



English 9

Second Term





PREFACE

The revised course book for English standard IX is based on the communicative approach which recognises the importance of developing students' competence to express them fluently, confidently and appropriately. The selection of contents has been determined by the students' present and future academic and social needs.

Each unit focuses on inculcating universal human values, gender sensitization and inclusivity. To explore the digital world, ICT Corner is introduced in each unit at first time in State Board Text Book.





How to use the book

1

- ☛ Different types of warm up activities can be used to discuss the theme.
- ☛ Make use of the different genres in the text for understanding and appreciating the plot and characterization.
- ☛ 'Do You Know' boxes can be used for thinking beyond the texts.

2

- ☛ Facilitate the children to enjoy and appreciate the poem.
- ☛ Encourage the students to practice the situational grammar exercises.
- ☛ 'Think and Answer' questions can be used for promoting higher order thinking skills.

3

- ☛ Use the listening, speaking, reading and writing activities to support effective learning.
- ☛ Open-ended questions in the writing tasks can be used for promoting creative writing.
- ☛ 'Project' can be used for developing team spirit and collaborative learning.

4

- ☛ Motivate the students to read independently and to explore by accessing resources in the library and other ICT resources.
- ☛ Make use of literary and non-literary texts to develop analytical, inferential and evaluative reading strategies.



Content

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***Memoriter**



E-Book



Assessment



Digi Links





Unit 1

Prose

Seventeen Oranges Bill Naughton



Warm up

Share with your classmates.

Imagine you are caught while sneakily eating something without your parent's permission.

- ▲ What would be your reaction at that moment?
- ▲ How would you manage that situation?



In the story "Seventeen Oranges" let us see if the narrator is able to cleverly manage a tricky situation or not.

Oranges! I was fond of them. I used to eat them all day and every day. But one day a police man found seventeen oranges hidden away in my pockets. He locked me up and I have never eaten an orange again.

I want to tell you the story.

I was driving a little pony-and-cart for the Swift Delivery Company, and I often went in and out of the docks.

- ▲ Where did the narrator work?
- ▲ What was the narrator's job in the docks?

I was not really a thief. But I usually left the docks with something under my apron. I had made the apron myself and it was a big one.

When there was a banana boat in the docks, I drove my little cart beside it.

Sometimes bunches of bananas fell to the ground. Often my friends kicked a bunch to me from the boat. I always picked up the bananas quickly and hid them under my apron.

Then I spent the rest of the day eating bananas. I liked bananas, but I like oranges best of all.

I only took things when I found them. But some people planned a theft very carefully. Clem Jones was a careful planner. Let me tell you about Clem.

One day Clem was coming out of the docks. He was carrying a box. 'What have you got in here?' asked Pongo the policeman.

'A cat,' replied Clem. 'Please don't make me open the box. The cat will run away.'

'A cat?' Pongo said. I don't believe you. Open the box.'

'But the cat will run away,' Clem said again.

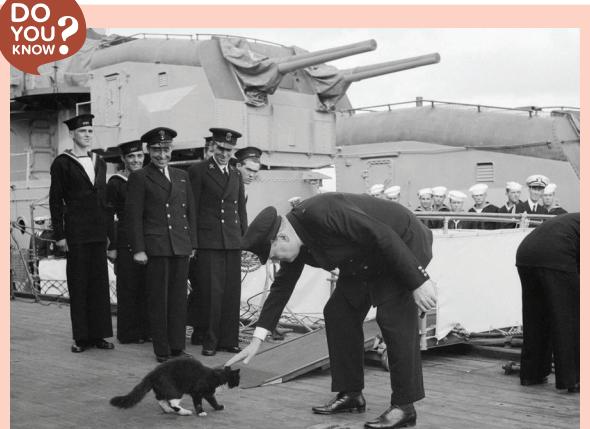


'There isn't a cat in the box,' replied Pongo. 'Open it up.'

Clem got very angry, but finally opened his box. Out jumped a ship's cat. The cat ran back into the docks. Clem ran after the cat. He was shouting angrily.

- ▲ What was Clem Jones carrying in the box?
- ▲ What happened when the box was opened?

Two minutes later, Clem came back with the same box. He was holding the lid down tightly. Pongo laughed at him and Clem looked at him furiously. Clem looked angry all the way home. Then he smiled. He opened the box in the kitchen and took out a large Dutch cheese.



A ship's cat is a cat that rides along on trading, exploration and naval ships to catch mice and rats which can cause damage to ropes, electrical wirings, crew's food, grains in the cargo and wooden parts of the ship.

That was Clem's story. But I was not so lucky. Pongo, the policeman, caught me **red-handed** because my apron string broke. He noticed that my trouser pockets were somewhat bulging.





'Hey! Wait a minute,' Pongo shouted.

He caught me by the collar, took me into his cabin nearby and looked into my pockets. There were seventeen oranges. Pongo counted them and placed them carefully on the table.

'Too many people are stealing from the docks,' Pongo said, 'You've stolen these oranges and **concealed** them in your pocket. Have you anything to say?'

- ▲ Did the narrator believe Clem's story?
- ▲ What was the narrator carrying in his pockets?
- ▲ Who is Pongo?

I said nothing. I was very frightened, but I kept quiet. I had read a lot of detective stories to make the mistake of **blabbing**. Anything you say may be used as evidence against you. I knew that the best plan was to say nothing.

'So you won't say anything,' said Pongo. 'I'm going to bring another policeman here. He'll be a witness against you, when I bring up this case in the court.'

Pongo left the cabin and locked the door behind him. I was very worried.

I looked at the walls. I looked at the door. I looked at the seventeen oranges, and I looked at the apron with its broken string.

I'll lose my job, I thought. Perhaps I'll go to prison. What will my father say?

What will my father do?

I almost gave up the hope of escaping from the trouble. I was locked in the cabin and the oranges were on the table. Pongo had gone to bring a witness. I was in trouble.

'Oh, my God!' I said.

'What can I do?'

'*Eat the oranges*', said a voice in my head. '*Eat the evidence*.'

'Eat them?' I asked.

'Yes,' said the voice in my head. '*Eat them and the evidence will be gone. Be quick! Eat them all.*'

- ▲ Why did Pongo want to bring another policeman?
- ▲ What did the voice in the narrator's head tell him to do?

I thought for half a second. Then I took an orange. I peeled it and put it in my mouth. Soon, only the **pips** were left.



- ▲ One orange contains our daily requirement of vitamin C.
- ▲ Oranges were first grown in India and then they spread to the other parts of the world.



'You have to swallow the pips too,' said the voice in my head 'You have to swallow the pips and the peel. You have to swallow all the evidence.'

'Yes, of course,' I said.

I swallowed the pips and put some of the peel in my mouth.

'Don't eat it!' said the voice. 'There isn't time. Swallow it! Be quick! Swallow it!'

I took a small knife from my pocket and cut the oranges into large **chunks**. I swallowed the pieces of oranges one after the other.

There were still three oranges on the table when I heard Pongo outside. I stopped. My stomach was nearly full.

'Be quick! Swallow them!' said the voice in my head.

I was lucky. Pongo and the other policeman had seen some carts at the

dock gate. They went and talked to the drivers. This gave me a few more minutes.

I must swallow all the oranges, I thought. Only three left!

I swallowed the first one, and then the second one.

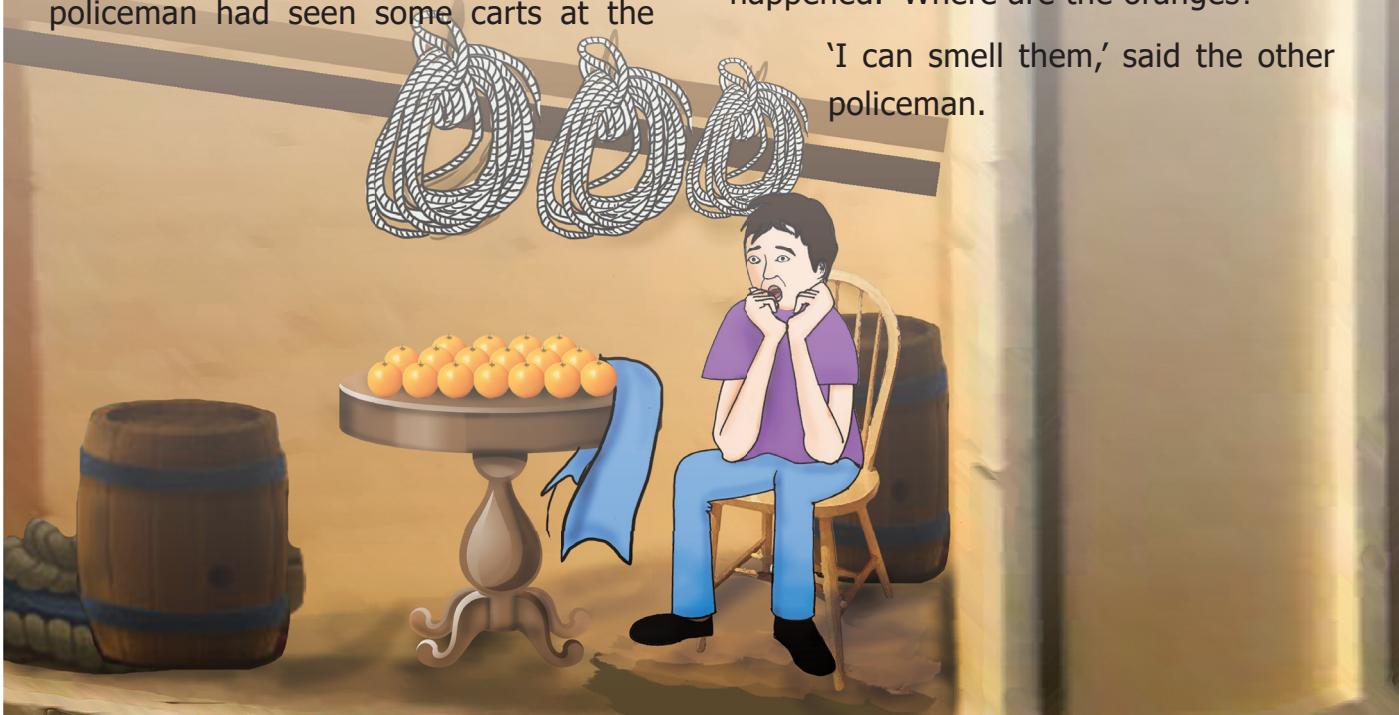
Suddenly the door began to open. I went through a great deal of struggle and finally managed to finish off the last piece of the last orange. Pongo and the other policeman walked in.

'This is the thief.' Pongo said. 'I caught him with his pockets full of oranges.'

- Why did the policemen arrive a little late to the cabin?
- What did the narrator do with the pips and peels?

Then Pongo looked at the table and at first, he could not figure out what had happened. 'Where are the oranges?'

'I can smell them,' said the other policeman.





DO
YOU?
KNOW?



Giving oranges during their New Year season is a festive ritual of the Chinese. They are usually given in pairs as a symbol of friendship.

I said nothing.

Pongo looked everywhere for the oranges. He looked in my pockets. He looked in my apron. But he didn't find one orange.

Finally, Pongo understood what had happened. But it was very difficult to believe.

'Seventeen oranges!', he said. 'Seventeen big oranges! How did you eat them all?'

I said nothing. Pongo was not able to send me to prison. There was no evidence.

Pongo became angry and shouted at me. But I didn't say a word. In the end, he had to let me go.

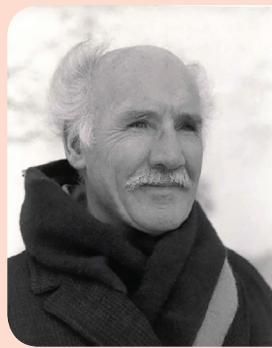
I told Clem Jones about the seventeen oranges.

'Pongo locked you in that cabin for half an hour,' said Clem. 'He had no right to do that.'

Perhaps Clem was right. I don't know. I didn't have time to think about it. I had eaten seventeen large oranges -

peels, pips and all. I felt very sick for a week and those oranges kept working away in my stomach.

About the Author



William John Francis Naughton, known as Bill Naughton (1910-1992) was an Irish-born British playwright and author. He worked as a weaver, coal-bagger and lorry-driver before he started writing. His preferred environment was working class society, which is reflected in much of his work. He wrote many novels, short stories, plays and children's books. He is best known for the play **Alfie**. His 1977, children's novel **My Pal Spadger** is an account of his childhood in 1920s Bolton.



Glossary



dock (n)

- an enclosed area of water in a port for the loading, unloading and repair of ships

apron (n)

- a protective garment worn over the front of one's clothes and tied at the back



- red-handed** - used to indicate that a person has been discovered in the act of doing something wrong
- concealed** - the act of keeping something secret or hidden
- blabbing (v)** - to reveal secrets indiscreetly and thoughtlessly
- pips (n)** - small hard seeds in a fruit
- chunks (n)** - thick large pieces of something

A. From your reading of the text, choose the correct answers from the options given below.



1. The narrator was very fond of _____
 - a) eating oranges.
 - b) driving a pony-and-cart.
 - c) reading detective stories.
 - d) munching away at something.

2. The narrator was searched by the policeman, because _____
 - a) his pockets were bulging.
 - b) he was singing songs.
 - c) he was carrying a box.
 - d) the oranges could be smelt.

3. The narrator kept his mouth shut when questioned by Pongo, because _____
 - a) anything said would be held as evidence against him.
 - b) the oranges would fall out.
 - c) he did not steal the oranges.
 - d) he was scared of Pongo.

 4. The voice in the narrator's head advised him to _____
 - a) confess the truth to Pongo.
 - b) eat all the oranges.
 - c) deny his guilt.
 - d) hide all the oranges.

 5. Pongo found no trace of the oranges on the table, because _____
 - a) Pongo's mate had stolen them.
 - b) all the oranges were sold.
 - c) the narrator had eaten them all.
 - d) they disappeared mysteriously.
- B. Answer the following questions briefly in one or two sentences.**
1. Why did the narrator call Clem Jones a careful planner?
 2. What was Clem Jones carrying in the box during his second attempt?
 3. Why did the policeman suspect the narrator?
 4. What did Pongo consider as evidence against the narrator?
 5. How did the narrator feel when he was alone in Pongo's cabin?
 6. What did the narrator do to get rid of the evidence?



7. What did Pongo do when he found no oranges on the table?
8. Why were the policemen not able to bring any charges against the narrator?
9. How did the narrator feel after eating seventeen oranges?
10. What happened to the narrator's love for oranges after the incident?

C. Answer the following in about 80-100 words.

1. Narrate the clever strategy followed by Clem Jones to deceive Pongo.
2. Describe the confrontation between the narrator and Pongo.

Vocabulary



D. Find the synonyms for the underlined words given in the passage.



1. The voice in his head asked the narrator to eat the evidence.
a) proof b) contradict
c) disprove d) refute
2. Clem looked at Pongo furiously.
a) politely b) gently
c) angrily d) calmly
3. When Pongo caught the narrator with the oranges, he was very frightened.
a) undaunted b) afraid
c) valiant d) brave

4. The narrator was quiet, when Pongo questioned him.
a) calm b) noisy
c) silent d) agitated
5. The narrator was in trouble because he took the oranges.
a) peace b) difficulty
c) harmony d) comfort

E. Find the antonyms for the underlined words in the following sentences.

1. Seventeen oranges were hidden in the narrator's pockets.
a) exposed b) masked
c) concealed d) buried
2. Clem Jones was ordered to open the box.
a) prepared b) arranged
c) forced d) requested
3. Pongo locked the narrator inside the cabin.
a) closed b) sealed
c) released d) chocked
4. Pongo carefully searched the narrator's pockets.
a) attentively b) carelessly
c) cautiously d) strictly
5. The narrator of the story felt very sick for a week
a) healthy b) disordered
c) feeble d) unhealthy



Phrasal Verbs

A phrasal verb is a verb that is made up of a main verb together with an adverb or a preposition or both, to create a completely new meaning.

