



# GUIDE

# 10<sup>th</sup>

# ENGLISH

*Based on New Syllabus*



- \* *Public Exam Pattern-wise Content*
- \* *Special Focus on Late-Bloomers*
- \* *Step-by-Step & Simple Grammar Rules*

**Practice Book  
Available**

**For Orders : 89036 85635 / 74180 21847**

**KSJ GUIDE****10<sup>th</sup> ENGLISH**

<b>CONTENTS</b>					
<b>SL. No.</b>	<b>TOPIC</b>	<b>QUESTION No.</b>	<b>TEXT BOOK PAGE No.</b>	<b>GUIDE PAGE No.</b>	
<b>PROSE SECTION</b>					
	1. His First Flight			1	
	2. The Night the Ghost Got In			7	
	3. Empowered Women Navigating the World			13	
	4. The Attic			19	
	5. Tech Bloomers			25	
	6. The Last Lesson			31	
	7. The Dying Detective			36	
	Extra Book Back Topics			42	
<b>POETRY SECTION</b>					
	1. Life			49	
	2. The Grumble Family			54	
	3. I am Every Woman			61	
	4. The Ant and the Cricket			67	
	5. The Secret of the Machines			76	
	6. No Men Are Foreign			83	
	7. The House on Elm Street			88	
<b>SUPPLEMENTARY SECTION</b>					
	1. The Tempest			101	
	2. Zigzag			104	
	3. The Story of Mulan			108	
	4. The Aged Mother			111	
	5. A Day in 2889 of an American Journalist			114	
	6. The Little Hero of Holland			117	
	7. A Dilemma			120	
<b>PART - I (14x1=14 Marks)</b>					
1.	Synonyms	1 to 3	5, 34, 65, 99,	126	
2.	Antonyms	4 to 6	130, 166, 194	126	
3.	Singular and Plural Nouns	7 to 14	35, 176	126	
4.	Prefixes and Suffixes		101	131	
5.	Abbreviations and Acronyms		131, 132, 133	137	
6.	Idioms		66, 167	141	
7.	Phrasal Verbs		67, 68	146	
8.	Compound Words		100	150	
9.	Prepositions / Phrase Prepositions		42, 43, 44, 58	153	
10.	Tenses		102, 103	162	
11.	Linkers			169	
<b>PART - II (10x2=20 Marks)</b>					
<b>SECTION - 1</b>				5, 34, 35, 66, 99,	
12.	Prose Short Answers	15 to 18	130, 166, 194	176	
<b>SECTION - 2</b>			18, 19, 47, 48, 85, 117,		
13.	Poem Appreciation Questions	19 to 22	118, 150, 180, 181, 203	176	
<b>SECTION - 3</b>					
14.	Active Voice and Passive Voice	23 to 27	14, 15, 16	176	
15.	Reported Speech		145, 146, 147	182	
16.	Punctuation		-	189	
17.	Simple, Compound and Complex Sentences		200, 201, 212	193	
18.	Relative Pronouns		144	198	
19.	Rearrange the Words in a Sentence		105	202	

**KSJ GUIDE****10<sup>th</sup> ENGLISH**

<b>CONTENTS</b>				
<b>SL. No.</b>	<b>TOPIC</b>	<b>QUESTION No.</b>	<b>TEXT BOOK PAGE No.</b>	<b>GUIDE PAGE No.</b>
	<b>SECTION - 4</b>			
20.	Road Map	28	168, 169	204
<b>PART - III (10x5=50 Marks)</b>				
	<b>SECTION - 1</b>			
21.	Prose Paragraphs	29 to 32	6, 35, 66, 99, 130, 166, 194	208
	<b>SECTION - 2</b>			
22.	Poem Paragraphs	33 to 36	19, 48, 86, 119, 150, 182, 204	208
23.	Literary Appreciation		48, 86, 151, 152, 181, 204	208
24.	Stanza Paraphrase		169, 170	208
	<b>SECTION - 3</b>			
25.	Rearrange the Sentences from Supplementary	37 & 38	27	208
26.	Reading Comprehension Passages from Supplementary		-	208
	<b>SECTION - 4</b>			
27.	Advertisement Writing	39 to 44	9, 10	209
28.	Letter Writing		72, 73, 74, 172, 173, 174, 199	212
29.	Notice Writing		112, 113	219
30.	Report Writing		10, 11	223
31.	Picture Analysis		-	224
32.	Note Making & Summary Writing		-	226
33.	Error Spotting		174, 175, 176, 187	230
34.	Design a Poster		170, 171	240
35.	Draft a Speech / Public Speaking		40, 135	243
	<b>SECTION - 5</b>			
36.	Memory Poem	45	17, 84, 148, 179	245
<b>PART - IV (2x8=16 Marks)</b>				
37.	SR Hints Development	46 a (or) b	27, 57, 91, 123, 158, 186, 211	246
38.	General Reading Comprehension	47 a	8, 9	246
39.	Poem Comprehension	47 b	-	248
<b>EXTRA TOPICS</b>				
	<b>PART - I &amp; II</b>			
40.	Modals		12, 13, 14, 28	250
41.	Articles		40, 41, 42	255
42.	Nominalization / Changing Forms of Word		6, 7, 105, 106, 107	260
43.	Pronouns		142, 143, 144, 145, 160	265
44.	Concord		174, 175, 176, 187	269
45.	Infinitive, Gerund & Participle		176, 177, 178	273
46.	Homophones & Confusables		194, 195	275
47.	Slang Expressions		35	281
48.	Phrases & Clauses		107, 108, 109, 124	282
49.	Question Tag		-	283
50.	Sentence Pattern		-	287
51.	Syllabification		-	289
	<b>PART - III</b>			
52.	Article Writing		113, 114	292
53.	E-mail Writing		139, 140	293
54.	Message Writing		140, 141	296
55.	Data Interpretations		70	298
56.	Slogan Writing		70, 71	300
57.	Dialogue Writing		8	303
58.	Pamphlet Writing		198	305
59.	April 2023 Public Question Paper		-	306

## PROSE SECTION

### LESSON 1 - HIS FIRST FLIGHT - LIAM O' FLAHERTY

#### SYNONYMS

S.No.	Word	Synonym	Meaning in Tamil
1	Ledge (N)	Narrow shelf	பாறையின் விளிம்பு
2	Shrilly (Adv)	High-pitched and piercing sound	கீச்சொலியுடன்
3	Herring (N)	Long sliver fish	நெத்திலி / வெள்ளி மீன்
4	Devour (V)	Eat eagerly in large amounts	பேராவலுடன் விழுங்கு
5	Cackle (V)	Cry of a hen, goose or seagull	கொக்கரிப்பு
6	Mackerel (N)	Edible fish	கானாங்கெளுத்தி மீன்
7	Gnaw (V)	Bite or chew repeatedly	தொடர்ந்து கடி
8	Trot (V)	Run at moderate pace / Jog	சீராக ஓடு
9	Precipice (N)	Steep cliff	செங்குத்துப் பாறை
10	Whet (V)	Sharpen	தீட்டிக் கூராக்கு
11	Preening (V)	Cleaning feathers with beak	அலகால்கோதிசிறகுகளை அழகுசெய்
12	Plaintively (Adv)	Sadly	வருத்தத்துடன்
13	Swoop (V)	Move quickly	காற்றில் கீழ்நோக்கி பற
14	Beckoning (V)	Gesturing / Inviting	சைகை மூலம் அழைத்தல்
15	Brink (N)	Edge	விளிம்பு
16	Attempted (V)	Tried	முயற்சிசெய்
17	Flap (V)	Flutter	சிறகடித்தல் / தட்டு
18	Stretched (V)	Extended	விரிவடைந்தது
19	Certain (Adj)	Sure	உறுதியாக
20	Muster (V)	Gather	ஒன்றுதிரட்டு
21	Courage (N)	Boldness	துணிவு
22	Desperate (Adj)	Hopeless	நம்பிக்கையற்ற
23	Scolding (V)	Rebuking	திட்டுதல்
24	Threatening (V)	Frightening	அச்சுறுத்து
25	Starve (V)	To be very hungry	உணவின்றி இரு
26	Flight (N)	Flying	வானில் பறத்தல்
27	Skim (V)	Move swiftly	வேகமாக செல்
28	Plunge (V)	Jump	மூழ்குதல்/குதித்தல்
29	Proud (Adj)	Prideful	செருக்குள்ள
30	Cackle (V)	Chortle	உரக்கச் சிரி
31	Midway (N)	Halfway	பாதி வழி
32	Cliff (N)	Rock face	செங்குத்தான பாறை
33	Cowardice (N)	Fear / Timidity	அச்சம்

34	Ascending (V)	Arising	ஏறுதல்
35	Blazing (V)	Shining	ஒளி வீச
36	Scrap (N)	Piece	துண்டு
37	Daintily (Adv)	Delicately	நேர்த்தியாய்
38	Sheer (Adj)	Steep	செங்குத்தான
39	Deep (Adj)	Profound	ஆழமிக்க
40	Wide (Adj)	Broad	ஆகலமான
41	Crack (N)	Split	வெடிப்பு
42	Top (N)	Summit	உச்சி
43	Hidden (V)	Concealed	ஒளித்துவை
44	Pretend (V)	Fake	பாசாங்குசெய்
45	Dozing (V)	Sleeping	சிறுதுயில் கொள்
46	Hump (N)	Mound	குன்று
47	Thrust (V)	Pushed	திரென்று தள்ளு
48	Tore (V)	Cut	வெட்டு
49	Scraped (V)	Rubbed	உரசித் தேய்
50	Sight (N)	Vision	பார்வை
51	Maddened (Adv)	Inflamed	கோபமுட்டு
52	Mockingly (Adv)	Scoffingly	ஏளனமாய்
53	Eagerly (Adv)	Keenly	ஆர்வமாக
54	Tapping (V)	Touching	தட்டு
55	Limp (Adj)	Loose	தளர்வாக
56	Swish (V)	Sound	ஒலியெழுச்செய்
57	Monstrous (Adj)	Awful	பயங்கரமான
58	Terror (N)	Fear	பேரச்சம்
59	Seized (V)	Grabbed	கைப்பற்று
60	Lasted (V)	Extended	நீடித்திரு
61	Headlong (Adj)	Diving	தலைகீழாய்
62	Gradually (Adv)	Progressively	படிப்படியாய்
63	Dizzy (Adj)	Giddy	மயக்கமான
64	Completely (Adv)	Totally	முழுமையாக
65	Commenced (V)	Started	தொடங்கு
66	Shrieking (V)	Screaming	வீறிடு/கதறு
67	Vast (Adj)	Wide	மிக பெரிய
68	Ridges (N)	Crests	குன்றின் உச்சி/முகடு
69	Amusedly (Adv)	Happily	மகிழ்ச்சியாக
70	Exhausted (Adj)	Tired	சோர்வடைந்த
71	Strange (Adj)	Unusual	வழக்கத்திற்கு மாறான
72	Soaring (V)	Ascending	உயர்ந்து செல்
73	Beak (N)	Bill	பறவையின் அலகு
74	Abreast (Adv)	Beside	பக்கத்தில்
75	Motionless (Adj)	Still	ஆசைவற்ற

## ANTONYMS

S.No.	Words		Antonyms	Meaning in Tamil		
1	Young	X	Old	இளமையான	X	முதுமையான
2	Alone	X	United	தனியாக	X	ஒன்றிணைந்த
3	Brink	X	Middle	விளிம்பு	X	நடுப்பகுதி
4	Shrilly	X	Quietly	கீச்சொலியுடன்	X	அமைதியாக
5	Devour	X	Nibble	விழுங்கு	X	சிறுகடித்து உண்
6	Gnaw	X	Gulp	கடி	X	விழுங்கு
7	Trot	X	Crawl	சீராக ஓடு	X	ஊர்ந்து செல்
8	Precipice	X	Slope	செங்குத்துப்பாறை	X	சரிவு
9	Whet	X	Blunt	கூரான	X	மழுங்கிய
10	Plaintively	X	Happily	வருத்தத்துடன்	X	மகிழ்ச்சியுடன்
11	Swoop	X	Ascend	கீழ்நோக்கிச் செல்	X	மேல்நோக்கி செல்
12	Beckoning	X	Repelling	சைகை மூலம் அழைத்தல்	X	துரத்துதல்
13	Afraid	X	Brave	பயம்	X	தேரியம்
14	Stretch	X	Shrink	விளிவடை	X	சுருங்க வை
15	Beneath	X	Above	கீழே	X	மேலே
16	Certain	X	Uncertain	உறுதியாக	X	உறுதியற்ற
17	Support	X	Oppose	ஆதரவளி	X	எதிர்த்து நில்
18	Muster	X	Disperse	ஒன்றுதிரட்டு	X	ஞிறதறவை
19	Courage	X	Cowardice	துணிவு	X	கோழைத்தனம்
20	Appeared	X	Disappeared	தோன்றிய	X	மறைந்த
21	Desperate	X	Hopeful	நம்பிக்கையற்ற	X	நம்பிக்கையுடன்
22	Scolding	X	Praising	திட்டுதல்	X	கழ்தல்
23	Starve	X	Feed	உணவின்றி இரு	X	உணவுகொடு
24	Raising	X	Lowering	உயாத்துதல்	X	தாழ்த்துதல்
25	Proud	X	Humble	செருக்குள்	X	அடக்கமுள்ள
26	Ascending	X	Descending	ஏறுதல்	X	இறங்குதல்
27	Warmly	X	Coldly	வெதுவெதுப்பாக	X	குளிர்ச்சியாக
28	Previous	X	Next	முந்தைய	X	அடுத்த
29	Nightfall	X	Dawn	அந்தினை	X	விடியற் காலை
30	Rough	X	Smooth	கரடுமுரடான	X	மென்மையான
31	Daintily	X	Carelessly	நேர்த்தியாக	X	கவனக்குறைவாக
32	Deep	X	Shallow	அழமான	X	ஊயரமான
33	Wide	X	Narrow	கலமான	X	குறுகலான
34	Top	X	Bottom	மேற்பகுதி	X	அடிப்பகுதி
35	Slowly	X	Quickly	மெதுவாக	X	வேகமாக

