



SMART ENGLISH

Workbook

IX Standard

Based on the New updated Textbook

Salient Features

- ✦ All 2 marks and 5 marks (Textual and additional) Questions of Prose Units.
- ✦ All questions of Poems and Supplementary Units.
- ✦ Question Paper Contents section covers all the topics in Vocabulary, Grammar and Writing Skills.
- ✦ Explanations in Tamil also.
- ✦ Additional topics (not covered in Govt. Model Paper) are also given.
- ✦ Questions from 2018-19 S.A. exams (I, II & III terms) are also incorporated and marked as ⊗ at appropriate sections.
- ✦ Quarterly & Half-Yearly Exam. 2019 questions are incorporated in the appropriate sections.
- ✦ Half Yearly Exam Question Paper is given.
- ✦ A separate “**Key book**” for Workbook’s exercises.



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WORKBOOK

MEMORITER POEMS

Stopping by woods on a Snowy Evening

- Robert Frost

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

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

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

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

(QY. 19)

On Killing a Tree

- Gieve Patel

⊗ It takes much time to kill a tree,
Not a simple jab of the knife
Will do it. It has grown
Slowly consuming the earth,
Rising out of it, feeding (QY. 19)
Upon its crust, absorbing
Years of sunlight, air, water,
And out of its leprous hide
Sprouting leaves.

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

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

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

The River

- Caroline Ann Bowles

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

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

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

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

The Comet

- Norman Littleford

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

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

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

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

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

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

UNIT - 1

PROSE Learning the Game

Synonyms :

accept, career, comfortable, deteriorated, early, embarrassing, evolved, favourite, impact, importance, inevitably, insistence, invariably, legend, loved, never, often, orientation, passion, priority, pursue, rigorous, scrutinize, started, subconscious, virtually

Antonyms :

achieve, active, always, benefits, best, common, complete, conveniently, deteriorated, difficult, dirty, drag, experience, famous, high, informed, insane, inevitably, lucky, often, positive, punished, regular, rigorous, rude, safety, seriously, strict, successful, ultimately, unreasonable, winning

TEXTUAL IN-TEXT QUESTIONS

- Who were Sachin's favourite players?
- What was special about Shardashram Vidyamandir in Mumbai?
- What was the opportunity that transformed the life of Sachin?
- What sort of conversations did Ajit and Sachin have while travelling? (QY, & HY. 19)
- What routine did Sachin follow in washing his clothes?
- What did Achrekar inform Ajit?
- What was the suggestion given by Achrekar to Sachin's father?
- What acted as a safety valve?
- What did Sachin do during the thirty minute break?
- What is the intense 'fifteen minutes' mentioned?
- What did Sachin's father do just to make Sachin happy?
- What did embarrass Sachin in the bus?
- What made Sachin forget, to go to the nets?
- What did Achrekar advise Sachin?

TEXTUAL : BOOK-BACK QUESTIONS

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

- What was coach Achrekar's first impression on Sachin?
- Why did Sachin feel that the schedule of the camp was 'rigorous'?
- What did serve as a very personal coaching manual to Sachin?
- Why was Sachin asked to change the school?
- What was the condition laid down by Sachin's father for changing the school?
- How did the act with the one rupee coin help Sachin become a good cricketer?
- What did help Sachin build his physical and mental stamina? (QY. 19)
- Which incident triggered the coach to be angry on Sachin?
- Why do you think Achrekar punished Sachin?
- I owe myself to him'* - What does Sachin mean by this?

ADDITIONAL - Short Questions & Answers.

1. What did Sachin play from a very early age?
2. What did Sachin often try to emulate?
3. Where was he studying at first?
4. When did the coach Achrekar start playing cricket?
5. What was the timing given to Sachin for his practice at Shivaji Park?
6. Why did Sachin keep a note, given by his brother all throughout his career?
7. How many matches did Sachin play in his first year at Shardashram?
8. What was Sachin's regular demand, while going home with his father?
9. What was a great learning experience for Sachin?

