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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 Smart English Guide** for 10th Standard – New Edition 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.

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10th Question Paper Analysis

Q.Nos.		Choice	Marks
Prose			
1 to 6.	Synonyms (3) & Antonyms(3)	(No choice)	6 × 1 = 6
15 to 18.	Short Ans. Questions	(3 out of 4)	3 × 2 = 6
29 to 32.	Paragraph Ques.	(2 out of 4)	2 × 5 = 10
			22 Marks
Poem			
19 to 22.	Poem Comprehension	(3 out of 4)	3 × 2 = 6
33, 34.	Paragraph Ques.2 Nos.: 5 marks each		
35.	Poetic Devices: 5 marks	(2 out of 4)	2 × 5 = 10
36.	Paraphrase : 5 marks		
45.	Poem Memoriter	(compulsory)	1 × 5 = 5
			21 Marks
Supplementary			
37.	Rearranging 5 Sentences in coherent order	(1 out of 2)	1 × 5 = 5
38.	Passage Comprehension – 5 ques.		
46	Paragraph Ques. 2 Nos. (either ..or)	(1 out of 2)	1 × 8 = 8
			13 Marks
Vocabulary & Grammar			
7 to 14.	MCQs : Plural, Prefix/Suffix, Abbreviation expn, Phrasal verb, Compound word, Preposition, Tense, Linkers, idioms, appropriate word	(No choice)	8 × 1 = 8
23 to 27.	Active/Passive Voice Direct/Indirect speech/Report the dialogue Punctuation Transformation of sentences Rearranging jumbled words in a sentence Relative Pronoun	(3 out of 5)	3 × 2 = 6
			14 Marks
Writing skills			
28.	Road Map instructions	(compulsory)	1 × 2 = 2
Writing skills (5 marks category)			
39 to 44.	Advt. making / Poster making Letter writing (Formal / Informal), Notice writing / Report writing / e-mail writing / Drafting a speech, Views on the given picture Notes making (or) Summary writing Spot the errors & correct Blog writing / Description of a process	(4 out of 6)	4 × 5 = 20
General Comprehension			
47.	New Passage (4 questions) (or) New Poem (4 questions)	(either ..or)	4 × 2 = 8
			30 Marks
			100 Marks

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MEMORITER POEMS
5 MARKS COMPULSORY QUESTION

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, — *(PTA-2)*
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! — *(PTA-4)*

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. — *(Sep-21)*
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...

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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! *(PTA-6, Sep.20)*

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! *(PTA-3 & 5)*

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, *(PTA-1)*
Are fed by peaceful harvests, by war's long winter starv'd.
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. *(HY. 19)*

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PROSE

Unit 1

His First Flight

- Liam O'Flaherty

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 just out of his reach. 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.

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PROSE

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.**

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

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Words	Synonyms	Antonyms
monstrous	horrible, dreadful	beautiful, humane
muster	gather	disperse
plaintively	**sadly**, mournfully	cheerfully
plunge	dive (quickly)	rise
precipice	steep cliff	
preening	cleaning, grooming	dirtying
pretended	falsified	genuine
raising	lifting	lowering
swooped	dived	soared
thrust	push	pull
trotted	jogged	stood
uttered	expressed	suppressed
whet	**sharpen**	blunt

In-text Questions

a. Why did the seagull fail to fly? *(QY. 19)*

Ans The seagull failed to fly because he did not have confidence on his wings and he feared flying.

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 to starve him on his ledge.

c. What was the first catch of the young seagull's older brother? *(PTA-5)*

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? *(Sep-21)*

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.

PROSE

TEXTUAL QUESTIONS

A. Answer the following questions in a sentence or two.

1. **How was the young seagull's first attempt to fly?** *(PTA-2)*

   Ans The young seagull tried to fly. But he was too 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?** *(PTA-4 & 5)*

   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 legs stepped delicately to find some means to reach his parents.

5. **Do you think that the young seagull's parents were harsh to him? Why?**

   Ans Yes, they were harsh towards the seagull. They wanted him to learn the art of flying without any one's help.

6. **What prompted the young seagull to fly finally?** *(Govt. MQP; PTA-1 & HY. 19)*

   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 was filled with fear, screamed and struggled. 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 of the dirt-caked straw nest for food. He was hatched there.

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.**
(Govt. MQP; PTA-2, 4 & 5; QY.19; HY. 19; Sep.20)

Ans The young seagull was afraid of flying. His parents tried their level best their level best to teach the young seagull to fly. The parents, brothers and sister thought of 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 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 very 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 to 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 out 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 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.

PROSE

Vocabulary

Parts of Speech

C. Change the parts of speech of the given words in the chart.

Noun	Verb	Adjective	Adverb
exhaustion	exhaust	exhaustible	exhaustively
wideness	widen	wide	widely
madness	madden	mad	madly
perfection	perfect	perfect	perfectly

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.**

Listening

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]

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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 an 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 it only on the TV and movies. A 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.**

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PROSE

Reading

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 breath taking 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.

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Writing

I. Prepare attractive advertisements using the hints given below.

1. **Home appliances – Aadi Sale – 20-50% - Special Combo Offers – Muthusamy & Co., Raja Street, Gingee.**

   Ans

BEST HOME APPLIANCES

Special Combo Offers

- Mixie with egg boiler and Juice maker
- Micro-oven with sandwich
- Toaster and Induction Stove

Aadi Sale!
20 - 50 %

Hurry ! Limited period offers !

Muthusamy & Co.
Raja Street, Gingee

Contact : 9840927735
9640910024

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2. **Mobile Galaxy – Smart phones – accessories – SIM cards – Recharge – Free Power banks on Mobile purchase – No.1, Toll gate, Trichy**

Ans

MOBILE GALAXY

Smart Phones

- Accessories
- Sim Cards
- Recharge

30% Discount Offer

Free Power Banks on Mobile Purchase

Mobile : 9780072351
9785062452

Contact : No. 1, Toll Gate, Trichy

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.**

Ans

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.**

Ans

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 observance of "National Science Day" at your school.** *(PTA-4)*

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 2020. 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.

GRAMMAR

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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.

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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.

Student : Can we leave our bags in the class during the break?
Teacher : Yes, you may but arrange them neatly.

Passenger : My child is 6 years old. Do I have to buy him a ticket?
Conductor : Yes, you must. It costs half of the price of an adult ticket.

Vani : Can we go for coffee after the meeting?
Yoga : No, I shan't. I have to go home.

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Salesman	:	When will I receive my order?
Customer	:	I shall assure you sir, the order will be delivered tomorrow.

Neela	:	Do you think I should write about my education background in the resume?
Preethi	:	Yes, you must. You may get a better job.

PROSE

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.** *(PTA-5)*
   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 have been 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.

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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?** *(PTA-6)*
   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. It it is hard knead it with a little water to soften it. After kneading it, it should be covered with wet cloth for twenty minutes. Little rolls should be taken out of the dough to be rolled to circles. Then each circle 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.

POEM

Poetic devices - A Glance

1.	Life	2.	The Grumble Family
3.	I am Every Woman	4.	The Ant and the Cricket
5.	The Secret of the Machines	6.	No Men Are Foreign
7.	The House on Elm Street		

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)**

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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"* **(Poem 2)**

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." **(Poem 6)**

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**!* **(Poem 5)**

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

10. **Hyperbole** : A figure of speech using **exaggeration**.

(e.g.) *We are greater than the Peoples and the Kings.*

'We will serve you four and twenty hours a day?' **(Poem 5)**

11. **Assonance** : Repetition of two or more **vowel sounds**

(e.g.) *all we ask* **(Poem 5)**

12. **Connotation** : Suggests beyond what it expresses.

(e.g.) *Though our smoke may hide the Heavens from your eyes,* **(Poem 5)**

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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" **(Poem 7)**

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"* **(Poem 7)**

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?" **(Poem 7)**

"What happened inside that house?" **(Poem 7)**

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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,	*a*
O'er rough or smooth, the journey will be joy:	*b*
Still seeking what I sought when but a boy,	*b*
New friendship, high adventure, and a crown	*a*

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)**

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Unit 1

POEM

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 living 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.

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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 as a positive experience. One should live with courage and hope. Life should be lived without hurry. Life should be lived 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, we should hope that our journey 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.

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PARAPHRASES FOR POEM LINES

Line No.	Poem Lines	Paraphrase
1-3	*Let me but live my life from year to year,* *With forward face and unreluctant soul;* *Not hurrying to, nor turning from the goal;*	The poet is giving advice to the readers from his own personal experiences. The poet wants to live his life happily as it progresses positively. He wants to live his life every year with a happy heart. The poet does not like to hurry in any matters or situations. He doesn't want to turn away from his aims.
4-8	*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.*	He does not feel sad about the things that have passed by. He doesn't want to think about his dull past and hold back in fear about the uncertainty of his future. He wants to proceed forward with a happy and cheerful mind. He doesn't want to worry too much about his future. 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.
9-10	*So let the way wind up the hill or down,* *O'er rough or smooth, the journey will be joy:*	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.
11-14	*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.* (PTA-6)	He is trying 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. 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. He expects the best of life.

GLOSSARY

crown (n) - **a prize or position offered for being the best**
dim - dark
goal - aim
mourning (v) - **feeling or expressing great sadness**
quest (n) - **a long search for something that is difficult to find**
seeking - hunting

POEM

sought	-	desired
toll	-	payment
unreluctant* (adj.)	-	**willing to do something** ***(*This form is generally not used but the poet has coined it for emphasis)***
veils (v)	-	**to hide or cover something so that you cannot see it clearly or understand it**
wind	-	curve

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

TEXTUAL QUESTIONS

A. Read the following lines from the poem and answer the questions that follow.

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? ***(PTA-2, 4 & 5; HY. 19)***

Ans 'Me' refers to the poet, Henry Van Dyke.

(b) What kind of life does the poet want to lead? ***(PTA-2, 4 & 5; HY. 19)***

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? ***(Sep.21)***

Ans The poet wants to move towards his goal without hurrying or turning away from it.

(b) What should one not mourn for? ***(Sep.21)***

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'? ***(PTA-6; QY. 19)***

Ans 'In the dim past' means the sad days of the past.

(b) Is the poet afraid of future? ***(PTA-6; QY. 19)***

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?** *(Sep.20)*

Ans The quest is to seek a purposeful life with courage and determination.

(b) **What is the poet's hope?** *(Sep.20)*

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) **What does the poet mean by 'but live'?**

Ans The poet does not to do anything except live life one step at a time.

(b) **In what way will the poet express his courage?**

Ans The poet will always be hopeful both in appearance and in his soul even in the most trying of circumstances.

POETIC DEVICES

PTA QUESTIONS & ANSWERS

POEM

1. *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) **Pick out the rhyming words in the above lines. (2)** *(PTA-4)*

Ans Rhyming words : fear-cheer; whole-toll.

(b) **Write the rhyme scheme of the poem. (1)** *(PTA-4)*

Ans Rhyme scheme : a b b a.

(c) **Identify the figure of speech employed in the first line of the given stanza. (1)** *(PTA-4)*

Ans The figure of speech in the 1st line : Metaphor. (implied comparison: "dim past" is compared to "sad days of the past")

(d) **Pick out the alliterating words. (1)** *(PTA-4)*

Ans Alliterating words in the 2nd line : from - future; what - with.
Alliterating words in the 3rd line : happy - heart;
Alliterating words in the last line : to – travels.

2. *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) **Pick out the rhyming words from the above lines. (2)** *(PTA-5)*

Ans Rhyming words : down-crown; joy-boy.

(b) **Write the rhyme scheme of the poem. (1)** *(PTA-5)*

Ans Rhyme scheme : a b b a.

(c) **Identify the figure of speech employed in the second line of the given stanza. (1)** *(PTA-5)*

Ans The figure of speech in the 2nd line : Antithesis. (Two opposite concepts are put together in a line to achieve a contrasting effect : "rough or smooth".)

(d) **Pick out the alliterating words.. (1)** *(PTA-5)*

Ans Alliterating words in the 1st line : way - wind.
Alliterating words in the 2nd line : journey - joy;
Alliterating words in the 3rd line : still - seeking - sought; what - when; but - boy.

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POETIC DEVICES - 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) **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; (2nd line); Not - nor; (3rd line)

(c) **Identify the rhyming words.**

Ans The rhyming words are **year - disappear**; **soul - goal**.

(d) **Write the rhyme scheme of these lines.**

Ans The rhyme scheme of the given lines is **"a b b a"**.

2. *"My heart will keep the courage of the quest,*
And hope the road's last turn will be the best".

What is the literary device used here?

Ans Couplet is the literary device used here.

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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.** *(QY. 19)*

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, he hopes, 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,

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he hopes, 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.

youth to old age	up or down the hill	to hurry nor move away	
high adventure	joyful	mourn	looking ahead

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

SUPPLEMENTARY

Unit 1

The Tempest

- An Extract from Charles Lamb's Tales From Shakespeare

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	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 difficult 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.

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SUPPLEMENTARY

Summary

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 problems 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 destroy 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 difficult tasks. Finally, Ariel makes Prospero's enemies 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.**
resist *(v)*	-	oppose
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

Textual Questions

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) Caliban (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]

B. Identify the character or speaker

1. She imprisoned the spirits in the bodies of large trees. [*Ans:* Sycorax]
2. He was the chief of all spirits. [*Ans:* Ariel]
3. I was Duke of Milan, and you were a princess. [*Ans:* Prospero]
4. What a trouble must I have been to you then! [*Ans:* Miranda]
5. Now pray tell me, sir, your reason for raising this sea-storm? [*Ans:* Miranda]
6. I will soon move you. [*Ans:* Ariel]
7. I will tie your neck and feet together. [*Ans:* Prospero]
8. I must finish my task before I take my rest. *(QY. 19)* [*Ans:* Ferdinand]
9. 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.

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5. **Why had Prospero raised a violent storm in the sea?**

Ans Prospero had 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 task so difficult that it would test his love for Miranda. 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.

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1. **Write a detailed character sketch of Prospero.**

Ans Prospero was skilled magically. He 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.**

(OR)

Write a paragraph of about 150 words by developing the following hints.

Prospero lived - daughter Miranda - island cave - help of Ariel - raised storm - Antonio king of Naples - Ferdinand - ship wrecked - Prospero commands Ariel - bring Ferdinand - to cave - Miranda - sees first time - human being - Ferdinand surprised to see - Miranda - Prospero - engages - Ferdinand - hard tasks - Miranda - pleads with father - Prospero chides Miranda - Ariel brings King of Naples - Antonio - to Prospero - they realise - mistake - repent - restores the dukedom to Prospero - Prospero agrees - marriage of Miranda and Ferdinand. *(PTA-1 & 6)*

(OR)

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Prospero - Duke of Milan - art of magic - brother Antonio - overthrew Prospero - king of Naples - Prospero and his daughter- twelve years in island - released good spirits -from Sycorax - created storm –Aeriel's help - his enemies in the ship - Ariel to bring Ferdinand - to cave - Miranda and Ferdinand - attracted - Prospero tested Ferdinand - his constancy - forgave - realized mistakes – repented - left the island - Prospero restored - 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, as they realized their mistakes and repented. Everyone left the island and Prospero restored his dukedom.

PARAGRAPH QUESTION & ANSWER - ADDITIONAL

Write a paragraph of about 150 words by developing the following hints.

1. **Inhabitants of the island - Prospero and Miranda - Prospero, magical powers - his brother Antonio, King of Naples, his son Ferdinand and Gonzalo - on the ship - Prospero raised storm - repent for the injustice - instructed Ariel to bring Ferdinand - Miranda had more concern - Prospero set severe task - he forgave all - restored dukedom.**

Ans The only inhabitants of the island were an old man Prospero and his daughter Miranda. Prospero possessed magical powers. His brother Antonio, with the help of the king of Naples, deprived Prospero of his dukedom. Once Antonio, King of Naples, his son Ferdinand and Gonzalo were on the ship. Prospero raised a storm on the sea to make his enemies repent for the injustice. Prospero instructed Ariel to bring Ferdinand. Miranda was attracted by him and had more concern towards him. But Prospero set a difficult task to try his faithfulness. At last, he forgave all and Prospero restored his dukedom.

TEXTUAL - REARRANGE THE SENTENCES

E. Rearrange the following sentences in coherent order.

This question is bifurcated (divided into two) based on the Govt. Model Question Paper pattern.

1. i) Using his powers, Prospero released the good spirits from large bodies of trees.
   ii) He raised a violent storm in the sea to wreck the ship of his enemies.
   iii) He ordered Ariel to torment the inmates of the ship.
   iv) Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.
   v) Prospero and Miranda came to an island and lived in a cave.

Ans **v, i, ii, iii, iv**

v) Prospero and Miranda came to an island and lived in a cave.
i) Using his powers, Prospero released the good spirits from large bodies of trees.
ii) He raised a violent storm in the sea to wreck the ship of his enemies.
iii) He ordered Ariel to torment the inmates of the ship.
iv) Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.

SUPPLEMENTARY

PTA QUESTIONS & ANSWERS

Rearrange the following sentences in coherent order.

1. i) Of these Ariel was the chief. *(PTA-3)*
ii) They live in a cave made out of rocks.
iii) Gonzalo, the lord of his court privately places water, provisions apparels and books.
iv) Prospero, the Duke of Milan reaches the island with his daughter Miranda.
v) By virtue of his magic he releases many good spirits from the witch Sycorax.

Ans **iv, ii, iii, v, i**
iv) Prospero, the Duke of Milan reaches the island with his daughter Miranda.
ii) They live in a cave made out of rocks.
iii) Gonzalo, the lord of his court privately places water, provisions apparels and books.
v) By virtue of his magic he releases many good spirits from the witch Sycorax.
i) Of these Ariel was the chief.

2. i) Miranda was attracted by Ferdinand and had more concern towards him. *(PTA-4; QY. 19)*
ii) Prospero forgave them and restored his dukedom, Milan.
iii) Prospero wanted to test Ferdinand and gave a severe task to perform.
iv) The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
v) Ferdinand was the second human whom Miranda had seen after her father.

Ans **v, i, iii, iv, ii**
v) Ferdinand was the second human whom Miranda had seen after her father.
i) Miranda was attracted by Ferdinand and had more concern towards him.
iii) Prospero wanted to test Ferdinand and gave a severe task to perform.
iv) The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
ii) Prospero forgave them and restored his dukedom, Milan.

GEQ GOVERNMENT EXAM QUESTIONS

Rearrange the following sentences in coherent order.

1. i) Using the powers, Prospero released the good spirits from large bodies of trees. *(Govt. MQP)*
ii) Prospero and Miranda came to an island and lived in a cave.
iii) He raised a violent storm in the sea to wreck the ship of his enemies.
iv) The King of Naples and Antonio the false brother, repented the injustice they had done to Prospero.
v) He ordered Ariel to torment the inmates of the ship.

Ans **ii, i, iii, v, iv**
ii) Prospero and Miranda came to an island and lived in a cave.
i) Using the powers, Prospero released the good spirits from large bodies of trees.
iii) He raised a violent storm in the sea to wreek the ship of his enemies.
v) He ordered Ariel to torment the inmates of the ship.
iv) The King of Naples and Antonio the false brother, repented the injustice they had done to Prospero.

2. i) The King of Naples and Antonio repented the injustice they had done to Prospero. *(Sep. 20)*
ii) Before Prospero left the island, he dismissed Ariel from his service.
iii) He showed him his son Ferdinand playing chess with Miranda.
iv) Our food lasted till we landed on this desert island.
v) I will make you rich amends, by giving you my daughter.

Ans iv, v, i, iii, ii

iv) Our food lasted till we landed on this desert island.
v) I will make you rich amends, by giving you my daughter.
i) The King of Naples and Antonio repented the injustice they had done to Propero.
iii) He showed him his son Ferdinand playing chess with Miranda.
ii) Before Prospero left the island, he dismissed Ariel from his service.

3. a) With the help of the spirits Prospero could command the winds, and the waves of the sea. *(Sep. 21)*
b) Prospero and his daughter Miranda lived in a cave.
c) Ariel then went to fetch Ferdinand.
d) These gentle spirits were ever after obedient to the will of Prospero.
e) Ariel gave a lively description of the storm, and of the terrors of the mariners.

Ans b, d, a, e, c

b) Prospero and his daughter Miranda lived in a cave.
d) These gentle spirits were ever after obedient to the will of Prospero.
a) With the help of the spirits Prospero could command the winds, and the waves of the sea.
e) Ariel gave a lively description of the storm, and of the terrors of the mariners.
c) Ariel then went to fetch Ferdinand.

ADDITIONAL QUESTIONS

Rearrange the following sentences in coherent order.

1. i) Prospero was well pleased to find they admired each other.
ii) He resolved to throw some difficulties to try Ferdinand's constancy.
iii) Ferdinand thought that Miranda was the goddess of the place.
iv) Miranda was delighted with the appearance of beautiful Ferdinand.
v) She timidly answered, she was no goddess, but a simple maid.

Ans iv, iii, v, i, ii

iv) Miranda was delighted with the appearance of beautiful Ferdinand.
iii) Ferdinand thought that Miranda was the goddess of the place.
v) She timidly answered, she was no goddess, but a simple maid.
i) Prospero was well pleased to find they admired each other.
ii) He resolved to throw some difficulties to try Ferdinand's constancy.

2. i) Miranda soon after found Ferdinand almost dying with fatigue.
ii) Miranda hung upon her father and asked him why he was so ungentle.
iii) Ferdinand replied to her that he should finish his task before he took his rest.
iv) She told Ferdinand that he could take rest as her father was at his studies.
v) Prospero had commanded Ferdinand to pile up some heavy logs of wood.

Ans ii, v, i, iv, iii

ii) Miranda hung upon her father and asked him why he was so ungentle.
v) Prospero had commanded Ferdinand to pile up some heavy logs of wood.
i) Miranda soon after found Ferdinand almost dying with fatigue.
iv) She told Ferdinand that he could take rest as her father was at his studies.
iii) Ferdinand replied to her that he should finish his task before he took his rest.

3. i) Ferdinand told Miranda he was heir to the crown of Naples.
ii) He was standing by them invisible, to overhear what they said.
iii) Prospero had enjoined Ferdinand the task merely as a trial of his love.
iv) Ferdinand inquired her name, which she told.
v) He was not at his books, as his daughter supposed.

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Ans iii, v, ii, iv, i

iii) Prospero had enjoined Ferdinand the task merely as a trial of his love.
v) He was not at his books, as his daughter supposed.
ii) He was standing by them invisible, to overhear what they said.
iv) Ferdinand inquired her name, which she told.
i) Ferdinand told Miranda he was heir to the crown of Naples.

READ THE PASSAGE AND ANSWER THE QUESTIONS

GEQ GOVERNMENT EXAM QUESTION

Read the passage and answer the questions :

1. There was an island in the sea, the only inhabitants of which were an old man, named Prospero, and his daughter Miranda, a very beautiful young lady. She came to this island so young, that she had no memory of having seen any other human face than her father's. 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. *(HY. 19)*

(a) Who were the only inhabitants of the island?

Ans Prospero and Miranda were the inhabitants of the island.

(b) Where did they live?

Ans They lived in a cave made out of rock.

(c) What is the name of the witch?

Ans Sycorax.

(d) How had Prospero helped the gentle spirits?

Ans Prospero released the gentle spirits from the bodies of large trees.

(e) What had the witch done to the spirits?

Ans The witch had imprisioned the good spirits in the bodies of large trees.

ADDITIONAL QUESTIONS

Read the passage and answer the questions :

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.

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(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.

PROSE

Unit 2

The Night the Ghost Got In

- James Grover Thurber

James Grover Thurber (1894 - 1961) is an American cartoonist, author, humourist, journalist, playwright and celebrated wit. He is best known for his cartoons and short stories published mainly in *The New Yorker Magazine* and collected in his numerous books. He is one of the most popular humorists of his time, as he celebrates the comic frustrations and eccentricities of ordinary people.

James Thurber's autobiography, "My life and Hard Times", was published in 1933. It is regarded as his greatest work. The extracts of this lesson are from his autobiography.

KEY POINTS

- The incident took place in the author's house on the night of November 17, 1915.
- He heard the footsteps of a man walking rapidly around the dining-table downstairs.
- His mother was asleep in a room upstairs. His brother Herman was in another room and his grandfather was in the attic.
- The author stepped out of the bathroom on hearing a sound.
- He first thought was that his father and his brother Roy, who had gone to Indianapolis, must have returned home. But they hadn't come.
- Then he suspected that it might be a burglar. But nobody was there.
- It did not enter his mind until later that it was a ghost.
- He went into Herman's room and asked to accompany him downstairs.
- They went to the back staircase to listen for the footsteps.
- They saw nothing coming and only heard the steps again.
- They shut the doors in fear.
- All the commotion awoke their mother and she demanded to know what was happening.
- She thought there was a burglar downstairs.
- Mother requested the neighbour to inform the police, that there were burglars in her house.
- The neighbour Mr. Bodwell called the police and the police came along with some reporters.
- The police broke open the glass and made a forceful entry.
- They searched downstairs, and they told the author's mother that there was no sign of anything.
- That's when they heard the author's grandfather in the attic. They rushed upstairs to the attic.
- Grandfather was an old man, who believed that he was still in the American Civil War.
- He snatched a gun from a policeman and started shooting at them.
- The police managed to save themselves and came out of the attic.

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- When the policeman wanted to get back his gun from that old man, the author assured him that he would bring it to the station the next day.
- Grandfather shot him thinking that the policeman was a deserter of the army.
- The next day morning, the grandfather asked him why the policemen had come the previous day night.
- He further told them that he had to look for water in the dining room, the previous night, as nobody bothered to leave a bottle of water beside his bed.

Summary

'The Night the Ghost Got in' is a short story by James Thurber. It is a fictionalized account of life in the Thurber household, where the author James Thurber was growing up. The story took place on November 17th 1915. It starts with the author coming out of the bathroom, while drying himself. At that time, he hears footsteps, downstairs near the dining table. He wakes up his brother Herman. They go to the back stairs to listen to the footsteps. Herman gets scared and runs back into his room and slams the door shut. James too shuts the staircase door. All these commotions wake up their mother who comes out and demands to know what was happening. When she does not get a proper answer, she thinks there is a burglar downstairs.

The Mother wants to call the police, but the phone is downstairs. So she throws her shoe at the neighbour's window to request them to call the police. The police arrive with some reporters. They search downstairs and when they find nothing, they come upstairs to tell the mother. At that moment, they hear the author's grandfather in the attic. They rush upstairs to the attic. The narrator's grandfather is an old man, who believes that he is still in the war and as soon as the police enter the attic, he starts shooting at them. After the police manage to save themselves and get out of the attic, one of the reporters asks James about the matter. James tells him about the ghost. Hearing all this, all the policemen leave their house immediately. The family returns to their respective bedrooms. The next morning, the grandfather comes down to the breakfast, looking fresh and relaxed. James, Herman and their mother think that the grandfather has forgotten the whole scene. The story ends with the grandfather questioning why the police had been raiding the house the previous night.

Glossary

attic (*n*)	-	**a space or room inside or partly inside the roof of a building**
beagle	-	a small breed of hound used for hunting
bevelled (*v*)	-	**reduced to a sloping edge**
creaking (*v*)	-	**making a squeaking sound when being moved**
deserter (*n*)	-	**a person who leaves the armed force without permission.**
engraver	-	carver
flannel	-	nightgown made of wool
frothing	-	releasing salivary foam
gruffly (*adv.*)	-	**sadly / roughly**
guinea pig (*n*)	-	**a domesticated tailless South American rodent originally raised for food**

holster (*n*) - **a holder made of leather for carrying handgun**

hullabaloo (*v*) - **loud noise made by people who are excited.**

hysterical (*adj.*) - **affected by uncontrolled emotion**

intuitively (*adv.*) - **without conscious reasoning, instinctively**

indignant (*adj.*) - **feeling or showing anger or annoyance at what is perceived as unfair treatment**

patrolman (*n*) - **a patrolling police officer.**

rafter (*n*) - **a beam forming part of the internal framework of a roof**

rending (*v*) - **tearing to pieces**

slammed (*v*) - **shut a door or window forcefully and loudly.**

whammed (*v*) - **struck something forcefully**

yanked (*v*) - **pulled with a jerk**

zither (*n*) - **a musical instrument consisting of a flat wooden sound box with numerous strings stretched across it, placed horizontally and played with fingers**

Words	Synonyms	Antonyms
advent	arrival	depature
aroused	awakened	asleep
banging	knocking	silencing
beside	aside, near	far away
besides	apart from	---
blaspheming	abusing, cursing	blessing
bothered	cared	carefree
burst	bang, break	--
ceased	stopped	began
commendably	accurately, adequately	inadequately
creaked	screeched, sounded	silenced
crisscrossed	went over	--
defeat	failure	success
demanded	asked	responded
desert	leave, quit	stay, hold
despondent	in low spirits, disheartened	cheerful, encouraged
distinctly	clearly	unclearly
emerged	appeared, came out	disappeared
enormously	extremely, greatly	insignificantly
evidently	apparently, clearly	unlikely, doubtfully
faint	dim, dull	bright
fetched	picked up	gave up

Words	Synonyms	Antonyms
grabbed	captured	released
gripped	held, grasped	released
gruffly	harshly	pleasantly
heaving	throwing	receiving
hoarse	rough	smooth
holster	leather case for gun	--
incomparable	unequalled	comparable
indignant	angry	happy
instantly	at once, immediately	gradually, later
intuitively	**instinctively**	premeditated
mild	moderate	violent
obviously	certainly	doubtfully
peered	appeared	disappeared
poke	interfere	--
prevented	stopped	allowed
quick cadenced	fast rhythmical	--
rafters	girders, beams	--
ransack	search thoroughly	organize, care for
rapidly	very quickly	slowly
reluctant	unwilling	eager
rending	**tearing**, breaking	joining
retreat (v)	withdraw	advance
roared	bellowed, murmured	whispered
slamming	**shutting forcefully**	opening
smack	sharp slap	--
snapped	uttered abruptly	--
splash	spatter, burst	--
sprang	leap, jump	--
sprawling	lying spread out	--
streaks	rays, beams	--
tinkled	splashed	--
trod	stepped, tramped	crawled
tromping	walking heavily	--
ventured	dared (to say something)	stopped
whammed	**struck forcefully**	--
whooping	shrieking, shouting	silencing
yanked	**pulled**	pushed

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PROSE

In-text Questions

a. **Where was the author when he heard the noise?**

Ans The author had just stepped out of the bathtub, when he heard the noise.

b. **What did the narrator think the unusual sound was?**

Ans At first, he thought it was his father or his brother Roy. Next, he suspected that it was a burglar. Later on, he thought that it was a ghost.

c. **What were the various sounds the brothers heard when they went downstairs?** *(QY. 19)*

Ans The brothers heard like a man running and started up the stairs towards them. They thought that they were coming two at a time. They saw nothing, but only heard the steps.

d. **Who were the narrator's neighbours?**

Ans The narrator's neighbours were a retired engraver named Bodwell and his wife.

e. **How did the Bodwells react, when a shoe was thrown into their house?**

Ans Mr. Bodwell was shouting, frothing a little and shaking his fist. Mrs. Bodwell wanted to sell their house and go back to Peoria. For some years, he had been in a bad way and was subjected to mild attacks.

f. **What did the Bodwells think when they heard the mother shout?**

Ans Bodwell thought that there were burglars in his house when they heard the mother shout.

g. **What was the grandfather wearing?**

Ans The narrator's grandfather was wearing a long flannel nightgown over long woollen pants, a nightcap and a leather jacket around his chest.

h. **What conclusions did grandfather jump to when he saw the cops?**

Ans The grandfather believed that he was in the war. He thought that General Meade's men were deserting under fire from Stonewall Jackson.

i. **Were the policemen willing to leave the house?**

Ans No, the policemen were not willing to leave without getting their hand on somebody besides grandfather.

j. **What made the reporter gaze at the author?**

Ans The author had put on one of his mother's dress, as he couldn't find anything else. The reporter looked at him with mingled suspicion and interest.

Textual Questions

A. Answer the following questions in a sentence or two.

1. **Why was the narrator sorry to have paid attention to the footsteps?**

Ans The imagination of the ghost getting into his house led to a commotion. It caused his mother to throw a shoe through a window of the neighbouring house. It ended with his grandfather shooting a policeman. So the narrator was sorry to have paid attention to the footsteps.

2. **Why did Herman and the author slam the doors?** *(PTA-2)*

Ans Herman and the author slammed the doors because they thought that someone was coming up their stairs. They were scared as they heard the steps of someone.

3. **What woke up the mother?** *(Sep-20)*

Ans The slamming of the doors had awakened their mother.

4. **What do you understand by the mother's act of throwing the shoe?**
   Ans His mother enormously fancied the thrill of throwing a shoe through a glass window of her neighbour. She was a highly excitable woman.

5. **Why do you think Mrs. Bodwell wanted to sell the house?**
   Ans Mrs. Bodwell wanted to sell the house, as she wanted to go back to Peoria, due to the frequent mild attacks.

6. **How did the cops manage to enter the locked house?**
   Ans The cops managed to enter the locked house by breaking the glass of the front door.

7. **Why were the policemen prevented from entering grandfather's room?**
   Ans The policemen were prevented from entering into grandfather's room because the narrator realized that it would be bad if they do so. His grandfather was going through a phase, in which he believed that General Meade's men were beginning to retreat. They were under the control of Stonewall Jackson.

8. **Who used the zither and how?** *(PTA-1)*
   Ans Zither was used by the guinea pig to sleep on it. It would never sleep anywhere except on the zither.

9. **Mention the events that the grandfather imagined.**
   Ans His grandfather imagined that the cops were deserters from Meade's army. He thought that they were trying to hide away in his attic.

VERY SHORT QUESTIONS & ANSWERS - ADDITIONAL

1. **How many members were there in the family?**
   Ans There were six members in the family.

2. **Where did the noise come from?**
   Ans The noise of the footsteps came from the dining room.

3. **Why did the narrator's brother Herman, slam the door?**
   Ans Herman slammed the door because he was afraid of the sound of the footsteps.

4. **Why was Mrs. Bodwell talking about selling the house?**
   Ans Mrs. Bodwell was talking about selling the house, as she wanted to go back to Peoria, due to the frequent mild attacks.

5. **How many policemen entered the house?**
   Ans There were about eight policemen who entered the house.

6. **How did the cops manage to enter into the locked house?**
   Ans The cops managed to enter the locked house by breaking the glass of the front door.

7. **Why were the police pushing the furniture here and there?**
   Ans The police were pushing the furniture here and there to make a thorough search of the burglars.

8. **Where was the grandfather sleeping?**
   Ans The grandfather was sleeping in the attic on the old walnut bed.

9. **What was the time, when the mother threw a shoe a the neighbour's window?**
   Ans It was about two o'clock of a moonless night, when the mother threw a shoe at the neighbour's window.

10. **What did they hear in the attic? Why?**
    Ans They heard a creaking in the attic because the grandfather was turning over in his bed.

PROSE

SHORT QUESTIONS & ANSWERS - ADDITIONAL

1. **What was the mother's reaction? How did she manage the situation?**

   Ans When the narrator's mother got to know of the situation she shouted 'Burglars' and decided to call the police. She alerted the immediate neighbour, a retired engraver Bodwell.

2. **Do you think it was right on the mother's part to throw a shoe and break the neighbour's window?**

   Ans It was right to the extent that the mother was trying to alert in throwing a shoe and breaking their window.

3. **What type of action did the police start taking once they were inside the house?**

   Ans The police went all over the place, checking drawers and cupboards, ransacking the floors, pulling beds away from the walls, tearing clothes off the hooks and pulling boxes and suitcases off the shelves.

4. **Why were the cops reluctant to leave?**

   Ans The cops were reluctant to leave without getting their hands on somebody besides grandfather. The night had been distinctly a defeat for them.

5. **Describe the appearance of a reporter, who spoke to the narrator. What did he ask him?**

   Ans The reporter was a wispy man with a thin face. He went up to the narrator and looked at him with mingled suspicion and interest. He questioned the narrator about what had happened. When the narrator said that they had ghosts, he gazed at him for a long time and walked away.

6. **What was the comment given by the mother about the policeman who was shot by the grandfather?**

   Ans She commented that the policeman who was shot by the grandfather was "such a nice-looking young man".

B. Answer the following questions in about 100-150 words.

1. **Describe the funny incident that caused the confusion in the house.** *(PTA-3 & 6)*

   Ans James, the author comes out of the bathroom, drying himself. At that moment, he hears the footsteps of someone walking downstairs near the dining table. He wakes up his brother Herman. They both listen to the footsteps and gets scared. Their mother wakes up. When she comes to know she alerts her neighbour to call the police. The police arrive with some reporters. They search all over, upstairs and downstairs. When they find nothing, they rush to the attic. The narrator's grandfather believes that he is still in the war. He thinks that the policemen are deserters. So he starts shooting at them. The policemen leave their house immediately, creating a lot of confusion everywhere.

2. **Narrate the extensive search operation made by the policemen in the house.** *(PTA-1 & 4)*

   Ans The police were on hand in a commendably short time. They began banging at the narrator's front door. When nobody responded, they broke into the house. They searched downstairs and upstairs messing up everything. They opened all the doors and windows. They pulled the drawers and furniture. They began to ransack the floor, pulled beds away from the walls, tore clothes off the hooks in the closets. They also pulled suitcases and boxes off the shelves. Later, they heard some creaking in the attic. They stepped into the attic. As his grandfather thought that they were the deserters from Meade's army, he started shooting at them. Then he went back to bed. The cops were unwilling to leave without getting their hand on somebody. They felt it was a defeat for them. They began to poke into things again and finally left the place.

PARAGRAPH QUESTIONS & ANSWERS - ADDITIONAL

1. What is the theme of the story 'The Night of the Ghost got in'?

Ans One of the central theme of this story is paranoia, which is a mental condition characterized by false beliefs. When the narrator hears footsteps downstairs, he immediately suspects that an intruder has broken into the family home. His mother wakes up, becomes 'all excited' and alerts the neighbours, the Bodwells to call the police. Mrs. Bodwell's reaction to the news is also one of hysterical paranoia. She says that they ought to sell the house and move away. When the police arrive, their reaction is also one of paranoia. They accuse the narrator of an instance of being a criminal and demand to know what he is doing at the house. Similarly, the police are "all over the place", as they search for an intruder, literally leaving no stone unturned. The narrator's grandfather also believes that the police are "deserters" from the army. While much of this paranoia is tinged with instances of comedy, it also has important consequences. Like the intruder, this supernatural paranoia has no factual basis, leaving the reader to wonder what really happened that night and therefore creating a deeper sense of mystery.

2. Give the character sketches of (a) Narrator's Grandfather, (b) Narrator's mother.

Ans (a) **Narrator's Grandfather** is a veteran of the Union army of the civil war, which ended fifty-two years earlier. His bedroom is in the attic. When the police come to the house to search for an intruder, the grandfather thinks that they are soldiers who are deserting because they are losing to the south. He calls them "cowardly dogs" and "lily-livered cattle" and then reaches for a policeman's holster and shoots a man with his own gun. The police retreat afraid of the crazy old man. Next morning, at the breakfast table, Grandfather seems perfectly aware of the previous night's situation, asking everyone what so many police had been doing around their house.

(b) **Narrator's mother** is a highly excitable woman, scatterbrained in some regards, yet practical when she needs to be. Hearing a sound in her house and suspecting that it is a burglar, she thinks of the clever plan of alerting a neighbour by throwing a shoe through his closed window. After he has gone to phone to the police, however, she considers throwing the matching shoe, "because the thrill of heaving a shoe through a window glass had enormously taken her fancy". She is surprised to hear that grandfather has shot a policeman, not because of the daring violence of the act, but because, "He was such a nice-looking young man."

Vocabulary

C. Look at the following expressions from the text. With the help of your teacher rewrite them in standard English. One has been done for you.

1.	'Musta got away-whatt'd he like	Must have got away - what was he like?
2.	'Looky here, Joe	Look here, Joe
3.	'No sign o' nothing'	No sign of nothing
4.	'Back t' the lines ye goodaam'	Back to the lines you good men
5.	'What was the idee of all them cops tarryhootin' round the house last night.'	What was the idea of all them cops working up round the home last night

D. Complete the given tabular column with the suitable plural forms.

chair	–	chairs
box	–	boxes
eskimo	–	eskimos
lady	–	ladies
radius	–	radii
formula	–	formulae
child	–	children
deer	–	deer
loaf	–	loaves
hero	–	heroes

Listening

E. Listen to the story and answer the following.

1. **The rich man was from....**
   (a) Nagaland (b) Thailand (c) Finland [*Ans:* b. Thailand]

2. **Where did Chulong catch the bird?**
   Ans Chulong caught the bird in a garden.

3. **Why did Chulong catch the bird?**
   Ans Chulong caught the bird to make money.

4. **What will happen to the bird in imprisonment?**
   Ans The bird will lose its beauty and sweet voice.

5. **What did the bird suggest Chulong, in exchange for its freedom?**
   Ans The bird suggested to teach him three simple and useful rules in exchange for its freedom.

6. **Did Chulong want to earn money honestly?**
   Ans No, Chulong does not want to earn money honestly.

7. **What were Chulong's plans for the bird?**
   Ans Chulong wanted to sell the bird for a big amount.

8. **Who is wise according to you?**
   Ans The bird is wise.

9. **Was the bird a crow?**
   Ans No, the bird was not a crow.

10. **What were the three rules given by the bird?**
    Ans 1. Never believe everything others say.
    2. Never be sad about something you do not have.
    3. Never throw away, what you have in your hand.

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Speaking

G. Use this passage to play the game. You can collect information on other famous personalities and play too.

Passage on Charlie Chaplin

Sample questions to be asked by one group; "Yes (or) No" Answers to be given by the other group.

1.	Are you a male?	6.	Are you alive now?
2.	Are you a famous personality?	7.	Does your name start with 'C'?
3.	Are you an actor?	8.	Is he popular and successful?
4.	Are you a historical figure?	9.	Did he perform in the movie 'The Kid'?
5.	Are you young?		

Reading

H. Read the incident again and answer the following questions.

1. **What was the writer always asked to do whenever he planned to go abroad?**

   Ans The writer was always asked to get something for anyone who sees him travelling.

2. **What did Gilson want the writer to bring for him?**

   Ans Gilson wanted the writer to bring a tie for him.

3. **When did the writer remember the fact that he had to buy something for Mr. Gilson?**

   Ans On Tuesday morning, when the writer saw the airport bus waiting outside the hotel, he remembered the tie.

4. **Why were the other passengers in the flight gazing at the writer?**

   Ans The other passengers in the flight were gazing at the writer because departure had been delayed because of him.

5. **What is the humour element in the above incident?**

   Ans The humour element in the above incident is that after all the trouble taken by the writer to buy a tie, he leaves the packet of ties behind in the taxi.

I. Suggesting titles:

1. **Title summarises the story. Each paragraph is a part of the story. Look at the following expressions and find out the paragraphs that best suit these expressions.**

   1. **Oh, No! But it happens!**

      Ans "At least I hope you found your tie", said one who knew the story.

      " I did", I answered triumphantly.

      After making myself comfortable, I reached for the paper bag to show the ties.

      I had left it behind; in the taxi.

2. Don't let out your travelling dates

Ans "Oh, so you're going abroad? Can you bring me back.....?" I've been asked to bring back a vaccine for a course. Once I searched the suburbs of Paris for two days for a special brand of ceramic paint. Having spent a lot of money for Cartier lighter refills, I had them confiscated at the airport just before boarding because the gas might be dangerous in the air.

Now, two months before a trip, I stop talking to people so they won't suspect I'm about to travel. But someone always catches me. "I've heard you're going to New York, and I want you to get something for me. It's just a little thing you can find anywhere. I don't know exactly how much it costs, but it shouldn't be mush. We'll settle up when you get back".

3. Anyway, people will be people

Ans When I reached the airport, I paid the taxi driver the double fare and grabbed my suitcase. Panting, I boarded the plane under the reproachful gaze of the other passengers, all primly seated with their seat belts fastened. Ready to take off. Departure had been delayed because of me.

4. Search begins

Ans I told the group to go on. I would get a taxi to the airport. And so I went in search of a nearby shop where I had seen ties.

But I couldn't find it. I walked further down the street-one, two, three blocks - all in vain. Back at the hotel, a bit anxious now, I took my suitcase, got a taxi and asked the driver to rush to the street where I had seen them.

The driver stopped at each shop we passed so I could look from the window. The stores had all sorts of ties, but not the kind I was looking for.

5. Things are not that easy

Ans What Gilson asked me to buy was, in fact a little thing: a tie. But not just any tie. He wanted a tie with a small embroidered G. Any colour would do, as long as it had his initial. Look, this is a special flight, I explained. We are only staying Saturday through Tuesday. On the day we arrived I didn't have time to think about the tie, but strolling around on Sunday I did see ties bearing various letters in more than one shop window. They were cheap, just a dollar, but all the shops were closed.

On Monday, lunch lasted the whole afternoon. Then it was Tuesday morning, time to leave. It was only when I saw our airport bus waiting outside the hotel that I remembered the tie.

6. Hurry invites worry

Ans When I finally thought I had located the right shop, I decided to go in and check. The driver refused to wait. Parking was prohibited, he said. I promised to double the fare, jumped out and ran into the shop. Was I going to miss the plane just for a damned tie?

The salesman was unbearably slow. When I realized that the smallest change I had was a ten dollar note, I grabbed ten ties of different colours so I wouldn't have to wait for change. I rushed out with the ties in a paper bag.

On the street I looked around. the taxi had vanished, taking my suitcase. What is more, I was going to miss the plane.

I ran to the corner, and hope flared up again: The taxi was waiting in the next street. Quick to the airport! As I settled down inside the taxi. I sighed with relief. Gilson was going to have enough initialized ties to last him a lifetime.

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J. Look at the following situations the writer was in. He could have avoided the situation and saved himself. Glance through the write up again and comment on what the writer should have done in the following situations.

1. **Gilson asked the writer to bring a tie.**
   Ans He should have said 'no' to him.
2. **On the day of arrival, the writer had no time to think about the tie.**
   Ans While strolling around, he could have remembered a shop.
3. **The writer remembered about the tie when the bus was leaving for the airport.**
   Ans The writer should have forgotten it totally.
4. **The writer walked down in search of the shop.**
   Ans He would have identified one shop and gone there first.
5. **The writer rushed out with the tie in a paper bag.**
   Ans As soon as the writer got into the taxi, he should have kept it in his suitcase.

K. State whether the following statements are true or false.

1. The narrator searched for three days to buy ceramic paint. [*Ans:* False]
2. The author was going to New York. [*Ans:* True]
3. Gilson asked the narrator to buy a tie. [*Ans:* True]
4. The taxi driver took away the narrator's suitcase. [*Ans:* False]
5. Departure was delayed because of the author. [*Ans:* True]
6. The author left the ties in the taxi. [*Ans:* True]

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Writing

M. Write a speech for your school Literary Association celebration with the given lead.

1.	Opening	
2.	Purpose	
3.	Audience	
4.	Language – Some Good Describing Words (Adverbs And Adjectives), Emotive Words, Imagery etc.	
5.	Ending	

Literary Association Celebration

Good evening to all those who are present here! Respected Chief Guest, Our honourable Principal, beloved teachers, parents and my dear friends.

On the auspicious occasion, I stand before you with extreme pleasure on behalf of English Literary Association of Christ Holy Matric. School.

First of all, let me express my deep gratitude to you all for selecting me as the President of the English Literary Association. This Association has been a prestigious Association in our school, since its inception. It has been working rigorously during the past few years focussing on the improvement of reading, writing, speaking and listening skills of the students in our school. Our vision is to make our school as a full-fledged English medium school, where each student speaks and communicates in English.

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Language is the medium through which the educational process fulfils its aims. So it is highly essential that students should be able to handle language at its best level. The English Literary Association has been conducting many varied activities and competitions to improve the language skills of the students. 'Practice makes a man perfect.' We do believe in the proverb and constantly endeavour to achieve our aim.

I am extremely happy to announce that this year, we will conduct an English week and all the students will get an opportunity to participate and to demonstrate their talents and potential.

To conclude, let me once again express my heartfelt gratitude to the Management, teachers and students who all honoured me by giving this great responsibility.

GRAMMAR

ARTICLES

A. Nagarajan and Dhanalakshmi want to buy a new house. They have come to see a house for sale. Complete the conversation below by adding a, an or the.

Nagarajan : Well, here we are, No.8, Kaveri Street. I think this is **the** house we saw online. What do you think of **the** location?

Dhanalakshmi : It is in **a** nice neighbourhood. And it's close to the railway station.

Nagarajan : And **the** bus stop is not too far away.

Dhanalakshmi : How many rooms are there?

Nagarajan : There are three rooms, **a** kitchen and **a** balcony.

Dhanalakshmi : There is **a** lawn behind **the** house, right?

Nagarajan : That's right **the** lawn is actually quite large. Did you see any photos of **the** living room, online? What does it look like?

Dhanalakshmi : **The** living room looks great. It looks bright and airy. It has **a** nice view of **the** hills. But **the** kitchen looks **a** little small.

Nagarajan : And, I remember you said there isn't **a** store room, right?

Dhanalakshmi : No, but there is **an** attic, where we can store things.

Nagarajan : I hope this house is **a** better option.

Dhanalakshmi : Lets wait for **a** real estate agent. She said, she would be here at three O' clock.

Nagarajan : Look there she is!

B. Few articles are missing in the given passage. Edit the passage given below by adding suitable articles wherever necessary.

My neighbourhood is **a** very interesting place. My house is located in **an** apartment building downtown near many stores and offices. There is **a** small supermarket across street, where my family likes to go shopping. There is also **a** post office and **a** bank near our home. In our neighbourhood, there is **a** small, Green Park where my friends and I like to play on weekends and holidays. There is **a** small pond near **the** park and there are many ducks in **the** park. We always have **a** great time. In addition, there is **an** elementary school, close to our home, where my little brother studies in the third grade. There are so many things to see and do in my neighbourhood. That's why I like it. It's really **a** great place.

PREPOSITIONS

C. Refer to the dictionary to find out the meaning of the following prepositions and match them with the correct meaning.

	Preposition		Meaning
1.	due to	a.	as a substitute for
2.	except for	b.	in the interest of
3.	with reference to	c.	irrespective of
4.	in spite of	d.	added to
5.	in addition to	e.	because of
6.	in place of	f.	referring to
7.	regardless of	g.	with the exception of
8.	for the sake of	h.	disregarding the difficulty

[*Ans:* 1 - e, 2 - g, 3 - f, 4 - h, 5 - d, 6 - a, 7 - c, 8 - b]

D. Fill in the blanks by choosing the most appropriate prepositional phrase from the given options.

1. Everything falls to the ground _____ earth's gravitational pull.
   (a) in addition to (b) because of (c) cause of [*Ans:* (b) because of]
2. The trial was conducted _____ the procedure of law. *(Sep-21)*
   (a) in accordance with (b) due to (c) despite of [*Ans:* (a) in accordance with]
3. There is a temple right _____ my house.
   (a) in back of (b) apart from (c) in front of [*Ans:* (c) in front of]
4. As a _____ of his hard work, he achieved the target.
   (a) instead of (b) result of (c) apart from [*Ans:* (b) result of]
5. Failure is often the _____ negligence.
   (a) effect of (b) consequence of (c) reason of [*Ans:* (b) consequence of]
6. Children are given toys _____ sweets on Children's day.
   (a) on top of (b) in addition to (c) due to [*Ans:* (b) in addition to]
7. The parents must be informed _____ any indiscipline of their wards.
   (a) because of (b) in case of (c) in spite of [*Ans:* (b) in case of]
8. He didn't turn up _____ his busy schedule.
   (a) consequence of (b) due to (c) except for [*Ans:* (b) due to]
9. Global warming is _____ the green house emission.
   (a) an effect of (b) in spite of (c) in addition to [*Ans:* (a) an effect of]
10. _____ several warnings, he continued to swim.
    (a) due to (b) in spite of (c) because of [*Ans:* (b) in spite of]

E. Edit the following passage by replacing the underlined incorrect words with correct prepositional phrases.

Janu is studying in class X. In the event of the teachers [*Ans:* According to]
she is a disciplined student. In addition to her poverty, she [*Ans:* Inspite of]
is always neat. Many students like her in case of [*Ans:* because of]
her simplicity. According to her studies, she also [*Ans:* In addition to]
participates in sports. She gets on with everyone in case of [*Ans:* regardless of]
age and gender in the school. In opposition to taking leave, she ensures [*Ans:* In the event of]
that she completes the work given before she goes to school next day.

POEM

Unit 2

The Grumble Family

- Lucy Maud Montgomery

Lucy Maud Montgomery (1874 - 1942) is a Canadian author who is remembered for her famous novel 'Anne of Green Gables'. She has published 20 novels as well as 530 short stories, 500 poems and 30 essays. All these works are highly appreciated by the book lovers and critics.

She is the first woman in Canada, to be named as a fellow of the Royal Society of Arts in England. She was made an officer of the Order of the British Empire in 1935. In 1943, the Government of Canada designated her as the Person of National Historic Significance, Posthumously.

KEY POINTS

- This is a humorous poem about a grumble family.
- This Grumble Family always complains about silly matters.
- They live in the street of complaining, in the city of 'Never-Are-Satisfied, beside the river of Discontent'.
- They always find wrong in everything and everywhere.
- All of their comments are negative and critical.
- Their focus is only on the bad.
- Their first instinct is to find something to complain and murmur about people.
- Thus we should learn to walk with a smile and a song.
- We should never be a complainer, but always try our best to be an optimist who sees the good in everything.

Summary

This is a humorous poem about a grumble family. This grumble family always complain about silly matters. They live in the street of complaining, in the city of ' Never-Are-Satisfied, beside the river of Discontent'. They always find wrong in everything and every where. They are always known by the name of Grumble. All of their comments are negative and critical and their focus is only on the bad. If they see the sun shining, they will complain that it is too hot. If they see the snow falling, they will complain that it is too cold. Their first instinct is to find something to complain and murmur about People, who stay in their house for a long time. Thus we should learn to walk with a smile and a song. We should never be a complainer, but always try our best to be an optimist who sees the good in everything.

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PARAPHRASES FOR POEM STANZAS

Stanza No.	Poem Stanzas	Paraphrase
1	*There's a family nobody likes to meet;* *They live, it is said, on Complaining Street* *In the city of Never-Are-Satisfied,* *The River of Discontent beside.*	A family lives in the street of complaining and nobody likes them. They don't talk to them and mingle with them. They live in the city of 'Never-Are-Satisfied' which is beside the river of Discontent.
2	*They growl at that and they growl at this;* *Whatever comes, there is something amiss;* *And whether their station be high or humble,* *They are all known by the name Grumble.*	They go on complaining or grumbling about each and everything. Their first instinct is to find something to complain and murmur about everything. They growl at everything. They find wrong in whatever they see or act. Whether they are in a good position or not, they find fault in it and complain about it. They are known by the name of Grumble.
3 **(PTA-4)**	*The weather is always too hot or cold;* *Summer and winter alike they scold.* *Nothing goes right with the folks you meet,* *Down on that gloomy Complaining Street.*	Whether the weather is too hot or too cold, they complain about it. They scold alike if it is winter or summer. Everything goes wrong with the people living down on the sad complaining street.
4 **(PTA-2)**	*They growl at the rain and they growl at the sun;* *In fact, their growling is never done.* *And if everything pleased them, there isn't a doubt,* *They'd growl that they'd nothing to grumble about!*	They grumble about the rain, if it rains heavily and growl about the sun, if it is hot. It is a fact that their growling never gets completed or stopped. If everything pleased them there is no doubt, that they will grumble, that there is nothing to grumble about.
5	*But the queerest thing is that not one of the same,* *Can be brought to acknowledge his family name;* *For never a Grumble will own that he* *Is connected with it at all, you see.*	But the strange thing is that not one of the same can be brought to acknowledge his family name, as a grumbler never owns that he is connected with it at all.
6	*The worst thing is that if anyone stays,* *Among them too long, he will learn their ways;* *And before he dreams of the terrible jumble,* *He's adopted into the family of Grumble.*	The worst thing to be known about the Grumbler's family is that if anyone stays too long with them, he will learn their ways before the person knows the truth of the terrible jumble, he's adopted into the family of Grumble.
7	*And so it were wisest to keep our feet* *From wandering into Complaining Street;* *And never to growl, whatever we do,* *Lest we be mistaken for Grumblers, too.*	So the poet insists that it is wisest to keep our feet away from wandering into the complaining street. We should be mistaken as grumblers.
8 **(HY. 19)**	*Let us learn to walk with a smile and a song,* *No matter if things do sometimes go wrong;* *And then, be our station high or humble,* *We'll never belong to the family of Grumble!*	We should learn to walk with a smile and a song. We should not bother ourselves, no matter if things go wrong or if we are in a good or a low position. We should never belong to the family of grumble.

POEM

Glossary

acknowledge	-	**accept or admit the existence or truth of**
amiss (*adj.*)	-	**not quite right**
crown (*n*)	-	a prize or position offered for being the best
discontent (*adj.*)	-	**dissatisfaction with one's circumstances**
folks	-	people in general
growl (*v*)	-	**make a low guttural sound in the throat**
grumble (*n*)	-	**a complaint about something in a bad-tempered way**
gloomy (*adj.*)	-	**depressing or frightening**
humble (*adj.*)	-	modest
jumble (*n*)	-	an untidy collection of things.
lest	-	otherwise
queerest (*adj.*)	-	**the strangest or the most unusual**
station	-	establishment
terrible (*adj.*)	-	**extremely bad or serious**
wandering (*v*)	-	**walking or moving in a leisurely or aimless way**

Textual Questions

A. Read the following lines from the poem and answer the questions given below.

1. *There's a family nobody likes to meet;*
They live, it is said, on Complaining Street

(a) Where does the family live? *(PTA-1, 4 & 5)*

Ans The family lives in Complaining Street.

(b) Why do you think the street is named as 'Complaining Street'? *(PTA-1, 4 & 5)*

Ans The street is named as Complaining Street, because a family which is never satisfied lives there.

2. *They growl at that and they growl at this;*
whatever comes, there is something amiss;

(a) What does the word 'growl' mean here?

Ans The word 'growl' means shouting or snarling at everything.

(b) Why do they find everything amiss?

Ans They find everything amiss or quite wrong because they are never satisfied with anything. They shout and complain about everything.

3. *Nothing goes right with the folks you meet*
Down on that gloomy and Complaining Street.

(a) What is the opinion about the folks you meet down the street? *(PTA-3 & 6)*

Ans Everything goes wrong with the folks you meet down the street.

(b) What does the word 'gloomy' mean here? *(PTA-3 & 6)*

Ans The word 'gloomy' means to appear depressing or frightening.

4. *The worst thing is that if anyone stays*
Among them too long, he will learn their ways;

(a) **What is the worst thing that can happen if anyone stays with them?**

Ans If anyone stays with them for a long time, he or she will learn their ways. This is the worst that can happen to anyone.

(b) **What are the ways of the Grumble family?**

Ans The ways of the grumble family are that they are never satisfied with anything and they are always complaining and finding fault in everything.

5. *And so it were wisest to keep our feet*
From wandering into Complaining Street;

(a) **What is the wisest thing that the poet suggests?** *(QY. 19)*

Ans The poet suggests that the wisest thing is to keep our feet away from going into the complaining street.

(b) **What does the phrase 'to keep our feet from wandering' refer to?** *(QY. 19)*

Ans The phrase 'to keep our feet from wondering' refers to avoid stepping into the complaining street.

6. *Let us learn to walk with a smile and a song,*
No matter if things do sometimes go wrong;

(a) **What does the poet expect everyone to learn?** *(Govt. MQP)*

Ans The poet expects everyone to walk with a smile and a song.

(b) **What should we do when things go wrong sometimes?** *(Govt. MQP)*

Ans We should not bother ourselves, if things go wrong sometimes.

POETIC COMPREHENSION - ADDITIONAL

1. *"In the city of Never-Are-Satisfied,*
The River of Discontent beside."

(a) **Where did the Grumble family live?**

Ans The Grumble family lived in the Complaining Street in the city of 'Never-Are-Satisfied'.

(b) **Where was the city?**

Ans The City was beside the 'river of Discontent'

2. *"And whether their station be high or humble,*
They are all known by the name of Grumble."

(a) **What was the family known by?**

Ans The family was known by the name of 'Grumble'.

(b) **What does the word 'station' mean here?**

Ans Here, 'station' means 'establishment'.

3. *"But the queerest thing is that not one of the same*
Can be brought to acknowledge his family name;"

(a) **What is the queerest thing about the family?**

Ans The queerest thing is that not one of the same can be brought to accept his family name.

(b) **What does 'his family' refer to?**

Ans 'His family' refers to the Grumbler's family.

4. *"And then, be our station high or humble,*
We'll never belong to the family of Grumble!"

(a) **To which family, we should never belong?**

Ans We should never belong to the 'Grumble family'.

(b) **What is meant by 'humble'?**

Ans 'Humble' means 'modest'.

B. Answer the following questions in about 80-120 words.

1. **Write a paragraph on 'The Grumble Family' and their attitude towards other folks.** *(PTA-1 & HY. 19)*

Ans A family lives in the Street of Complaining. Nobody likes them, as they are always complaining. They find fault with everything. They are never satisfied with anything. They growl at everything whether they are in a good position or a low position, they find fault with it and complain about it. When the weather is too hot or cold, they complain about it. They scold alike if it is winter or summer. Everything goes wrong with the people living down on that sad complaining street. It is a fact that their growling never gets completed or stopped. And if everything pleased them, there is no doubt, that they would grumble that there is nothing to grumble about.

2. **If you were to live in the Complaining Street, how would you deal with the people who grumble?**

Ans If I were to live in the Complaining Street, I would never allow the pessimism of others to keep us from reaching the heights of victory. Many times, we come into contact with people who have nothing good or positive to say. All of their comments are negative and critical. Their focus is only on the bad. So with these people, I would always try my best to be an optimist, who sees the good and not the bad. I would communicate words that bring honour and glory to God. I would deal with all the matters in a diplomatic way and advise the people who grumble, to be happy with what they are blessed with. They should be smiling and make their life a happy journey.

3. **From the poem 'The Grumble Family' what kind of behaviour does the poet want the readers to possess?** *(PTA-3)*

Ans The poet wants the readers to be optimistic. She suggests that it is the wisest to keep away from going into the complaining street. We should never growl for whatever we do. Otherwise, we would be mistaken as grumblers. We should, therefore learn to walk our way of life with a smile and a song. We should not bother ourselves, no matter, if things go wrong or if we are in a good or a low position. We should never belong to the family of Grumble. We should never be a complainer. But rather be one who praises God in all things. He has blessed us with. We should trust that all things will work together for us, if we have faith in God.

PARAGRAPH QUESTION & ANSWER - ADDITIONAL

1. **Why should we not belong to the grumble family?**

Ans The grumble family always complain about silly things. They always find wrong in everything and everywhere. They are known by the name of Grumble. All of their comments are negative and critical and their focus is only on the bad. If they see the sun shining, they will complain that it is too hot. If

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they see the snow falling, they will complain that it is too cold. Their first instinct is to find something to complain and murmur about. But if everything pleased them, there is no doubt, that they would grumble and get worried that there is nothing to worry about.

The worst thing about the grumble family is that if anyone stays among them for a long time, he will learn their ways of grumbling. Before the person realizes the fact about them, he is adopted into the family of Grumble. So the poet insists that it is wise to keep our feet away from wandering into the complaining street. We should learn to walk with a smile and a song. We should never belong to the Grumble family, as they see all things in a negative way.

C. Answer the following.

1. *And whether their station be high or humble,…*

Pick out the alliteration from the above line.

Ans 'high - humble' are the words in alliteration.

2. Pick out the other examples for alliteration from the poem.

Ans They - that; they - this; they - the; growl - grumble; thing - that; that - they'd; be - brought; long - learn; walk - with; smile - song; are the other examples of alliteration.

3. *The weather is always too hot or cold;*
Summer and winter alike they scold.
Nothing goes right with the folks you meet
Down on that gloomy Complaining Street.

Pick out the rhyming words and identify the rhyme scheme of the above lines. *(Govt. MQP)*

Ans The rhyming words are 'cold - scold; meet - street';
The rhyming scheme of the above lines are 'aabb'.

POETIC DEVICES

PTA QUESTIONS & ANSWERS

1. *There's a family nobody likes to meet;*
They live, it is said, on Complaining Street
In the city of Never-Are-Satisfied,
The River of Discontent beside.

(a) Pick out the rhyming words from the above lines. (2) *(PTA-6)*

Ans Rhyming words : meet-street; satisfied-beside.

(b) Write the rhyme scheme of the poem. (1) *(PTA-6)*

Ans Rhyme scheme : a a b b.

(c) Identify the figure of speech employed in the second line of the given stanza. (1) *(PTA-6)*

Ans The figure of speech in the 2nd line : **Personification**. (Human attribute is given to a street : "Complaining Street")

(d) Pick out the alliterating words. (1) *(PTA-6)*

Ans Alliterating words (in the 2nd line) : said – street.

POEM

GEQ GOVERNMENT EXAM QUESTIONS

1. *The weather is always too hot or cold;*
Summer and winter alike they scold.
Nothing goes right with the folks you meet
Down on that gloomy Complaining Street.

(a) **Identify the figure of speech employed in the fourth line of the given stanza.** *(Govt. MQP)*
Ans Epithet (complaining street)

(b) **Pick out the alliterating words.** *(Govt. MQP)*
Ans The alliterating words : summer - scold.

2. *'They growl at that and they growl at this;*
Whatever comes, there is something amiss;
And whether their station be high or humble,
They are all known by the name of Grumble.

(a) **Identify the figure of speech used in the first line.** *(QY. 19)*
Ans Anaphora. **"They growl"** is repeated.

(b) **Give the rhyme scheme for the above lines.** *(QY. 19)*
Ans Rhyme scheme : **"aabb"**.

(c) **Pick out the rhyming words from the above lines.** *(QY. 19)*
Ans The rhyming words are : **"sun - done; doubt - about"**.

(d) **Pick out the alliterating words in the last line.** *(QY. 19)*
Ans The alliterating words : **growl - grumble**.

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POETIC DEVICES - ADDITIONAL

1. *"And before he dreams of the terrible jumble*
He's adopted into the family of Grumble."

Pick out the rhyming words in these lines.
Ans **"jumble - Grumble"** are the rhyming words.

2. *"And if everything pleased them, there isn't a doubt*
They'd growl that they'd nothing to grumble about!"

(a) **Pick out the rhyming words in these lines.**
Ans **"doubt - about"** are the rhyming words.

(b) **Pick out the words of alliteration in the second line.**
Ans "They'd - that - they'd" ; "growl - grumble".

3. *'They growl at that and they growl at this;*
Whatever comes, there is something amiss;
And whether their station be high or humble,
They are all known by the name of Grumble.

(a) **Pick out the rhyming words in these lines.**
Ans Rhyming words : **"this–amiss; humble-grumble"**.

(b) **Pick out the words of alliteration in the third line.**
Ans high, humble.

SUPPLEMENTARY

Unit 2

Zigzag

- Asha Nehemiah

Asha Nehemiah was born in the year 1958 in Chennai. Now she lives in Bengaluru. She has always been interested in writing. While growing up, her love for books and reading, led her to study Literature in the college. Humour, fantasy, mystery and adventure are the strong elements in her work. One of her first collection of stories, "Granny's Sari" has been reprinted nine times. Her book "The Rajah's Moustache" was awarded first prize in the competition for writers of children's books by Children's Book Trust. Her books have been translated into Bengali, Assamese, Hindi and Tamil. She believes that stories are a wonderful way to get children thinking and talking about various issues.

Main Characters

Dr. Ashok T. Krishnan	Child specialist
Somu	Krishnan's friend
Maya	Nine year old daughter
Arvind	Krishnan's son
Zigzag	harmless bird Talk and sing in 21 languages Trained by African witch doctor Snoring Monster
Visu	Somu's old cook
Mrs. Krishnan	Talented artist
Lakshmi	Mrs.Krishnan's maid
Mrs. Jhunjhunwala	Art critic

KEY POINTS

- This is a story about Zigzag, a multilingual talking – singing bird.
- Dr. Krishnan's clinic usually sounded noisy because of the yelling and crying of children.
- Dr. Krishnan's cousin Dr. Somu asked him to keep his pet Zigzag with him for some time, as he went to Alaska.
- Dr. Krishnan's family was surprised to see the strange and weird looking bird. They had never seen such a strange and huge bird.
- Somu's cook, Visu said that the bird could recite French poetry. It could talk and sing in about twenty-one different languages.
- Zigzag was about a foot and a half tall. Its head was bordered with a crown of shocking pink feathers. The rest of its plumage was in various shades.
- Its curved beak was sunflower-yellow and its eyes were the colour of cola.

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SUPPLEMENTARY

- Arvind, the doctor's son gave Zigzag a plate of juicy fruit slices and some nuts.
- But Zigzag transferred all the walnuts and fruits to the chandelier and on the blades of the ceiling fan.
- Next, it perched on a curtain rod and went to sleep. It snored loudly and then very loudly.
- When Mrs. Krishnan's maid switched on the fan in their studio, all the fruits and nuts fell from it.
- One slice of over ripped papaya came whizzing off the fan.
- It splattered on Mrs. Krishnan's unfinished masterpiece.
- It spread streaks of orange pulp and shiny black seeds all over it.
- Mrs. Krishnan was upset and rang to her husband to take Zigzag away.
- So Dr. Krishnan took the bird to the clinic.
- There Zigzag started commanding everyone in the clinic. It was doing its job, for which he was trained earlier.
- The clinic which was a noisy sea of tears, had transformed into a calm and orderly place.
- It was the efficient skill of the bird. It was always busy and active.
- Dr. Krishnan thought that it was really an absolute treasure.
- The painting on which papaya fell was liked by the art critic Mrs. Jhunjhunwala.
- She bought it for ₹ 5,000/-.
- So, Dr. Krishnan's family invited Zigzag into their home.

Summary

This is a story about Zigzag, a multilingual talking - singing bird. Dr. Krishnan's clinic usually sounded noisy because of the yelling and cry of children. Dr. Krishnan's cousin Somu asked him to keep his pet Zigzag with him for some time. Dr. Krishnan's family were surprised to see the strange and weird looking bird. They had never seen such a strange and huge bird. Somu's cook, Visu said that the bird could recite French poetry. It could talk and sing in about twenty-one different languages.

Zigzag was about a foot and a half tall. Its head was bordered with a crown of shocking pink feathers. The rest of its plumage was in various shades. Its curved beak was sunflower-yellow and its eyes were the colour of cola. Arvind, the doctor's son gave Zigzag a plate of juicy fruit slices and some nuts. But Zigzag transferred all the walnuts and fruits to the chandelier and on the blades of the ceiling fan. Next, it perched on a curtain rod and went to sleep. It snored loudly and then very loudly. Every member in Dr. Krishnan's family tried to wake the bird but in vain. When Mrs. Krishnan's maid switched on the fan in their studio, all the fruits and nuts fell from it. One slice of over ripped papaya came whizzing off the fan and splattered on Mrs. Krishnan's unfinished masterpiece. It spread streaks of orange pulp and shiny black seeds all over it.

Mrs. Krishnan was upset and wanted to shoot Zigzag. She rang to her husband to take Zigzag away. Dr. Krishnan sent an email to Somu asking for clear instructions on how to stop Zigzag's snoring. On the seventh day, he received a message stating that Zigzag hardly ever sleeps and he had never heard him snore. Mrs. Krishnan persuaded Dr. Krishnan to take Zigzag away. So Dr. Krishnan took the bird to the clinic. There Zigzag started commanding everyone in the clinic. It was doing its job, for which he was trained earlier. All its bored and grumpy expressions vanished. The clinic which was a noisy sea of tears, had transformed into a calm and orderly place. It was the efficient skill of the bird. It never slept or snored even for a second. It was always busy and active. Dr. Krishnan spoke to the bird and said that it was an absolute treasure. The painting on which papaya fell was liked by the art critic and she bought it for ₹ 5,000/-. So, Mrs. Krishnan was happy about and she invited Zigzag into their home. She wanted to shelter the bird for another week.

Glossary

aboriginal (*adj.*)	-	**native, local**
absolute	-	complete
chamber	-	hall
commotions	-	confusions
coyote (*n*)	-	**a wolf like wild dog native to North America.**
crinkly (*adj.*)	-	**wrinkly**
curdling	-	clotting
dab	-	pat
deafeningly	-	ear-shatteringly
fringed (*v*)	-	**bordered**
grumpiness (*adj.*)	-	**bad tempered**
multilingual	-	using more than one language
plumage (*n*)	-	**a bird's feather collectively**
sarcasm (*n*)	-	**use of irony to mock or convey contempt**
slithers	-	moves smoothly over a surface with a twisting motion.
sludgiest (*adj.*)	-	**wet mud**
smack	-	slap
snorted	-	made a sudden explosive sound
solemn	-	majestic
squirt (*n*)	-	**spray**
sternly	-	strictly
streaks (*n*)	-	**line, strap**
sulkily	-	angrily
tantrum (*n*)	-	**outburst, flare-up**
tottered	-	to walk unsteadily or feebly
unraveling	-	unwinding

Textual Questions

A. Identify the speaker / character.

1. Even though I clearly said no! [*Ans:* Dr. Krishnan]
2. The one that spits deadly poison straight into its opponent's eyes. [*Ans:* Maya]
3. Remember the tiny penknife he gave me last year. *(QY. 19)* [*Ans:* Maya]
4. It's Somu's thoughtless ways that reduce me to tears. [*Ans:* Mrs. Krishnan]
5. Come in, Zigzag, come in dear! *(QY. 19)* [*Ans:* Visu]

B. Read the story again and write how these characters reacted in these situations:

1. You're both quite mistaken.

Ans Dr. Krishnan hastened to explain.
Mrs. Krishnan was horrified on hearing about Zigzag.

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SUPPLEMENTARY

2. **It's Somu's thoughtless ways that reduce me to tears.**

Ans Mrs. Krishnan spoke irritably.
Dr. Krishnan was hurrying to his clinic.

3. **Just wait till Zigzag settles down in this new home.**

Ans Visu comforted everyone.
Arvind and Maya excited to listen to the bird's talk.

4. **Zigzag hardly ever sleeps.**

Ans Somu sent an e-mail to Dr.Krishnan about Zigzag.
Dr.Krishnan predicted it as ridiculously simple.

5. **You are an absolute treasure.....**

Ans Dr.Krishnan sighed and spoke to Zigzag
Zigzag didn't bother to reply.

C. Complete the given tabular columns.

Arrival of Zigzag	Somu requested Dr. Krishnan to take care of his pet.	Mrs.Krishnan was not willing to do so.	She was worried about her painting.
Life of Zigzag at Dr. Krishnan's residence	Zigzag perched on the curtain rod and started eating the guava.	When their maid switched on the fan some fruits and nuts fell down on her face.	Mrs. Krishnan was annoyed and called Mr. Krishnan to contact Somu and find out what they should do.
The email about Zigzag	Dr. Krishnan left an email message for Somu.	Somu's reply surprised the Krishnans.	The reply was "I've never heard Zigzag snore. It hardly ever sleeps".
Zigzag at the clinic	When Zigzag entered the clinic, he started commanding everyone.	Gone was Zigzag's bored and grumpy expression. The bird looked happy and alert.	After the family knew that Zigzag must be kept busy they, accepted to keep him for another week.

D. Answer the following questions in one or two sentences:

1. **Why did Dr. Ashok's cousin call him ?**

Ans Dr. Ashok Krishnan's cousin Somu called him to shelter Zigzag, his pet bird, when he left for Alaska.

2. **Mention at least two expressions which show that Mrs. Krishnan was not willing to have Zigzag at home?**

Ans The following two expressions show that Mrs. Krishnan was not willing to have Zigzag at home.
(i) "I am going crazy with the sound of Zigzag snoring, plus all these angry telephone calls."
(ii) "And my beautiful painting..."

3. **What other pets did Somu have?**

Ans Somu had a giant green and gold fighting beetle and an African snake.

4. **What was Mrs. Krishnan busy with?**

Ans Mrs. Krishnan was busy with her paintings to be displayed for sale the following week.

5. **What commotion did the boomerang cause in the neighborhood?**

Ans Boomerang sliced through all the TV aerials in the neighbourhood. It caused permanent damage to several cars in the parking lot. It also knocked out their watchman cold with the force thrown by Arvind.

6. **What happened when Somu left Zigzag with the Krishnans?**

Ans Zigzag transferred all the walnuts and the fruits to the Chandelier and on the blades of the ceiling fan. Then it perched on the curtain rod, went off to sleep.

7. **How did Zigzag communicate with the Krishnans?**

Ans Zigzag did not communicate with the Krishnans although everyone tried several times and in several languages to speak to him, he only slept and snored.

8. **What was the e-mail message sent to Somu by Dr.Krishnan?**

Ans Krishnan sent an e-mail to Somu, asking for instructions on how to stop Zigzag from snoring.

9. **What did Arvind confess?**

Ans Arvind confessed that for the first time in his life, he was actually looking forward to go to school. The school was as calm as a monastery compared to their house.

10. **Why did Mrs. Jhunjhunwala buy the painting?**

Ans Mrs. Jhunjhunwala bought the painting because she liked the new technique of painting.

E. Answer the following questions in about 100 - 150 words:

1. **Write a passage in your own words on various commotions caused by Zigzag at Dr. Krishnan's residence.**

Ans When Visu, the old cook of Dr. Somu brought Zigzag to Dr. Krishnan's house, all were surprised to see such a strange and a weird bird. It was a foot and a half tall. It was a multilingual talking-singing bird. It could talk and sing in twenty-one languages. When it refused to say a word, Arvind brought some juicy fruits and nuts for the bird. It did not eat them, but transferred one by one to the chandelier and on to the blades of the ceiling fan. Then it perched on a curtain rod, it sank his beak into a plumpy guava and then went off to sleep. Then he began to snore. The snore became louder and very louder. His snoring pounded their eardrums till their heads ached. When the fan was switched on by their maid, the painting of Mrs. Krishnan got spoilt by streaks of orange pulp spreading on it. His snoring troubled all the neighbours and they were complaining about it.

2. **What happened when Zigzag was taken to the clinic?**

Ans When Zigzag was taken into the clinic, he was asked to wait in the car by Dr. Krishnan. He warned him not to sleep and snore. But Zigzag was not accustomed to being kept waiting. So he made his way to the reception and perched himself on the nurse's reception table. Krishnan had hardly walked through the swinging half-door that separated his clinic from the waiting room, when he heard a voice. The voice was from Zigzag. It was clear and commanding. There was pin-drop silence in the room as everyone waited, open mouthed, for Zigzag's next sentence. Dr. Krishnan was amazed. Zigzag's bored and grumpy expressions were gone. Instead the bird looked happy and alert as it went about the job. It had been trained for this job with the doctors. Thus Dr. Krishnan's clinic, which was usually a noisy sea of tears and outbursts, was transformed into a calm, orderly place. He efficiently soothed the patients and naughty ones.

3. **Narrate the story of Zigzag in your own words. (OR)** *(Sep-21)*

Write a paragraph of about 150 words by developing the following hints.

Dr. Ashok - entrusts his - pet bird - Dr. Krishnan - children excited of his entry - it can speak - 21 - African languages - Zigzag - sleeps endlessly - with heavy snore - no peace at - home - Mrs. Krishnan - not happy - shouts and asks for solutions - Dr. Krishnan writes - to Ashok - finding solutions - no reply - Dr. Krishnan - takes Zigzag to clinic - turn of event - Zigzag - takes - care of - the orderliness - clinic - very quiet - all surprised - zigzag commands - Dr. Krishnan happy - finds - secret - Zigzag - must be engaged - if not he sleeps - family is happy with his presence. *(PTA-2)*

(OR)

Dr. Krishnan's clinic - Dr. Somu - requested shelter for Zigzag - left for Alaska - Zigzag could sing and talk - 21 languages - did not speak - transferred - fruits and nuts - to Chandelier and blades - perched on - curtain rod – slept - fan switched on - fruits and nuts fell down - Mrs. Krishnan's painting - spoiled – to send the bird away - Dr. Krishnan - took to clinic - Zigzag commanded - brought discipline – the painting - new technique - sold for ₹ 5,000 - Mr. Krishnan's family - invited Zigzag - to stay for another week.

Ans This story is about a multilingual weird bird, named Zigzag. Dr. Krishnan's clinic usually sounded noisy because of the shouting and crying of children. His friend Dr. Somu requested him to shelter Zigzag, his pet as he was about to leave for Alaska. When Zigzag was brought to his house, it did not speak to anyone. It could sing and talk in 21 different languages. But it did not speak any word to them. Instead he transferred the fruits and nuts given to him to a Chandelier and to the blades of the ceiling fan. It perched on a curtain rod and went off to sleep. When the fan was switched on, all the fruits and nuts fell down. The papaya slice splattered on the painting of Mrs. Krishnan and spoiled it. Mrs. Krishnan was irritated and persuaded Dr. Krishnan to send the bird away to Visu's house. So Dr. Krishnan took the bird to his clinic. There it commanded everyone in an orderly way. He brought peace, calmness and a disciplined atmosphere in the clinic. The painting which had been spoilt by Zigzag was sold out for ₹ 5,000. It was bought because the new technique in painting was liked by the buyer. Thus Mr. Krishnan's family invited Zigzag to stay with them for another week.

PARAGRAPH QUESTION & ANSWER - ADDITIONAL

Write a paragraph of about 150 words by developing the following hints.

1. **Zigzag, talking - singing bird - recite French poetry - talk and sing 21 languages - Dr. Krishnan's cousin Somu - keep his pet for some time - Arvind, doctor's son - plate of juicy fruit - transferred on the blades of ceiling fan - perched on curtain rod - slept with snoring - maid switched on the fan - splattered on Mrs. Krishnan's painting - she persuaded to take Zigzag away - took the bird to clinic - commanding everyone - transformed to orderly place - busy and active - painting, liked by art critic - became treasure.**

Ans This is a story about Zigzag a talking singing bird. The bird could recite French poetry. It can talk and sing in about twenty-one different languages. Dr. Krishnan's cousin Somu asked him to keep his pet Zigzag with him for some time. Arvind, the doctor's son, gave Zigzag a plate of juicy fruit. But, Zigzag transferred all on the blades of the ceiling fan. Next, it perched on a curtain rod and went to sleep. It snored loudly and then very loudly. When Mrs. Krishnan's maid switched on the fan, all the fruits splattered on Mrs. Krishnan's unfinished masterpiece. Mrs. Krishnan was upset and persuaded Dr. Krishnan to take Zigzag away. So Dr. Krishnan took the bird to the clinic. There Zigzag started commanding everyone in the clinic. The clinic which was a noisy sea of tears, had transformed into a calm and orderly place. It was always busy and active. The painting on which papaya fell was liked by the art critic and she bought it for ₹ 5,000/-. Dr. Krishnan spoke to the bird and said that it was an absolute treasure.

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REARRANGE THE SENTENCES

PTA QUESTIONS & ANSWERS

Rearrange the following sentences in coherent order :

1. i) He took care of the orderliness in the clinic. *(PTA-1)*
ii) Zigzag was of a great trouble in the house.
iii) Dr. Krishnan was surprised of the sudden change in Zigzag.
iv) Gone was Zigzag's bored and grumpy expression.
v) Dr. Krishnan took him to the clinic.

Ans **ii, v, i, iii, iv**

ii) Zigzag was of a great trouble in the house.
v) Dr. Krishnan took him to the clinic.
i) He took care of the orderliness in the clinic.
iii) Dr. Krishnan was surprised of the sudden change in Zigzag.
iv) Gone was Zigzag's bored and grumpy expression.

ADDITIONAL QUESTIONS

Rearrange the following sentences in coherent order :

1. i) Somu's old cook Visu brought Zigzag to Dr. Krishnan's house.
ii) Somu told Dr. Krishnan that Zigzag could talk and sing in about twenty-one languages.
iii) But Zigzag transferred all the walnuts and fruits to the chandelier and on the blades of the ceiling fan.
iv) Dr. Krishnan's cousin Somu asked him to keep his pet bird Zigzag with him as he left for Alaska.
v) Arvind, the doctor's son gave Zigzag a plate of juicy fruit slices and some nuts.

Ans **iv, ii, i, v, iii**

iv) Dr. Krishnan's cousin Somu asked him to keep his pet bird Zigzag with him as he left for Alaska.
ii) Somu told Dr. Krishnan that Zigzag could talk and sing in about twenty-one languages.
i) Somu's old cook Visu brought Zigzag to Dr. Krishnan's house.
v) Arvind, the doctor's son gave Zigzag a plate of juicy fruit slices and some nuts.
iii) But Zigzag transferred all the walnuts and fruits to the chandelier and on the blades of the ceiling fan.

2. i) Mrs.Krishnan was just unraveling a roll of cotton wool to stuff in her ears.
ii) Maya tried to spray water from a small water pistol at Zigzag.
iii) It snored loudly and then very loudly.
iv) Zigzag perched on a curtain rod and went to sleep.
v) Arvind was annoyed that his imitations had failed to wake Zigzag.

Ans **iv, iii, ii, v, i**

iv) Zigzag perched on a curtain rod and went to sleep.
iii) It snored loudly and then very loudly.
ii) Maya tried to spray water from a small water pistol at Zigzag.
v) Arvind was annoyed that his imitations had failed to wake Zigzag.
i) Mrs. Krishnan was just unraveling a roll of cotton wool to stuff in her ears.

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3. i) She told them that it was raining papayas and bananas.
ii) Lakshmi shrieked as if she had been electrocuted.
iii) They found Lakshmi dancing and clapping her hands excitedly.
iv) Lakshmi had switched on the fan on which Zigzag had left some fruit and nuts.
v) Mrs.Krishnan, Arvind and Maya rushed to the studio.

Ans **ii, v, iii, i, iv**
ii) Lakshmi shrieked as if she had been electrocuted.
v) Mrs.Krishnan, Arvind and Maya rushed to the studio.
iii) They found Lakshmi dancing and clapping her hands excitedly.
i) She told them that it was raining papayas and bananas.
iv) Lakshmi had switched on the fan on which Zigzag had left some fruit and nuts.

4. i) Dr. Krishnan said that it was really an absolute treasure.
ii) It was doing its job, for which he was trained earlier.
iii) There Zigzag started commanding everyone in the clinic.
iv) The clinic, which was a noisy sea of tears, had transformed into a calm and orderly place.
v) Dr. Krishnan took the bird to the clinic.

Ans **v, iii, ii, iv, i**
v) Dr. Krishnan took the bird to the clinic.
iii) There Zigzag started commanding everyone in the clinic.
ii) It was doing its job, for which he was trained earlier.
iv) The clinic, which was a noisy sea of tears, had transformed into a calm and orderly place.
i) Dr. Krishnan said that it was really an absolute treasure.

READ THE PASSAGE AND ANSWER THE QUESTIONS

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PTA QUESTIONS & ANSWERS

Read the passage and answer the questions :

1. 'You're both quite mistaken,' their father hastened to explain, seeing his wife's horrified expression. 'Zigzag is a most harmless, unusual and lovable bird. Apparently, it was bred by a genuine African witch doctor, who gifted it to Somu when he ----- being a child specialist like me -------- cured the witch doctor's son while he was touring the deepest jungles of equatorial Africa last month. Somu says the bird is an absolute treasure and a real help. It's his favourite pet, you know'. Somu might be your best friend, but most of these so called "favourite" possessions that he has given us were absolute muisances!' countered Mrs. Krishnan angrily. A talented artist, she applied a dab of yellow-ochre paint onto her painting titled Sunset at Marian, paused for a moment to survey the effect and then continued, 'Remember the rare insect-eating plant he brought back from the wettest corner of the Amazonian rainforest! He insisted that we keep it because it would eat the mosquitoes in the house and now that wretched plant requires a room heater to keep it alive in Chennai!' ***(PTA-3)***

(a) Who gifted Zigzag to Somu?
Ans An African witch doctor gifted Zigzag to Somu.

(b) Why did he gift Zigzag to Somu?
Ans Somu cured the witch doctor's son. So, he gifted Zigzag to Somu.

(c) What is the title of Mrs. Krishnan's painting?
Ans The title of Mrs. Krishnan's painting is 'Sunset at Marina'.

(d) Why did Somu insist the Krishnan's to keep the insect-eating plant?
Ans The insect-eating plant would eat the mosquitoes in Krishnan's house. So, Somu insisted Krishnan to keep the plant.

(e) What do you know about Zigzag from the given passage?
Ans Zigzag is a most harmless, unusual and loveable bird.

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GEQ GOVERNMENT EXAM QUESTION

Read the following passage and answer the questions that follow.

1. In total despair at their failure to wake Zigzag, or at least stop him snoring, they shut themselves in the bedroom that was furthest away from Mrs. Krishnan's studio where Zigzag was creating the terrible din. Mrs. Krishnan was just unraveling a roll of cotton wool to stuff in her ears, when they heard their maid, Lakshmi, shrieking as if she had been electrocuted. *(Sep. 20)*

   (a) **Were they able to stop Zigzag from snoring?**
   Ans No, they were unable to stop Zigzag from snoring.

   (b) **Where did they shut themselves?**
   Ans They shut themselves in the bedroom.

   (c) **What was Mrs. Krishnan trying to do?**
   Ans Mrs. Krishnan was just unraveling a roll of cotton wool to stuff in her ears.

   (d) **Who is Lakshmi?**
   Ans Lakshmi is a maid, who works in Krishnan's family.

   (e) **How did Lakshmi scream?**
   Ans Lakshmi screamed as if she had been electrocuted.

2. Six days passed. Six frantic days of checking their e-mail day and night. Six torturous days of having the deafeningly loud KNGRRDRRWHEEZE resound in their home, most nerve wrackingly. Maya complained that she heard a permanent rumbling sound in her ears even when she was miles away from home and that her ears ached all the time. Arvind confessed that, for the first time in his life, he was actually looking forward to going to school considering it was as calm as a monastery compared to their house. Mrs. Krishnan had lost interest in painting. Zigzag would sometimes wake up briefly when he wanted to eat some fruit and sometimes he would sit on the veranda looking sulky and bored. Zigzag never spoke to anyone, though everyone tried several times. He only slept. And snored.
   On the seventh day, Dr. Somu's e-mail arrived. It was, as Dr. Krishnan predicted, ridiculously simple.
   Questions: *(Sep. 21)*

   (a) **How did the days pass?**
   Ans The days passed in a frantic way.

   (b) **What was Maya's complaint?**
   Ans Maya's complaint was a permanent rumbling sound in her ears.

   (c) **What was Arvind's confession?**
   Ans Arvind's confessed that his school was as calm as a monastery compared to his house.

   (d) **What was Zigzag's routine?**
   Ans Zigzag's daily routine is to eat and sleep. He was always looking sulky and bored.

   (e) **What was Dr.Krishnan's prediction about Dr.Somu's e-mail?**
   Ans Dr. Krishnan's predicted that Dr. Somu's email was ridiculously simple.

ADDITIONAL QUESTIONS

Read the passage and answer the questions :

1. 'You're both quite mistaken,' their father hastened to explain, seeing his wife's horrified expression. 'Zigzag is a most harmless, unusual and lovable bird. Apparently, it was bred by a genuine African witch doctor, who gifted it to Somu when he - being a child specialist like me - cured the witch doctor's son while he was touring the deepest jungles of equatorial Africa last month. Somu says the bird is an absolute treasure and a real help. It's his favourite pet, you know'.

   (a) **How was the expression of Mrs. Krishnan, after she heard about Zigzag?**
   Ans Mrs. Krishnan's expression was horrified, when she heard about Zigzag.

(b) **Who is Zigzag?**

Ans Zigzag is the most harmless, unusual and lovable bird.

(c) **How was it bred?**

Ans It was bred by a genuine African witch doctor.

(d) **Who gifted Zigzag to Somu?**

Ans A genuine African witch doctor gifted it to Somu.

(e) **What did Somu say about the bird?**

Ans Somu said that Zigzag was an absolute treasure.

2. Arvind, finding that Zigzag was sulkily refusing to say a word despite all their efforts at striking a conversation, dashed into the kitchen to return with a plate heaped hurriedly with juicy fruit slices and some nuts.

Bored eyes brightened momentarily as Zigzag picked up a walnut. But refusing to speak, he dropped one wrinkled eyelid in a solemn wink and flew clumsily to deposit the nut on the enormous chandelier hanging from the ceiling. Bit by bit, and in total silence, all the fruit on the plate was transferred to the chandelier and on to the blades of the ceiling fan (now switched off).

Then perching comfortably on a curtain rod, Zigzag dropped one wizened eyelid in another solemn wink as he sank his beak into a plump guava.

(a) **Did Zigzag speak any word?**

Ans No, it did not speak anything.

(b) **What did Arvind bring for the bird?**

Ans He brought a plate of fruit slices and some nuts for the bird.

(c) **What did Zigzag do with the plates of fruits and nuts?**

Ans Zigzag picked up a walnut and flew to deposit it on a chandelier.

(d) **Where did it transfer all the fruits and nuts?**

Ans It transferred all the fruits and nuts to the chandelier and on the blades of the ceiling fan.

(e) **Where did it perch comfortably?**

Ans It perched comfortably on a curtain rod.

3. They froze in horror. Lakshmi had apparently switched on the fan on which Zigzag had left some fruit and nuts. Half-pecked fruit streamed off the fan, dampening even Lakshmi's enthusiasm as a guava landed on her cheek with a soft squish and one walnut hit her forehead with a loud smack. One slice of over-ripe papaya came whizzing off the fan and, as they watched it helplessly. Orange pulp splattered all over Mrs.Krishnan's unfinished masterpiece, sunset at Marina, spreading streaks of gooey orange pulp and shiny black seeds all over it.

Mrs.Krishnan groaned tragically and looked ready to shoot Zigzag, but he was saved by the bell. The telephone bell! They answered one call after another as all the neighbours rang upto demand what the awful KNGRRDRRWHEEZE sound was and if they could please have some peace.

(a) **Who froze in horror when Lakshmi yelled?**

Ans Mr. Krishnan's wife, son and daughter froze in horror, when they heard Lakshmi yelling.

(b) **What did she do?**

Ans She switched on the fan on which Zigzag had left some fruits and nuts.

(c) **What happened to Mrs. Krishnan's painting?**

Ans One slice of over-ripe papaya came whizzing off the fan and splattered all over the painting.

(d) **Who was Lakshmi?**

Ans Lakshmi was Mrs. Krishnan's maid.

(e) **What is the title of Mrs. Krishnan's painting?**

Ans The title was 'Sunset at Marina'.

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PROSE

Unit 3

Empowered Women Navigating the World

KEY POINTS

- Advancement of technology shows the real power of women.
- All women Indian crew travel the world for 254 days in a boat, "INSV Tarini".
- Indian Naval ship Tarini, second sailboat of Indian Navy is located in Goa.
- Taken into service on 18th February 2017.
- Navika Sagar Parikrama project, National policy for women empowerment.
- Six women crew led by Lt. Commander Vartika Joshi.
- The crew started Voyage on 10th September 2017 from Goa – a historic day.
- Returned Goa Port on 21st May 2018. Six member crew broke record stereo types.
- They faced unpredictable challenges during their expedition.

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Summary

The real power of women is currently being projected to the world by the advancement of technology and media. Women occupy almost all the major positions in society. At present, their accomplishments are tremendous in many fields. One such achievement is 'All-women Indian Navy crew who travelled all over the world for 254 days in a sailboat called "INSV Tarini".

INSV stands for Indian Naval Ship Vessel. Tara-Tarini is the patron deity for sailors and is worshipped for safety and success at sea. This INSV Tarini is the second sailboat of the Indian Navy. It is a 55 feet sailing vessel built in India by M/s Aquarius Shipyard Pvt. Ltd, located in Goa. It was taken into service by the Indian Navy on 18th February 2017. Navika Sagar Parikrama was a project undertaken in agreement with the National policy to empower women to attain their full potential. The voyage was aimed to showcase "Make in India" initiative by sailing on board built INSV Tarini. The Indian Navy had a six women crew. Lt. Commander Vartika Joshi was the Captain of the crew. The all-women team included Lt. Cdr. Pratibh Jamwal, Lt. Cdr. Swathi Patarapalli, Lt. Aishwarya Boddapati, Lt. Sh. Vijaya Devi and Lt. Payal Gupta.

The crew started their voyage on 10th September 2017 from Goa, flagged off by the Defence Minister of India. It was a historic day and it covered the expedition in five legs with stop-overs at four ports. They went around the globe in 254 days and returned Goa port on 21st May 2018. These six members of women crew broke many stereotypes during their record-setting sail. This crew had shared their experiences about their great voyage in an interview. We really come to know their difficulties and unpredictable challenges they have faced all through their expeditions in this interview.

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Vartika Joshi said that none of them was acquainted with a sailboat. But they slowly built upon it through three years of training. The training they had was some theoretical courses on navigation, communication and weather prediction. Aishwarya stated that they underwent their basic training courses in Mumbai at the Indian Naval Waterman-ship Training Centre. They were trained for almost three years to prepare for the voyage. The selection process was that out of thirty women, six of them were shortlisted. The crew was mentored by Commander Dilip Donde. Vartika Joshi wanted to make sure that she completed the journey with ultimate honesty. They completed this journey without the use of the engine at all. Payal Gupta told the interviewer that it was their team-effort which had actually helped them in navigating through the 20 hours long storm at sea. They witnessed the brilliant Southern Lights from the sea. It was rare to watch that in those months from the sea. They also picked some hobbies and kept posting pictures of delicacies like panipuri and cakes. They read books, when the weather was pleasant. Swathi used to cook delicious dishes with the limited resources that they had on the boat. They celebrated Diwali at sea and three birthdays including the first birthday of the boat. As women, it is a matter of great honour. This expedition is a great boost to women in the country to take up adventures like sailing around the world.

Glossary

anticipate (*v*)	-	**to foresee; to realize beforehand; to expect; be sure of**
apprehensive (*adj.*)	-	**anxious or fearful that something bad or unpleasant will happen**
auxiliary (*adj.*)	-	**additional; used as a reserve or substitute in case of need**
bio-luminescence (*n*)	-	**the production of light by living organisms**
circumnavigate (*v*)	-	**to travel all the way around something, especially the Earth**
consonance (*n*)	-	**agreement or compatibility between opinions or actions**
contention (*n*)	-	**idea or opinion that they are expressing in an argument or discussion**
expedition (*n*)	-	**a journey or voyage made for some specific purpose, such as of war or exploration**
golgappas (*n*)	-	**the other term for pani puri**
indigenously (*adv.*)	-	**naturally; innately; inherently**
morale (*n*)	-	**emotional or mental condition with respect to confidence especially in the face of hardships**
nautical	-	associated with seaman or ships
replenishment (*n*)	-	**restoration of a stock or supply to a former level or condition**
skippered (*v*)	-	**acted as a master or captain of a vessel especially a small boat**

Words	Synonyms	Antonyms
absolutely	totally	partially
accomplishments	achievements	failures
accurate	exact	inaccurate
acquainted	aware	unaware
anticipate	**foresee, expect, realize beforehand**	doubt
appreciate	admire	depreciate
apprehensive	**anxious, fearful**	calm, confident
array	range	disarray
aspects	features	--
attain	gain, achieve	lose
auxiliary	**additional**, extra	main, essential
awestruck	amazed	bored
blissful	joyful	miserable
brilliant	bright	dull
challenges	problems	pleasures
circumnavigate	**travel around**	--
collaborate	cooperate	disagree
combat	battle	peace
commissioned	assigned, engaged	rejected, neglected
consonance	**agreement, compatibility, accord**	discord
contention	**idea, opinion or assertion**	resistance, defiance
deity	God	demon
delicacies	beauties	eyesore
depicting	portraying	distorting
discriminate	differentiate	mix up
dropped	become less, decreased	increased
empower	allow, entitle	deny
encountered	confronted	avoided
encouraged	supported	discouraged
escort	guard, attendant	enemy
expedition	**journey, voyage**	blockage, stoppage, halt
extensive	vast, major	limited
feature	aspect	disregard
frighten	terrify	comfort
globally	world-wide	locally
grasped	understood	overlooked

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Words	Synonyms	Antonyms
hardly	scarcely	abundantly
hardships	danger	comfort
honesty	morality	dishonesty
hurricane	storm, typhoon	--
indigenously	**naturally, innately, inherently,** domestically, natively	foreignly, globally
indulged	took care of	abstained, avoided
initiative	plan, scheme	inactivity
limited	little	unlimited
mattered	concerned	unconcerned
mentored	monitored	hindered
monitoring	controlling	neglecting
morale	confidence	fear
motives	intentions	--
nightmare	horror	pleasure
occupy	hold, take over	abandon, give up
overcome	conquer, defeat	fail
pantry	store-room	--
patron	protector	antagonist
picked	chose	ignored
poked	nudged	--
potential	capacity	inability
replenishment	**restoration**, resupply	removal
repulsion	hatred, aversion	attraction
rustled	stole	--
safety	protection	danger
spotted	saw, noticed	unnoticed
supportive	helpful	unhelpful
tactical	planned, prudent	foolish
thrust	boost	apathy
tiny	very small	big
tremendous	enormous	inferior
ultimate	best, greatest	least
unpredictable	uncertain	predictable
witnessed	watched	unobserved
worshipped	adored	dishonoured

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In-text Questions

a. What does INSV stand for?

Ans INSV stands for "Indian Naval Ship Vessel".

b. When was INSV Tarini commissioned to Indian Navy service?

Ans INSV Tarini was commissioned on 18th February 2017 to the Indian Navy Service.

c. Who is Tara-Tarini? *(PTA-4)*

Ans Tara-Tarini is the patron deity for sailors and is worshipped for safety and success at sea.

d. Where did the crew undergo their basic training?

Ans The crew underwent their basic training courses in Mumbai at the Indian Naval Watermanship Training Centre and at various schools in the southern naval base in Kochi.

e. How long were they trained to undertake this voyage?

Ans They were trained for almost three years to undertake the voyage.

f. Which skill was considered important in the selection process?

Ans Little Survival skills were considered important in the selection process.

g. Who mentored the crew?

Ans Commander Dilip Donde mentored the crew.

h. Which quality of the skipper helped to bring out a successful expedition?

Ans The quality of honesty helped them to bring out a successful expedition.

i. Who among the crew mentioned about teamwork?

Ans Lt. Payal Gupta was the one, who mentioned about teamwork.

j. When did they witness the brilliant southern lights from the sea? How did the sky appear there?

Ans When they were crossing the Tasman sea, they witnessed the brilliant Southern Lights from the sea. The entire sky was lit up in green light.

k. What festival did they celebrate during their expedition?

Ans They celebrated Diwali during their expedition at sea.

Textual Questions

A. Read the statements given below and state whether they are true or false. If false, then write the correct answer in the space given.

1. Indian Navy's all-women crew was the first-ever to circumnavigate the globe. [*Ans:* True]
2. The crew consists of six members of men and women Indian Navy service. [*Ans:* False]

   Ans: The crew consists of six members of women Indian Navy service
3. Vartika Joshi skippered the crew to circumnavigate the globe. [*Ans:* True]

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4. The crew started their expedition on 10 July 2017 from Mumbai. [*Ans:* False]

Ans The crew started their expedition on 10 September 2017 from Goa.

5. Dilip Donde was the first person to go on a non-stop solo circumnavigation. [*Ans:* True]

B. Answer the following questions briefly.

1. Mention the special features of INSV Tarini. *(Govt. MQP)*

Ans INSV Tarini is the second sailboat of the Indian Navy. It is a 55 feet sailing vessel built in India by M/s Aquarius Shipyard Pvt. Ltd, located in Goa. After undergoing extensive sea trials, she was commissioned to the Indian Navy service on 18th February 2017.

2. What does the term circumnavigation mean? *(PTA-2)*

Ans Circumnavigation means the action of sailing or otherwise travelling all the way around the world.

