

UNIT 3

OLD MAN RIVER

Dorothy Deming

DRAMA

Warm Up

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

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

Cyclone

A cyclone is a large scale air mass that rotates around a strong centre of low atmospheric pressure. Cyclones are characterized by inward spiralling winds that rotate about a zone of low pressure. Cyclones originate over the sea and travel about 300 to 500 km a day, drawing heat energy from the ocean waters. The main effects of tropical cyclones include heavy rain, strong wind, large storm surges at landfall, and tornadoes. The destruction by a tropical cyclone depends mainly on its intensity, its size, and its location.



After the cyclone

- Don't go outside until officially advised it is safe.
- Check for gas leaks....
- Listen to local radio for official warnings and advice.
- If you have to evacuate, or did so earlier, don't return until advised....
- Beware of damaged power lines, bridges, buildings, trees, and don't enter floodwaters.

Floods

A flood is an overflow of water that submerges land that is usually dry. A flood occurs when a river bursts its banks and the water spills onto the floodplain. Flooding tends to be caused by heavy rain: the faster the rainwater reaches the river channel, the more likely it is to flood. Floods can have devastating consequences and can have effects on the economy, environment and people. During floods (especially flash floods), roads, bridges, farms, houses and automobiles are destroyed. People become homeless.



During a flood

- Seek higher ground. ...
- Be aware of flash flood areas such as canals, streams, drainage channels.
- Be ready to evacuate.

If instructed, turn off utilities at main switches and unplug appliances - do not touch electrical equipment if wet.

If you must leave your home, do not walk through moving water.

Earthquake

An earthquake is the shaking of the surface of the Earth, resulting from the sudden release of energy in the Earth's lithosphere that creates seismic waves. Earthquakes are caused by tectonic movements in the Earth's crust. The main cause is tectonic plates ride one over the other, causing orogeny (mountain building), and severe earthquakes. The boundaries between moving plates form the largest fault surfaces on Earth. The ground shaking may also cause landslides, mudslides, and avalanches on steeper hills or mountains, all of which can damage buildings and hurt people. The second main earthquake hazard is ground displacement (ground movement) along a fault.



- Check yourself and others for injuries....
- Check water, gas, and electric lines for damage....
- Turn on the radio....
- Stay out of damaged buildings.
- Be careful around broken glass and debris....
- Be careful of chimneys (they may fall on you).
- Stay away from beaches....
- Stay away from damaged areas.

Tsunami

A tsunami or tidal wave, also known as a seismic sea wave, is a series of waves in a water body caused by the displacement of a large volume of water. A tsunami is a series of large waves generated by an abrupt movement on the ocean floor that can result from an earthquake, an underwater landslide, a volcanic eruption or - very rarely - a large meteorite strike. However, powerful undersea earthquakes are responsible for most tsunamis. The amount of energy and water contained in a huge tsunami can cause extreme destruction when it strikes land. The initial wave of a huge tsunami is extremely tall; however, most damage is not sustained by this wave.

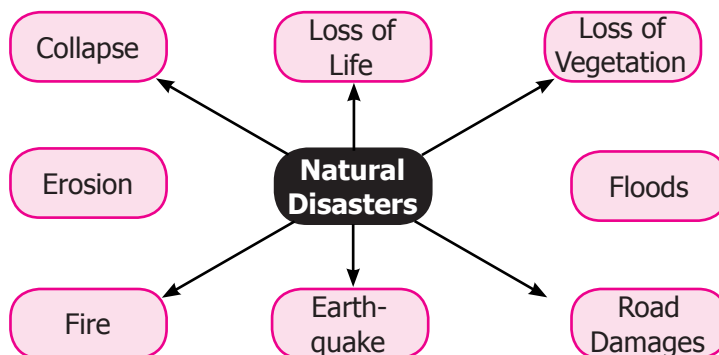


if you are under a tsunami warning,

- First, protect yourself from an earthquake....
- Get to high ground as far inland as possible.
- Be alert to signs of a tsunami, such as a sudden rise or draining of ocean waters.
- Listen to emergency information and alerts.

- Evacuate: DO NOT wait!...
- If you are in a boat, go out to sea.

B. Fill the word web with words related to natural disasters.



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

- What health hazards are caused when water stagnates around your place?
Malaria and dengue are among the main dangers of stagnant water, which can become a breeding ground for the mosquitoes that transmit these diseases. Stagnant water can be dangerous for drinking because it provides a better incubator than running water for many kinds of bacteria and parasites.
- When there is a power shutdown for long hours during floods, what will you do?
When there is power shutdown for long time, I will switch off all electrical appliances. If it is night time, I will manage with candles and lanterns.
- What precautions would you take if there is an announcement about flooding in your area?
I will try to find out a higher ground if flash floods are expected. I will become ready to get myself evacuated. I will turn off all the electrical appliances.

D. List out the human activities which have an impact on nature. Complete the tabular column.

Human Activities	Impact on Nature
1. Dumping of toxic waste into oceans.	Affects marine life.
2. Using of aerosol and air conditioner.	They affect the atmospheric chemical composition.
3. Encroaching in forest area.	Disturbs the habitats of animals.
4. Disposal of non-bio-degradable wastes.	Non-biodegradable waste products have long-lasting effects on land, where toxic pollutants often contaminate ground water. Non-biodegradable plastics can also lead to out-gassing.

- | | |
|--|--|
| 5. Emission of smoke from industries and vehicles. | People are exposed to polluted air which causes many breathing diseases. |
|--|--|

Summary

Dorothy Deming in her drama 'Old Man River' describes the experiences of a group of youngsters during flood situation. The characters are :

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

The first scene opens with Amy and Rose knitting and Betty looking at pictures in a magazine in their living room in the late afternoon in March. It is raining heavily outside and it is dark in the living room. Amy switches on the light. Rose goes to the window to see outside and says that the backyard is like a lake. All the three realise that the rain is very heavy and Betty says that the radio announced the river was above the danger line. By the time, they hear a noise of stamping feet. Jim enters totally drenched. He informs that the river is rising fast and the Burnett Dam broke an hour ago.

He asks Amy and Betty where their parents are. Mother has taken Dick to the dentist and she may stop at Mrs. Brant's to get something on her way home. Father has gone to Chicago on business. Suddenly they hear the phone ringing. Amy attends it and it is from their mother. Mother advises them to be careful and says that it is difficult for her to come home from Mrs. Brant's as the bridges are under water. Mother asks Rose to stay there that day and Rose has to inform her mother regarding this.

