

Don't worry, English is Easy

A SIMPLE GUIDE TO SUCCESS



Department of Education

Vellore District

Vellore

A Simple Guide to Success

10 th Standard

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Section – A Synonyms

<i>Popular</i>	- well known
<i>amazing</i>	- Surprising
<i>battered</i>	- beaten heavily, worn out
<i>extended</i>	- offered
<i>patched</i>	- sewn
<i>invidious</i>	- unjust
<i>reverent</i>	- respectful
<i>generous</i>	- benevolent
<i>unsophisticated-</i>	<i>inexperienced</i>
<i>hostile</i>	- opposing
<i>ineffectual</i>	- worthless
<i>glum</i>	- sullen, dejected, displeased
<i>ragged</i>	- untidy
<i>piteous</i>	- sad, sorrowful
<i>alms</i>	- offerings
<i>forlorn</i>	- forsaken, lonely
<i>commissioned</i>	- ordered
<i>profound</i>	- felt, experienced very strongly
<i>unquenchable</i>	- that cannot be satisfied
<i>irreverent</i>	- not showing respect
<i>tender</i>	- offer
<i>privileged</i>	- prestigious
<i>exacting</i>	- demanding

indispensable - *absolutely, pursue*

prosecute - *continue, pursue*

prey - *victim*

redress - *compensation*

soaring - *rising, increasing*

scramble - *struggle*

panic - *fear*

welt - *mark*

decade - *a period of ten years*

pursuit - *chase*

triumphantly - *victoriously*

denied - *refused*

brutality - *cruelty*

diligence - *steady effort*

implementation - *carrying out*

penalized - *punished*

simultaneously - *at the same time*

voyagers - *travellers*

seldom - *not often, rarely*

twittering - *chirping*

restricted - *limited*

fascinating - *very interesting*

valour - *bravery*

scantily - *insufficiently*

monolithic - *massive, monumental*

notching - *cutting*
opulence - *lavishness, richness*
staunch - *steadfast*
intricate - *fine, delicate*
munificence - *generosity*
magnanimous - *splendid*
grandiose - *impressive*
patronage - *support*
Herculean - *mighty*

Antonyms

Inability x *ability*
Eagerly x *indifferently*
Piteous x *Joyous*
Private x *public*
Rare x *Common*
Wide x *narrow*
Clean x *dirty*
Foreign x *local / native*
Sweet x *bitter*
Proud x *humble*
Selfish x *generous*
Impressive x *unimpressive*
Opulence x *poverty*

<i>Reverence</i>	x	<i>irreverence</i>
<i>Patronized</i>	x	<i>discouraged</i>
<i>Ascended</i>	x	<i>dethroned</i>
<i>Privileged</i>	x	<i>miserable</i>
<i>Narrow</i>	x	<i>wide</i>
<i>Violence</i>	x	<i>non – violence</i>
<i>Tragedy</i>	x	<i>comedy</i>
<i>Brutality</i>	x	<i>kindness</i>
<i>Slavery</i>	x	<i>freedom</i>
<i>Seasonal</i>	x	<i>erratic</i>
<i>Far away</i>	x	<i>nearby</i>
<i>Mighty</i>	x	<i>tiny</i>
<i>Artificial</i>	x	<i>natural</i>
<i>Fascinating</i>	x	<i>uninteresting</i>
<i>Valour</i>	x	<i>cowardice</i>
<i>Impressive</i>	x	<i>dull</i>
<i>Sacred</i>	x	<i>unholy</i>

Abbreviations and Acronyms

1. PA - Personal Assistant
2. P.S - Personal Secretary / Post Script
3. BPO - Business Process outsourcing
4. KPO - Knowledge Process outsourcing

5. *B.Tech - Bachelor of Technology*
6. *SBI - State Bank of India*
7. *RRB - Railway Recruitment Board*
8. *UFO - Unidentified Flying object*
9. *CA - Chartered Accountant*
10. *UAE - United Arab Emirates*
11. *NGO - Non Governmental Organisation*
12. *SSC - Staff Selection Commission*
13. *TAFE - Tractor and Farm Equipment*
14. *TANSI - Tamilnadu Small Scale Industries*
15. *RAM - Random Access Memory*
16. *ROM - Read Only Memory*
17. *VISCOM - Visual Communication*
18. *AIR - All India Radio*
19. *UNESCO - United Nations Educational Scientific and Cultural Organisation*
20. *CAT - Career Aptitude Test*
21. *NEWS - North East West South*
22. *AIDS - Acquired Immune Deficiency Syndrome*
23. *RADAR - Radio Detection And Ranging*
24. *SIM - Subscriber's Identity Module*

Homophones

1. *The Colour of your hair is the same as that of the hare (hair / hare)*
2. *Do you know the answer? No, I don't (no / know)*
3. *I can hear the bell from here (hear / here)*

4. Our day on earth is measured by the hour (hour / our)
5. He wants to buy a flat by selling his house (by / buy)
6. The prince is the next heir to the throne / The ball is thrown into the air (heir / air –
thrown / throne)

British English and American English

British English American English

Centre	center
Metre	meter
Theatre	theater
Focussed	focused
Organise	Organize
Programme	program
Colour	color
Skillful	skillful
Neighbour	neighbor
Favourite	favorite

Give the plural form

Singular	Plural
axis	axes
crisis	crises
focus	foci
terminus	termini
memorandum	memoranda

<i>stratum</i>	<i>strata</i>
<i>aquarium</i>	<i>aquaria</i>
<i>alumna</i>	<i>alumnae</i>
<i>alumnus</i>	<i>alumni</i>
<i>genie</i>	<i>genies</i>
<i>analysis</i>	<i>analyses</i>
<i>criterion</i>	<i>criteria</i>
<i>series</i>	<i>series</i>
<i>erratum</i>	<i>errata</i>
<i>cupful</i>	<i>cupsful</i>
<i>innings</i>	<i>innings</i>
<i>curriculum</i>	<i>curricula</i>
<i>medium</i>	<i>media</i>
<i>dining room</i>	<i>dining rooms</i>
<i>man servant</i>	<i>men servants</i>
<i>daughter – in – law</i>	<i>daughters – in – law</i>

Syllabification

Pro – per – ly

en-ter-tain-ment

as-tro-no-my

ob-ser-va-ble

per-ma-nent

a-bout

in-side

peo-ple

mu-sic

gui-ta-rist

pri-so-ners

sur-vi-val

in-ter-nal

bare-ly

fa-na-tic

phil-har-mo-nic

ex-tra-va-gan-za

ar-ti-cu-late

Compound words

Foot hills

Fly catcher

Ice caps

Air port

Hand written

Over load

Moon light

River bed

Type write

Land mark

Sea food

Star light

Water fall

Free drive

Dry clean

Deep fry

Out run

Well defined

Child hood

Good will

Soft ware

Gentle man

Insight

Outpost

Fast food

Safe guard

School boy

Sewing machine

Walking stick

Wash out

Flash back

Make over

Night fall

Day break Down cast Radio active
Light sensitive Pale blue Light green
Out sourcing Incoming

Prefix and Suffix

Prefix

<i>un –</i>	<i>in –</i>	<i>en –</i>	<i>ig –</i>	<i>sub –</i>	<i>em –</i>	<i>ultra –</i>
<i>hyper –</i>	<i>trans –</i>	<i>over –</i>	<i>inter –</i>	<i>im –</i>	<i>pre –</i>	<i>dis –mis</i>
<i>–</i>	<i>non</i>					

Suffix

<i>-- able</i>	<i>- or</i>	<i>- tion</i>	<i>- ly</i>	<i>- ment</i>	<i>- ian</i>	<i>- ble –ful</i>
	<i>- ity</i>	<i>- ic</i>	<i>- ive</i>	<i>- y</i>	<i>- ous</i>	<i>- ness -</i>
<i>ance</i>	<i>- ion</i>	<i>- ship</i>				

Examples

<i>in secure</i>	<i>en vision</i>	<i>un announced</i>	<i>ig noble</i>
<i>em power</i>	<i>ultra violet</i>	<i>inter lock</i>	<i>dis play</i>
<i>mistaken</i>	<i>non violent</i>	<i>sub standard</i>	<i>hyper tension</i>
<i>trans form</i>	<i>over lap</i>	<i>im possible</i>	<i>prefix</i>
<i>Securely</i>	<i>Security</i>	<i>Musician</i>	<i>Comparable</i>
<i>Brightness</i>	<i>education</i>	<i>colourful</i>	<i>dangerous</i>
<i>Friendship</i>	<i>party</i>	<i>performance</i>	<i>secretive</i>
<i>Metallic</i>	<i>colourful</i>	<i>announcement</i>	<i>inferior, director</i>

Phrasal verbs

<i>get on</i>	- <i>have a friendly relationship, cope with</i>
<i>give in</i>	- <i>yield</i>
<i>stand out</i>	- <i>continue to resist</i>
<i>lay by</i>	- <i>keep for future use</i>
<i>give up</i>	- <i>abandon an attempt to do something</i>
<i>get back</i>	- <i>return</i>
<i>stand back</i>	- <i>move back</i>
<i>lay over</i>	- <i>stop at a place on journey</i>
<i>stand-offish</i>	- <i>aloof, reserved</i>
<i>look after</i>	- <i>take care</i>
<i>back up</i>	- <i>support</i>
<i>drop out</i>	- <i>discontinue</i>
<i>hold on</i>	- <i>wait</i>
<i>get over</i>	- <i>overcome</i>
<i>put off</i>	- <i>post pone</i>
<i>set in</i>	- <i>begin</i>
<i>call forth</i>	- <i>meet with</i>
<i>depend on</i>	- <i>rely</i>
<i>come in</i>	- <i>enter</i>
<i>turn off</i>	- <i>switch off</i>

Use the words / Phrases given below in a sentence of your own

Use to - *I used to go to the local library every Sunday.*

take up - *The teacher took up the second lesson, on finishing the first one.*

On account of - *On account of heavy rain, I did not got to school yesterday.*

To make matters worse – Already the price of Onion is very high. To make matters worse, the price of the other Vegetables is also going up everyday.

Divine - To err is human, but to forgive is divine.

Testimony - The old man's testimony helped the family to win their case.

Magnanimous - Bill Gates was magnanimous when he went out to help the needy countries.

Harmonious - In some film songs, we find a harmonious blend of classical music and western music.

On the rear side of - In our village, on the rear side of our house flows the river cauvery.

an array of - An array of little children in cartoon figures stood as guards of honour for the children's day function.

