

X-STD

ENGLISH

NAME: _____

CLASS & SEC: _____

SCHOOL: _____

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BLUE STARS HIGHER SECONDARY SCHOOL
X-STUDY MATERIAL
ENGLISH-PROSE
UNIT-1 PROSE-HIS FIRST FLIGHT

I. TEXTUAL QUESTIONS:

- a. **Why did the seagull fail to fly?** B.P.No. 2
The seagull was afraid to fly. He could not muster up courage to take a dive. So it failed to fly.
- b. **What did the parents do, when the young seagull failed to fly?**
The parents called him. They scolded him and threatened him to let him starve on the ledge.
- c. **What was the first catch of the young seagull's older brother?** B.P.No. 3
The first catch of the young seagull's older brother was a herring.
- d. **What did the young seagull manage to find in his search for food on the ledge?**
The young seagull managed to find a dried piece of mackerel's tail at the end of the ledge.
- e. **What did the young bird do to seek the attention of his parents?** B.P.No. 4
The young bird uttered a low crackle to seek the attention of his parents.
- f. **What made the young seagull go mad?**
The sight of the food at the feet of his mother made him go mad.
- g. **Why did the young bird utter a joyful scream?**
The young bird uttered a joyful scream because he thought his mother would give him food.
- h. **Did the mother bird offer any food to the young bird?**
No, the mother bird didn't offer any food to the young bird.
- i. **How did the bird feel when it started flying for the first time?**
The bird felt his wings spread outwards and he felt the tips of his wings cutting through the air. He felt a bit dizzy.
- j. **What did the young bird's family do when he started flying?**
The young bird's mother swooped past him. His father flew over him screaming. His brothers and sister were flying around him soaring and diving.
- A. **Answer the following questions in a sentence or two.** B.P.No. 5
1. **How was the young seagull's first attempt to fly?**
The young seagull ran forward to the brink of the ledge and attempted to open his wings but was afraid. He thought his wings would not support him to fly. So he ran back to the hole under the ledge.
2. **How did the parents support and encourage the young seagull's brothers and sister?**
The parents were flying with the seagull's brothers and sister. They taught them how to perfect the art of flight and how to skim the waves and dive for fish. When they caught their fish the parents circled around them making a proud cackle.
3. **Give an instance that shows the pathetic condition of the young bird.**
No food was left at the ledge and the young bird was very hungry. He went to the extent of gnawing at the dried pieces of eggshell.

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

The bird was moving back and forth to reach its parents. He could reach them only when he moved northwards along the cliff face.

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

No, I don't think the young seagull's parents were harsh to him because they were only making him realise his inborn potential of flying. Perhaps leaving him alone on the ledge might sound they were harsh, but the result was heartening. That was the only way left to the parents to make the young bird fly.

6. What prompted the young seagull to fly finally?

Hunger and its attempt to get food prompted the young bird to fly finally.

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

When the young bird landed on the green sea its feet sank into water and the water touched its belly. Then it realised that it was floating.

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

B.P.No. 6

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

Lesson	His First Flight
Author	Liam O' Flaherty
Theme	Realisation of one's potential

The will to win, the desire to succeed, the urge to reach your full potential are the keys that will unlock the door to personal excellence.

The struggles that the seagull underwent to overcome its fear of flying make everyone feel sympathy for him. To begin with, he was afraid of flying out of the ledge, for he feared he would fall headlong into the water and die. When he refused to accompany his family, he was threatened to be

left alone on the ledge and they did so. As a result, he was alone on his ledge. As he had not eaten since the previous nightfall, he was hungry. Hence he was forced to eat a dried piece of mackerel's tail at the far end of his ledge. After that, there was not a single scrap of food left on the ledge. He even started biting the dried pieces of eggshell. He walked back and forth from one end of the ledge to the other desperately trying to find some means of reaching his parents without having to fly. He even pretended to be falling asleep standing on the edge of the ledge. He waited a moment in surprise, wondering why she did not come nearer, and there maddened by hunger, he dived at the fish. With a loud scream, he fell outwards and downwards into space. Still they took no notice of him. All these incidents state that he underwent indescribable struggles. But hunger stirred him to dive and he realised that he could fly with his wings.

One isn't necessarily born with courage, but one is born with potential.

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.

Lesson	His First Flight
Author	Liam O' Flaherty
Theme	Realisation of one's potential

Yes, my parents sometimes behave like the young bird's parents, being cruel and unrelenting. I don't think this as cruel and unrelenting. Rather I would think they are doing something good to me. As my parents have more experience in life, I would first express my feelings or views. If they still are unrelenting, I would sit up with them and try to understand what they are trying to do for me. As a teen, my feeling would be to follow what I feel, but at the same time I would try to give a second thought about it. And I know one thing for sure that my parents always think of my wellbeing. Even if certain things are risky or scary, I will follow my parents' words. I know that if the seagull had listened to his parents earlier, he would have gone along with his parents for perfecting the art of flight, catching and tearing fish, sharpening beak and so on. He did not understand his inborn potential that he was born to fly. I would certainly listen to my parents' words and do what they tell me to do.

UNIT-2

PROSE:THE NIGHT THE GHOST GOT IN

I.TEXTUAL QUESTIONS:

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

B.P.No. 30

The author was in the bath room when he heard the noise.

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

First he thought it was the noise created by his father and his brother who must have returned from Indianapolis. Then he thought it must be some burglar. Again he thought it must be a ghost

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

B.P.No. 31

They heard the sounds of someone walking.

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

Mr. and Mrs. Bodwell were the narrator's neighbours.

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

B.P.No. 32

Bodwell shouted angrily and said that he would sell the house and go back to Peoria.

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

When Bodwell heard the mother shout he thought that some burglars had entered his house.

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

B.P.No. 33

The grandfather was wearing a long flannel nightgown over long woolen pants, a nightcap, and a leather jacket around his chest.

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

When the grandfather saw the cops he concluded that they were deserters.

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

B.P.No. 34

No, they were not willing to leave the house without getting their hand on somebody besides the grandfather, because the night had been a defeat for them.

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

As the author wore one of his mother's dress, which looked funny, the reporter gazed at the author. When the author said they had ghosts, the reporter gazed at him a long time.

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

B.P.No. 34

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

As he paid attention to the footsteps he made a big confusion in his family. His misjudgment even brought police to his house. So the narrator was sorry to have paid attention to the footsteps.

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

Herman and the author did not see anyone and did not hear anything anymore, so they went back to their rooms and slammed the doors.

3. What woke up the mother?

Slamming of the door woke up the mother.

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

The mother wanted to call the police for help but she could not use her phone as it was downstairs. She had to wake up her neighbour to call the police. She had no other way rather than throwing the shoe at their window glass to wake them up.

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

Mrs. Bodwell thought that her neighbour had broken the window glass to trouble them. She did not want to tolerate such behaviour. So she wanted to sell the house .

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

The cops broke open the door and entered the house.

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

The grandfather was sleeping in the attic. He was against the deserters. If he saw the cops he would think they were the deserters and he would act in a wild way.

8. Who used the zither and how?

Roy had won the zither in a pool tournament. It was used by the guinea pig to sleep.

9. Mention the things the grandfather imagined.

The grandfather imagined that the cops were the deserters from meade's army, trying to hide away in his attic.

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

B.P.No. 35

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

Prose	The Night the Ghost Got In
Author	James Grover Thurber
Theme	Dramatic fuss about mysterious sounds

In the confusion we stay with each other, happy to be together, speaking without uttering a single word.

'The Night the Ghost Got In', is a short story written by James Thurber. It is a fictionalized account of a night in his childhood. On the night of November, 17 1915, Thurber was taking a bath suddenly he heard some footsteps. It was around 1 in the morning. He thought that it must be his father and brother, Roy. They had gone to Indiana and were expected back at any time. When he put his head out the door, he did not see anyone. He wrapped a towel around his waist and walked out into the hallway. He heard footsteps again. He woke his brother, Herman, to help him find out what was going on. They did not see anyone and did not hear anything anymore, so they went back to their rooms and closed the doors. Their mother was awakened by the slamming of the doors and wanted to know what was going on. She believed there were burglars in the house. Somehow with the help of the neighbour she informed the police. The police arrived with a few reporters and things just went wild. The grandfather ended up shooting one of the policemen in the arm, thinking that he was a deserter. They found no evidence and left.

If you're not confused, you're not paying attention.

2. **Narrate the extensive search operation made by the policemen in the house.**

Prose	The Night the Ghost Got In
Author	James Grover Thurber
Theme	Dramatic fuss about mysterious sounds

Confusion is a word we have invented for an order which is not yet understood

'The Night the Ghost Got In', is a short story written by James Thurber. It is a fictionalized account of a night in his childhood. The author was in the bathroom and around 1 in the morning he heard some steps. He and his brother searched here and there but no one was seen. So they closed their room doors with a bang. The sound of the bang woke up the mother. When she heard about the footsteps she thought there must be some burglars. Somehow with the help of the neighbour she called the police and they came in a short time. The police broke open the door and entered the house. They could not find anybody. They opened all the drawers and windows and searched everywhere. They pulled beds from the walls and they removed the clothes from the closets. They saw the zither which was used by guinea pig to sleep. The cops were reluctant to leave without getting their hand on somebody besides grandfather; the night had been distinctly a defeat for them. Finally they could not find anybody.

Confusion is the welcome mat at the door of creativity.

UNIT-3

EMPOWERED WOMEN NAVIGATING THE WORLD

I.TEXTUAL QUESTIONS:

a. What does INSV stand for?

INSV stands for Indian Naval Ship Vessel.

B.P.No.60

b. When was INSV Tarini commissioned to Indian Navy service?

INSV Tarini was commissioned to Indian Navy service on 18 February 2017.

c. Who is Tara - Tarini?

Tara-Tarini is the patron deity for the sailors.

d. Where did the crew undergo their basic training?

The crew underwent their basic training in Mumbai at the Indian Naval Waterman ship Training Centre and at various schools in the naval base in Kochi.

B.P.No.63

e. How long were they trained to undertake this voyage?

They were trained for three years to undertake this voyage.

f. Which skill was considered important in the selection process?

Survival skill was considered important in the selection process.

g. Who mentored the crew?

Commander Dilip Donde mentored the crew.

h. Which quality of the skipper helped to bring out a successful expedition?

Honesty of the skipper helped to bring out the successful expedition.

B.P.No.65

i. Who among the crew mentioned about teamwork?

Payal Gupta mentioned about teamwork.

- j. When did they witness the brilliant southern lights from the sea? How did the sky appear there?**

When they crossed the Tasman Sea, they witnessed the brilliant Southern lights from the sea. The sky appeared green.

- k. What festival did they celebrate during their expedition?**

They celebrated Diwali during their expedition.

- B. Answer the following questions briefly.**

B.P.No.66

- 1. Mention the special features of INSV Tarini.**

One of the special features of INSV Tarini is that it encouraged use of environment friendly non-conventional renewable energy resources such as the wind. It collected and updated meteorological, ocean and wave data on regular basis for accurate weather forecast by India meteorological Department (IMD) and also collected data for monitoring marine pollution on high seas.

- 2. What does the term circumnavigation mean?**

Circumnavigation means to travel all the way around something, especially the earth.

- 3. How did the all-women Indian Navy crew go about their voyage?**

The crew started their voyage on 10 September from Goa, flagged off by the Defence Minister of India. It covered the expedition in five legs with stopovers at four ports for refilling of ration and repair as necessary, before returning to Goa in April 2018.

- 4. When did the crew start their voyage? When did they return to India? How many days did it take to complete the expedition?**

The crew started their voyage on 10 September 2017 from Goa. They returned to India in April 2018. It took 254 days to complete the expedition.

- 5. What sort of training did the crew undergo before their expedition?**

The crew underwent some theoretical courses on navigation, communication and weather prediction. They were also given hands-on training as to how to repair things and deal with emergencies, when the weather gets tough.

- 6. How did the crew members work as a team to make their expedition successful?**

The crew members really worked as a team, with each one doing different tasks. Vartika Joshi, as the head of the crew, would discuss different ways of solving a problem and chose the best one. Teamwork was the most important in the middle of the crisis. When some people were out to watch, others were inside doing work like heating water and heating the gloves.

- 7. What challenging tasks did the team face during their voyage?**

In the South Pacific, the team encountered a storm where the seas were almost nine to ten metres high and winds were picking up to 60-70 knots. The voyage was adventurous when they were crossing the Tasman Sea.

- 8. What sort of activities did the crew engage in during their long voyage?**

The crew kept posting the pictures of delicacies like golgappas and cakes, read books and did quilting and craft work. While Joshi read comics and the Ramayana, she loved cooking and baking. Vartika Joshi said they watched movies, listened to music and baked cakes, breads, halwa, etc. They even celebrated Diwali and first birthday of the boat.

9. Mention the celebrations which the crew enjoyed during their expeditions.

The crew celebrated Diwali, three birthdays including the first birthday of the boat and specific occasions like crossing the equator, the International Date Line and so on.

10. Which factor motivated the crew to undertake this expedition?

As the sea does not discriminate between genders, the crew undertook this expedition to boost the morale in the country and for more women to take to adventures like sailing. It was this factor that motivated the crew to undergo this expedition.

C. Answer the following in about 100-150 words:

1. Highlight the factors responsible for all-women Indian Navy crew to carry out their expedition.

Prose	Empowered Women Navigating the World
Theme	Adventure is synonymous with woman

Life is an adventure not a package tour.

Women of the past stayed indoors unless allowed to go out with an escort. But today things have changed in such a way that the real power of women is being projected to the world by the advancement of technology and media. Currently women's achievements are tremendous in many fields. One such achievement is the All-women Indian Navy crew who sailed around the world for 254 days, in a sailboat called INSV Tarini. As the sea does not discriminate between genders, the crew undertook this expedition to boost the morale in the country and for more women to take to adventures like sailing. The crew members worked as a team, with each one doing different tasks. Vartika Joshi, as the head of the crew, would discuss different ways of solving a problem and chose the best one. Payal Gupta added that teamwork is the most important in the middle of the crisis. This team effort helped in navigating through the 20 hours long storm. These factors motivated the crew to undergo this expedition.

The boat was named after the famous 'Tara-Tarini' temple in Ganjam district in Odisha

2. Write in detail about the selection and training process which the crew underwent.

Prose	Empowered Women Navigating the World
Theme	Adventure is synonymous with woman

We were given hands-on training, like how to repairs things and how to deal with emergencies.

As regards the selection process, out of the thirty women who had applied, six of them were shortlisted, based on the survival skills they showcased. The crew was mentored by Commander

UNIT:4
PROSE:THE ATTIC

I.TEXTUAL QUESTIONS:

a. When did Aditya leave the local school?

B.P.No. 94

Aditya left the local school after passing matriculation examination to continue his studies in Calcutta. It was twenty-nine years ago.

b. Why did Aditya think that the school would not be recognisable?

Aditya thought the school might have undergone many changes. So it would not be recognisable.

c. Who were Aditya's ancestors?

B.P.No. 95

Aditya's ancestors were once the zamindars.

d. How was the landscape through which they travelled?

As it was the month of Magha-January – February the middle of winter, the sun was soothing. On either side of the road were paddy fields, as far as the eye could see.

e. What did Aditya visit?

Aditya visited the local school where he had studied up to matriculation.

f. Where was Nagen Uncle's shop?

Nagen Uncle's shop was next to a grocery shop and opposite the temple dedicated to Lord Shiva.

g. Besides tea, what did Nagen Uncle have in his shop?

Nagen Uncle had biscuits and savouries.

h. What did Nagen Uncle tell about Sanyal?

B.P.No. 96

Nagen Uncle said that Sanyal was hard of hearing and he could not see well. Being a poor man, he couldn't afford to buy spectacles.

i. In what way was Mr. Sanyal's behaviour strange?

Mr. Sanyal was sitting in the shop without eating or drinking anything, keeping his head bent. He stood up and stretched himself. Raising his lean right arm, and with eyes enlarged, he began to recite a poem by Tagore.

j. What did Nagen Uncle tell about Sanyal's past life?

Nagen Uncle told that Sasanka Sanyal was living with his friend Jogesh Kabiraj because he lost his wife and only son last year. He had sold all his lands to get his daughter married. He led a miserable life and became somewhat crazy since then, due to mental stress.

k. How did Sanyal show that he had a sense of self-respect?

Though Sanyal was poor, he never failed to pay his bill at the tea stall. Thus he possessed high self-esteem and respect.

l. Why was the attic 'a favourite place' for the children?

B.P.No. 97

It was in the attic that the child seems to be in a world of its own.

m. What did Aditya do on reaching the attic?

On reaching the attic, Aditya got on the top of the packing case and pushed his hand inside the ventilator, upsetting a sparrow's nest, searching for something.

n. What did the jeweller say about the article?

The jeweller said that it was an antique.

o. Was Sanyal happy about his visitors?

Yes, he was happy about his visitors.

p. Why did Sanyal recite the poem in the tea shop earlier?

Sanyal recited the poem in the tea shop earlier because he recognized Aditya by the mole on his right cheek. So he recited the same poem that he had recited on the prize-giving day so that he might remember him. He wanted to teach him a lesson for his act of betrayal.

q. What was engraved on the medal?

'Sriman Sasanka Sanyal-Special Prize for Recitation -1948' was engraved on the medal.

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

B.P.No. 99

1. Write a few lines about the owner of the shop.

The owner of the tea shop was now over sixty. He was a little rustic in appearance with his white neatly-combed hair and clean look. He was wearing a dhoti and a blue-striped shirt that could be seen from under a green shawl.

2. What was the daily routine of Sanyal?

The daily routine of Sanyal was that he would visit Nagen Uncle's tea shop, have tea and biscuits and would always remember to pay.

3. Why was there a sudden change in Aditya's expression?

A sudden change in Aditya's expression was because of his knowledge of the stranger's plight. He realised that he was partly responsible for the present situation.

4. Why did Aditya decide to visit his ancestral home?

Aditya decided to visit the ancestral house because he remembered the medal that had wrongfully kept with himself for twenty-nine years. It belonged to Sanyal. So he decided to visit to get the medal to return to him.

5. What was the condition of the attic?

The attic was in a dilapidated condition and a portion of the wall had crumbled down creating a window-hole.

6. When did Aditya heave a sigh of relief? Why?

When Aditya got the medal which he had wrongfully kept with him, he heaved a sigh of relief. The reason was that he had a doubt whether it was still there.

7. Why did Aditya and his friend go to the jeweller?

Aditya and his friend went to the jeweller to find out the weight of the article.

8. What did Aditya offer Sanyal?

Aditya offered Sanyal one hundred and fifty rupees. It was the price of the medal he had been keeping with him for twenty-nine years.

9. "Your grievances are absolutely justified." Who says this to whom? Why?

Aditya says this to Sasanka Sanyal. The reason is that Sanyal received the medal for his recitation of Tagore's verses 'Panraksha'- Keeping of a Promise. Aditya got it from him to show and impress his father. But he never returned it to him for twenty-nine years. Instead he said he lost it because of a hole in his pocket.

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

- 1. Give a detailed account of all thoughts and questions in the narrator's mind while accompanying Aditya from the tea shop to Sanyal's house.**

Prose	The Attic
Author	Satyajit Ray
Theme	Mistakes should be atoned and rectified

*Give up what appears to be doubtful of what is certain;
truth brings peace of mind and deception doubt*

'The Attic' is a short story written by Satyajit Ray. The writer with his friend and business partner Aditya was driving back from their factory at Deodarganj. As they reached a point of bifurcation, the author asked his friend about his willingness to take the road, that deviated to the right. That road led to the ancestral home of Aditya, at Bramhapur. His father was a landlord there and later shifted to business at Calcutta. He was born and brought up at Bramhapur. After passing matriculation from the local school, he had left for Calcutta to continue his further studies. The question in the mind of the narrator was whether Aditya would get back his old memories. When they met Sasanka Sanyal, Aditya was a little stressed to meet him. When he heard the details about Sasnska Sanyal the narrator saw a change in the expression of Aditya. This brought many questions in his mind like why Aditya was interested to meet Sasanka Sanyal. When he asked him what it was, he replied that he would get to know very soon. On reaching the house of Jogesh Kabiraj, he was a little curious, but he didn't ask him anything. But at the end he got answers for all his questions.

His nerves seemed overwrought for some reason.

- 2. 'Man does change with time'-What were the various changes that came about in Aditya?**

Prose	The Attic
Author	Satyajit Ray
Theme	Mistakes should be atoned and rectified

Mistakes are fact of life. It is the response to error that counts.

When Aditya went to meet Sanyal, he revealed the incident in the tea shop. In the beginning Aditya was not interested in going to his ancestral house after twenty-nine years. But when Nagen Uncle revealed who the stranger was, he remembered the past wrongful incident. Sasanka Sanyal received the medal for his recitation of Tagore's verses 'Panraksha'. Aditya got it from him to show and impress his father. But he never returned it to him. Instead he told him a lie that he lost it. Immediately he realized his mistake. He wanted to rectify his mistakes. He went to the attic of his ancestral house and searched for something. He heaved a sigh of relief when he got what he had been looking for. With that he went to a jeweller's shop to find out the weight of the article to repay the price of the article to Sanyal. When Sanyal complained about him, he patiently listened to him and admitted his mistake. He gave him a packet containing one hundred and fifty rupees. But Sanyal was not willing to get the money and he wanted the medal back. So Aditya took it from the attic and returned it to Sasanka.

*The medal that had been hidden in the attic for twenty-nine years was
eventually returned to its owner*

3. Give a brief character sketch of Sasanka Sanyal.

Prose	The Attic
Author	Satyajit Ray
Theme	Mistakes should be atoned and rectified

People are interested by talent; God is impressed by character.

Sasanka Sanyal was a talented boy in the school days. Aditya always stood second next to Sasanka. He received Special Prize for Recitation of Tagore's Panraksha. He was a generous student. His friend Aditya asked him to lend the medal to be shown to the father to impress him. He did not have a second thought. He blindly lent him though he knew that Aditya was jealous of him. When

Aditya did not return the medal he would have felt bad. Another interesting aspect of his character was when he recognised Aditya by the mole on his right cheek, he recited the same verses of Tagore to make him realize and repent for the betrayal of trust. Moreover, though he lost his wife and son and sold the lands, he did pay the bill everyday at the tea shop. He was a man of self-respect. When Aditya came to meet him and gave him one hundred and fifty rupees for the medal, he refused to accept it, although the price of the medal was only five rupees. This aspect of his character really makes us love and adore him, because he was not interested in money. Thus right from the tea shop to the end, he is found to be a lovable character in the story.

He had an acute sense of self-respect.

UNIT-5 PROSE:TECH BLOOMERS

I.TEXTUAL QUESTIONS:

a. What is the future of technology?

B.P.No. 126

Everything will be automated and appliances will order things for human beings. Even the disabled people can live with the help of technology independently.

b. How many people in India suffer with disability?

2.7 crore people suffer with disability.

c. Who is Kim?

B.P.No. 127

Kim is the Assistant Technologist at Alisha's school. She introduced her to Dragon Dictate.

d. How does Kim help Alisha?

Kim shows her how to train Dragon Dictate to understand her voice. Now she uses it in class and at home for doing GCSE Maths.

e. Why is technology important according to David?

B.P.No. 129

According to David technology is important because it enables him to communicate and be independent. It gives him freedom.

f. Which instrument does David controls with his eye movement?

David controls Liberator Communication Device with his eye movement.

g. What devices helps David to move from to one place to other?

AAC and ECO2 help David to move from one place to other.

A. Answer the following questions in two or three sentences.**1. What are the benefits of the internet to the common man?**

The benefits of the internet to the common man are that it gives instant access, provides endless supply of knowledge and entertainment.

2. Do you think technology has improved communication? How?

Yes, technology has greatly improved communication. Advances in technology have led to the birth of many new methods of electronic communication, such as social networking, websites and video conferences. The increase of electronic communication has helped to eliminate time and distance that are obstacles to communication.

3. How does David operate computers with the Liberator Communication Device?

David controls the Liberator Communication Device with his eye movements.

4. Which devices are controlled using ACTIV controller?

Using ACTIV controller TV, BluRay and music players are controlled.

5. Who says these words: "I want everyone to know the difference technology has made in my life"?

Alisha says these words to express her feelings about the new technology which has enabled her to communicate with others.

6. Which software helps Alisha to overcome her difficulty in typing?

Dragon Dictate software helps Alisha to overcome her difficulty in typing.

7. Name a few Indian innovations which are helpful to the disabled and make their day to day life easier.

Former President A.P.J. Abdul Kalam developed lightweight prosthetics materials to make artificial limbs. Lechan Shoes by Krispian Lawrence, Blee Watch by Nupura Kiriloskar and Janhavi Joshi and IGEST by Anil Prabhakar are some of the Indian innovations useful to the disabled.

8. Is it possible to control the computer screen with eye gaze?

Yes, it is possible to control the computer screen with eye gaze.

9. Suggest ways of making our society inclusive.

In the past differently abled people were alienated from the main stream of society. New technology helps these people to learn and move with others. Differently abled people are brought back to the society. This way our society is made inclusive.

10. How would you help the people with disabilities in your neighbourhood?

I would help the disabled people by making the new technology accessible to them.

B. Answer in a paragraph of about 100-150 words.**1. How do we use technology in our day to day lives?**

Prose	Tech Bloomers
Theme	Empowering the disabled with technology

It has become appallingly obvious that our technology has exceeded our humanity.

We have never thought that our refrigerator can order stuff on its own. Today it is possible when anything is below predetermined limit or certain threshold. Our refrigerator can directly link

to the e-commerce site and order anything that is about to exhaust. For example, if we are running out of milk, it can order milk. Consumable products such as ink cartridges may be capable of self-ordering replacements when the current level falls below a certain threshold. In addition, managing entertainment and home appliances by voice commands or by swapping a finger is a reality now. Also, if we get bored by the program, we can tell our smart TV to view our social feed. If we are struck in a traffic jam, we can make the kettle get some tea for us. Our entire water and energy management can be taken care of by automating all the activities. Thus technology has made our lives more comfortable and easier and happier.

Technology has not only made a normal person's life easier but it is also a boon to citizens with special needs.

2. "Technology is a boon to the disabled". Justify.

Prose	Tech Bloomers
Theme	Empowering the disabled with technology

Any sufficiently advanced technology is indistinguishable from magic.

Technology has not only made a normal person's life easier but it is also a boon to people with disabilities. Alisha says that she cannot physically type as she thinks because she has cerebral palsy. She uses a technology called Dragon Dictate. When she speaks, the words appear on her screen and then she prints them out. Now she can even do Maths for her General Certificate of Secondary Education (GCSE). If someone has limited movement he/she can control a computer screen with Eye Gaze or move from page to page using the pupils of the eyes. Twenty one year old David was born with Athetoid Cerebral Palsy. Technology enables him to communicate with others and be independent. For verbal communication he uses Liberator Communication Device which he controls with eye movement. He has an ACTIV controller in the headrest of his chair in his bed room. He can control his TV, Blue sky and music players. World renowned physicist Stephen Hawking is the best example to show how technology can help a talented mind to overcome the physical impairments. The Assistive Technology helped him to contributing productively to the world. Newer technology allows differently abled learners to learn with their peers as well as contributing fruitfully to the collaborative process of learning.

David will now use his ECO2 to speak in complete sentences with correct syntax.

UNIT:6

PROSE:THE LAST LESSON

I.TEXTUAL QUESTIONS:

A. Answer the following questions in two or three sentences:

a. What kind of news was usually put up on the bulletin board?

B.P.No. 163

For the last two years all the bad news had been put up on the bulletin board — the lost battles, the draft, the orders of the commanding officer.

b. What was the usual scene when school began everyday?

Usually, when school began, there was a great commotion, which could be heard out in the street. Students would open and close the desks and would repeat lessons in unison, very loud, and the teacher would go around with a great ruler knocking on the table.

c. Other than the students, who were present in the class?

B.P.No. 164

Some villagers were present in the class along with the students.

d. Why did M. Hamel say it was the last French lesson?

As per the order from Berlin, German should be taught instead of French in the school. So that was the last French class.

e. What was Franz asked to tell? Was he able to answer?

Franz was asked to tell the rules of participles and he was not able to answer the question.

f. Why did M. Hamel blame himself?

M. Hamel blamed himself that he often would send his pupils to water his plants instead of study at school and he would declare a holiday whenever he wanted to go fishing.

g. What did M. Hamel say about the French language?

B.P.No. 165

M. Hamel said that the French language was the most beautiful, clearest and most logical language of the world.

h. How many years had M. Hamel been in the village?

M. Hamel had been in the village for forty years.

A. Answer the following questions in two or three sentences:

B.P.No. 166

1. Why did Franz dread to go to school that day?

Franz did not study participles and the teacher would ask questions on participles. So he was afraid to go to school.

2. What were the various things that tempted Franz to spend his day outdoors?

The weather was warm and bright and birds were chirping. He saw Prussian soldiers doing their drills in an open field. These things tempted Franz to spend his day outdoors.

3. Why was the narrator not able to get to his desk without being seen?

Unusually the school was very calm and students were sitting on their seats. So he was unable to get to his desk without being seen.

4. What was Franz sorry for?

Franz was sorry for having not learnt French properly.

5. Why were the old villagers sitting in the last desk?

The old villagers were sorry that they had not gone to school more. It was their way of thanking Hamel for his forty years of faithful service. Also they wanted to show their respect for the country that was theirs no more.

6. What were the thoughts of the narrator's parents?

The narrator's parents thought that it would be better to go to work and earn some extra money than to learn French.

7. Why does M. Hamel say that we must guard our language?

He tells the class to guard the language because when people are enslaved, so long as they "hold fast to their language, it is as if they had the key to their prison."

8. M. Hamel was gazing at many things. What were they?

M. Hamel sat motionless and looked at everything around him one by one.

9. When and how did M. Hamel bid farewell to the class?

When the bell struck 12 M. Hamel stood up. He addressed the class as friends and wrote on the board with chalk piece, "Viva La France!". Then he said the class was dismissed.

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

1. We appreciate the value of something only when we are about to lose it. Explain this with reference to the French language and M.Hamel.

Prose	The Last Lesson
Author	Alphonse Daudet
Theme	Mother tongue is a key to freedom

If you talk to a man in a language he understands, that goes to his head.

'The Last Lesson' was written by Alphonse Daudet. The story is narrated by a French boy Franz. He was lazy and liked to play. He disliked studying French. After overpowering the districts of Alsace and Lorraine in France, Berlin had ordered that German should be taught in schools instead of French. It was the last French class of the teacher M. Hamel who had been there for 40 years. As a mark of respect for his hard work the village men also attended his last class. The teacher was full of grief and nostalgia. They were sad that they did not learn French their mother tongue in their childhood. Franz was shocked to know it was his last French lesson. But he did not learn French. Suddenly he became interested in learning French and he understood what was taught that day. He developed an instant liking for the teacher M. Hamel and respected him for his sincerity and hard work. He felt sad that M. Hamel was leaving them and ashamed of not being able to recite the lesson on participles.

I was amazed to see how well I understood.

2. Give an account of the last day of M.Hamel in school.

Prose	The Last Lesson
Author	Alphonse Daudet
Theme	Mother tongue is a key to freedom

Language is the blood of the soul into which thoughts run and out of which they grow

When Franz reached the school he saw a crowd gathered around the bulletin-board. Though he reached the school a little late he was surprised to note that the school was very quiet. Franz took his seat, and noticed that M. Hamel had clothes on for special occasion. The atmosphere of the classroom was strange. Franz saw some villagers were sitting in the class. M. Hamel sat on his chair and said that it would be the last French lesson. He suddenly realized how little he knew of the French language.

UNIT:7
PROSE:THE DYING DETECTIVE

I.TEXTUAL QUESTIONS:

- a. How did Watson feel when he heard of Holme's illness?** B.P.No. 189
Watson felt horrified when he heard of Holmes' illness.
- b. Why didn't the landlady call the doctor?**
Holmes did not allow the landlady to call a doctor. She did not want to disobey Holmes.
- c. What was the condition of Holmes when Watson saw him?** B.P.No. 190
Holmes' face was thin and his eyes were shining with fever. His cheeks were flushed, and his hand twitched all the time. He lay inactive.
- d. What according to Holmes was the disease he was suffering from?**
According to Holmes he was suffering from Tarpaunli fever or the black Formosa plague.
- e. Who did Watson see when he entered the room?** B.P.No. 192
Watson saw the gaunt face of Holmes, his fevenish eyes and flushed cheeks.
- f. What were the instructions given by Holmes to Watson?**
Holmes asked Watson to place the ivory box on the table within his reach and slide the lid a bit with tongs. He further asked him to put the tongs on the table.
- g. Why did Holmes plead with Smith?** B.P.No. 192
Holmes pleaded with Smith to cure him of the strange disease because he had a knowledge of the Eastern diseases. Moreover, he was the only one in London who could help him.
- h. Who was responsible for Victor Savage's death? What was the evidence for it?**
Smith was responsible for Victor Savage's death. His self-proclamation was the evidence for it.
- i. What explanation did Holmes give for speaking rudely to Watson?** B.P.No. 193
Holmes asked excuse from Watson for ill-treating him. He said that he was rude with him just to get Smith there and he did not want Watson to know that he was not ill.
- j. How was Holmes able to look sick?**
Holmes did not eat for three days and he did some make-ups to look sick.
- A. Answer the following questions in one or two sentences.** B.P.No. 194
- 1. Who was Mrs. Hudson? Why was she worried?**
Mrs. Hudson was the landlady of Holmes. She was worried because Holmes was very ill.
- 2. Why didn't Holmes let Watson examine him?**
Actually Holmes was not sick; he pretended to be sick to solve a murder case. So he did not let Watson examine him.
- 3. Why did Holmes warn Watson against touching his things? What was Watson's reaction?**
Watson touched the ivory box. It had a sharp needle that would pass dangerous disease. So Holmes was against Watson touching his things.
- 4. What did Watson find on the table near the mantle-piece?**
Watson found an ivory box on the table near the mantle-piece.

5. Who is Mr. Culverton Smith?

Mr. Culverton Smith is a planter. He was the murderer of his nephew Victor Savage.

6. What did Holmes ask Watson to do before leaving his room?

Holmes asked Watson to keep the ivory box on the table within his reach and slide the lid a bit before leaving his room.

7. What instructions did Holmes give Watson to get Mr. Smith?

Holmes asked Watson to persuade Mr. Smith to come alone. He wanted Watson to come earlier than Mr. Smith.

8. Why did Holmes want Smith to treat him?

Holmes wanted Smith to talk about the disease and proclaim he had killed his nephew Savage. So he wanted Smith to treat him.

9. How did according to Smith Holmes get the disease?

According to Smith Holmes got the disease from the prick he had got from the ivory box.

10. Who arrested Smith? What were the charges against him?

Inspector Morton arrested Smith. Smith was the murderer of his nephew Savage and he attempted to murder Holmes.

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

1. How did Holmes trap Mr. Culverton Smith to confess the murder?

Prose	The Dying Detective
Author	Arthur Conan Doyle
Theme	Deceiver is captured by Deception

Deceits' favourite role is playing the victim.

Holmes pretended that he was affected by a severe disease. He did not allow Watson to treat him. At six o'clock, Holmes told Watson to turn the gaslight on, but only half-full. He then instructed Watson to bring Mr Culverton Smith of 13 Lower Burke Street to see Holmes, but to make sure that Watson returned to Baker Street before Smith arrived. Watson went to Smith's address. Although Smith refused to see anyone, Watson forced his way in. Once Watson explained his errand on behalf of Sherlock Holmes, Smith agreed to come to Baker Street within half an hour. Believing that they were alone, Smith was frank with Holmes. It soon emerged, to Watson's horror, that Holmes had been sickened by the same illness that killed Smith's nephew Victor. Smith then saw the little ivory box, which he had sent to Holmes by post, and which contained a sharp spring infected with the illness. Smith removed it to avoid the evidence of his crime. He then clearly proclaimed that he had killed Savage and he tried to kill Holmes. He set a fool-proof trap to make Smith come out with the truth by feigning illness and pleading cure.

'He wouldn't have it, sir. I did not dare to disobey him.'

2. How did Watson help his friend to arrest the criminal?

Prose	The Dying Detective
Author	Arthur Conan Doyle
Theme	Deceiver is captured by Deception

One of the methods of manipulation is to inoculate individuals with the bourgeois appetite for personal success.

Watson was shocked to know that Holmes was ill with a dangerous disease. He went to his house to treat him but Holmes did not let him do it. He looked around the house and saw an ivory box. When he touched it Holmes asked him not to touch his things. Holmes asked Watson to go to Smith and persuade him to come to Holmes. Smith arrived after Watson had returned, Smith thought that he was alone with Holmes. He was sure that Holmes would die because of the disease he got from the ivory box which had been sent by him to Holmes. Watson was hiding in the next room. Smith revealed the truth that he had killed Savage and he was responsible for the trouble of Holmes. By the time he was arrested. The whole incident was possible only with the help of Watson.

Then I sat in silent dejection until the stipulated time had passed.

BLUE STARS HIGHER SECONDARY SCHOOL
X-STUDY MATERIAL
ENGLISH-POEM
UNIT-1
POEM-LIFE

I. APPRECIATION 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?

The word 'me' refers to the poet Henry Van Dyke.

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

The poet wants to lead his life without any hesitation, always looking forward with a willing soul.

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?

I think the poet is not in a hurry because he wants to enjoy all aspects of life.

b. What should one not mourn for?

One should not mourn for the things one has 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'?

The poet means by the phrase 'in the dim past' that what was in the past is clear in our mind. The past becomes dimmer and dimmer in our life.

b. Is the poet afraid of future?

No, the poet is not afraid of the future.

c. How can one travel on with cheer?

One can travel with cheer if one does not think much the past and the future.

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?

The way of life is not always smooth. It has ups and downs.

b. How should be the journey of life?

The journey of life should be a joyful one, full of unexpected things.

c. What did the poet seek as a boy?

The poet as a boy sought new friendship, high adventures and success.

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?

The poet seeks quest or opportunities which need courage to accomplish.

b. What is the poet's hope?

The poet's hope is that the life will be the best after the last twist in life.

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.

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.

abba.

B. Answer the following question in about 100 – 150 words.

B.P.No. 19

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

Title	Life
Poet	Henry Van Dyke
Theme	Optimism makes the journey of life cheerful

Life is very important so take it seriously.

Henry Van Dyke (1852 – 1933) was an American author, poet, educator and clergyman; His early works, 'The story of the other Wise Man' and 'The First Christians Tree', were first read aloud to his congregation in New York as sermons.

The poet wants to live his life looking ahead with a burning desire to accomplish something in his life. He neither wants to hurry nor wants to move away from his goal. He does not want to mourn or cry over the setbacks in the past. Also he does not worry about the future. He instead prefers to live his life with a whole and happy heart which cheerfully travels from youth to old age. Hence, it does not matter to him whether the path goes up or down the hill. That is whether the path is rough or smooth. Whatever may be the path, he believes that his journey will be cheerful. He states that 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.

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

UNIT-2

POEM : THE GRUMBLE FAMILY

I. APPRECIATION 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?

The family lives on Complaining Street.

b. Why do you think the street is named as 'Complaining Street'?

The street is named as Complaining Street because the people who live there always complain about everything.

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

a. What does the word 'growl' mean here?

'Growl' means bark or snarl. Here it means they find fault with everything.

b. Why do they find everything amiss?

They find fault with everything so everything seems to be amiss to them.

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?

Nothing goes well with the people who live on the complaining street.

b. What does the word 'gloomy' mean here?

'Gloomy' means darkness. Here it means unhappy

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?

If anyone stays with them he will get the habit of complaining about everything.

b. What are the ways of the Grumble family?

