



# **Notes & Questions**

**9th Std English  
2nd Term**

**New Book**



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**9<sup>th</sup> – General English – 2<sup>nd</sup> Term****Unit – 1 – Prose****Seventeen Oranges****- Bill Naughton****About Author**

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

This Lesson contains two amusing anecdotes/ Clem Jones Plans a theft carefully and carries it out with perfection. It is interesting to note how he throws dust in the eyes of a policeman and manage to get off with the stolen goods. The narrator on the other hand is a petty thief. He picks up things whenever he sees them. Once he steals seventeen oranges from the docks. Unfortunately his bulging pockets attract the attention of the policeman Pongo. The narrator is caught and locked in a cabin. This story describes how the narrator escapes from the clutches of law using presence of mind

**1. Idioms and Phrases:****1. Fond of: (like)**

I am fond of reading novels.

Kannan is fond of playing cricket.

**2. Used to**

I used to go to the beach every Sunday when I was in Chennai.

When he was young he used to get up at five.

**3. Look someone up: (put into prison)**

The policeman looked the pick pocket up.

The Inspector looked the criminals up.

**4. In and out of: (into a place and out of a place)**

The passengers were going in and out of the railway station.

Many visitors went in and out of the hospital.

5. i) **pick up**: (learn)

The little boy picked up Hindi easily.

ii) pick up: (improve)

His health picked up after a while.

6. **come out of**: (make an exit)

The doctor came out of the clinic.

The children cane out of the classes.

7. **run away**: (escape by running)

The thief ran away on seeing the police.

On hearing the footsteps the cat ran away.

8. **run after** : (pursue)

We ran after the pickpocket.

I ran after the moving bus.

9. **Come back**: (return)

I shall come back in the evening.

My father came back to take the key bunch.

10. **Laugh at**: (make fun of)

When Kuppan gave the wrong answer everyone laughed at him.

The naughty children laughed at the mad man.

11. **Take out**: (brought out)

I took out my book from my bag.

All of a sudden the man took out a knife.

12. **Catch someone red-handed**: (catch him while he is committing a crime)

My father caught the pickpocket red-handed.

The CCTV camera helped us to catch the thief red-handed.

13. **look at:** (see carefully)

All of you look at the blackboard.

Everyone looked at the magician.

14. **Hideaway:** (conceal from sight)

They had hidden away the stolen jewels.

The smugglers had hidden away the stolen statues.

15. **a lot of:** (many)

A lot of people attended the meeting.

We saw a lot of books in the exhibition.

16. **Give up:** (abandon / leave)

You must give up your bad habits.

Ram gave up smoking.

17. **go through:** (experience)

In the strange place he went through great hardship.

Go through: (read)

Please go through these letters.

18. **a great deal of:** (a lot of)

The work gave him a great deal of trouble.

He spent a great deal of money to build the house.

19. **finish off:** (end something by doing the last thing)

At last he finished off writing the long story.

The lion and the cubs finished off the deer.

20. **Figure out:** (understand / calculate)

I can't figure out the motive behind the murder.

Can you figure out the cost of the trip?

**2. Pairs of words that cause confusion**

1. story / storey

- Tell me a **story**.
- They live on the fifth **storey** of the apartment.

2. Pocket / packet

- I put my hand into my **pocket**.
- Here is a **packet** of medicine.

3. Beside / besides

- There is a big tree **beside** the police station.( near)
- She knows French and Hindi **besides** English. (in addition to)

4. Later / Latter

- I shall come a little **later**.
- Of the two brothers Rama and Lakshmana, the **latter** was much stronger.

5. too / two

- These slippers are **too** big for me.
- Today I ate **two** apples.

6. Steal / steel

- The thief tried to **steal** the jewels.
- This table is made of **steel**.

7. Quiet / quite

- Tom is a **quiet** little boy. (calm)
- You are **quite** safe here. (completely)

8. Knew / new

- Everyone **knew** the answer.
- It is a **new** car.

9. Lose / loose

- You will **lose** your job if you do so.
- These trousers are very **loose**.

10. Half / off

- I ate only **half** the cake.
- The car went **off** the road.

## 11. Peel / peal

- Please **peel** the oranges.
- We heard the **peal** of the doorbell.

## 12. Seen –past participle of ‘see’ / scene

- I have never **seen** him before.
- This is the last **scene** of the drama.

## 13. Cart / cot / caught – past tense of ‘catch’

- The **cart** was pulled by a bullock.
- The pillows were on the **cot**.
- We **caught** fish in the lake,

## 14. Through / threw – past tense of ‘throw’

- We looked **through** the telescope.
- I **threw** the ball to my friend.

## 15. Last / lost – past tense of ‘lose’.

- This is the **last** bus to the village.
- The gambler **lost** everything.

## 16. Piece / peace

- I took a **piece** of cake.
- They live in **peace**.

## 17. Hour / our

- I shall be back in an **hour**.
- This is **our** garden.

## 18. Know / no

- You must **know** the rules.
- There is **no** water in the bottle.

## 19. Week / weak

- Our examination starts next **week**.



- d) he was scared of Pongo
4. The voice in the narrators head advised him to \_\_\_\_\_
- a) confess the truth to Pongo      **b) eat all the oranges**
- c) deny his guilt      d) hide all the oranges
5. Pongo found no trace of the oranges on the table, because \_\_\_\_\_
- a) Pongo's mate had stolen them      b) all the oranges were sold
- c) the narrator had eaten them all**      d) they disappeared mysteriously

**5. Find the synonyms for the underlined words given in the passage.**

1. The voice in his head asked the narrator to eat the evidence.
- a) **proof**      b) contradict
- c) disprove      d) refute
2. Clern looked at Pongo furiously.
- a) politely      b) gently
- c) angrily**      d) calmly
3. When Pongo caught the narrator with the oranges, he was very frightened
- a) undaunted      **b) afraid**
- c) valiant      d) brave
- 4 The narrator was quiet, when Pongo questioned him.
- a) calm      b) noisy
- c) silent**      d) agitated
5. The narrator was in trouble because he took the oranges.
- a) peace      **b) difficulty**
- c) harmony      d) comfort

**6. Find the antonyms for the underlined words given in the following sentences.**

1. Seventeen oranges were hidden in the narrator's pockets.
- a) exposed**      b) masked



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

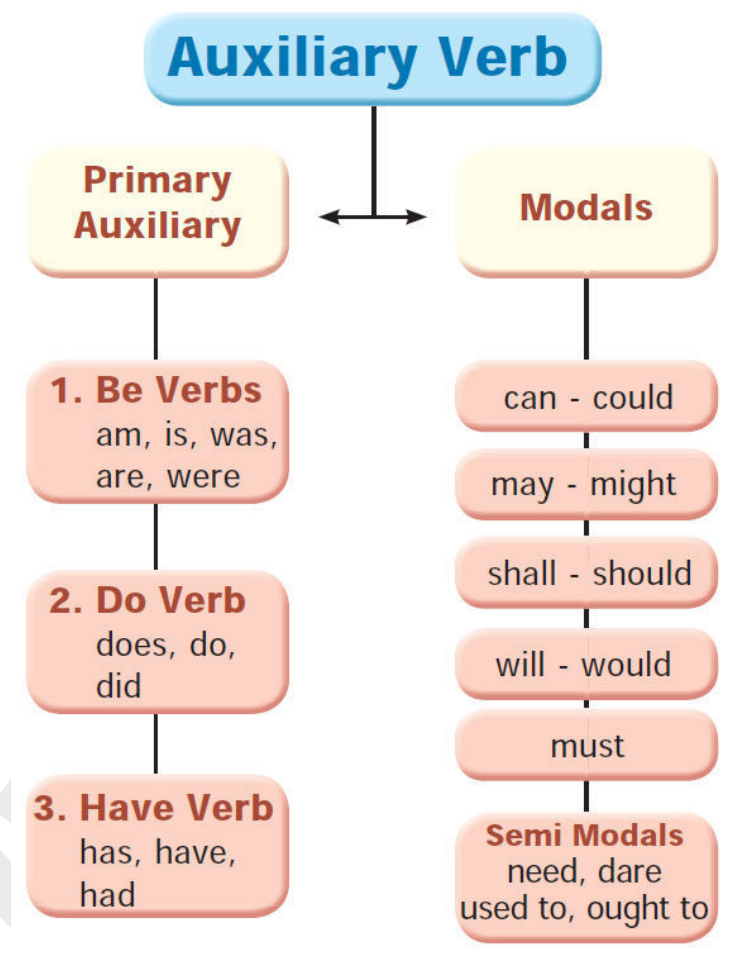
### Phrasal Verbs

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

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

S.No.	Column A Phrasal Verb	Column B Meaning
1	Fond of	Having a liking for
2.	Hidden away	Concealed
3.	Lock up	Shut up
4.	Laughed at	Made fun of
5.	Look at	Examine closely
6.	Bring up	Rear (deed and educate)

7.	Gave up	Stopped
8.	Went through	Experienced
9.	Finish off	Complete an activity
10.	Figure out	Understand

**8. Auxillary verb**

1. I do my homework. (do - main verb)
2. I did not do my homework. (did - auxiliary verb)
3. I am doing my homework. (am - auxiliary verb)
4. I have a car. (have - main verb)
5. I have done my homework. (have - auxiliary verb)

A main verb can be used in a sentence independently.

