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ISBN : 978-93-5330-598-7

Code No. : SG 57

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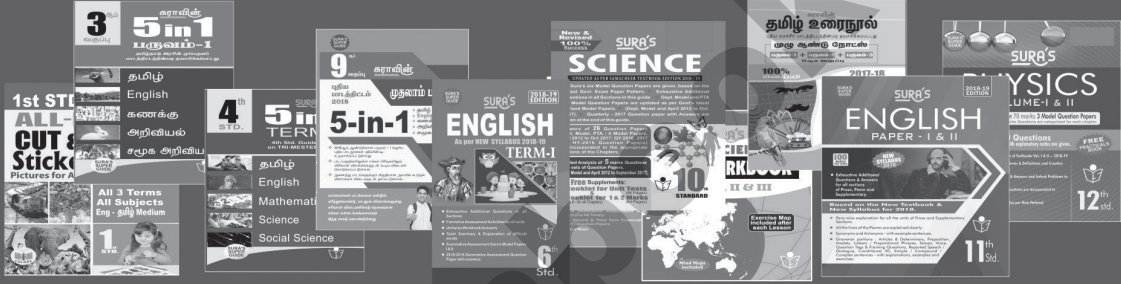


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MEMORITER POEMS

Stopping by woods on a Snowy Evening

- Robert Frost

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

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

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

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

(QY. 19)

On Killing a Tree

- Gieve Patel

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

(QY. 19)

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

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

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

The River

- Caroline Ann Bowles

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

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

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

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

The Comet

- Norman Littleford

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

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

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

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

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

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

UNIT 1

PROSE

LEARNING THE GAME

— Sachin Tendulkar



ABOUT THE AUTHOR

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

SUMMARY

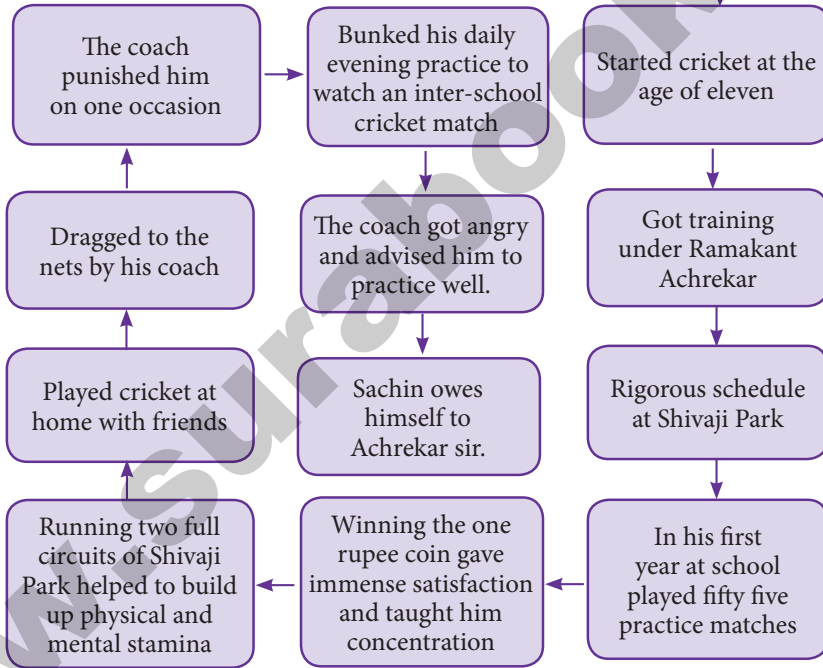
'Learning the Game' is an extract from Sachin Tendulkar's autobiography 'Playing it My Way'. He played tennis ball cricket with his colony friends from a very early age. He loved watching cricket on television and tried to imitate the mannerisms of his favourite players like Sunil Gavaskar and Viv Richards.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

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

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

MIND MAP

Sachin Tendulkar



Glossary



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

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

SYNONYMS

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

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

TEXTUAL : IN-TEXT QUESTIONS

- ◆ **Who were Sachin's favourite players?**
Ans Sachin's favourite players were Sunil Gavaskar and West Indian legend Viv Richards.
- ◆ **What was special about Shardashram Vidyamandir in Mumbai?**
Ans Shardashram Vidyamandir gave due importance to the game of cricket.
- ◆ **What was the opportunity that transformed the life of Sachin?**
Ans When the coach Achrekar agreed to let Sachin join the camp, he was delighted. It was an opportunity that transformed his life.
- ◆ **What sort of conversations did Ajit and Sachin have while travelling?** (QY., & HY. 19)
Ans Ajit and Sachin would talk a lot about the precise changes in batting.
- ◆ **What routine did Sachin follow in washing his clothes?**
Ans Sachin's routine was to wash his only one set of cricket clothes, as soon as he returned from his morning session. He would dry them and would wear them again in the afternoon. The pattern was repeated in the evening so that he could use the same set of clothes the following morning.
- ◆ **What did Achrekar inform Ajit?**
Ans Achrekar informed Ajit that Sachin had the potential to be a good cricketer, if he practised all the year around.
- ◆ **What was the suggestion given by Achrekar to Sachin's father?**
Ans Achrekar suggested that Sachin's father should change his son's school. He wanted him to come to Shardashram Vidyamandir, where Achrekar was the cricket coach.
- ◆ **What acted as a safety valve?**
Ans All of Sachin's excess energies were getting channelled into cricket. This acted as a kind of safety valve to him.
- ◆ **What did Sachin do during the thirty minute break?**
Ans During the thirty-minute break, Achrekar would often give Sachin some money to go and have a Vadapav, a popular Mumbai fast food.

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

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

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

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

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

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

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

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

◆ **What did Achrekar advise Sachin?**

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

TEXTUAL : BOOK-BACK QUESTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(QY. 19)

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

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

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

9. Why do you think Achrekar punished Sachin?

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

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

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

Additional - Short Questions & Answers.

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

Ans Sachin played tennis ball cricket with his colony friends.

2. What did Sachin often try to emulate?

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

3. Where was he studying at first?

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

4. When did the coach Achrekar start playing cricket?

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

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

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

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

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

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

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

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

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

9. What was a great learning experience for Sachin?

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

TEXTUAL : PARAGRAPH QUESTIONS

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

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

(QY. 19)

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

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

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

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

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

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

Additional - Paragraph Questions & Answers.

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

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

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.**

(QY. 19)

- Ans**
- Ramesh : Let us present a Puppet Show on CHILD LABOUR for our Assembly Open Forum.
- Mohammed : That is a very good idea! Let us start planning right away.
- Geetha : But long talks on the topic would be boring and uninteresting.
- Leema : I suggest we begin with the storyline first.
- Mani : How do we decide the plot? How many characters can we choose?
- Ramesh : We can have around five characters.
- Mohammed : What would be the theme of the play?
- Meena : We can focus on the problems of poverty and illiteracy as major reasons for child labour.
- Ramesh : Can we present a puppet - show on the topic? It would really be a novel experience for the viewers.
- Leema : I am good at making stick puppets. I will make them myself. But I require some help.
- Mani : I shall help you with the dolls. Tell me, when can we start our work?
- Leema : Thank you, Mani, Let us stay back after the meeting and discuss.
- Ramesh : Have something interesting to attract the audience.
- Meena : I think we should have some music for the interlude.
- Geetha : That would make it really interesting. I will get my 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'.**



(To be done by the Students)

TEXTUAL ACTIVITIES - WARM UP

Think of what you would like to do in future. Fill in the spaces.

My Goals	
Timeline	Action Plans
2022	From June 2022. I will be studying in +2.
2022 - 2026	I will be studying Civil Engineering Course.
2026 - 2027	I will be studying a Master of Engineering Course.
2027 - 2028	I will start a Civil Construction Company.
2040 Onwards	I will form a trust and help the poor students.