Give the verb form / Noun form / Adjective form / Adverb form

Verb	Noun	Adjective	Adverb
<i>Feared</i>	<i>fear</i>	<i>fearful</i>	<i>fearfully</i>
<i>Loved</i>	<i>love</i>	<i>lovable</i>	<i>lovingly</i>
<i>relate</i>	<i>relationship</i>	<i>relative</i>	--
<i>understand</i>	<i>understanding</i>	<i>understand</i>	--
<i>define</i>	<i>definition</i>	<i>definite</i>	<i>definitely</i>
<i>astonished</i>	<i>astonishment</i>	<i>astonishing</i>	<i>astonishingly</i>
<i>excite</i>	<i>excitement</i>	<i>excited</i>	<i>excitedly</i>
<i>exceed</i>	<i>excess</i>	<i>excessive</i>	<i>excessively</i>

<i>emptied</i>	<i>emptiness</i>	<i>empty</i>	--
<i>depend</i>	<i>dependence</i>	<i>dependent</i>	<i>dependently</i>

Words borrowed from other languages

1. *ahimsa* - *the policy of not harming any living being*
2. *yoga* - *a discipline through which one seeks union with the divine*
3. *curry* - *a sauce made with vegetables*
4. *dal / dhal* - *split pulse*
5. *dhoti* - *loin cloth worn by men*
6. *ghat* - *mountain pass.*
7. *lathi* - *a heavy stick*
8. *purdah* - *a veil, cover*
9. *bonafide* - *in good faith, genuine*
10. *etcetera* - *and the rest*
11. *exempligracia* - *for example*
12. *Ibidem* - *in the same place, passage*
13. *id est (i.e)* - *that is*
14. *Notabene* - *notice well*
15. *repertoire* - *inventory, skills of performing different tasks*
16. *repartee* - *a ready and witty retort*
17. *valet* - *an attendant*
18. *bonanza* - *a situation to make extra money or to be successful*
19. *cantina* - *canteen*

20. *finale* - the final part of a performance.

21. *vendetta* - a long violent agreement

22. *chaos* - confusion or disorder

23. *climax* - culminating point

24. *kudos* - praise

25. *trauma* - emotional shock.

26. *psyche* - soul or mind.

Know your idioms

1. *A penny for your thoughts?* - what are you thinking about?

2. *a chance in a million* - a very slim chance

3. *two sides of the same coin* - two contrasting characters in the same category

4. *a million dollar question* - a question with a much awaited and valuable answer

5. *as good as gold* - very well behaved

6. *to cash in on* - to take advantage

7. *thirty pieces of silver* - symbol of betrayal

8. *drag up a child* - bring up a child without proper training

9. *done to a turn* - extremely well done

10. *drop out* - cease to complete

11. *drop outs* - those who withdraw

12. *extract from* - demand and get from

13. *feather in one's cap* - something one may feel proud of

14. *follow something up* - pursue

15. *heart and soul* - *completely, with utter dedication*
16. *in deep water* - *in difficulties*
17. *fish out of water* - *a person who does not fit in, out of place*
18. *in hot water* - *in serious trouble*
19. *second child hood* - *old age*
20. *an early bird* - *some one who rises early*

Complete the following sentences with idioms

1. *If you do something good for the world, future generations will sing your praises.*
2. *I don't agree with you on this matter. So don't harp on the same*
3. *If we don't complete the work by tomorrow, we will have to face the music.*
4. *The president's frank speech struck a chord with the audience*
5. *Most of the students beat the drum for the student Leader's college campus reforms.*
6. *He left the company as he did not want to play second fiddle to the new manager.*
7. *It's natural to feel uncomfortable, when there is a power – cut during a storm. So, don't make a strong and dance about.*

Parts of Speech

1. *The Patient has been discharged from hospital - given permission officially to
leave*
2. *The wound hasn't healed; there is still some discharge - Pus / secretion*
3. *She discharges her responsibilities well - performs duties*
4. *The rivers discharge into the Bay of Bengal - Flow*
5. *The rifle was discharged accidentally - fired unintentionally*

Section – B (Grammar)

If Clause

Clause Condition If – Clause Main Clause

Type – I Probable Condition If you work hard,

(Present)

You will pass

(Future)

Type – II Improbable Condition If you worked hard

(Past)

You would pass

Type – III Impossible Condition If you had worked hard

(Past perfect)

You would have passed

1. If you waste water, you will suffer
2. If you lend me some money, I can buy a new car
3. If Naveen is late, he will be punished
4. If the bus breaks down, I won't be able to attend the class.
5. If it rains, I shall get wet.
6. If he studied well, he would pass the exam
7. If he went late, he would not get water
8. If I won a lottery, I would feed a lot of people
9. If we got out of the gate, the dog would bite us.
10. If I had more money, I would buy a BMW car.
11. If Raj had got enough water, he would have shared it with his neighbour.
12. If Bagya hadn't started early, she would have been late to work.
13. If we had saved rain water more in ponds and lakes, we could have survived the

drought.

14. Anandh would have found a job, if he had attended the interview

15. James would have got a prize, if he had performed well.

11. (A) Respond to the Following as directed

23. Which of the options given below will suit the following sentence?

If the driver had been alert. _____

(a) The accident cant be avoided

(b) The accident could be avoided

(c) The accident could have been avoided

Answer: C. The accident could have been avoided.

Sentence Pattern

1. Raju woke up - S + V

2. He wore his new uniform - S + V + O

3. His father gave him his school bag - S + V + IO + DO

4. He was excited - S + V + C

5. Reading made him a complete man - S + V + O + C

6. He was going to school – S + V + A

Passage : 1

1. Mr.Raj is a teacher. - S + V + C

2. He is my friend - S + V + C

3. He Wrote him a letter - S + V + IO + DO

4. He invited me to Sriperumbudur - S + V + O + A

5. I visited the temple at Sriperumbudur - S + V + O + A

6. We travelled in his car - S + V + A

7. *His car is painted green* - S + V + C

8. *We both enjoyed the trip* - S + V + O

Passage -2:

1. *Dr. Nanjappa / is / a dentist* - SVC

2. *He / treats / his patients / at his clinic* – SVOA

3. *He / shows / kindness / to his patients* – SVOC

4. *He / has dedicated / his life / for their welfare* – SVOA

5. *He / works / cheerfully / throughout the day* – SVAA

6. *Never / is / he / tired!* – AVSC

7. *He / loves / his profession* – SVO

8. *All his patients / adore / him* – SVO

If the pattern is given, you can use the following method to write the sentences :

1. SV – *Birds / fly*

2. SVC – *He / is / a teacher*

3. SVO – *He / gave / a pen*

4. SVIDO – *He / gave / me / a pen*

5. SVIDOA – *He / gave / me / a pen / yesterday*

6. SVA – *He / sings / loudly.*

7. SVOC – *He / called / me / fool.*

(24). Identify the pattern of the following sentence :

He answered my question instantly.

(a) SVOA

(b) SVCA

(c) SVIDO.

Answer (a) SVOA.

2. Question Tag ;

1. *The bus is early today, isn't it?*
2. *There is no water in the tank, is there?*
3. *People ought to keep the streets clean, oughtn't they?*
4. *I shall carry the bags for you, shan't I?*
5. *The conductor will not give you change for Rs.10/- will he?*
6. *Our team will win the match, won't it?*
7. *The flag has four colours on it, hasn't it?*
8. *I haven't answered your questions, have I?*
9. *Plants give out oxygen during the day, don't they?*
10. *You should treat each other with respect, shouldn't you?*

1. Positive Sentence – Negative Tag :

- a. *She will be here soon, won't she?*
- b. *There was a lot of problem. Wasn't there?*

2. Negative Sentence – Positive Tag.

- a. *She won't be late. Will she?*
- b. *They don't like it. Do they?*

3. *Words like few, rarely, hardly, little , scarcely, seldom, none and never form negative sentence. Use positive tag.*

- a. *He is scarcely aware of the tragedy, is he?*
- b. *They seldom see each other nowadays, do they?*

4. Suggestion :

- a. *Let us play hockey, shall we?*
- b. *Let me go for a walk, shall I?*

Note

am + not = ain't (or) aren't

will + not = won't

shall + not = shan't

can + not = can't

25. Choose the correct question tag for the following statement. Students should be allowed

to use the library every day, shouldn't they?

Degrees of Comparison

1. *The girl runs as fast as the boy.*
2. *She types as quickly as her tutor.*
3. *Her pen doesn't write as smoothly as his.*
4. *The servant cooks as deliciously as my mother.*
5. *The girl isn't as fast as the boy.*
6. *She is as good as he is.*
7. *Her pen isn't as big as his.*
8. *The girl's cycle is as heavy as the boy's.*
9. *My old cycle isn't as expensive as a new one.*
10. *Of course, it is not so comfortable as the new one.*
11. *And it doesn't look as attractive as the new one, either.*
12. *Ice is as light as snow.*
13. *Your words are not as effective as your father's.*
14. *My watch is just as expensive as yours, too.*
15. *This soap removes stains as effectively as the other.*
16. *He rides as fast as she does.*
17. *Bar soap doesn't clean as effectively as soap powder.*

18. *The new menu is more expensive than the old menu.*
19. *The new waiters are better than old waiters.*
20. *The cream cake is richer than the plain cake.*
21. *The new sweets are better.*
22. *It is getting more and more and more difficult to find an expensive restaurant.*
23. *The prices of vegetables are going higher and higher.*
24. *It is getting harder and harder.*
25. *Air conditioners are be becoming less and less expensive.*
26. *Shorter the queue the faster the service.*
27. *The more expensive the restaurant the heavier the bill.*

Q.26. Complete the sentence :

No other girl in the class is as clever as Kamala.

- a. *Most clever as*
- b. *More cleverer as*
- c. *as clever as*

Note :

1. *Positive degree _ as + Adj + as*
2. *Comparative degree _ Adj + er + than*
more + adj
3. *Superlative degree _ the + Adj + est*
the + most + adj.

Positive	Comparative	Superlative
<i>Sweet</i>	<i>Sweeter</i>	<i>Sweetest</i>
<i>Happy</i>	<i>Happier</i>	<i>Happiest</i>
<i>Big</i>	<i>Bigger</i>	<i>Biggest</i>

Cool	Cooler	Coolest
Beautiful	More Beautiful	Most Beautiful
Good / Well	better	Best
Bad/ Evil / Ill	Worse	Worst
Many / Much	More	Most
Little	Less	Least
Far	Farther	Farthest

Change of Kinds of Sentences :

1. *What an amazing performance! (Exclamatory)*

The performance was amazing. (Statement).

2. *Can anyone be more patient than a mother? (Interrogative)*

No one can be more patient than a mother. (Statement).

3. *Leave the room now. (Imperative)*

You should leave the room immediately. (Statement).

Transform as directed.

1. *How ferocious the tiger is! (into a statement)*

The tiger is very ferocious.

2. *No one can match his intelligence (into an affirmative sentence).*

His intelligent is matchless.

3. *Does anyone dare to disobey the headmaster?? (into a statement).*

No one dares to disobey the headmaster.

4. *Check your belongings before you leave. (into as statement).*

You should check your belongings before you leave.

5. *Is there any substance hotter than fire? (into a statement)*

There is no substance hotter than fire.

6. *He is always late in completing his work. (into a negative)*

He is never early in completing his work.

7. *How can you give up the project when it is nearing completion? (into a statement)*

No one can give up project when it is nearing its completion.

8. *Fill all the Vessels with water. (into a statement)*

You should fill all the vessels with water.

