

# APPOLO STUDY CENTRE

## Group II/ IIA Prelims English language Test Syllabus

### TEST - 2 PART - A (GRAMMER)

- Antonym
- Tense
- Infinitive, Gerund, Participle
- Voice
- Sentence Pattern
- Plural forms
- Blending words
- Compound words

#### 1. ANTONYM

Find the antonyms for the underlined words in the following sentences.

- Seventeen oranges were hidden in the narrator's pockets.  
a) exposed      b) masked      c) concealed      d) buried
- Clem Jones was ordered to open the box.  
a) prepared      b) arranged      c) forced      d) requested
- Pongo locked the narrator inside the cabin.  
a) closed      b) sealed      c) released      d) chocked
- Pongo carefully searched the narrator's pockets.  
a) attentively      b) carelessly      c) cautiously      d) strictly
- The narrator of the story felt very sick for a week.  
a) healthy      b) disordered      c) feeble      d) unhealthy

Choose correct antonyms for the italic word.

- Ajay suffered an *injury*.  
a) sorrow      b) endure      c) hurt      d) mourn
- Ajay mastered the techniques of painting.

a) skilled    b) proficient    c) unskilled    d) experienced

3. Ilavazhagi won world championship in 2008.

a) attain    b) succeed    c) lost    d) achieved

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**Choose the correct antonyms for the Italic word.**

1. Karan visited his **ancestral** village.

a) modern    b) ancient    c) traditional    d) old

2. We should use our mobile **safely**.

a) unsafely    b) cautiously    c) harmless    d) careful

3. Medicine should be **stored**.

a) consumed    b) gathered    c) reserved    d) saved

4. The neem tree **provides** shelter to many birds.

a) gives    b) with holds    c) offers    d) bestows

5. It is a **latest** mobile.

a) updated    b) outdated    c) new    d) modern

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**Choose correct antonyms for the italic word.**

1. Verti's wife replied **angrily**.

a) calmly    b) annoyed    c) irritated

2. The vegetables look **fresh**.

a) modern    b) dull    c) new

3. Vetri had a **strong** will to start a new business.

a) compelling    b) powerful    c) weak

4. Vetri was **surprised** by his friend.

a) unsurprised    b) expected    c) predictable

5. He spoke **nervously**.

a) agitated    b) confident    c) anxious

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**Choose the correct antonyms for the italicized words.**

1. The explosion had **weakened** the building's foundations.  
a. drab      b. dull      c. strengthen      d. weak
2. A **stranger** was roaming around the street.  
a. well known      b. newcomer      c. unknown      d. foreigner
3. She was very courageous, nothing seem to **bother** her.  
a. worry      b. annoy      c. pester      d. Pleasing
4. He asked the manager to **improve** the facility in the hall.  
a. worsen      b. better      c. enhance      d. upgrade
5. A good diet is **beneficial** to health.  
a. beneficial      b. helpful      c. harmful      d. useful

**Fill in the blanks with the opposites of the words given in brackets.**

1. We should learn from our \_\_\_\_\_ (success).  
**Ans:** Failure
2. Children don't like to read \_\_\_\_\_ (interesting) books.  
**Ans:** Uninteresting
3. Be \_\_\_\_\_ (general) when you are telling us what you need.  
**Ans:** Specific
4. The teacher asked the children to \_\_\_\_\_ (start) talking.  
**Ans:** Stop
5. The new boss decided to \_\_\_\_\_ (appoint) the lazy workers.  
**Ans:** Dismiss

**Match the each word with its antonyms:**

1.	Shady	a. Sunny
2.	Bored	b. Interested
3.	Glee	c. Misery
4.	Panic	d. Calm
5.	Hasty	e. Slow

**Find the antonym for the following words.**

- |             |         |         |
|-------------|---------|---------|
| 1. Delight  | × _____ | sorrow  |
| 2. Disgrace | × _____ | honour  |
| 3. Careless | × _____ | careful |
| 4. Secret   | × _____ | open    |
| 5. Confine  | × _____ | free    |

**Choose the correct antonym for *italicised* word.**

- Ajay *suffered* an injury.  
a) sorrow   b) endure   c) hurt   d) mourn   **(b)**
- Ajay *mastered* the techniques of painting.  
a) skilled   b) proficient   c) unskilled   d) experienced   **(c)**
- Ilavazhagi *won* world championship in 2008.  
a) win   b) succeed   c) lost   d) well-skilled   **(c)**
- His Grandmother was very *kind* to him.  
a. affectionate   b. loving   c. disrespectful   d. cruel   **(d)**
- The boy seemed to have a *taste* for mathematics.  
a. delicious   b. sweet   c. distaste   d. against   **(c)**
- Isaac *possessed* a wonderful faculty of acquiring knowledge.  
a. owned   b. controlled   c. lacks   d. have   **(c)**

**Choose the correct antonyms for the *Italic* word.**

- Karan visited his *ancestral* village.  
a) offspring   b) family   c) house   d) relative   **(a)**
- We should use our mobile *safely*.  
a) unsafely   b) securely   c) protect   d) save   **(a)**
- Medicine should be *stored*.  
a) consumed   b) deleted   c) preserved   d) registered   **(a&b)**
- The neem tree provided *shelter* to many birds.  
a) residence   b) unprotection   c) home   d) security   **(b)**

5. It is a *latest* mobile.

- a) updated      b) outdated      c) new      d) modern      **(b)**
- 

**Choose correct antonyms for the italic word.**

1. Verti's wife replied *angrily*.

- a) calmly      b) annoyed      c) irritate      **(a)**

2. The vegetables look *fresh*.

- a) rotten      b) dull      c) new      **(a)**

3. Vetri had a *strong* will to start a new business.

- a) desire      b) thin      c) weak      **(c)**

4. Vetri was *surprised* by his friend.

- a) unsurprised      b) expected      c) shocked  
(a)

5. He spoke *nervously*.

- a) Scared      b) confident      c) anxious      **(b)**
- 

**Choose the correct antonyms for the italicized words.**

1. The explosion had *weakened* the building's foundations.

- a. dreary      b. dull      c. strengthen      d. weak      **(c)**

2. A *stranger* was roaming around the street.

- a. well known      b. newcomer      c. unknown      d. foreigner      **(a)**

3. Vairavan is having a spot of *bother* with law.

- a. worry      b. annoy      c. pester      d. pleasing      **(d)**

4. He asked the manager to *improve* the facility in the hall.

- a. amenity      b. comfort      c. uneasy      d. short coming      **(d)**

5. A good diet is *beneficial* to health.

- a. benefit      b. helpful      c. harmful      d. useful      **(c)**
-



**Match the words in column A with their antonym in column B**

s.no	A	B	Answer
1.	Concentrate	Incomplete	Distract
2.	Inevitable	Distract	Preventable
3.	Occasional	Wise	Continual
4.	Complete	Continual	Incomplete
5.	Insane	Preventable	Wise

**Find the antonyms for the underlined words in the following sentences.**

- Seventeen oranges were hidden in the narrator's pockets.  
a. exposed    b. masked    c. concealed    d. buried    **(a)**
- Clem Jones was ordered to open the box.  
a. prepared    b. arranged    c. forced    d. requested    **(d)**
- Pongo locked the narrator inside the cabin.  
a. closed    b. sealed    c. released    d. chocked    **(c)**
- Pongo carefully searched the narrator's pockets.  
a. attentively    b. carelessly    c. cautiously    d. strictly    **(b)**
- The narrator of the story felt very sick for a week  
a. healthy    b. disordered    c. feeble    d. unhealthy    **(a)**

**Read the following words and choose the correct antonyms from the options given:**

Words	Options			
1. Moist	a. Marshy	<b>b. Arid</b>	c. Slimy	d. sultry
2. Frivolous	<b>a. Serious</b>	b. sad	c. Furious	d. happy
3. Omitted	a. Isolated	b. rejected	c. Contracted	<b>d. included</b>
4. Protest	a. Promote	b. apprehend	<b>c. accept</b>	d. project
5. Serenity	a. Simplicity	<b>b. anxiety</b>	c. absurdly	d. stupidity
6. Scattered	a. Sprinkled	b. Multiplied	<b>c. gathered</b>	d. covered
7. Monotonous	<b>a. Interesting</b>	b. Tiresome	c. fragrant	d. satisfying

Find out the antonym of the underlined word in each of the following sentences.

1. \_\_\_\_ which are not to be despised.  
a. hated                      b. liked                      c. respected                      d. defeated                      **(b& c)**
2. One does not feel wise, braver or more optimistic.  
a. opportunistic                      b. cheerful                      c. realistic                      d. Pessimistic                      **(d)**
3. Not the flat, shallow type \_\_\_\_  
a. narrow                      b. wide                      c. deep                      d. direct                      **(c)**
4. Predicting the arrival of visitors \_\_\_\_  
a. journey                      b. departure                      c. migration                      d. Perusal                      **(b)**
5. \_\_\_\_ but they are sufficient to show how subtilized the whole business has become.  
a. enough                      b. suffocative                      c. inadequate                      d. submissive                      **(c)**
6. She shouted intuitively  
a. Apparent                      b. Natural                      c. Artificial                      d. Spontaneous                      **(c)**

Go through the lesson and spot the words opposite to the meaning of the following.

- |               |   |               |
|---------------|---|---------------|
| 1. rare       | - | prevalent     |
| 2. primitive  | - | sophisticated |
| 3. fiction    | - | fact          |
| 4. fearful    | - | intrepid      |
| 5. benign     | - | malignant     |
| 6. diffidence | - | confidence    |
| 7. boredom    | - | amusement     |
| 8. criticize  | - | appreciate    |

## 2. TENSE

### PRESENT TENSE

<b>SIMPLE PRESENT</b> <b>(verb+s/es)</b> <ul style="list-style-type: none"> <li>• He works in a studio.</li> <li>• I always drink coffee at work.</li> <li>• The Earth revolves around the Sun.</li> <li>• My train arrives tomorrow.</li> </ul>	<b>PRESENT CONTINUOUS</b> <b>(am/is/are+verb+ing)</b> <ul style="list-style-type: none"> <li>• I'm eating lunch now.</li> <li>• More and more people are using cell phones to access the Internet.</li> <li>• She is studying to become a doctor.</li> </ul>
<b>PRESENT PERFECT</b> <b>(has/have+past participle)</b> <ul style="list-style-type: none"> <li>• We have planned the meeting for next week.</li> </ul>	<b>PRESENT PERFECT CONTINUOUS</b> <b>(has/have+been+verb+ing)</b> <ul style="list-style-type: none"> <li>• He has been teaching for ten years.</li> </ul>

### PAST TENSE

<b>SIMPLE PAST</b> <b>(past form of the tense)</b> <ul style="list-style-type: none"> <li>• He sat down, took out a notebook and pen, and started writing.</li> </ul>	<b>PAST CONTINUOUS</b> <b>(was/were+verb+ing)</b> <ul style="list-style-type: none"> <li>• I was watching a movie when she called.</li> </ul>
<b>PAST PERFECT</b> <b>(had+past participle)</b> <ul style="list-style-type: none"> <li>• When we arrived, the class had already begun.</li> </ul>	<b>PAST PERFECT CONTINUOUS</b> <b>(had+been+verb+ing)</b> <ul style="list-style-type: none"> <li>• He had been waiting for an hour when she finally arrived.</li> </ul>

### FUTURE TENSE

<b>SIMPLE FUTURE</b> <b>(shall/will + verb)</b> <ul style="list-style-type: none"> <li>• My Mother will get a Foot Ball today</li> </ul>	<b>FUTURE CONTINUOUS</b> <b>(shall/will +be + verb+ing)</b> <ul style="list-style-type: none"> <li>• They'll be coming to visit us next week.</li> </ul>
<b>FUTURE PERFECT</b> <b>(shall/will+ have + past participle)</b> <ul style="list-style-type: none"> <li>• By the time you arrive, I will have finished the project.</li> </ul>	<b>FUTURE PERFECT CONTINUOUS</b> <b>(shall/will+have been + verb+ing)</b> <ul style="list-style-type: none"> <li>• He will have been waiting for an hour when she finally arrives.</li> </ul>



**A. Choose the correct form of the present tense verb from the options given.**

1. All children \_\_\_\_\_ something new every day. (learn/ learns/ learned)
2. A good student always \_\_\_\_\_ hard. (work / works / worked)
3. Engineers \_\_\_\_\_ bridges. (build / builds / built)
4. My sister is an architect. She \_\_\_\_\_ skyscrapers. (design/ designs / designed)
5. The Himalayas \_\_\_\_\_ India from the cold winds. (protect/ protects/ protected)
6. It always \_\_\_\_\_ here in the afternoon. (drizzle / drizzles / drizzled)
7. My mother \_\_\_\_\_ in a factory. (work/ works/ worked)
8. Kamali \_\_\_\_\_ English very well, but she doesn't understand Hindi. (speak/ speaks/ spoke)
9. Cows \_\_\_\_\_ us milk. (give/ gives/ gave)
10. The trains to Chennai always \_\_\_\_\_ on time. (run / runs / ran)

**Present Continuous Tense**

**B. Make sentences in the present continuous tense using the verb given in brackets.**

1. Who is that boy \_\_\_\_\_ on the table? (stand)
2. What are you \_\_\_\_\_? (do) I \_\_\_\_\_ (listen) to music.
- My brother \_\_\_\_\_ (work) in London now.
4. I \_\_\_\_\_ (wait) for my mother.
5. It is better not to disturb her, she \_\_\_\_\_ (work).

**E. Write the -ing form of the verbs.**

1. Come \_\_\_\_\_
2. Take \_\_\_\_\_
3. Fly \_\_\_\_\_
4. Swim \_\_\_\_\_
5. Study \_\_\_\_\_
6. Read \_\_\_\_\_

**Fill in the blanks with verbs in the present continuous.**

1. You \_\_\_\_\_ (listen) to the music.
2. He \_\_\_\_\_ (cry).
3. I \_\_\_\_\_ (swim) in the pool.
4. Latha \_\_\_\_\_ (wait) for her daughter.
5. \_\_\_\_\_ she \_\_\_\_\_ (watch) TV?
6. Who \_\_\_\_\_ he \_\_\_\_\_ (help)?
7. Her father \_\_\_\_\_ (not/cook) dinner.
8. Akila \_\_\_\_\_ (not/sing) a song.

9. My brother \_\_\_\_ (not/do) his homework.
  10. \_\_\_\_ your mother \_\_\_\_ (work) today?
  11. Amutha and Praba \_\_\_\_ (play) tennis.
  12. Amith and Ravi \_\_\_\_ (not/swim) in the lake.
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**Make sentences in the present perfect tense using the verbs in brackets.**

1. She \_\_\_\_ to anybody.  
(never apologized, has never apologized, have never apologized)
  2. My mother \_\_\_\_ to London.  
(has been, being in, have been )
  3. I \_\_\_\_ all the plays of Shakespeare.  
(read, had read, have read)
  4. Have you \_\_\_\_ your lunch?  
(finish, finished, had finished)
  5. \_\_\_\_ he brought his bike?  
(Had, Has, Have)
- 

**Future Continuous Tense**

**R. Make sentences in the future continuous tense using the verb in brackets.**

1. Ashwin \_\_\_\_ (complete) M.B.A. in another two years.
  2. I \_\_\_\_ (go) to Thanjavur by this time tomorrow.
  3. Prabha \_\_\_\_ (receive) the best student award in six months' time.
  4. The plane \_\_\_\_ (leave) at 3 o'clock.
  5. He \_\_\_\_ (attend) the conference.
-

**Fill in the blanks with the past perfect tense with the help of the words given in the brackets.**

1. When Usha looked out of the window dark clouds \_\_\_\_\_ (gather) over the mountains.
2. She had no umbrella with her; the weather \_\_\_\_\_ (seem) so fine just a few hours ago.
3. All was dark again. Night \_\_\_\_\_ (fall).
4. She ran towards the big gap in the wall through which she \_\_\_\_\_ (enter).
5. Usha looked back at the ruins. The sun \_\_\_\_\_ (come) up and was touching the top of the walls.

**Read this text and fill in the blanks with future perfect tense.**

Iniya moves to Chennai to join an IAS coaching class. Tomorrow by this time, she \_\_\_\_\_ (join) the class. She \_\_\_\_\_ (undergo) training till next year. She \_\_\_\_\_ (work) very hard by the time she comes home. Her parents \_\_\_\_\_ (worry) about her health all the time. They \_\_\_\_\_ (write) many letters by the time she comes home. They will be very happy when Iniya becomes an IAS officer.

There are three main tenses. Each of them is sub-divided into four.

<b>Present tense</b>	<ol style="list-style-type: none"> <li>1. Simple Present Tense</li> <li>2. Present Continuous Tense</li> <li>3. Present Perfect Tense</li> <li>4. Present Perfect Continuous Tense</li> </ol>
<b>Past tense</b>	<ol style="list-style-type: none"> <li>5. Simple Past Tense</li> <li>6. Past Continuous Tense</li> <li>7. Past Perfect Tense</li> <li>8. Past Perfect Continuous Tense</li> </ol>
<b>Future tense</b>	<ol style="list-style-type: none"> <li>9. Simple Future tense</li> <li>10. Future Continuous Tense</li> <li>11. Future Perfect Tense</li> <li>12. Future Perfect Continuous Tense</li> </ol>

## Present Tense

Person	Simple	Continuous	Perfect	Perfect Continuous
I	+ verb	+ am + verb + ing	+ have + pp	+ have+ been + verb +ing
We	+ verb	+ are + verb + ing	+ have + pp	+ have+ been + verb +ing
You	+ verb	+ are + verb + ing	+ have + pp	+ have+ been + verb +ing
He	+ verb+s/es	+ is + verb + ing	+ has + pp	+ has + been + verb +ing
She	+ verb+s/es	+ is + verb + ing	+ has + pp	+ has + been + verb +ing
It	+ verb+s/es	+ is + verb + ing	+ has + pp	+ has + been + verb +ing
They	+ verb	+ are + verb + ing	+ have + pp	+ have+ been + verb +ing

## Past Tense

Person	Simple	Continuous	Perfect	Perfect Continuous
I	Past tense of the verb	+ was + verb + ing	+ had + pp	+ had + been + verb +ing
We		+ were + verb + ing	+ had + pp	+ had + been + verb +ing
You		+ were + verb + ing	+ had + pp	+ had + been + verb +ing
He		+ was + verb + ing	+ had + pp	+ had + been + verb +ing
She		+ was + verb + ing	+ had + pp	+ had + been + verb +ing
It		+ was + verb + ing	+ had + pp	+ had + been + verb +ing
They		+ were + verb + ing	+ had + pp	+ had + been + verb +ing

## Future Tense

Person	Simple	Continuous	Perfect	Perfect Continuous
I	+ Shall / will + verb	+ Shall / will + be + verb + ing	+ Shall / will + have + PP	+ Shall / will + have + been + verb+ ing
We				
You				
He				
She				
It				
They				



**Fill in the blanks with appropriate form of the verbs given in the brackets.**

1. When the burglars broke into the house, everyone \_\_\_\_\_ (be) sleeping.
2. The milk \_\_\_\_\_ (spill) over as she went to see the crowd passing by with loud slogans.
3. If Karthik \_\_\_\_\_ (not + make) any mistake, he will be rewarded.
4. They were watching TV when they \_\_\_\_\_ (hear) a loud bang at the door.
5. The bus \_\_\_\_\_ (leave) the stop before we could catch it.
6. Arya \_\_\_\_\_ (play) the same song for last three days. It has become boring now.
7. Manju \_\_\_\_\_ (call) after she reached home.
8. The show \_\_\_\_\_ (complete) its one thousand episodes by next month.
9. Don't worry, we will be \_\_\_\_\_ (reach) the airport in time.
10. Prasanna has \_\_\_\_\_ (fall) sick after eating some snacks on the road side shop.

**Tick the correct option to complete the sentences.**

1. The climate of the city \_\_\_\_\_ mild and pleasant most of the time.  
a) is remaining    b) remains    c) was remaining    d) is remained
2. He \_\_\_\_\_ a hotel in Ooty, a beautiful city in Tamilnadu.  
a) booking    b) was booking    c) booked    d) had booked
3. You will certainly \_\_\_\_\_ rewards for what you are doing.  
a) get    b) had got    c) was getting    d) be getting
4. Do you \_\_\_\_\_ the day we moved the piano upstairs?  
a) remember    b) remembered  
c) are remembering    d) had remembered
5. The rain completely \_\_\_\_\_ our day.  
a) spoilt    b) is spoiling    c) is spoilt    d) was spoilt
6. Akbar \_\_\_\_\_ the king at the age of fifteen after the sudden death of his father.  
a) was becoming    b) had become    c) became    d) become
7. The criminal \_\_\_\_\_ the place before the police could reach.  
a) was escaping    b) had escaped    c) is escaping    d) will escape
8. They \_\_\_\_\_ all the arrangements before the guest's arrival.  
a) will have made    b) will be made  
c) had been making    d) were making



9. Sabithra \_\_\_\_\_ her job by tomorrow evening.

- a) will be completing                      b) will complete  
c) will have completed                      d) will have been completing

10. Harshini \_\_\_\_\_ her mother in making rangoli in the yard for the last one hour.

- a) is helping              b) has helped              c) has been helping                      d) helps

**When the reporting or principal verb is in the Past Tense, all Present tenses of the Direct are changed into the corresponding Past Tenses. Thus:-**

(a) A simple present becomes a simple past.

Direct - He said, "I am fine."

Indirect - He said (that) he was fine.

(b) A present continuous becomes a past continuous.

Direct - She said, "My sister is learning Karate."

Indirect - She said (that) her sister was learning Karate.

(c) A present perfect becomes a past perfect.

Direct - He said, "I have won the match."

Indirect - He said (that) he had won the match.

(d) The 'shall' and the 'will' of the Future Tense is changed into should and would.

(e) The simple past in the Direct becomes the past perfect in the Indirect.

Direct - She said, "The horse died in the night."

Indirect - She said that the horse had died in the night.

(f) The tenses may not change if the statement is a universal truth.

Direct - The teacher said, "The earth goes round the sun."

Indirect - The teacher said the earth goes round the sun.

(g) If the reporting verb is in the Present Tense, the tenses of the Direct Speech do not change.

For example, we may rewrite the above examples, by writing the reporting verb in the Present Tense like:

He says he is fine.

She has just said her sister is learning Bharatanatyam.

He says he has won the match.

She says the horse died in the night.

**Read the sentences carefully and fill in the blanks with SUITABLE TENSE form of the verbs given in brackets.**

1. The doorbell rang, while I \_\_\_\_ (do) my homework. was doing
  2. We saw an elephant, while we \_\_\_\_ (go) on a trip to Ooty. were going
  3. Mary fell asleep while she \_\_\_\_ (read) a book. was reading
  4. The television was on but nobody \_\_\_\_ (watch) it. was watching
  5. Baskaran hurt his hand while he \_\_\_\_ (cut) mangoes. was cutting
- 



## Tense Recall

Tense	Signal words	Use
Simple Present / Present Simple	<ul style="list-style-type: none"> <li>every day</li> <li>sometimes</li> <li>always</li> <li>often</li> <li>usually</li> <li>seldom</li> <li>never</li> <li>first... the</li> </ul>	<ul style="list-style-type: none"> <li>something happens repeatedly</li> <li>how often something happens</li> <li>one action follows another</li> <li>things in general</li> <li>with the following verbs (to love, to hate, to think, etc.)</li> <li>future meaning: <b>timetables, programmes</b></li> </ul>
Present Continuous / Progressive	<ul style="list-style-type: none"> <li>now</li> <li>at the moment</li> <li>Look</li> <li>Listen!</li> </ul>	<ul style="list-style-type: none"> <li>something is happening at the same time of speaking or around it</li> <li>future meaning: when you have already decided and arranged to do it (<b>a fixed plan, date</b>)</li> </ul>
Simple Past / Past Simple	<ul style="list-style-type: none"> <li>last week, year</li> <li>... ago</li> <li>In 1990</li> <li>yesterday</li> </ul>	<ul style="list-style-type: none"> <li>action finished in the Past, mostly connected with an expression of time (no connection to the present)</li> </ul>
Past Continuous (Progressive)	<ul style="list-style-type: none"> <li>while</li> </ul>	<ul style="list-style-type: none"> <li>an action happened in the middle of another action.</li> <li>Someone was doing something at a certain time (in the past). You do not know whether it was finished or not</li> </ul>
Present Perfect	<ul style="list-style-type: none"> <li>just, yet</li> <li>never, ever</li> <li>already</li> <li>so far</li> <li>up to now</li> <li>since</li> <li>for recently</li> </ul>	<ul style="list-style-type: none"> <li>you say that something has happened or is finished in the past and it has a connection to the present</li> <li>action started in the past and continues up to the present</li> </ul>
Present Perfect Continuous	<ul style="list-style-type: none"> <li>all day</li> <li>the whole day</li> <li>how long</li> <li>since</li> <li>for</li> </ul>	<ul style="list-style-type: none"> <li>action began in the past and has just stopped</li> <li>how long the action has been happening</li> <li>emphasis: length of time of action</li> </ul>

Past Perfect	<ul style="list-style-type: none"> <li>• already</li> <li>• just</li> <li>• never</li> </ul>	<ul style="list-style-type: none"> <li>• mostly when two actions in a story are related to each other the action which had already happened is put into Past Perfect the other action into Simple Past.</li> <li>• The Past of Present Perfect.</li> </ul>
Past Perfect Continuous	<ul style="list-style-type: none"> <li>• how long</li> <li>• since</li> <li>• for</li> </ul>	<ul style="list-style-type: none"> <li>• how long something had been happening before something else happened.</li> </ul>
Future	will	<ul style="list-style-type: none"> <li>• predictions about the future (you think that something will happen)</li> <li>• you decide to do something spontaneously at the time of speaking, you haven't made a decision before</li> <li>• main clause in type I of the <b>if clauses</b>.</li> </ul>
Future - Going to	Going to	<ul style="list-style-type: none"> <li>• when you have already decided to do something in the future</li> <li>• what you think what will happen</li> </ul>
Future continuous		<ul style="list-style-type: none"> <li>• An action will be in progress at a certain time in the future. This action has begun before the certain time.</li> <li>• Something happens because it normally happens</li> </ul>
Future Perfect		<ul style="list-style-type: none"> <li>• something will already have happened before a certain time in the future</li> </ul>
Future Perfect continuous		<ul style="list-style-type: none"> <li>• something will already have happened before a certain time in the future</li> <li>• emphasis: length of time of an action</li> </ul>



	<b>Past</b>	<b>Present</b>	<b>Future</b>
<b>Simple</b>	<p>Saran wrote a poem yesterday.</p> <p><b>Usage:</b> to indicate a past habit or an action already completed</p>	<p>Saran writes a poem everyday</p> <p><b>Usage:</b> to express habits or general truth; to indicate a future event on a designated date as part of a plan or arrangement</p>	<p>Saran will write a poem tomorrow.</p> <p><b>Usage:</b> to indicate an action, condition, or circumstance that hasn't taken place yet</p>
<b>Progressive or Continuous</b>	<p>Saran was writing a poem when his friends arrived.</p> <p><b>was/were + (-ing)</b></p> <p><b>Usage:</b> to indicate uncompleted action of the past (with or without time reference); to indicate persistent habits of the past (with continuously, always, forever, etc.)</p>	<p>Saran is writing a poem right now.</p> <p><b>am/is/are + (-ing)</b></p> <p><b>Usage:</b> to indicate action occurring at the time of speaking; to indicate a temporary action that may not be occurring at the time of speaking</p>	<p>Saran will be writing a poem when his friends arrive.</p> <p><b>will be + (-ing)</b></p> <p><b>Usage:</b> to indicate what will be going on at some time in the future; to indicate planned future events</p>
<b>Perfect</b>	<p>Saran had written a poem when his friends arrived.</p> <p><b>had + past participle</b></p> <p><b>Usage:</b> to indicate a completed action of the past that happened before another event took place</p>	<p>Saran has written a poem.</p> <p><b>have/has + past participle</b></p> <p><b>Usage:</b> to indicate a past action which is not defined by a time of occurrence; to indicate an action that started in the past and has continued until now</p>	<p>Saran will have written a poem by the time his friends arrive.</p> <p><b>will have + past participle</b></p> <p><b>Usage:</b> To indicate an action that will be completed before another event takes place</p>



<b>Perfect Continuous</b>	<p>Saran had been writing a poem for two hours when his friends arrived.</p> <p><b>had been + (-ing)</b></p> <p><b>Usage:</b> to indicate an action in the past that began before a certain point in the past and continued until that point of time</p>	<p>Saran has been writing a poem for two hours.</p> <p><b>have/has been + (-ing)</b></p> <p><b>Usage:</b> to indicate an action which started at some point in the past and may or may not be complete</p>	<p>Saran will have been writing a poem for four days.</p> <p><b>will have been + (ing)</b></p> <p><b>Usage:</b> to indicate an action that will have happened for some time and will not be complete yet at a certain point in the future</p>
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Fill in the blanks with the PAST PERFECT tense with the help of the words given in the brackets.

