

NCERT Solutions for Class 9: Ch 1 The Fun they Had Beehive English

By Issac Asimov

Page No: 10

Thinking About Text

I. Answer these questions in a few words or a couple of sentences each.

1. How old are Margie and Tommy?
2. What did Margie write in her diary?
3. Had Margie ever seen a book before?
4. What things about the book did she find strange?
5. What do you think a telebook is?
6. Where was Margie's school? Did she have any classmates?
7. What subjects did Margie and Tommy learn?

Answer

1. Margie is eleven and Tommy is thirteen-year-old.
2. Margie wrote, "Today Tommy found a real book!".
3. No, Margie had never seen a book before.
4. Margie found it strange that the words printed on a book stood still instead of moving the way they did on a screen. She also found it odd that the words on a page always remained the same as the first time

they were read. Besides, the idea that someone would write a book about schools was itself strange for Margie.

5. A book that can be displayed on a screen is called telebook.
6. Margie's school was in her home itself, right next to her bedroom. No, she did not have any classmates.
7. Margie and Tommy learned geography, history and arithmetic.

II. Answer the following with reference to the story.

1. "I wouldn't throw it away."

(i) Who says these words?

(ii) What does 'it' refer to?

(iii) What is it being compared with by the speaker?

Answer

(i) Tommy said these words.

(ii) 'It' refers to the television screen, on which you could read over a million books

(iii) Tommy is comparing the television screen to the real books in earlier times in which words were printed on paper. He thought that after reading such books, one would have to throw them away. However, he would never have to throw away his telebooks.

2. "Sure they had a teacher, but it wasn't a regular teacher. It was a man."

(i) Who does 'they' refer to?

(ii) What does 'regular' mean here?

(iii) What is it contrasted with?

Answer

(i) They refer to the students who studied in the old kind of schools centuries before the time the story is set in.

(ii) Here, 'regular' refers to the mechanical teachers that Tommy and Margie had.

(iii) The mechanical teacher is contrasted with the teacher of the earlier times, who was a human being.

III. Answer each of these questions in a short paragraph (about 30 words).

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

Answer

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

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

Answer

Margie had been given many tests in geography by the mechanical teacher, but there was no improvement in her performance. It only kept getting worse. It is for this reason that Margie's mother sent for the County Inspector to find out why this was happening.

3. What did he do?

Answer

The County Inspector gave Margie an apple and started working on the mechanical teacher. He took it apart and then checked it. Margie had hoped that the Inspector would not know how to put the mechanical teacher together again, but he managed to reassemble it. He slowed down the geography sector of the teacher because it was geared a little too quick for an average ten-year-old. Solutions

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

Answer

Margie was doing badly in geography because the geography sector of the mechanical teacher had been geared a little too quick. The County Inspector rightly told her that she could not be blamed for her poor performance.

The County Inspector slowed down the geography sector of the mechanical teacher to an average ten-year level. He also told Mrs. Jones that Margie's overall progress pattern was satisfactory.

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

Answer

Once, The history sector of Tommy's teacher had once blanked out completely.

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

Answer

Yes, Margie had regular days and hours for school. This was because her mother believed that learning at regular hours helped little girls learn better. Her mechanical teacher was also on at the same time everyday except Saturday and Sunday.

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

Answer

Tommy described old kind of school as a special building where all kids studied together. There were hundreds of students studying and playing together. They used to shout and laugh together in an open yard.

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

Answer

Tommy said that the old kind of teachers was men, who taught the students inside a special building. The teachers taught the children in groups and gave them homework and asked them questions.

IV. Answer each of these questions in two or three paragraphs (100 – 150 words).

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

Answer

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

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

Answer

Margie hated school because it was not fun. A mechanical teacher used to teach her everyday at a fixed time. Recently, she had been doing badly in the geography tests that her mechanical teacher had been giving her. Her mother was not happy with the performance and sends for the County Inspector, she hopes that the inspector would take the mechanical teacher away. She is disappointed when the County Inspector manages to assemble all the parts of the mechanical teacher. The part that she hated the most was inserting the homework and test papers in the slot on the mechanical teacher. She did not like the fact that she had to write her answers in a punch code. She thought that the old kind of school must have been fun as she imagined all the kids from the entire neighbourhood coming together, laughing and shouting in the schoolyard. She imagined that they would sit together in the classroom and go home together at the end of the day. They would learn the same things and could help one another with the homework and talk about it. Also, the teachers were people. All these aspects made her believe that the old kind of school must have been fun.

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

Answer

Yes, I agree schools today are more fun than the school in the story. In the story, there is no interaction among students regarding studies. Studying and answering questions seems to be a boring idea. Doing homework without anybody's help and writing them in a punch code would also be draining. Moreover, children develop a better understanding about each other and of their surroundings when they go to a school and interact with each other. It is a healthier way of learning. Listening to teachers explaining lessons is always more interesting than reading the entire lesson on a mechanical computer. Also, if any student faces any problem with the subject or in homework, he can discuss it with the teacher and other kids. It is impossible to discuss problems and situations with a mechanical teacher that is only programmed to teach in a particular manner.

The excitement of waiting to know the marks scored in exams is greater when one is sitting in a classroom with other students. It does not have the same effect when the marks are calculated immediately after a test has been taken.

Finally, the friends that you make at school are most probably the best friends that you will ever make in your entire life. The various qualities that you learn in school like obedience, respect, kindness for others, sharing, taking part in school games, sports, and other activities are all a part of school education today. Therefore, schools today are more fun than the school in the story as they are more interactive. They promote a healthy environment for the students to study and learn.

Page No: 11

Thinking about Language

1. Find the sentences in the lesson which have the adverbs given in the box below.

Awfully, sorrowfully, completely, loftily, carefully, differently, quickly, nonchalantly

Answer

1. They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to – on a screen, you know.

The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.

They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

He added loftily, pronouncing the word carefully, "Centuries ago." "But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently." "I didn't say I didn't like it," Margie said quickly.

"May be," he said nonchalantly.

2. Now use these adverbs to fill in the blanks in the sentences below. (i) The report must be read _____ so that performance can be improved.

(ii) At the interview, Sameer answered our questions _____, shrugging his shoulders.

(iii) We all behave _____ when we are tired or hungry.

- (iv) The teacher shook her head _____ when Ravi lied to her.
- (v) I _____ forgot about it.
- (vi) When I complimented Revathi on her success, she just smiled _____ and turned away.
- (vii) The President of the Company is _____ busy and will not be able to meet you.
- (viii) I finished my work _____ so that I could go out to play.

Answer

- (i) The report must be read carefully so that performance can be improved.
- (ii) At the interview, Sameer answered our questions loftily, shrugging his shoulders.
- (iii) We all behave differently when we are tired or hungry.
- (iv) The teacher shook her head sorrowfully when Ravi lied to her.
- (v) I completely forgot about it.
- (vi) When I complimented Revathi on her success, she just smiled nonchalantly and turned away.
- (vii) The President of the Company is awfully busy and will not be able to meet you.
- (viii) I finished my work quickly so that I could go out to play.

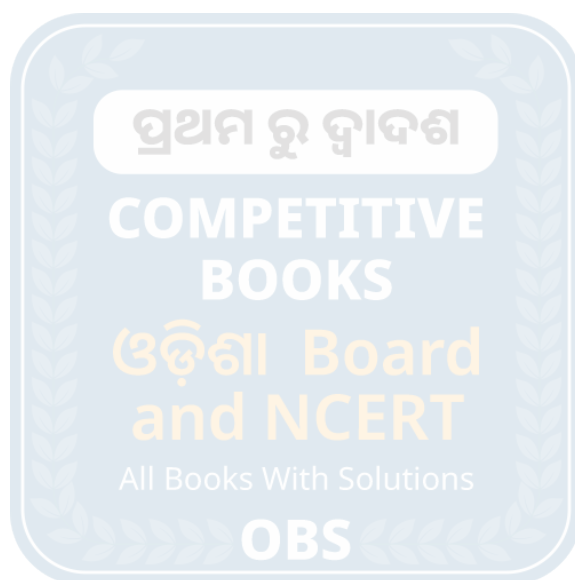
Page No: 12

3. Make adverbs from these adjectives.

- (i) angry _____
(ii) happy _____
(iii) merry _____
(iv) sleepy _____ (v) easy _____ (vi) noisy _____
(vii) tidy _____
(viii) gloomy _____

Answer

- (i) Angrily
(ii) Happily
(iii) Merrily
(iv) Sleepily
(v) Easily
(vi) Noisily
(vii) Tidily
(viii) Gloomily



II. Complete the following conditional sentences. Use the correct form of the verb.

1. If I don't go to Anu's party tonight, _____
2. If you don't telephone the hotel to order food, _____
3. Unless you promise to write back, I _____
4. If she doesn't play any games, _____
5. Unless that little bird flies away quickly, the cat _____

Answer

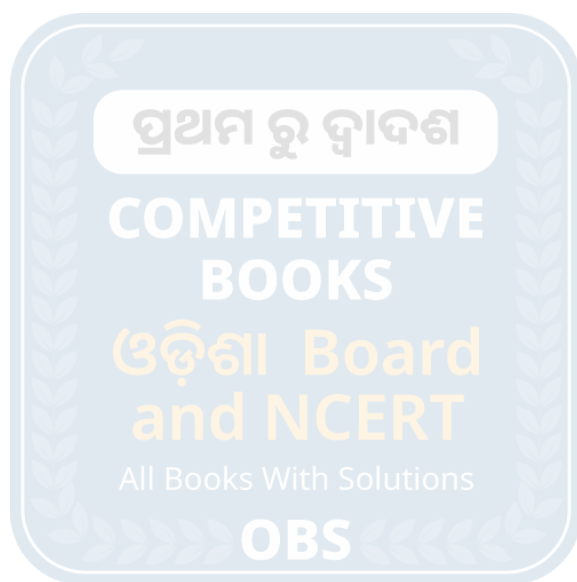
1. If I don't go to Anu's party tonight, she will be angry.
2. If you don't telephone the hotel to order food, you will miss your evening meal.
3. Unless you promise to write back, I will not write to you.
4. If she doesn't play any games, she will become dull and lazy.
5. Unless that little bird flies away quickly, the cat will pounce on it.



NCERT Solutions for Class 9th: The Road Not Taken (Poem) Beehive English

By Robert Forst

Page No: 16



Thinking about the poem

I.

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

Answer

The traveller finds himself in the yellow woods at a point where the road forks into two.

The problem that he faces is that he cannot decide which road to take to continue his journey since it is not possible for him to travel both roads at the same time.

2. Discuss what these phrases mean to you.

- (i) a yellow wood
- (ii) it was grassy and wanted wear
- (iii) the passing there
- (iv) leaves no step had trodden black
- (v) how way leads on to way

Answer

i) Yellow wood symbolises the autumn season. Autumn corresponds with old age. The poet could be symbolically talking about the later stages of life.

ii) It conveys that the road was full of grass and nobody has used that road. It was a smooth road which had not worn out. iii) The use of the path by passersby. iv) The leaves had not changed their colour and turned black because of less people stepping on them. It could represent

a path one may have never/seldom taken in life for the fear of uncertainty.

v) This phrase means how certain decisions one makes in life could pave the way for many other decisions.

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

(i) in stanzas two and three?

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

Answer

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

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

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

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

Answer

The last two lines of the poem mean the acceptance of reality. The poet made a choice and accepted the challenging path. He took an unexplored path in his life. He wanted to do something different in his

life so he chooses the less travelled road. No he does not regret his choice.

II.

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

Answer

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

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

Answer

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

The Sound of Music

Page No: 20

Thinking about the text

I. Answer these questions in a few words or a couple of sentences each.

1. How old was Evelyn when she went to the Royal Academy of Music?
2. When was her deafness first noticed? When was it confirmed?

Answer

1. Evelyn was seventeen years old when she went to the Royal Academy of Music in London.
2. Her deafness was first noticed when she was eight years old and it was confirmed when she was eleven.

II. Answer each of these questions in a short paragraph (30–40 words).

1. Who helped her to continue with music? What did he do and say?
2. Name the various places and causes for which Evelyn performs.

Answer

1. Percussionist Ron Forbes helped Evelyn to continue with music. He began by tuning two large drums to different notes. He asked her not to listen to them through her ears but to try and sense the sound in some other manner.
2. Evelyn, with a hectic international schedule, gives solo performances at regular concerts. Apart from these, she gives free concerts in prisons and hospitals. She also accords high priority to classes for young musicians.

III. Answer the question in two or three paragraphs (100–150 words).

1. How does Evelyn hear music?

Answer

Evelyn heard music by sensing the notes in different parts of her body. When Ron Forbes tuned two drums to different notes and asked her to sense the sound without using her ears, she realized that she could feel the higher drum from the waist up and the lower drum from the waist down. She learnt how to open her mind and body to sounds and vibrations. It was sheer determination and hard work. When she played the xylophone, she could sense the sound passing up the stick into her fingertips. By leaning against the drums, she could feel the resonances flowing into her body. On a wooden platform, she removed her shoes so that the vibrations could pass through her bare feet and up her legs. She herself said that music poured in through every part of her body. It tingled in the skin, her cheekbones and even in her hair.

Part II - The Shehnai of Bismillah Khan

Page No: 25

Thinking about the text

I. Tick the right answer.

1. The (shehnai, pungi) was a 'reeded noisemaker.'
2. (Bismillah Khan, A barber, Ali Bux) transformed the pungi into a shehnai.
3. Bismillah Khan's paternal ancestors were (barbers, professional musicians).
4. Bismillah Khan learnt to play the shehnai from (Ali Bux, Paigambar Bux, Ustad Faiyaz Khan).
5. Bismillah Khan's first trip abroad was to (Afghanistan, U.S.A., Canada).

Answer

1. The pungi was a 'reeded noisemaker.'

2. A barber transformed the pungi into a shehnai.
3. Bismillah Khan's paternal ancestors were professional musicians.
4. Bismillah Khan learnt to play the shehnai from Ali Bux.
5. Bismillah Khan's first trip abroad was to Afghanistan.

II. Find the words in the text which show Ustad Bismillah Khan's feelings about the items listed below. Then mark a tick (✓) in the correct column. Discuss your answers in class.

<i>Bismillah Khan's feelings about</i>	<i>Positive</i>	<i>Negative</i>	<i>Neutral</i>
1. teaching children music			
2. the film world			
3. migrating to the U.S.A.			
4. playing at temples			
5. getting the Bharat Ratna			
6. the banks of the Ganga			
7. leaving Benaras and Dumraon			

Answer

<i>Bismillah Khan's feelings about</i>	<i>Positive</i>	<i>Negative</i>	<i>Neutral</i>
1. teaching children music	✓		
2. the film world		✓	
3. migrating to the U.S.A.		✓	
4. playing at temples	✓		
5. getting the Bharat Ratna	✓		
6. the banks of the Ganga	✓		
7. leaving Benaras and Dumraon		✓	

Page No: 26

III. Answer these questions in 30–40 words.

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

Answer

Aurangzeb banned the playing of musical instrument pungi because it had a shrill, unpleasant sound.

2. How is a shehnai different from a pungi?

Answer

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

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

Answer

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

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

Answer

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

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

Answer

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

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

Answer

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

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

Answer

The first instance is when he turned down his student's offer to start a shehnai school in U.S.A. The second instance is when Khansaab was asked by Shekhar Gupta about moving to Pakistan during the partition, he said that he would never leave Benaras.

Thinking about language

I. Complete the following sentences. Beginning with a to-verb, try to answer the questions in brackets.

1. The school sports team hopes (What does it hope to do?)
2. We all want (What do we all want to do?)
3. They advised the hearing-impaired child's mother (What did they advise her to do?)
4. The authorities permitted us to (What did the authorities permit us to do?)
5. A musician decided to (What did the musician decide to do?)

