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## POEM - 1

**LIFE**

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

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

-Henry Van Dyke

## POEM - 5

**THE SECRET OF THE MACHINES**

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

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

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

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

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

-Rudyard Kipling



## POEM - 3

**I AM EVERY WOMAN**

A woman is beauty innate,  
 A symbol of power and strength.  
 She puts her life at stake,  
 She's real, she's not fake!  
 The summer of life she's ready to see in spring.  
 She says, "Spring will come again, my dear.  
 Let me care for the ones who're near."  
 She's The Woman – she has no fear!

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

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

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

- Rakhi Nariani Shirke

## POEM - 6

**NO MEN ARE FOREIGN**

Remember, no men are strange, no countries  
 foreign  
 Beneath all uniforms, a single body breathes  
 Like ours: the land our brothers walk upon  
 Is earth like this, in which we all shall lie.  
 They, too, aware of sun and air and water,  
 Are fed by peaceful harvests, by war's long  
 winter starv'd.  
 Their hands are ours, and in their lines we read  
 A labour not different from our own.  
 Remember they have eyes like ours that wake  
 Or sleep, and strength that can be won  
 By love. In every land is common life  
 That all can recognise and understand.  
 Let us remember, whenever we are told  
 To hate our brothers, it is ourselves  
 That we shall dispossess, betray, condemn.  
 Remember, we who take arms against each  
 other  
 It is the human earth that we defile.  
 Our hells of fire and dust outrage the innocence  
 Of air that is everywhere our own,  
 Remember, no men are foreign, and no  
 countries strange.

-James Falconer Kirkup

## அரசுப் பொதுத்தேர்வில் Prose பகுதியிலிருந்து.....

**Q. No (1-3) Choose the appropriate synonym for the italicized words. 3 x 1= 3 Marks**

கொடுக்கப்பட்ட வாக்கியத்தில் சாய்ந்த எழுத்துக்களில் தடிமனாக (*Italicized-Bold*) தரப்பட்டிருக்கும் வார்த்தைக்கு இணையான அர்த்தம் கொண்ட வார்த்தையை, தரப்பட்டுள்ள 4 விடைகளிலிருந்து தேர்ந்தெடுத்து எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க Prose பகுதியில் உள்ள Glossary வார்த்தைகளை நன்கு படித்துக்கொள்ளவும். மேலும் நம் வழிகாட்டி கையேட்டில் உள்ள Synonym பகுதி வார்த்தைகளை நன்கு படித்துக்கொள்ளவும்.

**Q. No (4-6) Choose the appropriate antonym for the italicized words. 3 x 1= 3 Marks**

கொடுக்கப்பட்ட வாக்கியத்தில் சாய்ந்த எழுத்துக்களில் தடிமனாக (*Italicized-Bold*) தரப்பட்டிருக்கும் வார்த்தைக்கு எதிரான அர்த்தம் கொண்ட வார்த்தையை, தரப்பட்டுள்ள 4 விடைகளிலிருந்து தேர்ந்தெடுத்து எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க Prose பகுதியில் உள்ள Glossary வார்த்தைகளைகளுக்கு எதிரான அர்த்தம் கொண்ட வார்த்தைகளை நன்கு படித்துக்கொள்ளவும். மேலும் நம் வழிகாட்டி கையேட்டில் உள்ள Antonym பகுதி வார்த்தைகளை நன்கு படித்துக்கொள்ளவும்.

**Q. No (15-18) Answer any THREE of the following questions. 3 x 2= 6 Marks**

பாடப்பகுதியிலிருந்து (Prose) 4 சிறுவினாக்கள் (Short Answers) கேட்கப்படும். அவைகளுள் எவையேனும் 3 வினாக்களுக்கு 1 அல்லது 2 வாக்கியங்களில் விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் Prose பகுதியில் உள்ள Short Answers வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

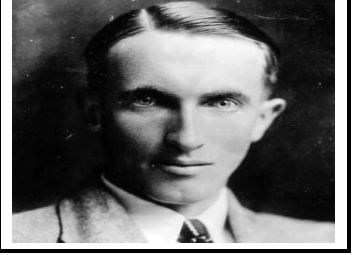
**Q. No (29-32) Answer any TWO of the following questions. 2 x 5= 10 Marks**

பாடப்பகுதியிலிருந்து (Prose) 4 பத்திவினாக்கள் (Paragraph) கேட்கப்படும். அவைகளுள் எவையேனும் 2 வினாக்களுக்கு 10 வாக்கியங்களுக்கு குறையாமல் விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் Prose பகுதியில் உள்ள Paragraph வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

**TOTAL = 22 MARKS**



**Prose-1**  
**HIS FIRST FLIGHT**  
அவனது முதல் (பறக்கும்) பயணம்  
*Liam O'Flaherty*



**பாடச்சுருக்கம்:**

இந்தப் பாடமானது முதன் முறையாக பறக்க முயலுகின்ற ஒரு சிறிய கடற்பறவையின் தயக்கங்களை விவரிக்கின்றது. அந்தப் பறவையின் குடும்பம் 6 பறவைகளைக் கொண்டது. அப்பா, அம்மா, 3 மகன்கள் மற்றும் 1 மகள். அந்தக் குடும்பமானது (5-பறவைகள்) கடற்கரையிலுள்ள ஒரு பாறையின் விளிம்பிலிருந்து மற்றொரு இடத்திற்கு பறந்து சென்றுவிட்டது. அக்குடும்பத்திலிருந்த இளம் பறவை மட்டும் பயத்தினால் அவர்களோடு பறக்காமல் பாறையின் விளிம்பிலேயே தங்கிவிட்டது. அந்தக் குடும்பத்தினரும் அது பறக்கும் வரை பட்டினி கிடக்கட்டும் என விட்டுவிட்டனர். அந்த இளம் பறவையானது பாறையின் விளிம்புகளில் தனக்கான உணவைத் தேடுகிறது. ஆனால் எவ்விதமான பயனும் இல்லை. அது கடலைக் கண்டும், பாறையின் உயரத்தைக் கண்டும் பயப்படுகிறது. அதனை பறக்க வைப்பதற்காக அதன் குடும்பமானது பல முயற்சிகளை மேற்கொள்கிறது. பின்னர் அவைகள் அப்பறவையை கண்டுகொள்ளவில்லை. கடைசி முயற்சியாக அதன் தாய் அந்த இளம் பறவையினருகே தன் வாயில் ஒரு மீன் துண்டுடன் பறந்து வருகிறது. அந்த இளம் பறவை அதனைப் பிடிக்க பாறையின் விளிம்பிலிருந்து குதிக்கிறது. அது தன்னை காத்துக்கொள்ள தன் சிறகுகளை அசைக்கிறது. அது பறக்கிறது. அதனைக் கண்ட அப்பறவையின் குடும்பம் மகிழ்கிறது.

**Q.NO: 1-3**

**SYNONYMS**

**3 X 1= 3 MARKS**

| WORD      | SYNONYM                     | தமிழ் அர்த்தம்                |
|-----------|-----------------------------|-------------------------------|
| amusedly  | interestingly               | ஆர்வத்தோடு                    |
| ascending | rising                      | ஏறுவரிசையில்                  |
| beneath   | below                       | கீழே                          |
| blazing   | burning                     | எரிகின்ற                      |
| brink     | edge, margin                | விளிம்பில்                    |
| cackle    | a sharp noise               | கொக்கரிப்பு                   |
| cliff     | rock face                   | குன்று                        |
| commence  | begin                       | துவங்கி                       |
| courage   | boldness                    | தேரியம்                       |
| cowardice | lack of courage or timidity | கோழைத்தனம்                    |
| crack     | split                       | பிளவு                         |
| daintily  | attractive                  | ருசியுள்ள, எழில் நயம் வாய்ந்த |
| desperate | distressed                  | துன்பம்                       |
| devour    | eat hungrily                | விழுங்குதல்                   |
| dozing    | sleepy, drowsy              | தூக்கம்                       |
| exhausted | tired                       | தீர்ந்து விடல், சோர்வடைதல்    |
| expanse   | area, stretch               | விரிவடைந்தும்                 |
| flap      | to beat with wings          | சிறகடிப்பு                    |
| gnawed    | to bite or chew             | கடித்துக்கொண்டு               |
| gradually | step by step                | படிப்படியாக                   |
| hatched   | come up with                | உண்டாக்கிக்கொண்டு             |

| WORD       | SYNONYM              | தமிழ் அர்த்தம்                 |
|------------|----------------------|--------------------------------|
| hump       | bulge                | திமில்                         |
| ledge      | shelf                | தொங்கு பாறை                    |
| limp       | walk lamely          | நொண்டக்கூடிய                   |
| maddened   | become mad; crazy    | பைத்தியம் பிடித்த நிலை         |
| mockingly  | teasingly            | கேலி செய்தல்                   |
| moment     | a second             | கணம், நொடி                     |
| monster    | giant                | அசுரன்                         |
| monstrous  | big one              | பெரிய, பிரம்மாண்டமான           |
| muster up  | assemble, raise      | சேர்த்தல், உயர்த்தல்           |
| perfecting | make perfect         | சரி செய்தல், நேர்த்தியாக்குதல் |
| plateau    | upland, plains       | பீட பூமி                       |
| plunge     | dive, jump           | வீழ்ச்சி                       |
| praising   | to extol, admiring   | புகழ்தல்                       |
| precipice  | rock face            | சரிவின்                        |
| pretended  | mocked               | நடித்தல்                       |
| sank       | submerged            | மூழ்கடித்தது                   |
| scrap      | particle, piece      | துகள்                          |
| scraped    | frayed               | தேய்க்கப்பட்ட                  |
| scream     | shout                | அலறுதல்                        |
| sheer      | merely               | சுத்த                          |
| shrilly    | sharp, piercing      | துளையிடுதல்                    |
| skim       | remove               | நீக்கு                         |
| soaring    | rising               | உயரும்                         |
| starve     | famine, lack of food | பட்டினி                        |
| swish      | hiss                 | மென்மையான ஒலி                  |
| swoop      | jump, fly down       | திடீரென குதித்தல்              |
| terror     | fear                 | பயங்கரமான                      |
| thrust     | push                 | உந்துதல்                       |
| tore       | split                | கிழித்தல்                      |
| vast       | huge                 | பரந்த                          |

Q.NO: 4-6

ANTONYMS

3 X 1= 3 MARKS

| WORD                        |   | ANTONYM                  |
|-----------------------------|---|--------------------------|
| ascending (மேலேறுதல்)       | X | descending(கீழிறங்குதல்) |
| beneath (அடியில்)           | X | above (மேலே)             |
| brink (விளிம்பு / ஓரத்தில்) | X | middle (நடுவில்)         |
| commence (துவங்கு)          | X | conclude(முடிதல்)        |

| WORD                               |   | ANTONYM                               |
|------------------------------------|---|---------------------------------------|
| courage (துணிச்சல்)                | X | timidity / cowardice (கோழைத்தனமான)    |
| coward (கோழை)                      | X | brave (வீரமான)                        |
| desperate (நம்பிக்கையிழந்த)        | X | hopeful (நம்பிக்கை கொண்ட)             |
| encourage (ஊக்கமூட்டு)             | X | discourage (தாழ்மைப்படுத்து)          |
| end (முடிவு)                       | X | start (தொடங்கு)                       |
| exhausted (முற்றிலும் சோர்வடைந்து) | X | energized (புத்துணர்ச்சியுடன்)        |
| farther (தொலைவில்)                 | X | nearer (அருகில்)                      |
| forgot (மறந்து போதல்)              | X | remembered (நினைவுகூர்தல்)            |
| forward (முன்னோக்கி)               | X | backward (பின்னோக்கி)                 |
| gnawed (துண்டாக்குதல்)             | X | constructed (இணைத்தல்)                |
| hidden (மறைந்துள்ள)                | X | visible (தெரியும்படியான)              |
| high (உயரமான)                      | X | low (கீழே)                            |
| huge (பெரிய)                       | X | small (சிறிய)                         |
| hump (வளைந்த)                      | X | flat (நேரான)                          |
| interestingly (விருப்பத்துடன்)     | X | uninterestingly (விருப்பமில்லாமல்)    |
| joyful (மகிழ்வான)                  | X | sorrowful (வருத்தமான)                 |
| mockingly (கேலி செய்தல்)           | X | respectfully (மரியாதை செய்தல்)        |
| plaintively (சோகமாக)               | X | joyfully (மகிழ்ச்சியாக)               |
| plunge (குதித்தல்)                 | X | ascent, increase (மேலேறுதல், உயர்தல்) |
| praise (பாராட்டுதல்)               | X | scold (திட்டுதல்)                     |
| proud (பெருமை)                     | X | humble (பணிவு)                        |
| rising (எழுதல்)                    | X | falling (வீழ்தல்)                     |
| sink (மூழ்குதல்)                   | X | float (மிதத்தல்)                      |
| scrap (சிறு துண்டு)                | X | chunk (பெரிய அளவு)                    |
| seized (பறிமுதல்)                  | X | released (விடுவித்தல்)                |
| sheer (செங்குத்தான)                | X | gradual (சீரான)                       |
| shrilly (உரத்தகுரலில்)             | X | calmly (அமைதியாக)                     |
| starve (பட்டினி)                   | X | well fed, full (நன்கு சாப்பிட்ட)      |
| swooped (கீழிறங்குதல்)             | X | ascended (மேலேறுதல்)                  |
| top (மேலே)                         | X | bottom (கீழே)                         |
| trotted (நடத்தல்)                  | X | stopped (நிற்றல்)                     |
| warmly (வெதுவெதுப்பாய்)            | X | icy (குளிர்ச்சியாய்)                  |
| whet (கூர்மையாக்குதல்)             | X | blunt (மழுங்கச்செய்தல்)               |
| wide (விரிவான)                     | X | narrow (குறுகலான)                     |

**Q.NO: 15-18 SHORT ANSWERS 3 X 2= 6 MARKS**

**QUESTIONS WITHIN THE LESSON**

- a. **Why did the seagull fail to fly?** (MAY-22, JUNE-23) (PAGE-2)  
The seagull was **afraid**. So, it failed to fly.
- b. **What did the parents do, when the young seagull failed to fly?**  
The parents **encouraged him to fly** initially. Then they **threatened him to starve** on his ledge.
- c. **What was the first catch of the young seagull's older brother?** (PTA-5) (PAGE-3)  
**A herring fish** was the first catch of the young seagull's older brother.
- d. **What did the young seagull manage to find in his search for food on the ledge?**  
The young seagull managed to find a **fish tail and dried pieces of eggshell** in his search for food on the ledge.
- e. **What did the young bird do to seek the attention of his parents?** (SEP-21)(PAGE-4)  
The young bird **pretending** to be **falling asleep** to seek the attention of his parents.
- f. **What made the young seagull go mad?** (APR-23)  
**Hungry and the sight of the food** made the young seagull go mad.
- g. **Why did the young bird utter a joyful scream?**  
The bird saw his **mother flying towards him with a piece of fish**. So, he uttered a joyful scream.
- h. **Did the mother bird offer any food to the young bird?** (AUG-22)  
**No**, the mother bird **did not offer any food** to the young bird.
- i. **How did the bird feel when it started flying for the first time?**  
The bird could feel the tips of his **wings cutting through the air**. He uttered a joyful scream.
- j. **What did the young bird's family do when he started flying?**  
The father and mother flew over him screaming with joy and his **brothers and sister** were flying around him.