An auxiliary verb is always used with a main verb. It is just a helping verb.

Auxiliary verbs can be divided into two kinds.

### **1. Primary auxiliaries**

Be verbs (am, is, are, was, were)

Do verbs (do, does, did)

Have verbs (has, have, had)

### **2. Modals**

can, could, may, might, shall, should, will, would

Verbs such as 'need', 'dare', 'used to' and 'ought to' are called semi-modals. Modals are used to express different moods of the speaker. Here are some examples.

#### **Must:**

It is used for expressing

##### **i) Strong obligation:**

You must keep quiet in the library.

You must put on the helmet when you drive a scooter.

##### **ii) Logical conclusion.**

The man in the street must be an orphan.

The gentleman in white must be a lawyer.

##### **iii) Certainty**

You must be tired after the long walk.

It's 2 p.m. The children must be hungry.

#### **Example:**

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

#### **Must not:**

It is used for expressing prohibition.

Examples:

You must not use your cell phones here.

You must not smoke here.

**Can:**

It is used for expressing.

**i) Ability:**

I can speak three languages.

We can swim in the sea.

**ii) Permission:**

Can I use your dictionary?

Can we sit here?

**iii) Possibility:**

These vehicles can cause air pollution.

Too much of work can affect your health.

**Could:**

It is used for expressing.

**i) Ability in the past:**

She could play the violin when she was six.

I could swim in the sea when I was a child.

**ii) Police permission:**

Could you help me to move this table'?

Excuse me, could i tell a few words?

**iii) Possibility:**

They could return home before six.

The darn could overflow in two hours.

**May:**

It is used for expressing

**i) Permission:**

May I go home now?

May I close the windows?

**ii) Possibility / probability:**

The stranger may be a thief.

It may be a wrong call.

**Might:**

It is used for expressing.

**i) Polite permission:**

Might I carry this bag for you?

Might I switch off the TV?

**ii) Possibility / probability**

Our team might won the game.

It might ram in two days

**Need not:**

Is used for expressing lack of necessity or absence of obligation.

You need not take these medicines any more.

They need not appear in person.

**Should / ought to:**

They are used for expressing

**i) 50\$% obligation:**

We should close the shop before six

You ought to bring pen and papers

**ii) advice:**

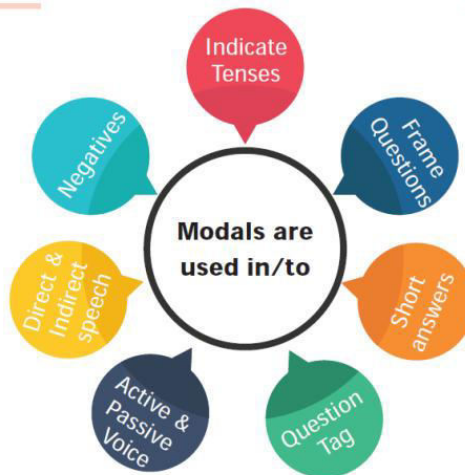
You should take rest for a week

You ought to read the rules carefully.

### iii) Logical conclusion:

He should be in utter confusion.

The tourists ought to return before tomorrow.



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

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

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

#### Choose the correct option:

1. We use \_\_\_\_\_ (should / **must** / ought) when something is compulsory, obligatory and important.
2. We use \_\_\_\_\_ (shou1d / must / **ought**) when something is the right thing to do.
3. We use \_\_\_\_\_ (**should** / must / ought) when something is suggested or recommended.

### 10. Answer the following:

1. Frame a question using 'have'.

I have never seen such i creature

**Ans: Have you ever seen such a creature?.**

2. Underline the modal.

How can we reward you?

**Learning Leads To Ruling**

3. Find the modal.

When will Tenali Raman go?

4. Choose the correct modal.

Who has (have / has) painted the peacock red?

5. Answer with may / may not.

Do you think red peacocks exist?

**Ans: I think red peacocks may not exist.**

**11. Fill in the blanks with appropriated modals.**

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

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

Do You Know?

- ✓ One orange contains our daily requirement of vitamin C.
- ✓ Oranges were first grown in India and then they spread to the other parts of the world.
- ✓ Giving oranges during their New Year season is a festive ritual of the Chinese. They are usually given in pairs as a symbol of friendship.

**Unit -1 Poem**

**The Spider and the Fly**

**- Mary Botham Howitt**

About Author

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

A spider in his web tries his best to entice a fly into his den. He tells the fly about his parlour, bed and pantry. But the clever fly does not yield to the temptation. She is sure that she will be killed if she entered the web. Now the cunning spider takes flattery as the last weapon. He praises the beauty of the fly, her wings, robes and her eyes. The fly swells with pride to hear the words of the spider. The next day she walks into the spider's den proudly. At once the crafty spider pounces upon the fly and makes a meal of it. This poem teaches the lesson that we should not believe people who overpraise us insincerely.

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

1. *"The way into my parlour is up a winding star,*

*And I've many curious things to show when you are there"*

**a) How can the fly reach the spider's parlour?**

The fly can reach the spider's parlour by climbing up a winding star.

**b) What will the fly get to see in the parlour?**

The fly will see many curious things in the parlour.

2. *"Oh no, no," said the little Fly, "kind Sir, that cannot be.*

*I've heard what's in your pantry, and I do not wish to see!"*

**a) Is the fly willing to enter the spider's pantry?**

No, the fly is not willing to enter the spider's pantry.

**b) Can you guess what was in the pantry?**

Yes, there were the remains of dead flies and insects.

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

*How handsome are your gauzy wings. How brilliant are your eyes!"*

**a) List the words used by the spider to describe the fly.**

Sweet, witty, wise, handsome and brilliant are the words used by the spider to describe the fly.

**b) Why does the spider say that the fly is witty?**

The fly is cautious and wise. She says that she has heard what was there in the pantry. So the spider says that the fly is witty.

4. *The Spider turned him round about and went into his den.*



*For well he knew the silly Fly would soon come back again*

**a) Why is the poet using the word den to describe the spider's web?**

The den is the hiding place for wild animals. Anyone who enters the den will be killed by the wild animals. In the same way any insect that enters the spider's web will be killed by the spider. So the poet is using the word 'den' to describe the spider's web.

**b) Why was the spider sure that the fly would come back again?**

When the fly took leave of the spider she said that she would call another day. So the spider was sure that the fly would come back again.

5. *With buzzy wings she hung aloft, then near and nearer drew,*

*Thinking only of her brilliant eyes, and green and purple hue –*

**a) Who does 'she' refer to?**

'She' refers to the fly.

**b) What was 'she' thinking of?**

She was thinking of her brilliant eyes and green and purple robes.

6. *And now dear little children, who may this story read,*

*To idle, silly flattering words, I pray you ne'er give head.*

**a) Who does 'I' refer to?**

'I' refer to the poet.

**b) What is the advice given to the readers?**

We should not believe idle, silly words of flattery. We should never be carried away by flattering words which are insincere.

7. *"Oh no, no," said the little Fly, "for I've often heard it said,*

*They never, never wake again, who sleep upon your bed!"*

**a) Whose bed is referred to?**

The bed of the spider is referred to.

**b) Why did they never wake again?**

They got killed by the spider. So they never woke again.

8. *"Oh no, no," said the little Fly, "Kind Sir, that cannot be,  
I've heard what is in your pantry, and I do not wish to see!"*

**a) Who is called 'kind sir'? is he really kind?**

The spider is called 'kind sir'. No, he is not really kind. He is cruel and unkind.

