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I also humbly thank all the teachers for their selfless effort and dedication in guiding students to achieve their true potential.

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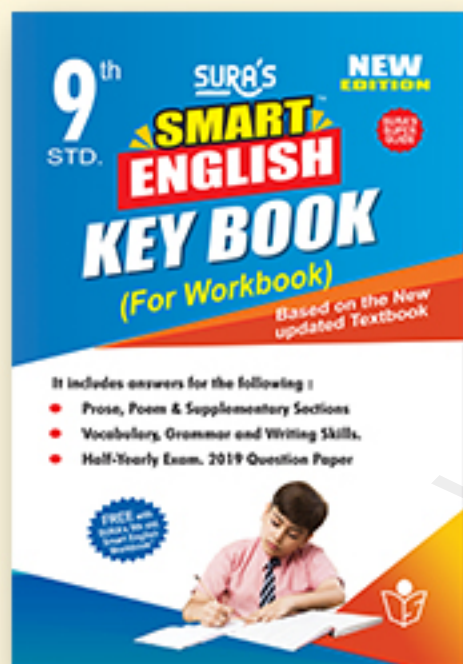
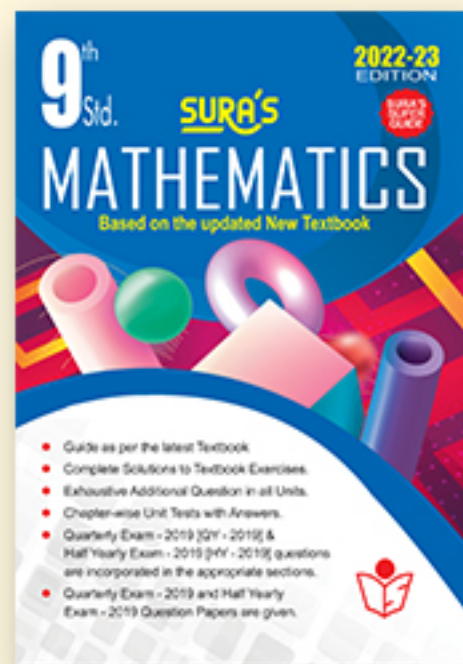
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MEMORITER POEMS

Stopping by woods on a Snowy Evening

- Robert Frost

⊗ Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

(HY. 19) My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep.
But I have promises to keep, ⊗
And miles to go before I sleep,
And miles to go before I sleep.

(QY. 19)

On Killing a Tree

- Gieve Patel

⊗ It takes much time to kill a tree,
Not a simple jab of the knife
Will do it. It has grown
Slowly consuming the earth,
Rising out of it, feeding
Upon its crust, absorbing
Years of sunlight, air, water,
And out of its leprous hide
Sprouting leaves.

(QY. 19)

⊗ So hack and chop
But this alone won't do it.
Not so much pain will do it.
The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs
Which if unchecked will expand again
To former size.

No,
The root is to be pulled out
One of the anchoring earth;
It is to be roped, tied,
And pulled out - snapped out
Or pulled out entirely,
Out from the earth-cave,
And the strength of the tree exposed
The source, white and wet,
The most sensitive, hidden
For years inside the earth.

Then the matter
Of scorching and choking
In sun and air,
Browning, hardening,
Twisting, withering,
And then it is done.

The River

- Caroline Ann Bowles

River, river, little river!
Bright you sparkle on your way;
O'er the yellow pebbles dancing,
Through the flowers and foliage glancing,
Like a child at play.

River, river! Swelling river!
On you rush through rough and smooth
Louder, faster, brawling, leaping.
Over rocks, by rose-banks, sweeping
Like impetuous youth.

River, river! Brimming river!
Broad and deep, and still as time
Seeming still, yet still in motion,
Tending onward to the ocean,
Just like mortal prime.

River, river! Headlong river!
Down you dash into the sea,
Sea that line hath never sounded
Sea that sail hath never rounded,
Like eternity.

The Comet

- Norman Littleford

Rampaging through the heavens
Never stopping day or night,
A spectacle of a lifetime
A comet in full flight.

Faster than a cheetah
With a tail that's miles long,
Bigger than a mountain
So powerful and strong.

The outer ice is melting
Causing vapor from the force,
And leaves a trail behind it
As it travels on its course.

If one should come too close to earth
The atmosphere will shake,
With shockwave reaching to the ground
Causing the land to quake.

Scientists say the chemicals
In the dust they leave behind,
Could have started life on the earth
Which resulted in mankind.

I cannot say if this is true
I do not have the right,
But I know no better spectacle
Than a comet in full flight.

UNIT 1

PROSE

LEARNING THE GAME

— Sachin Tendulkar



ABOUT THE AUTHOR

The retired Indian Cricket Player Sachin Ramesh Tendulkar is considered as one of the greatest batsmen of all times. He was born on 24th April 1973 in Mumbai. He was introduced to cricket at the age of eleven by his brother Ajit Tendulkar. In 2005, he became the first cricketer to score 35 centuries (100 runs in a single inning) in Test play. In 2011, Tendulkar achieved his dream of winning the Cricket World Cup at the Wankhede stadium in Mumbai. He is the only player to have scored one hundred international centuries and the first to score double century in a One Day International cricket. He played 664 International Cricket matches in total, scoring 34,357 runs. In 2012, Tendulkar was nominated to the Rajya Sabha. He retired from Cricket on 16th November 2013. He is also the recipient of the Arjuna Award (1994), Rajiv Gandhi Khel Ratna Award (1997), Padma Shri (1999), Padma Vibhushan (2008) and Bharat Ratna (2013).

SUMMARY

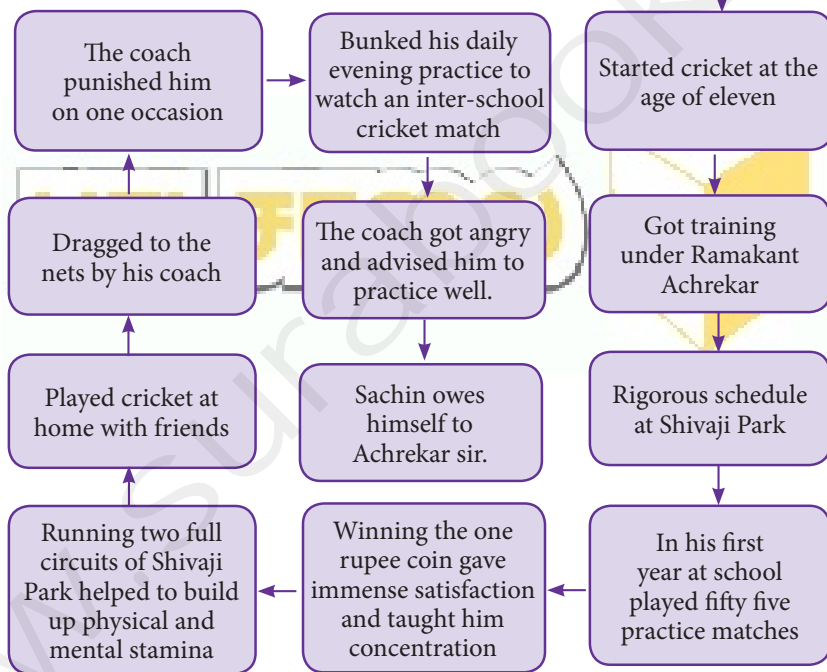
'Learning the Game' is an extract from Sachin Tendulkar's autobiography 'Playing it My Way'. He played tennis ball cricket with his colony friends from a very early age. He loved watching cricket on television and tried to imitate the mannerisms of his favourite players like Sunil Gavaskar and Viv Richards. It wasn't just about batsman that Sachin studied, but he also loved to bowl. Throughout his career, he had actually bowled a lot in the nets.

Sachin was studying in the New English School at Mumbai. But his brother Ajith wanted him to study in 'Shardashram Vidhyamandir' where Ramakant Achrekar was the cricket coach. This school gave more importance to the game of cricket. Ramakant Achrekar ran summer cricket camps. One day, his brother Ajit took him to Achrekar to get trained well. It was because, only Achrekar could decide who to accept for a trial at the camp. But there, Tendulkar failed to make an impact on Achrekar, the coach. So the coach informed his brother that Sachin was too young

to get into the camp. But Ajit requested him to give his brother another chance, as he was nervous. So he was given another chance and the coach watched his batting from a distance. Seeing him batting well, the coach agreed to train him. It was an opportunity that transformed Sachin's life. His coach Achrekar advised Sachin to change his school if he really wanted to pursue cricket seriously. In his first year, at Shardashram, Sachin played 55 practice matches during the summer break of 60 days. Achrekar used to place a one rupee coin on top of the stumps and asked Sachin to bat. If Sachin remained not out, Achrekar Sir would gift the coin to him. Whenever Sachin tried to bunk practice session, Achrekar Sir came to take him to the ground. Had it not been for Achrekar Sir, Sachin would not be the cricketer he turned out to be. The coach was a strict disciplinarian and did everything he could for Sachin. Finally, Sachin says that he owes his success to Achrekar Sir.

MIND MAP

Sachin Tendulkar



Glossary



- bunked (v) - to make oneself absent from a class or session (வகுப்புக்கு அல்லது அமர்வுக்கு போகாமல் இருப்பது)
- channelled - directed to a particular end or object (ஒரு குறிப்பிட்ட விஷயத்தில் கவனத்தை செலுத்துதல்)
- cocktail (n) - a mixed drink which is a combination of ingredients such as fruit juice, lemonade, flavoured syrup or cream (பல வகை பழங்களின் ரசங்களின் கலவை)
- embarrassment (n) - a feeling of self-conscious, shame or awkwardness (சங்கடமான, தடுமாற்றத்துடனான உணர்வு)

emulate (v)	- to match or surpass typically by imitation (ஒருவருடைய செய்கைகளை காப்பியடித்து நடித்துக் காட்டுவது)
farsightedness (adj.)	- showing a prudent awareness of future possibilities (தொலைநோக்கு பார்வை)
induction (n)	- the action or process of including someone to an organization (ஒருவரை ஒரு குழுவில் சேர்த்தல்)
kitbag (n)	- a long cylindrical canvas bag, (here) used to carry cricket accessories (உருளை வடிவமான கனமான துணியாலான பை (கிரிக்கெட் உபகரணங்களை எடுத்துச் செல்ல பயன்படுவது)
mannerisms	- the way of speaking or behaving (ஒருவரின் பேச்சு, நடத்தை குறித்த பாவனைகள்)
melee (n)	- a confused crowd of people (குழம்பிய நிலையில் உள்ள கூட்டம்)
nuances (n)	- subtle changes in or shades of meaning, expression, or sound (நுட்பமான கருத்துக்கள்)
overawed (v)	- impressed so much that they are silent or inhibited (சரியாக செயல்பட முடியாமல் இருப்பது)
passion (n)	- strong desire (உறுதியான விருப்பம்)
pursue (v)	- follow or chase (பின் தொடர்தல்)
rigorous (adj.)	- extremely thorough and careful (தீவிரமாக)
stamina (n)	- the ability to sustain or prolonged physical and mental effort (திண்மையான உடல் தகுதி)
stride (v)	- a step or stage in progress towards an aim (இலட்சியத்தை நோக்கி பயணித்தல்)
transpire (v)	- come to be known / revealed (வெளிப்படுத்துதல்)

SYNONYMS

Word	Synonyms	Translation
accept	take	ஏற்றுக் கொள்வது
career	profession	வேலை / தொழில்
comfortable	cozy	வசதியாக
deteriorated	became worse	சீர்குலைதல் / மோசமடைதல்
early	initial	ஆரம்பகால
embarrassing	shameful	தர்மசங்கடம் / அவமானம்
evolved	devise	சரியாக திட்டமிடுவது
favourite	most liked	பிடித்தமான
impact	powerful effect	பாதிப்பு / விளைவு
importance	significance	முக்கியத்துவம்
inevitably	unavoidably	தவிர்க்கமுடியாத
insistence	demand	வலியுறுத்துதல்
invariably	always	எப்போதும்
legend	famous person	பிரபலமானவர்
loved	desired	விரும்புதல்

never	not ever	ஒருபோதும் இல்லை
often	frequently	அடிக்கடி
orientation	direction	வழிநடத்தல்
passion	strong desire	உறுதியான விருப்பம்
priority	first concern	முன்னுரிமை
pursue	follow or chase	பின் தொடருதல்
rigorous	meticulous	கடுமையான
scrutinize	examine carefully	ஆராய்தல் / கவனமாக பரிசீலித்தல்
started	began	தொடங்குதல்
subconscious	innermost, instinctive	ஆழ்மனம், மிக உள்ளே, உள்ளுணர்வு
virtually	nearly / almost	கிட்டத்தட்ட/நெருக்கமாக/பெரும்பாலும்

ANTONYMS

Word	Antonyms
achieve (அடைதல்)	× fail (தோல்வி)
active (சுறுசுறுப்பாக)	× inactive (செயலற்ற தன்மையுடன்)
always (எப்போதும்)	× never (ஒருபோதும் இல்லை)
benefits (லாபம்)	× setbacks (நஷ்டம்)
best (மிகச்சிறந்த)	× worst (மோசமான)
common (வழக்கமான)	× uncommon, rare (வழக்கத்துக்கு மாறான, அரிய)
complete (முழுமை)	× incomplete (முழுமைஇல்லாத)
conveniently (வசதியாக)	× inconveniently (வசதியில்லாமல்)
deteriorated (சீர்குலைதல்)	× improved (மேம்படுத்திய)
difficult (சிரமமான)	× easy (எளிமையான)
dirty (அழுக்கான)	× clean (சுத்தமான)
drag (இழு)	× push (தள்ளு)
experience (அனுபவப்பட்ட)	× inexperience (அனுபவமில்லாத)
famous (புகழ்பெற்ற)	× infamous, obscure (புகழில்லாத, தெளிவில்லாத)
high (உயர்வு)	× low (தாழ்வு)
informed (அறிவித்தல்)	× Misinformed (தவறான தகவல்)
insane (முட்டாள்தனமான)	× rational (பகுத்தறிவுடன்)
inevitably (தவிர்க்க முடியாமல்)	× avoidably (தவிர்க்கும்படியான)
lucky (அதிர்ஷ்டமான)	× unlucky (அதிர்ஷ்டமற்ற)
often (அடிக்கடி)	× rarely (எப்போதாவது)
positive (நேர்மறை)	× negative (எதிர்மறை)
punished (தண்டித்தல்)	× rewarded (பரிசளித்தல்)
regular (வழக்கமான)	× unusual, irregular (வழக்கத்திற்கு மாறாக)

Word	Antonyms
rigorous (கடுமையான)	× easy (எளிமையான)
rude (முரட்டுத்தனமாக)	× kind (கருணையுடனான)
safety (பாதுகாப்பு)	× danger (ஆபத்து)
seriously (தீவிரமாக)	× lightly (சாதாரணமாக)
strict (கண்டிப்பான)	× lenient (இணக்கமான)
successful (தேர்ச்சி)	× unsuccessful (தேர்ச்சிபெறாமை)
ultimately (முடிவு)	× initially (ஆரம்பம்)
unreasonable (காரணமற்றது)	× reasonable (காரணத்துடன்)
winning (வெல்லுதல்)	× losing (தோல்வியுறுதல்)

TEXTUAL : IN-TEXT QUESTIONS

◆ **Who were Sachin's favourite players?**

Ans Sachin's favourite players were Sunil Gavaskar and West Indian legend Viv Richards.

