SMART ENGLISH

10th Std

Based on the New Syllabus and New Textbook for the year 2019-20

Also, available:
- Tamil Translation for all Units

Salient Features
- Answer for all questions in Textbook.
- Key points and Summary for all the units of Prose, Poem and Supplementary.
- Linewise explanation for all the Poems.
- Exhaustive Additional Questions & Answers for all sections of Prose, Poem and Supplementary.
- Each section for Vocabulary, Grammar, Writing Skills, Language Functions, Communicative Skills and Expansion of Ideas with examples and exercises.
PREFACE

The woods are lovely, dark and deep.
But I have promises to keep, and
miles to go before I sleep
- Robert Frost

Respected Principals, Correspondents, Head Masters/Head Mistresses, Teachers,

From the bottom of our heart, we at SURA Publications sincerely thank you for the support and patronage that you have extended to us for more than a decade.

It is in our sincerest effort we take the pride of releasing SURA’s English Guide for 10th Standard – Edition 2019 with Translation. This guide has been authored and edited by qualified teachers having teaching experience for over a decade in their respective subject fields. This Guide has been reviewed by reputed Professors who are currently serving as Head of the Department in esteemed Universities and Colleges.

With due respect to Teachers, I would like to mention that this guide will serve as a teaching companion to qualified teachers. Also, this guide will be an excellent learning companion to students with exhaustive exercises and in-text questions in addition to precise answers for textual questions.

In complete cognizance of the dedicated role of Teachers, I completely believe that our students will learn the subject effectively with this guide and prove their excellence in Board Examinations.

I once again sincerely thank the Teachers, Parents and Students for supporting and valuing our efforts.

God Bless all.

Subash Raj, B.E., M.S.
- Publisher
Sura Publications

All the Best
TO ORDER WITH US

SCHOOLS and TEACHERS

We are grateful for your support and patronage to ‘SURA PUBLICATIONS’
Kindly prepare your order in your School letterhead and send it to us.
For Orders contact: 81242 01000 / 81243 01000

DIRECT DEPOSIT

<table>
<thead>
<tr>
<th>A/c Name</th>
<th>Sura Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our A/c No.</td>
<td>36550290536</td>
</tr>
<tr>
<td>Bank Name</td>
<td>STATE BANK OF INDIA</td>
</tr>
<tr>
<td>Bank Branch</td>
<td>PADI</td>
</tr>
<tr>
<td>IFSC</td>
<td>SBIN0005083</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A/c Name</th>
<th>Sura Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our A/c No.</td>
<td>21000210001240</td>
</tr>
<tr>
<td>Bank Name</td>
<td>UCO BANK</td>
</tr>
<tr>
<td>Bank Branch</td>
<td>Anna Nagar West</td>
</tr>
<tr>
<td>IFSC</td>
<td>UCBA0002100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A/c Name</th>
<th>Sura Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our A/c No.</td>
<td>6502699356</td>
</tr>
<tr>
<td>Bank Name</td>
<td>INDIAN BANK</td>
</tr>
<tr>
<td>Bank Branch</td>
<td>ASIAD COLONY</td>
</tr>
<tr>
<td>IFSC</td>
<td>IDIB000A098</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A/c Name</th>
<th>Sura Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our A/c No.</td>
<td>11541350000017684</td>
</tr>
<tr>
<td>Bank Name</td>
<td>KVB BANK</td>
</tr>
<tr>
<td>Bank Branch</td>
<td>Anna Nagar</td>
</tr>
<tr>
<td>IFSC</td>
<td>KVBL0001154</td>
</tr>
</tbody>
</table>

After Deposit, please send challan and order to our address.
e-mail: orders@surabooks.com / Whatsapp: 81242 01000.

DEMAND DRAFT / CHEQUE

Please send Demand Draft / cheque in favour of ‘SURA PUBLICATIONS’
payable at Chennai.
The Demand Draft / cheque should be sent with your order in School letterhead.

STUDENTS

Order via Money Order (M/O) to

SURA PUBLICATIONS
1620, ‘J’ Block, 16th Main Road, Anna Nagar,
Chennai - 600 040.
Phones: 044-26162173, 26161099.
Mobile: 96001 75757 / 81242 01000/81243 01000.
e-mail: orders@surabooks.com Website: www.surabooks.com
## CONTENTS

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Prose</th>
<th>Poem*</th>
<th>Supplementary</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>His First Flight - Liam O’Flaherty</td>
<td>Life - Henry Van Dyke</td>
<td>The Tempest - An Extract from Charles Lamb’s Tales From Shakespeare</td>
<td>1 - 14</td>
</tr>
<tr>
<td>2</td>
<td>The Night the Ghost Got in - James Grover Thurber</td>
<td>The Grumble Family - Lucy Maud Montgomery</td>
<td>Zigzag - Asha Nehemiah</td>
<td>35 - 48</td>
</tr>
<tr>
<td>3</td>
<td>Empowered Women Navigating The World</td>
<td>I am Every Woman - Rakhi Nariani Shirke</td>
<td>The Story of Mulan</td>
<td>67 - 82</td>
</tr>
<tr>
<td>4</td>
<td>The Attic - Satyajit Ray</td>
<td>The Ant and the Cricket - Adapted from Aesop’s fables</td>
<td>The Aged Mother - Matsuo Basho</td>
<td>97 - 114</td>
</tr>
<tr>
<td>5</td>
<td>Tech Bloomers</td>
<td>The Secret of the Machines - Rudyard Kipling</td>
<td>A day in 2889 of an American Journalist - Jules Verne</td>
<td>133 - 148</td>
</tr>
<tr>
<td>6</td>
<td>The Last Lesson - Alphonse Daudet</td>
<td>No Men Are Foreign - James Falconer Kirkup</td>
<td>The Little Hero of Holland</td>
<td>163 - 179</td>
</tr>
<tr>
<td>7</td>
<td>The Dying Detective - Arthur Conan Doyle</td>
<td>The House on Elm Street - Nadia Bush</td>
<td>A Dilemma - Silas Weir Mitchell</td>
<td>197 - 210</td>
</tr>
</tbody>
</table>

**Poetic Devices - A Glance**

* Memoriter Poems

15 - 17

18
# Vocabulary & Grammar Section

## Vocabulary

<table>
<thead>
<tr>
<th>Q. NO.</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Synonyms 227 - 233</td>
</tr>
<tr>
<td>2</td>
<td>Antonyms 234 - 240</td>
</tr>
<tr>
<td>3</td>
<td>Parts of Speech 240 - 242</td>
</tr>
<tr>
<td>4</td>
<td>Singular &amp; Plural Forms 243 - 246</td>
</tr>
<tr>
<td>5</td>
<td>Idioms 246 - 250</td>
</tr>
<tr>
<td>6</td>
<td>Phrase &amp; Clauses 250 - 255</td>
</tr>
<tr>
<td>7</td>
<td>Compound Words 255 - 260</td>
</tr>
<tr>
<td>8</td>
<td>Affixes (Prefix &amp; Suffix) 260 - 263</td>
</tr>
<tr>
<td>9</td>
<td>Expanded form of Abbreviation, Acronyms &amp; Constructions 264 - 270</td>
</tr>
<tr>
<td>10</td>
<td>Homophones &amp; Confusables 271 - 272</td>
</tr>
<tr>
<td>11</td>
<td>Constructing Sentences using different Parts of Speech 273 - 276</td>
</tr>
</tbody>
</table>

## Grammar

<table>
<thead>
<tr>
<th>Q. NO.</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Modals 276 - 279</td>
</tr>
<tr>
<td>2</td>
<td>Active &amp; Passive Voice 280 - 281</td>
</tr>
<tr>
<td>3</td>
<td>Articles and Determiners 282 - 283</td>
</tr>
<tr>
<td>4</td>
<td>Prepositional Phrases 283 - 285</td>
</tr>
<tr>
<td>5</td>
<td>Tenses 285 - 289</td>
</tr>
<tr>
<td>6</td>
<td>Conjunctions 289 - 291</td>
</tr>
<tr>
<td>7</td>
<td>Nominalisation 291 - 293</td>
</tr>
<tr>
<td>8</td>
<td>Finite, Non-finite Verbs 294 - 295</td>
</tr>
<tr>
<td>9</td>
<td>Pronouns 295 - 297</td>
</tr>
<tr>
<td>10</td>
<td>Reported Speech 297 - 301</td>
</tr>
<tr>
<td>11</td>
<td>Subject-Verb Agreement 302 - 304</td>
</tr>
<tr>
<td>12</td>
<td>Transformation of Sentences 304 - 310</td>
</tr>
<tr>
<td>13</td>
<td>If Sentences-Conditions 310 - 312</td>
</tr>
<tr>
<td>14</td>
<td>Sentence Recognition 313 - 314</td>
</tr>
<tr>
<td>15</td>
<td>Punctuation 315 - 316</td>
</tr>
<tr>
<td>16</td>
<td>Sentence Pattern 316 - 321</td>
</tr>
<tr>
<td>17</td>
<td>Question Tags 321 - 324</td>
</tr>
<tr>
<td>18</td>
<td>Degrees of Comparison 324 - 330</td>
</tr>
<tr>
<td></td>
<td>Writing Skills, Language Functions, Communicative Skills &amp; Expansion of Ideas</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>General Comprehension</td>
</tr>
<tr>
<td>2</td>
<td>Spot the Error</td>
</tr>
<tr>
<td>3</td>
<td>Picture Comprehension</td>
</tr>
<tr>
<td>4</td>
<td>Advertisement Making</td>
</tr>
<tr>
<td>5</td>
<td>Report Writing</td>
</tr>
<tr>
<td>6</td>
<td>Writing Speech</td>
</tr>
<tr>
<td>7</td>
<td>Slogan Writing</td>
</tr>
<tr>
<td>8</td>
<td>Letter Writing</td>
</tr>
<tr>
<td>9</td>
<td>Notice Writing</td>
</tr>
<tr>
<td>10</td>
<td>Article Writing</td>
</tr>
<tr>
<td>11</td>
<td>E-mail Wiring</td>
</tr>
<tr>
<td>12</td>
<td>Message Writing</td>
</tr>
<tr>
<td>13</td>
<td>Poster Making</td>
</tr>
<tr>
<td>14</td>
<td>Pamphlet Creation</td>
</tr>
<tr>
<td>15</td>
<td>Dialogue Writing / Fill in</td>
</tr>
<tr>
<td>16</td>
<td>Road Map Instructions</td>
</tr>
<tr>
<td>17</td>
<td>Review(Book, Film, Event,...)</td>
</tr>
<tr>
<td>18</td>
<td>Views on the given picture</td>
</tr>
<tr>
<td>19</td>
<td>Poem Paraphrase</td>
</tr>
<tr>
<td>20</td>
<td>Non-Verbal Interpretation</td>
</tr>
<tr>
<td>21</td>
<td>Developing Hints</td>
</tr>
<tr>
<td>22</td>
<td>Expanding Headlines</td>
</tr>
<tr>
<td>23</td>
<td>Translation</td>
</tr>
</tbody>
</table>
Liam O'Flaherty (1896 - 1984) is an Irish novelist and short-story writer. He is a major figure of the Irish Renaissance. He was a founding member of the Communist Party of Ireland. Some of his best short stories were written in Irish. His autobiography, *Shame the Devil*, was published in 1934. His novel *The Informer* was made into a film. *His First Flight* and *The Sniper* are regarded as some of his best short stories. Collections of his short stories and letters were republished after his death. He is regarded as a strong voice for Irish nature and its culture.

**KEY POINTS**

- “His first flight” is an interesting story of a young seagull who was afraid of flying.
- He did not have confidence. He was full of pessimism.
- His parents, brothers and sister encouraged, scolded, tempted and taunted him to make his first flight.
- But he did not have enough courage to fly.
- He was left alone for twenty four hours, and he ate nothing.
- He was extremely hungry. He begged his mother for food.
- She picked up a piece of fish and flew across him. The sight of food maddened him. He dived.
- He cried and screamed. His wings opened up automatically. He flapped his wings.
- His family joined him in his first flight and praised him for his efforts.
- They offered him scraps of dogfish.

**Summary**

‘His first flight’ by Liam O’ Flaherty is a true parable about overcoming fears in life. Every journey of a thousand miles begins with a single step. But that single step is the most difficult one to make. When we conquer the fear and venture forth, we will realize that we are born with wings.

A young seagull looked desperately at the vast expanse of water that stretched before him. His parents, brothers and little sister had flown away. They left him along on the rock. There was no food and he was hungry. He could not fly. Many times, he had tried to run forward to the brink of the ledge and flap his wings. But he was afraid that his wings would not support him. His parents made countless efforts to make him fly. Yet they could not persuade him, to make an attempt to fly. He was starving and felt that he would die, if he did not get any food. He saw his mother tearing a piece of fish with her beak. When he cried out to her, she just screamed back. Then he saw his mother approaching him with food and was very happy. But she stopped at a distance. He was very hungry. So he dived at the fish. His mother flew upward and he started falling. He was terrified for a moment, but then he realized that he was flying. In this way, he made his ‘first flight’. His parents and sister praised him. He was offered scraps of dogfish.
GLOSSARY

beckoning (v) - making a gesture with the hand or head to encourage someone to approach or follow

cackle (n) - a sharp, broken noise or cry of a hen, goose or seagull
devour (v) - to eat something eagerly and in large amounts, so that nothing is left
gnaw (v) - to bite or chew something repeatedly
herring (n) - a long silver fish that swims in large groups in the sea
ledge (n) - a narrow shelf that juts out from a vertical surface
mackerel (n) - a sea fish with a strong taste, often used as food
plaintively (adv.) - sadly, calling in a sad way
precipice (n) - a very steep side of a cliff or a mountain
preening (v) - cleaning feathers with beak
shrilly (adv.) - producing a high-pitched and piercing voice or sound
soared (v) - rose quickly to a high level
swoop (v) - to move very quickly and easily through the air
trot (v) - to run at a moderate pace with short steps
whet (v) - to sharpen

* Words given in bold in this Glossary are taken from Textbook Glossary.

<table>
<thead>
<tr>
<th>Words</th>
<th>Synonyms</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>abreast</td>
<td>beside</td>
<td>far away</td>
</tr>
<tr>
<td>amusedly</td>
<td>delightfully</td>
<td>sadly</td>
</tr>
<tr>
<td>ascending</td>
<td>rising</td>
<td>descending</td>
</tr>
<tr>
<td>beneath</td>
<td>below</td>
<td>above</td>
</tr>
<tr>
<td>blazing</td>
<td>glowing</td>
<td>cooling</td>
</tr>
<tr>
<td>brink</td>
<td>edge</td>
<td>centre</td>
</tr>
<tr>
<td>cackle</td>
<td>cluck</td>
<td>--</td>
</tr>
<tr>
<td>commenced</td>
<td>started</td>
<td>ended</td>
</tr>
<tr>
<td>cowardice</td>
<td>fear, timidity</td>
<td>courage</td>
</tr>
<tr>
<td>daintily</td>
<td>casually, moderately</td>
<td>clumsily, awkwardly</td>
</tr>
<tr>
<td>desperately</td>
<td>hopeless</td>
<td>hopeful</td>
</tr>
<tr>
<td>devour</td>
<td>eat quickly</td>
<td>nibble</td>
</tr>
<tr>
<td>dizzy</td>
<td>giddy</td>
<td>stable</td>
</tr>
<tr>
<td>dozing</td>
<td>snoozing, napping</td>
<td>awake</td>
</tr>
<tr>
<td>eagerly</td>
<td>anxiously</td>
<td>unwillingly</td>
</tr>
<tr>
<td>exhausted</td>
<td>tired</td>
<td>refreshed</td>
</tr>
<tr>
<td>floating</td>
<td>drifting</td>
<td>sinking</td>
</tr>
<tr>
<td>gnawed</td>
<td>chewed</td>
<td>--</td>
</tr>
<tr>
<td>gradually</td>
<td>slowly</td>
<td>suddenly</td>
</tr>
<tr>
<td>headlong</td>
<td>rashly, recklessly</td>
<td>cautiously</td>
</tr>
<tr>
<td>maddened</td>
<td>enraged</td>
<td>pleased</td>
</tr>
<tr>
<td>mockingly</td>
<td>jeeringly</td>
<td>respectfully</td>
</tr>
</tbody>
</table>
In-text Questions

a. Why did the seagull fail to fly?
   Ans: The seagull failed to fly because he did not have confidence on his wings and he had fear to fly.

b. What did the parents do, when the young seagull failed to fly?
   Ans: His parents tried to make him fly by scolding him and threatening him to starve on his ledge.

c. What was the first catch of the young seagull’s older brother?
   Ans: The first catch of the young seagull’s older brother was a herring.

d. What did the young seagull manage to find in his search for food on the ledge?
   Ans: The young seagull managed to find dried pieces of eggshell in his search for food on the ledge.

e. What did the young bird do to seek the attention of his parents?
   Ans: He stood on one leg with the other leg hidden under his wing. He closed one eye, then the other and pretended to be falling asleep. This was done by the bird to seek the attention of his parents.

f. What made the young seagull go mad?
   Ans: His mother was standing on a little high hump on the plateau. She was tearing a piece of fish that lay at her feet. She scraped each side of her beak on the rock. The sight of the food maddened him.

g. Why did the young bird utter a joyful scream?
   Ans: The young bird saw his mother picking up a piece of fish and flying across to him. Seeing this, the bird uttered a joyful scream.

h. Did the mother bird offer any food to the young bird?
   Ans: No, the mother bird did not offer any food to the young bird.

i. How did the bird feel when it started flying for the first time?
   Ans: He felt his wings spread outwards. The wind rushed against his breast feathers, stomach and wings. He could feel the tips of his wings cutting through the air.

j. What did the young bird’s family do when he started flying?
   Ans: They were flying around him, praising, soaring and diving together with him.
A. Answer the following questions in one or two sentences.

1. How was the young seagull's first attempt to fly?
   Ans: The young seagull tried to fly. But he was scared to do so. His parents, brothers and sister persuaded him to fly. They also motivated him. But the young seagull felt that his wings would not support him.

2. How did the parents support and encourage the young seagull's brothers and sister?
   Ans: His parents were flying about with his brothers and sister. They were perfecting them in the art of flight. They also taught them how to skim the waves and how to dive for fish.

3. Give an instance that shows the pathetic condition of the young bird.
   Ans: The young seagull had not eaten since the previous nightfall. There was not a single scrap of food left. He searched for food every inch of the straw nest. He even chewed at the dried pieces of eggshell.

4. How did the bird try to reach its parents without having to fly?
   Ans: The young seagull ran back and forth from one end of the ledge to the other end. His long grey legs stepped daintily, trying to find some means of reaching his parents without flying.

5. Do you think that the young seagull's parents were harsh to him? Why?
   Ans: Yes, they were harsh towards the seagull because they wanted him to learn the art of flying without any one's help.

6. What prompted the young seagull to fly finally?
   Ans: His mother picked up a piece of fish and flew across to him with it. But then she halted, just opposite to him. She was almost within reach of his beak. Maddened by hunger, the young seagull dived at the fish. This act of his mother prompted the young seagull to fly finally.

7. What happened to the young seagull when it landed on the green sea?
   Ans: When the young seagull landed on the green sea, his legs sank into it. He screamed with fright and attempted to rise again. He was exhausted. His feet sank into the sea. His belly touched it. He sank no further. He was floating on it.