36	Hump	X	Depression	மேடு	X	பள்ளம்
37	Asleep	X	Awake	தூங்கு	X	தூக்கத்லிரந்து விழி
38	Madden	X	Pacify	எரிச்சலூட்டு	X	அமைதிப்படுத்து
39	Joyful	X	Sorrowful	மகிழ்ச்சிகரமான	X	துயரமான
40	Mockingly	X	Respectfully	பரிகாசமாக	X	மதிப்பளிக்கின்ற
41	Scream	X	Murmur	அலறு	X	முணுமுணுப்பு
42	Eagerly	X	Indifferently	ஆவலுடன்	X	விருப்பு வெறுப்பின்மை
43	Halted	X	Proceeded	நிறுத்து	X	செயல்படு
44	Limp	X	Firm	தளர்வாக	X	உறுதியாக
45	Motionless	X	Moving	அசைவற்ற	X	அசைகின்ற
46	Monstrous	X	Tiny	மிகப்பெரிய	X	மிகச்சிறிய
47	Seized	X	Released	கைப்பற்று	X	விடுவி
48	Gradually	X	Suddenly	படிப்படியாக	X	திடீரென
49	Dizzy	X	Steady	மயக்கமான	X	நிதானமான
50	Strange	X	Common	விசித்திரமான	X	வழக்கமான
51	Commenced	X	Stopped	தொடங்கப்பட்ட	X	நிறுத்தப்பட்ட
52	Vast	X	Narrow	பரந்த	X	குறுகலான
53	Amusedly	X	Sadly	வேடிக்கையான	X	துக்கமான
54	Sank	X	Floated	மூழ்கிய	X	மிதந்த
55	Fright	X	Courage	பயம்	X	தேரீயம்

### Short Questions & Answers

#### Text-in Questions

- Why did the seagull fail to fly?**  
The seagull failed to fly as he was **afraid to fly**.
- What did the parents do, when the young seagull failed to fly?**  
His parents **scolded him**. They **threatened to let him starve on the ledge** when he failed to fly.
- What was the first catch of the young seagull's older brother? (PTA 5)**  
The first catch of the young seagull's older brother was **herring**, a long silver fish.
- What did the young seagull manage to find in his search for food on the ledge?**  
The young seagull found a **dried piece of mackerel's tail** on the ledge. He also found **the dried pieces of his own eggshell**.
- What did the young bird do to seek the attention of his parents?**  
To seek the attention of his parents, the young bird **stood on one leg hidden under his wing**. Then, he **pretended to be falling asleep**.
- What made the young seagull go mad?**  
The young seagull saw his mother tearing a piece of fish that lay at her feet. The **sight of the food** maddened him.
- Why did the young bird utter a joyful scream?**  
**The young bird's mother flew to him picking up a piece of fish**. So, he uttered a joyful scream.

- f. **What made the young seagull go mad?**  
The young seagull saw his mother tearing a piece of fish that lay at her feet. The **sight of the food** maddened him.
- g. **Why did the young bird utter a joyful scream?**  
**The young bird's mother flew to him picking up a piece of fish.** So, he uttered a joyful scream.
- h. **Did the mother bird offer any food to the young bird?**  
**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 felt that a **monstrous terror seized him. His heart stood still.** Then his wings spread outwards. He was not falling headlong. **He just felt a bit dizzy.**
- j. **What did the young bird's family do when he started flying?**  
The young bird's **mother swooped past him. His father flew over him screaming.** His **two brothers and sister** were flying around him, soaring and diving.

### Book-Back Questions and Answers

Answer the following Questions in a Sentence or Two.

- How was the young seagull's first attempt to fly? (PTA 2)**  
**When the young seagull attempted to fly, he became afraid. He felt that his wings would never support him.** His fear of flying made him desperate. **He failed to muster up courage.** So he ran away to the little hole on the ledge.
- How did the parents support and encourage the young seagull's brothers and sisters? (PTA 4, 5)**  
**The parents perfected the young seagull's brothers and sister in the art of flight.** They taught them **how to skim the waves and dive for fish.**
- Give an instance that shows the pathetic condition of the young bird.**  
**The young bird had no food to eat.** He searched the nest. **He even gnawed at the dried pieces of his own eggshell. It was like eating a part of himself.** It shows the pathetic condition of the young bird.
- How did the bird try to reach its parents without having to fly?**  
The young bird **trotted back and forth from one end to the other end of the ledge.** He **stood on one leg and pretended to be asleep.** He did these things to reach its parents without flying.
- Do you think that the young seagull's parents were harsh to him? Why?**  
**No**, the young seagull's parents were not harsh to him. They scolded him and let him starve. The mother bird encouraged him to fly by showing a piece of fish. **His parents did everything to make him learn the art of flight.**
- What prompted the young seagull to fly finally?(PTA 1)**  
The young seagull's mother flew to him picking up a piece of fish. But she did not go nearer to him. The fish in her beak was almost within reach. **Maddened by hunger**, he dived at the fish. The need **of food for survival** prompted the young seagull to fly finally.
- What happened to the young seagull when it landed on the green sea?**  
**The young seagull's legs sank into the green sea.** He screamed with fright and attempted to rise again. As he was tired, he could not rise. **Then his belly touched it. He sank no farther and was floating on it.**



### Paragraph for Late Bloomers

#### HIS FIRST FLIGHT

- \*His first Flight' is a about a young seagull.
- \*He was afraid to fly.
- \*His parents let him starve to learn to fly.
- \*He was hungry.
- \*His mother tore at a piece of fish.
- \*The sight of the food maddened him.
- \*He dived at the fish and made his first flight.
- \*His family praised and offered him food.

### Paragraph for Bright Students

#### HIS FIRST FLIGHT - LIAM O'FLAHERTY

The story 'His First Flight' is about a young seagull. He was afraid to fly. He returned to the little hole on the ledge. His parents scolded and let him starve. They wanted to teach him the art of flight. They went to the opposite cliff. The young seagull was very hungry. He saw his mother tearing at a piece of fish. The sight of the food maddened him. His mother flew to him picking up a piece of fish. But she did not go nearer to him. This fish in her beak was within his reach. Maddened by hunger, the seagull dived at the fish. He felt a monstrous terror. His heart stood still. Then, he felt his wings spread outwards. He was flying gradually. He was no longer afraid. He landed on the green sea. His legs sank into it. Then, his belly touched it. He was floating on it. His parents praised him and offered him food. The need of food for survival made the seagull learn the art of flight.

Necessity makes the seagull fly.

### Paragraph for Toppers

#### HIS FIRST FLIGHT - LIAM O'FLAHERTY

##### Introduction

"His First Flight" by Liam O'Flaherty is a parable. This story is about a young seagull's fear of flying. It reflects the theme of motivation and self-confidence.

##### Fear of flying

The young seagull was alone on his ledge. When he attempted to fly, he became afraid. His parents scolded and let him starve. They wanted to teach him the art of flight. So they left him alone. They went to the opposite cliff. The seagull was very hungry. He found a dried piece of mackerel's tail. He even gnawed at the dried pieces of his own eggshell. It was like eating a part of himself.

##### Mother's care

The young seagull tried to get the attention of his parents. His father took no notice of him. Only his mother was looking at him. She was standing on the plateau. She tore at a piece of fish. The sight of the food maddened him. His mother flew to him picking up a piece of fish. She did not go nearer to him. The fish in her beak was almost within his reach. Maddened by hunger, he dived at the fish.

##### First flight experience

With a loud scream, the young seagull fell into space. A monstrous terror seized him. His heart stood still. He felt his wings spread outwards. He could feel the tips of his wings cutting through the air. He was flying gradually. He was not afraid. When he felt dizzy, he flapped his wings to fly upward

##### Conclusion

The young seagull landed on the green sea. His legs sank into it. Then his belly touched it and he sank no farther. He was floating on it. His parents praised him and offered him food. The need of food or survival made him learn the art of flight.

Necessity makes the seagull fly.

## கதை சுருக்கம்

### கடற்பறவையின் பறக்கும் அனுபவம்

இந்த பாடம் பறக்க கற்றுக் கொண்ட ஒரு சிறிய கடற்பறவையின் அனுபவத்தை விளக்குகிறது. அந்த இளம் கடற்பறவை பாறையில் உள்ள கூட்டில் தனியாக இருந்தது. முதல் முறையாக பறக்க முயற்சி செய்ய போது, பயந்து தனது கூட்டிற்கு திரும்பியது. அந்த பறவையின் பெற்றோர்கள் அதை திட்டி, பட்டினி போட்டு விடுவோம் என்று பயமுறுத்தினார்கள். அந்த பறவைக்கு பறக்கும் கலையை கற்றுக்கொடுப்பதற்காக, உணவு வழங்காமல் எதிரே உள்ளே மலைக்கு சென்றுவிட்டனர். பசியில் வாடிய அந்த இளம்பறவை, தனது அம்மா ஒரு மீன் துண்டை தனது அலகு உதவியுடன் கொத்திக் கொண்டிருந்ததை பார்த்தது. தாய் பறவை தனது குட்டிபறவைக்கு பறக்கும் கலையை கற்றுக் கொடுப்பதற்காக, அதன் அருகே செல்லாமல் சற்று விலகி இருந்தது. பசியால் வாடிய இளம் பறவை, அம்மா வைத்திருந்து மீன்துண்டை நோக்கி பாய்ந்து தனது பறக்கும் கலைக்கு அச்சாரம் போட்டது. முதல் முறையாக பறந்த போது சற்று பயம் அந்த பறவைக்கு ஏற்பட்டது. பிறகு தனது இறக்கைகளை மேலும் கீழுமாக நீட்டி பறக்ககற்றுக் கொண்டது. பறவையின் பெற்றோர்கள் அதன் முயற்சியை பாராட்டி சிறிய சுறா மீன் துண்டை வழங்கினார்கள். இப்படியாக, இளம் கடற்பறவை பறக்கும் கலையை கற்றுக் கொண்டது.

## LESSON 2 - THE NIGHT THE GHOST GOT IN - JAMES GROVER THURBER

### SYNONYMS

S.No	Words	Synonym	Meaning in Tamil
1	Hullabaloo(V)	Lot of loud noise in excitement	ஆரவார கூச்சல்
2	Patrolman(N)	Patrolling police officer	ரோந்து காவலர்
3	Attic(N)	A space/Room below the roof	மேல் மாடி அறை
4	Slamming(V)	Shutting forcefully	படாரென மூடுதல்
5	Gruffy(Adv)	Sadly	சூசாகமாக
6	Intuitively(Adv)	Without conscious reason	உள்ளுணர்வாக
7	Whammed(V)	Struck forcefully	பலமாக தாக்குதல்
8	Bevelled(V)	Lean/Reduced to slopping edge	சரிவுடைய/முனைமழுங்கிய
9	Rending(V)	Tearing to pieces	துண்டாக கிழித்தல்
10	Yanked (V)	Pulled with a jerk	வேகமாக இழுத்தல்
11	Zither(N)	A musical instrument	இசை கருவி
12	Guinea Pig(N)	A tailless American rodent	பெருச்சாளி
13	Hysterical(Adj)	Uncontrolled emotion/Upset	மிகை உணர்ச்சி
14	Creaking(V)	Squeaking sound	சத்தமிடுதல்
15	Indignant(Adj)	Feeling or showing anger	கோபமுள்ள
16	Holster(N)	Holder made of leather	கை துப்பாக்கி தோலுறை
17	Rafter(N)	A beam	தூண்/உத்திரம்
18	Deserter(N)	A person leaving army without permission	ராணுவத்திலிருந்து தப்பி ஓடியவர்
19	Advent(N)	Arrival	வருகை
20	Aroused(V)	Awakened	எழுதல்
21	Banging(V)	Knocking	மோதுதல் / தட்டுதல்
22	Blaspheming(N)	Abusing/Cursing	அவமரியாதையாக பேசுதல்
23	Burglar(N)	Robber	வழிப்பறி கொள்ளையன்
24	Burst(V)	Break	வெடித்தல் / சிதறுதல்

## Paragraph for Toppers

### THE NIGHT THE GHOST GOT IN - JAMES GROVER THURBER

#### Introduction

'The Night the Ghost Got In' is a humorous story by the American author James Thurber. He narrates a fictionalized account of an incident that occurred on the night of November 17, 1915. This story highlights that odd imagination always leads to humour.

#### The fear of ghost

The story began with the narrator James Thurber. It was about quarter past one in the morning. The narrator came out of his bath. He heard the sound of footsteps coming from the dining table. He woke up his brother Herman. Both of them heard the steps. They thought it could be a ghost. Out of fear Herman rushed to his room and slammed the door. The narrator shut the door at the staircase.

#### The fear of burglars

The slamming of the door aroused their mother. She too heard the footsteps. She thought it would be burglars. She decided to call the police. As their phone was downstairs, she threw a shoe at their neighbour's bedroom window. The neighbour Mr. Bodwell called the police. The police arrived immediately. They broke through the front door.

#### Futile search

The police searched for the burglars. One of the policemen found an old zither. The narrator said that it was the place where their old guinea pig used to sleep. Then the police entered the grandfather's attic. The grandfather saw the policemen. He imagined that the police were deserters from General Meade's army. He shot one of the policemen. The family went to the attic to rescue them.

#### Conclusion

Finally the policemen left the house without finding any burglar. The next morning the whole family found out the truth. It was the grandfather who made the strange noise in the dining-room looking for water. Thus the story describes the narrator's experience with his grandfather who creates chaos and laughter with his imaginative stories.

