



SMART ENGLISH

IX Standard

**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, with answers**

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.
- ✦ Question Paper Contents section covers all the topics in Vocabulary, Grammar and Writing Skills.
- ✦ Quarterly Exam & Half Yearly Exam- 2019, questions are incorporated in the appropriate sections.
- ✦ Questions from 2018-19 S.A. exams (I, II & III terms) are also incorporated and marked as ⊗ in the appropriate sections.



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It gives me great pride and pleasure in bringing to you Sura's English Guide - IX standard. 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.

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9th Std English.

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* Memoriter

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MEMORITER POEMS

Stopping by woods on a Snowy Evening

- Robert Frost



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

(QY. 19)

(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.



The Comet

- Norman Littleford

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

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

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

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

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

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

UNIT 1

PROSE

LEARNING THE GAME

- Sachin Tendulkar



ABOUT THE AUTHOR

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

SUMMARY

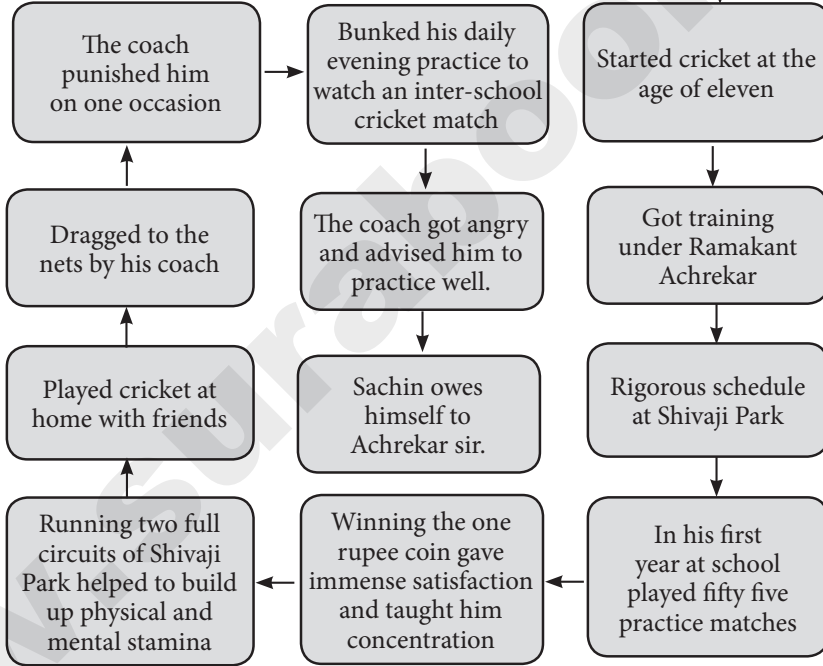
'Learning the Game' is an extract from Sachin Tendulkar's autobiography 'Playing it My Way'. He played tennis ball cricket with his colony friends from a very early age. He loved watching cricket on television and tried to imitate the mannerisms of his favourite players like Sunil Gavaskar and Viv Richards.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

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

to get into the camp. But Ajit insisted 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 himself to Achrekar Sir.

MIND MAP

Sachin Tendulkar



Glossary



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

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

SYNONYMS

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

invariably	always	எப்போதும்
legend	famous person	பிரபலமானவர்
loved	desired	விரும்புதல்
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)	× unknown, incomplete (தெரியாத, பூர்த்திபெறாத)
insane (முட்டாள்தனமான)	× rational (பகுத்தறிவுடன்)
inevitably (தவிர்க்க முடியாமல்)	× avoidably (தவிர்க்கும்படியான)
lucky (அதிர்ஷ்டமான)	× unlucky (அதிர்ஷ்டமற்ற)
often (அடிக்கடி)	× rarely (எப்போதாவது)

Word	Antonyms
positive (நேர்மறை)	× negative (எதிர்மறை)
punished (தண்டித்தல்)	× rewarded (பரிசளித்தல்)
regular (வழக்கமான)	× unusual (வழக்கத்திற்கு மாறாக)
rigorous (கடுமையான)	× easy (எளிமையான)
rude (முரட்டுத்தனமாக)	× kind (கருணையுடனான)
safety (பாதுகாப்பு)	× danger (ஆபத்து)
seriously (தீவிரமாக)	× lightly (சாதாரணமாக)
strict (கண்டிப்பான)	× lenient (இணக்கமான)
successful (தேர்ச்சி)	× unsuccessful (தேர்ச்சிபெறாமை)
ultimately (முடிவு)	× initially (ஆரம்பம்)
unreasonable (காரணமற்றது)	× reasonable (காரணத்துடன்)
winning (வெல்லுதல்)	× losing (தோல்வியுறுதல்)

