



SMART ENGLISH

10th Std

Based on the Updated New Textbook

Salient Features

- ✦ Answers for all Textual Questions.
- ✦ Key points and Summary for all the units of Prose, Poem and Supplementary.
- ✦ Paraphrase for each stanza for all the Poems.
- ✦ Exhaustive Additional Questions & Answers for all sections of Prose, Poem and Supplementary.
- ✦ **Question Paper contents** : Questions are given in the same order as per the Govt. Model Paper, with Exhaustive additional exercises.
- ✦ Additional topics (not covered in Govt. Model Paper) are also given.
- ✦ **PTA Model Question Papers 1 to 6** : Questions are incorporated in the appropriate sections.
- ✦ Quarterly Exam-2019, 2023 & 2024 [QY-'19, '23 & '24] , Half-Yearly Exam-2019, 2023 & 2024 [HY-'19, '23 & '24], Govt. Supplementary Exam September 2020, 2021 & 2024 [Sep-2020, '21 & '24], First & Second Revision Test-2022 [FRT & SRT-'22], Public Exam May-2022, April-2023, March-2024 & April 2025 [May-'22, April-'23, Mar-'24 & April-'25] and Instant Supplementary Exam August -2022, June - 2023, July-2024 & 2025 [Aug-'22, June-'23, July-'24 & '25] questions are incorporated in the appropriate sections.
- ✦ Inclusive of QR Code questions with answers.
- ✦ Toppers Answer Sheet given.
- ✦ Public Examination - March 2026 Question Paper with Answers.



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Code No : SG 45

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PREFACE

The woods are lovely, dark and deep.
But I have promises to keep, and

miles to go before I sleep

- Robert Frost

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

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

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

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

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

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

God Bless all.

Subash Raj, B.E., M.S.
- Publisher
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All the Best

CONTENTS

* Memoriter Poems

1 - 2

UNIT			Pages	Month
1	Prose	His First Flight - Liam O’Flaherty	3 - 15	June
	Poem*	Poetic Devices - A Glance	16 - 18	
		Life - Henry Van Dyke	19 - 24	
	Supplementary	The Tempest - <i>An Extract from Charles Lamb’s Tales From Shakespeare</i>		
2	Prose	The Night the Ghost got In - James Grover Thurber	35 - 46	July
	Poem	The Grumble Family - Lucy Maud Montgomery	47 - 53	
	Supplementary	Zigzag - Asha Nehemiah	54 - 64	
I MID TERM TEST (June & July)				
3	Prose	Empowered Women Navigating the World	65 - 78	August
	Poem*	I am Every Woman - Rakhi Nariani Shirke	79 - 84	
	Supplementary	The Story of Mulan	85 - 91	
4	Prose	The Attic - Satyajit Ray	92 - 107	Sep.
	Poem	The Ant and the Cricket - Adapted from Aesop’s fables	108 - 115	
	Supplementary	The Aged Mother - Matsuo Basho	116 - 124	
QUARTERLY EXAMINATION (June - September)				
5	Prose	Tech Bloomers	125 - 138	October
	Poem*	The Secret of the Machines - Rudyard Kipling	139 - 145	
	Supplementary	A day in 2889 of an American Journalist - Jules Verne	146 - 152	
6	Prose	The Last Lesson - Alphonse Daudet	153 - 167	Nov.
	Poem*	No Men are Foreign - James Falconer Kirkup	168 - 173	
	Supplementary	The Little Hero of Holland	174 - 181	
II MID TERM TEST (October & November)				
7	Prose	The Dying Detective - Arthur Conan Doyle	182 - 193	Dec.
	Poem	The House on Elm Street - Nadia Bush	194 - 199	
	Supplementary	A Dilemma - Silas Weir Mitchell	200 - 208	
HALF YEARLY EXAMINATION (Full Portions)				
FIRST REVISION TEST			January	
SECOND REVISION TEST			February	
THIRD REVISION TEST			March	

Question Paper Content as per Govt. Model Paper

Q. NO.		PAGE
Part - I : 1 Mark Questions		14 Marks
1-3	Synonyms	209 - 214
4-6	Antonyms	214 - 219
7	Singular & Plural Forms	219 - 221
8	Affixes (Prefix & Suffix)	222 - 225
9	Expanded form of Abbreviation & Acronyms	225 - 230
10	Phrasal Verb	230 - 233
11	Compound Words	233 - 236
12	Prepositions & Prepositional Phrases	237 - 242
13	Tenses	242 - 248
14	Conjunctions / Connectors / Linkers	248 - 251
Additional Topics	i. Idioms	251 - 254
	ii. Parts of Speech (Changing the form)	254 - 255
	iii. Homophones & Confusables	256 - 257
	iv. Subject-Verb Agreement	257 - 259
	v. If Sentences -Conditional	259 - 260
	vi. Question Tags	260 - 262
	vii. Degrees of Comparison	262 - 266
	viii. Articles	266 - 269
	ix. Modals / Semi-Modals	269 - 271
	x. Nominalisation	272
	xi. Non-finites	273
Part - II : 2 Marks Questions		20 Marks
Section - I		
15-18	Prose – Short Answer Questions (3 out of 4)	<i>Refer Prose Section Unit 1 to 7</i>
Section - II		
19-22	Poem – Comprehension (3 out of 4)	<i>Refer Poem Section Unit 1 to 7</i>

Section – III : (3 out of 5)			
23	Active & Passive Voice	275 - 277	
24	Direct & Indirect Speech	278 - 287	
25	Punctuation	287 - 289	
26	Simple, Compound, Complex Sentences	289 - 295	
27	Rearranging the words in a sentence in Coherent order	296 - 298	
Additional Topics	i.	Relative Pronoun	298 - 299
	ii.	Phrases and Clauses	300 - 301
	iii.	Expanding News Headlines	301 - 302
	iv.	Completing Proverbs (Fill in)	302 - 303
	v.	Extending the dialogue	304
	vi.	Pie-Chart (Inferences)	305 - 306
	vii.	Slogan Writing	306
Section - IV			
28	Road Map Instructions (Compulsory)	307 - 311	
Part - III : 5 Marks Questions		50 Marks	
Section - I (2 out of 4)			
29-32	Prose – Long Answer Questions	Refer Prose Section Unit 1 to 7	
Section - II (2 out of 4)			
33-34	Poem – Long Answer Questions	Refer Poem Section Unit 1 to 7	
35	Poem – (Poetic devices)		
36	Poem – (Paraphrase)		
Section - III (1 out of 2)			
37	Supplementary - Rearranging the sentences in coherent order	Refer Supplementary Section Unit 1 to 7	
38	Supplementary - Comprehension		
Section - IV (4 out of 6)			
39	Preparing an Advertisement	314 - 317	
40	Letter Writing : Formal & Informal	317 - 324	
41	Notice Writing	324 - 328	
42	Expressing views on the given picture	328 - 334	
43	Note Making (or) Summary Writing	334 - 350	
44	Spot the Errors & Correct	350 - 358	

Additional Topics	i.	Report Writing	358 - 359
	ii.	Drafting a Speech	360 - 361
	iii.	Article Writing	362 - 363
	iv.	E-mail Writing	363 - 364
	v.	Describing the process	365 - 366
Section - V			
45	Poem - Quote from Memory (Compulsory)		Refer Our Main Guide Page No.1 & 2
Part - IV : 8 Marks Questions (“Either.... or” Questions) 16 Marks			
46	Supplementary Units - Developing Hints (1 out of 2)		Refer Supplementary Section Unit 1 to 7
47 (i)	General Comprehension		368 - 377
	(OR)		
47 (ii)	General Poem Comprehension		377 - 384
Text Book QR Code Content			385 - 392
Toppers Answers for Practice			393 - 400
Public Examination - March 2026 Question Paper with Answers			401 - 408

10th Question Paper Analysis

Q.Nos.		Choice	Marks
Prose			
1 to 6.	Synonyms (3) & Antonyms(3)	(No choice)	$6 \times 1 = 6$
15 to 18.	Short Ans. Questions	(3 out of 4)	$3 \times 2 = 6$
29 to 32.	Paragraph Ques.	(2 out of 4)	$2 \times 5 = 10$
			22 Marks
Poem			
19 to 22.	Poem Comprehension	(3 out of 4)	$3 \times 2 = 6$
33, 34.	Paragraph Ques.2 Nos.: 5 marks each	(2 out of 4)	$2 \times 5 = 10$
35.	Poetic Devices: 5 marks		
36.	Paraphrase : 5 marks		
45.	Poem Memoriter	(compulsory)	$1 \times 5 = 5$
			21 Marks
Supplementary			
37.	Rearranging 5 Sentences in coherent order	(1 out of 2)	$1 \times 5 = 5$
38.	Passage Comprehension – 5 ques.		
46	Paragraph Ques. 2 Nos. (either ..or)	(1 out of 2)	$1 \times 8 = 8$
			13 Marks
Vocabulary & Grammar			
7 to 14.	MCQs : Plural, Prefix/Suffix, Abbreviation expn, Phrasal verb, Compound word, Preposition, Tense, Linkers, idioms, appropriate word	(No choice)	$8 \times 1 = 8$
23 to 27.	Active/Passive Voice Direct/Indirect speech/Report the dialogue Punctuation Transformation of sentences Rearranging jumbled words in a sentence Relative Pronoun	(3 out of 5)	$3 \times 2 = 6$
			14 Marks
Writing skills			
28.	Road Map instructions	(compulsory)	$1 \times 2 = 2$
Writing skills (5 marks category)			
39 to 44.	Advt. making / Poster making Letter writing (Formal / Informal), Notice writing / Report writing / e-mail writing / Drafting a speech, Views on the given picture Notes making (or) Summary writing Spot the errors & correct Blog writing / Description of a process	(4 out of 6)	$4 \times 5 = 20$
General Comprehension			
47.	New Passage (4 questions) (or) New Poem (4 questions)	(either ..or)	$4 \times 2 = 8$
			30 Marks
			100 Marks

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MEMORITER POEMS

5 MARKS COMPULSORY QUESTION

Life

- Henry Van Dyke

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

(FRT-'22;
June-'23)

(May-'22;
March-'24)

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

(HY-'23); July-'24

I am Every Woman

- Rakhi Nariani Shirke

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

(PTA-4 ; Aug-'22; QY-'24)

The summer of life she's ready to see in spring.
She says, "Spring will come again, my dear.
Let me care for the ones who're near."
She's The Woman – she has no fear!

(SRT-'22 & QY-'23; July-'25)

Strong is she in her faith and beliefs.
"Persistence is the key to everything," says she.
Despite the sighs and groans and moans,
She's strong in her faith, firm in her belief!

She's a lioness; don't mess with her.
She'll not spare you if you're a prankster.
Don't ever try to saw her pride, her self-respect.
She knows how to thaw you, saw you – so beware!
She's today's woman. Today's woman, dear.
Love her, respect her, keep her near...

(Sep-21; HY-'24; April-'25)

The Secret of the Machines

- Rudyard Kipling

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

— (April-'23)

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

— (PTA-6, Sep-2020)

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

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

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

— (PTA-3 & 5)

No Men Are Foreign

- James Falconer Kirkup

Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.
They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd.

— (PTA-1)

Their hands are ours, and in their lines we read
A labour not different from our own.
Remember they have eyes like ours that wake
Or sleep, and strength that can be won
By love. In every land is common life
That all can recognise and understand.

Let us remember, whenever we are told
To hate our brothers, it is ourselves

That we shall dispossess, betray, condemn.

Remember, we who take arms against each other
It is the human earth that we defile.

Our hells of fire and dust outrage the innocence
Of air that is everywhere our own,

Remember, no men are foreign, and no countries strange.

— (HY. 19)

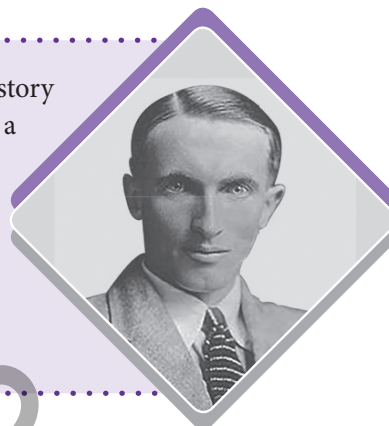
Unit 1

PROSE

His First Flight

- Liam O'Flaherty

Liam O'Flaherty (1896 - 1984) is an Irish novelist and short-story writer. He is a major figure of the Irish Renaissance. He was a founding member of the Communist Party of Ireland. Some of his best short stories were written in Irish. His autobiography, *Shame the Devil*, was published in 1934. His novel *The Informer* was made into a film. *His First Flight* and *The Sniper* are regarded as some of his best short stories. Collections of his short stories and letters were republished after his death. He is also regarded as a strong voice for Irish nature and its culture.



