



SMART ENGLISH

10th Std

**Strictly as per the Reduced (Prioritised) Syllabus
released on 13th August, 2021 (G.O.(Ms).No126)**

☞ Sura's Model question paper is given based on the reduced syllabus.
(It is prepared as per Public exam question paper pattern.)

Salient Features

- ✦ This guide is specially prepared as per the reduced syllabus for the year 2021-22.
- ✦ Answers for all Textual Questions.
- ✦ Key points and Summary for Prose, Poem and Supplementary units.
- ✦ Paraphrase for each stanza for all the Poems.
- ✦ **Sept. 2020** exam, **Quarterly - 2019**, **Half yearly - 2019** exam questions and PTA questions are incorporated.



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PREFACE

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

- Robert Frost

Respected Principals, Correspondents, Head Masters/
Head Mistresses, Teachers,

From the bottom of our heart, we at SURA Publications
sincerely thank you for the support and patronage that you
have extended to us for more than a decade.

It is in our sincerest effort we take the pride
of releasing SURA's English Guide for 10th Standard. This
guide has been authored and edited by qualified teachers
having teaching experience for over a decade in their
respective subject fields. This Guide has been reviewed
by reputed Professors who are currently serving as Head
of the Department in esteemed Universities and Colleges.

With due respect to Teachers, I would like to mention
that this guide will serve as a teaching companion to
qualified teachers. Also, this guide will be an excellent
learning companion to students with exhaustive exercises
and in-text questions in addition to precise answers for
textual questions.

In complete cognizance of the dedicated role of
Teachers, I completely believe that our students will learn
the subject effectively with this guide and prove their
excellence in Board Examinations.

I once again sincerely thank the Teachers, Parents and
Students for supporting and valuing our efforts.

God Bless all.

Subash Raj, B.E., M.S.
- Publisher
Sura Publications

All the Best

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The order of questions may change in the exam.

Public Exam Question Paper Pattern

Q.Nos.		Choice	Marks
Prose			
1 to 6.	Synonyms (3) & Antonyms(3)	(No choice)	$6 \times 1 = 6$
15 to 18.	Short Ans. Questions	(3 out of 4)	$3 \times 2 = 6$
29 to 32.	Paragraph Questions	(2 out of 4)	$2 \times 5 = 10$
22 Marks			
Poem			
19 to 22.	Poem Comprehension	(3 out of 4)	$3 \times 2 = 6$
33, 34.	Paragraph Ques.2 Nos.: 5 marks each	(2 out of 4)	$2 \times 5 = 10$
35.	Poetic Devices: 5 marks		
36.	Paraphrase : 5 marks		
45.	Poem Memoriter		
21 Marks			
Supplementary			
37.	Rearranging 5 Sentences in coherent order	(1 out of 2)	$1 \times 5 = 5$
38.	Passage Comprehension – 5 questions		
46	Paragraph Questions 2 Nos. (either ..or)		
13 Marks			
Vocabulary & Grammar			
7 to 14.	Grammar Portions : MCQ type : 1 mark category	(No choice)	$8 \times 1 = 8$
23 to 27.	Grammar Portions : 2 marks category	(3 out of 5)	$3 \times 2 = 6$
Writing			
28.	Road Map instructions	(compulsory)	$1 \times 2 = 2$
Writing (5 marks category)			
39 to 44.	Advt. making / Poster making Letter writing (Formal / Informal), Notice writing / Report writing / e-mail writing / Drafting a speech, Views on the given picture Notes making (or) Summary writing Spot the errors & correct	(4 out of 6)	$4 \times 5 = 20$
General Comprehension			
47.	New Passage (4 questions) (or) New Poem (4 questions)	(either ..or)	$4 \times 2 = 8$
30 Marks			
100 Marks			

MEMORITER POEMS

5 MARKS COMPULSORY QUESTION

Life

- Henry Van Dyke

Let me but live my life from year to year,
With forward face and unreluctant soul;
Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear
In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.

So let the way wind up the hill or down,
O'er rough or smooth, the journey will be joy:
Still seeking what I sought when but a boy,
New friendship, high adventure, and a crown, — (PTA-2)
My heart will keep the courage of the quest,
And hope the road's last turn will be the best.

I am Every Woman

- Rakhi Nariani Shirke

A woman is beauty innate,
A symbol of power and strength.
She puts her life at stake, — (PTA-4)
She's real, she's not fake!

The summer of life she's ready to see in spring.
She says, "Spring will come again, my dear.
Let me care for the ones who're near."
She's The Woman – she has no fear!
Strong is she in her faith and beliefs.
"Persistence is the key to everything," says she.
Despite the sighs and groans and moans,
She's strong in her faith, firm in her belief!
She's a lioness; don't mess with her.
She'll not spare you if you're a prankster.
Don't ever try to saw her pride, her self-respect.
She knows how to thaw you, saw you – so beware!
She's today's woman. Today's woman, dear.
Love her, respect her, keep her near...

The Secret of the Machines

- Rudyard Kipling

We were taken from the ore-bed and the mine,
We were melted in the furnace and the pit
We were cast and wrought and hammered to design,
We were cut and filed and tooled and gauged to fit.

Some water, coal, and oil is all we ask,
And a thousandth of an inch to give us play:
And now, if you will set us to our task,
We will serve you four and twenty hours a day!

(PTA-6, Sep.20)

We can pull and haul and push and lift and drive,
We can print and plough and weave and heat and light,
We can run and race and swim and fly and dive,
We can see and hear and count and read and write!

But remember, please, the Law by which we live,
We are not built to comprehend a lie,
We can neither love nor pity nor forgive,
If you make a slip in handling us you die!

Though our smoke may hide the Heavens from your eyes,
It will vanish and the stars will shine again,
Because, for all our power and weight and size,
We are nothing more than children of your brain!

(PTA-3 & 5)

Unit 1

PROSE

His First Flight

- Liam O'Flaherty

KEY POINTS

- ✦ "His first flight" is an interesting story of a young seagull who was afraid of flying.
- ✦ He did not have confidence. He was full of pessimism.
- ✦ His parents, brothers and sister encouraged, scolded, tempted and taunted him to make his first flight.
- ✦ But he did not have enough courage to fly.
- ✦ He was left alone for twenty four hours, and he ate nothing.
- ✦ He was extremely hungry. He begged his mother for food.
- ✦ She picked up a piece of fish and flew across him. The sight of food maddened him. He dived.
- ✦ He cried and screamed. His wings opened up automatically. He flapped his wings.
- ✦ His family joined him in his first flight and praised him for his efforts.
- ✦ They offered him scraps of dogfish.



Summary

'His first flight' by Liam O' Flaherty is a true parable about overcoming fears in life. Every journey of a thousand miles begins with a single step. But that single step is the most difficult one to make. When we conquer the fear and venture forth, we will realize that we are born with wings.