◆ **What was special about Shardashram Vidyamandir in Mumbai?**

Ans Shardashram Vidyamandir gave due importance to the game of cricket.

◆ **What was the opportunity that transformed the life of Sachin?**

Ans When the coach Achrekar agreed to let Sachin join the camp, he was delighted. It was an opportunity that transformed his life.

◆ **What sort of conversations did Ajit and Sachin have while travelling?**

(QY., & HY. 19)

Ans Ajit and Sachin would talk a lot about the precise changes in batting.

◆ **What routine did Sachin follow in washing his clothes?**

Ans Sachin's routine was to wash his only one set of cricket clothes, as soon as he returned from his morning session. He would dry them and would wear them again in the afternoon. The pattern was repeated in the evening so that he could use the same set of clothes the following morning.

◆ **What did Achrekar inform Ajit?**

Ans Achrekar informed Ajit that Sachin had the potential to be a good cricketer, if he practised all the year around.

◆ **What was the suggestion given by Achrekar to Sachin's father?**

Ans Achrekar suggested that Sachin's father should change his son's school. He wanted him to come to Shardashram Vidyamandir, where Achrekar was the cricket coach.

◆ **What acted as a safety valve?**

Ans All of Sachin's excess energies were getting channelled into cricket. This acted as a kind of safety valve to him.

◆ **What did Sachin do during the thirty minute break?**

Ans During the thirty-minute break, Achrekar would often give Sachin some money to go and have a Vadapav, a popular Mumbai fast food.

◆ **What is the intense 'fifteen minutes' mentioned?**

Ans Towards the last fifteen minutes, Achrekar would place a one rupee coin on top of the stumps and if Sachin managed to avoid getting out, the coin was his. In this session every bowler in the camp, would come and bowl to him with some sixty to seventy boys fielding. It meant that he had to hit every ball along the ground to survive those intense fifteen minutes.

◆ **What did Sachin's father do just to make Sachin happy?**

Ans Sachin's father would always end up giving Sachin what he wanted just to see him happy.

◆ **What did embarrass Sachin in the bus?**

Ans It was a challenge for Sachin to stand with his kitbag in the bus. The conductors would complain about Sachin taking up the space of another passenger. They were often rude to him and would sometimes ask him to buy two tickets. This situation was very embarrassing to Sachin.

◆ **What made Sachin forget, to go to the nets?**

Ans Sachin felt that playing with his friends at home was such a fun that he would conveniently forget to go to the nets.

◆ **What did Achrekar advise Sachin?**

Ans Achrekar would advise Sachin not to waste his time playing disordered games with the kids. Cricket was waiting for him at the nets. He should practice hard and see the magic it can show.

TEXTUAL : BOOK-BACK QUESTIONS

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

1. **What was coach Achrekar's first impression on Sachin?**

Ans Achrekar's first impression on Sachin was that he felt he was too young to make the camp.

2. **Why did Sachin feel that the schedule of the camp was 'rigorous'?**

Ans The camp involved a session every morning and evening at Shivaji Park. Sachin would practise between 7.30 am and 10.30 am. He would again go in the afternoon and practise till late evening. He would be exhausted at the end of the day. Thus the schedule was rigorous.

3. **What did serve as a very personal coaching manual to Sachin?**

Ans A note, which was given by his brother Ajit, served as a very personal coaching manual. It contained some thoughts about batting.

4. **Why was Sachin asked to change the school?**

Ans Sachin was asked to change the school, as the New English School did not have any cricket facilities.

5. **What was the condition laid down by Sachin's father for changing the school?**

Ans The condition laid down by Sachin's father for changing the school was that if Sachin was really serious about playing cricket, he would change his school.

6. **How did the act with the one rupee coin help Sachin become a good cricketer?**

Ans Winning the one-rupee coin used to give Sachin immense satisfaction and taught him to concentrate even after he was physically drained.

7. **What did help Sachin build his physical and mental stamina? (QY. 19)**

Ans Sachin was compelled to run two full circuits of Shivaji Park with his pads and gloves on. It was a routine he would repeat right through his summer holidays. This helped him to build up his physical and mental stamina.

8. Which incident triggered the coach to be angry on Sachin?

Ans Once, Sachin avoided his daily evening practice to watch an inter-school cricket match. Least did he expect that his coach would be there. The coach became angry with Sachin and told him that people all over the world should watch him play.

9. Why do you think Achrekar punished Sachin?

Ans When the coach Achrekar was trying to teach a very important lesson, Sachin was inattentive and did not carry out his orders. So he was punished.

10. 'I owe myself to him' - What does Sachin mean by this?

Ans Had it not been for the coach Ramakant Achrekar, Sachin would not have been the cricketer he turned out to be. Achrekar was a strict disciplinarian and did everything, he could for Sachin. So Sachin says that he owes his success to Achrekar.

Additional - Short Questions & Answers.

1. What did Sachin play from a very early age?

Ans Sachin played tennis ball cricket with his colony friends.

2. What did Sachin often try to emulate?

Ans Sachin often tried to imitate (emulate) the mannerisms of his favourite players Sunil Gavaskar and Vivian Richards.

3. Where was he studying at first?

Ans At first, he was studying in the New English School in Mumbai.

4. When did the coach Achrekar start playing cricket?

Ans Ramakant Achrekar started playing cricket at the age of eleven in 1943.

5. What was the timing given to Sachin for his practice at Shivaji Park?

Ans The timings were between 7.30 am and 10.30 am in the morning.

6. Why did Sachin keep a note, given by his brother all throughout his career?

Ans Sachin kept a note given by his brother carefully, since it contained some thoughts about batting and served as a very personal coaching manual.

7. How many matches did Sachin play in his first year at Shardarshram?

Ans In the first year at Shardarshram, Sachin played fifty-five practice matches during the summer break of sixty days.

8. What was Sachin's regular demand, while going home with his father?

Ans Sachin would always ask his father to treat him to a special fruit cocktail at a juice centre near the club.

9. What was a great learning experience for Sachin?

Ans Taking the bus or train from Bandra to Church gate with a lot of embarrassing moments was a great learning experience for Sachin.

TEXTUAL : PARAGRAPH QUESTIONS

B. Answer the following in a paragraph of 120-150 words:

1. 'Achrekar was a sincere coach'. Substantiate.

(QY. 19)

Ans Ramakant Achrekar coached young cricketers at Shivaji Park in Mumbai. At the age of twelve, Tendulkar would practise for hours and hours at the nets. If he became exhausted, Achrekar would put a one rupee coin on top of the stumps and the bowler who dismissed Tendulkar would get the coin. If Tendulkar passed the whole session without getting dismissed, the coach would give him the coin. Achrekar

used to encourage Sachin at all times and gave him practice thoroughly. Tendulkar lauded his contribution to cricket and said his mentor looked after all players really well. During the training session, Achrekar worked sincerely and gave rigorous training to everyone in the camp. Had it not been for Achrekar, Sachin would not have been the cricketer he turned out to be. The coach Achrekar was a strict disciplinarian and did everything he could for Sachin.

2. **Narrate in your own words the hardships underwent by Sachin to become a great cricketer.** (HY. 19)

Ans Sachin started playing cricket at the age of eleven in 1984. He was trained at Shivaji Park by his coach Ramakant Achrekar, who worked in Shardashram Vidhyamandir. He ran summer camps too. Sachin had a vigorous training under him. He would practise between 7.30 am and 10.30 am in the morning. Then he would come back in the afternoon and practise till evening. The schedule was rigorous and he would be exhausted by the end of the day. During the bus journeys, he would have a conversation with his brother Ajit about the various changes in batting. He used to have only one set of cricket clothes. So he had to wash the set after every session, to wear them for his next session. He had to face a lot of embarrassing moments, while travelling in the bus to Shivaji Park. There was also an intense fifteen minutes training with a one rupee coin by the coach. Though his coach punished him on one occasion, the coach contributed a lot to the success of Sachin Tendulkar. Without the coach Achrekar, Sachin would not be the cricketer, he turned out to be. Sachin says he owes himself to Achrekar.

3. **Quote the sentences which you find most inspiring from 'Learning the Game'. How do they inspire you? Explain.**

Ans The game would be most inspiring to the youngsters of today such ones are : "All my excess energies were getting channelled into cricket, which acted as a kind of safety valve". 'My father always said that all he wanted me to do was give it my best effort without worrying about the results'. "Winning the one rupee coin used to give me immense satisfaction and taught me how to concentrate even when physically drained". "Had it not been for Sir, I would not be the cricketer I turned out to be". "I owe myself to him". All these sentences would inspire each and everyone who reads this extract as it reveals the determination, the will power, hard work and the difficulties undergone by Sachin Tendulkar and his family to achieve his goal as a cricketer. His family members also supported him and encouraged him throughout his career. The youngsters should learn a lot from this all-rounder.

Additional - Paragraph Questions & Answers.

1. **Narrate the incident of Sachin's induction into the Mumbai Cricket circuit.**

Ans Sachin loved watching cricket on the television. In his games, he often tried to imitate the mannerisms of his favourite players. Seeing the interest of Sachin in the game of cricket, his brother Ajit took him to Ramakant Achrekar, the cricket coach. When Sachin was asked to bat by the coach, he felt nervous and failed to make an impact. His coach told Ajit that Sachin was too young to make the camp. He suggested that he should bring him when he was a little older. Sachin thought that his induction into the Mumbai cricket circuit could have ended in failure. But his brother requested the coach to give Sachin another opportunity. He also suggested that the coach should pretend to go away and then watch him play from a distance. The coach agreed and asked Sachin to bat again. Sachin felt more at ease without his coach near him. So he batted well and was delighted to join in the camp.

UNIT 1

POEM

STOPPING BY WOODS
ON A SNOWY EVENING

— Robert Frost



ABOUT THE AUTHOR

Robert Frost (1874 - 1963) was an American poet. He is well known for his realistic description of rural life. He received 4 Pulitzer prizes for poetry. He became a poetic force. He is known as the unofficial Poet Laureate of the US. Some of his famous works are *The Road Not Taken*, *West Running Brook*, *Mending Wall*, *After Apple Picking* etc.

SUMMARY

Once the poet happened to travel through the dense woods, on his horse. It was a cold evening with heavy snowfall. Enchanted by the beauty of the woods, the poet suddenly stopped to admire the scene of the woods being covered with snow. The poet seemed to know to whom the woods belonged. He also guessed that the owner of the woods must be residing at the village and would not know that the poet had halted at his woods enjoying the snowfall there. The poet's horse too must have been equally puzzled at this sudden pause at a place where there was no farmhouse or resting area. It happened to be the darkest evening of the year. Hence the horse shook his harness bells, as if to enquire if the poet had halted by mistake or to set right any sudden problem. There was total silence all around, except for the gentle sound of the breeze blowing, carrying with it snowflakes.

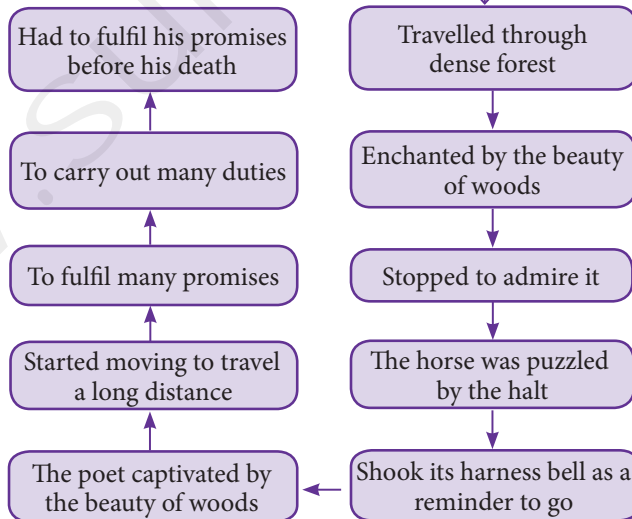
Though captivated by the splendid beauty of the lovely, dense and dark woods, the poet could not remain there for long, as he had to travel over a long distance, covering many miles. Further, he had to fulfil many promises or carry out many duties before his daily sleep or the eternal one. Perhaps the poet is reminded of his unfulfilled duties and responsibilities that he had to carry out before his tenure on earth ended. Hence he, with regret, realises that he had to keep continuing his journey and could not rest before fulfilling his duties in life.