3. How did the all-women Indian Navy crew go about their voyage?

Ans The crew started their voyage from Goa. It covered the expedition in five legs with stop-overs at four ports (Fremantle, Australia; Lyttleton, New Zealand; Port Stanley, the Falklands and Cape Town, South Africa) for replenishment of ration and repair as necessary.

4. When did the crew start their voyage? When did they return to India? How many days did it take to complete the expedition? *(QY. 19)*

Ans The crew started their voyage on 10th September 2017 from Goa. They returned to Goa on 21st May 2018. It took 254 days to complete the expedition.

5. What sort of training did the crew undergo before their expedition?

Ans The crew started with some theoretical courses on navigation, communication and weather prediction. They were also given hands-on training, like, how to repair things and how to deal with emergencies.

6. How did the crew members work as a team to make their expedition successful?

Ans The crew members as a team discussed in different ways of solving a problem and chose the best one. It was easier for them to collaborate and work together.

7. What challenging tasks did the team face during their voyage?

Ans They encountered a storm where the seas were almost nine to ten metres high and the winds were picking up to 60 to 70 knots. When something broke down, they were able to fix it together, after hard work and effort.

8. What sort of activities did the crew engage in during their long voyage?

Ans They picked up some hobbies and kept posting pictures of delicacies. They also read books, did some quilling and craft work. Swathi cooked delicious dishes. They also watched movies and listened to music.

9. Mention the celebrations which the crew enjoyed during their expeditions. *(HY. 19)*

Ans The crew celebrated Diwali at sea. They also celebrated three birthdays including the first birthday of the boat, specific occasions like crossing the equator and the International Date Line.

10. What factor motivated the crew to undertake this expedition? *(PTA-3)*

Ans Their grit and adaptability motivated the crew to undertake the expedition.

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C. Answer the following in about 100 - 150 words:

1. Highlight the factors responsible for the all-women Indian Navy crew to carry out their expedition. *(PTA-1, 3, 5 & 6; Sep-21)*

Ans Navika Sagar Parikrama was a project undertaken in agreement with the National policy to entrust women to attain their full potential. The project is considered essential towards promoting ocean sailing activities in the Navy while depicting Government of India's thrust for women power. The voyage was aimed to show case "Make in India" initiative by sailing on-board domestically built INSV Tarini. The special feature of this sailboat is that it encourages the use of environment friendly, non-conventional renewable energy resources such as the wind. It collected and updated meteorological, ocean and wave data on regular basis. This is implemented for accurate weather forecast by India Meteorological Department. It also collects data for supervising marine pollution on high seas.

2. Write in detail about the selection and training process which the crew underwent. *(PTA-4 & QY. 19)*

Ans The selection process for the expedition was based on survival skills. Out of the thirty women, who had applied, six of them were shortlisted, based on the little survival skills they showcased. The crew was mentored by Commander Dilip Donde. They started the training with some theoretical courses on navigation, communication and weather prediction. Classroom courses were different from sailing outside. So, they were given hands-on training, like, how to repair things and how to deal with emergencies, when the weather got rough. The training was needed even in tactical aspects as well. They underwent their basic sail training courses in Mumbai at the Indian Naval Watermanship Training Centre. They also had training at various schools in the southern naval base in Kochi. They were trained for almost three years to prepare for the voyage. The trip was a tutorial for them on how to manage food, water and electricity during the big voyage.

PARAGRAPH QUESTIONS & ANSWERS - ADDITIONAL

1. How adventurous was the trip?

Ans The trip was really adventurous, when they were crossing the Tasman Sea. They witnessed the brilliant Southern Lights from the sea. It was rare to watch that in those months from the sea. They were absolutely awestruck, as they were not expecting it. They were astonished to see the entire sky lit up in green light. There was bio-luminescence and dolphins swimming in the wake of the boat like their neighbours. There were also a variety of sea creatures. Once they spotted a dead sperm whale, they thought that it was an island from a distance, it was so huge. Whenever they spotted something in the sea, they had to Google it to learn more about the species. They also encountered a storm in the South Pacific. They overcame all these challenges and completed their expedition.

2. What did Vartika Joshi, the Chief of the crew tell finally about their expedition?

Ans Vartika Joshi was really happy that they had successfully completed their expedition. It was a matter of great honour and they couldn't have imagined anything better for their cast-off. They were an all-women team. It was a great boost to women in the country. They, as sailors, had seen that the sea does not discriminate between genders. It was always gender neutral. They realised that gender does not play a role in sailing. But to boost the morale in the country, more women should take in adventures like sailing. She felt it was great that an all-women team had been formed to undergo this expedition. She headed the crew. She and her team completed the journey with ultimate honesty.

PROSE

Vocabulary

D. Pick out the idioms and phrases from the box and write them in the blanks equivalent to their meaning. One is done for you.

bring it on	find one's voice	lend an ear	come across	on the ball
get along	hang on	over the moon	work out	sharp as a tack

	IDIOMS		PHRASES
1.	Competent - **on the ball**	1.	To meet or find by chance - **come across**
2.	Become more confident in expressing oneself - **find one's voice**	2.	To exercise - **work out**
3.	Extremely happy - **over the moon**	3.	To accept a challenge with confidence - **bring it on**
4.	Mentally agile - **sharp as a tack**	4.	To have a friendly relationship - **get along**
5.	Listen - **lend an ear**	5.	To keep something - **hang on**

E. Read the given sentences carefully and fill in with appropriate phrasal verbs. Choose them from the help box.

get along with	take off	shut down	look after	warm up

1. The airhostess instructed the passengers to wear the seat belts during the _____. [*Ans:* **take off**]
2. Venkat felt happy to _____ the neighbours in the new locality. [*Ans:* **get along with**]
3. There will be a _____ next week in the office. [*Ans:* **shut down**]
4. Doing _____ every day in the morning keeps one healthy. [*Ans:* **warm up**]
5. The mother instructed the maid to _____ the child carefully. [*Ans:* **look after**]

F. Read the given passage carefully and fill in the blanks with suitable phrasal verbs from the help box.

burn off	keep up	build up
tire out	warms up	put on
work out		stretch out

Riya is a young dancer who feels contented and satisfied with herself. Let's hear from her.

Hi, everyone! I am Riya. I suppose I'm really lucky because I don't **(1)** _____ weight easily. I never **(2)** _____ in the gym and the only time I **(3)** _____ is when I need something from the top shelf. I tried aerobics several times but I couldn't **(4)** _____ with the others. I take my pet for a walk thrice a day though, and that helps to **(5)** _____ the calories. I usually watch what I eat but I sometimes binge on ice cream.

My sister Diya, is a real fitness fanatic. Before she works out she **(6)** _____ every day with push ups, sit ups, stretches and a jog around the park. She says it's important to **(7)** _____ good levels of strength and stamina. I don't want to overdo it though. A fitness regime like hers would **(8)** _____ (me) **(9)**_____!

Ans

(1) put on	(2) work out	(3) stretch out	(4) keep up	(5) burn off
(6) warms up	(7) build up	(8) tire	(9) out	

Listening

G. *Listen to the passage read by the teacher and say whether the given statement is true or false.

1. Preethi Srinivasan is a former cricketer from Tamil Nadu. [*Ans:* True]
2. At the age of seventeen, she captained the Indian Women's cricket team. [*Ans:* False]
   Correct Statement: At the age of seventeen, she captained the Tamil Nadu Women's Under - 19 Cricket team.
3. Preethi Srinivasan was not only a cricketer but also a runner. [*Ans:* False]
   Correct Statement: Preethi Srinivasan was not only a cricketer but also a swimmer.
4. Preethi's own trauma inspired her to create SoulFree, a foundation for those suffering from mental illness. [*Ans:* False]
   Correct Statement: Preethi's own trauma inspired her to create SoulFree, a foundation for those suffering from spinal cord injuries.
5. Preethi received the Kalpana Chawla Award for Courage and Daring Enterprise. [*Ans:* True]

Speaking

H. Read the clues given below and develop your story. Narrate your story to the class.

Robert Bruce - King - lying on the ground in a dejected mood - failed to defeat his enemies - was thinking of giving up the attempt - saw a spider falling down from the ceiling - the ceiling far away - wondered how it would get there - the spider fell back again - again it tried - again it fell - it made nine such attempts - no success - climbed up once more - at last succeeded in reaching the roof - Bruce imitated its example - he too tried once again - was successful.

Ans

Robert Bruce and the Spider

King Robert Bruce was lying on the ground of a cave. He was in a dejected mood. He had failed to defeat his enemies. He had tried many times to defeat them but in vain. So he was thinking of giving up the attempt of winning over his enemies. At that moment, he saw a spider falling down from the ceiling of the cave. The ceiling was far away. He wondered how the spider would get there. The spider climbed and fell back again. Again it tried to climb to the ceiling. It fell again. It made nine such attempts. It did not get any success. He climbed up once more. At last, it succeeded in reaching the roof. King Bruce imitated its example. He too tried once again. He was successful this time. He conquered his enemies.

I. Develop a story with the given pictures and narrate it to your class. Your story must have a plot and vivid details.

Huge chest with valuables worth 100 million

About 95 per cent of the earth's oceans have yet to be explored. And some adventurers are set on uncovering the vast majority of uncharted territory, as well as the treasures that might be buried within.

In July 2018, a team of experts from around the world came together in an effort to explore our mysterious oceans. While searching the sea floor, the team stumbled upon an incredible treasure that had been lying dormant for 113 years. The team sent divers down into the water in the submersibles to begin the hunt for shipwrecks. Just under a mile off South Korean island in the Sea of Japan, the crew made their first discovery. They found a huge chest with valuables worth 100 million. Their hunt was a big challenge but they reached safely. They are celebrating their success with the world with a big smile on their faces.

Reading

I. Read the data below and answer the following questions.

Choose the correct answer.

1. What is the data about?

(a) women empowerment (b) women power
(c) women at work (d) women at home [*Ans:* **(c) women at work**]

2. Identify the three jobs where the same percentage of women work.

(a) ■ ■ ■ (b) ■ ■ ■
(c) ■ ■ ■ (d) ■ ■ ■ [*Ans:* **(b)** ■ ■ ■]

3. In which field of work is women's involvement the second highest?

(a) Logistics (b) Home maker
(c) Medicine (d) Administration/Human resources
[*Ans:* **(d) Administration/Human resources**]

4. Percentage of women working in finance is the same as _____ .

(a) Home maker (b) Information Technology
(c) Technical Field (d) Administration/Human Resources
[*Ans:* **(d) Administration / Human Resources**]

5. What is the difference between the percentage of women working in Logistics and Medicine?

(a) 8 (b) 11 (c) 13 (d) 5 [*Ans:* **(d) 5**]

Writing

J. Read the given slogans and match them appropriately with their theme.

1.	One for all and all for one	a.	Junk food
2.	Limit your fast food otherwise it would be your last food	b.	Save water
3.	Restricting a woman restricts the growth of the family	c.	Cleanliness
4.	Clean and green make perfect scenet	d.	Woman empowerment
5.	It takes a lot of blue to stay green	e.	Unity

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

K. Look at the images of familiar advertisements given below. Identify the products and try to frame your own slogans for each one of them.

Ice cream

Pens

Cell phone

Tooth Brushes

Ans

A taste of heaven on earth	The tongue of the mind	Communicate with tomorrow	The power behind a white smile

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

Ans

Conserve water; conserve life

Live together in unity

Save the world

Born to victory

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M. Letter Writing :

1. Imagine that you have parked your two-wheeler / bicycle inside the school premises. You find it missing in the evening. Write a complaint to the head of the school regarding this issue.

Ans

From

Sreenu. R.
X - B
SKR Hr. Sec. School,
Ramapuram,
Chennai - 600 087.

12th March 2019

To

The Headmaster
SKR Hr. Sec. School,
Ramapuram,
Chennai - 600 087.

Respected sir,

Subject : Complaint about the lost vehicle - Reg.

I am a student of X Std B section. Today morning, I parked my two wheeler in our school premises and went in to write my board exam. When I came out of the hall, I noticed that my cycle was missing. I searched everywhere, but I could not find it at all. I request you, sir, to look into this matter and help me to get my cycle back.

Thanking you in anticipation.

Yours sincerely,

Sreenu. R.

Address on the Envelope :

To : The Headmaster SKR Hr. Sec. School, Ramapuram, Chennai - 600 087..

2. Write a complaint to the officer of the PWD department to take immediate actions to maintain cleanliness in the Children's Park in your locality. *(PTA-4)*

Ans

From

Ramesh. S.
No. 4, 1st Cross street,
Peravallur,
Chennai - 600 082.

2nd March 2019

To

The Officer
PWD Department
Kolathur,
Chennai - 600 099.

Sir,

Subject : Complaint about the maintenance of the park - reg.

This is to bring to your notice that the park in our locality at Peravallur is not maintained properly. We used to go to the park to get some fresh air and relax. Most of us walk there from 5.00 a.m. But now we are unable to do so, as the park is littered with cow dung and other types of waste. So I humbly request you to take immediate action to maintain cleanliness in this park in our locality. It would be a great help to all the elders and home makers if you take immediate action.

Thank you.

Yours faithfully.

S. Ramesh.

Address on the Envelope :

To : The Officer PWD Department Kolathur, Chennai - 600 099.

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3. **Write a letter to the manager of a famous daily, ordering subscription for your school library.**

Ans

From

The Librarian
Kendriya Vidyalaya,
Anna Nagar, Chennai - 600 040

26th February 2019

To

The Circulation Manager,
The Times of India,
T. Nagar, Chennai - 600 017.

Sir,

Subject : Ordering subscription for school library - reg.

Our school has decided to subscribe to The Times of India newspaper. Hence, as a librarian of our school, I request you to send four copies of the daily to our school library. I request you to start the subscription from 1st July, 2019 onwards.

Please let us know if any special discount in the price of the newspaper for students.

Payment will be made on a monthly basis.

Thank you.

Yours faithfully.

R. Vasanthi

(The Librarian)

Address on the Envelope :

To :
The Circulation Manager,
The Times of India,
T. Nagar, Chennai - 600 017.

GRAMMAR

A. Complete the sentences in present tense forms.

1. Saravanan always _____ (go) for a walk in the morning. [*Ans:* **goes**]
2. We _____ (gather) here for a meeting and the chair person is yet to arrive. [*Ans:* **have gathered**]
3. Aruna _____ eagerly _____ (wait) to meet her friend since morning. [*Ans:* **is; waiting**]
4. Sheeba _____ (move) to a new house next week. [*Ans:* **is moving**]
5. Naseera _____ (attend) music classes regularly. [*Ans:* **is attending**]
6. Ilakiya and Adhira _____ (enjoy) each other's company very much. [*Ans:* **enjoy**]
7. Mani _____ (work) in this school for five years. [*Ans:* **has been working**]
8. It _____ (pour) outside now. [*Ans:* **is pouring**]

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B. Complete the sentences in past tense forms.

1. I _____ (go) to her place on foot. [*Ans:* **went**]
2. The children _____ (play) in the ground when the teacher arrived. [*Ans:* **were playing**]
3. They _____ (request) him when the manager arrived. [*Ans:* **were requesting**]
4. If you _____ (work) hard, you would have won the relay match. [*Ans:* **had worked**]
5. Joanna and Joy _____ already _____ (leave) for Ooty, when the others reached the station. [*Ans:* **had, left**]
6. We all _____ (sing) in the choir last week. [*Ans:* **sang**]
7. Nancy _____ (ask) for help. [*Ans:* **has been asking**]
8. The people _____ (wait) for the train. [*Ans:* **waited**]

C. Fill in the blanks using the verbs in the brackets in the future form.

1. We _____ not _____ to the market, in case it rains. (go) [*Ans:* **shall, go**]
2. Keerthi _____ his work by next week.(do) [*Ans:* **will have done**]
3. The peon _____ the bell by the time I reach the school.(ring) [*Ans:* **will have rung**]
4. I _____ my sister's house next April if I go to Uttarkhand. (visit) [*Ans:* **shall be visiting**]
5. If you listen carefully, you _____ my point. (understand) [*Ans:* **will understand**]
6. By next year, I _____ in Chennai for fifteen years. (live) [*Ans:* **shall have been living**]
7. The new edition of this book _____ out shortly. (come) [*Ans:* **will be coming**]
8. She hopes you _____ her. (help) [*Ans:* **will help**]

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D. Underline the verbs and identify the tense forms.

1. I **am working** hard day and night. - **Present Continuous Tense**
2. The Moon **revolves** around the Earth. - **Simple Present Tense**
3. **Were** the milk men **milking** the cow? - **Past Continuous Tense**
4. He **received** your messages last night. - **Simple Past Tense**
5. I **have been** ill for a couple of days. - **Present Perfect Tense**

E In the following passage, some words are missing. Choose the correct words from the given options to complete the passage.

Raghav **(a)** _____ in a middle class family. He is a **(b)** _____ boy of 8. His mother **(c)** _____ as a software engineer in an MNC. **(d)** _____ is his favourite hobby. He **(e)** _____ the first prize in school level competition for drawing last week. He **(f)** _____ drawing at the age of 3. His mother **(g)** _____ he **(h)** _____ a great painter in future.

(a) (i) will be born (ii) is born
(iii) born (iv) has born [*Ans:* **(ii) is born**]

(b) (i) school-going (ii) going to school
(iii) school coming (iv) school gone [*Ans:* **(i) school-going**]

(c) (i) working (ii) works
(iii) has worked (iv) will work [*Ans:* **(ii) works**]

(d) (i) drawn (ii) had drawn
(iii) drawing (iv) having drawn [*Ans:* **(iii) Drawing**]

(e) (i) win (ii) was winning
(iii) wins (iv) won [*Ans:* (iv) won]

(f) (i) was starting (ii) starting
(iii) started (iv) is starting [*Ans:* (iii) started]

(g) (i) hoped (ii) hoping
(iii) hopes (iv) has hoped [*Ans:* (iii) hopes]

(h) (i) will become (ii) becomes
(iii) would become (iv) will be becoming [*Ans:* (iii) will become]

F. The following passage has not been edited. There is one error in the tense of the verb in each line. Write the wrong word as well as the correct word in the given place. One is done for you.

	Incorrect word	Correct word
When Anand reach Arun's place, his	reach	reached
friends have arrived already. Arun	have	had
introduces Anand to them. Arun's brother	introduces	introduced
buy some snacks from the market.	buy	bought
Arun serving it to all his friends. Then	serving	served
they all sat together to planning their holidays.	planning	plan
Arun have a cottage in Ooty, so	have	had
they all plan to go to Ooty during the holidays.	plan	planned
"Would we have a good time?, asked Arun.	would	can
They all cheerfully say, "Yes!"	say	said

G. Read the story and rewrite it using the past tense.

Juno the elephant **was** lonely and **tried** to make friends with the other animals in the forest. But, the other animals **refused** to play with Juno because of his size. One day, all the animals **ran** away from Dera the tiger who **ate** everyone he **found**. Juno **went** and **gave** Dera a swift kick. Dera immediately **ran** away. Juno **was** now everyone's friend.

H. Read the situations given and frame two suitable sentences in the appropriate form of the tenses.

Give two instructions to your classmates.

1. Do not make noise.
2. Listen carefully to what is said

Make any two requests to your classmates or friends.

1. Can I use your pen?
2. Please give some water to drink.

Mention any two of your discontinued habits in the correct tense form.

1. I used to play video games two months back.
2. I always used to watch TV when I was in ninth standard.

Mention any of your two dreams in the correct tense form.

1. I wish to become a doctor.
2. I wish I were a bird.

✦✹✦

POEM

Unit 3

I am Every Woman*

- Rakhi Nariani Shirke

Rakhi Nariani Shirke was a teacher who worked in Ryan International School, Kharghar. She has a passion for writing poems as a medium of self-expression. She is a post graduate with a Bachelor's degree in Education. At present, she lives in New Mumbai.

KEY POINTS

- Every woman is naturally beautiful.
- She is a symbol of power and strength.
- She is very optimistic in her approach even at times of adversity.
- She finds a ray of hope.
- She continues to care for her dear ones.
- She has no fear.
- She is strong in her faith and beliefs.
- She never quits and is always persistent.
- She is a lioness. So a mischievous person should stay away from her.
- She is today's woman. Love her, respect her and keep her dignified.

Summary

The poem is about the wonderful qualities of women. It talks about the multifaceted nature of women. Today's women are empowered, brave, strong and resolute. They are always ready to take up new ventures. They are persistent and work tirelessly to prove what they are capable of. Women have to be treated respectfully for the growth of a nation.

The poet says that every woman is naturally beautiful. She is the symbol of power and strength. She is optimistic in her approach even at times of adversity. She is never a quitter and she is always persistent. She continues to care for her near and dear ones. She has no fear of anything. She is forceful in her faiths and beliefs. We should never try to bring disgrace to her pride and self-respect. She is today's woman. So, we have to love her, respect her and keep her dignified.

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PARAPHRASES FOR POEM STANZAS

Stanza No.	Poem Stanzas	Paraphrase
1	*A woman is beauty innate,* *A symbol of power and strength.* *She puts her life at stake,* *She's real, she's not fake!*	Every woman is an inborn beauty. She is a symbol of power and strength. She is prone to put her life at risk. She is real. She is true in expressing her love and she is never fake.
2	*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!*	She anticipates during spring a phase of difficulty but she is very optimistic. She says, "Spring will come again, my dear". She finds a ray of hope and continues to care for her near and dear ones. She is the woman and she has no fear of anything.
3	*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 is strong in her faith and beliefs. She says that "Persistence (determination) is her key for everything. In spite of the complaints, her grumbles and the grievances, she is strong in her faith. She is firm in her beliefs.
4 (QY. 19)	*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 is ferocious like a lioness. Don't tease or play a joke with her. It is better for a mischievous person to stay away from her. We should never try to bring disgrace to her pride and self-respect. She knows how to freeze and cut them. So, be careful of her.
5	*She's today's woman. Today's woman, dear.* *Love her, respect her, keep her near...*	She is today's woman, dear ones! Therefore, it is safer and healthier to love her, respect her and keep her near to our heart. She should be kept as a dignified person.

GLOSSARY

beware - be careful
fake - not real
firm - determined
groans (*v*) - complaints and grumbles
innate (*adj*) - inborn and natural
mess with (*ph.v*) - meddle or interfere with
moans (*v*) - grieves
persistence (*n*) - determination
prankster (*n*) - a person who acts mischievously
saw (*v*) - cut
sigh (*v*) - emit a long, deep audible breath expressing sadness, relief or tiredness
stake (*n*) - risk
thaw - freeze

POEM

TEXTUAL QUESTIONS

A. Read the lines and answer the questions.

1. *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."

(a) **What does the word summer mean here?** *(PTA-4; QY. 19)*

Ans Summer means adversity / difficulties.

(b) **How does she take life ?** *(QY. 19)*

Ans She takes life with an optimistic approach.

(c) **What does she mean by "spring will come again?"** *(PTA-4)*

Ans She means that 'good days will come again!'

2. *Strong is she in her faith and beliefs.*
"Persistence is the key to everything," says she.

(a) **What is she strong about?** *(PTA-2; Sep-21)*

Ans She is strong in her faith and beliefs.

(b) **How does she deal with the adversities in life?** *(PTA-2; Sep-21)*

Ans Determination is her key to everything. With this attitude, she deals with the adversities in life.

3. *Despite the sighs and groans and moans,*
She's strong in her faith, firm in her belief!

(a) **Is she complaining about the problems of life?** *(PTA-6)*

Ans No, She is not complaining about the problems of life.

(b) **Pick out the words that show her grit.** *(PTA-6)*

Ans The words that show her grit are 'strong' and 'firm'.

4. *Don't ever try to saw her pride, her self-respect.*
She knows how to thaw you, saw you – so beware!

(a) **What do the words thaw and saw mean here?**

Ans The words 'thaw' and 'saw' mean as 'freeze' and 'cut'.

(b) **What is the tone of the author?**

Ans The tone of the poet is threatening.

5. *She's today's woman. Today's woman dear.*
Love her, respect her, keep her near...

(a) **Is the poet talking about the women of the previous generation?**

Ans No, the poet is talking about the women of the present generation.

(b) **How should a woman be treated?**

Ans A woman should be treated respectfully for the growth of a nation.

POETIC COMPREHENSION

GEQ GOVERNMENT EXAM QUESTIONS

1. *"She's a lioness; don't mess with her"*
"She'll not spare you if you're a prankster."
   (a) **How is a woman described here?** *(Govt. MQP)*
   Ans 'mess with' means to tease or play a joke.
   (b) **Who is a prankster?** *(Govt. MQP)*
   Ans Prankster is a person who acts mischievously.

2. *A woman is beauty innate,*
A symbol of power and strength.
   (a) **How is a woman?** *(Sep-21)*
   Ans A woman is an inborn beauty.
   (b) **What does she symbolize?** *(Sep-21)*
   Ans A woman is a symbol of power.

POETIC COMPREHENSION - ADDITIONAL

1. *"A woman is beauty innate"*
What is meant by innate?
Ans Innate means inborn and natural.

2. *"A symbol of power and strength"*
Who is a symbol of power?
Ans A woman is a symbol of power.

3. *"She's a lioness; don't mess with her"*
"She'll not spare you if you're a prankster."
What is meant by 'mess with'?
Ans 'mess with' means to tease or play a joke.

B. Read the lines and identify the figure of speech.

1. *A woman is beauty innate,*
A symbol of power and strength.
She puts her life at stake,
She's real, she's not fake!
   (a) **Pick out the rhyming words from the given lines.**
   Ans 'Stake - fake' are the rhyming words from the above lines.
   (b) **Add another word that rhymes with 'strength'.**
   Ans Another word that rhymes with "strength" is "length".
   (c) **Give the rhyme scheme for the given lines.**
   Ans The rhyming scheme is 'abcc'.

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POEM

2. *She's a lioness; don't mess with her.*
She'll not spare you if you're a prankster.

(a) **Pick out the line that has a metaphor in it.**

Ans "She is a lioness" is a metaphor. A woman is compared to a ferocious lioness.

(b) **Give your examples of metaphor to describe the qualities of a woman.**

Ans "She's power; She's strength and She's beauty innate," are the examples of metaphor to describe the qualities of a woman.

3. *She's strong in her faith, firm in her belief!*

(a) **Pick out the alliterated words from given lines.**

Ans 'Faith - firm,' and 'her - her' are the alliterated words.

(b) **Pick out other alliterated words from the poem.**

Ans 'Symbol - strength; she's - she's; she's - she; says - spring ; says - she; saw - so; her - her are the other alliterated words.

POETIC DEVICES - ADDITIONAL

1. *"She's today's woman. Today's woman, dear.*
Love her, respect her, keep her near..."

Pick out the rhyming words in these lines.

Ans **'dear - near'** are the rhyming words.

2. *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!

(a) **Identify the figure of speech used in the first line.** *(Sep.20)*

Ans **Metaphor**. A woman is compared to a ferocious lioness.

(b) **Pick out the words of alliteration in the third line.**

Ans saw, self-respect.

(c) **Pick out the rhyming words in these lines.** *(Sep.20)*

Ans Rhyming words : **"her–prankster"**.

(d) **Give the rhyme scheme for the above lines.** *(Sep.20)*

Ans Rhyme scheme : **"a a b c"**.

(e) **Pick out the words of alliteration in the third line.** *(Sep.20)*

Ans she, saw, so.

C. Fill in with a word in each blank to complete the summary of the poem. Use the help box given below.

dignified	healthier	today's	persistent	care	symbol	innate
fake	adversity	hope	life	disgrace	prankster	woman
near	faith	optimistic	quitter	thaw	respect	lioness
fear	beliefs	self-respect	saw	strength		

Every woman is beautiful (1) _____. She is the (2) _____ of power and (3) _____ She is prone to put her (4) _____ at risk. Every woman is true in expressing her love and she is never (5) _____ . She is very (6) _____ in her approach even at times of (7) _____ she finds a ray of (8) _____ and she continues to (9) _____ for her (10) _____ ones. She is the (11) _____ and she has no (12) _____. She is forceful in her (13) _____ and (14) _____ She is never a (15) _____ and she is (16) _____ She is ferocious like a (17) _____ it's better for the (18) _____ to stay away from her. Never should one try to bring (19) _____ to her pride and (20) _____ for she knows how to (21) _____ and (22) _____ them. She is (23) _____ woman. It is (24) _____ to love her (25) _____ her and to keep her (26) _____.

Ans

(1) innate	(2) symbol	(3) strength	(4) life	(5) fake
(6) optimistic	(7) adversity	(8) hope	(9) care	(10) near
(11) woman	(12) fear	(13) faith	(14) beliefs	(15) quitter
(16) persistent	(17) lioness	(18) prankster	(19) disgrace	(20) self-respect
(21) thaw	(22) saw	(23) today's	(24) healthier	(25) respect
(26) dignified				

D. Answer the following in a paragraph in about 80 to 100 words.

1. How are today's women portrayed by the poet? *(PTA-4; Sep-20)*

Ans Today's women are empowered, brave, strong, and resolute. They are always ready to take up new ventures. They are persistent and work tirelessly to prove what they are capable of. Every woman is naturally beautiful. She is the symbol of power and strength. She is prone to put her life at risk. Every woman is true in expressing her love towards her dear ones. She is never fake. She continues to care for her near ones. She has no fear of anything. She is forceful in her faith and beliefs. Thus women had to be treated respectfully for the growth of a nation.

2. What qualities have made women powerful? *(PTA-6; Sep-21)*

Ans Every woman in this world is naturally beautiful. She is the symbol of power and strength. She is prone to put her life at risk. She is very optimistic in her approach even at times of adversity. She finds a ray of hope and continues to care for her near ones. She is the woman and has no fear. She is forceful in her faith and beliefs. She never quits any work. She is always persistent. She is ferocious like a lioness. She knows how to freeze and cut the attitude of a mischievous person. She is today's woman.

PARAGRAPH QUESTION & ANSWER - ADDITIONAL

1. What is the theme of the poem, 'I am Every Woman'?

Ans This poem highlights the inborn qualities of a woman. The poet talks about the multifaceted nature of woman. They are determined, strong, ferocious, caring, brave, strong and loving. They work hard continuously to prove to the world that they are capable of doing anything. 'Persistence' is the key to everything. Never should anyone try to bring disgrace to her pride and self-respect. She is today's woman. So it is always healthier to love her, to respect her and to keep her dignified. They have to be treated respectfully in all aspects of their life.

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SUPPLEMENTARY

Unit 3 The Story of Mulan

Main Characters

Mulan	A Teenage girl
Mulan's father	An old man
Mulan's brother	A child

KEY POINTS

- The story is about Mulan, a teenage girl, who saved China.
- When there was a war in China, the Emperor announced that one man from each family should join the army.
- Mulan dressed herself as a man and joined the army as her father was old and her brother was a child.
- In the army, she proved to be a brave soldier.
- She became the General of the army.
- One day, a bad fever swept the army.
- Mulan was also affected by this fever.
- When the doctor examined her, everyone came to know that she was a woman.
- The soldiers became angry and shouted that she should be punished.
- Just then a battle came. With a good plan, she attacked the enemy and won the battle.
- When she saved China, everyone cheered her.
- The Emperor was glad and gifted her with six fine horses and six fine swords.

Summary

The story of Mulan is based on the legend of Hua Mulan. It is about a brave girl, Mulan who had saved China. Many years ago, China was in the middle of a great war. The Emperor announced that one man from each Chinese family must leave his family to join the army. Mulan heard the news and told her father. Her father got ready to join the army, as his son was a child and Mulan was a girl. But Mulan stopped him saying that she would go, on behalf of him. She would dress herself as a man and join the army. Her father said that she could not do it. If the Emperor knew about it, he would kill her. Mulan was confident that nothing would happen. She had been trained in Kung-Fu by her father. So she bade good bye and joined the army. In the army, she proved to be a brave soldier. Her battles went so well that she was put in-charge of more soldiers. After a few years, she was given the post of a General of the entire army. After some days, a very bad fever swept through the army. Mulan, the General was also affected by this fever. When the doctor came out of Mulan's tent, he told the truth to the soldiers.

The soldiers got angry and yelled that she should be punished. But some soldiers protested to this and said that they won every battle with Mulan as the General.

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Just then, a soldier ran up and announced about a surprise attack. Mulan got up and proceeded towards the attack. She instructed the soldiers what to do and it worked. The battle was won by them. China was saved. After this victory, no one cared that Mulan was a woman. The Emperor was glad and requested Mulan to be his royal advisor. Mulan refused his offer, saying that she wished to return to her family. So the Emperor gave her six fine horses and six fine swords. She returned to her village and everyone cheered that she was safe.

Glossary

carving (*v*)	-	**an act of cutting a shape or pattern into wood or stone.**
robe (*n*)	-	**a long, loose outer garment reaching the ankles**
kung-fu (*n*)	-	**a Chinese method of fighting that involves using your hands and feet and not using weapons**
might (*n*)	-	**great and impressive power or strength, especially of a nation, large organization, or natural force**
bowed (*v*)	-	**bending the body forwards from the waist, especially to show respect for someone**

Textual Questions

A. Choose the best answers.

1. Mulan goes to the battle instead of her father because _____.
   (a) she wants to be a soldier (b) she was asked to join the army
   (c) her father is old (d) her brother is sick [*Ans:* **(c) her father is old**]
2. What did Mulan do before leaving the house?
   (a) took leave from her mother (b) cut off her hair
   (c) prayed (d) made a dress for war [*Ans:* **(b) cut off her hair**]
3. What is the story about?
   (a) winning (b) friendship
   (c) women empowerment (d) patriotism [*Ans:* **(c) women empowerment**]
4. The Emperor asked Mulan to stay with him in the palace as his _____. *(QY. 19)*
   (a) wife (b) royal advisor
   (c) army general (d) friend [*Ans:* **(b) royal advisor**]
5. The Emperor gave Mulan _____. *(QY. 19)*
   (a) six horses and six swords (b) a death sentence
   (c) gold (d) six camels [*Ans:* **(a) six horses and six swords**]
6. How did people of the village react to Mulan after her return from the battle?
   (a) cheered her (b) mocked her
   (c) punished her (d) scolded her [*Ans:* **(a) cheered her**]

B. Identify the character or speaker of the following lines.

1. I heard about it in town. [*Ans:* **Mulan's father**]
2. I am your son now. [*Ans:* **Mulan**]
3. The General is a woman? *(QY. 19)* [*Ans:* **The soldiers**]

4. Mulan, stay with me in the palace. [*Ans:* The emperor]
5. You are too kind sire. [*Ans:* Mulan]

C. Answer the following questions in a sentence or two.

1. **What was the Emperor's order?**

   Ans The Emperor's order was that one man from each Chinese family must leave his family to join the army.

2. **Where did Mulan's father hear about the emperor's order?**

   Ans Mulan's father heard about the Emperor's order in town.

3. **Why couldn't Mulan's brother go to war?**

   Ans Mulan's brother couldn't go to the war because he was a child.

4. **Why did Mulan disguise herself as a man?**

   Ans Mulan disguised herself as a man because women were not allowed to join the army.

5. **How did the soldiers become sick?**

   Ans A bad fever swept through the army. So, many soldiers became sick.

6. **How would she be punished if found guilty?**

   Ans If found guilty, she would be killed.

7. **Why did the Emperor give her fine gifts?**

   Ans The Emperor gave her fine gifts because she won the battle and saved China.

8. **How did the soldiers come to know about Mulan's real identity?**

   Ans When a bad fever swept the army, all the soldiers became sick. Even Mulan was affected by this fever. When the doctor examined Mulan in her tent, he came to know that she was a woman and informed the soldiers.

D. Answer the following questions in a paragraph.

1. **Sketch the character of Mulan.**

   Ans Mulan was a brave warrior who saved China from the enemies. She was determined, courageous and intelligent. She was unselfish too. The incident which best attests to this trait was after returning from the war, the Emperor offered her the post of royal advisor. She refused the post and simply told that she wanted to return home. Mulan's determination helped her through her adventures defeating the enemies' army. She never gave up in bad situations. At war, she was very intelligent and was a quick planner. This attitude won her the war for the Chinese. She fought in the battle for twelve years and gained high merit. She refused any rewards except for six fine horses and six fine swords.

2. **Do you agree with Mulan's decision to go to war? Justify.**

   Ans Yes, Mulan's decision to go to the war was correct. She is a patriotic girl who wanted to fight for her country. When the Emperor of China insisted that one man from each family should join the army, she was ready to join the army disguised as a man. At first, her father decided to join the army. But Mulan protested that he could not go as he was old and sick. Her brother was a child. So she decided to join the army. Her father was afraid that the Emperor would kill her, if he knew that she was a woman. But Mulan was confident that no one would find her. She cut her hair like a man and picked up the sword. She bade him goodbye, climbed on a horse and went to join the Emperor's army.

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GEQ GOVERNMENT EXAM QUESTION

Write a paragraph of about 150 words by developing the following hints.

1. **Chinese emperor- one member-family – join army- Mulan- teen girl- trained in Kung Fu-joinsdisguise-boy- wins battles- General- sick- doctor -reveals identity- emperor forgives- re-unites family- six horses and swords.** *(QY. 19)*

Ans Many years ago, China was in the middle of a great war. The Emperor announced that one man from each family must join the army. Mulan was a teenage girl. Her father trained her in Kung Fu. She dressed herself as a man and joined the army as her father was old and her brother was a child. In the army, she proved to be a brave soldier and won battles. She became the General of the army. One day, a bad fever swept the army. Mulan was also affected by this fever and fell sick. When the doctor examined her, he revealed her identity that she was a woman. The soldiers became angry and shouted that she should be punished. Just then, a battle came. With a good plan, she won the battle. The Emperor was so glad. He forgave her. He also set aside the rule in the army about being a woman. He gifted her with six horses and six swords. Mulan returned to her village and reunited with her family.

2. **Years ago - China - emperor - ordered - one from - family - join army - Mulan - father - very old - Mulan wishes - to join army - Kung fu - art - leaves - village - fights - bravely - raised - to top position - fever - war camp - Mulan affected - Doctor examines - finds - the truth - Mulan girl - soldiers objects - leadership - Mulan ignores - comments - fights bravely - wins war for China - Emperor pleased - royal gifts - Mulan returns back - village - happy.** *(HY. 19)*

(OR)

China faces - great war - king commands men from - every house - take part - war - Mulan father weak - Mulan - wears - armour - sword - goes for war-disguised man - fights bravely - promotes chief - king happy - fever sweeps - war camp - Mulan affected-fever - Doctor finds - Mulan woman - soldiers - resent to the fact - Mulan doesn't mind - fights - wins war for China - King rewards her - offers position at palace - Mulan rejects - goes back - village - royal gifts - people happy - Mulan. *(PTA 1 & 3)*

(OR)

Mulan - brave warrior - saved China - put in charge of all warriors - doctor - finds her - girl - soldiers revoke - Mulan won another battle - emperor glad - gave her prizes. *(PTA 5)*

(OR)

Many years ago - China - the emperor ordered - one man from - family - join army - Mulan heard - told father - she join army - father objected - she is a girl - Mulan - wore - fathers robes cuts her hair - convinced father - she has learnt - Kung fu - no one will find - she is a girl. Mulan left - village - fought bravely - war - given top - position - very soon - fever swept - the army - Mulan - sick - doctor examines - finds the truth - spreads the news in the army - everyone objects - to follow a girl leader - Mulan stood tall - gave command - soldiers - followed her - attacked enemies - won the battle - Emperor glad - offered Mulan positions - court - Mulan refused - went back - village - royal - gifts. *(Govt. MQP)*

(OR)

Mulan - woman of courage - joins army - fights well - good leadership qualities - leads the troops - becomes General - Doctor reveals Mulan's identity - again wins the battle - Emperor appoints - royal adviser - Mulan returns home happily. *(Sep.20)*

Ans Many years ago, In China, the Emperor ordered that one man from each family must join the army. Mulan heard it and told her father. She wanted to join the army. Her father objected to it as she was a girl. She wore her father's robes and cut her hair. She convinced him. Earlier she had learnt Kung Fu from him. She told that no one would find her as a girl. She left the village and joined the army. She fought bravely in the war. She became the General of the army.

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Very soon, a fever swept the army. Mulan fell sick. When the doctor examined her, he found the truth and spread the news in the army. Everyone objected to following a girl leader. Just then, a battle came. With a good plan, she commanded the soldiers. They followed her and attacked their enemies and won the battle. The Emperor was glad. He offered her a position of a Royal Adviser in his palace. But she refused. Then the Emperor gifted her with six horses and six swords. Mulan went back to her village.

PARAGRAPH QUESTION & ANSWER - ADDITIONAL

Write a paragraph of about 150 words by developing the following hints.

1. **China, in the middle of great war - one man to join the army - Emperor ordered - Mulan cut of her hair - put on father's robe - join Emperor's army - proved to be a brave soldier - General of the army - Fever swept through the army - Mulan, sick - doctor told the truth - some opposed, some supported - surprise attack declared - all obeyed Mulan - won the battle - Emperor raised her as royal adviser - wish to return to her family - Everyone cheered.**

Ans Many years ago, China was in the middle of a great war. The Emperor said that one man from each family must join the army. Mulan cut off her long hair and put on her father's robe. She went to join the Emperor's army. Mulan proved to be a brave soldier. Very soon, she became the General of the entire army. A bad fever swept through the army. Mulan became sick. The doctor informed the soldiers about her identity. Some opposed, but some supported her. Just then a surprise attack came. Mulan stood strong and she won the battle. Emperor raised her as a royal adviser. But Mulan wished to return to her family. Emperor gave her gifts. Every one cheered.

ADDITIONAL QUESTIONS

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I. Rearrange the following sentences in coherent order:

1. i) The Emperor said that one man from each Chinese family must join the army.
ii) But Mulan stopped him saying that she would go, on behalf of him.
iii) Her father got ready to join the army, as his son was a child.
iv) Mulan heard the news and told her father.
v) Many years ago, China was in the middle of a great war.

Ans **v, i, iv, iii, ii**
v) Many years ago, China was in the middle of a great war.
i) The Emperor said that one man from each Chinese family must join the army.
iv) Mulan heard the news and told her father.
iii) Her father got ready to join the army, as his son was a child.
ii) But Mulan stopped him saying that she would go, on behalf of him.

2. i) She told her father that she would join the army in his place.
ii) Mulan went into her room.
iii) Her father said that if the Emperor knew about it, he would kill her.
iv) With her sword, she cut off her long, black hair.
v) She put on her father's robe.

Ans **ii, iv, v, i, iii**
ii) Mulan went into her room.
iv) With her sword, she cut off her long, black hair.
v) She put on her father's robe.
i) She told her father that she would join the army in his place.
iii) Her father said that if the Emperor knew about it, he would kill her.

3. i) Mulan, the General of the army, became sick, too.
ii) In the army, Mulan proved to be a brave soldier.
iii) After a few years, Mulan became the General of the entire army.
iv) Her battles went so well that she was put in charge of more soldiers.
v) Not long after that, a very bad fever swept through the army.

Ans ii, iv, iii, v, i
ii) In the army, Mulan proved to be a brave soldier.
iv) Her battles went so well that she was put in charge of more soldiers.
iii) After a few years, Mulan became the General of the entire army.
v) Not long after that, a very bad fever swept through the army.
i) Mulan, the General of the army, became sick, too.

4. i) They became angry and shouted that she should be punished.
ii) With a good plan, she attacked the enemy and won the battle.
iii) The soldiers came to know that she was a woman.
iv) The Emperor was so glad that Mulan had ended the long war.
v) Just then, a battle came.

Ans iii, i, v, ii, iv
iii) The soldiers came to know that she was a woman.
i) They became angry and shouted that she should be punished.
v) Just then, a battle came.
ii) With a good plan, she attacked the enemy and won the battle.
iv) The Emperor was so glad that Mulan had ended the long war.

5. i) But Mulan told him that she wished to return to her family.
ii) The Emperor set aside the rule about being a woman.
iii) Mulan returned to her village and everyone cheered that she was safe.
iv) He asked Mulan to stay in the palace as a royal adviser.
v) Then he gave her six fine horses and six fine swords.

Ans ii, iv, i, v, iii
ii) The Emperor set aside the rule about being a woman.
iv) He asked Mulan to stay in the palace as a royal adviser.
i) But Mulan told him that she wished to return to her family.
v) Then he gave her six fine horses and six fine swords.
iii) Mulan returned to her village and everyone cheered that she was safe.

II. Read the passage given below and answer the questions that follow.

1. Many years ago, China was in the middle of a great war. The Emperor said that one man from each Chinese family must leave his family to join the army. Mulan, a teenage girl who lived in a faraway village of China, heard the news when she was outside, washing clothes. Mulan ran into the house. Her father was sitting in a chair, carving a piece of wood. "Father!" she said. "Did you hear what the Emperor says each family must do?" "Yes," said her old father, "I heard about it in town. Well, I may as well go pack up." He put down his carving, stood up and walked very slowly to his room.

(a) **What did the Emperor say?**

Ans The Emperor said that one man from each Chinese family must leave his family to join the army.

(b) **Who was Mulan?**

Ans Mulan was a teenage girl who lived in a faraway village in China.

(c) **When did she hear the news?**

Ans She heard the news when she was outside, washing clothes.

(d) **What was her father doing?**

Ans Her father was carving a piece of wood.

(e) **Where did her father hear the news?**

Ans He heard it in town.

2. "Father, listen please," said Mulan. "For years, you trained me in Kung Fu. You showed me how to use a sword." Mulan swung the sword back and forth with might.

"Only so that you could stay safe!" said her father. "I never meant for you to go to war. If they find out you are a woman, you know as well as I do that you will die!"

"No one will find out, Father," said Mulan. She picked up her sword.

"Mulan!" said the Father. He tried to get up but had to hold on to his chair.

The daughter kissed him goodbye. "I love you, Father," she said. "Take care of yourself. Tell my brother I said goodbye." She climbed on a family horse. And off she went to join the Emperor's army.

(a) **Who trained Mulan in Kung Fu?**

Ans Her father trained Mulan in Kung Fu.

(b) **How did she swing the sword?**

Ans She swung the sword back and forth with might.

(c) **Did Mulan's father want her to go to the war?**

Ans No, he did not want her to go to the war.

(d) **What would the Emperor do, if he finds that she is a woman?**

Ans If the Emperor finds that she is a woman, he would kill her.

(e) **How did she go to join the army?**

Ans She bade goodbye to her father, climbed on their family horse and went to join the army.

3. In the army, Mulan proved to be a brave soldier. In time, she was put in charge of other soldiers. Her battles went so well that she was put in charge of more soldiers. Her battles kept on going well. After a few years Mulan was given the top job – she would be General of the entire army.

Not long after that, a very bad fever swept through the army. Many soldiers were sick. And Mulan, the General of the army, became sick, too.

When the doctor came out of Mulan's tent, he knew the truth.

"The General is a woman?" yelled the soldiers. "How can this be?" Some called out, "She tricked us!" and "We will not fight for a woman!" They said, "Punish her! Make her pay! The cost is for her to die!" But others called out, in voices just as loud, "With Mulan, we win every battle!" They said, "Stay away from our General!"

(a) **How did Mulan prove in the army?**

Ans She proved to be a brave soldier.

(b) **What duty was given to her?**

Ans She was put in-charge of soldiers.

(c) **What happened after a few years?**

Ans After a few years, she was given the post of the General of the army.

(d) **What swept through the army?**

Ans A very bad fever swept through the army.

(e) **How did the soldiers come to know the truth?**

Ans When Mulan was sick, the doctor examined her and told the soldiers that she was a woman.

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PROSE

Unit 4

The Attic

- Satyajit Ray

Satyajit Ray was born in Kolkata on 2nd May 1921. He is an Indian film-maker, screen-writer, writer, graphic artist, music composer and author. He authored several short stories and novels, especially for young children and teenagers. His first movie 'Pather Panchali' (1955) won several international awards. Its success set Ray as a world-class director. He received many awards including 32 national film awards by the Government of India. He received 'Padma Bhushan' in 1965 and the highest civilian honour 'Bharath Ratna', just before his death. He died on 23rd April 1992.

KEY POINTS

- The narrator and Aditya were returning from the site of their new factory at Deodarganj.
- On the way to Calcutta, they decided to go to Bramhapur, Aditya's native place after 29 years.
- Aditya's father left the ancestral home and moved to Calcutta to set up his own business there.
- After his father's death, Aditya was looking after it. The narrator was his friend and business partner.
- They reached Nagen Uncle's Tea shop, where they saw a man called Sanyal.
- Sasanka Sanyal led a cursed life. He sold his lands to get his only daughter married, and he lost his wife and only son last year. He stayed with his father's friend Jogesh Kabiraj. He was very poor that he could not buy spectacles.
- Aditya went to his ruined, ancestral house, with the narrator.
- He went to the attic and searched for a silver medal, which is an antique.
- After getting it, they went to a jeweller's shop to find out the weight of it.
- Then they went to meet Sanyal.
- Sanyal told Aditya that when they were studying in the school, Sanyal got the medal as a prize. But Aditya could not bear it, and he took it from Sanyal to show his father, but he never returned it to him.
- Now, after 29 years, Aditya gave Sanyal ₹150 as the price of the medal.
- But Sanyal refused to accept the money.
- Then Aditya gave the medal to Sanyal.
- On the medal was engraved "Sriman Sasanka Sanyal – Special Prize for Recitation – 1948".

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Summary

The 'Attic' is a story that depicts a child's psychology. While returning from their new factory of Deodarganj, the narrator with his friend and business partner Aditya drove along National Highway 40. At a point, they decided to take the road to the right. The road led to the ancestral house of Aditya at Bramhapur. His father was a landlord there. Later, he shifted to business at Calcutta. Aditya tried to recollect old memories - his two hundred years old big ancestral house, school, schoolmates and the tea stall of Nagen uncle. He feared that they had changed with time and the sweet memories of the past might disillusion him. They reached the school. The change there was it had another floor now. They had a cup of tea at Nagen's tea stall. There they met a stranger by name Mr. Sanyal. They were told that Mr. Sanyal was short of sight and hearing. He was a poor man. So he did not have money to buy spectacles. Mr. Sanyal left the tea shop, after reciting Tagore's 'Panraksha'.

Uncle Nagen told Aditya that Mr.Sanyal was a mysterious person living with his father's friend Jogesh Kabiraj. He had lost his wife and only son last year. He had sold all his lands to get his daughter married. He almost became a poor man. Aditya wished to meet him. Aditya went to his ancestral house and reached the attic of the house. The attic was damaged by the strong winds and weather. They could see the sky above, the paddy fields and the spire of the old temple.

He searched for something and at last found it. It was an antique. Then they went to meet Mr.Sanyal. Mr.Sanyal told Aditya that in school days, Aditya was jealous of him. He took his medal to show his father. But he never returned it. He lied that it had fallen from the hole in his pocket. Aditya felt sorry for what he did. He wished to give him one hundred and fifty rupees as the prize for the antique. But Sanyal wanted only his lost glory back. He didn't want any charity from Aditya. So Aditya gave him the medal on which was engraved '**Sriman Sasanka Sanyal – Special Prize for Recitation - 1948**'.

Glossary

affluent (*adj.*)	-	**wealthy**
antique	-	a piece of work of art that has a high value
ascertained (*v*)	-	**confirmed**
attic (*n*)	-	**the space or room at the top of a building, under the roof**
bifurcated (*v*)	-	**divided into two**
charpoy	-	a small folding bed
crumbled (*v*)	-	**broken**
dilated (*v*)	-	**widened than usual**
overwrought (*adj.*)	-	**state of being upset**
revive (*v*)	-	**to bring something back to life**
smacks (*v*)	-	**drive or put forcefully into or on to something**
soothing(*v*)	-	**making someone feel calm**
rustic (*adj.*)	-	**typical of the countryside**
spire (*n*)	-	**a tall, pointed structure on top of a building, especially on top of a church tower**
unperturbed (*adj.*)	-	**undisturbed**

Words	Synonyms	Antonyms
acute	sharp, smart	blunt, dull
affluent *(adj.)*	**wealthy**	poor
ancestral	inherited	-
ascertained *(v)*	**confirmed**	unconfirmed
bifurcated *(v)*	**divided into two**	united
created	developed, made	destroyed
crumbled *(v)*	**broken**	built
cursed	damned, doomed	blessed
dilated *(v)*	**widened**	contracted
essential	important	inessential
existed	remained	discontinued
heaved	produced	shrank, compressed
intently	carefully, closely	distractedly
normal	usual	abnormal
overwrought *(adj.)*	**upset**	calm, cool
particular	specific	general
raising	lifting	dropping
reaction	response	question, inquire
recognisable	visible	unrecognisable
reminded	prompted	ignored
revive *(v)*	**bring back, renew**	destroy, abolish
rustic *(adj.)*	rural	urban
smacks *(v)*	**put forcefully**	-
soothing *(v)*	**calming**	disturbing
stretched	extended	contracted
strewn	scattered	gathered
unperturbed *(adj.)*	**undisturbed**, calmed	angry, uneasy
venting	letting out	blocking

In-text Questions

a. When did Aditya leave the local school? *(PTA-6)*

Ans Aditya left the local school, after he had passed the matriculation examination.

b. Why did Aditya think that the school would not be recognisable?

Ans It would not be recognisable, as it might have undergone many changes during the passage of time.

c. Who were Aditya's ancestors?

Ans Aditya's ancestors were once the Zamindars.

d. How was the landscape through which they travelled? *(QY. 19)*

Ans On either side of the road were paddy fields. Harvest was over.

e. What did Aditya visit?

Ans Aditya visited his school first. Beyond the iron gates were the playing field and the two-storeyed school building.

f. Where was Nagen uncle's shop?

Ans Nagen uncle's shop was next to a grocery shop and opposite to a temple dedicated to Lord Shiva.

g. Besides tea, what did Nagen uncle have in his shop?

Ans Besides tea, he had biscuits and savouries.

h. What did Nagen uncle tell about Sanyal?

Ans Nagen told them that Sanyal was short of sight and hearing. He had no money to buy spectacles.

i. In what way was Mr. Sanyal's behaviour strange?

Ans Mr. Sanyal suddenly stood up, stretched himself, raised his lean right arm and with eyes wide open, began to recite a poem by Tagore - "Panraksha". After reciting, he left the place making a gesture of Namaste to nobody in particular.

j. What did Nagen uncle tell about Sanyal's past life?

Ans Sanyal had lost his wife and only son last year. He sold all his lands to get his only daughter married. Since then, he was somewhat changed and not really normal.

k. How did Sanyal show that he had a sense of self-respect? *(PTA-4)*

Ans Sanyal had tea and biscuits in Nagen's tea shop. But he never failed to pay for it. This shows that he had a sense of self-respect.

l. Why was the attic 'a favourite place' for the children? *(Sep-21)*

Ans The attic had been a favourite place for the children because it was in the attic the children seemed to be in a world of their own.

m. What did Aditya do on reaching the attic?

Ans He searched for an article and found it on top of the packing case in the attic.

n. What did the jeweller say about the article?

Ans The jeweller said that it was an antique.

o. Was Sanyal happy about his visitors?

Ans No, he was not happy about his visitors.

p. Why did Sanyal recite the poem in the tea shop earlier?

Ans Sanyal recited the poem in the tea shop in order to make Aditya remember the incidents on the prize-giving day. He recited the same poem that he had recited on the prize-giving day.

q. What was engraved on the medal?

Ans Sriman Sasanka Sanyal - Special Prize for Recitation - 1948.

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Textual Questions

A. Answer the following questions in two or three sentences.

1. Write a few lines about the owner of the shop.

Ans The owner of the tea shop was uncle Nagen. His age was over sixty. He was a little rustic in appearance, with his white neatly-combed hair and clean look. He was wearing a dhoti and a blue striped shirt under a green shawl.

2. What was the daily routine of Sanyal? *(Govt. MQP, Sep.20)*

Ans Sanyal came to the tea shop, had tea and biscuits and always remembered to pay for it as he had an acute sense of self-respect.

3. Why was there a sudden change in Aditya's expression?

Ans While leaving the tea shop, Sanyal recited a poem, written by Tagore. It was the same poem Aditya heard at his school, twenty-nine years ago, on the prize-giving day. So, there was a sudden change in Aditya's expression.

4. Why did Aditya decide to visit his ancestral home?

Ans Aditya decided to visit his ancestral house to take the medal from his attic.

5. What was the condition of the attic?

Ans A portion of a wall of the attic had crumbled down. Through the created window, we could see the sky, the fields, a part of the rice mill, the tall structure of the old temple. In the whole house, the attic had probably been the worst hit by wind and weather. The floor was strewn with twigs, straw and pigeon droppings.

6. When did Aditya heave a sigh of relief? Why?

Ans Aditya heaved a sigh of relief, when he had got what he had been looking for in the attic. It was a silver medal that belonged to Sanyal. He took it from him twenty-nine years ago and lied that was lost. Now he wanted to return it to him.

7. Why did Aditya and his friend go to the jeweller?

Ans Aditya and his friend went to the jeweller to find out the weight of the article.

8. What did Aditya offer Sanyal? *(PTA-3; HY. 19)*

Ans Aditya offered Sanyal one hundred and fifty rupees. It was the price of the medal, which Sanyal received in school for recitation.

9. "Your grievances are absolutely justified." Who says this to whom? Why?

Ans Aditya said this to Sanyal, because Aditya was the cause for Sanyal's grievances.

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PROSE

SHORT QUESTIONS & ANSWERS - ADDITIONAL

1. **From where were Aditya and the narrator returning?**

   Ans They were returning from the site of their new factory at Deodarganj.

2. **Where did Aditya continue his studies?**

   Ans Aditya continued his studies in Calcutta.

3. **Why did Aditya wish to visit Bramhapur?**

   Ans He wished to visit Bramhapur to revive his old childhood memories.

4. **Why did Aditya's father decide to leave their ancestral home?**

   Ans Aditya's father decided to leave their ancestral home because he had set up his own business in Kolkata.

5. **What was written on the sign board over the tea shop?**

   Ans "Nagen's Tea Cabin" was written on the signboard over the shop.

6. **Was there any other customer, apart from Aditya and the narrator at the tea shop?**

   Ans There was only one customer sitting at a corner table with his head bent down.

7. **What did Nagen remind him?**

   Ans Nagen reminded him to go home, as it was already 4 p.m.

8. **What does the poem by Tagore 'Panraksha' mean?**

   Ans It means 'Keeping of a Promise'.

9. **Where does Sasanka stay?**

   Ans He stayed with a friend of his father named Jogesh Kabiraj.

10. **How long was the medal hidden in the attic?**

    Ans The medal was hidden in the attic for twenty-nine years.

B. Answer in detail the following questions in about 100-150 words.

1. **Give a detailed account of all thoughts and questions in the narrator's mind while accompanying Aditya from the tea shop to Sanyal's house?** *(PTA-5 & 6; Sep-21)*

   Ans There were a lot of thoughts and questions in the narrator's mind, while accompanying Aditya from the tea shop to Sanyal's house. First, when they visited Nagen's tea shop, he was surprised to see the strange behaviour of Sanyal. He noticed a sudden change in Aditya's expression. When he asked him the reason for it, Aditya did not answer him. Aditya just collected information about Sanyal from Nagen and left to his ancestral house. The narrator thought that Aditya wanted to see his house. But when he went there, he found a medal in the attic. He went to a jeweller to find out the weight of the medal. When the narrator questioned him what it was, he simply said that he would get to know about it very soon. Then they went to the house of Jogesh Kabiraj. The narrator was little curious to know. But he didn't ask him. When they saw Sanyal, the narrator got the clear picture of Aditya's actions.

2. **'Man does change with time'-What were the various changes that came about in Aditya?** *(Govt. MQP)*

Ans Twenty-nine years ago Aditya was a child of a wealthy family. Sanyal and Aditya studied in the same school. Sanyal was always in the first position. Aditya was in the second position. Though he was a fairly good student, he could never beat Sanyal. He was jealous of Sanyal. One day, Sanyal got a medal as a prize for his recitation. Aditya could not bear it. He took the prize from Sanyal to show to his father. But he never returned it to Sanyal. He told lies that there was a hole in his pocket and it had fallen through it. This attribute of Aditya angered Sanyal and he thought he could never forgive him for his misdeeds. Time had changed him, then he repented for what he had done to Sanyal. He was the cause for all his grievances. He got a chance to rectify his mistakes. So he gave Sanyal ₹150 as the price for the medal. But Sanyal refused it, saying that he only wanted his lost glory back, the medal. He got it back.

3. **Give a brief character sketch of Sasanka Sanyal.** *(PTA-1, 3 & 4; HY. 19; Sep.20)*

Ans In his childhood, Sasanka Sanyal was a brilliant student. He always stood in the first position. He used to recite Tagore's poems. Aditya, who studied with him, was jealous of him. Aditya could never beat him. One day, Sanyal received a prize for recitation of Tagore's poem 'Panraksha'. Aditya could not bear it. He took the medal from him and never returned it. Sanyal was angry but did not show it out. After twenty-nine years, they met again in uncle Nagen's tea shop. Sanyal led a cursed life. But he did not forget any incident of the past. He sold his lands to get his only daughter married. He lost his wife and his only son the previous year. Since then, he was somewhat changed. When Aditya offered him ₹150 as a price for the medal, he refused it. He only wanted his lost glory back – the medal. When he got back the medal, he was happy.

PARAGRAPH QUESTIONS & ANSWERS - ADDITIONAL

1. **"Trying to revive old childhood memories may prove disappointing". Why did Aditya say this?**

Ans Aditya and the narrator were returning from the site of their new factory at Deodarganj. They were driving along the National Highway 40. They reached a point when the road separated into two paths. If they drove ten kilometres along the road that branched off to the right, they would reach Bramhapur. The narrator asked Aditya whether he was interested in revisiting the place of his birth, which he had left after he had passed the matriculation examination to continue his studies in Calcutta. Aditya said that he had left his ancestral house almost twenty-nine years ago. The house was almost two hundred years old. He thought that even the school building would have undergone many changes. It will not be recognisable any more. So he said that trying to revive old childhood memories may prove disappointing.

2. **Why was Sasanka Sanyal angry with Aditya?**

Ans During their childhood days, Aditya and Sasanka Sanyal studied in the same school. Sasanka Sanyal was a brilliant student. He used to recite the poems of Tagore very well. He always stood first in his class. Aditya was a fairly good student. He could never beat Sasanka in his academics. He came from a rich family. Sasanka thought that Aditya was a spoilt child of rich parents and that he used to tell lies. Really, Aditya was extremely jealous of Sasanka. One day, Sasanka received a prize for his recitation of the poem by Tagore. He was given a medal for it. Aditya could not bear it. He took the medal from Sasanka to show to his father. But he never returned it. He said that there was a hole in his pocket and it had fallen through it. This made Sasanka angry and he never forgave him after that incident.

PROSE

Vocabulary

Compound Words

C. Complete the following table with two more compound words.

Noun + Noun	kitchen garden apple tree, neck tie
Noun + Verb	mouthwash bus stop, sunrise
Verb + Noun	watchman bathroom, run down
Preposition + Noun	overcoat underworld; onlooker
Gerund + Noun	bleaching powder washing machine; drawing room
Noun + Gerund	housekeeping horse riding; bird watching
Adjective + Preposition + Noun	good for nothing best of luck; easy to play
Noun + Preposition + Noun	mother-in-law father-in-law; brother-in-law

D. Combine the words in column A with those in column B to form compound words as many as you can.

Column A	Column B	Ans
rain	light	rainfall
snow	thing	snowball
star	fall	star light
draw	ball	drawback
play	back	plaything
lottery	ticket	lottery ticket
under	walk	underworld
man	note	manhole
side	world	sidewalk
foot	hole	footnote

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E. Form compound words from the boxes given below and fill in the blanks in the sentences that follow with the appropriate compound words.

waiting	out	income	green
sun	room	tax	alarm
dry	traffic	wall	house
clock	jam	glasses	hair
cleaning	cut	put	paper

1. Siva visited the hair stylist to have a clean _____. [*Ans:* **hair cut**]
2. Tharani had given the sarees for _____. [*Ans:* **dry cleaning**]
3. The _____ effect is a natural process that warms the earth's surface. [*Ans:* **green house**]
4. Never wait for an _____ to wake you up. [*Ans:* **alarm clock**]
5. The children were late to school as there was a _____ near the toll plaza. [*Ans:* **traffic jam**]
6. The government expects every individual to promptly pay the _____. [*Ans:* **income tax**]
7. People usually wear _____ during summer. [*Ans:* **sun glasses**]
8. The patients were asked to sit in the _____ until the doctor arrived. [*Ans:* **waiting room**]
9. With teamwork we are able to multiply our _____. [*Ans:* **output**]
10. The room was looking bright with the colourful _____. [*Ans:* **wallpaper**]

F. (i) Form new words by adding appropriate prefix/suffix:

1. accurate [*Ans:* **inaccurate**]
2. understand [*Ans:* **misunderstand**]
3. practice [*Ans:* **malpractice**]
4. technology [*Ans:* **technological**]
5. fashion [*Ans:* **fashionable**]
6. different [*Ans:* **differently**]
7. child [*Ans:* **children**]
8. national [*Ans:* **nationality**]
9. origin [*Ans:* **originality**]
10. enjoy [*Ans:* **enjoyable**]

(ii) Frame sentences of your own using any five newly formed words.

1. Your information is **inaccurate**.
2. Don't **misunderstand** what I am trying to say.
3. The contractor was found guilty of **malpractice**.
4. During summer, he used to wear a **fashionable** hat.
5. We need to do things **differently**.

G. Fill in the blanks by adding appropriate prefix/suffix to the words given in brackets.

1. He was sleeping _____ in his couch. *(comfort)* [*Ans:* **comfortably**]
2. Kavya rides a _____ to school. *(cycle)* [*Ans:* **bicycle**]
3. There was only a _____ of people in the theatre. *(hand)* [*Ans:* **handful**]
4. It is _____ to cut sandalwood trees. *(legal)* [*Ans:* **illegal**]

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5. The _____ of the President has been expected for the last half an hour. *(arrive)* [*Ans:* **arrival**]
6. The man behaved _____ in front of the crowd. *(normal)* [*Ans:* **normally**]
7. Swathy had no _____ of visiting the doctor. *(intend)* [*Ans:* **intention**]
8. The bacteria are so small that you need a _____ to see them. *(scope)* [*Ans:* **microscope**]

PROSE

GRAMMAR

Conjunctions And Their Functions

A. Complete the sentences given below choosing the right connectors given in brackets.

1. Call me _____ you need money. (so that, in order that, in case) [*Ans:* **in case**]
2. I forgot _____ I had to meet the Principal. (whether, that, if) [*Ans:* **that**]
3. _____ he is ninety years old, he is in the pink of health. (when, since, though) [*Ans:* **Though**]
4. It is raining. Take an umbrella _____ you will get drenched. (or else, and, but) [*Ans:* **or else**]
5. They faced many hardships _____ they are always cheerful. *(Sep. 21)*
   (although, nevertheless, whenever, otherwise) [*Ans:* **nevertheless**]

B. Fill in the blanks with the connector that goes with the underlined words.

1. **Both** the minister _____ the officers visited the affected areas. [*Ans:* **and**]
2. Jaya teaches **not only** English _____ Science. [*Ans:* **but also**]
3. **Either** Raghu _____ Bala will have to buy vegetables from the market. [*Ans:* **or**]
4. **No sooner** did I enter the house _____ it started drizzling. [*Ans:* **than**]

C. Combine the pairs of sentences using appropriate connectors.

1. **We came late. We did not miss the train.**
   Ans Although we came late, we did not miss the train.
2. **They checked the packet twice. Then they sealed it.**
   Ans After they checked the packet twice, they sealed it.
3. **Sita saw a snake. At once she ran away.**
   Ans As soon as Sita saw a snake, she ran away.
4. **Robert completed the project. He submitted it to the teacher.**
   Ans When Robert completed the project, he submitted it to the teacher.
5. **Yusuf was running high temperature. He could not take part in the competition.**
   Ans Since Yusuf was running high temperature, he could not take part in the competition.

D. Tick the correct linker.

1. _____ he was honest, he was punished.
2. Walk carefully _____ you will fall down.
3. My mother called me _____ I was playing football.
4. My salary is low _____ I find the work interesting.
5. The passengers rushed to board the bus _____ it arrived.

though	✓	but	
unless		otherwise	✓
or		while	✓
nevertheless	✓	similarly	
as soon as	✓	as long as	

E. Supply suitable linkers.

1. "(1) _____ I was alive and had a human heart, " answered the statue, "I did not know what tears were, (2) _____ I lived in the palace (3) _____ sorrow was not allowed to enter. My courtiers called me the Happy Prince (4) _____ Happy Indeed I was. So I lived and (5) _____ I died.

   Ans (1) When (2) for (3) where (4) and (5) so

2. Many writers make incorrect sentences (1) _____ they try to put sentences together. They may make grammatical errors (2) _____ leave out important punctuation marks. Making such mistakes is quite common (3) _____ preparing the first draft. (4) _____ he must carefully edit his final draft.

   Ans (1) when (2) and (3) while (4) So

3. In most large cities (1) _____ towns of our country, there are special schools for girls. (2) _____, there are many co-educational schools (3) _____ girls (4) _____ boys study together. Most parents allow their daughters to attend these schools, (5) _____ there are some parents (6) _____ are against such schools for girls (7) _____ the age of 14 or15.

   Ans (1) and (2) Likewise (3) where (4) and (5) but
   (6) who (7) after

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F. Rearrange the words in the correct order to make meaningful sentences.

1. **as / I / healthy / are / you / am / as**

   Ans I am as healthy as you are.

2. **your / today / put on / new / since / is / birthday / dress / the**

   Ans Since today is your birthday, put on the new dress.

3. **allergic / dogs / Rani / though / is / to / of / six / she / them / has**

   Ans Though Rani is allergic to dogs, she has six of them.

4. **speaks / Ruben / besides / German / languages / two**

   Ans Ruben speaks two languages besides German.

5. **loan / apply / you / if / for / you / a / get / will / immediately / it /**

   Ans If you apply for a loan, you will get it immediately.

G. Write the noun forms of the following words.

1. beautiful - **beauty**
2. breathe - **breath**
3. enter - **entrance**
4. know - **knowledge**
5. deafen - **deafening**
6. zealous - **zeal**

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7. familiar - **familiarity**
8. accept - **acceptance**
9. dangerous - **danger**

H. Complete the following sentences using the noun form of the words given in brackets.

1. The boy had to give a proper _____ for being late. *(explain)* [*Ans:* **explanation**]
2. They could make _____ about the future. *(predict)* [*Ans:* **prediction**]
3. At one point in life, he had no _____ but to trust his friend. *(choose)* [*Ans:* **choice**]
4. The monuments are to be preserved because of their historical _____. *(significant)* [*Ans:* **significance**]
5. It is very difficult to work with so many _____. *(distract)* [*Ans:* **distractions**]

I. Rewrite the sentences nominalising the underlined words. The first one has been done for you.

1. **We succeeded in our attempt.**
   Ans We achieved **success** in our attempt.
2. **Nalini leads a happy life.**
   Ans Nalini leads a life of **happiness**.
3. **She failed and it disappointed her.**
   Ans Her **failure** gave **disappointment** to her.
4. **India became an independent country in the year 1947.**
   Ans India got **independence** in the year 1947.
5. **The child resembles her father.**
   Ans The **resemblance** of the child was like her father.

J. Combine the pairs of sentences given below into a single sentence using the noun form of the highlighted words.

1. **He is an honest person. Everyone likes him.**
   Ans Due to his **honesty**, everyone likes him.
2. **Sathya gave an explanation. The police wanted her to prove it.**
   Ans When Sathya gave an explanation, the police wanted a **proof** for it.
3. **He speaks well. It attracts all.**
   Ans His **speech** gives him **attraction** from everyone.
4. **Suresh is always punctual and regular. It has earned him a good job.**
   Ans The **punctuality** and **regularity** of Suresh earned him a good job.
5. **The policeman arrived quickly. It made us happy.**
   Ans The **arrival** of the police quickly made us happy.

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K. Complete the sentences in the paragraph using the appropriate form of words given in brackets.

1. My sister wanted to go to Mumbai last week. She made a (1) _____ (decide) to buy a ticket at once. As (2) _____ (reserve) could be done online, she gave (3) _____ (prefer) to book a ticket that way. First, she collected (4) _____ (inform) about the (5) _____ (arrive) and (6) _____ (depart) of trains and airplanes.

   Ans (1) decision (2) reservation (3) preference (4) information (5) arrival (6) departure

2. A few days later, Androcles was captured by his master. He had to suffer all kinds of (1) _____ (punish). At last, he was thrown to a lion which was in great (2) _____ (hungry).It had been kept in an (3) _____ (enclose) and had not been fed for several days. His friends stood there with (4) _____ (tear) eyes as the lion rushed towards him. The lion stopped near him and stood for a while (5) _____ (look) at him. Then it lay down by his side like a pet dog. (6) _____ (obvious), the lion recognized Androcles and the (7) _____ (help) he had given it.

   Ans (1) punishment (2) hunger (3) enclosure (4) tearful (5) looking (6) obviously (7) help

Phrases and Clauses

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L. Identify the phrases in the following sentences and classify them as Adjective, Adverb or Noun phrases.

1. The girl in blue saree is my sister.

   Ans The girl **in blue saree** is my sister. *(Adjective phrase)*

2. Kohli hopes to win the trophy.

   Ans Kohli hopes to win **the trophy.** *(Noun phrase)*

3. The train halts at every junction.

   Ans The train halts **at every junction.** *(Adverb phrase)*

4. I have never seen such a picture.

   Ans I have never seen **such a picture.** *(Noun phrase)*

5. She worked in an enthusiastic manner.

   Ans She worked in **an enthusiastic manner.** *(Adverb phrase)*

M. Identify the clauses and classify them accordingly.

1. Ram bought a pen that doesn't write well.

   Ans Ram bought a pen **that doesn't write well**. *(Adjective Clause)*

2. Come back as soon as possible.

   Ans Come back **as soon as possible**. *(Adverb Clause)*

3. Most of her friends whom she had invited attended her wedding.

   Ans Most of her friends **whom she had invited** attended her wedding. *(Noun Clause)*

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4. My brother visits my father whenever he comes to Chennai.

   Ans My brother visits my father **whenever he comes to Chennai**. *(Adverb Clause)*

5. Call me in case there is an emergency.

   Ans Call me **in case there is an emergency**. *(Adverb Clause)*

6. Until the sun sets, the old woman cannot step out of her house.

   Ans **Until the sun sets**, the old woman cannot step out of her house. *(Adverb Clause)*

7. She knows where I go.

   Ans She knows **where I go**. *(Noun Clause)*

8. You can go wherever you want.

   Ans You can go **wherever you want**. *(Adverb Clause)*

Listening

Listen to the procedure to book on-line tickets carefully and fill in the blanks that follow. Listen to the recording twice.

N. Fill in the blanks :

1. _____ into your IRCTC account. [*Ans:* **Login**]
2. Fill in the information asked to you in _____ section. [*Ans:* **book your ticket**]
3. The _____ and _____ of your journey must also be selected. [*Ans:* **starting point, destination**]
4. List of _____ trains will appear. [*Ans:* **available**]
5. You must check on the _____ and _____ for the train of your choice. [*Ans:* **availability, fare**]
6. Your personal details like _____ and _____ are a must. [*Ans:* **name, date of birth**]
7. After filling information and captcha click on _____ booking. [*Ans:* **continue**]
8. You can make the payment either by _____ or _____ . [*Ans:* **credit / debit cards, e-wallets**]

Reading

P. Answer the following questions:

1. **What did the coach teach the child?**

   Ans The coach taught the child the basics of sports as well as special ways to improve and excel.

2. **What values did the child learn?**

   Ans He learned the value of finishing what he started and the joy of personal accomplishment.

3. **The parents noticed some changes in the child. What were they?**

   Ans The child had transformed from a timid, doubting child to a strong, happy player willing to give all for a team.

4. **Read the letter again and write a few lines on each of the following:**

   a) **things that the coach taught….**

   Ans Basics of sports as well as special ways to improve and excel.

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b) **transformation in the child……..**

Ans He was transformed from a timid, doubting child to a strong, happy player willing to give all for the team.

c) **things that amazed the writer……..**

Ans The coach taught him the skills that will last a lifetime. He had kindled in them a desire to excel.

5. **Find sentences / words from the text which express the following:**

a) **The parent's earlier view of the child-**

Ans He was a timid and doubting child.

b) **One of the qualities of the teacher-**

Ans Wise approach.

c) **Words related to prize-**

Ans Medals trophies and ribbons.

Writing

Q. Prepare notice for the following.

(i) **You are the school monitor, of Modern Matriculation School, Villupuram. Your school Principal has requested you to inform the students about a trip to Yercaud for 3 days. Prepare a notice giving the details such as date of journey, mode of transportation, amount, dress code etc.**

Ans

NOTICE

MODERN MATRICULATION SCHOOL, VILLUPURAM

TRIP TO YERCAUD

20th September 2019

All the students are informed that our school is planning a trip to Yercaud for three days, i.e. from 21st to 23rd October 2019. All those who are willing to come for the trip, should pay an amount of ₹ 2000/- for transportation, Boarding and lodging. Interested students can register their names at the office by 30th September 2019.

Naveen / Navini
Monitor

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(ii) You are the Secretary of Park Circus Residents Welfare Association. Write a notice to inform the residents of your colony of a Meditation program under the guidance of Dr. P. Ranjit with a view to understanding the self better. The program is exclusively for the residents. It will be conducted on the second Saturday of the following month from 7.00 a.m. to 9.00 a.m. at the children's park nearby.

Ans

NOTICE

PARK CIRCUS RESIDENTS WELFARE ASSOCIATION
MEDITATION PROGRAMME

12th March 2019

This is to inform all the residents of our colony that a Meditation Programme will be conducted under the guidance of Dr. P. Ranjit at the children's park near our colony. It will be conducted on the second Saturday of April from 7.00 a.m. to 9.00 a.m. All the residents of our colony are requested to participate with a view to understand the self better.

Raghul Roy
Secretary

(iii) You are Ganesh/Gayathri Head boy/Head girl, of your school. Write a notice for your school notice board informing the students about the 'Fancy Fete' that is going to be organised in your school campus on the 10th of next month.

Ans

NOTICE

DHANISH MATRICULATION SCHOOL,
Kolathur, Chenni - 600 099.

23rd January 2019

FANCY FETE

This is to inform all the students that a 'Fancy Fete' will be conducted in our school on 10th February 2019. Students who would like to participate in the programme, can give their names to their class teachers on or before 30th January 2019.

Ganesh
Head boy

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Article Writing

R. Write an article for the following

(i) You are Jansi/Avinash of Class X studying in GHSS, Chengalpet. You believe that physical activities improve our health and reduce the risk of sickness. It has got immediate and long term benefits. Write an article in not more than 150-200 words for your school magazine stressing the importance of physical activities in a students day to day life.

Ans

Physical Activities

- By Jansi / Avinash

Physical activities improve our health and reduce the risk of sickness. It has got immediate and long term benefits. Physical exercise means the regular movement of our limbs. It is necessary to keep our body fit and strong. The proverb goes 'Health is Wealth'. Exercises help us to build good health. It helps in digesting food. There are different kinds of physical exercises. They are walking, swimming, running, cycling, etc. A person can be benefited in many ways by taking physical exercise.

A machine cannot work without regular and proper use. Human body is compared with machine. It becomes inactive and weak without regular and proper exercise. Physical exercises make our body active. We must remember that excessive of anything is bad. Over-exercise is also injurious to health. So we should abide by the laws of physical exercise. Everybody should take regular exercise with a view to enjoy sound health and sound mind. Therefore we should ourselves keep fit and healthy.

(ii) The service provided by the conservancy workers in your city is very poor. You find all the street corners dumped with garbage thrown by the residents of the locality. It causes a menace for the public at large. You are Ramya/Rajan of Class X, studying in TM Model School, Dharmapuri. Write an article in about 150-200 words to the editor of The Indian Express, about this and suggest ways by which the situation could be improved.

Ans

Garbage Menace

- By Ramya / Rajan

Through this article, I would like to bring to the notice of the authorities concerned, the unsanitary conditions of the streets. The service provided by the conservancy workers in our city is very poor. You can find all the street corners dumped with garbage thrown by the residents of the locality. It causes a menace for the public at large. The sweepers absent themselves and the streets stink, with heaps of garbage. The garbage collecting vehicle never comes on its regular round. We made a complaint to the authorities followed by a reminder in the last two weeks, but all in vain. With the onset of the rainy season, the situation has worsened due to the garbage-choked streets. We, the students, are finding it difficult to go to our school. This is our humble request to the authorities to please pay attention to the cleanliness of Model Town and ensure regular cleaning. I shall be greatly obliged, if you publish my article in your column, so that it reaches the authorities concerned and steps are taken to solve the problem.

(iii) Recently while returning home from school you were knocked down by a speeding motorcycle. You escaped with minor injuries. You are Kishore / Kavitha of class XI, studying in GHSS, Coimbatore. Write an article to The Hindu, in about 150-200 words expressing your concern about the increasing number of road accidents due to reckless driving. Also stress the importance of following traffic rules.

Ans

The Importance of following Traffic Rules

- By Kishore / Kavitha

The traffic rules are designed to protect all of us. By knowing the rules of the road, practising driving skills and generally taking care as a road user, you help play a vital role in preventing a crash. You will be making road safety policies more effective.

Recently, while returning home from school, I was knocked down by a speeding motorcycle. I was very careful in crossing the road. Yet I was knocked down by the reckless driving and speeding of a motorcycle. I escaped with minor injuries. I am writing this article to bring to your notice the increasing number of road accidents due to reckless driving. We have to stress on the importance of following traffic rules. People should follow the road signals. These signs have got a very important role to play in the traffic system and they are made for the safety of the people. People should not use their cell phones while driving or at the pedestrians crossing. We should always keep to the left, allowing the vehicles from the opposite direction to pass. We should also give way to traffic on your right, especially at road junctions and roundabout. While turning either left or right, give way to vehicles going straight. While turning left keep to the left side and turn close to the left side of the road to which you enter. These are some of the traffic safety rules which I know. I humbly request you to publish this article in your column, so that the public will be aware of it. Thus the best drivers are aware that they must beware!

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Warm Up

- **Pick out the qualities that you possess and qualities that you expect from your siblings / friends.**

Ans The qualities that I possess are faith, compassion, sharing, love and commitment.

The qualities that I expect from my sibling or friends are the same as above. Further they should have helping and listening qualities.

- **Working in pairs, find out the mutual qualities that you and your friends share. Justify your top priority with his / hers.**

Ans The mutual qualities that my friends and I share are sharing, loving, friendship, faith, forgiveness, commitment, determination and victory. My top most priority is sharing. But my friend's topmost priority is friendship. I would like to share whatever I have with my friends. My friend does anything for the sake of friendship. She shares and gives whatever she has.

- **Discuss in groups the need for human values.**

Ans

The need for human values

Human values are the virtues that guide us to take into account the human element, when we interact with other human beings. Human values are, for example, respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings.

It is with these human elements that one becomes truly able to put into practice his / her ethical values in a critical situation.

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POEM

Unit 4

The Ant and the Cricket

- Adapted from Aesop's fables

Aesop is the name of the man credited with the authorship of a collection or book of fables. Aesop was a slave believed to have lived in ancient Greece between 620 and 564 BCE. He was an ugly, deformed dwarf, and the famous marble statue in Rome depicts Aesop accordingly. Each one of Aesop's fables has a lesson, or moral, just like a parable or allegory. The Morals, Sayings and Proverbs featured in the Book of Aesop's fables ensure that they still have meaning for us today.

KEY POINTS

- This poem teaches the importance of hard work and planning.
- It is about a silly young cricket and an ant.
- The cricket spends its time wasting by singing and dancing all summer.
- During winter, its cupboard is empty. Nothing can be found at all.
- So it goes to the miserly ant and begs to give him shelter and food.
- The ant says that they never borrow from anyone and they never lend to anyone.
- The ant questions the cricket what it was doing during the summer.
- The cricket replies that since his heart was so light and happy, it sang all day and night.
- Hearing this, the ant gets angry and tells the cricket to sing and dance once again all winter.
- He hurriedly sends away the cricket and shuts his door.
- We should always plan carefully and ensure a secure future.

Summary

The poem "The Ant and the Cricket" teaches us the importance of hard work and planning. It is a narrative poem. The poet brings out the idea that is essential. This poem is about a silly young cricket and an ant. The cricket was only singing all day long and used to enjoy his good times during the summer season. He didn't plan anything for the future. When winter arrives, the cricket couldn't find a small amount of food to eat. So, the cricket thinks of going to the miser ant to borrow food and to get shelter. Then, the cricket knocks on the ant's door asking for help.

The ant gives a very important lesson of life during its conversation with the cricket. The ant says that they never lend to anyone and they never borrow from anyone. Ants are hard working creatures who save for their future. The ant questioned the cricket what it was doing during the happier times. On hearing that the cricket indulged in dancing, singing and making merry, the ant gets angry. It tells the cricket to dance and sing once again in winter. The moral of this poem is that we should plan carefully and ensure a secure future.

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POEM

GLOSSARY

accustomed to *(v)*	–	**be used to**
bold	-	brave
crumb *(n)*	–	**piece of bread**
fable	-	a short story
famine *(n)*	–	**extreme scarcity of food**
folks	-	people
gay *(adj.)*	–	**glad, joyful**
grant	-	give
hastily *(adv.)*	–	**hurriedly**
miserly *(adj.)*	–	**hesitant to spend money**
quoth *(v)*	–	**said (old English usage, used only in first and third person singular before the subject)**
starvation	-	extreme hunger
warrant *(v)*	–	**guarantee, promise**
wicket	-	door

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PARAPHRASES FOR POEM LINES

Line No.	Poem Lines	Paraphrase
1 - 4	*A silly young cricket, accustomed to sing* *Through the warm, sunny months of gay summer and spring,* *Began to complain when he found that, at home,* *His cupboard was empty, and winter was come.*	A silly young cricket used to sing and dance during the warm happy days of summer and spring. When winter came, he began to complain that there was nothing left in his cupboard at home. It was empty.
5 - 8	*Not a crumb to be found* *On the snow-covered ground;* *Not a flower could he see,* *Not a leaf on a tree.*	There was not a piece of bread to be found on the snow-covered ground. Not a flower could be seen on any tree. It could also not see a leaf on any tree.
9 - 15	*"Oh! what will become," says cricket, "of me?"* *At last by starvation and famine made bold,* *All dripping with wet, and all trembling with cold,* *Away he set off to a miserly ant,* *To see if, to keep him alive, he would grant* *Him shelter from rain.* *And a mouthful of grain.*	The cricket felt unhappy. He started worrying about itself. What will become of the cricket? Finally, the extreme hunger, famine made him bold. It was dripping with wet and trembling with cold. It went to the ant to see if he could give anything to keep him alive. The cricket hoped that the ant would shelter him from rain and give him a mouthful of grain.

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Line No.	Poem Lines	Paraphrase
16 - 18	*He wished only to borrow; He'd repay it tomorrow; If not, he must die of starvation and sorrow.*	He wished only to borrow from him and repay it the next day. If the ant doesn't give what he needs, he had to die of starvation and sorrow.
19 - 24	*Says the ant to the cricket, "I'm your servant and friend, But we ants never borrow; we ants never lend.*	The ant says to the cricket that it is the servant and friend of the cricket. But ants never borrow and they never lend.
25 - 29	*But tell me, dear cricket, Did you lay anything by When the weather was warm?" Quoth the cricket, "Not I!"*	The ant questions the cricket whether he kept aside anything for the future when the weather was warm. The cricket said that he did not do so.
30 - 35	*My heart was so light That I sang day and night, For all nature looked gay." "For all nature looked gay". "You sang, Sir, you say? Go then", says the ant, "and dance the winter away".*	The cricket said that its heart was so light and happy, that it sang all day and night. The cricket said that nature looked happy and fresh. The ant gets angry. He asks the cricket whether he sang all day since nature looked happy. The ant shouts at the cricket saying go and dance once again during the winter.
36 - 39	*Thus ending, he hastily lifted the wicket, And out of the door turned the poor little cricket. Folks call this a fable. I'll warrant it true: Some crickets have four legs, and some have two.*	Thus ending his talk, the ant hurriedly lifted the door and turned the poor little cricket. People call this a short story. I promise it's true. Some crickets have four legs and some have two. (He means the human beings who are like the cricket don't save money.)

Textual Questions

A. Based on your understanding of the poem, read the following lines and answer the questions given below.

1. *A silly young cricket accustomed to sing*
Through the warm, sunny months of gay summer and spring.

(a) What was the routine of the cricket? ***(PTA-5)***

Ans The routine of the cricket was to sing and dance all through the warm sunny months.

(b) Name the seasons mentioned here. ***(PTA-5)***

Ans The seasons mentioned here are summer and spring.

2. *Began to complain when he found that, at home,*
His cupboard was empty, and winter was come.

(a) Who does 'he' refer to? ***(Sep.20)***

Ans 'He' refers to the cricket.

(b) Why was his cupboard empty? ***(PTA-1, Sep.20)***

Ans His cupboard was empty because the cricket didn't lay aside anything for winter.

POEM

3. *Not a crumb to be found*
On the snow-covered ground;

(a) **What couldn't be find on the ground?** *(HY. 19)*

Ans He couldn't find any piece of bread on the ground.

(b) **Why was the ground covered with snow?** *(HY. 19)*

Ans The ground was covered with snow because it was winter season.

4. *At last by starvation and famine made bold,*
All dripping with wet, and all trembling with cold,

(a) **What made the cricket bold?** *(PTA-2 & 6)*

Ans Starvation and famine made the cricket bold.

(b) **Why did the cricket drip and tremble?** *(PTA-2 & 6)*

Ans The cricket dripped and trembled as it was wet and cold.

5. *Away he set off to a miserly ant,*
To see if, to keep him alive, he would grant
Him shelter from rain,
And a mouthful of grain.

(a) **Whom did the cricket want to meet? Why?**

Ans The cricket wanted to meet the miserly ant for food and shelter.

(b) **What would keep him alive?**

Ans A mouthful of grain and shelter from rain would keep him alive.

6. *But we ants never borrow; we ants never lend.*

(a) **Why do you think ants neither borrow nor lend?** *(QY. 19)*

Ans Ants neither borrow nor lend because they work hard and plan for their future.

(b) **Who says these lines to whom?** *(QY. 19)*

Ans The ant says these lines to the cricket.

7. *" Not I!*
My heart was so light
That I sang day and night,
For all nature looked gay."

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

Ans 'I' refers to the cricket.

(b) **What was the nature of the cricket? How do you know?**

Ans The cricket was lazy and silly. We know this, since it had not saved anything for its future.

8. *Thus ending, he hastily lifted the wicket,*
And out of the door turned the poor little cricket,

(a) **The ant refused to help the cricket. Why?**

Ans The ant refused to help the cricket because the cricket was reckless and silly. It was not a hard worker.

(b) **Explain the second line.**

Ans The ant opened its door and sent away the poor little cricket without giving him anything.

9. *He wished only to borrow;*
He'd repay it tomorrow;

(a) **Pick out the rhyming words in the above lines.**

Ans "Borrow - tomorrow" are the rhyming words in the above lines.

(b) **Give more examples of rhyming words from the poem.**

Ans The other examples of rhyming words are sing-spring; home - come; found - ground, see - tree, bold - cold; ant - grant; rain - grain; friend - lend; light - might and wicket - cricket.

10. *My heart was so light*
that I sang day and night,
For all nature looked gay.
"You sang , Sir , you say"?

(a) **Mention the rhyme scheme employed in the above lines.**

Ans The rhyming scheme is **"a a b b"**.

POETIC COMPREHENSION

PTA QUESTIONS & ANSWERS

1. *Began to complain when he found that, at home,*
His cupboard was empty, and winter was come.

Who began to complain and for what? *(PTA-1)*

Ans The cricket began to complain as his cupboard was empty.

GEQ GOVERNMENT EXAM QUESTIONS

1. *Not a flower could he see,*
Not a leaf on a tree.
"Oh! what will become," says cricket, "of me?"

(a) **Who does 'he' refer to?** *(Govt. MQP)*

Ans 'He' refers to the cricket.

(b) **Mention the season when he could not see a flower or a leaf on a tree.** *(Govt. MQP)*

Ans In winter season, he could not see a flower or a leaf on a tree.

POETIC COMPREHENSION - ADDITIONAL

1. *Not a flower could he see,*
Not a leaf on a tree.
"Oh! what will become," says cricket, "of me?"

(a) **Which season is mentioned here?**

Ans The winter season is mentioned here.

POEM

(b) **Why is the cricket sad?**

Ans The cricket is sad because there was nothing found to eat or shelter to rest.

2. *Says the ant to the cricket, "I'm your servant and friend,*
But we ants never borrow; we ants never lend.

(a) **What does the ant say to the cricket?**

Ans The ant says that it is his servant and friend.

(b) **What rule do the ants follow?**

Ans They never lend or borrow.

3. *But tell me, dear cricket,*
Did you lay anything by
When the weather was warm?"

(a) **What did the ant ask the cricket?**

Ans The ant questioned the cricket whether it laid anything aside when the weather was warm.

(b) **Which season is specified here?**

Ans Summer season is specified here.

4. *" You sang, Sir, you say?*
Go then", says the ant, "and dance the winter away".

(a) **To whom does the ant say this?**

Ans The ant says this to the cricket.

(b) **What does this mean, "and dance the counter away?"**

Ans Dance and sing once again all throughout the winter season.

(c) **Was the ant angry with the cricket?**

Ans Yes, the ant was angry with the cricket.

POETIC DEVICES

PTA QUESTIONS & ANSWERS

1. *A silly young cricket, accustomed to sing*
Through the warm, sunny months of gay summer and spring,
Began to complain when he found that, at home,
His cupboard was empty, and winter was come.

(a) **Pick out the rhyming words in the above lines. (2)** *(PTA-1)*

Ans The rhyming words : **sing - spring**.

(b) **Write the rhyme scheme of the given stanza. (1)** *(PTA-1)*

Ans The rhyming scheme : **'a a b c'**.

(c) **Identify the figure of speech employed in the first line of the given stanza. (1)** *(PTA-1)*

Ans The figure of speech : **Personification**.

(d) **Pick out the alliterating words in the second line. (1)** *(PTA-1)*

Ans The alliterating words : sunny - summer - spring.

POETIC DEVICES - ADDITIONAL

1. *Not a flower could he see,*
Not a leaf on a tree.
"Oh! what will become," says cricket, "of me?"
Pick out the rhyming words.
Ans "see - tree" are the rhyming words.

2. *Says the ant to the cricket, "I'm your servant and friend,*
But we ants never borrow; we ants never lend.
Pick out the words in alliteration.
Ans "the, the" ; "says, servant"; are words in alliteration.

3. *When the weather was warm?*
Pick out the alliterated words in this line.
Ans when, weather, was, warm are the alliterated words.

4. *Go then", says the ant, "and dance the winter away".*
Thus ending, he hastily lifted the wicket,
And out of the door turned the poor little cricket.
Folks call this a fable. I'll warrant it true:
Some crickets have four legs, and some have two.
   (a) **Identify the figure of speech used in the last line.**
   Ans Metaphor. Crickets are compared to humans, who have two legs.
   (b) **Pick out the words of alliteration in the 4th line.**
   Ans folks, fable.
   (c) **Pick out the rhyming words in these lines.**
   Ans Rhyming words : "wicket-cricket; true-two".
   (d) **Give the rhyme scheme for the above lines.**
   Ans Rhyme scheme : "a b b c c".

B. Based on your understanding of the poem, complete the summary using the phrases given below.

In this narrative poem, the poet brings out the idea that is essential for every creature. He conveys this message to the readers through a story of (1) _____. The ant spends all its summer saving (2) _____. The cricket (3) _____ happily in the summer. He (4) _____ anything for the winter. When winter comes, he is worried that his (5) _____ is empty. So, he seeks the help of the ant to have (6) _____ and a (7) _____ to stay. The cricket was even prepared to repay it in the future. The ant made it clear that ants (8) _____. He also enquired the cricket if it had saved anything when the weather was fine. The cricket answered that it had sung day and night enjoying (9) _____. The ant threw the cricket out and stated in a stern voice it should dance in the winter season too. In his concluding lines, the poet affirms that this is not (10) _____ but it is true and applicable to (11) _____ also.

the pleasant nature,	human beings,	doesn't save,	warm place,	kitchen cupboard,
just a fable,	saving for future,	some grains,	never borrow or lend,	
an ant and a cricket,	sings and dances			

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Ans

(1) an ant and a cricket	(2) for future	(3) sings and dances
(4) doesn't save	(5) kitchen cupboard	(6) some grains
(7) warm place	(8) never borrow or lend	(9) the pleasant nature
(10) just a fable	(11) human beings	

POEM

C. Answer each of the following questions in a paragraph about 100 words.

1. 'Some crickets have four legs and some have two'. Elucidate this statement from the poet's point of view. *(PTA-2)*

Ans 'Some crickets have four legs and some have two,' this last line means that the fable is true for human beings as well. Though two-legged, some of us behave like that four-legged crickets. They are not wise like the ant. They don't save for their future. They are lazy and are not hard working. They spend all their earnings when they are capable of earning. In the moments of crisis, or in their old age, they find that they don't have any money to depend upon. Such people are like the cricket of the story. The moral of the poem is 'Save something for bad days". So we should always plan ahead and save money for our future.

2. Compare and contrast the attitude of the ant and the cricket. *(Govt. MQP; PTA-5; QY., & HY. 19)*

Ans The cricket in the poem is a silly creature who sings and dances all summer and does not save any food for its future. It used to enjoy its good times during the summer season. He didn't plan anything for the future. Whereas the ant is clever and saves food during summer, so that he doesn't have to do any work during winter. The ant gives a very important lesson of life during its conversation with the cricket. The ant says that ants never borrow from anyone. They never lend to anyone. They are hard working creatures who save for their future. Though it says that it is a friend and servant to the cricket, it gets angry with what the cricket has done during the summer. It turns him out of his house saying to sing and dance once again during winter. This shows that the ant is hardworking and clever.

3. If given a chance, who would you want to be- the ant or the cricket? Justify your answer.

Ans If given a chance, I would like to be an ant forever. The ant is clever and hard working. It plans for its future well ahead and avoids the problem of starvation and famine during winter. Likewise, we human beings should earn well in our young age and save money for ourselves and for our future generations. But some people are careless and lazy like the cricket. They don't plan out for their future or for the bad times. They just enjoy the present moment. The poet is thus calling such people as mindless as the cricket. So we must always be foresighted enough to see our future and make plans accordingly. One should be ready for the good as well as the bad times ahead.

PARAGRAPH QUESTION & ANSWER - ADDITIONAL

1. What is the theme of the poem 'The Ant and the Cricket'?

Ans Hard work versus laziness. Through the story of the lazy cricket and the hard working ant, the poet teaches us the virtue of hard work. The cricket was foolish enough not to see the future. He made no plans or provisions for the future. He lived in the present moment. The ant, on the other hand, was wise and hard working. She worked hard so that she could enjoy the future. The poet wants us to learn an important lesson in life. One must always save for the future. 'As you sow, so shall you reap' is a popular proverb that fits this story. We must be foresighted and make plans accordingly, we should always be ready for good as well as the bad times ahead.

SUPPLEMENTARY

Unit 4

The Aged Mother

- Matsuo Basho

Matsuo Basho was a 17th century Japanese poet, considered to be the greatest master of the 'Haiku' - a very short form of poetry. In Japan, many of his poems are seen on monuments and traditional sites. Basho was introduced to poetry at a young age and he quickly became well-known throughout Japan. He was a teacher at first. Later, he travelled throughout the country to gain inspiration for his writing. He died at the age of 50 on 28th November 1694.

Main Characters

The Governor	The country Shining
	Cruel leader
Poor farmer	loved his mother
Aged mother	dropped piles of twigs

KEY POINTS

- This story is a folktale from Japan.
- The Country Shining was governed by a cruel leader.
- The governor proclaimed an order that all the aged people should be put to death.
- The order filled a poor farmer with great sorrow, as he loved his mother so much.
- He decided to give his mother a kind mode of death.
- So he took his mother to the summit of Obatsuyama and planned to leave her there.
- The loving mother dropped some twigs on the path to serve as a guide on the way back.
- When the son bid farewell to her, she advised to be careful of the dangerous mountain path.
- She told him to follow the piles of twigs for his way back.
- Hearing this, her son's heart, melted and he cried loudly.
- He changed his decision. He did not want to leave her at the mountain.
- He took his mother back and hid her in his house.
- Time passed. The governor now demanded that his subjects should present him with a rope of ashes.
- Using the clever idea of his mother, the farmer made a rope of ashes.
- The governor pleased with his knowledge, asked him how he got this wisdom.
- When the farmer stated the truth, the governor realized his mistake and abolished the cruel law.

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SUPPLEMENTARY

Summary

The story of the aged mother is a folk-tale from Japan. The governor proclaimed a law ordering that all the aged people should be put to death. The order filled the heart of the poor farmer with great sorrow because he loved his mother so much. Instead of putting his mother to death in the hand of a cruel law, he decided to give his mother a kind mode of death. He took his mother to the bare summit of Obatsuyama and planned to leave her there. On their way to the mountain, the heart of the loving mother grew anxious. It was because she knew that her son would have a hard time finding his way back. He was not familiar with the mountain paths. So, she snapped the twigs of the bushes on their way and dropped them silently on the path to serve as a guide on the way back for her son. When the son reached the summit, he bid her farewell. She advised her son to follow the path of twigs to find his way back home. This attitude of his mother broke his heart and he cried loudly. He took her back home saying that together they can follow the path of twigs and together they can die. He hid his mother on a walled closet beneath the kitchen.

Time passed. One day, the governor again demanded the people of the valley to present him with a rope of ashes. His mother gave him a clever idea to the despaired farmer. She told him to make a rope of twisted straw and burn it on a windless night. The cruel ruler was pleased with what he had witnessed and asked the farmer where he had obtained that wisdom. The farmer stated all the truth to him. The governor listened and meditated in silence. He decided to abolish the cruel law and realised the importance of the elders to shape the society. He said "with the crown of snow, there cometh wisdom".

Glossary

abandon (*v*) - **desert, give up completely**
abolished - put an end to
barbarous (*adj.*) - **extremely brutal or mercilessly harsh**
blaze - flame
boast - talk with excessive pride
despotic (*adj.*) - **tyrannical, cruel**
distress - sorrow
dread - fear
drifted - to be carried along by the currents of air or water
gravely (*adv.*) - **seriously**
hastened - hurried
heralds - fore runners
injunction (*n*) - **an order restraining someone from performing an act**
mandate (*n*) - **an official order**
proclamation (*n*) - **announcement**
province - district
reverence (*n*) - **deep respect**
shouldered - carried
shrinking - moving back especially in fear
shriveled (*adj.*) - **wrinkled and contracted due to old age or due to strain**
summit (*n*) - **the topmost point of a hill or mountain**

Textual Questions

A. Rearrange the sentences given below in the correct sequence.

1. The son made up his mind to take back his mother home.
2. A farmer decided to leave his old mother on top of a mountain.
3. The governor realized his mistake and abolished the law.
4. Once in Shining, a cruel ruler declared that all old people must be put to death.
5. Using the clever idea of his mother, the farmer made a rope of ashes.
6. When the farmer bade farewell, she advised him to return home with the aid of twigs.
7. Filled with dread, he hid his mother in his home.
8. The mother dropped the small twigs as markers on the way to help her son return.

Ans **4, 2, 8, 6, 1, 7, 5, 3**

4. Once in Shining, a cruel ruler declared that all old people must be put to death.
2. A farmer decided to leave his old mother on top of a mountain.
8. The mother dropped the small twigs as markers on the way to help her son return.
6. When the farmer bade farewell, she advised him to return home with the aid of twigs.
1. The son made up his mind to take back his mother home.
7. Filled with dread, he hid his mother in his home.
5. Using the clever idea of his mother, the farmer made a rope of ashes.
3. The governor realized his mistake and abolished the law.