A young seagull looked desperately at the vast expanse of water that stretched before him. His parents, brothers and little sister had flown away. They left him alone on the rock. There was no food and he was hungry. He could not fly. Many times, he had tried to run forward to the brink of the ledge and flap his wings. But he was afraid that his wings would not support him. His parents made countless efforts to make him fly. Yet they could not persuade him, to make an attempt to fly. He was starving and felt that he would die, if he did not get any food. He saw his mother tearing a piece of fish with her beak. When he cried out to her, she just screamed back. Then he saw his mother approaching him with food and was very happy. But she stopped at a distance. He was very hungry. So he dived at the fish. His mother flew upward and he started falling. He was terrified for a moment, but then he realized that he was flying. In this way, he made his 'first flight'. His parents and sister praised him. He was offered scraps of dogfish.



GLOSSARY

beckoning (v)	-	making a gesture with the hand or head to encourage someone to approach or follow
cackle (n)	-	a sharp, broken noise or cry of a hen, goose or seagull
devour (v)	-	to eat something eagerly and in large amounts, so that nothing is left
gnaw (v)	-	to bite or chew something repeatedly
herring (n)	-	a long silver fish that swims in large groups in the sea
ledge (n)	-	a narrow shelf that juts out from a vertical surface
mackerel (n)	-	a sea fish with a strong taste, often used as food



plaintively (<i>adv.</i>)	-	sadly, calling in a sad way
precipice (<i>n</i>)	-	a very steep side of a cliff or a mountain
preening (<i>v</i>)	-	cleaning feathers with beak
shrilly (<i>adv.</i>)	-	producing a high-pitched and piercing voice or sound
swoop (<i>v</i>)	-	to move very quickly and easily through the air
trot (<i>v</i>)	-	to run at a moderate pace with short steps
whet (<i>v</i>)	-	to sharpen

Words	Synonyms	Antonyms
cackle	cluck	--
devour	eat quickly	nibble
plaintively	sadly, mournfully	cheerfully
precipice	steep cliff	
preening	cleaning, grooming	dirtying
swooped	dived	soared
trotted	jogged	stood
whet	sharpen	blunt



In-text Questions

- Why did the seagull fail to fly? (QY. 19)
Ans The seagull failed to fly because he did not have confidence on his wings and he had fear to fly.
- What did the parents do, when the young seagull failed to fly?
Ans His parents tried to make him fly by scolding him and threatening him to starve on his ledge.
- What was the first catch of the young seagull's older brother? (PTA-5)
Ans The first catch of the young seagull's older brother was a herring.
- What did the young seagull manage to find in his search for food on the ledge?
Ans The young seagull managed to find dried pieces of eggshell in his search for food on the ledge.
- What did the young bird do to seek the attention of his parents?
Ans He stood on one leg with the other leg hidden under his wing. He closed one eye, then the other and pretended to be falling asleep. This was done by the bird to seek the attention of his parents.
- What made the young seagull go mad?
Ans His mother was standing on a little high hump on the plateau. She was tearing a piece of fish that lay at her feet. She scraped each side of her beak on the rock. The sight of the food maddened him.
- Why did the young bird utter a joyful scream?
Ans The young bird saw his mother picking up a piece of fish and flying across to him. Seeing this, the bird uttered a joyful scream.
- Did the mother bird offer any food to the young bird?
Ans No, the mother bird did not offer any food to the young bird.
- How did the bird feel when it started flying for the first time?
Ans He felt his wings spread outwards. The wind rushed against his breast feathers, stomach and wings. He could feel the tips of his wings cutting through the air.
- What did the young bird's family do when he started flying?
Ans They were flying around him, praising, soaring and diving together with him.



TEXTUAL QUESTIONS

A. Answer the following questions in a sentence or two.

1. **How was the young seagull's first attempt to fly?** (PTA-2)

Ans The young seagull tried to fly. But he was scared to do so. His parents, brothers and sister persuaded him to fly. They also motivated him. But the young seagull felt that his wings would not support him.

2. **How did the parents support and encourage the young seagull's brothers and sister?** (PTA-4 & 5)

Ans His parents were flying about with his brothers and sister. They were perfecting them in the art of flight. They also taught them how to skim the waves and how to dive for fish.

3. **Give an instance that shows the pathetic condition of the young bird.**

Ans The young seagull had not eaten since the previous nightfall. There was not a single scrap of food left. He searched for food every inch of the straw nest. He even chewed at the dried pieces of eggshell.

4. **How did the bird try to reach its parents without having to fly?**

Ans The young seagull ran back and forth from one end of the ledge to the other end. His long legs stepped delicately to find some means to reach his parents.

5. **Do you think that the young seagull's parents were harsh to him? Why?**

Ans Yes, they were harsh towards the seagull. They wanted him to learn the art of flying without any one's help.

6. **What prompted the young seagull to fly finally?** (Govt. MQP; PTA-1 & HY. 19)

Ans His mother picked up a piece of fish and flew across to him with it. But then she halted, just opposite to him. She was almost within reach of his beak. Maddened by hunger, the young seagull dived at the fish. This act of his mother prompted the young seagull to fly finally.

7. **What happened to the young seagull when it landed on the green sea?**

Ans When the young seagull landed on the green sea, his legs sank into it. He screamed with fright and attempted to rise again. He was exhausted. His feet sank into the sea. His belly touched it. He sank no further. He was floating on it.

B. Answer each of the following questions in a paragraph of about 100-150 words.

1. **Describe the struggles underwent by the young seagull to overcome its fear of flying.**

(Govt. MQP; PTA-2, 4 & 5; QY.19; HY. 19; Sep.20)

Ans The young seagull was afraid of flying. His parents strove their level best to teach the young seagull to fly. The parents, brothers and sister thought a plan to teach him to fly. They flew away to another rock and left him alone. They did not give him anything to eat. He stood there on one leg and closed his eyes. He was very hungry. He searched for food everywhere. He even chewed the dried pieces of the eggshells. He saw his mother tearing a piece of fish. He begged his mother to give him food. So the mother flew with the piece of fish to the young seagull. When she reached over him, she became motionless in the air. She did not get down on the rock. She wanted to give the young seagull an incentive to fly. The seagull bent forward and jumped at the fish. He was much frightened. But he began to flap his wings to save himself.

2. **Your parents sometimes behave like the young bird's parents. They may seem cruel and unrelenting. Does it mean that they do not care for you? Explain your views about it with reference to the story.**

Ans Parents really care for about their children. They may be seen as cruel, but they are not so. The mother seagull turned to be cruel but her intention was kind.



She wanted to give the young seagull an incentive to fly. Likewise, our parents may be sometimes harsh and strict. We would feel that they don't understand our feelings and are cruel to us. But we realize later that they guide us to overcome our fears in life. We have to conquer our fear and venture forth. Only then we will realize that we are born with wings.



