



# ENGLISH GUIDE & WORK BOOK

(The Ultimate Guidance for Success)

9

*Based on the New Syllabus - 2021-22*

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# FOREWORD

The new English Text Book for std IX prepared extensively following the guidelines recommended in the National Curriculum Frame Work provides ample opportunities for the children to acquire communication skills. The marked changes in the new book aim at stimulating critical thinking and creativity of the children.

In accordance with the objectives as formulated in the new text book, **SURYA PUBLICATION** has come out with a new enriched  **Work Book and Guide** to facilitate the children to learn at ease and score maximum marks in their English language papers. Every effort has been taken to make the textual exercises very easy to attempt. All the textual exercises have been answered in a simple language, and additional exercises have been given to strengthen the communication skills of the children.

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- ✿ Poster preparation
- ✿ Summarising and Note making
- ✿ Picture composition
- ✿ Data comprehension
- ✿ Hints development
- ✿ Slogans & Products
- ✿ Road Maps

and so on have been provided after textual exercises and answers, which will serve as an updated enriched work book. Hence a comprehensive Guide and Work Book is on your hand.

It is sincerely hoped that  **Guide and Work Book** will be of immense help to the students as well as the teachers. No doubt it will enable the students to face the examination with robust confidence and competence and come out in flying colours.

Wish you all the Most Successful, Scintillating and Splendid Academic Year with  **Guide and Work Book.**

Publisher



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# Memoriter

## UNIT 1

### Stopping by Woods on a Snowy Evening

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

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

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

The woods are lovely, dark and deep.  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

*-Robert Frost*

## UNIT 3

### On Killing a Tree

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

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

No,  
The root is to be pulled out –  
One of the anchoring earth;  
It is to be roped, tied,  
And pulled out – snapped out  
Or pulled out entirely,  
Out from the earth-cave,  
And the strength of the tree exposed  
The source, white and wet,  
The most sensitive, hidden  
For years inside the earth.

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

*Gieve Patel*

# Memoriter

## UNIT 4

### The River

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

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

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

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

- Caroline Ann Bowles

## UNIT 6

### The Comet

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

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

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

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

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

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

- Norman Littleford



## UNIT 1

## LEARNING THE GAME

-Sachin Tendulkar

## PROSE

## Warm Up

Page 1

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

My Goals	
Timeline	Action Plans
2022	Pass 10 <sup>th</sup> Std with high marks
2024	Pass +2 with high marks
2022 - 2027	Education in medicine
2027 - 2030	PG in medicine
2040 onwards	Being a famous and successful doctor

## Summary

Sachin Tendulkar had a deep desire to become a cricketer. His favourite players were Sunil Gavaskar and the West Indian legend Viv Richards. He was then studying in the New English School, Mumbai. Ramakant Achrekar was the cricket coach at Shardashram Vidyamandir School. He ran summer camps. One day his brother Ajit took him to the camp to get trained by Achrekar. At the time, Sachin was 11 years old. He asked Sachin to bat, but he did not feel comfortable. Achrekar told his brother to bring Sachin a little older. Sachin's brother explained to him that he was a little nervous. He asked if he could go away and then watch from a distance. When he did so, Sachin began to hit the ball well. Achrekar then allowed him to join the camp. Sachin was very happy. This opportunity transformed his life.

Sachin would practise between 7.30 a.m. and 10.30 a.m. in the morning and then in the afternoon he would come back and practice till evening. It was indeed a rigorous training. Achrekar would give him valuable inputs about cricket during his bus journey. His brother Ajit also gave some thoughts about batting.

As a child, Sachin had only one set of cricket clothes which he would wash as soon as he returned from the morning session and dry them in the sun while he had lunch. He would then wear them in the afternoon. His pockets were always wet for the entire duration of the camp. Achrekar had told his brother that he had the potential to be a good cricketer if he practiced all year round.

Achrekar told him to change the school because the school in which he was studying did not have cricket facilities. Sachin's father moved him to Shardhashram Vidyamandir where Achrekar was the cricket coach. Achrekar's father told him to give his best effort without worrying about the results.

Sachin's evening session would start at 5 p.m. after a thirty-minute break. During the break, Achrekar would often give him some money to go and have a vadapav. The session would last for two hours till 7 p.m. Towards the last 15 minutes, he would place a one-rupee coin on the top of the stumps and if he managed to avoid getting out, the coin was his. In the session, the bowlers in the camp would come and bowl to him with sixty-seventy boys fielding. It meant he had to hit every ball along the ground to survive those intense fifteen minutes. Then he would make him run two full circuits of Shivaji Park with his pads and gloves on. Though he would get exhausted it helped him to build up physical and mental stamina.

Most of the time he would travel back home alone and on the bus he would often fall asleep. Bus conductors were rude and even asked him to buy ticket for his kitbag, but he did not have money for it. Dirty clothes added to the embarrassment.

When Sachin bunked the training, Achrekar would follow him home and drag him out. He would say cricket was waiting for him at the nets and told him to practice hard. Sachin hated being dragged off, but now he holds Achrekar in high regard for his farsightedness. At times when he bunked his daily evening practice sessions to watch an inter-school cricket match, Achrekar would get angry with him. He said if he practiced hard enough, one day people across the world would come and watch him play. Sachin is happy about what he is today. He gives his credit to Achrekar.