#### Odd imagination causes chaos.

#### கதை சுருக்கம்

#### தி நைட் தி கோஸ்ட் காட் இன்

தர்பரின் "மை லைஃப் அண்ட் ஹார்ட் டைம்ஸ்" என்ற புத்தகத்தில் "தி நைட் தி கோஸ்ட் காட் இன்" என்ற கதை வெளியிடப்பட்டது. இந்த கதை ஓஹியோவின் குழந்தைப் பருவ கற்பனைகளின் வெளிப்பாடு ஆகும். இந்த கதை நவம்பர் 17, 1915 அன்று நடந்தது. அதிகாலை 1,15 மணிக்கு ஜேம்ஸ் தர்பர் குளியல் அறையிலிருந்து வெளியே வந்தார். அனைவரும் உறங்கி கொண்டிருக்கும் நேரத்தில் சாப்பாட்டு அறையில் ஒரு சப்தம் கேட்டது. இந்த காலடி சப்தம் தன்னுடையதற்கை அல்லது தனது சகோதரருடையதாக இருக்கலாம் என்று நினைக்கிறார். பின்னர் அந்த விசித்திர சப்தம் எழுப்புவது ஒரு கொள்ளைகாரராக இருக்கலாம் என சந்தேகப்படுகிறார். இதனை தன்னுடைய தாயாரிடம் கூறினார். ஜேம்ஸ் தர்பரின் தாயார், வீட்டுக்கு கீழே கொள்ளையர்கள் இருக்கிறார்களா என்று சந்தேகம் அடைந்து, பக்கத்து வீட்டில் குடியிருக்கும் போட்வெல்லை எழுப்புவதற்கு, தன்னுடைய காலணியை அவரது வீட்டின் ஜன்னலை நோக்கி எறிகிறார். நடுஇரவில் சப்தத்தால் எரிச்சலடைந்த போட்வெல் போலீஸ் அழைத்தார். போலீஸ் ஜேம்ஸ் தர்பரின் வீட்டின் எல்லா இடங்களிலும் தேடினர். பின்னர் போலீஸ், ஜேம்ஸ் தர்பரின் தாத்தாவின் அறைக்கு சென்றனர். தாத்தா போரிலிருந்து தப்பியோடியவர்கள் என்று போலீஸ் தவறாக நினைத்து, அவர்களில் ஒருவரை தன்னுடைய கைத்துப்பாக்கியால் கூட முயன்றார். ஜேம்ஸ் தர்பரின் குடும்பத்தார்கள் போலீஸ்காரர்களை தாத்தாவின் கைத்துப்பாக்கியிடமிருந்து காப்பாற்றுவதற்காக அவருடைய அறைக்கு சென்றனர். இறுதியில் போலீஸ்காரர்கள் கொள்ளைகாரர்களை பிடிக்காமல் வீட்டை விட்டு வெளியேறினர். தண்ணீர் பருகுவதற்கு சாப்பாட்டு அறைக்கு வரும் போது தாத்தா தான் அந்த சப்தத்தை ஏற்படுத்தினார் என்பதனை அடுத்த நாள் காலையில் குடும்பத்தினர் தெரிந்து கொண்டனர். இந்த கதை எப்படி ஒரு விசித்திர கற்பனை நகைச்சுவைக்கு வழிவகுக்கும் என்பதனை அழகாக சித்திரித்துள்ளது.

place. Nagen uncle told Aditya that Sanyal led a cursed life. He lost his wife and only son. Now Aditya realized his childhood mistake done to Sanyal. Immediately Aditya went to his ancestral house. He took a silver medal from his favourite attic. The medal was won by Sanyal in a school recitation event. Being jealous, Aditya took the medal from him. He lied to Sanyal that he lost the medal. Now Aditya wished to compensate for his mistake. He offered Sanyal one hundred and fifty rupees. But, Sanyal preferred the medal to money. Finally the medal was restored to Sanyal. Thus Aditya changed with time. Man does change with time.

Man does change with time.

### Paragraph for Toppers

#### THE ATTIC - Satyajit Ray

##### Introduction

'The Attic' by Satyajit Ray is a famous short story. It portrays that it is natural for human beings to make mistakes. The story revolves around Aditya's realization of his childhood mistakes and Sanyal's forgiveness.

##### Visit to birthplace

Aditya and the narrator were friends and business partners. They were returning to Kolkata from the site of their factory at Deodarganj. Aditya's birthplace Bramhapur was very near to it. He left his ancestral house 29 years ago. Aditya and the narrator went to Bramhapur and visited the local school. Aditya said that everything had changed. Then they went to Nagen uncle's tea shop to have tea.

##### Nagen uncle's tea shop

Nagen was the owner of tea shop. He was over sixty with a little rustic in appearance. He could not recognize Aditya. Aditya and the narrator sat on two tin chairs. There was only one other customer sitting at a corner table. He was Mr. Sanyal. Nagen uncle reminded him to go home. Sanyal suddenly stood up. He recited a poem 'Panraksha' by Tagore and left the place. The narrator noticed a sudden change in Aditya's expression.

##### Sanyal's cursed life

Aditya asked Nagen uncle about Sanyal. Nagen uncle said that he was Sasanka Sanyal. He led a cursed life. He sold his land to get his only daughter married. He lost his wife and only son last year. Since then he was not normal. He stayed with his father's friend Jogesh Kabiraj.

##### Aditya's repentance

Aditya realized his childhood mistake done to Sanyal. Aditya and Sanyal were classmates. Sanyal got a special prize for recitation in school days. Being jealous, Aditya took the prize from him to show his father. He never returned it to him saying it had fallen through a hole in his pocket. Now, Aditya wished to compensate for his mistake.

##### Visit to Aditya's ancestral house

Aditya and the narrator went to Aditya's ancestral house and reached the attic on the second floor of the house. Aditya got a silver medal from the attic. Then, they went to a jeweller's shop to find out the weight of the medal. Their next stop was the house of Jogesh Kabiraj. They went to Sanyal's room and Aditya asked him if he remembered Aditya Narayan Chowdhury.

##### Conclusion

Sanyal smiled and said he had recognised Aditya at Nagen uncle's shop by that mole on his right cheek. He felt that Aditya had not recognised him. So Sanyal recited the same poem that he had recited on the prize-giving day on purpose. Aditya requested Sanyal to accept one hundred and fifty rupees as the price of the medal. Sanyal said money would soon be spent. He preferred to have the medal to money. So the medal that had been hidden in the attic for 29 long years was eventually restored to its owner.

Man does change with time.

## கதை சுருக்கம்

### பரண்

கதை ஆசிரியரும் ஆதித்யாவும் மிக சிறந்த நண்பர்கள் மற்றும் வியாபார கூட்டாளிகள். இவர்கள் இருவரும் இருபத்தொன்பது வருடங்களுக்கு பிறகு ஆதித்யாவின் பிறந்த ஊரான பிரமபூர் க்கு சென்றார்கள். ஆதித்யா முதலில் தான் படித்த பள்ளிக்கு சென்று விட்டு, நாபென் மாமாவின் தேநீர் கடைக்கு சென்றான். தேநீர் கடையில் சன்யல் என்ற நபரை பார்த்தான். ஆதித்யாவை பார்த்த சன்யல் தாசூர் எழுதிய பரணகஷா என்ற கவிதையை ஒப்பித்து விட்டு அங்கிருந்த சென்றான். சனியல் தனது நிலம், மனைவி, மகன் என அனைத்தையும் இழந்துவிட்டு ஒரு சபிக்கப்பட்ட வாழ்க்கை வாழ்கிறான் என்று நாபென் மாமா ஆதித்யாவிடம் தெரிவித்தார். தற்போது ஆதித்யா தான் குழந்தை பருவத்தில் சன்யலுக்கு செய்த தவறை உணர்ந்தான். ஆதித்யா தன்னுடைய மூதாதையர் இல்லத்திற்கு சென்று, தனக்கு விருப்பமான பரணியிலிருந்து வெள்ளி பதக்கத்தை எடுத்தான். இந்த வெள்ளி பதக்கத்தின் உண்மையான உரிமையாளர் சன்யல் ஆவார். தனது குழந்தை பருவத்தில் பள்ளியில் ஒப்பிவித்தல் போட்டியில் வெற்றி பெற்று பரிசாக வாங்கியது. சன்யல் மீது பொறாமைப்பட்டு, ஆதித்யா அந்த வெள்ளி பதக்கத்தை சன்யலிடம் வாங்கிவிட்டு, தான் தொலைத்து விட்டேன் என்று கூறியும், அதனை தன்னுடைய மூதாதையர் இல்லத்தில் உள்ள பரணில் வைத்தான். தற்போது தான் இளம் பருவத்தில் சன்யலுக்கு செய்த தவறுக்கு ஈடுசெய்ய விரும்பினான். அதற்காக ஆதித்யா சன்யலுக்கு நூற்று ஐம்பது ரூபாயை கொடுத்தான். ஆனால் சன்யலுக்கு பணத்தை விட அந்த வெள்ளி பதக்கம் தான் வேண்டும் என்று கேட்டான். உடனடியாக ஆதித்யா வெள்ளி பதக்கத்தை சன்யலிடம் ஒப்படைத்தான். இவ்வாறாக ஆதித்யா தன் தவறுக்கு பிராயச்சித்தம் தேடி கொண்டான்.

## LESSON 5 - TECH BLOOMERS

### SYNONYMS

S.No	Word	Synonym	Meaning in Tamil
1	Grabble(V)	Fight to win	சண்டையிட்டு வெற்றியடை
2	Cerebral Palsy(N)	Permanent tightening of the muscles caused by brain damage	பெருமூளைவாதம்
3	Dragon Dictate(N)	A software to change speech to text	பேச்சை எழுத்தாக மாற்றும் ஒரு மென்பொருள்
4	Gaze(V)	Stare	உற்றுப்பார்
5	Inclusion(N)	Including/Addition	உட்படுத்துதல்/சேர்த்துக்கொள்ளல்
6	Cloistered(V)	Enclosed by	ஹிணை
7	Assistive Technologists(N)	A person who assists the disabled with technology	உதவிதொழில்நுட்பவியலாளர்
8	Liberator Communication Device(A)	A device to communicate with eye movements	மாற்றுதிறனாளி கண் அசைவால் இயக்கும் இயந்திரம்
9	Collaborative Process(Adj)	Working together	கூட்டு செயல்முறை
10	Empowering(V)	Authorise/Allow	அதிகாரம்/உரிமை கொடு
11	Threshold(N)	Entrance	நுழைவாயில்
12	Exhausted(Adj)	Tired	சோர்வாக

## EXTRA BOOK BACK TOPICS

## UNIT - 1

## Prose - His First Flight

## LISTENING ACTIVITY

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

(i) Fill in the blanks with suitable words:

1. The students visited **Darjeeling** city.
2. **Kanchenjunga** is the third highest mountain in the world.
3. **Tiger** hill is 13km away from Darjeeling.
4. The drinking water is supplied by **Senchal** lake.
5. After Senchal lake, they visited **Batasia Loop**.

Do you think they had a memorable and enjoyable school trip?

**Answer:**

Yes, they had a memorable and enjoyable school trip.

(iii) Name a few places that you wish to visit with your classmates as a school trip?

**Answer:**

I wish to visit the Kolli hills, Ercaud, and Ooty.

(iv) State whether the following statements are True or False.

1. As the sky was cloudy, they could get a glimpse of Mount Everest. **False**
2. The toy train covers 14 km in three hours: **True**
3. Tiger hill has earned international fame for the best sunset view. **False**

## SPEAKING ACTIVITY

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

Father : Hi Mary, it has been a very long time since we went on a trip. Let's plan one.

Mary : Yes, dad. I am also longing to go. Why don't we plan one for this weekend?

Father : Sure. Tell me, where shall we go?

Mary : Somewhere nearby but at least for two days.

Father : Hmm... I think we should go to the reserved forest nearby.

Mary : Yeah. I've never been to a forest. I have seen a forest only on TV and in movies. The forest is a good choice!

Father : OK. If we are going to the forest, we must list out what we should carry with us for two days.

Mary : I think we should carry suitable clothes like casuals and night dresses for 2 days.

Father : What about the food? Do you have any idea, Mary?

Mary : Yeah. For food, I suggest chapattis, bread, butter and jam.

Father : Ok. Lets pack the things we need for the trip.

## READING ACTIVITY

H. Read the following passage and answer the questions that follow.

1. What is Bungee jumping?  
Bungee jumping is an activity that involves jumping from a tall structure while connected to a long elastic cord.
2. Can Bungee be performed from a movable object? How?  
Yes, it is possible to perform from a movable object such as a hot-air-balloon or helicopter that has the ability to move above the ground.
3. When do you think Bungee becomes thrilling?  
Bungee becomes thrilling from the free-falling and the rebound.
4. What is the experience when one falls off the platform?  
When one falls off the platform, the cord stretches and the jumper flies upwards again as the cord recoils, and continues to oscillate up and down until the kinetic energy is dissipated.
5. Where is the Bungee jumping point located in India?  
Bungee jumping point is located in Mohan Chatti village, in Rishikesh, India at a height of 83 meters.
6. What is the minimum age to Bungee jump?  
The minimum age to Bungee – jump is 12 years.

## UNIT - 2

## Prose - The Night the Ghost Got in

## Vocabulary

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

1. 'Musta got away - whatt'd he like? - **Must got away - what was he like?**
2. 'Looky here, Joe - **Look here, Joe**
3. 'No sign o' nothing' - **No sign of nothing**
4. 'Backt' the lines ye goodaam' - '**Back to the lines you good Sam.**'
5. 'What was the idee of all them cops tarryhootin' round the house last night.' - '**What was the idea of all the cops carry shooting round the house last night.'**

## LISTENING ACTIVITY

E. Listen to the story and answer the following.

1. The rich man was from .....  
a) Nagaland      **b) Thailand**      c) Finland
2. Where did Chulong catch the bird?  
Chulong caught the bird in a bush in his garden.
3. Why did Chulong catch the bird?  
Chulong caught the bird in order to make money by selling it.
4. What will happen to the bird in imprisonment?  
The bird will lose its beauty and its sweet voice.