Vocabulary

Parts of Speech

C. Change the parts of speech of the given words in the chart.

Noun	Verb	Adjective	Adverb
exhaustion	exhaust	exhaustible	exhaustively
wideness	widen	wide	widely
madness	madden	mad	madly
perfection	perfect	perfect	perfectly

D. Read the following sentences and change the form of the underlined words as directed.

- His family was screaming and offering him food. (to adjective)
Ans His screaming family was offering him food.
- The young seagull gave out a loud call. (to adverb)
Ans The young seagull gave out a call loudly.
- The bird cackled amusedly while flying. (to noun)
Ans The bird cackled in amusement while flying.
- The depth of the sea from the ledge scared the seagull. (to adjective)
Ans The deep sea scared the seagull.
- The successful flight of the bird was a proud moment for the seagull's family. (to verb)
Ans The bird successfully flighted and it was a proud moment for the seagull's family.

E. Use the following words to construct meaningful sentences on your own.

- coward - They called him a coward.
- gradual - We noticed a gradual increase in temperature.
- praise - She received a lot of praise.
- courageous - She is a very courageous girl.
- starvation - Many children die of starvation in Somalia.



Speaking

Dialogue

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

- Father : Hi Mary, it has been a very long time since we went on a trip. Let's plan one.
 Mary : Yes, dad. I am also longing to go. Why don't we plan one for this weekend?
 Father : Sure. Tell me, where shall we go?
 Mary : Some place nearby but for at least two days.



- Father : Hmm... I think we should go to the reserved forest nearby.
- Mary : Yeah. I've never been to a forest. I have seen it only on the TV and movies. A forest is a good choice!
- Father : OK. If we are going to the forest, we must list out what we should carry with us for two days.
- Mary : I think we should carry suitable clothes like long-sleeved shirts and jean pants.
- Father : What about the food? Do you have any idea, Mary?
- Mary : Yeah. For food, I suggest taking bread, jam and biscuit packets.
- Father : Anyway, we will stay in the Government guest house inside the jungle.
- Mary : Will they provide breakfast or lunch?
- Father : I think they will. I will inquire about food while booking accommodation.
- Mary : Will the forest animals hurt the inmates of the guest house?
- Father : No. Our stay will be safe.
- Mary : Is it possible to see all the places in the forest just by walking?
- Father : No. Nature watch and wildlife viewing are possible in an open four wheeler Jeep or on elephant back.



Reading

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

Questions

1. What is Bungee Jumping?

Ans Bungee jumping is an activity that involves jumping from a tall structure while connected to a long elastic cord.

2. Can Bungee be performed from a movable object? How?

Ans Yes. Bungee can be performed from a movable object, such as a hot-air-balloon or helicopter, that can hover above the ground.

3. When do you think Bungee becomes thrilling?

Ans The thrill comes from the free-falling and the rebound.

4. What is the experience when one falls off the platform?

Ans When the person jumps, the cord stretches and the jumper flies upwards again as the cord recoils and continues to oscillate up and down until all the kinetic energy is dissipated. It is an experience of breath taking quality.

5. Where is the Bungee jumping point located in India?

Ans The Bungee jumping point is located in Mohan Chatti village, in Rishikesh.

6. What is the minimum age to Bungee jump?

Ans The minimum age to Bungee jump is 12 years.



Writing

I. Prepare attractive advertisements using the hints given below.

1. Home appliances – Aadi Sale – 20-50% - Special Combo Offers – Muthusamy & Co., Raja Street, Gingee.

Ans

BEST HOME APPLIANCES

Special Combo Offers

- + Mixie with egg boiler and Juice maker
- + Micro-oven with sandwich
- + Toaster and Induction Stove

Aadi Sale!
20 - 50 %

Hurry ! Limited offers !

Muthusamy & Co.
Raja Street, Gingee

Contact : 9840927735
9640910024

2. Mobile Galaxy – Smart phones – accessories – SIM cards – Recharge – Free Power banks on Mobile purchase – No.1, Toll gate, Trichy

Ans

MOBILE GALAXY

Smart Phones

- + Accessories
- + Sim Cards
- + Recharge

30% Discount Offer



Free Power Banks on Mobile Purchase

Contact : No. 1, Toll Gate, Trichy

Mobile : 9780072351
9785062452



Report Writing

J. Write a report of the following events in about 100-120 words.

1. 'Educational Development Day' was organized in your school on 15th July. The District Collector was the Chief Guest of the event. As part of the event, many competitions were held and the prizes were distributed to the winners and participants. It was a grand and successful event. Now, as the member of the organizing committee, write a report on the event in about 120 words.



Ans

Educational Development Day**by Ravi Tej**

Ratna Matriculation Higher Secondary organized the Educational Development Day on 15th July 2018. The event was to inculcate the skills of writing, reading, listening and speaking in the students. Approximately 500 students participated in this Programme. The programme began with a prayer song sung by the school choir. After this, the Headmaster delivered the welcome speech. This programme was inaugurated by the Chief Guest Mrs. Malini Ramesh, the District Collector. Many competitions were held for the students in three levels – Sub. Junior, Junior and Senior levels. In each level, there were various competitions like recitation, elocution, slogan reading and some listening activities. Many students took part in all these competitions with enthusiasm and a winning spirit. At the end of the programme, prizes were distributed to the winners and participants. They were given valuable books and certificates. The Chief Guest praised all the winners and participants for their wonderful performance. The event ended with the National Anthem. It was a grand and successful event.

2. **You are the School Pupil Leader. You have been asked to write a report on the Inaugural Ceremony of English Literary Association of your school which was held recently. Write a report on the same in not more than 120 words.**

Ans

Inaugural Ceremony of English Literary Association**by Karen Raj (School Pupil Leader)**

Christ Matriculation School organized the inaugural ceremony of English Literary Association on 22nd February 2019. The event was to create a better learning atmosphere in our school and to make the students overcome their fear, when they perform in front of the audience. The Chief Guest was our Headmaster Mr. Rahul Pandey. The programme began with an invocation (prayer) by our school choir. Our English teacher, Mrs. Premalatha welcomed the gathering. Our Headmaster addressed the gathering with an inspirational speech and guidance. After his speech, he inaugurated the English Literary Association. A skit was enacted by the students of X Std and elocution on the, Importance of Education, was given by R. Ranjini of X Std 'A'. The programme ended with the vote of thanks by the Asst. School Pupil Leader, R. Bharath, of XII Std.

3. **You are the Coordinator of the Science Forum of your school. An event had been organized on account of National Science Day for the members of the forum. Now, write a report based on your observance of "National Science Day" at your school.** (PTA-4)

Ans

National Science Day**by Suhasini (Coordinator of Science Forum)**

St. John's School of Pallavaram organized a Science Exhibition in the event of National Science Day for the members of the forum on 28th February 2020. The purpose of this event was to commemorate and honour Sir C. V. Raman for his legacy. He had discovered Raman Effect on the 28th February 1928. All the members of this forum and the students from nearby schools were invited to have a glance at the science exhibition. The Chief Guest for this event was Mr. Natesan, Professor of S.G. Arts & Science College, Vellore. He gave some motivational tips and guidelines to promote our Forum and Science department. The event came to an end with the National Anthem.