---

SHORT QUESTIONS & ANSWERS - ADDITIONAL

1. How many brothers and sisters did the young seagull have? When did they fly away from the ledge?
   Ans: The young seagull had two brothers and one sister. They flew away the previous day from the ledge.

2. Where did the seagull run back, when he was frightened to fly? Why was he afraid?
   Ans: The young seagull ran back to the little hole under the ledge, where he slept at night. He was afraid to see the vast expanse of the sea beneath him.

3. What appeared so desperate to the seagull?
   Ans: The seagull failed to gather the courage to take a plunge into the sea. This appeared so desperate to him.
4. How long was the seagull alone without anyone near him? Why did he feel the heat?
   Ans: He was alone for twenty four hours without anyone near him. He felt the heat because he had not eaten since the previous nightfall.

5. Where did he search for food?
   Ans: He searched every inch, rooting among the rough, dirt-caked straw nest, where he and his brothers and sister had been hatched.

B. Answer each of the following questions in a paragraph of about 100-150 words.

1. Describe the struggles underwent by the young seagull to overcome its fear of flying.
   Ans: The young seagull was afraid of flying. His parents strove their level best to teach the young seagull to fly but in vain. The parents, brothers and sister thought a plan to teach him to fly. They flew away to another rock and left him alone. They did not give him anything to eat. He stood there on one leg and closed his eyes. He was very hungry. He searched for food everywhere. He even chewed the dried pieces of the eggshells. He saw his mother tearing a piece of fish. He begged his mother to give him food. So the mother flew with the piece of fish to the young seagull. When she reached over him, she became motionless in the air. She did not get down on the rock. She wanted to give the young seagull an incentive to fly. The seagull bent forward and jumped at the fish. He was much frightened. But he began to flap his wings to save himself.

2. Your parents sometimes behave like the young bird’s parents. They may seem cruel and unrelenting. Does it mean that they do not care for you? Explain your views about it with reference from the story.
   Ans: Parents really care for about their children. They may be seen as cruel, but they are not so. The mother seagull turned to be cruel but her intention was kind. She wanted to give the young seagull an incentive to fly. Likewise, our parents may be sometimes harsh and strict. We would feel that they don’t understand our feelings and are cruel to us. But we realize later that they are like this, only to give us encouragement and to avoid our fear and doubts. They guide us to overcome our fears in life. We have to conquer our fear and venture forth. Only then we will realize that we are born with wings.

PARAGRAPH QUESTION & ANSWER - ADDITIONAL

1. What is the message of the lesson 'His first flight'?
   Ans: 'His first flight' is a parable. The seagulls convey the message of self-confidence, motivation and self-reliance. The mother seagull motivates the young one enough to get him to learn flying. The young seagull realises the importance of belief and faith. He flaps his wings to learn flying and gain the confidence to be independent. The story conveys “Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime”. The parable also stresses the importance of family ties and devoted support. It tells about the painful process of learning an important lesson in life.
C. Change the parts of speech of the given words in the chart.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>exhaustion</td>
<td>exhaust</td>
<td>exhaustible</td>
<td>exhaustively</td>
</tr>
<tr>
<td>wideness</td>
<td>widen</td>
<td>wide</td>
<td>widely</td>
</tr>
<tr>
<td>madness</td>
<td>madden</td>
<td>mad</td>
<td>madly</td>
</tr>
<tr>
<td>perfection</td>
<td>perfect</td>
<td>perfect</td>
<td>perfectly</td>
</tr>
</tbody>
</table>

D. Read the following sentences and change the form of the underlined words as directed.

1. His family was screaming and offering him food. *(to adjective)*
   Ans: His screaming family was offering him food.

2. The young seagull gave out a loud call. *(to adverb)*
   Ans: The young seagull gave out a call loudly.

3. The bird cackled amusedly while flying. *(to noun)*
   Ans: The bird cackled in amusement while flying.

4. The depth of the sea from the ledge scared the seagull. *(to adjective)*
   Ans: The deep sea scared the seagull.

5. The successful flight of the bird was a proud moment for the seagull’s family. *(to verb)*
   Ans: The bird successfully flighted and it was a proud moment for the seagull’s family.

E. Use the following words to construct meaningful sentences on your own.

1. coward - They called him a coward.
2. gradual - We noticed a gradual increase in temperature.
3. praise - She received a lot of praise.
4. courageous - She is a very courageous girl.
5. starvation - Many children die of starvation in Somalia.

F. *Here is a travelogue by the students of Government Girls Higher Secondary School, Pattukkottai after their trip to Darjeeling. Listen to the travelogue and answer the following questions.*

i) Fill in the blanks with suitable words.
1. The students visited __________ city. [Ans: Darjeeling]
2. __________ is the third highest mountain in the world. [Ans: Kanchenjunga]
3. __________ hill is 13 km away from Darjeeling. [Ans: Tiger]
4. The drinking water is supplied by __________ lake to the city. [Ans: Senchal]
5. After Senchal lake, they visited __________. [Ans: Batasia Loop, a spiral railway near Ghum]
ii) Do you think they had a memorable and enjoyable school trip?
   
   Ans: Yes. They had a memorable and enjoyable school trip.

iii) Name a few places that you wish to visit with your classmates as a school trip.
   
   Ans: Ooty, Kodaikanal, Thanjavur, Hogenakkal, Kanyakumari.

iv) State whether the following statements are True or False.
   
   1. As the sky was cloudy, they could get the glimpse of the Mount Everest.
      
      Ans: False. (The sky was not cloudy.)

   2. The toy train covers 14 km in three hours.
      
      Ans: True

   3. Tiger hill has earned international fame for the best sunset view.
      
      Ans: False (Best sunrise view.)

Speaking

Dialogue

G. Here is a dialogue between a father and his daughter. Continue the dialogue with at least five utterances and use all the clues given above.

Father: Hi Mary, it has been a very long time since we went on a trip. Let's plan one.
Mary: Yes, dad. I am also longing to go. Why don't we plan one for this weekend?
Father: Sure. Tell me, where shall we go?
Mary: Some place nearby but for at least two days.
Father: Hmm… I think we should go to the reserved forest nearby.
Mary: Yeah. I've never been to a forest. I have seen a forest only on the TV and movies. The forest is a good choice!
Father: OK. If we are going to the forest, we must list out what we should carry with us for two days.
Mary: I think we should carry suitable clothes like long-sleeved shirts and jean pants.
Father: What about the food? Do you have any idea, Mary?
Mary: Yeah. For food, I suggest taking bread, jam and biscuit packets.
Father: Anyway, we will stay in the Government guest house inside the jungle.
Mary: Will they provide breakfast or lunch?
Father: I think they will. I will inquire about food while booking accommodation.
Mary: Will the forest animals hurt the inmates of the guest house?
Father: No. Our stay will be safe.
Mary: Is it possible to see all the places in the forest just by walking?
Father: No. Nature watch and wildlife viewing are possible in an open four wheeler Jeep or on elephant back.
H. Read the following passage and answer the questions that follow.

Questions

1. What is Bungee Jumping?
   Ans: Bungee jumping is an activity that involves jumping from a tall structure while connected to a long elastic cord.

2. Can Bungee be performed from a movable object? How?
   Ans: Yes. Bungee can be performed from a movable object, such as a hot-air-balloon or helicopter, that can hover above the ground.

3. When do you think Bungee becomes thrilling?
   Ans: The thrill comes from the free-falling and the rebound.

4. What is the experience when one falls off the platform?
   Ans: When the person jumps, the cord stretches and the jumper flies upwards again as the cord recoils and continues to oscillate up and down until all the kinetic energy is dissipated. It is an experience of breathtaking quality.

5. Where is the Bungee jumping point located in India?
   Ans: The Bungee jumping point is located in Mohan Chatti village, in Rishikesh.

6. What is the minimum age to Bungee jump?
   Ans: The minimum age to Bungee jump is 12 years.

I. Prepare attractive advertisements using the hints given below.

   Ans:

   **BEST HOME APPLIANCES**

   Special Combo Offers
   + Mixie with egg boiler and Juice maker
   + Micro-oven with sandwich Toaster and Induction Stove

   **Hurry! Limited offers!**

   Muthusamy & Co.
   Raja Street, Gingee
   Contact: 9840927735
   9640910024

Ans

**MOBILE GALAXY**

**Smart Phones**
- Accessories
- Sim Cards
- Recharge

**30% Discount Offer**

**Free Power Banks on Mobile Purchase**

*Contact: No. 1, Toll Gate, Trichy*

*Mobile: 9780072351*

*Ph: 9785062452*

---

**Report Writing**

J. Write a report of the following events in about 100-120 words.

1. ‘Educational Development Day’ was organized in your school on 15th July. The District Collector was the Chief Guest of the event. As part of the event, many competitions were held and the prizes were distributed to the winners and participants. It was a grand and successful event. Now, as the member of the organizing committee, write a report on the event in about 120 words.

   **Educational Development Day**

   *by Ravi Tej*

   Ratna Matriculation Higher Secondary organized the Educational Development Day on 15th July 2018. The event was to inculcate the skills of writing, reading, listening and speaking in the students. Approximately 500 students participated in this Programme. The programme began with a prayer song sung by the school choir. After this, the Headmaster delivered the welcome speech. This programme was inaugurated by the Chief Guest Mrs. Malini Ramesh, the District Collector. Many competitions were held for the students in three levels – Sub. Junior, Junior and Senior levels. In each level, there were various competitions like recitation, elocution, slogan reading and some listening activities. Many students took part in all these competitions with enthusiasm and a winning spirit. At the end of the programme, prizes were distributed to the winners and participants. They were given valuable books and certificates. The Chief Guest praised all the winners and participants for their wonderful performance. The event ended with the National Anthem. It was a grand and successful event.

2. You are the School Pupil Leader. You have been asked to write a report on the Inaugural Ceremony of English Literary Association of your school which was held recently. Write a report on the same in not more than 120 words.

   **Inaugural Ceremony of English Literary Association**

   *by Karen Raj (School Pupil Leader)*

   Christ Matriculation School organized the inaugural ceremony of English Literary Association on 22nd February 2019. The event was to create a better learning atmosphere in our school and to make the students overcome their fear, when they perform in front of the audience. The Chief Guest was our Headmaster Mr. Rahul Pandey. The programme began with an invocation...
(prayer) by our school choir. Our English teacher, Mrs. Premalatha welcomed the gathering. Our Headmaster addressed the gathering with an inspirational speech and guidance. After his speech, he inaugurated the English Literary Association. A skit was enacted by the students of X Std and elocution on the, Importance of Education, was given by R. Ranjini of X Std ‘A’. The programme ended with the vote of thanks by the Asst. School Pupil Leader, R. Bharath, of XII Std.

3. You are the Coordinator of the Science Forum of your school. An event had been organized on account of National Science Day for the members of the forum. Now, write a report based on your observation of “National Science Day” at your school.

Ans

National Science Day
by Suhasini (Coordinator of Science Forum)

St. John’s School of Pallavaram organized a Science Exhibition in the event of National Science Day for the members of the forum on 28th February 2019. The purpose of this event was to commemorate and honour Sir C. V. Raman for his legacy. He had discovered Raman Effect on the 28th February 1928. All the members of this forum and the students from nearby schools were invited to have a glance at the science exhibition. The Chief Guest for this event was Mr. Natesan, Professor of S.G. Arts & Science College, Vellore. He gave some motivational tips and guidelines to promote our Forum and Science department. The event came to an end with the National Anthem.

A. Complete these sentences using appropriate modals. The clues in the brackets will help you.

1. When I was a child, I _______ climb trees easily but now I can’t. (ability in the past) [Ans: could ]
2. I _______ win this singing contest. (determination) [Ans: can ]
3. You _______ buy this book. It is worth buying. (advice or suggestion) [Ans: should ]
4. Poongothai _______ speak several languages. (ability in the present) [Ans: can ]
5. I swear I _______ tell lies again. (promise) [Ans: shall not ]
6. My father _______ play badminton in the evenings when he was at college. (past habit) [Ans: used to ]
7. You _______ do as I say! (command) [Ans: should ]
8. _______ I have another glass of water? (request) [Ans: May ]
9. Sibi has not practised hard but he _______ win the race. (possibility) [Ans: can ]
10. We _______ preserve our natural resources. (duty) [Ans: ought to ]

B. Rewrite the following sentences by rectifying the errors in the use of modals.

1. Would I have your autograph?
   Ans: May I have your autograph?
2. I can be fifteen next April.
   Ans: I shall be fifteen next April.
3. Take an umbrella. It should rain later.
   Ans: Take an umbrella. It may rain later.
4. The magistrate ordered that he might pay the fine.
   Ans: The magistrate ordered that he must pay the fine.

5. Make me a cup of tea, shall you?
   Ans: Make me a cup of tea, will you?

6. You may speak politely to the elders.
   Ans: You must / ought to speak politely to the elders.

7. You will get your teeth cleaned at least once a year.
   Ans: You should get your teeth cleaned at least once a year.

8. We could grow vegetables in our kitchen garden but we don’t do it now.
   Ans: We used to grow vegetables in our kitchen garden but we don’t do it now.

9. Must I get your jacket? The weather is cold.
   Ans: Shall I get your jacket? The weather is cold.

10. Could the train be on time?
    Ans: Will the train be on time?

C. Read the dialogue and fill in the blanks with suitable modals.

   Dad : Shall we go out for dinner tonight?
   Charan : Yes, Dad. We shall go to a restaurant where I can have some ice cream.
   Dad : OK. Then, I shall be home by 7 p.m. Mom and you must be ready by then.
   Charan : Sure. We shall. My friend told me that there is a magic show nearby. Will you please take us there?
   Dad : We may not have time to go for the magic show, I suppose. If we have enough time left, we shall plan.
   Charan : By the way, must we inform our gate keeper about our outing?
   Dad : Yes, we must so that he will be aware we aren’t at home.
   Charan : Shall I call up Mom and tell her about our plan today?
   Dad : You have to. Otherwise, we might be in trouble when she returns home.
   Charan : Hmm… by the time you come home in the evening, we will be waiting for you. Hope you won’t be late. Bye.

D. Read the following dialogues and supply appropriate modals.

<table>
<thead>
<tr>
<th>Role</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Can we leave our bags in the class during the break?</td>
</tr>
<tr>
<td>Teacher</td>
<td>Yes, you may but arrange them neatly.</td>
</tr>
<tr>
<td>Passenger</td>
<td>My child is 6 years old. Do I have to buy him a ticket?</td>
</tr>
<tr>
<td>Conductor</td>
<td>Yes, you must. It costs half of the price of an adult ticket.</td>
</tr>
<tr>
<td>Vani</td>
<td>Can we go for coffee after the meeting?</td>
</tr>
<tr>
<td>Yoga</td>
<td>No, I shan’t. I have to go home.</td>
</tr>
<tr>
<td>Salesman</td>
<td>When will I receive my order?</td>
</tr>
<tr>
<td>Customer</td>
<td>I shall assure you sir, the order will be delivered tomorrow.</td>
</tr>
</tbody>
</table>
Neela : Do you think I should write about my education background in the resume?
Preethi : Yes, you must. You may get a better job.

E. Here are a few sentences already done for you. The clues given would be helpful to make more sentences on your own.

1. I would suggest that you take the Uzhavan Express to Thanjavur from Chennai.
2. You will be more comfortable if you could book 3 tier A/C.
3. You could enjoy the trip.
4. You should visit the temples.
5. You mustn't miss visiting the Big Temple.
6. You can buy many artistic things.
7. You must see the Saraswathi Mahal and its library.
8. A big palace can be seen in Thanjavur.
9. We shall buy Dancing Dolls.
10. Thiruvaiyaru, Kallanai Dam and Poondi Church can be visited from Thanjavur.

Active and Passive

F. Change the following sentences to the other voice.

1. The manager appointed many office assistants.
   Ans : Many office assistants were appointed by the manager.
2. You are making a cake now.
   Ans : A cake is being made by you.
3. That portrait was painted by my grandmother.
   Ans : My grandmother painted that portrait.
4. Malini had bought a colourful hat for her daughter.
   Ans : A colourful hat had been bought by Malini for her daughter.
5. They have asked me to pay the fine.
   Ans : I was asked to pay the fine by them.
6. The militants were being taken to prison by the police.
   Ans : The police were taking the militants to prison.
7. His behaviour vexes me.
   Ans : I am vexed by his behaviour.
8. Rosy will solve the problem.
   Ans : The problem will be solved by Rosy.
9. Our army has defeated the enemy.
   Ans : The enemy has been defeated by our army.
10. The salesman answered all the questions patiently.
    Ans : All the questions were answered patiently by the salesman.
G. Change the following into Passive voice.

1. Please call him at once.
   Ans You are requested to call him at once.

2. How did you cross the river?
   Ans How was the river crossed by you?

3. No one is borrowing the novels from the library.
   Ans The novels are not being borrowed from the library.

4. Will you help me?
   Ans Will I be helped by you?

5. Go for a jog early in the morning.
   Ans You are advised to go for a jog early in the morning.

6. Why have you left your brother at home?
   Ans Why has your brother been left at home by you?

7. Nobody should violate the rules.
   Ans The rules should not be violated.

8. Someone has to initiate it immediately.
   Ans It has to be initiated immediately.

9. Have you invited Raman to the party?
   Ans Has Raman been invited to the party by you?

10. Please do not walk on the grass.
    Ans You are requested not to walk on the grass.

11. Cross the busy roads carefully.
    Ans You are advised to cross the busy roads carefully. / Let the busy roads be crossed carefully.

12. When will you book the tickets to Bengaluru?
    Ans When will the tickets be booked to Bengaluru by you?

H. In the following sentences the verbs have two objects namely Direct and Indirect objects. Change each of the following sentences into two passives using direct object as the subject in one and indirect in the other.

1. John gave a bar of chocolate to Jill.
   Ans (a) Jill was given a bar of chocolate by John.
   (b) A bar of chocolate was given to Jill by John.

2. Pragathi lent a pencil to Keerthana.
   Ans (a) Keerthana was lent a pencil by Pragathi.
   (b) A pencil was lent to Keerthana by Pragathi.

3. Sudha told the truth to her friend.
   Ans (a) The truth was told to her friend by Sudha.
   (b) Her friend was told the truth by Sudha.

4. They offered the job to Venkat.
   Ans (a) Venkat was offered a job by them.
   (b) A job was offered to Venkat by them.
5. The boss showed the new computer to Kaviya.
   Ans  (a) Kaviya was shown the new computer by the boss.
        (b) The new computer was shown to Kaviya by the boss.

I. Rewrite the following passage in Passive Voice.
   A few days ago, someone stole Ambrose's motorbike. Ambrose had left it outside his house. He reported
   the theft to the police. The police told him that they would try to find his motorbike. This morning, they
   found his motorbike. The police called Ambrose to the police station. The thieves had painted it and then
   sold it to someone else. The new owner had parked the motorbike outside a mall when the police found
   it. After an enquiry, the police arrested the thieves.
   Ans A few days ago, Ambrose's motorbike was stolen by someone. It had been left outside his house by
   Ambrose. The theft was reported to the police by him. He was told by the police that they would
   try to find his motorbike. This morning, his motorbike was found by them. Ambrose was called to
   the police station by the police. It had been painted and then sold to someone else by the thieves.
   The motorbike had been parked outside a mall by the new owner, when it was found by the police.
   After an enquiry, the thieves were arrested by the police.