TEXTUAL : PARAGRAPH QUESTION**B. Answer the following in a paragraph of 120-150 words:**

1. 'Achrekar was a sincere coach'. Substantiate. (QY. 19)
2. Narrate in your own words the hardships underwent by Sachin to become a great cricketer. (HY. 19)
3. Quote the sentences which you find most inspiring from 'Learning the Game'. How do they inspire you? Explain.

ADDITIONAL - Paragraph Questions & Answers.

1. Narrate the incident of Sachin's induction into the Mumbai Cricket circuit.
2. What made Sachin's father agree to Achrekar's suggestion?

**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 iittle parlour that ever you idid 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 நர்க்கும் 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**.

POEM**Stopping by Woods on a Snowy Evening****PARAPHRASE THE FOLLOWING STANZA :**

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>	
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>	
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>	
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>	

TEXTUAL QUESTIONS**A. Read the following lines and answer the following questions.**

- He will not see me stopping here
To watch his woods fill up with snow.*
 - Whom does 'he' refer to? ⊗ (QY. 19)
 - Identify the season in these lines. ⊗ (QY. 19)
- My little horse must think it queer
To stop without a farmhouse near*
 - Who is the speaker?
 - Why should the horse think it queer?
 - Pick out the rhyming words.
- He gives his harness bells a shake
To ask if there is some mistake.*
 - Whom does 'he' refer to in these lines?
 - Why does 'he' give his harness bells a shake?
 - How does the horse communicate with the poet?
- The woods are lovely, dark and deep,
But I have promises to keep,*
 - How are the woods? (QY. 19)
 - Whom does 'I' refer to? (QY. 19)
 - What are the promises the speaker is talking about?

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?
(b) Explain: miles to go before I sleep.

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?
(b) Who lives in the village?
2. *Between the woods and frozen lake
The darkest evening of the year.*
(a) Where has the horse stopped?
(b) Describe the evening of travel.
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?
(b) What is meant by downy flake?

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.
(b) Identify the rhyme scheme of the above stanza.
(c) Pick out the alliterated words in the first line.
(d) Pick out the alliterated words in the third line.
(e) Pick out the alliterated words in the fourth line.
(f) Identify the figure of speech used in the fourth line.
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.
(b) Identify the rhyme scheme of the above stanza.
(c) What is the figure of speech used in the first line?
(d) Pick out the alliterated words in the first line.

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)
 (b) Identify the rhyme scheme of the above stanza. (QY. 19)
 (c) What is the figure of speech used in the first line? (QY. 19)
 (d) Pick out the alliterated words in the first line.
 (e) Pick out the alliterated words in the third line. (QY. 19)
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.
 (b) Identify the rhyme scheme of the above stanza.
 (c) What is the figure of speech used in the last two lines?
 (d) Pick out the alliterated words in the first line.

B. 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.

C. 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?
2. In which way is the reaction of the speaker different from that of the horse? What does it convey?
3. What are the sounds heard by the poet?
4. The poet is aware of two choices. What are they? What choice does he make ultimately? ⊗
5. Pick out words from the poem that bring to mind peace and quiet.

TEXTUAL : PARAGRAPH QUESTION

D. 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.

ADDITIONAL - Paragraph Question & Answer.

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



SUPPLEMENTARY The Envious Neighbour**TEXTUAL QUESTIONS****A. Identify the character or speaker of the following lines.**

1. They gathered the treasure. (QY. 19)
2. The pine tree under which I am buried, to be cut down and made into a mortar.
3. They dug, and found nothing but a quantity of dirt and nasty offal.
4. He had not to wait long before he was called into the prince's palace, and ordered to exhibit his power.
5. BOW, WOW, WOW! (QY. 19)

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.
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.
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.

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.
2. How did the dog help the farmer even after its death?
3. Why did the Prince reward the farmer but punish the neighbour for the same act?
4. Bring out the difference between two neighbours with suitable examples to support your view.

