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Don
Bigwin - English
10th Standard

As per the latest syllabus

First Edition : 2019
Revised Second Edition : 2020

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PREFACE

Don English BigWin Book for 10th standard is prepared fully based on the Tamil Nadu Government's latest syllabus. We are very much thankful to all the teachers and our well wishers for their patronage so far. This book is meant mainly for Tamil medium students. All the textual part is fully translated in Tamil, so that they can understand the topic easily. Similarly, the synonyms and antonyms were given with Tamil meaning.

This book is structured and compiled by our experienced English teachers. All the textual units are dealt completely and the textual tasks are solved fully. There are exhaustive exercises, graded from simple to difficult to train the students in a proper way. Under every topic, plenty of grammar exercises are given to satisfy the students so as to make them easy to learn and understand.

We feel our aim of all under one book is fulfilled. We earnestly welcome your suggestions for our improvement.

S.A. Suresh Kumar MCA, MBA
for Don Publications (P) Ltd

Authors

Mr. S.Shanmuga Velayudham M.A.,M.Ed. Retd.
Mr. G. Annamalai Athiaman M.Sc., M.Ed.
Mrs. Aruna Manikandan M.A.,B.Ed, PG Asst.
Mr. M. Jeya Murugan M.A.,B.Ed. ,BT Asst.

Reviewers

Mrs. K. Laxmi B.Sc.(Bot)., M.A.(Eng), M.A.(Hist), M.Ed.,M.Phil.
Mr. R. Arul Rai Selvan M.A., B.Ed.,
Mr. S.Subbiah M.A.,M.Ed. M.Phil.

Compiled by

Dr. S.A. RAJKUMAR MBBS., MS (EM)

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MEMORITER

LIFE

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

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

- Henry Van Dyke

I AM EVERY WOMAN

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

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

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

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

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

-Rakhi Nariani Shirke

THE SECRET OF THE MACHINES

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

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

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

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

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

- Rudyard Kipling

NO MEN ARE FOREIGN

Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.
They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd.
Their hands are ours, and in their lines we read
A labour not different from our own.
Remember they have eyes like ours that wake
Or sleep, and strength that can be won
By love. In every land is common life
That all can recognise and understand.
Let us remember, whenever we are told
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn.
Remember, we who take arms against each other
It is the human earth that we defile.
Our hells of fire and dust outrage the innocence
Of air that is everywhere our own,
Remember, no men are foreign, and no countries strange!

- James Falconer Kirkup

GLIMPSE OF ALL LESSONS

PROSE

No	Prose	Author	Theme	Main Character/ Speaker
1.	**His First Flight**	**Liam O'Flaherty**	Mother seagull teaches her young one to fly	Mother bird, Father bird, Two brothers, Sister, Young one
2.	**The Night the Ghost Got in**	**James Grover Thurber**	Grandfather creates chaos and laughter with his imaginative stories	Author's Grandfather, Author's mother, brother, Bodwell family, Policemen
3.	**Empowered Women Navigating The World**	**(A narrative)**	Power of women is currently being projected to the world by the Advancement of Technology and media. All women Indian Navy crew circumnavigated the world in a sailboat called INSV Tarini.	Interviewer, Vartika Joshi, Pratibh Jamwal, Swathi Patarapalli, Aishwarya Boddapati, Payal Gupta
4.	**The Attic**	**Satyajit Ray**	It is natural for human beings to make mistakes. When we realise our mistakes, we should try to rectify them.	Author, Aditya, Nagen uncle, Mr. Sanyal
5.	**Tech Bloomers**	**(A narrative)**	This lesson talks about the use of technology by a normal person and in empowering the disabled to do their day to day chores of life – to travel, to communicate, to learn, to do business and to live in comfort.	Kim, Alisha, David
6.	**The Last Lesson**	**Alphonse Daudet**	The Prussians not only wanted the territory but dominated over the language and culture of the French, thus to take away their identity.	M.Hamel, Prussian soldiers, Author, Hauser, Postmaster, Mayor, Villagers
7.	**The Dying Detective**	**Arthur Conan Doyle**	The detective Sherlock Holmes was seriously ill. Watson was surprised to see the condition of his master. Was Watson able to save his master?	Land lady, Sherlock Holmes, Dr.Watsoan, Dr. Ainstree, Mr.Culverton Smith, Inspector Morhen, Victor.

POEM

No	Poem	Poet	Theme	Main Character/ speaker
1.	Life	Henry Van Dyke	Value of life	Author
2.	The Grumble Family	Lucy Maud Montgomery	The poet gives a vivid picture of neighbourhood scenes. The poet suggests that we should mend our ways	Complaining people
3.	I am Every Woman	Rakhi Nariani Shirke	This poem talks about the multifaceted nature of women. They are always ready to take up new ventures. They are persistent and work tirelessly to prove what they are capable of.	Women
4.	The Ant and the Cricket	Adapted from Aesop's fables	A fable is a traditional story that teaches us a moral lesson. This poem "The Ant and the Cricket' teaches us the importance of hard work and planning.	Ant, Cricket
5.	The Secret of the Machines	Rudyard Kipling	Problem of modern technology and automation. the machines explain how they can serve humanity They are creations of the human brain.	Man and Machine
6.	No Men Are Foreign	James Falconer Kirkup	We mustn't hate our brethren because they belong to a different country or speak a different language. The poet reminds us of that how all people are similar and part of the brotherhood of men.	People
7.	The House on Elm Street	Nadia Bush	A house considered as a mysterious place.	Author, Mysterious house, Leafless tree

SUPPLEMENTARY READER

No	Supplementary Reader	Author	Theme	Main Character/ speaker
1.	The Tempest	Shakespeare	Magic helps a king to regain his kingdom	Prospero, Daughter Miranda, Brother Antonio, Gonzalo, King of Naples, Ferdinand, Caliban, Sycorao, Ariel
2.	Zigzag	Asha Nehemiah	The family that shelters a new pet is totally taken up by the commotions it creates at home.	Dr. Krishnan, Mrs.Krishnan Maya, Uncle Somu, Arvind, Lashmi, Mrs. Jhunjhunwala
3.	The Story of Mulan	(Legend)	This is the classic story of Mulan based on the legend of Hua Mulan	Mulan, Father, Brother, Emperor, Soldiers
4.	The Aged Mother	Matsuo Basho	The story highlights that the aged are sharp witted. It describes the love and affection a son and his mother have for one another.	Farmer, Aged mother, Governor
5.	A day in 2889 of an American Journalist	Jules Verne	This story speaks about the people of the twenty-ninth century who live in fairyland. They are indifferent to the presence of each new marvel.	Francis Bennett, Mrs.Bennett - Edith, Cash, Corley, Young scientist, Aero coachman
6.	The Little Hero of Holland	Mary Mapes Dodge	This is a true story of a little boy with a brave heart and passionate love for his village.	Peter, Father, Mother, Brother, Sister, Blind man, Passer - by, Villagers
7.	A Dilemma	Silas Weir Mitchell	A story of a clerk who spends for the funeral of his uncle expecting a great Treasure.	Author, Uncle Philip, Mother, Dr. Schaff, Susan, Professor Clinch, Land lady

POEM - FIGURE OF SPEECH - GENERAL GUIDANCE

Poetic devices என்பவை ஒரு பாடலில் அதன் அழகை மேம்படுத்த உபயோகப்படுத்தப்படுபவை. தமிழில் உவமை, உவமேயம், சந்தநயங்கள் என்பது போல். இங்கு முக்கியமான **poetic devices** பற்றி அறிந்து கொள்வோம். ஒவ்வொரு பாடலிலும் அதற்குரிய அட்டவணையும் கொடுக்கப்பட்டுள்ளது. .

1.	**Simile**	Simile என்பது இரு ஒத்த பொருட்களை ஒப்பிடுவது. இதில் பொதுவாக **'as'** அல்லது **'like'** அல்லது **'just as'** போன்ற வார்த்தைகள் பயன்படுத்தப்பட்டிருக்கும். இவை ஒப்பீடு வார்த்தைகள் ஆகும். *(eg.) : (i) Like ours: the land our brothers walk upon* *(ii) Is earth like this, in which we all shall lie*
2.	**Metaphor**	இரு மாறுபட்ட பொருட்களை மறைமுகமாக ஒப்பிடுவது (மிகைப்படுத்திச் சொல்லுதல்) metaphor ஆகும். இது Simile போலத் தான் என்றாலும் 'as' அல்லது 'like' போன்ற ஒப்பீடு வார்த்தைகள் இருக்காது. *(eg.) : (i) New friendship, high adventure, and a crown.* *(ii) She's a lioness; don't mess with her.*
3.	**Personification**	மனிதப் பண்புகளை உயிரற்ற பொருள்கள் மற்றும் குணங்களை உயிருள்ள பொருளாக ஏற்றிச் சொல்வது personification ஆகும். *(eg.) : (i) From what the future veils; but with a whole* *(ii) The River of Discontent beside*
4.	**Alliteration**	ஒரே மெய்யொலி (consonant sound) எழுத்து மீண்டும் மீண்டும் வருதல் alliteration ஆகும். *(eg.) : (i) With forward face and unreluctant soul;* *(ii) till seeking what I sought when but a boy,* இவற்றில் முதல் வாக்கியத்தில் f என்பதும், இரண்டாவதில் w என்பதும் மீண்டும் வந்துள்ளதை கவனிக்க.
5.	**Assonance**	ஒரே உயிரொலி (vowel sound) எழுத்து மீண்டும் மீண்டும் வருதல் assonance ஆகும். *(eg.) : (i) Some water, coal and oil is all we ask* *(ii) Lights flicker on and off,* இவற்றில் முதல் வாக்கியத்தில் all, ask 'a' என்பதும், இரண்டாவதில் on, off 'o' என்பதும் மீண்டும் வந்துள்ளதை கவனிக்க.
6.	**Anaphora**	அடுத்தடுத்த வரிகளில் ஒரே சொல் வருவது. பொதுவாக முதல் சொற்கள் ஒன்றாக வரும். *(eg.) : Not hurrying to, nor turning from the goal;* *Not mourning for the things that disappear* இங்கு Not என்னும் சொல் அடுத்தடுத்து வந்துள்ளது.
7.	**Oxymoron**	அடுத்தடுத்த சொற்கள் எதிரெதிர் அர்த்தங்களைக் கொடுப்பது oxymoron ஆகும். *(eg.) : (i) Lights flicker on and off* *(ii) We ants never borrow, never lend* Here, 'on' and 'off' are opposite words. Similarly, 'borrow' and 'lend' are opposite words.
8.	**Onomatopoeia** (spelling வைத்துக் கொள்ளவும்)	சப்தம் சம்பந்தமான வார்த்தைகள் அல்லது அவற்றைக் குறிக்கும் வார்த்தைகள் இருக்கும். *(eg.) : (i) Lights flicker on and off.* *(ii) Pitter patter, pitter patter raindrops on my pane.*

9.	**Paradox**	ஒரு வாக்கியத்தில் அதனைச் சொல்லி பின் அதனை மறுக்கும் விதமாக வருவது *(eg.) : "It just sits there, never getting small or ever growing tall".*
10.	**Synecdoche**	ஒரு பகுதியை. முழுவதையும் குறிக்குமாறு பயன்படுத்தப்படுவது அல்லது முழுப் பொருளை அதன் ஒரு பகுதியைக் குறிக்கப் பயன்படுத்துவது. *(eg.) : The Western Wave was all a flame.* இங்கு The "Western Wave" என்பது முழுக் கடலைக் குறிக்கிறது. *(eg.) : it is bare to the bone.* இங்கு The bone என்பது முழு மனிதர்களை (human beings) குறிக்கிறது.
11.	**Transferred Epithet**	Transferred epithet என்பது ஒரு noun க் குறிக்கும் adjective வார்த்தையானது அந்த noun லிருந்து மற்றொரு noun க்கு கடத்தப்படும். *(eg.) : They, too, aware of sun, air, and water* *Are fed by peaceful harvests, by war's long winter starv'd.* 'Starved' என்னும் epithet (adjective) 'winter' என்னும் nounக்குப் பின் வந்தாலும் அது குளிர்காலம் பசியிலிருக்கிறது என்ற அர்த்தத்தில் winter க் குறிக்காது. அவர்களைத் *(They)* தான் குறிக்கும். e.g.: Winter starved - transferred epithet.
12.	**Repetition**	ஒரு பாடலின் வரியில் ஒரு வார்த்தையோ. phrase ஓ சில சமயம் வரிகளோ மீண்டும் மீண்டும் வருவது. படிப்பவரைக் கவர அல்லது ஒன்றை அழுத்திச் சொல்ல இந்த யுத்தி கையாளப்படுகிறது. In 'No men are Foreign' James kirkup repeats the word - 'Remember' five times in the poem to emphasize the serious message the poem has to convey. Similarly, the last line of the last stanza [Remember, no men are foreign, and no countries strange] though reversed, is the same as the first line of the first stanza ["Remember, no men are strange, no countries foreign"]. This repetition emphasizes the core message of the *'Oneness of mankind'.*
13.	**Rhetorical Question**	ஒரு வினா. பதில் வேண்டுமென்ற காரணத்திற்காக அல்லாமல். ஒன்றை அழுத்திச் சொல்ல பயன்படுவது (Question tag போல) *(eg.) : 'How could this be'?*
14.	**Rhyming words**	பாடலின் கடைசி வார்த்தை ஒரே ஒலியமைப்பில் முடிவது. *(eg.) : Let me but live my life from year to year,* *With forward face and unreluctant soul;* *Not hurrying to, nor turning from the goal;* *Not mourning for the things that disappear* இங்கு 1வது மற்றும் 4வது வரிகளின் கடைசி வார்த்தைகள் 'year' மற்றும் 'disappear' என்பவை rhyming வார்த்தைகள். அதே போல் 2வது மற்றும் 3வது வரிகளின் கடைசி வார்த்தைகள் 'soul' மற்றும் 'goal' என்பவை rhyming வார்த்தைகள்.
15.	**Rhyme scheme**	ஒரு பாடலின் கடைசி வார்த்தைகள் அமைந்துள்ள வரிசை அமைப்பே rhyme scheme எனப்படும். பொதுவாக கொடுக்கப்பட்டுள்ள வரிகளில் என்ன rhyme scheme என அறிந்து விடை எழுத வேண்டும். *(eg.) : Let me but live my life from year to year, a* *With forward face and unreluctant soul; b* *Not hurrying to, nor turning from the goal; b* *Not mourning for the things that disappear ar* Here, the words 'year & dissappear ; soul & goal are rhyming words. எனவே இந்தப் பாடலின் rhyme scheme 'abba' ஆகும்.

I - LESSONS

PROSE

1 HIS FIRST FLIGHT

- Liam O'Flaherty

WARM UP

Marco Polo, Christopher Columbus, Ibn Battuta, Amerigo Vespucci, Xuanzang, Ferdinand Magellan, Bartolomeu dias, Herodotus, Captain James Cook, Vasco De Gama.

1. ***What is common among these individuals? Browse Internet or refer books and share some information about them.***

All these individuals were travellers who travelled to find out new things around the world. Their travel was not a happy one. It was full of adventures and dangers.

2. ***Discuss, why it was considered as an adventurous and dangerous thing to travel in those days.***

It was considered as an adventurous and dangerous thing to travel in those days because there were lots of difficulties while travelling such as weather, food, shelter, etc., During their voyages they had to face dangers because the place were new to them. They would have a curiosity about what was going to be next. Moreover their involvement in learning about new places made it adventurous and dangerous.

3. ***Mahatma Gandhi, Che Guevera, Guru Nanak and Gauthama Buddha are some of the famous personalities and thinkers who made extensive journeys to understand life. Do you think journeys can be life changing?***

Yes, journeys can be life changing. Our personality and thinking skills develop while meeting different personalities around us. These great thinkers made their journey fruitful by learning the world. Journey can teach us both the sides of life ie., success and failure and it will teach us morals to understand what is life.

4. ***Share a memorable trip from your life.***

My memorable trip was to Kodaikanal with my friends.

5. ***Have you ever been on an adventurous journey? If yes, share your experience.***

Yes, I had been on an adventurous journey with my friends to Kodaikanal hills. We went for trekking where we missed one of our friends. We had been separated and lost our way while nearing the ending point. Finally we messed up and overcame all the struggles. This gave me a new perspiration towards travel and this became an adventurous journey.

6. ***"That's one small step for a man, one giant leap for mankind." Neil Armstrong – Discuss.***

"That's one small step for a man, one giant leap for mankind" were the words uttered by Neil Amstrong when he landed his step on the moon. Small step of man is considered to represent the human struggles and helped mankind to land on the moon safely. Single step leads to big adventure.

7. ***Have you ever seen a bird making its first ever attempt to fly?***

Yes, I have seen a bird making its first attempt to fly.

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.

லியாம் . ஓ. ப்ளாஹெர்டி (1896 – 1984)

இவர் ஒரு அயர்லாந்தின் கதாசிரியர் மற்றும் சிறுகதை எழுத்தாளர். இலக்கிய மறுமலர்ச்சியின் ஒரு முக்கிய நபராக விளங்கினார். அவர் அயர்லாந்தின் கம்னியூஸ்ட் கட்சியின் நிறுவன உறுப்பினராக விளங்கினார். கேல்டாச் ஊரைச் சேர்ந்த ஒ.ஃ பிளாஹெர்டி, ஐரிஸ் ஊரைச் சேர்ந்தவராக இருந்தாலும், இரிஷ் மொழியில் சில எண்ணிக்கையில் சிறுகதைகளைத் தவிர, ஆங்கிலத்திலேயே எழுதினார். அவர் பெரும்பாலான நேரங்களை பயணம் செய்வதிலும் வசதியாக வாழ்வதிலும், வெளி உலகத்திலும் களித்தார்.

GIST OF THE LESSON

'His First Flight' by Liam O' Flaherty is a true parable about overcoming fears in life. The young seagull was left alone on the ledge. His two brothers and his sister had flown away the day before. He had been afraid to fly as he looked down at the vast expanse of sea that stretched down beneath his ledge. His father and mother had come around calling to him shrilly, scolding him and threatening to let him starve on his ledge, unless he flew away. But for the life of him, he could not move.

He watched his parents perfecting his brothers and sister in the art of flight, teaching them how to skim the waves and how to dive for fish. He trotted back and forth from one end of the ledge to the other. He tried to find some means of reaching his parents without having to fly. He pretended to be falling asleep. His mother looked at him. She tore at a piece of fish that lay at her feet. The sight of food maddened him. He cried at her but she just screamed back mockingly.

Suddenly he felt the joy, seeing his mother approaching him with food. But, she halted, keeping the fish just out of reach. Maddened by hunger, he dived at the fish. A monstrous terror seized him. He found that he was soaring gradually, downwards and outwards. He was no longer afraid. He realized that he was born to fly and he had made his first flight.

பாடம் பகுதி	தமிழாக்கம்
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.	அந்த **பாறையின் விளிம்பில்** ஓர் இளம் கடற் பறவையானது தனித்து காணப்பட்டது. அவனது இரண்டு சகோதரர்களும் சகோதரியும் ஒரு நாள் முன்பே பறந்து சென்று விட்டன. அவர்களுடன் பறப்பதற்கு அதற்கு பயம். இருந்தும் அவன் பாறையின் விளிம்பு வரை சிறு ஓட்டமாக ஓடிச் சென்று, இறக்கையை விரித்து பின் பயத்தின் காரணமாக பின்னடைந்தான். கீழே **பரந்து விரிந்து** காணப்பட்ட கடலின் ஆழம் – அது மிகவும் கீழே இருந்தது – அவனுக்கு தன் சிறகுகள் இந்த தூரத்தைக் கட்டாயமாக துணை புரியாது என்று தோன்றியது. எனவே முதல் நாள் ஒய்வெடுத்த அப்பாறையின் இடுக்கில் தலையைக் குனிந்து ஒடுங்கிக் கொண்டாள்.

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.	இப்பறவையின் சகோதர சகோதரியின் சிறகுகள் சிறியதாக இருந்த போதிலும், அவை விளிம்பு வரை ஓடி, சிறகுளை **அடித்து** பறப்பதையும் கண்ட பின்னும் அவனுக்கு மிகவும் தேவையான தைரியத்தை வரவழைத்துக் கொள்ள முடியவில்லை. அவனது தாயும், தந்தையும் அதனை **கூச்சலிட்டுக்** கூப்பிட்டும், திட்டியும், பறக்கா விட்டால் அங்கேயே பட்டினி போடுவோம் என்று பயமுறுத்தியும் பறக்கச் சொல்லி அழைத்தன. ஆனால் இவனோ பயத்தின் காரணத்தினால் அசைய மறுத்தான்.
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, in fact, 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.	இதெல்லாம் இருபத்து நான்கு மணி நேரத்திற்கு முன். அதிலிருந்து யாரும் இப்பறவையின் அருகில் வரவில்லை. முந்தைய நாளில் நாள் முழுதும், தன் சகோதர சகோதரி பறவைகளுடன் சேர்ந்து தாய் மற்றும் தந்தை கற்றுக் கொடுத்த பறத்தலுக்கான பயிற்சியைப் பார்த்திருந்தான். அவர்கள் கடல் மேற்பரப்பில் எவ்வாறு பறக்க வேண்டும் என்பதையும், எப்படி மீன்களைக் கொத்தி வேட்டையாட வேண்டும் என்பதையும் கற்றுக் கொடுத்தார்கள். மேலும் அண்ணன் பறவையானது கடற்பரப்பில் இருந்து அவனது **முதல் கடல் மீனை** அது **கொத்தி விழுங்கிய** போது கற்றி இருந்த அவன் பெற்றோர் **கொக்கரித்து** உற்சாகத்தை வெளிப்படுத்தியதைப் பார்த்தான். மேலும் காலையிலிருந்தே மொத்த குடும்பமும் பெரிய செங்குத்தான பாறையின் சமமான பகுதியில் நடந்துக் கொண்டே இவன் கோழைத்தனத்தைப் பார்த்து சிரித்துக் கொண்டிருந்தனர்.
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.	சூரியன் இப்போது அதனது தென்திசையை நோக்கிய பாறை விளிம்பை வெப்பப் படுத்திய வண்ணம் வானில் மெலெழுந்து கொண்டிருந்தது. சூரியனின் வெப்பத்தைக் கூடற் பறவையால் உணர முடிந்தது. ஏனெனில் அவன் முதல் நாள் இரவிலிருந்து எதுவும் உண்ணவில்லை. காய்ந்த **மக்கரெல் மீனின்** வாலைத் தவிர வேறெதுவும் அங்கு உண்பதற்கு இல்லை. அவனும் பாறைத்திட்டு முழுக்கவும் தேடிப் பார்த்து தன் சகோதார்களுடன் தங்கியிருந்த கூட்டையும் ஆராய்ந்து பார்த்த போது சிப்பிகளைத் தவிர அங்கு ஒன்றும் இல்லை. அவன் காய்ந்த முட்டை ஒட்டுத் **துண்டுகளைக் கூட முழுங்கினான்.** அது அவனது ஒரு பகுதியையே உண்பது போல் இருந்தது.
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.	அவன் பின் பாறைவிளிம்பின் ஒரு ஓரத்திலிருந்து மறு ஓரத்திற்கு **மிடுக்குடன் நடந்து** வந்தான். தன் சாம்பல் நிற கால்களை ஆழமாக ஊன்றி அவனது பெற்றோரை பறக்காமல் அடைவதற்கான வழியை தேடினான். ஆனால் அதன் இருபுறங்களிலும் காணப்பட்டதென்னவோ **கூரிய முனைகளைக் கொண்ட பாறைகளும்** அதன் கீழே கடலும் மட்டுமே. பறப்பதைத் தவிர அவனுக்கு வேறு வழியில்லை. அவனுக்கும் அதன் பெற்றோரும் நடுவே ஒரு அகலமான ஆழமான பள்ளம் இருந்தது.

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.	அவன் மலை விளிம்பின் வழியே வடக்கு நோக்கி நகர்ந்தால், கண்டிப்பாக பறக்காமல் தன் பெற்றோரை சென்று அடைய முடியும். ஆனால் எப்படி நடக்க முடியும்? அங்கு பாறைப்பகுதி இல்லை. அவனும் ஒரு பறவை அல்ல. மேலும் அவனுக்கு மேலே எதையும் பார்க்க முடியவில்லை. அந்த செங்குத்து பாறை மிகவும் உயரம். அதற்குக் கீழே இருக்கும் கடலிலிருந்து அது மிகுத் தொலையில் இருந்தது.
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.	அவன் பாறையின் விளிம்பிலிருந்து சிறிது நகர்ந்து ஒற்றை காலால் நின்று கொண்டு மற்றொரு காலை சிறகினுள் மறைத்து, ஒரு கண்ணையும் பின் மற்றொன்றையும் மூடி, தூங்குவது போல் பாவித்தான். இருப்பினும் யாரும் அவனைக் கண்டு கொள்ளவில்லை. பாறையின் மீடத்தில் தன் இரு சகோதர பறவைகளும் தங்கள் தலையை கழுத்துப் பகுதியில் மறைத்து தூங்கிக் கொண்டிருந்தன. அவன் தந்தையானது தன் சிறகுகளை தன் வெண்மையான அலகால் கோதி ஒழுங்குப்படுத்திக் கொண்டிருந்தார். தாய் மட்டுமே இவனைக் கண்காணித்துக் கொண்டிருந்தாள்.
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.	அவர் மீடத்தின் சிறிய மேடான பகுதியில் தன் வெள்ளை நிற மார்பை முன்புறம் துறுத்தி நின்று கொண்டிருந்தார். மேலும் தன் அலகினால் காலில் வைத்திருந்த மீனை அவ்வப்போது கிழித்துக் கொண்டும், அலகின் இருபகுதிகளையும் பாறையில் உரசிக் கொண்டும் இருந்தார். இரையைப் பார்த்ததும் கடற் பறவையானது நிதானத்தை இழந்தான். அவன் அந்த இரையை சிழிக்கவும், அலகைத் தேய்த்து அதை கூராக்கவும் மிகவும் ஆவலாயிருந்தான். மெல்லிய குரலில் அவன் தாயை அழைத்தான். அவனது தாயும் பதிலுக்கு கத்தி அப்பறவையைப் பார்த்தார்.
'Ga, ga, ga,' he cried, begging her to bring him over some food. 'Gawl-ool-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.	'கா . . கா . . கா . .' என்று கரைந்து தனக்கான உணவை வேண்டிக் கேட்டான். 'ஹூ . . . ஊ . . .' என பதிலுக்கு எக்காளமிட்டார் தாய். இருந்தும் இவன் தொடர்ந்து, சோகமாக குரல் கொடுத்தான். ஓரிரு நிமிடங்களுக்குப் பின் அவன் ஒரு சந்தோசக் கூச்சலிட்டான். அவனது தாய் மீனின் ஒரு துண்டை எடுத்துக் கொண்டு இவனுக்கு அருகில் பறந்து வருவதைப் பார்த்தான். அவன் ஆர்வத்துடன் எட்டிப் பார்த்து தனது கால்களை பாறையில் தட்டி தாய் பறந்து வரும்போது அதன் அருகில் வர முயற்சித்தான். ஆனால் அவனுக்கு எதிரில் வந்தவுடன், பாறையின் விளிம்பில் தன் சிறகுகளை அசைக்காமல், கால்களைத் தளர்த்தி அமர்ந்தார். அதன் அலகில் இருந்த மீன், அவனுக்கு மிக அருகில் எட்டும் தொலைவில் தான் இருந்தது.
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.	தன் தாய் அருகில் வராததைக் கண்டு ஒரு கணம் ஆச்சரியப்பட்ட பறவை, பசியினால் கோபத்துடன் மீனை பிடிக்க துள்ளிக் குதித்தான். சத்தமாக ஒலியெழுப்பிய வண்ணம் அவன் வெளிப்புறமாகவும், கீழும் வெட்ட வெளியில் விழுந்தது. தாய் மேல் நோக்கி சட்டெனப் பாய்ந்தார். அவன் தாயின் கீழ்ப்புறம் கடந்து சென்ற போது அவரது சிறகின் அசைவை உணர முடிந்தது.