## POETRY SECTION

### POEM 1: LIFE - HENRY VAN DYKE

#### POEM APPRECIATION QUESTIONS

#### Textual Practice

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

1. **Let me but live my life from year to year,  
With forward face and unreluctant soul;**
  - a. Whom does the word refer 'me' refer to? (Aug 22, May 22, PTA 2, 4, 5)  
The word 'me' refers to **the poet**.
  - b. What kind of life does the poet want to lead? (Aug 22, May 22, PTA 2, 4)  
The poet wants to lead a **joyful and purposeful life**.
2. **.. Not hurrying to, nor turning from the goal;  
Not mourning for the things that disappear**
  - a. Why do you think the poet is not in a hurry? (Aug 22, Sep 21)  
The poet wants to **move towards his goal with cheer**. So, he is not in a hurry.
  - b. What should one not mourn for? (Aug 22, Sep 21)  
One should not mourn **for the lost things**.
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 phrase 'in the dim past' means **unhappy or painful past experiences**.
  - 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?  
One can travel on with cheer **by thinking of youth and old age memories**.
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?  
**The path of ups and downs and rough or smooth** is the way of life.
  - b. How should be the journey of life?  
The journey of life should be **joyful**.
  - c. What did the poet seek as a boy?  
The poet as a boy sought **new friendship, high adventure and a crown of prize**.
5. **My heart will keep the courage of the quest,  
And hope the road's last turn will be the best.**
  - a. What kind of quest does the poet seek here? (April 23, Sep 20)  
The poet seeks **the courage of quest** for a better life here.
  - b. What is the poet's hope? (April 23, Sep 20)  
He hopes that **the last turn in his life's journey will be the best**.



### Additional Practice

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

1. **Let me but live my life from year to year,  
With forward face and unreluctant soul;  
Not hurrying to, nor turning from the goal;  
Not mourning for the things that disappear**
  - a. How does the poet want to live his life? (PTA 5)  
The poet wants to live his life **joyfully with forward face and unreluctant soul.**
  - b. What does the phrase 'unreluctant soul' mean?  
The phrase 'unreluctant soul' means **the person who is willing to do something.**
  - c. Whose unreluctant soul is referred to here?  
**The poet's** unreluctant soul is referred to here.
  - d. Is the poet in a hurry?  
**No**, the poet is not in a hurry.
  - e. What is meant by 'mourning'?  
'Mourning' means **feeling or expressing great sadness.**
  
2. **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 word 'veil' mean here?  
The word 'veil' means **to hide or cover something** so that we cannot see it clearly.
  - b. How should we keep our heart?  
We should keep our heart **happy.**
  - c. Is the poet happy in his life?  
**Yes**, the poet is happy in his life.
  - d. How does the poet travel from his youth to age?  
The poet travels **on with cheer** by thinking of his memories of youth and age.
  
3. **So let the way wind up the hill or down,  
O'er rough or smooth, the journey will be joy:  
Still seeking what I sought when but a boy,  
New friendship, high adventure, and a crown,**
  - a. Pick out the opposite words from these lines.  
The opposite words from these lines are **up - down, rough - smooth.**
  - b. Is our life always smooth?  
**No**, our life is not always smooth.
  - c. Whom does the word 'I' refer to?  
The word 'I' refers to **the poet.**
  - d. What does the word 'crown' mean here?  
The word 'crown' means **a prize or position offered for being the best.**
  
4. **My heart will keep the courage of the quest,  
And hope the road's last turn will be the best.**
  - a. Whose heart is referred to here?  
**The poet's** heart is referred to here.

- b. What does the word 'quest' mean?  
The word 'quest' means **a long search for something that is difficult to find.**
- c. What does the poet's heart keep in his life?  
The poet's heart keeps **the courage of quest** in his life.
- d. What does the phrase 'the road's last turn' refer to here?  
The phrase 'the road's last turn' refers to **the last turn in the life's journey.**
- e. Is the poet hopeful about the future?  
**Yes**, the poet is hopeful about the future.

### Paragraph for Late - Bloomers

#### LIFE

- ❖ The poem "Life" describes the journey of life.
- ❖ The poet wants to live his life joyfully.
- ❖ He is willing to do the best things in his life.
- ❖ He does not want to move away from his goal.
- ❖ He does not want to mourn the lost things.
- ❖ He does not fear for the future.
- ❖ He wishes for a brave heart to pursue his desires.
- ❖ He hopes that his life's journey will be the best.

### Paragraph for Bright Students

#### LIFE - Henry Van Dyke

The poem "Life" by Henry Van Dyke describes the journey of life. The poet wants to live his life joyfully. He is willing to do the best things in his life. He neither wants to hurry nor move away from his goal. He does not want to mourn the things that disappear. He does not hold back fear of the future. He wishes to live his life from youth to old age with a whole and happy heart. It does not matter to him whether the path of life goes up or down and rough or smooth. He feels that the journey of life will be a joy. He wants to seek what he wanted as a boy - new friendship, high adventure and crown of glory. He wishes for a courageous heart in order to pursue his desires. He hopes that every turn in his life's journey will be the best.

**The purpose of our lives is to be happy**

### Paragraph for Toppers

#### LIFE - Henry Van Dyke

##### Introduction

"Life" is an inspirational poem written by Henry Van Dyke, an American poet. He describes the journey of life in the poem. He longs for a life that drives the mind and soul together.

##### Purposeful life

The poet wants to live a purposeful life with joy. He is willing to do the best things in his life. He neither wants to hurry nor move away from his goal. He feels that life should be lived without a hurry. He does not want to mourn the things that disappear. He does not hold back in fear from what the future brings. He wants to move on in his life with cheer and courage.

## Happy heart

The poet wishes to live his life from youth to old age with a whole and happy heart. It does not matter to him whether the path of life goes up or down and rough or smooth. He feels that whatever situation life throws at him, the journey of life will be a joy. He wants to seek what he wanted as a boy – new friendship, high adventure and a crown of glory. He wishes for a courageous heart to pursue his desires.

## Conclusion

The poet says that his quest for a better life will never stop. He hopes that the last turn in his life's journey will be the best. Thus, the poet encourages everyone to have faith and determination to take on the beautiful journey of life.

**The purpose of our lives is to be happy.**

## வாழ்க்கை

ஹென்றி வான் டைக் “வாழ்க்கை” என்ற கவிதையில், தனது வாழ்க்கை பயணத்தைப் பற்றி விவரிக்கிறார். தனது வாழ்க்கையை மகிழ்ச்சியுடனும், ஒவ்வொரு ஆண்டும் முன்னேற்றத்தை நோக்கியும், பல சிறந்த செயல்களை செய்தும் வாழ விரும்புகிறார். தனது இலக்கில் அவசரப்படாமலும், விலகி செல்லாமலும் இருத்தல் வேண்டும். கடந்த காலத்தில் இழந்தவைகளைப் பற்றி வருத்தப்படுவதோ, எதிர்காலத்தில் முயற்சி செய்யாமலோ இருக்க கூடாது என்று கூறுகிறார். இளமை முதல் முதுமை வரை- வாழ்க்கைப் பயணத்தில் உள்ள ஏற்றத் தாழ்வுகளை உற்சாகத்துடனும், மகிழ்ச்சியுடனும் எதிர் கொள்ள வேண்டும். ஒரு சிறுவனைப் போல புதிய நண்பர்கள், தீர்ச் செயல்கள், கீரிடம் போன்றவற்றை தேடி கொண்டே இருக்கிறேன் என்கிறார். தன் இறுதி கால வாழ்க்கை மிக சிறந்ததாக இருக்கும் என்று நம்பிக்கை கொள்கிறார்.

## LITERARY APPRECIATION AND PARAPHRASE

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

- Pick out the rhyming words from the above lines.  
The rhyming words are 'year -disappear' and 'soul -goal'.
- What is the rhyme scheme of the above stanza?  
The rhyme scheme is of the above stanza is 'abba'.
- Find out the words in alliteration in the second line?  
The words in alliteration are forward and face.

## Paraphrase:

The poem describes the journey of life. The poet wants to live his life joyfully. He is willing to do the best things in his life. He wants neither to hurry nor move away from his goal. He does not want to mourn the things that disappear.

- (ii) In the dim past, nor holding back in fear  
From what the future veils; but with a whole  
And happy heart, that pays its toll  
To Youth and Age, and travels on with cheer.
- a) Pick out the rhyming words from the above lines.  
The rhyming words are 'fear-cheer and whole -toll'.
- b) What is the rhyme scheme of the above stanza?  
The rhyme scheme of the above stanza is 'abba'.
- c) What is the figure of speech applied in the first line?  
The figure of speech is **Metaphor**.
- d) What is the poetic device employed in the second and third lines?  
The poetic device is **Personification**.
- e) Find out the words in alliteration in the third line.  
The words in alliteration are **happy and heart**.
- f) What is figure of speech used in the fourth line?  
**Oxymoron** is the figure of speech.

**Paraphrase:**

The poem describes the journey of life. The poet does not hold back in fear from what the future brings. He wants to travel on in his life with cheer and courage. He wishes to live his life from youth to old age with a whole and happy heart.

- (iii) 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.
- a) Pick out the rhyming words from the above lines.  
The rhyming words are 'down-crown, joy-boy and quest -best'.
- b) Write the rhyme scheme of the first four lines.  
The rhyme scheme of the first four lines is 'abba'.
- c) What is the poetic device used in the first line?  
**Personification** is the poetic device.
- d) Identify the literary device used in the second line.  
**Oxymoron** is the literary device.
- e) What is the figure of speech employed in the fourth line?  
The figure of speech is **Metaphor**.
- f) Find out the words in alliteration in third line.  
The words in alliteration are **still, seeking and sought**.
- g) Find out the words in alliteration in the fifth line.  
The words in alliteration are 'keep, courage and quest'.

**Paraphrase:**

The poem describes the journey of life. The poet says that it does not matter to him whether the path of life goes up or down and rough or smooth. He feels that the journey of life will be a joy. He wants to seek new friendship, high adventure and a crown. His wishes for a courageous heart in order to pursue his desires. He hopes that every turn in his life's journey will be the best.

**Paraphrase:**

Everything is common on earth. The poet says that the men from other countries also have the eyes like everyone. Strength of people can be won by love and sympathy. Everyone should recognise that life is common for all.

4. *“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”*

- What is the rhyme scheme of the above stanza?  
The rhyme scheme of the above stanza 'abcd'
- Bring out the alliteration in the 1st line?  
Alliteration in the 1<sup>st</sup> line is 'Whenever- we'
- Bring out the alliteration in the 3rd line?  
Alliteration in the 1<sup>st</sup> line is 'we- who'

**Paraphrase:**

Everything is common on earth. The poet says that army leaders may ask the soldiers to hate others soldiers. But hating others hates our own selves. People deprive, deceive and convict, when they hate others.

- 5 *“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”*

- What is the rhyme scheme of the above stanza?  
The rhyme scheme of the above stanza 'abcd'
- What is the figure of speech employed in the 4<sup>th</sup> line?  
The figure of speech employed in the 4<sup>th</sup> line is **repetition**.

**Paraphrase:**

Everything is common on earth. People who take weapons against others damage the purity of the earth. War pollutes the whole earth. It is unnatural to fight against each other's. He asks the people to remember that people of other countries are not foreign. Other countries are not strange.

## POEM 7: THE HOUSE ON ELM STREET

- NADIA BUSH

### Textual Practice

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

- It sat alone.  
What happened there is still today unknown.  
It is a very mysterious place,  
And inside you can tell it has a ton of space,  
But at the same time it is bare to the bone.
  - What does 'It' refer to? (PTA 3)  
It refers to a **mysterious house**.
  - Pick out the line that indicates the size of the house.  
**And inside you can tell it has a ton of space”.**
  - What happened inside the house? (PTA 3)  
What happened inside the house is **unknown/ mysterious**.

2. I drive past the house almost every day.  
The house seems to be a bit brighter.  
On this warm summer day in May.  
It plays with your mind.
- To whom does 'I' refer?  
'I' refers to **the poet**.
  - Pick out the alliterated words in the 2<sup>nd</sup> line.  
**Be, bit, brighter.**
3. It never grows leaves,  
Not in the winter, spring, summer or fall.  
It just sits there never getting small or ever growing tall
- What does 'it' refer to? **(Sep 20)**  
It refers to **the tree**.
  - In what way the tree is a mystery? **(Sep 20)**  
**The leaves on the tree never grow. The tree neither gets small nor grows tall.**
4. Rumors are constantly being made,  
And each day the house just begins to fade.  
What happened inside that house?
- Does the house remain the same every day?  
**No, the house begins to fade each day.**
  - How does the poet consider the house to be a mystery?  
**No one knows what happens inside the house.** This makes the poet think that the house is a mystery.
5. What happened inside that house?  
I really don't know  
I guess it will always be a mystery.
- Does the poet know what happened in the house? **(PTA 2, 5)**  
**No,** the poet does not know what happened in the house.
  - What is the mystery about the house? **(PTA 2, 5)**  
The mystery about the house is that **no one knows what happens inside the house.**

### Additional Practice

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

1. It sat alone  
What happened there is still today unknown.  
It is a very mysterious place,  
And inside you can tell it has a ton of space,  
But at the same time it is bare to the bone.
- What happened inside the house?  
**It is still unknown.**
  - Does anyone know what happened inside the house?  
**No,** noone knows what happened inside the house.
  - Where is the house located?  
The house is located **on Elm street.**

- d. Which is a mysterious place?  
**The house** is a mysterious place.
- e. Is that house spacious inside?  
**Yes**, the house is spacious inside.
- f. What does the phrase 'bare to the bone' mean?  
The phrase 'bare to the bone' means **scarcely sufficient things**.
2. At night the house seems to be alive,  
Lights flicker on and off.  
I am often tempted to go to the house,  
To just take a look and see what it is really about,  
But fear takes over me.
- a. When does the house seem to be alive?  
The house seems to be alive **at night**.
- b. When does the light flicker on and off?  
The light flickers on and off **at night**.
- c. Whom does the word 'I' refer to?  
The word 'I' refers to **the poetess**.
- d. Who is tempted to go to the house?  
**The poetess** is tempted to go to the house.
- e. Why does the poet want to go to the house?  
The poet wants **to see what is really inside the house**.
- f. Has the poet entered the house at night?  
**No**, the poet hadn't entered the house at night.
- g. What takes over the poet?  
**Fear** takes over the poet.
3. I drive past the house almost every day.  
The house seems to be a bit brighter  
On this warm summer day in May.  
It plays with your mind.  
To me I say, it is one of a kind.
- a. Does the poet drive past the house every day?  
**Yes**, the poet drives past the house every day.
- b. When does the house seem to be a bit brighter?  
The house seems to be a bit brighter **on the warm summer day in May**.
- c. Identify the season mentioned here.  
The season mentioned here is **summer**.
- d. Which month is mentioned here?  
**May** month is mentioned here.
- e. How does the house look on the summer day?  
The house looks **brighter** on the summer day.
- f. What does the word 'it' refer to?  
The word 'it' refers to **the house**.
- g. What does play with our mind?  
**The mystery of the house** plays with your mind.