POEM

POETIC DEVICES AT A GLANCE - (கவிதை நயங்கள்)

- | | |
|---|---------------------------|
| 1. Stopping by Woods on a Snowy Evening | 2. A Poison Tree |
| 3. On Killing a Tree | 4. The Spider and the Fly |
| 5. The River | 6. The Comet |
| 7. The Stick-together Families | |

- 1. Simile** : It is a figure of speech, in which two unlike things are compared, using the words, 'like' or 'as'.
- இரு வேறுபட்ட பொருட்களையோ, விஷயங்களையோ 'like' அல்லது 'as' போன்ற வார்த்தைகளில் ஒன்றை பயன்படுத்தி, நேரடியாக, ஒப்பிட்டுச் சொல்வதாகும்.
- (e.g.) "Your eyes are like the diamond bright" (The eyes of the fly are compared with diamond, using the word "like") (Poem-4)
- "... but mine are dull as lead!" (The eyes of the spider are compared with lead, using the word "as") (Poem-4)
- 2. Metaphor** : It is a figure of speech that makes an implicit, implied, or hidden comparison between two things that are unrelated, but which share some common characteristics.
- இதுவும் இரு வேறுபட்ட விஷயங்களை ஒப்பிடுவது தான். ஆனால், நேரடியாக இல்லாமல் மறைமுகமாக ஒப்பீடு செய்வதாகும். ஆகவே இதில், 'like' 'as' ஆகிய வார்த்தைகள் வராது.
- (e.g.) 1. *It's the old home roof that shelters...* (Poem-7)
- (இங்கு "family" என்பது "roof"-க்கு மறைமுகமாக compare செய்யப்படுகிறது.)
2. *There you find the gladdest play-ground...* (Poem-7)
- ("family" is compared to "gladdest play ground" without the word "like" or "as".)
- 3. Alliteration** : Repetition of consonant sounds at the beginning of words, in the same line.
- ஒரே வரியிலுள்ள பல வார்த்தைகளின் முதல் எழுத்து ஒரே consonant ஒலியாக திரும்பத்திரும்ப ஒலித்து வருதல்.
- (e.g.) "Sweet creature!" said the Spider, - 's' is repeated : "sweet - spider" are alliterated words. (Poem 4)
- "You're witty and you're wise," - 'w' is repeated : "witty - wise" are alliterated words. (Poem 4)
- (ஆங்கில எழுத்துக்களில் a, e, i, o, u ஆகிய 5 எழுத்துக்களைத் தவிர, மீதி 21 எழுத்துக்களும் consonant ஒலியைத் தரும். அவற்றுள் ஒரே consonant எழுத்தை முதலாவதாக கொண்ட words alliterated words. இவற்றின் ஒலி (உச்சரிப்பு) ஒரே மாதிரி இருக்க வேண்டும். Cheese, Cutting என்பதில் C-consonant என்றாலும், இவை சீஸ், கட்டிங் என்று ஒலிப்பதால், alliterated words ஆகாது.)
- 4. Consonance** : Repetition of similar **consonant sounds** in the neighbouring words. It is used to refer to the repetition of sounds at the **end of the word**, but also refers to repeated sounds in the **middle of a word**.
- வார்த்தையின் இறுதியாகவோ, நடுவிலோ, consonant ஒலி, திரும்பத் திரும்ப வருதல்

- (e.g.) 1. *T'is the prettiest little parlour that ever you did spy*; - repetition of the "t" sound. *parlour, ever*: repetition of the "r" sound. (Poem 4)
2. *For who goes up your winding stair* - repetition of the "r" sound. (Poem 4)

5. Assonance : Repetition of similar **vowel (a, e, i, o, u)** sounds in the neighbouring words.

ஒரே வரியில் உயிரெழுத்து ஒலி, வார்த்தையின் நடுவே, திரும்பத் திரும்ப வருதல்.

- (e.g.) 1. *T'is the prettiest little parlour that ever you did spy*; - repetition of the "i" sounds. (Poem 4)
2. "There are pretty curtains drawn around"; - repetition of the "aw" sounds. (Poem 4)

6. Anaphora : Repetition of a certain word or phrase at the beginning of successive lines, or repetition of a **word** or a **phrase** at the **beginning** of a sequence of sentences, paragraphs and lines.

அடுத்தடுத்த வரிகளின் ஆரம்பத்தில் ஒரே வார்த்தை திரும்பத் திரும்ப வருவது. அல்லது, ஒரே வரியின் ஆரம்ப வார்த்தை அதே வரியில் திரும்ப வருவது.

- (e.g.) 1. Sea that line hath never sounded,
Sea that sail hath never rounded. - repetition at the beginning of successive lines. (Poem 5)
2. How handsome are your gauzy wings, how brilliant are your eyes! - repetition of the word "how" at the beginning of two successive phrases. (Poem 4)

7. Personification : An inanimate object or abstraction is given human qualities or abilities. (i.e.) Giving human qualities to non-living things.

விலங்கு, பறவை போன்ற உயிருள்ள பொருட்களுக்கும், மரம், செடி போன்ற தாவரங்களுக்கும், நிலம், நீர், வீடு போன்ற உயிரற்றவைகளுக்கும், மற்றும் மனிதப் பண்பு இல்லாத எந்த விஷயத்திற்கும், மனிதப் பண்புகளைக் கொடுத்துச் சொல்வது.

- (e.g.): *It's the stick-together family that wins the joys of earth.* (Poem 7)
("wins" வெற்றியிடைதல் - மனிதருக்கு உரிய பண்பு. இங்கு "family" -க்கு அது சொல்லப்படுகிறது.)

8. Imagery : It means to use figurative language to represent objects, actions, and ideas in such a way that it appeals to our physical senses.

பார்த்தல், கேட்டல், தொடுதல், சுவைத்தல், நுகர்தல் ஆகிய ஐந்து உணர்வுகளில் ஏதோ ஓர் உணர்வை ஈர்க்கும் வகையில், பொருட்கள், செயல்கள், எண்ணங்களை வார்த்தையால் குறிப்பிடுவது.

- (e.g.) 1. *yellow pebbles....* (Poem 5)
2. *That hears the sweetest music...* (Poem 7)

9. Epithet : It is an adjective or phrase expressing a quality or attribute regarded as characteristic of the person or the thing mentioned.

ஒரு நபரின் அல்லது ஒரு object-ன் சிறப்புத் தன்மையை வெளிப்படுத்தும் விதமாக சொல்லப்படுகிற வார்த்தை (adjective).

- (e.g.) Little river. (Poem 5)

UNIT 1

POEM

STOPPING BY WOODS ON A SNOWY EVENING

— Robert Frost



ABOUT THE AUTHOR

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

SUMMARY

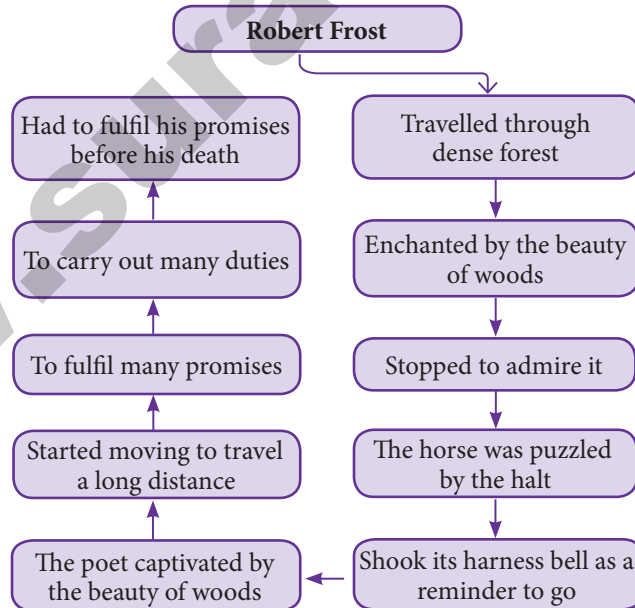
Once the poet happened to travel through the dense woods, on his horse. It was a cold evening with heavy snowfall. Enchanted by the beauty of the woods, the poet suddenly stopped to admire the scene of the woods being covered with snow. The poet seemed to know to whom the woods belonged. He also guessed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

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

PARAPHRASES OF THE POEM STANZAS

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

MIND MAP



Glossary



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

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

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

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

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

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

TEXTUAL QUESTIONS

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

1. *He will not see me stopping here*

To watch his woods fill up with snow.

a) **Whom does 'he' refer to?** (QY. 19)

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

b) **Identify the season in these lines.** (QY. 19)

Ans It is the winter season.

