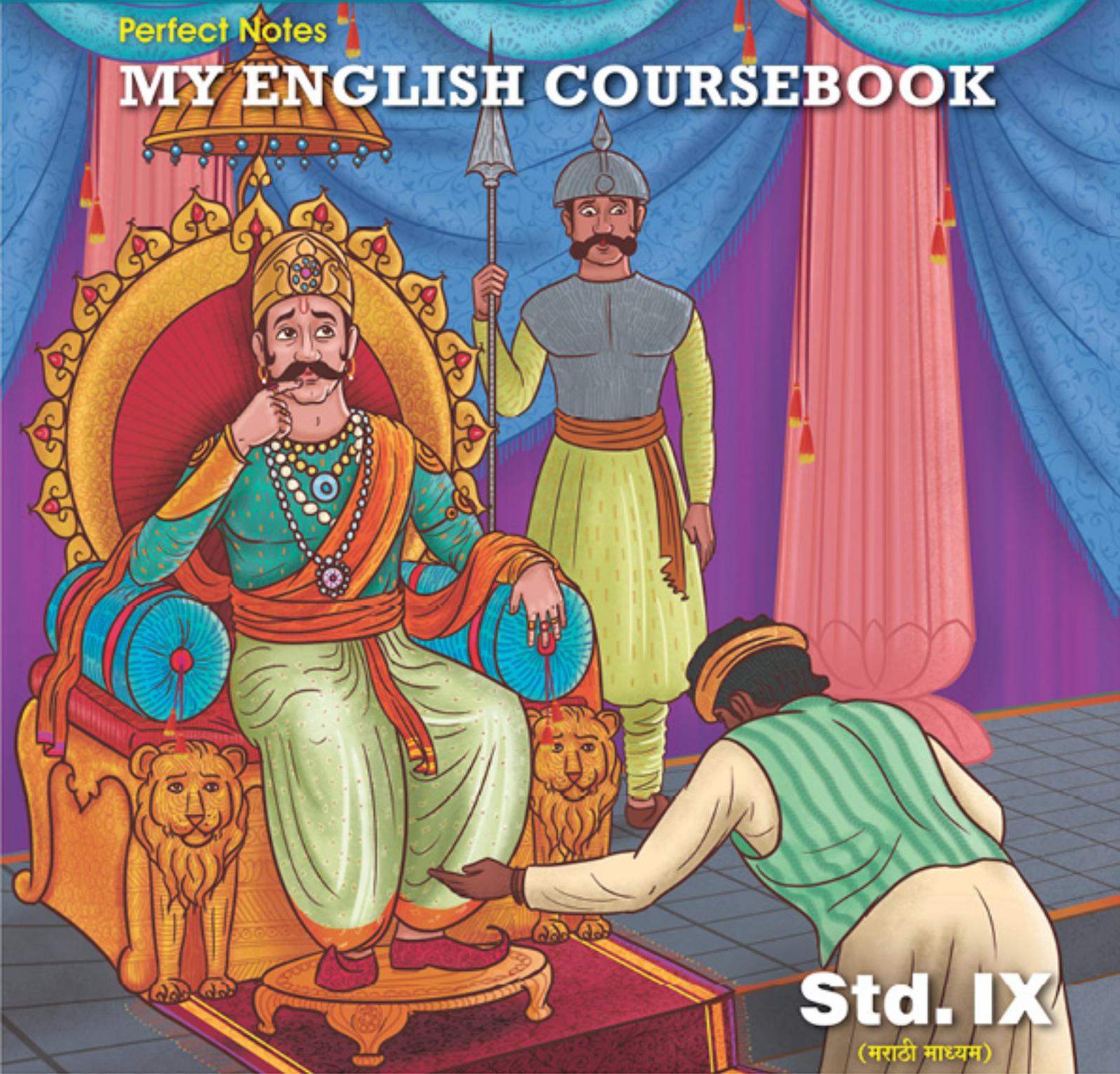


SAMPLE CONTENT



Perfect Notes

MY ENGLISH COURSEBOOK



Std. IX

(मराठी माध्यम)

Target Publications Pvt. Ltd.

