

**6<sup>th</sup>**  
Standard

# ENGLISH

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UNIT  
**1**

## SEA TURTLES

### PROSE

#### About the Author

**SHEKAR DATTATRI** writes popular articles on wildlife, conservation and film making. He has been interested in nature from childhood. He is an award-winning wildlife and conservation film maker.

#### Summary

#### SECTION - I

This lesson is about Sea Turtles which are different from Tortoise that we see in a zoo or a reptile park. There are seven species of sea turtles - out of which five are seen in India - the Olive Ridley, the Hawksbill, the Green Sea Turtle, the Loggerhead and the Leatherback. The turtles are huge and weigh between 35 kg and 700 kg. The largest sea turtle is the Leatherback which is 2.2m long and 700 kg in weight. Sea turtles come to the shore to lay their eggs. Except Olive Ridleys, other species have become rare in India. Mass Nesting or Arribada is a phenomenon that occurs in Odisha and other two places in the world where Olive Ridleys come ashore alone to lay their eggs.

#### SECTION - II

Between January and March, female Olive Ridleys come ashore and haul (pull with force) using their front flippers onto the beach. They choose a spot away from the high tide and dig 45 cm into which they lay their eggs. They lay about 100 eggs at a time. After covering the nest with sand it returns to the sea. The eggs are left to incubate under the sun. People collect these eggs for eating. Jackals, domestic dogs and pigs eat the eggs. After escaping from the predators, the hatchlings (little ones) come out of the egg shell with the help of egg-tooth. After they come out, they make a dash into the sea.

#### SECTION - III

Weighing less than 20 grams, many of these hatchlings fall prey to crabs or birds before they reach the sea. It is estimated that one in a thousand hatchlings become an adult. After swimming for years in the sea, the adult female returns to the same beach where they were born which is an unsolved mystery. Human activities have endangered the survival of sea turtles. Problems like pollution, dumping of plastics into the ocean and the construction activities on nesting beaches endanger their survival. We have to tackle these problems to save the sea turtles.

#### ? DO YOU KNOW

There is an interesting aspect of sea turtle biology. The temperature inside the egg determines the sex of the embryo while it is growing. When the eggs develop at 27°C - 28°C only male hatchlings are produced. At 30°C, only female hatchlings are produced. An equal mix of male and female hatchlings is produced only when the eggs incubate at precisely 29°C - 30°C

## THE CROCODILE

### POEM

#### About the Author

**LEWIS CARROLL** is an English writer. His most famous book is 'Alice in Wonderland'. This poem appears in it.

#### POEM OVERVIEW

No.	Poem Line	Explanation
1 - 2	<i>How doth the little crocodile Improve his shining tail</i>	The poet questions how the little crocodile uses water from its tears to improve the shining of its tail. The tail is already shining because of the water poured on its scales.
3 - 4	<i>And pour the water of the Nile On every golden scale!</i>	The poet jokes that the crocodile secretes enough tear drops for them to seem like they equal all the water in the River Nile.
5 - 6	<i>How cheerful he seems to grin, How gently spreads his claws,</i>	The crocodile seems to start grinning, as if it were welcoming its fellow creatures of the sea onto land along with itself. The crocodile also spreads his claws out on the sand, as if to create space for the fish to move in.
7 - 8	<i>And welcomes little fishes in, With gently smiling jaws!</i>	In fact, all these actions on the crocodile's part are designed to trick them and to trap them. When it opens its shining mouth, it in fact gobbles up all the fish that come swimming up towards its body.

## Summary

### STANZA - 1

In this stanza, the poet describes how a crocodile may enhance the physical appearance of its tail. The crocodile has come out of the water and is lying on the shore. The sun-light that falls on the scales of the body of the crocodile makes them shine. However, the poet does not seem to be content with just the sunlight brightening up its appearance. He concludes that a certain amount of water poured on its scales would further beautify its appearance. As we know, the eyes of the crocodile are placed in a horizontal position with its back. Therefore, when it secretes tears, the water from the tears can easily spread over its back. This is exactly what the crocodile does. The crocodile's tears are not caused by emotional distress, as it happens in the case of human beings. Hence, it is easy for the crocodile to secrete a large amount of tear drops and have them roll down the scales of its body, making them shine brighter than they naturally would in the sunlight. The poet jokes that the crocodile secretes enough tear drops which are sarcastically comparable to the whole amount of water in the River Nile.

### STANZA - 2

In this stanza, Alice describes the reaction of the crocodile when it spots the fish in the water swimming near the shore. The crocodile seems to start grinning, as if it was welcoming its fellow creatures of the sea onto the land along with itself. The crocodile also spreads his claws out on the sand, as if to create space for the fish to move in. The last thing the crocodile does is to open its mouth wide, as if to utter a kindly word. However, the fishes are sorely mistaken if they interpret the crocodile's actions in this way. In fact, all these actions on the crocodile's part are designed to trick them and to trap them. When it opens its shining mouth, it in fact gobbles up all the fishes that come swimming up towards its body.

#### Message :

The poem also draws our attention to the various kinds of people in the world, who outwardly seem friendly but wait for an opportunity to strike at innocent people who may be unaware of their real malicious intentions.

So the poet is warning us to be very careful while dealing with others and not get carried away by their sweet smile or attractive looks.

### ? DO YOU KNOW

The Madras Crocodile Bank is one of the largest reptile zoos in the world. It is a shelter for native wildlife and a secure nesting beach for Olive Ridley Turtles. It is located on the East Coast Road, Kovalam near Chennai.

## OWLIE -Vijaya Ghose

### SUPPLEMENTARY

## Summary

Payal and her mom are fond of birds and animals. Their house is a home to all kinds of abandoned animals, lost dogs, injured cats and lost baby birds. Though theirs is not a large house, Payal's mom had a BIG heart. One day Shafali didi had brought a carton. Inside the carton, there was a small Owlet. Payal's mom picked it up carefully and placed her inside the cage. They named it Owlle. They had to cut out a way to feed the owlle. As Owls eat rats, snakes and frogs, Payal's mom was hesitant to bring meat inside the house. Finally, mom ordered the meat and put the meat before Owlle. As Owlle was baby, it didn't know to eat. Mom decided to squish (smash) the meat until it was soft and shoved (forced) the food into Owlle's mouth. In a second, Owlle fell down on the floor of the cage. They thought they had killed Owlle and started talking about burying Owlle. Suddenly, Owlle opened one eye and got onto her feet. That's when Payal and her mom learnt that it was Owlle's way of defending danger.

Payal's Mom started reading a lot about owls and their habits. Payal took the job of looking after Owlle. Once Owlle learnt to eat on its own, Payal loved it when she offered the meat on her hand and Owlle took the piece. Owls were night birds, so they slept all day and were active during the night. So Payal decided to let Owlle fly when she was bigger. To train her to fly, they

had to keep Owlle in a closed room. So they chose the library with two doors. One door led to the rest of the house and another into the garden. Payal used to read all kinds of books in her favorite library room. The book shelves also displayed beautiful pieces of pottery, dolls and wooden and clay animals and birds from all around the world.

Once Owlle was moved to the library, it was decided by mom and Payal not to leave the doors open. Every night, Payal left the cage door open and put a piece of meat on the cage. Owlle would fly out of the cage and find her food. Every morning, Payal used to close the cage door and find minced meat all over the room. So she thought Owlle was flying around in night and returning back to the cage in the morning to sleep. After some days, Payal left the cage door open as Owlle was sleeping during the day. But one day, when Payal returned, the cage was empty and the garden door was left open. Payal panicked and called for her mom. Mom asked Payal to be calm and search for Owlle. They couldn't find Owlle. Finally they concluded that Owlle had gone and leaving the doors open. Payal was very upset and was looking sadly at the cage. Mom advised Payal to read a book to cheer herself up. Payal started looking for a book to read. Suddenly she noticed a curio (unusual object) on the shelf. Payal was happy to find out that it was Owlle. Payal scolded the owl and put her back into her cage.

**OBJECTIVE TYPE QUESTIONS WITH ANSWERS**

**I. Choose the correct answer :**

1. The ..... is a biological relative of tortoises.  
A) sea turtle      B) fish  
C) reptile      Ans : (A)
2. In India's coastal waters we can see a species of .....  
A) tortoises      B) sea turtles  
C) dolphin      Ans : (B)
3. Sea turtles come to the shore to .....  
A) visit their birth place  
B) lay eggs  
C) go back to sea      Ans : (B)
4. It is a problem for sea turtles to come ashore because .....  
A) they find it difficult to walk on sand  
B) they don't know their way to the shore  
C) animals and people hunt them      Ans : (A)
5. A turtle's flippers help it to .....  
A) swim      B) dig a nest  
C) climb      Ans : (A)
6. A sea turtle camouflages its nest by tossing sand on it to .....  
A) hide its eggs from predators  
B) incubate eggs in the warmth of the sun  
C) keep the hatchlings safe      Ans : (B)
7. The hatchlings open the egg shell using their .....  
A) egg-tooth      B) flippers  
C) body      Ans : (A)
8. It is estimated by scientists that only one in every ..... hatchlings become an adult  
A) 5000      B) 1000  
C) 500      Ans : (B)
9. Female hatchlings that have become adults .....  
A) find a new beach to lay their eggs  
B) return to the same beach to lay their eggs  
C) lay their eggs in the ocean      Ans : (B)
10. Sea Turtles are ..... species  
A) endangered      B) out of danger  
C) extinct      Ans : (A)
11. The only way to solve the problems faced by Sea Turtles is .....  
A) to not allow the sea turtles to come ashore  
B) to systematically tackle the problems and removing threats  
C) to dig the eggs laid on shore and put it back into the sea      Ans : (B)

**II. Fill in the blanks :**

1. Tiny hatchlings fall ..... (pray / prey) to many predators.      Ans : **prey**
2. Sea turtles live their ..... (hole / whole) life in the sea.      Ans : **whole**
3. The turtles come ashore only during the ..... (night / knight).      Ans : **night**

4. The predators follow the ..... (sent / scent) of the turtles to eat their eggs.      Ans : **scent**
5. The female turtles lay eggs and go back to the ..... (see / sea).      Ans : **sea**
6. The eggs are left to incubate under the warmth of the ..... (sun / son).      Ans : **sun**
7. Most of us have ..... (scene / seen) a tortoise in a zoo or in a reptile park.      Ans : **seen**
8. This is ..... (quiet / quite) a problem for female Olive Ridelies for moving on land.      Ans : **quite**
9. Human activities during the ..... (lost / last) few decades have put sea turtles in grave danger.      Ans : **last**
10. The Olive Ridley weighs upto 35 kg when fully ..... (grown / groan).      Ans : **grown**
11. The Owllet was ..... (brown and grey / white and grey)      Ans : **brown and grey**
12. In Payal's family, they were all ..... (non-vegetation/ vegetarian).      Ans : **vegetarian**
13. The cage was shifted to the ..... (library / living room)      Ans : **library**
14. As Owllet was a baby, it didn't know to ..... (eat / dance)      Ans : **eat**
15. Payal's Mom was hesitant to ..... inside the house. (bring Owllet / bring meat)      Ans : **bring meat**
16. Payal's Mom started reading a lot about ..... (owls and their habits / feeding animals)      Ans : **owls and their habits**
17. Owls were ....., so they slept all day and were active during the night.(night birds / day birds)      Ans : **night birds**
18. In the library, one door led to the rest of the house and another into ..... (kitchen / garden)      Ans : **garden**
19. The book shelves also displayed ....., dolls and wooden and clay animals. (beautiful pieces of pottery/ glass jars)      Ans : **beautiful pieces of pottery**
20. Payal left the cage door open as Owllet was ..... during the day. (eating / sleeping)      Ans : **sleeping**
21. Payal panicked because ..... (the cage was empty / Owllet had died)      Ans : **the cage was empty**
22. Payal's Mom advised her ..... to cheer up. (to go for a ride / to read some books)      Ans : **to read some books**
23. Payal noticed a ..... on the book shelf. (curio / torn book)      Ans : **curio**



2. 1. They, in turn looked at Mahesh, each and every one of them in terrible anger.
2. He looked at all the bedraggled books and notebooks, pencils and pencil box, and the school bag in the court.
3. However, this court is different from the other courts.
4. Mahesh trembled in the shoes.
5. Here the punishment is decided by the victims and we decide by majority, if the verdicts are more than one.

[Ans : 3, 5, 2, 1, 4]

### POEM COMPREHENSION AND POETIC DEVICES

1. 'There lived a sage in days of yore,  
And he a handsome pigtail wore'.  
a) **Who lived long ago ?**  
Ans : A sage lived long ago.  
b) **What did he have ?**  
Ans : He had a beautiful pigtail.  
c) **Pick out the rhyming words in these lines.**  
Ans : The rhyming words are 'yore – wore'.
2. 'And swore he'd change the pigtail's place,  
And have it hanging at his face  
Not dangling there behind him.  
a) **What did the sage swear ?**  
Ans : He swore that he would change his pigtail's place.  
b) **Where did he want to have it ?**  
Ans : He wanted to have it hanging at his face.  
c) **Pick out the alliterated words in these lines.**  
Ans : The alliterated words are  
(1) pigtail's - place  
(2) have - hanging - his
3. 'Then round and round, and out and in  
All day the puzzled sage did spin;  
In vain - it mattered not a pin -  
The pigtail hung behind him.  
a) **What did the sage do ?**  
Ans : He turned round and round, out and in all day.  
b) **Why was the sage puzzled ?**  
Ans : He was puzzled because he could not change the position of his pigtail, even though he turned round and round all day.  
c) **What is the rhyme scheme of the poem ?**  
Ans : The rhyme scheme is 'a a b'.
4. 'Alas! Still faithful to his back'.  
a) **Who is faithful ?**  
Ans : The pigtail is faithful.  
b) **Why did the poet use the word 'Alas' ?**  
Ans : He criticizes the sage's ignorance and pities him in a serious tone, using the word 'Alas'.  
c) **Whose bag is referred to here**  
Ans : The back of the sage is referred to here.

