

9

Revised
Edition

DOLPHIN[®]

STEP TO SUCCESS

ENGLISH



Avail
Exercise
Book

Based on 10th Public Exam
Question Pattern



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**ஆர்டர்களுக்கு மாவட்ட வாரியாக எங்கள்
நிர்வாக எண்களை தொடர்பு கொள்ளவும்.**

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PREFACE

Respected Head of the Institutions, Talented Teachers, Dedicated Parents and Hard working Students - We Dolphin Publications is very happy to publish **Dolphin's- Step to Success English- A Complete Guide for 9th Standard English for the Academic year 2024 - 2025**. This guide is purely based on **10th Standard English Public Exam Question Pattern**. For the beneficiary of the Teacher and Student community, we designed this guide in **bilingual approach**. Each unit is dealt with the proper guidance of the language experts and the most experienced teacher's team. Question and answers are very simple and clear. **Paragraphs** are given separately for both the **Toppers** and the **Late Bloomers**.

Pictures, Mind Maps, Gist of the Stories are given to understand the Prose, Poetry and Supplementary better. **Grammar topics** are given with needed **explanations in Tamil**. Examples and exercises are given to understand the grammatical items clearly. A special **material for Late Bloomers** is included in this guide.

Along with the Main Book, we are supplying a **Exercise Book** also. This book contains the **questions of Prose, Poetry, Supplementary and Grammar**. **Two sets of Model Question Papers** are also included in it. It will help the Teachers to conduct **Class tests, Unit tests and Model Exams**. It will further help the students to do **self testing**. **Key for the Exercise book included at the end of the Main Book**. This will help both the teachers and the students to verify the answers once the test is completed.

We assure you that this guide will help to enhance your dreams in the future. We also expect your support in the future like the past and the present.

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MEMORY POEM

1. Stopping by Woods on a Snowy Evening

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

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

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

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

-Robert Frost

3. On Killing a Tree

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

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

-Gieve Patel
***2 Stanzas only**

5. The River

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

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

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

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

-Caroline Ann Bowles

6. The Comet

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

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

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

-Norman Littleford
-*3 Stanzas only

10-ம் வகுப்பு அரசுப் பொதுத்தேர்வில் Prose பகுதியிலிருந்து.....

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

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

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

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

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

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

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

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

TOTAL = 22 MARKS



Prose-1
LEARNING THE GAME
(விளையாட்டைக் கற்றுக்கொள்ளல்)
Sachin Tendulkar

**பாடச்சுருக்கம்:**

இந்தப் பாடமானது சச்சின் டெண்டுல்கரின் சுயசரிதையின் ஒரு சிறுபகுதி ஆகும். இது அவருடைய ஆரம்பகால கிரிக்கெட் பயிற்சிகளையும் மற்றும் அவருக்கும் அவருடைய குருநாதர் ராம்கண்ட் அச்சேரகருக்குமான உறவுகளை விளக்குகிறது. சச்சினின் முழுப்பெயர் சச்சின் ரமேஷ் டெண்டுல்கர் ஆகும். இவரது சொந்த ஊர் மும்பை. ராம்கண்ட் அச்சேரகர் மும்பையில் உள்ள சர்தாஸ்ரம் வித்யாமந்திர் பள்ளியின் கிரிக்கெட் பயிற்றுநர் ஆவார். அவர் கோடைகாலங்களில் கிரிக்கெட் பயிற்சி முகாம்களை நடத்துவது வழக்கம். சச்சினின் கிரிக்கெட் ஆர்வத்தைக் கண்ட அவரது சகோதரர் அஜித் அத்தகைய முகாம் ஒன்றுக்கு சச்சினை அழைத்துச் சென்றார். ராம்கண்ட் சச்சினின் கிரிக்கெட் திறமையை அடையாளம் கண்டு தனது முகாமில் அவரை சேர்த்துக்கொண்டார். அவர் சச்சினின் தந்தையிடம் சச்சின் படிக்கும் பள்ளியை மாற்ற ஆலோசனை வழங்கினார். அவருடைய 1 ரூபாய் பயிற்சி சச்சினுக்கு உடல் சோர்வடையும் தருவாயிலும் எவ்வாறு விளையாட்டில் கவனம் செலுத்துவது என்பதைக் கற்றுக் கொடுத்தது. அவர் சச்சினிடம் மற்றவர்கள் விளையாடுவதைப் பார்ப்பதில் உன் நேரத்தை வீணாக்காதே. கிரிக்கெட் உனக்காக காத்திருக்கிறது. கடுமையான வலைப்பயிற்சியினை மேற்கொண்டால் பின்னாளில் இவ்வுலகமே நீ விளையாடுவதைப் பார்க்க காத்திருக்கும் எனக்கூறி உற்சாகமுட்டினார். கடுமையாக பயிற்சியினால் விளையும் மாயாஜாலத்தை நீயே காண்பாய் எனவும் கூறினார். அச்சேரகர் இல்லையேல் சச்சின் என்ற மாபெரும் கிரிக்கெட் வீரர் இவ்வுலகில் இல்லை.

MIND MAP:

1. Achrekar was a cricket coach in Mumbai.		4. He suggested Sachin's father to change his school.
2. He ran summer camps.		5. His one rupee coin act helped Sachin.
3. He identified the potential of Sachin.		6. Without him, Sachin would not be a cricketer.

SYNONYMS

WORD	SYNONYM	தமிழ் அர்த்தம்
bunked	absent	கலந்துகொள்ளாமல் இருத்தல்
cocktail	a mixed drink	கலப்பு பானம்
crossroads	defining moment	முடிவெடுக்கும் தருணம்
deteriorated	became worse	மோசமான நிலை
embarrassment	shame/awkwardness	சங்கடம்
emulate	imitate	பின்பற்றுதல்
farsightedness	forethought	முன்சிந்தனை
induction	including	சேர்த்தல்
influence	persuade	தூண்டல்
kitbag	a long cylindrical bag	ஒரு நீண்ட உருளையான பை
melee	a confused crowd	ஒரு குழப்பமடைந்த கூட்டம்
nuances	subtle changes	நுணுக்கங்கள்
overawed	inhibited	தீவிரமாக தூண்டப்பட்ட
passion	strong desire	தீவிர ஆர்வம்
peer	same	சமமான
pursue	follow / chase	தொடரு
rigorous	careful	கவனமாக

stamina	endurance	தாங்கும் ஆற்றல்
stride	a step in progress	முன்னேற்றம்
transpire	revealed	வெளிப்படல்
ultimately	eventually	நிறைவாக

ANTONYMS

WORD		ANTONYM	தமிழ் அர்த்தம்
accepted	x	rejected	மறுக்கப்படல்
agreed	x	denied	மறுத்தல்
before	x	after	பிறகு
bunked	x	attended	கலந்துகொள்ளல்
closely	x	distantly	தொலைவிலிருந்து
comfortable	x	uncomfortable	சங்கடமான
convenient	x	inconvenient	அசவுகரியமான
early	x	late	தாமதம்
embarrassing	x	comfortable	சவுகரியமான
emulate	x	neglect	ஒதுக்குதல்
exhausted	x	energized	தீவிர ஆர்வம்
failed	x	passed	தேர்ச்சிபெறல்
important	x	unimportant	அற்பமான
insane	x	sane	விவேகமுள்ள
loved	x	hated	வெறுத்தல்
occasionally	x	frequently	அடிக்கடி
personal	x	impersonal	பொதுவான
punished	x	praised	பாராட்டுதல்
pursue	x	stop	நிறுத்து
stride	x	wander	அலைந்து திரிதல்
survive	x	break down	உடைந்து போதல்

QUESTIONS WITH IN THE LESSON

1. Who were Sachin's favourite players?

(PAGE-1)

Sunil Gavaskar and Viv Richards were Sachin's favourite players.

2. What was special about Shardashram Vidyamandir in Mumbai?

Ramkant Achrekar Sir was the cricket coach in Shardashram Vidyamandir in Mumbai.

3. What was the opportunity that transformed the life of Sachin?

(PAGE-2)

Achrekar Sir agreed to let Sachin join the camp. It was the opportunity that transformed the life of Sachin.

4. What sort of conversations did Ajit and Sachin have while travelling?

Ajit and Sachin had the conversations about the nuances of batting while travelling.

5. What routine did Sachin follow in washing his clothes?

Sachin's routine was to wash his clothes as soon as he had returned from the morning session.

குறிப்பு: favourite-விருப்பமான, players-விளையாட்டு வீரர்கள், special-சிறப்பு, cricket coach-கிரிக்கெட் பயிற்சியாளர், opportunity-வாய்ப்பு, transformed-மாற்றியது, life-வாழ்க்கை, agreed-ஏற்றுக்கொள்ளுதல், camp-பயிற்சி முகாம், conversations -உரையாடல்கள், travelling-பயணித்தல், routine-வழக்கமான செயல், returned-திரும்பி வருதல், washing clothes-துணிகளை துவைத்தல், morning session-காலை பயிற்சி நேரம்

6. What did Achrekar inform Ajit?

Achrekar informed Ajit that Sachin had the potential to be a good cricketer if he practiced all the year round.

7. What was the suggestion given by Achrekar to Sachin's father?

The suggestion given by Achrekar to Sachin's father was to change Sachin's school.

8. What acted as a safety valve?

Sachin's all excess energies were getting channelled into cricket which acted as a kind of safety valve.

9. What did Sachin do during the thirty minute break?**(PAGE-3)**

During the thirty minute break Sachin would go and have a vadapav.

10. What is the intense 'fifteen minutes' mentioned?

Towards the last 15 minutes, every bowler in the camp would come and bowl to Sachin, with some 60 to 70 boys fielding. He should survive those intense fifteen minutes without getting out.

குறிப்பு: inform-தகவல் தெரிவித்தல், potential-திறன், all the year around-வருடம் முழுவதும், suggestion-ஆலோசனை, change school-பள்ளியை மாற்றுதல், safety valve-பாதுகாப்பு அரண், excess energies-அதிகப்படியான ஆற்றல், channelled into cricket-கிரிக்கெட்டின் பக்கம் திரும்பியது, break-இடைவெளி, vadapav -வடை, intense fifteen minutes-கடுமையான 15 நிமிடங்கள், every bowler-ஒவ்வொரு பந்தவீச்சாளரும், bowl-பந்து வீசுதல், fielding-தடுத்தல், survive without getting out-ஆட்டமிழக்காமல் இருத்தல்

11. What did Sachin's father do just to make Sachin happy?**(PAGE-4)**

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

12. What did embarrass Sachin in the bus?

The conductors were often rude and would sometimes ask Sachin to buy two tickets. It embarrassed him in the bus.