PARAPHRASES OF THE POEM STANZAS

Stanza No.	Poem Stanza	Paraphrase
1	<i>Whose woods these are I think I know. His house is in the village though; He will not see me stopping here To watch his woods fill up with snow.</i>	The poet seems to know the owner of the woods. The owner must be residing in the village. He does not know that the author has stopped in the woods. To watch snow engulf the woods.
2	<i>My little horse must think it queer To stop without a farmhouse near Between the woods and frozen lake The darkest evening of the year.</i>	The poet's horse must have thought it strange. To stop abruptly at a place where there is no farmhouse between the woods and the lake that is frozen with snow. On an evening which happens to be the darkest one of the year
3	<i>He gives his harness bells a shake To ask if there is some mistake. The only other sound's the sweep Of easy wind and downy flake.</i>	The horse expresses his surprise by shaking his harness bells as if to know whether there is anything wrong with the situation. The only other sound that could be heard is the blowing of the breeze and the fall of snowflakes.
4	<i>The woods are lovely, dark and deep. But I have promises to keep, And miles to go before I sleep, And miles to go before I sleep.</i>	The woods are attractive, very dark and dense. But the poet cannot stop there, as he has many promises to fulfil. He has to achieve much more in life before his sleep. and has to fulfil many ambitions before his sleep-- the everyday sleep or the eternal one.

MIND MAP

Robert Frost



Glossary



- downy (*adj*) - soft and fluffy (மென்மையான மற்றும் பஞ்சுபோன்ற)
flake (*n*) - a small piece of snowflake (பனித்துகளின் சிறுத்துண்டு)
frozen (*adj*) - in ice form (பனி வடிவம்)

- harness (n) - straps and fittings by which a horse is fastened to a cart or carriage
(ஒரு வண்டியுடன் குதிரையைக் கட்டுவதற்கான பட்டைகள்)
- queer (adj) - strange, odd (விசித்திரமான)
- sweep (v) - to move swiftly and smoothly (விரைவாகவும் சுமுகமாகவும் வீசுதல்)
- woods (n) - an area of land covered with a thick growth of trees. (மரங்கள் அடர்ந்த காட்டுப்பகுதி)

Gist of Stanza 1 : While riding deep into the woods, the poet seems to know who the owner is. He states that the owner lives in a house in the village. Perhaps the owner is not aware of the poet travelling into his woods, or stopping there to watch snow covering the woods.

Stanza 2 : The poet's little horse must think it strange to stop midway, without a farmhouse nearby, between the woods and a frozen lake. The evening is the darkest one of the year. So it is queer that they have stopped now.

Stanza 3 : Perhaps to know its owner's intention, or to catch his attention, the horse sounds its harness bell by shaking his head. The only other sounds heard in the vicinity are the sweep of the wind and the fall of snow.

Stanza 4 : The woods are lovely, dark and deep. The poet cannot afford to spend more time admiring the beauty and the calm atmosphere prevailing there, as he has many more important goals to achieve in life, before it comes to an end.

TEXTUAL QUESTIONS

B. Read the following lines and answer the following questions.

1. *He will not see me stopping here
To watch his woods fill up with snow.*

a) **Whom does 'he' refer to?** ❌

Ans 'He' refers to the owner of the woods.

b) **Identify the season in these lines.** ❌

Ans It is the winter season.

2. *My little horse must think it queer
To stop without a farmhouse near*

a) **Who is the speaker?**

Ans The poet Robert Frost is the speaker.

b) **Why should the horse think it queer?**

Ans There is no farmhouse near and it is night time, the woods are dark. So the horse might think it strange to stop there.

c) **Pick out the rhyming words.**

Ans queer - near

3. *He gives his harness bells a shake
To ask if there is some mistake.*

a) **Whom does 'he' refer to in these lines?**

Ans 'He' refers to the horse.

b) **Why does 'he' give his harness bells a shake?**

Ans He shakes the harness bells as if he is asking the poet whether there was any mistake in stopping at the wrong place.

c) **How does the horse communicate with the poet?**

Ans The horse communicates with the poet by shaking his harness bells.

4. *The woods are lovely, dark and deep,
But I have promises to keep,*
- a) **How are the woods?** (QY. 19)
Ans The woods are lovely, dark and dense.
- b) **Whom does 'I' refer to?** (QY. 19)
Ans I refers to the poet, Robert Frost.
- c) **What are the promises the speaker is talking about?**
Ans Duties and responsibilities in life are referred to as promises.
5. *And miles to go before I sleep,
And miles to go before I sleep.*
- a) **Why the poet has used the same line twice?**
Ans In order to emphasize the fact that he has to fulfil his duties and responsibilities before his death, the poet has used the same line twice.
- b) **Explain: miles to go before I sleep.**
Ans Miles to go refers to leading the rest of his life until his death.

Additional - Poem Comprehension.

1. *Whose woods these are I think I know.
His house is in the village though;*
- (a) **What does the poet seem to know?**
Ans The poet seems to know the person to whom the woods belonged.
- (b) **Who lives in the village?**
Ans The owner of the woods resides in a house in the village.
2. *Between the woods and frozen lake
The darkest evening of the year.*
- (a) **Where has the horse stopped?**
Ans The horse has stopped at a spot between the woods and the frozen lake.
- (b) **Describe the evening of travel.**
Ans It was the darkest evening of the year.
3. *The only other sound's the sweep
Of easy wind and downy flake.
The woods are lovely, dark and deep.
But I have promises to keep,*
- (a) **What sound does the poet hear?**
Ans The poet hears the sound caused by the horse shaking his harness bells.
- (b) **What is meant by downy flake?**
Ans 'Downy flake' means soft and fluffy piece of snowflake.

Additional - Poetic Devices Questions.

1. *Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.*

UNIT 1

SUPPLEMENTARY

THE ENVIOUS NEIGHBOUR

— A Japanese Folk Tale

SHORT SUMMARY

An honest man lived with his wife. They had a pet dog, which they used to feed with fish and tit-bit from their own kitchen. One day, when the couple went to work in their garden, their dog stopped at a place and started to bark. When the couple dug that place, they found gold and silver pieces being buried there. They gathered the treasure and after giving alms to the poor, bought themselves rice-fields and corn-fields and became wealthy people.

Their neighbours, who were a stingy old couple, envied them and borrowed their dog to see if they could find any treasure with the help of the dog. They led the dog out into the garden. It walked along the garden without any barking for a long time. At last, the dog stopped at a certain spot and began to sniff. They hastily dug the spot, but found only dirt and nasty things. Furious at being disappointed, the old couple killed the dog.

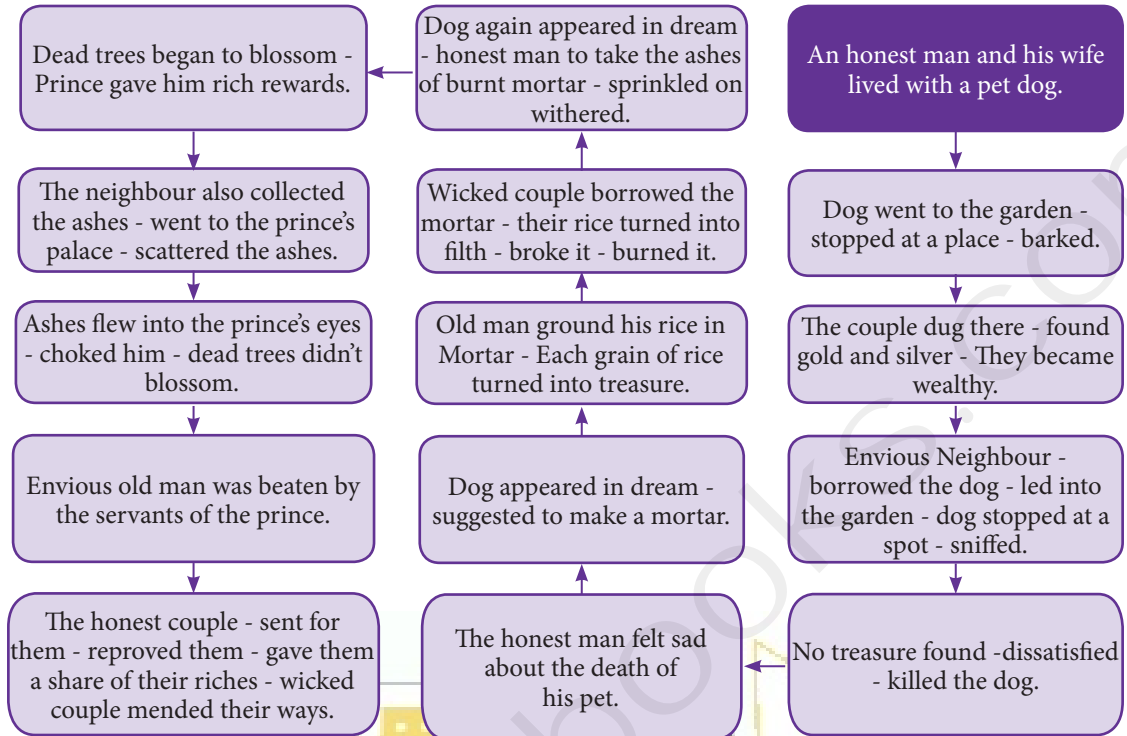
When the good old man came to know that his dog was buried at the root of a pine tree, with a heavy heart, he burnt incense and adorned the grave with flowers. That night, the dog appeared to him in his sleep and instructed him to cut down the pine tree where it was buried, make it into a mortar and to use it, thinking of it, as if it were the dog itself. The old man did, as he was told to do, but when he ground his rice in it, each grain of rice turned into some rich treasure.

Seeing this, the wicked couple borrowed the mortar. But as soon as they used it, all their rice turned into filth. So, in anger, they broke it and burnt it.

One night, the dog appeared again to the old man in his dream. It told him to sprinkle the ashes of the burnt mortar on withered trees. The trees would revive and bloom with flowers. He obeyed the dog, as instructed, bringing the dead trees to life. A certain prince utilised his power and gave him a rich reward. But the envious neighbours got thrashing from the guards of the prince, when they tried to do the same act. Finally, when the good old couple heard of this, they sent for the neighbours and gave them a share of their own riches. After this, the wicked people mended their ways and led good and virtuous lives ever after.

THE MAIN CHARACTERS ARE : The good old couple and the wicked couple

MIND MAP



Glossary

- covetous (*adj.*) - having or showing a great desire to possess something belonging to someone else (பேராவல் கொண்ட)
- mortar (*n*) - A hard, strong bound in which substances are crushed to powder (காரை)
- obliged (*v*) - make (someone) legally or morally bound to do something (கடமைபட்டிருத்தல்)
- tit-bit (*n*) - a small piece of tasty food (உணவு துணுக்குகள்)
- wagging (*n*) - moving or causing to move rapidly and fro (மேலும் கீழுமாக அசைத்தல்)
- withered (*v*) - become dry and shriveled (மலர்கள் உதிர்ந்து விடுதல்)

TEXTUAL QUESTIONS

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

1. They gathered the treasure. (QY. 19) [Ans] The honest old couple
2. The pine tree under which I am buried, to be cut down and made into a mortar. [Ans] The dog to the good old man
3. They dug, and found nothing but a quantity of dirt and nasty offal. [Ans] The envious neighbours
4. He had not to wait long before he was called into the prince's palace, and ordered to exhibit his power. [Ans] The envious old man
5. BOW, WOW, WOW! (QY. 19) [Ans] The dog

B. Based on your understanding of the story, choose the right answers from the given options.

1. The old farmer and his wife loved the dog
 - (a) because it helped them in their day-to-day work.
 - (b) as if it was their own baby.
 - (c) as they were kind to all living beings. [Ans] (b) as if it was their own baby
2. When the old couple became rich, they
 - (a) gave the dog better food.
 - (b) invited their greedy neighbours to a feast.
 - (c) lived a comfortable life and were generous towards their poor neighbours. [Ans] (c) lived a comfortable life and were generous towards their poor neighbours
3. The greedy couple borrowed the mortar to make. (QY. 19)
 - (a) rich pastry and bean sauce.
 - (b) magic ash to win rewards.
 - (c) a pile of gold. [Ans] (c) a pile of gold

C. Answer the following questions in a paragraph of about 80 to 100 words.

1. **The old farmer was a kind person. Justify the statement with suitable examples from the story.**

Ans The old farmer was a kind man. He helped the poor and the needy with what he had. He had a pet dog, which they used to feed with fish and tit-bit from their kitchen. One day, when their dog helped them in getting wealth, they did not take all for themselves. But gave alms to the poor and then bought for themselves rice fields and corn-fields. When his neighbour killed his dog, he did not scold him. He just wept for his pet, kept some food, burnt incense and adorned its grave with flowers. He also showed his kindness to his envious neighbours, as they were distressed, by giving them a share of his own riches.

2. **How did the dog help the farmer even after its death?**

Ans The dog appeared in his dream, and told him to cut the pine tree, make it into a mortar and use it, thinking of it, as if it were the dog itself. The old man did as was told. When he ground his rice in it, each grain turned into some rich treasure.

3. **Why did the Prince reward the farmer but punish the neighbour for the same act?**

Ans The prince rewarded the farmer because he made all the withered plum and cherry trees in the palace to shoot out and put forth flowers. So the prince was happy with his magical powers and sent him home rejoicing with plenty of presents. Whereas the neighbour of the good old man was punished because he couldn't perform the act of reviving the trees, after scattering the ashes on them. The ashes flew into the prince's eyes and mouth, blinding and choking him. So the guards caught him and beat him almost to death.

4. **Bring out the difference between two neighbours with suitable examples to support your view.**

Ans The old farmer was an honest and a kind person. He showed kindness to everyone and helped the needy at all times. But his neighbour was an envious person. He was covetous and a stingy old man. These qualities of the two neighbours were clearly shown in the story, when they nursed the dog. The good old man fed it with fish and tit-bit from his own kitchen. But when the dog was borrowed for a few days by his neighbour, he prepared a great feast for it not out of concern but to flatter it to show them the place of wealth. Earlier, the dog had received nothing but cuffs and kicks from this wicked man. When the dog did not help the wicked man, he killed it. The wicked did a lot of misdeeds to the good old farmer. Yet they forgave him and his wife and gave them a share of their own riches.

UNIT 2

PROSE

I CAN'T CLIMB TREES
ANYMORE

— Ruskin Bond



ABOUT THE AUTHOR

Ruskin Bond was born on 19th May 1934. He is an award-winning Indian author of British descent. He is much renowned for his role in creating children's books in India. The Indian Council for Child Education has recognized his role in the growth of children's literature in India. He received the Sahitya Akademi Award in 1992 for "*Our trees still grow in Dehra*". He was awarded the Padmashri in 1999 and Padma Bhushan in 2014.