KEY POINTS

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



Summary

'His First Flight' by Liam O' Flaherty is a true parable about overcoming fears in life. Every journey of a thousand miles begins with a single step. However to take that single step is the most difficult one. 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, just out of his reach. He was very hungry. So he dived at the fish. His mother flew upward and he started falling. He was terrified for a moment, but then he realized that he was flying. In this way, he made his 'first flight'. His parents and sister praised him. He was offered scraps of dogfish.



GLOSSARY

beckoning (<i>v</i>)	-	making a gesture with the hand or head to encourage someone to approach or follow
cackle (<i>n</i>)	-	a sharp, broken noise or cry of a hen, goose or seagull
devour (<i>v</i>)	-	to eat something eagerly and in large amounts, so that nothing is left
gnaw (<i>v</i>)	-	to bite or chew something repeatedly
herring (<i>n</i>)	-	a long silver fish that swims in large groups in the sea
ledge (<i>n</i>)	-	a narrow shelf that juts out from a vertical surface
mackerel (<i>n</i>)	-	a sea fish with a strong taste, often used as food
plaintively (<i>adv.</i>)	-	sadly (calling in a sad way)
precipice (<i>n</i>)	-	a very steep side of a cliff or a mountain
preening (<i>v</i>)	-	cleaning feathers with beak
shrilly (<i>adv.</i>)	-	producing a high-pitched and piercing voice or sound
soared (<i>v</i>)	-	rose quickly to a high level
swoop (<i>v</i>)	-	to move very quickly and easily through the air
trot (<i>v</i>)	-	to run at a moderate pace with short steps
whet (<i>v</i>)	-	to sharpen

* Words given in bold in this Glossary are taken from Textbook Glossary.

Words	Synonyms	Antonyms
abreast	beside	far away
amusedly	delightfully	sadly
ascending	rising	descending
beneath	below	above
blazing	glowing	cooling
brink	edge	centre
cackle	cluck	--
commenced	started	ended
cowardice	fear, timidity	courage
daintily	charmingly, nicely	clumsily, awkwardly
desperate	hopeless	hopeful
devour	eat quickly	nibble
dizzy	giddy	stable
dozing	snoozing, napping	awake
eagerly	anxiously	unwillingly
exhausted	tired	refreshed
floating	drifting	sinking
gnawed	chewed	--
gradually	slowly	suddenly
headlong	rashly, recklessly	cautiously
maddened	enraged	pleased
mockingly	jeeringly	respectfully



Words	Synonyms	Antonyms
monstrous	horrible, dreadful	beautiful, humane
muster	gather	disperse or scatter
plaintively	sadly , mournfully	cheerfully
plunge	dive (quickly)	rise
precipice	steep cliff	
preening	cleaning, grooming	dirtying or messing
pretended	falsified	genuine
raising	lifting	lowering
swooped	dived	soared
thrust	push	pull
trotted	jogged	stood
uttered	expressed	suppressed
whet	sharpen	blunt (April-'25)



In-text Questions

- Why did the seagull fail to fly?** (QY-'19, FRT & May-'22; June-'23; QY-'24)
Ans The seagull failed to fly because he did not have confidence and he feared flying.
- What did the parents do, when the young seagull failed to fly?** (FRT-'22)
Ans His parents tried to make him fly by scolding him and threatening to starve him on his ledge.
- What was the first catch of the young seagull's older brother?** (PTA-5)
Ans The first catch of the young seagull's older brother was a herring.
- What did the young seagull manage to find in his search for food on the ledge?**
Ans The young seagull managed to find dried pieces of eggshell in his search for food on the ledge.
- What did the young bird do to seek the attention of his parents?** (Sep-'21)
Ans He stood on one leg with the other leg hidden under his wing. He closed one eye, then the other and pretended to be falling asleep. This was done by the bird to seek the attention of his parents.
- What made the young seagull go mad?** (April-'23)
Ans His mother was standing on a little high hump on the plateau. She was tearing a piece of fish that lay at her feet. She scraped each side of her beak on the rock. The sight of the food maddened him.
- Why did the young bird utter a joyful scream?** (HY-'24)
Ans The young bird saw his mother picking up a piece of fish and flying across to him. Seeing this, the bird uttered a joyful scream.
- Did the mother bird offer any food to the young bird?** (Aug-'22)
Ans No, the mother bird did not offer any food to the young bird.
- How did the bird feel when it started flying for the first time?** (FRT-'22)
Ans He felt his wings spread outwards. The wind rushed against his breast feathers, stomach and wings. He could feel the tips of his wings cutting through the air.
- What did the young bird's family do when he started flying?**
Ans They were flying around him, praising, soaring and diving together with him.



TEXTUAL QUESTIONS

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

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

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

2. How did the parents support and encourage the young seagull's brothers and sister? (PTA-4 & 5; QY-'23)

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

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

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

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

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

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

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

6. What prompted the young seagull to fly finally? (Govt. MQP-'19; PTA-1; HY-'19 & '23, FRT-'22; July-'24; April-'25)

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

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

Ans When the young seagull landed on the green sea, his legs sank into it. He was filled with fear, screamed and struggled. He was exhausted. His feet sank into the sea. His belly touched it. He sank no further. He was floating on it.

SHORT QUESTIONS & ANSWERS - ADDITIONAL

1. Where did the seagull run back, when he was frightened to fly? Why was he afraid?

Ans The young seagull ran back to the little hole under the ledge, where he slept at night. He was afraid to see the vast expanse of the sea beneath him.

2. What appeared so desperate to the seagull?

Ans The seagull failed to gather the courage to take a plunge into the sea. This appeared so desperate to him.

3. Where did he search for food?

Ans He searched every inch of the dirt-caked straw nest for food. He had hatched there.

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

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

(Govt. MQP; PTA-2, 4 & 5; QY. & HY-'19 & 24; Sep-2020, FRT & Aug-'22; April & June-'23; April-'25)

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

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

Ans Parents really care for about their children. They may be seen as cruel, but they are not so. The mother seagull turned out to be cruel but her intention was kind. She wanted to give the young seagull an incentive to fly. Likewise, our parents may be sometimes harsh and strict. We would feel that they don't understand our feelings and are cruel to us. Soon we realize later that they guide us to overcome our fears in life. We have to conquer our fear and venture forth. Only then we will realize that we are born with wings.

GEQ GOVERNMENT EXAM QUESTIONS

1. Do you think that the young bird's parents were really harsh to him? Justify your answer. (FRT-'22)

Ans No. I don't think that the parents were harsh to him. Parents are our first teachers. Guiding their children at every stage is their primary responsibility. If they fail to do this, the children cannot attain perfection. It is said that children start learning and responding even when they are in the womb of the mother. A child which grows, without the guidance of the parents, lack in the art of speech, walking, holding things, eating and even doing their day-to-day basic activities. Children need even toilet training. Here the young seagull's parents trained him to fly. The mother seagull showed a piece of fish to the hungry young seagull. Maddened by hunger, he dived at the fish and began to fly.

2. Did the mother bird succeed in her attempt to make the young bird fly? How? (FRT-'22)

Ans The young seagull's first attempt to fly was a failure, because he was afraid to fly. He failed to muster up courage to fly. So he had to stay in his nest. He had no food. He could not find anything but the dried pieces of eggshell to eat. Then the mother seagull showed a piece of fish to the hungry young seagull. But he couldn't reach the food. Maddened by hunger, he dived at the fish. In order to grab it, he had no choice other than to flap his wings and fly towards his meal. He landed on the green sea and sank into it. He was floating on the water. The young birds' family was very happy and they offered him scraps of dog-fish for his first flight. Thus the mother bird, his natural bird instinct and his urge for survival prompted him to fly, finally.

3. What message does the author Liam O Flaherty convey in this lesson to his readers? (FRT-'22)

Ans 'His First Flight' by Liam O' Flaherty tells about the need for courage and self-confidence to overcome fears in life. A young seagull looked desperately at the vast expanse of water that stretched before him. His parents, brothers and little sister had flown away and left him alone on the rock. He was afraid and felt that his wings would not support him. Despite making countless efforts his parents 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 mockingly. Then he saw his mother approaching him with food and was very happy. 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.

4. Explain the experience of the young seagull in “His First Flight” written by Liam O’Flaherty.

(May-’22; QY-’23)

Ans ‘His first flight’ is a parable. The seagulls convey the message of self-confidence, motivation and self-reliance. The mother seagull motivates the young one enough to get him to learn flying. The young seagull realises the importance of belief and faith. He flaps his wings to learn flying and gain the confidence to be independent. The story conveys “Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime”. The parable also stresses the importance of family ties and devoted support. It tells about the painful process of learning an important lesson in life.



Vocabulary

Parts of Speech

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

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

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

1. His family was screaming and offering him food. (to adjective)

Ans His screaming family was offering him food.

2. The young seagull gave out a loud call. (to adverb)

Ans The young seagull gave out loudly a call. (to his family)

3. The bird cackled amusedly while flying. (to noun)

(QY-’23)

Ans The bird cackled in amusement while flying.

4. The depth of the sea from the ledge scared the seagull. (to adjective)

Ans The deep sea from the ledge scared the seagull.

5. The successful flight of the bird was a proud moment for the seagull’s family. (to verb)

Ans The bird flew successfully and it was a proud moment for the seagull’s family.

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

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



Listening

F. *Here is a travelogue by the students of Government Girls Higher Secondary School, Pattukkottai after their trip to Darjeeling. Listen to the travelogue and answer the following questions.

i) Fill in the blanks with suitable words.

1. The students visited _____ city. [Ans: Darjeeling]
2. _____ is the third highest mountain in the world. [Ans: Kanchenjunga]
3. _____ hill is 13 km away from Darjeeling. [Ans: Tiger]
4. The drinking water is supplied by _____ lake to the city. [Ans: Senchal]
5. After Senchal lake, they visited _____. [Ans: Batasia Loop]

ii) Do you think they had a memorable and enjoyable school trip?

[Ans] Yes. They had a memorable and an enjoyable school trip.

iii) Name a few places that you wish to visit with your classmates on a school trip.

[Ans] Ooty, Kodaikanal, Thanjavur, Hogenakkal, Kanyakumari.

iv) State whether the following statements are True or False.

1. As the sky was cloudy, they could get the glimpse of the Mount Everest.
[Ans] False. (The sky was not cloudy.)
2. The toy train covers 14 km in three hours.
[Ans] True
3. Tiger hill has earned international fame for the best sunset view.
[Ans] False (Best sunrise view.)



Speaking

Dialogue

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

- Father : Hi Mary, it has been a very long time since we went on a trip. Let's plan one.
- Mary : Yes, dad. I am also longing to go. Why don't we plan one for this weekend?
- Father : Sure. Tell me, where shall we go?
- Mary : Some place nearby but for at least two days.
- Father : Hmm... I think we should go to the reserved forest nearby.
- Mary : Yeah. I've never been to a forest. I have seen it only on the TV and movies. A forest is a good choice!
- Father : OK. If we are going to the forest, we must list out what we should carry with us for two days.
- Mary : I think we should carry suitable clothes like long-sleeved shirts and jean pants.
- Father : What about the food? Do you have any idea, Mary?
- Mary : Yeah. For food, I suggest taking bread, jam and biscuit packets.
- Father : Anyway, we will stay in the Government guest house inside the jungle.
- Mary : Will they provide breakfast or lunch?



- Father : I think they will. I will inquire about food while booking accommodation.
- Mary : Will the forest animals hurt the inmates of the guest house?
- Father : No. Our stay will be safe.
- Mary : Is it possible to see all the places in the forest just by walking?
- Father : No. Nature watch and wildlife viewing are possible in an open four wheeler jeep or on elephant back.



Reading

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

Questions

(June-'23)

1. What is Bungee Jumping?

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

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

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

3. When do you think Bungee becomes thrilling?

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

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

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

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

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

6. What is the minimum age to Bungee Jump?

Ans The minimum age to Bungee Jump is 12 years.



Writing

I. Prepare attractive advertisements using the hints given below.

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

Ans

BEST HOME APPLIANCES

Special Combo Offers

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

Aadi Sale!
20 - 50 %

Hurry ! Limited period offers !