## Glossary and Meanings Textual

Page 5

emulate (v)	– to match or surpass typically by imitation
overawed (v)	– impressed so much that they are silent or inhibited
induction (n)	– the action or process of including someone to an organization
rigorous (adj.)	– extremely thorough and careful
nuances (n)	– subtle changes in or shades of meaning, expression, or sound
pursue (v)	– follow or chase
stamina (n)	– the ability to sustain or prolonged physical and mental effort
cocktail (n)	– a mixed drink which is a combination of ingredients such as fruit juice, lemonade, flavored syrup or cream
kitbag (n)	– a long cylindrical canvas bag, (here) used to carry cricket accessories
stride (v)	– a step or stage in progress towards an aim
embarrassment (n)	– a feeling of self-conscious, shame or awkwardness
melee (n)	– a confused crowd of people
transpire (v)	– come to be known / revealed
farsightedness (adj.)	– showing a prudent awareness of future possibilities
bunked (v)	– to make oneself absent from a class or session

## Glossary and Meanings Additional

impact	– influence	satisfaction	– contentment
nervous	– easily alarmed	drained	– emptied
pretend	– behave so as to make it appear that something is the case when in fact it is not	invariably	– always
delighted	– feeling great pleasure	inevitable	– unavoidable
transformed	– changed	evolved	– developed
rigorous	– extremely thorough and careful	embarrassing	– feeling ashamed/insulting
exhausted	– very tired	wrapping	– covering something
keen	– perceptive, intellectually alert	conveniently	– suitably/comfortably
necessary	– essential	spot	– notice
agreed	– accepted	head off	– to move
channeled	– directed	insane	– unwise/foolish
excess	– surplus	sheepish	– showing embarrassment
immense	– great/more	admire	– regard with respect
		anticipating	– expecting
		owe	– give
		emulate	– copy

## Opposites

nervous	× calm	drained	× full
delighted	× saddened	invariably	× always
transformed	× unchanged	inevitable	× evitable
exhausted	× energetic	developed	× undeveloped
necessary	× unnecessary	embarrassing	× honouring
agreed	× disagreed	conveniently	× inconveniently
channeled	× undirected	spot	× ignore
excess	× less / little	insane	× sane
immense	× little / few	sheepish	× immodest
satisfaction	× dissatisfaction	admire	× criticise

## Textual Questions

### 1. Who were Sachin's favourite players?

Page 1

Sachin's favourite players were Sunil Gavaskar and the West Indian legend Viv Richards.

### 2. What was special about Shardashram Vidyamandir in Mumbai?

Shardashram Vidyamandir in Mumbai had cricket facilities and a cricket coach which other schools did not have.

**3. What was the opportunity that transformed the life of Sachin?**

When Achrekar asked Sachin to bat, he did not feel comfortable. Achrekar told his brother to bring Sachin a little older. Sachin's brother explained to him that he was a little nervous. He asked him if he could go away and then watch from a distance. When he did so, Sachin began to hit the ball well. Achrekar then allowed him to join the camp. Sachin was very happy. This opportunity transformed his life.

**4. What sort of conversations did Ajit and Sachin have while travelling?**

During the bus journeys, Ajit and Sachin would talk about the nuances of batting.

**5. What routine did Sachin follow in washing his clothes?**

As a child, Sachin had only one set of cricket clothes which he would wash as soon as he returned from the morning session and dry them in the sun while he had lunch. He would then wear them in the afternoon. His pockets were always wet for the entire duration of the camp. This was the routine Sachin followed.

**6. What did Achrekar inform Ajit?**

Achrekar informed Ajit that he had the potential to be a good cricketer if he practiced all year round.

**7. What was the suggestion given by Achrekar to Sachin's father?**

The suggestion given by Achrekar to Sachin's father was to move him to Shardashram Vidyamandir where Achrekar was the cricket coach.

**8. What acted as a safety valve?**

All the excess energies Sachin had were getting channeled into cricket. This acted as a kind of safety valve.

**9. What did Sachin do during the thirty minute break?**

During the thirty-minute break, Achrekar would often give him some money to go and have a vadapav, a popular Mumbai fast food.

**10. What is the intense 'fifteen minutes' mentioned?**

Towards the last 15 minutes of the evening session, Achrekar would place a one-rupee coin on the top of the stumps and if he managed to avoid getting out, the coin was his. It meant he had to hit every ball along the ground to survive those intense fifteen minutes. Though he would get exhausted it helped him to build up physical and mental stamina.

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

When Sachin asked his father to treat him to a special fruit cocktail at a juice centre near the club, he father would give him what he wanted to make him happy.

**12. What did embarrass Sachin in the bus?**

Conductors would ask him to buy a second ticket for the kitbag, as it took up the space of another passenger. They would be rude to him, which made him more embarrassed, besides the dirty clothes.

## 9TH STANDARD

**13. What made Sachin forget to go to the nets?**

At times playing with his friends at home made Sachin forget to go to the nets.

**14. What did Achrekar advise Sachin?**

Achrekar advised Sachin not to play foolish games with those kids. Cricket was waiting for him at the nets. He must practice hard and see the results. Besides, he should choose something he enjoyed most. This would make him successful.

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

Page 5

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

The first impression of Coach Achrekar was that he was to be brought a little older to join camp. Later on when he watched Sachin playing from a distance, he was convinced that he had a real potential for cricket.

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

Sachin felt that the schedule of the camp was rigorous because Sachin was to practice from morning till evening with lunch break in the afternoon and snacks break in the evening for half an hour with absolutely no time to relax.

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

Ajit's note on cricket containing some valuable thoughts about batting served as a very personal coaching manual to Sachin. This he kept with him throughout his career.

**4. Why was Sachin asked to change the school?**

Sachin was asked to change the school because the school in which he studied did not have cricket facilities and a coach. Sachin's father moved him to Shardhashram Vidyamandir where Achrekar was the cricket coach.

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

The condition that was laid down by Sachin's father for changing the school was that Sachin should change the school if only he was serious about playing cricket. All that his father wanted him to do was to give it his best effort without worrying about the results.

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

The act with the one-rupee coin helped Sachin to become a good cricketer. He had to hit every ball along the ground to survive those intense fifteen minutes. Though he would get exhausted it helped him to build up physical and mental stamina.

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

The act with the one-rupee meant he had to hit every ball along the ground to survive those intense fifteen minutes. Then the coach would make him run two full circuits of Shivaji Park with his pads and gloves on. This act helped Sachin to build his physical and mental stamina.

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

At times Sachin bunked his daily evening practice sessions to watch an inter-school cricket match. This incident made Achrekar get angry with him.

