

SMART ENGLISH

IX Standard

Based on the Updated New Textbook

Salient Features

- ★ Answers for all Textual Questions.
- ★ Summary, Mind-map for Prose, Poem and Supplementary units. Also stanza-wise explanation for Poems.
- ★ Exhaustive Additional Questions & Answers for all sections of Prose, Poem and Supplementary.
- ★ Summary in TAMIL for Prose, Poem and Supplementary Units.
- ★ Question Paper Contents section covers all the topics in Vocabulary, Grammar and Writing Skills.
- ★ Questions from 2018 - 19 S.A. Exams (I, II & III terms) are also incorporated and marked as ⊗ in the appropriate sections.
- ★ Quarterly Exam 2019, 2023 & 2024, Half Yearly Exam- 2019 & 2023 and Common Annual Exam April 2023, 2024 & 2025 questions are incorporated in the appropriate sections.
- ★ Common Annual Exam April 2025 Question Paper is given with answers.

Free

Practice
Workbook

&

Keybook
for
Practice Workbook



SURA PUBLICATIONS

Chennai

For Orders Contact



80562 94222 / 81242 01000 / 81243 01000
96001 75757 / 98409 26027

© Reserved with Publishers

Code No. : SG 57

Authors :

- **Mr. A. Sai Ram, M.A., B.Ed., Chennai**
- **Mr. D. Mani, B.A., B.Ed., Chennai.**

Our Guides for Std IX & X

GUIDES

- ✦ சுராவின் தமிழ் உரைநூல்
- ✦ Sura's Smart English Guide
- ✦ Sura's Mathematics Guide (EM & TM)
- ✦ Sura's Science Guide (EM & TM)
- ✦ Sura's Social Science Guide (EM & TM)

Our Guides for Std XI to XII

GUIDES

- ✦ சுராவின் தமிழ் உரைநூல்
- ✦ Sura's Smart English
- ✦ Sura's Mathematics (EM/TM)
- ✦ Sura's Physics (EM/TM)
- ✦ Sura's Chemistry (EM/TM)
- ✦ Sura's Bio-Botany & Botany (EM/TM)
(Short Version & Long Version)
- ✦ Sura's Bio-Zoology & Zoology (EM/TM)
(Short Version & Long Version)
- ✦ Sura's Computer Science (EM/TM)
- ✦ Sura's Computer Applications (EM/TM)
- ✦ Sura's Commerce (EM/TM)
- ✦ Sura's Economics (EM/TM)
- ✦ Sura's Accountancy (EM/TM)
- ✦ Sura's Business Maths (EM)

Note from publisher

It gives me great pride and pleasure in bringing to you **Sura's English Guide - IX standard** based on the latest Textbook.

We have prepared this guide to facilitate the student's understanding and learning processes, using very simple English words.

Additional questions have been provided exhaustively for clear understanding of the Units under study.

I also sincerely believe all students will learn the units and recognize what it teaches to lead a practical life.

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

Subash Raj, B.E., M.S.

- Publisher

Sura Publications

All the Best

Head Office

Sura Publications

1620, 'J' Block, 16th Main Road,
Anna Nagar, Chennai - 600 040.

Phone : 044 - 4862 9977, 044 - 4862 7755.

e-mail : orders@surabooks.com

website : www.surabooks.com

For Orders Contact



80562 94222

81242 01000

81243 01000

96001 75757

98409 26027

CONTENTS

UNIT		Name	Page No.	Month
		* Memoriter	1 - 2	June
1	PROSE	Learning the Game – <i>Sachin Tendulkar</i>	3 - 19	
	POEM	Poetic Devices - A Glance	20 - 22	
		*Stopping by Woods on a Snowy Evening – <i>Robert Frost</i>	23 - 30	
	SUPPLEMENTARY	The Envious Neighbour – <i>A Japanese Folk Tale</i>	31 - 39	
2	PROSE	I Can't Climb Trees Anymore – <i>Ruskin Bond</i>	40 - 50	July
	POEM	A Poison Tree – <i>William Blake</i>	51 - 58	
	SUPPLEMENTARY	The Fun they Had – <i>Isaac Asimov</i>	59 - 65	
I MID TERM TEST				
3	PROSE (DRAMA)	Old Man River (Drama) – <i>Dorothy Deming</i>	66 - 82	August
	POEM	*On Killing a Tree – <i>Gieve Patel</i>	83 - 94	
	SUPPLEMENTARY	Earthquake – <i>M.S.Mahadevan</i>	95 - 103	
QUARTERLY EXAMINATION (June to September)				September
4	PROSE	Seventeen Oranges – <i>Bill Naughton</i>	104 - 116	October
	POEM	The Spider and the Fly – <i>Mary Botham Howitt</i>	117 - 128	
	SUPPLEMENTARY	The Cat and the Painkiller – <i>Mark Twain</i>	129 - 138	

UNIT		Name	Page No.	Month
5	PROSE	Water – The Elixir of Life – Sir C.V. Raman	139 - 155	November
	POEM	*The River – Caroline Ann Bowles	156 - 163	
	SUPPLEMENTARY	Little Cyclone: The Story of a Grizzly Cub – William Temple Hornaday	164 - 172	
II MID TERM TEST				
REVISION FOR HALF YEARLY EXAM				December
HALF YEARLY EXAMINATION (June to December)				
6	PROSE	From Zero to Infinity – Biography of Srinivasa Ramanujan	173 - 184	January
	POEM	*The Comet – Norman Littleford	185 - 193	
	SUPPLEMENTARY	Mother’s Voice – Vasil Berezhnoy	194 - 202	
7	PROSE	A Birthday Letter – Jawaharlal Nehru	203 - 212	February
	POEM	The Stick-together families – Edgar Albert Guest	213 - 222	
	SUPPLEMENTARY	The Christmas Truce – Aaron Shepard	223 - 230	
REVISION FOR ANNUAL YEARLY EXAM				March
ANNUAL EXAMINATION (Full Portions)				April
Tamil Translations for all Units of Prose, Poem and Supplementary			231 - 240	

Question Paper Content

Q. NO.		PAGE
Part - I : 1 Mark Questions		14 Marks
All the 14 Questions are to be answered.		
1 to 3	Synonyms	241 - 244
4 to 6	Antonyms	244 - 247
Topics for Q. No. 7 to 14. Eight Questions will be asked from any of the following 21 Topics.		
7 to 14	1. Homophones	247 - 248
	2. Prefix and Suffix	249 - 252
	3. Anagrams	252 - 253
	4. Shortened Forms	253 - 254
	5. Abbreviations and Acronyms	255 - 258
	6. American / British English	259 - 261
	7. Preposition	261 - 265
	8. Prepositional Verbs	265 - 266
	9. Prepositional Phrases	266 - 267
	10. Non-finite Verbs (Gerund, Infinitives, Participles)	268 - 272
	11. Phrasal Verbs	272 - 276
	12. Idioms	276 - 282
	13. Modals / Semi-Modals	282 - 284
	14. Connectors	285 - 286
	15. Articles	287 - 290
	16. Determiners	290 - 294
	17. Compound Words	294 - 296
	18. If Sentences - Conditionals	296 - 298
	19. Question Tags	299 - 300
	20. Singular / Pural	300 - 304
	21. Nominalisation	305 - 306
Part - II : 2 Marks Questions		20 Marks
Section - I (Answer any 3 questions out of 4)		
15 to 18	Prose - Short Answer Questions	Refer to Prose Section Unit 1 to 7
Section - II (Answer any 3 questions out of 4)		
19 to 22	Poem - Comprehension	Refer to Poetry Section Unit 1 to 7