Amy, Rose and Betty decide to fill the vessels with fresh water. Jim decides to stay with them to help them. Rose cannot phone to her home because the lines are submerged in water. Jim asks all of them to get organized to face any eventuality. He asks Betty to get her flashlight, candles, lamps and lanterns. Rose has to fill the tubs and pails with water. Jim and Amy will check food, blankets and coats and he wants the girls to get the first-aid-kit ready. Jim tells Amy that the situation is very grim and they cannot go out easily.

Amy is really scared and Jim tells her not to show her fear to others. The water level is increasing. They plan to go to attic if water enters their house. Jim decides to go on the roof and send some signal for help so that someone may send a boat. They are getting ready with food, light and other items. Now they hear the voice of a child. That is Sara. She accompanied Rose but went to the play house. She cannot come out of that. Jim goes out and takes Sara inside the house. Lights go out because there is no electricity. They manage with candles. Jim whispers to Amy that water level is increasing. Their floor may be under water next morning. Jim decides to go on the roof to get some help.

The second scene opens with Sara who is asleep. They hear a bumping sound. As it is pitch dark outside they cannot see anything through the window. Suddenly they hear a voice calling Marshal. It is Mr. Peters from the Red Cross along with Miss. Marsh. They have come with a boat. As water level is increasing Amy is interested in saving her father's valuable books and mother's jewel box. Mr. Peter and Miss Marsh are still outside enquiring about them. Suddenly they hear the sound of a crash. Sara has fallen down. Mr. Peters carries Sara. Miss. Marsh after testing her informs Jim that Sara has broken her right leg below the knee. The Red Cross team decides to take Sara to the Red Cross hospital. Rose and Betty can accompany them. They promise Jim and Amy that they will send another boat to take them out of this place. Then Red Cross team leaves the place with Sara, Rose and Betty. Amy and Jim wait with a cup of coffee for the next boat.

Glossary and Meanings Textual

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stamping (v)	– bringing down (one's foot) heavily on the ground
cloudburst (n)	– a sudden violent rainstorm
pitcher (n)	– a large jug
lantern (n)	– a lamp with a transparent case protecting the flame or electric bulb, and typically with a handle by which it may be carried or hung
gasp (v)	– catch one's breath with an open mouth, owing to pain or astonishment
shudder (v)	– shiver typically as a result of fear or revulsion
hark (v)	– listen, pay attention
thumping (v)	– hitting or striking heavily, especially with fist or a blunt instrument
pickaback (n)	– a piggyback ride, on the back and shoulders of another person
wink (v)	– close and open one eye quickly, shine or flash intermittently
splint (n)	– a long flat object used as a support for a broken bone so that the bone stays in a particular position while it heals

Glossary and Meanings Additional

knitting	– making clothes by using needles and yarns
shade	– curtain
drag	– pull along the ground
panting	– gasping
recipe	– instructions for cooking a particular type of food
bowls	– vessels
pails	– buckets
interrupt	– disturb
scare	– frighten
garage	– building to keep cars
attic	– a space or room inside the roof of a building
horror	– fear
porch	– a covered shelter projecting in front of the entrance of a building

scream	– high noise with fear
pinpoint	– a very small area
terrified	– frightened
couldn't sleep a wink	– fail to get any sleep
bumping	– hitting something with force
wail	– scream
sobbing	– crying
scornfully	– feeling of contempt
drape	– long curtain
cracker	– a thin dry biscuit
stiff	– tight
gasp	– catch one's breath with an open mouth, owing to pain or astonishment
hot cocoa	– a hot drink made from cocoa powder mixed with milk or water
squeak	– a short, high-pitched sound or cry
red cross	– an international organization that helps people who are suffering, for example as a result of war, floods, or disease
lapping	– (of water) wash against (something) with a gentle rippling sound, to fold over or around something

Opposites

snappy	× pleasant	scare	× please
pal	× enemy	steady	× inconstant
scornfully	× respectfully	casual	× formal
bright	× dim	glad	× unhappy
wet	× dry	softly	× hard
serious	× ordinary	stiff	× loose

Discuss with your partner and answer the following questions.

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1. What were the girls doing in the living room?

Amy and Rose were knitting and Betty was looking at pictures in a magazine.

2. Why was mother not able to come home?

The mother was not able to come home because the bridges between Mrs. Brant's and town were under water.

3. How did Jim want the girls to 'get organised'?

Jim asked all of them to get organized to face any eventuality. He asked Betty to get her flashlight, candles, lamps and lanterns. Rose had to fill the tubs and pails with water. Jim and Amy would check on food, blankets and coats and he wanted the girls to get the first-aid-kit ready.

4. Which two important things did Jim want the girls to do to avoid getting scared?

Jim asked the girls not to let others see how scared they were. He told them that they should bring things like water, food, blankets and lights.

5. Where did Jim want the girls to climb up? How was it going to help them?

Jim wanted the girls to climb up on the roof. This would help to signal others to help them. Some might come there with boat to help them.

6. Who went to get Sara? Where was she?

Jim went to get Sara. Sara was in the playhouse.

Discuss with your partner and answer the following questions.

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1. What were the important objects that the girls and Jim try to move to the attic? Why?

Amy tried to move father's most valuable books and mother's jewel box to the attic. But Jim told Amy that they needed water and food more than the valuable books and jewel box.

2. Who came to rescue the children?

Mr. Peters and Miss Marsh from Red Cross came to rescue the children.

3. What happened to Sara?

Sara fell down and broke her right leg.

4. Who is Miss. Marsh? How does she help Sara?

Miss. Marsh is a Red Cross nurse. She gives a pain killer to Sara to reduce the pain.

5. Who were taken in the boat? Who were left behind?

Rose, Betty and Sara were taken in the boat and Amy and Jim were left behind.

6. How does Red Cross help the children?

Members of Red Cross come there at the right time with a boat. The nurse Miss. Marsh helps Sara with a painkiller. They take Rose, Betty and Sara in the boat to their house with the promise that they will send another boat for Amy and Jim.

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

1. The radio announced that _____.

- a) the river was above the flood stage
c) there will be a cloud burst

- b) the Burnet Dam had given way
d) they will be a cyclone.