Written as per the latest syllabus prescribed by the Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

STD.IX

MY ENGLISH

COURSEBOOK

Salient Features

- Exhaustive coverage of the Latest Syllabus – Passage based Format
- Answers to Textual Questions along with Additional Questions for Practice
- Bilingual Glossary providing meanings of difficult and uncommon words
- Paraphrases of all Poems and Summaries of all Chapters, in both English and Marathi
- Ample questions on Grammar and Vocabulary
- Separate Sections on Grammar and Writing Skills
- Covers Activity based Questions – Listening, Speaking, Reading and Writing

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PREFACE

In the case of good books, the point is not how many of them you can get through, but rather how many can get through to you.

‘Std. IX: My English Coursebook’ is a complete and thorough guide critically analysed and extensively drafted to boost the student’s confidence. The book makes learning easy for students by segregating each chapter into different extracts.

Paraphrases of the poems and Summaries of the lessons are provided in both English and Marathi for quick understanding along with answers to textual questions. Exhaustive practice of Grammar and Vocabulary will enhance the language skills of the students. Moreover, a bilingual glossary containing meanings of difficult and uncommon words is provided to help the student to grasp the lessons and poems quickly and easily. Activities to improve overall language skills form a part of the Chapters too. Separate sections on Grammar and Writing Skills have been provided for additional practice.

We hope students find this book purposeful and enjoy using it as much as we enjoyed making it.

The journey to create a complete book is strewn with triumphs, failures and near misses. If you think we’ve nearly missed something or want to applaud us for our triumphs, we’d love to hear from you.

Please write to us at: mail@targetpublications.org

A book affects eternity; one can never tell where its influence stops.

Best of luck to all the aspirants!

From,
Publisher

Edition: Second

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*Note: Textual questions are represented by * mark.*

SAMPLE CONTENT

2.2 Helen Keller and Anne Sullivan

Glossary

Words	Meanings
Aaron's rod (<i>n</i>)	a rod with magical powers (जादूची कांडी)
anchor (<i>n</i>)	something / someone that provides support or stability (येथे, आधार या अर्थाने आलेला शब्द आहे.)
barrier (<i>n</i>)	an obstruction, something that blocks movement (अडथळ)
blossom (<i>n</i>)	flower (बहरणे)
compass (<i>n</i>)	a device that shows the direction (होकायंत्र)
confounding (<i>v</i>)	confusing, mixing up (संभ्रम)
consciousness (<i>n</i>)	awareness, feeling (जाणीव)
crib (<i>n</i>)	a small bed for a young child designed in a way that it doesn't fall (लहान मुलांचा झोपण्यासाठीचा विशिष्ट प्रकारचा पलंग)
cum laude (<i>adv</i>)	with excellent, meritorious performance (उत्कृष्ट कामगिरीसह)
expectant (<i>adj</i>)	being excited and expecting something to happen (अपेक्षेने)
flushed (<i>v</i>)	to become red in the face, excited and happy (भावना उचंबळून येणे)
fragments (<i>n</i>)	small pieces, parts (तुकडे, खंड)
groped (<i>v</i>)	searched the path towards a place by feeling it with one's hands (अंधारात चाचपडणे)
harbour (<i>n</i>)	the place on a coast where the ships are kept for shelter (बंदर)
hearth (<i>n</i>)	the area that is in front of a fireplace (शेकोटीभोवतालची मोकळी जागा)
honeysuckle (<i>n</i>)	a type of shrub (सुवासिक लालसर किंवा पिवळसर फुले येणारा वेल)
languor (<i>n</i>)	lack of activity, tiredness (ग्लानी)
lingered (<i>n</i>)	to continue to stay (रेंगाळणे)
longed for (<i>adj</i>)	desired for (इच्छित)