### GLOSSARY

ached	pained
ahead	further forward
billowed out	to flare out in the wind
blur	unclear
crowed	boasted
exploring	travelling for discovery
imposing	grand or impressive
invariably	always
level	equal
monuments	statues or other structures
pedalled	cycled
threatening	warning
abruptly	suddenly
cavalry	a unit of the army serving on horseback
clung	held tight
dislodged	freed
ditch	a narrow channel dug at the side of a road to hold or carry water
froze	stopped

glee	joy
haze	misty and cloudy
jammed	pressed
magnificent	grand
momentum	the force of a moving body
obviously	clearly
panicked	scared
reared	raise itself upright on its hind legs
resplendent	brilliant in appearance
smack	hit
stampede	rush
startled	frightened
unfortunate	unlucky
whoop	a shout
accord	agreement
awkward	sensitive
bellowed	the cry of a cow
episode	incident
eventful	exciting

glance	to look quickly
grin	to smile broadly
groan	an utterance expressing pain
haughtily	arrogantly
retreat	to move away
scowl	threatening look
scrambled	to move or climb hurriedly
thump	knock
tow	to pull or drag
unpleasant	disagreeable
curious	eager to learn more
dangling	swinging loosely
mused	thought over
mystery	puzzle
pigtail	a plaited lock of hair worn singly at the back
puzzled	confused
sage	wise man
slack	careless
spin	turn
steadily	firmly
stout	thick in structure
swore	took an oath
tack	fasten
twirl	turn repeatedly
vain	useless
yore	long ago
agitated	troubled emotionally
anticipation	expectation or hope

appealed	requested
astonished	amazed
battered	damaged
bedraggled	untidy or messy
chores	a routine duty or task
crammed	forced or stuffed into something
frantically	in an uncontrolled manner
glared	looked angrily
glue	stick
grave	serious
lumbered	walked or moved clumsily
menacingly	threateningly
mumble	to speak quietly and not clearly
nodding	lowering or raising one's head slightly
petite	small
pock-marked	scarred
ponderous	dull and lacking grace
prompted	to make someone to do something
rapping	banging
staunchly	faithfully
stentorian	extremely loud
stern	strict
stunned	shocked
verdict	a judgement or opinion
wreck	worn out



## THE JUNGLE BOOK

- RUDYARD KIPLING

PLAY

### Summary

#### SECTION - I

The Jungle book was written by Rudyard Kipling. Children enjoy this story, as it deals with the early childhood of a boy in the midst of wild animals in the forest. The characters in this story are Father Wolf, Mother Wolf, Tabaqui (the Jackal), Shere Khan (the Tiger), Man's Cub (Mowgli), Wolf's Cubs and the Narrator.

The scene opens in the Seeonee Hills. It was seven o'clock in the evening. There were no stars in the sky. It was utter darkness in the forest. Father Wolf woke up from his day's rest and got ready for the hunt. Mother Wolf dropped her four tumbling cubs into the mouth of the cave, where they all live. Father Wolf moved down

to spring downhill, where he meets Tabaqui, the jackal. He informed the Father Wolf and the Mother Wolf that Shere Khan had shifted his hunting grounds. So he had told Tabaqui that he will hunt among those hills for the next moon. Shere Khan was the Tiger, who lived near the Waingunga river, twenty miles away from the Seeonee Hills. Father Wolf got angry and told that he had no right to come there and change his quarters with due warning. Mother Wolf told them that since Shere Khan had been lame in one foot right from his birth, his mother called him Lungri (the Lame One). The villagers of the Waingunga were angry with him and he had come there to make their villagers angry. She said that they must run away by setting fire on Shere Khan. Hearing this, the Jackal moved away saying that they can hear Shere Khan below in the forest.

## SECTION - II

Father Wolf listened to the dry, angry whine of a tiger, who has caught nothing. Father Wolf called Shere Khan a fool to begin a night's work with that noise. Mother Wolf told him that Shere Khan intends to hunt a man and not any other animal. The whine of the Shere Khan had changed to a sort of humming purr that seemed to come from every quarter of the compass. It was the noise that frightened everyone in the jungle.

## SECTION - III

The law of the jungle never orders anything without a reason, forbids every beast to eat man, except when he is killing to show his children how to kill and then he must hunt outside the hunting grounds of his pack or tribe. The purr grew louder and there was an untigerish howl from Shere Khan. He howled because he had burnt his feet, as he accidentally jumped into a woodcutter's campfire. The bushes rustled a little in the forest and so Father Wolf was ready for his leap. When he saw a Man's cub, he stopped to leap at him. This naked baby looked up into Father's Wolf's face and laughed.

The baby pushed his way between the cubs to get close to the warm hide. Mother Wolf was happy to have the man's cub with them. Shere Khan came to the entrance and asked for the baby. The mouth of the cave was too narrow for a tiger to go into it. The Mother Wolf came forward facing Shere Khan bravely. She said that the Man's cub belonged to her. He would live with them and in the end would hunt Shere Khan. Father Wolf looked amazed at the courage of Mother Wolf. Shere Khan backed out of the cave growling and insisting that the man cub belonged to him.

## SECTION - IV

Mother Wolf threw herself down panting among the cubs, and when Father Wolf asks her whether she wanted to keep the Man-cub, she said that she would keep him with her cubs. Shere Khan would have killed him, if she had let him out. She named him as 'Mowgli' the little Frog and told him that he had to hunt Shere Khan, as he had hunted him.

## GRAMMAR

### KINDS OF SENTENCES

The sentence is the basic unit of grammar. It must begin with a capital letter and usually end with a full stop. It must make complete sense. It must have a subject and a finite verb. It is of four types.

#### 1. Declarative Sentences

These are statements. They state facts, report events or describe things.

- P.T. Usha ran the race.
- Birds fly.

#### 2. Interrogative Sentences

These are questions. They begin with words like **who, which, what, why, how, where, when** etc. We put a question mark at the end.

- Why did it happen ?
- Did you do it ?
- How are you ?

#### 3. Exclamatory Sentences

These express **surprise, admiration, sorrow** etc. They close with exclamation marks (!)

- What a fast runner Carl Lewis is!
- Amazing, he got the first prize!
- What a pity, India did not win the World Cup!

#### 4. Imperative Sentences

These give orders.

- Shut the door.
- Clean the room.
- Get me some water.

### NOUN PHRASE

Noun phrase is a noun or any words in the sentence that modify it. Words that can modify nouns include articles, adjectives, participles and possessive pronouns. A noun phrase can be a single word (just the noun) or more than one word.

Eg. (1) a yellow house, (2) the glistening snow.

- Karen lives in **the yellow house**.
- The **glistening snow** covered the field.
- **The quick brown fox** jumped over the lazy dog.
- **The end of the season** is hard for some athletes.
- A sailor's best friend is a **wide open sea**.

### OBJECTIVE TYPE QUESTIONS WITH ANSWERS

#### I. Choose the correct answer :

1. The Scene I opens in the ..... Hills.

- A) Spring down      B) Seonee  
C) Jungle              D) Forest

Ans : (B)

2. Shere Khan was the tiger, who lived near the Waingunga river ..... miles away.

- A) ten                      B) thirty  
C) twenty                D) five

Ans : (C)

3. I have to kill for ..... these days.

- A) three                  B) five  
C) four                   D) two

Ans : (D)

4. That is why he has killed only .....

- A) horses                B) cattle

C) leopards              D) elephants              Ans : (B)

5. Are there not enough ..... and Man and on our ground too!

- A) beetles                B) spiders  
C) butterflies            D) bucks

Ans : (A)

6. Then there was a howl - an untigerish howl - from .....

- A) Mother Wolf        B) Father Wolf  
C) Tabaqui              D) Shere Khan

Ans : (D)

7. The fool had no more sense than to jump at a campfire and burned his .....

- A) legs                    B) hands  
C) feet                    D) face

Ans : (C)

8. They take ..... from the Head of the pack.

- A) orders B) food  
C) calls D) compliments

Ans : (A)

9. Each dog barks in his own .....

- A) kennel B) yard  
C) place D) habitat

Ans : (B)

10. The cub must be shown to the .....

- A) parents B) head  
C) pack D) wolves

Ans : (C)

## II. Select the suitable synonyms :

1. tumbling

- A) rolling B) screaming  
C) falling down

Ans : (C)

2. spiteful

- A) hateful B) smiling  
C) sorrowful

Ans : (A)

3. mean

- A) kind B) clever  
C) unkind

Ans : (C)

4. scour

- A) clean B) destroy  
C) burn

Ans : (A)

5. bucks

- A) leopards B) deer  
C) wolves

Ans : (B)

6. bewilders

- A) frightens B) wakes  
C) confuses

Ans : (C)

7. mangy

- A) shabby B) weak  
C) tired

Ans : (A)

8. howl

- A) shout B) the cry of a wolf or dog  
C) sound

Ans : (B)

9. bound

- A) leap B) walk  
C) stride

Ans : (A)

10. fostering

- A) neglecting B) taking care of  
C) destroying

Ans : (B)

## III. Select the suitable antonyms :

1. rest

- A) leisure B) sleep  
C) work

Ans : (C)

2. noble

- A) ignoble B) gentle  
C) dignified

Ans : (A)

3. dry

- A) wet B) warm  
C) arid

Ans : (A)

4. near

- A) far B) close to  
C) next to

Ans : (A)

5. nothing

- A) anything B) something  
C) the whole thing

Ans : (B)

6. grateful

- A) thankful B) ungrateful  
C) thoughtful

Ans : (B)

7. fool

- A) wise B) idiot  
C) block head

Ans : (A)

8. never

- A) always B) not at all  
C) not ever

Ans : (A)

9. weakest

- A) poorest B) cheapest  
C) strongest

Ans : (C)

10. louder

- A) stronger B) softer  
C) heavier

Ans : (B)

11. laughed

- A) giggled B) smiled  
C) cried

Ans : (C)

12. bold

- A) brave B) bright  
C) timid

Ans : (C)

13. warm

- A) sunny B) cold  
C) pleasant

Ans : (B)

14. narrow

- A) cramped B) broad  
C) tight

Ans : (B)

15. gravely

- A) seriously B) badly  
C) cheerfully

Ans : (C)

## GLOSSARY

bewilders	confuses
blazing	very hot
bucks	(male) deer
forbids	not allowing
fostering	taking care of
haunches	the back part of an animal
howl	crying of a wolf or a dog
mangy	shabby
mean	unkind and cunning
mumbling	to speak in a low indistinct manner
panting	breathing with short, quick breaths
purr	make a low continuous sound expressing contentment
quarry	search
quarters	accommodation provided
rustled	sound caused by the movement of dry leaves
scour	clean
spiteful	hateful
squealing	making a shrill cry or noise
tumbling	falling down





**8<sup>th</sup>**  
**Standard**

# ENGLISH

## UNIT – I

- ✦ Prose : Hobby – Turns A Successful Career
- ✦ Poem : My Hobby : Reading
- ✦ Supplementary : Jim Corbett, A Hunter Turned Naturalist

## UNIT – II

- ✦ Prose : Friendship
- ✦ Poem : Lessons in Life
- ✦ Supplementary : Homeless Man and his Friends : A true story

## UNIT – III

- ✦ Prose : Being Safe
- ✦ Poem : Fire Work Night
- ✦ Supplementary : When Instinct Works

## UNIT – IV

- ✦ Prose : Sir Isaac Newton- The Ingenious Scientist
- ✦ Poem : Making Life Worthwhile
- ✦ Supplementary : The Three Questions

## UNIT – V

- ✦ Prose : My Reminiscence
- ✦ Poem : A Thing of Beauty
- ✦ Supplementary : Crossing the River

## UNIT – VI

- ✦ Prose : The Nose-Jewel
- ✦ Poem : Special Hero
- ✦ Supplementary : The Woman on platform 8

## UNIT – VII

- ✦ Prose : Cyber Safety
- ✦ Poem : My Computer Needs A Break
- ✦ Supplementary : The Mystery of the Cyber Friend

## UNIT – VIII

- ✦ Play : Jack and the Beanstalk



## HOBBY – TURNS A SUCCESSFUL CAREER

PROSE

### Summary

#### SECTION - I

A boy named Mani had difficulty in reading and writing. His grandfather noticed this and helped him by reading bedtime stories. Gradually, Mani started reading on his own. After some days, he also started writing his own stories. In this section, he wrote an essay on hobbies.

Hobbies are the activities done during our free time. They are special to people. Some people like gardening, a few like photography and many have book reading as their hobby. Hobbies help people to learn new things, relax after a tiring day and energise our body and mind. Mani's hobby was writing. Though many people feel writing is tough, he felt 'writing' was like 'painting our voice'. When he wrote things, he imagined a world with magic and magicians. Writing opened his mind to think beyond the little things with a broader mind. It made him learn new things and enjoy every moment of his life. His hobby of writing helped him in school too. He could describe things better in his stories. He had no problem in writing English essays or stories, as it was his hobby.

Thus it is important to always learn and improve our hobbies.

#### Section - II

Ajay Kumar Garg, a very talented young artist lived in Jaipur, India. He suffered an injury at the age of three and became deaf. His parents tried many hospitals to cure his disability. But it was useless. Ajay used to paint on the walls and floors. Realizing his interest in painting, a court artist of Dholpur, Shri Sua Lal started educating him in painting. After completing his education, Ajay became an apprentice of Asha Devi, who taught him the 'Miniature Painting'. Soon, Ajay became an 'accomplished artist' in the miniature style. He was gifted in the practice of creating images on a grain of rice.

Ajay exhibited his work and sold 144 out of 150 paintings displayed in the exhibition. His work became famous throughout India, the United States and the United Kingdom. In 2004, he was awarded a national award of accomplishment from the Indian President, Dr. A.P.J. Abdul Kalam.