குறிப்பு : seagull-கடற்பறவை, afraid-பயம், failed-தோல்வியடைந்தது, encouraged-உற்சாகமுட்டின, initially-துவக்கத்தில், threatened-அச்சுறுத்தின, starve-பட்டினி கிடத்தல், ledge-பாறை விளிம்பு, herring fish-மத்தி மீன், dried pieces-காய்ந்த துண்டுகள், egg shell-முட்டை ஓடு, pretending-நடித்தல், falling asleep-தூங்குதல், attention-கவனம்

குறிப்பு : Hungry-பசி, towards-அதனை நோக்கி, uttered-உச்சரித்தல், joyful scream-மகிழ்ச்சியாக கத்துதல், offer-கொடுத்தல், wings-சிறகுகள், cutting through the air-காற்றைக் கிழித்துக் கொண்டு, around-சுற்றி

**QUESTIONS AFTER THE LESSON**

- A. **Answer the following questions in a sentence or two.** (PAGE: 5)
1. **How was the young seagull's first attempt to fly?** (PTA-2)  
The young seagull **ran to the brink of the ridge of the mountain and tried to flap its wings**. It was **afraid and ran back to the hole**.
2. **How did the parents support and encourage the young seagull's brothers and sister?** (PTA-4,5)  
The parents **helped** the brothers and sister **with the art of flying**. They also **taught them to glide on the waves and dive for fish**.

## 3. Give an instance that shows the pathetic condition of the young bird.

The young birds condition was so pathetic as it **started to eat the dry eggshells** when it was hungry.

## 4. How did the bird try to reach its parents without having to fly?

The bird **walked from one end of the ledge to the other** to reach its parents without flying.

குறிப்பு : attempt-முயற்சி, ridge-விளிம்பு, flap-சிறகடித்தல், art of flying-பறக்கும் கலை, glide on the waves-அலைகளில் சறுக்குதல், pathetic-பரிதாபத்திற்குரிய, end of the ledge-பாறையின் விளிம்பு, without flying-பறக்காமல்

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

No, the seagull's parents were **not harsh**. They **wanted the young seagull to learn the skill of flying**.

## 6. What prompted the young seagull to fly finally? (Mdl, HY-19, PTA-1)

The young seagull was very hungry and the **sight of the food in the mother's beak** had prompted the bird to fly.

## 7. What happened to the young seagull when it landed on the green sea?

The young seagull's **feet sank into the green sea** and it was **floating on it**.

குறிப்பு : harsh-வன்மையாக, learn the skill-திறனறிதல், prompted-தூண்டியது, finally-இறுதியாக, beak-வாய் (அலகு), feet-பாதம், sank-முழுகியது, green sea-பச்சை நிறக்கடல், floating-மிதத்தல்

Q.NO: 29-32

PARAGRAPH

2 X 5= 10 MARKS

## B. Answer each of the following questions in a paragraph of about 100-150 words. (PAGE: 6)

## 1. Describe the struggles underwent by the young seagull to overcome its fear of flying.

(Mdl, HY-19, PTA-2,4,5, SEP-20, AU56v

G-22, APR-23, JUNE-23)

Explain the experience of the young seagull in "His First Flight" written by Liam O'Flaherty.

(MAY-22)

## PARAGRAPH FOR GIFTED STUDENTS

Lesson : HIS FIRST FLIGHT

Author : Liam O' Flaherty

Theme : Tackle your fears to know your strength

Characters : The young seagull and its family

Introduction:

Never stare up the steps instead step up the stairs. This secret of success has been taught by the seagull family in the story 'His First Flight' by Liam O' Flaherty. When the young follow the foot steps of the elders with faith and courage, the journey of life becomes a joyful experience.

Pathetic Plight of The Young Seagull:

The 'young seagull' was desperate and lonely at the ledge. It was not so courageous to take the first single step towards the art of flying. The vast sea underneath threatened the little one who was hesitating to make his first flight. The inner instinct to fly and swim was suppressed by the fear factor. The entire family had deserted him in their contest for survival. He thought he was 'going to die' due to starvation.

**Family in Action :**

Family is the comfort zone when we falter. The young seagull's family stepped into action to motivate the fearing kid. His parents flew around scolding and even sent fake threats to let him starve. They were also guiding his siblings in perfecting the art of birdhood.

**In Time of Test, Family is The Best :**

His brothers and sister were enjoying their food hunt gliding in the air and diving into the sea. Hunger made the young one look pathetic. The mother seagull laid the bait to motivate the young one. She flew across with food in her beak. Maddened at the sight of food, the young seagull leaped to reach the fish.

**His First Flight :**

Mother astutely flew higher to make him fall. Instinctively he flapped his wings and began to fly to his meal. He also learnt to swim and hunt for food. The entire family was soaring and diving around him with joy on his achievement. He made his first flight.

**The Cheering Family :**

The entire family was awaiting his safe landing on the sea bed. The moment he landed, it was fun time. The family was around him, screaming, praising him and offering dog-fish.

**Conclusion :**

A journey of a thousand miles begins with the first step. This bold initiative is essential and plays a crucial role in everyone's life. The young seagull's attempts in his first flight and the encouragement and efforts made by his family stand as testimony for the following statement.

**Moral : Family gives you the roots to stand tall and strong**

**PARAGRAPH FOR AVERAGE STUDENTS**

**Lesson** : HIS FIRST FLIGHT  
**Author** : Liam O' Flaherty  
**Theme** : Fear kills but confidence overcomes  
**Characters** : The young seagull and its family

**The young seagull** looked down the **vast expanse** of sea. He was **hungry**. His **parents had left** him alone on the **rock without food**. They **could fly**; and he **could not**. He had **tried several times**. He was **afraid** that his **wings would not support** him to fly. His **parents had tried many ways** to make him fly. He felt that he was **starving to death**. His **mother** was tearing a **piece of fish** with her beak. The **sight of food maddened** him. He **cried** but she **just screamed** back mockingly. Suddenly, he **felt the joy**, seeing his **mother approaching him** with food. But she **kept the fish just out of his reach**. **Maddened by hunger**, he **dived** at the fish. But his **mother flew upwards** and he started falling. He was **frightened** but the **next moment he realized** that he was **flying**. He had **made his first flight**.

**Moral : Kindle your instincts to shatter your failures.**



### PARAGRAPH FOR LATE BLOOMERS

- The young seagull was **afraid of flying**.
- The parents **motivated the bird to fly**.
- The bird was **not ready to fly**.
- It was **very hungry**.
- The mother **showed a fish and made the bird to dive**.
- The bird **started to fly in the sky**.
- The seagull **learnt the art of flying**.

2. Your parents sometimes behave like the young bird's parents. They may seem cruel and unrelenting. Does it mean that they do not care for you? Explain your views about it with reference to the story.

Parents are the role models to children. They have great care and love for their children. In order to develop good habits and life skills, parents enforce discipline in their children. Whenever the child makes a mistake, they advise him/her to be good. They do so to make them as better citizens of this country. Like the mother seagull in the story, parents encourage their children to push harder in order to excel in their chosen field. They mend their ways and motivate them to achieve success in every aspect of life. Like the mother seagull, parents do everything possible for their child to taste the fruits of success.

### TEXTUAL EXERCISES

#### VOCABULARY

- C. Change the parts of speech of the given words in the chart. (PAGE-6)
- D. Read the following sentences and change the form of the underlined words as directed. (PAGE-7) (Dolphin pg:220)  
(Refer Answers in – Content Additional Questions- Change the Parts of Speech)
- E. Use the following words to construct meaningful sentences on your own. (Dolphin pg:220)  
(Refer Answers in – Content Additional Questions- Construct a sentence)



- F. \*Here is a travelogue by the students of Government Girls Higher Secondary School, Pattukkottai after their trip to Darjeeling. Listen to the travelogue and answer the following questions. (Listening text is on page-213)

- i) Fill in the blanks with suitable words.

1. Darjeeling    2. Kanchenjunga    3. Tiger  
4. Senchal    5. Batasia Loop

- ii) Yes, they had a memorable school trip to Darjeeling. They visited many places in the hill station.
- iii) I wish to visit Valparai and Ooty with my classmates
- iv) State whether the following statements are True or False.    1. False    2. True    3. True



- G. Here is a dialogue between a father and his daughter. Continue the dialogue with at least five utterances and use all the clues given above.  
(Refer Answers in- Content Additional Questions- Extend the Dialogue)    (Dolphin pg:226)



- H. Read the following passage and answer the questions that follow. (PAGE-8)

(Refer Content Section: Q.No-47) (Dolphin pg:202)



### WRITING



- I. Prepare attractive advertisements using the hints given below. (PAGE-10) (Dolphin pg:160)

(Refer Content Section: Q.No-39)

### REPORT WRITING

- J. Write a report of the following events in about 100-120 words. (PAGE-11) (Dolphin pg:215)

(Refer Answers in-Content- Additional Questions)

### GRAMMAR (PAGE-12) (Dolphin pg:222)

(Refer Answers in- Content Additional Questions- Modals)

- E. Here are a few sentences already done for you. The clues given would be helpful to make more sentences on your own. (PAGE-14)

- I would suggest that you take the Uzhavan Express to Thanjavur from Chennai.
- You will be more comfortable if you could book 3 tier A/C.
- You could enjoy visiting the world famous Big Temple.
- You should visit the museum which is next to the Big temple.
- You mustn't miss the Saraswathi Mahal Library which has a huge collection of ancient literature.
- You can buy the dancing doll and bronze statues near the Big temple.
- You may also visit the Kallani dam which is a few kilometers from Thanjavur.
- You shouldn't miss the Poondi Church which is an architectural marvel.
- You must visit the place which has beautiful medieval design and architecture.
- If time permits you can visit Kumbakonam.

### ACTIVE AND PASSIVE VOICE

- F. Change the following sentences to the other voice. (PAGE-14)

- G. Change the following into Passive voice.(P-16)

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

(Refer Content Section: Q.No-23)

(Dolphin pg:145)

- I. Rewrite the following passage in Passive Voice.

A few days ago, someone stole Ambrose's motorbike. Ambrose had left it outside his house. He reported the theft to the police. The police told him that they would try to find his motorbike. This morning, they found his motorbike. The police called Ambrose to the police station. The thieves had painted it and then sold it to someone else. The new owner had parked the motorbike outside a mall when the police found it. After an enquiry, the police arrested the thieves.

*Ambrose's motorbike was stolen a few days ago. It had been left outside his house by Ambrose. The theft was reported to the police. He was told by the police that they would try to find his motorbike. His motorbike was found by them this morning. Ambrose was called to the police station. It had been painted by the thieves and it was sold to someone else. The motorbike had been parked by the new owner, outside a mall when it was found by the police. The thieves were arrested by the police after an enquiry.*

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

Vegetable Briyani is liked by me. It is prepared by cutting vegetables. Fruits and Nuts are added for extra flavour. Onion and other masala are seasoned for a few minutes. Boiled and mashed vegetables are added to make it more nutritious. Roasted cumin powder and coriander leaves are added for taste and flavour. It is accompanied by onion salad.

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

The cultural club of our school was inaugurated by the famous artist Mr. Parthiban. Many cultural programmes were performed by the school students. Dance performance like Baradham were accomplished by class X students. A cultural exhibition was inaugurated by our school Head Master. The vote of thanks was proposed by the fine arts secretary. The national anthem was sung by the students of our school.

## அரசுப் பொதுத்தேர்வில் Poetry பகுதியிலிருந்து.....

**Q. No (19-22) Answer any THREE of the following.**

**3 x 2= 6 Marks**

பாடல் (Poetry) பகுதியிலிருந்து பாடல்வரிகள் (Poetry Lines) தரப்பட்டு அதனைத் தொடர்ந்து 2 சிறுவினாக்கள் கொண்ட தொகுப்புகளாக 4 தொகுப்புகள் கேட்கப்படும். அவைகளுள் எவையேனும் 3 வினாத்தொகுப்புகளுக்கு 1 அல்லது 2 வாக்கியங்களில் விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் **Poetry** பகுதியில் உள்ள **Appreciation Questions** வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

**Q. No (33-36) Answer any TWO of the following questions.**

**2 x 5= 10 Marks**

பாடல் பகுதியிலிருந்து (Poetry) 4 வினாக்கள் கேட்கப்படும். அவைகளுள் எவையேனும் 2 வினாக்களுக்கு விடையளிக்க வேண்டும்.

**Q. No (33-34) :** பாடல் பகுதியிலிருந்து (Poetry) 2 பத்திவினாக்கள் (Paragraph) கேட்கப்படும். அவைகளுக்கு 10 வாக்கியங்களுக்கு குறையாமல் விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் **Poetry** பகுதியில் உள்ள **Paragraph** வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

**Q. No (35) :** பாடல் பகுதியிலிருந்து (Poetry Literary Appreciation) வினாக்கள் கேட்கப்படும். அதில் உள்ள 4 வினாக்களுக்கு விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் **Poetry** பகுதியில் உள்ள **Literary Appreciation** வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

**Q. No (36) :** பாடல் பகுதியிலிருந்து (Poetry Lines Paraphrase) வினா கேட்கப்படும். அதில் உள்ள 4 வரிகளுக்கு விரிவான வரையறை எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் **Poetry** பகுதியில் உள்ள **Paragraph** வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

**Q. No (45) Quote from memory.**

**1 x 5= 5 Marks**

பாடல் பகுதியிலிருந்து (Poetry) மனப்பாடல் பாடல் வரிகள் 5 கேட்கப்படும். அதில் கேட்கப்பட்டுள்ள 5 வரிகளை எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் பாடநூலில் உள்ள மனப்பாடல் பாடல்களான **1. Life, 3. I Am Every Woman, 5. The Secret of the Machines, 6. No Men are Foreign** ஆகியவைகளை நன்கு படித்துக்கொள்ளவும்.