Muthusamy & Co.
Raja Street, Gingee

Contact : 9840927735
9640910024



2. Mobile Galaxy – Smart phones – accessories – SIM cards – Recharge – Free Power banks on Mobile purchase – No.1, Toll gate, Trichy (SRT-'22; April-'23)

Ans

MOBILE GALAXY

Smart Phones

- + Accessories
- + Sim Cards
- + Recharge

30% Discount Offer



Free Power Banks on Mobile Purchase

Contact : No. 1, Toll Gate, Trichy

Mobile : 9780072351
9785062452



Report Writing

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

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

Ans

Educational Development Day by Ravi Tej

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

2. You are the School Pupil Leader. You have been asked to write a report on the Inaugural Ceremony of English Literary Association of your school which was held recently. Write a report on the same in not more than 120 words. (QY-'23)

Ans

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

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



3. You are the Coordinator of the Science Forum (meeting) of your school. An event had been organized on account of National Science Day for the members of the forum. Now, write a report based on your observance of "National Science Day" at your school. (PTA-4; April-'23)

Ans

National Science Day

by Suhasini (Coordinator of Science Forum)

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



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

- When I was a child, I ____ climb trees easily but now I can't. (*ability in the past*) (QY-'23) [Ans: **could**]
- I ____ win this singing contest. (*determination*) [Ans: **can**]
- You ____ buy this book. It is worth buying. (*advice or suggestion*) [Ans: **should**]
- Poongothai ____ speak several languages. (*ability in the present*) (FRT-'22) [Ans: **can**]
- I swear I ____ tell lies again. (*promise*) [Ans: **won't**]
- My father ____ play badminton in the evenings when he was at college. (*past habit*) [Ans: **used to**]
- You ____ do as I say! (*command*) [Ans: **should**]
- ____ I have another glass of water? (*request*) [Ans: **Could**]
- Sibi has not practised hard but he ____ win the race. (*possibility*) [Ans: **can**]
- We ____ preserve our natural resources. (*duty*) [Ans: **ought to**]

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

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



9. Must I get your jacket? The weather is cold.

Ans Shall I get your jacket? The weather is cold.

10. Could the train be on time?

Ans Will the train be on time?

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

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

D. Read the following dialogues and supply appropriate modals.

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

Teacher : Yes, you may but arrange them neatly.

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

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

Vani : Can we go for coffee after the meeting?

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

Salesman : When will I receive my order?

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

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

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

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

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



Active and Passive

F. Change the following sentences to the other voice.

1. The manager appointed many office assistants.

Ans Many office assistants were appointed by the manager.

2. You are making a cake now. (PTA-5)

Ans A cake is being made by you now.

3. That portrait was painted by my grandmother. (April-'23)

Ans My grandmother painted that portrait.

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

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

5. They have asked me to pay the fine.

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

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

Ans The police were taking the militants to prison.

7. His behaviour vexes me.

Ans I am vexed by his behaviour.

8. Rosy will solve the problem.

(May-'22; July-'25)

Ans The problem will be solved by Rosy.

9. Our army has defeated the enemy.

(June-'23; July-'24)

Ans The enemy has been defeated by our army.

10. The salesman answered all the questions patiently. (QY-'23)

Ans All the questions were answered patiently by the salesman.

G. Change the following into passive voice.

1. Please call him at once.

Ans You are requested to call him at once.

2. How did you cross the river?

Ans How was the river crossed by you?

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

Ans The novels are not being borrowed from the library.

4. Will you help me?

Ans Will I be helped by you?

5. Go for a jog early in the morning.

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

6. Why have you left your brother at home? (PTA-6)

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

7. Nobody should violate the rules.

Ans The rules should not be violated.

8. Someone has to initiate it immediately.

Ans It has to be initiated immediately.

9. Have you invited Raman to the party?

(March-'24)

Ans Has Raman been invited to the party by you?

10. Please do not walk on the grass.

Ans You are requested not to walk on the grass.

11. Cross the busy roads carefully.

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

12. When will you book the tickets to Bengaluru?

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

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

1. John gave a bar of chocolate to Jill.

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

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

2. Pragathi lent a pencil to Keerthana.

Ans (a) Keerthana was lent a pencil by Pragathi.

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

3. Sudha told the truth to her friend.

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

(b) Her friend was told the truth by Sudha.



4. They offered the job to Venkat.

- Ans** (a) Venkat was offered a job by them.
(b) The job was offered to Venkat by them.

5. The boss showed the new computer to Kaviya.

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

I. Rewrite the following passage in passive voice.

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

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

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

Ans *Recipe of my favourite dish :*

Pulka Chapathi Roti

Ingredients

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

500 gm of wheat flour should be taken in a bowl. A teaspoon of salt should be added to it. One tablespoon of vegetable oil should be added to it. Water should be poured little by little and flour kneaded well. It should not be kneaded too hard. If it is hard add a little water to soften it. After kneading it, it should be covered with wet cloth for twenty minutes. Little rolls should be taken out of the dough to be rolled into circles. Then each circle should be heated on a low flame on both sides on a tava. Then it can be eaten hot with potato kuruma (or) any vegetable gravy.

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

Ans *Report of an event :*

Farewell Party

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



POEM

POETIC DEVICES - A GLANCE

- | | |
|-------------------------------|----------------------------|
| 1. Life | 2. The Grumble Family |
| 3. I am Every Woman | 4. The Ant and the Cricket |
| 5. The Secret of the Machines | 6. No Men Are Foreign |
| 7. The House on Elm Street | |

1. **Simile** : It is a **comparison** made between two objects of different kinds which have some resemblance/similarities. It is introduced by a word of comparison, such as, '**like**', '**as**'.
 (e.g.) "Remember they have eyes like ours that wake" (Poem 6)
 "Beneath all uniforms, a single body breathes,
Like ours:....." (Poem 6)
2. **Metaphor** : A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. (or)
 It is a figure of speech that makes an implicit, **implied**, or **hidden comparison** between two things that are unrelated, but which share some common characteristics.
 (e.g.) "She's a lioness; don't mess with her". (Poem 3)
She is a lioness – metaphor. A woman is compared to a ferocious lioness.
 "Our hells of fire and dust outrage the innocence" (Poem 6)
hells of fire – metaphor. Hells are compared to fire
3. **Alliteration** : It is the **repetition** of the same **consonant sound** in successive or nearby words. Note that in alliteration **the sounds** go together.
 (e.g.) "And then, be our station high or humble," (Poem 2)
 In this line, "h" is repeated ("high, humble" are alliterated words.).
 "The summer of life she's ready to see in spring." (Poem 3)
 In this line, "s" is repeated (summer - see- spring).
 "We can print and plough and weave and heat and light" (Poem 5)
 In this line, "p" is repeated (print - plough) and also "w" is repeated (we - weave).
4. **Personification** : Personification is a figure of speech in which a thing – an idea or an animal – is given human attributes.
 (e.g.) "We can pull and haul and push and lift and drive" (Poem 5)
5. **Anaphora** : An anaphora is a technique where several phrases (or verses in a poem) begin with the same word or words.
 (e.g.) "They growl at the rain and they growl at the sun;" (Poem 2)



- 6. Repetition** : Poets often repeat single words or phrases, lines, and sometimes, even whole stanzas at intervals to create a musical effect; to emphasize a point; to draw the readers' attention or to lend unity to a piece.
- (e.g.) *"Remember, no men are foreign, and no countries strange"*
"Remember, no men are strange, no countries foreign"
- The last line and the first line of **Poem 6**
- The last line though reversed, is the same as the first line. This is to emphasize the serious message, the poem has to convey.
- The poet (James Kirkup) repeats the word '**Remember**' five times in the poem.
- This repetition emphasizes the core message of the oneness of mankind.
- 7. Epithet** : An epithet is an adjective or phrase expressing a quality or attribute regarded as characteristic of the person or the thing mentioned.
- (e.g.) *"They live, it is said, on Complaining Street"* (Poem 2)
- complaining street – epithet.**
- 8. Transferred Epithet** : A transferred epithet is a figure of speech where an adjective or epithet describing a noun is transferred from the noun (it is meant to describe) to another noun in the sentence.
- (e.g.) *"They, too, aware of sun and air and water,
 Are fed by peaceful harvests, by war's long winter starv'd."* (Poem 6)
- In this line, "sun, air and water" are fed by peaceful harvests, by war's long winter starv'd. "starv'd" is an epithet which is placed beside the noun 'winter'. However, it does not describe the 'winter' as being starved, but describes the pronoun 'they'. Historically many wars were fought during the winter, while the harvest season was essentially peaceful. 'They' refers to the soldiers in uniform who had to starve during winter while fighting for their land.
- Winter starv'd – transferred epithet.**
- 9. Imagery** : The descriptions create a picture in the reader's mind.
- (e.g.) *We can **see** and **hear** and **count** and **read** and **write**!* (Poem 5)
- The example explains to us the many tasks that could be completed by the machine.
- 10. Hyperbole** : A figure of speech using **exaggeration**.
- (e.g.) *We are greater than the Peoples and the Kings.
 'We will serve you four and twenty hours a day?'* (Poem 5)
- 11. Assonance** : Repetition of two or more **vowel sounds**
- (e.g.) *all we ask* (Poem 5)
- 12. Connotation** : Suggests beyond what it expresses.
- (e.g.) *Though our smoke may hide the Heavens from your eyes,* (Poem 5)



- 13. Synecdoche** : A figure of speech in which a **part** is made to **represent the whole** or vice versa.
 (e.g.) *"The Western wave was all a-flame."*
 The "Western wave" is a synecdoche as it refers to the sea by the name of one of its parts i.e. wave.
*"Inside it has **a ton of space**"* (Poem 7)
- 14. Paradox** : A figure of speech in which a **statement appears to contradict** itself.
 (e.g.) *To bring peace we must war.
 Be cruel to be kind.*
"It just sits there, never getting small or ever growing tall" (Poem 7)
getting small, growing tall :- contradict one another.
- 15. Onomatopoeia** : A figure of speech wherein the **word imitates the sound** associated with the object it refers to.
 (e.g.) *Pitter patter, pitter patter Raindrops on my pane.*
*"Lights **flicker** on and off"* (Poem 7)
- 16. Rhetorical Questions** : A figure of speech **in the form of a question** that is asked to make a point rather than to elicit an answer.
 (e.g.) *And what is so rare as a day in June?*
"How could this be?" (Poem 7)
"What happened inside that house?" (Poem 7)
- 17. Rhyming** : It is making the **last words** in the lines produce the **same sound**.
 (e.g.) *So let the way wind up the hill or **down**,*
*O'er rough or smooth, the journey will be **joy**:*
*Still seeking what I sought when but a **boy**,*
*New friendship, high adventure, and a **crown***
 The rhyming words are **down** - **crown** and **joy** - **boy**. (Poem 1)
- 18. Rhyme scheme** : Rhyme scheme is a poet's deliberate pattern of lines that rhyme with other lines in a poem or a stanza. The rhyme scheme, or pattern, can be identified by giving **end words that rhyme**.
 (e.g.) Look at the four lines
*So let the way wind up the hill or **down**,* a
*O'er rough or smooth, the journey will be **joy**:* b
*Still seeking what I sought when but a **boy**,* b
*New friendship, high adventure, and a **crown*** a
 It has clear rhyming words with a,b,b,a.
 So the rhyming scheme is **a,b,b,a**. (Poem 1)
- 19. Couplet** : A couplet is a literary device that can be defined as having **two successive rhyming lines** in a verse.
 (e.g.) *"With forward face and unreluctant **soul**;
 Not hurrying to, not turning from the **goal**".* (Poem 1)

Unit 1

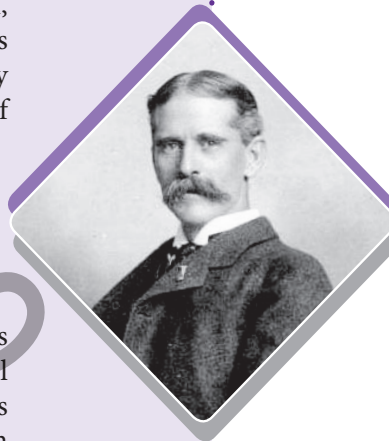
POEM

Life

- Henry Van Dyke

Henry Van Dyke (1852 - 1933) was born in Pennsylvania, USA. A nature lover and an avid reader, he earned degrees from Princeton, then served as a Presbyterian minister for more than 20 years. (He was considered one of the best preachers in New York City). He eventually returned to Princeton, where he spent nearly 20 years as a Professor of English, with a bit of service as the U.S. Ambassador to Luxembourg and the Netherlands in between. A writer whose talent extended to many different genres, Henry's best-known works are probably the lyrics of the hymn "Joyful, Joyful, We Adore Thee" and the two Christmas stories, "The Other Wise Man" and "The First Christmas Tree".

Henry Van Dyke is a visionary American author. His poem "Life" describes living in its truest form, an adventure. This poem is not only beautiful and inspiring but also idealistic. One cannot help but be charmed by his childlike hope and absolute faith in the abilities of a warm heart and an able mind.



KEY POINTS

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



Summary

In this poem, life is described as a positive experience. One should live with courage and hope. Life should be lived without hurry. Life should be lived with a clear sense of purpose that drives the mind and soul. The poet encourages us to let go of all that has been lost in the past, as well be hopeful for what the uncertainty the future holds. He tells us to embrace the present with the happiness which nourishes the young and the old. Happiness gives us nourishment on this journey with a smile on our face.