Answer

1. The school sports team hopes to win the match.
2. We all want to go to succeed in our life.
3. They advised the hearing-impaired child's mother to consult a doctor.
4. The authorities permitted us to construct the building.
5. A musician decided to open a school for children.

II. From the text on Bismillah Khan, find the words and phrases that match these definitions and write them down. The number of the paragraph where you will find the words/phrases has been given for you in brackets.

1. the home of royal people (1) _____ .
2. the state of being alone (5) _____ .
3. a part which is absolutely necessary (2) _____ .
4. to do something not done before (5) _____ .
5. without much effort (13) _____ .
6. quickly and in large quantities (9) _____ and _____ .

Answer

1. the royal residence
2. solitude
3. indispensable
4. invent
5. effortlessly
6. thick and fast



Page No: 27

III. Tick the right answer.

1. When something is revived, it (remains dead/lives again).
2. When a government bans something, it wants it (stopped/started).
3. When something is considered auspicious, (welcome it/avoid it).
4. When we take to something, we find it (boring/interesting).
5. When you appreciate something, you (find it good and useful/find it of no use).
6. When you replicate something, you do it (for the first time/for the second time).
7. When we come to terms with something, it is (still upsetting/no longer upsetting).

Answer

1. When something is revived, it lives again.
2. When a government bans something, it wants it stopped.
3. When something is considered auspicious, welcome it.
4. When we take to something, we find it interesting.
5. When you appreciate something, you find it good and useful.
6. When you replicate something, you do it for the second time.
7. When we come to terms with something, it is no longer upsetting.

Page No: 28

Consult your dictionary and complete the following table. The first one has been done for you.

<i>adjective</i>	<i>only before noun</i>	<i>not before noun</i>	<i>both before and after the verb be</i>
indispensable			✓
impressed			
afraid			
outdoor			
paternal			
countless			
priceless			

Answer

<i>adjective</i>	<i>only before noun</i>	<i>not before noun</i>	<i>both before and after the verb be</i>
indispensable			✓
impressed		✓	✓
afraid		✓	✓
outdoor	✓		
paternal	✓		
countless	✓		
priceless	✓		✓

Use these words in phrases or sentences of your own.

Some sentences using these adjectives are:

1. Nowadays, the internet is an indispensable resource for researchers.
2. Varun was impressed by my dressing sense.
3. He is afraid of the dark.
4. I enjoy the company of my paternal uncle.
5. Gennie was showered with countless gifts.
6. My grandmother gave me a priceless piece of advice.



Wind (Poem)

Extract Based Questions (3 marks each)

Read the extract given below and answer the questions that follow:

Q. 1. The wind blows out weak fires

He makes strong fire roar and flourish His friendship is good --

We praise him everyday

(i) How does the wind affect the weak fires ?

(ii) What is the effect of the wind on strong fire ?

(iii) Trace a word from the extract that means "prosper".

Ans. (i) The wind blows out the weak fires.

(ii) The wind makes the strong fire even more strong and increases its power.

(iii) Flourish.

Q.2. Wind, come softly

Don't break the shutters of the windows

Don't scatter the papers

Don't throw down the books on the shelf.

(i) Whom does the poet request in the above lines ?

(ii) Write any one action of the wind.

(iii) Trace a word from the extract which means "thrown in different directions".

(Board Term 1, 2012, ELI-015)

Ans. (i) The poet makes a request to the wind in the above lines.

(ii) Scattering of paper/throwing books from the shelf/breaking the shutters of the window.

(iii) Scatter. (Any one)

Q.3. He won't do what you tell him,

So, come, let's build strong homes.

Let's joint the doors firmly Practice to from the body.

Make the heart steadfast.

(i) What does the poet advise ?

(ii) He won't do what you tell him", what does it mean ?

(iii) Find a word from the extract that means "loyal/faithful". (Board Term 1, 2012, ELI-020)

Ans. (i) The poet advises to build strong homes, join the door firmly, and to make our body firm and strong.

(ii) It means that the wind does not follow our commands.

(iii) Steadfast.

Q.4. He won't do what you call him So, coftie, let's build strong homes Let's join the door firmly

Practice to firm the body ,

Make the heart gteadfast

(i) What does "he" stands for ?

(ii) What should we do to save our homes ?

(iii) The word which stands for "to fix" is (Board Term 1,2012, ELI-024)

Ans. (i) "He" stands for wind.

(ii) To save our homes, we should build strong homes and join the door firmly.

(iii) Join.

Q.5. Wind, come softly

Don't break the shutters of the windows.

Don't scatter the papers

Don't throw down the books on the shelf

There, look what you did – you threw them all down.

You tore the pages of the books.

You brought rain again.

You're very clever at poking fun at weaklings.

(i) Write about any two destructive activities of the wind.

(ii) How can we make friends with the wind ?

(iii) Find the word from the extract which is an antonym of "foolish".

(Board Term 1,2012, ELI-027)

Ans. (i) Two destructive activities of the winds are –

(a) Breaks the shutters of windows.

(b) Scatters the papers.

(c) Throws down the books.

(d) Tears the pages of books. (Any two)

(ii) We can make friends with the winds by building strong homes and strong body and heart.

(iii) Clever.

Short Answer Type Questions (2 marks each) (About 30-40 words each)

Q. 1. Describe the central idea of the poem.

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

Q. 2. Is wind regarded as a symbol of destruction in the poem? Explain.

Ans. In the poem, first stanza depicts the destruction caused by wind. The wind tears the pages of the books, brings rain again, and destroys the daily life of the weaker section of the world. The strong or gusty winds represent turmoil and trouble in our life. These troubles are to be ignored.

Q. 3. What are the figures of speech in the poem 'Wind'?

Ans. The most common figure of speech in the poem is 'Anaphore' which means repeating of certain words. The repetition of the word 'don't' in the first three lines of the poem is an example of Anaphore. Also, the entire poem is a metaphor as it ends on a note of application to humanity to stand against all ravages, natural or man-made.

Q. 4. Can wind ever be friends with us ?

Ans. Wind, literally, can be our friend. Wind is a phenomenon which teaches us to be strong. Our friends always teach us to be strong and determined. In times of need, wind wants us to bravely face our obstacles. Hence, we have to be strong when there are obstacles in our life so that we don't get beaten up by them.

Long Answer Type Questions (4 marks each) (About 80-100 words each)

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

Ans. In our lives, wind destructs our daily routine. It hampers and dampens the spirit of life around. According to the poet, rain and wind were deeds of nature that are perceived as the tempest forces which destroy the old and evil inside a man in order to create joy and liberty in his mind. Wind is that difficult natural phenomenon which is very difficult to be predicted accurately just as our problems which can arise from nowhere. It can hit us at any time of our life. It mocks the very being of being alive. For frail people, literally and metaphorically, wind creates barriers. Winds do not let a frail body or a frail mind survive but on the other hand if you are strong, you have the power and the will to survive and fight back, wind can never be a threat to your living being.

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

Ans. I believe that wind is a poignant example of the metaphor of God's will for a variety of reasons. First wind is invisible, but the effects it has on other aspects of this world are clear and evident. Our poem reflects upon both the constructive and destructive paths taken by the wind. Wind is extreme and violent, but not necessarily legitimately with anger and emotions. Wind creates compassion, but apathy at the same time in human life. Winds emphasize the passionate, intense nature of the poet, while the decay and death inherent in the metaphor suggest the sacrifice and suffering of humans. We also see that wind is a metaphor for the god's will because its effects in this world can be both beneficial or ostensibly destructive.

All Books With Solutions

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NCERT Solutions for Class 9th: Ch 5 The Little Girl Beehive English

By Katherine Mansfield

Page No: 38

Thinking about the Text

I. Given below are some emotions that Kezia felt. Match the emotions in Column A with the items in Column B.

A	B
1. fear or terror	(i) father comes into her room to give her a goodbye kiss
2. glad sense of relief	(ii) noise of the carriage grows fainter
3. a "funny" feeling, perhaps of understanding	(iii) father comes home (iv) speaking to father (v) going to bed when alone at home (vi) father comforts her and falls asleep (vii) father stretched out on the sofa, snoring

Answer

	A		B
1.	fear or terror	(iii) (iv) (v) (vii)	father comes home speaking to father going to bed when alone at home father stretched out on the sofa snoring
2.	glad sense of relief	(i)	father comes into her room to give
		(ii)	her a goodbye kiss noise of the carriage grows fainter
3.	a "funny" feeling, perhaps of understanding	(vi)	father comforts her and falls asleep

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II. Answer the following questions in one or two sentences.

1. Why was Kezia afraid of her father?
2. Who were the people in Kezia's family?
3. What was Kezia's father's routine (i) before going to his office?
(ii) after coming back from his office?
(iii) on Sundays?
4. In what ways did Kezia's grandmother encourage her to get to know her father better?

Answer

1. Kezia was afraid of her father because he was very strict who always used to give commands to everybody else in the house. He never played with her. He had big hands and heavy face especially his mouth when he yawned were big and she was especially terrified with the manner in which he looked at her over his spectacles.
2. Kezia's family consisted of her mother, father, grandmother and herself.
3. (i) Before going to his office, Kezia's father usually went into her room to give her a casual kiss.
(ii) After coming back from his office, he ordered for tea to be brought into the drawing room. He also asked his mother to bring him the newspaper and his slippers, and Kezia to pull off his boots.

(iii) On Sunday, Kezia's father would stretch out on the sofa. He would cover his face with his handkerchief, put his feet on one of the cushions and sleep soundly.

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

III. Discuss these questions in class with your teacher and then write down your answers in two or three paragraphs each.

1. Kezia's efforts to please her father resulted in displeasing him very much. How did this happen?

Answer

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

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

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

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

Answer

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

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

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

Answer

With her mother and grandmother at the hospital, Kezia is left at home in the care of Alice, the cook. At night, after she is put to bed by the cook, she has a nightmare.

She calls for her grandmother but, to her surprise, she finds her father standing near her bed. He takes her in his arms and makes her sleep next to him. Half asleep, she creeps close to him, snuggles her head under his arm, and holds tightly to his shirt. Her father asks her to rub her feet against his legs for warmth.

Her father goes off to sleep before her. This makes her understand that he has to work hard every day and this leaves him too tired to be like Mr Macdonald. She expresses her altered feelings for her father by telling him that he has a 'big heart'.

Page No: 39

Thinking about Language

I. Look at the following sentence.

1. Use an appropriate word from the synonyms given above in the following sentences. Clues are given in brackets. (i) She was _____ by the news of her brother's wedding. (very pleased)
- (ii) I was _____ to be invited to the party. (extremely pleased and excited about)
- (iii) She was _____ at the birth of her granddaughter. (extremely happy)
- (iv) The coach was _____ with his performance. (satisfied about)
- (v) She was very _____ with her results. (happy about something that has happened).

Answer

- (i) She was thrilled by the news of her brother's wedding.
- (ii) I was delighted to be invited to the party.
- (iii) She was overjoyed at the birth of her granddaughter.
- (iv) The coach was pleased with his performance.
- (v) She was very happy with her results.

2. Study the use of the word *big* in the following sentence.

He was so *big* – his hands and his neck, especially his mouth... Here, *big* means *large in size*.

Now, consult a dictionary and find out the meaning of *big* in the following sentences. The first one has been done for you.

- (i) You are a big girl now. older
- (ii) Today you are going to take the biggest decision of your career.

- (iii) Their project is full of big ideas. _____
- (iv) Cricket is a big game in our country. _____
- (v) I am a big fan of Lata Mangeskar. _____
- (vi) You have to cook a bit more as my friend is a big eater. _____
- (vii) What a big heart you've got, Father dear. _____

Answer

- (ii) most important

(iii) innovation

(iv) popular

(v) great

(vi) gourmand

(vii) generous

Page No: 40

1. Underline the verbs of reporting in the following sentences.

- (i) He says he will enjoy the ride.
- (ii) Father mentioned that he was going on a holiday.
- (iii) No one told us that the shop was closed.
- (iv) He answered that the price would go up.
- (v) I wondered why he was screaming.
- (vi) Ben told her to wake him up.
- (vii) Ratan apologised for coming late to the party.

Answer

- (i) He says he will enjoy the ride.
- (ii) Father mentioned that he was going on a holiday.
- (iii) No one told us that the shop was closed.
- (iv) He answered that the price would go up.
- (v) I wondered why he was screaming.
- (vi) Ben told her to wake him up.

(vii) Ratan apologized for coming late to the party.

2. Some verbs of reporting are given in the box. Choose the appropriate verbs and fill in the blanks in the following sentences.

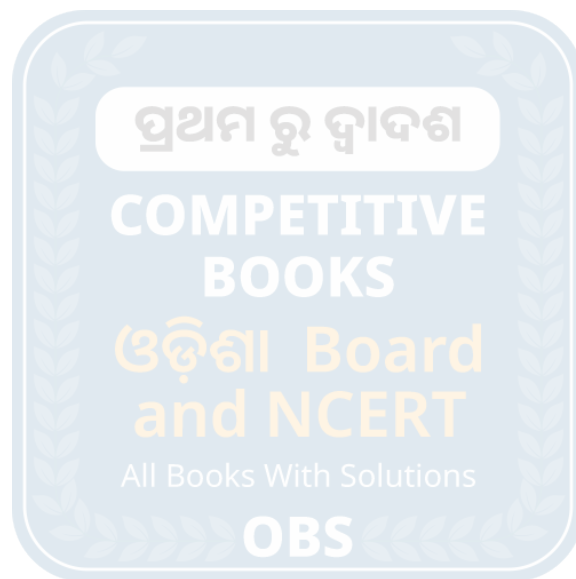
were complaining	shouted	replied
remarked	ordered	suggested

- (i) "I am not afraid," _____ the woman.
- (ii) "Leave me alone," my mother _____.
- (iii) The children _____ that the roads were crowded and noisy.
- (iv) "Perhaps he isn't a bad sort of a chap after all," _____ the master.
- (v) "Let's go and look at the school ground," _____ the sports teacher.
- (vi) The traffic police _____ all the passers-by to keep off the road.

Answer

- (i) "I am not afraid," replied the woman.
- (ii) "Leave me alone," my mother shouted.
- (iii) The children were complaining that the roads were crowded and noisy.

- (iv) “Perhaps he isn’t a bad sort of a chap after all,” remarked the man. (v) “Let’s go and look at the school ground,” suggested the sports teacher.
- (vi) The traffic police ordered all the passers-by to keep off the road.



NCERT Solutions for Class 9th: Rain on the Roof (Poem) Beehive English

By Coates Kinney

Page No: 42

Thinking about the Poem

I.

1.

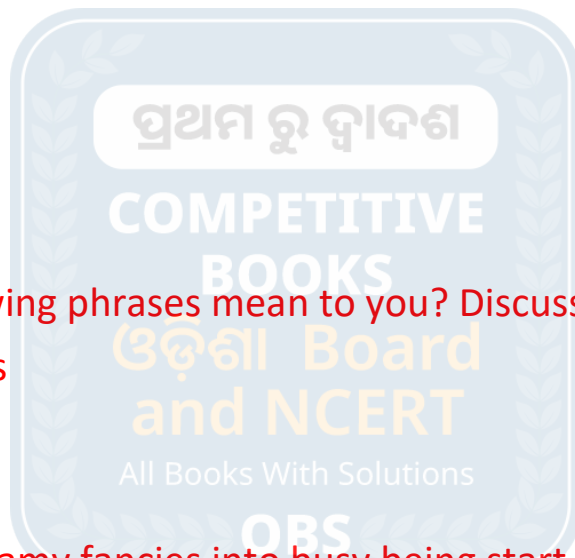
What do the following phrases mean to you? Discuss in class.