marvel (<i>n</i>)	an amazing and astonishing thing (नवलाई)
misty (<i>adj</i>)	unclear, vague (धुसकट)
outburst (<i>n</i>)	sudden release of emotions (भावनांचा उद्रेक)
penetrated (<i>v</i>)	to go through or across a thing (शिरकाव)
persisted (<i>v</i>)	kept on (चालूच ठेवणे)
plummet and sounding-line	a line with a plumb used to measure the depth of water (पाण्याची खोली मोजण्यासाठी ओळंबाच्या साहाय्याने तयार केलेली रेषा)
porch (<i>n</i>)	a covered sheltered place at the entrance of a building (मुख्य दरवाजावरील कमान)
preyed upon me (<i>phrase</i>)	had a negative and harmful effect on me (माझ्यावर घातक व वाईट परिणाम झाला)
quiver (<i>v</i>)	shake, throb (सरकवणे / पुढे सरकणे)
rag doll (<i>n</i>)	a doll made from cloth (चिंधीपासून बनवलेली बाहुली)
repentance (<i>n</i>)	regret (पश्चात्ताप)
spout (<i>n</i>)	tap (तोटी)
succeeded (<i>v</i>)	followed (वारसा पुढे नेणे)
tangible (<i>adj</i>)	that can be seen, touched, experienced, not imaginary (मूर्त, स्पर्शाने कळण्याजोगे)
to and fro (<i>phrase</i>)	back and forth (पुढे - मागे)
tussle (<i>n</i>)	an argument (वाद)
uncomprehending (<i>adj</i>)	not understanding (न समजणारे)
upturned (<i>adj</i>)	looking upwards (वरच्या दिशेने पाहत)
vaguely (<i>adv</i>)	unclearly (धूसरपणे)
vainly (<i>adv</i>)	without success, in vain (निष्फळ)
well-house (<i>n</i>)	a small building shed over a well (विहिरीजवळ छप्पर घालून बांधलेली छोटेखानी जागा)



Summary

This chapter is an autobiographical piece by Helen Keller, who was blind and deaf, about her first meeting with her teacher Anne Mansfield Sullivan. She met Sullivan at her home on the third of March, 1887, three months before she turned seven. She had sensed from all the activity at her home that something unusual was about to happen. She said that before receiving an education she was like a ship that was unable to find its way through a dense fog. She expresses that she received a lot of love from Sullivan.

The morning after their first meeting, Anne Sullivan gave Helen a doll dressed by Laura Bridgman and sent by the children at Perkins Institution. Miss Sullivan spelled the word 'doll' on her hand and thus introduced spellings and the language to her. At first, she did not know the meaning of the letters and just imitated Miss Sullivan's movements. She later understood that there was a name for everything.

She had difficulty in realising that the word 'doll' stood for any doll and not just the one gifted to her. She couldn't accept that even her rag doll was called the same as the other one. She even broke the new doll out of anger and frustration. She also couldn't differentiate between water and mug until Miss Sullivan took her to the well one day. She explained it to her through touch, by spelling the word 'w-a-t-e-r' and relating the flowing water to the water in the mug. That was the first time Keller understood the concept of language and it opened her mind to the world of knowledge.

Keller then experienced guilt for the first time, over the broken doll. She was eager to learn and learnt many words that day including mother, father, sister, and teacher. She was the happiest child that day. She continued her education and became a graduate cum laude from Radcliffe and carried on her teacher's legacy by teaching the blind and deaf.

सारांश

प्रस्तुत पाठामध्ये वयाच्या दुसऱ्या वर्षी आजारपणामुळे अंधत्व व बहिरेपण आलेल्या हेलन केलर यांच्या आत्मचरित्रातील काही भाग दिलेला असून शिक्षिकेच्या सहवासानंतर त्यांच्या जीवनाला कशारितीने कलाटणी मिळाली याविषयीचे वर्णन केलेले आहे.

३ मार्च १८८७ हा दिवस हेलन केलर यांच्या जीवनातील सर्वात अविस्मरणीय दिवस आहे असे त्या सांगतात, कारण या दिवशी वयाच्या सातव्या वर्षी त्या जीवनात आमूलाग्र परिवर्तन घडवून आणणाऱ्या अँनी मॅन्सफील्ड सुलिवॅन या आपल्या शिक्षिकेला भेटतात.

मिस सुलिवॅन हेलन केलर यांच्या घरी येणार होत्या. त्यावेळी आपल्या आईच्या काही हालचालींवरून त्यांना काहीतरी निराळे घडणार असल्याची जाणीव झाली होती. त्या क्षणाचेही त्यांनी वर्णन केले. त्या म्हणतात, की माझे शिक्षण सुरु होण्यापूर्वी माझी अवस्था दाट धुक्यामध्ये वाट चुकलेल्या जहाजासारखी होती. नंतर मात्र त्यांना सुलिवॅन यांच्याकडून पुष्कळ प्रेम मिळाले.