J. Write a recipe of your favourite dish in passive voice. Remember to list out the ingredients
   of the dish you have chosen and their quantity. Use Simple Present tense to write your
   recipe.
   Ans Recipe of my favourite dish:

   Pulka Chapathi Roti

   Ingredients
   1. 500 gms wheat flour
   2. 1 teaspoon salt
   3. 1 tablespoon vegetable oil
   4. 400 ml water

   500 gm of wheat flour should be taken in a bowl. A teaspoon of salt should be added to it.
   One tablespoon of vegetable oil should be added to it. Water should be poured little by little and
   kneaded well. It should not be kneaded too hard. After kneading it, it should be covered with wet
   cloth for twenty minutes. Little rolls should be taken to be rolled to a circle. Then it should be heated
   on a low flame on both sides in a tava. Then it can be eaten hot with potato kurma.

K. Write a report of an event held at your school using Passive voice. Use Simple Past Tense
   to narrate the event.
   Ans Report of an event:

   Farewell Party

   A farewell party was organized for our XII Std students on 28th February 2019. The students
   of X were invited by the students of XII Std. Teachers handling XII and XI Std were present for
   the party. Two or three events were arranged by the students of XI Std. Then the XII Std students
   were given some snacks and a memento each as a token of remembrance by the students of XI. The
   party was enjoyed by each and every student and it ended at 6.00 p.m with a farewell speech by an
   XI Std student.
## Poetic devices – A Glance

<table>
<thead>
<tr>
<th>Poem Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Life</td>
</tr>
<tr>
<td>2. The Grumble Family</td>
</tr>
<tr>
<td>3. I am Every Woman</td>
</tr>
<tr>
<td>4. The Ant and the Cricket</td>
</tr>
<tr>
<td>5. The Secret of the Machines</td>
</tr>
<tr>
<td>6. No Men Are Foreign</td>
</tr>
<tr>
<td>7. The House on Elm Street</td>
</tr>
</tbody>
</table>

### 1. Simile

It is a *comparison* made between two objects of different kinds which have some resemblance/similarities. It is introduced by a word of comparison, such as, ‘*like*, ‘*as*’.  

(e.g.) “Remember they have eyes *like* ours that wake” (Poem 6)  

“Beneath all uniforms, a single body breaths, *Like* ours……..” (Poem 6)

### 2. Metaphor

A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. (or)  

It is a figure of speech that makes an implicit, *implied*, or *hidden* comparison between two things that are unrelated, but which share some common characteristics.  

(e.g.) “She’s a lioness; don’t mess with her”. (Poem 3)  

**She is a lioness – metaphor.** A woman is compared to a ferocious lioness.  

“Our hells of fire and dust outrage the innocence” (Poem 6)  

**hells of fire – metaphor.** Hells are compared to fire

### 3. Alliteration

It is the *repetition* of the same *consonant sound* in successive or nearby words. Note that in alliteration the *sounds* go together.  

(e.g.) “And then, be our station high or humble,” (Poem 2)  

In this line, “*h*” is repeated (“high, humble” are alliterated words.).  

“The summer of life she’s ready to see in spring.” (Poem 3)  

In this line, “*s*” is repeated (summer - see- spring).  

“We can print and plough and weave and heat and light” (Poem 5)  

In this line, “*p*” is repeated (print - plough) and also “*w*” is repeated (we - weave).

### 4. Personification

Personification is a figure of speech in which a thing – an idea or an animal – is given human attributes.  

(e.g.) “We can pull and haul and push and lift and drive” (Poem 5)

### 5. Anaphora

An anaphora is a technique where several phrases (or verses in a poem) begin with the same word or words.  

(e.g.) “They growl at the rain and they growl at the sun; ” (Poem 2)
6. Repetition: Poets often repeat single words or phrases, lines, and sometimes, even whole stanzas at intervals to create a musical effect; to emphasize a point; to draw the readers’ attention or to lend unity to a piece.

(e.g.) “Remember, no men are foreign, and no countries strange”
“Remember, no men are strange, no countries foreign”

The last line and the first line of Poem 6
The last line though reversed, is the same as the first line. This is to emphasize the serious message, the poem has to convey.

The poet (James Kirkup) repeats the word ‘Remember’ five times in the poem.
This repetition emphasizes the core message of the oneness of mankind.

7. Epithet: An epithet is an adjective or phrase expressing a quality or attribute regarded as characteristic of the person or the thing mentioned.

(e.g.) “They live, it is said, on Complaining Street”

complaining street – epithet.

8. Transferred Epithet: A transferred epithet is a figure of speech where an adjective or epithet describing a noun is transferred from the noun it is meant to describe to another noun in the sentence.

(e.g.) “They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war’s long winter starv’d.”

In this line, “sun, air and water” are fed by peaceful harvests, by war’s long winter starv’d. “starv’d” is an epithet which is placed beside the noun ‘winter’. However, it does not describe the ‘winter’ as being starved, but describes the pronoun ‘they’. Historically many wars were fought during the winter, while the harvest season was essentially peaceful. ‘They’ refers to the soldiers in uniform who had to starve during winter while fighting for their land.

Winter starv’d – transferred epithet.

9. Imagery: The descriptions create a picture in the reader’s mind.

(e.g.) We can see and hear and count and read and write!

The example explains to us the many tasks that could be completed by the machine.


(e.g.) We are greater than the Peoples and the Kings.
‘We will serve you four and twenty hours a day?’

11. Assonance: Repetition of two or more vowel sounds

(e.g.) all we ask

(Poem 5)


(e.g.) Though our smoke may hide the Heavens from your eyes,

(Poem 5)

13. Synecdoche: A figure of speech in which a part is made to represent the whole or vice versa.

(e.g.) “The Western wave was all a-flame.”

The “Western wave” is a synecdoche as it refers to the sea by the name of one of its parts i.e. wave.

“Inside it has a ton of space”

(Poem 7)
14. **Paradox**: A figure of speech in which a statement appears to contradict itself.
   (e.g.) *To bring peace we must war.*
   *Be cruel to be kind.*
   “*It just sits there, never getting small or ever growing tall*”
   *getting small, growing tall* :: contradict one another.

15. **Onomatopoeia**: A figure of speech wherein the word imitates the sound associated with the object it refers to.
   (e.g.) *Pitter patter, pitter patter Raindrops on my pane.*
   “*Lights flicker on and off*”

16. **Rhetorical Questions**: A figure of speech in the form of a question that is asked to make a point rather than to elicit an answer.
   (e.g.) *And what is so rare as a day in June?*
   “*How could this be?*”
   “*What happened inside that house?*”

17. **Rhyming**: It is making the last words in the lines produce the same sound.
   (e.g.) *So let the way wind up the hill or down,*
   *O'er rough or smooth, the journey will be joy:*
   *Still seeking what I sought when but a boy,*
   *New friendship, high adventure, and a crown*
   The rhyming words are *down - crown and joy - boy.*
   (Poem 1)

18. **Rhyme scheme**: Rhyme scheme is a poet's deliberate pattern of lines that rhyme with other lines in a poem or a stanza. The rhyme scheme, or pattern, can be identified by giving end words that rhyme.
   (e.g.) Look at the four lines
   *So let the way wind up the hill or down,*
   *O'er rough or smooth, the journey will be joy:*
   *Still seeking what I sought when but a boy,*
   *New friendship, high adventure, and a crown*
   It has clear rhyming words with a,b,b,a.
   So the rhyming scheme is *a,b,b,a.*
   (Poem 1)

19. **Couplet**: A couplet is a literary device that can be defined as having two successive rhyming lines in a verse.
   (e.g.) “*With forward face and unreluctant soul;*
   *Not hurrying to, not turning from the goal*. “ (Poem 1)
## MEMORITER POEMS

<table>
<thead>
<tr>
<th>Poem</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life</strong></td>
<td>Henry Van Dyke</td>
</tr>
<tr>
<td><strong>I am Every Woman</strong></td>
<td>Rakhi Nariani Shirke</td>
</tr>
<tr>
<td><strong>The Secret of the Machines</strong></td>
<td>Rudyard Kipling</td>
</tr>
<tr>
<td><strong>No Men Are Foreign</strong></td>
<td>James Falconer Kirkup</td>
</tr>
</tbody>
</table>

### Life - Henry Van Dyke

Let me but live my life from year to year,
With forward face and unreluctant soul;
Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear
In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.

So let the way wind up the hill or down,
O’er rough or smooth, the journey will be joy:
Still seeking what I sought when but a boy,
New friendship, high adventure, and a crown,
My heart will keep the courage of the quest,
And hope the road’s last turn will be the best.

### I am Every Woman - Rakhi Nariani Shirke

A woman is beauty innate,
A symbol of power and strength.
She puts her life at stake,
She’s real, she’s not fake!

The summer of life she’s ready to see in spring.
She says, “Spring will come again, my dear.
Let me care for the ones who’re near.”
She’s The Woman – she has no fear!

Strong is she in her faith and beliefs.
“Persistence is the key to everything,” says she.
Despite the sighs and groans and moans,
She’s strong in her faith, firm in her belief!

She’s a lioness; don’t mess with her.
She’ll not spare you if you’re a prankster.
Don’t ever try to saw her pride, her self-respect.
She knows how to thaw you, saw you – so beware!

She’s today’s woman. Today’s woman, dear. Love
her, respect her, keep her near...

### The Secret of the Machines - Rudyard Kipling

We were taken from the ore-bed and the mine,
We were melted in the furnace and the pit
We were cast and wrought and hammered to design,
We were cut and filed and tooled and gauged to fit.

Some water, coal, and oil is all we ask,
And a thousandth of an inch to give us play:
And now, if you will set us to our task,
We will serve you four and twenty hours a day!

We can pull and haul and push and lift and drive,
We can print and plough and weave and heat and light,
We can run and race and swim and fly and dive,
We can see and hear and count and read and write!

But remember, please, the Law by which we live,
We are not built to comprehend a lie,
We can neither love nor pity nor forgive,
If you make a slip in handling us you die!

Though our smoke may hide the Heavens from your eyes,
It will vanish and the stars will shine again,
Because, for all our power and weight and size,
We are nothing more than children of your brain!

### No Men Are Foreign - James Falconer Kirkup

Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.

They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war’s long winter

Their hands are ours, and in their lines we read
A labour not different from our own.
Remember they have eyes like ours that wake
Or sleep, and strength that can be won
By love. In every land is common life
That all can recognise and understand.

Let us remember, whenever we are told
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn.
Remember, we who take arms against each other
It is the human earth that we defile.
Our hells of fire and dust outrage the innocence
Of air that is everywhere our own,
Remember, no men are foreign, and no countries strange.
**Life**

- Henry Van Dyke

**Henry Van Dyke** (1852 - 1933) was born in Pennsylvania, USA. A nature lover and avid reader, he earned degrees from Princeton, then served as a Presbyterian minister for more than 20 years. (He was considered one of the best preachers in New York City). He eventually returned to Princeton, where he spent nearly 20 years as a professor of English, with a bit of service as the U.S. Ambassador to Luxembourg and the Netherlands in between. A writer whose talent extended to many different genres, Henry's best-known works are probably the lyrics of the hymn “Joyful, Joyful, We Adore Thee” and the two Christmas stories, “The Other Wise Man” and “The First Christmas Tree”.

Henry Van Dyke is a visionary American author. His poem “Life” describes life taking on life in its truest form, an adventure. This poem is beautiful and inspiring but also idealistic. One cannot help but be charmed by his childlike hope and absolute faith in the abilities of a warm heart and an able mind.

**KEY POINTS**

- Life is an experience.
- To be lived with courage.
- One should not worry about the uncertain future.
- Happiness nourishes life with extra energy.
- Imaginations to be fearless and pure.
- New friendships, new adventures, new explorations to enrich us.
- To always hope for a joyous future with determination and faith.

**Summary**

In this poem, life is described not as an entity, but as an experience. One should live with courage and dedication. Life should be lived without hurry and with a clear sense of purpose that drives the mind and soul. The poet encourages us to let go of all that has been lost in the past as well as the uncertainty the future holds. He tells us to embrace the present with the happiness which nourishes the young and the old. Happiness gives us nourishment on this journey with a smile on our face.

Whatever situation life throws at us, it is the journey that should be joyous, for it teaches us to grow and live. Our imagination should have the innocence and fearlessness of childhood. We should seek out new friendships, new adventures and new experiences which enrich us. He encourages us to have faith and determination in our hearts, as we take on this beautiful journey. We should have eternal hope that our story ends joyfully.
<table>
<thead>
<tr>
<th>Line No.</th>
<th>Poem Lines</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Let me but live my life from year to year,</td>
<td>The poet is giving advice to the readers from his own personal experiences. The poet wants to live his life happily as it comes with forward momentum and optimism. He wants to live his life every year with a happy heart.</td>
</tr>
<tr>
<td></td>
<td>With forward face and unreluctant soul;</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>Not hurrying to, nor turning from the goal;</td>
<td>The poet does not like to hurry in any matters or situations. He doesn't want to turn away from his aims. What he wanted to achieve, he will do it with confidence and hope. He does not like to feel sad and keep on worrying about the things that have passed away.</td>
</tr>
<tr>
<td></td>
<td>Not mourning for the things that disappear</td>
<td></td>
</tr>
<tr>
<td>5-6</td>
<td>In the dim past, nor holding back in fear</td>
<td>He doesn't want to think about his dull past and hold back in fear about the uncertainty of his future. He wanted to look forward with a happy and cheerful mind. He doesn't want to worry too much about his future.</td>
</tr>
<tr>
<td></td>
<td>From what the future veils;</td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>but with a whole</td>
<td>He thinks that he should live life to the fullest by retaining the child-like innocence and pleasures of life. He likes to travel his journey of life cheerfully.</td>
</tr>
<tr>
<td></td>
<td>And happy heart, that pays its toll</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To Youth and Age, and travels on with cheer</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>So let the way wind up the hill or down,</td>
<td>Though his way goes up in the path of a mountain or down the valley, he would enjoy his journey. No matter whatever happens if his path is difficult or easy, he will make it a joyful journey.</td>
</tr>
<tr>
<td></td>
<td>O'er rough or smooth, the journey will be joy;</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>Still seeking what I sought when but a boy</td>
<td>He is searching to find what he was searching for when he was a boy - his new adventures, his hopes, his new friendship and his new experiences which enrich him.</td>
</tr>
<tr>
<td></td>
<td>New friendship, high adventure, and a crown</td>
<td></td>
</tr>
<tr>
<td>13-14</td>
<td>My heart will keep the courage of the quest</td>
<td>Life is described not as an entity but as an experience. One should live with courage, dedication and a clear sense of purpose that drives the mind and soul. The poet encourages us to have faith and determination in our hearts, as we take on this beautiful journey.</td>
</tr>
<tr>
<td></td>
<td>And hope the road's last turn will be the best.</td>
<td></td>
</tr>
</tbody>
</table>
A. Read the following lines from the poem and answer the questions that follows.

1. *Let me but live my life from year to year,*
   *With forward face and unreluctant soul;*
   (a) Whom does the word ‘me’ refer to?
   **Ans** ‘Me’ refers to the poet, Henry Van Dyke.
   (b) What kind of life does the poet want to lead?
   **Ans** The poet wants to live a joyous life with plenty of positivity towards the future.

2. *Not hurrying to, nor turning from the goal;*
   *Not mourning for the things that disappear*
   (a) Why do you think the poet is not in a hurry?
   **Ans** The poet wants to move towards his goal without hurrying or turning away from it.
   (b) What should one not mourn for?
   **Ans** One must not mourn for the things lost in the past.

3. *In the dim past, nor holding back in fear*
   *From what the future veils; but with a whole*
   *And happy heart, that pays its toll*
   *To Youth and Age, and travels on with cheer.*
   (a) What does the poet mean by the phrase ‘in the dim past’?
   **Ans** ‘In the dim past’ means the sad days of the past.
1. Is the poet afraid of future?
   **Ans**: No, the poet is not afraid of future.

(c) How can one travel on with cheer?
   **Ans**: One can travel on with cheer by retaining the pleasures of childhood.

4. So let the way wind up the hill or down,
   O'er rough or smooth, the journey will be joy:
   Still seeking what I sought when but a boy,
   New friendship, high adventure, and a crown
   (a) How is the way of life?
       **Ans**: The way of life could go up the hill or down, rough or smooth.
   (b) How should be the journey of life?
       **Ans**: The journey of life must be joyful.
   (c) What did the poet seek as a boy?
       **Ans**: The poet seeks new friends and high adventure.

5. My heart will keep the courage of the quest,
   And hope the road's last turn will be the best.
   (a) What kind of quest does the poet seek here?
       **Ans**: The quest is to seek a purposeful life with courage and determination.
   (b) What is the poet's hope?
       **Ans**: The poet hopes for a beautiful life with a clear sense of purpose.

6. In the dim past, nor holding back in fear
   From what the future veils; but with a whole
   And happy heart, that pays its toll
   To Youth and Age, and travels on with cheer.
   (a) Identify the rhyming words of the given lines.
       **Ans**: fear - cheer ; whole - toll.

7. Let me but live my life from year to year,
   With forward face and unreluctant soul;
   Not hurrying to, nor turning from the goal;
   Not mourning for the things that disappear
   (a) Identify the rhyme scheme of the given lines.
       **Ans**: The rhyming scheme : a b b a.

**POETIC COMPREHENSION - ADDITIONAL**

1. Let me but live my life from year to year,
   With forward face and unreluctant soul;
   Not hurrying to, nor turning from the goal;
   Not mourning for the things that disappear
   (a) How does the poet want to live his life?
       **Ans**: He wants to live his life happily with forwarding momentum and positivity.
   (b) What does he say about past events?
       **Ans**: He tells us not to worry about the past things that disappeared.
1. With forward face and unreluctant soul; Not hurrying to, nor turning from the goal;

(a) What literary device is used here?

Ans: Couplet is used in this poem. A couplet is two lines of verse that are joined by a rhyme.

(b) Pick out the alliterated words in these lines.

Ans: The alliterated words: forward - face; (1st line) Not - nor; (2nd line)

2. “So let the way wind up the hill or down”

(a) What is the figure of speech used here?

Ans: Personification. The way is personified as a human. It takes us up the hill or down.

3. “My heart will keep the courage of the quest, And hope the road’s last turn will be the best”.

(a) What is the literary device used here?

Ans: Couplet is the literary device used here.

B. Answer the following question in about 80 - 100 words.

1. Describe the journey of life as depicted in the poem by Henry Van Dyke.

Ans: In this poem, life is described not as an entity, but as an experience. One should live with courage and dedication. Life should be lived without hurry and with a clear sense of purpose that drives the mind and soul. The poet encourages us to let go of all that has been lost in the past as well as the uncertainty the future holds. He tells us to embrace the present with the happiness which nourishes the young and the old. Happiness gives us nourishment on this journey with a smile on our face. Whatever situation life throws at us, it is the journey that should be joyous, for it teaches us to grow and live. Our imagination should have the innocence and fearlessness of childhood. We should seek out new friendships, new adventures and new experiences which enrich us. He encourages us to have faith and determination in our hearts, as we take on this beautiful journey. We should have eternal hope that our story ends joyfully.