The grumble family never gets satisfied. They always grumble about 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?

The wisest thing that the poet suggests is not to go near the complaining street.

b. What does the phrase 'to keep our feet from wandering' refer to?

'To keep our feet from wandering' means 'to keep off our feet from wandering near 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?

The poet expects everyone to lead a happy life with a smile.

b. What should we do when things go wrong sometimes?

We should smile and lead a happy life even if things go wrong sometimes.

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

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

Poem	The Grumble Family
Poet	L.M. Montgomery
Theme	Discontentment begets despair

*In the city of Never-Are-satisfied
The River of Discontentment beside*

L.M. Montgomery (1874 – 1942) was a Canadian author best known for a series of novels beginning in 1908 with Anne Green Gables. A prolific writer, She published over 100 stories between 1897 and 1907.

'The Grumble Family' has been written by Lucy Maud Montgomery. The poet gives a vivid picture of neighbourhood scenes. She says that there is a family which nobody wants to meet. They live on 'Complaining' street in a city called 'Never-Are-satisfied'. The river of 'Discontent' runs beside it. They always complain about everything. They will never be satisfied and they are always discontented. They find fault with everything. They grumble at everything whether they live a high or low life. The weather is always too hot or cold for them. They scold summer and winter in the same way. Nothing will go well with these people. If they are pleased with something they will growl saying that they have nothing to grumble about. The funniest thing is that no member of the family will be ready to acknowledge the family. If someone stays with them for long he will also get their way of life. He will also start grumbling about everything.

*The weather is always too hot or cold
Summer and winter alike they scold*

2. If you were to live in the Complaining Street, how would you deal with the people who grumble?

Poem	The Grumble Family
Poet	L.M. Montgomery
Theme	Discontentment begets despair

If I were to live in the complaining street I may find it difficult to deal with such people. I am with a lot of positive ideas. Only those who have negative ideas will complain about people and situations. It is very clear that such people will never have a feeling of satisfaction. So I will be careful not to get involved in their way of life. If they come forward to grumble over something I will not accept it immediately. I will try to convince them that it is better to accept things as they come to us with a smile. We should avoid taking everything negatively. I will slowly tell them that life has ups and downs and we should be able to balance them carefully.

Attitude shows over altitude.

3. From the poem 'The Grumble Family' what kind of behaviour does the poet want the readers to possess?

Poem	The Grumble Family
Poet	L.M. Montgomery
Theme	Discontentment begets despair

*They growl at the rain and they growl at the sun;
In fact, their growling is never done.*

L.M. Montgomery (1874 – 1942) was a Canadian author best known for a series of novels beginning in 1908 with *Anne Green Gables*. A prolific writer, She published over 100 stories between 1897 and 1907.

'The Grumble Family' has been written by Lucy Maud Montgomery. She says that there is a family which nobody wants to meet. They live on 'Complaining' street in a city called 'Never-Are-satisfied'. The river of 'Discontent' runs beside it. They always complain about everything. They will never be satisfied and they are always discontented. The poet does not want the readers to follow this kind of life. She wants them to lead a life with contentment. The poet accepts that even in the grumble family the members do not want to attach themselves with the family. Let us learn to live with a smile even if something goes wrong. We should never be the part of the grumble family whether our life is high or low.

*Let us learn to walk with a smile and a song,
No matter if things do sometimes go wrong:*

C. Answer the following.

B.P.No. 48

1. *And whether their station be high or humble,...*

Pick out the alliteration from the above line.

high – humble.

2. **Pick out the other examples for alliteration from the poem.**

They growl at that and they growl at this;

they – that

But the queerest thing is that not one of the same

thing – that

Let us learn to walk with a smile and a song,

smile, song

3. *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.*

Pick out the rhyming words and identify the rhyme scheme of the above lines.

Rhyming words: cold – sold; meet – street

The rhyme scheme of the above lines : aabb.

UNIT-3
POEM: I AM EVERY WOMAN

I. APPRECIATION QUESTIONS:

A. Read the following lines and answer the questions.

1. *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."*
 - a) **What does the word summer mean here?**
Summer means adversity, pain or agony.
 - b) **How does she take life?**
She takes life positively and hopes for the better.
 - c) **What does she mean by "Spring will come again"?**
She means that difficult times will pass by and new hope and brighter life will come up again.
2. *Strong is she in her faith and beliefs,
"Persistence is the key to everything," says she.*
 - a) **What is she strong about?**
She is strong about her faith and belief.
 - b) **How does she deal with the adversities in life?**
She is persistent to find a solution for adversities in life.
3. *Despite the sighs and groans and moans,
She's strong in her faith, firm in her belief!*
 - a) **Is she complaining about the problems of life?**
No, she is not complaining about the problems of life. She is highly hopeful of change of adversities.
 - b) **Pick out the words that show her grit.**
strong, firm
4. *Don't ever try to saw her pride, her self-respect.
She knows how to thaw you, saw you –beware!*
 - a) **What do the words thaw and saw mean here?**
Literal meaning of 'thaw' is defrosting and 'saw' means to cut something. Here these words mean that she knows how to crush those who oppress her.
 - b) **What is the tone of the author?**
The tone of the author is aggressive.
5. *She's today's woman. Today's woman dear.
Love her, respect her, keep her near..*
 - a) **Describe today's woman according to the poet.**
Today's woman according to the poet is that she is ferocious like a lioness. She cannot be threatened.

b) How should a woman be treated?

A woman should be treated with love, respect and dignity.

B.P.No. 86

B. Read the lines and identify the figure of speech.

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

a) Pick out the rhyming words from the given lines.

stake, fake.

b) Add another word that rhymes with 'strength'.

health, wealth.

c) Give the rhyme scheme for the given lines.

abcc.

2. *She's a lioness; don't mess with her.
She'll not spare you if you're a prankster.*

a) Pick out the line that has a metaphor in it.

She's a lioness.

b) Give your example of metaphor to describe the qualities of a woman.

She is an angel.

3. *She's strong in her faith, firm in her belief!*

a) Pick out the alliterated words from the given lines.

faith, firm.

b) Pick out the alliterated words from the poem.

symbol, strength ; summer, spring

D. Answer the following in a paragraph of about 80 – 100 words.

1. How are today's women portrayed by the poet?

Poem	I am Every Woman
Poet	Rakhi Nariani Shirke
Theme	Multi-faceted nature of modern woman

*A woman is beauty innate,
A symbol of power and strength.*

Rakhi Nariani Shirke is an academican with a passion for writing poems as a medium of self expression. Her poem talks about the multi-faced nature of women.

She portrays that every woman is beautiful innate. She is the symbol of power and strength. She is willing to put her life at risk. Every woman is true in expressing her love and she is never fake. She is very dignified in her approach. Even at times of adversity, she finds a ray of hope and she continues to care for her near ones. She is very courageous and she has no fear. She is strong in her faith and beliefs. She is never a quitter and she is optimistic. She is ferocious like a lioness. It is better for the prankster to stay away from her. Never should one try to bring disgrace to her pride and self-respect, for she knows how to thaw and saw them. She is today's woman. It is healthier to love her, respect her and to keep her near.

*She's today's woman. Today's woman dear,
Love her, respect her, keep her near*

2. What qualities have made women powerful?

Poem	I am Every Woman
Poet	Rakhi Nariani Shirke
Theme	Multi-faceted nature of modern woman

*Strong is she in her faith and beliefs
"Persistence is the key to everything,"*

Rakhi Nariani Shirke is an academician with a passion for writing poems as a medium of self expression. Her poem talks about the multi-faceted nature of women.

The poet Rakhi Nariani Shirke describes the qualities of today's women. They are empowered, brave, strong and resolute. They are always ready to take up new ventures. They are persistent and work tirelessly to prove what they are capable of. Women have to be treated respectfully for the growth of a nation. Every woman has innate beauty in her. She is a symbol of power and strength. She is willing to put her life at stake. She is ready to take risk in her life courageously. She is a down-to-earth-real human being. She is not fake. She is ready to sacrifice her whims and fancy for the happiness of the loved ones. According to her, others' happiness is more important than hers. The woman is strongly and inseparably rooted in her faith and beliefs. Nothing can shake up. The poet goes on to say that she is a lioness. She should not be taken for granted. She will not spare anyone who plays pranks on her. She will fight for equality in all spheres.

*Don't ever try to saw her pride, her self-respect
She knows how to thaw you, saw you – so beware!*

UNIT-4

POEM: THE ANT AND THE CRICKET

I. APPRECIATION QUESTIONS:

A. Based on your understanding of the poem, read the following lines and answer the questions given below.

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

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

The routine of the cricket was that he got accustomed to singing in summer and spring.

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

Summer and Winter are the seasons mentioned here.

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

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

'He' refers to the cricket.

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

His cupboard was empty because he did not collect and preserve any grains for the winter.

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

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

He couldn't find a single crumb –piece of bread on the ground.

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

The ground was covered with snow because it was winter season.

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

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

Starvation and famine made the cricket bold.

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

It was winter and he had not made his shelter. So he dripped with wet and trembled with cold.

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

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

The cricket wanted to meet the ant, because he wanted to get shelter and borrow some grain.

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

Shelter from rain and a mouthful of grain would keep him alive.

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

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

Since ants have the habit of saving something for the future, they are boldly saying they neither borrow nor lend, for borrowing or lending makes one a slave for the other.

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

The ant says these lines to the cricket.

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

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

'I' refers to the cricket.

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

The nature of the cricket was that it indulged in merrymaking in summer. This we can know from the way it spent the summer.

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

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

The ant refused to help the cricket because it spent the whole summer singing all day long and enjoying his good times during summer season. He lacked farsightedness, for he never had plans for his future.

b) **Explain the second line.**

The ant chased the little careless and lazy cricket out of the door to fend for himself.

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

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

borrow – tomorrow

b) **Give more examples of rhyming words.**

sing, spring; home, come; found, ground; see, tree; bold, cold; ant, grant; rain, grain; light, night; gay, say; wicket, cricket; true, two are other rhyming words in the poem.

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

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

aabb.

B. Based on your understanding of the poem, complete the summary using the phrases given below.

the pleasant nature	human beings	doesn't save	warm place
kitchen cupboard	just a fable	saving for future	some grains
never borrow or lend	an ant and a cricket	sings and dances	

In this narrative poem, the poet brings out the idea that is essential for every creature. He conveys this message to the readers through a story of an ant and a cricket. The ant spends all its summer saving for future. The cricket sings and dances happily in the summer. He doesn't save anything for the winter. When winter comes, he is worried that his kitchen cupboard is empty. So, he seeks the help of the ant to have some grains and a warm place to stay. The cricket was even prepared to repay it in the future. The ant made it clear that ants never borrow or lend. He also enquired cricket if it had saved anything when the weather was fine. The cricket answered that it had sung day and night enjoying the pleasant nature. The ant threw the cricket out and stated in a stern voice it should dance in the winter season too. In his concluding lines, the poet affirms that this is not just a fable but it is true and applicable to human beings also.

C. Answer each of the following questions in a paragraph about 100 words.

1. 'Some crickets have four legs and some have two.' Elucidate this statement from the poet's point of view.

Poem	The Ant and the Cricket
Poet	Aesop
Theme	Forewarned is forearmed

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

'Aesop's fables' is a collection of fables credited to Aesop, a slave and a story teller believed to have lived in Greece between 620 and 564 B.C.E. These fables became popular when they emerged in print.

Through the poem 'The Ant and the Cricket', the poet brings out the idea that it is essential for every creature to work hard for the future. In the poem, the ant spent all its summer saving for future, whereas the cricket sang and danced happily in the summer. He did not save anything for the winter. When winter came, he was worried that his kitchen cupboard was empty. So, he sought the help of the ant to have some grains and a warm place to stay. The ant made it clear that ants would never borrow or lend. He also enquired the cricket if it had saved anything when the weather was fine. The cricket answered that it had sung day and night enjoying the pleasant nature. Some crickets work as if they have only two legs. In his concluding lines, the poet affirms that this is not just a fable but it is true and applicable to human beings also.

*And out of the door turned the poor little cricket
Folks call this a fable.*

2. Compare and contrast the attitude of the ant and the cricket.

Poem	The Ant and the Cricket
Poet	Aesop
Theme	Forewarned is forearmed

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

'Aesop's fables' is a collection of fables credited to Aesop, a slave and a story teller believed to have lived in Greece between 620 and 564 B.C.E. These fables became popular when they emerged in print.

Through the story of the lazy cricket and the hardworking ant, the poet teaches us the virtue of hard work. The cricket was foolish enough not to see the future. He made no plans or provisions for the future. He lived in the present moment. The ant, on the other hand, was wise and hardworking. He worked hard so that he could enjoy the future. The poet wants us to learn an important lesson in life. One must always save for the future. One should not be foolish enough to just enjoy the present moment. 'As you sow, so shall you reap.' is a popular proverb that fits this story. We must be far-sighted enough to see our future and make plans accordingly. One should be ready for the good as well as the bad times ahead. This attitude of the ant is not only an eye-opener for the cricket but also for the human beings. We should not be like the cricket and ruin our future.

*But we ants never
Borrow; we ants never lend*

3. If given a chance, who would you want to be - the ant or the cricket? Justify your answer.

Poem	The Ant and the Cricket
Poet	Aesop
Theme	Forewarned is forearmed

I would obviously want to be the ant because the cricket is lazy whereas the ant is hard-working. The cricket was foolish enough not to see the future. He made no plans or provisions for the future. He lived in the present moment. He indulged in merrymaking and daydreaming and gave in to desires and passions. The ant, on the other hand, was wise and hard-working. He worked hard so that he could enjoy the future. The poet wants us to learn an important lesson in life. One must always save something for the future. One should not be foolish enough to just enjoy the present moment. 'As you sow, so shall you reap.' is a popular proverb that fits this story. We must be far-sighted enough to see our future and make plans accordingly. One should be ready for the good as well as the bad times ahead. This act of the ant is not only an eye-opener for the cricket but also for the human beings. We should not be like the cricket and ruin our future. So I would prefer to be the prudent miserly ant.

*But tell me, dear cricket,
Did you lay anything by
When the weather was warm?*

UNIT-5

POEM:THE SECRET OF THE MACHINES

B.P.No. 150

A. Answer the following questions briefly.

1. Who does 'we' refer to in first stanza?

a) Human beings b) Machines **Ans: b)**

2. Who are the speakers and listeners of this poem?

The speakers are the machines and the listeners are the human beings.

3. What metals are obtained from ores and mines?

Iron is obtained from ores and mines.

4. Mention a few machines which are hammered to design.

Tractor, bulldozer, crane, truck, printer, etc.

5. Mention the names of a few machines that run on water, coal or oil.

Underwater treadmill, trains, cars, trucks, aeroplane, etc., are some of the machines that run on water, coal and oil.

6. Mention a few machines used for pulling, pushing, lifting, driving, printing, ploughing, reading, and writing, etc.

Tractor, bulldozer, crane, truck, printer, cars, Braille etc, are used for the above-mentioned purposes.

7. Are machines humble to accept the evolution of human brain? Why?

Yes, machines are humble to accept the evolution of human brain because in the last stanza of the poem they confess that they are the children of human brain.

8. What feelings are evoked in us by the machines in this poem?

Compassion, sympathy, humility and vanity are the feelings evoked in us by the machines in this poem.

9. 'And a thousandth of an inch to give us play:'

Which of the following do the machines want to prove from this line?

- a. Once Machines are fed with fuel, they take a very long time to start.
b. Once Machines are fed with fuel, they start quickly.

Ans: a)

10. *And now, if you will set us to our task,
We will serve you four and twenty hours a day!*

a. **Who does the pronoun 'you' refer to here?**

'You' refers to human beings here.

b. **Whose task is referred to as 'our task' here?**

The Machines' task is referred to here.

c. **Open conditional clause is used in the given line. Why is the future tense 'will set' and 'will serve' used both in the 'if clause' and in the 'main clause'?**

Open conditional clause usually refers to a future event which is conditional on another future event. The verb of the main clause is in the future tense with "will" and the if-clause also is in the future tense. Here it is used because if the condition is fulfilled, the consequent action will automatically happen without fail.

d. **Do the machines serve us twenty-four hours a day?**

Yes, the machines serve us twenty-four hours a day.

e. **Rewrite the given lines with the ending '365 days a year'.**

We will serve you three hundred and sixty five days a year.

B. **Write your favourite stanza from the poem and find the rhyming scheme.**

*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!*

The rhyme scheme of this stanza is **abab**.

C. **Read the poem and find the lines for the following poetic devices or write your own example.**

Alliteration

pull, push; print, plough; run, race; stars, shine

Assonance

all weak

a thousand of an inch

Personification

We can run and race and swim and fly and dive

We can see and hear and count and read and write

We will serve you

Simile

He is **as busy as a bee**

I am **as snug as a bug in a rug**

You were as brave as a lion.

They fought like cats and dogs.

He is as funny as a barrel of monkeys.

UNIT:6
POEM:NO MEN ARE FOREIGN

Based on the understanding of the poem, read the following lines and answer the questions given below.

B.P.No. 180

1. *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.*
 - a) **What is found beneath all uniforms?**
Beneath all the uniforms we could find same kind of body which breathes.
 - b) **What is same for every one of us?**
Land or earth is same for every one of us.
 - c) **Where are we all going to lie finally?**
We are all going to lie in the earth finally.

2. *They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd.*
 - a) **What is common for all of us?**
The sun, air and water are common for all of us.
 - b) **How are we fed?**
We are fed with the produce of the harvests
 - c) **Mention the season referred here**
Winter season is referred to here.

3. *Their hands are ours, and in their lines we read
A labour not different from our own.*
 - a) **Who does 'their' refer to?**
'Their' refers to enemy soldiers.
 - b) **What does the poet mean by 'lines we read'?**
'Lines we read' means their way of life.
 - c) **What does not differ?**
The work the enemy soldiers do is not different from our work.

4. *Let us remember, whenever we are told
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn.*
 - a) **Who tells us to hate our brothers?**
The king or the man on the top tells us to hate our brothers.
 - b) **What happens when we hate our brothers?**
When we hate our brothers we hate ourselves.
 - c) **What do we do to ourselves?**
When we hate our brothers we betray and condemn ourselves.

5. *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.*

a) What outrages the innocence?

The fire and dust which come out due to war outrage the innocence.

b) Who are not foreign?

Men are not foreign to us.

c) What is not strange?

Countries are not strange.

Based on your understanding of the poem complete the following by choosing the appropriate words/phrases given in brackets:

This poem is about the dreams and aspirations of all men. The subject of the poem is the unity of human race, despite the difference in colour, caste, creed, religion, country etc. All human beings are same. We walk on the same land and we will be buried under it. Each and everyone of us are related to the other. We all are born same and die in the same way. We may wear different uniforms like 'brotherhood,' during wars the opposing side will also have the same breathing body like ours. We as human do the same labour with our hands and look at the world with the same eyes. Waging war against others as they belong to a different country is like attacking our own selves. It is the human earth we impair. We all share the same language. We are similar to each other. So the poet concludes that we shouldn't have wars as it is unnatural to fight against us.

unity of human, dreams and aspirations, same land, our hands, unnatural, breathing body, same eyes, brotherhood, language, human earth

Based on your understanding of the poem answer the following questions in a paragraph of about 100-150 words.

1. **What is the central theme of the poem 'No Men Are Foreign'?**

Poem	No Men Are Foreign
Poet	James Falconer Kirkup
Theme	Unity of human race despite diverse differences

*Remember, no men are foreign, no countries foreign
Beneath all uniforms, a single body breathes*

James Falconer Kirkup (1918 – 2009) was an English poet, translator and travel writer. He wrote over 30 books including autobiographies, novels and plays.

The central theme of the poem is that war is a mistaken notion and all people on earth are connected through their common humanity. The poet describes a number of similarities that we share with our supposed enemies. The poet notes that underneath every soldier's uniform, the soldier breathes as we do. The soldiers who oppose us all walk on the earth, as we do, and they also share the sun, drink water, and enjoy the harvests of the earth. In addition, we share similar body parts, such as hands that labour and eyes that wake from sleep. After drawing all these similarities, the poet asks the reader to recall that when we are asked to hate others, it is really ourselves that we hate. If we fight each other, we destroy the earth that we share and destroy innocence everywhere. When we fight others, we forget that our enemies are not foreign but are like ourselves. So the poet concludes that we shouldn't have wars because it is quite unnatural to fight against us.

*Their hands are ours, and in their lines we read
A labour not different from our own*

2. The poem 'No Men Are Foreign' has a greater relevance in today's world. Elucidate.

Poem	No Men Are Foreign
Poet	James Falconer Kirkup
Theme	Unity of human race despite diverse differences

*In every land is common life
That all can recognise and understand*

James Falconer Kirkup (1918 – 2009) was an English poet, translator and travel writer. He wrote over 30 books including autobiographies, novels and plays.

The poem 'No Men are Foreign' by James Falconer Kirkup points out why it is wrong to hate others based on differences such as race, culture, or geography. The speaker stresses that all people are similar and part of the brotherhood of man. At the end of the poem, the speaker mentions how unnatural warfare is because it is fighting against ourselves. The poem covers various points of similarity between people from all countries: people have hands like ours, they labour as we do, and they have eyes like ours that wake to see a similar world. Hating other people because they are different, or raising arms against other people, is a condemnation of ourselves: it is the human earth, our own earth that we defile. In today's world each country wants to fight with the other for the sake of its supremacy. They hate each other to maintain their economy and social status. Even men hate each other for silly reasons forgetting that we are all brothers and sisters. So this poem is very relevant in today's world.

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

^

UNIT:7

POEM:THE HOUSE ON ELM STREET

A. Read the given lines and answer the questions given below.

B.P.No. 203

1. *It sat alone,
What happened there is still today unknown.
It is a very mysterious place,
And inside you can tell it has a ton of space,
But at the same time it is bare to the bone.*

a. What does 'It' refer to?

'It' refers to the mysterious house.

b. Pick out the line that indicates the size of the house.

'And inside you can tell it has a ton of space.'

2. *I drive past the house almost every day.
The house seems to be a bit brighter.
On this warm summer day in May,
It plays with your mind.*

a. Who does 'I' refer to?

'I' refers to the poet.

b. Pick out the alliterated words in the 2nd line.

be – bit – brighter.

3. *It never grows leaves,
Not in the winter, spring, summer or fall.
It just sits there never getting small or ever growing tall*

a. **What does 'it' refer to?**

'It' refers to the tree.

b. **In what way is the tree a mystery?**

The tree does not have any leaves. It never grows nor does it become small.

4. *Rumors are constantly being made,
And each day the house just begins to fade.
What happened inside that house?*

a. **Does the house remain the same every day?**

No, the house seems to begin to fade.

b. **Why does the poet consider the house to be a mystery?**

Nobody knows what happens inside the house. So the poet considers the house a mystery.

5. *What happened inside that house?
I really don't know
I guess it will always be a mystery*

a. **Does the poet know what happened in the house?**

No, the poet does not know what happened in the house.

b. **What is the mystery about the house?**

As nobody knows what happens inside the house, it is a mystery.

B. Answer the following in a paragraph.

1. Where is the house located? Why is it a mysterious place?

Poem	The House on Elm Street
Poet	Nadia Bush
Theme	An enigmatic mysterious house

*It sat alone
What happened there is still today unknown*

Nadia Bush in her poem 'The House on Elm Tree' describes a mysterious house. Nobody knows what happens inside the house. It is still there but still people do not know what happens inside the house. The house has plenty of space inside and it is a very big house. But nobody lives there; it is bare. At night the house seems to have some life. Some light comes and goes. In summer the house seems to be little brighter. It is always in her mind; it never leaves her mind.

Near the house there is a tree. It never has any leaves on it. In all the seasons it looks the same. It neither grows nor becomes small. She wonders how it is possible. Some rumors are going round saying that the house begins to fade away. The poet does not know what is going on inside the house and it will always remain a mystery to the poet.

*Besides the house sits a tree
It never grows leaves*

2. How is the mystery depicted in the poem?

Poem	The House on Elm Street
Poet	Nadia Bush
Theme	An enigmatic mysterious house

*At night the house seems to be alive
Lights flicker on and off*

Nadia Bush in her poem 'The House on Elm Tree' describes a mysterious house. Nobody knows what happens inside the house. It is still there but still people do not know what happens inside the house. The house has plenty of space inside and it is a very big house. But nobody lives there; it is bare. At night the house seems to have some life. Some light comes and goes. The poet is often tempted to go inside the house just to see what is inside. But fear never allows her to take any step towards that. Every day the poet drives past the house. In summer the house seems to be little brighter. It is always in her mind; it never leaves her mind. Near the house there is a tree. It never has any leaves on it. In all the seasons it looks the same. It neither grows nor becomes small. She wonders how it is possible. Some rumors are going round saying that the house begins to fade away. The poet does not know what is going on inside the house and it will always remain a mystery to the poet.

*What happened inside that house?
I really don't know.
I guess it will always be a mystery.*

**BLUE STARS HIGHER SECONDARY SCHOOL
X-STUDY MATERIAL-SUPPLEMENTARY READER**

UNIT-1

SUPPLEMENTARY READER-THE TEMPEST

B.P.No. 28

A. Choose the correct answer.

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

B. Identify the character or speaker.

1. He 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 you neck and feet together. **Ans. Prospero**
8. I must finish my task before I take my rest. **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?**
The inhabitants of the island were Prospero and Miranda.
2. **What powers did Prospero possess?**
Prospero possessed the power of magic, with which he was able to release many good spirits from a witch called Sycorax who had imprisoned them in the bodies of large trees.
3. **Who was Caliban? What was he employed for?**
Caliban was an ugly monster and son of Ariel's old enemy Sycorax. He was employed like a slave to fetch wood and do the most laborious jobs.
4. **Who were on the ship? How were they related to Prospero?**
Antonio, King of Naples, his son Ferdinand and Gonzalo were in the ship. Antonio was Prospero's cruel brother who with the help of the king of Naples sent Prospero and his daughter out of dukedom. Gonzalo was the faithful courtier of Prospero. He kept food, water and books in the boat.
5. **Why had Prospero raised a violent storm in the sea?**
Prospero raised a violent storm in the sea because he came to know that his cruel brother, king of Naples was in a ship. He wanted to wreck the ship and bring all the travellers to the island.
6. **How did Miranda feel when her father raised the storm to destroy the ship?**
Miranda felt greatly distressed when her father raised the storm to destroy the ship. She pleaded with him to save the ship and people in it.

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

Ariel was ordered to wreck the ship but not to harm anybody.

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

Ferdinand was the first human being she saw except Prospero and Caliban. She was very much attracted towards the handsome young man.

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

1. Write a detailed character sketch of Prospero.

main character – duke of Milan – sent out of Milan – reader – magical power – released spirits – helped his cruel brother – brought up his daughter – brought everyone together

Title	The Tempest
Author	William Shakespeare
Theme	Forgiveness is sweet revenge

Prospero was the main character in 'Tempest' a play written by William Shakespeare. He was the Duke of Milan but he was sent out of the country by his cruel brother Antonio with the help of the King of Naples. Prospero was fond of reading especially books of magic. He attained the power to use magic on others. He was a sympathetic man so he released the spirits which were imprisoned by Sycorax. Though he was ill treated by his brother, at the end of the play he helped them. He raised a storm to wreck the ship in which his brother and the king of Naples travelled. But he did not want to hurt any of them. He was a good father. He brought up his daughter Miranda very well. He wanted to

be together with his enemy king, the King of Naples so he was ready to give his daughter to Ferdinand. He forgave those who caused him pains and sufferings.

Darkness cannot drive out darkness; only light can do that.
Hate cannot drive out hate; only love can do that – **Martin Luther King.**

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

sent out of Milan – reached deserted island – released spirits – magical power – cruel brother and King of Naples – brought to island – Ferdinand met Miranda – others repented – brought to Prospero – forgiven

Title	The Tempest
Author	William Shakespeare
Theme	Forgiveness is sweet revenge

Prospero was sent out of Milan by his cruel brother Antonio with the help of the King of Naples. He went to a deserted island with his daughter Miranda. He lived there with the spirits he released with his magical power. One day after twelve years of his life in the desert he came to know that his brother and the King of Naples were travelling in a ship. He raised a storm to wreck the ship but he did not want to hurt anyone. They were all brought to the island. Each one thought that other one was dead. Ferdinand was brought to meet Miranda and they fell in love with each other. This was the plan of Prospero. The others were moving up and down hungry in the island. Ariel brought delicious food to them but when they were about to eat he made it disappear. Then he made them realise the crime they had committed to Prospero and his daughter. They repented for their crime. Prospero asked Ariel to bring them all to him. Then he forgave them and was ready to give his daughter in marriage to Ferdinand, the son of the king of Naples.

to Ferdinand, the son of the king of Naples.

Without forgiveness, life is governed by an endless cycle of resentment and retaliation.

E. Rearrange the following sentences in coherent order.

- 3 He ordered Ariel to torment the inmates of the ship.
- 7 Miranda was attracted by Ferdinand and had more concern towards him.
- 1 Prospero and Miranda came to an island and lived in a cave.
- 10 Prospero forgave them and restored his dukedom, Milan.
- 4 He raised a violent storm in the sea to wreck the ship of his enemies.
- 8 Prospero wanted to test Ferdinand and gave a severe task to perform.
- 2 Using his powers, Prospero released the good spirits from large bodies of trees.
- 9 The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
- 5 Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.
- 6 Ferdinand was the second human whom Miranda had seen after her father.

UNIT-2

SUPPLEMENTARY READER : ZIG-ZAG

A. Identify the speaker / character.

- | | |
|--|---------------------------|
| 1. 'Even though I clearly said no!' | Ans: Dr. Krishnan |
| 2. 'The one that spits deadly poison straight into its opponent's eyes.' | Ans: Maya |
| 3. 'Remember the tiny penknife he gave me last year.' | Ans: Arvind |
| 4. 'It's Somu's thoughtless ways that reduce me to tears' | Ans: Mrs. Krishnan |
| 5. 'Come in, Zigzag, come in dear!' | Ans: Visu |

B. Read the story again and write how these characters reacted in these situations:

1. You're both quite mistaken.

Dr. Krishnan said that Zigzag was a harmless bird and it was a treasure of Somu.

Mrs. Krishnan felt very unhappy to keep Zigzag with them.

2. It's Somu's thoughtless ways that reduce me to tears.

Mrs. Krishnan was very unhappy to have Zigzag with them.

Dr. Krishnan wanted to maintain Zigzag because he was asked by another doctor Dr. Somu

B. Read the story again and write how these characters reacted in these situations:

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2. It's Somu's thoughtless ways that reduce me to tears.

Mrs. Krishnan was very unhappy to have Zigzag with them.

Dr. Krishnan wanted to maintain Zigzag because he was asked by another doctor Dr. Somu

3. Just wait till zigzag settles down in this new home.

Visu said that Zigzag could speak well. Arvind started a conversation with Zigzag but it did not open its mouth. Visu wanted to pacify the children.

Aravind and Maya were dejected that Zigzag did not speak a word.

4. Zigzag hardly ever sleeps.

Somu in his email message said that Zigzag did not sleep well. He was in Alaska so he asked Dr. Krishnan to give Zigzag to Visu.

Dr. Krishnan could not find Visu so he took it to his clinic.

5. You are an absolute treasure.....

Dr. Krishnan was happy to keep Zigzag in his clinic.

Zigzag was happy to receive the toffee from Dr. Krishnan.

C. Complete the given tabular column.

Arrival of zigzag	Somu requested Dr. Krishnan to take care of his pet.	Mrs. Krishnan was not <u>happy to keep the bird with them.</u>	She was worried about <u>her paintings.</u>
Life of Zigzag at Dr. Krishnan's residence	Zigzag perched on the curtain rod and <u>slept and snored.</u>	When their maid switched on the fan <u>the nuts and the pieces of fruits fell all over the floor.</u>	Mrs. Krishnan was annoyed and called Mr. Krishnan to <u>send Zigzag immediately to Visu</u>
The email about Zigzag	Dr. Krishnan	Somu's reply surprised the Krishnans.	The reply was <u>Zigzag would hardly sleep. They could send the bird to Visu.</u>
Zigzag at the clinic	When Zigzag entered the clinic he <u>started controlling the patients.</u>	Gone was Zigzag's bored and grumpy expression. The bird looked happy and alert.	After the family knew that zigzag must be kept busy they <u>wanted to keep it with them.</u>

D. Answer the following question in one or two sentences:

B.P.No. 57

1. **Why did Dr. Ashok's cousin call him?**

His cousin wanted to go to Alaska. He wanted Dr. Ashok to take care of his pet bird Zigzag.

2. **Mention at least two expressions which show that Mrs. Krishnan was not willing to have Zigzag at home.**

Mrs. Krishnan said that whatever was given by Somu were nuisances. She gave a sarcastic comment when Arvind praised the boomerang given by Somu

3. What other various pets did Somu have?

Somu had an green and gold fighting beetle and insect eating plant.

4. What was Mrs. Krishnan busy with?

Mrs. Krishnan was busy with her paintings for an exhibition

5. What commotion did the boomerang cause in the neighbourhood?

The boomerang sliced many TV aerials and damaged many cars.

6. What happened when Somu left Zigzag with the Krishnans?

Zigzag started sleeping and snoring when Zigzag was with the Krishnans.

7. How did Zigzag communicate with the Krishnans?

Zigzag communicated with the Krishnans with the movement of eyes.

8. What was the e-mail message sent to Somu by Dr. Krishnan?

Dr. Krishnan sent the email message to Somu asking him for clear instruction on how to stop Zigzag from snoring.

9. What did Aravind confess?

Arvind confessed that for the first time in his life he was actually looking forward to going to school to avoid the snoring of Zigzag.

10. Why did Mrs. Jhunjunwalla buy the painting?

Mrs. Jhunjunwalla was the art critic and she liked the orange stroke in the painting, sunset at Marina.

E. Answer the following questions in about 100-150 words:

1. Write a passage in your own words on various commotions caused by Zigzag at Dr. Krishnan's residence.

about a pet – Zigzag – Visu the cook – strange bird – talk well – Arvind's conversation – failed – nuts and fruits kept on chandelier and fan – perched on curtain rod – snored – nuts and fruit pieces fell down – spoilt sunset at Marina – orange pulp and black seeds – complaints from neighbours

Title	Zigzag
Author	Asha Nehemiah
Theme	Comic Commotions of a pet

The short story 'Zigzag' was written by Asha Nehemiah. It is about a pet which made commotion at home. Zigzag was brought in by Visu the old cook. It was a strange bird with different coloured feathers. Visu talked high about Zigzag. He also reiterated that the bird could talk well. Arvind started a conversation with the bird but the bird did not say a single word. When some nuts and fruits were brought for it, the bird picked some of them and flew to chandelier and fan. It kept the nuts and fruits on them. Then it perched on a curtain rod and slept. Not only that, it began to snore. The snoring was so loud that it affected everyone. They tried to wake him up but they failed to do so. So they went to their bed room and shut them up there. When Lakshmi, the house maid came she put on the fan. All the nuts and pieces fell down. Some of them fell on the master piece of Mrs. Krishna, sunset at Marina. The painting had orange pulp and shiny black seeds all over it. By the time some of the neighbours came in to complain about that snoring of Zigzag.

2. What happened when Zigzag was taken to the clinic.

about pet – Zigzag – Visu the cook – strange bird – could talk well – Arvind conversation failed – nuts and fruits kept on chandelier and fan – nuts and fruit pieces fell down – spoilt sunrise at Marina – Dr. Krishnan took to clinic – controlled the patients – talked well – phone from Mrs. Krishnan – sunrise at Marina sold for Rs. 5000 – orange colour and black seed

Title	Zigzag
Author	Asha Nehemiah
Theme	Comic Commotions of a pet

The short story 'Zigzag' was written by Asha Nehemiah. It is about a pet which made commotion at home. Zigzag was brought in by Visu the old cook. It was a strange bird with different coloured feathers. He reiterated that the bird could talk well. Arvind started a conversation with the bird but the bird did not say a single word. When some nuts and fruits were brought for it, the bird picked some of them and flew to chandelier and fan. When Lakshmi, the house maid came she put on the fan. All the nuts and pieces fell down. Some of them fell on the master piece of Mrs. Krishna, sunset at Marina. The painting had orange pulp and shiny black seeds all over it. She could not tolerate it anymore. R. Krishnan took the bird to his clinic and left it in his car. It went to the clinic and controlled the patients. He was happy with the bird. Mrs. Krishnan phoned to Dr. Krishnan to come immediately. When he came home he could not convince his wife. So he took the bird to his clinic.

3. Narrate the story of Zigzag in your own words.

about pet – Zigzag – Visu the cook – strange bird – could talk well – Arvind conversation failed – nuts and fruits kept on chandelier and fan – nuts and fruit pieces fell down – spoilt sunrise at Marina – Dr. Krishnan took to clinic – controlled the patients – talked well – phone from Mrs. Krishnan – sunrise at Marina sold for Rs. 5000 – orange colour and black seed

Title	Zigzag
Author	Asha Nehemiah
Theme	Comic Commotions of a pet

The short story 'Zigzag' was written by Asha Nehemiah. It is about a pet which made commotion at home. Dr. Ashok T. Krishnan was a child specialist. One day his friend Somu asked him to keep his pet Zigzag for some days. Zigzag was brought in by Visu the old cook. It was a strange bird with different coloured feathers. He also reiterated that the bird could talk well. Arvind started a conversation with the bird but the bird did not say a single word. When some nuts and fruits were brought for it, the bird picked some of them and kept them on the chandelier and fan. Then it perched on a curtain rod and slept and snored. The snoring was so loud that it affected everyone. When Lakshmi, the house maid put on the fan. All the nuts and pieces fell down. Some of them fell on the master piece of Mrs. Krishna, sunset at Marina. The painting had orange pulp and shiny black seeds all over it. She could not tolerate it anymore. Dr. Krishnan had to come home. He could not convince his wife. So he took the bird to his clinic. He kept it in his car but Zigzag found its way to the clinic and started controlling the patients. Dr. Krishnan was surprised. The bird also looked happy. It was trained to do this job by the witch doctor and Dr. Somu. His clinic was in perfect order. By the time, Mrs. Krishnan phoned to inform Dr. Krishnan that her sunset at Marina was bought by the art critic for Rs. 5000. The critic liked the touch of the orange colour. She was laughing happily. They decided to keep the Zigzag with them.

UNIT-3
SUPPLEMENTARY READER: THE STORY OF MULAN

I. CHOOSE THE BEST ANSWERS:

- 1. Mulan goes to the battle instead of her father because _____.**
a) she wants to be a soldier. b) she was asked to join the army.
c) her father is old. d) her brother is sick. **Ans: c)**
- 2. What did Mulan do before leaving the house?**
a) took leave from her mother b) cut off her hair
c) prayed d) made a dress for war **Ans: b)**
- 3. What is the story about?**
a) winning b) friendship
c) women empowerment d) patriotism **Ans: c)**
- 4. The Emperor asked Mulan to stay with him in the palace as his _____.**
a) wife b) royal advisor c) army general d) friend **Ans: b)**
- 5. The Emperor gave Mulan _____.**
a) six horses and six swords b) a death sentence
c) gold d) six camels **Ans: a)**
- 6. How did people of the village react to Mulan after her return from the battle?**
a) cheered her b) mocked her c) punished her d) scolded her **Ans: a)**

B. Identify the Character or speaker of the following lines.

1. I heard about it in town **Ans: Mulan's father**
2. I am your son now. **Ans: Mulan**
3. The General is a woman? **Ans: Soldier**
4. Mulan, stay with me in the palace. **Ans: The Emperor**
5. You are too kind sire. **Ans: Mulan**

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

1. What was the Emperor's order?

The Emperor's order was one man from each Chinese family must leave his family to join the army.