13. What made Sachin forget to go to the nets?

The fun of playing with friends at home made Sachin forget to go to the nets.

14. What did Achrekar advise Sachin?

Achrekar advised Sachin, "Don't waste your time playing insane games with these kids. Cricket is waiting for you at the nets. Practice hard and see what magic can transpire."

குறிப்பு: invariably -எப்பொழுதும், embarrass-அசௌகரியம், rude-கடுமையாக, two tickets-2 பயணச்சீட்டுகள், forget-மறத்தல், advise-அறிவுரை, waste-வீணடித்தல், insane games-பைத்தியக்காரத்தனமான விளையாட்டுகள், practice hard-கடுமையாக பயிற்சி செய், magic can transpire -மாயாஜால மாற்றம்

QUESTIONS AFTER THE LESSON**A. Answer the following questions in one or two sentences.****(TB-5, 6)****1. What was coach Achrekar's first impression on Sachin?**

He was too young to make the camp was Achrekar's first impression on Sachin.

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

After practice Sachin would be exhausted by the end of the day. So, he felt that the schedule of the camp was rigorous.

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

A note that his brother Ajit gave to him containing some thoughts about batting. It served as a very personal coaching manual to Sachin.

4. Why was Sachin asked to change the school?

Sachin's school **did not have cricket facilities**. So, he was asked to change schools if he **wanted to pursue cricket seriously**.

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

Sachin should be really serious about playing cricket was the condition laid down by Sachin's father for changing the school.

குறிப்பு: first impression-முதல் பதிவு, too young-மிகவும் இளையவன், to make the camp-பயிற்சி முகாமில் கலந்துகொள்ள, schedule-அட்டவணை, rigorous-கடுமையானது, exhausted-சோர்வடைதல், personal coaching manual-தனிப்பட்ட பயிற்சி புத்தகம், thoughts about batting-மட்டைவீசுவது தொடர்பான சிந்தனைகள், facilities-வசதிகள், pursue cricket seriously -தீவிரமாக கிரிக்கெட்டை விரும்பினால், condition laid down-கட்டளை விதிக்கப்பட்டது

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

The act with the one rupee coin taught Sachin **how to concentrate even when physically drained**.

7. What did help Sachin to build his physical and mental stamina?

The routine of the camp that Sachin repeated right through his summer holidays helped him to build up physical and mental stamina.

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

Once, Sachin bunked his daily evening practice to watch an inter-school cricket match not anticipating that Sir would be there. That incident triggered the coach to be angry on Sachin.

9. Why do you think Achrekar punished Sachin?

I think Achrekar punished Sachin because he was not aware of his potential.

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

Sachin means that **without Achrekar, he would not be the cricketer he turned out to be**.

குறிப்பு: one rupee coin-1 ரூபாய் நாணயம், good cricketer-சிறந்த கிரிக்கெட் வீரர், how to concentrate-எவ்வாறு கவனம் செலுத்துவது, when physically drained-உடல் சோர்வடைந்த நேரத்தில், build-கட்டமைத்தல், physical and mental stamina-உடல் மற்றும் மன ஆற்றல், bunked-தவிர்த்தல், inter-school cricket match-பள்ளிகளுக்கிடையேயான கிரிக்கெட் போட்டி, anticipating-எதிர்பாராமல், incident -நிகழ்வு, triggered the coach to be angry-பயிற்சியாளரின் கோபத்தை தூண்டியது, not aware of his potential- தன் திறனறியாமல் இருத்தல், I owe myself to him- நான் அவருக்கு கடமைப்பட்டிருக்கிறேன், would not be a cricketer turned out to be- கிரிக்கெட்டராக மாற்றமடையாமல் இருந்திருப்பார்

B. Answer the following in a paragraph of about 120-150 words. (TB-6)

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

Lesson : Learning the Game
Author : Sachin Tendulkar
Theme : Farsightedness of a coach

Ramkant Achrekar was a **cricket coach** in **Shardashram Vidhyamandir** in **Mumbai**. He ran **summer camps** too. He **agreed** to let **Sachin join** his summer camp. He **identified** the **potential of Sachin** to be a good cricketer. He **suggested** Sachin's father to **change his school**. His **act with the one rupee coin** taught Sachin **how to concentrate** even when **physically drained**. He **advised** Sachin, "**Don't waste your time** playing insane games with these kids. **Cricket is waiting** for you at the nets. **Practice hard** and see what **magic can transpire**." "If you **practiced hard enough**, one day **people from across the world** would come and **watch you play**." Without Achrekar, Sachin would **not** be the **cricketer** he turned out to be.

Moral: Practice makes a man perfect

2. Narrate in your own words the hardships underwent by Sachin to become a great cricketer.

Lesson : Learning the Game
Author : Sachin Tendulkar
Theme : Hardships of a cricketer

Ajit took Sachin to Achrekar sir's camp when he was 11. As a child, he had **only one set of cricket clothes**. His **routine** was to **wash his clothes as soon as he had returned from the morning practice session**. In his first year at **Shardashram**, he played **55 practice matches** during the **summer break of 60 days**. His summer sessions used to start at **7.30 am and end at 4.30 pm**. His evening session would start at **5 pm after 30 minutes break**. Between **5 pm and 7 pm he would have 5 more net sessions**. After practice Sachin would be **exhausted by the end of the day**. The act of **conductors embarrassed him** in the bus. It was all a great learning experience.

Moral: Hardwork never fails

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

The sentences which I find most inspiring from 'Learning the Game' are "We need proper career orientation. Your personality plays an important role in choosing the type of career you want. Choose something you enjoy and really want to do and you will be successful." It is really true. We should be very careful in choosing our career. For that we should have proper career orientation from the seniors like our parents, teachers, specialists and friends. Along with that we should enjoy whatever we do. Otherwise life will become a tragedy. If we do what we love to do, our life will be successful. Eventhough there may be a few difficulties occur in that, we can manage it with confidence.

PARAGRAPH FOR LATE BLOOMERS

- Ramkant Achrekar was a cricket coach in Mumbai.
- He identified the potential of Sachin.
- He suggested Sachin's father to change his school.
- His one rupee coin act taught Sachin how to concentrate.
- He advised Sachin to practice hard.
- Without him, Sachin would not be the cricketer.

VOCABULARY

C. Match the words in column A with their synonym in column B

S. No	A	B	Answers
1.	ease	endure	effortless
2.	evolve	surplus	progress
3.	excess	effortless	surplus
4.	survive	great	endure
5.	immense	progress	great

D. Match the words in column A with their antonym in column B

S. No	A	B	Answers
1.	concentrate	incomplete	distract
2.	inevitable	distract	preventable
3.	occasional	wise	continual
4.	complete	continual	incomplete

5.	insane	preventable	wise
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HOMONYMS

E. Use the words given below in your own sentences so as to get different meanings. One is done for you. (TB-7)

cricket	Cricket is a popular sport. (விளையாட்டு)
	A cricket is active at night. (பறவை)
bank	The river's bank is weak. (ஆற்றங்கரை)
	People save money in bank. (வங்கி)
will	Marykom has an iron will. (நம்பிக்கை)
	He prepared his will when he was alive. (உயில்)
bark	Bark of neem is used in siddha medicine. (மரப்பட்டை)
	The dog barks at the stranger. (குரைத்தல்)

watch	I watch cricket. (பார்த்தல்)
	Your wrist watch is nice. (கடிகாரம்)
bat	Yusuf saw a bat hanging on the wall (வெள்ளாள்)
	Akbar bought a new cricket bat.(கிரிக்கெட் மட்டை)

HOMOPHONES

F. Consult a dictionary, to find the homophones for the given words.

1	in	inn	6	right	wright
2	know	no	7	were	where
3	be	bee	8	bare	bear
4	to	too - two	9	herd	heard
5	watt	what	10	throne	thrown

PREFIX AND SUFFIX

G. Look at the prefixes and suffixes given and frame two new words for each one of them.

Prefix	Word - I	Word - II
sub	subway	subconscious
un	unable	unfair
re	rebuild	rewrite
en	envision	enable
dis	disobey	disagree
ir	irrelevant	irregular

Suffix	Word - I	Word - II
ly	suddenly	happily
or	visitor	tailor
er	cricketer	player
ness	brightness	darkness
ian	musician	electrician
ist	journalist	novelist

***LISTENING**

H. Listen to the passage on Paralympics and choose the correct answer.

(*Listening text is on Page No.203)

- The Paralympic games are for **b) disabled people**.
- The Paralympic games usually happen **c) after the Olympic games**.
- The first true Paralympic Games happened in Rome in **a) 1960**.
- In 394 BCE, the **a) Romans** stopped the Greek Olympic Games, because they didn't like them.
- b) Sir Ludwig Guttmann** was a doctor at the Stoke Mandeville hospital in England.

SPEAKING

I. Just a minute (TB-8)

Given below are five main qualities for true sportsmanship.

Get into groups of four. Each group will choose one quality to talk about to the whole class for about one minute. But

before you talk, you have two minutes to think about it. You can make notes if you wish.

- Determination** - It is a positive emotional feeling. It is an act of officially deciding something. Many people succeed because of their strong determination. It involves pursuing a difficult goal in spite of obstacles. We must possess this quality to achieve our goal.
- Optimisation** - It is the action of making the best or most effective use of a situation or resources. We don't get what we need often. Those times we should think about the sources available in and around our environment and make use of it to the fullest.
- Stamina** - It means physical strength or staying power. It is very important to all of us to do our work for a long time. Especially sports people need this quality a lot. It purely deals with our body. It is our duty to keep it fit and strong.
- Perseverance** - Most of us lack this quality now a day. It is not possible always to get what we desire or to achieve at the earliest. Many obstacles chase us wherever and whenever we go out of our home. We should face that with perseverance.
- Decisiveness** - We should make our choices quickly and confidently. We are living in the world of communication. We are running short of time to sit and decide all. In many personal interviews people are unable to get a job due to lack of making choices quickly and confidently.

J. Prepare a speech in about 80-100 words for the morning assembly, stressing on the importance of games and sports in ensuring a healthy body and mind.