**9. Why do you think Achrekar punished Sachin?**

Achrekar punished Sachin because he was not committed to cricket. He involved himself watching inter-school cricket match and playing some foolish games with his friends at home.

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

At times Sachin bunked his daily evening practice sessions to watch an inter-school cricket match. This incident made Achrekar get angry with him. He said he should not watch other people play, rather if he practiced hard enough, one day people across the world would come and watch him play. What Achrekar said to him became a reality. Hence he says so.

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

Page 6

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

First of all Achrekar was really a sincere coach right from the beginning to end. That is to say what Sachin is today. The rigorous practice sessions he held for boys from 7.30 a.m. to 7 p.m. were really exhausting for Sachin. During camp, Achrekar had told his brother that he had the potential to be a good cricketer if he practiced all year round. Seeing his potential, Achrekar asked Sachin's father to change him to Shardhashram Vidyamandir where Achrekar was the cricket coach, as the school where Sachin studied did not have any cricket facilities. Towards the last 15 minutes, keeping the one-rupee coin on the top of the stumps and making him run two full circuits of Shivaji Park with his pads and gloves on, showed his sincerity for coaching boys for real cricket. At times, when Sachin bunked the training, the act of following him home and dragging him out for practice at the nets was simply fantastic.

**'Leadership is more about responsibility than ability'**

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

The first hardship was when Achrekar asked him to bat. He did not make an impact because he was nervous. The second hardship was the rigorous training that Achrekar gave to Sachin from morning 7.30 a.m. to evening 7 p.m. He was exhausted by the end of the day. Then his travel by bus to and from home for the practice really made him feel embarrassed, as many bus conductors would be rude to him for the kitbag. They asked him to buy a second ticket, but he did not have money. The third hardship was about the one set of cricket clothes he had and the routine was he had to wash them as soon as he returned from the morning session and put them for drying out, to wear them for afternoon practice with wet pockets. When he returned home most of the days he did not get a seat on the bus. He went standing with the heavy kitbag.

**'Hardwork is the Key to Success'**

## 9TH STANDARD

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

The sentences that inspire me most are: Sachin's father's words: 'I should do so only if I was really serious about playing cricket and ...give it my best effort without worrying about the results'. Sachin's words: 'the one rupee coin on the top of the stumps and if I managed to avoid getting out, the coin was mine... winning the one -rupee coin used to give me immense satisfaction and taught me how to concentrate even when physically drained. Achrekar's words: 'Don't waste your time playing insane games with these kids. Cricket is waiting for you at the nets. Practice hard and see what magic can transpire. ...Choose something you enjoy and really want to do and you will be successful'.

## Vocabulary

### C. Match the words in column A with their Synonym in column B.

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

### D. Match the words in column A with their Antonym in column B.

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

## Homonyms

Page 7

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

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

<b>cricket</b>	<u>Cricket</u> is a popular sport. A <u>cricket</u> is active at night.
<b>bank</b>	He went to the <u>bank</u> to withdraw money. Children were playing on the <u>bank</u> of the river.
<b>will</b>	The manager has a strong <u>will</u> to complete the work. She <u>will</u> visit me tomorrow.

<b>bark</b>	The dogs <u>bark</u> at the strangers. The <u>bark</u> of the tree is very strong.
<b>watch</b>	We like to <u>watch</u> the cricket match on TV. He always wears his <u>watch</u> on his right hand.
<b>bat</b>	Rama bats very well in T20 series. The bat is a nocturnal animal.

## Homophones

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

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

1.	in	<b>inn</b>
2.	know	<b>no</b>
3.	be	<b>bee</b>
4.	to	<b>too, two</b>
5.	watt	<b>what</b>

6.	right	<b>write</b>
7.	were	<b>where</b>
8.	bare	<b>bear</b>
9.	herd	<b>heard</b>
10.	throne	<b>thrown</b>

## Prefix and Suffix

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

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

Prefix	Word 1	Word 2
sub	subway	subconscious
un	unwanted	unnecessary
re	remark	refresh
en	encourage	enlighten
dis	discourage	discontent
ir	irregular	irrelevant

Suffix	Word 1	Word 2
ly	suddenly	happily
or	conductor	sailor
er	farmer	controller
ness	happiness	weakness
ian	librarian	electrician
ist	typist	guitarist



## Listening

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

1. The Paralympics games are for \_\_\_\_\_.  
 a) children                      b) disabled people                      c) women                      **Ans: b)**
2. The Paralympic games usually happen \_\_\_\_\_.  
 a) in Greece                      b) every four years                      c) after the Olympic Games                      **Ans: b)**
3. The first true Paralympic Games happened in Rome in \_\_\_\_\_.  
 a) 1960                      b) 1952                      c) 1848                      **Ans: a)**
4. In 394 BCE, the \_\_\_\_\_ stopped the Greek Olympic Games, because they didn't like them.  
 a) Romans                      b) Greeks                      c) British                      **Ans: a)**
5. \_\_\_\_\_ was a doctor at the Stoke Mandeville hospital in England.  
 a) Pierre de Coubertin                      b) Sir Ludwig Guttman                      c) Natalie du Toit                      **Ans: b)**

## Speaking

### I. Just a minute.

Given below are five main qualities for true sportsmanship.

- |                  |                  |
|------------------|------------------|
| i. Determination | iv. Perseverance |
| ii. Optimisation | v. Decisiveness  |
| iii. Stamina     |                  |

#### i. Determination

Determination is an important quality for true sportsmanship. From the time of practice to the main event determination is important. Determination to spend positive time in practice, determination to participate in tournaments and determination to win one match after another must be a continuous process. When we reach the final stage our determination to win should be sustained.

#### ii. Optimisation

A sportsman should push his performance to the optimum level. Everyone has his/her own potential to play and it should be optimized. When we enter the arena to play our game our success depends on how much we play to our potential. So our power and potential should be optimized.