2. Where did Mulan's father hear about the Emperor's order?

Mulan's father heard about the Emperor's order in the town.

3. Why couldn't Mulan's brother go to war?

Mulan's brother couldn't go to war because he was a little boy.

4. Why did Mulan disguise herself as a man?

Mulan disguised herself as a man because women were not allowed in the army.

5. How did the soldiers become sick?

As a very bad fever swept through the army, the soldiers became sick.

6. How would she be punished if found guilty?

If she were found guilty, she would be put to death.

7. Why did the Emperor give her fine gifts?

The Emperor gave her fine gifts because Mulan had ended the long war successfully.

8. How did the soldiers come to know about Mulan's real identity?

When she fell sick, the doctor went to her tent to attend to her. At that time he came to know about Mulan's real identity. Thus the soldiers came to know about Mulan's identity.

D. Answer the following questions in a paragraph.

1. Sketch the character of Mulan.

Mulan courageous and patriotic – Emperor's order – decided to join the army – disguised herself – strong soldier – powerful leader – fought well – brought victory – ended the war – chance to become royal advisor – returned to her family

Title	The Story of Mulan
Author	Robert Daniel San Souci
Theme	A Woman can win a war

'The Story of Mulan' talks about a girl who was courageous and patriotic. Once she heard the order of the Emperor to every family to send one member to the army to fight against the enemy. She decided to volunteer herself to join the army despite being a woman. Her father could not send his son because he was a little boy so he decided to go to the army. But Mulan put on the dress of her father and told him that she could disguise herself as a man and join the army. Though she knew that women were not allowed, she joined the army in disguise, simply ignoring the risks involved. She had been trained by her father in Kung Fu and use of sword. She knew that if the soldiers came to know that she was a woman she would be put to death. Ignoring all the risks, she joined the army. She proved to be a strong soldier and powerful leader. She led the entire troop to victory and thus ended the war in China forever. Amazed by her bravery, the Emperor asked her to become the royal adviser. But she reverently refused and sought permission from the emperor to return to her family. This shows her love towards her family, besides her patriotic spirit.

2. Do you agree with Mulan's decision to go to war? Justify.

agree – China faced war – Emperor's announcement – Mulan's decision – little brother – father not well – disguised – Kung Fu – use of sword – cut the hair – wore father's dress – big risk – put to death – fought well – leader of soldiers – general – ended war – decision is justified

Title	The Story of Mulan
Author	Robert Daniel San Souci
Theme	A Woman can win a war

Yes, I do agree with Mulan's decision to go to war. Her country China was in the middle of a great war. The Emperor said that one man from each Chinese family must leave his family to join the army. Mulan, a teenage girl who lived in a far away village of China told her father that she would join the army from their family. She had a brother but he was a little boy. She did not want her father who was not well to go to the army. So in this situation her decision to join the army is agreeable. Moreover she had been trained in Kung Fu and use of sword. So she cut her hair, put on her father's dress and disguised herself as a man. It was a big risk because if she were found to be a woman she would be put to death. She joined the army and fought for China. She proved to be a strong soldier. So she was made a leader of soldiers. Finally she became the General. She finally brought an end to the long war. This clearly shows that she was the right person to join the army. Strong will power, and determination will make woman succeed. Hence Mulan's going to war is justified.

UNIT-4
SUPPLEMENTARY READER: THE AGED MOTHER

A. Rearrange the sentences given below in the correct sequence.

1. The son made up his mind to take back his mother home. 5
2. A farmer decided to leave his old mother on top of a mountain. 2
3. The governor realized his mistake and abolished the law. 8
4. Once in Shining, a cruel ruler declared that all old people must be put to death. 1
5. Using the clever idea of his mother, the farmer made a rope of ashes. 7
6. When the farmer bade farewell, she advised him to return home with the aid of twigs. 4
7. Filled with dread, he hid his mother in his home. 6
8. The mother dropped the small twigs as markers on the way to help her son return. 3

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

1. What was the cruel announcement made by the leader?

The cruel announcement made by the leader was all the old people must be put to death.

2. Why was the farmer filled with sorrow?

The farmer was filled with sorrow because the poor farmer loved his aged mother and as per the government decree he had to kill his old mother.

3. What were the things carried by the farmer to the summit of the mountain?

The farmer carried cooked food, and cool and sweet water.

4. Why did the mother become anxious as they climbed up the mountain?

The mother became anxious as they climbed up the mountain because the paths crisscrossed one another and her son might not know the mountain paths and his return might be dangerous.

5. What did the mother drop along the way?

The mother broke the twigs and quietly dropped them all along the way as markers

6. What was the advice given by his mother for the safe return of her son?

When the son bade farewell to his mother, the mother told him about the path she had made with a handful of broken twigs on the path. She advised him to walk along the path which had the piles of twigs.

7. Why did the farmer's burden seem to be light on his way back home?

The guilty conscience of leaving his mother to die was no more. Also his firm attitude to die together did not make him feel his mother was burdensome. So the farmer's burden seemed to be light on his way back home.

8. Where did the farmer hide his mother?

The farmer hid his mother in the walled closet for food beneath the kitchen floor.

9. How did the farmer make the rope of ashes? On whose suggestion did he do it?

On his mother's suggestion, the farmer made a rope with a twisted straw, and then stretched it upon a row of flat stones and burnt it on a windless night. When the blaze died down, they could see a rope of ashes on the stones.

10. How did the Governor realize his mistake?

When the governor demanded the farmer to tell him from where he had got the wisdom to get a rope of ashes, the farmer informed him that he had done it on the suggestion of his old mother whom he hid in the closet. The governor was surprised and meditated upon his wrong order and abolished his decree.

C. Answer each of the following in a paragraph of 120-150 words.

1. Narrate the circumstances that led to the abandoning of the aged in Shining.

The story of the Aged Mother - poor farmer and his aged mother – humble, peaceful life – despotic leader – decree – felt sorry – took food and water – carried his mother to the mountain – decided to leave her there – reached Obatsayuma – abandoning the aged

Title	The Aged Mother
Author	Matsuo Basho
Theme	Old is gold

"The Story of the Aged Mother" by Matsuo Basho is a story about a son and his aged widowed mother. He secretly fought against the decree of putting aged people to death. The story started at the foot of the mountain where a poor farmer lived with his aged widowed mother. They owned a bit of land and they were humble, peaceful and happy. The country was governed by a despotic leader who proclaimed the decree of killing aged people. That time, killing aged people was not uncommon. When the poor farmer heard the decree he felt sorrow in his heart, because he loved his aged mother with so much of reverence. Sorrowfully and painfully, he prepared to put his mother to death. Just as his work ended, he cooked food, wrapped it in a small piece of cloth and tied it in his neck together with a gourd filled with cool and sweet water. Then, he carried his mother on his back. The road was narrow crisscrossed many times because of many paths made by the hunters and woodcutters. He kept blindly walking towards the summit of Obatsayuma, the mountain of the "abandoning of the aged". With tearful eyes and an aching heart, he bade farewell to his aged mother.

2. Describe the farmer's painful journey up the mountain.

The Story of the Aged Mother – at the foot of mountain – peaceful and happy – governor's proclamation – farmer felt sad – prepared to put mother to death – carried cooked food and water – carried his mother – road long and steep – narrow, crossed – paths made by hunters – lost ways – reached the summit

Title	The Aged Mother
Author	Matsuo Basho
Theme	Old is gold

"The Story of the Aged Mother" by Matsuo Basho is a story about a son and his aged widowed mother. He secretly fought against the decree of putting aged people to death. The story started at the foot of the mountain where a poor farmer lived with his aged widowed mother. They owned a bit of land and they were humble, peaceful and happy. When the governor sent a proclamation that aged people should be put to death, the poor farmer felt sad in his heart because he loved his aged mother with so much. Shining at the time was ruled by the despotic leader and killing aged people was not uncommon. Sorrowfully and painfully, he prepared to put his mother to death. Just as his work ended, he cooked food, wrapped it in a small piece of cloth and tied it in his neck together with a gourd filled with cool and sweet water. Then, he carried his mother on his back. The road was long and steep. The road was narrow and was crossed and re-crossed many times because of the many paths made by the hunters and woodcutters. In some places they lost the way. He got confused but he gave no heed.

He kept blindly walking towards the summit of Obatsayuma, the mountain of the "abandoning of the aged".

3. 'The old are wise'. Prove this with reference to the story 'The Aged Mother'.

The Story of the Aged Mother – old is gold – wisdom – two occasions – mother guided her son – to find out the way – to prepare the rope of ashes – remove the decree.

Title	The Aged Mother
Author	Matsuo Basho
Theme	Old is gold

"The Story of the Aged Mother" by Matsuo Basho is a story about a son and his aged widowed mother. He secretly fought against the decree of putting aged people to death. We know the famous saying 'Old is gold'. They are really gold because of their wisdom. The foundation for all the new things in the present world was laid in the olden days. In the story, we see on two occasions, the old mother guiding her son the young farmer. First when the farmer carried her to the top of the steep and narrow mountain, the old mother saw the paths crossed and re-crossed in many ways which might be very dangerous for the son to get back home. So she broke the twigs to pieces and quietly dropped them all along the way until they reached the summit. When the son bade farewell to his mother, the unselfish and loving mother told him about the path she had made with a handful of broken twigs on the path. She advised him to walk along the path which had the piles of twigs. The other occasion was when the governor passed the order to make a rope of ashes. She gave her son a clever plan to make a rope with a twisted straw, and then stretched it upon a row of flat stones and burnt it on a windless night. When the blaze died down, they could see a rope of ashes. This idea of the old mother abolished the decree that old people should be put to death.

With the crown of snow there cometh wisdom

D. Identify the character / speaker.

1. He gave orders for the aged to be put to death. - **The governor**
2. He considered the order to be the kindest mode of death. - **Poor farmer**
3. She quietly dropped some twigs on the way. - **Aged mother**
4. Let not thine eyes be blinded. - **Aged mother**
5. Together we will follow the path, together we will die. - **Poor farmer**
6. I will think, I will think. - **Aged mother**
7. The truth must be told. - **Poor farmer**
8. He listened and meditated in silence. - **The governor**
9. Shining needs more than the strength of the youth. - **The governor**
10. With the crown of snow there cometh wisdom. - **The governor**

E. Choose the appropriate answer and fill in the blanks.

1. Shining was governed by a _____ leader.

- a) strict b) kind c) cruel d) diplomatic **Ans: c)**

2. **The _____ was the principal food for the poor.**
 a) wheat b) brown rice c) unwhitened rice d) millet **Ans: c)**
3. **The road was crossed and re-crossed by many paths made by the _____.**
 a) hunters and woodcutters b) robbers and thieves
 c) vendors and tradesmen d) wildlife photographers and trekkers **Ans: a)**
4. **Gathering _____ he made a soft cushion and tenderly lifted his old mother onto it.**
 a) dry leaves b) fallen pine c) broken twigs d) flowers **Ans: b)**
5. **The governor demanded that his subjects should present him with a _____.**
 a) basket of fruits b) rope of ashes
 c) flesh of animals d) bag of silverwares **Ans: b)**

UNIT-5

SUPPLEMENTARY READER: A DAY IN 2889 OF AN AMERICAN JOURNALIST

- A. **Answer the following questions in two or three lines.**
1. **Why did Francis Bennett wake up with a bad temper?**
 Since his wife went to France eight days ago, Francis Bennett was feeling lonely. So he woke up with a bad temper.
2. **What was a mechanized dressing room?**
 A mechanized dressing room had a machine for dressing a human being like washing, shaving, shoeing, dressing and buttoning from top to toe. The machine was in his office.
3. **How was food served to him?**
 Food was served to him through a network of pneumatic tubes.
4. **Why was Bennett curious about astronomy?**
 Bennett was curious about astronomy because Herald's astronomers were making stunning discoveries and inventions about new planet, distances and intricate details with greater precision.
5. **Why did he visit Niagara?**
 He visited Niagara because he wanted to see how his accumulator worked at Niagara.
6. **How did Bennett travel?**
 Bennett travelled by aero-car.
7. **Give three instances of how mechanization has changed life at home in 2889.**
 First instance is that vision could be transmitted because of which Bennet was able to see his wife in the telephotic mirror. Second instance was the dressing room where washing, shaving, shoeing, dressing and buttoning were done by a machine. Third instance was the travel by aero-car or tube which was faster compared with the past modes of travel.
8. **How is advertising in this age different from what we have today?**
 The advertising gallery was broad about a quarter of a mile long, where there were thousands of projectors for sending these advertisements to the clouds. These gigantic signs get reflected on the

clouds so large that they can be seen all over a whole country.

B. Identify the character / speaker.

- | | |
|---|-----------------------------|
| 1. As soon as he woke up, he switched on his phonotelephote. | Ans: Francis Bennett |
| 2. Well, Cash, what have you got? | Ans: Francis Bennett |
| 3. 'Phototelegrams from Mercury, Venus and Mars, Sir'. | Ans: Cash |
| 4. 'Interesting! And Jupiter?' | Ans: Francis Bennett |
| 5. 'Not, yet, Mr. Bennett.' | Ans: Cash |
| 6. 'No, it's the inhabitants.' | Ans: Corley |
| 7. 'Where are we going, Sir?' | Ans: Aero-coachman |
| 8. 'Then, Sir, I shall really have discovered the absolute.' | Ans: A young man |
| 9. 'Are you saying you're going to be able to construct a human being?' | Ans: Francis Bennett |
| 10. 'I'm going to start this moment.' | Ans: Edith |

C. Choose the best answer.

- Bennette's wife was in _____.**
 i) Germany ii) Australia iii) France iv) Holland **Ans: (iii)**
- The data from the stellar world was gathered by _____.**
 i) Bennette ii) astronomical reporters
 iii) the computer iv) telephote **Ans: (ii)**
- The food was being delivered through _____ tubes.**
 i) pneumatic ii) shallow iii) hollow iv) virtual **Ans: (i)**
- The wayfarers were carried to one place to another by the _____.**
 i) bullet train ii) jet
 iii) moving pavement iv) heli-taxi **Ans: (iii)**

D. Fill in the story map given below.

Title	A day in 2889 of an American journalist by Jule Verne
Setting	Year - 2889 Date - 25th July Place - office block of the Managing Editor of the Earth Herald
Characters	Francis Bennet, Edith, Aero-Coachman and Astronomical reporters.
Problems	Indifferent to the presence of each marvel
Your views	I feel relationships will get affected and man will become lazy when obsessed with machines.

UNIT:6

SUPPLEMENTARY READER:THE LITTLE HERO OF HOLLAND

A. Based on the understanding of the story, complete the Graphic Organiser suitably.

Title:	The Little Hero of Holland
Plot:	Saving of Holland from drowning
Setting:	A boy walking along the dike
Theme:	Save the people from danger
Characters:	Peter, his father, his mother, the blind friend, a man, dyke and sluice
Climax:	The little boy stopping the water was seen by a man
Values highlighted in the story:	Responsibility and commitment for the cause of society.

B. Based on your understanding of the story answer the following questions in one or two sentences:

1. **What are the little children of Holland, aware of?**

The little children of Holland are aware of the importance of dikes. They know that it must be watched carefully every moment.

2. **What was the work assigned to Peter's father?**

Peter's father was assigned to tender the gates of dike. He had to open and close to allow the ships to pass out of Holland's canals.

3. **Why did Peter's mother call him?**

Peter's mother wanted to send some cakes to a blind friend of Peter. So she called him.

4. **How did Peter spend his time with his blind friend?**

Peter spent his time with his blind friend by telling him about his walk along the dike and about the sun and the flowers and the ships far out at sea.

5. **Why did the father always say 'angry waters'?**

The waters were angry because the father keeps them always under control.

6. **What did Peter see when he stopped near the dikes?**

Peter saw a small hole in the dike. Through the hole, water was flowing.

7. **What were the thoughts of the mother when Peter didn't return home?**

The mother thought that Peter must have stayed with the blind friend and he would come next day morning.

8. **How did Peter spend his night at the dikes?**

Peter thrust his little finger into the hole in the dike and spent the whole night there. He called for others' help but nobody came to him.

9. **Who found Peter in the dikes and what did he do?**

Next day morning a man was going to his work. He found Peter in the dike and he spread the news to the town.

10. **How did the villagers mend the hole?**

The villagers came with the shovels and mended the hole.

C. Based on your understanding of the story answer the following question in about 100-150 words.

1. Narrate in your own words the circumstances that led Peter to be a brave little hero.

'The Little Hero of Holland written by Mary Maps Dodge – boy of eight saves Holland – below sea level – dyke keeps the sea water away – goes to his blind friend – returning – sees the hole in dyke – water was flowing – may become big – climbs down – keeps his finger into the hole – flowing stopped – becomes dark – morning – a man hears the groaning – finds a boy – the news reaches others – the boy carried home

Title	The Little Hero of Holland
Author	Mary Mapes Dodge
Theme	A boy's courage resolve to save the people

'The Little Hero of Holland' was written by Mary Maps Dodge. She describes how a boy of eight saved Holland from drowning. Much part of Holland lay below sea level. Great wall called dike kept the sea running into the land. When Peter was eight years old his mother sent him to his blind friend to give him some cake. When he returned he walked along the canal and noticed the rain had swollen the water level. Just then he heard the noise of tickling water. When he looked down he saw a small hole in the dike and through the hole, a small stream was flowing. He understood the danger. The hole might become big and water would rush through that and destroy the town. He climbed down the side of the dike and thrust his finger into the small hole. The flowing of water stopped. It was good for sometime. Then it became dark and nobody was around to help him. He decided to stay there to save Holland. Early the next morning a man who was going to work heard a groan. When he looked down he saw a boy clinging to the wall. The boy answered that he was keeping the water under control. The news went round the town and people came with shovels to close the hole. The boy was carried home. Thus he became a brave hero.

D. Identify the character/speaker.

- "I want you to go across the dike and take these cakes to your friend, the blind man." **Ans: Peter's mother**
- "I am glad they are so strong". **Ans: Peter**
- "Holland shall not be drowned while I am here." **Ans: Peter**
- "What's the matter?" he called. "Are you hurt?" **Ans: the man going to work in the morning**
- "Tell them to come quickly!" **Ans: Peter**

UNIT-7

SUPPLEMENTARY READER: a DILEMMA

A. Read the given lines carefully and identify the character / speaker:

B.P.No. 210

- I suppose you think me queer. I will explain. **Ans: Uncle Philip**
- Don't come back. It won't hasten things. **Ans: Uncle Philip**
- He thought it simply a cruel jest. **Ans: Father confessor**
- He did not desire to do so. **Ans: Professor Clinch**
- He would think it over and come back later. **Ans: Tax collector**

B. Based on your understanding of the story, answer the following briefly.

1. What did the uncle do as soon as he bought a stone?

When he bought a new stone, he carried it in his pocket for a month and now and then took it out and looked at it. Then it was added to the collection in his safe at the trust company.

2. What did the uncle bequeath to the narrator?

The uncle bequeathed all the precious stones to the narrator.

3. What was the condition laid by the uncle to inherit his property?

The condition laid by the uncle to inherit his property was that the narrator should pay for his funeral.

4. Why do you think Tom happily looked forward to the expenditure for his uncle's funeral?

Tom happily looked forward to the expenditure for his uncle's funeral because after the funeral he would inherit the property of his uncle.

5. Write a few words about the mechanism used in the iron box.

The box was heavy and strong, about ten inches long, eight inches wide and ten inches high. One had to be careful to open it with a key because it had a dynamite inside which might explode if the box was shaken.

6. What was the counsel offered to the narrator?

All the people to whom he talked about the box advised him to leave it to itself.

7. Why and when was the narrator shocked?

The narrator was shocked when he read the letter found on the iron box. It made it clear that if the box was opened there was every possibility of the dynamite getting exploded.

8. What was the doctor's warning to Tom?

The doctor kindly warned Tom that he was in danger of losing his mind with too much thought about his rubies.

9. Why didn't Tom dare to assign the task of unlocking the box to someone?

He thought it was not fair on his part to assign someone to open the box as he was afraid of the dynamite getting exploded.

C. Answer the questions given below in a paragraph of 150 words.

1. Describe briefly the contents of the letter written by Tom's uncle.

'A Dilemma – uncle not attached with family – collected precious stones – died – box with stones came to the author – saw a letter – explained about rubies – many rubies and pearls – blue diamond – a necklace of blue pearls – interesting mechanism – dynamite inside

Title	A Dilemma
Poet	Silas Wier Mitchell
Theme	Vain efforts to possess valuable stones

Silas Weir wrote the short story 'A Dilemma' in which he brings out a real dilemma in the life of a man. The author is the narrator and he talks about his uncle who had no attachment with his family members. He was an inventor and an able mechanical engineer. He was quite rich and he had the habit of collecting precious stones. After his death Tom got the iron box which had the precious stones from his uncle. Before opening the box he saw a letter. It explained about the rubies and diamonds. One blue diamond was very beautiful. Apart from those there were hundreds of pearls. There was a green pearl. There was a necklace of blue pearls which every woman would like to have. He did not want to leave those valuable properties to charity because he hated the poor. The box contained an

interesting mechanism, which would act with certainty. In case someone unlocked it, ten ounces of improved supersensitive dynamite would explode. One who opened it would be blown to atoms. Tom would continue to nourish expectations which would never be fulfilled.

2. Explain the efforts taken by Tom to open the iron box? Did he succeed? Why?

'A Dilemma – uncle not attached with family – collected precious stones – died – box with stones came to the author – opening would be dangerous – many methods – consulted others – not much help – Dr. advised him not to think too much – free time in the library – tried to find out the right person – no chance – became weak – Susan cancelled engagement – will to the Society of Preservation of Human Vivisection

Title	A Dilemma
Poet	Silas Wier Mitchell
Theme	Vain efforts to possess valuable stones

Silas Weir wrote the short story 'A Dilemma' in which he brings out a real dilemma in the life of a man. The author is the narrator and he talks about his uncle who had no attachment with his family members. He was an inventor and an able mechanical engineer. He was quite rich and he had the habit of collecting precious stones. Tom got the iron box which had the precious stones from his uncle. He knew that opening the box was dangerous to life. He thought of many methods to open without being killed. But he could not get any idea. In his despair he consulted some educated and knowledgeable people. He could not get help from anybody. One doctor advised him not to think too much about that. He spent his leisure time in the library reading about dynamite. It was absurd to have wealth and not having chance to use it. He thought of finding out a person who would be ready to open the box. He became weak and thin. He took it to the confession table but there too nothing good happened. The girl Susan cancelled her engagement with him saying that he was half insane. He made his will leaving the rubies and pearls to the Society of Preservation of Human Vivisection.

D. Fill in the blanks with the right option and write down the summary of the story 'A dilemma'.

- The narrator was sent for, by his uncle when he was on his deathbed.
(on his deathbed / on his travels / in his workplace)
- The uncle had collected precious stones.
(jewels / stones / articles)
- His uncle announced Tom as his heir and wanted him to pay for his funeral.
(rented house / marriage / funeral)
- Leaving an iron box for Tom, his uncle instructed him not to shake the box.
(throw / carry / shake)
- The letter read that the box contained a sensitive dynamite.
(a sensitive dynamite / jewels / money)
- He started thinking of all possible ways to open the box without being killed.
(wounded / killed / maimed)
- He planned to explode the box at a safe distance but dropped the plan in fear of losing the rubies.
(home / a safe distance / a waste land)
- His consultation with Professor Clinch did not yield him any fruitful solution.
(Uncle Philip / Professor Clinch / Susan)
- He failed in his attempts to open the box. His efforts to read about explosives led to suspicious (hopes / confusions / suspicious) and he had to change his name and occupation.
(name and occupation / lodgings / appearance)
- At last, he bequeathed the box to the Society.
(his offspring / his friends / the Society)

BLUE STARS HIGHER SECONDARY SCHOOL
X-STUDY MATERIAL-VOCABULARY
SYNONYMS

DEFINITION:

A synonym is a word, morpheme, or phrase that means exactly or nearly the same as another word, morpheme, or phrase in the same language. ... The standard test for synonymy is substitution: one form can be replaced by another in a sentence without changing its meaning.

PROSE-1: HIS FIRST FLIGHT

TEXTUAL QUESTIONS:

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

ADDITIONAL QUESTIONS:

flap	–	move	dozing	–	sleeping
expanse	–	stretch	uttered	–	said (here made)
certain	–	sure	abreast	–	in line with
muster	–	gather	halted	–	stopped
plunge	–	dive	swooped	–	moved quickly
desperate	–	worried	monstrous	–	great
threatening	–	frightening	seized	–	caught
devour	–	consume, eat	soaring	–	climbing
ascending	–	rising	commenced	–	started
blazing	–	brightly, strongly	amusedly	–	happily
rooting	–	firmly standing	fright	–	fear
gnawed	–	chewed	exhausted	–	tired

trotted	- ran	mockingly	- teasingly
daintily	- delicately	limp	- stiff
sheer	- steep	dizzy	- giddy
pretended	- acted	beckoning	- signalling, gesturing
plateau	- large area of flat and higher land	scraps	- pieces
		praising	- admiring

Brink - edge, border	Ascend - to climb up / move up
Beneath - below	Hump - a projection on the back
Courage - the confidence to act	Maddened - to become mad or angry
Desperate - hopeless	Swish - to make a whistling or hissing sound
Starve - deprived of food	Monstrous - resembling a monster, abnormal
Moment - a short period of time	Terror - great fear, panic
Soar - to fly high	Gradually - slowly
Exhausted - became tired	Amusedly - in an entertaining manner
Scream - shout loudly	Praising - expressing admiration
Afraid - fearful, timid	Stretched - elongated
Attempted - tried, pursued	Flapped - fluttered
Cackle - chuckle	Plunge - drop
Threatening - menacing, ominous	Flight - journey
Cowardice - timidity	Skim - skip
Breast - chest	Sunk - drowned
Scrapped - rubbed	Mockingly - ridiculously
Tapping - knocking	Hanging - dangling, drooping
Dizzy - giddy	Dived - jumped
Banked - deposited	Seized - snatched
Answered - replied, responded	Offering - donation, gift
Belly - stomach, abdomen	Support - help, encourage
Scolding - rebuking	Warmly - fervently
Perfecting - achieving	Previous - earlier
Picked - collected	Thrust - inflicted
Eagerly - anxiously	Wondering - marveling
Surprise - amazement	Commenced - began
Fright - dismay, fear	Shrieking - screaming

PROSE-2: THE NIGHT THE GHOST GOT IN

TEXTUAL QUESTIONS:

hullabaloo (v)	-	lot of loud noise made by people who are excited.
patrolman (n)	-	a patrolling police officer.
attic (n)	-	a space or room inside or partly inside the roof of a building

slammed (v)	-	shut a door or window forcefully and loudly.
gruffly (adv.)	-	sadly
intuitively (adv.)	-	without conscious reasoning, instinctively
whammed (v)	-	struck something forcefully
bevelled (v)	-	reduced to a sloping edge
rending (v)	-	tearing to pieces
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
guinea pig (n)	-	a domesticated tailless South American rodent originally raised for food
hysterical (adj.)	-	affected by wildly uncontrolled emotion
creaking (v)	-	making a squeaking sound when being moved
indignant (adj.)	-	feeling or showing anger or annoyance at what is perceived as unfair treatment
holster (n)	-	a holder made of leather for carrying handgun
rafter (n)	-	a beam forming part of the internal framework of a roof
deserter (n)	-	a person who leaves the armed force without permission.

ADDITIONAL QUESTIONS:

advent	-	arrival	gruffly	-	abruptly, angrily
caused	-	affected	intuitively	-	automatically
quick-cadenced	-	noise of quick walk	frothing	-	foaming
rapidly	-	quickly	enormously	-	extremely, very
faint	-	feeble	hoarse	-	rough
plate-rail	-	a bar to stop the falling of the plates	whooping	-	screaming
trod	-	walked	emerged	-	appeared.
burglar	-	thief	intervene	-	interfere
tiptoed	-	crept (without making noise)	retreat	-	withdrawal
hissed	-	whispered	indignant	-	angry
despondent	-	hopeless	reluctant	-	unwilling
beagle	-	dog with short legs	distinctly	-	clearly
			obviously	-	clearly

ceased – stopped
alarm – terror
gripped – grasped
instantly – suddenly
aroused – woke up
ventured – volunteered

phony – deceiving
poke – dig,
wispy – thin
gazed – stared
blaspheming – cursing
glared – frowned

Instantly – immediately
 Incomparable – matchless
 Neighbour- the one who lives next
 Attacks – assault
 Prevented – obstruct
 Sedan – a vehicle
 Eazed-stare
 Obviously-evidently
 Imagination-thoughtful, fantasy
 Absolute –complete
 Chaos- turmoil, confusion
 Laughter-amusement
 Ghost- demon
 Shooting- firing
 Remember- recollect, recall
 Rubbing- massaging, scrubbing
 Downstairs-deck, basement
 Dropped- discontinued
 Faint- dim, dull
 Creaked- squeaked
 Trod- trample
 Expected- predicted, hoped
 Suspected- doubtful
 Perhaps-probable
 Shaking-trembling
 Hopeless-futile
 Followed-pursued
 Ceased-halted, concluded
 Gripped- grasped, clutched
 Tinkled- jingled
 Retired – resigned

Wagon – cart
 Reporters – journalist
 Demanded – required
 Nervously – anxiously
 Hysterical – over wrought
 Intervene – intercede
 Explained –elucidated
 Defeat-beat
 Suspicion-doubt
 Thirsty- wanting or needing a drink
 Humour-comedy,fun
 Narrator –story teller,chronicler
 Experience – familiarity
 Patrolman-policeman
 Attention-concentration
 Rhythmic-cadenced, musical
 Asleep- unconscious
 Shine-brightness, gleam
 Plates- trencher
 Regular-normal, routine
 Heavily- densely, thickly
 Palely- grey, faded
 Slammed – smashed
 Aroused- awakened
 Peered- emerged, appeared
 Demanded- urged, claimed
 Ventured- risked, stepped
 Quieten- calm, soften
 Excited - inspired, eager
 Flung -jerked, launched
 Fancy- elegant, decorative

Frothing – fermenting
 Dared – challenged
 Ransank – ravage, search
 Wispy – slender
 Phony- fake, pseudo

Hoarse – harsh
 Beveled – leaned, slanted
 Hallways – corridors
 Whooping – shouting
 Realize – understand

PROSE-3: EMPOWERED WOMEN NAVIGATING THE WORLD

TEXTUAL QUESTIONS:

- circumnavigate (v)** – to travel all the way around something, especially the Earth
indigenously (adv.) – naturally; innately; inherently
consonance (n) – agreement or compatibility between opinions or actions
skipped (v) – acted as a master or captain of a vessel especially a small boat
expedition (n) – a journey or voyage made for some specific purpose, such as war or exploration
- replenishment (n)** – restoration of a stock or supply to a former level or condition
apprehensive (adj.) – anxious or fearful that something bad or unpleasant will happen
contention (n) – strenuous effort; struggling together in opposition
auxiliary (adj.) – additional; used as a reserve or substitute in case of need
anticipate (v) – to foresee; to realize beforehand; to expect; be sure of
- bio-luminescence (n)** – the production of light by living organisms
golgappas (n) – the other term for pani puri
morale (n) – emotional or mental condition with respect to confidence especially in the face of hardships

ADDITIONAL QUESTIONS:

- | | | | |
|------------------------|----------------|---------------------|--|
| escort | – bodyguard | crisis | – disaster |
| set | – kept | nightmare | – frightening |
| currently | – at present | monitoring | – supervising |
| advancement | – progress | expedition | – journey undertaken by a group of people for a particular purpose |
| accomplishments | – achievements | acquainted | – familiar |
| tremendous | – wonderful | combat | – fight |
| patron | – supporter | apprehensive | – anxious |
| deity | – god/goddess | | |
| extensive | – wide ranging | | |
| attain | – achieve | | |

potential	- capacity
essential	- necessary
depicting	- describing
thrust	- drive
initiative	- push
meteorological	- atmospheric
accurate	- precise, correct
marine	- sea
globally	- worldwide
stereotypes	- conventional
hardship	- difficulties
acquainted	- informed, familiar
expedition	- voyage
prediction	- forecast
emergencies	- dangers
tactical	- strategic
aspects	- features
various	- several
showcase	- project
collaborate	- cooperate

ultimate	- final
auxiliary	- helping
repulsion	- refusal
grasped	- grabbed
poked	- thrust
collaborate	- cooperate
crisis	- disaster

nightmare	- frightening
anticipate	- foresee
encountered	- faced
blissful	- delightful
absolutely	- definitely
awestruck	- fascinated
entire	- fully
spotted	- noticed
indulged	- involved
rustled	- rushed
discriminate	- differentiate
morale	- confidence

Escort – guard, guide

Technology – the use of science in industry, engineering , etc

Accomplishment – achievement

Tremendous- Very large

Patron – special guardian

Diety – god

Extensive – wide

Empower – to give power

Potential – capability

Depicting – to show

Voyage – journey via sea

Forecast – foretell

Commander – captain

Stereo types – to repeat without variation

Unpredictable – changeable

Theoretical - academic

Collaborate – co- operate

Hurricane – storm

Adventurous – daring

Pantry – store

Discriminate – differentiate

Remained – stayed

Freedom – independence, liberty

Projected – planned, calculated

Worshipped – honour, glorify

Attainted- achieved

Non-conventional - unusual

Renewable – inexhaustible

Friendly – companionship

Monitoring – controlling

Skipped – captained

Replenishment – refilling

Hardship – difficulty ,burden

Emergency – crisis , conjuncture
 Leaks – seepage
 Contention – belief, opinion
 Dealing – negotiated , handling
 Collaborate – work together
 Tough – tenacious strong
 Nautical – aquatic , naval
 Blissful – favoured ,happy
 Celebrated - commemorated

Showcased – exhibited
 Mentored – advised, guided
 Apprehensive – suspicious
 Flare – ups – explosion , eruption
 Poked – instigated
 Limited –restricted
 Indulged – satisfied
 Crafting – formulating
 Rustled – crackled

PROSE:4 – THE ATTIC

TEXTUAL QUESTIONS:

- bifurcated (v)** – divided into two
- revive (v)** – to bring something back to life
- soothing (v)** – making someone feel calm
- rustic (adj.)** – typical of the countryside
- dilated (v)** – widened than usual
- ascertained (v)** – confirmed
- overwrought (adj.)** – state of being upset
- attic (n)** – the space or room at the top of a building, under the roof
- crumbled (v)** – broken
- spire (n)** – a tall, pointed structure on top of a building, especially on top of a church tower
- unperturbed (adj.)** – undisturbed
- affluent (adj.)** – wealthy
- smacks (v)** – drive or put forcefully into or on to something

ADDITIONAL QUESTIONS:

- | | | | | | |
|-------------------|---|------------|------------------|---|------------|
| site | – | place | essential | – | important |
| ancestral | – | family | favourite | – | beloved |
| existed | – | be present | strewn | – | scattered |
| dedicated | – | devoted | antique | – | ancient |
| savouries | – | snacks | extremely | – | highly |
| wink | – | flash | amazed | – | astonished |
| reciting | – | narrating | stared | – | gazed |
| gesture | – | sign | peering | – | looking |
| crazy | – | mad | intently | – | carefully |
| acute | – | sharp | venting | – | expressing |
| absolutely | – | completely | restored | – | returned |
| eventually | – | finally | | | |

Rectify – reform , remedy
 Pay back – return , repayment
 Branched – split, bifurcated
 Recognizable – identified , noticeable
 Heave – lift , sling
 Unperturbed – unruffled , composed
 Charpoy- small folding bed
 Affluent – wealthy , opulent
 Extremely – greatly , intensely
 Jealous – desirous
 Generosity- hospitality , kindness
 Amazed – surprised, perplexed
 Costlier – expensive , valuable
 Completely – entirely , unconditionally
 Peering – gazing , squinting
 Intently – closely , steadily
 Lean – thin
 Striped – lined , ruled
 Surprised – amazed , startled
 Wonder – amazement , admiration
 Stretched – extended , elongated
 Raising – lift , boost
 Dilated – stretched , widened
 Overwrought – frantic , affected
 Ruin – demolition , collapse
 Climbed – crawled
 Favourite – prefer , beloved
 Probably – doubtless , possibly

Addressing – saying
 Crazy – insane, mad
 Recite – rendered , declaim
 Gesture – sign , body language
 Crumbled – break up , collapsed
 Twig – small branch
 Venting – expressing , letting out
 Grievances – complaints , hardships
 Absolutely – certainly , doubtlessly
 Justified – legitimized , substantiated
 Shook – quivered , trembled
 Preferred – favourite , chosen
 Unpleasant – bad , disagreeable
 Hidden – concealed
 Eventually – ultimately , finally
 Smack – directly , exactly
 Charity – generosity , kindness
 Particular – exact , specific
 Sudden – unexpected , unusual
 Expression – verbalization ,
 explanation
 Cured – damned , confounded
 Forgotten – gone , abandoned
 Normal – common , usual
 Acute – severe
 Ascertained – confirmed , determined
 Essential – important , necessary
 Strewn – spread , bloat

PROSE-5: TECH BLOOMERS

TEXTUAL QUESTIONS:

- | | | |
|-----------------------------------|---|--|
| grapple (v) | - | to fight, especially in order to win something |
| inclusion (n) | - | the act of including someone or something |
| cerebral palsy (n) | - | permanent tightening of the muscles caused by damage to the brain |
| Dragon Dictate (n) | - | a software which recognizes speech and converts it to text |
| assistive technologist (n) | - | a person who assists with technological gadgets to overcome disability |
| gaze (v) | - | stare at something for a long time |

Liberator Communication

Device (n)	-	a special device used to communicate with eye movements
cloister (adj)	-	enclosed by
collaborative process (adj)	-	produced by or involving two or more parties working together

ADDITIONAL QUESTIONS:

threshold	-	entrance	appliance	-	machine
stuff	-	matter	current	-	present
struck	-	caught	amazing	-	surprising
entire	-	complete	aid	-	help
boon	-	blessing	required	-	needed
disability	-	handicapped	mounted	-	fixed
barriers	-	blocks	spare	-	extra
deprived	-	denied	response	-	reply
frustrating	-	annoying	peers	-	friends
huge	-	large	confident	-	sure
achieve	-	attain	competent	-	capable
passed away	-	died	bespoke	-	modified
rely on	-	depend on	access	-	contact
			recently	-	newly
			renowned	-	famous

Empowering – authorize
Chores – task, assignment
E-commerce – online business
Exhausted – emptied
Consumable – available
Swapping – exchange
Struck – hit , hurt
Automating – mechanize
Activities – actions / deeds
Rely – depend
Assistive – functional , supportive
Proud – pleased
Opportunities – chances
Amazing – astonishing
Control – command , mastery
Adapter – connector
Liberator – preserver , savior
Couple – doublet

Threshold – opening, beginning
Appliance – machine, device
Link – component, connection
Disability – handicappedness
Deprived – impoverished
Barrier – obstruction , fence
Access – connect
Acceptance – agreement
Probably – perhaps , apparently
Frustrating – disappointing
Achieve – fulfill
Former – old , departed
Concerned – worried
Enable – allow , authorize
Silly – absurd
Mounted – seated , erected
Essential – important
Regularly – commonly

Communicating – connecting , transfer	Interactive - shared
Controller – executive , supervisor	Response – answer
Attend – visit , catch	Faster – rapid
Interested – concerned , curious	Syntax – arrangement
Alternative – substitute	Confident – assured , certain
Required – necessary , mandatory	Competent – efficient
Effort – exertion , attempt	Advocate – promoter
Selection – choice	Drives – rides , trips
Gaze – stare	Revive – restore
Talented – gifted	Recently – currently
Contribute – donate , provide	Ceremony – ritual
Productively – efficiently	Renowned – famous
Peer - emerge	Cloistered – secluded
Disabled – impaired	Fruitfully – profitable

PROSE-6 : THE LAST LESSON

TEXTUAL QUESTIONS:

chirping (v)	-	making a short, sharp high pitched sound (usually by small birds or insects)
bustle (v)	-	move in an energetic manner
unison (n)	-	simultaneous utterance of words
rapping (v)	-	striking with a series of rapid audible blows
thumbed (v)	-	a book which has been read often and bearing the marks of frequent handling
Saar (n)	-	a river in north eastern France and western Germany
cranky (adj.)	-	strange
Angelus (n)	-	a Roman Catholic devotion commemorating the Incarnation of Jesus and including the Hail Mary, said at morning, noon, and sunset.
"Vive la France!"	-	is an expression used in French to show patriotism. It's difficult to translate the term literally into English, but it generally means "Long live France!"