- When Usha looked out of the window dark clouds \_\_\_\_ (gather) over the mountains.  
**had gathered**
- She had no umbrella with her; the weather \_\_\_\_ (seem) so fine just a few hours ago.  
**had seemed**
- All was dark again. Night \_\_\_\_ (fall).  
**had fallen**
- She ran towards the big gap in the wall through which she \_\_\_\_ (enter).  
**had entered**
- Usha looked back at the ruins. The sun \_\_\_\_ (come) up and was touching the top of the walls.  
**had come**

Choose the correct form of the verb from the options given.

- All children \_\_\_\_\_ something new every day.  
(Learn/ learns/ learned) **Learn**
- A good student always \_\_\_\_\_ hard.  
(work / works / worked) **works**
- Engineers \_\_\_\_\_ bridges.  
(build / builds / built) **build**

4. My sister is an architect. She \_\_\_\_\_skyscrapers.  
(design/designs/designed) **designs**
5. The Himalayas\_\_\_\_\_ India from the cold winds.  
(protect/protects/protected) **protect**
6. It always \_\_\_\_\_ here in the afternoon.  
(drizzle/drizzles/drizzled) **drizzles**
7. My mother \_\_\_\_\_ in a factory.  
(work/works/worked) **works**
8. Chella \_\_\_\_\_ English very well, but she doesn't understand Hindi.  
(speak/ speaks/ spoke) **speaks**
9. Cows \_\_\_\_\_ us milk.  
(give/ gives/ gave) **give**
10. The trains to Chennai always \_\_\_\_\_on time.  
(run / runs / ran) **run**

**Make sentences in the PRESENT CONTINUOUS tense using the verb given in brackets.**

1. Who is that boy \_\_\_\_\_ on the table? (stand) **Ans:standing**
2. What are you \_\_\_\_\_? (do) I \_\_\_\_\_ (listen) to music. **Ans: doing, am listening**
3. My brother\_\_\_\_\_ (work) in London now. **Ans: is working**
4. I \_\_\_\_\_ (wait) for my mother. **Ans:am waiting**
5. It is better not to disturb her, she \_\_\_\_\_ (work). **Ans: is working**

**Complete the sentences in PRESENT TENSE forms.**

1. Saravanan always \_\_\_\_\_ (go) for a walk in the morning. **Ans: goes**
2. We \_\_\_\_\_ (gather) here for a meeting and the chair person is yet to arrive. **Ans:have gathered**
3. Arun \_\_\_\_\_ eagerly \_\_\_\_\_ (wait) to meet her friend since morning. **Ans: has been/waiting**
4. Sheeba \_\_\_\_\_ (move) to a new house next week. **Ans: is moving**
5. Naseera \_\_\_\_\_ (attend) music classes regularly. **Ans: attends**
6. Ilakiya and Adhira \_\_\_\_\_ (enjoy) each other's company very much. **Ans: enjoy**

7. Mani \_\_\_\_\_ (work) in this school for five years.

**Ans:** has been working

8. It \_\_\_\_\_ (pour) outside now.

**Ans:** is pouring.

**Complete the sentences in PAST TENSE forms.**

1. I \_\_\_\_\_ (go) to her place on foot.

**Ans:** went

2. The children \_\_\_\_\_ (play) in the ground when the teacher arrived.

**Ans:** were playing

3. They \_\_\_\_\_ (request) him when the manager arrived.

**Ans:** requested

4. If you \_\_\_\_\_ (work) hard, you would have won the relay match

**Ans:** had worked

5. Joanna and Joy \_\_\_\_\_ already \_\_\_\_\_ (leave) for Ooty, when the others reached the station.

**Ans:** had already left

6. We all \_\_\_\_\_ (sing) in the choir last week.

**Ans:** sang

**Fill in the blanks using the verbs in the brackets in the FUTURE FORM.**

1. We \_\_\_\_\_ not \_\_\_\_\_ to the market, in case it rains. (go)

**will/shall not go**

2. Keerthi \_\_\_\_\_ her work by next week. (do)

**will have done**

3. The peon \_\_\_\_\_ the bell by the time I reach the school. (ring)

**will have rung**

4. I \_\_\_\_\_ my sister's house next April if I go to Uttarkhand. (visit)

**will visit**

5. If you listen carefully, you \_\_\_\_\_ my point. (understand)

**will understand**

6. By next year, I \_\_\_\_\_ in Chennai for fifteen years. (live)

**will have been living**

7. The new edition of this book \_\_\_\_\_ out shortly. (come)

**will come**

8. She hopes you \_\_\_\_\_ her. (help)

**will help.**

9. In two years' time I \_\_\_\_\_ (earn) my degree.

**Shall have earned**

**Use proper tense forms.**

- |   |                      |
|---|----------------------|
| 1. I _____(work) hard day and night.            | <b>am working</b>    |
| 2. The Moon _____ (revolve) around the Earth.   | <b>revolves</b>      |
| 3. Were the milk men _____( milk) the cow?      | <b>milking</b>       |
| 4. He _____ (receive) your messages last night. | <b>received</b>      |
| 5. I _____ (ill) for a couple of days.          | <b>have been ill</b> |

**Complete the sentences with the correct tense form of the verbs in brackets.**

1. \_\_\_\_ **(tell)** me exactly what \_\_\_\_ **(happen)** last night! **(tell/happened)**
2. Mrs. Mageswari is my Maths teacher. She \_\_\_\_ **(teach)** me for four years. **(has been teaching)**
3. I \_\_\_\_ **(never think)** of a career in medicine before I spoke to my Biology teacher but now I am seriously \_\_\_\_ **(consider)** it. **(had never thought / considering)**
4. Oh no! I \_\_\_\_ **(forget)** to bring my assignment! What am I going to do? This is the second time I \_\_\_\_ **(do)** this! **(forgot/ have done)**
5. I can't remember what my teacher \_\_\_\_ **(say)** yesterday about our homework. I \_\_\_\_ **(not listen)** properly because Hussain \_\_\_\_ **(talk)** to me at the same time. **(said/ did not listen/ was talking)**
6. Last year we \_\_\_\_ **(go)** on a school trip to Kanyakumari. We \_\_\_\_ **(have)** a very interesting time. **(went/ had)**
7. At the moment I \_\_\_\_ **(think)** about what course to pursue next year but I \_\_\_\_ **(not Make)** a final decision yet. **(am thinking/ have not made)**
8. The clerk who \_\_\_\_ **(serve)** in police department for thirty years, retired from service yesterday. **(had served)**



9. I (get) up at 7 every morning but this morning I (sleep) for a long time and I (not get) up until 8. **(get/ slept/ did not get)**

**Fill in the blanks with the correct form of the verbs given in the brackets.**

1. Everyone (sleep) when the earthquake hit the small town. **was sleeping**
2. Evangeline (quit) her job a couple of years ago. **quit**
3. Where (you spend) your last holidays? **(did you spend)**
4. I think Suresh (leave) for Tiruvallur next morning. **will leave**
5. I was angry that I (make) such a mistake. **made**
6. My mother was tired yesterday because she (not sleep) well the night before. **(did not sleep)**
7. Her parents (be) in Coimbatore for two weeks from today. **(will be)**
8. Nothing much (happen) when I got to the meeting. **(had happened)**
9. Scientists predict that by 2050, man (land) on Mars. **(will have landed)**
10. Sh! Someone (listen) to our conversation! **(listens/ will listen)**
11. The plane (take) off in a few minutes. **will take**
12. They (talk) about me when I interrupted their conversation. **(were talking)**
13. Justin and his parents (Live) in an apartment right now because they can't find a cheap house. **(are living)**
14. Rajini Prem's family (be) in Chengalpattu now. **is**
15. Yusuf (go) to the movies once in a while. **(goes)**
16. This (be) an easy quiz so far. **has been**
17. Our team (not win) any games last year. **(did not win)**



18. We \_\_\_\_ (see) a wonderful film at the cinema last night. (saw)
19. Hurry up! The movie \_\_\_\_ (already begin). has already begun

**Fill in the blank with correct tense form of the verb from the options given below.**

1. The clerk who \_\_\_\_\_ (serve) in police department for thirty years, retired from service yesterday.  
 a. was serving                      b. has served  
 c. had served                      d. serves (c)
2. The Doctor \_\_\_\_\_ (perform) the operation tomorrow.  
 a. Perform                      b. will perform  
 c. Performed                      d. Performing (b)

**Tick the correct option to complete the sentences.**

1. The climate of the city \_\_\_\_\_ mild and pleasant most of the time.  
 a) is remaining                      b) remains  
 c) was remaining                      d) is remained (b)
2. One day he \_\_\_\_\_ into a hotel in Ooty, a beautiful city in Tamilnadu.  
 a) booking                      b) was booking  
 c) booked                      d) had booked (c)
3. You will certainly \_\_\_\_\_ rewards for what you are doing.  
 a) get                      b) had got  
 c) was getting                      d) be getting (d)
4. Do you \_\_\_\_\_ the day we moved the piano upstairs?  
 a) remember                      b) remembered  
 c) are remembering                      d) had remembered (a)
5. The rain completely \_\_\_\_\_ our day.  
 a) spoilt                      b) is spoiling  
 c) is spoilt                      d) was spoilt (a)

6. Akbar \_\_\_\_\_ the king at the age of fifteen after the sudden death of his father.  
a) was becoming                      b) had become  
c) became                                d) become (c)
7. The criminal \_\_\_\_\_ the place before the police could reach.  
a) was escaping                      b) had escaped  
c) is escaping                         d) will escape (b)
8. They \_\_\_\_\_ all the arrangements before the guest's arrival.  
a) will have made                      b) will be made  
c) had been making                      d) were making (a)
9. Sabithra \_\_\_\_\_ her job by tomorrow evening.  
a) will be completing                      b) will complete  
c) will have completed                      d) will have been completing (c)
10. Harshini \_\_\_\_\_ her mother in making rangoli in the yard for last one hour.  
a) is helping                                b) has helped  
c) has been helping                      d) helps (c)
-

**Fill in the blanks with correct verb forms.**

1. If you \_\_\_\_\_ out with your friends tonight, I \_\_\_\_\_ the football match on TV.

a. go, would watch      b. go, will watch      c. go, have watched

**Ans: b**

2. If he \_\_\_\_\_ harder, he \_\_\_\_\_ his goals.

a. tries, would reach      b. tried, will reach      c. tried, would reach

**Ans: c**

3. If we \_\_\_\_\_ to the radio, we \_\_\_\_\_ the news.

a. listen, would hear      b. had listen, will hear      c. listen, will hear

**Ans: c**

**Complete the sentences with one of the modal verbs given below.**

**(Can, Can't, Could, Couldn't, May, Should, Shouldn't)**

1. Students ★ \_\_\_\_\_ be quiet when they write the examination. ★ **Should**

2. You \_\_\_\_\_ wear a coat, it's quite warm. **can't**

3. \_\_\_\_\_ I open the window? It is very hot in the room. **May**

4. I \_\_\_\_\_ go to the school yesterday because I was ill.

**Couldn't**

5. When she was eighteen, she \_\_\_\_\_ run fast. **Could**

6. You \_\_\_\_\_ drive fast. It's not safe. **shouldn't**

7. He is a famous cricketer. He \_\_\_\_\_ bat well. **Can**

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

1. When I was a child, I \_\_\_\_\_ climb trees easily but now I can't. (ability in the past)  
**Ans:** could
2. I \_\_\_\_\_ win this singing contest. (determination)  
**Ans:** will
3. You \_\_\_\_\_ buy this book. It is worth buying. (advice or suggestion)  
**Ans:** may
4. Poongothai \_\_\_\_\_ speak several languages. (ability in the present)  
**Ans:** can
5. I swear I \_\_\_\_\_ tell lies again. (promise) Modals do not change with the person or number of the subject.  
**Ans:** won't
6. My father \_\_\_\_\_ play badminton in the evenings when he was at college. (past habit)  
**Ans:** used to
7. You \_\_\_\_\_ do as I say! (command)  
**Ans:** must/should
8. ★ \_\_\_\_\_ I have another glass of water? (request)  
**Ans:** May/can
9. Sibi has not practiced hard but he \_\_\_\_\_ win the race. (possibility)  
**Ans:** may
10. We \_\_\_\_\_ preserve our natural resources. (duty) **Ans:** ought to

### **Simple Present Tense**

- a. Facts that exist at all times: Magnet attracts iron.
- b. Permanent situation: I live in Chennai.
- c. Expressing actions happening now: He opens the door and enters the room.
- d. Habitual actions: Ravi goes to school at 8:30 a.m.
- e. Future reference: Kanyakumari Express departs at 5:15 p.m. Venkat will leave the class as soon as Anbu arrives.

## Present Progressive Tense

- a. Unfinished Actions Now : My grandfather is reading the newspaper now.
  - b. Annoying Habits : You are always disturbing me.
  - c. Definite Future Plans with time word: The Prime Minister is visiting Chennai tomorrow
- 

**A. Read the sentences given below. Does the action happen every day or is it happening at this moment?**

- 1. Deepa waters the plants every morning.
  - 2. A triangle has three sides.
  - 3. Sandhya is writing a letter.
  - 4. The children are playing in the garden.
  - 5. I go to school regularly.
- 

**B. Read the sentences given below and circle the verbs appropriately.**

- 1. Children like/likes ice-creams.
  - 2. Birds is flying/are flying in the sky.
  - 3. The doctor is treating/ are treating the patient.
  - 4. Our school is commencing/commences at 9.00 in the morning.
  - 5. The florist sell/sells flowers on the street. L. Vimala and Srinath have met after a long time.
-



## SIMPLE PAST TENSE

### Completed action:

- a. Merlin went to Ooty last week. Shakespeare wrote 'The Tempest'.
  - b. Actions in stories: She boarded the train and looked for her friends.
- 

## PAST PROGRESSIVE TENSE

- a. **Overlapping action:** When I entered the room, the telephone was ringing.
  - b. **Past habits:** Arun was eating a lot of junk food those days.
  - c. **Emphasis of length or duration:** Malathi was watering the plants all day.
  - d. **Recalling the past:** It was raining that day. I remember it well.
- 

C. Sinduja is getting ready to sleep. She starts writing her diary. Help her complete it by using the verbs given in brackets.

(start, eat, have, finish, go, reach)

1. I got up at 7'O clock.
  2. I ---- breakfast.
  3. I ---- to office by car.
  4. I ---- to work.
  5. I ---- lunch at 6 PM.
  6. I ---- my task at 7 p.m.
  7. I ---- home at 8 p.m.
- 

## 3. INFINITIVE, GERUND, PARTICIPLE

### 10<sup>th</sup> book

#### Infinitives:

1. Full infinitives - It is 'to+verb'

Example: Pushpa eats lunch with me.

{to+a verb}

'eats' is a third person

singular, simple present tense, main verb.

2. Bare infinitives - It is a verb without 'to'

Example: Reena will help me.

---

## Gerund:

Gerund functions as a noun, so it is called a verbal noun. It also functions as an adjective.

A gerund has the same form as a present participle.

## Gerunds are used in the following ways.

1. As a subject and a kind of a noun.
  - a) Reading is a good habit.
  - b) Learning a language is always useful.
2. As an object:  
Rita likes cooking.
3. As a complement:  
Her liking is cooking.
4. Used in compound nouns:  
bathtub {a tub to bathe}

## Participles:

Participles come after an object to describe it and express the state the object is in. A present participle indicates an activity that is continuing and is in progress. A present or past participle can function as an adjective phrase to describe a noun placed before it.

- Example-**
1. The baby singing in the room is my child.
  2. The bird flying in the sky is the lark.

## The different forms of Participles are:

- Present participle- verb +ing sleep+ing= sleeping
- past participles - verb+d/ed/en like+d= liked
- perfect participles - having + past participles having + finished = having finished
- present - {passive} - being + past participle being + toed = being toed
- perfect {passive} having been + past participle + written = having been written
- perfect {passive} had been + past participle had + chosen = had been chosen

Participles are used as a verb

**Example:** Sita is sleeping.

It is used as an adjective

**Example:** She is a retired Principal.

**Identify the non-finites in the following sentences and underline them**

E.g. Children love eating chocolates

1. Roshan dreams of becoming an architect.
2. We must aim at fulfilling Dr APJ Abdul kalam's dream to make India the most developed country by 2020.
3. Taking the children to the museum is Seema's responsibility.
4. Having finished the work, the manager decided to return home.
5. Travelling with her family, Tara enjoyed every minute of it.

**Fill in the blanks with the correct participles:**

1. \_\_\_\_\_ the flute, Krishna returned it. {played / having played}
2. We wish she continues \_\_\_\_\_ healthy. {being / be}
3. The doctor advised him against \_\_\_\_\_ in the sun. {wander / wandering}
4. I like \_\_\_\_\_ rasam. {drinking / drink}
5. \_\_\_\_\_ the scissors I returned it to her. {using / having used}

**Non-finite verbs have no subject and do not change according to the tense or number. Non-finite verbs are broadly classified as follows:**

- |                     |  |
|---------------------|--|
| 1. Gerunds          | a. <b>walking</b> is a healthy habit.<br>(Present particle used as a noun)       |
| 2. Infinitive       | b. I like <b>to walk</b> early in the morning.<br>(To infinitive)                |
| 3. Present particle | c. These are my <b>walking</b> shoes.<br>(Present particle used as an adjective) |
| 4. Past particle    | d. <b>having walked</b> a long distance I felt tired.                            |

**Look at the action words in bold. Identify whether they are either finite or non-Finite verb.**

They want <b>to try</b> a new approach.	Finite
<b>Trying</b> is easy.	Non-finite
<b>Having tried</b> everything, he gave up	Non-finite
All I can do is <b>try</b> .	Finite
If she <b>tried</b> , she would succeed.	Finite

## Infinitives and gerunds:

The infinitive is often called as 'to verb'

Infinitives may be used without **to** and we call such infinitives a **plain**

**infinitive** or a **bare infinitive**.

(E.g.) she **made** me **do** my project.

The infinitive may function as a subject complement, adjective, or adverb in a sentence. Although an infinitives is easy to locate because of the to + verb form, deciding what function it has in a sentence depends on the meaning.

(E.g.) To wait seemed foolish when decisive action was required. (Direct object)

(E.g.) Everyone wanted to go. (Subject complement)

(E.g.) His ambition is to fly. (Adjective)

(E.g.) He lacked the strength to resist. (Adjective)

(E.g.) We must study to learn. (Adverb)

## Gerunds:

A gerund is an action word that ends in -ing and functions as a noun.

## Read the following pairs of sentences:

- **Travelling** might satisfy your desire for new experience.
- The study aboard program might satisfy you're for new experiences.  
Identify the subject in the first sentence \_\_\_\_\_.
- They do not appreciate my singing.
- They do not appreciate my assistance.  
Identify the direct object in the first sentence \_\_\_\_\_.
- My cat's favourite activity is sleeping.
- My cat's favourite food is salmon.  
Identify the subject complement in the first sentence \_\_\_\_\_.
- The police arrested him for speeding.
- The police arrested him for criminal activity.  
Identify the object of the preposition in the sentence \_\_\_\_\_.

## Points to remember:



A gerund phrase consists of a gerund plus modifier(s), object(s), and/or complement(s).

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**Write the gerund/infinitive form of the verb in the blanks:**

1. The astronauts managed \_\_\_\_\_ (completed) their training in record time.  
**Ans:**to complete
2. They learned how \_\_\_\_\_ (survive) in space without gravity.  
**Ans:**to survive
3. The best as astronauts almost quit \_\_\_\_\_ (try) to learn the complex information.  
**Ans:**trying
4. Their mission appeared \_\_\_\_\_ (be) in jeopardy.  
**Ans:**to be
5. Then marina encouraged him by saying, "it's no good \_\_\_\_\_ (quit) the project right at the end."  
**Ans:**to quit
6. Being an astronaut will enable \_\_\_\_\_ (achieve) great success in life.  
**Ans:**to achieve
7. If you give up \_\_\_\_\_ (study) now, our mission will be scrubbed.  
**Ans:**studying
8. Think of your fellow astronauts who wouldn't Hesitate \_\_\_\_\_ (help) you in time of trouble.  
**Ans:**to help
9. We astronauts must keep on \_\_\_\_\_ (prepare) for our space launch.  
**Ans:**preparing
10. Some say it's no use \_\_\_\_\_ (travel) to distant planets, because it takes too long.  
**Ans:**to travel

11. But we really want \_\_\_\_\_ (visit) other planet and find out if life exists on them.

**Ans:**to visit

12. Can you imagine \_\_\_\_\_ (walk) up to Martian and Shaking hands and \_\_\_\_\_ (say), "Hello, how are you?"

**Ans:**walking, saying

13. We really look forward \_\_\_\_\_ (meet) alien creatures and \_\_\_\_\_ (find) out what they are really like.

**Ans:**to meet, to find

14. Many scientists have warned us not \_\_\_\_\_ (take) this dangerous journey, but we are not discouraged.

**Ans:** to take

15. Travelling to far away planets involves \_\_\_\_\_ (risk) our lives for the thrill of discovery.

**Ans:**risking

16. However we won't delay \_\_\_\_\_ (blast) off into space.

**Ans:**blasting

17. Would you like \_\_\_\_\_ (accompany) us on our journey if you could?

**Ans:**to accompany

18. During our travelling we have got used to \_\_\_\_\_ (be) weightless and \_\_\_\_\_ (live) under difficult conditions.

**Ans:**be, to live

19. Scientists admit to \_\_\_\_\_ (be) intensely curious about life on other planets.

**Ans:**be

20. I'm sure they would also enjoy \_\_\_\_\_ (travel) with the crew.

**Ans:**travelling

21. We told them \_\_\_\_\_ (come) with us on our trip, but some of them think it is a waste of time \_\_\_\_\_ (search) for life that doesn't exist.

**Ans:**to come, searching

22. We have been taught how \_\_\_\_\_ (endure) hardships during our training and now we can't afford \_\_\_\_\_ (waste) money.

**Ans:**to endure, wasting

### Non- finite verbs

Non-finite verb (also known as a verbal) is the term to describe a verb that does not show tense. In other words, it is a verb form, which does not function as a verb.

There are three verbal's- gerunds, infinitives and participles.

All these are formed from verbs, but are never used alone as action words in sentences. Instead verbal's function as nouns, adjectives, and adverbs.

The **gerund** ends in -ing and is actually a verb form but it functions as a noun too.

- **Jumping** is fun.(subject to a verb)
- My son enjoys **skiing**.(Object to a verb)
- Mrs. Kala has a unique way of **teaching**. (Object to a preposition)
- It is no use **crying**. (In Opposition to a pronoun)
- The **Infinitive** is the base form of a verb with 'to' -( to + verb). Usually it functions as a noun, although it can also function as an adjective or an adverb.
- To **jump** is fun.(noun : Subject of the verb 'is')
- My son likes to **ski**.(noun : direct object of the verb 'like')
- I have a suggestion **to offer**.(adjective modifying suggestion)
- The manager called her **to give** a last warning.(adverb modifying the verb 'called')

A **participle** is a verb that ends in -ing (Present participle) or-ed, \_d, \_t, \_en, \_n, (past participle). Participles may function as adjectives, describing or modifying nouns.

- The **dancing** parrots entertained the crowd.
- The **wrecked** sailboat washed up on shore.