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



PARAPHRASES FOR POEM LINES

Line No.	Poem Lines	Paraphrase
1-3	<i>Let me but live my life from year to year, With forward face and unreluctant soul; Not hurrying to, nor turning from the goal;</i>	The poet is giving advice to the readers from his own personal experiences. The poet wants to live his life happily as it progresses positively. He wants to live his life every year with a happy heart. The poet does not like to hurry in any matters nor in any situation. 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 what happens if his path is difficult or easy, he will make it a joyful journey.
11-14	<i>Still seeking what I sought when but a boy, New friendship, high adventure, and a crown, My heart will keep the courage of the quest, And hope the road's last turn will be the best.</i>	He is trying to find what he was searching for when he was a boy - his new adventures, his hopes, his new friendship and his new experiences which enrich him. Life is described not as an entity but as an experience. One should live with courage, dedication and a clear sense of purpose that drives the mind and soul. He expects his life to be at its best even when its the last phase of his life.



GLOSSARY

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

* Words given in bold in this Glossary are taken from Textbook Glossary.



TEXTUAL QUESTIONS

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

1. *Let me but live my life from year to year,
With forward face and unreluctant soul;*
 - (a) **Whom does the word 'me' refer to?** (PTA-2, 4 & 5; HY-'19, May & Aug-'22; QY-'23; HY-'24)
Ans 'Me' refers to the poet, Henry Van Dyke.
 - (b) **What kind of life does the poet want to lead?** (PTA-2, 4 & 5; HY-'19, May & Aug-'22; QY-'23; HY-'24)
Ans The poet wants to live a joyous life with plenty of positivity towards the future.
2. *Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear*
 - (a) **Why do you think the poet is not in a hurry?** (Sep-'21; Aug-'22; QY-'24)
Ans The poet wants to move towards his goal without hurrying or turning away from it.
 - (b) **What should one not mourn for?** (Sep-'21; Aug-'22; QY-'24)
Ans One must not mourn for the things lost in the past.
3. *In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.*
 - (a) **What does the poet mean by the phrase 'in the dim past'?** (PTA-6; QY-'19, FRT-'22; HY-'23)
Ans 'In the dim past' means the sad days of the past.
 - (b) **Is the poet afraid of future?** (PTA-6; QY-'19, FRT-'22; HY-'23)
Ans No, the poet is not afraid of future.
 - (c) **How can one travel on with cheer?**
Ans One can travel on with cheer by retaining the pleasures of childhood.
4. *So let the way wind up the hill or down,
O'er rough or smooth, the journey will be joy:
Still seeking what I sought when but a boy,
New friendship, high adventure, and a crown*
 - (a) **How is the way of life?** (FRT-'22; June-'23; Mar-'24; July-'25)
Ans The way of life could go up the hill or down. It could be rough or smooth.
 - (b) **How should be the journey of life?** (FRT-'22; June-'23; Mar-'24; July-'25)
Ans The journey of life must be joyful.
 - (c) **What did the poet seek as a boy?** (FRT-'22)
Ans The poet seeks new friends and high adventure.
5. *My heart will keep the courage of the quest,
And hope the road's last turn will be the best.*
 - (a) **What kind of quest does the poet seek here?** (Sep-2020; FRT-'22; April-'23)
Ans The quest is to seek a purposeful life with courage and determination.
 - (b) **What is the poet's hope?** (Sep-2020; FRT-'22; April-'23)
Ans The poet hopes for a beautiful life with a clear sense of purpose.



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

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

Ans fear - cheer ; whole - toll.

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

(a) Identify the rhyme scheme of the given lines.

(Aug-'22; July-'25)

Ans The rhyming scheme : a b b a.

POETIC DEVICES

PTA QUESTIONS & ANSWERS

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

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

(PTA-4; QY-'24)

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

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

(PTA-4; QY-'24)

Ans Rhyme scheme : a b b a.

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

(PTA-4; QY-'24)

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

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

(PTA-4)

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

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

(QY-'24)

Alliterating words in the last line : to - travels.

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

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

(PTA-5, FRT-'22)

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

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

(PTA-5, FRT-'22)

Ans Rhyme scheme : a b b a.



- (c) Identify the figure of speech employed in the second line of the given stanza. (1) (PTA-5, FRT-'22)

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

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

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

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

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

- (e) What is the meaning of the word 'crown'? (FRT-'22)

Ans 'Crown' means a prize or position.

- (f) Pick out the alliterating words in the third line. (FRT-'22)

Ans Alliterating words in the 3rd line : still-seeking-sought, when-what.

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

1. Describe the journey of life as depicted in the poem by Henry Van Dyke.

(or)

(QY-'19 & '23, FRT & May-'22; June-'23; HY-'24; April-'25)

What are the main concepts and ideas in the poem 'Life'?

(Aug-'22)

Ans In this poem, life is described not as an entity, but as an experience. One should live with courage and dedication. Life should be lived without hurry and with a clear sense of purpose that drives the mind and soul. The poet encourages us to let go of all that has been lost in the past as well as the uncertainty the future holds. He tells us to embrace the present with the happiness which nourishes the young and the old. Happiness gives us nourishment on this journey with a smile on our face. Whatever situation life throws at us, it is the journey, he hopes, that should be joyous, for it teaches us to grow and live. Our imagination should have the innocence and fearlessness of childhood. We should seek out new friendships, new adventures and new experiences which enrich us. He encourages us to have faith and determination in our hearts, as we take on this beautiful journey. We should have eternal hope that our story ends joyfully.

GEQ GOVERNMENT EXAM QUESTIONS

1. Read the following stanza and answer the questions given below.

Let me but live my life from year to year,

With forward face and unreluctant soul;

Not hurrying to, nor turning from the goal;

Not mourning for the things that disappear

(July-'25)

- (a) Pick out the rhyming words from the given stanza.

Ans Rhyming words : year-disappear; soul-goal.

- (b) Identify the figure of speech employed in the third and fourth line of the given stanza.

Ans The figure of speech : Anaphora / Repetition

- (c) Pick out the alliterating words in the second line.

Ans The alliterating words : forward - face

- (d) What literary device is used here?

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



2. What is the message of the poem "Life"? (or) What does the poet narrate to us in this poem? (or) How does the poet Henry Van Dyke lead his life? (FRT-'22)

Ans Henry Van Dyke was a visionary American author. His poem "Life" describes life taking on life in its truest form, an adventure. The poet wants to live his life looking ahead, willing to do something. He neither wants to hurry nor move away from his goal. He does not want to mourn the things he has lost, nor hold back for fear of the future. He instead prefers to live his life with a happy heart, which cheerfully travels from youth to old age. Therefore, it does not matter to him whether the path goes up or down the hill, rough or smooth, the journey, he hopes, will be joyful. He will continue to seek what he wanted as a boy - new friendship, high adventure and a crown (prize). His heart will remain courageous and pursue his desires. He hopes that every turn in his life's journey will be the best.

3. What are the positive aspects mentioned in the poem 'Life'? (April-'23)

Ans Henry Van Dyke was a visionary American author. His poem 'Life' describes life taking on life in its truest form is an adventure. The poet describes life as an experience. It should be lived without hurry. We must have courage dedication and purpose. We should not worry about the past and the future. The way of life will not be smooth. There will be ups and downs. We must embrace the present with happiness. We should face all with a smile. It seeks new friendship, adventure and experiences. We should have faith in our hearts. Be bold and you will lead a happy life.

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

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

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

Ans

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



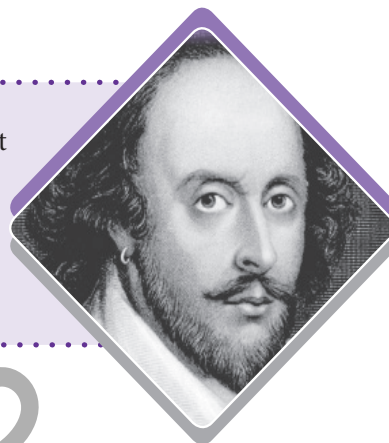
Unit 1

SUPPLEMENTARY

The Tempest

- An Extract from Charles Lamb's *Tales From Shakespeare*

William Shakespeare (1564 –1616) is an English poet, playwright and an actor. He is regarded as the greatest writer in the English language and the world's greatest dramatist of all time. He is often called 'England's National Poet' and the 'Bard of Avon'. His works consist of approximately 37 plays, 154 sonnets, two long narrative poems.



Main Characters

Prospero	An old man Rightful Duke of Milan Miranda's father Antonio's brother	Ariel	Chief of gentle spirits
Miranda	Beautiful young lady, Prospero's daughter	Caliban	Ugly monster Son of Sycorax
Sycorax	A witch Caliban's mother	King of Naples	Prospero's enemy Father of Ferdinand
		Ferdinand	Prince of Naples
		Gonzalo	Kind lord of Prospero's court

KEY POINTS

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



Summary

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

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



GLOSSARY

afflict	-	trouble
altered	-	changed
apparel	-	dress; clothes on
charge	-	duty
compelling	-	forcing
constancy	-	loyalty
deprive (v)	-	to take something important or necessary away from someone
dreadful (adj.)	-	extremely bad or unpleasant
duke (n)	-	a man of very high social rank in some European countries; a king
enchanted	-	charmed
famished (adj.)	-	extremely hungry
fatigue (n)	-	extreme tiredness
lamenting	-	shedding tears
mast	-	a tall upright post on a ship or boat
perish	-	die
repent (v)	-	to be very sorry for something bad you have done.
resist (v)	-	oppose
resolved	-	determined to do something
stupefied	-	stunned
tackle	-	try to solve
tormenting (v)	-	making someone suffer or worry a lot
vexation (n)	-	worry or anger
voracious (adj.)	-	very eager for something
withered	-	dried



TEXTUAL QUESTIONS

A. Choose the correct answer.

1. _____ was the chief of all spirits.
(a) Sycorax (b) Caliban (c) Ariel (d) Prospero [Ans: (c) Ariel]
2. _____ raised a dreadful storm.
(a) Caliban (b) Prospero (c) Miranda (d) Sycorax [Ans: (b) Prospero]
3. Miranda was brought to the island _____ years ago.
(a) fourteen (b) ten (c) twelve (d) five [Ans: (c) twelve]
4. Prospero ordered Ariel to bring _____ to his place.
(a) Gonzalo (b) Ferdinand (c) King of Naples (d) Antonio [Ans: (b) Ferdinand]
5. _____ had provided Prospero formerly with books and provisions.
(a) Antonio (b) Ferdinand (c) Gonzalo (d) Antonio [Ans: (c) Gonzalo]
6. The second human being that Miranda saw on the island was _____.
(a) Ariel (b) Prospero (c) Ferdinand (d) Gonzalo [Ans: (c) Ferdinand]

B. Identify the character or speaker

1. She imprisoned the spirits in the bodies of large trees. [Ans: Sycorax]
2. He was the chief of all spirits. [Ans: Ariel]
3. I was Duke of Milan, and you were a princess. [Ans: Prospero]
4. What a trouble must I have been to you then! [Ans: Miranda]
5. Now pray tell me, sir, your reason for raising this sea-storm? [Ans: Miranda]
6. I will soon move you. [Ans: Ariel]
7. I will tie your neck and feet together. [Ans: Prospero]
8. I must finish my task before I take my rest. (QY-'19) [Ans: Ferdinand]
9. He repented and implored his brother's forgiveness. [Ans: Antonio]

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

1. **Who were the inhabitants of the island?**
[Ans] The inhabitants of the island were an old man named Prospero and his daughter Miranda.
2. **What powers did Prospero possess?**
[Ans] Prospero possessed magical powers.
3. **Who was Caliban? What was he employed for?**
[Ans] Caliban was the son of a witch named Sycorax. He was employed like a slave, to fetch wood and do the most laborious work.
4. **Who were on the ship? How were they related to Prospero?**
[Ans] Prospero's brother Antonio, the King of Naples, the king's son Ferdinand and an old lord Gonzalo were on the ship. Antonio, with the help of the King of Naples, deprived Prospero of his dukedom.
5. **Why had Prospero raised a violent storm in the sea?**
[Ans] Prospero had raised a violent storm in the sea to make his enemies repent for the injustice done to him and his daughter.
6. **How did Miranda feel when her father raised the storm to destroy the ship?**
[Ans] Miranda felt extremely sad for the distress of the members in the ship. She wanted Prospero to have pity on the poor souls.



7. What was Ariel ordered to do with the people on the ship?

Ans Prospero ordered Ariel to torment the inmates of the ship by raising a violent storm. He also instructed Ariel to bring Ferdinand, the Prince of Naples to his cave.

