**ASSIGNMENT

 CLASS: 9th

SUBJECT: ENGLISH**

**SESSION :2019-2020**

**UNIT 2ND**

**THE TEMPEST-I**

**William Shakespeare**

**Q1:- Who was Ariel, and how did he come to be Prospero’s servant?**

Ans: Ariel was a spirit. He was imprisoned in the heart of a pine tree by a witch named Sycorax. When Prospero and his daughter came to the island, he released Ariel and that’s how Ariel became his faithful servant.

**Q2:- Who was Caliban? What did he look like?**

Ans: Caliban was the son of Sycorax, the witch, who inhabited the island before Prospero’s arrival there. He looked more like a fish than a man.

**Q3:- What did Miranda ask Prospero to do when she saw the ship caught in the tempest?**

Ans: When Miranda saw the ship caught in the tempest, she asked Prospero if he had by his power, raised this tempest, he must put an end to it.

**Q4:- What did Prospero say he raised the tempest for?**

Ans: Prospero said that he had raised the tempest for the sake of his beautiful daughter, Miranda, who did not know who she was.

**Q5:- Why did Prospero leave the management of state affairs to Antonio?**

Ans: Prospero left the management of State affairs to Antonio because he wanted to devote all his time to secret studies, as knowledge was his chief aim in life. Wealth and worldly possessions hardly mattered to him.

**Q6:- Who helped Antonio to seize the throne?**

Ans: Antonio bribed his minister’s and plotted against Prospero with his enemy, the king of Naples.

.**Q7:- What did Antonio’s soldiers do?**

Ans: One dark night, Antonio’s soldiers took Prospero and his daughter out of his palace. They did not dare to kill them openly, so they put them into an old and damaged ship that could hardly float, and left them to perish at the sea.

**Q8:- How did old Gonzalo help Prospero?**

Ans: Gonzalo helped Prospero by secretly storing the ship with fresh water, food, clothes, and his precious books, which he valued more than his dukedom.

**Q9:-Who were in the ship that was caught in the tempest?**

Ans: The king of Naples, Gonzalo, Ferdinand and some sailors were in the ship that was caught in the tempest.

**Q10:- What did Ariel remind Prospero of, when Prospero mentioned more work?**

Ans: When Prospero mentioned more work, Ariel reminded him of his promise of giving him his freedom.

**LANGUAGE WORK**

**I) Complete the following**

1. Recycling 2. Waste paper 3.Energy and raw materials.

4. Environmental pollutant 5. Aluminium can

**II) Write the synonym of the following and make sentences of your own.**

1. Scarce (Rare) = Fresh vegetables were scarce during winters.

2. Expensive (costly) = The dress which I bought, is very expensive.

3. Save (preserve) = She was able to save her valuable documents during the flood.

4. Pose (ask) = She posed an interesting question in the classroom yesterday.

5. Produce (generate) = The smoke produced by the vehicles is harmful for our health.

III) Use the following phrases and idioms in sentences of your own.

1. For ones sake = He held that marvelous function for the sake of his daughter.

2. In favour of = He gave the decision in favour of his friend.

3. In the midst of = The ship was caught in the midst of cruel waves of the sea.

4. Keep one's head = He kept his head the time of accident and immediately called the ambulance

5. Remind of = He reminds me of my guilt.

**IV) Find the lesson words which mean the following.**

**Section I**

1. Lonely 2. Mere 3. Raise 4. Release 5. Struggle

6. In the heart of/ in the midst of 7. Perish

**Section II**

1. Possession 2. Meanwhile 3. Dare 4. Damaged 5. Remind 6. Just as

**V) Make nouns of the following adjectives and verbs.**

1. Loyalty 2. Favour 3. Performance 4. Struggle 5. Magic 6. Plot

**THE TEMPEST-II**

**William Shakespeare**

**Q1:- What did Miranda at first think Ferdinand was and why? Was Ferdinand and Miranda’s love at first sight?**

Ans: - Miranda at first thought that Ferdinand was a spirit with a beautiful and noble appearance because she had not known what a young man looked like. Yes, Ferdinand and Miranda’s love was at first sight.

**Q2:- Why did Prospero pretend to think that Ferdinand was a spy?**

Ans: Prospero pretended to think that Ferdinand was a spy because he wanted to test his love for his beloved daughter, Miranda. He wanted to test his patience and endurance and how much he could suffer for Miranda’s sake.