**b) What things were there in the pantry?**

There were the remains of dead insects and fillies in the pantry.

9. *"I've little looking-glass upon my parlour shelf,  
If you'll step in one moment, dear, you shall behold yourself"*

**a) What is a looking-glass? Where is it?**

The mirror is called the looking-glass. It is on the parlour shelf.

**b) Why should the fly step in before the looking-glass?**

The fly should step in to look at her beauty in the looking-glass.

10. *So he wove a subtle web, in a little corner sly,  
And set his table ready, to dine upon the Fly.*

**a) What did the spider weave? Where?**

The spider wove a subtle web in a little corner secretly.

**b) Why did he set his table ready?**

The spider set his table ready to make a meal of the fly.

11. *Unto an evil counselor, close heart and ear and eye,  
And take a lesson from this tale, of the Spider and the Fly.*

**a) What should we do when an evil counselor begins to speak?**

When an evil counselor begins to speak we should close our heart, ear and eye. We should not listen to his advice.

**b) What lesson do you take from this tale?**

We should not heed the words of flattery. If we listen to people who praise us falsely we will meet with ruin.

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

The poem begins with the spider's invitation of the fly. He speaks to the fly to come into its home. 'The spider describes his parlour as the prettiest one. The spider kindles the curiosity of the fly so that she may enter his home. Fortunately, the fly was cautious and refused to get into his home. Now the spider pretends to be a host and asks her to come and rest in his home. He offers her sheets and a bed to rest/ This time also the fly declines the spider's offer very politely. The next weapon that the spider uses is flattery. The spider praises the wings and eyes of the fly and also praises her beauty. He invites her to look at herself in the mirror which is in his parlour. The fly is flattered by the words of the spider and she falls a prey to her flattery.

**3. Appreciation of the poem:**

A spider tries his best to invite a fly into his web. He tells her about his pretty parlour, his little bed and the pantry in the house. But the fly is cautious and she refuses to get in. Now the deceitful spider takes flattery, as a weapon. He praises the gauzy wings, brilliant eyes and colourful robes of the fly. The fly becomes a prey to the flattery of the spider. She comes back to the spider the next day. Absorbed in thoughts of her own beauty, the poor fly walks into the spider's web. The spider pounces on the fly and makes a meal of her. This poem teaches the lesson that we should never be carried away by words of flattery.

**4. Figures of speech:**

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

He dragged her up his winding stair, into his dismal den.

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

"Oh, no, no" said the little sly, "Kind sir, that cannot be".

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

Your robes are green and purple.....

Your eyes are like the diamond bright

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

Pick out the words in alliteration.

"Sweet creature!" said the Spider, "You're

Witty and you're wise"

**Unit – 1 Supplementary**

## The Cat And The Pain - killer

- Samuel Langhorne Clemens

### About Author

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

The Cat and the Pain killer is an episode from Mark Twain's The Adventures of Tom Sawyer'. Tom's friend Becky Thatcher stopped coming to school as he fell ill/ This made Tom unhappy/ He lost all interest in games and became depressed. Aunt Polly was worried when Tom became dull. Being an experimenter in all new methods of producing health, Aunt Polly tried different medicines on Tom.

She started with giving water treatment to Tom. She gave him hot baths. Sitz baths, shower baths and plunges/ But none of them had an effect on the boy/ He grew sad, pale and dejected. Now Tom pretended to be fond of pain killer and asked for it every now and then. As he became a nuisance Aunt Polly told him to help himself and stop bothering her.

The Pain – Killer began to diminish in due course. Tom was using it to mend a crack on the floor/ One day Aunt Polly's cat licked the medicine and found it tasty/ It stood near Tom purring. Begging for a taste of the medicine/ Tom opened the cat's mouth and poured down the pain-killer.

At once the cat sprang a couple of yards in the air/ It ran round and round banging on the furniture/ It upset the flower-post and caused great confusion/ It tore around the house spreading chaos and destruction in its path/ Just then Aunt Polly entered the room. She was astonished to see the cat. Peter sailed through the window carrying the rest of the flower pots with him/ Tom lay on the floor roaring with laughter.

Now Aunt Polly asked Tom why Peter behaved that way. Tom gave some evasive reply. Suddenly the aunt saw the teaspoon lying on the floor. She bent down and took it. Now she understood everything/ she raised Tom by the ear and hit his head with her thimble. She asked him why he had given the pain-killer to the poor dumb beast.

Tom said that he had done it out of pity for the cat. He added that the poor animal had no aunt to look after him. Aunt Polly felt a sudden painful regret. She began to soften and she felt sorry. She realized that what was cruelty to a cat might be a cruelty to a boy too. Aunt Polly's eyes watered a little. She put her hand on Tom's head and gently said that she wanted to do good to the boy. She advised him to be a good boy. In that case, he need not have medicines any more.

### 1. Choose the most suitable option.

1. Tom was disturbed because \_\_\_\_\_

- a) he didn't sleep well.
- b) his scores were low at school.
- c) his friend Becky Thatcher stopped coming to school.**
- d) he had picked up a fight with Becky Thatcher.
2. Aunt was an experimenter in \_\_\_\_\_
- a) trying new recipes
- b) designing fashionable frocks
- c) modern gardening techniques
- d) trying out new medicines**
3. Tom used the pain-killer to \_\_\_\_\_
- a) take care of his health
- b) mend the crack on the sitting room floor**
- c) cure Becky Thatcher
- d) help his aunt
4. Peter sprang a couple of yards in the air as \_\_\_\_\_
- a) he had a teaspoon of the pain-killer**
- b) his tail was caught in the mouse trap.
- c) Tom threw him out of the window.
- d) Aunt gave him a push
5. Finally Aunt Polly said to Tom that he \_\_\_\_\_
- a) need not take any more medicine.**
- b) had to go to school regularly.
- c) should not meet any of his friends
- d) must take medicines every day.

**2. Identify the character or speaker of the following lines:**

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

**3. Rearrange the following sentences in the correct sequence of story.**

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

**Ans: 5 – 8 -1 – 7 -3- 4 – 6 -2**

**4. Complete the summary of the extract using the appropriate words from the below list.**

[Pain-killer; stopped; cruelty; remedies; teaspoon; school; summersets; Peter; pretended; dejected; health; crack]

Tom Sawyer felt **dejected** as Becky Thatcher had stopped coming to **school**. His Aunt Polly was very concerned about his **health** condition. So, she began to try various **remedies** on him. Tom became fed up with his Aunt's brand of remedies and **pretended** to like the pain-killer. He started to ask for it very often. But, Tom used the medicine to mend the **crack** on the floor. One day, Tom gave the pain-killer to his Aunt's cat, **Peter**. The **pain-killer** had an adverse effect on the cat and it started to jump around the room. Aunt Polly entered the room in time to see the cat throw a few **summersets** and sail through the open window. She found the **teaspoon** with a little pain-killer sticking to it and knew that Tom had treated the cat with it. She realized that, what was **cruelty** to the cat should be the same to the boy too and **stopped** giving medicines to him.

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

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

**Unit -2 Prose****“Water – The Elixir of Life”****- Sir C.V.Raman****About Author**

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

In olden days people had great belief in elixir that confers immortality on the drinker. Sir C.V. Raman considers water as the elixir of life. Plain water, which is the commonest of all liquids, sustains life on earth. Thanks to water, our planet remains green with plants and vegetation. All living things need water and without it no life is possible. Unfortunately the life-giving fluid is wasted largely. Soil erosion, deforestation and ill-maintenance of water resources have affected the availability of water to all living things. So the scientist warns us to stir up and take steps to conserve water, harness it and safeguard it from pollution for the welfare of the future generations.

**1. Match the idioms with its meaning:**

Idioms	Meanings
1. blood runs thicker than water	a. to criticize or stop something that some people are enthusiastic about.
2. to be a fish out of water.	b. Naturally, with ease.
3. dull as dishwater	c. To be active but without making progress or falling farther behind.
4. as a duck takes to water	d. Family members have stronger obligations with each other than with people outside the family.
5. come hell or high water	e. to be in a difficult situation.
6. you never miss the water till the well runs dry	f. boring, uninteresting.
7. pour cold water on	g. criticism to someone that has no effect on them at

something.	all.
8. tread water	h. people are not grateful for what they have until they lose it.
9. be (like) water off a duck's back.	i. to be uncomfortable in a particular situation.
10. to be in deep water	j. no matter what happens.