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

1. What was the cruel announcement made by the leader?

Ans The cruel announcement was to put to death all the aged people.

2. Why was the farmer filled with sorrow?

Ans The farmer was filled with sorrow because he loved his mother very much. So he did not want her to die.

3. What were the things carried by the farmer to the summit of the mountain?

Ans He took a quantity of unwhitened rice. He cooked and dried it. He tied it in a square cloth and swung it in a bundle around his neck. He also took a gourd filled with cool sweet water.

4. Why did the mother become anxious as they climbed up the mountain?

Ans The mother became anxious as they climbed up the mountain because her son did not know the mountain's many paths and his return might be one of the dangers.

5. What did the mother drop along the way?

Ans She dropped some piles of twigs along the way.

6. What was the advice given by his mother for the safe return of her son?

Ans She advised her son to look carefully and follow the path which holds the piles of twigs. It will guide him to the familiar path farther down.

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7. **Why did the farmer's burden seem to be light on his way back home?**

Ans The farmer's burden seemed to be light on his way back, because he was happy to take his mother back to his home.

8. **Where did the farmer hide his mother?**

Ans The farmer hid his mother in a walled closet beneath the kitchen floor.

9. **How did the farmer make the rope of ashes? On whose suggestion did he do it?**

Ans Using the clever idea of his mother, the farmer made a rope of ashes. He made this by making a rope of twisted straw and burning it on a windless night.

10. **How did the Governor realize his mistake?**

Ans The Governor was pleased at the wit of the youth. So he demanded to know where he had obtained his wisdom. The farmer related the true story to him. He listened and meditated in silence. He realized his mistake and abolished his cruel law.

C. Answer each of the following in a paragraph of 120 to 150 words.

1. **Narrate the circumstances that led to the abandoning of the aged in Shining.**

Ans The country Shining was governed by a cruel leader. He was a warrior, but was a coward when it came to associating with anything related to failing health and strength. This caused him to send out a cruel announcement. The entire province was given strict orders to immediately put to death all aged people. Those were harsh days and the custom of abandoning old people to die was common. The poor farmer loved his aged mother with tender respect. This order filled his heart with sorrow. But no one ever thought twice about it. So with many deep and hopeless sighs, the farmer prepared to give his mother the kindest mode of death. He decided to take her to the summit of the Obatsuyama mountain and leave her there.

2. **Describe the farmer's painful journey up the mountain.**

Ans Just at sunset, the farmer took a quantity of unwhitened rice. He cooked and dried it. He tied it in a square cloth, which he swung in a bundle around his neck along with a gourd filled with cool, sweet water. He lifted his helpless old mother to his back and started on his painful journey up the mountain. The road was long and steep. The narrow road was crossed and recrossed by many paths made by the hunters and woodcutters. In some place, he lost the path and was confused. But he gave no heed to it. He blindly went upward towards the high bare summit of what is known as Obatsuyama. His mother was anxious, as her son did not know the mountain's many paths. His return might be one of the dangers. So she dropped piles of twigs on their path upto the summit of the mountain. Weary and heart sick, the youth gently released his burden and silently prepared a place of comfort as his last duty to the loved one. This was the painful journey of the farmer.

3. **'The old are wise'. Prove this with reference to the story 'The Aged Mother'.**

Ans A cruel ruler of Shining in Japan proclaims an announcement that all old people should be put to death. A poor farmer's heart was filled with sorrow after hearing this, because he loved his mother very much. So he carried her to the top of the mountain with a lot of difficulties, as the path was confusing and dangerous. When he bid farewell to her, she advised him to follow the path where piles of twigs were dropped. It would be easier for him to find his way. Her son's heart broke at this attitude of his mother. He brought her back and hid her in a closet beneath the kitchen floor. His mother proved her wisdom, when the governor demanded a rope of ashes. She gave her son a clever idea to present a rope of ashes. The Governor was glad. He praised her sense of wisdom and abolished his cruel law.

PARAGRAPH QUESTIONS & ANSWERS - ADDITIONAL

Write a paragraph of about 150 words by developing the following hints.

1. **Japan folk-tale - Governor proclaimed - aged people should be put to death - poor farmer loved his mother - took to mountain - to find the way for return - mother cut the twigs and dropped on the path - advised son to follow - the path of twigs - he took mother home - hid in the closet kitchen - Governor demanded - rope of ashes - mother gave clever idea - make rope of twisted straw - burn on windless night - Governor pleased - asked about this wisdom - farmer told truth - realised the importance of elders - abolish the cruel law.**

   Ans The story of the aged mother is a folk-tale from Japan. The Governor proclaimed a law ordering that all the aged people should be put to death. A poor farmer loved his mother. He planned to leave her on the mountain. On their way, the mother thought that her son would find it difficult finding his way back home. So the mother cut the twigs and dropped it on the way. They reached the summit. The son bid farewell. The mother advised her son to follow the path. This attitude changed his heart. He took her and hid her in the closet kitchen. One day the Governor demanded people to present him with a rope of ashes. The mother gave him a clever idea. She told him to make a rope of twisted straw and burn it on a windless night. The Governor was pleased and asked about this wisdom. The farmer told the truth. The Governor realised the importance of elders and abolished the cruel law.

2. **The emperor of Shining - orders - old people - to be - deserted in valley - farmer - very sad - carries old mother - to Obatsuyama - leaves mother - arranges bed to sleep - mother warns-son of danger in forest - asks to follow twigs - son moved - love and affection - carries mother back home - hides - at home - emperor order - rope of ashes - farmer worried - old mother helps - farmer - prepare rope of ashes - emperor surprised - farmer - tells the truth - emperor ashamed of order - calls back the order - old people restored to Shining.** *(PTA-2)*

   (OR)

   Poor farmer - happy and peaceful - aged mother - Shining - governor - death of all aged - farmer - mother - mountain - little food - brought her back-kitchen - order-rope of ashes - twisted straws - governor amazed - mother's wit - abolished law. *(PTA-4)*

   (OR)

   Shining - cruel leader - decree - old - put to death - famer - loved his mother - took to mountain - love - hid her in kitchen - leader - ask - rope of ashes - mother suggests - leader understands the wisdom - abolishes law. *(PTA-5)*

   (OR)

   Country Shining - cruel leader - order - all aged people - put to death - poor farmer - decided to give - kind mode of death - took his mother - to leave her - summit of Obatsuyama - mother dropped - twigs on the path - serve as guide on way back - she advised - to follow piles of twigs - son cried - changed decision - took her back - hid in his house - time passed - governor - demanded - rope of ashes – mother's clever idea - made rope of ashes - governor pleased - asked how - farmer stated the truth - governor realized - mistake - abolished cruel law.

   Ans The Country Shining was governed by a cruel leader. The governor proclaimed an order that all the aged people should be put to death. The order filled a poor farmer with great sorrow, as he loved his mother so much. He decided to give his mother a kind mode of death. So he took his mother to the summit of Obatsuyama and planned to leave her there. The loving mother dropped some twigs on the path to serve as a guide on the way back. When the son bid farewell to her, she advised being careful of the dangerous mountain path. She told him to follow the piles of twigs for his way back. Hearing this, her son's heart, melted and he cried loudly.

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He changed his decision. He did not want to leave her at the mountain. He took his mother back and hid her in his house. Time passed. The governor now demanded that his subjects should present him with a rope of ashes. Using the clever idea of his mother, the farmer made a rope of ashes. The governor pleased with his knowledge, asked him how he got this wisdom. When the farmer stated the truth, the governor realized his mistake and abolished the cruel law.

SUPPLEMENTARY

D. Identify the character / speaker.

1. He gave orders for the aged to be put to death. [*Ans:* The governor]
2. He considered the order to be the kindest mode of death. [*Ans:* The farmer]
3. She quietly dropped some twigs on the way. [*Ans:* The aged mother]
4. Let not thine eyes be blinded. [*Ans:* The aged mother]
5. Together we will follow the path, together we will die. [*Ans:* The farmer]
6. I will think. I will think. [*Ans:* The aged mother]
7. The truth must be told. [*Ans:* The farmer]
8. He listened and meditated in silence. [*Ans:* The governor]
9. Shining needs more than the strength of the youth. [*Ans:* The governor]
10. With the crown of snow, there cometh wisdom. [*Ans:* The governor]

E. Choose the appropriate answer and fill in the blanks.

1. Shining was governed by a _____ leader.
   (a) strict (b) kind (c) cruel (d) diplomatic. [*Ans:* (c) cruel]
2. The _____ was the principal food for the poor.
   (a) wheat (b) brown rice (c) unwhitened rice (d) millet.
   [*Ans:* (c) unwhitened rice]
3. The road was crossed and re-crossed by many path made by the_____.
   (a) hunters and woodcutters (b) robbers and thieves
   (c) vendors and tradesmen (d) wildlife photographers and trekkers
   [*Ans:* (a) hunters and woodcutters]
4. Gathering _____ he made a soft cushion and tenderly lifted his old mother onto it.
   (a) dry leaves (b) fallen pine (c) broken twigs (d) flowers [*Ans:* (b) fallen pine]
5. The governor demanded that his subjects should present him with a _____.
   (a) basket of fruits (b) rope of ashes (c) flesh of animals (d) bag of silverwares
   [*Ans:* (b) rope of ashes]

REARRANGE THE SENTENCES

PTA QUESTIONS & ANSWER

Rearrange the following sentences in coherent order.

1. i) The son made up his mind to take back his mother home. *(PTA-5 & 6)*
ii) A farmer decided to leave his old mother on top of a mountain.
iii) Once in Shining, a cruel ruler declared that all old people must be put to death.
iv) When the farmer bade farewell, she advised him to return home with the aid of twigs.
v) The mother dropped the small twigs as markers on the way to help her son return.

Ans iii, ii, v, iv, i

iii) Once in Shining, a cruel ruler declared that all old people must be put to death.
ii) A farmer decided to leave his old mother on top of a mountain.
v) The mother dropped the small twigs as markers on the way to help her son return.
iv) When the farmer bade farewell, she advised him to return home with the aid of twigs.
i) The son made up his mind to take back his mother home.

GEQ GOVERNMENT EXAM QUESTION

Rearrange the following sentences in coherent order :

1. i) The road was long and steep. *(HY. 19)*
ii) He ordered to put to death all aged people.
iii) The poor farmer who loved his mother was struck with grief.
iv) The country shining was governed by a despotic leader.
v) He carried his old mother to the mountains.

Ans iv, ii, iii, v, i

iv) The country shining was governed by a despotic leader.
ii) He ordered to put to death all aged people.
iii) The poor farmer who loved his mother was struck with grief.
v) He carried his old mother to the mountains.
i) The road was long and steep.

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ADDITIONAL QUESTIONS

Rearrange the following sentences in coherent order :

1. i) Those were barbarous days and abandoning old people to die was not uncommon.
ii) He had a great and cowardly shrinking from anything.
iii) A despotic leader governed the country Shining.
iv) He gave strict orders to put to death all aged people immediately.
v) This caused him to send out a cruel proclamation.

Ans iii, ii, v, iv, i

iii) A despotic leader governed the country Shining.
ii) He had a great and cowardly shrinking from anything.
v) This caused him to send out a cruel proclamation.
iv) He gave strict orders to put to death all aged people immediately.
i) Those were barbarous days and abandoning old people to die was not uncommon.

2. i) He prepared for what at that time was considered the kindest mode of death.
ii) He took a quantity unwhitened of rice and tied it in a square cloth.
iii) The poor farmer loved his aged mother with tender reverence.
iv) But no one ever thought twice about obeying the mandate of the governor.
v) The governor's order filled his heart with sorrow.

Ans iii, v, iv, i, ii

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iii) The poor farmer loved his aged mother with tender reverence.
v) The governor's order filled his heart with sorrow.
iv) But no one ever thought twice about obeying the mandate of the governor.
i) He prepared for what at that time was considered the kindest mode of death.
ii) He took a quantity unwhitened of rice and tied it in a square cloth.

3. i) It is known as the mountain of the "abandoning of the aged".
ii) He lifted his helpless old mother to his back.
iii) The narrow road was crossed and re-crossed by many paths.
iv) He started on his painful journey up the mountain.
v) He climbed towards the high bare summit of Obatsuyama.

Ans **ii, iv, iii, v, i**

ii) He lifted his helpless old mother to his back.
iv) He started on his painful journey up the mountain.
iii) The narrow road was crossed and re-crossed by many paths.
v) He climbed towards the high bare summit of Obatsuyama.
i) It is known as the mountain of the "abandoning of the aged".

4. i) The farmer told him the truth and the governor listened and meditated in silence.
ii) The governor demanded his subjects should present him with a rope of ashes.
iii) He said that Shining needed more than the strength of youth and then he abolished the cruel law.
iv) The governor was pleased and demanded to know where he got the wisdom.
v) The son informed his hidden mother and she gave an idea to make a rope of ashes.

Ans **ii, v, iv, i, iii**

ii) The governor demanded his subjects should present him with a rope of ashes.
v) The son informed his hidden mother and she gave an idea to make a rope of ashes.
iv) The governor was pleased and demanded to know where he got the wisdom.
i) The farmer told him the truth and the governor listened and meditated in silence.
iii) He told that Shining needed more than the strength of youth and then he abolished the cruel law.

5. i) His return might be one of danger.
ii) She quietly dropped a handful every few steps of the way.
iii) She stretched forth her hand and snapping the twigs from bushes.
iv) Her son did not know the mountain's many paths.
v) The eyes of the old mother were not so dim.

Ans **v, iv, i, iii, ii**

v) The eyes of the old mother were not so dim.
iv) Her son did not know the mountain's many paths.
i) His return might be one of danger.
iii) She stretched forth her hand and snapping the twigs from bushes.
ii) She quietly dropped a handful every few steps of the way.

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READ THE PASSAGE AND ANSWER THE QUESTIONS

GEQ GOVERNMENT EXAM QUESTION

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

1. The country Shining was governed by a despotic leader who though a warrior, had a great and cowardly shrinking from anything suggestive of failing health and strength. This caused him to send out a cruel proclamation. The entire province was given strict orders to immediately put to death all aged people. Those were barbarous days, and the custom of abandoning old people to die was not uncommon. The poor farmer loved his aged mother with tender reverence, and the order filled his heart with sorrow. But no one ever thought twice about obeying the mandate of the governor, so with many deep and hopeless sighs, the youth prepared for what at that time was considered the kindest mode of death. *(Govt. MQP)*

   (a) Who governed Shining?

   Ans A despotic leader governed Shining.

   (b) What was the cowardly act of the governor?

   Ans The cowardly act of the governor was to shrink from anything.

   (c) What proclamation did the governor send out?

   Ans The governor sent out a proclamation to put to death all the aged people.

   (d) How did the poor farmer treat his mother?

   Ans The poor farmer loved his mother with tender reverence.

   (e) Did the people obey the governor's order?

   Ans Yes. The people obeyed the governor's order.

ADDITIONAL QUESTIONS

1. Just at sundown, when his day's work was ended, he took a quantity of unwhitened rice which was the principal food for the poor, and he cooked, dried it, and tied it in a square cloth, which he swung in a bundle around his neck along with a gourd filled with cool, sweet water.

   Then he lifted his helpless old mother to his back and started on his painful journey up the mountain. The road was long and steep; the narrow road was crossed and re-crossed by many paths made by the hunters and woodcutters. In some place, they lost and confuse, but he gave no heed. One path or another, it mattered not. On he went, climbing blindly upward -- ever upward towards the high bare summit of what is known as Obatsuyama, the mountain of the "abandoning of the aged".

   (a) When did he start his journey to the mountain?

   Ans He started his journey at sunset.

   (b) What did he carry for his mother?

   Ans He carried some cooked unwhitened rice and some cool sweet water.

   (c) How was the road on his journey?

   Ans The road was long and steep.

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(d) Who made many paths on the narrow road?

Ans The hunters and the woodcutters made many paths.

(e) What was the name of the mountain?

Ans It was named as Obatsuyama.

2. Once more he shouldered his burden (how light it seemed now) and hastened down the path, through the shadows and the moonlight, to the little hut in the valley. Beneath the kitchen floor was a walled closet for food, which was covered and hidden from view. There the son hid his mother, supplying her with everything she needed, continually watching and fearing she would be discovered. Time passed, and he was beginning to feel safe when again the governor sent forth heralds bearing an unreasonable order, seemingly as a boast of his power. His demand was that his subjects should present him with a rope of ashes.

(a) Where was the walled closet?

Ans The walled closet was beneath the kitchen floor.

(b) Was it covered and hidden from view?

Ans Yes, it was covered and hidden from view.

(c) Where did he hide his mother?

Ans He hid his mother in the walled closet beneath the kitchen - floor.

(d) What was that feared him?

Ans He feared that his mother would be discovered.

(e) What did the governor demand for?

Ans He demanded that his subjects should present him with a rope of ashes.

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PROSE

Unit 5 Tech Bloomers

This lesson talks about the use of technology by a normal person and in empowering the disabled to do their day to day chores of life – to travel, to communicate, to learn, to do business and to live in comfort. Technology impacts the environment, people and the society as a whole. The way we use technology determines if its impacts are positive to the society or negative.

KEY POINTS

- This lesson is about the use of technology by a normal person and the disabled to do their day to day routine work in life.
- Alisha and David's life has changed with the use of technology.
- About 2.21 percent of India's population is disabled.
- They continue to fight with the challenges of access, acceptance and inclusion.
- Alisha has cerebral palsy and she can't physically type as fast as she thinks.
- After using a piece of technology called Dragon Dictate, she can speak and the words appear on her screen.
- Her teacher motivated her to do her GCSE (General Certificate of Secondary Education).
- Kim, the Assistive Technologist, introduced her to Dragon Dictate.
- Only then, she had the confidence to do the GCSE.
- 21 year old David uses a 'Liberator Communication Device', which he controls with his eye movements.
- He has an 'ACTIV' controller also in the headrest of his chair. With this, he can control his TV, Blu-ray and music players.
- David was born with 'Athetoid Cerebral Palsy'. He has been using a high tech communication aid since he was eight years old.
- He has been interested in AAC (Augmentative and Alternative Communication). Then he started using ECO2 with ECO point, making his selection with a foot switch.
- He uses his ECO2 to speak in complete sentences with a competent communicator.
- Thus, Technology makes our life easier and allows the differently abled learners to learn with confidence.

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PROSE

Summary

This lesson is about the use of technology in empowering the disabled to do their day to day chores of life, like travelling, communicating, learning, doing business and living in comfort. Alisha and David's life has changed with the use of technology.

Technology has not only made a normal person's life easier but it is also a boon to citizens with special needs. 2.21 percent of India's population is disabled. They are deprived by attitudinal barriers. They continue to fight with the challenges of access, acceptance and inclusion.

Alisha had cerebral palsy and she could not physically type as fast as she thinks. After using a piece of technology called Dragon Dictate, now she can speak and the words appear on her screen. Then she can print, do her GCSE (General Certificate of Secondary Education). But Alisha thought that she could not do it as studying was difficult for her. Kim, the Assistive Technologist at her school, introduced her to Dragon Dictate. This opened up the world to Alisha. She had confidence after using this software. She is now able to do the GCSE. There are many different types of technology that can help a young disabled person become independent. If someone has very limited movement, they can control a computer screen with 'Eye Gaze'. A 21 year old David uses a 'Liberator Communication Device' which he controls with his eye movements. He has an 'ACTIV' controller also in the headrest of his chair. With this, he can control his TV, Blu-ray and music players.

David was born with 'Athetoid Cerebral Palsy'. He has been using a high tech communication aid since he was eight years old. He has been interested in 'AAC' (Augmentative and Alternative Communication). Then he started using an ECO2 with ECO point, making his selections with a foot switch. He is also a keen sportsman, regularly playing football, boccia, hockey and baseball. He uses his ECO2 to speak in complete sentences with correct syntax. He has become a confident and competent communicator. He had recently been selected to travel to Brazil to work with the Olympic opening ceremony team as part of the Remix Drama Group. Thus Technology makes our life easier. It impacts the environment, people and the society as a whole. Newer Technology allows differently abled learners to learn with their peers as well as contribute fruitfully to the collaborative process of learning.

Glossary

assistive technologist *(n)*	-	**a person who assists with technological gadgets to overcome disability**
cerebral palsy *(n)*	-	**permanent tightening of the muscles caused by damage to the brain**
cloistered *(adj)*	-	**enclosed**
collaborative process *(adj)*	-	**produced by or involving two or more parties working together**
Dragon Dictate *(n)*	-	**a software which recognizes speech and converts it to text**
gaze *(v)*	-	**stare at something for a long time**
grapple *(v)*	-	**to fight, especially in order to win something**
icon	-	image
impairment	-	the act of spoiling something
inclusion *(n)*	-	**the act of including someone or something**
interactive	-	involving communication between people
Liberator Communication Device *(n)*	-	**a special device used to communicate with eye movements**

navigation - finding and following something
syntax - grammatical structure of sentences
threshold - (here) lower limit

Words	Synonyms	Antonyms
access	admission	exclusion
barriers	hazards	relievers
better	well	worse
capable	ability	incapable
cartridges	containers	-
combined	together	separated
command	order	request
pre-defined	pre-set	post-defined
deprived	denied	provided
disabled	differently abled	able-bodied
easier	simpler	harder
entire	whole	part
era	period	-
exhausted	emptied, used up	full
faster	quicker	slower
freedom	liberty	slavery
frustrating	disappointing	encouraging
grapple	**fight**	accept
impairment	defective	intact
inclusion	addition	exclusion
increased	augmented	decreased
independent	self-reliant	dependent
interactive	mutual	individual
interested	concerned	uninterested
latest	recent	old / outdated
mounted	fixed	dismantled
opening	beginning	closing
reality	true	false
receive	get	give
rely	depend	independent
replacement	substitute	-
required	needed	needless
selected	chosen	rejected
spare	extra	scanty
swapping	moving	unmoving

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In-text Questions

a. What is the future of technology?

Ans The future of technology is beyond our imagination but certainly possible with modern gadgets.

b. How many people in India suffer with disability? *(Sep.21)*

Ans 2.7 Crore people in India suffer with disability.

c. Who is Kim? *(PTA-5)*

Ans Kim is the Assistive Technologist at Alisha's School.

d. How does Kim help Alisha? *(PTA-6)*

Ans Kim introduces Alisha to Dragon Dictate, which opens up the world to Alisha. It has made her more independent and she is able to study on her own.

e. Why is technology important according to David?

Ans Technology is important to David because it enables him to communicate and be independent.

f. Name the instrument which David control with his eye movements.

Ans David uses a Liberator Communication Device, which he controls with his eye movements for his verbal communication.

g. What devices help David to move from one place to other? *(Sep.20)*

Ans AAC device and ECO2 with ECO point are the devices that help David to move from one place to the other.

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Textual Questions

A. Answer the following questions in two or three sentences.

1. What are the benefits of the internet to the common man? *(PTA-1)*

Ans Technology impacts the environment, people and the society as a whole. The Internet benefits a common man to travel, to communicate, to learn, to do business and to live in comfort.

2. Do you think technology has improved communication? How?

Ans Yes, technology has improved communication. Through a piece of technology called Dragon Dictate, Alisha who suffers from Cerebral palsy, can speak now and the words appear on her screen. Then she can print them out. It made her achieve things which she had dreamt.

3. How does David operate computers with the Liberator Communication Device?

Ans David operates computers with the Liberator Communication Device by controlling it with his eye movements. It has a Bluetooth adaptor. So it lets him use any PC or Mac by sending commands.

4. Which devices are controlled using ACTIV controller?

Ans TV, Blu-ray and music players are controlled using ACTIV controller.

5. Who says these words: "I want everyone to know the difference technology has made in my life"?

Ans Alisha says these words to make the world know the difference that technology has made in her life.

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6. **Which software helps Alisha to overcome her difficulty in typing?**

Ans Dragon Dictate is a software which helped Alisha to overcome her difficulty in typing.

7. **Name a few Indian innovations which are helpful to the disabled and make their day to day life easier.**

Ans Lechal Shoes by Krispian Lawrence, Blee watch by Industrial designers Nupura Kirloskar and Janhavi Joshi of Mumbai and IGEST by Anil Prabhakar.

8. **Is it possible to control the computer screen with eye gaze?**

Ans Yes, it is possible to control the computer screen with Eye Gaze. That means, when we are reading, we can move from page to page using the pupils of our eyes.

9. **Suggest ways of making our society inclusive.**

Ans Keeping in touch with our family, talking to them, seeing relatives, who live far away, making friends, communicating and controlling our environment, finding opportunities, getting qualified and being independent are the ways of making our society inclusive.

10. **How would you help the people with disabilities in your neighborhood?**

Ans I would introduce them to the Latest and modern Technology, so that it can make them more confident and independent. This technology allows the differently abled learners to learn with their peers as well as contribute fruitfully.

SHORT QUESTIONS & ANSWERS - ADDITIONAL

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1. **What is a reality now?**

Ans Managing entertainment and home appliances by voice commands or by swapping the finger is a reality now. Work is made easier than before.

2. **How are India's disabled deprived of?**

Ans Unlike the developed world, India's disabled are deprived by attitudinal barriers, as they continue to fight with the challenges of access, acceptance and inclusion.

3. **What was the problem faced by Alisha?**

Ans She has cerebral palsy and she cannot physically type as fast as she thinks. But now she is able to do it by a piece of technology called Dragon Dictate.

4. **How can you control a computer screen with an Eye Gaze?**

Ans If someone has very limited movement, they can control a computer screen with an eye gaze that is by moving the screen from page to page using the pupils of our eyes.

5. **What did David use when he started out with AAC?**

Ans When David first started out with AAC, he used a head switch to access his AAC device, running a page-based system, which took lots of navigation and effort.

6. **How does David control his play station?**

Ans David controls his play station with a bespoke switch system, drives his electric wheelchair with head switches and uses the ECO point Eye Gaze system to communicate and access the computer.

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7. **With how many students does Kim work? How?**

Ans Kim works with all 42 students at school. She helps them to use technology in different ways. She is amazing. Without her, the students would lose out so many opportunities.

8. **What did David say about the Liberator Communication Device?**

Ans He said that it was a great feeling when he learnt to use it. It took him only a couple of weeks to learn. Communicating with people was very difficult before using it.

B. Answer in a paragraph of about 100-150 words.

1. **How do we use technology in our day to day lives?** *(PTA-3; Sep.20)*

Ans Technology impacts the environment, people and the society as a whole. The way we use technology determines if its impacts are positive to the society or negative. We use mobile phones, tablet, Digital Dictionary, e-Book reader and video games as the latest technology. All these are useful to make our work easier. It makes us to keep in touch with our family members by talking to them, whenever we want to. We can see our relatives, who live far away from us. It also helps us to make friends, communicate with them and control our environment. It can help us to study, get qualifications and find opportunities for work. It can make us confident and independent. Learning has now become a more inclusive way for us by this technology.

2. **"Technology is a boon to the disabled". Justify.** *(Govt. MQP; PTA-2 & 5; HY. 19; Sep-21)*

Ans 'Technology is a boon to the disabled', because it made to a lot of difference in their life. Now the differently-abled people can do their day to day tasks of life like travelling, communicating, learning, doing business and living a comfortable life. They are able to fight with the challenges of access, acceptance and inclusion. In this lesson, Alisha and David's life has changed with the use of technology. Alisha couldn't physically type as just as she thinks. After she was introduced to a piece of technology called Dragon Dictate, she can speak now the words appear on her screen. Then she can print them out. Kim, who is an Assistive Technologist, helps students to use technology in different ways. The use of technology enabled David and others to communicate and be independent.

PARAGRAPH QUESTIONS & ANSWERS - ADDITIONAL

1. **How did David's life change with the use of technology?**

Ans David was born with Athetoid Cerebral Palsy and attended a specialist school and college. He had been using a high tech communication aid, since he was eight-years old. He had been interested in AAC and technology ever since. With lots of effort and navigation, he learnt to use the device. He then used an ECO2 with ECO point, making his selections with a foot switch. David is also a keen sportsman, regularly playing football, boccia, hockey and baseball. He is a sports leader and uses his ECO2 linked to an interactive white board to teach PE lessons. He also uses it to speak in complete sentences with correct syntax. He controls his play station and also plays MP3 on his ECO2 from morning till night. Thus Technology has changed his life.

2. **Alisha wanted everyone to know the difference that technology has made in her life. Justify.**

Ans Alisha has cerebral palsy and she cannot physically type as fast as she thinks. But after using a piece of technology called 'Dragon Dictate', she can speak and the words appear on her screen. Then she can print them out. It made a huge difference to her. It made her achieve things she only dreamt of. Her teacher told her to do her Maths GCSE. At first, Alisha thought she could never do that certification. Kim, an Assistive Technologist, introduced Alisha to 'Dragon Dictate'. It has made her more independent. She is doing now her Maths GCSE. So technology has opened up a new world to Alisha and other young disabled.

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Vocabulary

C. Pick out the contractions from the lesson and expand them.

Ans

Contractions	Expansions
can't	cannot
i'm	I am
you're	you are
It's	It has
Don't	Do not
didn't	did not
I'd	I would

D. Expand the following abbreviations or acronyms.

Ans

SIM - Subscriber Identity Module
ISRO - Indian Space Research Organisation
WHO - World Health Organisation
CCTV - Closed Circuit Television
HDMI - High Definition Multimedia Interface
LASER - Light Amplification by Stimulated Emission of Radiation
MRI - Magnetic Resonance Imaging
CRY - Child Rights and You
RAM - Random Access Memory
ROM - Read Only Memory
CPU - Central Processing Unit
ALU - Arithmetic Logic Unit

E. Complete the sentences with the correct abbreviations or acronyms from the given list.

a.m. etc. BCE e.g HD m IQ GPS p.m. vs

1. My dad wakes up very early in the morning because he has to be at work at 6.00 _____. [*Ans:* a.m.]
2. Socrates, the famous Classical Greek Athenian philosopher, died in 399 _____. [*Ans:* BCE]
3. Leonardo Da Vinci was a famous Italian polymath, a painter, a sculptor, an architect, a musician, a scientist _____. [*Ans:* etc.]
4. I usually return home from work at 10.30 _____ . [*Ans:* p.m.]
5. John downloaded a clip from YouTube in _____ quality. [*Ans:* HD]
6. There are many irregular verbs in the English language, _____ break, do, make. [*Ans:* e.g.]
7. I'm watching a great football match, Barcelona _____ Real Madrid. [*Ans:* vs]
8. Humans who dive without protection can survive 300 _____ under water. [*Ans:* m]
9. A 11-year-old girl just beat Einstein on an _____ test. [*Ans:* IQ]
10. We used the _____ facility to track the location. [*Ans:* GPS]

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PROSE

Listening

F. Listen to the passage and state whether the statements are true (T), false (F) or no information (N)?

1. Santhiya can't live without her mobile phone. [*Ans:* False]
2. She got her mobile in January. [*Ans:* False]
3. Her parents bought her the mobile phone one year ago. [*Ans:* False]
4. There's a calculator in her mobile. [*Ans:* True]
5. She can connect to the Internet on her mobile. [*Ans:* True]
6. She usually listens to music on her mobile. [*Ans:* False]
7. She can't read emails on her mobile. [*Ans:* False]
8. There are often a lot of problems with mobile phones. [*Ans:* True]
9. Santhiya always talks on her mobile to her friends. [*Ans:* True]
10. She doesn't like mobile phones. [*Ans:* False]

G. Listen to the passage again and answer the questions.

1. Where does Santhiya keep her mobile? _____. [*Ans:* in her Bag or in her pocket]
2. What can she use it for? _____. [*Ans:* to communicate, to calculate, to browse internet]
3. When was she cycling? _____. [*Ans:* She was cycling last year on a holiday]
4. What happened there? _____. [*Ans:* Her friend fell off her bike and broke her leg]
5. How did Santhiya solve the problem? _____. [*Ans:* She telephoned a doctor for help]

H. Complete the sentences after reading the passage.

1. Santhiya's parents and friends can always _____ her. [*Ans:* talk to]
2. Her mobile phone is also a kind of _____. [*Ans:* information]
3. On the cycling holiday after the accident Santhiya phoned for _____. [*Ans:* a doctor]
4. Mobile phones often _____ at the wrong moment. [*Ans:* ring]
5. Children can feel _____ when they have their mobile phones with them. [*Ans:* safe]

Speaking

I. Prepare on any one of the topics given below and present before your English teacher.

1. Prepare a welcome address on the occasion of Republic day celebration.

Ans

Welcome Address

Good Morning to one and all.

It is our pleasure to introduce our chief guest Mr. Rajasekaran who is very well known to all of us, because of his service to Mankind in the field of Education. He was a District Education Officer at Ponneri for five years. Now he is working as a Secretary in a government aided school in Ambattur. He values the knowledge imparted to the students. During his tenure, he has brought a lot of changes in the field of Education. We are honoured to have him as our chief guest amidst Republic Day Celebration. I take this opportunity to welcome you, sir for this celebration. I would also like to welcome the other dignitaries on the stage on this happy occasion. Thank you.

2. **Prepare a Vote of thanks on the occasion of Independence day celebration.**

Ans

Vote of Thanks

Respected Chief Guest, Principal, Teachers, Parents and Students. It is my privilege to propose the vote of thanks to this gathering. Today my words are not enough to express my gratitude. On behalf of the organizing committee and our school, I would like to thank our Chief Guest Mrs. Ambika Thomas who graced the occasion with her presence and guidance. She has given her valuable thoughts and ideas to our students. We are also grateful to all the parents present here. Your encouragement has helped us to organise such important events. I would like to thank our Principal for giving me this opportunity and making this day a great day. Thank you.

3. **Mock anchoring for annual day celebration**

Ans

Mock Anchoring for Annual Day Celebration

- Good evening everyone. It is my honour to welcome you all on this day, where we will be celebrating our school's achievements. We are truly blessed with your presence.
- Please give a big round of applause for our Chief Guest Mr. Srujit Sharma. He is the State Education Minister. He has done tremendous work in the field of Education. I also welcome our Principal Madam Mrs. Sharmila Shastri.
- Now I request you all to stand for the prayer song. Let us invoke the blessings of God Almighty.
- I request the Chief Guest to light the lamp. -Thank you, Sir.
- I invite our Principal to welcome the gathering - Thank you, Madam.
- I request on the chief guest to address the gathering.
- Thank you for your inspiring speech, Sir.
- Now, it's time to begin our culturals - the entertainment show of this evening. Let us witness and enjoy.
- I thank the chief guest for gracing this occasion with his presence. I thank our Principal for making this occasion a great one. I also thank each and everyone of you who is present here for your cooperation to make this event a successful one.

Reading

J. Read the comic strip and answer the following questions.

1. **What do you mean by cyber safety?**

Ans Cyber safety is about keeping information safe.

2. **How do you behave in a virtual platform?**

Ans We need to respect the values and sentiments of others as part of global network we have to follow internet ethics.

3. **Can we read and access the information free of cost?**

Ans Yes, we can read and access the information, free of cost.

4. **Do you think that all the information online can be used without any permission?**

Ans No, we have to get the permission of the author for some information.

5. **Which website do you often access? Why?**

Ans I often access Google Website because it is secure.

PROSE

Writing

K. Fill in the missing words in this email

Ans

Dear sir,

In **response** to your mail, I have prepared a **model** for the Science Fest. Please find **attached** the **document** for your kind perusal. I look **forward** to hearing from you.

Sincerely
Raghav.

L. Write an email to your teacher about the interesting English model that you have prepared for the literary fest.

Ans

E-mail

To : vanitharoy@gmail.com
Cc : sanjay124@gmail.com
Sub : model for literary fest
Dear Madam, I am sending this email to you to inform about an interesting model prepared by me for the literary fest. It is an activity based model on some of the famous poems. Attached the copy of it as a file in this email. Kindly go through it and give your comments. Sincerely yours,
Kavitha. M

M. Practice Exercise

You are the receptionist of your school. Your Head master instructs you to send a message to all the parents of class ten to attend a PTA (Parent Teacher Association) meeting which is to be held on 22.12.2020.

Ans

MESSAGE

14th December, 2020 Dear Parents, You are requested to attend a PTA (Parent Teacher Association) meeting on 22nd December, 2020. This is only for the parents of Class X students. Ragini, (Receptionist)

Creative Writing

N. Write about Your Favourite Sports person/ Famous personality/Hobby/ Recipe by starting your own blog.

Ans

My Hobby

My hobby is singing all types of songs. I like to sing classical songs wherever they request me to perform. I have learnt classical music right from my young age. I am good in Carnatic music. During my school days, in Std V, I used to go to learn Carnatic music in the evenings. I used to

concentrate more on singing and learning music than in my academics. If I hear there is a musical show, I will not miss it. I will force my parents to take me to the show. My brother gets irritated with my singing because he loves pop music. He hates to listen to Carnatic music. But I am not bothered about him. I continue singing whoever gives me a chance to sing. It has become my natural delight.

GRAMMAR

A. Write the words that can replace Ravi, Rani, woman, luggage and the dog when we use them for the second and subsequent times in the passage -

Ravi : He;
Rani, the woman : She;
luggage, the dog : It.

These words are called Personal Pronouns.

B. Fill in the gaps with personal pronouns.

Kumaravel lives in Thiruvannamalai. **(1)** _____ is a doctor. All the people like **(2)**_____ because of **(3)**_____ helping nature. **(4)**_____ hospital is located at Car street and most of **(5)**_____ patients are poor so **(6)**_____ does not charge much money. **(7)**_____ daughter goes to school. **(8)**_____ studies in 5th Standard. **(9)**_____ teachers love **(10)**_____ very much. **(11)**_____ friends are also very good. **(12)**_____ always encourage **(13)**_____. **(14)**_____ have given **(15)**_____ good advice. **(16)**_____ mother is also a teacher. **(17)**_____ always encourages **(18)**_____ to keep studying. I also like her as **(19)**_____ often comes to **(20)**_____ house. One day **(21)**_____ told my mother that **(22)**_____ wants to learn cooking. **(23)**_____ mother taught **(24)**_____ cooking. Now, **(25)**_____ cooks well.

Ans

1. He	**2. him**	**3. his**	**4. His**	**5. his**	**6. he**	**7. His**	**8. She**
9. Her	**10. her**	**11. Her**	**12. They**	**13. her**	**14. They**	**15. her**	**16. Her**
17. She	**18. her**	**19. she**	**20. my**	**21. she**	**22. she**	**23. My**	**24. her**
25. she							

C. Fill in the gaps with appropriate Pronouns.

1. _____ is an excellent opportunity. [*Ans:* **This**]
2. _____ of these two students can solve this question. [*Ans:* **One**]
3. _____ books have been written by a great Indian writer. [*Ans:* **These**]
4. _____ have come to know the truth. [*Ans:* **They**]
5. _____ of the students have passed the exam. [*Ans:* **Many**]
6. _____ of your friends can guide you. [*Ans:* **Some**]
7. _____ is your story based on your real life. [*Ans:* **This**]
8. All your friends will guide _____. [*Ans:* **you**]
9. _____ of his family members would come to visit you. [*Ans:* **All**]
10. _____ of those books will be helpful to you. [*Ans:* **Some**]
11. _____ is your bag, you can take it anytime. [*Ans:* **This**]
12. He _____ is responsible for the downfall of his life. [*Ans:* **himself**]

D. Join the sentences using 'Relative Pronouns'.

1. I have a book. It is written by Rabindranath Tagore.
   Ans I have a book, which is written by Rabindranath Tagore.
2. Kavita is my teacher. She teaches us English.
   Ans Kavita is my teacher, who teaches us English.
3. This is Varun. His father is an architect.
   Ans This is Varun, whose father is an architect.
4. She invited most of her friends. They attended the party.
   Ans Most of her friends whom she invited attended the party.
5. Give me a pen to write a letter. It was gifted to you on your birthday.
   Ans Give me a pen which was gifted to you on your birthday to write a letter.
6. I have sold the house. It was located at the bank of a river.
   Ans I have sold the house, that was located at the bank of a river.
7. Here is your watch. It has been found in the garden.
   Ans Here is your watch, which has been found in the garden.

E. Read the different verb forms where they remain the same in the direct and indirect speech in the following cases. Fill in the blanks with missing indirect speech.

1. **If the reporting verb is in the present tense.**
   Kirsh : "I am enjoying my holiday.:
   Kirsh says that he is enjoying his holiday.
   Kavi : "I will never go to work."
   Kavi says that she will never go to work.
2. **When we report a universal truth (something that is always true).**
   Balu : "Asia is the largest continent."
   Balu said that Asia is the largest continent.
   Alisha : "People in Africa are starving."
   Alisha said that people in Africa are starving.
3. **With modal verbs would, might, could, should, ought to, used to.**
   Shalini : "I might come."
   Shalini said that she might come.
   Vinoth : "I would try it."
   Vinoth said that he would try it.
4. **With would rather, had better.**
   Chitti : "I would rather fly."
   Chitti said that he would rather fly.
   Sophia : "They had better go."
   Sophia said that they had better go.

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5. **In if-clauses and time-clauses.**

Sriram : "If I tidied my room, my dad would be happy."
Sriram said that if he tidied his room, his dad would be happy.

Jaheer : "When I was staying in Madurai I met my best friend."
Jaheer said that when he was staying in Madurai, he met his best friend.

6. **We do not usually change the modal verbs must and needn't. But must can become had to or would have to and needn't can become didn't have to or wouldn't have to if we want to express an obligation. Would/wouldn't have to are used to talk about future obligations.**

She : "I must wash up."
She said that she must wash up / she had to wash up.

He : "We must do it in June."
He said that they must do it in June / they had to do in June.

F. Read the following dialogue and report it.

Johnson asked Suganthi (1)_____. And he said (2)_____ since June. Suganthi explained that (3)_____ back from her holiday in Ooty. Johnson wondered if (4)_____ it. Suganthi told him that she (5)_____ Ooty and that the people (6)_____ so friendly. Johnson wanted to know (7)_____ to the Coakers Walk. Suganthi said that it (8)_____ first trip and that she (9)_____ some pictures. And then she asked him if he (10)_____ Johnson explained that he (11)_____ a couple of things. But he added that he (12)_____ free at night. Suganthi suggested that he (13)_____ place and asked him at what time (14)_____. Johnson said he (15)_____ there at eight. And finally he asked (16)_____ all right.

Ans

1. what she was doing there	2. that he hadn't seen her	3. she had just come
4. she had enjoyed	5. loved	6. were
7. if she had gone	8. was her	9. could show him
10. was doing anything the next day	11. had to arrange	12. was
13. might come to her	14. they should meet	15. would be
16. if it was		

G. Tick the right choice (Indirect Speech).

Direct Speech	Indirect Speech	
1. "Who took my English book?" He was curious to know who...	a. took my English	
	b. had taken his English book.	✓
	c. takes his English book.	
	d. has taken my English book.	
2. "Where does Helen live?" Jim wants to know where...	a. Helen lived.	
	b. Helen lives.	✓
	c. Helen had lived.	
	d. does Helen live?	

3. "Why do volcanoes erupt?" She wondered why...	a. volcanoes erupt. b. volcanoes had erupted. c. volcanoes erupted. d. did volcanoes erupt?	✓
4. "Do you know why she is unhappy?" He asked me if ..... unhappy	a. I know why she is b. you know why she was c. did I know why she was d. I knew why she was	✓
5. "How many photos have you got?" He wants to know how many....	a. photos I had got. b. photos you have got. c. photos had I got? d. photos I have got.	✓

Warm Up

- **What do you infer from the above pictures?**

Ans The increased use of technology by the younger generation is apparent.

- **Look at the above electronic gadgets. If you were given a chance to remodel a device, in which device you would bring in changes and what would be those changes?**

Ans I would like to remodel the gaming device to insert a hard disc or a memory card in it, so that we install or download more games.

POEM

Unit 5 The Secret of the Machines*

- Rudyard Kipling

Rudyard Kipling (1865 - 1936) was born on 30th December, 1865 in Bombay, but educated in England at the United Services College, Westward Ho, England. In 1882, he returned to India, where he worked for a newspaper, *'The Pioneer'* in Allahabad. His literary career began with *'Departmental Ditties'* (1886) but subsequently he became chiefly known as a writer of short stories. His works of fiction include *'The Jungle Book'* (1894), *'Kim'* (1901) and many short stories, including *'The Man who would be King'* (1888). His poems include *'The White Man's Burden'* (1899), *'If'* (1910). He was awarded the Nobel Prize in Literature at the age of 41. Kipling died on 18th January 1936.

KEY POINTS

- This poem deals with the problems of modern technology and automation.
- The poet informs how the machines are produced and what kind of treatment they need.
- Then the machines explain how they can serve humanity.
- Although machines are useful, they can lead to big disasters, if they aren't used in the right way.
- Machines are emotionless. They have no feelings. If you make a simple mistake in handling the machines, you could even die.
- Machines are not perfect after all and nature always wins over.
- They are not miraculous creations. They are nothing more than creations of the human brain.

Summary

The poem "The Secret of machines" deals with the problems of modern technology and automation. In the beginning, the poet informs about how the machines are produced and what kind of treatment they need. Afterwards in the second and third stanzas, the machines explain how they can serve humanity. All the work what was done by the humans earlier, is taken up by the machines at present. They pull, haul, push, lift, drive, print, plough, weave, heat, light, run, race, swim, fly, and dive. They can also see, hear, count, read and write like human beings. Even though machines are useful, they can also lead to big disasters, if they aren't used in the right way. They have no emotions or feeling for anyone. In the last stanza, the dream of the "perfect machinery" suddenly seems to fade away. Machines aren't miraculous creations. They are nothing more than the creations of the human brain.

POEM

GLOSSARY

cast	-	throw
comprehend (*v*)	-	**grasp, understand**
filed	-	categorized
furnace (*n*)	-	**an enclosed structure in which material is heated to very high temperatures**
gauge (*n*)	-	**an instrument that measures and gives a visual display of the amount, level, or contents of something.**
haul (*v*)	-	**pull or drag with effort or force**
pit	-	hole
melted	-	having become liquefied by heating
slip	-	mis step
thousandth (*adv.*)	-	**a fraction of thousand**
tooled	-	shaped
vanish	-	disappear
vanish (*v*)	-	**disappear suddenly and completely**
wrought (*adj.*)	-	**beaten out of shape by hammering**

PARAPHRASES FOR POEM STANZAS

Stanza No.	Poem Stanzas	Paraphrase
1	*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.*	The poet informs about how the machines are produced and what kind of treatment they need. The machines tell us that they were taken from the ore-bed and mined in the furnace. They were cast in the pit. They were beaten out or shaped by hammering. They were cut and filed. Then they were tooled and gauged to fit.
2	*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!*	The machines ask only for some water, coal and oil. It takes only a fraction of a thousandth of an inch of free play to make them work. If we set them on task, they will serve us twenty-four hours a day.
3 *(Govt. MQP)*	*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!*	In this stanza, the poet says that the machines can do all sorts of work. They can pull, drag, push, lift and drive. They can also print, plough, weave, heat and light. Further they can run, race, swim, fly and dive. They can also see, hear, count, read and write. All these tasks were done earlier by the humans. Now these machines have made their work easier.

Stanza No.	Poem Stanzas	Paraphrase
4	*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!* (PTA-5)	But we have to remember the law by which we live. Machines are built to grasp a lie. They have no emotions or feelings. They don't pity anyone or forgive them. If we make a slight mistake in handling them, you could even die.
5	*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!*	Machines aren't perfect after all and Nature always wins over. Machines aren't miraculous creations. They are nothing more than the creations of the human brain.

TEXTUAL QUESTIONS

A. Answer the following questions briefly.

1. **Who does 'we' refer to in first stanza? (a) Human beings (b) Machines.**
   Ans (b) Machines.

2. **Who are the speakers and listeners of this poem?**
   Ans The speakers are the Machines and the listeners are the readers.

3. **What metals are obtained from ores and mines?**
   Ans Iron, Copper, Zinc, Lead, Tin, Aluminum, Gold and Chromium are some of the metals that we obtain from Ores and Mines.

4. **Mention a few machines which are hammered to design.**
   Ans The lever, the inclined plane, the wedge, the screw, the wheel, the axle and the pulley.

5. **Mention the names of a few machines that run on water, coal or oil.**
   Ans Steam engine, generator, washing machine, and turbine of power plants.

6. **Mention a few machines used for pulling, pushing, lifting, driving, printing, ploughing, reading, writing etc.**
   Ans Crane, printer, car, cycle, computer, telephone etc.

7. **Are machines humble to accept the evolution of human brain? Why?**
   Ans Yes, Machines are humble to accept the evolution of the human brain. They know that they are nothing more than the creations of the human brain.

8. **What feelings are evoked in us by the machines in this poem?**
   Ans Emotions like love, pity and forgiveness are evoked in us by the machines.

9. *'And a thousandth of an inch to give us play:'*
   Which of the following do the machines want to prove from this line?
   (a) Once Machines are fed with fuel, they take a very long time to start.
   (b) Once Machines are fed with fuel, they start quickly.
   Ans (b) Once machines are fed with fuel, they start quickly.

10. *And now, if you will set us to our task,*
    We will serve you four and twenty hours a day!
    a. **Who does the pronoun 'you' refer to here?**
    Ans 'You' refers to the people.

POEM

b. **Whose task is referred to as 'our task' here?**
Ans 'Our task' here refers to the work of the machines.

c. **Open conditional clause is used in the given line. Why is the future tense 'will set' and 'will serve' used both in the 'if clause' and in the 'main clause?'**
Ans The future tense is used both in the 'If clause' and in the 'main clause' because people don't make use of the machines in the proper way and maintain them correctly. So the poet stresses that if they are set to their task properly, they will work continuously.

d. **Do the machines serve us twenty four hours a day?**
Ans Yes, they serve us twenty-four hours a day.

e. **Rewrite the given lines with the ending '365 days a year.'**
Ans And now if you will set us to our task,
We will serve you, three hundred and sixty five days a year!

POETIC COMPREHENSION

PTA QUESTIONS & ANSWERS

1. *Some water, coal, and oil is all we ask,*
And a thousandth of an inch to give us play;
(a) **Who does 'we' refer to?** ***(PTA-1)*** Ans "We" refers to machines.
(b) **What do they ask for?** ***(PTA-1)*** Ans They ask for some water, coal and oil.

2. *We were case and wrought and hammered to designs,*
we were cut and filed and tooled and gauged to fit.
(a) **Who does 'we' refer to in these lines?** ***(PTA-3)*** Ans 'We' refers to the machines.
(b) **How are they made to fit?** ***(PTA-3)***
Ans They are made to fit by cutting, filing, tooling and gauging.

3. *And now, if you will set us to our task,*
We will serve you four and twenty hours a day!
(a) **Who will serve us for a whole day?** ***(PTA-4)***
Ans Machines will serve us for a whole day.
(b) **Can the machine do any task without human being?** ***(PTA-4)***
Ans No. The machine cannot do any task without a human being.

GEQ GOVERNMENT EXAM QUESTIONS

1. *We were taken from the one-bed and the mine,*
We were melted in the furnace and the pit
(a) **Who does 'we' refer to?** ***(Sep.20)*** Ans The word 'we' refers to Machines.
(b) **Where are they melted?** ***(Sep.20)*** Ans They are melted in the furnace.

2. *But remember, please, the law by which we live,*
We are not built to comprehend a lie,
(a) **What does the poet expect us to remember?** ***(Sep.21)***
Ans The poet expect us to remember the law by which we live.
(b) **How are the machines built?** ***(Sep.21)*** Ans The machines are built to grasp a lie.

POETIC COMPREHENSION - ADDITIONAL

1. *We were case and wrought and hammered to designs,*
we were cut and filed and tooled and gauged to fit.
What do you mean by 'wrought'?
Ans 'Wrought' means metals are beaten out of shape by hammering.

2. *And now, if you will set us to our task,*
We will serve you four and twenty hours a day!
(a) **Who will serve us twenty four hours?**
Ans The machine will serve us twenty four hours.
(b) **What do mean by 'set us to our task'?**
Ans It means 'when we, the human beings, give the machines a task or work'.

3. *We can see and hear and count and read and write.*
(a) **What is specified here in this line?**
Ans The machines can do various tasks like, seeing, hearing, counting, reading and writing.
(b) **Are machines important in our life?**
Ans Yes, machines are important in our life.

4. *We can neither love nor pity nor forgive.*
If you make a slip in handling us, you die!
(a) **Do the machines have emotions?**
Ans No, they do not have emotions or feelings.
(b) **What happens if you make a slight mistake?**
Ans If you make a simple mistake in handling the machines, it can lead to big disasters.
(c) **What do you mean by the word 'slip' here?**
Ans It means a wrong step in handling the machines.

5. *Some water, coal, and oil is all we ask,*
And a thousandth of an inch to give us play:
(a) **What things do machines ask for?**
Ans They ask for some water, coal and oil.
(b) **What condition do machines ask for?**
Ans They ask for a thousandth of an inch of free play to make them work.

POETIC DEVICES

PTA QUESTIONS & ANSWERS

1. *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!
(a) **Pick out the rhyming words in the above lines. (2)** *(PTA-2; Sep-21)*
Ans Rhyming words : drive-dive; light-write.
(b) **Write the rhyme scheme of the given stanza. (1)** *(PTA-2; Sep-21)*
Ans Rhyme scheme : "a b a b".
(c) **Identify the figure of speech employed in the first line of the given stanza. (1)** *(PTA-2; Sep-21)*
Ans The figure of speech : Personification.
(d) **Pick out the alliterating words in the second line. (1)** *(PTA-2; Sep-21)*
Ans Alliterating words in the 2nd line : print - plough; we - weave.

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POEM

POETIC DEVICES - ADDITIONAL

1. *"We were taken from the ore-bed and the mine,*
we were melted in the furnace and the pit".
Pick out the alliterated words in these lines.
Ans we - were; the - the are the alliterated words.

2. *'We will serve you four and twenty hours a day?'*
What is the poetic device used here?
Ans Hyperbole is used here. The poet exaggerates the use of machines.

3. *'We can see, and run and hear and count and read and write.*
(a) **Name the figure of speech used here?**
Ans Personification.
(b) **Bring out the rhyme scheme of these lines?**
Ans The rhyming scheme of these lines are 'abab'

4. *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!
(a) **Pick out the rhyming words in these lines.**
Ans The rhyming words are 'eyes-size' and 'again-brain'.
(b) **Bring out the rhyming scheme of the lines.**
Ans The rhyming scheme : "a b a b".
(c) **Identify the figure of speech used in the first line.**
Ans Personification. Machines are given human attributes.
(d) **Identify the figure of speech used in the last line.**
Ans Metaphor. Machines are compared to children.

ACTIVITY

B. Write your favourite stanza from the poem and find the rhyming scheme.

Ans *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!
Rhyming scheme : a b a b.

C. Read the poem and find the lines for the following poetic devices or write your own example.

Alliteration
Ans *"We can pull and haul and push and lift and drive"*
pull, push - are the alliterated words.

Assonance
Ans *"Some water, coal, and oil is all we ask"*
all, ask - Repetition of two vowel sounds.

Personification

Ans *"We can pull and haul and push and lift and drive"*

Here, a machine is given human attributes.

PARAGRAPH QUESTION & ANSWER - ADDITIONAL

1. What feelings are evoked in us by the machines in the poem 'The secret of machines'? *(PTA-1;Sep-21)*

Ans Emotions like love, pity and forgiveness are evoked in us by the machines. Machines can pull and push, lift and drive. They can also print, plough, weave and produce heat and light. They can do all the types of work, but they cannot understand, they cannot tell a lie. They can neither love nor pity and forgive. A man should handle the machines carefully. If he operates in a careless way, he may face death. The smoke coming from the machines may cover the sky and hide God in heaven. After some time it will disappear and we could see the shining stars again. The machines are big, powerful and heavy but lifeless. They cannot do anything without a man. They are nothing more than creations of the human brain.

2. How do machines confess they are inferior to human brain? *(PTA-6)*

Ans Machines can pull and push, lift and drive. They can also print, plough, weave and produce heat and light. They can do all the types of work, but they cannot understand, they cannot tell a lie. They can neither love nor pity and forgive. A man should handle the machines carefully. If he operates in a careless way, he may face death. The smoke coming from the machines may cover the sky and hide God in heaven. After some time it will disappear and we could see the shining stars again. The machines are big, powerful and heavy but lifeless. They cannot do anything without a man. They are nothing more than creations of the human brain.

3. What is the importance of machines in our life?

Ans We can rely upon machines in transport and communication, which are getting more complicated all the time. This is unavoidable as we move further into the technological age of computers and increasing automation. We must accept the fact that our life depends on machines more and more. But then, some simple apparatus fails. The ballpoint pen won't function; the computer will not be ready to execute your orders. It can be irritating. If the machine is faulty, the simple job of mowing the lawn, turns into a battle of you and the mower. It prevents your efforts and refuses to co-operate. The once efficient machine, your friend and servant, has become your enemy. It is very important not to cross the limits and rational about machinery.

4. What are the poetic devices used in this poem?

Ans There are many poetic devices used in this poem like symbolism, imagery, personification. hyperbole. alliteration, assonance, rhythm and rhyme.

Symbolism : The title symbolises that machines also have secrets.

Imagery : It is a description that creates a picture in the reader's mind. It is used by the poet in the lines, "we can see and hear and count and read and write!

Personification : A thing, idea or an animal is given human qualities. We can pull and haul and push and lift and drive'. The machine is given human attributes.

Hyperbole : When a poet exaggerates in the poem, it is a hyperbole. "We will serve you four and twenty hours a day".

Assonance : It is a repetition of two or more vowel sounds. Example: "all we ask".

Further, there are alliteration and rhyming words in this poem.

✦✹✦

SUPPLEMENTARY

Unit 5

A day in 2889 of an American Journalist

- Jules Verne

Jules Verne (1828 - 1905) is a French Novelist, poet and playwright. His adventure novels are part of a series. He draws inspiration from his own sailing adventures. He is one of the most translated authors in the world. He has been called the Father of Science Fiction and has had an incalculable influence on the development of science fiction writing. More interesting, perhaps, is his place as a prophet or predictor of technology which wasn't to be invented until long after his death.

Main Characters

Francis Bennett	Managing Editor
Edith	Wife of Francis Bennett
Cash	Astronomical reporter
Corley	Astronomical reporter

KEY POINTS

- This story takes place in the office of the Managing Editor of the Earth Herald, the world's largest newspaper.
- In this story, the writer visualizes the world, a thousand years later. It is a world of technological advancements.
- Francis Bennett's wife has gone to France eight days back. So Francis feels lonely and bored.
- He gets ready without the help of an attendant by switching on a button on the mechanised dressing room.
- He goes to the reporter's room and enquires about its proceedings.
- He gets the news from one of his astronomers about the new planet 'Gandini'.
- Then he travels to his accumulator works at Niagara, inspects them and returns to Centropolis by 5'O clock.
- At the waiting room of the Earth Herald, he receives different proposals from the audience.
- Out of these, two young men's proposals are brilliant. So he engages them at his office.
- His wife gives him the news that she is starting from Paris by 'tube'.
- In these tubes, one travels from Paris to Centropolis in two hundred and ninety-five minutes.
- Finally, he gets tired and touches a button to take a bath.

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Summary

The year is 2889 and the date is 25th July. The story takes place in the office block of the Managing Editor of the Earth Herald, the world's largest newspaper. In this story, written in 1889, the writer describes how he visualizes the world a thousand years later. It is a world of technological advancements. Here newspapers are not printed but 'spoken'.

Francis Bennett awoke in a bad temper, as it was eight days since his wife had been in France. He was feeling lonely. He saw his wife appear in the telephotic mirror. He quickly jumped off his bed went into the mechanized dressing room. Without any attendant, the machine performed all the tasks of getting him ready to his office.

Francis went to the reporter's room. His fifteen hundred reporters were passing on to the subscribers the news which had come in during the night from the four quarters of the earth. Francis went to the service room of the astronomical reporters and enquired about its proceedings. One of the Earth Herald's astronomers had just determined the elements of the new planet Gandini. It is at a distance of 12,841,348,284,623 metres and 7 decimetres. The next room was a broad gallery. It was devoted to publicity. It brought in a daily average of three million dollars.

Francis then went to his accumulator works at Niagara in his aero-car. After visiting that, he returned to Centropolis about 5'O clock. After waiting in the room of the Earth Herald, there were different proposals given by the crowd. Out of these, two young men's proposals were brilliant. He assigned them work and went to have his meal. He got the news from his wife that she was coming to Centropolis by tube which travelled from Paris in two hundred and ninety-five minutes. He touched a button to take a bath.

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Glossary

audition room	-	demonstrating room
cataracts	-	water falls
Centropolis *(n)*	-	**(in this story) the new name of New York in 2889**
Champs-Elysees *(n)*	-	**a prestigious avenue in Paris, famous for the Cafes, cinemas and shops**
conveying	-	carrying
gigantic	-	enormous
glimpse	-	quick look
immense	-	huge
impracticable	-	impossible to carrying out
inhabitants *(n)*	-	**a person or animal that lives in or occupies a place.**
inordinate	-	excessive
jovians *(n)*	-	**inhabitants of planet Jupiter**
petitioner	-	a person who presents a request to an authority
phonotelephote *(n)*	-	**A means of transmitting and receiving both voice and picture for a personal conversation**
phototelegrams *(n)*	-	**A telegraphic transmission including images**
precision	-	accuracy
rumbling	-	a continuous deep sound

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solitude	-	loneliness
stellar	-	relating to stars
surfeited	-	overfed
transmission	-	the process of passing on
unceasingly	-	never-endingly
valet *(n)*	-	**a man's personal male attendant, who is responsible for his clothes and appearance**

Textual Questions

A. Answer the following questions in two or three lines.

1. Why did Francis Bennett wake up with a bad temper?

Ans Francis Bennett woke up with a bad temper because he was feeling lonely and bored. It was eight days, since his wife had gone to France.

2. What was a mechanized dressing room?

Ans The machine in the mechanised dressing room washes a person, shaves him, dresses him and buttons him from top to toe on the threshold of his office.

3. How was food served to him?

Ans Food was served to him through a network of pneumatic tubes. It was an expensive system, but cooking was better.

4. Why was Bennett curious about astronomy?

Ans Bennett was curious about astronomy because one of the astronomers had just determined the elements of the new planet 'Gandini'. He was delighted to know about the accuracy of it. As a journalist he knew there was a lot of demand for news in the field of Astronomy.

5. Why did he visit Niagara?

Ans He visited Niagara to see his accumulator works. There after using the force of the cataracts to produce energy, he sold or hired it out to the consumers.

6. How did Bennett travel?

Ans Bennett travelled by aero-car which shot across space at a speed of about four hundred miles an hour. Within half an hour, he reached his works at Niagara.

7. Give three instances of how mechanization has changed life at home in 2889?

Ans At home through phonotelephote, vision and speech are transmitted. In two minutes, without the help of an attendant, the machine gets a person to be ready to his office. Food can be served through pneumatic tubes.

8. How is advertising in this age different from what we have today?

Ans The gigantic advertisement signs are reflected on the clouds, so large that they can be seen all over the country. From that gallery a thousand projectors were unendingly employed in sending to the clouds, on which they were reproduced in colour, these exorbitant advertisements.

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B. Identify the character/speaker.

1. As soon as he woke up, he switched on his phonotelephote. [*Ans:* Francis Bennett]
2. Well, Cash, what have you got? [*Ans:* Francis Bennett]
3. 'Phototelegrams from Mercury, Venus and Mars, Sir.' [*Ans:* Cash]
4. 'Interesting! And Jupiter?' [*Ans:* Francis Bennett]
5. 'Not yet, Mr.Bennett.' [*Ans:* Cash]
6. 'No, it's the inhabitants.' [*Ans:* Corley]
7. 'Where are we going, Sir?' [*Ans:* Aero-coachman]
8. 'Then, Sir, I shall really have discovered the absolute.' [*Ans:* The young inventor]
9. 'Are you saying you're going to be able to construct a human being?' [*Ans:* Francis Bennett]
10. 'I'm going to start this moment.' [*Ans:* Edith]

C. Choose the best answer.

1. Bennette's wife was in _____.
   (i) Germany (ii) Australia (iii) France (iv) Holland [*Ans:* (iii) France]
2. The data from the stellar world was gathered by _____.
   (i) Bennette (ii) astronomical reporters
   (iii) the computer (iv) telephote [*Ans:* (ii) astronomical reporters]
3. The food was being delivered through _____ tubes.
   (i) pneumatic (ii) shallow (iii) hollow (iv) virtual [*Ans:* (i) pneumatic]
4. The wayfarers were carried to one place to another by the _____.
   (i) bullet train (ii) jet
   (iii) moving pavement (iv) heli-taxi [*Ans:* (iii) moving pavement]

D. Fill in the story map given below.

Title	A Day in 2889 of an American Journalist
Setting	The office block of the Managing Editor of the 'Earth Herald'.
Characters	Francis Bennett, Edith Bennett, Cash, Corely, aero-coachman, Two young men
Problems	They are indifferent to the presence of each new marvel. To them all seems natural.
Your Views	It is futuristic story written in 1889. Can they duly appreciate the refinements of civilization in our days? Can they understand the advance we have made?

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SUPPLEMENTARY

PARAGRAPH QUESTION & ANSWER - ADDITIONAL

Write a paragraph of about 150 words by developing the following hints.

1. **The year 2889, 25th July - Managing Editor of the Earth Herald - World of Technology - Francis Bennett - feeling lonely - wife in the telephotic mirror - Francis went - reporter's room. Earth Herald's astronomers - determined - elements - new planet Gandini. Francis went his accumulation works - Niagara - his aero - car. He gets - news - wife is coming - Centropolis - tube - travels - Paris - 295 minutes. He touches - button - take bath - went.**

   Ans The year is 2889 and the date is 25th July. The story takes place in the office block of the managing editor of the Earth Herald, the world's largest newspaper. Francis Bennett awoke in a bad temper. He saw his wife appear in the telephotic mirror. Francis went to the reporter's room. One of the Earth Herald's astronomers had just determined the elements of the new planet Gandini. Francis then went to his accumulator works at Niagara in his aero-car. He gets the news from his wife that she is coming to Centropolis by tube which travels from Paris in two hundred and ninety-five minutes. He touches a button to bath taking and goes in.

2. **25th July 2889 - Francis Bennett - Managing Editor - Earth Herald - wife - gone to France - switched on phonotelephote – transmission - saw his wife – went to mechanised dressing room - without attendant's help –washed – shaved – dressed - went to reporter's room - enquired - news from his astronomers - new planet 'Gandini' - travelled to - accumulator works – Niagara - inspected - returned Centropolis - by 5'O clock - waiting room of Earth Herald - received - proposals - from audience - two young men's proposals – engaged at office - his wife - started from Paris - by 'tube' - two hundred and ninety-five minutes travel - he got tired - touched a button – to take a bath.**

   Ans This story takes place on 25th July 2889. Francis Bennett was the Managing Editor of the Earth Herald, the world's largest newspaper. His wife had gone to France eight days back. So Francis felt lonely. He switched on phonotelephote. Through the transmission, he saw his wife. Then he got ready without the help of an attendant, by switching on a button on the mechanised dressing room. The machine deposited him, washed, shaved, shod, dressed and buttoned from top to toe, on the threshold of his office. He went to the reporter's room and enquired about its proceedings. He got the news from one of his astronomers about the new planet 'Gandini'. Then he travelled to his accumulator works at Niagara, inspected them and returned to Centropolis by 5'O clock. At the waiting room of the Earth Herald, he received different proposals from the audience. Out of these, two young men's proposals were brilliant. So he engaged them at his office. During his meal, he asked his wife through phonotelephotic communication when she would come back. His wife replied that she was starting from Paris by 'tube'. She would travel two hundred and ninety-five minutes. Finally, he got tired and touched a button to take a bath.

REARRANGE THE SENTENCES - ADDITIONAL

Rearrange the following sentences in coherent order :

1. i) As soon as he awoke, Francis Bennett switched on his phonotelephote.
   ii) That morning Francis Bennett awoke in rather a bad temper.
   iii) This was eight days since his wife had been in France.
   iv) He saw his wife appear in the telephotic mirror.
   v) There was an enormous distance between them.

   Ans **ii, iii, i, v, iv**

ii) That morning Francis Bennett awoke in rather a bad temper.
iii) This was eight days since his wife had been in France.
i) As soon as he awoke, Francis Bennett switched on his phonotelephote.
v) There was an enormous distance between them.
iv) He saw his wife appear in the telephotic mirror.

2. i) It brought in a daily average of three million dollars.
ii) They can be seen all over the whole country.
iii) The next room, about a quarter of a mile long, was devoted to publicity
iv) From that gallery, a thousand projectors were employed in sending to the clouds.
v) They are gigantic signs reflected on the clouds.

Ans **iii, i, v, ii, iv**

iii) The next room, about a quarter of a mile long, was devoted to publicity.
i) It brought in a daily average of three million dollars.
v) They are gigantic signs reflected on the clouds.
ii) They can be seen all over the whole country.
iv) From that gallery, a thousand projectors were employed in sending to the clouds.

3. i) Within half an hour, Francis Bennett had reached his works at Niagara.
ii) His aero-car put him down at about five o'clock.
iii) He returned, by way of Philadelphia, Boston and New York, to Centropolis.
iv) The aero-car shot across space at a speed of about four hundred miles an hour.
v) Bennett asked his aero-coachman to take him to his accumulator works at Niagara.

Ans **v, iv, i, iii, ii**

v) Bennett asked his aero-coachman to take him to his accumulator works at Niagara.
iv) The aero-car shot across space at a speed of about four hundred miles an hour.
i) Within half an hour, Francis Bennett had reached his works at Niagara.
iii) He returned, by way of Philadelphia, Boston and New York, to Centropolis.
ii) His aero-car put him down at about five o'clock.

4. i) A young man indicated that he would reduce the three elements to one.
ii) The waiting-room of the Earth Herald was crowded with the audience.
iii) Bennett assigned the young fellow to the scientific editorial department.
iv) Among petitioners' different proposals, Bennett had to make a choice.
v) Thereby he was able to construct a human being without a soul!

Ans **ii, iv, i, v, iii**

ii) The waiting-room of the Earth Herald was crowded with the audience.
iv) Among petitioners' different proposals, Bennett had to make a choice.
i) A young man indicated that he would reduce the three elements to one.
v) Thereby he was able to construct a human being without a soul!
iii) Bennett assigned the young fellow to the scientific editorial department.

5. i) Francis Bennett, attracted by this project, agreed to take a half-share in it.
ii) He had the idea of moving a whole city in a single block.
iii) After conveying it on rails down to the shore, he would transform it into a seaside resort.
iv) A second inventor used a basis of some old experiments that dated from the 19th century.
v) He suggested, as a demonstration, the town of Saaf, situated fifteen miles from the sea;

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Ans iv, ii, v, iii, i

iv) A second inventor used a basis of some old experiments that dated from the 19th century.
ii) He had the idea of moving a whole city in a single block.
v) He suggested, as a demonstration, the town of Saaf, situated fifteen miles from the sea.
iii) After conveying it on rails down to the shore, he would transform it into a seaside resort.
i) Francis Bennett, attracted by this project, agreed to take a half-share in it.

READ THE PASSAGE AND ANSWER THE QUESTIONS

PTA QUESTIONS & ANSWERS

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

1. A second inventor, using as a basis some old experiments that dated from the 19th century, had the idea of moving a whole city in a single block. He suggested, as a demonstration, the town of Saaf, situated fifteen miles from the sea; after conveying it on rails down to the shore, he would transform it into a seaside resort. Francis Bennett, attracted by this project, agreed to take a half-share in it. The proposals heard and dealt with, Francis Bennett went to stretch himself out in an easy-chair in the audition-room. Then, pressing a button, he was put into communication with the Central Concert. After so busy a day, what a charm he found in the works of our greatest masters, based on a series of delicious harmonico-algebraic formule! During his meal, phonotelephotic communication had been set up with Paris. *(PTA-2)*

(a) In which century were the old experiments dated? And what was it?

Ans The old experiments were dated from the 19th century. It was the idea of moving a whole city in a single block.

(b) Where was Saaf situated?

Ans Saaf was situated fifteen miles from the sea.

(c) What was the proposal awaiting for Saaf?

Ans The proposal awaiting for Saaf was that to convey it on the rails down to the shore and to transform it into a seaside resort.

(d) How and to whom was Francis Bennett connected?

Ans Francis Bennet was connected with the Central Concert, by pressing a button.

(e) Pick out any two words that refer to technology.

Ans 1. Harmonico-algebraic formulae; 2. Phonotelephotic communication.

2. The next room, a broad gallery about a quarter of a mile long, was devoted to publicity, and it well may be imagined what the publicity for such a journal as the Earth Herald had to be. It brought in a daily average of three million dollars. They are gigantic signs reflected on the clouds, so large that they can be seen all over a whole country. For that gallery a thousand projectors were unceasingly employed in sending to the clouds, on which they were reproduced in colour, these inordinate advertisements. At that moment the clock struck twelve. The director of the Earth Herald left the hall and sat down in a rolling armchair. In a few minutes he had reached his dining room half a mile away, at the far end of the office. *(PTA-5)*

(a) What was the next room devoted to?

Ans The next room was devoted to publicity.

(b) What was the breadth of the gallery?

Ans The breadth of the gallery was about a quarter of a mile long.

(c) **How much did the gallery bring in?**

Ans The gallery brought in a daily average of three million dollars.

(d) **How was advertisement done here?**

Ans A thousand projectors would send gigantic signs to the clouds and the signs would be reflected and they could be seen all over a whole country.

(e) **Where did the director of the Earth Herald sit?**

Ans The director of the Earth Herald sat down in a rolling armchair.

ADDITIONAL QUESTIONS

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

1. That morning Francis Bennett awoke in rather a bad temper. This was eight days since his wife had been in France and he was feeling a little lonely. As soon as he awoke, Francis Bennett switched on his phonotelephote whose wires led to the house he owned in the Champs-Elysees. He saw his wife appear in the telephotic mirror.

(a) **Where did Francis Bennett's wife go?**

Ans She went to France.

(b) **How many days was Francis alone at home?**

Ans He was alone for eight days.

(c) **What did Francis do, as soon as he awoke?**

Ans As soon as he awoke, Francis switched on his phonotelephote.

(d) **Where did he own a house?**

Ans He owned a house in Champs-Elysees.

(e) **What did he see in the telephotic mirror?**

Ans He saw his wife in the telephotic mirror.

2. Francis Bennett went on into the reporters' room. His fifteen hundred reporters, placed before an equal number of telephones, were passing on to subscribers the news which had come in during the night from the four quarters of the earth. In addition to his telephone, each reporter has in front of him a series of commutators, which allow him to get into communication with this or that telephotic line. Francis Bennett questioned one of the ten astronomical reporters – a service which was growing because of the recent discoveries in the stellar world.

(a) **Where did Francis go?**

Ans He went on into the reporter's room.

(b) **How many reporters were there?**

Ans There were fifteen hundred reporters.

(c) **What were they doing?**

Ans They were passing on to the subscribers the news which had come in during the night from the four quarters of the earth.

(d) **What does each reporter have in front of him?**

Ans Each reporter had a telephone and a series of commutators in front of him.

(e) **Whom did Francis question?**

Ans Francis questioned one of the astronomical reporters.

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PROSE

Unit 6

The Last Lesson

- Alphonse Daudet

Alphonse Daudet (1840-1897) is a French novelist and short-story writer. He began his career as a school teacher in the South of France. He quit it to make a living as a journalist in Paris. Then he took to writing and his poems were collected into a small volume, "Les Amoureuses" (1858). The Last Lesson is set in the days of the Franco-Prussian War (1870-1871) in which France was defeated by Prussia led by Bismarck.

KEY POINTS

- The Last Lesson is set in the days of the Franco–Prussian War (1870– 1871)
- Prussian forces under Bismarck attacked and captured France.
- The French districts of Alsace and Lorraine went into Prussian hands. (Germany was a part of Prussia).
- The new Prussian rulers discontinued the teaching of French in the schools of these two districts.
- The French teachers were asked to leave.
- Franz was a student and he was afraid of going to school as he had not learnt participles.
- He wanted to enjoy the beauty of nature, such as the bright sunshine, the birds, chirruping in the woods.
- The Prussian soldiers were drilling in the open field.
- Franz hurried off to school.
- There was a crowd in front of the Bulletin board at the town hall.
- It had all their bad news for the last two years such as the lost battles, the draft and the orders of the commanding officer.
- The Blacksmith, Wachter was reading the bulletin. He told Franz not to go so fast to school.
- Franz noticed the changes in the school.
- Instead of noisy classrooms, everything was as quiet as Sunday morning.
- The teacher, M. Hamel, did not scold him and told him very kindly to go to his seat.
- The teacher was dressed as if it was an inspection day or prize day.
- The villagers including old Hauser, former Mayor, former Postmaster were occupying the last benches.
- Everybody looked sad. The teacher told them that, that was the last lesson he would give them.
- The Order had come from Berlin to teach only German in the schools of Alsace and Lorraine.
- The new master would come the next day.
- The teacher informed them that, that would be their last French lesson.
- Franz assumed that, that was the notice put up on the bulletin board.
- He realized that he did not know his own mother tongue.

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- He regretted why he had not taken his lessons seriously.
- He also realized the reason why the teacher put on his Sunday clothes and the villagers sitting at the back.
- It was their way of thanking the teacher for his 40 years of faithful service and also of showing their respect for the country (France).
- The teacher understood that all three, the children, the parents and he himself were to be blamed for losing respect and regard for their mother tongue, French.
- He advised them to keep their mother tongue always close to their heart as it was the key to their prison of slavery.
- The teacher started teaching the grammar lesson and the students understood it so easily.
- After grammar, they had a lesson in writing.
- The teacher gave them copies written in a beautiful round hand – France, Alsace, France, Alsace.
- Franz wondered if Prussians could force the pigeons to sing in German.
- The students very well remembered the last lesson.
- When the church-clock struck twelve, the teacher stood up with emotions and he was unable to talk.
- Then, with all his might, he wrote on the blackboard "Long Live France".
- The story describes the sadness of the whole situation about how people feel when they don't learn their own language.
- It tells us about the significance of one's language in one's life for the very existence of a race and how important it is to safeguard it.

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Summary

The story is narrated by a French student Franz. He dislikes studying French and hates his teacher M. Hamel. After overpowering their districts of Alsace and Lorraine in France, Berlin has ordered that the German language is to be taught in the schools, instead of French. It is the last day of their French teacher M. Hamel, who has been there for forty years. He is full of grief, regret and patriotism. As a mark of respect for his hard work, the village men also attend his 'last lesson'. They are sad as they have not learnt their mother tongue, French in their childhood. Franz is shocked to know that it is his last lesson, as he does not know French.

Now, suddenly, he gets interested in learning it and understands everything taught on that day. He develops an instant liking for the teacher, M. Hamel and respects him for his sincerity and hard work. He feels sad at departing from him and is ashamed for not being able to recite the lesson of participles. M. Hamel tells them that they all are at fault for not being eager enough to learn, putting it off to the next day. He blames himself for not teaching them sincerely. His patriotism is reflected in his praise for the French language as being the most beautiful and most logical language in the world. He tells the class to guard their language as being close to one's language is the key to escape from the prison of slavery. It will help them in getting free from the Germans. They realize the importance of learning their mother tongue.

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PROSE

GLOSSARY

Angelus (*n*) - **a Roman Catholic devotion commemorating the Incarnation of Jesus and including the Hail Mary, said at morning, noon, and sunset.**

bustle (*v*) - **move in an energetic manner**

chirping (*v*) - **making a short, sharp high pitched sound (usually by small birds or insects)**

cranky (*adj.*) - **strange**

rapping (*v*) - **striking with a series of rapid audible blows**

Saar - **a river in northeastern France and western Germany**

thumbed (*v*) - **a book which has been read often and bearing the marks of frequent handling**

unison (*n*) - **simultaneous utterance of words**

Words	Synonyms	Antonyms
amazed	surprised	shocked
anxious	excited	calm
apprentice	learner	master
attentive	listen	inattentive
beautiful	attractive	ugly
began	started	ended
better	improve	worsen
choked	clogged	clear
commotion	chaos, uproar	peace / clarity
courage	boldness	cowardice
dread	fear	bravery
enslaved	captured	liberated
faithful	truthful	unfaithful
floating	not grounded	sinking
former	before	latter
grave	serious	light
honour	respect	disrespect
hurried	quickened	slowed down
kindly	affectionately	rudely
logical	in order	illogical
lost	failed	won
loud	noisy	silent
pale	dull	bright
patience	waiting	impatience
plenty	lot	few

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quickly	fast	slowly
resist	withstand	succumb
respect	revere	disrespect
solemn	sad	happy
strange	unknown	known
strength	vigour	weakness
tempting	attracting	repelling
terrible	frightening	pleasant
unison	together	separate
worn	over-used	new

In-text Questions

a. What kind of news was usually put up on the bulletin board? *(PTA-6)*

Ans All bad news like lost battles, the draft, the orders of the commanding officer, came from the Bulletin board.

b. What was the usual scene when school began every day?

Ans When school began every day, there was a great bustle of opening and closing of the desks, lessons were repeated in unison loudly and the teacher's ruler rapped on the table.

c. Other than the students, who were present in the class?

Ans The village people, old Hauser, the former mayor, the former postmaster and several others were present in the class, besides the students.

d. Why did M. Hamel say it was the last French lesson?

Ans The order had come from Berlin to teach only German in the schools of Alsace and Lorraine. So M. Hamel said that was the last French lesson.

e. What was Franz asked to tell? Was he able to answer?

Ans Franz was asked to recite the rule for participle all through. No, he was not able to answer.

f. Why did M. Hamel blame himself? *(PTA-4)*

Ans M. Hamel blamed himself because he had often sent Franz to water his flowers instead of learning his lessons and when he went for fishing he gave him a holiday.

g. What did M. Hamel say about the French language? *(Sep.21)*

Ans M. Hamel said that French was the most beautiful language in the world – the clearest, the most logical and that they must guard it and never forget it.

h. How many years had M. Hamel been in the village?

Ans M. Hamel had been in the village for forty years.

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PROSE

Textual Questions

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

1. Why did Franz dread to go to school that day?

Ans Franz dreaded to go to school that day because M.Hamel had said he would question them on participles and he did not know the first word about them.

2. What were the various things that tempted Franz to spend his day outdoors? *(Govt. MQP)*

Ans The day was warm and bright. The birds were chirping and in the open field back of the saw mill the Prussian soldiers were drilling.

3. Why was the narrator not able to get to his desk without being seen?

Ans The narrator was not able to get to his desk without being seen because that day everything was quiet about the school. He had to open the door and go in before everybody, who were in their places already.

4. What was Franz sorry for? *(PTA-2)*

Ans Franz was sorry for not learning his lessons. He found his books heavy. He also felt sorry for Hamel who was going away.

5. Why were the old villagers sitting in the last desk?

Ans The old villagers sat in the last desks feeling sad that, that was the last French lesson that would be taught at school. They were sorry that they hadn't gone to school. It was their way of thanking the master for his forty years of faithful service.

6. What were the thoughts of the narrator's parents?

Ans The narrator's parents preferred to send him to work on a farm or at the mills so as to have a little more money.

7. Why does M. Hamel say that we must guard our language?

Ans M. Hamel said that we must guard our language among us and never forget it. When people are enslaved, as long as they hold fast to their language, it is as if they had the key to their prison.

8. M. Hamel was gazing at many things. What were they?

Ans M.Hamel was gazing at his garden outside the window, his class in front of him, the walnut-trees in the garden and the hopvine that he had planted twined about the windows to the roof, with a broken heart that he is leaving all.

9. When and how did M. Hamel bid farewell to the class? *(PTA-3)*

Ans When the trumpets of the Prussians sounded under their windows, M.Hamel stood up, very pale, with words choking his throat, he turned to the blackboard, and wrote "LONG LIVE FRANCE!" in French with a great deal of effort and a heavy heart.

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SHORT QUESTIONS & ANSWERS - ADDITIONAL

1. **What changes did the order from Berlin cause in the school?**

   Ans The order from Berlin directed schools in the districts of Alsace and Lorraine in France to teach German instead of French.

2. **How did Franz react to the declaration that it was their last French lesson?**

   Ans Franz was shocked and sad when he heard this news. Suddenly he developed a liking for 'his' language and was keen to learn French. He was remorseful for not learning well in the past and was sad that his teacher, Mr. Hamel would go away.

3. **What was Franz expected to be prepared with for school that day?**

   Ans Franz was expected to be prepared with participles that day as Mr. Hamel had told the class that he would be taking a test on the topic that day.

4. **What did Franz notice that was unusual about the school that day?**

   Ans Usually when the school began there would be a lot of commotion. But that day everything was quiet and it appeared to be like a Sunday, but the students were at their places and Mr. Hamel was walking up and down with his terrible iron ruler under his arm.

5. **What had been put up on the bulletin-board?**

   Ans The bulletin-board notified the general public about an order from Berlin. It stated that only German was to be taught to students in the schools of Alsace and Lorraine.

6. **Franz thinks, "Will they make them sing in German, even the pigeons?" What could this mean?**

   Ans The Frenchmen were highly patriotic and took a pride in their language. A strong feeling of revolt was in the air against the Germans. Franz did not accept their rule and thought that whether the Germans would make the pigeons sing in the German language.

7. **How did Franz find teaching and learning that day?**

   Ans Franz found teaching and learning very interesting that day. He was very attentive and careful. Franz also realized that M Hamel had never explained everything with so much patience.

B. Answer the following questions in about 100-150 words:

1. **We appreciate the value of something only when we are about to lose it. Explain this with reference to the French language and M. Hamel.** *(PTA-2; Sep-21)*

   Ans The order from Berlin read that only German should be taught in the schools of Alsace and Lorraine, after the Prussians defeated the French and the districts of Alsace and Lorraine came under Prussians. They not only wanted the territory but also wanted their language and culture of Germans to dominate it. M.Hamel who had taught French for forty years, felt the pain when the French language was being taught for the last time in the schools of Alsace and Lorraine. He told that French was the most beautiful language, the most logical and that it was language that should be guarded, to have that as the key to the prison of the enslaved people.

2. **Give an account of the last day of M. Hamel in school.** *(PTA-1; HY. 19; Sep.20)*

   Ans In honour of his last French lesson, M. Hamel put on his fine Sunday clothes and the old villagers were present to respect his forty years of faithful service. In the class room Hamel told Franz that the Prussians would find fault with the Frenchmen that they did not know to read or write French. As he spoke about many things, he said that French was the language to be

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held and guarded to be used as a key to the prison of the enslaved. He took a grammar lesson, a lesson in writing and kept gazing at the garden and the classroom where he had spent 40 years of his life. When the trumpets of the Prussians were finally blown, M. Hamel stood up, but could not speak out of grief and wrote "Long Live France" in French on the blackboard and dismissed the school.

PARAGRAPH QUESTIONS & ANSWERS - ADDITIONAL

1. Our language is part of our culture and we are proud of it. Describe how regretful M. Hamel and the village elders are for having neglected their native language, French.

Ans When Berlin ordered that the French language would no longer be taught in schools in the French districts of Alsace and Lorraine, it stirred the otherwise lazy Frenchmen. Suddenly, they all had a strong desire to learn how to read and write their mother tongue. It was not only the children who went to school but also the elders of the village who had not studied seriously in their childhood, putting off 'unimportant' works to the next day. The day finally arrived as the last day of the French language in the schools. They become serious and keen to learn as they feel the German would laugh at them for not knowing their own language. They are ashamed of themselves when the teacher says that this lack of knowledge is the reason for their defeat to the Germans and asks them to guard their mother tongue as being close to one's language is the key to escape from the prison of slavery.

2. What changes did the order from Berlin cause in school that day?

Ans The order from Berlin brought all the routine hustle-bustle of the school life to a stand-still. The teacher, M. Hamel, became more sympathetic to his students and taught his lessons with more patience. The students became more attentive in their classes. The villagers, who were sitting at the usually empty back benches and had come to show their respect and gratitude to M. Hamel, regretted not going to school more than they did. The order also brought about a great change in the feelings of the people towards their country and their native language. There was a general sadness about not being able to utilise the opportunities of learning French when it was easily accessible.

3. How did Franz's feelings about M. Hamel and school change?

Ans Franz was shocked when M. Hamel told the students about the order from Berlin and that it was their last French lesson. He forgot about his teacher's ruler and crankiness. He developed a fondness for M. Hamel at the troubling idea of being separated from him forever. He understood the pain and agony his teacher was undergoing. And, he became more sympathetic towards his teacher. His school too, now, carried a different meaning. His books and lessons seemed old friends whom he couldn't give up. He realised with pain how much French meant to him and regretted not being attentive in his classes earlier. Suddenly, he felt that the 'difficult concepts' had never actually been difficult.

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Vocabulary

C. In column A are some of the idiomatic phrases from the essay. Match them with equivalent single words in column B:

Ans

A	B
go far	succeed
blow up	explode
show up	reveal
call on	visit
break off	finish
knuckle under	submit

D. Frame sentences of your own using the above idiomatic phrases.

1. go far : She decided to **go far** ahead of competitors.
2. blow up : The terrorists **blew up** the hotel.
3. show up : The thieves **showed themselves up** at the court.
4. call on : The Prime Minister **called on** the flood victims.
5. break off : Her voice **broke off** as she was singing.
6. knuckle under : The soldiers refused to **knuckle under** the pressure of their enemies.

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E. Given below are some idiomatic phrases. Find the meaning of it using the dictionary:

A	B
put on	walk away
come in	time out
try again	go on

Ans

A & B	Meaning
put on	wear
come in	enter
try again	repeat
walk away	avoid
time out	short break
go on	continue

Listening

F. Listen to the article titled "Remembering Nel Jayaraman"

In pairs, present an interview. One student will be the interviewer and the other would be Nel Jayaraman himself. Two sets of conversations have been given as examples for your help.

Student A : (interviewer) - Vanakkam sir. For what cause do you organise festivals?

Student B : (NJ) - I organise these festivals with a difference. I present seeds to all the participating farmers.

Student A : (interviewer) - Oh ! That's really good, Sir. What do you expect in return?

Student B : (NJ) - In return I expect them to have double the harvest next year.

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Student A : (interviewer) - Where did you organise the NEL festival?
Student B : (NJ) - **I organised the NEL festival at Thiruvarur.**
Student A : (interviewer) - Can you mention how many people congregated for the meeting?
Student B : (NJ) - **5,000 people congregated for the meeting.**
Student A : (interviewer) - What did you distribute to the farmers?
Student B : (NJ) - **I distributed the traditional paddy seeds.**
Student A : (interviewer) - How did you commute to each of these villages?
Student B : (NJ) - **I commuted to each village by my cycle or by bus.**
Student A : (interviewer) - Ayya, Do you plan your schedules?
Student B : (NJ) - **No. I do not plan my schedules.**
Student A : (interviewer) - How could you remain so cool and clam sir?
Student B : (NJ) - I have an alternative .
Student A : (interviewer) - Where was your heart and soul?
Student B : (NJ) - **My heart and soul was in the paddy fields.**
Student A : (interviewer) - People say when your popularity grew, you spent less time in the field.
Student B : (NJ) - **It is wrong. I spent more time in the field.**
Student A : (interviewer) - What is your message to the world?
Student B : (NJ) - **If you work selflessly for the society, it will give back.**
Student A : (interviewer) - Thank you, Sir. Nandri
Student B : (NJ) - Nandri.

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Speaking

G. A road map is given below. Answer the questions that follow with the help of the road map. Work in pairs and discuss to give directions to get to one place from another.

1. **You are at the market. You need directions to go the pharmacy.**

   Ans From the market, go straight on Park Street. Take your left at Museum on Central Avenue. At the end of the road, on your right, you will find the pharmacy.

2. **You are in a book shop. Ask your partner to direct you to the Art Gallery.**

   Ans Go straight on Central Avenue. Cross the Post Office and take your left on South Road. Take your right on George Street. You will find the Art Gallery on your left.

3. **Give your partner the directions to go from the Bank to the hotel.**

Ans Take your right and immediate left from the bank on to Central Avenue. Cross the Post Office and turn left on South Road. At the end of South Road, turn left on George Street. The hotel is on your left.

4. **Direct your partner from the post office to the market.**

Ans Walk towards South Road from the Post Office. Turn left go straight on the South Road. Then turn left on George Street. Go straight. At the end of George street you will find the Market on your right.

5. **Your partner wants to go the library from school. Give suitable directions.**

Ans From the school on Central Avenue walk straight and turn left on North Road. Walk straight down the lane and turn left on George Street. You will find the Library on the right.

Reading

H. Read the poem carefully and answer the questions that follow:

1. **Fill in the blanks.**

(a) _____ is the festival which fills our hearts with delight. [*Ans:* **Festival of light**]

(b) _____ is referred to as a festival of sacrifice. [*Ans:* **Joy of giving**]

2. **What kind of joy is unfurled during the festival of sacrifice?**

Ans Joy of giving is unfurled during the festival of sacrifice.

3. **How can we make our life worth living?**

Ans Giving things joyfully and celebrating them well makes our life worth living.

4. **What does the poet mean by 'Festival of flowers'?**

Ans 'Festival of flowers' brings out the brightness of colours.

5. **When are we in a state of trance?**

Ans We are in a trance during the festival of dance.

6. **What do the people do when the festival of Music is celebrated?**

Ans During the festival of music people sing the joyous lyric.

7. **What makes us happy and free, according to the poet?**

Ans Sharing the word of love from above makes us happy and free.

8. **Find out the rhyme scheme employed in the fourth stanza.**

Ans **ab, ab,** is the rhyme scheme in the fourth stanza.

9. **Pick out the rhyming words from the first stanza of the poem.**

Ans **harvest - best; light - delight**, are the rhyming words in the first stanza.

10. **Write down the words that alliterate in the poetic lines below.**

(a) Festival of Flowers

(b) That spreads treasures on a tree

Ans (a) Festivals, Flowers

(b) That, treasures, tree

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Writing

Posters

PROSE

I. Create posters for the following

1. **You are Raja/ Ranjani. Draft a poster to create awareness about the harmful effects of using plastics, in not more than 50 words.**

Ans

Say 'No' to Plastics.

Save Environment
Sense the ill effects on the living creatures.
Serve the world, make it a litter free zone.
Secure life, breathe fresh air.
Strive to avoid using the only liveable planet as a dump yard.
Survive and let the planet survive inhaling clean, disease free air.

- Raja / Ranjani

2. **Say 'No to Drugs' – Design a poster for it in not more than 50 words. You may use slogans/ phrases.**

Ans

'Say No to Drugs'

Drugs are deadly,
Drugs decrease longevity,
Drugs draw you to pain and agony
Drugs destroy peace and good health
Drugs deny your rights to live
Drugs decay the divine gift of life
Drugs deprive health and honour of living
Drugs double your disrespect and shame
Drugged life is a doomed life

SAY NO TO DRUGS

3. **"Save our Earth" is the need of the hour. Draft a poster with attractive slogans/ phrases for the same in not more than 50 words. Use attractive drawings.**

Ans

'SAVE OUR EARTH'

Earth is our home
Earth is unique
Earth is the divine gift
Earth is our resource
Earth is wealth in abundance
Earth is the universal provider of air, water and food.
Earth is worth its incredibility
Earth is to be saved from misuse.

SAVE EARTH! SUSTAIN LIFE!

4. **You are Sita/ Sudhan. Design a poster in not more than 50 words to focus on not wasting water. Be creative.**

Ans

'SAVE WATER'

Water is the exlixir of life
Waste not want not
Value nature's gift
Warrant availability by right use
Wake up to impacts of water crisis
Water cleans and quenches thirst of the living
Water is weather dependent
Water the living creatures
Wait for the smile on
the blooming faces of
flowers, human
and all life around.
NO WATER! NO LIFE!

5. **Good handwriting is the index of an individual. Design a poster on the importance of good handwriting. Use catchy slogans or phrases. Your poster should not exceed 50 words.**

Ans

'HAND WRITING'

Writing is multi dimensional expression
Writing speaks for the individual
Writing spells character
Writing decides personality
Writing unveils thoughts
Writing acknowledges human worth
Writing shares memories
Writing makes master minds
Writing imprints values of life
Writing shows significance
Write neatly, clearly, beautifully
ESTABLISH YOUR WORTH.

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Writing

J. Draft Letters for the following :

1. **You are Ajeet, living in a remote village in Tirunelveli. You participated in a health camp organised by your school. You were surprised to observe that most of the residents were unaware of health and hygiene. As a concerned citizen, write a letter to the editor stating the need to organise such camps focusing on the importance of health and hygiene.**

Ans 25.03.2019

From

S.Ajeet
26, Santhanam Street,
Govindaperi, Tirunelveli District.

To

The Editor
The Hindu, Chennai

Sir,

Sub: Organising – health camp – reg.

This is to bring to your notice that the residents of my locality are unaware of the importance of health and hygiene. They neither consume healthy clean, food nor keep their surrounding's clean. Kindly do the needful to arrange health camps here.

Thank you

Yours truly

S.Ajeet

2. **You are Sanjay. Your colony utilises solar energy to light the common areas. You find many friends of your colony forgetting to switch off the lights in the common area. As a responsible citizen, write a letter to a newspaper, echoing the importance to conserve and preserve solar energy.**

Ans 26.03.2019

From

Sanjay
27, 3rd Avenue,
Shanthi Nagar, Erode - 2.

To

The Editor,
The Hindu,
Chennai - 2.

Sir,

Sub: Conservation – Solar Energy - Regarding.

This is to inform you that our colony utilises solar energy to light the common areas. I find that many of my friends fail to switch off the lights in the common areas after use. Kindly do the needful to create an awareness of conservation of solar energy.

Thank you

Yours truly,

Sanjay

Address on the envelope

To
The Editor,
The Hindu,
Chennai - 2

3. **You are Sadasivam. You recently visited your native town in Vellore. You happened to accompany your grandmother to your family temple. You were shocked to notice the poor condition and maintenance of the temple. Write a letter to the Editor of local newspaper highlighting the poor condition of the temple. Also give some suggestions and request the HRC to take steps to improve the situation.**

Ans 26.03.2019

From

Sadasivam
28, Mullai Colony,
Vellore.

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To

The Editor,
Mullai Times,
Vellore.

Sir,

Sub: Complaint – poor maintenance – temple premises – regarding.

I wish to bring to the kind notice of the concerned authorities that the Hanuman Temple which is one of the oldest temples in my locality, has not been maintained properly. It needs some renovation to preserve the artistic work and heritage of the place. I request the Hindu Religious and Charitable Endowments Department to look into the matter and do the needful.

Thank you

Yours truly,

Sadasivam

Address on the envelope

To
The Editor,
Mullai Times, Vellore.

4. You are Sudha. Your neighbour has a pet dog that barks continuously. Write a letter to the Editor of a weekly newspaper of your locality, highlighting the nuisance and noise pollution created thus. Also suggest ways to solve the problem. *(PTA-6)*

Ans

From

R. Sudha
42, II Avenue
Anna Nagar West, Chennai - 600 101

25th March, 2019

To

The Editor,
Anna Nagar Times,
Anna Nagar, Chennai-600 040.

Sir,

Sub: Pet dog – menace – regarding.

Through the columns of your esteemed newspaper, I wish to draw the attention of the owners of pet animals about the noise pollution created by pet animals. My neighbour's pet dog constantly barks and the nuisance on noise pollution it creates is troubling the entire locality. Children, infants, patients and old people suffer greatly.

The owners should take the dogs outside from their home daily one hour in the morning or evening time. They should check if the pet dogs are infected with some diseases and proper medical care to be provided. They should give food to the dogs at regular intervals.

I request you to highlight the issue in your newspaper so that awareness can be created among the owners of the pet animals.

Thank you,

Yours truly,

R. Sudha

Address on the envelope

To
The Editor,
Anna Nagar Times,
Anna Nagar, Chennai-600 040.

5. You are Raja. The street lights of your area do not work properly. As a responsible citizen, write a letter to the newspaper enlightening them about the problem and also suggest ways to brighten the area. *(PTA-5; HY. 19)*

Ans

30th January, 2020

From

M. Raja
26, Kumaran Street,
Ambattur,Chennai – 58.

To

The Editor,
The Hindu,
Anna Salai,Chennai - 600 002.

Sir,

Sub: Complaint on Street lights – not working properly.

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I wish to bring to your kind notice that five tube-lights in our street are not working properly. Due to this, the street is always dark after dusk. There are so many potholes in the street as a result of which scooterists and cyclists meet with minor accidents. It is unsafe for children too, as they find it difficult to walk on the street. Our repeated requests to the authorities for repairing the lights have fallen on deaf ears. The fused lights and chokes are to be replaced with new ones. I hope the authorities will pay heed to this public complaint.

Thank you

Yours truly,

M. Raja.

Address on the envelope

To
The Editor,
The Hindu,
Anna Salai, Chennai - 600 002.

GRAMMAR

A. Fill in the blanks appropriately.

1. Mahatma Gandhi _____ the father of our nation. [*Ans:* is]
2. There _____ ten dogs in my street [*Ans:* are]
3. They _____ to write the exercises neatly. [*Ans:* have]
4. Butter milk _____ good for health. [*Ans:* is]
5. Fruits _____ good for health. [*Ans:* are]

B. Fill in the blanks with the appropriate verb:

1. The quality of dal _____ not good. [*Ans:* is]
2. The horse carriage _____ at the door. [*Ans:* is]
3. My friend and teacher _____ come. [*Ans:* have]
4. _____ your father and mother at home? [*Ans:* Are]
5. Honour and glory _____ his reward. [*Ans:* is]
6. The ship with its crew _____ sailing good. [*Ans:* is]
7. Gullivers Travels _____ an excellent story. [*Ans:* is]
8. Neither food nor water _____ found here. [*Ans:* is]
9. Mathematics _____ a branch of study. [*Ans:* is]
10. Fifteen minutes _____ allowed to read the question paper. [*Ans:* is]

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C. Change the singular nouns to plurals by either adding 's', 'ies', 'es', 'ves

	Singular	Plural
1.	leaf	leaves
2.	lorry	lorries
3.	bat	bats
4.	clock	clocks
5.	table	tables
6.	lamp	lamps
7.	doll	dolls
8.	biscuit	biscuits
9.	knife	knives
10.	loaf	loaves

Additional Exercises:

	Singular	Plural
1.	life	lives
2.	story	stories
3.	belief	beliefs
4.	mango	mangoes
5.	orange	oranges
6.	baby	babies
7.	duty	duties
8.	feather	feathers
9.	institute	institutes
10.	calf	calves

D. Identify the non-finites in the following sentences and underline them

1. Roshan dreams of **becoming** an architect.
2. We must aim at **fulfilling** Dr APJ Abdul Kalam's dream to make India the most developed country by 2020.
3. **Taking** the children to the museum is Seema's responsibility.
4. **Having** finished the work, the manager decided to return home.
5. **Travelling** with her family, Tara enjoyed every minute of it.

E. Fill in the blanks with the correct alternative:

1. _____ on the flute, Krishna returned it. {Played / Having played} [*Ans:* **Having played**]
2. We wish she continues _____ healthy. {being /be} [*Ans:* **being**]
3. The doctor advised him against _____ in the sun. {wander / wandering} [*Ans:* **wandering**]
4. I like _____ rasam. {drinking / drink} [*Ans:* **drinking**]
5. _____ the scissors I returned it to her. {Using / Having used} [*Ans:* **Having used**]

F. Tick the correct sentences:

1	I had desired to eat a cake.	✓	I had desired to have eaten cake.	
2	My son is fond of music.	✓	My son is fond to music.	
3	Sreena avoids eating fruits.	✓	Sreena avoids to eat fruits.	
4	Bravery is not to pick a quarrel.		Bravery is not picking a quarrel.	✓
5	It is easier to say than do.		It is easier said than done.	✓

Unit 6

POEM

No Men are Foreign

- James Falconer Kirkup

James Falconer Kirkup (1918 - 2009), born James Harold Kirkup, is an English poet, translator and travel writer. He wrote over 30 books, including autobiographies, novels and plays. He wrote his first book of poetry, *"The Drowned Sailor"* which was published in 1947. He left England in 1956 to live and work in Europe, America and the Far East. He settled in Japan for 30 years, lecturing in English literature at several universities. He has won many awards such as Atlantic-Rockefeller award, (1950), Japan P.E.N. Club International literary prize, (1965), Batchelder award, for translation, (1968), Keats prize, (1974), Scott-Moncrieff prize for translation, (1993). He became a Fellow of the Royal Society of Literature in 1962. "No men are Foreign" was published in the year 1966.