**TOTAL = 21 MARKS**

**FIGURES OF SPEECH****அணி இலக்கணம்**

1. **Rhyming Words:** பாடல் வரிகளின் கடைசி வார்த்தைகளை கவனிக்க வேண்டும். அவைகளில் ஒரே மாதிரியான ஒலியமைப்பைக் கொண்டுள்ள வார்த்தைகள் Rhyming words ஆகும்.

(எடுத்துக்காட்டுகள் பாடல் பகுதிகளில் தரப்பட்டுள்ளன. அவைகளை பயன்படுத்திக்கொள்ளவும்)

Ex: So let the way wind up the hill or down,

O'er rough or smooth, the journey will be joy:

(Poem 1)

Still seeking what I sought when but a boy,

New friendship, high adventure, and a crown,

Rhyming words: *down -crown, joy - boy*

2. **Rhyme Scheme:**

கொடுக்கப்பட்டுள்ள பாடலின் 4 வரிகளின் கடைசி வார்த்தைகளை கவனிக்க வேண்டும்.

- ❖ அவைகளுள் முதல் வரியின் கடைசி வார்த்தையை **a** எனக் குறிக்க வேண்டும்.
- ❖ இரண்டாம் வரியின் கடைசி வார்த்தையின் ஒலியமைப்பு முதல் வரி போல இருப்பின் அதனை **a** எனக் குறிக்க வேண்டும்.
- ❖ மாறுபட்டிருப்பின் அதனை **b** எனக் குறிக்க வேண்டும்.
- மூன்றாம் வரியின் கடைசி வார்த்தையின் ஒலியமைப்பு முதல் வரி போல இருப்பின் அதனை **a** எனக் குறிக்க வேண்டும்.
- இரண்டாம் வரிபோல இருப்பின் அதனை **b** எனக் குறிக்க வேண்டும்.
- மாறுபட்டிருப்பின் அதனை **c** எனக் குறிக்க வேண்டும்.
- ❖ நான்காம் வரியின் கடைசி வார்த்தையின் ஒலியமைப்பு முதல் வரி போல இருப்பின் அதனை **a** எனக் குறிக்க வேண்டும்.
- ❖ இரண்டாம் வரி போல இருப்பின் அதனை **b** எனக் குறிக்க வேண்டும்.
- ❖ மூன்றாம் வரி போல இருப்பின் அதனை **c** எனக் குறிக்க வேண்டும்.
- ❖ மாறுபட்டிருப்பின் அதனை **d** எனக் குறிக்க வேண்டும்.
- ✓ **குறிப்பு:** ஒரே மாதிரியான ஒலியமைப்புகளைக்கொண்ட வார்த்தைகளை ஒரே மாதிரியான எழுத்தால் குறிக்க வேண்டும்.

Ex: So let the way wind up the hill or down, - a

O'er rough or smooth, the journey will be joy: - b

Still seeking what I sought when but a boy, -b

New friendship, high adventure, and a crown, -a

(Poem 1)

Rhyme scheme: abba

3. **Simile:** (உவமையணி) கொடுக்கப்பட்டுள்ள பாடல் வரியில் ஏதேனும் இரண்டு நபர்கள், பொருட்கள், இடங்கள் இவைகளின் பண்புகளை ஒப்பிட like, as போன்ற வார்த்தைகள் பயன்படுத்தப்பட்டிருக்கும்.

Ex: (i) Remember they have eyes like ours that wake.

(Poem 6)

(ii) Like ours: the land our brothers walk upon.

(Poem 6)

4. **Metaphor:** (உருவகம்) கொடுக்கப்பட்டுள்ள பாடல் வரியில் ஏதேனும் இரண்டு நபர்கள், பொருட்கள், இடங்கள் இவைகளின் பண்புகளை மறைமுகமாக ஒப்பிட்டு, அவைகளில் ஏதேனும் ஒன்றை மட்டும் மிகைப்படுத்தி சொல்வது. (பொதுவாக பொருட்களின் பெயர்கள்.)

Ex: (i) She is a lioness; don't mess with her.

(Poem 3)

(ii) Our hells of fire and dust outrage the innocence.

(Poem 6)

5. **Personification:** மனித பண்புகளை உயிரற்ற பொருட்களைக் துணையாகக் கொண்டு விளக்குதல்.

Ex: We can pull and haul and push and lift and drive

(Poem 5)

DOLPHIN-10<sup>TH</sup> ENG

## POEM

## ELITE ENGLISH

|  |
|--|
| 6. <b>Onomatopoeia:</b> பொருட்கள் எழுப்பும் ஒலியோடு தொடர்புடைய சொற்கள்.<br>Ex: Lights flicker on and off. (Switches sound) (Poem 7)  |
| 7. <b>Alliteration:</b> (மோனை) ஒரு வரியில் ஒரே மெய்யொலியில் (எழுத்தில்) தொடங்குகிற வார்த்தைகள் பல வருவது. Ex: We can <u>r</u> un and <u>r</u> ace and swim and fly and dive, (Poem 5)  |
| 8. <b>Assonance:</b> ஒரு வரியில் ஒரே உயிர் ஒலியில் (எழுத்தில்) தொடங்குகிற வார்த்தைகள் பல வருவது. Ex: We can <u>s</u> ee and <u>h</u> ear and count and <u>r</u> ead and write (Poem 5)   |
| 9. <b>Hyperbole:</b> (உயர்வு நவிற்சி அணி) ஒரு செயலின் தன்மையை மிகைப்படுத்தி அதிகமாகச் சொல்வது. Ex: And a thousandth of an inch to give us play: (Poem 5)   |
| 10. <b>Repetition:</b> ஒரே சொல் ஒரே வரியில் மீண்டும் மீண்டும் வருவது (Repetitive device).<br>Ex: <u>They growl</u> at the rain and <u>they growl</u> at the sun. (Poem 2)  |
| 11. <b>Rhetorical question:</b> பாடலின் வரியில் விடையை எதிர்பார்க்கும் நோக்கத்தோடு அல்லாமல் தனது அதிகாரத்தை காட்டுவதற்காக எழுப்பப்படும் வினாக்கள். (பழங்கால இதிகாசப்பாடல்கள், மன்னரைப் பற்றிய பாடல்களில் அல்லது அவர்கள் பேசுவது போன்ற பாடல்களில் காணப்படும்)<br>Ex: (i) What happened inside the house? (Poem 7)<br>(ii) How could this be? (Poem 7) |
| 12. <b>Imagery:</b> பண்புகளை படங்களைப் போல வார்த்தைகளால் விவரிப்பது.<br>Ex: We can <u>see</u> and <u>hear</u> and <u>count</u> and <u>read</u> and <u>write</u> (Poem 5)   |
| 13. <b>Paradox:</b> எதிர்ச்சொற்களை கொண்டு (உண்மையான) நிகழ்வுகளை விவரிப்பது.<br>Ex: It just sits there, never getting small or ever growing tall (Poem 7)   |
| 14. <b>Synecdoche:</b> முழுமையான தகவல்களை, கருத்துக்களை விவரிப்பது.<br>Ex: The house is bare to the bone. (Poem 7)   |
| 15. <b>Transferred Epithet:</b> பெயர்ச்சொல்லின் பண்புகளை விவரிப்பது (ஒன்றிலிருந்து மற்றொன்றுக்கு இடம் பெயரும்).<br>Ex: Are fed by peaceful harvests, by war's long winter starv'd (Poem 6)   |
| 16. <b>Couplet:</b> அடுத்தடுத்த வரிகளின் கடைசி வார்த்தைகள் ஒரே மாதிரியான உச்சரிப்பைக் கொண்டிருக்கும். இரண்டு வரிகளும் இணைந்து ஒரு நீதிக்கருத்தை உணர்த்தும்.<br>Ex: With forward face and unreluctant <u>soul</u><br>Not hurrying to, not turning from the <u>goal</u> . (Poem 1)   |
| 17. <b>Connotation:</b> மறைமுகமாக விரிவான கருத்தை உணர்த்துவது.<br>Ex: Though our smoke may hide the Heavens from your eyes (Poem 5)  |
| 18. <b>Anaphora:</b> (சொற்பொருள் பின் வருநிலையணி) அடுத்தடுத்த வரிகளில் ஒரே வார்த்தை மீண்டும், மீண்டும் பலமுறை வருவது.<br>Ex: Remember, no men are are foreign, and no countries strange<br>Remember, no men are strange, no countries foreign (Poem 6)   |

**FIGURES OF SPEECH – CONSOLIDATION-Q.NO:35**

| P                              | POEM LINE  | REASON   |
|--------------------------------|--|--|
| <b>ASSONANCE (1)</b>           |  |  |
| 5                              | Some water, coal, and oil is <b>all</b> we <b>ask</b> ,  | Same vowel sound- single line                                    |
| <b>IMAGERY (1)</b>             |  |  |
| 5                              | We can <b>see</b> and <b>hear</b> and <b>count</b> and <b>read</b> and <b>write</b> !  | Words create a picture   |
| <b>CONNOTATION (1)</b>         |  |  |
| 5                              | Though our <b>smoke may hide the Heavens</b> from your...  | Machines smoke hides Heavens                                     |
| <b>TRANSFERRED EPITHET (1)</b> |  |  |
| 6                              | Are fed by ..... by war's long <b>winter starv'd</b>   | starv'd transferred beside 'winter'                              |
| <b>ONOMATOPOEIA (1)</b>        |  |  |
| 7                              | Lights <b>flicker</b> on and off.  | Word – sound of the light  |
| <b>SYNECDOCHE (1)</b>          |  |  |
| 7                              | But at the same time it is <b>bare to the bone</b> .   | bare to the bone-ruined house                                    |
| <b>HYPERBOLE (2)</b>           |  |  |
| 5                              | We will <b>serve you four and twenty hours a day</b>   | 24 hours work-exaggeration                                       |
| 7                              | And inside you can tell it has a <b>ton of space</b>   | Unlimited space  |
| <b>RHETORICAL QUESTION (2)</b> |  |  |
| 7                              | <b>How</b> could this be?<br><b>What</b> happened inside that house?   | Questioning without expecting answer                             |
| <b>EPITHET (3)</b>             |  |  |
| 2                              | They live, it is said, on <b>Complaining Street</b><br>The <b>Grumble</b> Family   | Complaining<br>Grumble   |
| 4                              | On the <b>snow-covered ground</b> ;  | ground-snow covered  |
| <b>ANAPHORA (3)</b>            |  |  |
| 1                              | <b>Not</b> hurrying to, nor turning from the goal<br><b>Not</b> mourning for the things that disappear   | <b>Repetition of phrases or verses</b>                           |
| 4                              | <b>Not</b> a crumb to be found<br><b>Not</b> a flower could he see,<br><b>Not</b> a leaf on a tree   |  |
| 5                              | <b>We were</b> taken from the ore-bed and the mine<br><b>We were</b> melted in the furnace and the pit   |  |
| <b>SIMILE (3)</b>              |  |  |
| 6                              | Beneath all uniforms, a single body breathes <b>like</b> ours:<br>Is earth <b>like</b> this, in which we all shall lie.<br>Remember they have eyes <b>like</b> ours that wake. | <b>like</b> - comparison word                                    |
| <b>REPETITION (4)</b>          |  |  |
| 2                              | <b>They growl</b> at that and <b>they growl</b> at this<br><b>They growl</b> at the rain and <b>they growl</b> at the sun;   | <b>Repetition of words</b>                                       |
| 3                              | She's <b>today's woman</b> . <b>Today's woman</b> , dear   |  |
| 4                              | <b>For all nature looked gay.</b> "  |  |
| 6                              | <b>Remember.....</b><br><b>Remember.....</b>   |  |
| <b>CONTRAST (8)</b>            |  |  |
| 1                              | To <b>Youth and Age</b> , and travels on with cheer.<br>So let the way wind <b>up</b> the hill or <b>down</b><br>O'er <b>rough or smooth</b> , the journey will be joy         | Youth    x    Age<br>up        x    down<br>rough    x    smooth |

