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- September 2020 & 2021, Quarterly exam-2019 & Half-Yearly exam-2019 questions are incorporated in the appropriate sections.
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Chennai

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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.

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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, — (PTA-4)
She's real, she's not fake!

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

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

She's a lioness; don't mess with her.
She'll not spare you if you're a prankster.
Don't ever try to saw her pride, her self-respect. — (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...

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,
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.

(PTA-1)

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)

Unit
1

PROSE

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 alone 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.



GLOSSARY

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



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.

Unit
1

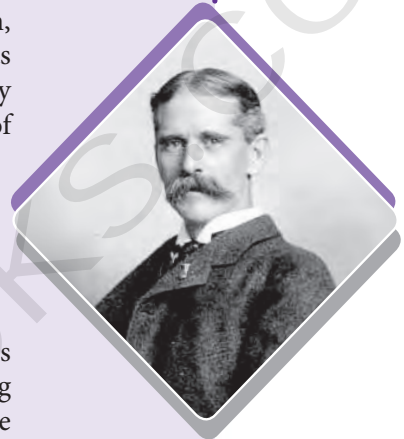
Life

POEM

- 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.



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.



PARAPHRASES FOR POEM LINES

Line No.	Poem Lines	Paraphrase
1-3	<i>Let me but live my life from year to year, With forward face and unreluctant soul; Not hurrying to, nor turning from the goal;</i>	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	<i>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.</i>	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	<i>So let the way wind up the hill or down, O'er rough or smooth, the journey will be joy:</i>	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	<i>Still seeking what I sought when but a boy, New friendship, high adventure, and a crown, My heart will keep the courage of the quest, And hope the road's last turn will be the best.</i> (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
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.

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	Ariel	Chief of gentle spirits
Miranda	Beautiful young lady Prospero's daughter	Caliban	Ugly monster Son of Sycorax
Sycorax	A witch Caliban's mother	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.



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.



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.

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)

Unit
2

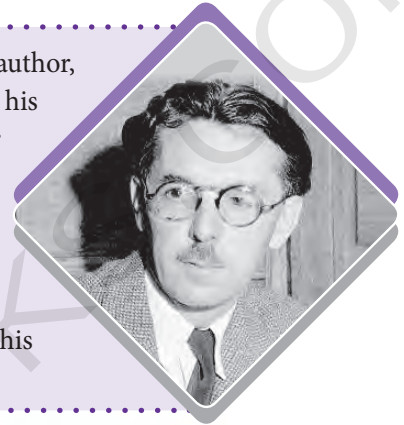
PROSE

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.



- ✦ 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	departure
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
fetchd	picked up	gave up



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.

Unit 3

PROSE

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.



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.



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



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

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.



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.

- 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]
- 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]
- What is the story about?
(a) winning (b) friendship
(c) women empowerment (d) patriotism [Ans: (c) women empowerment]
- 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]
- 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]
- 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.

- I heard about it in town. [Ans: Mulan's father]
- I am your son now. [Ans: Mulan]
- 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.



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.

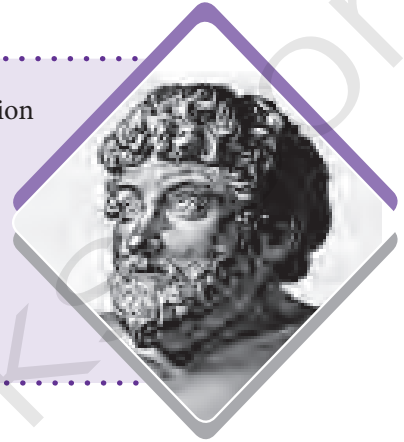
Unit
4

POEM

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.



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

PARAPHRASES FOR POEM LINES

Line No.	Poem Lines	Paraphrase
1 - 4	<i>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.</i>	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	<i>Not a crumb to be found On the snow-covered ground; Not a flower could he see, Not a leaf on a tree.</i>	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	<i>"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.</i>	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.