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KEY POINTS

- This poem tells us why we must not hate our brothers and sisters who live in different countries of the world.
- No man or country is strange.
- Beneath the various colours of uniform, it is the same human body.
- The earth that every human walks on is the same.
- The others around the world depend on the same air, water and sun.
- They eat out of peaceful harvests and are starved during war.
- Their hands have the same lines of hard work.
- Their eyes see, sleep and wake like ours.
- Like everyone else the strength can be overcome by loving each other.
- The common life is understood by everyone.
- We must remember if we try to hate others it means we hate ourselves.
- When we try to use weapons against others we are ruining human beings and earth.
- Fire and dust destroy the purity of air that belongs to all.
- So we must remember that no one is our enemy or foreigner and no country is a strange land on this earth.

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Summary

James Falconer Kirkup reminds us that all the people who belong to the earth are similar and share the brotherhood of men. Though the colours of uniform are different, it is the same human body. All walk on the same earth, see the same sun, inhale air and use water the same way. They feed on peaceful harvests or starve during war. Their eyes see the same things while awake and shut when asleep. Everywhere strength is overcome by true love, shown towards each other. When one is taught hatred it means hating oneself, cheat ourselves. When we hold weapons against each other, we are ruining the earth. The painful hell of fire and anger and dust spoils the pure air that is inhaled by all of us on earth. No one on earth is a stranger to anyone else and no country an enemy or foreign land.

PARAPHRASES FOR POEM STANZAS

Stanza No.	Poem Stanzas	Paraphrase
1	*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.*	The poet tells that men are not different from each other simply on the basis that they come from separate countries. They may fight for the army of their country, but underneath the uniform, they are all similar. Our opponent army's soldiers live and breathe just as we do. Most fights between two countries result from disputes over a piece of land. However, all the land on earth is the same. Moreover, every man will have to lie in the earth at one time or the other. That is, all men have to die and all pieces of land are potential graveyards in which they fight.
2	*They, too, aware of sun and air and water,* *Are fed by peaceful harvests, by war's long winter starv'd.* *Their hands are ours, and in their lines we read* *A labour not different from our own.*	The poet gives further evidence of the unity of man. He says that those who live in other countries also depend on the same sun, air and water for their survival. They too have seen peace and war. During a peaceful period, they have a good harvest and food products. Similarly during the war period, just like a long winter, availability of food will be in scarce, resulting in famine. They look just like us and are descended from the same ancestors as we are.
3	*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.*	The poet urges us to keep in mind the fact that our opponents sleep and wake like we do, and follow a similar type of lifestyle. Every human being has an inner resource of strength that he can use to help his fellow beings. However, that resource can only be unlocked by following the path of love. When we love someone then only we stand up for them. That is why it is necessary for every man to love his fellow beings without creating divisions amongst them. Despite the differences between various nations, there is one thing that they all have in common. The common people live the same kind of life everywhere. Therefore, we can recognise the presence of that life no matter where we travel in this wide world.

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POEM

Stanza No.	Poem Stanzas	Paraphrase
4	*Let us remember, whenever we are told* *To hate our brothers, it is ourselves* *That we shall dispossess, betray, condemn.*	The poet disagrees against the efforts of military and religious groups that encourage us to wage wars. Those groups are misguiding their own people. They are asking their followers to hate their opponents without realising that they are our own brothers. It is a form of self-destruction. Any hatred that we show against any member of the human race is equivalent to the betrayal of our people. If we kill people of any other country, we are endangering human beings as a whole and their survival on earth.
5 (PTA-3)	*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.*	The poet specifies the impacts of war. If we, the guardians of the earth, were to die out as a result of the war, then there would be no one left to take care of the home that our ancestors had passed down to us. We would then have nothing to pass down to our future generations. The poet compares wartime with hell. In war as in hell, there is fire and smoke everywhere. As a result of this, the earth is becoming poisoned. The very air that we breathe is becoming impure and will not be able to sustain human life for much longer. That is why the poet encourages us not to wage war on our fellow men thinking they are foreigners and that their countries are unlike our own.

GLOSSARY

betray - **disloyal**
condemn - **express complete disapproval**
defile - **damage the purity or appearance**
dispossess - deprive someone of a possession
foreign - a country or language other than one's own
innocence - not guilty of a crime
labour - **hardwork**
outrage - **offend / scandalize**
recognise - know someone having come across earlier

Textual Questions

Based on the understanding of the poem, read the following lines and answer the questions given below.

1. *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.

(a) What is found beneath all uniforms? *(PTA-3)*

Ans The same human body that breathes is found beneath all uniforms.

(b) What is same for every one of us?

Ans The earth we walk upon is the same for all of us.

(c) Where are we all going to lie finally? *(PTA-3)*

Ans We are all going to lie beneath the earth.

2. *They, too, aware of sun and air and water,*
Are fed by peaceful harvests, by war's long winter starv'd.

(a) What is common for all of us? *(PTA-1; HY. 19)*

Ans The sun, air and water are common for all of us.

(b) How are we fed? *(HY. 19)*

Ans We are fed by peaceful harvests.

(c) Mention the season referred here? *(PTA-1)*

Ans Winter is the season referred here.

3. *Their hands are ours, and in their lines we read*
A labour not different from our own.

(a) Who does 'their' refer to?

Ans All the people from other countries of the world.

(b) What does the poet mean by 'lines we read'?

Ans The poet means lines that show hard work done by the hands.

(c) What does not differ?

Ans Labour does not differ. Hard work is the same for all human beings.

4. *Let us remember, whenever we are told*
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn.

(a) Who tells us to hate our brothers?

Ans War tells us to hate our brothers.

(b) What happens when we hate our brothers?

Ans When we hate our brothers we hate ourselves.

(c) What do we do to ourselves?

Ans We disown ourselves, we cheat ourselves and we condemn ourselves when we hate ourselves.

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POEM

5. *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.

(a) **What outrages the innocence?**

Ans The fire and dust, caused during a war, outrages the innocence.

(b) **Who are not foreign?**

Ans The people who belong to earth are not foreign.

(c) **What is not strange?**

Ans Other countries on earth are not strange.

POETIC COMPREHENSION - ADDITIONAL

1. *Remember they have eyes like ours that wake*
Or sleep, and strength that can be won By love.

(a) **Who do the words 'they' refer to?**

Ans 'They' refer to people of different countries whom we consider to be strangers.

(b) **How can we win other people?**

Ans The strength of other people can be won by love and kindness.

(c) **Explain 'They have eyes like ours that wake or sleep".**

Ans The strangers or foreigners are similar to us in every way. They sleep and wake up each new day just like us.

2. *In every land is common life*
That all can recognise and understand.

(a) **What do you understand by "common life"?**

Ans Common life means life anywhere in the world that has similar patterns and features like birth, death, joys, sorrows, youth and old age.

(b) **Who experiences the common life?**

Ans 'The common life' is experienced by all the people of the world regardless of the country in which they live.

(c) **What does the poet is trying to convey in these lines?**

Ans He is trying to convey that even our strangers are similar to us in every way.

3. *Remember, we who take arms against each other*
It is the human earth that we defile.

(a) **Why do we take arms against each other?**

Ans We take arms against each other when we decide to harm each other.

(b) **What is 'human earth'?**

Ans 'Human earth' is the human world that is comprised of all countries, races, cultures and creeds.

(c) **How do we defile 'human earth'?**

Ans We defile or pollute the human earth by using arms and ammunition to cause widespread death and destruction.

POETIC DEVICES - ADDITIONAL

1. *Beneath all uniforms, a single body breathes*
Like ours: the land our brothers walk upon

   (a) **What is the figure of speech employed ?**

   Ans 'Like ours' - simile

   (b) **Pick out the alliterated words.**

   Ans Beneath - body - breathes are alliterated words.

2. *Our hells of fire and dust outrage the innocence*

   What is the figure of speech used in this line?

   Ans Metaphor is used here in the words 'Hells of fire'. Hells are compared to fire.

3. *They, too, aware of sun and air and water,*
Are fed by peaceful harvests, by war's long winter starv'd.

   What is the poetic device used here?

   Ans winter - starv'd is the "transferred epithet" used here. Winter is not starved here, but the people are starved.

4. *Remember, no men are strange, no countries foreign*
Remember, no men are foreign, and no countries strange.

   What is the figure of speech used in these lines?

   Ans Repetition. It emphasizes the core message of the oneness of mankind.

5. *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.

   (a) **Identify the figure of speech used in the first line.**

   Ans Simile.

   (b) **Pick out the words of alliteration in the 2nd line.**

   Ans sleep, strength.

   (c) **Pick out the words of alliteration in the 3rd line.**

   Ans love, land, life.

   (d) **Give the rhyme scheme for the above lines.**

   Ans Rhyme scheme : **"a b c d"**.

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POEM

Based on your understanding of the poem complete the following by choosing the appropriate words/phrases given in brackets:

This poem is about the (1) _____ of all men. The subject of the poem is the (2) _____ race, despite the difference in colour, caste, creed, religion, country etc. All human beings are same. We walk on the (3) _____ and we will be buried under it. Each and everyone of us are related to the other. We all are born same and die in the same way. We may wear different uniforms like (4) '_____,' during wars the opposing side will also have the same (5) _____ like ours. We as human do the same labour with (6) _____ and look at the world with the (7) _____. Waging war against others as they belong to a different country is like attacking our own selves. It is the (8) _____ we impair. We all share the same (9) _____. We are similar to each other. So the poet concludes that we shouldn't have wars as it is (10) _____ to fight against us.

Ans

(1)	**brotherhood**	(2)	**unity of human**	(3)	**same land**
(4)	**language**	(5)	**dreams and aspirations**	(6)	**our hand**
(7)	**same eye**	(8)	**breathing body**	(9)	**human earth**
(10)	**unnatural**				

Based on your understanding of the poem answer the following questions in a paragraph of about 100-150 words.

1. **What is the central theme of the poem 'No Men Are Foreign'?** *(PTA-2, Sep.20)*

Ans The central theme of the poem is about the oneness of mankind. Though there are many countries, races, colour, languages, castes and creeds all are human beings. We occupy the same land and die in the same land. Hands work hard, eyes witness the same life, we are all fed by peaceful harvests. Attacking others who are neighbours in the same planet is nothing but harming one self. Hence no land is foreign, no man is a stranger.

2. **The poem 'No men are foreign' has a greater relevance in todays world. Elucidate.** *(PTA-5)*

Ans The poem "No men are foreign' has a greater relevance in today's world that witnesses major disaster due to internal conflicts and external factors that destroy the peace of nations of the world. Factors like racism, terrorism etc., alienate people to the extent of ruining places and civilizations that had taken centuries of hard work to be built. The very fact that, once we consider the entire world as a single living place for all who exist on it. It becomes a common place and people will stay united understanding the truth that all are human with the same dreams and aspirations.

PARAGRAPH QUESTION & ANSWER - ADDITIONAL

1. **How does the title sum up the theme of the poem 'No men are Foreign'?**

Ans 'No men are Foreign' is an apt title for the poem, because it deals with the theme of universal brotherhood. Right through the poem, the poet talks about the concept of universal brotherhood and peaceful co-existence. He insists that we should not give any place for any kind of prejudice. He emphasises the fact that all human beings are naturally the same. The divisions based on nation, caste, colour, creed or religion are baseless. Every human will respond positively to love. The poet James Kirkup, has beautifully conveyed these ideas through the title of the poem "No Men are Foreign". He gives a strong message to stop all wars and look upon humanity as a unified entity.

SUPPLEMENTARY

Unit 6

The Little Hero of Holland

- Mary Mapes Dodge

Mary Mapes Dodge (1831 –1905) is an American author and editor, best known for her novel Hans Brinker. She was the recognized leader in juvenile literature for almost a third of the 19th century. In 1873, in the midst of an economic depression, Dodge was asked to become editor of the children's magazine St. Nicholas. She conducted St. Nicholas for more than 30 years, and it became one of the most successful magazines for children, with a circulation of almost 70,000 copies. She was able to persuade many of the great writers to contribute to her children's magazine - Mark Twain, Louisa May Alcott, Robert Louis Stevenson, Tennyson, Longfellow, Rudyard Kipling, etc.

Main Characters

Peter	Eight year old boy Brave little hero
Peter's father	Tended the gates in the Dikes
Peter's mother	Advised Peter to come before dark
Peter's friend	Blind man
Peter's brother & sister	sleeping in warm bed
Man walking on the dike	Rescued Peter

KEY POINTS

- This is a true story of a little boy with a brave heart.
- He saved his fellowmen with a brave act.
- Holland is a country, where much of the land lies below the sea level. It has a great wall, that keeps from being destroyed by the North Sea.
- When Peter was 8 years old, his mother asked him to give cakes to his blind friend.
- It was an early fall season. His mother advised him to return before it was dark.
- When Peter was returning, he noticed that the rains had swollen the water in the canal beating against the dike.
- Just then he heard a noise of trickling water. He saw a leak in the dike. There was a hole in it.

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- Realizing the danger, he climbed down the side of the dike and thrust his finger into the tiny hole.
- The flowing of the water stopped. He stayed there all night, shouted for help and screamed. No one came.
- His arm ached and grew stiff. He shouted for his mother.
- Next day morning, a man heard a groan as he walked along the top of the dike. He saw Peter clinging to the side of the great wall.
- When he questioned, Peter told him that he was keeping the water back.
- The alarm was spread. People came running with shovels and the hole was soon mended.
- Peter was carried home to his parents. The whole town soon came to know that how the brave hero had saved their lives.

Summary

This is a true story of a little boy with a brave heart. He saved his fellowmen with a brave act. Holland is a country, where much of the land lies below the sea level. It has a great wall, that keeps from being destroyed by the North Sea. Even the children of Holland know that the hole in the dike which is no wider than a finger can be very dangerous.

Many years ago in Holland there was a boy named Peter. His father tended the gates in the dikes. He opened and closed the sluices for the ships to pass out of Holland's canals into the great sea. When Peter was 8 years old, his mother called him and told him to give cakes to his blind friend. It was an early fall season. His mother advised him to return before it was dark. Peter gave cakes to his blind friend and remembered to get back early. On his way back he noticed that the rains had swollen the water in the canal beating against the dike. Just then he heard a noise of trickling water. He saw a leak in the dike. There was a hole in it. Realizing the danger, he climbed down the side of the dike and thrust his finger into the tiny hole. The flowing of the water stopped. He stayed there very long, shouted for help and screamed. No one came. His arm ached and grew stiff. He shouted for his mother. His mother searched for him and thought he was spending the night with his blind friend. Peter stayed there all night keeping the sea out from entering into the country. Next day morning, a man heard a groan as he walked along the top of the dike. He saw Peter clinging to the side of the great wall. When he questioned, Peter told him that he was keeping the water back. The alarm was spread. People came running with shovels and the hole was soon mended. Peter was carried home to his parents. The whole town soon came to know that how the brave hero had saved their lives.

Glossary

chattered *(v)* - **feeling cold and frightened that one can't stop the upper teeth from hitting against one's lower teeth.**

crouching *(v)* - **adopting a position where the knees are bent and the upper body is brought forward and down.**

dike *(n)* - **an embankment for controlling or holding back the waters of the sea or a river.**

groan *(v)* - **make a deep inarticulate sound conveying pain.**

numb *(adj.)* - **deprived of the power of sensation.**

shovels *(n)* - **tool resembling a spade with a broad blade and typically upturned side, used for moving earth, coal, snow etc.**

sluices *(n)* - **a sliding gate or other device for controlling the flow of water, especially one in a lock gate.**

trickling *(v)* - **flowing in a small stream (a liquid)**

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Textual Questions

A. Based on the understanding of the story, complete the Graphic Organiser suitably.

Title
The Little Hero of Holland

Setting
A dike above the water

Characters
Peter, Peter's mother, Peter's father, Peter's blind friend

Theme
A little boy plugs a leaking dike with his finger to prevent it from flooding the country.

Plot
- Father takes care of gates/ sluices
- Mother sends Peter to give cakes to a blind man
- On his return finds a leak
- Holds his finger, throughout the cold bitter night in the small hole to save Holland from drowning
- Brave little hero saves Holland from drowning.

Climax
When Peter holds his finger in the hole and spends the whole night in the chill weather, a man comes early morning, notices him numb and in a painful state, saves him by bringing others to mend the hole. Peter saves Holland.

Values Highlighted
Love for one's country. Selfless service towards the nation.

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B. Based on your understanding of the story answer the following questions in one or two sentences:

1. **What are the little children of Holland, aware of?**

   Ans The little children of Holland are aware the dikes must be watched every moment. They knew that a small hole can be very dangerous. It would bring the sea into Holland.

2. **What was the work assigned to Peter's father?**

   Ans The work assigned to Peter's father was tending the sluice. Opening and closing the gates when ships entered the sea from Holland.

3. **Why did Peter's mother call him?**

   Ans Peter's mother called him to go and give cakes to his friend who was blind.

4. **How did Peter spend his time with his blind friend?**

   Ans Peter stayed with the poor blind friend a little while to tell him about his walk along the dike and about the sun and the flowers and the ships far out at sea.

5. **Why did the father always say 'angry waters'?**

   Ans The father always said angry waters because the sea water lashed on the dikes always.

6. **What did Peter see when he stopped near the dikes?**

   Ans When Peter stopped near the dikes he noticed that there was a sound of trickling water. He saw a small hole in the dike, through which a tiny stream was flowing.

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7. **What were the thoughts of the mother when Peter didn't return home?**

Ans Peter's mother thought that he was spending that night with his friend.

8. **How did Peter spend his night at the dikes?**

Ans Holding his finger in the hole on the dike Peter crouched on a stone, bending his head. He closed his eyes but did not sleep. He rubbed his hand and thought he would manage to stay throughout the night. No one came to his rescue until morning.

9. **Who found Peter in the dikes and what did he do?**

Ans A man who went for his work heard Peter moaning. He found him clinging to the side of the great wall.

10. **How did the villagers mend the hole?**

Ans The villagers brought shovels and mended the hole after hearing the alarm.

C. Based on your understanding of the story answer the following question in about 100-150 words.

1. **Narrate in your own words the circumstances that led Peter to be a brave little hero.**

Ans One day Peter's mother asked him to give cakes to his blind friend. He crossed the dikes that guarded Holland from the great sea. After he spent some time with his friend, he decided to leave early to his house. On his way, he noticed that he heard a noise of a stream through a hole in the dike. He felt the danger behind the hole. He wanted to save Holland. So he used his finger to close the hole and the water stopped leaking. He stayed outside in the cold night without sleeping. His mother thought he was spending his night with his friend and would scold him, when he returned in the morning. But Peter suffered a lot in the biting cold weather. He shouted for help, no one heard. Next morning a passer-by, who was going to work, heard his groan and found Peter clinging to the side of the dike. He immediately tried to save him and spread the alarm in the village about the hole in the dike. The villagers came running with shovels and mended the dike. Thus Peter became a great hero who saved Holland from the great sea.

GEQ GOVERNMENT EXAM QUESTION

1. **True Story - little boy named Peter - rescues his fellowmen - sees a small hole - water flows like a stream - thrusts his finger - stops the leaking water - next morning - people repair the hole - thank Peter.** *(Sep.20)*

Ans This is a true story of a little boy with a brave heart. Many years ago in Holland there was a boy named Peter. His father tended the gates in the dikes. When Peter was 8 years old, his mother called him and told him to give cakes to his blind friend. Peter gave cakes to his blind friend and remembered to get back early. On his way back, he noticed a leak in the dike. There was a hole in it. Realizing the danger, he climbed down the side of the dike and thrust his finger into the tiny hole. He stayed there very long, shouted for help and screamed. No one came. Next day morning, a man saw Peter. Peter told him that he was keeping the water back. The alarm was spread. People came running with shovels and the hole was soon mended. The whole town soon came to know that how the brave hero had saved their lives.

PARAGRAPH QUESTION & ANSWER - ADDITIONAL

Write a paragraph of about 150 words by developing the following hints.

1. **Hero of Holland - Mary Maps - 8 year old - saved - dike - broke - friend - cake - small hole - finger - dark - stood there - through out night - next morning people - rescued - called him hero.** *(PTA-6)*

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(OR)

Holland- dikes- Peter- walks beside the canal- small hole in the dike- puts his finger- all night next morning - a man – notices Peter – alarm – people mended- brave hero.

Ans Many years ago, in Holland, there was a boy named Peter. His father tended the gates in the dikes. When Peter was eight years old, his mother asked him to give cakes to his blind friend. On his way back, Peter walked beside the canal. He noticed how the rains had swollen the waters and how they beat against the side of the dike. Just then he saw a leak in the dike. There was a small hole in the dike. Realizing the danger, he put his finger into the tiny hole. The flowing of the water stopped. He stayed there all night, shouted for help. No one came. Next day morning, a man heard a groan as he walked along the top of the dike. He saw Peter and knew what had happened. The alarm was spread. People came running and the hole was mended. Peter was carried home. He became the brave hero of Holland.

2. **Holland - land - below sea level - dikes protected the country - every one did best to - protect - Holland - Years ago - little - boy Peter - lived Holland - His father - attended - dyke gates - opened - closed dykes - one day - Peter mother - gave cakes to Peter - to be given - old blind friend of Peter - across the dyke - Peter happily left home - Peter visited - old man - returned near by the dyke - heard - water trickling - stopped to see - small hole - dyke - called for help - in vain - he put his little - finger - throughtout the night - slept near the dyke - morning - found by passer by - alerted the people - Peter and Holland - saved.** ***(Govt. MQP)***

Ans Holland is a country where the land lies below sea level. Only dikes protected the country. Everyone did their best to protect Holland. Years ago, a little boy named Peter lived in Holland. His father tended the dike gates. He opened and closed the dikes for the ships to cross. One day, Peter's mother asked him to go across the dikes to give cakes to his blind friend. Peter happily left home. He visited the old blind man. On his way back, Peter walked beside the canal. Just then he heard a sound of trickling water. He stopped and looked down. There was a small hole in the dike, through which water was leaking. He shouted for help, but in vain. He put his little finger into the hole to stop the leakage. He stayed throughout the night. His eyes were closed, but he was not asleep. Next day morning, a passer-by found Peter and alerted the people. Peter was saved. Holland was saved by Peter.

D. Identify the character/speaker:

1. "I want you to go across the dike and take these cakes to your friend, the blind man." [*Ans:* Peter's Mother]
2. "I am glad they are so strong". [*Ans:* Peter]
3. "Holland shall not be drowned while I am here." [*Ans:* Peter]
4. "What's the matter?" he called. "Are you hurt?" [*Ans:* A man who saved Peter]
5. "Tell them to come quickly!" [*Ans:* Peter]

REARRANGE THE SENTENCES - ADDITIONAL

Rearrange the following sentences in coherent order :

1. i) For centuries the people maintain the walls strong so that their country will be safe and dry.
   ii) Holland is a country where much of the land lies below sea level.
   iii) They know that a finger size hole can be a very dangerous thing.
   iv) Only great walls called dikes keep the North Sea from rushing in and flooding the land.
   v) Even the little children know the dikes must be watched every moment.

Ans ii, iv, i, v, iii

ii) Holland is a country where much of the land lies below sea level.
iv) Only great walls called dikes keep the North Sea from rushing in and flooding the land.
i) For centuries the people maintain the walls strong so that their country will be safe and dry.
v) Even the little children know the dikes must be watched every moment.
iii) They know that a finger size hole can be a very dangerous thing.

2. i) He told him about his walk along the dike and about the sun, the flowers and the ships.
ii) When Peter was eight years old, his mother called him from his play.
iii) Then he bade his friend goodbye and set out for home.
iv) She wanted him to go across the dike to take the cakes to his blind friend.
v) Peter stayed with the poor blind man a little while.

Ans ii, iv, v, i, iii

ii) When Peter was eight years old, his mother called him from his play.
iv) She wanted him to go across the dike to take the cakes to his blind friend.
v) Peter stayed with the poor blind man a little while.
i) He told him about his walk along the dike and about the sun, the flowers and the ships.
iii) Then he bade his friend goodbye and set out for home.

3. i) There he saw a small hole in the dike, through which a tiny stream was flowing.
ii) Suddenly he noticed that the sun was setting and that it was growing dark.
iii) Just then he heard a sound of trickling water!
iv) Then the whole country would be flooded.
v) If the water ran through a little hole, it would soon make a larger one.

Ans ii, iii, i, v, iv

ii) Suddenly he noticed that the sun was setting and that it was growing dark.
iii) Just then he heard a sound of trickling water!
i) There he saw a small hole in the dike, through which a tiny stream was flowing.
v) If the water ran through a little hole, it would soon make a larger one.
iv) Then the whole country would be flooded.

4. i) The little fellow shouted and screamed.
ii) He climbed down the side of the dike and thrust his finger into the tiny hole.
iii) It grew still colder, and his arm ached and began to grow stiff and numb.
iv) This was all very well at first, but soon it grew dark and cold.
v) The flowing of the water was stopped!

Ans ii, v, iv, i, iii

ii) He climbed down the side of the dike and thrust his finger into the tiny hole.
v) The flowing of the water was stopped!
iv) This was all very well at first, but soon it grew dark and cold.
i) The little fellow shouted and screamed.
iii) It grew still colder, and his arm ached and began to grow stiff and numb.

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5. i) She decided to scold him in the morning for staying away from home without permission.
   ii) She closed the cottage door thinking that Peter was spending the night with his blind friend.
   iii) Peter's mother had looked anxiously along the dike road many times since sunset.
   iv) He thought of his brother and sister in their warm beds and of his father and mother.
   v) Peter tried to whistle, but his teeth chattered with the cold.

Ans iii, ii, i, v, iv

iii) Peter's mother had looked anxiously along the dike road many times since sunset.
ii) She closed the cottage door thinking that Peter was spending the night with his blind friend.
i) She decided to scold him in the morning for staying away from home without permission.
v) Peter tried to whistle, but his teeth chattered with the cold.
iv) He thought of his brother and sister in their warm beds and of his father and mother.

READ THE PASSAGE AND ANSWER THE QUESTIONS

PTA QUESTIONS & ANSWER

Read the passage and answer the questions that follow:

1. One afternoon in the early fall, when Peter was eight years old, his mother called him from his play. "Come, Peter," she said. "I want you to go across the dike and take these cakes to your friend, the blind man. If you go quickly, and do not stop to play, you will be home again before dark. "The little boy was glad to go on such an errand, and started off with a light heart. He stayed with the poor blind man a little while to tell him about his walk along the dike and about the sun and the flowers and the ships far out at sea. Then he remembered his mother's wish that he should return before dark and, bidding his friend goodbye, he set out for home. *(PTA-4)*

(a) What did Peter's mother want him to do?

Ans Peter's mother wanted him to go across the dike and took those cakes to his blind friend.

(b) What did Peter's mother advise him to do?

Ans Peter's mother advised him not to indulge in playing and to return home before dark.

(c) Why was the little boy glad?

Ans The little boy was glad to go on such an errand, to meet the blind man.

(d) What did the little boy tell his friend?

Ans The little boy told his friend about his walk along the dike and about the sun and the flowers and the ships far out at sea.

(e) What did the little boy remember?

Ans The little boy remembered his mother's wish that he should return before dark.

ADDITIONAL QUESTIONS

SUPPLEMENTARY

Read the passage and answer the questions that follow:

1. Holland is a country where much of the land lies below sea level. Only great walls called dikes keep the North Sea from rushing in and flooding the land. For centuries the people of Holland have worked to keep the walls strong so that their country will be safe and dry. Even the little children know the dikes must be watched every moment, and that a hole no longer than your finger can be a very dangerous thing. Many years ago there lived in Holland a boy named Peter. Peter's father was one of the men who tended the gates in the dikes, called sluices. He opened and closed the sluices so that ships could pass out of Holland's canals into the great sea.

   (a) **Where does much of the land of Holland lie?**

   Ans Much of the land of Holland lies below the sea level.

   (b) **What are the great walls called?**

   Ans The great walls are called dikes.

   (c) **What prevents the North Sea from rushing in and flooding the land?**

   Ans The dikes prevent the North Sea from rushing in and flooding the land.

   (d) **What was Peter's father doing in Holland?**

   Ans Peter's father was tending the gates in the dike.

   (e) **Where do the ships pass?**

   Ans The ships pass out of Holland's canals into the great sea.

2. One afternoon in the early fall, when Peter was eight years old, his mother called him from his play. "Come, Peter," she said. "I want you to go across the dike and take these cakes to your friend, the blind man. If you go quickly, and do not stop to play, you will be home again before dark."

   The little boy was glad to go on such an errand, and started off with a light heart. He stayed with the poor blind man a little while to tell him about his walk along the dike and about the sun and the flowers and the ships far out at sea. Then he remembered his mother's wish that he should return before dark and, bidding his friend goodbye, he set out for home.

   (a) **How old was Peter?**

   Ans Peter was eight years old.

   (b) **What did his mother ask him to do?**

   Ans His mother asked him to take some cakes to his blind friend.

   (c) **What did she advise him?**

   Ans She advised him to return home before dark.

   (d) **Was Peter glad to go on such errands?**

   Ans Yes, Peter was glad to go on such errands.

   (e) **How long did he stay with his blind friend?**

   Ans He stayed with him for a little while.

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3. It grew still colder, and his arm ached, and began to grow stiff and numb. He shouted again. "Will no one come? Mother! Mother!" But his mother had looked anxiously along the dike road many times since sunset for her little boy, and now she had closed and locked the cottage door, thinking that Peter was spending the night with his blind friend, and that she would scold him in the morning for staying away from home without permission. Peter tried to whistle, but his teeth chattered with the cold. He thought of his brother and sister in their warm beds, and of his dear father and mother. "I must not let them be drowned," he thought. "I must stay here until someone comes, if I have to stay all night."

(a) Why did Peter's arm ache?

Ans Peter's arm ached because he had thrust his finger into the hole of the dike for a long time.

(b) What did his mother do?

Ans She waited anxiously for her son's arrival till sunset.

(c) What did she think finally about her son?

Ans She thought that Peter was spending the night with his blind friend. So she closed the cottage door.

(d) What did Peter try to do?

Ans Peter tried to whistle, but his teeth chattered with the cold.

(e) What did he think?

Ans He thought of his brother and sister in their warm beds. He also thought of his father and mother.

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PROSE

Unit 7

The Dying Detective

- Arthur Conan Doyle

Sir Arthur Conan Doyle (1859 - 1930) was a British detective fiction writer featuring the character of Sherlock Holmes. Doyle has written over forty-six such short stories, the notable works include "Stories of Sherlock Holmes" and "The Lost World".

KEY POINTS

- Dr. Watson, the narrator is informed of Mr. Holmes' serious illness by Mrs. Hudson, Holmes' Landlady.
- Holmes contracts the deadly and contagious disease Formosa plague from the Chinese sailors while at work at Rotherhithe.
- Holmes doesn't allow even a doctor in to cure him. Starves for three days and looks deathly ill.
- Watson offers to bring Dr. Ainstree but Holmes only locks the door and keeps Watson in for two hours – till 6 o'clock. Culverton Smith, of 13 lower Burke Street saying that he was the only person who could cure him.
- Watson meets Inspector Morton who enquires about Holmes sickness.
- Watson goes to Smith's house.
- Watson pleads with Smith to save Holmes.
- On hearing about Holmes, Smith readily goes to meet him.
- Watson leaves on a pretext of an appointment.
- Smith meets Holmes who knew that he alone had a high knowledge of Eastern Diseases.
- Smith informs Holmes of Victor's death due to the same disease on the fourth day.
- Holmes is sure that Smith was behind Victor's death. But Smith is sure none could prove it.
- Holmes, unable to recall incidents pleads with Smith to cure him.
- Smith questions whether he received any box by post. Holmes accepts he got a box with a spring that drew blood.
- Smith tries his level best to take away the last piece of evidence the box, and tells it isn't a joke but it is deadly and Holmes would die of it.
- But Holmes asks Smith to save him.
- Holmes asks him to light the gas to see him better.
- Smith comes to know that Holmes has acted very well by starving for 3 days and seeming sick.
- In the meantime, Inspector Mortan arrives to arrest Smith on the charges of murder of Victor.
- Thus Holmes plays the role of a dying detective, in identifying Smith as the murderer of Victor Savage.

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Summary

The narrator Mr. Watson is informed by Mr. Holmes' landlady that Holmes is seriously ill. He has contracted a deadly contagious disease, Formosa plague from the Chinese sailors while at work at Rotherhithe. Everyone expresses shock over his illness including Inspector Morton who meets Watson and enquires about Holmes.

Holmes starves for three days without food and water and looks deathly pale. He does not permit even a doctor to come close to him. Watson offers to help Holmes but he refuses and doesn't even want Dr. Ainstree to be brought.

Holmes locks the door and asks Watson to wait for two hours. In the mean time he asks him to read. Unable to read, Watson walks around to find a small black and white ivory box with sliding lid. But Holmes does not permit him even to touch it.

After some time, Holmes asks him to put his money in the watch pocket and light the gas only half on. He asks Watson to place some papers within Holmes' reach, before Watson leaves to bring Mr. Culverton Smith of 13 Lower Burke Street, who according to Holmes, is the only highly knowledgeable person about Eastern Diseases.

Overhearing Mr. Culverton Smith telling his butler that he is not here, Watson rushes to plead with Smith to save Holmes. As soon as Smith hears the name of Holmes he rushes to visit him. Watson goes away on a pretext of an appointment. Holmes meets Mr. Smith and informs him that he knows everything about the symptoms of the disease. Mr. Smith also speaks of Victor Savage who died of the same disease on the fourth day. But Holmes insists that it was only Smith who killed him. But Smith is sure it can't be proved. As Holmes pleads with Smith to cure him, Smith asks Holmes whether he received a box by post. Holmes said he received a box with a spring that sucked blood and it was a joke. Smith clearly states that it wasn't a joke and that in spite of knowing so much about Victor's death he shouldn't have crossed Smith's path and added Holmes death was near.

Holmes asks Smith to turn up the gas to have a better look at him, and Smith is shocked to see Holmes who admits that he was only acting all the while. Footsteps are heard by the narrator and inspector Morton arrests Smith on charges of murder.

Holmes apologises to Watson for having undermined his capabilities as a doctor. He has done it only to bring in Smith who has killed his nephew. He wants to kill Holmes too to avoid imprisonment. Holmes gets ready to have nutritious food at Simpsons' and thanks Watson.

Glossary

advancing	-	moving forward
aroused	-	awaken
bald	-	without hair
bolted *(v)*	-	**closed the door with a bar that slides into a socket**
butler	-	waiter
coincidence	-	instance of things happening at the same time
confidence	-	self trust
contagious *(adj)*	-	**spreading of a disease from one person to another by direct contact.**

crowns - former British coins
dejection - sadness
delirious *(adj)* - **disturbed state of mind characterized by restlessness**
dreadful - fearful appearance
evidence - proof
flushed - become red in the face
frail *(adj)* - **weak and delicate**
gaunt *(adj)* - **lean, especially because of suffering, hunger or age**
groan *(v)* - **a deep inarticulate sound conveying pain or despair**
half-crown *(n)* - **a former British coin equal to two shillings and six pence (12½p).**
hesitant - slow to act or speak
horrified - filled with shock or fear
ignorant - not knowing facts
listless - lacking energy
mantle piece *(n)* - **a structure of wood or marble above or around the fireplace**
persuade - induce, convince
plague *(n)* - **a contagious bacterial disease characterized by fever**
plead - beg
pretending - acting
startled *(v)* - **felt sudden shock or alarm**
stipulated - within limit
scuffle *(v)* - **a sudden short fight**
symptoms - signs
tongs *(n)* - **a device used for picking up objects consisting of two long pieces free at one end and pressed together at the other end.**
twitched *(v)* - **gave short, sudden jerking movements.**

Words	Synonyms	Antonyms
advancing	moving forward	retreating
appeared	showed	disappeared
arrest	held	release
best	excellent	worst
brightness	shining	dullness
certainly	surely	uncertainly
confidence	trust	diffidence
disappear	vanish	appear
disobey	not listen / follow	obey
doubt	uncertainty	certainty
dreadful	awful / horrible	beautiful
dying	about to die	living
finally	at the end	initially

Words	Synonyms	Antonyms
forget	not remember	remember
gaunt	lean, thin	plump, fat
gloomy	vague / sad	bright
healthy	fresh	unhealthy / sick
hesitant	reluctant / unwilling	ready / willing
horrified	unpleasant / shocked	pleasant / calm
ignorant	not known	knowledgeable
kindness	very kind	cruelty
persuade	force	dissuade
plead	beg	force
recent	now	long ago
sinking	about to die	recovering
startled	shocked	calm
surprised	shocked	calm

In-text Questions

a. How did Watson feel when he heard of Holmes illness?

Ans Watson felt horrified when he heard of Holme's illness because he had hot heard about it before.

b. Why didn't the landlady call the doctor? *(PTA-6)*

Ans The landlady didn't call the doctor because Holmes would not allow her to bring one.

c. What was the condition of Holmes when Watson saw him?

Ans Holmes had a gaunt face. His eyes had the brightness of fever, his cheeks were flushed and his hand twitched all the time. He lay listless.

d. What according to Holmes was the disease he was suffering from?

Ans Holmes was suffering from Tarpaunli fever or black Formosa plague.

e. Who did Watson see when he entered the room?

Ans Watson saw Culverton Smith's butler at the doorway. On entering the room, he saw a thin man with bald head, Mr. Culverton Smith.

f. What were the instructions given by Holmes to Watson?

Ans Holmes did not want Watson to go before six. He asked Watson to tell Smith that Holmes was dying and force Smith to come. Watson should return to Holmes' house, before Smith's arrival. He asked Watson to light the gas and keep it half-on.

g. Why did Holmes plead with Smith? *(PTA-5)*

Ans Holmes pleaded with Smith to cure him of his disease.

h. Who was responsible for Victor Savage's death? What was the evidence for it?

Ans Culverton Smith was responsible for Victor Savage's death. The ivory box was the last piece of evidence of it.

i. **What explanation did Holmes give for speaking rudely to Watson?**

Ans Holmes explained that he spoke rudely to Watson because he wanted to bring Smith there. He didn't want Watson to know that he wasn't ill.

j. **How was Holmes able to look sick?**

Ans Holmes starved for three days without food and water to look really sick.

Textual Questions

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

1. **Who was Mrs. Hudson? Why was she worried?** *(HY. 19)*

Ans Mrs. Hudson was the landlady of Sherlock Holmes. She was worried because Holmes was very sick.

2. **Why didn't Holmes let Watson examine him?** *(PTA-3)*

Ans Holmes didn't let Watson examine him by telling that he was suffering from a deadly and contagious disease. In fact Holmes was acting as if he was a sick person. If Watson examined him, he would know that Holmes was not ill.

3. **Why did Holmes warn Watson against touching his things? What was Watson's reaction?**

Ans Holmes warned Watson against touching his things because he disliked others touching his things and the box was an important evidence. Watson sat down silently.

4. **What did Watson find on the table near the mantelpiece?**

Ans Watson found a small black and white ivory box with sliding lid, on the mantelpiece.

5. **Who is Mr. Culverton Smith?**

Ans Mr. Culverton Smith is the man who has the knowledge of the disease, Holmes was suffering from. He is a planter. He lives in Sumatra, now visiting London.

6. **What did Holmes ask Watson to do before leaving his room?**

Ans Holmes asked Watson to put the money in his pockets, light the gas lamp half on, and place some letters and paper on the table. He also asked him to place the ivory box within his reach.

7. **What instructions did Holmes give Watson to get Mr. Smith?**

Ans Holmes asked Watson to persuade Mr. Culverton Smith of 13, Lower Burke Street to come and to tell him that Holmes was dying. He asked him to plead with Smith to save him.

8. **Why did Holmes want Smith to treat him?**

Ans Holmes wanted Smith, to treat him because he was the only man with the knowledge of the disease Holmes was suffering from.

9. **How did according to Smith Holmes get the disease?**

Ans According to Smith, Holmes got the disease from the spring in the ivory box, that drew blood.

10. **Who arrested Smith? What were the charges against him?** *(PTA-1, Sep.20)*

Ans Inspector Morton arrested Smith on charges of murder of Victor Savage.

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SHORT QUESTIONS & ANSWERS - ADDITIONAL

1. **How did Watson know Holmes was sick?**

   Ans Mrs. Hudson, the landlady of Sherlock Holmes told Watson that Holmes had been sinking for three days and he would not allow any doctor to come in. After she had insisted Holmes accepted that Watson could see him.

2. **How did Holmes react when Watson came to see him?**

   Ans Holmes stopped Watson from entering his room, stating that he was suffering from a deadly disease that he got from Sumatra. When Watson tried to force himself to go near Holmes, Holmes told him that he would only allow a doctor in. Holmes wanted Culverton Smith, who was knowledgeable about the Eastern Diseases to deal with him.

3. **What happened when Watson waited behind the locked door?**

   Ans Watson was asked to wait till 6 O' clock to bring a doctor of Holmes' choice. Holmes suggested that Watson could read some books. Unable to read, Watson walked around the room and happened to see a black and white ivory box on the mantelpiece. When he held it to see it, Holmes gave a dreadful cry. He asked Watson not to touch any of his things. So Watson sat in dejection until 6'O clock.

4. **Describe the character of Mr. Culverton Smith.**

   Ans Culverton Smith was the only man who had the knowledge of the disease, Formosa plague. He was not a medical man. He was a planter. He lived in Sumatra. He lived at 13, Lower Burke Street. He was frail with a bald head. He killed his nephew, Victor Savage. Holmes as the dying detective pretended to be sick to bring the truth out of Culverton Smith.

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

1. **How did Holmes trap Mr. Culverton Smith to confess the murder?** *(PTA-6)*

   Ans Holmes sent Watson to bring Culverton Smith who was the only man who knew how to cure Eastern diseases. Holmes pretended to be seriously ill with black Formosa Plague. He had starved for 3 days, very sick and dying. When Watson pleaded with Smith to save Holmes, the shocked Smith rushed to Holmes. There Holmes spoke about the ivory box that confirmed the disease to Smith. Holmes also said that he very well knew that Smith was behind the murder of Victor Savage, who was a victim of the same disease. Smith confessed and said none could prove it. Smith also told that Holmes' end is nearing. Holmes asked Smith to brighten the lamp so that he could see him better. Holmes was only acting as if he was sick. Thus he made Smith confess the truth about the murder of Victor Savage.

2. **How did Watson help his friend to arrest the criminal?** *(Govt. MQP; PTA-2)*

   Ans Holmes sent Watson to 13 Lower Burke Street, where Culverton Smith lived. Watson pleaded with Smith to save Holmes, who was suffering from plague. On hearing Holmes' name, Smith was shocked. Before Smith could come along, Watson left, to meet Holmes to inform about Smith's arrival. He disappeared to the next room before Smith came. As Holmes and Smith were speaking about the dangerous ivory box and the spring that drew blood, Smith said that Holmes would die of it. But Holmes stated he was sure Smith was behind the murder of Victor. But Smith told that none could prove it. When Smith tried to get away with the ivory box, Inspector Morton came in to arrest him on charges of murder. Thus Watson brought Smith to Holmes and made way for the arrest.

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PROSE

PARAGRAPH QUESTION & ANSWER - ADDITIONAL

1. **Describe Sherlock Holmes as the dying detective.**

Ans Mrs.Hudson the landlady of Holmes told Watson that Holmes of was dying of a dreadful disease, he had contracted from Rotherhithe while working on a case. He had been sinking for three days without eating or drinking. He could not allow any doctor to take care of him. His face was gaunt, his eyes had the brightness of fever and his cheeks were flushed. His hands twitched all the time and he was listless. The disease being contagious, he did not even allow Watson, his close friend and a doctor to come close to him. He only wanted Culverton Smith who had the knowledge of Eastern disease to treat him. He pretended to be sick in order to bring out the truth behind the murder of Victor Savage. While Culverton Smith was in conservation with Holmes regarding the death of Victor Savage, Holmes pleaded with Culverton Smith to cure him. Smith heard about the box and tried to take it away as it was the last evidence to prove the murder. Meanwhile the police arrest Smith on charges of murder. Thus the dying detective successfully pretends to bring out the truth behind the murder.

Vocabulary

C. Complete the following sentences by choosing the correct options given.

1. Niteesh bought a _____ (knew / new) cricket bat. [*Ans:* **new**]
2. The shepherd _____ (herd / heard) the cry of his sheep. [*Ans:* **heard**]
3. Lakshmi completed her baking _____ (course / coarse) successfully. [*Ans:* **course**]
4. Priya has broken her _____ (four / fore) limbs. [*Ans:* **fore**]
5. Leaders of the world must work towards the _____ (peace / piece) of human race. [*Ans:* **peace**]

Commonly confused words.

1. My friend had **brought** many things from his native place.
2. My grandfather had **bought** a pair of spectacles from the shop.
3. Bad weather **affected** the health of the people.
4. Some bacteria have good **effects** on the human system.

D. Complete the tabular column by finding the meaning of both the words given in the boxes. Use them in sentences of your own.

pocket(n) - a small bag sewn into or on clothing to keep carry small things **packet** (n) - a paper or cardboard container, typically one in which goods are sold	Santa filled his **pocket** with candies. Maheswari carried a **packet** of ribbons.
fond (adj.) - having an affection or liking for **found** (v) - having been discovered by chance or unexpectedly	Puppies are **fond** of soft balls. Rosalin **found** a 100 rupee note on her way back home.
lost (v) - to lose something, unable to find **last** (adj.) - the final in position	My brother **lost** his purse. I am the **last** child in my family.

paused (v) - stop **passed** (v) - cross, go by, get through	The vehicles **paused** at the signal. An old man **passed** by the shop.
pitcher (n)- container **picture** (n)- A drawing of a thing scene / people or printed design of art	The farmer took a **pitcher** to bring water. The child drew a **picture** of scenery.

Listening

E. * Listen to the story and answer the questions given below.

1. Where does this story take place?
   (a) in a bakery (b) at the police station
   (c) in Ms. Gervis' house (d) in Ms. Gervis' apartment
   [*Ans:* **(d) in Ms. Gervis' apartment**]
2. Near the beginning of the story, "Ms. Gervis' eyes are full of tears. Her hands are shaking." How does Ms. Gervis probably feel?
   (a) She is upset (b) She is tired (c) She is hungry (d) She is confused
   [*Ans:* **(a) She is upset**]
3. What makes the detective sure that the robber did not come through the windows?
   (a) The windows are locked
   (b) The windows face the police station.
   (c) The windows have not been used in months.
   (d) The windows are too small for a person to fit through.
   [*Ans:* **(c) The windows have not been used in months**]
4. What else was stolen from the apartment?
   (a) crystal (b) jewellery (c) money (d) nothing [*Ans:* **(d) nothing**]
5. "And the robber definitely did not use the front door." Which is the best way to rewrite this sentence?
   (a) "And the robber may not have used the front door."
   (b) "And the robber probably did not use the front door."
   (c) "And the robber was not able to use the front door."
   (d) "And the robber certainly did not use the front door."
   [*Ans:* **(b) "And the robber probably did not use the front door"**]
6. What does Ms. Gervis do with her cakes?
   (a) She eats them (b) She sells them (c) She hides them (d) She gives them away
   [*Ans:* **(d) She gives them away**]
7. What does the detective seem to think will happen if he solves the mystery?
   (a) Ms. Gervis will start baking cakes again
   (b) Ms. Gervis will bake him extra cakes
   (c) Ms. Gervis will give him her secret recipe
   (d) Ms. Gervis will give him money and jewels [*Ans:* **(a) Ms. Gervis will start baking cakes again**]
8. **Do you like mysteries? What is your favourite kind of story? Explain.**
   Ans I like mysteries which are not dangerous and frightening. The stories like what we have read just now is good to listen with no negative or criminal mind at work. Stories where boys try to hunt he treasure and land themselves in mysterious surrounding, search for the treasure with a lot of difficulty for a long time and finally succeed are interesting to read.

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Speaking

F. Exercise

1. **Present the review of a movie that you have watched recently.**

Ans Good Morning Friends. Recently I watched the movie TITANIC. I was thrilled to see the size of the ship that was built in such a way that it would not sink. The interiors and all the advanced and aristocratic machinery used, attracted my attention. Unfortunately it strikes an iceberg and sinks. Many get killed and the only survivor is an old lady, who narrates the entire story of the ship and she was a passenger when she was around twenty years. They have taken great efforts to make the movie which was a real incident.

2. **Give the review of a book that has interested you a lot.**

Ans I enjoyed reading, Shakespeare's "Merchant of Venice". The way the playwright uses disguise to make the story interesting. The value of friendship is also a highlight here. How each friend helps the other at the time of need and how Portia disguised as a lawyer to save Antonio who had helped them by borrowing money, from Shylock. Shakespeare employs clever argument through Portia who saves Antonio by telling that he could take a pound of flesh from Antonio's body without shedding a drop of Christian blood. And then Shylock realises his mistake. That is a good story, which teaches one not to be greedy.

3. **Review an event which your school has hosted recently.**

Ans Recently our school hosted an inter-school cultural event. About 20 schools from the city participated in many competitions conducted on stage and off stage. It proved to be a platform to show case the talents of students from various schools. We enjoyed watching various performances.

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Reading

G. Match the following.

1. A man of ease – (a) Emanuel
2. John's trainer – (b) Lalli and Lolly
3. Mathew's secretary – (c) John Mathew
4. John's chef – (d) Louise
5. Mathew's friends – (e) Basky

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

H. State whether the given statements are true or false. If false correct the statements.

1. Mathew is a very busy man. [*Ans:* True]
2. He woke up very late in the morning. [*Ans:* True]
3. He always had lunch with his family. [*Ans:* False]

   Correct Statement : He always had lunch with Lalli and Lolly.
4. He exercised with Louise every day. [*Ans:* False]

   Correct Statement : He exercised with Basky everyday.
5. He preferred handling mail by himself. [*Ans:* False]

   Correct Statement : He preferred handling mail with Louise.

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Writing

I. Create a pamphlet for the following :

1. **Make a pamphlet on 'Dengue Awareness' (Focus on its causes, preventions, symptoms and precautions).**

Ans

2. **Make an attractive pamphlet for your school's Fair organised for raising funds for (any) relief (Specify the date, time, types of stalls and the reasons for the fair).**

Ans

3. **Make a pamphlet on the latest gadgets (Mention the variety of models, uses, need and availability).**

Ans

J. Write a letter of enquiry for the following.

1. **You are librarian in a newly established school. Write a letter to the book dealer inquiring about the list of newly arrived English children's story books and various subject books relevant to 10-14 age groups.**

Ans

Chennai,
04.04.2019.

From

The Librarian,
XYZ School,
Madipakkam, Chennai.

To

The Manager
Chennai Book House,
Triplicane, Chennai.

Sir,

Sub : Enquiry - New books - Children 10 to 14 years - reg.

I would like to request you to send a list of new arrivals of children story books between the age group of 10 - 14 years, so that we might place the order for our school library for the next academic year.

Kindly send the list at the earliest.

Thank you,

Yours faithfully,

XXX

Address on the envelope

To
The Manager
Chennai Book House,
Triplicane, Chennai.

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2. **Venkat hails from a remote village of Kancheepuram District, Tamil Nadu who aspires to become an IAS officer. Currently, he is in class X. He notices an advertisement on free classes for the IAS aspirants by a trust in a newspaper. Help him to write a letter to the coordinator of the trust inquiring for further details.**

Ans 05.04.2019.

From

Venkat,
216, Nethaji Street,
Sevilimedu Village,
Kancheepuram District.

To

The Coordinator,
Aspire IAS Academy,
Habibullah Road, Chennai.

Sir,

Ref : Advertisement cited in the newspaper.

I would like to know about the norms for admission to the free classes arranged for IAS aspirants by your trust. I am in Class X now.

Kindly forward the details at the earliest to enable me to join the course.

Thank you,
Yours sincerely,
Venkat

Address on the envelope

To
The Coordinator,
Aspire IAS Academy,
Habibullah Road, Chennai.

3. **Write a letter to the head of the BSNL office enquiry about the internet broadband scheme launched recently.**

Ans 05.04.2019.

From

Mala
27, Ramani Street,
Arumbakkam,
Chennai.

To

The Manager
BSNL Office,
Chennai.

Sir,

Sub : New Scheme - Internet BroadBand - reg.

Kindly forward details regarding the new scheme launched by BSNL for Internet Broadband Connection.

Thank you,
Yours faithfully,
Mala

Address on the envelope

To
The Manager
BSNL Office,
Chennai.

GRAMMAR

A. Transform the following sentences as instructed.

1. On seeing the teacher, the children stood up. (into Complex)

Ans As soon as the children saw the teacher, they stood up.

2. At the age of six, Varsha started learning music. (into Complex)

Ans Varsha started learning music when she was six years old.

3. As Varun is a voracious reader, he buys a lot of books. (into Simple)
   Ans Varun, being a voracious reader, buys a lot of books.
4. Walk carefully lest you will fall down. (into Complex)
   Ans Unless you walk carefully, you will fall down.
5. Besides being a dancer, she is a singer. (into Compound)
   Ans She is a dancer as well as a singer.
6. He is sick but he attends the rehearsal. (into Simple)
   Ans In spite of being sick he attends the rehearsal.
7. If Meena reads more, she will become proficient in the language. (into Compound)
   Ans Meena must read more otherwise she will not become proficient in the language. **(or)**
   Meena should read more and only then will she become proficient in the language.
8. He confessed that he was guilty. (into Simple)
   Ans He confessed his guilt.
9. The boy could not attend the special classes due to his mother's illness. (into Compound)
   Ans The boy's mother was sick and so he could not attend the special classes.
10. He followed my suggestion. (into Complex)
    Ans He followed what I suggested.

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

1. Radha was ill. She was not hospitalised.
   Ans
   Simple : In spite of her illness, Radha was not hospitalised.
   Complex : Though Radha was ill, she was not hospitalised.
   Compound : Radha was ill but she was not hospitalised.
2. The students were intelligent. They could answer the questions correctly.
   Ans
   Simple : Being intelligent, the students could answer the questions correctly.
   Complex : As the students were intelligent, they could answer the questions correctly.
   Compound : The students were intelligent and so they could answer the questions correctly.
3. I must get a visa. I can travel abroad.
   Ans
   Simple : I must get a visa to travel abroad.
   Complex : If I get a visa, I can travel abroad.
   Compound : I must get a visa and only then can I travel abroad.
4. I saw a tiger. It was wounded.
   Ans
   Simple : I saw a wounded tiger.
   Complex : I saw a tiger which was wounded.
   Compound : I saw a tiger and it was wounded.
5. There was a bandh. The shops remained closed.
   Ans
   Simple : The shops remained closed due to bandh.
   Complex : Since there was a bandh the shops remained closed.
   Compound : There was a bandh and so the shops remained closed.

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POEM

Unit 7 The House on Elm Street

- Nadia Bush

KEY POINTS

- The house is located on Elm street.
- It is a mysterious place.
- It has a lot of space.
- But it is empty.
- It seems to be alive at night.
- It seems to be bright on the summer day in May.
- There is a tree near the house and it is always bare without leaves.
- Whatever the season, it just exists there neither shrinking nor growing.
- Rumours are regularly spread that everyday the house begins to fade.
- The house remains a mystery.

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Summary

The house on Elm Street is a lonely house. No one knows what happens there. It is a mysterious place. It has plenty of empty space. At night the house is well lit with lights, that go on and off. The poet is very often tempted to have a look at what really happened inside but fear kept her from going into the house. She drives past the house every day. It looks bright on the summer day in May. It looks unique. There is a tree next to the house. It is always bare. It never has the leaves in any of the seasons. It is just there neither growing nor shrinking. Rumours are spread every day and each day the house becomes dim. Not knowing what happened inside the house, it remains a mystery.

PARAPHRASES FOR POEM STANZAS

Stanza No.	Poem Stanzas	Paraphrase
1	*It sat alone.* *What happened there is still today unknown.* *It is a very mysterious place,* *And inside you can tell it has a ton of space,* *But at the same time it is bare to the bone.*	The poet talks about the house on Elm Street. It is there all alone. What happened there in that house, is still not known till today. It seems to be a mysterious place. Inside the house, there seems to be a lot of space. But at the same time, it is empty everywhere Emptiness is being found in every nook and corner of the house.

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POEM

Stanza No.	Poem Stanzas	Paraphrase
2	*At night the house seems to be alive,* *Lights flicker on and off.* *I am often tempted to go to the house,* *To just take a look and see what it is really about,* *But fear takes over me.* **(Sep.20)**	At night, the house seems to look lively with the lights flickering now and then. The poet often gets tempted to go into the house to just take a look at it. She wants to know what it is really about. But her fear does not allow her to do so.
3	*I drive past the house almost every day.* *The house seems to be a bit brighter* *On this warm summer day in May.* *It plays with your mind.* *To me I say, it is one of a kind.* **(PTA-1)**	The poet drives past that house every day. The house seems to be a bit brighter during May on the warm summer days. This mysterious house plays with our mind since no one knows what is happening there. To the poet, it is one of the mysterious kind.
4	*Beside the house sits a tree.* *It never grows leaves,* *Not in the winter, spring, summer or fall.* *It just sits there, never getting small or ever growing tall,* *How could this be?*	There is a tree at the side of the house. It never grows leaves in any of the seasons at all. Not a leaf grows in winter, spring, summer or autumn. The tree stands there constantly never getting small nor growing taller. The poet wonders how this could happen.
5	*Rumors are constantly being made,* *And each day the house just begins to fade.* *What happened inside that house?* *I really don't know.* *I guess it will always be a mystery.*	Rumours are continuously being made about the house. Each day, the house just begins to lose its brightness. It begins to fade and look dull. The poet wonders what happens inside that house. She really doesn't know. She just guesses that it will always be a mystery.

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Glossary

alive - alert and active, living
alone - isolated
bare - uncovered
constantly - continuously, always
fade - dim
mystery - something difficult to understand
tempted - enticed
ton of space - a lot of space

Textual Questions

A. Read the given lines and answer the questions given below.

1. *It sat alone.*
What happened there is still today unknown.
It is a very mysterious place,
And inside you can tell it has a ton of space,
But at the same time it is bare to the bone.

(a) What does 'It' refer to? *(PTA-3)*

Ans It refers to the house.

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(b) **Pick out the line that indicates the size of the house.**

Ans "And inside you can tell it has a ton of space,"
This line indicates size of the house.

2. *I drive past the house almost every day.*
The house seems to be a bit brighter.
On this warm summer day in May.
It plays with your mind.

(a) **Who does 'I' refer to?** *(HY. 19)*

Ans I refers to the poet Nadia Bush.

(b) **Pick out the alliterated words in the 2nd line.**

Ans be, bit, brighter.

3. *It never grows leaves,*
Not in the winter, spring, summer or fall.
It just sits there never getting small or ever growing tall

(a) **What does 'it' refer to?** *(Sep. 20)*

Ans 'It' refers to the leafless, bare tree.

(b) **In what way the tree is a mystery?** *(Sep. 20)*

Ans The tree neither grows nor becomes small. This is a mystery.

4. *Rumors are constantly being made,*
And each day the house just begins to fade.
What happened inside that house?

(a) **Does the house remain the same every day?**

Ans No. The house begins to fade every day. It does not remain the same.

(b) **Why does the poet consider the house to be a mystery?**

Ans The poet does not know what happened inside the house. So, she considers the house to be a mystery.

5. *What happened inside that house?*
I really don't know I guess it will always be a mystery

(a) **Does the poet know what happened in the house?** *(PTA-2 & 5)*

Ans No, the poet does not know what happened inside the house.

(b) **What is the mysterious about the house?** *(PTA-2 & 5)*

Ans No one knows what is happening inside the house and the poet thinks it will remain a mystery.

POETIC COMPREHENSION

PTA QUESTIONS & ANSWERS

1. *It sat alone.*
What happened there is still today unknown.

What happened inside it? *(PTA-3)*

Ans What happened inside it, is unknown.

POEM

GEQ GOVERNMENT EXAM QUESTIONS

1. *Beside the house sits a tree.*
It never grows leaves,

(a) **What is found near the house?** *(Govt. MQP)*
Ans A tree is found near the house.

(b) **Why does it never grow leaves?** *(Govt. MQP)*
Ans It never grows leaves because it is a mysterious tree.

POETIC COMPREHENSION - ADDITIONAL

1. *At night the house seems to be alive,*
Lights flicker on and off.
I am often tempted to go to the house,
To just take a look and see what it is really about,
But fear takes over me.

(a) **When does the house seems to be alive?**
Ans The house seems to be alive at night.

(b) **Who is often tempted to go to the house?**
Ans The poet Nadia Bush was often tempted to go to the house.

(c) **Why does she want to go there?**
Ans She wants to go there to know what it is really about.

2. *Beside the house sits a tree.*
It never grows leaves,

(a) **What is near the house?**
Ans There is a tree near the house.

(b) **Do leaves grow in the tree?**
Ans No, leaves don't grow in that tree.

(c) **What does the poet say about the tree?**
Ans She says it is a mysterious tree.

POETIC DEVICES

PTA QUESTIONS & ANSWERS

1. *Beside the house sits a tree.*
It never grows leaves,
Not in the winter, spring, summer or fall.
It just sits there, never getting small or ever growing tall,
How could this be?

(a) **Pick out the rhyming words in the above lines. (1)** *(PTA-3)*
Ans Rhyming words : tree-be; fall-tall.

(b) **Write the rhyme scheme of the given stanza. (1)** *(PTA-3)*
Ans The rhyme scheme : "a b c c a".

(c) **Identify the figure of speech employed in the first and last line of the given stanza. (2)** *(PTA-3)*

Ans The figure of speech (1st line) : Personification. (sits a tree).
The figure of speech (last line) : Rhetorical Question. (How could this be).

(d) **Pick out the alliterating words in the third line. (1)** *(PTA-3)*

Ans Alliterating words in the 3rd Line : spring, summer.

GEQ GOVERNMENT EXAM QUESTIONS

1. *It sat alone.*
What happened there is still today unknown.
It is a very mysterious place,
And inside you can tell it has ton of space,
But at the same time it is bare to the bone.

(a) **Pick out rhyming words from the above lines.** *(HY. 19)*

Ans The rhyming words are 'alone - unknown - bone' and 'place - space'.

(b) **Write the rhyme scheme of the given stanza.** *(HY. 19)*

Ans The rhyming scheme : "a a b b a".

(c) **Identify the figure of speech employed in the first line of the given stanza.** *(HY. 19)*

Ans Personification.

(d) **Pick out the alliterating words.** *(HY. 19)*

Ans The alliterating words : bare, bone; tell, ton.

POETIC DEVICES - ADDITIONAL

1. *But at the same time it is bare to the bone.*
Pick out the alliterated words.

Ans The alliterated words : "bare - bone".

2. *Rumors are constantly being made,*
And each day the house just begins to fade.
Pick out the rhyming words in these lines.

Ans The rhyming words are 'made and fade'.

3. *It just sits there, never getting small or ever growing tall,*

(a) **What is the literary device used here?**

Ans Paradox is the literary device used here.

(b) **Pick out the alliterated words in this line.**

Ans Alliterating words : : getting, growing.

4. *I drive past the house almost every day.*
The house seems to be a bit brighter
On this warm summer day in May.
It plays with your mind.
To me I say, it is one of a kind.

(a) **Pick out the words of alliteration in the 1st line.**

Ans Alliteration : drive, day.

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POEM

(b) **Pick out the words of alliteration in the 2nd line.**

Ans Alliteration : be, bit, brighter

(c) **Identify the rhyming words in these lines.**

Ans Rhyming words : day-may; mind-kind.

(d) **Give the rhyme scheme for the above lines.**

Ans Rhyme scheme : "a b a c c".

B. Answer the following in a paragraph.

1. **Where is the house located? Why is it a mysterious place?**

Ans The house is located in a lonely place. It continues to be a mystery because no one knows what happens inside. There is a lot of empty space inside. At night lights go on and off. The poet is tempted to go in to see what happens but fear stops her from entering the house. She passes the house every day. It seems bright on the summer day of May. It is a lonely house. There is a bare tree next to the house. It is another mystery to the poet as it neither grows nor becomes small. There are plenty of rumours about the place. As time passes, it becomes dim. The poet finds that the house will remain a mystery forever.

2. **How is mystery depicted in the poem?** *(Govt. MQP; PTA 3 & 4)*

Ans The house on Elms street is lonely. No one knows what happens inside. It is spacious and empty. During the night, lights go on and off. The poet is afraid to go in and see. There is a bare tree that neither grows nor becomes small. During all the seasons it remains the same. The rumours spread continuously, that each day the house becomes dim, and the poet doesn't know what happens inside the house. Thus the house remains a mystery forever.

C. Read the poem and write the rhyming words and rhyme scheme for the given stanzas.

Stanza	Rhyming words	Rhyme scheme
1	alone - unknown - bone place - space	aa, bb, a
3	day - May mind - kind	a b a, cc
4	tree - be fall - tall	ab, cc, a

D. Identify the poetic lines where the following figures of speech are employed and complete the tabular column.

Figure of speech	Meaning	Lines
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" A ton of space refers to not only the inside but the entire house seems big.
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"
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"
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?"

SUPPLEMENTARY

Unit 7

A Dilemma

- Silas Weir Mitchell

Silas Weir Mitchell (1829 – 1914) was an American physician and author who excelled in novels of psychology. As an army surgeon during the American Civil War, he became well known for his "rest cure." Many honorary degrees were conferred upon him by several universities at home and abroad. In 1887 he was president of the Association of American Physicians and in 1908–09 president of the American Neurological Association. The American Academy of Neurology award for young researchers, the S. Weir Mitchell Award, is named after him. Crotalus mitchellii, the speckled rattlesnake, was named after Mitchell.

Main Characters

Tom	The narrator
	Poor clerk
	Uncle Philip's sole heir
Philip	Tom's Uncle
	Brother of Tom's father
	Bachelor
	Inventor
	Ingenious Mechanical Engineer
	Precious stones collector
Dr. Schaff	Uncle's Doctor
Professor Clinch	Not desired to open the box
Susan	broke off an engagement with Tom

KEY POINTS

- The narrator's name was Tom.
- Uncle Philip was the brother of Tom's father. He was an inventor and a mechanical engineer.
- When he died, Tom was 37 years old.
- His mother advised Tom not to expect anything from his uncle.
- Uncle Philip was a bachelor and lived a lonely life. He had a mania for precious stones collection.
- His collection was added to his safe at the trust company.
- Tom was sent for by his uncle who told him a strange story.

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- He announced Tom as his heir and wanted him to pay for his funeral.
- Leaving an iron box for Tom, his uncle instructed him not to shake the box.
- Tom found a letter which read that the box contained sensitive dynamite.
- He started thinking of all the possible ways to open the box without being killed.
- He also consulted Professor Clinch, but did not yield any solution.
- His efforts to read about explosives led to suspicions and he had to change his name and occupation.
- At last he gave the box to the Society for the Preservation of Human Vivisection.

Summary

Uncle Philip died when Tom, the narrator, was 37 years old. His mother advised Tom not to expect anything from him. Uncle Philip was Tom's Father's brother, an inventor and a mechanical engineer. He was a bachelor and lived a lonely life. He collected precious stones. He had a manic for precious stones and became richer and richer. His collection was added to his safe at the trust company. Tom was a clerk. He was sent for by his uncle one day. He went to his uncle, who told him a strange story. He told how money minded he was. He confessed his wickedness and hoped to live in the memory of at least one member of the family. Generally thought to be poor living on an annuity, uncle Philip had never parted with his precious stones.

He says Tom will have it as he is his only heir. He would be happy to make at least one man happy before he died. He asks Tom to pay for his funeral and that the safe with the precious gems was his only possession. Before Tom left him, his uncle said the rubies were in the safe and that he should read the letter on top of it carefully. And not to shake the box. He asked Tom not to come back. Uncle Philip died a week later and was handsomely buried. The day after, Tom opened his safe and found nothing but an iron box made by his uncle. It was very heavy. Now he was surprised whether his uncle's words were true or not.

He spent all he had for his Uncle's funeral and was poorer than before. Things seemed odd and his uncle's cunningness seemed true. He took the strange box to his lodgings and carefully kept in a closet. The letter gave details about the contents of gems as well as a dynamite. A warning that he should open it with belief his expectations would grow. If he opened it with doubt he would be blown to atoms. He tried ways and means to open the box. He thought about it for months and weeks as it was dubbed with terrible danger and a very great fortune. It confused him a lot. He met too many people for advice. A doctor Schaff asked him to keep it aside and stop thinking or he would become mad. He went to Libraries for strong advice and knowledge about dynamites. He became a slave of one very strange idea. Between the leaves of the Bible he found the numbered list of stones and their cost. The variety of rubies and their worth were described with the threat of death. Biographies written by the uncle spoke of the evil of stones and the good of stones. One, a black pearl, was mentioned as 'She'.

He was a clerk who knew only how to keep a ledger. Following the strange words of his uncle was too much and absurd to him. It was like a riddle. He was rich, holding the rubies but too poor unable to use it. He asked his father who told him that it was just a cruel joke of his uncle. He also advised Tom to stop thinking about its fortune. Two years went by and Tom continued to possess the fortune without being rich. Susan breaks off the engagement with Tom considering him mad. Advertisements about the box in Journals brought out absurd schemes. He is asked to quit his house by the owner. He moves to the suburbs, hides the box, changes his name and occupation. He was happy to assist the government officials to collect tax for his uncle's estate being his heir. He showed them his uncle's letter, offered the key of the box and time to move away. The official said he would come later. Now Tom makes a will leaving the precious gems to the Society for the Preservation of Human Vivisection.

GLOSSARY

appalled *(adj.)*	-	horrified, shocked
avarice *(n)*	-	extreme greed for wealth
closet *(n)*	-	cupboard
contrive *(v)*	-	cook up, hatch a plan by deliberate use of skills
despotic *(adj.)*	-	tyrannical, autocratic
incredible *(adj.)*	-	impossible to believe
ingenious *(adj.)*	-	clever, original and inventive
jest *(n)*	-	a joke
malicious *(adj.)*	-	spiteful, intended to harm or upset someone
mania *(n)*	-	an extensive, persistent desire, an obsession
oddity *(n)*	-	the quality being strange or peculiar
queer *(adj.)*	-	strange, odd
vivisection *(n)*	-	a surgery conducted on a living organism for experimental purposes

TEXTUAL QUESTIONS

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A. Read the given lines carefully and identify the character / speaker:

1. I suppose you think me queer. I will explain. [*Ans:* Uncle Philip]
2. Don't come back. It won't hasten things. [*Ans:* Uncle Philip]
3. He thought it simply a cruel jest. [*Ans:* Tom's father confessor]
4. He did not desire to do so. [*Ans:* Professor Clinch]
5. He would think it over and come back later. [*Ans:* The collector]

B. Based on your understanding of the story, answer the following briefly.

1. **What did the uncle do as soon as he bought a stone?**

   Ans He carried it in his pocket for a month, looked at it now and then and then added to the collection in his safe.

2. **What did the uncle bequeath to the narrator?**

   Ans The Uncle bequeathed an iron safe that contained precious gems and a dynamite that would explode when opened.

3. **What was the condition laid by the uncle to inherit his property?**

   Ans The uncle asked Tom to open the box with belief and trust to increase his expectation and desire. If he doubted and opened the dynamite would explode.

4. **Why do you think Tom happily looked forward to the expenditure for his uncle's funeral?**

   Ans Tom thought he would become a very rich man after his uncle died when he inherited the box of gems.

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5. **Write a few words about the mechanism used in the iron box.**

Ans The box contained an interesting mechanism. It will act with certainty as one unlocks it, and explode 9½ ounces of his improved, super sensitive dynamite. One must open without doubting to desire a fortune. If they doubt, the person will be blown to atoms.

6. **What was the counsel offered to the narrator?**

Ans The counsel offered was to quit thinking about the box and its contents.

7. **Why and when was the narrator shocked?**

Ans The narrator was shocked when he opened the safe and found nothing but an iron box wondering whether it contained gems or it was a lie.

8. **What was the doctor's warning to Tom?**

Ans The doctor warned him that he would lose his mind thinking a lot about the rubies.

9. **Why didn't Tom dare to assign the task of unlocking the box to someone?**

Ans Tom felt a stranger had no right to be subjected to the trial that he dared not face. So he did not want a stranger to open the box.

C. Answer the questions given below in a paragraph of 150 words.

1. **Describe briefly the contents of the letter written by Tom's uncle.**

Ans Tom's uncle wrote that the box contained a large number of fine pigeon-blood rubies and a lot of diamonds, one blue diamond, hundred of pearls, a famous green pearl and a necklace of blue pearls. Thinking of Susan, he insisted Tom to continue to have expectations and remember his dear uncle. Instead of leaving the stones to a charity he gave it to Tom. The letter instructed Tom about the mechanism of unlocking it. It would explode 9½ ounces of improved, super sensitive dynamite. If he opened it doubtfully it would turn him to atoms. With faith if he opened it carefully, he would nourish hopes and expectations. He asks Tom to be very careful.

2. **Explain the efforts taken by Tom to open the iron box. Did he succeed? Why?**

Ans Tom went on thinking about it, finding people to advise, ransacked libraries, imagined wild plans like throwing it from a far off place to open it, after the explosion he could get the gems, but was sure he wouldn't succeed. He thinks very hard in vain for weeks and months. His father dismisses it that it is a dirty joke by his deceptive uncle. His doctor advises him to stop thinking about the iron box with precious gems, as it would make him mad. He tries to put it in the bank, but withdraws because he is afraid of the burglary. He consults Professor Clinch about his dilemma who dismissed it as an altogether incredible tale. Thus Tom had to leave the box to the Society for the Preservation of Human Vivisection.

PARAGRAPH QUESTION & ANSWER - ADDITIONAL

Write a paragraph of about 150 words by developing the following hints.

1. **Uncle Philip - sends word for Tom - death bed - gives his treasure box - letter - warns of explosion - if opened - Tom worries of opening - wishes to possess - precious stones - jewels gets helps - advise - of many - but in vain - neither science - nor religion - helps him - moves to village - hides the box - writes - letter to officials - hesitates - finally donates.** *(HY. 19)*

(OR)

Uncle Philip - calls for Tom - gives - treasure box - box contains - precious stones and valuables - Warns Tom - handle with care - a letter - instructs - interesting mechanism - unlock the box - explodes - Tom anxious - wants - to possess - valuables - but worried of - opening - finds - all possible - options - but in vain - finally - donates it. *(PTA-3)*

(OR)

Uncle - inventor - bachelor - mechanical engineer - quite rich - precious stones - author's mother-uncle - never help - but uncle called him - one week before death - felt sorry - no relations - gave an iron box - dynamite - precious stones - couldn't open fearing dynamite explosion - will - Society of Preservation of Human Vivisection. *(PTA-4)*

(OR)

Uncle Philip - inventor - mechanical engineer - lonely life - mania for collection of precious stones - called Tom-- told a strange story - Tom as heir –pay for funeral - left a box – with precious stones - died after a week - letter on the box – box with lot of rubies, diamonds, pearls – also dynamite – if opened with doubt – would explode – Tom started thinking - ways to open - consulted Professor Clinch - no solution - read about explosives - suspicions - changed his name – occupation - at last - gave the box - to the Society.

Ans Uncle Philip was the brother of Tom's father. He was an inventor and a mechanical engineer. He was a bachelor and lived a lonely life. He had a mania for a collection of precious stones. He called Tom and told him a strange story. He announced Tom as his heir and wanted him to pay for his funeral. Leaving an iron box full of precious stones for Tom, his uncle instructed him not to shake the box. After a week, he died. Tom found a letter on the box, which stated that the box contained a large number of pigeon-blood rubies, diamonds and pearls. Philip had written that the box contained an interesting mechanism and there was sensitive dynamite kept in the box. If Tom opened the box with doubt, the box would explode. Tom started thinking of all the possible ways to open the box without being killed. He also consulted Professor Clinch, but did not yield any solution. His efforts to read about explosives led to suspicions and he had to change his name and occupation. At last, he gave the box to the Society for the Preservation of Human Vivisection.

2. **Uncle Philip died - Tom was 37 year old - mother advised - not to expect from uncle - Uncle Philip, mechanical engineer - bachelor, lonely life - collected precious stones - Tom, only heir - pay for funeral - Tom opened his safe - found iron box - Tom became poorer than before - doctor Schaff told to keep aside - changes his name and occupation - A will leaving the precious gems to Society for Preservation of Human Vivisection.**

Ans Uncle Philip died when Tom, the narrator, was 37 years old. His mother advised Tom not to expect anything from him. Uncle Philip was Tom's father's brother, an inventor and a mechanical engineer. He was a bachelor and lived a lonely life. He collected precious stones. He says Tom will have it as he is his only heir. He asks Tom to pay for his funeral and that the safe with the precious gems was only his possession. Uncle Philip died a week later and was handsomely buried. The day after, Tom opened his safe and found nothing but an iron box. He spent all he had for his Uncle's funeral and was poorer than before. He took the strange box to his lodgings and carefully kept in a closet. A doctor Schaff asked him to keep it aside and stop thinking or he would become mad. It was like a riddle. He was rich, holding the rubies, but too poor unable to use it. He moves to the suburbs, hides the box, changes his name and occupation. Now Tom makes a will leaving the precious gems to the Society for the Preservation of Human Vivisection.

SUPPLEMENTARY

D. Fill in the blanks with the right options and write down the summary of the story 'A dilemma'.

1. The narrator was sent for, by his uncle when he was _____. (on his deathbed / on his travels / in his workplace) [*Ans:* on his deathbed]
2. The uncle had collected precious _____. (jewels / stones / articles) [*Ans:* stones]
3. His uncle announced Tom as his heir and wanted him to pay for his _____. (rented house / marriage / funeral) [*Ans:* funeral]
4. Leaving an iron box for Tom, his uncle instructed him not to _____ the box. (throw / carry / shake) [*Ans:* shake]
5. The letter read that the box contained _____. (a sensitive dynamite / jewels / money) [*Ans:* a sensitive dynamite]
6. He started thinking of all possible ways to open the box without being _____. (wounded / killed / maimed) [*Ans:* killed]
7. He planned to explode the box at _____ but dropped the plan in fear of losing the rubies. (home / a safe distance / a waste land) [*Ans:* a safe distance]
8. His consultation with _____ did not yield him any fruitful solution. (Uncle Philip / Professor Clinch / Susan) [*Ans:* Professor Clinch]
9. He failed in his attempts to open the box. His efforts to read about explosives led to _____ (hopes / confusions / suspicions) and he had to change his _____. (name and occupation / lodgings / appearance) [*Ans:* confusions; name and occupation]
10. At last, he bequeathed the box to _____. (his offspring / his friends / the Society) [*Ans:* the Society]

The summary of the story 'A dilemma':

The narrator was sent for, by his uncle when he was on his deathbed . The uncle had collected precious stones. His uncle announced Tom as his heir and wanted him to pay for his funeral. Leaving an iron box for Tom, his uncle instructed him not to shake the box. The letter read that the box contained a sensitive dynamite. He started thinking of all possible ways to open the box without being killed. He planned to explode the box at a safe distance but dropped the plan in fear of losing the rubies. His consultation with Professor Clinch did not yield him any fruitful solution. He failed in his attempts to open the box. His efforts to read about explosives led to confusions and he had to change his name and occupation. At last, he bequeathed the box to the Society.

REARRANGE THE SENTENCES

PTA QUESTIONS & ANSWERS

Rearrange the following sentences in coherent order : *(PTA-2)*

1. i) The letter read that the box contained jewels.
   ii) The uncle had collected precious stones.
   iii) The narrator was sent for, by his uncle when he was on his deathbed.
   iv) His uncle announced Tom as his heir and wanted him to pay for his funeral.
   v) Leaving an iron box for Tom, his uncle instructed him not to shake the box.

Ans iii, ii, iv, v, i

iii) The narrator was sent for, by his uncle when he was on his deathbed.
ii) The uncle had collected precious stones.
iv) His uncle announced Tom as his heir and wanted him to pay for his funeral.
v) Leaving an iron box for Tom, his uncle instructed him not to shake the box.
i) The letter read that the box contained jewels.

ADDITIONAL QUESTIONS

Rearrange the following sentences in coherent order :

1. i) A week before that event, he sent for me.
ii) He hated my mother, but I do not know why.
iii) Here let me say that I had never set eyes on him.
iv) She told me that I need expect nothing from my father's brother.
v) I was just thirty-seven when my Uncle Philip died.

Ans v, i, iii, ii, iv

v) I was just thirty-seven when my Uncle Philip died.
i) A week before that event, he sent for me.
iii) Here let me say that I had never set eyes on him.
ii) He hated my mother, but I do not know why.
iv) She told me that I need expect nothing from my father's brother.

2. i) If you open it with doubt, you will be blown into pieces.
ii) This box contains a large number of very fine pigeon-blood rubies, diamonds and pearls.
iii) It will act with certainty as you unlock it and explode supersensitive dynamite.
iv) You will continue to nourish expectations which will never be fulfilled.
v) The box contains an interesting mechanism.

Ans ii, v, iii, i, iv

ii) This box contains a large number of very fine pigeon-blood rubies, diamonds and pearls.
v) The box contains an interesting mechanism.
iii) It will act with certainty as you unlock it and explode supersensitive dynamite.
i) If you open it with doubt, you will be blown into pieces.
iv) You will continue to nourish expectations which will never be fulfilled.

3. i) I became nervous and began to dread that some accident might happen to that box.
ii) Worst of all, my salary was reduced.
iii) I saw that marriage was out of the question.
iv) Even the vibrations caused by the heavy vans in the street became a terror.
v) I started thinking of all possible ways to open the box without being killed.

Ans v, i, iv, ii, iii

v) I started thinking of all possible ways to open the box without being killed.
i) I became nervous and began to dread that some accident might happen to that box.
iv) Even the vibrations caused by the heavy vans in the street became a terror.
ii) Worst of all, my salary was reduced.
iii) I saw that marriage was out of the question.

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4. i) The doctor warned me that I was in danger of losing my mind.
   ii) I consulted Professor Clinch about my dilemma.
   iii) Dr. Schaff, my uncle's doctor, believed the old man's letter.
   iv) He did not desire to do so.
   v) I offered him the biggest ruby if he wished to test his opinion.

   Ans **ii, v, iv, iii, i**
   ii) I consulted Professor Clinch about my dilemma.
   v) I offered him the biggest ruby if he wished to test his opinion.
   iv) He did not desire to do so.
   iii) Dr. Schaff, my uncle's doctor, believed the old man's letter.
   i) The doctor warned me that I was in danger of losing my mind.

5. i) I have no more money than will keep me alive.
   ii) Two years have gone by, and I am one of the richest men in the city.
   iii) I am advised to print my story and await advice from the ingenuity of the American mind.
   iv) My landlady gave me notice to leave, because no one would stay in the house with that box.
   v) Susan said I was half cracked like Uncle Philip, and broke off her engagement.

   Ans **ii, i, v, iv, iii**
   ii) Two years have gone by, and I am one of the richest men in the city.
   i) I have no more money than will keep me alive.
   v) Susan said I was half cracked like Uncle Philip, and broke off her engagement.
   iv) My landlady gave me notice to leave, because no one would stay in the house with that box.
   iii) I am advised to print my story and await advice from the ingenuity of the American mind.

READ THE PASSAGE AND ANSWER THE QUESTIONS

PTA QUESTIONS & ANSWERS

Read the passage and answer the questions that follow:

1. I was just thirty-seven when my Uncle Philip died. A week before that event he sent for me; and here let me say that I had never set eyes on him. He hated my mother, but I do not know why. She told me long before his last illness that I need expect nothing from my father's brother. He was an inventor, an able and ingenious mechanical engineer, and had much money by his improvement in turbine-wheels. He was a bachelor; lived alone, cooked his own meals, and collected precious stones, especially rubies and pearls. From the time he made his first money he had this mania. As he grew richer, the desire to possess rare and costly gems became stronger. When he bought a new stone, he carried it in his pocket for a month and now and then took it out and looked at it. Then it was added to the collection in his safe at the trust company. *(PTA-1)*

   (a) How old was the narrator when his uncle died?

   Ans The narrator was thirty-seven years old when his uncle died.

   (b) Had a narrator seen his uncle before? Give lines from the passage that support your answer.

   Ans The narrator had never seen his uncle before. "Here let me say that I had never set eyes on him".

(c) **What had the narrator's mother told him of his father's brother?**

Ans The narrator's mother had told him that he should not expect anything from his father's brother.

(d) **What do you know about Uncle Philip?**

Ans Uncle Philip was an inventor and a mechanical engineer. He was a bachelor; lived alone, cooked his own meals, and collected precious stones, especially rubies and pearls.

(e) **What did the uncle do, when he bought a new stone?**

Ans When he bought a new stone, he carried it in his pocket for a month and now and then took it out and looked at it. Then it was added to the collection in his safe at the trust company.

2. Now I repent of my wickedness to you all, and desire to live in the memory of at least one of my family. You think I am poor and have only my annuity. You will be profitably surprised. I have never parted with my precious stones; they will be yours. You are my sole heir. I shall carry with me to the other world the satisfaction of making one man happy. ***(PTA-6)***

(a) **What did he repent of?**

Ans He repented of his wickedness to all of his relatives.

(b) **What didn't he part with?**

Ans He did not part with his precious stones.

(c) **Who would be his sole heir?**

Ans His brother's son, Tom, would be his sole heir.

(d) **What kind of satisfaction was he going to have?**

Ans He was going to have the satisfaction of making one man happy.

(e) **Was he a poor man?**

Ans No, he was not a poor man. He had so many precious stones with him.

ADDITIONAL QUESTIONS

Read the passage and answer the questions that follow:

1. He died that day next week, and was handsomely buried. The day after, his will was found, leaving me his heir. I opened his safe and found in it nothing but an iron box, evidently of his own making, for he was a skilled workman and very ingenious. The box was heavy and strong, about ten inches long, eight inches wide and ten inches high. I stood appalled, the key in my hand. Was it true? Was it a lie? I had spent all my savings on the funeral, and was poorer than ever. Remembering the old man's oddity, his malice, his cleverness in mechanic arts, and the patent explosive which had helped to make him rich, I began to feel how very likely it was that he had told the truth in this cruel letter. I carried the iron box away to my lodgings, set it down with care in a closet, laid the key on it, and locked the closet.

(a) **How was uncle Philip buried?**

Ans He was buried handsomely.

(b) **What did the author see in the safe?**

Ans He saw nothing valuable in the safe, but there was an iron box in it.

(c) **Describe the iron box.**

Ans It was heavy and strong, about ten inches long, eight inches wide and ten inches high.

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(d) On what did the author spend all his savings?

Ans He spent all his savings on the funeral.

(e) Where did he carry the iron box?

Ans He carried the iron box to his lodging and kept it in his closet.

2. At last I hung the key on my watch-guard; but then it occurred to me that it might be lost or stolen. Dreading this, I hid it, fearful that someone might use it to open the box. This state of doubt and fear lasted for weeks, until I became nervous and began to dread that some accident might happen to that box. A burglar might come and boldly carry it away and force it open and find it was a wicked fraud of my uncle's. Even the rumble and vibration caused by the heavy vans in the street became at last a terror. Worst of all, my salary was reduced, and I saw that marriage was out of the question.

(a) Where did he hang the key?

Ans He hung the key on his watch guard.

(b) Why did he hide the key afterwards?

Ans He feared that the key would be lost or stolen. So he hid it.

(c) How long did this state of doubt and fear last?

Ans This state of doubt and fear lasted for a week.

(d) What was a terror for the author?

Ans Even the rumble and vibration caused by the heavy vans in the street became at last a terror for him.

(e) What is worst of all?

Ans Worst of all, the author's salary was reduced and his marriage was out of the question.

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As per G.O. No. 161 dated 13.9.2019, English Paper - I and Paper - II are combined into a single paper. Accordingly, Govt. has released a New Model Question paper.

Question Paper Contents as per Govt. Model Paper

Part - I (MCQ Type Questions)

Q. No. 1 to 14 — **1 Mark Questions** — **14 Marks**

Vocabulary & Grammar

Choose the most suitable answer and write the code with corresponding answer.

1 to 3	:	Synonyms	3 × 1 = 3
4 to 6	:	Antonyms	3 × 1 = 3
7 to 14	:	Vocabulary & Grammar	8 × 1 = 8

All the 14 questions are to be answered.

7. Singular & Plural Forms	**Additional Topics :**
8. Affixes (Prefix & Suffix)	i) Idioms
9. Expanded form of Abbreviation & Acronym	ii) Parts of Speech (Changing the form)
10. Phrasal Verb	iii) Homophones & Confusables
11. Compound Words	iv) Subject-Verb Agreement
12. Prepositions	v) If Sentences - Conditions
13. Tenses	vi) Question Tags
14. Connectors / Linkers	vii) Degrees of Comparision
	viii) Articles
	ix) Modals / Semi-Modals
	x) Nominalisation

Q. No. 1 to 3 : Synonyms

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

GOVT. MODEL QUESTIONS - 2019

Choose the most appropriate synonyms of the italicised words.

1. The mother seagull *swooped* upwards. UNIT - 1
   (a) leap (b) rush (c) move very quickly (d) ascend [*Ans:* (c) move very quickly]
2. The *attic* has always been favourite with children. UNIT - 4
   (a) loft (b) terrace (c) apartment (d) strong room [*Ans:* (a) Loft]
3. It is a 55-foot sailing vessel built *indigenously* in India. UNIT - 3
   (a) Fully (b) collectively (c) innately (d) specially [*Ans:* (c) innately]

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PTA QUESTIONS & ANSWERS

Choose the most appropriate synonyms of the italicised words.

1. It was the ***gaunt*** face staring from the bed that brought chill to my heart. UNIT - 7 *(PTA-1)*
(a) fat (b) round (c) lean (d) sad [*Ans:* (c) lean]

2. When school began there was a ***bustle***. UNIT - 6 *(PTA-1)*
(a) rush (b) change (c) noise (d) confusion [*Ans:* (a) rush]

3. They continue to ***grapple*** with the challenges. UNIT - 5
(a) settle (b) fight (c) move (d) stop *(PTA-1)* [*Ans:* (b) fight]
(a) Confuse (b) fight (c) cry (d) grumble *(HY. 19)* [*Ans:* (b) fight]

4. How ***cranky*** he was. UNIT - 6 *(PTA-2)*
His idea of going away, made me forget all about his ruler and how ***cranky*** he was. UNIT - 6 *(Sep. 20)*
(a) normal (b) strange (c) abnormal (d) happy [*Ans:* (b) strange]

5. His parents circled around raising a proud ***cackle***. UNIT - 1 *(PTA-2)*
(a) sharp noise (b) blunt noise (c) high pitch (d) shout [*Ans:* (a) sharp noise]

6. Trying to ***revive*** old childhood memories may prove disappointing. UNIT - 4 *(PTA-2)*
(a) review (b) revitalize (c) restore (d) rescue [*Ans:* (b) revitalize]

7. The spoilt child of ***affluent*** parents. UNIT - 4
(a) influenced (b) wealthy (c) happy (d) poor *(PTA-3)* [*Ans:* (b) wealthy]
(a) poor (b) deprived (c) old (d) wealthy *(PTA-5)* [*Ans:* (d) wealthy]

8. Scraping his beak now and again to ***whet*** it! UNIT - 1
(a) clean (b) blunt (c) sharp (d) wet *(PTA-3)* [*Ans:* (c) sharp]
(a) to strengthen (b) to beaten (c) to sharpen (d) to broken *(QY., & HY. 19)*
[*Ans:* (c) to sharpen]

9. My ***contention*** was to make sure that we go by the rules. UNIT - 3 *(PTA-3)*
(a) continuous effort (b) disturbed effort
(c) unhappy effort (d) strenuous effort [*Ans:* (d) strenuous effort]

10. He was ***delirious***. UNIT - 7 *(PTA-4)*
(a) Sick (b) disappointed (c) troubled (d) forced [*Ans:* (a) Sick]

11. The whole family was laughing at his ***cowardice***. UNIT - 1 *(PTA-4)*
(a) strength (b) bravery (c) courage (d) lack of bravery [*Ans:* (d) lack of bravery]

12. My mother was asleep in one room upstairs, grandfather was in the ***attic***. UNIT - 2 *(PTA-4)*
(a) bedroom (b) a room (c) a space in the roof (d) kitchen [*Ans:* (c) a space in the roof]

13. World ***renowned*** physicist Stephen Hawking is the best example of how ..... UNIT - 5 *(PTA-5)*
(a) famous (b) special (c) popular (d) unique [*Ans:* (a) famous]

14. But something ***choked*** him. UNIT - 6 *(PTA-5)*
(a) praised (b) blocked (c) answered (d) encouraged [*Ans:* (b) blocked]

15. The great ***expanse*** of sea stretched down beneath. UNIT - 1 *(PTA-6)*
(a) large space (b) narrow space (c) small space (d) deep area [*Ans:* (a) large space]

16. He said in a hopeless tone of a ***despondent*** beagle. UNIT - 1 *(PTA-6)*
(a) angry (b) affluent (c) despairing (d) strong [*Ans:* (c) despairing]

17. They were ***apprehensive*** and supportive too. UNIT - 3 *(PTA-6)*
(a) confident (b) inquisitive (c) anxious (d) special [*Ans:* (c) anxious]

GEQ GOVERNMENT EXAM QUESTIONS

Choose the most appropriate synonyms of the italicised words.

1. He even ***gnawed*** at the dried pieces of eggshell. UNIT - 1 *(QY. 19, Sep.20)*
(a) chewed (b) cackled (c) swallowed (d) craved [*Ans:* (a) chewed]

2. 'Nothing,' he said, ***gruffly***, but he was, in colour, a light green. UNIT - 2 *(QY. 19)*
(a) laughably (b) widely (c) happily (d) sadly [*Ans:* (d) sadly]

3. I saw a ***frail*** man. UNIT - 7 *(HY. 19)*
(a) strong (b) week (c) happy (d) weak [*Ans:* (d) weak]

4. Navika Sagar Parikrama was a project undertaken in ***consonance*** with the National Policy. UNIT - 3 *(Sep. 20)*
(a) connection (b) agreement (c) comparison (d) arrangement [*Ans:* (b) agreement]

5. The young bird kept calling her mother ***plaintively***. UNIT - 1 *(Sep. 21)*
(a) happily (b) sadly (c) rigorously (d) vainly. [*Ans:* (b) sadly]

6. Aditya and the narrator reached a point where the road ***bifurcated***. UNIT - 4 *(Sep. 21)*
(a) restrained (b) combined (c) divided (d) conditioned. [*Ans:* (c) divided]

7. The owner of the tea shop, now over sixty, a little ***rustic*** in appearance. UNIT - 4 *(Sep. 21)*
(a) old (b) typical countryside (c) traditional (d) modern [*Ans:* (b) typical countryside]

Exercises

Synonym UNIT - 1 His First Flight

Choose the most appropriate synonyms of the italicised words.

1. The young seagull was alone on his ***ledge***.
(a) trench (b) cavity (c) narrow shelf (d) dent [*Ans:* (c) narrow shelf]

2. He had been ***afraid*** to fly with them.
(a) bold (b) valiant (c) confident (d) frightened [*Ans:* (d) frightened]

3. The great expanse of sea stretched down ***beneath***.
(a) lofty (b) above (c) below (d) higher [*Ans:* (c) below]

4. The sun was now ascending the sky, ***blazing*** warmly.
(a) apathetic (b) burning brightly (c) freezing (d) impassive [*Ans:* (b) burning brightly]

5. Then, he had found a ***dried*** piece of mackerel's tail.
(a) parched (b) dampened (c) engulfed (d) moistened [*Ans:* (a) parched]

6. He had not eaten since the ***previous*** nightfall.
(a) current (b) on time (c) preceding (d) well timed [*Ans:* (c) preceding]

7. There was not a single ***scrap*** of food left.
(a) tiny bit (b) lot (c) load (d) harmony [*Ans:* (a) tiny bit]

8. She was standing on a little high ***hump*** on the plateau.
(a) mound (b) hollow (c) dent (d) depression [*Ans:* (a) mound]

9. The sight of the food ***maddened*** him.
(a) pleased (b) pacified (c) enraged (d) calmed [*Ans:* (c) enraged]

10. He uttered a low ***cackle***.
(a) sob (b) bark (c) moan (d) cluck [*Ans:* (d) cluck]

11. He was not falling ***headlong*** now.
(a) cautiously (b) attentively (c) carefully (d) recklessly [*Ans:* (d) recklessly]

12. He was soaring ***gradually***, downwards and outwards.
(a) slowly (b) suddenly (c) abruptly (d) immediately [*Ans:* (a) slowly]

Synonym UNIT - 2 The Night the Ghost Got in

1. The ***slamming*** of the doors had aroused mother.
(a) opening (b) tapping (c) shutting noisily (d) flattering [*Ans:* (c) shtting noisily]

2. She ***peered*** out of her room.
(a) disappeared (b) appeared (c) pursued (d) pulled [*Ans:* (b) appeared]

3. 'What on earth are you boys doing?' she ***demanded***.
(a) directed (b) deputed (c) asked (d) replied [*Ans:* (c) asked]

4. 'Nothing,' he said, ***gruffly***, but he was, in colour, a light green.
(a) happily (b) kindly (c) softly (d) harshly [*Ans:* (d) harshly]

5. Mother made one of her ***quick***, incomparable decisions.
(a) idle (b) fast (c) clumsy (d) sluggish [*Ans:* (b) fast]

6. She ***flung*** up a window of her bedroom.
(a) threw (b) caught (c) faced (d) followed [*Ans:* (a) threw]

7. She picked up a shoe, and ***whammed*** it through a pane of glass.
(a) lost (b) pulled (c) struck forcefully (d) tapped [*Ans:* (c) struck forcefully]

8. She whammed it across the ***narrow*** space that separated the two houses.
(a) wide (b) large (c) tolerant (d) small width [*Ans:* (d) small width]

9. Flashlights shot ***streaks*** of gleam up and down the walls.
(a) scales (b) shades (c) rays (d) signals [*Ans:* (c) rays]

10. 'Open up!' cried a ***hoarse*** voice.
(a) moderate (b) gentle (c) rough (d) soft [*Ans:* (c) rough]

11. I wanted to go down and ***let*** them in.
(a) hold (b) forbid (c) hinder (d) allow [*Ans:* (d) allow]

12. But mother wouldn't ***hear*** of it.
(a) shun (b) listen (c) ignore (d) overstep [*Ans:* (b) listen]

Synonym UNIT - 3 Empowered Women Navigating The World

1. Women ***occupy*** almost all the major positions in society.
(a) hold (b) provide (c) change (d) commute [*Ans:* (a) hold]

2. Currently, women's accomplishments are ***tremendous*** in many fields.
(a) enormous (b) awful (c) feeble (d) marginal [*Ans:* (a) enormous]

3. The All-women Indian Navy crew ***circumnavigated*** the world for 254 days.
(a) elude around (b) travel around (c) chase around (d) immobilise [*Ans:* (b) travel around]

4. INSV ***stands*** for Indian Naval Ship Vessel.
(a) yields (b) rests (c) spins (d) denotes [***Ans:*** **(d) denotes**]

5. Tara-Tarini is the ***patron***-deity for sailors.
(a) captain (b) protector (c) witch (d) assailant [***Ans:*** **(b) protector**]

6. It ***worshipped*** for safety and success at sea.
(a) despised (b) disdained (c) adored (d) dishonoured [***Ans:*** **(c) adored**]

7. It is a 55 foot sailing vessel built ***indigenously*** in India.
(a) domestically (b) globally (c) foreignly (d) spuriously [***Ans:*** **(a) domestically**]

8. It ***encouraged*** use of environment friendly non-conventional renewable energy resources.
(a) scared (b) deterred (c) supported (d) dejected [***Ans:*** **(c) supported**]

9. It collected wave data for ***accurate*** weather forecast by India Meteorological Department.
(a) vague (b) exact (c) deceptive (d) flawed [***Ans:*** **(c) exact**]

10. It collected data for ***monitoring*** marine pollution on high seas.
(a) controlling (b) promoting (c) ignoring (d) neglecting [***Ans:*** **(a) controlling**]

11. I complete this journey with ***ultimate*** honesty.
(a) least (b) best (c) worst (d) inferior [***Ans:*** **(b) best**]

12. It was the journey that ***mattered*** to me the most.
(a) excluded (b) abstracted (c) exchanged (d) concerned [***Ans:*** **(d) concerned**]

Synonym UNIT - 4 The Attic

1. We had reached a point where the road ***bifurcated***.
(a) divided into two (b) linked (c) connected (d) joined [***Ans:*** **(a) divided into two**]

2. I asked Aditya whether he was interested in ***revisiting*** the place of his birth.
(a) going over (b) leaving (c) abandoning (d) avoiding [***Ans:*** **(a) going over**]

3. He wished to visit the tea shop of Nagen uncle, if it still ***existed***.
(a) ceased (b) left (c) survived (d) discontinued [***Ans:*** **(c) survived**]

4. We drove to Bramhapur of which Aditya's ***ancestors*** were once the Zamindars.
(a) descendant (b) forerunner (c) children (d) people [***Ans:*** **(b) forerunner**]

5. The ***attic*** has always been a favourite with children.
(a) bottom (b) underground (c) loft (d) platform [***Ans:*** **(c) loft**]

6. A portion of the wall of the attic ***crumbled*** down.
(a) built (b) improved (c) developed (d) broken [***Ans:*** **(d) broken**]

7. We could see the sky, the fields, the ***spire*** of the old temple.
(a) base (b) low (c) top (d) ground [***Ans:*** **(c) top**]

8. The floor was ***strewn*** with twigs and straw.
(a) exposed (b) spattered (c) passed over (d) emptied [***Ans:*** **(b) spattered**]

9. He was a fairly good student, but could never ***beat*** me.
(a) blow (b) overcome (c) pelt (d) punch [***Ans:*** **(b) overcome**]

10. He was ***extremely*** jealous of me.
(a) highly (b) hardly (c) credibly (d) partly [***Ans:*** **(a) highly**]

Synonym UNIT - 5 Tech Bloomers

1. Anything which is below a pre-defined limit or below certain ***threshold***, can be self-ordered.
(a) purpose (b) goal (c) lower limit (d) area [*Ans:* **(c) lower limit**]
2. Your refrigerator can order for milk if it is about to be ***exhausted***.
(a) used up (b) worn out (c) sapped (d) disabled [*Ans:* **(a) used up**]
3. Consumable products such as ink ***cartridges*** may be capable of self-ordering replacements.
(a) packets (b) containers (c) bottles (d) glasses [*Ans:* **(b) containers**]
4. It can make us ***confident*** and independent.
(a) doubtful (b) bashful (c) hopeful (d) fearful [*Ans:* **(c) hopeful**]
5. David will now use his ECO2 to speak in complete sentences with correct ***syntax***.
(a) diagram (b) structure (c) disorder (d) system [*Ans:* **(b) structure**]
6. More inclusive way of learning, instead of the ***cloistered*** existence..
(a) unsecluded (b) open (c) secluded (d) apparent [*Ans:* **(c) secluded**]
7. Newer technology allows differently-abled learners to learn with their ***peers***.
(a) spies (b) colleagues (c) unfamiliar people (d) superiors [*Ans:* **(b) colleagues**]
8. ..thereby becoming a confident and ***competent*** communicator.
(a) incapable (b) able (c) inept (d) unsuitable [*Ans:* **(b) able**]
9. Assistive Technology has helped a talented mind ***overcome*** physical impairments.
(a) defeat (b) fail (c) surrender (d) lose [*Ans:* **(a) defeat**]
10. I had to ***rely on*** someone to type everything...
(a) doubt (b) surmise (c) depend on (d) research [*Ans:* **(c) depend on**]
11. They can control a computer screen with Eye ***Gaze.***
(a) blink (b) stare (c) flash (d) glance [*Ans:* **(b) stare**]

Synonym UNIT - 6 The Last Lesson

1. The teacher's great ruler was ***rapping*** on the table.
(a) tapping (b) idling (c) hanging (d) rolling [*Ans:* **(a) tapping**]
2. But now it was all so ***still***.
(a) moving (b) calm (c) changeable (d) noisy [*Ans:* **(b) clam**]
3. I had counted on the ***commotion*** to get to my desk.
(a) peace (b) harmony (c) silence (d) uproar [*Ans:* **(d) uproar**]
4. It was the most beautiful language in the world - the clearest, the most ***logical***.
(a) reasonable (b) irrational (c) vague (d) improbable [*Ans:* **(a) reasonable**]
5. I was ***amazed*** to see how well I understood it.
(a) bored (b) explained (c) surprised (d) expected [*Ans:* **(c) surprised**]
6. I had never listened so ***carefully***.
(a) brutally (b) recklessly (c) attentively (d) grimly [*Ans:* **(c) attentively**]
7. M. Hamel sitting motionless in his chair and ***gazing***.
(a) waiting (b) guarding (c) staring (d) grazing [*Ans:* **(c) staring**]
8. He wanted to ***fix*** in his mind just how everything looked in that room.
(a) ignore (b) set (c) disturb (d) alter [*Ans:* **(b) set**]
9. Only the desks and benches had been ***worn*** smooth.
(a) tattered (b) pristine (c) new (d) costly [*Ans:* **(a) tattered**]

10. I was in great ***dread*** of a scolding.
(a) courage (b) confidence (c) patience (d) fear [*Ans:* (d) fear]

11. The Prussian soldiers were ***drilling***.
(a) planting (b) marching (c) fighting (d) making a hole [*Ans:* (b) marching]

Synonym UNIT - 7 The Dying Detective

1. In the dim light of a ***foggy*** November day.
(a) bright (b) light (c) clear (d) musty [*Ans:* (d) musty]

2. .... the sick-room was a ***gloomy*** spot.
(a) happy (b) peace (c) noisy (d) sad [*Ans:* (d) sad]

3. His eyes had the brightness of fever, his cheeks were ***flushed***.
(a) pale (b) clear (c) reddened (d bright [*Ans:* (c) reddened]

4. It is deadly and ***contagious***, Watson.
(a) harmless (b) painful (c) curable (d) spreadable [*Ans:* (d) spreadable]

5. My feelings as a doctor were ***aroused***.
(a) ceased (b) put out (c) awakened (d) ignored [*Ans:* (c) awakened]

6. I will examine your ***symptoms***.
(a) signs (b) emblem (c) gesture (d) voice [*Ans:* (a) signs]

7. As I held it in my hand to ***examine*** it, I heard a dreadful cry.
(a) analyze (b) cut (c) praise (d) finalise [*Ans:* (a) analyze]

8. Then I sat in silent ***dejection***.
(a) success (b) happiness (c) confidence (d) sorrow [*Ans:* (d) sorrow]

9. Until the ***stipulated*** time had passed.
(a) neglected (b) given (c) requested (d) boundless [*Ans:* (b) given]

10. I was ***hesitant*** to leave him now.
(a) ready (b) willing (c) reluctant (d) hasty [*Ans:* (c) reluctant]

✦✹✦

Q. No. 4 to 6 : Antonyms

Antonym is a word opposite in meaning to another word.