- (i) humid shadows
- (ii) starry spheres
- (iii) what a bliss
- (iv) a thousand dreamy fancies into busy being start
- (v) a thousand recollections weave their air-threads into woof

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

3. What is the single major memory that comes to the poet? Who are the “darling dreamers” he refers to?

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



Answer



1. (i) "Humid shadows" refer to the dark clouds that produce rain.
- (ii) "Starry spheres" refer to the night sky abounding in stars.
- (iii) "What a bliss" refers to the happiness of the poet. When it rains poet gets into his cottage and enjoy the patter of rain upon the roof.
- (iv) This refers to the various imaginary thoughts and fantasies that are aroused in the poet's mind.
- (v) This phrase means that numerous memories intermingle to form a beautiful picture that the poet recollects.

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

3. The single major memory that comes to the poet is that of his mother and her fond look.

The "darling dreamers" are the poet and his siblings in their childhood when they were lovingly put to sleep by their mother.

4. No, the poet is not a child now. He is a grown up man. He remembers her when he is inside his cosy cottage and enjoy the pattern of rain on the roof.

II.

1. When you were a young child, did your mother tuck you in, as the poet's did?
2. Do you like rain? What do you do when it rains steadily or heavily as described in the poem?
3. Does everybody have a cosy bed to lie in when it rains? Look around you and describe how different kinds of people or animals spend time, seek shelter etc. during rain.

Answer

1. Yes, my mother used to tuck me in when I was a young child, just like the poet's mother did. (Self-experience question)
2. Yes, I like the rain. When it rains steadily I get into my house and enjoy the weather with family. We enjoy tea. It is wonderful experience (selfexperience question)
3. No, everybody is not fortunate enough to have a cosy bed to lie in when it rains. Not everybody gets to enjoy the comfort of cosy homes during rain. I have seen animals seeking shelter under trees and under the tin roofs of the small roadside tea stalls. The people passing by shoo away these animals and try to shrink themselves under the limited space of these shops. The poor animals are left shivering and drenching on the roads. The shopkeepers of such stalls are delighted as the people waiting for the rain to subside often end up buying tea and snacks.

Thinking about the Text

1. Here are some headings for paragraphs in the text. Write the number(s) of the paragraph(s) for each title against the heading. The first one is done for you.

- | | |
|--|---------------------------------------|
| (i) Einstein's equation | ☒ 9 |
| (ii) Einstein meets his | ☐ |
| (iii) The making of a violinist | ☐ |
| (iv) Mileva and Einstein's mother | ☐ |
| (v) A letter that launched the arms race | ☐ |
| (vi) A desk drawer full of ideas | ☐ |
| (vii) Marriage and divorce | ☐ |

Answer

- (i) 9
- (ii) 7
- (iii) 3
- (iv) 10 (v) 15
- (vi) 8
- (vii) 11

Page No: 51

2. Who had these opinions about Einstein?

- (i) He was boring.
- (ii) He was stupid and would never succeed in life.
- (iii) He was a freak.

Answer

- (i) Einstein's playmates thought that he was boring.
- (ii) Einstein's headmaster thought that he was stupid and would never succeed at anything in life.
- (iii) Einstein's mother thought that he was a freak.

3. Explain what the reasons for the following are.

- (i) Einstein leaving the school in Munich for good.
- (ii) Einstein wanting to study in Switzerland rather than in Munich.
- (iii) Einstein seeing in Mileva an ally.
- (iv) What do these tell you about Einstein?

Answer

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

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

Answer

Einstein called his desk drawer at the patent office the "bureau of theoretical physics". This was because the drawer was where he used to store his secretly developed ideas.

5. Why did Einstein write a letter to Franklin Roosevelt?

Answer

Einstein wrote a letter to Franklin Roosevelt to warn about bomb effect and also wanted to encourage them to make a bomb to utilize its destruction potential.

6. How did Einstein react to the bombing of Hiroshima and Nagasaki?

Answer

Einstein was deeply shaken by the disaster in the Hiroshima and Nagasaki. He wrote a public missive to the United. He proposed the formation of a world government to stop the nuclear weapons.

7. Why does the world remember Einstein as a “world citizen”?

Answer

Einstein is remembered as a “world citizen” as much as a genius scientist because of his efforts towards world peace and democracy, and for his crusade against the use of arms.

8. Here are some facts from Einstein’s life. Arrange them in chronological order.

- [] Einstein publishes his special theory of relativity.
- [] He is awarded the Nobel Prize in Physics.
- [] Einstein writes a letter to U.S. President, Franklin D. Roosevelt, and warns against Germany’s building of an atomic bomb.
- [] Einstein attends a high school in Munich.
- [] Einstein’s family moves to Milan.

- [] Einstein is born in the German city of Ulm.
- [] Einstein joins a university in Zurich, where he meets Mileva.
- [] Einstein dies.
- [] He provides a new interpretation of gravity.
- [] Tired of the school's regimentation, Einstein withdraws from school.
- [] He works in a patent office as a technical expert.
- [] When Hitler comes to power, Einstein leaves Germany for the United States.

Answer

- [1] Einstein is born in the German city of Ulm.
- [2] Einstein attends a high school in Munich.
- [3] Einstein's family moves to Milan.
- [4] Tired of the school's regimentation, Einstein withdraws from school.
- [5] Einstein joins a university in Zurich, where he meets Mileva.
- [6] He works in a patent office as a technical expert.
- [7] Einstein publishes his special theory of relativity.
- [8] He provides a new interpretation of gravity.
- [9] He is awarded the Nobel Prize in Physics.
- [10] When Hitler comes to power, Einstein leaves Germany for the United States.
- [11] Einstein writes a letter to U.S. President, Franklin D. Roosevelt, and warns against Germany's building of an atomic bomb.
- [12] Einstein dies.

Thinking about Language

I.

Here are some sentences from the story. Choose the word from the brackets which can be substituted for the italicised words in the sentences.

1. A few years later, the marriage *faltered*. (failed, broke, became weak)
2. Einstein was constantly at *odds* with people at the university. (on bad terms, in disagreement, unhappy)
3. The newspapers *proclaimed* his work as “a scientific revolution.” (declared, praised, showed)
4. Einstein got ever more involved in politics, *agitating* for an end to the arms buildup. (campaigning, fighting, supporting)
5. At the age of 15, Einstein felt so stifled that he left the school *for good*, (permanently, for his benefit, for a short time)
6. Five years later, the discovery of nuclear fission in Berlin had American physicists in *an uproar*. (in a state of commotion, full of criticism, in a desperate state)
7. Science wasn’t the only thing that *appealed* to the dashing young man with the walrus moustache. (interested, challenged, worried)

Answer

1. became weak
2. in disagreement
3. declared
4. campaigning

- 5. permanently
- 6. in a state of commotion
- 7. interested

Page No: 52

II.

Complete the sentences below by filling in the blanks with suitable participial clauses. The information that has to be used in the phrases is provided as a sentence in brackets.

1. _____, the firefighters finally put out the fire. (They worked round the clock.)
2. She watched the sunset above the mountain, _____ (She noticed the colours blending softly into one another.)
3. The excited horse pawed the ground rapidly, _____ (While it neighed continually.)
4. _____, I found myself in Bangalore, instead of Benaras. (I had taken the wrong train.)
5. _____, I was desperate to get to the bathroom. (I had not bathed for two days)
6. The stone steps, _____ needed to be replaced. (They were worn down).
7. The actor received hundreds of letters from his fans, _____ (They asked him to send them his photograph.)

Answer

1. Working round the clock, the fire fighters finally put out the fire.
2. She watched the sunset above the mountain, noticing the colours blending softly into one another.
3. The excited horse pawed the ground rapidly, neighing continually.
4. Having taken the wrong train, I found myself in Bangalore, instead of Benaras.
5. Having not bathed for two days, I was desperate to get to the bathroom.
6. The stone steps, being worn down, needed to be replaced.
7. The actor received hundreds of letters from his fans, asking him to send them his photograph.



NCERT Solutions for Class 9th: The Lake Isle of Innisfree (Poem) Beehive English

William Butler Yeats

Page No: 54

Thinking about Poem

I.

1. What kind of place is Innisfree? Think about:

- (i) the three things the poet wants to do when he goes back there (stanza I);
- (ii) what he hears and sees there and its effect on him (stanza II);
- (iii) what he hears in his “heart’s core” even when he is far away from Innisfree (stanza III).

Answer

1. (i) (a) The poet wants to build a small cabin of clay and wattles.
(b) He wants to plant nine rows of beans.
(c) He wants to keep honey bees hive.

- (ii) (a) He hears the cricket’s song.
(b) He holds linnets flying in the sky.
(c) He sees glimmering midnight and glowing rooms.

- (iii) When the poet is far away from Innisfree he hears the sound of the lake water washing the shore in his “heart's core”.

2. By now you may have concluded that Innisfree is a simple, natural place, full of beauty and peace. How does the poet contrast it with where he now stands? (Read stanza III).

Answer

The poet contrasts the clay and wattle made cabin, bee loud glade, morning with dew and crickets songs, midnight with glimmer, noon with purple glow, evenings with linnet's songs lake water lapping with low sounds by the shore etc.

3. Do you think Innisfree is only a place, or a state of mind? Does the poet actually miss the place of his boyhood days?

Answer

Although Innisfree is the poet's boyhood haunt, it also represents his state of mind. The poet wishes to escape to Innisfree as it is more peaceful than where he is now—the city. Innisfree is representative of what the poet considers an ideal place to live, which is devoid of the restless humdrum of his life.

Yes, the poet actually misses the place of his boyhood days. Even when he is away from Innisfree, he recalls the sound of the lake water washing the shore.

II.

1. Look at the words the poet uses to describe what he sees and hears at

Innisfree

- (i) Bee-loud glade
- (ii) Evenings full of the linnet's wings
- (iii) Lake water lapping with low sounds

What pictures do these words create in your mind?

Answer

- (i) These words bring to our minds the image of buzzing bees.
- (ii) These words bring up the image of linnets flying across an evening sky.
- (iii) These words evoke not only the image but also the soft sound of a lake's water washing the shore.

2. Look at these words:

...peace comes dropping slow

Dropping from the veils of the morning to where the cricket sings

What do these words mean to you? What do you think “comes dropping slow...from the veils of the morning”? What does “to where the cricket sings” mean?

Answer

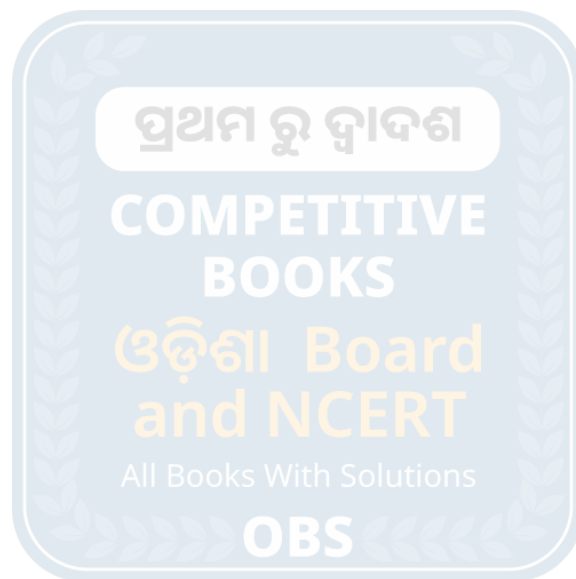
The given lines indicate that peace of mind can be slowly acquired from the natural surroundings.

It is peace that “comes dropping slow...from the veils of the morning”. The phrase “to where the cricket sings” indicates a peaceful place where one can hear the vibrant sounds of nature– sounds such as the songs of the crickets at the time of dawn.



NCERT Solutions for Class 9th: Ch 9 The Snake and the Mirror Beehive
English

Page No: 60



Think about the Text

I. Discuss in pairs and answer each question below in a short paragraph (30 – 40 words).

1. “The sound was familiar one.” What sound did the doctor hear? What did he think it was? How many times did he hear it? (Find the places in the text.) When and why did the sounds stop?

Answer

The doctor lived in a room which was full of rats. He heard the sounds of the rats. There was a regular traffic of rats to and from the beam. He heard the sound thrice. The sound stopped suddenly as rats had seen a snake.

2. What two “important” and “earth-shaking” decisions did the doctor take while he was looking into the mirror?

Answer

The doctor took two "important" and "earth-shaking" while he was looking into the mirror First, he decided to shave daily and grow a thin moustache. Second, always to keep an attractive smile on his face.

3. “I looked into the mirror and smiled,” says the doctor. A little later he says, “I forgot my danger and smiled feebly at myself.” What is the doctor’s opinion about himself when: (i) he first smiles, and (ii) he

smiles again? In what way do his thoughts change in between, and why?

Answer

- (i) When the doctor first smiles, he has an inflated opinion of himself, admiring his looks and profession.
- (ii) In the second instance, the doctor smiles at his foolishness and helplessness.

His thoughts change after his encounter with the snake—from being a proud doctor he moves on to accept his stupidity.

II.

This story about a frightening incident is narrated in a humorous way.

What makes it humorous? (Think of the contrasts it presents between dreams and reality. Some of them are listed below.) 1. (i)

The kind of person the doctor is (money, possessions)

(ii) The kind of person he wants to be (appearance, ambition)

2.(i) The person he wants to marry

(ii) The person he actually marries

3.(i) His thoughts when he looks into the mirror (ii) His thoughts when the snake is coiled around his arm Write short paragraphs on each of these to get your answer.

Answer

1. (i) The doctor is a poor person. He has hardly any money. he lives in an unelectrified house. It is small rented room with plenty of rats living in it. He has just started his medical practice. So he is not a man of possessions or money.

(ii) The Person wants to be rich. he also would like to have good appearance. That's why he decides to grow a thin moustache.

2. (i) The doctor wants to marry a woman doctor with good medical practice and a lot of money. She would be fat as not to run after him and catch him.

(ii) He marries a thin reedy woman who has a gift of sprinter.

3. (i) His thoughts are full of joy and satisfaction. He decides to grow thin moustache and keep smiling always. He finds his smile attractive

(ii) He turned to stone. He sat like stone image in the flesh. However, his mind was very active. He felt the great presence of creator. He decides to write the words 'O God' outside his little heart.

Page No: 61

Thinking about Language

I.

1. Here are some sentences from the text. Say which of them tell you, that the author: (a) was afraid of the snake, (b) was proud of his appearance, (c) had a sense of humour, (d) was no longer afraid of the snake.

1. I was turned to stone.

2. I was no mere image cut in granite.

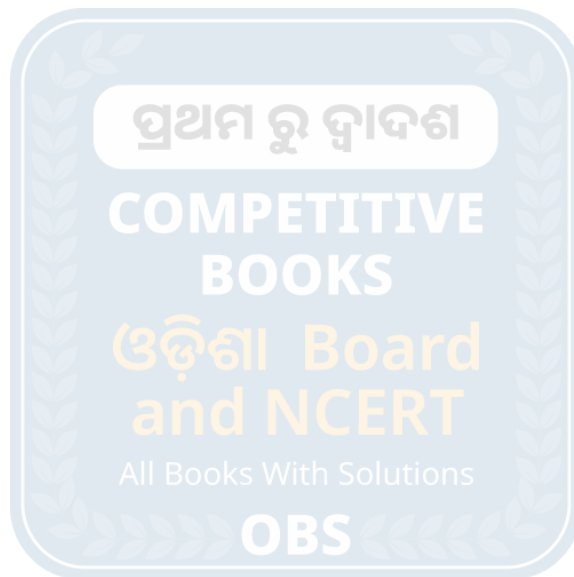
3. The arm was beginning to be drained of strength.

4. I tried in my imagination to write in bright letters outside my little heart the words, 'O God'.

5. I didn't tremble. I didn't cry out.

6. I looked into the mirror and smiled. It was an attractive smile.
7. I was suddenly a man of flesh and blood.
8. I was after all a bachelor, and a doctor too on top of it!
9. The fellow had such a sense of cleanliness...! The rascal could have taken it and used it after washing it with soap and water.
10. Was it trying to make an important decision about growing a moustache or using eye shadow and mascara or wearing a vermilion spot on its forehead?