Ans: a)

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

- a) it was raining heavily
b) the bridges between home and the town were under water
c) there was an emergency at Mrs. Brant's house
d) she had broken her leg

Ans: b)

3. The Burnett Dam gave away as _____.
 a) it rained for days
 b) the dam was weak
 c) it rained heavily and the snow was melting
 d) the maintenance was poor

Ans: c)

4. There was no power because _____.
 a) the power house was out of commission
 b) the power house was flooded
 c) the dam gave away
 d) there was fire

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Ans: a)

5. Why did they splint up Sara's leg with pillows?
 a) She was unconscious out of fear. b) She had broken her leg below the knee.
 c) She was too lazy to walk. d) She was making a fuss.

Ans: b)

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

1. Why did Jim run from school?

Jim ran from school because it was raining heavily outside.

2. Where was Amy's mother?

Amy's mother was in Mrs. Brant's. She went there to buy some items for a recipe.

3. Why did Amy ask Betty to fill in the water tubs?

Amy asked Betty to fill in the water tubs with fresh water because if the water supply was cut off they might not have safe water to drink.

4. According to Jim, what are the two things a person should remember in times of emergency?

According to Jim a person should remember not to let others see how scared he/she is. The second thing is the person should gather things like water, food, blankets and lights.

5. Why is Jim climbing on the roof?

Jim is climbing on the roof to signal others to get some help. He thinks that someone will come there in a boat.

6. Who were there in the living room? What were they doing?

Amy, Rose and Betty were in the living room. Amy and Rose were knitting and Betty was looking at pictures in a magazine.

7. Why were they going to sleep in the attic?

They were afraid that the flood will enter their house and they were not safe to be on the ground floor.

8. Who came in the boat?

The members of Red Cross, Mr. Peters and Miss. Marsh came in the boat.

9. Who is the founder of the Junior Red Cross?

The founder of the Junior Red Cross is Jean Henri Dunant.

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

No.	Column A	Column B	Answer
1	Amy	to Chicago on business	blankets
2	Betty	dentist	flash light
3	Rose	flash light	tubs and pails
4	Sara	nurse	fractured leg
5	Jim	blankets	Junior Red Cross
6	Penny Marsh	Mrs. Brant's	nurse
7	Mr. Peters	fractured leg	rescues the children
8	Mother	tubs and pails	Mrs. Brant's
9	Dick	Junior Red Cross	dentist
10	Dad	rescues the children	to Chicago on business

D. Based on your understanding of the text, answer the following in about three to four sentences each.**1. Describe the 'home alone' experience of the children.**

Amy, Rose, Betty, Sara and Jim were alone in the house when it was raining heavily outside. The father and the mother went out shopping and on business. They had terrifying experience in the beginning. Then they decided to keep calm and do things for themselves. They filled the vessels with fresh water and they took the candles, lantern and flashlight. They tried to keep food ready. Finally they got the help from Red Cross to escape from the floods.

2. Elaborate the rescue operation undertaken by Mr. Peter.

Jim climbed on the roof and signalled for help with the hope that someone would come with a boat. Mr. Peters and Miss. Marsh, members of Red Cross came in the boat. When they got inside unfortunately Sara broke her leg. Miss. Marsh was a nurse so she helped the child to get relieved from pain. Then they decided to take some of them out of the house in the boat. Sara, Rose and Betty were taken in the boat. They promised Amy and Jim that they would send some others with the boat to take them out of the house.

3. How did Jim prove himself as a good rescuer in the flood situation?

Jim was a member of Junior Red Cross so he was a trained person to face natural calamities. As soon as he came inside the situation changed. He instructed all the girls to get organised. He gave different jobs to different girls. He got candles, lantern, flashlight and food. Then he climbed on the roof and signalled for help with the hope that someone would come with a boat. It did happen. He encouraged the girls to come out of their fear. When Sara was caught in the playhouse he went there to save her. In the end, he was a hero.

4. Briefly narrate the happenings of the play in Scene II.

- How did Amy manage the situation at home?
- How did the Marshal save the children?

The second scene opens with Sara who is asleep. They hear a bumping sound. As it is pitch dark outside they cannot see anything through the window. Suddenly they hear a voice calling Marshal. It is Mr. Peters from the Red Cross along with Miss. Marsh. Mr. Peters and Miss Marsh are still outside enquiring about them. Suddenly they hear a sound of a crash. Sara has fallen down. Mr. Peters carries Sara. Miss. Marsh after testing her informs Jim that Sara has broken her right leg below the knee. The Red Cross team decides to take Sara to the Red Cross hospital. Rose and Betty can accompany them. They promise Jim and Amy that they will send another boat to take them out of this place. Then Red Cross team leaves the place with Sara, Rose and Betty. Amy and Jim wait with a cup of coffee for the next boat.

Think and answer

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

We all feel that natural calamity will not affect us. In the same way I too thought that I would never get such an experience. One night at 9.0'clock my whole family was sitting in the hall and talking about many things. Suddenly we felt a shake under our feet. Then things in the kitchen fell down with a big noise. It took some time for us to realise it was an earthquake. Immediately all of us ran outside. By the time many people were near the football ground. Within a few minutes many buildings started falling. Our house also fell. We waited for one hour, then everything calmed down. Then we went to our house and saw the totally damaged house. We lost almost everything. Fortunately we did not lose any life. Slowly we came to terms.

E. Using a dictionary, find out the synonyms and the antonyms of the words given below.

Word	Parts of speech	Synonyms	Antonyms
hard	adjective	difficult	easy
flood	noun	deluge	dearth
interrupt	verb	interfere	continue
scared	adjective	afraid	cool
irritation	noun	annoyance	delight
organize	verb	arrange	disorganise
serious	adjective	severe	playful
snappy	adjective	disagreeable	agreeable
emergency	noun	necessity	calmness
rescue	verb	save	endanger

Listening

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

The 2015 South Indian floods resulted from heavy rainfall generated by the annual north east monsoon in November – December 2015. They affected the Coromandel region of the South Indian states of Tamil Nadu and the Union Territory of Puducherry, with Tamil Nadu and the city of Chennai particularly hard-hit. More than 500 people were killed and over 18 lakh people were displaced. With estimates of damages and losses ranging from nearly 200 billion rupees to over 1 trillion rupees, the floods were the costliest to have occurred in 2015, and were among the costliest natural disasters of the year. The flooding has been attributed to the 2014 – 16 El-Nino event.

Writing

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

- You : Good morning Madam.
- Old lady : Good morning.
- You : I am from the Fire and Rescue department. How can I help you?
- Old lady : My dear young man, now what help can you give me? I lost almost everything.
- You : Aunt, be happy nothing happened to your life or the lives of others.
- Old Lady : That may be true but what will I do now? I don't even have vessels to cook. The Government may feed us some days and they may give rice and other materials. But how will I cook? What will I wear?
- You : True. I understand your problem. The Government has already announced exgratia payment to those who have been affected by the fire.
- Old lady : When will I get the money?
- You : I am sure within two days you will get the money. Till the time you will be fed by the Government.
- Old lady : That sounds good. Will you people be with us to help till that time?
- You : Yes aunty, we are posted here to help you.
- Old lady : Will you please give me some water to drink?
- You : Surely aunt.