PARAGRAPH QUESTIONS & ANSWERS - ADDITIONAL

1. What is the message of the poem “Life”?

Ans: Henry Van Dyke was a visionary American author. His poem “Life” describes life taking on life in its truest form, an adventure. The poet wants to live his life looking ahead, willing to do something. He neither wants to hurry nor move away from his goal. He does not want to mourn the things he has lost, not hold back for fear of the future. He instead prefers to live his life with a whole and happy heart which cheerfully travels from youth to old age. Therefore, it does not matter to him whether the path goes up or down the hill, rough or smooth, the journey will be joyful. He will continue to seek what he wanted as a boy - new friendship, high adventure and a crown (prize). His heart will remain courageous and pursue his desires. He hopes that every turn in his life’s journey will be the best.
2. What does the poet narrate to us in this poem?

**Ans**

In this poem, the poet narrates to us about how he would want to look forward with a happy and cheerful mind without worrying too much about the future. He thinks that he should live life to the fullest by retaining the child-like innocence and pleasures of life. Finally, he hopes that his life will be meaningful and that better things will happen to him in the future which lies ahead of him.

3. What are the main concepts and ideas in the poem 'Life'?

**Ans**

The poet wants to live his life looking ahead, willing to do something. He neither wants to hurry nor move away from his goal. He does not want to mourn the things he has lost, not hold back for fear of the future. He instead prefers to live his life with a whole and happy heart which cheerfully travels from youth to old age. Therefore, it does not matter to him whether the path goes up or down the hill, rough or smooth, the journey will be joyful. He will continue to seek what he wanted as a boy - new friendship, (vii) high adventure and a crown (prize). His heart will remain courageous and pursue his desires. He hopes that every turn in his life's journey will be the best.

C. Based on your understanding of the poem, complete the following passage by the using the phrases given in the box.

<table>
<thead>
<tr>
<th>youth to old age</th>
<th>up or down the hill</th>
<th>to hurry nor move away</th>
</tr>
</thead>
<tbody>
<tr>
<td>high adventure</td>
<td>joyful</td>
<td>mourn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>looking ahead</td>
</tr>
</tbody>
</table>

The poet wants to live his life (i) __________, willing to do something. He neither wants (ii) __________ from his goal. He does not want to (iii) __________ the things he has lost, not hold back for fear of the future. He instead prefers to live his life with a whole and happy heart which cheerfully travels from (iv) __________. Therefore, it does not matter to him whether the path goes (v) __________, rough or smooth, the journey will be (vi) __________. He will continue to seek what he wanted as a boy - new friendship, (vii) __________ and a crown (prize). His heart will remain courageous and pursue his desires. He hopes that every turn in his life's journey will be the best.

**Ans**

(i) looking ahead (ii) to hurry nor move away (iii) mourn
(iv) youth to old age (v) up or down the hill (vi) joyful
(vii) high adventure
William Shakespeare (1564 –1616) is an English poet, playwright and actor. He is regarded as the greatest writer in the English language and the world's greatest dramatist of all time. He is often called 'England's National Poet' and 'Bard of Avon'. His works consist of approximately 37 plays, 154 sonnets, two long narrative poems.

Main Characters

Prospero  
- An old man  
- Rightful Duke of Milan  
- Miranda's father  
- Antonio’s brother  

Miranda  
- Beautiful young lady  
- Prospero’s daughter  

Sycorax  
- A witch  
- Caliban's mother  

Ariel  
- Chief of gentle spirits  

Caliban  
- Ugly monster  
- Son of Sycorax  

King of Naples  
- Powerful prince  
- Prospero’s enemy  
- Father of Ferdinand  

Ferdinand  
- Prince of Naples  

Gonzalo  
- Kind lord of Prospero’s court  

KEY POINTS

- Prospero and his daughter Miranda came to an island and lived in a cave.  
- A witch, Sycorax, imprisoned many good spirits in the bodies of large trees.  
- Prospero released these gentle spirits using his magical powers.  
- Ariel was the chief of these gentle spirits.  
- Prospero raised a violent storm in the sea to wreck the ship of his enemies.  
- He ordered Ariel to torment the inmates of the ship.  
- Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.  
- Ferdinand was the second human whom Miranda had seen on the island, after her father.  
- Prospero wanted to test Ferdinand and gave a severe task to perform.  
- Miranda was attracted by Ferdinand and had more concern towards him.  
- The King of Naples and Antonio, repented the injustice they had done to Prospero.  
- Prospero forgave them and restored his dukedom, Milan.
The play opens with a storm raised by Prospero. Earlier he was the rightful Duke of Milan. He had been set adrift in a boat with his three-year-old daughter, Miranda, by his usurping brother, Antonio. Prospero was more interested in his books and his magic than in the pragmatics of ruling Milan. This caused him to be overthrown by his brother. Arriving at an island, Prospero proceeded to make good use of his magic by freeing the spirit Ariel from the torment of imprisonment by a witch called Sycorax. Prospero found no living person on the island other than Sycorax’s son, an ugly monster, Caliban. Prospero employed Caliban, as a slave, to fetch wood and do the most laborious works. As the play begins, Prospero creates a tempest in order to dash a fine large ship, in which the King of Naples, his son Ferdinand, and Prospero’s brother, Antonio were travelling. He creates this tempest with the help of Ariel. He asks Ariel to bring Ferdinand to his cave. Before the arrival of Ferdinand, he tells his daughter of the misdeeds of his brother Antonio and the King of Naples. He tells the reason for creating the violent storm. He has no intentions of hurting them. But he wants them to realize their mistake and repent. When Ferdinand comes to his cave, he gets attracted to Miranda. They fall in love with each other. Prospero tests Ferdinand’s constancy by making him to perform severe tasks. Finally, Ariel makes Prospero’s enemies to realize their mistake. They repent for it. Prospero forgives them and restores his dukedom Milan.

Glossary

afflict - trouble
altered - changed
apparel - dress; clothes on
charge - duty
compelling - forcing
constancy - loyalty
deprive (v) - to take something important or necessary away from someone
dreadful (adj.) - extremely bad or unpleasant
duke (n) - a man of very high social rank in some European countries; a king
enchanted - charmed
famished (adj.) - extremely hungry
fatigue (n) - extreme tiredness
lamenting - shedding tears
mast - a tall upright post on a ship or boat
perish - die
repent (v) - to be very sorry for something bad you have done.
resistance (n) - The act of fighting against something
resolved - determined to do something
stupefied - stunned
tackle - try to solve
tormenting (v) - making someone suffer or worry a lot
vexation (n) - worry or anger
voracious (adj.) - very eager for something
withered - dried

* Words given in bold in this Glossary are taken from Textbook Glossary.
A. Choose the correct answer.

1. ________ was the chief of all spirits.
   (a) Sycorax  (b) Caliban  (c) Ariel  (d) Prospero  [Ans: (c) Ariel]

2. ________ raised a dreadful storm.
   (a) Ariel  (b) Prospero  (c) Miranda  (d) Sycorax  [Ans: (b) Prospero]

3. Miranda was brought to the island ________ years ago.
   (a) fourteen  (b) ten  (c) twelve  (d) five  [Ans: (c) twelve]

4. Prospero ordered Ariel to bring ________ to his place.
   (a) Gonzalo  (b) Ferdinand  (c) King of Naples  (d) Antonio  [Ans: (b) Ferdinand]

5. ________ had provided Prospero formerly with books and provisions.
   (a) Antonio  (b) Ferdinand  (c) Gonzalo  (d) Antonio  [Ans: (c) Gonzalo]

6. The second human being that Miranda saw on the island was ________.
   (a) Ariel  (b) Prospero  (c) Ferdinand  (d) Gonzalo  [Ans: (c) Ferdinand]

MCQ - ADDITIONAL

i) They lived in a cave made out of ________.
   (a) bricks  (b) wood  (c) cement  (d) rock  [Ans: (d) a rock]

ii) There he kept his books, which chiefly treated of ________.
   (a) strength  (b) power  (c) magic  (d) wisdom  [Ans: (c) magic]

iii) Caliban was employed like a slave to ________ and do the most laborious offices.
    (a) guard the cave  (b) fetch wood  (c) fetch water  (d) run errands  [Ans: (b) fetch wood]

iv) With the help of these spirits, Prospero could ________.
    (a) support the people  (b) bring in commotion  (c) work on his study  (d) command the winds  [Ans: (d) command the winds]

v) By his orders, they raised ________.
    (a) violent storm  (b) a great commotion  (c) fearful fight  (d) a building  [Ans: (a) violent storm]

vi) Our food lasted till we landed on this ________.
    (a) rural area  (b) desert island  (c) Peninsula  (d) forest  [Ans: (b) desert island]

vii) She timidly answered, she was no ________.
    (a) fairy  (b) princess  (c) angel  (d) goddess  [Ans: (d) goddess]

viii) This young man you see was in the ________.
     (a) forest  (b) ship  (c) island  (d) cave  [Ans: (b) ship]

ix) Prospero had commanded ________ to pile up some heavy logs of wood.
    (a) Gonzalo  (b) Ariel  (c) Ferdinand  (d) Caliban  [Ans: (c) Ferdinand]

x) Ariel soon returned with the king, Antonio and ________.
    (a) Old Gonzalo  (b) Caliban  (c) Young Ferdinand  (d) wicked Sycorax  [Ans: (a) Old Gonzalo]
B. Identify the character or speaker

1. She imprisoned the spirits in the bodies of large trees. [Ans: Sycorax, the witch]
2. He was the chief of all spirits. [Ans: Ariel]
3. It seems to me like the recollection of a dream. [Ans: Miranda]
4. I was Duke of Milan, and you were a princess. [Ans: Miranda]
5. What a trouble must I have been to you then! [Ans: Miranda]
6. Now pray tell me, sir, your reason for raising this sea-storm? [Ans: Miranda]
7. I will soon move you. [Ans: Ariel]
8. I will tie your neck and feet together. [Ans: Prospero]
9. I must finish my task before I take my rest. [Ans: Ferdinand]
10. He repented and implored his brother's forgiveness. [Ans: Antonio]

C. Answer the following questions in one or two sentences.

1. **Who were the inhabitants of the island?**
   - Ans: The inhabitants of the island were an old man named Prospero and his daughter Miranda.

2. **What powers did Prospero possess?**
   - Ans: Prospero possessed magical powers.

3. **Who was Caliban? What was he employed for?**
   - Ans: Caliban was the son of a witch named Sycorax. He was employed like a slave to fetch wood and do the most laborious work.

4. **Who were on the ship? How were they related to Prospero?**
   - Ans: Prospero’s brother Antonio, the King of Naples, the king’s son Ferdinand and an old lord Gonzalo were on the ship. Antonio, with the help of the King of Naples, deprived Prospero of his dukedom.

5. **Why had Prospero raised a violent storm in the sea?**
   - Ans: Prospero raised a violent storm in the sea to make his enemies repent for the injustice done to him and his daughter.
6. How did Miranda feel when her father raised the storm to destroy the ship?
   Ans: Miranda felt extremely sad for the distress of the members in the ship. She wanted Prospero to have pity on the poor souls.

7. What was Ariel ordered to do with the people on the ship?
   Ans: Prospero ordered Ariel to torment the inmates of the ship by raising a violent storm. He also instructed Ariel to bring Ferdinand, the Prince of Naples to his cave.

8. Give two reasons why Miranda was so concerned about Ferdinand.
   Ans: Ferdinand was the second human whom Miranda had seen after her father. She was attracted by him and had more concern towards him.

9. Why did Prospero set Ferdinand a severe task to perform?
   Ans: Prospero set Ferdinand a severe task to perform to try his constancy. He resolved to throw some difficulties in his way.

10. How was Gonzalo helpful to Prospero when he left Milan?
    Ans: Gonzalo had privately placed water, provisions, clothes and some books, which Prospero loved the most in the boat.

D. Answer the questions in a paragraph of about 100 - 150 words.

1. Write a detailed character sketch of Prospero.
   Ans: Prospero was skilled magically and used his powers to create storms, provide entertainment, manipulate others, exercise power and control over the lives of others. He enjoyed knowledge and learning of spells. He became so entranced by his magic that he did not notice his brother trying to take his title and kill him. Prospero controlled all those who were around him. In the beginning of the play, he got the help of Ariel, the chief of gentle spirits, to create a violent and windy storm to punish his enemies who harmed him and his daughter. Ariel worked for Prospero in exchange for his freedom from a witch, Sycorax. But Caliban was the son of Prospero’s old enemy Sycorax. So, Prospero employed Caliban like a slave, to fetch wood and do the most laborious work.

2. Narrate how Prospero made his enemies repent to restore his dukedom.
   Ans: Prospero, the Duke of Milan, was more interested in reading books and in the art of magic. He trusted his brother Antonio and asked him to look after his affairs in his kingdom. But Antonio overthrew Prospero out of the kingdom, with the help of the king of Naples. Prospero reached an island with his daughter and stayed there for twelve years. He released many good spirits from the clutches of the witch Sycorax. With the help of Ariel, he created a violent storm in the sea. He made his enemies travelling in the ship, to suffer for their mistakes done to him. He asked Ariel to bring Ferdinand to the cave. There, Miranda and Ferdinand were attracted to each other. But Prospero tested Ferdinand to try his constancy. At last, he forgave all of them, as they realized their mistakes and repented. Everyone left the island and Prospero restored his dukedom.
1. **What role does the storm play in the development of the plot (Tempest)?**

   Ans: In Shakespeare’s classic play the tempest, the storm is the plot’s inciting incident, which causes the King of Naples and the royal party to be shipwrecked on Prospero’s island. There he can seek revenge and regain his position as Duke of Milan. With Ariel’s assistance, Prospero takes revenge on his enemies. Once the royal party arrives on the island, Prospero uses his magic to manipulate and confuse his captives, before attaining his revenge and being restored to his rightful position of authority. Overall, the storm serves as the catalyst for placing the royal party on the island, which leads to Prospero’s restoration. The storm also brings Ferdinand and Miranda together. After being separated from the king’s party, Ferdinand discovers Miranda and the two fall in love.

2. **Why is Prospero overthrown?**

   Ans: Prospero was so engrossed in his studies, in his books on magic, that he neglected his duties as Duke of Milan. He was more than happy to leave the day to day administration of the Dukedom to his brother, Antonio. This turned out to be a foolish mistake. If someone in a position of authority gives the impression that they are no longer interested in performing their duty, then one can be certain that someone will gladly step into the breach and do it for them. And that is precisely what happens in relation to Prospero. As Antonio was effectively left in charge of the government, he wondered why he couldn’t take over as Duke in form as well as substance. So he made his move and Prospero was removed from office and subsequently banished along with Miranda to a remote island.

E. **Rearrange the following sentences in coherent order.**

   1. He ordered Ariel to torment the inmates of the ship.
   2. Miranda was attracted by Ferdinand and had more concern towards him.
   3. Prospero and Miranda came to an island and lived in a cave.
   4. Prospero forgave them and restored his dukedom, Milan.
   5. He raised a violent storm in the sea to wreck the ship of his enemies.
   6. Prospero wanted to test Ferdinand and gave a severe task to perform.
   7. Using his powers, Prospero released the good spirits from large bodies of trees.
   8. The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
   9. Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.
   10. Ferdinand was the second human whom Miranda had seen after her father.

   Ans: 3, 7, 5, 1, 9, 10, 2, 6, 8, 4

   3. Prospero and Miranda came to an island and lived in a cave.
   7. Using his powers, Prospero released the good spirits from large bodies of trees.
   5. He raised a violent storm in the sea to wreck the ship of his enemies.
   1. He ordered Ariel to torment the inmates of the ship.
   9. Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.
10. Ferdinand was the second human whom Miranda had seen after her father.
2. Miranda was attracted by Ferdinand and had more concern towards him.
6. Prospero wanted to test Ferdinand and gave a severe task to perform.
8. The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
4. Prospero forgave them and restored his dukedom, Milan.

### ADDITIONAL QUESTIONS

1. Fill in the blanks:

   There was an (i) ________ in the sea, the only (ii) ________ of which were an old man named Prospero and his daughter Miranda, a very (iii) ________ young lady. She came to this island so young, that she had no (iv) ________ of having seen any other human face than her (v) ________.

   (a) beautiful (b) memory (c) island (d) father’s (e) inhabitants

   **Ans** (i) (c) island (ii) (e) inhabitants (iii) (a) beautiful (iv) (b) memory (v) (d) father’s

   2. By (i) ________ of his art, he had released many good spirits from a witch called (ii) ________ who had them imprisoned in the bodies of large trees. These gentle (iii) ________ were ever after (iv) ________ to the will of Prospero of these (v) ________ was the chief.

   (a) obedient (b) spirits (c) virtue (d) Ariel (e) Sycorax

   **Ans** (i) (c) virtue (ii) (e) Sycorax (iii) (b) spirits (iv) (a) obedient (v) (d) Ariel

   3. Having so said, Prospero gently (i) ________ his daughter with his magic (ii) ________ and she fell fast asleep; for the spirit Ariel just then (iii) ________ himself before his (iv) ________, to give an account of the Tempest and how he had (v) ________ of the ship’s company.

   (a) presented (b) master (c) wand (d) disposed (e) touched

   **Ans** (i) (e) touched (ii) (c) wand (iii) (a) presented (iv) (b) master (v) (d) disposed

   4. Ariel gave a (i) ________ description of the storm and of the terrors of the (ii) ________ and how the king’s son Ferdinand, was the first who (iii) ________ into the sea; and his father (iv) ________, he saw his dear son (v) ________ up by the waves and lost.

   (a) thought (b) swallowed (c) lively (d) mariners (e) leaped

   **Ans** (i) (c) lively (ii) (d) mariners (iii) (e) leaped (iv) (a) thought (v) (b) swallowed
II. Match the following

(a) 1. Ariel  - (a) A witch
2. Antonio - (b) Rightful Duke of Milan
3. Miranda - (c) Brother of Prospero
4. Sycorax - (d) chief of gentle spirits
5. Prospero - (e) Prospero's daughter

[Ans: 1 - (d); 2 - (c); 3 - (e); 4 - (a); 5 - (b)]

(b) 1. Ferdinand - (a) Ugly monster
2. Caliban - (b) Prospero's enemy
3. King of Naples - (c) Beautiful young lady
4. Gonzalo - (d) Son of Naples King
5. Miranda - (e) Kind lord of court

[Ans: 1 - (d); 2 - (a); 3 - (b); 4 - (e); 5 - (c)]

(c) 1. Prospero - (a) Caliban's mother
2. Antonio - (b) Princess of Milan
3. Miranda - (c) employed like a slave
4. Sycorax - (d) Duke of Milan
5. Caliban - (e) Prospero's brother

[Ans: 1 - (d); 2 - (e); 3 - (b); 4 - (a); 5 - (c)]

III. Read the passage:

1. They lived in a cave made out of a rock; it was divided into several apartments, one of which Prospero called his study; there he kept his books, which chiefly treated of magic. By virtue of his art, he had released many good spirits from a witch called Sycorax who had them imprisoned in the bodies of large trees. These gentle spirits were ever after obedient to the will of Prospero. Of these Ariel was the chief.

(a) Where did they live?
   Ans: They lived in a cave made out of a rock.

(b) How was it divided?
   Ans: It was divided into several apartments.

(c) What did Prospero keep in one of his apartments?
   Ans: He kept his books which chiefly treated of magic.

(d) How did he release many good spirits?
   Ans: He released many good spirits by virtue of his art.