TEXTUAL : IN-TEXT QUESTIONS

- ◆ **Who were Sachin's favourite players?**
Ans Sachin's favourite players were Sunil Gavaskar and West Indian legend Viv Richards.
- ◆ **What was special about Shardashram Vidyamandir in Mumbai?**
Ans Shardashram Vidyamandir gave due importance to the game of cricket.
- ◆ **What was the opportunity that transformed the life of Sachin?**
Ans When the coach Achrekar agreed to let Sachin join the camp, he was delighted. It was an opportunity that transformed his life.
- ◆ **What sort of conversations did Ajit and Sachin have while travelling?** (QY, & HY. 19)
Ans Ajit and Sachin would talk a lot about the precise changes of 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 Sachin's father to 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?**
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 so 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 is waiting for him at the nets. Practise hard and see what magic it can show.

TEXTUAL : BOOK-BACK QUESTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

7. What did help Sachin build his physical and mental stamina? (QY. 19)

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

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

Ans Once, Sachin avoided his daily evening practice to watch an inter-school cricket match. Least did he expect that his coach would be there. The coach became angry on 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 be 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 himself 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 Shardarshram, Sachin played fifty-five practice matches during the summer break of sixty days.

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

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

9. What was a great learning experience for Sachin?

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

TEXTUAL : PARAGRAPH QUESTIONS

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

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

(QY. 19)

Ans Ramakant Achrekar coached young cricketers at Shivaji Park in Mumbai. At the age of twelve, Tendulkar would practise for hours and hours in 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 be the cricketer he turned out to be. The coach Achrekar was a strict disciplinarian and did everything he could for Sachin.

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

(HY. 19)

Ans Sachin started playing cricket at the age of eleven in 1984. He was trained at Shivaji Park by his coach Ramakant Achrekar, who worked in Shardashram Vidhyamandir. He ran summer camps too. Sachin had a vigorous training under him. He would practise between 7.30 am and 10.30 am in the morning. Then he would come back in the afternoon and practise till evening. The schedule was rigorous and he would be exhausted by the end of the day. During the bus journeys, he would have a conversation with his brother Ajit about the various changes in batting. He used to have only one set of cricket clothes. So he had to wash the set after every session, to wear them for his next session. He had to face a lot of embarrassing moments, while travelling in the bus to Shivaji Park. There was also an immense fifteen minutes training with a one rupee coin by the coach. Though his coach punished him on one occasion, the coach contributed a lot in 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 to change Sachin's school. He told him to move Sachin to Shardarshram 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.

Ans

cricket	<u>Cricket</u> is a popular sport.	
	<u>Cricket</u> is active at night.	
bank	I went to <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>	6.	right	<u>rite, write</u>
2.	know	<u>no</u>	7.	were	<u>wear, where</u>
3.	be	<u>bee</u>	8.	bare	<u>bear</u>
4.	to	<u>two, too</u>	9.	herd	<u>heard</u>
5.	watt	<u>what</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	suddenly	happily
	or	inventor	distributor
	er	explorer	manager
	ness	happiness	darkness
	ian	electrician	musician
	ist	dentist	scientist

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 Guttman (c) Natalie du Toit
 [Ans] (b) Sir Ludwig Guttman

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 uninterminated 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)**

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 are 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)

Ans

TWO WOMEN ICONS!

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

We need sportswomen of generation to achieve the reigns and encourage the coming generations. The efforts of such sporting personalities have yielded fruit. The female sensation in badminton today is World Ranking Topper 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 World Rank 1 in 2015, Dipika was Rank 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 as the dancer swings along.

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

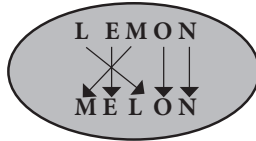
Ans

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 yielding 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 to get killed by a fatal blow or 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 :

- We have been living in Chennai _____ eight years. (for / since) (QY. 19) [Ans] for]
- Abdul has taken _____ his father. (after / at) [Ans] after]
- Vimal generally goes to his workplace _____ bus. (by / on) [Ans] by]
- The cricket ball was hidden _____ the leaves. (among / between) [Ans] among]
- Mani divided his toys _____ his brothers and sisters. (among / between) [Ans] between]

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

- Riya borrowed a dress _____ me and lent it _____ her friend, Mary. [Ans] from; to]
- When I moved back _____ the city, things had changed considerably. [Ans] to]
- The burglar found the keys _____ the pot in the balcony. [Ans] under]
- Prabhu was hiding _____ the door when his sister came looking _____ him. [Ans] behind; for]
- 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) by |

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.
 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)

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 Thadakam" 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

<p>To Mr. S.Balu, S/o. Mr.G.Srinivasan, 18, Patel Street, Tiruvallur.</p>

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, கட்டிடங் 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^hi*s* 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**.