GOVT. MODEL QUESTIONS - 2019

Choose the most appropriate antonyms of the italicised words.

4. She screamed back ***mockingly.***
(a) Disrespectfully (b) ridiculously (c) jeeringly (d) respectfully [*Ans:* (d) respectfully]

5. We don't have to use any means of ***repulsion***.
(a) Attraction (b) distaste (c) hate (d) horror [*Ans:* (a) attraction]

6. I ***indulged*** in baking.
(a) Took part (b) participated (c) abstained (d) yielded [*Ans:* (c) abstained]

PTA QUESTIONS & ANSWERS

Choose the most appropriate antonyms of the italicised words.

1. The project was taken in ***consonance*** with the National Policy. UNIT - 3
(a) misunderstand (b) advantage (c) disagreement (d) opposition *(PTA-1, QY., & HY. 19)*
[*Ans:* (c) disagreement]

2. The sun was ***soothing***. UNIT - 4 *(PTA-1)*
(a) pleasing (b) relaxing (c) disturbing (d) burning [*Ans:* (c) disturbing]

3. She picked up a shoe and ***whammed*** it through the window. UNIT - 2 *(PTA-1)*
(a) tapped (b) threw (c) struck (d) pulled [*Ans:* (a) tapped]

4. We look forward to a more inclusive way of learning, instead of the ***cloistered*** existence. UNIT - 5 *(PTA-2)*
(a) enclosed (b) detached (c) opened (d) united [*Ans:* (c) opened]

5. 'Nothing' he said ***gruffly***. UNIT - 2 *(PTA-2)*
(a) happily (b) roughly (c) sadly (d) plainly [*Ans:* (a) happily]

6. Boost the ***morale*** in the country. UNIT - 3 *(PTA-2)*
(a) fear (b) attitude (c) mettle (d) confidence [*Ans:* (a) fear]

7. The little man was ***startled***. UNIT - 7 *(PTA-3)*
(a) surprised (b) excited (c) saddened (d) at ease [*Ans:* (d) at ease]

8. The birds were ***chriping*** at the end of the woods. UNIT - 6 *(PTA-3)*
(a) singing (b) shouting (c) tweeting (d) alarming [*Ans:* (d) alarming]

9. One can control the computer screen with a ***gaze***. UNIT - 5 *(PTA-3)*
(a) blink (b) stare (c) look (d) trace [*Ans:* (a) blink]

10. Then a monstrous terror ***seized*** him. UNIT - 1 *(PTA-4)*
(a) released (b) grasped (c) snatched (d) conquered [*Ans:* (a) released]

11. The light still shone ***palely*** down the stairs; UNIT - 2 *(PTA-4)*
(a) dim (b) weak (c) bright (d) faint [*Ans:* (c) bright]

12. Those are the times we have to be ***active***. UNIT - 3 *(PTA-4)*
(a) dynamic (b) lively (c) energetic (d) inactive [*Ans:* (d) inactive]

13. The sick-room was a ***gloomy*** spot. UNIT - 7 *(PTA-5)*
(a) dark (b) dim (c) dull (d) bright [*Ans:* (d) bright]

14. I am ***glad*** that we were able to finish it successfully. UNIT - 3 *(PTA-5)*
(a) happy (b) pleased (c) sorry (d) joyful [*Ans:* (c) sorry]

15. The cops were ***reluctant*** to leave without getting their hand. UNIT - 2 *(PTA-5)*
(a) eager (b) unwilling (c) opposed (d) averse [*Ans:* (a) eager]

16. "How ***ignorant*** you are! Watson!" He said with a groan. UNIT - 7 *(PTA-6)*
(a) illiterate (b) uneducated (c) well informed (d) rude [*Ans:* (b) uneducated]

17. I had counted on the ***commotion*** to get to my desk without being seen. UNIT - 7 *(PTA-6)*
(a) confusion (b) disturbance (c) unrest (d) calmness [*Ans:* (d) calmness]

18. So we can now look ***forward*** to a more inclusive way of learning. UNIT - 5 *(PTA-6)*
(a) further (b) ahead (c) proceed (d) backward [*Ans:* (d) backward]

GEQ GOVERNMENT EXAM QUESTIONS

Choose the most appropriate antonyms of the italicised words.

1. His mother ***swooped*** upwards. UNIT - 1 *(QY. 19)*
(a) very quick (b) very fast (c) very nice (d) very slow [*Ans:* (d) very slow]
2. Police were all over the place, doors were ***yanked*** open, windows were shot up. UNIT - 2 *(QY. 19)*
(a) rushed (b) pushed (c) closed (d) smooth [*Ans:* (b) pushed]
3. The spoilt child of ***affluent*** parents! UNIT - 4 *(HY. 19)*
(a) happy (b) healthy (c) wealthy (d) poor [*Ans:* (d) poor]
4. Technology ..... is also a ***boon*** to citizens with special needs. UNIT - 5 *(Sep. 20)*
(a) bonus (b) bane (c) blast (d) block [*Ans:* (b) bane]
5. They were the steps of a man walking ***rapidly*** around the dining-table. UNIT - 2 *(Sep. 20)*
(a) timidly (b) silently (c) slowly (d) decently [*Ans:* (c) slowly]
6. What was the ***selection*** process? UNIT - 3 *(Sep. 20)*
(a) rejection (b) extension (c) termination (d) collection [*Ans:* (a) rejection]
7. His father was ***Preening*** the feathers. UNIT - 1 *(Sep. 21)*
(a) cleaning (b) clearing (c) dirtying (d) colouring [*Ans:* (c) dirtying]
8. A portion of a wall of the attic had ***crumbled*** down. UNIT - 4 *(Sep. 21)*
(a) withered (b) attached (c) broken (d) taken [*Ans:* (b) attached]
9. India's disabled are deprived by attitudinal barriers as they grapple with the challenges of acceptance and ***inclusion***. UNIT - 5 *(Sep. 21)*
(a) addition (b) separation (c) diversion (d) adoption [*Ans:* (b) separation]

Exercises

Antonym **UNIT - 1** His First Flight

Choose the most appropriate antonyms of the italicised words.

1. But he kept calling ***plaintively***.
(a) cheerfully (b) mournfully (c) dismally (d) wistfully [*Ans:* (a) cheerfully]
2. After a minute or so, he ***uttered*** a delightful scream.
(a) released (b) suppressed (c) expressed (d) divulged [*Ans:* (b) suppressed]
3. He leaned out ***eagerly***, tapping the rock with his feet.
(a) anxiously (b) fervently (c) unwillingly (d) earnestly [*Ans:* (c) unwillingly]
4. Then a ***monstrous*** terror seized him.
(a) horrible (b) dreadful (c) beautiful (d) unnatural [*Ans:* (c) beautiful]
5. His heart stood ***still***.
(a) motionless (b) moving (c) restful (d) silent [*Ans:* (b) moving]
6. He could hear nothing. But it only ***lasted*** a moment.
(a) continued (b) persisted (c) discontinued (d) stayed [*Ans:* (c) discontinued]
7. The next moment, he felt his wings ***spread*** outwards.
(a) abridged (b) extended (c) stretched (d) opened [*Ans:* (a) abridged]
8. The wind ***rushed*** against his breast feathers.
(a) hurried (b) pressed (c) raced (d) slowed down [*Ans:* (d) slowed down]
9. His legs ***sank*** into it.
(a) drowned (b) floated (c) immersed (d) plunged [*Ans:* (b) floated]

10. He screamed with ***fright*** and attempted to rise again.
(a) dismay (b) panic (c) fearlessness (d) dread [*Ans:* (c) fearlessness]

11. But he was tired and ***weak*** with hunger.
(a) feeble (b) sluggish (c) unsteady (d) strong [*Ans:* (d) strong]

12. He could not rise ***exhausted*** by the strange exercise.
(a) energized (b) crippled (c) weakened (d) depleted [*Ans:* (a) energized]

Antonym UNIT - 2 The Night the Ghost Got in

1. Five or six cops sprang for the attic door before I could ***intervene*** or explain.
(a) step in (b) interfere (c) disregard (d) mediate [*Ans:* (c) disregard]

2. I realized that it would be ***bad*** if they burst in on grandfather.
(a) dangerous (b) good (c) detrimental (d) grim [*Ans:* (b) good]

3. He believed that General Meade's men were beginning to ***retreat***.
(a) withdraw (b) advance (c) escape (d) decamp [*Ans:* (b) advance]

4. The night had been distinctly a ***defeat*** for them.
(a) failure (b) collapse (c) success (d) frustration [*Ans:* (c) success]

5. Furthermore, they ***obviously*** didn't like the 'layout'.
(a) evidently (b) noticeably (c) patently (d) doubtfully [*Ans:* (d) doubtfully]

6. 'Grandfather was ***fresh*** as a daisy.
(a) brisk (b) tired (c) lively (d) vivid [*Ans:* (b) tired]

7. We thought at first he had ***forgotten*** all about what had happened.
(a) out of mind (b) over-looked (c) remembered (d) disregarded [*Ans:* (c) remembered]

8. Over his third cup of coffee, he ***glared*** at Herman and me.
(a) stared (b) smiled (c) frowned (d) gazed [*Ans:* (b) smiled]

9. "None of you ***bothered*** to leave a bottle of water beside my bed."
(a) annoyed (b) agitated (c) disturbed (d) unworried [*Ans:* (d) unworried]

10. With that, he ***fetched*** the officer who found the zither.
(a) released (b) brought (c) captured (d) carried [*Ans:* (a) released]

11. Grandfather ***grabbed*** zither's gun from its holster.
(a) clenched (b) seized (c) freed (d) snatched [*Ans:* (c) freed]

Antonym UNIT - 3 Empowered Women Navigating The World

1. Government of India's ***thrust*** for Nari Shakti.
(a) boost (b) apathy (c) push (d) nudge [*Ans:* (b) apathy]

2. We ***witnessed*** the brilliant Southern Lights from sea.
(a) watched (b) unobserved (c) endorsed (d) deposed [*Ans:* (b) unobserved]

3. It was ***rare*** to watch that in those months, that too from sea.
(a) common (b) unlikely (c) strange (d) occasional [*Ans:* (a) common]

4. We were absolutely ***awestruck*** as we were not expecting it.
(a) wonderstruck (b) amazed (c) shocked (d) bored [*Ans:* (d) bored]

5. We ***picked*** up some hobbies.
(a) ignored (b) chose (c) preferred (d) selected [*Ans:* (a) ignored]

6. We kept posting pictures of ***delicacies*** like golgappas and cakes.
(a) softness (b) beauties (c) eyesore (d) elegance [*Ans:* (c) eyesore]

7. We also read books when the weather was ***pleasant***.
(a) cool (b) gloomy (c) nice (d) gracious [*Ans:* (b) gloomy]

8. I loved cooking as well so I ***indulged*** in baking.
(a) took part (b) involved (c) yielded to (d) abstained [*Ans:* **(d) abstained**]

9. I love it when people ***appreciate*** the food that I cook.
(a) like (b) despise (c) praise (d) admire [*Ans:* **(b) despise**]

10. It wouldn't have taken me even a ***fraction*** of second to switch on the engine .
(a) fragment (b) whole (c) portion (d) division [*Ans:* **(b) whole**]

11. You have to be ***honest*** with yourself.
(a) truthful (b) impartial (c) corrupt (d) proper [*Ans:* **(c) corrupt**]

Antonym UNIT - 4 The Attic

1. I left our ***ancestral*** house, twenty-nine years ago.
(a) traditional (b) familial (c) non-inheritance (d) hereditary [*Ans:* **(c) non-inheritance**]

2. After about ten minutes, we came to the ***local*** school.
(a) native (b) domestic (c) town (d) foreign [*Ans:* **(d) foreign**]

3. ***Beyond*** the iron gates were the playing field.
(a) farther (b) outside (c) near (d) ahead [*Ans:* **(c) near**]

4. We got down from the car and stood in ***front*** of the gate.
(a) ahead of (b) behind (c) before (d) opposite [*Ans:* **(b) behind**]

5. I asked Aditya whether everything was still the ***same***.
(a) equal (b) different (c) identical (d) similar [*Ans:* **(b) different**]

6. The owner of the tea shop, now over sixty, a little ***rustic*** in appearance.
(a) rural (b) country (c) urban (d) crude [*Ans:* **(c) urban**]

7. His nerves seemed ***overwrought*** for some reason.
(a) cool (b) tense (c) excited (d) upset [*Ans:* **(a) cool**]

8. The jeweller ***remarked*** that it was an antique.
(a) commented (b) observed (c) noted (d) ignored [*Ans:* **(d) ignored**]

9. Though I was a little ***curious***, I didn't ask Aditya anything.
(a) eager (b) strange (c) incurious (d) peculiar [*Ans:* **(c) incurious**]

10. We ***entered*** the house and went to the room where Sasanka Sanyal stayed.
(a) got in (b) came (c) reached (d) exited [*Ans:* **(d) exited**]

11. Sasanka uncle was busy ***reciting*** verses from Tagore.
(a) chanting (b) suppressing (c) delivering (d) repeating [*Ans:* **(b) suppressing**]

Antonym UNIT - 5 Tech Bloomers

1. Technology has not only made a normal person's life ***easier***.
(a) strange (b) simplier (c) harder (d) faster [*Ans:* **(c) harder**]

2. Technology is also a ***boon*** to citizens with special needs.
(a) gift (b) blessing (c) curse (d) benefit [*Ans:* **(c) curse**]

3. India is home to 2.7 crore people living with one or the other kind of ***disability***.
(a) inability (b) infirmity (c) ability (d) incapacity [*Ans:* **(c) ability**]

4. We can now look ***forward*** to a more inclusive way of learning.
(a) ahead (b) onward (c) in advance (d) backward [*Ans:* **(d) backward**]

5. Your refrigerator can order for milk if it is about to be ***exhausted***.
(a) used up (b) consumed (c) replenished (d) emptied [*Ans:* **(c) replenished**]

6. But it would have been ***frustrating*** and difficult.
(a) annoying (b) pleasing (c) disappointing (d) hindering [*Ans:* (b) pleasing]

7. I bet you're ***wondering*** how!
(a) surprising (b) admiring (c) unsurprising (d) fascinating [*Ans:* (c) unsurprising]

8. Getting ***bored*** by the program you watch on TV?
(a) fed up (b) tired (c) dull (d) interested [*Ans:* (d) interested]

9. It lets him use any PC or Mac by ***sending*** commands.
(a) mailing (b) receiving (c) despatching (d) loading [*Ans:* (b) receiving]

10. It is ***essential*** that much of his spare time is spent in the performing arts!
(a) important (b) inessential (c) vital (d) crucial [*Ans:* (b) inessential]

Antonym UNIT - 6 The Last Lesson

1. It was so warm, so ***bright***.
(a) shine (b) dazzle (c) gloomy (d) glow [*Ans:* (c) gloomy]

2. It was all much more ***tempting*** than the rule for participles.
(a) unattractive (b) alluring (c) inviting (d) attractive [*Ans:* (a) unattractive]

3. But I had the strength to resist, and ***hurried*** off to school.
(a) slowed (b) rushed (c) accelerated (d) hastened [*Ans:* (a) slowed]

4. Usually, when school ***began***, there was a great bustle.
(a) closed down (b) started (c) opened (d) established [*Ans:* (a) closed down]

5. Lessons repeated in ***unison***, very loud..
(a) harmony (b) disharmony (c) accordance (d) unity [*Ans:* (b) disharmony]

6. But now it was all so ***still***.
(a) immobile (b) quiet (c) noisy (d) silence [*Ans:* (c) noisy]

7. Besides, the ***whole*** school seemed so strange and solemn.
(a) complete (b) partial (c) full (d) overall [*Ans:* (b) partial]

8. But the thing that ***surprised*** me the most was to see, on the back benches.
(a) amazed (b) astonished (c) expected (d) taken aback [*Ans:* (c) expected]

9. ... that were always ***empty***, the village people sitting quietly like ourselves.
(a) drain (b) hollow (c) full (d) blank [*Ans:* (c) full]

10. This is the ***last*** lesson I shall give you.
(a) final (b) ultimate (c) first (d) latest [*Ans:* (c) first]

11. I want you to be very ***attentive***.
(a) careful (b) cautious (c) considerate (d) inattentive [*Ans:* (d) inattentive]

12. I ***hardly*** knew how to write!
(a) easily (b) rarely (c) scarcely (d) barely [*Ans:* (a) easily]

Antonym UNIT - 7 The Dying Detective

1. There are ***many*** problems of the disease in the East.
(a) a lot (b) numerous (c) huge (d) few [*Ans:* (d) few]

2. I have learnt that much during my ***recent*** researches.
(a) modern (b) old (c) fresh (d) latest [*Ans:* (b) old]

3. "I will bring Dr. Ainstree then," I said going ***towards*** the door.
(a) close to (b) near (c) just before (d) away [*Ans:* (d) away]

4. ***Never*** have I had such a shock when the dying man bolted the door.
(a) at no time (b) no way (c) always (d) not ever [*Ans:* (c) always]

5. The butler ***appeared*** at the doorway.
(a) emerged (b) seen (c) came out (d) vanished [*Ans:* (d) vanished]

6. I ***pushed*** past the butler and entered the room.
(a) thrust (b) pressed (c) pulled (d) forced [*Ans:* (c) pulled]

7. I saw a ***frail*** man with bald head sitting.
(a) strong (b) thin (c) weak (d) lazy [*Ans:* (a) strong]

8. "I am sorry," I said, "but the matter cannot be ***delayed***.
(a) held up (b) slowed (c) advanced (d) postponed [*Ans:* (c) advanced]

9. He ***smiled*** and agreed to come.
(a) frowned (b) giggled (c) gleamed (d) laughed [*Ans:* (a) frowned]

10. With a ***sinking*** heart I reached Holmes' room.
(a) rising (b) drowning (c) plunging (d) submerging [*Ans:* (a) rising]

11. Now you ***disappear*** to the next room.
(a) appear (b) vanish (c) go away (d) abscond [*Ans:* (a) appear]

12. "Only too well, Mr. Smith," and he ***described*** the symptoms.
(a) elaborated (b) explained (c) concealed (d) outlined [*Ans:* (c) concealed]

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Q. No. 7 : Singular & Plural Forms

(Textbook Page No. : 35)

GOVT. MODEL QUESTION - 2019

Choose the correct plural form :

7. Choose the correct plural form of ***alga*** from the following :
a) Algum b) algi c) algae d) algas [*Ans:* (c) algae]

I. Simple rules for plurals

a) add '-s' words ending in consonants	*b) add '-es'* words ending in -s, -sh, -ch, -x	*c) add '-es'* words ending in vowels
boy - boys	class - classes	buffalo - buffaloes
desk - desks	brush - brushes	negro - negroes
book - books	tax - taxes	hero - heroes
cow - cows	dish - dishes	echo - echoes

d) add '-s'	*e) Change 'y' into 'ies'*	*f) Change of inside vowel*
words ending in vowels - exceptions dynamo - dynamos piano - pianos kilo - kilos ratio - ratios	baby - babies army - armies city - cities story - stories	man - men woman - women mouse - mice goose - geese tooth - teeth

II. Other Plurals :

1. No Change: apparatus / apparatuses chassis, poultry, cattle headquarters, people, shorts aircraft, trousers, jeans	***2. sis - ses , xis - xes*** analysis - analyses basis - bases; crisis - crises diagnosis - diagnoses; thesis - theses synopsis - synopses hypothesis - hypotheses axis - axes	***3. us - i*** fungus - fungi stimules - stimuli radius - radii alumnus - alumni cactus - cacti / cactuses terminus - termini / terminuses syllabus - syllabi
4. on - a criterion - criteria phenomenon - phenomena memorandum - memoranda	***5. lum - la, tum - ta*** curriculum - curricula; erratum - errata	***6. us - ora, era*** corpus - corpora; genus - genera
7. eau - eaux beau - beaux; bureau - bureaux / bureaus	***8. la - lae, bra - brae*** formula - formulae vertebra - vertebrae	***9. ex - ices / exes*** apex - apices / apexes index - indices / indexes
10. ix - ices / ixes appendix - appendices / appendixes	***11. cus - ci*** focus - foci / focuses	***12. Nouns take 's'*** commander-in-chief : commanders-in-chief son-in-law : sons-in-law on-looker : on-lookers step-son : step-sons maid-servant : maid-servants passer-by : passers-by man servant : men servants
13. chief - chiefs gulf - gulfs proof - proofs handkerchief - handkerchiefs	**14.** dwarf - dwarfs, dwarves hoof - hoofs, hooves scarf - scarfs, scarves **15.** ox - oxen child - children	

Singular	Plural
aircraft	aircraft
analysis	analyses
baby	babies
boat	boats
box	boxes
bus	buses
cactus	cacti
cat	cats

Singular	Plural
elf	elves
fish	fish
focus	foci
foot	feet
fungus	fungi
goose	geese
half	halves
house	houses

Singular	Plural
child	children
city	cities
crisis	crises
criterion	criteria
daisy	daisies
datum	data
deer	deer
diagnosis	diagnoses
penny	pennies
person	people
phenomenon	phenomena
pitch	pitches
potato	potatoes
river	rivers
sheep	sheep
species	species

Singular	Plural
knife	knives
leaf	leaves
life	lives
loaf	loaves
man	men
mouse	mice
nucleus	nuclei
oasis	oases
spy	spies
syllabus	syllabi/syllabuses
thesis	theses
tomato	tomatoes
tooth	teeth
wife	wives
wish	wishes
woman	women

PTA QUESTIONS & ANSWERS

1. Choose the correct plural form of ***loaf*** from the following.
   (a) loafs (b) loaves (c) loavs (d) loafes *(PTA-1)* [*Ans:* (b) loaves]
   (a) loafs (b) loaf (c) loaves (d) loave *(HY. 19)* [*Ans:* (c) loaves]
   (a) loafes (b) loafs (c) loafies (d) loaves *(Sep. 20)* [*Ans:* (d) loaves]
2. Choose the correct plural form of ***lorry*** from the following. *(PTA-2)*
   (a) lorrys (b) lorry (c) lories (c) lorries [*Ans:* (d) lorries]
3. Choose the correct plural form of ***child*** from the following. *(PTA-3)*
   (a) childs (b) childrens (c) childes (d) children [*Ans:* (d) children]
4. Choose the correct plural form of ***syllabus***. *(PTA-4)*
   (a) syllables (b) syllabum (c) syllabi (d) syllabus [*Ans:* (c) syllabi]
5. Choose the correct plural form of ***alumnus*** from the following: *(PTA-5)*
   (a) alumna (b) alumnae (c) alumni (d) alumnuses [*Ans:* (c) alumni]
6. Choose the correct plural form of ***deer***. *(PTA-6)*
   (a) deers (b) door (c) dear (d) deer [*Ans:* (d) deer]

GEQ GOVERNMENT EXAM QUESTION

1. Write the correct plural form of ***analysis***. *(QY. 19)* [*Ans:* analyses]
2. Choose the correct plural form of ***"accessory"*** from the following: *(Sep-21)*
   (a) accessorys (b) accessories (c) accessoryes (d) accessoris [*Ans:*(b)accessories]

Plural Form

Exercises

Choose the correct plural form of the word .....

1. Choose the correct plural form of ***aquarium*** from the following:
   (a) aquariums (b) aquari (c) aquaria (d) aquarians [*Ans:* **(c) aquaria**]
2. Choose the correct plural form of ***memorandum*** from the following:
   (a) memorundam (b) memoranda (c) memorandums (d) memorandie [*Ans:* **(b) memoranda**]
3. Choose the correct plural form of ***stratum*** from the following:
   (a) stratas (b) stratii (c) strata (d) stratum [*Ans:* **(c) strata**]
4. Choose the correct plural form of ***erratum*** from the following:
   (a) errates (b) errata (c) errati (d) erratum [*Ans:* **(b) errata**]
5. Choose the correct plural form of ***thief*** from the following:
   (a) thiefs (b) thiefes (c) thieves (d) thieve [*Ans:* **(c) thieves**]
6. Choose the correct plural form of ***man servant*** from the following:
   (a) man servants (b) men servant (c) men servants (d) men servantes [*Ans:* **(c) men servants**]
7. Choose the correct plural form of ***index*** from the following:
   (a) indices (b) indexs (c) indice (d) indexie [*Ans:* **(a) indices**]
8. Choose the correct plural form of ***criterion*** from the following:
   (a) criterions (b) criteriae (c) criteria (d) criterion [*Ans:* **(c) criteria**]
9. Choose the correct plural form of ***crisis*** from the following:
   (a) crisae (b) crises (c) crise (d) crisie [*Ans:* **(b) crises**]
10. Choose the correct plural form of ***focus*** from the following:
    (a) focuses (b) focae (c) foci (d) focal [*Ans:* **(c) foci**]

Singular Form

Exercises

Choose the correct singular form of the word .....

1. Choose the correct singular form of ***advice*** from the following:
   (a) advice (b) advices (c) advise (d) advises [*Ans:* **(a) advice**]
2. Choose the correct singular form of ***data*** from the following:
   (a) date (b) datum (c) datae (d) datu [*Ans:* **(b) datum**]
3. Choose the correct singular form of ***taxis*** from the following:
   (a) taxie (b) taxies (c) taxi (d) taxy [*Ans:* **(c) taxi**]
4. Choose the correct singular form of ***ladies*** from the following:
   (a) lady (b) ladices (c) ladys (d) ladie [*Ans:* **(a) lady**]
5. Choose the correct singular form of ***oxen*** from the following:
   (a) axe (b) oxe (c) ox (d) oxie [*Ans:* **(c) ox**]
6. Choose the correct singular form of ***choices*** from the following:
   (a) choice (b) choices (c) choiceies (d) choicy [*Ans:* **(a) choice**]

7. Choose the correct singular form of ***boxes*** from the following:
(a) boxs (b) boxies (c) box (d) boxie [*Ans:* (c) box]

8. Choose the correct singular form of ***thieves*** from the following:
(a) thiefies (b) thieve (c) thief (d) thiev [*Ans:* (c) thief]

9. Choose the correct singular form of ***armies*** from the following:
(a) armie (b) army (c) armices (d) armi [*Ans:* (b) army]

10. Choose the correct singular form of ***owls*** from the following:
(a) owl (b) owlies (c) owelds (d) owly [*Ans:* (a) owl]

Also, refer to the 'book back' exercises on "Singular and Plural Forms", in Unit 2 Prose in this Guide.

Q. No. 8 : Affixes (Prefix & Suffix)

(Textbook Page No. : 101)

GOVT. MODEL QUESTION - 2019

8. Form a derivative by adding the right suffix to the word *_document*.
a) -ory b) -ise c) -ation d) -ly [*Ans:* (c) documentation]

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.

Examples : **Prefixes :** illiterate, disqualify, supernatural, suburban, malnutrition.

Suffixes : childhood, ability, examination, establishment, slavish.

Prefix

Prefix can be defined as a letter or group of letters attached **to the beginning of a word**.

Prefix	Root Word
bi	cycle, lingual, monthly
co	workers, operators, authors
de	recognise, regulate, compose, valuation, train
ex	minister, principal, student, councillor
extra	ordinary, sensory, curricular
fore	front, runner, finger, word, tell, cast, arm, hand
im	balance, perfect, possible, material, measurable
in	door, active, side, valuable, efficient
inter	national, dependant, racial, religious, state
ir	recoverable, regular, rational, respective
mega	show, phone, star, event
mis	quote, understand, spell, manage, calculate

non	stop, toxic, existent, sense, violence
out	moded, smart, number, door, patient, house, let, post
over	coat, shadow, throw, come, bearing
post	graduate, pone, script, graduation
pre	university, natal, face, caution, fabricate
sub	sect, human, editor, title, way
super	man, human, editor, title, way
ultra	violet, modern, sound
un	happy, welcome, told, wept, sung, honoured
under	ground, pay, cut, sell, secretary, stand
vice	president, principal, chairman, admiral

PREFIX	ROOT WORD	NEW WORD
1. co	operate	cooperate
2. em	power	empower
3. hyper	active	hyperactive
4. ig	noble	ignoble
5. in	direct	indirect
6. inter	lock	interlock
7. multi	national	multinational
8. over	lap	overlap
9. sub	standard	substandard
10. trans	form	transform
11. ultra	violet	ultraviolet
12. un	quenchable	unquenchable
13. un	fair	unfair

PTA QUESTIONS & ANSWERS

1. Form a derivative by adding the right prefix to the word _*natural*. *(PTA-1)*
(a) ir (b) mis (c) super (d) il [*Ans:* (c) supernatural]

2. Form a derivative by adding the right suffix to the word *fashion*_. *(PTA-2)*
(a) ly (b) able (c) ty (d) tion [*Ans:* (b) fashionable]

3. Form a derivative by adding the right prefix to the word _*relevant*. *(PTA-3)*
(a) il (b) im (c) ir (d) mal [*Ans:* (c) irrelevant]

4. Attach a suitable prefix to the word _*activate*. *(PTA-4)*
(a) en_ (b) non_ (c) de_ (d) dis_ [*Ans:* (c) deactivate]

5. Attach a suitable prefix to the word _*large*. *(PTA-5)*
(a) en_ (b) non_ (c) de_ (d) dis_ [*Ans:* (c) enlarge]

6. Attach a suitable suffix to the word *excellent*_. *(PTA-6)*
(a) ly (b) ism (c) ication (d) ness [*Ans:* (b) excellently]

Exercises

1. Form a derivative by adding the right prefix to the word ___*head*.
(a) over (b) fore (c) under (d) out [*Ans:* (b) forehead]

2. Form a derivative by adding the right prefix to the word ___*form*.
(a) pro (b) en (c) trans (d) non [*Ans:* (c) transform]

3. Form a derivative by adding the right prefix to the word ___*lingual*.
(a) non (b) dis (c) mis (d) multi [*Ans:* (d) multilingual]

4. Form a derivative by adding the right prefix to the word ___*appear*.
(a) mis (b) dis (c) co (d) in [*Ans:* (b) disappear]

5. Form a derivative by adding the right prefix to the word ___*polite*.
(a) un (b) dis (c) im (d) mis [*Ans:* (c) impolite]

6. Form a derivative by adding the right prefix to the word ___*placed*.
(a) dis (b) un (c) mis (d) im [*Ans:* (c) misplaced]

7. Form a derivative by adding the right prefix to the word ___*visible*.
(a) in (b) dis (c) im (d) il [*Ans:* (a) invisible]

8. Form a derivative by adding the right prefix to the word ___*legal*.
(a) un (b) il (c) en (d) dis [*Ans:* (b) illegal]

9. Form a derivative by adding the right prefix to the word ___*obey*.
(a) mis (b) dis (c) in (d) un [*Ans:* (b) disobey]

10. Form a derivative by adding the right prefix to the word ___*violet*.
(a) trans (b) inter (c) ultra (d) over [*Ans:* (c) ultraviolet]

Suffix

Suffix can be defined as a letter or a group of letters **added to the end of a word.**

Root Word	Suffix
arrange, manage, ship	ment
betray, dismiss, apprais	al
care, power, hair, rest, odour	less
child, man, woman, boy	hood
clock, penny, tax	wise
collabor, declare, explore	ation
count, profit, like, read, eat	able
expert, special, real, popular,	ise
capital	ize
kind, polite, forgive, sick ready, selfish, useful	ness
meddle, quarrel, awe, irk	some
mile, post, bag, home	age
music, critic, physique	cal
accident, sentiment	al

Root Word	Suffix
philosophy, sympathy, majesty, photograph	ic
politic, electric, mathematic, music	ian
president, confident	ial
pure	fy
responsible, public, simple	ity
scholar, friend, workman, craftsman	ship
sleep, fun, stick, choose, mess	y
conclude, inspire, admit	ion
sorrow, thought, cup, forget, colour	ful
luxury	ious

ROOT WORD	SUFFIX	NEW WORD
1. announce	ment	announcement
2. bright	ness	brightness
3. clear	ance	clearance
4. colour	ful	colourful
5. craftsman	ship	craftsmanship
6. credit	able	creditable
7. danger	ous	dangerous
8. direct	or	director
9. enormous	ity	enormity
10. exception	al	exceptional
11. metal	ic	metalic
12. narrate	ion	narration
13. need	y	needy
14. perform	ance	performance
15. quench	able	quenchable
16. secret	ive	secretive
17. wash	able	washable

Also, refer to the 'book back' exercises on "Prefixes and Suffixes", in Unit 4 Prose in this Guide.

GEQ GOVERNMENT EXAM QUESTIONS

1. Attach a suitable suffix to the *'dismiss'*. *(QY. 19)*
She smiled and waved a hand in dismiss____.
(a) ly (b) al (c) age (d) ian [*Ans:* (c) dismissal]

2. Form a derivative by adding the right suffix to the word *comfort*___. *(HY. 19)*
(a) is (b) ory (c) ation (d) ably [*Ans:* (d) comfortably]

3. Form a derivative by adding the right suffix to the word *'appear'*___. *(Sep. 20)*
(a) -able (b) -ence (c) -ible (d) -ance [*Ans:* (d) appearance]

4. Form a derivative by adding the right suffix to the word *'child'*.___. *(Sep. 21)*
(a) - ment (b) - ies (c) - hood (d) -tion [*Ans:* (c) childhood]

Exercises

1. Form a derivative by adding the right suffix to the word ***absolute***___.
(a) ly (b) ful (c) able (d) tion [*Ans:* (a) absolutely]
2. Form a derivative by adding the right suffix to the word ***friend***___.
(a) ness (b) ful (c) able (d) ship [*Ans:* (d) friendship]
3. Form a derivative by adding the right suffix to the word ***bliss***___.
(a) ly (b) ful (c) ic (d) ance [*Ans:* (b) blissful]
4. Form a derivative by adding the right suffix to the word ***accept***___.
(a) age (b) al (c) ance (d) ion [*Ans:* (c) acceptance]
5. Form a derivative by adding the right suffix to the word ***patriot***___.
(a) ist (b) ful (c) ism (d) ive [*Ans:* (c) patriotism]
6. Form a derivative by adding the right suffix to the word ***forgive***___.
(a) ful (b) ness (c) ment (d) ism [*Ans:* (b) forgiveness]
7. Form a derivative by adding the right suffix to the word ***appoint***___.
(a) ness (b) able (c) ance (d) ment [*Ans:* (d) appointment]
8. Form a derivative by adding the right suffix to the word ***actual***___.
(a) ism (b) ist (c) ness (d) ly [*Ans:* (d) actually]
9. Form a derivative by adding the right suffix to the word ***sportsman***___.
(a) tion (b) ness (c) ship (d) ist [*Ans:* (c) sportsmanship]
10. Form a derivative by adding the right suffix to the word ***associate***___.
(a) ly (b) ness (c) ion (d) or [*Ans:* (d) association]

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Q. No. 9 : Expanded form of Abbreviation, Acronyms

(Textbook Page No. : 131-133)

GOVT. MODEL QUESTION - 2019

9. Choose the correct expansion of the abbreviation ***SIM***.
a) Subscriber Information Module b) Subscriber Identification Module
c) Student Identification Module d) School Identification Module
[*Ans:* (b) Subscriber Identification Module]

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.

Contractions with I, you, he, she, it, we, and they

'm = am (I'm)
're = are (you're, we're, they're)
's = is and has (he's, she's, it's)
've = have ('ve, you've, we've, they've)
'll = will (I'll, you'll, he'll, she'll, it'll, we'll, they'll)
'd = had and would (I'd, you'd, he'd, she'd, it'd, we'd, they'd)

Contractions with auxiliary verb and not

The contraction for not is n't:

aren't = are not (we aren't, you aren't)
can't = cannot
couldn't = could not
didn't = did not (I didn't, they didn't)

We can abbreviate the following:

Titles before names:	Names of a Few Objects:
Mr. = Mister (for men) (plural - Misters)	VCR = Video Cassette Recorder
Mrs. = Mistress (for women)	CD = Compact Disc
Prof. = Professor (plural - Profs.)	DVD = Digital Video/Versatile Disk
St. = Saint (plural - Sts.)	GPS = Global Positioning System
Rev. = Reverend (plural - Revs.)	VR = Virtual reality
Hon. = Honourable (plural - Hons.)	AR = Augmented Reality
Jr. = Junior	TV = Television
Pres. = President	
Words used with numbers:	**Common Latin terms:**
a.m. = ante meridiem (before noon)	etc. = et cetera (and so forth)
p.m. = post meridiem (after noon)	i.e. = id est (that is)
A.D. = anno domini	e.g. = exempligratia (for example)
B.C.E. = before common era	et al. = et alii (and others)
C.E. = common era	vs. = versus
Terms of mathematical units:	**Names of Familiar Institutions:**
ft = feet	CBI = Central Bureau of Investigation
ft^2 = square feet	IB = Intelligence Bureau
kg = kilogram	IMF = International Monetary Fund
km = kilometre	UN = United Nations
mm = millimetre	EC = Election Commission
ml = millilitre	EU = European Union
°F = degrees Fahrenheit	IIT = Indian Institute of Technology
°C = degrees Celsius	
Names of Countries:	**Long, common phrases**
USA = United Stated of America	IQ = Intelligence Quotient
UK = United Kingdom	mph = miles per hour
UAE = United Arab Emirates	mpg = miles per gallon

Abbreviation

- Abbreviation refers to any shortened or contracted form of a word or phrase.
- Some abbreviations are not pronounced as new words.
- But not every abbreviation is an acronym.

S. No.	Abbreviation	Expansion
1.	AICTE	All India Council for Technical Education
2.	ATM	Automated Teller Machine
3.	B.Tech	Bachelor of Technology
4.	B.E.	Bachelor of Engineering
5.	B.Sc	Bachelor of Science
6.	BA	Bachelor of Arts
7.	BBC	British Broadcasting Corporation
8.	BPO	Business Process Outsourcing
9.	BSNL	Bharat Sanchar Nigam Limited
10.	CA	Chartered Accountant
11.	CBI	Central Bureau of Investigation
12.	CCTV	Closed-Circuit Television
13.	DTH	Direct To Home
14.	EMI	Equated Monthly Installment
15.	FIR	First Information Report
16.	HIV	Human Immunodeficiency Virus
17.	IAS	Indian Administrative Service
18.	ICU	Intensive Care Unit
19.	IIT	Indian Institute of Technology
20.	ILO	International Labour Organization
21.	ISI	Indian Standard Institute
22.	IST	Indian Standard Time
23.	KPO	Knowledge Process Outsourcing
24.	LCD	Liquid Crystal Display
25.	LED	Light Emitting Diode
26.	LIC	Life Insurance Corporation of India
27.	LPG	Liquefied Petroleum Gas
28.	M.B.B.S.	Bachelor of Medicine and Bachelor of Surgery
29.	MNC	Multi-National Corporation / Company
30.	NGO	Non Governmental Organization
31.	NRI	Non Resident Indian
32.	PA	Personal Assistant / Postal Assistant
33.	POW	Prisoners of War

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S. No.	Abbreviation	Expansion
34.	PS	Personal Secretary / Post Script
35.	RPF	Railway Protection Force
36.	RRB	Railway Recruitment Board
37.	SBI	State Bank of India
38.	SHG	Self Help Group (for women)
39.	SMS	Short Message Service
40.	SSC	Staff Selection Commission
41.	STD	Subscriber Trunk Dialling
42.	SR	Southern Railways
43.	TNPSC	Tamil Nadu Public Service Commission
44.	TRB	Teachers Recruitment Board
45.	UAE	United Arab Emirates
46.	UFO	Unidentified Flying Object
47.	UGC	University Grants Commission
48.	UPS	Uninterrupted Power Supply
49.	USA	United State of America
50.	WTC	World Trade Centre
51.	WWW	World Wide Web

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PTA QUESTIONS & ANSWERS

1. Choose the correct expansion of the abbreviation ***IMF***. ***(PTA-1)***

(a) Indian Monetary Fund (b) International Mutual Fund
(c) International Monetary Fund (d) Indian Mutual Fund

[***Ans:*** **(c) International Monetary Fund**]

2. Choose the correct expansion of the abbreviation ***MRI***. ***(PTA-2)***

(a) Magnified Resonance Imaging (b) Magnified Reasoning Imagery
(c) Magnetic Resonance Imaging (d) Magnetic Resonance Imagery

[***Ans:*** **(c) Magnetic Resonance Imaging**]

3. Choose the correct expansion of the abbreviation ***IIT***. ***(PTA-3 & 5, Sep.20)***

(a) International Institute of Teaching (b) Indian Institute of Teaching
(c) Indian Institute of Technology (d) International Institute of Technology

[***Ans:*** **(c) Indian Institute of Technology**]

4. The common expansion of ***CBI*** is ***(PTA-4)***

(a) Central Bureau of Investigation (b) Central Banks of India
(c) Control Bureau of Investigators (d) Central Bureau of Investors

[***Ans:*** **(a) Central Bureau of Investigation**]

5. Choose the correct expansion of ***GPS*** is ***(PTA-6, HY. 19 & Sep-21)***

(a) Geometric Position System (b) Global Positioning System
(c) Global Pointing Structure (d) Globe Position System

[***Ans:*** **(b) Global Positioning System**]

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GEQ GOVERNMENT EXAM QUESTION

1. The common expansion of *NEET*. *(QY. 19)*
(a) National Entrance cum Eligibility Test (b) National Eligibility cum Entrance Test.
(c) Native Entrance cum Equalent Test (d) Near Entrance cum Equal Test.
[*Ans:* (b) National Eligibility cum Entrance Test]

Exercises

Choose the correct expansion of the abbreviation :

1. Choose the correct expansion of the abbreviation *CCTV*.
(a) Charged Channel Television (b) Closed Channel Television
(c) Closed-Circuit Television (d) Checked-Circuit Television
[*Ans:* (c) Closed-Circuit Television]

2. Choose the correct expansion of the abbreviation *SSC*.
(a) State Subordinate Commission (b) Staff Selection Commission
(c) State School Certificate (d) School System Common
[*Ans:* (b) Staff Selection Commission]

3. Choose the correct expansion of the abbreviation *TNPSC*.
(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]

4. Choose the correct expansion of the abbreviation *SBI*.
(a) Selection Board of India (b) Selection Bureau of India
(c) State Bank of India (d) Security Board of India [*Ans:* (c) State Bank of India]

5. Choose the correct expansion of the abbreviation *CA*.
(a) Chief Accountant (b) Central Accountant
(c) Central Army (d) Chartered Accountant [*Ans:* (d) Chartered Accountant]

6. Choose the correct expansion of the abbreviation *IAS*.
(a) Indian Administrative Service (b) Indian Armed Service
(c) Indian Army Service (d) Indian Agricultural Service
[*Ans:* (a) Indian Administrative Service]

7. Choose the correct expansion of the abbreviation *IPC*.
(a) Integrated Police Council (b) Indian Penal Code
(c) Independent Police Corps (d) International Public Census [*Ans:* (b) Indian Penal Code]

8. Choose the correct expansion of the abbreviation *BPT*.
(a) Bachelor of Pure Therapy (b) Bachelor of Physiotherapy
(c) Bachelor of Post Treatment (d) Bachelor of Poverty Treatment
[*Ans:* (b) Bachelor of Physiotherapy]

9. Choose the correct expansion of the abbreviation *TC*.
(a) Training Card (b) Train Concession
(c) Transfer Certificate (d) Transfer Code [*Ans:* (c) Transfer Certificate]

10. Choose the correct expansion of the abbreviation *SR*.
(a) Suburban Railways (b) Standard Railways
(c) Southern Railways (d) Steam Railways [*Ans:* (c) Southern Railways]

Also, refer to the 'book back' exercises on "Expansion", in Unit 5 Prose in this Guide.

Acronym

- Acronym is a type of abbreviation where a new word is formed from the first letters of a series of words.
- Pronounced as a separate word.
- All acronyms are abbreviations.

S. No.	Abbreviation	Expansion
1.	AIDS	Acquired Immuno Deficiency Syndrome
2.	AIR	All India Radio
3.	BHEL	Bharat Heavy Electricals Limited
4.	CAT	Common Admission Test
5.	FIFA	Federation of International Football Association
6.	IGNOU	Indira Gandhi National Open University
7.	INSAT	Indian National Satellite
8.	ISRO	Indian Space Research Organisation
9.	LAN	Local Area Network
10.	NATO	North Atlantic Treaty Organisation
11.	OTP	One Time Password
12.	PAN	Permanent Account Number
13.	PIN	Postal Index Number
14.	RADAR	Radio Detecting and Ranging
15.	RAM	Random Access Memory
16.	ROM	Read Only Memory
17.	SAI	Sports Authority of India
18.	SAIL	Steel Authority of India Limited
19.	SAT	Standard Assessment Task (British), Scholastic Aptitude Test (USA)
20.	SIM	Subscriber Identification Module
21.	TAFE	Tractor and Farm Equipment Limited
22.	TANCET	Tamil Nadu Common Entrance Test
23.	TANSI	Tamil Nadu Small Industries Corporation
24.	TET	Teacher Eligibility Test
25.	TOEFL	Test of English as a Foreign Language
26.	VAT	Value Added Tax
27.	WHO	World Health Organization

Exercises

Choose the correct expansion of the abbreviation :

1. Choose the correct expansion of the abbreviation *INSAT*.

(a) International Satellite (b) Integrated Space and Technology Work

(c) Indian National Satellite (d) Independent Satellite Track

[*Ans:* (c) Indian National Satellite]

2. Choose the correct expansion of the abbreviation *AIR*.
(a) All India Railways (b) All India Rivers
(c) All India Radio (d) All Indian Religions [*Ans:* (c) All India Radio]

3. Choose the correct expansion of the abbreviation *RAM*.
(a) Read Only Memory (b) Read Access Memory
(c) Rapid Accurate Memory (d) Random Access Memory
[*Ans:* (d) Random Access Memory]

4. Choose the correct expansion of the abbreviation *ISRO*.
(a) International Satellite Research Organisation
(b) Indian Space Research Organisation
(c) Indian Social Reforms Organisation
(d) Indian Southern Railway Organisation [*Ans:* (b) Indian Space Research Organisation]

5. Choose the correct expansion of the abbreviation *CAT*.
(a) Common Aptitude Test (b) Computer Aptitude Test
(c) Computer Accuracy Test (d) Computer Accessories Test
[*Ans:* (a) Common Aptitude Test]

6. Choose the correct expansion of the abbreviation *PIN*.
(a) Population Index Number (b) Postal Index Number
(c) Poor Identification Notice (d) Physics Internal Note [*Ans:* (b) Postal Index Number]

7. Choose the correct expansion of the abbreviation *LAN*.
(a) Local Available Network (b) Local Area Node
(c) Local Area Network (d) Large Area Network [*Ans:* (c) Local Area Network]

8. Choose the correct expansion of the abbreviation *VAT*.
(a) Value Audit Trade (b) Valves And Tubes
(c) Value Added Tax (d) Value Access Track [*Ans:* (c) Value Added Tax]

✦✹✦

Q. No. 10 : Phrasal Verb

(Textbook Page No. : 67, 68, 167)

GOVT. MODEL QUESTION - 2019

Complete the following sentence with the most appropriate phrasal verb given below :

10. The crew _____ of water and food before they could complete their expedition.
a) ran on b) ran about c) ran in d) ran out [*Ans:* (d) ran out]

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.

For example, **see to**, or a combination of both, such as **look down on**.

Example : 1. The crew **ran out** of water and food before they could complete their expedition.
In the above sentence, **ran out** is a **phrasal verb** which means **to use completely**.
2. The Police personnel instructed the mob to **go away** from the place during the strike.
In the above sentence, **go away** is a **phrasal verb** which means **to leave** from the place.

Learning Points :

- A phrasal verb is made up of a verb and an adverbial or prepositional particle.
- It is used idiomatically to convey a special meaning completely different from the meaning expressed by the verb or the particle.
- The same verb followed by different particles conveys different meanings.
- A list of phrasal verbs and their meanings selected from the prose lessons is given below. Learn them very carefully before doing the exercises that follow.

Example : get - acquire
get together - meeting

look
- up - look up - refer
- at - look at - watch (keen look)
- after - look after - take care of
- for - look for - search
- upto - look upto - admire
- over - look over - investigate

For Reading:

Phrasal verb	Meaning	Usage
look up	refer	I ***look up*** the word in the dictionary.
look after	take care of	I ***look after*** the child.
get on	continue	I want you to ***get on*** with the work.
get up	rise from bed	I always ***get up*** early.
break down	cease to function	My car is ***broken down*** at present.
put off	postpone	The manager ***put off*** the meeting.
turn down	refuse	They ***turned down*** my offer.
set out	displays	His work is very well ***set out***.
bring in	introduce	New traffic rules are ***brought in***.
look up to	admire	Cricketers always ***look up to*** Kohli.
hit on	think of	He ***hit on*** a brilliant idea.
reel off	recite	He ***reeled off*** lines after line.
look into	investigate	The police ***look into*** the matter.
get over	recover	She ***got over*** her grief.
take after	resemble	He ***takes after*** his mother.
take on	accept	He is willing to ***take on*** the job.
put up with	tolerate	I can't ***put up with*** such a noisy class.
put aside	save	I ***put aside*** a little every month.
give up	abandon / stop	I ***give up*** smoking.
call out	summon	He ***called out*** an engineer.
put up	build	We are ***putting up*** a new compound.

pass away	die	His mother ***passed away*** last month.
break into	enter (by force)	The thief ***broke into*** the house.
give away	free	He ***gives away*** a sample pack to all.
go after	to chase	The police ***went after*** the criminals.
call up	invite	The teacher ***calls up*** the SPL.
call on	visit	She ***called on*** me yesterday.
get out	leave	I will ***get out*** soon.
carry out	fulfill	We ***carry out*** a successful attack.
take away	remove	The robbers ***took away*** the jewels.

More Phrasal Verbs :

Phrasal Verb	Meaning
back up	support
bear with	endure, tolerate
break up	disperse, shatter
break down	fall, stop working, collapse
bring forth	produce
bring about	make something happen
bring out	publish
bring up	educate, rear
call for	demand
call off	cancel
call on	to pay a short visit to a person
carry on	continue
carry out	execute, perform
come on	hurry
dealt with	managed
drop in	visit
drop out	discontinue
get away	escape
get on	have a friendly relationship (with), cope with
get over	overcome, recover
get through	pass
get up	rise
give in	yield
give up	abandon
give way	yield
give away	present, distribute
go after	chase, follow
go through	endure; examine; study something
hold on	wait, stop
hold up	delay
keep on	continue

Phrasal Verb	Meaning
keep up	continue, maintain
lay by	keep for future use
look after	take care of
look for	to try to find / search
look over/into	examine, investigate
look up (book)	search for, refer
look up to	admire
make out	understand
make over	redo, renovate
pass away	die
pass through	undergo
put off	postpone, delay
put on	wear
put up with	endure, tolerate
run after	chase, seek
set back	to slow down the progress
set out	begin
set up	establish
set aside	discard
stand up	rise
stand by	support, wait
stand out	continue to resist
take down	write
take after	resemble
take up	to deal with
take off	leave the ground (aeroplane), remove
throw out	discard, reject
throw away	to get rid of as useless
turn away	refuse admission
turn down	reject, refuse

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PTA QUESTIONS & ANSWERS

Complete the following sentence with the most appropriate word given below :

1. There will be a _____ in the office next week. *(PTA-1)*
   (a) warm up (b) ran out (c) shut down (d) take off [*Ans:* (c) shut down]
2. It helps to _____ the calories. *(PTA-2)*
   (a) warm up (b) stretch out (c) put on (d) burn off [*Ans:* (d) burn off]
3. The airhostess instructed the passengers to wear the seat belts during the _____. *(PTA-3*
   (a) warm up (b) stretch out (c) put on (d) take off [*Ans:* (d) take off]
4. Doing _____ every day in the morning keeps one healthy. *(PTA-5)*
   (a) warm in (b) warm up (c) warm out (d) warm into [*Ans:* (b) warm up]

GEQ GOVERNMENT EXAM QUESTION

1. Complete the following sentence with the most appropriate phrasal verb given below : *(QY. 19)*
   Venkat felt happy to _____ the neighbours in the new locality.
   (a) get along with (b) take off (c) look after (d) warm up [*Ans:* (a) get along with]
2. Complete the following sentence with the most appropriate phrasal verb given below. *(Sep. 20)*
   The sailors soon _____ food and water.
   (a) got along with (b) stood up for (c) ran out of (d) looked up to [*Ans:* (c) ran out of]
3. Complete the following sentence with the most appropriate phrasal verb given below. *(Sep. 21)*
   Mr. Hamel _____ the blackboard and took a piece of chalk to write.
   (a) turned up (b) turned to (c) turned for (d) turned with [*Ans:* (b) turned to]

Exercises

Complete the following sentence with the most appropriate phrasal verb given below :

1. The champion _____ 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 _____ 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 _____ their jobs well.
   (a) Carry off (b) Carry over (c) Carry out (d) Carry for [*Ans:* (c) Carry out]
4. He _____ his wealth and became a social worker.
   (a) gave in (b) gave on (c) gave up (d) gave out [*Ans:* (c) gave up]
5. I shall _____ the information using the Net.
   (a) look at (b) look in (c) look for (d) look after [*Ans:* (c) look for]
6. The plane _____ as scheduled.
   (a) took away (b) took off (c) took apart (d) took in [*Ans:* (b) took off]
7. The meeting was _____ due to bad weather.
   (a) put off (b) put in (c) put up (d) put on [*Ans:* (a) put off]
8. Sometimes we must _____ for our own view.
   (a) stand on (b) stand up for (c) stand back (d) stand off [*Ans:* (b) stand up]

9. You must _____ some money for future use.
(a) lay off (b) lay about (c) lay by (d) lay over [*Ans:* (c) lay by]

10. Students should _____ with their peers.
(a) get off (b) get on (c) get up (d) get in [*Ans:* (b) get on]

11. School life is an enjoyable one. So you must have _____ with your classmates.
(a) get up (b) give up (c) get on (d) get back [*Ans:* (c) get on]

12. The lawyer _____ the case cleverly.
(a) dealt in (b) dealt with (c) dealt out (d) dealt on [*Ans:* (b) dealt with]

Also, refer to the 'book back' exercises on "Phrasal Verbs", in Unit 3 & 6, Prose in this Guide.

Q. No. 11 : Compound Words

(Textbook Page No. : 100, 101)

GOVT. MODEL QUESTION - 2019

11. Choose the suitable option to pair it with the word *'watch'* to form a compound word.
a) hall b) house c) man d) clock [*Ans:* (c) Watchman]

A compound word is a combination of two or more words that function is 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.

Read these sentences :

1. Beyond the iron gates were the playing field and the ***two-storeyed*** school building.
2. The owner of the tea shop, now over sixty, a little rustic in appearance, with his white ***neatly-combed*** hair and clean look, was the same as before.
3. His nerves seemed ***overwrought*** for some reason.

The words in italics are ***Compound words***.

Formation :

Compound Word

Compound Noun
- Noun + Noun
- Adjective + Noun
- Verb + Noun
- Gerund + Noun
- Adverb + Noun
- Verb + Adverb
- Adverb + Verb

Compound Adjective
- Noun + Adjective
- Adjective + Adjective
- Adverb + Participle

Compound Verb
- Noun + Verb
- Adjective + Verb
- Adverb + Verb

1. Compound Nouns:

No.	Type	Word 1	Word 2	Compound Word
1	Noun + Noun	moon	light	moonlight
		chess	board	chessboard
		shoe	maker	shoemaker
		man	servant	manservant
2	Adjective + Noun	sweet	heart	sweetheart
		noble	man	nobleman
		short	hand	shorthand
		black	board	blackboard
3	Verb + Noun	pick	pocket	pickpocket
		play	ground	playground
		hang	man	hangman
		dare	devil	daredevil
4	Gerund + Noun	spelling	book	spelling-book
		walking	stick	walking-stick
		drawing	room	drawing-room
		visiting	card	visiting-card
5	Adverb(or Preposition) + Noun	in	side	inside
		over	coat	overcoat
		by	path	bypath
		off	spring	offspring
6	Verb + Adverb	draw	back	drawback
		lock	up	lockup
		die	hard	diehard
		send	off	sendoff
7	Adverb + Verb	out	set	outset
		up	keep	upkeep
		out	cry	outcry
		in	come	income

2. Compound Adjectives:

No.	Type	Word 1	Word 2	Compound Word
1	Noun + Adjective (or Participle)	hand	made	handmade
		heart	broken	heartbroken
		home	sick	homesick
		sky	blue	sky blue
2	Adjective + Adjective	red	hot	red-hot
		blue	black	blue-black
		white	hot	white-hot
		dull	grey	dull-grey
3	Adverb + Participle	in	born	inborn
		out	spoken	outspoken
		never	ending	never-ending
		long	suffering	long-suffering

3. Compound Verbs:

No.	Type	Word 1	Word 2	Compound Word
1	Noun + Verb	back	bite	back-bite
		type	write	type-write
		brow	beat	brow-beat
		ear	mark	earmark
2	Adjective + Verb	white	wash	whitewash
		safe	guard	safeguard
3	Adverb + Verb	over	throw	overthrow
		over	take	overtake
		under	take	undertake
		under	go	undergo

Compound Words : Examples

NOUN + NOUN		
air + ticket = airticket	hand + cuff = handcuff	school + bus = school bus
bed + room = bedroom	honey + bee = honeybee	school + girl = school girl
bed + time = bed-time	lady + bug = ladybug	sea + shore = sea-shore
birth + day = birthday	motor + cycle = motorcycle	shoe + lace = shoe-lace
book + stall = bookstall	news + stand = newsstand	sky + line = skyline
border + line = borderline	note + book = notebook	sun + dial = sun-dial
bus + station = bus-station	picture + book = picture book	sun + light = sunlight
chess + men = chessmen	pig + tail = pigtail	tax + rebate = tax rebate
class + room = classroom	post + card = postcard	time + limit = time limit
cork + screw = cork-screw	post + man = postman	time + schedule = time schedule
dream + world = dream-world	post + war = postwar	train + track = traintrack
eye + liner = eye-liner	printer + cartridge = printer cartridge	truck + load = truck-load
field + glasses = field glasses	rabbit + hole = rabbit-hole	water + proof = waterproof
fire + man = fireman	rail + road = railroad	water + tank = water tank
hand + bag = hand bag	river + bank = riverbank	white + paper = whitepaper
NOUN + VERB		
air + tight = airtight	hair + cut = haircut	rain + fall = rainfall
bench + mark = benchmark	hand + wash = handwash	root + cause = root cause
breast + feed = breastfeed	head + ache = headache	snow + drop = snow drop
bus + stop = bus stop	head + line = headline	snow + fall = snowfall
day + break = daybreak	house + sitting = housesitting	sun + rise = sunrise
dog + eared = dog-eared	lip + read = lipread	sun + set = sunset
ear + mark = earmark	machine + wash = machine wash	tooth + ache = tooth-ache
finger + pointing = finger-pointing	moon + walk = moon walk	tooth + brush = tooth brush
finger + print = finger print	paint + brush = paintbrush	way + lay = waylay
NOUN + ADJECTIVE		
accident + prone = accident-prone	hen + pecked = henpecked	milk + white = milk white
age + old = age-old	home + less = homeless	picture + perfect = picture-perfect
bad + tempered = bad-tempered	home + sick = homesick	red + hot = red-hot
black + gold = black gold	honey + sweet = honey-sweet	round + about = roundabout
care + less = careless	jet + black = jet black	silver + white = silver white
dead + slow = dead slow	knee + deep = knee-deep	sky + blue = sky blue
down + trodden = downtrodden	life + long = lifelong	snow + white = snow-white
duty + free = duty free	mercy + less = merciless	world + famous = world famous

NOUN + GERUND		
air + conditioning = air conditioning	heart + rending = heart-rending	snow + skiing = snow-skiing
air + lifting = airlifting	mind + blowing = mind-blowing	soul + stirring = soul-stirring
book + binding = book-binding	mind + boggling = mind-boggling	story + telling = storytelling
breath + taking = breath-taking	mind + reading = mind reading	test + driving = test-driving
cat + walking = catwalking	oil + drilling = oil drilling	time + consuming = time-consuming
cross + questioning = cross-questioning	roller + skating = roller-skating	train + spotting = train-spotting
day + dreaming = day-dreaming	sight + seeing = sight-seeing	white + washing = white-washing
hand + writing = handwriting	slow + cycling = slow-cycling	
NOUN + PREPOSITION		
country + side = countryside	root + out = root out	
VERB + NOUN		
bath + Room = bath Room	pass + port = passport	stop + clock = stop clock
break + fast = breakfast	pay + day = pay day	taste+ buds = taste buds
call + Taxi = call Taxi	pick + pocket = pickpocket	walk + man = walk man
cross + fire = cross fire	play + ground = playground	watch + dog = watch dog
cross + word = crossword	pop + corn = popcorn	watch + man = watchman
cry + baby = crybaby	rest + house = rest house	work + room = workroom
drive + inn = drive inn	search + engine = search engine	cut + throat = cut throat
fire + place = fire place	search + light = search light	drip + irrigation = drip irrigation
guide + book = guide book	show + room = showroom	run + down = run down
handle + bar = handle bar	spoil + sport = spoilsport	
VERB + GERUND		
type + setting = type setting	type + writing = type writing	
VERB + ADVERB		
camp + out = camp-out	drop + out = drop-out	look + out = lookout
draw + back = drawback	fall + out = fall-out	take + off = take-off
VERB + PREPOSITION		
give + up = give up	look + down = look down	put + on = put on
lock + up = lock up		
GERUND + NOUN		
biting + cold = biting cold	fishing + net = fishing net	waiting + hall = waiting-hall
blotting + paper = blotting paper	looking + glass = looking glass	waiting + list = waiting list
cooking + gas = cooking gas	reading + room = reading-room	walking + stick = walking stick
dining + table = dining table	setting + sun = setting sun	washing + machine = washing machine
driving + licence = driving licence	stepping + stone = stepping-stone	winning + post = winning post
driving + school = driving-school	swimming + pool = swimming pool	writing + pad = writing pad
fishing + net = fishing net	visiting + card = visiting card	
ADVERB + NOUN		
after + thought = after thought	out + patient = out-patient	under + garment = undergarment
by + stander = bystander	over + coat = overcoat	upper + division = upper division
on + looker = onlooker	post + script = postscript	

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ADVERB + VERB		
back + drop = backdrop	over + act = overact	under + go = undergo
back + track = backtrack	over + charge = overcharge	under + rate = under-rate
fore + ground = foreground	over + come = overcome	under + take = undertake
in + put = input	over + grow = over-grow	up + keep = upkeep
in + take = intake	over + spend = overspend	up + set = upset
out + live = outlive	over + throw = overthrow	up + turn = upturn
out + put = output	under + charge = undercharge	
out + set = outset	under + estimate = under estimate	
ADVERB + ADJECTIVE		
amazingly + good = amazinly good	carefully + chosen = carefully chosen	terrible + hot = terribly hot
blue + black = blue black	newly + rich = newly rich	vitally + important = vitally important
ADVERB + PARTICIPLE		
ill + gotten = ill gotten	over + worked = overworked	well + dressed = well dressed
over + loaded = overloaded	under + privileged = under privileged	
ADJECTIVE + NOUN		
black + board = black board	deep + well = deep well	noble + man = noble man
black + box = black box	full + moon = full moon	red + cross = red cross
blue + berry = blueberry	gentle + man = gentleman	red + head = redhead
blue + cross = blue cross	green + board = green board	short + change = shortchange
blue + moon = blue moon	green + house = greenhouse	soft+ ware = software
blue + print = blue print	hard + ware = hardware	white + board = white board
clever + boy = clever boy	high + way = highway	
ADJECTIVE + VERB		
black + list= blacklist	long + forgotten = long forgotten	side + walk = side walk
clear + cut = clear cut	safe + guard = safeguard	time + taken = time taken
high + light = highlight	short + change = shortchange	white + wash = white wash
long + awaited = long awaited		
ADJECTIVE + GERUND		
curious + looking = curious-looking	good + looking = good-looking	public + speaking = public speaking
dry + cleaning = dry-cleaning	hard + working = hard working	shabby + looking = shabby-looking
easy + going = easy-going		
PREPOSITION + NOUN		
after + noon = afternoon	in + box = inbox	over + age = overage
after + thought = after thought	in + side = inside	over + bridge = overbridge
back + ground = background	in + service = inservice	over + coat = overcoat
by + lane = by lane	off + spring = offspring	over + confidence = overconfidence
by + path = by-path	out + class = outclass	over + time = overtime
down + fall = downfall	out + number = outnumber	over + work = overwork
down + hill = downhill	out + patient = outpatient	under + class = under class
fore + see = foresee	out + shine = outshine	under+production=underproduction
fore + thought = forethought	out + wit = outwit	

PREPOSITION + VERB		
by + line = byline	over + board = overboard	under + rate = underrate
out + look = outlook	over + fed = overfed	under + stand = understand
out + number = outnumber	over + ride = over-ride	up + load = upload
out + shine = outshine	under + charge = undercharge	
over + act = overact	under + estimate = under-estimate	
PREPOSITION + GERUND		
in + coming = incoming	out + going = outgoing	

PTA QUESTIONS & ANSWERS

1. Choose the suitable option to pair with ***alarm*** to form a compound word. *(PTA-1)*
(a) sound (b) clock (c) time (d) watch [*Ans:* (b) alarm clock]

2. Choose the suitable option to pair with ***green*** to form a compound word. *(PTA-2)*
(a) dress (b) house (c) glass (d) pen [*Ans:* (b) greenhouse]

3. Choose the suitable option to pair with ***traffic*** to form a compound word. *(PTA-3)*
(a) police (b) signal (c) jam (d) light [*Ans:* (c) traffic jam]

4. Choose the suitable option to pair with ***'boarding'*** to form a compound word. *(PTA-4)*
(a) pause (b) pass (c) sparts (d) fast [*Ans:* (b) boarding pass]

5. Choose the suitable option to pair with ***'sea'*** to form a compound word. *(PTA-5)*
(a) shine (b) shore (c) soar (d) pool [*Ans:* (b) seashore]

6.* Choose the suitable option that do not pair with ***'life'*** to form a compound word. *(PTA-6)*
(a) skill (b) time (c) boat (d) leave [*Ans:* (d) leave]

** pl. read the questions carefully. It is cryptic.*

GEQ GOVERNMENT EXAM QUESTIONS

1. Choose the correct compound word for ***'Verb + Noun'***. *(QY. 19)*
(a) Housekeeping (b) Washing machine (c) Watchman (d) Mouthwash [*Ans:* (c) Watchman]

2. Choose the suitable option to pair it with the word ***'green'*** to form a compound word. *(HY. 19)*
(a) colour (b) house (c) ribbon (d) tape [*Ans:* (b) house]

3. Choose the suitable option to pair it with the word ***'fare'*** to form a compound word. *(Sep. 20)*
(a) engine (b) play (c) away (d) well [*Ans:* (d) well]

4. Choose the suitable option to pair it with the word ***'side'*** to form a compound word: *(Sep. 21)*
(a) path (b) walk (c) way (d) road [*Ans:* (b) walk]

Exercises : Type - 1

Choose the suitable options to pair it with the word ..... to form a compound word.

1. Choose the suitable option to pair it with the word ***'safe'*** to form a compound word.
(a) chair (b) guard (c) shop (d) van [*Ans:* (b) safeguard]

2. Choose the suitable option to pair it with the word ***'water'*** to form a compound word.
(a) food (b) stick (c) fall (d) out [*Ans:* (c) waterfall]

3. Choose the suitable option to pair it with the word *'blue'* to form a compound word.
(a) cane (b) print (c) see (d) land [*Ans:* (b) blueprint]

4. Choose the suitable option to pair it with the word *'moon'* to form a compound word.
(a) day (b) light (c) mark (d) shine [*Ans:* (b) moonlight]

5. Choose the suitable option to pair it with the word *'gazing'* to form a compound word.
(a) goat (b) star (c) boy (d) land [*Ans:* (b) stargazing]

6. Choose the suitable option to pair it with the word *'land'* to form a compound word.
(a) hood (b) mark (c) load (d) drive [*Ans:* (b) landmark]

7. Choose the suitable option to pair it with the word *'soft'* to form a compound word.
(a) play (b) ware (c) run (d) cycle [*Ans:* (b) software]

8. Choose the suitable option to pair it with the word *'post'* to form a compound word.
(a) gate (b) out (c) late (d) quick [*Ans:* (b) postout]

9. Choose the suitable option to pair it with the word *'fast'* to form a compound word.
(a) mark (b) port (c) good (d) food [*Ans:* (d) fastfood]

10. Choose the suitable option to pair it with the word *'hand'* to form a compound word.
(a) light (b) mark (c) write (d) written [*Ans:* (d) handwritten]

Exercises : Type - 2

Choose the correct combination for the compound word.

1. Choose the correct combination for the compound word *'day dream'*.
(a) Noun + Adverb (b) Noun + Verb
(c) Adjective + Verb (d) Adverb + Noun [*Ans:* (b) Noun + Verb]

2. Choose the correct combination for the compound word *'bus stop'*.
(a) Noun + Adjective (b) Adverb + Noun
(c) Noun + Verb (d) Verb + Noun [*Ans:* (c) Noun + Verb]

3. Choose the correct combination for the compound word *'sunrise'*.
(a) Noun + Adjective (b) Noun + Verb
(c) Adverb + Noun (d) Adjective + Noun [*Ans:* (b) Noun + Verb]

4. Choose the correct combination for the compound word *'White wash'*.
(a) Noun + Verb (b) Adjective Noun
(c) Adjective + Verb (d) Adverb + Noun [*Ans:* (c) Adjective + Verb]

5. Choose the correct combination for the compound word *'duty free'*.
(a) Noun + Adjective (b) Adverb + Verb
(c) Adverb + Noun (d) Adjective + Noun [*Ans:* (a) Noun + Adjective]

Exercises : Type - 3

Choose the correct compound word in the given combination.

1. Choose the correct compound word for *'Adverb + Verb'*.
(a) overthrow (b) blueprint (c) popcorn (d) indoor [*Ans:* (a) overthrow]

2. Choose the correct compound word for *'Verb + Noun'*.
(a) out live (b) up keep (c) red hot (d) breakfast [*Ans:* (d) breakfast]

3. Choose the correct compound word for *Adjective + Noun'*.
(a) red hot (b) run down (c) blue cross (d) afternoon [*Ans:* (c) blue cross]

4. Choose the correct compound word for *'Adverb + Noun'*.
(a) overcome (b) over coat (c) milk white (d) homesick [*Ans:* (b) over coat]

5. Choose the correct compound word for *'Gerund + Noun'*.
(a) dining table (b) run down (c) inside (d) age-old [*Ans:* (a) dining table]

✦✹✦

Q. No. 12 : Prepositions

(Textbook Page No. : 42-44)

GOVT. MODEL QUESTION - 2019

Fill in the blank with the most appropriate preposition given below :

12. Mulan heard this _____ her tent.
a) by b) from c) at d) for [*Ans:* (b) from]

A **preposition** is a word used to link nouns, pronouns, or phrases to other words within a sentence. They act to connect the people, objects, time and locations of a sentence. 'Pre' means 'before' and 'position' means 'situation'.

Preposition	Type	Explanation	Example
at	Time	exact time	I get up **at** 6.00 a.m.
		meal times	I will see you **at** lunch.
		parts of the day	They don't work **at** night.
		when	My father retired **at** the age of 58.
	Place	specific position, area	I met him **at** the airport.
		studying place, location	He arrived **at** school on time.
by	Time	not later than	You should finish the work **by** 10.30 p.m.
			Please send us the contract **by** Monday.
	Place	close to, near	They live **by** the school.
		alongside of	Put your bag **by** the door.
	Noun	who made it	'The Guide' was written **by** R.K.Narayan.
		through the action of	The tiger killed **by** a bullet.
		travel (other than walking)	He came from Goa **by** car.
		rise/fall of something	The prices have risen **by** 20%.

in	Time	seasons	I like to go swimming **in** the summer.
		months	My exams will be **in** March.
		years	He bought a house **in** 2018.
		part of the day	I used to walk early **in** the morning.
		after certain period of time	He told that he would come back **in** an hour.
	Place	in an enclosed space	He kept his photos **in** a cover.
		in a geographic location	I grew up **in** Chennai.
		in a print medium	His story is published **in** a magazine.
on	Time	days of the week	I will start the work **on** Friday.
		dates	Christmas is celebrated **on** 25th December.
	Place	for a certain side	Please lie down **on** your left side.
		position above	The telephone is **on** the table.
		for a river/lake	Srirangam lies **on** the Cauvery.
		for a specific place	Don't sit **on** the floor.
for	Time	over a certain period of time	He has been reading **for** 3 hours.
	Noun	indicates the object	My uncle works **for** a foreigner.
		aim or purpose	**For** heaven's sake, turn down that music!
from	Time	starting period/time	I couldn't see the film **from** the beginning.
			Music class functions **from** 5 p.m. to 7 p.m.
	Place	where from	He is **from** Kolkata.
			The flower is picked **from** our garden.
	Noun	who gave it	I received a gift **from** Balu.
to	Time	ending period/time	The party is from 7 p.m. **to** 9 p.m.
	Place	destination	He will go **to** New York next week.
	Noun	to whom	I gave a gift **to** Raja
since	Time	from certain period until now	He is sick **since** Sunday.

Other most eased prepositions are :

about	We know nothing **about** him.
above	The T.V. is fixed **above** the table.
across	They crossed the road **across** the Zebra line.
after	We eat a fruit **after** supper.
against	He leans **against** a wall. He fights **against** injustice.
along	Walk **along** this road to the bank.

among	The five students shared the prize money **among** themselves.
around	Walk **around** the garden.
before	The office is closed **before** sunset.
behind	There is a park **behind** the Post Office.
below	The price of the watch is **below** ₹ 1,000/-.
beside	I always sit **beside** my friend.
between	The river flows **between** two banks.
down	The child fell down **from** the stool.
into	The tiger went **into** the cage.
near	He lives **near** the airport.
of	He is a man **of** many skills.
off	We went far **off** the main road.
over	Migrating birds fly **over** tall buildings.
since	I have been here **since** 9 a.m.
than	Gopal is cleverer **than** his brother.
through	We see **through** the window.
under	Much water flows **under** the bridge.
up	Going **up** in life needs effort.
upon	The tiger pounced **upon** the deer.

Rules to be followed :

Rule 1. A preposition generally, but not always, goes before its noun or pronoun. However, sometimes a sentence ends with a preposition.

e.g. Where are you coming **from**? (Correct)

Where did he go **to**? (Incorrect)

Rule 2a. The preposition **like** means "similar to" or "similarly to". It should be followed by an object of the preposition (noun, pronoun, noun phrase), **not** by a subject and verb. Avoid **like** when a verb is involved.

e.g. You look **like** your mother does. (Incorrect)

You look **like** your mother. (Correct)

Rule 2b. Instead of **like**, use **as, as if, as though**, or **the way** when following a comparison with a subject and verb.

e.g. You look **like** you are angry. (Incorrect)

You look **as if** you are angry. (Correct)

Do not use **as** unless there is a **verb** involved.

e.g. I, **as** most people, try to use good grammar. (Incorrect)

I, **like** most people, try to use good grammar. (Correct)

I, **as** most people **do**, try to use good grammar. (Correct)

Rule 3. The preposition **'of'** should never be used in place of the helping verb **'have'**.

e.g. You should **have** done it. (Correct)

You should **of** done it. (Incorrect)

Rule 4. It is a good practice to follow **different**, with the preposition **from**.

e.g. You are **different from** me. (Correct)

Rule 5. Use **into** rather than **in** to express motion toward something. Use **in** to tell the location.

e.g. I dived **in** the water. (Incorrect)

I dived **into** the water. (Correct)

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.

Preposition	Meaning	Example
according to	as stated by, on the authority of	**According to** the weatherman, we can expect more cold weather this week.
along with	together with	We have to give importance to Physical Education **along with** all the academic subjects.
because of	on account of	We stayed at home **because of** the bad weather.
owing to	because of	I can't accept your invitation **owing to** a previous engagement.
instead of	in place of, substituting for	I wish I were going to the party **instead of** my brother.
in the event of	in case of	The match will be stopped **in the event of** heavy rain.

List of Important Prepositions :

Single Words					
aboard	atop	despite	near	regarding	until
about	before	down	of	round	up
above	behind	during	off	save	upon
across	below	except	on	since	versus
after	beneath	following	onto	than	via
against	beside	for	opposite	through	with
along	between	from	out	throughout	within
amid	beyond	in	outside	to	without
among	but	inside	over	toward	
around	by	into	past	under	
as	concerning	like	per	underneath	
at	considering	minus	plus	unlike	

Prepositional Phrases				
according to	as opposed to	counter to	next to	pursuant to
across from	as per	down on	opposite of	rather than
adjacent to	as regards	due to	opposite to	regardless of
ahead of	as soon as	except for	other than	right of
along with	as well as	far from	out from	subsequent to
apart from	aside from	inside of	out of	such as
as for	back to	instead of	outside of	thanks to
as far as	because of	left of	owing to	up to
as of	close to	near to	prior to	based on

Preposition + (article) + noun + preposition			
at the behest of	for want of	in lieu of	on behalf of
by means of	in accordance with	in place of	on top of
by virtue of	in addition to	in point of	with regard to
for the sake of	in case of	in spite of	with respect to
for lack of	in front of	on account of	with a view to

PTA QUESTIONS & ANSWERS

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Fill in the blank with the most appropriate preposition given below :

1. He was _____ the sea now. *(PTA-1)*

(a) on (b) to (c) near (d) with [*Ans:* **(c) near**]

2. There was pin drop silence _____ the room. *(PTA-2)*

(a) in (b) to (c) near (d) with [*Ans:* **(a) in**]

3. The entire province trembled _____ dread. *(PTA-3)*

(a) in (b) of (c) on (d) with [*Ans:* **(d) with**]

4. Keep the books _____ the table. *(PTA-4)*

(a) on (b) to (c) into (d) with [*Ans:* **(a) on**]

5. Peter closed the hole _____ his finger. *(PTA-5)*

(a) in (b) with (c) on (d) into [*Ans:* **(b) with**]

6. The fox jumped _____ the well. *(PTA-6)*

(a) on (b) to (c) into (d) with [*Ans:* **(c) into**]

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GEQ GOVERNMENT EXAM QUESTIONS

1. The monsoon is expected to set ____ Monday. The state Government takes all steps ___ control the flood. The Minister asks the people ____ save food ___ the rainy season. He will discuss the matter _____ the Chief Minister. *(QY. 19)*

   Ans The monsoon is expected to set **on** Monday. The state Government takes all steps **to** control the flood. The Minister asks the people **to** save food **for** the rainy season. He will discuss the matter **with** the Chief Minister.

2. Fill in the blank with the most appropriate preposition given below: *(HY. 19)*
   All _____ once the church clock struck twelve.
   (a) in (b) on (c) of (d) at [*Ans:* **(d) at**]

3. Fill in the blank with the most appropriate preposition given below. *(Sep. 20)*
   The child hid _____ the stairs when the mother called her for a bath.
   (a) among (b) upon (c) above (d) under [*Ans:* **(d) under**]

Exercises : Type - 1

Fill in the blank with the most appropriate preposition given below :

1. The young seagull was alone _____ his ledge.
   (a) on (b) to (c) up (d) but [*Ans:* **(a) on**]
2. His two brothers and his sister had already flown away the day _____.
   (a) about (b) before (c) without (d) over [*Ans:* **(b) before**]
3. He had been afraid to fly _____ them.
   (a) but (b) next (c) during (d) with [*Ans:* **(d) with**]
4. He was near the sea now, flying straight _____ it, facing out over the ocean.
   (a) over (b) out (c) during (d) but [*Ans:* **(a) over**]
5. He saw a vast green sea beneath him, _____ little ridges moving over it.
   (a) with (b) over (c) during (d) but [*Ans:* **(a) with**]
6. It was now _____ two o'clock of a moonless night.
   (a) about (b) under (c) without (d) beside [*Ans:* **(a) about**]
7. It was some time _____ mother 'got through' to Bodwell.
   (a) before (b) about (c) across (d) against [*Ans:* **(a) before**]
8. The six member women crew broke many stereotypes _____ their record-setting sail.
   (a) about (b) out (c) during (d) but [*Ans:* **(c) during**]
9. But we slowly built upon it through three years _____ training.
   (a) as (b) for (c) from (d) of [*Ans:* **(d) of**]
10. We were beginning _____ you.
    (a) about (b) until (c) without (d) over [*Ans:* **(c) without**]
11. What a thunderclap these words were _____ me!
    (a) to (b) with (c) of (d) but [*Ans:* **(a) to**]
12. You will persuade him to come and return _____ him.
    (a) before (b) from (c) during (d) for [*Ans:* **(a) before**]

Exercises : Type - 2

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:* **Owing to**]
4. He realized his mistake _____ time.
   (a) in spite of (b) in case of (c) according to (d) in course of [*Ans:* **(d) in course of**]
5. He presented the report _____ his colleagues.
   (a) in case of (b) on behalf of (c) due to (d) on account of [*Ans:* **(b) on behalf of**]
6. He persevered _____ difficulties.
   (a) in spite of (b) in case of (c) according to (d) in course of [*Ans:* **(a) in spite of**]
7. Prove your worth by doing something _____ talking.
   (a) in spite of (b) due to (c) instead of (d) in case of [*Ans:* **(c) instead of**]
8. Act _____ my instructions.
   (a) in view of (b) in lieu of (c) according to (d) looking to [*Ans:* **(c) according to**]
9. Why don't you go _____ your parents?
   (a) along with (b) with in (c) in to (d) on to [*Ans:* **(a) along with**]
10. There is a big tree _____ his house.
    (a) In case of (b) in behind to (c) in front of (d) on front to [*Ans:* **(c) in front of**]
11. They migrated to America _____ higher studies.
    (a) for the safe of (b) for the sake of (c) in front of (d) in case of [*Ans:* **(b) for the sake of**]
12. He gave the judgement _____ his eldest son.
    (a) with reference to (b) with respect to
    (c) in favour of (d) on favour to [*Ans:* **(c) in favour of**]
13. He attended school _____ his illness.
    (a) in spite of (b) in case of (c) according to (d) owing to [*Ans:* **(a) in spite of**]
14. The company suffered huge losses _____ his incompetence.
    (a) in view of (b) in lieu of (c) on account of (d) looking to [*Ans:* **(c) on account of**]
15. _____ your advertisement, I apply for the vacant post.
    (a) With reference to (b) with respect to
    (c) in favour of (d) on favour to [*Ans:* **(a) With reference to**]

Also, refer to the 'book back' exercises on "Prepositional Phrases", in Unit 2 Prose in this Guide.

Q. No. 13 : Tenses

(Textbook Page No. : 75-83)

GOVT. MODEL QUESTION - 2019

Choose the following sentence using the most appropriate tense form of the verb given below :

13. After he _____ his lunch, he went across to the window.
a) will finish b) finish c) was finishing d) had finished [*Ans:* **(d) had finished**]

The term, 'Tense' denotes the time of action. They show when a work is done. They are :

(1) Present Tense (2) Past Tense (3) Future Tense

PRESENT TENSE :

Forms and Uses of the Simple Present Tense :

	First Person	Second Person	Third Person
Affirmative * Singular * Plural	I **sing**. We **sing**.	You **sing**. You **sing**.	She/He/It **sings**. They **sing**.
Negative	I **don't** sing.	You **don't** sing.	She/He/It **doesn't** sing.
Interrogative	**Do** I **sing**? **Don't** I **sing**?	**Do** you **sing**? **Don't** you **sing**?	**Does** she/he/it **sing**? **Doesn't** she/he/it **sing**?

Note : Except for third person plural affirmative, the structure does not change for negative forms. Now try framing plural negative and interrogative negative sentences.

Uses

- to express universal truths, facts, customs
- to express habitual, routine actions
- to express a permanent state
- in exclamatory sentences
- in subordinate clauses beginning with if and when
- in imperative sentences
- to indicate a planned future action or series of actions when they refer to a journey
- in running commentaries
- to introduce quotations

  e.g. Mahatma Gandhi **says**, "Be the change you want to see in the world."

Forms and Uses of Present Continuous Tense :

	First Person	Second Person	Third Person
Affirmative * Singular * Plural	I **am singing** now. We **are singing** now.	You **are singing** now. You **are singing** now.	She/He/It **is singing** now. They **are singing** now.
Negative	I **am not singing** now.	You **aren't singing** now.	She/He/It **isn't singing** now.

Note : The contracted form of **'am not'** is **aren't** and the contracted form of **are not** is also **aren't**.

Uses

- The Present Continuous Tense is used for an action that is in progress at the time of speaking.
- It is used for an action that is in progress and will continue in future.

  e.g. Paul **is learning** English.
- It is used to denote an action that is planned to take place in the near future.

  e.g. Yazhini **is meeting** the Prime Minister tomorrow.
- It is used along with adverbs such as 'always, constantly, repeatedly' etc. to express an action that has become a habit by doing it over and over again.

  e.g. Sumithra **is** always **asking** questions.

Note : Verbs of perception and some other verbs are not generally used in the present continuous tense, for example see, smell, hear, taste, know, understand, hate, like, want, wish, etc.

Forms and Uses of Present Perfect Tense :

	First Person	Second Person	Third Person
Affirmative * Singular * Plural	I **have** already **sung**. We **have** already **sung**.	You **have** already **sung**. You **have** already **sung**.	She/He/It **has** already **sung**. They **have** already **sung**.
Negative	I **haven't** recently **sung**.	You **haven't** recently **sung**.	She/He/It **hasn't** recently **sung**.

- For an action which began in the past and is in progress now.
  e.g. Bharani **has called** the fire man and they are on their way.
- To express an action that has been recently completed.
- With adverbs like already, recently, yet,
- To express an action that began in past and is still continues up to the present.
  e.g. She **has lived** in this house for five years.

Note : We do not use adverbs of time denoting the past tense in Present Perfect Tense.
e.g. Father has returned from Vellore yesterday. (This sentence is wrong.)
Father has returned from Vellore. (correct)

Forms and Uses of Present Perfect Continuous Tense :

	First Person	Second Person	Third Person
Affirmative * Singular * Plural	I **have been singing** since morning. We **have been singing** since morning.	You **have been singing** for two hours. You **have been singing** for two hours.	She/He/It **has been singing** since morning. They **have been singing** since morning.

Note : **Since** is used for a point of time; **For** is used for a period of time.

Uses

- To express an action which began at some time in the past and is still continuing and may extend into the future.
  e.g. She **has been studying** since morning.
- To express an action in a sentence which begins with 'for how long' or 'since when'
- To express an action that began sometime in the past and has been just completed. However, its result is visible in the present.
  e.g. I **have been working** on this project for five hours and I am tired now.

PAST TENSE :

	First Person	Second Person	Third Person
Affirmative * Singular * Plural	I **sang** yesterday. We **sang** yesterday.	You **sang** yesterday. You **sang** yesterday.	She/He/It **sang** last week.
Negative	I **didn't sing** yesterday.	You **didn't sing** yesterday.	She/He/It **didn't sing** last week.
Interrogative	**Did/ Didn't** I **sing** yesterday?	**Did/ Didn't** you **sing** yesterday?	**Did/ Didn't** she/he/it **sing** last week?

Forms and uses of the Simple Past Tense :

Uses

- To indicate an action that was completed in the past. Generally the adverbials of past time are used; sometimes without adverbials of time for an activity done in the past
- To express a habitual or regular action only in the past; It can also be expressed by using 'used to'
- In conditional clauses
- In the indirect form of speech
- To express two actions, where the first action leads instantly to the second action

  e.g. When the meeting **ended**, the staff members **came out**.

Forms and Uses of Past Continuous Tense :

	First Person	Second Person	Third Person
Affirmative			
* Singular	**I was singing**. yesterday by this time.	You **were singing** when I was playing.	She/He/It **was singing** yesterday by this time.
* Plural	We **were singing** yesterday by this time.	You **were singing** when I was playing.	They **were singing** when I was playing.
Negative	I **wasn't singing**	You **weren't singing**	She/He/It **wasn't singing**

Uses

- To express a state or an action that was continuing at a certain point of time in the past. It had begun before that point and was probably continuing after it. We use adverbials of time.

  e.g. We **were decorating** the house for the birthday party in the morning.
- To express an action that was in progress in the past.
- To express an action in progress at some point of time in the past when another event took place.

  e.g. She **was cooking** when the guests arrived.
- To describe two or more actions continuing at the same time

  e.g. While I **was watching** T.V., he was sleeping.
- To indicate a frequently repeated action or persistent habit in the past

  e.g. Nithish **was** constantly **complaining** about something or the other.

Forms and Uses of Past Perfect Tense :

	First Person	Second Person	Third Person
Affirmative			
* Singular	I **had** already **sung**.	You **had** already **sung**	She/He/It **had** already **sung**
* Plural	We **had** already **sung**	You **had** already **sung**	They **had** already **sung**

Uses

- For an action that had been completed before another action began in the past

  e.g. He **had appealed** to the manager for a week's leave before I reached.
- To describe an action or event which has been completed before some point of time.

  e.g. By 11 a.m. all the students **had left** the school campus after the Independence Day celebration.

- To describe an action in the past which became the cause of another action
- To describe an action in the past using the time adverbials such as already, since, before, etc.
- To express an unfulfilled action in the past and unfulfilled wish in the past.

  e.g. If he **had informed** her, she would have waited for him.

  I wish I **had accepted** the job.

Forms and Uses of Past Perfect Continuous Tense :

	First Person	Second Person	Third Person
Affirmative * Singular * Plural	I **had been singing for** two hours yesterday. We **had been singing for** two hours yesterday.	You **had been singing for** two hours yesterday. You **had been singing for** two hours yesterday.	She/He/It **had been singing for** two hours yesterday. They **had been singing for** two hours yesterday.

Uses

- to describe an action in the past that had begun and had been going on for sometime before another action took place in the past

  e.g. Mahi and Ragav **had been arguing** with each other when their mom arrived.
- to describe an action that had been going on for some time in the past

  e.g. The students **had been practicing** for the last couple of weeks.

FUTURE TENSE :

Future time in English can be expressed in the following ways :

(i) **Simple Present Tense :** *e.g.* She leaves this evening.

(ii) **Present Continuous Tense :** *e.g.* We are meeting the Prime Minister tomorrow.

(iii) **be about to :** *e.g.* The train is about to leave the station.

(iv) **by denoting the Principal clause of the conditional sentence.**

e.g. If she works hard, she **will get** a scholarship.

Forms and Uses of Simple Future Tense :

	First Person	Second Person	Third Person
Affirmative	I/we **shall sing tomorrow.**	You **will sing tomorrow.**	She/He/It/ They **will sing tomorrow.**
Negative	I **won't** sing tomorrow.	You **won't** sing tomorrow.	She/He/It **won't** sing tomorrow.

Uses

- Shall is used with the second and the third persons to express determination, promise, intention, etc.
- Shall is used with the first person to express an offer or suggestion
- Will is used with the first person to express willingness, determination, etc
- The simple future is used to express the speaker's opinion, for something to be done in the future. We use verbs such believe, know, suppose, think, etc. We also use adverbs such as perhaps, possibly, surely, etc.
- It is used for an action that is yet to take place.

Forms and Uses of Future Continuous Tense :

	First Person	Second Person	Third Person
Affirmative	I/we **will be singing** by this time tomorrow.	You **will be singing by** this time tomorrow.	She/He/It/ they **will be singing** by this time tomorrow.
Negative	I **won't be singing** by this time tomorrow.	You **won't be singing** by this time tomorrow.	She/He/It **won't be singing** by this time tomorrow.

Uses

- The Future Continuous Tense is used to express an action that will be in progress at a given time in future or in the normal course

  e.g. We **will be playing** from 5 p.m. to 6 p.m The lift will be running in the month of May

THE FUTURE PERFECT TENSE :

Uses

- The Future Perfect expresses an action that is expected to be completed by a certain time in the future.

  e.g. We **will have completed** our work by the time our sisters arrive.
- It is used to express the speaker's belief that something has taken place. In such sentences it does not express the future.

  "You **will have discussed** the plans how to celebrate the function", said my mother.
- It is also used for an action which at a given future time will be in the past.

  e.g. In two years' time, I **shall have earned** my degree.

THE FUTURE PERFECT CONTINUOUS TENSE :

Uses

- The Future Perfect Continuous Tense is used to express an action that will have been going on at or before some point of time in the future.

  By next June, I **shall have been completing** my studies.

Note : The less frequently used tense forms are Past Perfect Continuous Tense and Future Perfect Continuous Tense.

PTA QUESTIONS & ANSWERS

Complete the following sentence by using the most appropriate form of the tense given below :

1. The governor was _____ at the wit of the youth. *(PTA-1)*
   (a) pleases (b) pleasing (c) pleased (d) please [*Ans:* **(c) pleased**]
2. The medal _____ in the attic for twenty-nine long years. *(PTA-2)*
   (a) hide (b) hidden (c) had hidden (d) had been hidden
   [*Ans:* **(d) had been hidden**]
3. I wish most of all to _____ home to my family. *(PTA-3)*
   (a) returned (b) returning (c) return (d) has returned [*Ans:* **(c) return**]
4. He _____ to the American academy of arts and letters. *(PTA-4)*
   (a) elected (b) was elected (c) electing (d) has elected [*Ans:* **(b) was elected**]

5. We _____ in the kitchen when the doorbell rang. *(PTA-5)*
(a) cooking (b) were cooking (c) had cooked (d) cooked [*Ans:* **(b) were cooking**]

6. The poem _____ about the multifaceted nature of women. *(PTA-6)*
(a) is talking (b) talked (c) talks (d) has talked [*Ans:* **(c) talks**]

GEQ GOVERNMENT EXAM QUESTIONS

1. **Read the story and rewrite it using the simple past tense.**
A man walking through a temple passage sees an elephant tied to a pillar. He wonders how a small rope holds such a huge elephant. He enquires the trainer- nearby. The trainer says that the same size rope is being used since the elephant's young age. The elephant's are conditioned to believe that they cannot break free from the rope. Similarly, some men stops trying when they fail at their first attempt anticipating failure. *(QY. 19)*

Ans A man **walked** through a temple passage **saw** an elephant tied to a pillar. He **wondered** how a small rope **held** such a huge elephant. He **enquired** the trainer- nearby. The trainer **said** that the same size rope **was** being used since the elephant's young age. The elephant's **were** conditioned to believe that they **could not** break free from the rope. Similarly, some men **stopped** trying when they **failed** at their first attempt anticipating failure.

2. Complete the following sentence using the most appropriate tense form of the verb given below.
_____ paid our bill and ascertained the location, we got into the car. *(HY. 19)*
(a) Had (b) Have been (c) Having (d) Has [*Ans:* **(c) having**]

3. Complete the following sentence using the most appropriate tense form of the verb given below.
If he _____ her, she would have waited for him. *(Sep. 20)*
(a) has informed (b) informed (c) had informed (d) was informing [*Ans:* **(c) had informed**]

Exercises

Complete the following sentence using the most appropriate tense form of the verb given below :

1. He _____ the heat because he had not eaten since the previous nightfall.
(a) felt (b) feels (c) has felt (d) had felt [*Ans:* **(a) felt**]

2. His mother _____ up a piece of fish and was flying across to him with it.
(a) has picked (b) picks (c) had picked (d) has been picking [*Ans:* **(c) had picked**]

3. He screamed with fright and _____ to rise again.
(a) is attempting (b) attempted (c) attempt (d) has attempted [*Ans:* **(b) attempted**]

4. I supposed at first that it was my father or my brother Roy, who _____ to Indianapolis.
(a) goes (b) has gone (c) have gone (d) had gone [*Ans:* **(d) had gone**]

5. We saw nothing coming; we only _____ the steps.
(a) have heard (b) heard (c) hears (d) are hearing [*Ans:* **(b) heard**]

6. Herman rushed to his room and _____ the door.
(a) slammed (b) slams (c) is slamming (d) has slammed [*Ans:* **(a) slammed**]

7. Their lights _____ all over the living-room and crisscrossed nervously in the dining-room.
(a) plays (b) play (c) played (d) have played [*Ans:* **(c) played**]

8. They began to ransack the floor; _____ beds away from walls, tore clothes off hooks in the closets.
(a) pulls (b) pull (c) pulled (d) are pulling [*Ans:* (c) pulled]

9. One of them found an old zither that Roy _____ in a pool tournament.
(a) wins (b) was winning (c) has won (d) had won [*Ans:* (d) had won]

10. He was going through a phase in which he believed that General Meade's men _____ to retreat.
(a) begin (b) are beginning (c) were beginning (d) has begun [*Ans:* (c) were beginning]

Also, refer to the 'book back' exercises on "Tenses", in Unit 3 Prose in this Guide.

✦✹✦

Q. No. 14 : Conjunctions

(Textbook Page No. : 102-105)

GOVT. MODEL QUESTION - 2019

Choose the most appropriate linker from the given four alternatives :

14. _____ he is ninety years old, he is in the pink of health.
a) When b) Since c) Even though d) yet [*Ans:* (c) Even though]

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Conjunctions

- Conjunctions are also known as connectors or linkers or link words.
- We use Conjunctions to join words, a group of words or sentences.
- There are three types of Conjunctions.

Coordinating Conjunctions

Coordinating Conjunctions link two groups of words that independently make sense.

and,	or,	for,	otherwise,	so,	but,	yet,
still,	as well as,	etc.				

Examples :
1. I rang up **but** he didn't speak to me.
2. Slow **and** steady wins the race.
3. Finish your work **or** you will not be sent home.
4. The child was ill **so** he was admitted in the hospital.
5. He is rich **for** he is hard-working.

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Subordinating Conjunctions

These Conjunctions help us to introduce Subordinate Clauses. They are also used to join Subordinate or dependent Clauses to 'Main clauses.'

when,	though,	although,	since,	until,
till,	after,	as,	before,	if,
unless,	whereas,	while,	in case,	as long as,
as soon as,	as much as,	therefore,	so that,	because,
as if,	however, etc.			

Examples :

1. **Unless** you work hard, you cannot secure good marks.
2. Wait **till** I return.
3. He is honest, **though** he is poor.
4. **As** John is very weak, he is not able to walk fast.
5. I will return home **after** sunset.
6. My uncle entered my house, **while** I was doing my homework.

Correlative Conjunctions

These Conjunctions are always used in pairs. The two Connectors in each sentence that are related to each other are known as 'Correlative Conjunctions'.

neither.....nor,	either.....or,	not only.....but also,
scarcely.....when,	both.....and,	no sooner.....than,
such..... that, etc.		

Examples :

1. Sheeba is **both** a singer **and** a dancer.
2. **Neither** Jane **nor** Ram has attended the function.
3. **No sooner did** the teacher enter the class **than** the boys stood up.
4. **Scarcely** had they gone out **when** it started raining.
5. The car is **not only** economical **but also** feels good to drive.

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Conjunctions And Their Functions

Conjunctions	Functions
and, not only, but also, as well as, moreover, furthermore, besides, in addition to	to add information
Since, as, for, because, since then, before that, after that	to indicate cause/reason
but, yet, still, nevertheless, on the other hand, though, although, even though, however, on the contrary	to express contrast
therefore, consequently, then, so, so that, hence, thus	to show result or purpose
when, while, after, before, till, until, as soon as, as long as	to indicate time
if, unless, whether, in case, provided that	to add condition
or, either.....or, neither.....nor, otherwise, or else	to express choice
Likewise, similarly	to denote comparison
where, wherever	to denote place

PTA QUESTIONS & ANSWERS

Choose the appropriate linker from the given four alternatives.

1. _____ I looked up, I saw M. Hamel sitting motionless. *(PTA-1)*
   (a) When (b) But (c) How (d) Whenever [*Ans:* **(d) Whenever**]
2. _____ did Muthu solve the problem? *(PTA-2*
   (a) When (b) But (c) How (d) Whenever [*Ans:* **a) When / c) How**]
3. _____ you work hard, you cannot secure good marks. *(PTA-3)*
   (a) When (b) But (c) Unless (d) Wheneverc [*Ans:* **(c) Unless**]
4. _____ winter comes, he gets worried. *(PTA-4)*
   (a) Though (b) But (c) How (d) Whenever [*Ans:* **(d) Whenever**]
5. Women are strong, brave _____ resolute. *(PTA-6)*
   (a) still (b) but (c) and (d) however [*Ans:* **(c) and**]
6. **Combine the sentence using the appropriate connector.** *(PTA-4)*
   Sita saw a snake. At once she ran away.
   Ans **As soon as** Sita saw a snake, she ran away.