Creative Writing

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

77, St. Georges Colony,
Karaikal.
27 September 2021.

Dear Ashley,

I hope you are fine in Madurai. You must have heard about the Ockhi cyclone which devastated our area. We lost almost everything. Though the Government announced about the possible cyclone no preparation was made in advance. Only after the severe damage the government agencies came to the spot. All the trees around our area fell down and some fell on the cars. So the damage was heavy. One good thing to remember was the support of the youngsters including many college students – boys and girls. They worked for hours together to remove the debris. We were standing without knowing what to do. The volunteers brought many bottles of water to quench our thirst. Many other organisations provided food packets. It took nearly a week to bring back electricity. Now slowly we are coming to normalcy.

Yours lovingly,
 Jeeva.

- I. Make a poster of any natural disaster, giving details about the devastation caused.**



- It occurred on December 26, 2004.
- It had the longest duration of faulting ever observed, between 8.3 and 10 minutes.
- According to the U.S. Geological Survey, a total of 227,898 people died. This is one of the ten worst earthquakes in recorded history, as well as the single worst tsunami in history. In India 12, 405 people died, 3,874 missing and 64, 599 displaced.

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

I am from the local college and I have come here to help as a volunteer. Now we are going around and asking people to leave your place and come with us with your mostly needed things. Please don't carry any heavy things with you. The flood may become worse. Before it becomes out of our control please come along with me. I will take you to a safe place. When the water recedes we will come back to this place. Now your life is more important than your belongings. Please follow me.

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

Quality	Character	Quality	Character
anxiety	mother	hopeful	Jim
serious	Jim	horror	Amy
fun	Sara	enjoyment	Sara
sober	Amy	terrified	all girls
excitement	Rose, Sara	levelheaded	rescue personnel
scared	Rose, Amy, Betty	scornful	Amy
frightened	all girls	hysterical	Rose
shudder	sara		

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

1. Is mountaineering a dangerous sport? Why? (para 1)

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Yes, it is a dangerous sport. As one climbs higher and higher, breathing becomes more and more difficult.

2. What is frostbite? (para 2)

When the cold is so severe, the climber's skin, feet, toes, fingers and tissues freeze and they become numb, which is called frostbite.

3. What are the qualities of a good climber? (para 3)

Good climbers should possess qualities like good physical condition, courage, perseverance and power of endurance. Also, they should carry with them maps, compasses and other equipment to find out tracks.

4. What do climbers carry with them? (para 4)

Climbers carry with them packs loaded with first-aid supplies, food and extra clothing for sudden changes of weather.

5. Where is the Mountaineering Institute situated in India? (para 5)

Mountaineering institute is situated at Darjeeling.

6. What qualities of humankind are brought out by this adventurous sport? (para 6)

This adventurous sport brings out the heroic qualities of humankind.

7. Why do mountaineers deserve praise? (para 6)

Mountaineers deserve praise for their courage and heroism.

8. What kind of visitors does Mt. Everest get? (para 6)

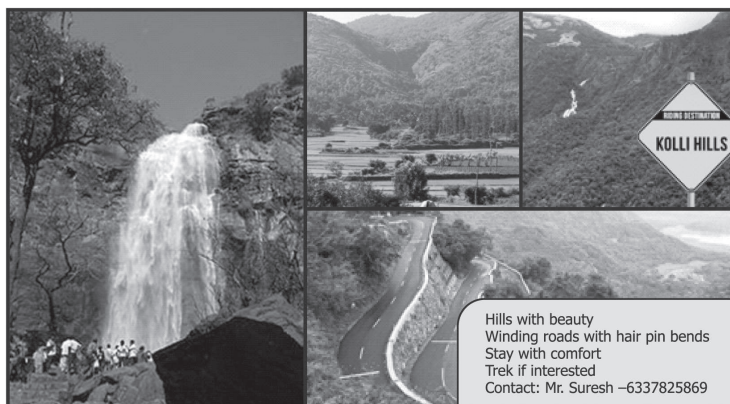
Mt. Everest gets foreign climbers as visitors.

Poster Making

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

Layout	Content	Expression
<ul style="list-style-type: none"> • Visually Attractive • Catchy title • Sketch on simple visuals • Fonts of different shapes and size 	<ul style="list-style-type: none"> • Themes/Subject • Description/details related to the theme • Date-time-venue • Name of Issuing Authority/Organisation 	<ul style="list-style-type: none"> • Organising and Sequencing of Content • Appropriate language • Creativity



GRAMMAR

Clauses

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

Examples of independent and dependent Clauses

- Kalpana wants to buy a phone, but **she does not have enough money.**
(Independent Clause) (Independent Clause)
- Telegram-plane If you don't study well, **you won't pass the exam.**
(Dependent Clause) (Independent Clause)
- **Kavin bought a car** which was too expensive.
(Independent Clause) (Dependent Clause)
- **Sanjai is a talented player** though he is out of form.
(Independent Clause) (Dependent Clause)

Independent Clauses are complete sentences.

They can stand alone and express a complete thought.

- Ex:**
- I need a book.
 - Mary prefers coffee.
 - Ram is a good volleyball player.

Dependent Clauses contain a subject and a predicate, but they do not express a complete thought.

- Ex:**
- When it is raining?
 - Because you were late.
 - After you go to school.

There are three main types of dependent clauses:
Adjective, Adverb and Noun.

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

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

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

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

A **Noun Clause** takes the place of a noun in the sentence.

- Ex:**
- This is the best route that I know.

Phrases

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

- the black hat
- blown away
- in the wind

Example of phrases put together in a sentence:

The red umbrella was blown away in the wind.

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

Noun phrases:

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

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

Ex: The pink house is for sale.

Verb Phrases:

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

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

Ex: You have woken up everyone in the house.

Prepositional Phrases:

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

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

Ex: The present inside the big box is mine.