Answer



	(a) was afraid of the snake	(b) was proud of his appearance	(c) had a sense of humour	(d) was no longer afraid of the snake
1.	I was turned to stone.			
2.				I was no mere image cut in granite.
3.	The arm was beginning to be drained of strength.			
4.	I tried in my imagination to write in bright letters outside my little heart the words, 'O God'.		I tried in my imagination to write in bright letters outside my little heart the words, 'O God'.	

5.	I didn't tremble. I didn't cry out.			
6.		I looked into the mirror and smiled. It was an attractive smile.		
7.				I was suddenly a man of flesh and blood.
8.		I was after all a bachelor, and a doctor too on top of it!		

9.			The fellow had such a sense of cleanliness...! The rascal could have taken it and used it after washing it with soap and water.	
10.			Was it trying to make an important decision about growing a moustache or using eye shadow and mascara or wearing a vermilion spot on its forehead.	

II.

Expressions used to show fear

Can you find the expressions in the story that tell you that the author was frightened? Read the story and complete the following sentences.

1. I was turned

_____.

2. I sat there holding

_____.

3. In the light of the lamp I sat there like

_____.

Answer

1. I was turned to stone.

2. I sat there holding my breath.

3. In the light of the lamp I sat there like a stone image in the flesh.

III.

Match the meanings with the words/expressions in italics, and write the appropriate meaning next to the sentence. The first one has been done for you.

1. I knew a man was following me, I was *scared out of my wits*. (very frightened)

2. I *got a fright* when I realised how close I was to the cliff edge.

3. He *nearly jumped out of his skin* when he saw the bull coming towards him.

4. You really *gave me a fright* when you crept up behind me like that.

5. Wait until I tell his story — it will *make your hair stand on end*.
6. *Paralysed with fear*, the boy faced his abductors.
7. The boy hid behind the door, *not moving a muscle*.

Answer

1. I knew a man was following me, I was *scared out of my wits*. (very frightened)
2. I *got a fright* when I realised how close I was to the cliff edge. (frightened by something that happens suddenly)
3. He *nearly jumped out of his skin* when he saw the bull coming towards him. (very frightened)
4. You really *gave me a fright* when you crept up behind me like that. (frightened by something that happens suddenly)
5. Wait until I tell his story — it will *make your hair stand on end*. (makes another feel frightened)
6. *Paralysed with fear*, the boy faced his abductors. (too scared to move)
7. The boy hid behind the door, *not moving a muscle*. (too scared to move)

Page No: 62

IV.

Report these questions using *if/whether* or *why/when/where/how/which/what*.

Remember the italicised verbs change into the past tense.

1. Meena asked her friend, "*Do you think* your teacher will come today?"
2. David asked his colleague, "*Where will* you go this summer?"
3. He asked the little boy, "*Why are* you studying English?"
4. She asked me, "*When are* we going to leave?"
5. Pran asked me, "*Have* you finished reading the newspaper?"
6. Seema asked her, "*How long have* you lived here?"
7. Sheila asked the children "*Are* you ready to do the work?"

Answer

1. Meena asked her friend if she thought her teacher would come that day.
2. David asked his colleague where he would go that summer.
3. He asked the little boy why he was studying English.
4. She asked me when we were going to leave.
5. Pran asked me if I had finished reading the newspaper.
6. Seema asked her how long she had lived there.
7. Sheila asked the children if they were ready to do the work

NCERT Solutions for Class 9th: A legend of Northland Beehive English

By Phoebe Cary

Page No: 67

Thinking about the Poem

I.

1. Which country or countries do you think “the Northland” refers to?
2. What did Saint Peter ask the old lady for? What was the lady’s reaction?
3. How did he punish her?
4. How does the woodpecker get her food?
5. Do you think that the old lady would have been so ungenerous if she had known who Saint Peter really was? What would she have done then?
6. Is this a true story? Which part of this poem do you feel is the most important?
7. What is a legend? Why is this poem called a legend?
8. Write the story of ‘A Legend of the Northland’ in about ten sentences.

Answer

1. “The Northland” could refer to any extremely cold country in the Earth's north polar region, such as Greenland, the northern regions of Russia, Canada, Norway etc.

2. Saint Peter asked the old lady for one of her baked cakes to satisfy his hunger. The lady tried to bake a small cake for the saint.

3. He punished the lady by changing her into a woodpecker that built “as birds do” and gathered scanty food by boring in the “hard, dry wood” all day long.

4. The woodpecker gets her food by boring holes into trees.

5. No, the old lady would not have been so ungenerous if she had known who Saint Peter really was. Instead, she would have tried to please him with her cakes for the fulfilment of her greedy desires.

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

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

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

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

8. Once Saint Peter stopped by an old lady's cottage because he was feeling hungry and weak after the day's fasting. The lady was baking

cakes on the hearth. Since he was weak with fasting, he asked her for a cake from her store of cakes.

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

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

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

II.

1. 1. Let's look at the words at the end of the second and fourth lines, viz., 'snows' and 'clothes', 'true' and 'you', 'below' and 'know'. We find that 'snows' rhymes with 'clothes', 'true' rhymes with 'you' and 'below' rhymes with 'know'.

Answer

The rhyming words are:

'Few' and 'through'

'Earth' and 'hearth'

'Done' and 'one'

'Lay' and 'away'

'One' and 'done'

'Flat' and 'that'

Myself and 'shelf'

'Faint' and 'saint'

'Form' and 'warm'

'Food' and 'wood'

'Word' and 'bird'

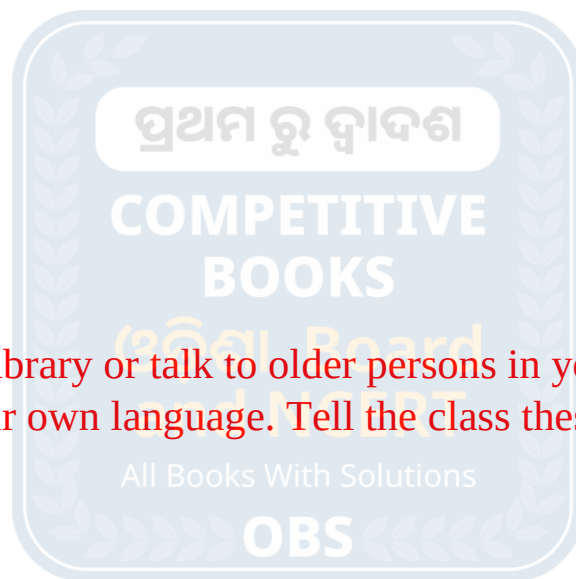
'Same' and 'flame'

'Wood' and 'food'

2. Go to the local library or talk to older persons in your locality and find legends in your own language. Tell the class these legends.

Answer

Echo was a nymph who talked too much. She was very fond of having the last word. One day she spoke rudely to the great Juno, who said that for this offence Echo should never use her voice again, unless to repeat what she had just heard, but since she was so very fond of last words, she might repeat the last words of others.



This was almost as bad as if Juno had changed her into a parrot. Echo was very much ashamed, and hid herself in the forest.

Narcissus, a young man who had hair as yellow as gold and eyes as blue as the sky, - a very rare thing in Greece, where most people were very dark, - used to hunt in the forest where Echo was hiding. As she was peeping out shyly from some cave or from behind a great tree, Echo often saw Narcissus, and she admired him very much.

One day Narcissus became separated from his friends, and hearing something rustle among the leaves, he called out, "Who's here?"

"Here," answered Echo.

"Here I am. Come!" said Narcissus.

"I am come," said Echo; and, as she spoke, she came out from among the trees.

When Narcissus saw a stranger, instead of one of his friends as he had expected, he looked surprised and walked quickly away.

After this, Echo never came out and allowed herself to be seen again, and in time she faded away till she became only a voice.

This voice was heard for many, many years in forests and among mountains, particularly in caves. In their solitary walks, hunters often heard it. Sometimes it mocked the barking of their dogs; sometimes it repeated their own last words. It always had a weird and mournful sound, and seemed to make lonely places more lonely still.

NCERT Solutions for Class 9th: Ch 11 Childhood Beehive

English By A.P.J. Abdul kalam

Page No: 75

Thinking about the Text



I. Answer these questions in one or two sentences each.

1. Where was Abdul Kalam's house?
2. What do you think *Dinamani* is the name of? Give a reason for your answer.
3. Who were Abdul Kalam's school friends? What did they later become?
4. How did Abdul Kalam earn his first wages?
5. Had he earned any money before that? In what way?

Answer

1. Abdul Kalam's house was on the Mosque Street in Rameswaram.
2. Dinamani is the name of a local newspaper. It is so because Kalam traced the stories of the war in the head lines in Dinamani.
3. Ramanadha Sastry, Aravindan and Shivaprakasan were Abdul Kalam's school friends. Ramanadha Shastry became the high priest of the Rameshwaram temple, Aravindan a transport businessman and Shivprakashan was the catering contractor for the southern railways.
4. During the Second World War, the newspapers were bundled and thrown out of a moving train. Abdul Kalam earned his first wages by helping his cousin, who distributed newspapers in Rameswaram, to catch these bundles.

5. Yes, Abdul Kalam had earned some money before he started helping his cousin. When the Second World War broke out, there was a sudden demand for tamarind seeds in the market. He collected the seeds and sold them at a provision shop on Mosque Street. Usually, a day's collection earned him one anna.

II. Answer each of these questions in a short paragraph (about 30 words).

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

2. What characteristics does he say he inherited from his parents?

Answer

1. i) Kalam's father, Jainulabdeen was not a wealthy or educated person. However, he was an honest and generous man, who possessed great innate wisdom. He was self-disciplined and avoided all inessential luxuries.

(ii) Kalam's mother, Ashiamma was an ideal helpmate to her husband. She believed in goodness and profound kindness, and fed many people everyday.

(iii) The author describes himself as a short boy with undistinguished looks, who had a secure childhood. He is an honest and self-disciplined person, who believes in goodness and deep kindness.

2. He says that he inherited honesty and self discipline from his father. He further says that he inherited faith in goodness and deep kindness from his mother.

III. Discuss these questions in class with your teacher and then write down your answers in two or three paragraphs each.

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

(i) Which social groups does he mention? Were these groups easily identifiable (for example, by the way they dressed)?

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

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

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

Answer

(i) He mentions two social groups of Rameshwaram – orthodox Brahmins and Muslims. Yes, these groups were easily identifiable. For example, by the way they dressed; Kalam wore a cap which marked him as a Muslim. Ramanadha Sastry wore a seared thread which marked him a Hindu.

(ii) No, they were not only aware of their differences but also they naturally shared friendships and experiences.

Kalam's mother and grandmother would tell the children of his family bedtime stories about the events from the Ramayana and from the life of the prophet. During the Shri Sita Rama Kalyanam ceremony, his family used to arrange boats with a special platform for carrying idols of the Lord from the temple to the marriage site, situated in the middle of the pond called Rama Tirtha which was near his house.

(iii) The people who were very aware of the differences among them, were the young teacher who joined the Rameshwaram elementary school and came to teach Kalam's class, the fifth standard; and his science teacher's conservative wife who refused to serve Kalam in her ritually pure kitchen. Those who tried to bridge these differences were Kalam's science teacher Sivasubramania Iyer who invited, served and dined with him to break social barriers so that people could mingle easily; and Lakshmana Sastry who conveyed the strong sense of conviction to the new young teacher to reform him.

(iv) The first incident to show that how differences can be created is that when the new young teacher found a Muslim student sitting beside a Hindu student, he asked Kalam to sit in the last row. His friend

Ramanadha Sastry was heartbroken. They informed their respective parents Lakshmana Sastry summoned the teacher and conveyed the strong sense of conviction which ultimately reformed him. The other incident shows that how differences can be resolved. The author's science teacher, Sivasubramania Iyer, though an orthodox Brahmin with a very conservative tried to bridge these differences. People can change their attitudes by observing no difference in the way of Hindu's and a Muslim's eating of meals, drinking of water and cleaning of the floor.

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

(ii) What did his father say to this?

(iii) What do you think his words mean? Why do you think he spoke those words?

Answer

(i) Kalam wanted to leave Rameswaram for further studies. He wanted to study at the district headquarters in Ramanathapuram.

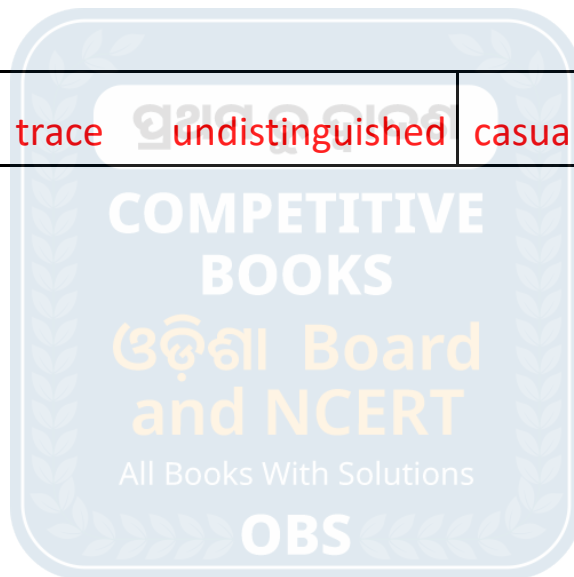
(ii) Kalam's father said that he knew that one day Kalam had to go away to grow. He gave him the analogy of a seagull that flies across the sun alone and without a nest. He then quoted Khalil Gibran to Kalam's mother saying that her children were not their own children. They were the sons and daughters of Life's longing for itself. They come through their parents, but not from them. They may give them their love, but not their thoughts as the children have their own thoughts.

(iii) Abdul Kalam's father's words bear great meanings. First, he inspired his son to go ahead above giving the example of the seagull. Secondly, he explained Kalam's mother to give his son opportunities to get higher education and to make progress. I think he spoke those words to encourage Abdul Kalam and to control the emotional attachment of his wife for Kalam.

Thinking about Language

I. Find the sentences in the text where these words occur:

erupt	surge	trace	undistinguished	casualty
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Look these words up in a dictionary which gives examples of how they are used.

Now answer the following questions.

1. What are the things that can erupt? Use examples to explain the various meanings of erupt. Now do the same for the word surge. What things can surge?
2. What are the meanings of the word trace and which of the meanings is closest to the word in the text?
3. Can you find undistinguished in your dictionary? (If not, look for the word distinguished and say what undistinguished mean.)

Answer

1. A few things that can erupt are anger, volcano, tooth, rash, riots, unrest, etc. Erupt has several meanings. Their explanation, with examples, is given as follows:

(i) Start unexpectedly

Example: Riots erupted in the city.

(ii) Start to burn or burst into flames

Example: The spark soon erupted into flames.

(iii) Become active and spew forth lava and rocks

Example: The molten lava erupted out of the active volcano.

(iv) Forceful and violent release of something pent up

Example: The difference in their views soon erupted in a fight.

(v) Sudden appearance on the skin

Example: On the day of the party, a pimple erupted on her face.

(vi) Break out

Example: Eruption of the wisdom tooth gives a lot of pain.

Things that can surge are pride, anxiety, waves, boats, army, etc. The several meanings it has can be explained with the following examples:

(i) Sudden forceful flow

Example: The boy drowned in the surging waves.

(ii) Rise and move forward

The army surged towards their enemy.

(iii) Heave upward under the influence of a natural force Example: The boat surged in the high tide.

(iv) See one's performance improve

Example: Hard work helped to surge Sandra's scores.

(v) A sudden or abrupt strong increase

Example: The surge in the stock market left people in a shock.