GEQ GOVERNMENT EXAM QUESTIONS

1. **Combine the sentences using the appropriate connector:**
   We ran after the bus. We couldn't catch it. *(QY. 19)*
   Ans We ran after the bus **but** we couldn't catch it.
2. Choose the most appropriate linker from the given four alternatives.
   _____ a long minute, I slowly opened it again. *(HY. 19)*
   (a) When (b) But (c) After (d) Who [*Ans:* **(c) after**]

3. Choose the most appropriate linker from the given four alternatives.
My uncle entered my house _____ I was doing my homework. *(Sep. 20)*
(a) when (b) since (c) whenever (d) after [*Ans:* (a) when]

Exercises

Choose the most appropriate linker from the given four alternatives.

1. The whole world knows _____ I stand for justice and fair play.
(a) but (b) that (c) since (d) yet [*Ans:* (b) that]
2. _____ he was ill at the time of examination, he obtained a high score in the subject.
(a) When (b) After (c) Though (d) Since [*Ans:* (c) Though]
3. _____ I like tea, I prefer coffee.
(a) Though (b) If (c) When (d) Since [*Ans:* (a) Though]
4. _____ the transport workers were on strike, I had to walk back home.
(a) As (b) In case (c) So (d) Yet [*Ans:* (a) As]
5. _____ he tried his best, he could not open the box.
(a) When (b) Because (c) Though (d) Since [*Ans:* (c) Though]
6. _____ he is playful, he studies well.
(a) Though (b) Because (c) When (d) Since [*Ans:* (a) Though]
7. She was poor _____ she was always happy.
(a) as (b) but (c) when (d) since [*Ans:* (b) but]
8. _____ she ran fast, she did not win the race.
(a) When (b) Unless (c) Though (d) Since [*Ans:* (c) Though]
9. She is a teacher _____ a singer.
(a) and (b) since (c) so (d) as [*Ans:* (a) and]
10. _____ the thief saw the dog, he ran away.
(a) Unless (b) Yet (c) Though (d) When [*Ans:* (d) When]
11. _____ he had given his address I would have visited him.
(a) As (b) If (c) While (d) When [*Ans:* (b) If]
12. Take an umbrella, _____ it may rain.
(a) even though (b) before (c) till (d) in case [*Ans:* (d) in case]

Also, refer to the 'book back' exercises on "Connectors", in Unit 4 Prose in this Guide.

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ADDITIONAL TOPICS (1 MARK QUESTIONS)

(i) Idioms

(Textbook Page No. : 66-68, 167)

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**.

Some more idioms and meanings :

1	a bolt from the blue	unexpected event; complete surprise (usually unwelcome)
2	a drop in the ocean	a very small amount compared with what is needed or expected
3	a penny for your thoughts	a way of asking what someone is thinking.
4	a stone's throw	a very short distance
5	a wild goose chase	a worthless hunt or chase
6	a yellow streak	cowardice in one's character
7	above board	honest, not secret
8	add insult to injury	to worsen an unfavourable situation
9	armchair expert	one who gives advice in an area in which he was not actively involved
10	at close quarters	very near
11	at hand	very near
12	at loggerheads	to disagree strongly
13	at snail's pace	very slowly
14	at the drop of the hat	without any hesitation
15	at the eleventh hour	at the last moment
16	at the end of one's tether	to have no power, patience or endurance left
17	barking up the wrong tree	accusing the wrong person
18	be armed with	be equipped with
19	beat around the bush	avoiding the main topic
20	bed of roses	comfortable position
21	best of both worlds	all the advantages
22	bite the bullet	to get something over with because it is inevitable
23	blessing in disguise	something good that isn't recognized at first.
24	break even	make no profit or loss

25	break the ice	make people feel more comfortable
26	call it a day	stop working on something
27	can't judge a book by its cover	cannot judge something primarily on appearance.
28	clean slate	a past record without discredit
29	comparing apples to oranges	comparing two things that cannot be compared
30	costs an arm and a leg	very expensive
31	curiosity killed the cat	being inquisitive can lead you into an unpleasant situation.
32	devil's advocate	to present a contentious argument
33	draw a blank	unable to get information
34	every cloud has a silver lining	good things come after bad things
35	eyewash	something to deceive
36	fair and square	in a fair way
37	fall a prey to	become a victim
38	far cry from	very different from
39	feel the pinch	feeling unpleasant change in one's standard of living
40	fit as a fiddle	in good health
41	fortune favours the bold	take risks
42	give (someone) a piece of one's mind	to tell someone frankly what one thinks especially when one disapproves of the other's behaviour
43	go down in flames	fail spectacularly
44	go on a wild goose chase	to do something pointless
45	going from bad to worse	deteriorate further
46	hard to come by	difficult to find
47	have a hand	to get involved
48	have no hand in	does not take part in an activity
49	head back	return
50	herculean task	difficult task
51	hit the nail on the head	do or say something exactly right
52	hit the sack	go to sleep
53	holds good	valid at the time of discussion
54	honour bound (to do something)	required to do something as a moral duty but not by law
55	in a big way	on a large scale
56	in a nutshell	briefly
57	in all walks of life	all social groups / all the aspects
58	in deep waters	in trouble
59	in hot pursuit	following closely
60	in short supply	Not enough / scarce
61	in the service of	available for
62	it is a piece of cake	it is easy
63	it's raining cats and dogs	it's raining heavily
64	keep pace with	to move with same speed
65	keep something at bay	keep something away
66	kicked the bucket	passed away
67	leave no stone unturned	look everywhere
68	let the cat out of the bag	give away a secret

69	lion's share	major share
70	loud and clear	very clearly
71	make both ends meet	live within means
72	make fun of	ridicule
73	make up one's mind	decide, determine
74	matter of concern	something to worry about
75	miss the boat	it's too late
76	muffle up	to cover
77	not playing with a full deck	someone who lacks intelligence
78	note of hand	promissory note
79	null and void	invalid
80	on cloud nine	to be extremely happy
81	once and for all	completely and finally
82	once in a blue moon	very rarely
83	one thing leads to another	series of events in which each event was caused by the previous one.
84	pink of health	extremely healthy, in perfect condition
85	play an important role	to have a significant position
86	pull yourself together	calm down
87	put on airs	behave in an unnatural way to impress others
88	shadow of one's	not having the strength, former self influence, etc., that one once had
89	side by side	along with
90	speak volumes	to express something very clearly and completely
91	spill the beans	give away a secret
92	take to one's heels	to run away
93	take a very hard line	not giving in
94	the ball is in your court	it's your decision
95	the burning question	a crucial issue
96	the whys and wherefores	the reasons for something
97	thick and fast	in large numbers
98	tit for tat	revenge
99	told him flat	expressed opinion directly
100	tread on	walk with difficulty
101	trial and error	to try many times to succeed
102	tricks of the trade	the expertise of doing business
103	whole nine yards	everything, all of it
104	with a bang	in a very exciting way

PTA QUESTIONS & ANSWERS

1. Choose the correct idiom that means *'Competent'*. *(PTA-4)*
(a) on the go (b) on the ball (c) on the wind (d) on strong waters [*Ans:* (b) on the ball]

2. Choose the correct idiom that means *'difficult situation'*. *(PTA-5)*
(a) on the go (b) on the ball (c) on the wind (d) in deep waters [*Ans:* (d) in deep waters]

3. Choose the correct meaning of the idiom in the following sentence. *(PTA-6)*
Afsar goes to the park ***once in a blue moon***.
(a) a regular occasion (b) a rare event
(c) a casual event (d) an unusual moment [*Ans:* **(b) a rare event**]

GEQ GOVERNMENT EXAM QUESTIONS

1. Choose the correct meaning for the idiom ***on the ball***. *(QY. 19)*
(a) Treat the player nicely (b) Argue with the umpire.
(c) Understand the situation well (d) Move gently with the colleagues.
[*Ans:* **(c) Understand the situtation well**]

2. Complete the following sentence with the most appropriate idiom given below. *(HY. 19)*
She was ***extremely happy***.
(a) sharp as a tack (b) on the ball
(c) once in a blue moon (d) over the moon [*Ans:* **(d) over the moon**]

3. Choose the appropriate meaning for the given idiom ***"over the moon"***: *(Sep. 21)*
(a) Extremely agile (b) Extremely happy(c) Extremely visible (d) Extremely attentive
[*Ans:* **(b) Extremely happy**]

Exercises

Choose the suitable meaning for the idiom found in the following sentence.

1. Choose the correct meaning for the idiom ***thick and fast***.
(a) large numbers (b) small volumes (c) limited quantity (d) appropriate level
[*Ans:* **(a) large numbers**]

2. Choose the correct meaning for the idiom ***make ends meet***.
(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. Choose the correct meaning for the idiom ***armchair expert***.
(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**]

4. Choose the correct meaning for the idiom ***told him flat***.
(a) telling in humorous way (b) expressed opinion directly
(c) expressed insignificantly (d) expression to confuse
[*Ans:* **(b) expressed opinion directly**]

5. Choose the correct meaning for the idiom ***all and sundry***.
(a) important people only (b) friends only
(c) relatives only (d) everyone [*Ans:* **(d) everyone**]

6. Choose the correct meaning for the idiom ***at a snail's pace***.
(a) very slow (b) in fast pace (c) moderately (d) satisfactorily [*Ans:* **(a) very slow**]

7. Choose the correct meaning for the idiom ***eyesore***.
(a) excellent icon (b) outstanding one (c) ugly sight (d) important monument
[*Ans:* **(c) ugly sight**]

8. Choose the correct meaning for the idiom ***Herculean task***.
(a) easy task (b) difficult task
(c) uncomplicated task (d) rituals [*Ans:* **(b) difficult task**]

9. Choose the correct meaning for the idiom ***kicked the bucket***.
(a) fell down (b) played a game
(c) was completely cured (d) passed away [*Ans:* **(d) passed away**]

10. Choose the correct meaning for the idiom ***call upon***.
(a) appeal (b) summon (c) beg (d) invite [*Ans:* **(d) invite**]

(ii) Parts of Speech (changing the form)

(Textbook Page No. : 6)

In this question the student has to rewrite the sentence changing the form of the given word **into noun, verb, adjective, adverb**.

Hints :

Noun	Verb (Present Tense)	Verb (Past Tense)
revi***sion***	- revise	- revised
care***ful***	- care	- cared
suspi***cious***	- suspect	- suspected
smooth***ness***	- smooth	- smoothed
advertise***ment***	- advertise	- advertised
remo***val***	- remove	- removed
evalua***tion***	- evaluate	- evaluated

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.

Some Examples for different forms :

Noun	Verb	Adjective	Adverb
assumer	assume	assumed	assumingly
applicability	apply	applicable	applicably
analysis	analytic	analytical	analytically
accordance	accord	according	accordantly
comparison	compare	comparative	comparatively
category	categorize	categorizable	categorically
calculation	calculate	calculative	calculatedly
completeness	complete	complete	completely
debate	debate	debatable	debatably
definability	define	definable	definably
dimensionality	dimension	dimensional	dimensionally
diminishment	diminish	diminishable	diminishingly
discrimination	discriminate	discriminating	discriminately
equalizer	equal	equal	equally
explainer	explain	explainable	explanatorily
figure	figures	figurative	figuratively
frequentation	frequent	frequent	frequently
illustrator	illustrate	illustratable	illustratively
indicator	indicate	indicatable	indicatively
information	inform	informational	informationally
judgement	judge	judgemental	judgementally
measurement	measure	measurable	measurably
observer	observe	observational	observationally
origin	originate	original	originally
presumer	presume	presumable	presumably
purpose	purposed	purposeful	purposefully
regularity	regularize	regular	regularly
reporter	report	reportable	reportedly
reveal	reveal	revealing	revealingly
significance	signify	significant	significantly
symbolization	symbolize	symbolic	symbolically
tracer	trace	traceable	traceably
verification	verify	verifiable	verifiably

GEQ GOVERNMENT EXAM QUESTION

1. The young seagull gave out a ***loud*** call. (to adverb) *(QY. 19)*

Ans The young seagull gave out a call **loudly**.

Exercises

Read the following sentence and change the form of the italicised word as directed.

1. His ***behaviour*** was that of a gentleman. (to verb)
   Ans He **behaves** like a gentleman.
2. She is ***tolerant*** towards mischievous children. (to noun)
   Ans She **tolerates** the mischiefs of children.
3. I ***decided*** to join the Arts college. (to noun)
   Ans My **decision** is to join the Arts college.
4. Eve-teasers should be severely ***punished***. (to noun)
   Ans **Punishment** should be given to Eve-teasers severely.
5. He ***responded*** correctly to my question. (to noun)
   Ans His **response** was correct to my question.
6. Please handle the glass with ***care***. (to adverb)
   Ans Please handle the glass **carefully**.
7. Birds ***migration*** occurs every year from one place to another place. (to verb)
   Ans Birds **migrate** every year from one place to another place.
8. Most Labour laws face the challenge of ***implementation***. (to verb)
   Ans The government **implemented** many labour laws.
9. You ***performed*** gracefully. (to noun)
   Ans Your **performance** was graceful.
10. He was ***appreciated*** for his best performance. (to noun)
    Ans He had an **appreciation** for his best performance.
11. The professor gave a ***definition*** of the formula. (to verb)
    Ans The professor **defined** the formula.
12. He was ***punished*** for his disobedience. (to noun)
    Ans He received **punishment** for his disobedience.

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(iii) Homophones & Confusables

(Textbook Page No. : 194, 195)

HOMOPHONES

Homophones are words that sound the same but have different meaning 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.

bought (v) - past participle of buy.

E.g. Lalitha had **bought** a new dress last week.

affect (v) - to have an effect on.

E.g. The pet's death **affected** his master.

effect (n) - anything brought about by a cause or agent; result.

E.g. Both El Nino and La Nina are opposite **effects** of the same phenomenon.

adopt	adapt	dew	due	loan	lone
advice	advise	die	dye	loss	laws
aloud	allowed	discord	discard	meat	meet
birth	berth	eyes	ice	metal	mettle
blew	blue	fair	fare	navel	naval
bore	boar	feat	feet	new	knew
bow	bough	flour	floor	none	nun
brake	break	form	farm	overseas	oversees
by	buy	foul	fowl	pale	pail
canvass	canvas	groan	grown	pass	pause
carat	carrot	hair	heir	peace	piece
career	carrier	hair	hare	peal	peel
ceased	seized	heal	heel	phase	face
cent	sent	heard	herd	pore	pour
cereal	serial	here	hear	prey	pray
check	cheque	hole	whole	principle	principal
chord	card	hour	our	prize	price
clause	claws	inn	in	quiet	quite
coarse	course	knight	night	rack	rake
compliment	complement	knot	not	rice	rise
corps	corpse	know	no	riot	ryot
cot	caught	lakh	lack	roll	role
council	counsel	lice	lies	root	route
dairy	diary	line	lion	sail	sale
dessert	desert	litter	litre	sea	see

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sealing	ceiling	storey	story	wait	weight
sell	cell	strait	straight	way	weigh
site	cite	sum	some	weak	week
sole	soul	tale	tail	wear	where
son	sun	thrash	trash	weary	wary
sore	soar	tied	tide	weather	whether
sow	so	too	two	whole	hole
stare	stair	tow	toe	wise	vice
stationary	stationery	troop	troupe	write	right
steel	steal	vacation	vocation	year	ear

GEQ GOVERNMENT EXAM QUESTION

1. Complete the following sentence by choosing the correct options: *(QY. 19)*

The number _____ comes after one and before three. (too, two) [*Ans:* **two**]

Exercises

Complete the following sentence by choosing the correct options :

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**]
4. That poem is very _____ to me. (deer / dear) [*Ans:* **dear**]
5. I hope my plants don't _____ in this heat. (die / dye) [*Ans:* **die**]
6. The recipe calls for two cups of _____. (flower / flour) [*Ans:* **flour**]
7. Have you read the story about the tortoise and the _____? (hair / hare) [*Ans:* **hare**]
8. Vegetarians do not eat _____. (meat / meet) [*Ans:* **meat**]
9. Let's go buy a new _____ of shoes. (pear / pair) [*Ans:* **pair**]
10. My _____ is presently in the military. (son / sun) [*Ans:* **son**]
11. Why don't the _____ of us go to town tomorrow? (too / two) [*Ans:* **two**]
12. My favourite _____ is cornflakes. (serial / cereal) [*Ans:* **cereal**]

(iv) Subject-Verb Agreement

(Textbook 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.

Basic Rule : A singular subject (she, Banu, car) takes a singular verb (is, goes, shines), whereas a plural subject takes a plural verb.

Example : The **list** of items **is** on the desk.

Rule 1 : A subject will come before a phrase beginning with of. This is a key rule for understanding subjects.

A bouquet of yellow roses lends color and fragrance to the room.

Rule 2 : Two singular subjects connected by or,either / or,or neither/nor require a singular verb.

My **aunt** or my **uncle** **is** **arriving** by train today.

Rule 3 : The verb in an or, either/or, or neither/nor sentence agrees with the noun or pronoun closest to it.

Neither the **plates** nor the serving **bowl** **goes** on that shelf.

Neither the serving **bowl** nor the **plates** **go** on that shelf.

Rule 4 : Use a plural verb with two or more subjects when they are connected by and.

Example : A **car** and a **bike** **are** my means of transportation.

Rule 5 : Sometimes the subject is separated from the verb by such words as along with, as well as, besides, not, etc. These words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular.

Examples : The **politician**, along with the newsmen, **is expected** shortly.

Rule 6 : Parentheses are not part of the subject.

Example : Joe (and his trusty mutt) **was** always welcome.

Rule 7 : In sentences beginning with here or there, the true subject follows the verb.

Examples : There **are** four **hurdles** to jump.

There **is** a high **wall** to jump.

Here **are** the **keys**.

Rule 8 : Use a singular verb with distances, periods of time, sums of money, etc., when considered as a unit.

Examples : Three kms **is** too far to walk.

Five years **is** the maximum period to rule.

Five hundred rupees **is** a high price to pay.

Rule 9 : With words that indicate portions - e.g., a lot, a majority, some, all - Rule 1 given earlier in this section is reversed, and we are guided by the noun after of. If the noun after of is singular, use a singular verb. If it is plural, use a plural verb.

Examples : A **piece** of the **cake** **has disappeared**.

A **slice** of the **cakes** **have disappeared**.

A **third** of the **city** **is** unemployed.

A **third** of the **people** **are** unemployed.

Rule 10 : With **collective nouns** suchas group, jury, family, audience, population, the verb might be singular or plural, depending on the writer's intent.

Examples : **All** of my **family** **has arrived** (or) **have arrived**.

Most of the **jury** **is** here (or) **are** here.

A **third** of the **population** **was** not in favor (or) **were** not in favor of the bill.

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]
4. Either my shoes or your coat _____ always on the floor. (is, are) [*Ans:* is]
5. George and Tamanna _____ want to see that movie. (doesn't, don't) [*Ans:* don't]
6. Bharathi _____ know the answer. (doesn't, don't) [*Ans:* doesn't]
7. One of my sisters _____ going on a trip to Delhi. (is, are) [*Ans:* is]
8. The man with all the birds _____ on my street. (live, lives) [*Ans:* lives]
9. The movie, including all the previews, _____ about two hours to watch. (take, takes) [*Ans:* takes]
10. The players, as well as the captain, _____ to win. (want, wants) [*Ans:* want]

Exercises : Type - 2

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

1. India, Pakistan and SriLanka _____ cities. [*Ans:* aren't]
2. A lemon _____ sweet. It _____ sour. [*Ans:* isn't, is]
3. Copper _____ cheap. Diamonds _____ expensive. [*Ans:* is, are]
4. Airplanes _____ slow. They _____ fast. [*Ans:* aren't, are]
5. Ice cream and candy _____ sweet. [*Ans:* are]
6. Today _____ cloudy. It _____ bright. [*Ans:* is, isn't]
7. My brother _____ married. He _____ single. [*Ans:* isn't, is]
8. I _____ from Chennai. [*Ans:* am]
9. Maths _____ interesting. It _____ easy. [*Ans:* is, isn't]
10. Thomas _____ an athlete. [*Ans:* is]

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(v) If Sentences-Conditions

Condition	If / Subordinate Clause	Main Clause
I. Open condition	If + Subject + Present Tense **(E.g.)**	Subject + **will** + V
	1. If **it** **rains** (Present) S V	the match **will** be cancelled.
	2. If I **try** (Present) V	I **will** get.

Condition	If / Subordinate Clause	Main Clause
II. Imaginary condition	If + Subject + Simple Past Tense **(E.g.)**	Subject + would + V
	1. If I **were** you (Past) 2. If I **had** money (Past)	I **would** accept the job. I **would** help the poor.
Note : 'had' in the above sentence is in simple past tense.		
III. Unfulfilled condition	If + Subject + Past Perfect Tense **(E.g.)**	Subject + would + have + Past Participle (en, ed) forms
	1. If I **had known** (Past Perfect) 2. If she **had worked** hard	I **would have visited** you. She **would have been** successful.
Note : When the **main clause** takes a **negative verb** use **not** after **would** ⇒ wouldn't have + past participle		

Examples :

First condition:

Truth/fact

1. If it rains, _____. (become wet)
   If it **rains**, the ground **becomes** wet / the ground will become wet.
2. If night falls, it _____. (to be dark)
   If night **falls**, it **is** dark/it **will be** dark.

Second condition:

Improbable / Impossible

1. If I were a bird, _____. (fly)
   If I **were** a bird, I **would** fly.
2. If my father were a millionaire, _____. (rich)
   If my father **were** a millionaire, we **would be** rich.
3. If they called me, _____. (answer)
   If they **called** me, I **would** answer.

Third condition:

Unfulfilled: (Past participle - verb + 'en' / ed)

1. If Raju had taken the medicine, _____. (to be well)
   If Raju **had taken** the medicine, he **would have been** well.
2. If the fisherman had gone fishing, _____. (catch)
   If the fisherman **had gone** fishing, they **would have caught** fish.

Exercises

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

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

2. If I were the Prime Minister, I _____ special schemes.
(a) would implement (b) will implement
(c) would have implemented (d) will be implementing [*Ans:* **(a) would implement**]

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

4. If he had more money, he _____ the needy.
(a) will help (b) would have helped
(c) would help (d) will be helping [*Ans:* **(c) would help**]

5. If I were a bird, I _____ the ocean.
(a) would have crossed (b) would cross
(c) can cross (d) will cross [*Ans:* **(b) would cross**]

6. If you waste time now, you _____ later.
(a) would have suffered (b) would suffer
(c) will suffer (d) would be suffered [*Ans:* **(c) will suffer**]

7. If I met him, I _____ to him.
(a) will speak (b) would speak
(c) would have spoken (d) will be speaking [*Ans:* **(b) would speak**]

8. If James had performed well, he _____ an award.
(a) will get (b) would get
(c) would have got (d) can get [*Ans:* **(c) would have got**]

9. If I were a Millionaire, I _____ the needy.
(a) will help (b) would help
(c) would have helped (d) can help [*Ans:* **(b) I would help**]

10. If I won a lottery, I _____ a BMW car.
(a) will buy (b) would buy
(c) would have bought (d) will be buying [*Ans:* **(b) would buy**]

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(vi) 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.

I. Statements with auxiliaries:

1. It ***is*** bright, ***isn't it***?
2. Bears ***are*** dangerous, ***aren't they***?
3. Shobana ***can't*** dance, ***can she***?
4. Kit kats ***aren't*** sour, ***are they***?
5. Arun and Ajay ***were*** here, ***weren't they***?
6. Seetha and Geetha ***will*** come, ***won't they***?

II. Statements without auxiliaries:

Singular subject - Present tense - use Does
Plural subject - Present tense - use Do
Singular & Plural - Past tense - use Did
+ Pronoun

1. The cuckoo ***sings*** beautifully, ***doesn't it***?
2. Rats ***dig*** burrows, ***don't they***?
3. Tenzing ***conquered*** the Everest, ***didn't he***?
4. The sun ***shines*** hot in summer, ***doesn't it***?
5. Rivers ***flow*** towards the sea, ***don't they***?
6. Sachin ***broke*** the world record, ***didn't he***?

III. A. Statements using 'has/have/had' as auxiliaries:

1. The bell ***has*** rung, ***hasn't it***?
2. The flowers ***have*** drooped, ***haven't they***?
3. The school bus ***has*** started on time, ***hasn't it***?

B. Statements using 'has/have/had' as the main verb - use do/does/did forms:

1. A tiger ***has*** sharp claws, ***doesn't it***?
2. Indians ***have*** great respect for traditions, ***don't they***?
3. Little Rosy ***had*** fever, ***didn't she***?

IV. Statements having negative words - use positive tag:

A. Using no, none, never, not, neither-nor

1. Sheela ***is not*** going to come today, ***is she***?
2. My grandfather ***never smokes***, ***does he***?
3. The cuckoo ***has no*** care for its eggs, ***does it***?
4. Neither Swetha ***nor*** Sneha ***has*** any bad habits, ***do they***?

B. Using little, few, scarcely, hardly, rarely

1. Muni ***shows little*** care in his studies, ***does he***?
2. ***Few*** planets ***can*** be seen, ***can they***?
3. Santhosh ***scarcely listens*** in class, ***does he***?
4. They ***rarely lose*** their points, ***do they***?

V. Statements having 'a little/a few' are positive. Therefore they use negative tag.

1. ***A little*** sugar ***is*** added to sauces, ***isn't it***?
2. They ***had bought a few*** handkerchiefs, ***hadn't they***?
3. I ***have*** a few chocolates to share, ***haven't I***?

VI. 'Only' uses both positive and negative tags.

1. ***Only*** children ***are*** allowed to play in the park, ***are/aren't they***?
2. He ***did only*** one mistake, ***did/didn't he***?

VII. 'Let's' uses 'shall we?'

1. ***Let's*** go for a walk, ***shall we***?
2. ***Let's*** get together for a party, ***shall we***?

VIII. Simple requests use 'will you?'

1. Pass me the book, ***will you***?
2. Come with me, ***will you***?
3. Get me a ticket, ***will you***?

IX. Urgent requests use 'won't you?'

1. Send the e-mail, immediately, ***won't you?***
2. Catch this quick, ***won't you?***
3. Pass on the message soon, ***won't you?***

X. Impatient remarks use 'can't you?

1. Keep quiet, ***can't you?***
2. Listen to me, ***can't you?***
3. Be attentive, ***can't you?***

XI. Statements using each, every, someone, somebody, anyone, anybody, none, nobody - take a plural pronoun - 'they'

1. Everybody cheered, ***didn't they?***
2. Nobody was injured, ***were they?***
3. Someone can do it, ***can't they?***
4. Everybody is happy, ***aren't they?***
5. Anybody will take up the challenge, ***won't they?***

Contracted forms		
is + not	→	isn't
are + not	→	aren't
was + not	→	wasn't
were + not	→	weren't
will + not	→	won't
can + not	→	can't
could + not	→	couldn't
need + not	→	needn't
must + not	→	mustn't
should + not	→	shouldn't
shall + not	→	shan't
am + not	→	aren't

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 (d) hasn't she [*Ans:* (b) didn't she]
2. You can study well, _____?
   (a) can you (b) can't you (c) don't you (d) won't you [*Ans:* (b) can't you]
3. Swarna cannot run fast, _____?
   (a) can she (b) can't she (c) can't they (d) isn't she [*Ans:* (a) can she]
4. The lessons are quite interesting, _____?
   (a) are they (b) aren't they (c) did they (d) won't they [*Ans:* (b) aren't they]
5. Let us start working, _____?
   (a) will we (b) must we (c) shall we (d) can't we [*Ans:* (c) shall we]
6. They were climbing the trees, _____?
   (a) weren't they (b) aren't they (c) isn't they (d) won't they [*Ans:* (a) weren't they]
7. Our team will win the match, _____?
   (a) will n't it (b) won't it (c) will it (d) is it [*Ans:* (b) won't it]
8. Shreya draws well, _____?
   (a) won't she (b) doesn't she (c) does she (d) hasn't she [*Ans:* (b) doesn't she]
9. I'm not late, _____?
   (a) aren't I (b) am I (c) have I (d) haven't I [*Ans:* (b) am I]
10. He hasn't completed the painting, _____?
    (a) has he (b) hasn't he (c) didn't he (d) had he [*Ans:* (a) has he]

(vii) Degrees of Comparison

Positive	Comparative	Superlative
as big as	bigger than	the biggest
as pretty as	prettier than	the prettiest
as beautiful as	more beautiful than	the most beautiful
as kind as	kinder than	the kindest
as good/well as	better than	the best
as bad/ill as	worse than	the worst
as much/many as	more than	the most
as little as	less than	the least
as near as	nearer than	the nearest
as great as	greater than	the greatest
as interior as	inner than	the innermost

Transformation :

Rule I - Comparison between two:

uses only positive and comparative degrees.

(A) Between two equal things:

Positive - Cotton is ***as light as*** feather.

Comparative - Cotton is [not] ***lighter than*** feather.

or

Feather is [not] ***lighter than*** cotton.

(B) Between two unequal things:

Positive - Yellow is [not] ***so bright as*** orange.

Comparative - Orange is ***brighter than*** yellow.

Tips to Remember:

Between 2 equals	Between 2 unequals
P - as ____ as P	[not] so ____ as
C - [not] ___er than	C - ____er than

Easy Tip - Comparison between 2

when positive degree has 'not', comparative doesn't have 'not'.

when comparative degree has 'not', positive doesn't have 'not'.

Rule II - Comparison between 3 and more:

using 'the ____est'

Positive - [No other] girl is ***as smart as*** Sherene.

Comparative- Sherene is ***smarter than*** [any other] girl.

Superlative - Sherene is the ***smartest*** girl.

Rule III - Comparison between 3 and more:

using 'one of the ____est'

Positive - [Very few] movies are ***as good as*** Jurassic Park.

Comparative - Jurassic Park is ***better than*** [many other] movies.

Superlative - Jurassic Park is ***one of the best*** movies.

Tips to Remember:

Rule II - the----est	**Rule III - one of the ---- est**
P = no other as----as	P = very few as-----as
C = ----er than any other	C = -----er than many/most other
S = the -----est	S = one of the -----est.

To be noted:

When transforming from Positive → Comparative → Superlative, keep an eye on the verb, too.

Here are two examples which will explain this.

Example - 1 :

1. Gold **costs more than** silver - Comparative
   v
   Silver **does not cost** so **much as** gold - Positive
   v
   [Here 'cost' is the verb, more than is the degree
   Positive - does not cost - so much as
   Comparative - costs - more than]

2. Gold **is costlier than** silver. - Comparative
   v
   Silver **is** not **so costly as** gold. - Positive
   v
   [Positive - is not - so costly as
   Comparative - is - costlier than]
   ∴ The verbs do not change. Only the Degrees change.

Example - 2 :

1. Atul **is** the fastest runner. - Superlative
   v
   Atul **is faster than** any other runner. - Comparative
   v
   No other runner **is** as fast as Atul. - Positive
   v

2. Atul **runs** the fastest. - Superlative
   v
   Atul **runs** faster than any other person. - Comparative
   v
   No other person **runs** as fast as Atul. - Positive
   v
   [In the first example - is (verb) - fast (degree)
   In the second example - runs (verb)- fast (degree)
   The verbs are not to be changed]

Convert the sentences into the other forms of degrees :

I. Comparison between 2:

1. Mary **sings** louder than Meg.
   v
   Meg does not sing so loud as Mary.
   v

2. Children **love** to play in the rain more than in the sun.
   v
   Children **do not love** to play in the sun **so much** as in the rain.
   v

3. A match stick **does** not **burn as long as** a candle.
   v
   A candle **burns** longer than a match stick.
   v

4. Shareena **is** not **so fair as** Saritha.
   v
   Saritha **is** fairer than Shareena.
   v
5. Winter **is** colder than summer.
   v
   Summer **is** not so cold as winter.
   v

II. Comparison using 'the _____est':

1. **Sachin is the best batsman.**
   No other batsman is as good as Sachin.
   Sachin is better than any other batsman.
2. **No other acrobat performs as well as Sai.**
   Sai performs better than any other acrobat.
   Sai performs the best.
3. **Detroit city produces more cars than any other city.**
   Detroit city produces most of the cars.
   No other city produces so many cars as Detroit city.
4. **This is the worst handwriting I have ever seen.**
   This handwriting is worse than any other I have ever seen.
   No other handwriting I have ever seen is so bad as this.
5. **This restaurant makes the tastiest dishes.**
   No other restaurant makes dishes as tasty as this one.
   This restaurant makes dishes tastier than any other restaurant.

III. Using 'one of the ____est'.

1. **Milk is healthier than many other drinks.**
   Very few drinks are as healthy as milk.
   Milk is one of the healthiest drinks.
2. **Ravi Varma is one of the best painters.**
   Ravi Varma is better than many other painters.
   Very few painters are as good as Ravi Varma.
3. **This is one of the finest shows presented.**
   Very few shows presented are as fine as this.
   This show is finer than many others presented.
4. **Very few personalities in India are as popular as Dr. Abdul Kalam.**
   Dr. Abdul Kalam is one of the most popular personalities in India.
   Dr. Abdul Kalam is more popular than most other personalities in India.
5. **Indonesia is more affected by tsunami than many other countries.**
   Indonesia is one of the countries most affected by tsunami
   Very few countries are as much affected by tsunami as Indonesia.

Exercises

Complete the sentences :

1. Ravi is _____ than Ramesh.
   (a) as tall as (b) the tallest (c) taller (d) more tall [*Ans:* (c) taller]
2. Gandhiji was one of _____ leaders.
   (a) greater than (b) as great as (c) the greatest (d) most great [*Ans:* (c) the greatest]
3. Kindness is the _____ of all virtues.
   (a) as noble as (b) nobler (c) noblest (d) more noble [*Ans:* (c) noblest]
4. No other team is _____ our team.
   (a) stronger than (b) the strongest (c) as strong as (d) most strong [*Ans:* (c) as strong as]
5. Ants work _____ any other insect.
   (a) hardest than (b) harder than (c) hardest (d) more hard [*Ans:* (b) harder than]
6. No other street in this area is _____ this one.
   (a) as busy as (b) the busiest (c) busier than (d) most busy [*Ans:* (a) as busy as]
7. Very few buildings in this street are _____ this one.
   (a) taller than (b) as tall as (c) the tallest of (d) more tall [*Ans:* (b) as tall as]
8. This is _____ in this book.
   (a) longer lesson than (b) as long lesson as
   (c) the longest lesson (d) more long lesson [*Ans:* (c) the longest lesson]
9. Very few birds in the world are _____ as peacock.
   (a) more beautiful (b) as beautiful (c) most beautiful (d) more beauty [*Ans:* (b) as beautiful]
10. Very few toys in this shop are _____ as this one.
    (a) more expensive (b) as expensive (c) most expensive (d) more expense [*Ans:* (b) as expensive]

✦✹✦

(viii) Articles

(Textbook Page No. : 40, 41)

Articles

[Demonstrative Adjectives)

Definite (the)
(Points out particular object or person)

In definite (a, an)
(Does not point out any particular object or person)

To point out the people or things.

Ex: (i) Bring ***the*** chair. (particular thing) (i) Bring ***a*** chair (any chair)
(ii) ***The*** ink pot is empty. (ii) There is ***an*** ink pot on the table.

'A' is used :

1. Before a singular noun which begins with a consonant sound.
   Ex: a boy, **a** table, **a** book, a man...

2. Before a word beginning with **'u' or 'eu'** giving the consonant sound of **'yu/yoo'**.
   Ex: a university, **a** union, **a** European, ...

3. Before a word **'one'** begins with the consonant sound of **'wa'. /w/**
   Ex: a one rupee-note — **a** one-legged man
   a one-man tribunal — **a** once-famous man
   a one-eyed man — **a** one-way road

4. Before the expansion of an Abbreviation
   Ex: **a** Headmaster..... but **an** HM.
   a Sub-Inspector..... but **an** SI
   a Station Master..... but **an** SM.
   a Forest Officer..... but **an** FO.
   a Lower Division Clerk..... but **an** LDC.

'An' is used :

1. Before a **word beginning** with a **vowel (a, e, i, o, u) having a vowel sound**.
   Ex: an art, **an** elephant, **an** ink-bottle, **an** orange, **an** English man, **an** ugly man...
2. Before words beginning with a silent 'h'
   Ex: an hour, **an** honest, **an** hotel, **an** honour, **an** heir, **an** honourable...
3. Before **Abbreviations beginning** with the letters **'F, H, L, M, N, R, S and X'**
   Ex: an FRCS, **an** HM, **an** LIC, **an** MA, **an** NSS, **an** RMSA, **an** SP, **an** X-ray...

Correct use of a,an :

1. To **refer something** for the **first time**.
   Ex: An elephant and a mouse fell into the pond.
   Once there lived **a** king in Patliputra.
2. To represent a **whole class** or in the **sense of all or any**.
   Ex: A student should be obedient. (means all or any student.)
   A doctor must love his patients. (means all or any doctor.)
3. With **names of jobs**.
   Ex: John is **a** doctor.
   Mary is **an** engineer.
4. With **nationalities and religions**.
   Ex: John is **an** Englishman.
   Mary is **a** Catholic.
5. With names of days.
   Ex: I was born on **a** Saturday.
6. With singular nouns after the words 'what' and 'such'.
   Ex: What **a** shame!
   She is such **a** beautiful girl.
7. In the sense of '**every**'.
   Ex: He visits me two times **a** (every) month.
   She comes here twice **a** (every) week.

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8. In certain **expressions**.

Ex: **a** couple	**a** thousand	**a** great number of
a score	**a** dozen	**a** good deal of
a quarter	half **a** dozen	**a** great deal of
a lot of	**a** million	**a** short time ago

'The' is used :

1. To refer something has already been mentioned.
   Ex: I met a girl. **The** girl is a nurse.
2. When both the speaker and listener know what is being talked about, even if it has not been mentioned before.
   Ex: Where is **the** bathroom? It is on **the** first floor.
3. In sentences or clauses where we define or identify a particular person or object.
   Ex: **The** man who wrote this poem is famous.
   My house is **the** one with a blue door.
4. To refer objects we regard as unique.
   Ex: **The** sun, **the** moon, **the** world..
5. Before superlatives and ordinal numbers.
   Ex: The highest building, **the** first page, **the** last chapter..

BEFORE THE NAMES OF...	EXAMPLES
1. Rivers	the Vaigai, the Cauvery, the Ganges, the Nile
2. Seas	the Arabian sea, the Bay of Bengal
3. Gulfs	the Persian Gulf
4. Valleys	the Champal Valley
5. Forests	The Congo Forest
6. Deserts	the Thar Desert, the Sahara
7. Oceans	the Indian Ocean, the Pacific Ocean
8. Trains	the Rajdhani Express, the Taj Express
9. Ships	the INS Vikrant, the Vijayanthi
10. Newspapers	the Hindu, the Indian Express
11. Aeroplanes	the Indian Airlines, the Air India
12. Passes	the Kyber Pass, the Bolan pass
13. Canals	the Rajasthan Canal, the Panama Canal
14. Musical Instruments	the Veena, the Piano, the flute, the harmonium
15. Mountain ranges	the Himalayas, the Western Ghat
16. Group of Islands	the West Indies, the Andamans, the Nicoabar
17. States	the Punjab, the Maharastra
18. Government Departments	the Department of Education, the Ministry of Defence
19. Parties	the Congress, the BJP
20. Banks	the State Bank of India, the Indian Bank
21. Hotels	the Taj Hotel, the Pandian Hotel
22. Directions	the east, the west, the north, the south
23. Nationalities	the Indians, the Americans, the Greeks
24. Holy books	the Bible, the Koran, the Geetha

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Note :

- When the book is referred with the author's name, the article is omitted.
  Ex: Homer's Iliad, **Valmiki's** Ramayana.
- We use **the** before **the mountain ranges** and **ranges of hills**. But we **don't use 'the'** before **single mountain** or **hill**.
  Ex: The Himalayas, The Alps → Correct usage....
  Everest, Olympus..... not ~~The~~ Everest, ~~The~~ Olympus → Incorrect
- With Comparatives (if a change in one thing results in a change in another)
  Ex: The more we get, **the** more we desire.
  The more you work, **the** more you gain.
  The faster you drive, **the** earlier you reach.

GEQ GOVERNMENT EXAM QUESTION

Fill in the blanks with appropriate articles. *(QY. 19)*

1. "Well, here we are, No. 8, Kaveri street, I think this house I saw in online. What do you think of _____ location? It is in _____ neighbourhood. And it's close to _____ railway station. And _____ bus stop is not too far away. The owner is _____ honest man.

Ans "Well, here we are, No. 8, Kaveri street, I think this house I saw in online. What do you think of **the** location? It is in **the** neighbourhood. And it's close to **the** railway station. And **the** bus stop is not too far away. The owner is **an** honest man.

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Exercises : Type 1

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

1. We thought it was _____ island from a distance.
(a) a (b) an (c) the (d) no article [*Ans:* **(b) an**]

2. They began about a quarter past _____ one o'clock in the morning.
(a) a (b) an (c) the (d) no article [*Ans:* **(d) no article**]

3. We spotted _____ dead sperm whale once.
(a) a (b) an (c) the (d) no article [*Ans:* **(a) a**]

4. There was a broken cricket bat, the remains of _____ armchair.
(a) a (b) an (c) the (d) no article [*Ans:* **(b) an**]

5. I live on _____ eighth floor.
(a) a (b) an (c) the (d) no article [*Ans:* **(c) the**]

6. David has _____ ACTIV controller.
(a) a (b) an (c) the (d) no article [*Ans:* **(b) an**]

7. They have come to know _____ truth.
(a) a (b) an (c) the (d) no article [*Ans:* **(c) the**]

8. He is _____ honest shopkeeper.
(a) a (b) an (c) the (d) no article [*Ans:* **(b) an**]

9. ____ earth goes round the sun.
(a) A (b) An (c) The (d) no article [*Ans:* (c) The]

10. ____ Rain can cause flooding.
(a) A (b) An (c) The (d) no article [*Ans:* (d) no article]

11. This is ____ excellent opportunity.
(a) a (b) an (c) the (d) no article [*Ans:* (b) an]

12. He came to the island as ____ spy.
(a) a (b) an (c) the (d) no article [*Ans:* (a) a]

13. His father is ____ architect.
(a) a (b) an (c) the (d) no article [*Ans:* (b) an]

14. It is ____ universal truth.
(a) a (b) an (c) the (d) no article [*Ans:* (a) a]

15. 'The Tempest' was based on ____ actual wreck of a ship.
(a) a (b) an (c) the (d) no article [*Ans:* (b) an]

Exercises : Type 2

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. I borrowed _____ pencil from your pile of pencils and pens.
(a) no article (b) an (c) the (d) a [*Ans:* (d) a]

5. One of the students shouted, "_____ Principal is coming up."
(a) The (b) An (c) No article (d) A [*Ans:* (a) The]

6. Yusuf likes to play _____ volleyball.
(a) a (b) no article (c) an (d) the [*Ans:* (b) no article]

7. I bought _____ umbrella to go out in the rain.
(a) an (b) a (c) the (d) no article [*Ans:* (a) an]

8. My daughter is learning to play _____ violin at her school.
(a) a (b) an (c) the (d) no article [*Ans:* (c) the]

9. Please give me _____ cake that is on display.
(a) an (b) no article (c) a (d) the [*Ans:* (d) the]

10. I lived on _____ first Street when I first came to town.
(a) the (b) a (c) an (d) no article [*Ans:* (a) the]

(ix) Modals / Semi-modals

(Textbook 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, dare, used to & have to.**

Modals do not change with the person or number of the subject.

MODAL VERBS

Modal	Function	Example
CAN	Ability	I **can** speak English fluently.
	Permission	**Can** I go out?
	Possibility	Malaria **can** be dangerous.
	Request	**Can** you take me to Central station?
	Offer	I **can** lend you my book.
COULD	Ability (past)	I **could** easily run fast those days.
	Request (polite)	**Could** I see the manager for a minute?
MAY	Permission	**May** I go home in the afternoon?
	Possibility	It **may** rain in the afternoon.
	Wish or prayer	**May** God bless you.
	Purpose	He goes to the gym so that he **may** become lean.
MIGHT	Permission	He told me that I **might** use his car.
	Doubtful possibility	He **might** go to a movie.
	Suggestion	You **might** visit the big temple which is on your way.
	Purpose	He left the office early so that he **might** go for a function.
WILL	Request / Demand / Order	**Will** you please keep quiet?
	Prediction	I think he **will** study harder this time.
	Genuine decision	Oh, it's very hot today. I **will** open the window.
WOULD	Polite request	**Would** you please help him?
	Permission	**Would** you mind if I opened the window?
	Preference	**Would** you prefer the window seat?
	Wish	I **would** like to hear you play the flute.
	Habits in the past	When I lived in Barauni, I **would** often go to Bodh Gaya.
SHALL	Assurance	Take the medicine regularly and you **shall** be well.
	Promise	If you win the match, you **shall** have a holiday.
	Command	All students **shall** reach the prayer hall by 4.00 p.m.
	Threat	If you do not pass in the exam, you **shall** be retained in the same class.
	Certainty	If you sing well, you **shall** be the winner.

Modal	Function	Example
SHOULD	Duty / moral obligation Advice / Instruction / Opinion High degree probability	We **should** take care of our parents during old age. You **should** lock the door when you leave home. The team **should** win the trophy for all the efforts taken.
MUST	Obligation / Necessity Compulsion Certainty	We **must** obey our parents. You **must** finish your assignment by tomorrow. It **must** be cold outside.

SEMI-MODAL VERBS

Ought to, need, used to, dare are called Semi-modal auxiliary verbs. These are also called Quasi modal auxiliary verbs.

Modal	Function	Example
OUGHT TO	duty / moral binding moral obligation possibility necessity	You **ought to** send money to your parents. We **ought to** help the poor. He has done well in the interview. He **ought to** get the job. We **ought to** hire some furniture for the function.
NEED	necessity moral obligation	You **need** to study a lot. We **need** to take a bath every day to keep clean.
USED TO	habits in the past	I **used to** play football every Sunday.
DARE	interrogative negative interrogative negative	How **dare** he criticise us? I **dare** go to the haunted house. **Dare** he say so in front of me? I **dare** not see his pitiable condition.

GEQ GOVERNMENT EXAM QUESTION

Fill in the blanks with appropriate modals / semi-modals. *(QY. 19)*

1. We _____ also learn from our mistakes. And we _____ regret those things we did badly for the mistakes we _____ made. For example if I failed a test because of study, the next test I pass because of hard work. We _____ work hard. You _____ not forget this.

   Ans We **can** also learn from our mistakes. And we **would** regret those things we did badly for the mistakes we have made. For example if I failed a test because of study, the next test I **would** pass because of hard work. We **must** work hard. You **should** not forget this.

Exercises : Type - 1

Complete the following sentence choosing the most appropriate Modal Verb.

1. How _____ you leave the classroom in such a mess ?
   (a) must (b) might (c) could (d) will [*Ans:* **(c) could**]
2. Manoj _____ be lazy but he is certainly not weak.
   (a) must (b) would (c) should (d) may [*Ans:* **(d) may**]

3. I _____ speak French, Hindi and English.
(a) can (b) may (c) should (d) must [*Ans:* (a) can]

4. I think we are lost. The man _____ have given us the wrong directions.
(a) might (b) should (c) would (d) will [*Ans:* (a) might]

5. You _____ not be serious about swimming outdoors in the sea.
(a) would (b) can (c) must (d) might [*Ans:* (b) can]

6. Plants _____ have sunlight in order to make food.
(a) can (b) may (c) must (d) will [*Ans:* (c) must]

7. Since our bags are identical you _____ have taken mine by mistake.
(a) can (b) will (c) shall (d) could [*Ans:* (d) could]

8. _____ you excuse me for a moment ?
(a) Would (b) Should (c) Must (d) May [*Ans:* (a) Would]

9. She _____ stay up late if she takes a nap now.
(a) must (b) should (c) can (d) will [*Ans:* (c) can]

10. We _____ not make the first move.
(a) can (b) must (c) shall (d) could [*Ans:* (b) must]

Exercises : Type - 2

Complete the following sentence choosing the most appropriate Semi-modal Verb.

1. He _____ to study for the test.
(a) ought (b) need (c) used (d) dare [*Ans:* (b) need]

2. The train _____ leave now.
(a) ought to (b) dare to (c) need to (d) used to [*Ans:* (a) ought to]

3. I _____ drink coffee, when I was young.
(a) dare (b) need (c) used to (d) ought to [*Ans:* (c) used to]

4. How _____ you speak to me.
(a) dare (b) ought to (c) used to (d) need [*Ans:* (a) dare]

5. You _____ not lose any more weight. You are already slim.
(a) ought (b) need (c) used to (d) dare [*Ans:* (b) need]

6. _____ I get a visa for Nepal?
(a) Ought to (b) Used to (c) Dare (d) Need [*Ans:* (d) Need]

7. How _____ you talk to him like that ?
(a) dare (b) need (c) used to (d) ought to [*Ans:* (a) dare]

8. She really _____ mend her ways.
(a) ought to (b) need to (c) used to (d) dare [*Ans:* (a) ought to]

9. He _____ listen to his teacher.
(a) ought to (b) need (c) used to (d) dare [*Ans:* (a) ought to]

10. We _____ to talk to the higher authorities.
(a) ought (b) used (c) need (d) dare [*Ans:* (c) need]

(x) Nominalisation

(Textbook Page No. : 105-107)

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

Changing a verb or other word into a noun is called nominalisation.

Instead of : This information enables us to formulate precise questions.

We would write : This information enables the formulation of precise questions.

Compare these sentences :

1. Organisms reproduce. This is a major characteristic of life.
2. Reproduction is a major characteristic of life.

In general they mean the same, but sentence 2 is expressed more concisely. It uses the word "reproduction", whereas sentence 1 uses the word "reproduce". Here the word "reproduce" is a verb. It would change to "reproduces" if "organisms" changed to "an organism". "Reproduction" is a noun made from the verb "reproduce"; we call this process nominalisation.

Word	Nomination
vary	variation
duplicate	duplication
divide	Division
mutate	mutation
combine	combination
adapt	adaptation
contract	contraction
expand	expansion

Word	Nomination
react	reaction
rotate	rotation
appropriate	appropriateness
active	activism
complex	complexity
desirable	desirability
sceptical	scepticism
willing	willingness

Exercises

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**]

4. holy
(a) Hole (b) Holiness (c) Holification (d) Whole [*Ans:* **(b) Holiness**]

5. absurd
(a) Absurdity (b) Absurdness (c) Sturdy (d) Sturdiness [*Ans:* **(a) Absurdity**]

6. furious
(a) Furiously (b) Furiousness (c) Fury (d) Furry [*Ans:* **(c) Fury**]

7. When you overlook his mistake it gives him _____ (encourage) to repeat it.
(a) Courage (b) Courageous (c) Courageously (d) Encouragement [*Ans:* **(d) Encouragement**]

8. Do you have the _____ (prove) of his crime?
(a) Proved (b) Proving (c) Proofly (d) Proof [*Ans:* **(d) Proof**]

9. There is a _____ (sell) of cheap plastic ware
(a) Seal (b) Sale (c) Sold (d) Sells [*Ans:* **(b) Sale**]

10. Can you arrange _____ (lend) for my mother`s operation?
(a) Loan (b) Lent (c) Lens (d) Lean [*Ans:* **(a) Loan**]

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(xi) Non Finites

(Textbook Page No. : 176-178)

Verbs are action words. They are divided into two: **Finite** and **Non Finites**.

The different kinds of Non Finites are:

Infinitives, Gerund and Participles.

Infinitives:

1. Full infinitives - It is to+ verb.
   Example : She goes to the store to buy groceries. {to+a verb}
2. Bare infinitives - It is a verb without 'to'
   Example: Reena will help me.

Gerund:

Gerund functions as a noun, so it is called a verbal noun. It also functions as an adjective.

A gerund has the same form as a present participle.

Gerunds are used in the following ways.

1. As a subject and a kind of a noun.
   a) Reading is a good habit.
   b) Learning a language is always useful.
2. As an object:
   Rita likes cooking.
3. As a complement:
   Her liking is cooking.
4. Used in compound nouns:
   bathing tub {a tub to bathe}

Participles:

Participles come after an object to describe it and express the state the object is in. A present participle indicates an activity that is continuing and is in progress. A present or past participle can function as an adjective phrase to describe a noun placed before it.

Example-

1. The baby singing in the room is my child.
2. The bird flying in the sky is the lark.

Exercises

Choose the correct verb form to complete the sentence :

1. My father agreed _____ a computer for me.
   (a) buy (b) buying (c) bought (d) to buy [*Ans:* (d) to buy]
2. I dream about _____ a big house.
   (a) to build (b) building (c) build (d) built [*Ans:* (b) building]
3. Mohan is too tired _____ the work.
   (a) finish (b) to finish (c) finished (c) finishing [*Ans:* (b) to finish]
4. Deepika enjoys _____ the piano.
   (a) play (b) in playing (c) playing (d) played [*Ans:* (c) playing]
5. He avoided _____ much time on the computer.
   (a) spending (b) to spend (c) spent (d) has spent [*Ans:* (a) spending]
6. You are strong enough _____ this heavy box.
   (a) lifted (b) to lift (c) lifting (d) have lifted [*Ans:* (b) to lift]
7. _____ my advice, he took the risk.
   (a) Ignoring (b) To ignore (c) Have ignored (d) Ignored [*Ans:* (a) Ignoring]
8. You are expected _____ duty within a week.
   (a) joining (b) join (c) to join (d) have joined [*Ans:* (c) to join]
9. _____ is a good exercise.
   (a) To walk (b) Walk (c) Walking (d) Walked [*Ans:* (c) Walking]
10. Everybody wishes _____ life.
    (a) enjoying (b) to enjoy (c) enjoy (d) enjoyed [*Ans:* (b) to enjoy]

Also, refer to the 'book back' exercises on "non-finites", in Unit 6 Prose in this Guide.

Part - II

Q. No. 15 to 28 — 2 Mark Questions — 10 × 2 = 20

There are 4 Sections in this Part - II. You have to answer 10 out of 14 Questions.

Section - I : Q. No. 15 to 18 : Prose - Short Answer Questions (3 out of 4) — 3 × 2 = 6

Section - II : Q. No. 19 to 22 : Poem - Comprehension (3 out of 4) — 3 × 2 = 6

Section - III : Q. No. 23 to 27 : Grammar (3 out of 5) — 3 × 2 = 6

23. Active & Passive Voice	**Additional Topics :**
24. Direct & Indirect Speech	i) Relative Pronoun
25. Punctuation	ii) Expanding News Headlines
26. Simple, Compound, Complex Sentences	iii) Completing Proverb (Fill in)
27. Rearrange in Coherent Order	iv) Extend the dialogue
	v) Pie-Chart (Inferences)
	vi) Slogan Writing

Section - IV : Q. No. 28 : Road Map Instructions. — 1 × 2 = 2

GOVT. MODEL QUESTIONS - 2019

Section - I

Answer any THREE of the following questions in a sentence or two.

15. Mention the special features of INSV Tarini.
16. What prompted the seagull to fly finally?
17. What was the daily routine of Mr. Sanyal?
18. What were the various things that tempted Mr. Franz to spend his day outdoors?

For Answers refer to the Prose Section Unit 1 to 7

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Section - II

Read the following sets of poetic lines and answer any THREE of the following.

19. *Let us learn to walk with a smile and a song,*
    No matter if things do sometimes go wrong;
    a) What does the poet want everyone to learn?
    b) What should we do when things go wrong?
20. *She's a lioness; don't mess with her.*
    She'll not spare you if you're a prankster.
    a) How is a woman described here?
    b) Who is a prankster?
21. *Not a flower could he see,*
    Not a leaf on a tree.
    a) Who does 'he' refer to?
    b) Mention the season when he could not see a flower or a leaf on a tree.
22. *Beside the house sits a tree*
    It never grows leaves.
    a) What is found near the house?
    b) Why does it never grow leaves?

For Answers refer to the Poem Section Unit 1 to 7

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Section - III

Answer any THREE of the following.

Q. No. 23 : Active & Passive Voice

(Textbook Page No. : 14-16)

GOVT. MODEL QUESTION

Rewrite the following sentence to the other voice.

23. Please assemble in the ground.

Ans **You are requested to assemble in the ground.**

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.

Structure of active voice :

Subject + verb + object.

Examples : Hari won the prize.
Sona sang a song.

These examples show that the subject is doing the action. The subject does or "acts upon" the verb in such sentences so, the sentences are said to be in the active voice.

On the other hand, when a verb represents a person or thing being acted upon, it is said to be in Passive Voice. When we express an idea giving importance to the action rather than to the doer, the sentence is written in the passive form.

Structure of Passive Voice :

Object + be verb + verb as past participle + by + subject.

Examples : The prize was won by Hari .
A song was sung by Sona.

Pronouns get changed when they change their positions in the following way:

I ↔ Me ; We ↔ Us You ↔ You ; He ↔ Him She ↔ Her ; It ↔ It; They ↔ Them

Note : Only the third form of Verb is used in Passive Constructions.

CHANGE OF VOICE EXERCISES

Active Voice – Passive Voice

Simple Present

Arjun sees a deer.	A deer is seen by Arjun.
I do not like kites.	Kites are not liked by me.
He does not eat apples.	Apples are not eaten by him.
Do you take tea?	Is tea taken by you?

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Present Continuous

Arjun is seeing a deer.	A deer is being seen by Arjun.
He is not eating apples.	Apples are not being eaten by him.
Are you taking tea?	Is tea being taken by you?

Present Perfect

Partha has played violin.	Violin has been played by Partha.
He has not eaten apples.	Apples have not been eaten by him.
Have you taken tea?	Has tea been taken by you?

Present, Past and Future Indefinite Tenses

He sings a song	A song is sung by him.
Do you like music?	Is music liked by you?
I do not play chess.	Chess is not played by me.
He told a lie.	A lie was told by him.
Did he help you?	Were you helped by him?
She did not like them.	They were not liked by her.
You will win the prize.	The prize will be won by you.
Will you take tea?	Will tea be taken by you
He will not harm you.	You will not be harmed by him.

Active voice to passive voice

Step 1 : Interchange the subject and object.
Step 2 : Change the pronouns in subject and object properly.
Step 3 : Add 'by' before the new object.
Step 4 : Add suitable 'be' form verb.
Step 5 : Main verb should be changed into Past participle) form.

Passive voice to Active voice

Step 1 : Interchange the subject and object.
Step 2 : Change the pronouns in subject and object properly
Step 3 : Remove 'by' before the object.
Step 4 : Remove the 'be' form verb, like *is, are, was, were, being, been, be.*
Step 5 : Main verb should be changed into its original form.

Passive Voice – Request

Examples :

1. Please assemble in the ground. *(Active)*
   You are requested to assemble in the ground. *(Passive)*
2. Please do not use mobile phones here. *(Active)*
   You are requested not to use mobile phones here. *(Passive)*

Passive Voice – Advice

Examples :

1. Work hard *(Active)*
   You are advised to work hard. *(Passive)*
2. Do not eat junk food. *(Active)*
   You are advised not to eat junk food. *(Passive)*

Passive Voice – Omitting the agent

Examples : 1. Somebody has taken away my book. *(Active)*
My book has been taken away. *(Passive)*

2. No one has bought the tickets. *(Active)*
The tickets have not been bought. *(Passive)*

(Add 'not' to the verb for nobody, none, no one)

Passive Voice – Interrogatives

a. Questions beginning with Auxiliary verbs

Examples : 1. Did he write a letter? *(Active)*
Was a letter written by him? *(Passive)*

2. Is he watching us? *(Active)*
Are we being watched by him? *(Passive)*

b. Questions beginning with 'wh' words

Examples : 1. Who will accept this? *(Active)*
By whom will this be accepted? *(Passive)*

2. Who has arranged this meeting? *(Active)*
By whom has this meeting been arranged? *(Passive)*

3. When will you finish the building? *(Active)*
When will the building be finished **by you?** *(Passive)*
(the agent 'by you' is optional)

4. How did they do this? *(Active)*
How was this done **by them?** *(Passive)*
(the agent 'by them' is optional)

PTA QUESTIONS & ANSWERS

Rewrite the following sentence to the other voice :

1. I noticed a sudden change in Aditya's face. ***(PTA-1)***
Ans A sudden change in Aditya's face was noticed by me.

2. The doctor kindly warned me. ***(PTA-2)***
Ans I was warned kindly by the doctor.

3. M. Hamel mounted his chair. ***(PTA-3)***
Ans M. Hamel's chair was mounted by him.

4. They have asked me to pay the fine. ***(PTA-4)***
Ans I have been asked to pay the fine by them.

5. You are making a cake now. ***(PTA-5)***
Ans A cake is being made by you.

6. Why have you left your brother at home? ***(PTA-6)***
Ans Why has your brother been left at home by you?

GEQ GOVERNMENT EXAM QUESTIONS

1. Rewrite the following sentence to the other voice : She pays lot of money. *(QY. 19)*
   Ans Lot of money is paid by her.
2. Rewrite the following sentence to the other voice : Is he watching us? *(HY. 19)*
   Ans Are we being watched by him?
3. Rewrite the following sentence in Active voice : You are advised not to be careless. *(Sep. 20)*
   Ans Do not be careless
4. Rewrite the following sentence in Passive voice : When will you finish the building? *(Sep. 21)*
   Ans When will the building be finished by you?

Exercises : Type - 1

Change the sentences to passive voice.

1. Many people begin new projects in January.
   Ans New projects are begun in January by many people.
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 by them in that factory.
4. We will have to examine you again.
   Ans You will have to be examined again by us.
5. We must look into the question.
   Ans The question must be looked into by us.
6. Someone reads the newspaper to him every day.
   Ans The newspaper is read to him every day by someone.
7. The Chinese discovered acupuncture thousands of years ago.
   Ans Acupuncture was discovered by the Chinese thousands of years ago.
8. The police locked up the criminals.
   Ans The criminals were locked up by the police.
9. They must have left the keys behind.
   Ans The keys must have been left behind by them.
10. The boy is eating the cake.
    Ans The cake is being eaten by the boy.

Exercises : Type - 2

Change the sentences to Active voice.

1. The question has been answered correctly so you will be given a gift.
   Ans You have answered the question correctly so I will give you a gift.
2. My watch has been stolen and it hasn't been recovered yet.
   Ans Someone has stolen my watch and I have not recovered it yet.
3. A gift was given to me. It was received with joy.
   Ans He gave me a gift. I received with joy.

4. Serials are watched by the students often and much time is wasted by them on these programmes.
   Ans Students watch serials often and they waste much time on these programmes.
5. Sweets were given to all the children by Santa Claus and he was thanked by them profusely.
   Ans Santa Clause gave sweets to all the children and they thanked him profusely.
6. I will be visited by my uncle on my birthday. I will be given a watch.
   Ans My uncle will visit me on my birthday. He will give me a watch.
7. He was awarded a prize by the government.
   Ans The government awarded him a prize.
8. Flowers were gathered by the gardener from a garden and they were put by him in this basket.
   Ans The gardener gathered flowers from the garden and put them in his basket.
9. The prizes were distributed to the winners by the Chief Guest and he was thanked by them.
   Ans The Chief Guest distributed the prizes to the winners and they thanked him.
10. The work was completed by the man. He was paid by his master.
    Ans A man completed his work. His master paid him.

Also, refer to the 'book back' exercises on "Active Voice & Passive Voice", in Unit 1 Prose in this Guide.

Q. No. 24 : Direct Speech / Indirect Speech / Reporting the Dialogue

(Textbook Page No. : 145-147)

GOVT. MODEL QUESTION - 2019

Rewrite using indirect speech.

24. "Where are we going, sir?" asked the aero-coachman.
    Ans **The aero-coachman asked where they are going.**

Direct speech:

In direct speech, we reproduce the message of the speaker in his own actual words without any change. The words of the speaker are put within inverted commas.

Reporting Speech: The son (speaker) said to (reporting verb) his father, (listener)

Reported Speech: "I (pronoun) am preparing (reported verb) for my exams (pronoun) now." (time)

Indirect speech:

In indirect speech, we do not reproduce the actual words of the speaker.

We report the message of the speaker in our own words to another person after making some changes.

(a) Changing Direct Speech into Indirect Speech

Now, let us look at an example to learn how to change speech from direct to indirect. It will emphasize the difference between direct and indirect speech.

The son told his father	that	he	was preparing	for	his	exams	then.
	(conjunction)	(pronoun)	(reported verb)		(pronoun)		(time)

Changes to be observed :

Reporting Verb	-	said	→	told
Pronouns	-	I	→	he
		my	→	his
Tense	-	am preparing	→	was preparing
Time Concept	-	now	→	then

Procedure to change direct speech into indirect speech:

1. Remove comma and inverted commas.
2. Put **"that"** between the reporting and reported speeches. (In some rare cases, "that" need not be written).
3. Change the **1st letter** of reported speech into **small letter** except for **"I"**.
4. Change the **pronoun** of the direct speech according to the rules given below.
5. Change the **tense** of the direct speech suitably according to rules given below.
6. Change the words expressing nearness in **time** or **places** of the direct speech into its suitable words expressing distance, as given below.

Rules:

1. Past tense is generally used, except when the reporting verb is given in present tense.
2.

Direct speech condition	Indirect speech conversion
If the reporting verb is in the past tense ...	Present tenses in direct speech are changed into past tenses.
If the reporting verb is in present tense, as– say, says, will say, etc.	do not change the tense of direct speech in the indirect speech sentence.
If the words in inverted commas denote a universal truth ...	

3. Changes in Time & Places :

	Direct Speech		To Indirect Speech
1.	ago	-	before
2.	come	-	go
3.	here	-	there
4.	hence	-	thence
5.	last night	-	the night before
6.	now	-	then
7.	next week	-	the following week

8.	next month	-	the following month
9.	next year	-	the following year
10.	this	-	that
11.	these	-	those
12.	thus	-	so
13.	today	-	that day
14.	tomorrow	-	the next day
15.	tonight	-	that night
16.	yesterday	-	the day before

Change in Pronouns :

The pronouns of the Direct Speech are changed where necessary, according to their relations with the speaker and his listener. The pronouns will change in the following ways.

1. The **1st person** of the **reported speech** changes according to the **subject** of the **reporting** speech.

   She (subject) says, "I (1st person) am in the kitchen." → She says that **she** is in the kitchen.

2. The **2nd person** of the **reported speech** changes according to the **object** of the **reporting** speech.

   Ravi says to **them** (object), "**you** (2nd person) have wasted **your** time."

   → Ravi says to them that **they** have wasted **their** time.
   (To indirect)

3. The **3rd person** of the reported speech **does not change**.

   He says, "**He** (3rd person) is in the library." → He says that **he** is in the library.

Changes to be observed :

I, you	→	he, she, it
my, mine, your, yours	→	his, her, hers, its.
we	→	they
our, ours	→	their, theirs
us	→	them

Change in Tenses :

If the reporting verb is in the present tense, the **tense** in indirect speech **will not be changed**.
He says, "I have studied well for the exam." (direct speech)
He says that he has studied well for the exam. (indirect speech).

1. Simple present ⟶ Simple past

Direct Speech	Indirect Speech
He said, "I **eat** mango."	He said that he **ate** mango.

2. Present continuous ⟶ Past continuous

Direct Speech	Indirect Speech
He said, "I **am going** to the library."	He said that he **was going** to the library.

3. Present perfect ⟶ Past perfect

Direct Speech	Indirect Speech
He said, "I **have seen** the film."	He said that he **had seen** the film.

4. Present perfect continuous ⟶ Past perfect continuous

Direct Speech	Indirect Speech
He said, "I **have been waiting** here for three hours."	He said that he **had been waiting** there for three hours.

5. Simple past ⟶ Past perfect

Direct Speech	Indirect Speech
He said to me, "Ramesh **came** from Delhi."	He told me that Ramesh **had come** from Delhi.

6. Past continuous ⟶ Past perfect continuous

Direct Speech	Indirect Speech
He said, "I **was watching** TV."	He said that he **had been watching** TV.

7. Past perfect ⟶ Past perfect (No change in the tense)

Direct Speech	Indirect Speech
He said to me, "I **had lost** my purse."	He told me that he **had lost** his purse.

8. Future ⟶ Present conditional

Direct Speech	Indirect Speech
Raj said, "I **will** buy a smart phone tomorrow."	Raj said that he **would** buy a smart phone the next day.

9. Future continuous ⟶ Conditional continuous

Direct Speech	Indirect Speech
He said, "I **will be coming** next week."	He said that he **would be coming** the following week.

(i)

Present tense	→	Past tense
am, is, are	→	was, were
make, makes	→	made
am/is/are + verb - ing	→	was/were + verb - ing
has, have	→	had
has/have seen	→	had seen
will/can/may take	→	would/could/might take

(ii) Past tense → Past perfect tense
was/were → had been
broke → had broken
was/were + verb - ing → had been + verb - ing

Change in Modals:

1. can → could
2. may → might
3. must → had to

No change in indirect speech for the following modals :
'would, could, might, should, ought to'.

Changes for Simple Statements :

Reporting Verb

1) said < that .... / to whom that ....
2) told whom that ....

A. Ordinary statements:

Example:

a) Meena said, "I have the habit of reading before I go to bed".
Meena **said that she had** the habit of reading before **she went** to bed.

b) Tinku said, "Here is the book I borrowed yesterday, Arun."
Tinku **said to Arun** that there was the book he had borrowed the previous day.

B. With Reporting Verb in the Present Tense:

- no change in the tenses.

Father **says**, "It is time, my son."
Father **says** to his son that it **is** time.

C. When a truth is expressed:

- no change in the tenses

Mother said, "Sincere efforts bring good rewards."
Mother **said that** sincere efforts **bring** good rewards.

D. A statement employing all the techniques:

My neighbour said, "My guests arrived last evening. They are staying with us today. They will be leaving early tomorrow morning."

My neighbour **told me that her** guests **had arrived the previous evening and they were staying** with **them that day but they would be leaving** early the **following morning**.

(Sentences with the same concept should be joined with 'and' but when there is a contrast use 'but')

Changes for Imperative Sentences :

Reporting Verb

commanded
ordered
demanded
→ somebody+to+V_O (V_O = base form of the verb, without any addition)

1. **The Captain said, "Get ready to board the ship."**
   The Captain **commanded** his sailors **to get** ready to board the ship.
2. **The Judge said to the culprit, "Tell me the truth."**
   The Judge **ordered** the culprit **to tell** the truth.

Advice:

advised + somebody + to + V_O

1. **The teacher said, "Improve your handwriting."**
   The teacher advised the student to improve his handwriting.
2. **Mother said, "Keep your shelf neat"**
   Mother advised me to keep my shelf neat.

Requests:

1. **My friend said to me, "Please help me."**
   My friend requested me to help her.
2. **The conductor said to the lady, "Please move a little."**
   The conductor requested the lady to move a little.

Changes for Exclamatory Sentences :

a) Reporting Verb: **exclaimed with (emotion)**
b) The exclamation should be changed into a statement.
c) Use suitable emotions to the exclamation.

1. **Maggie said to Harish, "How wonderfully you sang!"**
   Maggie **exclaimed with happiness** that Harish had sung wonderfully.
2. **The foreigner said, "What a man Gandhiji is!"**
   The foreigner **exclaimed in wonder** that Gandhiji **was** a **great** man.
3. **Murthy said, "That I should see you here!"**
   Murthy **was surprised** to see **me there**.
4. **Alas!- exclaimed with sadness/regret/disappointment.**
   The reporter said, "Alas! Many lives **have been lost** due to tsunami
   The reporter **exclaimed sadly** that many lives **had been lost** due to tsunami
5. **May you...!- blessed/wished.**
   The grandmother **said**, "May **you meet** with success wherever **you go**!"
   The grandmother blessed her grandson that he **should meet** with success wherever he goes.

6. **Don't/never - warned or forbid. (when using forbid do not use negatives)**
Father said, "Sashi, don't play in dirty water!"
Father **forbade** his daughter Sashi to **play** in dirty water.
(or)
Father **forbade** his daughter **from playing** in dirty water.

7. **O God! - called upon God with regret/sadness/disappointment.**
The beggar said, "O God! I have been cheated".
The beggar called upon God with regret that he had been cheated.

8. **Good-bye - bade farewell**
Anbu said to his friends, "Good-bye"
Anbu bade his friends farewell.

9. **No - disagreed/denied (when using denied, do not use negatives)**
The child said, "No! I didn't break it."
The child denied breaking it.

10. **Shall/let's/let us - suggested to somebody that they/we should + verb.**
Vikram said, "Let's go out for a ride this evening."
Vikram suggested to his friends that they should go out for a ride that evening.

Changes for Interrogative Sentences :

a. **The reporting verbs for questions are:**
asked
questioned } + whom
enquired

b. **Questions without question words (Yes / No question) should begin with:**
if/whether

c. **The question form will change into a statement form:**
eg 'Is he here?' → whether he was there

Examples:

A. Questions without question words (Yes/No Questions):

1. **My friend said, "Are they coming with us?"**
My friend **asked me whether they were coming** with **us**.
(we use 'us' in the indirect here since it involves 'my friend' and 'me')

2. **I said, "Were they angry with you?"**
I asked him whether they had been angry with **him**.

B. Do/Does/Did Questions:

When using;
do, does (present tense) - the main verb converts
into the past (does/do go → went)
did (past tense) - the main verb converts
into past perfect.(did go → had gone)

1. **"Does Kishore study late at night?" said Sania.**
   Sania **asked** me **whether** Kishore **studied** late at night.
2. **Seenu said, "Do college students use cellphones?"**
   Seenu **asked me whether** college students **used** cellphones.
3. **"Did anyone ring the bell now?" asked the guest.**
   The guest **asked** me **whether** anyone **had rung** the bell **then**.

C. Questions with modal verbs (Yes / No Questions)

1. **Monica said to her mother, "Can the milkman bring milk in this heavy rain?".**
   Monica **asked** her mother if the milkman **could bring** milk in **that** heavy rain.
2. **Ravi said, "Has the project been submitted last evening, Ajay?".**
   Ravi **asked** Ajay whether the project **had been submitted** the **previous evening**.

D. Wh- Questions (Questions with question words)

Wh- questions do not use if/whether.

1. **My neighbour said, "When did the men catch the stray dogs?"**
   My neighbour **asked me** when the men **had caught** the stray dogs.
2. **Father said to mother, "Why was Anu crying when she returned from school?"**
   Father **asked** mother why Anu **had been** crying when she **had returned** from school.
3. **My friend said, "Which colour will you choose?"**
   My friend **asked** me which colour **I would choose**.
4. **Aunt said to her son, "What can I do without your help?"**
   Aunt **questioned** her son what she **could do** without **his** help.

PTA QUESTIONS & ANSWERS

1. **Rewrite using indirect speech.** *(PTA-1)*
   "How did he get it?", he asked.
   Ans He asked how he had got it.
2. **Rewrite using indirect speech.** *(PTA-2)*
   He said, "I am glad they are strong".
   Ans He told he was glad that they were strong.
3. **Rewrite using indirect speech.** *(PTA-3)*
   "Let not thine eyes be blinded, my son", she said.
   Ans She blessed her son that his eyes should not be blinded.
4. **Rewrite the following in reported form.** *(PTA-5)*
   Srivatsav said, "I have been waiting for my friend in the park since 6 a.m."
   Ans Srivatsav said that he **had been waiting** for his friend in the park since 6 a.m.
5. **Report the following dialogue :** *(PTA-6)*
   Mohan : I lost my wallet on the way.
   Sathya : Did you have any money?
   Ans Mohan told Sathya that he had lost his wallet on the way. Sathya asked him whether he had any money.

GEQ GOVERNMENT EXAM QUESTION

1. **Rewrite using indirect speech :** "He is very ill", I answered. *(HY. 19)*

   Ans I answered that he was very ill.

2. **Change into indirect speech:** Maya said, "When is Zigzag coming here?" *(Sep. 20)*

   Ans Maya asked When is Zigzag was coming there.

3. **Change into indirect speech :** Balu said, "Asia is the largest continent". *(Sep. 21)*

   Ans Balu said that Asia is the largest continent.

Exercises

Rewrite using indirect speech.

1. Renu said, "What a tragedy!"

   Ans Renu exclaimed that it was a tragedy.

2. The doctor said to the patient, "Take two pills three times a day".

   Ans The doctor instructed the patient to take two pills three times a day.

3. Mahesh said to Prem, "Have you read, 'A suitable Boy,' by Vikram?"

   Ans Mahesh asked Prem if he had read "a suitable boy" by Vikram.

4. Mala said to Ramani, "Can you get in touch with me on the Internet?".

   Ans Mala asked Ramani if he could get in touch with her on the Internet.

5. Sheela said to Amar, "I am going to give you a puppy for the birthday present".

   Ans Sheela told Amar that she was going to give him a puppy for the birthday present.

6. Vicky said, "What excellent batsman Rohit is!"

   Ans Vicky exclaimed that Rohit was an excellent batsman.

7. Akash said to her daughter, "Don't write so fast."

   Ans Akash instructed her daughter not to write so fast.

8. The watchman said to the visitors, "Do not trample the flowers".

   Ans The watchman instructed the visitors not to trample the flowers.

9. The Master says, "Victory lies at every step and not just at the end of the race."

   Ans The Master says that victory lies at every step and not just at the end of the race.

10. Uncle Mani said, "Did you know that the Cukoo never builds its own nest?"

    Ans Uncle Mani asked if he knew that Cuckoo never built its own nest.

11. The stranger said to the boy, "Where do you live?"

    Ans The stranger asked the boy where he lived.

(b) Changing Indirect Speech into Direct Speech

Rules for conversion of Indirect Speech to Direct Speech :

To change from Indirect to Direct Speech, keep the rules of the Direct Speech applied in the reverse order.

1. Use the reporting verb, "**say**" or "**said to**" in its correct tense.
2. **Remove** the conjunctions "**that**, **to**, **if** or **whether** etc", wherever necessary.

3. **Insert** inverted commas, question mark, exclamation and fullstop, wherever necessary.
4. Put a **comma** before the statement.
5. Write the **1st letter of the word** of the statement with **capital** letter.
6. Change the **past tense** into **present tense** wherever the **reporting verb is in the past tense**.
7. Convert the **past perfect** either into **past tense** or **present perfect** according to the rules given.
8. Take care in forming the order of words in the Direct speech.

The following conjunctions will point out the kind of sentences.

Conjunction in Indirect Speech	Kind of sentence (Direct Speech)
that	statement (or) exclamatory
to, not to	imperative
requested + to	imperative sentence starting with 'please'.
if (or) whether	interrogative sentence (Aux. verb + subject + main verb + ...?
what, when, how, etc.	['wh' (or) 'how' + Aux. verb + subject + main verb + ...?

Hints :

For **Statement :**

Remove : '**that**'. *Change :* 'told' → said to; 'said' → 'said' (No change - if there is no listener).

eg : Rani told her teacher that she was unwell.

Rani **said to** her teacher, "**I am** unwell."

If there is no listener, then **'said'** will not be changed.

eg : The Minister said that he would help the poor students.

The Minister **said**, "I will help the poor students."

For **Interrogative :**

Remove : '**if**' (or) '**whether**'; *Don't remove :* '**Wh**', '**How**' questions;

Change : 'asked' → said to, said.

eg : He asked me what I was doing?

He **said to** me, "what **are you** doing?"

For **Imperative :**

Remove : '**to**'. *Change :* ordered / asked / commanded / requested / advised /warned / suggested / told } → said to, said

"not to" - to be replaced by "Don't".

eg : Somu requested his friend to wait there till he returned.

Somu **said to** his friend, "**Please wait here** till **I return**."

For **Exclamatory :**

Remove : '**that**'. *Change :* exclaimed → said to / said

exclaimed with pleasure → said, "Hurrah!"

exclaimed with grief → said, "Alas!" / "Oh!"

eg : He exclaimed sadly that he was undone.

He **said**, "**Alas**! **I am** undone."

Exercises

Rewrite using direct speech.

1. The teacher advised him not to read so fast.
   Ans The teacher said to him, "Don't read so fast".
2. He asked me to wait until he came.
   Ans He said to me, "Wait until I come".
3. He told his servants to hurry up and not to waste time.
   Ans He said to his servants, "Hurry up. Don't waste time".
4. Their mother told the children to run away.
   Ans The mother said to her children, "Run away".
5. She asked me if I would wait for a minute.
   Ans She said to me, "Will you please wait for a minute".
6. The Judge commanded them to call the first witness.
   Ans "Call the first witness", said the Judge.
7. He exclaimed sadly that his dog was dead.
   Ans He said, "Alas! My dog is dead".
8. The Chief guest said that it gave him great pleasure to be there that evening.
   Ans The Chief guest said, "It gives me great pleasure to be here this evening".
9. He said that he would go as soon as it was possible.
   Ans He said, "I have to go as soon as possible".
10. He applauded him, saying that he had done well.
    Ans He said, "Bravo! you have done well".

Also, refer to the 'book back' exercises on "Direct / Indirect Speeches", in Unit 5 Prose in this Guide.

(c) Reporting the Dialogue

GEQ GOVERNMENT EXAM QUESTION

Report the following dialogue.

1. John : Where are you? Why didn't you pick-up my call? *(QY. 19)*
   Senthil : I'm on the way to Madurai. I was driving that's why I couldn't pick your call.
   John : Give me a call after driving. I need to talk to you.
   Senthil : Oh John. I will call you tomorrow morning.

   Ans John asked Senthil where he was and asked why he had not picked up his call. Senthil replied that he was on the way to Madurai and added that he had been driving that's why he could not pick his call. John asked him to call after driving and added that he needed to talk to him. Senthil assured him that he would call him the next day morning.

Exercises

1. Anil : Hello Atul, how are you?
   Atul : Fine Anil, what brings you here?

Anil : I have just come to see you. It is long since we've met.
Atul : Thank you, Let us have tea.

Ans Anil greeted Atul and enquired about his welfare. Atul replied in positive and asked him what brought him there. Anil replied that he had just come to see him and added that it was long since they had met. Atul thanked him and invited him for tea.

2. Gopal : Good morning, Sir, I'm Gopal, a former student of this school. I want my Transfer Certificate, Sir.
Headmaster : Give me your application. Please come tomorrow and collect your T.C.
Gopal : Can't I get it today, Sir?
Headmaster : I am sorry. It is not possible. The clerk is on leave today.

Ans Gopal greeted Headmaster and introduced himself to him as a former student of that school and asked for his transfer certificate. The headmaster told him to give his application and requested him to collect the transfer certificate the next day. Gopal asked if he could get it that day itself. The headmaster apologized and told that it was not possible because the clerk was on leave that day.

3. Latha : What are you looking for?
Mala : I have lost my purse.
Latha : Where did you keep it?
Mala : I remember keeping it in the shelf.

Ans Latha asked Mala what she was looking for. Mala replied that she had lost her purse. Latha asked her where she had kept it. To which Mala replied that she remembered keeping it in the shelf.

4. Ravi : What are your plans for summer holidays?
Rajan : I have no special plans.
Ravi : Do you like the idea of going to Kodaikanal?
Rajan : Yes, that's a good idea. We shall make arrangements for that.

Ans Ravi asked Rajan what were his plans for summer holidays. Rajan replied that he had no special plans. Ravi asked Rajan if the latter liked the idea of going to Kodaikanal. Rajan while accepting that as a good idea suggested that they should make arrangements for that.

Q. No. 25 : Punctuation

GOVT. MODEL QUESTION - 2019

Punctuate the following sentene.

25. Wherefore said miranda did they not that hour destroy us

Ans "Wherefore," said Miranda, "did they not that hour destroy us?"

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

- Students must closely observe whether the sentence is in the direct speech, to include necessary punctuations within the double inverted commas.
- Sentence within quotations begins with a capital letter and ends with a fullstop, question mark / exclamatory mark after which the quotation closes.
- Proper nouns begin with a capital letter.
- Apostrophe to show possession [owning] or contraction [a missing letter].
- First person 'I' should always be a capital letter.

Punctuation Marks :

.	Full Stop	" "	Inverted Commas
,	Comma	-	Hyphen
:	Colon	...	Ellipsis
;	Semi-Colon	_	Dash
'	Apostrophe	( )	Parenthesis
!	Exclamation Mark	[ ]	Brackets
?	Question Mark	/	Slash

PTA QUESTIONS & ANSWERS

Punctuate the following sentence.

1. stand back stand right back he eried *(PTA-1)*

   Ans "Stand back! Stand right back!" he cried.

2. no it's the inhabitants corley replied *(PTA-2)*

   Ans 'No, it's the inhabitants,' Corley replied.

3. i said no i m not don t be silly *(PTA-3)*

   Ans I said, "No I'm not. Don't be silly."

4. we had ghosts i said *(PTA-4)*

   Ans "We had ghosts," I said.

5. he was near the sea now flying straight over it facing out over the ocean *(PTA-5)*

   Ans He was near the sea now, flying straight over it, facing out over the ocean.

6. be not so amazed daughter Miranda said Prospero. *(PTA-6)*

   Ans "Be not so amazed, daughter Miranda," said Prospero.

GEQ GOVERNMENT EXAM QUESTIONS

1. **Punctuate the following :**

   miranda said prospero tell me what are you looking at yonder. *(QY. 19)*

   Ans "Miranda," said Prospero, "tell me what you are looking at yonder."

2. We'll sell the house and go back to Peoria. *(HY. 19)*

   Ans "We'll sell the house and go back to Peoria."

3. the general is a woman yelled the soldiers. *(Sep. 20)*

   Ans "The General is a woman?" yelled the soldiers.

4. were you not a good student i asked *(Sep. 21)*

Ans "Were you not a good student?' I asked.

Exercises

Punctuate the following :

1. of course that s true said mulan he is too little but i have an idea

Ans "Of course that's true," said Mulan. "He is too little. But I have an idea."

2. what else can be done said her father

Ans "What else can be done?" said her father.

3. mulan bowed deeply you are too kind sire she said

Ans Mulan bowed deeply. "You are too kind, Sire," she said.

4. i thought this odd don t come back it won t hasten things

Ans I thought this odd. "Don't come back. It won't hasten things."

5. yes said her old father i heard about it in town. well i may as well go pack up

Ans "Yes," said her old father, "I heard about it in town. Well, I may as well go pack up."

6. father she said did you hear what the emperor says each family must do

Ans "Father!" she said. "Did you hear what the Emperor says each family must do?"

7. no my daughter said the old man you cannot do this

Ans "No, my daughter!" said the old man. "You cannot do this!"

8. father have some tea please sit for a minute i will be right back

Ans "Father, have some tea. Please sit for a minute. I will be right back."

9. then at least take these fine gifts said the emperor

Ans "Then at least take these fine gifts," said the Emperor.

10. the general is a woman yelled the soldiers how can this be

Ans "The General is a woman?" yelled the soldiers. "How can this be?"

11. some called out she tricked us and we will not fight for a woman

Ans Some called out, "She tricked us!" and "We will not fight for a woman!"

12. they said punish her make her pay the cost is for her to die

Ans They said, "Punish her! Make her pay! The cost is for her to die!"

13. mulan stay with me in the palace he said someone as smart as you would be a fine royal adviser

Ans "Mulan, stay with me in the palace," he said. "Someone as smart as you would be a fine royal adviser."

14. mulan said look at me i am your son now i will go in your place. i will do my part for china.

Ans Mulan said, "Look at me. I am your son now. I will go in your place. I will do my part for China."

15. i am glad they are so strong he said to himself if they gave way what would become of us

Ans "I am glad they are so strong," he said to himself. "If they gave way what would become of us?

✦✸✦

Q. No. 26 : Transformation of Sentences (Simple, Compound, Complex Sentences)

(Textbook Page No. : 200-201)

GOVT. MODEL QUESTION - 2019

Transform the following sentence into a simple sentence.

26. As Catherin is a voracious reader, she buys a lot of books.

Ans **Being a voracious reader, Catherin buys a lot of books.**

Sentences can be of three types.

1. Simple sentence 2. Compound sentence 3. Complex sentence

Simple Sentence

Simple sentence is a sentence which consists of only one **Main Clause** with a single **subject** and a **predicate**. (or) It is a sentence if it consists of only one **Main Clause** with a **phrase**.

e.g. Raja reads a novel.

Here the **subject** is "Raja" and the predicate is "reads a novel".

The predicate is a part of a sentence or clause containing a verb and stating something about the subject.

It is to be noted that the predicate part of the sentence begins with the verb. It is the finite verb, as it shows the tense.

It is a sentence if it consists of only one **Main Clause** with a phrase. (Phrase is a sequence of 2 or more words without a finite verb).

e.g. Seeing an elephant, the boy ran away

Phrase Main clause

- The main clause gives a complete meaning.
- The phrase does not make a complete sense by itself.

Compound Sentence

A compound sentence contains two or more **Main Clauses** joined together **with a coordinator** such as **for**, **and** or **but**.

- Main Clause is a clause that contains the following three things:
  1. A subject
  2. An action verb
  3. A completed thought
- Coordinators (compound sentence -க்கான இணைப்புச்சொற்கள்)

  There are seven coordinators:
  - For
  - And
  - Nor
  - But
  - Or
  - Yet
  - So

Coordinating conjunctions are easy to remember if you think of the words **"FAN BOYS"**:

Therefore, a compound sentence is formed when two Main Clauses joined by one of these coordinators. Note that, before such coordinator, we have to put a comma.

e.g. He is a millionaire, yet he is very humble.

He is a millionaire	yet	he is very humble.
Main clause	conjunction	main clause

Complex Sentence

We have learnt that **two Main Clauses** joined by **one of the coordinators** are called **compound** sentences.

- But, when a **Main Clause** and a **Subordinate Clause** are joined, then a **Complex sentence** is formed.

So, a **Complex Sentence** contains a **Main Clause** and at least one **Subordinate Clause** linked by a subordinating conjunction.

A **Main Clause** can make a complete sense. But, a **Subordinate Clause cannot stand alone**, even though it has a subject and a verb.

e.g. Thieves left the place as soon as they saw the police.

Thieves left the place	as soon as they saw the police.
Main clause	Subordinate clause

Remember:

- When the **Subordinate Clause** comes first, a **comma should be used** to separate the two clauses. (e.g. As soon as the thieves saw the police, they left the place).
- When the **Main Clause** comes first, a comma should **not** be used to separate the two clauses. (e.g. Thieves left the place as soon as they saw the police.)

So, a **Complex Sentence** contains a **Main Clause** and at least one **Subordinate Clause** linked by a **Subordinating Conjunction**.

Some most common **subordinating conjunctions are** :

- after
- although
- as
- because
- before
- even though
- if
- since
- though
- unless
- until
- when
- whenever
- whereas
- wherever
- while

There are also **compound subordinates** like-

- in that,
- so that,
- in order that,
- so far as,
- as soon as, etc.

Transformation of Sentences

Type 1 Cause & Result :

Simple	Compound	Complex
Being, Owing to, Because of, Due to, On account of	so, and so	As, Since

1. He was sick. He was absent.
   (i) ***Being*** sick, he was absent. (Simple)
   (ii) He was sick ***and so*** he was absent. (Compound)
   (iii) ***As*** he was sick, he was absent. (Complex)

2. He worked hard. He won the prize.
   (i) ***Because of (Owing to)*** hard work, he won the prize. (simple)
   (ii) He worked hard ***and so*** he won the prize. (compound)
   (iii) ***As / Since*** he worked hard, he won the prize. (complex)

Type 2 Contrast (Concession) :

Simple	Compound	Complex
In spite of, Despite	but, yet, still	Though, Although, Even though

1. He was wealthy. He was a miser.
   (i) ***In spite of (Despite)*** his wealth, he was a miser. (simple)
   (ii) He was wealthy ***but (still / yet)*** he was a miser. (compound)
   (iii) ***Though (Although / Even though)*** he was wealthy, he was a miser. (complex)

Type 3 TIME :

Simple	Compound	Complex
On + ***verb + ing*** Present Participle	and at once, and immediately.	As soon as No sooner ..... than When

1. The thief saw the police. He ran away.
   (i) ***On seeing*** the police, the thief ran away. (simple)
   (ii) The thief saw the police ***and at once*** he ran away. (compound)
   (iii) ***As soon as*** the thief saw the police, he ran away. (complex)

2. She heard the bad news. She fainted.
   (i) ***(On) hearing*** the bad news, she fainted. (simple)
   (ii) She heard the bad news ***and immediately*** she fainted. (compound)
   (iii) ***When*** she heard the bad news, she fainted. (complex)

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Type 4 TIME - Two events. (one and then another)

Simple	Compound	Complex
Having...	and then	After

1. He completed the work. He went home.
   (i) ***Having*** completed the work, he went home. (simple)
   (ii) He completed the work ***and then*** he went home. (compound)
   (iii) ***After*** he had completed the work, he went home. (complex)

2. They donated him money. He went abroad for studies.
   (i) They ***having*** donated him money, he went abroad for studies. (simple)
   (ii) They had donated him money ***and then*** he went abroad for studies. (compound)
   (iii) ***After*** they had donated him money, he went abroad for studies. (complex)

Type 5 Using Infinitive :

Simple	Compound	Complex
too ..... to	very.....and so.....cannot	so... that.... cannot

1. The beggar is very old. He cannot run.
   (i) The beggar is ***too*** old ***to*** run. (simple)
   (ii) The beggar is ***very*** old ***and so*** he ***cannot*** run. (compound)
   (iii) The beggar is ***so*** old ***that*** he cannot run. (complex)

2. The load is heavy. I cannot carry it.
   (i) The load is ***too*** heavy for me ***to*** carry. (simple)
   (ii) The load is ***very*** heavy ***and so*** I ***cannot*** carry it. (compound)
   (iii) The load is ***so*** heavy ***that*** I ***cannot*** carry it. (complex)

present form verb → cannot
past form verb → could not

COMPOUND / COMPLEX	SIMPLE
I	for me
We	for us
You	for you
He	for him
She	for her
It	for it
They	for them

Type 6 Condition :

Simple	Compound	Complex
In the event of...	must / should... only then	If
In case of ... not...	or / or else / otherwise	Unless

1. You eat will. You will grow strong.
   (i) ***In the event of*** your eating well, you will grow strong. (simple)
   (ii) You ***must (should)*** eat well ***only then*** you will grow strong. (compound)
   (iii) ***If*** you eat well, you will grow strong. (complex)

Changing Pronouns in simple	I → my we → our	you → your he → his	she → her they → their

2. You should meet the Principal. You will be sent out.
   (i) ***In case of your not meeting*** the Principal, you will be sent out. (simple)
   (ii) (You) Meet the Principal ***(or else) otherwise*** you will be sent out. (compound)
   (iii) ***If*** you do not meet the Principal, you will be sent out.
   Unless you meet the Principal, you will be sent out. (complex)

Rules of Transforming Simple-Compound-Complex Sentences:

To Transform into Simple Sentence:

a) Use non-finite verb.
b) Don't use any conjunction.
c) Always maintain the meaning of the given sentence.

To Transform into Compound Sentences:

a) Use coordinating conjunctions like and/but/or/and so/and then.
b) Use separate subjects and verbs for each clause.
c) Always maintain the meaning of the given sentence.

To Transform into Complex Sentence:

a) Use subordinating conjunctions like though/since/as/when/relative pronoun.
b) Use separate subjects and verbs for each clause.
c) Always maintain the meaning the of given sentence.

Examples :

SIMPLE SENTENCE

1. Ramu **is too** poor **to** buy a bicycle.
2. **Despite** his old age, Raghav walked fast.
3. **In the event of** not consulting a doctor, you cannot recover.
4. **On seeing** the teacher, the children stood up.
5. **Due to** a heavy downpour, the match was cancelled.

COMPOUND SENTENCE

1. Ramu is very poor **so** he cannot buy a bicycle.
2. Raghav was old **yet** he walked fast.
3. You consult a doctor **otherwise** you cannot recover

4. The children saw the teacher **and so** they stood up
5. There was a heavy downpour **so** the match was cancelled

(In the above sentences, the words highlighted are conjunctions)

COMPLEX SENTENCE

1. Ramu is **so** poor **that** he cannot buy a bicycle.
2. **Though** Raghav was old, he walked fast.
3. **Unless** you consult a doctor, you cannot recover.
4. **As soon as** the children saw the teacher, they stood up.
5. **As** there was a heavy downpour, the match was cancelled.

PTA QUESTIONS & ANSWERS

1. Transform the following sentence into a simple sentence. *(PTA-1)*

He is sick but he attends the rehearsal.

Ans In spite of his sickness, he attends the rehearsal.

2. Transform the following sentence into a compound sentence. *(PTA-2)*

If Ryan reads more, he will become proficient in the language.

Ans Ryan **must** read more **otherwise** he won't become proficient in the language.

3. Transform the following sentence into a complex sentence. *(PTA-3)*

Neela followed my suggestions.

Ans Neela followed what I suggested.

4. Transform the following sentence as directed. *(PTA-5)*

The students were intelligent. They could answer the questions correctly. (Combine it into complex sentence)

Ans **As** / **Since** the students were intelligent, they could answer the questions correctly.

5. Transform the following sentence as directed. *(PTA-6)*

Walk carefully lest you should fall down. (into complex)

Ans **Unless** you walk carefully, you will fall down.

GEQ GOVERNMENT EXAM QUESTIONS

1. Transform the following sentences as directed. *(QY. 19)*

He is too weak to run. (into a complex sentence)

Ans He is so weak that he cannot run.

2. Transform the following sentence into a compound sentence : *(HY. 19)*

Besides being an athlete, he is a singer.

Ans He is an athlete he is a singer.

3. Transform the following sentence into a simple sentence. *(Sep. 20)*

Ramesh changed his dress and went out to play.

Ans On Changing his dress, Ramesh went out to play.

4. **Transform the following sentence into a Compound sentence.** *(Sep. 21)*

On seeing the teacher the children stood up.

Ans The children saw the teacher and so they stood up.

Exercises : Type - 1

Transform the following sentences as directed.

1. Tea is too hot to drink. (into complex)
   Ans Tea is so hot that it cannot be drunk.
2. Unless you work hard, you cannot succeed. (into compound)
   Ans Work hard or you cannot succeed.
3. I was born in this place. (into complex)
   Ans This is the place where I was born.
4. Although she ran fast she could not catch the bus. (into simple)
   Ans Inspite of running fast she couldn't catch the bus.
5. She is the girl who won the prize. (into compound)
   Ans She is the girl and she won the prize.
6. If he had listened he would have avoided the accident. (into compound)
   Ans He did not listen and so he could not avoid the accident.
7. She started early yet she couldn't reach on time. (into simple)
   Ans Inspite of starting early she couldn't reach on time.
8. As soon as the children heard the bell they ran into the classrooms. (into simple)
   Ans On hearing the bell the children ran into the classrooms.
9. This is the flower which smells sweet. (into compound)
   Ans This is the flower and it smells sweet.
10. The furniture was so old that it broke into pieces. (into compound)
    Ans The furniture was very old and it broke into pieces.

Exercises : Type - 2

Transform 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.
3. Although he was wealthy and educated, he never made a name.
   Ans In spite of being wealthy and educated, he never made a name.
4. If you follow my advice, you will win your object.
   Ans Following my advice, you will win your object.
5. As he was suffering from fever, he went to a hospital.
   Ans Suffering from fever, he went to hospital.
6. A farmer who was wandering across the fields found the baby.
   Ans A farmer, wandering across the fields, found the baby.

Exercises : Type - 3

Transform the following Simple Sentences into 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.
4. Our teacher is popular among students for his diligence.
   Ans Our teacher is diligent therefore he is popular among students.
5. But for his faults he would have progressed immensely.
   Ans He has faults otherwise he would have progressed immensely.
6. Visualizing a danger ahead, the traveler became cautious.
   Ans The traveler visualized a danger ahead and he became cautious.
7. The student must accept his fault to escape his punishment.
   Ans The student must accept his fault otherwise he will be punished.
8. The culprit ran away to escape his arrest.
   Ans The culprit ran away otherwise he would have been arrested.
9. Taking off their clothes the children jumped into the river.
   Ans The children took off their clothes and they jumped into the river.
10. In the event of being late you will not be allowed entry.
    Ans You must not be late or you will not be allowed entry.

Exercises : Type - 4

Transform the following Simple Sentences into 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.
3. All the laborers set out for their homes at sunset.
   Ans All the laborers set out for their homes when the sun set.
4. On seeing the policeman, the thief fled away.
   Ans The thief fled away when he saw the police man.
5. You cannot succeed without working hard.
   Ans Unless you work hard you cannot succeed.
6. Pious women are always respected by all.
   Ans All always respect the women who are pious.

7. I do not know the way leading to his house.
   Ans I do not know the way which leads to his house.
8. The guests sitting in the room could not hear his voice.
   Ans The guests sitting in the room could not hear what he spoke.
9. She hoped to be successful in the examination.
   Ans She hoped that she would be successful in the examination.
10. A man fair in his dealings is always trusted.
   Ans A man who is fair in his dealings is always trusted.

Exercises : Type - 5

Transform the following Complex Sentences into Compound Sentences.

1. I am confident that he is innocent in this matter.
   Ans He is innocent in this matter and I am confident about it.
2. Unless he works hard, he cannot pass the examination.
   Ans He must work hard otherwise he cannot pass the examination.
3. However hard work she may do she cannot pass the examination.
   Ans She may do as hard work as she can but she cannot pass the examination.
4. She is sure that he has stolen her purse.
   Ans He has stolen her purse and she is sure about it.
5. As the shopkeeper quarrels with every customer, nobody likes him.
   Ans The shopkeeper quarrels with every customer therefore nobody likes him.
6. If he does not improve his behavior, he will lose all his friends.
   Ans He must improve his behavior otherwise he will lose all his friends.
7. Unless the culprit accepts his fault, he will not be spared.
   Ans The culprit must accept his fault otherwise he will not be spared.
8. She did not attend the office because she felt unwell today.
   Ans She felt unwell today so she did not attend the office.
9. She has lost the book that she had purchased.
   Ans She had purchased a book and she has lost it.
10. If you do not attend the class you will not be allowed to sit in the examination.
   Ans You must attend the class otherwise you will not be allowed to sit in the examination.

Exercises : Type - 6

Transform the following Compound Sentences into Complex Sentences.

1. Let me reach my office and then I shall talk to him.
   Ans I shall talk to him when I reach my office.
2. Spare the rod and spoil the child.
   Ans The child is spoilt when the rod is spared.

3. The thief saw the police man, so he ran away.
   Ans The thief ran away when he saw the police man.
4. She is feeling unwell so she cannot attend her office today.
   Ans She cannot attend her office today as she is feeling unwell.
5. The child felt hungry, so he started weeping.
   Ans The child started weeping because he felt hungry.
6. The news is very good but it is not true.
   Ans The news is so good that it cannot be true.
7. Eat less and you will remain healthy.
   Ans You will remain healthy if you eat less.
8. The old man is very rich but he is a miser.
   Ans The old man is a miser though he is very rich.
9. Children put on new clothes and went to see the fair.
   Ans Children went to see the fair after putting on new clothes.
10. Keep quiet or you will repent.
    Ans You will repent if you do not keep quite.

Exercises : Type - 7

Combine the pairs of sentences below in all three forms : (simple, complex and compound)

1. She is very weak. She cannot walk.
   Ans *Simple* : She is too weak to walk.
   Complex : She is so weak that she cannot walk.
   Compound : She is very weak and so she cannot walk.
2. The dancer was ill. She performed well.
   Ans *Simple* : Inspite of being ill the dancer performed well.
   Complex : Although the dancer was ill she performed well.
   Compound : The dancer was ill yet she performed well.
3. Be careful. You might fall down.
   Ans *Simple* : Incase of being careless you might fall.
   Complex : Unless you are careful you might fall.
   Compound : Be careful or you might fall.
4. Sheela saved money. She became rich.
   Ans *Simple* : Having saved money she became rich.
   Complex : As she saved money she became rich.
   Compound : She saved money and became rich.
5. It rained heavily. Schools remained closed.
   Ans *Simple* : Schools remained closed due to heavy rain.
   Complex : Schools reminded closed because it rained heavily.
   Compound : It rained heavily and so the schools remained closed.