ADDITIONAL QUESTIONS:

dread	-	fear	thunderclap	-	shock
resist	-	oppose	wretches	-	rogues
hurried	-	rushed	recite	-	narrate
blushed	-	embarrassed	daring	-	bold
solemn	-	serious			

fright – shock
primer – textbook
grave – serious
pretend – act

reproach – criticism
enslaved – imprisoned
amazed – surprised
pale – whitish
might – strength

Defeated – beaten , overcome
Oppressor – tyrant , dictator
Territory – domain , region
Dominated – governed , ruled
Impact – collision, force, result
Scolding – reprehension , reprimand
Chirping – peep, warble
Drilling – train , practice
Tempting – alluring , inviting
Strength – stamina
Resist – with stand, oppose
Hurried – rushed
Commanding – superior, dominant
Apprentice- flunky, newcomer
Plenty – much, abundance
Bustle – tumult, commotion
Unison – harmony ,sound
Rapping - criticizing
Commotion – clamor , uproar, fuss
Blushed – flushed, reddened
Frightened – afraid , anxious
Kindly – politely, gently
Quickly – fast, rapidly
Fright – consternation, dismay
Frilled – beautified , embellish
Embroidered – adornment, decorated
Inspection – examination , check
Strange – unfamiliar, unusual
Solemn – quiet , serious
Surprised – startled, amazed
Turned – twisted
Smooth – polish
Attention – concentration
Courage – boldness
Chanted - recited

Cornered- under attack ,tread
Primer – textbook, reader
Thumbed – suggested , advised
Wondering – thinking , fascinating
Mounted – seated, climbed
Attentive – concentrating, fascinated
Wretches – derelicts
Nuisance – annoyance , irritation
Cranky – grumpy, irritable
Honour – respect, dignity
Thanking – acknowledging, grateful
Faithful – loyal, reliable
Recite- narrate, repeated
Dreadful – horrible, frightened
Mistake- error , fault
Daring – adventurous, bold
Fellow – friend, companion
Pretend – act, falsify
Worst – bad, inferior
Reproach – dishonour , rebuke
Anxious – keen, enthusiastic
Enough – plenty , sufficient
Preferred – chose , wished
Logical – reasonable, probable
Enslaved – dominated , suppressed
Carefully – cautiously
Patience – self-control, calmness
Stroke – accomplishment
Scratching – grating, rasping
Motionless – calm , immobile
Trembled – shook, vibrated
Struck – hit, hurt
Choked – smothered, blocked
Gesture – signal
Dismissed – removed , discharged

PROSE-7: THE DYING DETECTIVE

TEXTUAL QUESTIONS:

gaunt (adj.)	-	lean, especially because of suffering, hunger or age.
twitched (v)	-	give short, sudden jerking movements.
contagious (adj.)	-	spreading of a disease from one person to another by direct contact
groan (v)	-	a deep inarticulate sound conveying pain or despair.
plague (n)	-	a contagious bacterial disease characterized by fever .
bolted (v)	-	closed the door with a bar that slides into a socket.
mantle piece (n)	-	a structure of wood or marble above or around the fireplace.
half-crown (n)	-	a former British coin equal to two shillings and sixpence (12½ p).
tongs (n)	-	a device used for picking up objects consisting of two long pieces free at one end and pressed together at the other end.
delirious (adj.)	-	disturbed state of mind characterized by restlessness.
frail (adj.)	-	weak and delicate.
startled (v)	-	felt sudden shock or alarm.
scuffle (v)	-	a sudden short fight.

ADDITIONAL QUESTIONS:

horrified	-	shocked	stipulated	-	specified
took to bed	-	stayed in bed	hesitant	-	unwilling
indeed	-	certainly	delirious	-	excited
gloomy	-	dark	persuade	-	i n f l u e n c e ,
gaunt	-	lean	convince		
flushed	-	red-faced	plead	-	request, entreat
twitched	-	trembled	frail	-	weak
listless	-	inactive	mere	-	bare, sheer
contagious	-	spreadable	startled	-	frightened
symptoms	-	indicators	coincidence	-	fluke, chance
ignorant	-	unaware	evidence	-	proof
groan	-	moan	scuffle	-	wrestle
recent	-	latest			
dejection	-	unhappiness			

Detective – reporter, investigator
Seriously – passionately ,
sincerely
Assistant – colleague ,
companion

Bolted – dashed , rushed
Planter – rancher, farmer
Persuade – satisfy
Exactly – accurately
Plead – beg , request

Landlady – householder , owner	Trembling – vibrating
Condition – situation , circumstance	Appeared – arose
Underlying- fundamental , latent	Frail – breakable
Sickness – illness , syndrome	Delayed – postponed
Dying – falling ,expiring	Opinion – belief, concept
Sinking – drowning	Reached – hit , arrived
Horrified – frightened, afraid	Whispered- muttered, grumble
Illness – diseases , bad health	Symptoms- manifestation
Rushed – hurried, pressed	Described – defined
Indeed – actually , absolutely	Healthy-vigorous
Gloomy – dark, black , funeral	Coincidence – coexistence
Foggy – hazy , obscure	Murder – killing
Staring – gape, watch	Arrest – imprisonment
Gaunt – skinny, emaciated	Responsible – answerable
Flushed – pink, glowing	Silence- peace, quiet
Listless- spiritless, sluggish	Detective – investigator spy
Approaching – nearing, imminent	Approach – access , appeal
Sake – benefit, gain	Diagnosis-analysis
Contagious – communicate , infectious	Inspired – stimulated, influenced
Deadly – savage, destructive	Rude – vulgar
Confidence – certainty , courage	Rush – hurry , speed
Practitioner – expert, authority	Scuffle – brawl, disturbance
Specialist – scholar , professional	Undermined – weakened, deliberated
Admitted – permitted, accepted	Capability – efficiency
Researcher – scientist , analyst	Delirious – insane, bewildered
Sliding – move, slither	Nutritious – healthy , strong
Stipulated – provide , require	
Dejection – despondency , grief	
Shouted – exclaimed	

ANTONYMS

DEFINITION:

An **antonym** is a word that means the opposite of another word. For instance, the **antonym** of 'hot' may be 'cold.' The root words for the word '**antonym**' are the words 'anti,' meaning 'against' or 'opposite,' and 'onym,' meaning 'name.'

PROSE-1: HIS FIRST FLIGHT

EXERCISE:

young	x	old	daintily	x	heavily
afraid	x	bold	slowly	x	fast
expanse	x	limited	hidden	x	exposed, open
beneath	x	above	dozing	x	awake
certain	x	doubtful	tore	x	attached
bent	x	straighten	mockingly	x	encouragingly
desperate	x	confident	gradually	x	suddenly
threatening	x	safeguard	commenced	x	ended
cowardice	x	bravery	amusedly	x	uninterestingly
ascending	x	descending	fright	x	fearlessness
blazing	x	dim	exhausted	x	energetic
dried	x	fresh			
Praising	x	Condemning	Dived	x	Ascented
Amusedly	x	Boringly	Mockingly	x	Kindly
Ridges	x	Furrows	Scream	x	Calm
Answered	x	Questioned	Maddened	x	Soothed
Banked	x	Disbursed	Hump	x	Flat
Gradually	x	Abruptly	Sunk	x	Floated
Seized	x	Released	Dozing	x	Awakening
monstrous	x	sensible	pretended	x	Revealed
Brink	x	Middle	Plunge	x	Ascent
Sheer	x	Moderate	Muster	x	Separate
Daintily	x	Carelessly	Stretched	x	Shortened
Blazing	x	Unexciting	Attempted	x	Neglected
Skim	x	Pour	Afraid	x	Unafraid
Flight	x	perching	Support	x	Oppose
Cowardice	x	Courageous	Scolding	x	Praising
Desperate	x	careless	perfecting	x	Ignoring

Surprise	x	Composure	Midway	x	Edge
Commenced	x	Ceased	Previous	x	Later
Shrieking	x	Calm	Picked	x	Rejected
fright	x	courage	eagerly	x	unwillingly

PROSE-2: THE NIGHT THE GHOST GOT IN

EXERCISE:

advent	x	departure	quieted	x	shouted
began	x	ended	enormously	x	small
remember	x	forget	hoarse	x	soft
rapidly	x	slowly	heavy	x	light
faint	x	bright	thick	x	thin
expected	x	unexpected	emerged	x	disappeared
ceased	x	started	retreat	x	advance
instantly	x	gradually	evidently	x	doubtfully
palely	x	brightly	reluctant	x	willing
demanded	x	requested			

Realize	x	Misunderstanding	Ceased	x	Started
Frank	x	Insincere	Followed	x	Neglected
Suspicion	x	Belief	Perhaps	x	Certainly
Mingled	x	Separated	Suspected	x	Trusted
Obviously	x	Doubtfully	Expected	x	Unexpected
Reluctant	x	Eager	Interval	x	Continuation
Cursed	x	Blessed	Regular	x	Abnormal
Grabbed	x	Released	Imagination	x	Reality
Cowardly	x	Courageous	Humour	x	Tragedy
Confused	x	Composed	Experience	x	Inexperience
Unannounced	x	Announced	Chaos	x	Orderliness
Snapped	x	Combined	Ghost	x	Angel
Nodded	x	Disputed	Hullabaloo	x	Silence
Ransank	x	Organize	Advent	x	Departure
Yanked	x	Pushed	Shooting	x	Backfire
Demanded	x	Disclaimed	Shine	x	Dullness
Caught	x	Released	Remember	x	Forget
Bounded	x	Unconfined	shut	x	Open
Rending	x	mending	reluctant	x	Keen
Pointed	x	Blunt	Attack	x	Protect

Hoarse	x	Polite	Mild	x	Harsh
Gleam	x	Dullness	Retired	x	Employed
Commendably	x	Outrageously	Occupied	x	Unoccupied
Prevented	x	Permitted	Picked	x	Rejected
Enormously	x	Tinily	Quickly	x	Leisurely
Further	x	Require	Gruffly	x	Cheerfully
Disappear	x	Appear	Palely	x	Brightly
Extension	x	Compression	Heavily	x	Lightly
dared	x	feared	instantly	x	Ultimately

PROSE-3: EMPOWERED WOMEN NAVIGATING THE WORLD

EXERCISE:

remained	x	left	replenishment	x	depletion
currently	x	past	acquainted	x	unfamiliar
safety	x	danger	emergencies	x	calmness
success	x	failure	rough	x	soft
indigenous	x	foreign	apprehensive	x	composed
extensive	x	limited	repulsion	x	attraction
consonance	x	discord	grasped	x	released
attain	x	failed	different	x	same
essential	x	needless	brilliant	x	dull
encouraged	x	discouraged	rare	x	common
collected	x	scattered	absolutely	x	partially
accurate	x	incorrect	entire	x	partly
			appreciate	x	blame
Including	x	Excluding	Showcased	x	Concealed
Discriminate	x	Confuse	Mentored	x	Inhibited
Frighten	x	Comfort	Selection	x	Rejection
Boost	x	Compress	Manage	x	Fail
Trouble	x	Tranquility	minor	x	Major
Motivated	x	Hindered	Emergency	x	Rescue
Specific	x	General	Prediction	x	Narration
Rustled	x	silence	Theoretical	x	Practical
Crafting	x	Destroyed	Combat	x	Surrender
Limited	x	Unlimited	acquainted	x	Ignorant
Variety	x	Same	unpredictable	x	Unchangeable

Awestruck	x	Unsurprised	Hardships	x	Delight
Absolutely	x	Doubtfully	Repair	x	Damage
Poked	x	Depressed	Replenishment	x	Emptiness
Strength	x	Weakness	Monitoring	x	Ignoring
Blissful	x	Unhappy	Encouraged	x	Discouraged
Tough	x	Flexible	Friendly	x	Unfriendly
Task	x	idleness	Renewable	x	Non-renewable
Crisis	x	Miracle	Non-conventional	x	Conventional
Dealing	x	Refusing	Indigenous	x	Alien
Sail	x	Walk	Potential	x	Lacking
involved	x	Disconnect	Attained	x	Gave in
Honesty	x	Distressed	Commissioned	x	Prohibited
Fraction	x	Entirely	Achievement	x	Failure
Grasped	x	Released	Tremendous	x	Customary
Assistance	x	Hindrance	Occupy	x	Quit
Repulsion	x	Attraction	Freedom	x	Bondage
Achieve	x	Failed	Fought	x	Upheld
Apprehensive	x	Confidence	Escort	x	Enemy
permitted	x	prohibited	remained	x	discontinued

PROSE:4 – THE ATTIC

EXERCISE:

doubt	x	certainty	probably	x	uncertainly
prove	x	disprove	antique	x	new
soothing	x	agitating	affluent	x	poor
rustic	x	sophisticated	extremely	x	mildly
certainly	x	doubtfully	absolutely	x	doubtfully
dilated	x	contracted			
cursed	x	blessed			
favourite	x	dislike			
Realize	x	Mistake	Acute	x	Stupid
Rectify	x	Ruin	Ascertained	x	Invalidated
Pay back	x	Penalty	Essential	x	Inessential
Bifurcated	x	Combine	Over wrought	x	Unruffled
Branched	x	Joined	Climbed	x	Slumbed
Continue	x	Retreat	Favourite	x	Hated

Recollected	x	Released	Crumbled	x	United
Recognizable	x	Unrecognizable	Probably	x	Improbably
Revive	x	Destroy	Strewn	x	Gathered
Disappointing	x	Pleasant	Heave	x	Decrease
Changed	x	Permanent	Relief	x	Hindrance
Dedicated	x	Disloyal	Unperturbed	x	Agitated
Rustic	x	Urban	Spoilt	x	Assist
Appearance	x	Disappearance	Affluent	x	Poor
Surprised	x	Unsurprised	Extremely	x	Moderately
Addressing	x	Avoiding	Jealous	x	Unworried
Hearing	x	Ignoring	Generosity	x	Greed
Wonder	x	Disregard	Amazed	x	Calm
Crazy	x	Rational	Costlier	x	Cheap
Stretched	x	Narrow	Completely	x	Partially
Raising	x	Demolish	Intently	x	Distractedly
Dilated	x	Shortened	Grievances	x	Delights
Recite	x	Conceal	Absolutely	x	Doubtfully
Gesture	x	Speech	Justified	x	Denied
Particular	x	General	Shock	x	Appeased
Sudden	x	Expected	Preferred	x	Rejected
Expression	x	Silence	Unpleasant	x	Pleasant
Cursed	x	Blessed	Hidden	x	Unearthed
Forgotten	x	Remembered	Smack	x	Off , indirectly
Normal	x	unusual	charity	x	miserliness

PROSE-5: TECH BLOOMERS

EXERCISE:

certain	x	doubtful	frustrating	x	satisfying
consumable	x	inconsumable, useless	huge	x	tiny
current	x	past	achieve	x	abandon
entire	x	partly	limited	x	unrestricted
boon	x	curse	confident	x	doubtful
deprived	x	bestowed	competent	x	incapable
inclusion	x	exclusion	recently	x	later
Empowering	x	Disapprove	Attend	x	Ignore
Chores	x	Inactivity	Alternative	x	Obligation
Threshold	x	Completion	Require	x	Optional
Link	x	Disjoint	Effort	x	Laziness
Exhausted	x	Restored	Selection	x	Rejection

Consumable	x	Unadaptable	Gaze	x	Neglect
Swapping	x	Maintain	Mounted	x	Dismounted
Feed	x	Starve	Regularly	x	Uncommonly
Automating	x	Manual	Interactive	x	Detached
Disability	x	Advantage	Response	x	Question
Deprived	x	Wealthy	Syntax	x	Disarrangement
Access	x	Exist	Confident	x	Uncertain
Acceptance	x	Denial	Competent	x	Incompetent
Frustrating	x	Releasing	Advocate	x	Protestor
Achieve	x	Fail	Drives	x	Halt
Former	x	Future	Revive	x	Destroy
Concerned	x	Unconcerned	Recently	x	Later
Enabled	x	Denied	Renowned	x	Infamous
Silly	x	Sensible	Talented	x	Untalented
Rely	x	Disregard	Contribute	x	Withhold
Assistive	x	Unprofitable	Productively	x	Doubtfully
Proud	x	Meek	Peer	x	Glance
Opportunities	x	Misfortune	Cloistered	x	Extroverted
Amazing	x	Unamazing	fruitfully	x	unfavourable
Control	x	Inability	Couple	x	Single
controller	x	follower	Communicating	x	Mislead

PROSE-6 : THE LAST LESSON

EXERCISE:

warm	x	cold	quickly	x	slowly
bright	x	dark	strange	x	common
resist	x	accept	grave	x	excited
hurried	x	leisurely	patience	x	agitated
plenty	x	scarcity	remember	x	forget
bustle	x	calmness	might	x	weakness
kindly	x	cruelly			
Defeated	x	Victory	blushed	x	Paleness
Oppressor	x	Worker	Frightened	x	Brave
Dominated	x	Obey	Kindly	x	Uncompassionate
Impact	x	Unimportance	Quickly	x	Eventually
Scolding	x	Compliment	Fright	x	Bravery
Drilling	x	Learn	Inspection	x	Ignorance

Tempting	x	Repulsive	Strange	x	Familiar
Strength	x	Weakness	Solemn	x	Trivial
Resist	x	Aid	Surprised	x	Poised
Hurried	x	Delayed	Thumbed	x	Departed
commanding	x	Obeying	Mounted	x	Dismounted
Apprentice	x	Expert	Attentive	x	Inattentive
Plenty	x	Scarcity	Nuisance	x	Pleasure
Bustle	x	Calmness	Cranky	x	Pleasant
Unison	x	Discord	Honour	x	Dishonour
Rapping	x	Praise	Thanking	x	Heedless
Commotion	x	Calm	faithful	x	Disloyal
Recite	x	conceal	Enslaved	x	Liberated
Dreadful	x	Delightful	Patience	x	Intolerance
Mistake	x	Correction	Motionless	x	Mobile
Daring	x	Fear	Attention	x	Diversion
Fellow	x	Enemy	Trembled	x	Stabilized
Pretend	x	Honest	Choked	x	Aided
Reproach	x	Flattery	Dismissed	x	established
Anxious	x	Brave	logical	x	Stupid
Preferred	x	Undesirable			

PROSE-7: THE DYING DETECTIVE

EXERCISE:

dim	x	bright			
gaunt	x	fat			
chill	x	heat	hesitant	x	willing
listless	x	active	persuade	x	dissuade
confidence	x	uncertainty	frail	x	strong
ignorant	x	knowledgeable	whispered	x	shouted
unable	x	able	sharp	x	blunt
dreadful	x	comforting	natural	x	artificial

Seriously	x	Casually	Stipulated	x	Refused
Assistant	x	Antagonist	Dejection	x	Happiness
Landlady	x	Seller	Shouted	x	Whispered
Underlying	x	Secondary	Bolted	x	Unlocked

Sickness	x	Happiness	Persuade	x	Dissuade
Dying	x	Growing	Exactly	x	Partially
Sinking	x	Floating	Plead	x	Refuse
Horrified	x	Brave	Trembling	x	Steady
Indeed	x	Doubtfully	Frail	x	Healthy
Gloomy	x	Cheerful	whispered	x	Shouted
illness	x	Well-being	Described	x	Hid
Foggy	x	Clear	Coincidence	x	Refusal
Staring	x	Ignoring	Approach	x	Exit
Gaunt	x	Plump	Rude	x	Polite
Flushed	x	Pale	Rush	x	Delay
Listless	x	Enthusiastic	Scuffle	x	Calm
Approaching	x	Leaving	Undermined	x	Strengthen
Sake	x	Loss	Delirious	x	Sane
Contagious	x	Harmless	drove	x	Stalled
Deadly	x	Energetically	Admitted	x	Concealed
Advancing	x	Hesitating	Unable	x	Able
Confidence	x	Distrust	Sliding	x	dissuading
Practitioner	x	Amateur	Specialist	x	Practitioner

SINGULAR- PLURAL FORMS

DEFINITION:

SINGULAR:

If something is extraordinary, remarkable, or one of a kind, you can say it is **singular**. In grammar, **singular** means one, as opposed to plural, which means more than one. ...

PLURAL:

The **plural** form of a word is the form that is used when referring to more than one person or thing.

NOTES:

- A **singular** noun names one person, place, thing, or idea, while a **plural** noun names more than one person, place, thing, or idea. ...
- **Singular** nouns ending in 's', 'ss', 'sh', 'ch', 'x', or 'z' need an 'es' at the end to become **plural**. Some nouns are the same in both their **singular** and **plural** forms.

Singular	Plural
chair	chairs
box	boxes
eskimo	eskimos
lady	ladies
radius	radii

Singular	Plural
formula	formulae
child	children
deer	deer
loaf	loaves
hero	heroes

1. Some nouns ending in '-o' '-s' '-ch', '-sh' or '-x' form the plural by adding '-es' to the singular.

Singular	Plural
bench	benches
box	boxes
brush	brushes
bus	buses
class	classes
dish	dishes
echo	echoes
hero	heroes
mango	mangoes
match	matches
tax	taxes
potato	potatoes
watch	watches
wish	wishes

2. Nouns ending in '-f' / '-fe' form their plural by changing into '-v' and adding '-es'.

Singular	Plural
leaf	leaves
shelf	shelves
thief	thieves
half	halves
knife	knives
life	lives
wife	wives
Exceptions:	
chief	chiefs
gulf	gulfs
proof	proofs
roof	roofs
safe	safes

3. Nouns ending in '-y' form the plural by changing '-y' into '-i' and adding '-es'.

Singular	Plural
authority	authorities
baby	babies
copy	copies
difficulty	difficulties
family	families
lady	ladies
story	stories
alga	algae
amoeba	amoebae
antenna	antennae
formula	formulae
larva	larvae
retina	retinae
vertebra	vertebrae

4. '-um' ending in the singular forms changing into '-a'

bacterium	bacteria
corrigendum	corrigenda
curriculum	curricula
datum	data
medium	media

5. '-us' ending in the singular forms changing into '-i'.

alumnus	alumni
bacillus	bacilli
genius	genii
hippopotamus	hippopotami
focus	foci
radius	radii

6. A few nouns (those which are in less common use and abbreviations) ending in '-o' will add 's' to form plural.

dynamo	dynamos
piano	pianos
photo	photos
radio	radios
ratio	ratios
stereo	stereos

7. Some nouns have two plural forms.

cactus	cacti / cactuses
curriculum	curricula / curriculumms
fungus	fungi / funguses
stadium	stadia / stadiums
syllabus	syllabi / syllabuses

8. Some nouns have no singular form.

advice	furniture
information	people
scissors	spectacles

9. A compound noun generally forms its plural by adding '-s' to the main word.

father-in-law	fathers-in-law
son-in-law	sons-in-law
step-son	step-sons
passer-by	passers-by

10. Compound nouns take 's' in plural form:

dining room	dining rooms
grown-up	grown-ups
spoonful	spoonfuls
daughter-in-law	daughters-in-law
runner-up	runners-up
governor-general	governors-general
	governor-generals

11. Compound nouns get convert both elements in plural form:

man servant	men servants
woman student	women students

12. '-is' ending in the singular forms changing into '-es'.

analysis	analyses
axis	axes
basis	bases
crisis	crises
diagnosis	diagnoses
ellipsis	ellipses

14. Some take different forms while changing into plural.

man	men
woman	women
child	children
foot	feet
ox	oxen
mouse	mice
tooth	teeth

13. Some nouns do not change while taking plural form:

aircraft	aircraft
asset	asset
bison	bison
corps	corps
deer	deer
dozen	dozen
fish	fish
gross	gross
news	news
pair	pair
scenery	scenery
score	score
sheep	sheep
species	species
swine	swine
vacation	vacation
hundred	hundred
thousand	thousand

} (when used after numerals)

ADDITIONAL EXERCISES:

S.NO	SINGULAR	-	PLURAL	S.NO	SINGULAR	-	PLURAL
1	House	-	Houses	26	shelf	-	Shelves
2	Genie	-	Genies/genii	27	Burglar	-	Burglars
3	Cupful	-	Cupfuls	28	Box	-	Boxes
4	Army	-	Armies	29	Medium	-	Media
5	Volcano	-	Volcanoes	30	datum	-	Data
6	Boy	-	Boys	31	Thesis	-	Theses
7	toy	-	Toys	32	Terminus	-	Termini
8	Buffalo	-	Buffaloes	33	Cactus	-	Cacti
9	Calf	-	Calves	34	Goose	-	Geese
10	Wife	-	Wives	35	Apex	-	Apices
11	Knife	-	Knives	36	Vertex	-	Vertices
12	Agendum	-	Agenda	37	Fox	-	Foxes
13	criterion	-	Criteria	38	Stadium	-	stadia
14	Fan	-	Fans	39	Louse	-	Lice
15	Cattle	-	Cattle	40	Focus	-	Foci
16	Means	-	Means	41	Elf	-	Elves
17	Premises	-	Premises	42	Poultry	-	Poultry
18	Series	-	Series	43	Dictum	-	Dicta
19	Innings	-	Innings	44	Roof	-	Roofs
20	Pants	-	Pants	45	Retina	-	Retinae
21	Bush	-	Bushes	46	Stimulus	-	Stimuli
22	Trousers	-	Trousers	47	Ultimatum	-	Ultimate
23	Commando	-	Commandoes	48	Hypothesis	-	Hypotheses
24	Priority	-	Priorities	49	People	-	People
25	Tomato	-	Tomatoes	50	Soap	-	soaps

PREFIXES AND SUFFIXES

DEFINITION:

Affixes are one or more than one syllabi added to a base word for forming new words. These affixes can be divided into two groups- Prefix and Suffix.

PREFIX:It is a syllable added to the beginning of a base word.

SUFFIX:It is a syllable added to the end of a base word.

Note:

- Some suffixes will change the last letters of the main word.
- Some prefixes will change the meaning of the root word.
- Some suffixes are like derivatives of that word.

BOOK EXERCISE:

(i) Form new words by adding appropriate prefix/suffix.

- | | | | |
|-----|------------|---|----------------------|
| 1. | accurate | – | inaccurate |
| 2. | understand | – | misunderstand |
| 3. | practice | – | malpractice |
| 4. | technology | – | technological |
| 5. | fashion | – | fashionable |
| 6. | different | – | indifferent |
| 7. | child | – | childhood |
| 8. | national | – | nationality |
| 9. | origin | – | original |
| 10. | enjoy | – | enjoyment |

(ii) Frame sentences of your own using any five newly-formed words.

1. If I don't invite my friends, they may **misunderstand** me.
2. Ravi had an unpleasant **childhood**.
3. **Malpractice** in the exam will not be entertained under any circumstance.
4. The figure quoted is **inaccurate**.
5. He did not first tell us his **original** name.

G. Fill in the blanks by adding appropriate prefix / suffix to the words given in brackets

1. He was sleeping comfortably in his couch. (comfort)
2. Kavya rides a bicycle to school. (cycle)
3. There were only a handful of people in the theatre. (hand)
4. It is illegal to cut sandalwood trees. (legal)
5. The arrival of the President has been expected for the last half an hour. (arrive)
6. The man behaved normally in front of the crowd. (normal)
7. Swathy had no intention of visiting the doctor. (intend)
8. The bacteria are so small that you need a telescope to see them. (scope)

ADDITIONAL EXERCISE:

PREFIX:

a + loud	→	aloud	bi + focal	→	bifocal
a + round	→	around	bi + monthly	→	bimonthly
a + toxic	→	atoxic	co + education	→	co-education
ab + normal	→	abnormal	co + operation	→	co-operation
anti + biotic	→	antibiotic	co + worker	→	co-worker
anti + climax	→	anticlimax	dis + appear	→	disappear
anti + clockwise	→	anticlockwise	dis + appoint	→	disappoint
anti + virus	→	antivirus	dis + continue	→	discontinue
auto + graph	→	autograph	dis + courage	→	discourage
auto + matic	→	automatic	dis + honest	→	dishonest
auto + mobile	→	automobile	dis + like	→	dislike
			dis + locate	→	dislocate
en + able	→	enable	pro + active	→	proactive
en + close	→	enclose	pro + file	→	profile
en + counter	→	encounter	pro + found	→	profound
en + courage	→	encourage	pro + long	→	prolong
en + large	→	enlarge	pro + noun	→	pronoun
en + lighten	→	enlighten	pro + claim	→	proclaim

Out + come = outcome Out + station = outstation Out + put = output	Pre + Position = Preposition Pre + fix = Prefix Pre + caution = Precaution Pre + pone = Prepone
Micro+ organism = microorganism Micro + biology = microbiology	Uni + form = Uniform Uni + cycle = Unicycle Uni + lateral = Unilateral
Mis + calculate = Miscalculate Mis + use = Misuse Mis + lead = Mislead Mis + chief = Mischief Mis + understand = Misunderstand	Bye + lane = bylane Bye + pass= Bypass
In + act = Inact In + form =inform In + put = Input In + direct = Indirect	Poly + clinic = Polyclinic Poly + wood = Polywood Poly + gamy = Polygamy

ex + change	→	exchange		
ex + service	→	exservice		
em + ploy	→	employ		
em + power	→	empower		
fore + noon	→	forenoon	over + come	→ overcome
fore + head	→	forehead	over + look	→ overlook
fore + tell	→	foretell	over + take	→ overtake
il + legal	→	illegal	over + throw	→ overthrow
il + literate	→	illiterate	post + date	→ post-date
im + moral	→	immoral	post + graduate	→ postgraduate
im + prison	→	imprison	re + action	→ Reaction
im + proper	→	improper	re + call	→ recall
in + adequate	→	inadequate	re + charge	→ recharge
in + complete	→	incomplete	re + play	→ replay
in + visible	→	invisible	semi + conductor	→ semiconductor
ir + regular	→	irregular	semi + modal	→ semimodal
ir + rational	→	irrational	sub + conscious	→ subconscious
ir + respective	→	irrespective	sub + marine	→ submarine
ir + responsible	→	irresponsible	sub + ordinate	→ subordinate
inter + act	→	interact	sub + title	→ subtitle
inter + change	→	interchange	sub + way	→ subway
inter + national	→	international	super + fast	→ superfast
mal + adjustment	→	mal adjustment	super + man	→ superman
mal + nutrition	→	malnutrition	un + able	→ unable
mal + practice	→	malpractice	un + certain	→ uncertain
mis + behaviour	→	misbehaviour	un + common	→ uncommon
mis + guide	→	misguide	un + conscious	→ unconscious
mis + take	→	mistake	un + expected	→ unexpected
multi + media	→	multimedia	un + lucky	→ unlucky
multi + national	→	multinational	un + pleasant	→ unpleasant
multi + vitamin	→	multivitamin	up + date	→ update
non + refundable	→	non-refundable	up + hold	→ uphold
non + violence	→	non-violence	up + lift	→ uplift
non + vegetarian	→	non-vegetarian	up + right	→ upright
micro + teaching	→	microteaching	up + stairs	→ upstairs
micro + wave	→	microwave	with + draw	→ withdraw
			with + hold	→ withhold
			with + stand	→ withstand

SUFFIX:

arrive + al	→	arrival	perform + ance	→	performance
economic + al	→	economical	refer + ence	→	reference
form + al	→	formal	remember + ance	→	remembrance
later + al	→	lateral	resemble + ance	→	resemblance
logic + al	→	logical	big + est	→	biggest
mathematic + al	→	mathematical	high + est	→	highest
nation + al	→	national	short + est	→	shortest
person + al	→	personal	tall + est	→	tallest
avail + able	→	available	beauty + ful	→	beautiful
break + able	→	breakable	cheer + ful	→	cheerful
comfort + able	→	comfortable	faith + ful	→	faithful
fashion + able	→	fashionable	grate + ful	→	grateful
pay + able	→	payable	hope + ful	→	hopeful
port + able	→	portable	peace + ful	→	peaceful
prefer + able	→	preferable	regret + ful	→	regretful
read + able	→	readable	truth + ful	→	truthful
refund + able	→	refundable	wonder + ful	→	wonderful
break + age	→	breakage	commerce + ial	→	commercial
orphan + age	→	orphanage	different + ial	→	differential
spoil + age	→	spoilage	essence + ial	→	essential
ill + ness	→	illness	part + ial	→	partial
neat + ness	→	neatness	elect + ion	→	election
thick + ness	→	thickness	introduce + ion	→	introduction
willing + ness	→	willingness	perfect + ion	→	perfection
danger + ous	→	dangerous	separate + ion	→	separation
poison + ous	→	poisonous	regular + ize	→	regularize
affect + ion	→	affection	boy + hood	→	boyhood
collect + ion	→	collection	child + hood	→	childhood
achieve + ment	→	achievement			
allot + ment	→	allotment			
improve + ment	→	improvement			
manage + ment	→	management			
punish + ment	→	punishment			

comedy + ian	→	comedian
music + ian	→	musician
confuse + ion	→	confusion

atom + ic	→	atomic	regular + ity	→	regularity
history + ic	→	historic	special + ity	→	speciality
idiot + ic	→	idiotic	convert + ible	→	convertible
patriot + ic	→	patriotic	response + ible	→	responsible
child + ish	→	childish	beautiful + ly	→	beautifully
fever + ish	→	feverish	casual + ly	→	casually
fool + ish	→	foolish	frequent + ly	→	frequently
red + ish	→	reddish	love + ly	→	lovely
material + ise	→	materialise	original + ly	→	originally
popular + ise	→	popularise	slow + ly	→	slowly
capital + ism	→	capitalism	doubt + less	→	doubtless
hero + ism	→	heroism	fear + less	→	fearless
Hindu + ism	→	Hinduism	help + less	→	helpless
			power + less	→	powerless
			use + less	→	useless

ABBREVIATIONS, ACRONYMS AND CONTRACTIONS

DEFINITION:

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

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

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

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

'm = am (I'm)

're = are (you're, we're, they're)

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

Contractions with auxiliary verb and not

The contraction for not is n't:

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

BOOK EXERCISE:

C. Pick out the contractions from the lesson and expand them.

Contractions	Expansions
It's	It is
You're	You are
I'm	I am
Didn't	Did not
That's	That is
I'd be	I would be
They're	They are
She's	She is

D. Expand the following abbreviations or acronyms.

SIM	Subscriber Identification Module	CUP	Catalog Updated Process
ISRO	Indian Space Research Organization	ALU	Arithmetic-Logic Unit
WHO	World Health Organization		
CCTV	Closed Circuit Television		
HDMI	High-Definition Multimedia Interface		
LASER	Light Amplification by Stimulated Emission of Radiation		
MRI	Magnetic Resonance Imaging.		
CRY	Child Relief and You		
RAM	Random Access Memory		
ROM	Read-only Memory		

E. Complete the sentences with the correct abbreviations or acronyms from the given list.

a.m. etc. BCE e.g HD m IQ GPS p.m. vs

1. My dad wakes up very early in the morning because he has to be at work at 6.00 a.m.
2. Socrates, the famous Classical Greek Athenian philosopher, died in 399 BCE.
3. Leonardo Da Vinci was a famous Italian polymath, a painter, a sculptor, an architect, a musician, a scientist etc.
4. I usually return home from work at 10.30 p.m.
5. John downloaded a clip from YouTube in HD quality.
6. There are many irregular verbs in the English language, e.g. break, do, make.
7. I'm watching a great football match, Barcelona vs Real Madrid.
8. Humans who dive without protection can survive 300 m under water.
9. A 11-year-old girl just beat Einstein on an IQ test.
10. We used the GPS facility to track the location.