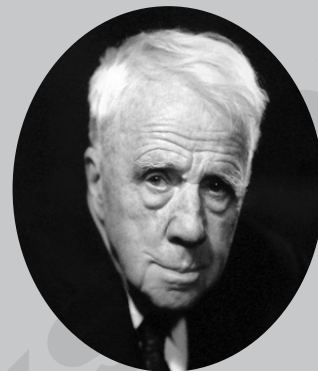
Assonance is the repetition of a **vowel** sound in the **middle of a word**.

UNIT 1

POEM

STOPPING BY THE 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

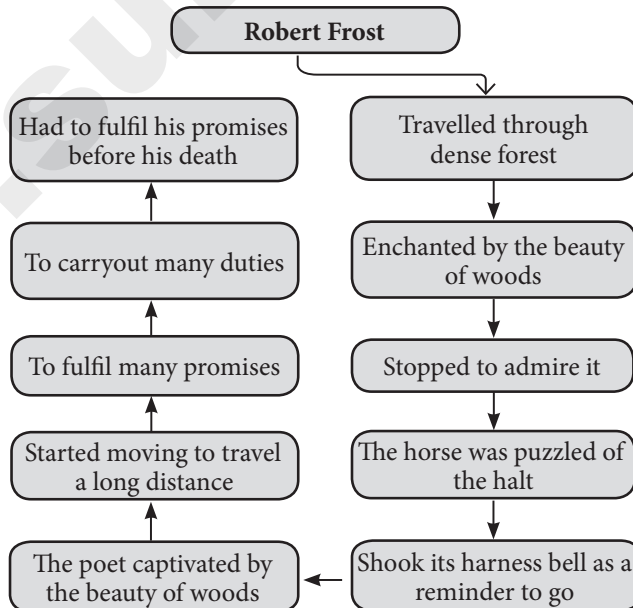
Once the poet happened to travel through the dense woods, on his horse. It was a cold evening with heavy snowfall. Enchanted by the beauty of the woods, the poet suddenly stopped to admire the scene of the woods being covered with snow. The poet seemed to know to whom the woods belonged. He also guessed 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 tied to a cart or carriage (ஒரு வண்டியுடன் குதிரையைக் கட்டுவதற்கான பட்டைகள்)
 queer (*adj*) - strange, odd (விசித்திரமான)
 sweep (*v*) - to move swiftly and smoothly (விரைவாகவும் சுமுகமாகவும் வீசுதல்)
 woods (*n*) - an area of land covered with a thick growth of trees. (மரங்கள் அடர்ந்த காட்டுப்பகுதி)

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

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

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

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

TEXTUAL QUESTIONS

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

1. *He will not see me stopping here*

To watch his woods fill up with snow.

a) **Whom does 'he' refer to?** (⊗)

(QY. 19)

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

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

(QY. 19)

Ans It is the winter season.

2. *My little horse must think it queer*

To stop without a farmhouse near

a) **Who is the speaker?**

Ans The poet Robert Frost is the speaker.

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

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

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

Ans queer - near

3. *He gives his harness bells a shake*

To ask if there is some mistake.

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

Ans 'He' refers to the horse.

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

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

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

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

4. *The woods are lovely, dark and deep,*

But I have promises to keep,

a) **How are the woods?**

(QY. 19)

Ans The woods are lovely, dark and dense.

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

(QY. 19)

Ans I refers to the poet, Robert Frost.

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

Ans Duties and responsibilities in life are referred to as promises.

5. *And miles to go before I sleep,*

And miles to go before I sleep.

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

Ans In order to emphasize the fact that he has to fulfil his duties and responsibilities before his death, the poet has used the same line twice.

b) **Explain: miles to go before I sleep.**

Ans Miles to go refers to leading the rest of his life until his death.

Additional - Poem Comprehension.

1. *Whose woods these are I think I know.*

His house is in the village though;

(a) **What does the poet seem to know?**

Ans The poet seems to know the person to whom the woods belonged.

(b) **Who lives in the village?**

Ans The owner of the woods resides in a house in the village.

2. *Between the woods and frozen lake*

The darkest evening of the year.

(a) **Where has the horse stopped?**

Ans The horse has stopped at a spot between the woods and the frozen lake.

(b) **Describe the evening of travel.**

Ans It was the darkest evening of the year.

3. *The only other sound's the sweep
Of easy wind and downy flake.
The woods are lovely, dark and deep.
But I have promises to keep,*

(a) **What sound does the poet hear?**

Ans ▶ The poet hears the sound caused by the horse shaking his harness bells.

(b) **What is meant by downy flake?**

Ans ▶ 'Downy flake' means soft and fluffy piece of snowflake.

Additional - Poetic Devices Questions.

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

(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.

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

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

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

(c) What is the figure of speech used in the last two lines?

Ans Repetition.

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

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 quite.

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.