6. The thief was caught. He was seen by the police.

Ans
Simple : Having been seen by the police the thief was caught.
Complex : The police who saw the thief caught him.
Compound : The police saw the thief and caught him.

7. We waited for a long time. We could not get a taxi.

Ans
Simple : Inspite of waiting for a longtime we did not get a taxi.
Complex : Although we waited for a long time we did not get a taxi.
Compound : We waited for a long time yet we did not get a taxi.

8. Water the plants everyday. It will yield flowers.

Ans
Simple : On watering the plants everyday they will yield flowers.
Complex : If you water the plants everyday they will yield flowers.
Compound : Water the plants everyday and they will yield flowers.

9. You must try. You can win.

Ans
Simple : On trying you can win.
Complex : If you try you can win.
Compound : Try and you can win.

10. It was cloudy. The day wasn't bright.

Ans
Simple : The day being cloudy it wasn't bright.
Complex : As the day was cloudy it wasn't bright.
Compound : The day was cloudy and so it wasn't bright.

Also, refer to the 'book back' exercises on "Simple / Compound / Complex Sentences ", in Unit 7 Prose in this Guide.

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Q. No. 27 : Rearrange the words in Coherent Order

GOVT. MODEL QUESTIONS - 2019

27. Rearrange the words in the correct order to make meaningful sentences.

a) he saw / When / in the / platform / the train / he rushed.

b) as / I / healthy / are / you / am / as/

Ans
a) When he saw the train in the platform he rushed.
b) I am as healthy as you are.

PTA QUESTIONS & ANSWERS

1. Rearrange the words in the correct order to make meaningful sentences : *(PTA-1)*

a) he sent / At the / for me / I was a / time / clerk.

b) slept / But / on / Zigzag / undisturbed.

Ans
a) At the time he sent for me I was a clerk.
b) But Zigzag slept on undisturbed.

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2. **Rearrange the words in the correct order to make meaningful sentences :** *(PTA-2)*
   a) beckoning / calling / They were / to him / shrilly.
   b) amazed / how / to see / I was / well / I / it / understood.

   Ans a) They were beckoning to him, calling shrilly.
   b) I was amazed to see how well I understood it.

3. **Rearrange the words in the correct order to make meaningful sentences :** *(PTA-3)*
   a) why / Nagen / uncle / asked / there / were / we.
   b) was / alone / The / seagull / young / his / on / ledge.

   Ans a) Nagen uncle asked why we were there.
   b) The young seagull was alone on his ledge.

4. **Rearrange the words in the correct order to make meaningful sentences :** *(PTA-4)*
   a) must / them / the / be / by / culprits / arrested.
   b) results / they / the / will / publish.

   Ans a) The culprits must be arrested by them.
   b) They will publish the results.

5. **Rearrange the words in the correct order to make meaningful sentences :** *(PTA-5)*
   a) writing / system / telephone / am / to / I / about / banking / your / complain.
   b) You / believe / hear / should / what / never / you.

   Ans a) I am writing to complain about your telephone banking system.
   b) You should never believe what you hear.

GEQ GOVERNMENT EXAM QUESTIONS

1. **Rearrange the words in the correct order to make meaningful sentences.** *(QY. 19)*
   a) creates guinness record / by forming / Students / a human chain
   b) foremost quality / for success / is the / Being punctual
   c) plant trees / if you want / to save Earth
   d) thickly populated / country / India is a
   e) the right side / Pedestrians should / facing the onward traffic / walk on

   Ans a) Students create Guinness record by forming a human chain.
   b) Being punctual is the foremost quality for success.
   c) If you want to save Earth, plant trees.
   d) India is a thickly populated country.
   e) Pedestrians should walk on the right side facing the onward traffic.

2. **Rearrange the words in the correct order to make meaningful sentences.** *(HY. 19)*
   a) these / of / was / the / Ariel / Chief
   b) Jewels / in / My / safe / are / my

   Ans a) Ariel was the chief of these. b) My jewels are in my safe.

3. **Rearrange the words in the correct order to make meaningful sentences.** *(Sep. 20)*
   a) followed / suggestion / my / they
   b) hard-working / Mathew / was / businessman / a

   Ans a) They followed my suggestion. b) Mathew was a hard-working businessman.

4. **Rearrange the words in the correct order to make meaningful sentences.** *(Sep. 21)*
   a) a sudden / it / Aditya's / I noticed / asked / reason for / expression / and I / change in / him the.
   b) at once / church-clocks / twelve / All / the / struck.

   Ans a) I noticed a sudden change in Aditya's expression and I asked him the reason for it.
   b) All at once the church-clocks struck twelve.

Exercises

Rearrange the words in the correct order to make meaningful sentences.

1. a) his tools / workman / a bad / always blames
   b) in Russia / ISRO is / its technical footprint / all set to increase

   Ans a) A bad workman always blames his tools
   b) ISRO is all set to increase its technical footprint in Russia.

2. a) more time / the Bimal Jalan panel / to finalise its report / may get
   b) the Line of Control / killed along / militants were / three unidentified

   Ans a) The Bimal Jalan panel may get more time to finalise its report.
   b) Three unidentified militants were killed along the Line of Control.

3. a) a new Android-based / Indian Air Force chief / game / launched
   b) of the future / is the success / of the past / the error

   Ans a) Indian Air Force chief launched a new Android-based game.
   b) The error of the past is the success of the future.

4. a) India's best city / Bengaluru / for students / has emerged as
   b) the construction of houses / mandatory during / Rainwater harvesting / should be made

   Ans a) Bengaluru has emerged as India's best city for students.
   b) Rainwater harvesting should be made mandatory during the construction of houses.

5. a) to launch / ISRO plans / in August 2022 / its maiden human space flight
   b) in the Supreme Court from 31 to 34 / the Union Cabinet / the number of judges / proposed to increase

   Ans a) ISRO plans to launch its maiden human space flight in August 2022.
   b) The Union Cabinet proposed to increase the number of judges in the Supreme Court from 31 to 34.

6. a) until you / the opportunity will / built a door / not knock
   b) 700 housing units for / the government / Low Income Group people / proposed to build

   Ans a) The opportunity will not knock until you built a door.
   b) The government proposed to build 700 housing units for Low Income Group people.

7. a) unconscious wishes / Sigmund Freud states / a person's deepest / that dreams reveal
   b) a diverse range of / India has a rich cultural /monuments / legacy that includes

   Ans a) Sigmund Freud states that dreams reveal a person's deepest unconscious wishes.
   b) India has a rich cultural legacy that includes a diverse range of monuments.

8. a) Thousands of / for secure purchases / Apple employees are / using the Apple Card
b) by around / Bajaj has hiked / the price of Dominar 400 / ₹ 6,000

Ans a) Thousands of Apple employees are using the Apple Card for secure purchases.
b) Bajaj has hiked the price of Dominar 400 by around ₹ 6,000.

9. a) studying in English medium / the tuition fee / for the students / will be waived
b) the 23rd medical college / at Karur is / the government medical college / in the state

Ans a) The tuition fee for the students studying in English medium will be waived.
b) The government medical college at Karur is the 23rd medical college in the state.

10. a) The harder / you get / you work / the luckier
b) UN guidelines / of floodplains / on flood management / call for 'wise use'

Ans a) The harder you work, the luckier you get.
b) UN guidelines on flood management call for 'wise use' of floodplains.

11. a) are to be developed / Human-animal hybrids / in Japan / in embryo form
b) is caught without a helmet / if a traffic constable / ₹ 2,000 fine / he has to pay

Ans c) Human-animal hybrids are to be developed in embryo form in Japan.
d) If a traffic constable is caught without a helmet, he has to pay ₹ 2,000 fine.

12. a) in the platform / saw the train / he rushed / when he
b) to Chennai / our way / we / are on

Ans a) When he saw the train in the platform he rushed.
b) We are on our way to Chennai.

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ADDITIONAL TOPICS (2 MARKS QUESTIONS)

(i) Combining two sentences using the Relative Pronoun

(Textbook 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.

Types of Pronouns :

Relative Pronoun	Which shows relation	Who, Whom, Whose, Which, That
Demonstrative Pronoun	Which demonstrates a noun, an object, a complement	This, That, These, Those
Indefinite Pronoun	Which is indefinite	All, some, one, many, few, somebody, nobody
Emphatic Pronoun	Which is used for emphasis before the verb	Myself, Himself, Herself

Exclamatory Pronoun	Which expresses surprise or sudden feeling	What
Personal Pronoun	A Pronoun that indicates person	He, She, It, We, You, They
Interrogative Pronoun	Which asks a question	Which, Who, Whom
Distributive Pronoun	Which distributes a group or a pair	Each, Every, Either, Neither, Anyone, None
Reflexive Pronoun	Which reflects the action towards the subjects used after the verb	Herself, Yourself, Himself, Ourself
Reciprocal Pronoun	Which shows a relation with one another	One Another, Each other

A relative **pronoun** is one which is used to refer to **nouns** mentioned previously, whether they are people, places, things, animals, or ideas.

It is used to connect a clause or phrase to a noun or pronoun.

It can be used to join two sentences.

The common **Relative Pronouns** are:

who
whom
whose
that
which

Sometimes **when** and **where** can be used as relative pronouns as well.

They are used to help clarify **'who'** or **'what'** a sentence is talking about.

Relative pronouns are placed directly after the noun or pronoun they modify.

For example :

The cell phone **which I bought last week** is missing.

Here, the subject of the sentence is described by a relative clause (underlined).

The clause is introduced by a relative pronoun (in bold).

So, Relative pronouns connect the description to the rest of the sentence in an orderly way.

We use :

who and ***whom*** for **people**

which for **things**

that for **people or things**.

We can use ***'when'*** with times and ***'where'*** with places to **make it clear which time or place** we are talking about.

Example *(to join two sentences using a Relative Pronoun)*

Combine the sentences using a relative pronoun.

1. Mr. K. Lakshmikanthan is a professor. He works in Govt. Arts College.

   Ans Mr. K. Lakshmikanthan is a professor **who** works in Govt. Arts College.

2. Senthil Kumar is a manager. Everyone respects him.
   Ans Senthil Kumar is a manager **whom** everyone respects.
3. Do you know the girl? Her mother is a sub-collector.
   Ans Do you know the girl **whose** mother is a sub-collector?
4. I bought a cell phone last week. It is missing.
   Ans The cell phone **which** I bought last week, is missing.
5. The tallest building has a restaurant on the tenth floor. It is on fire.
   Ans The tallest building **that** has a restaurant on the tenth floor, is on fire.

PTA QUESTIONS & ANSWERS

Combine the sentences using a relative pronoun:

1. Kavitha is my teacher. She teaches us English. *(PTA-4)*
   Ans Kavita is my teacher, **who** teaches us English.

2. **Combine the sentence using a relative pronoun.** *(PTA-6)*
   I got the book. I lost yesterday.
   Ans I got the book **which** I lost yesterday.

Exercises

Combine the following sentences using a relative pronoun.

1. A girl is now in hospital. She was injured in the accident.
   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.
   Ans A man **who** answered the phone told me you were away.

3. A waitress was very impolite and impatient. She served us.
   Ans A waitress **who** served us was very impolite and impatient.

4. A building was destroyed in the fire. It has now been rebuilt.
   Ans A building **which** has now been rebuilt was destroyed in the fire.

5. A bus goes to the airport. It runs every half hour.
   Ans A bus **which** goes to the airport runs every half hour.

6. I saw the man. He closed the door.
   Ans I saw the man **who** closed the door.

7. The girl is happy. She won the race.
   Ans The girl **who** won the race is happy.

8. The student is from Chennai. He sits next to me.
   Ans The student **who** sits next to me is from Chennai.

9. We are studying sentences. They contain adjective clauses.
   Ans We are studying sentences **that** contain adjective clauses.

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10. The taxi driver was friendly. He took me to the airport.
    Ans The taxi driver who took me to the airport was friendly.
11. Gandhiji led India's freedom struggle. He did not like violence.
    Ans Gandhiji who led India's freedom struggle, did not like violence.
12. You sent me a present. Thank you very much for it.
    Ans Thank you very much for the present which you sent me.

(ii) Phrases and 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.

Kinds Of Phrases:

We have three kinds of phrases according to their functions in sentences.

1. **Adjective Phrase:** It is a group of words that does the work of an adjective. It describes the noun.
   Example:
   We bought chairs **made of wood** for our auditorium.
2. **Adverb Phrase:** It is a phrase which functions as an adverb. This Phrase supplies some information about the action.
   Example:
   When the patient was taken to the emergency ward, the doctors rushed there **in a hurried manner**.
3. **Noun Phrase:** This is a phrase which acts as a noun.
   Example:
   A boy of class X became the house captain.

Some more examples of Phrases

1. the boy on the bus (noun phrase)
2. will be running (verb phrase)
3. in the kitchen (prepositional phrase)
4. very quickly (adverb phrase)
5. Rama and Sita (noun phrase)

A clause is a group of words that does have both a subject and a verb. Some clauses are independent, meaning that they express a complete thought. An independent clause is the same as a complete sentence. Some clauses are dependent, meaning that they cannot stand alone. They do have a subject and a verb, but they do not express a complete thought. Another word for dependent is subordinate.

Kinds Of Clauses

1. **Adverb Clause:** It modifies the verb, that is, it tells something about the action. This clause gives details about the action.
   Example:
   The students were sitting quietly in the classroom **until the teacher arrived**.
   (The underlined part of the sentence speaks about the time of the action)

2. **Noun Clause:** This clause functions as a noun.
   Example:
   Whoever wins the contest will get a prize.
   (The underlined portion acts as a noun here)
3. **Adjective Clause:** It acts as an adjective and describes a noun.
   Example:
   I went to the place where I was born.
   (The underlined words describes the place)

Some more examples of Clauses

1. When I get home (dependent or subordinate clause)
2. The lights are not on. (independent clause)
3. Put it on the shelf. (independent clause-understood subject "you)

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.

For example, 'looking stunning'; to live and breathe'; 'comfortable bed'.

Example :
1. Next–week, Prasanth has planned **to visit the countryside**. In the above sentence, **to visit the countryside** is a **phrase** with the conceptual meaning of going on a visit to the countryside.
2. The child hid **under the stairs** when the mother called her for a bath. In the above sentence, **under the stairs** is a phrase.

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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**
4. Though she performed well in the interview, she didn't get the job.
   Ans **Though she performed well in the interview – clause**
5. In spite of his good grades, he couldn't secure admission in a good college.
   Ans **In spite of his good grades – phrase**
6. Driven by the storm, we took shelter under a bridge.
   Ans **Driven by the storm – phrase**

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7. Having delivered the message, he departed.

Ans Having delivered the message – phrase

8. Not knowing what to do, she stood there motionless.

Ans Not knowing what to do – phrase

9. Now that he got a medical seat, he has become more responsible.

Ans Now that he got a medical seat – clause

10. Despite her protests, they took her jewels away.

Ans Despite her protests – phrase

Also, refer to the 'book back' exercises on "Phrases and Clauses", in Unit 4 Prose in this Guide.

(iii) Expanding News Headlines

Students should expand each headline into a complete sentence by modifying them and rewriting the statements in complete sentences.

Passive voice is often used to report the news objectively.

Infinite phrases which show future tense are used.

GEQ GOVERNMENT EXAM QUESTIONS

1. Expand the following news headlines. *(QY. 19)*

i) Scientist discovers new planet. ii) Mobile phones banned in Schools.

Ans i) *Washington, June 20 :* A team of international scientists said they had discovered a new planet, possibly bigger than Jupiter, in a nearby solar system. The yet-to-be-named planet orbits the star Epsilon and is bright enough to be seen with the naked eye.

ii) *Chennai, June 20 :* The Government of Tamilnadu has banned the usage of mobile phone in the schools. For emergency purposes, they can use the landline phones of the school.

Exercises

Expand the following news headlines.

1. i) PM appeals for peace in the country.
ii) Committee to monitor new policy on education.

Ans i) *New Delhi, March 10 :* The Prime Minister has appealed to the people to maintain peace and calm in the country.

ii) *New Delhi, March 10 :* An Indian Education Committee, which has been established last week, will monitor the new policy on school education.

2. i) Five teachers selected for Best Teacher award.

ii) India wins 20 medals at Rio Olympics.

Ans i) ***Chennai, Sept. 01 :*** Five teachers have been selected for State's Best Teacher award to be awarded on Teacher's Day, on 5th September 2019.

ii) ***Rio de Janeiro, August 21 :*** India won twenty medals, in total, at Rio olympics in athletics, badminton, boxing, field hockey, shooting, swimming, tennis and wrestling.

3. i) NEET rescheduled.

ii) Suburban Trains cancelled due to maintenance and repair work.

Ans i) ***Chennai, December 02 :*** The National Board of Examinations has rescheduled the National Eligibility cum Entrance Test for Post Graduation - 2020 at Chennai test centres for December 26, 2019.

ii) ***Chennai, June 04 :*** Three suburban trains will be cancelled and a few others will be partially cancelled due to line block for engineering works between Chennai Beach and Tambaram railway stations on 10th, 11th, 12th of June.

4. i) M.S. Subbulakshmi Award for carnatic vocalist.

ii) "Stress leads to long term brain injury" says Neuro Surgeon.

Ans i) ***Kochi, April 19 :*** Renowned Carnatic vocalist Mathangi Sathyamoorthy has been selected for this year's MS Subbalakshmi award.

ii) ***Chennai, June 04 :*** For people who have already suffered from a traumatic brain injury, stress could be one of the reasons for it to become a long-term injury. This has been stated by the Chief of Medical Services and Research -Neuro-rehabilitation Centre.

5. i) India enters the semi-finals with a thumping win.

ii) New satellite to the moon to be launched soon.

Ans i) ***Birmingham (UK), Dec.20 :*** India beat Bangladesh by 28 runs at Edgbaston to qualify for the World Cup 2019 semi-finals.

ii) ***Bengaluru, Dec.20 :*** The Indian Space Research Organisation will launch the country's second unmanned mission to the moon, very soon.

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(iv) Completing Proverbs (Fill in)

Some Important Proverbs:

1. A bold heart is half the battle.
2. A good conscience is a soft pillow.
3. A man is known by the company he keeps.
4. All that glitters is not gold.
5. An idle youth, a needy age.
6. An ill word asks another.
7. As you sow so shall you reap.
8. Barking dogs seldom bite.
9. Better late than never.
10. Birds of the same feather flock together
11. Blood is thicker than water.
12. Borrowed garments never fit well.
13. Brevity is the soul of wit
14. Clothes make a man.
15. Covet all, lose all
16. Cruelty is the strength of the wicked.
17. Cut your coat according to the cloth.
18. Death is certain.
19. Empty vessels make much noise
20. Enough is as good as a feast.
21. Even Homer nods.
22. Face is the index of the mind
23. Fortune favours the brave.
24. Haste makes waste.
25. He who is master of himself, will soon be master of others.
26. He who wants the kernel must crack the nut.
27. Health is wealth
28. Honesty is the best policy
29. If you lie down with dogs, you will get up with fleas.
30. If you run after two hares, you will catch neither.
31. It is no use crying over split milk.
32. Look before you leap.
33. Make hay while the sun shines.
34. Manners makes a man
35. Many a drop makes an ocean
36. Many dishes make many diseases.
37. Misfortune never comes single.
38. No bees, no honey; no work, no money
39. No efforts, no rewards.
40. No man is an island
41. No pain, no gain
42. One flower makes no garland.
43. One good turn deserves another.
44. Pen is mightier than the sword
45. Plant pears for your heirs.
46. Practice is better than precept.
47. Practice what you preach.
48. Reading makes a perfect man
49. Rolling stone gathers no moss.
50. Rome was not built in a day.
51. Seeing is believing
52. Set a thief to catch a thief.
53. Silence is golden.
54. Slow and steady wins the race.
55. Soon learnt, soon forgotten.
56. Speech is silver, silence is gold.
57. Still water runs deep.
58. Strike while the iron is hot.
59. The child is the father of the Man.
60. The grass is always greener on the other side.
61. The pot calls the kettle black.
62. Time lost cannot be recalled.
63. To err is human.
64. Too many cooks spoil the broth
65. Truth alone triumphs.
66. Union is strength.
67. United we stand, divided we fall
68. Waste not want not.
69. When in Rome do as Romans do.
70. When one door shuts, another opens.
71. Where there is a will, there is a way
72. Where there is whispering, there is lying.
73. Work is worship.

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GEQ GOVERNMENT EXAM QUESTION

1. Complete the proverbs with the given options. *(QY. 19)*

i) All that glitters is not _____. [*Ans:* gold]

ii) _____ is the best policy. [*Ans:* Honesty]

(Honesty, Gold, Sword)

Exercises

Complete the proverbs with the given options.

1. i) _____ is a symbol of maturity. [*Ans:* age]

ii) A _____ lights others and consumes itself. **(candle, life, age)** [*Ans:* candle]

2. i) Doubt is the key to _____. [*Ans:* Knowledge]

ii) Don't count your chickens, before they are _____. **(hatched, knowledge, thoughts)** [*Ans:* hatched]

3. i) _____ is the best teacher. [*Ans:* Experience]

ii) _____ die many times, but the brave die only once. **(Hope, Cowards, Experience)** [*Ans:* Cowards]

4. i) Man proposes, _____ disposes. [*Ans:* God]

ii) Variety is the spice of _____. **(Child, Life, God)** [*Ans:* life]

5. i) _____ was not built in a day. [*Ans:* Rome]

ii) _____ is the mother of invention. **(Necessity, Rome, Conversation)** [*Ans:* Necessity]

6. i) The pen is mightier than the _____. [*Ans:* sword]

ii) Fortune favours the _____. **(bold, rich, sword)** [*Ans:* bold]

7. i) Like _____ like son. [*Ans:* father]

ii) Out of sight, out of _____. **(child, mind, father)** [*Ans:* mind]

8. i) A stitch in time saves _____. [*Ans:* nine]

ii) _____ flower makes no garland. **(one, two, nine)** [*Ans:* One]

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(v) Extend the dialogue

(Textbook Page No. : 8)

A **dialogue** is a literary technique in which a writer employs two or more characters to be engaged in conversation with one another.

In this question, the beginning of dialogue will be given, and you are asked to write two more exchanges.

Tips :

1. Read the given two lines carefully and understand the situation.
2. Get to know the given two characters.
3. Take a few seconds to imagine how the given two characters would talk further.
4. Once you guess the situation, it will be easy to write further.
5. Write your idea in simple sentences.
6. Remember that you have to adhere to grammar rules.
7. Write two more exchanges. In conclusion, you may include the terms like "Thank you" and "Welcome" etc.

GEQ GOVERNMENT EXAM QUESTION

1. Complete the dialogue with two more exchanges. *(QY. 19)*

Teacher : Have you visited it in Chennai?
Student : Yes sir, I have visited it in Chennai.

Ans
Teacher : When did you visit it?
Student : I visited it last month.
Teacher : Whom did you visit with?
Student : I visited it with my uncle.

Exercises

Complete the dialogue with two more exchanges.

1. Ticket Examiner : Will you please show me your ticket?
Albert : I am sorry, I don't have one.

Ans
Ticket Examiner : Travelling without a ticket is a crime. Don't you know?
Albert : Yes sir, but when I reached the station, the train was moving and so I had to board the train without a ticket.
Ticket Examiner : I will give you a ticket, but you have to pay a fine along with the fare.
Albert : No problem sir, I am ready to pay that amount.

2. Ramesh : I would like to send a Money Order.
Post office Clerk : Here is the form. You fill in the details.

Ans
Ramesh : I have filled it. How much do I have to pay as commission?
Post office Clerk : ₹ 5/- per hundred rupees.
Ramesh : OK. Please accept ₹ 525/-.
Post office Clerk : Thank you. Please wait and get the receipt.

3. Ganesh : I want to meet the Managing Director.
Receptionist : Do you have an appointment?

Ans
Ganesh : Sorry, I don't have.
Receptionist : You can't see him without an appointment.
Ganesh : Do you expect a son to get an appointment to see his father?
Receptionist : Oh. Are you his son? Please wait. I will inform him.

4. Krishnan : How old are you?
Gopal : I am fifteen years old.

Ans
Krishnan : When is your birthday?
Gopal : It is on September 5th.
Krishnan : So, your birthday is celebrated all over the country.
Gopal : You mean, as the teachers' day? Thank you.

5. Teacher : Why are you late today?
Student : I went to hospital with my mother.

Ans
Teacher : What happened to your mother?
Student : She was suffering from fever for the last two days.
Teacher : How is she now?
Student : Now, she is alright.

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(vi) Writing two inferences on a given Pie-chart

(Textbook Page No. : 70)

Tips :

1. Observe carefully the given pie-chart, or bar diagram, or table etc.
2. Look out for the percentage of the products/items given in connection with the title.
3. Write two sentences based on your observations.

GEQ GOVERNMENT EXAM QUESTIONS

1. Read the pie-chart carefully and write any two inferences on temperature of various places. *(QY. 19)*

Temperature of various places in Tamilnadu

Ans
1. Kodaikanal is cooler than Ooty.
2. Trichy is hotter than Chennai.

Exercises

1. Read the pie-chart carefully and write any two inferences on the Movies preferred by the people.

Favorite Type of Movie

Ans
1. The most number of people prefers action type of movies.
2. The least number of people prefers drama type of movies.

2. Read the pie-chart carefully and write any two inferences on the monthly expenditure of Mr. Ravi

Ans
1. Mr. Ravi spent equally for rent and food at 30% each.
2. He spent less amount of money for entertainment.

3. **Read the pie-chart carefully and write any two inferences on the sources of energy in the world.**

Sources of Energy in the world

Ans
1. Oil is the most available source of energy, with 40% of the total energy sources.
2. Coal is the second-largest source of energy in the world, with 28% of the total energy sources.

4. **Read the pie-chart carefully and write any two inferences on the monthly sales at a medical shop.**

Monthly sales at a Medical shop

Ans
1. Antibiotics have the highest sale record in the medical shop, with 40% of total sales.
2. Sedatives have the lowest sale record in the medical shop, with 5% of total sales.

5. **Study the following table pertaining to the marks scored, in half yearly exam, by two students and write two sentences on your inference about the data:**

Subject	Raja	Ravi
Tamil	45%	60%
English	65%	40%
Physics	70%	65%
Chemistry	65%	70%
Maths	60%	90%

Ans
1. Ravi scored 90% marks in Mathematics in the Half-Yearly exam.
2. Raja scored same marks in English and Chemistry.

6. **Read the pie-chart carefully and write any two inferences on the Types of Transportation preferred by the students.**

Types of Transportation

Ans
1. 45% of the students preferred bicycle for transportation.
2. 10% of the students preferred car for transportation.

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(vii) Slogan Writing

(Textbook 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

Writing two slogans on .....

1. Unity

Ans One for all and all for one.
Provides us with big support.

2. Cleanliness

Ans Clean and green make a perfect scene.
Cleanliness is our first law of health.

3. Woman empowerment

Ans Restricting a woman restricts the growth of the family.
Empower the women, develop the nation.

4. Junk food

Ans Limit your fast food; otherwise, it would be your last food.
Fast food increases your weight very fast.

5. Save Water

Ans It takes a lot of blue to stay green.
Conserve water, conserve life.

6. Road Safety

Ans Speed thrills but kills'.
Stop accidents before they stop you.

7. Healthy food

Ans A healthy body eats healthy food.
Eat healthily, live long, live strong!

8. Obesity

Ans Junk food shifts you from healthy to fatty.
Tackling childhood obesity is key.

9. Procrastination

Ans Never put off for tomorrow, what you can do today.
Procrastination is the thief of time.

10. Safety

Ans Safety is our first priority.
Safety is the key to happiness!

11. Yoga

Ans Yoga is a discipline and meditation. Stretch yourself to get unstressed.
Yoga cures many diseases and hormonal imbalances.

12. Suicide Prevention

Ans Even the darkest night will end and the sun will rise.
Never let a stumble in the road be the end of the journey

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Section - IV

Q. No. 28 : Writing Road Map instructions

(Textbook Page No. : 168, 169)

GOVT. MODEL QUESTION - 2019

28. A Stranger wants to visit the library. Help the stranger to reach his / her destination with the help of the given road-map and write down the steps.

Ans

1. Please go straight and at the end of this road, turn right.
2. You will enter into Anna Road and walk along the road. After seeing a Bank, turn left.
3. Proceed further on Big Street and then turn right.
4. In a few seconds, you will find the Library on your left side.

Tips :

1. Identify the place where you are.
2. Know the location where the stranger supposed to go.
3. Look at the given road map and mark the route with a pencil.
4. Then write the instructions in a few steps.
5. You can use the following words in your instructions:

go straight,	**turn left,**	**turn right**	**go past**	**cross**
go along	**behind**	**beside**	**near**	**in front of**
around the corner.				

Example

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.

Ans

1. After you get down, walk forward along the Main street and cross Smith street at the zebra crossing.
2. You can see a hospital to your left.
3. Walk straight and you can see the Park to your left.
4. Cross the road at the second zebra crossing to reach the Shopping mall opposite the park.
5. I will be waiting at the entrance.

PTA QUESTIONS & ANSWERS

1. A stranger wants to go to the park. Guide him to reach his destination. *(PTA-1)*

Ans

(i) Go straight on Mahatma Gandhi Salai.
(ii) Cross the T. H. Road and you will see a temple on your left.
(iii) Proceed further and you will reach Kamaraj Salai.
(iv) Turn right and walk ahead.
(v) Within a few minutes, you will reach the park.

2. A stranger wants to go to the post office. Guide him to reach his destination. *(PTA-2)*

Ans

(i) Walk along Church Street and turn right.
(ii) You will enter Lotus Ramasamy Street. Go straight.
(iii) Cross the G.H.S.School and turn left to enter M.S.Koil Road.
(iv) Walk along the Road.
(v) You will find the Post Office on your left.

3. A stranger wants to go to the bank. Guide him to reach his destination. *(PTA-3)*

Ans

(i) Go straight on the M.C.Road.
(ii) After reaching the roundabout, turn right.
(iii) You will enter Anna Street.
(iv) Walk along the street.
(v) You will find the Bank on your left.

4. **Your friend wants to visit the Exhibition. Guide him to reach his destination.** *(PTA-4)*

Ans
(i) Go straight down the New Street.
(ii) After reaching the end of the street, turn left and proceed.
(iii) You will enter the Gandhi Bazaar road.
(iv) Turn right and walk. You will reach the exhibition.
(v) It will be on your left side, just opposite to school.

5. **You are in your school. A man approaches you to guide him to the nearby temple. Give three instructions using hte following road map.** *(PTA-5)*

Ans
(i) Walk straight and you will reach the Main Road.
(ii) Turn left and walk past the Bus stop. Go along the Main Road.
(iii) You will reach the temple, which will be on your left.

6. **Guide an old lady from the bus stand to the nearby governmnet hospital (G.H). Here you find the road-map. Write three instructions by way of helping her.** *(PTA-6)*

Ans
(i) From the bus stand, cross the Main Road.
(ii) Enter into the road opposite to the bus stand.
(iii) Go straight. Walk past the Temple. You will reach the G.H.

GEQ GOVERNMENT EXAM QUESTIONS

1. **Guide the stranger to the State Bank of India. Write the instructions by way of helping him.** *(QY. 19)*

Ans
(i) Go straight and you will reach the main road.
(ii) Turn left and proceed.
(iii) Walk past the bus-stop.
(iv) You will find the State Bank on your left, in front of Raj Stores.

2. **A stranger wants to visit the Post Office. Write the steps to guide him to reach the destination.** *(HY. 19)*

Ans

(i) Go straight in the Beach Road.
(ii) Ignore the first left street. Proceed further.
(iii) You will find post office on your left, just opposite to school.

3. **A stranger wants to visit the Museum. Write the steps to guide him to reach his destination.** *(Sep. 20)*

Ans

(i) Go straight. At the end of the road, turn right and proceed.
(ii) You will find a temple on your left.
(iii) Then turn left side and proceed.
(iv) After a few minutes walk, you will find the Museum on your right side.

4. **A stranger wants to go to a hospital. Write the steps to guide him to reach his destination.** *(Sep. 21)*

Ans

1. Go along Gandhi Road and turn right.
2. Go straight and turn left and walk past the library.
3. Walk along M.K.Road and turn left.
4. Then go straight and turn right.
5. Walk for a few minutes and you can find the hospital on your left.

Exercises

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.

3. **Guide the stranger to Malar Hospital. Write the instructions required.**

Ans

(i) Walk straight ahead to reach the Main Road.
(ii) Turn left.
(iii) Go past the bus stop on your left.
(iv) Keep walking.
(v) You'll see the Malar Hospital on your right after the lane.

4. **You are waiting for the bus. A middle aged man approaches you seeking help to reach the Cell Park. Guide him in about 100 words.**

Ans

(i) Go straight and you will reach the Market Road.
(ii) Then turn left and proceed further.
(iii) After seeing the Flower Bazaar, turn right and you will be on the Big Bazaar Road.
(iv) Go ahead and you will reach the Cell park on your right side.

5. **You are in front of your school. A woman comes to you and asks you to show the way to State Bank of India. Give instructions to help her.**

Ans

(i) Walk straight to Trichy road.
(ii) After reaching Trichy road, turn right and proceed.
(iii) You will come across a temple and a Bus stop on your left.
(iv) On walking further, you will reach the State Bank of India, which will be on your left side.

6. **You are near the Government Hospital. A stranger asks you to direct him to a near by school. Guide him with your directions in about 50 words.**

Ans

(i) Go straight on this Road.
(ii) Take the left turn , you will be on the Gandhi Main road.
(iii) Go ahead and cross the bus stop
(iv) Take the left near the bus stop and walk ahead.
(v) You will find the school on your right side.

7. **Guide the girl to her school. Write five instructions by way of helping her.**

Ans

(i) Go straight along this street.
(ii) Turn right to reach the Main Road.
(iii) Then turn left and walk past the Bus stop and Book Store, which are on your right side.
(iv) On your left, you can see a Fancy Store.
(v) On walking further on the Main Road, you will reach the Big School, which is on your right side.

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Part - III

Q. No. 29 to 45 — 5 Mark Questions — 10 × 5 = 50

There are 5 Sections in this Part - III.

Section - I :	Q. No. 29 to 32	:	Prose - Long Answer Questions (2 out of 4)	2 × 5 = 10
Section - II :	Q. No. 33 & 34	:	Poem - Long Answer Questions (2 out of 4)	2 × 5 = 10
	Q. No. 35	:	Poem - Poetic Devices	5
	Q. No. 36	:	Poem - Paraphrase	5
Section - III :	Q. No. 37	:	Supplementary - Rearranging in coherent order. (1 out of 2)	5
	Q. No. 38	:	Supplementary - General Comprehension	5
Section - IV :	Q. No. 39	:	Preparing an Advertisement / Poster (4 out of 6)	5
	Q. No. 40	:	Letter Writing	5
	Q. No. 41	:	Notice Writing	5
	Q. No. 42	:	Expressing views on the given picture	5
	Q. No. 43	:	Note Making (or) Summary Writing	5
	Q. No. 44	:	Spot the Error & Correct	5

Additional Topics :

i) Report Writing
ii) Drafting a Speech
iii) Article Writing
iv) E-mail Writing
v) Describing a process for a given topic

Section - V :	Q. No. 45	:	Quote from memory	5

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Section - I

Answer any TWO of the following in utmost 10 lines.

GOVT. MODEL QUESTIONS - 2019

29. Describe the struggles undergone by the young seagull to overcome its fear of flying.
30. 'Technology is a boon to the disabled'. Justify.
31. How did Watson help his friend to arrest the criminal?
32. 'Man does change with time' - What were the various changes that came about in Aditya?

For Answers and also for more questions & answers, refer to the Prose Section Unit 1 to 7

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Section - II

Answer any TWO of the following in utmost 10 lines.

GOVT. MODEL QUESTIONS - 2019

33. How is mystery depicted in the poem 'The House on Elm Street'?
34. Compare and contrast the attitude of the ant and the cricket.
35. Read the following poetic lines and answer the questions given below.

    The weather is always too hot or cold;
    Summer and winter alike they scold.
    Nothing goes right with the folks you meet
    Down on the gloomy Complaining street.

    i) Pick out the rhyming words from the above lines.
    ii) Write the rhyme scheme of the poem.
    iii) Identify the figure of speech employed in the fourth line of the given stanza.
    iv) Pick out the alliterating words.

36. Paraphrase the following stanza.

    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!

For Answers and also for more questions & answers, refer to the Poem Section Unit 1 to 7

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Section - III

Answer any ONE of the following.

Q. No. 37 : Rearranging in Coherent Order

GOVT. MODEL QUESTIONS - 2019

37. Rearrange the following sentences in coherent order.

i) Using his powers, Prospero released the good spirits from large bodies of trees.
ii) Prospero and Miranda came to an island and lived in a cave.
iii) He raised a violent storm in the sea to wreck the ship of his enemies.
iv) The King of Naples and Antonio the false brother, repented the injustice they had done to Prospero.
v) He ordered Ariel to torment the inmates of the ship.

Ans

ii. Prospero and Miranda came to an island and lived in a cave.
i. Using his powers, Prospero released the good spirits from large bodies of trees.
iii. He raised a violent storm in the sea to wreck the ship of his enemies.
iv. He ordered Ariel to torment the inmates of the ship.
v. The King of Naples and Antonio the false brother, repented the injustice they had done to Prospero.

For more questions and answers refer to the Supplementary Section Unit 1 to 7

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Q. No. 38 : Comprehension - Supplementary

Read the following Passage and answer the five questions.

GOVT. MODEL QUESTIONS - 2019

38. Read the following passage and answer the questions that follow.

The country Shining was governed by a despotic leader who though a warrior, had a great and cowardly shrinking from anything suggestive of failing health and strength. This caused him to send out a cruel proclamation. The entire province was given strict orders to immediately put to death all aged people. Those were barbarous days, and the custom of abandoning old people to die was not uncommon. The poor farmer loved his aged mother with tender reverence, and the order filled his heart with sorrow. But no one ever thought twice about obeying the mandate of the governor, so with many deep and hopeless sighs, the youth prepared for what at that time was considered the kindest mode of death.

i) Who governed Shining?
ii) What was the cowardly act of the governor?
iii) What proclamation did the governor send out?
iv) How did the poor farmer treat his mother?
v) Did the people obey the governor's order?

For more questions and answers refer to the Supplementary Section Unit 1 to 7

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Section - IV

Answer any FOUR of the following.

Q. No. 39 : Preparing Advertisement / Poster

(Textbook Page No. : 10)

Preparing an Advertisement with the given hints.

GOVT. MODEL QUESTION - 2019

39. Prepare an attractive advertisement using the hints given below.

Home appliances – Aadi Sale – 20-50% - Special Combo Offers – Aadhav & Co., Raja Street, Chennai.

Ans

Aadhav & Co

Home Appliances

Aadi Sale 20-50% Discount

Special Combo Offers

Raja Street, Chennai

Ph : 044-2855xxxx

An advertisement is an audio / visual / audio 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. Borders and lines to organize.

PTA QUESTIONS & ANSWERS

Prepare an attractive advertisement using the hints given below.

1. Tasty and hygienic - homemade taste - 200 varietiestoselect-purelyvegetarian-Mani Vilas-V.E. Road - Tuticorin. *(PTA-1)*

Ans

Mani Vilas

Tasty and Hygienic Food

Homemade taste

200 Varieties to select

Purely Vegetarian

V.E. Road, Tuticorin.

2. Service camp-get exciting - discount in spare parts - avail - free service-camp - visit your - nearest - Laptop World. *(PTA-2)*

Ans

LAPTOP WORLD

Service Camp

Exciting Discount in space parts

Avail Free Service Camp

Visit your nearest - Laptop World branch.

e-mail : laptopworld@gmail.com

mobile : 98xxx xxxxx

3. **Footwear for all - all sizes - endless variety - all brands - under one roof - attractive offers - shoes and heals - 43, M.G. Road, Villupuram.** *(PTA-3)*

Ans

FOOTWEAR FOR ALL

- All Sizes
- Endless Variety
- All brands
- Under one roof
- Shoes and Heals

Attractive Offers

43, M.G. Road, Villupuram.

4. **Mobile World - Smart phones - Accessories - Recharges - Free scratch card on every purchase of mobile - Flower Bazaar, Ulundurpet.** *(PTA-4)*

Ans

MOBILE WORLD

Smart Phones
- Accessories
- Recharges

Free Scratch Card on every purchase of mobile

Flower Bazaar, Ulundurpet
Mobile : 96xxx xxxxx

5. **Home made taste - Hygenie - Family Restaurant - Fresh juice - available - Free home delivery - cards accepted.** *(PTA-5)*

Ans

Family Restaurant

Home made taste

Hygenie

Fresh Juice

Free Home Delivery ; Cards accepted

A-43, Arcot Road, Chennai - 80
Mobile : 86xxx xxx

6. **You are Ajay / Aruna. You are contesting for the post of the School Pupil Leader of the Student Council of your school. Design a poster in not more than 50 words to impress your friends as to why they should vote for you. You may use good slogans / phrases.** *(PTA-6)*

Ans

A for Arise! Awake
A for Aruna! Ajay

Note my work and then vote
You can trust and believe in me
ARUNA/ AJAY
Std X
for
School Pupil Leader
of
STUDENTS' COUNCIL

- Better security on campus
- Good and improved canteen facilities
- Playground with new equipment

GEQ GOVERNMENT EXAM QUESTIONS

Prepare an attractive advertisement using the hints given below.

1. **Laptop - computer shop - system for students - special discounts - affordable price - limited period offer - details visit www.huge.com.** *(QY. 19)*

Ans

Laptop & Computer Shop

Systems for students

Special Discounts

Limited Period Offer Affordable Price

For details please visit : www.huge.com

2. **Shoes for all - leading brands - suits your heals and toes - Attractive offers - Dass Shoe World - No : 40, Kaveri Street, Vellore.** *(HY. 19)*

Ans

DASS SHOES WORLD

- Leading Brands
- Suits your heals and toes
- Shoes for all.

Attractive Offers

No. 40, Kaveri Street, Vellore. **Contact :** 9840xxxxxx

3. Raj Apparels - Aadi Sale - 40% - Special combo offers - Buy 1 Get 1 - West street - Madurai. *(Sep. 20)*

Ans

4. Raj appliances - Aadi Sale - 20-50% - special offers - first hundred - special prizes - Vivek and co., - Gandhi Road - Trichy. *(Sep. 21)*

Ans

Exercises

Prepare attractive advertisements using the hints given below :

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

Ans

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

Ans

3. Mouthwatering delicious food - Hygenic preparation - Affordable price - makes you long for more and more.

Ans

4. No more power cuts - the best power up - India's No. 1 solar UPS Company - A/C Fridge - LCD TV - waterheater - lights - fans.

Ans

5. MN silks - all varieties - latest collections - low cost - authorised silk mark showroom - festival offer - good customer service.

Ans

6. Zee Fine Arts Academy - admission open - carnatic vocal, veena - violin guitar - keyboard classes - drawing and art classes - contact - no : duration of course - fees.

Ans

✦✹✦

Q. No. 40 : Letter Writing (Formal / Informal)

(Text Book Page No. : 72-74, 172-174, 199)

GOVT. MODEL QUESTION - 2019

40. Write a letter to the manager of a famous daily, ordering subscription for your school library.

Ans

From

R. Balu
School Pupil Leader,
Govt. Higher Secondary School,
Anna Nagar, Chennai – 600 040.

26th September, 2019

To

The Manager,
The Times of India,
T. Nagar, Chennai – 600 017.

Sir,

Sub : Subscription for our school library.

Our school has decided to subscribe to The Times of India newspaper. Hence, as a School Pupil Leader of our school, I request you to send four copies of the daily to our school library. I request you to start the subscription from 1st October, 2019 onwards.

Please let us know if any special discount in the price of the newspaper for students.

Payment will be made on a monthly basis.

Thank you,
Yours faithfully,
R. Balu
School Pupil Leader

Letter writing is an art that is almost forgotten. Except when formal situations demand one, we rely more on the electronic media – telephone and chatting.

For academic purposes all letters fall under two broad classifications i.e. Formal Letters and Informal Letters.

Formal Letters :

Types :

- Letter of inquiry
- Letter of placing order
- Letter of cancelling order
- Complaint or reminder letter on delayed delivery
- Letter of complaint – product
- Letter of complaint – civic amenities
- Letter of request – some facility / public health department for some service
- Job Application

Informal Letters :

- Personal letters, (to family members, friends, birthday greetings etc.)
- Social letters (inviting, congratulating, letter of condolence etc.)

When you realize that you are a part of the society in which you live, as a civic-conscious citizen, you have to look beyond these two classifications. You may have to arouse the conscience of the people on certain issues which might affect the social, moral, political fabric of the society. Such letters can be classified as neutral letters.
Example : Letters to the Editor.

Useful Tips :

Before writing a letter:

- Think before you write – consider the main purpose of the letter
- Plan your letter – make a list of facts to be presented

Writing the letter (for formal letters):

- Make the first draft
- Edit the draft
- Finalize the draft

The format of letters:

- The heading consisting of the writer's address and date
- The greeting or salutation (Dear ….., My dear ….., Sir, Madam)
- The communication or content of the letter (to be in paragraphs – simple language to be used– legibility to be kept in mind)
- The subscription must always agree in style: Yours faithfully, yours sincerely, yours obediently, yours truly, etc… in formal letters and yours lovingly, yours affectionately, etc. in personal letters.
- The signature
- The superscription on the envelope (Depending on whether it is formal or informal, apt salutation and subscription may be used.)

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Format of the letter :

Sender's address	:	(Include email and phone number, if required).
Date	:	(leave one space line and write the date as, 10 July 2019)
Receiver's address	:	(correct address)

Subject of the letter:

Salutation (Sir / Respected Sir / Madam),

Body of the letter

(Introduce yourself and write the purpose of the letter
Mention the details of the enquiry
Conclusion)

Closure (Yours,)

Sender's signature and designation (if any)

PTA QUESTIONS & ANSWERS

1. Write a letter to the Headmistress / Headmaster of your school requesting for a Bonafide certificate. ***(PTA-1)***

Ans

From

A. Babu,
X Standard A,
Govt. Hr. Sec. School, Tambaram.

To

The Headmaster,
Govt. Hr. Sec. School,
Tambaram.

Respected Sir,

I wish to bring the following few lines to your kind consideration. I am A. Babu of X - A. I wish to join a technical course in the evenings at Excel Institution. I am in need of a bonafide certificate to join the course under concession. Kindly issue me and do the needful.

Thank you,

Date : 10th June 2019 — Yours faithfully,

Place : Tambaram — *A. Babu*

Address on the envelope :

To
The Headmaster,
Govt. Hr. Sec. School,
Tambaram.

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www.surabooks.com

2. Write a letter to a Sports Store ordering for Sports goods for your school. *(PTA- 2)*

Ans

From

T. Ravi
Sports Secretary,
Govt. Hr. Sec. School,
Ambattur, Chennai – 600 098.

To

The Manager,
Venus Sports Store,
27, Nethaji Road, Chennai -600 008.

Sir,

Sub: Order for Sports Goods.

We would like to order the following sports goods for our school.

1. Cricket bats - 40 Nos.
2. Cricket balls - 20 Nos.
3. Wicket Keeping Pads - 10 pairs
4. Batting Gloves - 10 pairs
5. Hockey sticks - 25 Nos.
6. Hockey balls - 10 Nos.
7. Volleyballs - 10 Nos.
8. Tennis racquets - 10 Nos.
9. Tennis balls - 10 Nos.

We expect a considerable discount, which is normally given for educational institutions.

Kindly deliver the above items within a week, through a reputed parcel service. The payment will be made immediately after receipt of the above goods in good condition.

Thank you,

Yours sincerely,

T. Ravi

Sports Secretary

Address on the envelope :

To
The Manager,
Venus Sports Store,
27, Nethaji Road, Chennai -600 008.

3. Write a letter to the Inspector of Police, complaining about the loss of your bicycle. *(PTA- 3)*

Ans

20th January 2020

From

M. Sridhar,
X – B,
SKR Hr. Sec. School,
Ramapuram,
Chennai - 600 087.

To

The Inspector of Police,
Ramapuram Police Station,
Ramapuram,
Chennai - 600 087.

Respected Sir,

Sub: Complaint about the loss bicycle - Reg.

I am a student of X Std B section of SKR Hr. Sec. School. Today morning at about 9 a.m., I parked my bicycle outside the Venus Shopping Complex and went inside to buy notebooks. When I came out, I noticed that my cycle was missing. I searched everywhere, but I could not find it at all. The bicycle model is Hero Kyoto 26 T.

I request you, sir, to look into this matter and help me to get my cycle back.

Thank you,

Yours sincerely,

Sridhar. M.

Address on the envelope :

To
The Inspector of Police,
Ramapuram Police Station,
Ramapuram,
Chennai - 600 087.

GEQ GOVERNMENT EXAM QUESTIONS

1. Ms. Deepa an NGO writes a letter to the whole-sale book shop dealer, placing order for 100 copies of medium size English Oxford Dictionary. *(QY. 19)*

Ans 17th September, 2019.

From

Ms. Deepa,
NGO (Nallam Trust),
Kalapet village, Nagappattinam District.
bdeepa04@gmail.com

To

The Proprietor,
NIZHAL BOOK SHOP,
Chennai – 600 001.

Sir / Madam,

Sub: Order for English Oxford Dictionaries – Reg.

On reading the discount provided by your shop in the advertisement of yesterday's newspaper, I would like to place an order for 100 copies of medium sized English Oxford Dictionary in your shop. I need the copies within a week. So, let me know the estimation for the bulk order placed, as early as possible.

Thank you,

Yours faithfully

Ms. B. Deepa

Address on the envelope :

To
The Proprietor,
NIZHAL BOOK SHOP,
Chennai – 600 001.

2. Write a complaint letter to the officer of the PWD department to take immediate actions of maintaining cleanliness in the children's park in your locality. *(QY. 19)*

Ans 17th September, 2019

From

Ramesh. S.
No. 4, 1st Cross Street,
Peravallur, Chennai - 600 082.

To

The Officer,
PWD Department,
Kolathur, Chennai - 600 099.

Sir,

Sub: Complaint about the maintenance of the park - reg.

This is to bring to your notice that the park in our locality at Peravallur is not maintained properly. We used to go to the park to get some fresh air and relax. Most of us walk there from 5.00 a.m. But now we are unable to do so, as the park is littered with cow dung and other wastes. So I humbly request you to take immediate action to maintain cleanliness in this park in our locality. It would be a great help to all the elders and home makers if you take immediate action.

Thank you,

Yours faithfully

S. Ramesh

Address on the envelope :

To
The Officer,
PWD Department,
Kolathur, Chennai - 600 099.

3. Write a letter to the Manager of a popular children's magazine, ordering subscription for your school library. *(Sep. 20)*

Ans 22nd Sept. 2020

From

L. Ramesh
School Pupil Leader, X – A,
Govt. Hr. Sec. School,
Chennai - 600 040

To

The Manager,
Chutti Vikatan,
Anna Salai, Chennai - 600 002.

Sir,

Subject : Ordering 'Chutti Vikatan' (children's magazine) subscription for school library - reg.

I, on behalf of Librarian of our school, would like to subscribe to 'Chutti Vikatan' children's fortnighly magazine. Hence I request you to send four copies of the fortnighly magazines

to our school library. I request you to start the subscription from 1st October, 2020 onwards.

Please let us know if any special discount in the price of the magazines for school students.

Payment will be made on a half-yearly basis.

Thank you.

Yours faithfully.

L. Ramesh

(School Pupil Leader)

Address on the Envelope :

To
The Manager,
Chutti Vikatan,
Anna Salai, Chennai - 600 002.

4. You are Anand / Aruna living in a remote village in Salem. You participated in a health camp organised by your school. You were surprised to observe that most of the residents were unaware of health and hygiene. As a concerned citizen, write a letter to the editor stating the need to organise such camps focusing on the simportance of health and hygiene. *(Sep. 21)*

Ans 22nd September 2021

From
Anand / Aruna
26, Santhanam Street, Salem.

To
The Editor
The Hindu, Chennai.

Sir,

Sub: Organising – health camp – regarding.

This is to bring to your notice that the residents of my locality are unaware of the importance of health and hygiene. They neither consume healthy clean, food, nor keep their surrounding's clean. Kindly do the needful to arrange health camps here.

Thank you,

Yours truly,

Anand / Aruna

Address on the envelope :

To
The Editor
The Hindu, Chennai

Exercises : Type - 1 (Formal Letters)

1. Write a letter to Mr. Nagaraj, a professor of English in a college, asking him to be the Chief Guest for a function in your school.

Ans 3rd July, 2019.

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.

Sir,

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

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.

Thank you,

Yours sincerely,

K. Ramesh (SPL)

Address on the envelope :

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

2. Write a letter to the Manager of a factory requesting his permission to visit the factory.

Ans 25th July, 2019.

From
J. Rajesh,
School Pupil Leader,
XYZ Higher Secondary School,
B City, Pin : XXX XXX.

To

The Manager.
ABC Factory, K City, Pin : XXX XXX.

Sir,

Sub : Requisition of Permission to visit the factory.

I write this letter requesting permission to visit your factory. We are a group of 50 students on an educational tour. We shall be visiting many places of interest in your city and we would like to visit your factory as we are doing a project on the manufacturing Industry. Kindly grant us permission to visit your factory between 5th - 7th of August and oblige.

I thank you in anticipation for a favourable reply.

Yours sincerely,

J. Rajesh

(SPL)

Address on the envelope :

To
The Manager.
ABC Factory,
K City, Pin : XXX XXX.

3. Write a letter to your Headmaster requesting him to grant you leave for three days to attend your sister's marriage.

Ans 5th August, 2019.

From

A. Arun,
X Std 'B' Section,
GHS School, Erode.

To

The Headmaster,
GHS School,
Erode.

Sir,

My sister is getting married on 7th August at Coimbatore. I want to attend the function. We are leaving for Coimbatore on 6rd August. So I request you to kindly grant me leave for 3 days from 06.08.2019 to 08.08.2019.

Thank you,

Yours obediently,

A. Arun

Address on the envelope :

To
The Headmaster,
GHS School,
Erode.

4. Write a letter to the President of your Town Panchayat requesting him to provide street lamps in your locality.

Ans 14th July, 2019.

From

K. Rajesh,
64, South Street, A City.

To

The President,
Town Panchayat, A City,

Sir,

Sub : Provision of street lights - regarding.

I wish to bring to your kind attention that there are no street lamps in our street. The residents face several difficulties in walking in the street during night time. Thefts and chain snatchings are frequently happening.

Hence, I request you to take necessary steps to provide street lamps in our locality.

Thank you.

Yours faithfully,

K. Rajesh

Address on the envelope :

To
The President,
Town Panchayat, A City,

5. Write a letter to the Manager of Tamilnadu Express Transport Corporation requesting him to reserve two buses for an educational tour to Mamallapuram.

Ans 30th September, 2019

From

K. Vineeth
School Pupil Leader,
Government Higher Secondary School,
Ramanujam Street, Salem - 636 002.

To

The Manager,
State Express Transport Corporation,
Salem - 636 001.

Sir,

Sub : Requisition for reserving two deluxe buses - Reg.

We, a party of 100 students and five teachers have planned for an educational tour to Mamallapuram. I want two buses for the trip. Please inform the availability of the buses and the money. We are expecting your reply at the earliest.

Thank you,
Yours truly,
K. Vineeth

Address on the envelope :

To
The Manager,
State Express Transport Corporation,
Salem - 636 001.

6. You are Raja. You are upset about the bad influence of TV channels on the young children. Write a letter to the editor of a leading newspaper suggesting measures to upgrade the standard.

23rd August, 2020

Ans

From
S. Raja,
2, Sundar Court, Egmore,
Chennai - 600 008.

To
The Editor,
The Hindu,
Chennai – 600 002.

Sir,

Sub. : Negative influence of TV channels.

Through the esteemed columns of your newspaper, I wish to bring about a public awareness on the negative influence of TV channels on young children.

Children spend the evening watching channels that instigate only negative thoughts in their minds.

They are unwilling to go out and play in the fresh air. These depictions spoil their minds and negate their character.

Television is an effective social media and also a powerful tool for communication; it should telecast more and more value-based programmes that would impress the children.

I humbly request you to publish this letter so that television channels improve their standard of the telecast.

Thank you
Yours faithfully
S. Raja

Address on the envelope :

To
The Editor,
The Hindu,
Chennai – 600 002.

7. You are Venkat / Veni. You are upset over the pollution of the river Cooum river. Write a letter to the editor of a leading newspaper regarding the necessity of cleaning the Cooum river.

Ans

20th August, 2019

From
R.Venkat,
27, Patel Street,
Chennai – 600 040.

To
The Editor
The Times of India,
T. Nagar,
Chennai – 600 017.

Sir,

Sub: Cleaning of the Cooum river.

I wish to bring about the pathetic condition of the Cooum river.

Water in the Cooum river is totally contaminated. All types of garbage and filth are dumped in the river. Sewage water is also drained in the river through illegal pipelines from shopping complex, hotels, highrise apartments, etc. The river is covered with full of polythene and other waste materials. Medical wastes are also dumped there during night time. People, who live on the banks of the river, often suffered due to bacterial diseases. The corporation should take the initiative to clean the river and maintain hygiene.

I request you to highlight the issue in your newspaper and create public awareness about the cleanliness of the river.

Thank you,
Yours faithfully,
R. Venkat.

Address on the envelope :

To
The Editor
The Times of India,
T. Nagar,
Chennai – 600 017.

Exercises : Type - 2 (Informal Letters)

1. Write a letter to your friend who lost the athletic championship by just one point.

Ans

30, 2nd Street,
Shanthi Nagar,
Chennai-600 018.
20th August 2019

Dear Friend,

I am fine. How are you? I am very sorry to know that you have lost the championship by just one point. Don't lose heart. This is only an inter-school competition. Soon there will be a state level competition. Practice well. Surely you will win. All is well.

Convey my regards to all.

Yours lovingly,
Shyam

Address on the Envelope :

To
Mr. R. Rajesh,
30, Sarojini Nagar,
Erode -10.

2. Write a letter to your friend Riya to ask her if she could spend her pongal holidays with you.

Ans

21A, 4th Cross,
Anna Nagar, Chennai - 600 020.
26th December 2019.

Dear Riya,

I am fine. I hope this letter finds you in the best of health. I am very happy to invite you to my home for Pongal Holidays.

In my village, Pongal celebrations are held in a grand manner. We can enjoy many cultural programmes here. I wish to spend the happy days with you. If you come, we can enjoy this year Pongal. Please bring your Digital Video Camera so that we can record the programmes. Will you please confirm your visit?

Yours lovingly,
Dhanya

Address on the Envelope :

To
Selvi. R. Riya
201, Sannithi Street,
Thirunelveli.

3. Writing a letter to your friend describing a particular bird that you have seen in Vedanthangal.

Ans

Erode, 15th, July 2019

My dear Balu,

Hope this letter finds you in the best of health. Last week, I went to Vedanthangal bird Sanctuary, which is located about 75 km from Chennai.

There were around 2000 migratory birds on that day I visited. Of all the birds I had seen, a particular bird impressed me very much. It's name is Flamingo.

Mostly adult Flamingos were seen with Juveniles at the lake. The colour of this bird is pink. Flamingos are powerful fliers. When flying in a flock, the speed will be as high as 55km per hour. They hold their mouth upside down while feeding, so they can filter out their food while swimming the water.

I was very happy in seeing the Flamingos family. Convey my regards to your parents.

Yours loving friend,
Maran

Address on the Envelope :

To
S. Balu,
10A, Nehru street,
Madurai - 20

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Q. No. 41 : Notice Writing

(Textbook Page No. : 112)

GOVT. MODEL QUESTION - 2019

41. You are Adhira / Athiran, the school pupil leader of GHSS, Trichy. Prepare a notice on behalf of your school inviting the grandparents of the students to celebrate World Elders' Day in your school auditorium on the 20th of next month.

Ans

NOTICE

GOVERNMENT HIGHER SECONDARY SCHOOL, TRICHY

World Elders' Day

21st September, 2019

All the students are informed that our school is celebrating World Elders' Day on the 20th October 2019, at 3.30 p.m. in our school auditorium.

Interested students are requested to bring their grandparents for the celebration. Tea and snacks will be provided. Fun activities will also be organised.

Adhira / Athiran

School Pupil Leader

www.kalviexpress.in

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.

How to write a notice :

1. The name of the school or the institution must be prominent It should be clear, legible and in CAPITAL letters.
2. The name of the program for which the notice is drafted should be highlighted.
3. The date of drafting the notice, must be written on the top left/right corner of the box.
4. You can start the notice by using expressions like……
   - ✦ This is to inform all the students…..
   - ✦ All the students are informed.....
5. You must include details such as …….
   - ✦ What/when/why/where/for whom is the programme…
   - ✦ Date of registration, last date....
6. The final sentence can be…
   - ✦ For further information, details contact…..
   - ✦ For further details contact……
   - ✦ Contact the undersigned person….

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PTA QUESTIONS & ANSWERS

1. **You are Kiran / Keerthi school pupil leader of GHSS, Karur. Prepare a notice on behalf of your school inviting all students of your school to take part in the Science club inauguration which is to be held in your school on the 22nd of this month.** *(PTA-1)*

Ans

NOTICE

GOVT. HIGHER SECONDARY SCHOOL, KARUR

SCIENCE CLUB

13th January 2020.

This is to invite all students to the inauguration of the Science Club which will be held in our school on 22nd January 2020. Mr. S. Ramanathan, Deputy Secretary, Department of Science and Technology, Govt. of Tamil Nadu, will be the Chief Guest. All the students are requested to attend the inaugural function without fail.

Kiran,
School Pupil Leader

2. **You are Divya / Dinesh, school pupil leader of GHSS, Pattukottai. Your Principal has requested you to inform the students about a trip to Yelagiri. Prepare a notice giving the details such as date of journey, mode of transportation, amount, dress code etc.** *(PTA-2)*

Ans

NOTICE

GOVT. HIGHER SECONDARY SCHOOL, PATTUKOTTAI

TRIP TO YELAGIRI

10th July 2020.

All the students are informed that our school is planning a trip to Yelagiri for two days on 25th and 26th July 2020. A private omnibus has been arranged. The amount will be ₹ 1,200 per student, which includes food expense. Students, who participate, should come in school uniforms. Govt. guest house is arranged for stay. Interested students can register their names with the undersigned and the amount is to be paid on or before 20th July 2020.

Dinesh,
School Pupil Leader

3. **You are Mithra / Mahesh school pupil leader of GHSS, Erode. Your Principal has requested you to inform the students about the ECO club meeting in your school. Prepare a notice giving the details such as date of the meeting, time and venue.** *(PTA-3)*

Ans

NOTICE

GOVT. HIGHER SECONDARY SCHOOL, ERODE

ECO CLUB MEETING

10th July 2020.

All the students are hereby informed that the Eco Club Meeting will be held in our school.

Date of Meeting	:	18th July 2020 (Saturday)
Time	:	2.00 p.m.
Venue	:	Our school auditorium

Mr. R. Chandrasekar, Asst. Commissioner of our Corporation will be the Chief Guest. He will talk about Ecology and Environmental Protection. All are requested to attend without fail.

Mahesh,
School Pupil Leader

GEQ GOVERNMENT EXAM QUESTION

1. You are the school monitor of modern matriculation school, Villupuram. Your school principal has requested you to inform the students about a trip to Yercaud for 3 days. Prepare a notice giving the details such as date of journey, mode of transportation, amount, dress code etc. *(QY. 19)*

Ans

NOTICE

MODERN MATRICULATION SCHOOL, VILLUPURAM

TRIP TO YERCAUD

17th September 2019.

All the students are informed that our school is planning a trip to Yercaud on 11th October to 13th October 2019. All those who are willing to come for the trip, should pay an amount of ₹ 2000/- for transportation, Boarding and lodging. Interested students can register their names at the office by 30th September 2019.

Naveen / Navini

Monitor

2. You are Kevin / Keerthi, the school pupil leader of GHSS, Villupuram. Prepare a notice on on behalf of your school inviting all the students to take part in the Drawing Competition, to be held in your school on behalf of Children's Day on the 10th of next month. *(HY. 19)*

Ans

NOTICE

GOVT. HIGHER SECONDARY SCHOOL, VILLUPURAM

Drawing Competition

26th October 2019.

This is to inform all the students that a **'Drawing Competition'** will be conducted in our school, on **10th November 2019** on behalf of Children's Day. Students who wish to participate in the Drawing Competition can give their names to their class teachers on or before 5th November 2019.

Kelvin

School Pupil Leader

3. You are Aruna / Akash, The Literary Association Secretary of GHSS, Madurai. Prepare a notice on behalf of your school, inviting the students to participate in the oratorical competition to be conducted next month. *(Sep. 20 & Sep. 21)*

Ans

NOTICE

GOVT. HIGHER SECONDARY SCHOOL, MADURAI

Oratorical Competition

22nd Sept. 2020

This is to inform all the students that an **'Oratorical Competition'** will be conducted on **17th October 2020** in our school auditorium. The topic is "The Role of Mass Media in our Cultural change of Contemporary Society". Students who wish to participate in the Oratorical Competition can give their names to their class teachers on or before 30th September 2020.

Aruna / Akash

Literary Association Secretary.

Exercises

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

2. **You are Secretary Resident Welfare Society, Sundar Nagar, Chennai. Write a circular, which could be sent to all the members of the society to discuss the frequent power cuts and water supply and the ways how to overcome from this situation. You are Raghu.**

Ans

NOTICE

Resident Welfare Society, Chennai

3rd June 2019.

All the respected members of the society are humbly requested to assemble in the community hall by 8.00 a.m. on 10.06.2019 to discuss the frequent power cuts and water supply. Your valuable suggestions will help us to resolve the problems smoothly.

Raghu
Secretary

3. **You are Amit/ Amita, Head of the Sports Club in your school. Your school is participating in The National Chess Championship next month. Write a notice in not more than 50 words to students inviting them to participate.**

Ans

NOTICE

DAV Public School, Chennai (National Chess Championship)

8th March 2019.

The National Chess Association is going to have it annual Chess championship in Manali next month. Students interested in participating are requested to collect the registration forms and assemble in the sports complex on 12th March at 3 pm for the selection round.

Amita
Head, Sports Club

4. Suresh / Surekha is the incharge of Extra Curricular Activities of Rohit Model School, Coimbatore. The school is organizing an Inter School Competition between Rohit Model School and Rukhmani Devi School, Coimbatore. The competitions organized will be debate, singing, mimicry and, in sport, table-tennis, cricket, kho-kho and volley ball. Write a notice to inform all the students.

Ans

NOTICE

Rohit Model School, Coimbatore (*Inter-School Competition*)

16th September 2019.

Our school has organized an Inter-School competition from 20th to 22nd of September, 2019 with Rukmani Devi School, Coimbatore. Nominations are invited from the students who are interested in taking part in a debate, mimicry, and singing and in sports, table-tennis, cricket, kho-kho and volleyball. Please give your names to the undersigned in the staff room during lunch time.

Suresh

Head of Incharge

Exp. Curricular Activities

✦✹✦

Q. No. 42 : Expressing views on the given picture

(Textbook Page No. : 69)

GOVT. MODEL QUESTION - 2019

42. Look at the following picture and express your views on it in about five sentences.

Ans

1. This picture depicts the pathetic condition of a flooded area.
2. People are walking along this flooded area.
3. They wade through hip-deep water on this road.
4. Some people carry their kids on their shoulders.
5. They may be going to temporary relief camps for food and shelter.

Tips for writing your Views on Pictures :

1. Understand the picture.
2. Identify the theme.
3. Bring out the causes.
4. Suggest a remedy.
5. Write about five sentences with coherence.
6. Give a title.

PTA QUESTIONS & ANSWERS

1. Look at the following picture and express your views on it in about five sentences. *(PTA-1)*

Ans

1. This picture portrays a children's playground.
2. Two children are sitting in the seesaw.
3. One child is swinging happily.
4. Two children are playing football.
5. One child enjoys sliding down on a smooth surface.

2. Look at the following picture and express your views on it in about five sentences. *(PTA-2)*

Ans

1. This picture portrays a merry go round.
2. It is a type of amusement ride.
3. It consists of a rotating circular platform with seats for riders.
4. It is a ride normally found in an amusement park.
5. Merry go round is also known as "carousel" or "round about".

3. Look at the following picture and express your views on it in about five sentences. *(PTA-3)*

Ans

1. This picture portrays a beach.
2. Several policemen are patrolling on the beach.
3. A Safety Rubber Floating Ring is carried by a Cop.
4. A police dog is also brought to assist the Cops.
5. They ensure the safe return of the visitors.

4. Look at the following picture and express your views on it in about five sentences. *(PTA-4)*

Ans

1. I see so many people are walking in the place.
2. Two persons are riding on their bicycles.
3. Two persons are going with their perambulators with their babies.
4. One person is walking with a dog.
5. High-rise buildings are seen in the background.

5. Look at the following picture and express your views on it in about five sentences. *(PTA-5)*

Ans

1. The picture portrays a scene in a restaurant.
2. A few couples are having their snacks and juices.
3. Stewardesses are serving them.
4. Everybody seems to be enjoying the occasion.
5. The restaurant has a good ambience.

6. **Look at the following picture and express your views on it in about five sentences.** *(PTA-6)*

Ans

1. The picture portrays a scene of a dance programme.
2. Three pairs are singing and dancing in the stage.
3. Three lights are focused on them.
4. Young people are keenly watching the event.
5. Music and dance will relax the mind.

GEQ GOVERNMENT EXAM QUESTION

1. **Look at the picture given below. Express your views on it in about five sentences.** *(QY. 19)*

Ans **Save Widelife**

1. I see a stream in the picture.
2. The wild animals have come there to drink water.
3. An elephant, giraffe, bear, etc. are seen in the picture.
4. If monsoon fails, water sources will be dried even in the forests.
5. Then the wild animals enter into the villages in search of food and water.

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2. **Look at the picture given below. Express your views on it in about five sentences.** *(HY. 19)*

Ans **Elephant**

1. There are two elephants in the picture.
2. They are fighting with each other.
3. Both the elephants have ivory tusks.
4. Their tusks are used for moving objects like branches of trees.
5. These are also used as weapons of protection.

3. **Look at the following picture and express your views on it in a paragraph of five sentences.** *(Sep. 20)*

Ans **Playing with a dog**

1. In the picture, a girl is playing with a dog.
2. The dog must be the pet of the girl.
3. The dog is wagging its tail and shows its affection to the girl.
4. It is playful, friendly, loyal and listen to its owner.
5. It acts as a guard of the house.

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4. **Look at the following picture and express your views on it in a paragraph of five sentences.** *(Sep-21)*

Ans

1. This picture depicts the girls were playing Kabaddi.
2. Kabaddi is an ancient and traditional sport in our country.
3. There are totally 8 girls playing the game.
4. Kabaddi must have a minimum of 10 players and a maximum of 12 players.
5. On a play court divided by a midline, the girl tries to touch the line and faces seven defenders from the opposite team saying 'Kabaddi' without pausing.

Exercises

Look at the picture given below. Express your views on it in about five sentences.

1.

Ans **Save Agriculture**

1. It is a picture of a farmer sprinkling / scattering fertilizer in his farm.
2. The paddy field is slightly filled with water.
3. The poor farmer does not wear any hand gloves.
4. Agriculture is the most important occupation of our country.
5. It is the backbone of Indian economy.

2.

Ans **Planting Trees**

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

3.

Ans **Wind Mills**

1. A windmill converts the wind energy into rotational energy using blades or sails.
2. Windmills generate electrical power that does not require the use of fossil fuels.
3. Wind, as a significant natural source of energy, can be harnessed to generate power.
4. In our state, windmills are situated in Coimbatore, Kanyakumari, Tuticorin, Ramanathapuram and Tirunelveli.
5. Noise is produced by the rotor blades and this is not normally an issue.

4.

Ans **Smart Classroom**

1. The picture shows a smart classroom.
2. The teacher uses a computer smart board and projector.
3. The students are listening to the class.
4. They are very keen on learning.
5. They are in their uniform.
6. These classrooms make students learn their subjects interestingly.

5.

Ans **Bus Stop**

1. The picture shows a crowded bus stop.
2. There are students and office-goers.
3. But none of the commuters seems to obey the traffic rules.
4. A disciplined civic sense is a formula for safety on the road.
5. With it, we can avoid accidents.

✦✹✦

Q. No. 43 : Note Making (or) Summary Writing

GOVT. MODEL QUESTIONS - 2019

43. Make notes or write a summary of the following passage.

There are many different kinds of books that are published each year. These are the new titles available for us to read. Besides these, there are books that have been published through the years. Together, there are millions of books available throughout the world in as many languages as are spoken by people. There are different genres in which books are published. There are fiction and non-fiction categories in books, and each of these categories has many different genres of books. The academic books we study at school belong to the text book category. We study them to complete our syllabus and pass the examinations at the end of each academic session. There are other books that we read for our pleasure and enrichment. We read story books of different types. There are comedy, horror, detective and thriller stories in prose, plays and poetry forms. Books are our best friends.

Ans **Note Making :**

Different kinds of books

1. Books
   a) different kinds
   b) new titles
   c) millions of books throughout the world
   d) in many languages
2. Different genres
   a) fiction
   b) non-fiction
3. Academic books
   a) textbook category
      i) to complete the syllabus
      ii) to pass the exams

4. Other books
   a) for pleasure and enrichment
   b) story books
      i) comedy
      ii) horror
      iii) detective
      iv) thriller stories
   c) in prose, plays, poetry forms

(OR)

Summary making :

Rough Copy :

Different kinds of books

Each year different kinds of books, with new titles, are published. Millions of books are available in many languages. There are fiction and non-fiction categories in books. Each has many different genres of books. The academic books come under the textbook category. We study them to complete our syllabus and pass the examinations at the end of each academic session. We read some other books for our pleasure and enrichment. These are comedy, horror, detective and thriller stories in prose, plays and poetry forms. Books are our best friends.

Fair Copy :

Different kinds of books

Each year different kinds of books, with new titles, are published. Millions of books are available in many languages. There are fiction and non-fiction categories. Each has many different genres. The academic books come under the textbook category. We study them to complete our syllabus and pass the examinations. We read some other books for our pleasure and enrichment. These are comedy, horror, detective and thriller stories in prose, plays and poetry forms. Books are our best friends.

NOTE-MAKING

Note-making involves the fundamental skills of **reading** and **writing**.

We make notes **to record the important points** of a text for future reference.

Note-making is a study skill that helps to make notes of important points from a long text. It is particularly useful **to store and retrieve information** in the form of a summary.

Tips for note-making:

- Read the passage carefully.
- Give a title to the passage. Avoid using long sentences as title.
- Underline the main points and supporting details.
- Condense the points using relevant phrases, abbreviations, acronyms, etc.
- To avoid difficulty in recollecting information, symbols or abbreviations should be used while making notes. But these should be clear enough to recall or understand later.
- Notes need not be in complete sentences.
- Notes should be shorter than the original text.
- Main points and supporting details should be clearly distinguished.
- Functional words like articles, relative pronouns should be avoided.
- Headings and sub headings should be numbered.

Different formats as applicable to the paragraph can be used to make notes. A sample format is given below.

Heading

1.Sub-heading
- 1.a Point 1
- 1.b sub-sub heading
  - 1.b.1 Sub Point 1
  - 1.b.2 Sub Point 2
- 1.c Point 1

Heading

2.Sub-heading 2
- 2.a Point 1
- 2.b sub-sub heading
  - 2.b.1 Sub Point 1
  - 2.b.2 Sub Point 1
- 2.c. Point 2

TIPS ON SUMMARY WRITING :

1. Read the passage.
2. Identify the important points.
3. Write the rough copy based on important points.
4. Avoid examples, quotations, numerical dates and exact sentences from the passage. The number of words can be approximately one-third of the original passage words.
5. Write the fair copy, with a title, neatly without over-writing, erasing and cancelling.
6. Check the points, underline those important points in the fair copy. Then cancel the rough copy.

PTA QUESTIONS & ANSWERS

Make notes or write a summary of the following passage.

1. **A forest is known as an intricate ecosystem that is densely covered with trees, shrubs, grasses and mosses. The trees and other plants that form a part of the forests create an environment that is healthy for the breeding several species of animals. These are thus a habitat for a large variety of wild animals and birds. Different types of forests grow in different parts of the world. These are mainly divided into three categories - Rain Forests, Coniferous Forests and Deciduous Forests. Forests form an important part of the ecological system mainly because they aids majorly in biodiversity. A large number of birds and animals survive only because of the presence of forests. However, unfortunately forests are being cut at a rapid speed to serve various purposes. The increase in the demand of various commodities derived from the trees that grow in different forests and the need to accommodate the growing population are among the major reasons for deforestation. It is important to realise that forests are essential for the survival of the mankind. Forests help in purifying the atmosphere, aid in climate control, act as natural watershed and are a source of livelihood for many people. Forests must thus be preserved. Deforestation is global issue and effective measures must be taken to control this issue.** *(PTA-1)*

Ans **Note Making :**

Importance of Forests

1. Forest
   - a) intricate ecosystem
     covered with trees, shrubs, grasses and mosses.
   - b) trees and plants
     - i) create healthy environment.
     - ii) for breeding species of animals.
   - c) habitat for wild animals and birds.
   - d) Three categories
     Rain Forests, Coniferous Forests, Deciduous Forests.
   - e) aid in biodiversity.
   - f) for survival of birds and animals.
2. deforestation
   - a) cutting of forests
     - i) for the demand for commodities from the trees.
     - ii) to accommodate the growing population.

3. advantages of forests
   a) for the survival of mankind.
   b) help in purifying the atmosphere.
   c) aid in climate control.
   d) act as natural watershed.
   e) source of livelihood for many people.
4. global issue
   a) deforestation.
   b) effective measures to be taken to control it.

(OR)

Summary Writing :

Rough Copy :

Importance of Forests

Forest, an intricate ecosystem, is covered with trees, shrubs, grasses and mosses. The trees and plants create a healthy environment for breeding species of animals. It is also a habitat for wild animals and birds. The three categories are Rain Forests, Coniferous Forests and Deciduous Forests. Forests aid in biodiversity. They are essential for the survival of birds and animals. Cutting and removal of forests are called deforestation. It is being done for the demand for commodities from the trees and to accommodate the growing population. Forests are essential for the survival of mankind. They help in purifying the atmosphere, aid in climate control, act as a natural watershed. They are a source of livelihood for many people. Deforestation is a global issue and effective measures must be taken to control it.

Fair Copy :

Importance of Forests

Forest is covered with trees, shrubs, grasses and mosses. The trees and plants create a healthy environment for breeding species of animals. It is also a habitat for wild animals and birds. The three categories are Rain Forests, Coniferous Forests and Deciduous Forests. Forests aid in biodiversity. Deforestation, cutting and removal of forests, is being done for the demand for commodities from the trees and to accommodate the growing population. Forests are essential for the survival of mankind. They help in purifying the atmosphere, aid in climate control, act as a natural watershed. They are a source of livelihood for many people. Effective measures must be taken to control deforestation.

2. Elephant is the biggest land animal found on earth. It is a wild animal but after giving training, it becomes a useful animal for man. It is a huge animal and its colour is grey. All the four legs of an elephant are as huge as thick pillars of a huge building. It has two big ears which go on moving to and fro like a big fan. Its eyes are small. It has a short tail but its trunk is long. It is a wonderful thing. It can pick up even a small needle with its help. The elephant has long white tusks. The elephant is perhaps the strongest animal in the world. It is very costly too. Elephants live in herds. They eat small twigs, straw and wild fruits. A pet elephant also eats bananas, bread and sugarcanes. Elephants are pure vegetarians. They are very useful for all. They are used in felling trees, lifting logs, pushing them into rivers. In olden time kings and dukes used to keep elephants for wars and battles. In circus also elephants play very important roles. Even after its death, an elephant is useful. Bangles are made of its bones and tusks. Its flesh is also eaten. Thus an elephant is really a boon for mankind. *(PTA-2)*

Ans **Note Making :**

Elephants

1. elephant
   a) biggest land, wild animal
      after giving training, it is useful

b) grey in colour
four legs as huge as pillars of a building
two ears move like a big fan
small eyes, short tail, long trunk, long tusks
can pick up a needle with trunk
c) strongest animal, costly.

2. lifestyle
a) live in herds, pure vegetarians
b) eat twigs, straw, wild fruits
c) pet elephants
eat bananas, bread, sugarcanes

3. Useful
a) felling trees, lifting logs, pushing them into rivers
b) in olden times, kings, dukes used them in wars, battles
c) used in circus
d) after death, bangles are made by its bones and tusks
e) a boon for mankind

(OR)

Summary Writing :

Rough Copy :

Elephants

An elephant is the biggest land animal. It is wild also. After giving training, it is useful. It is grey in colour. Its four legs are as huge as pillars of a building. Its two ears move like a big fan. It has small eyes, short tail, long trunk, long tusks. It can pick up a needle with its trunk. It is a costly strongest animal. The elephants live in herds. They are pure vegetarians. They eat twigs, straw, wild fruits. A pet elephant eats bananas, bread, sugarcanes. Elephants are useful in felling trees, lifting logs and pushing them into rivers. In olden times, kings, dukes used them in wars, battles. They are used in the circus. After its death, bangles are made by its bones and tusks. Its flesh is also eaten. An elephant is a boon for mankind.

Fair Copy :

Elephants

An elephant is the biggest land animal. Though it is wild, after giving training, it is useful. Its colour is grey. Its four legs are as huge as pillars of a building. Its two ears move like a big fan. It has small eyes, short tail, long trunk, long tusks. It can pick up a needle with its trunk. They live in herds. They are pure vegetarians. They eat twigs, straw and wild fruits. A pet elephant eats bananas, bread and sugarcanes. They are useful in felling trees, lifting logs and pushing them into rivers. In olden times, kings, dukes used them in wars and battles. They are used in the circus. After its death, bangles are made by its bones and tusks. Thus an elephant is a boon for mankind.

3. **Mobile phone is a telephone system that works without any wire. Mobile phone is one of the wonderful wonders of science. It has added a new dimension to our life and to communication system. It can be moved easily and quickly from place to place. Through mobile phone, we can send messages to distant places, play games and sports, know about time. Solve the work of calculation, be aware of different kinds of news and view. At present the popularity of the mobile phone is increasing. Many companies are also being set up for selling mobile phone. The price of mobile phones also decreasing in comparison with the past. People are being encouraged to buy a mobile-phone set at a cheaper rate. However with the touch of science and technology, the whole world seems to be a global village, in a very single moment, we can communicate with the people living in a very distant place. With all its advantages, the mobile phone has still some drawbacks in disguise.**

Though the price of it is decreasing, per minute bill is not decreasing. So everybody cannot possess it. Scientists have recently discovered that mobile phone can cause cancer to the users. Besides, it has become a fashion with the young people. Last but not the least, terrorists are using it to spread out terrorism all around the world. But in spite of all these disadvantages, it can be finalized here that the necessity of a mobile phone in exchanging messages, cannot be denied in the true sense of the term in our practical life. ***(PTA-3)***

Ans **Note Making :**

Mobile phones

1. mobile phone
   a) works without any wire
      can be moved from place to place
2. uses
   a) can send messages to distant places
   b) play games and sports
   c) know about time
   d) solve the work of calculation
   e) be aware of news and view
3. market
   a) many companies sell mobiles
      price decreasing
   b) whole world to be a global village
4. drawbacks
   a) per minute bill is not decreasing
   b) can cause cancer
   c) became a fashion with the young
   d) terrorists spread terrorism around the world
5. necessity
   in exchanging messages

(OR)

Summary Writing :

Rough Copy :

Mobile phones

Mobile phone is one of the wonders that works without any wire. It can be moved from place to place easily and quickly. It has several advantages like sending messages to distant places, playing games and sports, knowing the time, knowing the news and also for calculation. Many companies are selling mobile phones. The price of mobiles is decreasing. People are encouraged to buy at a cheaper rate. The whole world seems to be a global village. In a single moment, we can communicate with the people living in a distant place. The mobile phone has several drawbacks also. Per-minute bill is not decreasing. It can cause cancer. It became a fashion with young people. The terrorists spread terrorism around the world with it. However, the necessity of a mobile phone in exchanging messages cannot be denied in our practical life.

Fair Copy :

Mobile phones

Mobile phone is one of the wonders that works without any wire. It can be moved from place to place easily and quickly. It has several advantages like sending messages to distant places, playing games and sports, knowing the time, knowing the news and also for calculation. Many companies are selling mobile phones. The price of mobiles is decreasing. The whole world seems to be a global village. The mobile phone has several drawbacks also. Per-minute bill is not decreasing. It can cause cancer. It became a fashion with young people. The terrorists spread terrorism around the world with it. However, a mobile phone is needed for exchanging messages.

4. Our blood consists of three types of blood cells: red blood cells, white blood cells and Platelets. The red blood cells are small, thin and disc shaped. They are composed of an iron containing component called haemoglobin. When blood passes through the lungs each haemoglobin molecule picks up four oxygen molecules and supplies them to the body's tissues. Red blood cells also transport the carbon dioxide from the tissues to the lungs. The lungs throw out this gas when we exhale. The white blood cells are big and few compared to red cells, numbering only one for every 700 red cells. They are the body's defenders, the soldiers that fight bacteria and other enemies. One kind, for instance, destroys dead cells. Other kinds produce antibodies against viruses. Some others consume and digest bacteria.

(PTA-4)

Ans **Note Making :**

Step I : Title : **Blood Cells**
1. Types
2. RBC's
3. WBC's

Step II : Title : Blood Cells
1. Types
   a) 3
      i) RBC
      ii) WBC
      iii) Platelets
2. RBC
   a) Description
      i) small, thin, disc - shaped
   b) Composed of haemoglobin.
   c) Function
      i) picks up the oxygen molecules during blood circulation.
      ii) supplies to body tissues
      iii) transports CO2 during exhalation
3. WBC
   a) Description
      i) Big
      ii) Fewer than RBC – 1 : 700
   b) Function
      i) Body's defenders – fights bacteria
      ii) 2 kinds
         - One destroys dead cells
         - The other produces antibodies to fight virus.
         - Consume and digest bacteria

(OR)

Summary Writing :

Rough Copy :

Blood Cells

There are three types of blood cells in our blood. The red blood cells small, disc-shapped containing haemoglobin with 4 oxygen molecules. These supplied to the body tissues, transports carbon dioxide from tissues to lungs which exhale the gas. The 1:700 big white blood cells are the body's defendes fighting or consuming and digesting bacteria, destroying dead cells or producing antibodies against viruses.

Fair Copy :

Blood Cells

Of the three types of human blood cells, the ***red ones*** are small and disc-shaped, carrying haemoglobin containing oxygen to tissues, transports carbon dioxide to lungs which exhale the gas. The 1 : 700 big white ones defend the body against bacteria, destroy dead cells or produce antibodies against viruses.

5. **Tamil Nadu is a state in the south-eastern part of the Indian Peninsula. Tamilnadu is previously a part of the United Madras Province, which was later partitioned based on languages. Tamilnadu has more than 4,000 years of continuous cultural history. Tamil Nadu has some of the most remarkable temple architecture in the country, and a living tradition of music, dance, folk arts and fine arts. Tamil Nadu is well renowned for its temple towns and heritage sites, hill stations, waterfalls, national parks, local cuisine and the natural environment and wildlife. The state has the largest tourism industry in India with an annual growth rate of 16%. In 2015, the number of domestic arrivals was at 333.5 million making the state the most popular tourist destination in the country, and foreign arrivals numbered 4.68 million, the highest in the country, making it the most popular state for tourism in the country.** ***(PTA-5)***

Ans **Note Making :**

Tamil Nadu

1. State
   a) south-eastern part of Indian peninsula
   b) previously part of United Madras Province
      later partitioned based on languages
2. possess
   a) more than 4000 years of cultural history
   b) remarkable temple architecture
   c) living tradition of music, dance, folk arts, fine arts
3. renowned for
   a) temple towns
   b) heritage sites
   c) hill stations
   d) waterfalls
   e) national parks
   f) local cuisine
   g) natural environment
   h) wildlife
4. tourism
   a) largest in the country
      16% annual growth
   b) in 2015, domestic arrivals 333.5 million
      foreign arrivals 4.68 million
   c) most popular state for tourism

(OR)

Summary Writing :

Rough Copy :

Tamil Nadu

Tamil Nadu is a state in the south-eastern part of India. It is previously a part of United Madras Province and later partitioned based on languages. It has more than 4000 years of cultural history. It also has the most remarkable temple architecture, living tradition of music, dance, folk arts and fine arts. It is renowned for temple towns, heritage sites, hill stations, waterfalls, national parks, local cuisine, natural environment and wildlife. It has the largest tourism in the country with a 16% annual growth. In 2015, domestic arrivals were at 333.5 million and foreign arrivals at 4.68 million. It is the highest in the country. It is the most popular state for tourism.

Fair Copy :

Tamil Nadu

Tamil Nadu is a state in the south-eastern part of India. It is previously a part of United Madras Province and later partitioned based on languages. It has more than 4000 years of cultural history, remarkable temple architecture, living tradition of music, dance, folk arts and fine arts. It is renowned for temple towns, heritage sites, hill stations, waterfalls, national parks, local cuisine, natural environment and wildlife. It has the largest tourism in the country with a 16% annual growth. In 2015, domestic arrivals were at 333.5 million and foreign arrivals at 4.68 million. It is the most popular state for tourism.

6. **The necessity to preserve, transmit and propagate the rich cultural legacy left behind by the builders of music in the country in general and in Tamil Nadu in particular was felt in the years 1949. It was felt necessary that the inherited musical urge in our youngsters and the past tradition of our musical culture with its ancient purity could be well preserved only when opportunitities have been provided to those who have an aptitude for learning music.**

The Central and State Governments with their financial aids established the Central College of Karnatic Music in August 1949. The college at first was at 'Rahmed Bagh' near Santhome and it was there for two years. Since the building could not accommodate all the sections, it was subsequently shifted to "Bridge House" at Adyar. Again owing to inadequate accommodation, the college was shifted from the "Bridge House", Adyar to 'Brodie Castle' on Greenways Road.

The college is functioning in the same building now, which has since been named as "Thendral" and has a strength of more than 600 students. In the beginning, there were only Vocal, Violin and Veena sections besides general Musicology. Candidates with a considerable standard in music alone were admitted into the two year Sangeetha Vidwan Title course and after completion they were permitted to appear for the 'Sangeetha Vidwan' Title examination conducted by the Director of Government Examinations, Madras. ***(PTA-6; Sep-21)***

Ans **Note Making :**

Step I : Title : **Music Culture In Tamilnadu**
1. Its Propogation
2. Its Foundation
3. Its Growth

Step II : Title : **Music Culture In Tamilnadu**
1. Its Propogation
   a) The musical urge
      i) felt in 1949
      ii) to preserve, transmit and propogate
      iii) to preserve its ancient purity – by providing opportunities to youngsters
2. Its Foundation
   a) Establishment of the Central College of Karnatic Music
      i) In Aug. 1949
   b) First at Rahmed Bagh
      i) Near Santhome
      ii) For 2 yrs.
   c) Shifted to Bridge House,
      i) at Adyar
      ii) due to lack of accommodation
   d) Again shifted to Brodie Castle
      i) Greenways Road
      ii) Due to inadequate accommodation

3. Its Growth
   a) named ' Thendral"
      i) with a strength of more than 600 students
   b) Began with :
      i) Vocal
      ii) Veena
      iii) Violin
      iv) Musicology
   c) Sangeetha Vidwan Title course
      i) a 2 yr. course
      ii) for students of considerable standard in music
      iii) appear for examination
      iv) conducted by Director of Govt. Examinations, Madras.

(OR)

Summary Writing :

Rough Copy :

Music Culture in Tamilnadu

The urge to preserve, transmit and propagate the musical culture in India was felt in 1949. Its ancient purity could be preserved only by providing opportunities to youngsters. The Central College of Karnatic music was established in August 1949 at Rahmed Bagh Santhome till 1951 then shifted to Bridge House Adyar and later to Brodie castle, Greenways Road for better accommodation till today named "Thendral" will more than 600 students studying Vocal, Veena, Violin and Musicology at the start today they aim for the Sangeetha Vidman Title, a two-year course with an exam by the Madras. Direct, or Govt. Exam.

Fair Copy :

Music Culture in Tamilnadu

The urge to preserve, transmit and progogate the musical culture in India was felt in 1949. Today vast opportunities are provided to youngsters. In August 1949, the Central College of Karnatic music was established at Rahmed Bagh, Santhome, then shifted to Bridge House, Adyar, and then, for better accommodation to Greenways Road-Brodie Castle, today named as 'Thendral". The strength of 600 students aim for the two-year course Sangeetha Vidwan Title after the exam by the Madras Directorate of Government Exams after their basic studies.

GEQ GOVERNMENT EXAM QUESTIONS

1. **Make notes of the following passage.** *(QY. 19)*

Any polished surface which reflects light is a mirror. Most mirrors are made of smooth glass. These glass strips are backed with a very thin layer of aluminium. Not all mirrors are flat. Convex mirrors bulge outwards. They make things look smaller. But they give as a wider view. They are often used as driving mirrors in cars. They are also used as security mirror in shops. Concave mirrors curve inwards. They are used as shaving mirrors because they mignify things which are close. With distant things they produce a tiny upside-down image. In large telescopes they are used to collect and focus the light.

Ans **Note Making :**

Types of Mirrors

1. Mirror
   a) polished surface that reflects light
   b) made of smooth glass
   c) backed with thin layer of aluminium

2. Convex mirrors
   a) bulge outwards
   b) make things smaller
   c) give wider view
      i) driving mirrors in cars
      ii) security mirror in shops
3. Concave mirrors
   a) curve inwards
   b) magnify close things
   c) distant things a tiny upside-down image
      i) shaving mirrors
      ii) in large telescopes : to collect & focus light

2. Write a summary of the following passage.

No study of English can be completed without a reference dictionary of idioms. A very useful and easily available reference material is The Collins Dictionary of English Idioms. This dictionary contains clearly explained meanings of over three thousand common English idioms. To make the meaning even clearer, and to show you how the idiom can be used, each idiom is provided with a suitable sample sentence. In this dictionary, the emphasis is on 'true' idioms. These are expressions whose meanings cannot be easily worked out from the words they contain. The dictionary also provides a great many variations in the way these idioms are used. The main emphasis , however is on providing an understanding of the meaning of the idioms, rather than attempting to be a complete guide to idiomatic usage. ***(QY. 19)***

Ans **Summary Writing :**

Rough Copy :

English Idioms

Study of English cannot be completed without a reference dictionary of idioms. A very useful and easily available reference material is the Collins Dictionary of English Idioms. It has more than three thousand idioms. To make the meaning even clearer, and to show you how the idiom can be used, each idiom is provided with a suitable sample sentence.

Fair Copy :

English Idioms

Idioms make the study of English complete. They express a meaning different from the meaning of the words they contain and are difficult for the learner. The learner can refer the Collins Dictionary of English Idioms with its meanings and example sentences. It is a help to understand idioms and not a guide to its usage.

3. Make notes or write summary of the following passage. ***(HY. 19)***

Millions of books have been written and published since centuries. Man began writing from the ancient times and this is one practice he hasn't given up even in today's modern era.

Numerous learned and experienced authors have penned down several books on different topics. Both fictional and non-fictional books have been written on various genres including Science, Astrology, Fashion, Beauty, Lifestyle, History, Culture, Philosophy and Technology. These books contain knowledge about different topics and have been enlightening the readers. The habit of reading a book is one of the best habits a person can inculcate.

A person who loves reading books can never feel lonely or bored as books are always there for his rescue. These can easily be carried on the go and can be read jsut render knowledge. A person who reads different types of books and indulges in reading regularly is well learned and wordly wise. He can handle various situtations better compare to those who do not indulge in reading.

Reading books makes one confident and this reflects in his / her personality.

People look up to a person who is well read and well learned.

Ans **Note Making :**

Reading Books

1. Books
   a) millions of books have been written and published
   b) man began writing from ancient times
   c) he has not given up the habit till today
2. Topics
   a) numerous authors have written on different topics
   b) fictional and non-fictional books
   c) on various genres
      Science, Astrology, Fashion
      Beauty, Lifestyle, History
      Culture, Philosophy and Technology
   d) books contain the knowledge and enlighten readers
3. Reading habit
   a) A person never gets bored
   b) books can be carried on the go
   c) a person becomes well learned and worldly-wise
4. Benefits
   a) the person can handle various situations
   b) gains confidence
   c) well-read and well learned are unique among people.

Summary Writing :

Rough Copy :

Reading Books

Man began writing from ancient times and this practice is followed till today. Numerous authors have written on different topics, either fictional or non-fictional, also on various genres such as Science, Astrology, Fashion Beauty, Lifestyle, History Culture, Philosophy and Technology. Such books contain knowledge and enlighten readers. A person who loves reading books can never feel lonely or bored because books are there for his rescue. The books can be carried easily. Such a person becomes well learned and worldly-wise. He can handle various situations easily. He gains confidence. People look up to a person who is well-read and well learned.

Fair Copy :

Reading Books

Man began writing from ancient times and this practice is followed till today. Numerous authors have written on different topics, either fictional or non-fictional, also on various genres such as Science, Astrology, Fashion Beauty, Lifestyle, History Culture, Philosophy and Technology. Such books contain knowledge and enlighten readers. A person with reading habit never gets bored. The books can be carried easily. Such a person becomes well learned and worldly-wise. He can handle various situations easily. He gains confidence. People look up to a person who is well-read and well learned.

4. **Make notes or write a summary of the following passage.** *(Sep. 20)*

Dragon tales are known in many cultures, from the Americas to Europe, and from India to China. It's not clear when or where stories of dragons first emerged, but the huge, flying serpents were described by the ancient Greeks and Sumerians.

The word 'dragon' comes from the ancient Greek word 'draconta', meaning, 'to watch', suggesting that the dragons are responsible for guarding valuables. Dragons typically guard treasures such as mountains of gold coins or gems. Some dragons have wings; others don't. Some dragons breathe fire; others can't. Some are only a few feet long; others span miles. Some live under the ocean; others can only be found in caves and inside the mountains.

Ans **Note Making :**

Dragons

1. Dragon tales
   a) in many cultures
      i) from Americas to Europe
      ii) from India to China
   b) emergence of first dragon stories
      i) when or where - not clear
2. Ancient Greeks and Sumerians
   a) describe huge flying serpents
3. Origin of the word 'dragon'
   a) ancient Greek 'draconta'
      i) means – to watch
      ii) guarding valuables
4. Guards treasures
   a) mountains of gold coins or gems
5. Types of dragons
   a) with wings and without wings
   b) some breathe fire, some cannot
   c) some are few feet long, others span miles
   d) some live under ocean, others in caves and mountains

Summary Writing :

Rough Copy :

Dragons

Dragon tales are known in many countries. Nobody knows the period or place of the first emergence of dragon stories. Flying serpents were described by ancient Greeks and Sumerians. Dragon, in Greek, means to watch, or, to guard valuables. They guard mountains of gold or gems. There were several types of dragons. Some are with wings and others without wings. Some breathe fire, some cannot. Some are few feet long, others span miles. Some live under ocean, others in caves and mountains.

Fair Copy :

Dragons

Dragon tales are known in many countries. Nobody knows about the first emergence of dragon stories. Ancient Greeks and Sumerians describe flying dragons. Dragon, in Greek, means to watch, or, to guard valuables. They guard mountains of gold or gems. There were several types of dragons. Some are with wings and others without wings. Some breathe fire, some cannot. Some are few feet long, others span miles. Some live under ocean, others in caves and mountains..

Exercises

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

1. **Vitamins are substances which are required in tiny amounts in food. They promote normal health and metabolism of the body. For instance, Vitamin A is necessary for normal growth. It is essential for properly functioning eyesight. Liver, butter, milk, eggs and cod liver oil are rich in Vitamin A. Vitamin C increases the resistance to infection. It keeps the skin in a healthy condition. It improves blood circulation and the condition of gums. Citrus fruits, tomatoes and fresh vegetables are rich in Vitamin C. Deficiency of this vitamin causes dental caries, anaemia and scurvy. Vitamin D is found in butter, egg yolk, oily fish and yeast. It is essential for the proper growth of bones and teeth. Deficiency of this vitamin will cause rickets in children.**

Ans **Note Making :**

Step I : Title : **Vitamins**
1. Its Functions
2. Vit. A
3. Vit. C
4. Vit. D

Step II : Title : Vitamins
1. Its Functions
   a) Required in tiny amounts
   b) Promote health, body metabolism
2. VIT. A
   a) Function
      i) Necessary for normal growth
      ii) For eyesight
   b) Availability in
      i) Liver
      ii) Eggs
      iii) Milk
      iv) Butter
      v) Cod liver oil
3. VIT.C
   a) Function
      i) Increases resistance to infection
      ii) Keeps healthy skin
      iii) Improves blood circulation
      iv) Improves condition of gums
   b) Availability in
      i) Citrus fruits
      ii) Tomatoes
      iii) Fresh vegetables
   c) Its Deficiency causes :
      i) Dental caries
      ii) Anaemia
      iii) scurvy
4. VIT. D
   a) Function
      i) For growth of bones
      ii) Development of teeth

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b) Availability
   i) Butter
   ii) Egg yolk
   iii) Oily fish
   iv) Yeast
c) It Deficiency causes
   i) Rickets in children.

(OR)

Summary Writing :

Rough Copy :

Vitamins

Vitamins are needed in small quantities for growth and metabolism vitamins. A in liver, eggs, milk, and butter and develops growth and eye-sight. Vitamin C increases resistance, blood circulation in skin and genus in citrus and vegetables. Its deficiency causes anaemia and scurvy. Vitamin D good for bones and teeth, in fish, eggs, butter and yeast.

Fair Copy :

Vitamins

Vitamins are needed in small quantities for growth and metabolism. Vitamin A in liver, egg, milk and butter develops growth and eye-sight. Vitamin C in citrus fruits and vegetables increase resistance and blood circulation, good for skin and gums; its deficiency causes anaemia and scurvy. Vitamin D, in fish, eggs, butter and yeast are good for bones and teeth.

2. If you have a diabetic patient at home, there are chances that they might suffer from hypertension (high blood pressure), heart disease, vascular disease (small blood vessel disease), or kidney disease as well. The physician will treat these problems along with the diabetes. It is important to treat such complications as early as possible because a combination of high blood pressure, diabetes, and kidney disease is a triple threat to your health.

Many people, however, do not have any complications and can take actions recommended by their physicians concerning diet, exercise, medication in the form of pills instead of insulin injection, and good mental health. If you have non-insulin-dependent diabetes, it is possible that your diabetes may reverse itself and that your blood sugar levels return to normal and stay that way, particularly if you maintain good diet and exercise habits. Good diet, ideal weight, adequate exercise, adequate insulin availability and a stable mental attitude are the keys to treatment for diabetes.

Ans **Note Making :**

Step I : Title : **Diabetes**
1. Problems
2. Preventive Actions
3. Keys To Treatment

Step II : Title : Diabetes
1. Problems
   a) Hypertension (high blood pressure)
   b) Heart disease
   c) Vascular disease (small blood vessel disease)
   d) Kidney
   e) Triple threat
      i) Combination of:
         - high blood pressure
         - diabetes
         - kidney disease
2. Preventive Actions
   a) diet
   b) exercise

c) medication (pills)
   i) instead of insulin infection
d) good mental health
e) with good diet and exercise habits
   i) non-insulin-dependent diabetes
   ii) normal blood sugar levels

3. Keys To Treatment
   a) good diet
   b) ideal weight
   c) adequate exercise
   d) adequate insulin
   e) stable mentality

(OR)

Summary Writing :

Rough Copy :

Diabetes

Hypertension, heart diseases, vascular diseases, kidney diseases are the causes of diabetes. A combination of hypertension, diabetes and kidney disease conveys a triple threat. Its preventive methods are diet, exercise, meditation and good mental health non-insulin-dependent diabetes can be maintained by good diet and exercise. Besides these, ideal weight and mental stability are keys to treatment.