Section - III (Answer any 3 Questions out of 5)		
Topics for Q. No. 23 to 27. Five Questions will be asked from any of the following 13 Topics.		
23 to 27	1. Degrees of Comparison	307 - 310
	2. Phrases & Clauses	310 - 312
	3. Tenses	313 - 321
	4. Active Voice, Passive Voice; Imperatives in Passive	322 - 328
	5. Direct Speech and Indirect Speech	329 - 335
	6. Transformation of Sentences (Simple / Compound / Complex)	335 - 342
	7. Relative Pronoun	342 - 343
	8. Rearrange in Coherent Order	344 - 345
	9. Punctuation	345 - 346
	10. Non-Verbal Inferences	346 - 348
	11. Expanding News Headlines	348 - 350
	12. Slogan Writing	350 - 351
	13. Extend the Dialogue	351 - 352
Section - III (Compulsory - No Choice)		
28	Road Map Instructions.	352 - 355
Part - III : 5 Marks Questions		50 Marks
Section - I (Answer any 2 Questions out of 4)		
29 to 32	Prose - Long Answer Questions	Refer to Prose Section Unit 1 to 7
Section - II (Answer any 2 Questions out of 4)		
33 & 34	Poem - Long Answer Questions	Refer to Poetry Section Unit 1 to 7
35	Poem - Poetic Devices	
36	Poem - Paraphrase	
Section - III (Answer any 1 Question out of 2)		
37	Supplementary - Rearranging in coherent order.	Refer to Supplementary Section Unit 1 to 7
38	Supplementary - Comprehension.	

Section - IV (Answer any 4 Questions out of 6)		
Topics for Q. No. 39 to 44. Six Questions will be asked from any of the following 15 Topics.		
39 to 44	1. Preparing Advertisement / Poster Making	357 - 360
	2. Note Making / Summary Writing	360 - 366
	3. Spot the Errors & Correct	367 - 371
	4. Letter Writing	372 - 375
	5. Picture Description	375 - 377
	6. Drafting a Speech	377 - 379
	7. Notice Writing	380 - 382
	8. Dialogue Writing (5 Exchanges)	382 - 384
	9. Completion of Dialogue (Fill in-type)	384 - 385
	10. Diary Writing	386 - 387
	11. Article Writing	387 - 389
	12. Report Writing	389 - 391
	13. E-mail Writing	391 - 392
	14. Describing a Process for a given topic	392 - 394
	15. Developing Hints into a General Story	394
Section - V		
45	Quote from memory (Compulsory - No Choice)	Refer to Page Nos. 1 & 2 of this guide for the memoriter poems.
Part - IV : 8 Marks Questions		16 Marks
46	Supplementary - Developing Hints into a Paragraph. (1 out of 2)	Refer to Supplementary Section Unit 1 to 7
47 (i)	General Comprehension	395 - 398
	(OR)	
47 (ii)	General Poem Comprehension	399 - 400
	Annual Exam April 2025 Question Paper with Answers	401 - 408

TO ORDER WITH US

SCHOOLS and TEACHERS:

We are grateful for your support and patronage to '**SURA PUBLICATIONS**'

Kindly prepare your order in your School letterhead and send it to us.

For Orders contact: 81242 01000 / 81243 01000

DIRECT DEPOSIT

A/c Name : Sura Publications Our A/c No. : 36550290536 Bank Name : STATE BANK OF INDIA Bank Branch : Padi IFSC : SBIN0005083	A/c Name : Sura Publications Our A/c No. : 21000210001240 Bank Name : UCO BANK Bank Branch : Anna Nagar West IFSC : UCBA0002100
A/c Name : Sura Publications Our A/c No. : 6502699356 Bank Name : INDIAN BANK Bank Branch : Asiad Colony IFSC : IDIB000A098	A/c Name : Sura Publications Our A/c No. : 1154135000017684 Bank Name : KVB BANK Bank Branch : Anna Nagar IFSC : KVBL0001154
A/c Name : Sura Publications Our A/c No. : 13240200032412 Bank Name : FEDERAL BANK Bank Branch : Anna Nagar IFSC : FDRL0001324	A/c Name : Sura Publications Our A/c No. : 50200031530945 Bank Name : HDFC BANK Bank Branch : Cenotaph Road, Teynampet IFSC : HDFC0001216

After Deposit, please send challan and order to our address.

email to : orders@surabooks.com / Whatsapp : 81242 01000.



For Google Pay :
98409 26027



For PhonePe :
98409 26027



DEMAND DRAFT / CHEQUE

Please send Demand Draft / cheque in favour of '**SURA PUBLICATIONS**' payable at **Chennai**. The Demand Draft / cheque should be sent with your order in School letterhead.

STUDENTS :

Order via Money Order (M/O) to



SURA PUBLICATIONS

1620, 'J' Block, 16th Main Road, Anna Nagar, Chennai - 600 040.

Phone : 044-4862 9977, 044-4862 7755.

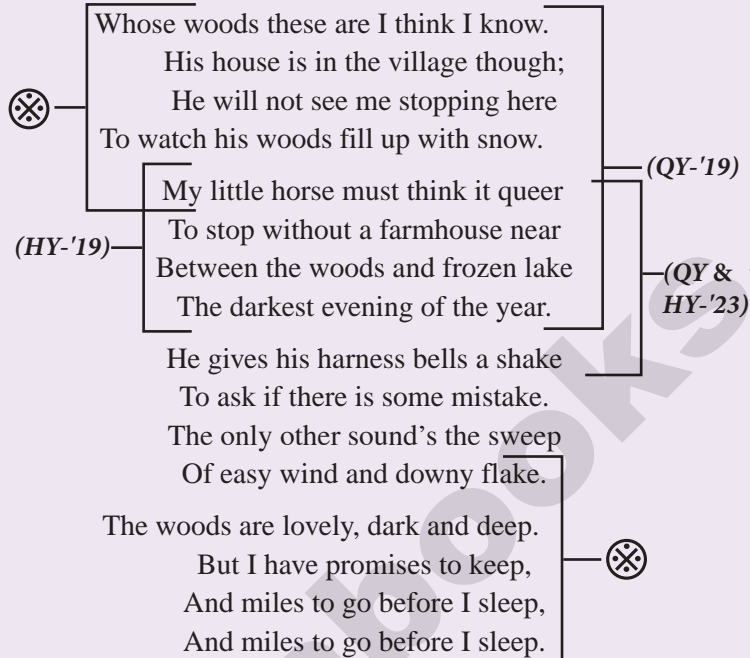
Mobile : 96001 75757 / 81242 01000 / 81243 01000.