Identify the sentences according to their kind

1. *How talented you are! _ Exclamatory sentence.*

2. *Open your books at page 80 _ Imperative sentence.*

3. *I do not want to see this movie _ Statement - Negative*

4. *May I go out to play, please? _ Interrogative sentence*

5. *The rivers run dry summer _ Statement Affirmative*

6. *There is no water in the lake _ Statement Negative*

7. *Can you show me the way to the railway station? _ Interrogative sentence*

8. *What a dirty place this is! _ Exclamatory sentence.*

9. *Please, leave your footwear outside the hall. _ Imperative sentence.*

10. *This lesson is interesting _ Statement Affirmative*

Q.No. 27 : *Choose the sentence which correctly conveys the meaning of the sentence given below.*

No body can forget how India won her freedom.

(a). *Everyone cannot forget how India won her freedom.*

(b). *Everyone can remember how India won her freedom.*

(c). *Everyone cannot remember how India won her freedom.*

Answer : (b).

Note :

1. Nowhere - anywhere

Nowhere could I find my lost purse.

I could not find my lost purse anywhere.

2. Nothing – anything

Nothing is possible for a lazy man.

Anything is impossible for a lazy man.

3. No sooner than – as soon as.

No sooner did the bell ring than all the students ran home.

As soon as the bell rang, all the students ran home.

4. had better - should

You had better stop talking like this.

You should stop talking like this.

5. None - any

None of these books is yours.

Any of these is not yours.

Negative sentences :

1. *We do not have sufficient food for all of us here (barely).*

We barely have sufficient food for all of us here.

2. *Nathan never listens to me. (hardly).*

Nathan hardly listens to me.

3. *Buses do not stop here often (Seldom).*

Buses seldom stop here.

4. *He does not come late to school. (Scarcely)*

He scarcely comes late to school.

5. *Rajan writes to his mother only once in three months (rarely).*

Rajan rarely writes to his mother.

Phrases / Phrase Propositions

1. *In spite of his hard work, he was poor.*

2. *In the event of playing well, you will win the prize.*

3. *On account her illness, she was absent.*

4. *Owing to joy, they danced.*

5. *Despite her poverty, she is honest.*

6. *In case of his coming late, don't wait.*

7. *Because of his old age, he could not walk too far*

8. *Seeing a tiger in front of him, he ran away.*

9. *Due to her illness, she did not attend her office.*

10. *He works day and night in order to earn a lot.*

11. *According to old tradition, Women were not given equal rights.*

Q.No. 28 Complete the sentence

.....the rain, the match continued.

(a) *In the event of* (b) *In spite of* (c) *Because of*

Ans: (a) *In spite of*

Infinitive, Gerund, Participle

1. *Padma likes to practice regularly. (infinitive).*

Padma likes practicing regularly (gerund).

2. *To walk is a good exercise (infinitive)*

Walking is a good exercise (gerund).

3. *I like swimming in the sea. (gerund).*

I like to swim in the sea. (infinitive)

4. *I saw a boy reading a story book in the class (participle).*

5. *He saw a man stealing a purse from his neighbour's pocket. (participle).*

Q.No. 29 : Choose the correct verb form to complete the sentence:

He agreed to buy me a computer.

(a). *buy*

(b) *buying*

(c) *to buy*

Ans: (C) *to buy*

Q.No. 30 Choose the correct phrase to complete the sentence :

The farmers were keen on harvesting the fields before the monsoon.

(a). *for harvesting*

(b). *on harvesting*

(c). *to harvesting*

Ans: (b). *on harvesting*

Articles :

1. *Definite article - the*

2. *Indefinite articles – a, an*

Usage of Definite article :

1. The Bible
2. The Cow.
3. The Violin
4. The Ganges
5. The Hindu
6. The tallest
7. The first house.
8. The Sun.
9. The East.

Usage of Indefinite article :

1. This is a rose.
2. Babu is a teacher.
3. Prem is a man.
4. An apple.
5. An hour.
6. A university.
7. A European.
8. A one rupee note.
9. A one-eyed man.
10. A useful idea.

Q.No. 31. Choose the appropriate article to complete the sentence:

I have brought you a collection ofaward winning books of this year.

- (a). a
- (b). an
- (c). the

Preposition :

1. along – marks movement.

They move along the highway.

2. at – marks time of action, place of action and town.

We met him at 10 'o' clock.

I saw her at the post office.

Prem lives at Rajapalayam.

3. *Of* – It marks possession.

He is the son of prem.

4. *About* – describes a person or thing.

He speaks about Kumar.

5. *On* – marks a surface, a day or a date.

The pen is on the table.

He met them on the last Monday.

I was born on 08.06.1970.

6. *Up, down* – marks upward movement, marks downward movement.

The man climbs up a tree.

He climbs down a tree.

7. *for*-marks duration, purpose and help.

It has been raining for two hours.

We pack our luggage for the tour.

I shall draw it for you.

8. *Since* – marks starting of an action.

We have been singing since 10 'o' clock.

9. *from, to* – marks starting place and reaching place.

I come from Chennai.

The bus goes to Madurai.

10. *into* – marks movement into a place or reservoir.

The students went into their class. I jumped into the well.

11. *By*-marks 'doer' in passive and approximate time of an action.

The painting was drawn by Ravi.

We may reach home by 7 'o' clock.

12. *Near, beside* – mark the location of a person or a thing near somebody something.

There is a tree near our house.

Suresh is seated beside Naresh.

13. *in* – marks larger area, covered surface and year.

I live in my country.

The office is in Vellore.

My brother was born in 1968.

14. *Under* – marks location of a thing below some other thing.

My bag is under the desk.

15. *till* – marks 'time-limit' of an action.

Please, wait here till 11 'o' clock.

16. *upto* – marks 'place – limit' of an action.

We shall walk upto your house.

17. *between, among* – used with number.

The property was divided between his two sons.

The property was divided among his sons. (Here it means more than two sons)..

Fill in the blanks with correct preposition :

1. *The work will be over by this evening.*

2. *The papers are to be prepared within a month.*

3. *My uncle will visit me in May.*

4. *The cat hid behind the door.*

5. *Ravi stayed with his uncle for six months.*

Q.No. 32 Choose the appropriate preposition to complete the sentence :

The people stood the road to watch the procession go by.

a). *across*

b). along

c). on

Voice – Rules

Voice More importance to

Active Voice

Passive Voice

Doer / Agent

Action

Active Voice

I help a beggar

I am helping a beggar

I have helped a beggar

I have been helping a beggar

Passive Voice

A beggar is helped by me

A beggar is being helped by me

A beggar is being helped by me

A beggar has been helped by me

Model II : Question Form

Ex : Who took the spoon? – took – did + take

By whom was the spoon taken? Was + III Verb

Command :

Ex.: Don't touch the wire.

Let not the wire be touched.

Rewrite as directed :

34. Rewrite this sentence using the passive voice.

I had sharpened my pencil and I had used it to sketch the diagram.

Ans : My pencil had been sharpened by me and it had been used to sketch the diagram.

Voice

I. Fill in the blanks using the correct voice of the verbs given in the brackets.

1. You cannot meet the captain of the cricket team, now, as he is being interviewed (interview) by the reporter at the moment.
2. I was chatting (chat) with Prema on the phone when I was interrupted by the sound of the door bell.
3. Arun is busy now. He is drawing (draw) the diagrams in his science record.
4. Our work was completed (complete) last night.
5. Sneha was baking (bake) cookies when she was interrupted (interrupt) by a loud noise.
6. Kavitha is an impulsive buyer. By the time she goes back home most of her money is spent. (spend).

II. Identify the voice and select the correct verb form from the brackets in the following

sentences :

1. The florist (delivers / is delivered) flowers to my office everyday.
2. The children (looked after / are looked after) by their grandmother.
3. The kitchen (is tiled / is being tiled). We cannot use it yet.
4. The banquet (is being attended / was attended) by distinguished guests last night.
5. The dusk-to-dawn curfew (will have lifted / will have been lifted) by the end of this week.
6. Linda (had been ridiculed / is being ridiculed) by her insensitive classmates for her spelling problems.

III. Rewrite the sentences in the other voice :

1. He was awarded a prize by the government.
2. The certificates were issued to the students.
3. The manager did not give them a bonus.
4. The old man completed his work.
5. They must arrest the culprits.
6. We should help the poor.

Answers

1. The government awarded him a prize.
2. The H.M issued the students their certificates.
3. They were not given a bonus by the manager.
4. His work was completed by the old man.
5. The culprits must be arrested. (by them).
6. The poor should be helped by us.

33. From the context of the two sentences given below form a single sentence.

Anand heard that he had won the first prize.

Anand jumped with joy.

On hearing his winning of the first prize, Anand jumped with joy.

Combine the following pairs of sentences using too the infinitive.

Examples

Kiran is very ill. She cannot go to school today.

Ans: Kiran is too ill to go to school today.

The lid of the bottle is very tight. I cannot open it.

Ans: The lid of the bottle is too tight for me to open.

Ex :1. He cannot learn Spanish in a week. The time is very short.

The time is too short for him to learn Spanish in a week.

2. *Maran is tired. He cannot finish the work.*

Maran is too tired to finish the work.

3. *Velan could not solve the problem. It was very difficult.*

This problem was too difficult for Velan to solve.

4. *Kothai could not drink the soup. It was very hot.*

The soup was too hot for Kothai to drink.

5. *Vehicles cannot enter this street. It is very narrow.*

This street is too narrow for vehicles to enter.

II. Rewrite the following pairs of sentences, replacing the underlined part into a phrase

with a gerund. You can use the preposition given in brackets.

Examples :

Prem completes his home work. Then he goes to bed. (before).

Ans : *Prem completes his home work before going to bed.*

1. *Sekar cannot be allowed to take the examination. He has to pay the fee (without).*

Ans: *Sekar cannot be allowed to take the examination without paying the fee.*

2. *The boys were taken to the Principal's room. They quarrelled with each other in the class.(for).*

Ans: *The boys were taken to the Principal's room for quarrelling with each other in the class.*

3. *The school congratulated Nithyashree. She had won a prize at the contest. (on)*

Ans: *The school congratulated Nithyashree on her having won / wining at the contest.*

4. *I shall exempt you. You need not take the examination. (from)*

Ans: *I shall exempt you from taking the examination.*

5. *He secured the first place. He worked hard. (by)*

Ans: He secured the first place by working hard.

III. Combine the following pairs of sentences changing one of the finite verbs into a participle. (verb+ing).

Example: He resorted to music. He was able to overcome his grief.

Ans : Resorting to music, he was able to overcome his grief.

Ex.

1. *Vendhan answered the questions well. He was selected for the final round in the quiz contest.*

Ans : Answering the questions well, Vendhan was selected for the final round in the quiz contest.

2. *Malar scored high marks in the public examinations. She expects to get admission easily.*

Ans : Scoring high marks in the public examinations, Malar expects to get admission easily.

3. *She opened the door. She started cleaning the room.*

Opening the door, she started cleaning the room.

4. *I questioned the boy, I found out the truth.*

Questioning the boy, I found out the truth.

5. *The dog saw the stranger. It barked loudly.*

Seeing the stranger, the dog barked loudly.

IV. Join the sentences given below, choosing the correct relative pronoun furnished in brackets.

1. *This is Ram. He is the leader of our class. (Who / when).*

This is Ram who is the leader of our class.