2. *My little horse must think it queer*

To stop without a farmhouse near

a) **Who is the speaker?**

Ans The poet Robert Frost is the speaker.

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

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

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

Ans queer - near

3. *He gives his harness bells a shake*

To ask if there is some mistake.

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

Ans 'He' refers to the horse.

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

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

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

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

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

Additional - Poem Comprehension.

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

Additional - Poetic Devices Questions.

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

UNIT 1

SUPPLEMENTARY

THE ENVIOUS NEIGHBOUR

— A Japanese Folk Tale

SHORT SUMMARY

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

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

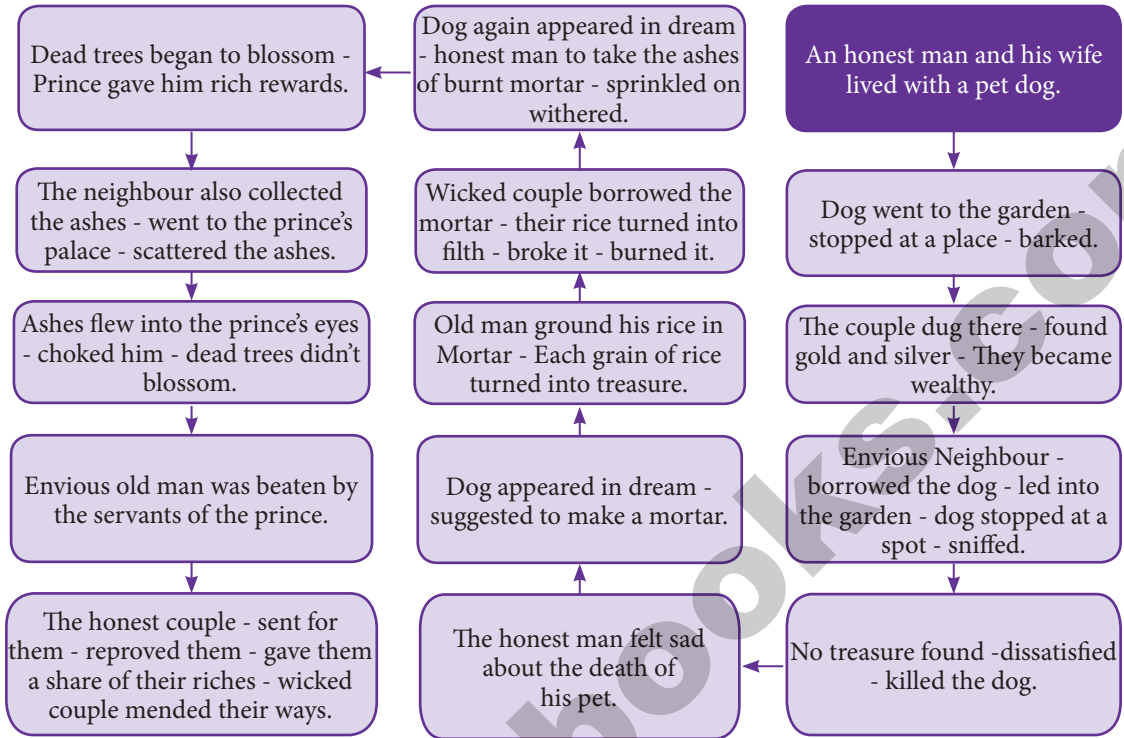
When the good old man came to know that his dog was buried at the root of a pine tree, with a heavy heart, he burnt incense and adorned the grave with flowers. That night, the dog appeared to him in his sleep and instructed him to cut down the pine tree where it was buried, make it into a mortar and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

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

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

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

MIND MAP



Glossary



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

TEXTUAL QUESTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional - Paragraph Question & Answer.

Develop the hints and write a short story.

1. Old couple- dog- dug- treasure – neighbour- borrowed- killed- dug –pine tree- mortar- rice- gold – neighbour- rice- foul-smelling – burnt –ashes- sprinkled –withered leaves- blossom- prince –gifted – neighbour – thrashed.

(OR)

Old people - village - honest - work in their fields - the neighbouring house - covetous - stingy old couple - borrowed - whatever they wanted - killed the dog - that night the dog appeared - thanking old man - made the pine tree - mortar - he ground his rice - turned into rich treasure - Wicked old couple - borrowed the mortar - rice turned into filth - broke the mortar - burnt it - Again dog appeared - dream - take the ashes - sprinkle on withered trees - revive - put out flowers. (HY. 19)

Ans An old childless couple loved their dog. One day, it dug in the garden, and they found a box of treasure there. A neighbour thought the dog must be able to find treasure, and managed to borrow the dog. When it dug in his garden, there was only filth, and he killed it. He told the couple that the dog had just dropped dead. They grieved and buried it under the pine tree where they had found the treasure. One night, the dog's master dreamed that the dog told him to chop down the tree and make a mortar from it. He told his wife, who said they must do as the dog asked. When they did, the rice put into the mortar turned into gold. The neighbour borrowed it, but the rice turned to foul-smelling berries, and he and his wife smashed and burned the mortar. That night, in a dream, the dog told his master to take the ashes and sprinkle them on certain cherry trees. When he did, the cherry trees came into bloom, and the Prince marvelled and gave him many gifts. The neighbour tried to do the same, but the ashes blew into the prince's eyes, so he thrashed him.

TEXTUAL QUESTIONS

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

(1) There lived an honest man with his wife, who had a favourite _____ got a treasure.



(2) There dwelt a covetous and stingy old man and woman _____.



(3) The wicked old couple seized the dog, and _____



(4) They broke the mortar _____



(5) They collected all the ashes that remained _____

- Ans**
- | | |
|-------------------------------|--------------------------|
| 1. dog and with its help they | 2. in the neighbourhood. |
| 3. killed it. | 4. and burnt it. |
| 5. and put them in a basket. | |

UNIT 3

PROSE (DRAMA)

OLD MAN RIVER

— Dorothy Deming

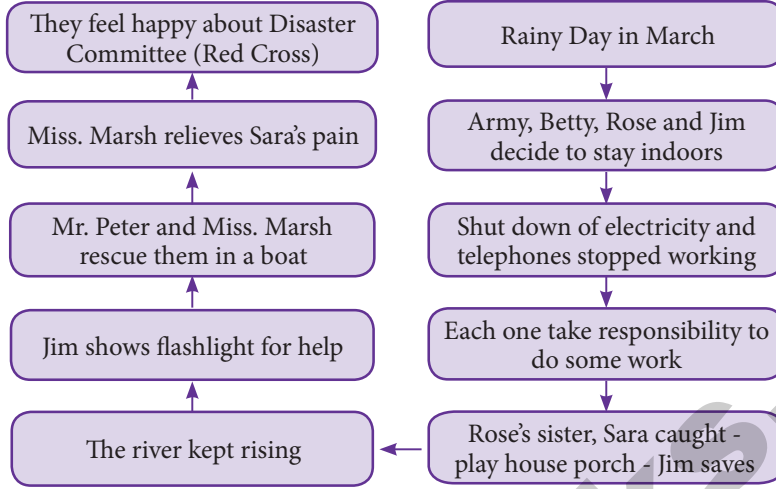
SUMMARY

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

THE MAIN CHARACTERS ARE :

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

MIND MAP



Glossary



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

SYNONYMS

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

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

TEXTUAL : IN-TEXT QUESTIONS

Scene 1

Discuss with your partner and answer the following questions.

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

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

2. **Why was Mother not able to come home? ☒**

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

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

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

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

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

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

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

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

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

Scene 2

Discuss with your partner and answer the following questions.