Line No.	Poem Lines	Paraphrase
16 - 18	<i>He wished only to borrow; He'd repay it tomorrow; If not, he must die of starvation and sorrow.</i>	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	<i>Says the ant to the cricket, "I'm your servant and friend, But we ants never borrow; we ants never lend.</i>	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	<i>But tell me, dear cricket, Did you lay anything by When the weather was warm?" Quoth the cricket, "Not I!"</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	<i>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".</i>	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	<i>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.</i>	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.

- A silly young cricket accustomed to sing
Through the warm, sunny months of gay summer and spring.*

 - 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.
 - Name the seasons mentioned here.** (PTA-5)
Ans The seasons mentioned here are summer and spring.
- Began to complain when he found that, at home,
His cupboard was empty, and winter was come.*

 - Who does 'he' refer to?** (Sep.20)
Ans 'He' refers to the cricket.
 - Why was his cupboard empty?** (PTA-1, Sep.20)
Ans His cupboard was empty because the cricket didn't lay aside anything for winter.



3. *Not a crumb to be found
On the snow-covered ground;*
- (a) **What couldn't be found 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?

Ans The cricket began to complain as his cupboard was empty.

(PTA-1)

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?**

Ans 'He' refers to the cricket.

(Govt. MQP)

(b) **Mention the season when he could not see a flower or a leaf on a tree.**

Ans In winter season, he could not see a flower or a leaf on a tree.

(Govt. MQP)

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.

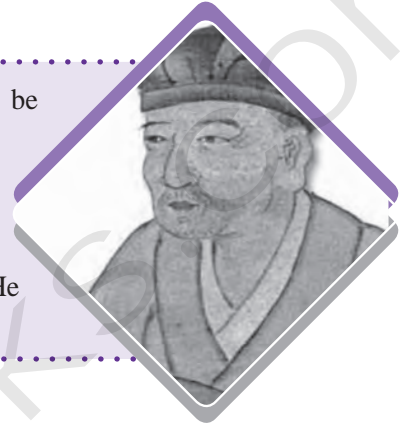
Unit 4

SUPPLEMENTARY

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.



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 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.



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'.

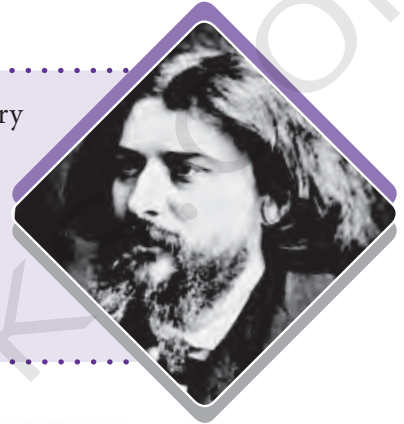
Ans A cruel ruler of Shining in Japan proclaims an announcement that all old people should be put to death. A poor farmer's heart was filled with sorrow after hearing this, because he loved his mother very much. So he carried her to the top of the mountain with a lot of difficulties, as the path was 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.

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.



- ✦ 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.

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.



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

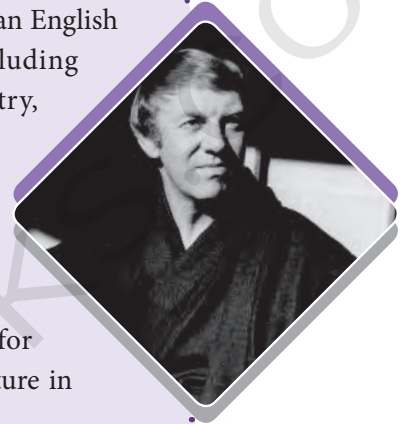
Unit
6

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.



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.



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	<i>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.</i>	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	<i>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.</i>	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	<i>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.</i>	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.

Unit 6

SUPPLEMENTARY

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.



- ✦ 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.