2. *My key was missing. I found it. (which / what)*

I found the key which was missing.

3. *The performance of these students has been outstanding. They will be given special prizes.(whose / when).*

The students whose performance has been outstanding will be given special prizes.

4. *I know the girl. She is a famous sports person. (whom / who).*

I know the girl who is a famous sports person.

5. *He suggested many ideas. They were not practical. (that / what).*

He suggested many ideas that were not practical.

6. *You met the actor. He is the hero of this movie. (whom / who).*

You met the actor who is the hero of this movie.

7. *The bridge was repaired. They were willing to do it. (who / which).*

The bridge was repaired by those who were willing to do it.

8. *Did you buy the book? You saw it in the shop (when / which)*

Did you buy the book which you saw in the shop?

Direct to Indirect

35. Rewrite this sentence in direct Speech.

Pritam asked the shopkeeper whether he would exchange the defective torch which he had bought from him the previous day.

Ans : Pritam said to the shop keeper, "will you exchange the defective torch which I have bought from him yesterday?."

Direct to Indirect (Reported Speech)

Statements

(Direct Speech) "What can I do for you?" the Headmaster asked the boy.

“ I have come to ask you for a scholarship” the boy said.

(Indirect Speech) The Headmaster asked the boy what he could do for him.

The boy replied that he had come to ask him for a scholarship.

Interrogatives – Yes/No questions :

(Direct Speech) The doctor asked the patient, “Do you smoke?”.

(Indirect Speech) The doctor asked the patient whether (if) he smoked.

Interrogatives – ‘Wh’ questions :

(Direct Speech) The teacher said to the boys, “ where do you want to go?”

(Indirect Speech) The teacher asked the boys where they wanted to go.

Imperative Sentence :

(Direct Speech) The teacher said to the boys, “ Don’t write on both sides of the paper”

(Indirect Speech) The teacher asked the boys not to write on both sides of the paper.

Exclamatory Sentences

(Direct) “What a beautiful view it is” said my friend.

(indirect) My friend exclaimed that it was a very beautiful view.

Exclaimed:

Direct: He said, “Hurrah! I have won the match”

Indirect: He exclaimed that he had won the match.

Exercise:

1. The teacher told the students that the students had done very well in the test.

The teacher said to the students, “you have done very well in the test.”.

2. The prime minister said that he was determined to abolish poverty.

The prime minister said, “I am determined to abolish poverty”.

3. All holy scriptures advise us to do our duty without worrying about the result.

All holy scriptures say, “Do your duty without worrying about the result”.

4. The teacher asked me whether I was going to join the medical course or the engineering course.

The teacher said to me, "Are you going to join the Medical course or the Engineering course?"

5. Shyam's grandfather advised him not to waste his time in unnecessary activities.

Shyam's grandfather said to him "Don't waste your time in unnecessary activities".

Indirect to Direct Speech :

1. Mohana has been working hard for her examinations.

Ans : "Oh! I am tired!" I have been working hard for my examinations," Mohana said to her aunt.

2. Raghu has not brought the leave letter.

Ans : "I will not excuse you. You have not brought the leave letter", teacher said to Raghu.

3. The passenger has not brought enough change.

Ans : "I don't need a 50 rupee note. Don't you have enough change?" the conductor said to the passenger.

4. Sunitha has failed to return the library books on time.

Ans : "Sunitha, you ought to return the library books on time," Librarian said to sunil.

5. A tourist wants to find his way to the Musuem.

Ans: "Which is the way to the Museum?" Tourist said to the Police man.

Changes

Is, am - was

Are - were

Do, does - did

Have, has - had

Write - wrote

Was, were - had been

Wrote - had written

Have / has written - had written

May - might

Must - had to

Will, shall - would

Can - could

This - that

These - those

Today - that day

Here - there

Ago - before

Here after - there after

Yesterday - the previous day / the day before

Tomorrow - the next day / the following day

Said to - told

Said - said

Persons

	<i>Singular</i>	<i>Plural</i>
<i>I Person</i>	<i>I</i>	<i>We</i>
<i>II Person</i>	<i>You</i>	<i>you</i>
<i>III Person</i>	<i>he/She/ It</i>	<i>they</i>

Note: Conjunction added. comma, quotation removed.

I. Change statement from Direct – Indirect Changes

Said to - told

Said - said

Conjunction - that

Comma, quotation - removed

II. Interrogative Sentence Changes

Said to - asked

W/H question - write the same 'wh' word

Yes / No Question - If / whether

III. Imperative Sentence

Changes

Request

Said to - requested

Please - omitted

Command

Said to - ordered / advised / commanded

Conjunction - to

Conjunction - don't – not to

IV. Exclamatory Sentence

Said - exclaimed

Conjunction - that

omit - Hurrah! Alas! Oh! Ah!

Degrees of Comparison

Points to Remember

I. as as / so as, very few, no other – positive degree

II. er / more, than – comparative degree

III. est / the most – superlative degree

Notes:

Adjective with one syllable will have “er” and ‘est’ to form their comparative and Superlative degree respectively.

Adjective with two or more than two syllables will have more and most to form their comparative and superlative degree respectively.

Prem is as good as Sundar (P)

Sundar is not better than Prem (C)

No other fruit is as sweet as Mango (P)

Mango is Sweeter than any other fruit (C)

Mango is the Sweetest fruit (S)

Very few men here are as handsome as Rahim (P)

Rahim is more handsome than most other men here (C)

Rahim is one of the most handsome men here (S)

Degrees of Comparison

37) Read the Following Sentences about Smitha’s family and write an observation in a single

sentence using any one of the degrees of comparison.

Smitha is 5 feet tall

Kumar is 4.5 feet tall

Prem is 5.5 feet tall

Nina is 3.5 feet tall

Mohan is 6 feet tall

Ans: Mohan is the tallest of all

Simple, Compound, Complex

If – Clause

36) From the context of the two sentences given below form a single sentence using the “If”

clause.

Ans:

The glass falls

The glass breaks

If the glass falls, it will break.

Simple, Compound & Complex

S.No Simple Compound Complex

1. *In the event of and If, unless*

2. *Without – ing or, otherwise Unless*

3. *On – ing and immediately as soon as*

4. *v – ing and When*

5. *On account of /owing to / due to and so, therefore,so, therefore*

As, since, because

6. *too – to Very and so So..... that..... not*

7. *Inspite of / despite but / yet / still though / although /even though*

8. *Besides / being Not only..... but also*

9. *Noun phrase And Who / which*

10. *Having + III form And then After*

Note: S – Simple

D – Compound

X – Complex

Eg:

I

1. In the event of playing well, you will win the prize (S)
2. Play well and you will win the Prize (D)
3. If You Play well, you will win the prize (X)

II.

- Without saving money, you can't be rich (S)
Save money otherwise you can't be rich (D)
If you, don't save money, you can't be rich (X)
(or)

Unless you save money, you can't be rich

III.

- On seeing the mother, the child smiled (S)
The Child saw the mother and immediately it Smiled (d)
As soon as the mother saw the mother, it smiled (X)

IV.

1. Hearing a noise, we looked out (S)
2. We heard a noise and looked out (d)
3. When we heard a noise, we looked out (x)

V.

1. On account of her illness, she was absent (S)
2. She was ill and so she was absent (d)
3. As she was ill, she was absent (x)

VI.

1. The question was too tough for us to answer (s)
2. The question was very tough and so we couldn't answer it (d)

3. *The question was so tough that we couldn't answer it (x)*

VII.

1. *Inspite of his hard work, he was poor (s)*

2. *He worked hard but he was poor (d)*

3. *Though he worked hard he was poor (x)*

VIII.

1. *Besides being a singer. Babu is an actor (s)*

2. *Babu is not only a singer but also an actor (d)*

IX.

1. *I saw a tall boy (s)*

2. *I saw a boy and he was tall (d)*

3. *I saw a boy who was tall (x)*

X.

1. *Having done our exercises, we took bath (s)*

2. *We did our exercises and then we took bath (d)*

3. *After we had done our exercises we took bath (x)*

PUNCTUATE

Good Heavens I gave him a Sovereign and he sank into an armchair Gave him a Sovereign Shouted Trevor and he burst into a roar of laughter.

Answer:

“Good Heavens! I gave him a Sovereign!” and he sank into an armchair. “Gave him a Sovereign!” Shouted Trevor and he burst into a roar of laughter.

II. *I Still remember my mothers remark when I announced my decision to apply to music school she said you re wasting your SAT Scores On Some level I think my Parents were not Sure what the value of music was what its purpose was.*

Answer

I Still remember my mother's remark when I announced my decision to apply to music school. She said, "you're wasting your SAT Scores!" On Some level, I think, my Parents were not Sure what the value of music was, what its purpose was.

Section – C

English – I – Paper

Prose – 2 Mark Question

1. *What was Hughie's financial status?*

Hughie was poor and unemployed. He did not know how to earn money.

2. *Why was Hughie Upset?*

Hughie was unable to fulfil the colonel's condition. So, he was upset.

3. *What made the oldman look a typical beggar?*

The old man's face was dried up, wrinkled and sad. He held out his battered hat for alms. This made the old man look like a typical beggar.

4. *What was the beggar's true identify?*

The beggar was Mr. Baron Hausberg. One of the richest men in Europe.

5. *Why did Hughie fear an adverse reaction from the Baron?*

Hughie had treated the Baron like a beggar. So Hughie feared an adverse reaction from the baron.

6. *Why did Hughie wish to apologise to the Baron?*

Hughie had treated the Baron like a beggar. So he wished to apologies to him.

7. *How did Hughie grow angry with Trevor?*

Trevor had explained Hughie's personal affairs to the old model. So Hughie grew angry with him.

8. *Differentiate "Millionaire Models" and model Millionaires?*

Millionaire models → Models Who pose themselves as millionaires.

*Model millionaires → Millionaires who live as a model example to other millionaires
in the society.*

9. Attempt a Character sketch of

a) Hughie → *Hughie is poor but kind. He won't share his affairs with others.*

b) The Baron → *The Baron is generous and forgiving. He rewards Hughie, who mistook him for a beggar.*

Unit – 2

10. How is music different from astronomy?

Music is the study of relationship between invisible and internal hidden objects.

But astronomy is the study of relationship between observable and external objects.

11. How did Messiaen spend his time in prison?

In prison, Messiaen wrote a music composition – “Quartet for the End of Time”

12. Why did art find a place even in concentration camps?

*Art is essential for life. It is a part of survival. So, it found a place even in
concentration camps.*

13. What is the Significance of art?

Art is part of Survival. It is an expression of our selves.

14. Why didn't the narrator play the piano after the terrible incident?

*The narrator was completely lost. So, he didn't play the piano after the terrible
incident.*

15. Why isn't music an extravaganza or a hobby?

*Music is a basic need of human Survival. It helps to express our feelings. So, it isn't
an extravaganza or a hobby.*

16. What are the two incidents that stress the importance as music as an essential art?

Incident 1: Messiaen wrote a music composition in jail.