GRAMMAR

Modal Verbs

A. Complete these sentences using appropriate modals. The clues in the brackets will help you.

- When I was a child, I _____ climb trees easily but now I can't. (*ability in the past*) [Ans: **could**]
- I _____ win this singing contest. (*determination*) [Ans: **can**]
- You _____ buy this book. It is worth buying. (*advice or suggestion*) [Ans: **should**]
- Poongothai _____ speak several languages. (*ability in the present*) [Ans: **can**]
- I swear I _____ tell lies again. (*promise*) [Ans: **shall not**]
- My father _____ play badminton in the evenings when he was at college. (*past habit*) [Ans: **used to**]
- You _____ do as I say! (*command*) [Ans: **should**]
- _____ I have another glass of water? (*request*) [Ans: **May**]
- Sibi has not practised hard but he _____ win the race. (*possibility*) [Ans: **can**]
- We _____ preserve our natural resources. (*duty*) [Ans: **ought to**]

B. Rewrite the following sentences by rectifying the errors in the use of modals.

- Would I have your autograph?**
[Ans] **May** I have your autograph?
- I can be fifteen next April.**
[Ans] I **shall** be fifteen next April.
- Take an umbrella. It should rain later.**
[Ans] Take an umbrella. It **may** rain later.
- The magistrate ordered that he might pay the fine.**
[Ans] The magistrate ordered that he **must** pay the fine.
- Make me a cup of tea, shall you?**
[Ans] Make me a cup of tea, **will** you?
- You may speak politely to the elders.**
[Ans] You **must / ought to** speak politely to the elders.
- You will get your teeth cleaned at least once a year.**
[Ans] You **should** get your teeth cleaned at least once a year.
- We could grow vegetables in our kitchen garden but we don't do it now.**
[Ans] We **used to** grow vegetables in our kitchen garden but we don't do it now.
- Must I get your jacket? The weather is cold.**
[Ans] **Shall** I get your jacket? The weather is cold.
- Could the train be on time?**
[Ans] **Will** the train be on time?



C. Read the dialogue and fill in the blanks with suitable modals.

- Dad : Shall we go out for dinner tonight?
- Charan : Yes, Dad. We shall go to a restaurant where I can have some ice cream.
- Dad : OK. Then, I shall be home by 7 p.m. Mom and you must be ready by then.
- Charan : Sure. We shall. My friend told me that there is a magic show nearby. Will you please take us there?
- Dad : We may not have time to go for the magic show, I suppose. If we have enough time left, we shall plan.
- Charan : By the way, must we inform our gate keeper about our outing?
- Dad : Yes, we must so that he will be aware we aren't at home.
- Charan : Shall I call up Mom and tell her about our plan today?
- Dad : You have to. Otherwise, we might be in trouble when she returns home.
- Charan : Hmm... by the time you come home in the evening, we will be waiting for you. Hope you won't be late. Bye.

D. Read the following dialogues and supply appropriate modals.

Student : Can we leave our bags in the class during the break?

Teacher : Yes, you may but arrange them neatly.

Passenger : My child is 6 years old. Do I have to buy him a ticket?

Conductor : Yes, you must. It costs half of the price of an adult ticket.

Vani : Can we go for coffee after the meeting?

Yoga : No, I shan't. I have to go home.

Salesman : When will I receive my order?

Customer : I shall assure you sir, the order will be delivered tomorrow.

Neela : Do you think I should write about my education background in the resume?

Preethi : Yes, you must. You may get a better job.

E. Here are a few sentences already done for you. The clues given would be helpful to make more sentences on your own.

- I would suggest that you take the Uzhavan Express to Thanjavur from Chennai.
- You will be more comfortable if you could book 3 tier A/C.
- You could enjoy the trip.
- You should visit the temples.
- You mustn't miss visiting the Big Temple.
- You can buy many artistic things.
- You must see the Saraswathi Mahal and its library.
- A big palace can be seen in Thanjavur.
- We shall buy Dancing Dolls.
- Thiruvaiyaru, Kallanai Dam and Poondi Church can be visited from Thanjavur.



Active and Passive

F. Change the following sentences to the other voice.

1. The manager appointed many office assistants.

Ans Many office assistants were appointed by the manager.

2. You are making a cake now.

(PTA-5)

Ans A cake is being made by you.

3. That portrait was painted by my grandmother.

Ans My grandmother painted that portrait.

4. Malini had bought a colourful hat for her daughter.

Ans A colourful hat had been bought by Malini for her daughter.

5. They have asked me to pay the fine.

Ans I have been asked to pay the fine by them.

6. The militants were being taken to prison by the police.

Ans The police were taking the militants to prison.

7. His behaviour vexes me.

Ans I am vexed by his behaviour.

8. Rosy will solve the problem.

Ans The problem will be solved by Rosy.

9. Our army has defeated the enemy.

Ans The enemy has been defeated by our army.

10. The salesman answered all the questions patiently.

Ans All the questions were answered patiently by the salesman.

G. Change the following into passive voice.

1. Please call him at once.

Ans You are requested to call him at once.

2. How did you cross the river?

Ans How was the river crossed by you?

3. No one is borrowing the novels from the library.

Ans The novels are not being borrowed from the library.

4. Will you help me?

Ans Will I be helped by you?

5. Go for a jog early in the morning.

Ans You are advised to go for a jog early in the morning.

6. Why have you left your brother at home?

(PTA-6)

Ans Why has your brother been left at home by you?

7. Nobody should violate the rules.

Ans The rules should not be violated.

8. Someone has to initiate it immediately.

Ans It has to be initiated immediately.



9. Have you invited Raman to the party?

Ans Has Raman been invited to the party by you?

10. Please do not walk on the grass.

Ans You are requested not to walk on the grass.

11. Cross the busy roads carefully.

Ans You are advised to cross the busy roads carefully. / Let the busy roads be crossed carefully.

12. When will you book the tickets to Bengaluru?

Ans When will the tickets be booked to Bengaluru by you?

H. In the following sentences the verbs have two objects namely Direct and Indirect objects. Change each of the following sentences into two passives using direct object as the subject in one and indirect in the other.

1. John gave a bar of chocolate to Jill.

Ans (a) Jill was given a bar of chocolate by John.
(b) A bar of chocolate was given to Jill by John.

2. Pragathi lent a pencil to Keerthana.

Ans (a) Keerthana was lent a pencil by Pragathi.
(b) A pencil was lent to Keerthana by Pragathi.

3. Sudha told the truth to her friend.

Ans (a) The truth was told to her friend by Sudha.
(b) Her friend was told the truth by Sudha.

4. They offered the job to Venkat.

Ans (a) Venkat was offered a job by them.
(b) A job was offered to Venkat by them.

5. The boss showed the new computer to Kaviya.

Ans (a) Kaviya was shown the new computer by the boss.
(b) The new computer was shown to Kaviya by the boss.

