

NCERT Solutions Class 9 English Poem Chapter 6: The most detailed and accurate NCERT Solutions for Class 9 English Poem Chapter 6 are available here. In this chapter, you'll read different poems, each with its own story and way of expressing ideas.

These solutions explain the poems in simple words, so you can understand what they're about. They also help you think about the poems more deeply, like why the poets used certain words or descriptions. By using these solutions, you can get better at understanding poetry and be ready to answer questions about them in your English exams.

NCERT Solutions Class 9 English Poem Chapter 6 PDF

You can find the PDF link to NCERT Solutions for Class 9th English Poem Chapter 6 provided below. These solutions help you understand the poems covered in this part of your English course. By clicking on the link, you'll get detailed explanations of the poems, making it easier to understand their meanings and messages. These solutions are helpful for improving your understanding of poetry and preparing for your English exams.

NCERT Solutions Class 9th English Poem Chapter 6 PDF

NCERT Solutions Class 9th English Poem Chapter 6 My Childhood and Poem No Men Are Foreign

Thinking about the Text

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

Question 1. Where was Abdul Kalam's house?

Answer: Abdul Kalam's house was on Mosque Street in Rameswaram.

Question 2. What do you think Dinamani is the name of? Give a reason for your answer.

Answer: I think Dinamani is the name of a newspaper because Kalam says that when his brother-in-law would tell his stories of the War, he would later try to trace it in the 'headlines' of Dinamani. This implies that Dinamani would have been a newspaper.

Question 3. Who were Abdul Kalam's school friends? What did they later become?

Answer: Ramanadha Sastry, Aravindan and Sivaprakasan were Abdul Kalam's school friends.

Ramanadha Sastry took over the priesthood of the Rameswaram temple from his father. Aravindan went into the business of arranging transport for visiting pilgrims. Sivaprakasan became a catering contractor for Southern Railways.

Question 4. How did Abdul Kalam earn his first wages?

Answer: Abdul Kalam earned his first wages by catching bundles of newspapers thrown out from the moving train on the Rameswaram Road between Rameswaram and Dhanuskodi and distributing them.

Question 5. Had he earned any money before that? In what way?

Answer: Yes, he had earned money before that too. He used to collect tamarind seeds and sell them to a provision shop on Mosque Street. A day's collection would let him earn one anna.

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

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

Answer: i) The author describes his father as honest and self-disciplined. His father used to avoid inessential comforts and luxuries. The author tells that his father never had a formal education or much wealth, but he possessed great wisdom and was very generous.

ii) The author describes his mother as an ideal helpmate to his father. She used to feed a lot of outsiders along with her family members.

iii) The author describes himself as a short boy with undistinguished looks born to tall and handsome parents.

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

Answer: He says that he inherited honesty and self-discipline from his father; and faith in goodness and deep kindness from his mother.

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

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

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

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

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

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

Answer:

(i) The social groups that he mentions are Hindus and Muslims. Yes, these groups were easily identifiable by their dressing, tradition, culture, etc. For instance, Kalam used to wear a cap on his head which identified him as a Muslim. Ramanadha Sastry wore a sacred thread.

(ii) They were not aware only of their differences. They also naturally share friendships and experiences. Kalam's mother and grandmother would tell events from the Ramayana and from the life of the Prophet as bedtime stories. All his friends belonged to orthodox Hindu families. During the annual Sita Rama Kalyanam Ceremony, his family would arrange boats with a special platform for carrying idols of the Lord from the temple to the marriage site situated in the middle of the pond called Rama Tirtha, which was near his house.

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

The new school teacher and Sivasubramania Iyer's wife were very aware of the differences among the social groups, but Sivasubramania Iyer and Lakshamana Sastry tried to bridge these differences.

(iv) Two incidents that show how differences can be created, and also how they can be resolved are explained below:

When Lakshamana Sastry got to know about the way the new school teacher had made Kalam sit on the back bench because he was a Muslim, he asked the teacher to apologize or quit the school. The new teacher not only regretted his behaviour but also was reformed by Lakshamana Sastry's strong sense of conviction.

Kalam's science teacher, Sivasubramania Iyer, asked Kalam to his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to her pure kitchen. Sivasubramania Iyer served Kalam food with his own hands and sat down beside him to eat his meal.