SUMMARY

A visitor watched the old house that had not changed. It was built with granite walls. It had a new outhouse with fewer trees. The Jackfruit tree was still there giving shade. His grandmother felt the shade was a blessing from the trees. As a boy, he used to swing on a turnstile going round and round. Now it was gone. The tall hollyhocks grew on the other side of the wall. A girl stood between the red hollyhocks staring at the man. She was twelve or thirteen years old, slim, with lovely eyes and long black hair.

The girl asked the man whether he wanted to buy the house. The girl said it was her father's house and that he was a Colonel. She says that her mother said that he should have become a brigadier. They stood on either side of the wall appraising each other. The man said that he looked at the house because he lived there once and they had sold the house after his grandmother's death. She asked whether he would like to buy the house then. Later she realised he didn't have the money as he didn't look prosperous. He said he only wanted to see it and the girl said that they had lived there for three years. She called him in to have a better view of the house and that her parents wouldn't mind. She finds that he is middle-aged. He climbed the wall, got up on the wall and rested breathing heavily.

She said she would help him while he talked about the middle aged man on the flying trapeze. She gave him her hand. He slipped down into a flower bed, breaking the stem of a hollyhock. Across

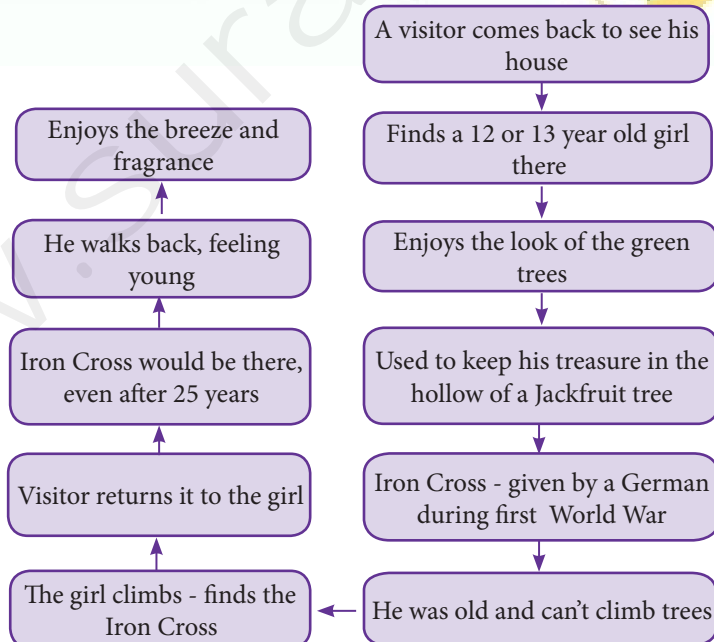
the grass, he spotted a stone bench under a mango tree. It was the bench where his grandmother sat trimming rose bushes and bougainvillea. He wanted to sit outside. She sat with him on the bench. They were silent and the man closed his eyes and remembered the music of a piano, the chiming of a grandfather clock, the noise of the birds on the veranda and his grandfather repairing the old car.

He remembered climbing the jackfruit tree. She said her parents wouldn't mind him climbing the tree. He only wanted to sit and talk for a few minutes. His favourite place was the Jackfruit tree. He said he used to keep his treasures in the hollow of the tree. Treasures were only marbles he had won, a book he wasn't supposed to read, old coins, grandfather's Iron Cross awarded for bravery during the first world war in France. He got it from a German soldier. She asked whether he had the Iron Cross. He didn't. He had left it in the Jackfruit tree. Being very excited at that time and bidding goodbye before sailing in the ship he forgot all about it.

Thinking it might still be there in the hollow of the tree, he said unless someone else found it, since twenty-five years had passed. He said he can't climb trees anymore to have a look and she said she would. She found it and ran towards him with a rusty old medal in her hand. He made sure that it was the same Iron Cross. She asked him whether he had come to find it. He said he wasn't sure and asked her to have it as she found it and that it would have even been there for another 25 years.

He placed the medal in her hands and said that he had come for his youth and not for the Iron Cross. As he walked away to the bus stop he remembered his youth and the air filled with the smell of the sweet mango and the summer breeze made his blood rush in his veins forgetting the feel that he was so old that he couldn't climb trees anymore.

MIND MAP



Glossary



- bougainvillea (*n*) - an ornamental shrubby climbing plant that is widely cultivated in tropics (காகிதப் பூ)
- brigadier (*n*) - a rank of officer in the British army, above Colonel (கர்னலுக்கு மேலான அதிகாரி)
- budgerigars (*n*) - a small Australian bird of the parrot family, often kept in a cage as a pet (ஒரு சிறிய ஆஸ்ட்ரேலிய கிளி இனம்)
- chiming (*v*) - making melodious ringing sounds typically to indicate the time (நேரத்தை அறிவிக்கும் இனிமையான ஒலி)
- colonel (*n*) - a rank of officer in the army (கர்னல் என்று உச்சரிக்கப்படவேண்டும்: இராணுவத்தில் ஒரு அதிகாரி.)
- cranking (*v*) - the act of turning a handle to start an engine (கைப்பிடியை வளைத்து இயந்திரத்தை இயக்குதல்.)
- disembodied voice - (of a sound) lacking any obvious physical source (யாருமற்ற நிலையில் எழுந்த சத்தம்)
- hollyhocks (*n*) - a tall Eurasian plant of the mallow family, with large showy flowers (பெரிய பல வண்ண மலர்கள் கொண்ட உயரமான தாவரம்)
- muttered (*v*) - to utter words in a low tone (மெல்லிய குரலில் பேசுதல்)
- outhouse - a building near to main building (பெரிய வீட்டை ஒட்டி இருக்கும் சிறு வீடு)
- pruning (*v*) - the act of trimming a plant (தாவரங்களை கத்தரித்து ஒழுங்குபடுத்துதல்)
- slithered (*v*) - slide or slip unsteadily on a loose or slippery surface (ஒரு வழக்கு பரப்பில் சறுக்குதல்)
- sprightliness (*n*) - lively and full of energy (முழு தெம்புடன் உற்சாகமாக)
- trapeze (*n*) - a horizontal bar hanging by two ropes and free to swing, used by acrobats in a circus (சர்க்களில் சாகசக்காரர்கள் இரு கயிறுகளில் தொங்குவதற்கு உபயோகிக்கும் கம்பு)
- turnstile (*n*) - a mechanical gate consisting of revolving horizontal arms fixed to a vertical post, allowing only one person at a time to pass through (ஒரு நேரத்தில் ஒருவரே செல்லும்படியான இரும்பாலான சுழலும் கதவு)

SYNONYMS

Word	Synonyms	Translation
appraising	assess, evaluate	மதிப்பீடு
casting	showing	நடித்தல்
chiming	melodious ringing noise	இனிய மணி ஓசை
constant	continuous	தொடர்ச்சியான
cranking	bend to start	வளைத்தல்
muttered	utter in a low voice	முணுமுணுத்தல்

Word	Synonyms	Translation
prosperous	flourishing	செழிப்பு
shattering	breaking	உடைத்தல்
slithered	slide	சறுக்கி செல்லுதல்
sprightliness	lively, and energetic	உற்சாகமான
turnstile	revolving gate	எந்திர சுழற்கதவு
valuable	worthy	மதிப்புமிக்க
verge	at the edge	விளிம்பு
witty	intelligent	அறிவுத்திறன்

ANTONYMS

Word	Antonyms
altered (மாற்றியமைத்தல்)	× fixed (நிலையானது)
fewer (குறைந்த)	× more (நிறைந்த)
remembered (ஞாபகம்)	× forgot (மறத்தல்)
blessing (வாழ்த்து)	× curse (சாபம்)
shadow (நிழல்)	× light (வெளிச்சம்)
dizzy (குழப்பம்)	× firm (உறுதி)
opening (திறத்தல்)	× closing (மூடுதல்)
later (பிறகு)	× earlier (முன்பே)
lively (உயிரோட்டமுள்ள)	× dull (மங்கலான)
long (நீளம்)	× short (குறுகிய)
buy (வாங்கல்)	× sell (விற்பனை)
offence (தாக்குதல்)	× defence (தற்காப்பு)
allowed (அனுமதி)	× disallowed (மறுப்பு)
elderly (முதிய)	× young (இளைய)
decided (முடிவெடுத்தல்)	× undecided (முடிவெடுக்காதிருத்தல்)
inside (உள்ளே)	× outside (வெளியே)
fragrance (வாசம்)	× stink (நாற்றம்)
silent (அமைதி)	× noisy (சத்தம்)
constant (நிலையான)	× inconstant (நிலையற்ற)
easy (எளிது)	× difficult (கடினம்)
favourite (விருப்பமான)	× hate (வெறுப்பு)
stretching (நீட்டல்)	× constricting (சுருக்குதல்)
valuable (மதிப்புமிக்க)	× worthless (மதிப்பற்ற)
collected (சேர்த்தல்)	× scattered (சிதறுதல்)
bravery (வீரம்)	× cowardice (கோழைத்தனம்)
excited (உற்சாகம்)	× calm (நிதானம்)
silent (மௌனம்)	× noisy (சத்தம்)
right (சரி)	× wrong (தவறு)
briskly (விறுவிறுப்பாய்)	× slowly (மெதுவாய்)

TEXTUAL : IN-TEXT QUESTIONS

1. **What was the old house built with?** (QY. 19)
Ans The old house was built with solid blocks of granite, which wasn't altered at all.
2. **Does the visitor still live in the house?**
Ans No, the visitor had sold his house, after his grandmother's death and went away.
1. **What did the visitor hide in the jackfruit tree?** (HY. 19)
Ans The visitor hid his grandfather's Iron Cross in the jackfruit tree.
2. **When did the visitor actually hide the iron cross?**
Ans The visitor actually hid the Iron Cross twenty-five years ago.

TEXTUAL : BOOK-BACK QUESTIONS

- A. Based on your understanding of the story, indicate either 'T' (True) or 'F' (False) against the columns.

		True / False
1.	The visitor had hidden a few old coins in the tree.	True
2.	The jack fruit tree was still there.	True
3.	As a boy the visitor used to swing on the turnstile.	True
4.	The visitor had sold the house.	True
5.	A girl came out of the house.	False
6.	The visitor's grandfather used to sit on the stone bench.	False
7.	The visitor was able to remember the music of a piano.	True
8.	The visitor was able to climb the jack fruit tree.	False
9.	The purpose of the visit of the narrator was to buy his ancestral house back.	False
10.	The visitor climbed over the wall easily.	False

- B. Based on your understanding of the story, answer the following questions by choosing the correct answer.

1. The story **I Can't Climb Trees Anymore** highlights the importance of _____.
 (a) old age (b) youth (c) adulthood (d) middle age **[Ans] (b) youth**
2. The house which was visited by the man _____.
 (a) remained unchanged (b) was totally changed
 (c) was slightly repaired (d) was given a facelift
[Ans] (c) was slightly repaired
3. Who said, "A blessing rests on the house where the shadow of a tree falls"?
 (a) Grand mother (b) Uncle
 (c) Grand father (d) The visitor **[Ans] (a) Grand mother**
4. The visitor came back to the house because he _____.
 (a) wanted to see the jackfruit tree (b) was looking for his lost youth
 (c) wanted to look again at his old house
 (d) wanted to buy the house. **[Ans] (b) was looking for his lost youth**
5. The visitor gifted the _____ to the little girl.
 (a) iron cross (b) marbles (c) bronze medal (d) old coins **[Ans] (a) iron cross**

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

1. Explain : "Blessings rest on the house where the shadow of a tree falls".

Ans It shows the importance of trees to a house. The tree keeps on yielding fruits and gives shade.

2. What did the writer observe about the house?

Ans The house was not altered but there were a new outhouse and fewer trees. The turnstile was gone and the opening walled up.

3. What was the local superstition about trees?

Ans If the shadow of a tree falls on the house, then the house will be a blessed one.

4. What did the visitor do with the turnstile when he was a boy?

Ans As a boy, the visitor would swing on it, going round and round until he was quite dizzy.

5. Who is the owner of the house now?

Ans A colonel, the father of the little girl, is the owner of the house.

6. Why did the visitor return to his old house? ⊗

Ans The visitor returned to his old house just to relive his childhood memories.

7. How did he get back the Iron Cross?

Ans The little girl climbed up the tree and brought him his Iron Cross.

8. How did the grandfather get the iron cross? ⊗

Ans Grandfather got the Iron Cross from a German soldier. It was awarded for bravery during the first World War.

9. What did he do with the old Iron Cross?

Ans The visitor left it in the hollow of the jackfruit tree and forgot all about it, while vacating the house.

10. Where had he left his childhood treasures? ⊗

Ans He had left his childhood treasures in a small hollow of the jackfruit tree.

Additional - Paragraph Questions & Answers.

1. What were the visitor's reminiscences of his youthful days at the old house?

Ans As a boy, the visitor would swing on the turnstile, going round and round until he was quite dizzy. The visitor, as a boy, would sit on a stone bench under a mango tree, where his grandmother rested after pruning rose bushes and bougainvillea. He would listen to the music of a piano, the chiming of a grandfather clock, the constant twitter of birds on the veranda and his grandfather cranking up his old car.

2. Trace the purpose of the narrator's visit to the house and the treasure he retrieved in the end.

Ans The visitor had come to the house, thinking of old times. He would hide his treasures like marbles, a book and a few old coins in the hollow of the jackfruit tree. He had hidden his grandfather's Iron Cross, while vacating the house. The girl urged him to keep it, but he gave it back to her. After having spent some time with the innocent girl, sharing his childhood memories, he felt he had got back his youth. His heart was filled with joy and he left the place happily.

3. Describe the bond of friendship that spruced up between the visitor and the little girl.

Ans The visitor did not come to frighten the girl or take away her belongings. The girl was carried away to know why the visitor had paid her a visit. She learnt of the joyful days

UNIT 2

POEM

A POISON TREE

— William Blake



ABOUT THE AUTHOR

William Blake (1757 - 1827) was an English poet, painter and print maker. He is now considered a seminal figure in the history of English poetry. Born in London he was an imaginative poet who wrote boldly against the wrong things using his imagination and art. Some of his famous poems are “*The Lamb*” and “*The Tiger*”.