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.	அப்போது ஒரு **பயங்கரமான** பயம் அவனைப் பிடித்தது. அவனது இதயம் ஒரு கணம் நின்று விட்டது. ஆனால் அது அந்த கணம் மட்டுமே. அடுத்த கணத்தில் அவனது சிறகுகள் வெளிப்புறமாக விரிவதை உணர்ந்தான். காற்றானது அவனது மார்பின் சிறகுகளுக்குள்ளும், பின் அவனது வயிற்றின் அடியிலும், பின் இறக்கையிலும் மோதியது. அவனது சிறகுகளின் முனைகள் காற்றைக் கிழிப்பதை உணர்ந்தான். அவன் இப்போது தலைகீழாக விழவில்லை. அவன் மெதுவாக சீராக மேலே கீழேயும் வெளிப்புறமும் பறக்கத் தொடங்கினான். அவனுக்கு இதற்கு மேல் பயம் இல்லை. அவன் லேசான **தலைசுற்றலாக** உணர்ந்தான். பின் அவன் இறகுகளை ஒரு முறை அடித்து மேல்நோக்கி பறக்க ஆரம்பித்தான்.
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.	அவன் ஒரு மகிழ்ச்சியான கூச்சலை வெளிப்படுத்தி, இறகுகளை மீண்டும் அடித்தான். அவன் உயரே பறந்தான். அவனது மார்பை உயர்த்தி, காற்றுக்கு எதிராக மோதியது. 'கா.. கா.. கா..' 'காவ்லால்–ஹா' அவனது தாய் தன் சிறகினால் அதிக இரைச்சலுடன் இவனைக் **கடந்து சென்றார்.** அதற்கு பதில் சொல்வது போல் இவன் மீண்டும் கூச்சலிட்டான். பின் அவனது தந்தையும் கூச்சலுடன் அவனுக்கு மேலே பறந்தார். பின், அவனது இரு சகோதரர்களும், சகோதரியும் இவனைச் சுற்றி வட்டமடித்து பறந்தும் டைவ் அடித்தும் பறப்பதைப் பார்த்தான்.
Then, he completely forgot that he had not always been able to fly, and commenced to dive and soar, **shrieking** shrilly.	பிறகு அவன் தன்னால் எப்போதும் பறக்க முடியாமல் இருந்ததை முழுவதும் மறந்துவிட்டது. **கூச்சலிட்டவாறே** பறப்பதற்கும், டைவ் செய்வதற்கும் ஆரம்பித்தது.
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.	அவன் இப்போது கடலுக்கு மிக அருகில், அதன் மேல் கடலைப் பார்த்தவாறு பறந்து கொண்டு இருந்தான். அவன் தனக்குக் கீழே பச்சை நிற, சிறு முகடுகளைக் கொண்ட கடலைக் கண்டான். அவனது அலகை ஒருபுறமாகத் திருப்பி ஆச்சரியத்துடன் கூச்சலிட்டான். அவனது பெற்றோர் மற்றும் சகோதர சகோதரிகள் அந்த பச்சை நிற முகட்டில் தரையிறங்கின. மேலும் அவனையும் தரையிறங்க **சைகை காட்டி** கூச்சலிட்டு அழைத்தன. அவன் பசுங்கடலில் இறங்குவதற்கு தனது கால்களை ஊன்ற அது தண்ணீரில் மூழ்கியது. பயத்துடன் கூச்சலிட்டவாறே சிறகடித்து மேலே எழ எத்தனித்தது. ஆனால் பசியினால் களைத்து போயிருந்ததாலும், புதிதாக பறந்ததால் ஏற்பட்ட **சோர்வினாலும்** அவனால் பறக்க இயலவில்லை. அவன் கால்கள் நீருக்குள் முழ்கியதும் அவன் வயிற்றுப் பகுதியானது தண்ணீரைத் தொட்டது. அவன் அதற்கு மேல் முழ்கவில்லை. அவன் தண்ணீரில் மிதந்தான். மேலும் அவனைச் சுற்றி அவன் குடும்பம் உற்சாகத்தில் கூச்சலிட்டு அவனைப் பாராட்டின. மேலும் அவர்களது அலகுகள் அவனுக்கு மீன் துண்டுகளை பரிசளித்தனர்.
He had made his first flight.	அவன் அவனது முதல் பறத்தலை செய்தான்.

GLOSSARY

Textual Glossary:

ledge *(n)*	=	ridge; a narrow shelf that juts out from a vertical surface	→	விளிம்பு, மதில்
shrilly *(adv)*	=	cry piercingly producing a high-pitched and piercing voice or sound	→	கிரீச்சிடு
herring *(n)*	=	a long silver fish that swims in large groups in the sea	→	உணவாக உதவும் ஒருவித சிறு கடல்மீன்
devour *(n)*	=	greedily; to eat something eagerly and in large amounts, so that nothing is left	→	விரைவாகப் பேராசையோடு விழுங்கு
cackle *(n)*	=	chuckle; a sharp, broken noise or cry of a hen, goose or seagull	→	கொக்கரி, கோழி அல்லது வாத்தைப் போல கத்து
mackerel *(n)*	=	a sea fish with a strong taste, often used as food	→	ஒரு வகை மீன்
gnaw *(v)*	=	to bite or chew something repeatedly	→	கடித்து துண்டாக்கு (அ) தொடர்ந்து கவைத்தல்
trot *(v)*	=	to run at a moderate pace with short steps	→	பெருநடை
precipice *(n)*	=	a very steep side of a cliff or a mountain	→	பாறை, மலை இவைகளின் செங்குத்தான பக்கம்
whet *(v)*	=	to sharpen	→	கூராக்கு, சாணைபிடி
preening *(v)*	=	cleaning feathers with beak	→	அலகினால் இறகுகளை ஒழுங்குப்படுத்து
plaintively *(adv)*	=	sadly, calling in a sad way	→	துக்ககரமான, வருத்தம் தோய்ந்த
swoop *(v)*	=	to move very quickly and easily through the air / rise	→	திடீரென பாய்ந்து பறி, துரிதமாக இறங்கு
Beckoning *(v)*	=	making a gesture with the hand or head to encourage someone to approach or follow; signal to	→	சைகை செய்

SYNONYMS (MEANINGS)

afraid	-	fearful; timid	→	பயம்
attempted	-	pursued /tried	→	முயன்றல்
devour	-	gobble	→	பேராசையுடன்
cackle	-	chuckle	→	உள்ளூர ஏற்படும் சிரிப்பு
stretched	-	elongated; extended	→	நீளச் செய்
flapped	-	fluttered	→	படபடக்க
muster	-	gather	→	சேகரித்தல்
desperate	-	serious / dangerous	→	அஞ்சாக்கிரதையான

threatening	–	menacing; ominous	→	மிரட்டும்
cowardice	–	timidity	→	துணிவின்மை
flight	–	flying;	→	பயணம்
blazing	–	burning	→	பற்றவைக்க
daintily	–	carefully	→	கவனமாக
sheer	–	steep	→	செங்குத்தான
brink	–	edge ; margin	→	விளிம்பில்
pretended	–	acted	→	போலியாக
dozing	–	drowsing ; snoozing	→	சிறு தூக்கம்
sunk	–	drowned	→	மூழ்கடிக்கப்பட்ட
hump	–	swelling; ridge	→	திமில்
maddened	–	distracted; annoyed	→	தொந்தரவு
scraped	–	rubbed	→	கீறல்
scream	–	yell; cry	→	வலியுடன் கூக்குரலிடு
mockingly	–	ridiculously	→	கிண்டலான
tapping	–	knocking	→	கதவைத் தட்டு
hanging	–	dangling; drooping	→	தொங்கும்
dived	–	jumped	→	மூழ்குதல்
seized	–	snatched	→	கெட்டியான பிடிப்பு
soaring	–	rising	→	உயரும்
gradually	–	slowly; evenly	→	படிப்படியாக
dizzy	–	giddy ; confused	→	கலங்கின, மயக்கமான
exhausted	–	tired	→	சோர்வுறச் செய்
amused	–	entertained	→	பொழுதுபோக்கு
praising	–	congratulate ; adore	→	பாராட்டு
offering	–	donation ; gift	→	நன்கொடை
courage	–	boldness	→	தைரியம்
scolding	–	rebuking	→	கடிந்து கொள்
perfecting	–	achieving	→	சாதித்து காட்டு
ascending	–	arising	→	எழும்பு
plaintively	–	sadly	→	வருத்தத்துடன்
scrap	–	fragment	→	துண்டு
thrust	–	pushed	→	திணித்தல்
picked	–	inflicted	→	தேர்வு

eagerly	–	anxiously	→	ஆர்வத்துடன்
surprise	–	amazement	→	திகைப்புடன்
wondering	–	marvelling	→	ஆச்சரியப்பட்டார்கள்
commenced	–	began	→	தொடங்கு
shrieking	–	screaming	→	அலறு
fright	–	dismay; fear	→	திகைப்பூட்டும் அச்சம்

Choose the correct synonyms of the underlined word in the sentences below:

Model:

1. The young seagull was alone on his ***ledge***.
   (a) bottom (b) middle (c) ridge (d) flat
2. His two brothers and his sister had already ***flown*** away the day before.
   (a) fluttered (b) remained (c) decelerated (d) confronted
3. He had been ***afraid*** to fly with them.
   (a) unafraid (b) fearful (c) courageous (d) intervention
4. Somehow, when he had taken a little run forward to the ***brink*** of the ledge
   (a) inside (b) interior (c) middle (d) edge
5. ..... and ***attempted*** to flap his wings, he became afraid.
   (a) neglected (b) pursued (c) forgot (d) thrived
6. The sun was now ***ascending*** the sky
   (a) escalating (b) decreasing (c) sprouting (d) arising
7. ..... blazing ***warmly*** on his ledge that faced the south.
   (a) climb (b) coldly (c) fervently (d) chilly
8. He felt the heat because he had not eaten since the ***previous*** nightfall.
   (a) past (b) future (c) current (d) timely
9. Then, he had found a dried piece of ***Mackerel*** tail at the far end of his ledge.
   (a) mosquito (b) kind of fish (c) insects (d) swan
10. Now, there was not a single ***scrap*** (v) of food left.
    (a) agreement (b) whole (c) harmony (d) fragment

ANSWERS

1. (c) ridge	2. (a) fluttered	3. (b) fearful	4. (d) edge
5. (b) pursued	6. (d) arising	7. (c) fervently	8. (a) past
9. (b) kind of fish	10. (d) fragment		

Assignment:

1. Then, he completely forgot that he had not always been able to fly and ***commenced***.
   (a) initiated (b) completed (c) concluded (d) ceased
2. ..... he had not always been able to fly and ***dive***.
   (a) jump (b) descent (c) ascent d) increase

3. ..... he had not always been able to fly and ***soar***.
(a) weaken (b) escalate (c) slump (d) lower

4. ..... he had not always been able to fly and ***shrieking***.
(a) screaming (b) complement (c) praise (d) approve

5. ..... to dive, soar, shrieking ***shrilly***.
(a) blunt (b) dull (c) unintelligent (d) sharp

6. He waited a moment in ***surprise.***
(a) expectation (b) amazement (c) composure (d) happiness

7. He waited a moment in surprise, ***wondering*** .....
(a) overlook (b) disregard (c) expect (d) marvelling

8. ..... and then ***maddened*** by hunger, he dived at the fish.
(a) annoyed (b) soothened (c) calmed (d) gladdened

9. With a loud ***scream*** he fell outwards and downwards into space.
(a) whimper (b) cry (c) seriousness (d) calm

10. His mother had ***swooped*** (v) upwards.
(a) awaken (b) ascented (c) pounced (d) risen

11. Then a ***monstrous***, terror seized him and his heart stood still.
(a) shocking (b) pleasant (c) inoffensive (d) reasonable

12. Then a monstrous, terror ***seized*** him and his heart stood still.
(a) loosened (b) grabbed (c) released (d) rejected

13. The next moment, he felt his wings spread ***outwards***.
(a) inward (b) invisible (c) apparent (d) obscure

14. The wind ***rushed*** against his breast feathers.
(a) hurried (b) gradual (c) delayed (d) leisurely

15. The wind rushed against his ***breast*** feathers
(a) stomach (b) abdomen (c) beak (d) chest

16. The great ***expanse*** of sea.....
(a) stretch (b) extreme (c) limitation (d) height

17. The great expanse of sea ***stretched*** down.
(a) shortened (b) elongated (c) ceased (d) narrowed

18. The great expanse of sea stretched down ***beneath*** .....
(a) over (b) below (c) above (d) higher

19. He felt certain that his wings would never ***support*** him.
(a) approve (b) disapprove (c) frustrate (d) discourage

20. ..... the little ***hole*** under the ledge where he slept at night.
(a) hollow (b) hell (c) whole (d) bed

21. His father and mother had come ***around*** calling to him shrilly.
(a) above (b) near (c) over (d) away

22. His father and mother had come around calling to him shrilly ***scolding*** him.
(a) praising (b) rebuking (c) commendating (d) complimenting

23. ..... calling to him shrilly, scolding him, ***threatening***.
(a) menacing (b) kind (c) far (d) pleasant

24. ..... calling to him shrilly, scolding him, threatening to let him ***starve***.
(a) fast (b) famish (c) continue (d) accept

25. ..... on his ledge, unless he ***flew*** away.
(a) remained (b) slowed (c) floated (d) decelerated

26. She was standing on the little high ***hump***.
(a) swelling (b) flat (c) ditch (d) depression

27. She was standing on the little high hump on the ***plateau***.
(a) knob (b) raised land (c) ridge (d) hunch

28. ..... her white breast ***thrust*** forward.
(a) contracted (b) crushed (c) crampled (d) pushed

29. ..... then ***scraped*** each side of her beak on the rock.
(a) scratched (b) pinned (c) stamped (d) bit

30. The ***sight*** of the food maddened him.
(a) attraction (b) sign (c) smell (d) appearance

ANTONYMS

praising	பாராட்டு	×	condemning	கண்டித்து
amusedly	பொழுதுபோக்கு	×	boringly	சலித்துக் கொள்
ridges	விளிம்பு	×	furrows	தட்டையான
gradually	படிப்படியாக	×	abruptly	திடீரென
seized	கெட்டியான பிடிப்பு	×	released	வெளியீடு
monstrous	இயற்கைக்கு மாறான	×	sensible	விவேகமான
mockingly	கிண்டலான	×	kindly	அன்பான
scream	வலியுடன் கூக்குரலிடு	×	calm	அமைதியான
sunk	மூழ்கடிக்கப்பட்ட	×	floated	மிதத்தல்
dozing	சிறு தூக்கம் தூங்கு	×	awakening	விழித்துக் கொள்
pretended	பாசாங்கு	×	revealed	வெளிப்படுத்து
sheer	திடீரென்ற	×	moderate	மிதமான
daintily	கவனமான	×	carelessly	கவனக் குறைவு
cowardice	துணிவின்மை	×	courageous	தைரியமான
desperate	அலாக்கிரதை	×	careless, casual	ஜாக்கிரதை
muster	சேகரிப்பு	×	separate	பிரித்தல்
attempted	முயன்றல்	×	neglected	புறக்கணிப்பு
support	ஆதரவு	×	oppose	மறுப்பு
courage	தைரியம்	×	cowardice	கோழைத்தனம்
scolding	வசவு / திட்டு	×	praising	பாராட்டு
perfecting	கச்சிதமாக	×	ignoring	புறக்கணி
ascending	ஏறுமுகம்	×	descending	இறங்குமுகம்

previous	முந்தைய	×	later	பின்னர்
picked	தேர்ந்தெடுத்தல்	×	rejected	ஒதுக்கி வை
eagerly	ஆவலுடன்	×	unwillingly	விருப்பமின்றி
commenced	தொடங்கு	×	ceased, ended	முடிந்தது
fright	அச்சத்தில்	×	courage	தைரியம்

Choose the most appropriate antonyms of the underlined word from the options given below:

Model:

1. ..... the day ***before*** all day long ...
   (a) previously (b) since (c) after (d) former
2. ..... he had watched his parents, ***perfecting*** them in the art of flight.
   (a) polishing (b) failing (c) improving (d) fulfilling
3. ..... teaching them how to ***skim*** the waves.
   (a) shave (b) glance (c) scoop (d) drown
4. ..... how to ***dive*** for fish.
   (a) submersion (b) ascent (c) glunch (d) pitch
5. He had, in fact seen his older brother catch his first herring and ***devour*** it.
   (a) exhaust (b) spit (c) inhale (d) gobble
6. He then ***trotted*** back and forth from one end of the ledge to the other.
   (a) stopped (b) scampered (c) ambled (d) cantered
7. His ***long*** gray legs stepping daintly.
   (a) short (b) lengthen (c) reduce (d) cut
8. His long gray legs stepping ***daintly***.
   (a) carelessly (b) delicately (c) guardedly (d) safely
9. ..... the ledge ended in a ***sheer*** fall.
   (a) sudden (b) moderate (c) total (d) heavy
10. ..... fall of precipice, with the sea ***beneath***.
    (a) underneath (b) below (c) above (d) inferior

ANSWERS

1. (c) after 2. (b) failing 3. (d) drown 4. (b) ascent
5. (b) spit 6. (a) stopped 7. (a) short 8. (a) carelessly
9. (b) moderate 10. (c) above

Assignment:

1. He stepped ***slowly*** out to the brink of the ledge.
   (a) hurriedly (b) fairly (c) softly (d) tolerably
2. ..... the other leg ***hidden*** under his wing.
   (a) mysterious (b) unseen (c) exposed (d) secret
3. ..... and ***pretended*** to be falling asleep.
   (a) imaginary (b) revealed (c) alleged (d) professed

4. He saw his two brothers and his sister lying on the *plateau* dozing.
(a) levelled (b) upland (c) plain (d) ridge

5. He saw his two brothers and his sister lying on the plateau *dozing*.
(a) drowsy (b) awakening (c) snoozing (d) slumbering

6. He was soaring *gradually* downward and outwards.
(a) abruptly (b) regularly (c) evenly (d) moderately

7. He was soaring gradually *downward* and outwards.
(a) earthward (b) descending (c) upward (d) down

8. He was soaring gradually downward and *outwards*.
(a) apparent (b) observable (c) noticeable (d) inwards

9. He was no longer *afraid*.
(a) courageous (b) timid (c) fearful (d) nervous

10. He just felt a bit *dizzy*.
(a) steady (b) giddy (c) confused (d) distracted

11. His legs *sank* into it.
(a) declined (b) floated (c) capsized (d) digged

12. He *screamed* with fright.
(a) whimpered (b) screeched (c) waited (d) shrilled

13. ..... and *attempted* to rise again, flapping his wings.
(a) pursued (b) tackled (c) neglected (d) under took

14. But he was *tired* and weak with hunger.
(a) wearied (b) activated (c) exhausted (d) drained

15. ..... he could not rise *exhausted* by the strange exercise.
(a) weakened (b) disabled (c) energeticed (d) crippled

16. He had *searched* every inch.
(a) probed (b) ignored (c) explored (d) examined

17. ..... *rooting* among the rough dirt.
(a) piling (b) shallowing (c) digging (d) covering

18. ..... rooting among the *rough* dirt.
(a) rugged (b) smooth (c) uneven (d) irregular

19. He even gnawed at the *dried* (iv) pieces of eggshell.
(a) rotten (b) fresh (c) stale (d) tinned

20. It was like eating a *part* of himself.
(a) sector (b) whole (c) chunk (d) share

21. He *uttered* a joyous scream and flapped them again.
(a) written (b) spoken (c) articulate (d) verbal

22. He uttered a *joyous* scream and flapped them again.
(a) happy (b) granted c) blissful (d) unhappy

23. He uttered a joyous scream and *flapped* them again.
(a) climbed (b) slumped (c) shooted (d) sailed

24. He *soared* higher.
(a) landed (b) flailed (c) flew (d) trashed

25. He *raised* his breast and banked against the wind.
(a) lifted (b) reduced (c) lowered (d) aerial

26. He waited a moment in *surprise*.
(a) composure (b) bewilderment (c) consternation (d) revelation

27. ..... wondering why she did not come *nearer*.
(a) higher (b) farther (c) closer (d) adjacent

28. ..... then *maddened* by hunger ...
(a) frightened (b) comforted (c) angered (d) hastened

29. With a *loud* scream .....
(a) whisper (b) sounding (c) sonorous (d) noisy

30. ..... and *commenced* to dive and soar.
(a) continued (b) began (c) started (d) ceased

QUESTIONS AND ANSWERS

A. Answer the following questions:

Textual Questions:

a. Why did the seagull fail to fly?

The young seagull was all alone on his ledge where his two brothers and sisters had already flown. The great expanse of sea stretched down beneath made him afraid. He also felt that his wings would never support him.

b. What did the parents do, when the young seagull failed to fly?

The young seagull's parents came around calling to him loudly. They scolded him and even threatened to starve him.

c. What was the first catch of the young seagull's older brother?

Mackerel's tail was the first catch of the young seagull's older brother.

d. What did the young seagull manage to find in his search for food on the ledge?

He had found a dried piece of mackerel's tail. He searched every inch, roofing around the rough, dirt – caked straw nest where he and his brothers and sisters had been hatched. He even gnawed at the dried pieces of eggshell.

e. What did the young bird do to seek the attention of his parents?

To seek the attention of his parents, the seagull stepped slowly to the brink of the ledge and stood on one leg with the other hidden under his wings. He closed one eye and pretended to be falling asleep.

f. What made the young seagull go mad?

His mother tore at a piece of fish that lay at her feet and then scraped each side of her beak on the rock. This sight of the food maddened the seagull.

g. Why did the young bird utter a joyful scream?

The young seagull cried at his mother begging to bring him over some food. She screamed back mockingly and she picked up a piece of fish with it. This made the young seagull utter a joyful scream.

h. Did the mother bird offer any food to the young bird?

No, she didn't offer any food for the young bird but she pretended to provide food inorder to inculcate his hunger.

i. How did the bird feel when it started flying for the first time?

The bird was soaring gradually, downwards and outwards and he was no more afraid of anything. He made a joyous scream and flapped his wings again.

j. What did the young bird's family do when he started flying?

When he started flying, the young bird's family flew around him soaring and diving. The bird completely forgot how he had made his first flight.

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

Textual Questions:

1. How was the young seagull's first attempt to fly?

The young seagull's first attempt to fly was an adventurous one. He didn't want to spread his wings and fly along with his family. He felt certain that his wings would never support him. He was afraid to make his first attempt to fly.

2. How did the parents support and encourage the young seagull's brothers and sister?

The parents flew about with them, trying to perfect them in the art of flight. They taught them how to skim the waves and how to dive for fish.

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

The young seagull felt the heat of the sun as he had not eaten anything since the previous night. When he found a dried piece of mackerel's tail he rushed to it. However, there was not a single scrap of food left in it. He searched every inch, even the straw nest. He searched even the pieces of eggshell. It was like eating a part of himself.

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

He trotted back and forth from one end of the ledge to the other, trying to find some means of reaching his parents without flying. But on each side of him the ledge ended in a sheer fall of precipice with the sea water.

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

No, I don't think so. They were not harsh but they were wise.

They wanted to teach him the importance of confidence and self – reliance. One can't depend on his parents all his life for his livelihood. He should learn to be courageous.

6. What prompted the young seagull to fly finally?

The young seagull was maddened by hunger and he dived on hearing his mother's scream. He fell outwards and downwards where his mother swooped upwards with the food. Finally, this prompted the young seagull to make his first flight.

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

The young seagull's feet sank into the green sea and then his belly touched it. He sank no further, rather than he was floating on it, and around him his family was screaming, praising him.

Additional Questions:

8. Why did the seagull not succeed in his attempt?

He tried to find some means of reaching his parents without attempting to fly. But on each side of him, the ledge ended in a sheer fall of precipice. And there was the sea beneath him. There was nothing for him to walk on.

9. What did the seagull do when he was afraid?

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.

10. Write about the family members in the seagull's family.

The young seagull had a sweet and little family with parents, two brothers and a sister. They shared an affectionate bonding with each other. They motivated the seagull to make his first flight.

11. What is the theme conveyed by Liam O' Flaherty through "His First Flight"?

Liam O' Flaherty has given a human touch to the seagull's plight so that the reader is reminded of the nervousness he too might experience before doing something new. The story highlights the importance of independence, self – belief and attain goals.

12. Explain the bonding between the seagull and his mother.

The seagull's mother shared an affectionate bonding with the seagull. Eventhough, she flew away with his brothers and sister, she cared and showed her concern for her little one to make his flight. The seagull too shared a lovely bond when his mother returned with the food and he rejoiced and screamed.

13. If you were a seagull, will you make an attempt to fly? Give your reason.

Yes, definitely. If I were a seagull, I would make an attempt to fly. Eventhough I feel cowardice the motivation and intention will help me attempt a flight. Necessity is the mother of invention. So necessity will prepare the ground for achievement one day.