F. Given below in Column A are some phrasal verbs taken from the text. Find the meanings by using a dictionary and complete Column B.

| S. No. | Column A | Column B |
|-----------|--------------|----------|
| | Phrasal Verb | Meaning |
| 1. | fond of | |
| 2. | hidden away | |
| 3. | lock up | |
| 4. | laughed at | |
| 5. | look at | |
| 6. | bring up | |
| 7. | gave up | |
| 8. | went through | |
| 9. | finish off | |
| 10. | figure out | |

• **Listening**



*Listen to the play "The Red Peacock". The incidents described in the one act play happen as a result of people's responses and actions. Complete the table with suitable responses.

| CAUSE | ACTION | EFFECT |
|--|--|---|
| 1. Krishna Deva Raya wants all the best things in the world. | He pays 1000 gold coins for the red peacock. | |
| 2. Chatur Pandit is greedy and wants to get rich. | | The king banishes him from the court for a month. |
| 3. | He hires a painter and paints four peacocks red. | He proves that the king spends money needlessly. |

*Listening text is on Page 161



G. Answer the following questions based on your listening.

1. Why did Chatur Pandit ask the king for 1000 gold coins?
2. Where did Chatur Pandit find the red peacock?
3. What sort of a person was Chatur Pandit?
4. **State whether the statement is true or false.**

Tenali was given three weeks to bring more red peacocks.

5. Why the people felt that they were lucky to have Krishna Deva Raya as their king?

Speaking



Writing



I. Work in groups and discuss. Then write a diary entry in about 60-80 words describing your feelings and emotions for the given situations.

Imagine, you are Pongo.

1. Your feelings when you caught the boy.
2. Your feelings and emotions when you came back and found the oranges gone.



Grammar



H. Work in groups of four. Choose one of the situations given below. Discuss how the story would have been different if,

- i) Pongo had pardoned the narrator after scolding him.
- ii) Pongo had arrived on the scene before the last orange was eaten.
- iii) Pongo had forgotten to lock the door properly but the narrator only discovered it just before Pongo returned.

Share your ideas with the rest of the class.

Auxiliary Verb

Primary Auxiliary

1. Be Verbs

am, is, was,
are, were

2. Do Verb

does, do,
did

3. Have Verb

has, have,
had

Modals

can - could

may - might

shall - should

will - would

must

Semi Modals
need, dare
used to, ought to



Modals

Must

Expressing

- ▲ Strong obligation
- ▲ logical conclusion
- ▲ Certainty



Example

- ▲ You must stop when the traffic lights turn red.
- ▲ He must be very tired. He's been working all day long.



Must not

Expressing

- ▲ prohibition



Example

- ▲ You must not smoke in the hospital.

Can

Expressing

- ▲ ability
- ▲ permission
- ▲ possibility



Example

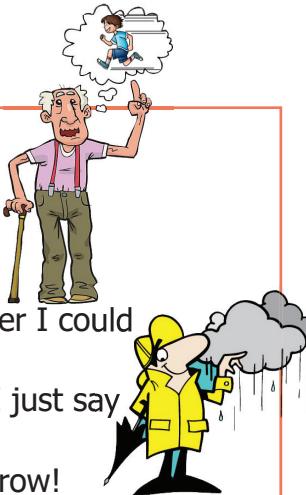
- ▲ I can swim.
- ▲ Can I use your phone please?
- ▲ Smoking can cause cancer.



Could

Expressing

- ▲ ability in the past
- ▲ polite permission
- ▲ possibility



Example

- ▲ When I was younger I could run fast.
- ▲ Excuse me, could I just say something?
- ▲ It could rain tomorrow!

May

Expressing

- ▲ permission
- ▲ possibility / probability



Example

- ▲ May I come in?
- ▲ Where are my keys? They may be in the car.



Might

Expressing

- ▲ polite permission
- ▲ possibility / probability



Example

- ▲ Might I suggest an idea?
- ▲ I might go on holiday to Australia next year.



Need not

Expressing

- ▲ lack of necessity/ absence of obligation



Example

- ▲ I need not buy tomatoes. There are plenty of tomatoes in the fridge.

Should/ought to

Expressing

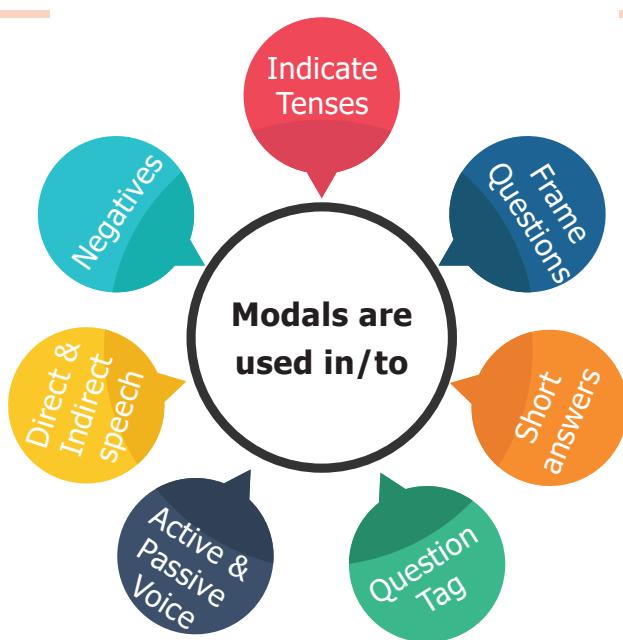
- ▲ 50 % obligation
- ▲ advice
- ▲ logical conclusion



Example

- ▲ I should / ought to see a doctor. I have a terrible headache.
- ▲ You should / ought to revise your lessons
- ▲ He should / ought to be very tired. He's been working all day long.





Modal verbs are helping verbs which give additional information of the main verb that follows.

**Can, could, may, might, will,
would, shall, should,
must, must not, need not**

J. Can You do It?

- Talking about the abilities of your class members is a great way to review the use of the modal *can*.
- Work in pairs and discuss things a person might be able to do. Include things that some people can do and others cannot do, and make a list on the board.

Can you?

Example: Can you play the guitar?

Now you try:

Can you -----?
Can you -----?
Can you -----?
Can you -----?

- Once your list has 30-50 abilities, it's time to prepare for the game.
- Each of you will be given a blank paper and fill in the spaces with one of the abilities you listed on the board.
- Then, when the teacher says go, go around the classroom asking each other "Can you _____?", asking about one of the activities listed on the board.
- If the person you ask can do that activity, you mark off the square with his/her name.
- If the person asked cannot do it, move on and ask another person about that ability or another one on your paper.
- You can only ask each person about one ability before moving on to ask another classmate, but you can come back to the same person as often as you like.
- When someone gets five spaces in a row, he calls "BINGO."

Write it on the paper

Can you play Cricket?

Mugunthan

Can you sing songs?

Malar

Write down all the 'can do activities' from the board and write down your classmates names in the box



K. Do's and Don'ts (Necessity, Obligation and Permission)

Choose the correct option.

1. We use _____ (should/must/ought) when something is compulsory, obligatory and important.
2. We use _____ (should/must/ought) when something is the right thing to do.
3. We use _____ (should/must/ought) when something is suggested or recommended.

L. Answer the following.

| | |
|---|--|
| 1 | Frame a question using 'have'. I have never seen such a creature. |
| 2 | Underline the modal. How can we reward you? |
| 3 | Find the modal. Where will Tenali Raman go? |
| 4 | Choose the correct modal. Who _____ (have/has) painted the peacock red? |
| 5 | Answer with may/may not. Do you think red peacocks exist? |

M. You are Aadhav. While you were away on a holiday, your house was burgled.

Use appropriate modals and complete the letter to your friend telling him/her about it.

No. 36, Gandhi Road

Chennai – 45

04 August 2018

Dear Ramesh,

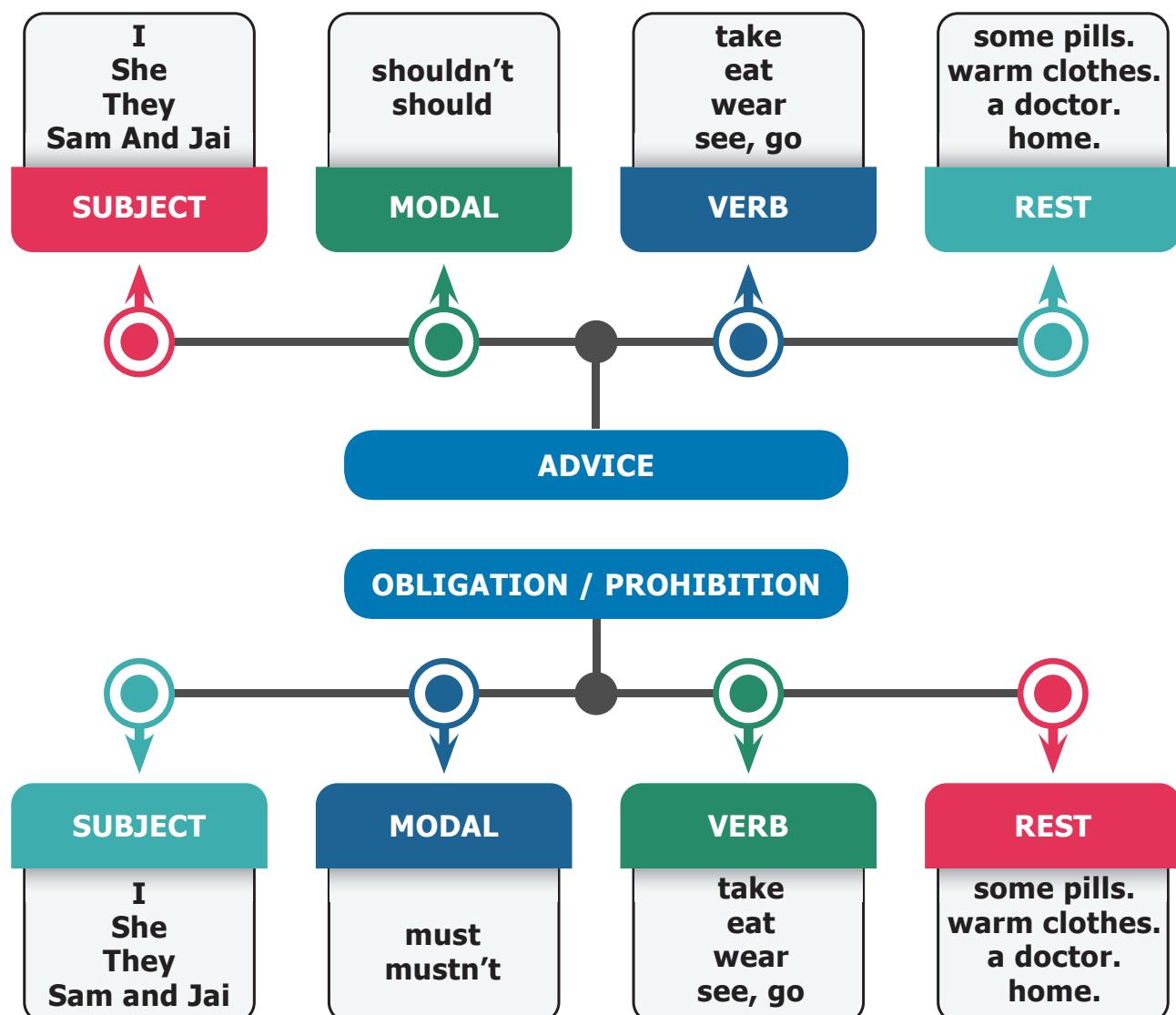
How are you? I feel sad to inform you that my house was burgled last week when I was on a holiday. Burglars _____ have known from the accumulated newspaper pile that I had gone away. When I came back last Sunday, I found the back-door lock broken. I _____ have forgotten to bolt the back-door from inside and they _____ have entered through it. My room was ransacked. They took my laptop and other valuables. I _____ have deposited the jewellery in a bank locker to avoid this loss. I _____ have informed my neighbours about my week-long trip. Well, I have registered an FIR with the police. They are investigating the case. They have assured that I _____ get my jewels back. The burglars _____ be caught very soon. Convey my regards to all at home.

Yours lovingly,

Aadhav



N. Match the Squares to Form Proper Sentences



O. Fill in the blanks with appropriate modals.

(Will / Shall, Would / Should, Can / Could, May / Might, Ought to)

Milk is a nutritious food enriched with vitamins and proteins. We _____ take milk regularly so that we _____ not develop deficiencies in our body. Aged persons, children and patients _____ take milk in sufficient quantities as it provides strength to their body. We _____ supplement it with fruits, vegetables and pulses for proper growth of the body. But we _____ consume milk of good quality. Otherwise it _____ cause harm to the body. We _____ be very careful while selecting our food items because there are chances that these _____ be adulterated. We _____ protect our health.



Unit 1

Poem



The Spider and the Fly

Mary Botham Howitt

Warm up

If your little brother or sister does not like to eat any of these following vegetables,



- ▲ how will you make him or her eat them?
- ▲ what are all the flattering or tempting words you might use to convince them?
- ▲ work in pairs and enact that moment in front of your classmates.

Read the poem with your partner and then answer the questions that follow while one take up the role of the Spider and other the Fly.

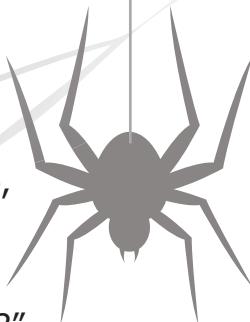
"Will you walk into my parlour?" said the Spider to the Fly,
"Tis the prettiest little parlour that ever you did spy;
The way into my parlour is up a winding stair,
And I've many curious things to show when you are there."

"Oh no, no," said the little Fly, "to ask me is in vain,
For who goes up your winding stair
can never come down again."

"I'm sure you must be weary, dear, with soaring up so high;
Will you rest upon my little bed?" said the Spider to the Fly.
"There are pretty curtains drawn around; the sheets are fine and thin,
And if you like to rest awhile, I'll snugly tuck you in!"

"Oh no, no," said the little Fly, "for I've often heard it said,
They never, never wake again, who sleep upon your bed!"

Said the cunning Spider to the Fly, "Dear friend what can I do,
To prove the warm affection I've always felt for you?
I have within my pantry, good store of all that's nice;
I'm sure you're very welcome — will you please to take a slice?"





"Oh no, no," said the little Fly, "kind Sir, that cannot be,
I've heard what's in your pantry, and I do not wish to see!"

"Sweet creature!" said the Spider, "you're witty and you're wise,
How handsome are your gauzy wings, how brilliant are your eyes!
I've a little looking-glass upon my parlour shelf,
If you'll step in one moment, dear, you shall behold yourself."

"I thank you, gentle sir," she said, "for what you're pleased to say,
And bidding you good morning now, I'll call another day."

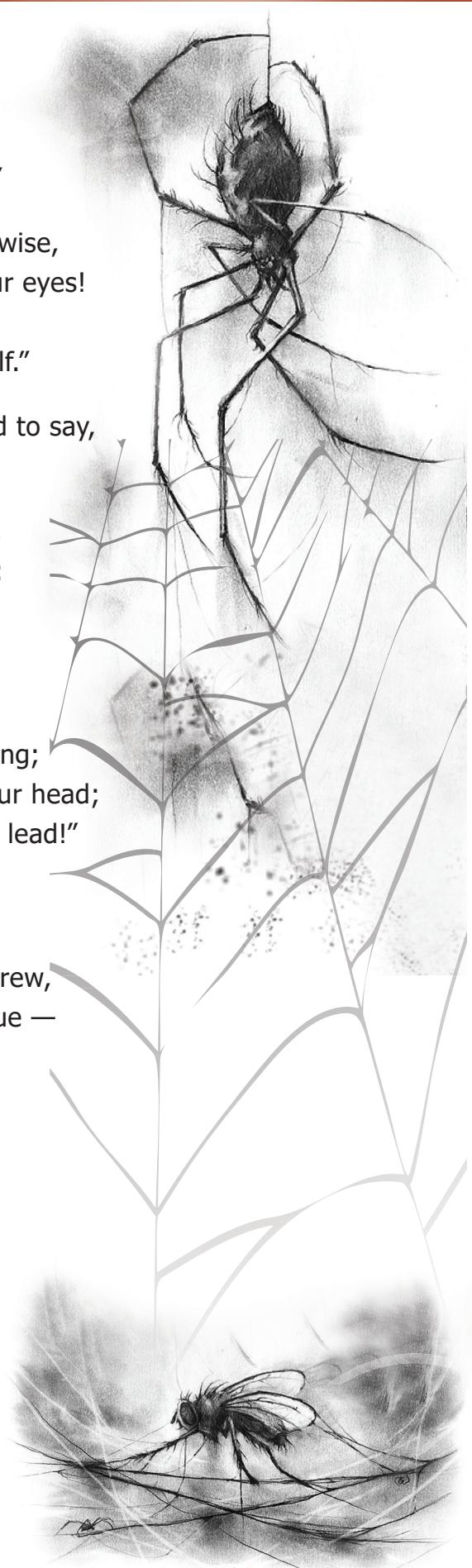
The Spider turned him round about, and went into his den,
For well he knew the silly Fly would soon come back again:
So he wove a subtle web, in a little corner sly,
And set his table ready, to dine upon the Fly.