#### iii. Stamina

Stamina may be defined as physical and mental strength that let a person continue doing something for a long time without getting tired. This is an important quality for any sportsman. He has to keep his body in good condition by doing exercise needed for his game. He should keep his mind alert to accept any challenge.

#### iv. Perseverance

Perseverance may be defined as determination to keep trying to achieve something in spite of difficulties. Difficulties will appear at times. He should not withdraw his practice or he should not give up his trials. So it becomes an important quality for sportsmanship. He should keep on trying to achieve his goal of winning. This will take him to a greater height.

#### v. Decisiveness

It is the ability to make decisions quickly and effectively. A sportsman cannot leave things to happen. He must analyse various factors including his strengths and weaknesses. Then he must decide how to go about to realise his goal. His decision to participate with full vigour and passion in sports is very important.

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

Respected Principal, teachers and my beloved friends! Good morning to all. Today I am going to speak about how sports and games have become an integral part of our development.

Games and sports are very essential for a good and happy life. These things are the signs of healthy life. Games and sports help in building a harmonious all-round personality. Those who play no games have a slow growth. Physical development is as important as mental growth. Games and sports help us in the development of the body as well as the soul. Games and sports help us in the development of sound mind. Games and sports make the limbs healthy and keep the body fit. In the building of youth for national reconstruction, sports play a tremendous role. Physical exercise is essential for proper development of mind. A healthy body means a healthy mind also. One who is suffering physically can never have a healthy life. Games and sports help in maintaining good and sound mind. Games dispel dullness and make life worth living. Sports drive away gloominess and add brightness to our lives.

### Writing

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

28, VCK Street,  
Kamarajar Colony,  
Salem - 636 014.  
21st June 2021.

Dear Sundar,

I am very happy to read the news that you have won the championship trophy in the recent sports meet. You took the right decision to go to Chennai four months ago to get training from the Track & Field Association. Your hard work for more than two years has given you this success. Congratulations! My whole family wishes you to have more and more success in your life.

Yours lovingly,  
Gopal.

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

**Name** – **M C Mary Kom**

Date of Birth – 24-11-1982

State/Team she represents – Manipur, India.

Sports/Games she is associated with – Boxing

Debut (first entry) – 2000-State Championship

Best in her career – Bronze Medal in London Olympics in 2012

Hobbies – knitting, drawing & painting

Awards/Medals received – Gold Medal in the Asian Games in 2014 South Korea.  
Gold at the 2018 Commonwealth Games.



**Name** – **P.V. Sindhu**

Date of Birth – 5-7-1995

State/Team she represents – Andhra Pradesh, India.

Sports/Games she is associated with – Badminton

Debut – 2009-Asian Badminton Championship

Best in her career – Silver Medal in Summer Olympics in 2015

Hobbies – watching movies and cricket matches

Awards/Medals received – Badminton World Championship 2013  
India's fourth highest civilian honor, the Padma Shri, March 2015.  
Silver medal women's singles event of the 2016 Summer Olympics.



## Creative Writing

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

Women's achievement in sports is a national pride. India which in those days did not give equal opportunities to woman to play any game, now encourages women to participate in games and sports in any level including Olympics.

**Mary Kom**

Chungneijang Mary KomHmangte, born on 1 March 1983, better known as Mary Kom, is an Indian Olympic boxer hailing from Manipur. She is from a poor family. She is a five-time World Amateur Boxing champion, and the only woman boxer to have won a medal in each one of the six world championships. Nicknamed "Magnificent Mary", she is the only Indian woman boxer to have qualified for the 2012 Summer

Olympics, competing in the flyweight (51 kg) category and winning the bronze medal. She has also been ranked as No. 4 AIBA World Women's Ranking Flyweight category. She became the first Indian woman boxer to get a Gold Medal in the Asian Games in 2014 in Incheon, South Korea, and is the first Indian Woman Boxer to win Gold at the 2018 Commonwealth Games.

### P. V. Sindhu

Pusarla Venkata Sindhu, born on 5 July 1995 is an Indian professional badminton player. She is from a rich family. She became the first Indian woman to win an Olympic silver medal, and one of the two Indian badminton players to ever win an Olympic medal – other being Saina Nehwal. Sindhu won silver in Women's singles at Commonwealth Games 2018. She was also a silver medalist at the 2017 BWF World Championships. Sindhu came to international attention when she broke into the top 20 of the BWF World Ranking in September 2012 at the age of 17. In 2013, she became the first ever Indian women's singles player to win a medal at the Badminton World Championships. In March 2015, she is the recipient of India's fourth highest civilian honor, the Padma Shri. Her silver medal in the women's singles event of the 2016 Summer Olympics made her the first Indian shuttle player to reach the final of an Olympics badminton event and the youngest Indian to make a podium finish in an individual event at the Olympics. She is among the top five shuttle players in women's singles category.

## Reading

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### N. Answer the following questions briefly.

#### 1. What do TamilNadu folk dances and folk arts represent?

The folk dances and folk arts represent the ethos, aesthetics, value and melody of the region.

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

The folk dances and folk music are usually performed during festivals and community functions.

#### 3. How is Karagattam performed?

In Karagattam the dancers balance the pot on their heads. The pots are decorated with cone of flowers. A paper parrot is kept on the top of the pot. The parrot swings as the dancer swings along.

#### 4. How were offerings carried during the ancient period?

When the ancient Tamils went on pilgrimages they used to carry offerings tied on either end of a long stick, balanced on their shoulders.

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

Therukoothu is performed by men and women. Bommalattam is performed by skilled puppeteers who manipulate the puppets with strings or wires. Therukoothu is performed on the street and in the open air. Bommalattam is performed behind a screen and puppets are held in front.

## Anagrams

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

O.

	ELBOW	–	below
	SECTION	–	notices
	VIEWER	–	review
	RIPPLES	–	lispper
	NEEDLESS	–	lessened

P. **Work with a partner.**

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

MARTIAL	–	marital
POT	–	top
MALE	–	lame
TEACH	–	cheat

## A Talk Show

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

**The host** : I am delighted to welcome you all to this Talk Show on Folk Arts – A Revival. I thought it would be better to talk on Bommalattam which was very famous in our place 4 decades ago. It is not found these days even in remote villages. How to revive them? Let's have your views.