TITLES BEFORE NAMES:

Mr. = Mister (for men) (plural - Misters)
 Mrs. = Mistress (for women)
 Prof. = Professor (plural - Profs.)
 St. = Saint (plural - Sts.)
 Rev. = Reverend (plural - Revs.)
 Hon. = Honourable (plural - Hons.)
 Jr. = Junior
 Pres. = President

NAMES OF FEW OBJECTS:

VCR = Videocassette Recorder
 CD = Compact Disc
 DVD = Digital Video/Versatile Disk
 GPS = Global Positioning System
 VR = Virtual reality
 AR = Augmented Reality
 TV = Television

WORDS USED WITH NUMBERS:

a.m. = ante meridiem (before noon)
 p.m. = post meridiem (after noon)
 A.D. = anno domini
 B.C.E. = before common era
 C.E. = common era

COMMON LATIN TERMS:

etc. = et cetera (and so forth)
 i.e. = id est (that is)
 e.g. = exempligratia (for example)
 et al. = et alii (and others)
 vs. = versus

TERMS OF MATHEMATICAL UNITS:

ft = feet
 ft² = square feet
 kg = kilogram
 km = kilometre
 mm = millimetre
 ml = millilitre
 °F = degrees Fahrenheit
 °C = degrees Celsius

NAMES OF FAMILIAR INSTITUTIONS:

CBI = Central Bureau of Investigation
 IB = Intelligence Bureau
 IMF = International Monetary Fund
 UN = United Nations
 EC = Election Commission
 EU = European Union
 IIT = Indian Institute of Technology

NAMES OF COUNTRIES:

USA = United States of America
UK = United Kingdom
UAE = United Arab Emirates

LONG, COMMON PHRASES:

IQ = Intelligence Quotient
mph = miles per hour
mpg = miles per gallon

ADDITIONAL EXERCISE:

AAI - Airports Authority of India
ABC - Australian Broadcasting Commission
AC - Alternating Current
AD - Anno Domini
AI - Air India
AICC - All India Congress Committee
AITUC - All India Trade Union Congress
a.m. - Ante meridiem
ATM - Automated Teller Machine
BBC - British Broadcasting Corporation
BBA - Bachelor of Business Administration
BC - Before Christ
BCCI - Board of Control for Cricket in India
BDS - Bachelor of Dental Surgery
BE - Bachelor of Engineering
B.Ed. - Bachelor of Education
B.Tech. - Bachelor of Technology
BVSc - Bachelor of Veterinary Science
CBI - Central Bureau of Investigation
CBSE - Central Board of Secondary Education
CCI - Cricket Club of India
CCTV - Closed Circuit Television
DA - Dearness Allowance
DC - Direct Current
DIG - Deputy Inspector General

DNA	- Deoxy-ribo Nucleic Acid
DVD	- Digital Versatile Disc
EB	- Electricity Board
EC	- Election Commission
ECG	- Electro Cardio Gram
EPF	- Employee Provident Fund
FCI	- Food Corporation of India
FD	- Fixed Deposit
FM	- Frequency Modulation
FRCS	- Fellow of the Royal Council of Surgeons
GB	- Great Britain
GH	- Government Hospital
GK	- General Knowledge
G.O.	- Government order
GPO	- General Post Office
HIV	- Human Immuno-deficiency Virus
HSS	- Higher Secondary School
IA	- Indian Airlines
IAF	- Indian Air Force
IAS	- Indian Administrative Service
ICICI	- International Credit and Investment Corporation of India
ICS	- Indian Civil Service
ICSE	- Indian Council for Secondary Education
IFS	- Indian Forest Service
ILO	- International Labour Organisation
IOB	- Indian Overseas Bank
IT	- Income Tax
ITI	- Industrial Technical Institute
JRC	- Junior Red Cross

LCD	- Liquid Crystal Diode
LED	- Light Emitting Diode
LPG	- Liquefied Petroleum Gas
MA	- Master of Arts
MBA	- Master of Business Administration
MBBS	- Bachelor of Medicine and Bachelor of Surgery
MCA	- Master of Computer Application
MD	- Doctor of Medicine / Managing Director
ME	- Master of Engineering
M.Ed.	- Master of Education
MKU	- Madurai Kamaraj University
MLA	- Member of Legislative Assembly
MO	- Money Order
MP	- Member of Parliament
M.Phil.	- Master of Philosophy
MS	- Master of Surgery
M.Sc.	- Master of Science
NCC	- National Cadet Corps
NCERT	- National Council for Educational Research and Training
NGO	- Non-Gazetted Officer / Non - Governmental Organisation
NSS	- National Service Scheme
OC	- Office Copy
OD	- On Duty / Over Draft
PA	- Personal Assistant
PM	- Prime Minister / Post Master
pm	- post meridiem
PS	- Personal Secretary / Post Script
PTI	- Press Trust of India

SB	- Savings Bank
SBI	- State Bank of India
SCERT	- State Council for Educational Research and Training
SR	- Southern Railway
SSC	- Staff Selection Commission
SSLC	- Secondary School Leaving Certificate
SSA	- Sarva Siksha Abhiyan
TA	- Travelling Allowance
TB	- Tuberculosis/Tourist Bungalow
TC	- Transfer Certificate
TOEFL	- Teaching of English as a Foreign Language
TNCA	- Tamil Nadu Cricket Association
TNPSC	- Tamil Nadu Public Service Commission
TTC	- Technical Teacher's Certificate
TTE	- Train Ticket Examiner
TV	- Television
UAE	- United Arab Emirates
UFO	- United Food Organisation
UGC	- University Grants Commission
USA	- United States of America
UPSC	- Union Public Service Commission
USSR	- Union of Soviet Socialist Republics
VAO	- Village Administrative Officer
VC	- Vice Chancellor
VCR	- Video Cassette Recorder
VHF	- Very High Frequency
VIP	- Very Important Person
VPP	- Value Payable Post
VRS	- Voluntary Retirement Scheme
Sr.	- Sister
Tr.	- Teacher
Dr.	- Doctor

Er.	- Engineer
Mr.	- Mister
Mrs.	- Mistress
Tmt.	- Thirumathi
e.g.	- example
etc	- et cetera (extra)

ACRONYMS:

ADD	- Attention Deficit Disorder
AIDS	- Acquired Immune Deficiency Syndrome
AIIMS	- All India Institute of Medical Sciences
AIR	- All India Radio
BITS	- Birla Institute of Technology and Science
BHEL	- Bharat Heavy Electrical Limited
CAT	- Common Aptitude Test
CUB	- City Union Bank
DIET	- District Institute of Education and Training
ESMA	- Essential Services Maintenance Act
HESCO	- Himalayan Environmental Studies and Conservation Organisation
FORTTRAN	- Formula Translation
GATE	- Graduate Aptitude Test in Engineering
HUDCO	- Housing and Development Corporation
IGNOU	- Indira Gandhi National Open University
LAN	- Local Area Network
LASER	- Light Amplification by Stimulating Emission of Radiation
MISA	- Maintenance of Internal Security Act

NAM	- Non Aligned Movement
NASA	- National Aeronautics and Space Administration
NATO	- North Atlantic Treaty Organisation
NEWS	- North East West South
NOTA	- None Of The Above
OPEC	- Organisation of Petroleum Exporting Countries
PAN	- Permanent Account Number
PIN	- Postal Index Number
POTA	- Prevention Of Terrorism Act
RADAR	- Radio Detection and Ranging
RAM	- Random Access Memory
ROM	- Read Only Memory
SAARC	- South Asian Association for Regional Co-operation
SAIL	- Steel Authority of India Limited
SARS	- Severe Acute Respiratory Syndrome
SPIC	- Southern Petro Chemical Industries Corporation
TAFE	- Tractor and Farm Equipment
TANSI	- TamilNadu Small Scale Industries
TELEX	- Teleprinter Exchange
UNESCO	- United Nations Educational Scientific and Cultural Organisation
VAT	- Value Added Tax
Viscom	- Visual Communication
WHO	- World Health Organisation

COMPOUND WORDS

DEFINITION:

A combination of two or more words in different parts of speech with a new meaning is called compound word.

BOOK EXERCISE:

C. Complete the following table with two more compound words.

Noun + Noun	kitchen garden, time table, snowball
Noun + Verb	mouthwash, rainfall, cat walk
Verb + Noun	watchman, call taxi, bath room
Preposition + Noun	overcoat, after life, by pass

Gerund + Noun	bleaching powder, drinking water, driving school
Noun + Gerund	housekeeping, horse riding, bird watching
Adjective + Preposition + Noun	good for nothing, free-for-all
Noun + Preposition + Noun	mother-in-law, father-in-law, lady in love

D. Combine the words in column A with those in column in B to form compound words as many as you can.

Column A	Column B	Answer
rain	light	rainfall
snow	thing	snowball
star	fall	starlight
draw	ball	drawback
play	back	plaything
lottery	ticket	lottery ticket
under	walk	underworld
man	note	manhole
side	world	sidewalk
foot	hole	footnote

E. Form compound words from the boxes given below and fill in the blanks in the sentences that follow with the appropriate compound words.

waiting	out	income	green	sun	room	tax
alarm	dry	traffic	wall	house	clock	jam
glasses	hair	cleaning	cut	put	paper	

1. Siva visited the hair stylist to have a clean haircut.
2. Tharani had given the sarees for dry cleaning.
3. The green house effect is a natural process that warms the earth's surface.
4. Never wait for an alarm clock to wake you up.
5. The children were late to school as there was a traffic jam near the toll plaza.
6. The government expects every individual to promptly pay the income tax.
7. People usually wear sunglasses during summer.
8. The patients were asked to sit in the waiting room until the doctor arrived.
9. With teamwork we are able to multiply our output.
10. The room was looking bright with the colourful wallpaper.

COMBINATION		COMPOUND WORD		
Noun + Noun		kitchen garden, <u>tooth paste</u>		
Noun + Verb		mouthwash, <u>hair cut</u>		
Verb + Noun		watchman, <u>swimming pool</u>		
Preposition + Noun		overcoat, <u>underground</u>		
Gerund + Noun		bleaching powder, <u>drawing room</u>		
Noun + Gerund		housekeeping, <u>bird watching</u>		
Adjective + Preposition + Noun		good for nothing, <u>afraid of crowd</u>		
Noun + Preposition + Noun		mother-in-law, <u>daughter - in - law</u>		
Noun	+ Noun	seafood,	starlight,	schoolboy
Adjective	+ Noun	goodwill,	software,	gentleman
Gerund	+ Noun	sewing machine,	walking stick	
Adverb	+ Noun	insight,	outpost,	fast food
Verb	+ Adverb	washout,	flash back,	make-over
Noun	+ Verb	nightfall,	daybreak,	waterfall
Adjective	+ Verb	free-drive,	dry-clean,	deep-fry
Adverb	+ Verb	outrun,	well-defined,	downcast
Noun	+ Adjective	radio-active,	light-sensitive	
Adjective	+ Adjective	pale blue,	light green	
Adverb	+ Participle	outsourcing,	incoming	

Compound words	Combination	Compound words	Combination
foothills	Noun + Noun	type setting	Verb + Gerund
landmark	Noun + Verb	goodwill	Adj. + Noun
duty free	Noun + Adj.	clear cut	Adj. + Verb
washout	Noun + Adv.	hard working	Adj. + Gerund
white washing	Noun + Gerund	dark blue	Adj. + Adj.
hand written	Noun + Participle	readymade	Adj. + P. Participle
country side	Noun + Preposition	fastfood	Adv. + Noun
swimming pool	Gerund + Noun	outgoing	Adv. + Gerund
play ground	Verb + Noun	well behaved	Adv. + P. Participle
typewrite	Verb + Verb	over bridge	Preposition + Noun
tax free	Verb + Adj.	overthrow	Preposition + Verb
give up	Verb + Prep.	outgoing	Preposition + Gerund

PHRASAL VERBS

DEFINITION:

A phrasal verb is a verb that is made up of a main verb together with an adverb or a preposition, or both. Typically, their meaning is not obvious from the meanings of the individual words themselves.

Note:

- Phrasal verbs should be read as an unit
- Meaning of the phrasal verb word may differ from the root word

BOOK EXERCISE:

E. Read the given sentences carefully and fill in with appropriate phrasal verbs. Choose them from the help box.

get along with, take off, shut down, look after, warm up

1. The air hostess instructed the passengers to wear the seat belts during the take off.
2. Venkat felt happy to get along with the neighbours in the new locality.
3. There will be a shut down next week in the office.
4. Doing warm up every day in the morning keeps one healthy.
5. The mother instructed the maid to look after the child carefully.

Read the given passage carefully and fill in the blanks with suitable phrasal verbs from the help box.

burn off	keep up	build up	tire out
warms up	put on	work out	stretch out

Riya is a young dancer who feels contented and satisfied with herself. Let's hear from her.

Hi, everyone! I am Riya. I suppose I'm really lucky because I don't put on weight easily. I never work out in the gym and the only time I stretch out is when I need something from the top shelf. I tried aerobics several times but I couldn't keep up with the others. I take my pet for a walk thrice a day and that helps to burn off the calories. I usually watch what I eat but I sometimes binge on icecream.

My sister Diya, is a real fitness fanatic. Before she works out she warms up every day with push ups, sit ups, stretches and a jog around the park. She says it's important to build up good levels of strength and stamina. I don't want to overdo it though. A fitness regime like hers would tire out me!

ADDITIONAL EXERCISE:

A set of phrasal verbs most commonly used is given below

back up	- support (உதவி)	bring about	- cause to happen (காரணமாயிரு)
back out	- quit (கைவிடு)	bring down	- reduce (அடக்கு, குறை)
bear away	- win (வெற்றி பெறு)	bring forth	- produce (உற்பத்தி செய்)
bear out	- confirm (உறுதி செய்)	bring in	- earn (சம்பாதி)
bear with	- tolerate (பொறுத்துக் கொள்)	bring on	- produce, cause (உருவாக்கு)
blow out	- put out (ஊதி அணை)	bring out	- produce, to make some thing appear (வெளிக் கொணர்)
blow up	- explode (வெடித்தல்)	bring up	- rear (வளர், வளியிடு)
break down	- fail, lose in a bad stete (வேலை செய்வதை நிறுத்து)	call for	- require (தேவைப்படு)
break in	- interrupt (குறுக்கிடு)	call up	- to telephone (தொலைபேசியில் அழை)
break out	- appear suddenly (திடீரென தோன்று)	call down	- reprimand (கண்டனம் தெரிவி)
break up	- end (முடி, நிறுத்து)		
call off	- cancel (ரத்து செய்)	carry off	- win (வெல்)
call on	- visit (சென்று பார்)	carry on	- continue (தொடர்ந்து செய்)
call in	- invite (அழை)	carry out	- execute (செயல்படுத்து)
call out	- shout for help (சத்தமாக உதவிக்கு அழை)	carry over	- postpone (ஒத்திப்போடு)

carry off	-	win (வெல்)
carry on	-	continue (தொடர்ந்து செய்)
carry out	-	execute (செயல்படுத்து)
carry over	-	postpone (ஒத்திப்போடு)
come about	-	happen (நிகழ்)
come across	-	meet by chance (குற்செயலாக சந்தி)
come in	-	enter (உள்ளே வா)
cut down	-	reduce (குறை)
cut in	-	interrupt (குறுக்கிடு)
cut off	-	stop (நிறுத்து)
cut out	-	have the qualities needed (பொறுத்தமானதாக இரு)
drop in	-	informal visit (வருகை தா)
drop out	-	leave (விலகு)
fall back on	-	to go for support (உதவிக்கு செல்)
fall back	-	retreat (பின்வாங்கு)
fall in	-	collapse (அழி)
fall off	-	decrease (குறை)
fall on	-	attack (தாக்கு)
fall out	-	quarrel (சண்டையிடு)
fall through	-	fail (தோல்வி அடை)
give away	-	distribute (பகிர்ந்தளி)
give back	-	return (தீரும்பு)
give in	-	surrender, yield (விட்டுக்கொடு)
give off	-	emit (வெளியிடு)
give up	-	abandon (விட்டு விடு)
give way	-	collapse (வீழ்)
go about	-	set to work (வேலை செய்ய தொடங்கு)

go ahead of	-	pass, take over; surpass (முந்திச்செல்)
go ahead	-	go in front of others (முன்னால் செல்)
go at	-	attack (தாக்கு)
go back on	-	fail to keep promise (வாக்கு மீறு. பின்வாங்கு)
go down	-	believe (நம்பு)
go for	-	attack (தாக்கு)
go into	-	examine (பரிசோதனை செய்)
go off	-	leave, proceed; explode
go on	-	continue, (தொடர்ந்து செய்)
go through	-	read (வாசி)
hand down	-	give (ஒப்படை)
hand in	-	submit (கொடு)
hand out	-	distribute (பகிர்ந்தளி)
hand over	-	transfer (மாற்று)
hang around	-	loiter near (அங்குமிங்கும் அலை)
hold off	-	keep away (விலகி விடு)
hold on	-	wait; stop (ஒத்தி வை)
hold over	-	postpone (ஒத்திப் போடு)
hold up	-	delay (தாமதம் செய்)
keep at	-	continue (தொடர்ந்து செயல்)
keep away	-	not go near (விலகி நில்)
keep down	-	control (அடக்கு)
keep off	-	avoid (தவிர்)
keep to	-	adhere to (இணைந்து போ)
keep on	-	continue (தொடர்ந்து செய்)

knock about	-	roam (அங்குமிங்கும் செல்)
knock down	-	demolish (அழி)
knock out	-	stop working (வேலை செய்வதை நிறுத்து. வீழ்த்து)
knock up	-	exhausted (தீர்ந்து போ)
lay aside	-	abandon (கைவிடு)
lay down	-	sacrifice, fix, establish (பலியிடு, திட்டமிடு)
lay off	-	dismiss, stop (நிறுத்து)
let in	-	allow to enter (அனுமதி)
let out	-	release (வெளியே அனுமதி)
look after	-	take care of (கவனி)
look ahead	-	think about future (எதிர்காலத்தைப் பற்றி நினை)
look around	-	see all sides (சுற்றிலும் பார்)
look back	-	reflect (பெருமை கொள்)
look down upon	-	hate (வெறு, தாழ்வாக நினை)
look out	-	take care (கவனமாக இரு)
look for	-	search (தேடுதல்)
look forward	-	thinking of something (நல்லதை எதிர்பார்த்தல்)
look into	-	make investigation, examine (ஆராய்தல்)
look on	-	regard as (கருதுதல்)
look up	-	search for details (தேடு)
look upto	-	admire, respect (வியத்தல்)
see off	-	bid farewell (விடை பெறு)
see to	-	attend to (கவனி)

make away with	- steal and escape (தீருடி தப்பிச் செல்லுதல்)
make after	- follow (பின் தொடர்)
make for	- rush to (வேகமாக செல்)
make of	- understand (புரிந்து கொள்)
make off	- hurry away (தப்பிச் செல்)
make out	- understand (புரிந்து கொள்)
make over	- transfer (மாற்று)
make up	- compensate (ஈடு செய்)
pass away	- die (கிறந்து போ)
pass off	- take place (நிகழ்தல்)
pass on	- give; (கொடு)
pass over	- ignore (கவனியாதிருத்தல்)
pass out	- faint (மயக்கமடை)
pick out	- select (தேர்ந்தெடு)
pick up	- increase; learn or acquire (அதிகப்படுத்து)
pull down	- demolish (அழி)
pull off	- succeed in a plan (வெற்றி பெறு)
pull out	- leave (கிளம்பு, செல்)
pull through	- recover (குணமடை)
put on	- wear; add to (அணி, சேட்டு)
put out	- extinguish (அணை)
put up	- erect (நிறுவ)
put off	- postpone (ஒத்திப்போடு)
put up with	- tolerate (பொறுத்துக் கொள்)
run after	- follow (பின் தொடர்)
run around	- spend time (நேரத்தைக் கழி)
run away	- leave suddenly (வெளியேறு)
run back	- consider (மீண்டும் கவனி)
run down	- power down (பலவீனமாகு)
run out	- finish (முடிந்து போ)
run off	- flow out (வெளியேறு)

set aside/ apart	-	keep away (விலக்கி வை)
set forth	-	begin a journey (புறப்படு)
set in	-	continue (உருவாக)
set off	-	begin a journey (பயணமாக புறப்படு)
set out	-	start (புறப்படு)
set up	-	establish (நிறுவு)
stand against	-	oppose (எதிர்)
stand for	-	represent (குறிக்கிறது)
stand on	-	depend (சார்ந்திரு)
stand up for	-	defend, support (பாதுகாத்தல், உதவுதல்)
take aback	-	surprised (வியப்படைதல்)
take after	-	resemble (ஒத்திருத்தல்)
take back	-	exchange (மாற்று)
take down	-	write (எழுது)
take for	-	mistake for; regard as (கருது)
take to	-	start liking (ஒன்றைபுதிதாக ஏற்றுக் கொள்)
take up	-	continue (தொடர்தல்)
turn away	-	refuse (மறுத்தல்)
turn off	-	switch off (அணை)
turn out	-	produce (உற்பத்தி செய்)
turn down	-	reject (மறுத்தல்)
turn over	-	people attendance (வருகை)
watch out	-	be careful (கவனமாயிரு)
watch for	-	look and wait for (எதிர்பார்த்து காத்திரு)
work off	-	dispose (கைவிடு)
work out	-	solve (தீர்வு காண்)
write down	-	write on a paper (எழுது)
write up	-	record (எழுது)
write off	-	cancel a loan (ரத்து செய்)

PREPOSITION

DEFINITION:

A preposition is a word placed before a noun or a pronoun to show the relation of the noun or pronoun to something else. Prepositions give us information regarding

- a) Position b) time c) direction

Types of preposition:

1. Simple preposition :

In, on, at, by, from, to, for, of, off, up, till, with, out, etc.,

2. Compound preposition:

About, across, along, amidst, among, around, before, below, behind, between, beyond, inside, outside, within, without, etc.,

3. Phrase preposition:

According to, away from, because of, by means of , by way of, in addition to, in spite of , instead of, with regard to, etc

EXERCISE:

No.	Preposition	Meaning	Example sentence	
1.	at	PLACE	-இல், -க்குள்	My house is at N.G.O.Colony.
		TIME	நேரத்திற்கு	The reception started at 6 PM.
2.	in	PLACE	உள்ளே	The boys are in the class.
		TIME	நேரத்தில்	PM will visit in October.
3.	on	PLACE	மேலே	He is sitting on the wall.
		TIME	காலத்திற்கு	They will call you on Monday.

No.	Preposition	Meaning	Example sentence	
4.	from	PLACE	-இல் இருந்து	This bus is coming from Madurai.
		TIME	-இல் இருந்து	The examination starts from 10 AM.
		NOUN	-இல் இருந்து	I bought the pen from Mithun.
5.	to	PLACE	-க்கு	I am going to school.
		TIME	நேரம் வரை	The time is now five minutes to one.
		NOUN	-க்கு	I wrote a letter to Anwar.
6.	by	PLACE	-அருகில்	I am living by the garden.
		NOUN	-ஆல்	This picture was drawn by Robert.
		TIME	நேரத்தில்	The manager will meet you by 5 PM.
7.	for	NOUN	-ஆல்	I bought this pen for my brother.
		TIME	-க்காக	I have been waiting here for 2 hours.

8.	since (இருந்து)	We have been living in this house since 2008.
9.	during (அப்போது)	We went to Mysore during the Dasara holidays.
10.	till (குறிப்பிட்ட நேரம் வரை)	This shop will be kept open till 9.30 P.M.
11.	until (வரை)	Let us wait until the rain stops.
12.	of (உடைய)	This is the house of Mr.Mohan.
13.	off (இன்றி)	Please switch off the fan.
14.	with (உடன்)	She lives with her parents.
15.	without (இல்லாமல்)	Don't enter the room without permission.
16.	near (அருகில்)	The calf is standing near the cow.
17.	up (மேலே)	Jack and Jill went up the hill.
18.	upon (மீது)	The lion sprang upon the deer.
19.	towards (நோக்கி)	He walked towards the Post office.
20.	against (எதிராக)	He hit against a lamp post.
21.	through (வழியாக)	The thief entered the house through the window.
22.	along (வழியே)	He walked along the road.
23.	about (பற்றி)	This book is about the life of Gandhiji.
24.	before (முன்)	The train had left before I reached the station.
25.	after (பின்)	I reached the station after the train had left.
26.	over (மேலே)	Our plane flew over the clouds.
27.	above (மேலே)	The ball is above the table.
28.	below (கீழே)	The patient's temperature went below 98°.
29.	down (கீழே)	She is getting down the stairs.

No.	Preposition	Meaning	Example sentence
30.	under (கீழே)		The idol is under the roof.
31.	in front of (முன்னால்)		The box is in front of the door.
32.	behind (பின்னால்)		The sun disappeared behind the clouds.
33.	across (தூக்கீடு)		He walked across the field.
34.	between (இடையில்)		Ravi is sitting between Mohan and Murali.
35.	among (அவர்களுக்கிடையே)		All the sons quarrelled among themselves for their father's properties.
36.	after (பிறகு)		Meet me after some time.
37.	into (உள்ளுக்குள்)		He dived into the water.

PREPOSITIONAL PHRASES

These prepositions are formed by two-word or a three-word combination such as **according to, along with, at the time of, because of, owing to, instead of etc.** These kinds of prepositions are used frequently in our day to day life.

Examples

Preposition	Meaning	Example
according to	as stated by, on the authority of	According to the weatherman, we can expect more cold weather this week.
along with	together with	We have to give importance to Physical Education along with all the academic subjects.
because of	on account of	We stayed at home because of the bad weather.
owing to	because of	I can't accept your invitation owing to a previous engagement.
instead of	in place of, substituting for	I wish I were going to the party instead of my brother.
in the event of	in case of	The match will be stopped in the event of heavy rain.

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

Preposition	Meaning	Answer
due to	as a substitute for	because of
except for	in the interest of	with the exception of
with reference to	irrespective of	referring to
In spite of	added to	irrespective of
in addition to	because of	added to
in place of	referring to	as a substitute for
regardless of	with the exception of	disregarding the difficulty
for the sake of	disregarding the difficulty	in the interest of

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)**
- The trial was conducted _____ the procedure of law.
a. in accordance with b. due to c. despite of **Ans: (a)**
- There is a temple right _____ my house.
a. in back of b. apart from c. in front of **Ans: (c)**
- As a _____ of his hard work, he achieved the target.
a. instead of b. result of c. apart from **Ans: (b)**

5. Failure is often the _____ negligence.
 a. effect of b. consequence of c. reason of Ans: (b)
6. Children are given toys _____ sweets on Children's Day.
 a. on top of b. in addition to c. due to Ans: (b)
7. The parents must be informed _____ any indiscipline conduct of their wards.
 a. because of b. in case of c. in spite of Ans: (b)
8. He didn't turn up _____ his busy schedule.
 a. consequence of b. due to c. except for Ans: (b)
9. Global warming is _____ the green house emission.
 a. an effect of b. in spite of c. in addition to Ans: (a)
10. _____ several warnings, he continued to swim.
 a. due to b. in spite of c. because of Ans: (b)

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

IDIOMS AND PHRASES

DEFINITION:

An “**idiom**” is a mode of expression peculiar to a language. It is unique in indicating the meaning. “**Phrase**” is a group of words without any verb, forming a short expression.

Eg: Jawaharlal Nehru was **born with a silver spoon**-this idiom means “**born in a rich family**”

Note:

Idioms usually give indirect meaning.

IDIOM	MEANING
On the ball	competent
A blessing in disguise	having good results
Find one's voice	become more confident
A stone's throw	very close
Over the moon	extremely happy
Add fuel to the fire	make a bad situation worse
Sharp as a tack	mentally agile
Breaking up the wrong tree	to be misguided
Lend an ear	listen
Bite the bullet	to do something unpleasant
Make up one's mind	resolve
Bog - Standard	Something that is very ordinary
To eat humble pie	to apologize
Builder's Tea	strong tea with milk
To meet half way	to compromise
Bust one's chops	to harass someone
Not worth the salt	quite worthless
Clam up	stop talking
Set one's face against	sternly oppose
Cost a bomb	very expensive
Gaining grounds	becoming more general
cut a long story short	to get to the point
To pay off old scores	to have one's revenge
Dig one's heels in	To refuse to do something
On and off	at intervals
Easy Does it	do something slowly
At one's finger tips	to know thoroughly
Find one's feet	settle into a new environment
No love lost between	not in good terms

IDIOM	MEANING
Full of beans	energetic
In the long run	eventually
Grass is always greener	a person is never satisfied
Call in question	challenge
Hit the books	To start studying seriously
In the nick of time	at the right moment
Hit the road	start a journey
Through thick and thin	under all conditions
Let the cat out of the bag	to reveal a secret
Throw cold water	to discourage
Not one's cup of tea	something you don't like
Turn one's hand to	adapt
Once in a blue moon	something that happens rarely
Be hand and glove	be intimate
pull someone's leg	tease someone
Errors to account	be profitable
See eye to eye	to agree with someone
Burn one's finger	get into trouble
Sit tight	to wait patiently
Bring to light	to disclose
smell a rat	to suspect someone
Be on the alert	ready to attack
So far, so good	to express satisfaction
Give in airs	behave arrogantly
Splash out	to spend a lot of money
Up - to - date	modern

LINKERS

DEFINITION:

The words that are used to connect two or more sentences or ideas together into a single sentence, are called link words or linkers.

Linkers can be used to join phrases and clauses with the core sentences.

PURPOSE	LINKER
Addition	and, as well as, with.
Reason	due to, on account of, owing to, as, since, because, so, and so.
Contrast	though, even though, although, but, yet, despite, in spite of.
Comparison	than.
Time	as, when, while, as soon as, until, till, for, since, before, after.
Condition	if, unless, in case, or else, otherwise, in case of.
Reason and Result	so...that.
Duration	during, as long as.
Reference	with reference to, with regard to.
Choice	instead of.

EXERCISE:

Choose the most appropriate linker from the given four alternatives:

- _____ **the driver saw the child, he applied the brake.**
a) When b) After c) As soon as d) Before
- _____ **he is clever, he does not get success always.**
a) When b) Since c) Though d) Yet

3. I know _____ he is poor.
a) that b) for c) but d) when
4. _____ the boy saw the teacher, he greeted him.
a) That b) For c) But d) When
5. Do you know _____ you put the book?
a) when b) where c) which d) why
6. _____ you read well, you can't pass.
a) If b) As c) When d) Unless
7. Can you tell me _____ you are always coming late?
a) when b) where c) which d) why
8. I know _____ you want.
a) when b) where
c) which d) what
9. _____ he had done his homework he went out.
a) When b) As soon as
c) After d) Before
10. _____ he received the telegram, he rushed to the railway station.
a) When b) After
c) As soon as d) Before
11. _____ he went, the minister was greeted by the public.
a) Whenever b) Wherever
c) However d) Whoever
12. _____ clever you are, you can't defeat me.
a) Whenever b) However
c) Whatever d) Whoever
13. _____ the children are vaccinated, they will fall ill.
a) When b) As soon as
c) Though d) Unless
14. _____ you press the button, the bell will ring.
a) Or b) Otherwise
c) Unless d) If

Answers									
1. c	2. c	3. a	4. d	5. b	6. d	7. d	8. d	9. c	10. c
11. b	12. b	13. d	14. d						

TENSE FORMS

DEFINITION:

- Verbs come in three tenses: past, present, and future. The past is used to describe things that have already happened.
Eg: earlier in the day, yesterday, last week, three years ago.
- The present tense is used to describe things that are happening right now, or things that are continuous. The future tense describes things that have yet to happen.
Eg: later, tomorrow, next week, next year, three years from now.

The following table illustrates the proper use of verb tenses:

Simple Present	Simple Past	Simple Future
I read nearly every day.	Last night, I read an entire novel.	I will read as much as I can this year.
Present Continuous	Past Continuous	Future Continuous
I am reading a story at the moment.	I was reading a story last night.	I will be reading a story soon.
Present Perfect	Past Perfect	Future Perfect
I have read so many books.	I had read at least 100 books by the time I was twelve.	I will have read at least 500 books by the end of the year.

Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous
I have been reading since I was four years old.	I had been reading for at least a year before my sister learned to read.	I will have been reading for at least two hours before dinner tonight.

BOOK EXERCISE:

Complete the sentences in present tense forms.

1. Saravanan always goes (go) for a walk in the morning.
2. We have gathered (gather) here for a meeting and the chair person is yet to arrive.
3. Aruna has eagerly been waiting (wait) to meet her friend since morning.
4. Sheeba is moving (move) to a new house next week.
5. Naseera attends (attend) music classes regularly.
6. Ilakiya and Adhira enjoy (enjoy) each other's company very much.
7. Mani has been working (work) in this school for five years.
8. It is pouring (pour) outside now.

Complete the sentences in past tense forms.

1. I went (go) to her place on foot.
2. The children were playing (play) in the ground when the teacher arrived.
3. They requested (request) him when the manager arrived.
4. If you had worked (work) hard, you would have won the relay match.
5. Joanna and Joy had already left (leave) for Ooty, when the others reached the station.
6. We all sang (sing) in the choir last week.
7. Nancy asked (ask) for help.
8. The people were waiting (wait) for the train.

Fill in the blanks using the verbs in the brackets in the future form.

1. We will not go to the market, in case it rains. (go)
2. Keerthi will have done his work by next week. (do)
3. The peon will have rung the bell by the time I reach the school. (ring)
4. I will visit my sister's house next April if I go to Uttarkhand. (visit)
5. If you listen carefully, you will understand my point. (understand)
6. By next year, I will have lived in Chennai for fifteen years. (live)
7. The new edition of this book will come out shortly. (come)
8. She hopes you will help her. (help)

Underline the verbs and identify the tense forms.

1. I am working hard day and night. – present continuous tense
2. The Moon revolves around the Earth. – simple present tense
3. Were the milk men milking the cow? – past continuous tense
4. He received yours messages last night. – simple past tense
5. I have been ill for a couple of days. – present perfect tense

In the following passage, some words are missing. Choose the correct words from the given options to complete the passage.

Raghav (a) was born in a middle class family. He is a (b) school-going boy of 8. His mother (c) works as a software engineer in an MNC. (d) Drawing is his favourite hobby. He (e) won the first prize in school level competition for drawing last week. He (f) started drawing at the age of 3. His mother (g) hopes he (h) will become a great painter in future.

The following passage has not been edited. There is one error in the tense of the verb in each line. Write the wrong word as well as the correct word in the given place. One is done for you.

	Incorrect words	Correct words
When Anand reach Arun's place, his	reach	reached
friends have arrived already. Arun	have	had
introduces Anand to them. Arun's brother	introduces	introduced
buy some snacks from the market.	buy	bought
Arun serving it to all his friends. Then	serving	served
they all sat together to planning their holidays.	planning	plan
Arun have a cottage in Ooty, so	have	had
they all plan to go to Ooty during the holidays.	plan	planned
"Would we have a good time?, asked Arun.	would	can / will
They all cheerfully say, "Yes!"	say	said

Read the story and rewrite it using the past tense.

Juno the elephant is lonely and tries to make friends with the other animals in the forest. But, the other animals refuse to play with Juno because of his size. One day, all the animals are running away from Dera the tiger who is eating everyone he finds. Juno goes and gives Dera a swift kick. Dera immediately runs away. Juno is now everyone's friend.

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Read the situations given below and frame two suitable sentences in the appropriate form of the tenses.

Give two instructions to your classmates.

- Kindly go to the football ground.
- Do not throw the chocolate wrappers on the floor.

Make any two requests to your classmates or friends.

- Can you lend me your pen?
- Will you come with me to temple today?

Mention any two of your discontinued habits in the correct tense form.

- I used to eat ice-cream.
- I used to play chess in my school days.

Mention any of your two dreams in the correct tense form.

- I want to become an engineer.
- I will strive for 100% attendance this year.

HOMOPHONES

Homophones are words that sound the same but have different meaning and spellings. The text has many homophones such as : see-sea, hear-here, knew-new.

BOOK EXERCISE:

Complete the following sentences by choosing the correct options given.

1. Niteesh bought a new (knew/new) cricket bat.
2. The shepherd heard (herd/heard) the cry of his sheep.
3. Lakshmi completed her baking course (course/coarse) successfully.
4. Priya has broken her fore (four/fore) limbs.
5. Leaders of the world must work towards the peace (peace/piece) of human race.

Complete the tabular column by finding the meaning of both the words given in the boxes. Use them in sentences of your own.

Word	Meaning	Sentence
pocket (n)	a small bag sewn into or on clothing to keep carry small things	Santa filled his <u>pocket</u> with candies.
packet (n)	a paper or cardboard container, typically one in which goods are sold	Maheswari carried a <u>packet</u> of ribbons.
fond (adj.)	having an affection or liking for	Puppies are <u>fond</u> of soft balls.
found(v)	having been discovered by chance or unexpectedly	Rosalin <u>found</u> a 100 rupee note on her way back home.
lost (v)	to stop having something or some quality	People <u>lost</u> confidence in the government.
last (adj.)	most recent or nearest to the present time	My friend was working in a bank when I met him <u>last</u> .
paused (v)	to stop speaking or doing something for a short time before starting again	She <u>paused</u> for a moment.
passed (v)	to come up to a particular place or person or object and go past them	We <u>passed</u> by a group of students near the hall.
pitcher (n)	a container for holding and pouring a liquid	She carried the water in a <u>pitcher</u> .
picture (n)	shapes lines etc. painted or drawn on a surface showing what something or someone looks like	I like the <u>picture</u> of the flowers.

ADDITIONAL EXERCISE:

- Anu has long..... [hair / hare]
- I what to do. [no / know]
- Did you..... [hear/ here] what he said?
- I will meet you an[hour / our] later.
- They..... [buy / by] a new car.
- Gold is measured in..... [carat/carat]
- We can't [hear / here] your voice.
- She [knew / new] the address.
- He was admitted for a [miner / minor] surgery.
- The child threw [its / it's] toy in anger.

- Ans:
- Anu has long **hair**.
 - I **know** what to do
 - Did you **hear** what he said?
 - I will meet you an **hour** later.
 - They **buy** a new car.
 - Gold is measured in **carat**.
 - We can't **hear** your voice.
 - She **knew** the address.
 - He was admitted for a **minor** surgery.
 - The child threw **its** toy in anger.

BLUE STARS HIGHER SECONDARY SCHOOL
X-STUDY MATERIAL-GRAMMAR
UNIT-1

MODALS:

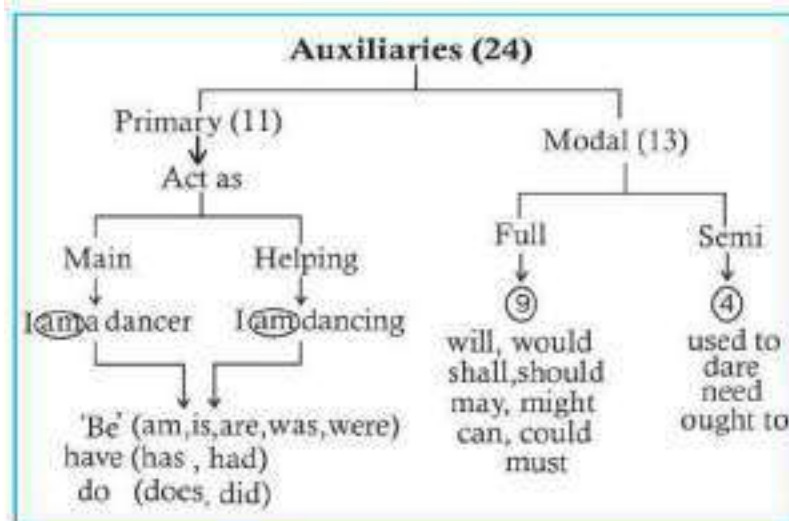
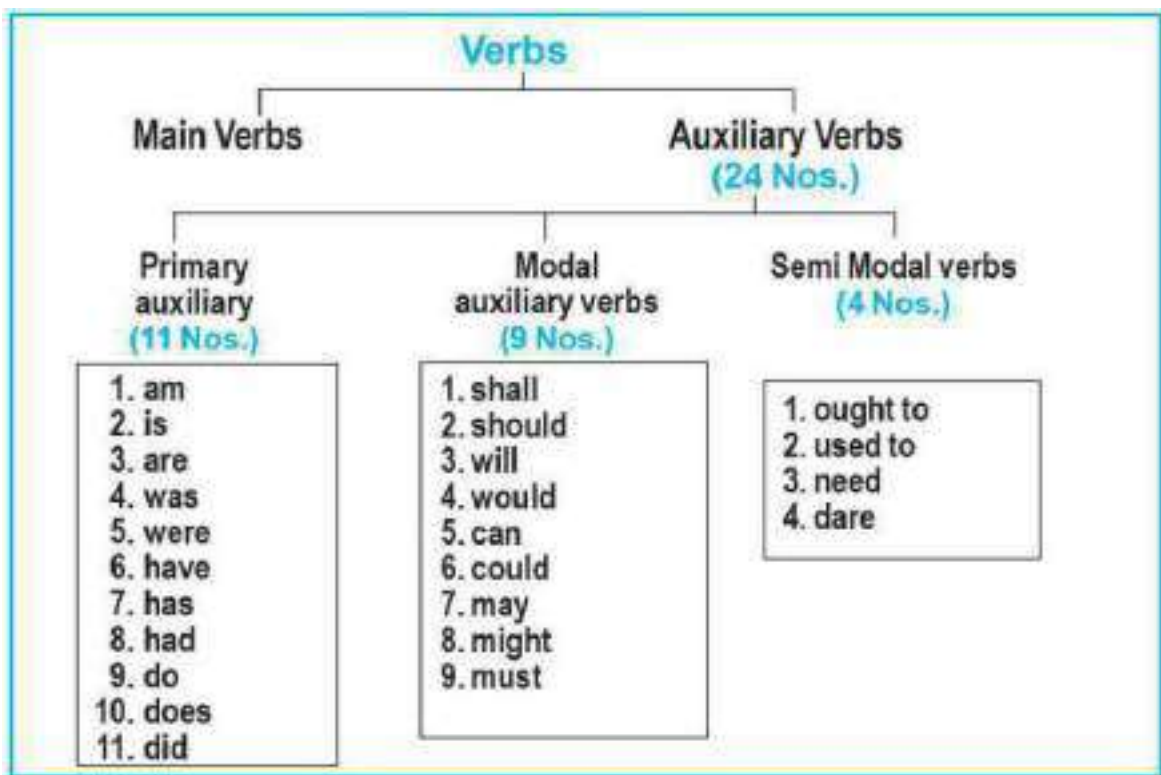
Verbs are of two types: Main verb and Auxiliary verb. The main verb denotes the type of action while the Auxiliary verb shows the time of action.

Eg: 1. He will help me. 2. They are running the show.