Then he came out to his door again, and merrily did sing,
"Come hither, hither, pretty Fly, with the pearl and silver wing;
Your robes are green and purple — there's a crest upon your head;
Your eyes are like the diamond bright, but mine are dull as lead!"

Alas, alas! how very soon this silly little Fly,
Hearing his wily, flattering words, came slowly flitting by;
With buzzing wings she hung aloft, then near and nearer drew,
Thinking only of her brilliant eyes, and green and purple hue —
Thinking only of her crested head — poor foolish thing!

At last,
Up jumped the cunning Spider, and fiercely held her fast.
He dragged her up his winding stair, into his dismal den,
Within his little parlour — but she ne'er came out again!

And now dear little children, who may this story read,
To idle, silly flattering words, I pray you ne'er give heed:
Unto an evil counsellor, close heart and ear and eye,
And take a lesson from this tale, of the Spider and the Fly.





About the Author

Mary Botham Howitt 1799-1888 was an English poet. She was born at Coleford, in Gloucestershire. She was educated at home and read widely. She commenced writing verses at a very early age. Together with her husband William Howitt she wrote over 180 books.



23EAZB

Glossary



| | |
|-----------------------|---|
| parlour (n) | - a tidy room in a house used for entertaining guests |
| winding (v) | - a twisting movement or course |
| weary (v) | - very tired, especially from hard work |
| pantry (n) | - a room where beverages, food, dishes are stored |
| subtle (adj.) | - delicate or faint and mysterious |
| flattering (v) | - to praise or compliment insincerely |
| counsellor (n) | - a person who advises |

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



1. "The way into my parlour is up a winding stair,
And I've many curious things to show when you are there"
 - a) How to reach the spider's parlour.
 - b) What will the fly get to see in the parlour?
2. "Oh no, no," said the little Fly, "kind Sir, that cannot be,
I've heard what's in your pantry, and I do not wish to see!"
 - a) Is the fly willing to enter the spider's pantry?
 - b) Can you guess what was in the pantry?
3. "Sweet creature!" said the Spider, "You're witty and you're wise,
How handsome are your gauzy wings, how brilliant are your eyes!"
 - a) List the words used by the spider to describe the fly.
 - b) Why does the spider say that the fly is witty?



4. The Spider turned him round about, and went into his den,
For well he knew the silly Fly would soon come back again:
a) Why is the poet using the word den to describe the spider's web?
b) Why was the spider sure that the fly would come back again?

5. With buzzy wings she hung aloft, then near and nearer drew,
Thinking only of her brilliant eyes, and green and purple hue-
a) Who does 'she' refer to?
b) What was 'she' thinking of?

6. And now dear little children, who may this story read,
To idle, silly flattering words, I pray you ne'er give heed:
a) Who does 'I' refer to?
b) What is the advice given to the readers?

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

The poem begins with the spider's _____ of the fly. He _____ to the fly to come into its home. The spider describes his parlour as the _____ one. The spider kindles the curiosity of the fly so that she may enter his home. Fortunately, the fly was _____ and refused to get into his home. Now the spider pretends to be a _____ and asks her to come and rest in his home. He offers her _____ and a _____ to rest. This time also the fly _____ the spider's offer very politely. The next weapon that the spider uses is _____. The spider praises the _____ and _____ of the fly and also praises her _____. He invites her to look at herself in the _____ which is in his parlour. The fly is _____ by the words of the spider and she falls a _____ to her _____.

**C. Answer the following questions
in about 80-100 words.**

1. Write a character sketch of the spider.
2. What happens if we fall a prey to flattery? Give instances from the poem 'The Spider and the Fly'.
3. In your own words give a detailed description of:
 - a) The Spider's Parlour
 - b) The Fly's Appearance

Appreciate the poem



Anthropomorphism means to endow a non-human character with human traits and behaviour. For example: Throughout the poem, we see the spider's web described with features as in a normal house. We see a pantry, bed, mirror, and stairs and so on.



Figures of speech

1. Consonance: Repetition of similar consonant sounds in the neighbouring words.

Ex: T'is the prettiest little parlour that ever you did spy;

Pick out one more instance of consonance from the poem.



Down in the hill Sat the little doggie Nell
There she dillied and she dallied all
Day ,Day,Day

2. Assonance: Repetition of similar vowel sounds in the neighbouring words

Ex: 'T is the prettiest little parlour that ever you did spy;

Pick out one more instance from the poem.

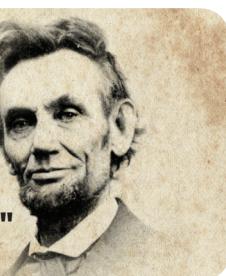


The cat ran after the
alligator, past the pastry
shop and the alleyway.

3. Anaphora: Repetition of a word or a phrase at the beginning of a sequence of sentences, paragraphs and lines.

Ex: How handsome are your gauzy wings,
how brilliant are your eyes!

"that government of
the people, by
the people, for
the people, shall not
perish from the earth"



Identify the figures of speech.

"Your eyes are like the diamond bright,
but mine are dull as lead!"

4. Alliteration: Repetition of consonant sounds at the beginning of words

Pick out the words in alliteration.

"Sweet creature!" said the Spider, "You're witty and you're wise,"

Peter Piper

Peter Piper picked a peck
of pickled peppers.
A peck of pickled peppers
Peter Piper picked.
If Peter Piper picked a peck
of pickled peppers,
Where's the peck of pickled
peppers Peter Piper picked?



Listening



*Listen to the passage and fill in the blanks with appropriate answers.

- Without trust there is no _____.
- _____ is a very rare thing to find in life.
- When people betray you learn from the _____.
- Don't let _____ on the road _____.
- If we keep moving forward you will have a wonderfully _____.

*Listening passage is on Page 162



Speaking



Writing



▲ The cunning spider was waiting for a chance to pull the fly into its web and it used all the possible ways to trap her. Have you ever been trapped by flattery to do something you did not want to do? Discuss in pairs and share your experience in the class.

▲ The fly gives into flattery and becomes the spider's prey. If you are asked to give a happy ending to the poem, how will you save the fly? Write in your own words.

Read and Enjoy

Never Trust a Mirror

Never trust a mirror,
For a mirror always lies,
It makes you think that all you're worth,
Can be seen from the outside,
Never trust a mirror.

It only shows you what's skin deep,
You can't see how your eyelids flutter,
When you're drifting off to sleep,
It doesn't show you what the world sees,
When you're only being you,
Or how your eyes just light up,
When you're loving what you do,
It doesn't capture when you're smiling,
Where no one else can see,
And your reflection cannot tell you,
Everything you mean to me,
Never trust a mirror,
For it only shows your skin,
And if you think that it dictates your worth,
It's time you looked within.

Erin Hanson.





The Cat and the Pain-Killer

(An Extract from **The Adventures of Tom Sawyer**)

Mark Twain

Warm up

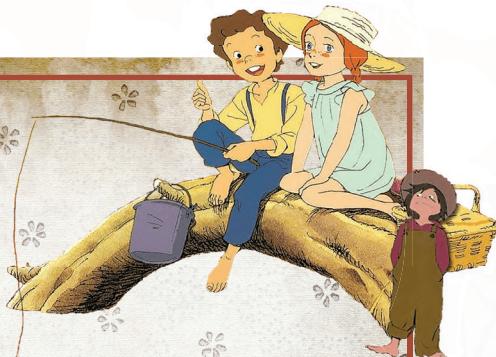
There has always been a close bonding between children and animals. Studies have revealed that living with pet animals increases empathy, compassion and self-esteem among children.

- ▲ Do you have a pet at home?
- ▲ If yes, what animal is it and what is its name?
- ▲ Did you have any humorous moments with it? If yes, what was it?
- ▲ How do you care for your pets?



A Note about the Novel

"The Adventures of Tom Sawyer" is a novel about a young boy Tom Sawyer growing up along the Mississippi River at St. Petersburg. Tom Sawyer lives with his Aunt Polly and his brother Sid. He is up to all sorts of mischief. But very cleverly he escapes from the punishments that are given to him. He finds school life miserable. But after Becky Thatcher's arrival in town, he is a bit happy to go to school. Even that happiness does not last long as Becky falls ill and does not come to school for a very long time. Bored of school, Tom, with his best friends Joe Harper and Huck runs away to an island in the Mississippi called Jackson's Island to become a pirate. People in their home town think that they are dead, but to the pleasant shock of everyone they arrive at their own funeral.



"The Cat and the Pain-Killer" is one of the episodes of Tom Sawyer where we find him playing pranks on his Aunt Polly, who loves him very much, but does not show her love outwardly in order to make Tom a good boy.



Now read the extract "The Cat and the Pain-Killer" to enjoy the pranks played by Tom Sawyer on Peter, the cat.



Becky Thatcher, his friend, had stopped coming to school. This disturbed Tom. He became unhappy. The charm of life was gone; there was nothing but boredom left. He put his hoop away, and his bat; there was no joy in them anymore and so his aunt Polly was concerned. She was infatuated with patent medicines and all new methods of producing health or mending it. She was an incurable experimenter in these things.

She began to try all manners of remedies on Tom. The water treatment was new, now, and Tom's low condition was a windfall to her. She had him out at daylight every morning, stood by him up in the wood-shed and drowned him in cold water; then she rubbed him hard down with a towel like a file; then she rolled him up in a wet sheet and put him away under blankets.

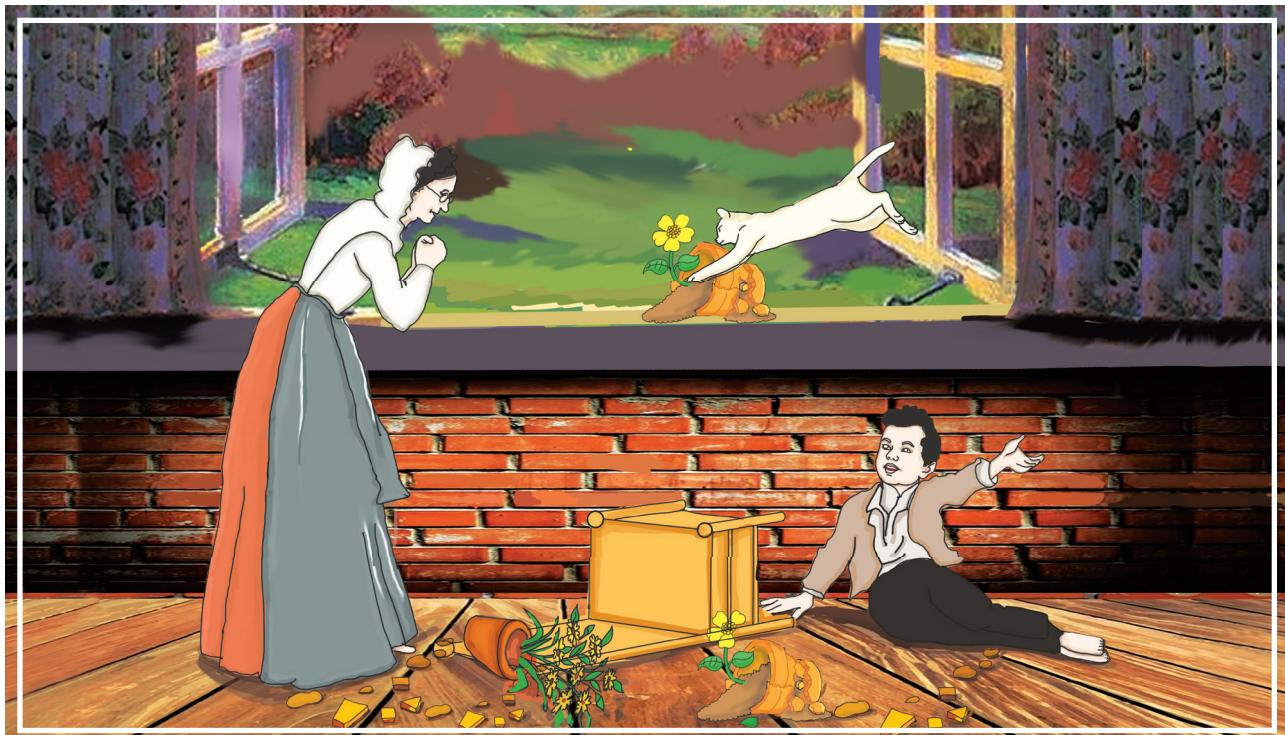
Yet notwithstanding all this, the boy grew more and more sad and pale

and dejected. She added hot baths, sitz baths, shower baths, and plunges. The boy remained bored. She began to assist the water with a slim oatmeal diet and blister-plasters. She calculated his capacity and filled him up every day with quack cure-alls. He became fed up and so he thought over various plans of relief, and finally hit upon that of professing to be fond of pain-killer. He asked for it so often that he became a nuisance, and his aunt ended by telling him to help himself and quit bothering her.

She found that the medicine did really diminish, but it did not occur to her that the boy was mending the health of a crack in the sitting room floor with it.



One day Tom was in the act of dosing the crack when his aunt's cat Peter



came along purring, eyeing the teaspoon greedily, and begging for a taste. Tom said, 'Don't ask for it unless you want it, Peter.'

But Peter signified that he did want it.

'You better make sure.'

Peter was sure.

'Now you've asked for it, and I'll give it to you, because there ain't anything mean about me; but if you find you don't like it, you mustn't blame anybody but your own self.'

Peter was agreeable. So Tom opened his mouth and poured down the pain-killer. Peter sprang a couple of yards in the air, and then delivered a war-whoop and set off round and round the room, banging against furniture, upsetting flower-pots, and making general confusion. Next he rose on his hind feet and danced around, in a **frenzy** of enjoyment, with

his head over his shoulder and his voice proclaiming his happiness. Then he went tearing around the house again spreading chaos and destruction in his path. Aunt Polly entered in time to see him throw a few double **summersets**, deliver a final mighty hurrah, and sail through the open window, carrying the rest of the flower-pots with him. The old lady stood **petrified** with astonishment, peering over her glasses; Tom lay on the floor expiring with laughter.

'Tom, what on earth ails that cat?'

'I don't know, aunt,' gasped the boy.

'Why, I never see anything like it. What did make him act so?'

'Deed I don't know, Aunt Polly; cats always act so when they're having good time.'

'They do, do they?' There was



something in the tone of that made Tom apprehensive.

'Yes'm. That is, I believe they do.'

'You do?'

'Yes'm.'

The old lady bent down and took the teaspoon and held it out! Tom winced and dropped his eyes. Aunt Polly raised him by the usual handle – his ear – and cracked his head soundly with her thimble.

'Now, sir, what did you want to treat that poor dumb beast so, for?'

'I done it out of pity for him - because he hadn't any aunt.'

'Hadn't any aunt! – you numbskull. What has that got to do that with it?'

'Heaps. Because if he'd had one she'd burnt him out herself! She'd a roasted bowel out of him 'thout any more feeling than if he was a human!'