एके सकाळी सुलिवॅन यांनी पर्कन्स इन्स्टिट्यूशनमधील लहान अंध मुलांनी तयार केलेली व लॉरा ब्रीजमन यांनी नटवलेली बाहुली हेलनला दिली. हेलनला त्या बाहुलीशी थोडा वेळ खेळण्यास दिले आणि नंतर सुलिवॅन यांनी बाहुली शब्दातील अक्षरे (doll) हळुवारपणे हेलनच्या हातावर बोट्यांच्या साहाय्याने फिरवली. अशाप्रकारे, हेलनला शब्द व भाषा यांचा परिचय झाला. सुरुवातीला तिला अक्षरांचा अर्थ कळत नसे; ती केवळ मिस सुलिवॅन यांचे अनुकरण करत असे. त्यानंतर प्रत्येक गोष्टीला नाव आहे हे हेलनला समजले.

सुरुवातीला हेलन बाहुली (doll) हा शब्द (spelling) केवळ भेट दिलेल्या बाहुलीलाच नव्हे, तर सर्व प्रकारच्या बाहुल्यांना लागू पडतो हे मान्य करायला तयार नव्हती. त्या आपल्या चिंधीच्या बाहुलीसाठी बाहुली (doll) स्वीकारायला तयार नव्हत्या; किंबहुना ही संभ्रमावस्था निर्माण झाल्याने नैराश्य येऊन त्यांनी रागाने भेट दिलेली बाहुली तोडून टाकली. एके दिवशी त्यांना मिस सुलिवॅन विहिरीपर्यंत घेऊन गेल्या होत्या तोपर्यंत हेलन केलर पाणी आणि पाण्याचे भांडे (mug) यांत फरक करू शकत नव्हत्या. मिस सुलिवॅन यांनी हेलनला स्पर्श माध्यमातून व शब्दां (spelling) द्वारे पाणी हा शब्द आणि वाहते पाणी व भांड्यातील पाणी यांचा संबंध स्पष्ट केला. अशारीतीने पहिल्यांदाच हेलन केलर यांना भाषेची संकल्पना समजली आणि मिस सुलिवॅन यांनी माहितीचे जग त्यांच्यासाठी खुले केले.

पहिल्यांदाच हेलन केलर यांना बाहुली तोडण्याबद्दल अपराधीपणा वाटू लागला. त्या आता अध्ययनासाठी उत्सुक होत्या. त्या दिवशी त्या आई, वडील, बहीण, शिक्षक यांसहित अनेक शब्द शिकल्या. आपण जगातील सर्वात आनंदी मूल आहोत असे त्यांना वाटू लागले. पुढे त्यांनी त्यांचे शिक्षण सुरूच ठेवले आणि रॅडक्लिफ कॉलेजमधून त्या उत्कृष्ट कामगिरीसह पदवीधर झाल्या. त्यानंतर त्यांनी अनेक वर्षे अंध व बधिर मुलांना अध्यापन (शिकवणे) करून आपल्या शिक्षिका मिस सुलिवॅन यांचा वारसा पुढे चालू ठेवला.



Pre-reading Activities

Discussion

- *1. What is your favourite school subject?
- *2. Which subject do you find the most difficult?
- *3. What do you do to try to understand it better?
- *4. Can I help you to?
- *5. Can you help me to?

[Students are expected to attempt the above questions on their own.]

Warming Up!

- *1. Discuss the challenges that people have to face due to disabilities. What provisions should be made in public places so that everyone gets the same access to public facilities? Observe your surroundings and write whether such facilities are available. How can you help to improve the situation?

Disability	Challenges	Necessary facilities
Hearing loss and deafness		
Vision loss and blindness		
Speech disorders		
Physical disability		
Intellectual disability		
Learning disorder		

Ans:

Disability	Challenges	Necessary facilities
Hearing loss / deafness	<ul style="list-style-type: none"> • are unable to learn languages • unable to communicate smoothly • unable to use technology • their interaction in public places is hampered 	<ul style="list-style-type: none"> • special sign boards, visual announcement boards, etc. • availability of written mode of communication at ticket counters, shops, etc. • encouraging a wider understanding of sign language
Vision loss / blindness	<ul style="list-style-type: none"> • difficulty in travelling independently • unable to use technology • trouble in finding directions, following signboards, etc. 	<ul style="list-style-type: none"> • sign boards in Braille at public places • low intensity beepers at crossroads, public transportation, etc. • obstruction-free pathways • verbal or sound warnings at dangerous zones
Speech disorders	<ul style="list-style-type: none"> • difficulty in communicating, can be misunderstood • may find it difficult to interact over telephones or in large groups 	<ul style="list-style-type: none"> • training the public authorities to understand and empathise
Physical disability	<ul style="list-style-type: none"> • may need to be dependent on something / someone • may not be able to perform many routine tasks / activities • unable to use things like stairs, vehicles, chairs, etc. 	<ul style="list-style-type: none"> • provision of ramps at public places, footpaths, entrance to buildings, etc. • disabled-friendly vehicles, especially those that are used as public transport • provision for specialised seating, toilets, etc.
Intellectual disability	<ul style="list-style-type: none"> • trouble in learning • may not be able to accept social rules 	<ul style="list-style-type: none"> • raising awareness on such disorders and sensitising the masses
Learning disorder	<ul style="list-style-type: none"> • unable to cope with rigorous school curriculum • their disability mostly goes unrecognised • lack of awareness amongst the masses about such conditions • the disabled may not be able to accept social rules 	<ul style="list-style-type: none"> • provision for counselling • provision for special means during exams, at workplaces to accommodate their needs • neutralising intimidating signboards, colours, noise levels, etc.



Vocabulary

***1. Guess the meaning of:**

- i. immeasurable contrasts
- ii. eventful day
- iii. upturned
- iv. unconsciously
- v. white darkness

- Ans:** i. a lot of differences
 ii. a day when many important things happen
 iii. that faces upwards
 iv. without being aware of
 v. unable to see because of a heavy, white fog

2. Find the antonym of the following:

- i. familiar ii. sweetness
- iii. released iv. hide

- Ans:** i. unusual ii. bitterness
 iii. caught iv. reveal



Grammar

1. Do as directed.

- i. On the afternoon of that eventful day, I stood on the porch, dumb and expectant.

(Change into Past Continuous Tense)

- Ans:** On the afternoon of that eventful day, I was standing on the porch, dumb and expectant.

- ii. Anger and bitterness had preyed upon me continually for weeks. **(Identify the noun)**

- Ans:** anger, bitterness, weeks

2. Write the adjective form of the following:

- i. expect ii. anxiety

- Ans:** i. expectant ii. anxious

***3. Read the following sentence and frame at least two relevant questions on it.**

I was like that ship before my education began.

(Questions with 'who', 'what', 'when'.

Example: Who was like that ship before her education began?)

- Ans:** a. What was she like before her education began?
 b. When was she like that ship?



Personal Response

1. What has been the most memorable day / event in your life till now?

- Ans:** The most memorable day in my life till now, has been the day I learnt to cook for the first time. I learnt to make rotis from my grandmother. Though on that day, I made terrible attempts at making round rotis, I

eventually learnt the skill. Cooking has since been my passion and I love to try out new recipes.

Extract II

Read the extract from line 42 to 83 on page 38 and 39 of your textbook and answer the following questions.

["The morning after skip with pleasure."]



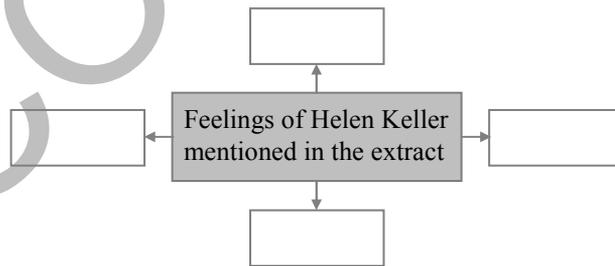
Simple Factual

1. Say whether the following sentences are True or False.

- *i. Young Helen learnt to spell many words without understanding them.
- ii. Helen Keller threw the doll on the floor because she understood what Miss Sullivan was trying to teach her.

- Ans:** i. True ii. False

2. Complete the web.



- Ans:** i. pleasure ii. pride
 iii. impatience iv. delight



Complex / Understanding

1. Who gifted the doll to Helen Keller?

- Ans:** Her teacher, Anne Mansfield Sullivan got the doll for Helen Keller. It was a gift from the little blind children at Perkins Institution.

2. What was the first word that Keller learnt to spell using fingerplay?

- Ans:** The first word that Keller learnt to spell using fingerplay was 'doll'.

3. Did Helen Keller understand the meaning of the words that she had learnt using touch?

- Ans:** Keller did not understand the meaning of the words that she had learnt using touch in the beginning. She just imitated her teacher.

4. How did Helen Keller feel after breaking the doll?

- Ans:** Helen Keller felt a keen delight and no sorrow or regret after breaking the doll.