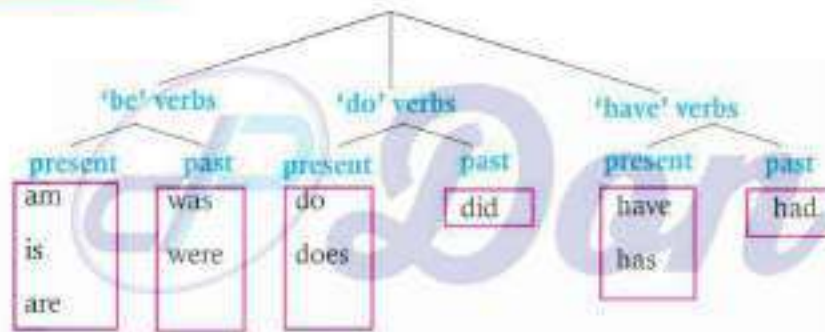
Main verbs : help, running (type of action)

Auxiliary verbs : will , are (time of action)

The term “ Auxiliary verb” means assisting (helping) verb. They are usually used with main verbs to show tense,etc and to form questions and negatives. There are 24 Auxiliaries.



Primary Auxiliary verbs:



- 'Be' verbs (am, is, are, was and were) are used either in a progressive form or passive form.
(eg.) *Laxmi is teaching Grammar.* (progressive)
Arul is selected for the finals. (passive)
- 'Be' is used in Commands.
(eg.) *Be careful. Be clean and regular.*
- 'Have', 'has' and 'had' are used in **perfect** tenses.
(eg.) *They have finished their work.*
He has completed his home work.
She had visited Delhi.
- 'Do', 'does' and 'did' are used to show emphasis.
(eg.) *I do know the fact.*
He does know the answer.
They did play well.
- All these are used as principal verbs also.
(eg.) *He is a pop singer.*
Ravi has the influence.
He did the preparations.

Modal Auxiliaries

Shall, should, will, would, can, could, may, might, must are modal auxiliaries. The following examples will explain their meanings and define their functions.

shall	→	futurity	- <i>I shall meet my friend tomorrow.</i>
		intention	- <i>You shall have a gift.</i>
		suggestion	- <i>Shall we go for a walk?</i>
		a threat or caution	- <i>You shall be enquired.</i>

should	→	obligation	- <i>We should fix the venue for the function.</i>
		necessity	- <i>You should not write on the wall.</i>

will		futurity	- <i>He will pass the exam.</i>
		request	- <i>Will you lend me your pen?</i>
		prediction	- <i>She will have visited her parents by now.</i>
		promise	- <i>I will surely accompany you.</i>

would	→ wish	- <i>I wish you would tell me the truth.</i>
	request	- <i>Would you mind taking me along with you.</i>
	preference	- <i>I would rather write than dictate.</i>
	improbable condition	- <i>If I were rich, I would start an orphanage.</i>
	habitual action in the past	- <i>They would swim in the river in the village.</i>

can	→ ability	- <i>I can speak French.</i>
	permission	- <i>You can start now.</i>
	request	- <i>Can you take me to the hospital?</i>
	possibility	- <i>The stadium can be emptied in four minutes.</i>

could	→ express a past ability	- <i>He could pass the exam but he didn't think so.</i>
	permission	- <i>You could go now.</i>
	formal request	- <i>Could you please come on to the dais?</i>
	possibility	- <i>The flying object could not be a bird.</i>

may	→ permission	- <i>May I come in?</i>
	possibility	- <i>It may rain.</i>
	wish	- <i>I may become a lawyer.</i>
	purpose	- <i>We do yoga so that we may be healthy.</i>

might	→ possibility	- <i>She might be absent tomorrow.</i>
	reproach	- <i>You might have informed the police.</i>
	suggestion	- <i>You might learn first-aid.</i>

must	→ necessity	- <i>We must find out an alternative for petrol.</i>
	duty	- <i>You must be punctual.</i>
	prohibition	- <i>You must not criticise.</i>
	probability	- <i>The man who came must be a stranger.</i>
	detection	- <i>It must be a planned robbery.</i>

Quasi or Semi Modals

Ought to, used to, need and dare are semi modals. Ought to and used to are always anomalous while need and dare can be used as auxiliaries as well as principal verbs.

ought to	→ duty or moral obligation	- <i>You ought to come in uniform tomorrow.</i>
	necessity	- <i>We ought to white wash the house this year.</i>
	advice	- <i>You ought to participate in group discussions to improve your communicative skill.</i>
	fitness	- <i>You ought to meet the doctor before trekking.</i>

used to → past habit - *My grandmother used to tell me bed-time stories when I was young.*

need → necessity - *You need not attend the next session.*
obligation - *He need not go in person.*

dare (used in negatives & questions) → boldness - *I don't dare to touch the snake.*
challenge - *How dare you take my papers?*

BOOK EXERCISE:

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

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

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

- Would I have your autograph?**
May I have your autograph?
- I can be fifteen next April.**
I **will** be fifteen next April.
- Take an umbrella. It should rain later.**
Take an Umbrella. It **may** rain later.
- The magistrate ordered that he might pay the fine.**
The magistrate ordered that he **must** pay the fine.
- Make me a cup of tea, shall you?**
Make me a cup of tea, **will** you?

6. **You may speak politely to the elders.**
You **should/ought to** speak politely to the elders.
7. **You will get your teeth cleaned at least once a year.**
You **should/ought to** get your teeth cleaned at least once a year.
8. **We could grow vegetables in our kitchen garden but we don't.**
We **used to** grow vegetables in our kitchen garden but we don't.
9. **Must I get your jacket? The weather is cold.**
May/Can I get your jacket? The weather is cold.
10. **Could the train be on time?**
Will the train be on time?

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 should 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 will not have time to go for the magic show, I suppose. If we have enough time left, we will/may plan.
- Charan : By the way, should we inform our gate keeper about our outing?
- Dad : Yes, we should 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 ought 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.

Read the following dialogues and supply appropriate modals.

- Student : Can we leave our bags in the class during the break?
- Teacher : Yes, you can 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 can 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 can get a better job.

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

1. I would suggest that you take the Uzhavan Express to Thanjavur from Chennai.
2. You will be more comfortable if you could book 3 tier A/C.
3. You could enjoy if you visit the museum.
4. You should visit the Big Temple.
5. You mustn't miss Saraswathi Mahal.
6. You can buy beautiful Bronze Statues.
7. You should visit Poondi Church
8. You must visit Kallanai Dam.
9. You can see the palace.
10. You could buy art plates and dancing dolls.

ADDITIONAL EXERCISE:

1. Don't call him now. He might not have got out of bed yet .
2. It wouldn't be easy for Mary. Her parents died when she was only four years old.
3. I must remember to buy milk on the way home.
4. You must have told me it was his birthday. I would have bought him a present
5. I have no idea about computers, but John might be able to help you.
6. The game will be finished by 6.00p.m.
7. How dare you cut that tree?
8. You ought to help the poor.
9. As it is cloudy, it may rain soon.
10. Can I have some more bread, please?

ACTIVE VOICE AND PASSIVE VOICE

ACTIVE VOICE:

When the subject of the sentence is the doer of the action, the Active Voice is used.

Eg : Raju gives an apple.

PASSIVE VOICE:

When the subject of the sentence is the receiver of the action, the passive voice is used.

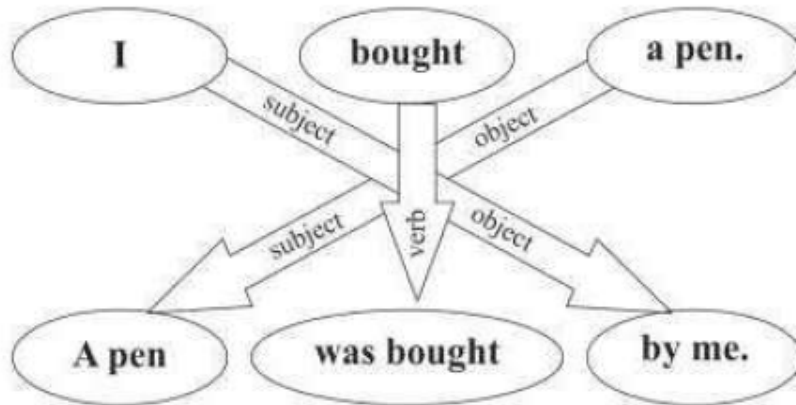
Eg : An apple is given by Raju.

RULES:

A sentence can be separated into **Subject, Verb and Object.**

1. (e.g) I bought a pen
S V O

2. The object of the active voice becomes subject in the passive voice.



3. The **'be'** form must be used according to the tense of the verb.
(e.g) A pen was.

4. Past participle of the verb must be used.
(e.g) A pen was bought.

5. Preposition **'by'** must be added.
(e.g) A pen was bought by.

6. The subject must be turned into the object.
(e.g) A pen was bought by me.

Steps to change into **PASSIVE**:

1. Interchange the subject and object.
2. Change the subject - pronoun (as per table)
3. Add preposition **'by'**
4. Add **'be'** form
5. Change the verb into Past participle

Steps to change into **ACTIVE**:

1. Interchange the subject and object.
2. Change the subject - pronoun (as per table)
3. Remove preposition **'by'**
4. Remove the **'be'** form
5. Change the verb accordingly

Change of Subject - Pronoun:

When active voice is changed into passive voice, the object of the active voice becomes subject in the passive voice.

	Active voice	Passive voice
1.	I	me
2.	we	us
3.	you	you
4.	he	him
5.	she	her
6.	it	it
7.	they	them

CHANGE OF VERBS FROM ACTIVE TO PASSIVE VOICE

S.NO	TENSE	ACTIVE VOICE	PASSIVE VOICE
1	Simple Present	V_1/V_{1+s} write/writes	am/is/are+past participle(v_3) am/is/are written
2	Simple Past	V_2 wrote	was/were+ V_3 was/were written
3	Simple Future	shall/will+ V_1 will write	shall/will be+ V_3 will be written
4	Present Continuous	am/is/are+V+ing is/are writing	am/is/are+ being+ V_3 am/is/are being written
5	Past Continuous	was/were+ V+ing was/were writing	Was/were+being+ V_3 Was/were being written
6	Present Perfect	has/have+ V_3 has/have written	has/have+been+ V_3 has/have been written
7	Past Perfect	had+ V_3 had written	had+been+ V_3 had been written
8	Future Perfect	shall/will+have+ V_3 will have written	shall/will+ have+been+ V_3 will have been written

9	Present Perfect Continuous	No passive form
10	Past Perfect Continuous	
11	Future Perfect Continuous	
12	Future Continuous	

PASSIVE VOICE TO ACTIVE VOICE:

To change Passive voice to Active voice , the following points are to be considered.

Eg: Tea is drunk by him (P.V) → He drinks tea. (A.V)

Rule 1: Find the noun after the word 'by'.

Him- changes into subject 'He'

Rule 2: Identify the verb & apply the rule in reverse manner.

Am/is/are+P.P → Present tense. i.e. drinks

Rule 3: Then ask a question 'What does he drink?'

The answer comes – 'tea'.

Rule 4: Then write the remaining part of the sentence

He drinks tea.

BOOK EXERCISE:

F. Change the following sentences to the other voice.

1. The manager appointed many office assistants.

Many office assistants were appointed by the manager.

2. You are making a cake now.

A cake is being made by you now.

3. That portrait was painted by my grandmother.

My grandmother painted that portrait.

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

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

5. They have asked me to pay the fine.

I have been asked by them to pay the fine.

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

The police were taking the militants to prison.

7. His behaviour vexes me.

I am vexed at with his behaviour.

8. Rosy will solve the problem.

The problem will be solved by Rosy.

9. Our army has defeated the enemy.

The enemy has been defeated by our army.

10. The salesman answered all the questions patiently.

All the questions were answered by the salesman patiently.

G. Change the following into Passive voice.

1. Please call him at once.

You are requested to call him at once.

2. How did you cross the river?

How was the river crossed by you?

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

The novels are not being borrowed by any one from the library.

4. Will you help me?

You are requested to help me. / Will I be helped by you?

5. Go for a jog early in the morning.

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

6. Why have you left your brother at home?

Why has your brother been left at home?

7. Nobody should violate the rules.

The rules should not be violated.

8. Someone has to initiate it immediately.

It has to be initiated immediately.

9. Have you invited Raman to the party?

Has Raman been invited to the party by you?

10. Please do not walk on the grass.

You are requested not to walk on the grass.

11. Cross the busy roads carefully.

You are advised to cross the busy roads carefully.

12. When will you book the tickets to Bengaluru?

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.

- 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.

- 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.

- a. Sudha's friend was told the truth by her.
- b. The truth was told to Sudha's friend by her.

4. They offered the job to Venkat.

- a. Venkat was offered the job by them.
- b. The job was offered to Venkat by them.

5. The boss showed the new computer to Kaviya.

- 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.

B.P.No. 16

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.

Answer:

A few days ago, Ambrose's motorbike was stolen. It had been left by Ambrose outside his house. 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

find his motorbike. This morning, his motorbike was found by them. Ambrose was called to the police station. It had been painted and then sold by the thieves to someone else. The motorbike had been parked by the new owner outside a mall when it was found by the police. After an enquiry, the thieves were arrested.

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.

SemiyaPayasam

Ingredients required for the recipes

- | | |
|-------------------------|-------------------------|
| i. Milk ½ liter | v. Cashews 10gms |
| ii. Semiya 1 cup | vi. Sugar 1 cup |
| iii. Ghee 2 table spoon | vii. Badam powder ½ cup |
| iv. Dry grapes 10 gms | |

A pan is heated and ghee is poured into it. Dry grapes and cashews are added to it. It is fried till it changes its colour to golden brown and it is kept aside. Now to the same pan the ghee is added again. To the ghee semiya is added in the pan and it is heated till it changes its colour.

Now another pan is taken and milk is added to it. The milk is boiled. After the boiling of milk, the semiya is added. The mixture is boiled. Then to that fried dry grapes and cashews, sugar and badam powder are added. Now Semiya Payasam can be served.

Write a report of an event held at your school using Passive voice. Use Simple Past Tense to narrate the event.

A Report Annual Day Celebration

– By Varun, Std X.

The tenth annual day of MG Matric Higher Secondary School, Madurai was celebrated on 3rd February 2020 at the school ground. Dr. A. Sudhakar, M.D., was the chief guest of the day. The programme started with a prayer song which was sung by the school choir. It was followed by the welcome address which was delivered by the Assistant Headmaster. The chief guest was felicitated with a shawl and a memento. After that the annual day report was read by the Headmaster. To make the audience entertained a lot of cultural programmes were put up by the students. Prize winners of various events which were conducted throughout the year were given away prizes. Just before vote of thanks, a wonderful skit titled "Save Water, Save Life" was put up by Class X students. And the vote of thanks was proposed by Master Ravikumar, School Pupil Leader. It was the most memorable day for the students and the parents.

ADDITIONAL EXERCISE:

Rewrite the following sentences changing into other voice.

1. This box contains books.

Books are contained in this box.

2. The manager appointed many office assistants.

Many office assistants were appointed by the manager.

3. You are making a cake now.

A cake is being made now by you.

4. That portrait was painted by my grandmother.

My grandmother painted the Portrait.

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

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

6. They have asked me to pay the fine.

I have been asked to pay the fine.

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

The police were taking the militants to prison.

8. His behaviour vexes me.

I am vexed by his behaviour.

9. Rosy will solve the problem.

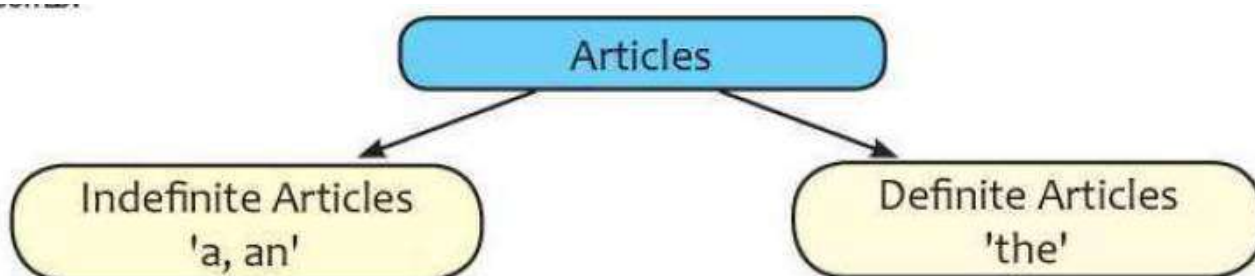
The problem will be solved by Rosy.

10. Our army has defeated the enemy.

The enemy has been defeated by our army.

UNIT-2 ARTICLES

An **article** is a word that combines with a noun to indicate the type of reference being made by the noun. The articles in the English language are ***the*** and ***a/an***.



RULES FOR USAGE OF ARTICLES:

1) Use of definite article :

'the' is used..

- i) When a singular noun is meant to represent the whole class:
The dog barks at night.
- ii) When we refer to a particular person or thing again:
I saw a man yesterday. The man is a beggar.
- iii) Before the name of mountains, seas, oceans, gulfs, rivers and group of island etc.:
I saw a man yesterday. The man is a beggar.
- ii) Before the name of mountains, seas, oceans, gulfs, rivers and group of island etc.:
the Himalayas, the Indian ocean, the Ganges, the Bay of Bengal
- iv) Before the name of Holy books:
the Bible, the Geetha, the Kuran
- v) Before the name of nouns which are unique and only one of its kind:
the sun, the earth, the moon.
- vi) Superlatives
the best boy, the cleverest girl, the most beautiful bird.
- vii) Before the dailies, ships, airlines etc.:
the Indian Express, the Indian Airlines.
- viii) Before ordinal numbers:
the first, the second, the third
- ix) Before important events and buildings:
the Taj Mahal, the Civil disobedience movement.
- x) Plural names
the U.S.A., the U.A.E.
- xi) Before names of musical instruments:
the Guitar, the Veena, the Violin
- xii) If the language stands for its people :
the Tamil, the English

xiii) If an adjective represents people:
the rich, the poor, the weak

xiv) Before some comparative adjective:
The more you work,

xv) Before directions:
the east, the west, the north

xvi) To specify a particular person or thing:
He is the person I want.

2) Use of Indefinite Articles : 'a' and 'an' are used in the sense of one.

'a' is used..

i) Before consonant sound: (
Twelve inches make a foot
Seven days make a week.

ii) In the sense of any one:
Here is a bus.

iii) Before a singular noun, 'a' is used as an example of a class of thing:
A child needs love and affection.

iv) In expression of price, speed, ratio:
Sixty rupees a Kilo.

v) With certain number:
a hundred rupee, a thousand metre

vi) Before the names of a profession.
My brother is a doctor.

vii) Before name / surname: (If he is a stranger)
a Mr. Gopal, a Mrs. Darwin

viii) If the vowel sounds like a consonant:

a University, a union, a useful, a European, a one rupee note, a unit.

'an' is used..

- i) In the sense of 'one' before a vowel sound:
an ass, an egg, an umbrella
- ii) Before 'h' silent: (
an honest, an hour
- iii) If a consonant sounds like a vowel:
an M.P, an M.L.A., an M.Sc, an L.I.C agent.

Omission of Articles:

- i) Before common nouns used in their widest sense:
~~X~~ Man is mortal.
What kind of ~~X~~ book is this?
- ii) Before countries and capitals:
~~X~~ America, ~~X~~ Delhi
- iii) Before Abstract nouns:
~~X~~ anger is dangerous
- iv) Before the names of games:
I play ~~X~~ cricket.
- v) Before uncountable noun:
~~X~~ sugar, ~~X~~ rice.
- vi) Before the names of languages:
~~X~~ Tamil, ~~X~~ English.

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.

B.P.No. 42

- 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 : Let's wait for the real estate agent. She said, she would be here at three o'clock.
- Nagarajan : Look there she is!

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 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.

ADDITIONAL EXERCISE:

1. The Ganges is a sacred river.
2. The Tajmahal is a historical building.
3. An apple a day keeps the doctor away.
4. Everest is the highest peak in the world.
5. Sri Lanka is an island .
6. The Pacific is the biggest ocean in the world.

7. The earth moves round the sun.
8. Mr. Joseph is a university professor.
9. The Ramayana was written by Kambar in Tamil.
10. Kamal plays the guitar regularly.

UNIT-3 TENSES

Verbs come in three tenses: past, present, and future. The past is used to describe things that have already happened.

Eg: earlier in the day, yesterday, last week, three years ago.

The present tense is used to describe things that are happening right now, or things that are continuous. The future tense describes things that have yet to happen.

Eg: later, tomorrow, next week, next year, three years from now.

The following table illustrates the proper use of verb tenses:

Simple Present	Simple Past	Simple Future
I read nearly every day.	Last night, I read an entire novel.	I will read as much as I can this year.
Present Continuous	Past Continuous	Future Continuous
I am reading a story at the moment.	I was reading a story last night.	I will be reading a story soon.
Present Perfect	Past Perfect	Future Perfect
I have read so many books.	I had read at least 100 books by the time I was twelve.	I will have read at least 500 books by the end of the year.
Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous
I have been reading since I was four years old.	I had been reading for at least a year before my sister learned to read.	I will have been reading for at least two hours before dinner tonight.

EXERCISE:

Complete the following sentences using the most appropriate tense form of the verb given below.

- 1. When I knocked at the door, my friend _____.**
a) read b) is reading
c) was reading d) had read
- 2. The water _____ in a vessel.**
a) is boiled b) boiled c) boils d) had boiled
- 3. Raga _____ an atlas yesterday.**
a) buys b) had bought c) bought d) will buy
- 4. Kalpana Chawala _____ in Karnal, Haryana.**
a) is born b) was born
c) had been born d) were born
- 5. The Prime Minister _____ for America next week.**
a) will leave b) left c) had left d) leaves
- 6. We _____ to Simla by next month this time.**
a) will travel b) will be travelling
c) will have travelled d) are travelling
- 7. We _____ in Madurai for the last twenty years.**
a) are living b) will be living
c) have been living d) had lived
- 8. The girl _____ a song now.**
a) sings b) is singing
c) sang d) will sing
- 9. The milkman _____ at the door at 5 am every morning.**
a) is knocking b) knocks
c) was knocking d) knocked
- 10. Children _____ into peals of laughter.**
a) burst b) bursts
c) bursted d) had burst

11. Water _____ in the tank.

- a) collects
- b) collected
- c) is collected
- d) was collecting

12. Rare plants _____ in the silent valley.

- a) find
- b) finds
- c) are found
- d) found

13. In the last meeting the blue print of the proposed hotel project _____.

- a) showed
- b) was showed
- c) shown
- d) was shown

14. Sweets _____ by Santa Claus to the children.

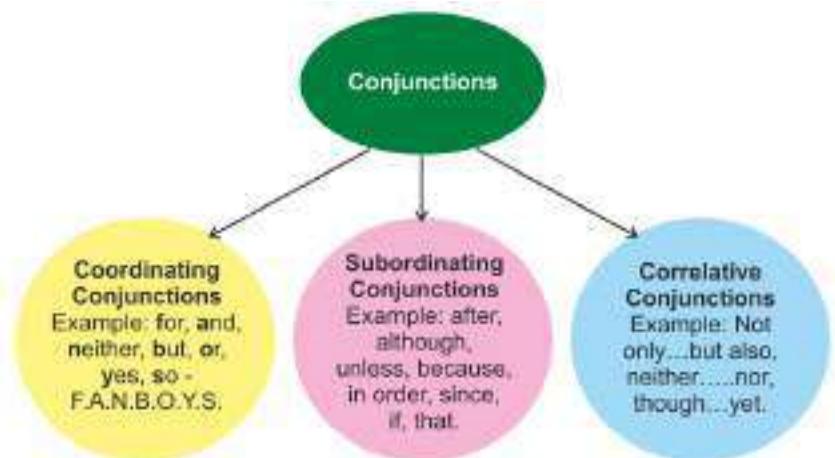
- a) distributed
- b) is distributed
- c) are distributed
- d) were distributed

15. Last week I _____ in Vellore.

- a) am
- b) was
- c) had been
- d) were

Answers									
1. c	2. a	3. c	4. b	5. d	6. b	7. c	8. b	9. b	10. a
11. c	12. c	13. d	14. c	15. b					

UNIT-4 CONJUNCTION



Definition: A conjunction is a word that joins words, phrases or clauses.

Complete the sentences given below choosing the right connectors given in brackets.

1. Call me in case you need money. (so that, in order that, in case)
2. I forgot that I had to meet the Principal. (whether, that, if)
3. Though he is ninety years old, he is in the pink of health. (when, since, though)
4. It is raining. Take an umbrella or else you will get drenched. (or else, and, but)
5. They faced many hardships nevertheless they are always cheerful. (although, nevertheless, otherwise)

Fill in the blanks with the connector that goes with the underlined words.

1. Both the minister and the officers visited the affected areas.
2. Jaya teaches not only English but also Science.
3. Either Raghu or Bala will have to buy vegetables from the market.
4. No sooner did I enter the house than it started drizzling.

Combine the pairs of sentences using appropriate connectors.

1. We came late. We did not miss the train.

Though we came late we did not miss the train. / We came late but we did not miss the train

2. They checked the packet twice. Then they sealed it.

After they had checked the packet twice, they sealed it.

3. Sita saw a snake. At once she ran away.

As soon as Sita saw a snake, she ran away. / No sooner did Sita see the snake than she ran away.

4. Robert completed the project. He submitted it to the teacher.

After Robert had completed the project, he submitted it to his teacher.

5. Yusuf was running high temperature. He could not take part in the competition.

As / Since Yusuf was running high temperature he could not take part in the competition.

D. Tick the correct linker.

- | | | | | |
|---|--------------|-------------------------------------|------------|-------------------------------------|
| 1. _____ he was honest, he was punished. | though | <input checked="" type="checkbox"/> | but | <input type="checkbox"/> |
| 2. Walk carefully _____ you will fall down. | unless | <input type="checkbox"/> | otherwise | <input checked="" type="checkbox"/> |
| 3. My mother called me _____ I was playing football. | or | <input type="checkbox"/> | while | <input checked="" type="checkbox"/> |
| 4. My salary is low _____ I find the work interesting. | nevertheless | <input checked="" type="checkbox"/> | similarly | <input type="checkbox"/> |
| 5. The passengers rushed to board the bus _____ it arrived. | as soon as | <input checked="" type="checkbox"/> | as long as | <input type="checkbox"/> |

E. Supply suitable linkers.

1. "Though I was alive and had a human heart," answered the statue, "I did not know what tears were, when I lived in the palace and sorrow was not allowed to enter. My courtiers called me the Happy Prince because Happy Indeed I was. So I lived and soon I died.
2. Many writers make incorrect sentences when they try to put sentences together. They may make grammatical errors and leave out important punctuation marks. Making such mistakes is quite common at the time of preparing the first draft. So he must carefully edit his final draft.

3. In most large cities and towns of our country, there are special schools for girls. But, there are many co-educational schools where girls and boys study together. Most parents allow their daughters to attend these schools, though there are some parents who are against such schools for girls in the age of 14 or 15.

NOMINALISATION

- ❖ The term “nominalization” refers to the process of producing a noun form another part of speech by adding a derivational affix .
- ❖ A grammatical expression is turned into a noun phrase when we nominalise a sentence. For example.

(A) After 1885, trade with Europe grew (Verb)

(B) After 1885, there was a growth in trade with Europe.(Noun)

In sentence B, we have used the word ‘growth’ which is the noun form of the verb ‘grow’ by adding the suffix ‘th’.

BOOK EXERCISE:

Write the noun forms of the following words.

- | | | | | | |
|--------------|---|-----------|--------------|---|-------------|
| 1. beautiful | – | beauty | 6. zealous | – | zeal |
| 2. breathe | – | breath | 7. familiar | – | familiarity |
| 3. enter | – | entry | 8. accept | – | acceptance |
| 4. know | – | knowledge | 9. dangerous | – | danger |
| 5. deafen | – | deaf | | | |

Complete the following sentences using the noun form of the words given in brackets.

1. The boy had to give a proper explanation for being late. (explain)
2. They could make prediction about the future. (predict)
3. At one point in life, he had no choice but to trust his friend. (choose)
4. The monuments are to be preserved because of their historical significance. (significant)
5. It is very difficult to work with so many distractions. (distract)

Rewrite the sentences nominalising the underlined words. The first one has been done for you.

1. We succeeded in our attempt.
We got **success** in our attempt.

2. Nalini leads a **happy** life.
Nalini leads a life of **happiness**.
3. She **failed** and it **disappointed** her.
She met with **failure** and it gave her **disappointment**.
4. India became an **independent** country in the year 1947.
India got **independence** in the year 1947.
5. The child **resembles** her father.
The child has **resemblance** to her father.

Combine the pairs of sentences given below into a single sentence using the noun form of the highlighted words.

1. He is an **honest** person. Everyone likes him.
Because of his **honesty**, everyone likes him.
2. Sathya gave an explanation. The police wanted her to **prove** it.
Though Sathya gave an explanation, the police wanted a **proof** for it.
3. He **speaks** well. It **attracts** all.
His good **speech** is an **attraction** for all.
4. Suresh is always **punctual** and **regular**. It has earned him a good job.
Suresh's **punctuality** and **regularity** has earned him a good job.
5. The policeman **arrived** quickly. It made us happy.
The policeman's quick **arrival** made us happy.

Complete the sentences in the paragraph using the appropriate form of words given in brackets.

My sister wanted to go to Mumbai last week. She made a decision (decide) to buy a ticket at once. As reservation (reserve) could be done online, she gave preference (prefer) to book a ticket that way. First, she collected information (inform) about the arrival (arrive) and departure (depart) of trains and airplanes.

A few days later, Androcles was captured by his master. He had to suffer all kinds of punishment (punish). At last, he was thrown to a lion which was in great hunger (hungry). It had been kept in an enclosure (enclose) and had not been fed for several days. His friends stood there with teary (tear) eyes as the lion rushed towards him. The lion stopped near him and stood for a while looking (look) at him. Then it lay down by his side like a pet dog. Obviously (obvious), the lion recognized Androcles and the help (help) he had given it.

PHRASES AND CLAUSES

PHRASE:

- A Phrase is a group of words without a finite verb.

Example :

an intelligent boy, a costly pen, an interesting story

The above group of words are known as phrases. It doesn't contain a finite verb.

CLAUSE:

- A Clause is a group of words which consists of a finite verb.

Example :

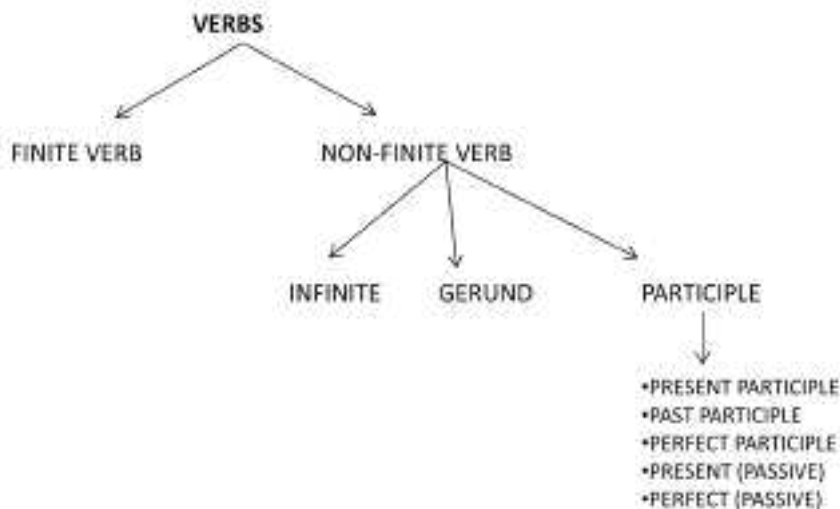
a boy who is intelligent, a pen which is costly, a story which is interesting

The groups of words given above are clauses

Phrases and Clauses.

Finite And Non-Finite Verbs:

Words which denote an action are known as verbs. We classify verbs into two types.



1. Finite Verbs:

Definition:

A verb that indicates tense and changes according to the subject is known as **Finite Verb**.

- a. My brother **goes** to temple daily.
- b. We have already **finished** the project.

The words printed in bold letters are finite verbs.

1. Finite verbs indicate the tense and time of actions.
2. Finite verbs undergo a change as and when the Subject (number or person) changes.

Finite verbs.....

- Act as a verb
- Act as a main verb of a sentence or a clause
- Indicate number, person and tense.
- Are used in the present tense and the past tense
- Have to agree with the subject and change accordingly.

2. Non-finite verbs:

Definition:

A verb that does not indicate tense and does not change according to the subject is known as **Non-finite verb**.

Example:

- Learning a language is always useful.
- Reena likes cooking.

Non-Finite verbs.....

- Do not act as a verb
- Act as noun, adjective and adverb
- Do not indicate number, person and tense.
- Are usually gerund, infinitives or participle.

There are three kinds of non-finite verbs.

1. An infinitive (to + verb)
2. A gerund (verb + ing)
3. A participle

❖ **An infinitive (to + verb):**

1. Full infinitives - It is “to+ a verb.

Example: Pushpa eats lunch with me. {to+a verb}

‘eats’ is a third person singular, simple present tense, main verb.

2. Bare infinitives - It is a verb without ‘to’

Example: Reena will help me.

❖ **A gerund (verb + ing)**

Gerund functions as a noun, so it is called a verbal noun. It also functions as an adjective.

A gerund has the same form as a present participle.

Gerunds are used in the following ways.

1. As a subject and a kind of a noun.

a) **Reading** is a good habit.

b) **Learning** a language is always useful.

2. As an object:

Rita likes **cooking**.

3. As a complement:

Her **liking** is **cooking**.

4. Used in compound nouns:

Bathing tub {a tub to bathe}

❖ **Participles**

Participles come after an object to describe it and express the state the object is in. A present participle indicates an activity that is continuing and is in progress. A present or past participle can function as an adjective phrase to describe a noun placed before it.

Example- 1. The baby singing in the room is my child.

2. The bird flying in the sky is the lark.

The different forms of Participles are:

1. Present participle- verb +ing sleep+ing=sleeping

2. past participles - verb+d/ed/en like+d=liked

3. perfect participles - having + past participles having + finished = having finished

4. present - {passive} - being + past participle being + toed = being toed

5. perfect {passive} having been + past participle having been written

Participles are used as a verb -

Example Sita is sleeping.

It is used as an adjective -

Example She is a retired Principal.

Kinds of Phrases :

We have three kinds of phrases according to their functions in sentences.

1. Adjective Phrase:

It is a group of words that does the work of an adjective. It describes the noun.

Example : We bought chairs made of wood for our auditorium.

2. Adverb Phrase:

It is a phrase which functions as an adverb. This Phrase supplies some information about the action.

Example : When the patient was taken to the emergency ward, the doctors rushed there in a hurried manner.

3 Noun Phrase:

This is a phrase which acts as a noun.

Example : A boy of class X became the house captain.

Kinds Of Clauses

1. Adverb Clause :

It modifies the verb, that is, it tells something about the action. This Clause gives details about the action.

Example: The students were sitting quietly in the classroom until the teacher arrived.
(The highlighted part of the sentence speaks about the time of the action)

2. Noun Clause :

This clause functions as a noun.

Example: Whoever wins the contest will get a prize.
(The highlighted portion acts as a noun here)

3. Adjective Clause :

It acts as an adjective and describes a noun.

Example: I went to the place where I was born.
(The highlighted words describes the place)

BOOK EXERCISE:

Complete the following sentences using the noun form of the words given in brackets.

1. The boy had to give a proper explanation for being late. (explain)
2. They could make prediction about the future. (predict)
3. At one point in life, he had no choice but to trust his friend. (choose)
4. The monuments are to be preserved because of their historical significance. (significant)
5. It is very difficult to work with so many distractions. (distract)

Identify the clauses and classify them accordingly.

1. Ramu bought a pen that doesn't write well. (Adjective Clause)
2. Come back as soon as possible. (Adverb Clause)
3. Most of her friends whom she had invited attended her wedding. (Adjective Clause)
4. My brother visits my father whenever he comes to Chennai. (Adverb Clause)
5. Call me in case there is an emergency. (Adverb Clause)
6. Until the sun sets, the old woman cannot step out of her house. (Adverb Clause)
7. She knows where I go. (Noun Clause)
8. You can go wherever you want. (Adverb Clause)

UNIT:5 PRONOUNS

A pronoun is a word or phrase that substitutes a noun or a noun phrase. There are ten types of pronouns generally used.

NO	TYPES OF PRONOUNS	USES	EXAMPLES
1	Relative Pronoun	Which shows relation	Whom, Who, whose, Which ,Where
2	Personal Pronoun	Which indicates person	He, She , It, We, you, They
3	Demonstrative Pronoun	Which demonstrates a noun, an object, a complement	This, That, These, Those
4	Interrogative Pronoun	Which asks a question	Which, Who, Whom

5	Indefinite Pronoun	Which is indefinite	All, Some, One, Many, Few, Somebody, Nobody,
6	Distributive Pronoun	Which distributes a group or a pair	Each, Every, Either, Neither, None, Anyone,
7	Emphatic Pronoun	Which is used for emphasis before the verb	Myself, Himself, Herself
8	Reflexive Pronoun	Which reflects the action towards the subjects used after the verb	Herself, Yourself, Himself, Ourselves
9	Exclamatory Pronoun	Which expresses surprise or sudden feeling	What
10	Reciprocal Pronoun	Which shows relation with one another	One another, Each other

BOOK EXERCISE:

Write the words that can replace Ravi, Rani, woman, luggage and the dog when we use them for the second and subsequent times in the passage _____, _____, _____.

Answer: He, She, she, it, it.

These words are called **pronouns**.

Fill in the gaps with personal pronouns.

Kumaravel lives in Thiruvannamalai. He is a doctor. All the people like him because of his helping nature. His hospital is located at Car street and most of his patients are poor so he does not charge much money. His daughter goes to school. She studies in 5th Standard. Her teachers love her very much. Her friends are also very good. They always encourage her. They have given her good advice. Her mother is also a teacher. She always encourages her to keep studying. I also like her as she often comes to my house. One day I told my mother that she wants to learn cooking. My mother taught her cooking. Now she cooks well.

Fill in the gaps with appropriate Pronouns.

1. It is an excellent opportunity.
2. One of these two students can solve this question.
3. These books have been written by a great Indian writer.
4. They have come to know the truth.
5. Some of the students have passed the exam.

6. Some of your friends can guide you.
7. This is your story based on your real life.
8. All your friends will guide you.
9. Some of his family members would come to visit you.
10. Some of those books will be helpful to you.
11. This is your bag, you can take it anytime.
12. He himself is responsible for the downfall of his life.

D. Join the sentences using 'Relative Pronouns'.

- 1. I have book. It is written by Rabindranath Tagore.**

I have the book which is written by Rabindranath Tagore.

- 2. Kavita is my teacher. She teaches us English.**

Kavita is my teacher who teaches us English.

- 3. This is Varun. His father is an architect.**

This is Varun whose father is an architect.

- 4. She invited most of her friends. They attended the party.**

Most of her friends whom she invited attended the party.

- 5. Give me a pen to write a letter. It was gifted to you on your birthday.**

To write a letter give me the pen which was gifted to you on your birthday.

- 6. I have sold the house. It was located at the bank of a river.**

I have sold the house which was located at the bank of a river.

- 7. Here is your watch. It has been found in the garden.**

Here is your watch which has been found in the garden.

ADDITIONAL EXERCISE:

Fill in the blanks with appropriate relative pronoun

1. The thief **who** stole the jewels was caught.
2. The horse **which** was sick died yesterday.
3. This is the house **that** Mr.Jude built.
4. This is the man **whose** son won the first prize.
5. This is the boy **whom** all praise.