Aunt Polly felt a sudden painful regret. This was putting the thing in a new light; what was cruelty to a cat might be cruelty to a boy too. She began to soften; she felt sorry. Her eyes watered a little, and she put her hand on Tom's head and said gently:

'I was meaning for the best, Tom. And, Tom, it did do you good.'

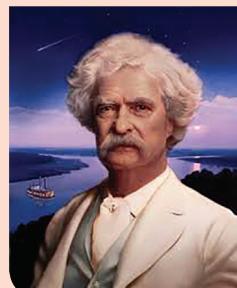
Tom looked up in her face with just a recognisable twinkle peeping through his gravity.

'I know you was meaning for the best, aunty, and so was I with Peter. It

done him good, too. I never see him around so since'

'Oh, go 'long with you, Tom, before you annoy me again. And you try and see if you can't be a good boy, for once, and you needn't take any more medicine.'

About the Author



Samuel Langhorne Clemens(1835-1910), better known by his pen name Mark Twain, was an American writer, humourist, entrepreneur, publisher and lecturer. Twain was raised in Hannibal, Missouri, which later provided the setting for his novels. His famous works were *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*.



Glossary



infatuated (v) : inspired with an intense but short-lived passion or admiration for someone or something

plunges (n) : act of casting or thrusting forcibly or suddenly into something liquid



| | | |
|-------------------------|--|---|
| quack (n) | : a fraudulent or ignorant pretender to medical skill | 3. Tom used the pain-killer to _____ a) take care of his health. b) mend the crack on the sitting room floor. c) cure Becky Thatcher. d) help his aunt. |
| professing (v) | : claiming often falsely, that one has a quality or feeling | |
| frenzy (n) | : a state of uncontrolled excitement | |
| summersets (n) | : an acrobatic movement either forward or backward in which the body rolls end over end, makes a complete revolution | |
| petrified (adj.) | : extremely frightened | 4. Peter sprang a couple of yards in the air as _____ a) he had a teaspoon of the pain-killer. b) his tail was caught in the mouse trap. c) Tom threw him out of the window. d) Aunt gave him a push. |

A. Choose the most suitable option.

1. Tom was disturbed because _____
a) he didn't sleep well.
b) his scores were low at school.
c) his friend Becky Thatcher stopped coming to school.
d) he had picked up a fight with Becky Thatcher.
2. Aunt was an experimenter in _____
a) trying new recipes.
b) designing fashionable frocks.
c) modern gardening techniques.
d) trying out new medicines.



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

1. He banged against furniture, upsetting flower-pots and making general havoc.
2. She stood petrified with astonishment peering over her glasses.
3. 'That is, I believe they do.'
4. 'What has that got to do with it?'
5. 'I done it out of pity for him.'



C. Based on your reading, rearrange the following sentences in the correct sequence.

1. Since all her methods failed, finally she gave him a pain-killer.
2. He told his aunt that Peter had no aunt, so he gave him the medicine.
3. The pain-killer triggered adverse reactions on Peter.
4. It jumped out of the open window.
5. Tom was dull and depressed.
6. This incident upset Aunt Polly and she questioned him.
7. But, Tom gave that pain-killer to the cat Peter.
8. So, Aunt Polly tried different types of remedies on him.

D. Based on your understanding of the story, write the answers for the following questions in a sentence or two.

1. Why did Tom lose the charm of his life?
2. Why did Aunt Polly try different remedies on Tom?
3. How did the medicine diminish?
4. Did Tom compel Peter to have the pain-killer?
5. Why did Peter wish to taste the pain-killer?
6. How did Aunt Polly discover the reason for Peter's absurd behaviour?
7. What was the reason given by Tom for giving the pain-killer to the cat?
8. Why did Aunt Polly's eyes water?

E. Answer the following questions in about 80–100 words.

1. Describe the different types of remedies tried by Aunt Polly on Tom.
2. Narrate the funny sequence between Tom Sawyer and Peter, the cat.

F. Complete the summary of the extract using the appropriate words from the box below.

| | | | | | |
|-------------|---------|-----------|----------|----------|--------|
| pain-killer | stopped | cruelty | remedies | teaspoon | school |
| summersets | Peter | pretended | dejected | health | crack |

Tom Sawyer felt _____ as Becky Thatcher had stopped coming to _____. His Aunt Polly was very concerned about his _____ condition. So, she began to try various _____ on him. Tom became fed up with his Aunt's brand of remedies and _____ to like the pain-killer. He started to ask for it very often. But, Tom used the medicine to mend _____.

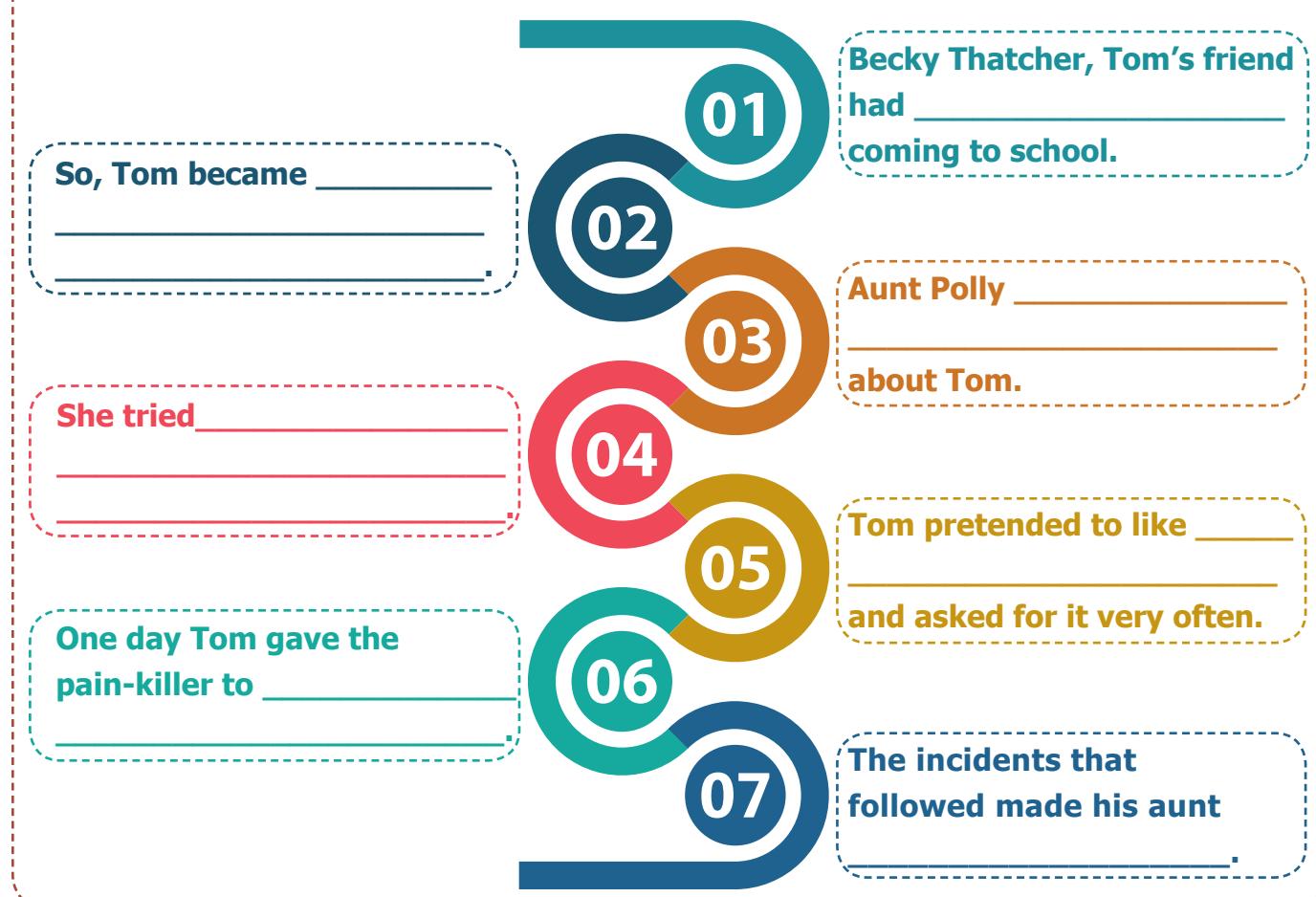


the _____ on the floor. One day, Tom gave the pain-killer to his Aunt's cat, _____. The _____ had an adverse effect on the cat and it started to jump around the room. Aunt Polly entered the room in time to see the cat throw a few _____ and sail through the open window. She found the _____ with a little pain-killer sticking to it and knew that Tom had treated the cat with it. She realised that, what was _____ to the cat should be the same to the boy too and _____ giving medicines to him.

G. In the story we find a lot of American slang usage of English. Complete the tabular column with standard English. One has been done for you.

| | |
|-------------------------------------|-------------------------------------|
| Finally hit 'pon. | |
| There ain't anything mean about me. | There isn't anything mean about me. |
| 'Deed I don't know. | |
| Yes'm. That is, I believe they do. | |
| 'She'd a roasted bowel out of me.' | |
| 'Oh, go 'long with you, Tom.' | |

H. Complete the mind map based on the inputs from the extract.





Role play

I. Students can volunteer and take roles of Tom and Peter and enact the story in class. The other students who witness the role play can discuss the following.

- a. How well did your classmates enact the story?
- b. Which part did they do well?
- c. Which part of their role play, according to you, could have been enacted better?
- d. If asked to give suggestions to improve their acting skill, what would you suggest?





ICT CORNER

Word Challenge

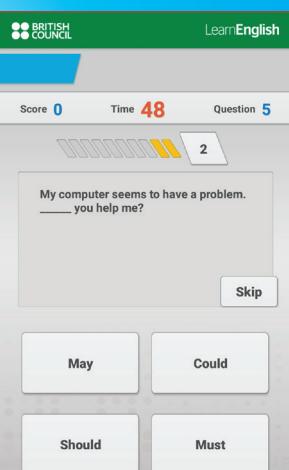
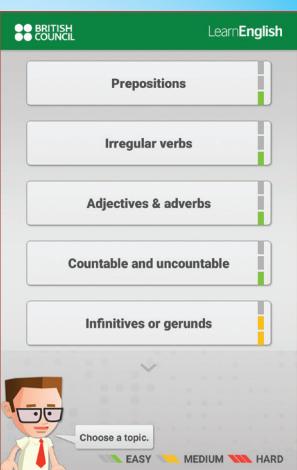
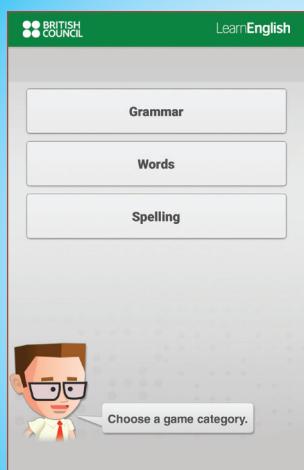
This application will enable the students to practice English grammar, words and spelling through activities. The activities in this application are graded from easy to hard.



Learn English with Johnny Grammar's Word Challenge

Steps

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



Steps 1

Steps 2

Steps 3

Steps 4

Download Link



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

<https://play.google.com/store/apps/details?id=com.ulb.spellmaster>



Unit 2

Prose



"Water – The Elixir of Life"

Warm up

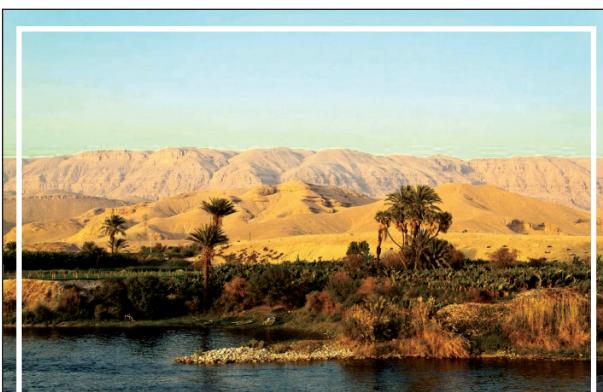
Sir C.V. Raman

- ▲ Do you think the living organisms in this planet can survive without water? Why?
- ▲ Where do you get your drinking water from?
- ▲ Is the drinking water you use in your home treated?
- ▲ If not, how do you purify it?



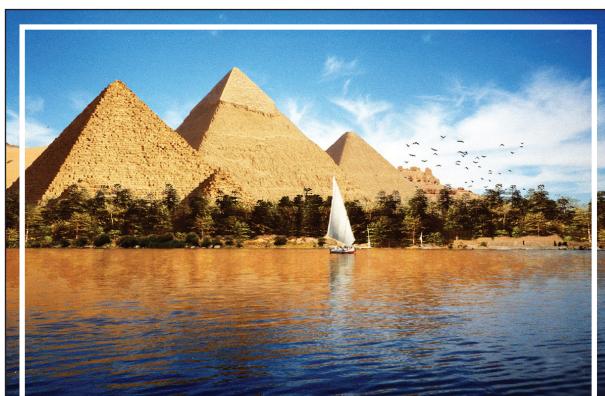
Now read the lesson "Water–The Elixir of Life", on the importance of water, an important natural resource.

Man has through the ages sought in vain for an imaginary elixir of life, the divine Amrita, a draught of which was thought to confer immortality. But the true elixir of life lies near our hands; for it is the commonest of all liquids, plain water! I remember one day standing on the line which separates the Libyan Desert from the Valley of the Nile in Egypt.



Edge of Libyan desert, west bank of Nile

On one side was visible a sea of billowing sand without a speck of green or a single living thing anywhere on it. On the other side lay one of the greatest,



Pyramids at Giza, Egypt, along the Nile River.

most fertile and densely populated areas to be found anywhere on the earth, teeming with life and vegetation. What made this wonderful difference? Why, it is the water of the river Nile flowing down to the Mediterranean from its sources a couple of thousands of miles away. Geologists tell us that the entire soil of the Nile valley is the creation of the river itself, brought down as the finest silt in



its flood waters, from the highlands of Abyssinia and from remote Central Africa, and laid down through the ages in the trough through which the Nile flows into the sea. Egypt, in fact, was made by its river. Its ancient civilization was created and is sustained by the life-giving waters which come down year after year with unfailing regularity.

- ▲ What is the imaginary elixir of life?
- ▲ What according to the writer is the real elixir of life?
- ▲ What is the 'wonderful difference' the writer talks about in the passage?

I give this example and could give many others to emphasize that this common substance which we take for granted in our everyday life is the most potent and the most wonderful thing on the face of our earth. It has played a role of vast significance in shaping the course of the earth's history and continues to play the leading role in the drama of life on the surface of our planet.

There is nothing which adds so much to the beauty of the countryside as water, be it just a little stream **trickling** over the rocks or a little pond by the wayside, where the cattle quench their thirst of an



evening. The rainfed tanks that are so common in South India – Alas! often so sadly neglected in their maintenance – are a cheering sight when they are full. They are, of course, shallow, but this is less evident since the water is silt-laden and throws the light back, and the bottom does not therefore show up. These tanks play a vital role in South Indian agriculture. Some of these tanks are surprisingly large and it is a beautiful sight to see the sun rise or set over one of them. Water in a landscape may be compared to the eyes in a human face. It reflects the mood of the hour, being bright and gay when the sun shines, turning to dark and gloomy when the sky is overcast.

- ▲ What is the 'cheering sight' mentioned in the paragraph?
- ▲ What does the writer compare water in a landscape to?

One of the most remarkable facts about water is its power to carry silt or finely divided soil in suspension. This is the origin of the characteristic colour of the water in rainfed tanks. This colour varies with the nature of the earth in the catchment area and is most vivid immediately after a fresh inflow following



rain. Swiftly flowing water can carry fairly large and heavy particles. The finest particles, however, remain floating within the liquid in spite of their greater density and are carried to great distances. Such particles are, of course, extremely small, but their number is also great and incredibly large amounts of solid matter can be transported in this way.

