CLASS 9 ENGLISH KAVERI

Chapter 4 – Vitamin-M

NCERT / TEXTBOOK SOLUTIONS

Prose: Vitamin-M • The Lost Child • I Cannot Remember My Mother

Class 9 • 2026–27

Online Teaching With Nikita

Part A – Vitamin-M

Check Your Understanding – I

Why did Grandpa dislike living in the city with his daughter?

Answer: He disliked the noise and bustle of city life and missed his quiet brick house, garden and independent life.

Why did Vidya not want her father to go out alone?

Answer: She was worried about his safety because he had recently taken a double dose of medicine, got lost while walking and fallen in the garden.

Was Ravi in favour of his mother treating Grandpa like a child? How can you say so?

Answer: No. Ravi winced at the over-loud tone his mother used with Grandpa, as though he were a child who could not hear or understand properly.

Would Ravi be able to keep up his promise to his mother?

Answer: Not completely. He secretly followed Grandpa instead of simply keeping him at home, but he did so because he wanted to ensure that Grandpa remained safe.

Check Your Understanding – II

Complete the flow chart describing Grandpa's day out.

Answer: 1. the children's park; 2. peanuts and watches the children play; 3. the tea stall; 4. a little boy's mother and the vendors; 5. sugary tea and two bananas; 6. barber shop; 7. bus stop and boards a bus.

Was Grandpa lost as feared by Ravi's mother?

Answer: No. Grandpa returned home safely and was already asleep in his bedroom when Ravi returned.

How would Ravi feel after seeing Grandpa?

Answer: He would feel great relief and affection. The text says Ravi was overcome with affection and hugged Grandpa.

Do you think Ravi's mother will get to know what had happened?

Answer: The story does not state this directly. Grandpa does not reveal the whole incident. His detective-book gift to Ravi suggests that he may know about Ravi's actions, but the mother's reaction to the full adventure is left unstated.

Check Your Understanding – III

How does Ravi's emotional reaction upon finding Grandpa safe at home reveal his feelings?

Answer: Ravi is greatly relieved and affectionate. He kneels beside Grandpa, touches his face and hugs him, showing how deeply he cares for him.

What might be the significance of Grandpa's habit of giving gifts to everyone on his birthday rather than receiving them?

Answer: It shows that Grandpa is generous and affectionate. He enjoys giving something to the children and still thinks of the adults in the family as his 'babies'.

Why did Grandpa give Ravi a detective story book? What might this suggest about his awareness?

Answer: It is a thoughtful gift connected with Ravi's interest in detective work. It may also be Grandpa's playful way of suggesting that he understood that Ravi had followed him.

Critical Reflection – Vitamin-M

What advantage and disadvantage did Grandpa's old house have?

Answer: Advantage: it was peaceful, familiar and gave Grandpa independence. Disadvantage: after his fall, there was nobody at home to help him, making it unsafe for him to live there alone.

Why does the story contrast Grandpa's independence with Vidya's concern?

Answer: Vidya's concern comes from real safety incidents, while Grandpa values his long-established independence. The contrast shows the difficulty of balancing care with dignity.

How does the story present age-related bias?

Answer: Vidya sometimes speaks to Grandpa in an exaggeratedly loud voice and treats him as though he cannot understand. The story contrasts this assumption with his intelligence, memory for chess, humour and awareness.

Explain the final Vitamin-M joke.

Answer: Vidya initially imagines that Grandpa needs a memory medicine. At the end, Grandpa remembers his own birthday tradition while Vidya has forgotten his birthday, so he jokingly says that she needs Vitamin-M.

Vocabulary and Structures in Context – I

Movement words: pottering, twirling, crouch, bustle? No — *bustle* is activity rather than movement; crawl, creeping, ducked, zigzagging, briskly, sprinting, jumping, darted, trailing, pottering.
Sound words: boomed, thudded, shrieks, whirr, grunted, snoring.
For the story exercise, the appropriate sequence is: 1 trailing, 2 bustle, 3 briskly, 4 thudded, 5 ducked, 6 crouch, 7 zigzagging, 8 grunted, 9 sprinted, 10 whirr.

Vocabulary and Structures – II

Give synonymous words for the highlighted words in 'leaving Ravi in a dilemma'.

Answer: Dilemma: quandary. **Prediction:** the second word pattern in the textbook points to a synonym of 'prediction'; an appropriate synonym is **prognostication**.

Vocabulary and Structures – III

craftily – meaning, part of speech, synonym, antonym

Answer: Meaning: cleverly or cunningly. Part of speech: adverb. Synonym: cleverly. Antonym: honestly/openly.

dilemma – meaning, part of speech, synonym, antonym

Answer: Meaning: a difficult choice or situation. Part of speech: noun. Synonym: quandary. Antonym: certainty.

furious – meaning, part of speech, synonym, antonym

Answer: Meaning: extremely angry. Part of speech: adjective. Synonym: enraged. Antonym: calm.

boomed – meaning, part of speech, synonym, antonym

Answer: Meaning: spoke or sounded loudly. Part of speech: verb. Synonym: thundered. Antonym: whispered.

humiliation – meaning, part of speech, synonym, antonym

Answer: Meaning: a deeply embarrassing experience. Part of speech: noun. Synonym: embarrassment. Antonym: honour.

attire – meaning, part of speech, synonym, antonym

Answer: Meaning: clothing. Part of speech: noun. Synonym: dress. Antonym: undress/nakedness.