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

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

B. Complete the following sentences using appropriate prepositional phrases.

1. I would like to order coffee _____ tea.
 a) instead of b) instead from c) instead to **Ans: a)**
2. _____ the rains, we went out.
 a) In spite of b) In spite c) In spite on **Ans: a)**
3. _____ fire, break the glass to escape.
 a) In case of b) In case c) In case with **Ans: a)**
4. I am standing here _____ my friends.
 a) in behalf of b) on behalf of c) on behalf **Ans: b)**
5. We solved the problem _____ a new device developed by our engineers.
 a) by means of b) by means c) by means to **Ans: a)**
6. _____ we are impressed with their performance.
 a) In general b) On general c) In generally **Ans: a)**

Non-Finite Verbs

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

Finite Verb	A verb that indicates tense and changes according to the subject.
Non-Finite Verb	A verb that does not indicate tense and does not change according to the subject

Finite verb:

Finite verbs change tense and number according to the subject.

- Arun invited Suresh to his daughter's birthday.
- Her friends presented the girl with a toy.
- His friend presented a watch.

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Non-finite verbs have no subject and do not change according to the tense or number. Non-finite verbs are broadly classified as follows:

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

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

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

Infinitives and Gerunds

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The infinitives is often called as 'to verb'.

Subject	I can function as a subject. Eg: <i>To swim</i> is a good exercise.
Object	I can function as an object. Eg: I like <i>to swim</i> .

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

Eg: She *made me do my project*.

We use plain/bare infinitives with these modals.

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

- I shall invite my friend.
- He will see me practice.
- She made me do the homework.
- Did he ask you anything?
- They would love playing in the park.
- They make me frustrated.
- You need not go.
- They may go shopping.
- He might phone you today.
- Babu could play the game very well.
- She must wake up early.
- Let her write on her own.
- I dare not oppose him.
- She made me see her drawing.

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

Eg: *To wait* seemed foolish when decisive action was required. (subject)
We intended *to leave* early. (direct object)

His ambition is *to fly*. (subject complement)

He lacked the strength *to resist*. (adjective)

We must study *to learn*. (adverb)

Gerunds

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

D. Read the following pairs of sentences.

Identify the subject

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

Identify the direct object

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

Identify the subject complement

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

Identify the object of the preposition

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

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Points to remember:

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

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

E. You may role-play the conversation.

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

Gerund : I come after a Preposition too.

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

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

Dinesh : I know you. I take your help to describe a general or future action.
(*I think I need to get up early tomorrow to complete my grammar exercise.*)

Divya : You have helped me to express 'reason', 'intention', 'purpose'.
(*I wish to finish my assignment by tonight.*)

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

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

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

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Divya : Don't you know I stopped talking to him?

Gernund : I am also used after these phrases - 'It's no us', 'It's no good'.

Dinesh and Divya : Thank you, mam. Bye Mr. Gerund and Ms. Infinitive.

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

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

- The astronauts managed to complete (complete) their training in record time.
- They learned how to survive (survive) in space without gravity.
- The best astronaut almost quit trying (try) to learn the complex information.
- Their mission appeared to be (be) in jeopardy.
- Then Marina encouraged him by saying, "It's no good quitting (quit) the project right at the end".
- Being an astronaut will enable you to achieve (achieve) great success in life.
- If you give up studying (study) now, our mission will be scrubbed.
- Think of your fellow astronauts who wouldn't hesitate to help (help) you in time of trouble.
- We astronauts must keep on preparing (prepare) for our space launch.
- Some say it's no use travelling (travel) to distant planets, because it takes too long.
- But we really want to visit (visit) other planets and find out if life exists on them.
- Can you imagine walking (walk) up to a Martian and shaking hands and saying (say), "Hello, How are you?"
- We really look forward to meeting (meet) alien creatures and finding (find) out what they are really like.
- Many scientists have warned us not to take (take) this dangerous journey, but we are not discouraged.
- Travelling to far away planets involves risking (risk) our lives for the thrill of discovery.
- However, we won't delay blasting (blast) off into space.
- Would you like to accompany (accompany) us on our journey if you could?
- During our training we have got used to being (be) weightless and living (live) under difficult conditions.
- Scientists admit to be (be) intensely curious about life on other planets.
- I'm sure they would also enjoy travelling (travel) with our crew.
- We told them to come (come) with us on our trip, but some of them think it is a waste of time searching (search) for the life that doesn't exist.
- We have been taught how to endure (endure) hardships during our training and now we can't afford to waste (waste) money.

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

Neptune-10

Venus-09

Mars-18

Jupiter-11

Ans: Jupiter-11

UNIT 3

On Killing a Tree

● Gieve Patel

POEM

Warm Up

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1. What is a tree?

A tree is a woody perennial plant, typically having a single stem or trunk growing to a considerable height and bearing lateral branches at some distance from the ground.

2. Why trees are important for our survival?

Trees are important because, as the biggest plants on the planet they give us oxygen, store carbon, stabilise the soil and give life to the world's wildlife. They also provide us with the materials for tools and shelter.

3. How long does it take a tree to grow to its full size?

Some trees are slow growers which take 20-30 years to reach full size, and some are fast growers, which take 10-15 years to reach full size.

4. How much time does it take to cut down a tree?

Tree fellers say that we can cut down a tree with an axe in about 15 minutes.

Summary

The poem 'On Killing a Tree' was one of the poems of his poetry collection named 'Poems' published in 1966. This collection was launched by Nissim Ezekiel. Most of Patel's poems centre on the human body. 'On Killing a Tree', too, is one such poem.

The poem is set on a very visual plane. The descriptions are vivid and the mood is sad. There also hangs a sense of darkness upon the poem. The pain felt by the trees, as imagined by Patel, dominates the mood of the poem.

It tells us that killing a tree is not easy. It is very time-consuming. A cut of a knife is not enough. A tree grows straight out of the earth, nourishing itself on the nutrients found in the earth, along with years of sunlight, water, and air. And even though the bark looks irregular and scaly, leaves and branches sprout out of it. The hack of a knife or an axe, or chopping off a bough is not enough to bring a tree down. These jabs may cause pain on the tree but the pain is not enough to kill it. The 'bleeding bark', the part where it has been wounded or where a bough is cut off, will heal with time. New green twigs will grow again; branches cut off will be replaced by new branches, which will grow into their former size.

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The poet explains how a tree could be killed. He says that to kill a tree, its root has to be pulled out. The root, which is the source of a tree's life, must be pulled out of its cave, in order to mortally harm the tree. By 'earth cave' the poet means the point, deep inside the earth, where the root is attached. Once the centre, the life source- the root is exposed, the tree becomes vulnerable.