DOLPHIN-10<sup>TH</sup> ENG

## POEM

## ELITE ENGLISH

|                             |   |  |
|-----------------------------|---|--|
| 2                           | The weather is always too <b>hot or cold</b> ;<br><b>Summer and winter</b> alike they scold.<br>And whether their station be <b>high or humble</b> .  | hot x cold<br>Summer x winter<br>high x humble   |
| 6                           | Remember they have eyes like ours that <b>wake</b><br>Or <b>sleep</b> , and strength that can we won  | wake x sleep   |
| 7                           | Lights flicker <b>on</b> and <b>off</b> .   | on x off   |
| <b>METAPHOR (14)</b>        |   |  |
| 1                           | In the <b>dim past</b> , nor holding back in fear<br>And hope the <b>road's last turn</b> will be the best<br>New friendship, high adventure, and a <b>crown</b>  | dim-past life<br>road's last turn – life's last turn<br>a crown - fame   |
| 2                           | And before he dreams of the <b>terrible jumble</b>  | terrible jumble- act of grumbling  |
| 3                           | A symbol of <b>power and strength</b><br>The <b>summer of life</b> she's ready to see in spring<br><b>Persistence</b> is the <b>key</b> to everything<br><b>She's a lioness</b> ; don't mess with her   | woman-power<br>life-summer<br>persistence-key<br>she-lioness   |
| 4                           | Some <b>crickets</b> have <b>four legs</b> , and some have <b>two</b> .   | cricket-men  |
| 6                           | Are fed by ....., by <b>war's long winter starv'd</b><br><b>Their hands</b> are <b>ours</b> , and in their lines we read<br>Our <b>hells of fire</b> and dust outrage the innocence   | war-long winter<br>their hands-ours<br>hells of fire   |
| 7                           | But at the same time it is a <b>bare to the bone</b><br>It is a very <b>mysterious place</b>  | house- bare bone<br>house- mysterious place  |
| <b>PERSONIFICATION (25)</b> |   |  |
| 1                           | From what the <b>future veils</b> ; but with a whole<br>And happy <b>heart, that pays</b> its toll  | future<br>heart pays   |
| 2                           | They live, it is said, on <b>Complaining Street</b><br>In the city of <b>Never-Are-Satisfied</b> ,<br>The <b>River of Discontent</b> beside.  | Complaining<br>Satisfied<br>Discontent   |
| 4                           | A <b>silly young cricket</b> , accustomed to sing<br>Away he set off to a <b>miserly ant</b> ,<br>He wished only to <b>borrow</b><br>He'd <b>repay</b> it tomorrow<br>Says the ant to the cricket, 'I'm your <b>servant and friend</b> .<br>But we ants never <b>borrow</b> , we ants never <b>lend</b><br>But tell me, dear cricket, Did you <b>lay anything</b> by<br>That I <b>sang</b> day and night<br>Go then", says the ant, "ant <b>dance</b> the winter away". | silly behaviour<br>miserly<br>borrow<br>repay<br>servant and friend<br>borrow, lend<br>lay anything<br>sang<br>dance |
| 5                           | We are not built to comprehend a <b>lie</b><br>We can <b>pull</b> and <b>haul</b> and <b>push</b> and <b>lift</b> and <b>drive</b><br>We can <b>print</b> and <b>plough</b> and <b>weave</b> and <b>heat</b> and <b>light</b><br>We can <b>run</b> and <b>race</b> and <b>swim</b> and <b>fly</b> and <b>dive</b><br>We can neither <b>love</b> nor <b>pity</b> nor <b>forgive</b><br>We are nothing more than <b>children</b> of your brain                            | lie<br><br>works of machine<br><br>love, pity, forgive<br>Children   |
| 6                           | ...dust outrage the <b>innocence of air</b> that is...  | innocence  |
| 7                           | It <b>sat</b> alone<br>It <b>plays</b> with your mind<br>Beside the house <b>sits a tree</b><br>But at the same time it is a <b>bare to the bone</b>  | house-sat<br>plays-house<br>tree-sits<br>house-bone  |
| <b>ALLITERATION (51)</b>    |   |  |
| 1                           | Let me but live my life from year to year<br>With <b>forward face</b> and unreluctant soul<br>And <b>happy heart</b> , that pays its toll<br>Still seeking <b>what I sought</b> when but a boy  | Let-live-life, year-year<br>Forward-face<br>happy-heart<br>Still-seeking-sought, what-when                           |

DOLPHIN-10<sup>TH</sup> ENG

## POEM

## ELITE ENGLISH

|   |   |  |
|---|---|--|
| 2 | They live, it is said, on Complaining Street<br>And whether their station be high or humble<br>Summer and winter alike they scold<br>And if everything pleased them, there isn't a doubt<br>They'd growl that they'd nothing to grumble about<br>Can be brought to acknowledge his family name<br>Among them too long, he will learn their ways;<br>And never to growl, whatever we do,<br>And so it were wisest to keep our feet<br>Let us learn to walk with a smile and a song | said- Street<br>high-humble<br>Summer-scold<br>them-there<br>growl-grumble<br>Be-brought<br>them-too; long-learn; will-ways<br>whatever-we<br>Were-wisest<br>let-learn, walk-with, smile-song  |
| 3 | A symbol of power and strength<br>She puts her life at stake,<br>The summer of life she's ready to see in spring<br>Says she. Despite the sighs and groans and moans<br>She's strong in her faith, firm in her beliefs<br>Don't ever try to saw her pride, her self-respect   | symbol-strength<br>She-stake<br>summer-she's-see-spring<br>says-she-sighs<br>She's-strong; faith-firm<br>saw-self-respect  |
| 4 | A silly young cricket, accustomed to sing<br>Through the ...sunny months of gay summer and spring<br>His cupboard was empty, and winter was come<br>At last by starvation and famine made bold,<br>If not, he must die of starvation and sorrow.<br>Says the ant to the cricket, "I" am your servant and friend<br>But tell me, dear cricket, Did you lay anything by<br>When the weather was warm?"<br>"You sang, Sir, you say?<br>Folks call this a fable. I'll warrant it true | silly-sing<br>Through-the;sunny-summer-spring<br>cupboard-come; winter-was<br>by-bold<br>starvation-sorrow<br>Says-servant<br>dear-did<br>When-weather-was-warm<br>sang-Sir-say<br>Folks-fable |
| 5 | We were cast and wrought and hammered to design<br>We were cut and filed and tooled and gauged to fit<br>We will serve you four and twenty hours a day!<br>We can pull and haul and push and lift and drive<br>We can print and plough and weave and heat and light   | We-were-wrought<br>We-were, filed-fit<br>We-will<br>pull-push<br>print-plough  |
|   | We can run and race and swim and fly and dive<br>But remember, please, the Law by which we live,<br>We are neither love nor pity nor forgive<br>Though our smoke ma hide the Heavens from your eyes<br>It will vanish and the stars will shine again,   | run-race<br>Law-live<br>neither-nor<br>hide-Heavens<br>stars-shine   |
| 6 | Beneath all uniforms, a single body breathes<br>Is earth like this, in which we all shall lie.<br>Are fed by ..... harvests, by war's long winter starv'd.<br>Or sleep, and strength that can be won  | Beneath-body-breathes<br>like-lie<br>by-by, war's-winter<br>sleep-strength   |
| 7 | And inside you can tell it has a ton of space.<br>But at the same time it is bare to the bone.<br>The house seems to be a bit brighter<br>I drive past the house almost every day<br>Not in the winter, spring, summer or fall.<br>It just..never getting small or ever growing tall,<br>What happened inside that house?   | tell-ton<br>bare-bone<br>be-bit-brighter<br>drive-day<br>spring-summer<br>getting-growing<br>happened-house  |

## POEMS:

1. Life\*

3. I am Every Woman\*

5. The Secret of the Machines \*

7. The House on Elm Street

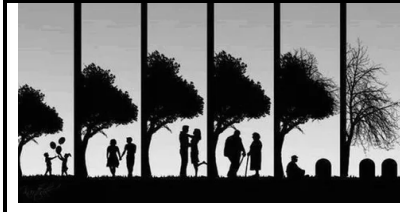
2. The Grumble Family

4. The Ant and the Cricket

6. No Men Are Foreign\*

-Memory Poems

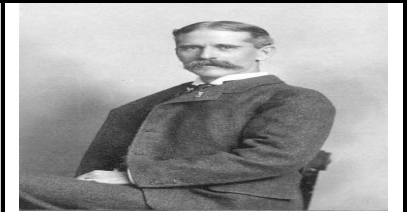




POEM-1  
**LIFE**

வாழ்வு

-Henry Van Dyke



சாராம்சம் :

நன்னம்பிக்கை தருகின்ற கவிதை இது. மனிதன் தளர விடக்கூடாத ஒன்று அவனது இயல்புக்கம். " சொல்லவல்லன் சோர்விலன் அஞ்சான்' என்பார் அயன் திருவள்ளுவர். இதைத்தான் கவிஞர் ஹென்றி வேன் டைக் அவர்களும் வலியுறுத்துகிறார். நேர்மறைக்கருத்துக்களை நன்னெறியாகப்புகட்டுவது என்பது ஒரு மனிதனின் வெற்றிக்கு வழிவகுக்கிறது என்று நவீன உளவியல் கண்டுபிடிப்புகள் சொல்கின்றன. " வாழ்வு" என்ற இந்தக்கவிதையும் அத்தகையதே.

**Q.NO: 19-22 APPRECIATION QUESTIONS 3 X 2= 6 MARKS**

A. Read the following lines from the poem and answer the questions that follow. (PAGE-18)

1. *Let me but live my life from year to year,  
With forward face and unreluctant soul;*

a. Whom does the word 'me' refer to?

(HY-19, PTA-2,4,5, MAY, AUG-22)

The word 'me' refers to the poet.

b. What kind of life does the poet want to lead? (HY-19, PTA-2,4, MAY, AUG-22,) / How does he want to live his life? (PTA-5)

The poet wants to lead/ live a **courageous life** with optimism.

2. *Not hurrying to, nor turning from the goal;  
Not mourning for the things that disappear*  
(SEP-21, AUG-22)

a. Why do you think the poet is not in a hurry?

The poet has a **clear sense of purpose** and was not in a hurry.

b. What should one not mourn for?

One should not mourn for the things he had lost in the past.

3. *In the dim past, nor holding back in fear  
From what the future veils; but with a whole  
And happy heart, that pays its toll  
To Youth and Age, and travels on with cheer.*

a. What does the poet mean by the phrase 'in the dim past'? (PTA-6)

The poet means the **bad things** of the past.

b. Is the poet afraid of future? (PTA-6)

No, the poet is **not afraid** of future.

c. How can one travel on with cheer?

By **embracing the present with happiness** one can travel on with cheer.

4. *So let the way wind up the hill or down,  
O'er rough or smooth, the journey will be joy:  
Still seeking what I sought when but a boy,  
New friendship, high adventure, and a crown,*

a. How is the way of life? (JUNE-23, MAR-24)

The way of life will **not be smooth** always.

b. How should be the journey of life?

(JUNE-23, MAR-24)

The journey of life should be **joyful**.

c. What did the poet seek as a boy?

The poet sought **new friendship, adventure and prize** as a boy.

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

(SEP-20, APR-23)

a. What kind of quest does the poet seek here?

The poet seeks **courage to acquire** his desires.

b. What is the poet's hope?

The poet hopes that **result of his life's journey will always be the best**.

6. *In the dim past, nor holding back in fear  
From what the future veils; but with a whole  
And happy heart, that pays its toll  
To Youth and Age, and travels on with cheer.*

a. Identify the rhyming words of the given lines.

fear- cheer, whole-toll

7. *Let me but live my life from year to year,  
With forward face and unreluctant soul;  
Not hurrying to, nor turning from the goal;  
Not mourning for the things that disappear*

a. Identify the rhyme scheme of the given lines.-- abba

### REFERS AND MEANS

| REFERS        |                          |
|---------------|--------------------------|
| I, my, me     | The poet                 |
| That (Line-7) | The poet's happy heart   |
| Toll          | Duty                     |
| Crown         | A prize or good position |
| I (Line-11)   | The poet as a boy        |

| MEANS       |                         |
|-------------|-------------------------|
| goal        | ambition                |
| mourning    | lamenting               |
| veils       | to hide or cover        |
| toll        | tax or fee              |
| crown       | summit                  |
| quest       | search                  |
| unreluctant | willing to do something |

Q.NO: 33-34

PARAGRAPH

2 X 5= 10 MARKS

B. Answer the following questions in about 80 – 100 words (PAGE-19)

1. Describe the journey of life as depicted in the poem by Henry Van Dyke. (MAY-22, JUNE-23)
2. Describe how the journey of life should be according to the poet. (AUG-22)
3. What are positive aspects mentioned in the poem 'Life'? (APR-23)

### PARAGRAPH FOR GIFTED STUDENTS

Poem : LIFE

Poet : Henry Van Dyke

Theme: There is something good in every day

#### Introduction:

Life becomes more beautiful when you start counting your blessings. Henry Van Dyke in his poem 'Life' strikes a positive note in the readers with his energy packed verses. This inspirational poem tries to retune our thinking and shape our life for a better future.

#### A Joyous Journey:

'The journey will be joy' says the poet when we don't let yesterday to take up too much of today. The rugged day may become smooth with positive thinking.

#### A Clear Vision:

#### **Wishing is not enough, we must do**

The poet starts with a clear vision of playing the game of life with time. The 'forward face' and 'unreluctant soul' defend us, as we march ahead towards our goal. Past cannot be changed and the future cannot be stopped. So never repent for the dead past and fear the unknown future.

#### A Happy Heart :

A very happy heart moves ahead with cheer irrespective of its age. When the mind gets fortified with such high thinking, it seldom cares about the impediments in its journey. We keep moving ahead seeking 'New friendship, high adventure and a crown' even when the trail moves up the hill or down. The poet ardently wishes to sustain the spirit of exploration and expedition that governed his mind to prevail even when he ages.

#### Conclusion :

The poem infuses enormous faith and courage with its words of encouragement in our quest of life. The sonnet has been accurately designed to interweave the energy of optimistic thoughts and hopes for the best in future.

**Moral: Hope the road's last turn will be the best**

### PARAGRAPH FOR AVERAGE STUDENTS

**Poem : LIFE**

**Poet : Henry Van Dyke**

**Theme:** There is something good in every day

Life is an **experience**. It should be **lived without hurry**. A **clear sense of purpose** drives the mind and soul. We should **not worry about the past** and **fear about the future**. We should **embrace the present** with happiness. The **way of life** will **not be smooth** always. There will be **ups and downs**. We should **face all** with a **smile** in our face. Our imagination should have the **innocence of childhood**. It seeks new **friendships, adventures and experiences**. It will **enrich us**. We should have **faith in our hearts**. Our life sustains with **eternal hope**. It will be the best for an **optimistic traveller** in the journey of life.

**Moral : Hope for the best**

### PARAGRAPH FOR LATE BLOOMERS

- Life is an **experience**.
- **Don't worry** about the **past and future**.
- **Live in the present**.
- Live with **courage**.
- Lead life **with a smile**.
- Have **faith** in life.
- **It will be the best**.