**Underline the gerunds in the following sentences.**

1. Boys love playing cricket.

2. I love eating ice creams.
  3. Jessie enjoys bothering others.
  4. Painting is an interesting hobby.
  5. Dancing gives me joy.
- 

**Use the gerundial form of the verb in the brackets and fill in the blanks.**

1. Exercising (exercise) is good for health.
  2. Flying (fly) a kite is fun.
  3. Shopping (shop) is my favourite hobby.
  4. My friend waited for the Meeting (meet).
  5. Huckleberry Finn was responsible for Signally (signal).
- 

**Fill in the blanks with the correct infinitives.**

1. Deva forgot to post the letter.
  2. The doctor advised the patient to take his medicines without fail.
  3. Rajesh went to the airport to send his friend.
  4. The bear climbed up the tree to eat the honey.
  5. The boys went to the forest to hunt birds.
  6. I tried hard to make both ends meet.
  7. The archaeologists are trying to excavate the ruins of Keelady.
  8. Solar energy is used to produce electricity.
  9. To avail concession, you have to apply well in advance.
  10. We have plans to go to London during summer vacation.
-



**Combine each of the following pairs of sentences using participles. The first one is done for you.**

**Example:** I didn't know what to do. I phoned the police.  
Not knowing what to do, I phoned the police.

1. The baby cried. She was feeling sleepy.

**Ans:** Feeling sleepy, the baby cried

2. He lived alone. He had forgotten everybody.

**Ans:** Living alone, he had forgotten everybody.

3. She walked out. She was smiling.

**Ans:** Having walked out, she was smiling.

4. The child says he needs attention. He shouts loudly.

**Ans:** Shouting loudly, the child says he needs attention.

5. I threw the pen. It was broken.

**Ans:** I threw the broken pen.

6. His coat is tattered. It needs mending.

**Ans:** His tattered coat needs mending.

7. I heard the noise. I turned around.

**Ans:** Hearing the noise, I turned around.

8. He was dissatisfied. He quit his job.

**Ans:** Being dissatisfied, he quit his job.

9. The politician entered the campus. He was accompanied by many comrades.

**Ans:** Accompanied by many comrades, the politician entered the campus.

10. The girl entered the room. She was singing a song.

**Ans:** Singing a song, the girl entered the room.

## (INFINITIVE, GERUND, PARTICIPLE)

There are three kinds of **Non-finite verbs** - gerunds, infinitives and participles (ref: Verb, Chapter 15). All these are formed from verbs, but are never used alone as verb in sentences. Instead they function as **noun**, **adjective**, and **adverb**.

### INFINITIVE DEFINITION:

The infinitive is the base of a verb, often followed by 'to' (sometimes without 'to'). Infinitive is a **Verbal-Noun**.

### USAGE OF INFINITIVE:

#### 1. Used as a noun:

- |   |              |
|---|--------------|
| 1. To err is human.                           | - subject    |
| 2. Children love to play.                     | - object     |
| 3. To jump is fun.                            | - subject    |
| 4. His foremost duty is to protect the nation | - complement |

#### 2. To express the purpose of an action (after verb):

(should not use 'for' as it shows the cause)

1. I went **to meet** the President. (for meeting = incorrect)
2. I was praised by everyone **for meeting** the president. (shouldn't use 'to')
3. We eat **to live**.
4. I worked hard **to buy** a car.
5. I came **to watch** a movie.

#### 3. After an Adjective:

1. The nature is beautiful **to watch**.
2. Figs are good **to eat**.
3. It was a pleasure **to meet** you.
4. This song is pleasant **to listen to**.

#### 4. Used with 'too'

1. He is too weak **to walk**.
2. The desert is too hot **to live**.
3. I was too late **to catch** the bus.

5. Used with 'enough'

1. He is brilliant enough to solve the puzzle.
2. There is enough food grain to eat for ten days.
3. You don't have enough time to finish the work.

**Infinitive without 'to'**

1. After certain verbs like "bid, let, make, need, dare, see, hear, feel, know, help" we use the infinitive without 'to' in active voice.

Let him **speak**

I made him **dance**. (only in active voice)

He was made **to** dance. (Passive voice)

I saw him **play** cricket.

You need not **come**. (only in negative, interrogative sentences)

You need **to come**. (positive)

**2. After modal verbs:**

1. I will **wait** here.
2. He can **run** fast.
3. You should **obey** the rules.

**3. After had better, had rather, would rather, rather than:**

1. I had rather **play** than study.
2. I would rather **die** than suffer so.
3. She would rather **stay** than leave.

**4. After 'but, than, except, or, as'**

1. She did nothing **but** sleep.
2. She no more **than** got in the car when it started to rain.
3. Do you wish to study **or** go to bed?

**GERUND DEFINITION:**

A Gerund is a form of verb which ends in **-ing**, and has the force of a **Noun** and a **verb**. Gerund is a **Verbal-Noun**.

**USAGE OF GERUND:**

**1. Used as Subject:**

Playing rummy is an offence.

Teaching is a noble job.

Seeing is believing.

## **2. Used as an Object:**

I like **reading** novels.

My son enjoys **skipping**.

Stop **smoking**.

## **3. Used as Complement:**

My hobby is **reading**.

Seeing is **believing**.

A teacher's duty is **guiding** his students.

## **4. Used after Preposition:**

1. She is fond **of watching** movies.

2. He was imprisoned **for stealing** gold.

3. We were prevented **from attending** the meeting.

4. **In spite of** his **working** hard, he failed in the examination.

5. **Use of 'to + gerund'** (used to, addicted to, accustomed to, look forward to, owing to, averse to, given to, prone to)

I have an aversion **to fishing**.

1. Ajith is addicted **to smoking**.

2. We look forward **to seeing** you.

## **5. Used as Compound Noun:**

1. He needs a walking stick to walk further.

2. We bought a dining table yesterday.

3. Bird watching is my hobby.

## **6. Showing the purpose of the subject (also use to infinitive):**

1. This book is **for reading**. (or) This book is **to read**.

2. This machine is **for measuring** height.

**Note:** As both the Gerund and the Infinitive have the force of a Noun and a Verb, they have the same uses. Thus in many sentences either of them may be used without any difference in meaning

Teach me **to swim**.



Teach me **swimming**.  
**Seeing** is **believing**.  
**To see** is **to believe**.  
**To give** is better than **to receive**.  
**Giving** is better than **receiving**.

## **PARTICIPLE:** (verbal-adjective)

A participle is a verb that ends in-‘**\_ed, \_d, \_t, \_en, \_n’** (past participle) or ‘**-ing’** (present participle). Participles may function as an **adjective**. Hence participle is **partly a Verb** and **partly an adjective**. When it is used as an adjective it must be attached to some **noun or pronoun**.

### **1. Present Participle: (ing)**

Present Participle is an **adverb** in continuous tense. It may act as an **adjective**. Present Participle is **active** in meaning while the Past Participle is **passive** in meaning. Ex:

1. He is **teaching** English. ★ - verb
2. **Hearing** the alarm, everyone ran out of the building. - verb
- (action)
3. The **roaring** lion threatened the tourist visitors. - adjective
4. Rama bought a **dancing** doll. - adjective
5. We met a **girl carrying** a baby on her waist. - adjective

### **Difference between GERUND and PRESENT PARTICIPLE:**

GERUND (Noun)	PRESENT PARTICIPLE (Verb)
<b>Smoking</b> is injurious to health.	I saw him <b>smoking</b> at a party.
He is tired of <b>swimming</b> .	I found him <b>swimming</b> in the pond
I prefer <b>swimming</b> to <b>riding</b> .	<b>Riding</b> , he fell off the horse.

### **2. Past Participle:**

Past Participle is a **completed action** (verb) or the **state** of the thing spoken. When it is used as an adjective it must be attached to some **noun or pronoun**.

Ex:

1. He has **taught** English.
2. The **wounded dog** has bitten a boy.
3. The **broken window** is repaired.
4. **Driven** by angry, he stabbed his brother.
5. Prabhu is a **learned man**.
6. **Fried rice** is a junk food.
7. The **wrecked sailboat** washed up on shore.

### 3. Perfect Participle:

Perfect participle represents an action as completed at some past time.

1. **Having finished** his work, he went to bed.
2. **Having encouraged** by his friends, he turned into a politician.
3. **Having been** a driver, he knows the nook and corner of the city.

**Identify the kind of non-finite verb used in the following sentences:**

- |   |                   |
|---|-------------------|
| 6. Boys love playing cricket.                     | <b>Gerund</b>     |
| 7. I love eating ice creams.                      | <b>Gerund</b>     |
| 8. It costs twenty rupees to buy lunch.           | <b>Infinitive</b> |
| 9. Jessie enjoys bothering others.                | <b>Gerund</b>     |
| 10. Being dissatisfied, he resigned his position. | <b>Participle</b> |
| 11. Painting is an interesting hobby.             | <b>Gerund</b>     |
| 12. Dancing gives me joy.                         | <b>Gerund</b>     |

**Use the gerundial form of the verb in the brackets and fill in the blanks.**

- |  |                     |
|--|---------------------|
| 6. _____ (exercise) is good for health.                            | <b>(Exercising)</b> |
| 7. _____ (fly) a kite is fun.                                      | <b>(Flying)</b>     |
| 8. _____ (shop) is my favourite hobby.                             | <b>(Shopping)</b>   |
| 9. My friend waited for the _____ (meet).                          | <b>(Meeting)</b>    |
| 10. Huckleberry Finn was responsible for _____ (signal).           | <b>(Signalling)</b> |
| 11. _____ (wait) seemed foolish when decisive action was required. | <b>(Waiting)</b>    |

**Fill in the blanks with the correct infinitives.**

- |   |                  |
|---|------------------|
| 11. Deva forgot _____ (post) the letter.                                    | <b>(to post)</b> |
| 12. The doctor advised the patient _____ (take) his medicines without fail. | <b>(to take)</b> |
| 13. Rajesh went to the airport _____ (send) his friend.                     | <b>(to send)</b> |

14. The bear climbed up the tree \_\_\_\_ (eat) the honey. **(to eat)**
15. The boys went to the forest \_\_\_\_ (hunt) birds. **(to hunt)**
16. I tried hard \_\_\_\_ (make) both ends meet. **(to make)**
17. The archaeologists are trying \_\_\_\_ (excavate) the ruins of Keelady. **(to excavate)**
18. Solar energy is used \_\_\_\_ (produce) electricity. **(to produce)**
19. \_\_\_\_ (avail) concession, you have to apply well in advance. **(To avail)**
20. We have plans \_\_\_\_ (go) to London during summer vacation. **(to go)**

**Fill in the blanks using suitable gerunds.**

1. My friend is good at \_\_\_\_ (play) the saxophone. **(playing)**
2. They don't like \_\_\_\_ (work) on Saturdays. **(working)**
3. They started late, so they were afraid of \_\_\_\_ (miss) the train. **(missing)**
4. She enjoys \_\_\_\_ (watch) horror movies. **(watching)**
5. \_\_\_\_ (climb) on the wall can prove dangerous. **(Climbing)**
6. \_\_\_\_ (Drive) a two wheeler without a helmet may prove fatal. **(Driving)**
7. \_\_\_\_ (wear) uniform to school is compulsory. **(Wearing)**
8. \_\_\_\_ (Plant) trees is a must, to prevent soil erosion. **(Planting)**
9. Seema apologized for \_\_\_\_ (come) late. **(coming)**
10. \_\_\_\_ (Conduct) an event successfully is a challenge. **(Conducting)**

**Unscramble the sentences.**

1. Rupees / lunch / **to buy** / it / twenty / costs  
**Ans:** It costs twenty rupees to buy lunch.
2. Become / my / is / a doctor / dream / to  
**Ans:** **To become** a doctor is my dream.

3. Eight years/ to win/ it/ took/ the world cup  
**Ans:** I took eight years **to win** the world cup.

4. As / a/ I / want/ collector/ to see /you  
**Ans:** I want **to see** you as a collector.

5. Divine/is/to/forgive  
**Ans:** **To forgive** is divine.

---

**Rewrite the sentences converting the gerund in each of the following sentences into infinitives without changing the meaning.**

1. Teach me swimming.  
**Ans:** Teach me to swim.

2. Giving is better than receiving.  
**Ans:** To give is better than to receive.

3. Seeing is believing.  
**Ans:** To see is believing.

4. I like reading.  
**Ans:** I like to read.

5. He managed reaching there in time.  
**Ans:** He managed to reach there in time.

6. Walking in the sun is harmful to the eyes.  
**Ans:** To walk in the sun is harmful to the eyes.

7. Stealing is a crime.  
**Ans:** To steal is a crime.

8. What I hate most is running across traffic.  
**Ans:** What I hate most is to run across traffic.

9. Sitting here is wasting time.  
**Ans:** To sit here is wasting health.

10. Exercising is good for health.



**Ans:** To exercise is good for health.

**Spot the errors, if any.**

1. She wants to continuing her studies abroad.

**Ans:** she wants to **continue** her studies aboard.

2. It was a shame breaking up.

**Ans:** It was a shame **tobreak** up.

3. It will be a waste throwing the food away.

**Ans:** It will be waste **tothrow** the food away.

4. She made me to cry.

**Ans:** She made me **cry**.

5. My company has delayed to give pay rise due to economic problems.

**Ans:** My Company has delayed **giving** pay rise due to economic problems.

6. There's someone to talk on the phone, but they cannot hear me.

**Ans:** There's someone **talking** on the phone, but they cannot hear me.

7. My friends and I were sitting in a cafe and to talk.

**Ans:** My friends and I were sitting in a cafe to talk.

8. To carry a heavy pile of books, she tripped and fell.

**Ans:** **Carrying** a heavy pile of books, she tripped and fell.

**Write the gerund/infinitive form of the verb in the blanks:**

23. The astronauts managed \_\_\_\_\_ (completed) their training in record time.

**Ans:** to complete

24. They learned how \_\_\_\_\_ (survive) in space without gravity.

**Ans:** to survive

25. The best as astronauts almost quit \_\_\_\_\_(try) to learn the complex information.  
**Ans:** trying
26. Their mission appeared \_\_\_\_\_ (be) in jeopardy.  
**Ans:** to be
27. Then marina encouraged him by saying, "it's no good \_\_\_\_\_ (quit) the project right at the end."  
**Ans:** to quit/quitting.
28. Being an astronaut will enable \_\_\_\_\_ (achieve) great success in life.  
**Ans:** to achieve
29. If you give up \_\_\_\_\_ (study) now, our mission will be scrubbed.  
**Ans:** studying
30. Think of your fellow astronauts who wouldn't Hesitate \_\_\_\_\_ (help) you in time of trouble.  
**Ans:** to help
31. We astronauts must keep on \_\_\_\_\_ (prepare) for our space launch.  
**Ans:** preparing
32. Some say it's no use \_\_\_\_\_(travel) to distant planets, because it takes too long.  
**Ans:** to travel
33. But we really want \_\_\_\_\_(visit) other planet and find out if life exists on them.  
**Ans:** to visit
34. Can you imagine \_\_\_\_\_ (walk) up to Martian and Shaking hands and \_\_\_\_\_ (say), "Hello, how are you?"  
**Ans:** walking, saying
35. We really look forward \_\_\_\_\_ (meet) alien creatures and \_\_\_\_\_ (find) out what they are really like.  
**Ans:** to meeting, finding
36. Many scientists have warned us not \_\_\_\_\_ (take) this dangerous journey, but we are not discouraged.  
**Ans:** to take

37. Travelling to far away planets involves \_\_\_\_\_ (risk) our lives for the thrill of discovery.

**Ans:** risking

38. However we won't delay \_\_\_\_\_ (blast) off into space.

**Ans:** blasting

39. Would you like \_\_\_\_\_ (accompany) us on our journey if you could?

**Ans:** to accompany

40. During our travelling we have got used to \_\_\_\_\_ (be) weightless and \_\_\_\_\_ (live) under difficult conditions.

**Ans:** being, living

41. Scientists admit to \_\_\_\_\_ (be) intensely curious about life on other planets.

**Ans:** being

42. I'm sure they would also enjoy \_\_\_\_\_ (travel) with the crew.

**Ans:** travelling

43. He asked me in \_\_\_\_\_ this form.

**Ans:** filling

44. We told them \_\_\_\_\_ (come) with us on our trip, but some of them think it is a waste of time \_\_\_\_\_ (search) for life that doesn't exist.

**Ans:** to come, searching / to search

45. We have been taught how \_\_\_\_\_ (endure) hardships during our training and now we can't afford \_\_\_\_\_ (waste) money.

**Ans:** to endure, to waste

---

**Fill in the blanks with suitable gerund form of the verb.**

1. \_\_\_\_\_ seemed foolish when decisive action was required.

a. wait      b. waiting      c. To wait      d. To be wait

## 4. SELECT THE CORRECT VOICE

9th book

### Active Voice and Passive Voice

**Read the following sentences and analyse the difference.**

The team leader presented the report.

The report was presented by the team leader.

- In the first sentence, the verb shows that the subject is the doer of the action. Therefore, the sentence is in active voice.
- In the second sentence, the verb shows that the subject is not the doer of the action. Therefore, the sentence is in passive voice.

Tense	Active Voice	Passive Voice
Simple Present	He makes coffee.	Coffee is made by him.
Present Continuous	He is making coffee.	Coffee is being made by him.
Present Perfect	He has made coffee.	Coffee has been made by him.
Simple Past	He made coffee.	Coffee was made by him.
Past Continuous	He was making coffee.	Coffee was being made by him.
Simple Future	He will make coffee.	Coffee will be made by him.
Future Perfect	He will have made coffee.	Coffee will have been made by him.

### **B. Convert the following active sentences into passive sentences by supplying an appropriate passive verb form.**

1. She will not recognize us. / We \_\_\_\_\_ by her.  
 a. will not recognize    b. will not being recognized    c. will not be recognized
2. They didn't invite me, but I went anyway. / I \_\_\_\_\_ but I went anyway.  
 a. wasn't invited    b. wasn't being invited    c. wasn't inviting
3. They broke up the table for firewood. / The table \_\_\_\_\_ up for firewood.  
 a. broke    b. had broken    c. was broken
4. She has won the first prize. / The first prize \_\_\_\_\_ by her.  
 a. has won    b. has been won    c. had been won
5. A friend of mine is repairing the car. / The car \_\_\_\_\_ by a friend of mine.



- a. is repairing    b. is repaired    c. is being repaired
6. Begin the work tomorrow. / Let the work \_\_\_\_\_ tomorrow.
- a. be begun    b. begin    c. is beginning
7. They speak English in New Zealand. / English \_\_\_\_\_ in New Zealand.
- a. is speaking    b. is spoken    c. is being spoken
8. His attitude shocked me. / I \_\_\_\_\_ by his attitude.
- a. had shocked    b. had been shocked    c. was shocked
9. She had already sent the parcel. / The parcel \_\_\_\_\_ by her.
- a. has already been sent    b. had already been sent    c. was already sent
10. Her silence worries me. / I \_\_\_\_\_ her silence.
- a. am worrying by    b. am worried by    c. have worried by

**Match the following Active voice sentences with Passive voice**

**Active Voice**

1. I will never forget this experience
2. Mother made a cake yesterday.
3. Have you finished the report?
4. The tiger was chasing the deer.
5. She has written a novel.

**Passive Voice**

- A novel has been written by her.
- The deer was being chased by the tiger.
- A cake was made by mother yesterday.
- Has the report been finished by you?
- This experience will never be forgotten by me.

**D. Change the following into passive voice.**

1. Stanley will inform you later.
2. People speak Portuguese in Brazil.
3. My grandfather built this house in 1943.
4. Do not hurt the animals.
5. You must not drop litter in the streets.
6. Carry it home.
7. They are decorating the wall.
8. He has already mended the TV set.

### Active Voice:

Active voice begins with subject. Subject is the doer of the action. It is used when we give more importance to the doer of the action.

Ex:

1. **The dog** bit him yesterday.
2. **India** won the match.

### Passive Voice:

The object in the Active voice becomes the subject in the Passive voice. Subject receives the action done by the object. It is used in different situations:

1. **To give importance to the action done to the subject.**
  1. The dog **was teased** by the boy.
  2. The field **is ploughed**.
2. **When the doer is obvious.**
  1. He was born in Chennai. (**doer is his mother**)
  2. Waste is collected from garbage containers in the street.
3. **When we do not know who the doer is.**
  1. My bike was stolen yesterday.
  2. The bridge was broken
4. **When we talk of a process.**
  1. Vegetables are washed well. Then they are cut into cubes.
5. **News headlines, notices, announcements:**
  1. Three terrorists shot dead by the army.
  2. Tomorrow will be a holiday.
  3. Trespassers will be prosecuted.
6. **Continuity of sentence (coherence & Cohesion).**
  1. 'TheJungle Book' is a children's story. *It was written by Rudyard Kipling.*

**Identify the changes in these pairs of active and passive constructions.**

1. The pilot flew the airplane to Bengaluru.  
The airplane was flown to Bengaluru by the pilot.

**In the second sentence, the object has been shifted to the place of subjects. It remains passive and allows the work to be done by the noun.**

2. The bananas were eaten by the monkey.  
The monkeys ate the bananas.  
**Here the subject is shifted to the place of object.**

### **STEPS TO INTERCHANGE VOICE**

1. Identify the **subject**, **verb** and **object** / the kind of sentence.
2. Change the **object** into **subject**
3. Change the **verb** into **past participle**
4. Change the **subject** into an **object**
5. Use appropriate **preposition** (by, to, with).

### **Remember while converting:**

1. **Meaning** should not be changed.
2. **Tense** should not be changed.
3. **Question** should be question in both the voices

**Note:** Passive voice is **not possible** in **Future continuous tense** and **All Perfect continuous tenses**.

### **Change of Subject into Object**

Subject in Active voice	Object in Passive voice
I	me
We	us
You	You
He	Him
She	Her
It	It
They	Them
Who	By whom

Nobody	Anybody
Somebody	-
No one	-

## Changing Tense

Tense	Active Voice	Passive Voice
Simple Present	He <b>draws</b> a picture	A picture <b>is drawn</b> by him
Pre. Continuous	He <b>is drawing</b> a picture	A picture <b>is being drawn</b> by him
Pre. Perfect	He <b>has drawn</b> a picture	A picture <b>has been drawn</b> by him
Pr. Per. Continuous	He <b>has been drawing</b> a picture	-
Simple Past	He <b>drew</b> a picture	A picture <b>was drawn</b> by him
Past Continuous	He <b>was drawing</b> a picture	A picture <b>was being drawn</b> by him
Past Perfect	He <b>had drawn</b> a picture	A picture <b>had been drawn</b> by him
Past.Perf.Continuous	He <b>had been drawing</b> a picture	-
Simple Future	He <b>will draw</b> a picture	A picture <b>will be drawn</b> by him
Future Continuous	He <b>will be drawing</b> a picture	-
Future Perfect	He <b>will have drawn</b> a picture	A picture <b>will have been drawn</b> by him
F. Per. Continuous	He <b>will have been drawing</b> a picture	-

TENSE	ACTIVE VOICE	PASSIVE VOICE
Pres. simple	He receives a letter.	A letter is received by him.
Pres.continuous	He is receiving a letter	A letter is being received by him.
Past simple	He received a letter.	A letter was received by him
Past continuous	He was receiving a letter.	A letter was being received by him
Pres. perfect	He has received a letter.	A letter has been received by him



<b>Past perfect</b>	He had received a letter.	A letter had been received by him
<b>Future simple</b>	He will receive a letter.	A letter will be received by him
<b>Going to</b>	He is going to receive a letter	A letter is going to be received by him.
<b>Infinitive</b>	He has to receive a letter.	A letter has to be received by him.
<b>Modals</b>	He should receive a letter.	A letter should be received by him
<b>Modal perfect</b>	He should have received a letter.	A letter should have been received by him

## ACTIVE AND PASSIVE VOICE IN DIFFERENT KINDS OF SENTENCES

### I. IMPERATIVE SENTENCES

#### 1. Positive Command / Order :

**Let + object + be + past participle.**

- Open the window. (Active)  
Let the window be opened. (Passive)

When no **object** is given, use '**You are ordered to/ commanded to**'

- Get out. (Active)  
You are ordered to get out. (Passive)

#### 2. Negative Command/order:

**Let + object + not be + past participle.**

- Do not open the window (Active)  
Let the window not be opened. (Passive)

When no **object** is given, use '**You are ordered not to/ commanded not to**'

- Don't sit here. (Active)  
You are ordered not to sit here. (Passive)

#### 3. Request - Passive Voice

Begin the sentence with '**You are requested to**' in place of '**Please**'.

1. Please assemble in the ground (**Active**)  
You are requested to assemble in the ground (**Passive**)
2. Please do not use mobile phones here. (**Active**)  
You are requested not to use mobile phones here. (**Passive**)

#### **4. Advice - Passive Voice**

**A). When object is given: Object + should + past participle.**

1. Prepare for war. (**Active**)  
Be prepared for war (**Passive**)
2. Obey parents. (**Active**)  
Parents should be obeyed. (**Passive**)

**B). When no object is given, begin the sentence with 'You are advised to' or 'You are advised not to'**

1. Work hard (**Active**)  
You are advised to work hard. (**Passive**)
2. Do not eat junk food. (**Active**)  
You are advised not to eat junk food. (**Passive**)

**Similarly, you can also use the following for other imperatives:**

You are instructed to ..You are instructed not to ..You are ordered to ...

You are ordered not to ...You are allowed to

## **II. INTERROGATIVE SENTENCES**

When interrogative sentences are changed to Passive, they begin with a verb (in Yes/ No' questions) or with a question word followed by the verb (in 'Wh' questions).

**Questions beginning with Auxiliary verbs (Yes or No questions)**

1. Did he write a letter?(yes/no) (**Active**)  
Was a letter written by him? (**Passive**)

2. Is he watching us? (Active)  
Are we being watched by him? (Passive)

### Questions beginning with 'wh' words

1. Who will accept this? (Active)  
By **whom** will this **be** accepted? (Passive)
2. Who has arranged this meeting? (Active)  
By **whom** has this meeting **been** arranged? (Passive)
3. When will you finish the building? (Active)  
**When** will the building **be** finished by you? (Passive)  
(the agent 'by you' is optional)
4. How did they do this? (Active)  
**How** was this done by them? (Passive)  
(the agent 'by them' is optional)

### III. OMITTING THE AGENT

In the sentences beginning with **someone/no one**, omit the 'agent' (subject) in the passive voice.