I. Rewrite the following passage in passive voice.

A few days ago, someone stole Ambrose's motorbike. Ambrose had left it outside his house. He reported the theft to the police. The police told him that they would try to find his motorbike. This morning, they found his motorbike. The police called Ambrose to the police station. The thieves had painted it and then sold it to someone else. The new owner had parked the motorbike outside a mall when the police found it. After an enquiry, the police arrested the thieves.

Ans A few days ago, Ambrose's motorbike was stolen by someone. It had been left outside his house by Ambrose. The theft was reported to the police by him. He was told by the police that they would try to find his motorbike. This morning, his motorbike was found by them. Ambrose was called to the police station by the police. It had been painted and then sold to someone else by the thieves. The motorbike had been parked outside a mall by the new owner, when it was found by the police. After an enquiry, the thieves were arrested by the police.



- J. Write a recipe of your favourite dish in passive voice. Remember to list out the ingredients of the dish you have chosen and their quantity. Use simple present tense to write your recipe.

Ans *Recipe of my favourite dish :*

Pulka Chapathi Roti

Ingredients

1. 500 gms wheat flour
2. 1 teaspoon salt
3. 1 tablespoon vegetable oil
4. 400 ml water

500 gm of wheat flour should be taken in a bowl. A teaspoon of salt should be added to it. One tablespoon of vegetable oil should be added to it. Water should be poured little by little and kneaded well. It should not be kneaded too hard. After kneading it, it should be covered with wet cloth for twenty minutes. Little rolls should be taken to be rolled to a circle. Then it should be heated on a low flame on both sides in a tava. Then it can be eaten hot with potato kurma.

- K. Write a report of an event held at your school using passive voice. Use simple past tense to narrate the event.

Ans *Report of an event :*

Farewell Party

A farewell party was organized for our XII Std students on 28th February 2019. The students of X were invited by the students of XII Std. Teachers handling XII and XI Std were present for the party. Two or three events were arranged by the students of XI Std. Then the XII Std students were given some snacks and a memento each as a token of remembrance by the students of XI. The party was enjoyed by each and every student and it ended at 6.00 p.m with a farewell speech by an XI Std student.



POEM

POETIC DEVICES - A GLANCE

1. Life
3. I am Every Woman
5. The Secret of the Machines

1. **Simile** : It is a **comparison** made between two objects of different kinds which have some resemblance/ similarities. It is introduced by a word of comparison, such as, '*like*', '*as*'.
(e.g.) "*Remember they have eyes like ours that wake*"
2. **Metaphor** : A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. (or)
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.
(e.g.) "*She's a lioness; don't mess with her*". (Poem 3)
She is a lioness – metaphor. A woman is compared to a ferocious lioness.
3. **Alliteration** : It is the **repetition** of the same **consonant sound** in successive or nearby words. Note that in alliteration **the sounds** go together.
(e.g.) "*The summer of life she's ready to see in spring*." (Poem 3)
In this line, "s" is repeated (summer - see- spring).
"*We can print and plough and weave and heat and light*" (Poem 5)
In this line, "p" is repeated (print - plough) and also "w" is repeated (we - weave).
4. **Personification** : Personification is a figure of speech in which a thing – an idea or an animal – is given human attributes.
(e.g.) "*We can pull and haul and push and lift and drive*" (Poem 5)
5. **Imagery** : The descriptions create a picture in the reader's mind.
(e.g.) *We can **see** and **hear** and **count** and **read** and **write**!* (Poem 5)
The example explains to us the many tasks that could be completed by the machine.

6. **Hyperbole** : A figure of speech using **exaggeration**.
(e.g.) *We are greater than the Peoples and the Kings.*
'We will serve you four and twenty hours a day?' (Poem 5)
7. **Assonance** : Repetition of two or more **vowel sounds**
(e.g.) *all we ask* (Poem 5)
8. **Connotation** : Suggests beyond what it expresses.
(e.g.) *Though our smoke may hide the Heavens from your eyes,* (Poem 5)
10. **Rhyming** : It is making the **last words** in the lines produce the **same sound**.
(e.g.) *So let the way wind up the hill or down,*
O'er rough or smooth, the journey will be joy:
Still seeking what I sought when but a boy,
New friendship, high adventure, and a crown
The rhyming words are down - crown and joy - boy. (Poem 1)
11. **Rhyme scheme** : Rhyme scheme is a poet's deliberate pattern of lines that rhyme with other lines in a poem or a stanza. The rhyme scheme, or pattern, can be identified by giving **end words that rhyme**.
(e.g.) Look at the four lines
So let the way wind up the hill or down, a
O'er rough or smooth, the journey will be joy: b
Still seeking what I sought when but a boy, b
New friendship, high adventure, and a crown a
It has clear rhyming words with a,b,b,a.
So the rhyming scheme is a,b,b,a. (Poem 1)
12. **Couplet** : A couplet is a literary device that can be defined as having **two successive rhyming lines** in a verse.
(e.g.) *"With forward face and unreluctant soul;*
Not hurrying to, not turning from the goal". (Poem 1)

Unit 1

POEM

Life

- Henry Van Dyke

KEY POINTS

- ✦ Life is an experience.
- ✦ To be lived with courage.
- ✦ One should not worry about the uncertain future.
- ✦ Happiness nourishes life with extra energy.
- ✦ Imaginations to be fearless and pure.
- ✦ New friendships, new adventures, new explorations to enrich us.
- ✦ To always hope for a joyous future with determination and faith.



Summary

In this poem, life is described not as an entity, but as an experience. One should live with courage and dedication. Life should be lived without hurry. Life should be lived with a clear sense of purpose that drives the mind and soul. The poet encourages us to let go of all that has been lost in the past as well as the uncertainty the future holds. He tells us to embrace the present with the happiness which nourishes the young and the old. Happiness gives us nourishment on this journey with a smile on our face.

Whatever situation life throws at us, it is the journey that should be joyous, for it teaches us to grow and live. Our imagination should have the innocence and fearlessness of childhood. We should seek out new friendships, new adventures and new experiences which enrich us. He encourages us to have faith and determination in our hearts, as we take on this beautiful journey. We should have eternal hope that our story ends joyfully.

PARAPHRASES FOR POEM LINES

Line No.	Poem Lines	Paraphrase
1-3	<i>Let me but live my life from year to year, With forward face and unreluctant soul; Not hurrying to, nor turning from the goal;</i>	The poet is giving advice to the readers from his own personal experiences. The poet wants to live his life happily as it progresses positively. He wants to live his life every year with a happy heart. The poet does not like to hurry in any matters or situations. He doesn't want to turn away from his aims.