8. Give two reasons why Miranda was so concerned about Ferdinand.

Ans Ferdinand was the second human whom Miranda had seen after her father. She was attracted by him and had more concern towards him.

9. Why did Prospero set Ferdinand a severe task to perform?

Ans Prospero set Ferdinand a task so difficult that it would test his love for Miranda. He resolved to throw some difficulties in his way.

10. How was Gonzalo helpful to Prospero when he left Milan?

Ans Gonzalo had privately placed water, provisions, clothes and some books, which Prospero loved the most in the boat.

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

1. Write a detailed character sketch of Prospero.

Ans Prospero was skilled magically. He used his powers to create storms, provide entertainment, manipulate others, exercise power and control over the lives of others. He enjoyed knowledge and learning of spells. He became so entranced by his magic that he did not notice his brother trying to take his title and kill him. Prospero controlled all those who were around him. In the beginning of the play, he got the help of Ariel, the chief of gentle spirits, to create a violent and windy storm to punish his enemies who harmed him and his daughter. Ariel worked for Prospero in exchange for his freedom from a witch, Sycorax. But Caliban was the son of Prospero's old enemy Sycorax. So, Prospero employed Caliban like a slave, to fetch wood and do the most laborious work.

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

(OR)

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

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

(PTA-1 & 6; Mar-'24)

(OR)

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

(HY-'23)

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

**GEQ GOVERNMENT EXAM QUESTIONS**

1. **There was an island - Prospero and his daughter Miranda - Ariel was the chief - storm created - Ferdinand and Miranda - Prospero ungentle - Prospero's brother - King of Naples - repented - Ariel dismissed.**

(FRT-'22) (OR)

Prospero and Miranda - Island - Ariel - Storm shipwreck - Ferdinand separated - Ariel brings Antonio - they realise - restores the dukedom.

(FRT-'22; QY-'24)

Ans The Tempest - William Shakespeare

Prospero and his daughter Miranda came to an island and lived in a cave there. Using his powers, Prospero released the good spirits from large bodies of trees. Ariel was the chief of the spirits. He raised a violent storm in the sea to wreck the ship of enemies. Prospero ordered Ariel to torment the inmates of the ship. Ariel was instructed to bring Ferdinand, the prince of Naples to his cave. Ferdinand was the second human whom Miranda had seen after her father. Miranda was attracted by Ferdinand and had more concern towards him. Prospero wanted to test Ferdinand and gave a severe task to perform. The King of Naples, and Antonio his brother, repented the injustice they had done to Prospero. He forgave them and restored his dukedom. He dismissed Ariel the spirit from his service.

2. **Inhabitants of the island - Prospero and Miranda - Prospero, magical powers - his brother Antonio, King of Naples, his son Ferdinand and Gonzalo - on the ship - Prospero raised storm - repent for the injustice - instructed Ariel to bring Ferdinand - Miranda had more concern - Prospero set severe task - he forgave all - restored dukedom.**

(May-'22; QY-'23)

Ans The only inhabitants of the island were an old man Prospero and his daughter Miranda. Prospero possessed magical powers. His brother Antonio, with the help of the king of Naples, deprived Prospero of his dukedom. Once Antonio, King of Naples, his son Ferdinand and Gonzalo were on the ship. Prospero raised a storm on the sea to make his enemies repent for the injustice. Prospero instructed Ariel to bring Ferdinand. Miranda was attracted by him and had more concern towards him. However Prospero set a difficult task to try his faithfulness. At last, he forgave all and Prospero restored his dukedom.

3. **Only inhabitants - beautiful young lady - made out of rock - released good spirits - named Prospero - witch Sycorax - imprisoned - Ariel was the chief - tormenting monster - Caliban was employed - violent storm - command the winds - dreadful storm - sad distress - dashed to pieces - ship receive - ignorant - remember a time - three - years of age - Antonio carried - Miranda hung upon - impostor - King of Naples - remember the troubles past - forgiveness - restored dukedom.**

(Aug-'22)

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

TEXTUAL - REARRANGE THE SENTENCES**E. Rearrange the following sentences in coherent order.**

1. i) He ordered Ariel to torment the inmates of the ship.
- ii) Miranda was attracted by Ferdinand and had more concern towards him.
- iii) Prospero and Miranda came to an island and lived in a cave.
- iv) Prospero forgave them and restored his dukedom, Milan.

(July-'24)



- v) He raised a violent storm in the sea to wreck the ship of his enemies.
- vi) Prospero wanted to test Ferdinand and gave a severe task to perform.
- vii) Using his powers, Prospero released the good spirits from large bodies of trees.
- viii) The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
- ix) Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.
- x) Ferdinand was the second human whom Miranda had seen after her father.

Ans iii, vii, v, i, ix, x, ii, vi, viii, iv

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

PTA QUESTIONS & ANSWERS

Rearrange the following sentences in coherent order.

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

(PTA-3)

Ans iv, ii, iii, v, i

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

2.
 - i) Miranda was attracted by Ferdinand and had more concern towards him.
 - ii) Prospero forgave them and restored his dukedom, Milan.
 - iii) Prospero wanted to test Ferdinand and gave a severe task to perform.
 - iv) The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
 - v) Ferdinand was the second human whom Miranda had seen after her father.

(PTA-4; QY-'19)

Ans v, i, iii, iv, ii

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

**GEQ GOVERNMENT EXAM QUESTIONS**

Rearrange the following sentences in coherent order.

1. i) Using the powers, Prospero released the good spirits from large bodies of trees. (Govt. MQP-'19)
 ii) Prospero and Miranda came to an island and lived in a cave.
 iii) He raised a violent storm in the sea to wreck the ship of his enemies.
 iv) The King of Naples and Antonio the false brother, repented the injustice they had done to Prospero.
 v) He ordered Ariel to torment the inmates of the ship.

Ans ii, i, iii, v, iv

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

2. i) The King of Naples and Antonio repented the injustice they had done to Prospero. (Sep-2020)
 ii) Before Prospero left the island, he dismissed Ariel from his service.
 iii) He showed him his son Ferdinand playing chess with Miranda.
 iv) Our food lasted till we landed on this desert island.
 v) I will make you rich amends, by giving you my daughter.

Ans iv, v, i, iii, ii

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

3. a) With the help of the spirits Prospero could command the winds, and the waves of the sea. (Sep-'21)
 b) Prospero and his daughter Miranda lived in a cave.
 c) Ariel then went to fetch Ferdinand.
 d) These gentle spirits were ever after obedient to the will of Prospero.
 e) Ariel gave a lively description of the storm, and of the terrors of the mariners.

Ans b, d, a, e, c

- b) Prospero and his daughter Miranda lived in a cave.
 d) These gentle spirits were ever after, obedient to the will of Prospero.
 a) With the help of the spirits Prospero could command the winds, and the waves of the sea.
 e) Ariel gave a lively description of the storm, and of the terrors of the mariners.
 c) Ariel then went to fetch Ferdinand.

4. (a) Miranda was delighted with the appearance of this beautiful young prince. (FRT-'22)
 (b) Ariel then went to fetch Ferdinand.
 (c) Ferdinand, in a corner of the isle, sadly lamenting the loss of his father.
 (d) Prospero instructed Ariel to bring Ferdinand to his cave.
 (e) Ferdinand was the second human whom Miranda had seen after her father.

Ans d, c, b, e, a

- (d) Prospero instructed Ariel to bring Ferdinand to his cave.
 (c) Ferdinand, in a corner of the isle sadly lamenting the loss of his father.
 (b) Ariel then went to fetch Ferdinand.
 (e) Ferdinand was the second human whom Miranda had seen after her father.
 (a) Miranda was delighted with the appearance of this beautiful young prince.



5. (i) He ordered Ariel to torment the inmates of the ship. (May-'22; July-'25)
 (ii) Prospero and Miranda came to an island and lived in a cave.
 (iii) He raised a violent storm in the sea to wreck the ship of his enemies.
 (iv) Using his powers, Prospero released the good spirits from large bodies of trees.
 (v) Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.

Ans ii, iv, iii, i, v

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

6. (i) Prospero and his daughter Miranda came to the Island. (Aug-'22)
 (ii) Prospero had released many good spirits.
 (iii) There was an island in the sea.
 (iv) Ariel was the chief of all spirits.
 (v) They lived in a cave made out of a rock.

Ans iii, i, v, ii, iv

- (iii) There was an island in the sea.
 (i) Prospero and his daughter Miranda came to the island
 (v) They lived in a cave made out of a rock.
 (ii) Prospero had released many good spirits.
 (iv) Ariel was the chief of all spirits.

ADDITIONAL QUESTIONS

Rearrange the following sentences in coherent order.

1. i) Prospero was well pleased to find they admired each other.
 ii) He resolved to throw some difficulties to try Ferdinand's constancy.
 iii) Ferdinand thought that Miranda was the goddess of the place.
 iv) Miranda was delighted with the appearance of beautiful Ferdinand.
 v) She timidly answered, she was no goddess, but a simple maid.

Ans iv, iii, v, i, ii

- iv) Miranda was delighted with the appearance of beautiful Ferdinand.
 iii) Ferdinand thought that Miranda was the goddess of the place.
 v) She timidly answered, she was no goddess, but a simple maid.
 i) Prospero was well pleased to find they admired each other.
 ii) He resolved to throw some difficulties to try Ferdinand's constancy.

2. i) Miranda soon after found Ferdinand almost dying with fatigue.
 ii) Miranda hung upon her father and asked him why he was so ungentle.
 iii) Ferdinand replied to her that he should finish his task before he took his rest.
 iv) She told Ferdinand that he could take rest as her father was at his studies.
 v) Prospero had commanded Ferdinand to pile up some heavy logs of wood.

Ans ii, v, i, iv, iii

- ii) Miranda hung upon her father and asked him why he was so ungentle.
 v) Prospero had commanded Ferdinand to pile up some heavy logs of wood.
 i) Miranda soon after found Ferdinand almost dying with fatigue.
 iv) She told Ferdinand that he could take rest as her father was at his studies.
 iii) Ferdinand replied to her that he should finish his task before he took his rest.



READ THE PASSAGE AND ANSWER THE QUESTIONS

GEQ GOVERNMENT EXAM QUESTION

Read the passage and answer the questions :

1. There was an island in the sea, the only inhabitants of which were an old man, named Prospero, and his daughter Miranda, a very beautiful young lady. She came to this island so young, that she had no memory of having seen any other human face than her father's. They lived in a cave made out of a rock; it was divided into several apartments, one of which Prospero called his study; there he kept his books, which chiefly treated of magic. By virtue of his art, he had released many good spirits from a witch called. Sycorax who had them imprisoned in the bodies of large trees. These gentle spirits were ever after obedient to the will of Prospero. (HY-'19)
 - (a) **Who were the only inhabitants of the island?**
Ans Prospero and Miranda were the inhabitants of the island.
 - (b) **Where did they live?**
Ans They lived in a cave made out of rock.
 - (c) **What is the name of the witch?**
Ans Sycorax.
 - (d) **How had Prospero helped the gentle spirits?**
Ans Prospero released the gentle spirits from the bodies of large trees.
 - (e) **What had the witch done to the spirits?**
Ans The witch had imprisoned the good spirits in the bodies of large trees.
2. "No, My love," said Prospero, "you were a little angel that did preserve me. Your innocent smiles made me bear up against misfortunes. Our food lasted till we landed on this desert island, since when my chief delight has been teaching you, Miranda, and well have you profited by my instructions". "Heaven thank you, my dear father," said Miranda. "Now tell me, sir, you reason for raising this sea storm?". "Know then," said her father, "that by means of this storm, my enemies, the king of Naples, and my cruel brother, are cast ashore upon this island". Having so said, Prospero gently touched his daughter with his magic wand, and she fell fast asleep. (SRT-'22)
 - (1) **What did Prospero say to his daughter?**
Ans Prospero said about their past miserable story and his daughter's fortune to make them survive. (OR) "you were a little angel that did preserve me. Your innocent smiles made me bear up against misfortunes. Our food lasted till we landed on this desert island, since when my chief delight has been teaching you, Miranda, and well have you profited by my instructions".
 - (2) **How did Prospero withstand his misfortunes?**
Ans Prospero withstands his misfortunes by seeing his daughter's innocent smiles.
 - (3) **How long did their food last?**
Ans Their food lasted until they landed on the desert island.
 - (4) **What did Miranda ask her father?**
Ans Miranda asked the reason for raising the sea storm to her father.
 - (5) **What did Prospero do to his daughter?**
Ans Prospero gently touched his daughter with his magic wand and made her fall asleep.
3. "Twelve years ago, Miranda", continued Prospero, "I was the Duke of Milan, and you were a princess, and my only heir. I had a younger brother, whose name was Antonio, to whom I trusted everything; My brother Antonio being thus in possession of my power, began to think himself the duke indeed. The opportunity I gave him of making himself popular among my subjects awakened in his bad nature a proud ambition to deprive me of my dukedom: this he soon effected with the aid of the King of Naples, a powerful prince, who was my enemy." (Aug-'22)

**QUESTIONS :**

- (a) Who was Prospero?
- (b) What was his daughter's name?
- (c) Who was his younger brother?
- (d) What is meant by 'deprive'?
- (e) Who was the enemy of Prospero?