**Student** : What are the factors that led to its slow downfall?

**Folk Artist** : We have more than one reason for its downfall. The cost of producing the puppets has gone up. We do not get any financial support from anybody. We have to earn our living and create different puppets with the money we earn through this. But it is very low. Now we do not have skilled artists to continue this art. We have some old artists.

**NGO** : Our organization tries to revive this art. We can get some sponsors to get financial support. I can help you in this regard.

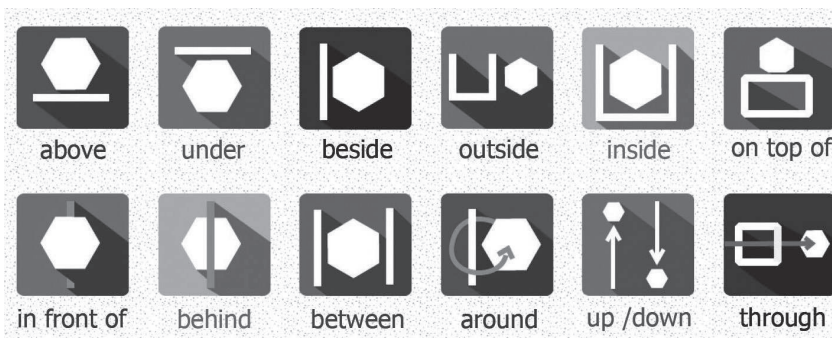
**Citizen** : Can't our government agencies help these people? They can do something to make some youngsters learn this art from the old artists.

- Folk Artist** : Now a days people have many other forms of entertainment. So it has become outdated.
- Citizen** : The Government can introduce these arts in the schools. Interested students can learn these arts. This will go a long way in reviving the art.
- The host** : I thank all the participants for their views. Let us hope something will be done either by the government or individuals to promote this art.

## Grammar

### Preposition

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



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### I. Prepositions of Time

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

- Eg:**
- I was studying in the morning.
  - She was born on the 5th of July.
  - I will reach there at 6 o'clock.

### II. Prepositions of Place

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

- Eg:**
- The cat is on the wall.
  - Jenny lives near her workplace.
  - Raj is in his room.

### III. Prepositions of Movement

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

- Eg:**
- I went to the book store.
  - The swimmer jumped into the pool.
  - The dog was coming towards him.

**IV. 'Since' and 'For'**

'Since' refers to a particular point of time.

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

'For' refers to the duration of the time.

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

**V. 'During' and 'In'**

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

- Eg:**
- We will be visiting my grandparents during the summer vacation. (or)
  - We will be visiting my grandparents in the summer vacation.

**VI. 'Between' and 'Among'**

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

- Eg:**
- The discussion on a sports meet between our school and other schools are going on for two days.
  - The final match will be held between India and Australia.

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

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

**A. Choose the most appropriate preposition from the brackets.**

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

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

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

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

In Tamil Nadu, a very interesting form of recitation named Villupattu developed  
(a) during the 15th century. Villupattu means bow-song because a bow-shaped



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

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## Prepositional verbs

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

**Examples:**

- i. The kids **laughed at** the hilarious antics of the clown.
- ii. Fathima **planned to** stay at a hotel, when she visited Mumbai.
- iii. I have pressing matters to **attend to** in Kolkata.
- iv. I **believe in** the healing power of a mother's touch.
- v. She was so happy in life that she could not **ask for** more.
- vi. The elderly couple **care for** their pets as they do for their children.
- vii. I **agree with** everything you've said.

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

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

1. All the students should get maximum **benefit from** the seminar.
2. The extra players are in the team to **stand in** for the injured players.
3. We **stayed at** a comfortable hotel when we went to Chennai.
4. He refused to **go into** the details of the problem created by his friend.
5. We should **prepare for** our exams well in advance.
6. We have to **pay for** our wrong doings.
7. I **rely on** my friend to help me in studies.
8. She **joked about** her friend's new dress.
9. The basket **consists of** six mangoes.
10. We should **attend to** the activities connected to our studies.

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

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



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

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



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

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

## Writing

You stayed with your grandparents at your native village during Pongal. You had an unforgettable time with them. You visited the village fair and enjoyed the simple pleasures of life like bathing in the river, strolling in the fields, eating food cooked in earthen utensils over firewood, sleeping on a cot on the terrace under the star-lit sky, visiting temple fairs and watching Karagattam presentation.

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

Karipatty,  
Salem,  
12 August, 2021.

Dear Raju,

I am very happy now staying in my grandma's house. This is the festival time in the village. This is a local festival and most of the people of the village come down to this village even if they are in some other place for their job or studies. It's a wonderful experience. You should see it to believe. A river which is close to our house is amazing and we all have our bath in it every day. The paddy fields are everywhere and we stroll in the bund enjoying greenery around. Mostly the food is cooked in the earthen utensils and the taste is much better than our usual food. We sleep on the cot on the terrace under the star-lit-sky. It's a new experience for me. We visit temple daily and watch Karagattam. The real life of a village is something all the city guys should enjoy.

I am lucky I have a chance to enjoy this.

With regards,  
Krishnan.

## Project

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

- Ramesh** : Let us present a Puppet Show on CHILD LABOUR for our Assembly Open Forum.
- Mohammed** : That's a very good idea! Let us start planning right away.
- Geetha** : We have many things to discuss.
- Leema** : I suggest we begin with the storyline first.
- Mani** : How about selecting Child Labour as our theme? How many characters can we have?
- Ramesh** : We can have around five characters.
- Mohammed** : What reasons can we focus on?
- Meena** : We can focus on the problems of poverty and illiteracy as the major reasons for child labour.
- Ramesh** : Can we find among ourselves who is good at making puppets?
- Leema** : I am good at making stick puppets. I will make them myself. But I require some help.
- Mani** : I am ready to help. Tell me, your requirement. I will take it up.
- Leema** : Thank you, Mani. Let us stay back after the meeting and discuss.
- Ramesh** : Have you got anything else to say?
- Meena** : I think we should have some music for the interlude.
- Geetha** : That would make it really interesting. I will get my music group to start working on the tunes for our puppet show.