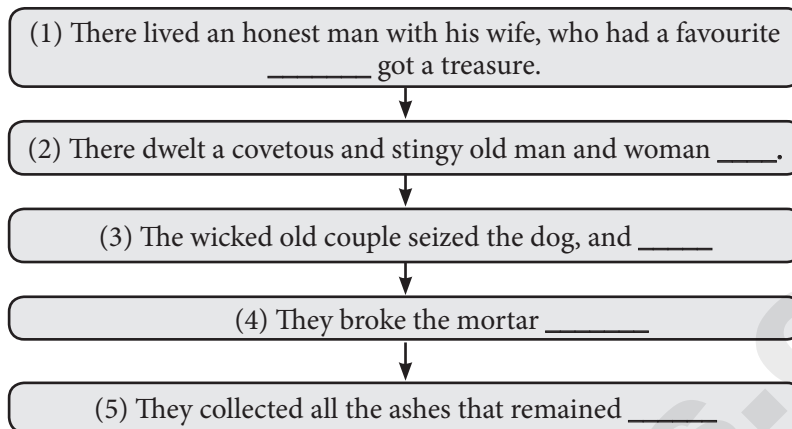
ADDITIONAL - Paragraph Question & Answer.**Develop the hints and write a short story.**

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

(OR)

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

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



ADDITIONAL - Rearrange in coherent order.

REARRANGE THE FOLLOWING SENTENCES IN COHERENT ORDER:

- A. 1. They broke the mortar and burned it. (QY. 19)
 2. There dwelt a covetous and stingy old man and woman.
 3. They collected all the ashes that remained in a basket.
 4. There lived an honest man and his wife with a pet dog.
 5. The wicked old couple seized the dog killed it.
- B. 1. The wicked old couple seized the dog and killed it. (HY. 19)
 2. They collected all the ashes that remained and went to the king.
 3. There dwelt a covetous and stingy old man and woman in the neighbourhood.
 4. There lived an honest man with his wife, who had favourite pet dog which helped to get a treasure.
 5. They broke the mortar and burnt it.
- C. 1. He had a pet dog.
 2. The old people brought a spade and began digging in that area.
 3. One day, they went out to their garden with their dog.
 4. Suddenly, the dog stopped short and began to bark.
 5. There lived an honest man with his wife.
- D. 1. They borrowed the dog.
 2. The place was full of gold pieces and silver and all sort of precious things.
 3. They put a rope around the dog's neck and led him out into the garden.
 4. At last, the dog began to sniff.
 5. The neighbouring covetous and stingy old couple heard what had happened.
- E. 1. The dog came to his dream and said to build a mortar from the pine-tree.
 2. The dog again came to his dream and told him what had happened.
 3. They found nothing but a quantity of dirt and nasty offal, over which they had to hold their noses.
 4. The wicked old couple seized the dog and killed him.
 5. When he ground his rice, each grain turned into some rich treasure.

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?
 - (b) What were buried there?
 - (c) What did they do with the treasure?
 - (d) Who borrowed the dog?
 - (e) Why did they feast the dog?

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?
 - (b) From, what the mortar was made out?
 - (c) What had happened, when he ground rice in it?
 - (d) Who borrowed the mortar?
 - (e) What did the wicked old couple do?

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?
 - (b) How did they lead him into the garden?
 - (c) Did the dog begin to sniff?
 - (d) What did they find?
 - (e) What did the wicked old couple do to the dog?

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? (b) How did they feed the dog?
 (c) What did the couple use to dig the garden? (d) What was found buried there?
 (e) How was the treasure utilised by the couple?

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. (b) Why did they borrow the dog?
 (c) Did they feed the dog? (d) Where did the dog stop?
 (e) What happened to 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?
 (b) Why did the wicked old couple borrow the mortar?
 (c) Who appeared in the old man's dream?
 (d) What did the old man beg for?
 (e) Describe the power of the burnt mortar?



UNIT - 2

PROSE

I Can't Climb Trees Anymore

Synonyms :

appraising, casting, chiming, constant, cranking, muttered, prosperous, shattering, slithered, sprightliness, turnstile, valuable, verge, witty

Antonyms :

altered, fewer, remembered, blessing, shadow, dizzy, opening, later, lively, long, buy, offence, allowed, elderly, decided, inside, fragrance, silent, constant, easy, favourite, stretching, valuable, collected, bravery, excited, silent, right, briskly