4. Beside the house sits a tree.  
It never grows leaves,  
Not in the winter, spring, summer or fall.  
It just sits there, never getting small or ever growing tall,  
How could this be?
- What is beside the house? **(Model 19)**  
**A tree** is beside the house.
  - How does it never grow leaves? **(Model 19)**  
It never grows leaves **all over the year**.
  - What are the seasons mentioned here?  
**Summer, winter, spring and fall** are the seasons mentioned here.
  - Does the tree grow tall?  
**No**, the tree does not grow tall.
  - What is the mystery of the tree?  
**It never grows leaves. It neither grows tall nor gets smaller.**
5. Rumors are constantly being made,  
And each day the house just begins to fade.  
What happened inside that house?  
I really don't know.  
I guess it will always be a mystery.
- What rumours are made about the house?  
**There may be a ghost inside the house. The house begins to fade every day.**
  - Does the house fade each day?  
**Yes**, the house begins to fade each and every day.
  - Who does the word 'I' refer to?  
The word 'I' refers to **the poetess**.
  - Who does the word 'it' refer to?  
The word 'it' refers to **the house**.
  - Does the poet know what happened inside the house?  
**No**, the poet doesn't know what happened inside the house.
  - What is the poet's guess about the house?  
The poet's guess that **the house will always be a mystery**.

### Paragraph for Late - Bloomers

#### THE HOUSE ON ELM STREET

- ❖ The poem describes a strange house on Elm Street.
- ❖ No one knows what happens inside the house.
- ❖ The house seems to be very active at night.
- ❖ The poet gets tempted to go inside the house.
- ❖ Her fear never allows her.
- ❖ A mysterious tree near the house never grows.
- ❖ The house dims day by day.
- ❖ The poet feels that the house is a mystery.



### POETIC DEVICES FOR LATE BLOOMERS

#### 1.LIFE - HENRY VAN DYKE

S.No.	Poetic lines	Figure of speech
1.	With forward face and unreluctant soul;	Personification
2.	Not hurrying to, nor turning from the goal; Not mourning for the things that disappear	Anaphora
3.	In the dim past, not holding back in fear	Metaphor
4.	In the dim past, nor holding back in fear From what the future veils;	Personification
5.	but with a whold And happy heart, that pays its toll	Personification
6.	To Youth and Age, and travels on with cheer.	Oxymoron
7.	New friendship, high adventure, and a crown	Metaphor
8.	And hope the road's last turn will be the best.	Metaphor

#### 2.THE GURMBLE FAMILY - LUCY MAUD MONTGOMERY

S.No.	Poetic lines	Figure of speech
1.	They live, it is said, on Complaining Street	Personification
2.	In the city of Never-Are-Satisfied, The River of Discontent beside	Personification
3.	The growl at that and they growl at this; The growl at the rain and they growl at the sun;	Repetition
4.	Hot or cold; summer and winter; high or humble	Oxymoron
5.	he dreams of the terrible jumble	Metaphor
6.	Grumble family / complaining street	Epithet

## SUPPLEMENTARY SECTION

### 1. THE TEMPEST

- SHAKESPEARE

#### REARRANGE THE SENTENCES

**1. Rearrange the following sentences in coherent order:**

- i. Ariel was instructed to bring Ferdinand, the prince of Naples to his 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. Prospero and Miranda came to an island and live in a cave.
- v. He ordered Ariel to torment to torment the inmates of the ship.

**Answer: iv, ii, iii, v, I**

**2. Rearrange the following sentences in coherent order:**

- 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 sever 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.

**Answer: v, i, iii, iv, ii.**

**3. Rearrange the following sentences in coherent order:**

- I. Prospero ordered Ariel to bring Ferdinand.
- ii. Ariel gave a lively description of the storm.
- iii. Ferdinand's father thought that his son was swallowed up by the waves and lost.
- iv. The ship was safe in the harbour.

**Answer: ii, v, iii, I, iv**

**4. Rearrange the following sentences in coherent order:**

- I. Miranda answered she was no goddess but a simple maid.
- ii. She was delighted with the appearance of this beautiful young prince.
- iii. Prospero was well pleased to find they admire each other.
- iv. Ferdinand began to address her as they goddess of the place.
- v. Miranda thought all men had grave faces and grey beards like her father.

**Answer: v, ii, iv, I, iii**

**5. Rearrange the following sentences in coherent order:**

- I. Harpy reminded them of their cruelty in driving Prospero.
- ii. Ariel said he had left them almost out of their senses with fear.
- iii. The king of Naples and Antonio repented the injustice they had done to Prospero.
- iv. Prospero called his spirit Ariel, who quickly appeared before him.
- v. The delicious banquet turned into the shape of a harpy, a voracious monster.

**Answer: iv, ii, v, i, iii**

#### READING COMPREHENSION PASSAGE

**1. Read the following passage and answer the questions that follow:**

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

**Questions:**

1. **Who lived in a cave?**  
Prospero and his daughter lived in a cave.
2. **Who had imprisoned the good spirits?**  
Sycorax, a witch had imprisoned the good spirits,
3. **How did Prospero release many good spirits?**  
Prospero released many good spirits by virtue of his magic art.
4. **How was the cave divided?**  
The cave was divided into several apartments.
5. **Who was the chief of all the good spirits?**  
Ariel was the chief of all the good spirits.

2. **Read the following passage and answer the question that follow:**

"Twelve years ago, Miranda," continues 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 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:**

1. **Who was the Duke of Milan?**  
Prospero was the Duke of Milan.
2. **Who was Antonio?**  
Antonio was the younger brother of Prospero.
3. **Who helped Antonio to deprive Prospero's dukedom?**  
The king of Naples helped Antonio to deprive Prospero's dukedom.
4. **Who was the enemy of Prospero?**  
The king of Naples was the enemy of Prospero.
5. **What made Antonio think himself the Duke?**  
Prospero trusted everything to Antonio. He was in possession Prospero's power. It made Antonio think himself the Duke.

3. **Read the following passage and answer the questions that follow:**

Ariel gave a lively description of the storm, and of the terrors of the mariner; and how the king's son, Ferdinand, was the first who leaped into the sea; and his father thought he saw his dear son swallowed up by the waves and lost. "But he is safe", said Ariel, "in a corner of the isle, sadly lamenting the loss of the king, his father.

"That's my delicate Ariel," said Prospero." Bring him her: my daughter must see this young prince. Where is the king and my brother?" "I left them," answered Ariel, "searching for Ferdinand, whom they have little hopes of finding, thinking they saw him perish. Of the ship's crew not one saved: and the ship, though invisible to them is safe in the harbour.

**Questions:**

1. **Who gave the lively description of the storm?**  
Ariel gave the lively description of the storm.
2. **Who was the first to leap into the sea?**  
Ferdinand was the first to leap into the sea.
3. **What did Ferdinand's father think about his son?**  
Ferdinand's father thought that his son was swallowed up by the waves and lost.

4. **Why did Prospero order Ariel to bring Ferdinand there?**  
Prospero ordered that his daughter must see they young prince, Ferdinand.
5. **What happened to the shop?**  
The shop was safe in the harbour.

4. **Read the following passage and answer the question that follow:**

Antonio with tears, and sad words of sorrow and true repentance, implored his brother's forgiveness and Prospero forgave them; and, upon their engaging to restore his dukedom, he said to the King of Naples, "I have a gift in store for you too," and opening a door showed him his son Ferdinand playing chess with Miranda.

Nothing could exceed the joy of the father and the son at this unexpected meeting, for they each thought the other drowned in the storm.

The king of Naples was almost as much astonished at the beauty and excellent graces of the young Miranda, as his son had been.

**Questions:**

1. **Who was Antonio?**  
Antonio was Prospero's brother.
2. **What was the game played by Ferdinand and Miranda?**  
Chess and the game played by Ferdinand and Miranda.
3. **What was the gift given to King of Naples by Prospero?**  
Ferdinand was the gift given to King of Naples by Prospero.
4. **Who forgave whom?**  
Prospero forgave Antonio and the King of Naples.
5. **What was the king of Naples astonished at?**  
The king of Naples was astonished at the beauty and excellent graces of the young Miranda.

**Paragraph for Late - Bloomers**

**THE TEMPEST**

- ❖ "The Tempest" is a play of magic.
- ❖ Prospero was the Duke of Milan.
- ❖ He was cheated by his brother, Antonio.
- ❖ He and his daughter Miranda came to an island.
- ❖ Prospero raised a storm to revenge his enemies.
- ❖ Prospero's servant spirit Ariel helped him.
- ❖ He agreed to the marriage of Miranda and Ferdinand.
- ❖ At last, Prospero forgave his enemies and set Ariel free.

**Paragraph for Bright Students**

**THE TEMPEST - SHAKESPEARE**

The Tempest' by Shakespeare is a famous play of magic. The play began on a ship being tossed about in a storm. Prospero, the deposed Duke of Milan and his daughter Miranda were watching the ship. Prospero raised the storm to teach a lesson to his enemies. Miranda was sad about the shipwreck. Prospero told Miranda about their past life. Once, Prospero was the Duke of Milan. His daughter Miranda was a princess. They lived a life of luxury. Prospero was interested in reading magic books. So, he trusted his dukedom to his brother Antonio. But he usurped Prospero with the aid of Alonso. He and his daughter were forced into a small boat in the sea. Finally, they reached the island with the secret help of Gonzalo. After recalling his life, Prospero put Miranda to sleep. Prospero's servant spirit Ariel said that he dispersed the passengers of the ship. He brought Alonso's son Ferdinand to Prospero's cave. Ferdinand and Miranda fell in love with each other. Prospero tested Ferdinand's sincerity towards Miranda. Then, Prospero celebrated their engagement. Ariel reminded Antonio and Alonso of their cruelty to Prospero. They repented their injustice. Then, Ariel brought all of them to Prospero's cave. Prospero forgave his brother Antonio and Alonso. He restored his dukedom. Before Prospero left the island, he set Ariel free. Thus, the play ends with reconciliation and forgiveness.

**To error is human, to forgive is divine.**

## Paragraph for Toppers

### THE TEMPEST - SHAKESPEARE

#### Introduction

'The Tempest' is considered as one of Shakespeare's well-written plays. It is a famous play of magic.

#### Shipwreck

The play began on a ship being tossed about in a storm. Prospero, the deposed Duke of Milan and his daughter Miranda were watching the ship. Prospero raised the storm to teach a lesson to his enemies. Miranda was sad about the shipwreck. Prospero told Miranda about their past life.

#### Duke of Milan

Once, Prospero was the Duke of Milan. His daughter Miranda was a princess. They lived a life of luxury. Prospero was interested in reading magic books. So, he trusted his dukedom to his brother Antonio. But he usurped Prospero with the aid of Alonso. He and his daughter were forced into a small boat in the sea. Finally, they reached the island with the secret help of Gonzalo. After recalling his life, Prospero put Miranda to sleep.

#### Repentance

Prospero's servant spirit Ariel said that he dispersed the passengers of the ship. He brought Alonso's son Ferdinand to Prospero's cave. Ferdinand and Miranda fell in love with each other. Prospero tested Ferdinand's sincerity towards Miranda. Then, Prospero celebrated their engagement. Ariel reminded Antonio and Alonso of their cruelty to Prospero. They repented their injustice. Then, Ariel brought all of them to Prospero's cave.

#### Conclusion

Prospero forgave his brother Antonio and Alonso. He restored his dukedom. Before Prospero left the island, he set Ariel free. Thus, the play ends with reconciliation and forgiveness.

**To error is human, to forgive is divine.**

## 2. ZIGZAG

- ASHA NEHEMIAH

### REARRANGE THE SENTENCES

#### 1. Rearrange the following sentences in coherent order:

- I. Mrs. Krishnan was annoyed.
- ii. Dr. Krishnan informed the chaotic situation to Kr. Somu.
- iii. Somu requested Kr. Krishnan to take care of his pet.
- iv. Zigzag perched on the curtain rod.
- v. Mrs. Krishnan was not happy with the arrival of the pet.

**Answer: iii, v, iv, i, ii**

#### 2. Rearrange the following sentences in coherent order:

- I. Zigzag deposited the nut on the blades of the fan.
- ii. Visu brought Zigzag to Dr. Krishnan's house.
- iii. It kept a big guava there and slept.
- iv. Arvind brought some fruits and nuts for the bird.
- v. It perched on the curtain rod.

**Answer: ii, iv, i, v, iii**

#### 3. Rearrange the following sentences in coherent order:

- I. The servant Lakshmi switched on the fan.
- ii. A guava landed on her cheek.
- iii. The neighbours rang up Mrs. Krishnan.
- iv. The fan was raining papayas and bananas.
- v. The snoring of the zigzag annoyed the family.