email : orders@surabooks.com Website : www.surabooks.com

MEMORITER POEMS

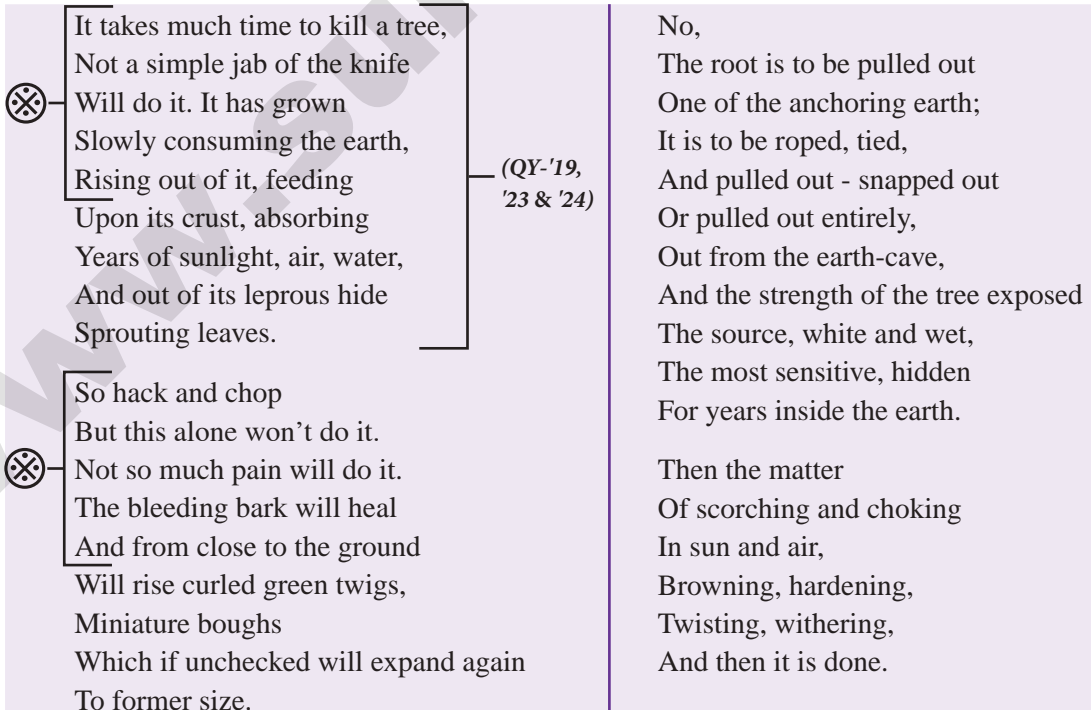
Stopping by woods on a Snowy Evening

- Robert Frost



On Killing a Tree

- Gieve Patel



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.

(April-'25)

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

(April-'23) 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.

(April-'24)

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

(April-'25)

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

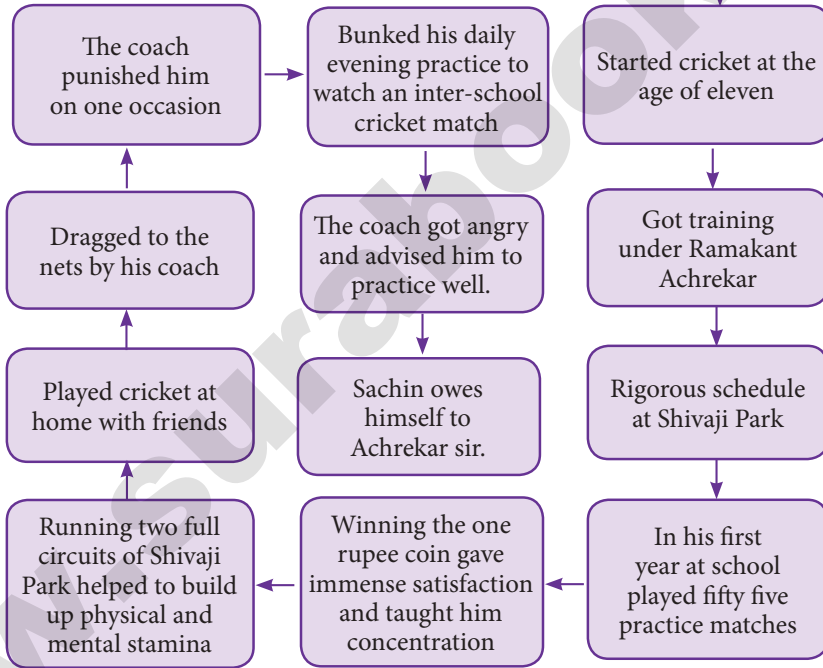
'Learning the Game' is an extract from Sachin Tendulkar's autobiography 'Playing it My Way'. He played tennis ball cricket with his colony friends from a very early age. He loved watching cricket on television and tried to imitate the mannerisms of his favourite players like Sunil Gavaskar and Viv Richards. 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 (n)	- ability to see / anticipate and plan for the future (தொலைநோக்கு பார்வை)
induction (n)	- the action or process of including someone to an organization (ஒருவரை ஒரு குழுவில் சேர்த்தல்)
kitbag (n)	- a long cylindrical canvas bag, (here) used to carry cricket accessories (உருளை வடிவமான கனமான துணியாலான பை (கிரிக்கெட் உபகரணங்களை எடுத்துச் செல்ல பயன்படுவது))
mannerisms	- the way of speaking or behaving (ஒருவரின் பேச்சு, நடத்தை குறித்த பாவனைகள்)
melee (n)	- a confused crowd of people (குழம்பிய நிலையில் உள்ள கூட்டம்)
nuances (n)	- subtle changes in or shades of meaning, expression, or sound (நுட்பமான கருத்துக்கள்)
overawed (v)	- impressed so much that they are silent or inhibited (சரியாக செயல்பட முடியாமல் இருப்பது)
passion (n)	- strong desire (உறுதியான விருப்பம்)
pursue (v)	- follow or chase (பின் தொடர்தல்)
rigorous (adj.)	- extremely thorough and careful (தீவிரமாக)
stamina (n)	- the ability to sustain or prolonged physical and mental effort (திண்மையான உடல் தகுதி)
stride (v)	- a step or stage in progress towards an aim (இலட்சியத்தை நோக்கி பயணித்தல்)
transpire (v)	- come to be known / revealed (வெளிப்படுத்துதல்)

SYNONYMS

Word	Synonyms	Translation
accept	take	ஏற்றுக் கொள்வது
career	profession	வேலை / தொழில்
comfortable	cozy	வசதியாக
deteriorated	became worse	சீர்குலைதல் / மோசமடைதல்
early	initial	ஆரம்பகால
embarrassing	shameful	தர்மசங்கடம் / அவமானம்
evolved	devise	சரியாக திட்டமிடுவது
favourite	most liked	பிடித்தமான
impact	powerful effect	பாதிப்பு / விளைவு
importance	significance	முக்கியத்துவம்
inevitably	unavoidably	தவிர்க்கமுடியாத
insistence	demand	வலியுறுத்துதல்
invariably	always	எப்போதும்
legend	famous person	பிரபலமானவர்
loved	desired	விரும்புதல்
never	not ever	ஒருபோதும் இல்லை

often	frequently	அடிக்கடி
orientation	direction	வழிநடத்தல்
passion	strong desire	உறுதியான விருப்பம்
priority	first concern	முன்னுரிமை
pursue	follow or chase	பின் தொடருதல்
rigorous	meticulous	கடுமையான
scrutinize	examine carefully	ஆராய்தல் / கவனமாக பரிசீலித்தல்
started	began	தொடங்குதல்
subconscious	innermost, instinctive	ஆழ்மனம், மிக உள்ளே, உள்ளுணர்வு
virtually	nearly / almost	கிட்டத்தட்ட/நெருக்கமாக/பெரும்பாலும்

ANTONYMS

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

Word	Antonyms
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 Vidhyamandir, where Achrekar was the cricket coach.

◆ **What acted as a safety valve?**

(QY-'24)

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?**

(April-'23 & '25; QY-'23)

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?**

(QY-'24)

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? (QY-'23)**

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

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

(QY-'19)

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

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

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

9. Why do you think Achrekar punished Sachin?

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

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

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

Additional - Short Questions & Answers.**1. What did Sachin play from a very early age?**

Ans Sachin played tennis ball cricket with his colony friends.

2. What did Sachin often try to emulate?

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

3. Where was he studying at first?

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

4. When did the coach Achrekar start playing cricket?

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

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

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

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

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

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

Ans In the first year at 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; Mar-'24)

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 & '23; QY-'23 & '24; April-'23 & '25)

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.

2. What made Sachin's father agree to Achrekar's suggestion?

Ans One evening, the coach Achrekar called Sachin's father and suggested that he should change Sachin's school. He told him to move Sachin to Shardashram Vidhyamandir. His father and brother accepted that it was necessary to change the school, if cricket was to be Sachin's priority. His father advised his son Sachin that he would change his school, if Sachin was really serious about playing cricket. Sachin assured that he was serious about it. His father always said that all he wanted Sachin to do was to give his best effort without worrying about the results.