**Q3:- What was the task that Prospero gave Ferdinand?**

Ans: Prospero gave him the task of piling up heavy logs.

**Q4:- What made Ferdinand’s labour seem light?**

Ans: Miranda’s presence made his labour seem light to him.

**Q5:- What were the King and his party doing in the meantime?**

Ans: In the meantime, the king of Naples, Antonio, Gonzalo (who was in the king’s party) and others were wandering about on the island.

**Q6:- Why were they amazed to see Prospero?**

Ans: They were amazed to see Prospero because theyhad thought that he was dead.

**Q7:- Prospero told the king that he had lost his daughter in the tempest and in a sense he was right. Can you say in what sense?**

Ans: In a sense, Prospero was speaking the truth because he had lost his daughter to Ferdinand and it was the tempest that had brought the two lovers together

**Q8:- Why did Prospero give up his magic powers?**

Ans: Prospero gave up his magic powers because he had no further use of them.

**Q9:- What was Ariel’s last service to his master?**

Ans: Prospero and party sailed to Naples leaving Caliban in possession of the island. Ariel helped them with favourable winds and that was his last service to his master.

**LANGUAGE WORK**

**I) Find from the lesson words or phrases which mean the following**.

**Section I**

1. In order to 2. Spy 3. Compare

**Section II**

1. In the meantime 2. At a distance/ out of way 3.Trial 4. Guilty

5. Evil 6. Deed 7.Crime 8. Repent

**Section III**

1. Shipwreck 2. That can be seen

**II) Give the antonyms of :**

1. Bad fortune 2. Near 3.Guilty 4. Good 5. Gain

6. Brave 7. Survive 8. Forget 9. Disloyal

**III) Give the noun forms of the following and use them in your own sentences.**

1. Lose (loss) = The destruction of their house during the flood was a great loss for them.

2. Guilty (guilt) = His guilt was not proven in the court.

3. Reconcile (reconciliation) = The reconciliation between the two families brought forth a lot of difference in their day to day life.

4. Try (trial) = We must be steadfast while confronting the trials.

5. Amaze (amazement) = He looked at me in amazement.

6. Give (giving) = Giving alms to the poor is a quality of a good person.

7. Imagine (imagination) = He is having a great imagination power.

8. Pretend (pretension) = His pretension that he had not done that mistake was believed by everyone.

9. Repent (repentance) = He purified himself by repentance before Allah.

10. Treat ( treatment) = He was not given a good treatment at the hospital.

**IV) Use the following phrases in your own sentences**

1. At the first sight = I was impressed with his behaviour at the first sight.

2. In the meantime = We were talking and in the meantime my mother prepared halwa for us.

3. In order to = We work hard in order to achieve success in our life.

4. In possession of = He is in possession of two laptops.

5. In store = There is worse in store for sinners on the judgment day.

6. To be shipwrecked = They were shipwrecked in the terrible storm.

7. Hang upon = My little cousin hung upon his mother to buy a bicycle.

**THE ADVENTURES OF TOTO**

**(i) Answer the following questions.**

**Q1. How did Toto come to grandfather's private zoo?**

Ans. Grandfather, an animal lover, purchased Toto from a Tonga driver. The Tonga driver used to tie Toto to a feeding trough and the monkey looked so out of place there that Grandfather decided to add the little fellow to his private zoo. So, he bought the monkey for the sum of five rupees.

**Q2. "Toto was pretty monkey." In what sense is Toto pretty?**

Ans. Toto had the features of a pretty monkey. He had bright, sparkling eyes filled with mischief. His teeth were very pearly white and were very often displayed in a smile that frightened the life out of elderly Anglo -Indian ladies. His long tail added to his good looks too.

**Q3. Why does grandfather take Toto to Saharanpur and how?**

Ans. Toto's presence in the house was kept a secret from Grandmother as she would not be pleased to know that Grandfather had a pet monkey too. Hence, Toto was transferred to a big cage in the servants’ quarter where a number of Grandfather's pet lived socially. However, Toto wouldn't allow any of the other animals to sleep at night. So, Grandfather had to take him to Saharanpur as he had to collect his pension there. He took Toto in a big black canvas kit bag.

**Q4. Why does the ticket collector insist on calling Toto a dog?**

Ans. The ticket collector called Toto a dog because there were no special rules for monkey's travelling by train. So, Toto was classified a dog by the ticket collector and three rupees was the sum handed over as his fare.