**Answer: v, iii, i, iv, ii**

மாணிக்கங்கள், வைரங்கள் மற்றும் முத்துக்கள் இருந்தன. பெட்டியின் மேல் வைக்கப்பட்டிருந்த ஒரு கடிதத்தைப் படிக்கும்படி டாமிடம் கூறியிருந்தார். அந்த கடிதத்தில் ரத்தின கற்கள் மற்றும் டைனமைட் பற்றிய விபரங்கள் எழுதப்பட்டிருந்தது. அந்த பெட்டி ஒரு சுவாரஸ்யமான இயங்கமைப்புகொண்டு உருவாக்கப்பட்டிருந்தது. விலையுயர்ந்த கற்கள் இருந்த அந்த பெட்டியை திறந்தால் அதிலுள்ள டைனமைட் வெடித்துவிடும். அந்த பெட்டியை வெடிக்காமல் திறப்பது டாமிற்கு ஒரு சவாலாக இருந்தது. இருந்தபோதிலும், டாம் பாதுகாப்பான தூரத்தில் பெட்டியை வெடிக்க திட்டமிட்டார். ஆனால் மாணிக்கங்கள் மற்றும் வைரங்களை இழக்க நேரிடும் என்ற அச்சத்தில் திட்டத்தை கைவிட்டார். அவர் பல நபர்களுடன் கலந்தாலோசித்து, அந்த இரும்புப் பெட்டியை திறக்க முயற்சித்தார். ஆனால் அனைத்தும் வீணாக முடிந்தது. அந்த பெட்டியினால் டாம் எப்போதும் ஒரு குழப்பத்தில் வாழ்ந்தார். இறுதியாக, அந்த விலையுயர்ந்த பெட்டியை அறக்கொடை நிறுவனத்திற்கு உயில் எழுதி அன்பளிப்பாக ஒப்படைத்துவிட்டார். இவ்வாறு தனது குழப்பமான நிலைக்கு ஒரு முற்றுப்புள்ளி வைத்தார்.

## PART - I

### Q.No. 1 to 14 - 1 Mark Questions

#### 1. SYNONYMS (Q.No.1-3)

You are instructed to go through the synonyms of the seven lessons given in the prose section.

#### 2. ANTONYMS (Q.No.4-6)

You are instructed to go through the antonyms of the seven lessons given in the prose section.

#### 3. SINGULAR AND PLURAL NOUNS

FOR LATE BLOOMERS:

Text Page No.35, 176

1	um	a	datum - data
2	us	i	syllabus - syllabi
3	ex, ix	ices/es	index- indices, indexes; matrix-matrices, matrixes
4	a	ae	formula-formulae
5	on	a	criterion-criteria
6	is	es	crisis-crises
7	f, fe	ves	thief-thieves
8	o,sh, ss, ch, x	es	box- boxes/ mango mangoes
9	y	ies	family-families
10	-oo-	-ee-	foot-feet
11	vowel + o	s	radio - radios
12	vowel + y	s	boy-boys

ADDITIONAL WORDS

Singular	Plural	Examples
-s, ss, sh, ch, -x	es	s - class -classes sh - brush -brushes ch - match -matches x - box -boxes bus - buses dish - dishes watch - watches fox - foxes lass - lasses wish - wishes bench - benches tax - taxes

<b>Miscellaneous</b>	plateau – plateaus/plateaux	bureau – bureaux / bureaux
	tableau – tableaux/tableaus	beau – beaux/beaus
	spoonful – spoonfuls	cupful – cupfuls

**TEXTUAL EXAMPLES (T.P.No: 35)**

S.No	Singular	Plural	S.No	Singular	Plural	S.No	Singular	Plural
1	house	houses	3	burglar	burglars	5	shelf	shelves
2	window	windows	4	box	boxes	6	policeman	policemen

**TEXTUAL EXERCISE:****1. Complete the given tabular column with the suitable plural forms. (T.P.No: 35, 176)**

S.No	Singular	Plural	S.No	Singular	Plural	S.No	Singular	Plural	S.No	Singular	Plural
1	chair	chairs	6	formula	formulae	11	leaf	leaves	16	lamp	lamps
2	box	boxes	7	child	children	12	lorry	lorries	17	doll	dolls
3	eskimo	eskimos	8	deer	deer	13	bat	bats	18	biscuit	biscuits
4	lady	ladies	9	loaf	loaves	14	clock	clocks	19	knife	knives
5	radius	radii	10	hero	heroes	15	table	tables	20	furniture	furniture

**I. GOVERNMENT QUESTIONS****1. Choose the correct plural form of the word 'life'. ( II Mid Term Nov: 2019)**

a. life                                      b. lives                                      c. lifes                                      d. live                                      **Ans: b**

**2. Choose the correct plural form of the word ' lady'. ( II Revision Feb: 2020)**

a. ladeis                                      b. ladiis                                      c. ladyes                                      d. ladies                                      **Ans: d**

**3. Choose the correct plural form of the word ' loaf'. (III Revision March : 2020/PTA - I)**

a. loafis                                      b. loafs                                      c. loaves                                      d. loafies                                      **Ans: c**

**4. Choose the correct plural form of the word ' lorry'. (PTA - II)**

a. lorrys                                      b. lorry                                      c. lories                                      d. lorries                                      **Ans: d**

**5. Choose the correct plural form of the word ' child'. (PTA - III)**

a. childs                                      b. childrens                                      c. childes                                      d. children                                      **Ans: d**

**6. Choose the correct plural form of the word 'syllabus '. (PTA - IV)**

a. syllables                                      b. syllabii                                      c. syllabi                                      d. syllabies                                      **Ans: c**

**7. Choose the correct plural form of the word 'alumnus '. (PTA - V)**

a. alumna                                      b. alumnies                                      c. alumni                                      d. alumnuses                                      **Ans: c**

**8. Choose the correct plural form of the word 'deer '. (PTA - VI)**

a. deers                                      b. door                                      c. dear                                      d. deer                                      **Ans: d**

**ADDITIONAL EXERCISE****II. Choose the plural form of the words that are given below.****1. bacillus**

a. bacilluses                                      b. bacilli                                      c. bacillisis                                      d. bacilla                                      **Ans: b**

**2. ox**

a. oxes                                      b. oxen                                      c. oxens                                      d. oxis                                      **Ans: b**

## 7. PHRASAL VERBS

Text Page No.67, 68, 167

❖ A **Phrasal verb** is an **idiomatic phrase** consisting of a **verb** and **another element**, typically an adverb or a preposition or both, the meaning of which is different from the meaning of its separate parts.

**E.g.**

See to something – **to deal with something** - *I will see to the preparation for next meeting.*  
 Look down on somebody – **to despise** - *The rich man looks down on the poor man.*

**Example:**

1. The crew **ran out** of water and food before they could complete their expedition.

In the above sentence, **ran out** is a **phrasal verb** which means **to use completely**.

2. The Police personnel instructed the mob to **go away** from the place during the strike.

In the above sentence, **go away** is a **phrasal verb** which means **to leave** from the place.

**TEXTUAL EXERCISE:-**

PHRASAL VERBS	MEANING	EXAMPLE
ran out	to use completely. (முழுவதுமாக உபயோகி)	We are <b>running out</b> of time.
go away	to leave (விட்டு விலகிச் செல்)	The police instructed the mob to <b>go away</b> from the place.
come across	to meet or find by chance (எதிர்பாராமல் சந்தி)	I <b>came across</b> my teacher at market.
hang on	1. wait (காத்திரு) 2. To accept a challenge with confidence (சவாலை ஏற்றுக்கொள்)	1. Can you <b>hang on</b> for a minute? 2. The hero managed to <b>hang on</b> during the climax.
get along get along with get along (together)	To have a friendly relationship (நட்பாயிரு)	Rani never really <b>got along with</b> her sister. Venkat felt happy to <b>get along with</b> the neighbours in the new locality.
bring on	cause	Drunk driving will <b>bring on</b> accidents.
take off	(of aircraft) to depart from the ground	The plane <b>took off</b> on time.
shut down	(of factory) to close temporarily (தற்காலிகமாக மூடு)	They planned to <b>shut down</b> the factory.
warm up	(ஆயத்த பயிற்சி செய்)	He <b>warmed up</b> in the gym.
look after	Take care of (கவனித்துப் பார்த்துக்கொள்)	The mother <b>looked after</b> the child carefully.

**Fitness Phrasal Verbs**

put on	become heavier (உடல் பருமன் அடை)	Rani <b>puts on weight</b> heavily.
work out	to exercise (உடல் பயிற்சி செய்)	You must <b>work out</b> to maintain your physique.

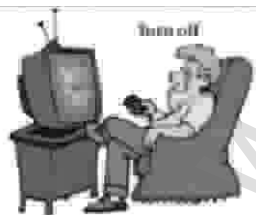


stretch out	to stretch (நீட்டு)	Yoga helps to <b>stretch out</b> my muscles.
keep up	to maintain the same speed as others (தொடர்ந்து ஒரே வேகத்தில் செயலாற்று)	Ganesh could not <b>keep up</b> and dropped out of the race.
burn off	to eliminate (எஞ்சியவற்றை பயன்படுத்தி நீக்கு)	I <b>burn off</b> calories through vigorous exercise.
build up	to increase (அதிகமாக்கு)	Weightlifting helps to <b>build up</b> our muscles.
tire out	to exhaust (மிகவும் சோர்வடையச் செய்)	The thought of exercise <b>tires me out</b> .

**Match the phrasal verb with equivalent single word. (Text Page No: 167)**

go far	succeed (வாழ்க்கையில் வெற்றியுடன் இரு)	Ram is a talented boy. He should go far.
blow up	explode (உரத்த ஓசையுடன் வெடி)	The car blew up when the door was opened.
show up	reveal (வெளிக்காட்டு)	The police showed them up as frauds.
call on	require/invite (தேவைப்படு / அழை)	The manager called on the workers to complete the project.
break off	finish (முடிவுக்கு கொண்டுவா)	India threatened to break off the diplomatic relations with Pakistan.
knuckle under	submit (பிறர் அதிகாரத்திற்கு அடங்கு)	Indian will not knuckle under to Chinese demands.
put on	wear (அணிந்துகொள்)	I put on a sweater.
walk away	leave a difficult situation (விட்டுச்செல்)	He walked away from the problem.
come in	enter (நுழை)	Thieves came in through the window.
time out	rest time/turn off (தற்காலிகமாக செயலற்றுயிரு)	This website timed out.
Go on	continue (தொடர்ந்து செய்)	The project is going on.

**ADDITIONAL PHRASAL VERBS THROUGH PICTURES:**



Turn on/turn off/ switch on / switch off  
(மின்னோட்டத்தை செலுத்தி இயக்கு/ மின்னோட்டத்தை தடைசெய்து இயக்கத்தை நிறுத்து)



Pick up – to answer a telephone call (அழைப்பை எடு)  
Hang up – to end a telephone call (அழைப்பை முடித்துக்கொள்)  
Hold on, hang on – to wait for a short time (சிறிது நேரம் போனில் காத்திரு)  
Speak up – to speak louder – (போனில் சத்தமாக பேசு)  
Call back – to telephone sb again (மறுபடியும் போனில் அழை)  
Get through – to succeed in speaking to sb on telephone (போனில் அழைத்தவரிடம் பேசு)

## PART II - 2 Mark Questions

### SECTION - 1 (Q.No. 15 to 18)

#### 12. PROSE SHORT ANSWER QUESTIONS

You are instructed to go through the short answer questions of the seven lessons given in the prose section.

### SECTION - 2 (Q.No. 19 to 22)

#### 13. POEM APPRECIATION QUESTIONS

You are instructed to go through the poem appreciation questions of the seven lessons given in the poetry section.

### SECTION - 3 (Q.No. 23 to 27)

#### GRAMMAR QUESTIONS

#### 14. ACTIVE VOICE AND PASSIVE VOICE

Text Page No.14, 15, 16

- ❖ **Active voice:** shows the doer of the action (Who does the action?). The verb in the active voice indicates that the person or thing denoted by the subject does something.  
**E.g:** Srinu drinks coffee.
- ❖ **Passive voice:** shows the receiver of the action (What is done to the action?). The verb in the passive voice indicates that something is done to the person or thing denoted by the subject.  
**E.g:** Coffee is drunk by Srinu.

**The tenses and voice conversion table:**

**Table - 1**

TENSE	ACTIVE VOICE	PASSIVE VOICE
Simple Present Tense	$V_1 - s, es, ies$ <b>write/writes</b> <b>I write a letter.</b>	$am/is/are + V_3$ <b>am written/ is written /</b> <b>are written</b> <b>A letter is written by me.</b>
Present Continuous Tense	$am/is/are + V_1 + ing$ <b>am writing/is writing /</b> <b>are writing</b> <b>I am writing a letter.</b>	$am/is/are + being + V_3$ <b>am being written /</b> <b>is being written /</b> <b>are being written</b> <b>A letter is being written</b> <b>by me.</b>

Present Perfect Tense	have/has + V <sub>3</sub> <b>has written / have written</b> <b>I have written a letter.</b>	have/has + been + V <sub>3</sub> <b>has been written /</b> <b>have been written</b> <b>A letter has been written</b> <b>by me.</b>
Present Perfect Continuous Tense	have/has + been + V <sub>1</sub> + ing <b>has been writing /</b> <b>have been writing</b> <b>I have been writing a letter.</b>	<b>No Passive Voice</b>
Simple Past Tense	V <sub>2</sub> <b>wrote</b> <b>I wrote a letter.</b>	was/were + V <sub>3</sub> <b>was written / were written</b> <b>A letter was written by me.</b>
Past Continuous Tense	was/were + V <sub>1</sub> + ing <b>was writing / were writing</b> <b>I was writing a letter.</b>	was/were + being + V <sub>3</sub> <b>was being written /</b> <b>were being written</b> <b>A letter was being written</b> <b>by me.</b>
Past Perfect Tense	had + V <sub>3</sub> <b>had written</b> <b>I had written a letter.</b>	had + been + V <sub>3</sub> <b>had been written</b> <b>A letter had been written</b> <b>by me.</b>
Past Perfect Continuous Tense	had + been + V <sub>1</sub> + ing <b>had been writing</b> <b>I had been writing a letter.</b>	<b>No Passive Voice</b>
Simple Future Tense	will/shall + V <sub>1</sub> <b>will write / shall write</b> <b>I will write a letter.</b>	will/shall + be + V <sub>3</sub> <b>will be written /</b> <b>shall be written</b> <b>A letter will be written</b> <b>by me.</b>
Future Continuous Tense	will/shall + be + V <sub>1</sub> + ing <b>will be writing</b> <b>I will be writing a letter.</b>	<b>No Passive Voice</b>
Future Perfect Tense	will/shall + have + V <sub>3</sub> <b>will have written /</b> <b>shall have written</b> <b>I will have written a letter.</b>	will/shall + have + been + V <sub>3</sub> <b>will have been written</b> <b>A letter will have been</b> <b>written by me.</b>
Future Perfect Continuous Tense	will/shall + have + been + V <sub>1</sub> + ing <b>will have been writing</b> <b>I will have been writing</b> <b>a letter.</b>	<b>No Passive Voice</b>

TABLE - 2 (LATE-BLOOMERS)

TENSE	ACTIVE VOICE	PASSIVE VOICE
Simple Present Tense Simple Past Tense Simple Future Tense	<b>Verb/ verb +s/es</b> <b>Verb<sub>2</sub> / verb +ed</b> <b>Will + V<sub>1</sub>'</b>	<b>be + V<sub>3</sub></b> 'be' - am, is, are - present 'be' - was, were - past 'be' - will be - future
Continuous Tense Perfect Tense	<b>be' + verb + ing</b>	<b>'be' + being + V<sub>3</sub></b> (Future Continuous Tense - No Passive form)
Perfect Continuous Tense	<b>have/has/had/will have +V<sub>3</sub></b>	<b>have/has/had/will have+ been + V<sub>3</sub></b>
	<b>have/has/had + been + verb + ing</b>	<b>No Passive Voice</b>

Table - 3

Subject to Object	
Subject	Object
I	Me
We	You
You	You
He	Him
She	Her
It	It
They	Them

Object to Subject	
Object	Subject
Me	I
You	We
You	You
Him	He
Her	She
It	It
Them	They

**STEPS FOR THE CONVERSION:**

- ❖ Find out the **Object** of the sentence.
- ❖ Place the **Object** in the place of **Subject**.
- ❖ Find out the **Tense** of the sentence.
- ❖ Make use of the appropriate **passive form** for the tense.
- ❖ Add the word '**by**' followed by **Subject** of the sentence.
- ❖ **Subjective pronoun** should be changed into **objective pronoun**.

