singular verbs (with some exceptions).

Everybody wants to be loved.

Nobody likes to be alone.

Somebody is waiting for you.

15. The exceptions to the above rule include the pronouns "few," "many," "several," "both," "all," and "some." These always take the plural form.

Few were left alive after the flood.

16. If two infinitives are separated by "and," they take the plural form of the verb.

To walk and to chew gum require great skill.

17. When gerunds are used as the subject of a sentence, they take the singular form of the verb. However, when they are linked by "and," they take the plural form.

Standing in the water was a bad idea.

Swimming in the ocean and playing drums are my hobbies.

18. A collective noun, such as "team" or "staff," can be either singular or plural depending upon the rest of the sentence. Typically, they take the singular form, as the collective noun is treated as a cohesive single unit.

The herd is stampeding.

19. Titles of books, movies, novels, and other similar works are treated as singular and take a singular verb.

The Burbs is a movie starring Tom Hanks.

20. Final rule: Remember, only the subject affects the verb! Nothing else matters.

Jacob, who owns sixteen houses, is on his way to becoming a billionaire.

Exercises:

Q. Choose the correct form of the verbs given in the brackets in the following sentences:

1. Each of these producers..... his own advantage. (has, have)
2. Ten miles..... long distance, (is, are)
3. Many of the students hard to pass their entrance exam. (try, tries)
4. The furniture in his house..... impressive. (look, looks)
5. Few students..... present in the class today. (is, are)
6. Ritesh, my best friend..... leaving for Japan next week. (is, are)
7. One of my friends..... a government employee. (is, are)
8. The level of intoxication..... from subject to subject. (vary, varies)
9. Either boys or girls..... telling lies. (is, are)
10. A number of people..... reported to be missing in the train accident at Jhansi. (was, were)

Q. Supply a verb in the blanks in agreement with its subject.

- (a) No news good news.
- (b) The girl and the boy disappeared.
- (c) One-third of the town flooded.
- (d) "The Three Idiots" directed by Raju Hirani.
- (e) Bhagwan Das, the writer, and the poet, passed away.
- (f) Saffron, white and green the colours of the Indian flag.
- (g) Chicken and cheese my favourite breakfast.
- (h) The crew forced to get off the plane.
- (i) The ship, with its crew, not traceable.
- (j) Nobody agreed. There many objections to the proposal.

Answer:

- (a) is
- (b) have/had
- (c) was
- (d) is
- (e) has
- (f) are
- (g) is
- (h) was
- (i) was
- (j) were

Q. Choose the most appropriate option:

1. The government will _____ the order soon.

- A. passed
- B. passes
- C. pass**
- D. has passed

2. The poor _____ suffered a lot due to the pandemic.

- A. have**
- B. are
- C. is
- D. has

3. The teacher and the students _____ arrived.

- A. has
- B. have**
- C. will
- D. are

4. The event _____ earlier than the schedule.

- A. begin
- B. begins
- C. began**
- D. begun

5. Many people _____ registered for the course.

A. have

B. has

C. having

D. is

6. Two-third of the pantry _____ full.

A. are

B. were

C. have

D. is

7. The timing _____ inappropriate.

A. were

B. was

C. has

D. have been

8. The package _____ to be carried carefully.

A. is

B. are

C. have

D. were

9. Joshua, with his members, _____ really well.

A. sing

B. singing

C. have sung

D. sings

10. We should definitely _____ that lake.

A. visit

B. visits

C. visiting

D. visited

DETERMINERS (GRAMMAR)

What are Determiners?