Incident 2: The Americans sang songs in spite of the terrible incident on

Sep 11, 2001

Unit – 3

17. Which period of life does Gohale consider a happy one?

Gokhale considers studenthood a very happy period of life.

18. What is the two fold duty to be acquired by students?

Acquiring knowledge and acquiring characters is the two fold duties to be acquired by students.

19. What kind of Character should you acquire when you are a student?

As a student, I should acquire a character of action and generous sentiments. It should also raise the life of people around me.

20. How would you define the true spirit of discipline?

A feeling of reverence for the teacher is the true spirit of discipline.

21. What are the two valuable qualities to be practiced by you as students?

1. Obedience to parents

2. Reverence to Teachers are the two valuable qualities to be practiced by us as students.

22. What should be the student's attitude towards the government?

Loyal acceptance should be the student's attitude towards the government.

23. Prepare a list of all the responsibilities you now face as a student

1. I have to listen to the lessons taught.

2. I have to study them at home

3. I have to do my home work daily

4. I have to get good marks in exams.

24. Will acquisition of knowledge alone help you achieve success in life? Why?

No, acquisition of knowledge, alone won't help me achieve success in life, because success in life depends more upon character than upon knowledge.

Unit – 4

25. Do you know how the Himalayan glaciers are useful?

The Himalayan glaciers melt in Sunlight. They become the water resource for the Ganges and the Yamuna.

26. What is a metropolis?

A metropolis is a chief city with a huge population.

27. What will be the future if the Himalayan glaciers become ice free?

If the Himalayan glaciers become ice – free there will be a scarcity of water.

28. What according to Diwan Singh will happen if the rivers dwindle?

According to Diwan Singh, if the rivers dwindle, there will be an exodus.

29. What according to Peter Gleick will be the future when the water supplies are diminished?

There will be tension over shared water resources. These tensions will lead to violence.

Unit – 5

30. Why is the world of domestic workers “invisible”?

The world of domestic workers hasn't got the recognition of law and the society. So, it is “invisible”.

31. Which are the states in India that have shown concern for the domestic workers?

Maharashtra, Andhra Pradesh, Karnataka, Kerala, Bihar and Rajasthan have shown concern for the domestic workers.

32. *What are the causes for the increase in domestic workers?*

Changes in the economy, and developmental policies are the causes for the increase in domestic workers.

33. *How are some domestic worker's lives similar to those of slaves?*

Some domestic workers work full time. Thus, their lives are similar to those of slaves.

34. *How should employers with a change in attitude treat their domestic workers?*

Employers should accept their domestic workers as workers and not as servants. They should know their rights. They should give them a fair wage.

Unit – 6

35. *What do birds do every year during autumn and early winter?*

Every year during autumn and early winter birds travel from their nesting places to warmer lands.

36. *Who are the brave little voyagers?*

Migrating birds are the brave little voyagers.

37. *Describe the manner in which birds travel in flocks?*

Cranes and geese usually fly in the shape of "V". Swallows, flycatchers, warblers and shore birds fly after fluttering, twittering and calling.

38. *Can you suggest two reasons as to why birds travel in flocks?*

Birds travel in flocks for safety from enemies and to avoid losing their way.

39. *Which is the smallest of all birds?*

The willow warbler is the smallest of all birds.

40. *In What way is migration one of the greatest mysteries of bird life?*

During autumn and early winter, birds travel yearly from their nesting place to warmer lands. They return during spring and early summer. So migration is one of the greatest mysteries of bird life.

41. *The migration of birds faces two main dangers. What are they?*

Danger 1: Sometimes, the birds are blown by storms and drowned in sea.

Danger 2: The bright lights confuses them.

42. *Identify the reasons why birds migrate?*

During winter → Birds migrate to escape cold and get food.

During Summer → Birds migrate to escape heat and get nesting sites.

43. *Describe how ringing is done?*

(Or)

Describe how ringing of migrant birds is done?

A band is tied on a bird's leg. It has a number, date, identification mark and sender's address. The bird is freed. With the place of finding it, its place of migration is found.

44. *There are many unsolved problems in the study of bird migration? What are they?*

Many unsolved problems in the study of bird migration are

1. How do the birds knew their way over the sea without any landmarks?

2. How do they return to the same place yearly?

45. *What is the distance covered by the smallest bird every winter?*

3,200 km is the distance covered by the smallest bird every winter.

Unit – 7

46. *How old is the Brihadeeswarar Temple? Who built it?*

The Brihadeeswarar Temple is thousand years old. Rajaraja Chola built it.

47. *Who built the palace? By whom was it renovated?*

The Nayaks built the place. It was renovated by the Marathas.

48. *What were the Pallava and the Chola eras famous for?*

The Pallava and the Chola eras were famous for monolithic statues.

49. What is the speciality of the vimanam?

The vimanam is built with stones and without mortar. The topmost stone weighs 80 tons.

50. What aspect of the temple baffles engineers till this day?

The topmost stone of the vimanam weighs 80 tons. How the builders lifted it so high without machines baffles engineers till this day.

51. In what way is the tower unbeatable?

The tower has perfect geometry and clarity. Thus, it is unbeatable.

52. What stands testimony to the chola's opulence?

The Bigtemple has a walled fortress. It stands testimony to the chola's opulence.

53. How is the king's reverence to the lord revealed?

The enormity of the deities reveal the king's reverence to the lord.

54. What evokes wonder in the on lookers?

- 1. The pillared cloisters have deities and lingas.*
- 2. There the granite stones are interlocked harmoniously.*

This evokes wonder in the onlookers.

55. What are the contributions of the Cholas towards arts and culture?

- 1. Cholas built many temples.*
- 2. They donated gold and silver to the temples.*
- 3. They also patronized for the development of art and culture.*

56. Who consecrated the temple? How?

Rajaraja Chola consecrated the temple by climbing a ladder with a copper pot of holy water.

57. How necessary is it to preserve these monuments of our culture? Why?

These monuments symbolize the flourishing sculptural expertise and rich culture of ancient India. So, it is greatly necessary to preserve them.

58. List out the specialities of Tanjore.

The Big temple, Carnatic music, dance and traditional handicrafts are the specialities of Tanjore. Besides, Tanjore was Cholas capital.

59. What is written on the vimanam?

The inscriptions on the vimanam talk about Rararaja Chola's gifts to the big temple.

60. What are the things that reflect the generous attitude of the Chola King and his family?

Rajaraja, his sister and queens donated gold and silver to the Big Temple. The gold came from his treasure. These reflect the generous attitude of the Chola King and his family.

5 Mark Questions

Paragraphs:

1. Who was Hughie? How had Hughie treated the model who posed for Trevor?

Hughie was a handsome Youngman. He had no job. He wanted to marry Laura. Laura's father asked him to earn 10000 pounds for their engagement. Hearing it, Hughie was upset. He visited Trevor his friend. Then, Trevor was painting a beggar's picture. The beggar's face looked sad. The beggar battered his hat for alms. So, Hughie took pity on him and gave him a sovereign. Thus Hughie treated the model as a beggar.

2. What was the result of Hughie's mistaking the Baron for a beggar?

Hughie had treated the baron like a beggar, Later he came to know that the beggar was Mr. Baron Hausberg, one of the richest men in Europe. So, Hughie expected an adverse reaction from Baron. Yet, the millionaire forgave Hughie. He had learnt his condition. He sent Hughie a cheque for 10,000 pounds. It was his present for Hughie's marriage.

3. How is character important in life?

Success depends more upon characters. Knowledge alone cannot get success. A person should get knowledge. He should also get good character. Values of knowledge and character are similar. Both are important. So, we should give importance to both. Our character should have energy of action and generous sentiments. Further, it should also raise the life of people around us.

4. What are the various duties of a student? Describe any two duties of a student as pointed out by Gokhale?

Duty 1 → A student's primary duty is towards himself. It is to get a stock of knowledge. It would help him to earn his livelihood.

Duty 2 → A student should have co-operation with his co-students. It will continue in all his life.

Duty 3 → A student should have obedience to parents. He should have respect for the teachers. He gets discipline by respecting teachers.

Duty 4 → A student should accept the government truly.

Duty 5 → A student should help the people in need.

5. What are the alarming threats foreseen by environmentalists, due to water scarcity?

An environmental activist says that people of Delhi are facing a hard situation. Soon, water scarcity will be more. Cereal Production will decrease in South Asia. A water expert says that there will be tension in sharing water. The tension will cause violence. Further, the ice-cap in the Arctic Ocean is becoming thin. So, the ocean won't have ice anymore. These are the threats of water scarcity.

6. Describe briefly how birds migrate?

Bird's migration is a great mystery. They travel during autumn. They return during winter. They don't travel far sometimes they are blown by storms. Sometimes they are confused by bright lights. They fly from 48-64 km an hour. Small birds don't exceed 48 km.

They fly in flocks. Cranes and geese fly in “v” shape. It attracts us Birds migrate for warmth, food and nesting places. So, their migration is interesting.

7. What makes the Brahadeeswarar temple unique and outstanding?

The Brahadeeswarar temple is an architectural wonder. It was built by Rajaraja Chola. It is a symbol of our sculptural skill and culture. The temple looks majestic. The vimanam is built with stones and without mortar. The topmost stone weighs 80 tons. Engineers discuss it even now. The pillars have different designs. The vimanam was built by skilled artisans. There is a fort in the temple. It shows the Chola's richness and vision. The large Linga and Nandhi show their generosity. They are really admirable. Thus, it is a testimony for ever.

Memory Poems

1. Going for water (3rd, 4th & 5th stanzas)

- Robert Frost.

We ran as if to meet the moon
That slowly dawned behind the trees
The barren boughs without the leaves
without the birds, without the breeze.
But once within the wood, we paused
like gnomes that hid us from the moon,
ready to run to hiding new
with laughter when she found us soon.
Each laid on other a staying hand
to listen ere we dared to look,
and in the hush we joined to make
we heard, we knew we heard the brook

2. The cry of the Children

Elizabeth Barrett Browning.

(The first nine lines of the poem)

*“For oh” say the children, “we are weary,
and we cannot run or leap
From your pleasures fair and fine!
If we cared for any meadows, it were merely
To drop down in them and sleep.
Our knees tremble surely in the stooping.
We fall upon our faces, trying to go;
and, underneath our heavy eyelids drooping,
the reddest flower would look as pale as snow.*

3. MIGRANT BIRD

- Famida Y. Basheer

*The globe’s my world. The cloud’s my kin
I care not where the skies begin;
I spread my wings through all the din;
Through fears and fright I fly my flight
No walls for me, no vigil gates,
No flags, no machine guns that blast
Citizens of those border states
Brothers of her brother’s sons.
No maps, no boundaries to block
My sojourn into unknown lands.
I spawn and splash in distant spills,
I breed my brood where’r I will.
I won’t look down. No I will not,*

*with speed of wings I hasten past
And close my eyes against the sun
To dream my dreams and make them last.*

4. MANLINESS

- Rudyard Kipling.

*If you can dream and not make dreams your master;
If you can think and not make thoughts your aim;
If you can meet with triumph and disaster;
And treat those two imposters just the same.
If you can force your heart, and nerve and sinew
To serve your then long after they are gone;
And so hold on when there is nothing in you
Except the will which says to them, "Hold on!"
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the earth and everything that's in it,
And, what is more, you'll be a man, my son.*

Read the following set of poetic lines and answer the questions given below each set.