(e) Who was the chief of all the spirits?
   Ans: Ariel was the chief of all the spirits.
2. Ariel gave a lively description of the storm, and of the terrors of the mariners; and how the king’s son, Ferdinand, was the first who leaped into the sea; and his father thought he saw his dear son swallowed up by the waves and lost. “But he is safe,” said Ariel, “in a corner of the isle, sadly lamenting the loss of the king, his father.

“That’s my delicate Ariel,” said Prospero. “Bring him here: my daughter must see this young prince. Where is the king, and my brother?”

“I left them,” answered Ariel, “searching for Ferdinand, whom they have little hopes of finding, thinking they saw him perish. Of the ship’s crew not one is missing; though each one thinks himself the only one saved: and the ship, though invisible to them, is safe in the harbour.

(a) Who gave the lively description of the storm?
   Ans Ariel gave the lively description of the storm.

(b) What did Ferdinand do?
   Ans Ferdinand was the first to leap into the sea.

(c) What did the king of Naples think?
   Ans He thought that his dear son was swallowed up by the waves and lost.

(d) Was the King of Naples safe?
   Ans Yes the King of Naples was safe.

(e) What happened to the ship?
   Ans The ship was safe in the harbour.

3. She timidly answered, she was no goddess, but a simple maid, and was going to give him an account of herself, when Prospero interrupted her. He was well pleased to find they admired each other, but to try Ferdinand’s constancy, he resolved to throw some difficulties in their way; therefore advancing forward, he addressed the prince with a stern air, telling him, he came to the island as a spy, to take it from him who was the lord of it. “Follow me,” said he, “I will tie your neck and feet together. You shall drink sea-water; shell-fish, withered roots, and husks of acorns shall be your food.” “No,” said Ferdinand, “I will resist this” and drew his sword; but Prospero, waving his magic wand, fixed him to the spot where he stood, so that he had no power to move.

(a) Who answered timidly?
   Ans Miranda answered timidly that she was no goddess.

(b) Why was Prospero well pleased?
   Ans He was well pleased to find they admired each other.

(c) Why was Prospero harsh towards Ferdinand?
   Ans Prospero was harsh towards Ferdinand because he wanted to try Ferdinand’s constancy.

(d) What did he resolve to do?
   Ans He resolved to throw some difficulties in their way.

(e) What did Prospero do to Ferdinand by his magic wand?
   Ans By waving his magic wand, Prospero fixed Ferdinand to the spot where he stood, so that he had no power to move.
VI. Mind Map:

1.

There was an island in the sea

The only (i) _______ were an old man named Prospero and his daughter Miranda

She had no memory of having seen any other (ii) _______ than her father's

They lived in a cave made out of a rock; it was divided into (iii) _______ apartments.

One of the apartment was Prospero's (iv) _______

He kept his books of (v) ________

Ans
(i) inhabitants (ii) human face (iii) several (iv) study room (v) magic

2.

The King of Naples was almost as much (i) _______ at the beauty and excellent graces of Miranda

Who is this (ii) _______? said he

She is the daughter to this Prospero who is the famous (iii) _______

His renown I have heard so much, but (iv) _______ till now.

I have received a new life. He has made himself to me a (v)

Ans
(i) astonished (ii) maid (iii) Duke of Milan (iv) never saw him (v) second father
**Vocabulary & Grammar Section**

**Vocabulary**

1. **Synonyms**

A word or phrase that means exactly or nearly the same as another word or phrase is called synonym.

**Choose the most appropriate synonyms of the underlined words.**

1. The young seagull was (i) **alone** on his (ii) **ledge**. He had been (iii) **afraid** to fly with them. Somehow, when he had taken a little run forward to the brink of the ledge and attempted to flap his wings, he became afraid. The great (iv) **expanses** of sea stretched down (v) **beneath**, and it was such a long way down – miles down.

   i) (a) accompanied  (b) unaccompanied  (c) prevalent  (d) together  
   Ans: (b) unaccompanied

   ii) (a) trench  (b) cavity  (c) narrow shelf  (d) dent  
   Ans: (c) narrow shelf

   iii) (a) bold  (b) valiant  (c) confident  (d) frightened  
   Ans: (d) frightened

   iv) (a) limitation  (b) area  (c) height  (d) extreme  
   Ans: (b) area

   v) (a) lofty  (b) above  (c) below  (d) higher  
   Ans: (c) below

**The Night the Ghost Got in**

1. The (i) **slamming** of the doors had (ii) **aroused** mother: she (iii) **peered** out of her room. ‘What on earth are you boys doing?’ she (iv) **demanded**. Herman ventured out of his room. ‘Nothing,’ he said, (v) **gruffly**, but he was, in colour, a light green. ‘What was all that running around downstairs?’ said mother.

   i) (a) opening  (b) tapping  (c) shutting noisily  (d) flattering  
   Ans: (c) shutting noisily

   ii) (a) awakened  (b) put out  (c) dissuaded  (d) stopped  
   Ans: (a) awakened

   iii) (a) disappeared  (b) appeared  (c) pursued  (d) pulled  
   Ans: (b) appeared

   iv) (a) directed  (b) deputed  (c) asked  (d) replied  
   Ans: (c) asked

   v) (a) happily  (b) kindly  (c) softly  (d) harshly  
   Ans: (d) harshly

**Empowered Women Navigating The World**

1. Women (i) **occupy** almost all the major positions in society. (ii) **Currently**, women’s (iii) **accomplishments** are (iv) **tremendous** in many fields. One such achievement is the All-women Indian Navy crew who (v) **circumnavigated** the world for 254 days all alone, in a sailboat called INSV Tarini.
**Sura’s ➤ X Std - Smart English**

### VOCABULARY

1. We were driving along (i) National (ii) Highway 40. We had reached a point where the road (iii) bifurcated. If we drove ten kilometres along the road that (iv) branched off to the right, we would reach Bramhapur. I asked Aditya whether he was interested in (v) revisiting the place of his birth.

   (i) (a) rural  (b) state  (c) local  (d) international  **[Ans: (b) state]**
   
   (ii) (a) bypass  (b) back road  (c) alleyway  (d) main road  **[Ans: (d) main road]**
   
   (iii) (a) divided into two  (b) linked  (c) connected  (d) joined  **[Ans: (a) divided into two]**
   
   (iv) (a) converged  (b) out spread  (c) united  (d) decorated  **[Ans: (b) out spread]**
   
   (v) (a) going over  (b) leaving  (c) abandoning  (d) avoiding  **[Ans: (a) going over]**

### Synonym

1. Anything which is below a (i) pre-defined limit or below certain (ii) threshold, can be self-ordered by the (iii) appliance. Your refrigerator can directly link to the ecommerce site and order for milk if it is about to be (iv) exhausted. Consumable products such as ink (v) cartridges may be capable of self-ordering replacements.

   (i) (a) told already  (b) defined in advance  (c) stated clearly  (d) judged in advance  **[Ans: (b) defined in advance]**
   
   (ii) (a) verandah  (b) portico  (c) approach  (d) degree  **[Ans: (c) approach]**
   
   (iii) (a) vehicle  (b) package  (c) computer  (d) machine  **[Ans: (d) machine]**
   
   (iv) (a) very tired  (b) very active  (c) very vigorous  (d) very strong  **[Ans: (a) very tired]**
   
   (v) (a) packets  (b) containers  (c) bottles  (d) glasses  **[Ans: (b) containers]**

### Synonym

1. Then, as I hurried by as fast as I could go, the (i) blacksmith Wachter, who was there, with his (ii) apprentice reading the (iii) bulletin. Usually, when school began, there was a great (iv) bustle the opening and closing of desks, lessons repeated in (v) unison.

   (i) (a) person who deals with iron  (b) deals with gold  (c) deals with silver  (d) deals with steel  **[Ans: (a) person who deals with iron]**
   
   (ii) (a) employer  (b) trainer  (c) trainee  (d) coach  **[Ans: (c) trainee]**
   
   (iii) (a) train  (b) board  (c) official statement  (d) message  **[Ans: (c) official statement]**
### VOCABULARY

#### Sura’s ➔ X Std - Smart English

<table>
<thead>
<tr>
<th>(iv)</th>
<th>(a) slow</th>
<th>(b) busy movement</th>
<th>(c) lazy</th>
<th>(d) free</th>
<th><strong>Ans:</strong></th>
<th>(b) busy movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(v)</td>
<td>(a) together</td>
<td>(b) combined</td>
<td>(c) individual</td>
<td>(d) separate</td>
<td><strong>Ans:</strong></td>
<td>(a) together</td>
</tr>
</tbody>
</table>

#### Synonym

1. In the dim light of a **(i) foggy** November day, the sick-room was a **(ii) gloomy** spot, but it was the **(iii) gaunt** face staring form the bed that brought **(iv) chill** to my heart. His eyes had the brightness of fever, his cheeks were **(v) flushed**.

<table>
<thead>
<tr>
<th>(i)</th>
<th>(a) bright</th>
<th>(b) light</th>
<th>(c) clear</th>
<th>(d) musty</th>
<th><strong>Ans:</strong></th>
<th>(d) musty</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ii)</td>
<td>(a) happy</td>
<td>(b) peace</td>
<td>(c) noisy</td>
<td>(d) sad</td>
<td><strong>Ans:</strong></td>
<td>(d) sad</td>
</tr>
<tr>
<td>(iii)</td>
<td>(a) exhausted and thin</td>
<td>(b) fresh</td>
<td>(c) flourishing</td>
<td>(d) best</td>
<td><strong>Ans:</strong></td>
<td>(a) exhausted and thin</td>
</tr>
<tr>
<td>(iv)</td>
<td>(a) cold</td>
<td>(b) fear</td>
<td>(c) boldness</td>
<td>(d) happiness</td>
<td><strong>Ans:</strong></td>
<td>(b) fear</td>
</tr>
<tr>
<td>(v)</td>
<td>(a) pale</td>
<td>(b) clear</td>
<td>(c) reddened</td>
<td>(d) bright</td>
<td><strong>Ans:</strong></td>
<td>(c) reddened</td>
</tr>
</tbody>
</table>

### 2. Antonyms

**Antonym** is a word opposite in meaning to another word.

#### Chose the most appropriate antonym of the underlined words.

1. She screamed back **(i) mockingly**. But he kept calling **(ii) plaintively**, and after a minute or so, he **(iii) uttered** a **(iv) joyful** scream. His mother had picked up a piece of fish and was flying across to him with it. He leaned out **(v) eagerly**, tapping the rock with his feet.

<table>
<thead>
<tr>
<th>i)</th>
<th>(a) respectfully</th>
<th>(b) jeeringly</th>
<th>(c) sarcastically</th>
<th>(d) ridiculously</th>
<th><strong>Ans:</strong></th>
<th>(a) respectfully</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii)</td>
<td>(a) cheerfully</td>
<td>(b) mournfully</td>
<td>(c) dismally</td>
<td>(d) wistfully</td>
<td><strong>Ans:</strong></td>
<td>(a) cheerfully</td>
</tr>
<tr>
<td>iii)</td>
<td>(a) released</td>
<td>(b) suppressed</td>
<td>(c) expressed</td>
<td>(d) divulged</td>
<td><strong>Ans:</strong></td>
<td>(b) suppressed</td>
</tr>
<tr>
<td>iv)</td>
<td>(a) genial</td>
<td>(b) happy</td>
<td>(c) mirthful</td>
<td>(d) sorrowful</td>
<td><strong>Ans:</strong></td>
<td>(d) sorrowful</td>
</tr>
<tr>
<td>v)</td>
<td>(a) anxiously</td>
<td>(b) fervently</td>
<td>(c) unwillingly</td>
<td>(d) earnestly</td>
<td><strong>Ans:</strong></td>
<td>(c) unwillingly</td>
</tr>
</tbody>
</table>

1. Five or six cops sprang for the attic door before I could **(i) intervene** or explain. I realized that it would be **(ii) bad** if they burst in on grandfather unannounced, or even announced. He was going through a **(iii) phase** in which he believed that General Meade's men were beginning to **(iv) retreat** and even **(v) desert**.

<table>
<thead>
<tr>
<th>i)</th>
<th>(a) step in</th>
<th>(b) interfere</th>
<th>(c) disregard</th>
<th>(d) mediate</th>
<th><strong>Ans:</strong></th>
<th>(c) disregard</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii)</td>
<td>(a) dangerous</td>
<td>(b) nice</td>
<td>(c) detrimental</td>
<td>(d) grim</td>
<td><strong>Ans:</strong></td>
<td>(b) nice</td>
</tr>
<tr>
<td>iii)</td>
<td>(a) level</td>
<td>(b) period</td>
<td>(c) stage</td>
<td>(d) whole</td>
<td><strong>Ans:</strong></td>
<td>(d) whole</td>
</tr>
<tr>
<td>iv)</td>
<td>(a) withdraw</td>
<td>(b) advance</td>
<td>(c) escape</td>
<td>(d) decamp</td>
<td><strong>Ans:</strong></td>
<td>(b) advance</td>
</tr>
<tr>
<td>v)</td>
<td>(a) relinquish</td>
<td>(b) support</td>
<td>(c) leave</td>
<td>(d) abandon</td>
<td><strong>Ans:</strong></td>
<td>(b) support</td>
</tr>
</tbody>
</table>
1. Navika Sagar Parikrama was a project undertaken in (i) consonance with the National policy to (ii) empower women to (iii) attain their full potential. “The Project is considered essential towards promoting ocean sailing activities in the Navy while (iv) depicting Government of India’s (v) thrust for Nari Shakti,” said Admiral Sunil Lanba in his welcome speech.

   i) (a) agreement (b) disagreement (c) harmony (d) consistency [Ans: (b) disagreement]
   ii) (a) allow (b) entrust (c) deny (d) authorise [Ans: (c) deny]
   iii) (a) achieve (b) lose (c) accomplish (d) gain [Ans: (b) lose]
   iv) (a) distorting (b) portraying (c) copying (d) picturing [Ans: (a) distorting]
   v) (a) boost (b) apathy (c) push (d) nudge [Ans: (b) apathy]

1. When I left our (i) ancestral house, twenty-nine years ago, the house was almost two hundred years (ii) recollected Aditya. I doubt if even the school building, which may have (iii) undergone many (iv) changes, will be (v) recognisable any more.

   i) (a) traditional (b) familial (c) non-inheritance (d) hereditary [Ans: (c) non-inheritance]
   ii) (a) recalled (b) retained (c) reminded (d) unremembered [Ans: (d) unremembered]
   iii) (a) encountered (b) supported (c) avoided (d) endured [Ans: (c) avoided]
   iv) (a) corrections (b) advances (c) adjustments (d) similarities [Ans: (d) similarities]
   v) (a) noticeable (b) unrecognizable (c) placeable (d) indentable [Ans: (b) unrecognizable]

1. Technology has not only made a (i) normal person’s life (ii) easier but it is also a (iii) boon to citizens with (iv) special needs. India is home to 2.7 crore people living with one or the other kind of (v) disability.

   i) (a) strange (b) odd (c) extraordinary (d) ordinary [Ans: (c) extraordinary]
   ii) (a) stronger (b) simpler (c) harder (d) faster [Ans: (c) harder]
   iii) (a) curse (b) bare (c) gift (d) moments [Ans: (c) gift]
   iv) (a) unique (b) common (c) strange (d) ordinary [Ans: (d) ordinary]
   v) (a) inability (b) infirmity (c) ability (d) incapacity [Ans: (c) ability]

1. I did not know the first word about them. For a moment I thought of running away and spending the day out of doors. It was so (i) warm, so (ii) bright. In the open field back of the saw mill the Prussian soldiers were drilling. It was all much more (iii) tempting than the rule for participles, but I had the (iv) strength to resist, and (v) hurried off to school.
VOCABULARY

1. “There are (i) many problems of the disease in the East. I have learnt that much during my (ii) recent researches. And during this course I caught this illness,” he said. “I will bring Dr. Ainstree then,” I said going (iii) towards the door. (iv) Never have I had such a (v) shock when the dying man bolted the door.

(i) (a) a lot (b) numerous (c) huge (d) few [Ans: (d) few]
(ii) (a) modern (b) old (c) fresh (d) new [Ans: (b) old]
(iii) (a) close to (b) nearly (c) facing (d) away [Ans: (d) away]
(iv) (a) at no time (b) no way (c) always (d) not ever [Ans: (c) always]
(v) (a) surprise (b) expectation (c) scare (d) horrify [Ans: (b) expectation]

3. Parts of Speech

(Text Book Page No. : 6)

In this question the student has to rewrite the sentence changing the given noun into a verb or a verb into a noun, or verb into adjective, etc.

Hints:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb (Present Tense)</th>
<th>Verb (Past Tense)</th>
</tr>
</thead>
<tbody>
<tr>
<td>revision</td>
<td>revise</td>
<td>revised</td>
</tr>
<tr>
<td>careful</td>
<td>care</td>
<td>cared</td>
</tr>
<tr>
<td>suspicious</td>
<td>suspect</td>
<td>suspected</td>
</tr>
<tr>
<td>smoothness</td>
<td>smooth</td>
<td>smoothed</td>
</tr>
<tr>
<td>advertisement</td>
<td>advertise</td>
<td>advertised</td>
</tr>
<tr>
<td>removal</td>
<td>remove</td>
<td>removed</td>
</tr>
<tr>
<td>evaluation</td>
<td>evaluate</td>
<td>evaluated</td>
</tr>
</tbody>
</table>

Set 1
1. The young seagull uttered a joyful scream. (adjective)
2. The young seagull screamed with joy. (noun)
3. The young seagull screamed joyfully. (adverb)

Set 2
1. The young bird pretended to be falling asleep. (verb)
2. The young bird made a pretension of falling asleep. (noun)
3. The young bird made a pretentious posture of falling asleep. (adjective)
Note that in the Set 1, the adjective ‘joyful’ is changed to its noun form ‘joy’ and to its adverb form ‘joyfully’.
In the Set 2, the verb ‘pretend’ has been transformed to its noun form ‘pretension’ and to its adjective form ‘pretentious’.

We can transform a sentence by interchanging parts of speech without changing its meaning.

Exercises

Reframe the sentence using the underlined word as instructed.

1. Reframe the sentence using the underlined word as a verb:
   His behaviour was that of a gentleman.
   Ans  He behaves like a gentleman.

2. Reframe the sentence using the underlined word as noun:
   She is tolerant towards mischievous children.
   Ans  She tolerates the mischiefs of children.

3. Reframe the sentence using the underlined word as noun:
   I decided to join the Arts college.
   Ans  My decision is to join the Arts college.

4. Reframe the sentence using the underlined word as noun:
   Eve-teasers should be severely punished.
   Ans  Punishment should be given to Eve-teasers severely.

5. Reframe the sentence using the underlined word as noun:
   He responded correctly to my question.
   Ans  His response was correct to my question.