14. Have you ever had a similar experience, where your parents encouraged you to do something that you were too scared to try?

There can be variety of examples, like learning to ride a bicycle or getting goose – bumps on a ferry wheel or the apprehension while travelling alone for the first time. It is simple for us at present to overcome our fear to succeed in difficult acts.

PARAGRAPH QUESTIONS

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

Textual Questions:

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

The young seagull was alone in the ledge. He looked down desperately at the vast expanse of sea that stretched down beneath his ledge. He was hungry. His parents had flown away along with his two brothers and his little sister. He had tried several times but he felt a fear looking at the great expanse of sea stretched down beneath.

"The great expanse of sea stretched down beneath,
and it was such a long way down – miles down"

He felt that he was going to starve to death on the ledge.He searched for food here and there and had found a dried piece of mackerel's tail. He even gnawed the dried pieces of eggshell. He saw his family members were rejoicing and having food so he made a scream towards his mother. Even his mother was not looking at him. She was tearing a piece of fish with her beak. The sight of food maddened him. He felt joy seeing his mother approaching him with food.

"He waited a moment in surprise, wondering why
she did not come nearer, and then maddened by hunger he dived at the fish."

"A monstrous terror seized him, but the very moment he realized that he was flying. He was born to fly and he had made his first flight."

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

Parents care and pamper their children more than anyother relative in this world. They stand as a backbone of their children's achievement. Not all parents are friendly with their children, they may seem cruel and unrelenting also. But it doesn't mean they are not caring, rather than they are showing more care from the bottom of their heart. Like the seagull's mother, all the parents care for them everytime. The young seagull's mother didn't behave rudely to him. She showed the right path towards overcoming the struggles in life. The young seagull's mother motivated him to overcome his cowardice. Parental love will teach us the importance of independence, self – belief and confidence and the need for motivation to attain goals. Only the mother knew well that the trick was to arouse his need and she eventually lures him for food – to his momentary horror and then great joy. Every journey of a thousand miles begins but with a single step. But that single step is the most difficult one to help conquer the fear and venture forth and we realize that we were born with wings. A mix of carrot and stick always gives the desired results. Probably seagull's parents have learnt this lesson through their experience. That is why they are following this policy.

SIMPLE PARAGRAPH FOR SLOW BLOOMERS

1. a) Describe the struggles underwent by the young seagull to overcome its fear of flying. (or)
b) Your parents sometimes behave like the young bird's parents. They may seem cruel and unrelenting. Does it mean that they do not care for you? Explain your views about it with reference from the story.

His first flight by Liam O' Flaherty is a true parable about overcoming fears in life. The young seagull looked down desperately at the vast expanse of sea that stretched down beneath his ledge. He was hungry. His parents had flown away along with his two brothers and his little sister. They left him alone on the rock without any food. He had tried several times to run forward to the brink of the ledge and flap his wings but became afraid. His parents had tried countless times to make him fly. But for the life of him he would not make an attempt. He saw his mother tearing a piece of fish with her beak. The sight of food maddened him. He cried at her but she just screamed back mockingly. Suddenly he felt joy, seeing his mother approaching him with food. But she halted, keeping the fish just out of his reach. Maddened by hunger, he dived at the fish. A monstrous terror seized him, but the next moment he realized that he was flying. He was born to fly and he had made his first flight.

OTHER TEXTUAL TASKS

VOCABULARY

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

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

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

1. **His family was *screaming* and offering him food. (to adjective)**
   His family offered him food with scream.
2. **The young seagull gave out a loud call. (to adverb)**
   The young seagull gave out a call loudly.
3. **The bird cackled *amusedly* while flying.** (to noun)
   Amusement cackled the bird while flying.
4. **The *depth* of the sea from the ledge scared the seagull.** (to adjective)
   The ledge of the deep sea scared the seagull.
5. **The successful *flight* of the bird was a proud moment for the seagull's family.**(to verb)
   The bird flew successfully and it was a proud moment for the seagull's family.

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

1. Coward ➢ *The young seagull was **coward** in making his first flight.*
2. Gradual ➢ *There was a **gradual** decrease in the rainfall throughout the year.*
3. Praise ➢ *They **praised** me for my great achievement.*
4. Courageous ➢ *Ramu was a **courageous** young man.*
5. Starvation ➢ *She had experienced **starvation** when she was very young.*

LISTENING

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

i) **Fill in the blanks with suitable words.**

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

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

iii) **Name a few places that you wish to visit with your classmates as a school trip.**
I would like to visit Switzerland with my classmates

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

1. As the sky was cloudy, they could get the glimpse of the Mount Everest. - **True**
2. The toy train covers 14 km in three hours. - **True**
3. Tiger hill has earned international fame for the best sunset view. - **False**

SPEAKING

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

Father : Hi Mary, it has been a very long time since we went on a trip. Let's plan one.
Mary : Yes, dad. I am also longing to go. Why don't we plan one for this weekend?
Father : Sure. Tell me, where shall we go?
Mary : Some place nearby but for at least two days.

Father : Hmm... I think we should go to the reserved forest nearby.

Mary : Yeah. I've never been to a forest. I have seen a forest only on TV and movies. The forest is a good choice!

Father : OK. If we are going to the forest, we must list out what we should carry with us for two days.

Mary : I think we should carry suitable clothes like *sweater, jackets.*

Father : What about the food? Do you have any idea, Mary?

Mary : Yeah. For food, I suggest *some packed foods such as bread, butter, some soft drinks and fruits.*

Father : *Ok. that's fine. Don't forget to bring a first aid kit and medicines. It will be helpful in need of emergency.*

Mary : *Sure dad, I shall pack all the necessary things before our trip. We can enjoy a lot there.*

READING

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

BUNGEE-JUMPING

1. What is Bungee Jumping?

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

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

Yes, Bungee can be performed from a movable object like hot air ballon or helicopter that has the ability to hover above the ground.

3. When do you think Bungee becomes thrilling?

Bungee jumping becomes thrilling when it comes from the free falling and the rebound.

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

When one falls off the platform, it creates an extreme adventurous zone.

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

Jumping heights, located in Mohan Chatti village, in Rishikesh is the Bungee jumping point located in India.

6. What is the minimum age to Bungee jump?

The minimum age to Bungee jump is 12 years.

WRITING

I. Prepare attractive advertisements using the hints given below.

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

2. **Mobile Galaxy – Smart phones – accessories – SIM cards – Recharge – Free Power banks on Mobile purchase – No.1, Toll gate, Trichy.**

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

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

Prime Matriculation Higher Secondary School, Karur organized the educational development day on September 21, 20xx. The main motto of this program is to promote students with the educational development. As a part of the event many competitions were conducted to promote the education level of the students. Approximately 200 students participated in Essay writing, Drawing, Elocution and so on. The program began with praising God almighty. Followed by prayer, the headmaster delivered the welcome speech. The program events began with the inauguration by the honourable chief guest, District Collector. The Chief Guest praised the endeavours of the school and his speech gave a lightening spirit in the young minds. The school campus was reverberated with the applause of the participants. The merit and the participation certificates were given away by the chief guest and guests of honour. Then our teacher proposed the vote of thanks. The event ended successfully with the National Anthem.

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

Annai Terasa Matriculation Higher Secondary School, Tirunelveli inaugurated the English Literary Association on July 21, 20xx. The purpose of the association is to motivate the students to become well – versed in English Language. Hundreds of our Literary scholars participated in the event. The event began with the prayer by the student choir. The English literary Association was inaugurated by the chief guest Assistant professor of English Mrs. Kavitha Rani, VVV College. Many competition were conducted for the students. Our English Teacher, Mr.Salim, welcomed the gathering. In accordance with the association activities, events such as drama, skit, mime were conducted to promote the language skills of the students. The certificates were given to the students by our honourable chief guest. The address delivered by our chief guest had touched the hearts of all and placed a great inspiration to speak English without any hesitation. The program ended with a nice vote of thanks by the English Literary Association pupil leader. The ceremony ended peacefully with the National Anthem.

3. You are the Coordinator of the Science Forum of your school. An event had been organized on account of National Science Day for the members of the forum. Now, write a report on the observation of "National Science Day" at your school.

Government Higher Secondary School, Chennai conducted Science Expo and celebrated National Science Day on Feb 28, 20xx. As we all know National Science Day is celebrated to mark the discovery of the Raman Effect by Indian physicist Sir C.V. Raman. The basic objective of observation of this Science Expo is to spread the message of importance of science and its application among the people. The expo began with the prayer, following which our Headmaster welcomed the gathering. The Chief Guest, Mr. Kannan, Associate Professor of Physics, Raman College inaugurated the grand ceremony. The students interest and talents were showcased in the expo through their innovative inventions. The main theme exposed in the expo is "Science and Technology for specially abled persons". More than 250 students participated and outwitted their inventions in the expo. The future scientists were awarded with merits and certificates by the Chief Guest and the science expo successfully ended with vote of thanks by our science teacher.

GRAMMAR

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

1. When I was a child, I *used to* climb trees easily but now I can't. *(Ability in the past)*
2. I *will* win this singing contest. *(Determination)*
3. You *may* buy this book. It is worth buying. *(Advice or suggestion)*
4. Poongothai *can* speak several languages. *(Ability in the present)*
5. I swear I *won't* tell lies again. *(Promise).*
6. My father *used* to play badminton in the evenings when he was at college. *(Past habit)*
7. You *should* do as I say! *(Command)*
8. *Can* I have another glass of water? *(Request)*
9. Sibi has not practiced hard but he *may* win the race. *(Possibility)*
10. We *must* preserve our natural resources. *(Duty)*

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

1. Would I have your autograph?
Can I have your autograph?

2. I can be fifteen next April.
I will be fifteen next April

3. Take an umbrella. It should rain later.
Take an umbrella. It may rain later.

4. The magistrate ordered that he might pay the fine.
The Magistrate ordered that he should pay the fine.

5. Make me a cup of tea, shall you?
Make me a cup of tea, will you?

6. You may speak politely to the elders.
You must speak politely to the elders.

7. **You will get your teeth cleaned at least once a year.**
   You need to get your teeth cleaned at least once a year

8. **We could grow vegetables in our kitchen garden but we don't do it now.**
   We used to grow vegetables in our kitchen garden but we don't do it now.

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

10. **Could the train be on time?**
    Will the train be on time?

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

Dad : *Shall we* go out for dinner tonight?

Charan : Yes, Dad. We *should* go to a restaurant where I *can* have some ice cream.

Dad : OK. Then, I *will* be home by 7 p.m. Mom and you *should* be ready by then.

Charan : Sure. We *shall*. My friend told me that there is a magic show nearby. *Will* you please take us there?

Dad : We *may* not have time to go for the magic show, I suppose. If we have enough time left, we *will* plan.

Charan : By the way, *should* we inform our gate keeper about our outing?

Dad : Yes, we *should* so that he *will* be aware we aren't at home.

Charan : *Shall* I call up Mom and tell her about our plan today?

Dad : You *ought* to. Otherwise, we *might* be in trouble when she returns home.

Charan : Hmm... by the time you come home in the evening, we shall be waiting for you. Hope you *won't* be late. Bye.

D. Read the following dialogues and supply appropriate modals.

Student : Can we leave our bags in the class during the break?
Teacher : Yes, you may but arrange them neatly.

Passenger : My child is 6 years old. Do I have to buy him a ticket?
Conductor : Yes, you should. It costs half of the price of an adult ticket.

Vani : Can we go for coffee after the meeting?
Yoga : No, I should have to go home.

Salesman : When will I receive my order?
Customer : I can assure you sir, the order will be delivered tomorrow.

Neela : Do you think I should write about my education background in the resume?
Preethi : Yes, you ought to, to get a better job.

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

1. I would suggest that you take the Uzhavan Express to Thanjavur from Chennai.
2. You will be more comfortable if you could book 3 tiers A/C.
3. You could enjoy *yourself by visiting Museum and Palace.*
4. You should visit *Brihadeeswara Temple where you can see the marvelous architecture portrayed by the King Raja Chola.*
5. You mustn't miss *Saraswathi Mahal, a store house of Knowledge.*
6. You can buy *dancing dolls which represents the name of Thanjavur.*
7. *You may also like to buy Art plates, Paintings, Bronze statue which stond as unique products of Thanjavur.*
8. *You can spend some of your time in the nearby holy places such as Kumbakonam, Thiruvaiyaru,Poondi (church)*
9. *You shouldn't resist yourself from visiting Kallanai dam which was the historical monument of Kurikala Cholan.*
10. *Hope, You will enjoy yourself and have a great time.*

F. Change the following sentences to the other voice.

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

G. Change the following into Passive voice.

1. **Please call him at once.**
   You are requested to call him at once.

2. **How did you cross the river?**
   How was the river crossed by you?
3. **No one is borrowing the novels from the library.**
   The novels from the library are not being borrowed.
4. **Will you help me?**
   Shall I be helped by you?
5. **Go for a jog early in the morning.**
   You are advised to go for a jog early in the morning.
6. **Why have you left your brother at home?**
   Why has your brother been left at home by you?
7. **Nobody should violate the rules.**
   The rules should not be violated.
8. **Someone has to initiate it immediately.**
   It has to be initiated immediately.
9. **Have you invited Raman to the party?**
   Has Raman been invited to the party by you?
10. **Please do not walk on the grass.**
    You are requested not to walk on the grass.
11. **Cross the busy roads carefully.**
    You are advised to cross the busy roads carefully.
12. **When will you book the tickets to Bengaluru?**
    When will the tickets be booked to Bangaluru by you?

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

1. **John gave a bar of chocolate to Jill.**
   a : Jill was given *a bar of chocolate by John*
   b : A bar of chocolate was given *to Jill by John.*
2. **Pragathi lent a pencil to Keerthana.**
   a : *A pencil was lent to Keerthana by Pragathi*
   b : *Keerthana was lent a pencil by Pragathi.*
3. **Sudha told the truth to her friend.**
   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.**
   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.**
   a : *The new computer was showed to Kaviya by the boss.*
   b : *Kaviya was shown the new computer by the boss.*

I. Rewrite the following passage in Passive Voice.

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

Passive Voice:

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

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

Ingredients : -

Sooji	-	100 gm
Sugar	-	200 gm
Milk	-	500 ml
Ghee	-	50 gm
Elaichi	-	5 nos
Dry fruits, Cashew Net	-	50 gm
Food colour	-	¼ tsp

Procedure : -

Rava Kesari is my favourite recipe. It is loved by me. In a pan sooji is roasted until it is turned to a golden brown colour. You are instructed to add milk and sugar and cook for 10 minutes. Now, you are advised to add food colour and elaichi as required when it turns soft. Rava Kesari is ready. Let the receipe be granished with cashewnuts and dry grapes. Is it liked by you? Hope Rava Kesari is colourful to look and sweet to taste.

K. Write a report of an event held at your school using Passive voice. Use Simple Past Tense to narrate the event.

The cultural program was organized by St. Peter's Matriculation Higher Secondary School, Salem on February 22, 20xx. The cultural talent hidden inside the young minds was inculcated by the program. The function was presided over by Mr. Kumaran, Cultural Secretary. The cultural program was inaugurated by the chief guest. The program was begun with a prayer. The competition had been participated by more than 100 students. Talents of students in singing, dance, drama, mime, etc., were unearthed. The merit and the participation certificates were given away by the chief guest and guests of honour. The entire day was enjoyed by the students with lots of fun and excitement. The vote of thanks was proposed by the headmaster and the program ended with the National Anthem.

POEM

1 LIFE

- Henry Van Dyke

ABOUT THE AUTHOR

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

ஹென்றி வான் டைக் [1852-1933] அமெரிக்க நாட்டைச் சார்ந்தவர். அங்கு எழுத்தாளராக, கவிஞராக, கல்வியாளராக மற்றும் மதபோதகராக விளங்கியவர். 1899ம் ஆண்டிலிருந்து 1923ம் ஆண்டு வரை அங்குள்ள பிரின்ஸ்டன் பல்கலைக் கழகத்தில் ஆங்கில இலக்கியத்துறையில் பேராசிரியராகப் பணியாற்றியவர். அமெரிக்க நாட்டின் கலை மற்றும் எழுத்தாளுமை சங்கத்தின் பிரதிநிதியாகத் தேர்ந்தெடுக்கப்பட்டவர். அத்துடன் பல விருதுகளையும் தன் இலக்கியப் பணிக்காகப் பெற்று அமெரிக்க நாட்டிற்குப் பெருமை சேர்த்தவர்.

GIST OF THE POEM

Henry Van Dyke's poem 'Life' gives us a positive view about life. In life, we face many obstacles but we should face it with boldness and with a cheerful attitude. We should enjoy our life, moment by moment like a boy, hoping for a better future.

பாடல் பகுதி	தமிழாக்கம்
Let me but live my life from year to year,	ஆண்டுக்கு ஆண்டு என் வாழ்க்கையை வாழவிடு
With forward face and unreluctant soul;	முன்னோக்கியும் தளராத மனத்துடனும் எதிர்காலத்தினை நோக்கி செல்கிறேன்.
Not hurrying to, nor turning from the goal;	பரபரப்பில்லாமலும், நோக்கத்திலிருந்து விலகாமலும்
Not mourning for the things that disappear	அழிந்து போனவைகளைப் பற்றி துக்கம் அடையாமல் இருப்பது
In the dim past, nor holding back in fear	கடந்த காலத்தில் ஏற்பட்ட நிகழ்வின் பயத்தினை மனதில் வைத்திருப்பது
From what the future veils; but with a	எதிர்காலம் எதை மறைத்து வைத்திருக்கின்றது என்றும்; ஆனால் ஒரு
whole And happy heart, that pays its toll	மகிழ்ச்சியான முழு மனத்துடனும் அதனை செலுத்துகிறது.
To Youth and Age, and travels on with cheer.	இளமை மற்றும் முதுமை வரை உற்சாகமாக பயணத்தினை மேற்கொள்கிறேன்.

So let the way wind up the hill or down,	மலை மீது காற்று மேல் நோக்கியோ அல்லது கீழ்நோக்கியோ வீசுகிறது
O'er rough or smooth, the journey will be joy:	கடினமானதோ அல்லது எளிதானதோ பயணம் மகிழ்ச்சியைத் தருகிறது.
Still seeking what I sought when but a boy,	இன்னும் தேடிக்கொண்டு இருக்கிறேன், எனக்குத் தேவையானதை சிறுவனாயிருக்கும் போதன்றி
New friendship, high adventure, and a crown,	புது நட்பு புது அனுபவம் மற்றும் தலைமை பொறுப்பு
My heart will keep the courage of the quest,	என் இதயம் கேள்வியின்; துணிவை வைத்திருக்கும்.
And hope the road's last turn will be the best.	பாதை முடிவில் நல்ல திருப்பத்தை தருமென்று நம்புகிறேன்.
– Henry Van Dyke	– ஹென்றி வான் டைக்

GLOSSARY

➥ Textual Glossary:

mourning *(v)*	– feeling or expressing sadness	→	துயரம் அடைதல் அல்லது துயரத்தை வெளிப்படுத்துதல்
veils *(v)*	– to hide or cover something so that you cannot see it clearly or understand it	→	ஒன்றைத்தெளிவாகப் பார்க்க முடியாமலும், புரிந்து கொள்ள முடியாமலும் மறைத்தல்
crown *(n)*	– a prize or position offered for being the best	→	சிறப்பான ஒன்றிற்கு வழங்கப்படும் பரிசு
quest *(n)*	– a long search for something that is difficult to find	→	விசாரணை செய்து கண்டுபிடிப்பது
unreluctant *(adj)*	– willing to do something	→	செயல்பட வேண்டுமென்ற நோக்கத்துடன்

Sonnet

The word 'Sonnet is derived from the Italian word "Sonnet" which means a "little song" or "Small lyric". In poetry, a Sonnet has 14 lines and is written in 'Lambic Pentameter' [A line with ten syllables, accented on every second beat). The first eight lines of a sonnet is known as 'Octave" and the last six lines is known as 'Sestet". Sonnet can be categorized on the basis of their rhyme scheme.

FIGURE OF SPEECH

S.No.	Lines	Figure of speech
1	*Not hurrying to, nor turning from the goal;* *Not mourning for the things that disappear*	Anaphora
2	*From what the future veils; but with a whole*	Personification
3	*To Youth and Age, and travels on with cheer.*	Oxymoron
4	*O'er rough or smooth, the journey will be joy:*	Oxymoron
5	*Still seeking what I sought when but a boy*	Simile
6	*New friendship, high adventure, and a crown*	Metaphor

Alliteration

Poem Line	Words in alliteration	Sound
Let me but live my life from year to year,	Let, live, life	/ *l* / sound
With forward face and unreluctant soul;	forward, face	/ *f* / sound
From what the future veils; but with a whole	From, future, what, with	/ *f* / / *w* / sound
And happy heart, that pays its toll	happy, heart	/ *h* / sound
Still seeking what I sought when but a boy,	Still, seeking, sought	/ *s* / sound

Rhyming Words & Rhyme Scheme

Poem Lines	Rhyming Words	Rhyming Scheme	
Let me but live my life from year to year,	*year*	*a*	**abbaabba**
With forward face and unreluctant soul;	*soul*	*b*	
Not hurrying to, nor turning from the goal;	*goal*	*b*	
Not mourning for the things that disappear	*disappear,*	*a*	
In the dim past, nor holding back in fear	*fear,*	*a*	
From what the future veils; but with a whole	*whole*	*b*	
And happy heart, that pays its toll	*toll*	*b*	
To Youth and Age, and travels on with cheer.	*cheer*	*a*	
So let the way wind up the hill or down,	*down*	*a*	**abbacc**
O'er rough or smooth, the journey will be joy:	*joy*	*b*	
Still seeking what I sought when but a boy,	*boy*	*b*	
New friendship, high adventure, and a crown,	*crown*	*a*	
My heart will keep the courage of the quest,	*quest*	*c*	
And hope the road's last turn will be the best.	*best*	*c*	

APPRECIATION QUESTIONS

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

Textual Questions:

1. ***Let me but live my life from year to year,***
   With forward face and unreluctant soul;

   a) Whom does the word 'me' refer to?

   The word 'me' refers to the poet.

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

   The poet wants to lead a life of brightness and cheer, hoping for a better future, unhesitatingly ready to act.

2. ***Not hurrying to, nor turning from the goal;***
   Not mourning for the things that disappear;

   a) Why do you think the poet is not in a hurry?

   He wants to live a life by enjoying every moment. So he is not in a hurry.

b) What should one not mourn for?

One should not mourn for the things that disappear by time.

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

a) What does the poet mean by the phrase 'in the dim past'?

The phrase 'in the dim past' refers to things, events which go away and it will not be remembered clearly.

b) Is the poet afraid of the future?

No, because he says he is ready to face the future that comes his way.

c) How can one travel on with cheer?

With happy heart and cheerful spirit.

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

a) How is the way of life?

The way of life sometimes goes up or goes down.

b) How should be the journey of life?

The journey of life should be entertaining with a joyful mood.

c) What did the poet seek as a boy?

As a boy, he sought new friendship, high adventure and good status.

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

a) What kind of quest does the poet seek here?

The poet seeks 'courageous' quest.

b) What is the poet's hope?

The poet hopes his quest will really end in happiness.

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

a) Identify the rhyming words of the given lines.

fear - cheer; whole - toll

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

a) Identify the rhyme scheme of the given lines

The rhyme scheme is a b b a

The method is 'Year'	-	a
Soul	-	b
Goal	-	b
disappear	-	a

Additional Questions:

8. *And happy heart, that pays its toll*
To Youth and Age, and travels on with cheer

a) What does the poet mean by 'Youth and Age' ?
The poet means 'all through his life'.

b) What kind of a frame of mind one should adopt in life's travel?
Everyman should adopt a gay and happy attitude in life's travel.

c) Explain 'toll'.
'toll' means 'face the damage'

d) When does he want to travel?
He wants to travel in youth and age.

9. *Let me but live my life from year to year,*
With forward face and unreluctant soul;

a) How does the poet want to live his life?
The poet wants to live with guts to face all sufferings with a unreluctant soul.

10. *New friendship, high adventure, and a crown*
Name the figure of the speech used in the line.
Metaphor

11. *Not hurrying to, nor turning from the goal;*
Not mourning for the things that disappear
Name the figure of the speech used in the line.
Anaphora

12. *To Youth and Age, and travels on with cheer*
Name the figure of the speech used in the line.
Oxymoron

POEM - PARAPHRASE.

B. Paraphrase the following :

1. *Let me but live my life from year to year,*
With forward face and unreluctant soul;
Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear
In the dim past, nor holding back in fear
From what the future veils; but with a whole

Ans : Hentry Van Dyke wants us to have a positive view about life. We should live our life hoping for a better future. He wants to lead a life of brightness and cheer. We should not hesitate to work completely. The poet wants us not to be in a hurry as every moment of our life is to be enjoyed. At the same time, while pursuing one's desire, we need not mourn for the things that disappear by time. He says that he is ready to face the future that comes his way.

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

Ans : Hentry Van Dyke, in his poem 'Life' - expresses the notes of positive view in our life. He prefers to live his life happily and whole heartedly. Even if the path goes rough or smooth, the journey will be joyful. As a boy, he seeks new friendship, high adventure and good status and ready to risk tasks to reach his desire. His heart will remain courageous and pursue his desires. He hopes that every turn in his life's journey will be the best at last.

PARAGRAPH QUESTIONS.

C. Answer the following question in about 80 - 100 words :

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

Henry Van Dyke wants to live a better life each moment looking forward to complete his work unhesitatingly. But he does not want to hurry up to achieve his aim; he would like to complete his task undiverted. While pursuing his desire, he is not ready to mourn for the loss or failure gone by. He does not fear what the future is going to give. He is ready to continue his work till his last breath with gay and happy attitude.

In his view, whether he faces upcomings and setbacks and crosses thorny and smooth surfaces, he will enjoy his journey of life. He says he is in the mood of a lad who entertains new friends, ready to do risky tasks to reach his desire. Finally he expresses that with courageous fervour he would continue his journey, hoping for a better tomorrow.

OTHER TEXTUAL TASKS

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

Youth to old age	up or down the hill	to hurry or move away	
high adventure	Joyful	mourn	looking ahead

The poet wants to live his life *looking ahead*, willing to do something. He neither wants *to hurry nor move away* from his goal. He does not want to *mourn* the things he has lost, not hold back for fear of the future. He instead prefers to live his life with a whole and happy heart which cheerfully travels from *youth to old age*. Therefore,it does not matter to him whether the path goes *up or down the hill*, rough or smooth, the journey will be *joyful*. He will continue to seek what he wanted as a boy - new friendship, *high adventure* and a crown [prize]. His heart will remain courageous and pursue his desires. He hopes that every turn in his life's journey will be the best.