IMPORTANCE OF GAMES AND SPORTS

Sports and games are very important to everyone. It helps us to develop the habit of cooperation. Apart from this, it helps us to keep ourselves fit. It increases self confidence, leadership quality and sharing. Reading and writing alone is not education. Education is the development of both mental and physical growth. Books help us to be knowledgeable. Games help us to be fit. Everyone should play a game at least half an hour every day. If we regularly do this, diseases won't affect us.

WRITING

K. Your friend who lives in another town/city has won his/her championship trophy in the recent sports meet. Write a letter congratulating him/ her.

639, Malligai Street

Aruppukottai

19.07.2018

My dear Arul/ Friend,

I am fine. How are you? You have won the championship in the Sports meet which was held at Mumbai. Congratulations! I am glad to hear of your success. You are really great. Your confidence and determination have brought you this success. I am proud of your wonderful performance. You have made our state proud. I wish and hope that you will achieve more and more in your life.

Thank you,

Yours lovingly,

A. Sai.

Address on the envelope

To

R.Arulselvan

No.3 A-1 – Ezhil Nagar

Madurai – 1

- L. Collect information from newspapers, magazines, periodicals and books about any two famous sports women. Prepare their profiles. Use the following format.

NAME: P.T.USHA

Date of birth	27-06-1964
State / Team she represents	Kerala, India
Sports / Games she is associated with	Indian Athletics
Debut (First Entry)	1976
Best in her Career	[00 m (11.39sec) Jakarta (1985)]
Hobbies	Sports Only
Awards / Medals received	Arjuna Award – 1984 and Padma Shri - 1984

NAME: SAINA NEHWAL

Date of birth	17-03-1990
State / Team she represents	Hyderabad, India
Sports / Games she is associated with	Badminton
Debut (First Entry)	2006 - Under 19 - National Champion
Best in her Career	Ranked 1 st place (2 nd Apr - 2015)
Hobbies	Sports Only
Awards / Medals received	Arjuna Award, Padma Bhushan.

CREATIVE WRITING

- M. Write a newspaper article in about 100 words comparing the achievements of the two sports women based on the information you have already collected.

P.T.Usha and Saina Nehwal are the two best sportswomen whose achievements are compared in this article. P.T.Usha was born on 27-06-1964 and Saina Nehwal was born on 17-03-1990. Both of them are born in India, but state - wise they are different. P.T.Usha is from Kerala and Saina belongs to Andhra. Sport is their hobby and passion. P.T.Usha is the yester year's sports star whereas Saina is today's sports enthusiast. P.T.Usha is one of the best athletes. Her career best performance is that she finished 100m in 11.39 seconds in the year 1985 in Jakarta Athletics meet. Saina's best in her career is that she ranked first on 02-04-2015. Thus we can conclude that both the sports women made India proud by their achievements.

READING

- N. Answer the following questions briefly. (TB-11)

1. What do Tamil Nadu folk dances and folk arts represent?

Tamil Nadu folk dances and folk arts represent the ethos, aesthetic, values and melody of the region.

2. When are folk dances and folk music usually performed?

Folk dances and music are performed during festivals and community functions.

3. How is Karagattam performed?

Karagattam involves balancing a pot on the head to musical accompaniment. The karagam pots are decorated with a cone of flower arrangements, lopped by a paper parrot. The parrot swing as the dancer swings along.

4. How were offerings carried during the ancient period?

People used to carry offerings tied on either end of a long stick, balanced on their shoulders.

5. Bring out a few differences between the two art forms - Therukoothu and Bommalattam

THERUKOOTHU	BOMMALATTAM
Men and women are involved.	Puppetry is used.
Human beings are the characters.	Puppets are the characters.
A street or open stage is needed.	A specific stage is needed.
It is performed on the streets and in open air.	They stand behind a screen and the puppets held in front.

The performance involves story telling, songs and dance and dialogue rendering.

It depicts stories mainly from the puranas, epics and folklore.

O. ANAGRAMS

1	ELBOW	BELOW
2	SECTION	NOTICES
3	VIEWER	REVIEW
4	RIPPLES	SLIPPER
5	NEEDLESS	LESSENER

P. Pick out two words from the article on folk culture and folklore of Tamil Nadu with which you can form anagrams. Take turns and ask your partner to solve the anagram and come out with the right words.

1. SWORDS - WORDS,
2. POTS - STOP, POST, TOPS, SPOT,
3. MARTIAL- MARITAL, 4. POT- TOP,
5. MALE- LAME, 6. TEACH- CHEAT

Q. Work in groups of 4-6. Choose one folk art form, that is rarely or no longer performed. Find out the reasons for this and suggest practical solutions/ steps that can be taken to prevent this. After discussion and research, conduct a talk show in the class on the topic FOLK ARTS - A REVIVAL. The following inputs will help you. Each group will consist of the following members.

1. The host
2. A folk artist
3. A representative from an NGO engaged in reviving some of the dying folk arts
4. A student
5. A citizen from the city.

NOTE:

Your teacher will distribute role cards with cues to each member of the group to help you play your roles.

குறைந்த எண்ணிக்கையில் நடத்தப்படும் அல்லது வழக்கொழிந்துபோன கிராமிய கலை ஒன்றினை எடுத்துக்கொண்டு அது ஏன் வழக்கொழிந்து போனது என்பதற்கான காரணங்களையும் அதை தடுத்து அக்கலையை காப்பாற்றுவதற்கான வழிமுறைகளையும் நண்பர்களுடன் கலந்து பேசுக. கலந்துரையாடல் முடிந்ததும் FOLK ARTS - A REVIVAL என்ற தலைப்பில் விவாத அரங்கம் நடத்தலாம்.

ஒவ்வொரு மாணவருக்கும்

1. நெறியாளர்,
 2. கிராமிய கலைஞர்,
 3. கிராமிய கலைகளை அழிவிலிருந்து காப்பாற்ற பாடுபடும் அரசு சாரா நிறுவன பிரதிநிதி,
 4. ஒரு மாணவன்,
 5. நகரத்தில் வசிக்கும் ஒரு நபர்
- ஆகிய பாத்திரங்களில் ஏதேனும் ஒன்றை ஆசிரியர் பிரித்துக்கொடுத்து தொலைக்காட்சியில் நாம் காண்பதைப்போன்ற கலந்துரையாடல் நிகழ்வை நடத்தலாம்.

GRAMMAR- PREPOSITION

A. Choose the most appropriate preposition from the brackets: (TB-14)

1. We have been living in Chennai for eight years. (for, since)
2. Abdul has taken after his father. (after / at)
3. Vimal generally goes to his work place by bus.(by / on)
4. The cricket ball was hidden among the leaves. (among / between)
5. Mani divided his toys among his brothers and sisters. (between / among)

B. Identify the prepositions in the given sentences and underline them.

1. Riya borrowed a dress from me and lent it to her friend, Mary.
2. When I moved back to the city, things had changed considerably.
3. The burglar found the keys under the pot in balcony.
4. Prabhu was hiding behind the door when his sister came looking for him.
5. My dog sat on my hat and squashed it.

C. Complete the passage by filling in appropriate prepositions from the list

(with, out, to, in, from, during, of, for, by). Some prepositions may be used more than once.

In Tamil Nadu, a very interesting form of recitation named Villupattu developed (a) during the 15th century. Villupattu means bow-song because a bow-shaped musical instrument (b) with strong high tension string is used (c) for placing it (d) in an earthen pitcher. It is believed that this narrative form was an invention (e) of Arasa Pulavar. The troupe gives its performance mostly (f) during temple festivals. There are seven to eight persons in a troupe who form a kind (g) of chorus that supports the main singer-narrator. When the chief narrator sings, the chorus takes (h) out the refrain (i) of the song and repeats it in unison. The whole party sits (j) in the ground and performs (k) on a lot (l) of gesticulation and facial expression to suit the narrative they have taken. The ballad style songs are composed (m) of the rural dialect which appeals (n) to the audience who sometimes join the troupe (o) with suitable notes or words.

D. Frame sentences using the prepositional phrases given in the box. (TB-15)

benefit from	He gets <u>benefits from</u> the government.
stand in	Please <u>stand in</u> queue.
stay at	I <u>stay at</u> hostel for a week.
go into	They will <u>go into</u> nursing.
prepare for	I <u>prepare for</u> my exams.

pay for	He <u>paid for</u> our lunch.
rely on	We <u>rely on</u> the latest news.
joke about	We always <u>joke about</u> old times.
consist of	The book <u>consists of</u> 100 pages.
attend to	I <u>attend to</u> many things.

E. Given below is a picture of a carnival. Complete the factual description by filling in the blanks with appropriate prepositions.

Fairs and festivals form an integral part of the culture of Tamil Nadu. They are an excellent platform to promote and preserve the vibrant art and culture of the Tamils.

A thiruvizha (festival) is a source of excitement and thrill for villagers. The village thoroughfare wears a festive look, as the open spaces are cleaned, spruced up and decorated (a) with colourful streamers.

People through the premises (b) to catch a glimpse (c) of their village deity (d) on a magnificently decorated chariot, and pay their respects. There is a big crowd (e) in the food stalls that serve free piping hot sakkarai pongal (sweet pongal), lemon rice and curd rice.

People (f) from nearby villages and towns display their wares attractively, and call out loudly (g) to the people (h) to buy their wares. Cotton candy, cut raw mangoes smothered (i) with salt and chilly powder, boiled groundnuts, murukku, sweets, buttermilk etc are sold. Men, women, grandmas, grandpas and little children dressed (j) in their best clothes, enjoy the Thiruvizha greatly.

You can hear the shrieks (k) of happy children enjoying the rides on ferris wheels and carousels, elders looking (l) at each other with smiles on their faces.

The entire day is spent (m) on fun and gaiety. All the village people irrespective of their age, look forward (n) to the thiruvizha every year.

WRITING

You stayed with your grandparents at your native village during Pongal. You had an unforgettable time with them. You visited the village fair and enjoyed the simple pleasures of life like bathing in the river, strolling in the fields, eating food cooked in earthen utensils over firewood, sleeping on a cot on the terrace under the star-lit sky, visiting temple fairs and watching Karagattam presentation. (TB-16)

F. Write a letter to your friend, describing the joy of celebrating festivals in a village.

18, MMP Nagar
Madrurai - 625019
12th June 2018

Dear Varsha

I am fine. I hope this letter finds you in best of health. I am very happy to describe you about celebration of festivals in my village. In my village,

festival celebrations are held in a grand manner. I visited the village fair and enjoyed the simple pleasures of life like bathing in the river, strolling in the fields, eating food cooked in earthen utensils over firewood, sleeping on a cot on the terrace under the star-lit sky, visiting temple fairs and watching Karagattam presentation. It is an unforgettable moment of my life. My parents also enjoyed a lot. If it's possible, kindly join me next time.