SUMMARY

The poet says that he was angry with his friend. When he told him about it, his anger ended. The poet was angry with his enemy. When he did not tell it, his anger grew. As his anger grew he gave more life to it with his fears and tears. He tried to smile but he had some bad thoughts behind his smile. Hence his anger towards his enemy grew day and night. It grew like a tree that bore a bright apple. His enemy saw the shining apple and he knew that the apple belonged to the poet. He came secretly into that garden when it was night. In the morning the poet's anger changed into gladness when he found the enemy outstretched under the poison tree.

THE MAIN CHARACTERS ARE : The Poet and his enemy.

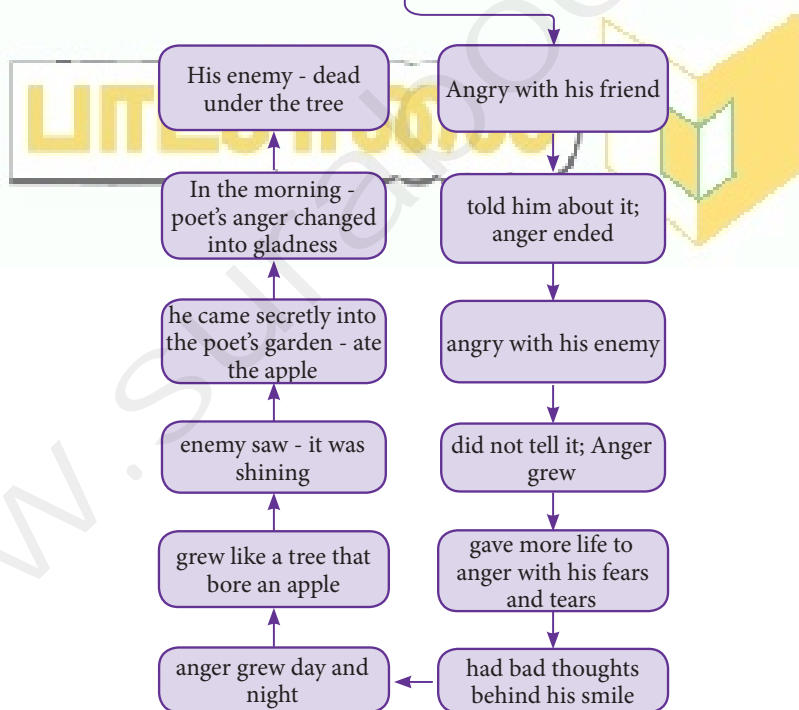
PARAPHRASES OF THE POEM STANZAS

Stanza No.	Poem Stanza	Paraphrase
1	<i>I was angry with my friend; I told my wrath, my wrath did end. I was angry with my foe: I told it not, my wrath did grow.</i>	The poet says that he was angry with his friend. When he told him about his anger, it ended. He was also angry with his enemy. But he did not tell it to him so his anger grew more on him.

Stanza No.	Poem Stanza	Paraphrase
2	<i>And I water'd it in fears, Night and morning with my tears: And I sunned it with smiles, And with soft deceitful wiles .</i>	He gave more life to it with his fears and his cries every morning and night. He brightened it with smiles and with soft tricky thoughts.
3	<i>And it grew both day and night, Till it bore an apple bright . And my foe beheld it shine, And he knew that it was mine.</i>	And the anger grew both day and night. It grew like a tree that bore a bright apple. His enemy saw it shine brightly. And knew that the apple belonged to the poet.
4	<i>And into my garden stole, When the night had veiled the pole; In the morning glad I see, My foe outstretched beneath the tree.</i>	He came secretly into his garden, when the night covered the pole. In the morning, the poet's anger changed into gladness. to see his enemy outstretched beneath the tree.

MIND MAP

Poet William Blake



Glossary

deceitful (<i>adj.</i>)	-	cunning, treacherous (தந்திரமான)
foe (<i>n</i>)	-	enemy (எதிரி)
veiled (<i>v</i>)	-	covered (மூடப்பட்ட)
wiles (<i>n</i>)	-	tricks (தந்திரங்கள்)
wrath (<i>n</i>)	-	anger (கோபம்)

TEXTUAL QUESTIONS

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

1. *I was angry with my friend*

I told my wrath, my wrath did end.

a) **Whom does 'I' refer to?**

(HY. 19)

Ans 'I' refers to the poet, William Blake.

b) **How did the anger of poet come to an end?**

(HY. 19)

Ans The poet told the reason for his anger to his friend. The anger came to an end.

2. *And I watered it in fears*

Night and morning with my tears;

a) **What does 'it' refer to?**

Ans 'It' refers to anger.

b) **How is 'it' watered?**

Ans It is watered with fears and tears of the poet.

3. *In the morning glad I see*

My foe outstretched beneath the tree

a) **How did the poet feel in the morning?**

Ans He felt glad in the morning.

b) **Who is the 'foe' referred to here?**

Ans The person with whom the poet is angry.

c) **Why was the 'foe' found lying outstretched beneath the tree?** ⊗

Ans The 'foe' ate the apple from the poison tree of anger. So he fell below the tree.

4. *And it grew both day and night,*

Till it bore an apple bright

a) **Who does 'it' refer to?**

Ans It refers to anger, that is personified to the 'poison tree'.

b) **What does 'apple' signify?** ⊗

(QY. 19)

Ans Apple indicates anger.

c) **What grew both day and night?** ⊗

(QY. 19)

Ans Anger, that is personified to the 'poison tree', grew both day and night.

Additional - Poem Comprehension.

1. *I was angry with my foe :*

I told it not, my wrath did grow.

(a) **Who was the poet angry with?**

Ans The poet was angry with his enemy.

(b) **Why did he not reveal it?**

Ans He did not reveal it, because he wanted his enemy to suffer the consequence of his anger.

(c) **What was the consequence?**

Ans As he did not reveal it, it started growing bigger.

2. *And I water'd it in fears,*

Bring out the significance of the line.

Ans The poet gave more life to his anger with his fears.

3. *And he knew that it was mine.*

(a) **What does 'he' refer to here?**

Ans He refers to the poet's enemy.

(b) **What did he know?**

Ans The enemy wanted to eat the apple and he knew that it belonged to the poet.

4. *And into my garden stole,
When the night had veiled the pole;*

(a) **Who crept into the garden? Why?**

Ans The enemy of the poet crept into the garden, to eat the apple.

(b) **When did the foe sneak into the garden?**

Ans He sneaked into the garden at night.

(c) **How does wrath keep growing like a tree?**

Ans Wrath keeps growing like a tree, when you have grudges and allow the feelings of hatred to stay inside without dealing with them through communication.

TEXTUAL QUESTIONS

B. **Complete the summary by filling in the given spaces with suitable words.**

Once the poet was angry with his friend. He expressed his (i) and it ended. They became friends. But when he grew angry with his foe, he (ii) it and allowed his anger to grow. Day and night he watered it with his tears allowed it to grow. He (iii) his foe with false smiles and cunning tricks. The tree kept growing and yielded a bright apple which (iv) his foe to eating it stealthily during the night. The next morning the poet was happy to see his foe lying (v) under the tree.

Ans (i) anger (ii) suppressed (iii) faced (iv) attracted (v) outstretched

TEXTUAL : PARAGRAPH QUESTIONS

C. **Answer the following questions in about 80-100 words.**

1. **How did the poet's anger with his friend end?**

(QY., & HY. 19)

Ans The poet expressed his anger towards his friend as well as his enemy. But he specified the difference between two types of anger. He told that when he was angry with a friend, he convinced his own heart to forgive his friend. He sorted out the differences with his friend by expressing his anger to him and by discussing his own points of view with him. Even if he was hurt and he knew that his friend had done injustice to him, he would have tried his best to forget the past and end the feeling of vengeance in his heart. In this way, the poet's anger, with his friend, came to an end.

2. **Describe how his anger kept growing.**

Ans The poet confessed that when he was angry with his enemy, he did not reveal his anger to his enemy. He feared that if he expressed his anger to him, his enemy would do harm to him. So he suppressed his anger. Day and night he shed tears thinking about the ill or the injustice that had been caused by his enemy to him.

UNIT 3

PROSE
(DRAMA)

OLD MAN RIVER

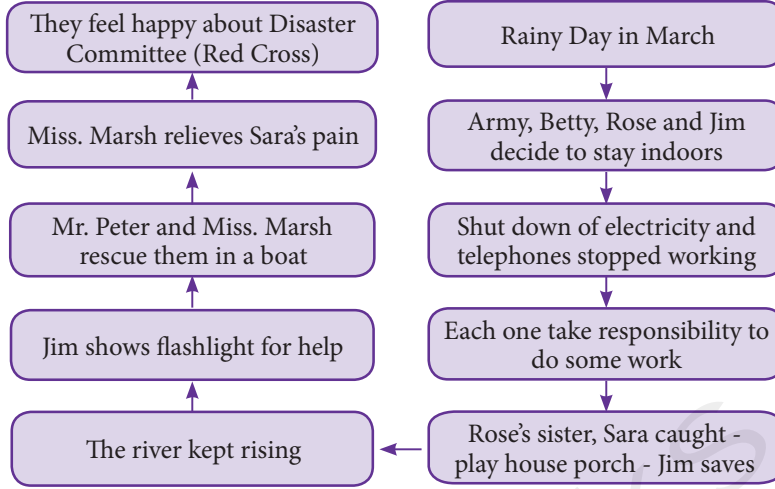
— Dorothy Deming

SUMMARY

One late afternoon in March it was a rainy day. The rains were very heavy. It worsened and the bridges seem to be flooded. Amy Betty and Rose watched the heavy rain and heard from their mother that she wouldn't come back home since the rain was heavy. Jim joins the three children at home. Amy's father was in Chicago. The children decide to stay indoors. They fill fresh water in containers. They have lanterns and candles ready for a shut down of electricity. Telephones stop working. Each takes responsibility for cooking, food, blankets and coats. They expect the dam to give away anytime. Sara, Rose's sister is caught in the playhouse porch. Jim saves her. As Jim was wet, they decide to give Dad's warm clothes to him. The river kept on rising. Jim decides to show the flashlight from the roof. An hour later, without any light, all the children try to keep them safe. Amy decides to save father's books and mother's jewel case. Jim says water and food are more important. By then Mr. Peters and Miss. Marsh a nurse, come for their rescue in a boat. Water is everywhere. By then Sara falls off the step ladder and hurts her knee. She is brought on to the boat. She is taken to the emergency Red Cross Hospital. Jim and Amy stay and send the others in the rescue boat. Jim and Amy decide to wait on the roof. Miss. Marsh relieves Sara's pain. Jim and Amy sip their coffee feeling happy about their Disaster Committee from the Red Cross.

THE MAIN CHARACTERS ARE :	Amy Marshall (17), Betty Marshall	: Sisters
	Jim Hall (17)	: Neighbour
	Rose Field (16), Sara Field (9)	: Sisters
	Mr. Peters	: Member Red Cross
	Penny Marsh	: Red Cross Nurse

MIND MAP



Glossary



- cloud burst (*n*) - a sudden violent rainstorm (மேக வெடிப்பு)
- gasp (*v*) - catch one's breath with an open mouth, owing to pain or astonishment (ஆச்சரியத்தின் காரணமாக, திறந்த வாயால் ஒரு வலிப்பு மூச்சு பிடிப்பது)
- hark (*v*) - listen, pay attention (கவனம் செலுத்துதல்)
- lantern (*n*) - a lamp with a transparent case protecting the flame or electric bulb, and typically with a handle by which it may be carried or hung (கைப்பிடியுடன் கூடிய ஒரு விளக்கு)
- pickaback (*n*) - a piggyback ride, on the back and shoulders of another person (ஒருவரின் முதுகில் இன்னொருவரை தூக்கி வருதல்)
- pitcher (*n*) - a large jug (ஒரு பெரிய ஜாடி)
- shudder (*v*) - shiver typically as a result of fear or revulsion (பயத்தால் நடுங்குதல்)
- splint (*n*) - a long flat object used as a support for a broken bone so that the bone stays in a particular position while it heals (உடைந்த எலும்புக்கு முட்டுகொடுக்கும் நீளமான தட்டையான பொருள்)
- stamping (*v*) - bringing down (one's foot) heavily on the ground (காலை தரையில் அழுத்தமாக ஊன்றுதல்)
- thumping (*v*) - hitting and striking heavily, especially with fist or a blunt instrument (கை முஷ்டியால் அல்லது ஒரு மழுங்கிய பொருளால் ஓங்கியடிப்பது)
- wink (*v*) - close and open one eye quickly, shine or flash intermittently (கண்சிமிட்டுதல்)

SYNONYMS

Word	Synonyms	Translation
awful	unpleasant	மிகமோசம்
commission	supply	(மின்சாரத்தை) வழங்குதல்
cut off	act of stopping	துண்டித்தல்
disaster	destruction	அழிவு
drags	pulls	இழுத்தல்

Word	Synonyms	Translation
emergency	urgent	அவசரம்
frightened	afraid	பயப்படுதல்
gather	collect	சேர்த்தல்
grab	to seize hold of	பறித்தல்
interrupted	stopped	தடை ஏற்படுத்துதல்
irritation	annoyance	எரிச்சல்
living room	lounge / drawing room	வரவேற்பறை
meadows	grassland	புல்வெளி
mind (v)	bother	சங்கடப்படுதல்
organized	arranged	ஏற்பாடு செய்தல்
pal	friend	நண்பன்
panting	gasping	மூச்சு திணறல்
pause	a temporary stop	தற்காலிக நிறுத்தம்
peering	looking closely	கூர்ந்து பார்த்தல்
perfectly	absolutely	சரியாக
probably	almost certainly	ஒருவேளை
raise	increase	அதிகரித்தல்
rescued	recovered	மீட்பு
scared	frightened	பயமுறுத்துதல்
shining	glowing	ஒளிர்தல்
snappy	smart	புத்திகூலி
sobbing	weeping	அழுகை
soberly	seriously	தீவிரமாக
starting	gazing	வெறித்துப் பார்த்தல்
still	motionless	அசைவில்லாது
terrified	scared	அச்சுறுத்தப்படுதல்
trailing	walking slowly or wearily	மெதுவாய் பின்தொடர்தல்
wraps	covers	மூடுதல்

ANTONYMS

Word	Antonyms
afloat (மிதத்தல்)	× sink (மூழ்குதல்)
always (எப்போதும்)	× never (ஒரு போதும் இல்லை)
arrange (ஏற்பாடு செய்தல்)	× disarrange (ஏதும் செய்யாதிருத்தல்)
backyard (புழக்கடை)	× front yard (முன்பக்கம்)
bright (பிரகாசம்)	× dull (மங்கல்)
carefully (கவனமாக)	× carelessly (கவனமின்றி)
early (முன்பாக)	× late (தாமதம்)
exits (வெளியேறுதல்)	× enters (உள்ளே வருதல்)
fast (வேகம்)	× slow (மெதுவாக)
gather (சேகரித்தல்)	× scatter (சிதறச் செய்தல்)
hard (கடினமான)	× soft (மிருதுவான)
heavy (கனமான)	× light (இலகுவான)
hurries (அவசரமாக)	× slows (மெதுவாக)
interrupted (தடை)	× uninterrupted (தடையில்லாமல்)
organized (ஒழுங்கு)	× disorganized (ஒழுங்கின்றி)

Word		Antonyms
perfectly (சரியாக)	×	imperfectly (சரியல்லாத)
raise (உயர்வு)	×	lower (தாழ்வு)
rescued (மீட்டி நடவடிக்கை)	×	trapped (சிக்காதல்)
safe (பாதுகாப்பு)	×	unsafe (ஆபத்து)
scared (அச்சப்படுதல்)	×	bold (தேரமாய் இருத்தல்)
shining (மின்னுதல்)	×	dark (இருண்டு இருத்தல்)
soberly (தீவிரமாக)	×	lightly (மென்மையாக)
wraps (மறைப்பு)	×	unwraps (மறைப்பில்லாத)

TEXTUAL : IN-TEXT QUESTIONS

Scene 1

Discuss with your partner and answer the following questions.