5. This is the boy **whom** all praise.
6. This is the place **where** I left my shoes.
7. I am not satisfied with **what** you say.
8. He explained **how** he stood first in the exam.
9. I don't know the reason **why** she is crying.
10. Balu is my friend with **whom** I go to school every day.

REPORTED SPEECH

There are two main types of speech: direct speech and indirect or reported speech.

Direct speech repeats the exact words the person used, or how we remember their words.

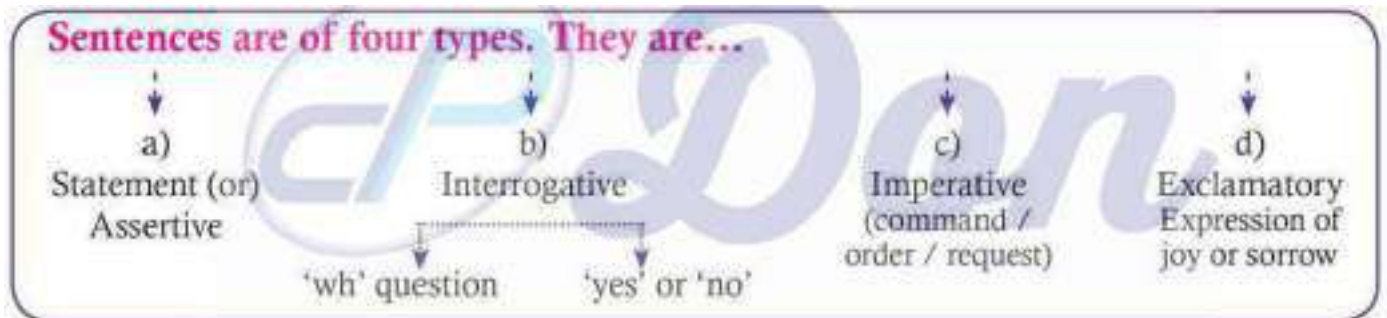
Reported speech is how we represent the speech of other people or what we ourselves say.

» In DIRECT SPEECH the speaker's words are reported as it is, without any change.

- (e.g)
- a) My friend said, "I am in good health".
 - b) "Life is full of ups and downs." says my mother.
 - c) The mother said to the child, "Don't make your frock dirty."

» In the INDIRECT SPEECH, the meaning of the speaker's words is reported. இது reported speech எனவும் அழைக்கப்படும்.

- (e.g)
- a) My friend said that he was in good health.
 - b) My mother says that life is full of ups and downs.
 - c) The mother advised the child not to make her frock dirty.



USAGE OF REPORTED WORDS AND CONJUNCTION:

S.No	Kind of Sentence	Change of Reported verb	Conjunction
1.	Statement	say - say says - says said - said said to - told say to - tell	that

2.	Interrogative Sentence	said - asked said to - asked asked - asked	<u>Wh questions</u> The given question word acts as conjunction <u>Yes or No question</u> if or whether
3.	Imperative Sentence (command, request)	Said to - told, ordered, commanded/ asked, requested, suggested, advised, warned	to incase of negative word <u>use</u> - not to
4.	Exclamatory Sentences	said / said to → exclaimed Hurrah → exclaimed joyfully Alas / Oh! exclaimed sorrowfully Damn it exclaimed angrily	that

DIFFERENT FORMS OF PRONOUN:

Person	Number	Subjective case	Possessive case	Objective case
I	Singular	I	My	me
	Plural	We	Our	us
II	Singular	You	Your	You
	Plural	You	Your	You
III	Singular	He, She, It	His, Her, its	Him, Her, It
	Plural	They	Their	Them

CHANGE OF FIRST PERSON TO THIRD:

First Person	Third Person
Direct speech	Indirect Speech
I	he / she
My	his / her
Me	him / her
We	They
Our	Their
Us	Them

CHANGE OF FIRST PERSON TO THIRD:

Direct speech	Indirect Speech
You - (Sub)	he / she / they
You - (obj)	him / her / them
Your	his / her / their

NO NEED TO CHANGE THIRD PERSON IN DIRECT SPEECH

he, his, him
she, her
it, its
they, their
them

TENSE CHANGE:

Tense will not be changed in the following places:

- 1) In Past Perfect Tense, Past Perfect Continuous Tense, Future Perfect Tense and Future Perfect Continuous tense
- 2) In Universal Truths, Scientific Truths, Proverbs, Seasonal sentences.

Tense	Direct speech	Indirect Speech
Simple Present	e.g: Write / Writes 'Be' verb: is, am ,are do/does has/ have	Simple past - e.g: wrote was/were did had
Present Continuous	e.g: is / are / am - writing	Past Continuous - was / were - writing
Present Perfect	has / have / written	Past Perfect - had / written
Present Perfect Continuous	has / have / been writing	Past perfect continuous - had been writing
Simple past	wrote was/were did had	past perfect - had written had been had done had had
Past Continuous	was / were - writing	past perfect continuous - had been writing
Simple future	will / shall write	would - write
Future Continuous	will / shall / be writing	would be writing

Note : No change in Past perfect Tense, Past Perfect Continuous Tense, Future Perfect, Future Perfect Continuous Tense.

TIME AND ADVERBAL CHANGE FOR ALL KINDS OF SENTENCE:

Direct speech	Indirect Speech
now	then
this	that
here	there
these	those
thus	so
today / tonight	that day / That night
tomorrow	the next day
yesterday	the day before
last day / week / month / year	the previous day / week / month / year
next year / next day / month	the following year / day / month
day after tomorrow	the day after the next day
can	could
should / must	had to
may	might
will / shall	would

Tense will not be changed in the following places:

- 1) **Universal Truth :** The teacher said, "The Sun rises in the east".
The teacher said that the Sun rises in the east.
- 2) **Scientific Truth :** The Teacher said, "Ice floats in the water".
The Teacher said that Ice floats in the water.
- 3) **Proverb :** My friend said to me, "Honesty is the best policy".
My friend told me that honesty is the best policy.
- 4) **Seasonal :** He said, "It rains heavily during rainy seasons".
He said that it rains heavily during rainy seasons.

BOOK EXERCISE:

E. Read the different verb forms where they remain the same in the direct and indirect speech in the following cases. Fill in the blanks with missing indirect speech.

1. If the reporting verb is in the present tense.

Kavi says that she will never go to work.

2. **When we report a universal truth (something that is always true).**

Alisha said that people in Africa are starving.

3. **With modal verbs would, might, could, should, ought to, used to.**

Vinoth said that he would try it.

4. **With would rather, had better**

Sophia said that they had better go.

5. **In if-clauses and time-clauses**

Jaheer said that when I was staying in Madurai I met my best friends.

Jaheer said that when he had been staying in Madurai he had met his best friend.

6. We do not usually change the modal verbs 'must' and 'needn't'. But 'must' can become 'had to' or 'would have to' and 'needn't' can become 'didn't have to' or 'wouldn't have to' if we want to express an obligation. 'Would/wouldn't have to' are used to talk about future obligations.

Ans: He said that they had to done it in June.

Read the following dialogue and report it.

Johnson : "What are you doing here, Suganthi? I haven't seen you since June."

Suganthi : "I've just come back from my holiday in Ooty."

Johnson : "Did you enjoy it?"

Suganthi : "I love Ooty. And the people were so friendly."

Johnson : "Did you go to Coakers Walk?"

Suganthi : "It was my first trip. I can show you some pictures. Are you doing anything tomorrow?"

Johnson : "I must arrange a couple of things. But I am free tonight."

Suganthi : "You might come to my place. At what time shall we meet?"

Johnson : "I'll be there at eight. Is it all right?"

Johnson asked Suganthi what she was doing there. And he said that he had not seen her since June. Suganthi explained that she had just come back from her holiday in Ooty. Johnson wondered if she had enjoyed it. Suganthi told him that she loved Ooty and that the people had been so friendly. Johnson wanted to know if she had gone to the Coakers Walk. Suganthi said that it had been her first trip and that she could show him some pictures. And then she asked him if he was doing anything the next day. Johnson explained that he must arrange a couple of things. But he added that he was free at night. Suganthi suggested that he should come to his place and asked him at what time they could meet. Johnson said he could be there at eight. And finally he asked whether it was all right.

Tick the right choice (Indirect Speech).

Direct Speech

1. "Who took my English book?"

He was curious to know who...

Indirect Speech

- a. took my English
- b. had taken his English book.
- c. takes his English book.
- d. has taken my English book.

2. "Where does Helen live?"
Jim wants to know where...

- a. Helen lived.
- b. Helen lives.
- c. Helen had lived.
- d. does Helen live?

3. "Why do volcanoes erupt?"
She wondered why...

- a. volcanoes erupt.
- b. volcanoes had erupted.
- c. volcanoes erupted.
- d. did volcanoes erupt?

4. "Do you know why she is unhappy?"
He asked me if unhappy

- a. I know why she is
- b. you know why she was
- c. did I know why she was
- d. I knew why she was

5. "How many photos have you got?"
He wants to know how many....

- a. photos I had got.
- b. photos you have got.
- c. photos had I got?
- d. photos I have got.

ADDITIONAL EXERCISE:

Rewrite the sentence in direct speech.

1. Khan says, " I want a pen."

Khan says that he wants a pen.

2. Akshay said, "The rainbow is very beautiful."

Akshay said that the rainbow was very beautiful.

3. The teacher said, "The earth moves round the sun."

The teacher said that the earth moves round the sun.

4. Siva said, "The sun rises in the east."

Siva said that the sun rises in the east.

5. Guhan said, "Cork floats on water."

Guhan said that cork floats on water.

6. Balan says, "I have a foreign pen."

Balan says that he has a foreign pen.

7. Kamala will say, "I want your pen."

Kamala will say that she wants his pen.

8. Rani said to Vinoth, "You must practise daily."

Rani told Vinoth that he had to practise daily. ("must" becomes "had to" in reported speech)

9. Bharathi said to Vimala, "I shall meet you tomorrow."

Bharathi told Vimala that she would meet her the next day.

10. Amutha said to Kumar "Are you interested in sports."

Amutha asked Kumar if / whether he was interested in sports.

Rewrite the sentence in direct speech.

1. Pritam asked the shopkeeper whether he would exchange the defective torch which he had bought from him the previous day.

Pritam said to the shopkeeper, "Will you exchange the defective torch which I bought from you yesterday?"

2. Mala told Shanthi that she had completed her assignment and she needed to take rest for some time.

Mala said to Shanthi, "I have completed the assignment".
"I need to take rest for some time."

3. Balan told his mother that he was preparing for his exam and so he could not go with her to the movie.

Balan said to his mother, "I am preparing for my exam and so I cannot go with you to the movie."

4. The teacher asked the students if they had done their home work which he had given them the previous day.

The teacher said to the students, "Have you done your home work which I gave you yesterday?"

5. Mother asked me how I had written the test.

Mother said to me, "How did you write the test?"

6. Mother advised me to keep my shelf neat.

Mother said to me, "Keep your shelf neat".

7. The conductor requested the lady to move a little.

The conductor said to the lady, "Please move a little."

8. Maggie exclaimed that he had sung wonderfully.

Maggie said, "Wow! You sang/have sung wonderfully."

9. The reporter exclaimed sorrowfully that many lives had been lost due to Tsunami.

The reporter said, "Alas! Many lives have been lost due to Tsunami."

10. Vikram suggested that they should go out for a ride that evening.

Vikram said, "Let us go out for a ride this evening."

UNIT:6

SUBJECT-VERB AGREEMENT (CONCORD)

The subject and verb of a sentence should be in agreement with each other.

A verb agrees with the subject in number and person. A singular subject takes a singular verb and a plural subject takes a plural verb.

BOOK EXERCISE:

Fill in the blanks appropriately.

1. Mahatma Gandhi is the father of our nation.
2. There are ten dogs in my street.
3. They have to write the exercises neatly.
4. Butter milk is good for health.
5. Fruits are good for health.

Fill in the blanks with the appropriate verb:

1. The quality of dal is not good.
2. The horse carriage is at the door.
3. My friend and teacher has come.
4. Are your father and mother at home?
5. Honour and glory is his reward.
6. The ship with its crew is sailing good.
7. Gullivers Travels is an excellent story.
8. Neither food nor water is found here.
9. Mathematics is a branch of study.
10. Fifteen minutes is allowed to read the question paper.

Change the singular nouns to plurals by either adding 's', 'ies', 'es', 'ves'.

	Singular	Plural
1.	leaf	leaves
2.	lorry	lorries
3.	bat	bats
4.	clock	clocks
5.	table	tables
6.	lamp	lamps
7.	doll	dolls
8.	biscuit	biscuits
9.	knife	knives
10.	loaf	loaves

DIFFERENT KINDS OF NON FINITES ARE:

- ❖ **Infinitives**-Eg: Reena helps me to write H.W – to + verb
- ❖ **Gerund**- Eg: Reading is a good habit. – verb + ing
- ❖ **Participle** – Eg: Sita is sleeping.

BOOK EXERCISE:

Identify the non-finites in the following sentences and underline them.

E.g: Children love eating chocolates.

1. Roshan dreams of becoming an architect.
2. We must aim at fulfilling Dr APJ Abdul Kalam's dream to make India the most developed country by 2020.
3. Taking the children to the museum is Seema's responsibility.
4. Having finished the work, the manager decided to return home.
5. Travelling with her family, Tara enjoyed every minute of it.

Fill in the blank with the correct alternative:

1. Having played on the flute, Krishna returned it. (played / having played)
2. We wish she continues to be healthy. (being / be)
3. The doctor advised him against wandering in the sun. (wander / wandering)
4. I like drinking rasam. (drinking / drink)
5. Having used the scissors I returned it to her. (using / having used)

Tick the correct sentences:

A			B		
1	I had desired to eat a cake.	✓	I had desired to have eaten cake.		
2	My son is fond of music.	✓	My son is fond to music.		
3	Sreena avoids eating fruits.	✓	Sreena avoids to eat fruits.		
4	Bravery is not to pick a quarrel.		Bravery is not picking a quarrel.	✓	
5	It is easier to say than do.		It is easier said than done.	✓	

UNIT-7

SIMPLE, COMPLEX AND COMPOUND

Simple sentence :

- A single sentence consists of only one main clause with or without a phrase.

Ex : I got back the money.

They gave him a warm welcome.

Compound sentence :

- A Compound sentence consists at least two main clauses and more than but no subordinating clauses. These main clauses are linked with co-ordinating conjunctions like but, and, or, otherwise, and so, and immediately.

Ex : I got the money back **but** my friends lost their money.

They gave him a warm welcome **and** they listened to him with regard.

COMPLEX SENTENCE:

Complex sentence consist of one main clause and one or more subordinate clauses.

Eg: Though Ravi is poor, he lives happily

He is so young **that** he cannot go to school.

Simple In spite of / despite / Notwithstanding / Nevertheless	Complex Though / Although / Even though	Compound but / yet still
Simple Due to / owing to / Because of / on account of Being / As a result of	Complex As / Since / Because	Compound so / and so
Simple too.... to	Complex so.... that.... not	Compound very and so
Simple (On) + verb + ing..../ Present Participle Noun + verb + ing	Complex When + subject + verb / As soon as + subject + verb	Compound and at once / and immediately
Simple Having + past participle / After + present participle	Complex After + subject + had + past participle	Compound and then / and
Simple In the event of../ In case of..	Complex If + subject + verb	Compound must..then only / and / and then
Simple In the event of + not In case of + not....	Complex Unless (If + not)	Compound must..or / or else / otherwise

Simpleto + finite verb / In order to..... / so as to	Complex so that + subject + can / could	Compound veryso / and so
Simple Besides being..../ Besides + verb + ing	Complex not only.... but also.....	Compound and also / as well as
Simple Quality words	Complex who / which / that / why / that + quality word	Compound and

BOOK EXERCISE:

A. Transform the following sentences as instructed.

- On seeing the teacher, the children stood up. (into Complex)**
When the children saw the teacher they stood up.
- At the age of six, Varsha started learning music. (into Complex)**
When Varsha was six she started learning music.
- As Varun is a voracious reader, he buys a lot of books. (into Simple)**
Being a voracious reader, Varun buys a lot of books.
- Walk carefully lest you will fall down. (into Complex)**
Unless you walk carefully you will fall down.
- Besides being a dancer, she is a singer. (into Compound)**
She is not only a dancer but also a singer.
- He is sick but he attends the rehearsal. (into Simple)**
In spite of being sick, he attends the rehearsal.
- If Meena reads more, she will become proficient in the language. (into Compound)**
Meena should read more and she will become proficient in the language.
- He confessed that he was guilty. (into Simple)**
He confessed his guilt.

9. **The boy could not attend the special classes due to his mother's illness. (into Compound)**

The boy's mother was ill so he could not attend the special classes.

10. **He followed my suggestion. (into Complex)**

He followed what I suggested.

B. Combine the pairs of sentences below into simple, complex and compound.

1. **Radha was ill. She was not hospitalised.**

In spite of being ill Radha was not hospitalised. **(Simple)**

Radha was ill but she was not hospitalised. **(Compound)**

Though Radha was ill she was not hospitalised. **(Complex)**

2. **The students were intelligent. They could answer the questions correctly.**

Being intelligent, the students could answer the questions correctly. **(Simple)**

The students were intelligent and so they could answer the questions correctly. **(Compound)**

As the students were intelligent they could answer the questions correctly. **(Complex)**

3. **I must get a visa. I can travel abroad.**

I must get a visa to travel abroad. **(Simple)**

I have to travel abroad so I must get a visa. **(Compound)**

If I get a visa, I can travel abroad. **(Complex)**

4. **I saw a tiger. I was wounded.**

I saw a wounded tiger. **(Simple)**

I saw a tiger and it was wounded. **(Compound)**

I saw a tiger which was wounded. **(Complex)**

5. **There was a bandh. The shops remained closed.**

Because of bandh, the shops remained closed. **(Simple)**

There was a bandh so the shops remained closed. **(Compound)**

The shops remained closed because there was a bandh. **(Complex)**

ADDITIONAL EXERCISE:

1. He failed to the surprise of every one. (Simple)

Everyone was surprised that he failed. (Complex)

He failed and so everyone was surprised. (Compound)

2. He saves some money in order to buy a car. (Simple)

He saves some money and so he can buy a car. (Compound)

He saves some money so that he can buy a car. (Complex)

3. He declared his innocence. (Simple)

- He was innocent and he declared that. (Compound)
 He declared that he was innocent.(Complex)
4. Besides making a promise she kept it. (Simple)
 She made a promise and she kept it (Compound)
 She kept the promise which she made. (Complex)
5. In the event of your playing well, you will be selected. (simple)
 Play well or you will not be selected. (Compound)
If you play well, you will be selected. (Complex)

PUNCTUATION

Punctuation is used to show clearly, the meaning of a sentence and the pause that should be used while speaking or reading the sentence. It emphasizes the meaning of a sentence.”

	Punctuation Marks	Definition	Examples
1.	Full stop (.)	It is used at the end of a sentence that is not a question or an exclamation.	She knocked at the door.
2.	Comma (,)	It is used to separate words in a list. It is used to separate clauses	She purchased a book, a pen, and a pencil. If you work hard, you will succeed.
3.	Question mark (?)	It is used at the end of an interrogative sentence.	What is your father? How are you?
4.	Exclamation mark (!)	It is used at the end of an exclamatory sentence.	What a beautiful building the Tajmahal is!

5.	Quotation marks (" ")	To enclose words and punctuation in direct speech.	"I'll fetch it", she replied. Ravi said, "The story is very interesting."
6.	Capital letters: (A, B, C, D,)	It is used at the beginning of any sentence. Proper nouns should begin with capital letters.	The earth moves round the sun. Mercury is the thickest liquid. Raman, Gopi, Ganges, Sattur; Himalayas, Arabian Sea
7.	Hyphen (-)	To form a compound word. When writing compound numbers	hard-hearted, pro – European Twenty – four, Seventy – five
8.	Apostrophe (')		My friend's brother The students' books John's book

EXERCISES:

Punctuate the following.

- 1. what s the matter he called are you hurt**
"What's the matter?" he called. "Are you hurt?"
- 2. what are you doing there cried a rough voice**
"What are you doing there?" cried a rough voice.
- 3. veena said i am not well**
Veena said, " I am not well."

4. the teacher said to the boys you should come to school in time

The teacher said to the boys, "You should come to school in time."

5. the policeman said to the stranger i can show you the way to the railway station

The Policeman said to the stranger, "I can show you the way to the railway station."

6. the teacher said be sure to turn off the lights when you leave the room.

The teacher said, "Be sure to turn off the lights when you leave the room."

7. the headmaster warned dont follow the unfair means in the examination hall

The Headmaster warned, "Don't follow the unfair means in the examination hall."

8. the doctor asked the patient what is your problem

The doctor asked the patient, "What is your problem?"

9. the passenger asked the conductor what is the fare to chennai

The passenger asked the conductor, "What is the fare to Chennai?"

10. rahul said to murugesh i shall meet you tomorrow in madurai

Rahul said to Murugesh, "I shall meet you tomorrow in Madurai."

JUMBLED SENTENCE

BOOK EXERCISE:

F. Rearrange the words in the correct order to make meaningful sentences.

1. as / I / healthy / are / you / am / as

I am as healthy as you are.

2. **your / today / put on / new / since / is / birthday / dress / the**

Since today is your birthday, put on the new dress.

3. **allergic / dogs / Rani / though / is / to / of / six / she / them / has**

Though Rani is allergic to dogs, she has six of them.

4. **speaks / Ruben / besides / German / languages / two**

Ruben speaks two languages besides German.

5. **loan / apply / you / if / for / you / a / get / will / immediately / it /**

If you apply for a loan, you will get it immediately.

ADDITIONAL EXERCISE:

a. **I / will / opportunity / right / for / wait / the / strike / to**

I will wait for the right opportunity to strike.

b. **the king / that / authority / curbed / was / his / annoyed / was**

The king was annoyed that his authority was curbed.

c. **they / the / fit / body / and / keep / fresh**

They keep the body fit and fresh.

d. **the doctor / serious / operate / may / the / case / if**

The doctor may operate the case if serious.

e. **unlike / animals / maps / travelers / human / have / do / not**

Animals do not have maps unlike human.

a) **We / to Chennai / our way / we / are on**

We are on our way to Chennai.

b) **the first cricket / cup in 1983 / world / India won**

India won the first cricket cup in 1983.

c) **is a / pollution / in India / major issue.**

Pollution is a major issue in India.

BLUE STARS HIGHER SECONDARY SCHOOL

X-STUDY MATERIAL-COMPREHENSION

UNIT – I

DIALOGUE COMPLETION:

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, sweater, muffler, scarf and blankets.
- Father : What about the food? Do you have any idea, Mary?
- Mary : Yeah, For food, I suggest , chappathi, puliotharai and bread and jam.
- Father : Yeah, that is a good idea. Then, what are the places you suggest we visit?
- Mary : I suggest we visit the waterfalls and streams which are deep into the forest. There is an old temple, which was built in 18th century and there is a place where elephants pass by.
- Father : But how can we reach there?
- Mary : First we need to get permission from the forest department. If that's done, we needn't worry about our travel. They will take us by Forest Dept. vehicles.
- Father : Mary, what kind of clothes do you suggest we should take with us?
- Mary : It's biting cold at night. So we should take sweaters, mufflers, bed sheets, towels and three sets of clothes.
- Father : Need we take boots?
- Mary : Of course, dad. It's only a footpath at most of the places.
- Father : Do you suggest anything else we should take with us?
- Mary : Yes, one important thing, we should take First-aid kit and required medicine for any emergency.
- Father : That's nice of you, Mary.
- Mary : Thanks, dad.

PARAGRAPH COMPREHENSION

Read the following passage and answer the questions that follow.

BUNGEE - JUMPING

Bungee jumping is an activity that involves jumping from a tall structure while connected to a long elastic cord. The tall structure is usually a fixed object, such as a building, bridge or crane; but it is also possible to jump from a movable object, such as a hot-air-balloon or helicopter, that has the

ability to hover above the ground. The thrill comes from the free-falling and the rebound. 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.

Jumping Heights, located in Mohan Chatti village, in Rishikesh has been rated as one of the most preferred bungee jumping destinations in India at a height of 83 meters. It is the only place in India where bungee jumping can be done from a fixed platform. This is also India's only fixed platform Bungee- performed from a professional cantilever, to separate it from entertainment parks, and create instead, an extreme adventure zone. The Bungee has been designed by David Allardice of New Zealand.

The Cantilever platform is built over a rocky cliff over-looking the river Hall, a tributary of River Ganges. Bungee-ing amidst the vastness of nature lends an an absolutely breath taking experience.

Jumping Heights is well known for its safety measures and experienced staff. It costs around Rs 2500 per jump, a bit expensive, but totally worth the experience. The Bungee jumping experience has been set amidst the astoundingly stunning landscape of Rishikesh. To Bungee jump, one must be at least 12 years and should weigh between 40-110 kg.

Questions:

1. What is Bungee Jumping?

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?

Yes, it can be performed from a movable object such as a hot-air-balloon or helicopter, that has the ability to hover above the ground.

3. When do you think Bungee becomes thrilling?

Bungee becomes thrilling from the free-falling and the rebound.

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

When one falls off the platform, 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.

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

Bungee Jumping point is located in Mohan Chatti Village in Rishikesh.

6. What is the minimum age to Bungee jump?

The minimum age to Bungee jump is that one must be at least 12 years of age and should weigh between 40-110 kg.

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

B.P.No. 36

Charlie Chaplin was born on April 16, 1889, in London England. His birth name was Charles Spencer Chaplin, though he had many nicknames growing up such as Charlie, Charlot, and The Little Tramp. His father, Charles Chaplin, and his mother, Hannah Chaplin, were inducted into the music hall of fame, leading the way to his exposure even as a young boy. His first onstage moment was when he was 5 years old; he sang a song that was intended to be sung by his own mother; she had become ill at the time of the performance, so little Charlie Chaplin stood instead and performed for his mother.

Charlie Chaplin came to the United States in 1910, at the age of 21. He was brought to New York, which was known to be a great place to start out for anyone trying to become a professional actor. Two years later, in 1913, Chaplin signed his very first contract at Keystone and it was no time before he headed to Hollywood. His first movie premiered in 1914, "Making a Living," and went on to make over 35 movies total in that year alone. Charlie Chaplin grew to become one of the most popular and successful actors of all time. The moment that really kicked off his long career was in 1921 when he starred in, and produced, his first full length film called "The Kid." From then on, most people all over the world knew Charlie Chaplin and loved his movies. He had a great career and life, dying on December 25, 1977, in Vevey, Switzerland. He had apparently died of natural causes in his sleep from old age.

Questions:

- Are you a male?
- Are you a foreigner?
- Are you from US?
- Are you from London?
- Are you an actor?
- Are you living?
- Are you a comedian?

Read the story carefully and answer the questions asked below.

A Mystery Case

For a man of ease, John Mathew kept an arduous schedule. On Wednesdays, for example, he was awakened at 9.00 and served breakfast in bed by Emanuel, his chef. Next came a quick fitness session with Basky, his personal trainer. Then, at 10.30, John Mathew answered his mail, returned phone calls and rearranged his social calendar helped by Louise, his secretary. At noon, John Mathew drove his Jaguar to the station and took a commuter train into Guindy for his weekly lunch with Lalli and Lolly, his two oldest and dearest friends. Then, on to a little shopping. The 4:05 nonstop would bring him back to Tambaram. As John Mathew drove up to the house at 5:00, Basky would have already set up the massage table and warmed the scented oils for a soothing herbal wrap. It was a gruelling life but John seemed to thrive on it. On this Wednesday, however, there was an unexpected change of plans. Today John's shopping errand involved taking his diamond bracelet into the jeweller's for cleaning. He threw the expensive jewel into his purse and proceeded on to lunch.

As John waved his friends good-bye and exited the restaurant, he sensed he was being followed. The feeling continued until he reached Tenth Avenue. Then, as he joined the throng of shoppers, John felt a tug. Within a split-second, a man riding pillion on a bike rode past him, grabbing his purse. He couldn't guess who the culprit was.

Match the following.

- | | | |
|-----------------------|---|--------------------|
| 1. A man of ease | – | a) Emanuel |
| 2. John's trainer | – | b) Lalli and Lolly |
| 3. Mathew's secretary | – | c) John Mathew |
| 4. John's chef | – | d) Louise |
| 5. Mathew's friends | – | e) Basky |

Ans: 1-c 2-e 3-d 4-a 5-b

State whether the given statements are true or false. If false correct the statements.

- | | |
|--|-------------------|
| 1. Mathew is a very busy man. | Ans: True |
| 2. He woke up very late in the morning. | Ans: True |
| 3. He always had lunch with his family.
He had weekly lunch with his friends Lalli and Lolly. | Ans: False |
| 4. He exercised with Louise every day.
He exercised with Basky. | Ans: False |
| 5. He preferred handling mail by himself. | Ans: True |

ADVERTISEMENT

Definition:

An advertisement is an audio / visual / audio visual form of marketing communication to promote or sell a product, service or idea.

An advertisement should include the following to make it attractive.

1. Name of the product / brand / outlet.
2. Address with contact information and websites.
3. Appealing Images (visuals) of the Product / Service / Idea to be advertised.
4. Target demographics / audience / customers.
5. Feel-Good discounts and offers.
6. Colourful Background.
7. Colourful and readable text.
8. Brief and catchy descriptions and benefits about the product.
9. borders and lines to organize.

Now look at the model advertisement given below

The model advertisement for RKP Book Shop includes the following elements:

- Name:** RKP BOOK SHOP
- Offers / Discounts:** 10% Discount for students
- Target Audience:** More than 2000 books
- Product Description:**
 - A collection of rare books
 - Story books for children
 - Fiction and Non-fiction
 - Best-seller Collection
 - Newspapers and Magazines
 - Stationery products
- Address:** Main Road, Vallam, Thanjavur - 613 403
- Catchy Phrases:** "You name it! We have got it!"
- Appealing Visuals:** Images of a stack of books, a pen holder, and an open book.
- Quote:** "There is no friend as loyal as a book."
- Borders / Lines:** The layout uses dashed lines to separate different sections.

I. Prepare attractive advertisements using the hints given below.

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

The advertisement for Muthusamy & Co. Home Appliances includes the following elements:

- Brand Name:** MUTHUSAMY & CO.,
- Product Category:** Home Appliances
- Offer:** Aadi Sale
- Discount:** Discount 20%-50%
- Special Combo Offers:**
 - Different Models
 - Exchange Offer
 - Door Delivery
- Address:** Raja Street, Gingee.

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



REPORT WRITING

Definition:

A report is designed to lead people through the information in a structured way, and also to enable them to find the information that they want quickly and easily. It is a short, sharp, concise document which is written for a particular purpose and audience.

Format of a report.

- | | |
|--|--|
| <ul style="list-style-type: none">● Title of the report● Report Writer's name● What...? (name of the event)● When...? (day and time of the event)● Where...? (venue of the event)● Why...? (the purpose of the event) | <ul style="list-style-type: none">● Who...? (Chief guest,)● How...? (the details of the event like Program, its impact etc.)● Use simple sentences in the Past Tense.● Be brief.● Do not exaggerate the event. |
|--|--|

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.**

Educational Development Day

By Malar, X-A

ABC Higher Secondary School, Tirunelveli. organized Educational Development Day on July 15, 2020. The motto of the event was to inculcate the zeal for involving oneself for promoting the mission of educating the poor and aspiring students. As many as 800 students from various schools across the district took part in the program. The event started off with prayer by Naresh, a Class X student. The Headmaster delivered the welcome speech. The occasion was inaugurated by the Chief Guest, the Honourable District Collector. As part of the event, many competitions relating to education and its benefits were conducted for the students. There was a questionnaire session, wherein the participants asked several questions relating to education and educational opportunities. The winners and runners-up were honoured with citation and trophies and appreciation certificates were given away to the participants at the Valedictory function. Vote of thanks was proposed by the Principal. It was indeed a grand and successful event.

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

**Inaugural Function of English Literary Association
By Hariharan, SPL**

Champion Higher Secondary School, Trichy conducted the inaugural function of English Literary Association (ELA) on the school premises at 10 A.M. on August 12, 2020. The aim of this event was to inculcate the zeal to learn and speak English language fluently in our day-to-day life. The students of classes VI and above took part in the inaugural ceremony. The school invited Prof. Manickam as the Chief Guest to inaugurate the association. The Chief Guest in his inaugural address emphasized the importance of English language in our day to day life and for employment opportunity. Today all jobs require Communicative English as the first prerequisite. Our degrees after our names do not matter. Hence it has become obligatory that we learn English for various purposes such as communicating, one's ideas expressing creativity, seeking jobs and so on, he added. Welcome address was delivered by the Secretary of the ELA, Master Febin. Vote of thanks was proposed by Ms. Divya of Class X-B. To mark the occasion a lot of literary competitions were held and winners were given away prizes by the Chief Guest. Also, a book stall was put up near the venue of the event. It was indeed a memorable event for both the teachers and the students.

3. **You are the Coordinator of the Science Forum of your school. An event had been organized on account of National Science Day for the members of the forum. Now, write a report on the observation of "National Science Day" at your school.**

National Science Day

By Karim, Class X-C-Coordinator of Science Forum

The Government Girls Higher Secondary School, Tuticorin organized The National Science Day on February 28, 2020 on its school premises, inviting young ISRO scientist Ms. Pooma as the chief guest. The event started off with prayer in Tamil by a Class X student. The aim of this massive event was to instill scientific temperament in children at a very young age. The school had invited neighbouring schools to take part in it. Approximately, 1000 students participated. The Students put up a lot of cultural programs like skit, song, dance etc., to mark the occasion. The Chief Guest in her address urged students to cultivate scientific temperament and to study science seriously and enjoy it from a young age. She also motivated students to become scientists to develop the nation. As part of the event a Science Exhibition was organized by the students with working and non-working models which captivated the viewers' attention. A quiz contest was conducted and the winners were awarded medals and certificates. The Headmaster delivered the welcome address' while a Class X student proposed a vote of thanks. It was a grand and successful event.

JUMBLED SENTENCES:

BOOK EXERCISES

- E. Rearrange the following sentences in coherent order.**

- 3 He ordered Ariel to torment the inmates of the ship.
- 7 Miranda was attracted by Ferdinand and had more concern towards him.
- 1 Prospero and Miranda came to an island and lived in a cave.
- 10 Prospero forgave them and restored his dukedom, Milan.
- 4 He raised a violent storm in the sea to wreck the ship of his enemies.

- 8 Prospero wanted to test Ferdinand and gave a severe task to perform.
- 2 Using his powers, Prospero released the good spirits from large bodies of trees.
- 9 The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
- 5 Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.
- 6 Ferdinand was the second human whom Miranda had seen after her father.

ADDITIONAL (S.R-1)

Rearrange the following sentences in coherent order.

- I**
1. Prospero lived in a cave.
 2. Antonio, his brother sent him out of Milan.
 3. Prospero was the Duke of Milan.
 4. He came to a deserted island with his daughter.
 5. Miranda was his daughter.

Answer: 3, 5, 2, 4, 1

- II**
1. He was the leader of all the released spirits.
 2. Ariel was one of the spirits released by Prospero.
 3. Prospero was a kind person and he had magical power.
 4. He did everything demanded by Prospero.
 5. Prospero released the spirits imprisoned by Sycorax.

Answer: 3, 5, 2, 1, 4

- III**
1. Ferdinand jumped into the sea.
 2. Antonio, the King of Naples and his son Ferdinand travelled in a ship.
 3. Ferdinand met Miranda.
 4. He was brought safe to the island by Ariel.
 5. Prospero raised a storm in the sea and wrecked the ship.

Answer: 2, 5, 1, 4, 3

ADDITIONAL (S.R - 2)

- I.**
1. Zigzag was a special bird.
 2. Dr. Krishnan was a child specialist.
 3. Zigzag had colourful feathers.
 4. Somu decided to keep his pet bird Zigzag with Dr. Krishnan.
 5. It could speak well.

Answer: 2, 4, 1, 3, 5

- II.**
1. Zigzag kept the nuts and fruits on chandelier and fan.
 2. Arvind started a conversation but the bird did not speak.
 3. Visu, the cook brought Zigzag.
 4. They gave nuts and fruits to Zigzag.
 5. Maya and Arvind were happy to receive the bird.

Answer: 3, 5, 2, 4, 1

- III**
1. The painting fetched Rs. 5000 because of the touch up given by the mistake of Zigzag.
 2. Dr. Krishnan's family did not like it.
 3. Mrs. Krishnan was happy with the act of Zigzag.
 4. Because of Zigzag the painting of Mrs. Krishnan was spoilt.
 5. Zigzag was brought to Dr. Krishnan's house.

Answer: 5, 2, 4, 1, 3

ADDITIONAL (S.R - 3)

I. Rearrange the following sentences in coherent order.

- I**
1. Mulan's father was sick and her brother was a child.
 2. Mulan decided to put on man's dress and go to the army.
 3. The Emperor ordered the families to send one man to the army
 4. China was in the middle of war.
 5. Mulan's being a lady could not go.

Answer: 4, 3, 1, 5, 2

- II**
1. After some days many soldiers fell sick.
 2. Mulan was put in charge of many soldiers.
 3. Mulan proved to be a brave soldier.
 4. Mulan, the General of the Army also became sick.
 5. Mulan became the General of the Army.

Answer: 3, 1, 5, 1, 4

- III**
1. The news reached other soldiers.
 2. The soldiers did not know their general was a lady.
 3. They shouted that they would not work under a lady.
 4. But when the war came they all fought together.
 5. When Mulan fell sick the doctor came to know that the general was a lady.

Answer: 2, 5, 1, 3, 4

BOOK EXERCISES (S.R-4)

A. Rearrange the sentences given below in the correct sequence.

1. The son made up his mind to take back his mother home.
2. A farmer decided to leave his old mother on top of a mountain.
3. The governor realized his mistake and abolished the law.
4. Once in Shining, a cruel ruler declared that all old people must be put to death.
5. Using the clever idea of his mother, the farmer made a rope of ashes.
6. When the farmer bade farewell, she advised him to return home with the aid of twigs.
7. Filled with dread, he hid his mother in his home.
8. The mother dropped the small twigs as markers on the way to help her son return.

- 5
- 2
- 8
- 1
- 7
- 4
- 6
- 3

ADDITIONAL (S.R - 4)

I. Rearrange the sentences in coherent order.

- I.**
1. The son made up his mind to take back his mother home.
 2. The mother dropped the small twigs as markers on the way to help her son return.
 3. Once in Shining, a cruel ruler declared that all old people must be put to death.
 4. When the farmer bade farewell, she advised him to return home with the aid of twigs.
 5. A farmer decided to leave his old mother on top of a mountain.
- Answer: 3, 5, 2, 4, 1**
- II.**
1. When the Governor came to know the wisdom of the old lady he removed his order of killing the old people.
 2. The farmer decided not to leave his mother on the mountain.

3. When the Governor ordered the people to make a rope of ashes, the mother helped them.
4. He hid her in the closet to avoid the neighbours' attention.
5. He brought her back home.

Answer: 2, 5, 4, 3, 1

- III.**
1. The old mother of the farmer helped them to make a rope of ashes.
 2. The Governor ordered the people to make a rope of ashes.
 3. When he heard the wisdom of the old lady he removed his order of killing the old people.
 4. People were confused how to make a rope of ashes.
 5. The governor was happy to get the rope of ashes.

Answer: 2, 4, 1, 5, 3

ADDITIONAL (S.R - 5)

I. Rearrange the sentences in coherent order.

- I**
1. His wife appeared on the screen.
 2. His wife went to France eight days ago.
 3. Francis Bennet was the Manager Editor of Earth Herald.
 4. Then he heard his name being called and immediately went to the mechanised room.
 5. He switched on the phototelephote.