Subject	Verb	Object	Active voice
I	write	a letter	
Object	Passive voice verb	'by' + Subject	Passive voice
A letter	is written	by me.	

**Imperative sentences in Passive Voice**

Positive Imperative = Let + object + be + past participle(V<sub>3</sub>)

Negative Imperative = Let not + object + be + past participle(V<sub>3</sub>)

**Example:**

Open the door. = Let + the door + be + opened = Let the door be opened.

Don't open the door. = Let not + the door + be + opened = Let not the door be opened.

**TEXTUAL EXAMPLES (page: 14, 15)****Passive voice – Request**

In Active Voice, a request begins with 'Please'. When we change a request from Active to Passive Voice, we should begin the sentence with 'You are requested to' in place of 'Please'. If the request is in negative form, the request in passive voice should begin with 'You are requested not to'.

1. **Please assemble in the ground. (active voice)**  
You are requested to assemble in the ground. (passive voice)
2. **Please do not use mobiles phones here. (active voice)**  
You are requested not to use mobile phones here. (passive voice)

**Passive voice – Advice**

When we change an advice from active to passive voice, we should begin the sentence with 'You are advised to'. If the advice is in negative form, it should begin with 'You are advised not to'.

1. **Work hard. (active voice)**  
You are advised to work hard. (passive voice)
2. **Do not eat junk food. (active voice)**  
You are advised not to eat junk food. (passive voice)

**Passive voice – omitting the agent**

In the sentences beginning with someone/no one, omit the 'agent' (subject) in the passive voice.

1. **Somebody has taken away my book. (active voice)**  
My book has been taken away. (passive voice)
2. **No one has bought the tickets. (active voice)**  
The tickets have not been bought. (passive voice)

**Passive voice – Interrogatives**

When sentences are changed to Passive, they begin with a verb (in 'Yes/No' questions) or with a question word followed by the verb (in 'Wh' questions).

- a. **Questions beginning with auxiliary verbs.**
  1. **Did he write a letter? (active voice)**  
Was a letter written by him? (passive voice)
  2. **Is he watching us? (active voice)**  
Are we being watched by him? (passive voice)
- b. **Questions beginning with 'wh' words.**
  1. **Who will accept this? (active voice)**  
By whom will this be accepted? (passive voice)
  2. **Who has arranged this meeting? (active voice)**  
By whom has this meeting been arranged? (passive voice)
  3. **When will you finish the building? (active voice)**  
When will the building be finished by you? (passive voice)
  4. **How did they do this? (active voice)**  
How was this done by them? (passive voice)

**EXERCISES**

Text Page No: 14,16

**A. Change the following sentences to the other voice.**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. <b>The manager appointed many office assistants.</b><br/>Many office assistants were appointed by the manager.</li> </ol> | <ol style="list-style-type: none"> <li>2. <b>You are making a cake now.</b><br/>A cake is being made by you now.</li> <li>3. <b>The portrait was painted by my grandmother.</b><br/>My grandmother painted the portrait.</li> </ol> |
|---|---|

## 28. LETTER WRITING

Text Page No: 72-74,  
172-174, 199

- ❖ A letter is an important means of communication which could be personal and official.
- ❖ Letters are broadly classified into two types: Formal and Informal letter.

## FORMAT OF THE LETTER

## Letter of Complaint/letter to the Editor / Letter of Enquiry

<p>XXX, 25, Car street, YYY- 8. rajumadurai@gmail.com Cell: 9876543210</p> <p>15 May 2020</p> <p>The Proprietor, ABC Company, 48, Middle street, Trichy - 7. abccompany@gmail.com Cell: 9988776655</p> <p>Sir/Madam,</p> <p>Subject: _____ - reg.</p> <p>..... ..... ..... .....</p> <p>Thank you,</p> <p>Yours faithfully, XXXX</p>	<p>அனுப்புநர் முகவரி</p> <p>தேதி</p> <p>பெறுநர் முகவரி</p> <p>மரியாதை தெரிவித்தல்</p> <p>பொருள்:</p> <p>கடிதத்தின் சாராம்சம் நான்கு அல்லது ஐந்து வாக்கியங்களில்</p> <p>நன்றி தெரிவித்தல்</p> <p>உண்மையுடன் கடிதம் எழுதுபவருடைய பெயர் மற்றும் கையொப்பம்.</p>
--	---

## FOR LATE BLOOMERS

<p>கடிதத்தின் ஆரம்பத்தில் எழுத வேண்டியது</p> <ul style="list-style-type: none"> <li>❖ I would like to bring to the notice of the authorities concerned.....</li> <li>❖ Through the columns of your esteemed newspaper, I wish to draw the attention of the general public towards .....</li> </ul>	<p>கடிதத்தின் முடிவில் எழுத வேண்டியது</p> <ul style="list-style-type: none"> <li>❖ I hope that the concerned authorities must look into the matter seriously and must take necessary action to overcome this problem.</li> <li>❖ I am waiting for your response.</li> </ul>
--	---

**TEXTUAL EXAMPLES:****I. A LETTER OF COMPLAINT**

**1. Write a letter to the wholesale book shop dealer, placing order for 100 copies of medium size English Oxford Dictionary.**

**Ms. Deepa,**  
NGO (Nallam Trust),  
Kalapet village,  
Nagappattinam District.  
bdeepa04@gmail.com

13 May 2019

**The Proprietor,**  
Nizhal Book Shop,  
Chennai – 600 001.

**Sir / Madam,**

**Subject:** Order for English Oxford Dictionaries – Reg.

On reading the discount provided by your shop in the advertisement of yesterday's newspaper, I would like to place an order for 100 copies of medium sized English Oxford Dictionary in your shop. I need the copies within a week. So, let me know the estimation for the bulk order placed, as early as possible.

Thank you,

Yours faithfully,  
Deepa.B

**2. Write a letter of complaint to replace the damaged dictionaries.**

**Ms. Deepa,**  
NGO (Nallam Trust),  
Kalapet village,  
Nagappattinam District.  
bdeepa04@gmail.com

20 May 2019

**The Proprietor,**  
Nizhal Book Shop,  
Chennai – 600 001.

**Sir / Madam,**

**Subject:** Complaint about damaged dictionaries – Reg.

On receiving the order of 100 copies of English Oxford Dictionary from your shop, I found that around 25 copies of them were damaged. In some copies the pages are missing and in some more copies the pages are not in order. So, duly accept my complaint and replace the damaged copies. Kindly, check the returned copies and replace them accordingly.

Thank you,

Yours faithfully,  
Deepa.B

**3. You are Mr. Srinath. You lost your bag in an overcrowded train. Write a letter of complaint to the railway police force.**

**Srinath B,**

No.24, I cross,  
Pon Nagar,  
Chengalpettu-10.  
bsrinath16@gmail.com

25 July 2019

**The Commissioner of Railway Police,**

A-2 Police station,  
D-Nagar,  
Chengalpettu-02.

**Respected Madam,**

**Subject:** Complaint about status of the lost certificates – Reg.

I am a graduate seeking employment, residing in the above mentioned address. I lost my certificates on 15<sup>th</sup> July 2019 while I was returning home in a local train from Chengalpattu. As the train was overcrowded, I placed my bag on the rack above. When I was about to get off, I noticed that my bag was missing. I was helpless and filed a complaint with the Railway Police. I have given all the details in the complaint letter on the same day. So far I have not received any further response. I request you to take immediate action in this regard.

Thank you,

Yours faithfully,  
Srinath B.

## PART IV - 8 Mark Questions

### 37. SR HINTS DEVELOPMENT PARAGRAPHS (Q.No.46 a (OR) b)

You are instructed to go through the paragraphs of the seven stories given in the supplementary section.

### 38. GENERAL COMPREHENSION PASSAGE (Q.No. 47 a)

Text Page No:8. 9

#### EXERCISES

#### 1. Read the passage given below and answer the questions that follow.

Pheasants are shy, charming birds known for their brilliant plumage. These beautiful birds occupy an important niche in nature's scheme of things. Of the nine hundred bird species the pheasants belong to the order Galliformes and family Phasinidae. The Galliformes are known as game birds and this includes pheasants, partridges, quails, grouse, francolins, turkeys and megapodes. There are fifty-one species of pheasants in the world and these are shown in the identification chart brought out by the Environment Society of India (ESI). The purpose of this chart is to create awareness among members of the school eco clubs. Except for the Congo Peafowl, all the other pheasants are from Asia. Scientists believe that all pheasants originated from the Himalayas and then scattered into Tibet, China, Myanmar and South East Asian countries as well as the Caucasus Mountains.

#### Questions:

1. What is the passage about?
2. Which group of birds is mentioned here?
3. How many species of pheasants are there in the world?
4. What is the purpose of the ESI chart?
5. The Galliformes are known as \_\_\_\_\_ birds.

#### Answers:

1. The passage is about the Pheasants birds.
2. The birds belong to the order Galliformes and family Phasinidae.

3. There are fifty one species of pheasants in the world.
4. The purpose of the Environment Society of India (ESI) chart is to create awareness among members of the school eco club.
5. The Galliformes are known as game birds.

#### 2. Read the passage given below and answer the questions that follow.

A patriot is a man who loves his country, works for it, and is willing to fight and die for it. Every soldier is bound to do his duty, but the best soldiers do more than this. They risk their lives because they love the country they are fighting for. They love its hills and valleys, its cities and villages, its people and their way of life and they are willing to defend it to the last against enemies who try to conquer it and destroy it.

#### Questions:

1. Who is called a patriot?
2. What does the word 'risk' refer to?  
a. miss b. endanger c. hope d. lose
3. What do the best soldiers do for their country?
4. Why do the soldiers risk their lives?
5. What do they love most?

#### Answers:

1. A patriot is a man who loves his country.
2. b. endanger
3. The best soldiers work for their country. They are willing to fight and die for it.
4. The soldiers risk their lives because they love the country they are fighting for.
5. They love the hills, valleys, cities and villages and the people of their country.



4. Did the snake accept the offer from the countryman?
5. State if the following statement is true or false.  
The snake believed that injuries can be forgiven and forgotten.

**Answers:**

1. The countryman's son by accident trod upon on a snake's tail which turned and bit him so that he died.
2. The father in a range got his axe and pursuing the snake, cut off its tail.
3. The snake in revenge between stinging several of the farmer's cattle and caused him severe loss.
4. No, the snake did not accept the offer from the countryman.
5. False.

### 39. POEM COMPREHENSION(Q.No. 47. b)

**TEXTUAL EXAMPLE**

◀ Text Page No. 169, 170

**1. Read the poem carefully and answer the questions that follow:**

**Festivals**

Festival of harvest  
 Celebrations at its best  
 Festival of Light  
 To our heart's delight  
 Festival of Dance  
 Leaves us in a trance  
 Festival of Music  
 Where they sing the joyous lyric  
 Festival of flowers  
 That brightens up with colours  
 Festival of decorated cars  
 That twinkle like the stars  
 Festival of Love  
 That spreads treasures on a tree,  
 To share the word from above  
 That makes us happy and free.  
 Festival of sacrifice  
 To unfurl the joy of giving,  
 Celebrate them well and nice  
 To make life worth living.

**Answer the following questions:**

**1. Fill in the blanks.**

- (a) **Festival of light** is the festival which fills our hearts with delight.
- (b) **Joy of giving** is referred to as a festival of sacrifice.

**2. What kind of joy is unfurled during the festival of sacrifice?**

Joy of giving is unfurled during the festival of sacrifice.

**3. How can we make our life worth living?**

We can make our life worth living by celebrating the festival of sacrifice.

**4. What does the poet mean by 'Festival of flowers'?**

'Festival of flowers' means brightening up with colours.

**5. When are we in a state of trance?**

We are in a state of trance during the festival of dance.

**6. What do the people do when the festival of Music is celebrated?**

When the festival of Music is celebrated, the people sing the joyous lyric.

**7. What makes us happy and free, according to the poet?**

According to the poet, the festival of love makes us happy and free.

**8. Find out the rhyme scheme employed in the fourth stanza.**

The rhyme scheme employed here is **abab**.