Ajay also involved in the welfare of people with hearing disability and gave them free training. He has been the executive member of 'Deaf and Dumb' Association in Rajasthan. One of Ajay's current goals is to re-energize the dying art of traditional miniature Indian paintings. Thus, Ajay's life shows us that we can turn our hobby into a successful career, if we are ready to learn and develop our skills.

#### Section - III

Ilavazhagi achieved her dream amidst all odds. Her father, A. Irudayaraj, was a district level champion in Carom. His dream of achieving success in it, shattered, as he was not encouraged and supported by his family members. He determined to achieve his dream through his daughter. So he began coaching her and carried her to the local clubs frequently. She won the match against her father and that gave her the confidence in achieving success. Later she won the Asia Cup, SAARC cup and the world championship.

She lived with her family in a small one-room apartment in Vysarpadi, Chennai. This was not enough to accommodate her family and to preserve her trophies. She has been playing for the state for almost 14 years yet, she found it difficult to finance her trips for the matches.

Ilavazhagi is a member of the Thiruvallur District Carom Association. She also represented India at the Carom World Championships. She won the 2008 Indian National Carom Championship and became a world champion in the women's singles after beating P. Nirmala in the finals with 25-11, 25-11 victory. Thus her passion for Carom took her to the level of world champion.

### ? DO YOU KNOW

- ◆ The former Chief Minister of Tamil Nadu, Mr C.N. Annadurai, had the hobbies of reading and writing. He wrote many books, stories, plays, thought-provoking articles and cine dialogues which have contributed to reformation of society as we know it today!
- ◆ "Whatever you like to do, make it a hobby." — Warren Buffet
- ◆ "Writing is easy. All you have to do is to cross out the wrong words." — Mark Twain

**POEM**

**MY HOBBY : READING**

-ARUNACHALAM CHANDRASHEKHARAN

**POEM OVERVIEW**

No.	Poem Line	Explanation
1	<i>My hobby is reading</i>	The poet declares in the first line itself that reading is his hobby.
2 - 3	<i>It helps me In thought breeding.</i>	He says his reading hobby helps him grow and cultivate many good thoughts
4 - 5	<i>It takes me to places Near and far,</i>	Those thoughts take the poet not only to the nearby places but also to the remote and far away areas.
6 - 7	<i>It keeps my rational Doors ajar.</i>	The poet compares his mind to a room and expresses that reading habit enables him to keep the doors of his mind unlocked and half open to permit intelligent and logical reasoning. At the same time, it prevents the unwanted entry of bad and wrong things.
8 - 9	<i>It teaches me To cackle and cry</i>	Reading practises the poet to take in both happiness and sorrow in the same spirit. It teaches him to laugh loudly during happy times and to cry and let out sorrow during painful times.
10 - 11	<i>Without wings It lets me fly.</i>	Reading does not restrict or control the thoughts of the poet. Without wings it allows his thoughts to soar high and fly.
12 - 13	<i>I wish If all the children could read,</i>	The poet aspires that all the children should go to school and study, there should be no illiterates.
14	<i>In constructing a vigorous society,</i>	He believes that if all the children are well educated, then they can build a dynamic, strong and powerful society.
15	<i>Then we shall succeed.</i>	If such a society is created, we shall succeed and reach the pinnacle of success in our lives.

**Summary**

The poem is written in 2010 by Arunachalam Chandrashekharan, a professional in library and information sciences. His long term deep association with the books in his library has made him script this poem on reading as a great hobby.

The poet declares in the first line itself that reading is his hobby. He says his reading hobby helps him grow and cultivate many good thoughts. Those thoughts take the poet not only to the nearby places but also to the remote and far away areas.

The poet compares his mind to a room and expresses that reading habit enables him to keep the doors of his mind unlocked and half open to permit intelligent and logical reasoning. At the same time, it prevents the unwanted entry of bad and wrong things. Reading practises the poet to take in both happiness and sorrow in the same spirit. It teaches him to laugh loudly during happy times and to cry and let out sorrow during painful times.

Reading does not restrict or control the thoughts of the poet. Without wings it allows his thoughts to soar high and fly.

The poet aspires that all the children should go to school and study, there should be no illiterates. He believes that if all the children are well educated, then they can build a dynamic, strong and powerful society. If such a society is created, we shall succeed and reach the pinnacle in our lives.

**JIM CORBETT, A HUNTER TURNED NATURALIST**

**SUPPLEMENTARY**

**Summary**

Jim Corbett was a British wildlife photographer, hunter, tracker, naturalist and writer. His birth name was Edward James Corbett. He had hunted a lot of man-eating tigers and leopards in India. He used to shoot the tigers and the wild animals with his cine film camera. His dog, Robin accompanied him for the hunt. Jim Corbett hunted these animals only to help the people and at the request of the government.

His first man-eating tiger hunt was "The Champawat Tiger". It was a Bengal tigress which was responsible for nearly 436 deaths in Nepal and the Kumaon area of India. Her attacks have been listed in the Guinness Book of World Records as the highest number of deaths by a tiger. The tigress began her attacks in a Rupal village in Western Nepal, Himalayas. She continued her killings even in the Kumaon District. Hunters were sent to kill the tigress, but she managed to escape. People were frightened to go to the forest to collect firewood, fruits, roots and other things. Then the British government requested Jim Corbett to help the villagers.

He camped in the Kumaon District and started tracking the tigress. After several unsuccessful attempts, Corbett managed to kill the tigress. When it left a trail of blood, after killing a 16 year old girl, Corbett followed it. He organised a bait with about 300 villagers. The next day, he shot the tigress dead near the Chataar Bridge in Champawat in the year 1907.

Jim Corbett was always against game hunting. He promoted "The Association for the Preservation of Game" and the "All India conference for the Preservation of Wildlife". He played a key role in establishing India's first national park - 'the Hailey National Park'. After Jim Corbett's death on 19<sup>th</sup> April 1955, the park was renamed in 1957 as "The Jim Corbett National Park".

## NOUN

## GRAMMAR

Nouns are naming words. Name of a person, place, things, animal or an idea.

**Types of nouns:** Proper noun, Common noun, Collective noun, Material noun, Abstract noun.

### Proper Noun:

- ◆ A noun which denotes a person, a thing or a place **in particular**.
- ◆ Example: Muthu, Stephen, Femina, Kayal, Tamil Nadu, India, Parrot, Tiger

### Common Noun:

- ◆ A noun which denotes a person, a thing and a place **in general**.
- ◆ Example: Boy, Girl, Woman, Tree, Animal, Country, Bird

### Collective Noun

- ◆ A noun which denotes a set of persons, things and places **in a group**.

- ◆ **Example:** Police, Army, Crowd, People, Committee, a bunch of keys, a herd of cows, a swarm of ants, a flock of birds

### Material Noun

- ◆ A noun which denotes a **raw material** of a product.
- ◆ **Example:** Gold, Silver, Fiber, Diamond, Wood, Clay, Cotton

### Abstract Noun

- ◆ A noun which denotes the things which can be **only experienced** and not to be seen.
- ◆ **Example:** Anger, Jealous, Honesty, Pride, Happiness, Sadness

Proper noun	Common Noun	Collective Noun	Material Noun	Abstract Noun
Sandeep	boy	class	Gold	beauty
Priya	girl	school	Wood	luck
Junaid	man	army	Clay	charity
Assam	state	family	Cotton	childhood

## OBJECTIVE TYPE QUESTIONS WITH ANSWERS

### I. Choose the correct answer :

1. Mani imagined a world with .....  
A) music and musicians  
B) building and sculptures  
C) magic and magicians  
Ans : (C)
2. When Mani started writing things, he was unable to .....  
A) describe them accurately  
B) describe them fluently  
C) describe them imaginatively  
Ans : (A)
3. Mani feels writing is like .....  
A) painting the voice  
B) engraving the voice  
C) designing the voice  
Ans : (A)
4. Mani found it difficult to read and .....  
A) learn  
B) write  
C) speak  
D) talk  
Ans : (B)
5. Hobbies are the ..... that we do in our spare time.  
A) projects  
B) tasks  
C) activities  
D) assignments  
Ans : (C)
6. When I write things, my ..... is at its best.  
A) handwriting  
B) creations  
C) work  
D) imagination  
Ans : (D)
7. It makes me more ..... about my life.  
A) passionate  
B) pleasant  
C) inquisitive  
D) accurate  
Ans : (A)
8. Ajay started to paint .....  
A) sorrowful  
B) vaguely  
C) happily  
D) regretful  
Ans : (C)



## CONJUNCTIONS

### Connectors

'Connector' is a word or a phrase that joins two sentences or group of words, together. They are also known as 'conjunctions'.

### I. Coordinating Conjunctions

These conjunctions join words, phrases or clauses of coordinate i.e., of equal rank.

#### Example:

1. She ran fast and won the game.
2. God made the country and man made the town.
3. Get ready soon or you will miss the bus.
4. I requested him but did not finish the work.
5. Behave better else you will suffer.

### II. Subordinate Conjunctions.

These conjunctions join two clauses, one of which is subordinate to the other.

#### Of time

#### Example

- i. Make hay while the sun shines.
- ii. Ravi reached the exam hall before the school bell rang.

#### Of Place

Where, wherever, whence, whither

#### Example:

- i. You will find your books where you had placed them.

- ii. You can see the beauty of this nature wherever you go in Ooty.

#### Of Concession:

Though, although

#### Example:

- i. The alarm woke me up, even though it wasn't very loud.
- ii. The child was not covered, although it was very cold.

#### Of Comparison:

as, them

#### Example:

- i. He is not as clever as you.
- ii. Rekha is better than her brother.

### III. Correlative Conjunctions.

These pairs of conjunctions require equal structures after each one.

#### Example:

1. Shruthi wants either the chocolates or the cake.
2. She said that she would like to have both the chocolates and the cake.
3. You can have neither the cake nor the ice-cream.
4. I have not yet decided whether I will have the cake or the ice-cream.
5. She ate not only the chocolates but also the ice-cream.
6. Gomathy is both cute and lovely.

## OBJECTIVE TYPE QUESTIONS WITH ANSWERS

### I. Choose the correct answer :

1. Isaac Newton was born on ..... day, in the year 1642.  
A) New year      B) Christmas  
C) Republic      D) Independence      **Ans : (B)**
2. Isaac seemed to have born with a saw and ..... in his hand.  
A) chisel      B) nail  
C) hammer      D) knife      **Ans : (A)**
3. The windmill crushed the grains that was put into the .....  
A) mouth      B) sails  
C) hopper      D) box      **Ans : (C)**
4. The windmill's broad sails were set in motion by the .....  
A) wind      B) fan  
C) electricity      D) water      **Ans : (A)**
5. Isaac's playmates were ..... with his new windmill.  
A) fancied      B) enchanted  
C) admired      D) bored      **Ans : (B)**
6. Isaac engaged in some books of ..... and philosophy.  
A) science      B) mathematics  
C) accounts      D) economics      **Ans : (B)**

7. Isaac's mind was so bent on becoming a .....  
A) teacher      B) farmer  
C) scholar      D) pilot      **Ans : (C)**
8. The story of an ..... falling on his head, led him to discover the force of gravitation.  
A) orange      B) apple  
C) apricot      D) coconut      **Ans : (B)**
9. Isaac cared little for earthly ..... and honours.  
A) fame      B) riches  
C) positions      D) degrees      **Ans : (A)**
10. The king wanted to know the answers for ..... questions.  
A) three      B) five  
C) nine      **Ans : (A)**
11. The hermit lived in the .....  
A) cottage      B) palace  
C) woods      **Ans : (C)**
12. .... was widely renowned for his wisdom.  
A) hermit      B) messengers  
C) warriors      **Ans : (A)**
13. The bearded man came running out of the .....  
A) woods      B) beach  
C) hut      D) porch      **Ans : (A)**

14. The king was tired so he crouched on the ..... and fell asleep.

- A) porch B) bed  
C) threshold D) field

Ans : (C)

15. The king was glad to have made ..... with his enemy.

- A) money B) business  
C) peace D) healing

Ans : (C)

16. The hermit was on his knees, outside his hut ..... seeds in the beds dug.

- A) planting B) sowing  
C) digging D) keeping

Ans : (B)

17. The only purpose man was sent into this life was to do ..... for others.

- A) harm B) abuse  
C) revenge D) good

Ans : (D)

## II. Fill in the blanks :

1. Isaac Newton was born at .....

Ans : a small village of Woolsthorpe in England

2. Grand mother was advised to apprentice him to a .....

Ans : clockmaker

3. Isaac made a clock, by the dropping of .....

Ans : water

4. The sun-dial made by Isaac is still in existence at .....

Ans : Woolsthorpe

5. Isaac constructed a model of the .....

Ans : windmill

6. We should have an ..... in life.

Ans : aspiration

7. A ..... is needed for the darkening sky.

Ans : bit of courage

8. One must have a ..... of brighter skies to make the life worthwhile.

Ans : glimpse

9. The answer for the first question was to have a ..... to fix the proper time for everything.

Ans : counsel of wise men

10. .... were referred to know the right time for every action.