Ans

- (a) Prospero was Duke of Milan.
- (b) His daughter's name is Miranda.
- (c) Prospero's younger brother name was Antonio.
- (d) Deprive means to take away something from someone.
- (e) King of Naples, a powerful prince, was the enemy of Prospero.

4. They lived in a cave made out of a rock; it was divided into several apartments, one of which Prospero called his study; there he kept his books, which chiefly treated of magic. By virtue of his art, he had released many good spirits from a witch called Sycorax who had them imprisoned in the bodies of large trees. These gentle spirits were ever after obedient to the will of Prospero. Of these Ariel was the chief. (June-'23)

QUESTIONS :

- (a) Where did they live?
- (b) Who had left the books?
- (c) What is the name of the witch?
- (d) Who was Ariel?
- (e) Where were the good spirits imprisoned?

Ans

- (a) They lived in a cave made out of a rock.
- (b) Prospero
- (c) Sycorax
- (d) Ariel was the chief of all spirits.
- (e) The good spirits were imprisoned in the bodies of large trees.

ADDITIONAL QUESTIONS

Read the passage and answer the questions :

1. Ariel gave a lively description of the storm, and of the terrors of the mariners; and how the king's son, Ferdinand, was the first who leaped into the sea; and his father thought he saw his dear son swallowed up by the waves and lost. "But he is safe," said Ariel, "in a corner of the isle, sadly lamenting the loss of the king, his father.

"That's my delicate Ariel," said Prospero. "Bring him here: my daughter must see this young prince. Where is the king, and my brother?"

"I left them," answered Ariel, "searching for Ferdinand, whom they have little hopes of finding, thinking they saw him perish. Of the ship's crew not one is missing; though each one thinks himself the only one saved: and the ship, though invisible to them, is safe in the harbour.

- (a) **Who gave the lively description of the storm?**

Ans Ariel gave the lively description of the storm.

- (b) **What did Ferdinand do?**

Ans Ferdinand was the first to leap into the sea.

- (c) **What did the King of Naples think?**

Ans He thought that his dear son was swallowed up by the waves and lost.

- (d) **Was the King of Naples safe?**

Ans Yes the King of Naples was safe.

- (e) **What happened to the ship?**

Ans The ship was safe in the harbour.



Unit 2

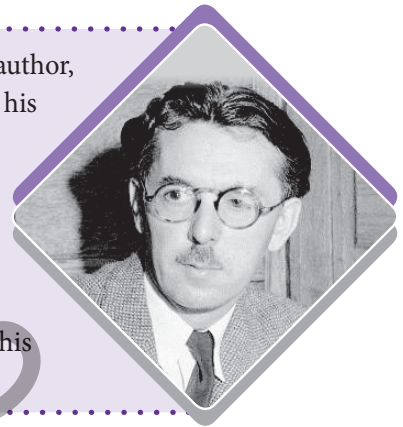
PROSE

The Night the Ghost Got In

- James Grover Thurber

James Grover Thurber (1894 - 1961) is an American cartoonist, author, humourist, journalist, playwright and celebrated wit. He is best known for his cartoons and short stories published mainly in *The New Yorker Magazine* and collected in his numerous books. He is one of the most popular humorists of his time, as he celebrates the comic frustrations and eccentricities of ordinary people.

James Thurber's autobiography, "My Life and Hard Times", was published in 1933. It is regarded as his greatest work. The extracts of this lesson are from his autobiography.



KEY POINTS

- ✦ The incident took place in the author's house on the night of November 17, 1915.
- ✦ He heard the footsteps of a man walking rapidly around the dining-table downstairs.
- ✦ His mother was asleep in a room upstairs. His brother Herman was in another room and his grandfather was in the attic.
- ✦ The author stepped out of the bathroom on hearing a sound.
- ✦ He first thought was that his father and his brother Roy, who had gone to Indianapolis, must have returned home. But they hadn't come.
- ✦ Then he suspected that it might be a burglar. But nobody was there.
- ✦ It did not enter his mind until later that it was a ghost.
- ✦ He went into Herman's room and asked to accompany him downstairs.
- ✦ They went to the back staircase to listen for the footsteps.
- ✦ They saw nothing coming and only heard the steps again.
- ✦ They shut the doors in fear.
- ✦ All the commotion awoke their mother and she demanded to know what was happening.
- ✦ She thought there was a burglar downstairs.
- ✦ Mother requested the neighbour to inform the police, that there were burglars in her house.
- ✦ The neighbour Mr. Bodwell called the police and the police came along with some reporters.
- ✦ The police broke open the glass and made a forceful entry.
- ✦ They searched downstairs, and they told the author's mother that there was no sign of anything.
- ✦ That's when they heard the author's grandfather in the attic. They rushed upstairs to the attic.
- ✦ Grandfather was an old man, who believed that he was still in the American Civil War.
- ✦ He snatched a gun from a policeman and started shooting at them.
- ✦ The police managed to save themselves and came out of the attic.



- ✦ When the policeman wanted to get back his gun from that old man, the author assured him that he would bring it to the station the next day.
- ✦ Grandfather shot him thinking that the policeman was a deserter of the army.
- ✦ The next day morning, the grandfather asked him why the policemen had come the previous day night.
- ✦ He further told them that he had to look for water in the dining room, the previous night, as nobody bothered to leave a bottle of water beside his bed.



Summary

'The Night the Ghost Got In' is a short story by James Thurber. It is a fictionalized account of life in the Thurber household, where the author James Thurber was growing up. The story took place on November 17th 1915. It starts with the author coming out of the bathroom, while drying himself. At that time, he hears footsteps, downstairs near the dining table. He wakes up his brother Herman. They go to the back stairs to listen to the footsteps. Herman gets scared and runs back into his room and slams the door shut. James too shuts the staircase door. All these commotions wake up their mother who comes out and demands to know what was happening. When she does not get a proper answer, she thinks there is a burglar downstairs.

The Mother wants to call the police, but the phone is downstairs. So she throws her shoe at the neighbour's window to request them to call the police. The police arrive with some reporters. They search downstairs and when they find nothing, they come upstairs to tell the mother. At that moment, they hear the author's grandfather in the attic. They rush upstairs to the attic. The narrator's grandfather is an old man, who believes that he is still in the war and as soon as the police enter the attic, he starts shooting at them. After the police manage to save themselves and get out of the attic, one of the reporters asks James about the matter. James tells him about the ghost. Hearing all this, all the policemen leave their house immediately. The family returns to their respective bedrooms. The next morning, the grandfather comes down to the breakfast, looking fresh and relaxed. James, Herman and their mother think that the grandfather has forgotten the whole scene. The story ends with the grandfather questioning why the police had been raiding the house the previous night.



GLOSSARY

attic (n)	-	a space or room inside or partly inside the roof of a building
beagle	-	a small breed of hound used for hunting
bevelled (v)	-	reduced to a sloping edge
creaking (v)	-	making a squeaking sound when being moved
deserter (n)	-	a person who leaves the armed force without permission.
engraver	-	carver
flannel	-	nightgown made of wool
frothing	-	releasing salivary foam
gruffly (adv.)	-	sadly / roughly
guinea pig (n)	-	a domesticated tailless South American rodent originally raised for food
holster (n)	-	a holder made of leather for carrying handgun
hullabaloo (v)	-	lot of loud noise made by people who are excited.
hysterical (adj.)	-	affected by wildly uncontrolled emotion
intuitively (adv.)	-	without conscious reasoning, instinctively



- indignant (adj.)** - feeling or showing anger or annoyance at what is perceived as unfair treatment
patrolman (n) - a patrolling police officer.
rafter (n) - a beam forming part of the internal framework of a roof
rending (v) - tearing to pieces
slammed (v) - shut a door or window forcefully and loudly.
whammed (v) - struck something forcefully
yanked (v) - pulled with a jerk
zither (n) - a musical instrument consisting of a flat wooden sound box with numerous strings stretched across it, placed horizontally and played with fingers

Words	Synonyms	Antonyms
advent	arrival, start	departure
aroused	awakened	asleep
banging	knocking	silencing
beside	near, next to	far away
besides	apart from	excluded
blaspheming	abusing, cursing	blessing
bothered	cared	indifferent
burst	bang, break	--
ceased	stopped	began
commendably	praise or appreciate	Condemn
creaked	screeched, sounded	silenced
crisscrossed	went over	straight
defeat	failure	success
demanded	asked	requested
desert	leave, quit	stay, hold
despondent	in low spirits, disheartened	cheerful, encouraged
distinctly	clearly	unclearly
emerged	appeared, came out	disappeared
enormously	extremely, greatly	insignificantly
evidently	apparently, clearly	unlikely, doubtfully
faint	dim, dull	bright
etched	picked up	dropped
grabbed	captured	released
gripped	held, grasped	released
gruffly	harshly	calmly
heaving	throwing	receiving
hoarse	rough	smooth
holster	leather case for gun	--
incomparable	unequalled	comparable



Words	Synonyms	Antonyms
indignant	angry	happy
instantly	at once, immediately	gradually, later
intuitively	instinctively	premeditated
mild	moderate	violent or extreme
obviously	certainly	doubtfully
peered	looked	glanced or ignored
poke	interfere	--
prevented	stopped	allowed
quick cadenced	fast rhythmical	--
rafters	girders, beams	--
ransack	search thoroughly	organize, care for
rapidly	very quickly	slowly
reluctant	unwilling	eager
rending	tearing , breaking	joining
retreat (v)	withdraw	advance
roared	bellowed, shouted	whispered, murmured
slamming	shutting forcefully	opening
smack	sharp slap	pat
snapped	uttered abruptly	--
splash	spatter, burst	--
sprang	leap, jump	--
sprawling	lying spread out, vast	narrow, insignificant
streaks	rays, beams	--
tinkled	small sound	banged
trod	stepped, tramped	crawled
tromping	walking heavily	--
ventured	dared (to try something)	stopped
whammed	struck forcefully	--
whooping	shrieking, shouting	silencing
yanked	pulled	pushed



In-text Questions

- a. Where was the author when he heard the noise?

Ans The author had just stepped out of the bathtub, when he heard the noise.

- b. What did the narrator think the unusual sound was?

Ans At first, he thought it was his father or his brother Roy. Next, he suspected that it was a burglar. Later on, he thought that it was a ghost.

- c. What were the various sounds the brothers heard when they went downstairs?

(QY-'19)

Ans The brothers heard like a man running and started up the stairs towards them. They thought that they were coming two at a time. They saw nothing, but only heard the steps.



d. **Who were the narrator's neighbours?**

Ans The narrator's neighbours were a retired engraver named Bodwell and his wife.

e. **How did the Bodwells react, when a shoe was thrown into their house?**

Ans Mr. Bodwell was shouting, frothing a little and shaking his fist. Mrs. Bodwell wanted to sell their house and go back to Peoria. For some years, he had been in a bad way and was subjected to mild attacks.

f. **What did the Bodwells think when they heard the mother shout?**

Ans Bodwell thought that there were burglars in his house when they heard the mother shout.

g. **What was the grandfather wearing?**

Ans The narrator's grandfather was wearing a long flannel nightgown over long woollen pants, a nightcap and a leather jacket around his chest.

h. **What conclusions did grandfather jump to when he saw the cops?**

Ans The grandfather believed that he was in the war. He thought that General Meade's men were deserting under fire from Stonewall Jackson.

i. **Were the policemen willing to leave the house?**

Ans No, the policemen were not willing to leave without getting their hand on somebody besides grandfather.

j. **What made the reporter gaze at the author?**

Ans The author had put on one of his mother's dress, as he couldn't find anything else. The reporter looked at him with mingled suspicion and interest.

TEXTUAL QUESTIONS

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

1. **Why was the narrator sorry to have paid attention to the footsteps?**

Ans The imagination of the ghost getting into his house led to a commotion. It caused his mother to throw a shoe through a window of the neighbouring house. It ended with his grandfather shooting a policeman. So the narrator was sorry to have paid attention to the footsteps.

2. **Why did Herman and the author slam the doors?**

(PTA-2)

Ans Herman and the author slammed the doors because they thought that someone was coming up their stairs. They were scared as they heard the steps of someone.

3. **What woke up the mother?**

(Sep-2020; March-'24)

Ans The slamming of the doors had awakened their mother.