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

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

2. **Who came to rescue the children?**

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

3. **What happened to Sara?**

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

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

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

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

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

6. **How does Red Cross help the children?** ⊗

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

TEXTUAL : BOOK-BACK QUESTIONS

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

1. The radio announced that _____. ⊗

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

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

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

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

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

3. The Burnett Dam gave away as _____.

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

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

4. There was no power because _____.

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

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

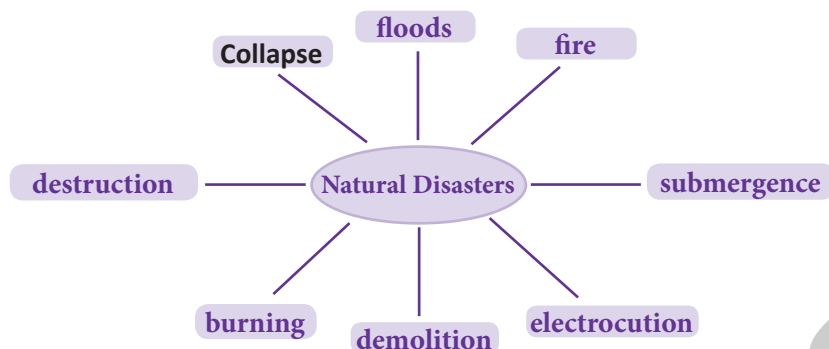
5. Why did they splint up Sara's leg with pillows?

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

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

- B. Fill the word web with words related to natural disasters. One example is done for you.

Ans



- C. Imagine a situation where your house is surrounded by water and answer the following.

- i. What health hazards are caused when water stagnates around your place?

Ans

During the floods in Chennai in 2015, our entire house was surrounded by knee-deep water on all sides. We found it difficult to wade through the water and go in and out. Sewage water got mixed with the floodwater. People in the neighbourhood developed high fever and infectious diseases. Some suffered from diarrhoea and other water-borne diseases. Mosquitoes started breeding in the dirty water. It was a horrible period of pollution, sickness and constant cold.

- ii. When there is a power shutdown for long hours during floods, what will you do?

Ans

I would rather consider the power-cut a boon, as I would find time to spend with my family. When there is no power supply, I would help my parents pump water from a pipe in the street and carry the pots home. I would gather my family members together and we would sit together and play cards, indoor games, sing songs, narrate incidents that took place in school and so on. Instead of fretting and cursing, I would regard things in an optimistic manner and utilise the situation to my benefit.

- iii. What precautions would you take if there is an announcement about flooding in your area?

Ans

We should choose a place that is higher than ground level, so that water does not enter the houses. We should be prepared to leave the house at any time and collect our valuables so that they can be preserved in a safer place. We should turn off the main switches and should not use electrical equipment, to avoid electric shock. We should stay away from phone lines and electrical wires, to avoid electrocution.

- D. List out the Human activities which have an impact on nature. Complete the tabular column. One is done for you.

Ans

Human Activities	Impact on Nature
1. Dumping of toxic waste into oceans	Affects marine life
2. Using of aerosol and air conditioner	Pollutes the air.
3. Encroaching in forest area	Reduction of trees and vegetation.
4. Disposal of non-bio degradable wastes	Pollutes the earth, makes land toxic.
5. Emission of smoke from industries and vehicles	Pollutes the lungs, harmful for health.

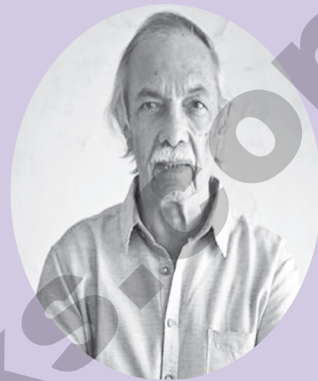


UNIT 3

POEM

ON KILLING A TREE

— Gieve Patel



ABOUT THE AUTHOR

Dr. Gieve Patel (born 18 August 1940) is an Indian poet, playwright, painter, as well as a practising physician/doctor based in Mumbai. Patel belongs to a group of writers who have subscribed themselves to the 'Green Movement' which is involved in an effort to protect the environment. His poems speak of deep concerns for nature and expose man's cruelty to it. Patel's works include *Poems* (1966), *How Do You Withstand Body* (1976) and *Mirrored Mirroring* (1991). He has also written three plays titled *Princes*, *Savaska*, and *Mr. Behram*.

SUMMARY

"On Killing a Tree" written by Gieve Patel literally describes the difficulty of cutting down a tree. On another level, the poet writes about nature and the sturdiness and longevity of the tree. Only man would want to fell the tree.

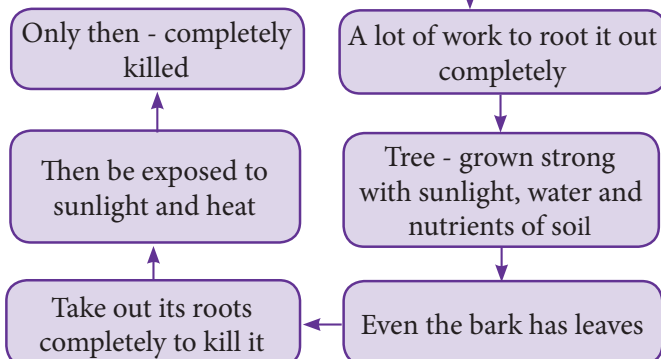
The third-person narration describes the tree graphically comparing the bark to a leper's skin and sores. Because it has lived for so long, the tree has deep roots which enable it to recoup from attacks by the axe. The attitude of the poet seems neutral, but on closer examination of his vocabulary choice, he casts a sardonic look on the cutting down of an important part of nature.

The tree has grown slowly consuming the earth, rising out of it, feeding upon its crust, absorbing Years of sunlight, air, water. When the tree is small, it takes only a little area to live. After time passes, the tree takes more room through its feeding from the earth, the sun, the oxygen, and water. To the environmentalist, the man who cuts the tree hacks at and chops it, irritating the tree on the surface; however, this will not bring down the tree. The watcher feels the pain of the tree as the bark gives off the sap which produces little trees that will sprout if nothing stops their growth.

Stanza No.	Poem Stanza	Paraphrase
3	<p>No, <i>The root is to be pulled out – Out of the anchoring earth; It is to be roped, tied, And pulled out – snapped out Or pulled out entirely, Out from the earth-cave, And the strength of the tree exposed The source, white and wet, The most sensitive, hidden For years inside the earth.</i></p>	<p>In this stanza, the poet explains how a tree could be killed. He says to kill a tree its root has to be pulled out. The root, which is the source of a tree's life, must be pulled out of its cave, in order to mortally harm the tree. By 'earth-cave' the poet means the point, deep inside the earth, where the root is attached. Once the centre, the life source- the root is exposed, the tree becomes vulnerable. The source is described as white and wet, probably alluding to tree sap which is a white liquid.</p> <p>'earth-cave'- the earthbed, underground, where the root was firmly attached</p> <p>'source, white and wet'- the root of the tree containing sap, which is a white liquid and is made up of all the important nutrients and chemicals necessary to sustain it.</p>
4	<p><i>Then the matter Of scorching and choking In sun and air, Browning, hardening, Twisting, withering, And then it is done.</i></p>	<p>The exposed life source, which when left open to the sun and air, will be scorched due to the heat and the air won't be able to reach the scorched places to relieve it of the heat. Slowly, it will start to become brown, with all the softness fading out leaving a hard, lifeless remainder behind. With time, it will start to wither, become dry and bent out of shape, leaving a corpse where a tree used to be. In short, the exposure will leave the root vulnerable to all vagaries of weather, which will ultimately weaken the tree and kill it.</p> <p>'scorching'- burning at a high intensity</p> <p>'withering'- waning; fading from life</p>

MIND MAP

Killing a Tree



GLOSSARY



- crust (*n*) - the brown, hard outer portion or surface (மேலோடு)
hide (*n*) - the strong thick outer skin (தோல்)
jab (*v*) - to poke, or thrust abruptly with a short, quick blow (கத்தியால்) திடீரென குத்துவது
leprous (*adj.*) - covered with scales (தொழுநோய் இங்கு மரப்பட்டை (bark) யுடன் ஒப்பிடப்படுகிறது)
miniature (*adj.*) - very small (சிறிய அளவிலான)

TEXTUAL - POEM COMPREHENSION

B. Read the following lines from the poem and answer the questions in a sentence or two.

1. *It takes much time to kill a tree,
Not a simple jab of the knife
Will do it.*

i. Can a 'simple jab of the knife' kill a tree?

Ans No.

ii. Why does it take much time to kill a tree?

Ans It takes much time to kill a tree as it has grown strong all through the years.