(vi) Rise rapidly

Example: As time passed, her tension surged.

2. The following are the meanings of the word trace:

(i) Follow, discover, or ascertain the course of development of something

(ii) Make a mark or lines on a surface

(iii) To go back over again

(iv) Pursue or chase relentlessly

(v) Find or discover through investigation

(vi) Make one's course or travel along a path; travel or pass over, around, or along

(vii) Read with difficulty

The closest meaning of the word 'trace' in the text is 'to find or discover through investigation'.

3. No, the word undistinguished does not exist in the dictionary.

However, its meaning can be derived from the meaning of the word 'distinguished', which denotes the 'special or eminent appearance or behaviour of a person'. Thus, undistinguished symbolises 'ordinary appearance or behaviour of a person'.

Page No: 76

I.

1. Match the phrases in Column A with their meanings in Column B.

	A		B
(i)	broke out	(a)	an attitude of kindness, a readiness to give freely
(ii)	in accordance with	(b)	was not able to tolerate
(iii)	a helping hand	(c)	began suddenly in a violent way
(iv)	could not stomach	(d)	assistance
(v)	generosity of spirit	(e)	persons with power to make decisions
(vi)	figures of authority	(f)	according to a particular rule, principle, or system

Answer

	A		B
(i)	broke out	(c)	began suddenly in a violent way
(ii)	in accordance with	(f)	according to a particular rule, principle or system
(iii)	a helping hand	(d)	assistance
(iv)	could not stomach	(b)	was unable to tolerate
(v)	generosity of spirit	(a)	an attitude of kindness, a readiness to give freely
(vi)	figures of authority	(e)	persons with power to make decision

2. Study the words in italics in the sentences below. They are formed by prefixing *un* – or *in* – to their antonyms (words opposite in meaning).

- I was a short boy with rather *undistinguished* looks. (*un* + distinguished)
- My austere father used to avoid all *inessential* comforts. (*in* + essential)
- The area was completely *unaffected* by the war. (*un* + affected) • He should not spread the poison of social *inequality* and communal

intolerance. (in + equality, in + tolerance)

Now form the opposites of the words below by prefixing *un-* or *in-*. The prefix *in-* can also have the forms *il-*, *ir-*, or *im-* (for example: *illiterate –il + literate, impractical –im + practical, irrational –ir + rational*). You may consult a dictionary if you wish.

_____adequate	_____acceptabl e	_____regular	_____tolerant
_____demandin g	_____active	_____true	_____permane nt
_____patriotic	_____disputed	_____accessible	_____coherent
_____logical	_____legal	_____responsibl e	_____possible

Answer

<u>I</u> nadequate	<u>U</u> nacceptable	<u>I</u> rregular	<u>I</u> ntolerant
<u>U</u> ndemanding	<u>I</u> nactive	<u>U</u> ntrue	<u>I</u> mpermanent
<u>U</u> npatriotic	<u>U</u> ndisputed	<u>I</u> naccessible	<u>I</u> ncoherent
<u>I</u> llogical	<u>I</u> llegal	<u>I</u> rresponsible	<u>I</u> mpossible

IV. Rewrite the sentences below, changing the verbs in brackets into the passive form.

1. In yesterday's competition the prizes (give away) by the Principal.
2. In spite of financial difficulties, the labourers (pay) on time.
3. On Republic Day, vehicles (not allow) beyond this point.
4. Second-hand books (buy and sell) on the pavement every Saturday.
5. Elections to the Lok Sabha (hold) every five years.
6. Our National Anthem (compose) Rabindranath Tagore.

Answer

1. In yesterday's competition the prizes were given away by the Principal.
2. In spite of financial difficulties, the labourers were paid on time.
3. On Republic Day, vehicles are not allowed beyond this point.
4. Second-hand books are bought and sold on the pavement every Saturday.
5. Elections to the Lok Sabha are held every five years.
6. Our National Anthem was composed by Rabindranath Tagore.

V. Rewrite the paragraphs below, using the correct form of the verb given in brackets.

1. *How Helmets Came To Be Used in Cricket*

Nari Contractor was the Captain and an opening batsman for India in the 1960s. The Indian cricket team went on a tour to the West Indies in 1962. In a match against Barbados in Bridgetown, Nari Contractor (seriously injured and collapse). In those days helmets (not worn).

Contractor (hit) on the head by a bouncer from Charlie Griffith.

Contractor's skull (fractured). The entire team (deeply concerned). The West

Indies players (worry). Contractor (rush) to hospital. He (accompany) by Frank Worrell, the Captain of the West Indies Team. Blood (donated) by the West Indies players. Thanks to the timely help, Contractor (saved). Nowadays helmets (routinely used) against bowlers.

Answer

1. *How Helmets Came To Be Used in Cricket*

Nari Contractor was the Captain and an opening batsman for India in the

1960s. The Indian cricket team went on a tour to the West Indies in 1962. In a match against Barbados in Bridgetown, Nari Contractor got seriously injured and collapsed. In those days helmets were not worn.

Contractor was hit on the head by a bouncer from Charlie Griffith.

Contractor's skull had fractured. The entire team was deeply concerned. The West Indies players were worried. Contractor was rushed to hospital. He was accompanied by Frank Worrell, the Captain of the West Indies Team. Blood was donated by the West Indies players. Thanks to the timely help, Contractor was saved. Nowadays helmets are routinely used against bowlers.

2. Oil from Seeds

Vegetable oils (make) from seeds and fruits of many plants growing all over the world, from tiny sesame seeds to big, juicy coconuts. Oil (produce) from cotton seeds, groundnuts, soya beans and sunflower seeds. Olive oil (use) for cooking, salad dressing etc. Olives (shake) from the trees and (gather) up, usually by hand. The olives (ground) to a thick paste which is spread onto special mats. Then the mats (layer) up on the pressing machine which will gently squeeze them to produce olive oil.

Answer

2.Oil from Seeds

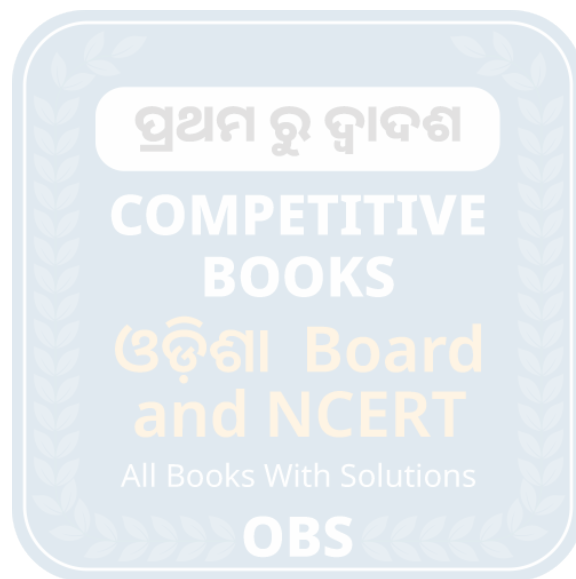
Vegetable oils are made from seeds and fruits of many plants growing all over the world, from tiny sesame seeds to big, juicy coconuts. Oil is produced from cotton seeds, groundnuts, soya beans and sunflower seeds. Olive oil is used for cooking, salad dressing etc. Olives are shaken from the trees and gathered up, usually by hand. The olives are ground to a thick paste which is spread onto special mats. Then the mats are layered up on the pressing machine which will gently squeeze them to produce olive oil.

NCERT Solutions for Class 9th: No Men are Foreign (Poem) Beehive English

By James Kirkup

Page No: 81

Thinking about the Poem



1. (i) “Beneath all uniforms...” What uniforms do you think the poet is speaking about?

(ii) How does the poet suggest that all people on earth are the same?

Answer

(i) The poet is probably speaking about the uniforms that the soldiers wear at the time of war. The word “uniform” here could also mean the traditional dresses of a country.

(ii) The poet suggests that all people on earth are the same as they breathe, buried, wake, sleep, hate, love and labour. The importance of the sun and air and water is equal for everyone. Everyone needs peace and suffers from starvation during wars.

2. In stanza 1, find five ways in which we all are alike. Pick out the words.

Answer

Words which suggest the five ways in which we all are like are:

Each of us has a similar body

All of us breathe

All of us walk

All of us lie

We live and die on the same earth

3. How many common features can you find in stanza 2? Pick out the words.

Answer

There are five common features in stanza 2. These features are the sun, the air, the water, peaceful harvest, hands and the labour.

4. "...whenever we are told to hate our brothers..." When do you think this happens? Why? Who 'tells' us? Should we do as we are told at such times? What does the poet say?

Answer

Whenever there is war, leaders tell people to hate the other country. They tell us to do so because of their personal gains. But we should not act as a puppet in their hands and do as they say. We should understand that war is futile and analyses the situation before jumping to conclusions.. The poet says that if we fight against them, we kill and condemn ourselves.

NCERT Solutions for Class 9th: Ch 13 Packing Beehive

English By Jerome k. Jerome

Page No: 89

Thinking about the Text

I. Discuss in pairs and answer each question below in a short paragraph (30 – 40 words).



1. How many characters are there in the narrative? Name them. (Don't forget the dog!).
2. Why did the narrator (Jerome) volunteer to do the packing?
3. How did George and Harris react to this? Did Jerome like their reaction?
4. What was Jerome's real intention when he offered to pack?
5. What did Harris say after the bag was shut and strapped? Why do you think he waited till then to ask?
6. What "horrible idea" occurred to Jerome a little later?
7. Where did Jerome finally find the toothbrush?
8. Why did Jerome have to reopen the packed bag?
9. What did George and Harris offer to pack and why?
10. While packing the hamper, George and Harris do a number of foolish and funny things. Tick the statements that are true.
 - (i) They started with breaking a cup.
 - (ii) They also broke a plate.
 - (iii) They squashed a tomato.
 - (iv) They trod on the butter.

- (v) They stepped on a banana.
- (vi) They put things behind them, and couldn't find them.
- (vii) They stepped on things.
- (viii) They packed the pictures at the bottom and put heavy things on top.
- (ix) They upset almost everything.
- (x) They were very good at packing.

Answer

1. There are four characters in the narrative. They are Jerome (the narrator), George, Harris and Montmorency (the dog).
2. The narrator volunteered to do packing because he thought he was the best packer. He felt proud of his packing and wanted to show it.
3. George and Harris readily accepted Jerome's suggestion. George smoked a pipe and "spread himself over the easy-chair", while Harris put his legs on the table and lit a cigar.
No, Jerome irritated by their reaction.
4. When Jerome offered to pack, his real intention was to supervise the work. He wanted to show his ability through the supervision.

5. After the bag was shut and strapped, Harris mentioned that Jerome had not packed the boots.

He had waited till then to ask because he wanted to make Jerome realise his mistake and ridicule his packing skills.

6. The "horrible idea" that occurred to Jerome a little later was whether he had packed his toothbrush or not. Whenever he travelled he could never remember if he had packed his toothbrush or not. This thought haunted him and made his life a misery.

7. Jerome finally found the tooth brush inside a boot when he was putting the things back one by one after turning them out of the bag.

8. Jerome had to reopen the packed bag twice owing to his forgetfulness. Once he had to reopen the bag as he had forgotten to pack the boots. The next time, he unpacked when he realised he had packed his tobacco-pouch in.

9. George and Harris offered to pack the hampers because It was getting late and they thought that Jerome had taken too much of time. They also wanted to show their skill to Jerome.

10. Statements (i), (iii), (iv), (vi) and (vii) are true.

II. What does Jerome say was Montmorency's ambition in life? What do you think of Montmorency and why?

Answer

Jerome says Montmorency's ambition in life was to get in the way and he sworn at. Montmorency was a mischievous little dog who loved creating troubles for others. I think that Montmorency was a perfect nuisance because whenever he found people busy with their work, he might feel bored and wanted to get involved. He meant no trouble intentionally. But when people shouted at him or threw things at his head, he got discouraged and then went away to sit silently, which the narrator calls as the fulfillment of his conceit.

III. Discuss in groups and answer the following questions in two or three paragraphs (100 –150 words)

1. Of the three, Jerome, George and Harris, who do you think is the best or worst packer? Support your answer with details from the text.
2. How did Montmorency 'contribute' to the packing?
3. Do you find this story funny? What are the humorous elements in it? (Pick out at least three, think about what happens, as well as how it is described.)

Answer

1. Of the three, Jerome is the best packer. He knew how to arrange things in order. Both Harris and George messed everything. Harris packed the strawberry jam on top of a tomato and squashed it. George stepped on the butter. They were getting constantly irritated by Montmorency. Till the time Jerome packed, although he took his time, the job. They even kept things behind them and then kept searching for it. They made everything such a mess.

2. The packing escapade was already a messy job and Montmorency's contribution made it even more tiresome. He did his level best to be a "perfect nuisance". He came and sat down on things, just when they were wanted to be packed. He put his leg into the jam and worried the teaspoons. He also pretended that the lemons were rats. So he got into the hamper and killed three of them before Harris could land him with the frying-pan.

3. Yes, this story is definitely funny. Not only is the way in which the three friends pack for their trip quite mirthful, but the way the author narrates all the incidents is also entertaining.

The first humorous element is that he offered to pack, George and Harris leaves the whole matter to him. Consequently, he has to do packing though his real intention was to boss the job.

The second humorous element is that George placed the butter on the chair and Harris sat on it and it stuck at his back. When they searched it

for packing it was missing. They walk and walk round the room. At last, George saw it at Harris's back.

The third humorous element is that Montmorency squirms in where he is not wanted. He wants somebody stumble over him and curse him steadily for an hour. He pretends that lemons were rats.

Page No: 90

Thinking about Language

I. Match the words/phrases in Column A with their meanings in Column B.

A	B
1. slaving	(i) a quarrel or an argument
2. chaos	(ii) remove something from inside another thing using a sharp tool
3. rummage	(iii) strange, mysterious, difficult to explain
4. scrape out	(iv) finish successfully, achieve
5. stumble over, tumble into	(v) search for something by moving things around hurriedly or carelessly
6. accomplish	(vi) complete confusion and disorder
7. uncanny	(vii) fall, or step awkwardly while walking
8. (to have or get into) a row	(viii) working hard

Answer

- 1 - (viii)
- 2 - (vi)
- 3 - (v)
- 4 - (ii)
- 5 - (vii)
- 6 - (iv) 7 - (iii)
- 8 - (i)

II. Use suitable words or phrases from Column A above to complete the paragraph given below.

A Traffic Jam

During power cuts, when traffic lights go off, there is utter _____ at crossroads. Drivers add to the confusion by _____ over their right of way, and nearly come to blows. Sometimes passers-by, seeing a few policemen _____ at regulating traffic, step in to help. This gives them a feeling of having _____ something.

Answer

During power cuts, when traffic lights go off, there is utter chaos at crossroads. Drivers add to the confusion by getting into a row over their right of way, and nearly come to blows. Sometimes passers-by, seeing a

few policemen slaving at regulating traffic, step in to help. This gives them a feeling of having accomplished something.

III. Look at the sentences below. Notice that the verbs (italicised) are all in their bare form.

2. The table below has some proverbs telling you what to do and what not to do. Fill in the blanks and add a few more such proverbs to the table.

	<i>Positive</i>		<i>Negative</i>
(i)	<i>Save for a rainy</i>	(i)	<i>Don't cry over spilt milk. day.</i>
(ii)	<i>Make hay while the</i> sun shines.	(ii)	<i>Don't put the cart before</i> the horse.
(iii)	_____ before you leap.	(iii)	_____ a mountain out of a mole hill.
(iv)	_____ and let live. _____ in one basket.	(iv)	_____ all your eggs

Answer

(iii) Look Before you leap.

Don't make a mountain out of a mole hill.

(iv) Live and let Live.

Don't put all your eggs in one basket.

(v) Mind your own business.