1. Somebody has taken away my book. (Active)  
My book has been taken away. (Passive)
2. No one has bought the tickets. (Active)  
The tickets have not been bought. (Passive)

(Add '**not**' to the verb for **nobody, none, no one**)

### IV. INFINITIVES:

1. She is **to write** a letter. (Active)  
A letter is **to be written** by her. (Passive)
2. I would like someone **to help** me. (Active)  
I would like **to be helped**. (Passive)
3. He has **to buy** a new house. (Active)  
A new house has **to be bought** by him. (Passive)

**Supply an appropriate passive verb form.**

1. She will not recognize us. / We \_\_\_\_\_ by her.  
a. Will not recognize  
b. Will not being recognized  
c. Will not be recognized (c)
2. They didn't invite me, but I went anyway. / I \_\_\_\_\_ but I went anyway.  
a. wasn't invited    b. wasn't being invited    c. wasn't inviting (a)
3. They broke up the table for firewood. / The table \_\_\_\_\_ up for firewood.  
a. broke    b. had broken    c. was broken (c)
4. She has won the first prize. / The first prize \_\_\_\_\_ by her.  
a. has won    b. has been won    c. had been won (b)
5. A friend of mine is repairing the car. / The car \_\_\_\_\_ by a friend of mine.  
a. is repairing    b. is repaired    c. is being repaired (c)
6. Begin the work tomorrow. / Let the work \_\_\_\_\_ tomorrow.  
a. be begun    b. begin    c. is beginning (a)
7. They speak English in New Zealand. / English \_\_\_\_\_ in New Zealand.  
a. is speaking    b. is spoken    c. is being spoken (b)
8. His attitude shocked me. / I \_\_\_\_\_ by his attitude.  
a. had shocked    b. had been shocked    c. was shocked (c)
9. She had already sent the parcel. / The parcel \_\_\_\_\_ by her.  
a. has already been sent    b. had already been sent  
c. was already sent (b)
10. Her silence worries me. / I \_\_\_\_\_ her silence.  
a. am worrying by    b. am worried by    c. have worried by (b)



### Match the Following:

Active voice	Passive voice
I will never forget this experience	This experience will never be forgotten by me.
Mother made a cake yesterday.	A cake was made by mother yesterday.
Have you finished the report?	Has the report been finished by you?
The tiger was chasing the deer.	The deer was being chased by the tiger.
She has written a novel.	A novel has been written by her.

### Change the following into Passive voice:

- Stanley will inform you later.  
**Ans:** You will be informed by Stanley later.
- People speak Portuguese in Brazil.  
**Ans:** Portuguese is spoken by the people in Brazil.
- My grandfather built this house in 1943.  
**Ans:** This house was built by my grandfather in 1943.
- Do not hurt the animals.  
**Ans:** Let the animals not be hurt.
- You must not drop litter in the streets.  
**Ans:** Litter must not be dropped in the streets.
- Carry it home.  
**Ans:** Let it be carried home.
- They are decorating the wall.  
**Ans:** The wall is being decorated by them.
- He has already mended the TV set.  
**Ans:** The T.V set has already been mended by him.

### Change the voice of the following sentences.

- Gayathri gave a set of pens to Mani.

**Ans:** A set of pens were given by Gayathri to Mani

2. By whom will the new stadium be built?

**Ans:** Who will build the new stadium?

3. Where will the holidays be spent by your family?

**Ans:** Where will your family spend the holidays?

4. They offered the job to Sundari.

**Ans:** The job was offered to Sundari by them.

5. Could some money be lent to me by your father?

**Ans:** Can your father lend me some money.

6. Let the door not be opened.

**Ans:** Don't open the door.

7. Sophia sold her old car to Selvi.

**Ans:** Her old car was sold by Sophia to Selvi.

8. Don't touch the electric wire with bare hands.

**Ans:** Let the electric wire not be touched with bare hands.

9. I cannot agree to your proposal.

**Ans:** Your proposal can not be agreed to by me.

10. Kindly complete the assignment in time.

**Ans:** You are requested to complete the assignment in time.

11. Raman is known to me since childhood.

**Ans:** I know Raman since childhood.

12. Don't insult the poor and weak.

**Ans:** Let the poor and weak not be insulted.

13. Who has broken the chair?

**Ans:** By whom **has** the chair**been** broken?

14. His shoulder was hurt in an accident.

**Ans:** He hurt his shoulder in an accident.

15. It is time for the bell to be rung.

**Ans:** It is time to ring the bell.

16. We wish you forget this episode.

**Ans:** It is wished by us that this episode is to be forgotten (by you).

17. They would not have done this shameful act.

**Ans:** This shameful act would not have been done by them.

18. How do you know my uncle?

**Ans:** How is my uncle known to you?

19. It is believed that he is an honest man.

**Ans:** **Everyone** believes that he is an honest man.

20. My request was acceded to by the authorities.

**Ans:** The authorities acceded to my request.

---

### **Change the voice of the following sentences**

1. Mohammed follows the rules.

**Ans:** The rules are followed by Mohammed.

2. Mohan has completed the course.

**Ans:** The course has been completed by Mohan.

3. Magdalene is singing the prayer.

**Ans:** The prayer is being sung by Magdalene

4. Who wrote this complaint?

**Ans:** By whom was this complaint written?

5. May God bless you with happiness!

**Ans:** May you be blessed with happiness by god.

6. A house is being constructed by them.

**Ans:** They are constructing a house.

7. Let the door not be slammed.

**Ans:** Don't slam the door.

8. The team was trained by the coach

**Ans:** The coach trained the team.

**Change the following sentences to the other voice.**

1. The manager appointed many office assistants.  
**Ans:** Many office assistants were appointed by the manager.
  2. You are making a cake now.  
**Ans:** A cake is being made by you now.
  3. That portrait was painted by my grandmother.  
**Ans:** My grandmother painted that portrait.
  4. Malini had bought a colorful hat for her daughter.  
**Ans:** A colorful hat had been bought by Malini for her daughter.
  5. They have asked me to pay the fine.  
**Ans:** I have been asked to pay the fine by them.
  6. The militants were being taken to prison by the police.  
**Ans:** The police was taking the militants to prison.
  7. His behavior vexes me.  
**Ans:** I am vexed by his behavior.
  8. Rosy will solve the problem.  
**Ans:** The problem will be solved by Rosy.
  9. Our army has defeated the enemy.  
**Ans:** The enemy has been defeated by our army.
  10. The salesman answered all the questions patiently.  
**Ans:** All the questions were answered by the salesman patiently.
- 

**Change the following into Passive voice.**

1. Please call him at once.  
**Ans:** You are requested to call him at once.
2. How did you cross the river?  
**Ans:** How was the river crossed by you?



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

**Ans:** The Novels from the library is not being borrowed.

4. Will you help me?

**Ans:** Will I be helped by you.

5. Go for a jog early in the morning.

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

6. Why have you left your brother at home?

**Ans:** Why have your brother been left at home by you?

7. Nobody should violate the rules.

**Ans:** The rules should not be violated.

8. Someone has to initiate it immediately.

**Ans:** It has to be initiated immediately.

9. Have you invited Raman to the party?

**Ans:** Has Raman been invited to the party by you?

10. Please do not walk on the grass.

**Ans:** You are requested no to walk on the grass.

11. Cross the busy roads carefully.

**Ans:** You are advised to cross the busy roads carefully.

12. When will you book the tickets to Bengaluru?

**Ans:** When will the tickets be looked to Bangaluru by you?

**Change the following sentence into passive voice:**

1. The Governor inaugurated the exhibition at ten 'O' clock.

**Ans:** The exhibition was inaugurated by the Governor at ten 'O' clock.

2. The crowd expected their leader to arrive early in the morning.

**Ans:** Their leader was excepted by the crowed, to arrive early in the morning.

3. Who taught her Computer Science?

**Ans:** By whom was she taught computer science.

4. They unanimously named Ravi as the captain of the team.

**Ans:** Ravi was unanimously named as the captain of the team.

5. The President gave the commander an award.

**Ans:** The commander was given an award by the president

6. Do not tell a lie.

**Ans:** Let a lie not be told.

7. Please open the door.

**Ans:** let the door be opened, please.

8. It is time to stop the work.

**Ans:** It is time for the work to be stopped.

9. They say he is a spy.

**Ans:** He is said to be a spy.

10. One should keep one's promise.

**Ans:** Promise should be kept.

11. People burn a great deal of wood in winter.

**Ans:** In winter, a great deal of wood is burnt by the people.

12. Where had you kept the book?

**Ans:** Where had the book been kept by you?

13. When did you feel the tremors?

**Ans:** When were the tremors felt by you?

14. How did you do the experiment?

**Ans:** How was the experiment done by you?

15. Whose car did someone park in front of your gate?

**Ans:** Whose car was parked by someone in front of your gate?

**Change the following sentences into Active Voice.**

1. The smuggler has been nabbed by the police.  
**Ans:** The police has nabbed the smuggler.
2. By whom were you interviewed?  
**Ans:** who interviewed you?
3. Why were you scolded by your parents?  
**Ans:** Why did your parents scold you?
4. Not a word was spoken by the convict in self-defence.  
**Ans:** The convict did not speak a word in self-defence.
5. Good news is expected shortly.  
**Ans:** Expect good news shortly.
6. The mail has just been received.  
**Ans:** Someone has just received the mail.
7. Sundari has been taken to hospital by her husband.  
**Ans:** Sundari's husband has taken her to hospital.
8. Our television is being repaired now.  
**Ans:** Someone is repairing our television now.
9. Sweets have not been distributed to children by the organisers.  
**Ans:** The organizers have not distributed sweets to children.
10. Prizes were being given by the chief guest.  
**Ans:** The chief guest was giving prizes.
11. Nobody has been seen in the library this week.  
**Ans:** We have seen nobody in the library this week.
12. Nobody would have known the truth if you had not disclosed it.  
**Ans:** The truth would not have been known by anybody if it had not been disclosed by you.

13. You are advised to help the poor and needy.

**Ans:** Help the poor and needy.

14. You are requested to make a cup of tea for the guest.

**Ans:** please, make a cup of tea for the guest.

---

**Change each of the following sentences into two passives using direct object as the subject in one and indirect in the other.**

1. John gave a bar of chocolate to Jill.

**Ans:** a: Jill was given a bar of chocolate by John.

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

2. Pragathi lent a pencil to Keerthana.

**Ans:** a: A pencil was lent to Keerthana by Pragathi.

b: Keerthana was lent a pencil by Pragathi.

3. Sudha told the truth to her friend.

**Ans:** a: The truth was told to her friend by Sudha.

b: Her friend was told the truth by Sudha.

4. They offered the job to Venkat.

**Ans:** a: The job was offered to Venkat by them.

b: Venkat was offered the job by them.

5. The boss showed the new computer to Kaviya.

**Ans:** a: The new computer was shown to Kaviya by the boss.

b: Kaviya was shown the new computer by the boss.

---



## 5. IDENTIFY THE SENTENCE PATTERN OF THE FOLLOWING SENTENCE (SUBJECT, VERB, OBJECT...)

### Sentence Pattern

Subject, Verb, Object, Complement, Adjunct (Adverbial) are the important parts of a sentence. Ex:

S + V	-	<u>Raju</u> <u>woke up</u>
		S                      V
S + V + O	-	<u>He</u> <u>wore his new uniform</u>
		S                      V                      O
S + V + IO + DO	-	<u>His father</u> <u>gave</u> <u>him</u> <u>his school bag</u>
		S                      V                      IO                      DO
S + V + C	-	<u>He</u> <u>was</u> <u>excited</u>
		S                      V                      C
S + V + O + C	-	<u>Reading</u> <u>made him</u> <u>a complete man</u>
		S                      V                      O                      C
S + V + A	★ -	<u>He</u> <u>was going to school</u>
		S                      V                      A

### SUBJECT (S)-

The **person** who does the action in the sentence is the subject of the sentence. It is a noun or pronoun. It answers the question 'who + verb'.

Ex. **Ram** studies well. (Who studies? **Ram**)  
**Priya** plays well.

### VERB (V)

- A verb shows an **action** or **work** done by the subject.
- It also tells the status or shows possession.
- Auxiliaries, Modals, Semi modals are verbs
- To get verb' ask **what** does the subject **do**?
  1. Jems **wrote** a letter. (What did Jems do? Hewrote)
  2. He **is** a doctor. (Auxiliary showing status)
  3. The baby **is crying**.

4. I **have** a sister. (Possession)

## OBJECT (O)

- The word which **receives the action** from the subject is the object.
- To get the object, ask the question **What?** or **Whom?** ('What' is for things and 'Whom' is for persons.)
- Persons may be nouns or pronouns.

Ex.

1. He bought **a pen**.
2. He handles **the computer**
3. I saw **him**

**Direct Object (DO)** - Direct object answers the question '**what**'.

Ex. I like **animals**.  
My uncle gave **a present**

**Indirect Object (IO)** - Answers the question '**whom**'?  
Indirect Object is meaningless without Direct Object.

Ex. My uncle gave **me** a present.

## COMPLEMENT (C)

- The words, required to complete the meaning of a sentence are called Complement.
- It tells about the subject.
- Without it the sentence is incomplete or changes its meaning.

Ex.

1. He painted the car **blue**.
2. He is a **dentist**
3. She named the boy **john**
4. It grew **dark**.
5. We call Kamarajar **karmaveerar**.
6. They selected her **leader**.

## ADJUNCT (A)

- These are adverbs denoting **manner, place, time**.
- It provides additional meaning to the sentence.
- Its absence does not affect the meaning of the sentence.
- It answers to the questions: '**How, When, Why**' or '**Where**'.

Ex.

1. They came **by bus**. (manner)
2. She went **to Chennai**. (place)
3. He will meet you **tomorrow**. (time)
4. You speak English **well**. (manner)
5. My father is a farmer **in Thiruvallur**. (place)

**Note:**

1. When there are **more than one adverb** in a sentence, the **order** should be: **manner, place, frequency, time**.
2. An adjunct can appear in **any part** of a sentence.

### Common Adverbs:

How? (Manner)	Where? (place)	When? (Time)	Why? (Reason)
by bus / cycle	here, there	now, later	due to cold
through efforts	every where	after 2 years	through floods
by mixing	in the sky	when young	under compulsion
by hard work	at home	in the morning	carefully

### Some basic patterns to understand:

1. **SV** - Child laughs.
2. **SVO** - I play hockey
3. **SVC** - He is smart
4. **SVOC** - I painted the car blue
5. **SVIODO** - My father presented me a watch

6. **SVDOIO** - She gave money to the poor.
7. **SVA** - He came yesterday.
8. **SVAA** - He came from Australia yesterday.
9. **SVAAA** - He came swiftly from Australia yesterday.
10. **SVOA** - Jeeva wrote a letter last week.
11. **SVOAA** - We built a house in Mumbai last year.
12. **SVIDOOA** - I gave him a watch twice.
13. **SVCA** - She became rich suddenly.
14. **SVCAA** - He becomes Chief Minister of Tamil Nadu again.
15. **SVAC** - He is now a collector.
16. **SVACA** - He is now a collector in Salem.
17. **SVOCA** - They elected him secretary in 2000.
18. **ASVO** - Tomorrow I will buy a car.
19. **ASVIDOO** - Last week I presented him a book.
20. **ASVC** - Now, He is a Collector.
21. **ASVOC** - Next month, they will elect him chairperson.
22. **SAVCA** - He rarely gets tired after exercise.

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**Choose the right pattern.**

1. The wall collapsed.  
a. SV                      b. SVO                      c. SVIDOO                      **(a)**
2. During the war, many people lost their homes.  
a. SVO                      b. SVIDOO                      c. ASVO                      **(c)**
3. I promised the children a trip to the zoo.  
a. SVO                      b. SVDOIO                      c. SVIDOO                      **(c)**
4. In 1998, Frank moved to London.  
a. ASVA                      b. ASVO                      c. SVIDOO                      **(a)**



5. Pooja hired a bicycle.

a. SV

b. SVO

c. SVA

(b)

**Identify the sentence pattern of the following:**

1. We wear woollen clothes in winter.

SVOA

2. Shyam gave me the right answer.

SVIODO

3. He visits the orphanage frequently.

SVOA

4. We call Gandhi 'Mahatma'.

SVOC

5. Alexander conquered many countries.

SVO

6. Velu grew tired after the match.

SVCA

7. I admire her for her courage.

SVOA

8. All the cows have been milked.

SV

9. This shoe is large.

SVC

10. Suddenly they heard a cry.

ASVO

**Identify the pattern of the following sentence.**

1. Venu grew tired after the match

a. SVOC

b. SVAA

c. SVIODO

d. SVCA

2. I gave Rosy a pen

a. SVCO

b. SVAA

c. SVIODO

d. SVCA

**State which statement is correct?**

'I gave Rosy a pen.'

In the pattern of the above sentence,

a. "Rosy" is the Direct Object

c. "Rosy" is the subject

b. "Rosy" is the Indirect Object

d. "Rosy" is the Adjunct

## 6. PLURAL FORMS.

### 8<sup>th</sup> book

#### Singular and Plural

We have seen how to form plural from singular for certain nouns and now we are going to see the other forms of plurals.

**Some nouns become plural when we change the vowels.**

Singular	Plural
Man	men
foot	feet
tooth	teeth
goose	geese

**'us' changes into 'i'**

Singular	Plural
Cactus	cacti
Fungus	fungi
Syllabus	syllabi

**'is' changes into 'es'**

Singular	Plural
Hypothesis	hypotheses
Oasis	oases
Crises	crisis

**'um' changes into 'a'**

Singular	Plural
Bacterium	bacteria
Media	medium
curricula	curriculum

**Add 's' to the first word in hyphenated word.**

Singular	Plural
passer-by	passers-by
sisters-in-law	sister-in-law
brothers-in-law	brother-in-law
runners-up	runner-up

**Some nouns have same form for singular and plural.**

<b>Singular</b>	<b>Plural</b>
Deer	deer
fish	fish
hair	hair
furniture	furniture
luggage	luggage

**Transforming a singular noun into plural noun:**

By adding 's' to the singular noun:

boy	- boys
pen	- pens
girl	- girls
desk	- desks
book	- books
cow	- cows
Brahman	- Brahmans
Mussulman	- Mussulmans
album	- albums
stadium	- stadiums

**By adding 's' to noun ending in 'y' preceded by a vowel:**

Alley	- alleys
attorney	- attorneys
essay	- essays
boy	- boys
delay	- delays
guy	- guys
jay	- jays
key	- keys
osprey	- ospreys
play	- plays
ray	- rays
stray	- strays
toy	- toys
tray	- trays
turkey	- turkeys

valley - valleys,  
way - ways

**By adding -es to the nouns ending in -s, ss, -sh, -ch (soft), or -x**

class - classes  
kiss - kisses  
dish - dishes  
brush - brushes  
match - matches  
watch - watches  
branch - branches  
tax - taxes

**By changing -y into -i and adding -es to the nouns ending in -y**

baby - babies  
lady - ladies  
city - cities  
army - armies  
story - stories  
pony - ponies  
Ally - allies  
army - armies  
baby - babies  
beauty - beauties  
berry - berries  
cherry - cherries  
colony - colonies  
country - countries  
dictionary - dictionaries

**By adding -es to the nouns ending in -o**

buffalo - buffaloes  
mango - mangoes  
hero - heroes  
potato - potatoes  
tomato - tomatoes  
cargo - cargoes



echo	- echoes
negro	- negroes
volcano	- volcanoes
zero	- zeroes
embargo	- embargoes
mosquito	- mosquitoes
veto	- vetoes
torpedo	- torpedoes
motto	- mottoes

**A few nouns ending in -o merely add -s**

dynamo	- dynamos
solo	- solos
ratio	- ratios
canto	- cantos
memento	- mementos
quarto	- quartos
piano	- pianos
photo	- photos
stereo	- stereos
kilo	- kilos
logo	- logos

**By changing -'f' or -'fe' into 'v' and adding -'es' to the nouns ending in -'f' or -'fe'**

thief	- thieves
wife	- wives
wolf	- wolves
life	- lives
calf	- calves
leaf	- leaves
loaf	- loaves
knife	- knives

**The nouns that take either -s or -ves in the plural.**

dwarfs	or	dwarves
hoofs	or	hooves

scarfs        or        scarves  
wharfs      or        wharves

### Other words ending in -f or -fe add -s

chief                - chiefs  
safe                 - safes  
proof                - proofs  
gulf                 - gulfs  
cliff                 - cliffs  
handkerchief      - handkerchiefs  
chef                 - chefs  
dwarf                - dwarfs  
grief                 - griefs  
mischief           - mischiefs  
roof                 - roofs  
belief                - beliefs

**A few nouns form their plural by changing the inside vowel of the singular**

man                - men  
woman            - women  
foot                - feet  
tooth               - teeth  
goose              - geese  
mouse             - mice  
louse               - lice

**By adding -en at the end of a noun**

ox                 - oxen  
child              - children.

**By adding 'x' after '-eau'**

beau               - beaux  
bureau            - bureaux  
plateau           - plateaux/plateaus

**For some nouns singular and plural are same**

Swine,	sheep,	deer;
cod,	trout,	salmon;
advice	equipment	evidence
copper	gold	silver
Hope,	charity,	love,
kindness,	fish	legislation
Mathematics	physics	mumps
measles	rickets	scenery
furniture	poultry	stationary

**Some nouns are used only in the plural.**

**1. Names of instruments which have two parts:**

Bellows,	scissors,	tongs,
pincers,	spectacles,	eyeglasses

**2. Names of certain articles of dress:**

Trousers,	drawers,	breeches,	pants,
jeans,	tights,	shorts,	pyjamas.

**3. Certain other nouns**

Annals,	thanks,	proceeds (of a sale),
tidings,	environs,	nuptials,
obsequies,	assets,	
cattle,	Congratulations	headquarters
oats	barracks	

**The following nouns look plural but are in fact singular:**

**1. Names of subjects**

mathematics,  
physics,  
electronics, etc.

**2. The word 'news' is singular**

**3. Names of some common diseases**

measles,  
mumps,  
rickets

#### 4. Names of some games

billiards,  
draughts

**Certain Collective Nouns, though singular in form, are always used as plurals:**

Poultry, cattle, vermin, people, gentry.

By adding -s to the principal word

#### **Singular**

#### **Plural**

Commander-in-chief	-	commanders-in-chief
Coat-of-mail	-	coats-of-mail
Son-in-Law	-	sons-in-law
Daughter-in-law	-	daughters-in-law
Father-in-Law	-	fathers-in-Law
Step-son	-	step-sons
Step-daughter	-	step-daughters
Maid-servant	-	maid-servants
Man-servant	-	men-servants
Passer-by	-	passers-by
Passer-by	-	passers-by
Ten-year-old	-	ten-year-olds
She-wolf	-	she wolves

**Many nouns taken from foreign languages keep their original plural form**

From Latin

Change 'um' to 'a'

Erratum	-	errata
memorandum	-	memoranda
bacterium	-	bacteria
curriculum	-	curricula



datum	-	data
ovum	-	ova
medium	-	media
gymnasium	-	gymnasia
stratum	-	strata

### Change 'a' to 'ae'

formula	-	formulae (or formulas)
alumna	-	alumnae
alga	-	algae
antenna	-	antennae
larva	-	larvae
pupa	-	pupae/pupas
nebula	-	nebulae
vita	-	vitae
vertebra	-	vertebrae

note		
agenda	-	agendas
banana	-	bananas
aurora	-	auroras
phobia	-	phobias

### Change 'ex' to 'ices'

index	-	indices/indexes
vortex	-	vortices
vertex	-	vertices

note:

Annex	-	annexes
complex	-	complexes
duplex	-	duplexes

### Change 'us' to 'i'

radius	-	radii
terminus	-	termini (or terminuses).
fungus	-	fungi
alumnus	-	alumni
locus	-	loci
focus	-	foci

bacillus	-	bacilli
stimulus	-	stimuli
nucleus	-	nuclei
cactus	-	cacti

**note:**

abacus	-	abacuses
genus	-	genera
octopus	-	octopi/octopuses
rhombus	-	rhombuses
walrus	-	walruses

**From Greek**

Axis	-	axes
parenthesis	-	parentheses
crisis	-	crises
hypothesis	-	hypotheses
basis	-	bases
analysis	-	analyses
ellipsis	-	ellipses
synopsis	-	synopses
synthesis	-	syntheses
thesis	-	theses
paralysis	-	paralyses
phenomenon	-	phenomena
criterion	-	criteria
automation	-	automata

**From Italian**

Bandit	-	banditti, (or bandits)
--------	---	------------------------

**From French**

Madame (madam)	-	Mesdames;
----------------	---	-----------

**Abstract Nouns have no plural. They are uncountable.**

Hope, charity,  
love, kindness.

**Names of substances are uncountable and are not plural.**

Copper, iron,  
tin, wood,  
gold, silver, etc.