VOCABULARY



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

	A	B
1.	ease	a. endure
2.	evolve	b. surplus
3.	excess	c. effortless
4.	survive	d. great
5.	immense	e. progress

[Ans] 1. (c); 2. (e); 3. (b); 4. (a); 5. (d)

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

	A	B
1.	concentrate	a. incomplete
2.	inevitable	b. distract
3.	occasional	c. wise
4.	complete	d. continual
5.	insane	e. preventable

[Ans] 1. (b); 2. (e); 3. (d); 4. (a); 5. (c)

HOMONYMS

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

cricket	<u>Cricket</u> is a popular sport.	
	<u>Cricket</u> is active at night.	
bank	I went to the <u>bank</u> to deposit money.	(QY-'19)
	The river <u>bank</u> is polluted.	
will	Caesar's <u>will</u> was shown to the Romans.	
	I <u>will</u> work hard.	
bark	Dogs <u>bark</u> loudly.	
	The <u>bark</u> of the tree is medicinal.	
watch	I bought a <u>watch</u> .	(QY. 19)
	We will <u>watch</u> you.	
bat	I am afraid of <u>bats</u> . / A <u>bat</u> can fly in the dark.	
	He hit the ball hard with his <u>bat</u> .	

HOMOPHONES

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

Ans

1.	in	<u>inn</u>
2.	know	<u>no</u>
3.	be	<u>bee</u>
4.	to	<u>two, too</u>
5.	watt	<u>what</u>

6.	right	<u>rite, write</u>
7.	were	<u>wear, where</u>
8.	bare	<u>bear</u>
9.	herd	<u>heard</u>
10.	throne	<u>thrown</u>

PREFIX AND SUFFIX

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

Ans

Prefix	Word 1	Word 2
sub	<u>subway</u>	<u>subconscious</u>
un	<u>unclear</u>	<u>uncertain</u>
re	<u>reopen</u>	<u>rethink</u>
en	<u>enclose</u>	<u>encircle</u>
dis	<u>disappoint</u>	<u>display</u>
ir	<u>irresponsible</u>	<u>irrational</u>

Ans

Suffix	Word 1	Word 2
ly	<u>suddenly</u>	<u>happily</u>
or	<u>inventor</u>	<u>distributor</u>
er	<u>explorer</u>	<u>manager</u>
ness	<u>happiness</u>	<u>darkness</u>
ian	<u>electrician</u>	<u>musician</u>
ist	<u>dentist</u>	<u>scientist</u>

LISTENING



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

- The Paralympic games are for _____.
(a) children (b) disabled people (c) women **[Ans] (b) disabled people**
- The Paralympic games usually happen _____.
(a) in Greece (b) every four years (c) after the Olympic Games
[Ans] (b) every four years
- The first true Paralympic Games happened in Rome in _____.
(a) 1960 (b) 1952 (c) 1848 **[Ans] (a) 1960**
- In 394 BCE, the _____ stopped the Greek Olympic Games, because they didn't like them.
(a) Romans (b) Greeks (c) British **[Ans] (a) Romans**
- _____ was a doctor at the Stoke Mandeville hospital in England.
(a) Pierre de Coubertin (b) Sir Ludwig Guttmann
(c) Natalie du Toit **[Ans] (b) Sir Ludwig Guttmann**

SPEAKING



I. Just a minute

Given below are five main qualities for true sportsmanship.

- | |
|------------------|
| i. Determination |
| ii. Optimisation |
| iii. Stamina |
| iv. Perseverance |
| v. Decisiveness |

Get into groups of four. Each group will choose one quality to talk about to the whole class for about one minute. But before you talk, you have two minutes to think about it. You can make notes if you wish.

Sp. A : I feel **determination** is the essential quality of a champion. It is this determination that fills the player with a killer-instinct to win the match / game. When one is determined to win, nothing can stop that person from achieving the goal. "Where there is a will there is a way". Hence friends, I feel determination helps a person to achieve his goal.

Sp. B : Dear friends, **Optimization**, according to me, is the essential keynote to success. We have to put in the maximum efforts and make use of the opportunities to the best. Hard work and determination lead us to the path of success. It requires intelligence to optimise our resources and put them to full use. Hence there is no doubt that optimization leads to victory.

Sp. C : All determination and optimization cannot win without **stamina**. The mind should be strong and we should be doing enough to overcome challenges and face situations with confidence. A strong heart with untainted courage has the ability to overcome any hardship and withstand the test of time. So it is the stamina that is the vital requirement for the sportsman.

Sp. D : **Perseverance** is very much required in our daily walks of life. It is a continuous effort to achieve our aim. We can learn great lessons on perseverance from the activities of bees, ants, etc. Robert Bruce learnt it from a spider and liberated Scotland. Successful people have the quality of perseverance which makes them assume impossible activities to be possible.

Sp. E : **Decisiveness** is the ability to decide with speed and clarity. In any situation the ability to decide is crucial. Without clear decisions there can be no action and no results. Being decisive is simply the most rational way to take on any problem. The best decision is the best one we can make with the information available at the time.

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

(QY-'19, '23 & '24; HY & April-'23)

Ans

IMPORTANCE OF GAMES AND SPORTS

'A sound mind in a sound body' is the adage. It is true and worthy. The mind when free of pain or physical stress thinks clearly and remains active. It has the ability to march towards its goal as there is no stress psychologically and physically due to fear and illness. Active exercises, fresh air, activities like cycling, swimming and walking refresh the mind and keep it cheerful and relaxed. To overcome our stress we should play our favourite game, be it chess, cricket or any other game and remain calm and relaxed. Hence sports is an essential part of life.

WRITING



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

Ans

14, Rajaji Street, K. City

20th March, 2019.

Dear Rajesh,

My heartiest congratulations to you on winning the Trophy in Athletics at the Sports Meet. You had the traits of a champion always. Your hard work, determination and tireless efforts have enabled your win. I am sure that many more laurels are on your

way. You shall soon become an international champion.

Never give up and keep reaping more and more laurels.

Your loving friend,

S. Naresh

Address on the envelope :

To
Mr. R. Rajesh,
25, Gandhi Street,
T. City, Pin : XXXXXX

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

Ans

Name	Details
Name	Saina Nehwal
Date of birth	17.03.1990
State / Team she represents	Haryana
Sports / Games she is associated with	Badminton
Debut (first entry)	The Philippines Open (2006)
Best in her career	Rank 1 (2015)
Hobbies	Karate
Awards / Medals received	Arjuna Award

Name	Details
Name	Dipika Pallikal
Date of birth	21.09.1991
State / Team she represents	Tamil Nadu
Sports / Games she is associated with	Squash
Debut (first entry)	Orange County Open (2011)
Best in her career	Rank 10 (2012)
Hobbies	Modelling
Awards / Medals received	Arjuna Award

CREATIVE WRITING



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

(QY-'19 & '23, HY-'23)

Ans

TWO WOMEN ICONS!

- An article by M. Adhitya, IX. 'A'.

We need sportswomen in this generation to achieve the heights of sports and encourage the coming generations. The efforts of such sporting personalities have

yielded fruit. The female sensation in badminton today is World Top Ranking Saina Nehwal and in Squash, it is Dipika Pallikal. While they are almost of the same age and have settled in South India, their growth in the sports arena is highly appreciable. They have received the prestigious Arjuna award and they have been ranked among the top 10. While Saina has been in the World number 1 Rank in 2015, Deepika was ranked 10 in 2012. The two young sports icons are embodiments of hard work, sincerity and dedication.