1 THE TEMPEST

– William Shakespeare

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.

வில்லியம் ஷேக்ஸ்பியர் (1564 – 1616)

(இவர் 1564ம் ஆண்டு பிறந்தார். 1616ம் ஆண்டு மறைந்தார்) இவர் இங்கிலாந்து நாட்டில் உள்ள ஸ்டராட்போர்டு – அபான் – அவான் என்ற இடத்தில் 1564 ஆண்டு பிறந்தார், அவர் ஆங்கில கவிஞர் கதாசிரியர் மற்றும் நடிகராகவும் இருந்தார். இவர் ஆங்கில இலக்கியத்தின் ஒப்பற்ற எழுத்தாளராகவும் உலக பிரசித்தி பெற்ற நாடக ஆசிரியராகவும் விளங்கினார். இவர் 37 நாடகங்கள், 154 (14 வரிப்பாடல்கள்), இரண்டு விளக்கக் கவிதைகள் ஆகியவை இவரது படைப்புகளில் அமையும். இவைகளில் பெரும்பாலான படைப்புகளை 1589 முதல் 1613 வரை எழுதியுள்ளார்.

GIST OF THE LESSON

The Tempest is a play about magic, betrayal, love and forgiveness. It is set on an island somewhere near Italy where Prospero, the one-time Duke of Milan, and his beautiful daughter, Miranda, live with a spirit called Ariel and a strange wildman called Caliban. Prospero is a power magician who creates a storm, or tempest, that sets the scene for the play. In the events that follow, we see a plot to murder the King of Naples, a drunken scheme to kill Prospero and a romance between Miranda and the King's son, Ferdinand. In the end everyone is forgiven and they all set sail for home.

கதைப் பகுதி	தமிழாக்கம்
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.	கடல் நடுவே ஒரு தீவு. அதில் ப்ராஸ்பெரோ என்ற ஒரு முதியவரும் அவரது மகள் மிராண்டாவும் **மட்டுமே வசித்தனர்.** அவள் மிகவும் அழகானவள். அவள் இந்தத் தீவிற்கு வரும் போது மிகவும் சிறியவள். அதனால் அவள் தன் தந்தையைத் தவிர வேறெவரையும் அத்தீவில் கண்டதில்லை.
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.	அவர்கள் பாறைகளால் உருவாக்கப்பட்ட ஒரு குகையினுள் வசித்தனர். அதனுள் பல அறைகள் இருந்தன. அதில் ஒன்றில் முழு அறையும் ப்ராஸ்பெரோ தனது மாயாஜால புத்தகங்களை வைத்திருந்தார். அவர் தனது திறமையால் பல **நல்ல ஆவிகளை** சைக்கோரக்ஸ் என்ற **சூனியக்காரியின்** பிடியிலிருந்து விடுவித்திருக்கிறார். அந்த ஆவிகள் அவருக்கு பணிந்து இருந்தன. அவற்றின் தலைவர் தான் ஏரியல்.

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.	அந்த அசிங்கமான இராட்சதன் கேலிபனை எரிச்சலூட்டுவதில் ஏரியலுக்கு பெரிய மகிழ்ச்சி. ஏனெனில் அவன் ஏரியலின் பழைய எதிரியான சைக்கோரக்ஸின் மகன். கேலிபன் ஒரு அடிமை போன்று மரம் சுமக்கவும், கடின வேலைகளைச் செய்யவும் பணியமர்த்தப்பட்டிருந்தான். ஏரியல் இவனை வேலைவாங்கும் பணியைப் பெற்றிருந்தான்.
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**."	இந்த ஆவிகளை வைத்தே ப்ராஸ்பெரோ கடல்களையும் காற்றையும் கட்டுப்படுத்தினான். அவ்வாறு ஒரு கோரமான புயலை உருவாக்கி ஒரு பெரிய கப்பலை வரவழைத்து தனது மகளுக்கு தன் போன்ற மனிதர்களை காட்டினான். அதற்கு அவள், "தந்தையே நீங்கள் இந்த கொடூரமான புயலை உருவாக்கியிருந்தால், துன்பத்திலிருக்கும் அவர்கள் மீது இரக்கம் காட்டுங்கள். அந்த கப்பல் உடையும் நிலையில் உள்ளது. பாவம்! அவர்கள் அழிந்து விடுவார்கள்" என்று கூறினாள்.
"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."	"பதற வேண்டாம் மகளே! அவர்களுக்கு எந்த தீங்கும் நேராத வண்ணமே நான் கட்டளையிட்டிருக்கிறேன். நான் உன் மீதான அக்கறையில் தான் செய்துள்ளேன். கப்பலில் உள்ள எவருக்கும் எந்த தீங்கும் நேராது. உனக்குத் தெரியாது, எனது அருமை மகளே, நீ ஒரு அப்பாவி. இந்த தீவிற்கு வருமுன் நிகழ்ந்த ஏதாவது உனக்கு நினைவிருக்கிறதா? நினைவிருக்காது. ஏனெனில் உனக்கு அப்போது மூன்று வயது கூட ஆகவில்லை.
"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."	"மிரண்டா, 12 வருடங்களுக்கு முன்பு நான் மிலனின் தலைவராக இருந்தேன். எனது ஒரே மகளான நீ தான் அதன் இளவரசி. எனக்கு ஒரு தம்பி உண்டு. அவன் பெயர் அண்டனியோ. நான் அவனை மிகவும் நம்பினேன். எனது பதவியைக் கொண்டு அவன் தன்னையே ஒரு அரசனாக எண்ணினான். அவன் மக்களிடையே பிரபலமடைய நான் தந்த வாய்ப்புகள் அவன் மனதில் என்னைக் கொன்று என் பதவியைப் பறிக்க வேண்டும் என்ற தீய எண்ணத்தையும் வளர்த்தது. இது அவனை நேபிள் நாட்டு அரசனும், வலிமையான என்னுடைய எதிரியுமானவன் இந்த எண்ணத்தை அவன் மூலம் நிறைவேற்றினான்.
"Wherefore," said Miranda, "did they not that hour destroy us?"	"பின் ஏன் அவர்கள் நம்மைக் கொல்லவில்லை" என்றாள் மிராண்டா.
"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."	"அதைச் செய்யாததற்கு என் மக்கள் என்மீது கொண்டிருந்த அன்பே காரணம். அண்டனியோ நம்மை ஒரு கப்பலில் ஏற்றி வெகுதூரம் சென்றதும் ஒரு சிறிய படகில் நம்மை இறக்கி விட்டான், துடுப்பு ஏதுமின்றி நாங்கள் மடிந்து விடுவோம் என்றெண்ணி விட்டுச் சென்றுவிட்டான். ஆனால் என் விசுவாசியான கொன்சாலோ யாருக்கும் தெரியாமல் படகுக்குள் தண்ணீர்,உணவு,உடை மட்டுமல்லாது என் அரசை விட நான் நேசித்த சில புத்தகங்களையும் வைத்திருந்தான்".

"O my father," said Miranda, "what a trouble must I have been to you then!"	"ஓ! அப்படியானால் நான் உங்களுக்கு ஒரு பெரிய சிரமமாக இருந்திருப்பேனே!"
"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."	"ஒருபோதும் இல்லை. நீ தான் என்னைக் காப்பாற்றிய குட்டி தேவதை. உனது கள்ளமற்றச் சிரிப்பு தான் என் துரதிர்ஷ்டங்களைத் தாங்க வைத்தது. நமது உணவு இந்தத் தீவை அடையும் வரை போதுமானதாய் இருந்தது. அதைவிட எனது பெரிய சந்தோஷமே உனக்கு கற்றுக் கொடுத்ததில் தான் இருந்தது. நீயும் அதில் நல்ல பயனடைந்திருக்கிறாய்..
"Heaven thank you, my dear father," said Miranda. "Now tell me, sir, your reason for raising this sea-storm?"	"மிக்க நன்றி தந்தையே! இப்போது கூறுங்கள் எதற்காக இந்த சூறாவளியை ஏற்படுத்தினீர்கள்?"
"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."	"இந்த சூறாவளியின் மூலம் எனது எதிரிகளான நேப்பிள் நாட்டு மன்னனும், என் கொடூர சகோதரனும் இந்த தீவை நாடி வருவர்".
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.	இவ்வாறு கூறிக் கொண்டிருக்கும் போதே ப்ராஸ்பெரோ தனது மந்திரக் கோலைக் கொண்டு தன் மகளைத் தொட அவள் ஆழ்ந்த உறக்கத்திற்குள் செல்கிறாள். ஏனெனில் அப்போது ஏரியல் என்ற ஆவி அந்த சூறாவளி நிகழ்வுகளையும் அந்த நபர்களைத் திசைதிருப்பியது பற்றியும் அறிவிக்க வந்து கொண்டிருந்தது. அந்த ஆவிகள் மிராண்டாவின் கண்களுக்கு தெரியாது என்றாலும் அவர்களது உரையாடலையும் அவள் கேட்கக் கூடாது என்பதில் கவனமாயிருந்தார்.
"Well, my brave spirit," said Prospero to Ariel, "how have you performed your task?"	"சபாஷ் என் வலிய ஆவியே இதனை எவ்வாறு நிகழ்த்தினாய்?" என்றார் ப்ராஸ்பெரோ
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.	ஏரியல், அந்த காட்சியையும் மாலுமிகளின் பயத்தையும், அரசரின் மகன் ஃபெர்டினன்ட் எவ்வாறு முதல் ஆளாய் கடலில் குதித்தான் என்பதையும், அரசர் தன் மகன் அலையில் மூழ்கி இறந்துவிட்டான் என்று நம்பிவிட்டதையும் நேரலை காட்சிகளாய் தன் குருவின் கண்முன் நிறுத்தியது. "ஆனால் அவன் தீவின் ஒரு மூலையில் பத்திரமாக அமர்ந்து தனது தந்தையின் இழப்பை எண்ணி அழுத வண்ணம் உள்ளான்" என்றது ஏரியல்.
"That's my delicate Ariel," said Prospero. "Bring him here: my daughter must see this young prince. Where is the king, and my brother?"	பலே! அவனை இங்கே அழைத்து வா! இந்த இளவரசரை என் மகள் காண வேண்டும். அந்த அரசரும் என் சகோதரனும் எங்கே உள்ளனர்?"
"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**."	"பெர்டினன்ட் இறந்துவிட்டான் என்றெண்ணிக் கொண்டே சிறிய நம்பிக்கையோடு அவர்கள் அவனை தேடட்டும் என விட்டுவிட்டேன்" என்றது ஏரியல். கப்பலில் வந்த குழுவினர் தாம் மட்டும் தான் காப்பற்றப்பட்டோம் என்று எண்ணிக் கொண்டனர். ஆனால் அவர்களைப் பார்க்க முடியாததால் அனைவரும் துறைமுகத்தில் பத்திரமாக வந்து சேர்ந்தனர்.
Ariel then went to fetch Ferdinand.	ஏரியல் பின்னர் பெர்டினன்ட் அழைத்து வர சென்றார்.

"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."	"ஓ என் அன்பானவரே! என்று இளவரசனை நோக்கி ஏரியல் சொன்னது. நான் உங்களை அங்கு அழைத்துச் செல்வேன். எங்கள் இளவரசி உங்கள் அழகான உருவத்தைக் காண வேண்டும் வாருங்கள்",
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.	ஃபெர்டினன்ட் அந்த ஆவியை அதன் குரலைக் கேட்டு ஆச்சரியம் அடைந்து பின் தொடர்ந்து, தந்தையும் மகளும் ஓய்வெடுத்துக் கொண்டிருந்த இடத்திற்கு வருகின்றான். இதுவரை மிரண்டா தனது தந்தையைத் தவிர வேறேந்த மனிதரையும் கண்டதில்லை.
"Miranda," said Prospero, "tell me what you are looking at yonder."	"மிரண்டா! நீ எதை உற்று நோக்கிக் கொண்டிருக்கிறாய்?"
"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?"	அவள் ஆச்சர்யத்துடன்,"அப்பா நான் ஒரு ஆவியைக் காண்கிறேன். அது ஆவிதான். என்னே அழகு! அது ஒரு அழகான படைப்பு. அது ஒரு ஆவி இல்லையா?"
"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."	"இல்லை மகளே! அது உண்கிறது, உறங்குகிறது, நம்மைப் போன்றே உணர்வுகள் கொண்டது. நீ காணும் இந்த இளைஞன் அந்த கப்பலில் இருந்தவன். அவன் சோகமாக உள்ளான். இல்லையானால் நீ அவனை அழகானவன் என்று கூறியிருப்பாய். அவன் தன்னோடு வந்தவர்களை இழந்து அவர்களைத் தேடி அலைந்து கொண்டிருக்கிறான்.
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.	அனைத்து மனிதர்களும் அல்லது ஆண்களும் தன் தந்தையைப் போன்று கொடூர முகத்துடன் தாடி வைத்திருப்பார்கள் என்றெண்ணிய மிராண்டா இந்த இளவரசரின் அழகில் மயங்கினாள். அவனும் இந்த தனித்தீவில் அழகிய தேவதையாக அவளைக் கண்டு அவளை ஒரு கடவுளாக எண்ணி அவ்வாறே அழைக்கவும் செய்தான். அவன் ஒரு அதிசயமான தீவுக்குள் வந்து விட்டதாக நினைத்து ஆச்சரியம் அடைந்து அந்த இடத்தில் மிராண்டாவை கடவுளாக நினைத்து அவளை அழைக்கத் துவங்கினான்.
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**.	ஆனால் அவள் தான் ஒரு கடவுள் இல்லை என்பதை கூறும் முன்னே ப்ராஸ்பெரோ குறுக்கிட்டார். அவர்கள் இருவரும் மனமொத்து இருப்பதைக் கண்டு மகிழ்ந்தாலும், ஃபெர்டினான்டை சோதிக்க எண்ணினார். அவர் தன் வழியில் சென்று பெர்டினாண்டிக்கு அதிக கஷ்டங்களைக் கொடுக்க நினைத்தார். அதனால் அவர் அவனிடம், "நீ இந்தத் தீவை உளவு பார்க்க வந்தவன். அதனால் நான் உன் கழுத்தை காலுடன் இணைத்துக் கட்டுவேன். நீ என்னைப் பின் தொடர்ந்து வா. நீ கடல் நீரை குடித்து, சிப்பிமீன், காய்ந்த வேர்கள் மற்றும் சோளக் கட்டைகளை மட்டுமே உண்டு உயிர் வாழ வேண்டும்" என்றார். அதைக் கேட்டதும் கோபத்துடன் ஃபெர்டினாண்ட் தன் வாளுடன் முன்வர, ப்ராஸ்பெரோ தனது மந்திரக் கோலை அசைத்து அவனை அவன் இருந்த இடத்திற்கே திருப்புகிறார். அங்கிருந்து அசைய முடியாதவாறு செய்தார்.

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**."	மிராண்டா தன் தந்தையிடம்,"ஏன் இவ்வளவு அநாகரிகமாக நடந்துகொள்கிறீர்கள்? இரக்கம் காட்டுங்கள். நான் இவரைப் பார்த்துக் கொள்கிறேன். நான் கண்ட இரண்டாவது மனிதன் இவர். எனக்கு இவர் உண்மையாகவே தெரிகின்றார்.
"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."	"அமைதியாய் இரு. இதற்குமேல் நீ பேசினால் உன்மீது நான் கோபம் கொள்வேன். ஒரு ஏமாற்றுக்காரனுக்கு பரிந்து பேசுகிறாயா! கேலிபனையும் இவனையும் பார்த்த உனக்கு வேறு நல்ல மனிதர்கள் இல்லை என்ற எண்ணம்". தனது மகளின் மனத்திடத்தைச் சோதிக்கவே அவ்வாறு கூறினார். அதற்கு அவள் "என் அன்பு மிகவும் பணிவானது. இதைவிட சிறந்த மனிதரைக் காணவேண்டும் என்ற எண்ணம் எனக்கு கிடையாது", என்றார்.
"Come on, young man," said Prospero to the Prince; "you have no power to disobey me."	"இளைஞனே வா! என் அதிகாரத்தை மீற உனக்கு இனி சக்தி கிடையாது".
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."	ப்ராஸ்பெரோ பெரிய மரக்கட்டைகளை அடுக்கும் பணியை ஃபெர்டினன்டுக்கு கொடுக்கிறார். இளவரசர்கள் இத்தகைய கடின வேலைகளைச் செய்திருக்கமாட்டார்கள். அவன் வலியால்துடிப்பதைப் பார்த்ததும் மிராண்டா அவனிடம் வந்து, "ஓய்வெடுத்துக் கொள்ளுங்கள் என் தந்தை படித்துக் கொண்டிருக்கிறார். மூன்று மணிநேரம் அவர் வெளியே வரவே மாட்டார்" என்றாள்.
"O my dear lady," said Ferdinand, "I dare not. I must finish my task before I take my rest."	"ஐயோ இளவரசி அதற்கு எனக்கு துணிவு இல்லை. வேலைகளை முடிக்காமல் நான் ஓய்வெடுக்க மாட்டேன்"
"If you will sit down," said Miranda, "I will carry your logs the while." But this Ferdinand would by no means agree to.	"நீங்கள் வேண்டுமானால் அமருங்கள் உங்களுக்கு பதிலாக நான் செய்கிறேன்". ஆனால் எக்காரணத்தினாலும் ஃபெர்டினன்ட் இதற்கு ஒத்துக் கொள்ளவே மாட்டான்.
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.	ப்ராஸ்பெரோ, ஃபெர்டினன்டின் மகிழ்ச்சியில் தன் காதலை வெளிப்படுத்துவதில் இருந்த தீவிரத்தைக் கண்டு அவர் கவனம் அப்புத்தகத்தில் இல்லை. ஆனால் அவர்களுக்கு தெரியாமல் அவர்களுக்குப் பின்னால் நின்று கொண்டு அவர்கள் பேசுவதைக் கேட்டுக்கொண்டிருந்தார்.
Ferdinand inquired her name, which she told, saying it was against her father's express **command** she did so.	ஃபெர்டினன்ட் அவளது பெயரைக் கேட்க, அவளும் தன் தந்தையின் கட்டளையை மீறி கூறினாள்.
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.	பின் அவன் நீண்ட நேர உரையாடலில் தான் நேப்பிள் நாட்டின் இளவரசன் என்பதையும், அவள் அந்நாட்டிற்கு அரசியாக வேண்டும் என்ற தன் விருப்பத்தையும் வெளிப்படுத்தினான்.
Prospero then appeared before them.	அப்போது ப்ராஸ்பெரோ அங்கு வந்தார்.
"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."	"பயப்படாதே! நீங்கள் பேசிய அனைத்தையும் நான் கேட்டேன். ஏற்றும் கொள்கிறேன். ஃபெர்டினன்ட் நான் உனக்கு கடுமையான வேலைகளை கொடுத்திருந்தால், எனது மகளை உனக்குத் தருவது மூலம் அத்தவறை நான் சரிசெய்து கொள்கிறேன். எனது துன்பங்கள் அனைத்தும் என் காதலால் வந்த சோதனைகள். நீ அனைத்திலும் வெற்றி பெற்றுவிட்டாய். ஆதலால் என் பரிசாக என் மகளை ஏற்றுக்கொள்".

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.	அவர்களை விட்டு வந்ததும் ப்ராஸ்பெரோ ஏரியலை அழைத்து அவன் தம்பி மற்றும் நேப்பிள் மன்னரின் நிலையைக் கேட்டான். ஏரியல் அவர்களை தன் மாயாஜால விளையாட்டால் அச்சுறுத்தி சோர்வடைய வைத்திருப்பதாகக் கூறியது. "அவர்கள் அலைந்து சோர்ந்து அதிக பசியுடன் இருக்கும் போது பெரிய விருந்து ஒன்றை அவர்கள் கண்முன் நிறுத்தி அதன்முன் கொடூர முகம் படைத்த தீவிரமான இறக்கையுடன் கூடிய அரக்கனையும் நிறுத்தினேன். பின் அந்த விருந்து அவர்கள் கண்களிலிருந்து மறைந்தது. பின் அந்த அரக்க உருவம் அவர்கள் முன்பு ப்ராஸ்பெரோவிற்கு செய்த துரோகத்தையும் அவரை ஏமாற்றி விரட்டியதையும் நினைவூட்டியது. அதன் விளைவு தான் இந்த நிகழ்வுகள் என்றும் அவர்களுக்கு வெளிப்படுத்தியது. பின்பு அவர்களுக்கு ப்ராஸ்பெரோ தன் நாட்டிலிருந்து தனது இளம் மகளுடன் வெளியேறி கடலில் அழிப்பதற்கு அவர்கள் மேற்கொண்ட துரோகத்தை வெளிப்படுத்தினார்.
The King of Naples, and Antonio the false brother, **repented** the injustice they had done to Prospero.	பின் நேப்பிள் நாட்டு மன்னரும், சூழ்ச்சிக்கார சகோதரனும் தங்கள் தவறுக்காக மனம் வருந்தினர்.
"Then bring them here, Ariel," said Prospero.	"அப்படியானால் அவர்களை இங்கே அழைத்து வா" என்று ப்ராஸ்பெரோ ஏரியலுக்குப் பணித்தார்.
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.	ஏரியல் விரைவாக அரசர், அண்டனியோ மற்றும் கொன்சாலோ ஆகிய மூவரையும் கொண்டு வந்தது. இந்த கொன்சாலோ தான் சகோதரனால் வஞ்சிக்கப்பட்ட ப்ராஸ்பெரோவிற்கு உணவு, உடை, மற்றும் புத்தகங்களை மறைவாக அனுப்பிய விசுவாசி.
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.	சோகமும் பயமும் அவர்களது அறிவையும் உணர்வுகளையும் மங்கச் செய்திருந்தது. அதனால் அவர்களால் ப்ராஸ்பெரோவை அடையாளம் காண முடியவில்லை. ப்ராஸ்பெரோ முதலில் கொன்சாலோவை "என் உயிரைக் காப்பாற்றியவனே!" என்றழைத்ததும் அவர்கள் இருவரும் காயப்பட்ட ப்ராஸ்பெரோதான் அவர் என தெரிந்து கொண்டனர்.
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.	அண்டனியோ கண்ணீர் மல்க மனமுருகி மன்னிப்பு கேட்க ப்ராஸ்பெரோவும் தன் சகோதரனையும் மன்னரையும் மன்னித்தார். மீண்டும் மிலன் பகுதியின் தலைவராக வேண்டும் என்ற அவர்களது வேண்டுகோளுக்கு பரிசாக ஒரு கதவைத் திறந்து காட்டுகிறார். அங்கு நேப்பிள் இளவரசர் ஃபெர்டினன்ட் இளவரசி மிராண்டாவுடன் சதுரங்கம் விளையாடிக் கொண்டிருந்தார்.
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.**	தந்தைக்கும் மகனுக்கும் இந்த எதிர்பாராத அதிர்ச்சியை விட மகிழ்ச்சியானது ஏதுமில்லை. ஏனெனில் இருவரும் புயலில் சிக்கி ஒருவரையொருவர் இறந்துவிட்டனர் என்றெண்ணியிருந்தனர்.

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	நேப்பிள் மன்னர் மிராண்டாவின் அழகைக் கண்டு வியந்தார். "யார் இந்த பெண்?" எனக் கேட்க, "அவள் தான் ப்ராஸ்பெரோவின் மகள். மிலன் பகுதியின் தலைவராக இருந்தவர். நான் இவரைப் பற்றி பலர் புகழ கேள்விப்பட்டிருக்கிறேன். ஆனால் இதற்கு முன்பு வரை பார்த்ததில்லை. இவர் மூலமே எனக்கு மறுவாழ்வு கிடைத்தது. எனக்கு மற்றொரு தந்தையுமாக இவர் கிடைத்துள்ளார் தன் மகளை எனக்கு தருவதின் மூலம்" என்றான் ஃபெர்டினண்ட்.
"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.	"அதை விடுங்கள். பழைய பிரச்சனைகளைப் பற்றி பேச வேண்டாம். நாம் அனைவரும் தான் மகிழ்ச்சியாய் இணைந்துவிட்டோமே!" என்று கூறி ப்ராஸ்பெரோ தன் சகோதரனை அணைத்து மன்னிப்பை மீண்டும் உறுதி செய்தார்.
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.	பின் ப்ராஸ்பெரோ, அவர்கள் வந்த கப்பலும் மாலுமிகளும் பாதுகாப்பாக துறைமுகத்தில் தயார் நிலையில் இருப்பதாகவும் மறுநாள் காலை தானும் தன் மகளும் அவர்களோடே வருவதாகவும் வாக்களித்தார்.
Before Prospero left the island, he **dismissed** Ariel from his service, to the great joy of that lively little spirit.	ப்ராஸ்பெரோ அத்தீவை அதன் உரிமையாளரான, கேலிபனிடம் ஒப்படைத்துவிட்டு, ஏரியல் என்ற அந்த ஆவியையும் அதன் பணியிலிருந்து விடுவித்து பெரும் மகிழ்ச்சி அளித்து அத்தீவை விட்டுச் சென்றார்.

TEXTUAL GLOSSARY

Textual Glossary:

tormenting *(v)*	=	making someone suffer or worry a lot	→	அதிகமாக ஒருவரை துன்பப்பட வைத்தல்
dreadful *(adj)*	=	extremely bad or unpleasant	→	மிகவும் கெட்ட அல்லது மோசமான
duke *(n)*	=	a man of very high social rank in some European countries; a king	→	சில ஐரோப்பிய நாடுகளில் சமுதாயத்தில் மிக உயர்ந்த பதவி, ஒரு அரசன்
deprive *(v)*	=	to take something important or necessary away from someone	→	முக்கியமான ஒன்றை ஒருவரிடமிருந்து பறித்தல்
fatigue *(n)*	=	extreme tiredness	→	அதிகமான களைப்புடன்
vexation *(n)*	=	worry or anger	→	கவலை அல்லது கோபம்
famished *(adj)*	=	extremely hungry	→	அதிகமான பசி
voracious *(adj)*	=	very eager for something	→	ஏதாவது ஒன்றில் தீவிரமான ஆர்வம் காட்டுதல்
repent *(v)*	=	to be very sorry for something bad you have done	→	ஒருவர் செய்த தவறுக்கு மன்னிப்பளித்தல்

A. COMPREHENSION:

Don

Assignment:

1. 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.

   a. Who lived in a cave and where?