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

**Answer:**

Chair	-	
Box	-	
Eskimo	-	
Lady	-	
Radius	-	
Formula	-	
Child	-	
Deer	-	
Loaf	-	
Hero	-	

Chair	-	Chairs
Box	-	Boxes
Eskimo	-	Eskimos
Lady	-	Ladies
Radius	-	Radii
Formula	-	Formulae
Deer	-	Deer
Child	-	Children
Loaf	-	Loaves
Hero	-	Heroes

**Change the singular nouns to plurals by either adding 's', 'ies', 'es', 'ves**

s.no	Singular	Plural
1.	Leaf	Leaves
2.	Lorry	Lorries
3.	Bat	Bats
4.	Clock	Clocks
5.	Table	Tables
6.	Lamp	Lamps
7.	Doll	Dolls
8.	Biscuit	biscuits
9.	Knife	Knives
10.	Loaf	Loaves

**Which of the following is incorrect?**

a. Furnitures    b. Scissors    c. Pliers    d. News

**Ans: a**

## **7. FORM A NEW WORD BY BLENDING THE WORDS**

**8<sup>th</sup> book**

**Use the blended words in your own sentence.**

1. electrocute -
2. spanglish -
3. moped -
4. brunch -
5. smog -

**Find out the blended words for the following:**

1. international + police  
a. interlice    b. internal    c. Interpol    d. interop    **(c)**
2. helicopter + pad  
a. coppad    b. helipad    c. helicoppad    d. copterpad    **(b)**
3. education + satellite  
a. edulite    b. edusell    c. catlite    d. edusat    **(d)**
4. electronic + commerce  
a. e-commerce    b. electom    c. electrocommerce    d. electrocom    **(a)**
5. Europe + asia  
a. easia    b. eurasia    c. europasia    d. eursia    **(b)**
6. camel + ilama  
a. mema    b. caila    c. cama    d. camma    **(c)**
7. goat + sheep  
a. gosheep    b. atshep    c. tsheep    d. geep    **(d)**
8. mobile + robot  
a. mobile    b. mobro    c. mobot    d. bileot    **(c)**
9. snow + dirt  
a. snirt    b. snort    c. snowirt    d. snod    **(a)**
10. lion + tiger  
a. liti    b. lionger    c. liger    d. lioger    **(c)**

11. sun + umbrella  
a. sumbrella                      b. sumbrel   c. sunbre   d. sunbrella                      **(d)**
12. friend + family  
a. frimily                      b. framily   c. frilly   d. frifamil                      **(b)**
13. blue + green  
a. blueen   b. bluegreen                      c. bleen   d. lugren                      **(c)**
14. desk + breakfast  
a. defast   b. debreak                      c. desfast   d. deskfast                      **(d)**
15. pocket + monster  
a. pockster   b. pokemon                      c. pocter   d. pocmon                      **(b)**
16. potato + tomato  
a. pomato   b. potmat   c. potamato                      d. pottom                      **(a)**
17. blunge + plunge  
a. bleplun   b. blenge   c. blunge                      d. bleple                      **(c)**
18. aviation + gasoline  
a. avialine   b. avgas   c. aviagas                      d. tioline                      **(b)**
19. global + english  
a. ballish   b. gloeng   c. globish                      d. gloish                      **(c)**
20. spot + blotch  
a. spoblot   b. spotch   c. potblot                      d. spoch                      **(b)**
21. stay + vacation  
a. staycation                      b. staca   c. station   d. stave                      **(a)**
22. motor + hotel  
a. motho   b. tortel   c. torho   d. motel                      **(d)**
23. global + local  
a. globcal   b. lobcal   c. glocal   d. ballo                      **(c)**

**Choose the right combination of the given blended words:**



1. Beautility  
 a. beauty + ability  
 c. beauty + facility  
 b. beauty + utility  
 d. beauty + vitality **(b)**
2. Paratroops  
 a. parade + troopers  
 c. parade + troops  
 b. parachute + troops  
 d. paramedical + troopers **(b)**
3. Camcorders  
 a. campus + orders  
 c. camera + recorders  
 b. camp + recorders  
 d. campaign + orders **(c)**
4. Flurry  
 a. flutter + hurry  
 c. flat + furry  
 b. flurt + ferry  
 d. flatter + ferry **(a)**
5. Adflation  
 a. adverse + inflation  
 c. ad + affliction  
 b. advertisement + inflation  
 d. advertise + inflation **(b)**
6. Agronomy  
 a. agro + nomy  
 c. agriculture + economy  
 b. agri + nomination  
 d. agri + culture + economy **(c)**
7. Bit  
 a. binary + digit  
 c. be + it  
 b. bi + digit  
 d. binary + digital **(a)**
8. Bollywood  
 a. bolly + wood  
 c. Bombay + gollywood  
 b. Mumbai + Hollywood  
 d. Bombay + Hollywood **(d)**
9. Brunch  
 a. break + lunch  
 c. breakfast + lunch  
 b. bread + crunch  
 d. brunt + cheese **(c)**
10. Chunnel  
 a. chump + channel  
 c. churn + canal  
 b. channel + canal  
 d. channel + tunnel **(d)**

11. Cinematography  
a. cinema + autography      b. cinema + biography  
c. cinema + photography      d. cine + autography      **(c)**
12. Cremains  
a. cremation + dramatist      b. cremated + remains  
c. crime + remains      d. criminal + mains      **(b)**
13. E - commerce  
a. electronic + commercial      b. electro + commerce  
c. electronic + commerce      d. electro + commercial      **(c)**
14. E-mail  
a. electricity + mail      b. executive + mail  
c. electrons + mail      d. electronic + mail      **(d)**
15. Fantabulous  
a. fantasy + fabulous      b. fantastic + fabulous  
c. fanatic + fabulous      d. fanta + fabulous      **(b)**
16. Fortnight  
a. fort + night      b. forty + night  
c. fourteen + night      d. forty + knight  
**(c)**
17. Handycam  
a. handy + camera      b. handful + Cameroon  
c. handy + came      d. handful + camera      **(a)**
18. Helipad  
a. helicopter + paddle      b. helicop + pads  
c. helicopter + pad      d. helicopter + paddock      **(c)**
19. Hitech  
a. highest + technician      b. higher + techniques  
c. high + technology      d. highly + technical      **(c)**
20. Indo-pak  
a. Indonesia + Pakistan      b. Indonesia + palk strait  
c. India + palk strait      d. India + Pakistan      **(d)**

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31. edutainment

- |                           |                              |            |
|---------------------------|------------------------------|------------|
| a. education + attainment | b. education + entertainment |            |
| c. educator + attainment  | d. educator + entertainment  | <b>(b)</b> |

32. motel

- |                     |                     |            |
|---------------------|---------------------|------------|
| a. motorist + hotel | b. mote + hotel     |            |
| c. moth + hotel     | d. motorway + hotel | <b>(d)</b> |

33. smog

- |                 |                 |            |
|-----------------|-----------------|------------|
| a. smoke + fog  | b. smock + fog  |            |
| c. smoker + fog | d. smoked + fog | <b>(a)</b> |

34. vegeburger

- |                       |                        |            |
|-----------------------|------------------------|------------|
| a. vegetate + burger  | b. vegetation + burger |            |
| c. vegetable + burger | d. veggie + burger     | <b>(c)</b> |

35. vitamin

- |                 |                  |            |
|-----------------|------------------|------------|
| a. vita + amin  | b. vital + amine |            |
| c. vita + amine | d. vital + amin  | <b>(b)</b> |

36. Infomercial

- |                             |                           |            |
|-----------------------------|---------------------------|------------|
| a. Information + commercial | b. Inform + commercial    |            |
| c. Inform + commerce        | d. Information + commerce | <b>(a)</b> |

37. televangelist

- |                          |                            |            |
|--------------------------|----------------------------|------------|
| a. televise + evangelist | b. televisual + evangelist |            |
| c. telex + evangelist    | d. television + evangelist | <b>(d)</b> |

38. technowizard

- |                          |                         |            |
|--------------------------|-------------------------|------------|
| a. techno + wizard       | b. technology + wizard  |            |
| c. wizard + technologist | d. wizard + technophile | <b>(b)</b> |

39. skylabs

- |                      |                      |            |
|----------------------|----------------------|------------|
| a. skin + laboratory | b. skew + laboratory |            |
| c. sky + laboratory  | d. ski + laboratory  | <b>(c)</b> |

40. workaholic

- |                        |                         |            |
|------------------------|-------------------------|------------|
| a. work + alcoholic    | b. workable + alcoholic |            |
| c. working + alcoholic | d. worker + alcoholic   | <b>(a)</b> |

## FORM COMPOUND WORDS (EG.: NOUN+VERB, GERUND+NOUN)

### Compound words

Compound words are formed when two or more words are put together to form a new word with a new meaning.

### Some important compound words using (NOUN + NOUN)

Noun	Noun	Compound Word
head	master	head master
key	board	key board
cell	phone	cell phone
school	boy	school boy
eye	sight	eye sight
home	work	home work
moon	light	moon light
note	book	note book

### Some important compound words using (GERUND + NOUN)

Gerund	Noun	Compound Word
dining	hall	dinning hall
washing	machine	washing machine
waiting	hall	waiting hall
driving	school	driving school
walking	stick	walking stick
drawing	room	drawing room
calling	bell	calling bell
baking	soda	baking soda

### Some important compound words using (NOUN + VERB)

Noun	Verb	Compound Word
snow	fall	snow fall
car	park	car park
book	mark	book mark
sun	set	sun set
cat	walk	cat walk
rain	fall	rain fall
hair	cut	hair cut
tooth	ache	toothache

**Match the following compound words and write them:**



First word	Second word	New word
match	mark	
air	cut	
blood	port	
Pop	machine	
sky	bank	
hair	blue	
book	corn	
sewing	box	

**Choose the best answer to make a compound word**

- Which can be placed after 'soft'?  
a) play      b) ware      c) run      d) cycle
- Which can be placed before 'light'?  
a) try      b) sun      c) horse      d) cat
- Which can be placed after 'safe'?  
a) chair      b) guard      c) shop      d) van
- Which can be placed after 'blue'?  
a) cane      b) print      c) see      d) land
- Which can be placed after 'water'?  
a) food      b) stick      c) fall      d) out

**Noun + Noun**

Kitchen garden	Bedroom	Water tank
Motorcycle	Printer cartridge	Lunchtime
Boyfriend	Girlfriend	Milkman
Fire-fighter	Heartache	Greenhouse
Football	Grandmother	Homework
Teacup	Friendship	House party
Crime novel	Field glasses	Time table
Head master	Money market	Engine driver
Picture book	Railway station	School boy
Daylight	Key board	Cell phone
Eye sight	Moonlight	Note book
Foothills	Ice caps	Airship
River bed	Tooth paste	Seafood
Starlight	Taxi driver	School girl

### Noun + Verb

Mouthwash	Role play	Foot print
Rain fall	Sun set	Sun rise
Car park	Cat walk	Toothache
Income tax	Heart attack	Landmark
Homemade	Night fall	Day break
House arrest	Baby sit	Telephone call

### Noun + Participle

Hand written	Homemade
--------------	----------

### Adverb + Noun

Fast food	Insight	Outpost	Inland
-----------	---------	---------	--------

### Noun + Adverb

Wash out	Outpatient
----------	------------

### Verb + Noun

Watchman	Bath room	Call	taxi
Cross fire	Drive inn	Guide	book
Handle bar	Typewriter	Pass port	
Pay day	Play boy	Rest house	
Guideline	Playground	Credit card	
Popcorn	Push-button		

### Verb + Verb

Typewrite	Test-drive	Freeze-dry
-----------	------------	------------

### Verb + Gerund

Typewriting	Typesetting	Watch making	Get going
-------------	-------------	--------------	-----------

### Noun + Adjective

Air-Tight	Blood Red	Bulletproof
Careless	Force-Full	Harmful
Handpicked	Dead slow	Silk Soft
Lead Strong	Lifelong	Milk White
World Famous	Worldwide	Radio active

### Adjective + Noun

Badmouth	Black board	Black man
Blue sky	Blueberry	Bluebird
Common room	Concrete idea	Electriclight
Fool play	Four wheel	Freetrade
granddaughter	Full-time	Greenroom
Hardware	Hot dog	Hotwater
Hotspot	Long-term	Loudspeaker

### Adjective + Adjective

Kind Hearted	Dark blue	Darkbrown
Blue-green		

### Adjective + Verb

Whitewash	Free Drive	Clear cut
Long forgotten	Long awaited	Dry clean
Deep fry	Side walk	safeguard
Easy walk		

### Verb + Adjective

Tax free	Fly high	Live long	Dive deep★
----------	----------	-----------	------------

### Adjective + Gerund

Hardworking	Good looking	Easy going	Quick learning
-------------	--------------	------------	----------------

### Adjective + Participle

Well known	Readymade
------------	-----------

### Noun + Gerund

Housekeeping	Horse Riding	Air Conditioning
Bird Watching	Bookkeeping	Bookbinding
Bread-baking	Ballet dancing	Cat walking
Copy-editing	Cross-heading	Daydreaming
Eve Teasing	Ear-piercing	English-training

### Gerund + Noun

Bleaching powder	Blotting paper	Cleaning Lady
Cooking-gas	Dancing Bird	Drawing Room
Drinking Water	Driving School	Dressing room
Dining table	Driving licence	Fishing net

Helping Hand  
Living Room

Helping Mind  
Looking Glass

Learning material  
magnifying lens

### Preposition + Noun

Overcoat	After Life	Afternoon
Back Dates	Back Ground	By line
Down Stairs	Down fall	Forethought
Fore Head	In Group	In Service
In box	Middleman	Outlaw
Off Share	Off Shore	OffSpring
Online	Out Patient	OverChange

### Preposition + Verb

Counterattack	Counterbalance	Input
Intake	Outburst	Outlet
Output	Outrun	Outvote
Overhang	Overpay	Overrate
Overreact	Oversleep	Overthrow
Overwork	Undercut	Undercut
Underlie	Underpass	Undersell
Understand	Undervalue	Uproar
Over throw	Outlook	Over do
Over estimate		

### Verb + Preposition

Breakdown	Build-up	Check-in
Check-out	Check-up	Cut through
Lay by	Lookout	Makeup
Roll off	Roll on	See through
Shutdown	Sign-off	Stand by
Stick on	Take away	Take down
Take-out	Tear up	Walk on
Walk through	Work on	Give up
Cook down	Put out	Look into
Give away	Put on	Look down

### Preposition + Gerund

Outgoing	Incoming	Understanding
Over seeing		

**Verb + Adverb**

Draw Back	Pull Up	Push	Off
Set Up	Tie Up	Washout	
Flash back	Make over	Catch out	

**Adverb + Verb**

Outrun	Well defined	Downcast	Overflow
--------	--------------	----------	----------

**Adverb + Participle**

Out sourcing	Incoming	Well behaved
--------------	----------	--------------

**Noun + Preposition**

Country side	Root out	Seaside
Eye on		

**Noun + Preposition + Noun**

Mother-in-law	Father-in-law	Sister-in-law
Brother-in-law	Son-in-law	Daughter-in-law
Lady-in-waiting	Jack-of-all-trades	Day to day
Jar with lid	Eye for eye	Point to point

**Adjective + Preposition + Noun**

Good for nothing	Afraid of crowd	up to date
Free of cost	Free for all	Ready for work

**Adv. or Adj + participle**

Well stitched	Clean shaven	Downtrodden
Well behaved	Ready made	

**Adverb + Preposition + Noun**

Out of fashion	Up to date	Over to study
----------------	------------	---------------

**Adjective + Preposition + Verb**

Well to do	Right to have	Sorry to hear
------------	---------------	---------------



**Choose the best answer to make a compound word**

**1. Which can be placed after 'soft'?**

a) play      b) ware      c) run      d) cycle (b)

**2. Which can be placed before 'light'?**

a) try      b) sun      c) horse      d) cat (b)

**3. Which can be placed after 'safe'?**

a) chair      b) guard      c) shop      d) van (b)

**4. Which can be placed after 'blue'?**

a) cane      b) print      c) see      d) land (b)

**5. Which can be placed after 'water'?**

a) food      b) stick      c) fall      d) out (c)

**Match the words to make as many new words as possible:**

- |              |        |                      |
|--------------|--------|----------------------|
| 1. out       | root   | out house, out shine |
| 2. river     | wall   | river bed            |
| 3. water     | garden | waterfall            |
| 4. flower    | body   | flower garden        |
| 5. sun       | hill   | sunshine             |
| 6. aerial    | bed    | aerial root          |
| 7. busy      | sill   | busybody             |
| 8. window    | house  | window sill          |
| 9. foot      | shine  | foothill, foot fall  |
| 10. compound | fall   | compound wall        |

**Exercise:**

A	B	Answers
News	brush	news paper
Paint	sick	paint brush
Sky	fast	sky blue
Break	paper	break fast
Home	blue	home sick
Saw	write	saw dust
Lamp	side	lamp post
Home	dust	home made

Type	post	type write
Country	made	country side

Hand	saving	hand made
God	born	god given
Time	made	time saving
Blood	given	blood shed
First	shed	first born

Hard	rise	hand working
Wide	time	wide spread
Blood	working	blood red
Sun	spread	sun rise
Right	red	right time

**Which of the words given below can be placed after the given word to form a compound word?**

Match

a. board	★ b. shelf	c. card	d. box	★
----------	------------	---------	--------	---

Air

a. hair	b. port	c. dye	d. hole
---------	---------	--------	---------

Blood

a. bank	b. shop	c. pump	d. spit
---------	---------	---------	---------

Pop

a. dance	b. play	c. corn	d. story
----------	---------	---------	----------

**I. Which of the words given below can be placed after the given word to form a compound word?**

Rain

a. mark	b. star	c. fall	d. light
---------	---------	---------	----------

Snow

a. ball	b. crop	c. bed	d. field
---------	---------	--------	----------

Star

- a. shine      b. light      c. power      d. clear

Draw

- a. pen      b. colour      c. stick      d. back

Play

- a. thing      b. place      c. field      d. right

Lottery

- a. victory      b. loss      c. ticket      d. gain

Under

- a. world      b. below      c. up      d. above

Man

- a. friend      b. hole      c. father      d. neighbour

Side

- a. wall      b. room      c. shelf      d. walk

Foot

- a. line      b. note      c. read      d. ride

## Part -B

9 <sup>th</sup> Std Term 2	<b>Unit -1</b>	Stopping by Woods on a Snowy Evening - Robert Frost
	<b>Unit -2</b>	A Poison Tree - William Blake
	<b>Unit -3</b>	On Killing a Tree - Gieve Patel
	<b>Unit -4</b>	The Spider and the Fly - Mary Botham Howitt
	<b>Unit -5</b>	The River - Caroline Ann Bowles
	<b>Unit -6</b>	The Comet - Norman Littleford
	<b>Unit -7</b>	The Stick-together Families - Edgar Albert Guest

9<sup>th</sup>std

### UNIT- 1 Stopping by Woods on a snowy Evening

- Robert Frost

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

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.

The woods are lovely, dark and deep.  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

#### About the Author

Robert Frost(1874-1968) was an American poet noted for his realistic descriptions of rural life. Born on 26 March 1874, he spent his first 40 years as an unknown entity. He received four Pulitzer prizes for poetry and was a

special guest at President John F. Kennedy's inauguration. Frost became a poetic force and the unofficial Poet Laureate of the United States. Some of his famous works are The Road Not Taken, West Running Brook, Mending Wall, After Apple Picking etc.

### Glossory

**queer (adj.)** : strange, odd

**woods (n)** : an area of land covered with a thick growth of trees.

**harness (n)** : Straps and fittings by which a horse is fastened to a cart or carriage

**frozen (adj.)** : in ice form

**sweep (v)** : to move swiftly and smoothly

**downy(adj)**: Soft and fluffy

**flake (n)** : a small piece of snowflake

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

1. He will not see me stopping here  
To watch his woods fill up with snow.

- Who does 'he' refer to?
- Identify the season with these lines

2. My little horse must think it queer  
To stop without a farmhouse near

- Who is the speaker?
- Why should the horse think it queer?
- Pick out the rhyming words.

3. He gives his harness bells a shake  
To ask if there is some mistake.

- Whom does 'he' refer to in these lines?
- Why does 'he' give his harness bells a shake?
- How does the horse communicate with the poet?

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

- How are the woods?
- Who does 'I' refer to?



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

5. And miles to go before I sleep,

And miles to go before I sleep.

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

b) Explain: miles to go before I sleep

**Complete the summary of the Poem by filling in the blanks.**

After a long travel the poet entered a \_\_\_\_\_. He wondered to whom the wood \_\_\_\_\_! He realized that the owner of the wood lived in a \_\_\_\_\_. He thought that the owner would not be able to \_\_\_\_\_ him stopping in his woods to watch \_\_\_\_\_ fill the woods. The poet felt that the horse would think it very \_\_\_\_\_ to stop near the woods as he had never \_\_\_\_\_. He was actually standing between the woods and \_\_\_\_\_. The time was \_\_\_\_\_. The horse indicated that the poet has made a \_\_\_\_\_ by shaking its head. The poet felt that the woods are lovely, \_\_\_\_\_ and \_\_\_\_\_. He suddenly realized that he had worldly \_\_\_\_\_ which would not allow him to \_\_\_\_\_ in the woods for a long time.

**Answer the questions in two or three sentences.**

1. What information does the poet highlight about the season and the time of the day in the poem?
2. In which way is the reaction of the speaker different from that of the horse? What does it convey?
3. What are the sounds heard by the poet?
4. The poet is aware of two choices. What are they? What choice does he make ultimately?
5. Pick out words from the poem that bring to mind peace and quiet.

## UNIT – 2 A poison Tree

- William Blake

I was angry with my friend;  
I told my wrath, my wrath did end.  
I was angry with my foe:  
I told it not, my wrath did grow.

And I water'd it in fears,  
Night and morning with my tears:  
And I sunned it with smiles,  
And with soft deceitful wiles.

And it grew both day and night,  
Till it bore an apple bright .  
And my foe beheld it shine,  
And he knew that it was mine.

And into my garden stole,  
When the night had veiled the pole;  
In the morning glad I see,  
My foe outstretched beneath the tree.

### About the author

William Blake (1757 – 1827) was an English Poet, painter and print maker. Blake is now considered a seminal figure in the history of English Poetry. He was born in London. He was a boldly imaginative rebel in both his thought and his art. Some of his famous poems are “The Lamb” and “The Tiger”.

### Glossory

**wrath (n.)** - anger

**foe (n.)** - enemy

**deceitful ,(adj.)** - cunning, treacherous

**wiles (n.)** - tricks

**veiled (v.)** - covered

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

1. I was angry with my friend

I told my wrath 'my wrath did end.

a) Who does 'I' refer to?

b) How did the anger of the poet come to an end?

2. And I watered it in fears

Night and morning with my tears;

a) What does 'it' refer to?

b) How is 'it' watered?

3. In the morning glad I see

My foe outstretched beneath the tree

a) How did the poet feel in the morning?

b) Who is the 'foe' referred to here?

c) Why was the 'foe' found lying outstretched beneath the tree?

4. And it grew both day and night,

Till it bore an apple bright.

a) Who does 'it' refer to?

b) What does 'apple' signify?

c) What grew both day and night?

**Answer the following questions in about 80-100 words.**

1. How did the poet's anger with his friend end?

2. Describe how his anger kept growing.

3. Describe the effect of the poisonous fruit on the 'enemy'.

**Complete the summary by filling in the given spaces with suitable words.**

Once the poet was angry with his friend. He expressed his (i) \_\_\_\_\_ and it ended. They became friendly but when he grew angry with his foe, he (ii) \_\_\_\_\_ it and allowed his anger to grow. Day and night he watered it with his tears and allowed it to grow. He (iii) \_\_\_\_\_ his foe with false smiles and cunning tricks. The tree kept growing and yielded a bright apple which (iv) \_\_\_\_\_ his foe to eat it stealthily during

the night. The next morning the poet was happy to see his foe lying (v)  
\_\_\_\_\_ under the tree.

.....

## Poem Appreciation

### Figure of Speech

There is alliteration in the line : And I sunned it with smiles.

The sound /s/ is repeated in the words 'sunned' and 'smiles'.

.....

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

1. I was angry with my friend;  
I told my wrath, my wrath did end.  
I was angry with my foe  
I told it not, my wrath did grow.
- Pick out the rhyming words.
  - What is the rhyme scheme of the stanza?
  - Identify the figure of speech in the title of the poem.
2. And I watered it in fears  
Night and morning with my tears;
- What figure of speech is used in 'watered it in fears'?
- .....

### UNIT- 3 On killing a Tree

- Gieve Patel

It takes much time to kill a tree,  
Not a simple jab of the knife  
Will do it. It has grown  
Slowly consuming the earth,  
Rising out of it, feeding  
Upon its crust, absorbing  
Years of sunlight, air, water,  
And out of its leprous hide  
Sprouting leaves.

So hack and chop  
But this alone won't do it.  
Not so much pain will do it.  
The bleeding bark will heal  
And from close to the ground  
Will rise curled green twigs,  
Miniature boughs  
Which if unchecked will expand again  
To former size.

No,  
The root is to be pulled out -  
One of the anchoring earth;  
It is to be roped, tied,  
And pulled out - snapped out  
Or pulled out entirely,  
Out from the earth-cave,  
And the strength of the tree exposed  
The source, white and wet,  
The most sensitive, hidden  
For years inside the earth.

Then the matter  
Of scorching and choking  
In sun and air,  
Browning, hardening,  
Twisting, withering,



And then it is done.

### About the Author

Dr. Gieve Patel is one of the prominent Indian poets. His famous works include Evening, Forensic Medicine, and From Bombay Central. He has also penned three plays. He has been conducting a poetry workshop in Rishi Valley School for more than a decade. This poem is taken from his poetry collection 'Poems' published in 1966.

### Glossory:

jab (v) : to poke, or thrust abruptly or sharply with a short, quick blow  
crust (n) : the brown, hard outer portion or surface  
leprous (adj) covered with scales  
hide (n) the strong thick outer skin  
miniature (adj.) : very small

**Read the following lines from the poem and answer the questions in a sentence or two.**

1. It takes much time to  
kill a tree,  
Not a simple jab of the knife  
Will do it.  
i. Can a 'simple jab of the knife' kill a tree?  
ii. Why does it take much time to kill a tree?

2. It has grown  
Slowly consuming the earth,  
Rising out of it, feeding  
Upon its crust, absorbing  
i. How has the tree grown?  
ii. What does the tree feed from the crust?

3. And out of its leprous hide  
Sprouting leaves.  
i. What does the phrase 'leprous hide' mean?  
ii. What comes out of the leprous hide?

4. The bleeding bark will heal  
And from close to the ground  
Will rise curled green twigs,  
Miniature boughs

- i. What will happen to the bleeding bark?
- ii. What will rise from close to the ground?

5. The root is to be pulled out --  
One of the anchoring earth;  
i) Why should the root be pulled out?  
ii) What does 'anchoring earth' mean?

**Based on the understanding of the poem, write down the summary of the poem by filling in the blanks.**

The poet explains the process of \_\_\_\_\_. A lot of work has to be done in order to \_\_\_\_\_ completely. It cannot be accomplished by merely cutting it with \_\_\_\_\_. The tree has grown strong with the help of \_\_\_\_\_ for countless years. Even the \_\_\_\_\_ of the tree gives rise to \_\_\_\_\_. The \_\_\_\_\_ sprouts new twigs and leaves. In a short period, they grow into a new tree. So, to \_\_\_\_\_ completely, one should take out its roots completely from the soil. Then they should be exposed to \_\_\_\_\_. Only then the tree will be completely killed.

**Based on the understanding of the poem, answer the following questions in a sentence or two.**

1. What is the poem about?
2. What are the lessons to be learnt from the poem?
3. What are the life sources needed for a tree to grow?
4. What does the poet mean by 'bleeding bark'?
5. Why does the poet say 'No' in the beginning of the third stanza?
6. How should the root be pulled out?
7. What is hidden inside the earth for years?
8. What finally happens to the tree in this poem?