Ans: 1- d; 2 - i; 3 - f; 4 - b ; 5 - j; 6 - h; 7 - a; 8 - c; 9 - g; 10 - e

**2. On the basis of the listening passage, chooses the correct answer from the given options:**

- Seven Suzuki represents an organization called ECO which stands for \_\_\_\_\_  
 a) Ecological Cooperation  
 b) Environmental Coordinating Organization.  
**c) Environmental Children's Organization.**  
 d) Ecological Children's Organization.
- "I am fighting for my future". The "fight" refers to her \_\_\_\_\_  
 a) fight to win an election.  
 b) fight to gain a few points in share market.  
 c) fight against corruption.  
**d) fight against environmental pollution.**
- Animals and fish are becoming extinct because \_\_\_\_\_  
 a) they have no place to go  
 b) they die of diseases  
**c) their food and habitat are polluted**  
 d) all the above.
- It is evident that Severn Suzuki is concerned about all other species too as \_\_\_\_\_  
**a) she considers them all belonging to one world.**  
 b) they have nobody except her to speak for.  
 c) they belong to her.  
 d) they are all children



5. Severn Suzuki condemns that people of her country for \_\_\_\_\_
- a) **contributing large amounts of waste and not sharing the excess with the needy.**
  - b) being afraid of the poor.
  - c) being angry with the poor belonging to other countries.
  - d) being wealthy.
6. Which of the following statements is not true?
- a) Canada is a rich country and people have in plenty.
  - b) Canadian children are privileged.
  - c) **A Brazilian child was willing to share because she was rich.**
  - d) Northern countries will not share with the needy.

### Grammar

#### Simple Present Tense

**SIMPLE PRESENT – [Verb + s/es]**

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


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

#### Present Continuous Tense

**PRESENT CONTINUOUS – [am/is/are + verb + ing]**


**Learning Leads To Ruling**

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




**Happening now**

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




**Temporary actions**

I'm working in New York this week.




**Trends**

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



**Fixed plans**

I am meeting my friends after work.



**Longer actions in progress now**

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

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

- Who is that boy **standing** on the table? (stand)
- What are you **doing**? (do) I **am listening** (listen) to music.
- My brother **is working** (work) in London now.
- I **am waiting** (wait) for my mother.
- It is better not to disturb her, she **is working** (work).

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

Eat; cry; play; read; sing; watch

Example: Tom is eating.

- Anu is playing.
- Peter is watching.
- Sudhan is singing.
- Kalai is crying.
- Velu is reading.

**4. Write the -ing form of the verbs.**

- |         |                      |          |                        |
|---------|----------------------|----------|------------------------|
| 1. Come | <b><u>Coming</u></b> | 4. Swim  | <b><u>Swimming</u></b> |
| 2. Take | <b><u>Taking</u></b> | 5. Study | <b><u>Studying</u></b> |

3. Fly Flying6. Read Reading**5. Write negative sentences:**

- |                                  |  |
|----------------------------------|--|
| 1. He is learning to read.       | <u>He is not learning to read.</u>       |
| 2. I am having a bath.           | <u>I am not having a bath.</u>           |
| 3. I'm reading a fantastic book. | <u>I'm not reading a fantastic book.</u> |
| 4. Raja is driving a new car.    | <u>Raja is not driving a new car.</u>    |
| 5. I'm looking for my bag.       | <u>I'm not looking for my bag.</u>       |

**6. Write questions for the answer:****1. Are they singing?**

No, they aren't singing.

**2. Is she writing a new book?**

Yes, she is writing a new book.

**3. Is it working?**

Yes, it is working.

**4. Is he doing the project?**

No, he isn't doing the project.

**5. Are you planning to go?**




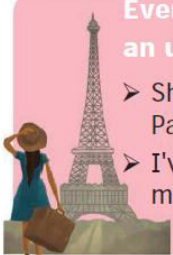

Yes, we are planning to go.

**7. Fill in the blanks with verbs in the present continues tense.**

1. You are listening (listen) to the music.
2. He is crying. (cry)
3. I am swimming (swim) in the pool.
4. Latha is waiting (wait) for her daughter.
5. Is she watching (watch) TV?
6. Who is he helping (help)?
7. Her father is not cooking (not/cook) dinner.

8. Akila is not singing (not / sing) a song.
9. My brother is not doing (not / do) his homework.
10. Is your mother working (work) today?
11. Amutha and Praba are playing (play) tennis.
12. Amith and Ravi are not swimming (not / swim) in the lake.

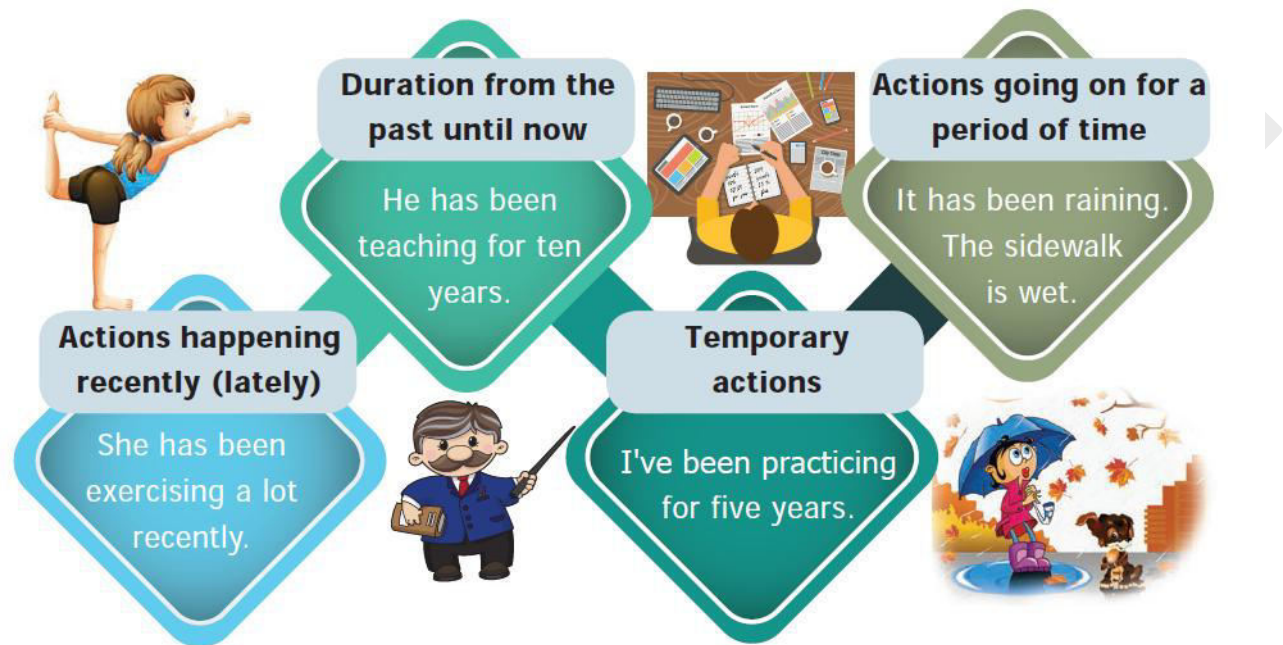
**present perfect**

<p><b>PRESENT PERFECT</b> (has/have+past participle)</p>  <p><b>Action completed in the immediate past</b></p> <ul style="list-style-type: none"> <li>➤ We have planed the meeting for next week.</li> <li>➤ I have joined the duty.</li> <li>➤ She has completed the home work.</li> </ul>	 <p><b>Duration from the past until now</b> He has been a teacher since 2002.</p>  <p><b>Change over time</b></p> <ul style="list-style-type: none"> <li>➤ Your English has improved since the last time we met.</li> <li>➤ My niece has grown a lot in the past year.</li> </ul>
 <p><b>Event in the past at an unspecified time</b></p> <ul style="list-style-type: none"> <li>➤ She has been to Paris.</li> <li>➤ I've seen that movie.</li> </ul>	 <p><b>Repeated events in the past until now</b></p> <ul style="list-style-type: none"> <li>➤ We have had four exams so far in this semester.</li> <li>➤ I've been to this restaurant many times since I moved next door.</li> </ul>