READING



N. Answer the following questions briefly.

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

Ans The folk music and dances of Tamil Nadu represent the ethos, aesthetic values and melody of the region.

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

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

3. How is Karagattam performed?

Ans Karagattam is performed by balancing a pot on the head with musical accompaniment. The pots are decorated with a cone of flower arrangements, topped by a paper parrot. The parrot swings along as the dancer swings.

4. How were offerings carried during the ancient period?

Ans Offerings were tied on either end of a long stick and balanced on the shoulders of people.

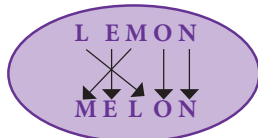
5. Bring out a few differences between the two art forms: Therukoothu and Bommalattam

Therukoothu	Bommalattam
1. Human beings dance with heavy make-up and costumes.	Puppets are manipulated with strings.
2. The dancers dance on the stage.	The puppeteers stand behind the screen.

ANAGRAMS

O. An anagram is a word or a phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once.

Ans



Now try to solve these anagrams.

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

P. Work with a partner.

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

Ans male - lame art - tar time - mite

A TALK SHOW

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

Each group will consist of the following members.

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

Ans **Host** : Dear friends, I am going to talk to you about 'Silambattam' - or tactics with sticks. It is a long-forgotten art wherein the man who holds the stick rotates it so fast, that it flashes like a lightning before your eyes and is a plaything in his hands. Sometimes women too practise it. Let me now introduce you to Ms. Valliammaal, an expert in wielding the 'Silambu'. She is from a village in Thanjavur and has inherited this skill from her grandfather. Over to you, Madam!

Valli : You folks of the city would be surprised to see a stick being used so rapidly and literally spinning before your eyes. It all depends on precision and practice. 100% concentration is required in this art, also you stand a chance of getting killed with a fatal blow or rendered unable to move your limbs. In my village, even little children practise this art. But nowadays, with more and more people migrating to the city, the interest in the art too has deteriorated. I convey my thanks to Mr. Saravanan, an NGO, who has offered me financial support to set up a school, for teaching this art to youngsters.

Student : Madam I am Suresh, a student at XYZ college. I am very much interested in this traditional art and interested to learn the technique from you.

Citizen : Yes, Madam, I am Sadasivam and I work in a bank. I admire the graceful movements. I would like my children to learn this art. Will Mr. Saravanan arrange for some classes in the city and enable us to benefit in learning this ancient folk-art?

A rep : Why not? Very soon I shall do so.

Citizen : Thank you sir, We are immensely grateful to you.

GRAMMAR**PREPOSITION****A. Choose the most appropriate preposition from the brackets :**

1. We have been living in Chennai _____ eight years. (for / since)
(QY-'19; April-'23) **[Ans] for**
2. Abdul has taken _____ his father. (after / at) **[Ans] after**
3. Vimal generally goes to his workplace _____ bus. (by / on) (HY-'23) **[Ans] by**

4. The cricket ball was hidden _____ the leaves. (among / between) (HY-'19, QY-'23)
[Ans] among
5. Mani divided his toys _____ his brothers and sisters. (among / between) [Ans] between

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

1. Riya borrowed a dress _____ me and lent it _____ her friend, Mary. [Ans] from; to
2. When I moved back _____ the city, things had changed considerably. [Ans] to
3. The burglar found the keys _____ the pot in the balcony. (Mar-'24) [Ans] under
4. Prabhu was hiding _____ the door when his sister came looking _____ him. [Ans] behind; for
5. My dog sat _____ my hat and squashed it. [Ans] on

C. Complete the passage by filling in appropriate prepositions from the list- (with, out, to, in, from, during, of, for, by). Some prepositions may be used more than once.

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

ANSWERS

- | | | | | |
|------------|----------|---------|----------|----------|
| (a) in | (b) with | (c) by | (d) on | (e) of |
| (f) during | (g) of | (h) out | (i) from | (j) on |
| (k) with | (l) of | (m) in | (n) to | (o) with |

PREPOSITIONAL VERBS

D. Frame sentences using the prepositional verbs given in the box.

benefit from	pay for
stand in	rely on
stay at	joke about
go into	consist of
prepare for	attend to

- [Ans] 1. The benefit from trees is immense. 2. I stood in for my friend at the discussion.
3. The children stayed at their grandmother's house, during the vacation.
4. She went into a trance. 5. We are preparing for the exams vigorously.
6. Let me pay for the lunch. 7. I can't rely on you.
8. The boys joked about their friend's performance. (Mar-'24)
9. The class consists of 50 students. 10. The doctor attended to the patient day and night.

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

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

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

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

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

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

ANSWERS

(a) with	(b) to	(c) of	(d) on	(e) in
(f) from	(g) to	(h) to	(i) with	(j) in
(k) of	(l) at	(m) in	(n) to	

WRITING



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

(HY-'19, QY-'23 & '24; April-'25)

Ans

12, Netaji Street,
Chennai-23.

28-2-2019

Dear Balu,

I am fine and wish to hear the same from you. Last month I celebrated the Pongal festival in my native village "Chinna Thadagam" in Coimbatore district. My grandparents are living there. I had an unforgettable time with them. Since Pongal is the festival of harvest, the farmers bathed their cows and bulls and painted their horns. There were a village fair and bullock cart race. *Jallikattu*, the traditional bull taming spectacle, was also held as part of the four-day Pongal festival. I visited the village fair and

enjoyed the simple pleasures of life like bathing in the river, strolling in the fields, eating food cooked in earthen utensils over firewood, sleeping on a cot on the terrace under the star-lit sky, visiting temple fairs and watching Karagattam presentation. I really enjoyed the rural life. Next year I wish to take you to our native village to celebrate Pongal.

Convey my love to your parents.

Yours lovingly,

R. Prashanth

Address on the Envelope

To

Mr. S.Balu,
S/o. Mr.G.Srinivasan,
18, Patel Street, Tiruvallur.

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.

Ans

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)

10. Anthropomorphism

- : It means to endow a non-human character with human traits and behaviour. மனிதரல்லாத உயிரினங்கள், மனித குணத்தோடும், நடத்தையோடும் வாழ்வது போல காட்சிப்படுத்துதல்.

(e.g.) In poem 4, we see the spider and the fly behave like human beings. We see a pantry, bed, mirror, and stairs and so on.

11. Rhyming

- : It is making the last words in the lines produce the same sound.

ஒவ்வொரு வரியின் கடைசி வார்த்தை, அல்லது சில வரிகளின் கடைசி வார்த்தைகளில் ஒரே மாதிரியான ஒலி வரும்படியான வார்த்தைகளை தேர்ந்தெடுத்து வகைப்படுத்துதல்.

And it grew both day and night,

Till it bore an apple bright.

And my foe beheld it shine,

And he knew that it was mine.

The rhyming words are night - bright and shine - mine.

(Poem 2)

12. Rhyme scheme

- : Arranging the poetic lines in some order.

பாடலின் ஒவ்வொரு வரியின் கடைசி வார்த்தையின் ஒலியை வைத்து, ஒரே மாதிரி ஒலி வரும் வார்த்தைகளைப் பிரித்து, அவற்றைக் குறியீடு செய்து எழுதுதல்.

Look at the four lines

And into my garden stole,

When the night had veiled the pole;

In the morning glad I see,

My foe outstretched beneath the tree.

Rhyme scheme of the given stanza is - a a b b.

(Poem 2)

Please note the difference among Alliteration, Consonance, and Assonance:

Alliteration, is the repetition of a **consonant** sound at the **beginning** of a word in the same line.