**Answer the following questions in about 80-100 words.**

1. How does the poet bring out the pain of the tree?
  2. 'A tree doesn't grow in a day.' Explain it with reference to the poem.
  3. Why do you think the poet describes the act of cutting a tree? What effect does it have on you as a reader?
- 



## UNIT - 4 The Spider and the Fly

- Mary BothamHowit

"Will you walk into my parlour?" said the Spider to the Fly,  
"Tis the prettiest little parlour that ever you did spy;  
The way into my parlour is up a winding stair,  
And I've many curious things to show when you are there."

"Oh no, no," said the little Fly, "to ask me is in vain,  
For who goes up your winding stair  
can never come down again."

"I'm sure you must be weary, dear, with soaring up so high;  
Will you rest upon my little bed?" said the Spider to the Fly.  
"There are pretty curtains drawn around; the sheets are fine and thin"  
And if you like to rest awhile, I'll snugly tuck you in!"

"Oh no, no," said the little Fly, "for I've often heard it said,  
They never, never wake again, who sleep upon your bed!"

Said the cunning Spider to the Fly, "Dear friend what can I do,  
To prove the warm affection I've always felt for you?  
I have within my pantry, good store of all that's nice;  
I'm sure you're very welcome – will you please to take a slice?"

"Oh no, no," said the little Fly, "kind Sir, that cannot be,  
I've heard what's in your pantry, and I do not wish to see!"

"Sweet creature!" said the Spider, "you're witty and you're wise,  
How handsome are your gauzy wings, how brilliant are your eyes!  
I've a little looking-glass upon my parlour shelf,  
If you'll step in one moment, dear, you shall behold yourself."

"I thank you, gentle sir," she said, "for what you're pleased to say,  
And bidding you good morning now, I'll call another day."  
The Spider turned him round about, and went into his den,  
For well he knew the silly Fly would soon come back again:  
So he wove a subtle web, in a little corner sly,  
And set his table ready, to dine upon the Fly.



Then he came out to his door again, and merrily did sing,  
“Come hither, hither, pretty Fly, with the pearl and silver wing;  
Your robes are green and purple — there’s a crest upon your head;  
Your eyes are like the diamond bright, but mine are dull as lead!”

Alas, alas! how very soon this silly little Fly,  
Hearing his wily, flattering words, came slowly flitting by;  
With buzzing wings she hung aloft, then near and nearer drew,  
Thinking only of her brilliant eyes, and green and purple hue —  
Thinking only of her crested head — poor foolish thing!

At last,  
Up jumped the cunning spider, and fiercely held  
He dragged her up his winding stair, into his dismal den,  
Within his little parlour — but she ne’er came out again!

And now dear little children, who may this story read,  
To idle, silly flattering words, I pray you ne’er give heed:  
Unto an evil counsellor, close heart and ear and eye,  
And take a lesson from this tale, of the Spider and the Fly.

### About the Author

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

### Glossory

**parlour (n)** - a tidy room in a house used for entertaining guests

**winding (v)** - a twisting movement or course

**weary (v)** - very tired, especially from hard work

**pantry (n)** - a room where beverages, food, dishes are stored

**subtle (adj.)** - delicate or faint and mysterious

**Flattering (v)** - to praise or compliment insincerely

**counsellor (n)** - a person who advises



**Read the following lines from the poem and answer the questions in a sentence or two.**

1. " The way into my parlour is up a winding stair,  
And I've many curious things to show when you are there"

- a) How to reach the spider's parlour.
- b) What will the fly get to see in the parlour?

2. " Oh no, no," said the little Fly, "kind Sir, that cannot be,  
I've heard what's in your pantry, and I do not wish to see!"

- a) Is the fly willing to enter the spider 's pantry?
- b) Can you guess what was in the pantry?

3. "Sweet creature!" said the Spider, "You're witty and you're wise,  
How handsome are your gauzy wings, how brilliant are your eyes!"

- a. List the words used by the spider to describe the fly.
- b. Why does the spider say that the fly is witty?

4. " The Spider turned him round about, and went into his den,  
For well he knew the silly Fly would soon come back again:"

- a) Why is the poet using the word 'den' to describe the spider's web?
- b) Why was the spider sure that the fly would come back again?

5. "With buzzy wings she hung aloft, then near and nearer drew,  
Thinking only of her brilliant eyes, and green and purple hue —"

- a) Who does 'she' refer to?
- b) What was 'she' thinking of?

6. "And now dear little children, who may this story read,  
To idle, silly flattering words, I pray you ne'er give heed:"

- a) Who does 'I' refer to?
- b) What is the advice given to the readers?

**Complete the summary by filling in the spaces with suitable words.**

The poem begins with the spider's \_\_\_\_\_ of the fly. He \_\_\_\_\_ to the fly to come into its home. The spider describes his parlour as the \_\_\_\_\_ one. The spider kindles the curiosity of the fly so that she may enter his home. Fortunately, the fly was \_\_\_\_\_ and refused to get into his home. Now the spider pretends to be a \_\_\_\_\_ and asks her to come and rest in his home. He offers her \_\_\_\_\_ and a \_\_\_\_\_ to rest. This time also the fly

\_\_\_\_\_ the spider's offer very politely. The next weapon that the spider uses is \_\_\_\_\_. The spider praises the \_\_\_\_\_ and \_\_\_\_\_ of the fly and also praises her \_\_\_\_\_. He invites her to look at herself in the \_\_\_\_\_ which is in his parlour. The fly is \_\_\_\_\_ by the words of the spider and she falls a \_\_\_\_\_ to his \_\_\_\_\_.

**Answer the following questions in about 80-100 words.**

1. Write a character sketch of the spider.
2. What happens if we fall a prey to flattery? Give instances from the poem 'The Spider and the Fly'.
3. In your own words give a detailed description of:
  - a) The Spider's Parlour
  - b) The Fly's Appearance

### **Appreciate the Poem**

Anthropomorphism means to endow a nonhuman character with human traits and behaviour. For example: Throughout the poem, we see the spider and the fly behave like human beings. We see a pantry, bed, mirror, and stairs and so on.

### **Figures of speech**

**1. Consonance:** Repetition of similar consonant sounds in the neighbouring words.

(e.g.) 'T' is the prettiest little parlour that ever you did spy;  
Pick out one more instance of consonance from the poem.

**2. Assonance:** Repetition of similar vowel sounds in the neighbouring words

(e.g.) 'T' is the prettiest little parlour that ever you did spy;  
Pick out one more instance from the poem.

**3. Anaphora:** Repetition of a word or a phrase at the beginning of a sequence of sentences, paragraphs and lines.

(e.g.) How handsome are your gauzy wings, how brilliant are your eyes!

Identify the figures of speech

"Your eyes are like the diamond bright,

but mine are dull as lead!"

**4. Alliteration:** Repetition of consonant sounds at the beginning of words  
Pick out the words in alliteration.

"Sweet creature!" said the Spider, "You're witty and you're wise,"



## UNIT- 5 - The River

- Caroline Ann Bowles

River, river, little river!  
Bright you sparkle on your way;  
O'er the yellow pebbles dancing,  
Through the flowers and foliage glancing,  
Like a child at play.

River, river! Swelling river!  
On you rush through rough and smooth;  
Louder, faster, brawling, leaping.  
Over rocks, by rose-banks, sweeping  
Like impetuous youth.

River, river! Brimming river!  
Broad and deep, and still as time;  
Seeming still, yet still in motion,  
Tending onward to the ocean,  
Just like mortal prime.

River, river! Headlong river!  
Down you dash into the sea,  
Sea that line hath never sounded,  
Sea that sail hath never rounded,  
Like eternity.

### About the Author

Caroline Ann Bowles (1786-1854) was an English poet and the wife of Robert Southey, the poet laureate of Britain. She was a poet of great merit and produced some of the best work at the threshold of the Victorian era. She wrote various other works including 'The Little Ladybird', 'Chapter on Churchyard' and 'Tales of the Factories'.

## Glossory

**Foliage (n)** : a cluster of leaves, flowers and branches

**glancing (adj)**: touching or hitting something lightly from the side, without causing much damage

**swelling (adj)**: becoming greater in intensity or volume

**rose-banks(n)**: riverbanks where roses (flowers) appear along

**impetuous (adj)** : acting quickly and without thought or care

**tending (adj)** : going in a particular way

**headlong (adv)**: with the head first and the rest of the body following

**hath (v)** : in the past, the third person singular form of the word 'have'.

**eternity (n)** : life continuing without end after death.

Read the following lines and answer the questions given below

1. O'er the yellow pebbles dancing,  
Through the flowers and foliage glancing

- How does the river flow?
- What is meant by 'foliage'?

2. River, river! Swelling river!  
On you rush through rough and smooth;

- Why does the poet mention the river to be swelling?
- What are the surfaces the river flow through?

3. Over rocks, by rose-banks, sweeping  
Like impetuous youth.

- Where does the rose grow?
- Which stage of man is compared here?

4. Broad and deep, and still as time;  
Seeming still, yet still in motion.

- What is broad and deep?
- Is the time still?

5. Tending onward to the ocean,  
Just like mortal prime.

- Where is the river flowing to?
- What does the poet mean by 'mortal Prime'?



## Poetic Devices

**Anaphora** is the repetition of a certain word or phrase at the beginning of successive lines of writing or speech.

(e.g.) Sea that line hath never sounded,  
Sea that sail hath never rounded

**Epithet** is an adjective or phrase expressing a quality or attribute regarded as characteristic of the person or the thing mentioned.

(e.g.) Little river.

Imagery is the name given to the elements in a poem that sparks the senses. It neednot be only visual, it can relate any of the five senses (sight, hearing, touch, taste, smell)

(e.g.) yellow pebbles.

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### C. Read the following lines and answer the questions

1. Bright you sparkle on your way;  
O'er the yellow pebbles dancing,  
Through the flowers and foliage glancing,  
Like a child at play.

Pick out the rhyming words.

2. Mention the rhyme scheme of the poem.

3. Through the flowers and foliage glancing,  
Like a child at play.

Mention the figure speech used in the above line. Give various other examples from the poem.

4. Seeming still, yet still in motion

a. Pick out the words in alliteration from the above line

b. Identify other examples from the poem for alliteration.

5. Pick out the examples for epithet from the poem.

6. Pick out the examples for imagery from the poem.

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## UNIT - 6 - The Comet

- Norman Littleford

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

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

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

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

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

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

### About the Author

Norman Littleford (18 May 1889 - 20 May 1947) was an American poet, born in Maryland, USA. Most of his works focused on life and nature. His poems are simple but deep in thought and provoke the readers to absorb the ideas beyond the usual.

**Glossory:**

**rampaging (v)** - going through an area making a lot of noise and causing damage

**spectacle (n)** - an unusual or unexpected event or situation that attracts attention, interest

**comet (n)** - an icy small Solar body, which when passing close to the Sun, warms and begins to release gases that are seen on rare occasions from the earth as a bright line in the sky

**trail (n)** - a path often made or used for a particular purpose

**quake (v)** - a sudden violent movement of the earth's surface, sometimes causing great damage (short form of earthquake).

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

1. Rampaging through the heavens

Never stopping day or night,

- a. How does the comet travel?
- b. Which word could you replace 'rampaging' with?
- a. charging                      b. rolling                      c. speeding                      d. flying

2. Faster than a cheetah

With a tail that's miles long,

- a. Why is the comet compared to a cheetah?
- b. Whose tail is compared here?

3. With shockwave reaching to the ground

Causing the land to quake

- a. What is reaching to the ground?
- b. What is causing the land to quake?

4. In the dust they leave behind,

Could have started life on the earth

Which resulted in mankind

- a. What does the word 'they' refer to?
- b. According to scientists, how did life start on earth?

5. But I know no better spectacle

Than a comet in full flight.

- a. Who does 'I' refer to?
- b. What is the best spectacle mentioned in the above lines?

**Poem appreciation**

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

1. Pick out the rhyming words.
2. Mention the rhyme scheme of the stanza.
3. When you read the poem aloud, you can feel/hear a rhythm. What according to you gives rhythm to the poem- the rhymes or the words in a line. Support your answer with examples from the poem.

**Answer the following questions in about 80-100 words.**

1. Narrate how the poet describes the comet.
2. Give a detailed account of the various effects caused by the comet to the earth.



## UNIT 7 - The Stick – together Families

- Edgar Albert Guest

The stick-together families are happier by far  
Than the brothers and the sisters who take separate highways are.  
The gladdest people living are the wholesome folks who make  
A circle at the fireside that no power but death can break.  
And the finest of conventions ever held beneath the sun  
Are the little family gatherings when the busy day is done.

There are rich folk, there are poor folk, who imagine they are wise,  
And they're very quick to shatter all the little family ties.  
Each goes searching after pleasure in his own selected way,  
Each with strangers likes to wander, and with strangers likes to play.  
But it's bitterness they harvest, and it's empty joy they find,  
For the children that are wisest are the stick-together kind.

There are some who seem to fancy that for gladness they must roam,  
That for smiles that are the brightest they must wander far from home  
That the strange friend is the true friend, and they travel far astray  
They waste their lives in striving for a joy that's far away,  
But the gladdest sort of people, when the busy day is done,  
Are the brothers and the sisters who together share their fun.

It's the stick-together family that wins the joys of earth,  
That hears the sweetest music and that finds the finest mirth;  
It's the old home roof that shelters all the charm that life can give;  
There you find the gladdest play – ground, there the happiest spot to  
live.

And, O weary, wandering brother, if contentment you would win,  
Come you back unto the fireside and be comrade with your kin.

### Glossory

**conventions (n)** - a large formal meeting of people who have a similar interest

**shatter (v)** - to break suddenly into very small pieces

**astray (adv.)** - away from the correct path or correct way of doing something



**mirth (n)** - laughter, humour or happiness

**comrade (n)** - a friend

Based on your understanding of the poem, answer the questions in a sentence or two.

1. The gladdest people living are the wholesome folks who make  
A circle at the fireside that no power but death can break.
  - a. Who are the gladdest people living ?
  - b. Where do they gather?
  - c. What can break their unity?
2. And the finest of conventions ever held beneath the sun  
Are the little family gatherings when the busy day is done.
  - a. When do they have their family gatherings?
  - b. Where do they have their family conventions?
  - c. what does the poet mean by 'finest conventions'?
3. There are rich folk, there are poor folk, who imagine they are wise,  
And they're very quick to shatter all the little family ties.
  - a. What do the rich and poor folk imagine themselves to be?
  - b. What do they do to their families?
  - c . Whom does 'they' refer to?
4. There are some who seem to fancy that for gladness they must roam,  
That for smiles that are the brightest they must wander far from home
  - a. Why do they roam?
  - b. According to them, when do they get bright smiles?
5. But the gladdest sort of people, when the busy day is done,  
Are the brothers and the sisters who together share their fun.
  - a. Who are the gladdest people?
  - b. When do they share their fun?
  - c. What does 'who' refer to?
6. It's the stick-together family that wins the joys of earth,  
That hears the sweetest music and that finds the finest mirth;
  - a. Who wins the joys of the earth?

- b. How do they find their joy?
- c. What does the poet mean by 'stick-together family'?

## Figure of speech

### Personification

Personification is a figure of speech in which an inanimate object or abstraction is given human qualities or abilities.

E.g. It's the stick-together family that wins the joys of earth,...

### Imagery

Imagery means to use figurative language to represent objects, actions, and ideas in such a way that it appeals to our physical senses.

E.g. That hears the sweetest music...

### Metaphor

Metaphor is a figure of speech that makes an implicit, implied, or hidden comparison between two things that are unrelated, but which share some common characteristics

E.g. It's the old home roof that shelters....

There you find the gladdest play-ground...

## PART -C (PROSE)

9 <sup>th</sup> std	Unit - 5 supplementary	The story of a Grizzly club - William Temple Hornaday
	Unit - 7 Prose	A Birthday letter - Jawaharlal Nehru
10 <sup>th</sup> Std	Unit - 1 Prose	His First Flight - Liam O' Flaherty
	Unit - 1 supplementary	The Tempest - Tales From Shakespeare
	Unit - 6 Prose	The Last Lesson - Alphonse Daudet
	Unit - 6 supplementary	The little Hero of Holland - Mary mapes Dodge
	Unit - 7 Prose	The Dying Detective - Arthur Conan Doyle

### 9<sup>th</sup> Std

#### UNIT - 5 The Story of a Grizzly Cub (supplementary)

- William Temple Hornaday

We find little kids hugging their teddies and not parting from them even when they sleep. Perhaps the warm and furry appearance of the bear attracts them and offers them comfort. They love the doll so much that they spend their time feeding it, dressing it up and holding it to their bosom.

Little kids cry when they are separated from their mothers. Mothers too would not allow their children to be taken away from them.

How do you think animals would behave when they are isolated from their families?

Here is an interesting story of a young grizzly bear which proved its strength and grit, not wishing to be cowed down or dominated by other bigger bears.

Little Cyclone is a grizzly cub from Alaska, who earned his name by the vigour of his resistance to ill-treatment. When his mother was fired at, on a timbered hillside facing Chilkat River, he and his brothers ran away as fast as their stumpy little legs could carry them. When they crept where they had

last seen her, they thought her asleep; and cuddling up close against her yet warm body they slept peacefully until morning.

Before the early morning sun had reached their side of the mountains, the two orphans were awakened by the rough grasp of human hands. Valiantly they bit and scratched, and bawled aloud with rage. One of them made a fight so fierce and terrible that his nervous captor let him go, and that one is still on the Chilkoot.

Although the other cub fought just as desperately, his captor seized him by the hind legs, dragged him backwards, occasionally swung him around his head, and kept him generally engaged until ropes were procured for binding him. When finally established, with collar, chain and post, in the rear of the saloon in Porcupine City, two legged animals less intelligent than himself frequently and violently prodded the little grizzly with a long pole "to see him fight" Barely in time to save him from insanity, little Cyclone was rescued by the friendly hands of the zoological society's field agent, placed in a comfortable box, freed from all annoyance, and shipped to New York.

He was at that time as droll and roguish looking a grizzly cub as ever stepped. In a grizzly - gray full moon of fluffy hair, two big black eyes sparkled like jet beads, behind a pudgy little nose, absurdly short for a bear. Excepting for his high shoulders, he was little more than a big bale of gray fur set up on four posts of the same material.

But his claws were formidable, and he had the true grizzly spirit.

The Bears' Nursery at the New York Zoological Park is a big yard with a shade tree, a tree to climb, a swimming pool, three sleeping dens, and a rock cliff. It never contains fewer than six cubs, and sometimes eight.

Naturally, it is a good test of courage and temper to turn a new bear into that roistering crowd. Usually a newcomer is badly scared during his first day in the Nursery, and very timid during the next. But grizzlies are different. They are born full of courage and devoid of all sense of fear.

When little Cyclone's travelling box was opened, and he found himself free in the Nursery, he stalked deliberately to the centre of the stage, halted, and calmly looked about him. His air and manner said as plainly as English:



"I'm a grizzly from Alaska, and I've come to stay. If any of you fellows think there is anything coming to you from me, come and take it."

Little Czar, a very saucy but good-natured European brown bear cub, walked up and aimed a sample blow at Cyclone's left ear. Quick as a flash, outshot Cyclone's right paw, as only a grizzly can strike, and caught the would-be hazer on the side of the head. Amazed and confounded, Czar fled in wild haste. Next in order, a black bear cub, twice the size of Cyclone, made a pass at the newcomer, and he too received so fierce a countercharge that he ignominiously quit the field and scrambled to the top of the cliff.

Cyclone conscientiously met every attack, real or feigned, that was made upon him. In less than an hour it was understood by every bear in the Nursery that, that queer-looking gray fellow with the broad head and short nose could strike quick and hard, and that he could fight any other bear on three seconds' notice.

From that time on Cyclone's position has been assured. He is treated with the respect that a good forearm inspires, but being really a fine – spirited, dignified little grizzly, he attacks no one, and never has had a fight.

### About the Author

William Temple Hornaday, Sc.D. (December 1, 1854 - March 6, 1937) was an American zoologist, conservationist, taxidermist, and author. He was a pioneer in the early wild life conservation movement in the United States. During his life time he published many books and articles on the need for conservation of wild life

### Glossary

**stumpy (adj.):** short and thick  
**bawled (v) :** cried noisily  
**procured (v) :** obtained  
**prodded (v) :** dug, poked  
**droll (adj.) :** curious and amusing  
**pudgy (adj.) :** short and fat  
**formidable (adj.) :** dangerous  
**roistering (v) :** celebrating noisily  
**stalked (adj):** Walked stiffly with pride  
**saucy (adj.) :** cheeky, impertinent



**hazer(n):** a person who drives cattle while on horseback

**confounded (adj.) :** confused

**ignominiously (adj.) :** shamefully

**conscientiously(adv.) :** carefully and meticulously

**feigned (adj.) :** faked, not genuine

### Telling the Story Again.

Little Cyclone was a grizzly cub from \_\_\_\_\_ earned his name  
\_\_\_\_\_. When his mother was fired at, they \_\_\_\_\_. The next day  
at sunrise the two orphans found themselves at \_\_\_\_\_. One of them  
escaped \_\_\_\_\_. So the captor let him go. But the other cub was  
\_\_\_\_\_ and taken to the \_\_\_\_\_ at New York. The Zoological  
Park had \_\_\_\_\_. Usually a newcomer is badly scared on his first day  
but \_\_\_\_\_. When the box was opened he stood up with  
courage \_\_\_\_\_. Cyclone courageously met every \_\_\_\_\_.  
In less than an hour all the other bears understood \_\_\_\_\_. From then  
on Little Cyclone's position was \_\_\_\_\_.

### Choose the correct answer.

1. Little Cyclone is a grizzly cub who earned his name by his \_\_\_\_\_.  
a) appearance and behaviour.  
b) vigour of resistance to ill-treatment.  
c) speed and courage.  
d) escape from a cyclone.
2. The nervous captor let one bear go because \_\_\_\_\_.  
a) he was afraid of bears.  
b) he did not have proper equipment to seize him.  
c) the bear fought so fiercely  
d) the bear escaped and ran away.
3. Little Cyclone was rescued by the \_\_\_\_\_.  
a) members of the Blue Cross.  
b) friendly hands of the Zoological Society.  
c) members of the National Zoo.

d) volunteers from New York.

4. Little Czar was a \_\_\_\_\_

- a) good natured European brown bear.
- b) grizzly cub from Alaska.
- c) furry little Polar bear.
- d) North American black bear.

5) Little Cyclone will fight any other bear in \_\_\_\_\_ notice.

- a) 10 minutes
- b) 15 minutes
- c) 03 seconds'
- d) 10 seconds'

### DO YOU KNOW

In 1902, American President Theodore Roosevelt also known as Teddy participated in a bear-hunting trip in Mississippi. While hunting, Roosevelt declared the behavior of the other hunters "unsportsmanlike" after he refused to kill a bear they had captured. As news of the hunting trip spread, many newspapers around the country featured political cartoons starring "Teddy" and "the bear." Meanwhile, in Brooklyn, New York, a shop owner named Morris Michtom saw one of the cartoons and had an idea. Michtom and his wife created plush, stuffed bears and placed them in the front window of their shop. With permission from Roosevelt, Michtom named the bears "Teddy bears".

## A birthday Letter

**-Jawaharlal Nehru**

It was the summer of 1928, when Jawaharlal Nehru began writing letters to his young daughter, Indira, who was in Mussoorie at that time. In his letters, he speaks to his daughter on a wide range of topics, including languages, trade, history, geography, science, epics and evolution. When Indira was about to turn 13 in 1930, Nehru started sending her more detailed letters. These letters contained his understanding of the world which he wanted to further impart to his daughter. Even while he was in prison, he wanted to make sure that his child is not devoid of her father's teachings. Over the next four years, Nehru continuously wrote to his daughter from prison and his words are still inspiring.

The letters written by Nehru from the various prisons in British India to his daughter Indira were published in 1942 as a book called "Glimpses of World History". It is a collection of 196 letters on world history.

### About the author:

Jawaharlal Nehru (14 November 1889 - 27 May 1964) was the first Prime Minister of India and a central figure in Indian politics before and after independence. He emerged as an eminent leader of the Indian independence movement under the tutelage of Mahatma Gandhi and served India as Prime Minister from its establishment as an independent nation in 1947 until his death in 1964. He is considered to be the architect of the modern Indian nation-state: a sovereign, socialist, secular, and democratic republic. He was also known as 'Pandit Nehru' while many Indian children knew him as 'Uncle Nehru'.

### Glossary:

- |                      |   |  |
|----------------------|---|--|
| 1. Sermon (n)        | - | Ceremony in which a priest gives a talk on a religious or moral subject.                 |
| 2. Fascinated (adj.) | - | Extremely attracted.   |
| 3. Deed (n)          | - | A brave or noble act.  |
| 4. Starving (adj.)   | - | Suffering or dying from hunger.  |
| 5. Oppressed (adj.)  | - | Governed in an unfair and cruel way and prevented from having opportunities and freedom. |
| 6. Sacred (adj.)     | - | Considered to be holy and deserving respect.   |

7. Serene (adj.) - Peaceful and clam  
8. Unruffled (adj.) - Not nervous or worried, usually despite a difficult situation.

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

1. Why could not Nehru send any presents to Indira?
2. What cannot be stopped even by the high walls of prisons?
3. Why did Nehru dislike sermonizing?
4. What does history tell us?
5. What do ordinary men and women usually think of?
6. When do ordinary men and women become heroes?
7. What does the phrase 'great drama' refer to?
8. Why are the freedom fighters under Gandhi not afraid of anything?

**Match the words with correct Synonym and Antonym from the table.**

S.No	Word	Synonym	Antonym
1	wide	privilege	freedom
2	noble	valiant	public
3	oppress	valuable	coward
4	honour	personal	ignoble
5	worthy	gentle	dishonour
6	private	broad	narrow
7	brave	subdue	unworthy



10<sup>th</sup> std  
**UNIT 1 - His First Flight**  
**(PROSE)**

**-Liam O' Flaherty**

The young seagull was alone on his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow, when he had taken a little run forward to the brink of the ledge and attempted to flap his wings, he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down – miles down. He felt certain that his wings would never support him; so he bent his head and ran away back to the little hole under the ledge where he slept at night.

Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings, and flew away, he failed to muster up courage to take that plunge which appeared to him so desperate. His father and mother had come around calling to him shrilly, scolding him, threatening to let him starve on his ledge, unless he flew away. But for the life of him, he could not move.

That was twenty-four hours ago. Since then, nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, infact, seen his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. And all the morning, the whole family had walked about on the big plateau midway down the opposite cliff, laughing at his cowardice.

The sun was now ascending the sky, blazing warmly on his ledge that faced the south. He felt the heat because he had not eaten since the previous nightfall. Then, he had found a dried piece of mackerel's tail at the far end of his ledge. Now, there was not a single scrap of food left. He had searched every inch, rooting among the rough, dirt-caked straw nest where he and his brothers and sister had been hatched. He even gnawed at the dried pieces of eggshell. It was like eating a part of himself.

He then trotted back and forth from one end of the ledge to the other, his long gray legs stepping daintily, trying to find some means of reaching



his parents without having to fly. But on each side of him, the ledge ended in a sheer fall of precipice, with the sea beneath. And between him and his parents, there was a deep, wide crack. Surely he could reach them without flying if he could only move northwards along the cliff face? But then, on what could he walk? There was no ledge, and he was not a fly. And above him, he could see nothing. The precipice was sheer, and the top of it was, perhaps, farther away than the sea beneath him.

He stepped slowly out to the brink of the ledge, and, standing on one leg with the other leg hidden under his wing, he closed one eye, then the other, and pretended to be falling asleep. Still, they took no notice of him. He saw his two brothers and his sister lying on the plateau dozing, with their heads sunk into their necks. His father was preening the feathers on his white back. Only his mother was looking at him.

She was standing on a little high hump on the plateau, her white breast thrust forward. Now and again, she tore at a piece of fish that lay at her feet, and then scraped each side of her beak on the rock. The sight of the food maddened him. How he loved to tear food that way, scraping his beak now and again to whet it! He uttered a low cackle. His mother cackled too, and looked at him.

‘Ga, ga, ga,’ he cried, begging her to bring him over some food. ‘Gawlool-ah,’ she screamed back mockingly. But he kept calling plaintively, and after a minute or so, he uttered a joyful scream. His mother had picked up a piece of fish and was flying across to him with it. He leaned out eagerly, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite to him, abreast of the ledge, she halted, her legs hanging limp, her wings motionless, the piece of fish in her beak almost within reach of his beak.

He waited a moment in surprise, wondering why she did not come nearer, and then maddened by hunger, he dived at the fish. With a loud scream, he fell outwards and downwards into space. His mother had swooped upwards. As he passed beneath her, he heard the swish of her wings.

Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a moment. The next moment, he felt his wings spread outwards. The wind rushed against his breast feathers, then

under his stomach and against his wings. He could feel the tips of his wings cutting through the air.

He was not falling headlong now. He was soaring gradually, downwards and outwards. He was no longer afraid. He just felt a bit dizzy. Then, he flapped his wings once and he soared upwards. He uttered a joyous scream and flapped them again. He soared higher. He raised his breast and banked against the wind. 'Ga, ga, ga. Ga, ga, ga.' 'Gawlool- ah.' His mother swooped past him, her wings making a loud noise. He answered her with another scream. Then, his father flew over him screaming. Then, he saw his two brothers and sister flying around him, soaring and diving.

Then, he completely forgot that he had not always been able to fly, and commenced to dive and soar, shrieking shrilly.

He was near the sea now, flying straight over it, facing out over the ocean. He saw a vast green sea beneath him, with little ridges moving over it; he turned his beak sideways and crowed amusedly. His parents and his brothers and sister had landed on this green floor in front of him. They were beckoning to him, calling shrilly. He dropped his legs to stand on the green sea. His legs sank into it. He screamed with fright and attempted to rise again, flapping his wings. But he was tired and weak with hunger and he could not rise exhausted by the strange exercise. His feet sank into the green sea, and then his belly touched it and he sank no farther.

He was floating on it. And around him, his family was screaming, praising him, and their beaks were offering him scraps of dog-fish.

He had made his first flight.

### About the Author

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

## Glossory

**ledge(n)**- a narrow shelf that juts out from a vertical surface

**shrilly(adv.)**- producing a high-pitched and piercing voice or sound

**herring(n)**- a long silver fish that swims in large groups in the sea

**devour(v)**- to eat something eagerly and in large amounts, so that nothing is left

**cackle (n)**- a sharp, broken noise or cry of a hen, goose or seagull

**mackerel(n)**- a sea fish with a strong taste, often used as food

**gnaw(v)**- to bite or chew something repeatedly

**trot(v)**- to run at a moderate pace with short steps

**precipice(n)**- a very steep side of a cliff or a mountain

**whet(v)**- to sharpen **preening (v)**- cleaning feathers with beak

**plaintively(adv.)**- sadly, calling in a sad way

**woop(v)**- to move very quickly and easily through the air

**beckoning(v)**- making a gesture with the hand or head to encourage someone to approach or follow.

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

1. How was the young seagull's first attempt to fly?
2. How did the parents support and encourage the young seagull's brothers and sister?
3. Give an instance that shows the pathetic condition of the young bird.
4. How did the bird try to reach its parents without having to fly?
5. Do you think that the young seagull's parents were harsh to him? Why?
6. What prompted the young seagull to fly finally?
7. What happened to the young seagull when it landed on the green sea?

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

1. His family was screaming and offering him food. (to adjective)
2. The young seagull gave out a loud call. (to adverb)
3. The bird cackled amusedly while flying. (to noun)
4. The depth of the sea from the ledge scared the seagull. (to adjective)
5. The successful flight of the bird was a proud moment for the seagull's family. (to verb)



## UNIT - 1 The Tempest (Supplementary)

-Shakespeare

There was an island in the sea, the only inhabitants of which were an old man, named Prospero, and his daughter Miranda, a very beautiful young lady. She came to this island so young, that she had no memory of having seen any other human face than her father's.

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

Ariel took rather too much pleasure in tormenting an ugly monster called Caliban, because he was the son of his old enemy Sycorax. Caliban was employed like a slave, to fetch wood, and do the most laborious offices; and Ariel had the charge of compelling him to these services.

With the help of these spirits, Prospero could command the winds, and the waves of the sea. By his orders they raised a violent storm, in the midst of which, he showed his daughter a fine large ship, which he told her was full of living beings like themselves. "Oh my dear father," said she, "if by your art you have raised this dreadful storm, have pity on their sad distress. See! the vessel will be dashed to pieces. Poor souls! they will all perish."

"Be not so amazed, daughter Miranda," said Prospero; "there is no harm done. I have so ordered it, that no person in the ship shall receive any hurt. What I have done has been in care of you, my dear child. You are ignorant. Can you remember a time before you came to this cell? I think you cannot, for you were not then three years of age."

"Twelve years ago, Miranda," continued Prospero, "I was Duke of Milan, and you were a princess, and my only heir. I had a younger brother, whose name was Antonio, to whom I trusted everything; My brother Antonio being thus in possession of my power, began to think himself the duke indeed. The opportunity I gave him of making himself popular among

my subjects awakened in his bad nature a proud ambition to deprive me of my dukedom: this he soon effected with the aid of the King of Naples, a powerful prince, who was my enemy."

"Wherefore," said Miranda, "did they not that hour destroy us?"

"My child," answered her father, "they dared not, so dear was the love that my people bore me. Antonio carried us on board a ship, and when we were some leagues out at sea, he forced us into a small boat, without either tackle, sail, or mast: there he left us, as he thought, to perish. But a kind lord of my court, one Gonzalo, who loved me, had privately placed in the boat, water, provisions, apparel, and some books which I prize above my dukedom."

"O my father," said Miranda, "what a trouble must I have been to you then!"

"No, my love," said Prospero, "you were a little angel that did preserve me. Your innocent smiles made me bear up against my misfortunes. Our food lasted till we landed on this desert island, since when my chief delight has been in teaching you, Miranda, and well have you profited by my instructions."

Heaven thank you, my dear father," said Miranda. "Now tell me, sir, your reason for raising this sea-storm?"

"Know then," said her father, "that by means of this storm, my enemies, the King of Naples, and my cruel brother, are cast ashore upon this island."

Having so said, Prospero gently touched his daughter with his magic wand, and she fell fast asleep; for the spirit Ariel just then presented himself before his master, to give an account of the tempest, and how he had disposed of the ship's company, and though the spirits were always invisible to Miranda, Prospero did not choose she should hear him holding conversation (as would seem to her) with the empty air.

"Well, my brave spirit," said Prospero to Ariel, "how have you performed your task?"



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

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

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

Ariel then went to fetch Ferdinand.

"O my young gentleman," said Ariel, when he saw him, "I will soon move you. You must be brought, I find, for the Lady Miranda to have a sight of your pretty person. Come, sir, follow me."

He followed in amazement the sound of Ariel's voice, till it led him to Prospero and Miranda, who were sitting under the shade of a large tree. Now Miranda had never seen a man before, except her own father.

"Miranda," said Prospero, "tell me what you are looking at yonder."

"O father," said Miranda, in a strange surprise, "surely that is a spirit. Lord! How it looks about! Believe me, it is a beautiful creature. Is it not a spirit?"

"No, girl," answered her father; "it eats, and sleeps, and has senses such as we have. This young man you see was in the ship. He is somewhat altered by grief, or you might call him a handsome person. He has lost his companions, and is wandering about to find them."

Miranda, who thought all men had grave faces and grey beards like her father, was delighted with the appearance of this beautiful young prince; and Ferdinand, seeing such a lovely lady in this desert place, and from the strange sounds he had heard, expecting nothing but wonders, thought he

was upon an enchanted island, and that Miranda was the goddess of the place, and as such he began to address her.

She timidly answered, she was no goddess, but a simple maid, and was going to give him an account of herself, when Prospero interrupted her. He was well pleased to find they admired each other, but to try Ferdinand's constancy, he resolved to throw some difficulties in their way: therefore advancing forward, he addressed the prince with a stern air, telling him, he came to the island as a spy, to take it from him who was the lord of it. "Follow me," said he, "I will tie your neck and feet together. You shall drink sea-water; shell-fish, withered roots, and husks of acorns shall be your food." "No," said Ferdinand, "I will resist this" and drew his sword; but Prospero, waving his magic wand, fixed him to the spot where he stood, so that he had no power to move.

Miranda hung upon her father, saying, "Why are you so ungentle? Have pity, sir; I will be his surety. This is the second man I ever saw, and to me he seems a true one."

"Silence," said the father: "one word more will make me chide you, girl! What! An advocate for an impostor! You think there are no more such fine men, having seen only him and Caliban." This he said to prove his daughter's constancy; and she replied, "My affections are most humble. I have no wish to see a goodlier man."

"Come on, young man," said Prospero to the Prince; "you have no power to disobey me."

Prospero had commanded Ferdinand to pile up some heavy logs of wood. Kings' sons not being much used to laborious work, Miranda soon after found him almost dying with fatigue. "Alas!" said she, "do not work so hard; my father is at his studies, he is safe for these three hours; pray rest yourself."

"O my dear lady," said Ferdinand, "I dare not. I must finish my task before I take my rest."

"If you will sit down," said Miranda, "I will carry your logs the while." But this Ferdinand would by no means agree to.

Prospero, who had enjoined Ferdinand this task merely as a trial of his love, was not at his books, as his daughter supposed, but was standing by them invisible, to overhear what they said. Ferdinand inquired her name, which she told, saying it was against her father's express command she did so.

And then Ferdinand, in a fine long speech, told the innocent Miranda he was heir to the crown of Naples, and that she should be his queen.

Prospero then appeared before them.

"Fear nothing, my child," said he; "I have overheard, and approve of all you have said. And, Ferdinand, if I have too severely used you, I will make you rich amends, by giving you my daughter. All your vexations were but trials of your love, and you have nobly stood the test. Then as my gift, take my daughter."

When Prospero left them, he called his spirit Ariel, who quickly appeared before him, eager to relate what he had done with Prospero's brother and the King of Naples. Ariel said he had left them almost out of their senses with fear, at the strange things he had caused them to see and hear. When fatigued with wandering about, and famished for want of food, he had suddenly set before them a delicious banquet, and then, just as they were going to eat, he appeared visible before them in the shape of a harpy, a voracious monster with wings, and the feast vanished away. Then, to their utter amazement, this seeming harpy spoke to them, reminding them of their cruelty in driving Prospero from his dukedom, and leaving him and his infant daughter to perish in the sea; saying, that for this cause these terrors were suffered to afflict them.

The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.

"Then bring them here, Ariel," said Prospero.

Ariel soon returned with the king, Antonio, and old Gonzalo. This Gonzalo was the same who had so kindly provided Prospero formerly with books and provisions, when his wicked brother left him, as he thought, to perish in an open boat in the sea.



Grief and terror had so stupefied their senses, that they did not know Prospero. He first discovered himself to the good old Gonzalo, calling him the preserver of his life; and then his brother and the king knew that he was the injured Prospero.

Antonio with tears, and sad words of sorrow and true repentance, implored his brother's forgiveness and Prospero forgave them; and, upon their engaging to restore his dukedom, he said to the King of Naples, "I have a gift in store for you too;" and opening a door, showed him his son Ferdinand playing chess with Miranda.

Nothing could exceed the joy of the father and the son at this unexpected meeting, for they each thought the other drowned in the storm.

The King of Naples was almost as much astonished at the beauty and excellent graces of the young Miranda, as his son had been. "Who is this maid?" said he; "She is the daughter to this Prospero, who is the famous Duke of Milan, of whose renown I have heard so much, but never saw him till now: of him I have received a new life: he has made himself to me a second father, giving me this dear lady," said Ferdinand

"No more of that," said Prospero: "let us not remember our troubles past, since they so happily have ended." And then Prospero embraced his brother, and again assured him of his forgiveness.

Prospero now told them that their ship was safe in the harbour, and the sailors all on board her, and that he and his daughter would accompany them home the next morning.

Before Prospero left the island, he dismissed Ariel from his service, to the great joy of that lively little spirit.

#### About the Author:

**William Shakespeare** (1564–1616) was born in Stratford-upon-Avon, England. He was an English poet, playwright and actor. Widely regarded as both the greatest writer in the English language and the world's pre-eminent dramatist. His surviving body of work includes 37 plays, 154 sonnets and two narrative poems, the majority of which he penned between 1589 and 1613.

## Glossory

**tormenting(v)** - making someone suffer or worry a lot

**dreadful(adj.)** - extremely bad or unpleasant

**duke (n)** - a man of very high social rank in some European countries; a king

**deprive (v)** - to take something important or necessary away from someone

**resistance (n)** - the act of fighting against something

**fatigue(n)** - extreme tiredness

**vexation(n)** - worry or anger

**famished(adj.)** - extremely hungry

**voracious(adj.)** - very eager for something

**repent(v)** - to be very sorry for something bad you have done.

## Choose the correct answer

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

## B. Identify the character or speaker

1. He imprisoned the spirits in the bodies of large trees.
2. He was the chief of all spirits.
3. It seems to me like the recollection of a dream.



4. I was Duke of Milan, and you were a princess.
  5. What a trouble must I have been to you then!
  6. Now pray tell me, sir, your reason for raising this sea-storm?
  7. I will soon move you.
  8. I will tie you neck and feet together.
  9. I must finish my task before I take my rest."
  10. He repented and implored his brother's forgiveness.
- ////////////////////////////////////

**Rearrange the following sentences in coherent order**

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

## UNIT- 6 The last Lesson (Prose)

**-Alphones Daudet**

I started for school very late that morning and was in great dread of a scolding, especially because M. Hamel had said that he would question us on participles, and I did not know the first word about them. For a moment I thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edge of the woods; and in the open field back of the saw mill the Prussian soldiers were drilling. It was all much more tempting than the rule for participles, but I had the strength to resist, and hurried off to school.

When I passed the town hall there was a crowd in front of the bulletin-board. For the last two years all our bad news had come from there — the lost battles, the draft, the orders of the commanding officer — and I thought to myself, without stopping, “What can be the matter now?”

Then, as I hurried by as fast as I could go, the blacksmith, Wachter, who was there, with his apprentice, reading the bulletin, called after me, “Don’t go so fast, bub; you’ll get to your school in plenty of time!”

I thought he was making fun of me, and reached M. Hamel’s little garden all out of breath.

Usually, when school began, there was a great bustle, which could be heard out in the street, the opening and closing of desks, lessons repeated in unison, very loud, with our hands over our ears to understand better, and the teacher’s great ruler rapping on the table. But now it was all so still! I had counted on the commotion to get to my desk without being seen; but, of course, that day everything had to be as quiet as Sunday morning. Through the window I saw my classmates, already in their places, and M. Hamel walking up and down with his terrible iron ruler under his arm. I had to open the door and go in before everybody

But nothing happened. M. Hamel saw me and said very kindly, “Go to your place quickly, little Franz. We were beginning without you.”

I jumped over the bench and sat down at my desk. Not till then, when I had got a little over my fright, did I see that our teacher had on his beautiful

green coat, his frilled shirt, and the little black silk cap, all embroidered, that he never wore except on inspection and prize days. Besides, the whole school seemed so strange and solemn. But the thing that surprised me most was to see, on the back benches that were always empty, the village people sitting quietly like ourselves; old Hauser, with his three-cornered hat, the former mayor, the former postmaster, and several others besides. Everybody looked sad; and Hauser had brought an old primer, thumbed at the edges, and he held it open on his knees with his great spectacles lying across the pages.

While I was wondering about it all, M. Hamel mounted his chair, and, in the same grave and gentle tone which he had used to me, said, "My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive."

What a thunderclap these words were to me!

Oh, the wretches; that was what they had put up at the town-hall!

My last French lesson! Why, I hardly knew how to write! I should never learn anymore! I must stop there, then! Oh, how sorry I was for not learning my lessons, for seeking birds' eggs, or going sliding on the \*Saar! My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up. And M. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how cranky he was.

Poor man! It was in honour of this last lesson that he had put on his fine Sunday clothes, and now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more. It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.

While I was thinking of all this, I heard my name called. It was my turn to recite. What would I not have given to be able to say that dreadful rule for the participle all through, very loud and clear, and without one mistake? But



I got mixed up on the first words and stood there, holding on to my desk, my heart beating, and not daring to look up.

I heard M. Hamel say to me, "I won't scold you, little Franz; you must feel bad enough. See how it is! Every day we have said to ourselves, 'Bah! I've plenty of time. I'll learn it tomorrow.' And now you see where we've come out. Ah, that's the great trouble with Alsace; she puts off learning till tomorrow. Now those fellows out there will have the right to say to you, 'How is it; you pretend to be Frenchmen, and yet you can neither speak nor write your own language?' But you are not the worst, poor little Franz. We've all a great deal to reproach ourselves with."

"Your parents were not anxious enough to have you learn. They preferred to put you to work on a farm or at the mills, so as to have a little more money. And I? I've been to blame also. Have I not often sent you to water my flowers instead of learning your lessons? And when I wanted to go fishing, did I not just give you a holiday?"

Then, from one thing to another, M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world – the clearest, the most logical; that we must guard it among us and never forget it, because when a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison. Then he opened a grammar and read us our lesson. I was amazed to see how well I understood it. All he said seemed so easy, so easy! I think, too, that I had never listened so carefully, and that he had never explained everything with so much patience. It seemed almost as if the poor man wanted to give us all he knew before going away, and to put it all into our heads at one stroke.

After the grammar, we had a lesson in writing. That day M. Hamel had new copies for us, written in a beautiful round hand – France, Alsace, France, Alsace. They looked like little flags floating everywhere in the school-room, hung from the rod at the top of our desks. You ought to have seen how everyone set to work, and how quiet it was! The only sound was the scratching of the pens over the paper. Once some beetles flew in; but nobody paid any attention to them, not even the littlest ones, who worked right on tracing their fish-hooks, as if that was French, too. On the roof the pigeons cooed very low, and I thought to myself, "Will they make them sing in German, even the pigeons?"

Whenever I looked up from my writing I saw M. Hamel sitting motionless in his chair and gazing first at one thing, then at another, as if he wanted to fix in his mind just how everything looked in that little school-room. Fancy! For forty years he had been there in the same place, with his garden outside the window and his class in front of him, just like that. Only the desks and benches had been worn smooth; the walnut-trees in the garden were taller, and the hopvine that he had planted himself twined about the windows to the roof. How it must have broken his heart to leave it all, poor man; to hear his sister moving about in the room above, packing their trunks! For they must leave the country next day.

But he had the courage to hear every lesson to the very last. After the writing, we had a lesson in history, and then the babies chanted their ba, be bi, bo, bu. Down there at the back of the room old Hauser had put on his spectacles and, holding his primer in both hands, spelled the letters with them. You could see that he, too, was crying; his voice trembled with emotion, and it was so funny to hear him that we all wanted to laugh and cry. Ah, how well I remember it, that last lesson!

All at once the church-clock struck twelve. Then the \*Angelus. At the same moment the trumpets of the Prussians, returning from drill, sounded under our windows. M. Hamel stood up, very pale, in his chair. I never saw him look so tall.

"My friends," said he, "I—I—" But something choked him. He could not go on.

Then he turned to the blackboard, took a piece of chalk, and, bearing on with all his might, he wrote as large as he could —\* "Vive La France!"

Then he stopped and leaned his head against the wall, and, without a word, he made a gesture to us with his hand — "School is dismissed — you may go."

#### **About the author**

Alphonse Daudet (1840-1897) was a French novelist and short-story writer. The Last Lesson is set in the days of the Franco-Prussian War (1870- 1871) in which France was defeated by Prussia led by Bismarck. Prussia then consisted of what now are the nations of Germany, Poland and parts of Austria. In this story the French districts of Alsace and Lorraine have passed



into Prussian hands.

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### Glossory

**chirping (v)** - making a short, sharp high pitched sound (usually by small birds or insects)

**bustle (v)** - move in an energetic manner

**unison (n)** - simultaneous utterance of words

**apping (v)** - striking with a series of rapid audible blows

**thumbed (v)** - a book which has been read often and bearing the marks of frequent handling

**cranky (adj.)** - strange

**Saar** - a river in northeastern France and western Germany

**Angelus (n)** - a Roman Catholic devotion commemorating the Incarnation of Jesus and including the Hail Mary, said at morning, noon, and sunset.

**"Vive la France!"** - is an expression used in French to show patriotism. It's difficult to translate the term literally into English, but it generally means "Long live France!"

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## UNIT - 6- The Little hero of Hollond (Supplementary)

-Mary Mapes Dodges

Holland is a country where much of the land lies below sea level. Only great walls called dikes keep the North Sea from rushing in and flooding the land. For centuries the people of Holland have worked to keep the walls strong so that their country will be safe and dry. Even the little children know the dikes must be watched every moment, and that a hole no longer than your finger can be a very dangerous thing.

Many years ago there lived in Holland a boy named Peter. Peter's father was one of the men who tended the gates in the dikes, called sluices. He opened and closed the sluices so that ships could pass out of Holland's canals into the great sea.

One afternoon in the early fall, when Peter was eight years old, his mother called him from his play. "Come, Peter," she said. "I want you to go across the dike and take these cakes to your friend, the blind man. If you go quickly, and do not stop to play, you will be home again before dark."

The little boy was glad to go on such an errand, and started off with a light heart. He stayed with the poor blind man a little while to tell him about his walk along the dike and about the sun and the flowers and the ships far out at sea. Then he remembered his mother's wish that he should return before dark and, bidding his friend goodbye, he set out for home.

As he walked beside the canal, he noticed how the rains had swollen the waters, and how they beat against the side of the dike, and he thought of his father's gates.

"I am glad they are so strong," he said to himself. "If they gave way what would become of us? These pretty fields would be covered with water. Father always calls them the 'angry waters.' I suppose he thinks they are angry at him for keeping them out so long."

As he walked along he sometimes stopped to pick the pretty blue flowers that grew beside the road, or to listen to the rabbits' soft tread as they rustled through the grass. But oftener he smiled as he thought of his visit to

the poor blind man who had so few pleasures and was always so glad to see him.

Suddenly he noticed that the sun was setting, and that it was growing dark. "Mother will be watching for me," he thought, and he began to run toward home.

Just then he heard a noise. It was the sound of trickling water! He stopped and looked down. There was a small hole in the dike, through which a tiny stream was flowing,

Any child in Holland is frightened at the thought of a leak in the dike.

Peter understood the danger at once. If the water ran through a little hole it would soon make a larger one, and the whole country would be flooded. In a moment he saw what he must do. Throwing away his flowers, he climbed down the side of the dike and thrust his finger into the tiny hole.

The flowing of the water was stopped!

"Oho!" he said to himself. "The angry waters must stay back now. I can keep them back with my finger. Holland shall not be drowned while I am here."

This was all very well at first, but soon it grew dark and cold. The little fellow shouted and screamed. "Come here; come here," he called. But no one heard him; no one came to help him. It grew still colder, and his arm ached, and began to grow stiff and numb.

He shouted again. "Will no one come? Mother! Mother!"

But his mother had looked anxiously along the dike road many times since sunset for her little boy, and now she had closed and locked the cottage door, thinking that Peter was spending the night with his blind friend, and that she would scold him in the morning for staying away from home without permission. Peter tried to whistle, but his teeth chattered with the cold. He thought of his brother and sister in their warm beds, and of his dear father and mother. "I must not let them be drowned," he thought. "I must stay here until someone comes, if I have to stay all night."

The moon and stars looked down on the child crouching on a stone on the side of the dike. His head was bent, and his eyes were closed, but he was not asleep, for every now and then he rubbed the hand that was holding back the angry sea.

"I'll stand it somehow," he thought. So he stayed there all night keeping the sea out.

Early the next morning a man going to work thought he heard a groan as he walked along the top of the dike. Looking over the edge, he saw a child clinging to the side of the great wall.

"What's the matter?" he called. "Are you hurt?"

"I'm keeping the water back!" Peter yelled. "Tell them to come quickly!"

The alarm was spread. People came running with shovels and the hole was soon mended.

They carried Peter home to his parents, and before long the whole town knew how he had saved their lives that night. To this day, they have never forgotten the brave little hero of Holland.