Ans : Magicians

11. The king decided to consult a .....

Ans : hermit

12. Only ..... know beforehand what was going to happen.

Ans : magicians

13. The king decided to consult a hermit renowned for his .....

Ans : wisdom

14. The hermit received none but only .....

Ans : common folk

15. When the king came to meet, the hermit was ..... the ground.

Ans : digging

16. The king and the hermit ..... the bearded man's clothes.

Ans : unfastened

17. The king bandaged the wound with his ..... and the hermit's towel.

Ans : handkerchief

18. The bearded man said to the king, "I will serve you as your most faithful ....."

Ans : slave

19. The king said he would send his servants and his own ..... to attend the bearded man.

Ans : physician

## III. Match the following :

- |              |                 |
|--------------|-----------------|
| 1. a) Hermit | 1) handkerchief |
| b) Bandage   | 2) sowing       |
| c) Moaning   | 3) snatch       |
| d) Seized    | 4) sob          |

Codes :

- |      |    |    |    |
|------|----|----|----|
| a)   | b) | c) | d) |
| A) 2 | 1  | 4  | 3  |
| B) 1 | 4  | 3  | 2  |
| C) 4 | 3  | 2  | 1  |
| D) 3 | 2  | 1  | 4  |

Ans : (A)

## IV. Identify the character / speaker.

Statement	Character/Speaker
"They all answered his questions differently".	Leo Tolstoy They - learned men; his - The King's
How can I learn to do the right thing at the right time?	The king
"Now rest a while – and let me work a bit"?	The hermit
"To know the right time for every action, one must draw in advance the table of days, months and years".	learned men
"Let me take the spade and work a while for you".	king
"Let us see who it is".	The hermit
"Forgive me".	Bearded man
"I do not know you and have nothing to forgive you for".	The king
"I resolved to kill you on your way back".	Bearded man
"You have already been answered".	Hermit
"For the last time, I pray you to answer my questions".	The king

## V. Choose the correct synonyms for the italicised words:

1. Isaac was chiefly *remarkable* for his ingenuity.

- A) common B) notable  
C) neglected D) unknown

Ans : (B)

2. He will make a *capital* workman.

- A) wealthy B) excellent  
C) profitable D) head

Ans : (A)

!	Exclamation Mark	after interjections and after phrases and sentences expressing sudden emotion or wish.	Alas! Oh dear!
?	Question Mark	after a direct question, instead of full stop.	Have you finished writing ?
-	Dash	to make an abrupt stop or change of thought.	If my husband were alive-but why lament the past? He has-you may not believe it-failed.
“ ”	Inverted Commas	to enclose the exact words of a speaker, or a quotation.	"I would rather die," he exclaimed, "than join the oppressors of my country."
'	Apostrophe	to indicate either possession	Harry's book; boy's coats
		to indicate the omission of letters/numbers	can't he's, 1 Jan,'99.
( )	brackets	to enclose words or figures so as to separate them from the context	MS Dhoni (the former Cricket captain) resigned from cricket.

**OBJECTIVE TYPE QUESTIONS WITH ANSWERS**

**I. Choose the correct answer :**

- Jack and his mother had a .....  
A) horse B) cow  
C) dog D) cat  
Ans : (B)
- Jack saw an ..... man on the way to the market.  
A) young B) rich  
C) poor D) old  
Ans : (D)
- Mother was ..... on seeing the magic beans.  
A) happy B) cheerful  
C) sad D) angry  
Ans : (D)
- The beans grew into a ..... beanstalk.  
A) tiny B) long  
C) big D) huge  
Ans : (D)
- On climbing the beanstalk Jack saw a .....  
A) hut B) house  
C) building D) castle  
Ans : (D)
- The giant ate ..... sheep for a meal.  
A) one B) two  
C) six D) five  
Ans : (D)
- The giant had a hen that laid a ..... egg.  
A) silver B) normal  
C) golden D) iron  
Ans : (C)
- Jack asked for an ..... from his mother to cut the beanstalk.  
A) knife B) scissors  
C) sword D) axe  
Ans : (D)
- Jack hid in a ..... to see the giant eat.  
A) beanstalk B) cupboard  
C) tree D) wall  
Ans : (B)
- During the ..... the magic beans grew into a huge beanstalk.

- A) day B) noon  
C) evening D) night

Ans : (D)

**II. Fill in the blanks :**

- The Giant smells the blood of an .....  
Ans : **Englishman**
- Jack asked him mom for an .....  
Ans : **axe**
- Jack chopped down the .....  
Ans : **beanstalk**
- As soon as the giant was full, he fell fast .....  
Ans : **asleep**
- Jack and his mother were .....  
Ans : **poor**
- Jack's mother asked him to sell the .....  
Ans : **cow**
- The old man gave Jack ..... magic beans.  
Ans : **five**
- Jack's mother ..... the magic beans out of the window.  
Ans : **threw**
- Jack ..... the beanstalk when the giant climbed down.  
Ans : **cut down**

**III. Identify the character / speaker.**

Statement	Character/Speaker
"I would like to buy the cow from you"	Oldman
"Magic beans? Mmm"	Jack
What? oh, you foolish boy!	Mother
Wow! This beanstalk is huge!	Jack

Statement	Character/Speaker
Fee, fi, fo, fum, I smell the blood of an Englishman.	Giant

#### IV. Choose the correct synonyms for the italicised words :

- He was so *excited* to tell his mother about the old man.  
A) happy B) enthusiastic  
C) unhappy D) calm  
Ans : (B)
- Mom they will make us rich! *Trust* me.  
A) believe B) obey  
C) society D) know  
Ans : (A)
- Jack's mother was *very* *cross*.  
A) happy B) sad  
C) angry D) dull  
Ans : (C)
- Whispering* to himself.  
A) shouting B) yelling  
C) speaking D) muttering  
Ans : (D)
- Scared* what is that noise?  
A) bold B) fearless  
C) calm D) afraid  
Ans : (D)
- It's *amazing*.  
A) cool B) far  
C) wonderful D) unknown  
Ans : (C)
- But the hen began to *squawk*.  
A) make a noise B) sit  
C) fly D) peck  
Ans : (A)
- I have to *chop* this beanstalk.  
A) pluck B) pull  
C) push D) cut down  
Ans : (D)
- The giant fell to the ground with a *thud*.  
A) softly B) harshly  
C) heavily D) lightly  
Ans : (C)
- Giant : *Yelling* I'll get you!  
A) stillness B) muteness  
C) heavy sound D) secrecy  
Ans : (C)

#### V. Choose the correct Antonyms for the italicised words:

- Jack and his mother were *very* *poor*.  
A) penniless B) poverty  
C) good D) rich  
Ans : (D)

- He lived in a *small* cottage.  
A) little B) tiny  
C) few D) big  
Ans : (D)
- So, I think we have to *sell* the cow.  
A) give B) offer  
C) send D) buy  
Ans : (D)
- Be *careful*, Jack!  
A) hold B) live  
C) protect D) careless  
Ans : (D)
- Jack met a little *old* man.  
A) new B) aged  
C) poor D) young  
Ans : (D)
- He wanted to make his mother *happy*.  
A) cheerful B) safe  
C) unsafe D) unhappy  
Ans : (D)
- He was so *excited* to tell his mother.  
A) powerful B) calm  
C) short D) shocked  
Ans : (B)
- What? you *foolish* boy!  
A) wise B) stupid  
C) careless D) playful  
Ans : (A)
- These beans are *useless*.  
A) fine B) great  
C) useful D) bad  
Ans : (C)
- Jack's mother was *very* *cross*.  
A) fine B) pleasant  
C) rough D) angry  
Ans : (B)

#### VI. Rearrange the following jumbled sentences :

1. So Jack took the magic beans.  
2. The old man offered five magic beans.  
3. The mother asked Jack to sell the cow in the market.  
4. He and his mother were poor.  
5. Once upon a time there was a boy named Jack.  
[Ans : 5, 4, 3, 2, 1]
1. He saw a huge castle.  
2. Jack climbed on the wild beanstalk.  
3. Jack's mother was very angry.  
4. During the night the beans grew into a wild beanstalk.  
5. She threw the beans out of the window.  
[Ans : 3, 5, 4, 2, 1]

### GLOSSARY

excited	thrilled, enthusiastic
foolish	stupid
useless	without anyuse
surprised	wondered
castle	fortified structure

whispering	speaking in a hushed voice
giant	gigantic human form
amazing	causing great surprise
squawk	make a loud, harsh noise
chopped	cut into pieces





**9<sup>th</sup>**  
Standard

# ENGLISH

## UNIT – I

- ❖ Prose : Learning the Game
- ❖ Poem : Stopping by Woods on a Snowy Evening
- ❖ Supplementary : The Envious Neighbour

## UNIT – II

- ❖ Prose : I can't Climb Trees Anymore
- ❖ Poem : A Poison Tree
- ❖ Supplementary : The Fun they Had

## UNIT – III

- ❖ Prose : Old Man River
- ❖ Poem : On Killing a Tree
- ❖ Supplementary : Earthquake

## UNIT – IV

- ❖ Prose : Seventeen Oranges
- ❖ Poem : The Spider and the Fly

- ❖ Supplementary : The Cat and the Pain-killer

## UNIT – V

- ❖ Prose : Water – The Elixir of Life
- ❖ Poem : The River
- ❖ Supplementary : Little Cyclone : The Story of a Grizzly Cub

## UNIT – VI

- ❖ Prose : From Zero to Infinity
- ❖ Poem : The Comet
- ❖ Supplementary : Mother's Voice

## UNIT – VII

- ❖ Prose : A Birthday Letter
- ❖ Poem : The Stick-together Families
- ❖ Supplementary : The Christmas Truce



## LEARNING THE GAME

-SACHIN TENDULKAR

PROSE

### About the Author

**SACHIN RAMESH TENDULKAR** was born on 24<sup>th</sup> April 1973 in Mumbai, Maharashtra. He is a former Indian cricketer and captain widely regarded as one of the greatest cricketers of all time. He made an impact on cricket from a very early age, displaying a prodigious talent. The world famous cricketer has set many records in his career and is considered as one of the greatest Batsmen of all times. He is the only player to have scored one hundred international centuries, the first to score double century in a One Day International, and the only player to complete more than 30,000 runs in 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 16<sup>th</sup> November 2013. 'Learning the Game' is an extract from his autobiography 'Playing it My Way'.

### 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 batsmen 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 Ajith 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 Ajith 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 Shradasram, 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.

## STOPPING BY WOODS ON A SNOWY EVENING

-ROBERT FROST

POEM

### About the Author

**ROBERT FROST** (1874 - 1968) 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.

### POEM OVERVIEW

No.	Poem Line	Explanation
1.	Whose woods these are I think I know.	The poet seems to know the owner of the woods.
2.	His house is in the village though;	The owner must be residing in the village.
3.	He will not see me stopping here	He does not know that the author has stopped in the woods.
4.	To watch his woods fill up with snow.	To watch snow engulf the woods.
5.	My little horse must think it queer	The poet's horse must have thought it strange
6.	To stop without a farmhouse near	To stop abruptly at a place where there is no farmhouse
7.	Between the woods and frozen lake	Between the woods and the lake that is frozen with snow

## SURA'S \*\*\* English

8.	<i>The darkest evening of the year</i>	On an evening which happens to be the darkest one of the year
9.	<i>He gives his harness bells a shake</i>	The horse expresses his surprise by shaking his harness bells
10.	<i>To ask if there is some mistake.</i>	as if to know whether there is anything wrong with the situation.
11.	<i>The only other sound's the sweep</i>	The only other sound that could be heard
12.	<i>Of easy wind and downy flake.</i>	is the blowing of the breeze and the fall of snow-flakes.
13.	<i>The woods are lovely, dark and deep.</i>	The woods are attractive, very dark and dense.
14.	<i>But I have promises to keep,</i>	But the poet cannot stop there, as he has many promise to fulfill.
15.	<i>And miles to go before I sleep,</i>	He has to achieve much more in life before his everyday sleep.
16.	<i>And miles to go before I sleep.</i>	and has to fulfill many ambition before his sleep - the eternal one.

### 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 fulfill 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.

### ? DO YOU KNOW

Jawaharlal Nehru, the former Prime Minister of India, had the last two lines of this poem written in block letters and placed it on his desk as these lines reminded him of his responsibilities.

## THE ENVIOUS NEIGHBOUR

-A JAPENSE FOLK TALE

### SUPPLEMENTARY

### Summary

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

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

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

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

One night, the dog appeared again to the old man in his dream. It told him to sprinkle the ashes of the burnt mortar on withered trees. The trees would revive and bloom with flowers. He obeyed the dog, as instructed, bringing the dead trees to life. A certain prince utilised

his power and gave him a rich reward. But the envious neighbours got thrashing from the guards of the prince, when they tried to do the same act. Finally, when the good old couple heard of this, they sent for the neighbours

and gave them a share of their own riches. After this, the wicked people mended their ways and led a good and virtuous lives ever after.

## ? DO YOU KNOW

- ◆ Dogs were domesticated from wolves 15,000 years ago. New evidence suggests that dogs were first domesticated in East Asia, possibly China. Over time, hundreds of breeds with a great degree of variation have come into being.
- ◆ Dogs in warfare have a long and checkered history. From war dogs trained in combat to their use as scouts, sentries and trackers, their uses have been varied and some continue to exist in modern military usage.

## PREPOSITION

## GRAMMAR

### I. Prepositions of Time

These prepositions are used to indicate when a particular event happened. These include : **in, on, at, since, for, during etc.**

- (e.g.) : 1. I was studying in the morning.  
2. She was born on the 5<sup>th</sup> of July.  
3. I will reach there at 6'0 clock.

### II. Prepositions of Place

These prepositions are used to indicate the location and come before a noun or pronoun. These include : **in, on, between, behind, under, over, near etc.**

- (e.g.) : 1. The cat is on the wall.  
2. Jenny lives near her workplace.  
3. Raj is in his room.

### III. Prepositions of Movement

These prepositions are used to describe movement. These include : **to, into, towards, through etc.**

- (e.g.) : 1. I went to the book store.  
2. The swimmer jumped into the pool.  
3. The dog was coming towards him.

### IV. 'Since' and 'For'

'Since' refers to a particular point of time.

- (e.g.) : 1. I have been studying since 5 a.m., and I am at it even now.

2. The construction of this building has been going on since January.

'For' refers to the duration of the time.

- (e.g.) : 1. Maya has worked in this institution as an accountant for 23 years.  
2. Many ideas were discussed for three weeks before the annual day theme was finalised.

### V. 'During' and 'In'

Both 'during' and 'in' are used to describe actions that happen in a particular period of time.

- (e.g.) : 1. We will be visiting my grandparents during the summer vacation.