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

### Guidelines for script writing

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

## STORY MAP

## Rough Draft

<b>Setting</b>	A small town on outskirts of the city
<b>Where</b>	Shopping Area
<b>When</b>	Morning



<b>Major Characters</b>	Mohan, Ramesh, Meena
<b>Minor Character</b>	Ramya



<b>Plot</b>
<p>There is a town where a teacher has gone out on an educational trip with his students. He lands up in a place where there is a temple which is attached to a market. He enters the temple along with the students and comes out of it. When he happens to visit a shopping area he first comes across a couple of boys shining shoes. The teacher goes to him. When he sees him, he notices sadness on the face of the boy. He asks the boy why he has not gone to school. He replies that his father is no more and his mother is partially a physically woman. He has a sister too. He is the only bread winner of the family. He had to quit school from Class IV. Since then he has been shining shoes in the morning and running errands for tea shops from 10 a.m. to 6 p.m. He is paid a meager wage by the shop owner, yet he feels that it will be an additional income for his family. He goes on to say that his brother is studying in an English medium school and he pays her school fee and mother's medical expenses. He skips his breakfast everyday and returns home late every day. Though he is exhausted, he does it routinely because his family requires him to do it.</p>



<b>Event 1:</b>	<b>Event 2:</b>	<b>Event 2:</b>
Ramesh meeting Mohan at the shopping area and the conversation.	Ramesh meeting Mohan's family in his house.	Mohan's going to school again to study.



<b>Outcome:</b>
Ramesh is happy that he has sent a dropout to school again, by bearing his family's expenses.

## Fair Draft

<b>Setting</b>	A small town on outskirts of the city
<b>Where</b>	Shopping Area
<b>When</b>	Morning



<b>Major Characters</b>	Mohan, Ramesh, Meena.
<b>Minor Character</b>	Ramya



<b>Plot</b>
<p>There is a town where a teacher has gone out on an educational trip with his students. He visits a temple which is attached to a shopping area where he comes across a boy who was shining shoes. The teacher goes to him and enters into a conversation and the boy tells him what forced him to do this job. His father is no more and his mother is partially a physically challenged woman. He has a sister too. He is the only bread winner of the family. He had to quit school from Class IV. Since then he has been shining shoes in the morning and running errands for tea shops from 10 a.m. to 6 p.m. He is paid a meager wage by the shop owner, yet he feels that it will be an additional income for his family. He goes on to say that his sister is studying in an English medium school and he pays her school fee and mother's medical expenses. He skips his breakfast everyday and returns home late every day. Though he is exhausted, he does it routinely because his family requires him to do it.</p>



<b>Event 1:</b>	<b>Event 2:</b>	<b>Event 2:</b>
Ramesh meeting Mohan at the shopping area and the conversation.	Ramesh meeting Mohan's family in his house.	Mohan's going to school again to study.



<b>Outcome:</b>
Ramesh is happy that he has sent a dropout to school again, by bearing his family's expenses.

**A small town on the outskirts of a city. A twelve or a thirteen-year old boy is shining shoes. Ramesh, a teacher from a Government school has taken his students for shopping. It is a shopping area with small crowds outside in front of each shop.**

<b>Setting</b>	A Shopping Area
<b>Time</b>	Morning

**Characters**

Mohan - shoe shiner; Ramesh - the teacher;  
Meena - Mohan's mother; His sister - Ramya

**(Light piano music accompaniment)**

**Ramesh** : Shall I ask you question? If you permit me, I will do so.

**Mohan** : Ok, go ahead.

**Ramesh** : What stops you from going to school?

**Mohan** : (Suddenly his face fell and became a little shy) That is...er...

**Ramesh** : Tell me, don't feel shy. I want to help you. First tell me your name.

**Mohan** : My name is Mohan. I am from a nearby street. (Tears welling up in his eyes) My father died when I was 7 years old and my mother is partially handicapped. I am the only bread winner of my family. I have a younger sister who is in Class IV and I am working in order to run my family besides paying my sister's school fee and my mother's medical expenses. I want to study...but I'm afraid there will be none to take care of my family!

**Ramesh** : If I take care of the expenses, will you go to school?

**Mohan** : (shyly) Yes, I will.

**Ramesh** : Then give me your address.

(Ramesh takes his address and the next day he goes to meet his parents. Mohan welcomes him with folded hands and it is a thatched house. Mohan introduces Ramesh and his mother greets him. Music: Light flute music with strings as accompaniment)

**Ramesh** : My name is Ramesh. I am a teacher in a government school. I felt pity when I saw your son shining shoes, when he was supposed to be going to school. I met him yesterday. He told me about your family's plight.

**Meena** : (Mohan's mother with tearful eyes wiping them with the end of her saree) Yes sir. All that he told you is true. In fact I want to send him to school, but... (she draws)

**Ramesh** : We have convinced many parents like this and they have sent their children to school. Don't worry, I will take care of your daughter's school fees and your medical expenses.

**Meena** : Thanks a lot sir. But will they admit him again in school.

**Ramesh** : Why not? I will take care of all the formalities. Tomorrow send your son to VOC Government School in Chidambaram.

**Meena** : (tearfully with folded hands) Certainly I will send him to school. Thank you very much sir for all your kindness and support.

**Ramesh** : You are welcome.  
(Mohan thanks him profusely)

*The End*

## UNIT 1

# STOPPING BY WOODS ON A SNOWY EVENING

● Robert Frost

## POEM

## Warm Up

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

Yes, I have travelled through the forest in my village in Cuddalore district. I felt excited and delighted.