Never put off till tomorrow what you can do today.

(vi) Be first at the feast and last at the fight.

Don't count the days, make the days count!



NCERT Solutions for Class 9th : Ch 14 Reach for the Top Beehive

English By Santosh Yadav

Page No: 102

Thinking about the Text

I. Answer these questions in one or two sentences each. (The paragraph numbers within brackets provide clues to the answers.)

1. Why was the 'holy man' who gave Santosh's mother his blessings surprised? (1)
 2. Give an example to show that even as a young girl Santosh was not ready to accept anything unreasonable. (2)
 3. Why was Santosh sent to the local school? (3)
 4. When did she leave home for Delhi, and why? (4)
 5. Why did Santosh's parents agree to pay for her schooling in Delhi?
- What mental qualities of Santosh are brought into light by this incident? (4)

Answer

1. The 'holy man' was surprised because he had assumed that Santosh's mother wanted a son. But grandmother told him that they did not want a son.

2. Santosh, from the very beginning, lived life on her own terms. She was not content with the traditional way of life and was not ready to accept anything unreasonable. Where other girls wore traditional Indian dresses, Santosh preferred shorts.

3. Even though Santosh's parents could afford to send their children to the best schools, she was sent to the local village school due to the prevailing custom in the family.

4. When she turned sixteen and was under pressure to get married, Santosh threatened her parents that she would never marry if she did not get a proper education. Therefore, she left home and got herself enrolled in a school in Delhi.

5. When Santosh's parents refused to pay for her education, she politely informed them of her plans to earn money by working part time to pay her school fees. Then, her parents agreed to pay for her schooling in Delhi. This shows that Santosh was a mentally-strong girl and was determined to work very hard to get herself properly educated.

Page No: 103

II. Answer each of these questions in a short paragraph (about 30 words).

1. How did Santosh begin to climb mountains?
2. What incidents during the Everest expedition show Santosh's concern for her team-mates?
3. What shows her concern for the environment?

4. How does she describe her feelings at the summit of the Everest?
5. Santosh Yadav got into the record books both times she scaled Mt Everest. What were the reasons for this?

Answer

1. From her room in Kasturba Hostel, she watched people going up the Aravalli Hills and vanishing after a while. On investigating, she found nobody except a few mountaineers, and she asked if she could join them. They agreed and even motivated her to take to climbing and so she later accompanied them on their climbing expedition. This was how she began climbing mountains.
2. During the Everest mission, Santosh showed immense concern for her fellow climbers. Though she was unsuccessful in saving the life of one of them, she did manage to save another climber through artificial respiration.
3. Santosh was a fervent environmentalist. Her concern for the environment is evident from the fact that she collected and brought down 500 kilograms of garbage from the Himalayas.
4. Santosh asserted that her feeling at the summit of the Everest was “indescribable”. Unfurling the Indian flag on the top of the world was a spiritual moment for her and she felt proud as an Indian.
5. When Santosh Yadav first scaled Mt Everest, she became the youngest woman in the world to achieve the feat. When she scaled the Everest the second time, she became the only woman to have scaled it twice.

III. Complete the following statements.

1. From her room in Kasturba Hostel, Santosh used to _____
2. When she finished college, Santosh had to write a letter of apology to her father because _____
3. During the Everest expedition, her seniors in the team admired her _____ while _____ endeared her to fellow climbers.

Answer

1. From her room in Kasturba Hostel, Santosh used to watch villagers going up the hill and suddenly vanish after a while.
2. When she finished college, Santosh had to write a letter of apology to her father because she had got herself enrolled at Uttarkashi's Nehru Institute of Mountaineering without his permission.
3. During the Everest expedition, her seniors in the team admired her climbing skills, physical fitness and mental strength while her concern for others and desire to work together with them endeared her to fellow climbers.

IV. Pick out words from the text that mean the same as the following words or expressions. (Look in the paragraphs indicated.)

1. took to be true without proof (1): _____
2. based on reason; sensible; reasonable (2): _____
3. the usual way of doing things (3): _____
4. a strong desire arising from within (5): _____
5. the power to endure, without falling ill (7): _____

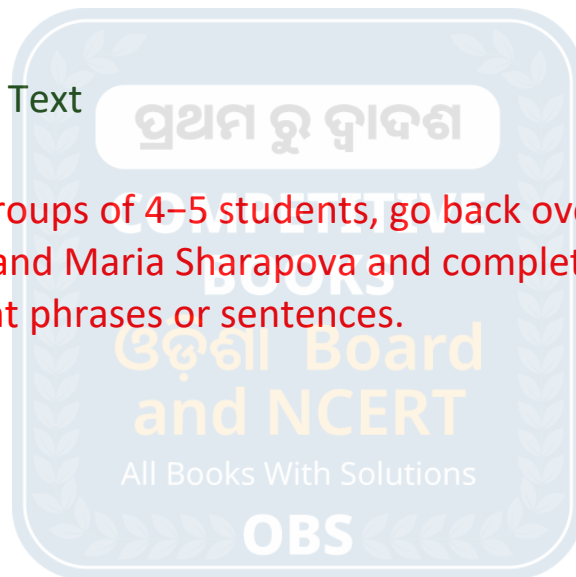
Answer

1. took to be true without proof (1): Assumed
2. based on reason; sensible; reasonable (2): Rational
3. the usual way of doing things (3): Custom
4. a strong desire arising from within (5): Urge
5. the power to endure, without falling ill (7): Resistance

Page No: 107

Thinking about the Text

Working in small groups of 4–5 students, go back over the two passages on Santosh Yadav and Maria Sharapova and complete the table given below with relevant phrases or sentences.



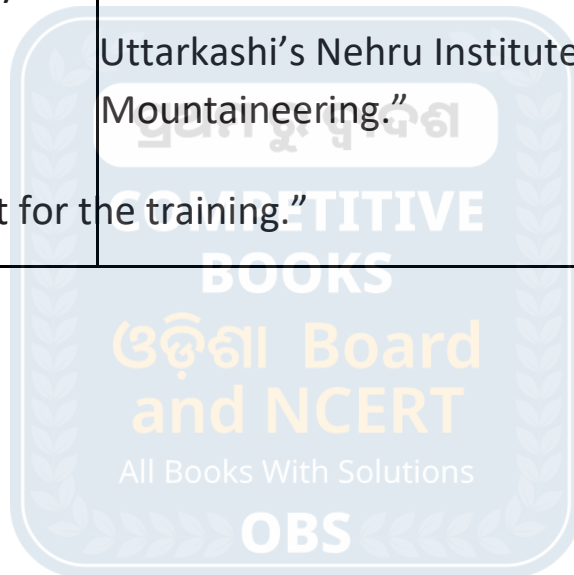
	<i>Points of Comparison/Contrast</i>	<i>Santosh Yadav</i>	<i>Maria Sharapova</i>
1.	Their humble beginning		
2.	Their parents' approach		
3.	Their will power and strong desire to succeed		
4.	Evidence of their mental toughness		
5.	Their patriotism		

	Points of Comparison/Contrast	Santosh Yadav	Maria Sharapova
1.	Their humble beginning	-“She was born in the small village of Joniyawas of Rewari District in Haryana.”	“the Siberian born teenage

Answer tra

	2. Their parents' approach	- "in line with the prevailing custom in the family, Santosh had to make do with the local village school." - "At sixteen, most of the girls in her village used to get married. Santosh was also under pressure from her parents to do the same." - "her parents refused to pay for her education" - "her father slowly getting used to her urge"	- "she was packed off to in the United States." - "trip to Florida with her father Yuri launched her on the path to success and stardom." - "My father was working as much as he could to keep my tennis-training going."
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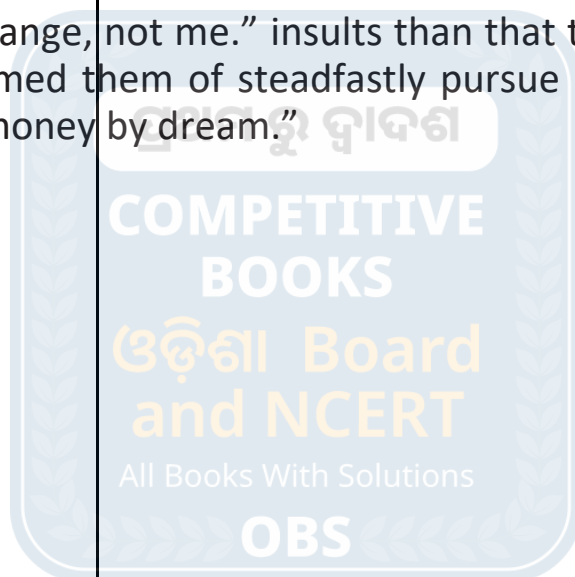
3. bit	Their will power and strong desire to	-“Wishing always to study 'a more'” succeed -“her urge for more education” -“She left home and got herself enrolled in a school in Delhi.” -“She saved money and enrolled in a course at Uttarkashi’s Nehru Institute of Mountaineering.” -“I headed straight for the training.”	-“Instead of letting that depress me, I became mor quietly determined and mentally tough.” - “unwavering desire to succeed and readiness to sacrifice” -“I work hard at what I do.” -“the most important thing is to become number one i the world.
---------------	--	---	---



That's the dream that kept me going."



4. **Evidence of their mental toughness** -“She began working life on her -“I learnt how to take care own terms from the start.” myself. I never thought
 -“From the very beginning I was of quitting because I knew quite determined that if I chose what I wanted.” a correct and a rational path,
 -“I would have put up with the others around me had to much more pay humiliation and change, not me.” insults than that to - her
 “she politely informed them of steadfastly pursue my sch her plans to earn money by dream.”ool

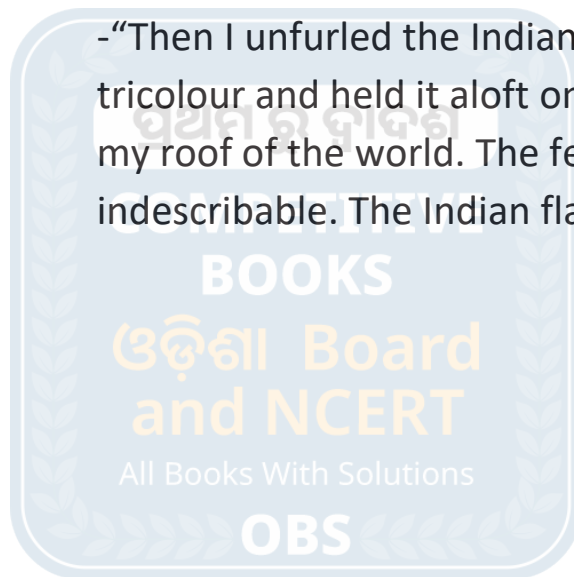


fees.”

- “Santosh went on an expedition every year.”
- “an amazing mental toughness”
- “mental strength impressed her seniors”

5. Their patriotism

- “Then I unfurled the Indian tricolour and held it aloft on the the U.S. is a big part of my roof of the world. The feeling is life. But I have Russian indescribable. The Indian flag citizenship. My blood is



was flying on top of the world. It totally Russian. I will play
th

was truly a spiritual moment. I Olympics for Russia if they
felt proud as an Indian.” want me.”

Thinking about the Language

I. Identify the two parts in the sentences below by underlining the part that gives us the information in brackets.

1. Where other girls wore traditional Indian dresses, Santosh preferred shorts.
(Contrasts her dress with that of others)
2. She left home and got herself enrolled in a school in Delhi. (Tells us what happened after the first action.)
3. She decided to fight the system when the right moment arrived.
(Tells us when she was going to fight the system.)
4. Little Maria had not yet celebrated her tenth birthday when she was packed off to train in the United States. (Tells us when Maria was sent to the U.S.)

Answer

1. Where other girls wore traditional Indian dresses, Santosh preferred shorts.
2. She left home and got herself enrolled in a school in Delhi.
3. She decided to fight the system when the right moment arrived.

4. Little Maria had not yet celebrated her tenth birthday when she was packed off to train in the United States.

Page No: 108

II. Now rewrite the pairs of sentences given below as one sentence.

1. Grandfather told me about the old days. All books were printed on paper then.
2. What do you do after you finish the book? Perhaps you just throw it away.
3. He gave the little girl an apple. He took the computer apart.
4. You have nothing. That makes you very determined.
5. I never thought of quitting. I knew what I wanted.

Answer

1. Grandfather told me about the old days when all books were printed on paper.
2. After finishing the book, perhaps you just throw it away.
3. He gave the little girl an apple and took the computer apart.
4. Having nothing makes you very determined.
5. I never thought of quitting as I knew what I wanted.

NCERT Solutions for Class 9th: On Killing a Tree (Poem) Beehive English

By Gieve Patel

Page No: 91

Thinking about Poem

I.

1. Can a “simple jab of the knife” kill a tree? Why not?
2. How has the tree grown to its full size? List the words suggestive of its life and activity.
3. What is the meaning of “bleeding bark”? What makes it bleed?
4. The poet says “No” in the beginning of the third stanza. What does he mean by this?
5. What is the meaning of “anchoring earth” and “earth cave”?
6. What does he mean by “the strength of the tree exposed”?
7. What finally kills the tree?

Answer

1. No, a simple jab of a knife cannot kill a tree because it takes many years for a tree to grow and rise out of the earth. Moreover, only a chop cannot kill it because it will slowly rise again and grow to its original size.

2. The tree grows to its full size by absorbing years of sunlight, water, and air. It slowly grows out of the earth and sprouts leaves. The words suggestive of its life and activity are 'grown slowly consuming the earth', 'rising out of it', 'feeding upon its crust', 'absorbing years of sunlight, air, water', and 'sprouting leaves'.

3. "Bleeding bark" refers to the area on the tree trunk where it has been hit with the axe. It bleeds because the wood cutter has wounded the tree by cutting and chopping it.

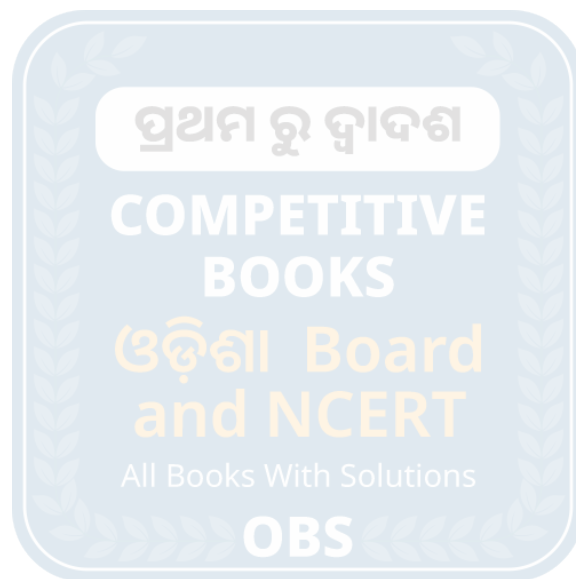
4. In the beginning of the third stanza, the poet has said "No" to lay emphasis on the fact that mere chopping of the tree would not kill it. The tree would grow again and retain its original size.

5. "Anchoring earth" refers to the roots of the tree that lie inside the earth and play the role of an anchor for the tree to grow. They ensure the security of the tree as they nourish it with water and nutrients. "Earth cave" refers to the ground on which the foundation of the tree is laid as it holds the roots and keeps the tree standing tall and protects it from adversities such as heavy rainfall or storm.

6. The strength of the tree lies in its roots, which the poet asks to snap out in order to kill the tree. Thus, the phrase "the strength of the

tree exposed” refers to the roots of the tree being exposed to sunlight and air.

7. The tree is finally killed by the uprooting of its roots. When the roots, which had anchored it lying hidden in the earth for years, were dug out, the tree’s strength was exposed and this led to the death of the tree. It dried up after it had been uprooted.



