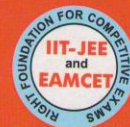


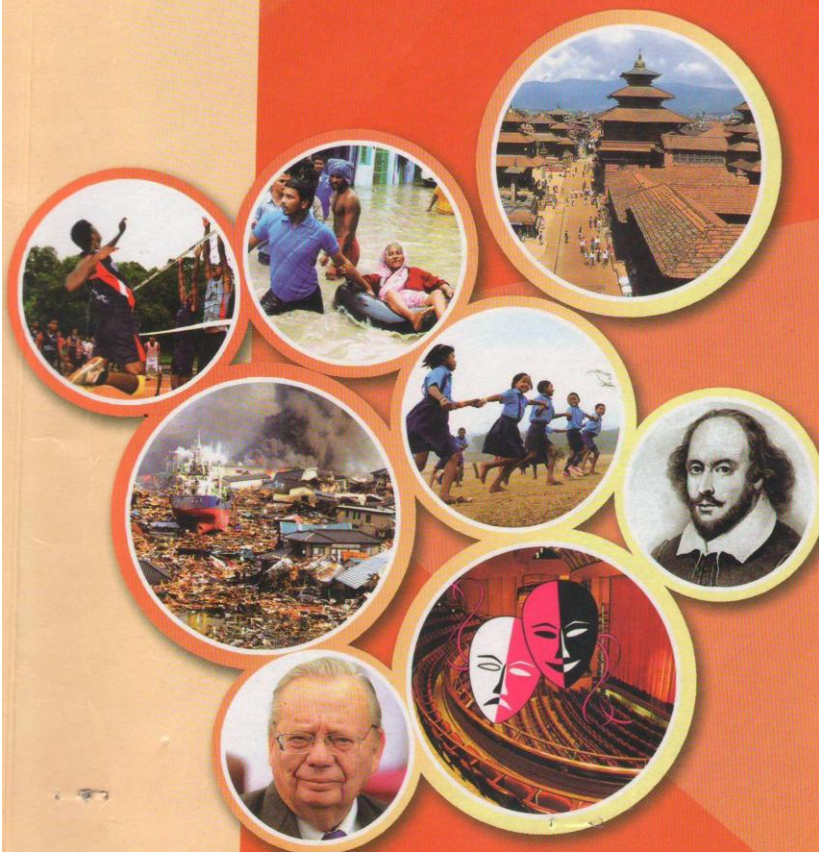


Strictly Followed Guidelines of
CCE CONTINUOUS & COMPREHENSIVE EVALUATION



English IX

Practice Book-2



Humour

Games & Sports

School Life

Environment

Disasters

Freedom

Theatre

Travel & Tourism

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About English Practice Books

- English Practice Books have more of **interactive layout** that promotes reading, writing and comprehension abilities of students.
- It has a **focussed approach** to concepts of grammar. Grammar questions are **uniquely aligned** to SCERT model question papers to **sensitize students to new pattern of CCE**.
- Presence of **comprehensive resource** of intuitive writing and composition discourses based on the **guidelines of CCE** makes it a **comprehensive resource for practice**.
- It has exhaustive compilation of exercises suited for summative and formative assessments.

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Preface

The core philosophy of these Practice Books is to prepare students to face challenges posed by ever-changing educational system. Ultimately, the goal is to make students succeed in all spheres of their academics.

These Practice Books reflect guidelines of new and revised educational systems particularly, Continuous and Comprehensive Evaluation (**CCE**), in all aspects. It helps to create an environment conducive to interactions between teachers and students. Additionally, it also motivates students to refer textbooks. It will stimulate the urge in students to learn basic concepts present in their textbooks. The whole process ushers them to meet all requirements of CCE.

These Practice Books are unique from guidebooks and reference books available in the market in many respects. Guidebooks/reference books usually contain readymade answers to their respective questions. The whole presentation deprives children of crucial thinking time. Traditional guidebooks will reduce the dependency on textbooks and teachers, consequently reducing the interaction between students and teachers. This will seriously hamper the learning process.

To avoid such a rote learning process, these Practice Books contain meticulously developed questions with appropriate space, where one can directly write answers

It intends to develop analytical skills of students, forge teacher-student bond and cultivate the deeper sense of learning.

Prepared in accordance with latest **CCE** guidelines introduced by SCERT, it will act as a useful tool for teachers while conducting **FA** (Formative Assessments) and **SA** (Summative Assessments). Feedback from academicians and teachers across various schools and other sources has shaped these Practice Books into user-friendly resource.

5

UNIT

DISASTERS

INTRODUCTION

The theme of the unit is to highlight the importance of preparedness in case any natural disaster occurs. The first section, 'A Havoc Of Flood' narrates the ordeals of Kurnool floods that rendered more than 25,000 people homeless. It also recounts the rescue and relief operations that helped rehabilitate the dislocated people. The second section is a poem - 'Grabbing Everything On The Land' that brings the tragic incident of Tsunami fresh into our memories. The third section educates the reader about the amateur radio service 'The Ham Radio', which is used worldwide in search and rescue operations.