4. Singular & Plural Forms

I. Simple rules for

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>aircraft</td>
<td>aircraft</td>
<td>knife</td>
<td>knives</td>
</tr>
<tr>
<td>analysis</td>
<td>analyses</td>
<td>leaf</td>
<td>leaves</td>
</tr>
<tr>
<td>baby</td>
<td>babies</td>
<td>life</td>
<td>lives</td>
</tr>
<tr>
<td>boat</td>
<td>boats</td>
<td>loaf</td>
<td>loaves</td>
</tr>
<tr>
<td>box</td>
<td>boxes</td>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>bus</td>
<td>buses</td>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>cactus</td>
<td>cacti</td>
<td>nucleus</td>
<td>nuclei</td>
</tr>
<tr>
<td>cat</td>
<td>cats</td>
<td>oasis</td>
<td>oases</td>
</tr>
</tbody>
</table>
**Singular Form**

**Exercises**

**What is the singular form of the word ......**

1. What is the singular form of the word *days*?
   - (a) day
   - (b) dae
   - (c) doy
   
   *[Ans: (a) day]*

2. What is the singular form of the word *data*?
   - (a) date
   - (b) datum
   - (c) datae
   
   *[Ans: (b) datum]*

3. What is the singular form of the word *taxis*?
   - (a) taxie
   - (b) taxies
   - (c) taxi
   
   *[Ans: (c) taxi]*

**Plural Form**

**Exercises**

**What is the plural form of the word ......**

1. What is the plural form of the word *aquarium*?
   - (a) aquariums
   - (b) aquari
   - (c) aquaria
   
   *[Ans: (c) aquaria]*

2. What is the plural form of the word *memorandum*?
   - (a) memorundam
   - (b) memoranda
   - (c) memorandum s
   
   *[Ans: (b) memoranda]*

3. What is the plural form of the word *stratum*?
   - (a) stratas
   - (b) stratti
   - (c) strata
   
   *[Ans: (c) strata]*

**5. Idioms**

*Idioms* are groups of words put together as a unit with a particular meaning. The meaning of the word is not literal.

*For example*, if one says that the cat is out of the bag then it *does not literally mean* the cat is out of the bag but it has a *figurative meaning* which means the secret is out.

That's why the meaning of idioms cannot be assumed based on the individual meaning of the words but by studying the words as a unit.

**Examples**:

1. Lalitha takes a late night walk in the beach *once in a blue moon*.
   
   In the above sentence ‘once in a blue moon’ is an idiom which means *an event that happens rarely*.

2. The women cricketers were *on the ball* in their last over of the match.
   
   In the above sentence ‘on the ball’ is an idiom which means *when someone understands the situations well*. 
Choose the suitable meaning for the idiom found in the following sentence.

1. Orders for the new product are coming in **thick and fast**.
   (a) large numbers  (b) small volumes  (c) limited quantity  (d) appropriate level
   \[ Ans: (a) large numbers \]

2. How can anyone **make ends meet** with just Rs. 2000/- a month?
   (a) join the two ends  (b) arrange for a meeting  (c) manage with the money  (d) account for the meeting
   \[ Ans: (c) manage with the money \]

3. My uncle is an **armchair expert** and often tells us how to play cricket.
   (a) best cricket player  (b) best expert in making arm chairs  (c) best adviser but without any practical knowledge  (d) best adviser with excellent practical knowledge
   \[ Ans: (c) best adviser but without any practical knowledge \]

**6. Phrase & Clauses**

A phrase is a related group of words. The words work together as a "unit," but they do not have a subject and a verb.

A **Phrase**, on the other hand, is a small group of words put together as a conceptual unit. It **does not take a figurative meaning**. The meaning of the word is **literal**. It can be long or short but it does not include the subject-verb pairing, necessary to make a clause.

**Exercises**

In the following sentences, state whether the underlined part is a phrase or a clause.

1. **In spite of the heavy rains**, we reached on time.
   \[ Ans: In spite of the heavy rains – phrase \]

2. She passed her test **because of her teacher**.
   \[ Ans: because of her teacher – phrase \]

3. **She got low marks in her exams because she was sick.**
   \[ Ans: because she was sick - clause \]

**Phrasal Verb**

A **Phrasal verb** is an idiomatic phrase consisting of a **verb** and **another element**, typically an adverb or a preposition or both, the meaning of which is different from the meaning of its separate parts.
Replace the bold word in the sentence with one of the phrasal verbs given below to convey the same meaning:

1. The champion yielded to the strength of his opponent. 
   (a) gave on  (b) gave back  (c) gave in  (d) gave up  [Ans: (c) gave in]

2. I will not yield to pressure, I shall face the challenge bravely. 
   (a) give away  (b) give in  (c) give out  (d) give off  [Ans: (b) give in]

3. Our workers perform their jobs well. 
   (a) Carry off  (b) Carry over  (c) Carry out  (d) Carry for  [Ans: (c) Carry out]

---

7. Compound Words

A compound word is a combination of two or more words that function as a single unit of meaning.

There are three types of compound:

1. Closed compound words are formed when two unique words are joined together. e.g. flowerpots.
2. Open compound words have a space between the words, but when they are read together, a new meaning is formed. e.g. living room.
3. Hyphenated compound words are connected by a hyphen. e.g. brother-in-law.

Choose the word from the options given to form a compound word:

1. Which of the words given below can be placed after safe to form a compound word? 
   (a) chair  (b) guard  (c) shop  (d) van  [Ans: (b) guard]

2. Which of the words given below can be placed after water to form a compound word? 
   (a) food  (b) stick  (c) fall  (d) out  [Ans: (c) fall]

3. Which of the words given below can be placed after blue to form a compound word? 
   (a) cane  (b) print  (c) see  (d) land  [Ans: (b) print]

---

8. Affixes (Prefix & Suffix)

In the English language, new words can be formed by a process called affixation. Affixation means adding affixes to the root word to form a new word. Affixes can be classified into prefix and suffix. If an affix is attached to the beginning of a word, it is called a Prefix. If an affix is attached to the end of the word, it is called a Suffix.
Exercises

1. Add a prefix to the word polite to complete the sentence.
The shopkeeper dismissed his assistant because he was _________ polite to his customers.
(a) un  (b) dis  (c) im  (d) mis  [Ans: (c) im]

2. Add a suffix to the word associate to complete the sentence.
Sastha had close associate _________ with many learned persons.
(a) ly  (b) ness  (c) ion  (d) or  [Ans: (c) ion]

3. Add a prefix to the word placed to complete the sentence.
Geetha _________ placed the book that she borrowed.
(a) dis  (b) un  (c) mis  (d) im  [Ans: (c) mis]

9. Expanded form of Abbreviation, Acronyms & Contractions

(Exercise Book Page No. : 131-133)

Abbreviations and acronyms are shortened forms of words or phrases. An abbreviation is typically a shortened form of words used to represent the whole (such as Dr. or Prof.) while an acronym contains a set of initial letters from a phrase that usually form another word (such as radar or scuba).

Abbreviations and acronyms are often interchanged, yet the two are quite distinct. The main point of reference is that abbreviations are merely a series of letters while acronyms form new words.

We use contractions (I’m, we’re) in everyday speech and informal writing. Contractions, which are sometimes called ‘short forms’, commonly combine a pronoun or noun and a verb, or a verb and not, in a shorter form.

Exercises

Choose the expanded form of the abbreviation:

1. The common expansion of CCTV is:
   (a) Charged Channel Television  (b) Closed Channel Television
   (c) Closed-Circuit Television  (d) Checked-Circuit Television
   [Ans: (c) Closed-Circuit Television]

2. The common expansion of SSC is:
   (a) State Subordinate Commission  (b) Staff Selection Commission
   (c) State School Certificate  (d) School System Common
   [Ans: (b) Staff Selection Commission]

3. The common expansion of TNPSC is:
   (a) Tamil Nadu Police Service Commission
   (b) Tamil Nadu Public Service Committee
   (c) Tamil Nadu People Service Commission
   (d) Tamil Nadu Public Service Commission
   [Ans: (d) Tamil Nadu Public Service Commission]
Choose the expanded form of the abbreviation:

1. The common expansion of **INSAT** is:
   (a) International Satellite
   (b) Integrated Space and Technology Work
   (c) Indian National Satellite
   (d) Independent Satellite Track
   **[Ans: (c) Indian National Satellite]**

2. The common expansion of **AIR** is:
   (a) All India Railways
   (b) All India Rivers
   (c) All India Radio
   (d) All Indian Religions
   **[Ans: (c) All India Radio]**

3. The common expansion of **RAM** is:
   (a) Read Only Memory
   (b) Read Access Memory
   (c) Rapid Accurate Memory
   (d) Random Access Memory
   **[Ans: (d) Random Access Memory]**

Contractions

Choose the correct expansion of the following contractions.

1. Won’t
   (a) Will not
   (b) Would not
   (c) Woo not
   **[Ans: (a) will not]**

2. Must’ve
   (a) Must give
   (b) Must have
   (c) Must live
   **[Ans: (b) must have]**

3. I’d
   (a) I would
   (b) I do
   (c) I did
   **[Ans: (a) I would]**

10. Homophones & Confusables

*Text Book Page No.: 194, 195*

Homophones

Homophones are words that sound the same but have different meanings and spellings. The text has many homophones such as: see-sea, hear-here, knew-new.

Confusables

Commonly confused words

English has a lot of commonly confused words. They either look alike or look and sound alike, but have completely different meanings and usage. Here are some examples from the text.

**brought (v)** - past participle of bring.

*E.g.* Anitha had **brought** a book from the library.
Exercises

Fill in the blank with correct Homophone.

1. Be careful around the figurines because they _______ easily. (brake / break)  [Ans: break]
2. I can’t _______ this burden any longer. (bear / bare)  [Ans: bear]
3. The poor man only had one _______ to his name. (scent / cent)  [Ans: cent]

11. Constructing Sentences using different Parts of Speech

Words have different forms like noun, verb, adjective and adverb, etc. This exercise contains three forms of a word, in the options. The student is expected to use any one of the form in a sentence.

Exercises

Construct a sentence using one of the following words given below.

1. (a) obedient  (b) obediently  (c) obedience

   Ans  (a) He is an obedient student.

   (b) He obediently followed his teacher’s instructions.

   (c) Obedience is essential in any army.

2. (a) renovate  (b) renovation  (c) renovative

   Ans  (a) I need money to renovate my house.

   (b) The hotel is closed for renovation.

   (c) The civil contractor has a renovative talent.

3. (a) high  (b) highly  (c) height

   Ans  (a) The rent is very high.

   (b) She is highly intelligent.

   (c) The height of Mount Everest is 8848 metres.
Grammar

1. Modals

(Text Book Page No. : 12-14)

A modal verb is used to indicate modality (that expresses a speaker’s general intention) i.e. likelihood, ability, permission, request, capacity, suggestions, order, obligation, advice etc.

We use modals to show if we believe something is certain, probable or possible. Modals are, can, could, may, might, will, would, shall, should, must, ought to, need, used to & dare to.

Exercises : Type - 1

Complete the following sentence choosing the most appropriate Modal Verb.

1. We ______ obey our teachers
   (a) can  (b) may  (c) must  (d) should  [Ans: (c) must ]
2. She ______ pass this exam
   (a) ought to  (b) used to  (c) dare to  (d) need  [Ans: (a) ought to ]
3. He ______ not buy a car.
   (a) need  (b) dare  (c) ought  (d) used  [Ans: (a) need ]

Exercises : Type - 2

Fill in the blanks with appropriate modals:

1. We ______ pay attention to our studies, (ought to, should)  [Ans: should ]
2. You ______ not litter the classroom, (should, could)  [Ans: should ]
3. I ______ talk to you immediately, (need to, ought to)  [Ans: need to ]

Exercises : Type - 3

Fill in with modals.

1. You ______ arrive any time, but you ______ want to be early to get a good seat.  [Ans: can; may ]
2. She ________ recite the entire poem from memory.  [Ans: could ]
3. If she receives a scholarship, she ________ continue with her studies.  [Ans: will ]

2. Active & Passive Voice

(Text Book Page No. : 14-16)

The voice of a verb tells whether the subject of the sentence performs or receives the action. When a verb represents a person or a thing as doing something, it is said to be in Active Voice.

In most English sentences with an action verb, the subject performs the action denoted by the verb. So, when we express an idea giving importance to the doer, the sentence is written in the active form.
Exercises

Change the sentences to passive voice.

1. Many people begin new projects in January.
   Ans: New projects are begun in January.

2. The mother is going to prepare the food.
   Ans: The food is going to be prepared by mother.

3. They make shoes in that factory.
   Ans: Shoes are made in that factory.

3. Articles and Determiners

Articles: (an, a, the)

An article is a word that modifies or describes the Noun.
It is used before the noun to show whether it refers to something specific or not.
So, in a way, articles can also be described as a type of adjectives as they also tell us something about the nouns, like adjectives.
These are of two kinds, namely, Indefinite Articles and Definite Articles.

Exercises

Fill in the blanks with an appropriate article, a, an, or the, or leave the space blank if no article is needed.

1. I want _______ apple from that basket.
   (a) a        (b) an        (c) the        (d) no article  [Ans: (b) an]

2. _______ church which we go is newly constructed.
   (a) An       (b) A        (c) No article    (d) The       [Ans: (d) The]

3. Miss Anne speaks _______ Chinese.
   (a) the      (b) no article (c) a         (d) an       [Ans: (b) no article]

4. Prepositional Phrases

A prepositional phrase is a series of words made up of a Preposition and its object. The object may be a Noun, Pronoun, Gerund or Clause. A prepositional phrase functions as an Adjective or an Adverb.

These prepositions are formed by two-word or a three-word combination such as according to, along with, at the time of, because of, owing to, instead of etc. These kinds of prepositions are used frequently in our day to day life.
Choose the appropriate prepositional phrase and complete the sentences

1. He succeeded ________ hard work.
   (a) in case of (b) by dint of (c) in course of (d) on behalf of  [Ans: (b) by dint of]

2. ________ rain, take an umbrella.
   (a) In case of (b) On behalf of (c) Due to (d) On account of  [Ans: (a) In case of]

3. ________ his illness, he retired from his job.
   (a) In spite of (b) In case of (c) According to (d) Owing to  [Ans: (d) Owing to]

5. Tenses
   (Text Book Page No. : 75-83)

Tenses denote the time of action. They show when the work is done. They are:
(1) Present Tense (2) Past Tense (3) Future Tense

Exercises : Type - 1
Fill in with the simple present or present continuous form of the verb in brackets.

1. Please be quiet. I ________ (try) to read my book.  [Ans: am trying]

2. I ________ (not / use) the computer at the moment so you can use it.  [Ans: am not using]

3. Mary is ill so she ________ (go) to the hospital now.  [Ans: is going]

Exercises : Type - 2
Fill in with the simple past or past continuous form of the verb in brackets

1. I ________ (sleep) when she ________ (come).
   Ans: I was sleeping when she came.

2. They ________ (wait) for me when I ________ (arrive).
   Ans: They were waiting for me when I arrived.

Exercises : Type - 3
Complete the sentences using the present perfect continuous and add since or for.

1. Maria ________ (learn) English ________ two years.
   Ans: Maria has been learning English for two years.

2. I ________ (write) letters ________ 8:00.
   Ans: I have been writing letters since 8:00.

3. Janu and Ram ________ (travel) around the city ________ five weeks.
   Ans: Janu and Ram have been travelling around the city for five weeks.
Exercises : Type - 4

Complete the sentences using present perfect.
1. They _________ (build) all the main walls recently.  
   [Ans: have built]
2. Viman is writing a novel. He _________ (complete) the first three chapters.  
   [Ans: has completed]

Exercises : Type - 5

Read the situations and write sentences in the past perfect using the words in brackets.
1. I arrived at the party at 9 p.m, but Nimmy was already there. (she / arrive / before / me)  
   Ans: She had arrived before me.
2. I invited Afsarto come for lunch but he wasn't hungry. (he / already / eat / lunch)  
   Ans: He had already eaten lunch.

Exercises : Type - 6

Complete the sentences using the past perfect or the past perfect continuous.
1. By the time I got home they _________ (eat) all the cake.  
   [Ans: had eaten]
2. Mangai retired at fifty-eight, but she _________ (work) hard all her life.  
   [Ans: had been working]

Exercises : Type - 7

Choose the correct form of the verb.
1. What time _________ leave tomorrow? (does your train / will your train)  
   [Ans: will your train]
2. 'I'm very thirsty.' _________ you something to drink. Coke or tea? (I'll get / I get)  
   [Ans: 'I'll get]
3. _________ I carry that for you? (Shall / Will)  
   [Ans: Shall]

6. Conjunctions

(Text Book Page No. : 102-105)

Conjunctions join words, phrases and clauses together.

Exercises : Type - 1

Fill in the blanks with sub-ordinating conjunctions.
1. We played the match _________ the drizzle.  
   [Ans: inspite of / despite]
2. We went to the beach _________ the fine weather.  
   [Ans: due to / on account of]
3. We decided to go to the cinema _________ it was too hot outside.  
   [Ans: because / as]
Exercises: Type - 2

Choose the correct option.

1. We ate a pizza ________ a kebab.  
   (a) But  
   (b) and  
   (c) so  
   [Ans: (b) and]

2. We had some cake ________ we didn't have any coffee.  
   (a) unless  
   (b) until  
   (c) but  
   [Ans: (c) but]

3. I had a headache ________ I didn't go to the party.  
   (a) when  
   (b) so  
   (c) whereas  
   [Ans: (b) so]

7. Nominalisation

Formal written English uses nouns more than verbs. For example, "judgement" rather than "judge", "development" rather than "develop", "admiration" rather than "admire".

Exercises: Type - 1

Choose the correct nominalisation forms.

1. resolve  
   (a) Solve  
   (b) Solution  
   (c) Resolves  
   (d) Resolution  
   [Ans: (d) Resolution]

2. imperil  
   (a) Peril  
   (b) Pearl  
   (c) Perish  
   (d) Imperilment  
   [Ans: (d) Imperilment]

3. accustom  
   (a) Customization  
   (b) Customary  
   (c) Accustomed  
   (d) Custom  
   [Ans: (d) Custom]

Exercises: Type - 2

Combine the following pairs of sentences nominalising the first verb.

1. The poor live unhygienically. They suffer from diseases.  
   (a) The poor's suffering from diseases because of their life's unhygienic.  
   (b) The poor suffer from diseases because of their unhygienic life.  
   (c) Because of their unhygienic living, the poor suffer from diseases.  
   (d) The poor lived suffering from diseases because of their unhygienic.  
   [Ans: (b) The poor suffer from diseases because of their unhygienic life.]

2. The daughter resembles her mother. The father often gets confused.  
   (a) Resemblance between the daughter and mother confuses the father.  
   (b) Resembled the daughter with the mother confuses the father.  
   (c) Resembling between the daughter and mother confuses the father.  
   (d) The daughter and mother confuses the father because they are resembling.  
   [Ans: (a) Resemblance between the daughter and mother confuses the father.]
8. Finite, Non-finite Verbs

(Text Book Page No. : 107, 176-177)

Exercises

In the following sentences, state whether the underlined verb is finite or non-finite.

1. My little brother \textbf{wants} to be an actor.
   \textbf{Ans} wants – finite; to be – non-finite

2. She \textbf{worked} hard \textbf{to pass} the test.
   \textbf{Ans} worked – finite; to pass – non-finite

3. I \textbf{couldn't solve} the problem.
   \textbf{Ans} couldn't solve – finite

9. Pronouns

(Text Book Page No. : 142-144)

A pronoun is a word or phrase that substitutes a noun or a noun phrase. There are ten types of pronouns generally used.

A pronoun is a word that replaces a noun or noun phrase. Using pronouns correctly eliminates unnecessary noun repetition in your writing.

Exercises : Type - 1

Fill in with relative pronouns.

1. I met a woman \underline{__________} can speak six languages. \textbf{[Ans: who]}

2. What’s the name of the man \underline{__________} lives next door? \textbf{[Ans: who]}

3. What’s the name of the river \underline{__________} goes through the city? \textbf{[Ans: which]}

Exercises : Type - 2

Combine the following sentences using a relative pronoun.