4. **What do you understand by the mother's act of throwing the shoe?**

Ans His mother enormously fancied the thrill of throwing a shoe through a glass window of her neighbour. She was a highly excitable woman.

5. **Why do you think Mrs. Bodwell wanted to sell the house?**

(HY-'23; July-'24)

Ans Mrs. Bodwell wanted to sell the house, as she wanted to go back to Peoria, due to the frequent mild attacks.

6. **How did the cops manage to enter the locked house?**

(QY-'23 & '24; July-'25)

Ans The cops managed to enter the locked house by breaking the glass of the front door.



7. **Why were the policemen prevented from entering grandfather's room?**

Ans The policemen were prevented from entering into grandfather's room because the narrator realized that it would be bad if they do so. His grandfather was going through a phase, in which he believed that General Meade's men were beginning to retreat. They were under the control of Stonewall Jackson.

8. **Who used the zither and how?**

(PTA-1)

Ans Zither was used by the guinea pig to sleep on it. It would never sleep anywhere except on the zither.

9. **Mention the events that the grandfather imagined.**

Ans The grandfather imagined that the cops were deserters from Meade's army. He thought that they were trying to hide in his attic.

VERY SHORT QUESTIONS & ANSWERS - ADDITIONAL

1. **Where did the noise come from?**

Ans The noise of the footsteps came from the dining room.

2. **Why did the narrator's brother Herman, slam the door?**

Ans Herman slammed the door because he was afraid of the sound of the footsteps.

3. **Why were the police pushing the furniture here and there?**

Ans The police were pushing the furniture here and there to make a thorough search of the burglars.

4. **Where was the grandfather sleeping?**

Ans The grandfather was sleeping in the attic on the old walnut bed.

5. **What was the time, when the mother threw a shoe at the neighbour's window?**

Ans It was about two o'clock of a moonless night, when the mother threw a shoe at the neighbour's window.

B. Answer the following questions in about 100-150 words.

1. **Describe the funny incident that caused the confusion in the house.**

(PTA-3 & 6; QY-'23; July-'24; April-'25)

Ans James, the author comes out of the bathroom, drying himself. At that moment, he hears the footsteps of someone walking downstairs near the dining table. He wakes up his brother Herman. Both listen to the footsteps and gets scared. Their mother wakes up. When she comes to know she alerts her neighbour to call the police. The police arrive with some reporters. They search all over, upstairs and downstairs. When they find nothing, they rush to the attic. The narrator's grandfather believes that he is still in the war. He thinks that the policemen are deserters. So he starts shooting at them. The policemen leave their house immediately, creating a lot of confusion everywhere.

2. **Narrate the extensive search operation made by the policemen in the house. (PTA-1 & 4; Mar & QY-'24)**

Ans The police were on hand in a commendably short time. They began banging at the narrator's front door. When nobody responded, they broke into the house. They searched downstairs and upstairs messing up everything. They opened all the doors and windows. They pulled the drawers and furniture. They began to ransack the floor, pulled beds away from the walls, tore clothes off the hooks in the closets. They also pulled suitcases and boxes off the shelves. Later, they heard some creaking in the attic. They stepped into the attic. As his grandfather thought that they were the deserters from Meade's army, he started shooting at them. Then he went back to bed. The cops were unwilling to leave without getting their hand on somebody. They felt it was a defeat for them. They began to poke into things again and finally left the place.



PARAGRAPH QUESTIONS & ANSWERS - ADDITIONAL

1. Give the character sketches of (a) Narrator's Grandfather, (b) Narrator's mother.

- Ans** (a) **Narrator's Grandfather** was a veteran of the Union army of the civil war, which ended fifty-two years earlier. His bedroom is in the attic. When the police come to the house to search for an intruder, the grandfather thinks that they are soldiers who are deserting because they are losing to the south. He calls them "cowardly dogs" and "lily-livered cattle" and then reaches for a policeman's holster and shoots a man with his own gun. The police retreat afraid of the crazy old man. Next morning, at the breakfast table, Grandfather seems perfectly aware of the previous night's situation, asking everyone what so many police had been doing around their house.
- (b) **Narrator's mother** is a highly excitable woman, scatterbrained in some regards, yet practical when she needs to be. Hearing a sound in her house and suspecting that it is a burglar, she thinks of the clever plan of alerting a neighbour by throwing a shoe through his closed window. After he has gone to phone to the police, however, she considers throwing the matching shoe, "because the thrill of heaving a shoe through a window glass had enormously taken her fancy". She is surprised to hear that grandfather has shot a policeman, not because of the daring violence of the act, but because, "He was such a nice-looking young man."



Vocabulary

C. Look at the following expressions from the text. With the help of your teacher rewrite them in standard English. One has been done for you.

1.	'Musta got away-whatt'd he like	Must got away - what was he like?
2.	'Looky here, Joe	<u>Look here, Joe</u>
3.	'No sign o' nothing'	<u>No sign of anything</u>
4.	'Back t' the lines ye goodaam'	<u>Back to the lines you good men</u>
5.	'What was the idea of all them cops tarryhootin' round the house last night.'	<u>What was the idea of all them cops working up round the house last night</u>

D. Complete the given tabular column with the suitable plural forms.

chair	-	<u>chairs</u>	formula	-	<u>formulae</u>
box	-	<u>boxes</u>	child	-	<u>children</u>
eskimo	-	<u>eskimos</u>	deer	-	<u>deer</u>
lady	-	<u>ladies</u>	loaf	-	<u>loaves</u>
radius	-	<u>radii</u>	hero	-	<u>heroes</u>



Listening

E. Listen to the story and answer the following.

1. The rich man was from....

- (a) Nagaland (b) Thailand
(c) Finland [Ans: **b. Thailand**]

2. Where did Chulong catch the bird?

Ans Chulong caught the bird in a garden.

3. Why did Chulong catch the bird?

Ans Chulong caught the bird to make money.

4. What will happen to the bird in imprisonment?

Ans The bird will lose its beauty and sweet voice.

5. What did the bird suggest Chulong, in exchange for its freedom?

Ans The bird suggested Chulong to teach him three simple and useful rules in exchange for its freedom.



6. Did Chulong want to earn money honestly?

Ans No, Chulong does not want to earn money honestly.

7. What were Chulong's plans for the bird?

Ans Chulong wanted to sell the bird for a big amount.

8. Who is wise according to you?

Ans The bird is wiser than Chulong.

9. Was the bird a crow?

Ans No, the bird was not a crow.

10. What were the three rules given by the bird?

- Ans**
1. Never believe everything others say.
 2. Never be sad about something you do not have.
 3. Never throw away, what you have in your hand.



Speaking

G. Use this passage to play the game. You can collect information on other famous personalities and play too.

Passage on Charlie Chaplin

Sample questions to be asked by one group; "Yes (or) No" Answers to be given by the other group.

1. Are you a male?	6. Are you alive now?
2. Are you a famous personality?	7. Does your name start with 'C'?
3. Are you an actor?	8. Is he popular and successful?
4. Are you a historical figure?	9. Did he perform in the movie 'The Kid'?
5. Are you young?	



Reading

H. Read the incident again and answer the following questions.

1. What was the writer always asked to do whenever he planned to go abroad?

Ans The writer was always asked to get something for anyone who sees him travelling.

2. What did Gilson want the writer to bring for him?

Ans Gilson wanted the writer to bring a tie for him.

3. When did the writer remember the fact that he had to buy something for Mr. Gilson?

Ans On Tuesday morning, when the writer saw the airport bus waiting outside the hotel, he remembered the tie.

4. Why were the other passengers in the flight gazing at the writer?

Ans The other passengers in the flight were gazing at the writer because departure had been delayed because of him.

5. What is the humour element in the above incident?

Ans The humour element in the above incident is that after all the trouble taken by the writer to buy a tie, he leaves the packet of ties behind in the taxi.



I. Suggesting titles:

1. Title summarises the story. Each paragraph is a part of the story. Look at the following expressions and find out the paragraphs that best suit these expressions.

1. Oh, No! But it happens!

Ans "Oh, so you're going abroad? Can you bring me back.....?" I've been asked to bring back a vaccine for a course. Once I searched the suburbs of Paris for two days for a special brand of ceramic paint. Having spent a lot of money for Cartier lighter refills, I had them confiscated at the airport just before boarding because the gas might be dangerous in the air.

2. Don't let out your travelling dates

Ans Now, two months before a trip, I stop talking to people so they won't suspect I'm about to travel. But someone always catches me. "I've heard you're going to New York, and I want you to get something for me. It's just a little thing you can find anywhere. I don't know exactly how much it costs, but it shouldn't be much. We'll settle up when you get back".

3. Anyway, people will be people

Ans What Gilson asked me to buy was, in fact a little thing: a tie. But not just any tie. He wanted a tie with a small embroidered G. Any colour would do, as long as it had his initial. Look, this is a special flight, I explained. We are only staying Saturday through Tuesday. On the day we arrived I didn't have time to think about the tie, but strolling around on Sunday I did see one shop window. They were cheap, just a dollar, but all the shops were closed.

4. Search begins

Ans I told the group to go on. I would get a taxi to the airport. And so I went in search of a nearby shop where I had seen ties. But I couldn't find it. I walked further down the street-one, two, three blocks - all in vain. Back at the hotel, a bit anxious now, I took my suitcase, got a taxi and asked the driver to rush to the street where I had seen them. The driver stopped at each shop we passed so I could look from the window. The stores had all sorts of ties, but not the kind I was looking for.

5. Things are not that easy

Ans When I finally thought I had located the right shop, I decided to go in and check. The driver refused to wait. Parking was prohibited, he said. I promised to double the fare, jumped out and ran into the shop. Was I going to miss the plane just for a damned tie?

6. Hurry invites worry

Ans When I reached the airport, I paid the taxi driver the double fare and grabbed my suitcase. Panting, I boarded the plane under the reproachful gaze of the other passengers, all primly seated with their seat belts fastened. Ready to take off. Departure had been delayed because of me. "At least I hope you found your tie", said one who knew the story. "I did", I answered triumphantly. After making myself comfortable, I reached for the paper bag to show the ties. I had left it behind; in the taxi.



J. Look at the following situations the writer was in. He could have avoided the situation and saved himself. Glance through the write up again and comment on what the writer should have done in the following situations.

1. Gilson asked the writer to bring a tie.

Ans He should have said 'no' to him.

2. On the day of arrival, the writer had no time to think about the tie.

Ans While strolling around, he could have remembered a shop.

3. The writer remembered about the tie when the bus was leaving for the airport.

Ans The writer should have forgotten it totally.

4. The writer walked down in search of the shop.

Ans He would have identified one shop and gone there first.

5. The writer rushed out with the tie in a paper bag.

Ans As soon as the writer got into the taxi, he should have kept it in his suitcase.

K. State whether the following statements are true or false.

1. The narrator searched for three days to buy ceramic paint.

[Ans: False]

2. The author was going to New York.

[Ans: True]

3. Gilson asked the narrator to buy a tie.

[Ans: True]

4. The taxi driver took away the narrator's suitcase.

[Ans: False]

5. Departure was delayed because of the author.

[Ans: True]

6. The author left the ties in the taxi.

[Ans: True]



Writing

M. Write a speech for your school Literary Association celebration with the given lead.

1.	Opening	
2.	Purpose	
3.	Audience	
4.	Language – Some Good Describing Words (Adverbs And Adjectives), Emotive Words, Imagery etc.	
5.	Ending	

Literary Association Celebration

Good evening to all those who are present here! Respected Chief Guest, Our honourable Principal, beloved teachers, parents and my dear friends.

On this auspicious occasion, I stand before you with extreme pleasure on behalf of English Literary Association of Christ Holy Matric. School.

First of all, let me express my deep gratitude to you all for selecting me as the President of the English Literary Association. This Association has been a prestigious Association in our school, since its inception. It has been working rigorously during the past few years focussing on the improvement of reading, writing, speaking and listening skills of the students in our school. Our vision is to make our school a full-fledged English medium school, where each student speaks and communicates in English.



Language is the medium through which the educational process fulfils its aims. So it is highly essential that students should be able to handle language at its best level. The English Literary Association has been conducting many varied activities and competitions to improve the language skills of the students. 'Practice makes a man perfect.' We do believe in the proverb and constantly endeavour to achieve our aim.

I am extremely happy to announce that this year, we will conduct an English week and all the students will get an opportunity to participate and to demonstrate their talents and potential.

To conclude, let me once again express my heartfelt gratitude to the Management, teachers and students who honoured me by giving this great responsibility.



ARTICLES

A. Nagarajan and Dhanalakshmi want to buy a new house. They have come to see a house for sale. Complete the conversation below by adding a, an or the.