Vocabulary

1. Give the synonyms of the following:

- i. pieces ii. emotion

Ans: i. fragments ii. sentiment

2. Use the following words in sentences of your own.

- i. imitation ii. passionate

Ans: i. His imitation of the teacher in front of the class got him into trouble.
ii. Raghav was very passionate about music, but he chose to become an engineer.



Grammar

1. Do as directed.

i. When I finally succeeded in making the letters correctly, I was flushed with childish pleasure and pride.

(Pick out the subordinating conjunction)

Ans: when

ii. I knew I was going out into the warm sunshine.

(Identify the adverb)

Ans: out

2. Write the noun form of the following:

- i. proud ii. satisfy

Ans: i. pride ii. satisfaction

*3. Read the following sentences and frame at least two relevant questions on each.

i. One day I was playing with the new doll.

Ans: a. What was she playing with, one day?

b. Who was playing with the new doll, one day?

ii. She brought my hat.

Ans: a. Who brought her hat?

b. What did she bring?



Personal Response

1. Do you know anyone who uses sign language or fingerplay for communication? Have you ever communicated using either of the two?

Ans: Yes, I have a cousin who is deaf, which also hampers his ability to speak. He uses sign language to communicate. He understands what others are saying though lip reading. Though I don't know the sign language, I try to interpret the gestures he makes. I am also trying to learn sign language from his mother, so that I can communicate with him easily.

Extract III

Read the extract from line 84 to 127 on pages 39 and 40 of your textbook and answer the following questions.

["We walked down until Anne's death."]



Simple Factual

*1. Say whether the following sentences are True or False.

- i. One day, young Helen understood that everything has a name.
ii. Young Helen did not try to put the pieces of the doll together.
iii. Young Helen felt sorry that she had broken the doll.

Ans: i. True ii. False
iii. True



Complex / Understanding

1. How did Miss Sullivan explain the meaning of the word 'water' to Helen Keller?

Ans: Helen Keller was unable to understand that the water in a mug had a separate name for it. So, Sullivan took her to the well-house one day and held her hand under the spout of water. She spelt the word 'water' on her other hand. Keller realised that the movement of her fingers was similar to the one she had used to teach her the meaning of water. She then understood that the cool 'something' flowing over her hand was called 'water'. Finally, she got introduced to the concept of language.

*2. What were the barriers? How could they be swept away?

Ans: The notions and mind-blocks as well as the physical disabilities of the author – blindness and deafness, were the barriers to knowledge. They could be swept away with the teachings of Keller's teacher, Miss Sullivan.

*3. Why did young Helen feel repentance and sorrow?

Ans: Young Helen experienced repentance and sorrow because she realised that Sullivan was trying to teach her the meaning of the word – 'doll' and understood that she had broken the doll out of ignorance. She was unable to put the broken pieces back together and thus, felt sad about it.

4. Which words were like 'Aaron's rod' for Keller?

Ans: The words mother, father, sister and teacher were like 'Aaron's rod' for Keller.



Vocabulary

1. Give the synonym of the following:
- | | |
|----------------|--------------------|
| i. sweet smell | ii. awareness |
| iii. obstacles | iv. unsuccessfully |
- Ans: i. fragrance ii. consciousness
 iii. hindrances iv. vainly
2. Give the meaning of the following:
- | | |
|-------------|----------------|
| i. spout | ii. gushed |
| iii. thrill | iv. longed for |
- Ans: i. tap
 ii. flew rapidly
 iii. a feeling of extreme excitement
 iv. desired for



Grammar

1. Do as directed.
- i. My teacher placed my hand under the spout.
 (Change the Voice)
 Ans: My hand was placed under the spout by my teacher.
- ii. that living word awakened my soul gave it light hope joy set it free
 (Punctuate the sentence)
 Ans: That living word awakened my soul, gave it light, hope, joy, set it free!
- iii. Everything had a name. (Pick out the Verb)
 Ans: had
- iv. I tried vainly to put them together.
 (Pick out the Adverb)
 Ans: vainly
- *2. Read the following sentences and frame at least two relevant questions on each.
- i. I learnt a great many new words that day.
 Ans: a. Who learnt a great many new words that day?
 b. What did she learn that day?
- ii. We walked down the path to the well-house.
 Ans: a. Who walked down the path to the well-house?
 b. Where did they walk to?
- iii. That living word awakened my soul.
 Ans: a. What awakened her soul?
 b. What did the living word do to her?