NCERT Solutions for Class 9th: Ch 16 The Bond of Love Beehive English

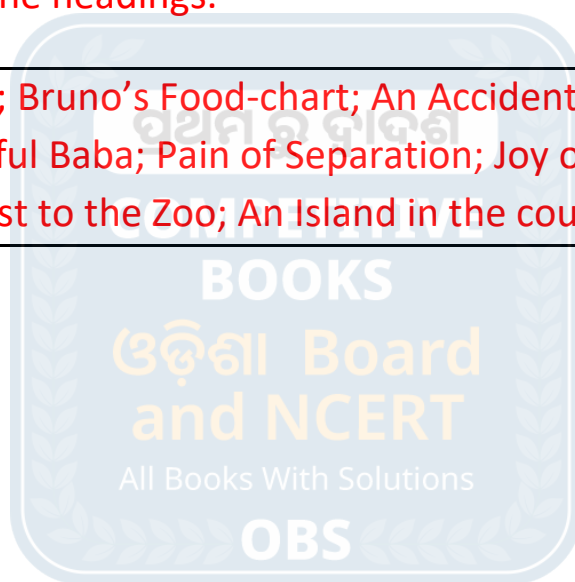
By Kenneth Anderson

Page No: 119

Thinking about the Text

Given in the box are some headings. Find the relevant paragraphs in the text to match the headings.

An Orphaned Cub; Bruno's Food-chart; An Accidental Case of Poisoning; Playful Baba; Pain of Separation; Joy of Reunion; A Request to the Zoo; An Island in the courtyard



Answer

An Orphaned Cub – para 3

Bruno's Food-chart – para 6

An Accidental Case of Poisoning – para 8

Playful Baba – para 12

Pain of Separation – para 14

Joy of Reunion – para 16

A Request to the Zoo – para 18

An Island in the Courtyard – para 21

II. Answer the following questions.

1. "I got him for her by accident."

(i) Who says this?

(ii) Who do 'him' and 'her' refer to?

(iii) What is the incident referred to here?

2. "He stood on his head in delight." (i) Who does 'he' refer to?

(ii) Why was he delighted?

3. "We all missed him greatly: but in a sense we were relieved." (i)

Who does 'we all' stand for?

(ii) Who did they miss?

(iii) Why did they nevertheless feel relieved?

Answer

1. (i) Narrator said this.

(ii) Here, 'him' refers to the sloth bear and 'her' refers to the narrator's wife.

(iii) About two years ago the narrator and his companions were passing through the sugarcane fields near Mysore. Suddenly, they saw a black sloth bear. One of the narrator's companions shot it on the spot. As they saw the fallen animal, they were surprised to see that the black fur on its back moved. Then they saw that it was a baby bear that had been riding on its mother's back. The narrator ran up to it and attempted to capture it. He finally succeeded in grabbing it and gifted it to his wife. This incident is referred to in the above statement

2. (i) 'He' refers to the bear, Bruno.

(ii) Bruno was delighted to see the narrator's wife after three months of separation.

3. (i) 'We all' stands for the narrator, his wife and his son.

(ii) They missed Bruno (Baba).

(iii) They felt relieved because Baba was getting too big to be kept at home. That is why they had sent him off to a zoo.

III. Answer the following questions in 30 to 40 words each.

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

Answer

Bruno ate some poison-barium carbonate He also vomited and breathed heavily, but was later cured. In another incident, he drank nearly a

gallon of old engine oil. Fortunately, he remained unaffected. meant for the rats, which paralysed and weakened him.

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

Answer

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

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

Answer

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

Thinking about Language

I.

1. Find these words in the lesson.
have *ie* or *ei* in them.

They all

f ____ ld	ingred ____ h ____	misch ____
	nts ght	vous
fr ____	____ ghty- rel	p ____ ce
nds	____	
seven	ved	

Answer

1.

<u>field</u>	ingred <u>i</u> nts <u>h</u> eight	misch <u>i</u> evous
<u>f</u> riends	<u>e</u> ighty-seven rel <u>i</u> ev <u>e</u> d	<u>p</u> iece

2. Now here are some more words. Complete them with *ei* or *ie*.
Consult a dictionary if necessary.

bel ____ ve	rec ____ ve	w ____ rd	l ____ sure	s ____ ze
w ____ f ____ p ____	r ____ gn	gr ____ f ____		
____ ght	____ gn	____ rce		

(There is a popular rule of spelling: 'i' before 'e' except after 'c'. Check if this rule is true by looking at the words above.)

Answer

2.

believe

receive weird leisure seize reign feign grief pierce

weight

Page No: 120

II. Here are some words with silent letters. Learn their spelling. Your teacher will dictate these words to you. Write them down and underline the silent letters.

knock	wrestle	walk	wrong
knee	half	honest	daughter
hours	return	hornet	calm
could	sign	island	button

Answer

Knock Wrestle Walk Wrong

Knee Half Honest Daughter

Hours Return Hornet Calm

Could Sign Island Button

IV.

1. The Narrative Present

Notice the incomplete sentences in the following paragraphs. Here the writer is using incomplete sentences in the narration to make the incident more dramatic or immediate. Can you rewrite the paragraph in complete sentences?

(You can begin: The vet and I made a dash back to the car. Bruno was still floundering...)

(i) A dash back to car. Bruno still floundering about on his stumps, but clearly weakening rapidly; some vomiting, heavy breathing, with heaving flanks and gaping mouth.

Hold him everybody! In goes the hypodermic – Bruno squeals – 10 c.c. of the antidote enters his system without a drop being wasted. Then minutes later: condition unchanged! Another 10 c.c. injected! Ten minutes later: breathing less stertorous – Bruno can move his arms and legs a little although he can not stand yet. Thirty minutes later: Bruno gets up and has a great feed! He looks at us disdainfully, as much as to say, 'What's barium carbonate to a big black bear like me?' Bruno is still eating.

(ii) In the paragraphs above from the story the verbs are in the present tense (eg. hold, goes, etc.). This gives the reader an impression of immediacy. The present tense is often used when we give a commentary on a game (cricket, football, etc.), or tell a story as if it is happening now.

It is, therefore, called the narrative present.

You will read more about the present tense in Unit 10

2. Adverbs

Find the adverbs in the passage below. (You've read about adverbs in Unit 1.)

We thought that everything was over when suddenly a black sloth bear came out panting in the hot sun. Now I will not shoot a sloth-bear wantonly but, unfortunately for the poor beast, one of my companions did not feel that way about it, and promptly shot the bear on the spot.

(i) Complete the following sentences, using a suitable adverb ending in – ly.

(a) Rana does her homework _____.

(b) It rains _____ in Mumbai in June.

(c) He does his work _____.

(d) The dog serves his master _____.

(ii) Choose the most suitable adverbs or adverbial phrases and complete the following sentences.

(a) We should _____ get down from a moving train. (never, sometimes, often)

(b) I was _____ in need of support after my poor performance. (badly, occasionally, sometimes).

(c) Rita met with an accident. The doctor examined her _____. (suddenly, seriously, immediately)

3. Take down the following scrambled version of a story, that your teacher will dictate to you, with appropriate punctuation marks. Then, read the scrambled story carefully and try to rewrite it rearranging the incidents.

A grasshopper, who was very hungry, saw her and said, "When did you get the corn? I am dying of hunger." She wanted to dry them. It was a cold winter's day, and an ant was bringing out some grains of corn from her home. She had gathered the corn in summer. "I was singing all day," answered the grasshopper.

"If you sang all summer," said the ant, "you can dance all winter."

"What were you doing?" asked the ant again.

The grasshopper replied, "I was too busy."

"I collected it in summer," said the ant. "What were you doing in summer? Why did you not store some corn?"

Answer

1.(i) The vet and I made a dash back to the car. Bruno was still floundering about on his stumps, but clearly he was weakening rapidly. There was some vomiting and heavy breathing. His flanks were heaving and his mouth was gaping.

Everybody was asked to hold him. The hypodermic medicine went into Bruno, who squealed. 10 c.c. of anecdotine entered his system without a drop being wasted. Even ten minutes later, the condition was unchanged. Another 10 c.c. was injected into him. Ten minutes later, his breathing became less stertorous. Bruno could move his arms and legs a little although he could not stand yet. Thirty minutes later, Bruno got up and had a great feed. He looked at us disdainfully, as much as to say, 'What's barium carbonate to a big black bear like me?' Bruno was still eating.

2. We thought that everything was over when suddenly a black sloth bear came outpanting in the hot sun. Now I will not shoot a sloth-bear wantonly but, unfortunately for the poor beast, one of my companions did not feel that way about it, and promptly shot the bear on the spot.

(i)

(a) Rana does her homework timely.

(b) It rains heavily in Mumbai in June.

(c) He does his work properly.

(d) The dog serves his master faithfully.

(ii)

(a) We should never get down from a moving train.

(b) I was badly in need of support after my poor performance.

(c) Rita met with an accident. The doctor examined her immediately.

3. It was a cold winter's day, and an ant was bringing out some grains of corn from her home. She had gathered the corn in summer. She wanted to dry them. A grasshopper, who was very hungry, saw her and said, "When did you get the corn? I am dying of hunger." "I collected it in summer," said the ant. "What were you doing in summer? Why did you not store some corn?" The grasshopper replied, "I was too busy." "What were you doing?" asked the ant again. "I was singing all day," answered the grasshopper. "If you sang all summer," said the ant, "you can dance all winter."

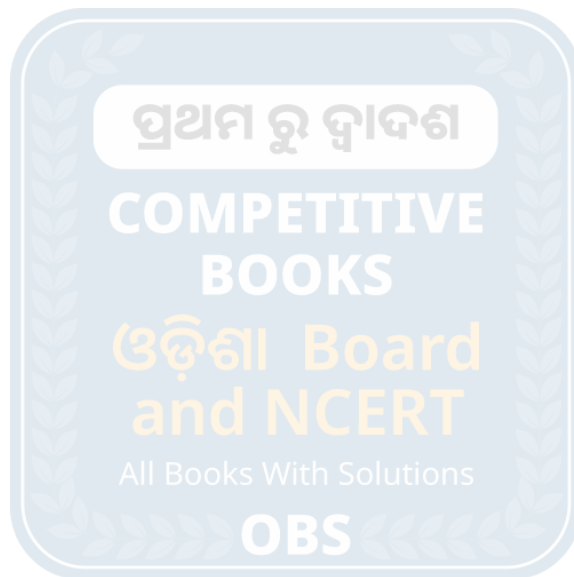
NCERT Solutions for Class 9th: The Snake Trying (Poem) Beehive English

By W.W.E. Ross

Page No: 125

Thinking about the Poem

I.



1. What is the snake trying to escape from?
2. Is it a harmful snake? What is its colour?
3. The poet finds the snake beautiful. Find the words he uses to convey its beauty.
4. What does the poet wish for the snake?
5. Where was the snake before anyone saw it and chased it away?
Where does the snake disappear?

Answer

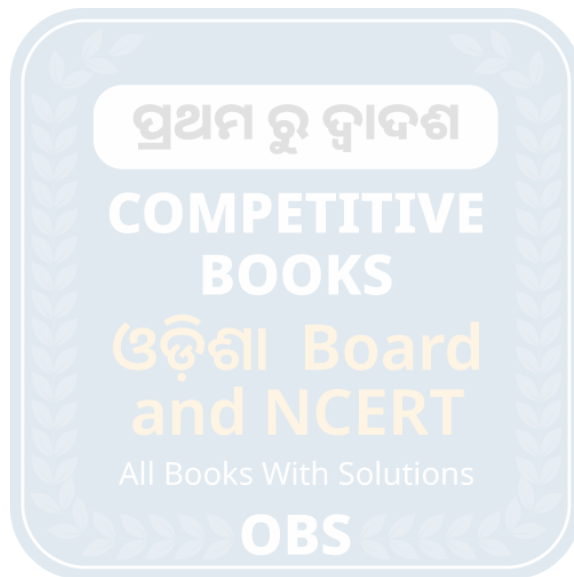
1. The snake is trying to escape from the stick.
2. No, it is not a harmful snake. Its small size renders it harmless even to the children. The snake is green in colour.
3. The words the poet uses to convey the snake's beauty are "beautiful" and "graceful".
4. The poet wishes that the snake be left unharmed. He wants it to go over the water into the reeds to hide.
5. The snake was lying on the sand till someone saw it and again chased it away. The snake disappeared in the ripples of the water among the green reeds.

II.

1. Find out as much as you can about different kinds of snakes (from books in the library, or from the Internet). Are they all poisonous? Find out the names of some poisonous snakes.

Answer

1. No, all snakes are not poisonous. Some of the poisonous snakes are Indian Cobra, Common Krait, Russell's Viper and Saw-scaled Viper.



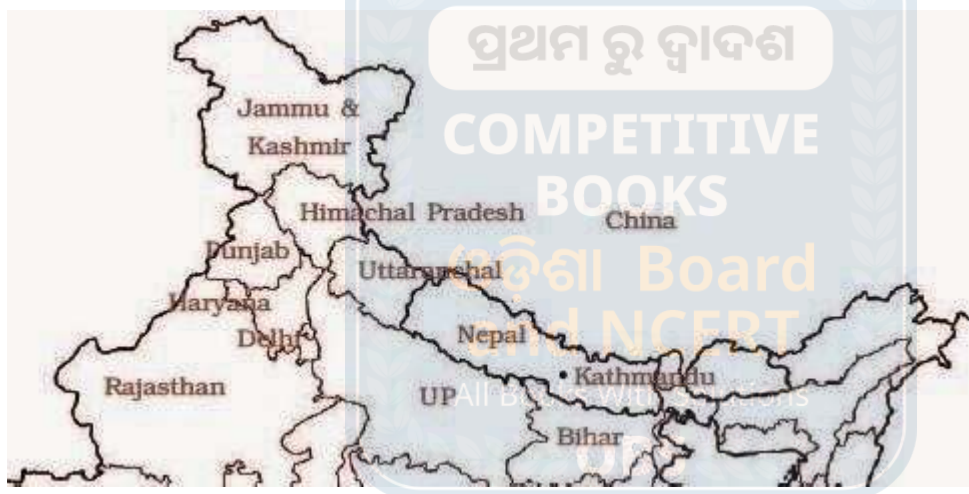
NCERT Solutions for Class 9th: Ch 18 Kathmandu Beehive English

By Vikram Seth

Page No: 131

Thinking about the Text

1. On the following map mark out the route, which the author thought of but did not take, to Delhi.



Answer

1. The route the author had thought of but did not take is given below:
Kathmandu — Bihar (Patna) — Uttar Pradesh (Benares-Allahabad-Agra) — Delhi

Page No: 132

I. Answer these questions in one or two words or in short phrases.

1. Name the two temples the author visited in Kathmandu.
2. The writer says, “All this I wash down with Coca Cola.” What does ‘all this’ refer to?
3. What does Vikram Seth compare to the quills of a porcupine?
4. Name five kinds of flutes.

Answer

1. The two temples the author visited in Kathmandu were the Pashupatinath temple and the Baudhnath stupa.
2. ‘All this’ refers to eating a bar of marzipan, a corn-on-the-cob roasted in a charcoal stove (rubbed with salt, chilli powder and lemon), and reading a couple of love story comics and a Reader’s Digest.
3. Vikram Seth compares the fifty or sixty bansuris protruding in all directions from the pole of a flute seller to the quills of a porcupine.
4. The reed neh, the Japanese shakuhachi, the deep bansuri of Hindustani classical music, the clear or breathy flutes of South America, and the high-pitched Chinese flutes.