Line No.	Poem Lines	Paraphrase
4-8	<i>Not mourning for the things that disappear In the dim past, nor holding back in fear From what the future veils; but with a whole And happy heart, that pays its toll To Youth and Age, and travels on with cheer.</i>	<p>He does not feel sad about the things that have passed by. He doesn't want to think about his dull past and hold back in fear about the uncertainty of his future. He wants to proceed forward with a happy and cheerful mind. He doesn't want to worry too much about his future. He thinks that he should live life to the fullest by retaining the child-like innocence and pleasures of life. He likes to travel his journey of life cheerfully.</p>
9-10	<i>So let the way wind up the hill or down, O'er rough or smooth, the journey will be joy:</i>	<p>Though his way goes up in the path of a mountain or down the valley, he would enjoy his journey. No matter whatever happens if his path is difficult or easy, he will make it a joyful journey.</p>
11-14	<i>Still seeking what I sought when but a boy, New friendship, high adventure, and a crown, My heart will keep the courage of the quest, And hope the road's last turn will be the best.</i>	<p>He is searching to find what he was searching for when he was a boy - his new adventures, his hopes, his new friendship and his new experiences which enrich him.</p> <p>Life is described not as an entity but as an experience. One should live with courage, dedication and a clear sense of purpose that drives the mind and soul. He expects the best of life.</p>



GLOSSARY

- crown (n)** - a prize or position offered for being the best
- mourning (v)** - feeling or expressing great sadness
- quest (n)** - a long search for something that is difficult to find
- unreluctant* (adj.)** - willing to do something (*This form is generally not used but the poet has coined it for emphasis)
- veils (v)** - to hide or cover something so that you cannot see it clearly or understand it

TEXTUAL QUESTIONS

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

1. *Let me but live my life from year to year,
With forward face and unreluctant soul;*

(a) Whom does the word 'me' refer to?

(PTA-2, 4 & 5; HY. 19)

Ans 'Me' refers to the poet, Henry Van Dyke.

(b) What kind of life does the poet want to lead?

(PTA-2, 4 & 5; HY. 19)

Ans The poet wants to live a joyous life with plenty of positivity towards the future.



2. *Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear*

(a) **Why do you think the poet is not in a hurry?**

Ans The poet wants to move towards his goal without hurrying or turning away from it.

(b) **What should one not mourn for?**

Ans One must not mourn for the things lost in the past.

3. *In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.*

(a) **What does the poet mean by the phrase 'in the dim past'?**

(PTA-6; QY. 19)

Ans 'In the dim past' means the sad days of the past.

(b) **Is the poet afraid of future?**

(PTA-6; QY. 19)

Ans No, the poet is not afraid of future.

(c) **How can one travel on with cheer?**

Ans One can travel on with cheer by retaining the pleasures of childhood.

4. *So let the way wind up the hill or down,
O'er rough or smooth, the journey will be joy:
Still seeking what I sought when but a boy,
New friendship, high adventure, and a crown*

(a) **How is the way of life?**

Ans The way of life could go up the hill or down, rough or smooth.

(b) **How should be the journey of life?**

Ans The journey of life must be joyful.

(c) **What did the poet seek as a boy?**

Ans The poet seeks new friends and high adventure.

5. *My heart will keep the courage of the quest,
And hope the road's last turn will be the best.*

(a) **What kind of quest does the poet seek here?**

(Sep.20)

Ans The quest is to seek a purposeful life with courage and determination.

(b) **What is the poet's hope?**

(Sep.20)

Ans The poet hopes for a beautiful life with a clear sense of purpose.

6. *In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.*

(a) **Identify the rhyming words of the given lines.**

Ans fear - cheer ; whole - toll.



7. *Let me but live my life from year to year,
With forward face and unreluctant soul;
Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear*
- (a) Identify the rhyme scheme of the given lines.

Ans The rhyming scheme : a b b a.

POETIC COMPREHENSION - ADDITIONAL

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

- (a) How does the poet want to live his life?

Ans He wants to live his life happily with forwarding momentum and positivity.

- (b) What does he say about past events?

Ans He tells us not to worry about the past things that disappeared.

POETIC DEVICES

PTA QUESTIONS & ANSWERS

1. *In the dim past nor holding back in fear.
From what the future veils; but with a whole
And happy heart, that pays its toll.
To youth and Age, and travels on with cheer.*

- (a) Pick out the rhyming words in the above lines. (2)

(PTA-4)

Ans Rhyming words : fear-cheer; whole-toll.

- (b) Write the rhyme scheme of the poem. (1)

(PTA-4)

Ans Rhyme scheme : a b b a.

- (c) Identify the figure of speech employed in the first line of the given stanza. (1)

(PTA-4)

Ans The figure of speech in the 1st line : Metaphor. (implied comparison: "dim past" is compared to "sad days of the past")

- (d) Pick out the alliterating words. (1)

(PTA-4)

Ans Alliterating words in the 2nd line : from - future; what - with.

Alliterating words in the 3rd line : happy - hear;

Alliterating words in the last line : to - travels.



2. *So let the way wind up the hill or down,
O'er rough or smooth, the journey will be joy:
Still seeking what I sought when but a boy,
New friendship, high adventure, and a crown,*

(a) Pick out the rhyming words from the above lines. (2) (PTA-5)

Ans Rhyming words : down-crown; joy-boy.

(b) Write the rhyme scheme of the poem. (1) (PTA-5)

Ans Rhyme scheme : a b b a.

(c) Identify the figure of speech employed in the second line of the given stanza. (1) (PTA-5)

Ans The figure of speech in the 2nd line : Antithesis. (Two opposite concepts are put together in a line to achieve a contrasting effect : "rough or smooth".)

(d) Pick out the alliterating words.. (1) (PTA-5)

Ans Alliterating words in the 1st line : way - wind.

Alliterating words in the 2nd line : journey - joy;

Alliterating words in the 3rd line : still - searching - sought; what - when; bt - boy.

POETIC DEVICES - ADDITIONAL

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

(a) What literary device is used here?

Ans Couplet is used in this poem. A couplet is two lines of verse that are joined by a rhyme.

(b) Pick out the alliterated words in these lines.

Ans The alliterated words : forward - face; (2nd line); Not - nor; (3rd line)

(c) Identify the rhyming words.

Ans The rhyming words are year - disappear; soul - goal.

(d) Write the rhyme scheme of these lines.

Ans The rhyme scheme of the given lines is "a b b a".

2. *"My heart will keep the courage of the quest,
And hope the road's last turn will be the best".*

What is the literary device used here?

Ans Couplet is the literary device used here.

B. Answer the following question in about 80 - 100 words.

1. Describe the journey of life as depicted in the poem by Henry Van Dyke. (QY. 19)

Ans In this poem, life is described not as an entity, but as an experience. One should live with courage and dedication. Life should be lived without hurry and with a clear sense of purpose that drives the mind and soul. The poet encourages us to let go of all that has been lost in the past as well as the uncertainty the future holds. He tells us to embrace the present with the happiness which nourishes the young and the old.



Happiness gives us nourishment on this journey with a smile on our face. Whatever situation life throws at us, it is the journey that should be joyous, for it teaches us to grow and live. Our imagination should have the innocence and fearlessness of childhood. We should seek out new friendships, new adventures and new experiences which enrich us. He encourages us to have faith and determination in our hearts, as we take on this beautiful journey. We should have eternal hope that our story ends joyfully.