Yours lovingly

Kethu

Address on the envelope:

To

M.Varsha

88, MKP Nagar

Chennai - 600019

PROJECT

G. Your class has to stage a Puppet Show in the Assembly Open Forum on the topic 'Child Labour'. Divide yourselves into groups and discuss the requirements for the presentation like storyline, characters, dialogues, choice of puppets and music for the interlude. Now complete the dialogues given below.

Ramesh : Let us present a Puppet Show on Child Labour for Assembly Open Forum.

Mohammed : That is a very good idea! Let us start planning right away.

Geetha : Shall we start making puppets first?

Leema : I suggest we begin with the storyline first.

Mani : How many characters can we have?

Ramesh : We can have around five characters.

Mohammed : What are the aspects can we focus?

Meena : We can focus on the problems of poverty and illiteracy as the major reasons for child labour.

Ramesh : Can we buy puppets from outside?

Leena : I am good at making stick puppets. I will make them myself. But I require some help.

Mani : I will help you Leema. Tell me, when?

Leema : Thank you, Mani. Let us stay back after the meeting and discuss.

Ramesh : Have you got any idea for the interlude?

Meena : I think we should have some music for the interlude.

Geetha : That would make it really interesting. I will get music group to start working on the tunes for our puppet show.

H. Now you are ready to start writing your script for Bommalattam on 'Child Labour'. (TB-17)

Once, there was a child named Ram who lived in a village called Allur. The child worked in a small restaurant

near his village. Ram's family was not affluent. His father used to drink a lot and his mother begged in the streets. He had a sister who wanted to study in school but she couldn't as they had no money. All the burdens of his family were put on Ram but he never lost hope and worked hard every day. He always believed that one day he would make his family proud.

He worked hard every day until he got enough money to feed his family. But his job was not good enough. Many years passed this way and he was only able to provide food to his family but any other need could not be fulfilled. One day he went to work as usual and while he was returning from work, he saw an old man coughing and he was lying on the floor and unable to walk. As he was very caring, he went to the old man to help him walk. The old man was very happy and he suddenly changed into a God and he told the boy that he was very kind and that he would be tested before he would be granted any wish that he wanted to see fulfilled. The old man suddenly disappeared.

The next day while Ram was going work, he saw a young girl who was sad as she wanted a chocolate from the

shop but was not able to buy it because she didn't have any money. That was the day Ram would receive his salary. He bought the young girl a chocolate. Suddenly the old man appeared again and said that he had passed in the first test and now he had to be ready for the second test. He disappeared this time too.

A few days later when Ram came to work, he saw a child lying on the road who was starving and on the brink of death. Ram was confused because he had to pay his electricity bill that day, but he also wanted to help the child. So he paid his electricity bill and with the money that was left he bought food for the boy. The old man appeared again and told Ram that he had passed all the tests.

And now he could wish for one thing that he wanted. So Ram immediately told, "I want only one thing and that is child labour to be abolished from this world" and then the old man said, "Okay, I will do it." The next day everything changed. Ram found that all his friends who were working in factories, shops and hotels had started to go to school.

Moral- We should never lose hope, one day we will achieve our goal.



Prose-2
I CAN'T CLIMB TREES ANYMORE
(என்னால் இனிமேல் மரம் ஏற முடியாது)
Ruskin Bond



பாடச்சுருக்கம்:

இந்தப் பாடமானது ஒரு வயதானவர் தனது குழந்தைப்பருவ நிகழ்வுகளை நினைத்து ஏங்குவதை விளக்குகிறது. கதாசிரியர் தான் முன்னர் வாழ்ந்த வீட்டிற்கு பல ஆண்டுகளுக்குப் பிறகு செல்கிறார். அங்குச் சென்றதும் தனது கடந்த கால சம்பவங்களை நினைவுகூர்கிறார். அவரை அங்குள்ள ஒரு சிறுமி வரவேற்கிறாள். அங்கு ஒரு பலாமரம் இருக்கிறது. கதாசிரியர் சிறுவானாக இருந்த பொழுது அம்மரத்தில் உள்ள ஓட்டையில் தனக்கு விருப்பமான பொருட்களை வைத்து விளையாடுவது வழக்கம். அவர் தனது தாத்தா முதலாம் உலகப்போரின்போது சிறப்பாக பணியாற்றியதற்காக ஒரு ஜெர்மானிய வீரரிடமிருந்து பரிசாகப் பெற்ற சிலுவையொன்றை அந்த மரத்தின் ஓட்டையில் வைத்திருந்தார். அது இப்பொழுதும் அங்கிருக்குமா? என தனது எண்ண ஓட்டத்தை அங்கிருந்த சிறுமியிடம் பகிர்ந்தார். அச்சிறுமி அவருக்காக அம்மரத்தில் ஏறி, தேடி அச்சிலுவையை கண்டுபிடித்து கொண்டுவந்து அந்த வயதான கதாசிரியரிடம் கொடுத்தாள். அவரோ அதனை அச்சிறுமிக்கே பரிசாகக் கொடுத்துவிட்டு அங்கிருந்து சென்றார்.

MIND MAP:

1. The narrator visited his old house.
2. He remembered his olden days.
3. A little girl invited him.
4. There was a jack fruit tree.



5. He used to keep his secret treasures in its hollow.
6. He kept the Iron cross in it.
7. The little girl found and brought it.
8. The narrator gave it to the girl again.

10-ம் வகுப்பு அரசுப் பொதுத்தேர்வில் Poetry பகுதியிலிருந்து.....

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

3 x 2= 6 Marks

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

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

2 x 5= 10 Marks

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

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

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

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

Q. No (45) Quote from memory.

1 x 5= 5 Marks

பாடல் பகுதியிலிருந்து (Poetry) மனப்பாடல் பாடல் வரிகள் 5 கேட்கப்படும். அதில் உள்ள 5 வரிகளை எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் பாடநூலில் உள்ள மனப்பாடல் பாடல்களான 1. Stopping by Woods on a Snowy Evening, 3. On Killing a Tree, 5. The River, 6. The Comet ஆகியவைகளை நன்கு படித்துக்கொள்ளவும்.

TOTAL = 21 MARKS

FIGURE OF SPEECH

1. **Rhyming Words:** பாடல் வரிகளின் கடைசி வார்த்தைகளை கவனிக்க வேண்டும். அவைகளில் ஒரே மாதிரியான உச்சரிப்பைக் கொண்டுள்ள வார்த்தைகள் Rhyming words ஆகும். (எடுத்துக்காட்டுகள் பாடல் பகுதிகளில் தரப்பட்டுள்ளன. அவைகளை பயன்படுத்திக் கொள்ளவும்.)

2. **Rhyme Scheme:** கொடுக்கப்பட்டுள்ள பாடலின் 4 வரிகளின் கடைசி வார்த்தைகளை கவனிக்க வேண்டும்.

- ❖ அவைகளுள் முதல் வரியின் கடைசி வார்த்தையை **a** எனக் குறிக்க வேண்டும்.
- ❖ இரண்டாம் வரியின் கடைசி வார்த்தையின் உச்சரிப்பு முதல் வரி போல இருப்பின் அதனை **a** எனக் குறிக்க வேண்டும்.
- ❖ மாறுபட்டிருப்பின் அதனை **b** எனக் குறிக்க வேண்டும். மூன்றாம் வரியின் கடைசி வார்த்தையின் உச்சரிப்பு முதல் வரி போல இருப்பின் அதனை **a** எனக் குறிக்க வேண்டும்.
- இரண்டாம் வரிபோல இருப்பின் அதனை **b** எனக் குறிக்க வேண்டும்.
- மாறுபட்டிருப்பின் அதனை **c** எனக் குறிக்க வேண்டும்.
- நான்காம் வரியின் கடைசி வார்த்தையின் உச்சரிப்பு முதல் வரி போல இருப்பின் அதனை **a** எனக் குறிக்க வேண்டும்.
- இரண்டாம் வரிபோல இருப்பின் அதனை **b** எனக் குறிக்க வேண்டும்.
- ✖ மூன்றாம் வரிபோல இருப்பின் அதனை **c** எனக் குறிக்க வேண்டும்.
- ✖ மாறுபட்டிருப்பின் அதனை **d** எனக் குறிக்க வேண்டும்.

குறிப்பு: ஒரே மாதிரியான உச்சரிப்புகளைக்கொண்ட வார்த்தைகளை ஒரே மாதிரியான எழுத்தால் குறிக்க வேண்டும்.

(எடுத்துக்காட்டுகள் பாடல் பகுதிகளில் தரப்பட்டுள்ளன. அவைகளை பயன்படுத்திக் கொள்ளவும்.)

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

Ex: (i) May seem **as** plain **as** can be? (ii) I weep **like** a child for the past.

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

Ex: (i) What **gems** would we see? (ii) A newly discovered **Treasure**.

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

Ex: (i) My little horse must **think it queer**

(ii) He gives his harness bells a shake **to ask if there is some mistake**

6. **Apostrophe:** உயிரற்ற பொருட்களை உயிருள்ள பொருட்களாக நினைத்து அதனோடு உரையாடுதல்.

Ex: (i) 'O ye **wheels!** Be silent for to-day!'

7. **Oxymoron:** எதிர்ச்சொற்கள் அடுத்தடுத்து வருவது.

Ex: (i) **Harmonic cacophony** to oblivious ears.

8. **Onomatopoeia:** பொருட்கள் எழுப்பும் ஒலியோடு தொடர்புடைய சொற்கள்.

Ex: (i) A child is sitting under the piano, in the **boom** of the **tingling** strings.
(ii) So now it is vain for the singer to **burst** into clamour.

9. **Anaphora:** அடுத்தடுத்த வரிகளில் ஒரே வார்த்தை மீண்டும், மீண்டும் பலமுறை வருவது.

Ex: **If** you can dream and not make dreams your master;
If you can think and not make thoughts your aim;
If you can meet with triumph and disaster

10. **Alliteration:** ஒரு வரியில் ஒரே மெய்யொலியில் (எழுத்தில்) தொடங்குகிற வார்த்தைகள் பல வருவது.