The next time he invited Kalam to his home, Sivasubramania Iyer's wife served him food with her own hands inside the kitchen.

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

(ii) What did his father say to this?

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

Answer: (i) Abdul Kalam wanted to leave Rameswaram because he wanted to study at the district headquarters in Ramanathapuram.

(ii) His father said, ““Abul ! I know you have to go away to grow. Does the seagull not fly across the sun, alone and without a nest?”

(iii) His words meant he understood that Kalam had to leave his house and get a good higher education to grow. He spoke these words because he knew the harsh reality of life that the children needed to move away from their home and parents to make a career and earn.

Thinking about Language

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

Erupt, surge, trace, undistinguished, casualty

Look these words up in a dictionary which gives examples of how they are used.

Now answer the following questions.

Answer: Sentences in the text where these words occur are:

Erupt: “For reasons I have never been able to understand, a sudden demand for tamarind seeds erupted in the market.”

Surge: “Half a century later, I can still feel the surge of pride in earning my own money for the first time.”

Trace: “My brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to trace in the headlines in Dinamani.”

Undistinguished: “I was one of many children — a short boy with rather undistinguished looks, born to tall and handsome parents.”

Casualty: “The first casualty came in the form of the suspension of the train halt at Rameswaram station.”

Question 1: What are the things that can erupt? Use examples to explain the various meanings of erupt. Now do the same for the word surge. What things can surge?

Answer: Things that can erupt are: volcanoes, emotions, anger.

– A volcano erupted in the Mauna Kea last night.

– Ranjan’s anger erupted as a result of Ashima’s continuous nagging.

Things that can surge are: prices, wave, crowd, storm, etc.

Question 2: What are the meanings of the word trace and which of the meanings is closest to the word in the text?

Answer: The meanings of the word 'trace' are:

- to draw an outline
- to copy
- to find out

The meaning that is closest to the word in the text is 'finding out'.

Question 3: Can you find the word undistinguished in your dictionary? (If not, look up the word distinguished and say what undistinguished must mean.)

Answer: No, I cannot find the word undistinguished in my dictionary.

The meaning of the word distinguished as given in the dictionary is specific, distinct.

Thus, undistinguished must mean 'not specific', 'not distinct'.

II.

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

A

- (i) broke out
- (ii) in accordance with
- (iii) a helping hand
- (iv) could not stomach
- (v) generosity of spirit
- (vi) figures of authority

B

- (a) an attitude of kindness, a readiness to give freely
- (b) was not able to tolerate
- (c) began suddenly in a violent way
- (d) assistance
- (e) persons with power to make decisions
- (f) according to a particular rule, principle, or system

Answer:

A

- (i) broke out
- (ii) in accordance with
- (iii) a helping hand
- (iv) could not stomach

B

- (c) began suddenly in a violent way
- (f) according to a particular rule, principle, or system
- (d) assistance
- (b) was not able to tolerate

(v) generosity of spirit (a) an attitude of kindness, a readiness to give freely

(vi) figures of authority (e) persons with power to make decisions

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

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

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

| | | | |
|--------------|---------------|----------------|--------------|
| ___adequate | ___acceptable | ___regular | ___tolerant |
| ___demanding | ___active | ___true | ___permanent |
| ___patriotic | ___disputed | ___accessible | ___coherent |
| ___logical | ___legal | ___responsible | ___possible |

Answer:

| | | | |
|-------------|--------------|---------------|-------------|
| inadequate | unacceptable | irregular | intolerant |
| undemanding | inactive | untrue | impermanent |
| unpatriotic | undisputed | inaccessible | incoherent |
| illogical | illegal | irresponsible | impossible |

III. Passive Voice

Study these sentences:

- My parents *were regarded* as an ideal couple.
- I *was asked* to go and sit on the back bench.

- Such problems have to *be confronted*.

The italicised verbs in these sentences are made up of a form of the verb be and a past participle. (For example: were + regarded, was + asked, be + confronted)

These sentences focus on what happens, rather than who does what. Notice that the doer of the action is not included in the sentences.

If necessary, we can mention the doer of the action in a by-phrase. For example:

- The tree was struck *by lightning*.
- The flag was unfurled *by the Chief Guest*.

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

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

Answer:

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