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

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

**Q.NO:**  
**35**

**LITERARY**  
**DEVICES**

**1 X 5 = 5**  
**MARKS**

1. *In the dim past, nor holding back in fear  
From what the future veils; but with a whole  
And happy heart, that pays its toll (PTA-4)  
To Youth and Age, and travels on with cheer.*
- (i) Pick out the rhyming words from the above lines. -->**fear – cheer, whole-toll**

(ii) Identify the rhyme scheme of the poem. – **abba**

(iii) Identify the figure of speech employed in the first line of the given stanza- **Metaphor**

(iv) Pick out the alliterating words:  
**what-with-whole, that-toll**

2. *Let me but live my life from year to year,  
With forward face and unreluctant soul;  
Not hurrying to, nor turning from the goal;  
Not mourning for the things that disappear*

(i) Identify the rhyme scheme of the given lines.  
– **abba** (AUG-22)

(ii) Identify the rhyming words of the given lines. --> **year-disappear, soul-goal**

3. *So let the way wind up the hill or down,(PTA-5)  
O'er rough or smooth, the journey will be joy:  
Still seeking what I sought when but a boy,  
New friendship, high adventure, and a crown,*

(i) Pick out the rhyming words from the above lines. -->**down–crown, joy-boy**

(ii) Write the rhyme scheme of the poem. – **abba**

## அரசுப் பொதுத்தேர்வில் Supplementary பகுதியிலிருந்து.....

**Q. No (37-38) Answer any ONE of the following.**

**1 x 5 = 5 Marks**

துணைப்பாடம் (Supplementary) பகுதியிலிருந்து 2 வினாக்கள் கேட்கப்படும். அவைகளுள் எவையேனும் 1 வினாவுக்கு விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் உள்ள Supplementary பகுதி வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

**Q. No (37)**

துணைப்பாடப் பகுதியிலுள்ள 7 கதைகளில் (Supplementary) ஏதேனும் ஒரு கதையிலிருந்து 5 வாக்கியங்கள் வரிசை மாறி மாறி தரப்பட்டிருக்கும். அவைகளை கதையில் உள்ளவாறு வரிசைப்படுத்தி எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் Supplementary பகுதியில் உள்ள **Rearrange the sentences** வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

**Q. No (38)**

துணைப்பாடப் பகுதியிலுள்ள 7 கதைகளில் (Supplementary) ஏதேனும் ஒரு கதையிலிருந்து 1 பத்தியும், அதனைத் தொடர்ந்து 5 வினாக்களும் தரப்பட்டிருக்கும். பத்தியை நன்கு படித்து அவ்வினாக்களுக்கு விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் Supplementary பகுதியில் உள்ள **Passage Comprehension** வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

**Q. No (46) Write a paragraph by developing the following hints.**

**1 x 8 = 8 Marks**

துணைப்பாடப் பகுதியிலுள்ள 7 கதைகளில் (Supplementary) ஏதேனும் இரண்டு கதைகளிலிருந்து குறிப்புகள் தரப்பட்டிருக்கும். அவைகளை நன்கு படித்து அவைகளுள் ஏதேனும் ஒரு குறிப்புகளை விரிவாக்கி 150 வார்த்தைகளுக்கு குறையாமல் எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் Supplementary பகுதியில் உள்ள **Paragraph** வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

**TOTAL = 13 MARKS**



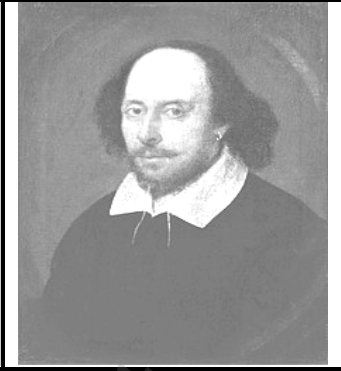
## Supplementary-1 THE TEMPEST

An Extract from Charles Lamb's  
Tales From Shakespeare

### கடற்புயல்

-- சார்லஸ் லாம்ப் மற்றும் மேரி லாம்ப் எழுதிய  
ஷேக்ஸ்பியரின் கதைகளிலிருந்து எடுக்கப்பட்டது

- William Shakespeare



இந்தக் கதையானது சார்லஸ் லேம்ப் எழுதிய ஷேக்ஸ்பியரின் கதைகள் என்ற நூலிலிருந்து எடுக்கப்பட்டது. பிராஸ்பரோவும், அவரது மகள் மிராண்டாவும் ஒரு தீவில் சுமார் 12 ஆண்டுகளாக வாழ்ந்து வந்தனர். பிராஸ்பரோ தனது மந்திர சக்தியால் சிகோரக்ஸிடமிருந்து நல்ல ஆவிகளை விடுதலை செய்கிறார். அதற்கு கைமாறாக அந்த ஆவிகள் அவருக்குக்காக பணியாற்றுகின்றன. அவர்களின் தலைமை ஏரியல். பிராஸ்பரோ ஒரு கப்பலில் தனது ஆட்சியைப் பிடுங்கி தன்னை நாடுகடத்திய தனது சகோதரனையும், அவனுக்கு உதவிய நேப்பிள்ஸ் நாட்டு மன்னன் அலோன்ஸோவும் பயணம் செய்வதைக் காண்கிறார். அவர் ஏரியலின் துணைகொண்டு ஒரு கடல் சூறாவளியை உண்டாக்கி அக்கப்பலில் பயணம் செய்த அனைவரையும் தான் வசிக்கும் தீவின் பல்வேறு பகுதிகளுக்கு கொண்டு வருகிறார். பிராஸ்பரோ நேப்பிள்ஸ் நாட்டு இளவரசனான பெர்டினான்டை தன் இடத்துக்கு அழைத்து வருமாறு ஏரியலைப் பணிக்கிறார். மிராண்டாவும், பெர்டினான்டும் முதல் பார்வையிலேயே காதல் கொள்கின்றனர். பிராஸ்பரோ உடனடியாக அதனை ஏற்காமல் பெர்டினான்டை சோதித்தப் பின்னர் அவர்கள் திருமணத்தை நிச்சயிக்கிறார். ஏரியல் பிராஸ்பரோவின் சகோதரரான ஆண்டோனியோவையும், நேப்பிள்ஸ் மன்னனான அலோன்ஸோவையும் தாங்கள் செய்த தவறுக்காக பிராஸ்பரோவிடம் மன்னிப்புக் கேட்க வைக்கிறது. பிராஸ்பரோ அனைவரையும் மன்னிக்கிறார். பிராஸ்பரோ தனது சிற்றரசான மிலானுக்கு திரும்புகிறார். ஏரியல் உட்பட அனைத்து ஆவிகளும் விடுவிக்கப்படுகின்றன.

### Q.NO: 37 REARRANGE THE SENTENCES 1 X 5 = 5 MARKS

#### E. Rearrange the following sentences in coherent order: (TB)

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

#### ANSWERS:

1. Prospero and Miranda came to an island and lived in a cave.
2. Using his powers, Prospero released the good spirits from large bodies of trees.

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

#### Exercise-1:

(PTA-3)

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

#### Answers:

- i) Prospero, the Duke of Milan reaches the island with his daughter Miranda.

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

**Exercise-2: (PTA-4)**

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

**Answers:**

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

**Exercise – 3: (Mdl-19, MAY-22)**

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

**Answers:**

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

**Exercise-4: (SEP-20)**

- i) The King of Naples and Antonio repented the injustice they had done to Prospero.

- ii) Before Prospero left the island, he dismissed Ariel from his service.  
 iii) He showed him his son Ferdinand playing chess with Miranda.  
 iv) Our food lasted till we landed on this desert island.  
 v) I will make you rich amends, by giving you my daughter.

**Answers:**

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

**Exercise-5: (SEP-21)**

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

**Answers:**

- ii) *Prospero and his daughter Miranda lived in a cave.*  
 iv) *These gentle spirits were ever after obedient to the will of Prospero.*  
 i) *With the help of the spirits Prospero could command the winds, and the waves of the sea.*  
 v) *Ariel gave a lively description of the storm, and of the terrors of the mariners.*  
 iii) *Ariel then went to fetch Ferdinand.*

**Exercise-6: (AUG-22)**

- i) Prospero and his daughter Miranda came to the Island.  
 ii) Prospero had released many good spirit.  
 iii) There was an island in the sea.  
 iv) Ariel was the chief of all spirits.  
 v) They lived in a cave made out of a rock.  
 i) *They was an island in the sea.*  
 ii) *Prospero and his daughter Miranda came to the Island.*  
 iii) *They lived in a cave made out of a rock.*  
 iv) *Prospero had released many good spirits.*  
 v) *Ariel was the chief of all spirits.*

**Q.NO:38**      **PASSAGE**      **1 X 5 = 5**  
**COMPREHENSION**      **MARKS**

Read the passage and answer the questions:

**Exercise-1:** (HY-19)

There was an island in the sea, the only inhabitants of which were an old man, named Prospero, and his daughter Miranda, a very beautiful young lady. She came to this island so young, that she had no memory of having seen any other human face than her father's. They lived in a cave made out of a rock; it was divided into several apartments, one of which Prospero called his study; there he kept his books, which chiefly treated of magic. By virtue of his art, he had released many good spirits from a witch called Sycorax who had them imprisoned in the bodies of large trees. These gentle spirits were ever after obedient to the will of Prospero.

**Questions:**

- Who were the only inhabitants of the island?
- Where did they live?
- What is the name of the witch?
- How had Prospero helped the gentle spirits?
- What had the witch done to the spirits?

**Answers:**

- Prospero and Miranda were the only inhabitants of the island.*
- They lived in a cave.*
- Sycorax is the name of the witch.*
- Prospero had released many good spirits from a witch called Sycorax.*
- The witch had imprisoned the spirits in the bodies of large trees.*

**Exercise-2:**

Ariel took rather too much pleasure in tormenting an ugly monster called Caliban, because he was the son of his old enemy Sycorax. Caliban was employed like a slave, to fetch wood, and do the most laborious offices; and Ariel had the charge of compelling him to these services. With the help of these spirits, Prospero could command the winds, and the waves of the sea. By his orders they raised a violent storm, in the midst of which, he showed his daughter a fine large ship, which he told her was full of living beings like themselves. "Oh my dear father," said she, "if by your art you have raised this dreadful storm, have pity on their sad distress. See! the vessel will be dashed to pieces. Poor souls! they will all perish."

**Questions:**

- Who is an ugly monster?
- Who is tormenting the ugly monster?
- Why is Ariel tormenting Caliban?
- What did Prospero do?
- How was Caliban employed?

**Answers:**

- Caliban is an ugly monster.*
- Ariel is tormenting the ugly monster.*
- Ariel is tormenting Caliban because he was the son of his old enemy Sycorax.*
- With the help of spirits, Prospero could command the winds and the waves of the sea.*
- Caliban was employed like a slave.*

**Exercise-3:** (AUG-22)

"Twelve years ago, Miranda," continued Prospero, "I was Duke of Milan, and you were a princess, and my only heir. I had a younger brother, whose name was Antonio, to whom I trusted everything; My brother Antonio being thus in possession of my power, began to think himself the duke indeed. The opportunity I gave him of making himself popular among my subjects awakened in his bad nature a proud ambition to deprive me of my dukedom: this he soon effected with the aid of the King of Naples, a powerful prince, who was my enemy."

**Questions:**

- Who was the Duke of Milan?
- Who was the princess of Milan?
- What is the name of Prospero's brother?
- Who helped Antonio?
- Whom did Prospero trust?

**Answers:**

- Prospero was the Duke of Milan.*
- Miranda was the princess of Milan.*
- Antonio was the name of Prospero's brother.*
- The King of Naples Alonso helped Antonio.*
- Prospero trusted his brother Antonio.*

**Question:** (AUG-22)

- Who was Prospero?
- What was his daughter's name?
- Who was his younger brother?
- What is meant by 'deprive'?
- Who was the enemy of Prospero?

**Answers:**

- Prospero was the Duke of Milan.*
- His daughter's name was Miranda.*
- Antonio was his younger brother.*
- The word 'deprive' means 'to take away something'.*
- The King of Naples was the enemy of Prospero.*

**Exercise-4:**

When Prospero left them, he called his spirit Ariel, who quickly appeared before him, eager to relate what he had done with Prospero's brother and the King of Naples. Ariel said he had left them almost out of their senses with fear, at the strange things he

had caused them to see and hear. When fatigued with wandering about, and famished for want of food, he had suddenly set before them a delicious banquet, and then, just as they were going to eat, he appeared visible before them in the shape of a harpy, a voracious monster with wings, and the feast vanished away. Then, to their utter amazement, this seeming harpy spoke to them, reminding them of their cruelty in driving Prospero from his dukedom, and leaving him and his infant daughter to perish in the sea; saying, that for this cause these terrors were suffered to afflict them

**Questions:**

- i) Who left whom?
- ii) Whom did Prospero call?
- iii) What did Ariel do?
- iv) What did they do to Prospero?
- v) Did Prospero have a son?

**Answers:**

- i) *Prospero left his brother and the King of Naples.*
- ii) *Prospero called his spirit Ariel.*
- iii) *Ariel made them suffer for food.*
- iv) *They drove Prospero from his dukedom.*
- v) *No. Prospero had only a daughter.*

**Exercise-5:****(JUNE-23)**

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

**Questions:**

- a) Where did they live?
- b) Who had left the books?
- c) What is the name of the witch?
- d) Who was Ariel?
- e) Where were the good spirits imprisoned?

**Answers:**

- a) They lived in a cave.
- b) Prospero had left the books.
- c) Sycorax is the name of the witch.
- d) Ariel was the chief of spirits.
- e) The good spirits were imprisoned in the bodies of large trees.

**Q.NO: 46 DEVELOPING HINTS INTO A PARAGRAPH 1 X 8 = 8 MARKS**

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

1. Prospero lived - daughter Miranda - island cave - help of Ariel - raised storm - Antonio king of Naples - Ferdinand - ship wrecked - Prospero commands Ariel - bring Ferdinand - to cave - Miranda - sees first time - human being- Ferdinand surprised to see - Miranda - Prospero engages - Ferdinand - hard tasks - Miranda - pleads with father - Prospero chides Miranda - Ariel brings King of Naples - Antonio - to Prospero - they realise - mistake - repent - restores the dukedom to Prospero - Prospero agrees - marriage of Miranda and Ferdinand **(PTA-1, 6, SEP-21, MAY-22, AUG-22)**  
Prospero and Miranda - island cave - help of Ariel - raise storm - the shipwreck - the command of Prospero - Ferdinand separated - brought to cave - Miranda meets Ferdinand - both surprised - Prospero tries Ferdinand with hard tasks - Ariel brings Alonso and Antonio to Prospero - both repent - dukedom restored to Prospero - marriage of Miranda and Ferdinand. **(MAR-24)**

**PARAGRAPH FOR GIFTED STUDENTS**

**Story** : THE TEMPEST  
**Author** : Charles Lamb  
**Theme** : Happiness lies in nobler forgiveness; not in cruel vengeance  
**Characters** : Prospero, Miranda, Ferdinand, Alonso, Ariel, Antonio

**Introduction:** "Forgiveness is the best form of revenge to make your enemies repent"

Shakespeare's 'The Tempest' is a play about the empathy shown by the Duke Prospero towards his betrayers. The play has the right combination of adventure, forgiveness, romance, betrayal, magic and love to captivate the minds of the audience.