Ex: (i) He will not **s**ee me **s**topping here
(ii) To **w**atch his **w**oods fill up with snow

11. **Hyperbole:** ஒரு செயலை மிகவும் மிகைப்படுத்திச் சொல்வது.

Ex: To watch his **woods fill up with snow**

12. **Imagery:** ஒரு செயலை உருவகப்படுத்தி குறிப்பால் உணர்த்துவது.

Ex: But I have **promises to keep**

13. **Allusion:** பொருட்களை அல்லது நபர்களை மறைமுகமாக குறிப்பிடுவது. பொதுவாக **Bible** போன்ற பழங்கால இலக்கியங்களில் காணப்படும்.

Ex: (i) And in to my **garden** stole
- Biblical allusion (about the Garden of Eden)
(ii) Till lit bore an **apple** bright
- Biblical allusion (Apple – the **forbidden** fruit)

14. **Poetic Diction:** நபர்கள், பொருட்கள் அல்லது இடங்களின் பண்புகளை வர்ணிப்பது.

Ex: And depart **peaceful, pacified** and **thankless**.

15. **Archaism:** பழங்காலத்தில் வழக்கத்திலிருந்து இப்பொழுது பயன்பாட்டில் இல்லாத வார்த்தைகள்.

Ex: Dust **thou** art, to dust **returnest**

16. **Pun:** ஒரு வார்த்தையை பல்வேறு விதங்களில் பரவசப்படுத்தும் விதமாக பயன்படுத்துவது.

Ex: In the end will be the **Word**.
And the **Word** will be God in Man.

(The **Word** refers to **Jesus Christ as God and man**.)

17. **Euphemism:** ஒரு தவறான நிகழ்வை நியாயப்படுத்தும் விதமாக பயன்படுத்துவது.

Ex: My foe **out stretched beneath the tree** (His foe is **dead**)

18. **Symbol:** ஒரு செயலை நேரடியாக அல்லாமல் மறைமுகமாக உணர்த்துவது.

Ex: (i) Till it bore an **apple** bright (The **anger against his foe** is a bright apple)
(ii) My foe out stretched beneath the **tree** (The **tree of poison – anger**)



Poem-1

STOPPING BY WOODS ON A SNOWY EVENING

(ஒரு பனிப்பொழியும் மாலையில் வனாந்திரத்தின் இடையே நின்றல்)

Robert Frost

**மையக்கருத்து:**

இந்தக்கவிதை , நான்கு அடிகளாக , நான்கு செய்யுள்கள் கொண்டதாக உள்ளது. இவற்றில், எதுகை, மோனை நயமும் அமைந்துள்ளது. ஒரு பிரயாணி, பனி பொழியும் வனத்தின் ஊடாக உள்ளே செல்லுகிறான். அவன், அந்த நேரத்தில், பனி பொழியும் அந்த அருமையான மாலை. அப்பொழுதையும், இருள் கொஞ்சம் கொஞ்சமாக அங்கு கவிழ்வதையும் காணுகிறான்.

வனாந்தர வெளியின் அழகை கவிஞர் ராபர்ட் ப்ராஸ்ட் அழகாக வருணிக்கிறார். அந்த வனத்தில் அந்தி நேரத்தில் பனி பொழிகிறது. அந்தச்சூழல் மிகவும் நிசப்தமாக உள்ளது. அந்த அமைதியில், கவிஞர் பயணிக்கும் குதிரையின் கழுத்தில் உள்ள தோல் வாரில் உள்ள மணிகள் சப்தம் எழுப்புகின்றன. இந்த முரண்பாடு கூர்ந்து நோக்கத்தக்கது. கவிஞர் கவிதையின் கடைசி செய்யுளில், சொல்லும்

“ நான் உறங்கும் முன் பல மைல்கள் செல்ல வேண்டும்.

நான் உறங்கும் முன் பல மைல்கள் செல்ல வேண்டும்.”

என்ற வரிகளுக்கு இரண்டு பொருள் சொல்லப்படுகிறது.

1. நான் இன்னும் பல மைல் தூரம் பயணம் செல்ல வேண்டியுள்ளது.
2. 'உறங்குதல்' என்பது மரணத்தைக் குறிக்கிறது. எனவே, நான் இறக்கும் முன்பாக செய்ய வேண்டிய செயல்கள் ஏராளம் உள்ளன என்றும் அர்த்தம் கொள்ளலாம்.

MIND MAP:

1. Frost travelled through woods in his horse.
2. The woods were filled with snowfall.
3. He stopped his horse and enjoyed the woods.



4. He was attracted by the silence of the surroundings.
5. He decided to spend his time there.
6. Conscious tickled him to complete his work before death.

QUESTIONS AND ANSWERS

A. Memories the poem Stopping by Woods on a Snowy Evening. (TB-19)

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

1. He will not see me stopping here
To watch his woods fill up with snow
 - a) Whom does 'he' refer to?
He refers to the land owner.
 - b) Identify the season with these lines.
The season is 'winter'.

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

a) Who is the speaker?

The poet (Robert Frost) is the speaker.

b) Why should the horse think it queer?

It should think it queer to stop without a farmhouse near.

c) Pick out the rhyming words

queer - near

3. He gives his harness bells a shake

To ask if there is some mistake

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

He refers to the horse.

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

He gives his harness bells a shake to get his master's attention.

c) How does the horse communicate with the poet?

It communicates with the bell sound.

4. The woods are lovely, dark and deep

But I have promises to keep

a) How are the woods?

The woods are lovely dark and deep.

b) Whom does 'I' refer to?

I refers to the poet (Robert Frost).

c) What are the promises the speaker is talking about?

The speaker is talking about duties to do before his death.

5. And miles to go before I sleep

And miles to go before I sleep

a) Why has the poet has used the same line twice?

The poet used the same line twice to make a strong claim.

b) Explain: miles to go before I sleep.

The poet has so many duties in his life. He wants to complete all before his death.

ADDITIONAL COMPREHENSION

QUESTIONS:

6. Whose woods these are I think I know

His house is in the village though

a) Who does 'I' refer to?

'I' refers to the poet (Robert Frost).

b) Where is the house?

The house is in the village.

7. Between the woods and frozen lake

The darkest evening of the year.

a) How is the lake?

The lake is frozen.

b) What does the poet see near?

The poet sees a lake near.

c) Who stands between the woods and frozen lake?

The poet on his horse stands between the woods and frozen lake.

d) What is the specialty of the day?

The day is the darkest evening of the year.

8. The only other sound's the sweep
of easy wind and downy flake

a) Describe the sounds in the poem

The sounds of wind and snow.

b) Explain downy flake.

Snow is falling as downy flake.

C. Complete the summary of the poem by filling in the blanks. (TB-20)

After a long travel the poet entered a wood. He wondered to whom the wood is!. He realized that the owner of the wood lived in a farmhouse. He thought happy that the owner would not be able to see him stopping in his woods to watch snow fill the woods. The poet felt that the horse would think it very queer to stop near the woods as he had never done. He was actually standing between the woods and frozen lake. The time was evening. The horse indicated that the poet has made a mistake by shaking its head. The poet felt that woods are lovely, dark and deep. He suddenly realized that he had worldly life which would not allow him to stay in the woods for a long time.

D. Answer the questions in two or three sentences:

1. What information does the poet highlight about the season and the time of the day in the poem?

The season is winter. Snow falling fills up the woods. The time of day is evening. That evening is the darkest evening of the year.

2. In which way is the reaction of the speaker different from that of the horse? What does it convey?

The poet loved the nature, dark wood, snow fall. But the society would condemn stopping in others' land. The speaker describes society's reproach to the horse.

3. What are the sounds heard by the poet?

The poet hears harness bells of his horse, the sounds of sweeping wind and snow fall.

4. The poet is aware of two choices. What are they? What choice does he make ultimately?

First one is, stay in the deep and dark woods with snow. The second one is going far in his life as the society moves him. The poet chooses the second one.

5. Pick out words from the poem that bring to mind peace and quiet.

And miles to go before I sleep. And miles to go before I sleep.

LITERARY APPRECIATION OF THE POEM

- E. Identify the rhyme scheme used in each stanza.

Stanza	rhyme scheme	Stanza	rhyme scheme
1.	aaba	3.	aaba
2.	aaba	4.	aaaa

- F. Complete the table by identifying lines against the poetic devices from the poem

POETIC DEVICES	POEM LINE
Alliteration	Watch his <u>w</u> oods
Personification	He gives his harness bells a shake my little <u>horse must think</u> it queer
Repetition	And miles to go before I sleep And miles to go before I sleep
Imagery	But I have promises to keep

WRITING

- G. Answer the following questions in a paragraph about 80 - 100 words. (TB-21)

1. It is said that, "The choices made by one, shapes one's destiny" the theme of choice is important throughout this poem.

Poem	: Stopping by Woods on a Snowy Evening
Poet	: Robert Frost
Characters	: Robert Frost, Frost's Horse
Theme	: Keeping Promises

Robert Frost travelled through woods in his horse once. It was an evening time. It was the darkest evening of the year. The woods were filled with snowfall. He stopped his horse near the woods. His horse shook its head. Because it was not their usual route and there was no farm house nearby. He was attracted by the deep, dark silence of his surroundings. He decided to spend his time there. His conscious tickled him that he has to complete a lot of works before his death. The speaker choice is to enjoy the beauty and peace of the snowy woods but the society condemns it. He continues his journey.

MORAL: CHOICE IS SHAPED BY DESTINY

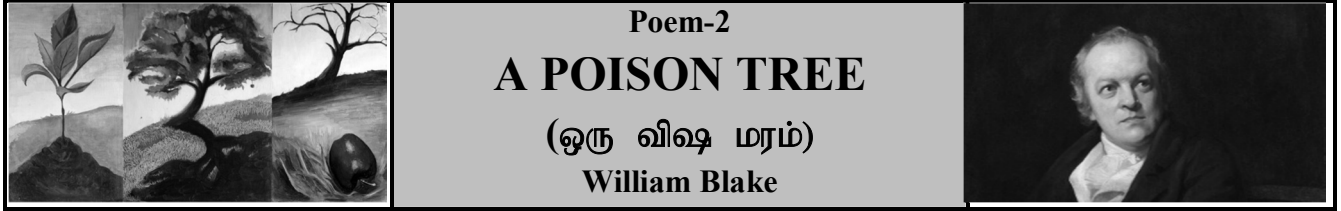
PARAGRAPH FOR LATE BLOOMERS

- ♣ Frost travelled through woods in his horse.
- ♣ The woods were filled with snowfall.
- ♣ He stopped his horse and enjoyed the woods.
- ♣ He was attracted by the silence of the surroundings.
- ♣ He decided to spend his time there.
- ♣ His Conscious tickled him to complete his work before death.