**8. Make sentences in the present perfect tense using the verbs in brackets.**

1. She **has never apologized** to anybody. (Never apologized, has never apologized, have never apologized)
2. My mother **has been** to London. (has been, being in, have been)
3. I **have read** all the plays of Shakespeare. (read, had read, have read)
4. Have you **finished** your lunch? (finish, finished, had finished)
5. **Has** he brought his bike? (had, has, have)

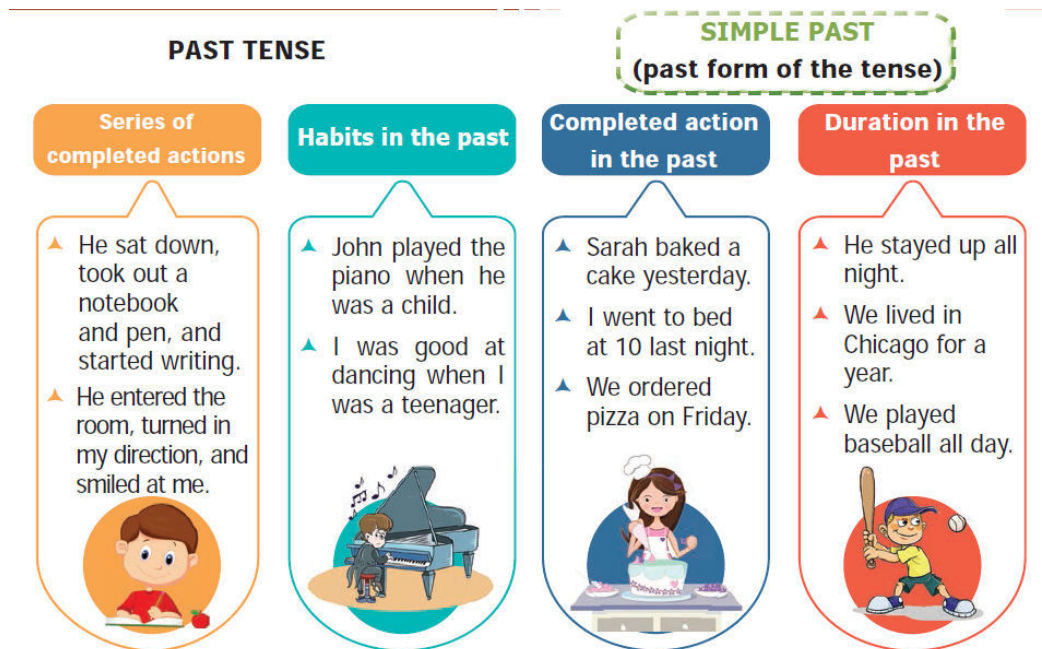
**Present Perfect Continuous Tense**

**PRESENT CONTINUOUS – [Has/have + Past Participle]****PRESENT PERFECT CONTINUOUS**  
(has/have+been+verb+ing)**9. Make sentences in the present perfect continuous tense using the verbs in brackets.**

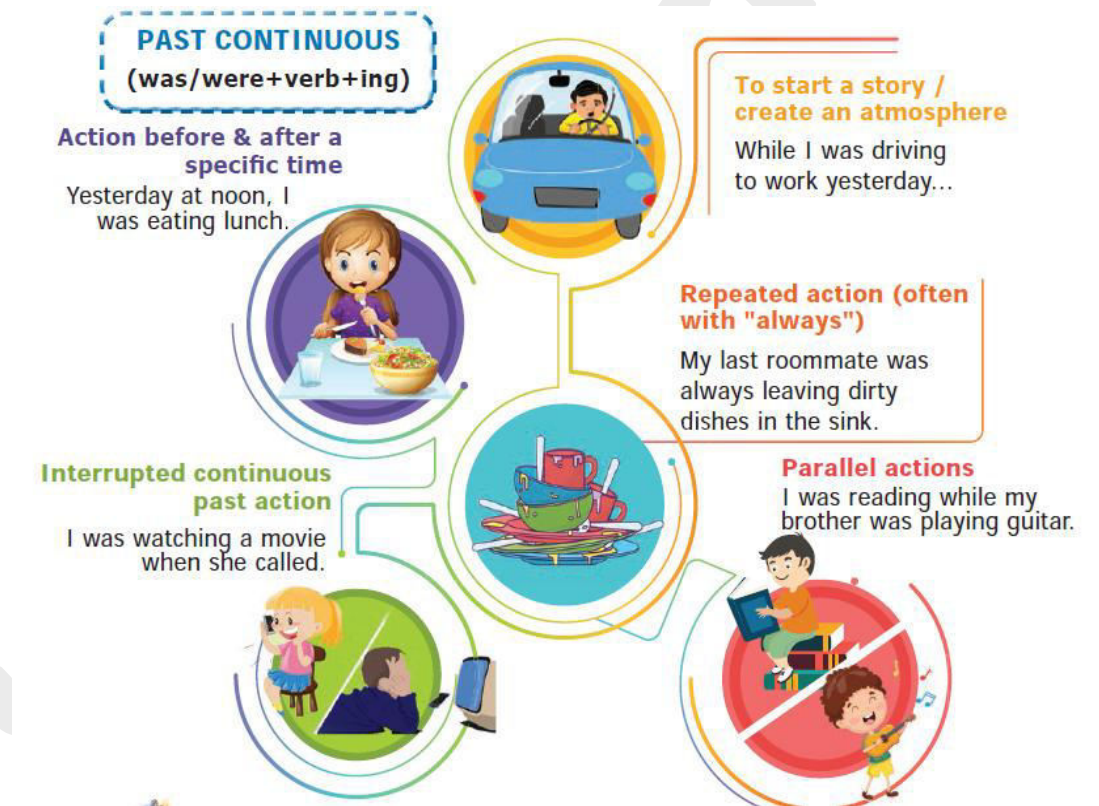
- How long **have you been waiting**? (are you waiting, have you been waiting, have you waited)
- She **has been working** in the garden since morning. (is working, has been working, work)
- I **have been using** this mobile for three years. (amusing, has used, have been using)
- The children **have been playing** in the park. (has been playing; have been playing. had been playing)
- The workers **have been demanding** higher wages for a long time.  
(has been demanding, have been demanding, demand)

**PAST TENSE**





### Past Continuous Tense

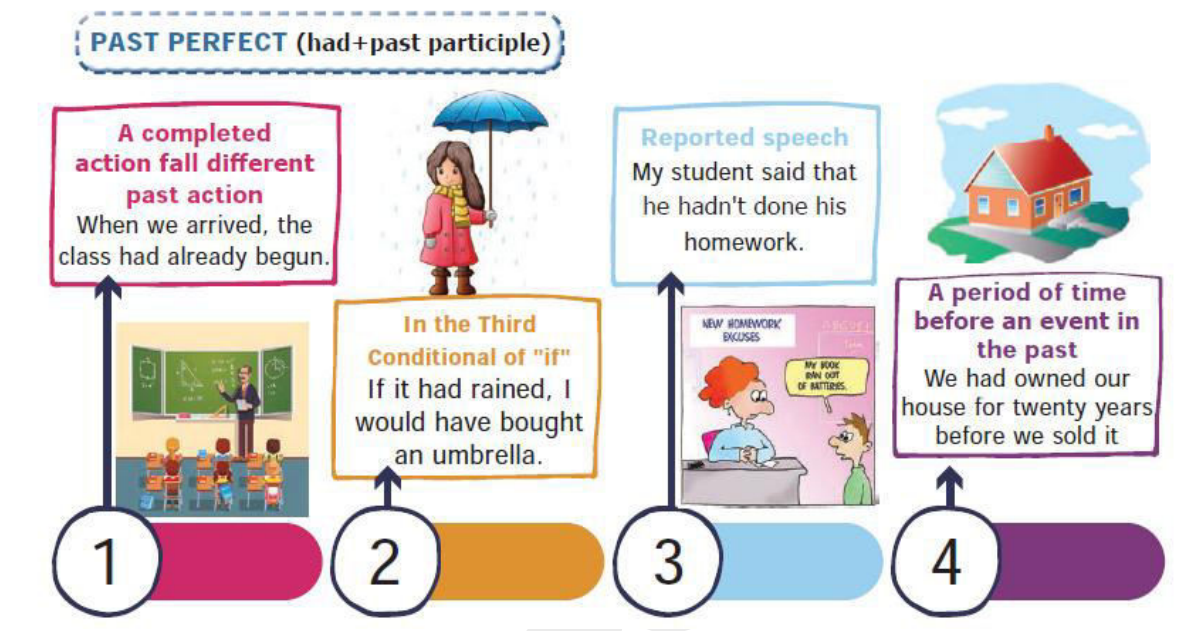


### 10. Make sentences in the past continuous tense using the verbs in brackets.

1. The children **were waiting** (wait) for the bus.
2. The girls **were learning** (learn) their lessons.

3. I **was playing** (play) in the rain all evening.
4. Vijay **was repairing** (repair) his car.
5. Hari **was working** (work) hard to pass the entrance examination.