- Words that ‘specify’ or ‘determine’ the reference of nouns and noun phrases.
 - Indicates which things or people we are taking about.
 - Limit the meaning of the noun that follow them.
- | | |
|---|--|
| <ul style="list-style-type: none"> • <u>a</u> • <u>the</u> • <u>my</u> • <u>this</u> • <u>some</u> | <ul style="list-style-type: none"> • <u>first</u> • <u>three</u> • <u>each</u> • <u>Little</u> • <u>which</u> |
|---|--|

Kinds of Determiners

<u>Kind of Determiner</u>	<u>Determiners</u>	<u>• Usage</u>
Articles	A, an, the	<ul style="list-style-type: none"> • The new plant has a flower. • The old man and the young boy went for a walk.
Demonstratives	This, that, these, those	<ul style="list-style-type: none"> • Can you give me this pen. • Those children are naughty
Possessives	My, his, her, your, its, their	<ul style="list-style-type: none"> • Our house is on a hill. • Their car broke down in front of the mall.
Quantifiers	few, a few, the few, little, a little, the little, all, many, both, enough, more, much, some, whole, several etc.	<ul style="list-style-type: none"> • Most schools today have a computer lab. • It has not made any difference to me. • He drank a lot of water.
Ordinals	First, second, third, next, last	<ul style="list-style-type: none"> • He is the last man to help you. • I shall meet him the

		next week.
		<ul style="list-style-type: none"> • He is the first boy who has joined this school.
Cardinals	One, two, ninety	<ul style="list-style-type: none"> • There were only five girls in the class.
		<ul style="list-style-type: none"> • She lived for eighty years.
		<ul style="list-style-type: none"> • He has two daughters.
Distributives	Each, every, either, neither	<ul style="list-style-type: none"> • He met each guest.
		<ul style="list-style-type: none"> • Either of the two girls should come here.
		<ul style="list-style-type: none"> • Neither member came to attend the meeting.
Pre determiners	the words which occur before a determiner to limit the meaning of a noun.	<ul style="list-style-type: none"> • Both the boys were present.
	all, all of, half, half of, both, double, twice, quite, rather, such, what etc.	<ul style="list-style-type: none"> • It was quite a shock. • You will get all the information.
Interrogatives	what, which, whose etc.	<ul style="list-style-type: none"> • What subjects are you studying? • Which painting would you like to buy? • Whose house is this?

Q.1.Fill in the blanks with an appropriate determiner.

1. I would like to ask questions.

- a) few
- b) a few
- c) the few

2. I didn't find there.

- a) no one
- b) anyone

c) Someone

3. Very politicians are really honest.

a) few

b) a few

c) the few

4. mangoes kept in the red basket are ripe.

few

a few

the few

5. agreed to come with me.

a) someone

b) anyone

c) all

6. She doesn't have friends.

a) many

b) much

c) some

7. I had to help me.

a) anyone

b) no one

c) each one

8. There are birds on the tree.

a) some

b) any

c) so

9. house is this?

a) What

b) Whose

c) When

10. I would like to find books on western philosophy.

a) some

b) any

c) no

11. I don't have money.

a) many

b) much

c) Little

12. Does know where she lives?

a) anybody

b) somebody

c) nobody

Q.2. Choose the appropriate quantifiers to complete the sentences.

1. He is an expert on languages, but he knows ---- about mathematics.

a) few

b) little

c) a lot of

d) several

2. I don't think there will be a severe shortage of usable water because there was ---- rain fall yesterday.

a) little

b) few

c) any

d) a lot of

3. Unfortunately, I have ---- talent for music although I have always wanted to be a famous singer.

a) little

b) few

c) a few

d) plenty of

4. There were ---- people at the meeting earlier but most of them left early so there aren't many left now.

- a) little
- b) few
- c) much
- d) several

5. Although she thought she knew ---- about the subject, the teacher asked a few details she hardly remembered.

- a) several
- b) much
- c) many
- d) any

6. ---- people enjoy the performance of the theatre company but I don't think it is a successful one.

- a) Much
- b) Several
- c) Every
- d) No

7. I had to live in Paris and Madrid for many years because of my business but I don't like ---- city much.

- a) all
- b) whole
- c) either
- d) Neither

8. Both players in the tennis match have been warned by the referee but ---- of them seems to take it seriously.

- a) none
- b) either
- c) every
- d) neither

9. In my country, ---- universities offer a wide range of courses. That's why they are preferred by foreign students as well.