The exposed-life source, which when left open to the sun and air, will be scorched due to the heat and the air won't be able to reach the scorched places to relieve it of the heat. Slowly, it will start to become brown, with all the softness fading out leaving a hard, lifeless remainder behind. With time, it will start to wither, become dry and bent out of shape, leaving a corpse where a tree used to be. In short, the exposure will leave the root vulnerable to all peculiarities of weather, which will ultimately weaken the tree and kill it.

Glossary and Meanings

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jab (v)	– to poke, or thrust abruptly with a short, quick blow
crust (n)	– the brown, hard outer portion or surface
leprous (adj.)	– covered with scales
hide (n)	– the strong thick outer skin
miniature (adj.)	– very small

A. Memorize the first two stanzas of the poem.

B. Read the following lines from the poem and answer the questions in a sentence or two.

1. *It takes much time to kill a tree,
Not a simple jab of the knife
Will do it.*

i. Can a 'simple jab of the knife' kill a tree?

No, a simple jab of the knife cannot kill a tree.

ii. Why does it take much time to kill a tree?

Tree is very strong. It has grown getting nourishment from the earth. So it takes time to kill a tree.

- 2 *It has grown
Slowly consuming the earth,
Rising out of it, feeding
Upon its crust, absorbing*

i. How has the tree grown?

The tree has grown straight out of the earth, nourishing itself on the nutrients found in the earth, along with years of sunlight, water, and air.

ii. What does the tree feed from the crust?

The tree grows itself on the nutrients found in the earth, along with years of sunlight, water, and air.

3. *And out of its leprous hide
Sprouting leaves.*

i. **What does the phrase 'leprous hide' mean?**

The term 'leprous hide' means bark covered with scales.

ii. **What comes out of the leprous hide?**

Leaves come out of the leprous hide.

4. *The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs*

i. **What will happen to the bleeding bark?**

The bleeding bark will heal with time.

ii. **What will rise from close to the ground?**

Green twigs and branches will rise from close to the ground.

5. *The root is to be pulled out –
One of the anchoring earth;*

i. **Why should the root to be pulled out?**

To completely kill a tree the root should be pulled out.

ii. **What does 'anchoring earth' mean?**

The earth keeps the root very strong. So it is called anchoring earth.

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C. **Based on the understanding of the poem, write down the summary of the poem by filling in the blanks.**

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The poet explains the process of **killing a tree**. A lot of work has to be done in order to **kill a tree** completely. It cannot be accomplished by merely cutting it with a **knife**. The tree has grown strong with the help of **the earth** for countless years. Even the **bark** of the tree gives rise to **branches**. The **bleeding bark heals and** sprouts new twigs and leaves. In a short period, they grow into a new tree. So, to **kill a tree** completely, one should take out its roots completely from the soil. Then they should be exposed to **sunlight**. Only then the tree will be completely killed.

D. **Based on the understanding of the poem, answer the following questions in a sentence or two.**

1. **What is the poem about?**

The poem is about how to kill a tree completely.

2. **What are the lessons to be learnt from the poem?**

It is not easy to kill a tree with an ordinary knife.

3. **What are the life sources needed for a tree to grow?**

Sunlight, air and water are the life sources needed for a tree to grow.

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4. What does the poet mean by 'bleeding bark'?

When the barks of some trees are cut with a knife they give out a sticky fluid. The poet calls this a bleeding bark.

5. Why does the poet say 'No' in the beginning of the third stanza?

The poet wants to emphasise that by cutting some parts of the tree we cannot kill it. So he uses the word 'No' in the beginning of the third stanza.

6. How should the root be pulled out?

The root should be tied to the rope and then pulled up.

7. What is hidden inside the earth for years?

The root which is the strength of the tree is hidden inside the earth for years.

8. What finally happens to the tree in this poem?

Finally the tree is completely killed in the poem.

E. Answer the following questions in about 80 – 100 words.**1. How does the poet bring out the pain of the tree?**

The poem 'On Killing a Tree' by Gieve Patel is set on a very visual plane. The descriptions are vivid and the mood is sad. There also hangs a sense of darkness upon the poem. The pain felt by the trees, as imagined by Patel, dominates the mood of the poem. It tells us that killing a tree is not easy. It is very time-consuming. A cut of a knife is not enough. A tree grows straight out of the earth, nourishing itself on the nutrients found in the earth, along with years of sunlight, water, and air. And even though the bark looks irregular and scaly, leaves and branches sprout out of it. The hack of a knife or an axe, or chopping off a bough is not enough to bring a tree down. These jabs may inflict pain on the tree but the pain is not enough to kill it. The 'bleeding bark', the part where it has been wounded or where a bough is chopped off, will heal with time. New green twigs will grow again; boughs chopped off will be replaced by new boughs, which will grow into their former size.

2. 'A tree doesn't grow in a day.' Explain it with reference to the poem.

The poem is set on a very visual plane. The descriptions are vivid and the mood is sad. There also hangs a sense of darkness upon the poem. The pain felt by the trees, as imagined by Patel, dominates the mood of the poem. It tells us that killing a tree is not easy. It is very time-consuming. A cut of a knife is not enough. A tree grows straight out of the earth. It gets its nourishment from earth. It gets the nutrients found in the earth, along with years of sunlight, water, and air. It gets the sunlight and air from nature for many years to become a big tree. Its root which is its strength stays under the earth for many years to give nutrients from the earth. When the root is pulled out the tree dies. So a tree takes a lot of time to grow.

3. Why do you think the poet describes the act of cutting a tree? What effect does it have on you as a reader?

The poem is set on a very visual plane. The descriptions are vivid and the mood is sad. There also hangs a sense of darkness upon the poem. The pain felt by the trees, as imagined by Patel, dominates the mood of the poem. It tells us that killing a tree is not easy. It is very time-consuming. A cut of a knife is not enough. A tree grows straight out the earth, nourishing itself on the nutrients found in the earth, along with years of sunlight, water, and air. First of all the poet wants to convey that Nature has provided the tree to the humans for their use. Nature gives all its nutrients to the tree for a long time to become a tree. So we should not kill a tree with such difficulty. The tree may be compared to many things. The root may be the native land. If people are removed from the land they are almost dead. Or root may be the love which binds all of us. A few 'jabs' may not affect love but if it is constantly disturbed it will be totally pulled out of us.

F. Complete the table by identifying lines, against the poetic device from the poem.

Poetic lines	Poetic Devices / Figure of Speech
It takes much time to kill a tree.	Alliteration
The bleeding bark will heal.	Alliteration
One of the anchoring earth.	Personification

Listening

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G. Listen to the passage about Nammazhwar, an environmental crusader from Tamil Nadu. As you listen, answer the following questions. The listening act can be repeated if required.