   .....

   b. Who was Sycorax?

   .....

   c. What did Prospero do to the spirits?

   .....

   d. Where did Sycorax imprison the spirits?

   .....

   e. Who was the chief of all spirits?

   .....

2. 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.

   a. Who was the ugly monster referred here?

   .....

   b. Who tormented Caliban?Why?

   .....

   c. Who was Caliban?

   .....

   d. How was caliban employed?

   .....

   e. Who raised a violent storm in the midst of the sea?

   .....

3. 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".

a. **Who was the Duke of Milan?**

.....

b. **Who is the princess referred here?**

.....

c. **Who was Antonio?**

.....

d. **Who was the enemy to Prospero?**

.....

e. **What kind of man was Antonio?**

.....

4. 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.

a. **What was the work given to Ferdinand?**

.....

b. **Was Ferdinand assigned this kind of work before?**

.....

c. **What was Prospero doing?**

.....

d. **Who was ready to carry logs for him?**

.....

e. **Why did Prospero give the task to him?**

.....

5. 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.

a. **What did Prospero tell them?**

.....

b. **When would he and his daughter accompany them?**

.....

c. **Whom does the word 'lively little spirit' refer to ?**

.....

d. **Was Ariel dismissed from the service?**

.....

e. **Who dismissed Ariel from the service?**

.....

B. REARRANGE THE FOLLOWING SENTENCES IN COHERENT ORDER:

Textual Questions:

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

Assignment:

I. 1. He had released many good spirits from a witch called Sycorax.
2. They lived in a cave made out of a rock.
3. One of which Prospero called his study room.
4. These gentle spirits were ever after obedient to the will of Prospero.
5. It was divided into several apartments.

II. 1. I had a younger brother, whose name was Antonio, to whom I trusted everything.
2. You were a princess, and my only heir.
3. He soon with the help of the King of Naples, turned against me.
4. My brother Antonio being thus in possession of my power, began to think himself the duke indeed.
5. Twelve years ago, Miranda, 'I was Duke of Milan'.

III. 1. Where is the king, and my brother?
2. Bring him here, my daughter must see this young prince.
3. They have little hopes of finding, thinking they saw him perish.
4. That's me delicate Ariel, said Prospero.
5. I left them, answered Ariel, searching for Ferdinand.

IV. 1. Grief and terror had so stupefied their senses, that they did not know Prospero.
2. The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
3. He first discovered himself to the good old Gonzalo, calling him the preserver of his life.
4. Ariel soon returned with the King, Antonio, and old Gonzalo.
5. 'Then bring them here, Ariel,' said Prospero.

V. 1. He and his daughter would accompany them the next morning.
2. Before Prospero left the island, he dismissed Ariel from his service to the great joy of that lively little spirit.
3. Let us not remember our troubles past, since they so happily have ended.
4. Prospero told them that their ship was safe in the harbour.
5. And then Prospero embraced his brother, and again assured him of his forgiveness.

QUESTIONS AND ANSWERS:

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

Textual Questions:

1. Who were the inhabitants of the Island?

Prospero and his daughter Miranda were the inhabitants of the island.

2. What powers did Prospero posses?

Prospero possessed magical powers.

3. Who was Caliban? What was he employed for?

Caliban was the son of Sycorax. He was employed to fetch wood, and do the most laborious offices.

4. Who were on the ship? How were they related to Prospero?

The King of Naples and Antonio were on the ship.

The King of Naples was enemy to him and Antonio was his own brother.

5. Why had Prospero raised a violent storm in the sea?

Prospero raised a violent storm in the sea so that his enemies, the King of Naples and his cruel brother were cast ashore upon that island.

6. How did Miranda feel when her father raised the storm to destroy the ship?

Miranda felt very sad.

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

Ariel was ordered to torment the inmates of the ship.

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

He was the second human face which was seen by her. He had perfectly done the task given to him by her father.

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

Prospero set a severe task to Ferdinand in order to test their love.

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

Gonzalo helped Prospero by giving him a boat, water, provisions, apparel, and some books when he left Milan.

PARAGRAPH QUESTIONS:

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

Textual Questions:

1. Write a detailed character sketch of Prospero.

The play's protagonist, Prospero is the father of Miranda. Twelve years before the events of the play, Prospero was the Duke of Milan. His brother, Antonio, in concert with Alonso, King of Naples, usurped him, forcing him to flee in a boat with his daughter, The honest Lord Gonzalo aided Prospero in his escape. Prospero had spent his twelve years on the island refining the magic that gave him the power he needed to punish and forgive his enemies.

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

Twelve years ago, Prospero was Duke of Milan. Being of a bookish disposition, he withdrew more and more into his studies, leaving the management of his state to his brother Antonio. Eventually, with the help of the King of Naples, an enemy of Prospero, Antonio usurped the dukedom for himself. Prospero and his daughter Miranda were put to sea in a rotten boat and eventually landed on a distant island. It was ruled by the witch Sycorax but now inhabited only by her son, Caliban, and Ariel, a spirit.

His daughter Miranda had grown up seeing no other human being. Prospero divined that fortunate has brought his enemies close to the island and he sees an opportunity to work his revenge. He uses his powers to raise a storm which ship wrecks them. When Miranda questions this, he tells her the story of their arrival on the island and assures her that no real harm will come to the survivors. The shipwrecked travellers are separated by Ariel. He leads Ferdinand, the King's son, to Prospero's cell, where he and Miranda fall instantly in love. Prospero sets heavy tasks to test Ferdinand.

The King of Naples searches for his son, although fearing him to be drowned. Ariel brings the King of Naples and his followers to the cell. Prospero confronts his enemies and forgives them. Finally, Prospero grants Ariel his freedom and prepares to leave the island for Milan and his restored Dukedom.

Additional Questions:

3. Attempt a character sketch of Alonso.

The King of Naples is involved in a plot to overthrow Prospero, and gives Prospero's dukedom to Antonio. He has a son, Ferdinand, who is also heir to the kingdom. Alonso may have been corrupt in his dealings with his brothers, but he does not prove to be an evil-natured man. He is a flawed politician, but is a highly regarded King and is not a villain.

4. Character analysis of Miranda.

Miranda, Prospero's only daughter is so young that she can not remember anyone she knows before she comes to the island. She is intelligent and headstrong, having learned a lot from her father; when under Ariel's enchantment, she follows her father's plan, and falls in love with Ferdinand willingly. She and Ferdinand end up together, bound by their mutual infatuation.

5. Attempt a character sketch on Ferdinand.

Ferdinand is the son of Alonso, the King of Naples. After the shipwreck, he finds himself wandering alone on the island. He is lured by Ariel's magical music to the cell where Prospero and Miranda live. He falls in love with Miranda instantly. Prospero makes him work hard to prove his love. At the end of the play he is reunited with his father and later he and Miranda will be married.

6. Analysis of empathy and forgiveness in the play.

Miranda seems to have a very natural sense of empathy, when she sees the ship caught in the storm. She shows empathy for the crew. Prospero, at first we see him with Ariel. The spirit is asking for his liberty,which Prospero had promised. He reminds Ariel that he rescued the spirit from his prison in a tree. Later in the play, when Ariel tells him he should feel sorry for the King and his followers, Prospero takes his advice. Instead of taking revenge Prospero offers forgiveness.

SIMPLE PARAGRAPH FOR SLOW BLOOMERS

Prospero, Duke of Milan – trusted brother, Antonio – Prospero, driven out of kingdom – king of Naples help – lands with daugher, Miranda – island – release good spirits – Antonio and king of Naples with son – on Voyage – Prospero causes a storm –all separated – Ferdinand meets Miranda – brother and king of Naples met Prospero – forgives – all return home.

The Tempest is a play about magic, betrayal, love and forgiveness. It is set on an island somewhere near Italy where Prospero, the one-time Duke of Milan, and his beautiful daughter, Miranda, live with a spirit called Ariel and a strange wildman called Caliban. Prospero is a powerful magician who creates a storm, or tempest, that sets the scene for the play. In the events that follow, we see a plot to murder the King of Naples, a drunken scheme to kill Prospero and a romance between Mirand and the King's son, Ferdinand. In the end everyone is forgiven and they all set sail for home.

OTHER TEXTUAL TASKS

A. Choose the correct answer:

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

ANSWERS

Sycorax
Ariel
Prospero
Miranda
Miranda
Ariel
Prospero
Ferdinand
Antonio

2 THE NIGHT THE GHOST GOT IN

- James Grover Thurber

WARM UP

Use the following tongue twisters in a 'Game of Telephone'.

1. *Six sleek swans swam swiftly southwards.*
2. *Four furious friends fought for the phone.*
3. *Green glass globes glow greenly.*
4. *Six slimy snails sailed silently.*
5. *Scissors sizzle, thistles sizzle.*
6. *He threw three free throws.*
7. *Tommy Tucker tried to tie Tammy's Turtles tie.*
8. *I wish you were a fish in my dish.*
9. *Five frantic frogs fled from fifty fierce fishes.*
10. *Big black bugs bleed blue black blood but baby black bugs bleed blue blood.*

ABOUT THE AUTHOR

James Grover Thurber (1894–1961) was an American cartoonist, author, humourist, journalist, playwright, and celebrated wit. He was best known for his cartoons and short stories published mainly in The New Yorker magazine, such as "The Catbird Seat", and collected in his numerous books. He was one of the most popular humourists of his time, as he celebrated the comic frustrations and eccentricities of ordinary people.

ஜேம்ஸ்-க்ரோவர் தர்பெர் (1894-1961)

இவர் ஒரு அமெரிக்க கார்டூனிஸ், ஆசிரியர், பத்திரிக்கையாளர், கதாசிரியர் மற்றும் புகழ்பெற்ற நகைச்சுவையாளரும் ஆவார். அவரது கார்டூன்கள் மற்றும் சிறுகதைகள் பெரும்பாலும் காட்பிட் சீட் மற்றும் பல எண்ணிலடங்கா புத்தகங்களும் அனைத்தும் நியூயார்க் என்ற மாத இதழ்களில் வெளி யிடப்பட்டது. அவரது காலத்தில் அவர் சாதாரண மக்களுக்கும் விசித்திரமானவராகவும் புகழ் பெற்ற நகைச்சுவையாளராகவும் பிரபலமான நகைச்சுவை எழுத்தாளராகவும் விளங்கினார்.

GIST OF THE LESSON

"The Night The Ghost Got In" is a short story by James Thurber, written as a fictionalized account of a night he remembers as a child when a misunderstanding about footsteps in the kitchen turns into a fiasco involving a wounded police officer and a broken window. The story begins with the young James Thurber, who is the narrator, hearing footsteps as he takes a bath. It is around one o' clock in the morning and everyone is asleep – his brother in a bedroom down the hall, his mother upstairs and his grandfather in the attic.

At first, James thinks the footsteps might belong to his father and brother, who have been travelling in Indiana polis and are supposed to be back in the evening. James wakes up his brother Herman. They both wait for the sound of the footsteps. They run back to their room hearing the fasten footsteps. The slamming door wakes James and Herman's mother, who come downstairs concerned and confused.

The boy tells his mother they hear footsteps downstairs and she immediately assumes there are burglars in the house. They seek help from the neighbour. Bodwell comes to the window furiously. After some initial confusion, he begins to understand that there are burglars in his own house and that he should call the police.

The police arrive promptly and swarm the house, opening cupboards and drawers searching for intrude. They continue the investigation. When the police come through the attic door, they immediately realize that James' grandfather is a part of the family. His grandfather is convinced that the police are deserters and after some yelling, shoots one of them with his gun.

Ultimately, the police find no burglars in the house and are confused as to how one of their men is wounded. The family returns to their respective bedrooms. The story ends with the grandfather asking with a smirk on his face; what on earth the police had been raiding the house the night before.

பாடம் பகுதி	தமிழாக்கம்
Imagination of odd things always leads to absolute humour. Read the lesson and enjoy the narrator's experience with his grandfather who creates chaos and laughter with his **imaginative stories.**	விநோதமானவற்றை பற்றிய கற்பனைகள் எப்பொழுதும் நிச்சயமாக நகைச்சுவையில் சென்றே முடியும். பாடத்தை வாசியுங்கள். கற்பனை கதைகள் மூலம் குழப்பங்களையும் பெரும் சிரிப்பையும் கொண்டு வரும் இப்பாடத்தை விவரிப்பவரின் தாத்தாவுடனான அனுபவங்களைக் கொண்டாடுங்கள்.
The ghost that got into our house on the night of November 17, 1915, raised such a **hullabaloo** of misunderstandings that I am sorry I didn't just let it keep on walking, and go to bed. Its advent caused my mother to throw a shoe through a window of the house next door and ended up with my grandfather shooting a **patrolman.** I am sorry, therefore, as I have said, that I ever paid any attention to the footsteps.	நவம்பர் 17, 1915 அன்று இரவு எங்கள் வீட்டினுள் நுழைந்த அந்த பேய் பெரும் குழப்பத்தையும் பெரும் கூச்சலையும் ஏற்படுத்தியது. ஆதலால் மன்னிக்கவும் என்னால் அமைதியாய் நடப்பது நடக்கட்டும் என நிம்மதியாய் படுக்க முடியவில்லை. அதனுடைய வரவு என் தாய் ஒரு காலணியை அடுத்த வீட்டில் வீச அது இறுதியாக என் தாத்தா ரோந்து பணியில் இருந்த ஒரு காவலாளியைத் துப்பாக்கியால் சுட்டதில் போய் முடிந்தது. ஆதலால் மன்னிக்கவும், நான் சொன்னதைப் போல், நான் அந்தக் காலடிச் சத்தத்தை லட்சியம் செய்திருக்கக் கூடாது.

They began about a quarter past one o'clock in the morning, a rhythmic, **quick-cadenced** walking around the dining - room table. My mother was asleep in one room upstairs, my brother-Herman in another, grandfather was in the **attic,** in the old walnut bed which, as you will remember, once fell on my father. I had just stepped out of the bathtub and was busily rubbing myself with a towel when I heard the steps. They were the steps of a man walking rapidly around the dining-table downstairs. The light from the bathroom shone down the back-steps, which dropped directly into the dining-room; I could see the faint shine of plates on the plate-rail; I couldn't see the table. The steps kept going round and round the table; at regular intervals a board creaked, when it was trod upon. I supposed at first that it was my father or my brother Roy, who had gone to **Indianapolis** but were expected home at any time. I suspected next that it was a burglar. It did not enter my mind until later that it was a ghost.

அவை சுமார் காலை ஒன்றே கால் மணியளவில். ஒரு தாளமான, விரைவான ஒழுங்கமைக்கப்பட்ட சாப்பாட்டு மேஜையைச் சுற்றிய ஓசையாக ஆரம்பித்தது. எனது அம்மா மாடியில் ஓர் அறையிலும், சகோதரர் ஹெர்மன் மற்றொரு அறையிலும், தாத்தா மேல் மாடியில் பழைய வால்நட் படுக்கைக்குள் - அது எனது தந்தையின் மீது விழுந்ததை நீங்கள் நினைவில் கொண்டிருப்பீர்கள் - தூங்கிக் கொண்டிருந்தனர். நான் குளியல் தொட்டியிலிருந்து ஒரு துண்டை மட்டும் கட்டிக் கொண்டு துவட்டியவாறே வெளியேறிய போது படிக்கட்டின் ஓசை கேட்டது. அவை கீழ்த்தளத்தில் சாப்பிடும் மேசையைச் சுற்றி ஒரு மனிதன் வேகமாக நடப்பதைப் போன்றிருந்தது. குளியலறையில் இருந்து வந்த ஒளி நேரடியாக உணவு உண்ணும் அறையில் விழுந்தது. நான் உணவுத் தட்டு அலமாரியிலுள்ள தட்டுகளின் மேல் விழும் ஒளிர்வைப் பார்த்தேன். என்னால் மேசையைப் பார்க்க இயலவில்லை. அந்தக் காலடியோசை மேசையைச் சுற்றி சுற்றி குறிப்பிட்ட இடைவேளையில் பலகை கிரீச்சிடும் சத்தத்துடன் கேட்டது. நான் முதலில் அது எனது தந்தையோ அல்லது இந்தியானாபோலிலிருந்து திரும்ப இருந்த எனது சகோதரன் ராயாகவோ இருக்கலாம் என எண்ணினேன். பின்னர் அது நிருடனாக இருக்கலாம் என நினைத்தேன். அதுவரை எனக்கு அது பேய் என்று நினைக்கத் தோன்றவில்லை.

After the walking had gone on for perhaps three minutes, I tiptoed to Herman's room. 'Psst!' I hissed, in the dark, shaking him. 'Awp', he said, in the low, hopeless tone of a **despondent beagle** – he always half suspected that something would 'get him' in the night. I told him who I was. 'There's something downstairs!' I said. He got up and followed me to the head of the back staircase. The steps had ceased. Herman looked at me in some alarm: I had only the bath towel around my waist. He wanted to go back to bed, I gripped his arm.

கிட்டத்தட்ட மூன்று நிமிடங்களுக்கு காலடிச் சத்தம் கேட்டு நின்றவுடன் நான் ஹெர்மனின் அறைக்குள் நுழைந்தேன். இருட்டறையில் அவனை நான் 'ப்ஸ்ட்' என சத்தமிட்டு குலுங்கினேன். 'ஆவ்ப்' என அவன் ஒரு நிடுக்கிட்ட குறைந்த கைவிடப்பட்ட நாயின் குரலில் பதிலளித்தான். அவர் எப்பொழுதும் இரவில் பாதி வேளையில் ஏதோவென்று தன்னை எழுப்புவதாக எண்ணுவான். நான் அவனிடம் நான் யார் எனக் கூறினேன். மேலும் 'அடித்தளத்தில் யாரோ இருக்கின்றனர்' எனக் கூறினேன். அவன் என்னுடன் எழுந்து பின்பக்க மாடிப்படிக்கு வந்தான். காலடிச் சத்தம் நின்றிருந்தது. ஹெர்மன் என்னை கலவரத்துடன் பார்த்தான். நான் எனது இடுப்பைச் சுற்றி குளியல் துண்டுடன் மட்டும் நின்றிருந்தேன். அவன் மீண்டும் படுக்கைக்குச் செல்ல விரும்பினான். நான் அவனது கையை இறுகப் பிடித்துக் கொண்டேன்.

'There's something down there!' I said. Instantly the steps began again, circled the dining-room table like a man running, and started up the stairs towards us, heavily, two at a time. The light still **shone palely** down the stairs; we saw nothing coming; we only heard the steps. Herman rushed to his room and slammed the door. I slammed shut the door at the stairs top and held my knee against it. After a long minute, I slowly opened it again. There was nothing there. There was no sound. None of us ever heard the **ghost** again.

"அங்கே கீழே ஏதோ இருக்கிறது!" என்று நான் கூறினேன். உடனடியாக காலடிச் சத்தம் ஆரம்பித்தது. ஒரு மனிதன் சாப்பாட்டு மேஜையைச் சுற்றி ஓடுவதைப் போல் ஆரம்பித்து எங்களை நோக்கி படிகளில் ஏறி வருவதைப் போல், கனமாக, இரண்டிரண்டு படியாக ஏறுவதைப் போல் இருந்தது. ஒளி மங்கலாக படியின் மேலே விழுந்தது. ஆனால், நாங்கள் எதுவும் வருவதைப் பார்க்கவில்லை. நாங்கள் காலடி ஓசையை மட்டுமே கேட்டோம். ஹெர்மன் அறைக்கு விரைந்து சென்று கதவுகளைச் சாத்தினான். நான் மாடியின் மேல் கதவை மூடிவிட்டு, என் முழங்காலை வைத்து அழுத்திக் கொண்டேன். நீண்ட நிமிடங்களுக்குப் பிறகு, மெதுவாக மீண்டும் திறந்தேன். அங்கு எதுவுமில்லை. எந்த ஒலியையும் கேட்கவில்லை. அதன் பிறகு நாங்கள் யாரும் பேயினைப் பற்றி எதுவும் கேட்கவில்லை.

The **slamming** of the doors had aroused mother: she peered out of her room. 'What on earth are you boys doing?' she demanded. Herman ventured out of his room. 'Nothing,' he said, **gruffly**, but he was, in colour, a light green. 'What was all that running around downstairs?' said mother. So she had heard the steps, too! We just looked at her. 'Burglars!' she shouted, **intuitively**. I tried to quieten her by starting lightly downstairs.	கதவுகளை அடைத்த ஓசை அம்மாவை எழுப்பியது. அவர் அறையிலிருந்து வெளியே வந்தார். "இந்த வேளையில் சிறுவர்கள் நீங்கள் என்ன செய்கிறீர்கள்?" எனக் கேட்டார் அவர். ஹெர்மன் அவனது அறையிலிருந்து வெளியேறினான். "ஒன்றும் இல்லை" என்று அவன் சோகமாகக் கூறினான். ஆனால் அவன் பசலை பியுத்த நிறத்தில் இருந்தான். "கீழே அப்படி என்ன நடக்கிறது?" என அம்மா கேட்டார். எனவே அவரும் அந்த சப்தத்தைக் கேட்டிருக்கிறார்! நாங்கள் அவரை வெறுமனே பார்த்தோம். "கொள்ளையர்கள்" என்று அவர் உள்ளுணர்வோடு கூச்சலிட்டார். நான் அவரை ஆசுவாசப்படுத்தும் விதமாக சிறிது கீழே செல்ல ஆரம்பித்தேன்.
'Come on, Herman,' I said.	"வா ஹெர்மன்" என்று நான் சொன்னேன்.
'I'll stay with mother,' he said. 'She's all excited.'	'நான் அம்மாவுடன் இருக்கிறேன்' என்று அவன் சொன்னான். 'அவர் பரபரப்புடன் இருந்தார்'.
I stepped back onto the landing.	நான் கீழே தரையிறங்கினேன்.
'Don't either of you go a step,' said mother. 'We'll call the police.' Since the phone was downstairs, I didn't see how we were going to call the police – nor did I want the police – but mother made one of her quick, incomparable decisions. She **flung** up a window of her bedroom which faced the bedroom windows of the house of a neighbour, picked up a shoe, and **whammed** it through a pane of glass across the narrow space that separated the two houses. Glass tinkled into the bedroom occupied by a retired engraver named Bodwell and his wife. Bodwell had been for some years in rather a bad way and was subject to mild 'attacks'. Almost everybody we knew or lived near had some kind of attacks.	'நீங்கள் யாரும் மேலே போக வேண்டாம்', அம்மா சொன்னாள். 'நாங்கள் போலீஸை அழைக்கிறோம்'. தொலைபேசி கீழே இருந்ததால் நாங்கள் காவலாளியை எப்படி அழைக்கப் போகிறோம் என்று எண்ணினோம். நாங்கள் காவலர்களை அழைக்க விரும்பவில்லை. ஆனால் அம்மா விரைவாக எண்ணிப்பார்க்க முடியாத முடிவுகளை எடுத்தார். இரண்டு வீடுகளையும் பிரிக்கும் கண்ணாடி ஜன்னலைத் நிறந்து, அவர் ஒரு காலணியை எடுத்து வேகமாக அடித்தார் அக்காலணி அண்டை வீட்டு பொறியாளர் போட்வெல் மற்றும் அவருடைய மனைவியின் படுக்கை அறைக்குள் நுழைந்தது. அவர் சில ஆண்டுகளுக்கு மோசமான உடல்நிலையில் இருந்தார். மற்றும் பாதிப்புக்கு உட்பட்டிருந்தார். கிட்டத்தட்ட அருகில் வாழ்ந்த அனைவரும் அப்படி ஒரு வகையான பாதிப்புகளுக்கு ஆளாகியிருந்தனர்.
It was now about two o'clock of a moonless night; clouds hung black and low. Bodwell was at the window in a minute, shouting frothing a little, shaking his fist. 'We'll sell the house and go back to Peoria,' we could hear Mrs. Bodwell saying. It was some time before mother 'got through' to Bodwell. **'Burglars!'** she shouted. 'Burglars in the house!' Herman and I hadn't dared to tell her that it was not burglars but ghosts, for she was even more afraid of ghosts than of burglars. Bodwell at first thought that she meant there were burglars in his house, but finally he quieted down and called the police for us over an extension phone by his bed. After he had disappeared from the window, mother suddenly made as if to throw another shoe, not because there was further need of it but, as she later explained, because the thrill of heaving a shoe through a window glass had enormously taken her fancy. I **prevented** her. .	அது ஒரு நிலவு இல்லாத இரவு வேளை. கமார் இரண்டு மணியளவில், மேகங்கள் குறைந்து கருமையாகக் காணப்பட்டது. ஒரு சில நிமிடங்களில் ஜன்னலின் அருகில் இருந்து போட்வெல், கைகளை அசைத்துக் கொண்டு விரக்தியுடன் கத்தினார். 'நாங்கள் வீட்டை விற்பனை செய்துவிட்டு பெகோரியாவுக்குச் செல்லப் போகிறோம்' என திருமதி போட்வெல் அம்மாவிடம் கூறியதை நாங்கள் கேட்க முடிந்தது. அவர்கள் நாம் சொல்வதைக் கேட்க வைக்க சிறிது நேரம் ஆனது. 'கொள்ளையர்கள்' அவர் கத்தினார். 'வீட்டில் கொள்ளையர்கள்'. 'அது கொள்ளையர்கள் அல்ல பேய்' என்று எங்கள் தாயிடம் கூற ஹெர்மனும் நானும் அஞ்சினோம். ஏனென்றால் அவருக்கு கொள்ளையர்களை விட பேய்கள் என்றால் தான் பயம். முதலில் போட்வெல் தனது வீட்டில் கொள்ளையர்கள் உள்ளதாக அவர் தெரிவிப்பதாக நினைத்தார். பின்னர் அமைதியாகி, படுக்கை அருகிலிருந்த தொலைபேசி மூலம் காவலர்களை அழைத்தார். ஜன்னலில் இருந்து அவர் மறைந்த பின், அம்மா மற்றொரு காலணியை தூக்கி எறிவது போல் போக்கு காட்டினார். அதற்கான அவசியத்திற்காக இல்லை என்றாலும் தன் ஆர்வத்தின் காரணமாக என்று பின்னர் அவர் விளக்கினார். நான் அவரைத் தடுத்தேன்.