- C. Based on your understanding of the poem, complete the following passage by using the phrases given in the box.

youth to old age	up or down the hill	to hurry nor move away	
high adventure	joyful	mourn	looking ahead

The poet wants to live his life (i) _____, willing to do something. He neither wants (ii) _____ from his goal. He does not want to (iii) _____ the things he has lost, not hold back for fear of the future. He instead prefers to live his life with a whole and happy heart which cheerfully travels from (iv) _____. Therefore, it does not matter to him whether the path goes (v) _____, rough or smooth, the journey will be (vi) _____. He will continue to seek what he wanted as a boy - new friendship, (vii) _____ and a crown (prize). His heart will remain courageous and pursue his desires. He hopes that every turn in his life's journey will be the best.

Ans

- | | | |
|-----------------------|-----------------------------|---------------------------------------|
| (i) looking ahead | (ii) to hurry nor move away | (iii) mourn |
| (iv) youth to old age | (v) up or down the hill | (vi) joyful (vii) high adventure |

Unit 1

SUPPLEMENTARY

The Tempest

- An Extract from Charles Lamb's Tales From Shakespeare

KEY POINTS

- ✦ Prospero and his daughter Miranda came to an island and lived in a cave.
- ✦ A witch, Sycorax, imprisoned many good spirits in the bodies of large trees.
- ✦ Prospero released these gentle spirits using his magical powers.
- ✦ Ariel was the chief of these gentle spirits.
- ✦ Prospero raised a violent storm in the sea to wreck the ship of his enemies.
- ✦ He ordered Ariel to torment the inmates of the ship.
- ✦ Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.
- ✦ Ferdinand was the second human whom Miranda had seen on the island, after her father.
- ✦ Prospero wanted to test Ferdinand and gave a severe task to perform.
- ✦ Miranda was attracted by Ferdinand and had more concern towards him.
- ✦ The King of Naples and Antonio, repented the injustice they had done to Prospero.
- ✦ Prospero forgave them and restored his dukedom, Milan.



Summary

The play opens with a storm raised by Prospero. Earlier he was the rightful Duke of Milan. He had been set adrift in a boat with his three-year-old daughter, Miranda, by his usurping brother, Antonio. Prospero was more interested in his books and his magic than in the pragmatics of ruling Milan. This caused him to be overthrown by his brother. Arriving at an island, Prospero proceeded to make good use of his magic by freeing the spirit Ariel from the torment of imprisonment by a witch called Sycorax. Prospero found no living person on the island other than Sycorax's son, an ugly monster, Caliban. Prospero employed Caliban, as a slave, to fetch wood and do the most laborious works.

As the play begins, Prospero creates a tempest in order to dash a fine large ship, in which the King of Naples, his son Ferdinand, and Prospero's brother, Antonio were travelling. He creates this tempest with the help of Ariel. He asks Ariel to bring Ferdinand to his cave. Before the arrival of Ferdinand, he tells his daughter of the misdeeds of his brother Antonio and the King of Naples. He tells the reason for creating the violent storm. He has no intentions of hurting them. But he wants them to realize their mistake and repent. When Ferdinand comes to his cave, he gets attracted to Miranda. They fall in love with each other. Prospero tests Ferdinand's constancy by making him to perform severe tasks. Finally, Ariel makes Prospero's enemies to realize their mistake. They repent for it. Prospero forgives them and restores his dukedom Milan.

TEXTUAL QUESTIONS

D. Answer the questions in a paragraph of about 100 - 150 words.

1. Write a detailed character sketch of Prospero.

Ans Prospero was skilled magically. He used his powers to create storms, provide entertainment, manipulate others, exercise power and control over the lives of others. He enjoyed knowledge and learning of spells.



He became so entranced by his magic that he did not notice his brother trying to take his title and kill him. Prospero controlled all those who were around him. In the beginning of the play, he got the help of Ariel, the chief of gentle spirits, to create a violent and windy storm to punish his enemies who harmed him and his daughter. Ariel worked for Prospero in exchange for his freedom from a witch, Sycorax. But Caliban was the son of Prospero's old enemy Sycorax. So, Prospero employed Caliban like a slave, to fetch wood and do the most laborious work.

2. Narrate how Prospero made his enemies repent to restore his dukedom.

(OR)

Write a paragraph of about 150 words by developing the following hints.

Prospero lived - daughter Miranda - island cave - help of Ariel - raised storm - Antonio king of Naples - Ferdinand - ship wrecked - Prospero commands Ariel - bring Ferdinand - to cave - Miranda - sees first time - human being - Ferdinand surprised to see - Miranda - Prospero - engages - Ferdinand - hard tasks - Miranda - pleads with father - Prospero chides Miranda - Ariel brings King of Naples - Antonio - to Prospero - they realise - mistake - repent - restores the dukedom to Prospero - Prospero agrees - marriage of Miranda and Ferdinand. (PTA-1 & 6)

(OR)

Prospero - Duke of Milan - art of magic - brother Antonio - overthrew Prospero - king of Naples - Prospero and his daughter - twelve years in island - released good spirits - from Sycorax - created storm - Ariel's help - his enemies in the ship - Ariel to bring Ferdinand - to cave - Miranda and Ferdinand - attracted - Prospero tested Ferdinand - his constancy - forgave - realized mistakes - repented - left the island - Prospero restored - dukedom.

Ans Prospero, the Duke of Milan, was more interested in reading books and in the art of magic. He trusted his brother Antonio and asked him to look after his affairs in his kingdom. But Antonio overthrew Prospero out of the kingdom, with the help of the king of Naples. Prospero reached an island with his daughter and stayed there for twelve years. He released many good spirits from the clutches of the witch Sycorax. With the help of Ariel, he created a violent storm in the sea. He made his enemies travelling in the ship, to suffer for their mistakes done to him. He asked Ariel to bring Ferdinand to the cave. There, Miranda and Ferdinand were attracted to each other. But Prospero tested Ferdinand to try his constancy. At last, he forgave all, as they realized their mistakes and repented. Everyone left the island and Prospero restored his dukedom.

TEXTUAL - REARRANGE THE SENTENCES

- E. Rearrange the following sentences in coherent order.

This question is bifurcated (divided into two) based on the Govt. Model Question Paper pattern.

1. i) Using his powers, Prospero released the good spirits from large bodies of trees.
- ii) He raised a violent storm in the sea to wreck the ship of his enemies.
- iii) He ordered Ariel to torment the inmates of the ship.
- iv) Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.
- v) Prospero and Miranda came to an island and lived in a cave.

Ans v, i, ii, iii, iv

- v) Prospero and Miranda came to an island and lived in a cave.
- i) Using his powers, Prospero released the good spirits from large bodies of trees.
- ii) He raised a violent storm in the sea to wreck the ship of his enemies.
- iii) He ordered Ariel to torment the inmates of the ship.
- iv) Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.