H. The factors that contribute towards making a choice and make a presentation to the class.

MAKING A CHOICE

- Student 1** : Shall we discuss the factors that contribute towards making a choice?
Student 2 : This is a good topic. It is the need of the hour.
Student 3 : In this competitive world, we should be aware of making choice.
Student 4 : Choices won't come to us, we should create it.
Student 5 : If one wants to be successful in life, he/she should create a good choice.
Student 1 : We should live our life by choices not by chances.
Student 2 : Time is the most essential factor towards choice.
Student 3 : Not only time but also family background.
Student 4 : Don't forget education my friend.
Student 5 : Whatever we do, the society is the most influential factor.

**மையக்கருத்து:**

இந்தக்கவிதையில், நமது உள்ளத்துக்குள்ளேயே வெறுப்பையும், விரோதத்தையும் வைத்துக்கொண்டிருக்கக்கூடாது என்கிறார் கவிஞர் வில்லியம் ப்ளேக். நமது உள்ளத்துக்குள் பகைமை வைத்துக்கொண்டிருந்தால், அது நமது எண்ணங்களை விஷத்தன்மையாக மாற்றிவிடும். மனதுக்குள் பகைமை வளருவது நல்லதல்ல. அது நமது எண்ணங்களை விஷமுள்ளதாக்கி நம்மை பாழாக்கி விடும். இதைத்தான் ப்ளேக்,

' And it grew both day and night

Till it bore an apple bright '

என்கிறார். நமது பகைமை முற்றிவிட்டதைத்தான் இது காட்டுகிறது. இந்தக்கவிதை நமது உளவியல் சிக்கல்களைப் பற்றிச் சொல்லுகிறது. சிலர் தங்களது கோபத்தை உள்ளுக்குள்ளேயே அடக்கிக் கொண்டிருக்கின்றனர். இதனால், அது ஒருவரது மனதையே விஷமாக மாற்றி விடுகிறது. இத்தகைய மனப்போக்குகளை இந்தக்கவிதை கடுமையாக எதிர்க்கிறது. இக்கவிதை, நான்கு , நான்கு வரிகளாக உள்ளது. இது quartet என்னும் வகைப்பட்டதாகும்.

PARAPHRASE FOR ALL THE POEMS**1. STOPPING BY WOODS ON A SNOWY EVENING**

- Robert Frost

POEM LINES	PARAPHRASE
Whose woods these are I think I know. His house is in the village though; He will not see me stopping here To watch his woods fill up with snow.	The poet thinks that he knows whose woods are those where he stopped. The one who owns the woods lives in the village. So he will not see the poet stopping there to watch the woods fill up with snow.
My little horse must think it queer To stop without a farmhouse near Between the woods and frozen lake The darkest evening of the year.	According to the poet, the little horse must think it queer to stop at a place where there is not even a farmhouse and it was the darkest evening of the year.
He gives his harness bells a shake To ask if there is some mistake. The only other sound's the sweep Of easy wind and downy flake.	The little horse shakes his bells to ask if there is any mistake. The only sounds heard other than the jingling of the bells were the sounds of wind and the falling of the soft snowflakes.
The woods are lovely, dark and deep. But I have promises to keep, And miles to go before I sleep, And miles to go before I sleep.	The poet is really captivated by the lovely, dark and deep woods but he reminds himself that he cannot stay on because he has promises to keep and he has commitments to complete before his death.

2. A POISON TREE

- William Blake

POEM LINES	PARAPHRASE
I was angry with my friend; I told my wrath, my wrath did end. I was angry with my foe: I told it not, my wrath did grow.	The poet was angry with his friend. He confessed his anger and it came to an end. He grew angry with his foe. He did not express it and the anger grew bigger.
And I water'd it in fears, Night and morning with my tears: And I sunned it with smiles, And with soft deceitful wiles.	Once the poet grew angry with his foe. He did not express it. He watered it with fears and tears. He warmed it with smiles and deceitful wiles.
And it grew both day and night, Till it bore an apple bright. And my foe beheld it shine, And he knew that it was mine.	The poet compares his anger to Poison Tree. He watered the tree every day and night with fears and tears. The anger blossomed into a poisoned fruit. The poisoned fruit is described as a bright apple.
And into my garden stole, When the night had veiled the pole; In the morning glad I see, My foe outstretched beneath the tree.	The apple attracted the enemy and so he entered into the poet's garden. The garden represents the Garden of Eden. The enemy stole the apple and ate it. He died. The poet was glad next morning as he found the enemy outstretched beneath the tree.

10-ம் வகுப்பு அரசுப் பொதுத்தேர்வில் Supplementary பகுதியிலிருந்து.....

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

1 x 5 = 5 Marks

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

Q. No (37)

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

Q. No (38)

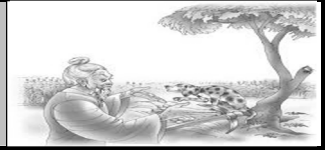
துணைப்பாடப் பகுதியிலுள்ள 7 கதைகளில் (Supplementary) ஏதேனும் ஒரு கதையிலிருந்து 1 பத்தியும், அதனைத் தொடர்ந்து 5 வினாக்களும் தரப்பட்டிருக்கும். பத்தியை நன்கு படித்து அவ்வினாக்களுக்கு விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் உள்ள Supplementary பகுதியில் உள்ள **Passage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

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

1 x 8 = 8 Marks

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

TOTAL = 13 MARKS

Japanese
FolktalesSupplementary-1
THE ENVIOUS NEIGHBOUR
(பொறாமை பிடித்த அண்டைவீட்டுக்காரன்)**கதைச்சுருக்கம்:**

இதுவொரு ஜப்பானிய செவிவழி சிறுகதை ஆகும். நற்பண்புகளால் விளையும் நன்மைகளை இக்கதையானது விளக்குகிறது. ஜப்பானிய கிராமம் ஒன்றில் ஒரு நேர்மையான விவசாயி தன் மனைவி மற்றும் செல்ல நாயுடன் வாழ்ந்து வந்தார். ஒருநாள் அவரது நாயானது அவரது வயலில் இருந்த புதையல் ஒன்றை அவருக்கு அடையாளம் காட்டியது. இதைக்கண்ட பொறாமைகுணம் கொண்ட அண்டை வீட்டுக்காரர்கள் அதனை இரவலாகப் பெற்றுச் சென்றனர். அவர்களுக்கு நாய் காட்டிய இடத்திலிருந்து குப்பைகளே கிடைத்தன. அந்த கோபத்தில் அவர்கள் அந்த நாயைக் கொண்டு ஒரு பைன் மரத்தடியில் அதனை புதைத்துவிட்டனர். நல்ல மனம் கொண்ட விவசாயி அதைப் புதைத்த இடத்தில் பூக்களை வைத்து கண்ணீர் மல்க அஞ்சலி செலுத்தினார். அன்றிரவு நாய் அவரது கனவில் தோன்றி அதனை புதைத்த இடத்திலுள்ள மரத்தைக் கொண்டு ஓர் அரவை உரலை செய்யச் சொன்னது. அவரும் அதனை செய்த பின்பு அதில் தானியங்களை இட்டு அரைத்த பொழுது ஒவ்வொரு தானியமும் பொன்னாக மாறியது. இதனையறிந்த அயலார் அதனை இரவலாகப் பெற்று சென்றனர். அவர்களுக்கு அதில் அரைத்த பொழுது குப்பைகளே கிடைத்தன. எனவே அதனை அவர்கள் எரித்துவிட்டனர். மீண்டும் நாய் அவ்விவசாயியின் கனவில் தோன்றி எரிக்கப்பட்ட மரத்தின் சாம்பலைச் சேகரிக்க சொன்னது. விவசாயி அதனை பட்டுப்போன மரங்களில் தூவிய பொழுது அவைகள் மீண்டும் பூத்துக் குலுங்கின. இதனைக் கண்ட இளவரசர் அவரை நேரில் அழைத்து பரிசு வழங்கினார். பொறாமைகொண்ட தம்பதியர் அந்த சாம்பலை இரவலாகப் பெற்றனர். அதனை இளவரசர் முன்பு மரங்களில் பயன்படுத்த முயன்ற பொழுது அவை அவரின் கண்களில் பட்டன. இளவரசர் அவர்களை தண்டித்தார். நற்குணம் கொண்ட தம்பதியர் தங்கள் செல்வங்களை இறுதியாக பொறாமைகுணம் கொண்ட தம்பதியருடன் பகிர்ந்துகொண்டனர்.

MIND MAP:

<ol style="list-style-type: none"> 1. A pet dog brought treasure to an honest couple. 2. It did not bring wealth to the wicked couple. 3. They killed and buried it under a pine tree. 4. The honest couple made a mortar using the pine tree. 5. It turned each grain into treasure. 6. For the wicked couple, the mortar gave filth only. 		<ol style="list-style-type: none"> 7. They broke and burnt it into ashes. 8. For the honest couple the ashes turned the withered trees alive. 9. The prince rewarded them. 10. For the wicked couple the ashes flew into the prince's eyes. 11. They were punished. 12. The honest couple shared their wealth with the wicked couple.
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TEXTUAL EXERCISES**A. Identify the character or speaker of the following lines: (TB- 25)**

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

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

1. The old farmer and his wife loved the dog. - c) as they were kind to all living beings
2. When the old couple became rich, they- c) lived a comfortable life and were generous towards their poor neighbours
3. The greedy couple borrowed the mortar to make - c) a pile of gold

PARAGRAPH

C. Answer the following questions in a paragraph of about 80 to 100 words. (TB-26)

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

(Write a paragraph by developing the following hints.)