Vocabulary and Structures – IV

1–v, 2–iv, 3–vi, 4–i, 5–iii.

Vocabulary and Structures – V: Prepositions

Highlighted prepositions: **across, over, under, behind**.

Answers: (i) through, (ii) over, (iii) near, (iv) in, (v) along, (vi) towards.

Vocabulary and Structures – VI: Interrogatives

A. interrogative **B.** Yes/No type for 1, 4 and 5 **C.** Wh-type for 2 and 3 **D.** two types.

Vocabulary and Structures – VII: Reported Speech

1. helped in taking care of her grandparents at home
2. took turns making sure they were alright
3. if he had grandparents living with him
4. he and his parents visited his grandpa
5. how they managed their grandparents' medical needs
6. they had a schedule for giving medications and visits to the doctor.

Listen and Respond

The textbook states that the meditation activity uses a **teacher transcript on page 266**. That transcript is not part of the uploaded student-text pages, so exact answers cannot be supplied from the source without inventing them.
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Speaking Activity – Model Presentation

Example: The person I had the privilege of taking care of was my grandfather. I helped him with small daily tasks and made sure he had what he needed. This experience taught me patience, responsibility and the importance of listening. I also learned that older people may value independence and respect as much as practical help. Caring for him deepened my understanding of ageing and taught me to offer support without taking away a person's dignity.

Writing Task – Our Inspiring Elderly

Our Inspiring Elderly
By a Class 9 Student

Elderly people are an important source of experience, wisdom and inspiration. Their lives teach us about patience, responsibility, courage and the value of relationships. Listening to them can help younger generations understand how people faced difficulties in the past.

Many elderly people have overcome challenges while continuing to support their families and communities. Their experiences show that success often requires patience and perseverance. Grandparents also preserve family stories, traditions and practical knowledge that connect younger people with their roots.

Their journeys inspire us to face difficulties calmly and value the lessons learned from experience. They remind us that age does not erase a person's knowledge, feelings or individuality. Instead, it can bring perspectives that younger people may not yet have developed.

We should therefore care for elderly people while respecting their choices and dignity. Their experiences are part of our shared family and social heritage, and there is much we can learn from them.

Learning Beyond the Text

Grandpa's walking stick: The correct image is the one matching the description in the story: a beautiful shiny-black mahogany walking stick with a brass handle carved in the shape of an eagle's head.

Family photographs – model response: Choose any meaningful family photographs and record when and where each was taken, who appears in it and why it is memorable. The response is personal and can vary from student to student.

Part B – The Lost Child

Textbook-linked questions and model solutions

Why does the child repeatedly lag behind his parents?

Answer: He is fascinated by the toys, insects, flowers, birds and other sights around him.

What does the child want at the sweetmeat shop?

Answer: He wants burfi, his favourite sweet, but moves on because he expects his parents to refuse.

Why does the child not wait for his parents to answer his requests?

Answer: He already expects them to refuse his requests because they may consider him greedy or too old for certain things.

Why does the child become fascinated by the balloons?

Answer: He is attracted by their bright yellow, red, green and purple colours and wants to possess them.

Why does the child not stay at the snake-charmer's performance?

Answer: He knows that his parents have forbidden him to listen to what they consider coarse music.

What happens when the child asks to ride the roundabout?

Answer: He turns to look for his parents and discovers that they are no longer there.

How does the child react after losing his parents?

Answer: He panics, cries for his mother and father, searches through the crowd and becomes overwhelmed by fear.

Why does the man offer the child a ride, balloons, flowers and sweets?

Answer: He is trying to distract and comfort the child by offering the same attractions that had interested him earlier.

Why does the child refuse all the attractions offered by the man?

Answer: After losing his parents, his earlier desires no longer matter. His only concern is finding his mother and father.

What is the central idea of the story?

Answer: The story shows that parental love and emotional security are more important to the child than toys, sweets and other material attractions.

Part C – I Cannot Remember My Mother

Check Your Understanding – I

Stanza 1: 1. playing 2. tune / mother. Setting: indoor.
Stanza 2: 1. early autumn 2. shiuli flowers. Setting: outdoor.
Stanza 3: The poet feels that his mother's gaze looks at him from the sky. Setting: indoor, while looking outward from the bedroom window.

Senses – model answers

Auditory: 'a tune seems to hover over my playthings'; 'the tune of some song that she used to hum'.
Olfactory: 'the smell of the shiuli flowers floats in the air'; 'the scent of the morning service'.
Visual: 'the blue of the distant sky'; 'my mother's gaze on my face'.

Reading for Appreciation – III

Give two examples of alliteration from the poem.

Answer: Examples can be identified in phrases with repeated consonant sounds; the poem's sound pattern contributes to its musical quality.