**Q5. How does Toto take a bath? Where has he learnt to do this?**

Ans. Toto would cunningly test the temperature with his hands, then gradually step into the bath, first one foot, then the other, until he was into the water up to his neck. Once comfortable, he would take the soap in his hands or feet and rub himself all over. When the water became cold, he would get out and run as quickly as he could to the kitchen - fire in order to dry himself.

He had learnt to take the bath from the author, Ruskin Bond.

**Q6. How does he almost boil himself alive?**

Ans. Once, water was kept in a large kettle to boil for tea. Toto removed the lid of the kettle and found the water just warm enough for a bath and jumped into it. This was just fine for a while, until the water began to boil. He started jumping out of the kettle but couldn't do so. After some time, Grandmother arrived in the kitchen and saw him hopping up and down. She hauled him out of the kettle almost half - boiled and saved him.

**Q7. Which activity of the Toto annoyed Grandmother?**

Ans. One day, at lunch-time, a large dish of pullao stood in the centre of the dining-table. The author and his Grandmother entered the room and found Toto stuffing himself with rice. Grandmother screamed and Toto threw the plate at her. One of author’s aunt rushed forward and received a glass of water in the face. When Grandfather arrived, Toto picked up the dish of pullao and made his exit through a window. This was the activity of Toto that annoyed Grandmother.

**Q8. Why does the author say, "Toto was not the sort of pet we could keep for a long?**

Ans. The author said that Toto was not the sort of pet they could keep for a long because he disturbed the peaceful atmosphere of the family with his mischievous behaviour. They were not a well-to-do family, and could not afford the frequent loss of dishes, clothes, curtains and wallpaper. So Grandfather found the Tonga-driver, and sold Toto back to him for only three rupees

**LANGUAGE WORK**

(i) Use the following phrases in your own sentences

OUT OF PLACE # I felt out of place in my friend's new house.

OUT OF REACH # He tried to catch the ball but it was out of his reach.

PROVIDE FOR # our parents provide for all our needs

TAKEN ABACK (greatly surprised) # We were taken aback by his excellent performance in the examination.

IN VAIN # He looked for it in vain.

WE'LL TO DO # He belongs to a well-to-do family.

MAKE AN EXIT # We tried to make an exit from the boringparty but failed.

GET HOLD # He got hold the situation perfectly.

SCOOP UP # he scooped up the mud from his shoes

(ii) Use "too" in the following sentences and make modifications whereever necessary

1. The question was so difficult that he could not solve it.

The question was too difficult for him to solve.

2. She is so weak that she cannot stand.

She is too weak to stand.

3. He is so clever that he cannot be cheated.

He is too clever to be cheated.

4. It was so hot that he could not stand in sun.

It is too hot for him to stand in the sun.

5. It was so dark that he could not see anything.

It was too dark for him to see anything.

**BEAUTY (Poem)**

**(John Edward Masefield)**

**Central Idea:** In this poem, the poet seems to be enthralled by the beauty of his beloved. He compares her to all the beauties of nature but finds her the most beautiful creation of God.

**Summary:** This poem has been written by **John Edward Masefield** who was an English poet , writer and Poet Laureate. He is remembered as the author of the classic children’s novels.

In this poem, the poet speaks of the beauty of his beloved. He says that he has seen the dawn and dusk on the moors and windy hills coming in the solemn beauty like slow old tunes of Spain. He says that he has seen the Lady April bringing the daffodils, the springing grass and the soft warm April rain. He has heard the song of the blossoms and has seen the strange lands from under arched white sails of ships. But the loveliest thing of beauty God has ever shown to him is his beloved’s voice, her hair, eyes and the dear red curve of her lips. The poet seems to be enthralled by the beauty of his beloved. He compares her to all the beauties of nature but finds her the most beautiful.

**I) Answer these questions.**

**1. What are the various things of beauty the speaker has seen?**

**Ans.** The various things of beauty that the poet has seen and heard are the sunrise and the sunset on the moors and windy hills, the Lady April bringing daffodils, the song of the blossoms and chant of the sea and strange lands from under arched white sails of ships.

**2. What are the loveliest of all these things God has shown to the poet?**

**Ans.** The loveliest of all these things that God has ever shown to the poet are his beloved’s voice, her hair, eyes and the dear red curve of her lips.