1. Who is Nammazhwar? What is his contribution to farmers and farming?

Nammazhwar is an agriculture scientist. He is against the use of costly chemical fertilizers. He is of the opinion that what we get from the soil can be used as fertilizer. This is his contribution to farmers and farming.

2. In 1963 he worked for the agricultural Regional Research Station as a scientist.

3. What was the turning point in the life of Nammazhwar?

His realization that the waste should be recycled and used as input was a turning point in his life.

4. How is the 'Bread sandwich method' a boon to the farmers?

In this method once the soil is made ready for cultivation they need not work on the soil for the second time. All through year they can go on sowing and reaping.

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5. **Pick out ideas from the passage to show that he learnt first and then shared with farmers.**

First he experimented with the sustainable agriculture methods and then he shared his ideas with the farmers.

6. **Explain in your words the meaning of "Farming is not a way of producing crops to make money. It is a way of living and a way of living that is possible even in the 21st century."**

Farming should not be taken only to earn money out of that. It should be a way of living for the farmers. They should enjoy doing this. It can done even in this century though we have different professions to earn money now.

7. **Give the synonyms of 'rely and 'sustainable'.**

rely – depend; trust
sustainable – maintainable

8. **"He never pushed ideas down anyone's throat." Means**

- a) favoured
b) compelled
c) opposed

Ans: b)

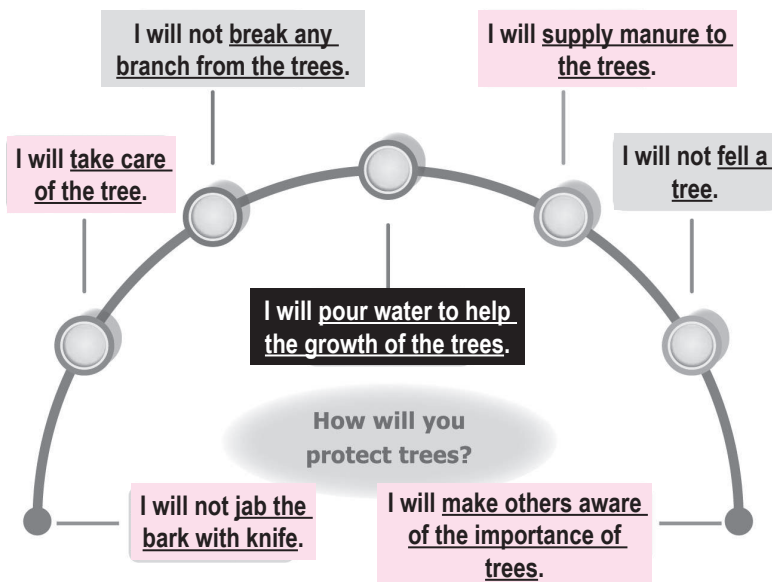
Writing

- H. **Based on the reading of the poem, complete the web chart given below.**



I. Taking clues from the lists on the board, complete the following chart.

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J. Work in pairs. Create three slogans on 'Saving Trees'.

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Remember

- Use catchy, meaningful phrases.
- Do not write complete sentences.
- Ensure that the words at the end rhyme.

Ex : Save a Tree
Get Oxygen for Free

Slogans:

- Don't make **Trees** rare, Keep them with care.
- If you cut a tree, you kill a life.
- If you save a tree, you save a life.
- If you plant a tree, you plant a life.
- Trees give good look; Don't destroy them from earth's book.

Speaking

K. Deliver a short speech for about five minutes on the following.

1. Imagine what will happen if all the trees in the earth disappear. Discuss with your friends and share it with your classmates.

Life could not exist on Earth without trees because they produce most of the oxygen that humans and wildlife breathe in. Trees absorb carbon dioxide from the atmosphere and release oxygen using the process of photosynthesis. There would also be no rain without trees since trees absorb water from the soil and release it through evapo transpiration. Water vapor released through evapo transpiration is the major mechanism by which air is remoistened. Forests act as giant air filters for the world. Trees purify the air by absorbing pollutants such as sulfur dioxide and nitrogen dioxide, reducing pollution. Trees also help prevent topsoil erosion because they break the force

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of wind and rain on soil, their roots bind the soil, and their decayed, falling leaves are absorbed by the earth and enrich the soil. Trees conserve rainwater and reduce water runoff and sediment deposit after storms. Additionally, trees provide a supply of lumber, seeds, and fruit. Further, dead trees that fall and get buried in the soil eventually provide fossil fuels such as coal and petroleum products, among other things. Trees can also act as noise filters. Trees muffle urban clamour almost as well as walls do. Trees planted at strategic locations can decrease loud noise from airports and highways.

2. Think of a situation where all the trees can speak. What will they talk about?

J.C. Bose, the great Indian scientist, has proved that trees have life as do the animals and humans. They feel and react but have no language or tongue to express their feelings. Only if they had the power of speech, they would express themselves in much the same way as we do. Leaves would say how they hate winter that predicts their impending death. Tree trunks would boast to one another of their advanced age and experience. Fruits would tell stories about their childhood. Branches would talk about the visits they have had from their insect, bird and animal friends. The spring would have sweet songs of welcome from them.

The trees would also react to express their pain. They would say 'ouch', if the leaves on their branches were pricked. They would be found screaming with pain, if we were cruel enough to break their twigs or branches. Their flowers would cry piteously, when they were plucked off, and so would every leaf on each tree, if smoke from a nearby chemical factory were to blow continuously across it. There is no doubt that after being blessed with the power of speech, the trees would talk of the joys of summer and the thrill they feel as the cool breeze blows through them.

They would speak of the wonder of being alive and the multiple uses they provide to all living creatures, including men and women; birds and animals. They would be too lavish to boast of their utility to living-beings.

Let us laugh together

- How do trees access the internet?
They simply lock in.
- What will the tree do, if the banks are closed?
It will start its own branch.
- What type of tree fits in your hand?
A palm tree.



UNIT 3

Earthquake

■ M.S. Mahadevan

SUPPLEMENTARY
Warm Up

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When was the last time you helped someone?

Write a few instances of your act of kindness.

It was almost a year since last I helped a two-wheeler rider. There was pothole on the road near my school. He didn't see it. He fell off the bike at the pothole. When I saw the incident, I immediately rushed to the spot and helped him get up and gave him water. I made him feel cool and relaxed. Then he said 'thank you'. I was happy I had helped someone in times of need.