PTA QUESTIONS & ANSWERS

Rearrange the following sentences in coherent order.

1. i) Of these Ariel was the chief. (PTA-3)
 ii) They live in a cave made out of rocks.
 iii) Gonzalo, the lord of his court privately places water, provisions apparels and books.
 iv) Prospero, the Duke of Milan reaches the island with his daughter Miranda.
 v) By virtue of his magic he releases many good spirits from the witch Sycorax.

Ans iv, ii, iii, v, i

- iv) Prospero, the Duke of Milan reaches the island with his daughter Miranda.
 ii) They live in a cave made out of rocks.
 iii) Gonzalo, the lord of his court privately places water, provisions apparels and books.
 v) By virtue of his magic he releases many good spirits from the witch Sycorax.
 i) Of these Ariel was the chief.
2. i) Miranda was attracted by Ferdinand and had more concern towards him. (PTA-4)
 ii) Prospero forgave them and restored his dukedom, Milan.
 iii) Prospero wanted to test Ferdinand and gave a severe task to perform.
 iv) The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
 v) Ferdinand was the second human whom Miranda had seen after her father.

Ans v, i, iii, iv, ii

- v) Ferdinand was the second human whom Miranda had seen after her father.
 i) Miranda was attracted by Ferdinand and had more concern towards him.
 iii) Prospero wanted to test Ferdinand and gave a severe task to perform.
 iv) The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
 ii) Prospero forgave them and restored his dukedom, Milan.

GEQ GOVERNMENT EXAM QUESTIONS

Rearrange the following sentences in coherent order.

1. i) Using the powers, Prospero released the good spirits from large bodies of trees. (Govt. MQP)
 ii) Prospero and Miranda came to an island and lived in a cave.
 iii) He raised a violent storm in the sea to wreck the ship of his enemies.
 iv) The King of Naples and Antonio the false brother, repented the injustice they had done to Prospero.
 v) He ordered Ariel to torment the inmates of the ship.

Ans ii, i, iii, v, iv

- ii) Prospero and Miranda came to an island and lived in a cave.
 i) Using the powers, Prospero released the good spirits from large bodies of trees.
 iii) He raised a violent storm in the sea to wreck the ship of his enemies.
 v) He ordered Ariel to torment the inmates of the ship.
 iv) The King of Naples and Antonio the false brother, repented the injustice they had done to Prospero.
2. i) Miranda was attracted by Ferdinand and had more concern towards him. (QY. 19)
 ii) Prospero forgave them and restored his dukedom, Milan.
 iii) Prospero wanted to test Ferdinand and gave a severe task to perform.
 iv) The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
 v) Ferdinand was the second human whom Miranda had seen after her father.



Ans

v, i, iii, iv, ii

- v) Ferdinand was the second human whom Miranda had seen after her father.
- i) Miranda was attracted by Ferdinand and had more concern towards him.
- iii) Prospero wanted to test Ferdinand and gave a severe task to perform.
- iv) The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
- ii) Prospero forgave them and restored his dukedom, Milan.

3. (i) The King of Naples and Antonio repented the injustice they had done to Prospero. (Sep. 20)
- (ii) Before Prospero left the island, he dismissed Ariel from his service.
- (iii) He showed him his son Ferdinand playing chess with Miranda.
- (iv) Our food lasted till we landed on this desert island.
- (v) I will make you rich amends, by giving you my daughter.

Ans

iv, v, i, iii, ii

- (iv) Our food lasted till we landed on this desert island.
- (v) I will make you rich amends, by giving you my daughter.
- (i) The King of Naples and Antonio repented the injustice they had done to Prospero.
- (iii) He showed him his son Ferdinand playing chess with Miranda.
- (ii) Before Prospero left the island, he dismissed Ariel from his service.

READ THE PASSAGE AND ANSWER THE QUESTIONS

GEQ

GOVERNMENT EXAM QUESTION

Read the passage and answer the questions :

1. There was an island in the sea, the only inhabitants of which were an old man, named Prospero, and his daughter Miranda, a very beautiful young lady. She came to this island so young, that she had no memory of having seen any other human face than her father's.
- They lived in a cave made out of a rock; it was divided into several apartments, one of which Prospero called his study; there he kept his books, which chiefly treated of magic. By virtue of his art, he had released many good spirits from a witch called Sycorax who had them imprisoned in the bodies of large trees. These gentle spirits were ever after obedient to the will of Prospero. (HY. 19)

- (a) Who were the only inhabitants of the island?

Ans Prospero and Miranda were the inhabitants of the island.

- (b) Where did they live?

Ans They lived in a cave made out of rock.

- (c) What is the name of the witch?

Ans Sycorax.

- (d) How had Prospero helped the gentle spirits?

Ans Prospero released the gentle spirits from the bodies of large trees.

- (e) What had the witch done to the spirits?

Ans The witch had imprisoned the good spirits in the bodies of large trees.



ADDITIONAL QUESTIONS

Read the passage and answer the questions :

1. They lived in a cave made out of a rock; it was divided into several apartments, one of which Prospero called his study; there he kept his books, which chiefly treated of magic. By virtue of his art, he had released many good spirits from a witch called Sycorax who had them imprisoned in the bodies of large trees. These gentle spirits were ever after obedient to the will of Prospero. Of these Ariel was the chief.
 - (a) **Where did they live?**
Ans They lived in a cave made out of a rock.
 - (b) **How was it divided?**
Ans It was divided into several apartments.
 - (c) **What did Prospero keep in one of his apartments?**
Ans He kept his books which chiefly treated of magic.
 - (d) **How did he release many good spirits?**
Ans He released many good spirits by virtue of his art.
 - (e) **Who was the chief of all the spirits?**
Ans Ariel was the chief of all the spirits.
2. Ariel gave a lively description of the storm, and of the terrors of the mariners; and how the king's son, Ferdinand, was the first who leaped into the sea; and his father thought he saw his dear son swallowed up by the waves and lost. "But he is safe," said Ariel, "in a corner of the isle, sadly lamenting the loss of the king, his father.
 "That's my delicate Ariel," said Prospero. "Bring him here: my daughter must see this young prince. Where is the king, and my brother?"
 "I left them," answered Ariel, "searching for Ferdinand, whom they have little hopes of finding, thinking they saw him perish. Of the ship's crew not one is missing; though each one thinks himself the only one saved: and the ship, though invisible to them, is safe in the harbour."
 - (a) **Who gave the lively description of the storm?**
Ans Ariel gave the lively description of the storm.
 - (b) **What did Ferdinand do?**
Ans Ferdinand was the first to leap into the sea.
 - (c) **What did the king of Naples think?**
Ans He thought that his dear son was swallowed up by the waves and lost.
 - (d) **Was the King of Naples safe?**
Ans Yes the King of Naples was safe.
 - (e) **What happened to the ship?**
Ans The ship was safe in the harbour.