1. A girl is now in hospital. She was injured in the accident.
   \textbf{Ans} A girl who was injured in the accident is now in hospital.

2. A man told me you were away. He answered the phone.
   \textbf{Ans} A man who answered the phone told me you were away.

3. A waitress was very impolite and impatient. She served us.
   \textbf{Ans} A waitress who served us was very impolite and impatient.
10. Reported Speech

(Text Book Page No. : 145-147)

Direct speech is speech inside quotation marks. It is used to repeat the exact words that somebody said:

My mother told me, "You have to work hard" (This is reported as)

Exercises : Type - 1

Rewrite the sentences in reported speech. Change pronouns and time expressions where necessary.

1. She said, "I am reading."
   Ans: She said that she was reading.
2. They said, "We are busy."
   Ans: They said that they were busy.
3. He said, "I know a better restaurant."
   Ans: He said that he knew a better restaurant.

Exercises : Type - 2

Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question and whether you have to change the tenses or not.

1. "I was very tired," she said.
   Ans: She said that she had been very tired.
2. "Be careful, Ben," she said.
   Ans: She told Ben to be careful.
3. "I will get myself a drink," she says.
   Ans: She says that she will get herself a drink.

11. Subject-Verb Agreement

(Text Book Page No. : 174-175)

Subject verb agreement simply means the subject and verb must agree in number. This means both need to be singular or both need to be plural.

Exercises : Type - 1

Choose the correct form of the verb that agrees with the subject.

1. Anu and her brothers ________ at school. (is, are)  [Ans: are]
2. Either my mother or my father ________ coming to the meeting. (is, are)  [Ans: is]
3. The dog or the cats ________ outside. (is, are)  [Ans: are]
Exercises : Type - 2

Fill in the blanks using “am, is, are, am not, isn't, aren't”.

1. India, Pakistan and Sri Lanka ________ cities. [Ans: are not]
2. A lemon ________ sweet. It ________ sour. [Ans: isn't, is]
3. Copper ________ cheap. Diamonds ________ expensive. [Ans: is, are]

12. Transformation of Sentences

Sentence clause structure commonly known as sentence composition is the classification of sentences based on the number and kind of clauses.

A simple sentence consists of only one clause. A compound sentence consists of two or more independent clauses. A complex sentence has at least one independent clause plus at least one dependent clause.

Exercises : Type - 1

Change the following complex sentences into simple sentences.

1. After he had learned his lessons, he went out to play.
   Ans: Having learned his lessons, he went out to play.
2. While I was walking along the street, I saw a dead cobra.
   Ans: Walking along the street, I saw a dead cobra.

Exercises : Type - 2

Rewrite the following Simple Sentences as Compound Sentences.

1. The old man being weak could not walk properly.
   Ans: The old man was weak therefore he could not walk properly.
2. His father in spite of being poor is a contended man.
   Ans: His father is poor but he is a contended man.
3. She must work hard to be successful in the examination.
   Ans: She must work hard otherwise she will not be successful in the examination.

Exercises : Type - 3

Rewrite the following Simple Sentences as Complex Sentences.

1. Nobody could find out the place of their stay.
   Ans: Nobody could find out the place where they stayed.
2. The purpose of his visit to this place is not known.
   Ans: It is not known what is the purpose of his visit to this place.
Exercises : Type - 4

Rewrite the following Complex Sentences as Compound Sentences.

1. I am confident that he is innocent in this matter.
   \[ \text{Ans} \quad \text{He is innocent in this matter and I am confident about it.} \]

2. Unless he works hard, he cannot pass the examination.
   \[ \text{Ans} \quad \text{He must work hard otherwise he cannot pass the examination.} \]

3. However hard work she may do she cannot pass the examination.
   \[ \text{Ans} \quad \text{She may do as hard work as she can but she cannot pass the examination.} \]

Exercises : Type - 5

Rewrite the following Compound Sentences as Complex Sentences.

1. Let me reach my office and then I shall talk to him.
   \[ \text{Ans} \quad \text{I shall talk to him when I reach my office.} \]

2. Spare the rod and spoil the child.
   \[ \text{Ans} \quad \text{The child is spoilt when the rod is spared.} \]

3. The thief saw the police man, so he ran away.
   \[ \text{Ans} \quad \text{The thief ran away when he saw the police man.} \]

Exercises : Type - 6

Change the following sentences as directed.

1. Tea is too hot to drink. (into complex)
   \[ \text{Ans} \quad \text{Tea is so hot that it cannot be drunk.} \]

2. Unless you work hard, you cannot succeed. (into compound)
   \[ \text{Ans} \quad \text{Work hard or you cannot succeed.} \]

3. I was born in this place. (into complex)
   \[ \text{Ans} \quad \text{This is the place where I was born.} \]

Exercises : Type - 7

Combine the pairs of sentences below into simple, complex and compound.

1. She is very weak. She cannot walk.
   \[ \text{Ans} \]
   \begin{align*}
   \text{Simple} & : \quad \text{She is too weak to walk.} \\
   \text{Complex} & : \quad \text{She is so weak that she cannot walk.} \\
   \text{Compound} & : \quad \text{She is very weak and so she cannot walk.}
   \end{align*}

2. The dancer was ill. She performed well.
   \[ \text{Ans} \]
   \begin{align*}
   \text{Simple} & : \quad \text{Inspite of being ill the dancer performed well.} \\
   \text{Complex} & : \quad \text{Although the dancer was ill she performed well.}
   \end{align*}
13. If Sentences - Conditions

<table>
<thead>
<tr>
<th>Condition</th>
<th>If / Subordinate Clause</th>
<th>Main Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Open condition</td>
<td>If + Subject + Present Tense (E.g.)</td>
<td>Subject + will + V</td>
</tr>
<tr>
<td></td>
<td>1. If it rains (Present)</td>
<td>the match will be cancelled.</td>
</tr>
<tr>
<td></td>
<td>S     V</td>
<td>I will get.</td>
</tr>
<tr>
<td></td>
<td>2. If I try (Present)</td>
<td></td>
</tr>
<tr>
<td>II. Imaginary condition</td>
<td>If + Subject + Simple Past Tense (E.g.)</td>
<td>Subject + would + V</td>
</tr>
<tr>
<td></td>
<td>1. If I were you (Past)</td>
<td>I would accept the job.</td>
</tr>
<tr>
<td></td>
<td>2. If I had money (Past)</td>
<td>I would help the poor.</td>
</tr>
<tr>
<td>III. Unfulfilled condition</td>
<td>If + Subject + Past Perfect Tense (E.g.)</td>
<td>Subject + would + have + Past participle (en, ed) forms</td>
</tr>
<tr>
<td></td>
<td>1. If I had known (Past Perfect)</td>
<td>I would have visited you.</td>
</tr>
<tr>
<td></td>
<td>2. If she had worked hard</td>
<td>She would have been successful.</td>
</tr>
</tbody>
</table>

Note: 'had' in the above sentence is in simple past tense.

Note: When the main clause takes a negative verb use not after would ⇒ wouldn't have + past participle

Exercises

Which of the options given below will suit the following sentences?

1. If you study well, _______.
   (a) you would pass the exam     (b) you will pass the exam  
   (c) you would have passed the exam     [Ans: (b) you will pass the exam ]

2. If I were the Prime Minister, _______.
   (a) I would implement special schemes     (b) I will implement special schemes  
   (c) I would have implemented special scheme     [Ans: (a) I would implement special schemes ]

3. If Raja had got enough water, _______.
   (a) he will share it with his neighbour.     (b) he would share it with his neighbour.  
   (c) he would have shared it with his neighbour.     [Ans: (c) he would have shared it with his neighbour ]

+++

This material only for sample orders@surabooks.com
Ph: 81242 01000 / 812430 1000 / 96001 75757
14. Sentence Recognition

This section tests the understanding of English sentence.
A simple idea can be conveyed both in a positive way and in a negative way.

Exercises

Choose the sentence which correctly conveys the meanings of the statements given below:

1. Nothing is impossible in life.
   (a) Everything is possible in life.  
   (b) Something is impossible in life.  
   (c) Nothing is possible in life.  
   [Ans: (a) Everything is possible in life.]

2. I can never forget how you saved me from the difficult situation.
   (a) I remember very well how you saved me from the difficult situation.
   (b) I can never remember how you saved me from the difficult situation.
   (c) I cannot remember how you saved me from the difficult situation.
   [Ans: (a) I remember very well how you saved me from the difficult situation.]

3. Never can a fish survive on land.
   (a) A fish can survive both on land and water.
   (b) A fish can survive on land.
   (c) A fish cannot survive on land.
   [Ans: (c) A fish cannot survive on land.]

15. Punctuation

Punctuations include, capital letter, opening and closing double inverted commas, comma, fullstop, question mark, exclamatory mark, etc.

Exercises

Punctuate the following sentence appropriately:

1. what a pretty girl you are exclaimed Rashmi.
   Ans: “What a pretty girl you are!” exclaimed Rashmi.

2. i am going to mumbai in may to attend my friends wedding.
   Ans: I am going to Mumbai in May to attend my father’s wedding.

3. father said to his son study well.
   Ans: Father said to his son, “Study well.”
16. Sentence Pattern

There are five components in a sentence.
1. Subject; 2. Verb; 3. Object; 4. Complement; 5. Adjunct

Exercises

Identify the pattern of the following sentence:

1. He was going to school.
   (a) S V O  (b) S V A  (c) S V C A  [Ans: (b) S V A]
2. I met my friend at the market.
   (a) S V IO DO  (b) S V O C  (c) S V O A  [Ans: (c) S V O A]
3. Velu grew tired after the match.
   (a) S V C A  (b) S V IO DO  (c) S V O C  [Ans: (a) S V C A]

17. Question Tags

A Question Tag is the shortest form of a question using the verb plus pronoun.
(i) A positive statement uses a negative tag.
(ii) A negative statement uses a positive tag.

Exercises

Choose the correct question tag for the following statement:

1. Sheela danced well, ______?
   (a) did she  (b) didn’t she  (c) doesn’t she  [Ans: (b) didn’t she]
2. You can study well, ______?
   (a) can you  (b) can’t you  (c) don’t you  [Ans: (b) can’t you]
3. Swarna cannot run fast, ______?
   (a) can she  (b) can’t she  (c) can’t they  [Ans: (a) can she]

18. Degrees of Comparison

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>as big as</td>
<td>bigger than</td>
<td>the biggest</td>
</tr>
<tr>
<td>as pretty as</td>
<td>prettier than</td>
<td>the prettiest</td>
</tr>
<tr>
<td>as beautiful as</td>
<td>more beautiful than</td>
<td>the most beautiful</td>
</tr>
<tr>
<td>as kind as</td>
<td>kinder than</td>
<td>the kindest</td>
</tr>
</tbody>
</table>
Complete the sentences:

1. Ravi is _________ than Ramesh.
   (a) as tall as (b) the tallest (c) taller 
   \[Ans: (c) taller\]

2. Gandhiji was one of _________ leaders.
   (a) greater than (b) as great as (c) the greatest
   \[Ans: (c) the greatest\]

3. Kindness is the _________ of all virtues.
   (a) as noble as (b) nobler (c) noblest
   \[Ans: (c) noblest\]

Writing Skills

1. General Comprehension

   *(Text Book Page No. : 8, 38, 111)*

   **Tips to write prose comprehension:**
   1. Read the questions first. - it will help you to understand the passage better.
   2. Read the passage.
   3. Identify the answers for each question.
   4. Understand and write the answers in your own words in a sentence or two.

   **Exercises**

   Read the passage given below and answer the questions that follow:

   1. Discipline is the most essential virtue you should acquire when you are young. It is a complex quality. It shapes your mind to religious, social and economic patterns when you grow up to be an active citizen. At a young age, we do not realize the value of discipline. As children, we merely long for unlimited freedom, without understanding the meaning of discipline. An athlete disciplines himself and keeps himself fit. He refrains from smoking, observes good food habits and keeps good health. Discipline increases the human energy and implies control, resistance and adjustment. Our energy is saved and made vital for a good output.
QUESTIONS:
(a) The word 'essential' means:
   (i) necessary  (ii) important  (iii) compulsory
(b) How does discipline aid a citizen?
(c) Why don't children want discipline?
(d) Mention some ways in which an athlete maintains discipline.
(e) How is discipline beneficial to human beings?

2. Once upon a time there was a rich merchant. He was returning home from work. He brought along with himself a large sum of money he had collected throughout the day. He was quite wealthy and valued money the most. On the way he was trapped in heavy rainfall. He got totally drenched and along with him his money also got wet. He started grumbling and cursed the rainfall due to which he had to suffer heavy loss. Sometime later a robber attacked him. He could make out that he was a wealthy man and was carrying the money. He was about to fire, but the gun did not work because the gun powder had got damp and was not working. Meantime the merchant got a chance to escape and saved himself from the loss of his life as well as money. Then he realised that the rain, which he was cursing sometime ago, had actually saved him and his money. He then understood that whatever happens, it always happens for the good.

QUESTIONS:
(a) What did the merchant carry?
(b) Why did he curse the rainfall?
(c) Why could not the robber shoot the merchant?
(d) State whether the following statement is True or False.
The rain was actually a blessing in disguise.
(e) What was the lesson learnt by the merchant?

2. Spot the Error

Exercises

Spot the errors in the following sentences.

1.  (a) My uncle is richest man in the village.
    (b) Many people behaves rudely now-a-days.
    (c) A American lives near my house.
(d) The dog fell along the river.
(e) Each of the cycles are damaged.

Ans
(a) My uncle is the richest man in the village.
(b) Many people behave rudely now-a-days.
(c) An American lives near my house.
(d) The dog fell into the river.
(e) Each of the cycles is damaged.

2. (a) As the child fell down so it started crying.
(b) He is a honest man.
(c) Neither the secretary nor the manager were available.
(d) The cat drink milk.
(e) One of the chairs are broken.

Ans
(a) As the child fell down it started crying. (OR) The child fell down, so it started crying.
(b) He is an honest man.
(c) Neither the secretary nor the manager was available.
(d) The cat drinks milk.
(e) One of the chairs is broken.

3. Picture Comprehension

Exercises

Look at the picture given below carefully and answer the questions.

1.

Questions:
(a) What is the name of the folk dance?
(b) Where can you see this dance performance?
(c) What do the dancers have on their head?
(d) What is the significance of this dance?
(e) Mention any one of the folk dances other than this dance.
1. Writing Skills

(a) Karakattam is the name of this folk dance.
(b) We can see this dance performance in village festivals.
(c) The dancers have karagam on their head.
(d) It is a traditional dance, praising the Tamil Goddess.
(e) Silambattam/Thappattam/Oyilattam/Mayilattam/Poikkal Kuthirai attam.

2. Questions:

(a) What do you see in the picture?
(b) Does the scene portray an authorized parking lot?
(c) Is it advisable to use the roadside for parking vehicles? Give reason for your answer.
(d) Would you resort to such a measure when you park a vehicle?
(e) What would be your advice to your friends in this regard?

Answers:

(a) Vehicles are parked in a ‘No parking’ space.
(b) It is an unauthorized parking lot which is the space under a overhead bridge.
(c) The roadside is not advisable to park vehicles as they construct the space for transport.
(d) No, I will never disobey road rules.
(e) I would advise my friends to park their vehicles only in authorized parking lots.

3. Advertisement Making

An advertisement is an audio or visual form of marketing communication to promote or sell a product, service or idea.

An advertisement should include the following to make it attractive.

1. Name of the product / brand / outlet.
2. Address with contact information and websites.
3. Appealing Images (visuals) of the Product / Service / Idea to be advertised.
4. Target demographics / audience / customers.
5. Feel-Good discounts and offers.
6. Colourful Background.
7. Colourful and readable text.
8. Brief and catchy descriptions and benefits about the product.
9. Use borders and lines to organize.
Exercises

Prepare attractive advertisements using the hints given below:

1. **Hurry - 50% off - Group tours - limited seats - Tamil Travels - Europe - Australia - USA.**

   Ans

   ![Group Tours Ad](image)

   Tamil Travels 162, Rajaji Road, Egmore, Chennai- 600 008.

2. **Footking footwear - shoes, chappals - imported footwear - 20% discount - gents - ladies - kids.**

   Ans

   ![Foot King Footwear Ad](image)

   No. 3, 100 Feet Road, Vadapalani, Ch - 26

---

5. Report Writing

*(Text Book Page No. : 10)*

A report is designed to lead people through the information in a structured way, and also to enable them to find the information that they want quickly and easily. It is a short, sharp, concise document which is written for a particular purpose and audience.

**Format of a report.**

- Title of the report
- Report Writer’s name
- What…? (name of the event)
- When…? (day and time of the event)
- Where…? (venue of the event)
- Why…? (the purpose of the event)
- Who…? (Chief guest,)
- How…? (the details of the event like Program, its impact etc.)
- Use simple sentences in the Past Tense.
- Be brief.
- Do not exaggerate the event.
Exercises

1. **Write a newspaper report on a Bus Accident.**

   **Ans**

   **Ten Killed In An Accident on the Highway**
   - By Rajesh

   Ten people were killed and 25 injured when a private bus skidded off the road and fell into a river near Trichy. This is the third major road accident in this district in less than a month. The accident took place in Ariyalur Village, about 22 km from Trichy where it was headed to. Superintendent of police Madhusudhan told over the phone from the spot that the injured were admitted to the zonal hospital. The dead were mainly men and belonged to nearby villages.

6. **Writing Speech**

   *(Text Book Page No. : 39, 40, 135)*

   **How to Write a Good Speech**

   1. Have an inspiring OPENING and ENDING.
   2. Appropriate(suitable) TONE of VOICE. (e.g.) sincere for a serious issue, humour for comedy etc
   3. Adapt speech for PURPOSE and AUDIENCE. (e.g.) teenagers, mixed audience, teachers, children etc
   4. Organise IDEAS logically and do not confuse the audience.
   5. Use EMOTIVE language to CONVINCE your audience that what you are saying should be listened to. (e.g.) Even if they put us in chains, torture us and leave us to bleed we will not move. Blood will be our victory!
   6. Use RHETORICAL QUESTIONS – asking a question for persuasive effect without expecting an answer (because the answer is obvious) Eg: Was he not a good man? ( knowing that the audience agree anyway)
   7. Make sure you are writing in the CORRECT PERSON
   (e.g.) I believe that … I knew him well …
   8. Use interesting facts and figures (e.g.) 200000 people… with diagrams or charts to help your audience visualize it.

   **Exercises**

   1. **You are Anu. On women’s day, you are asked to deliver a speech on changing role of women in 21st century acknowledging their significant contribution in changing face of modern era. Your speech should not exceed the limit of 120-150 words.**

   **Ans**

   Respected Principal, Teachers and My Dear Friends,

   I am delighted to have this golden opportunity of expressing my views on the ROLE OF WOMEN on the eve of "WOMAN’S DAY".

   In the past, women were considered inferior to men. Today, Women are as good as men in every aspect. They have proved their worth. Name any field of progress wherein they have not left their mark? They are known for their sincerity, sensibility, hard work and timely wit. They have never failed in using them in time of need. Women like Saina Nehwal and Shreya Ghosal have excelled in their respective task. Being woman myself, I feel tremendous power in myself and see
no reason to lag behind. I am proud to be a woman. We know that modern world cannot afford to leave women as they have time and again made the world realise their strong presence.