When silt-laden water mixes with the salt water of the sea, there is rapid **precipitation** of the suspended matter. This can be readily seen when one travels by steamer down a great river to the deep sea. The colour of the water changes successively from the muddy red or brown of silt through varying shades of yellow and green finally to the blue of the deep sea. That great tracts of land have been formed by silt thus deposited is evident on an examination of the soil in alluvial areas. Such land, consisting as it does of finely divided matter, is usually very fertile.

► **How does the water in rainfed tanks get its colour?**

The flow of water has undoubtedly played a great part and a beneficent one in the geological processes by which the soil on the earth's surface has been formed from the rocks of its **crust**. The same agency, however, under appropriate conditions, can also play a destructive part and wash away the soil which is the foundation of all agriculture, and if allowed to proceed unchecked can have

the most disastrous effect on the life of the country. The problem of soil erosion is one of serious import in various countries and especially in many parts of India. The conditions under which it occurs and the measures by which it can be checked are deserving of the closest study.

Soil erosion occurs in successive steps, the earliest of which may easily pass unnoticed. In the later stages, the cutting up and washing away of the earth is only too painfully apparent in the formation of deep gullies and ravines which make all agriculture impossible. Sudden bursts of excessively heavy rain resulting in a large run of surplus water are the principal factors in causing soil erosion. Contributory causes are the slope of the land, removal of the natural protective coat of vegetation, the existence of ruts along which the water can flow with rapidly gathering momentum, and the absence of any checks of such flow. Incredibly large quantities of precious soil can be washed away if such conditions exist, as is too often the case.

- **What is the main cause of soil erosion?**
- **What other factors add to the erosion of precious soil?**

The menace which soil erosion presents to the continuance of successful agriculture is an alarming one in many parts of India, calling urgently for attention and preventive action. The terracing of land, construction of bunds



to check the flow of water, the practice of contour cultivation and the planting of appropriate types of vegetation are amongst the measure that have been suggested. It is obvious that the aim should be to check the flow of water at the earliest possible stage before it has acquired any appreciable momentum and correspondingly large destructive power.

► How can soil erosion be prevented?

Water is the basis of all life. Every animal or plant contains a substantial proportion of free or combined water in its body, and no kind of physiological activity is possible in which the fluid does not play an essential part. Water is, of course, necessary for animal life, while moisture in the soil is equally imperative for the life and growth of plants and trees though the quantity necessary varies enormously with the species. The conservation and utilization of water is thus fundamental for human welfare. Apart from artesian water the ultimate source in all cases is rain or snowfall. Much of Indian agriculture depends on seasonal rainfall and is therefore very sensitive to any failure or irregularity of the same. The problems of soil erosion and of inadequate or irregular rainfall are

closely connected with each other. It is clear that the adoption of techniques preventing soil erosion would also help to conserve and keep the water where it is wanted, in other words, on and in the soil, and such techniques therefore serve a double purpose.

- ▲ How does prevention of soil erosion serve a double purpose?
- ▲ What are the two sources of water?

It is evident, however, that in a country having only a seasonal rainfall, an immense quantity of rain-water must necessarily run off the ground. The collection and utilization of this water is, therefore, of vital importance. Much of it flows down into the streams and rivers and ultimately finds its way to the sea. Incredibly large quantities of the precious fluid are thus lost to the country. The harnessing of our rivers, the waters of which now mostly run to waste, is a great national problem which must be considered and dealt with on national lines. Vast areas of land which at present are mere scrub jungle could be turned into fertile and prosperous country by courageous and well-planned action.

- ▲ What happens to the rain water?





Closely connected with the conservation of water supplies is the problem of afforestation. The systematic planting of suitable trees in every possible or even in impossible areas, and the development of what one can call civilized forests, as distinguished from wild and untamed jungle, is one of the most urgent needs of India. Such plantation would directly and indirectly prove a source of untold wealth to the country. They would check soil erosion and conserve the rainfall of the country from flowing away to waste, and would provide the necessary supplies of cheap fuel, and thus render unnecessary the wasteful conversion of farmyard manure into a form of fuel.

- ▲ What is the idea of civilized forest?
- ▲ How can you check soil erosion?

The measures necessary to control the movement of water and conserve the supplies of it can also serve subsidiary purposes of value to the life of the countryside. By far the cheapest form of internal transport in a country is by boats and **barges** through canals and rivers. We hear much about programmes of rails and road construction, but far too little about the development of internal waterways in India. Then, again the harnessing of water supplies usually also makes possible the development of hydro-electric power. The availability of electric power would make a tremendous difference to the life of the countryside and enable rural economy to be improved in various directions.

- ▲ What is the cheapest means of transport?
- ▲ How can you make a difference in the countryside?

In one sense, water is the commonest of liquids. In another sense, it is the most uncommon of liquids with amazing properties which are responsible for its unique power of maintaining animal and plant life. The investigation of the nature and properties of water is, therefore, of the highest scientific interest and is far from an exhausted field of research.



The Great Pacific Garbage Patch

- ▲ It is the world's largest collection of floating trash.
- ▲ It is in the Pacific Ocean between Hawaii and California and is often described as "larger than Texas"
- ▲ Approximately 7 million tons of plastic and other debris up to 9 feet deep are floating.
- ▲ By estimation 80% of the plastic originates from land; floating in rivers to the ocean and the remaining 20% of the plastic originates from oil platforms and ships
- ▲ These trash piles are the biggest threat to the sea animals.



About the Author



Sir Chandrasekhara Venkata Raman (7 November 1888 – 21 November 1970) was an Indian physicist born in Tiruchirappalli. He carried out ground-breaking work in the field of light scattering, which earned him the 1930 Nobel Prize for Physics. He discovered that when light traverses a transparent material, some of the deflected light changes wavelength. This phenomenon, subsequently known as Raman scattering, results from the Raman effect and to commemorate it, February-28 is celebrated as National Science Day. In 1954, India honoured him with its highest civilian award, the Bharat Ratna.

Glossary



24YLAT

| | | | |
|-------------------------|--|------------------------|--|
| elixir (n) | - a hypothetical substance believed to maintain life indefinitely/ a substance believed to cure all ills | precipitate (v) | - a solid substance that is produced from a liquid during a chemical process |
| billowing (adj.) | - characterized by great swelling waves or surges | crust (n) | - a hard outer covering of something |
| teeming (adj.) | - abundantly filled especially with living things | catchment (n) | - a structure, such as a basin or a reservoir, used for collecting or draining water |
| trickling (v) | - to flow slowly and without force | barges (v) | - to hurry through a place in a rude and forceful way |

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



258HBU

1. What makes water one of the most powerful and wonderful things on earth?
2. How does water help in the formation of fertile lands?
3. How does soil erosion happen and what are its main causes?
4. What are some measures that are used to prevent soil erosion?
5. How, according to Sir C. V. Raman, can rainwater as well as the water of rivers be prevented from going to waste?



B. Answer the following in about 80-100 words.

- How does C.V. Raman show that water is the real elixir of life?
- Water exists in all plant and animal forms – Explain.
- Life cannot exist on earth without water – Explain.

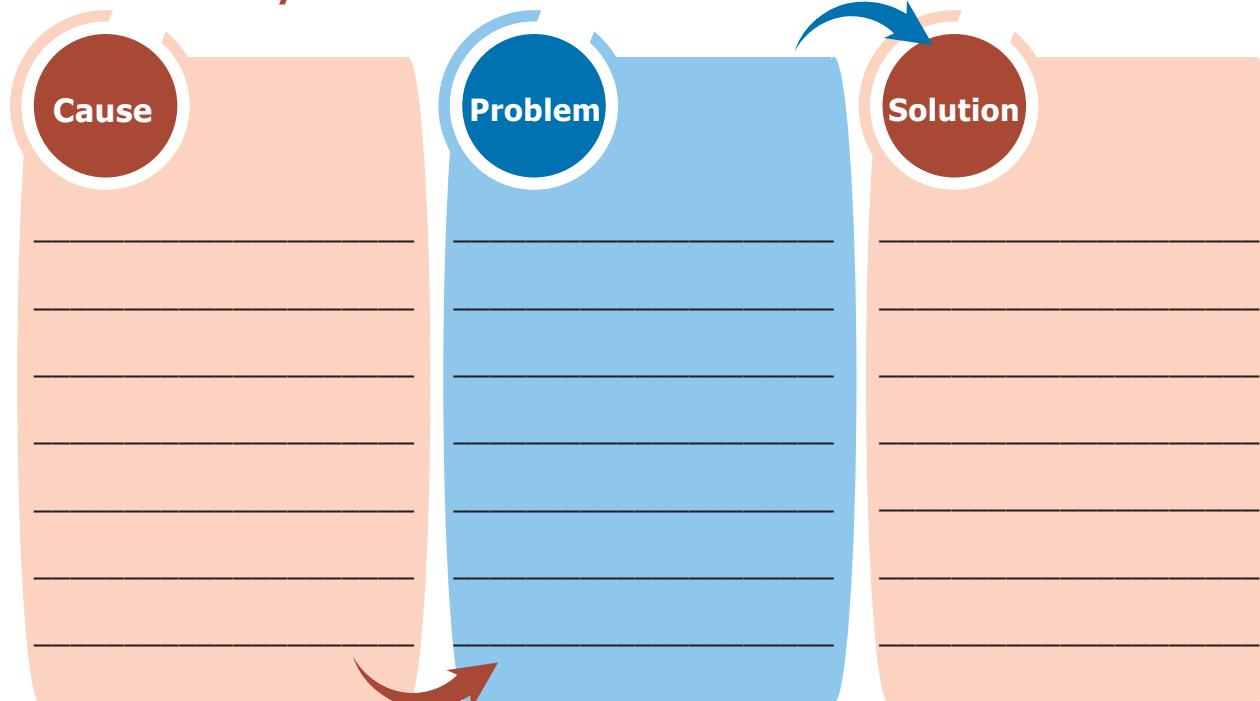
C. Given below are some idioms related to water. Match the idioms with its meaning

| Idioms | | Meanings | |
|--------|---|----------|--|
| 1 | blood runs thicker than water | a | to criticize or stop something that some people are enthusiastic about |
| 2 | to be a fish out of water | b | naturally, with ease |
| 3 | dull as dishwater | c | to be active but without making progress or falling farther behind |
| 4 | as a duck takes to water | d | family members have stronger obligations with each other than with people outside the family |
| 5 | come hell or high water | e | to be in a difficult situation |
| 6 | You never miss the water till the well runs dry | f | boring, uninteresting |
| 7 | pour cold water on something | g | criticism to someone that has no effect on them at all |
| 8 | tread water | h | People are not grateful for what they have until they lose it |
| 9 | be (like) water off a duck's back | i | to be uncomfortable in a particular situation |
| 10 | to be in deep water | j | no matter what happens |





D. Water is a scarce resource. Discuss the causes, problems and solutions to water scarcity and write them below.



***LISTENING**



A. On the basis of the listening passage, choose the correct answer from the given options.

1. Severn Suzuki represents an organization called ECO which stands for _____

- (a) Ecological Cooperation.
- (b) Environmental Coordinating Organization.
- (c) Environmental Children's Organization.
- (d) Ecological Children's Organization.

2. "I am fighting for my future." The 'fight' refers to her _____

- a) fight to win an election.

b) fight to gain a few points in share market.

c) fight against corruption.

d) fight against environmental pollution.

3. Animals and fish are becoming extinct because _____

a) they have no place to go.

b) they die of diseases.

c) their food and habitat are polluted.

d) all the above.

4. It is evident that Severn Suzuki is concerned about all other species too as, _____

a) she considers them all belonging to one world.

*Listening passage is on Page 163



- b) they have nobody except her to speak for.
- c) they belong to her.
- d) they are all children.
5. Severn Suzuki condemns the people of her country for _____
- a) contributing large amounts of waste and not sharing the excess with the needy.
- b) being afraid of the poor.
- c) being angry with the poor belonging to other countries.
- d) being wealthy.
6. Which of the following statements is not true?
- a) Canada is a rich country and people have in plenty.
- b) Canadian children are privileged.
- c) A Brazilian child was willing to share because she was rich.
- d) Northern countries will not share with the needy

B. Answer the following questions briefly.

1. What is the humble request of the twelve-year-old to the elders?
2. The dream of Severn Suzuki is _____
3. The fear and agony of Severn Suzuki is _____

4. How does she proclaim that she represents the future generation?
5. The duties and responsibilities of the parents are
- (a) to comfort their children saying that everything will be all right.
- (b)
- (c)

SPEAKING



C. You are the President of GO GREEN, the Environment Club of your school. On the occasion of World Environment Day, you have been asked to address the school on the topic, 'The Nature of Our Future Depends on the Future of Our Nature'.

PURPOSE

- To speak to a large gathering, convincingly and persuasively, to convert the listener's view to your point of view
- To pass on a wide range of information
- To express an opinion, view, experience, observation etc.

HOW TO DELIVER YOUR SPEECH

- Divide your speech into three parts: introduction, body and conclusion.



- Start with salutation. Greet your chief guests, audience, fellow speakers and other invitees.
- Begin your speech with a catchy introduction in the form of an anecdote, thought provoking question or statistical data.
- Express your views and give reasons for the stand you take.
- Convey thoughts and ideas with clarity.
- Be factually accurate and present a balanced view.
- Provide supporting data to prove your points.
- Make your speech interesting by adding elements of humour.
- Use language that is easily understood. Keep sentences short and simple.
- Sum up your ideas; give suggestions/ remedies to improve the situation.
- Thank the audience and organizers.

REMEMBER

- Do not be aggressive in manner, words or gestures.
- Be neither rude and offensive nor meek and mild.
- Enunciate your words clearly. Maintain a normal volume. Do not scream into the mic.

A sample speech is given below.



Good morning, esteemed Chief Guest, the Head Master, teachers, dear friends and invitees. I am Shobha, Secretary of GO GREEN, the Environment Club of our school. Today, I stand before you to share my views on the topic.



Stopping pollution is the best solution



Introduction with a shocking observation

We humans have always deceived ourselves by thinking that someone else will save our planet. Can you imagine... for the past 200 years we have been conquering nature, and now...we are beating it to death by constantly polluting it. The Earth is not dying, it is being killed and the people who are killing it have names and addresses.

Factors and causes

All the human actions in this modern world directly impact the whole ecosystem.

Measures or steps

Because of over-population, the number of various chemical elements is increasing in the atmosphere which ultimately causes irregular rainfall and global warming. And who is responsible?

Summing up

.....Let us do our bit. Let us walk or cycle to our work places/school. Let us not use plastic bags. Let us all keep our surroundings clean and plant at least one tree.

Thanking



PROJECT

A Class of Superheroes

'CHANGE IS NEEDED, AND IT IS NEEDED NOW'. Let's meet a class of superheroes who have taken simple sustainability projects upon themselves to tackle the environmental problems in their campus.

GAYATHRI

She wants to set a compost pit in her school with the leaves collected in the school playground.

MANI

Waste is a deterrent to learning. School needs to be clean and environmentally healthy for learning.

ARAVINTH

He wishes to build a boundary wall of Banyan and Neem trees. He also wants to install a solar panel on trees in his village to produce clean energy

AJITHA

She wants the waste collected in her school to be segregated into biodegradable and non-biodegradable.

RAMYA

Wants free water pumps and a filtration system to be installed in her school.





Waste is a giant that is becoming bigger by the day. It is going to harm the future generations even more than the current ones. The problems may be varied but there is a common approach to solve all of them.

Now it is your turn to work towards making your school sustainable and environmental friendly. Keep your project simple. The above are a few ideas; you are free to add your own ideas.

Guidelines

- Start an eco-club.
- Brainstorm and arrive at viable proposals for the project with the help of your teacher (such as one focussing on composting, energy-awareness, kitchen garden or recycling of water).
- Form appropriate groups and a students' council to head the same according to the proposal taken.
- You need the right team to build confidence in an idea and ultimately execute it.

- Design a project manual which explains the requirements.
- Present your project manual and a letter of request to your Head Master to institute a green revolving fund.
- Help your campus conduct an assessment on a periodic basis. (Develop an eco-contest in your campus and groups can compete against each other.)
- Develop a campaign. Write slogans and prepare placards. Organize monthly rallies to create community awareness.
- Explore every avenue for availability of resources. (eg. (a) for a compost pit, students can be asked to collect their kitchen waste and drop it in the compost pit in the campus. (b) for segregations of waste in two bins – red and green (non-biodegradable and biodegradable) – can be placed on each floor.)
- Execute your project and conduct appraisals on a regular basis by your teacher.