2. *It has grown
Slowly consuming the earth,
Rising out of it, feeding
Upon its crust, absorbing*

i. How has the tree grown?

Ans The tree has grown slowly consuming the earth, rising out of it, feeding upon its crust.

ii. What does the tree feed from the crust?

Ans The tree feeds sunlight, air, water from the crust.

3. *And out of its leprous hide
Sprouting leaves.*

i. What does the phrase 'leprous hide' mean?

Ans 'Leprous hide' means the discoloured bark of the tree.

ii. What comes out of the leprous hide? (X)

Ans Sprouting leaves come out of the leprous hide.

4. *The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs*

i. What will happen to the bleeding bark?

(HY. 19)

Ans The bleeding bark will heal.

ii. What will rise from close to the ground?

(HY. 19)

Ans Curled green twigs and miniature boughs will rise from close to the ground.

2. In 1963 he worked for _____ as _____.

Ans The Agricultural Regional Research Station in Kovilpatti as a scientist.

3. What was the turning point in the life of Nammazhwar?

Ans During his period as an agronomist, he realised that farmers should rely minimally on external inputs. All inputs should come from within the farm. Waste should be recycled and used as input. This revelation was a turning point in his life.

4. How is the “Bread sandwich method” a boon to the farmers?

Ans In this method, once the soil is made ready and the suggested practices followed, one need not work for the second time. They can go on sowing and reaping all through the year.

5. Pick out ideas from the passage to show that he learnt first and then shared with farmers.

Ans He said that it was no use trying to teach a farmer. He never stopped learning from them and had become a vast repository of farming practices and knowledge that he shared with whoever was interested.

6. Explain in your own words the meaning of “Farming _____ even in the 21st Century”.

Ans Farming is not only for making money. It is necessary to do farming to live even in the 21st century.

7. Give the synonyms of ‘rely’ and ‘sustainable’.

Ans Rely - depend
Sustainable - maintainable

8. “He never pushed ideas down anyone’s throat” means

(a) favoured (b) compelled (c) opposed

[Ans] (b) compelled

WRITING



- H. Based on the reading of the poem, complete the web chart given below.



- Ans** (i) A deep rooted evil.
(ii) The social evil can't be put out just by criticising them. The society should root them up to die forever.
(iii) Man has devastated another part of nature.

- I. Look at the two trees. One is a green flourishing tree and the other, a brown withering tree.

The class will now be divided into two groups. Group A will list down the agents that support a tree's growth. Group B will list down those that prevent it. Once the groups are ready with their lists, a few representatives from each group will write down the lists on the black board.



Ans



(To be done by the Students)

Taking clues from the lists on the board, complete the following chart.

Ans



- J. Work in pairs. Create three slogans on 'Saving Trees'.

Ans

Trees On !! Global Warming Gone !!

Don't make Trees Rare, Protect them with Care !!

Plant a tree a day, Keep Erosion and Floods away.

SPEAKING



- K. Deliver a short speech for about five minutes on the following.

1. Imagine what will happen if all the trees on the earth disappear. Discuss with your friends and share it with your classmates.

Ans

My dear friends,

I am Harsha from IX A. I am going to speak on what will happen if trees in the earth disappear.

Have you ever wondered what a world without trees would look like? Close your eyes, and try to imagine a desolate Earth.

There'd be no more paper, and everyone would have to resort to technological use---that is, if anyone was left. Trees are a crucial factor in our existence not only because they produce paper, lumber and chewing gum, but because they

UNIT 4

PROSE

SEVENTEEN ORANGES

— Bill Naughton



ABOUT THE AUTHOR

William John Francis Naughton, or Bill Naughton (12 June 1910 – 9 January 1992) was an Irish-born British playwright and author, best known for his plays and short stories. He attended Saint Peter and Paul's School, and worked as a weaver, coal-bagger and lorry-driver before he started writing.

Naughton was a prolific writer of plays, novels, short stories and children's books. His preferred environment was working-class society, which is reflected in much of his written work.

His work also includes the novel *One Small Boy* (1957), and the collection of short stories *The Goalkeeper's Revenge: And Other Stories* (1961). His 1977 children's novel *My Pal Spadger* is an account of his childhood in the 1920s.

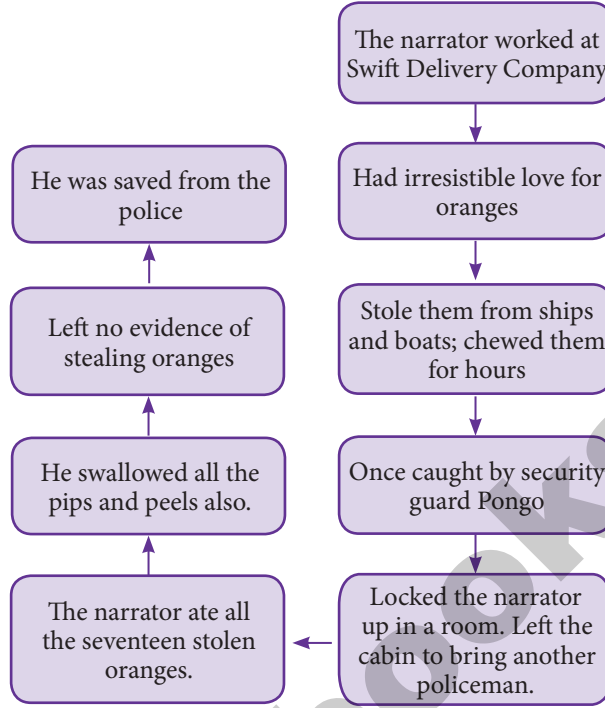
SUMMARY

The narrator used to work at a shipyard, carrying shipments to docks. He had an irresistible love for oranges. He stole them from the boats and ships and chewed them for hours.

However, once he was caught with seventeen stolen oranges by a security police guard, Pongo. Pongo wanted to make his case an example for all the other workers and frighten them of the consequences of dishonesty and stealing. So, he locked the narrator up in a room.

When the police officer locked him in a room and went out for getting another police officer to be a witness, the narrator ate up all the seventeen oranges, with their seeds and peel, and vanished the last of the evidence against him. That was a bitter experience for him. Well, thereafter he was never crazy about oranges.

MIND MAP



Glossary



- apron (*n*) - a protective garment worn over the front of one's clothes and tied at the back (மேலங்கி)
- blabbing (*v*) - to reveal secrets indiscreetly and thoughtlessly (முன்யோசனையின்றி சில ரகசியங்களை வெளியே சொல்லுவது)
- chunks (*n*) - thick large pieces of something (பெரிய துண்டுகள்)
- concealed (*adj.*) - the act of keeping something secret or hidden (சில ரகசியங்களை மறைத்தல்)
- docks (*n*) - an enclosed area of water in a port for the loading, unloading and repair of ships (கப்பல் கூடம்)
- pips (*n*) - small hard seeds in fruit (பழத்தில் உள்ள சிறிய விதைகள்)
- red-handed (*adj.*) - used to indicate that a person has been discovered in the act of doing something wrong (கையுடனாக)

SYNONYMS

Word	Synonyms	Translation
blabbing	revealing secrets indiscreetly	உளறியபடி உண்மையைச் சொல்லுதல்
bulging	swelling, protruding	உப்பியபடி
concealed	hidden	மறைத்தல்
evidence	proof	ஆதாரம்

Word	Synonyms	Translation
frightened	afraid, scared	பயந்தபடி
furiously	angrily	கோபத்துடன்
peeled	stripped	(தோலை) உரித்தல்
quiet	silent	அமைதி
sick	ill, unwell	உடல்நலமின்றி
struggle	strive	போராடுதல்
swallow	gulp	விழுங்குதல்
tricky	difficult	சிரமமான
trouble	difficulty	துன்பம்

ANTONYMS

Word	Antonyms
bulge (வீங்கிய)	× contract (சுருங்கிய)
carefully (கவனத்துடன்)	× carelessly (கவனக்குறைவாக)
difficult (கடினமாக)	× easy (எளிதாக)
everywhere (எங்கும்)	× nowhere (எங்குமின்றி)
finally (இறுதியாக)	× initially (ஆரம்பத்தில்)
friendship (நட்பு)	× enmity (பகை)
furiously (கோபமாக)	× calmly (அமைதியாக)
hidden (மறைத்து வைத்தல்)	× exposed (வெளிப்படுத்துதல்)
locked (அடைத்து வைத்தல்)	× released (விடுவித்தல்)
lucky (அதிர்ஷ்டம்)	× unlucky (தூரதிர்ஷ்டம்)
nothing (எதுவுமின்றி)	× something (ஏதாவது)
ordered (உத்தரவிடுதல்)	× requested (தாழ்மையாக வேண்டிக் கொள்ளுதல்)
sick (உடல்நலக்குறைவு)	× healthy (உடல் நலத்துடன், ஆரோக்கியமாக)
suddenly (திடீரென்று)	× gradually (படிப்படியாக)
swallow (விழுங்குதல்)	× regurgitate (விழுங்கியதை வெளிக்கொணர்தல்)

TEXTUAL : IN-TEXT QUESTIONS

Where did the narrator work?