### VI. 'Between' and 'Among'

'Between' is used when naming definite, individual items.

- (e.g.) : 1. The discussion on a sports meet between our school and other schools are going on for two days.  
2. The final match will be held between India and Australia.

'Among' is used when the items are part of a group and are not specifically named.

- (e.g.) : 1. The sailors divided the money among themselves; and the ship sailed on.  
2. We'd discussed this point among ourselves many times over the past months.

## OBJECTIVE TYPE QUESTIONS WITH ANSWERS

### I. Choose the correct answer :

1. From a very early age, I played ..... cricket with my colony friends.  
A) tape-ball  
B) windball

C) tennis-ball **Ans : (C)**

2. Ramakant Achrekar Sir was the cricket coach in .....  
A) New English School  
B) Shardashram Vidhyamandir  
C) Modern School **Ans : (B)**





## SEVENTEEN ORANGES

-BILL NAUGHTON

PROSE

### About the Author

**WILLIAM JOHN FRANCIS NAUGHTON**, known as **BILL NAUGHTON** (1910 - 1992) was an Irish-born British playwright and author. He worked as a weaver, coal-bagger and lorry-driver before he started writing. His preferred environment was working class society, which is reflected in much of his works. He wrote many novels, short stories, plays and children's books. He is best known for the play *Alfie*. His 1977, children's novel *My Pal Spadger* is an account of his childhood in 1920s Bolton.

### Summary

The narrator used to work at a shipyard, carrying shipments to docks. He had an irresistible love for

oranges. He stole them from the boats and ships and chewed them for hours.

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

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



### DO YOU KNOW

- ◆ A ship's cat is a cat that rides along on trading, exploration and naval ships to catch mice and rats which can cause damage to ropes, electrical wirings, crew's food, grains in the cargo and wooden parts of the ship.
- ◆ One orange contains our daily requirement of vitamin C.
- ◆ Oranges were first grown in India and then they spread to the other parts of the world.
- ◆ Giving oranges during their New Year season is a festive ritual of the Chinese. They are usually given in pairs as a symbol of friendship.

## THE SPIDER AND THE FLY

-MARY BOTHAM HOWITT

POEM

### About the Author

**MARY BOTHAM HOWITT** (1799 - 1888) was an English poet. She was born at Coleford, in Gloucestershire. She was educated at home and read widely. She commenced writing verses at a very early age. Together with her husband, William Howitt, she wrote over 180 books.

### POEM OVERVIEW

No.	Poem Line	Explanation
1- 4	<p>"Will you walk into my parlour? "said the Spider to the Fly,</p> <p>"Tis the prettiest little parlour that ever you did spy;</p> <p>The way into my parlour is up a winding stair;</p> <p>And I've many curious things to show when you are there."</p>	<p>The first stanza is the spider's pursuit of the fly – with a charming invitation into his home. Yet this sociable chat is edged with a sense of mistrust, a sense of danger that comes with these two characters, the spider and the fly, being natural predator and prey.</p> <p>The spider describes his parlour as the 'prettiest line parlour that ever you did spy'. The act of spying is to watch something secretly. We share secrets and confidences with our closed ones. Inviting the fly to spy into his abode, the spider is trying to send the message that he considers the fly to be close. The spider portrays his home as a mysterious wonderful place.</p> <p>More details are added to arouse the fly's curiosity. The parlour may be reached through a 'winding stair' and it is filled with 'many pretty things'.</p>

SURA'S \*\*\* English

5 - 7	<p><i>"Oh no, no," said the little Fly, "to ask me is in vain, For who goes up your winding stair can never come down again."</i></p>	<p>Thankfully, the fly wisely sees through the spider's deviousness. She knows that those who go through the 'winding stair' into his home never come out. It implies she is aware that the spider has eaten his previous guests. This is one extended invitation she shouldn't be accepting. She clearly declines, telling the spider that to ask her into his home is 'in vain' - or useless.</p>
8 - 11	<p><i>"I'm sure you must be weary, dear, with soaring up so high; Will you rest upon my little bed?" said the Spider to the Fly. "There are pretty curtains drawn around; the sheets are fine and thin, And if you like to rest awhile, I'll snugly tuck you in!"</i></p>	<p>The spider has been keeping a close eye on the fly. He tries a different tactic for his next move. This time the spider feigns concern. Posing as a sympathizer, the spider pretends to fret over how tired the fly must be (I'm sure you must be weary, dear) after what he feels is a day of intense flying. He goes so far as to personally offer her a respite from the day's activities.</p> <p>The cunning villain also adds a subtle dose of flattery. 'Soaring up so high' is how he describes the fly's flight. He hopes the fly will lower her guard if she feels that she has a kindly shoulder to lean on.</p> <p>He temptingly offers prospect of a little rest like offering water to a thirsty traveller. A cosy little bed, with light sheets to rest on. A quiet place, with pretty curtains drawn around to make it cool and dark. To an exhausted person, this would be a bliss. The perfect atmosphere to 'snugly tuck' in. This means to ensure a comfortable snooze, by securing the bed-sheets closely around one-self.</p> <p>Interestingly, the 'fine and thin' sheets bring to mind the fine silk of a cobweb. If the spider tucks the fly into this bed, she could find herself in permanent slumber.</p>
12 - 13	<p><i>"Oh no, no," said the little Fly, "for I've often heard it said, They never, never wake again, who sleep upon your bed!"</i></p>	<p>Then again, perhaps the spider tried too hard when he proposed to personally tuck the fly in. Weary or not, the fly is still alert to the perils of falling for the spider's flattery. She turns him down on his own offer, remarking that everyone knows of the spider's ill repute as a host. As she hears, no one who goes for a sleepover at the spider's, ever wakes up again. Her refusal is not just based on her own observations now.</p> <p>This time, she is even more firm. In addition to her "O no, no!" note her repetition of 'never' for emphasis - "They never, never wake again, who sleep upon your bed."</p>
14 - 17	<p><i>Said the cunning Spider to the Fly, "Dear friend what can I do, To prove the warm affection I've always felt for you ? I have within my pantry, good store of all that's nice; I'm sure, you're very welcome - will you please to take a slice ?"</i></p>	<p>Still the spider perseveres. Now he tries to manipulate the fly into feeling guilty for not accepting his many gestures of friendship.</p> <p>"Dear friend, what shall I do .....?" The spider is eager to prove his friendship - but is still on his terms. At the end of the day, he's using guilt as another roundabout way to get the fly into his home.</p> <p>"I have within my pantry good store of all that's nice" - These constant invitations to see or sample something or another in his house is almost a pitiful refrain. He is desperate and at his wit's end (or so it seems) on how to gain the fly's trust.</p>
18 - 19	<p><i>"Oh no, no," said the little Fly, "kind Sir, that cannot be, I've heard what's in your pantry, and I do not wish to see!"</i></p>	<p>It's commendable the way the fly fights politeness with politeness. She addresses the spider as 'Kind sir' - a dainty reply to his "Dear friend". It shows that while the fly shows courtesy to the spider, she is not keen on him as a friend and will still keep her distance. The fly then proceeds to firmly turn down his invitation and tactfully alludes that she already knows what's in the spider's pantry (his past victims) and is not interested in knowing more.</p>

## SURA'S \*\*\* English

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|---|---|
| <p>6. I haven't got ..... pictures in my bedroom. (some, any, many) <span style="float: right;">Ans : <b>any</b></span></p> <p>7. He said that he wanted to become ..... engineer. (a, an, the) <span style="float: right;">Ans : <b>an</b></span></p> <p>8. Kokila gave a pen to ..... child in the classroom on her birthday. (any, all, each) <span style="float: right;">Ans : <b>each</b></span></p> <p>9. I've got to solve ..... math problems before I got to sleep. (all, some, any) <span style="float: right;">Ans : <b>some</b></span></p> <p>10. India is ..... largest democracy in the world. (a, an, the) <span style="float: right;">Ans : <b>the</b></span></p> | <p>11. My father doesn't drink ..... coffee. (much, many, a lot) <span style="float: right;">Ans : <b>much</b></span></p> <p>12. I always keep ..... money in my wallet for emergencies. (any, every, some) <span style="float: right;">Ans : <b>some</b></span></p> <p>13. This year we are celebrating my sister's ..... birthday. (a, two, second) <span style="float: right;">Ans : <b>second</b></span></p> <p>14. I have ..... pencils with me. (a, three, third) <span style="float: right;">Ans : <b>three</b></span></p> <p>15. 'What is that noise?' I think it is ..... aeroplane. (a, an, the) <span style="float: right;">Ans : <b>an</b></span></p> |
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## POEM COMPREHENSION AND POETIC DEVICES

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|---|--|
| <p>1. <i>The gladdest people living are the wholesome folks who<br/>make<br/>A circle at the fireside that no power but death can break.</i></p> <p><b>a) Who are the gladdest people living ?</b><br/>Ans : The joint families (wholesome folks) are the gladdest people living.</p> <p><b>b) Where do they gather ?</b><br/>Ans : They gather at the fireside.</p> <p><b>c) What can break their unity ?</b><br/>Ans : Only death can break their unity.</p> <p>2. <i>And the finest of conventions ever held beneath the sun<br/>Are the little family gatherings when the busy day is<br/>done.</i></p> <p><b>a) When do they have their family gatherings ?</b><br/>Ans : They have their family gatherings after the busy day is over.</p> <p><b>b) Where do they have their family conventions ?</b><br/>Ans : They have their family conventions under the sun.</p> <p><b>c) What does the poet mean by 'finest conventions'?</b><br/>Ans : Finest conventions are the best meetings of people who have similar interests.</p> <p>3. <i>There are rich folk, there are poor folk, who imagine they<br/>are wise,<br/>And they're very quick to shatter all the little family ties.</i></p> <p><b>a) What do the rich and poor folk imagine themselves to be ?</b><br/>Ans : The rich and the poor folk imagine themselves to be wise.</p> <p><b>b) What do they do to their families ?</b><br/>Ans : They shatter their family ties.</p> <p><b>c) Whom does 'they' refer to ?</b><br/>Ans : The word 'they' refers to the rich and poor folk, who break their family bonds.</p> | <p>4. <i>There are some who seem to fancy that for gladness they<br/>must roam,<br/>That for smiles that are the brightest they must wander<br/>far from home</i></p> <p><b>a) Why do they roam ?</b><br/>Ans : They roam in search of gladness.</p> <p><b>b) According to them, when do they get bright smiles ?</b><br/>Ans : They believe that they get bright smiles when they are far away from home.</p> <p>5. <i>But the gladdest sort of people, when the busy day is<br/>done,<br/>Are the brothers and the sisters who together share their<br/>fun.</i></p> <p><b>a) Who are the gladdest people ?</b><br/>Ans : The gladdest people are the brothers and the sisters who share their fun, with their families.</p> <p><b>b) When do they share their fun ?</b><br/>Ans : They share their fun when the busy day is over.</p> <p><b>c) What does 'who' refer to ?</b><br/>Ans : 'Who' refers to the brothers and sisters of joint families.</p> <p>6. <i>It's the stick-together family that wins the joys of earth,<br/>That hears the sweetest music and that finds the finest<br/>mirth;</i></p> <p><b>a) Who wins the joys of the earth ?</b><br/>Ans : The stick-together family wins the joys of the earth.</p> <p><b>b) How do they find their joy ?</b><br/>Ans : They find their joy hearing the sweetest music.</p> <p><b>c) What does the poet mean by 'stick-together family' ?</b><br/>Ans : Stick-together family means a joint family.</p> |
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## GLOSSARY

<b>deed (n)</b>	a brave or noble act	<b>comrade (n)</b>	a friend
<b>fascinated (adj.)</b>	extremely attracted	<b>bewilderment (n)</b>	a feeling of being perplexed and confused
<b>oppressed (adj.)</b>	governed in an unfair and cruel way and prevented from having opportunities and freedom	<b>carols (n)</b>	a religious folk song or popular hymn, particularly one associated with Christmas
<b>sacred (adj.)</b>	considered to be holy and deserving respect	<b>dugout (n)</b>	a trench that is dug roofed over as a shelter for troops
<b>serene (adj.)</b>	peaceful and calm	<b>maim (v)</b>	injure or wound seriously and leave permanent damage to body or parts
<b>sermon (n)</b>	ceremony in which a priest gives a talk on a religious or moral subject.	<b>muck (n)</b>	dirt, rubbish, or waste matter
<b>starving (adj.)</b>	suffering or dying from hunger	<b>slog (v)</b>	work hard over a period of time
<b>unruffled (adj.)</b>	not nervous or worried, usually despite a difficult situation	<b>splatter (n)</b>	a small quantity of something moist or liquid
<b>conventions (n)</b>	a large formal meeting of people who have a similar interest	<b>stumble (v)</b>	trip or momentarily lose one's balance; almost fall
<b>shatter (v)</b>	to break suddenly into very small pieces	<b>trenches (n)</b>	long, narrow ditches
<b>astray (adv.)</b>	away from the correct path or correct way of doing something	<b>truce (n)</b>	an agreement to stop fighting or arguing for a period of time
<b>mirth (n)</b>	laughter, humour or happiness		



## ADDITIONAL GRAMMAR

### Spot the Error & Correct

Singular, Plural :

Questions and Answers	Justification
Q. Many boys is clever. A. Many boys <b>are</b> clever.	many என்பது பன்மை, ஆகவே many boys <b>are</b> என்பதே சரி
Q. Many a boy are strong. A. Many a boy <b>is</b> strong.	many a என்பது ஒருமை, ஆகவே many a boy <b>is</b> என்பதே சரி.
Q. Furniture are costly. A. Furniture <b>is</b> costly.	furniture என்பது ஒருமை, ஆகவே <b>is</b> வர வேண்டும்.
Q. The committee are meeting today. A. The committee <b>is</b> meeting today.	committee என்பது ஒருமை. ஆகவே <b>is</b> வர வேண்டும்.
Q. The crowd are shouting. A. The crowd <b>is</b> shouting.	crowd என்பது ஒருமை. ஆகவே <b>is</b> வர வேண்டும்.
Q. One of the box is heavy. A. one of the <b>boxes</b> is heavy.	one of the -க்கு பிறகு பன்மை வர வேண்டும். ஆகவே <b>boxes</b>
Q. Many of the book are costly. A. Many of the <b>books</b> are costly.	many - பன்மை. ஆகவே <b>books</b>
Q. The news are good. A. The news <b>is</b> good.	news -ஒருமை. ஆகவே <b>is</b>
Q. Each of the boy is tall. A. Each of the <b>boys</b> is tall.	each of க்குப் பிறகு, பன்மை வர வேண்டும். ஆகவே <b>boys</b>