- a) every
- b) each
- c) a great deal of

d) most

10. The vocabulary list had been memorized by ---- of the students and each one scored over 80 percent in the exam.

a) every

b) all

c) a little

d) the whole

DESCRIPTION

Description is a collection of related sentences dealing with a single topic. Although the focus is on factual accuracy, stylistic creativity and innovation which makes the description more interesting for the reader. Thus, a description is a writing task in which a person, place, event or a process is described.

GENERAL POINTS:

- A good Descriptive Paragraph needs to have a topic sentence that addresses the main point and the details that help describe and support the topic sentence which leads to weaving the Description around.
- Use Figurative and precise language.
- Use specific adjectives, nouns and strong action verbs to give life to the picture you are painting in the reader's mind.
- Good descriptive writing is organized in a proper sequence.
- It contains a concluding sentence that reviews what the paragraph was about.

DESCRIBING A PERSON:

- When describing a person, give physical description, followed by how that person thinks, feels and acts.
- Be observant and have an eye for details.
- Describe the details in a proper sequence.
- Describe physical appearance, gestures, facial expressions, tone and voice.
- Describe Intellectual qualities: Imaginative, Intelligent, Introvert, Extrovert, Pessimist, Optimist etc.
- Describe Emotional/ Moral qualities: Trustworthy, Sincere, Confident, Patient.
-

DESCRIPTION OF A PERSON

SAMPLE QUESTION:

□ **The traits of a famous musician are given below. Use these and your own details and write a Descriptive Paragraph in about 100 -150 words.**

A.R Rahman- The Mozart of Madras

A. R. Rahman: Indian composer, singer, songwriter, music producer, musician and philanthropist; born.in Chennai on 6 January 1967; graduated from Trinity College, Oxford

University; famous in integrating Indian classical music with electronic music, world music and traditional orchestral arrangements; recipient of the Padmashri and the Padma Vibhushan awards; two Oscars and a Golden Globe; a notable humanitarian and philanthropist; donates and raises money for a number of causes and charities.

□ A.R. Rahman (Allah Rakha Rahman) is an Indian composer, singer, songwriter, music producer, musician and philanthropist who was born in Chennai on 6 January 1967. Rahman was earlier known as A.S. Dileep Kumar before he converted from Hinduism to Islam. He is a graduate from Trinity college, Oxford Univeristy. His extensive body of work for film and stage earned him the nickname of ‘the Mozart of Madras’. He first debuted with the movie ‘Roja’.

He is famous in integrating Indian classical music with electronic music, world music and traditional orchestral arrangements. He is the recipient of the Padmashri and the Padma Vibhushan awards. He has won two Oscars and a golden globe too. He is a notable humanitarian and philanthropist. He does a lot of charity work too; he donates and raises money for a number of causes and charities. Men like him are hard to find.

PRACTICE QUESTION:

□ Look at the following points and develop them into a descriptive paragraph.

Name : Dr. Kiran Mazumdar Shaw

Parents : Gujarati

Father: Rasendra Mazumdar, formerly head Brewmaster at United Breweries

Education : Schooling from Bishop’s Cotton Girls’ High School Bachelor’s degree

in Zoology from Bangalore University went to the Federation University (Australia) to study Malting and Brewing (1974) Aspired to medicine but could not

Chairperson and Managing Director: Biocon Ltd

Chairperson : IIM Bengaluru

Recognition : Honoured with numerous national and international awards

Special achievement : Listing in the Forbes Magazine as most powerful woman in the world at 77th and 71st position in 2016 and 2017 respectively.

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:

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 100-120 words:

1. Fools cannot 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.

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:

Q1. 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.

Writing Skills -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 rebellious watches 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.