Ans The narrator worked at the Swift Delivery Company.

What was the narrator's job in the docks?

Ans The narrator's job was to drive a little pony-and-cart in and out of the docks.

What was Clem Jones carrying in the box?

Ans Clem Jones was carrying a cat in the box.

What happened when the box was opened?

Ans When the box was opened, a ship's cat jumped out and ran back into the docks.

UNIT 4

POEM

THE SPIDER AND THE FLY

— Mary Botham Howitt



ABOUT THE AUTHOR

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

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

SUMMARY

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

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

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

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

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

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

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

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

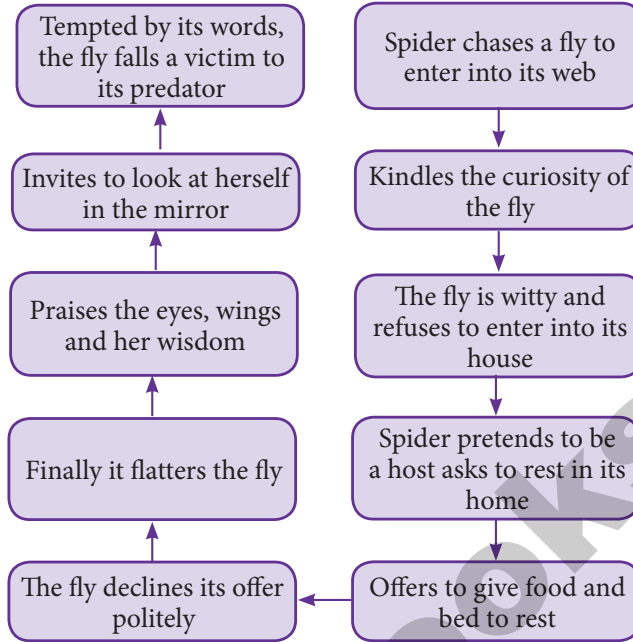
In stanza seven, the narrator speaks directly to readers with an imperative: never fall for the flattery of a predator—learn from this fable of the spider and the fly.

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

PARAPHRASES OF THE POEM STANZAS

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

MIND MAP



GLOSSARY



- counsellor (*n*) - a person who advises (ஆலோசகர்)
- flattering (*v*) - to praise or compliment insincerely (பொய்யாகப் புகழுதல்)
- pantry (*n*) - a room where beverages, food, dishes are stored (உணவுப் பொருட்களை வைக்கும் அறை)
- parlour (*n*) - a tidy room in a house used for entertaining guests (வீட்டின் வரவேற்பறை)
- subtle (*adj.*) - delicate or faint and mysterious (நுட்பமான, மெல்லிய)
- weary (*v*) - very tired, especially from hard work (கடின உழைப்பால், மிகவும் களைத்துப்போவது)
- winding (*v*) - a twisting movement or course (சுற்றி சுழன்று செல்கிற அமைப்பிலுள்ள)

TEXTUAL - POEM COMPREHENSION

A. Read the following lines from the poem and answer the questions in a sentence or two.

1. "The way into my parlour is up a winding stair,
And I've many curious things to show when you are there"

a) How can the fly reach the spider's parlour? ⊗

Ans The spider's parlour can be reached through a winding stair.

b) What will the fly get to see in the parlour? ⊗

Ans The fly will get to see many curious things in the parlour.

WRITING

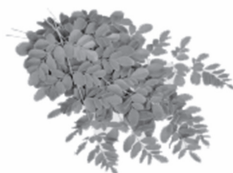


- F. The fly gives into flattery and becomes the spider's prey. If you are asked to give a happy ending to the poem, how will you save the fly? Write in your own words.

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

TEXTUAL ACTIVITIES - WARM UP

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



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

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



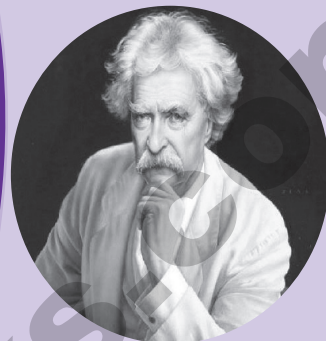
UNIT 4

SUPPLEMENTARY

THE CAT AND THE PAINKILLER

(An Extract from *The Adventures of Tom Sawyer*)

— Mark Twain



ABOUT THE AUTHOR

Samuel Langhorne Clemens, (30 Nov. 1835 - 21 Apr. 1910), better known by his pen name **Mark Twain** was an American writer. Among his novels are “*The Adventures of Tom Sawyer*” (1875) and “*The Adventures of Huckleberry Finn*” (1885), the latter often called “*The Great American Novel*”. He was also a riverboat pilot, journalist, lecturer, entrepreneur and inventor. Twain was raised in Hannibal, Missouri, which later provided the setting for his novels. A gifted raconteur, distinctive humorist, and irascible moralist, he transcended the apparent limitations of his origins to become a popular public figure and one of America’s best and most beloved writers.

SUMMARY

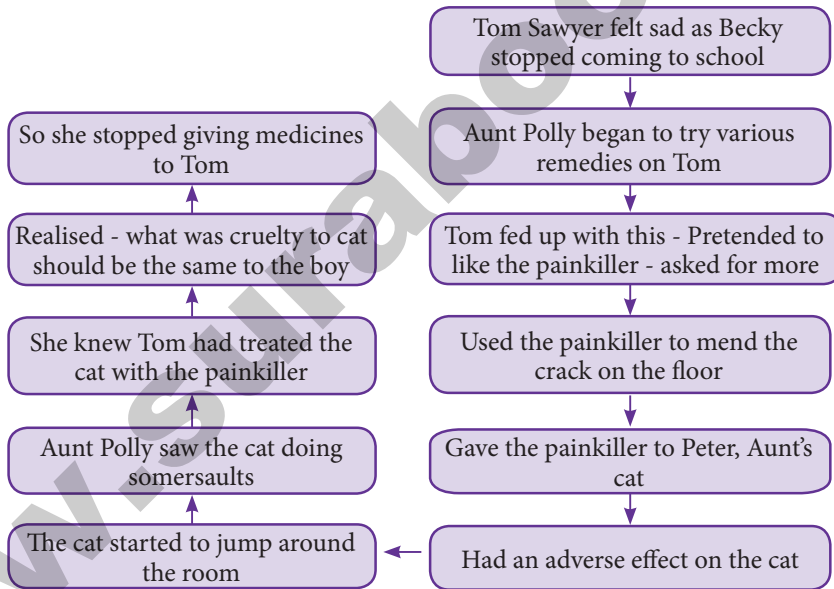
Tom is temporarily distracted from his troubles when Becky stops coming to school. He tries to find out the reason for her absence by hanging around her house. He finally learns that she is ill and begins to worry that she may die. He is so concerned about Becky that he stops playing and loses interest in everything. His quiet behaviour causes Aunt Polly to be concerned about him. An experimenter at heart, Polly tries all sorts of remedies on Tom in an effort to cure him, but nothing seems to work. She reads her Health magazines to look for additional things to try and discovers the water treatment cure that makes a person sweat so much it purifies his soul. When she tries this on Tom, he just becomes more sad and melancholic.