(Old man – had pet dog - brought treasure - for wicked couple - gave filth – killed and buried – mortar –turned every grain to gold – wicked – burnt mortar – Old man – sprinkled ashes – withered trees bloomed – Prince rewarded)

Lesson : The Envious Neighbour
Author : Anonymous
Theme : Helping others
Characters : Old man and woman, Neighbours, Dog

The **old man** had a **pet dog**. He gave **food** to the dog. The dog was **very loyal**. He got **treasure**. He **helped the poor**. He **lends** his dog to his **neighbour**. Even the **neighbour killed** the dog he did **not get angry**. Then he **gave the mortar** to his neighbour. His neighbour **burnt the mortar**. The honest old man did **not get angry**. He was **simple hearted**. He had **taken the ashes** of the mortar and travelling all over the country to spray the ashes **upon withered plants** and trees. His **neighbour** was punished by **the prince**. He **rescued the neighbour** and **gave** a share of his **wealth**. So the honest old man was a kind person.

Moral : Good and virtuous lives ever after

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

The dog was killed by neighbours of the honest man. The dog did not show the treasure. He only showed dirt and nasty offal. So his neighbour killed and buried the dog. The dog appeared on the farmer's dream and said to cut the pine tree of his buried place and to make a mortar. When the honest man grounded his rice in it, each grain of rice turned into some rich treasure. The mortar was burnt. The dog appeared again in his dream and told him to collect the ashes and spray upon the plants. He collected ashes of the mortar and spray upon the withered plants and trees. The plant got relief. Then he became very rich. It helped him even after death because he treated it kindly even after its death.

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

The honest old man who showed his power by causing all the withered plum and cherry trees to shoot out and put forth flowers. So the prince gave him a rich reward of pieces of silk and cloth and other presents and sent him home rejoicing.

His neighbour collected all the ashes and gave out that he was the old man who had the power of reviving dead trees, and causing them to flower. He climbed up into a withered tree and began to scatter the ashes, not a bud not a flower appeared. But the ashes all flew into the prince's eyes and mouth, blinding and choking him. So the prince punished him.

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

The honest old man: He was a kind man. He helped all. He loved all even animals and plants. He gave his dog to his neighbour. The dog was killed by his neighbour. He did not get angry. His mortar was burnt by his neighbour. He did not get angry. At last he gave a share of his wealth to his neighbour.

The wicked old man: He was naturally a wicked and stingy. He killed his neighbour's dog without his knowledge. He burnt his neighbour's mortar deliberately. These incidents showed he was cruel. At last he copied his neighbour's act of spraying ashes upon the withering plants and trees. His work failed due to his fakeness. So the prince punished him.

PARAGRAPH FOR LATE BLOOMERS

- ♣ A pet dog brought treasure to an honest couple.
- ♣ It did **not bring wealth** to the wicked couple.
- ♣ They **killed and buried** it under a pine tree.
- ♣ The honest couple **made mortar** using the pine tree.
- ♣ It turned each **grain into treasure**.
- ♣ For the wicked couple, it gave **filth only**.
- ♣ They broke and **burnt it into ashes**.
- ♣ For the honest couple the ashes turned the **withered trees alive**.
- ♣ The **prince rewarded** them.
- ♣ For the wicked couple the ashes flew into the **prince's eyes**.
- ♣ They were **punished**.

D. Refer to what happens in the folktale and complete the story with the help of the hints given.

1. There lived an honest man with his wife, who had a favourite **dog and with his help, they** got a treasure.



2. There dwelt a covetous and stingy old man and woman **who found nothing**.



3. The wicked old couple seized the dog, and **buried at the root of a pine tree**.



4. They broke up the mortar **and burnt**.



5. They collected all the ashes that remained **and sprinkled them on withered trees**.

OTHER EXERCISES:

Read the passage and answer the questions:

Exercise-1:

The dog, however, who up to that time had received nothing but cuffs and kicks from his hosts, would not eat any of the dainties which they set before him; so, the old people began to get cross, and, putting a rope around the dog's neck, led him out into the garden. But it was all in vain; let them lead him where they might, not a sound would the dog utter; he had no "bow-wow" for them. At last, however, the dog stopped at a certain spot, and began to sniff. So, thinking that this must surely be the lucky place, they dug, and found nothing but a quantity of dirt and nasty offal, over which they had to hold their noses. Furious at being disappointed, the wicked old couple seized the dog, and killed him.

Questions:

- i) Who were the hosts?
- ii) Why did they provide the dog with dainties?
- iii) Did the dog utter any sound?
- iv) What did the wicked couple receive?
- v) What did the couple do with the dog?

Answers:

- i) *The wicked couple were the hosts.*
- ii) *They provided the dainties to the dog hoping that he would show them a place with plenty of money.*
- iii) *No, the dog did not utter any sound.*
- iv) *They found nothing but a quantity of dirty and nasty offal.*
- v) *They seized the dog and killed him.*

Exercise-2:

That night, when the good old man was fast asleep in bed, the dog appeared to him, and, after thanking him for all his kindness, said— "Cause the pine-tree, under which, I am buried, to be cut down and made into a mortar, and use it, thinking of it as if it were myself." The old man did as the dog had told him to do, and made a mortar out of the wood of the pine-tree; but when he ground his rice in it, each grain of rice turned into some rich treasure. When the wicked old couple

saw this, they came to borrow the mortar; but no sooner did they try to use it, all their rice turned into filth; so, in a fit of rage, they broke the mortar and burnt it. But the good old man, little suspecting that his precious mortar had been broken and burnt, wondered why his neighbours did not bring it back to him.

Questions:

- i) Where did the dog appear?
- ii) What was he thankful for?
- iii) What did the dog ask the old man to do?
- iv) How did each grain of rice turn into?
- v) Did the good old man suspect the wicked couple?

Answers:

- i) *The dog appeared in the good old man's dream.*
- ii) *He was thankful for good old man's kindness.*
- iii) *The dog asked the old man to cut the pine tree under which he was buried and make it into a mortar.*
- iv) *The grain of each rice turned into some rich treasure.*
- v) *No, the good old man did not suspect him. He wondered why they had not brought the mortar back to him.*

Exercise-3:

Having obtained these, he returned home, and made a trial of their virtues upon a withered cherry-tree, which, upon being touched by the ashes, immediately began to sprout and blossom. When he saw this wonderful effect, he put the ashes into a basket, and went about the country, announcing himself as an old man who had the power of bringing dead trees to life again. A certain prince, hearing of this, and thinking it a mighty strange thing, sent for the old fellow, who showed his power by causing all the withered plum and cherry-trees to shoot out and put forth flowers. So, the prince gave him a rich reward of pieces of silk and cloth and other presents, and sent him home rejoicing.

Questions:

- i) Where did the good old man make his first trial?
- ii) What happened to the withered cherry tree?
- iii) Why did the Prince reward the good couple?
- iv) How did the Prince honour the good old man?
- v) What did Prince consider strange?

Answers:

- i) *The good old man made his first trial on a withered cherry tree.*
- ii) *The withered cherry tree began to sprout and blossom.*
- iii) *The Prince heard about the old man's power of reviving dead trees to life so he rewarded them.*
- iv) *The Prince honoured him with a rich reward of pieces of silk and cloth and other presents.*
- v) *The Prince considered the old man's power of reviving dead trees to shoot and bloom as strange.*

Rearrange the following sentences:

Exercise – 1:

- i) The honest people made mortar using the pine tree.

- ii) A pet dog brought treasure to an honest couple.
- iii) They killed and buried it under a pine tree.
- iv) It turned each grain into treasure.
- v) It did not bring wealth to wicked couple.

Answer:

- i) *A pet dog brought treasure to an honest couple.*
- ii) *It did not bring wealth to wicked couple.*
- iii) *They killed and buried it under a pine tree.*
- iv) *The honest people made mortar using the pine tree.*
- v) *It turned each grain into treasure.*

Exercise – 2:

- i) They broke it and burnt to ashes.
- ii) The Prince rewarded him.
- iii) For the wicked couple, the mortar gave only filth.
- iv) The honest man sprinkled ashes on withered trees.
- v) The old man did not get angry.

Answer:

- i) *For the wicked couple, the mortar gave only filth.*
- ii) *They broke it and burnt to ashes.*
- iii) *The old man did not get angry.*
- iv) *The honest man sprinkled ashes on withered trees.*
- v) *The Prince rewarded him.*



Supplementary-2
THE FUN THEY HAD
 (அவர்கள் பெற்ற மகிழ்ச்சி)
 Isaac Asimov

**கதைச்சுருக்கம்:**

இது எதிர்கால பள்ளிகள் தொடர்பான கற்பனை கதையாகும். இக்கதையானது 2157 ஆம் ஆண்டில் மே மாதத்தின் 17-ம் நாள் நடப்பதைப் போல சித்தரிக்கப்பட்டுள்ளது. மார்க்கி மற்றும் டாமி ஆகியோர் தங்கள் வீட்டிலிருந்தவாரே கல்வி பயில்கின்றனர். ஒரு இயந்திரம் அவர்களுக்கு கல்வியினை அன்றாடம் கற்பிக்கின்றது. மார்க்கியின் வகுப்பறையானது அவளது வீட்டில் வசிக்கும் அறைக்கு அடுத்ததாக உள்ளது. ஒருநாள் அவளும், டாமியும் ஒரு பழைய புத்தகத்தை கண்டெடுக்கின்றனர். அப்புத்தகம் அவர்கள் வாழ்ந்த காலத்திற்கு முன்புள்ள பள்ளி, ஆசிரியர் மற்றும் மாணவர்களை பற்றி விளக்குகிறது. அவர்கள் அப்பள்ளிக்காக ஏங்குகின்றனர்.