II. Answer each question in a short paragraph.

1. What difference does the author note between the flute seller and the other hawkers?
2. What is the belief at Pashupatinath about the end of Kaliyug?
3. The author has drawn powerful images and pictures. Pick out three examples each of
 - (i) the atmosphere of 'febrile confusion' outside the temple of Pashupatinath (for example: some people trying to get the priest's attention are elbowed aside...)
 - (ii) the things he sees
 - (iii) the sounds he hears

Answer

1. The author notes that while the other hawkers shouted out their wares, the flute seller did not. He simply played a flute, slowly and meditatively, without excessive display.
2. At Pashupatinath, there is a small shrine that protrudes from the stone platform on the river bank of Bagmati. It is believed that when the shrine will emerge fully, the goddess inside it will escape. The evil period of Kaliyug on earth will then end.
3. (i) The author has drawn powerful images and pictures of the atmosphere of 'febrile confusion' outside the temple of Pashupatinath. These include the following: a group of saffron-clad Westerners struggling to enter the main gate as only Hindus were allowed to enter the temple; a fight that breaks out between two monkeys; and a royal Nepalese princess for whom everyone makes way.

(ii) He saw that the Baudhnath Stupa had an immense white dome, which was ringed by a road. Small shops were there on the outer edge where felt bags, Tibetan prints and silver jewellery could be bought. There were no crowds there. On the busiest streets of Kathmandu, he saw fruit sellers, flute sellers, hawkers of postcards, shops selling Western cosmetics, film rolls, chocolate, copper utensils and Nepalese antiques.

(iii) The sounds he heard were film songs that were blaring out from the radios, car horns, bicycle bells, vendors shouting out their wares. He also listened to flute music, calling it the most universal and most particular of sounds.

III. Answer the following questions in not more than 100 – 150 words each.

1. Compare and contrast the atmosphere in and around the Baudhnath shrine with the Pashupatinath temple.

Answer

The atmosphere at the Pashupatinath temple was noisy, and full of chaos and confusion. Worshippers were trying to get the priest's attention; others were pushing their way to the front; saffron-clad Westerners were trying to enter the temple; monkeys were fighting and adding to the general noise; a corpse was being cremated on the banks of the river Bagmati; washerwomen were at their work, while

children were bathing. In contrast, the Baudhnath stupa was “a haven of quietness in the busy streets around”. There was no crowd, which helped build the stillness and serenity at the Buddhist shrine.

2. How does the author describe Kathmandu’s busiest streets?

Answer

Along Kathmandu’s narrowest and busiest streets, there are small shrines and flower-adorned deities. Apart from these, there are fruit sellers, flute sellers, hawkers of postcards, shops selling Western cosmetics, film rolls, chocolate, those selling copper utensils and Nepalese antiques. The author hears film songs that were blaring out from the radios, sounds of car horns and bicycle bells, vendors shouting out their wares. He says that stray cows roam about on the roads. He also draws a vivid picture of a flute seller with many *bansuris* protruding from his pole. He describes how the serene music produced by the flute seller is heard clearly above all the other noise.

3. “To hear any flute is to be drawn into the commonality of all mankind.” Why does the author say this?

Answer

The author considers flute music to be “the most universal and most particular” of all music. This is a musical instrument that is common to all cultures. We have the reed *neh*, the recorder, the Japanese *shakuhachi*, the deep *bansuri* of Hindustani classical music, the clear or breathy flutes of South America, the high-pitched Chinese flutes, etc.

Even though each of these has its specific fingering and compass yet, for the author, to hear any flute is “to be drawn into the commonality of all mankind”. This is because in spite of their differences, every flute produces music with the help of the human breath. Similarly, despite the differences in caste, culture, religion, region, all human beings are the same, with the same living breath running through all of them.

Thinking about Language

I. Read the following sentences carefully to understand the meaning of the italicised phrases. Then match the phrasal verbs in Column A with their meanings in Column B.

1. A communal war *broke out* when the princess was abducted by the neighbouring prince.
2. The cockpit *broke off* from the plane during the plane crash.
3. The car *broke down* on the way and we were left stranded in the jungle.
4. The dacoit *broke away* from the police as they took him to court.
5. The brothers *broke up* after the death of the father.
6. The thief *broke into* our house when we were away.

A	B
(i) break out	(a) to come apart due to force
(ii) break off	(b) end a relationship
(iii) break down	(c) break and enter illegally; unlawful trespassing
(iv) break away (from someone)	(d) of start suddenly, (usually a fight, a war or a disease)
(v) break up	(e) to escape from someone's grip
(vi) break into	(f) stop working

Answer

A	B
(i) break out	(d) of start suddenly, (usually a fight, a war or a disease)
(ii) break off	(a) to come apart due to force
(iii) break down	(f) stop working
(iv) break away (from someone)	(e) to escape from someone's grip
(v) break up	(b) end a relationship
(vi) break into	(c) break and enter illegally; unlawful trespassing

II.

1. Use the suffixes -ion or -tion to form nouns from the following verbs. Make the necessary changes in the spellings of the words.

Example: proclaim – proclamation

cremate act exhaust

invent tempt

immigrate

direct

meditate

imagine

dislocate associate dedicate

2. Now fill in the blanks with suitable words from the ones that you have formed.

- (i) Mass literacy was possible only after the _____ of the printing machine.
- (ii) Ramesh is unable to tackle the situation as he lacks _____.
- (iii) I could not resist the _____ to open the letter.
- (iv) Hardwork and _____ are the main keys to success. (v) The children were almost fainting with _____ after being made to stand in the sun.

Answer

1.

cremate act action exhaust

cremation exhaustion

invent invention

tempt

immigrate

temptation

immigration

direct direction

meditate

imagine

meditation

imagination

dislocate

associate

dedicate

dislocation

association

dedication

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2.

- (i) Mass literacy was possible only after the invention of the printing machine.
- (ii) Ramesh is unable to tackle the situation as he lacks direction.
- (iii) I could not resist the temptation to open the letter.
- (iv) Hardwork and dedication are the main keys to success.
- (v) The children were almost fainting with exhaustion after being made to stand in the sun.

III. Punctuation

Use capital letter, full stops, question marks, commas and inverted commas wherever necessary in the following paragraph.

an arrogant lion was wandering though the jungle one day he asked the tiger who is stronger than you you O lion replied the tiger who is more fierce than a leopard asked the lion you sir replied the leopard he marched upto an elephant and asked the same question the elephant picked him up in his trunk swung him in the air and threw him down look said the lion there is no need to get mad just because you don't know the answer

Answer

An arrogant lion was wandering through the jungle. One day, he asked the tiger, "Who is stronger than you?" "You, O lion!" replied the tiger. "Who is more fierce than a leopard?" asked the lion. "You sir," replied

the leopard. He marched up to an elephant and asked the same question. The elephant picked him up in his trunk, swung him in the air, and threw him down. “Look,” said the lion, “there is no need to get mad just because you don’t know the answer.”

Page No: 134

IV. Simple Present Tense

In these sentences words like *everyday, often, seldom, never, every month, generally, usually*, etc. may be used.

1. Fill in the blanks with the correct form of the verb in brackets. (i) The heart is a pump that _____ (send) the blood circulating through our body. The pumping action _____ (take place) when the left ventricle of the heart _____ (contract). This _____ (force) the blood out into the arteries, which _____ (expand) to receive the oncoming blood.

(ii) The African lungfish can live without water for up to four years. During drought, it _____ (dig) a pit and _____ (enclose) itself in a capsule of slime and earth, leaving a tiny opening for air. The capsule _____ (dry) and _____ (harden), but when rain _____ (come), the mud _____ (dissolve) and the lungfish _____ (swim) away.

(iii) Mahesh: We have to organise a class party for our teacher.

_____ (Do) anyone play an instrument?

Vipul: Rohit _____ (play) the flute.

Mahesh: _____ (Do) he also act?

Vipul: No, he _____ (compose) music.

Mahesh: That's wonderful!

Answer

(i) The heart is a pump that sends the blood circulating through our body. The pumping action takes place when the left ventricle of the heart contracts. This forces the blood out into the arteries, which expands to receive the oncoming blood.

(ii) The African lungfish can live without water for up to four years. During drought, it digs a pit and encloses itself in a capsule of slime and earth, leaving a tiny opening for air. The capsule dries and hardens, but when rain comes, the mud dissolves and the lungfish swims away.

(iii) Mahesh: We have to organise a class party for our teacher. Does anyone play an instrument?

Vipul: Rohit plays the flute.

Mahesh: Does he also act?

Vipul: No, he composes music.

Mahesh: That's wonderful!

NCERT Solutions for Class 9th: A Slumber did my Spirit Seal (Poem) Beehive English

By William Wordsworth

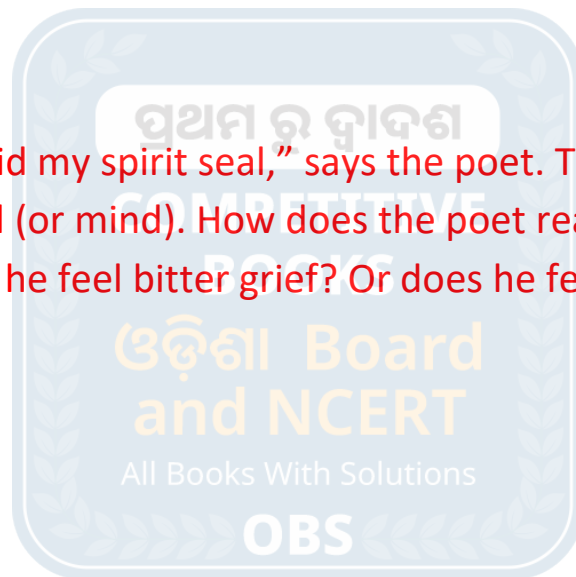
Page No: 136

Thinking about the Poem

1. “A slumber did my spirit seal,” says the poet. That is, a deep sleep ‘closed off’ his soul (or mind). How does the poet react to his loved one’s death? Does he feel bitter grief? Or does he feel a great peace?

Answer

The poet’s reaction to his loved one’s death is not of bitter grief that he could shed out in the form of tears. On her death, he did not experience any human fears. He just looked at her and wondered how she looked and what she would experience later. He did not feel any fear. Therefore, it is difficult to say whether he is experiencing bitter grief or is in a peaceful state of mind.



2. The passing of time will no longer affect her, says the poet. Which lines of the poem say this?

Answer

The lines of the poem that show that the passing of time will no longer affect her are as follows:

“She seemed a thing that could not feel
The touch of earthy years.”

3. How does the poet imagine her to be, after death? Does he think of her as a person living in a very happy state (a ‘heaven’)? Or does he see her now as a part of nature? In which lines of the poem do you find your answer?

Answer

The poet thinks that she is now a part of nature. After her death, he imagines her buried inside the earth with other rocks, stones, and trees and rolling around with the earth in its daily rotation. The following lines express this idea-

Rolled round in earth’s diurnal course
With rocks and stones and trees.

NCERT Solutions for Class 9th: Ch 20 If I Were You Beehive English

By Douglas James

Page No: 144

Thinking about the Text



I. Answer these questions.

1. “At last a sympathetic audience.”

(i) Who says this?

(ii) Why does he say it?

(iii) Is he sarcastic or serious?

Answer

(i) The speaker of the given line is Gerrard.

(ii) He says it as he is asked by the intruder to speak about himself.

(iii) He speaks the given dialogue sarcastically.

2. Why does the intruder choose Gerrard as the man whose identity he wants to take on?

Answer

Gerrard looks much like the intruder. The intruder is a murderer. The police is after him. He hopes he can easily impersonate Gerrard escape being caught.

3. “I said it with bullets.” (i) Who says this?

(ii) What does it mean?

(iii) Is it the truth? What is the speaker's reason for saying this?

Answer

- (i) Gerrard says this.
- (ii) It means that when things went wrong, he had used his gun to shoot someone for his escape.
- (iii) No, it is not the truth. The speaker says this to save himself from getting shot by the intruder.

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

Answer

Gerrard is a playwright by profession. Several parts of the play that reflect this. Some of these are:

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

5. "You'll soon stop being smart."

(i) Who says this?

(ii) Why does the speaker say it?

(iii) What according to the speaker will stop Gerrard from being smart?

Answer

(i) The intruder says the line.

(ii) The speaker says it to frighten Gerrard.

(iii) According to the intruder, Gerrard would stop being smart once he knew what was going to happen to him. The intruder's plan was to kill Gerard and take over his identity. He felt that when Gerrard would know this, he would stop being smart and start getting scared.

Page No: 145

6. "They can't hang me twice."

(i) Who says this?

(ii) Why does the speaker say it?

Answer

(i) The intruder says the line.

(ii) The intruder had been telling Gerrard that he had murdered one man, and that he would not shy away from murdering him too. This is because the police could not hang him twice for two murders.

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

Answer

The mystery that Gerrard proposed to explain was the story he made up to dodge the intruder and save his own life. The story was that Gerrard himself was a criminal like the intruder. He asked the intruder why else would he not meet any trades people and be a bit of a mystery man here today and gone tomorrow. The game was up as things had suddenly gone wrong for him. He had committed a murder and got away. Unfortunately, one of his men had been arrested and certain things were found which his men should have burnt. He said that he was expecting some trouble that night and therefore, his bag was packed and he was ready to escape.

8. "This is your big surprise."

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

(ii) What is the surprise?

Answer

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

(ii) The intruder's surprise is his plan to kill Gerrard and take on his identity to lead a secure and hassle-free life. Whereas, Gerrard's surprise is his fictitious identity, his way of refraining the intruder from killing him.

Thinking about the Language

I. Consult your dictionary and choose the correct word from the pairs given in brackets.

1. The (site, cite) of the accident was (ghastly/ghostly).
2. Our college (principle/principal) is very strict.
3. I studied (continuously/continually) for eight hours.
4. The fog had an adverse (affect/effect) on the traffic.
5. Cezanne, the famous French painter, was a brilliant (artist/artiste).
6. The book that you gave me yesterday is an extraordinary (collage/college) of science fiction and mystery.
7. Our school will (host/hoist) an exhibition on cruelty to animals and wildlife conservation.
8. Screw the lid tightly onto the top of the bottle and (shake/shape) well before using the contents.

Answer

1. The site of the accident was ghastly.
2. Our college principal is very strict.
3. I studied continuously for eight hours.

4. The fog had an adverse effect on the traffic.
5. Cezanne, the famous French painter, was a brilliant artist.
6. The book that you gave me yesterday is an extraordinary collage of science fiction and mystery.
7. Our school will host an exhibition on cruelty to animals and wildlife conservation.
8. Screw the lid tightly onto the top of the bottle and shake well before using the contents.

II. Irony is when we say one thing but mean another, usually the opposite of what we say. When someone makes a mistake and you say, “Oh! That was clever!” that is irony. You’re saying ‘clever’ to mean ‘not clever’.

Expressions we often use in an ironic fashion are:

- Oh, wasn’t that clever!/Oh that was clever!
- You have been a great help, I must say!
- You’ve got yourself into a lovely mess, haven’t you?
- Oh, very funny!/How funny!

We use a slightly different tone of voice when we use these words ironically.

Read the play carefully and find the words and expressions Gerrard uses in an ironic way. Then say what these expressions really mean. Two examples have been given below. Write down three such expressions along with what they really mean.

What the author says	What he means
Why, this is a surprise, Mr – er –	He pretends that the intruder is a social visitor whom he is welcoming. In this way he hides his fear.
At last a sympathetic audience!	He pretends that the intruder wants to listen to him, whereas actually the intruder wants to find out information for his own use.

Answer

What the author says	What he means
You won't kill me for a very good reason.	Gerrard is just pretending to have a 'very good reason' even though there is no such reason.

Sorry I can't let you have the props in time for rehearsal, I've had a spot of bother – quite amusing.	The 'spot of bother' that Gerrard calls 'quite amusing' is actually a life-threatening situation, where a criminal actually threatens to kill him.
You have been so modest.	Here, Gerrard means that it is immodest on the part of the intruder to know so much about him without disclosing his own identity.