LEARNING OUTCOMES

- **Vocabulary**

- Words with different meanings

- **Grammar**

- Time differentiation of events

- **Writing**

- Interview
- Speech writing
- Letter writing
- Data analysis

SECTIONS

A. A HAVOC OF FLOOD

B. GRABBING EVERYTHING ON THE LAND (POEM)

C. THE HAM RADIO

- I. Read the explanation on personification. Create two sentences as examples of personification.

- II. The poem uses many metaphors to describe the tsunami and its force. List them.

C. THE HAM RADIO

1. Acronyms

Did you know that the word 'Ham', as used in the title of this section is not an actual word? It is called an **acronym**.

History of the term HAM

Some relate these three letters (HAM) to the names of three great radio experimenters. They are – Hertz (who practically demonstrated the existence of electromagnetic waves in 1888), Armstrong (who developed a resonant oscillator circuit for radio frequency work) and Marconi (the 1909 Nobel laureate in Physics, who in the year 1901 established the first transatlantic radio contact).

Another speculation is that the word "**HAM**" stands for "**Help All Mankind**" as reflected in its service towards people in distress during natural calamities, disasters and civil emergencies! The word "**HAM**" was used in 1908. It was the station CALL of the first amateur wireless stations operated by some amateurs of the Harvard Radio Club. They were **ALBERTS. HYMAN, BOB ALMY** and **POOGIE MURRAY**.

3. Name the three subjects that are part of the test.

4. What is the website that gives details about HAM?

III. Read the unseen passage and answer the questions

For a week, Tom K. Jose kept his studies aside, travelled to a cyclone-hit city and used his Ham radio skills to contribute to disaster management.

When Hudhud swept through Visakhapatnam disrupting its communication network help from Hyderabad - based amateur radio (Ham) operators was sought. Tom K. Jose, a 15-year-old student of Little Flower Junior College, Uppal, volunteered for the task.

With his call sign, VU3TMO, Tom was stationed in the control room set up at the Visakhapatnam Police Commissionerate and spent long hours collecting messages from other team members spread over the cyclone affected areas and passed them on to the administration for relief measures.

The intermediate first year student, who got his Ham licence at the age of 13, along with colleagues, operated under adverse conditions, often skipping meals and spending long hours before the radio, waiting for it to crackle with messages. "For seven days, I was at the Visakhapatnam Police Commissionerate and one day at the District Collector's office at Srikakulam and made anywhere up to 500 contacts," says Tom.

One contact talked about trees falling at a Jain temple in Bhimli and resulting in precarious conditions. The young Ham immediately passed on the information to senior officials, who in turn directed their field personnel, and the situation was attended to. Another was a contact from Bangalore who was desperately trying to locate his brother and sister in the Hudhud affected area. "We operated without checking the watch or caring whether it was day or night.

We had to just sit in front of the radio and wait for a contact," he says.

Tom, who got his licence when he was in class 9, explores the Ham world and so far, has contacted more than 150 countries and received appreciations for his operational skills from Ham associations from different parts of the globe, including US, Germany and Japan. He comfortably juggles his hobby with studies and says, "Each night after studies I spend 30 minutes to 45 minutes with the radio apart from a brief tryst in the morning before going to college."

1. What did Tom K Jose volunteer for?

2. Write a few sentences about Tom.

3. When did Tom get his HAM licence?

- a) 15 b) 9 c) 13

4. What did Tom do in Visakhapatnam?

5. Describe two contact calls that Tom attended to.

6. What does Tom have to say about his hobby?

7. What do you think is the meaning of the word 'tryst'?

-
- a) an appointment to meet
 - b) application
 - c) fulfillment

PROJECT - CREATIVE WRITING

There is a convention of HAM operators. You are one of the members. Prepare a speech to present there as an amateur radio operator sharing his experiences!

Handwriting practice lines for the speech. A large red watermark reading "MEMORANDUM" is visible across the page.

Salient features of Edu-Quest

- **It is first of its kind** and the **only Practice Book available** in the market. Each Practice Book comes with writing space for exercise and classwork assignments.
- It can act handy for **lesson revision, practising problems** and final moment **preparation of examination**.
- It has **separate teacher resource cum answer book**. Since, answers to questions are not included in Practice Books, students are forced to consult textbooks and/or teachers, which motivates them to **think and perform**.
- It has uniquely designed **chapter break-ups** into smaller topics. The latter offer students with questions at a regular smaller interval and hence, lightens the burden of the student.
- It has an exhaustive compilation of **subjective** and **objective** questions for practice that encompass all **difficulty levels** (from easy to **higher order thinking** problems).
- All **Academic standards** (ASI-ASVII for Science and ASI-ASV for Mathematics) described by SCERT, are well represented in questions.
- **Quick resource** for Formative assessment (**FA**) i.e. **Slip tests**. Therefore, teachers can directly use these Practice Books as a resource tool to conduct (FA) **slip tests**.
- Each section of Practice Book presents the reader a wide variety of questions in a bid to stimulate the reading skills. It has a large compilation of **Subjective** (from very short to long answer questions) and **Objective** (MCQ, Fill in the Blanks, True-False, Labeling of Diagrams) questions, Comprehension based questions and Figure based questions.
- Exercises in Practice Books have a **smooth transition** in the **difficulty level**. Stepwise increments in the difficulty level of questions instil confidence into students.

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Class IX English Set

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