Personal Response

1. Have you ever felt sorrow or repentance after breaking something?
 Ans: Yes, I once broke a lovely ceramic vase due to my carelessness while playing with a ball. Later, I felt sorry for ignoring my father's warning.

Language Study

- *1. Listen carefully and classify the following into 'one' and 'many'.
- day, contrasts, teacher, lives, months, years, afternoon, porch, signs, face, fingers, leaves, blossoms, anger, bitterness, weeks, struggle, ship, darkness

One	Many

Ans:

One	Many
day, afternoon, face, bitterness, ship,	teacher, porch, anger, struggle, darkness
contrasts, months, fingers, blossoms,	lives, years, signs, leaves, weeks

- *2. Find three examples of the following from the story.
- | | | | |
|-------------|--------------------|--------------------------|----------------------|
| i. articles | ii. compound words | iii. present participles | iv. past participles |
|-------------|--------------------|--------------------------|----------------------|
- Ans: i. the, a, an
 ii. sounding-line, monkey-like, well-house
 iii. hurrying, beating, making
 iv. penetrated, stretched, followed



Activities

Speaking

- *1. Discuss:
- i. What is the difference between finger play, spelling a word mechanically and writing a meaningful word?
 Ans: Finger play involves the association of a particular object / concept with the touch of its spelling without knowing how it sounds or how it is pronounced. Spelling a word mechanically involves only knowing the letters that form the word and not its meaning. On the contrary, writing a meaningful word involves knowing the letters that form the word as well as its meaning.
- ii. What is the difference between wordless sensation and thought?
 Ans: A wordless sensation refers to a feeling that cannot be named. It cannot be seen or heard, but can be felt. A thought, on the other hand, is an idea, concept, notion, etc. that is a result of thinking. It cannot be seen, heard or felt.

**Reading**

- *1. Read aloud the paragraph 'We walked down ... be swept away.' using proper intonation.

[Students are expected to attempt the above activity on their own.]

Writing

- *1. This narrative is written in the first person - using 'I'. Rewrite the following sentences using 'Helen Keller / Young Helen' appropriately in place of 'I' and making other necessary changes in the sentences.

- I did not know what the future held of marvel or surprise for me.
- The morning after my teacher came she led me into her room and gave me a doll.
- On entering the door I remembered the doll I had broken.
- Then my eyes filled with tears; for I realised what I had done, and for the first time I felt repentance and sorrow.

- Ans:**
- Helen Keller did not know what the future held of, marvel or surprise for her.
 - The morning after Helen Keller's teacher came, she led her into her room and gave her a doll.
 - On entering the door, Young Helen remembered the doll she had broken.
 - Then her eyes filled with tears; for Young Helen realised what she had done, and for the first time she felt repentance and sorrow.

- *2. Write about your own experience. Do you remember an occasion when you did something successfully for the first time? Write about it in short (ten to twelve lines). Prepare an outline of your composition before you write it.

Ans: Outline:
solo dance – the only person on stage – scared – shivering – deep breath – concentrated on the performance – received a loud applause – not scared anymore

Composition:

I had performed a solo dance at my school Annual Day Function, at the age of eight. The very idea of performing before a huge crowd that had all eyes on me, was intimidating. At first, I was scared. My hands were shivering and I was almost blank for a few seconds. I was the only one on that huge stage, the very thought made me anxious. I shut my eyes, took a deep breath and then, the music began.

As I began to dance, the fear inside me changed to thrill. My entire concentration was on my performance. I wanted to perform well without committing a mistake. Despite my nervousness, I received a loud applause. I was the happiest person on that day. That performance helped boost my confidence immensely. I have been performing on stage ever since and am no more scared about it.

- *3. Complete the following sentences using your own ideas:

- The most important day I remember in all my life is the one on which _____.
- I did not know what _____.
- One day, while I was playing _____.
- I realised what _____.
- I do not remember what _____.

- Ans:**
- my parents gave me my first bicycle
 - was the reason behind her anger
 - I heard a sudden loud noise of something crashing
 - my mistake was
 - the teacher had assigned as homework for today

**Project**

- *1. Find out more about Helen Keller and her teacher Anne Sullivan from the net.

Ans: Helen Adams Keller (1880 – 1968) was an American woman, who despite being blind and deaf, became a successful writer, activist and lecturer. She credited her success to her legendary teacher, Anne Mansfield Sullivan. The much acclaimed play and movie, 'The Miracle Worker' is based on Keller and Sullivan. The Indian movie 'Black' has also been inspired by their story.