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

Yes, I did have plenty of time to stop and enjoy the beauty of nature. It was a wonderful experience.

## Summary

The speaker is in the woods, but he is trespassing. He first wonders who owns these woods. In the same breath, he tells us that he thinks he does know who owns them. The lucky landowner lives in a house in the village. So, our speaker won't get into trouble for trespassing, because there's no one to catch him trespassing.

The speaker has a horse and it thinks it is strange for them to be stopping in the middle of nowhere, with no one in sight, with not even a farmhouse close by, and absolutely no sign of hay. Fortunately, he has some harness bells on his back, and he gives them a little shake in order to get his master's attention. The only other sounds are of a slight wind and of falling snow. It's quiet. The speaker admits to have a hankering for the dark woods, but he tells us he's got things to do, people to see and places to go. He's got a long way to go before he can rest his head on his little pillow, so he had better get going.

## Glossary and Meanings Textual

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queer (adj.)	– strange, odd
woods (n)	– an area of land covered with a thick growth of trees
harness (n)	– straps and fittings by which a horse is fastened to a cart or carriage
frozen (adj.)	– in ice form
sweep (v)	– to move swiftly and smoothly
downy (adj.)	– soft and fluffy
flake (n)	– a small piece of snowflake

## 9TH STANDARD

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

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

1. *He will not see me stopping here  
To watch his woods fill up with snow.*

**a) Who does 'he' refer to?**

'He' refers to the owner of the woods.

**b) Identify the season with these lines.**

It is winter season.

2. *My little horse must think it queer  
To stop without a farmhouse near*

**a) Who is the speaker?**

The poet (Robert Frost) or the narrator is the speaker.

**b) Why should the horse think it queer?**

The horse should think it queer because the rider stopped in a place where there was no farmhouse around.

**c) Pick out the rhyming words.**

queer – near

3. *He gives his harness bells a shake  
To ask if there is some mistake.*

**a) Whom does 'he' refer to in these lines?**

'He' refers to the horse in these lines.

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

He gives his harness bells a shake to ask the rider whether he has stopped the horse in that place by mistake.

**c) How does the horse communicate with the poet?**

The horse communicates with the poet by sounding the bells.

4. *The woods are lovely, dark and deep  
But I have promises to keep*

**a) How are the woods?**

The woods are beautiful, dark and deep.

**b) Who does 'I' refer to?**

'I' refers to the poet or the narrator, Robert Frost.

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

The promises the speaker is talking about are doing his worldly work or fulfilling his commitments.

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

**a) Why the poet has used the same line twice?**

He has repeated the lines in order to give emphasis to the meaning of the first line.

**b) Explain: *miles to go before I sleep***

The poet means by this line that he has a lot of work to do in this world before he could take rest. The rest may mean his death.

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

After a long travel the poet entered a wood. He wondered to whom the wood belonged! He realized that the owner of the wood lived in a village. He thought that the owner would not be able to see him stopping in his woods to watch snow fill the woods. The poet felt that the horse would think it very queer/strange to stop near the woods as he had never stopped. He was actually standing between the woods and frozen lake. The time was evening. The horse indicated that the poet has made a mistake by shaking its head. The poet felt that the woods are lovely, dark and deep. He suddenly realized that he had worldly work which would not allow him to stay in the woods for a long time.

**D. Answer the questions in two or three sentences.**

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

The season was winter and it was indicated by the word snow. The time was evening and that too it was a dark evening. So the poet was travelling in the evening in winter and reached a beautiful woods.

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

The speaker liked to enjoy nature which was around him. But the horse, as an animal, could not see any beauty around him. He might like to stop in a farm house so that he could take some rest. It conveys the different views of a human and an animal.

**3. What are the sounds heard by the poet?**

The sounds heard by the poet are the bells of the horse, sound of the wind and the falling snow flake.

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

The poet is aware that he has two choices—one to enjoy the beauty of nature, the other one is to go to the society and do his worldly work. At the end he chooses to go to the society to do his work.

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

Woods, frozen lake, 'the only other sound'.



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

Stanza	Rhyme scheme
1	aaba
2	aaba

Stanza	Rhyme scheme
3	aaba
4	aaaa

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

Poetic device	Lines from the poem
Alliteration	watch his <b>w</b> oods
Personification	He gives his harness bells a shake. To ask if there is some mistake.
Repetition	And miles to go before I sleep. And miles to go before I sleep.
Imagery	Between the woods and frozen lake. The darkest evening of the year.

## Writing

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- G. Answer the following questions in a paragraph about 80 – 100 words.**
- 1. It is said, "The choices made by one, shapes one's destiny". Ponder on the thought and write a paragraph.**

The choices made by one shapes one's destiny. People's life depends on the choice they make in their life. In every aspect of life, people have to choose among many things. They choose their job, their employer and their place of work. This poem 'Stopping by Woods on a Snowy Evening' gives importance to the choice made by Man. Here the poet stops the horse in woods. It is a beautiful sight. He could feel peace everywhere. The evening is very dark and fine. His horse which represents his inner self asks him whether it is right to stay there to enjoy the sight. He has to make a choice between his present enjoyment and his worldly duties. He finally decides that he has a lot to do before he could take rest.

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

To make a choice we should study the choices in front of us. If we have to choose between two, it may not be very difficult. But if we have many things in front of us we should be very careful. First we should eliminate certain things and bring the choice to two or three. Then we have to study the choices one by one and decide which will give us the maximum benefit. We should find out within us the reason for the choice. We should spend some time to find out why this choice is better than others. When we decide on a choice we should stick on to that.

## UNIT 1

# THE ENVIOUS NEIGHBOUR

## A Japanese Folk Tale

## SUPPLEMENTARY

## Warm Up

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Discuss the following.

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

They have realized that India has many poor and marginalized people who are struggling to eat three square a day. Besides, there are many children aspiring for better education, who are not able to get access to reputed institutions due to poverty. These force them to share and care for others.