Answer: 3, 2, 5, 1, 4

- II**
1. But they did not get anything from the Jupiter and the Moon.
 2. He questioned one of the astronomical reporters about the recent discoveries.
 3. He said that they got phototelegrams from Mercury, Venus and Mars.
 4. Francis Bennet went into the reporters' room.
 5. As the Moon's position was not helping them, they decided to turn the satellite.

Answer: 4, 2, 3, 1, 5

- III**
1. The director of Earth Herald went to the dining hall.
 2. When he finished his lunch, he went across space by aero-car.
 3. The clock struck twelve.
 4. After visiting Niagara, he returned to New York by way of Philadelphia and Boston.
 5. Food would come to him through a network of pneumatic tubes.

Answer: 3, 1, 5, 2, 4

ADDITIONAL (S.R - 6)

I. Rearrange the sentences in coherent order.

- I**
1. Peter's father was the keeper of the dikes.
 2. Great walls called dikes keep the sea running into the land.
 3. He opened the gates to allow the ships to pass.
 4. People know that they have to take care of dikes.
 5. Much part of Holland lies below sea level.

Answer: 5, 2, 4, 1, 3

- II**
1. As the sun was setting he started running towards home.
 2. On his way back he walked along the canal.
 3. His mother sent him to his blind friend to give him some cakes.
 4. He noticed the rain had swollen water level.
 5. Peter was eight years old.

Answer: 5, 3, 2, 4, 1

- III**
1. Immediately he kept his finger and stopped the water flowing.
 2. Peter was coming back home.
 3. He heard the tickling of water.
 4. He saw a hole in the dyke.
 5. He noticed the rain had swollen water level.

Answer: 2, 5, 3, 4, 1

ADDITIONAL (S.R - 7)

Rearrange the sentences in coherent order.

- I**
1. But he had no attachment with his family members.
 2. Tom's uncle was a bachelor.
 3. Tom's mother told him that his uncle would never help him.
 4. He had the habit of collecting precious stones.
 5. He was an inventor and mechanical engineer.

Answer: 2, 5, 4, 1, 3

- II**
1. But Tom should spend for his funeral and then get the box containing the precious stones.
 2. When his uncle died Tom spent most of his money on his uncle's funeral.
 3. He told Tom that he would give all the precious stones to him.
 4. Tom accepted the deal.
 5. One day Tom's uncle called him.

Answer: 5, 3, 1, 4, 2

- III**
1. Along with them it had a dynamite which would explode when the box was opened.
 2. Before opening the box he should read the letter kept on the box.
 3. So he could own the stones, he could not take them out of the box.
 4. Tom's uncle told him that the box containing precious stones would belong to him.
 5. The letter said that the box contained many valuable stones.

Answer: 4, 2, 5, 1, 3

UNIT – II

SPEECH WRITING:

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

B.P.No. 40

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

Distinguished Chief Guest, respected Principal, beloved Supervisor, Teachers, Parents and my dear friends! Good evening!

On this auspicious occasion I stand before you with extreme pleasure on behalf of English Literary Association of our School. First of all, let me express my deep gratitude to you all for selecting me President of ELA.

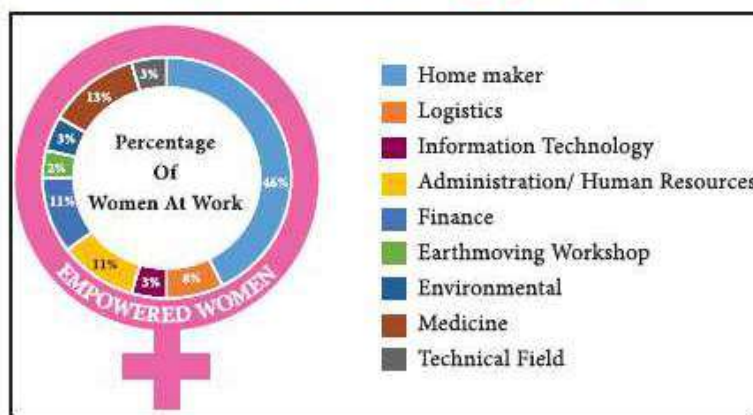
E L A has been a prestigious Association in our school since its inception. It has been working rigorously during the past few years focusing on the improvement of reading, writing, speaking and listening skills of the students. Our vision is to make our school a full-fledged English medium school where each student speaks and communicates through English. We know that it is a Herculean task still we aspire and labour for it. A Chinese proverb says "if you are planning for a year sow corns; if you are planning for a decade plant trees and if you are planning for a life time, educate people." Language is the medium through which educational process fulfills its aims. So it is highly essential that students should be able to handle language confidently. The E L A 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.

To conclude, let me once again express my heartfelt gratitude to the management, teachers, and students who all honoured me by giving this great responsibility. I will try my level best to fulfill the visions and missions of E L A. Once again thank you one and all.

UNIT – III

NON – VERBAL REPRESENTATION (PIE CHART)

I. Read the data below and answer the following questions.



Choose the correct answer.

1. What is the data about?

- a) women empowerment
- b) women power
- c) women at work
- d) women at home

- a) women empowerment
- b) women power
- c) women at work
- d) women at home

Ans : c)

2. Identify the three jobs where the same percentage of women work.



Ans : a)

3. In which field of work is women's involvement the second highest?

a) Logistics

b) Home maker

c) Medicine

d) Administration/Human resource

Ans : d)

4. Percentage of women working in finance is the same as _____.

a) Home maker

b) Information Technology

c) Technical Field

d) Administration/Human Resources

Ans : d)

5. What is the difference between the percentage of women working in logistics and Medicine?

a) 8

b) 11

c) 13

d) 5

Ans : d)

SLOGAN WRITING

Definition:

A slogan is usually a short phrase that is easy and catchy to remember. They are often used in advertisements and by political parties or organizations who expect people to remember what they are selling. The words used in a slogan are simple, relevant, attractive and brief.

Read the given slogans and match them appropriately with their theme.

Slogans		Answer
1. One for all and all for one.	Junk food	Unity
2. Limit your fast food otherwise it would be your last food.	Save water	Junk food
3. Restricting a woman restricts the growth of the family.	Cleanliness	Women empowerment
4. Clean and green makes perfect scenet.	Woman empowerment	Cleanliness
5. It takes a lot of blue to stay green.	Unity	Save water

Look at the images of familiar advertisements given below. Identify the products and try to frame your own slogans for each one of them.



Enjoy the chill
You'll scream

The sharpest
weapon to
change the world.

Have a Cell
Phone, beat
the loneliness.

Help to clean
teeth and gums,
make them gems

Look at the pictures given below and frame your own slogans.



Save water, Save life!



Unite to defeat.



No earth, no birth!



Work out to be healthy and happy.

Letter Writing

Definition:

- A letter is an important means of communication which could be personal or official. Letters are broadly classified into two types: Formal and Informal letter. In Class IX you have studied both the types – formal and informal.
- Now let us learn to write a letter ordering goods and how to write a complaint for any damage or any other problem noticed after receiving the goods.

Format of the letter

Sender's address : (Include email and phone number, if required).
Date : (leave one space line and write the date as, 10 July 2019)
Receiver's address : (correct address)
Subject of the letter :
Salutation (Sir / Respected Sir / Madam),
Body of the letter
(Introduce yourself and write the purpose of the letter
Mention the details of the enquiry
Conclusion)
Closure (Yours,)
Sender's signature and designation (if any)

Model of the letter:

Letter ordering things.

Ms. Deepa an NGO writes a letter to the wholesale book shop dealer, placing order for 100 copies of medium size English Oxford Dictionary.

Ms. Deepa,
NGO (Nallam Trust),
Kalapet village,
Nagappattinam District.
bdeepa04@gmail.com

13 May 2019

The Proprietor,
NIZHAL BOOK SHOP,
Chennai – 600 001.
Sir / Madam,

Subject: Order for English Oxford Dictionaries – Reg.

On reading the discount provided by your shop in the advertisement of yesterday's newspaper, I would like to place an order for 100 copies of medium sized English Oxford Dictionary in your shop. I need the copies within a week. So, let me know the estimation for the bulk order placed, as early as possible.

Thank you,
Yours faithfully,
Deepa. B

Letter of complaint

After receiving the order, Deepa finds that some of the dictionaries are damaged. So, she writes the following letter of complaint.

Ms. Deepa,
NGO (Nallam Trust),
Kalapet village,
Nagappattinam District.
bdeepa04@gmail.com

20 May 2019

The Proprietor,
NIZHAL BOOK SHOP,
Chennai – 600 001.

Sir / Madam,

Subject: Complaint about damaged dictionaries – Reg.

On receiving the order of 100 copies of English Oxford Dictionary from your shop, I found that around 25 copies of them were damaged. In some copies the pages are missing and in some more copies the pages are not in order. So, duly accept my complaint and replace the damaged copies. Kindly, check the returned copies and replace them accordingly.

Thank you,
Yours faithfully,
Deepa.B

Letter of Enquiry

Mr. Srinath lost his bag in an over crowded train. The following is the letter of enquiry at the railway police force.

Srinath B,

No.24, I cross, Pon Nagar,
Chengalpettu-10.
bsrinath16@gmail.com

25 July 2019

The Commissioner of Railway Police,

A-2 Police station, D-Nagar,
Chengalpettu-02.

Respected Madam,

Subject: Enquiry about status of the lost certificates – Reg.

I am a graduate seeking employment, residing in the above mentioned address. I lost my certificates on 15th July 2019, while I was returning home in a local train from Chengalpattu. As the train was over crowded, I placed my bag on the rack above. When I was about to get off, I noticed that my bag was missing. I was helpless and filed a complaint with the Railway Police. I have given all the details in the complaint letter on the same day. So far I have not received any further response. I request you to take immediate action in this regard.

Thank you,

Yours faithfully,
Srinath B.

BOOK EXERCISES (Page – 74)

- 1. Imagine that you have parked your two-wheeler / bicycle inside the school premises. You find it missing in the evening. Write a complaint to the head of the school regarding this issue.**

From

Srikanth. D,
Class X-B,
ABC High School,
Chidambaram.
10th July, 2020

To

The Headmaster,
ABC High School,
Chidambaram.

Sir,

Subject: Complaint about Missing Two-wheeler –Reg.

I would like to bring to your kind attention that I parked my two-wheeler in the parking shed around 8.30 am on 10th July 2020. When I returned in the evening, it was missing. I searched everywhere and even enquired my friends in the school. Nobody has any idea. So I request you to restore my two-wheeler as early as possible.

Thank you,

Yours obediently,

Srikant. D

X B

2. **Write a complaint to the officer of the PWD department to take immediate action of maintaining cleanliness in the Children's Park in your locality.**

Rakesh. S,
Door No. 5, 7th Cross,
Natesan Nagar,
Trichy.

13th July 2020

The Officer,
PWD,
Trichy.

Dear Sir/Madam,

Subject: Lack of Cleanliness in Children's Park - Reg.

I am a resident of Natesan Nagar, Trichy and I reside very close to the Children's Park. I would like to draw your attention to lack of cleanliness in the children's park.

The garbage in the children's park has not been cleaned for weeks. As a result the vicinity is stinking. And every day hundreds of children go to the park and play in the evening. If the garbage is not cleaned, the children will contract diseases like cholera, malaria, dengue etc. There is a possibility of these disease spreading in the neighbouring areas too.

Hence I request you to take immediate action in this regard.

Thank you,

Yours faithfully,

Rakesh. S

3. **Write a letter to the manager of a famous daily, ordering subscription for your school library.**

Jay Shree. L,
Librarian,
VET High School,
Thanjavur.

3rd August 2020

The Manager,
M/s Kasthuribai,
Chennai.

Sir,

Subject: Subscription of Sports Star magazine for School Library - Reg.

With reference to the advertisement in the Hindu dated 13th January 2020 regarding discount, I am writing this letter to subscribe to the Sports Star of your publications. I am placing order for 3 copies of the Magazine for one year. I have enclosed a copy of the DD towards the subscription. I request you to send the copies by courier on the day of publication.

Thank you,

Yours faithfully,

Jay Shree. L.

BOOK EXERCISES – (PAGE – 174)

J. Draft Letters for the following:

- 1. You are Ajeet, living in a remote village in Tirunelveli. You participated in a health camp organised by your school. You were surprised to observe that most of the residents were unaware of health and hygiene. As a concerned citizen, write a letter to the editor stating the need to organise such camps focusing on the importance of health and hygiene.**

18, Appar Street,
K.N. Colony,
Salem - 636 014.

October 10, 2020

The Editor,
The Hindu,
ABC Street,
Salem - 4.

Sir,

Subject: The need to organise health camps.

I attended a health camp organised by my school in a remote village in Tirunelveli. It was a successful camp but I was astonished to know the poor knowledge of the villages regarding health and hygiene. We have many NGOs who are interested to do something for the welfare of the people. They could conduct health and hygiene camp in small villages to make the people aware of the importance of health and hygiene. This will be a good service to the ignorant villagers.

I humbly request you to publish this in your esteemed daily so that some NGOs may take up this task.

Thanking you,

Yours faithfully,
Ajeet.

- 2. You are Sanjay. Your colony utilises solar energy to light the common areas. You find many friends of your colony forgetting to switch off the lights in the common area. As a responsible citizen, write a letter to a newspaper, echoing the importance to conserve and preserve solar energy.**

12, Gandhi Road,
Erode.

October 22, 2020

The Editor,
The Hindu,
ABC Street,
Erode.
Sir,

Subject: Awareness to preserve solar energy.

I am very proud to say that our colony MGR Nagar is using solar energy to electrify the common areas. In this way we have become a model for many colonies. Unless we get the full support of all the people we may fail in conserving the solar energy. In the recent past it has been found out that many people forget to switch off the lights in the common area. Thus the solar energy is wasted. I request the people to take the responsibility to conserve the solar energy by switching off the lights when they are not needed.

I humbly request you to publish this in your esteemed daily so that the people of that area will take up the responsibility of preserving solar energy.

Thank you,

Yours faithfully,
Sanjay.

3. **You are Sadasivam. You recently visited your native town in Vellore. You happened to accompany your grandmother to your family temple. You were shocked to notice the poor condition and maintenance of the temple. Write a letter to the Editor of local newspaper highlighting the poor condition of the temple. Also give some suggestions and request the HRC to take steps to improve the situation.**

45, Mark Street,
Sitharipet,
Chennai.

October 25, 2020

The Editor,
The Hindu,
Vellore.

Sir,

Subject: Maintenance of Hindu temples in Vellore.

I recently visited my family temple in Vellore. I was really shocked to find the poor condition and maintenance of the temple. Water is everywhere and it is difficult to walk to the entrance of the temple. The wastes are not kept in the proper place. It is in such a bad condition that people may stop going to the temple. I request the authorities to take steps to clean up the place to avoid logging of water.

I humbly request you to publish this in your esteemed daily so that some positive steps may be taken by the authorities.

Thank you,

Yours faithfully,
Sadasivam.

4. You are Sudha. Your neighbour has a pet dog that barks continuously. Write a letter to the Editor of a weekly newspaper of your locality, highlighting the nuisance and noise pollution created thus. Also suggest ways to solve the problem.

22, Court Road,
Nagercoil - 1.

November 8, 2020

The Editor,
The Hindu,
Nagercoil.

Sir,

Subject: Nuisance created by pet dogs.

I am writing this letter to highlight the nuisance caused by pet dogs.

My neighbour has a pet dog and it barks all the time. Of course he has the right to keep his pet but I have my right to live in peace. In such a situation it is very difficult for me to stay here peacefully. I informed my neighbour many times but he has not taken any step to avoid this nuisance. It amounts to noise pollution. The owners of dogs should feel this and try to do something to avoid this. They can find out from a vet why they bark like this and ask them some suggestions.

I humbly request you to publish this in your esteemed daily so that such people will take some steps to help the neighbours.

Thanking you,

Yours faithfully,

Sudha.

5. You are Raja. The street lights of your area do not work properly. As a responsible citizen, write a letter to the newspaper enlightening them about the problem and also suggest ways to brighten the area.

46, Rajaji Nagar,
Polayankottai,
Tirunelveli.

November 12, 2020

The Editor,
The Hindu,
Tirunelveli - 1.

Sir,

Subject: Problems of non-working street lights.

I live in Rajaji Nagar. Our area street lights do not work properly. So it is difficult to walk in the night. Lamp posts are kept properly but the lights are not burning. In most of the cases the bulbs are fused. In some cases the wires are not properly laid. So the authorities are requested to take some positive steps to brighten our area..

I humbly request you to publish this in your esteemed daily so that the authorities will take necessary steps.

Thank you,

Yours faithfully,
Raja.

Letter of Enquiry

A letter of enquiry is a formal letter, written to get more details / information about something. In this letter the word limit should not exceed 200 words. It is used to enquire and get details to purchase an item, to know about a course for study, a place for a trip, etc. It must include sender's details.

J. Write a letter of enquiry for the following.

- 1. You are a librarian in a newly established school. Write a letter to the book dealer inquiring about the list of newly arrived English children's story books and various subject books relevant to 10-14 age groups.**

S. Manohar,
Librarian,
SST Higher Secondary School,
27, Amman Street,
Namakkal.

June 22, 2020

To
The Manager,
Higginbotham,
Chennai.

Sir,

Subject: Availability of children story books

I am the new librarian of SST Higher Secondary School, Namakkal. Our library needs some good reading books for children. I would like to know the titles and the price of children's story books available with you. Will you please send the list of the books so that I will be able to choose the books for the library.

Thanking you,

Yours faithfully,
S. Manohar.

- 2. Venkat hails from a remote village of Kancheepuram District, Tamil Nadu who aspires to become an IAS officer. Currently, he is in class X. He notices an advertisement on free classes for the IAS aspirants by a trust in a newspaper. He writes a letter to the coordinator of the trust inquiring for further details.**

M. Kumaran,
35 – Park Avenue,
Coimbatore – 8.

Aug 12, 2020

To
The Coordinator,
Nehru Coaching Centre,
Coimbatore.

Sir,

Subject: Enquiring details about IAS coaching.

I am Kumaran studying Std. 10. I am interested to become an IAS officer. I know I have to prepare well under the guidance of coaching centres like you. I saw the ad saying that you are giving free coaching to the IAS aspirants. I would like to know some more details about this. I will be grateful to you if you send the details regarding the following.

1. Eligibility Criteria
2. Duration of Classes
3. Weekend classes
4. Separate classes for boys and girls

Thanking you,

Yours faithfully,

Kumaran.

3. Write a letter to the head of the BSNL office enquiry regarding about the internet broadband scheme launched recently.

T. Rajavinayagam,

22, Nadesan Street,
Amman Palayam,
Tirunelveli – 2.

Aug 2, 2020

The Manager,

BSNL,
Tirunelveli.

Sir,

Subject: Detail about the internet broadband scheme

I have been using the BSNL broadband for nearly five years. I want to continue to get your service. From the newspapers, I have come to know that you have recently launched some new scheme with the broadband internet. Will you please give detail about the schemes launched recently?

Thanking you,

Yours faithfully,

Rajavinayagam

UNIT – 4

NOTICE MAKING

Q. Prepare notice for the following.

- i. You are the school monitor, of Modern Matriculation School, Villupuram. Your school Principal has requested you to inform the students about a trip to Yercaud for 3 days. Prepare a notice giving the details such as date of journey, mode of transportation, amount, dress code etc.

NOTICE

MODERN MATRICULATION SCHOOL, VILLUPURAM.

Trip to Yercaud

10 September 2020

All the students are informed that the school is organising a three-day trip to Yercaud from 3rd – 5th of October 2020. The mode of transportation is bus. The amount for the trip is Rs. 2000 which includes stay, breakfast, lunch, supper and tea and snacks for three days. Students should bring three sets of uniform, bed sheet, towel and toiletries and required items for their personal use. Students are kindly asked to give the following contact numbers to their parents for contact in case of any emergency: 97517XXXXX/85523XXXX. Interested students are asked to enrol their names with their class teachers.

Ramesh/Ranjani
School Monitor.

- ii. You are the Secretary of Park Circus Residents Welfare Association. Write a notice to inform the residents of your colony of a Meditation program under the guidance of Dr. P. Ranjit with a view to understanding the self better. The program is exclusively for the residents. It will be conducted on the second Saturday of the following month from 7.00 a.m. to 9.00 a.m. at the children's park nearby .

NOTICE

PARK CIRCUS RESIDENTS WELFARE ASSOCIATION

Meditation Programme

15 July 2020

This is to inform the residents of Netaji Colony about the Meditation programme to be conducted under the guidance of Dr. P. Ranjit with a view to understanding the self better. The programme is exclusively for the residents of Netaji Colony only. It will be conducted on the second Saturday the 14th of August 2020 from 7.00 a.m. to 9.00 a.m. at the Children's Park near the Electricity Board. Interested persons can register their names with the undersigned.

Note: No Entry Fee. Yoga mat will be provided free of cost for every participant

Mano
Secretary
Park Circus Resident's Welfare Association

- iii. You are Ganesh/Gayathri Head boy/Head girl, of your school. Write a notice for your school notice board informing the students about the 'Fancy Fete' that is going to be organised in your school campus on the 10th of next month.

NOTICE

CHAMPIONS MATRICULATION SCHOOL, SIRKAZHI.

Fancy Fete

11 November 2020

This is to inform the students that Fancy Fete will be organised for Classes LKG to XII on the 10th of December 2020 on the school premises between 9.00 a.m. and 1.00 p.m. The rubrics for the competition are: theme, make-up, costume, dialogues for one minute. Students may select national leaders, great personalities and social issues. Interested students may enrol their names with their respective class teachers on or before 25 November 2020.

Sushant/Sushmitha

Head boy/Head girl

ARTICLE WRITING

- R. Write an article for the following.

- i. You are Jansi/Avinash of Class X studying in GHSS, Chengalpet. You believe that physical activities improve our health and reduce the risk of sickness. It has got immediate and long term benefits. Write an article in not more than 150-200 words for your school magazine activities in a student's day to day life.

Importance of Physical Activity in School

- By Jansi/ Avinash

Engaging in acts of physical activity from a young age is very important for both mental and physical health of a child. The habits learnt in youth tend to continue onto adulthood and reduce the effect of obesity and related illnesses.

The benefits of physical activity are vast. Physical activity is connected with a lowered risk of cardiovascular disease and also an increased life expectancy. So its importance is obvious but its value in children sometimes needs to be justified.

"Young people will carry established healthy behaviours throughout their lives such as better eating habits and decreased likelihood of smoking" say Shilton, T. and Naughton. Through physical activity children of middle childhood develop healthy muscles, bones and joints. They develop healthy heart and lungs. They also develop a higher neuromuscular awareness which influences their co-ordination and movement and the development of motor skills. Most obviously it enables them to maintain a healthy body weight. Physical activity has also been linked to psychological benefits by improving the control children have over the symptoms of anxiety and depression. Studies have also shown that the participation in physical activity can assist in the social development of children aged 6-10 by providing the opportunity for expression, building confidence and social interaction. Physically active young people demonstrate higher academic performance at school.

- ii. The service provided by the conservancy workers in your city is very poor. You find all the street corners dumped with garbage thrown by the residents of the locality. It causes a menace for the public at large. You are Ranya/Rajan of Class X, studying in TM Model School, Dharmapuri. Write an article in about 150-200 words to the editor of The Indian Express, about this and suggest ways by which the situation could be improved.

Garbage Menace –a Serious Health Hazard

- By Ramya/Ranjan

Garbage that is not properly managed is a serious health hazard and leads to the spread of infectious diseases. Unattended garbage lying around attracts flies, rats, and other creatures that in turn spread diseases. Normally it is the wet waste that decomposes and releases a bad odour. This leads to unhygienic conditions and thereby to a rise in health hazards.

There are many forms of waste such as solid, gas or liquid and each has different process of disposal and management. Waste management manages different types of waste created by industries, household, commercial activities or natural waste. Large segment of waste management relates to municipal solid waste i.e. the waste created by industries, housing and commercial establishments.

Skin and blood infections resulting from direct contact with waste, and from infected wounds, are a serious concern to be addressed.

The general concepts of waste management are: Reduce, Reuse and Recycle. Inefficient waste management has several negative effects on health of living beings, environment and economy for e.g. air pollution, soil contamination, spread of hazardous diseases, etc.

Proper methods of waste disposal have to be undertaken to ensure that it does not affect the environment around the area or cause health hazards to the people living there.

- iii. **Recently while returning home from school you were knocked down by a speeding motorcycle. You escaped with minor injuries. You are Kishore/ Kavitha of class XI, studying in GHSS, Coimbatore. Write an article to The Hindu, in about 150-200 words expressing your concern about the increasing number of road accidents due to reckless driving. Also stress the importance of following traffic rules.**

Hazards Of Reckless Driving

- By Kishore/ Kavitha

Reckless driving is a serious problem in India. Many people become victims everyday due to this menace. According to Road Accident Statistics in India, 1214 road crashes occur every day in India. One serious road accident in the country occurs every minute and 16 people die on Indian roads every hour.

In most of the accidents, it has been found that the people don't have road safety sense. Nor do they follow safety rules and regulations. In a majority of cases and incidents people don't wear helmets. They fall prey to over-speeding. It is the duty of the Government to provide safe environment to the people who use road to reach their destinations.

Keeping in mind the shocking statistics, it becomes imperative to introduce learning road safety measures at schools. Schools must make road safety measures an integral part of curriculum. The traffic police must give training of road safety measures to students.

The students must be taught good driving skills along with tolerant traffic attitude. At schools road safety weeks and days should be observed. Road safety seminars, workshops, and other similar programmes should be conducted. They must be taught that driving on roads is not fun or a child's play. One must be totally prepared and trained to go on roads.

The traffic police must organize vehicle training sessions for the public. People must be given demonstrations on safe driving skills. The traffic police must also be more vigilant. Strict action must be taken against those people who break the law.

E-MAIL:

Definition:

Short for electronic mail, e-mail or email is information stored on a computer that is exchanged between two users over telecommunication. More plainly, e-mail is a message that may contain text, files, images, or other attachments sent through a network to a specified individual or group of individuals.

K. Fill in the missing words in this email.

Dear Sir,

In response to your mail, I have prepared a presentation for the Science Fest. Please find in the attachment the presentation for your kind perusal. I look forward to hearing from you.

Sincerely,

David.

L. Write an email to your teacher about the interesting English model that you have prepared for the literary fest.

To: cecilia2005@gmail.com

Cc: hariharan@gmail.com

Subject: English model for the Literary Fest

Dear Mam,

I would like to inform you that I have prepared an interesting English model for the literary fest which is going to be held on December 20, 2020 at the school. I am attaching a copy of the same for your kind perusal. Please make necessary corrections. I look forward to hearing from you.

Love,

Hari.

MESSAGE WRITING:

Definition:

- A Message is an informal means of communication. The receiver of the message has to sift through the given message and pick out the most vital bits of information.
- Then, he/she should be able to reproduce that information in order to convey it to the person for whom it is intended.

You are the receptionist of your school. Your Headmaster instructs you to send a message to all the parents of class ten to attend a PTA (Parent Teacher Association) meeting which is to be held on 22.12.2020.

04 November 2020

3.30 p.m.

Dear Parents,

Greetings.

PTA meeting will be held on 22nd of December 2020 at the school between 3.30 and 4.30 p.m. for the parents of class X. Kindly attend the meeting to discuss your child's performance.

Meena,

Receptionist.

BLOG WRITING:

Definition:

A blog is a type of website that focuses mainly on written content, also known as blog posts. In popular culture we most often hear about news blogs or celebrity blog sites. Bloggers often write from a personal perspective that allows them to connect directly with their readers.

In addition, most blogs also have a "comments" section where readers can correspond with the blogger. Interacting with your readers in the comments section helps to further the connection between the blogger and the reader.

Write about Your Favourite Sports person / Famous personality / Hobby / Recipe by starting your own blog.

KNOWLEDGE EXPLOSION

Blog Series 2018:

M.S. Dhoni: Captain Cool

By Ramani at Knowledge Explosion Blogger

Mahendra Singh Dhoni was the former captain of the Indian Cricket team. He was born on 7 July 1981 in Ranchi, Jharkhand to Pan Singh and Devaki Davi. Dhoni studied at DAV Jawahar Vidya Mandir, Shyamli, (now the school is known as JVM, Shyamli, Ranchi) Ranchi, Jharkhand where he initially excelled in badminton and football and was selected at district and club level in these sports. Dhoni was a goalkeeper for his football team and was sent to play cricket for local cricket club by his football coach. Dhoni focused on cricket after his 10th standard. Dhoni is an aggressive right-handed batsman and wicket-keeper.

Under his captaincy, India won the 2007 IIC World Twenty 20, CB Series of 2007-08 and the Border-Gavaskar trophy 2008 in which they beat Australia 2-0. Dhoni has also been the recipient of many awards including the IIC ODI player of the year award in 2008 (the first Indian player to achieve this feat), the Rajiv Gandhi Khel Ratna award and the Padma Shri, India's fourth highest civilian honour in 2009. In the history of test match India became first time number one in December 2009 under the leadership of Dhoni. In 2011 India won ICC World Cup cricket.

If you are interested in reading the full article, I invite you to sign up for the blog series at: knowledgeexplosion.org

Feel free to share news of this blog series with your friends!

NON-VERBAL REPRESENTATION (ROAD MAP)

- G. A road map is given below. Answer the questions that follow with the help of the road map. Work in pairs and discuss to give directions to get to one place from another.



- You are at the market. You need directions to go the pharmacy.**
Walk through George Street and come to the bakery. Walk still further and you will come to South street. Turn to your right and walk straight. You can see the pharmacy.
- You are in a book shop. Ask your partner to direct you to the Art Gallery.**
Walk through the park street and you will come to George Street. Turn right and walk straight. You will reach the Art Gallery.
- Give your partner the directions to go from the Bank to the hotel.**
Walk through the park street and you will come to George Street. Turn right and walk straight. You will come to the bakery. You will find the hotel in front of the bakery.
- Direct your partner from the post office to the market.**
From post office turn left and come to North street; walk straight, you will come to George Street. Turn left and walk for some time. You will see to the market.
- Your partner wants to go the library from school. Give suitable directions.**
Walk through the park sheet and you will reach George street. Turn right and walk a few yards. You will be able to see the library on left.

POEM COMPREHENSION

Read the poem carefully and answer the questions that follow:

Festivals

Festival of harvest
Celebrations at its best
Festival of Light
To our heart's delight
Festival of Dance
Leaves us in a trance
Festival of Music
Where they sing the joyous lyric
Festival of flowers
That brightens up with colours

Festival of decorated cars
That twinkle like the stars
Festival of Love
That spreads treasures on a tree,
To share the word from above
That makes us happy and free.
Festival of sacrifice
To unfurl the joy of giving,
Celebrate them well and nice
To make life worth living.

1. Fill in the blanks.

(a) Festival of light is the festival which fills our hearts with delight.

(b) Joy of giving is referred to as a festival of sacrifice.

2. What kind of joy is unfurled during the festival of sacrifice?

Joy of giving is unfurled during the festival of sacrifice.

3. How can we make our life worth living?

By celebrating the festivals we make our life worth living.

4. What does the poet mean by 'Festival of flowers'?

By Festival of flowers the poet means Navarathiri.

5. When are we in a state of trance?

During the festival of dance, we are in a state of trance.

6. What do the people do when the festival of Music is celebrated?

When the festival of Music is celebrated people sing joyous lyrics.

7. What makes us happy and free, according to the poet?

Festival of love makes us happy and free according to the poet.

8. Find out the rhyme scheme employed in the fourth stanza.

abab

9. Pick out the rhyming words from the first stanza of the poem.

harvest - best; light - delight

10. Write down the words that alliterate in the poetic lines below.

(a) Festival of Flowers Festival - Flowers

(b) That spreads treasures on a tree treasures - tree

POSTER CREATION

Definition:

Posters are placards displayed in a public place announcing or advertising something. Posters are notices, advertisements and invitations – all in one.

Purpose of Posters:

It is to create social awareness about current problems and needs, or to advertise or invite and display something.

I. Create posters for the following.

1. You are Raja/ Ranjani. Draft a poster to create awareness about the harmful effects of using plastics, in not more than 50 words




2. Say 'No to Drugs' – Design a poster for it in not more than 50 words. You may use slogans/ phrases.

	<p>Drugs kill; bring easy death; invitation to death; we are born to live healthy. Say no to drugs.</p>
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3. "Save our Earth" is the need of the hour. Draft a poster with attractive slogans/ phrases for the same in not more than 50 words. Use attractive drawings.

	
<p>Our Earth is fragile; it needs our help to sustain itself Let us join together to save our earth for our coming generation</p>	

4. You are Sita/ Sudhan. Design a poster in not more than 50 words to focus on not wasting water. Be creative.

	<p>Water is the elixir of life; it is getting out of our planet; wake up for saving water; Save water; don't grieve later.</p>
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5. Good handwriting is the index of an individual. Design a poster on the importance of good handwriting. Use catchy slogans or phrases. Your poster should not exceed 50 words.

	<p>Handwriting decides your future: it shows your inner self. improve your handwriting: follow the hints.</p>
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REVIEW

Definition:

A review is a critical assessment of a book, play, film, an event, etc. published in a newspaper or magazine.

F. Exercise

1. Present the review of a movie that you have watched recently.

The African Queen

The African Queen (1951) is the uncomplicated tale of two companions with mismatched, "opposites attract" personalities who develop an implausible love affair as they travel together downriver in Africa around the start of World War I. This quixotic film by director John Huston, based on the 1935 novel of the same name by C. S. Forester, is one of the classics of Hollywood adventure filmmaking, with comedy and romance besides. It was the first colour film for the two leads and for director Huston. The acting of the two principal actors - Humphrey Bogart and Katharine Hepburn - is some of the strongest ever registered on film, although this was their first and only pairing together. They portray an unshaven, drinking and smoking captain of a cranky tramp steamer, and a prissy and proper, but imperious and unorthodox WWI-era African missionary spinster.

2. Give the review of a book that has interested you a lot.

If I Never Forever Endeavor

This book is about a bird which didn't yet know how to fly. The bird has to decide if it will try to fly, but it is not sure if it wants to. The bird thinks, "If I never forever endeavor" then I won't ever learn. On one wing, he worries he might fail and on the other wing he thinks of how he may succeed. He worries that if he tries, he may get lost in the world. That makes him want to stay in his nest where he's safe. I think this book would help children to learn that trying new things can be scary, but sometimes when we try, we can find things that make us happy too. And this book will help others know that mistakes are okay and part of learning.

3. Review an event which your school has hosted recently.

Twenty-first March was the day when my school celebrated its annual day. But the preparations began almost two to three weeks in advance with lots of rehearsals. The whole school became suddenly much more active. Since the weather also became pleasant, our enjoyment increased tremendously. The function began at 5 p.m. as per schedule. First of all our Principal welcomed the Chief Guest, Minister for Sports and Youths, Government of India, and detailed our school's achievements in studies and other activities. Then the Chief Guest gave a short but very hilarious speech full of anecdotes of his own school life. The programmes began with "Saraswati Vandana", sung by the choir of our school. It was followed by a short skit and the play I was acting in was presented. Although I had butterflies in my stomach when I made entry on the stage, I did my role well. I was awarded for it also. Afterwards there were some musical programmes and the celebrations closed with our National Anthem. It was a well-organized show and my parents also admired it. I cannot forget it.

PAMPHLET

Definition

A Pamphlet is a small booklet or leaflet containing information or arguments about a single subject.

They are helpful in presenting information in a more attractive way and also easily accessible and economical to distribute.

They are generally used for describing the product or instructions, commercial information, promotion of events or promoting tourism.

I. Create a pamphlet for the following:

1. Make a pamphlet on 'Dengue Awareness' (Focus on its causes, preventions, symptoms and precautions).



2. Make an attractive pamphlet for your school Fair organised for raising funds for (any) relief (Specify the date, time, types of stalls and the reasons for the fair).



3. Make a pamphlet on the latest gadgets (Mention the variety of models, uses, need and availability).



PICTURE COMPREHENSION

1.



This is a scene at the railway station. The people are waiting to board the train. They have a lot of luggage. They seem to be labourers. They are going to visit their family at their native place.

2.



This picture is thought provoking. It is very natural. It shows the joy of boys. It seems that they are going to play. They are enjoying their vacation. This picture reminds the proverb, 'All work and no play makes jack a dull boy'.

NOTE MAKING AND SUMMARY WRITING

Definition for Note Making:

Note making is not just about writing down everything you hear or read. It is a process of reviewing, connecting and synthesising ideas from your lectures or reading. Making notes helps you to: stay active and engaged during your lectures, reading and revision.

Definition for Summary writing:

A summary is a restatement of someone else's words in your own words. There are many different kinds of summaries, and they vary according to the degree to which you interpret or analyze the source. Some are pages long, while others are just one or two sentences.

Make notes of the following passage and then make a summary using the notes:

1. Our blood consists of three types of blood cells : red blood cells, white blood cells and platelets. The red blood cells are small, thin and disc shaped. They are composed of an iron containing component called haemoglobin. When blood passes through the lungs each haemoglobin molecule picks up four oxygen molecules and supplies them to the body tissues. Red blood cells also transport the carbon-di-oxide from the tissues to the lungs. The lungs throw out this gas when we exhale. The white blood cells are big and few compared to red cells, numbering only one for every 700 red cells. They are the body's defenders, the soldiers that fight bacteria and other enemies and destroy dead cells. (119 words)

Notes:

1. Blood contains red blood cells, white blood cells and platelets
2. Red cell transport oxygen and carbon dioxide.
3. White cells destroy bacteria.

Rough Draft:

Our blood consists of three types of cells : red blood cells, white blood cells and platelets. Red blood cells are small, thin and disc shaped with iron containing component called haemoglobin. It picks up four oxygen molecules from lungs to tissues and transport carbon-di-oxide from the tissues to the lungs. The white blood cells are big and are one for every 700 red cells. They fight bacteria and other enemies and destroy dead cells.

Blood Cells

Blood consists of red blood cells, white blood cells and platelets. Red blood cells contain haemoglobin. It transports oxygen from lungs to tissues and carbon dioxide from tissues to lungs. White blood cells are larger and 1 for every 700 red cells. They destroy dead cells.

Number of words in the given passage - 119.

Number of words in the fair copy - 45

Make Notes or Write a summary of the following passage:

All snakes are hunters and predators, feeding on the animals and sometimes their eggs. Having no limbs, snakes cannot hold their preys down to bite; hence they usually swallow them whole. Poisonous snakes sometimes do immobilize their preys with their venom to make consumption easier. Most poisonous snakes are conspicuously colored to warn others off. One example is the redheaded krait which has a bluish-black body and scarlet head and tail. Snakes like the cobras, which have less outstanding body colors, display their fatality by lifting the front part of their body and spreading their hoods. It is truly a myth that poisonous snakes attack humans for food. Humans can never be their targets for food as we are normally too large for them to swallow. In cases where snakes do bite, these attacks are usually defensive ones and the venom injected is normally little or sometimes even none. The full, fatal dose of the venom is only released on smaller animals which the snakes can swallow easily. Besides helping in the killing and immobilizing of their preys, the poison also acts as digestive agents for snakes.

NOTE – MAKING:

SNAKES

1. Snakes and their feeding habits:
 - a) Hunters and predators
 - b) No limbs to hold prey, hence they swallow
 - c) Use venom to immobilize the prey
2. Snakes and their defence:
 - a) Coloured to warn
 - i) Redheaded krait-bluish-black body and scarlet head and tail
 - ii) Cobras – lifting the front part and spreading their hoods.
 - b) Human are not prey due to big size.
3. Venom:
 - a) Little is injected
 - b) Fatal dose on smaller animals
 - c) Killing and immobilizing
 - d) Digestive agents