1. What were the girls doing in the living room?

Ans The girls were sitting and knitting in the living room. Betty was looking at pictures in a magazine.

2. Why was Mother not able to come home? ❌

Ans Amy's mother took Dick to the dentist's and was going to stop at Mrs. Brant's for a recipe on her way home. So she was not able to come home.

3. How did Jim want the girls to 'get organised'?

Ans Jim asked the girls to get organized. He asked Betty to look up her flashlight, candles, lamps, lanterns. He asked Rose to fill the tubs and pails and Amy and he will check on food, blankets and coats. He asked them to get the first aid kit, quickly.

4. Which two important things did Jim want the girls to do to avoid getting scared?

Ans Jim wanted the girls not to let the others know how scared they were. Secondly, he wanted all the necessary things like food, water, blankets, coats and lights to be brought.

5. Where did Jim want the girls to climb up? How was it going to help them?

Ans Jim suggested the girls that they could climb into the attic and onto the roof. It might help them staying away from the flood before it reached them.

6. Who went to get Sara? Where was she?

Ans Jim went to get Sara. She was in the playhouse porch.

Scene 2

Discuss with your partner and answer the following questions.

1. What were the important objects that the girls and Jim try to move to the attic? Why?

Ans Food, water, father's books and mother's jewel case were moved to the attic. They did so because the water was rising.

2. Who came to rescue the children?

Ans Tom Peters and Miss. Marsh from the Red Cross came to rescue the children.

3. What happened to Sara?

Ans Sara had fallen off the step ladder and hurt her right leg just below the knee.

4. Who is Miss Marsh? How does she help Sara?

Ans Miss. Marsh is a nurse from the Red Cross. She tries to fix Sara's right leg which was badly hurt. Miss. Marsh consoles Sara who cries with pain. She decides to carry Sara, with pillows and umbrella to put her safely in the boat.

5. Who were taken in the boat? Who were left behind? ⊗

Ans Sara, Rose and Betty were taken in the boat. Jim and Amy were left behind.

6. How does Red Cross help the children? ⊗

Ans Red Cross helps the children by taking them in the boat that had all the needs like food, lanterns and the rescue team.

TEXTUAL : BOOK-BACK QUESTIONS

A. Based on your understanding of the play, choose the correct answer and fill in the blanks.

1. The radio announced that _____ ⊗

- (a) the river was above flood stage. (b) the Burnet Dam had given way.
(c) there will be a cloud burst. (d) there will be a cyclone.

[Ans] (a) the river was above flood stage]

2. Mother couldn't get home from Mrs. Brant's because _____

- (a) it was raining heavily.
(b) the bridges between home and the town were under water.
(c) there was an emergency at Mrs. Brant's house.
(d) she has broken her leg.

[Ans] (b) the bridges between home and the town were under water]

3. The Burnett Dam gave away as _____.

- (a) it rained for days.
(b) the dam was weak.
(c) it rained heavily and the snow was melting.
(d) the maintenance was poor.

[Ans] (c) it rained heavily and the snow was melting]

4. There was no power because _____.

- (a) the power house was out of commission.
(b) the power house was flooded.
(c) the dam gave away.
(d) there was fire.

[Ans] (a) the power house was out of commission]

5. Why did they splint up Sara's leg with pillows?

- (a) She was unconscious out of fear.
(b) She had broken her leg below the knee.
(c) She was too lazy to walk.
(d) She was making a fuss.

[Ans] (b) She has broken her leg below the knee]

B. Based on your reading, answer the following in two or three sentences each.

1. Why did Jim run from school?

Ans Jim ran from school as there was a cloudburst and it was raining heavily.

2. Where was Amy's mother? (QY. 19)

Ans Amy's mother was at her friend Mrs. Brant's house.

3. Why did Amy ask Betty to fill in the water tubs?

Ans Amy asked Betty to fill in the water tub because the town supply of water may be cut off or made unsafe to drink.

4. According to Jim, what are the two things that a person should remember in times of emergency?

Ans Jim asked the girls to get organized. He asked Betty to look up her flashlight, candles, lamps, lanterns. He asked Rose to fill the tubs and pails and Amy and he will check on food, blankets and coats. He asked them to get the first aid kit, quickly.

5. Why is Jim climbing on the roof?

Ans Jim climbed out on the roof and started waving the flashlight, so that someone can see it and come for their help.

6. Who were there in the living room? What were they doing?

Ans Betty, Rose and Amy were in the living room. Sara was asleep. The three had candles. Betty tried to read.

7. Why were they going to sleep in the attic?

Ans Since the flood was rising near the house, they decided to sleep in the attic.

8. Who came in the boat?

Ans Mr. Tom Peters and Miss. Marsh from the Red Cross came in the boat to rescue.

9. Who is the founder of Junior Red Cross?

Ans Jean Henry Dunant is the founder of Junior Red Cross.

C. Match the following by drawing a line across column A and B.

A	B
1. Amy	(a) to Chicago on business
2. Betty	(b) dentist
3. Rose	(c) flash light
4. Sara	(d) nurse
5. Jim	(e) blankets
6. Penny Marsh	(f) Mrs. Brant's
7. Mr. Peters	(g) fractured leg
8. Mother	(h) tubs and pails
9. Dick	(i) Junior Red Cross
10. Dad	(j) rescues the children

Ans 1. (e); 2. (c); 3. (h); 4. (g); 5. (i); 6. (d); 7. (j); 8. (f); 9. (b); 10. (a)

UNIT 4

POEM

THE SPIDER AND THE FLY

— Mary Botham Howitt



ABOUT THE AUTHOR

Mary Howitt (12 March 1799 – 30 January 1888) was an English poet. She was born at Coleford, in Gloucestershire. Their Queen Anne house is now known as Howitt Place. Mary Botham was educated at home, and read widely; she commenced writing verses at a very early age. She married William Howitt and began a career of joint authorship with him. Together with her husband, she wrote over 180 books. Their literary productions at first consisted chiefly of poetical and other contributions to annuals and periodicals, of which a selection was published in 1827 under the title of *The Desolation of Eyam and other Poems*.

William and Mary mixed with many important literary figures of the day including Charles Dickens, Elizabeth Gaskell and Elizabeth Barrett Browning. On moving to Esher in 1837, she commenced writing her well-known tales for children, a long series of books which met with signal success. Mary Howitt has great fame in the realm of Children's literature. She was the first English translator of Hans Christian Andersen.

SUMMARY

'The Spider and the Fly' is a poem by Mary Howitt (1799-1888), published in 1828. This is a funny little serious piece in the vein of the spider-sense. The poem takes us through a spider's ultimately successful attempts in enticing a fly into its web. Now, if only that fly would have kept listening to her 'spider-sense', it would have been safe and not have fallen prey.

- ◆ This poem tells the story of a cunning Spider who ensnares a Fly through the use of seduction and flattery.
- ◆ The poem teaches children to be cautious against those who use flattery and charm to disguise their true evil intentions.
- ◆ The gruesome ending in this cautionary tale is used to reinforce the important life lesson being taught.

In stanza one, the spider does its best to entice the fly into its parlour with the promise of pretty things to see. The fly refuses and says it will never visit, because it knows whoever goes there is never seen again.

In stanza two, the spider tries a different tactic, offering the fly a pretty and comfortable place to sleep. Again, the fly refuses, citing the disappearance of others who have accepted this offer.

In stanza three, the spider asks what it can do to prove its motives are pure; it offers lovely food to the fly, but once again, the fly refuses, saying it has heard about the spider's pantry and isn't interested.

In stanza four, the spider tries to flatter the fly by praising its appearance and inviting it in to look into a mirror. Though flattered, the fly refuses—but leaves the door open a bit by implying “some other time.”


In stanza five, the spider knows it has won and begins preparations to feast on the fly. After setting a clever trap, it again appeals to the fly's vanity and praises its beauty compared to the spider's less appealing appearance.

In stanza six, the vain fly comes by to hear more blandishments about its beauty, and the spider strikes, taking the fly into its parlour, from which it never emerges.

In stanza seven, the narrator speaks directly to readers with an imperative: never fall for the flattery of a predator—learn from this fable of the spider and the fly.

THE MAIN CHARACTERS ARE : 1. The spider, 2. The Fly, 3. The narrator

PARAPHRASES OF THE POEM STANZAS

Stanza No.	Poem Stanza & Paraphrase
1	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <p><i>“Will you walk into my parlour?” said the Spider to the Fly, “Tis the prettiest little parlour that ever you did spy; The way into my parlour is up a winding stair, And I've many curious things to show when you are there.”</i></p> <p>This stanza is the spider's pursuit of the fly with a charming invitation into his home. Yet this sociable chat is edged with a sense of mistrust, a sense of danger that comes with these two characters, the spider and the fly, being natural predator and prey.</p> <p>The spider describes his parlour as the ‘prettiest little parlour that ever you did spy’. The act of spying is to watch something carefully in this context. We share secrets and confidences with our closed ones. Inviting the fly to spy into his abode, the spider is trying to send the message that he considers the fly to be close. The spider portrays his home as a mysteriously wonderful place.</p> <p>More details are added to arouse the fly's curiosity. The parlour may be reached through a ‘winding stair’ and it is filled with ‘many pretty things’.</p> </div> <div style="width: 35%; text-align: right;">  </div> </div>
2	<p><i>“Oh no, no,” said the little Fly, “to ask me is in vain, For who goes up your winding stair can never come down again.”</i></p> <p>Thankfully, the fly wisely sees through the spider's deviousness. She knows that those who go through the ‘winding stair’ into his home never come out. It implies she is aware that the spider has eaten his previous guests. This is one extended invitation she shouldn't be accepting. She clearly declines, telling the spider that to ask her into his home is ‘in vain’ – or useless.</p>

2. "Oh, no, no," said the little fly, "to ask me is in vain,
For who goes up your winding stair
can never come down again".

(a) What will happen to those who go up the spider's winding stair?

Ans They can never come down again.

(b) What do you mean by the word 'vain'?

Ans 'Vain' means useless.

3. "Come hither, hither, pretty Fly, with the pearl and silver wing;
Your robes are green and purple — there's a crest upon your head;

(a) How does the spider describe the beauty of fly's wings?

Ans The spider says that the wings were pearl and silvery.

(b) Whose robes are green and purple?

Ans The fly's robes are green and purple.

Additional - Poetic Devices Questions.

1. "Will you walk into my parlour?" said the Spider to the Fly,
"Tis the prettiest little parlour that ever you did spy;
The way into my parlour is up a winding stair,
And I've many curious things to show when you are there."

(a) Pick out the rhyming words from the above lines.

Ans The rhyming words are "Fly - spy" and "stair - there".

(b) Identify the rhyme scheme of the above stanza.

Ans The rhyme scheme is "a a b b".

(c) Pick out the alliterated words in the second line.

Ans The alliterated words in the second line : prettiest, parlour.

(d) Pick out the alliterated words in the fourth line.

Ans The alliterated words in the fourth line : things, there.

2. "Sweet creature!" said the Spider, "you're witty and you're wise,
How handsome are your gauzy wings, how brilliant are your eyes!
I've a little looking-glass upon my parlour shelf,
If you'll step in one moment, dear, you shall behold yourself."

(a) Pick out the rhyming words from the above lines.

Ans The rhyming words are "wise - eyes" and "shelf - yourself".

(b) Identify the rhyme scheme of the above stanza.

Ans The rhyme scheme is "a a b b".

(c) Pick out the alliterated words in the first line.

Ans The alliterated words in the first line : sweet, said, spider; witty, wise; you're, you're.

(d) Pick out the alliterated words in the second line.

Ans The alliterated words in the second line : how, handsome, how; your, your.

(e) What is the poetic device used in the second line?

Ans Anaphora. Repetition of the word, "how" at the beginning of two successive phrases.

3. *Then he came out to his door again, and merrily did sing,
"Come hither, hither, pretty Fly, with the pearl and silver wing;
Your robes are green and purple — there's a crest upon your head;
Your eyes are like the diamond bright, but mine are dull as lead!"*

(a) **Pick out the rhyming words from the above lines.**

Ans The rhyming words are "sing - wing" and "head - lead".