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

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

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

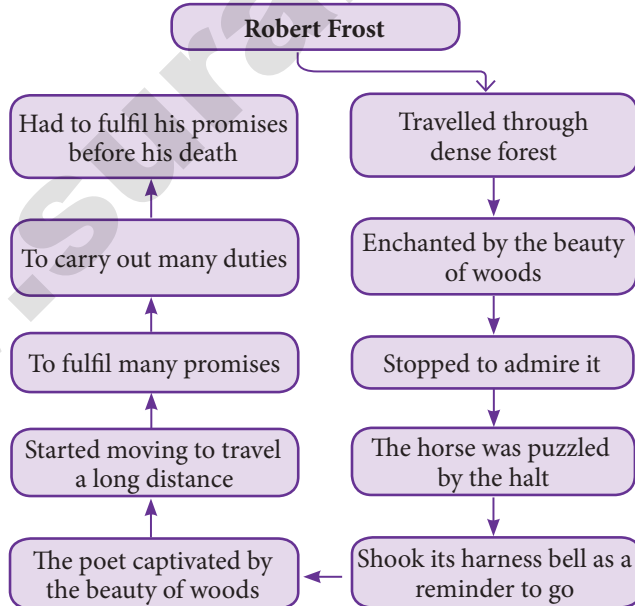
Once the poet happened to travel through the dense woods, on his horse. It was a cold evening with heavy snowfall. Enchanted by the beauty of the woods, the poet suddenly stopped to admire the scene of the woods being covered with snow. The poet seemed to know to whom the woods belonged. He also guessed 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; April-'25)

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

(b) **Identify the season in these lines.** ⊗

(QY-'19; April-'25)

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?**

(April-'23)

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.**

(April-'23)

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?**

(HY-'23; QY-'24)

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?**

(HY-'23; QY-'24)

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 & '23; Mar-'24)

Ans The woods are lovely, dark and dense.

(b) **Whom does 'I' refer to?**

(QY-'19 & '23)

Ans I refers to the poet, Robert Frost.

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

(Mar-'24)

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.*

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

Ans The rhyming words are "know-though-snow".

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

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

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

Ans The alliterated words in the first line : these, think.

(d) **Pick out the alliterated words in the third line.**

Ans The alliterated words in the third line : see, stopping.

(e) **Pick out the alliterated words in the fourth line.**

Ans The alliterated words in the fourth line : watch, woods, with.

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

Ans Hyperbole. (Fill up with snow: Covering the woods with snow is a deliberate exaggeration).

2. *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.*

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

Ans The rhyming words are "queer - near - year".

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

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

(c) **What is the figure of speech used in the first line?**

Ans Personification.

(d) **Pick out the alliterated words in the first line.**

Ans The alliterated words in the first line : My, must.

3. *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.*

(a) **Pick out the rhyming words from the above lines.** (QY-'19)

Ans The rhyming words are "shake - mistake - flake".

(b) **Identify the rhyme scheme of the above stanza.** (QY-'19)

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

(c) **What is the figure of speech used in the first line?** (QY-'19)

Ans Personification.

(d) **Pick out the alliterated words in the first line.**

Ans The alliterated words in the first line : He, his, harness.

(e) **Pick out the alliterated words in the third line.** (QY-'19)

Ans The alliterated words in the third line : sound's, sweep.

4. *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.*

(a) **Pick out the rhyming words from the above lines.** (QY-'24)

Ans The rhyming words are "deep - keep - sleep - sleep".

(b) **Identify the rhyme scheme of the above stanza.** (QY-'24)

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

(c) **What is the figure of speech used in the last two lines?** (QY-'24)

Ans Repetition.

(d) **Pick out the alliterated words in the first line.** (QY-'24)

Ans The alliterated words in the first line : dark, deep.

C. Complete the summary of the poem by filling in the blanks.

After a long travel the poet entered a (i). He wondered to whom the wood (ii)! He realized that the owner of the wood lived in a (iii). He thought that the owner would not be able to (iv) him stopping in his woods to watch (v) fill the woods. The poet felt that the horse would think it very (vi) to stop near the woods as he had never (vii). He was actually standing between the woods and (viii). The time was (ix). The horse indicated that the poet has made a (x) by shaking its head. The poet felt that the woods are lovely, (xi) and (xii). He suddenly realized that he had worldly (xiii) which would not allow him to (xiv) in the woods for a long time.

ANSWERS

- | | | | |
|-------------------------|---------------|---------------|--------------------|
| (i) forest | (ii) belonged | (iii) village | (iv) see |
| (v) the snow | (vi) strange | (vii) before | (viii) frozen lake |
| (ix) evening | (x) mistake | (xi) dark | (xii) deep |
| (xiii) responsibilities | (xiv) stand | | |

D. Answer the questions in two or three sentences.

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

Ans Winter season is highlighted and the time is said to be a dark evening.

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

Ans The speaker, enjoys the scene of the snow-filled woods but the horse finds it strange to stop in the woods without a farmhouse near in the dark evening.

3. What are the sounds heard by the poet?

Ans The poet hears the soft, gentle sound of the breeze. He also hears the sound of the falling snowflakes, apart from the sound of bells in the harness.

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

Ans The two choices are whether to stay and watch the woods filled with snow or to return to his village. The poet's choice was to go to his village.

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

Ans "The woods fill up with snow", "the darkest evening", "easy wind", "downy flakes", "lovely dark and deep".

E. Identify the rhyme scheme used in each stanza. One example has been done for you.**Ans**

Stanza	Rhyme Scheme
1	aaba
2	bbcb
3	ccdc
4	dddd

- F. Complete the table by identifying lines, against the poetic devices from the poem. One example is done for you.

Ans	Poetic device	Lines from the poem
	Alliteration	<u>w</u> atch his <u>w</u> oods
	Personification	My little horse must think it queer, to ask if there is some mistake.
	Repetition	And miles to go before I sleep.
	Imagery	The darkest evening of the year. Of easy wind and downy flake.

WRITING

TEXTUAL : PARAGRAPH QUESTION

- G. Answer the following questions in a paragraph about 80 -100 words.

1. It is said, "The choices made by one, shapes one's destiny". Ponder on the thought and write a paragraph. (QY-'23; April-'25)

Ans The poet Robert Frost, in his poem 'Stopping by Woods on a Snowy Evening' makes several choices, many of which his dearly beloved horse does not agree with. The biggest choice that he wrestles with is whether to return to the warmth and safety of the village or to stay and watch the woods fill up with snow. Our poet does seem to have a hard time making his decision. He ultimately decides to return home, but it seems to take all his will power. As he had worldly responsibilities and promises to fulfil, he leaves the woods reluctantly.

Additional - Paragraph Question & Answer.

1. Justify the title of the poem 'Stopping by Woods on a Snowy Evening'. (QY-'19, April-'23)

Ans Robert frost's poem 'Stopping by the woods on a snowy evening' shares with us an experience of the poet, who, one evening, stopped on his way to enjoy the beauty of the snowy-filled woods. Though he wanted to stay there, for a longer time to watch the lovely, dark and deep woods, he could not do so. He had to go, as he had promises to keep and a long way to go, before he sleeps. So, the title of the poem is rather simple and straight forward. It is something that suggests the very outline of the story. This title has the potential to build curiosity, as people generally don't stop in the dark woods, that too, on a snowy evening. So, we the readers feel that there might be something interesting in it. So, thematically the title is just and apt.

H. Work in pairs and discuss the factors that contribute towards making a choice and make a presentation to the class.

Hints : The factors that contribute towards making a choice are :

1. Make your decisions in the morning.
2. Eat first. Don't make your choices, when you are hungry.
3. Cut down your choices to a tiny short list.
4. Open the windows and allow fresh air in.
5. Use another language.