Summary

M. S. Mahadevan describes the destruction caused by earthquake in a place called Molthi. In this story an affected person narrates the effect of the earthquake a pilgrim. Throughout the story the reader passes through the emotion of the narrator.

The narrator is Brijji, one who had lost everything except his sister in the earthquake. He met a pilgrim and invited him to come to his tea shop while he waited for the bus. He prepared a fine tea for him and while he drank the tea, he narrated to him the tragic consequences of the earthquake which had devastated his village Molthi four years back. The whole village was wiped out.

It was a terrible earthquake. The epicentre was in a valley. Out of six hundred and seventy villages in the valley, six hundred and two were destroyed. Within five minutes the villages were reduced to mere rubbles. But Brijji was not in his village at that time; he had gone to Pauri to buy his school books. He stayed the night in his uncle's house. They felt the tremor there too but they escaped but the people of Molthi were not lucky.

He went to his village with his uncle. He saw the worst. Nothing was left there; all the houses were destroyed. He had a small family. His father died fourteen months back. They were in his grandfather's house. He had his mother, his ten year-old younger brother Nilu and Bhuli, his two year old baby sister.

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The army rescue team could not find any living being there. His uncle gently asked him to do the last rites to his family people. But he could not see Bhuli. So he shouted that she should find her. He ran back to the place where his house had stood. He tried to lift the boulders and the mud to find out his sister. He told the army men that he wanted to give proper cremation to his sister. The tired-out army man told him that he had tried their best so far. But they could not find anybody else. Now Brij lost all his hope.

Ten minutes later the officer came back with three soldiers. They started removing the debris. By the time they saw a small foot under a part of a door. They removed everything quickly. Someone said, "She is alive." It was a miracle. She was under the debris for a hundred and sixteen hours. His sister was taken to the makeshift hospital. He wanted to thank the officer but he could not find him.

Then he went with his sister to live with his uncle. He worked in a dhaba and his sister started going to school. One day to his happiness he saw army man who resembled the officer who had helped him to find his sister. He served him tea and refused to get money for it. In this way every day he served tea to the visiting army men. After a month he left his job and came to that place. He did not accept money from the pilgrim.

Glossary and Meanings

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rickety (adj.)	– structure or piece of equipment poorly made and likely to collapse
tremor (n)	– a slight earthquake
devastation (n)	– the state of being decayed or destroyed
haphazardly (adv.)	– in a random manner
debris (n)	– scattered pieces of rubbish or remains
white-shrouded (v)	– wrap or dress (a body) in a shroud for burial
pyres (n)	– a heap of burnable material, for burning a corpse as part of a funeral ceremony

A. Fill in the blanks with words from the text.

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1. The name of the narrator is Brij.
2. There were six hundred and seventy villages in the valley.
3. Brij went to Pauri to buy his school books.
4. The soldiers had set up a makeshift hospital.
5. Bhuli had been buried under the debris for a hundred and sixteen hours.

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

1. Brij started a tea shop because he wanted to _____.
 a) start a company b) serve the people
 c) go on a pilgrimage d) become a tour guide

Ans: b)

2. Molthi was completely devastated because of _____.

- a) a high intensity earthquake b) thunder and hail storm
c) drought and famine d) flash floods

Ans: a)

3. The brother searched everywhere and looked dejected because _____.

- a) he couldn't find his house
b) he couldn't locate his sister
c) he was hungry and didn't eat for a few days
d) he lost his school books

Ans: b)

4. The boy had great reverence and respect for Army officers as they _____.

- a) were brave and courageous b) worked day and night
c) saved his sister from death d) all the above

Ans: c)

5. Brij finally offered the traveller a _____.

- a) cup of milk b) cup of tea
c) glass of water d) cup of coffee

Ans: b)

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

1. Greetings, traveller. You looked tired and cold. – Brij to pilgrim
2. Tomorrow, we will go back to Pouri. – Uncle to Brij
3. Whom are you looking for? – Army officer to Brij
4. My men have been on their feet for days. – Army officer to Brij
5. May God be with you! – Brij to pilgrim

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

1. Explain the efforts taken by the Army Officer to save the child.

M. S. Mahadevan describes the destruction caused by earthquake in a place called Molthi. In this story an affected person narrates the effect of the earthquake to a pilgrim. Throughout the story the reader passes through the emotion of the narrator Brij. Brij could identify all his family members' bodies except that of his sister. So he shouted that she should find her. He ran back to the place where his house had stood. He tried to lift the boulders and the mud to find out his sister. He told the army men that he wanted to give proper cremation to his sister. The tired-out army man told him that he had tried their best so far. But they could not find anybody else. Now Brij lost all his hope. Ten minutes later the officer came back with three soldiers. They started removing the debris. By the time they saw a small foot under a part of a door. They removed everything quickly. Someone said, "She is alive." It was a miracle. She was under the debris for a hundred and sixteen hours. His sister was taken to the makeshift hospital.

2. Brij has become a symbol of love and humanity. Explain.

M. S. Mahadevan describes the destruction caused by earthquake in a place called Molthi. In this story an affected person narrates the effect of the earthquake to a pilgrim. Throughout the story the reader passes through the emotion of the narrator Brij. At

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time of earthquake he was in Pauri in his uncle's house. He went to his village with his uncle. He saw the worst. Nothing was left there; all the houses were destroyed. He had a small family. His father died fourteen months ago. They were in his grandfather's house. He had his mother, his ten-year old younger brother Nilu and his Bhuli, his two year old baby sister. Brijji could identify all his family members' bodies except his sister. With the help of the army men he saved his sister. He wanted to thank the officer but he could not find him. Then he went with his sister to live with his uncle. He worked in a dhaba and his sister started going to school. One day to his happiness he saw army man who resembled the officer who had helped him to find his sister. He served him tea and refused to get money for it. In this way every day he served tea to the visiting army men. After a month he left his job and came to that place. He did not accept money from the pilgrim.

- E. Answer the following questions based on the reading of the story. Do not forget to go back to the passage whenever necessary to find and confirm the answers.**

Action	Effect
While you warm yourself.	I will prepare the best tea.
I saved enough money.	I came back and with little help. I started this shop.
There were six hundred and seventy villages in the valley.	Six hundred and two villages were destroyed.
It was a terrible earth quake and it was felt.	in Delhi and Lucknow.
I ran back to the village.	All the houses had been flattened.
They lifted the door.	"She is alive!" someone said.
I went to thank the Army Officer.	But he was gone.