### SURA'S \*\*\* English

Q. Much water go waste. A. Much water <u>goes</u> waste.	much என்பது singular ஆகவே <u>goes</u> .
Q. Ten kilo metres are long distance. A. Ten kilo metres <u>is a</u> long distance.	ten km is a single unit ஆகவே, <u>is</u>
Q. Either of them are bad. A. Either of them <u>is</u> bad.	either, neither போன்றவை singular ஆகவே, <u>is</u>

### Degrees of Comparison :

Questions and Answers	Justification
Q. The Ganges is holiest river. A. The Ganges is <u>the</u> holiest river.	holiest என்ற superlative-க்கு முன் <u>the</u> வர வேண்டும்.
Q. This is one of the best book. A. This is one of the best <u>books</u> .	one of -க்கு பின் பன்மை பெயர்ச்சொல் வர வேண்டும். ஆகவே <u>books</u> .
Q. The earlier you come better for me. A. The earlier you come <u>the</u> better for me.	double comparative-ல் (அதாவது, earlier, better ஆகிய) இரண்டு comparisonகளின் முன்பும் <u>the</u> வர வேண்டும்.
Q. Madurai is best than Trichy. A. Madurai is <u>better than</u> Trichy.	இரண்டு ஒப்பீடுகள் (comparative). எனவே <u>better than</u> வர வேண்டும்.
Q. Kumar is old to me. A. Kumar is <u>elder than</u> me.	மனிதர்களின் ஒப்பீடு. எனவே <u>elder than</u> அல்லது <u>older than</u> me.
Q. The innings are good. A. The innings <u>is</u> good.	innings என்பது singular ஆகவே <u>is</u> .

### Articles - A, An, The :

Questions and Answers	Justification
Q. Ram a excellent writer. Wrote an historical novel. A. Ram <u>an</u> excellent writer. Wrote a <u>historical</u> novel.	excellent -ல் 'e' - vowel. ஆகவே ' <u>an</u> excellent' historical-ல் 'h' - silent அல்ல. 'h' - க்கு உச்சரிப்பு உண்டு. (h - consonant). ஆகவே <u>a historical</u> .
Q. They spent a hour at an university. A. They spent <u>an</u> hour at <u>a</u> university.	hour -ல் 'h' - silent. "auə" என்ற உச்சரிப்பு. ஆகவே "an" வர வேண்டும். university-இல் 'u' என்பது 'yu' என உச்சரிக்கப்படும். "y-consonat) ஆகவே 'a' வர வேண்டும்.
Q. I met an European. A. I met <u>a</u> European.	European இல் 'Eu' என்பது 'yu' என உச்சரிக்கப்படும். ஆகவே, a.
Q. He crossed Red sea, and Suez canal. A. He crossed <u>the</u> Red sea, and <u>the</u> Suez canal.	sea, canal-ஆகியவற்றுக்கு முன்னால் 'the' வர வேண்டும். the Red sea, the Suez canal.
Q. He plays Veena and Violin. A. He plays <u>the</u> Veena and <u>the</u> Violin.	musical instrumentsகளுக்கு முன் 'the' வர வேண்டும். the Veena, the Violin.
Q. He went to US to see UNO building. A. He went to <u>the</u> US to see <u>the</u> UNO building.	நாடுகள், அமைப்புகள்-இவற்றுக்கு முன் 'the' வர வேண்டும்.
Q. We admire Sun, Moon, Ramayana, Bible and Taj. A. We admire <u>the</u> Sun, <u>the</u> Moon, <u>the</u> Ramayana, <u>the</u> Bible and <u>the</u> Taj.	இவை உலகில் ஒன்றே ஒன்று. எனவே ஒவ்வொன்றின் முன்னும் 'the' போட வேண்டும்.
Q. We enjoy the cricket. A. We enjoy cricket.	விளையாட்டின் பெயருக்கு முன்னால் 'the' போடக் கூடாது. zero article.

### Preposition :

Questions and Answers	Justification
Q. He fell across the river. A. He fell <u>into</u> the river.	across என்பது தவறு. into - சரி. (ஆற்றினுள்)

**SURA'S \*\*\* English**

Q. They walk above the road. A. They walk <u>along</u> the road.	above என்பது தவறு. along - சரி. சாலை மீது / மேல் அல்ல
Q. She is down by cold. A. She is down <u>with</u> cold.	by என்பது தவறு. with - சரி. (குளிர் காய்ச்சலால்)
Q. We discussed about the price rise. A. We discussed the price rise.	no preposition. இங்கு 'about' வேண்டாம்.
Q. The principal's room is in upstairs. A. The principal's room is upstairs.	இங்கு in தேவையில்லை.
Q. I have belief on you. A. I have belief <u>in</u> you.	on என்பது தவறு in - சரி (மீது)
Q. I told to him the matter. A. I told him the matter.	told-க்கு பின் to வராது.
Q. I prefer blue than green. A. I prefer blue <u>to</u> green.	than - என்பது தவறு. to - சரி.
Q. They shared the money between them. A. They shared the money <u>among</u> them.	இரண்டு பேருக்கு மேற்பட்டவர்கள் என்றால் between என வராது. among என்று போட வேண்டும்.
Q. I look up the lost coin. A. I look <u>for</u> the lost coin.	up - என்பது தவறு. look for - என்பது தேடுதல்.
Q. He cried for pain. A. He cried <u>in</u> pain.	for - என்பது தவறு. in/with - சரி.
Q. He goes to school on bus. A. He goes to school <u>by</u> bus.	on - என்பது தவறு. by - சரி.
Q. He aims for state rank. A. He aims <u>at</u> state rank.	for - என்பது தவறு. at - சரி.
Q. Ten books are contained on the box. A. Ten books are contained <u>in</u> the box.	contained on - என்பது தவறு. contained in - சரி
Q. He was accused for copying. A. He was accused <u>of</u> copying.	for - என்பது தவறு. accused of என்று தான் வரும்.
Q. I blamed him at smoking. A. I blamed him <u>for</u> smoking.	at - என்பது தவறு. blamed for என்றே வரும்.
Q. We called at Mohan. A. We called <u>on</u> Mohan.	at - என்பது தவறு. on - சரி.

**Conjunction :**

Questions and Answers	Justification
Q. Though he works hard <u>but (yet / still)</u> he fails. A. Though he works hard he fails.	Though-வின் பொருளுடைய but, yet, still ஆகியவை தேவை இல்லை. இவை பொருந்தாது.
Q. Having done the work <u>and</u> he went home. A. Having done the work he went home.	having done the work என்பது phrase. எனவே இங்கு and வராது.
Q. As / (Since) we were poor <u>and so</u> we starved. A. As / (Since) we were poor, we starved.	as / since - காரணம். எனவே 'and so' அல்லது so போன்றவை இங்கு வராது.
Q. He is so weak and he cannot walk. A. He is so weak <u>that</u> he cannot walk.	so...that...not என்பது முறை. 'and' - தவறு. அங்கு that என்பதே வரும்.
Q. He has been reading since two hours. A. He has been reading <u>for</u> two hours.	எண்ணிக்கை வந்தால் for என்று தான் வரும். 'since' என்பது துவங்கிய காலத்துக்கு மட்டுமே பொருந்தும்.
Q. She has been cooking for 8 AM. A. She has been cooking <u>since</u> 8 AM.	இங்கு cooking துவங்கியது 8 AM. ஆகவே since என்பது சரி. for என்பது தவறு.



# 10<sup>th</sup> Standard

# ENGLISH

## UNIT - I

- ◆ **Prose** : His First Flight
- ◆ **Poem** : Life
- ◆ **Supplementary** : The Tempest

## UNIT - II

- ◆ **Prose** : The Night the Ghost Got in
- ◆ **Poem** : The Grumble Family
- ◆ **Supplementary** : Zigzag

## UNIT - III

- ◆ **Prose** : Empowered Women Navigating The World
- ◆ **Poem** : I am Every Woman
- ◆ **Supplementary** : The Story of Mulan

## UNIT - IV

- ◆ **Prose** : The Attic
- ◆ **Poem** : The Ant and the Cricket
- ◆ **Supplementary** : The Aged Mother

## UNIT - V

- ◆ **Prose** : Tech Bloomers
- ◆ **Poem** : The Secret of the Machines
- ◆ **Supplementary** : A day in 2889 of an American Journalist

## UNIT - VI

- ◆ **Prose** : The Last Lesson
- ◆ **Poem** : No Men Are Foreign
- ◆ **Supplementary** : The Little Hero Of Holland

## UNIT - VII

- ◆ **Prose** : The Dying Detective
- ◆ **Poem** : The House on Elm Street
- ◆ **Supplementary** : A Dilemma



# HIS FIRST FLIGHT

-LIAM O'FLAHERTY

PROSE

## About the Author

**LIAM O'FLAHERTY** (1896 - 1984) was an Irish novelist and short story writer and a major figure in the Irish literary renaissance. He was a founding member of the Communist Party of Ireland. A native Irish-speaker from the Gaeltacht, O'Flaherty wrote almost exclusively in English, except for a small number of short stories in the Irish language. He spent most of his time in travelling and lived comfortably and quietly outside the spotlight.

## 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.

# LIFE

-HENRY VAN DYKE

POEM

## About the Author

**HENRY VAN DYKE** (1852-1933) was an American author, poet, educator and clergyman. He served as a professor of English literature at Princeton University between 1899 and 1923. He was elected to the American Academy of Arts and Letters and received many other honours.

## POEM OVERVIEW

No.	Poem Line	Explanation
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.
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>	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.
9-10	<i>So let the way wind up the hill or down, O'er rough or smooth, the journey will be joy:</i>	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.

## POEM COMPREHENSION AND POETIC DEVICES

1. *A silly young cricket accustomed to sing  
Through the warm, sunny months of gay summer and  
spring.*

**a) What was the routine of the cricket ?**

**Ans :** The routine of the cricket was to sing and dance all through the warm sunny months.

**b) Name the seasons mentioned here.**

**Ans :** The seasons mentioned here are summer and spring.

2. *Began to complain when he found that, at home,  
His cupboard was empty, and winter has come.*

**a) Who does he refer to ?**

**Ans :** 'He' refers to the cricket.

**b) Why was his cupboard empty ?**

**Ans :** His cupboard was empty because the cricket didn't lay aside anything for winter.

3. *Not a crumb to be found  
On the snow-covered ground;*

**a) What couldn't be find on the ground ?**

**Ans :** He couldn't find any piece of bread on the ground.

**b) Why was the ground covered with snow ?**

**Ans :** The ground was covered with snow because it was winter season.

4. *At last by starvation and famine made bold,  
All dripping with wet, and all trembling with cold,*

**a) What made the cricket bold ?**

**Ans :** Starvation and famine made the cricket bold.

**b) Why did the cricket drip and tremble ?**

**Ans :** The cricket dripped and trembled as it was wet and cold.

5. *Away he set off to a miserly ant,  
To keep if, to keep him alive, he would grant  
Him shelter from rain,  
And a mouthful of grain.*

**a) Whom did the cricket want to meet ? Why ?**

**Ans :** The cricket wanted to meet the miserly ant for food and shelter.

**b) What would keep him alive ?**

**Ans :** A mouthful of grain and shelter from rain would keep him alive.

6. *But we ants never borrow; we ants never lend.*

**a) Why do you think ants neither borrow nor lend ?**

**Ans :** Ants neither borrow nor lend because they work hard and plan for their future.

**b) Who says these lines to whom ?**

**Ans :** The ant says these lines to the cricket.

7. *"Not I!  
My heart was so light  
That I sang day and night,  
For all nature looked gay."*

**a) Who does 'I' refer to ?**

**Ans :** 'I' refers to the cricket.

**b) What was the nature of the cricket ? How do you know ?**

**Ans :** The cricket was lazy and silly. We know this, since it had not saved anything for its future.

8. *Thus ending, he hastily lifted the wicket,  
And out of the door turned the poor little cricket,*

**a) The ant refused to help the cricket. Why ?**

**Ans :** The ant refused to help the cricket because the cricket was lazy and silly. It was not a hard worker.

**b) Explain the second line.**

**Ans :** The ant opened its door and sent away the poor little cricket without giving him anything.

9. *He wished only to borrow;  
He'd repay it tomorrow.*

**a) Pick out the rhyming words in the above lines.**

**Ans :** "Borrow – tomorrow" are the rhyming words in the above lines.

**b) Give more examples of rhyming words from the poem.**

**Ans :** The other examples of rhyming words are sing-spring; home - come; found -ground, see - tree; bold - cold; ant - grant; rain - grain; friend - lend; light - might and wicket - cricket.