Fair Copy :

Diabetes

The causes of diabetes are hypertension, heart diseases, vascular and kidney diseases. A combination of hypertension, diabetes and kidney disease conveys a triple threat. Its preventive methods are diet, exercise, medication and good mental health. Good diet and exercise help maintain non-insulin-dependent diabetes. Besides these, ideal weight and mental stability are the keys to treatment.

✦✹✦

Q. No. 44 : Spot the Error & Correct

(Textbook Page No. : 178)

GOVT. MODEL QUESTIONS - 2019

44. Identify and correct the errors in the following sentences.

a) You may speak politely to the elders.
b) This is the boy whom won the race.
c) He come late to school every day.
d) Though he was hungry but he did not eat.
e) Is this a book that you wanted to buy.

Ans

a) You should speak politely to the elders.
b) This is the boy who won the race.
c) He comes late to school every day.
d) Though he was hungry, _ he did not eat. (but → deleted) **(OR)**
_ He was hungry, but he did not eat. (Though → deleted)
e) Is this the book that you wanted to buy?

I. Errors in use of Articles :

1. It takes me ***a hour*** to reach the office. ×
   - an hour ✓
   - words beginning with 'h' such as:
     - hour, honour, honest, heir; 'h' is silent in all these words, so the vowel following it takes 'an' for the article

   hence an hour, an heir, an honour etc.

2. ***An European*** visited us. ×
   - A European ✓
   - when 'u' or 'eu' takes a 'u' or 'yu' pronunciation ('y' is a consonant) the article 'a' should be used.

   hence a European, a university, a union, a unit, a uniform etc.

3. Use ***a HB*** pencil / she received ***a M.O.*** ×
   - an HB / an M.O. ✓
   - H is pronounced as 'e...h' (M.O. is pronounced as 'e...m/a....m')

   Since both have a vowel sound beginning 'an' is used.
   - 'an' is used for the following abbreviations.

     an A4 paper, an E.C.G. report, an F.A., an F.I.R., an H.M.T. watch, an IAS officer, an L.I.C. officer, an M.A., an M.L.A., an N.C.C. Cadet, an O.P., an R.P., an S.S.L.C. student, an X-ray.

4. ***Game*** came to an end. ×
   - The game ✓
   - we are talking about a particular game.

5. ***Rich*** should help ***poor.*** ×
   - The rich..... the poor ✓
   - rich / poor represent the people. Use 'the'.

     the old, the young, the needy, the sick, the brave, the honest.

6. ***Muslims*** read ***Quran.*** ×
   - The Muslims.....the Quran. ✓
   - Both are proper nouns-using capital letters.
   - Titles of books usually have 'the'.

     the Mahabharata, the Gita, the Holy Bible.

II. Errors in using Prepositions :

1. a. Divide this apple **among** Ram and Shyam ×
   - between (to be used for 2) ✓

   b. Divide this apple **between** the 4 boys. ×
   - among (to be used for more than 2) ✓

2. I go to school **on** bus / **on** cycle ×
   - by (for vehicles) ✓

3. He **aims to** do well in the exam. ×
   - use aim 'at'

     He aims at doing well in the exams. ✓

4. The African elephant is **confined in** Central Africa. ×
   - use confined 'to'
   - The Africa elephant is confined to Central Africa. ✓

5. The patient is now **free of** danger. ×
   - use free 'from' danger/risk/disease
   - The patient is free from danger. ✓

6. There weren't many people **in** the meeting **at** the hall. ×
   - use 'at' for small place and 'in' for a bigger place.

   1. Referring to physical objects, persons, use ***in*** before the hall or room.

      Examples :

      There are two fans ***in*** the room.

      The Principal was ***in*** the Auditorium.

   2. Referring to ideas (test, seminar, competition, meeting, exam) use at before the place.

      Examples :

      The meeting will be held ***at*** Room No. 3

      The Exam cannot be conducted ***at*** the auditorium.

      The marriage will be solemnized ***at*** St. John's Church.

7. He **parted from** his property. ×
   - use parted 'from' a person/friend, etc.
   - use parted 'with' things : He parted with his property. ✓
8. He **called at** his friend. ×
   - use called 'at' a place..... his friend's house
   - use called 'on' a person - means to visit
   - He ***called on*** his friend. ✓

III. Agreement of the subject and the Verb :

1. Guna and Munna **are** (is/are) friends.
   - are
   - use plural verbs for 'and'
2. a) He or she _____ (has/have) done well.
   - has (for singular subject)

   b) Govind or his friends _____ (is/are) sure to come
   - are (His friends - plural)

   c) The chicks or the mother hen _____ (is/are) taken
   - is (The mother - singular)

   when 'or' joins 2 subjects, the verb agrees with the second subject.

   e.g.,
   1. He or she ***is*** ....
   2. Govind or his friends ***are***....
   3. The chicks or the mother hen ***is***....
3. a) The minister as well as his followers _____ (is/are) at the meeting.

   b) The children with their teacher _____ (is/are) out in the field.

   c) The moon along with the stars _____ (shine/shines) at night.

   d) The branch together with its fruits _____ (was/were) cut.
   - when using *'with/along with/ together with/as well as'* the verb should agree with the first subject.

   Therefore the answers are:-

   a) **The minister** as well as his followers **is**.....

   b) **The children** with their teacher **are**.....

   c) **The moon** along with the stars **shines**.....

   d) **The branch** together with its fruits **was**....
4. a. Either my neighbour or her children _____ (is/are) coming for dinner.

   b. Neither they nor I _____ (was/were) mistaken.
   - when using either-or/neither-nor, the verb agrees with the second subject.

   Hence, a) Either my neighbour or her **children are**.....

   b) Neither they nor **I was**.....
5. a) Each of them _____ (is/are) an Indian citizen/Indian Citizens.

   b) Everyone of the barrels_____ (is/are) full.

   c) Not one of the boys _____ (is/are) telling the truth.

   d) One of the keys _____ (is/are) missing.
   - sentences using 'each of /everyone of/not one of/one of' use the singular form of the verb.

   a) Each of them ***is*** an Indian Citizen.

   b) Everyone of the barrels ***is*** full.

   c) Not one of the boys ***is*** telling the truth.

   d) One of the keys ***is*** missing.
6. a) None of them ____ (has/have) arrived yet.

   b) None _____ (is/are) genuine.

   Ans : a) None of - use singular Verb.
   None of them **has** arrived yet.

   Ans : b) None - use plural Verb.
   None **are** genuine.
7. a) That bag of stones _____ (contain/ contains) pebbles

   b) A group of tourists _____ (has/have) arrived
   - have an eye on the first subject and not the second (though it occurs near the Verb)

   Ans : a) That bag of stones **contains** pebbles.

   b) A group of tourists **has** arrived.

IV. Errors in use of Pronouns :

1. One must not reveal **his** secrets to all. ×
   - 'one' as a subject should use 'one's'
   - reason-'one' does not indicate the gender-whether male/female.

   Ans : One must not reveal **one's** secrets.

2. If I were **him,** I would tell the truth. ×
   - if I were **'he'**
   - reason-when I is used in the first person, the pronoun should be in the nominative form. (I, he, she, we, they, it are nominative forms of pronouns)

   Ans : If I were he, I would tell the truth.

V. Use of 'if' and the Relevant Verbs :

1. If it rains, we **may get** wet. ×
   - both 'if' and 'may' shows probability
   - when telling truth or fact, **if clause** is in the **present tense**, main clause will be present/future tense.

   Ans : If it rains we **will** get wet.

2. If I were to meet the Scientist, I **would have got** his autograph. ×
   - use 'would get'
   - when if clause uses **'were'** main clause should use **'I would + Verb'**

   Ans : If I were to meet the Scientist, I **would get** his autograph.

3. If I had been to Delhi, I **would see** the common wealth games. ×
   - use 'would have seen'-a past event.
   - when if clause uses 'had + Verb' main clause should use 'would have + Verb'

   Ans : If I had been to Delhi, I **would have seen** the common wealth games.

VI. Errors in use of Conjunctions :

1. As we were late, so we apologised. ×
   - use either 'as' or 'so' - don't use both
   - use only one conjunction in the sentence.

   Ans : As we were late, we apologised

2. The man is so poor and he cannot save anything. ×
   - use 'so' with 'that....not'

   Ans : The man is so poor that he cannot save anything

3. I have been waiting for you **since** 4 hours. ×
   - use 'since' to denote the starting time of action.
     'for' for calculated time. (or) total period of time.

   Ans : I have been waiting for you since 4 p.m. or I have been waiting for you for 4 hours.

VII. Errors in use of Plurals :

1. Much water _____ (is/are) wasted.
   - use 'is' - singular Verb.
   - reason - 'much' is used for uncountable nouns.

   Much water **is** wasted.

2. Many students _____ (has/have) turned up for the seminar.
   - use 'have'-plural verb.
   - 'many' is used for countable noun

   Many students **have** turned up for the seminar.

3. Many a man _____ (has/have) made it to the Everest.
   - 'many a man' means among many, each man
   - each indicates singular-use singular verb-'has'

   Many a man **has** made it to the Everest.

VIII. Use of Advice/Advise or Practice/Practise :

1. My parents gave me _____ (advice/advise)
2. My parents _____ (adviced/advised) me
   - 'advice'- is a noun-it answers the question 'what'
   - no suffixes such as -es, ed, or -ing can be added to it.
     'advise' - is a verb.

- it can be used as 'advises', 'advised', 'is/are/was/were advising', has/have/had/advised.

The same applies to 'practice' and 'practise'.

Example :

Do some **practice** for yoga. (Noun)

I **practise** yoga daily. (verb)

IX. Words without Plurals:

1. This shop sells **stationery.**
2. The **furniture** in this shop are of good quality.
3. The **luggage** was loaded into the car.
   - stationeries, furnitures, luggages are wrong words.

     so - stationery

     furniture is .....

     luggage is .....
   - words that use only the singular form
     a) scenery, information, furniture, advice, machinery, news, poetry, business, mischief, fuel, issue, repair, bedding, evidence, luggage, baggage
     b) words that end with 's' but are singular - physics, mathematics, economics, classics, ethics, athletics, gymastics, civics, innings
     c) words like dozen, score, hundred, thousand, million which occur after a numeral. e.g.,

        3 **million** people

        5 **dozen** bananas
     d) expressions like,

        a **ten-rupee** note,

        a **four-year** degree course

        a **five-year** old boy,

        a **two-rupee** coin

        a **two-mile** walk,

        a **three-hour** question paper

        used as adjectives.

X. Words that are used only in the Plural :

1. The police _____ (has/have) caught the thief.
   a) have
2. Alms _____ (was/were) given to the beggar.
   b) were
   - other words are : scissors, trousers, stockings, spectacles, shorts, remains, goods, measles, etc.

XI. Errors in Tenses :

When the second action follows the first after it is completely over, the first action uses had + V + en the second action uses simple past tense.

1. a) By the time we reached the classroom, the first lesson **had almost ended.**

   First action - had ended

   Second action - reached

   b) When I reached the bus stop, the bus **had already left**.

   First action - had left

   Second action - reached
2. a) Our cat **catches** a rat daily.

   b) The Guptas **have** three cotton mills in Bangaluru.

   use the present tense for a habitual usual or a present happening.
3. 'Since' uses the perfect tense.

   a) I **had waited** for you since morning.

   - use 'had waited'

   b) The employes **had been fasting** since yesterday.

   - use 'have been fasting'

XII. Verbs in Negative Sentences: It is called "Inversion".

Sentences beginning with negative words should follow the formula:

Negative word + auxiliary + subject + verb

1. No sooner the bell **rings,** we leave.

   It should be : No sooner **does** the bell **ring** than we leave.
2. No sooner the bell **rang,** we left.

   It should be: No sooner **did** the bell **ring** than we left
3. **Other negative sentences:**

   Scarcely **had** they **announced** the results when all cheered.

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Hardly **was** the gate **opened** when the crowd rushed in.

Sunil **had** neither **taken** the purse nor hidden it.

XIII. Errors in use of Relative Pronouns:

1. Loans were given to the poor **which** were for agricultural use.
2. The boy was scolded **who** came late.
   - the relative pronouns (who, whom , whose, which, that, etc.)

     should occur after the noun they qualify.

   Hence,

   1) Loans which were for agricultural use were given to the poor.
   2) The boy who came late was scolded.

XIV. Errors in use of Degrees :

1. Days in the desert are **more hotter** - 'more' and 'hotter'
   - both are comparative; use only one degree - Days in the desert are hotter.
2. Between Sekar and Gokul, I trust Sekar **the most**.
   - Sekar and Gokul are only two-so use the comparative instead of the superlative degree.

   Between Sekar and Gokul, I trust Sekar **better.**
3. Her story is **more interesting than Rahul.**
   - the comparison is between her story and Raghul's story, not her story and Raghul.

   Her story is more interesting **than that of Rahul's.**
4. Words like unique, ideal, perfect, complete, universal, entire, extreme do not take any comparison.

   e.g., This is a unique show.
5. a) My brother is **older than** I (am)

   b) My brother is **older to me**

   It should be: a) **older than me**

   b) **elder to me**

   i) **Older** is used for any two persons.

   The manager is older than the assistant.

   ii) **Elder** is used for brothers & sisters. (family members)

   She is elder to me by 3 years.

   Ganesh is my eldest brother.

   iii) Similarly **younger than** - any two persons.

   younger to - family members

   The principal is younger than the Vice-Principal.

   Mary is younger to me by 5 yrs (my sister).

PTA QUESTIONS & ANSWERS

1. Identify and correct the errors in the following sentences. *(PTA-1)*

(a) Every students like the teacher.
(b) I look forward to meet you.
(c) Where I can find a bank?
(d) My flight departs in 5 a.m.
(e) I live in United States.

Ans

(a) Every **student likes** the teacher. (OR)
All the students like the teacher.
(b) I look forward to **meeting** you. (OR)
I **am looking** forward to **meet** you.
(c) Where **can I** find a bank?
(d) My flight departs **at** 5 a.m.
(e) I live in **the** United States.

2. Identify and correct the errors in the following sentences. *(PTA-2)*

(a) Myself I am Reyna.
(b) He do not have a music system.
(c) I cannot cope up with the pressure.
(d) What is the time in your watch?
(e) Our classroom is in the second floor.

Ans
(a) _ I am Reyna. ('Myself' → deleted)
(b) He **does** not have a music system.
(c) I cannot cope _ with the pressure. ('up' → deleted)
(d) What is the time **by** your watch?
(e) Our classroom is **on** the second floor.

3. Identify and correct the errors in the following sentences. *(PTA-3)*

(a) He has good knowledge of English grammar.
(b) His son-in-laws have come home.
(c) She love her father.
(d) I don't know who is she.
(e) He is taller then me.

Ans
(a) He has **a** good knowledge of English grammar.
(b) His **sons-in-law** have come home.
(c) She **loves** her father.
(d) I don't know who **she is**.
(e) He is taller **than** me.

4. Identify and correct the errors in the following sentences. *(PTA-4)*

(a) Games and sports helps in recreation.
(b) Cricket is watched by million of fans all over a world.
(c) Rajan slowly settle down in his retired life.
(d) Have anyone attended the function?
(e) My grandmother and I was good at drawing pictures.

Ans
(a) Games and sports **help** in recreation.
(b) Cricket is watched by millions of fans all over **the** world.
(c) Rajan slowly **settled** down in his retired life.
(d) **Has** anyone attended the function?
(e) My grandmother and I **were** good at drawing pictures.

5. Identify and correct the errors in the following sentences. *(PTA-5)*

(a) As we were late so we apologised.
(b) Many students has turned up for the seminar.
(c) She has been waiting for you since 3 hours.
(d) One must not reveal his secrets to all.
(e) One of the boys are missing.

Ans
(a) As we were late, _ we apologised. (so → deleted)
(OR)
_ We were late so we apologised. (As→deleted).
(b) Many students **have** turned up for the seminar.
(c) She has been waiting for you **for** 3 hours.
(d) One must not reveal **one's** secrets to all.
(e) One of the boys **is** missing.

6. Identify and correct the errors in the following sentences. *(PTA-6)*

(a) It is a fact that most of people want to earn more but work less.
(b) There is - dozens of apples - and plenty of grapes in the market.
(c) Serena prefers to play Tennis than badminton in the court.
(d) They will like to invite you to be the chief guest.
(e) No sooner did he see the snake when he shouted.

Ans
(a) It is a fact that most of **the** people want to earn more but work less.
(b) There **are** _ dozens of apples _ and plenty of grapes in the market. (– → deleted)
(c) Serena prefers to play Tennis **to** badminton in the court.
(d) They **would** like to invite you to be the chief guest.
(e) No sooner did he see the snake **than** he shouted.

GEQ GOVERNMENT EXAM QUESTIONS

1. Identify which part of the sentence has the error. *(QY. 19)*

(a) If you / will work hard / you / will pass.
(b) His father / is / a MLA.
(c) She / is the / smaller girl / in the class.
(d) I am / absent / yesterday.
(e) She / goes / to college / in car.

Ans
(a) If you / **work hard** / you / will pass. (will → deleted)
(b) His father / is / **an** MLA.
(c) She / is the / **smallest** girl / in the class.
(d) I **was** / absent / yesterday.
(e) She / goes / to college / **by** car.

2. Identify and correct the errors in the following sentences. *(HY. 19)*

(a) His uncle is a M.L.A.
(b) She is the girl whom won the prize.
(c) As Preetha was sick so, she did not come to school.
(d) Every children are happy.
(e) One of the tooth is painful.

Ans
(a) He uncle is **an** M.L.A.
(b) She is the girl **who** won the prize.
(c) As Preetha was sick , she did not come to school. (so → deleted)
(d) Every children **is** happy.
(e) One of the **teeth** is painful.

3. Identify the errors in the following sentences and rewrite them correctly. *(Sep. 20)*

(a) I bought an book this morning.
(b) Sita goes to the market yesterday.
(c) We have not eaten anything from a long time.
(d) Sundar is either a cricket player nor a football player.
(e) We watched the sheeps grazing in the field.

Ans
(a) I bought **a** book this morning.
(b) Sita **went** to the market yesterday.
(c) We have not eaten anything **for** a long time.
(d) Sundar is **neither** a cricket player nor a football player.
(e) We watched the **sheep** grazing in the field.

Exercises

Identify and correct the errors in the following sentences.

1. (a) My uncle is richest man in the village.
(b) Many people behaves rudely nowadays.
(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** in the village.
(b) Many people **behave** rudely nowadays.
(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. (so → deleted) **(OR)**
The child fell down, so it started crying. (as → deleted)
(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. (a) He is the good batsman in our team.
(b) Economics are my favourite subject.
(c) The tree is so tall that we cannot climb upon it.
(d) He is angry on me.
(e) One of the boy has won a prize.

Ans
(a) He **is** a good batsman in our team.
(b) Economics **is** my favourite subject.
(c) The tree is so tall that we cannot climb **on** it.
(d) He is angry **with** me.
(e) One of the **boys** has won a prize.

4. (a) One of these cycle is defective.
(b) He is good athlete.
(c) This is a hardly nut to crack.
(d) I met an one-eyed man.
(e) If he studied well, he will pass the exam.

Ans
(a) One of these **cycles** is defective.
(b) He is **a good** athlete.
(c) This is a **hard nut** to crack.
(d) I met **a** one - eyed man.
(e) If he studied well, he **would** pass the exam.

5. (a) Games and sports helps in recreation.
(b) His father is a MLA.
(c) Though she is rich but she is humble.
(d) They carried their luggages to the airport.
(e) Meena is junior than Mala.

Ans
(a) Games and sports **help** in recreation.
(b) His father is **an** MLA.
(c) Though she is rich, _ she is humble.
(but → deleted) **(OR)**
_ She is rich **but** she is humble. (Though → deleted)
(d) They carried their **luggage** to the airport.
(s → deleted)
(e) Meena is junior **to** Mala.

6. (a) I prefer coffee than tea.
(b) Each of the cycles are damaged.
(c) One of the girl sang well.
(d) Though he is rich but he is not happy.
(e) Neither Rahim nor his friends was injured in the accident.

Ans
(a) I prefer coffee **to** tea.
(b) Each of the cycles **is** damaged.
(c) One of the **girls** sang well.
(d) Though he is rich, _ he is not happy.
(but → deleted)
(e) Neither Rahim nor **his friends were** injured in the accident.

7. (a) He is one of the talkative boy in the class.
(b) Very few students have scored high as Madan.
(c) Kiran is so ill to go to school.
(d) Remove the furnitures from here.
(e) I met in an accident.

Ans
(a) He is one of the talkative **boys** in the class.
(b) Very few students have scored **as high as** Madan.
(c) Kiran is **too** ill to go to school.
(d) Remove **the furniture** from here.
(e) I met **with** an accident.

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8. (a) We speak the English.
(b) Neither Mahesh nor Ramesh are present today.
(c) He joined an European University last year.
(d) One of the dacoits were shot dead.
(e) Though he is poor but he is happy.

Ans
(a) We speak _ English. (the → deleted)
(b) Neither Mahesh nor Ramesh is present today.
(c) He joined a European University last year.
(d) One of the dacoits was shot dead.
(e) Though he is poor, _ he is happy. (but → deleted)

✦✹✦

ADDITIONAL TOPICS (5 MARKS QUESTIONS)

(i) Report Writing

(Textbook 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 and its impact etc.)
- Use simple sentences in the Past Tense.
- Be brief.
- Do not exaggerate the event.

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PTA QUESTIONS & ANSWERS

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. *(PTA-6)*

Ans

Educational Development Day

-by Ravi Tej

Ratna Matriculation Higher Secondary organized the Educational Development Day on 15th July 2019. 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.

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In each level, there were various competitions like recitation, elocution, slogan reading and 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.

Exercises

1. To promote healthy eating habits amongst school children your school recently organized a 'Nutritious Food and Snacks Competition'. As Adhvika, the student editor of your school magazine, write a report about this event in 100 words.

Ans

Nutritious Food and Snacks Competition

- By Adhvika, X - B

Hundreds of parents and students participated in 'Nutritious Food and Snacks Competition' organized by XYZ School, XXX, yesterday, to increase awareness about healthy eating habits. The awareness campaign was aimed at both students, who snack by grabbing burgers, fries, potato chips, or chocolates, as well as for parents, who are juggling busy schedules where fast food becomes a convenient option. The school organized a Healthy Cooking Competition wherein all recipes involved healthy food like salads, whole-grain slices of bread and roasted snacks.

The winner amongst parents was Mrs. Meenakshi and amongst students was Suma of X-B.

The eminent nutrition expert, Dr Viji, the chief guest said, 'When it comes to smart snacking, think small portions, think healthy portions!' This competition was an eye-opener for one and all.

2. You are the School Pupil Leader. Your school celebrated Cultural Festival. Write a report on the same in not more than 120 words.

Ans

Cultural Festival

-By Narayanan, X-A

The Government Higher Secondary School at Ponneri, celebrated the Cultural Festival on Sunday, 4th August 2019. In this mega event, many schools from nearby places also took part. The grand festival commenced with the arrival of various teams from schools. The District Collector was the Chief Guest. There was a colourful welcome followed by lighting of the lamp. The Principal of our school gave a welcome speech. Then there was a bouquet presentation to the guests and the grand event began. It was a truly mesmerising show as the teams from various schools presented many programmes. There was singing, dancing, poetry recitation, skits, mimicry, mono act shows, classical and modern music concerts. Everyone enjoyed the show. The Chief Guest praised the entire event a lot and gave an inspirational speech. The announcement of the winning team followed it. The team from our school bagged the second position and everyone complimented one another. A formal vote of thanks followed it and the event concluded.

3. 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.

Ans

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 X Std.

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(ii) Drafting a Speech

(Textbook 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.
2. Adapt speech for PURPOSE and AUDIENCE. (e.g.) teenagers, mixed audience, teachers, children etc.
3. Organise IDEAS logically and do not confuse the audience.
4. 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!
5. Use RHETORICAL QUESTIONS – asking a question for persuasive effect with out expecting a play (because the answer is obvious) Eg: Was he not a good man? (knowing that the audience agree anyway)
6. Make sure you are writing in the CORRECT PERSON
   (e.g.) I believe that … I knew him well …
7. Use interesting facts and figures (e.g.) 200000 people… with diagrams or charts to help your audience visualize it.

PUBLIC SPEAKING SKILLS :

Public speaking involves communicating information before a large audience. In public speaking, the information is purposeful and meant to inform, influence or entertain a group of listeners.

A FEW STARTERS FOR WELCOME ADDRESS

- It is our pleasure to introduce our chief guest as the speaker for this evening. We cannot think of a person more qualified than our guest to address the audience.
- Young minds are like sponges and they are looking for the right input to soak it in. We cannot think of a person more suited to this than our guest of honour to whom we extend a warm and hearty welcome.
- It's my pride and privilege to introduce our chief guest Mr/Mrs. (or) Thiru/Thirumathi who is very well known to you because of his service to mankind in the field of education.

A FEW STARTERS FOR VOTE OF THANKS

- Respected Chief guest, Principal , teachers, students, ladies, and gentlemen, good evening. It is my honour and privilege to propose the vote of thanks to this august gathering. I would like to thank Principal madam for giving me this opportunity.
- Today my words are not enough to express my gratitude. On behalf of the organizing committee and our school, I would like to thank our Chief Guest for the day, Mrs./Mr./Th iru/Th irumathi, who graced the occasion with his/her presence and guidance.
- We are grateful to all the parents present here, your encouragement has helped us to organise such important events.

PTA QUESTIONS & ANSWERS

1. Draft a speech welcoming the chief guest on the Independence Day celebration. *(PTA-5)*

Ans Good Morning to one and all.

It is our pleasure to introduce our chief guest Mr. Rajasekaran who is very well known to all of us, because of his service to Mankind in the field of Education. He was a District Education Officer at Ponneri for five years. Now he is working as a Secretary in a government aided school in Ambattur. He values the knowledge imparted to the students. During his tenure, he has brought a lot of changes in the field of Education. We are honoured to have him as our chief guest amidst Independence Day Celebration. I take this opportunity to welcome you, sir for this celebration. I would also like to welcome the other dignitaries on the stage on this happy occasion. Thank you.

GEQ GOVERNMENT EXAM QUESTION

1. Write a speech for your school Libreary Association Celebration. *(QY. 19)*

Ans Literary Association Celebration

Good evening to all those who are present here! Respected Chief Guest, Our honourable Principal, beloved teachers, parents and my dear friends.

On the auspicious occasion, I stand before you with extreme pleasure on behalf of English Literary Association of Christ Holy Matric. School.

First of all, let me express my deep gratitude to you all for selecting me as the President of the English Literary Association. This Association has been a prestigious Association in our school, since its inception. It has been working rigorously during the past few years focussing on the improvement of reading, writing, speaking and listening skills of the students in our school. Our vision is to make our school as a full-fledged English medium school, where each student speaks and communicates in English.

Language is the medium through which the educational process fulfils its aims. So it is highly essential that students should be able to handle language at its best level. The English Literary Association has been conducting many varied activities and competitions to improve the language skills of the students. 'Practice makes a man perfect.' We do believe in the proverb and constantly endeavour to achieve our aim.

I am extremely happy to announce that this year, we will conduct an English week and all the students will get an opportunity to participate and to demonstrate their talents and potential.

To conclude, let me once again express my heartfelt gratitude to the Management, teachers and students who all honoured me by giving this great responsibility.

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 man. Today, Woman 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 a 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 the 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.

2. Some young people have little leisure time and are under a lot of pressure to work hard in their studies. What do you think are the causes of this? What solutions can you suggest? Prepare speech titled as 'Leisure is necessary for hard work'.

Ans Good Morning!

Respected Principal Madam. Worthy teachers and my dear friends,

Today I would like to present my views on the topic 'Leisure is necessary for hard work'. Some young people find themselves with very little leisure time. I believe there are two main causes of this situation. The first is parental pressure and the second is competition in our educational system. Every parent wants to see his or her child doing well in school and go on to have a successful career. This means that they exert pressure on their children to spend hours each day studying at home. Some even arrange extra tuition for their children. As a consequence, their leisure time is extremely limited and the pressure on them is considerable.

The second cause is related to the higher education system. Only high graded candidates are allowed to get good streams of study for the future. This contributes to the pressure on teenagers since they must work long hours to have any chance of success.

3. You are the head boy of your school You wish to encourage the students to help eradicate the social evil of Child Labour. Write a speech in minimum of 120 words, which you would like to deliver in the morning assembly.

Ans A pleasant good morning to respected Principal, teacher and dear friends.

I proudly stand before you to talk to you about the social evils in our society which should be eradicated at the earliest. Anees Sung has clearly portrayed this in her book Lost Spring : Stories of Stolen Childhood, how the dwellers are pursuing traditional trade like bangle making. Government has laid down laws against child labour but we turn a blind eye to it. Poverty and corruptions have further aggravated the problem.

We, as students and future leaders of the country, should do something to curb down child labour. Each student can take a child and teach him / her. We could spread awareness regarding the drawbacks of child labour. The media could feature some documentary films and advertisements to eradicate this evil.

I would like to conclude that we should join together and fulfil this mission and restore the rights of the underprivileged children for their better future.

Thank you.

4. Prepare a Vote of thanks on the occasion of Independence day celebration.

Ans Respected Chief Guest, Principal, Teachers, Parents and Students. It is my privilege to propose the vote of thanks to this gathering. Today my words are not enough to express my gratitude.

On behalf of the organizing committee and our school, I would like to thank our Chief Guest Mrs. Ambika Thomas who graced the occasion with her presence and guidance. She has given her valuable thoughts and ideas to our students. We are also grateful to all the parents present here. Your encouragement has helped us to organise such important events. I would like to thank our Principal for giving me this opportunity and making this day a great day.

Thank you.

✦✹✦

(iii) Article Writing

(Textbook 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.

Steps involved in writing an article :

1. **Decide the theme :** Choose an interesting, relevant or a current issue.
2. **Decide the title :** The title suggests the core idea of the article. It has to be brief and captivating, kindling the interest of the readers.
3. **Form an outline :** Forming an outline of the article is very essential. It can be done in three steps:
   - ✦ Introduction
   - ✦ Body
   - ✦ Conclusion
4. **Draft the content :** When your outline is complete start expanding on the title.
5. **Edit it :** Never submit an article in its first draft. Revise the article until it expresses your thoughts completely. Give it a final reading. Edit it and correct the errors.
6. **Final Reading :** Once the article is edited, give it a final read. Check if it adheres to the requirements.

GEQ GOVERNMENT EXAM QUESTION

1. **You are Jansi / Avinash of class X studying in GHSS Chengalpet. You believe that physical activities improve our health and reduce the risk of sickness. It has got immediate and long term benefits. Write an article in not more than 150-200 words for your school magazine stressing the importance of physical activities in a student's day to day life.** *(QY. 19)*

Ans

Physical Activities

- By Jansi / Avinash

Physical activities improve our health and reduce the risk of sickness. It has got immediate and long term benefits. Physical exercise means the regular movement of our limbs. It is necessary to keep our body fit and strong. The proverb goes 'Health is Wealth'. Exercises help us to build good health. It helps in digesting food. There are different kinds of physical exercises. They are walking, swimming, running, cycling, etc. A person can be benefited in many ways by taking physical exercise.

A machine cannot work without regular and proper use. Human body is compared with machine. It becomes inactive and weak without regular and proper exercise. Physical exercises make our body active. We must remember that excessive of anything is bad. Over-exercise is also injurious to health. So we should abide by the laws of physical exercise. Everybody should take regular exercise with a view to enjoy sound health and sound mind. Therefore we should ourselves keep fit and healthy.

Exercises

1. You have read 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.

2. Due to growing materialism, there is a shift in the values of youngsters. They continue pestering their parents for items like mobile phone, digital camera, bike, etc. for personal use even though there is no genuine need for these gadgets. Write an article in about 120 words expressing your views on the same. You are Sunil/Swati.

Ans

The Deteriorating Values

- By : Swati

The growing materialism in society is leaving a profound impact on the younger generation. They are growing up in an environment which creates a desire to acquire all that is in their capacity. It has changed children's perspective towards life. For them, materialism is happiness. They pester their parents to fulfil their demands for items like mobile phone, digital camera, bike, etc., even though there is no genuine need for the same. Children want these in order to impress their friends.

Materialism makes us greedy. We try to show off what we have and are embarrassed if we do not have something that others possess. The world has become a place for the competition where everyone aims to be ahead of other Youngsters need to understand that money does not bring happiness. It is more important to be content. We need to have values, friends, relations and, above all our family's love and support to lead a happy life.

3. Education should not allow any discrimination. All children have an equal right to education. Yet we find that in many families, girls are not given the education they desire. Write an article in about 120 words on the topic, "The Importance of Educating the Girl Child". You are Arun / Anu.

Ans

Importance of Educating the Girl Child

- By : Anu

A child's first teacher is the mother, but in our country, no importance is given to the education of a girl child. It seems a wastage of money to most of the parents. We must understand that if we educate a man, we educate an individual, but if we educate a woman, we educate the entire family. Education is beneficial for the female herself and her family. An educated girl can take decision with an open mind and can fight against all social evils like child marriage, female infanticide, dowry, domestic violence. It is a fact that educated mothers will always impart education to their daughters because they know that there is no difference in the learning ability or interest between a boy and a girl.

Educating a girl child means improving their standard of work along with reducing gender discrimination at work. They can be imparted vocational training also to make them self-sufficient and financially secured. So, for the wholesome progress of our society and the upliftment of our society, it is a must to educate the girl child.

4. Recently while returning home from school you were knocked down by a speeding motorcycle. You escaped with minor injuries. You are Kishore / Kavitha of class X, studying in GGHSS, Pattukkottai. Write an article to The Hindu, in about 100 words expressing your concern about the increasing number of road accidents due to reckless driving.

Ans

Importance of following traffic rules

- By Kishore / Kavitha

Recently, while returning home from school, I was knocked down by a speeding motorcycle. I was very careful in crossing the road. Yet I was knocked down by the reckless driving and speeding of a motorcycle. I escaped with minor injuries. I am writing this article to bring to your notice the increasing number of road accidents due to reckless driving. We have to stress on the importance of following traffic rules. People should follow the road signals. These signs have got a very important role to play in the traffic system and they are made for the safety of the people. People should not use their cell phones while driving or at the pedestrians crossing. I humbly request you to publish this article in your column, so that the public will be aware of it.

✦✷✦

(iv) E-mail Writing

(Textbook 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.

GEQ GOVERNMENT EXAM QUESTION

1. Write an email in the appropriate format to your teacher about the interesting English model that you have prepared for the literary fest. *(QY. 19)*

Ans

E-Mail

To : vanitharoy@gmail.com
Sub : model for literary fest
Dear Madam, I am sending this email to you to inform about an interesting model prepared by me for the literary fest. It is an activity based model on some of the famous poems. Attached the copy of it as a file in this email. Kindly go through it and give your comments. Sincerely yours,
Kavitha. M

Exercises

Draft a Mail :

1. **Suppose, you are Sneka / Suresh. You are very much glad to hear the news of 5G mobile network. You want to share your feelings with your friend. Now write an email about 5G network.**

Ans

E-Mail

To : karthiksubramani2004@gmail.com

Sub : Details of 5G mobile network.

My dear Karthik,

The 5th generation wireless system is about to take over the telecom market in India. Since the last 48 hours, several new developments have been reported with respect to 5G deployment in India, both from private and Govt. sector. Government's stand in this regard is especially encouraging, because now, they are determined to deploy 5G across the country by 2020. However, Airtel has launched India's first 5G capable network in India. Bengaluru and Kolkata have become the lucky Indian cities to get India's first 5G cities.

Keep fine and in touch. Hope to see you very soon.

Sneka

2. **Write an e-mail to the General Manager of the Supermarket seeking permission to use the foyer and requesting a sponsorship for the event of Teacher's day.**

Ans

E-Mail

To : rmsoundar10@gmail.com

Sub : Teachers' Day Celebration

Dear Sir,

Teachers' Day is around the corner. We, the residents of the South City Complex, would like to express our gratitude to our teachers by hosting a brief cultural programme on 5th September between 5.00 p.m. to 7.00 p.m. There are about 25 teachers in our complex and we would be grateful if you allow us the use of the foyer in the Supermarket for the celebration.

We also request you to please sponsor a cup of tea and light refreshments for the teachers and a few guests, about 40 in all.

We look forward to a favourable response.

Thank you,

Ashish

3. **The sanitary conditions of your locality are in bad shape. Write an email to the sanitary inspector in about 120 words.**

Ans

E-Mail

To : sanitarydept @tn.nic.in

Sub : Unsanitary conditions

Dear Sir,

Let me bring to your kind notice the unsanitary conditions of Greater Chennai. Sanitary conditions of Urban are in a mess. There are no sweepers worth the name to clear the garbage that lies in heaps and mounds at almost all the places here. The drainages are blocked, water flows on the streets. No one can walk on the roads because of the foul smell coming from the mounds. People are careless and throw domestic waste in open space. This invites the attention of stray cattle, pigs and other animals. People do not make use of their dustbins. As a result, fear of the spread of diseases like cholera and gastroenteritis are possible. There is a great need of the regular visit by the sanitary dept officials. The officials should meet the residents to maintain hygienic conditions all around.

Regards

Varun

4. Last week you were caught in a sudden shower of Rain. Write an e-mail to your friend describing the experience.

Ans **E-Mail**

To : shamini@yahoo.com
Sub : Showers of Rain.
Dear Shamini, Hi! Thanks for your lovely birthday gift you gave me. On my return from the movie show and after you left for your home. I got caught in a sudden shower of rain. The sky darkened and the heaven opened and I was caught in a heavy downpour. I have no umbrella or a rain coat. I was completely drenched. Luckily, I saw a street vendor nearby selling umbrellas. I hastily bought one. I think I used it just for five minutes, when the rain stopped and the sun started shining and my wet cloth got dried immediately. When I reached home. I looked fresh as I was before the rain. With Love.
Padmini.

✦✹✦

(v) Describing a process for a given topic

Describing a process involves outlining the procedure of an activity. The description may be in the form of (a) a guideline to be followed before actually doing / performing the task or (b) recounting the actual process. (Care should be taken to maintain the sequence of steps.)

e.g. 1. On making a cup of Tea :

1. "Take a tea pot with the required quantity of water.
2. Heat it on a stove.
3. When the water boils, drop in the tea leaves - a heaped spoon per cup.
4. Add an extra spoon of tea leaves for the pot.
5. Close the pot and remove from stove.
6. Allow tea leaves to settle.
7. Strain tea decoction into a cup.
8. Add milk and sugar to taste".

Here you find that the instructions have been given to carry out the action, hence verbs in the imperative mood have been used.

e.g. 2. Making a cup of tea :

1. A pot with required quantity of water is taken.
2. It is put on a stove and heated.
3. When the water is boiled, the required quantity of tea leaves is added to it.....

You find that the passive voice has been used here to indicate the actual process. It's always wise and advisable to use passive constructions while describing a process.

GEQ GOVERNMENT EXAM QUESTION

1. Describe the process of preparing your favourite dish. *(QY. 2019)*

Ans **Pulka Chapathi Roti**

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 a 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.

2. Write your favourite recipe by starting your own blog. *(Sep. 21)*

Ans **Vegetable soup**

First chop all the vegetables, such as carrot, cabbage, potatoes, tomatoes, and green beans into small pieces. Then chop onion and garlic and keep them separately. Take a bowl and add two tablespoons corn flour. Add three tablespoons water and mix well. Take a pan and heat half a tablespoon of ghee over a medium flame. Add the chopped onion and garlic into the pan. Fry it for 2 minutes. Then add the chopped vegetables with a pinch of salt. Stir and cook for 4 minutes. Add 2 cups of water. Stir well and boil the mixture. Add black pepper powder. Stir continuously to prevent lump formation. After 10 minutes, the mixture turns thick. Add vinegar and again mix well. Turn off the flame and serve it.

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Exercises

1. Describe the process of preparing a flower bouquet.

Ans Get some fresh flowers as they are also available in your garden. Cut spikes and extra leaves and place in a half-full tub of a cold water. A glittery covering sheet will be easily available at your home or you can take it from your neighbours. Cut it into a square shape. Now arrange the flowers and carefully wrap them with transparent tape. Then cut the extra stems left. Place the flowers on the glittery sheet and wrap like a bouquet. Tie a ribbon at the bottom which a little twist. Add some glitter if available on the flowers. It will be attractive. You can also give a card to her. Now flower bouquet is ready.

2. Describe the process of preparing a cup of coffee.

Ans There are several kinds of coffee, but I am now going to describe how instant coffee is produced. Milk is heated in a kettle. Instant coffee powder is added with hot milk and stirred well. Sugar is added to it and stirred. The instant coffee is ready to be served.

3. Describe the process of borrowing books from your school library.

Ans I shall take my library cards with me to the library. In my school, library the books are kept in alphabetical order. There is a catalogue box. Index cards carry both the names of the author and the name of the book. It helps me to choose the book easily. I note down the numbers of books and request the librarian to direct me. With the help of the classification number, I trace the books easily. Then I take the books and hand over the same to the librarian. The librarian makes relevant entries in the register. He collects my cards and allows me to retain the books for a fortnight.

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4. Describe the process of knotting a bow tie.

Ans To begin with, the tie should be placed around the neck, with one end slightly longer than the other. Then place the longer end over the other and pass it upwards and behind the point where the two ends cross. Next, take the other end of the tie and bend it twice to form an 'S' shape. Bring the longer end down and in front, so that it holds the 'S' curve in place. Now comes the trickiest part of the process. Take the long end of the tie and form a similar 'S' shape before passing it through the narrow gap behind the other end. This creates a knot and the bow should now be held securely in place. Finally, adjust both sides of the bow to make it symmetrical.

5. Describe the process of polishing shoes.

Ans Clean all the dirt and dust from the shoes with the help of a brush. Spread the shoe cream evenly on shoes. Rub the cream gently with a brush. Then spread the shoe polish on the shoes and brush them gently. After a few strokes, the shoes would get a shine.

6. Describe the process of opening a bank account.

Ans An application for account opening is obtained from the "May I help You" counter. The form is neatly filled in capital letters. Then the KYC documents, two passport size photographs and a minimum amount of Rs. 500/- is remitted into our account. A passbook is received after two days.

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45. Quote from Memory

(Textbook Page No. : 17, 84, 149, 179)

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GOVT. MODEL QUESTION - 2019

45. Quote from memory.

Let me live ..... back in fear.

Ans
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

Also, refer to Page Nos. 1 & 2 of this guide for the memoriter poems.

✦✹✦

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Part - IV

Q. No. 46 & 47 — 8 Mark Questions — 2 × 8 = 16

There are 2 questions in this Part - IV.

These are "either ..... or" Type Questions.

46 : Supplementary Units - Developing Hints. (1 out of 2) — 1 × 8 = 8

47 (i) : General Comprehension — 4 × 2 = 8

(OR)

47 (ii) : General Poem Comprehension

Q. No. 46 : Developing Hints (1 out of 2)

This question No. 46 pertains to Supplementary lessons. Hints will be given and you have to write the summary of the story.

GOVT. MODEL QUESTIONS - 2019

46. Write a paragraph of about 150 words by developing the following hints.

a. Many years ago - China - the emperor ordered - one man from - family - join army - Mulan heard - told father - she join army - father objected - she is a girl - Mulan - wore - fathers robes cuts her hair - convinced father - she has learnt - Kung fu - no one will find - she is a girl. Mulan left - village - fought bravely - war - given top - position - very soon - fever swept - the army - Mulan - sick - doctor examines - finds the truth - spreads the news in the army - everyone objects - to follow a girl leader - Mulan stood tall - gave command - soldiers - followed her - attacked enemies - won the battle - Emperor glad - offered Mulan positions - court - Mulan refused - went back - village - royal - gifts.

(OR)

b. Holland - land - below sea level - dikes protected the country - every one did best to - protect - Holland - Years ago - little - boy Peter - lived Holland - His father - attended - dyke gates - opened - closed dykes - one day - Peter mother - gave cakes to Peter - to be given - old blind friend of Peter - across the dyke - Peter happily left home - Peter visited - old man - returned near by the dyke - heard - water trickling - stopped to see - small hole - dyke - called for help - in vain - he put his little - finger - throughtout the night - slept near the dyke - morning - found by passer by - alerted the people - Peter and Holland - saved.

For Answers and more questions and answers refer to the Supplementary Sections Unit 1 to 7

Q. No. 47. (i) : General Comprehension

(Textbook Page No. : 8, 38, 111)

GOVT. MODEL QUESTIONS - 2019

47.(i) Read the following passage and answer the questions given below: **4 × 2 = 8**

Kung Fu – 'kung' meaning 'energy' and 'fu' meaning 'time' – is a Chinese martial art whose recorded history dates back to around 525 CE, during the Liang dynasty. The man credited with introducing martial arts to China is said to be an Indian monk known as Bodhidarma.

Many people have a misconception that Chinese Kung Fu is about fighting and killing. It is actually based on Chinese philosophy and is about improving wisdom and intelligence. Taoist philosophy is deeply rooted in and had a profound influence on the culture of Chinese martial arts.

The five traditional animal styles of Shaolin Kung Fu are the dragon, the snake, the tiger, the leopard and the crane. The union of the five animal forms clearly displayed the efficacy of both hard and soft movements, of both internal and external energy – this form of Chinese martial arts was known as Shaolin Kung Fu, named after the temple in which it was developed.

Questions.

a) Which country does the martial art Kung Fu belong to?
b) What is the meaning of the term "Kung Fu"?
c) Write any two martial arts of India?
d) What are the five animal styles followed in Shaolin Kung Fu?

Ans
a) The martial art Kung Fu belongs to India and an Indian Monk introduced it to China.
b) 'Kung' means 'energy' and 'fu' means 'time'.
c) 1. Kalaripayattu, 2. Silambam.
d) The dragon, the snake, the tiger, the leopard and the crane are the five animal styles followed in Shaolin Kung Fu.

(OR)

47. (ii) Read the following poem and answer the questions given below:

It you can't be a pine on the top of the hill,
Be a scrub in the valley – but be
The best little scrub by the side of the rill;
Be a bush, if you can't be a tree.
If you can't be a bush, be a bit of the grass,
And some highway happier make;
If you can't be a muskie, then just be a bass-
But the liveliest bass in the lake!

We can't all be captains, we've got to be crew,
There's something for all of us here.
There's big work to do and there's lesser to do
And the task we must do is the near.
If you can't be a highway, then just be a trail,
If you can't be the sun, be a star;
It isn't by size that you win or you fail-
Be the best of whatever you are!

Questions.

a) Where does the best scrub grow?
b) What makes a highway traveller happy?
c) Does size matter? Give reason.
d) What is the underlying theme of the poem?

Ans
a) The best scrub grows by the side of the rill.
b) A bit of the grass makes a highway traveller happy.
c) No. Little scrub is useful than a tall tree. Size is not a hindrance for winning. Our success will depend only on how good we are at it.
d) The underlying theme of the poem is that whatever we do, we need to be the best.

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.

PTA QUESTIONS & ANSWERS

1. The term junk food means a food that do not do good to the body health in anyway. It is less nutritional and harmful to the body systems. Most of junk foods contain high level of saturated fats, sugar, salt and bad cholesterol which are toxin to the health. They become lack of dietary fibers so easily get involve in causing constipation and other digestive disorders. Junk foods have gained so much popularity because of the nice taste and easy to cook. There are many readymade junk foods available in the market packed in the polybags. Most of the people are depended on such readymade foods because of their busy schedule or they do not know to cook food at home. The consumption of junk food all over the world is increasing day by day which is not good for the future. People of all age groups like to eat junk food and they generally chose to eat whenever they enjoy special time with family like birthday party, marriage anniversary, etc. They easily become used to of taking soft drinks, wafers, chips, noodles, burgers, pizza, French fries, Chinese dishes, and other varieties of fast food available in the market. ***(PTA-1)***

QUESTIONS :	Ans
(a) What is the meaning of the term Junk food?	(a) The term junk food means food that does not do good to the body health in any way.
(b) What does junk food contain?	(b) Most of the junk foods contain a high level of saturated fats, sugar, salt and bad cholesterol which are toxin to the health.
(c) When do people prefer junk food?	(c) People prefer junk food whenever they enjoy a special time with family like birthday party, marriage anniversary, etc.
(d) List some of the junk foods you like.	(d) Soft drinks, wafers, chips, noodles, burgers, pizza, French fries, Chinese dishes are some of the junk foods I like.

2. **Chennai**, formerly **Madras**, is the capital of Tamilnadu, in southern India, on the Coromandel Coast of the Bay of Bengal. Known as the "Gateway to South India," Chennai is a major administrative and cultural centre. Armenian and Portuguese traders were living in the Santhome area of what is now present-day Chennai before the arrival of the British in 1639. Madras was the shortened name of the fishing village Madraspatnam, where the British East India Company built a fort and factory (trading post) in 1639-40. At that time, the weaving of cotton fabrics was a local industry, and the English invited the weavers and native merchants to settle near the fort. By 1652 the factory of Fort St. George was recognized as a presidency (an administrative unit governed by a president), and between 1668 and 1749 the company expanded its control. About 1801, by which time the last of the local rulers had been shorn of his powers, the English had become masters of southern India, and Madras had become their administrative and commercial capital. The governmnet of Tamil Nadu officially changed the name of the city to Chennai in 1996. ***(PTA-2)***

QUESTIONS :	Ans
(a) Who were living in the Santhome area?	(a) Armenian and Portuguese traders were living in the Santhome area.
(b) When did the British arrive at Chennai?	(b) The British arrived at Chennai in 1639.
(c) What was the local industry in Chennai?	(c) The weaving of cotton fabrics was a local industry in Chennai.
(d) When did the English become masters of southern India?	(d) About 1801, by which time the last of the local ruler had been shorn of his powers, the English had become masters of Southern India.

3. Amazon rainforest is a rainforest in Brazil. The rainfall is more than 1800mm. The total area is 3,300,00 square miles (6,000,000 square km). It is about 40 percent of Brazil's total area, 5 percent of world's total area. The Amazon rainforest is the largest and the richest rainforest in the world. Containing 2.5 million types of insects and 40,000 types of plants. Many of them still unrecorded by science. There are many different types of organisms that you haven't seen in the other place. Such as spider monkey. Major wildlife includes jaguar, manatee, tapir, red deer, Poison dart frog and so on. Amazon rainforest also have many plants. The most famous one is Canopy. Canopy the tallest tree in the world. It is about 61 meters. It helps to protect from the harsh sunlight. Most herbivores eat fruits, seeds and leaves and most carnivores eat smaller animals. In the 20th century. Brazil's rapidly growing population settled major areas of the Amazon rainforest. In the 1990s the Brazilian governmnet started to protect this beautiful place. ***(PTA-3)***

QUESTIONS :	Ans
(a) Where is the Amazon rain forest situated?	(a) Amazon rain forest is situated in Brazil.
(b) What is the total area of the Amazon rain forest?	(b) The total area of the Amazon rain forest is 2,300,000 square miles (6,000,000 square km).
(c) Mention some of the major wildlife of the Amazon?	(c) Jaguar, manatee, tapir, red deer, Poison dart frog are some of the major wildlife of the Amazon.
(d) What is a canopy?	(d) A canopy is the tallest tree in the world. It is about 61 meters and it helps to protect the harsh sunlight.

4. Tejaswini Sawant is an Indian shooter from the Maharashtran city of Kolhapur. Her father Ravinder Sawant was an officer in the Indian Navy. Tejaswini represented India in 2004 at the 9th South Asian Sports Federation Games. She, won 2 gold medals in the 2006 Commonwealth Games in Air Rifle Singles and women's 10m Air Rifle Pairs. In 2009, in the 50m Rifle. 3 positions, she won a bronze and in 50m Rifle prone game held in Germany. In the 2016 Commonwealth Games, she won one bronze and two silver medals in the women's 50m Rifle prime pairs, the women's 50 m Rifle prone singles and the women's 50m Rifle 3 positions respectively. Tejaswini was the first Indian shooter to win a gold medal at the world championship in 50m Rifle prone Game. ***(PTA-4)***

QUESTIONS :	Ans
(a) Who is Tejaswini Sawant?	(a) Tejaswini Sawant is an Indian shooter from Maharashtran city of Kolhapur.
(b) What did she represent?	(b) She represented India in 2004 at the 9th South Asian Sports Federation Games.
(c) Mention her achievements in the 2016 Commonwealth Games.	(c) In the 2016 Commonwealth Game, she won one bronze and two silver medals in the women's 50m Rifle prime pairs, the women's 50m Rifle prone singles and the women's 50m Rifle 3 positions respectively.
(d) Where did her father work?	(d) Her father was an officer in the Indian Navy.

5. The first flags were probably in China. People flew flags in China over 4,000 years ago. Each part of the army had its own flag so the soldiers could see their leaders. Early flags were sticks of wood. They had pictures cut into the wood. Iran had metal flags about 3,000 years ago. Old Greek coins show pictures of flags. People in Rome also used flags over 2,000 years ago. People first made flags of cloth about 2,000 years ago. Those flags looked like today's flags. Flags are important at sea. Most ships fly their own country's flag and the flag of the country they are visiting. When a ship flies only its own flag, it is ready to fight. Every country now has a flag. Every U.S. state has a flag. Clubs, teams, and schools have flags. The Olympics has a flag. The Olympics flag has five rings of five colours. Each ring stands for, or represents, a continent. It means that people from five continents - Africa, Asia, Europe, North America, and South America - come to play. Railway lines also use flags. Railway flags tell the trains what to do. For example, a red flag tells the train to stop, just like a stop sign. A blue, white, or green flag tells the train that it can go. A blue flag on the side of a train means someone is working on the train. It means nobody can move the train. ***(PTA-5)***

QUESTIONS :	Ans
(a) How many flags do most ships fly?	(a) Most ships fly two flags. i) Their own country's flag, ii) The flag of the country they visit.
(b) What were the first flags made of?	(b) The first flags were made of sticks of wood.
(c) Describe the Olympic flag.	(c) The Olympics flag has five rings of five colours. Each ring stands for a continent. It means that people from five continents – Africa, Asia, Europe, North America and South America – come to play.
(d) Mention the role of a railway flag.	(d) Railway flags tell the trains what to do. A red flag tells the train to stop. A blue, white or green flag tells the train to go. A blue flag on the side of a train means someone is working on the train.

6. In China, in about 1200 B.C., people traded shells for the things they wanted. Chinese people also traded metal tools for the things they wanted. For example, they traded metal knives and shovels for the things they wanted. Later in China, people made metal money. In about 100 B.C., the Chinese made money of animal skin. The first paper money was made from white coloured deer skin. It came from China about 900 years later. In about 700 B.C., people made the first round metal coins. The coins were made of gold and silver. They looked very similar to the coins we use today .These coins came from Lydia. Lydia was located where the country called Turkey is located today. After people made coins in Lydia, people in Rome, Iran, and Greece also began making coins. Coins were very durable - they were strong. ***(PTA-6)***

QUESTIONS :	Ans
(a) What did the Chinese trade for the things they wanted?	(a) The Chinese traded metal knives and shovels for the things they wanted.
(b) How was the first paper money made?	(b) The first paper money was made from white coloured deer skin.
(c) Where was Lydia?	(c) Lydia was located where the country called Turkey is located today.
(d) When did people make the first round metal coins?	(d) In about 700 B.C., people made the first round metal coins.

GEQ GOVERNMENT EXAM QUESTIONS

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

1. We sometimes think that it would be very nice to have no work to do. How we envy rich people who do not have to work for their living but can do just what they please all the year round. Yet, when we feel like this, we make a mistake. Sometimes rich people are not as happy as we think they are, because they are tired of having nothing to do. Most of us are happy when we have regular work to do for our living, especially if the work is what we like to do. The first thing the work does for us is to give us happiness. He is like a beggar in the streets who takes the money of others who work hard to earn it. Such people do not live independently and ought to feel ashamed of them. But the honest worker who earns his living by useful toil can hold up his head and respect himself. Lastly regular work builds up character. It teaches us such good habits as punctuality, carefulness and faithfulness in work. It is the man who works, not the idler, who as a rule develops the best character. ***(QY. 19)***

QUESTIONS :

(a) Why do we envy rich people?
(b) Why are the rich people not so happy as we think?
(c) What does regular work give us?
(d) What are the benefits of regular work?

Ans

(a) We envy rich people because they do not have to work for their living.
(b) The rich people are not so happy as we think, because they are tired of having nothing to do.
(c) The regular work gives us happiness.
(d) Regular work builds up character. It teaches us good habits as punctuality, carefulness and faithfulness in work.

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2. Right now I am looking at a picture of Barbara. She is not at home in the picture. She is at the park. She is sitting on a bench. She is eating her lunch. Some boys and girls are running on a patch in the park. A squirrel is sitting on the ground in front of Barbara. The squirrel is eating a nut. Barbara is watching the squirrel. She always watches squirrels when she eats her lunch in the park. Some ducks are swimming in the pond in the picture, and some birds are flying in the sky. A policeman is riding a horse. He rides a horse in the park everyday. Near Barbara a family is having a picnic. They go on a picnic every week. ***(QY. 19)***

QUESTIONS :

(a) Where is Barbara in the picture?
(b) What is she doing?
(c) What are the ducks doing?
(d) What is the squirrel doing in the picture?
(e) How often does the family have a picnic at the park?

Ans

(a) She is at the park.
(b) She is eating her lunch and watching the squirrel.
(c) The ducks are swimming in the pond.
(d) The squirrel is eating a nut.
(e) They go on a picnic every week.

3. Ice cream is one of the most popular desserts. It is a frozen dessert made out of milk and cream generally and come in many flavours. Though children love ice creams the most, these days ice cereams are made for all age - groups. There are ice creams even for diabetics and heart patients. Made with milk and cream it has lot of calories also because of the sugar content. Ice creams, like most other desserts are advised to be consumed in moderation. However, even ice lollies and sorbets are considered, ice creams even if they have no milk. Before the fridges were in existence, the ice creams were made in a bucket full of ice and salt in which the container having all the ingredients of ice cream was held and the mixture in it continually stirred till it was completely frozen. Later as the refrigerator arrived, it became very easy to just mix up the ingredients and put them in the freezer section till it become ice cream. Vanilla, chocolate and strawberry still remain the most popular flavours in spite of numerous flavours like guava, peach, coconut, mango and many others being introduced regularly. ***(HY. 19)***

QUESTIONS :	Ans
(a) What are the ingredients of an ice cream?	(a) Milk and Cream are the ingredients of ice cream.
(b) How were ice creams made before the existence of refrigerator?	(b) Before the fridges were in existence, the ice creams were made in a bucket full of ice and salt in which the container having all the ingredients of ice cream was held and the mixture in it continually stirred till it was completely frozen.
(c) Mention the various ice cream flavours available.	(c) Vanilla, Chocolate, Strawberry, Guava, Peach, Coconut, Mango and many others.
(d) Which flavour of ice cream do you like the most? Why?	(d) I like the Chocolate flavour. Because of its taste.

4. **Elephants are considered keystone and umbrella species as they play a key role within the environment that they live in. As elephants live in herds and require large habitable areas, they tend to change the surrounding, atmosphere from forests to grasslands and help to disperse the seeds in an ecosystem that has no natural means of pollinating the area. An elephant requires around 70 to 100 litres of water everyday. Therefore, the elephants in dry zones and dry seasons, dig holes in riverbeds in order to collect water and help sustain water for other species as well. The elephants' habit of clearing the path they roam has acted as natural buffer zones when forest fires take place.** *(Sep. 20)*

QUESTIONS :	Ans
(a) What are the elephants considered as?	(a) Elephants are considered keystone and umbrella species as they play a key role within the environment that they live in.
(b) How many litres of water does an elephant require everyday?	(b) An elephant requires around 70 to 100 litres of water everyday.
(c) Where do they dig holes to collect water?	(c) They dig holes in riverbeds in order to collect water.
(d) What acts as buffer zones during the forest fires?	(d) The elephants' habit of clearing the path they roam has acted as natural buffer zones when forest fires take place.

5. **Water use in a country depends very much on it's efficiency in water use. Even in most technologically advanced country, the efficiency of irrigation is only 30 percent. As the people of California, in the United States of America, and Israel use water ethically and with enormous care the efficiency in use is high. They are also good in water management activities. For example, drip irrigation has been used in Israel as well as California to best effect. The farmers and horticulturists make the water drip drop-by-drop at the roots of the crop plants. This system of irrigation has now come into use in India too. With this method of irrigation a high output of crops is being harvested with small amount of water. In this way, salination of the lands is also averted to a great extent.** *(Sep. 21)*

QUESTIONS :	Ans
(a) Why is the efficiency in water use high in some countries?	(a) The usage of water in a country depends very much on the efficiency. So some countries use water ethically and with enormous care.
(b) Explain drip irrigation.	(b) Drip irrigation is a method of crop irrigation that involves a controlled delivery of water to plants through system of pipes, valves, tubing and emitters. Water drips constantly onto plants to keep them well watered. Drip irrigation is also called trickle irrigation.
(c) What is the result of the use of drip irrigation?	(c) Drip irrigation is the most efficient water and nutrient delivery system for growing crops. It delivers water and nutrients directly to the plant's root zone, in the right amounts, at the right time, so each plant gets exactly when it needs it to grow optimally.
(d) (i) Give the appropriate meaning of the word: 'ethically' (ii) Choose the word opposite to: 'efficiency'	(d) (i) relating to ethics (moral principles) (ii) inefficiency

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 :	Ans
(a) How does discipline aid a citizen?	(a) Discipline moulds a citizen to be religious, social and economic and to be active.
(b) Why don't children want discipline?	(b) Children neglect discipline for want of unlimited freedom, without realizing its necessity.
(c) Mention some ways in which an athlete maintains discipline.	(c) An athlete maintains discipline by following certain good habits in food and health, by keeping fit and refraining from smoking.
(d) How is discipline beneficial to human beings?	(d) Through discipline, man learns to adjust, resist temptations and control his impulse thus increasing his energy. He learns to save it for a better output.

2. Once upon a time there was a rich merchant. He was returning home from work. He brought alongwith 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 alongwith 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 :	Ans
(a) What did the merchant carry?	(a) The merchant carried a large sum of money.
(b) Why did he curse the rainfall?	(b) He cursed the rainfall because he got totally drenched alongwith his money.
(c) Why could not the robber shoot the merchant?	(c) The gun did not work because the gun powder had got damp and was not working. So, the robber could not shoot the merchant.
(d) What was the lesson learnt by the merchant?	(d) The merchant understood that whatever happens, it always happens for the good.

3. It is said that the earliest hospitals known to mankind were those provided by the Buddhist priests in India. In the middle ages, the Christian Monks made it part of their duty to tend the sick. But most of the modern hospitals, both in India and in Europe, are founded and supported either by the government or by the rich benefactors of mankind. Now there is hardly a town in India which has not at least one hospital. In big cities like Mumbai, Delhi, Kolkata and Chennai, there are separate hospitals for men and women and children, and for different diseases. These hospitals are staffed with physicians and surgeons and are provided with up-to-date medical and surgical instruments.

In these hospitals, even the poorest, who cannot afford the doctor's fees, are treated free, and get the best medical aid and the service of trained nurses for nothing.

QUESTIONS :	Ans
(a) How did the earliest hospitals originate?	(a) The earliest hospitals were originated by the Buddhist priests in India.
(b) Under whose support do the modern hospitals in India and in Europe function?	(b) The modern hospitals in India and in Europe function with the support either by the government or by the rich benefactors of mankind.
(c) Describe the facilities available in the hospitals in big cities.	(c) The hospitals in big cities are staffed with physicians and surgeons and are provided with up-to-date medical and surgical instruments.
(d) How are the poor people treated in these hospitals?	(d) The poor people are treated free in these hospitals.

4. In modern world, honesty has lost its meaning. Wealth plays an important role in man's life today. Value of money has gone high. All religions lay down great stress on honesty.

Honesty should be maintained everywhere, at home, in school, among friends and even in the playground. An honest person always obeys the law, so he is free from trouble. Honesty gives rise to spiritual strength. The life of Mahatma Gandhi, the Father of our Nation is an example. Since his childhood, he tried to remain honest and truthful. Dishonesty gives benefits sometimes but those benefits are temporary. It kills our soul and snatches away our peace of mind. It is not an easy job to remain honest in this world.

QUESTIONS :	Ans
(a) What is being ignored a lot in today's world?	(a) Honesty is being ignored a lot in today's world.
(b) How can we practice honesty in life?	(b) We can practice honesty everywhere at home, in school, among friends and in the playground.
(c) How is an honest person free from trouble?	(c) An honest person always obeys the law, so he is free from trouble.
(d) How did Gandhi exhibit honesty in his life?	(d) Gandhi tried to remain honest and truthful.

5. A patriot is a man who loves his country, works for it, and is willing to fight and die for it. Every soldier is bound to do his duty, but the best soldiers do more than this. They risk their lives because they love the country they are fighting for. They love its hills and valleys, its cities and villages, its people and their way of life and they are willing to defend it to the last against enemies who try to conquer it and destroy it.

QUESTIONS :	Ans
(a) Who is a patriot?	(a) A patriot is a man devoted to his country and is willing to live, work, fight, and die for it.
(b) What do the best soldiers do?	(b) The best soldiers do not mind risking their lives.
(c) Why do they risk their lives?	(c) They risk their lives for their country because they love their country.
(d) What do they love?	(d) They love their country's every features - its hills, valleys, cities, villages, the people and their way of life. Hence risking their lives, they are willing to protect it against the enemies.

6. Compared to a motor bike or a car, the bicycle is a slow moving vehicle but its popularity has been on the increase in recent years. There are many reasons for this. First the bicycle is the cheapest mode of transport which does not require petrol or diesel as a car or motor bike does. In these days of fuel shortage this is a decided advantage. It is small, light, convenient and draws its power from the rider. There are no parking problems. It takes one to the destination with more certainty than cars or large motor bikes which are often held up in traffic jams.

It causes no noise, no smoke and it is eco-friendly as it produces no pollution. Finally riding a bicycle is a good exercise which reduces the blood sugar and tones up one's heart and muscles. As a result it makes one keep away form the doctor for ever.

QUESTIONS :	Ans
(a) What is the most important reason for the popularity of the bicycle?	(a) Bicycle is the cheapest mode of transport.
(b) How is the bicycle convenient to reach one's destination of travel?	(b) It does not get caught in traffic jams and no need of fuel.
(c) How does cycling keep us fit?	(c) Cycling reduces blood pressure and good for fitness.
(d) Identify one more reason for the popularity of the bicycle.	(d) Cycling is pollution free and produces no smoke.

7. Speech is a great blessing but it can also be great curse, for while it helps us to make our intentions and desires known to others, it can also, if we use it carelessly, make our attitude completely misunderstood. A slip of the tongue, the use of an unusual word, or of an ambiguous word, may create an enemy where we had hoped to win a friend. Again different classes of people use different words, and the ordinary speech of an educated man may create the impression to an uneducated listener that he was showing off with his skill: Unwittingly we may use a word which bears a different meaning to our listener from what it does to a man of his own class. Thus speech is not a gift to use lightly without thought, but one which demands careful handling : Only a fool would express himself alike to all kinds and conditions of people and situations.

QUESTIONS :	Ans
(a) In what way is speech a blessing to mankind?	(a) Speech helps us to make our intentions and desires known to others.
(b) Describe how words could make an enemy out of someone you would like to be a friend?	(b) A slip of the tongue , the use of an unusual word may create an enemy.
(c) How should speech be used?	(c) Speech should be handled carefully.
(d) How does one prove himself a fool through his use of language?	(d) A fool would express himself alike to all kinds and conditions of people and situations.

8. Books are the greatest treasure of mankind and the habit of reading them is the source of pleasure. He who is in the habit of reading books should buy books for himself. He should start collecting books in his youth. The books collected and arranged properly in a room not only decorate the room but also make the presence of their authors felt. Books contain in them eternal truths and are better friends than those of flesh and blood as they not only entertain but also guide us.

QUESTIONS :	Ans
(a) What is the precaution to be taken while handling borrowed books?	(a) The reader had to be careful in handling borrowed books for they have to be returned as they are not his own.
(b) Why is one's own book a source of special pleasure?	(b) One's own book belongs to the reader himself; they give a special pleasure and the reader need not worry about returning them.
(c) Are books only adornments? Why do you say so?	(c) Books are not mere adornments. They convey the presence of the authors and great personalities in the room which is very inspiring and refreshing.
(d) How can you hold a conversation with great personalities?	(d) When reading books by great personalities, we feel that we are having a heart to heart talk with them.

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Q. No. 47. (ii) : Poem Comprehension

Tips :

1. Examine the basic subject of the poem.
2. Consider the context of the poem.
3. Study the form of the poem.
4. Look at the word choice of the poem.

PTA QUESTIONS & ANSWERS

1. Read the following poem and answer the questions given below : *(PTA-1)*

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.
Twinkle, twinkle, little star,
How I wonder what you are!

Then the traveler in the dark
Thanks you for your tiny spark;
How could he see where to go?
If you did not twinkle so.
Twinkle, twinkle, little star,
How I wonder what you are!

In the dark blue sky you keep,
While you through my window peep,
And you never shut your eye.
Till the sun is in the sky,
Twinkle, twinkle, little star.
How I wonder what you are!

QUESTIONS :	Ans
a) What does the poet wonder about?	a) The poet wonders about the little star, which is up above the world so high, like a diamond in the sky.
b) When does the stars show up in the sky?	b) The stars show up in the sky when the blazing sun is gone.
c) What does the traveler thank for?	c) The traveller thanks for the star's tiny spark. He finds his way in the dark due to the spark.
d) When does the star shut its eyes?	d) The star shuts its eyes when the sun reappears in the sky.

2. Read the following poem and answer the questions given below : ***(PTA-2)***

Allow yourself to dream,
And when you do dream big
Allow yourself to learn
And when you do learn all you can

Allow yourself to laugh
And when you do share your laughter
Allow yourself to set goals
And when you do reward yourself as you move forward

Allow yourself to be determined
And when you do you will find you will succeed
Allow yourself to believe in yourself
And when you do you will find self confidence

Allow yourself to lend a helping hand
And when you do a hand will help you.
Allow yourself relaxation
And when you do you will find new ideas.

Allow yourself love
And when you do you will find love in return
Allow yourself to be happy
And when you do you will influence others around you.
Allow yourself to be positive
And when you do life will get easier.

QUESTIONS :	Ans
a) How does the poet want the reader to dream?	a) The poet wants the reader to dream big.
b) When must we reward ourselves?	b) We must reward ourselves when we move forward to set our goals.
c) What will happen when we are determined?	c) When we are determined, we will succeed.
d) According to the poet when does life get easier?	d) According to the poet, life gets easier when we allow ourself to be positive.

3. Read the following poem and answer the questions given below : *(PTA-3)*

When things go wrong as they sometimes will;
When the road you're trudging seems all uphill;
When the funds are low, and the debts are high;
And you want to smile, but you have to sigh;
When care is pressing you down a bit
Rest if you must, but don't you quit.
Success is failure turned inside out;
The silver tint of the clouds of doubt;
And you can never tell how close you are;
It may be near when it seems afar.
So, stick to the fight when you're hardest hit -
It's when things go wrong that you mustn't quit.

QUESTIONS :	Ans
a) According to the poet what happens to our funds and debts?	a) According to the poet, when the funds are low, the debts are high.
b) What must we do when care presses us down?	b) When care presses us down, we can rest but we must not quit.
c) What is success?	c) Success is failure turned inside out.
d) How far can the silver tint be?	d) We can never tell how close we are to the silver tint, because it may be near when it seems afar.

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4. Read the following poem and answer the questions given below : *(PTA-4)*

I know what the caged bird feels, alas!
When the sun is bright on the upland slopes;
When the wind stirs soft through the springing grass,
And the river flows like a stream of glass;
When the first bird sings and the first bud opes,
And the faint perfume from its chalice steals –
I know what the caged bird feels.

QUESTIONS :	Ans
a) Where did the wind stir?	a) The wind stirred through the springing grass.
b) What does 'opes' mean?	b) 'Opes' means 'opens'.
c) How does the river flow?	c) The river flows like a stream of glass.
d) Suggest a suitable title for the poem.	d) The caged bird's feel.

5. Read the following poem and answer the questions given below : *(PTA-5)*

My nose is cold, my toes are numb,
I have a sliver in my thumb.
My neck is stiff, my voice is weak,
I hardly whisper when I speak.
My tongue is filling up my mouth,
I think my hair is falling out.
My elbow's bent, my spine ain't straight,
My temperature is one-o-eight.
My brain is shrunk, I cannot hear,
There is a hole inside my ear.
I have a hangnail, and my heart is-- what?
What's that? What's that you say?
You say today is ... Saturday?
G'bye, I'm going out to play!

QUESTIONS :	Ans
a) What is the poet going to do?	a) The poet is going out to play.
b) What do you mean by one-o-eight?	b) One-o-eight means 108°.
c) What happened to the poet's illness?	c) The poet gives false excuses for not going to school. He tells a lie that he is sick. But, when he knows that the day is Saturday, his false illness vanishes.
d) Did he really suffer from any ailment?	d) No. He didn't suffer from any ailment.

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6. **Read the following poem and answer the questions given below :** *(PTA-6)*

A Bird, came down the Walk -
He did not know I saw
He bit an Angle Worm in halves
And ate the fellow, raw,

And then, he drank a Dew
From a convenient Grass -
And then hopped sidewise to the Wall
To let a Beetle pass -

He glanced with rapid eyes,
That hurried all abroad -
They looked like frightened Beads, I thought,
He stirred his Velvet Head. -

QUESTIONS :	Ans
a) What did the poet see?	a) The poet saw a bird which came down and walked.
b) How did the bird eat the worm?	b) The bird bit the worm in halves and ate.
c) Did the bird drink water? How?	c) Yes. The bird drank a dew from a convenient grass.
d) What are the eyes compared to?	d) The eyes are compared to frightened Beads.

GEQ GOVERNMENT EXAM QUESTIONS

1. **Read the following poem and answer the questions given below :**

Ants in pairs *(QY. 19)*

When the ants go out
to search for food
they like to march in pairs.
Its dangerous work
with heavy loads
and each one does a share.
They march in twos
in long, straight lines,
They look for crumbs and scraps.

QUESTIONS :	Ans
a) How do the ants march and where do they go?	a) The ants march in pairs. They go out to search for food.
b) What sort of a work the ants undergo?	b) The ants undergo dangerous work.
c) What are they looking for?	c) They are looking for crumbs and scraps.
d) What does the poem express about the ant?	d) The poem expresses the unity and discipline of ants in marching and their hard work in search of food.

2. **Read the following poem and answer the questions given below :** *(HY. 19)*

Butterfly, oh butterfly, why do you hide in the shadows?
Spread wide your wings, let your heart sing
And come dance with me in the meadow.

Butterfly, oh butterfly, why do you fear?
You'll never stray, I'll lead the way
Just follow the path, I'll be near
Butterfly, oh butterfly, have you no hope?
Drink of the sun, our life's just begun
Thro time's hills and valleys we'll lope
Butterfly, oh butterfly, dare you to dream?
On our hearts we depend, shall we follow the wind
And consign to the fates grander scheme?

QUESTIONS :	Ans
a) What does the poet want the butterfly to do?	a) The poet wants the butterfly to spread wide its wings and dance with the poet in the meadow.
b) How is the poet willing to help the butterfly?	b) The poet is willing to help the butterfly by leading the way.
c) Where to they want to go?	c) They want to go to the hills and valleys.
d) Where have you seen a butterfly? Describe it.	d) I have seen a butterfly in a garden. It has brightly coloured wings.

3. Read the following poem and answer the questions given below. *(Sep. 20)*

Books are what I like the best
They're not just toys like all the rest
That break, or get old, or don't want to play
A book gets better everyday.

Sit down and open it - Soon you'll find
A whole new world jump up in your mind,
People and places and all sorts of things -
Dragons and princesses, goblins and kings.

Dinosaurs walking the earth like thunder,
Ancient Egyptians who make you wonder,
Books about planets and space exploration,
The truth about rocks, and the birth of our nation.

And perhaps the most interesting story of all
That tells of the Prince who is going to call,
And even a picture to show how he looks -
Now these are the things that I like about books.

QUESTIONS :	Ans
(a) What jumps out of a book to take you to a new world?	(a) People and places and all sorts of things jump out of a book to take us to a new world.
(b) How do the dinosaurs walk?	(b) Dinosaurs walk on the earth like thunder.
(c) Why does the poet say that books are better than toys?	(c) The toys would be broken, or, when they became old nobody would like to play with it. But the books are not like that. So they are better than toys.
(d) What sort of books do you like to read?.	(d) I would like to read story books.

4. Read the following poem and answer the questions given below : *(Sep-21)*

When things go wrong as they sometimes will;
When the road you're trudging seems all uphill;
When the funds are low, and the debts are high;
And you want to smile, but you have to sigh;
When care is pressing you down a bit
Rest if you must, but don't you quit.
Success is failure turned inside out;
The silver tint of the clouds of doubt;
And you can never tell how close you are;
It may be near when it seems afar.
So, stick to the fight when you're hardest hit
It's when things go wrong that you mustn't quit.

QUESTIONS :	Ans
(a) When do you want to smile but sigh, according to the poet?	(a) The poet describes here clearly, during the hardships of our life for a minute we want to smile but then an idea appears how can I smile without touching my goal?
(b) Explain the line: "When care is pressing you down a bit"	(b) Many successful persons have tasted failure before touching the height of sky, "Failure is the lesson to teach them don't give up".
(c) What seems afar?	(c) A road can seem uphill when we imagine that our destination is far beyond with us.
(d) Give a suitable title for the poem.	(d) Don't Quit.

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Exercises

Read the following poem and answer the questions given below :

1. The athletes had come from all over the country
To run for the gold, for the silver and bronze.
Many weeks and months of training
All coming down to these games.
The blocks were all lined up for these who would use them.
The hundred-yard dash was the race to run.
There were nine resolved athletes in back of the starting line
Poised for the sound of the gun.

QUESTIONS :	Ans
a) From where did the athletes come?	a) The athletes had come from all over the country.
b) How long had they undergone training?	b) They had undergone training for many weeks and months.
c) How many athletes were there at the starting line?	c) There were nine athletes at the starting line.
d) What they were waiting for?	d) They were waiting for the sound of the gun.

2. Agreed that ..... This is a wonderful doormat
Soft silky, smooth, glossy;
Look at the design and the pattern
The colours, the shades, the darkness...
Influence the onlooker;
The innocence and virtuousness of
Delicate and subtle hands .... as if
Fabricated childlike pure dreams;
This is worth buying, worth possessing
Yet, I prefer not to buy this,
I dare not use this doormat ..... because
Of Innocent children!

QUESTIONS :

a) How was the doormat?
b) What does the doormat reveals?
c) Why does the poet not want to buy the doormat?
d) How does the doormat impress the onlookers?

Ans

a) The doormat was wonderful. It was soft, silky, smooth and glossy.
b) It reveals the innocence and virtuousness of the gentle and delicate children who work on these doormats.
c) The poet does not want to buy the doormat for he feels he would be a killer and a murder of innocent children.
d) It impresses the onlookers with its design, colour and the pattern.

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3. **Casabianca**

The boy stood on the burning deck,
Whence all but him had fled;
The flame that lit the battle's wreck
Shone round him O'er the dead.
Yet beautiful and bright he stood,
As born to rule the storm;
A creature of heroic blood,
A proud though childlike form,
The flames rolled on; he would not go
Without his father's word;
The father, faint in death below,
His voice no longer heard.

QUESTIONS :

a) Where did the boy stand?
b) Why did everybody flee?
c) Where was the boy's father?
d) What happened to his father?

Ans

a) The boy stood on the burning deck.
b) Everybody fled because the ship was on fire.
c) The boy's father was the groundfloor of the deck.
d) His father was dead.

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4.

Oh! anger is an ugly thing
And spoils the fairest face
It cometh like a rainy cloud
Upon a sunny place
One angry moment often does
What we repent for years
It works the wrong we ne'er make right
By sorrows or by tears
The hand of peace is frank and warm
And soft as ringdove's wing
And he who quells an angry thought
Is greater than a king.

QUESTIONS :

a) Which is an ugly thing?
b) What is meant by 'repent'?
c) Which is soft like ringdove's wing?
d) Who is greater than a king?

Ans

a) Anger is an ugly thing.
b) Repent is feeling sorry for the mistakes committed.
c) Peace is soft as ringdove's wing.
d) One who can control is greater than a king.

5.

My heart leaps up when I behold
A rainbow in the sky;
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,
Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety.

QUESTIONS :

a) When does the poet excite?
b) Does he experience the same excitement in his childhood days?
c) Who has to learn a lot from a child?
d) The Child is father of the Man : Is this line an example of a paradox, a contradictory statement?

Ans

a) The poet is excited when he sees a rainbow.
b) Yes, he certainly experiences the same excitement in his childhood days.
c) A mature man has to learn a lot from a child.
d) Yes it is.

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GOVT. SUPPLEMENTARY EXAM - Sep. 2021

Standard - 10

ENGLISH

Time Allowed : 3.00 Hours] **With Answers** **[Maximum Marks : 100**

Instructions :

1. **Check the question paper for fairness of printing. If there is any lack of fairness, inform the Hall Supervisor immediately.**
2. **Use Blue or Black ink to write and underline.**

Part - I

Note : (i) Answer all the questions. **(14×1=14)**

(ii) Choose the most appropriate answer from the given four alternatives and write the option code and the corresponding answer.

Choose the appropriate synonym for the italicised words.

1. The young bird kept calling her mother *plaintively*.
   (a) happily (b) sadly
   (c) rigorously (d) vainly
2. Aditya and the narrator reached a point where the road *bifurcated*.
   (a) restrained (b) combined
   (c) divided (d) conditioned
3. The owner of the tea shop, now over sixty, a little *rustic* in appearance.
   (a) old (b) typical countryside
   (c) traditional (d) modern

Choose the appropriate antonyms for the italicised words.

4. His father was *Preening* the feathers.
   (a) cleaning (b) clearing (c) dirtying (d) colouring
5. A portion of a wall of the attic had *crumbled* down.
   (a) withered (b) attached (c) broken (d) taken
6. India's disabled are deprived by attitudinal barriers as they grapple with the challenges of acceptance and *inclusion*.
   (a) addition (b) separation
   (c) diversion (d) adoption
7. Choose the correct plural form of *"accessory"* from the following:
   (a) accessorys (b) accessories
   (c) accessoryes (d) accessoris
8. Form a derivative by adding the right suffix to the word "child".
   (a) - ment (b) - ies (c) - hood (d) -tion
9. Choose the correct expansion of the abbreviation "GPS" :
   (a) Global Protective System
   (b) General Police System
   (c) Global Positioning System
   (d) Global Pre-defining System
10. Complete the following sentence with the most appropriate phrasal verb given below.
    Mr. Hamel _____ the blackboard and took a piece of chalk to write.
    (a) turned up (b) turned to
    (c) turned for (d) turned with
11. Choose the suitable option to pair it with the word 'side' to form a compound word:
    (a) path (b) walk (c) way (d) road
12. Fill in the blank with the appropriate prepositional phrase given below.
    The trial was conducted _____ the procedure of law.
    (a) in accordance with (b) due to
    (c) despite of (d) in addition to
13. Choose the appropriate meaning for the given idiom "over the moon":
    (a) Extremely agile (b) Extremely happy
    (c) Extremely visible (d) Extremely attentive
14. Choose the most appropriate linker from the given four alternatives.
    They faced many hardships _____ they are always cheerful.
    (although, nevertheless, whenever, otherwise)

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Part - II

Section - I

Answer any three of the following questions in a sentence or two. (3×2=6)

15. What did the young bird do to seek the attention of his parents?
16. Why was the attic 'a favourite place' for the children?
17. How many people in India suffer with disability?
18. What did M. Hamel say about the French language?

Section - II

Read the following sets of poetic lines and answer any three of the following. (3×2=6)

19. *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?
    (b) What should one not mourn for?
20. *Strong is she in her faith and beliefs.*
    "Persistence is the key to everything," says she.
    (a) What is she strong about?
    (b) How does she deal with the adversities in life?
21. *But remember, please, the law by which we live,*
    We are not built to comprehend a lie,
    (a) What does the poet expect us to remember?
    (b) How are the machines built?
22. *A woman is beauty innate,*
    A symbol of power and strength.
    (a) How is a woman?
    (b) What does she symbolize?

Section - III

Answer any three of the following. (3×2=6)

23. Rewrite the following sentence in Passive voice.
    When will you finish the building?
24. Change into indirect speech.
    Balu said, "Asia is the largest continent".
25. Punctuate the following sentence.
    were you not a good student i asked
26. Transform the following sentence into a Compound sentence.
    On seeing the teacher the children stood up.
27. Rearrange the words in the correct order to make meaningful sentences.
    (a) a sudden / it / Aditya's / I noticed / asked / reason for / expression / and I / change in / him the.
    (b) at once / church-clocks / twelve / All / the / struck.

Section - IV

Answer the following question. (1×2=2)

28. A stranger wants to go to a hospital. Write the steps to guide him to reach his destination.

Part - III

Section - I

Answer any two of the following in a paragraph. (2×5=10)

29. Highlight the factors responsible for the all-women Indian Navy crew to carry out their expedition.
30. Give a detailed account of all thoughts and questions in the narrator's mind while accompanying Aditya from the tea shop to Sanyal's house?
31. "Technology is a boon to the disabled". Justify.
32. We appreciate the value of something only when we are about to lose it. Explain this with reference to the French language and M. Hamel.

Section - II

Answer any two of the following. (2×5=10)

33. What qualities have made women powerful according to "Rakhi Nariani Shirke"?
34. What feelings are evoked in us by the machines in the poem 'The Secret of Machines'?
35. Read the following stanza and answer the questions given below.
    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!
    (a) Pick out the rhyming words in the above lines.
    (b) Write the rhyme scheme of the given stanza.
    (c) Identify the figure of speech employed in the first line of the given stanza.
    (d) Pick out the alliterating words in the second line.
36. Paraphrase the following stanza.
    In the dim past, nor holding back in fear
    From what the future veils; but with a whole
    And happy heart, that plays its toll
    To Youth and Age, and travels on with cheer.

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Section - III

Answer any one of the following. (1×5=5)

37. **Rearrange the following sentences in coherent order.**
    (a) With the help of the spirits Prospero could command the winds, and the waves of the sea.
    (b) Prospero and his daughter Miranda lived in a cave.
    (c) Ariel then went to fetch Ferdinand.
    (d) These gentle spirits were ever after obedient to the will of Prospero.
    (e) Ariel gave a lively description of the storm, and of the terrors of the mariners.

38. **Read the following passage and answer the questions that follow.**

Six days passed. Six frantic days of checking their e-mail day and night. Six torturous days of having the deafeningly loud KNGRRDRRWHEEZE resound in their home, most nerve wrackingly. Maya complained that she heard a permanent rumbling sound in her ears even when she was miles away from home and that her ears ached all the time. Arvind confessed that, for the first time in his life, he was actually looking forward to going to school considering it was as calm as a monastery compared to their house. Mrs.Krishnan had lost interest in painting. Zigzag would sometimes wake up briefly when he wanted to eat some fruit and sometimes he would sit on the veranda looking sulky and bored. Zigzag never spoke to anyone, though everyone tried several times. He only slept. And snored.

On the seventh day, Dr. Somu's e-mail arrived. It was, as Dr. Krishnan predicted, ridiculously simple.

Questions:
(a) How did the days pass?
(b) What was Maya's complaint?
(c) What was Arvind's confession?
(d) What was Zigzag's routine?
(e) What was Dr.Krishnan's prediction about Dr.Somu's e-mail?

Section - IV

Answer any four of the following. (4×5=20)

39. **Prepare an attractive advertisement using the hints given below.**
Raj appliances - Aadi Sale - 20-50% - special offers - first hundred - special prizes - Vivek and co., - Gandhi Road - Trichy.

40. You are Anand / Aruna living in a remote village in Salem. You participated in a health camp organised by your school. You were surprised to observe that most of the residents were unaware of health and hygiene. As a concerned citizen, write a letter to the editor stating the need to organise such camps focusing on the importance of health and hygiene.

41. You are Deepan / Deepa, the Literary Association Secretary of GHSS Madurai. Prepare a notice on behalf of your school, inviting the students to participate in the oratorical competition to be conducted next month.

42. **Look at the following picture and express your views on it in a paragraph of five sentences.**

43. **Make notes or write a summary of the following passage.**

The necessity to preserve, transmit and propagate the rich cultural legacy left behind by the builders of music in the country in general and in Tamil Nadu in particular was felt in the years 1949. It was felt necessary that the inherited musical urge in our youngsters and the past tradition of our musical culture with it's ancient purity could be well preserved only when opportunitities have been provided to those who have an aptitude for learning music.

The Central and State Governments with their financial aids established the Central College of Carnatic Music in August 1949. The college is functioning at 'Brodie Castle' on Greenways Road with 600 students and it has been named "Thendral". In the beginning, there were only Vocal, Violin and Veena sections besides general Musicology. Candidates with a considerable standard in music alone, were admitted into the two year Sangeetha Vidwan Title course and after completion they were permitted to appear for the 'Sangeetha Vidwan' Title examination conducted by the Director of Government Examinations, Madras.

44. Write your favourite recipe by starting your own blog.

Section - V

45. **Quote from memory. (1×5=5)**
She's a lioness ; .....
..... Today's woman, dear.

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Part - IV

46. **Write a paragraph of about 150 words by developing the following hints.** **(2×8=16)**

(a) There was an island - Prospero and his daughter Miranda - Ariel was the chief - storm created - Ferdinand and Miranda -Prospero ungentle - Prospero's brother - King of Naples - repented - Ariel dismissed.

(OR)

(b) Dr. Ashok T. Krishnan - Zigzag Somu's pet - children happy - bird can talk - sing - Zigzag unmoved - sulking - snoring - neighbours complaining - Seventh day Somu's e-mail - Zigzag in the clinic - showing strange - genius.

47. **Read the following paragraph and answer the questions that follow.**

Water use in a country depends very much on it's efficiency in water use. Even in most technologically advanced country, the efficiency of irrigation is only 30 percent. As the people of California, in the United States of America, and Israel use water ethically and with enormous care the efficiency in use is high. They are also good in water management activities. For example, drip irrigation has been used in Israel as well as California to best effect. The farmers and horticulturists make the water drip drop-by-drop at the roots of the crop plants. This system of irrigation has now come into use in India too. With this method of irrigation a high output of crops is being harvested with small amount of water. In this way, salination of the lands is also averted to a great extent.

Questions :

(a) Why is the efficiency in water use high in some countries?

(b) Explain drip irrigation.

(c) What is the result of the use of drip irrigation?

(d) (i) Give the appropriate meaning of the word: 'ethically'

(ii) Choose the word opposite to: 'efficiency'

(OR)

When things go wrong as they sometimes will;
When the road you're trudging seems all uphill;
When the funds are low, and the debts are high;
And you want to smile, but you have to sigh;
When care is pressing you down a bit
Rest if you must, but don't you quit.
Success is failure turned inside out;
The silver tint of the clouds of doubt;
And you can never tell how close you are;
It may be near when it seems afar.
So, stick to the fight when you're hardest hit
It's when things go wrong that you mustn't quit.

Questions :

(a) When do you want to smile but sigh, according to the poet?

(b) Explain the line: "When care is pressing you down a bit"

(c) What seems afar?

(d) Give a suitable title for the poem.

✦✹✦

Answers

1. (b) sadly
2. (c) divided
3. (b) typical countryside
4. (c) dirtying
5. (b) attached
6. (b) separation
7. (b) accessories
8. (c) childhood
9. (c) Global Positioning System
10. (b) turned to
11. (b) walk
12. (a) in accordance with
13. (b) Extremely happy
14. nevertheless
15. 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.
16. The attic had been a favourite place for the children because it was in the attic the children seemed to be in a world of their own.
17. 2.7 Crore people in India suffer with disability.
18. M. Hamel said that French was the most beautiful language in the world – the clearest, the most logical and that they must guard it and never forget it.
19. (a) The poet wants to move towards his goal without hurrying or turning away from it.

(b) One must not mourn for the things lost in the past.

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20. (a) She is strong in her faith and beliefs.
    (b) Determination is her key to everything. With this attitude, she deals with the adversities in life.
21. (a) The poet expect us to remember the law by which we live.
    (b) Machines are built to grasp a lie.
22. (a) A woman is an inborn beauty.
    (b) A woman is a symbol of power.
23. When will the building be finished by you?
24. Balu said that Asia is the largest continent.
25. 'Were you not a good student?' I asked.
26. The children saw the teacher and so they stood up.
27. (a) I noticed a sudden change in Aditya's expression and I asked him the reason for it.
    (b) All at once the church-clocks struck twelve.
28. 1. Go along Gandhi Road and turn right.
    2. Go straight and turn left and walk past the library.
    3. Walk along M.K.Road and turn left.
    4. Then go straight and turn right.
    5. Walk for a few minutes and you can find the hospital on your left.
29. Navika Sagar Parikrama was a project undertaken in agreement with the National policy to entrust women to attain their full potential. The project is considered essential towards promoting ocean sailing activities in the Navy while depicting Government of India's thrust for women power. The voyage was aimed to show case "Make in India" initiative by sailing on-board domestically built INSV Tarini. The special feature of this sailboat is that it encourages the use of environment friendly, non-conventional renewable energy resources such as the wind. It collected and updated meteorological, ocean and wave data on regular basis. This is implemented for accurate weather forecast by India Meteorological Department. It also collects data for supervising marine pollution on high seas.
30. There were a lot of thoughts and questions in the narrator's mind, while accompanying Aditya from the tea shop to Sanyal's house. First, when they visited Nagen's tea shop, he was surprised to see the strange behaviour of Sanyal. He noticed a sudden change in Aditya's expression. When he asked him the reason for it, Aditya did not answer him. Aditya just collected information about Sanyal from Nagen and left to his ancestral house. The narrator thought that Aditya wanted to see his house. But when he went there, he found a medal in the attic. He went to a jeweller to find out the weight of the medal. When the narrator questioned him what it was, he simply said that he would get to know about it very soon. Then they went to the house of Jogesh Kabiraj. The narrator was little curious to know. But he didn't ask him. When they saw Sanyal, the narrator got the clear picture of Aditya's actions.
31. 'Technology is a boon to the disabled', because it made to a lot of difference in their life. Now the differently-abled people can do their day to day tasks of life like travelling, communicating, learning, doing business and living a comfortable life. They are able to fight with the challenges of access, acceptance and inclusion. In this lesson, Alisha and David's life has changed with the use of technology. Alisha couldn't physically type as fast as she thinks. After she was introduced to a piece of technology called Dragon Dictate, she can speak now the words appear on her screen. Then she can print them out. Kim, who is an Assistive Technologist, helps students to use technology in different ways. The use of technology enabled David and others to communicate and be independent.
32. The order from Berlin read that only German should be taught in the schools of Alsace and Lorraine, after the Prussians defeated the French and the districts of Alsace and Lorraine came under Prussians. They not only wanted the territory but also wanted the language and culture of Germans to dominate it. M.Hamel who had taught French for forty years, felt the pain when the French language was being taught for the last time in the schools of Alsace and Lorraine. He told that French was the most beautiful language, the most logical and that it was language that should be guarded, to have that as the key to the prison of the enslaved people.
33. Every woman in this world is naturally beautiful. She is the symbol of power and strength. She is prone to put her life at risk. She is very optimistic in her approach even at times of adversity. She finds a ray of hope and continues to care for her near ones. She is the woman who has no fear. She is forceful in her faith and beliefs. She never quits any work. She is always persistent. She is ferocious like a lioness. She knows how to freeze and cut the attitude of a mischievous person. She is today's woman.

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34. Emotions like love, pity and forgiveness are evoked in us by the machines. Machines can pull and push, lift and drive. They can also print, plough, weave and produce heat and light. They can do all the types of work, but they cannot understand, they cannot tell a lie. They can neither love nor pity and forgive. A man should handle the machines carefully. If he operates in a careless way, he may face death. The smoke coming from the machines may cover the sky and hide God in heaven. After some time it will disappear and we could see the shining stars again. The machines are big, powerful and heavy but lifeless. They cannot do anything without a man. They are nothing more than creations of the human brain.

35. (a) Rhyming words : **drive-dive; light-write.**
(b) Rhyme scheme : **"a b a b".**
(c) The figure of speech : **Personification.**
(d) Alliterating words in the 2nd line : **p**rint - **p**lough; **w**e - **w**eave.

36. The poet just wants to live in the present without mourning for the things in the past and without fearing for the future's uncertainties hidden behind the vein of the present. He wants to move forward in life with happy heart, paying all the dues demanded by age and continue to travel forward.

37. (b) Prospero and his daughter Miranda lived in a cave.
(d) These gentle spirits were ever after obedient to the will of Prospero.
(a) With the help of the spirits Prospero could command the winds, and the waves of the sea.
(e) Ariel gave a lively description of the storm, and of the terrors of the mariners.
(c) Ariel then went to fetch Ferdinand.

38. (a) The days passed in a frantic way.
(b) Maya's complaint was a permanent rumbling sound in her ears.
(c) Arvind's confessed that his school was as calm as a monastery compared to his house.
(d) Zigzag's daily routine is to eat and sleep. He was always looking sulky and bored.
(e) Dr. Krishnan's predicted that Dr. Somu's email was ridiculously simple.

39.

RAJ APPLIANCES

Special Offers

40. 22nd September 2021

From

Anand / Aruna
26, Santhanam Street,
Salem.

To

The Editor
The Hindu, Chennai.

Sir,

Sub: Organising – health camp – regarding.

This is to bring to your notice that the residents of my locality are unaware of the importance of health and hygiene. They neither consume healthy clean, food, nor keep their surrounding's clean. Kindly do the needful to arrange health camps here.

Thank you,

Yours truly,
Anand / Aruna

Address on the envelope :

To
The Editor
The Hindu, Chennai

41. **NOTICE**

Govt. Higher Secondary School, Madurai

Oratorical Competition

22nd Sept. 2021

This is to inform all the students that an 'Oratorical Competition' will be conducted on 17th October 2021 in our school auditorium. The topic is "The Role of Mass Media in our Cultural change of Contemporary Society". Students who wish to participate in the Oratorical Competition can give their names to their class teachers on or before 30th September 2021.

Deepan / Deepa
Literary Association Secretary.

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42. (i) This picture depicts the girls were playing Kabaddi.
(ii) Kabaddi is an ancient and traditional sport in our country.
(iii) There are totally 8 girls playing the game.
(iv) Kabaddi must have a minimum of 10 players and a maximum of 12 players.
(v) On a play court divided by a midline, the girl tries to touch the line and faces seven defenders from the opposite team saying 'Kabaddi' without pausing.

43. **Note making**

Step I : Title : **Music Culture In Tamilnadu**
1) Its Propogation
2) Its Foundation
3) Its Growth

Step II :Title : **Music Culture In Tamilnadu**
1) Its Propogation
a) The musical urge
i) felt in 1949
ii) to preserve, transmit and propogate
iii) to preserve its ancient purity – by providing opportunities to youngsters
2) Its Foundation
a) Establishment of the Central College of Karnatic Music
b) At Brodi Castle
i) Greenways Road
3) Its Foundation
a) named ' Thendral"
i) with a strength of more than 600 students
b) Began with :
i) Vocal
ii) Veena
iii) Violin
iv) Musicology
c) Sangeetha Vidwan Title course
i) a 2 yr. course
ii) for students of considerable standard in music
iii) appear for examination
iv) conducted by Director of Govt. Examinations, Madras

(OR)

Summary Writing :

Rough Copy :

Music Culture in Tamilnadu

The urge to preserve, transmit and propagate the musical culture in India was felt in 1949. Its ancient purity could be preserved only by providing opportunities to youngsters. The Central College of Karnatic music was established in August 1949 Brodie castle, Greenways Road for better accommodation till today named "Thendral" will more than 600 students studying Vocal, Veena, Violin and Musicology at the start today they aim for the Sangeetha Vidman Title, a two-year course with an exam by the Madras. Direct, or Govt. Exam.

Fair Copy :

Music Culture in Tamilnadu

The urge to preserve, transmit and progogate the musical culture in India was felt in 1949. Today, vast opportunities are provided to youngsters. In August 1949, the Central College of Karnatic music was established at Greenways Road-Brodie Castle, today named as 'Thendral". The strength of 600 students aim for the two-year course Sangeetha Vidwan Title after the exam by the Madras Directorate of Government Exams after their basic studies.

44. **Vegetable soup**

First chop all the vegetables, such as carrot, cabbage, potatoes, tomatoes, and green beans into small pieces. Then chop onion and garlic and keep them separately. Take a bowl and add two tablespoons corn flour. Add three tablespoons water and mix well. Take a pan and heat half a tablespoon of ghee over a medium flame. Add the chopped onion and garlic into the pan. Fry it for 2 minutes. Then add the chopped vegetables with a pinch of salt. Stir and cook for 4 minutes. Add 2 cups of water. Stir well and boil the mixture. Add black pepper powder. Stir continuously to prevent lump formation. After 10 minutes, the mixture turns thick. Add vinegar and again mix well. Turn off the flame and serve it.

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45. 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.

46. (a) **The tempest - William Shakespeare**

Prospero and his daughter Miranda came to an island and lived in a cave there. Using his powers, Prospero released the good spirits from large bodies of trees. Ariel was the chief of the spirits . He raised a violent storm in the sea to wreck the ship of enemies. Prospero 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 after her father. Miranda was attracted by Ferdinand and had more concern towards him. Prospero wanted to test Ferdinand and gave a severe task to perform. The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero. He forgave them and restored his dukedom. He dismissed Ariel.

(OR)

(b) This story is about a multilingual weird bird, named Zigzag. Dr. Krishnan's clinic usually sounded noisy because of the shouting and crying of children. His friend Dr. Somu requested him to shelter Zigzag, his pet as he was about to leave for Alaska. When Zigzag was brought to his house, it did not speak to anyone. It could sing and talk in 21 different languages. But it did not speak any word to them. Instead he transferred the fruits and nuts given to him to a Chandelier and to the blades of the ceiling fan. It perched on a curtain rod and went off to sleep. When the fan was switched on, all the fruits and nuts fell down. The papaya slice splattered on the painting of Mrs. Krishnan and spoiled it. Mrs. Krishnan was irritated and persuaded Dr. Krishnan to send the bird away to Visu's house. So Dr. Krishnan took the bird to his clinic. There it commanded everyone in an orderly way. He brought peace, calmness and a disciplined atmosphere in the clinic. The painting which had been spoilt by Zigzag was sold out for ₹ 5,000. It was bought because the new technique in painting was liked by the buyer. Thus Mr. Krishnan's family invited Zigzag to stay with them for another week.

47. (a) The usage of water in a country depends very much on the efficiency. So some countries use water ethically and with enormous care.

(b) Drip irrigation is a method of crop irrigation that involves a controlled delivery of water to plants through system of pipes, valves, tubing and emitters. Water drips constantly onto plants to keep them well watered. Drip irrigation is also called trickle irrigation.

(c) Drip irrigation is the most efficient water and nutrient delivery system for growing crops. It delivers water and nutrients directly to the plant's root zone, in the right amounts, at the right time, so each plant gets exactly when it needs it to grow optimally.

(d) (i) relating to ethics (moral principles)
(ii) inefficiency

(OR)

(a) The poet describes here clearly, during the hardships of our life for a minute we want to smile but then an idea appears how can I smile without touching my goal?

(b) Many successful persons have tasted failure before touching the height of sky, "Failure is the lesson to teach them don't give up".

(c) A road can seem uphill when we imagine that our destination is far beyond with us.

(d) Don't Quit.

✦✹✦

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