The police were on hand in a commendably short time: a Ford sedan full of them, two on motorcycles, and a patrol wagon with about eight in it and a few reporters. They began banging at our our front door. Flashlights shot streaks of gleam up and down the walls, across the yard, down the walk between our house and Bodwell's. 'Open up!' cried a **hoarse voice.** 'We're men from Headquarters!' I wanted to go down and let them in, since there they were, but mother wouldn't hear of it. 'You haven't a stitch on,' she pointed out. 'You'd catch your death.' I wound the towel around me again. Finally the cops put their shoulders to our big heavy front door with its thick **bevelled** glass and broke it in: I could hear a **rending** of wood and a splash of glass on the floor of the hall. Their lights played all over the living-room and crisscrossed nervously in the dining-room, stabbed into hallways, shot up the front stairs and finally up the back. They caught me standing in my towel at the top. A heavy policeman bounded up the steps. 'Who are you?' he demanded. 'I live here,' I said.

காவலர்கள் துரிதமான காலத்தில் ஃபோர்டு செடான் என்ற மகிழுந்தின் முழுவதிலும், இரண்டு நபர்கள் மோட்டார் சைக்கிள்களிலும், ஒரு பெட்ரோல் வண்டியில் சுமார் எட்டு நபர்களும் நிருபர்களுடன் அங்கு வந்தனர். அவர்கள் எங்களுடைய வீட்டின் கதவுகளை பலமாகத் தட்டினர். பிரகாசமான வெளிச்சம் சுவற்றில் மேலும் கீழும், நடைபாதையிலும், எங்கள் வீடு மற்றும் போட்வெல் வீட்டிற்கும் இடையே உள்ள இடத்திலும் விழுந்தது. 'கதவைத் திறவுங்கள்' என ஒரு **கரடுமுரடான குரல்** வந்தது. 'நாங்கள் காவல் தலைமையகத்தில் இருந்து வந்திருப்பவர்கள்' எனக் குரல் வந்தது. நான் கீழே இறங்கி அவர்களை உள்ளே அனுமதிக்கச் செய்யலாம் என விரும்பினேன். ஆனால் அம்மாவால் எதையும் கேட்க இயலவில்லை. 'நீ சரியான ஆடையினை உடுத்தவில்லை' எனச் சுட்டிக்காட்டினார். 'நீ மரணத்திற்கு (பிரச்சனைக்கு) ஆளாவாய்' என எச்சரித்தார். நான் எனது துண்டினை சரி செய்து கொண்டேன். முடிவில் காவலாளிகள் அவர்களுடைய தோல் புஜங்களைக் கொண்டு எங்களுடைய **பெரிய சிவாக்கப்பட்ட** கண்ணாடிக் கதவை உடைத்தனர். எனக்கு **மரம் உடையும்** சத்தமும், கண்ணாடி தரையில் விழும் சத்தமும் கேட்டது. அவர்களின் வெளிச்சம் அறை முழுவதும் மற்றும் சாப்பாடு அறையிலும் குறுக்கும் நெடுக்குமாகப் பாய்ந்தது. கூடத்திலும், முன்புறப் படியிலும் கடைசியாக பின்புறத்திலும் வெளிச்சம் பாய்ந்தது. அவர்கள் நான் துண்டுடன் நிற்பதைக் கண்டனர். 'யார் நீ?' என்று வினவினர். 'நான் இங்கு வசிப்பவன்' என்று கூறினேன்.

The officer in charge reported to mother. 'No sign of nobody, lady,' he said. 'Musta got away – whatt'd he like?' 'There were two or three of them,' mother said, '**whooping** and carrying on slamming doors.' 'Funny,' said the cop. 'All ya windows and door was locked on the inside tight as a tick.'

பொறுப்பு காவல் அதிகாரி தகவலை அம்மாவிடம் தெரிவித்தார். 'யாரும் இருப்பதற்கான அடையாளம் இல்லை பெண்மணி' என அவர் கூறினார். 'ஒரு வேளை தப்பித்திருக்கலாம். அவன் பார்க்க எப்படி இருந்தான்?' 'அவர்கள் மூன்று அல்லது இரண்டு பேர்' என அம்மா கூறினார். '**சத்தத்துடன்** கதவை படாரென்று அடித்தனர்'. 'வேடிக்கையாக உள்ளது', என காவலாளி கூறினார். 'உங்கள் அனைத்து கதவுகளும் ஜன்னல்களும் உள்ளிருந்து இறுக்கமாக அடைக்கப்பட்டிருக்கிறது'.

Downstairs, we could hear the tromping of the other police. Police were all over the place; doors were yanked open, drawers were **yanked** open, windows were shot up and pulled down, furniture fell with dull thumps. A half-dozen policemen emerged out of the darkness of the front hallway upstairs. They began to ransack the floor, pulled beds away from walls, tore clothes off hooks in the closets, pulled suitcase and boxes off shelves. One of them found an old **zither** that Roy had won in a pool tournament. 'Looky here, Joe,' he said, strumming it with a big paw. The cop named Joe took it and turned it over. 'What is it?' he asked me. 'It's an old zither our guinea pig used to sleep on,' I said. It was true that a pet **guinea pig** we once had would never sleep anywhere except on the zither, but I should never have said so. Joe and the other cop looked at me a long time. They put the zither back on a shelf.

கீழ்த்தளத்தில், நாங்கள் மற்ற காவலர்களின் ஆரவாரத்தினைக் கேட்டோம். காவலர்கள் அனைத்து இடங்களிலும் உள்ள கதவுகள், இழுவைகள் மற்றும் ஜன்னல்களை **இழுத்தனர்.** மேசைகள் மிதமான சத்தத்துடன் வீழ்ந்தன. இருண்ட முன் கூடத்தின் மேலறையிலிருந்து அரை – டஜன் காவலாளிகள் வெளி வந்தனர். அவர்கள் தரையை குறையாடினர்; சுவற்றில் வைக்கப்பட்டிருந்த படுக்கையினை இழுத்தனர்; துணிகளை கொக்கியிலிருந்து கிழித்தெடுத்தனர்; அலமாரியில் இருந்த சூட்கேஸ்களையும் பெட்டிகளையும் இழுத்தனர். ராய் ஒரு போட்டியில் வென்ற ஒரு **பழைய தொரினை** அவர்களில் ஒருவர் கண்டு எடுத்தார். 'இங்கே பாருங்கள், ஜோ', என்று அவர் பெரிய கைகளில் ஏந்தி கூறினார். ஜோ என்ற பெயரினை உடைய காவலர் அதனை எடுத்துத் திருப்பினார். 'இது என்ன?' என்று என்னிடம் அவர் கேட்டார். இது எங்கள் **பழைய கினி பன்றி** உறங்கும் இடம் என்று நான் கூறினேன். எங்கள் வளர்ப்பு கினி பன்றி நன்கு பழகிய இடத்தை விட்டு வேறு எங்கும் உறங்காது என்பது உண்மைதான்! ஆனால் நான் இத்தகவலை கூறியிருக்கக் கூடாது. ஜோ மற்றும் காவலாளிகள் என்னை நீண்ட நேரம் பார்த்துக்கொண்டே இருந்தனர். மீண்டும் அவர்கள் சிதாரை அலமாரியில் வைத்தார்கள்.

'No sign o' nothing', said the cop who had first spoken to mother, 'The lady seems **hysterical**.' They all nodded, but said nothing; just looked at me. In the small silence we all heard a **creaking** in the attic. Grandfather was turning over in bed. 'What's that?' snapped Joe. Five or six cops sprang for the attic door before I could intervene or explain. I realized that it would be bad if they burst in on grandfather unannounced, or even announced. He was going through a phase in which he believed that General Meade's men, under steady hammering by Stonewall Jackson, were beginning to retreat and even desert.

"எந்த அறிகுறிகளும் இல்லை" என்று முதலில் அம்மாவிடம் பேசிய காவலர் கூறினார். 'இந்த பெண்ணுக்கு ஆவேசம் பிடித்ததாகத் தெரிகிறது', என அவர்கள் கூறிச் சிரித்தார்கள். ஆனாலும் ஒன்றும் கூறாமல் என்னைப் பார்த்தார்கள். அந்த அமைதியான வேளையில் மேல் மாடியறையில் கிரிச்சென்ற சத்தம் எழுவதை நாங்கள் கேட்டோம். என்னுடைய தாத்தா படுக்கையில் திரும்பிப் படுத்துக் கொண்டிருந்தார். 'என்ன அது?' என்ற ஜோ சட்டெனக் கேட்டார். நான் தலையிடவோ அல்லது விளக்கமளிப்பதற்கு முன்பாகவே, ஐந்து அல்லது ஆறு காவலாளிகள் மேல் அறைக்குள் நுழைந்தார்கள். அறிவிப்பு இல்லாமலோ அல்லது அறிவித்தோ தாத்தாவின் அறையினுள் அவர்கள் நுழைவது மோசமான சூழ்நிலையை உருவாக்கும் என நான் உணர்ந்தேன். அவர் ஸ்டோன்வால் ஜக்சன், ஜெனரல் மேடியின் ஆட்களை அடித்துக் கொடுமை செய்வதாக நம்பி அதற்கு பழிவாங்கும் மனநிலையில் இருப்பவர்.

When I got to the attic, things were pretty confused. Grandfather had evidently jumped to the conclusion that the police were **deserters** from Meade's army, trying to hide away in his attic. He bounded out of bed wearing a long flannel nightgown over long woolen pants, a nightcap, and a leather jacket around his chest. The cops must have realized at once that the **indignant** white-haired old man belonged to the house, but they had no chance to say so. 'Back, ye cowardly dog!' roared grandfather. 'Back t' the lines ye goodaam Lily-livered cattle!' With that, he fetched the officer who found the zither a flat – handed smack alongside his head that sent him sprawling. The others beat a retreat, but not enough; grandfather grabbed zither's gun from its **holster** and let fly. The report seemed to crack the **rafters**; smoke filled the attic. A cop cursed and shot his hand to his shoulder. Somehow, we all finally got downstairs again and locked the door against the old gentleman. He fired once or twice more in the darkness and then went back to bed. 'That was grandfather', I explained to Joe, out of breath. 'He thinks you're deserter.' 'I'll say he does,' said Joe.

நான் மேல்மாடியறைக்குச் சென்றபோது விஷயங்கள் குழப்பத்தில் இருந்தன. காவலர்களை இராணுவத்திலிருந்த ஜெனரல் மேடி அனுப்பியவர்களெனவும், அங்கு பொறுப்பில்லாமல் மறைய முயற்சி செய்வதாகவும் எனது தாத்தா முடிவு செய்திருந்தார். அவர் நீண்ட கம்பிளி கால்சட்டையின் மேல், ஒரு நீண்ட நைட்கவுன் மற்றும் மார்பினைச் சுற்றி ஒரு தோல் ஜாக்கெட் ஆகியவற்றை அணிந்திருந்தார். அக்காவலர்கள் கோபமும் வெறுப்பும் கொண்டு வெள்ளை முடியினைக் கொண்ட அந்த முதியவர் அந்த வீட்டிற்குச் சொந்தக்காரர் என்று உணர்ந்திருக்க வேண்டும். ஆனால் அவர்களுக்கு அதைத் தெரிவிக்க வாய்ப்பே கிடைக்க வில்லை. 'கோழைத்தனமான நாயே பின்னே செல்' என்று தாத்தா கர்ஜித்தார். 'பின்னால் செல்லும் ஆட்டு மந்தைக் கூட்டங்களே' என்றார். அத்துடன், சிதார் கருவியைக் கண்டெடுத்த காவலரைப் பிடித்து, தனது தட்டையான கைகளால் தலையில் தாக்கி கீழே விழ வைத்தார். மற்றவர்களை பின்வாங்க முயற்சித்தனர். ஆனால் அது போதுமானதாக இல்லை. தாத்தா சிதாரின் துப்பாக்கி வைத்திருக்கும் தோலுறையில் இருந்து துப்பாக்கியை எடுத்து தோட்டாக்களைப் பறக்கவிட்டார். குண்டு வெடிப்பு உத்திரத்தில் வெடிப்பை உண்டுபண்ணியது. மேல் மாடியினை புகை சூழ்ந்தது. ஒரு காவலாளி சபித்துக்கொண்டே அவரது கைகளால் தோள்பட்டையில் அடித்துக் கொண்டார். ஒருவழியாக நாங்கள் மீண்டும் கீழே இறங்கி அந்த வயதானவர் இருக்கும் அறையினைப் பூட்டினோம். உள்ளே இருளில் மேலும் ஒருமுறை அல்லது இருமுறை அவர் துப்பாக்கிப் பிரயோகம் செய்தார். பின்னர் மீண்டும் உறங்கச் சென்றார். 'அது தான் தாத்தா' என நான் ஜோவிடம் மூச்சு வாங்க விவரித்தேன். 'அவர் உங்களை எதிரிகளாக நினைத்துவிட்டார்'. 'அப்படித் தான் அவர் செய்தார் என்று நான் கூறுவேன்' என்றார் ஜோ.

The cops were **reluctant** to leave without getting their hand on somebody besides grandfather; the night had been distinctly a defeat for them. Furthermore, they obviously didn't like the 'layout'; something looked – and I can see their viewpoint – phony. They began to poke into things again. A reporter, a thin-faced, wispy man, came up to me. I had put on one of mother's dress, not being able to find anything else. The reporter looked at me with mingled **suspicion** and interest. 'Just what the hell is the real lowdown here, Bud?' he asked. I decided to be frank with him. 'We had ghosts,' I said. He gazed at me a long time as if I were a slot machine into which he had, without results, dropped a coin. Then he walked away. The cops followed him, the one grandfather shot holding his now- bandaged arm, cursing and **blaspheming.** 'I'm gonna get my gun back from that old bird,' said the zither-cop. 'Yeh,' said Joe, 'You – and who else?' I told them I would bring it to the station house the next day.	தாத்தாவைத் தவிர மற்றவர்கள் மேல் தங்கள் கைகளை வைக்காமல் திரும்பிச் செல்ல போலீசார் தயக்கம் காட்டினர். அந்த இரவு அவர்களுக்கு ஒரு தோல்வியாகவே இருந்தது. மேலும், அவர்கள் அந்த அமைப்பை விரும்பவில்லை. நான் அவர்களின் பார்வையில் இதைக் காண முடிந்தது. அவர்கள் மீண்டும் விஷயங்களை விவரிக்கத் தொடங்கினர். மெல்லிய முகமும், ஒல்லியான உருவமும் கொண்ட ஒரு நிருபர் என்னை நோக்கி வந்தார். வேறு உடையினைக் கண்டுபிடிக்க இயலாத நான் எனது தாயின் உடையினை அணிந்து கொண்டிருந்தேன். அந்த நிருபர் என்னை சந்தேகத்தோடும் ஆர்வத்தோடும் பார்த்தார். 'உண்மையில், இங்கு நடந்தது என்ன, பட்?' என்று அவர் கேட்டார். நான் அவரிடம் வெளிப்படையாக இருக்க முடிவு செய்தேன். 'நாங்கள் பேய்களுடன் இருந்தோம்' என்று நான் கூறினேன். ஒரு சூதாட்ட எந்திரத்தில் எந்த பலனுமின்றி நாணயத்தைப் போட்டவர் போல் என்னை வேகு நேரமாக அவர் வெறித்துப் பார்த்துக் கொண்டிருந்தார். பின்னர் அவர் திரும்பி நடந்து சென்றார். காவல்துறையினர் அவரைப் பின்தொடர்ந்தனர். தாத்தாவினால் சுடப்பட்டு கைகளில் கட்டு போட்ட காவலர் அவரைச் சபித்துக் கொண்டும், திட்டிக் கொண்டும் வந்தார். 'நான் அந்த முதியவரிடம் இருந்து எனது துப்பாக்கியைத் திரும்பப் பெறுவேன்', என்று கூறினார் சிதார் காவலர். 'யே' என கூறிய ஜோ 'நீங்களும் வேறு யாரும்?' என்றார். நான் மறுநாள் காவல் நிலையத்திற்குக் கொண்டு வந்து தருகின்றேன் என்று கூறினேன்.
'What was the matter with that one policeman?' mother asked, after they had gone. 'Grandfather shot him,' I said. 'What for?' she **demanded.** I told her he was a deserter. 'Of all things!' said mother. 'He was such a nice-looking young man'.	'என்ன நேர்ந்தது அந்த காவலாளிக்கு?' என்று அம்மா அவர்கள் சென்ற பின் கேட்டார். தாத்தா அவரைச் சுட்டுவிட்டார் என்று நான் கூறினேன். 'எதற்காக?' என்று அவர் கோரினார். 'அவர் தப்பித்து ஓடினார்' என்று நான் கூறினேன். 'எல்லாவற்றிற்கும் மேல்' என்று அம்மா கூறினார். 'அவர் ஒரு நல்ல இளைஞன்'.
'Grandfather was fresh as a daisy and full of jokes at breakfast next morning. We thought at first he had forgotten all about what had happened, but he hadn't. Over his third cup of coffee, he glared at Herman and me. 'What was the idee of all them **cops** tarryhootin' round the house last night?' he demanded. 'None of you bothered to leave a bottle of water beside my bed. Do you ever realize what it cost for a thirsty man to look for water in the dining room last night?" He had us there.	மறுநாள் காலையில் சிற்றுண்டி வேளையில், செவ்வந்தி மலர் போன்று தாத்தாவின் முகம் மலர்ச்சி அடைந்திருந்தது மற்றும் அவர் நகைச்சுவை மிக்கவராகவும் திகழ்ந்தார். இரவு நிகழ்ந்ததைப் பற்றி அவர் மறந்துவிட்டார் என்று நாங்கள் நினைத்தோம். ஆனால் அவர் மறக்கவில்லை. மூன்றாவது கோப்பை காபி பருகும் போது அவர் ஹெர்மன் மற்றும் என்னைப் பார்த்தார். 'இரவு முழுவதும் காவலாளிகள் எதற்காக வீட்டைச் சுற்றிக்கொண்டிருந்தனர்?' என்று அவர் கோரினார். ஒருவருக்குக் கூட எனது அறையில் தண்ணீர் வைக்க வேண்டும் என்ற நினைவில்லையா?, தாகமான மனிதன் தண்ணீரைத் தேடி இரவு சாப்பாட்டு அறையில் என்ன செய்திருப்பார் என உணர்ந்தீர்களா?' அவர் கேட்டார்.

GLOSSARY

Textual Glossary:

hullaballoo *(v)*	=	lot of loud noise made by people who are excited ; uproar	→	ஆரவாரக் கூச்சல்
patrolman *(n)*	=	a patrolling police officer; policeman	→	ரோந்து செல்லும் அதிகாரி
attic *(n)*	=	a space or room inside or partly inside the roof of a building	→	மேல் மாடியிலுள்ள ஒரு சிறு அறை, உப்பரிகை
slammed *(v)*	=	shut a door or window forcefully and loudly	→	படாரென்று ஓசையுடன் மூடு
gruffly *(adv)*	=	sadly	→	சோகமாக
intuitively *(adv)*	=	without conscious reasoning, instinctively	→	உடனடியாக ஏற்படும் மன உணர்ச்சி, உள்ளுணர்வு
whammed *(v)*	=	struck something forcefully	→	வேகமாக அடித்தல்
bevelled *(v)*	=	reduced to a sloping edge; lean	→	சாய்கோணமாக அமைந்த, சரிவாக்கப்பட்ட
rending *(v)*	=	tearing to pieces; divide; tear	→	பிள, கிழி
yanked *(v)*	=	pulled with a jerk	→	திடீரென இழு
zither *(n)*	=	a musical instrument consisting of a flat wooden sound box with numerous strings stretched across it, placed horizontally and played with fingers.	→	இசைத்தட்டம், உலோகத் தந்திகளையுடைய இசைக் கருவி வகை
guinea pig *(n)*	=	a domesticated tailless South American rodent originally raised for food.	→	கினி, பன்றி
hysterical *(adj)*	=	affected by wildly uncontrolled emotion, very upset	→	இசிப்பு நோய் (அ) மிகை உணர்ச்சிக் கோளாறால் பாதிக்கப்படுகிறது.
creaking *(v)*	=	making a squeaking sound when being moved; grinding	→	கீரீச்சென சப்தம் செய்
indignant *(adj)*	=	feeling or showing anger or annoyance at what is perceived as unfair treatment; angry	→	கோபமும் வெறுப்பும் கொண்ட
holster *(n)*	=	a holder made of leather for carrying handgun	→	கைத்துப்பாக்கி வைக்கும் தோலுறை
rafter *(n)*	=	a beam forming part of the internal framework of a roof.	→	தராம், கைம்மரம்
deserter *(n)*	=	a person who leaves the armed force without permission; lawbreaker	→	வேலையை விட்டுப் பொறுப்பில்லாமல் ஓடியவர்

SYNONYMS (MEANINGS)

imagination	=	thought, fantasy	⟶	கற்பனை
absolute	=	complete	⟶	முழு
humour	=	comedy, fun	⟶	நகைச்சுவை
experience	=	Practical wisdom	⟶	அனுபவ அறிவு
chaos	=	turmoil, confusion	⟶	குழப்பம்
laughter	=	amusement	⟶	கேளிக்கை
ghost	=	demon	⟶	துர்தேவதை
hullaballoo	=	uproar	⟶	கலகம், கிளர்ச்சி
advent	=	arrival / coming	⟶	வருகை
shooting	=	firing	⟶	குண்டு வெடிப்பு
patrolman	=	policeman	⟶	ரோந்து செல்லும் காவலர்
attention	=	concentration	⟶	ஒருமுகப்படுத்துதல்
rhythmic	=	cadenced, musical	⟶	ஒலி (அ) சொற்களில் மெல்லிய ஏற்றத் தாழ்வு
asleep	=	unconscious	⟶	நினைவிழந்த
remember	=	recollect, recall	⟶	ஞாபகப்படுத்து
rubbing	=	massaging, scrubbing	⟶	தேய்த்தல்
rapidly	=	hurriedly	⟶	விரைவில்
downstairs	=	deck, basement	⟶	கீழ்த்தளம்
dropped	=	discontinued	⟶	கைவிடப்பட்டது
shine	=	brightness, gleam	⟶	பிரகாசம்
regular	=	normal, routine	⟶	வழக்கமான
creaked	=	squeaked	⟶	கீச்சிடு
trod	=	trample	⟶	நசுக்கு
expected	=	predicted, hoped	⟶	வருவதுரை
suspected	=	doubtful	⟶	சந்தேகம்
burglar	=	robber	⟶	களவர், திருடன்
perhaps	=	probable	⟶	சாத்தியமான
tip – toed	=	slithered, glided	⟶	ஒழுங்கின்றிச் சறுக்கிச் செல்
hissed	=	whistled	⟶	எச்சிலுமிழ்தல்
shaking	=	trembling	⟶	நடுக்கம், உதறல்
hopeless	=	futile	⟶	நம்பிக்கையற்ற, வீண்
despondent	=	depressed	⟶	சோர்வுற்றும்
followed	=	pursued	⟶	பின்பற்று
ceased	=	halted, concluded, stopped	⟶	நிறுத்திக் கொண்டது
gripped	=	grasped, clutched	⟶	இறுகப்பற்று
instantly	=	immediately	⟶	உடனடியாக

heavily	=	densely, thickly	→	பெரிதும்
palely	=	grey, faded	→	வெளிரிய மங்கலான நிறம்
slammed	=	smashed	→	மோதுதல்
aroused	=	awakened	→	தூண்டியது
peered	=	emerged, appeared	→	பார்த்தல்
demanded	=	urged, claimed	→	வேண்டுதல்
ventured	=	risked	→	துணிந்து
intuitively	=	supposedly, probably	→	உள்ளுணர்வுடன்
excited	=	inspired, eager	→	உணர்ச்சிவசப்பட்ட
incomparable	=	exceptional, matchless	→	ஒப்பற்ற
decisions	=	conclusions	→	தீர்மானங்கள்
flung	=	jerked, launched	→	வெளியீட்டு
picked	=	selected	→	தேர்ந்தெடுக்கப்பட்ட
whammed	=	punched, struck	→	வேகமாக குத்து
occupied	=	engaged	→	தொழிற்படும், ஈடுபட்டு
retired	=	resigned	→	ராஜினாமா
attacks	=	assaults	→	தாக்குதல்
hung	=	dangled, clung	→	தொங்கு, தூக்கிலிடு
shouting	=	yelling	→	கூச்சலிடு
shaking	=	trembling	→	குலுக்கு
dared	=	challenged	→	மன எழுச்சம்
finally	=	lastly, conclusively	→	இறுதியாக
fancy	=	elegant, decorative	→	ஆடம்பரமான
wagon	=	carriage, cart	→	பாரவண்டி
reporter	=	scrivener, writer	→	நிருபர்
gleam	=	brightness	→	மங்கிய ஒளி
hoarse	=	harsh	→	கரகரப்பான
nervously	=	restlessly	→	பதற்றத்துடன்
hallways	=	corridors	→	தாழ்வாரம்
whooping	=	shouting	→	கூச்சலிடு
yanked	=	snatched	→	வெடுக்கென்று இழு
tournament	=	contest	→	போட்டு இடு
hysterical	=	crazy, excited	→	வெறி, ஆசைவெறி கொண்ட
evidently	=	apparently	→	தெளிவாக
indignant	=	menacing, enraged	→	கோபித்துக்கொள்
roared	=	rebound, growled	→	கர்ஜித்தான்
fetched	=	produced, brought	→	எடுக்கப்பட்ட
deserted	=	abandoned	→	கைவிடப்பட்ட
reluctant	=	unenthusiastic	→	விருப்பமற்ற
distinctly	=	absolutely	→	முற்றிலும்

obviously	=	clearly	⟶	வெளிப்படையாக
wispy	=	slender	⟶	ஒடுங்கிய
suspicion	=	hesitation, doubt	⟶	சந்தேகமாக, தயக்கம்
blaspheming	=	swearing	⟶	நிந்தனை
glared	=	dazed	⟶	கண்கூசும் ஒளிவீச்சு
realize	=	understand	⟶	தெளிவாகப் புரிந்துகொள்

Choose the correct synonyms of the underlined word in the sentences below:

Model:

1. ***Imagination*** of odd things always leads to absolute humour.
   (a) fantasy (b) reality (c) inability (d) ignorance
2. Imagination of odd things always leads to ***absolute*** humour.
   (a) conditional (b) limited (c) unlimited (d) imperfect
3. Imagination of odd things always leads to absolute ***humour***.
   (a) tragedy (b) comedy (c) unhappiness (d) sadness
4. The ***ghost*** that got into our house .....
   (a) demon (b) angel (c) god (d) entity
5. ..... on the night of Nov 17, 1915 raised such a ***hullaballoo.***
   (a) uproar (b) calmness (c) quiet (d) peace
6. I could see the ***faint*** shine of plates on the plate – rail.
   (a) friendly (b) harsh (c) courageous (d) dim
7. I could see the faint ***shine*** of plates on the plate – rail.
   (a) gleam (b) dullness (c) darkness (d) shade
8. The steps kept going round the table; at ***regular*** intervals.
   (a) irregular (b) abnormal (c) unusual (d) normal
9. The steps kept going round the table; at regular ***intervals.***
   (a) continuation (b) breaks (c) closure (d) termination
10. ..... a board creaked when it was ***trod*** upon.
    (a) released (b) tiptoed (c) trampled (d) encouraged

ANSWERS

1. (a) fantasy 2. (c) unlimited 3. (b) comedy 4. (a) demon
5. (a) uproar 6. (d) dim 7. (a) gleam 8. (d) normal
9. (b) breaks 10. (c) trampled

Assignment:

1. After the walking had gone on for ***perhaps*** the minutes.
   (a) credibly (b) certainly (c) definitely (d) surely
2. I tiptoed to Herman's room. 'past'. I ***hissed*** .....
   (a) complimented (b) praised (c) whistled (d) spit

3. I hissed in the dark ***shaking*** him.
(a) steadiness (b) trembling (c) peace (d) firmness

4. 'Awp', he said, in the low ***hopeless*** tone.
(a) hopeful (b) futile (c) optimistic (d) cheerful

5. The tone of a ***despondent*** beagle.
(a) cheerful (b) joyful (c) encouraged (d) depressed

6. ***Instantly*** the steps began again.
(a) later (b) eventually (c) immediately (d) ultimately

7. ..... ***heavily*** two at a time.
(a) densely (b) lightly (c) easily (d) gently

8. The light still shone ***palely*** down the stairs.
(a) faded (b) flushed (c) bright (d) coloured

9. Heman rushed to his room and ***slammed*** the door.
(a) complimented (b) smashed (c) praised (d) flattered

10. I slammed ***shut*** the door at the stairs top.
(a) released (b) loosened (c) closed (d) opened

11. The slamming of the doors had ***aroused*** mother.
(a) prevented (b) awoken (c) ceased (d) dissuade

12. 'What on earth are you boys doing?' she ***demanded***.
(a) inquired (b) denied (c) disclaimed (d) replied

13. 'Nothing' he said, ***gruffly***.
(a) cheerfully (b) pleasantly (c) kindly (d) sadly

14. 'Burglars' she shouted, ***intuitively***.
(a) dubiously (b) improbably (c) instictively (d) unlikely

15. I tried to ***quieten*** her by starting lightly downstairs.
(a) disturb (b) pacify (c) aggravate (d) discompose

16. ..... but mother made one of her ***quick*** incomparable decision.
(a) slow (b) instant (c) idle (d) dormant

17. Mother made one of her quick, ***incomparable*** decision.
(a) unexceptional (b) usual (c) exceptional (d) common

18. Mother made one of her quick incomparable ***decision***.
(a) determination (b) refusal (c) indecision (d) delay

19. She ***flung*** up a window of her bedroom.
(a) held (b) kept (c) received (d) jerked

20. A neighbour ***picked*** up a shoe.
(a) selected (b) rejected (c) ignored (d) refused

21. ..... "open up!" cried a ***hoarse*** voice.
(a) soft (b) shrill (c) rough (d) sweet

22. I could hear a ***rending*** of wood.
(a) tearing (b) healing (c) mending (d) sawing

23. ..... ***splash*** of glass on the floor of the hall.
(a) flash (b) ripple (c) hide (d) collect

24. Their lights ***crisscrossed*** nervously in the dinning room.
(a) zigzaged (b) demolished (c) destroyed (d) ruined

25. ..... ***stabbed*** into hallways.
(a) dragged (b) jabbed (c) assisted (d) pulled

26. 'He thinks you're ***deserter***.
(a) doctors (b) warriors (c) defecters (d) soldiers

27. The cops were ***reluctant*** to leave.
(a) unenthusiastic (b) heedless (c) incautious (d) rash

28. ..... the night had been ***distinctly*** a defeat for them.
(a) questionably (b) absolutely (c) unsure (d) imprecisely

29. ..... they ***obviously*** didn't like the 'layout'.
(a) undoubtedly (b) doubtfully (c) dubiously (d) imprecisely

30. I can see their viewpoint - ***phony***.
(a) fake (b) false (c) spurious (d) real

ANTONYMS

realize	தெளிவாக புரிந்துகொள்	×	misunderstand	தவறாகப் புரிந்துகொள்
frank	கபடமற்ற	×	insincere	பொய்யான
suspicion	சந்தேகமாக	×	belief, trust	நம்பிக்கை
mingled	ஒன்றுகலந்த	×	separated	தனிப்பட்ட
obviously	வெளிப்படையான	×	doubtfully	சந்தேகத்துடன்
reluctant	விருப்பமற்ற	×	eager	ஆர்வமாக
cursed	சபித்தல்	×	blessed	ஆசீர்வதித்தல்
grabbed	கெட்டியான பிடிப்பு	×	released	விடுவிப்பு
cowardly	கோழைத்தனமாக	×	courageous	எதிரியமான
confused	குழப்பம்	×	composed, cleared	தெளிவான
demanded	வேண்டுதல், கோரினார்	×	disclaimed	மறுதலி
caught	பிடித்தல்	×	released	விடுவித்தல்
pointed	கூர்மையான	×	blunt	கூர்மையற்ற
gleam	ஒளிர்வு	×	dullness	மந்தம்
commendably	பாராட்டுக்குரிய	×	outrageously	அருவருப்புடன்
prevented	தடு	×	permitted	அனுமதி
enormously	அளவுக்கடந்த	×	tinily	சொற்பம், சிறிய
disappear	மறைந்துவிடும்	×	appear	தோன்றும்
extension	நீட்டிப்பு	×	compression	சுருக்கம்
dared	துணிந்து	×	feared	அச்சம்
attack	தாக்குதல்	×	protect	பாதுகாப்பு
occupied	ஈடுபட்டு	×	unoccupied	காலியாக
picked	தேர்ந்தெடுக்கப்பட்ட	×	rejected	நிராகரிக்கப்பட்ட
quickly	விரைவான	×	leisurely	நிதானமாக
gruffly	முரட்டுத் தன்மையுடைய	×	cheerfully	குதூகலமான

palely	மங்கலான நிறம்	×	brightly	வண்ணமயமாக
heavily	பெரிதும்	×	lightly	சிறிதாக, சிறிது
instantly	உடனடியாக	×	ultimately	இறுதியாக
ceased	நிறுத்திக் கொண்டது	×	started	மறுதொடக்கம்
followed	பின்பற்று	×	neglected, disregarded	புறக்கணிப்பு
perhaps	சாத்தியமாக	×	certainly, surely	உறுதியாக
suspected	சந்தேகம்	×	trusted	நம்பகமான
expected	எதிர்பார்த்தல்	×	unexpected	எதிர்பாராமல்
imagination	கற்பனை	×	reality	மெய்மை
humour	நகைச்சுவை	×	tragedy	சோகம்
experience	அனுபவம்	×	inexperience	அனுபவமின்மை
chaos	குழப்பம்	×	orderliness, harmony	நல்லிணக்கம்
ghost	தூர்தேவதை	×	angel	தேவதை
hullaballoo	கலகம்	×	peace, silence	அமைதி
advent	வருகை	×	departure	புறப்படுதல்
remember	மறவாதிரு	×	forget	மறந்துவிடு

Choose the most appropriate antonyms of the underlined word from the options given below:

Model:

1. ..... was busily ***rubbing*** myself.
   (a) stripping (b) stroking (c) massaging (d) scrubbing
2. They were the steps of a man walking ***rapidly***.
   (a) hurriedly (b) leisurely (c) promptly (d) expeditiously
3. ..... which ***dropped*** directly into the dinning room.
   (a) raised (b) tumbled (c) slid (d) lay low
4. I could see the ***faint*** shine of plates on the plate – rail.
   (a) bright (b) dim (c) remote (d) muffled
5. I could see the faint ***shine*** of plates on the plate – rail.
   (a) gleam (b) dullness (c) brightness (d) polish
6. ..... but ***finally*** he quieted down.
   (a) initially (b) completely (c) certainly (d) lastly
7. ..... called the police for us over an ***extension*** phone.
   (a) enlargement (b) compression (c) continuation (d) increase
8. After he had ***disappeared*** from the window .....
   (a) appeared (b) vanished (c) departed (d) faded
9. ..... mother ***suddenly*** made as if to throw another shoe.
   (a) unexpectedly (b) carelessly (c) slowly (d) casually
10. ..... there was ***further*** need to it.
    (a) additional (b) supplementary (c) extra (d) necessary

ANSWERS

1. (a) stripping 2. (b) leisurely 3. (a) raised 4. (a) bright
5. (b) dullness 6. (a) initially 7. (b) compression 8. (a) appeared
9. (c) slowly 10. (d) necessary

Assignment:

1. ..... as she later ***explained.***
   (a) related (b) interpreted (c) told (d) misinterpret
2. ..... because the ***thrill*** of heaving a shoe ...
   (a) depression (b) excitement (c) pleasure (d) inspiration
3. ..... because the thrill of ***heaving*** a shoe ...
   (a) sling (b) lessen (c) hoist (d) elevate
4. ..... a window glass had ***enormously*** taken her fancy.
   (a) extraordinarily (b) terribly (c) little (d) excessively
5. I ***prevented*** her.
   (a) obviated (b) blocked (c) interfered (d) permitted
6. ..... furniture fell with dull ***thumps.***
   (a) compliment (b) bang (c) wallop (d) knock
7. A half – dozen policemen ***emerged*** out.
   (a) arose (b) disappeared (c) materialised (d) appeared
8. ..... out of the ***darkness*** of the front hallway upstairs.
   (a) gleam (b) dimness (c) duskiness (d) gloom
9. They began to ***ransack*** the floor.
   (a) organised (b) ravaged (c) seized (d) scrutinized
10. ..... ***pulled*** beds away from walls.
    (a) dragged (b) drew (c) pushed (d) extracted
11. 'The lady seems ***hysterical***'.
    (a) indifferent (b) excited (c) crazy (d) frenzied
12. They all ***nodded*** but said nothing.
    (a) responded (b) disputed (c) acknowledged (d) signalled
13. In the small silence we all heard a ***creaking*** sound.
    (a) squeaking (b) screeching (c) melodious (d) grinding
14. "What's that?" ***snapped*** Joe.
    (a) separated (b) fractured (c) clicked (d) combined
15. Five or six cops ***sprang*** for the attic door.
    (a) composed (b) jumped (c) startled (d) rebounded
16. When I got to the attic, things were ***pretty*** confused.
    (a) partly (b) much (c) quite (d) largely
17. When I got to the attic, things were pretty ***confused.***
    (a) muddled (b) composed (c) bewildered (d) perplexed
18. Grandfather had ***evidently*** jumped.
    (a) apparently (b) doubtfully (c) clearly (d) doubtlessly
19. ..... the ***conclusion*** that the police were deserters.
    (a) completion (b) end (c) introduction (d) result
20. He ***bounded*** out of bed wearing a long flannel nightgown.
    (a) limited (b) confined (c) surrounded (d) unconfined

21. ..... he *fetched* the officer.
(a) growled (b) brought in (c) dropped (d) yielded

22. The Zither a flat – handed *smack*.
(a) pat (b) hit (c) blow (d) fix

23. ..... that sent him *sprawling*.
(a) flopping (b) rambling (c) compressing (d) reclining

24. ..... grandpa *grabbed* Zither's gun.
(a) released (b) gripped (c) captured (d) snatched

25. A cop *cursed* and shot his hand to his shoulder.
(a) damned (b) confounded (c) blasted (d) blessed

26. The reporter looked at me with *mingled* suspicion and interest.
(a) mixed (b) blended (c) intermingled (d) separated

27. The reporter looked at me with mingled *suspicion* and interest.
(a) doubt (b) hesitation (c) trust (d) reluctance

28. I decided to be *frank* with him.
(a) real (b) abnormal (c) open (d) natural

29. He *gazed* at me a long time.
(a) ignored (b) stared at (c) glared (d) peeped

30. "What for?" she *demanded*.
(a) asked (b) challenged (c) denied (d) claimed

QUESTIONS AND ANSWERS

A. Answer the following questions:

Textual Questions:

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

When the author heard the noise, he had stepped out of the bath tub and was busily rubbing himself with a towel.

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

At first the narrator thought the sound to be of his father or brother supposed to be back late in the evening. When the sound moved around the dining table he realized it was the sound of the burglars.

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

James and Herman waited at the top of the stairs, listening for the sound of the steps. After waiting for a few moments, the boys heard the footsteps. Suddenly the pace of the steps quickened and sounded as if they were coming up the stairs. So they ran away.

d. Who were the narrator's neighbours?

A retired engraver named Bodwell and his wife were the narrator's neighbours.

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

When mother grabbed a shoe and tossed it out of the closet window, it broke the window of the next door. Bodwell came to the window furiously. After some initial confusion, he understood that there are burglars in the house.

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

When mother shouted 'Burglars', 'Burglars' he thought that she meant there were burglars in the house. But finally he quieted down and called the police.

g. What was the grandfather wearing?

Grandfather bounded out of bed wearing a long flannel nightgown over long woollen pants, a nightcap and a leather jacket around his chest.

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

The police then came to James, grandfather's room. His grandfather believed he was in the war and that General Meade's men were deserting under fire from stonewall Jackson.

i. Were the policemen willing to leave the house?

No, the policemen were reluctant to leave without getting their hand on somebody besides grandfather. The night had been distinctly a defeat for them.

j. What made the reporter gaze at the author?

When the reporter looked at him with mingled suspicion, he decided to be frank and revealed the secret that it was a ghost. The reporter gazed at the author like a slot machine. Then he walked away.

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

Textual Questions:

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

When the narrator was taking bath at 1 O' clock he heard some footsteps downstairs. He assumed that it was of his brother and father and later as burglars. The narrator was sorry to have paid attention because he was confused at these footsteps' sound.

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

When the two boys heard the sound quickened as if they were coming up the stairs, they felt the sound had headed straight for them. So the boys ran back to their rooms and slammed the doors behind them.

3. What woke up the mother?

The slamming doors wokeup James and Herman's mother, who came downstairs concerned and confused. She asked them about their behaviour and they told about the sound they had heard.

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

When she heard the boys answer,she also became afraid and immediately assumed there were burglars in the house. So she grabbed a shoe and tossed it out of the closed window.

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

Bodwell had been in a bad way and was subjected to mild attacks. When they heard the sound of James' mother in an afraid tone, Mrs. Bodwell decided to sell the house and go back to Peoria.

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

The police arrived promptly and they began banging at the front door. They shot streaks of gleam up from the flashlight and asked them to open the door. Finally, the cops put their shoulders to our big heavy front door with its thick beveled glass and broke in.

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

The policemen heard the small silence and heard a creaking sound in the attic. The author thought to tell them about and realized that it would be bad if they burst in on grandfather's room unannounced. So the policemen were prevented from entering grandfather's room.

8. Who used the zither and how?

One of the cops found Zither which had been won in a pool tournament. The guinea pig would never sleep anywhere except on the Zither.

9. Mention the events that the grandfather imagined.

When the cops entered grandfather's room, he was going through a phase in which he imagined that he was in a war. There were General Meade's men to attack them. He believed the cops had retreated them as deserters.

Additional Questions:

10. In your opinion, did the speaker actually hear a ghost? Why?

Yes, the speaker actually heard a ghost. First the narrator begins the story with the following statement.

'The ghost that got into our house on the night of November 17, 1915'.

This makes it sound like the ghost was real, at least for the narrator.

11. What kind of figurative language is this? She ..... picked up a shoe and whammed it through a phone .....

The line most closely resembles imagery. "Tinkled" could be described as onomatopoeia, which resembles the sound of broken glass. The phrase is also classified as personification since it seems to be giving the quality of glass moving on its own – a human quality.

12. Why does the mother think the intruders were burglars?

The mother heard the sound outside and she was worried as well as confused. She also heard the sound of footsteps. She thought the intruders were burglars and wanted to get help from their neighbour, Bodwell.

13. What happened at the end?

The story ended with the grandfather asking with a smirk on his face, what on earth the police had been raiding the house the night before.

14. What was the reaction of the family members when looking at grandfather's activity?

After the incident at night, the next morning, the grandfather came down to breakfast looking chipper and well – rested. James, Herman and their mother all think that grandfather has forgotten the whole scene.

15. How did James reassure Herman that it was not an intruder?

James told Herman that there were footsteps downstairs that might belong to a robber. The two boys waited at the top of the stairs and on hearing the sound they ran to their rooms,but found no one outside. Thus James reassured Herman that it was not an intruder.

16. When did the event that sets off the family's reactions happen?

The event that set off the family's reactions occurred when James was a young man still living at home. One night he heard, "a rhythmic, quick – cadenced walking around the dining room table". James specified that it happened on Nov 17, 1915

PARAGRAPH QUESTIONS

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

Textual Questions:

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

James Thurber was a cartoonist, humour writer and a journalist, famous for his works in the 20th century. The story begins with the young James Thurber, who is the narrator, hearing footsteps as he takes a bath. It was around one o' clock in the morning. Everyone was asleep. His brother was in a bedroom down the hall, his mother upstairs and his grandfather in the attic.

At first, James thought the footsteps might belong to his father and brother who were supposed to be back late in the evening. It wasn't his brother's or father's. He thought it was the sound of burglars. The two boys waited at the top of the stairs, listening for the sound of the steps. After waiting for a few moments the boys heard the footsteps and were alarmed. Suddenly, they heard a sound running up the stairs. They both ran inside the room and found nobody outside.

The slamming door wokeup James and Herman's mother. She also heard the sound and assumed it to be robbers. For seeking help from the neighbours she threw a shoe at the closet window. Bodwell came to the window furiously, After some initial confusion, he began to understand that there were no burglars in his own house and that he should call the police for the Thurbers. The confusion of sound of robbers made a confusion around the house.

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

The police arrive promptly and swarm the house, opening cupboards and drawers searching for intruders. James, who is still wearing only a towel, is thoroughly questioned by an officer who considers him a suspicious character. His mother tells him to put on his clothes on and the investigation continues.

"The police are on hand in a commendably short time: a Ford Sedan full of them, two on motorcycles, and a patrol wagon with about eight in it and reporters".

The police then come to the room of Jame's grandfather. At this time James tells the reader that his grandfather has been going through fits where he believes he is in the war and that General Meade's men are deserting under fire from Stonewall Jackson. When the police come through the attic door, they immediately realize that Jame's grandfather is a part of the family. His grandfather is convinced that the police are deserters and after some yelling, shoots one of them with his gun.

"When I got to the attic, things were pretty confused. Grandfather had evidently jumped to the conclusion that police were deserters from Meade's army".

Ultimately, the police found no burglars in the house and were confused as to how one of their men was wounded. The family returned to their respective bedrooms. After the incident the policeman found no robbers and returned.

SIMPLE PARAGRAPH FOR SLOW BLOOMERS

1. Describe the funny incident that caused the confusion in the house. (or)
Narrate the extensive search operation made by the policemen in the house.

The story begins with the young James Thurber, who is the narrator, hearing footsteps as he takes a bath. It is around one o' clock in the morning and everyone is asleep – his brother in a bedroom down the hall, his mother upstairs and his grandfather in the attic. James wakes up his brother Herman. They both waited for the sound of the footsteps. The boy told his mother they heard footsteps downstairs and she immediately assumed there were burglars in the house. They sought help from the neighbour. Bodwell came to the window furiously. The police arrived promptly and swarmed the house, opening cupboards and drawers searching for burglars. They continued the investigation. When the police came through the attic door, they immediately realized that James' grandfather was a part of the family. His grandfather was convinced that the police were deserters and after some yelling, shoots one of them with his gun.

OTHER TEXTUAL TASKS

VOCABULARY

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

1.	'Musta got away – what'd he like?	Must have got away - what did he like?'
2.	'Looky here, Joe	Look here, Joe.
3.	'No sign o' nothing'	No sign of anything
4.	'Back t' the lines ye goodaam'	Back to the lines of a goodman.
5.	'What was the idee of all them cops tarryhootin' round the house last night'.	What was the idea of all the cops trying to shoot in a round the house last night.

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

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

LISTENING

E. Listen to the story and answer the following.

1. The rich man was from....

a. Nagaland b. *Thailand* c. Finland

2. Where did Chulong catch the bird?

He caught the bird in a bush.

3. Why did Chulong catch the bird?

It was beautiful and a rare one.

4. What will happen to the bird in imprisonment?

It will lose its beauty and sweet voice.

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

It would teach three simple and useful rules.

6. Does Chulong want to earn money honestly?

No, he doesn't want to.

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

With the help of the bird he wanted to make money.

8. Who is wise according to you?

The bird is wiser.

9. Was the bird a crow?

Yes, the bird was a crow.

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

The fitst rule is "Never Believe everything others say". The second rule is "Never be sad about something you do not have". The third rule is "Never throw away what you have in your hand."

READING

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

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

Whenever the writer planned to go abroad, people asked him to bring back a vaccine for a course.

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

Gilson wanted the writer to bring him a tie with a small embroidered G of any colour.

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

When they were to leave on the Tuesday morning and when he saw the airport, he remembered about the tie.

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

The other passengers in the flight gazed at the writer because of his late arrival. The departure had been delayed because of him.

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

The other passengers in the above incident asked him whether he had found his tie.When he reached for the paper bag to show the ties, he realized that he had left it in the taxi.

I. Suggesting titles:

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

1. Oh, No! But it happens!

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

2. Don't let out your travelling dates

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

3. Anyway, people will be people

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

4. Search begins

But I couldn't find it. I walked further down the street-one, two, three blocks - all in vain. Back at the hotel, a bit anxious now, I took my suitcase, got a taxi and asked the driver to rush to the street where I had seen them.

5. Things are not that easy

The driver stopped at each shop we passed so I could look from the window. The stores had all sorts of ties, but not the kind I was looking for.

6. Hurry invites worry

The salesman was unbearably slow. When I realized that the smallest change I had was a ten dollar note , I grabbed ten ties of different colours so I wouldn't have to wait for change. I rushed out with the ties in a paper bag.

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

❖ **Gilson asked the writer to bring a tie.**

The author should have told him about his discomfort with buying things during journeys.

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

On the day of arrival, the author should have remembered earlier about to buy a tie or he should have noted it down.

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

Either he should have remembered or he should have left the idea of buying ties after his remembrance while leaving for the airport.

❖ **The writer walked down in search of the shop.**

The writer should have enquired somebody instead of wasting time at searching.

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

The writer should have packed the paper bag along with his luggage.

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

1. **The narrator searched for three days to buy ceramic paint.** - False
2. **The author was going to New York.** - True
3. **Gilson asked the narrator to buy a tie.** - True
4. **The taxi driver took away the narrator's suitcase.** - False
5. **Departure was delayed because of the author.** - True
6. **The author left the ties in the taxi.** - True

WRITING

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

Ans:

Good morning one and all present here. It gives me immense pleasure to deliver a speech on this wonderful occasion. As we all know, the purpose of this English Literary Association is to promote the language skills of students.Our school provides such skills to our students to shine in their life. I would like to convey the message to the audience and the teachers about the purpose of learning language. English is a language and not a subject. If we want to learn it better, our thinking, conversations and ideas should be in English. To develop this skill, talk with the people more to avoid hesitation and make them to learn the language.

"Language is wine upon the lips".

- Virginia Woolf

When you are learning a language remember to slow down and enjoy the process. The language itself is often as enjoyable as the end goals.

Language is the infinite use of finite means. So enjoy learning the infinite things. Its my gratitude to convey my heartful thanks to you all for giving me this opportunity.

Thankyou

GRAMMAR

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

Nagarajan : Well, here we are, No.8, Kaveri Street. I think this is *the* house we saw online. What do you think of *the* location?

Dhanalakshmi : It is in *a* nice neighbourhood. And it's close to the railway station.

Nagarajan : And *the* bus stop is not too far away.

Dhanalakshmi : How many rooms are there?

Nagarajan : There are three rooms, *a* kitchen and *a* balcony.

Dhanalakshmi : There is *a* lawn behind *the* house, right?

Nagarajan : That's right *the* lawn is actually quite large. Did you see any photos of *the* living room online? What does it look like?

Dhanalakshmi : *The* living room looks great. It looks bright and airy. It has *a* nice view of *the* hills. But *the* kitchen looks *a* little small.

Nagarajan : And, I remember you said there isn't *a* store room, right?

Dhanalakshmi : No, but there is *an* attic, where we can store things.

Nagarajan : I hope this house is *a* better option.

Dhanalakshmi : Lets wait for *the* real estate agent. She said, she would be here at three o'clock.

Nagarajan : Look there she is!

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

Ans:

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

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

1. Everything falls to the ground ..... earth's gravitational pull.
   a) in addition to b) because of c) cause of
2. The trial was conducted ..... the procedure of law.
   a) in accordance with b) due to c) despite of
3. There is a temple right ..... my house.
   a) in back of b) apart from c) in front of
4. As a ..... of his hard work, he achieved the target.
   a) instead of b) result of c) apart from

5. Failure is often the ..... negligence.
   a) effect of b) consequence of c) reason of

6. Children are given toys ..... sweets on Children's day.
   a) on top of b) in addition to c) due to

7. The parents must be informed ..... any indiscipline conduct of their wards.
   a) because of b) in case of c) in spite of

8. He didn't turn up ..... his busy schedule.
   a) consequence of b) due to c) except for

9. Global warming is ..... the green house emission.
   a) an effect of b) in spite of c) in addition to

10. ..... several warnings, he continued to swim.
    a) due to b) in spite of c) because of

ANSWERS

1. b) because of	2. a) in accordance with	3. c) in front of
4. b) result of	5. c) reason of	6. b) in addition to
7. b) in case of	8. b) due to	9. a) an effect of
10. b) in spite of		

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

1. Janu is studying in class X. In the event of the teachers
According to the teacher's report, Janu is studying in class X.

2. She is a disciplined student. In addition to her poverty, she
Inspite of her proverty, she is a disciplined student.

3. is always neat. Many students like her in case of
Many students like her because of her neatness.