I acknowledge the vital role the women play for the emancipation of the society and their immense contribution in shaping and creating a strong nation with their spirit of dedication, devotion and duty. Thank you.

7. Slogan Writing

(Text Book Page No. : 70, 71)

A slogan is usually a short phrase that is easy and catchy to remember. They are often used in advertisements and by political parties or organizations who expect people to remember what they are selling. The words used in a slogan are simple, relevant, attractive and brief.

Exercises : Type 1

Match the following products and slogans appropriately :

1. (a) Call taxi - Learn management
   (b) Generator - If you call it will reach in minutes
   (c) Business studies - The cup that cheers
   (d) Glass - Non stop power
   (e) Tea - Handle with care

   Ans
   (a) If you call it will reach in minutes
   (b) Non stop power
   (c) Learn management
   (d) Handle with care
   (e) The cup that cheers

2. (a) Air conditioner - Quick solutions
   (b) Calculator - Feel the chillness all over
   (c) Water - Protects from sun and rain
   (d) Cycle - Waste not, want not
   (e) Umbrella - Easy ride

   Ans
   (a) Feel the chillness all over
   (b) Quick solutions
   (c) Waste not, want not
   (d) Easy ride
   (e) Protects from Sun and rain

Exercises : Type 2

Write a slogan for the products mentioned.

1. Jewellery
   Ans Dazzle and sparkle.

2. Lens
   Ans A clear vision of future.

3. Binoculars
   Ans Bring close the distant.

4. Camera
   Ans Lets capture the moment.
Exercises : Type 3

Look at the pictures given below and frame your own slogans.

1. If you cut the tree, you kill a life. If you save a tree, you save a life. If you plant a tree, you plant a life.

2. Eat right, be bright. Take care of your body and it will take care of you. Those who do not find time for exercise will have to find time for illness. Eat a healthy meal to help your body heal.

8. Letter Writing

A letter is an important means of communication which could be personal or official. Letters are broadly classified into two types: Formal and Informal letter. In Class IX you have studied both the types – formal and informal.

Now let us learn to write a letter ordering goods and how to write a complaint for any damage or any other problem noticed after receiving the goods.
Exercises

1. Ramesh wanted to write to Mr. Nagaraj asking him to be the Chief Guest for a function in his school. He had the format of his letter ready but had to write the content. Complete the content of his letter in about 100 words.

B City,

From
K. Ramesh,
School Pupil Leader,
XYZ Higher Secondary School,
B City, Pin: XXX XXX.

To
Mr. C. Nagaraj,
Professor of English,
ABC Arts College, K City,
Pin: YYY YYY.

Dear Sir,

Sub: Invitation to preside over the inauguration of Literary Association.

____________________________________________________________________________

Thank you,
Yours sincerely,
K. Ramesh (SP)

Ans
As the academic year has commenced, we have the inauguration of various clubs. I wish to invite you Sir, on behalf of our Principal to preside over the inauguration of the Literary Association that is to be held on 15th July 2019. The programme that will last for an hour is scheduled to begin at 3.30 p.m. We certainly hope that you will be available. We have enclosed a self-addressed envelope for your reply to confirm your acceptance.

9. Notice Writing

(Text Book Page No.: 112)

A notice is a formal means of communication. The purpose of a notice is to announce or display information to a specific group of people. Notices are generally meant to be pinned up on specific display boards in schools or in public places.
Exercises

Draft a Notice :

1. You are Roopa/Ritesh, the cultural secretary of M.R.V High School, Madurai. You have been asked to inform students of class X about an Inter School Dramatics Competition. Draft a notice not more than 50 words for the students’ Notice board with all necessary details. Put the notice in a box.

Ans

NOTICE

M R V PUBLIC SCHOOL, Madurai.

DRAMATICS COMPETITION - AUDITION

30th July, 2019.

An Inter School Dramatics Competition will be held on 30-08-2019 at Nalanda Hall. An audition will be held to select students for the school team. Interested candidates may give their names to the undersigned. The details are given below:

Date : 07.08.2019
Time : 10.30 am
Venue : School Auditorium
Last date for Registration : 05-08-2019

Roopa
Cultural Secretary

10. Article Writing

(Art Text Book Page No. : 113, 144)

Article writing is the process of creating non-fictitious text about current or recent news. It can be items of general interests or specific topics. They are published in print forms, such as newspapers and magazines. Article writing is a skill that needs to be practised.

Exercises

1. You make the following notes after reading about the disappearance of bird habitats from city forests and parks. Write an article in 100-120 words stressing upon the need for bringing back the birds to the city. You are Sonu/Sonalika.

Ans

City Parks Oust Bird Population

- Sonu

While outwardly things appear idyllic, the lack of bird sound appears wanting. The park’s attendants are concerned with its depleting bird population. The koyal, a regular summer visitor has dwindled in number and the sparrow, a common sight amidst the flower beds and pathways, has disappeared altogether.
The authorities cited the overuse of insecticides behind this disappearance. Cutting down of roadside trees reduces nesting spots for the birds’ Several fledgelings fall to the ground from the branches as this exercise is performed without regard to the nesting season. Communication towers on rooftops of adjacent homesteads have taken a toll of the sparrow population. Creating nesting places under eaves and placing water and grain containers in gardens or balconies will alter the status quo.

11. E-mail Wiring

(Text Book Page No. : 139-140)

Short form of electronic mail, e-mail or email is information stored on a computer that is exchanged between two users over telecommunications. More plainly, e-mail is a message that may contain text, files, images, or other attachments sent through a network to a specified individual or group of individuals.

Exercises

Draft a Mail :

1. Suppose, you are Sneka. You are very much glad to hear the news of 3G mobile network. You want to share your feelings with your friend. Now write an email about 3G network.

Ans

E-Mail

To : karthiksubramani1984@gmail.com
Sub : Details of 3G mobile network.
My dear Karthik,

Thanks for your email. You have heard that Bangladesh has been connected with 3G mobile network. It is great news for us! I am really thrilled to hear this news. I think you are also happy. Keep fine and in touch. Hope to see you very soon.

Sneka

12. Message Writing

(Text Book Page No. : 140-141)

A Message is an informal means of communication. The receiver of the message has to sift through the given message and pick out the most vital bits of information.

Then, he/she should be able to reproduce that information in order to convey it to the person for whom it is intended.
Draft a message on the following situations.

1. The following is a telephonic conversation between Venkat and his sister. As Venkat’s sister had to leave for her dance classes, she leaves a message for her mother. Write the message in not more than 50 words.

Venkat: Can I speak to mom?
Veena: She has gone out
Venkat: I have to leave for Coimbatore tomorrow at 4 a.m. for the Inter-School Football Match. Please ask her to get my bag packed as I will be back home late in the evening after practice.
Veena: I will.

**Ans**

**MESSAGE**

12th April, 2019
Mom,

Venkat called up to inform that he has to leave for Coimbatore tomorrow at 4 a.m. for the Inter-School Football Match. You are requested to pack his bag as he will return home late in the evening after his football practice.

Veena.

---

**13. Poster Making**

*(Text Book Page No.: 170)*

**What is a poster?**
Posters are placards displayed in a public place announcing or advertising something. Posters are notices, advertisements and invitations – all in one.

**What is the purpose of a Poster?**
It is to create social awareness about current problems and needs, or to advertise or invite and display something.

**Layout of a poster**
- It should be attractive, colourful and tempting
- The title should be catchy
- Slogans or jingles should be used
- Sketches or simple drawings may be used
- Letters may be of different sizes and shapes
- Proper spacing should be given

**Content of a poster**
- The theme or subject
- Descriptions along with it
- Essentials like time, date, venue etc. to be given, in case of an event
- Names of issuing authority/organisation to be given
Exercises

Poster Making:
1. Prepare a poster on water pollution.
   Ans: Stop Water Pollution

Exercises

14. Pamphlet Creation

How to Create a Pamphlet

Step 1: Finalise your text
Step 2: Choose a layout
Step 3: Add appropriate images
Step 4: Ensure your pamphlet is cohesive and appealing

Exercises

Pamphlet Creation:
1. Prepare a pamphlet to be distributed for students at a career guidance programme for tenth standard students.
   Ans: After 10th Class

<table>
<thead>
<tr>
<th>Intermediate</th>
<th>Polytechnic</th>
<th>ITI</th>
<th>Para Medical</th>
<th>Short term course</th>
</tr>
</thead>
<tbody>
<tr>
<td>-MPC</td>
<td>-Mechanical</td>
<td>-Fitter</td>
<td>-DMLT</td>
<td>-DTP</td>
</tr>
<tr>
<td>-BiPC</td>
<td>-Civil</td>
<td>-Mechanical</td>
<td>-DHFM</td>
<td>-Tally</td>
</tr>
<tr>
<td>-HEC</td>
<td>-EEE</td>
<td>-Electrician</td>
<td>-DOA</td>
<td>-Graphics</td>
</tr>
<tr>
<td>-MEC</td>
<td>-Chemical</td>
<td>-Electrical</td>
<td>-DOT</td>
<td>-PGDC</td>
</tr>
<tr>
<td>-CEC</td>
<td>Computers</td>
<td>Automobile</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
15. Dialogue Writing / Fill in

(Text Book Page No. : 8)

Exercises : Type - 1

Write a dialogue with a minimum of five utterances for the situation given below :

1. Write a dialogue with at least five utterances between a mother and a doctor on the need for vaccination against Dengue fever.

Ans
Mother : Doctor, May we come in?
Doctor : Yes, please come in. Oh, It's Mrs. Malathi and little Sweetie. Is something wrong with her?
Mother : Yes, she's been having fever since last night.
Doctor : Do any of your friends have fever in class, Sweetie?
Sweetie : Yes, Uncle.
Doctor : Mrs. Malathi, I think it would be wiser to give Sweetie a vaccination against dengue.
Mother : You mean an injection?
Doctor : Yes, that will save us from fear of any dengue fever in future.
Mother : Then, let's go ahead with the vaccination.
Doctor : That's very wise. Nurse, get the vaccination ready.

Exercises : Type - 2

Complete the following dialogue appropriately :

1. TTR : Ticket please.
   Traveller : Sorry sir, somehow I have lost my ticket.
   TTR : (i) ____________?
   Traveller : (ii) ____________.
   TTR : Then (iii) ____________?
   Traveller : Just a minute sir (iv) ________?
   TTR : Be quick.
   Traveller : I got it. Here it is sir.
   TTR : (v) __________________.
   Traveller : OK. Thank you sir.

Ans
(i) Then you have to take a new ticket with penalty.
(ii) I don't have enough money to take another ticket sir.
(iii) Then, what are you going to do?
(iv) Shall I check once again in my bags?
(v) OK. Always keep your ticket at safe place. Don't waste others time.
You are waiting for your friend Raja at the shopping mall. He will get down from the bus at the bus stop in Main street. Give him directions to reach the mall.

After you get down, walk forward along the main street and cross smith street at the zebra crossing. You can see a hospital to your left. Walk straight and you can see the park to your left. Cross the road at the second zebra crossing to reach the shopping mall opposite the park. I will be waiting at the entrance.

Exercises

Observe the map given below and write the instructions required.

1. Observe the map given below and write the instructions required: Guide the stranger to the Post Office.

   **Ans**
   (i) Walk along the Trunk road.
   (ii) You will come across a petrol bunk on your left.
   (iii) At the end of Trunk road, turn right and go ahead.
   (iv) A hotel will be seen on your right side and after a few steps turn again right side.
   (v) Proceed further and you will see the Post Office on your left.

2. Your brother needs to go to the hospital to visit your sick aunt. Guide him to reach the hospital in about 50 words.

   **Ans**
   (i) Walk along the Main road.
   (ii) Cross over the M.G. Road, which will be on your right.
   (iii) Walk further and turn right on the next turning.
   (iv) You will come across a school on your right and Govt. Boys Hostel on your left.
   (v) Go further and you will reach the hospital on your right, just opposite to RR Super Market.
17. Review
(Book, Film, Event,...)

A review is a critical assessment of a book, play, film, an event, etc. published in a newspaper or magazine.

Review process: (present it in info graphics)
- First, choose the piece/work (a book, movie, an article or event).
- Read the selected piece (a book/an article) or watch it (a movie/an event) cautiously until you understand it thoroughly.
- Focus on the main idea of the piece and its purpose.
- Critically evaluate the work.
- Make a note of all that is worthy of analysis.
- Summarise it in a brief way.
- Present it orally or in written form.

Exercises

Review Writing:

1. Write a review on a book that you read recently.

**Ans**

The Twin Giants

- Reviewer: Jayanth, Aged 15.

Twin giants, Normus and Lottavim, are looking for love and friendship. They are very happy giants and do everything together. They sneeze together, pick apples together and play games together, until Lottavim marries a giantess called Georgie. After this, Normous is left sad and lonely. Read the book to find out what happens next!

I liked the giantess and the mountains numbered 1, 2, 3, 4, 5, 6 and 7 that they visit seeking love. This is an amusing book and I really enjoyed reading it. I would recommend this book to my best friends and children aged 10-15 years old.

★★★★

18. Views on the given picture

(Text Book Page No.: 69)

Tips on Views on Pictures:

1. Understand the picture
2. Identify the theme
3. Bring out the causes
4. Suggest a remedy
5. Write about ten sentences with coherence
6. Give a title
Look at the picture given below. Express your views on it in about five sentences.

1. It is a picture of a farmer sprinkling / scattering fertilizer in his farm.
2. He is doing his work when the paddy field is slightly filled with water.
3. He seems to be a poor farmer because he does not wear any gloves.
4. If he wears hand gloves, those will protect his hands from the fertilizer chemicals.
5. Agriculture is the most important occupation of our country.
6. It is the backbone of Indian economy.

2. I can see students planting trees in this picture.
3. The students have been paired in groups of two to do this work.
4. There are teachers supervising them.
5. Afforestation should be encouraged among students.

19. Poem Paraphrase
(Text Book Page No. : 169, 170)

Read the poem given below and complete its paraphrase with suitable phrases in the given blanks.

1. NIGHT
The sun descending in the west,
The evening star does shine,
The birds are silent in their nest,
And I must seek for mine,
The moon, like a flower,
In heaven's high bower
With silent delight,
Sits and smiles on the night

The time referred to here is (i) _______ and (ii) _____ on the sky. (iii) _______ are taking rest in their nest. The poet wants to (iv) _______. The poet seemed to be silent and delightful like (v) _______.

(i) night  (ii) evening star  (iii) The birds  (iv) take rest / reach home / go home  (v) the moon
2. Speak gently to the aged one, 
   Grieve not the careworn heart:
   The sands of life are nearly run,
   Let them in peace depart.
   Speak gently to the erring ones.
   They must have toiled in vain;
   Perhaps unkindness made them so,
   Oh! Win them back again.
   Speak gently! - it is a little thing
   Dropped in the heart's deep well,
   The good, the joy that it may bring.
   The rolling years shall tell.

   Paraphrase:
   We should speak gently to the ___(i)___ without
   hurting or offending them. Let them ___(ii)_____ as
   they have spent so many years on the earth toiling hard.
   We should try to win back the people who have ___
   (iii)____ in their life. We should be ___(iv)___ to them.
   Though ___(v)___, the joy that it would bring in future is
   immeasurable.

   Ans
   (i) aged people   (ii) in peace
   (iii) toiled in vain   (iv) kind enough
   (v) it is a little thing

20. Non-Verbal Interpretation

Exercises

1. Study the tabulation below and answer the questions given below:

   Thanjavur to Trichy

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Bus</th>
<th>Car</th>
<th>Lorry</th>
<th>Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6.30 to 9.00</td>
<td>25</td>
<td>75</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>10.00 to 12.00</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>13.00 to 15.30</td>
<td>75</td>
<td>70</td>
<td>65</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>18.00 to 20.00</td>
<td>90</td>
<td>110</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>21.00 to 22.30</td>
<td>45</td>
<td>75</td>
<td>65</td>
<td>40</td>
</tr>
</tbody>
</table>

   (i) Total number of vehicles passed between 6.30 to 9.00.
       (a) 220    (b) 245    (c) 100    (d) 230
   (ii) No. of cars passed between 18.00 to 20.00.
        (a) 110    (b) 90     (c) 65     (d) 80
   (iii) State whether the following statement is true or false.
         'The road was less frequented by buses between 10.00 to 12.00'
   (iv) The traffic was very heavy between:
        (a) 21.00 to 22.30  (b) 18.00 to 20.00
        (c) 13.00 to 15.30  (d) 6.30 to 9.00
   (v) The road was less frequented by bikes between:
        (a) 6.30 to 9.00    (b) 10.00 to 12.00
        (c) 18.00 to 20.00  (d) 13.00 to 15.30

   Ans
   (i) (b) 245    (ii) (a) 110
   (iii) False    (iv) (b) 18.00 to 20.00
   (v) (b) 10.00 to 12.00
21. Developing Hints

Exercises

Write a paragraph using any one of the following outlines in about 100 words.


Mobile Phone

Mobile phone is a marvel of modern world. It is also called as cellular phone. It is useful in many ways. We can make calls while on the go, send messages, read emails, etc. So, for the businessmen, professionals and tourists it is very useful. But there are demerits too. While driving a vehicle, we should not use it. Many countries ban the use of cell phones in aeroplanes and petrol bunks. Too much use of the cell phone is certainly a health hazard. The emission of electromagnetic radiation will harm our brain, heart, lungs. Apart from that, time also will be wasted by sending unnecessary messages. So we have to use it properly.

"Science is a boon to mankind"

2. Students - take care of health - time - study - get enough sleep - eat healthy food - regular study - avoid last minute cramming - last minute tension - attention in class - recapitulate at home - drink lot of water.

Students and Their Studies

Students should know how to balance their study hours and maintain their health. Adequate sleep will refresh the mind with a sufficient supply of oxygen. Without healthy food, students will lack mental stamina, will grow tired easily and even forget whatever they learn. Milk, cereals, fruits and vegetables are healthier than fast foods.

Regular study hours and revising will save last minute cramming and tensions. Paying complete attention in class, clearing all doubts and recapitulation are the best tips to study well. Drinking sufficient water will keep the skin healthy. Students should take care of their health so that they can concentrate on their study.

"A sound body is essential for a sound mind"

+++

22. Expanding Headlines

Exercises

Expand the following headlines:

1. (a) PM appeals for peace in the country.
   (b) Committee to monitor new policy on education.
   (c) Five teachers selected for Best Teacher award.
   (d) India wins 20 medals at Rio Olympics.
   (e) NEET rescheduled.
Translation may be subjected to change in the public exam, i.e. from Tamil → English (or) English → Tamil

Exercises

1. You see a notice at the bus terminus. A passenger from Singapore, who cannot read Tamil, needs your help in understanding the notice. Give him the message in English.

Keep the surroundings clean. Don’t make the road unclean by dumping rubbish and waste. Don’t spit.

2. A foreigner who cannot read Tamil needs your help in understanding the notice below. Give him the message in English.

Let us save electricity by switching off the electrical lamps, fan and television sets which are unnecessarily functioning. This is because electricity is nation’s main source of energy.

3. The following is an announcement in Tamil which you hear while on electric train. A foreign co-passenger is not able to understand it. Translate it into English for him.

This electric train will halt at the next station for extra two minutes. Passengers are requested to alight and board with care.