(b) **Identify the rhyme scheme of the above stanza.**

Ans The rhyme scheme is "a a b b".

(c) **Pick out the alliterated words in the second line.**

Ans The alliterated words in the second line : hither, hither; with, wing.

(d) **Identify the figure of speech in the fourth line.**

Ans Simile. (eyes are like the diamond-bright; dull as lead).

(e) **What is the poetic device used in the second line?**

Ans **Repetition** is used here. 'Hither, hither' are the words repeated together for emphasis.

TEXTUAL : PARAGRAPH QUESTIONS

B. Complete the summary by filling in the spaces with suitable words. ⊗

Ans The poem begins with the spider's pursuit of the fly. He chats to the fly to come into its home. The spider describes his parlour as the prettiest one. The spider kindles the curiosity of the fly so that she may enter his home. Fortunately, the fly was witty and refused to get into his home. Now the spider pretends to be a host and asks her to come and rest in his home. He offers her food and a bed to rest. This time also the fly declines the spider's offer very politely. The next weapon that the spider uses is flattery. The spider praises the wings and eyes of the fly and also praises her wisdom. He invites her to look at herself in the mirror which is in his parlour. The fly is tempted by the words of the spider and she falls a prey to his flattery.

C. Answer the following questions in about 80-100 words.

1. **Write a character sketch of the spider.**

(HY. 19)

Ans This poem takes us through a **spider's** ultimately successful attempts in enticing a fly into its web. The spider is cunning in capturing its victim. It ensnares the fly through the use of seduction and flattery. In stanza one, it does its best to trap the fly into its parlour with the promises of pretty things to see. Next, it tries different tactics, offering the fly a pretty and a comfortable place to sleep, and lovely food. Finally, it tries to flatter the fly by praising its beauty and traps the fly into his den.

2. **What happens if we fall a prey to flattery? Give instances from the poem 'The Spider and the Fly'.**

Ans If we fall a prey to flattery, we have to face evil consequences, just like the fly who falls a prey to the spider's flattery and seduction. The spider uses different tactics to entice the fly into its web. It invites the fly into its parlour with the promises of pretty things to see. When the fly refuses, it entices him by offering a pretty, comfortable bed and lovely food. When the fly refuses again, finally it flatters the fly for its beautiful appearance. The fly gets flattered and gets trapped into its den. This poem teaches us that we should be cautious against those who use flattery and charm to disguise their true evil intentions.

3. In your own words, give a detailed description of :

a) The Spider's Parlour.

Ans The Spider's Parlour had winding stairs. It is the prettiest parlour that had ever been seen by the fly. It has been filled with many pretty things, which would arouse the curiosity of the fly. There are also pretty curtains, whose sheets are fine and thin. It had a pretty and a comfortable bed.

b) The Fly's Appearance

Ans The fly had gauzy wings and brilliant eyes. But the spider flattered it saying that it had pearl and silver wings, green and purple body and its antenna is like a crown on her.

Additional - Paragraph Questions & Answers.

1. How does the spider entice the fly?

Ans In the beginning, the spider entices the fly into his parlour with the promise of pretty things to see. Next he tries a different tactic, offering the fly a pretty and a comfortable place to sleep. Then it asks the fly how it can prove its warm affection towards the fly. So it comes forward to offer him good food. When the fly refuses all these, then it tries to trap her by flattering her and praising her appearance. The fly gets trapped by his flattery and never comes out again.

2. 'The spider was sure that the fly will come to his den.' Why did he think so?

Ans The spider makes some attempts to entice the fly into its web. It invites it to its parlour, promising to show curious things. It offers a comfortable place to sleep and good food to eat. But the fly refuses all these things. At last, the spider uses a powerful weapon of flattering the fly. It praises its wings, eyes, and robes. It invites it to look at its beauty in its mirror. The fly gets flattered but refuses to go in, assuring that it will come another day. This made the spider to analyze that the silly fly would soon come back again. It comes back to its den, getting mesmerized by the wily sweet talk of the spider and falls a prey to it.

APPRECIATING THE POEM

FIGURES OF SPEECH

1. **Consonance** : Repetition of similar **consonant sounds** in the neighbouring words. It is used to refer to the repetition of sounds at the **end of the word**, but also refers to repeated sounds in the **middle of a word**.

(e.g.):

'Tis the prettiest little parlour that ever you did spy; - repetition of the "t," and "r" sounds.

Pick out one more instance of consonance from the poem.

- Ans**
1. *The way into my parlour_ is up a winding stair_ - repetition of the "r" sound.*
 2. *For who goes up your_ winding stair_ - repetition of the "r" sound.*
 3. *To idle, silly_ flattering words, - repetition of the "l" sound.*

2. **Assonance** : Repetition of similar **vowel** sounds in the neighbouring words.

(e.g.):

Tⁱ is the pretti^est littl^e parlour that ever you did spy; - repetition of the "i" sounds.

Pick out one more instance from the poem.

Ans "There are pretty curtains drawn around; - repetition of the "aw" sounds.

3. **Anaphora** : Repetition of a **word** or a **phrase** at the **beginning** of a sequence of sentences, paragraphs and lines.

(e.g.): **How** handsome are your gauzy wings, **how** brilliant are your eyes! - repetition of the word "how" at the beginning of two successive phrases.

Identify the figures of speech.

"Your eyes are like the diamond bright, but mine are dull as lead!"

Ans **Simile** (spider's eyes are compared with diamond, using the word "like")

4. **Alliteration** : Repetition of **consonant** sounds at the **beginning** of words.

Pick out the words in alliteration.

"Sweet creature!" said the Spider, "You're witty and you're wise,"

Ans "Sweet - said - Spider"; "witty - wise"; "you're - you're"

Please note the difference among Consonance, Assonance and Alliteration :

Consonance is used to refer to the repetition of **consonant** sounds at the **end of the word**, but also refers to repeated sounds in the **middle of a word**.

Assonance is the repetition of a **vowel** sound in the **middle of a word**.

Alliteration is the repetition of a **consonant** sound at the **beginning** of a word.

LISTENING



- D. Listen to the passage and fill in the blanks with appropriate answers.

- Without trust there is no _____. **[Ans] relationship at all**
- _____ is a very rare thing to find in life. **[Ans] trust**
- When people betray you learn from the _____. **[Ans] situation**
- Don't let _____ on the road _____. **[Ans] small bumps, throw you back**
- If we keep moving forward you will have a wonderfully _____. **[Ans] fulfilling life**

SPEAKING



- E. The cunning spider was waiting for a chance to pull the fly into its web and it used all the possible ways to trap her. Have you ever been trapped by flattery to do something you did not want to do? Discuss in pairs and share your experience in the class.

Ans My classmate tried to flatter me to make her project done by me. She praised my hand writing and my brilliant ideas that I had put into my project. She urged me to give the same ideas and help her to complete the project as early as possible. She tried to entice me by flattering me as much as possible. But I didn't fall into her trap, and avoided her, as I had to finish my project on the very same day.

WRITING

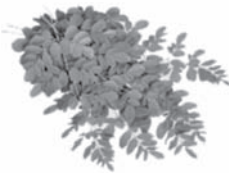


F. The fly gives into flattery and becomes the spider's prey. If you are asked to give a happy ending to the poem, how will you save the fly? Write in your own words.

Ans If the fly had kept listening to her inner sense, it would have been safe and not have fallen a prey to the spider. The fly begins to refuse the spider's offers initially. But it gets trapped finally, when the spider flatters it. If it had not been carried away by the spider's seduction and flattery, it could have been saved. It would have been cautious and escaped from the spider's enticing web without getting trapped at all.

TEXTUAL ACTIVITIES - WARM UP

If your little brother or sister does not like to eat any of these following vegetables,



- ▲ How will you make him or her eat them?
- ▲ What are all the flattering or tempting words you might use to convince them?
- ▲ Work in pairs and enact that moment in front of your classmates.

Ans If my little brother or sister does not like vegetables, I will threaten with frightening stories and make him/her eat. I will also tell them that veggies will keep us beautiful, strong and look like heroes, etc.



தமிழாக்கம்

PROSE

பாடச்சுருக்கம்

UNIT - 1 :

LEARNING THE GAME - Sachin Tendulkar

விளையாட்டை கற்றுக் கொள்ளுதல் - சச்சின் டெண்டுல்கர்

“விளையாட்டை கற்றுக் கொள்ளுதல்” என்ற இந்த பாடச் சுருக்கம், சச்சின் டெண்டுல்கரின் சுயசரிதையான “Playing in My Way” என்ற நூலிருந்து எடுக்கப்பட்டது.

அவர் தன் குடியிருப்பில் உள்ள சிறுவர்களுடன் வெகு இளவயதிலேயே டென்னிஸ் பந்தில் கிரிக்கெட் விளையாடினார். அவர் தொலைகாட்சியில் கிரிக்கெட் ஆட்டங்களை காண விரும்புவார்.

பின்னர் அதில் வரும் தன் விருப்பத்திற்குரிய பிரபல ஆட்டக்காரர்களான சுனில் கவாஸ்கர் மற்றும் விவியன் ரிச்சர்ட்ஸ் ஆகியோரின் பாவனைகளை தானும் பயிற்சி செய்து பார்ப்பார்.

அவர் மட்டையாளர் (batsman) மட்டுமல்ல, அவர் பந்து வீசுவதையும் விரும்புவார். தன் கிரிக்கெட் வாழ்க்கையில் அவர் நிறைய முறை வலைப்பயிற்சியில் நிறைய பந்து வீசியிருக்கிறார்.

சச்சின் மும்பையில் உள்ள “New English School”-இல் படித்துக் கொண்டு இருந்தார். திரு. ரமாகாந்த் அச்சேரேகர் (Ramakant Achrekar) கிரிக்கெட் பயிற்சியாளராய் இருந்த “ஷார்தாஸ்ரம் வித்யாமந்திர்” என்கிற பள்ளியில், சச்சினை சேர்க்க அவர் சகோதரர் அஜித் விரும்பினார்.

அந்த பள்ளி கிரிக்கெட் விளையாட்டுக்கு தனி முக்கியத்துவம் கொடுத்தது. ரமாகாந்த் அச்சேரேகர் கோடைகால கிரிக்கெட் வகுப்புகளை நடத்துவார். சச்சின் டெண்டுல்கரின் அண்ணன் அஜித், சச்சினை அச்சேரேகரிடம் கிரிக்கெட்டில் பயிற்சி பெற அழைத்துச் சென்றார்.

அது ஏன் என்றால் யாரை பயிற்சியில் சேர்த்துக்கொள்ள வேண்டும் என்பதை அச்சேரேகர் தான் முடிவு செய்வார். ஆனால், சச்சினால் பயிற்சியில் அவரை ஈர்க்கமுடியவில்லை. அதனால் அச்சேரேகர், சச்சின் டெண்டுல்கரின் அண்ணனிடம் சச்சின் மிகவும் சிறுவனாக இருப்பதால் கிரிக்கெட் வகுப்பில் சேர்க்க முடியாதென கூறினார். அதற்கு அஜித் டெண்டுல்கர், தம் தம்பி பட்டமாய் இருப்பதால், மற்றொரு சந்தர்ப்பம் தரும்படி கோரினார். சச்சினுக்கு மறுபடி ஒரு வாய்ப்பு வழங்கப்பட்டது.

அச்சேரேகர், அவர் மட்டையாட்டத்தை (batting) தூரத்தில் இருந்து கண்டார். சச்சின் அருமையாய் விளையாடுவதை கண்டு அவருக்கு பயிற்சி அளிக்க ஒப்புக்கொண்டார். அது சச்சின் வாழ்க்கையில் பெரிய மாறுதலை ஏற்படுத்தியது. அச்சேரேகர், சச்சினிடம் அவர் பள்ளியை மாற்றினால்தான் (shift) கிரிக்கெட்டில் தீவிரமாய் ஈடுபட முடியுமென கூறினார். ஷார்தாஸ்ரமத்தில் முதல் வருடத்திலேயே சச்சின் கோடை விடுமுறையான 60 நாட்களில் 55 பயிற்சி ஆட்டங்களை ஆடினார்.

அச்சேரேகர் கிரிக்கெட் ஸ்டம்பின்பின் (stump) மேல் ஒரு ரூபாய் நாணயத்தை வைத்து சச்சினை விளையாடச் சொல்வார். சச்சின் பேட்டிங் செய்யும் போது ‘அவுட்’ (out) ஆகாமல் இருந்தால் அந்த நாணயத்தை அவருக்கே பரிசாக அச்சேரேகர் அளிப்பார். எப்போதாவது டெண்டுல்கர் பயிற்சி வகுப்புக்கு மட்டம் போட்டு இருந்தால், தாமே சென்று அவரை பயிற்சி மைதானத்திற்கு அழைத்து செல்வார். அச்சேரேகர் மட்டும் இல்லாதிருந்தால் சச்சின் இவ்வளவு புகழ்பெற்ற கிரிக்கெட்டராக ஆகியிருக்க முடியாது. அச்சேரேகர் கண்டிப்பானவர், அவர் தம்மால் முடிந்த அனைத்தையும் டெண்டுல்கருக்கு செய்தார். தாம் அச்சேரேகருக்கு நன்றிக் கடன் பட்டிருப்பதாக சச்சின் குறிப்பிடுகிறார்.