Unit – 1 To a Millionaire

1. *The world in gloom and splendor passes by,
and thou in the midst of it with blows that gleam.*

1. a. *How is the world described as per the poem?*

The world is in darkness as per the poem.

2. *A creature of that old distorted dream that makes the sound of life an evil cry.*

(i) Who is the creature mentioned here?

The creature mentioned here is the millionaire.

(ii) What does the millionaire make the life?

The millionaire make the life of an evil cry.

(iii) What is the millionaire's old distorted dream?

The old man's dream is to make millions.

*3. Good men perform just deeds, and brave men die,
And won not honour such as gold can give.*

(i) What does good men perform?

Good men perform good deeds.

(ii) Why do the brave men die?

The brave men fight in the war and die.

(iii) What does gold gain?

Gold gains honour.

*4. Old age and youth alike mistaught, misfed,
By want and rags and homelessness made vile.*

(i) Do the working class people get their needs?

No, the working class people do not get their basic needs.

(ii) How are the 'youth' and 'old age' similar here?

They are mistaught and misfed. They are homeless.

5. The grief's and hates, and all the meaner parts

That balances thy one grim misgotten pile.

(i) What attributes to the millionaire's misgotten pile?

The grief's and hates contribute to the millionaire's misgoten pile.

(ii) What is the misgotten pile?

The money earned by the millionaire is misgotten pile.

Unit 2 PIANO

1. Softly, in the dusk, a woman is singing to me;

Taking me back down the vista of years, till I see.

(i) Who is the narrator?

The poet D.H. Lawrence is the narrator.

(ii) Who is singing to the poet?

A woman is singing to the poet.

(iii) What do you mean by 'Vista'?

'Vista' means the visual percept of a region.

2. A child sitting under the piano, in the boom of the tingling strings

And pressing the small, poised feet of a mother who smiles as she sings.

(i) Where is the child sitting? (or)

Who is sitting under the piano?

A child is sitting under the piano.

(ii) What is the child captivated by?

The child is captivated by the music of the strings.

*3. To the old Sunday evenings at home, with winter outside
and hymns in the cosy parlour, the tinkling piano our guide.*

(i) Where does the poet spend his Sunday evenings?

The poet spends his Sunday evenings outside.

(ii) Who is their guide?

The piano is their guide.

4. ----- The glamour of childish days is upon me, my manhood is cast
Down in the flood of remembrance, I weep like a child for the past.

(i) What is cast down in the flood of remembrance?

The poet's manhood is cast down in the flood of remembrance.

(ii) What does the poet do at last?

The poet starts weeping like a child.

Poem – 3 Manliness – Rudyard kipling

1. If you can dream and not make dreams your master;

If you can think and not make thoughts your aim;

a) What does the poet instruct us?

The poet instructs us to dream.

b) How can dreams become masters?

If we always think about the dreams, they can become the masters.

c) What does the poet warn us?

The poet warns us not to make the thoughts our aim.

2. If you can meet with triumph and disaster;

and treat those two imposters just the same;

a) Who are the imposters mentioned here?

Triumph and disaster are the two imposters mentioned here.

3. And so hold on when there is nothing in you

Except the will which says to them, "Hold on"

a) What quality of a man is mentioned in these lines?

"Will power" is the quality mentioned in these lines.

b) What is the significance of the phrase "Hold on"?

If a man has strong will power, he could even control his heart, nerves etc.,

4. *If you can fill the unforgiving minute.*

a) *What does the poet expect from you?*

The poet expects us to forget and forgive the mistakes of others.

b) *Which is the essential quality of a man mentioned here?*

Forgiveness is the essential quality of a man.

5. *Yours is the earth and everything that's in it,*

And, what is more, you'll be a man, my son.

a) *How can one own the earth?*

One can own the earth by forgiving the sinners or wrong doers.

b) *When can one become a 'man'?*

When one wins the hearts of others, he can become a man.

6. *If you can dream and not make dreams your master;*

a) *Which is the significant word used here?*

'If' is the significant word used here.

b) *What is the significance of that word?*

Man should dream. It is used as a conditional word.

Poem – 4 Going for water

- Robert Frost

1. *The well was dry beside the door,*

And so we went with pail and can.

a) *what did they go with?*

They went with a pail and can.

b) *How was the well in their home?*

The well was dry in their home

c) *Where is the well?*

The well is beside the door.

2. *Not loth to have excuse to go.*

Because the autumn eve was fair.

a) *What was the season when this incident happened?*

It was autumn season when this incident happened.

b) *What part of the day was it when they went out?*

It was evening time when they went out.

c) *Where did they go now?*

They went to the fields.

3. *(Though chill) because the fields were ours,*

And by the brook our woods were there.

a) *How was the atmosphere?*

The atmosphere was chill.

b) *Where was the brook?*

The brook was near their woods.

4. *But once within the wood we paused*

Like gnomes that hid us from the moon.

a) *Where did they pause or stop?*

They paused or stopped in the woods.

b) *Why did they pause?*

They reached the woods. Now, they had to seek the brook. So they to listen to the sound of the brook.

5. *Each laid on other a staying hand*

To listen ere we dared to look.

a) *Who laid hand on?*

Both the speakers laid hand on each other.

b) *Why did they lay hand on each other?*

The speakers were enjoying the fun. They checked their look as they are about to reach the brook.

c) *What did they listen to?*

They listened to the sound of the brook.

6. *Now drops that floated on the peol.*

Like pearls, and now a silver blade.

a) *What are the drops of water compared to?*

Drops of water are compared to pearls.

b) *What is the silver blade here?*

The moonlight falls on the river.

The river reflects the light and it looks like silver blade.

5. The cry of the children.

- Elizebeth Barrett Browning.

1. *"For oh!" say the children, "we are weary,*

And we cannot run or leap"

a) *Why are the children weary?*

They work throughout the day. So they are weary.

2. *For all day, we drag our burden tiring,*

Through the coal-dark, underground

a) *Where do they work?*

They work in the dark coal mines.

b) *What is their burden?*

The heavy coal is their burden.

3. *Or, all day, we drive the wheels of iron*

In the factories, round and round.

a) *Where do the children work?*

The children work in factories.

b) *What is their work in the factories?*

They have to drive the heavy iron wheels in the factories.

4. *For, all day, the wheels are droning, turning.....*

Their wind comes in own faces.....

Till our hearts turn, our head, with pulses burning.

a) *How is the wind from the wheels?*

The wheels blow hot wind.

b) *What is the effect of the hot wind on them?*

The children feel their pulses and hearts burning.

5. *And the walls turn in their places.....*

Turns the sky in the high window blank and reeling.....

a) *How can the children see the sky?*

The children can see the sky through the high window.

b) *What happened to the walls?*

The walls seem to turn in their places.

6. MIGRANT BIRD.

1. *"The globe's my world. The cloud's my kin.*

I care not where the skies begin;

a) *Who is the speaker here?*

The migrant bird is the speaker here.

b) *Who is the relative of the bird?*

The cloud is the relative of the bird.

2. *No walls for me, no vigil gates,*

No flags, no machine guns that blast.

a) *What does the word "walls" refer here?*

The word, "walls" refers to the restrictions for the birds entry into other land.

b) *Does the bird have any nativity?*

No, the bird has no nativity.

c) *How is the world of the bird?*

The world of the bird is so peaceful where there is no gun sound.

3. *No maps, no boundaries to block*

My sojourn into unknown lands.

a) *Why does the bird have no map?*

Since it does not belong to a single land, it has no particular map of its own.

b) *How long does the bird stay in unknown lands?*

The bird stays for a short period on unknown lands.

4. *I spawn and splash in distant spills,*

I breed my brood where'r I will

a) *What does the bird do?*

It splashes its wings. It lays eggs and produces its species.

b) *will the bird hate anyone?*

No, it will not hate anyone.

5. *With speed of wings I hasten past*

and close my eyes against the sun.

a) *How does the bird fly?*

The bird flies with great speed.

b) What does the bird do during its flight?

It closes its eyes against the sun.

6. To dream my dreams and make them last.

a) What does the bird want to do with its dreams?

The bird wants to make the dreams stay for a long time.

b) What does he do?

The bird dreams.

7. SHILPI

- Ashwin Parthiban.

1. A mirror of his changing moods

Now sure, now steeped in thought

a) What is the mirror here?

The Shilpi's face is the mirror here.

b) What does it show?

It shows the changing moods of the Shilpi.

c) What is sure now?

The Shilpi is now filled in thoughts. It is sure.

2. Bleary eyes,

Sinews taut yet steady.

Decades of practice

Heir dooms of rich traditions

a) How are the eyes of the Shilpi?

The Shilpi's eyes are dull.

b) How long has he practiced the art?

The Shilpi has practiced the art for decades.

3. The days of toil,

Hammer and chisel laid aside)

Did the Shilpi work hard to finish his work?

Yes, the Shilpi toiled for days to finish his work.

b) What did he leave aside?

The Shilpi left his tools like hammer and Chisel aside.

c) Why did he leave his tools aside?

The Shilpi wanted to take a look at his finished work. So he left his tools aside.

4. Only bloodshot eyes betray

Deep pride, then reverence

Lo! God in man's image!

a) Why are the eyes blood shot?

The Shilpi has spent a many sleepless nights. His eyes are dull and tired. So his eyes are bloodshoot.

b) What are the emotions mentioned here?

The poet feels pride and he respects his work.

c) Who is in man's image?

God is in man's image.

POETIC DEVICES

Introduction :

A figure of speech is a change from the ordinary manner of expression, using words in other than their literal sense to enhance the way a thought is expressed. These figures of speech are employed in a poem.

Alliteration :

Alliteration is the repetition of an initial consonant sound.

The well was dry beside the door,

In this line we can see that the consonant sound / d / is found alliterated in the words dry and door. This is the alliteration.

Apostrophe :

When there is a breaking off discourse to address some absent person or thing, some abstract quality, an inanimate object, or a nonexistent character, we call it an apostrophe.

O ye Wheels'.....

Here the wheels that are inanimate things are addressed. it is the apostrophe.

Metaphor :

Metaphor is an implied comparison between two unlike things that actually have something important in common.

The cloud's my kin.

Here the bird thinks that the cloud is like his kin (relation). It is an implied comparison between cloud and relations. It is metaphor.

Onomatopoeia :

It is the use of words that imitate the sounds associated with the objects or actions they refer to.

A slender tinkling fall that made.

Here the word 'tinkling' refers to the sound. It is Onomatopoeia.

Personification :

A figure of speech in which an inanimate object or abstraction is endowed with human qualities or abilities.

The world in gloom and splendour passes by. The world here is animated as a human being passing by. The world is personified.

Simile :

It is a stated comparison (usually formed with "like" or "as") between two fundamentally dissimilar things that have certain qualities in common.

Now drops that floated on the pool.

Like pearls, and now a silver blade.

Here, water is compared to pearls. They are not similar. Pearls are precious and attractive and the colour of the pearl is as good as that of water. So, here the poet employed

simile.