TEXTUAL ACTIVITIES - WARM UP

1. Have you ever travelled through a forest? How did you feel?

Ans

I had once gone into a forest, for a one-hour walk along with my uncle. It was early morning, around 6 a.m, and my uncle suggested a walk into the forest for a refreshing experience. It was quite an interesting hour, with a sweet fragrance from the plants and strange, unknown flowers and trees in the forest. There was a constant rustle of birds and small creatures moving on the branches of trees or bushes. I was quite scared that I would trample upon some dangerous insects or creatures such as huge spiders or snakes. But my uncle who was well accustomed with the route, guided me in a safe manner. The rays of the morning sun were gentle and warm. The breeze was soft and delicate. It was really a wonderful experience and I thought I should take my friends there once again, during the vacation.

2. Did you have any time to stop and enjoy the beauty of the forest?

Ans

Yes, once, I had a chance to go to Pitchavaram forest. It is the second-largest mangrove forest in the world, near the temple town of Chidambaram. It is one of the unique eco-tourism spots in south India. I enjoyed the beauty of this forest with my family members. The backwaters, inter-connected by the Vellar and Kollidam river systems, offer abundant scope for water sports. The beauty of mangrove trees, rooted in a few feet of water and the whole area stretching to over 3000 acres comprising more than, 1,700 islets, astounded me. A two-hour boat ride (₹125 per hour) through the forest was both soothing and exciting.

Yes, I had plenty of time to stop and enjoy the beauty of the forest. It was a summer holiday and I had no other commitments at home. Therefore I had a good time to enjoy the beauty.



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.

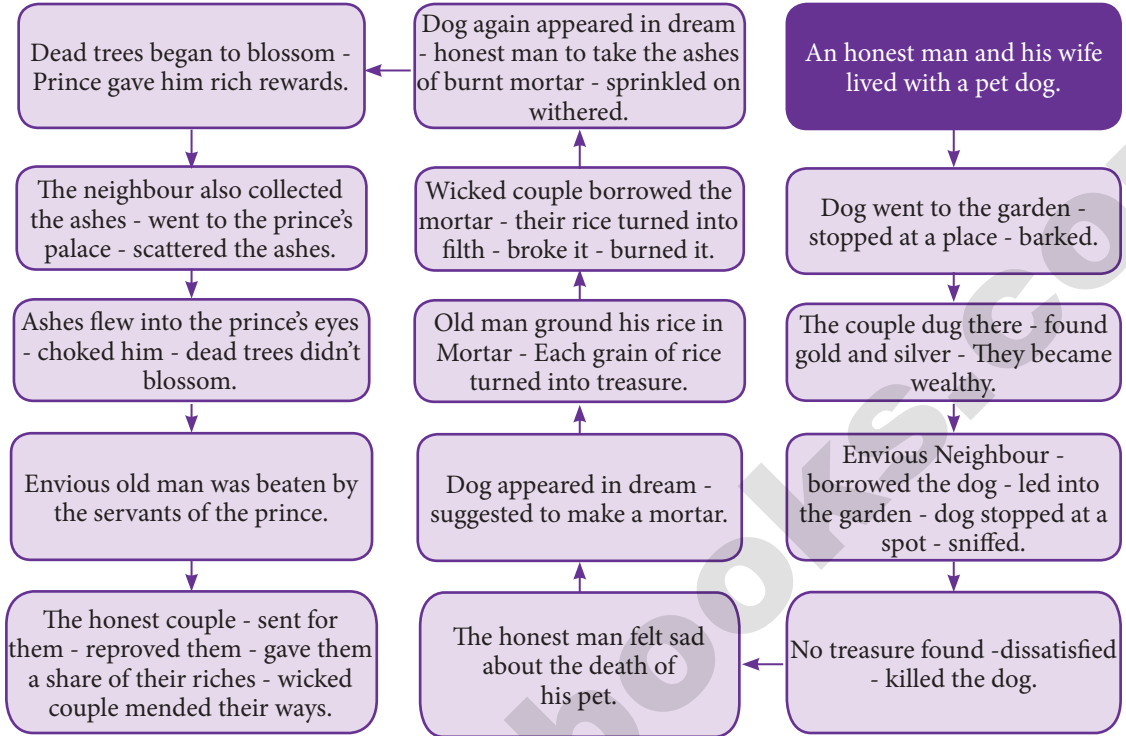
When the good old man came to know that his dog was buried at the root of a pine tree, with a heavy heart, he burnt incense and adorned the grave with flowers. That night, the dog appeared to him in his sleep and instructed him to cut down the pine tree where it was buried, make it into a mortar and 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 the 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. (April-'23 & '25; HY-'23; QY-'24)

(OR)

Old people - village - honest - work in their fields - the neighbouring house - covetous - stingily 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.

Additional - Rearrange in coherent order.**REARRANGE THE FOLLOWING SENTENCES IN COHERENT ORDER:**

- A. a) They broke the mortar and burned it. (QY-'19)
 b) There dwelt a covetous and stingy old man and woman.
 c) They collected all the ashes that remained in a basket.
 d) There lived an honest man and his wife with a pet dog.
 e) The wicked old couple seized the dog killed it.

Ans**d, b, e, a, c**

- d. There lived an honest man and his wife with a pet dog.
- b. There dwelt a covetous and stingy old man and woman.
- e. The wicked old couple seized the dog killed it.
- a. They broke the mortar and burned it.
- c. They collected all the ashes that remained in a basket.

- B. a) The wicked old couple seized the dog and killed it. (HY-'19)
 b) They collected all the ashes that remained and went to the king.
 c) There dwelt a covetous and stingy old man and woman in the neighbourhood.
 d) There lived an honest man with his wife, who had favourite pet dog which helped to get a treasure.
 e) They broke the mortar and burnt it.

Ans**d, c, a, e, b**

- d. There lived an honest man with his wife, who had favourite pet dog which helped to get a treasure.
- c. There dwelt a covetous and stingy old man and woman in the neighbourhood.
- a. The wicked old couple seized the dog and killed it.
- e. They broke the mortar and burnt it.
- b. They collected all the ashes that remained and went to the king.

- C. a) Suddenly, the dog stopped short and began to bark. (QY-'23)
 b) They had a pet dog
 c) One day, they went out to their garden with their dog.
 d) There lived an honest man with his wife.
 e) The old people brought a spade and began digging in that area.

Ans**d, b, c, a, e**

- d. There lived an honest man with his wife.
- b. They had a pet dog.
- c. One day, they went out to their garden with their dog.
- a. Suddenly, the dog stopped short and began to bark.
- e. The old people brought a spade and began digging in that area.

- D. a) They borrowed the dog. (Mar-'24)
 b) The place was full of gold pieces and silver and all sort of precious things.
 c) They put a rope around the dog's neck and led him out into the garden.
 d) At last, the dog began to sniff.
 e) The neighbouring covetous and stingy old couple heard what had happened.

Ans b, e, a, c, d

- b. The place was full of gold pieces and silver and all sort of precious things.
 e. The neighbouring covetous and stingy old couple heard what had happened.
 a. They borrowed the dog.
 c. They put a rope around the dog's neck and led him out into the garden.
 d. At last, the dog began to sniff.

- E. a) The dog came to his dream and said to build a mortar from the pine-tree.
 b) The dog again came to his dream and told him what had happened.
 c) They found nothing but a quantity of dirt and nasty offal, over which they had to hold their noses.
 d) The wicked old couple seized the dog and killed him.
 e) When he ground his rice, each grain turned into some rich treasure.

Ans c, d, a, e, b

- c. They found nothing but a quantity of dirt and nasty offal, over which they had to hold their noses.
 d. The wicked old couple seized the dog and killed him.
 a. The dog came to his dream and said to build a mortar from the pine-tree.
 e. When he ground his rice, each grain turned into some rich treasure.
 b. The dog again came to his dream and told him what had happened.