Tom is so forlorn that he does not even protest against the torture that he is being put through; his silence bothers his aunt even more. She decides that Tom’s indifference must definitely be broken. She orders a new painkiller, which she immediately administers to her nephew. Tom has decided that he has indulged himself enough and will endure no more. He pretends to like the horrible painkiller as it is simply fire in a liquid form. He asks his aunt for a dose so frequently that she tells Tom to take it for himself. While Aunt Polly is not looking, he pours the medicine in a crack in the sitting room floor. His aunt’s cat comes into the room one day when he is in the act of filling the

crack with the medicine. Tom takes a spoonful of the painkiller and gives it to the cat. When the cat swallows it, it jumps in the air and bangs itself against the furniture. It topples the flowerpots and jumps out of the window, leaving behind a mess. Aunt Polly is struck dumb at the cat's antics. When she comes to question Tom about the cat, she finds him rolling in laughter. She discovers the spoon with traces of medicine still sticking to it. She pulls Tom up by his ear and asks him why he gave the painkiller to the cat. Tom replies that he gave it to the cat out of pity, for he himself had been receiving all of Aunt Polly's attention, while the cat was being ignored. She pats Tom on the head and tells him that she did whatever she thought was best for him. This chapter is filled with typical Twain humour. Tom's sadness over Becky's not being at school and his worries about her death are intentionally exaggerated to the point of being humorous. Aunt Polly's experimentation on Tom is also out of proportion and causes the reader to laugh. Tom's incident with the cat is also filled with humour, even though he uses it to teach Aunt Polly a lesson.

THE MAIN CHARACTERS ARE : 1. Tom Sawyer, 2. Aunt Polly, 3. Peter, the cat,
4. Becky Thatcher, Tom's friend

MIND MAP



Glossary



- frenzy (*n*) - a state of uncontrolled excitement (கட்டுக்கடங்காத உற்சாக நிலை)
- infatuated (*v*) - inspired with an intense but short lived passion or admiration for someone or something (யார் மீதாவது அல்லது எதன் மீதாவது தீவிரமான, ஆனால் குறுகிய காலமே நீடிக்கிற, ஈர்ப்பு கொண்டிருத்தல்)
- petrified (*adj.*) - extremely frightened (மிகவும் பயந்த)
- plunges (*n*) - act of casting or thrusting forcibly or suddenly into something liquid (தண்ணீரில் ஒருவரை வலுக்கட்டாயமாக நெட்டித் தள்ளுதல்)

- professing (*v*) - claiming often falsely, that one has a quality or feeling (தனக்கு தகுதி இருப்பதாக பொய்யாக கூறிக்கொள்வது)
- quack (*n*) - a fraudulent or ignorant pretender to medical skill (போலியான மருத்துவம்)
- somersaults (*n*) - an acrobatic movement either forward or backward in which the body rolls end over end, makes a complete revolution (குட்டிக் கரணம்)

TEXTUAL QUESTIONS

A. Choose the most suitable option.

1. Tom was disturbed because _____.
(a) he didn't sleep well
(b) his scores were low at school
(c) his friend Becky Thatcher stopped had coming to school
(d) he had picked up a fight with Becky Thatcher
[Ans] (c) his friend Becky Thatcher stopped coming to school
2. Aunt was an experimenter in _____.
(a) trying new recipes (b) designing fashionable frocks
(c) modern gardening techniques (d) trying out new medicines
[Ans] (d) trying out new medicines
3. Tom used the painkiller to _____.
(a) take care of his health (b) mend the crack on the sitting room floor
(c) cure Becky Thatcher (d) help his aunt
[Ans] (b) mend the crack on the sitting room floor
4. Peter sprang a couple of yards in the air as _____.
(a) he had a teaspoon of the painkiller
(b) his tail was caught in the mouse trap
(c) Tom threw him out of the window
(d) Aunt gave him a push
[Ans] (a) he had a teaspoon of the painkiller
5. Finally Aunt Polly said to Tom that he _____.
(a) need not take any more medicine (b) has to go to school regularly
(c) should not meet any of his friends (d) must take medicines every day
[Ans] (a) need not take any more medicine

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

1. He banged against furniture, upsetting flower-pots and making general havoc.
[Ans] Peter, the cat
2. She stood petrified with astonishment peering over her glasses.
[Ans] Aunt Polly
3. 'That is, I believe they do.'
[Ans] Tom Sawyer
4. 'What has that got to do that with it?'
[Ans] Aunt Polly
5. 'I done it out of pity for him.'
[Ans] Tom Sawyer

TEXTUAL QUESTIONS

- F. Complete the summary of the extract using the appropriate words from the box below.

pain killer	stopped	cruelty	remedies	teaspoon	school
summersets	Peter	pretended	dejected	health	crack

Ans Tom Sawyer felt dejected as Becky Thatcher had stopped coming to school. His Aunt Polly was very concerned about his health condition. So, she began to try various remedies on him. Tom became fed up with his Aunt's brand of remedies and pretended to like the pain killer. He started to ask for it very often. But, Tom used the medicine to mend the crack on the floor. One day, Tom gave the pain killer to his Aunt's cat, Peter. The pain killer had an adverse effect on the cat and it started to jump around the room. Aunt Polly entered the room in time to see the cat throw a few summersets and sail through the open window. She found the teaspoon with a little pain killer sticking to it and knew that Tom had treated the cat with it. She realised that, what was cruelty to the cat should be the same to the boy too and stopped giving medicines to him.

- G. In the story we find a lot of American slang usage of English. Complete the tabular column with standard English. One has been done for you.

Ans Finally hit 'pon.	Finally hit upon.
There ain't anything mean about me.	There isn't anything mean about me.
'Deed I don't know.	Indeed I don't know.
Yes'm. That is, I believe they do.	Yes madam, That is, I believe they do.
'She'd a roasted bowel out of me.'	She had a roasted bowel out of me.
'Oh, go 'long with you, Tom.'	'Oh, go along with you, Tom'.

- H. Complete the mind map based on the inputs from the extract.

Ans

So, Tom became disturbed and dejected.

She tried various types of remedies on him.

One day Tom gave the pain killer to his aunt's cat, Peter.

01

Becky Thatcher, Tom's friend had stopped coming to school.

02

03

Aunt Polly was very concerned about Tom.

04

05

Tom pretended to like the pain killer and asked for it very often.

06

07

The incidents that followed made his aunt realize what was cruelty to the boy and she stopped giving medicines to him.

தமிழாக்கம்

PROSE

பாடச்சுருக்கம்

UNIT - 1 :

LEARNING THE GAME - Sachin Tendulkar

விளையாட்டை கற்றுக் கொள்ளுதல் - சச்சின் டெண்டுல்கர்

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

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

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

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

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

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

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

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

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



POEM

பாடல் சுருக்கம்

UNIT - 1 :

STOPPING BY THE WOODS ON A SNOWY EVENING - Robert Frost

ஒரு பனி பெய்யும் மாலையில் காட்டின் அருகில் நின்றல் - ராபர்ட் ஃப்ரோஸ்ட்

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

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

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

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



SUPPLEMENTARY
கதைச் சுருக்கம்

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

பொறாமை கொண்ட அண்டை வீட்டுக்காரன் - ஜப்பானிய நாட்டுப்புறக் கதை

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

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

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

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

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



PROSE

பாடச்சுருக்கம்

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

என்னால் இனி மரமேற முடியாது - ரஸ்கின் பாண்ட்

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

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

QUESTION PAPER CONTENTS

Part - I (MCQ Type Questions)

Q. No. 1 to 14

1 Mark Questions

14 Marks

Vocabulary & Grammar

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

1 to 3 : Synonyms

3 × 1 = 3

4 to 6 : Antonyms

3 × 1 = 3

7 to 14 : Vocabulary & Grammar

8 × 1 = 8

All the 14 questions are to be answered.