POEM

பாடல் சுருக்கம்

UNIT - 1 :

STOPPING BY THE WOODS ON A SNOWY EVENING - Robert Frost

ஒரு பனி வய்யும் மாலையில் காட்டின் அருகில் நின்றல் - ராயர்ட் ஃப்ரொஸ்ட்

ஒரு சமயம் கவிஞர் அடர்ந்த காட்டுவழியாகத் தம் குதிரையில் சென்று கொண்டிருந்தார். அது ஒரு மாலைப்பொழுது. பெரும் பனி கொட்டிக் கொண்டிருந்தது. காட்டின் அழகில் கவரப்பட்ட கவிஞர் உடனே தம் பயணத்தை நிறுத்தி பனியில் சூழப்பட்ட அந்த காட்டின் அழகை ஆராதித்தார். அந்த காட்டின் உரிமையாளர் யார் என்று அறிய விரும்பினார். அதன் உரிமையாளர் அருகிலுள்ள கிராமத்தில்தான் வசிக்க வேண்டும். ஆனால் அவருக்கு கவிஞர் இங்கு நின்று தன் காட்டை பனிப்பொழிவில் ரசித்துக் கொண்டிருப்பது தெரியாது. ஒரு தங்குமிடமோ, பண்ணை வீடோ ஏதும் இல்லாத நிலையில் அங்கு கவிஞர் திடீரென நின்றது, அவரது குதிரைக்கும் கூட ஆச்சரியமாக இருந்தது. அந்த நாள்தான் அந்த வருடத்தின் இருண்ட மாலைப்பொழுதாகும். எனவே, அவர் தவறுதலாக அங்கு நின்று விட்டாரா, அல்லது திடீரென முளைத்த ஏதாவது பிரச்சனையை சரிசெய்ய வேண்டி நின்றாரா, என விசாரிப்பது போல் குதிரை தன் கடிவாளப் பட்டைகளில் உள்ள மணிகளை குலுக்கியது.

பனித்துக்களை உள்ளடக்கி வீசிக் கொண்டிருந்த காற்றின் ஒலியைத் தவிர அங்கு மொத்தமாக அமைதி நிலவியது. அந்த அடர்ந்த இருள் சூழ்ந்த காட்டின் அற்புத அழகால் கவரப்பட்டாலும் அந்த கவிஞர் அங்கு அதிக நேரம் இருக்க இயலாது. ஏனெனில், அவர் மேலும் பல மைல்கள் பயணப்பட வேண்டும். மேலும், அவர் பல

வாக்குறுதிகளையும், பணிகளையும், உறங்குவதற்கு முன் (அல்லது மரணமடைவதற்கு முன்) நிறைவேற்ற வேண்டி உள்ளது.

பூமியில் அவர் வாழும் காலம் முடிவதற்குள், கவிஞர் தாம் ஆற்ற வேண்டிய பணிகள் மற்றும் பொறுப்புகள் பற்றி நினைவுபட்டப்படுகிறார். தாம் வாழ்வில் ஆற்ற வேண்டிய பணிகள் நிறைவுபெறாத நிலையில், ஓய்வெடுக்க இயலாது என்பதை உணர்ந்து, கவிஞர் வருத்தத்துடன், தன் பயணத்தை தொடர வேண்டிய அவசியத்தை உணர்கிறார்.



SUPPLEMENTARY

கதைச் சுருக்கம்

UNIT - 1 : THE ENVIOUS NEIGHBOUR - A Japanese Folk Tale

பொறாமை கொண்ட அண்டை வீட்டுக்காரன் - ஜப்பானிய நாட்டுப்புறக் கதை

ஒரு நேர்மையான மனிதர் தன் மனைவியுடன் வசித்து வந்தார். அவரிடம் ஒரு செல்ல நாய் இருந்தது. மீன் மற்றும் சமையறையில் மிச்சமாகும் உணவு துண்டுகள் போன்றவற்றை அவர் அந்த நாய்க்கு கொடுத்து வந்தார். ஒரு நாள் அந்த தம்பதியினர் தங்கள் தோட்டத்தில் வேலை செய்து கொண்டிருந்த போது, அந்த நாய் ஓர் இடத்தில் நின்று குரைக்கத் தொடங்கியது. அந்த தம்பதியர் அங்கு தோண்டி பார்த்த போது தங்க, வெள்ளி துண்டுகள் புதைந்திருப்பதை கண்டனர். அதை திரட்டிய அவர்கள், ஏழைகளுக்கு அளித்தபின், தங்களுக்கு நெல் மற்றும் சோளம் விளையும் நிலங்களை வாங்கினர். இதனால் செல்வந்தர்களாகவும் ஆனார்கள்.

அவர்களது பக்கத்து வீட்டில் வசித்துவந்த வயதான தம்பதியர் பேராசை கொண்டவர்கள். அவர்கள் இந்த நாயை இரவல் வாங்கி தங்கள் வீட்டிலும் ஏதாவது புதையல் கிடைக்குமா என நாயின் உதவியுடன் தேட முயன்றனர். தோட்டத்திற்கு நாயை அழைத்து சென்றனர். அது வெகு நேரம் தோட்டத்தில் சுற்றியும் கூட குரைக்கவில்லை. கடைசியில் நாய் ஓர் இடத்தில் நின்று மோப்பம் பிடித்தது. உடனே அந்த தம்பதியினர் அங்கு தோண்டினர். அதில் குப்பை, கூளங்களே இருந்தன. ஏமாற்றத்தால் கோபமடைந்த அவர்கள் அந்த நாயைக் கொண்டு விட்டனர்.

நாயின் உரிமையாளரான முதியவர், தனது நாய் ஒரு பைன் (pine) மரத்தின் அடியில் புதைக்கப்பட்டதை அறிந்து கனத்த மனத்துடன், வாசனை அகர்பத்திகளுடன், புதைத்த இடத்தை மலர்களால் அலங்கரித்தார். அந்த இரவு, நாய் அவர் தூங்கும் போது, அவரது கனவில் வந்து அந்த பைன் மரத்தை வெட்டச் சொன்னது. அதை மாவு அரைக்கும் ஒரு கருவி போல ஆக்கி, தன்னை (நாயை) நினைத்துக் கொண்டு, உபயோகப்படுத்தச் சொன்னது. தமக்கு அது கூறியதைப் போலவே, பெரியவரும் செய்தார். அந்தக் கருவியில் அரிசியை அரைக்க இட்டதும், ஒவ்வொரு அரிசியும் ஒரு மதிப்புமிக்க பொருளானது.

இதைக் கண்டதும் பக்கத்து வீட்டு கொடு வயோதிக தம்பதியினர் அந்தக் கருவியை வாங்கினர். அதில் அரிசியை இட்டு உபயோகப்படுத்தத் துவங்கியதும், அது அருவருப்பான பொருளாக மாறியது. உடனே அந்த தம்பதியர் கோபத்தில் அதை உடைத்து எரித்து விட்டனர்.

ஒரு நாள் இரவு, மறுபடியும் பெரியவரின் கனவில் அந்த நாய் வந்தது. அந்த எரிக்கப்பட்ட அரவை கருவியின் சாம்பலை பட்டுப்போன மரங்களின் மீது தூவச் சொன்னது. அதனால் அவை புத்துயிர் பெற்று, பூக்கும் எனக் கூறியது. அதன்படியே அவர் செய்து பட்டுப்போன மரங்களுக்கு உயிர் கொடுத்தார். இதனை அறிந்த ஓர் இளவரசன் அந்த பெரியவரை வரவழைத்து, பட்டுப்போன செர்ரி (cherry) மரங்களுக்குப் புத்துயிர் அளிக்கச் சொன்னான். அந்த மரங்கள் பூத்துக் குலுங்கியதும் அவருக்கு பெரிய அளவில் வெகுமதி அளித்தான். ஆனால் பொறாமைக்கார அண்டை வீட்டுகாரனும் அதே போல் செய்ய முயன்றான். சாம்பல் தூவப்பட்ட மரங்கள் உயிர் பெறவில்லை. மாறாக, இளவரசனின் கண்களில் சாம்பல் விழுந்து ஏறக்குறைய குருடனைப் போல இளவரசன் ஆகும் நிலைக்கு கொண்டு வந்தது. இதனால் அந்த முதியவனுக்கு இளவரசனின் காவலர்களிடமிருந்து அடி, உதை கிடைத்தது. இதை அறிந்த அந்த நல்ல தம்பதியர், அந்த முதியவனையும், அவனது மனைவியையும் அழைத்து, அவர்களது செயல்களை கண்டித்து, தம் செல்வத்தில் ஒரு பகுதியை அவர்களுக்கு அளித்தனர். அதற்கு பிறகு பேராசை கொண்டிருந்த தம்பதியர் தம் போக்கை மாற்றிக்கொண்டு நல்ல, ஒழுக்கத்துடன் வாழ்ந்தனர்.



PROSE

பாடச்சுருக்கம்

UNIT - 2 : I CAN'T CLIMB TREES ANY MORE - Ruskin Bond

என்னால் இனி மரமேற முடியாது - ரஸ்கின் பாண்ட்

தன் இளமைக் காலத்தை 25 வருடங்களுக்கு முன் பாட்டி வீட்டில் கழித்த நடுத்தர வயதுடைய ஒருவர் சுமார் 25 வருடத்திற்கு பின் அந்த வீட்டிற்கு வருகிறார். அங்கு சுமார் 12 அல்லது 13 வயதுடைய ஒரு சிறுமி இருந்தாள். அவளிடம் பேச்சு கொடுத்ததில் அவளுடைய தந்தையார் ராணுவத்தில் கர்னலாக பணி புரிவதாக கூறினார்.

அவள் அழைப்பின் பேரில் அந்த வீட்டின் வாயிற்கதவைத் தாண்டி, வீட்டு வளாகத்தினுள் நுழைந்த அவர், ஒரு காலத்தில் தன் பாட்டிக்கு பிடித்தமானதாக இருந்த கல் இருக்கையில் அமர்ந்து, அங்கு உள்ள பலா மரத்தின் பொந்தில், சிறுவயதில் தான் ஏறி, மறைத்து வைத்த கோலிகுண்டுகள், பழைய நாணயங்கள் மற்றும் முதலாம் உலகப்போரில் தன் பாட்டனாருக்கு கிடைத்த இரும்பாலான சிலுவைப் பதக்கம் ஆகியவற்றை நினைவு கூர்ந்தார்.

QUESTION PAPER CONTENTS

Part - I (MCQ Type Questions)

Q. No. 1 to 14

1 Mark Questions

14 Marks

Vocabulary & Grammar

Choose the most suitable answer and write the code with corresponding answer.

1 to 3 : Synonyms

$3 \times 1 = 3$

4 to 6 : Antonyms

$3 \times 1 = 3$

7 to 14 : Vocabulary & Grammar

$8 \times 1 = 8$

All the 14 questions are to be answered.

Topics for Q. No. 7 to 14. Eight Questions will be asked from any of the following Topics.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Homophones 2. Prefix and Suffix 3. Anagrams 4. Shortened Forms 5. Abbreviations and Acronyms 6. American / British English 7. Preposition 8. Prepositional Verbs 9. Prepositional Phrases 10. Non-finite Verbs (Gerund, Infinitives, Participles) | <ol style="list-style-type: none"> 11. Phrasal Verbs 12. Idioms 13. Modals / Semi-Modals 14. Connectors 15. Articles 16. Determiners 17. Compound Words 18. If Sentences - Conditionals 19. Question Tags 20. Singular / Pural 21. 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**.

கொடுக்கப்பட்டுள்ள வாக்கியத்தில் (sentence), சாய்வு எழுத்துக்களுடனான (italicised) அல்லது அடிக்கோடிடப்பட்ட (underlined) வார்த்தைக்கு இணையான அர்த்தம் கொண்ட வார்த்தையை, தரப்பட்டுள்ள 4 விடைக் குறிப்புகளிலிருந்து தேர்வு செய்து எழுத வேண்டும்.

GEQ GOVERNMENT EXAM QUESTIONS

Choose the correct synonyms for the underlined words from the options given.

1. He would talk to me about the nuances of batting. UNIT - 1 (QY. 19)
(a) importance (b) advice (c) practice (d) changes [Ans] (d) changes
2. I wanted to pursue cricket seriously. UNIT - 1 (HY. 19)
(a) handshake (b) play (c) follow (d) give [Ans] (c) follow

3. She ran towards him with a rusty old metal. **UNIT - 2** (QY. 19)
(a) waste (b) beautiful (c) ancient (d) worthy [Ans] (c) ancient
4. Betty said, "Hark, what's that? **UNIT - 3** (QY. 19)
(a) speak (b) listen (c) come (d) say [Ans] (b) listen
5. Clem looked at Pongo furiously. **UNIT - 4** (HY. 19)
(a) politely (b) gently (c) angrily (d) calmly [Ans] (c) angrily
6. A little stream trickling over the rocks. **UNIT - 5** (HY. 19)
(a) filling (b) seeping (c) offering (d) meeking [Ans] (b) seeping

Exercises

Synonym **UNIT - 1** Learning the Game

Choose the correct synonyms for the underlined words from the options given.

1. I often tried to emulate the mannerisms of my favourite players.
(a) disregard (b) imitate (c) overlook (d) observe [Ans] (b) imitate
2. I felt somewhat overawed with so many people around.
(a) undaunted (b) supported (c) intimidated (d) surprised [Ans] (c) intimidated
3. My induction into the Mumbai cricket circuit could have ended in failure – but for Ajit's insistence.
(a) dissolution (b) rejection (c) elimination (d) inclusion [Ans] (d) inclusion
4. The schedule was rigorous.
(a) easy (b) severe (c) gentle (d) flexible [Ans] (b) severe
5. I would always ask my father to treat me to a special fruit cocktail near the club.
(a) sauce (b) cake (c) mixed drink (d) pav bhaji [Ans] (c) mixed drink

Synonym **UNIT - 2** I Can't Climb Trees Anymore

1. He was glad to see that the Jack fruit tree still stood at the side of the building casting its shade on the wall.
(a) throwing (b) dancing (c) lighting (d) showering [Ans] (a) throwing
2. He stood on the grass verge by the side of the road and looked over the garden wall at the old house.
(a) corner (b) at the top (c) at the edge (d) middle [Ans] (c) at the edge
3. when she was tired of pruning rose bushes and bougainvillea.
(a) augmenting (b) growing (c) trimming (d) spreading [Ans] (c) trimming
4. It was on the tip of his tongue to make a witty remark.
(a) funny (b) intelligent (c) awkward (d) foolish [Ans] (b) intelligent
5. He did not look very prosperous.
(a) poor (b) flourishing (c) well (d) popular [Ans] (b) flourishing

Synonym **UNIT - 3** Old Man River

1. It must have covered the south meadows and the highway there.
(a) a main road (b) a street (c) a track (d) a path [Ans] (a) a main road
2. The river is rising fast.
(a) decreasing (b) lowering (c) running (d) increasing [Ans] (d) increasing