 3**. To whom do the words in the last line refer to?**

**Ans.** The words in the last line of the poem refer to the poet’s beloved.

**4. Why does the poet compare dawn and sunset to slow old tunes?**

**Ans.** The poet compares dawn and sunset to slow old tunes because they are as soothing as them.

**5. How does God’s creation appear to the poet?**

**Ans.** God’s creation appears very beautiful to the poet but not as beautiful as his beloved. His beloved’s beauty outshines all the beauty of nature.

**II) Learning about the literary devices.**

**2. What is the contrast between the last line and the rest of the poem? What does it suggest?**

**Ans.** In the last line of the poem, the poet is giving a tribute to his beloved’s beauty while comparing her to all the bounties of nature but finding her the most beautiful. It suggests that his beloved is the most beautiful creation in the world.

**I CANNOT REMEMBER MY MOTHER (Poem)**

**(Rabindranath Tagore)**

**Central Idea:** **‘I Cannot Remember My Mother’** by **Rabindranath Tagore** is a gentle, nostalgic poem, The poet eloquently reveals the deep seated emotional bonding the poet feels for his mother whom he had lost in his childhood. Although the poet cannot remember his mother clearly, moments shared with her form an image in his mind which shows the sensitive and intense feeling that he still feels for his mother. The title of the poem can also be interpreted to serve as a contrast to the poem for the poet remembers his mother all the time in all his activities of the day.

**Summary:** The poet says although he cannot remember his mother, he sometimes senses her presence while playing with his playthings. At certain times, while playing music, he hears a tune which triggers on his memory. The tune reminds him of the lullaby she used to sing while rocking his cradle.

The smell of shiuli flowers on an early autumn morning makes him to recollect how his mother, who was a religious woman, prepared for the morning prayer service in the temple. When he smells shiuli flowers, he feels his mother’s presence.

At times, when the poet gazes into the sky from his bedroom window, he doesn’t feel alone or motherless as he can feel his mother looking back at him with love and concern. It seems as if his mother’s love has spread all across the sky and is protecting him in its warm embrace.

**I) Answer these questions:**

**1. What is the poet doing when he remembers his mother?**

**Ans.** The poet is doing everyday’s work when he remembers his mother. In his every action, he feels the presence of his mother.

**2. In what ways does the poet feel the presence of his mother?**

**Ans.** The poet remembers his mother all the time. When he is playing his instruments, he hears a tune which reminds him of the lullaby that his mother used to sing to him while rocking the cradle. When he smells shiuli flowers, he is reminded of his mother’s temple ritual. He is feeling his mother’s presence in the blue sky as he can see her silent loving gaze, watchful all the time.

**3. What does the poet hear when he is at play?**

**Ans.** The poet hears the humming sound of the song that his mother used to sing while sending him to sleep.

**4. What word do we use for the cradle song?**

**Ans.** The word ‘lullaby’ is used for the cradle song.

**5. Is the poet’s mother dead or alive? How do you come to know about it?**

**Ans.** The poet’s mother is dead. She died when the poet was just a child. This is evident from the fact that the poet is feeling nostalgic all the time. He misses his mother and recollects her image and smell from the experiences of his daily life

**6. What sights and smells remind the poet of his mother?**

**Ans.** The sound of the music, sight of the sky, smell of the shiuli flowers and the scent of the morning service in the temple reminds the poet of his mother.

**7. What are the feelings that this poem arouses in you?**

**Ans.** The poem arouses the feeling of sadness. We feel pity for the small child who has been deprived of the love and affection of his mother in his very childhood. He is lonely and recalls his mother from dim memories which he has about her.

**PARAGRAPH**

**A Class without a Teacher**

There is a famous saying "When the cat is away, mice will play." The same happens in the classroom when the teacher is not present. Students feel quite free and comfortable without a teacher and the reign of discipline is lost. Friends start gossiping to one another. Some naughty students indulge in mock fighting and mischief. Some children who are fond of singing start humming in the classroom. A complete different world and atmosphere emerges in the classroom in the absence of a teacher for it is the time when all the students take off their masks of discipline and exhibit their real naughty personality.

**Write an application to your principal requesting him to grant permission to change your section.**

The Principal,

K.U. Model High School,

March 18, 2020

Sir,

Subject: Application for change of section

 I venture to submit that I am a student of class 9th C of your school. I shall feel obliged if you kindly allow me to change my section from C to D. The change will help me in many ways.

I have many friends in section D. They are residents of the same place where I live. If I am transferred to section D, we can do our home task together. In that way, I will be in a better position to concentrate and focus on my studies. I am sure that you will be kind enough to grant my request.

Thanking you

Yours faithfully

ABC