I can help the Earth

I will not

I will

I will



I promise



Grammar

TENSES

PRESENT TENSE

SIMPLE PRESENT (verb+s/es)



True in the present

- He works in a studio.
- She is sixty years old.
- We live in Chennai.



Habits

- I always drink coffee at work.
- He wakes up at 7 a.m. every day.
- They usually eat dinner at home.



General facts/truths

- The Earth revolves around the Sun.
- The Sun rises in the East.
- Water boils at 100°C.



Future timetables/schedules

- My train arrives tomorrow.
- We fly to Paris on Monday.
- Classes begin next week.

PRESENT CONTINUOUS (am/is/are+verb+ing)



Happening now

- It is raining.
- I'm eating lunch now.



Temporary actions

I'm working in New York this week.



Trends

More and more people are using cell phones to access the Internet.

Fixed plans

I am meeting my friends after work.



Longer actions in progress now

- She is studying to become a doctor.
- He is training for a marathon.



PRESENT PERFECT (has/have+past participle)



Action completed in the immediate past

- We have planed the meeting for next week.
- I have joined the duty.
- She has completed the home work.



Duration from the past until now

He has been a teacher since 2002.



Change over time

- Your English has improved since the last time we met.
- My niece has grown a lot in the past year.

Event in the past at an unspecified time



- She has been to Paris.
- I've seen that movie.



Repeated events in the past until now

- We have had four exams so far in this semester.
- I've been to this restaurant many times since I moved next door.

PRESENT PERFECT CONTINUOUS (has/have+been+verb+ing)



Actions happening recently (lately)

She has been exercising a lot recently.

Duration from the past until now

He has been teaching for ten years.



Temporary actions

I've been practicing for five years.

Actions going on for a period of time

It has been raining. The sidewalk is wet.





PAST TENSE

SIMPLE PAST

(past form of the tense)

Series of completed actions

- ▲ He sat down, took out a notebook and pen, and started writing.
- ▲ He entered the room, turned in my direction, and smiled at me.



Habits in the past

- ▲ John played the piano when he was a child.
- ▲ I was good at dancing when I was a teenager.



Completed action in the past

- ▲ Sarah baked a cake yesterday.
- ▲ I went to bed at 10 last night.
- ▲ We ordered pizza on Friday.



Duration in the past

- ▲ He stayed up all night.
- ▲ We lived in Chicago for a year.
- ▲ We played baseball all day.



PAST CONTINUOUS (was/were+verb+ing)

Action before & after a specific time

Yesterday at noon, I was eating lunch.



To start a story / create an atmosphere

While I was driving to work yesterday...

Repeated action (often with "always")

My last roommate was always leaving dirty dishes in the sink.



Interrupted continuous past action

I was watching a movie when she called.



Parallel actions

I was reading while my brother was playing guitar.





PAST PERFECT (had+past participle)

A completed action fall different past action

When we arrived, the class had already begun.



1



In the Third Conditional of "if"
If it had rained, I would have bought an umbrella.

2

Reported speech

My student said that he hadn't done his homework.



3



A period of time before an event in the past
We had owned our house for twenty years before we sold it

4

PAST PERFECT CONTINUOUS (had+been+verb+ing)

Continued action in the past, before an action in the past

He had been waiting for an hour when she finally arrived.



Cause of something in the past

He went on a diet because he had been eating too much.



"If"- impossible condition

If I had been paying attention, I wouldn't have got into an accident.



Reported speech

She said that John had been helping her study for months.





FUTURE TENSE

SIMPLE FUTURE (shall/will + verb)



- Someone is at the door. I'll see who it is. (*at the present moment*)
- I will help you with your homework tonight. (*promise/offer*)
- She won't tell me her password. (*refusal*)

Willingness: (will + verb)

My Mother will get a Foot Ball today



Future Fact: (will + verb)



Plan or Intention (be going to + verb)

- I'm going to watch a movie tonight.
- He's going to have a party this weekend.



Prediction

- It is cloudy. It's going to rain. (*evidence*)
- You'll go abroad someday. (*opinion*)

FUTURE CONTINUOUS (shall/will + be + verb+ing)

▲ They'll be coming to visit us next week.

01
Action in progress at a time in the future

02
Emphasis of future plans and intentions

03
Interrupted action in the future

04
Parallel actions in the future

05
Atmosphere in the future

▲ I will be waiting for you when you arrive tonight.

▲ She will be watching TV, and he will be cooking dinner.

▲ While he cooks dinner, she will be watching TV.

▲ When I enter the class, the teacher will be teaching, some students will be taking notes, and my best friend will be trying to stay awake.

▲ She will be taking an exam at 2 p.m. tomorrow, so don't call her then.



FUTURE PERFECT

(shall/will + have + past participle)

A completed action before something in the future

- By the time you arrive, I will have finished the project.
- By next summer, she will have graduated from college.



Duration before something in the future

- By Friday, she will have had my car for a whole week!
- She will have been in Paris for six months by the time she leaves.

Question form

- Do you think you will have finished the project before I arrive?
- Will she have graduated from college by then?
- What will you have done by the end of your time here?



Negative statements

- By this time tomorrow, she won't have had enough time to finish the essay.
- By 2020, I won't have completed my PhD.

FUTURE PERFECT CONTINUOUS

(shall/will+have been + verb+ing)

1

Cause of something in the future



- Her English will be excellent by the time she visits the U.S. because she will have been studying it for five years.
- He will be tired by the time he arrives because he will have been travelling all day.

2

Duration before something in the future



- He will have been waiting for an hour when she finally arrives.
- She will have been working at the company for ten years by the time I retire.



Simple Present Tense

A. Choose the correct form of the present tense verb from the options given.

1. All children _____ something new every day. (learn/ learns/ learned)
2. A good student always _____ hard. (work / works / worked)
3. Engineers _____ bridges. (build / builds / built)
4. My sister is an architect. She _____ skyscrapers. (design/ designs / designed)
5. The Himalayas _____ India from the cold winds. (protect/ protects/ protected)
6. It always _____ here in the afternoon. (drizzle / drizzles / drizzled)
7. My mother _____ in a factory. (work/ works/ worked)
8. Chella _____ English very well, but she doesn't understand Hindi. (speak/ speaks/ spoke)
9. Cows _____ us milk. (give/ gives/ gave)
10. The trains to Chennai always _____ on time. (run / runs / ran)

Present Continuous Tense

B. Make sentences in the present continuous tense using the verb given in brackets.

1. Who is that boy _____ on the table? (stand)
2. What are you _____? (do)
I _____ (listen) to music.

3. My brother _____ (work) in London now.
4. I _____ (wait) for my mother.
5. It is better not to disturb her, she _____ (work).

C. What are they doing? Use the verbs below and write sentences.

eat cry play read sing watch



Tom



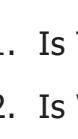
Anu



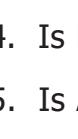
Peter



Kalai



Sudhan



Velu

Ex. Tom is eating.

1. _____

2. _____

3. _____

4. _____

5. _____

D. Look at the picture again and answer the questions.

1. Is Tom reading? _____
2. Is Velu eating? _____
3. Is Kalai dancing? _____
4. Is Peter watching TV? _____
5. Is Anu crying? _____

E. Write the -ing form of the verbs.

| | |
|---------------|----------------|
| 1. Come _____ | 4. Swim _____ |
| 2. Take _____ | 5. Study _____ |
| 3. Fly _____ | 6. Read _____ |



F. Write negative sentences.

1. He is learning to read.

2. I am having a bath.

3. I'm reading a fantastic book.

4. Raja is driving a new car.

5. I'm looking for my bag.

G. Write questions for the answers.

1. _____?

No, they aren't singing.

2. _____?

Yes, She is writing a new book.

3. _____?

Yes, It is working.

4. _____?

No, he isn't doing the project.

5. _____?

Yes, We are palning to go.

H. Fill in the blanks with verbs in the present continuous.

1. You _____ (listen) to the music.

2. He _____ (cry).

3. I _____ (swim) in the pool.

4. Latha _____ (wait) for her daughter.

5. _____ she _____ (watch) TV?

6. Who _____ he _____ (help)?

7. Her father _____ (not/cook) dinner.

8. Akila _____ (not/sing) a song.

9. My brother _____ (not/do) his homework.

10. _____ your mother _____ (work) today?

11. Amutha and Praba _____ (play) tennis.

12. Amith and Ravi _____ (not/swim) in the lake.

I. Make sentences in the present perfect tense using the verbs in brackets.

1. She _____ to anybody.

(never apologized, has never apologized, have never apologized)

2. My mother _____ to London.

(has been, being in, have been)

3. I _____ all the plays of Shakespeare.

(read, had read, have read)

4. Have you _____ your lunch?

(finish, finished, had finished)

5. _____ he brought his bike?

(Had, Has, Have)



J. Present perfect with "ever and never"

Have you ever...?

Question: Have you ever eaten a kiwi fruit?

Answer: Yes, I have eaten a kiwi fruit.
Or No, I have never eaten a kiwi fruit.

| Activity | Yes, I have (name) | No, I have never. (name) |
|-------------------------------------|-----------------------|--------------------------------|
| ... been to Ooty | | |
| ... travelled by plane | | |
| ... visited a museum | | |
| ... tried swimming in sea | | |
| ... gone hiking | | |
| ... sung karaoke | | |
| lost money | | |
| taken a cold shower in winter | | |
| ... listened to French music | | |
| ... eaten a peach | | |

K. Present Perfect Continuous Tense

Make sentences in the present perfect continuous tense using the verbs in brackets.

- How long _____? (are you waiting, have you been waiting, have you waited)
- She _____ in the garden since morning. (is working, has been working, work)

- I _____ this mobile for three years. (am using, has used, have been using)
- The children _____ in the park. (has been playing, have been playing, had been playing)
- The workers _____ higher wages for a long time. (has been demanding, have been demanding, demand)

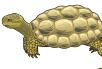
Past Tense

L. Complete the story using the past tense of the verbs.

The Hare and the Tortoise

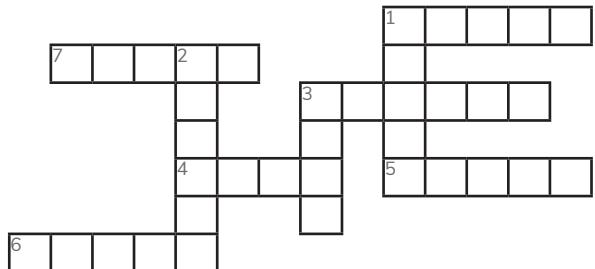
One day a  and a  decided to have a race. The  (know) that the  (can) run faster than him. But the  (be) more intelligent than the . 'Yes, I'll race you,' _____ (say) the . The  (have) a clever plan. He _____ (find) his brothers and sisters and he _____ (tell) them to wait in different places along the path of the race. So they all _____ (hide) behind the trees along the path. The race _____ (begin)! The  (run) as fast as possible. But the  (be) faster, of course. 'This will be a very easy race', _____ (think) the . So the  (decide) to rest, and he quickly _____ (fall) asleep at the side of the road. Suddenly, the  (wake)



up) and he _____ (see) a  ahead of him! 'How did he get ahead of me?' the  asked himself. In fact, it _____ (be) not his friend the  : it _____ (be) the 's sister. But to a , all tortoises look the same. The  _____ (run) past the  easily. Soon, he _____ (cannot) see the  , so he _____ (sit) down to rest. Then the 

M. Finish each clue by changing the verb within brackets to an irregular past-tense verb.

Then complete the crossword puzzle.



Across

1. The lake (freeze) _____ overnight.
3. Hema (buy) _____ a new bicycle.
4. Aravind (give) _____ me a slice of pizza.
5. We (drink) _____ milk.
6. The dog (sleep) _____ on the sofa.
7. He (write) _____ a letter to his cousin in America.

Down

1. I (find) _____ a coin on the ground.
2. Tony (teach) _____ his cat to use the litter box.
3. Selvi (blow) _____ out the candle.

Past Continuous Tense

N. Make sentences in the past continuous tense using the verb in brackets.

1. The children _____ (wait) for the bus.
2. The girls _____ (learn) their lessons.
3. I _____ (play) in the rain all evening.
4. Vijay _____ (repair) his car.
5. Hari _____ (work) hard to pass the entrance examination.

Past Perfect Tense

O. Complete the sentences using the past perfect tense.

1. Kalai didn't complete his homework because _____.
2. By the time Sundar got up _____.
3. When we reached the park, _____.
4. Saralah didn't want to see her _____.
5. Manohar was laughing because _____.



Past Perfect Continuous Tense

P. Circle the correct verb form in each of the following sentences.

- Ezhil *baked / had been baking* a cake when they came.
- Veeran *cleaned / had been cleaning* the room since morning.
- We *worked / had been working* in the city for ten years before we moved to the village.
- The cat *had been waiting/was waiting* for the mice to come out of its hole.
- Kannan *had been looking/ have been* looking for a job for a long time.

Simple Future Tense

Q. Complete the sentences using the correct form of the verbs in brackets.

- We hope you _____ (have) a great time in Ooty.

S. What is Amala going to do? Given below is Amala's schedule for next week. Read it and answer the questions using the future continuous tense.

Amala's Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------|----------------------------|----------------------|----------------------|-----------------|-------------------|--------------------|---------------------------|
| Morning | Doctor's appointment | Meet friends | Return library books | Attend NCC camp | Go to park | Clean house | Visit grandmother |
| Afternoon | Buy groceries for the week | Go to computer class | Go to nursery garden | Learn music | Do gardening | Prepare sweets | Go to the zoo with nephew |
| Evening | Watch TV | Do gardening | Dinner with friends | Do ironing | Play with friends | Movie with parents | Relax at home |

- What will Amala do on Sunday morning?
- What is Amala planning to do on Saturday afternoon?



3. Where is Amala going on Wednesday morning?
4. Who is Amala meeting on Tuesday morning?
5. What will she buy on Monday afternoon?

Future Perfect Tense

**T. Match words from the different columns to make reasonable predictions.
Then write them down in the space below. One has been done as an example.**

| | | | | |
|----|-------|------------------------|------------------|---|
| In | 10 | women | will | have launched a space centre in moon. |
| | 50 | the ice caps | | have become one country. |
| | years | UK | | have reached 10 billion. |
| | 100 | India | | have melted. |
| | | the world's population | | have become the world's richest country. |
| | 1000 | China | will not (won't) | have obtained equal rights with men. |
| | | scientists | | have discovered a complete cure for cancer. |

Write the sentences.