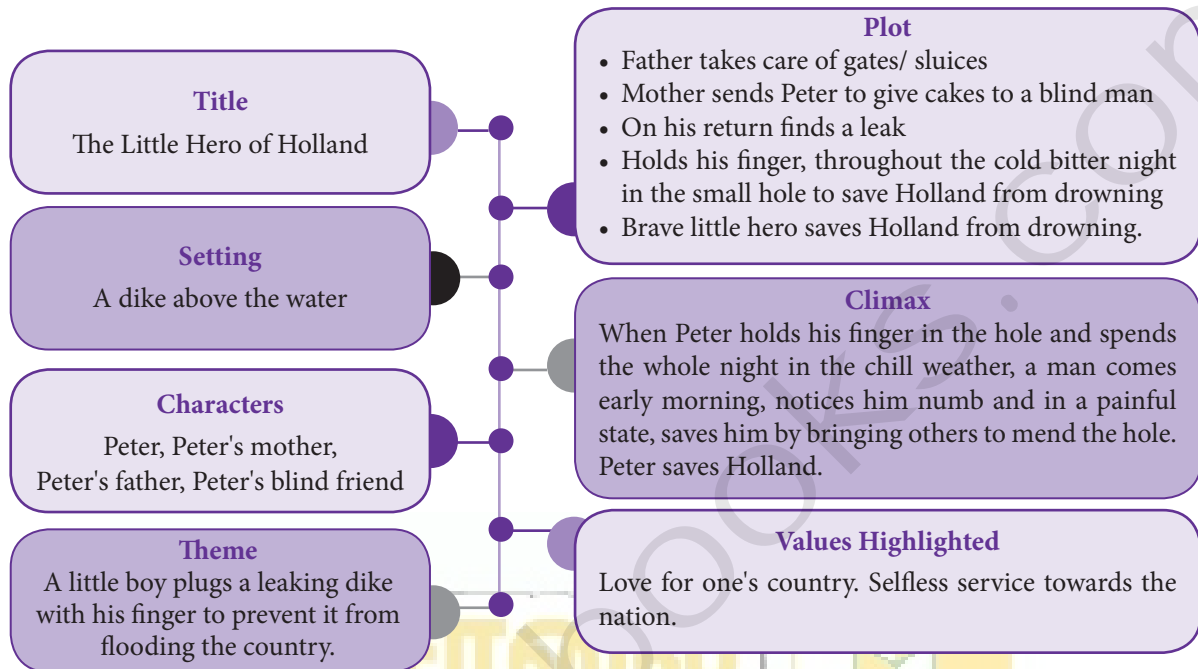
GLOSSARY

- 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)



TEXTUAL QUESTIONS

A. Based on the understanding of the story, complete the Graphic Organiser suitably.



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.



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)

Unit
7

PROSE

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. He wanted Watson to bring 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 Morton 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.



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

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 Vocabulary & Grammar

14 Marks

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 Comparison
	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.

- The mother seagull *swooped* upwards. **UNIT - 1**
(a) leap (b) rush (c) move very quickly (d) ascend [Ans: (c) move very quickly]
- The *attic* has always been favourite with children. **UNIT - 4**
(a) loft (b) terrace (c) apartment (d) strong room [Ans: (a) Loft]
- It is a 55-foot sailing vessel built *indigenously* in India. **UNIT - 3**
(a) Fully (b) collectively (c) innately (d) specially [Ans: (c) innately]

**PTA QUESTIONS & ANSWERS**Choose the most appropriate synonyms of the italicised words.

- 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]
- When school began there was a *bustle*. **UNIT - 6** (PTA-1)
(a) rush (b) change (c) noise (d) confusion [Ans: (a) rush]
- 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]
- 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]
- 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]
- Trying to *revive* old childhood memories may prove disappointing. **UNIT - 4** (PTA-2)
(a) review (b) revitalize (c) restore (d) rescue [Ans: (b) revitalize]
- 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]
- 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]
- 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]
- He was *delirious*. **UNIT - 7** (PTA-4)
(a) Sick (b) disappointed (c) troubled (d) forced [Ans: (a) Sick]
- 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]
- 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]
- 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]
- But something *choked* him. **UNIT - 6** (PTA-5)
(a) praised (b) blocked (c) answered (d) encouraged [Ans: (b) blocked]
- 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]