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

I have been for long thinking of only myself and my welfare, and I did not care about others. Now I want to get rid of this undesirable quality in me.

3. **Do you like pets? Why?**

Yes, I like pets, because it teaches me responsibility, gentleness, and respect for other living beings.

## Summary

There once was an old couple who cared for their little dog very well. They fed it with good food. The dog was very loving in return. One day, the dog accompanied the old couple when they went out to work. The dog came across something special. The man went to where the dog was barking and started digging and found a box full of gold. The man and the woman were so pleased that from then on, they gave the dog all the best food and treated him like a prince.

In the neighbouring house there lived a couple. They were jealous of the good old couple. They borrowed the dog and wanted to see if the dog's power would bring them the same riches.

The next morning, the neighbour went out to his garden with the dog and when the dog began scratching at a spot, the neighbor was certain he had found more gold. However,

## 9TH STANDARD

after digging up he only found old, smelly offal. The neighbour killed the dog out of anger. When the old couple asked their neighbour, he told them what had happened and buried the dog at the root of a pine. The good old man went to the spot and paid the last respect to the dog.

One night, while the old man was asleep, he dreamt of the dog telling him to cut down the tree and build a mortar out of the wood. So, the man cut down the tree and built the mortar.

When the time came for the old couple to use the mortar to pound their grains, they found that the mortar turned the grains into rich treasures. Once again, the dog had made them rich and, once again, the neighbour wanted to become rich as well. He borrowed the mortar and he immediately went to test it. The neighbour's result was different. Instead of gold, the mortar turned his grains into filth. So in anger he broke the mortar and burnt it.

Once more, the dog appeared in a dream and told the old man to take the ashes of the mortar and spread the ashes on the withered trees and they would revive. The old man begged his neighbour and got the ashes. He sprinkled on the dead cherry tree and it sprouted and blossomed. He took the ashes with him and went around the country announcing that he had power to bring back the dead trees to life. When a prince heard about him, he called him to the palace. He tried him and found it to be true. The prince gave him rich rewards.

The neighbour, once again, heard of the riches that the old man had received. He wanted to try once again to get some riches as well. He took what remained of the ashes from the mortar and went to the palace. When he scattered the ashes on the trees, nothing happened but the ashes flew into the prince's eyes and mouth. His followers beat him almost to death. With great difficulty he crawled back home. When the good old couple heard about what had happened to the neighbour, they went to him and shared their riches with him. The wicked people mended their way and lived a virtuous life there after.

### Glossary and Meanings Textual

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tit-bit (n)	– a small piece of tasty food
wagging (n)	– move or causing to move rapidly to and fro
covetous (adj)	– having or showing a great desire to possess something belonging to someone else
obliged (v)	– make (someone) legally or morally bound to do something
mortar (n)	– a hard, strong bound in which substances are crushed to powder
withered (v)	– become dry and shriveled

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

1. They gathered the treasure. – Good couple
2. The pine tree under which I am buried, to be cut down and made into a mortar. – The dog
3. They dug, and found nothing but a quantity of dirt and nasty offal. – Wicked couple

4. He had not to wait long before he was called into the prince's palace, and ordered to exhibit his power. – The wicked oldman
5. BOW, WOW, WOW! – The dog

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

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

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

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

In the story 'The Envious Neighbour' the author presents the old farmer and his wife as kind people. He treated his dog well and fed it with good food. His kindness to his neighbours is brought out by the author very clearly. After getting the treasure he gave alms to the poor. Though he was not very rich he did not want to keep all the riches with him. When the envious neighbour wanted to borrow the dog he gave it to them. In the same way, he lent the mortar also to them with the idea that they could also make some money. They killed the dog and broke the mortar, but he never thought of punishing them. When the neighbour was punished by the prince and his followers, the old farmer went to him and shared his wealth with him. The above said points are enough to justify that the old farmer was a kind person.

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

The envious neighbour borrowed the dog with the idea of getting some treasure. But the dog did not help him, so he killed it. The farmer went to the burial place and did the last rituals to it. The dog came in his dream and asked him to make a mortar out of the pine tree. When the old man ground rice in it the grains turned into rich treasures. Then the mortar was broken and burnt by the wicked neighbour. Again the dog came in his dream and asked him to spread the ashes of the mortar on the dead trees. When he sprinkled the ashes on such trees they sprouted and blossomed. This power made him rich again. So the dog helped the farmer even after its death.

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

The wicked neighbour borrowed the mortar which was made by the farmer out of the pine tree and burnt it. The dog came in the dream of the farmer and asked him to collect the ashes and sprinkle the ashes on the withered trees. When the farmer did it, the withered trees sprouted and blossomed. The farmer went around the country with the ashes announcing his power to bring back the dead trees alive. When the prince heard about it he called him and tested. When his power was proved the prince rewarded him with treasures. When the wicked neighbour heard about it, he collected the remaining ashes and went to the prince. When he sprinkled the ashes on the trees, the ashes flew and fell in the eyes and mouth of the prince. So he was punished.

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

The author of 'The Envious Neighbour' presents two different couples who were neighbours. The old farmer was a kind person. He treated the dog well and fed it with good food. He helped the poor with his treasures. He always wanted to help others. The neighbour was covetous and stingy. He always thought of becoming rich by some foul means. When the farmer became rich with the help of the dog, he borrowed the dog to try his luck. The farmer was good enough to lend the dog. The neighbour killed the dog when he did not get any help from it. The mortar changed the grains into rich treasures for the farmer. Then the neighbour borrowed that too. Again he spoilt it and burnt it because he did not get any help from it. Throughout the story, the author gave a total negative picture about the wicked neighbour and a positive picture about the kind farmer.

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

1. There lived an honest man with his wife, who had a favourite dog got a treasure.



2. There dwelt a covetous and stingy old man and woman in the neighbourhood.



3. The wicked old couple seized the dog and the mortar.



4. They broke the mortar and burnt it.



5. They collected all the ashes that remained after the farmer had collected.