1. In 50 years the ice cap will have melted.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____



Poem

*On Killing a Tree

Gieve Patel

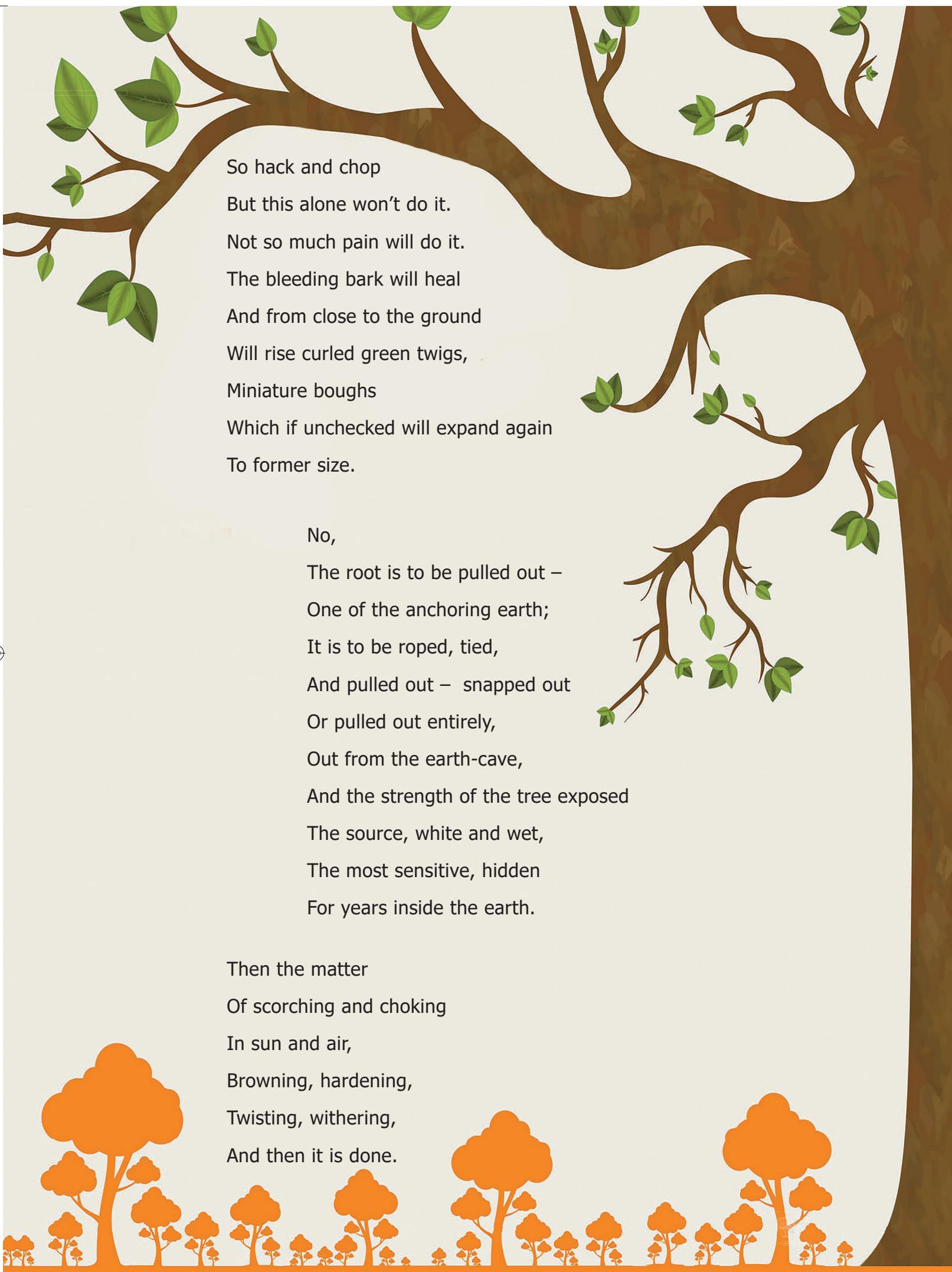


Warm up

1. What is a tree?
2. Why trees are important for our survival?
3. How long does it take a tree to grow to its full size?
4. How much time does it take to cut down a tree?

Now read the poem which speaks about the pain of trees.

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 leprous hide
Sprouting leaves.



So hack and chop
But this alone won't 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.



About the Author



Dr. Gieve Patel is one of the prominent Indian poets. His famous works include *Evening*, *Forensic Medicine*, and *From Bombay Central*. He has also penned three plays. He has been conducting a poetry workshop in Rishi Valley School for more than a decade. This poem is taken from his poetry collection 'Poems' published in 1966.



Glossary



| | |
|-------------------------|---|
| jab (v) | - to poke, or thrust abruptly or sharply with a short, quick blow |
| crust (n) | - the brown, hard outer portion or surface |
| leprosous (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?

ii. Why does it take much 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?
- ii. What does the tree feed from the crust?

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

- i. What does the phrase 'leprosous hide' mean?
- ii. What comes out of the leprosous 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?
- ii. What 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 be pulled out?

ii) What does 'anchoring earth' mean?

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

The poet explains the process of _____. A lot of work has to be done in order to _____. completely. It cannot be accomplished by merely cutting it with _____. The tree has grown strong with the help of _____ for a countless of years. Even the _____ of the tree gives rise to _____. The _____ sprouts new twigs and leaves. In a short period, they grow into a new tree. So, to _____ completely, one should take out its roots completely from the soil. Then they should be exposed to _____. 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?

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

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

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

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

6. How should the root be pulled out?

7. What is hidden inside the earth for years?

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

E. Answer the following questions in about 80-100 words.

1. How well does the poet bring out the pain of the tree?

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

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

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

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



*LISTENING



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?
2. In 1963 he worked for.....as.....
3. What was the turning point in the life of Nammazhwar?
4. How is the “Bread sandwich method” a boon to the farmers?
5. Pick out ideas from the passage to show that he learnt first and then shared with farmers.
6. Explain in your own words the meaning of “Farming.....even in the 21st Century”
7. Give the synonyms of ‘rely’ and ‘sustainable’.
8. “He never pushed ideas down anyone’s throat” means
 - (a) favoured
 - (b) compelled
 - (c) opposed

WRITING



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

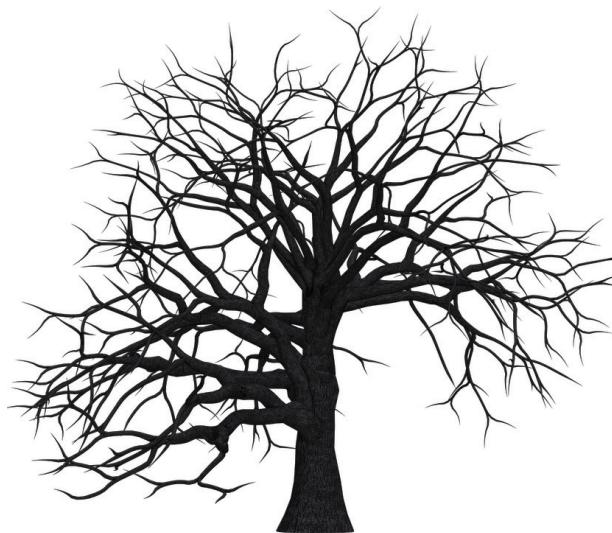


*Listening passage is on Page 165



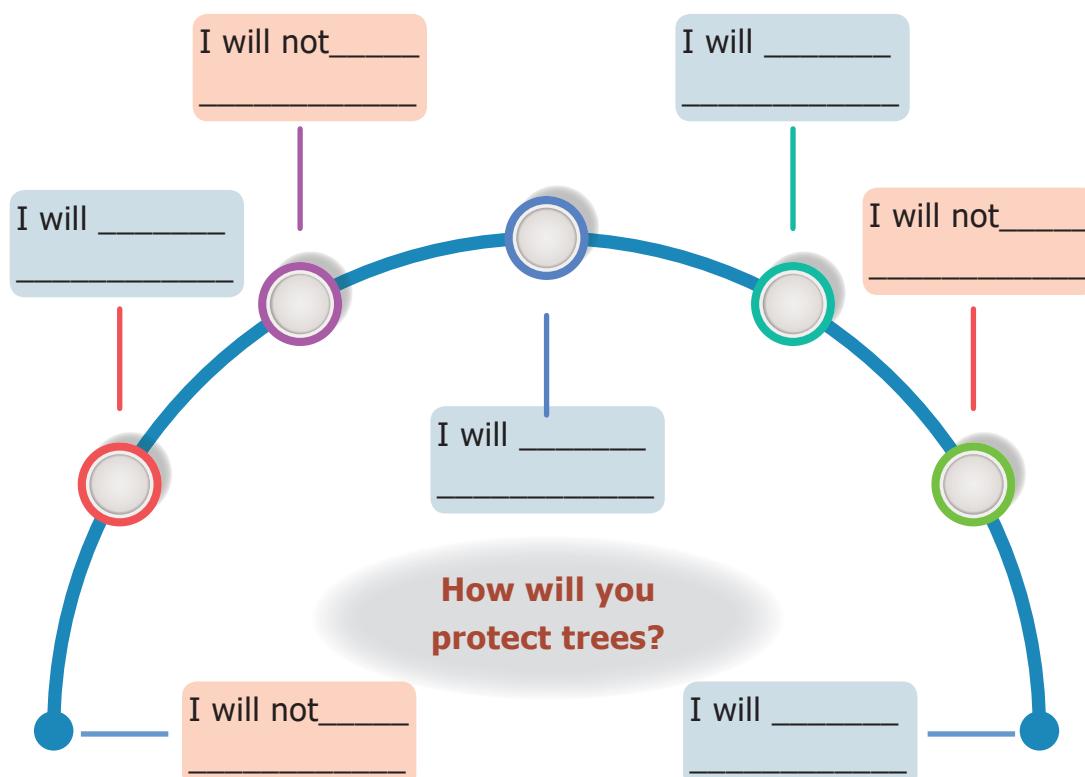


I. Look at the two trees. One is a green flourishing tree and the other, a brown withering tree.



The class will now be divided into two groups. Group A will list down the agents that support a tree's growth. Group B will list down those that prevent it. Once the groups are ready with their lists, a few representatives from each group will go to the board and write down the lists.

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





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

Remember

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

Read this
example

Save a Tree
Get Oxygen for Free

SPEAKING



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

Let us laugh together



How do trees access the internet?

They simply _____ in.

What will the tree do, if the banks are closed?

It will start its own _____.

What type of tree fits in your hand?

A _____ tree.



Read and Enjoy

Advice from a Tree

Dear Friend,

Stand Tall and Proud

Sink your roots deeply into the Earth

Reflect the light of a greater source

Think long term

Go out on a limb

Remember your place among all living beings

Embrace with joy the changing seasons

For each yields its own abundance

The Energy and Birth of Spring

The Growth and Contentment of Summer

The Wisdom to let go of leaves in the Fall

The Rest and Quiet Renewal of Winter

Feel the wind and the sun

And delight in their presence

Look up at the moon that shines down upon you

And the mystery of the stars at night.

Seek nourishment from the good things in life

Simple pleasures

Earth, fresh air, light

Be content with your natural beauty

Drink plenty of water

Let your limbs sway and dance in the breezes

Be flexible

Remember your roots

Enjoy the view!

Ilan Shamir





Unit 2

Supplementary



Earthquake

M.S.Mahadevan

Warm up

When was the last time you helped someone?
Write a few instances of your act of kindness.



Greetings, traveller. You looked tired and cold.

Are you a stranger to these parts? Waiting for the bus to Badrinath? Perhaps, you are a pilgrim or a visitor to the Valley of Flowers?

Anyway, whoever you are, come with me. Wait at my teashop. It is just past the bend in the road.

As you can see, I am carrying this can of milk to the shop. In ten minutes, I will have a fire going. While you warm yourself, I will prepare for you the best cup of tea in all Garhwal. It will chase away the pinched, blue look from your face.

Here we are. Welcome to my humble roadside teashop. Make yourself comfortable on this wooden bench. It looks **rickety** but it will hold your weight.

My name, Sir? I am called Brij. I am seventeen years old. I started this tea shop two years ago.

Before that I worked in a roadside shop outside Panipat. The heat, the crowd, the pollution – it was all too much. I had saved most of my earnings. I came back and with a little help I started this shop. By the grace of God, it provides me a decent enough livelihood.

Here, your tea is ready – strong, sweet, flavoured with cardamom. Enjoy it, Sir, while I get on with my chores. This is my daily routine. At sunset, I will shut my shop and walk back the three miles to my dwelling on the hillside.

The name of my village?

It was my village. The village of my ancestors.

It is no more. Molthi is gone.

What happened to my village?



It was four years ago, in the month of October. One night the earth quaked. Yes, tremors are common in these parts. These snows may seem eternal, the Himalayas may look solid, but the truth is, deep down they are unstable. We, who live here, are accustomed to **tremors**.

But what happened that night was more than that. It was a terrible earthquake. Its effects were felt as far away as Delhi and Lucknow.

Can you imagine the **devastation** at the heart of the earthquake?

The epicentre was in a valley not far from here. There were six hundred and seventy villages in the valley. Six hundred and two were destroyed. The earthquake lasted less than five minutes. Time enough to set these centuries-old mountains crashing, to reduce our villages to rubble, to snuff out hundreds of lives.

It was sheer chance that I was away that night. I had gone to Pauri to



buy my school books. I stayed the night at my uncle's house. We felt the tremors. We ran out into the open. Again and

again the tremors came. We spent the entire night outside. Pauri lived through the night. Molthi did not.

For the living, the nightmare began at daybreak when the news trickled in of the large-scale devastation. There were dozens of landslides. Huge boulders thrown **haphazardly** across motorable tracks and roads. Precious time was spent in blasting the rocks and clearing the way for Army rescue teams. It was all of four days before help arrived for Molthi.

I was among the first to reach the village. My uncle accompanied me. We feared the worst, but nothing had prepared us for what we saw. Every single house, every wall, every roof had been flattened. Stone, rubble and dust were all that remained. Our house was a two-storeyed stone building with a slate roof. My great grandfather had built the house. We were a small family. My father had died after an illness, just fourteen months ago. My mother took care of us. We were three children. I was the oldest. My brother Nilu was ten. Bhuli, my two-year-old sister, was the baby of the family. My grandmother lived with us.

When the soldiers began to clear the debris, my uncle led me away. I was in a complete daze, too numb to feel anything. The soldiers had set up a makeshift camp. Someone gave me tea and biscuits. I don't know how long I was there. Suddenly it was evening and uncle was standing beside me. "They



have taken the bodies to the river bank," he said gently. "Come, you must perform the last rites before sunset. Tomorrow, we will go back to Pauri."

I had last seen my family while leaving for Pauri. They stood at the doorway and waved. Ma, Grandma, Nilu and Bhuli. That is the way I will always remember them – smiling and waving at me. Not as the **white-shrouded** lifeless figures I saw.

Bhuli? She was not there.

"They have not found her," my uncle said. "The wild animals ...Brij, don't look like that! She is dead."

"But we must find her," I shouted.

"Brij...get a grip on yourself," uncle pleaded.

But I was beyond reasoning. I ran back to the village, to the spot where my house had stood.

There was still so much debris. I scrambled around shifting the earth and stones. How long I was on my knees searching, crying, searching...

"Boy, it is no use" a voice said. I looked up. The speaker was the Army Officer who had supervised the relief operation. "There is no one alive in there," he said, "whom are you looking for?"

"My sister, Sir," I said, fighting to control my tears, "All I want is to give her a proper cremation."

I stopped, conscious that I was

babbling. I could see that he was bone-tired. He looked as if he had not slept for days. His uniform was covered with dust, his face was grimy. But through all the dust and grime, I saw that his eyes were kind.

"My men have been on their feet for days," he said softly, as if talking to himself. "They have done all they could here. Tomorrow, at daybreak, we go to another village just like this, then another. He looked away at the sun setting behind the peaks. Down, in the valley, the **pyres** burnt, row upon row. The officer muttered something, shook his head and turned away. A terrible despair engulfed me. I lay there among the ruins of my house and cried.

Ten minutes later, the officer was back. With him were three soldiers armed with spades and crowbars. Without a word, the men began, removing the debris. They laboured doggedly. When it was completely dark, someone brought a few lit petromax lamps. Two hours later, a soldier called out, "Sir!"

He stood in the middle of a small hollow. The wall had caved in at that spot. I recognized a part of a door. Beneath it, a small foot.

Feverishly the soldiers began to clear the hollow. Then, they lifted the door.

"She is alive!" someone said.

It was a miracle. She had been buried under the debris for a hundred



and sixteen hours. She had survived the earthquake, the cold nights and the wild animals. A ragged cheer went up and the soldier wrapped her in a warm blanket and carried her to the tent where a makeshift hospital had been set up. Bhuli lived. The next day I went to thank the Army Officer. But he was gone. I did not even know his name.

My sister and I went on to live with my uncle. Soon after, I got a job at a dhaba near Panipat. Bhuli stayed back. She started going to school. It weighted on me that I never thanked that Army Officer. I hoped that one day I would run into him again. Every time I saw an army man, I would hope it was him. For months I would search for his face in every crowd. And one day, I did find him.