PART – I (1 MARK QUESTIONS) – 14 MARKS

Q.No	TOPIC	TB-PG	No. of Qtn	Marks
1 - 3	Synonyms	6,33,61,94,156,181	3	3
4 - 6	Antonyms	6,61,94,156,181	3	3
7	Plural Forms	-	1	1
8	Prefix -Suffix	7	1	1
9	Abbreviations - Acronyms	-	1	1
10	Phrasal Verbs / Idioms	15,97/123	1	1
11	Compound words	-	1	1
12	Preposition	12	1	1
13	Tense	129	1	1
14	Connectors / Linkers	159	1	1

PART – II (2 MARK QUESTIONS) – 20 MARKS

Section – I (3 out of 4)				
15 -18	Prose Short Answers	Refer in All Prose	3	6
Section – II (3 out of 4)				
19 - 22	Poem Comprehension	Refer in All Poem	3	6
Section – III (3 out of 5)				
23	Active – Passive Voice	161	3	6
24	Direct – Indirect Speech	185		
25	Punctuation	-		
26	Sim., Cmpx. &Compound	-		
27	Re-arrange the words	-		
Section – IV				
28	Road Map	-	1	2

PART – III (5 MARK QUESTIONS) – 50 MARKS

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

Section – III (1 out of 2)				
37	Rearrange the sentences	Refer in All Supplementary	1	5
38	Passage Comprehension			
Section – IV (4 out of 6)				
39	Advertisement	-	4	20
40	Letter writing	8,16,34,62,168		
41	Notice writing	-		
42	Views on the Picture	34		
43	Make Notes(or) Summary	-		
44	Error Correction	-		
Section – V				
45	Memory Poem	Refer in Poem Section	1	5

PART – IV (8 MARK QUESTIONS) – 16 MARKS

46	Developing Hints (Sup. Rr)	-	1	8
47	Comprehension(Passage/Poem)	11,64,96,157	1	8

PART – I (1 MARK QUESTIONS) – 14 MARKS

Q.No	TOPIC	TB-PG	No. of Qtn	Marks
1 - 3	Synonyms	6,33,61,94,156,181	3	3
4 - 6	Antonyms	6,61,94,156,181	3	3
7	Singular - Plural	-	1	1
8	Prefix -Suffix	7	1	1
9	Abbreviations - Acronyms	-	1	1
10	Phrasal Verbs/ Idioms	15,97/123	1	1
11	Compound words	-	1	1
12	Preposition	12	1	1
13	Tense	129	1	1
14	Connectors / Linkers	159	1	1

Q. NO. 1 - 3

SYNONYMS

3 MARKS

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

3 x 1 = 3

கேட்கப்பட்டுள்ள வினாக்களில் சாய்ந்த எழுத்துக்களில் தடிமனாக (*Italicised-Bold*) தரப்பட்டுள்ள வார்த்தைக்கு இணையான அர்த்தமுள்ள வார்த்தையை அதற்கடுத்த வரியில் தரப்பட்டுள்ள 4 விடைகளில் இருந்து தெரிவு செய்து [a) / b) / c) / d] அதன் கொள்குறியுடன் எழுத வேண்டும். இப்பகுதி வினாக்களுக்கு விடையளிக்க பாடநூலின் ஒவ்வொரு பாடத்திற்குப் பிறகும் (6,33,61,94,156,181-ம் பக்கங்களில்) தரப்பட்டுள்ள Glossary பகுதியினை நன்கு படித்துக்கொள்ளவும். மேலும் நம் வழிகாட்டி கையேட்டில் உள்ள Synonym பகுதி வார்த்தைகளை நன்கு படித்துக்கொள்ளவும்.

EXERCISES:

- I often tried to *emulate* the mannerisms of my favourite players.
 - seat
 - cricket ground
 - passage
 - imitate**
- I had never felt *overawed* with so many people around.
 - whipped cruelly
 - inhibited**
 - patted softly
 - swayed gently
- My *induction* into the Mumbai cricket circuit could have ended.
 - playfulness
 - truthfulness
 - slyness
 - including**
- The schedule was *rigorous*.
 - deep love
 - strong belief
 - careful**
 - true faith
- He would talk to me about the *nuances* of batting.
 - subtle changes**
 - agreed
 - lied
 - promised
- I wanted to *pursue* cricket seriously.
 - handshake
 - gloves
 - follow**
 - greeting
- I had to take these remarks in my *stride*.
 - hopeful
 - angry
 - frank
 - a step in progress**
- Dirty clothes often added to the *embarrassment*.
 - shame**
 - prominent
 - sincere
 - daring
- Sir would stop me in the *melee*.
 - took
 - a confused crowd**
 - extracted
 - revealed
- Practice hard and see what magic can *transpire*.
 - strongly spoken
 - well cultivated
 - very stubborn
 - revealed**
- It hadn't *changed* much.
 - bore
 - accommodate
 - altered**
 - adapt
- He *remembered* his grandmother saying.
 - problem
 - recall**
 - force
 - wonder
- A *blessing* rests on the house where the shadow of the tree falls.
 - benediction**
 - trouble
 - fear
 - hurry
- He did not look very *prosperous*.
 - new method
 - fine task
 - simple way
 - flourishing**
- He *muttered* to himself.
 - public
 - mumbled**
 - common
 - popular
- He *slithered* down into a flower-bed.
 - superior
 - slide**
 - bright
 - alarming
- She was tired of *pruning* rose bushes.
 - beauty
 - strength
 - trimming**
 - popularity
- His grandfather *cranking* up the old car.

DOLPHIN-9TH ENG

CONTENTS

STEP TO SUCCESS

- | | | | |
|--|-------------------|---|---------------------|
| a) sincerity | b) start | a) released | b) pinafore |
| c) intelligence | d) struggle | c) arrived | d) returned |
| 19. The jackfruit tree was my <i>favourite</i> place. | | 33. I always picked up the bananas <i>quickly</i> . | |
| a) common | b) special | a) pleasant | b) fair |
| c) important | d) different | c) speedily | d) reasonable |
| 20. Oh, nothing very <i>valuable</i> . | | 34. Clem Jones was a <i>careful</i> planner. | |
| a) fought | b) turned out | a) gentleness | b) kindness |
| c) worthwhile | d) quarrelled | c) perfection | d) cautious |
| 21. There is a noise of <i>stamping</i> feet. | | 35. Clem got very <i>angry</i> . | |
| a) debarred | b) discharged | a) always | b) furious |
| c) beating | d) renewed | c) later | d) often |
| 22. Gosh, girls, it's a <i>cloudburst</i> . | | 36. Clem came back with the <i>same</i> box. | |
| a) rainstorm | b) spread | a) respect | b) similar |
| c) kindled | d) grew | c) acquaintance | d) kindness |
| 23. Fill all the bowls, tubs, pails and <i>pitchers</i> . | | 37. The policeman <i>caught</i> me red-handed. | |
| a) alert | b) fast | a) bring out | b) trapped |
| c) rapid | d) jug | c) let out | d) put out |
| 24. She <i>gasps</i> . | | 38. My trouser pockets were somewhat <i>bulging</i> . | |
| a) filling | b) satisfying | a) love | b) kindness |
| c) breathes | d) wetting | c) curving outward | d) affection |
| 25. Amy <i>shudders</i> . | | 39. You've stolen these oranges and <i>concealed</i> . | |
| a) shiver | b) longing | a) idea | b) hidden |
| c) angry | d) afar | c) step | d) truth |
| 26. Oh, Jim, I'm <i>scared</i> ! | | 40. I was not <i>blabbing</i> . | |
| a) tried | b) afraid | a) doubtful | b) helpful |
| c) taught | d) created | c) lovable | d) gossiping |
| 27. There is a <i>thumping</i> . | | 41. One side of the sea was <i>billowing</i> . | |
| a) thrashing | b) acquaintances | a) filling | b) shouted |
| c) qualifications | d) applications | c) laughed | d) whispered |
| 28. I couldn't sleep a <i>wink</i> . | | 42. The earth <i>teeming</i> with life and vegetation. | |
| a) attempt | b) blink | a) meeting | b) crawling |
| c) attainment | d) description | c) condition | d) platform |
| 29. We can <i>splint</i> it. | | 43. A little stream <i>trickling</i> over the rocks. | |
| a) quickness | b) alertness | a) hike | b) salary |
| c) tenderness | d) secure | c) minutes | d) seeping |
| 30. Thank God for the <i>rescue</i> . | | 44. There is rapid <i>precipitation</i> of the suspended matter. | |
| a) recover | b) untiringly | a) sharp | b) blunt |
| c) tolerantly | d) consecutively | c) rainfall | d) lifeless |
| 31. I often went in and out of the <i>docks</i> . | | 45. The earth's surface has been formed from the rocks of its <i>crust</i> . | |
| a) harbour | b) unpopular | a) offering | b) layer |
| c) happy | d) gentle | c) answer | d) importance |
| 32. I usually left the docks with something under my <i>apron</i> . | | | |

46. Soil erosion *occurs* in successive steps.
a) aptitude **b) happen**
c) attitude d) boon
47. Water is the *basis* of all life.
a) speak loudly b) speak softly
c) speak harshly **d) source**
48. Water is the commonest of *liquids*.
a) fluids b) accurate
c) perfecting d) painful
49. An *immense* quantity of rain-water must necessary.
a) enormous b) drizzle
c) outpour d) sprout
50. Rural economy to be improved in *various* directions.
a) abnormal **b) different**
c) strange d) odd
51. The arithmetic class was in *progress*.
a) advance b) best
c) first d) finest
52. The boy had asked that *absurd* question.
a) sophisticated **b) foolish**
c) accommodated d) facilitated
53. Bhaskara proved it is *infinity*.
a) clash b) involvement
c) commitment **d) unlimited**
54. The boy was asked the *intriguing* question.
a) relevant **b) interesting**
c) related d) capable
55. He was a *prodigy*.
a) wild b) dependent
c) marvel d) relaxed
56. Students used to go to his *dingy* house.
a) bright b) alarming
c) dirty d) superior
57. The most *significant* turn came two years later.
a) important b) popularity
c) strength d) integrity
58. *Unkempt* and uncouth, he would visit offices.
a) carefulness **b) confused**
c) struggle d) intelligence
59. Unkempt and *uncouth*, he would visit offices.
a) important b) different
c) boorish d) common
60. Disease was *devouring* him.
a) consuming b) campaigned
c) competed d) fought
61. You have been in the habit of *receiving* presents.
a) eminent b) efficient
c) getting d) scarce
62. It is not by giving a *sermon*.
a) moral talk b) dismiss
c) review d) diminish
63. Do you know how *fascinated* you were?
a) receding b) disappearing
c) increasing **d) attracted**
64. People make them to great *deeds*.
a) runs forward b) grows over
c) brave act d) flies high
65. He has helped to make the *starving*.
a) follows **b) suffering**
c) reduces d) leaves
66. The poor and the *oppressed* are free and happy.
a) falls **b) exploited**
c) rests d) includes
67. That honour is a *sacred* trust.
a) unaware b) untrue
c) vidious **d) holy**
68. The child of the light, *unafraid* and serene and unruffled.
a) fearless b) notice
c) identify d) acknowledge
69. The child of the light, unafraid and *serene* and unruffled.
a) wanted b) unwanted
c) calm d) related
70. The child of the light, unafraid and serene and *unruffled*.
a) impart **b) not worried**
c) discourage d) press

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