### Past Perfect Tense







### 11. Complete the sentences using the past perfect tense.

1. Kalai didn't complete his homework because **he had fallen asleep.**
2. By the time Sundar got up **his father had gone out.**
3. When we reached the park, **everyone had left.**
4. Saralah didn't want to see her **because she had deceived her.**
5. Manohar was laughing because **Balu had fallen into the gutter.**

### Past Perfect Continuous Tense

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

<p><b>Continued action in the past, before an action in the past</b></p> <p>He had been waiting for an hour when she finally arrived.</p> 	<p><b>Cause of something in the past</b></p> <p>He went on a diet because he had been eating too much.</p> 
<p><b>"If"- impossible condition</b></p> <p>If I had been paying attention, I wouldn't have got into an accident.</p> 	<p><b>Reported speech</b></p> <p>She said that John had been helping her study for months.</p> 

### 12. Correct verb form in each of the following sentences:

1. Ezhil baked / had been baking a cake when they came.

Ezhil **had been baking** a cake when they came.

2. Veeran cleaned / had been cleaning the room since morning.

Veeran **had been cleaning** the room since morning.

3. We worked / had been working in the city for ten years before we moved to the village.

We **had been working** in the city for ten years before we moved to the village.

4. The cat had been waiting / was waiting for the mice to come out of the hole.

The cat **had been waiting** for the mice to come out of the hole.

5. Kanan had been looking / have been looking for a job for a long time.

Kanan **had been looking** for a job for a long time.

### Simpel Future Tense



## FUTURE TENSE

SIMPLE FUTURE  
(shall/will + verb)

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

**Willingness: (will + verb)**

My Mother will get a Foot Ball today

**Future Fact: (will + verb)**



**Plan or Intention (be going to + verb)**

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

**Prediction**

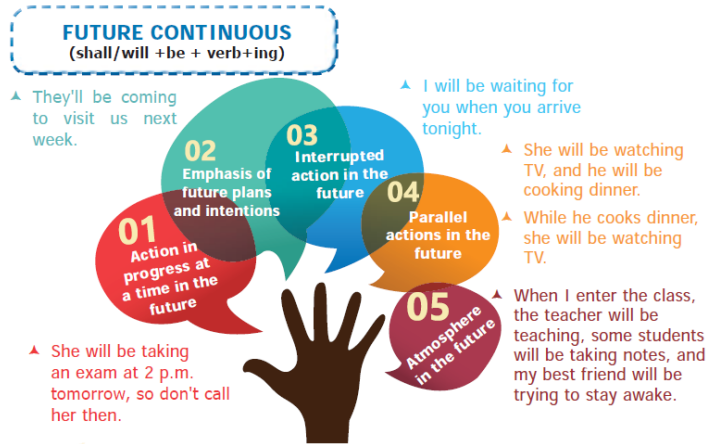
- It is cloudy. It's going to rain. (*evidence*)
- You'll go abroad someday. (*opinion*)



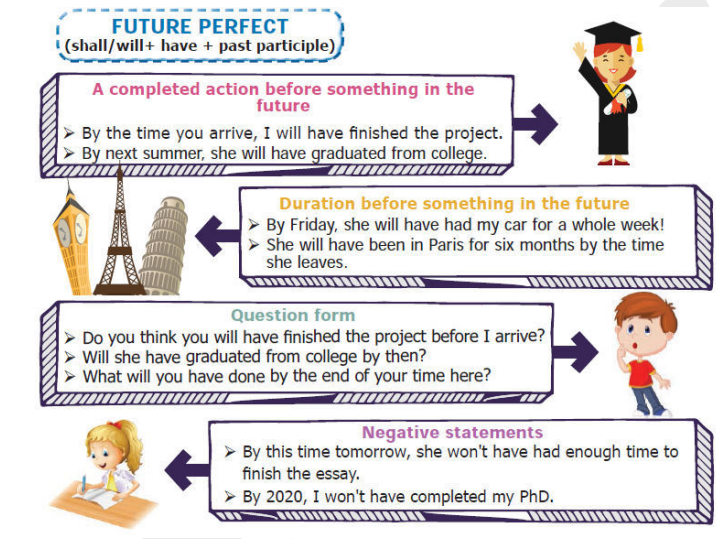
**13. Complete the sentences using the correct form of the verbs in brackets.**

1. We hope you **will have** (have) a great time in Ooty.
2. I think Manju **will visit** (visit) her grandparents during the vacation.
3. Be careful, that mirror **will fall** (fall) on the floor.
4. As soon as my father arrives, we **shall go** (go) to watch the film.
5. When your train arrives, I **will wait** (wait) for you at the station.

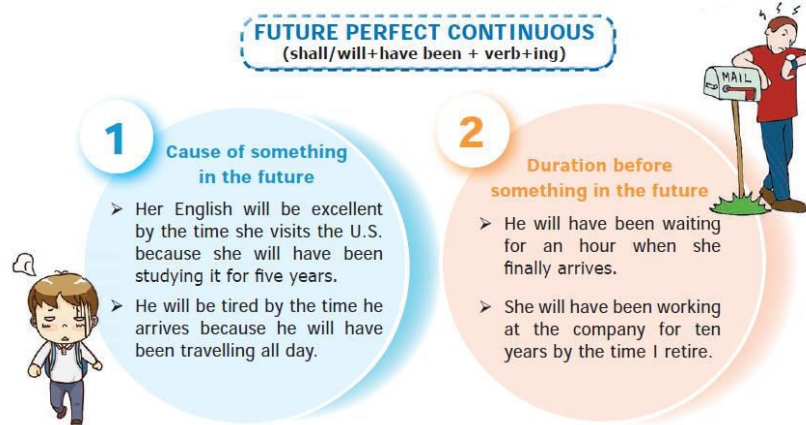
**Future Continuous Tense**



### Future Perfect Tense



### Future Perfect Continuous Tense



**14. Make sentences in the future continuous tense using the verb in brackets.**

1. Ashwin **will be completing** (complete) M.B.A in another two years.
2. **I shall be going** (go) to Thanjavur by this time tomorrow.
3. Prabha **will be receiving** (receive) the best student award in six month's time.
4. The plane **will be leaving** (leave) at 3 o'clock.
5. He **will be attending** (attend) the conference.

## Unit -2 Poem

### On killing a Tree

- Gieve Patel

#### About Author

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

At the outset the poet points out that it is not easy to kill a tree. A tree takes up sunlight, air and water and grows to its full height after many years. The roots go deep into the soil and the branches are overspreading. So killing a tree is not a simple job, as jabbing it with a knife. Even after the tree is felled new shoots may come up from the stump close to the earth. So the tree should be uprooted. The deep root should be pulled out of the soil and the tree should be left to dry in the hot sun. Only then will the killing of the tree be complete. We should remember that we should never attempt to kill a tree that has taken years and years to grow to its full height.

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

1. *It takes much time to kill a tree,*

*Not a simple jab of the knife*

*Will do it*

a) Can a 'simple jab of the knife' kill a tree?

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

b) Why does it take much time to kill a tree?

The tree is fully grown after absorbing sunshine, air and water for years. It is very strong. So it takes much time to kill a tree.

2. *It has grown*

*Slowly consuming the earth,*

*Rising out of it, feeding*

*Upon its crust, absorbing*

**a) How has the tree grown?**

The tree has grown slowly consuming the earth it is rooted to.

**b) What does the tree feed from the crust?**

The tree feeds upon water and nutrients from the crust.

3. *And put of tis leprous hide*

*Sprouting leaves.*

**a) What does the phrase 'leprous hide' mean?**

It means the rough exterior of the trunk with bark, scales and cracks.

**b) What comes out of the leprous hide?**

Tender leaves come out of the leprous hide.