**Prospero Faced Betrayal:**

Prospero, the Duke of Milan and his beautiful daughter Miranda became the victims of betrayal. They were forced to live in exile in an island with no human being around. His brother Antonio had usurped dukedom from him and exiled him from the kingdom.



**Prospero in exile :**

With his mystic magic powers, Prospero had kept the elements of nature under control and released several spirits from the control of a witch Sycorax. Ariel helped Prospero in his daily chores with Caliban as his slave. Prospero waited patiently to avenge for his betrayal.

**Turn of Events:**

When the day had arrived, he created storm and caused the ship in which his brother Antonio and the King of Naples travelled to wreck. He had brought them to the island and scared them to the core. Miranda had met Ferdinand, the king's son, and fell in love with him. Prospero accepted Ferdinand after testing him with several severe tasks.

**Dukedom Restored:**

Later the King of Naples and Antonio repented for the injustice had done to Prospero. Prospero, a kind hearted soul, forgave his betrayers. He was restored to dukedom by his followers.

**Forgiveness Overpowers Vengeance:**

Prospero, the central character of the play, had great magical powers. He could very easily destroy his treacherous brother. But he had chosen to forgive the betrayal and revealed his kind heartedness. He also excelled as a father. He showed immense care and affection towards Miranda. When he had given severe tasks to Ferdinand, his fatherly protective care was revealed. It could be finalised that Prospero was forgiving rather than vengeful.

**Conclusion :**

The play is an evidence of Shakespeare's prowess on dramatising a plot of such unbelievable events and actions. The conflict between Prospero and Antonio began with betrayal but ends with forgiveness. Life's surprise packages of sorrow and misery can be tackled with nobler forgiveness and not by cruel vengeance.

**Moral : Forgiveness is the best form of revenge**

**PARAGRAPH FOR AVERAGE STUDENTS**

**Story : THE TEMPEST**  
**Author : Charles Lamb**  
**Theme : Sweet are the fruits of forgiveness**  
**Characters : Prospero, Miranda, Ferdinand, Alonso, Ariel, Antonio**

The Tempest is a **play about magic, betrayal, love and forgiveness**. It was **set on an island**. Prospero, once the **Duke of Milan** and his daughter **Miranda** lived there. They were **served by the spirit called Ariel** and a **wildman Caliban**. Prospero was a powerful **magician**. He planned to **murder Alonso, the King of Naples and his brother Antonio**. He created a **storm**. But used his **magic to rescue** them unharmed. **Alonso** believed that his **son Ferdinand was dead**. He had landed on **another part of the island**. He **encountered Miranda**. They fell in **love at first sight**. He was the **first man, apart from her father and Caliban** that she had ever seen. Prospero **put Ferdinand to work manually**. He **controlled all his movements** with magic. **Ariel** **nestered Prospero** for his freedom. Finally, **Miranda was married to Ferdinand**. Prospero **forgave everyone**. In the end all set sailed for home.

**Moral : Forgive and forget**

**PARAGRAPH FOR LATE BLOOMERS**

- Prospero and Miranda **lived in an island**.
- He created a storm and made the **enemy ship wreck**.
- **Ariel**, his servant carried out the **orders of Prospero**.
- The crew members landed in **different parts of the island**.
- They were **made to suffer** in the island.
- **Miranda met Ferdinand** and fell in love.
- **Antonio repented** for his **misdeeds**.
- Prospero **forgave everyone**.

**QUESTION PATTERN WISE CONTENT****PART – I (1 MARK QUESTIONS) – 14 MARKS**

| Q.N   | TOPIC                    | TB-PG                  | No. of Qtn | Marks |
|-------|--------------------------|------------------------|------------|-------|
| 1 - 3 | Synonyms                 | 5,34,65,99,130,166,194 | 3          | 3     |
| 4 - 6 | Antonyms                 | 5,34,65,99,130,166,194 | 3          | 3     |
| 7     | Plural Forms             | 35, 176                | 1          | 1     |
| 8     | Prefix -Suffix           | 101                    | 1          | 1     |
| 9     | Abbreviations - Acronyms | 131                    | 1          | 1     |
| 10    | Phrasal Verbs / Idioms   | 66, 167                | 1          | 1     |
| 11    | Compound words           | 99                     | 1          | 1     |
| 12    | Preposition              | -                      | 1          | 1     |
| 13    | Tense                    | 75 - 83                | 1          | 1     |
| 14    | Connectors / Linkers     | 43, 104                | 1          | 1     |

**PART – II (2 MARK QUESTIONS) – 20 MARKS**

| Section – I (3 out of 4)   |                          |                    |   |   |
|----------------------------|--------------------------|--------------------|---|---|
| 15 -18                     | Prose Short Answers      | Refer in All Prose | 3 | 6 |
| Section – II (3 out of 4)  |                          |                    |   |   |
| 19 - 22                    | Poem Comprehension       | Refer in All Poem  | 3 | 6 |
| Section – III (3 out of 5) |                          |                    |   |   |
| 23                         | Active – Passive Voice   | 14 - 16            | 3 | 6 |
| 24                         | Direct – Indirect Speech | 145 - 147          |   |   |
| 25                         | Punctuation              | -                  |   |   |
| 26                         | Sim., Cmpx. and Compound | 200 - 201          |   |   |
| 27                         | Rearrange the words      | 105                |   |   |
| Section – IV               |                          |                    |   |   |
| 28                         | Road Map                 | 169                | 1 | 2 |

**PART – III (5 MARK QUESTIONS) – 50 MARKS**

| Section – I (2 out of 4)  |                       |                    |   |    |
|---------------------------|-----------------------|--------------------|---|----|
| 29 -32                    | Prose Paragraph       | Refer in All Prose | 2 | 10 |
| Section – II (2 out of 4) |                       |                    |   |    |
| 33 - 34                   | Poem Paragraph        | Refer in All Poem  | 2 | 10 |
| 35                        | Literary Appreciation |                    |   |    |
| 36                        | Paraphrase the Stanza |                    |   |    |

| Section – III (1 out of 2) |                         |                            |   |    |
|----------------------------|-------------------------|----------------------------|---|----|
| 37                         | Rearrange the sentences | Refer in All Supplementary | 1 | 5  |
| 38                         | Passage Comprehension   |                            |   |    |
| Section – IV (4 out of 6)  |                         |                            |   |    |
| 39                         | Advertisement           | 9                          | 4 | 20 |
| 40                         | Letter writing          | 72, 172, 199               |   |    |
| 41                         | Notice writing          | 112                        |   |    |
| 42                         | Views on the Picture    | 69                         |   |    |
| 43                         | Make Notes (or) Summary | -                          |   |    |
| 44                         | Error Correction        | 178                        |   |    |
| Section – V                |                         |                            |   |    |
| 45                         | Memory Poem             | Refer in Poem Section      | 1 | 5  |

**PART – IV (8 MARK QUESTIONS) – 16 MARKS**

|    |                             |                               |   |   |
|----|-----------------------------|-------------------------------|---|---|
| 46 | Developing Hints (Sup. Rr)  | -                             | 1 | 8 |
| 47 | Comprehension(Passage/Poem) | 8,37,111,197<br>/20,49,87,119 | 1 | 8 |

**PART – I (1 MARK QUESTIONS) – 14 MARKS**

| Q.N   | TOPIC                    | TB-PG                  | No. of Qtn | Marks |
|-------|--------------------------|------------------------|------------|-------|
| 1 - 3 | Synonyms                 | 5,34,65,99,130,166,194 | 3          | 3     |
| 4 - 6 | Antonyms                 | 5,34,65,99,130,166,194 | 3          | 3     |
| 7     | Singular - Plural        | 35, 176                | 1          | 1     |
| 8     | Prefix -Suffix           | 101                    | 1          | 1     |
| 9     | Abbreviations - Acronyms | 131                    | 1          | 1     |
| 10    | Phrasal Verbs / Idioms   | 66, 167                | 1          | 1     |
| 11    | Compound words           | 99                     | 1          | 1     |
| 12    | Preposition              | -                      | 1          | 1     |
| 13    | Tense                    | 75 - 83                | 1          | 1     |
| 14    | Connectors / Linkers     | 43, 104                | 1          | 1     |

(1-3) Choose the appropriate synonym for the italicised words.

3 x 1 = 3

கேட்கப்பட்டுள்ள வினாக்களில் சாய்ந்த எழுத்துக்களில் தடிமனாக (*Italicised-Bold*) தரப்பட்டுள்ள வார்த்தைக்கு இணையான அர்த்தமுள்ள வார்த்தையை அதற்கடுத்த வரியில் தரப்பட்டுள்ள 4 விடைகளில் இருந்து தெரிவு செய்து [a) / b) / c) / d] அதன் கொள்குறியுடன் எழுத வேண்டும். இப்பகுதி வினாக்களுக்கு விடையளிக்க பாடநூலின் ஒவ்வொரு பாடத்திற்குப் பிறகும் (5,34,65,99,130,166,194-ம் பக்கங்களில்) தரப்பட்டுள்ள **Glossary** பகுதியினை நன்கு படித்துக்கொள்ளவும். மேலும் நம் வழிகாட்டிகையேட்டில் உள்ள **Synonym** பகுதி வார்த்தைகளை நன்கு படித்துக்கொள்ளவும்.

### GOVERNMENT MODEL QUESTIONS:

Choose the appropriate synonym for the italicised words.

- The mother seagull *swooped* upwards. (Mdl-19)
  - leap
  - rush
  - move very quickly
  - ascend
- The *attic* has always been favourite with children.
  - loft
  - affluent (Mdl-19)
  - apartment
  - strong room
- It is a 55 foot sailing vessel built *indigenously* in India. (Mdl-19)
  - fully
  - collectively
  - innately
  - especially
  - domestically
  - spuriously (MAY-22)
  - globally
  - unsafely
- It was the *gaunt* face staring from the bed that brought chill to my heart. (PTA-1)
  - fat
  - round
  - lean
  - sad
- When school began there was a *bustle*. (PTA-1)
  - rush
  - change
  - noise
  - confusion
- They continue to *grapple* with the changes. (HY-19, PTA-1, AUG-22)
  - settle
  - fight
  - move
  - stop
- How *cranky* he was. (PTA-2)
  - normal
  - strange
  - abnormal
  - happy
- His parents circled around raising a proud *cackle*. (PTA-2, JUNE-23)
  - sharp noise
  - blunt noise
  - high pitch
  - shout
- Trying to *revive* old childhood memories may prove disappointing. (PTA-2)
  - review
  - revitalize
  - restore
  - rescue
- The spoiled child of *affluent* parents. (PTA-3, 5, JUNE-23)
  - influenced
  - wealthy
  - happy
  - poor
- Scraping his beak now and again to *whet* it. (PTA-3, HY-19, AUG-22)
  - clean
  - blunt
  - sharp
  - wet
- My *contention* was to make sure that we go by the rules. (PTA-3)
  - continuous effort
  - disturbed effort
  - unhappy effort
  - strenuous effort
- He was *delirious*. (PTA-4)
  - sick
  - disappointed
  - troubled
  - forced
- The whole family was laughing at his *cowardice*.
  - strength
  - bravery (PTA-4)
  - courage
  - lack of bravery
- My mother was asleep in one room upstairs, grandfather was in the *attic*. (PTA-4)
  - bedroom
  - a room
  - a space in the roof
  - kitchen
- World *renowned* physicist Stephen hawking is the best example of how... (PTA-5)
  - famous
  - special
  - popular
  - unique
- But something *choked* him. (PTA-5)
  - praised
  - blocked
  - answered
  - encouraged
- The great *expanse* of sea stretched down beneath.
  - large space
  - narrow space (PTA-6)
  - small space
  - deep area
- He said in hopeless tone of a *despondent* beagle
  - angry
  - affluent (PTA-6)
  - despairing
  - strong
- They were *apprehensive* and supportive too.
  - confident
  - inquisitive (PTA-6)
  - anxious
  - special

DOLPHIN-10<sup>TH</sup>

## CONTENT

## ELITE ENGLISH

**GOVERNMENT EXAM QUESTIONS:**

21. I saw a *frial* man. (HY-19, JUNE-23)  
 a) strong b) week  
 c) happy d) **weak**
22. Navika Sagar Parikrama was a project was taken in *consonance* with the National Policy. (SEP-20)  
 a) **agreement** b) constant  
 c) disagreement d) harmony
23. The little seagull even *gnawed* at the dried pieces of eggshell. (SEP-20)  
 a) **chewed** b) cackled  
 c) swallowed d) craved
24. The young bird kept calling her mother *plaintively*. (SEP-21, APR-23)  
 a) happily b) **sadly**  
 c) rigorously d) vainly
25. Aditya and the narrator reached a point where the road *bifurcated*. (SEP-21)  
 a) restrained b) combined  
 c) **divided** d) conditioned
26. The owner of the tea shop, now over sixty, a little *rustic* in appearance. (SEP-21, AUG-22)  
 a) old b) **typical countryside**

- c) traditional d) modern
27. The great expanse of sea stretched down *beneath*.  
 a) inferior b) above (MAY-22)  
 c) **below** d) higher
28. Mr. Sanyal stood up with eyes *dilated* and began to recite a poem by Tagore: (APR-23)  
 a) closed b) moved  
 c) **widened** d) shrunk
29. The doors and drawers were *yanked* open:  
 a) pushed b) **pulled** (APR-23)  
 c) fixed d) repulsed
30. We have to be active and need to *anticipate* what could be there ahead. (MAR-24)  
 a) **foresee** b) unexpected  
 c) careless d) sudden
31. They can control a computer screen with Eye *Gaze* (MAR-24)  
 a) control b) shape  
 c) colour d) **stare**
32. The lady *hysterical*. (MAR-24)  
 a) calm b) serious  
 c) **emotional** d) missing

Q. NO. 4 - 6

ANTONYMS

3 MARKS

(4-6) Choose the appropriate Antonym for the italicised words.