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

- | | |
|---|---------------------------------|
| 1. Homophones | 11. Phrasal Verbs |
| 2. Prefix and Suffix | 12. Idioms |
| 3. Anagrams | 13. Modals / Semi-Modals |
| 4. Shortened Forms | 14. Connectors |
| 5. Abbreviations and Acronyms | 15. Articles |
| 6. American / British English | 16. Determiners |
| 7. Preposition | 17. Compound Words |
| 8. Prepositional Verbs | 18. If Sentences - Conditionals |
| 9. Prepositional Phrases | 19. Question Tags |
| 10. Non-finite Verbs (Gerund, Infinitives, Participles) | 20. Singular / Pural |
| | 21. Nominalisation |

Q. No. 1 to 3 : Synonyms

A word or phrase that means exactly or nearly the same as another word or phrase is called synonym.

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

GEQ GOVERNMENT EXAM QUESTIONS

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

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

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

Exercises

Synonym **UNIT - 1** Learning the Game

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

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

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

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

Synonym **UNIT - 3** Old Man River

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

3. 'Betty', you and I are to fill all the bowls, tubs, pails and **pitchers** with fresh water.
(a) mugs (b) buckets (c) large jugs (d) bottles [Ans] (c) large jugs
4. She helps Sara to her feet and quickly **wraps** a blanket around her.
(a) puts (b) wears (c) covers (d) throws [Ans] (c) covers
5. We can **splint** it with pillows and umbrella.
(a) attach (b) support (c) tied (d) arrest [Ans] (b) support

Synonym UNIT - 4 Seventeen Oranges

1. "You've stolen these oranges and **concealed** them in your pocket.
(a) revealed (b) bought (c) hidden (d) connected [Ans] (c) hidden
2. Have you anything to say?" I said nothing. I was very **frightened**, but I kept quiet.
(a) bold (b) unafraid (c) cool (d) afraid [Ans] (d) afraid
3. I had read a lot of detective stories to make the mistake of **blabbing**.
(a) disclosing (b) concealing (c) hiding (d) lying [Ans] (a) disclosing
4. I was locked in the **cabin** and the oranges were on the table.
(a) fort (b) castle (c) room (d) corridor [Ans] (c) room
5. Pongo had gone to bring a **witness**.
(a) contributor (b) upstander (c) participant (d) spectator [Ans] (d) spectator

Synonym UNIT - 5 Water - The Elixir of Life

1. On one side was visible a sea of **billowing** sand without a speck of green.
(a) swelling (b) shrinking (c) deflating (d) flattening [Ans] (a) swelling
2. ... most fertile and densely populated areas to be found **teeming** with life and vegetation.
(a) barren (b) deserted (c) filled (d) scrace [Ans] (c) filled
3. It has played a role of **vast** significance in shaping the course of the earth's history.
(a) small (b) great (c) tiny (d) little [Ans] (b) great
4. It is **obvious** that the aim should be to check the flow of water at the earliest possible stage.
(a) dubious (b) doubtful (c) obscure (d) apparent [Ans] (d) apparent
5. ... an **immense** quantity of rain-water must necessarily run off the ground.
(a) little (b) limited (c) enormous (d) diminutive [Ans] (c) enormous

Synonym UNIT - 6 From Zero to Infinity

1. The teacher complimented the boy who had asked that **absurd** question.
(a) clever (b) silly (c) wise (d) smart [Ans] (b) silly
2. But Ramanujan was **ignorant** of the work of the German mathematician George. F. Riemann.
(a) conscious (b) educated (c) unaware (d) talented [Ans] (c) unaware
3. Ramanujan's father was a **petty** clerk in a cloth shop.
(a) insignificant (b) significant (c) royal (d) major [Ans] (a) insignificant
4. Senior students used to go to his **dingy** house to get their difficulties in mathematics solved.
(a) dark (b) gloomy (c) bright and clean (d) dull [Ans] (b) gloomy
5. This **disappointed** his father.
(a) distressed (b) charmed (c) contented (d) comforted [Ans] (a) distressed

9th
STD.

COMMON ANNUAL EXAMINATION - 2022

(with Answers)

Reg. No.

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Time Allowed : 3.00 Hours]

ENGLISH

[Max. Marks : 100

Part - I (Section - 1)

I. Answer all the questions :

Choose the appropriate synonyms for the underlined words : $14 \times 1 = 14$

1. Do you remember how fascinated you were when you first read the story of Joan of Arc.

- (a) tired (b) dingy
(c) attracted (d) bored

2. I wanted to pursue cricket seriously.

- (a) give up (b) chase
(c) force (d) strength

3. Clem looked at pongo furiously.

- (a) politely (b) gently
(c) angrily (d) calmly

Choose the appropriate antonyms for the underlined words :

4. A blessing rests on the house, where the shadow of the tree falls.

- (a) gratitude (b) luck
(c) chance (d) curse

5. The narrator of the story felt very sick for a week.

- (a) healthy (b) disordered
(c) feeble (d) unhealthy

6. We are not afraid of what we do or what we say.

- (a) brave (b) scared
(c) alarmed (d) fearful

7. Form a derivative by adding the right prefix to the word 'Certain'.

- (a) dis (b) mis (c) un (d) en

8. Choose the most appropriate preposition from the given option.

The Cricket ball was hidden _____ the leaves.

- (a) between (b) among
(c) by (d) on

9. Complete the sentence choosing the correct determiner.

I always keep _____ money in my wallet for emergencies.

- (a) any (b) every
(c) some (d) all

10. Fill in the blank choosing the correct article for the given sentence.

It was _____ unforgettable experience.

- (a) a (b) an
(c) the (d) none

11. Fill in the blank with the appropriate modal verb given below.

You _____ drive fast. It's not safe.

- (a) Wouldn't (b) Couldn't
(c) shouldn't (d) can't

12. Complete the following sentences using appropriate prepositional phrase.

I am standing here _____ My friends.

- (a) in behalf of (b) On behalf
(c) by behalf of (d) on behalf of

13. Choose the correct form of tense for the given sentence.

A good student always _____ hard.

- (a) work (b) works
(c) worked (d) working

14. Choose the correct homophones for the given sentence.

What you say is _____

- (a) rite (b) write (c) right (d) none

Part - II

Section - 1

Answer any three of the following questions in a sentence or two. $3 \times 2 = 6$

15. Why did Sachin feel that the schedule of the camp was rigorous?
16. How did the grandfather get the iron cross?
17. Why did the policeman suspect the narrator?
18. What do ordinary men and women usually think of?

Section - 2

Read the following sets of poetic lines and answer any three of the following : $3 \times 2 = 6$

19. *"The woods are lovely, dark and deep,
But I have promises to keep:*
a) How are the woods?
b) Who does 'I' refer to?
20. *"The way into my parlour is up a winding
stair,
And I've many curious things to show when
you are there?"*
a) How to reach the spider's parlour?
b) What will the fly get to see in the parlour?
21. *"Faster than a cheetah
With a tail that's miles long,*
a) Why is comet compared to a cheetah?
b) Whose tail is compared here?
22. *"And now dear little children, who may this
story read,
To idle, silly flattering words, I Pray you
ne'er give heed.*
a) Who does 'I' refer to?
b) What is the advice given to the readers?

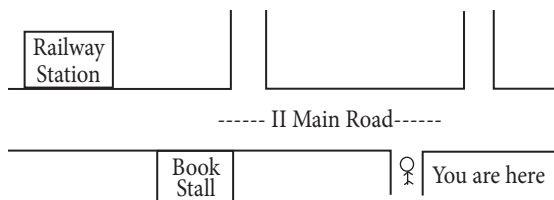
Section - 3

Answer any three of the following : $3 \times 2 = 6$

23. Rewrite the following sentence in passive voice:
They are decorating the wall.
24. Rewrite the following sentence into superlative degree.
Very few girls in the class are as tall as Ramya.
25. Punctuate the following sentence.
im looking at the house is it yours.
26. Rewrite the following sentence in indirect speech.
Sowmiya said to Swathi, "please, switch on the fan."
27. Re arrange the words in the correct order to make meaningful sentence.
a) bench / beside / on / him / she / the / sat
b) career / proper / have / we / to / orientation / need

Section - 4

28. Answer the following question. Write the steps to guide the stranger to the railway station. $1 \times 2 = 2$



Part - III

Section - 1

Answer any two of the following in a paragraph. $2 \times 5 = 10$

29. Narrate in your own words the hardships underwent by Sachin to become a great cricketer?
30. Explain the important elements of Nehru's letter?