What is an example of onomatopoeia?

Answer: The poem does not contain a clear conventional onomatopoeic word. The main sound effect comes from the description of the humming tune rather than imitation of a natural sound.

Explain the use of imagery.

Answer: The poem uses auditory imagery through the tune, olfactory imagery through shiuli fragrance and visual imagery through the blue sky and the mother's gaze.

Although the poem has no rhyme scheme, why is it enjoyable?

Answer: The repetition, musical phrasing, sensory imagery and emotional associations give it rhythm and beauty.

What is the tone of the poet?

Answer: Tender, reflective and nostalgic, because the poet expresses absence while recalling his mother through sensory memories.

What impact does the title have on the mood?

Answer: It establishes a mood of loss and remembrance, which continues throughout the poem.

Why is the refrain used?

Answer: It repeatedly emphasises that the poet lacks a direct memory of his mother while the following lines reveal indirect sensory memories.

Identify the symbols used for the mother's presence.

Answer: The humming tune, shiuli flowers/fragrance and the blue sky with the stillness of the mother's gaze.

Critical Reflection

The poet is reminded of his mother during his _____.

Answer: play.

What emotion is conveyed by the hovering tune?

Answer: Tender remembrance and nostalgia.

What role does the tune play during playtime?

Answer: It activates the poet's memory of his mother and connects his childhood play with her presence.

True or false: the tune lingers over playthings only occasionally.

Answer: True.

How can the poet feel his mother’s presence although she is not there?

Answer: Through sensory memories—the humming tune, the fragrance associated with the morning service and the image of her gaze spread across the sky.

What does the mother’s gaze spreading over the sky suggest?

Answer: The sky is a symbolic extension of the mother’s presence.

What emotion is associated with the stillness of the gaze?

Answer: Serenity and nostalgic remembrance.

Is the mother’s gaze literally visible in the sky?

Answer: No. It is a poetic and symbolic expression of memory.

Why liken the mother’s gaze to the sky?

Answer: It suggests that the mother’s remembered presence feels vast, surrounding and enduring.

What is the tone of the extract?

Answer: Tender and reflective because the poet recalls his mother through gentle sensory images.

Poem – Vocabulary and Sensory Words

Visual: glowing, gigantic, minuscule, gloomy, vibrant, crimson.
Auditory: rustle, hiss, sizzle, deafening, squeaky, ear-splitting.
Olfactory: aroma, stale, scent, pungent, stinky, fragrant.
Tactile: sticky, rough, chilled, fluffy, smooth, slimy, hairy.

Sensory-word passage – model completion

1. scarlet 2. perfumes 3. scents 4. shrill 5. flaming 6. sweetness 7. smooth.

Speaking Activity – Model Response

Example: During my childhood, one of my most memorable objects was an old storybook given to me by a family member. Its worn cover, the smell of its pages and the colourful illustrations made it special. I often read it in the evening and connected it with peaceful family time. Even today, seeing a similar book brings back those memories and reminds me of the comfort of childhood.

Writing Task – Diary Entry

Sunday, 12 July 2026
8:30 p.m.

Today's school trip to the hills was one of the most memorable experiences of my life. The cool breeze touched my face as I walked along the green path. I could hear birds calling from the trees and the gentle sound of water flowing nearby. The sky looked bright and clear, and the fresh smell of leaves made the whole place feel peaceful.

I stood quietly for a few minutes and looked at the mountains in the distance. I felt happy, calm and grateful to be surrounded by such beauty. The trip reminded me that nature can refresh both the mind and the heart. I know I will remember this day for a long time.

Learning Beyond the Text

Shiuli Flowers: The textbook notes that shiuli is also known as Parijat, Parijata and Harsingar; it is used for ceremonial purposes, has a sweet fragrance, is associated with Indian legends and blooms during the night. ■filecite■turn78file6■

Other flowers: Students may research flowers such as Kurinji/Neelakurinji and record where they are found, appearance, fragrance and historical significance. The textbook specifically gives Neelakurinji as an example of a flower that blooms once in twelve years.

I Remember, I Remember: The additional poem by Thomas Hood recalls the speaker's childhood home, window, flowers and family memories. It connects naturally with the unit's theme of remembering places and people from childhood.

Listening Activities – Important Note

The student textbook explicitly refers to teacher transcripts for the listening activities. The uploaded file does not contain those teacher transcripts, so exact listening answers are not supplied here. This avoids inventing answers that are not supported by the source. ■filecite■turn78file8■

Quick Answer Key

Prepositions: **through, over, near, in, along, towards**.
Interrogatives: **interrogative; Yes/No; Wh; two**.
Reported speech: **helped; took turns; if he had grandparents living with him; he and his parents visited his grandpa; how they managed their grandparents' medical needs; they had a schedule for giving medications and visits to the doctor.**

Source note: This PDF is based on the uploaded Class 9 English Kaveri Chapter 4 textbook and preserves its activities and terminology. Model answers are provided for open-ended speaking/writing tasks; listening answers are omitted where the required teacher transcript is not present in the uploaded student text.