- Nagarajan : Well, here we are, No.8, Kaveri Street. I think this is the house we saw online. What do you think of the location?
- Dhanalakshmi : It is in a nice neighbourhood. And it's close to the railway station.
- Nagarajan : And the bus stop is not too far away.
- Dhanalakshmi : How many rooms are there?
- Nagarajan : There are three rooms, a kitchen and a balcony.
- Dhanalakshmi : There is a lawn behind the house, right?
- Nagarajan : That's right the lawn is actually quite large. Did you see any photos of the living room, online? What does it look like?
- Dhanalakshmi : The living room looks great. It looks bright and airy.
It has a nice view of the hills. But the kitchen looks a little small.
- Nagarajan : And, I remember you said there isn't a store room, right?
- Dhanalakshmi : No, but there is an attic, where we can store things.
- Nagarajan : I hope this house is a better option.
- Dhanalakshmi : Lets wait for the real estate agent. She said, she would be here at three O' clock.
- Nagarajan : Look. There she is!

B. Few articles are missing in the given passage. Edit the passage given below by adding suitable articles wherever necessary.

My neighbourhood is a very interesting place. My house is located in an apartment building downtown near many stores and offices. There is a small supermarket across the street, where my family likes to go shopping. There is also a post office and a bank near our home. In our neighbourhood, there is a small, Green Park where my friends and I like to play on weekends and holidays. There is a small pond near the park and there are many ducks in the park. We always have a great time. In addition, there is an elementary school, close to our home, where my little brother studies in the third grade. There are so many things to see and do in my neighbourhood. That's why I like it. It's really a great place.



PREPOSITIONS

- C. Refer to the dictionary to find out the meaning of the following prepositions and match them with the correct meaning.

	Preposition		Meaning
1.	due to	a.	as a substitute for
2.	except for	b.	in the interest of
3.	with reference to	c.	irrespective of
4.	in spite of	d.	added to
5.	in addition to	e.	because of
6.	in place of	f.	referring to
7.	regardless of	g.	with the exception of
8.	for the sake of	h.	disregarding the difficulty

[Ans: 1 - e, 2 - g, 3 - f, 4 - c, 5 - d, 6 - a, 7 - h, 8 - b]

- D. Fill in the blanks by choosing the most appropriate prepositional phrase from the given options.

- Everything falls to the ground _____ earth's gravitational pull.
(a) in addition to (b) because of (c) cause of [Ans: (b) because of]
- The trial was conducted _____ the procedure of law. (Sep-'21)
(a) in accordance with (b) due to (c) despite of [Ans: (a) in accordance with]
- There is a temple right _____ my house.
(a) in back of (b) apart from (c) in front of [Ans: (c) in front of]
- As a _____ of his hard work, he achieved the target.
(a) instead of (b) result of (c) apart from [Ans: (b) result of]
- Failure is often the _____ negligence. (SRT-'22)
(a) effect of (b) consequence of (c) reason of [Ans: (b) consequence of]
- Children are given toys _____ sweets on Children's day.
(a) on top of (b) in addition to (c) due to [Ans: (b) in addition to]
- The parents must be informed _____ any indiscipline conduct of their wards.
(a) because of (b) in case of (c) in spite of [Ans: (b) in case of]
- He didn't turn up _____ his busy schedule. (June-'23)
(a) consequence of (b) due to (c) except for [Ans: (b) due to]
- Global warming is _____ the green house emission.
(a) an effect of (b) in spite of (c) in addition to [Ans: (a) an effect of]
- _____ several warnings, he continued to swim. (QY-'24)
(a) due to (b) in spite of (c) because of [Ans: (b) in spite of]

- E. Edit the following passage by replacing the underlined incorrect words with correct prepositional phrases.

Janu is studying in class X. In the event of the teachers she is a disciplined student. In addition to her poverty, she is always neat. Many students like her in case of her simplicity. According to her studies, she also participates in sports. She gets on with everyone in case of age and gender in the school. In opposition to taking leave, she ensures that she completes the work given before she goes to school next day.

[Ans: According to]

[Ans: In spite of]

[Ans: because of]

[Ans: In addition to]

[Ans: regardless of]

[Ans: In the event of]



Unit 2

POEM

The Grumble Family

- Lucy Maud Montgomery

Lucy Maud Montgomery (1874 - 1942) is a Canadian author who is remembered for her famous novel 'Anne of Green Gables'. She has published 20 novels as well as 530 short stories, 500 poems and 30 essays. All these works are highly appreciated by the book lovers and critics. She is the first woman in Canada, to be named as a fellow of the Royal Society of Arts in England. She was made an officer of the Order of the British Empire in 1935. In 1943, the Government of Canada designated her as the Person of National Historic Significance, Posthumously.



KEY POINTS

- ✦ This is a humorous poem about a family which grumbles.
- ✦ This Grumble Family always complains about silly matters.
- ✦ They live in the street of complaining, in the city of 'Never-Are-Satisfied, beside the river of Discontent'.
- ✦ They always find wrong in everything and everywhere.
- ✦ All of their comments are negative and critical.
- ✦ Their focus is only on the bad.
- ✦ Their first instinct is to find something to complain and murmur about people.
- ✦ Thus we should learn to walk with a smile and a song.
- ✦ We should never be a complainer, but always try our best to be an optimist who sees the good in everything.



Summary

This is a humorous poem about a family which grumbles. This Grumble Family always complained about silly matters. They lived in the street of complaining, in the city of 'Never-Are-Satisfied, beside the river of Discontent'. They always found wrong in everything and every where. They were always known by the name of Grumble. All of their comments were negative and critical and their focus was only on the bad. If they saw the sun shining, they would complain that it is too hot. If they saw the snow falling, they would complain that it was too cold. Their first instinct was to find something to complain and murmur about People, who stay in their house for a long time. Thus we should learn to walk with a smile and a song. We should never be a complainer, but always try our best to be an optimist who sees the good in everything and be thankful.



PARAPHRASES FOR POEM STANZAS

Stanza No.	Poem Stanzas	Paraphrase
1	<i>There's a family nobody likes to meet; They live, it is said, on Complaining Street In the city of Never-Are-Satisfied, The River of Discontent beside.</i> (QY-'23)	A family lives in the street of complaining and nobody likes them. They don't talk to them and mingle with them. They live in the city of 'Never-Are-Satisfied' which is beside the river of Discontent.
2	<i>They growl at that and they growl at this; Whatever comes, there is something amiss; And whether their station be high or humble, They are all known by the name Grumble.</i>	They go on complaining or grumbling about each and everything. Their first instinct is to find something to complain and murmur about everything. They growl at everything. They find wrong in whatever they see or act. Whether they are in a good position or not, they find fault in it and complain about it. They are known by the name of Grumble.
3 (PTA-4)	<i>The weather is always too hot or cold; Summer and winter alike they scold. Nothing goes right with the folks you meet, Down on that gloomy Complaining Street.</i>	Whether the weather is too hot or too cold, they complain about it. They scold alike if it is winter or summer. Everything goes wrong with the people living down on the sad complaining street.
4 (PTA-2)	<i>They growl at the rain and they growl at the sun; In fact, their growling is never done. And if everything pleased them, there isn't a doubt, They'd growl that they'd nothing to grumble about!</i>	They grumble about the rain, if it rains heavily and growl about the sun, if it is hot. It is a fact that their growling never gets completed or stopped. If everything pleased them there is no doubt, that they will grumble, that there is nothing to grumble about.
5	<i>But the queerest thing is that not one of the same, Can be brought to acknowledge his family name; For never a Grumble will own that he Is connected with it at all, you see.</i>	But the strange thing is that not one of the same can be brought to acknowledge his family name, as a grumbler never owns that he is connected with it at all.
6	<i>The worst thing is that if anyone stays, Among them too long, he will learn their ways; And before he dreams of the terrible jumble, He's adopted into the family of Grumble.</i>	The worst thing to be known about the Grumbles family is that if anyone stays too long with them, he will learn their ways before the person knows the truth of the terrible jumble, he's adopted into the family of Grumble.
7	<i>And so it were wisest to keep our feet From wandering into Complaining Street; And never to growl, whatever we do, Lest we be mistaken for Grumblers, too.</i>	So the poet insists that it is wisest to keep our feet away from wandering into the complaining street. or We should be mistaken as grumblers.
8 (HY-'19)	<i>Let us learn to walk with a smile and a song, No matter if things do sometimes go wrong; And then, be our station high or humble, We'll never belong to the family of Grumble!</i>	We should learn to walk with a smile and a song. We should not bother ourselves, no matter if things go wrong or if we are in a good or a low position. We should never belong to the family of grumble.



GLOSSARY

acknowledge	-	accept or admit the existence or truth of
amiss (<i>adj.</i>)	-	not quite right
crown (<i>n</i>)	-	a prize or position offered for being the best
discontent (<i>adj.</i>)	-	dissatisfaction with one's circumstances
folks	-	people in general
growl (<i>v</i>)	-	make a low guttural sound in the throat
grumble (<i>n</i>)	-	a complaint about something in a bad-tempered way
gloomy (<i>adj.</i>)	-	sad or unhappy or depressing
humble (<i>adj.</i>)	-	modest
jumble (<i>n</i>)	-	an untidy collection of things.
lest	-	otherwise
queerest (<i>adj.</i>)	-	the strangest or the most unusual
station	-	establishment
terrible (<i>adj.</i>)	-	extremely bad or serious
wandering (<i>v</i>)	-	walking or moving in a leisurely or aimless way

TEXTUAL QUESTIONS

A. Read the following lines from the poem and answer the questions given below.

1. *There's a family nobody likes to meet;
They live, it is said, on Complaining Street*

(a) **Where does the family live?**

(PTA-1, 4 & 5; April-'23; Mar & QY-'24)

Ans The family lives in Complaining Street.

(b) **Why do you think the street is named as 'Complaining Street'?**

(PTA-1, 4 & 5; April-'23; Mar & QY-'24)

Ans The street is named as Complaining Street, because a family which is never satisfied lives there.

2. *They growl at that and they growl at this;
whatever comes, there is something amiss;*

(a) **What does the word 'growl' mean here?**

Ans The word 'growl' means shouting or snarling at everything.

(b) **Why do they find everything amiss?**

Ans They find everything amiss or quite wrong because they are never satisfied with anything. They shout and complain about everything.

3. *Nothing goes right with the folks you meet
Down on that gloomy Complaining Street.*

(a) **What is the opinion about the folks you meet down the street?**

(PTA-3 & 6)

Ans Everything goes wrong with the folks you meet down the street.

(b) **What does the word 'gloomy' mean here?**

(PTA-3 & 6)

Ans The word 'gloomy' means to appear depressing or frightening.



4. *The worst thing is that if anyone stays*

Among them too long, he will learn their ways;

(a) **What is the worst thing that can happen if anyone stays with them?**

Ans If anyone stays with them for a long time, he or she will learn their ways. This is the worst that can happen to anyone.

(b) **What are the ways of the Grumble family?**

Ans The ways of the grumble family are that they are never satisfied with anything and they are always complaining and finding fault in everything.

5. *And so it were wisest to keep our feet*

From wandering into Complaining Street;

(a) **What is the wisest thing that the poet suggests?**

(QY-'19)

Ans The poet suggests that the wisest thing is to keep our feet away from going into the complaining street.

(b) **What does the phrase 'to keep our feet from wandering' refer to?**

(QY-'19)

Ans The phrase 'to keep our feet from wandering' refers to avoid stepping into the Complaining Street.

6. *Let us learn to walk with a smile and a song,*

No matter if things do sometimes go wrong;

(a) **What does the poet expect everyone to learn?**

(Govt. MQP; April-'25)

Ans The poet expects everyone to walk with a smile and a song.

(b) **What should we do when things go wrong sometimes?**

(Govt. MQP; April-'25)

Ans We should not bother ourselves, if things go wrong sometimes.

POETIC COMPREHENSION - ADDITIONAL

1. *"And whether their station be high or humble,
They are all known by the name of Grumble."*

(a) **What was the family known by?**

Ans The family was known by the name of 'Grumble'.

(b) **What does the word 'station' mean here?**

Ans Here, 'station' means 'establishment'.

B. Answer the following questions in about 80-120 words.

1. **Write a paragraph on 'The Grumble Family' and their attitude towards other folks.**

(PTA-1 & HY-'19; June-'23; March, July & QY-'24)

Ans A family lives in the Street of Complaining. Nobody likes them, as they are always complaining. They find fault with everything. They are never satisfied with anything. They growl at everything whether they are in a good position or a low position, they find fault with it and complain about it. When the weather is too hot or cold, they complain about it. They scold alike if it is winter or summer. Everything goes wrong with the people living down on that sad complaining street. It is a fact that their growling never gets completed or stopped. However if everything pleased them, there is no doubt, that they would grumble that there is nothing to grumble about.