**9. Pick out the rhyming words from the first stanza of the poem.**

light - delight

**10. Write down the words that alliterate in the poetic lines below.**

(a) Festival of Flowers - Festival Flowers

(b) That spreads treasures on a tree -  
treasures - tree

# EXTRA TOPICS

## PART - I & II

### 40. MODAL VERBS / SEMI-MODALS

Text Page No. 12, 13, 14

- Modal auxiliaries are also called helping verbs. They indicate modalities, attitudes or feelings like ability, possibility, permission, obligation, compulsion etc.

Usages of Modal Auxiliaries:

#### MODALS

Can	Ability	I can speak English.
	Permission	Can I go to the library?
	Request	Can you wait a moment, please?
	Offer	I can lend you my pen.
Could	Ability (past)	I could speak English.
	Polite request	Could you wait for a moment, please?
May	Possibility	It may rain today.
	Permission	May I go to the cinema?
Might	Possibility (less possible than 'may')	It might rain today.
Must	Force, Necessity	I must go to the supermarket today.
	Recommendation	You must read the new novel by Bhagat.
Shall	Suggestion	Shall I carry your bag?
Should	Advice	You should drive carefully on the highway.
	Obligation	You should switch off the lights when you leave the classroom.
Will	Wish, Request, Demand, Order	Will you please shut the door?
	Prediction, Assumption	I think it will rain on Friday.
	Spontaneous Decision	Can somebody take me to the hospital? I will.
Would	Wish, Request	Would you shut the door, please?
	Habits in the past	Some times he would bring me some flowers.

## 45. NON-FINITE VERBS

Text Page No. 176 - 178

(Gerund, Infinitive & Participle)

- ❖ Verbs are action words. They are divided into two: Finite and Non Finites.
- ❖ Finite verbs act as a verb. They also act as a main verb of a sentence or a clause. They indicate number, person and tense. They agree with the subject and change accordingly.

**E.g.** Arul **invited** Vivek to his daughter's birthday.

My friend **presented** me a watch.

- ❖ Non-finite verbs also known as verbals do not act as a verb. They act as nouns, adjectives and adverbs. They do not indicate number, person or tense. They do not change according to the subject.

There are three kinds of non-finites - Infinitives, Gerund and Participles.

### Infinitives

- ❖ Infinitive is the base form of verb with '**to (to +verb)**'. It is also a verbal noun.

**E.g:** Pushpa wants **to eat** lunch with me.

S.No.	Rules	Examples
1	The infinitive is used as the subject of a verb.	i. <b>To find</b> fault is easy. ii. <b>To err</b> is human.
2	It is used as the object of a transitive verb.	I. I like <b>to swim</b> . ii. I do not mean <b>to read</b> .
3	It is used as the complement of a verb.	I. His ambition is <b>to fly</b> . ii. Her greatest pleasure is <b>to sing</b> .
4	It is used as the object complement.	I. I saw him <b>go</b> . ii. We heard him <b>cry</b> .

### Bare Infinitives

- ❖ Some infinitives are used without **to** and such infinitives are called bare infinitives or plain infinitives. They are used after certain verbs - bid, let, make, need, dare, see, hear, watch.

**E.g.** She **made** me **do** my project.

I will not **let** you go.

### GERUND

- ❖ A gerund is an action word that ends in **verb + -ing**. It functions as a noun. So, it is a verbal noun. It also functions as an adjective.

S.No.	Rules	Examples
1	A gerund is used as a subject of a verb.	i. <b>Reading</b> is a good habit. ii. <b>Learning</b> a language is always useful.
2	It is used as an object of a transitive verb.	I. Rita likes <b>cooking</b> . ii. Murugan likes <b>swimming</b> .
3	It is used as a complement of a verb.	I. Her liking is <b>cooking</b> . ii. Seeing is <b>believing</b> .
4	It is used as an object of a preposition.	I. I am tired of <b>waiting</b> . ii. He is fond of <b>swimming</b> .

### PARTICIPLES

- ❖ Participles are called **verbal adjectives**. It is **partly a verb and partly an adjective**. Participles function as adjectives describing or modifying nouns. They come after an object to describe it and express the state that the object is in. A present or past participle can function as an adjective phrase to describe a noun placed before it.

- ❖ Participle that ends with **-ing (verb + ing)** is called a present participle. It indicates an activity that is continuing and is in progress.
- ❖ Participle that ends with **-ed, -d, -n, -t or -en** is called a past participle. It indicates a completed action.

**E.g.**

- i) The baby **sitting** in the room is my child.
- ii) The bird **flying** in the sky is the lark.
- iii) She is a **retired** Principal.

### Different Forms of Participles

S.No	Kinds of Participles	Pattern
1	Present Participle	verb + ing
2	Past Participles	verb + d/ed/en
3	Perfect Participles	having + past participle
4	Present (Passive)	being + past participle
5	Present (Passive)	Having been + past participle

### TEXTUAL EXERCISES

#### A. Identify the non-finites in the following sentences and underline them.

1. Children love eating chocolates.
2. Roshan dreams of becoming an architect.
3. We must aim at fulfilling Dr Abdul Kalam's dream to make India the most developed country by 2020.
4. Taking the children to the museum is Seema's responsibility.
5. Having finished the work, the manager decided to return home.
6. Travelling with her family, Tara enjoyed every minute of it.

#### B. Replace the underlined words by a participle in the following sentences.

1. Young people wear soiled clothes on formal occasions to show rebelliousness.  
**Ans:** Young people wear soiled clothes on formal occasions **showing** rebelliousness.
2. While Sudha was climbing the stairs, she tripped and fell down.  
**Ans:** **Climbing** the stairs, Sudha tripped and fell down.
3. After her evening prayers, my grandmother went to the temple.  
**Ans:** After **praying** in the evening, my grandmother went to the temple.
4. They took the last wicket and walked back to the pavilion.  
**Ans:** **Taking** the last wicket, they walked back to the pavilion.
5. When he saw the train in the platform, he rushed.  
**Ans:** **Seeing** the train in the platform, he rushed.

#### C. Fill in the blank with the correct alternative.

1. Having played on the flute, Krishna returned it. (played / having played)
2. We wish she continues being healthy. (being / be)
3. The doctor advised him against wandering in the sun. (wander / wandering)
4. I like drinking rasam. (drinking / drink)
5. Having used the scissors, I returned it to her. (using / having used)

## 50. SENTENCE PATTERN

- Identifying **Subject (S)**, **Verb (V)**, **Complement (C)**, **Object (O)** and **Adjunct (A)** in a sentence is Sentence Pattern.

### SENTENCE PATTERN

Subject (S)	- யார்
Verb (V)	- செய்து செயல்
Object (O)	- என்ன /எதை /யாருக்கு
Direct Object (DO)	- என்ன /எதை
Indirect Object (IO)	- யாருக்கு/யாருக்காக
Adjunct (A)	- எங்கே/எப்பொழுது/ஏன்/எப்படி
Complement (C)	- வாக்கியத்தை பூர்த்தி செய்வது

### 1. Subject (S)

It is a word or phrase about which something is said. It is the doer of the action. It answers the question '*who*' or '*which*'.

E.g. ➤ Sara has completed her work.

S

➤ The book is on the table.

S

### 2. Verb (V)

It is a word or phrase expressing action done by the subject and also expresses existence or occurrence.

E.g. ➤ He advised a doctor.

V

➤ They played cricket.

V

### 3. Object (O)

It is a word or phrase in a sentence towards which the action of the verbal element is directed. It answers the question '*what?*' and '*to whom?*'. If there are two objects in a sentence, the answer for the question 'what' is Direct Object (DO), and 'to whom' is Indirect Object (IO).

E.g. ➤ I wrote a novel.

O

➤ He gave me a gift.

IO DO

➤ He gave dresses to all poor children.

DO IO

### 4. Complement (C)

It is a word which completes the meaning of the sentence. It is usually a noun or an adjective that comes after a 'be' verb (am, is, are, was, were, will be, shall be). It also comes after verbs such as "*become, get, look, resemble, consider, prove, seem, feel, turn, elect, select, find, name, nominate, appear, call, make, declare, choose, appoint, keep, guess, sound, recognize and grow*".

E.g. ➤ We call him a joker.

C

➤ The sky appears red.

C

### 5. Adjunct (A)

It is an adverbial expression of manner (*How?*), place (*Where?*), time (*When?*) and reason (*Why?*). The meaning of the sentence is not lost even if it is removed. It is the optional element in a sentence. It answers the questions *How? Why? When? Where?*

E.g. ➤ They went to Chennai.

A

➤ He bought a new car last week.

A

## PART - III

## 52. ARTICLE WRITING

Text Page No. 113, 114

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

**Steps involved in writing an article:****1. Decide the theme:**

- ❖ Choose an interesting, relevant or a current issue.

**2. Decide the title:**

- ❖ The title suggests the core idea of the article. It has to be brief and captivating. It should kindle the interest of the readers.

**3. Form an outline:**

- ❖ Forming an outline of the article is very essential. It can be done in three steps:
  - Introduction
  - Body
  - Conclusion

**4. Draft the content:**

- ❖ When your outline is complete, start expanding on the title.

**5. Edit it:**

- ❖ Never submit an article in its first draft. Revise the article until it expresses your thoughts completely. Give it a final reading. Edit it and correct the errors.

**6. Final Reading:**

- ❖ Once the article is edited, give it a final read. Check if it adheres to the requirements.

**Write an article for the following.**

**1. You are Jansi/Avinash of Class X studying in GHSS, Chengalpet. You believe that physical activities improve our health and reduce the risk of sickness. It has got immediate and long term benefits. Write an article in not more than 150- 200 words for your school magazine activities in a student's day to day life.**

**The Importance of Physical Activities****By Jansi / Avinash**

Physical activity can improve one's health. It reduces the risk of developing several diseases. Physical exercise has immediate and long-term health benefits. Regular physical activity can relieve stress and anxiety. It also reduces the risk of heart attack.

Physical exercise is of different kinds. Many people enjoy morning walk. Some people do cycling and jogging. Several people like to do gardening or swimming. Some young people are interested to work out in gym. Skipping is also a well-known exercise. Yoga and meditation effectively keep a person fit and healthy.

Without physical activity, one's body slowly loses its stamina to function properly. Regular exercise increases muscle strength to do other physical activities. Research shows that exercise blocks negative thoughts and keep people from worries. Now is the time to start doing exercise.

## 59. PUBLIC EXAM QUESTION PAPER

PUBLIC EXAM - APRIL 2023

Time Allowed: 3 Hours

## PART - I

Marks: 100

Answer all the questions.

14x1=14

Choose the appropriate synonym for the italicised words.

- The young bird kept calling her mother *plaintively*.  
a. happily                      b. sadly                      c. rigorously                      d. vainly
- Mr. Sanyal stood up with eyes *dilated* and began to recite a poem by Tagore.  
a. closed                      b. moved                      c. widened                      d. shrank
- The doors and drawers were *yanked* open.  
a. pushed                      b. pulled                      c. fixed                      d. repulsed

Choose the appropriate antonym for the italicised words.

- I forgot all about Mr. Hamel's ruler and how *cranky* he was.  
a. unusual                      b. familiar                      c. unfamiliar                      d. strange
- I had counted on the *commotion* to get to my desk without being seen.  
a. confusion                      b. disturbance                      c. unrest                      d. calmness
- We witnessed the *bright* lights from the sea.  
a. famous                      b. superb                      c. night                      d. dull
- Choose the correct plural form of 'formula' from the following.  
a. formulae                      b. formulas                      c. formii                      d. formules
- Form a derivative by adding the right suffix to the word '*fail*'.  
a. en                      b. ure                      c. ment                      d. ion
- Choose the correct expansion of the abbreviation 'CD'.  
a. Compact Drive                      b. Condensed Display                      c. Compact Disc                      d. Common Drive
- Complete the following sentence with the most appropriate phrasal verb given below.  
The mother instructed the maid to \_\_\_\_\_ the child carefully.  
a. warm up                      b. shut down                      c. look after                      d. take off
- Choose the suitable option to pair it with the word 'SUN' to form a compound word.  
a. thing                      b. hole                      c. glasses                      d. hand
- Fill in the blank with the most appropriate preposition given below.  
Keep the books \_\_\_\_\_ the table.  
a. on                      b. to                      c. into                      d. with
- Complete the following sentence using the most appropriate tense form of the verb given below.  
My parents \_\_\_\_\_ (return) from New York next month.  
a. will return                      b. are returning                      c. will have returned                      d. will have been returning
- Choose the most appropriate linker from the given four alternatives.  
\_\_\_\_\_ you work hard, you cannot secure good marks.  
a. When                      b. But                      c. Unless                      d. Whenever

## PART - II SECTION - 1

Answer any three of the following questions in a sentence or two.

3x2=6

- What made the young seagull go mad?
- What does INSV stand for?
- How was Holmes able to look sick?
- Which month is called as Magha?

## SECTION - 2

Read the following sets of poetic lines and answer any three of the following. 3x2=6

- My heart will keep the courage of the quest,  
And hope the road's last turn will be the best.  
a. What kind of quest does the poet seek here?  
b. What is the poet's hope?
- There's a family nobody likes to meet;  
They live, it is said, on complaining street.  
a. Where does the family live?  
b. Why do you think the street is named as "complaining street"?
- But we ants never borrow,  
We ants never lend  
a. Why do you think ants neither borrow nor lend?  
b. Who says these lines to whom?





# OUR PUBLICATIONS

<b>XII</b>	<b>Tamil &amp; English</b>
<b>XI</b>	<b>Tamil &amp; English</b>
<b>X</b>	<b>Tamil, English, Maths, Science &amp; Social Science</b>
<b>IX</b>	<b>Tamil &amp; English</b>



## **KSJ Publications**

272 E3 C, Ezhil Nagar, R.P. Pudur  
Namakkal - 637 001

E-mail : [ksjpublications@gmail.com](mailto:ksjpublications@gmail.com)

Web : [www.ksjeduserves.com](http://www.ksjeduserves.com)

**For Orders : 89036 85635 / 74180 21847**

**Price ₹ 280**