10. *My heart was so light  
that I sang day and night,  
For all nature looked gay.  
"You sang, Sir, you say" ?*

**a) Mention the rhyme scheme employed in the above lines.**

**Ans :** The rhyming scheme is "a a b b".



## GLOSSARY

<b>affluent (adj.)</b>	wealthy
<b>antique</b>	a piece of work of art that has a high value
<b>ascertained (v)</b>	confirmed
<b>attic (n)</b>	the space or room at the top of a building, under the roof
<b>bifurcated (v)</b>	divided into two
<b>charpoy</b>	a small folding bed
<b>crumbled (v)</b>	broken
<b>dilated (v)</b>	widened than usual
<b>overwrought (adj.)</b>	state of being upset
<b>revive (v)</b>	to bring something back to life
<b>smacks (v)</b>	drive or put forcefully into or on to something
<b>soothing (v)</b>	making someone feel calm
<b>rustic (adj.)</b>	typical of the countryside
<b>spire (n)</b>	a tall, pointed structure on top of a building, especially on top of a church tower
<b>unperturbed (adj.)</b>	undisturbed
<b>accustomed to (v)</b>	be used to
<b>bold</b>	brave
<b>crumb (n)</b>	piece of bread
<b>fable</b>	a short story
<b>famine (n)</b>	extreme scarcity of food
<b>folks</b>	people
<b>gay (adj.)</b>	glad, joyful
<b>grant</b>	give
<b>hastily (adv.)</b>	hurriedly
<b>miserly (adj.)</b>	hesitant to spend money

<b>quoth (v)</b>	said (old English usage, used only in first and third person singular before the subject)
<b>starvation</b>	extreme hunger
<b>warrant (v)</b>	guarantee, promise
<b>wicket</b>	door
<b>abandon (v)</b>	desert, give up completely
<b>abolished</b>	put an end to
<b>barbarous (adj.)</b>	extremely brutal or mercilessly harsh
<b>blaze</b>	flame
<b>boast</b>	talk with excessive pride
<b>despotic (adj.)</b>	tyrannical, cruel
<b>distress</b>	sorrow
<b>dread</b>	fear
<b>drifted</b>	to be carried along by the currents of air or water
<b>gravely (adv.)</b>	seriously
<b>hastened</b>	hurried
<b>heralds</b>	forerunners
<b>injunction (n)</b>	an order restraining someone from performing an act
<b>mandate (n)</b>	an official order
<b>proclamation (n)</b>	announcement
<b>province</b>	district
<b>reverence (n)</b>	deep respect
<b>shouldered</b>	carried
<b>shrinking</b>	moving back especially in fear
<b>shriveled (adj.)</b>	wrinkled and contracted due to old age or due to strain
<b>summit (n)</b>	the topmost point of a hill or mountain



SURA'S ♦ English

Exercises

- Form a derivative by adding the right prefix to the word ..... *head*.  
A) over B) fore  
C) under D) out **Ans : (B)**
- Form a derivative by adding the right prefix to the word ..... *form*.  
A) pro B) en  
C) trans D) non **Ans : (C)**
- Form a derivative by adding the right prefix to the word ..... *lingual*.  
A) non B) dis  
C) mis D) multi **Ans : (D)**
- Form a derivative by adding the right prefix to the word ..... *appear*.  
A) mis B) dis  
C) co D) in **Ans : (B)**
- Form a derivative by adding the right prefix to the word ..... *polite*.  
A) un B) dis  
C) im D) mis **Ans : (C)**
- Form a derivative by adding the right prefix to the word ..... *placed*.  
A) dis B) un  
C) mis D) im **Ans : (C)**
- Form a derivative by adding the right prefix to the word ..... *visible*.  
A) in B) dis  
C) im D) il **Ans : (A)**
- Form a derivative by adding the right prefix to the word ..... *legal*.  
A) un B) il  
C) en D) dis **Ans : (B)**
- Form a derivative by adding the right prefix to the word ..... *obey*.  
A) mis B) dis  
C) in D) un **Ans : (B)**
- Form a derivative by adding the right prefix to the word ..... *violet*.  
A) trans B) inter  
C) ultra D) over **Ans : (C)**

SUFFIX

Suffix can be defined as a letter or a group of letters added to the end of a word.

Root Word	Suffix
arrange, manage, ship	ment
betray, dismiss, apprais	al
care, power, hair, rest, odour	less
child, man, woman, boy	hood

Root Word	Suffix
clock, penny, tax	wise
collaborate, declare, explore	ation
count, profit, like, read, eat	able
expert, special, real, popular	ise
capital	ize
kind, polite, forgive, sick, selfish, useful	ness
meddle, quarrel, awe, irk	some
mile, post	age
music, critic	cal
accident, sentiment	al
philosophy, sympathy, majesty, photography	ic
politic, electric, mathematic, music	ian
president, confident	ial
pure	fy
responsible	ity
scholar, friend, workman, craftsman	ship
sleep, stick, mess	y
conclude, include, exclude	ion
sorrow, thought, cup, forget, colour	ful
luxury	ious

Root Word	Suffix	New Word
1. announce	ment	announcement
2. bright	ness	brightness
3. clear	ance	clearance
4. colour	ful	colourful
5. craftsman	ship	craftsmanship
6. credit	able	creditable
7. danger	ous	dangerous
8. direct	or	director
9. enormous	ity	enormity
10. exception	al	exceptional
11. metal	ic	metallic
12. narrate	ion	narration
13. need	y	needy
14. perform	ance	performance
15. quench	able	quenchable
16. secret	ive	secretive
17. wash	able	washable

**SURA'S ❖ English**

**Exercises**

1. Form a derivative by adding the right suffix to the word *absolute* .....  
A) ly                      B) ful  
C) able                  D) tion                      **Ans : (A)**
2. Form a derivative by adding the right suffix to the word *friend* .....  
A) ness                  B) ful  
C) able                  D) ship                      **Ans : (D)**
3. Form a derivative by adding the right suffix to the word *bliss* .....  
A) ly                      B) ful  
C) ic                      D) ance                      **Ans : (B)**
4. Form a derivative by adding the right suffix to the word *accept* .....  
A) age                    B) al  
C) ance                  D) ion                      **Ans : (C)**
5. Form a derivative by adding the right suffix to the word *patriot* .....  
A) ist                      B) ful  
C) ism                    D) ive                      **Ans : (C)**
6. Form a derivative by adding the right suffix to the word *forgive* .....  
A) ful                      B) ness  
C) ment                  D) ism                      **Ans : (B)**
7. Form a derivative by adding the right suffix to the word *appoint* .....  
A) ness                  B) able  
C) ance                  D) ment                      **Ans : (D)**
8. Form a derivative by adding the right suffix to the word *actual* .....  
A) ism                    B) ist  
C) ness                  D) ly                      **Ans : (D)**
9. Form a derivative by adding the right suffix to the word *sportsman* .....  
A) tion                    B) ness  
C) ship                    D) ist                      **Ans : (C)**
10. Form a derivative by adding the right suffix to the word *document* .....  
A) ory                    B) ise  
C) ation                  D) ly                      **Ans : (C)**

**EXPANDED FORM OF ABBREVIATION, ACRONYMS**

Abbreviation and acronyms are shortened forms of words or phrases. An abbreviation is typically a shortened form of words used to represent the whole (such as Dr. or Prof.) while an acronym contains a set of initial letters from a phrase that usually form another word (such as radar or scuba).

Abbreviations and acronyms are often interchanged, yet the two are quite distinct. The main point of reference is that abbreviations are merely a series of letters while acronyms form new words.

We use contractions (I'm, we're) in everyday speech and informal writing. Contractions, which are sometimes called 'short forms', commonly combine a pronoun or noun and a verb, or a verb and not, in a shorter form.

**Contractions with I, you, he, she, it, we, and they**

- 'm = am (I'm)  
're = are (you're, we're, they're)  
's = is and has (he's, she's, it's)  
've = have ('ve, you've, we've, they've)  
'll = will (I'll, you'll, he'll, she'll, it'll, we'll, they'll)  
'd = had and would (I'd, you'd, he'd, she'd, it'd, we'd, they'd)

**Contractions with auxiliary verb and not**

**The contraction for not is n't :**

- aren't = are not (we aren't, you aren't)  
can't = cannot  
couldn't = could not  
didn't = did not (I didn't, they didn't)

**We can abbreviate the following :**

<b>Titles before names :</b> Mr. = Mister (for men) (plural - Misters) Mrs. = Mistress (for women) Prof. = Professor (plural - Profs.) St. = Saint (plural - Sts.) Rev. = Reverend (plural - Revs.) Hon. = Honourable (plural - Hons.) Jr. = Junior Pres. = President	<b>Names of a Few Objects :</b> VCR = Video Cassette Recorder CD = Compact Disc DVD = Digital Video / Versatile Disk GPS = Global Positioning System VR = Virtual reality AR = Augmented Reality TV = Television
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## SURA'S ♦ English

### Uses

- ♦ 'Shall' is used with the second and the third persons to express determination, promise, intention, etc.
- ♦ 'Shall' is used with the first person to express an offer or suggestion
- ♦ 'Will' is used with the first person to express willingness, determination, etc
- ♦ The simple future is used to express the speaker's opinion, for something to be done in the future. We use verbs such believe, know, suppose, think, etc. We also use adverbs such as perhaps, possibly, surely, etc.
- ♦ It is used for an action that is yet to take place.

### Forms and Uses of Future Continuous Tense :

	First Person	Second Person	Third Person
Affirmative	I/we <b>will be singing</b> by this time tomorrow..	You <b>will be singing</b> by this time tomorrow..	She/He/It/They <b>will be singing</b> by this time tomorrow..
Negative	I <b>won't be singing</b> by this time tomorrow.	You <b>won't be singing</b> by this time tomorrow.	She/He/It <b>won't be singing</b> by this time tomorrow..

### The Future Perfect Tense :

#### Uses :

- ♦ The Future Perfect expresses an action that is expected to be completed by a certain time in the future.  
e.g. We **will have completed** our work by the time our sister arrives.
- ♦ It is used to express the speaker's belief that something has taken place. In such sentences it does not express the future.  
e.g. "You **will have discussed** the plans how to celebrate the function", said my mother.
- ♦ It is also used for an action which at a given future time will be in the past.  
e.g. In two years' time, I **shall have earned** my degree.

### THE FUTURE PERFECT CONTINUOUS TENSE :

#### Uses

- ♦ The Future Perfect Continuous Tense is used to express an action that will have been going on at or before some point of time in the future.  
By next June, I **shall have been completing** my studies.

**Note :** The less frequently used tense forms are Past Perfect Continuous Tense and Future Perfect Continuous Tense.

## EXERCISES

**Complete the following sentence using the most appropriate tense form of the verb given below :**

- He ..... the heat because he had not eaten since the previous nightfall.  
A) felt                      B) feels  
C) has felt                D) had felt                      **Ans : (A)**
- His mother ..... up a piece of fish and was flying across to him with it.  
A) has picked            B) picks  
C) had picked            D) has been picking              **Ans : (C)**
- He screamed with fright and ..... to rise again.  
A) is attempting        B) attempted  
C) attempt                D) has attempted              **Ans : (B)**
- I supposed at first that it was my father or my brother Roy, who ..... to Indianapolis.  
A) goes                    B) has gone  
C) have gone              D) had gone                      **Ans : (D)**
- We saw nothing coming; we only ..... the steps.  
A) have heard            B) heard  
C) hears                   D) are hearing                  **Ans : (B)**
- Herman rushed to his room and ..... the door.  
A) slammed                B) slams
- ..... is slamming        D) has slammed                      **Ans : (A)**
- Their lights ..... all over the living-room and crisscrossed nervously in the dining-room.  
A) plays                    B) play  
C) played                   D) have played                  **Ans : (C)**
- They began to ransack the floor; ..... beds away from walls, tore clothes off hooks in the closets.  
A) pulls                    B) pull  
C) pulled                   D) are pulling                  **Ans : (C)**
- One of them found an old zither that Roy ..... in a pool tournament.  
A) wins                    B) was winning  
C) has won                D) had won                      **Ans : (D)**
- He was going through a phase in which he believed that General Meade's men ..... to retreat.  
A) begin  
B) are beginning  
C) were beginning  
D) has begun                      **Ans : (C)**
- After he ..... his lunch, he went across to the window.  
A) will finish              B) finish  
C) was finishing        D) had finished                  **Ans : (D)**

## LINKERS

### CONJUNCTIONS

- ◆ Conjunctions are also known as connectors or linkers or link words.
- ◆ We use Conjunctions to join words, a group of words or sentences.
- ◆ There are three types of Conjunctions.

#### Coordinating Conjunctions

Coordinating Conjunctions link two groups of words that independently make sense.

and, or, for, otherwise, so, but, yet,  
still, as well as, etc.

- Examples :**
1. I rang up but he didn't speak to me.
  2. Slow and steady wins the race.
  3. Finish your work or you will not be sent home.
  4. The child was ill so he was admitted in the hospital.
  5. He is rich for he is hard-working.

#### Subordinating Conjunctions

These Conjunctions help us to introduce Subordinate Clauses. They are also used to join Subordinate or dependent Clauses to 'Main clauses'.

when, though, although, since, until,  
till, after, as, before, if,  
unless, whereas, while, in case, as long as,  
as soon as, as much as, therefore, so that, because,  
as if, however, etc.

- Examples :**
1. Unless you work hard, you cannot secure good marks.
  2. Wait till I return.
  3. He is honest, though is poor.
  4. As John is very weak, he is not able to walk fast.
  5. I will return home after sunset.
  6. My uncle entered my house, while I was doing my homework.

#### Correlative Conjunctions

These Conjunctions are always used in pairs. The two Connectors in each sentence that are related to each other are known as 'Correlative Conjunctions'.

neither.....nor, either.....or, not only.....but also,  
scarcely.....when, both.....and, no sooner.....than,  
such.....that, etc.

- Examples :**
1. Sheeba is both a singer and a dancer.
  2. Neither Jane nor Ram has attended the function.
  3. No sooner did the teacher enter the class than the boys stood up.
  4. Scarcely had they gone out when it started raining.
  5. The car is not only economical but also looks elegant.