4. *The bleeding bark will heal*

*And from close to the ground'*

*Will rise curled green twigs,*

*Miniature boughs*

**a) What will happen in the bleeding bark?**

The bleeding bark will heal in course of time.

**b) What will rise from close to the ground?**

Curled green twigs and small boughs will rise from close to the ground.

5. *The root is to be pulled out –*

*One of the anchoring earth;*

**a) Why should the root be pulled out?**

The root should be pulled out to kill the tree completely.

**b) What does 'anchoring earth' mean?**

It means the roof fixed to the earth firmly like an anchor.

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

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

**3. Based on the understanding of the poem, answer the following questions in a sentence or two.****1. What is the poem about?**

The poem is about killing a tree.

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

It is not easy to kill a grown up tree. One has to take great pains to do it. The tree can be killed completely only if the root is pulled out in full.

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

In order to grow, a tree needs sunlight, air and water.

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

It means the plant sap that oozes out from the bark when a tree is cut.

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

The poet implies that it is not enough to cut the trunk and branches of the tree. You have to pull out the root in full.

**6. How should the root be pulled out?**

The root has to be tied with a rope firmly. It should be snapped out forcefully and entirely.

**7. What is hidden inside the earth for years?**

The white and wet, sensitive part of the root is hidden inside the earth for years.

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

Finally the tree becomes brown and hard. It is twisted and dried up. At last the tree is killed completely.

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

Poetic lines	Poetic Devices/Figures of Speech
It takes much time to kill a tree	Alliteration : <u>t</u> akes – <u>t</u> ime – <u>t</u> ree
The bleeding bark will heal	Alliteration : <u>b</u> leeding, <u>b</u> ark Personification (the tree is spoken of as a bleeding human being )
One of the anchoring earth	*Oxymoron : (anchoring is related to the sea and the ship; here it is used with earth

**Unit – 2****Supplementary – Earthquake****- M.s.mahadevan**

The story teller is a seventeen year old boy called Brij. He started the roadside teashop two years ago. It provides him with a decent income. His dwelling is on the hillside and he has to walk three miles to go home from the teashop.

Molthi was his village; it was the village of his ancestors. But that village is gone for ever. It was the month of October, four years ago. One night the earth quaked. Tremors were common in those places and the people were accustomed to them.

But the earthquake that hit the region that night was a terrible one. Its effects were felt as far away as delhi and Lucknow. Of the 670 villages in the valley, 602 were destroyed. The earthquake lasted less than five minutes. But it reduced the village to rubble. Hundreds of lives were snuffed out.

On that fateful day brij had gone to pauri to buy his school books. As he stayed in his uncle's house he escaped. There were dozens of landslides. Huge boulders were thrown along the track and roads. The Army rescue teams took four days to clear the roads. The Army rescue took four days to clear the road block and reach the villages.

Brij was one among the first to reach his village Molthi. Every single house in the village had been flattened. Brij's family consisted of his mother, His brother Nilu and his little sister Bhuli. Brij's grandmother also lived with them.

The soldiers began to clear the debris. His uncle led Brij away from the spot. The bodies had to be taken to the river bank. Brij should perform the last rites before sunset. Brij thought of his family. While he was leaving for Pauri, Ma, Grandma, Nilu and Bhuli were smiling and waving at him.

Among the dead Bhuli was not found. Everyone thought that she must be dead in the earthquake. Or she might have been killed by wild animals. Brij ran back to the village. He scrambled around shifting earth and stone. An Army Officer came there. He asked Brij who he was searching for. Brij said that he was looking for his sister Bhuli.



The officer said that there were no survivors. Then he muttered something and tuned away. Ten minutes later. The officer was back. Three soliders were with him. They were armed with spades and crowbars. They started removing the debris. Soon it grew dark. Someone brought a few petromax lamps.

Two hours passed. A soldier saw a small foot beneath a door. They lifted it. There was Bhuli. She was alive. She had survived the earthquake. A ragged cheer went up. The little girl was taken to a makeshift hospital. Bhuli lived. The next day Brij went to thanj the officer but he was gone.

Brij was sad that he couldn't thank him. Whenever he saw any army officer, he invited him into his teashop. He served him tea free of cost. His hospitality to every tired traveler continued. Then he started a teashop of his own. Whenever he saw any tired traveler he offered him the beast tea. This small service made him happy.

**1. Fill in the blanks with words from the text.**

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

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

1. Brij started a tea shop because he wanted to
  - a) start a company
  - b) serve the people
  - c) go on a pilgrimage
  - d) become a tour guide
2. Molthi was completely devastated because of \_\_\_\_\_
  - a) a high intensity earthquake
  - b) thunder and hail storm
  - c) drought and famine
  - d) flash floods
3. The brother searched everywhere and looked dejected because
  - a) he couldn't find his house
  - b) he couldn't locate his sister
  - c) he was hungry and didn't eat for a few days.
  - D) He lost his school books
4. The boy had great reverence and respect for Army officers as they
  - a) were brave and courageous
  - b) worked day and night

c) saved his sister from death

d) all the above

5. Brij finally offered the traveler a

a) cup of milk

b) cup of tea

c) glass of water

d) cup of coffee



9<sup>th</sup> - English - Second TermSynonyms & Antonyms1. Prose – SEVENTEEN ORANGESSynonyms:

sneakily	-	secretly	picked	-	took
tricky	-	difficult	quickly	-	speedily
situation	-	condition	hid	-	concealed
fond	-	loving	rest	-	remainder
hidden	-	concealed	planned	-	schemed
locked	-	imprisoned	theft	-	stealth
docks	-	harbour	planner	-	schemer
really	-	truly	replied	-	answered
usually	-	normally	finally	-	lastly
apron	-	gown	shouting	-	yelling
beside	-	near	holding	-	grasping
bunches	-	clusters	lid	-	cover
tightly	-	firmly	prison	-	jail
furiously	-	angrily	escaping	-	fleeing
lucky	-	fortunate	trouble	-	difficulty
string	-	cord	peeled	-	skinned
noticed	-	observed	pips	-	seeds
bulging	-	swelling	swallow	-	gulp
cabin	-	room	peel	-	skin
concealed	-	hidden	chunks	-	pieces
frightened	-	afraid	nearly	-	almost
quiet	-	calm	struggle	-	fight

detective	-	investigating	finish	-	end
mistake	-	error	happened	-	secured
blabbing	-	babbling	smell	-	sniff
evidence	-	proof	difficult	-	hard
witness	-	evidence	let	-	allowed
case	-	suit	right	-	power
worried	-	sad	right	-	correct
lose	-	miss	sick	-	unwell

**Antonyms:**

caught	x	left	locked	x	released
sneakily	x	openly	often	x	sometimes
tricky	x	simple	under	x	above
fond	x	averse	picked	x	dropped
hidden	x	exposed	liked	x	disliked
like	x	dislike	quiet	x	excited
best	x	worst	against	x	for
carefully	x	carelessly	locked	x	released
replied	x	questioned	behind	x	before
open	x	close	worried	x	pleased
believe	x	disbelieve	lose	x	gain
angry	x	calm	quick	x	slowly
finally	x	initially	swallow	x	vomit
after	x	before	small	x	big
shouting	x	murmuring	large	x	small
angrily	x	calmly	outside	x	inside
later	x	earlier	stopped	x	started

same	x	different	full	x	empty
holding	x	dropping	first	x	last
tightly	x	loosely	suddenly	x	slowly
laughed	x	cried	open	x	close
furiously	x	cheerfully	finish	x	begin
large	x	small	everywhere	x	nowhere
lucky	x	unluckily	difficult	x	easy
noticed	x	ignored	believe	x	disbelieve
bulging	x	caving	able	x	unable
nearby	x	far-off	end	x	beginning
concealed	x	exposed	right	x	wrong
frightened	x	unafraid	sick	x	healthy