Additional - Comprehension.

READ THE PASSAGE AND ANSWER THE QUESTIONS.

1. The old people thought that there must be something nice to eat under the ground, so they brought a spade and began digging, when, lo and behold! The place was full of gold pieces and silver, and all sorts of precious things, which had been buried there. So, they gathered the treasure and after giving alms to the poor, bought themselves rice-fields and corn-fields, and became wealthy people. Now, in the neighbouring house there dwelt a covetous and stingy old couple, who when they heard what had happened, came and borrowed the dog and having taken him home, prepared a great feast for him, and said — "If you please, Mr. Dog, we should be much obliged to you if you would show us a place with plenty of money in it."

(a) **What did the old people think?**

Ans The old people thought that there must be something nice to eat under the ground.

(b) **What were buried there?**

Ans The place was full of gold pieces and silver and all sorts of precious things, which had been buried there.

(c) **What did they do with the treasure?**

Ans They gathered the treasure and after giving alms to the poor, bought themselves rice-fields and corn-fields, and became wealthy people.

(d) **Who borrowed the dog?**

Ans The neighbouring couple borrowed the dog.

(e) **Why did they feast the dog?**

Ans They feasted the dog to show them a place with a plenty of money in it.

2. The old man did as the dog had told him to do, and made a mortar out of the wood of the pine-tree; but when he ground his rice in it, each grain of rice turned into some rich treasure. When the wicked old couple saw this, they came to borrow the mortar; but no sooner did they try to use it, all their rice turned into filth; so, in a fit of rage, they broke the mortar and burnt it. But the good old man, little suspecting that his precious mortar had been broken and burnt, wondered why his neighbours did not bring it back to him.

(a) **Who made the mortar?**

Ans The old man made the mortar.

(b) **From, what the mortar was made out?**

Ans The mortar was made out of the wood of the pine tree.

(c) **What had happened, when he ground rice in it?**

Ans When he ground his rice, each grain of rice turned into some rich treasure.

(d) **Who borrowed the mortar?**

Ans The wicked old couple borrowed the mortar.

(e) **What did the wicked old couple do?**

Ans The wicked old couple broke the mortar and burnt it.

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

(a) **What did the dog receive from his hosts?**

Ans The dog received nothing but cuffs and kicks from his hosts.

(b) **How did they lead him into the garden?**

Ans The old people began to get cross and putting a rope around the dog's neck and led him into the garden.

(c) **Did the dog begin to sniff?**

Ans Yes. At last, the dog stopped at a certain spot and began to sniff.

(d) **What did they find?**

Ans They dug and found nothing but a quantity of dirt and nasty offal, over which they had to hold their noses.

(e) **What did the wicked old couple do to the dog?**

Ans The wicked old couple seized the dog and killed him.

4. In the old, old days, there lived an honest man with his wife, who had a pet dog, which they used to feed with fish and tit-bit from their own kitchen. One day, as the old folks went out to work in their garden, the dog went with them, and began playing about. All of a sudden, the dog stopped short, and began to bark, "Bow, wow, wow!" wagging his tail violently. The old people thought that there must be something nice to eat under the ground, so they brought a spade and began digging, when, lo and behold! The place was full of gold pieces and silver, and all sorts of precious things, which had been buried there. So, they gathered the treasure and after giving alms to the poor, bought themselves rice-fields and corn-fields, and became wealthy people.

(a) **Who had a pet dog?**

Ans An honest man and his wife had a pet dog.

(b) **How did they feed the dog?**

Ans They used to feed the dog with fish and tit-bit from their own kitchen.

(c) **What did the couple use to dig the garden?**

Ans They bought a spade and dug the garden.

(d) **What was found buried there?**

Ans The place was full of gold pieces and silver, and all sorts of precious things, which had been buried there.

(e) **How was the treasure utilised by the couple?**

Ans The couple gathered the treasure and after giving alms to the poor, bought themselves rice-fields and corn-fields.

5. Now, in the neighbouring house there dwelt a covetous and stingy old couple, who when they heard what had happened, came and borrowed the dog and having taken him home, prepared a great feast for him, and said— "If you please, Mr. Dog, we should be much obliged to you if you would show us a place with plenty of money in it". The dog, however, who up to that time had received nothing but cuffs and kicks from his hosts, would not eat any of the dainties which they set before him; so, the old people began to get cross, and, putting a rope around the dog's neck, led him out into the garden. But it was all in vain; he let them lead him where they might, not a sound would the dog utter. He had no "bow-wow" for them. At last, however, the dog stopped at a certain spot, and began to sniff. So, thinking that this must surely be the lucky place, they dug, and found nothing but a quantity of dirt and nasty offal, over which they had to hold their noses. Furious at being disappointed, the wicked old couple seized the dog, and killed him.

(a) **Describe the neighbours.**

Ans They were covetous and stingy.

(b) **Why did they borrow the dog?**

Ans They heard of the sudden riches of their honest neighbours through the dog. So they borrowed it.

(c) **Did they feed the dog?**

Ans Yes, they fed it well.

(d) **Where did the dog stop?**

Ans The dog stopped at a filthy area which had only dirt and nasty offal.

(e) **What happened to the dog?**

Ans The wicked couple killed the dog.

6. The old man did as the dog had told him to do, and made a mortar out of the wood of the pine-tree; but when he ground his rice in it, each grain of rice turned into some rich treasure. When the wicked old couple saw this, they came to borrow the mortar; but no sooner did they try to use it, all their rice turned into filth; so, in a fit of rage, they broke the mortar and burnt it. But the good

old man, little suspecting that his precious mortar had been broken and burnt, wondered why his neighbours did not bring it back to him. One night the dog appeared to him again in a dream, and told him what had happened, adding that if he would take the ashes of the burnt mortar and sprinkle them on withered trees, the trees would revive, and suddenly put out flowers. After saying this the dream vanished, and of the loss of his mortar, ran out weeping to the neighbours' house, and begged them, at any rate, to give him back the ashes of his treasure.

(a) **What did the dog tell the old man to do?**

Ans The old man made a mortar out of the wood of the pine-tree.

(b) **Why did the wicked old couple borrow the mortar?**

Ans The wicked old couple wanted to grind rice and see the grain turning into some rich treasure. So they borrowed.

(c) **Who appeared in the old man's dream?**

Ans The dog appeared in the old man's dream.

(d) **What did the old man beg for?**

Ans The old man begged his neighbour to give him back the ashes of his treasure.

(e) **Describe the power of the burnt mortar?**

Ans If the ash of the burnt mortar is sprinkled on withered trees, the trees would revive, and suddenly put out flowers.

TEXTUAL ACTIVITIES - WARM UP

1. **Discuss the following :**

1. **Ratan Tata and Azim Premji are a few rich people of India who spend a part of their wealth on charity. What influences them to share and care for others?**

Ans Philanthropic attitude leads to service and caring for others, sharing one's joys with others, makes one's life really worth living.

2. **Think of any undesirable quality that you would like to get rid of and discuss it with your friends.**

Ans My anger is my greatest enemy. All my friends praise me that I have a helping tendency and a sharing heart. But they don't like me getting angry at times. When I get angry, I lose my self-control and create an unpleasant situation. I would like to get rid of this undesirable quality by keeping myself calm. When I get frustrated, I can count numbers from 1 to 20 slowly, so that my anger can subside during that time.

3. **Do you like pets? Why?**

Ans Yes, I like pets, especially dogs. I have a pet dog at home. I have named it as 'Caesar'. It is a German Shepherd dog. Pet dogs are man's best friends. They are loyal, intelligent, devoted and affectionate towards us. They are known to improve our own physical and mental health.