She has authored various books like 'The Frost King', 'The Story of My Life' and 'Out of the Dark'.

She worked extensively for the education of the blind and deaf. She is known for voicing her opinions strongly. Keller was a difficult child and would often throw tantrums before she was tutored by Anne Sullivan. Sullivan interpreted lectures and class discussions for her. Till Sullivan's death the two were together, in fact, Keller was by Sullivan's side when she died.

Anne Mansfield Sullivan (1866 – 1936) was left blind from a bacteria disease at the age of five. She received her education at the Perkins Institute. She trained Helen Keller after her graduation. Mark Twain described her as 'a miracle worker'.



***2. Gather more information about the following:**

i. Different types of impairment that limit a person's activity or make it difficult for him / her to mix with others in society.

Ans: There are various types of impairments that limit a person's activity or make it difficult for him / her to mix with others in society – physical, mental, psychological, learning, etc. Physical impairments are widely recognised. Deafness, blindness, neurological troubles, etc. are some of the physical and sensory impairments. Mental and psychological ailments like schizophrenia, depression, PTSD, Alzheimer's also hamper a person's activity. Learning disorders like autism, dyslexia, ADHD hamper the normal growth and learning of an individual.

ii. How modern technology can be used to overcome these problems.

Ans: The use of modern technology has greatly aided people with disabilities. Specialised equipment that tries to nullify a physical disability like hearing aids, interactive hand held devices that use voice, touch, etc. to operate, specialised wheel chairs, computer systems, etc. all are being invented to help the disabled.

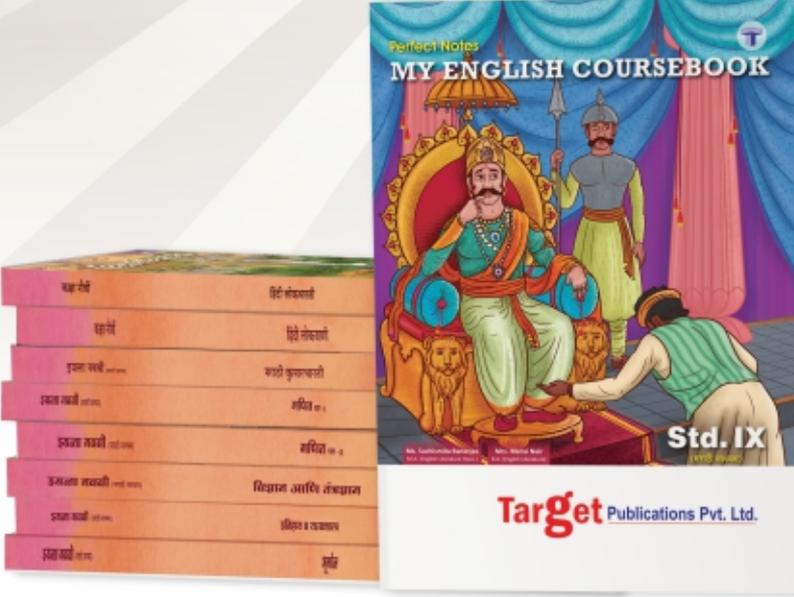
[Note: *Students can gather more information on the above points.*]



इयत्ता नववी

AVAILABLE SUBJECTS:

- My English Notes
- हिंदी लोकभारती
- हिंदी लोकवाणी
- मराठी कुमारभारती
- गणित भाग - I
- गणित भाग - II
- विज्ञान आणि तंत्रज्ञान
- इतिहास व राज्यशास्त्र
- भूगोल



ठळक वैशिष्ट्ये:

- पाठाधारित आणि संकल्पनांवे आधारित सर्व प्रश्नांचा समावेश
- सरावासाठी भरपूर प्रश्न
- स्वयंमूल्यमापनासाठी 'पाठाची उजळणी' अंतर्भूत
- पाठ्यपुस्तकातील सर्व प्रकल्पांची उत्तरे समाविष्ट
- भाषा विषयांमध्ये व्याकरण घटक आणि उपयोजित लेखन घटकांचा परिपूर्ण आढावा
- सामाजिक शास्त्रे, गणित आणि विज्ञान या विषयांच्या संकल्पनांचा परिपूर्ण आढावा

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