## **2. Prose – WATER – THE ELIXIR OF LIFE**

### **Synonyms:**

sought	-	looked	plain	-	ordinary
vain	-	useless	separates	-	divides
imaginary	-	unreal	billowing	-	wave-like
divine	-	godly	speck	-	spot
draught	-	gulp	fertile	-	productive
confer	-	give	densely	-	thickly
immortality	-	deathlessness	populated	-	peopled
true	-	real	teeming	-	filled
vegetation	-	plants	quench	-	satisfy
sources	-	origin	sadly	-	pitiably
couple	-	two	neglected	-	ignored
entire	-	full	maintenance	-	upkeep

creation	-	product	cheering	-	encouraging
finest	-	nicest	evident	-	obvious
silt	-	mud	vital	-	important
remote	-	distant	surprisingly	-	amazingly
trough	-	pit	large	-	big
ancient	-	old	mood	-	feelings
sustained	-	maintained	gay	-	joyful
unfailing	-	unerring	shines	-	glows
regularity	-	uniformity	gloomy	-	sad
emphasize	-	stress	overcast	-	cloudy
potent	-	powerful	remarkable	-	notable
face	-	surface	facts	-	truths
role	-	part	origin	-	source
vast	-	great	characteristic	-	typical
significance	-	importance	varies	-	differs
shaping	-	moulding	vivid	-	colourful
course	-	path	fresh	-	new
leading	-	predominant	inflow	-	arrival
stream	-	brook	swiftly	-	speedily
trickling	-	flowing	density	-	thickness
wayside	-	roadside	extremely	-	greatly
amount	-	quantities	incredibly	-	unbelievably
transported	-	carried	unchecked	-	unstopped
mixes	-	mingles	disastrous	-	destructive
rapid	-	quick	erosion	-	removal
precipitation	-	condensation	serious	-	dangerous

suspended	-	hanging	import	-	importance
steamer	-	steamboat	various	-	different
successively	-	consecutively	especially	-	particularly
varying	-	changing	occurs	-	happens
finally	-	lastly	measures	-	methods
tracts	-	stretches	checked	-	stopped
formed	-	made	unnoticed	-	unseen
evident	-	visible	stages	-	steps
examination	-	analysis	painfully	-	agonizingly
consisting	-	having	apparent	-	evident
matter	-	substance	formation	-	creation
usually	-	normally	gullies	-	ravines
beneficent	-	advantageous	excessively	-	largely
processes	-	methods	surplus	-	excess
agency	-	agent	principal	-	major
appropriate	-	suitable	factors	-	causes
conditions	-	circumstances	contributory	-	influencing
destructive	-	damaging	slope	-	inclination
foundation	-	basis	existence	-	presence
allowed	-	permitted	ruts	-	furrows
proceed	-	continue	gathering	-	increasing
absence	-	lack	momentum	-	speed
precious	-	invaluable	physiological	-	bodily
exist	-	remain	activity	-	deed
menace	-	threat	fluid	-	liquid
presents	-	causes	essential	-	important

continuance	-	persistence	moisture	-	wetness
alarming	-	threatening	imperative	-	necessary
construction	-	building	quantity	-	amount
bunds	-	banks	necessary	-	needed
check	-	stop	varies	-	changes
contour	-	outline	enormously	-	largely
cultivation	-	farming	species	-	kind
vegetation	-	plants	conservation	-	protection
obvious	-	evident	utilization	-	use
acquired	-	got	fundamental	-	basic
appreciable	-	considerable	welfare	-	benefit
momentum	-	force	ultimate	-	final
correspondingly-		matchingly	source	-	origin
destructive	-	damaging	depends	-	relies
basis	-	foundation	sensitive	-	susceptible
contains	-	holds	failure	-	loss
substantial	-	large	erosion	-	removal
proportion	-	ratio	inadequate	-	insufficient
free	-	independent	irregular	-	unsystematic
combined	-	joined	closely	-	intimately
kind	-	type	adoption	-	following
conserve	-	protect	techniques	-	methods
double	-	twin	conversion	-	change
purpose	-	aim	manure	-	nutrient
immense	-	large	form	-	type
vital	-	crucial	measures	-	steps

streams	-	brooks	subsidiary	-	supplementary
incredibly	-	unbelievably	internal	-	local
harnessing	-	using	transport	-	travel
problem	-	difficulty	barges	-	boats
considered	-	regarded	construction	-	building
lines	-	routes	availability	-	accessibility
vast	-	wide	tremendous	-	great
mere	-	just	rural	-	village
scrub	-	bushes	directions	-	routes
prosperous	-	successful	amazing	-	wonderful
courageous	-	bold	properties	-	qualities
systematic	-	methodical	unique	-	singular
forests	-	jungles	maintaining	-	regulating
distinguished	-	distinct	investigation	-	examination
wild	-	uncultivated	exhausted	-	emptied
untamed	-	unchanged	research	-	probe
urgent	-	immediate	garage	-	trash
untold	-	immeasurable	debris	-	waste
provide	-	give	estimation	-	calculation
cheap	-	low-priced	originates	-	starts
render	-	make	piles	-	heaps
Substance	-	thing	threat	-	danger

**Antonyms:**

Elixir	x	poison	potent	x	impotent
life	x	death	vast	x	narrow
important	x	unimportant	significance	x	insignificance

natural	x	artificial	continues	x	discontinues
vain	x	usefully	leading	x	secondary
imaginary	x	real	surface	x	bottom
confer	x	receive	beauty	x	ugliness
immortality	x	mortality	little	x	big
true	x	false	trickling	x	gushing
near	x	far-off	sadly	x	gladly
liquids	x	solids	neglected	x	attended
plain	x	sophisticated	cheering	x	discouraging
remember	x	forget	full	x	empty
separates	x	joins	shallow	x	deep
visible	x	invisible	less	x	more
greatest	x	smallest	evident	x	hidden
fertile	x	sterile	bottom	x	top
densely	x	sparsely	vital	x	trivial
entire	x	part	large	x	small
highlands	x	lowlands	beautiful	x	ugly
remote	x	nearby	rise	x	set
trough	x	crest	bright	x	dim
ancient	x	modern	gay	x	sad
sustained	x	abandoned	dark	x	bright
unfailing	x	failing	gloomy	x	glad
regularity	x	irregularity	overcast	x	clear
emphasis	x	hint	remarkable	x	insignificant
common	x	uncommon	origin	x	end
characteristic	x	usual	formation	x	dissolution



vivid	x	dim	sudden	x	slow
inflow	x	outflow	excessively	x	little
swiftly	x	slowly	heavy	x	light
heavy	x	light	surplus	x	shortage
floating	x	sinking	principal	x	secondary
extremely	x	slightly	contributory	x	main
rapid	x	slow	slope	x	level
precipitation	x	evaporation	removal	x	include
suspended	x	deposited	rapidly	x	slowly
deep	x	shallow	gathering	x	decreasing
successively	x	haphazardly	momentum	x	sluggishness
muddy	x	clear	absence	x	presence
beneficent	x	harmful	precious	x	worthless
destructive	x	constructive	exist	x	perish
foundation	x	superstructure	menace	x	blessing
allowed	x	denied	continuance	x	stopping
proceed	x	stop	successful	x	ineffective
disastrous	x	constructive	alarming	x	pleasing
serious	x	mild	urgently	x	slowly
various	x	same	attention	x	inattention
checked	x	allowed	preventive	x	permissible
erosion	x	accumulation	terracing	x	burrowing
successive	x	random	construction	x	destruction
earliest	x	latest	planting	x	uprooting
noticed	x	unnoticed	appropriate	x	inappropriate
later	x	earlier	earliest	x	latest

painfully	x	pleasurably	possible	x	impossible
apparent	x	unseen	before	x	after
acquired	x	lost	harnessing	x	abandoning
appreciable	x	negligible	vast	x	little
destructive	x	constructive	prosperous	x	poor
basis	x	foundation	courageous	x	timid
substantial	x	little	afforestation	x	deforestation
free	x	combined	systematic	x	disorderly
essential	x	unimportant	wild	x	tame
necessary	x	unnecessary	tames	x	untamed
moisture	x	dryness	untold	x	little
equally	x	unequally	wealth	x	poverty
imperative	x	unnecessary	cheap	x	costly
enormously	x	slightly	subsidiary	x	primary
conservation	x	wastage	internal	x	external
welfare	x	harm	construction	x	destruction
ultimate	x	initial	availability	x	scarcity
sensitive	x	insensitive	tremendous	x	little
failure	x	success	enable	x	prevent
adequate	x	inadequate	rural	x	urban
closely	x	loosely	improved	x	impaired
connected	x	disconnected	various	x	same
clear	x	vague	amazing	x	ordinary
adoption	x	abandoning	responsible	x	irresponsible
double	x	single	unique	x	common
immense	x	little	highest	x	lowest

collection	x	disbursement	exhausted	x	conserved
vital	x	trivial	floating	x	sinking
precious	x	worthless	threat	x	blessing
lost	x	gained			