#### Conjunctions And Their Functions

Conjunctions	Functions
and, not only, but also, as well as, moreover, furthermore, besides, in addition to	to add information
Since, as, for, because, since then, before that, after that	to indicate cause/reason
but, yet, still, nevertheless, on the other hand, though, although, even though, however, on the contrary	to express contrast
therefore, consequently, then, so, so that, hence, thus	to show result or purpose
when, while, after, before, till, until, as soon as, as long as	to indicate time
if, unless, whether, in case, provided that	to add condition
or, either...or, neither....nor, otherwise, or else	to express choice
Likewise, similarly	to denote comparison
where, wherever	to denote place

### EXERCISES

Choose the most appropriate linker from the given four alternatives.

1. The whole world knows ..... I stand for justice and fair play.  
A) but B) that  
C) since D) yet **Ans : (B)**

2. .... he was ill at the time of examination, he obtained a high score in the subject.  
A) When B) After  
C) Though D) Since **Ans : (C)**
3. .... I like tea, I prefer coffee.  
A) Though B) If  
C) When D) Since **Ans : (A)**



**SURA'S ♦ English**

6. .... I get a visa for Nepal ?  
A) Ought to B) Used to  
C) Dare D) Need **Ans : (D)**
7. How ..... you talk to him like that ?  
A) dare B) need  
C) used to D) ought to **Ans : (A)**
8. She really ..... mend her ways.  
A) ought to B) need to
9. He ..... listen to his teacher.  
A) ought to B) need  
C) used to D) dare **Ans : (A)**
10. We ..... to talk the higher authorities.  
A) ought B) used  
C) need D) dare **Ans : (C)**

**NOMINALISATION**

Formal written English uses nouns more than verbs. For example, "judgement" rather than "judge", "development" rather than "develop", "admiration" rather than "admire".

Changing a verb or other word into a noun is called nominalisation.

**Instead of :**

This information enables us to formulate precise questions.

**We would write :**

This information enables the formulation of precise questions.

**Compare these sentences :**

- Organisms reproduce. This is a major characteristic of life.
- Reproduction is a major characteristic of life.

In general they mean the same, but sentence 2 is expressed more concisely. It uses the word "reproduction", whereas sentence 1 uses the word "reproduce". Here the word "reproduce" is a verb. It would change to "reproduces" if "organisms" changed to "an organism". "Reproduction" is a noun made from the verb "reproduce"; we call this process nominalisation.

Word	Nomination
vary	variation
duplicate	duplication
divide	Division
mutate	mutation
combine	combination
adapt	adaptation
contract	contraction
expand	expansion
react	reaction
rotate	rotation
appropriate	appropriateness
active	activism
complex	complexity
desirable	desirability
sceptical	scepticism
willing	willingness

**EXERCISES**

**Choose the correct nominalisation forms.**

- resolve**  
A) Solve B) Solution  
C) Resolves D) Resolution **Ans : (D)**
- imperial**  
A) Peril B) Pearl  
C) Perish D) Imperilment **Ans : (D)**
- accustom**  
A) Customization B) Customary  
C) Accustomed D) Custom **Ans : (D)**
- holy**  
A) Hole B) Holiness  
C) Holification D) Whole **Ans : (B)**
- absurd**  
A) Absurdity B) Absurdness  
C) Sturdy D) Sturdiness **Ans : (A)**
- furious**  
A) Furiously B) Furiousness  
C) Fury D) Furry **Ans : (C)**
- When you overlook his mistake it gives him ..... (encourage) to repeat it.**  
A) Courage B) Courageous  
C) Courageously D) Encouragement **Ans:(D)**
- Do you have the ..... (prove) of his crime ?**  
A) Proved B) Proving  
C) Proofly D) Proof **Ans : (D)**
- There is a ..... (sell) of cheap plastic ware**  
A) Seal B) Sale  
C) Sold D) Sells **Ans : (B)**
- Can you arrange ..... (lend) for my mother's operation ?**  
A) Loan B) Lent  
C) Lens D) Lean **Ans : (A)**

## ACTIVE & PASSIVE VOICE

The voice of a verb tells whether the subject of the sentence performs or receives the action. When a verb represents a person or a thing as doing something, it is said to be in Active Voice.

In most English sentences with an action verb, the subject performs the action denoted by the verb. So, when we express an idea giving importance to the doer, the sentence is written in the active form.

### Structure of active voice :

Subject + verb + object.

**Examples :** Hari won the prize.

Sona sang a song.

These examples show that the subject is doing the action. The subject does or "acts upon" the verb in such sentences so, the sentences are said to be in the active voice.

On the other hand, when a verb represents a person or thing being acted upon, it is said to be in Passive Voice. When we express an idea giving importance to the action rather than to the doer, the sentence is written in the passive form.

### Structure of Passive Voice :

Object + be verb + verb as past participle + by + subject.

**Examples :** The prize was won by Hari.

A song was sung by Sona.

Pronouns get changed when they change their positions in the following way :

I ↔ Me; We ↔ Us; You ↔ You; He ↔ Him; She ↔ Her; It ↔ It; They ↔ Them

**Note :** Only the third form of Verb is used in Passive Constructions.

### Change of Voice Exercises

Tense	Active voice	Passive voice
<b>Simple Present</b>	Arjun sees a deer.	A deer is seen by Arjun.
	I do not like kites.	Kites are not liked by me.
	He does not eat apples.	Apples are not eaten by him.
	Do you take tea ?	Is tea taken by you ?
<b>Present Continuous</b>	Arjun is seeing a deer.	A deer is being seen by Arjun.
	He is not eating apples.	Apples are not being eaten by him.
	Are you taking tea ?	Is tea being taken by you ?
<b>Present Perfect</b>	Partha has played violin.	Violin has been played by Partha.
	He has not eaten apples.	Apples have not been eaten by him.
	Have you taken tea ?	Has tea been taken by you ?
<b>Present, Past and Future Indefinite Tenses</b>	He sings a song	A song is sung by him.
	Do you like music ?	Is music liked by you ?
	I do not play chess.	Chess is not played by me.
	He told a lie.	A lie was told by him.
	Did he help you ?	Were you helped by him ?
	She did not like them.	They were not liked by her.
	You will win the prize.	The prize will be won by you.
	Will you take tea ?	Will tea be taken by you
	He will not harm you.	You will not be harmed by him.

### Active voice to Passive Voice

- Step 1 : Interchange the subject and object.
- Step 2 : Change the pronouns in subject and object properly.
- Step 3 : Add 'by' before the new object.
- Step 4 : Add suitable 'be' form verb.
- Step 5 : Main verb should be changed into Past participle form.

### Passive voice to Active voice

- Step 1 : Interchange the subject and object.
- Step 2 : Change the pronouns in subject and object properly
- Step 3 : Remove 'by' before the object.
- Step 4 : Remove the 'be' form verb, like **is, are, was, were, being, been, be**.
- Step 5 : Main verb should be changed into its original form.

**SURA'S ♦ English**

7. Unless the culprit accepts his fault, he will not be spared.  
**Ans :** The culprit must accept his fault otherwise he will not be spared.
8. She did not attend the office because she felt unwell today.  
**Ans :** She felt unwell today so she did not attend the office.
9. She has lost the book that she had purchased.  
**Ans :** She had purchased a book and she has lost it.
10. If you do not attend the class you will not be allowed to sit in the examination.  
**Ans :** You must attend the class otherwise you will not be allowed to sit in the examination.

**Type 6**

**Transform the following Compound Sentences into Complex Sentences.**

1. Let me reach my office and then I shall talk to him.  
**Ans :** I shall talk to him when I reach my office.
2. Spare the rod and spoil the child.  
**Ans :** The child is spoilt when the rod is spared.
3. The thief saw the police man, so he ran away.  
**Ans :** The thief ran away when he saw the police man.
4. She is feeling unwell so she cannot attend her office today.  
**Ans :** She cannot attend her office today as she is feeling unwell.
5. The child felt hungry, so he started weeping.  
**Ans :** The child started weeping because he felt hungry.
6. The news is very good but it is not true.  
**Ans :** The news is so good that it cannot be true.
7. Eat less and you will remain healthy.  
**Ans :** You will remain healthy if you eat less.
8. The old man is very rich but he is a miser.  
**Ans :** The old man is a miser though he is very rich.
9. Children put on new clothes and went to see the fair.  
**Ans :** Children went to see the fair after putting on new clothes.
10. Keep quiet or you will repent.  
**Ans :** You will repent if you do not keep quite.

**Type 7**

**Combine the pairs of sentences below in all three forms : (simple, complex and compound)**

1. She is very weak. She cannot walk.  
**Ans :** Simple : She is too weak to walk.  
Complex : She is so weak that she cannot walk.  
Compound : She is very weak and so she cannot walk.
2. The dancer was ill. She performed well.  
**Ans :** Simple : In spite of being ill the dancer performed well.  
Complex : Although the dancer was ill she performed well.

- Compound : The dancer was ill yet she performed well.
3. Be careful. You might fall down.  
**Ans :** Simple : In case of being careless you might fall.  
Complex : Unless you are careful you might fall.  
Compound : Be careful or you might fall.
4. Sheela saved money. She became rich.  
**Ans :** Simple : Having saved money she became rich.  
Complex : As she saved money she became rich.  
Compound : She saved money and became rich.
5. It rained heavily. Schools remained closed.  
**Ans :** Simple : Schools remained closed due to heavy rain.  
Complex : Schools remained closed because it rained heavily.  
Compound : It rained heavily and so the schools remained closed.
6. The thief was caught. He was seen by the police.  
**Ans :** Simple : Having been seen by the police the thief was caught.  
Complex : The police who saw the thief caught him.  
Compound : The police saw the thief and caught him.
7. We waited for a long time. We could not get a taxi.  
**Ans :** Simple : In spite of waiting for a long time we did not get a taxi.  
Complex : Although we waited for a long time we did not get a taxi.  
Compound : We waited for a long time yet we did not get a taxi.
8. Water the plants everyday. It will yield flowers.  
**Ans :** Simple : On watering the plants everyday they will yield flowers.  
Complex : If you water the plants everyday they will yield flowers.  
Compound : Water the plants everyday and they will yield flowers.
9. You must try. You can win.  
**Ans :** Simple : On trying you can win.  
Complex : If you try you can win.  
Compound : Try and you can win.
10. It was cloudy. The day wasn't bright.  
**Ans :** Simple : The day being cloudy it wasn't bright.  
Complex : As the day was cloudy it wasn't bright.  
Compound : The day was cloudy and so it wasn't bright.

## SURA'S ❖ English

### Punctuation

The word punctuation comes from the latin word 'punctee' which means a point. Therefore punctuation is the right or proper use of putting in points or stops in writing.

#### The main marks of punctuation are

1. Full stop or period (.)
  2. Comma (,)
  3. Semicolon (;)
  4. Colon (:)
  5. Interrogative mark (?)
  6. Exclamatory mark (!)
  7. Inverted commas or ("") quotation marks
  8. The dash (—)
  9. Apostrophe (')
1. a) The full stop is used for a complete pause and separation.  
b) It is used at the end of a declarative or an imperative sentence (order, request)  
c) It is used to mark abbreviations and initials.  
e.g.: M.A., M.P.  
In current English Mr. Mrs. are written without a full stop.  
e.g.: Mr, Mrs
  2. a) The **comma** is the shortest pause. It is used to separate a series of words in the sentence construction.  
e.g.: They lost lands, money, reputation and friends.  
b) It is used to separate each pair of words connected by 'and'.  
e.g.: We should be devout and humble, cheerful and serene.
  3. The **semicolon** is used for a stop more important than that indicated by the comma.  
e.g.: He was a brave, large hearted man; and we all liked him.  
His heart was pure; his life serene
  4. Colon represents a more important stop than the semicolon. It is introduced before a quotation.  
e.g.: Bacon says: Reading makes a full man, writing an exact man, speaking a ready man.
  5. The mark of Interrogation is used at the end of a direct question.  
e.g.: What is your name?  
Have you done your work?
  6. The Exclamatory mark is used after interjections and words and phrases expressing sudden emotions.  
e.g.: Alas! Oh! Hurrah! Ah! etc.
  7. Inverted commas are used to denote the exact words of a speaker (Direct speech) or quotation.

e.g.: "I would rather die than beg at the other man's door"

8. The Dash is used to show an abrupt stop or change of thought and come back to a scattered subject.  
e.g.: If Gandhi were alive - but why think of the past.  
Friends, followers, Kith and Kin - all left him.
9. The Apostrophe is used to show the omission of a letter or letters and the genetive or possessive case of nouns.  
e.g.: Don't, I've, He's.

#### Capital letters are used.

1. to start a sentence.
2. to start each fresh line in poetry.
3. for all proper nouns and adjectives derived from them.  
e.g.: Chennai, Rama, Asia, Shakespeare, Shakesperean
4. For all nouns and pronouns used to denote God.  
e.g.: The Lord, He is the God Almighty

### Usage of Simple Prepositions

1. IN is used for large countries and towns.
2. AT is used for small towns and villages.  
e.g.: He lives in Delhi.  
I live in Chennai **at** Perambur.
3. IN, AT speak of things at rest.
4. TO, INTO speak of things **in** motion.  
e.g.: Ramu is **in** bed.  
John is **at** the top of the class.  
He jumped **into** the well.  
I ran **to** him.
5. ON speaks of rest.
6. UPON speaks of motion.  
e.g.: They sat **on** the cot.  
The dog sprang **upon** the table.
7. TILL speaks of time
8. TO speaks of place  
e.g.: Shyam slept **till** 8 O' Clock.  
They came **to** the end of the street.
9. WITH speaks of instrument.  
BY speaks of agent.  
e.g.: He killed two birds **with** one shot.  
He was stabbed **by** a stranger.

### Tag Questions

A question tagged at the end of a sentence is called a tag question. This type of question is very common in conversation and serves the purpose of confirmation.

The two patterns of Tag Questions are :

1. Auxiliary Verb + not + subject if the sentence is in the positive or affirmative.
  2. Auxiliary + subject if the statement is negative.
- e.g.: Venu broke the glass did n't he?  
Your aunt cooks well, does n't she?  
Mohan does n't work hard, does he?  
They have n't come yet, have they?