3 x 1 = 3

கேட்கப்பட்டுள்ள வினாக்களில் சாய்ந்த எழுத்துக்களில் தடிமனாக (*Italicised-Bold*) தரப்பட்டுள்ள வார்த்தைக்கு எதிரான அர்த்தமுள்ள வார்த்தையை அதற்கடுத்த வரியில் தரப்பட்டுள்ள 4 விடைகளில் இருந்து தெரிவு செய்து [a) / b) / c) / d] அதன் கொள்குறியுடன் எழுத வேண்டும். இப்பகுதி வினாக்களுக்கு விடையளிக்க பாடநூலின் ஒவ்வொரு பாடத்திற்குப் பிறகும் (5,34,65,99,130,166,194-ம் பக்கங்களில்) தரப்பட்டுள்ள **Glossary** பகுதியிலுள்ள வார்த்தைக்கு எதிரான அர்த்தம் கொண்ட வார்த்தைகளை நன்கு படித்துக்கொள்ளவும். மேலும் நம் வழிகாட்டி கையேட்டில் உள்ள **Antonym** பகுதி வார்த்தைகளை நன்கு படித்துக்கொள்ளவும்.

**GOVERNMENT MODEL QUESTIONS:**

Choose the appropriate antonym for the italicised words.

1. She screamed back *mockingly*. (Mdl-19)  
 a) disrespectfully b) **ridiculously**  
 c) jeeringly d) **respectfully**
2. We don't have to use any means of *repulsion*. (Mdl-19)  
 a) **attraction** b) distaste  
 c) hate d) horror
3. I *indulged* in banking. (Mdl-19)  
 a) took part b) participated  
 c) **abstained** d) yielded
4. The project was taken in *consonance* with the National Policy. (PTA-1, HY-19, AUG-22, JUNE-23)  
 a) enclosed b) detached  
 c) **opened** d) united
5. The sun was *soothing*. (PTA-1)  
 a) pleasing b) relaxing  
 c) disturbing d) **burning**
6. She picked up a shoe and *whammed* it through the window. (PTA-1)  
 a) tapped b) threw  
 c) struck d) **pulled**
7. We look forward to a more inclusive way of learning, instead of the *cloistered* existence. (PTA-2, AUG-22)  
 a) enclosed b) detached  
 c) **opened** d) united

1. **You are at the market. You need directions to go the pharmacy.**

You are now at the market. You walk forward along George Street and walk beyond the library and the bakery. Beyond the bakery take right and walk along the South Street beyond the Gift Shop and the Hospital. Take left and walk along the Central Avenue and to your right you will find the Pharmacy.

2. **You are in a book shop. Ask your partner to direct you to the Art Gallery.**

You are now in a book shop. Walk forward along the Central Avenue, cross the Museum and the post Office and turn left in South Road and beyond the Gift Shop cross George Street. You will find the Art Gallery to your right.

3. **Give your partner directions to go from the Bank to the hotel.**

You are in the Bank. Step out and walk forward in Park Street towards the Police Station. When you cross the Police Station turn right and walk along the George Street and cross the North Street there you will reach the Hotel on your right.

4. **Direct your partner from the post office to the market.**

You are in the Post office. Walk along the Central Avenue towards the Museum. Beyond the Museum turn right and take the Park Street and walk beyond the Bank and the Swimming Pool. Cross the George Street and to your left you will find the market.

5. **Your partner wants to go to the library from school. Give suitable directions.**

Walk along the central avenue to reach the North Road. Now, turn left and walk till you reach George Road crossing the museum and Police Station on your left. At George Road, turn left and walk till you reach the Police Station. The Library is opposite to it.

## PART – III (5 MARK QUESTIONS) – 50 MARKS

| Section – I (2 out of 4)   |                         |                               |   |    |
|----------------------------|-------------------------|-------------------------------|---|----|
| 29 - 32                    | Prose Paragraph         | Refer in All Prose            | 2 | 10 |
| Section – II (2 out of 4)  |                         |                               |   |    |
| 33 - 34                    | Poem Paragraph          | Refer in All Poem             | 2 | 10 |
| 35                         | Literary Appreciation   |                               |   |    |
| 36                         | Paraphrase the Stanza   |                               |   |    |
| Section – III (1 out of 2) |                         |                               |   |    |
| 37                         | Rearrange the sentences | Refer in All<br>Supplementary | 1 | 5  |
| 38                         | Passage Comprehension   |                               |   |    |
| Section – IV (4 out of 6)  |                         |                               |   |    |
| 39                         | Advertisement           | 9                             | 4 | 20 |
| 40                         | Letter writing          | 72, 172, 199                  |   |    |
| 41                         | Notice writing          | 112                           |   |    |
| 42                         | Views on the Picture    | 69                            |   |    |
| 43                         | Make Notes (or) Summary | -                             |   |    |
| 44                         | Error Correction        | 178                           |   |    |
| Section – V                |                         |                               |   |    |
| 45                         | Memory Poem             | Refer in Poem Section         | 1 | 5  |

## Section – I

Q. NO. (29 - 32)

PROSE PARAGRAPH

2 x 5 = 10 MARKS

Q. No (29 - 32) Answer any TWO of the following in utmost 10 lines.

2x 5= 10

விடையளிக்க வேண்டிய முறை: பாடப்பகுதியிலிருந்து (Prose) 4 பத்திவினாக்கள் (Paragraph) கேட்கப்படும். அவைகளுள் எவையேனும் 2 வினாக்களுக்கு 10 வாக்கியங்களுக்கு குறையாமல் விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் உள்ள Prose பகுதியில் உள்ள Paragraph வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

## Section – II

Q. NO. (33 - 36)

POEM PARAGRAPH / FIGURE OF SPEECH / PARAPHRASE

2 x 5 = 10 MARKS

Q. No (33 - 36) Answer any TWO of the following in utmost 10 lines.

2x 5= 10

விடையளிக்க வேண்டிய முறை: பாடல் பகுதியிலிருந்து (Poetry) 4 வினாக்கள் கேட்கப்படும். அவைகளுள் எவையேனும் 2 வினாக்களுக்கு விடையளிக்க வேண்டும்.

Q. No (33-34) : பாடல் பகுதியிலிருந்து (Poetry) 2 பத்திவினாக்கள் (Paragraph) கேட்கப்படும். அவைகளுக்கு 10 வாக்கியங்களுக்கு குறையாமல் விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் உள்ள Poetry பகுதியில் உள்ள Paragraph வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

Q. No (35) : பாடல் பகுதியிலிருந்து (Poetry Literary Appreciation) வினாக்கள் கேட்கப்படும். அதில் உள்ள 4 வினாக்களுக்கு விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் உள்ள Poetry பகுதியில் உள்ள Literary Appreciation வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

Q. No (36) : பாடல் பகுதியிலிருந்து (Poetry Lines Paraphrase) வினா கேட்கப்படும். அதில் உள்ள 4 வரிகளுக்கு விரிவான வரையறை வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் உள்ள Poetry பகுதியில் உள்ள Paragraph வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

## Section – III

Q. NO.  
(37 - 38)

SUPPLEMENTARY – REARRANGE THE SENTENCES / COMPREHENSION

1 x 5 = 5  
MARKS

Q. No (37- 38) Answer any ONE of the following.

1x 5= 5

விடையளிக்க வேண்டிய முறை: துணைப்பாடம் (Supplementary) பகுதியிலிருந்து 2 வினாக்கள் கேட்கப்படும். அவைகளுள் எவையேனும் 1 வினாவுக்கு விடையளிக்க வேண்டும்.

Q. No (37) : துணைப்பாடப் பகுதியிலுள்ள 7 கதைகளில் (Supplementary) ஏதேனும் ஒரு கதையிலிருந்து 5 வாக்கியங்கள் வரிசை மாறி மாறி தரப்பட்டிருக்கும். அவைகளை கதையில் உள்ளவாறு வரிசைப்படுத்தி எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் உள்ள Supplementary பகுதியில் உள்ள Rearrange the sentences வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

Q. No (38) : துணைப்பாடப் பகுதியிலுள்ள 7 கதைகளில் (Supplementary) ஏதேனும் ஒரு கதையிலிருந்து 1 பத்தியும், அதனைத் தொடர்ந்து 5 வினாக்களும் தரப்பட்டிருக்கும். பத்தியை நன்கு படித்து அவ்வினாக்களுக்கு விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் உள்ள Supplementary பகுதியில் உள்ள Passage Comprehension வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்

## Section – IV

| Q. NO.<br>(39 - 44) | LANGUAGE FUNCTIONS / EXPANSION<br>OF IDEAS / GRAMMAR | 4 x 5 = 20<br>MARKS |
|---------------------|--|---------------------|
| 39                  | Advertisement  | 9                   |
| 40                  | Letter writing                                       | 72, 172, 199        |
| 41                  | Notice writing                                       | 112                 |
| 42                  | Views on the Picture                                 | 69                  |
| 43                  | Make Notes (or)<br>Writing a Summary                 | -                   |
| 44                  | Error Correction                                     | 178                 |

4 20

**Q. No (39 - 44) Answer any FOUR of the following.**

4x 5= 20

விடையளிக்க வேண்டிய முறை: மேற்கண்ட தலைப்புகளிலிருந்து 6 வினாக்கள் கேட்கப்படும். அவைகளுள் எவையேனும் 4 வினாக்களுக்கு விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் உள்ள **Content** பகுதியில் உள்ள வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

**Q. NO. 39****ADVERTISEMENT****1 x 5 = 5 MARKS**

(பாடநூலின் 9-ம் பக்கத்தில் இதற்கான மாதிரி வினா-விடைகள் தரப்பட்டுள்ளன.)

**Q. No 39. Prepare an attractive advertisement using the hints given below.**

1x 5= 5

விடையளிக்க வேண்டிய முறை:

- வினாவில் கொடுக்கப்பட்டுள்ள தகவல்களைக் கொண்டு விளம்பரம் தயாரிக்க வேண்டும்.
- முதலில் விளம்பர வடிவமைப்பை தயாரிக்க ஒரு முழு பக்கத்தில் கட்டம் (Border) போட்டுக்கொண்டு தொடங்கவும்.
- வினாவில் கொடுக்கப்பட்டுள்ள தகவல்களுக்கு ஏற்றவாறு தலைப்பு (Heading) ஒன்றினை பெரிய எழுத்துக்களில் எழுதவும்.
- வினாவில் கொடுக்கப்பட்டுள்ள எல்லா தகவல்களும் (Phrase) விடையில் பொருத்தமான இடத்தில் இடம்பெற வேண்டும்.
- **FREE, OFFER, SALE, DISCOUNT** இதுபோன்ற வார்த்தைகள் வினாவில் கொடுக்கப்பட்டு இருந்தால் அவற்றை பெரிய எழுத்துக்களில் (Capital Letters) **Bold** ஆக எழுதி வட்டமிடவும்.
- விளம்பரம் தொடர்பான படங்களை (Picture) கட்டாயம் வரைய வேண்டும்.
- விளம்பரத்தின் கீழ்பகுதியில் அவசியம் முகவரி (Address), தொலைபேசி எண் (Phone Number), மின்னஞ்சல் முகவரி (e-mail id) மற்றும் இணையதள முகவரி (Website) போன்ற தொடர்புகொள்ள தேவையான விவரங்களை கட்டம் கட்டி எழுதவும்.
- Write a catchy slogan about the product.



**GOVERNMENT MODEL QUESTIONS:**

39. Prepare an attractive advertisements using the hints given below.

1. Home appliances – Aadi Sale – 20-50% - Special Combo Offers – Aadhav / Muthusamy & Co., Raja Street, Chepauk, Chennai / Gingee. (TB, Mdl-19)

The advertisement for Aadhav & Co. features a central image of various home appliances including a refrigerator, a washing machine, a microwave, a television, and a laptop. Above the appliances, it says 'Muthusamy & Co. Raja Street, Gingee' and 'Special Combo offers'. Below the appliances, it says 'BRANDED APPLIANCES WITH WARRANTY' and 'Thousands varieties of Home appliances'. A starburst graphic indicates 'AADI SALE 20-50%'. At the bottom, it says 'FOR BEST QUALITY HOME APPLIANCES..... MUTHUSAMY & CO'. Below the image, the address is 'Aadhav & Co., Raja Street, Chepauk, Chennai-600028.' and contact information includes 'Phone: 044-20506070', 'Mail: aadhav@mail.com', 'What's app: 9988775566', and 'Web: www.aadhav.com'.

→ Heading (தலைப்பு)

→ Offer(சலுகை)

→ Pictures (படங்கள்)

→ Discount(தள்ளுபடி)

→ Border (கட்டம்)

→ slogan

→ Address (முகவரி)

2. Tasty and hygienic - home made taste - 200 varieties to select - Purely vegetarian - special combo offers - available - Icecream and Fruit juices - Mani Vilas - M.G. Road, Madurai. (PTA-1, MAR-24)

The advertisement for Hotel Mani Vilas features a central photograph of the hotel building. Above the photo, it says 'HOTEL MANI VILAS' and 'Purely Vegetarian'. To the left of the photo, it says 'TASTY AND HYGIENIC'. To the right, it says 'Homemade Taste'. Below the photo, it says '200 Varieties to select' and 'Mani Vilas, V. E. Road, Tuticorin'. At the bottom, it provides contact information: 'Phone : 0461-2657892', 'Mail: manivilastuticorin@gmail.com', 'What's app: 9442025197', and 'Web: www.manivilastuticorin.com'.

3. Service camp - get exciting - discount in spare parts - avail - free service - camp - visit your - nearest - Laptop World. (PTA-2)

The advertisement for Laptop World features a central photograph of the store's exterior. Above the photo, it says 'LAPTOP WORLD' and 'Service Camp'. To the left of the photo, it says '40% DISCOUNT IN SPARE PARTS'. To the right, it says 'Avail Free Service'. Below the photo, it says 'From March 10 to March 25' and 'Laptop World, No-9, Thillai Nagar, 3<sup>rd</sup> Cross, Trichy'. At the bottom, it provides contact information: 'Phone : 0431-2756792', 'Mail: laptopworldtrichy@gmail.com', 'What's app: 994337619', and 'Web: www.lapworldtrichy.com'.