Class-IX

Subject Verb Agreement

Subjects and verbs must agree with each other in number for a sentence to make sense.

THE TWENTY RULES OF SUBJECT VERB AGREEMENT

1. Subjects and verbs must agree in number. When subject is singular, the verb will also be singular.

The dog growls when he is angry.

The dogs growl when they are angry.

2. Subordinate clauses that come between the subject and verb don't affect their agreement.

The dog, who is chewing on my jeans, is usually very good.

3. Prepositional phrases between the subject and verb usually do not affect agreement.

The colours of the rainbow are beautiful.

4. When sentences start with "there" or "here," the subject will always be placed after the verb. Some care needs to be taken to identify each part correctly.

There is a problem with the balance sheet.

Here are the papers you requested.

5. Subjects don't always come before verbs in questions. Make sure you accurately identify the subject before deciding on the proper verb form to use.

Where are the pieces of this puzzle?

6. If two subjects are joined by "and," they typically require a plural verb form.

The cow and the pig are jumping over the moon.

7. The verb is singular if the two subjects separated by "and" refer to the same person or thing as a whole.

Red beans and rice is my mom's favorite dish.

The owner and CEO of Nike has been arrested.

8. If one of the words "each," "every," or "no" comes before the subject, the verb is singular.

No smoking or drinking is allowed.

Every man and woman is required to check in.

9. If the subjects are both singular and are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," the verb is singular.

Either Jessica or Christian is to blame for the accident.

10. The only time the object of the preposition decides plural or singular verb forms is when noun and pronoun subjects like "some," "half," "none," "more," or "all" are followed by a prepositional phrase. Then the object of the preposition determines the form of the verb.

All of the chicken is gone.

All of the chickens are gone.

11. The singular verb form is usually reserved for units of measurement or time.

Four quarts of oil was required to get the car running.

12. If the subjects are both plural and are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," the verb is plural.

Not only dogs but also cats are available at the animal shelter.

13. If one subject is singular and the other is plural, and the words are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," use the verb form of the subject that is nearest the verb.

Either the bears or the lion has escaped from the zoo.

Neither the lion nor the bears have escaped from the zoo.

14. Indefinite pronouns typically take singular verbs (with some exceptions).

Everybody wants to be loved.

Nobody likes to be alone.

Somebody is waiting for you.

15. The exceptions to the above rule include the pronouns "few," "many," "several," "both," "all," and "some." These always take the plural form.

Few were left alive after the flood.

16. If two infinitives are separated by "and," they take the plural form of the verb.

To walk and to chew gum require great skill.

17. When gerunds are used as the subject of a sentence, they take the singular form of the verb. However, when they are linked by "and," they take the plural form.

Standing in the water was a bad idea.

Swimming in the ocean and playing drums are my hobbies.

18. A collective noun, such as "team" or "staff," can be either singular or plural depending upon the rest of the sentence. Typically, they take the singular form, as the collective noun is treated as a cohesive single unit.

The herd is stampeding.

19. Titles of books, movies, novels, and other similar works are treated as singular and take a singular verb.

The Burbs is a movie starring Tom Hanks.

20. Final rule: Remember, only the subject affects the verb! Nothing else matters.

Jacob, who owns sixteen houses, is on his way to becoming a billionaire.

Exercises:

Q. Choose the correct form of the verbs given in the brackets in the following sentences:

1. Each of these producershis own advantage. (**has**, have)
2. Ten miles..... long distance, (**is**, are)
3. Many of the students hard to pass their entrance exam. (**try**, tries)
4. The furniture in his houseimpressive. (look, **looks**)
5. Few students.....present in the class today. (is, **are**)
6. Ritesh, my best friend... ..leaving for Japan next week. (**is**, are)
7. One of my friends... ..a government employee. (**is**, are)
8. The level of intoxication... .. from subject to subject. (vary, **varies**)
9. Either boys or girls..... telling lies. (is, **are**)
10. A number of peoplereported to be missing in the train accident at Jhansi. (was, **were**)