#### **About the author**

Mary Mapes Dodge (1831-1905) was an American children's author and editor, best known for her novel *Hans Brinker*. She was the recognized leader in juvenile literature for almost a third of the nineteenth century. Dodge conducted *St. Nicholas* for more than thirty years, and it became one of the most successful magazines for children. She was able to persuade many of the great writers of the world to contribute to her children's magazine - Mark Twain, Louisa May Alcott, Robert Louis Stevenson, Tennyson etc.

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## Glossary

**dikes (n)** - an embankment for controlling or holding back the waters of the sea or a river.

**sluices (n)** - a sliding gate or other device for controlling the flow of water, especially one in a lock gate.

**trickling (v)** - flowing in a small stream (a liquid)

**numb (adj.)** - deprived of the power of sensation.

**chattered (v)** - feeling cold and frightened that one can't stop the upper teeth from against ones lower teeth.

**crouching (v)** - adopting a position where the knees are bent and the upper body is brought forward and down.

**groan (v)** - make a deep inarticulate sound conveying pain

**shovels (n)** - tool resembling a spade with a broad blade and typically upturned side, used for moving earth, coal, snow etc.

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### Identify the character/speaker:

1. " I want you to go across the dike and take these cakes to your friend, the blind man."
  2. "I am glad they are so strong".
  3. " Holland shall not be drowned while I am here."
  4. " What's the matter?" he called. "Are you hurt?"
  5. " Tell them to come quickly!"
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## UNIT- 7 The Dying Detective (PROSE)

-Arthur Conan Doyle

Mrs. Hudson, the landlady of Sherlock Holmes, came to me and said, "Mr. Holmes is dying, Mr. Watson. For three days he has been sinking, and I doubt if he will last another day. He would not let me get a doctor. I told him I could not stand it anymore and would get a doctor." He replied, "Let it be Watson then." I was horrified for I had not heard about his illness before. I rushed for my hat and coat. As we drove back, I asked her about the details. "There is little I can tell you, sir. He has been working on a case down at Rotherhithe, near the river, and has brought this illness back with him. He took to bed on Wednesday afternoon and has never moved since. For three days neither food nor drink has passed his lips." "Why did you not call a doctor?" I asked.

"He wouldn't have it, sir. I didn't dare to disobey him."

He was indeed a sad sight. In the dim light of a foggy November day, the sick-room was a gloomy spot, but it was the gaunt face staring from the bed that brought chill to my heart. His eyes had the brightness of fever, his cheeks were flushed, and his hand twitched all the time. He lay listless.

"My dear fellow!" I cried approaching him.

"Stand back! Stand right back!" he cried.

"But why? I want to help you," I said.

"Certainly, Watson, but it is for your own sake."

"For my sake?" I was surprised.

"I know what is the matter with me. It is the disease from Sumatra. It is deadly and contagious, Watson – that's it, by touch."

"Good heavens, Holmes! Do you think this can stop me?" I said advancing towards him.

"If you will stand there, I will talk. If you don't you must leave the room," said my master.

I have always given in to Holmes' wishes. But now my feelings as a doctor were aroused. I was at least his master in the sick-room.

"Holmes," I said, "you are not yourself whether you like it or not. I will examine your symptoms and treat you."

"If I am to have a doctor," said he, "let me at least have someone in whom I have confidence."

"Then you have none in me?"

"In your friendship, certainly. But facts are facts, Watson. You are a general practitioner, not a specialist of this disease."

"If so, let me bring Sir Japer Meek or Penrose Fisher, or any other best man in London."

"How ignorant you are! Watson!" he said with a groan.

"What do you know about Tarpaunli fever or the black Formosa plague?"

"I have never heard of them," I admitted.

"There are many problems of the disease in the East. I have learnt that much during my recent researches. And during this course I caught this illness," he said.

"I will bring Dr. Ainstree then," I said going towards the door. Never have I had such a shock when the dying man bolted the door and locked it, shouted in an uncontrolled way and in a moment he was back in his bed.

"You won't have the key by force from me Watson. Be here till 6 o'clock. It is four now"

"This is madness, Holmes," I said.

"Only two hours, Watson. Then you can get a doctor of my choice. You can read some books, over there. At six we will talk again."

Unable to settle down to reading, I walked slowly round and round, looking at the pictures. Finally I came to the mantel piece, where among other things I saw a small black and white ivory box with sliding lid. As I

held it in my hand to examine it, I heard a dreadful cry. "Put it down! Down at once, Watson," he said, "I hate to have my things touched. Sit down man, and let me have my rest!"

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

"Now Watson," he said, "Have you any change?"

"Yes," I replied.

"How many half- crowns? Put them in your watch – pocket. And all the rest in your trouser pocket. You will light the gas lamp, but it must be half on. You will have the kindness to place some letters and paper on the table within my reach. Now place the ivory box on the table within my reach. Slide the lid a bit with tongs. Put the tongs on the table. Good! Now you can go and fetch Mr. Culverton Smith, of 13 Lower Burke Street".

I was hesitant to leave him now. He was delirious.

"I have never heard of the name," I said.

"Well, he is the man who has the knowledge of this disease but he is not a medical man. He is a planter. He lives in Sumatra, now visiting London. I didn't want you to go before six, because you wouldn't have found him in his study. I hope you will be able to persuade him to come. You will tell him exactly how you have left me." He said, "You must tell him that I'm dying – plead with him, Watson."

"I'll bring him in a cab," I said.

"No. You will persuade him to come and return before him. Make any excuse. Remember this, Watson."

I saw Mrs. Hudson was waiting outside, trembling and crying. Below, as I waited for the cab, I met Inspector Morton of the Scotland Yard. He was not in his uniform.

"How is he?" asked Inspector Morton.

"He is very ill," I answered.



I reached Mr. Culverton Smith's house. The butler appeared at the doorway. Through the half-open door I heard a man's voice telling the butler, "I am not at home, say so." I pushed past the butler and entered the room. I saw a frail man with bald head sitting. "I am sorry," I said, "but the matter cannot be delayed. Mr. Sherlock Holmes....."

The mere mention of his name had a different effect on the man.

"Have you come from Holmes? How is he?" he asked.

"He is very ill. That is why I have come. Mr. Holmes has a high opinion of you and thought you are the only man in London who can help him."

The little man was startled.

"Why?" he asked.

"Because of your knowledge of the Eastern diseases," I replied.

"How did he get it?" he asked.

I told him everything. He smiled and agreed to come. Pretending that I had some other appointment. I left him. With a sinking heart I reached Holmes' room. I told him that Mr. Smith was coming.

"Well done! Watson!" he said. "You have done everything that a good friend could do. Now you disappear to the next room. And don't speak, or come here."

I heard the footsteps. I heard a voice say, "Holmes! Holmes! Can you hear me?"

"Is that you Mr. Smith?" Holmes whispered. "You know what is wrong with me. You are the only one in London who can cure me."

"Do you know the symptoms?" asked Smith.

"Only too well, Mr. Smith," and he described the symptoms.

"They are the same, Holmes," Smith said, "Poor Victor was a dead man on the fourth day -a strong and healthy young man. What a coincidence indeed!"

"I know that you did it," said Holmes.

"Well, you can't prove it."

"Give me water, please," Holmes groaned.

"Here." I heard Smith's voice.

"Cure me, please. Well, about Victor Savage's death. You did it. I'll forget everything, but cure me. I'll forget about it."

"You can forget or remember, just as you like. It doesn't matter to me how my nephew died. Watson said you got it from the Chinese sailors. Could there be any other reason?"

"I can't think. My mind is gone, help me," pleaded Holmes.

"Did anything come by post? A box by chance? On Wednesday?"

"Yes I opened it and there was a sharp spring inside it. A joke perhaps. It drew blood," said Holmes.

"No, it was not a joke, you fool, you've got it. Who asked you to cross my path? You knew too much about Victor's death. Your end is near, Holmes. I'll carry this box in my pocket. The last piece of evidence!"

"Turn up the gas, Smith," said Holmes in his natural voice.

"Yes I will, so that I can see you better." There was silence.

Then I heard Smith say, "What's all this?" "Successful acting," said Holmes, "for three days I didn't taste anything - neither food nor drink."

There were footsteps outside. The door opened and I heard Inspector Morton's voice. "I arrest you on charge of murder," he said.

"If so, let me bring Sir Jaspert Meek or Penrose fisher, or Holmes".

There was a sudden rush and scuffle, followed by the clash of iron and sudden cry of pain. There was a click of handcuffs. Holmes asked me to come in.

"Sorry, Watson, I was rude to you. I undermined your capability as a doctor. It was just to get Smith here. And I didn't want you to know that I was not ill."

"But your appearance--?" I said.

"Three days, fasting and the make- up did the trick."  
"The coins?"

"Oh! That was only to prove that I was delirious," he laughed. "I need to eat now, Watson. Mr. Smith killed his nephew and he wanted to kill me the same way to avoid imprisonment. I need to eat now, Watson. I think that something nutritious at Simpsons' would not be out of place. And thank you, Watson," he said.

#### **About the author**

**Sir Arthur Ignatius Conan Doyle** (1859-1930) was a British writer best known for his detective fiction featuring the character of Sherlock Holmes, which are generally considered milestones in the field of crime fiction. Doyle wrote forty-six short stories featuring the famous detective. The story is narrated by the character, Dr. Watson. Originally a physician, in 1887 he published *A Study in Scarlet*, the first of four novels about Holmes and Dr. Watson. In addition, Doyle wrote over fifty short stories featuring the famous detective. The Sherlock Holmes stories are generally considered milestones in the field of fiction. His notable works include *Stories of Sherlock Holmes* and *The Lost World*.

#### **Glossary**

**gaunt**(adj.) - lean, especially because of suffering, hunger or age.

**twitched**(v) - give short, sudden jerking movements.

**contagious**(adj.) - spreading of a disease from one person to another by direct contact

**groan**(v) - make a deep inarticulate sound conveying pain or despair.

**plague**(n) - a contagious bacterial disease characterized by fever .

**bolted(v)** - closed the door with a bar that slides into a socket.

**mantle piece (n)** - a structure of wood or marble above or around the fireplace. **half-crown(n)** - a former British coin equal to two shillings and sixpence (12 1/2p).

**tongs(n)** - a device used for picking up objects consisting of two long pieces free at one end and pressed together at the other end.

**Delirious (adj.)** - disturbed state of mind characterized by restlessness.

**frail(adj.)** - weak and delicate.

**startled(v)** - felt sudden shock or alarm.

**scuffle(v)** - to have a sudden short fight

## Vocabulary

Homophones are words that sound the same but have different meanings and spellings. The text has many homophones such as : see-sea, hear-here, knew-new.

**Complete the following sentences by choosing the correct options given.**

1. Niteesh bought a ..... (knew/new) cricket bat.
2. The shepherd ..... (herd/heard) the cry of his sheep.
3. Lakshmi completed her baking ..... (course/coarse) successfully.
4. Priya has broken her ..... (four/fore) limbs.
5. Leaders of the world must work towards the ..... (peace/piece) of human race.

## Commonly confused words

English has a lot of commonly confused words. They either look alike or look and sound alike, but have completely different meanings and usage. Here are some examples from the text.

**brought (v)** - past participle of bring. E.g. Anitha had brought a book from the library.

**bought (v)** - past participle of buy. E.g. Lalitha had bought a new dress last week.



**affect (v)** - to have an effect on. E.g. The pet's death affected his master.

**effect (n)** - anything brought about by a cause or agent; result. E.g. Both El Nino and La Nina are opposite effects of the same phenomenon.

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## MISCELLANEOUS INFORMATION

### Homonyms

Two or more words having the same spelling and pronunciation but different meanings and origins.

S.No	Homonyms	Meaning	Example
1.	address	location	This is her address
	address	to speak to	She addressed the open-air meeting.
2.	band	a musical group	The band was playing old songs.
	band	a ring	She always ties her hair back in a band.
3.	bat	mammal	I am afraid of bats.
	bat	an implement used to hit a ball	I love my cricket bat.
4.	right	correct	He is right.
	right	direction	Take a right turn.

### a. Write a sentence of your own for each homonyms.

- bright - very smart or intelligent -
  - bright - filled with light -
- express - something done fast -
  - express - convey -
- kind - type -
  - kind - caring -
- well - in good health -
  - well - water resource -

### Anagram

An anagram is a word or phrase formed by rearranging the letters of another word or phrase. Anagrams can help the learners to be aware of both spelling and spelling patterns.

### Example:

are - ear	note - tone
care - race	won - now

god – dog

earth – heart

meat – team

slip – lips

**Now try to solve these anagrams.**

- 1 ELBOW -
  - 2 SECTION -
  - 3 VIEWER -
  - 4 RIPPLES -
  - 5 NEEDLESS -
- 

### Clipped Words

Clipping is the word formation process which consists in the reduction of a word to one of its parts. These words are called clipped words.

advertisement - ad	luncheon - lunch
automobile - auto	mathematics - math
cabriolet - cab	memorandum - memo
examination ★ - exam	moving picture - movie
fanatic - fan	pantaloon - pants
gasoline - gas	photograph - photo
gymnasium - gym	university - varsity
hamburger - burger	zoological park - zoo
influenza - flu	telephone - phone

**Find out the clipped words for the following.**

1. aeroplane -
  2. microphone -
  3. refrigerator -
  4. kilogram -
  5. cafeteria -
-

**b. Find and use the clipped words in your own sentence.**

1. photograph -
  2. gymnasium -
  3. luncheon -
  4. advertisement -
  5. zoological park
- 

**Non-Finite Verbs**

A non-finite verb (also known as a verbal) is the term used to describe a verb that does not indicate tense. The non-finite verbs are called gerunds, infinitives, and participles.

**Finite verb:** - Finite verbs change tense and number according to the subject.

- Arun invited Suresh to his daughter's birthday.
- Her friends presented the girl with a toy.
- His friend presented a watch.

**Non-finite** verbs have no subject and do not change according to the tense or number. Non-finite verbs are broadly classified as follows:

- |                         |   |
|-------------------------|---|
| i. Gerunds              | 1. Walking is a healthy habit<br>(Present participle used as a noun)        |
| ii. Infinitive          | 2. I like to walk early in the morning. (to infinitive)                     |
| iii. Present participle | 3. These are my walking shoes.<br>(Present participle used as an adjective) |
| iv. Past participle     | 4. Having walked a long distance I felt tired.                              |
- 

**C. Look at the action words in bold. Identify whether they are either finite or non-finite verb.**

They want **to try** a new approach. --



**Trying** is easy. --

**Having tried** everything , he gave up. --

All I can do is **try**. --

If she **tried**, she would succeed. --

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10<sup>th</sup> book

## **Non Finites**

Verbs are action words. They are divided into two: Finite and Non Finites.

### **Finite Verbs ....**

- act as a verb.
- act as a main verb of a sentence or a clause.
- indicate number, person and tense.
- are used in the present tense and the past tense.
- have to agree with the subject and change accordingly.

### **On the other hand, Non Finite verbs**

- do not act as a verb.
- act as nouns, adjectives and adverbs.
- do not indicate number, person or tense.
- are usually gerunds, infinitives or participle.

### **The different kinds of Non Finites are:**

- Infinitives
  - Gerund
  - Participles
-

## Direct Speech

<b>Direct Speech</b>	<b>I</b> <b>You (Subject)</b> <b>you (Object)</b> <b>your</b> <b>my</b> <b>myself</b> <b>we</b> <b>us</b>		
<b>Indirect Speech</b>	<b>Masculine</b>	<b>Feminine</b>	<b>Plural</b>
	<b>he</b> <b>he</b> <b>him</b> <b>his</b> <b>his</b> <b>himself</b>	<b>she</b> <b>she</b> <b>her</b> <b>her</b> <b>her</b> <b>herself</b>	<b>they</b> <b>them</b> <b>their</b> <b>their</b> <b>themselves</b> <b>they</b> <b>them</b>

## PRONOUNS

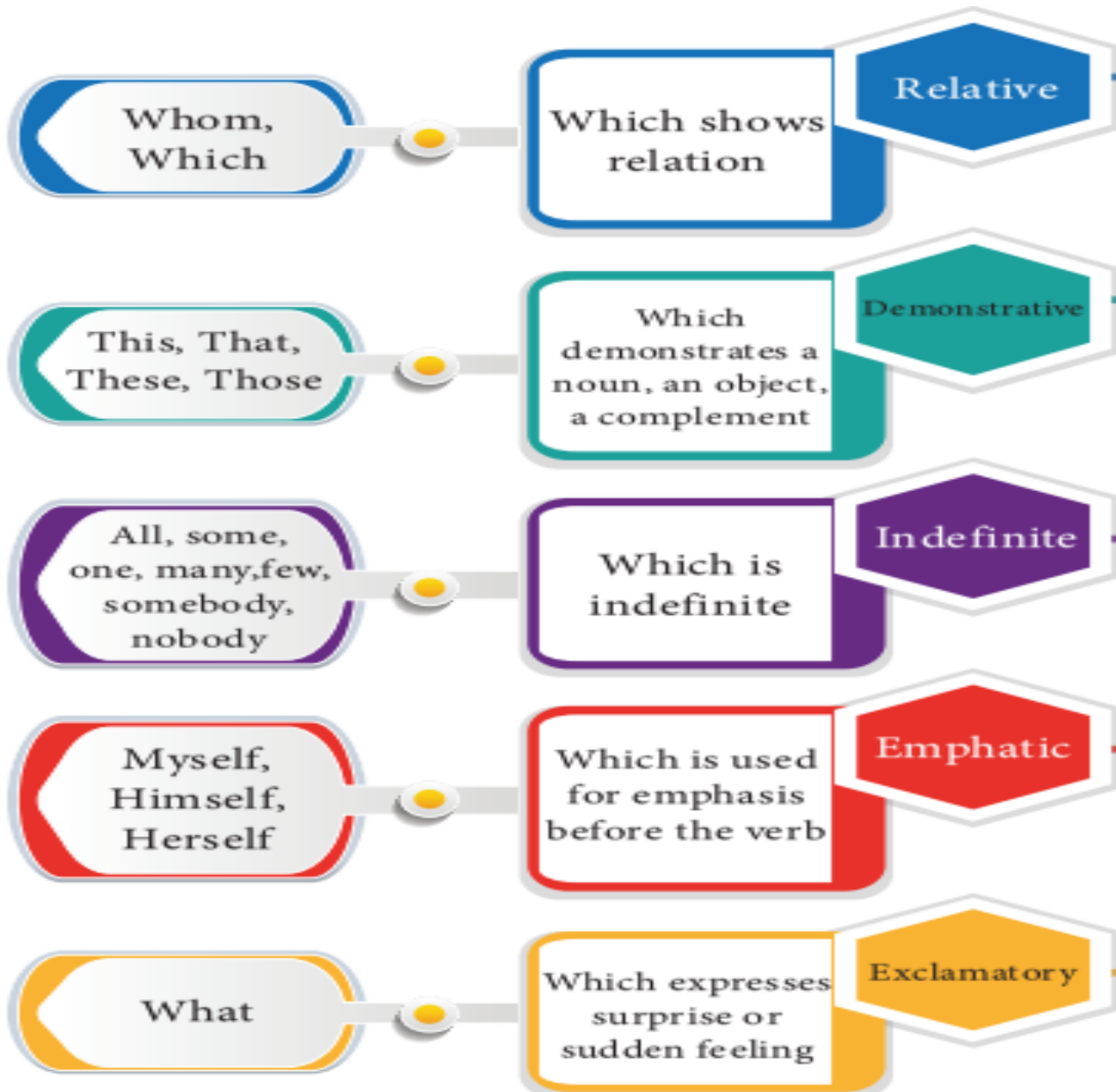
A pronoun is a word or phrase that substitutes a noun or a noun phrase. There are ten types of pronouns generally used.

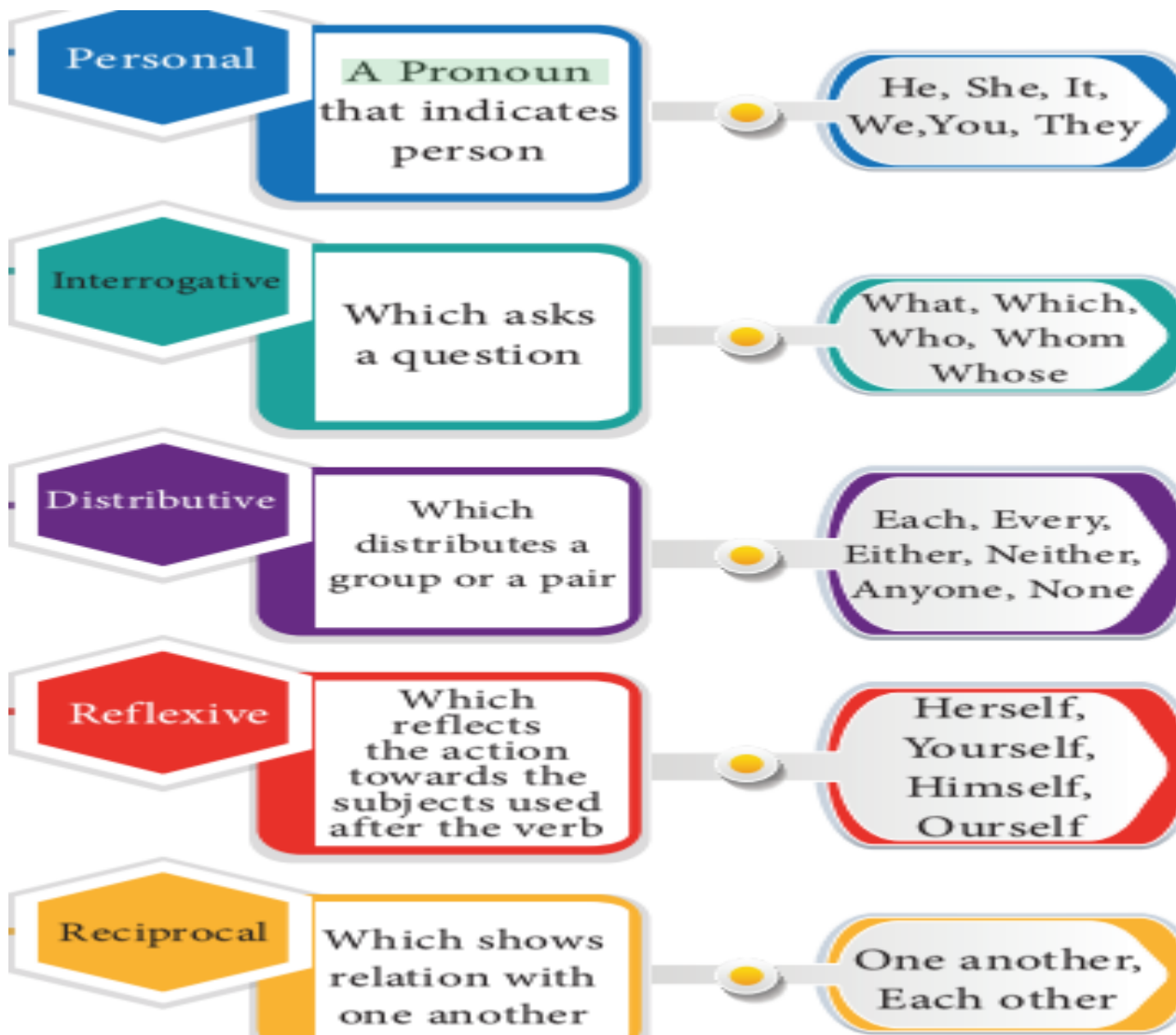
**Fill in the gaps with personal pronouns.**

Kumaravel lives in Thiruvannamalai. \_\_\_\_ (1) \_\_\_\_ is a doctor. All the people like \_\_\_\_ (2) \_\_\_\_ because of \_\_\_\_ (3) \_\_\_\_ helping nature. \_\_\_\_ (4) \_\_\_\_ hospital is located at Car street and most of \_\_\_\_ (5) \_\_\_\_ patients are poor so \_\_\_\_ (6) \_\_\_\_ does not charge much money. \_\_\_\_ (7) \_\_\_\_ daughter goes to school. \_\_\_\_ (8) \_\_\_\_ studies in 5th Standard. \_\_\_\_ (9) \_\_\_\_ teachers love \_\_\_\_ (10) \_\_\_\_ very much. \_\_\_\_ (11) \_\_\_\_ friends are also very good. \_\_\_\_ (12) \_\_\_\_ always encourage \_\_\_\_ (13) \_\_\_\_\_. \_\_\_\_ (14) \_\_\_\_ have given \_\_\_\_ (15) \_\_\_\_ good advice. \_\_\_\_ (16) \_\_\_\_ mother is also a teacher. \_\_\_\_ (17) \_\_\_\_ always encourages \_\_\_\_ (18) \_\_\_\_ to keep studying. I also like her as \_\_\_\_ (19) \_\_\_\_ often comes to \_\_\_\_ (20) \_\_\_\_ house. One day \_\_\_\_ (21) \_\_\_\_ told my mother that \_\_\_\_ (22) \_\_\_\_ wants to learn cooking. \_\_\_\_

(23)\_\_\_\_\_ mother taught\_\_\_\_\_ (24)\_\_\_\_\_ cooking. Now, \_\_\_\_\_ (25)\_\_\_\_\_ cooks well.

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**Fill in the gaps with appropriate Pronouns.**

- \_\_\_\_\_ is an excellent opportunity.
- \_\_\_\_\_ of these two students can solve this question.
- \_\_\_\_\_ books have been written by a great Indian writer.
- \_\_\_\_\_ have come to know the truth.
- \_\_\_\_\_ of the students have passed the exam.
- \_\_\_\_\_ of your friends can guide you.



7. \_\_\_\_\_ is your story based on your real life.
  8. All your friends will guide \_\_\_\_\_
  9. \_\_\_\_\_ of his family members would come to visit you.
  10. \_\_\_\_\_ of those books will be helpful to you.
  11. \_\_\_\_\_ is your bag, you can take it anytime.
  12. He \_\_\_\_\_ is responsible for the downfall of his life.
- 

**Join the sentences using ' Relative Pronouns'.**

1. I have a book. It was written by Rabindranath Tagore.
  2. Kavita is my teacher. She teaches us English.
  3. This is Varun. His father is an architect.
  4. She invited most of her friends. They attended the party.
  5. Give me a pen to write a letter. It was gifted to you on your birthday.
  6. I have sold the house. It was located at the bank of a river.
  7. Here is your watch. It has been found in the garden.
-