## OTHER EXERCISES

| S.No | TOPIC                           |
|------|---------------------------------|
| 1.   | Change the parts of speech      |
| 2.   | Construct a sentence            |
| 3.   | Slang expression                |
| 4.   | Homophones                      |
| 5.   | Modals                          |
| 6.   | Articles                        |
| 7.   | Nomilisation                    |
| 8.   | Finite - Non Finite verbs       |
| 9.   | Phrases and Clauses             |
| 10.  | Complete the Dialogue           |
| 11.  | Extend the Dialogue             |
| 12.  | Poster Making                   |
| 13.  | Pamphlet creation               |
| 14.  | Article writing                 |
| 15.  | e-mail Writing                  |
| 16.  | Message writing                 |
| 17.  | Creative writing (Blog writing) |
| 18.  | Review writing                  |
| 19.  | Non- Verbal Charts              |
| 20.  | Slogans                         |

## 1. CHANGE THE PARTS OF SPEECH

கொடுக்கப்பட்ட வார்த்தையை தரப்பட்டுள்ள குறிப்பின் படி மாற்றி அமைத்து வாக்கியம் எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க **Prose** பகுதியில் உள்ள **Book Exercises** பகுதி (பக்கம் 6)-ல் உள்ள வினாக்களுக்கான விடைகளை நன்கு படித்துக்கொள்ளவும். மேலும் நம் வழிகாட்டி கையேட்டில் உள்ள வினா-விடைகளையும் நன்கு படித்துக்கொள்ளவும்.

## TEXTUAL EXERCISES:

C. Change the parts of speech of the given words in the chart. (PAGE-6)

| Noun       | Verb       | Adjective | Adverb      |
|------------|------------|-----------|-------------|
| exhaustion | exhaust    | exhausted | exhaustedly |
| width      | widen      | wide      | widely      |
| madness    | madden     | mad       | madly       |
| perfection | perfecting | perfect   | perfectly   |

D. Read the following sentences and change the form of the underlined words as directed. (PAGE-7)

- His screaming family was offering him food.
- The young seagull gave out a call loudly.
- The bird crackled in amusement while flying.
- The deep sea from the ledge scared the seagull.
- The bird flew successfully and it was a proud moment for the seagull's family.

## 2. CONSTRUCT A SENTENCE

கொடுக்கப்பட்ட வார்த்தையைக் கொண்டு சொந்தமாக வாக்கியம் அமைக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க **Prose** பகுதியில் உள்ள **Book Exercises** பகுதி (பக்கம் 7)-ல் உள்ள வினாக்களுக்கான விடைகளை நன்கு படித்துக்கொள்ளவும். மேலும் நம் வழிகாட்டி கையேட்டில் உள்ள வினா-விடைகளையும் நன்கு படித்துக்கொள்ளவும்.

**TEXTUAL EXERCISES:**

E. Use the following words to construct meaningful sentences on your own. (PAGE-7)

1. **coward** : The bird was a coward.
2. **gradual** : It was a gradual process.
3. **praise** : The mother was all praise for the Bird.
4. **courageous** : The brothers were courageous and flew away instantly.
5. **starvation** : The seagull would die of starvation.

**3. SLANG EXPRESSION**

(பாடநூலின் 35-ம் பக்கத்தில் இதற்கான மாதிரி வினா-விடைகள் தரப்பட்டுள்ளன.)

- இவைகள் பொதுவாக பேச்சு வழக்கில் மட்டுமே உள்ளன.
- எழுத்து வழக்கில் இல்லை.
- ஒரு சில பிரிவு, வட்டார, இன மக்களால் பயன்படுத்தப்படும் வழக்குச் சொற்கள் ஆகும்.

**TEXTUAL EXERCISES:**

C. With the help of your teacher rewrite them in standard English. (PAGE-35)

1. 'Musta got away- whatt'd he like? Must got away -what was he like?
  2. 'Looky here, Joe Look here, Joe
  3. 'No sign o' nothing' No sign of anything.
  4. 'Back t' the lines ye goodaam' Back to the lines you god damn
  5. 'What was the idea of all them cops tarryhootin' round the house last night.'
- What was the idea of all the cops making so much noise round the house last night.

**4. HOMOPHONES**

தரப்பட்டுள்ள வார்த்தைகளில் அல்லது வாக்கியங்களில் சரியானவற்றை தேர்ந்தெடுத்து எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க **Prose** பகுதியில் உள்ள **Book Exercises** பகுதி (பக்கம் 194)-ல் உள்ள வினாக்களுக்கான விடைகளை நன்கு படித்துக்கொள்ளவும். மேலும் நம் வழிகாட்டி கையேட்டில் உள்ள வினா-விடைகளையும் நன்கு படித்துக்கொள்ளவும்.

**TEXTUAL EXERCISES:**

C. Complete the following sentences by choosing the correct options given. (PAGE-195)

1. Niteesh bought a new (knew/new) cricket bat.
2. The shepherd heard (herd/heard) the cry of his sheep.
3. Lakshmi completed her baking course (course/coarse) successfully.
4. Priya has broken her fore (four/fore) limbs.
5. Leaders of the world must work towards the peace (peace/piece) of human race.

D. Complete the tabular column by finding the meaning of both the words given in the boxes. Use them in sentences of your own.

|  |   |
|--|---|
| <b>pocket</b> (v) – a small bag sewn into or on clothing to keep carry small things.   | Santa filled his <b>pocket</b> with candies.  |
| <b>packet</b> (n) – a paper or cardboard container, typically one in which goods are sold.                                   | Maheswari carried <b>packet</b> of ribbons.   |
| <b>found</b> (adj.) having an affection or liking for<br><b>found</b> (v) – having been discovered by chance or unexpectedly | Puppies are <b>fond</b> of soft balls.<br>Rosalin <b>found</b> a 100 rupee note on her way back home. |
| <b>lost</b> (v)- missing a thing<br><b>last</b> (adj.)- at the end   | He <b>lost</b> his leg in an accident.<br>He came <b>last</b> in the marathon race.                   |
| <b>paused</b> (v) – stopping for while<br><b>passed</b> (v)- to move from one side to another                                | The teacher <b>paused</b> the reading in the class.<br>I <b>passed</b> in the public examination.     |
| <b>pitcher</b> (n)- a vessel like pot<br><b>picture</b> (n)- printed or drawn image  | Fill the water in the <b>pitcher</b> .<br>The <b>picture</b> is very beautiful.                       |

## 5.MODALS

கொடுக்கப்பட்டுள்ள வாக்கியங்களில் உள்ள கோடிட்ட இடங்களுக்கு சரியான **Modal Verb** வார்த்தைகளை எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க **Prose** பகுதியில் உள்ள **Book Exercises** பகுதி (பக்கம் 12)-ல் உள்ள வினாக்களுக்கான விடைகளை நன்கு படித்துக்கொள்ளவும். மேலும் நம் வழிகாட்டி கையேட்டில் உள்ள வினா-விடைகளையும் நன்கு படித்துக்கொள்ளவும்.

**TEXTUAL EXERCISES:**

**A. Complete these sentences using appropriate modals. The clues in the brackets will help you. (PAGE-12)**

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

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

1. **Would I have your autograph?**  
Can I have your autograph?
2. **I can be fifteen next April.**  
I shall be fifteen next April.
3. **Take an umbrella. It should rain later.**  
Take an umbrella. It may rain later.
4. **The magistrate ordered that he might pay the fine.**  
The magistrate ordered that he should pay the fine.
5. **Make me a cup of tea, shall you?**  
Make me a cup of tea, will you?
6. **You may speak politely to the elders.**  
You should speak politely to the elders.
7. **You will get your teeth cleaned at least once a year.**  
You need to get your teeth cleaned at least once a year.

**8. We could grow vegetables in our kitchen garden but we don't do it now.**

We **used to** grow vegetables in our kitchen garden but we don't do it now.

**9. Must I get your jacket? The weather is cold.**

**Shall** I get you jacket? The weather is cold.

**10. Could the train be on time?**

**Will** the train be on time?

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

**Dad** : **Shall** we go out for dinner tonight?

**Charan** : Yes, Dad. We **should** go to a restaurant where I **can** have some ice cream.

**Dad** : OK. Then, I **will** be home by 7 p.m. Mom and you **would** be ready by then.

**Charan** : Sure. We **may** My friend told me that there is a magic show nearby.

**shall** you please take us there?

**Dad** : We **would** not have time to go for the magic show, I suppose. If we have enough time left, we **shall** plan.

**Charan** : By the way, **should** we inform our gate keeper about our outing?

**Dad** : Yes, we **shall** so that he **would** be aware we aren't at home.

**Charan** : **Shall** I call up Mom and tell her about our plan today?

**Dad** : You **ought** to. Otherwise, we might be in trouble when she returns home.

**Charan** : Hmm... by the time you come home in the evening, we **will** be waiting for you. Hope you **shall not** be late. Bye.

DOLPHIN-10<sup>TH</sup> ENGLISH

## CONTENT

## ELITE ENGLISH

**D. Read the following dialogues and supply appropriate modals.**

- Student** : Can we leave our bags in the class during the break?
- Teacher** : Yes, you can but arrange them neatly.
- Passenger** : My child is 6 years old. Do I have to buy him a ticket?
- Conductor** : Yes, you must. It costs half of the price of an adult ticket.
- Vani** : Can we go for coffee after the meeting?

- Yoga** : No, I cannot I have to go home.
- Salesman** : When shall I receive my order?
- Customer** : I cannot assure you sir, the order may be delivered tomorrow.
- Neela** : Do you think I should write about my education background in the resume?
- Preethi** : Yes, you must. You may get a better job.

**6. ARTICLES**

(பாடநூலின் 40-ம் பக்கத்தில் இதற்கான மாதிரி வினா-விடைகள் தரப்பட்டுள்ளன.)

**குறிப்புகள்:** An article is a kind of adjective which is always used with / gives some information about a noun. (Article-என்பது ஒரு வகையான உரிச்சொல் ஆகும். இவை பெயர்ச்சொல்லுடன் இணைந்து அதன் பண்புகளை மேலும் விளக்குகிறது.)

**TEXTUAL EXERCISES:**

**A. Nagarajan and Dhanalakshmi want to buy a new house. They have come to see a house for sale. Complete the conversation below by adding a, an or the. (PAGE-42)**

- Nagarajan** : Well, here we are, No.8, Kaveri Street. I think this is the house we saw online. What do you think of the location?
- Dhanalakshmi** : It is in a nice neighbourhood. And it's close to the railway station.
- Nagarajan** : And the bus stop is not too far away.
- Dhanalakshmi** : How many rooms are there?
- Nagarajan** : There are three rooms, a kitchen and a balcony.
- Dhanalakshmi** : There is a lawn behind the house, right?
- Nagarajan** : That's right the lawn is actually quite large. Did you see any photos of the living room, online? What does it look like?
- Dhanalakshmi** : The living room looks great. It looks bright and airy. It has a nice view of the hills. But the kitchen looks a little small.
- Nagarajan** : And, I remember you said there isn't a store room, right?
- Dhanalakshmi** : No, but there is an attic, where we can store things.
- Nagarajan** : I hope this house is a better option.
- Dhanalakshmi** : Let's wait for the real estate agent. She said, she would be here at three o'clock.
- Nagarajan** : Look. There she is!

**B. Few articles are missing in the passage.**

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

**7. NOMILISATION**

வாக்கியத்தின் மற்றப் பகுதிகளில் இருந்து பெயர்ச்சொற்றகளை உருவாக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க **Prose** பகுதியில் உள்ள **Book Exercises** பகுதி (பக்கம் 105)-ல் உள்ள வினாக்களுக்கான விடைகளை நன்கு படித்துக்கொள்ளவும். மேலும் நம் வழிகாட்டி கையேட்டில் உள்ள வினா-விடைகளையும் நன்கு படித்துக்கொள்ளவும்.

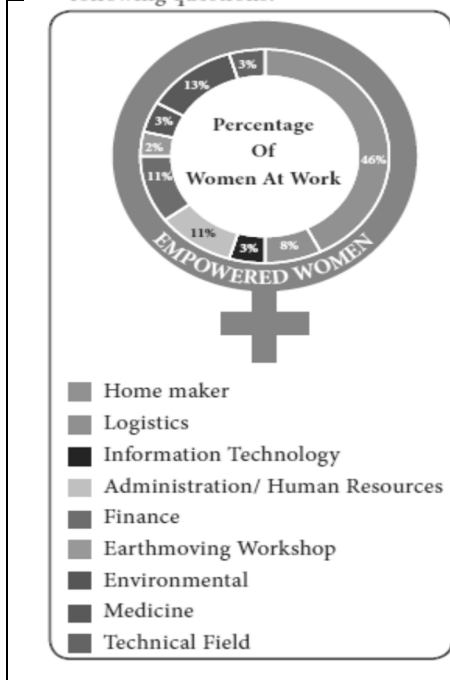
## 19. NON-VERBAL CHARTS

(பாடநூலின் 70-ம் பக்கத்தில் இதற்கான மாதிரி வினா-விடைகள் தரப்பட்டுள்ளன.)

கொடுக்கப்பட்ட அட்டவணை அல்லது வரைபடங்கள் தெரிவிக்கும் தகவல்களை கவனித்து விடை எழுத வேண்டும்.

**TEXTUAL EXERCISES:**

I. Read the data below and answer the following questions. (PAGE-70)



Choose the correct answer.

1. What is the chart about?

- a. women empowerment                      b. women power  
c. women at work                              d. women at home

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

Ans: B

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

- a. Logistics                                      c. Home maker  
b. Medicine                                      d. Administration/Human resource

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

- a. Home maker                                      b. Information Technology  
c. Technical Field                                      d. Administration/Human Resources

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

- a. 8                                      b. 11                                      c. 13                                      d. 5

## 20. SLOGANS

(பாடநூலின் 70-ம் பக்கத்தில் இதற்கான மாதிரி வினா-விடைகள் தரப்பட்டுள்ளன.)

பொருள்களின் பெயர்களும் அவற்றின் எதிரே அவற்றிற்கான முத்திரைச் சொற்கள் வரிசையின்றியும் இப்பகுதியில் கொடுக்கப்படும். மாணவர்கள் அவற்றை நன்கு புரிந்து பொருத்த வேண்டும்.

**TEXTUAL EXERCISES:**

J. Read the given slogans and match them appropriately with their theme. (PAGE-71)

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

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

|       |   |
|-------|---|
| WATER | Save water for your bright future   |
| UNITY | Join hands to be free ( women empowerment)                                |
| WORLD | The responsibility in each one's hand is to save green to survive in blue |
| GOAL  | Be not only the first, be ever best                                       |

## டால்பின் பப்ளிகேசன்ஸ் புத்தகங்கள் கிடைக்குமிடங்கள்

|                |   |
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