Q. Supply a verb in the blanks in agreement with its subject.

- (a) No news good news.
- (b) The girl and the boydisappeared.
- (c) One-third of the townflooded.
- (d) “The Three Idiots” directed by Raju Hirani.
- (e) Bhagwan Das, the writer, and the poet, passed away.
- (f) Saffron, white and green the colours of the Indian flag.
- (g) Chicken and cheese my favourite breakfast.
- (h) The crew forced to get off the plane.
- (i) The ship, with its crew, not traceable.
- (j) Nobody agreed. There many objections to the proposal.

Answer:

- (a) is
- (b) have/had
- (c) was
- (d) is
- (e) has
- (f) are
- (g) is
- (h) was
- (i) was
- (j) were

Q. Choose the most appropriate option:

1. The government will _____ the order soon.

- A. passed
- B. passes
- C. **pass**
- D. has passed

2. The poor _____ suffered a lot due to the pandemic.

- A. **have**
- B. are
- C. is
- D. has

3. The teacher and the students _____ arrived.

- A. has
- B. **have**
- C. will
- D. are

4. The event _____ earlier than the schedule.

- A. begin
- B. begins
- C. **began**
- D. begun

5. Many people _____ registered for the course.

A. have

B. has

C. having

D. is

6. Two-third of the pantry _____ full.

A. are

B. were

C. have

D. is

7. The timing _____ inappropriate.

A. were

B. was

C. has

D. have been

8. The package _____ to be carried carefully.

A. is

B. are

C. have

D. were

9. Joshua, with his members, _____ really well.

A. sing

B. singing

C. have sung

D. sings

10. We should definitely _____ that lake.

A. visit

B. visits

C. visiting

D. visited

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.

(BEEHIVE) Chapter 4: A Truly Beautiful Mind

Word meanings:

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?

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.

Letter Writing

- Letter is a mode of communication and a store of information.
- It is used to express and convey one's thoughts to someone in particular or masses.
- It can be more expressive and emotional and one can preserve for posterity.

Types of letters: Formal Letters and Informal Letters.

INFORMAL LETTERS

Features of Informal Letter:

- Is written to friends, relatives, parents etc. for personal communication.
- Requires a casual or an emotional tone.
- Is lengthier than a formal letter.
- Should have an easy and conversational language.
- Is addressed with a personal touch in casual, friendly language.
- Sincere feelings are expressed with sincerity.
- Is written to thank, congratulate, condole, cheer up, apologise, invite, seeking favours etc.

Format

Sender's Address	Sender's address is preferred on the top left hand corner.
Date	The date is preferred below the sender's address and it should be alpha numeric.
Salutation	We must write 'Dear' as greeting. Some of the common greetings are :
Dear (first name, relation)	
The Body / content	The body of the informal letter includes: <ul style="list-style-type: none">• Your reason for writing the letter.• Explanation and details of the concerning topic.•
Concluding remarks.	Invite the person to write back
Best Wishes	

C- 47 Rohini, New Delhi	(Sender's Address)
30 JUNE 2021	(Date)
Dear	(Salutation)
Your reason for writing the letter. Explanation and details of the concerning topic Concluding remarks Invite the person to write back	(Body of the letter)
Give my regards to... I hope to hear from you soon.	(Complimentary closure)
Yours lovingly / Your loving..... ABC	(Subscription)

Sample Question 1 :

You are Manav / Manavi, write a letter to your grandfather asking him to come and stay with you during vacations, in about 100-120 words.

ABC Apartments
Lodhi Road, New Delhi

30 June 2021

Dear Grandpa

It has been a while since I have heard from you. How have you been? I hope this letter finds you in the best of your health and cheerful spirits.