Oxymoron :

It is the usage of contradictory terms.

eg: The wisest fool.

Harmonic cacophony.

1. To a Millionaire

Read the following lines from the poems and answer the questions given below them:

1. The world in gloom and splendour passes by.

a) what is the figure of speech employed here?

The figure of speech present here is Personification.

2. The world in gloom and splendour passes by,

And thou in the midst of it with brows that gleam,

A creature of that old distorted dream

That makes the sound of life an evil cry.

a) Identify the rhyme scheme of this stanza.

The rhyme scheme of this stanza is abba.

b) What are the rhyming words?

The rhyming words are by-cry and gleam – dream.

3. Good men perform just deeds, and brave men die,

And win not honour such as gold can give,

While the vain multitudes pold on, and live,

And serve the curse that pins them down. But I

a) Identify the rhyme scheme of this stanza.

The rhyme scheme of this stanza ia abba.

b) What are the rhyming words?

The rhyming words are die – I and give – live.

4. Think only of the unnumbered broken hearts,

The hunger and the mortal strife for bread,

Old age and youth alike mistaught, misfed,

By want and rags and homelessness made vile.

a) What are the rhyming words?

The rhyming words are bread – misfed

5. A creature of that old distorted dream

a) Mention the alliteration here.

The consonant sound / d / is alliterated in the words distorted and dream. It is the alliteration.

6. And win not honour such as gold can give.

a) Mention the alliteration here.

The consonant sound / g / is alliterated in the words gold and give. It is the alliteration.

7. Old age and youth alike mistaught, misfed,

a) Mention the alliteration here.

The consonant sound / m / is alliterated in the words *mistaught* and *misfed*. It is the alliteration.

2. PIANO

Read the following lines from the poems and answer the questions given below them:

1. *Taking me back down the vista of years, till I see.*

a) *what is the figure of speech employed here?*

The figure of speech used here is personification. Memory is personified. The poet is lead by memory down the lane of his childhood days.

2. *Softly, in the dusk, a woman is singing to me:*

Taking me back down the vista of years, till I see.

a) *What are the rhyming words?*

The rhyming words are "me and see"

3. *A child sitting under the piano, in the boom of the tingling strings*

And pressing the small, poised feet of a mother who smiles as she sings.

a) *What imagery can you draw from this line?*

Like a young one caressing its mother, the poet presses his mother's feet. This imaginary I can draw from this line.

b) *What are the rhyming words?*

The rhyming words are "strings and sings"

c) *Pick out the work that refers to a sound. What is the figure of speech employed here?*

The word that refers to a sound is 'tingling'. The figure of speech employed is Onomatopoeia.

4. *And pressing the small, poised feet of a mother who smiles as she sings.*

a) *What is the figure of speech employed here?*

The figure of speech employed here 'alliteration'.

The consonant sound / p / is alliterated in the words – pressing and poised.

The consonant sound / s / is alliterated in the words – small, smiles and sings.

5. In spite of myself, the insidious mastery of song.

a) What is the figure of speech employed here?

The figure of speech employed here 'alliteration'.

The consonant sound / m / is alliterated in the words – myself and mastery.

6. Betrays me back, till the heart of me weeps to belong.

a) What is the figure of speech employed here?

The figure of speech employed here is 'alliteration'.

The consonant sound / b / is alliterated in the words – betrays, back and belong.

7. And hymns in the cosy parlour, the tinkling piano our guide.

a) What is the figure of speech employed here?

The figure of speech used here are Onomatopoeia and alliteration.

The word 'tinkling' refers to the music of the piano. It is Onomatopoeia.

The consonant sound / p / is alliterated in the words – parlour and piano. It is the alliteration. .

8. Of childish days is upon me, my manhood is cast

Down in the flood of remembrance, I weep like a child for the past.

a) Pick out the words rhyming.

The rhyming words are 'cast – past'

b) What is the figure of speech used in the line "I weep like a child"?

The figure of speech used here is simile.

3. MANLINESS

Read the following lines from the poems and answer the questions given below them:

1. *If you can dream and not make dreams your master;*

If you can think and not make thoughts your aim;

If you can meet with triumph and disaster;

And treat those two impostors just the same;

a) *Find out the rhyme scheme of these lines.*

abab

b) *Pick out the rhyming words.*

Master – disaster, aim – same

2. *If you can meet with triumph and disaster;*

And treat those two impostors just the same;

a) *Pick out the words in alliteration?*

Treat, those, two.

3. *If you can force your heart, nerve, and sinew*

To serve your turn long after they are gone;

And so hold on when there is nothing in you

Except the will which says to them, "Hold on".

a) *Find out the rhyme scheme of these lines.*

abab

b) *Pick out the rhyming words.*

Sinew – you; gone - on

c) *Pick out the words in alliteration?*

Will – which.

4. *If you can fill the unforgiving minute*

With sixty seconds' worth of distance run,

Yours is the earth and everything that's in it,

And, what is more, you'll be a man, my son.

a) *What is the rhyme scheme used here?*

abab.

b) *Pick out the rhyming words.*

Minute – it, run-sun.

5. *If you can fill the unforgiving minute*

With sixty seconds' worth of distance run,

a) *Which are the words in alliteration.*

Sixty, seconds.

6. *And, what is more, you'll be a man, my son.*

a) *Which are the words in alliteration.*

More, man, my.

7. *Yours is the earth and everything that's in it,*

a) *Which are the words in alliteration.*

Earth – everything.

4. GOING FOR WATER

Read the following lines from the poems and answer the questions given below them:

1. *The well was dry beside the door,*

And so we went with pail and can

Across the fields behind the house

To seek the brook if still it ran;

a) *Give the words in alliteration.*

The words in alliteration are

The consonant sound / d / is alliterated in the words dry and door.

The consonant sound / w / is alliterated in the words we, went and with.

b) What is the rhyme scheme of this stanza?

The rhyme scheme of this stanza is abcb.

c) What are the rhyming words?

The rhyming words are can – ran.

2. Not loth to have excuse to go,

Because the autumn eve was fair

(Though chill), because the fields were ours,

And by the brook our woods were there.

a) Give the words in alliteration

The words in alliteration are

The consonant sound / d / is alliterated in the words dry and door.

The consonant sound / w / is alliterated in the words we, went and with.

b) What is the rhyme scheme of this stanza?

The rhyme scheme of this stanza is abcb.

c) What are the rhyming words?

The rhyming words are fair – there.

3. We ran as if to meet the moon

That slowly dawned behind the trees,

The barren boughs without the leaves,

Without the birds, without the breeze.

a) What is the rhyme scheme of this stanza?

The rhyme scheme of this stanza is abbb.

c) What are the rhyming words?

The rhyming words are trees and leaves.

a) Give the words in alliteration

The words in alliteration are

The consonant sound / b / is alliterated in the words barren – boughs, birds - breeze.

4. *“We ran as if to meet the moon”.*

a) *What is the figure of speech employed in this line?*

The figure of speech employed in the line is hyperbole.

b) *Give the words in alliteration.*

The words in alliteration are

The consonant sound / m / is alliterated in the words meet and moon.

5. *Each laid on other a staying hand*

To listen ere we dared to look,

And in the hush we joined to make

We heard, we knew we heard the brook.

a) *What is the rhyme scheme of this stanza?*

The rhyme scheme of this stanza is abcb.

c) *What are the rhyming words?*

The rhyming words are look and brook.

a) *Give the words in alliteration*

The words in alliteration are

listen, look.

6. *We heard, we knew we heard the brook.*

a) *What imagery is employed in this poem?*

Auditory imagery is employed in this poem. A slender tinkling fall that made.

b) *What is the figure of speech employed in this line?*

The figure of speech employed is ‘onomatopoeia’.

7. *A note as from a single place,*

*A slender tinkling fall that made
Now drops that floated on the pool
Like pearls, and now a silver blade.*

a) *What is the rhyme scheme of this stanza?*

The rhyme scheme of this stanza is abcb.

b) *What are the rhyming words?*

The rhyming words are made and blade.

c) *What is the imagery employed in this line?*

Auditory imagery is employed in this line.

5. The cry of the children.

Read the following lines from the poems and answer the questions given below them:

1. *"For oh". say the children, "we are weary,*

a) *Pick out the words in alliteration.*

We and weary.

2. *From your pleasures fair and fine!*

a) *Pick out the words in alliteration.*

From, fair, fine.

3. *To drop down in them and sleep.*

a) *Pick out the words in alliteration.*

Drop, down.

4. *Our knees tremble sorely in the stooping.....*

We fall upon our faces, trying to go;

And, underneath our heavy eyelids drooping

The reddest flower would look as pale as snow.

a) *Bring out the rhyme scheme used in these lines.*

The rhyme scheme employed here is abab.

b) Pick out the rhyming words in these lines.

Stooping – drooping, go - snow.

a) Pick out the words in alliteration.

Fall, faces.

5. The reddest flower would look as pale as snow.

a) Identify the figure of speech employed in this lines.

Simile.

6. For, all day, the wheels are droning, turning

Their wind comes in our faces,

Till our hearts turn, ... our head, with pulses burning,

And the walls turn in their places.....

a) What is the rhyme scheme used here.

The rhyme scheme is abab.

b) Which are the rhyming words here?

Turning – burning, faces – places.

c) What is the significance of the dash (-) used in these lines?

They are the gap fillers.

7. Turns the long light that droppeth down the wall.....

a) Pick out the words in alliteration.

Long, light; droppeth, down.

b) What is the archaic word used here?

The archaic word used here is 'droppeth'.

8. 'O ye wheels' (breaking out in a mad moaning)

'Stop! be silent for to-day!'

a) What are the poetic devices used here?

Personification and Apostrophe.

9. For, all day, we drag our burden tiring,

a) Pick out the words in alliteration.

day - drag.

10. Till our hearts turn, our head with pulses burning.

a) Pick out the words in alliteration.

Till, turn are the words in alliteration.

11. Turns the sky in the high window blank and reeling

Turns the long light that droppeth down the wall

Turn the black flies that crawl along the ceiling

All are turning, all the day, and we with all,

a) What is the rhyme scheme used here?

abab is the rhyme scheme used here.

b) Which are the rhyming words here?

Reeling – seeling, wall – all.

6. MIGRANT BIRD

Read the following lines from the poems and answer the questions given below them:

1. "The globe's my world. The cloud's my kin

I care not where the skies begin;

I spread my wings through all the din;

Through fears and fright I fly my flight.

a) What is the rhyme scheme used in these lines?

The rhyme scheme used in these lines is aaab.

b) Pick out the rhyming words in these lines.

kin, begin, din

2. *'Through fears and fright I fly my flight.*

a) *Which are the words in alliteration?*

Fears, fright, fly, flight.

3. *Citizens of those border states, -*

Brothers of her brother's sons.

a) *Pick out the words in alliteration.*

Brothers – brother's

4. *I care not where the skies begin;*

a) *What are the poetic devices used here?*

The poetic license (skies) is used here.