It was late on a winter's night. A truck stopped at the shop. A man got out. He looked familiar. When he stepped into the light, I saw that it was not him, just someone who bore a strong resemblance. The man was tired. He asked for a cup of tea. As I served him, Sir, I felt this strange lightness. This sense of joy. When the man offered to pay, I did not take the money. The next day, it happened again. Every day, I would see someone, a complete stranger, a tired traveller, who reminded me of that officer. It was as if he was everywhere. And every time I served him tea, I felt a surge of sheer joy.

A month later, I quit my job at the shop and returned to those mountains.

The shop owner was quite relieved. He had no use for a waiter who kept forgetting to present the bill to the customer. Now I am on my own. And I am at peace.

Here is your bus, Sir. No, no money... you were tired. All I offered you was a cup of tea. Maybe it was the best tea in all Garhwal. Maybe not. But I am happy I could do you this small service. Wish you a safe journey, Sir. May God be with you!



Glossary



| | |
|---------------------------|---|
| 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.

1. The name of the narrator is _____
2. There were _____ villages in the valley.
3. Brij went to Pauri to buy his _____
4. The soldiers had set up a _____
5. Bhuli had been buried under the debris for _____ 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.
2. Molthi was completely devastated because of
 - a) a high intensity earthquake.
 - b) thunder and hail storm.
 - c) drought and famine.
 - d) flash floods.
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.

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.

5. Brij finally offered the traveller a

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

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

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

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



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 | |
| | Six hundred and two villages were destroyed. |
| It was a terrible earth quake and it was felt | |
| I ran back to the village | |
| They lifted the door | |
| I went to thank the Army Officer | |

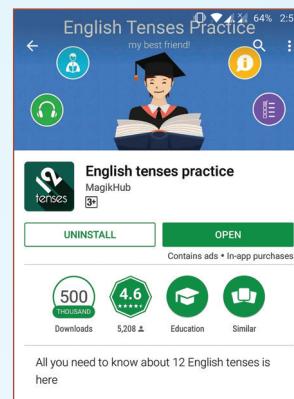




ICT CORNER

Tenses

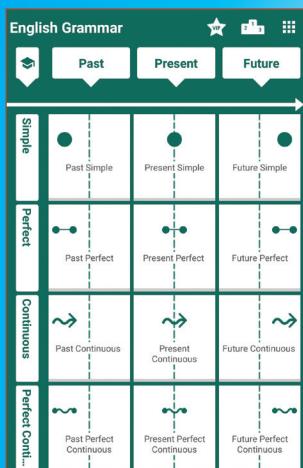
There are twelve types of tenses in English. This application will enable the students to learn more about tenses and their usages. Students can also practice themselves with the activities provided in the application.



Steps

English Tenses Practice

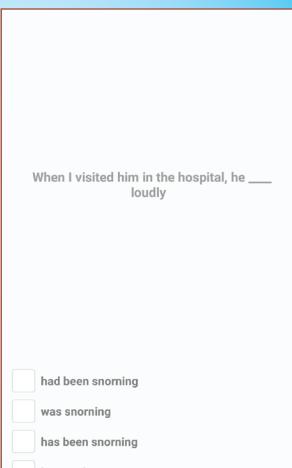
1. Install the application with the help of the link or the QR code given below.
2. Open the application to find 12 tiles for 12 tenses.
3. Click any of the tiles to find the explanation about the tense.
4. Click the "EXAMPLE" icon to find examples for the specific tense.
5. Also click "MULTI-CHOICE" icon or "ARRANGING SENTENCE" icon to practice the exercises.



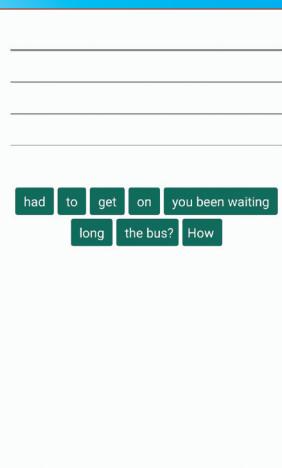
Steps 1



Steps 2



Steps 3



Steps 4

Download Link



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

<https://play.google.com/store/apps/details?id=vn.magik.englishgrammar>



*LISTENING PASSAGES

SEVENTEEN ORANGES

*Listen to the play and answer the questions that follow.



Krishna Deva Raya's greedy minister, Chatur Pandit, arrives at the court with a red peacock.

Krishna Deva Raya: I have never seen such a creature!

Courtiers: We agree.

Chatur Pandit: Please accept this gift, Your Majesty! My servants searched the jungles to find this creature.

Tenali Raman (thinks): How can a bird so bright survive in the jungle? It will be easily spotted by other animals.



Krishna Deva Raya: Thank you, Chatur Pandit! How can we reward you?

Chatur Pandit: Your Majesty, 1000 gold coins will be enough, as I spent that to get the bird.

Tenali Raman: Your Majesty, I think we should observe this peacock for a while before we give Chatur Pandit his reward. I will go to the jungles and get more birds like these.

Krishna Deva Raya: Alright, Tenali. You have two weeks.

(Tenali Raman did not go to the jungles.)

Tenali Raman (to his attendants): Look for the person who has painted that peacock red.

Attendants: Yes, sir!

(The attendants found the painter.)

Tenali Raman (to the painter): Don't worry, I won't punish you. Just paint another four peacocks the same colour.

Painter: Yes sir.

(Tenali Raman takes the peacocks to the court, two weeks later.)



Krishna Deva Raya: Bravo, Tenali. Treasurer, give him 1000 gold coins.

Tenali Raman: That is not what they cost, Your Majesty.

Krishna Deva Raya: What is your price then, Tenali Raman?

Tenali Raman: A bucket of water, a bag of red paint, and a gold coin for this artist.

Krishna Deva Raya (angrily): Chatur Pandit, I sentence you to...

Tenali Raman: Your Majesty, your desire for fame led you to believe a red peacock could exist. For a long time, there has been needless spending on such curiosities.

It is better that your subjects are prosperous, rather than a display of wealth. I request you to let Chatur Pandit go and reward the artist for highlighting this matter.

Krishna Deva Raya: You're right, Tenali.

Chatur Pandit (falls at the king's feet): Your Majesty, please forgive me.

Krishna Deva Raya: I will do so, but you are banished from the court for a month. And you must return the gifts you got earlier.

(*It starts to rain and the peacocks dance. The rain washes off their red colour.*)

Krishna Deva Raya (laughs): Look, Tenali!

(*Tenali smiles.*)

(*The people of the kingdom dance in the rain.*)

The people (to each other): We are lucky to have a king who is not afraid to admit his mistake.

(*Chatur Pandit walks home alone in the rain.*)



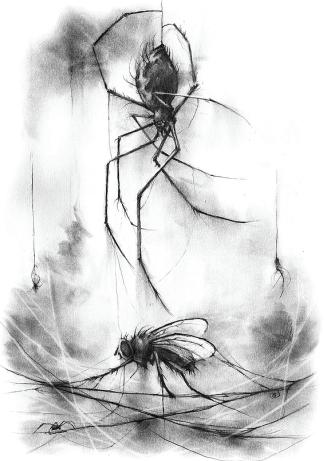
THE SPIDER AND THE FLY

*Listen to the passage and fill in the blanks with appropriate answers.

Trust is one of the most important things anyone can have in a relationship because trust is what makes the foundation of a relationship. Without trust there is no relationship at all because everything you do or make of the relationship



will be based on truth. Trust is a very rare thing to find and if you are able to give it in return, your life is so much better and more fulfilling for everyone involved. Trusting people can hurt sometimes because they betray you, but you learn from the situation and move on to the next adventure in your life. Just don't let small bumps in the road throw you back to not trusting and being cold. Simply keep moving forward and you will have a wonderfully fulfilling life that will be filled with good people that care and are trustworthy.



(slightly adapted)

(Source - <https://www.booksie.com/posting/s-r-hockett/theimportance-of-trust-398373>)

WATER THE ELIXIR OF LIFE

Severn Cullis-Suzuki (born November 30, 1979 in Vancouver, British Columbia) is a Canadian environmental activist. She has spoken around the world about environmental issues, urging listeners to define their values, act with the future in mind, and take individual responsibility. In 1992, at age 12, Cullis-Suzuki raised money with members of ECO to attend the Earth Summit in Rio de Janeiro. Cullis-Suzuki presented environmental issues from a youth's perspective at the summit, where she was applauded for her speech to the delegates.



27KFRN

***Listen to the speech and complete the exercises that follow.**

Hello. I'm Severn Suzuki, speaking for ECO, the Environmental Children's Organization. We are a group of 12- and 13-year-olds trying to make a difference: Vanessa Suttie, Morgan Geisler, Michelle Quigg, and me. We've raised all the money to come here ourselves, to come 5,000 miles to tell you adults you must change your ways.

Coming up here today, I have no hidden agenda. I am fighting for my future. Losing my future is not like losing an election or a few points on the stock market. I am here to speak for all generations to come. I am here to speak on behalf of the starving children around the world whose cries go unheard. I





am here to speak for the countless animals dying across this planet because they have nowhere left to go. I am afraid to go out in the sun now because of the holes in our ozone. I am afraid to breathe the air because I don't know what chemicals are in it. I used to go fishing in Vancouver — my home — with my dad, until just a few years ago we found the fish full of cancers. And now we hear of animals and plants going extinct every day, vanishing forever.

In my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests, full of birds and butterflies, but now I wonder if they will even exist for my children to see. Did you have to worry of these things when you were my age? All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I'm only a child, and I don't have all the solutions. I want you to realize, neither do you. You don't know how to fix the holes in our ozone layer. You don't know how to bring the salmon back up a dead stream. You don't know how to bring back an animal now extinct. And you can't bring back the forest that once grew where there is now a desert. If you don't know how to fix it, please stop breaking it.

Here you may be delegates of your government, business people, organizers, reporters or politicians. But really you are mothers and fathers, sisters and brothers, aunts and uncles, and all of you are someone's child. I am only a child, yet I know we are all part of a family 5 billion strong. In fact, 30 million species strong. And borders and governments will never change that. I am only a child, yet I know that we're all in this together and should act as one single world towards one single goal. In my anger, I am not blind, and in my fear, I am not afraid of telling the world how I feel. In my country, we make so much waste. We buy and throw away, buy and throw away, buy and throw away, and yet Northern countries will not share with the needy. Even when we have more than enough, we are afraid to share. We are afraid to let go of some of our wealth.

In Canada, we live the privileged life with plenty of food, water and shelter. We have watches, bicycles, computers and television sets. The list could go on for two days. Two days ago here in Brazil, we were shocked when we spent time with some children living on the streets. This is what one child told us, "I wish I was rich. And if I were, I would give all the street children food, clothes, medicines, shelter, and love and affection." If a child on the streets who has nothing is willing to share, why are we who have everything still so greedy? I can't stop thinking that these are children my own age; that it makes a tremendous difference where you are born; that I could be one of the children living in the favelas of Rio. I could be a child starving in Somalia, or a victim of war in the Middle East or a beggar in India. I am only a child, yet I know that if all the money spent on war was spent on finding environmental answers, ending poverty and



finding treaties, what a wonderful place this Earth would be.

At school, even in kindergarten, you teach us how to behave in the world. You teach us to not fight with others; to work things out; to respect others; to clean up our mess; not to hurt other creatures; to share, not be greedy. Then why do you go out and do the things you tell us not to do? Do not forget why you are attending these conferences – who you are doing this for. We are your own children. You are deciding what kind of world we are growing up in.

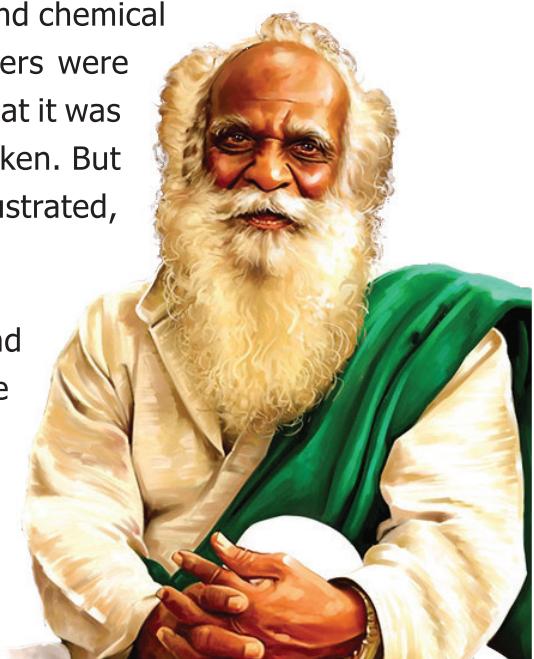
Parents should be able to comfort their children by saying "Everything's going to be all right. It's not the end of the world. And we're doing the best we can." But I don't think you can say that to us anymore. Are we even on your list of priorities? My dad always says, "You are what you do, not what you say." Well, what you do makes me cry at night. You grown-ups say you love us, but I challenge you, please make your actions reflect your words. Thank you.

On Killing a Tree

***Listen to the speech and complete the exercises that follow.**

Nammazhwar was born in 1938 in Elangadu, Thanjavur District, and he graduated from Annamalai University with a B.Sc. degree in Agriculture. In 1963, he began working for the Agricultural Regional Research Station, a government organisation in Kovilpatti, as a scientist, conducting trials on spacing and use of various chemical fertilizers in cotton and millet crops. During his tenure there, the government had conducted various experiments in rain-fed land, using expensive inputs like hybrid seeds, chemical fertilizers and chemical pesticides which Nammazhwar considered futile as the farmers were resource poor. Based on his experience, he felt very strongly that it was imperative to totally reorient the research work being undertaken. But his peers at the institute paid little attention to his advice. Frustrated, he left the institute in 1969.

For the next 10 years, he was an agronomist for Island of Peace, an organisation founded by the Nobel Laureate Dominique Pire. His focus was on improving the standard of living through agricultural development in the Kalakad block of Tirunelveli District, Tamil Nadu. It was at this time that he realised that to get optimal results in farming, farmers should rely only minimally on external inputs. All inputs





should come from within the farm. So called waste should be recycled and used as input. This revelation was a turning point in his life. He completely lost trust in conventional farming practices and began experimenting with sustainable agricultural methods.

Vegetables have a short lifespan compared to fruit crops. By making use of modern technologies and inputs, their lifespan can perhaps be extended to say about a year. But if there is a simple method of growing vegetables throughout the year, without any costly gadgets, modern technologies, or costly inputs, it is definitely worth a try for the farmers.

He advocated the ‘Bread sandwich’ method. In this method once the soil is made ready and the suggested practices followed, one need not work on the soil for the second time. They can go on sowing and reaping, all through the year.

He always said it was no use trying to teach a farmer. Instead, one should make the farmer understand the issue. He never stopped learning from them himself and had become a vast repository of farming practices and knowledge that he shared with whoever was interested. He never pushed ideas down anyone’s throat. Each farm is unique according to the farmers’ understanding and the conditions, Nammazhwar would say. He would keep experimenting with what he learned from the farmers, refined this knowledge and then gave it back to them.

He often said “**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.**” He trained hundreds of farm youths as trainers and helped many farmers to be master trainers—all this without the support of the government.



Acknowledgment

We express our gratitude to the writers and publishers whose contributions have been included in this book. Copyright permission for use of these materials have been applied for, however information on copyright permission for some of the material could not be found. We would be grateful for information for the same.

Prose

- ❖ **Seventeen Oranges** - *Bill Naughton*
- ❖ **Water – The Elixir of Life** - *Sir C.V. Raman*

Poem

- ❖ **The Spider And The Fly** - *Mary Howitt*
- ❖ **On Killing a Tree** - *Gieve Patel*
- ❖ **Never Trust a Mirror** - *Erin Hanson*
- ❖ **Advice From a Tree** - *Ilan Shamir*

Supplementary

- ❖ **The Cat and the Pain-Killer** - *Mark Twain*
- ❖ **Earthquake** - *M.S.Mahadevan*

Listening Passage

- ❖ **Speech In Environmental Children's Organization** - *Severn Suzuki*
- ❖ **Environmental Crusader Of India** - *Dr.G. Nammazhwar*





English – Class IX

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