Summers are approaching and so are vacations, Daadu. We were thinking if you can plan to come and stay with us during holidays. It has been a long time since we have stayed together. I and everyone at home are missing you and grandma a lot. If you can come and stay with us, it will be of great excitement to all of us. We will relive our childhood days.

We cherish those moments when you used to tell us stories before going to bed and Grandma cooked delicious desserts which cannot be compared to anything in the world. We will take care of your schedule and medicines. There are many parks where you can continue your morning and evening walks.

We all are looking forward to your reply. Hope to see you soon.

Yours lovingly

Manav

Sample Question 2:

Your friend has not fared well in the recent examinations. Write a letter to him/her expressing your concern. Give him/her some advice on how to score better marks and offer to help him/her to improve his/her performance, in 100-120 words.

Hopetown Girls' School

Rajawala Road, Dehradun

30 June 2021

Dear Sheelu,

It was a great joy to hear from you. I hope this letter finds you in the best of health.

Please do forgive me. I heard that you could not score your best in the recent examination due to the mishappening at your place. It is completely alright and you need not lose hope. There is always a scope for improvement. You are definitely a very talented and bright student and with a little focus, concentration and help, you will be able to fare well in your upcoming examinations with flying colours.

If you cannot stay up late at night, no need to worry as you can get up early in the mornings instead. Early morning is the best time to study. Every day you wake up with a fresh mind which will help you to easily gain all the knowledge you need.

I also suggest you to revise the concept and practice Mathematics regularly. However, if you face difficulty in understanding any concept or topic feel free to write to me. I shall be more than happy to help you.

All the very best for the upcoming examinations. I know you will make us all proud.

Your true friend

Geetika

Practice Questions:

1. You are Arpan / Archana living in Delhi. You are an active member of the eco club of your school. Your club has given you the responsibility of developing a park in your neighbourhood with the help of volunteers. Write a letter to your friend narrating this and urge him / her to do the same in his / her neighbourhood, in 100-120 words.

2. You are Ritika / Rahul Write a letter to your father informing him about the hobby classes you have joined recently, in 100-120 words.

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
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
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.
INTERROGATIVE	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 1:

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.

Sample Exercise 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

Solutions

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

Sample Exercise:

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 colour.

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.**

BEEHIVE Chapter – 5: The Little Girl

Word meanings

Stutter (v) : unable to speak properly

Wretched (adj): unhappy

Hue & cry (n): angry, protest

Nightmare (n): bad dream

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

Short Questions Answers

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?

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.

	<i>LISTS OF MODALS</i>
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.

Let's go shopping. I have to buy many things.

(a) I believe I get them all in this shop.

(b) You see, I buy a present for my friend.

(c) What we look at first?

(d) Gloves. I think they be on this floor.

(e) I see just the kind we want.

(f) You try these on.

Before	Missing	After
I	can	get
I	have to	buy
What	shall	we
they	might	be
I	can	see
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 - 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:

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. (i) 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.

Ans. (ii) 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.

Ans. (iii) The phrase is used with respect to the path he chose to walk or rather is used as ‘while walking on the path’.

Ans. (iv) 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.

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

Ans. (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.

Q.1 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 2021

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 2021

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.

Beehive – Chapter-1: The Fun They Had

Isaac Asimov

Word Meanings:

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 technical 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.

Q.3 Do you agree with Margie that schools today are more fun than the school in the story?

Give reasons for your answer.

Ans. 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.

HOTS

1. You are Margie/Tommy. You recently read a book about schools in past. Make a diary entry in about 100–120 words expressing your longing to be part of those types of schools.

Moments – Chapter 1: The Lost Child

Word Meanings:

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 rainbowcoloured 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. Panicstricken, 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-2: The Sound of Music- Part – I Evelyn Glennie Listens to Sound without Hearing It

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:

Q.1 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.

Q.2 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.

Beehive – Chapter-2: The Sound of Music- 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 ndia. 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?

Beehive – Chapter-2: Wind (Poem)

Subramania Bharati

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 winnower 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.