5. *I spawn and splash in distant spills,*

I breed my brood where'r I will.

a) *What is the poetic device used here?*

Onomatopoeia is the poetic device used here.

b) *Pick out the words in alliteration.*

breed – brood.

c) *Pick out the rhyming words.*

Spills, will

6. *'No maps, no boundaries to block'.*

a) *Pick out the words in alliteration.*

Boundaries – block.

b) *What imagery is employed here?*

Visual imagery is employed here.

7. *With speed of wings I hasten past*

*And close my eyes against the sun
To dream my dreams and make them last.*

a) *Which are the rhyming words?*

Past, last.

b) *Pick out the words in alliteration.*

Dream – dreams.

7. SHILPI

Read the following lines from the poems and answer the questions given below them:

1. *Harmonic cacophony to oblivious ears.*

a) *What is the imagery employed here?*

Auditory imagery is employed here.

b) *What is the figure of speech used here?*

The figure of speech used here is Oxymoron.

2. *Bleary eyes,*

Sinews taut yet steady.

a) *What is the figure of speech employed here?*

Alliteration is the figure of speech employed here. The consonant sound / s / is alliterated in the words 'sinews' and 'steady'.

3. *Only bloodshot eyes betray.*

a) *What is the poetic device employed here?*

Alliteration is the poetic device employed here. The consonant sound / b / is alliterated in the words 'bloodshot' and 'betray'.

4. *There is alliteration in the first two lines of the poem. Write down those words which are in alliteration.*

Steady throb

Then staccato rhythm.

The consonant sound / s / is alliterated in the words steady and staccato. This is alliteration.

5. Point out at least four more instances of alliteration, from the poem.

Now sure, now steeped in thought.

The consonant sound / s / is alliterated in the words sure and steeped. This is alliteration.

In stark evidence

The knocking softens, fades

The consonant sound / s / is alliterated in the words stark and softens. This is alliteration.

Rugged lines melt

Sharp edges merge.

The consonant sound / m / is alliterated in the words melt and merge. This is alliteration.

He steps back, surveys with

Close scrutiny, then sharp critical glare.

The consonant sound / s / is alliterated in the words steps, surveys and scrutiny. This is alliteration.

IV. D. Answer in a paragraph any one of the following question. (Q.No: 61-63)

a) How does the poet portray a millionaire?

A millionaire is bright, When the world is sad. He is like a creature making the life's sound evil cry. Good men do honest actions. Brave men give their lives for honour. But the millionaire gets honour using gold. Further many people suffer, hunger, rags and homelessness. Then the millionaire earns more money dishonestly. Thus, he is selfish and

dishonest.

b) Describe the various qualities success and failure manliness.

Manliness has many qualities. We can have dreams. But we should not make them our master. We may have success and failure. We should treat them equally. Our heart and nerve may be weak. But we should make them serve our team. Then we should stand firm. Our will should be strong. We should be patient at the time of injustice. Then the earth is ours.

c) What are the poet's reminiscences about his childhood days in the poem "Piano"?

D.H. Lawrence describes his childhood days in "Piano". He hears a woman's song. It reminds him his mother's song. As a child, he was sitting under the piano. He was hearing the boom of the strings. Then he pressed his mother's feet. She smiled while singing her song. In Sunday evenings, he sang hymns. His childhood days attract him. So, his manhood is kept away. He weeps for the past.

SECTION – E (Language Functions)

V. a) I. For the passage refer to the text book on page No: 11 & 12.

Questions & Answers.

1. Buffet is known as the legendary investor.
2. Buffet is currently rated as the wealthiest person in the world – false.
3. Edward warren Buffet is appreciated for his largest contribution to charity.
4. Buffet did not wish to transfer his huge property to the next generation.
5. Having too much money would make people idle.

II. For the passage refer to the text book page No: 13.

1. When did Euro come into world wide acceptance?

Euro came into worldwide acceptance on 1st January, 2002.

2. Euro was accepted without opposition – False.

3. Bring out the sibling rivalry in the family of Euro.

There was sibling rivalry with Dollar, Lira and sterling in the family of Euro. They were

jealous.

4. What is the present status of Euro?

Now almost all the European countries have accepted Euro as valid currency.

5. To which continent does this currency belong?

Find out the name of at least three countries whose currency is the Euro.

This currency belongs to Europe, Germany, Austria and Belgium are the countries which use the Euro.

III. For the passage refer to the text book page No: 33 & 34.

1. What does 'The Falling Man' refer to?

"The Falling Man" refers to a film depicting a man's fall on Sep. 11.

2. Why weren't the deaths of the hijackers considered homicides?

The death of the hijackers were not considered homicides because they killed themselves.

3. Was the man jumping head long or falling from the Tower? Give reasons for your answer.

The man was jumping head long to save himself from the fire and smoke.

4. People who fell to their deaths on September 11 are not "jumpers?"

The people who fell to their deaths on September 11 had no intention of committing suicides as jumpers.

5. How is the victim's identity revealed in the film?

The victim's identity is revealed in the film by his brother in the morgue by the victim's hands and shoes.

6. What clothing would Briley usually wear to work?

Briley usually would wear an orange undershirt to work.

7. Who is the falling man, according to official sources?

The identity of the falling man has never been officially confirmed.

IV. For the passage refer to the text book page No: 57.

- 1. Personality is the combination of physical, emotional, spiritual and psychological aspects of a person.*
- 2. We should have a positive attitude to everything.*
- 3. We should speak only when required and when of utmost little and only with necessity.*
- 4. Words have the power of motivating one or discouraging one.*
- 5. The higher you reach the more humble you should be.*

V. For the passage refer to the text book. Page 59.

- 1. The holy grail of football refers to the FIFA trophy.*
- 2. The phrase "lay its hands on" means to secure.*
- 3. Victory owes its name to the Greek goddess Nike.*
- 4. Jules Rimet was an eminent personality in the patronage of football.*
- 5. Pickles is the name of a dog on a morning walk.*
- 6. The thieves of Brazil loved football intensely.*
- 7. Pick out the phrase from the passage which means "had to face shame". The phrase is "had egg on its face".*
- 8. Why would FIFA need a new trophy for the world cup tournament in 2042?*

FIFA would need a new trophy for the world cup tournament in 2042 because the present trophy has space to accommodate the winners and the winning years only until 2038.

VI. For the passage refer to the text book. Page 74.

- 1. What is the effect of rain on earth?*

Rain spatters the earth and fills ponds. Lakes brim.

- 2. What can eradicate rural poverty?*

More rainfall can eradicate rural poverty.

3. Match the words from the text to their definitions.

(a) Monsoon - a period of heavy rain in summer.

(b) eradicate - wipe out

(c) ingenuity - ability to solve problems in clever new ways

(d) caw - the unpleasant sound that is made by crows.

(e) deluge - a sudden very heavy rain fall.

VII. For the passage refer to the text book. Page 112 & 113.

1. Children of all nations will be assured of a life of dignity if they have basic rights.
2. Children in India between the age of six and fourteen will be provided education.
3. The government has banned the hiring of children in hotels and tea shops.
4. The Indian Government passed the right to education act in April 2010.
5. Call 1090 / 1091 for help in crimes against children.

V. (b) Error spotting

Note:

Steps to spot errors.

1. Read each sentence carefully.
2. Understand the meaning first.
3. Try to identify the grammatical error in each.
4. Check if the mistake is related to tense, singular / plural, from the given noun, article, preposition, adjective or order of the words.
5. Correct the error.
6. Write the sentences without errors.

I. Articles:

1. The property was divided among the two sons.

The property was divided between the two sons.

2. *The frog jumped in the pool.*

The frog jumped into the pool.

3. *The book is in the table.*

The book is on the table

III. *Concord: (Agreement between the verb and the subject)*

(i.e.) The subject is singular in number, the verb should be singular.

1. *Many people behaves rudely now-a-days.*

Many people behave rudely now-a-days.

2. *The committee have decided it together.*

The committee has decided it together.

IV. *When two or more singular objects connected by as well as, along with, in addition to, not only but also, each, either of, neither of, none of, one of the and every will take singular verb only.*

1. *Each one have a watch.*

Each one has a watch.

2. *Either of these books are worth reading.*

Either of these books is worth reading.

3. *One of the girls sing well.*

One of the girls sings well.

V. Number:

1. *Some plural words always used as singular.*

a) *Subjects : Mathematics, physics, civics, statistics.*

b) *Games : Chess, billiards, athletics.*

c) *Diseases : Measles, Rabies, Rickets.*

d) *General : News, Alms, Business, Classics.*

2. *Some nouns always used as plural.*

Police, people, Glasses, trousers, pants, cattle, sheep.

1. *The news are very thrilling.*

The news is very thrilling.

2. *Mathematics are my favorite subject.*

Mathematics is my favorite subject.

3. *Five thousand rupees are not a big sum today.*

Five thousand rupees is not a big sum today.

VI. Phrases:

1. *He prefers coffee than tea.*

He prefers coffee to tea.

2. *I would rather go by bus to train.*

I would rather go by bus than train.

VII. Tenses:

1. *When I was reaching the station, the train had left.*

When I reached the station, the train had left.

2. *Last week, I had gone to chennai.*

Last week, I went to chennai.

Spot the errors.

1. *The theatre was crowding with so many people that we couldn't find a place to sit.*

The theatre was being crowded with so many people that we couldn't find a place to sit.

2. *The construction worker was strike by a falling beam while he was working at the annexure block.*

The construction worker was struck by a falling beam while he was working at the annexure block.

3. The agenda is discussing now, so members are free to voice their opinions.

The agenda is being discussed now, so members are free to voice their opinions.

4. At 8.30 last night, technicians were tried to reconnect the damaged power lines and restore electricity in our area.

At 8.30 last night, technicians tried to reconnect the damaged power lines and restore electricity in our area.

5. The cupboard crammed with so many things that everything fell out when I opened it.

The cupboard was crammed with so many things that everything fell out when I opened it.

6. Do you know which is world's tallest building?

Do you know which is the world's tallest building?

7. We did not reject the proposal, nor we accepted it.

We did not reject the proposal, nor did we accept it.

8. I place great confidence on you.

I put great confidence on you.

9. One of these cycle is defective.

One of these cycles is defective.

10. He is good athlete. He performs well.

He is a good athlete. He performs well.

11. Have any one seen my purse?

Has any one seen my purse?

12. Neither the secretary nor the manager were available.

Neither the secretary nor the manager was available.

13. The furniture were displayed at the showroom.

The furniture was displayed at the showroom.

14. *My mother made the servant to do the work.*

My mother made the servant do the work.

15. *This is a hardly nut to crack.*

This is a hard nut to crack.

Look at the picture given below and answer the following:

Questions in one or two sentences of your own. 5 x 1 = 5

1. *What do you see in the picture?*

In this picture, I see riding triples on a bike in Chennai.

2. *How many persons are on the bike?*

There are three persons on the bike.

3. *Do you think a bike should carry more than two persons? Give a reason for your answer.*

No. a bike should carry only two persons as per traffic rule.

4. *What would be the danger of riding triples on a bike?*

Riding triples on a bike may cause accident.

5. *What would you do if you saw your friend riding a bike in this manner?*

I would advise him not to ride triples on a bike.

Wish you all success