4. her simplicity. According to her studies, she also
Apart from her studies, she also looks simple.

5. participates in sports. She gets on with everyone in case of
For the sake of participating in sports, she gets on with everyone.

6. age and gender in the school. In opposition to taking leave, she ensures
In order to take leave, she ensures with age and gender in the school.

7. that she completes the work given before she goes to school next day.
In the event of completing the work given before, she goes to school next day.

2 THE GRUMBLE FAMILY

- Lucy Maud Montgomery

ABOUT THE AUTHOR

L. M. Montgomery, (1874–1942) was a Canadian author best known for a series of novels beginning in 1908 with Anne of Green Gables. Montgomery went on to publish 20 novels as well as 530 short stories, 500 poems, and 30 essays. A prolific writer, Montgomery published over 100 stories between 1897 and 1907. Montgomery's work, diaries and letters have been read and studied by scholars and readers worldwide.

லூசி மாட்மோன்ட்கோமெரி கனடா நாட்டைச் சார்ந்தவர், தொடர் புதினம் எழுதிப் புகழ் பெற்றவர். 1908 -ம் ஆண்டு 'ஆன் ஆப் கீரீன் காபிள்ஸ்' என்ற புதினத்தை வெளியிட்டார். இருபதுக்கும் மேற்பட்ட புதினங்களும், ஐநூற்று முப்பது சிறுகதைகளும், ஐநூறு கவிதைகளும் மற்றும் முப்பது கட்டுரைகளும் அவருடைய எழுத்தாற்றலுக்கு ஓர் அடிப்படை சான்று ஆகும். 10 ஆண்டுகளில் நூறு கதைகள் எழுதி தன் படைப்பாற்றலை உலகிற்கு வெளிப்படுத்தியுள்ளார். 1897 ல் தொடங்கி 1907 ல் மேற்கூறிய கதைத் தொகுதி வெளியிடப்பட்டது. மோன்ட்கோமெரியின் படைப்புகள், நாட்குறிப்புகள் மற்றும் கடிதங்கள் உலகளவில் பலராலும் விரும்பி வாசித்து அறியப்பட்டது.

GIST OF THE POEM

Lucy Maud Montgomery tells us that there are people who always complains about whatever happens in life. They talk about the weather, saying it is always bad. If we mingle with them, we too will become 'Grumblers'. So she asks us to keep away from them as far as possible.

பாடல் பகுதி	தமிழாக்கம்
There's a family nobody likes to meet;	யாரும் சந்திக்க விரும்பாத குடும்பம் ஒன்று உண்டு
They live, it is said, on Complaining Street	அவர்கள் வசிப்பது எங்கென்றால், குறைகூறும் மக்கள் இருக்கும் தெருவில்
In the city of Never-Are-Satisfied,	எப்போதும் திருப்தியடையாத என்னும் நகரத்தில்
The River of Discontent beside.	நிறைவின்மை என்னும் நதியின் அருகில்
They growl at that and they growl at this;	அவர்கள் அதைப் பற்றி முணுமுணுத்தல், இதைப் பற்றியும் முணுமுணுத்தல்
Whatever comes, there is something amiss;	எது வந்தாலும், அதில் ஓர் குறை இருக்கும்
And whether their station be high or humble,	அவர்களின் நிலை உயர்ந்தாலும் அல்லது தாழ்ந்தாலும்
They are all known by the name of Grumble.	பெரும்பாலும் அவர்கள் அறியப்படுவது புலம்புபவர்கள் என்று.
The weather is always too hot or cold;	வானிலை எப்பொழுதும் வெப்பமாகவும் அல்லது குளிர்ந்தும் காணப்படுகிறது
Summer and winter alike they scold.	வேனிற் காலத்தையும், குளிர் காலத்தையும் ஒன்றாக அவர்கள் திட்டித் தீர்ப்பார்கள்
Nothing goes right with the folks you meet	நீங்கள் சந்திக்கின்ற நபர்களுடன் எதுவும் ஒத்துப்போகவில்லை.
Down on that gloomy Complaining Street.	குறைகூறும் மக்கள் வசிக்கும் தெரு இருண்டு காணப்படுகிறது.

They growl at the rain and they growl at the sun;	மழையினை நொந்து கொண்டும், வெய்யத்தை சினந்து கொண்டும்
In fact, their growling is never done.	உண்மையில் அவர்கள் புலம்பல் என்றும் ஓயாது.
And if everything pleased them, there isn't a doubt	அவர்களுக்கு எல்லாம் சரி என்று தோன்றுவதால் அவர்கள் சந்தேகம் அடைவதில்லை
They'd growl that they'd nothing to grumble about!	அவர்கள் புலம்புவதற்கு ஒன்றுமே இல்லை என்றும் புலம்புவார்கள்.
But the queerest thing is that not one of the same	விசித்திரமான விஷயம் என்னவென்றால், அவர்களில் ஒருவர் மற்றவர்களில் இருந்து வேறுபடுவர்.
Can be brought to acknowledge his family name;	தாங்கள் புலம்பும் குடும்பத்தைச் சார்ந்தவர்கள் என்று ஏற்றுக் கொள்ள மாட்டார்கள்.
For never a Grumbler will own that he	குறைகூறும் கூட்டத்தை சேர்ந்தவர் என்று ஒப்புக்கொள்ளமாட்டார்கள்
Is connected with it at all, you see.	அனைத்தும் ஒன்றோடு ஒன்று தொடர்புடையது, நீங்கள் பாருங்கள்
The worst thing is that if anyone stays	மோசமான நிலைமை யாதெனில் யாராவது அங்கு தங்கி இருந்தால்
Among them too long, he will learn their ways;	பலகாலம் அவர்களுடன் இருந்தால், அவர்கள் வழியை அவனும் கற்றுக் கொள்வான்
And before he dreams of the terrible jumble	மேலும் அவனது மோசமான மாற்றத்தை தெரிந்து கொள்ளும் முன்
He's adopted into the family of Grumble.	அவன் புலம்பும் குடும்பத்தாரோடு ஐக்கியமாகி விடுவான்.
And so it were wisest to keep our feet	அதனால் புத்திசாலித்தனத்தோடு நமது கால்களைத் தூர வைக்க வேண்டும்
From wandering into Complaining Street;	குறைகூறும் தெருவோடு அலைந்து திரிவதிலிருந்து,
And never to growl, whatever we do,	எப்போதும் புலம்பாமல், நாம் என்ன செய்தாலும்
Lest we be mistaken for Grumblers, too.	நாம் புலம்புபவர்களை தவறாக நினைக்க கூடாது
Let us learn to walk with a smile and a song,	சிரித்துக் கொண்டு பாடல் பாடி நடக்கக் கற்றுக் கொள்வோம்
No matter if things do sometimes go wrong;	சில வேளைகளில் சிலகாரியங்கள் நடைபெறும் பொழுது தவறுகள் ஏற்படுகிறது
And then, be our station high or humble,	அதனால், நாம் நிலை உயர்ந்தாலும் அல்லது தாழ்ந்தாலும்
We'll never belong to the family of Grumble!	நம் புலம்புகின்ற குடும்பத்தாரோடு சொந்தம் கொண்டாட மாட்டோம்.
– L. M. Montgomery	– லூசி மாட்மோன்ட்கோமெரி

GLOSSARY

Textual Glossary:

discontent *(adj)*	–	dissatisfaction with one's circumstances	→ அதிருப்தி (சுற்றுச்சூழலோடு)
amiss *(adj)*	–	not quite right	→ தவறாக
growl *(adj)*	–	make a low guttural sound in the throat	→ உறுமுதல் (முணுமுணுத்தல்)
grumble *(n)*	–	a complaint about something in a bad tempered way	→ வெறுப்பான மனநிலையுடன் குறை கூறுதல்
gloomy *(adj)*	–	depressing or frightening	→ சோர்வுறுகின்ற அல்லது பயமுறுத்துகின்ற
queerest *(adj)*	–	the strangest or the most unusual	→ விசித்திரமான அல்லது அசாதாரணமான
acknowledge *(v)*	–	accept or admit the existence or truth of	→ உண்மை நிலையை ஏற்றுக் கொள்வது
terrible *(adj)*	–	extremely bad or serious	→ மிகவும் மோசமான அல்லது கடுமையான
wandering *(v)*	–	walking or moving in a leisurely or aimless way	→ நோக்கமில்லாமல் அலைந்து திரிதல்

FIGURE OF SPEECH

	Lines	Figure of speech
1	*They live it is said, on Complaining Street,*	Epithet
2	*The River of Discontent beside*	Personification
3	*They growl at that they growl at this*	Anapohora
4	*They growl at that and they growl at this;*	Repetition
5	*And whether their station be high or humble,*	Oxymoron
6	*The weather is always too hot or cold;*	Oxymoron
7	*Summer and winter alike they scold.*	Oxymoron
8	*They'd growl that they'd nothing to grumble about!*	Repetition
9	*And then, be our station high or humble,*	Oxymoron

1 Alliteration:

Poem Lines	Words in alliteration	Sound
They growl at that and they growl at this;	They, that, they, this	/ **th** / sound
And whether their station be high or humble,	high, humble	/ **h** / sound
And if everything pleased them, there isn't a doubt	them, there	/ **th** / sound
They'd growl that they'd nothing to grumble about!	that, they'd	/ **th** / sound
But the queerest thing is that not one of the same	the, that	/ **th** / sound
Among them too long, he will learn their ways;	them, their	/ **th** / sound
Among them too long, he will learn their ways;	long, learn	/ **l** / sound
And so it were wisest to keep our feet	were, wisest	/ **w** / sound
Let us learn to walk with a smile and a song,	Let, learn smile, song,	/ **l** / sound / **s** / sound

2 Rhyming Words & Rhyme Scheme:

Note : The Rhyming Structure of English Poetry is maintained from the beginning to the end of the poem.

Poem Lines	Rhyming words	Rhyming scheme	
There's a family nobody likes to meet; *They live, it is said, on Complaining Street* *In the city of Never-Are-Satisfied,* *The River of Discontent beside.*	*meet,* *Street,* *Satisfied,* *beside.*	*a* *a* *b* *b*	**aabb**
They growl at that and they growl at this; *Whatever comes, there is something amiss;* *And whether their station be high or humble,* *They are all known by the name of Grumble.*	*this,* *amiss,* *humble,* *Grumble*	*a* *a* *b* *b*	**aabb**
The weather is always too hot or cold; *Summer and winter alike they scold.* *Nothing goes right with the folks you meet* *Down on that gloomy Complaining Street.*	*cold,* *scold,* *meet,* *Street.*	*a* *a* *b* *b*	**aabb**

Poem Lines	Rhyming words	Rhyming scheme	
They growl at the rain and they growl at the sun; *In fact, their growling is never done.* *And if everything pleased them, there isn't a doubt* *They'd growl that they'd nothing to grumble about!*	*sun,* *done,* *doubt,* *about*	*a* *a* *b* *b*	**aabb**
But the queerest thing is that not one of the same *Can be brought to acknowledge his family name;* *For never a Grumbler will own that he* *Is connected with it at all, you see.*	*same,* *name,* *he,* *see.*	*a* *a* *b* *b*	**aabb**
The worst thing is that if anyone stays *Among them too long, he will learn their ways;* *And before he dreams of the terrible jumble* *He's adopted into the family of Grumble.*	*stays,* *ways,* *jumble,* *Grumble.*	*a* *a* *b* *b*	**aabb**
And so it were wisest to keep our feet *From wandering into Complaining Street;* *And never to growl, whatever we do,* *Lest we be mistaken for Grumblers, too.*	*feet,* *Street,* *do,* *too*	*a* *a* *b* *b*	**aabb**
Let us learn to walk with a smile and a song, *No matter if things do sometimes go wrong;* *And then, be our station high or humble,* *We'll never belong to the family of Grumble!*	*song,* *wrong,* *humble,* *Grumble*	*a* *a* *b* *b*	**aabb**

APPRECIATION QUESTIONS :

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

Textual Questions:

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

   a. Where does the family live?
   The family lives in the Complaining Street.

   b. Why do you, think (that) the street is named as 'Complaining Street?
   Because the people who live there always complain about anything and everything

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

   a. What does the word 'growl' mean here?
   The word 'growl' here refers to the people's habit of 'finding fault'.

   b. Why do they find everything amiss?
   The people's in born nature is dissatisfied with everything.

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

   a. What is the opinion about the folks you meet down the street?
   For the folks 'nothing goes right' in their life.

   b. What does the word 'gloomy' mean here?
   'Gloomy' here refers to the sad, dejected condition.

4. *The worst thing is that if anyone stays*
Among them too long, he will learn their ways,

a. What is the worst thing that can happen if anyone stays with them?

The people who stay with them not only will learn the habit of complaining but also imbibe them in their 'heart of hearts'.

b. What are the ways of the Grumble Family?

The Grumble Family's way is always looking at life with sad and dejected view.

5. *And so it were wisest to keep our feet*
From wandering into Complaining Street.

a. What is the wisest thing that the poet suggests?

The poet suggests us to keep away from the people who always find fault with whatever happens in life.

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

The phrase refers here 'not to have contact with such ill-willed people'.

6. *Let us learn to walk with a smile and a song'*
No matter if things do sometimes go wrong;

a. What does the poet expect everyone to learn?

The poet expects everyone to learn to be happy.

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

When things go wrong sometimes, we should see the 'brighter side' of things and happenings.

B. Answer the following:

Textual Questions:

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

Pick out the alliteration from the above line .

The words 'high and humble' are in the form of alliteration.

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

They'd growl that they'd nothing to grumble about !

3. *The weather is always to hot or cold;*
Summer and Winter a like they scold.
Nothing goes right with the folks you meet
Down on that gloomy Complaining Street.

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

The rhyming words are 1. *cold* and *scold*
2. *meet* and *street*

The rhyming scheme is aabb .

Additional Questions:

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

a. What is the status of the family?

The status of the family may be high or humble.

b. How are they known as?

They are known by the name of Grumble.

5. *They growl at the rain and they growl at the sun;*

a. What do they growl at?

They growl at the rain and the sun.

b. What does 'growl' mean?

It means make a low guttural sound in the throat.

6. *For never a Grumbler will own that he*
Is connected with it at all, you see.

a. What is the queerest thing indicated?

The queerest thing is that no one can be brought to acknowledge his family name.

b. What will he not own?

He will not own that he is a grumbler.

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

Name the figure of speech implied.

Oxymoron

8. *They growl at that they growl at this*

Name the figure of speech implied.

Anaphora

9. *The River of Discontent beside*

Name the figure of speech implied.

Personification

POEM - PARAPHRASE.

C. Paraphrase the following :

1. *They growl at that and they growl at this;*
Whatever comes, there is something amiss;
And whether their station be high or humble,
They are all known by the name of Grumble.

Ans : The poetess Lucy Maud Montgomery in this poem - "The Grumble Family" tells us about the people who always find fault with anything and everything. They are always dissatisfied with everything in life. They would always complain about something in a bad tempered way of whatever they come across in their life. They are all known by everyone by the name of grumble. Such people would never accept that nothing is right with the world.

2. *The worst thing is that if anyone stays*
Among them too long, he will learn their ways;
And before he dreams of the terrible jumble
He's adopted into the family of Grumble.

Ans : Lucy Maud Montgomery tells about the people who always find fauit with everything. The worst thing is that the people who stay with them will learn the habit of complaining. In the long run, they will change other positive people, and induced them to imbible this quality in their heart of hearts. They will adopt others in to the family of complaining without time to think. The poetess suggests that we should keep ourselves away from such people.

PARAGRAPH QUESTIONS.

D. Answer the following questions in about 80 - 120 words :

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

Lucy Maud Montgomery tells us about the people who always find fault with anything and everything. The poetess begins with the idea that nobody likes to meet this 'Grumble Family' . He sarcastically says that they live in the Complaining Street, and they are never satisfied.

They have the quality of discontent to the maximum. Whatever they come across, they say 'nothing is right with the world: They feel that even nature is not proper in its form. Even if there is equanimity in all the dealings, they would complain that there is 'nothing to grumble about.

In the long run, even they would change the other positive people whom they meet to their view of "Grumbling".

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

If I were in the midst of these people who always complain, I would seek whether there is any reason behind their action of finding fault with anything and everything. If I could not find any reason behind their view, if it is their inborn nature. I would point out certain positive sides of things.

First I would tell them the things they cannot change like the weather, the Sun, the Rain, etc.

The second thing is that their nature of grumbling would result in their ill-health like blood pressure, etc. The third thing is that I would inform them the society does not like to mingle with such grumbling and growling people. Thereby I would educate them how to live among the people.

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

In the poem, 'The Grumble Family', Lucy Maud Montgomery tells us that there are certain people who always growl and grumble at anything and everything. If we go and have acquaintance with them, we, the positive people would become accustomed to their habit of grumbling in the long run. So the poetess suggests that we should keep ourselves away from these people. We should never follow their habit of grumbling in our daily chores. We should frame a happy and gay mood even if we encounter certain drawbacks in our life.

2 ZIGZAG

- Asha Nehemiah

ABOUT THE AUTHOR

Asha Nehemiah born in 1958 at Chennai has lived, studied and worked in 8 different cities and small towns and is now a resident of Bangalore. She has always been interested in writing .Her love for reading , led her to study Literature in college. If she had not been a writer, she would have been a teacher . Humour, fantasy mystery and adventure are the strong elements in her work. She loves baking, walking, reading and travelling.

ஆஷா நெகேமியா 1958-ம் ஆண்டு சென்னையில் பிறந்து 8 நகரங்களில் படித்து வேலை செய்திருக்கிறார். தற்போது பெங்களூருவில் வசித்து வருகிறார். அவருக்கு எழுதுவதிலும் வாசிப்பதிலும் ஆர்வம் அதிகம் என்பதால் கல்லூரியில் இலக்கியம் பயின்றார். அவர் ஒரு எழுத்தராகாவிட்டால் ஒரு ஆசிரியர் ஆகியிருப்பார். நகைச்சுவை, இரகசியம், கண்டுபிடிப்புகள் போன்றவை இவரது படைப்புகளின் சாராம்சம். சமைத்தல், நடைபயிற்சி, வாசிப்பு, பயணம் இவையே இவருக்கு பிடித்தவை.

GIST OF THE LESSON

Dr. Somu was leaving for Alaska. He asked his friend Dr. Krishnan to look after the talking bird, Zigzag. The bird knew 21 languages but refused to speak a word in the new house. It climbed on a curtain rod and fell asleep. Then it began to snore. Due to the sound of the snoring the neighbours and Dr. Krishnan's family got angry. So, they sent an e-mail to Dr. Somu to take back Zigzag. He told them if it was difficult for them, to return it to his cook Visu. One day, Dr. Krishnan took Zigzag to his clinic for a change. There, it behaved well as it was trained by the African witch doctor. It looked happy and alert instead of a bored and grumpy expression. Dr. Krishnan was surprised by its behaviour. Later, he received a phone call from his wife. She told that her painting was brought by Mrs. Jhunjhunwala for Rs. 5000. It happened because of Zigzag. Atlast, they agreed to keep Zigzag with them.

கதைப் பகுதி	தமிழாக்கம்
The family that shelters a new pet is totally taken up by the commotions it creates at home. Read on the story to find out there is a turn of events when the get to know the reality	புதிதாய் ஒரு விலங்கினை வீட்டில் வளர்க்க விரும்பும் ஒரு குடும்பம் அது தரும் பிரச்சனைகளையும் சந்திக்க வேண்டியிருக்கும். பாடத்தினை வாசித்து அதில் வரும் நிகழ்வு சுழற்சியையும் உண்மை நிகழ்வுகளையும் கண்டறிக.
Dr. Ashok T. Krishnan's clinic usually sounded more like an ancient **Chinese torture chamber** than a child specialist's clinic. This was because the tiny children who were his patients left out a variety of blood –curdling yells and ear-splitting sobs.	மருத்துவர் அசோக் வ. கிருஷ்ணனின் மருத்துவமனை பழங்காலத்து **சீன சித்திரவதைக் கூடம்** போன்று சத்தமிட்டு கொண்டேயிருக்கும். ஆனால் அது ஒரு குழந்தைகள் நல மருத்துவமனை. அது அங்கு இரத்தக் காயங்களுடன் வந்திருந்த அந்த குழந்தைகளின் கதறல் சத்தம்.

'It's all because my patients were making so much noise and crying so loudly, ' he **apologized** to his wife one evening, 'that Somu couldn't hear me properly. He rang me in the clinic to ask whether we could keep zigzag with us when he leaves for Alaska. And now Somu thinks I said "yes", even though I clearly said "no" ! I know you are busy getting your painting ready for your exhibition next w…'	'இது என் நோயாளிகளின் கதறல்' என்று தன் மனைவியிடம் ஒரு மாலையில் மன்னிப்புடன் கூறினார். அந்த சோமுவுக்கும் நான் பேசுவது சரியாக கேட்கவில்லை. என் அலுவலகத்துக்கு அழைத்தான். நான் அவனது எலிக்ஸாக்கை அவன் அலாஸ்கா சென்று வரும்வரை வைத்திருக்க முடியுமா? என்றான். நான் 'இல்லை' என்று தெளிவாக மறுத்தது அவன் காதில் 'சரி' என்று விழுகிறது! நீ உனது ஓவிய கண்காட்சிக்கு தயாரிக்கிறாய் எனத் தெரிகிறது.....'
'Zigzag!' **interrupted** their nine-year-old daughter Maya.	'ஸிக்ஸாக்!' குறுக்கிட்டாள் அவர்களது 9 வயது மகள் மாயா.
Isn't that Uncle Somu's prized giant green-and - **gold fighting beetle**. The one that spits deadly poison straight into its opponent's eye?'	அது சோமு மாமாவின் அந்த பச்சைநிற ராட்சச மற்றும் தங்க சண்டையிடும் வண்டு தானே. எதிரியின் கண்களில் கூட விஷத்தை கக்குமே! அதுவா?
'No , no,' corrected her older brother Arvind, eyes shining in pure delight. 'The beetle is called Spitfire. Zigzag must be Uncle Somu's pet snake. The African sidewinder! You know, the one that slithers zigzag all over his house!'	'இல்லை, இல்லை' என்றான் அவளது அண்ணன் அரவிந்த். அந்த வண்டின் பெயர் 'ஸ்பிட்'பயர்' ஸிக்ஸாக் என்பது மாமாவினுடைய செல்லப் பாம்பாகத்தான் இருக்க வேண்டும். ஆப்பிரிக்காவின் சைட்விண்டர்! அவர் வீட்டில் வளைந்து நெளிந்து போகுமே அது தான்!'
'You're both quite mistaken,' their father hastened to explain, seeing his wife's horrified expression. 'Zigzag is a most harmless, unusual and **lovable bird**. Apparently, it was bred by a genuine African witch doctor, who gifted it to Somu when he------ being a child specialist like me ---------- cured the witch doctor's son while he was touring the deepest jungles of equatorial Africa last month. Somu says the bird is an **absolute treasure** and a real help. It's his favourite pet, you know'.	"நீங்கள் இருவரும் தவறாய் புரிந்துகொண்டீர்கள் அவர்களது அப்பா விளக்க முற்பட்டார் – தன் மனைவியின் கோபப் பார்வையை பார்த்துக் கொண்டே 'ஸிக்ஸாக் என்பது சாதுவான, புதிதான ஒரு அன்பான பறவை. முதலில் அது ஒரு ஆப்பிரிக்க பூர்வீக மருத்துவரால் வளர்க்கப்பட்டது. அவர் அதை சோமுவுக்கு அன்பளிப்பாக தன் மகனுக்கு சிகிச்சை வழங்கியதற்காக கொடுத்தார். சோமு ஆப்ரிக்காவிற்கு கடந்த மாதம் சுற்றுலா சென்ற போது இது நடந்தது. சோமு கூறுவான் அந்த பறவை ஒரு முழு பொக்கிஷம் மற்றும் ஒரு சிறந்த உதவியும் கூட. இந்த பறவை தான். அவனது சிறந்த செல்லபிராணி!
Somu might be your best friend, but most of these so called "favourite" possessions that he has given us were **absolute nuisances!**' countered Mrs.Krishnan angrily. A talented artist, she applied a dab of yellow-ochre paint onto her painting titled Sunset at Marina, paused for a moment to survey the effect and then continued, 'Remember the rare **insect-eating plant** he brought back from the wettest corner of the Amazonian rainforest! He insisted that we keep it because it would eat the mosquitoes in the house and now that wretched plant requires a **room heater** to keep it alive in Chennai!'	'சோமு வேண்டுமானால் உங்களது சிறந்த நண்பராய் இருக்கலாம். ஆனால் அவர் 'பிடித்தது' என்று கொடுத்த அனைத்துமே ஒரு முழு தொல்லையாகவே இருந்துள்ளது!' குறுக்கிட்டாய் அவரது மனைவி கோபமாக. அவள் ஒரு சிறந்த ஓவியர். தன் 'மரினாவில் சூரிய அஸ்தமனம்' என்ற ஓவியத்தில் மஞ்சள் நிறம் அடித்துக் கொண்டிருந்தவள் அதை நிறுத்திவிட்டு திரும்பிபார்க்கிறாள். பின் தொடர்கிறாள்! ஞாபகம் இருக்கிறதா? அந்த பூச்சி உண்ணும் செடி – அமேசான் மழைக் காடுகளிலிருந்து அவர் கொண்டுவந்தாரே! அதை வைத்திருந்தால் வீட்டில் கொசு இருக்காது என்று வற்புறுத்தி கொடுத்தார். ஆனால் அது இந்த சென்னை வெயிலுக்கு தாக்குபிடிக்க ஒரு வெப்பமூட்டி இயந்திரம் தேவைப்படுகிறது.
'Ma!' protested Arvind, 'That's not really true. Uncle Somu's given us some really fabulous gifts.'	'அம்மா! அது உண்மையல்ல. சோமு மாமா சிறந்த அன்பளிப்புகளையே வழங்கியிருக்கிறார்' என்றான் அரவிந்த்.

'Right! Remember the tiny penknife he gave me last year, the one with a **genuine** shark's tooth blade. That's been really useful,' Maya joined the protest.	'சரி தான். அவர் தந்த அந்த சிறிய கத்திமுனை பேனா – அதில் கூட சுறாவின் நம்பகரமான பல் இருக்குமே! அது மிகவும் உபயோகமாக உள்ளது' என்று அரவிந்த் – ன் கூற்றுக்கு வழிமொழிந்தான்.
'No one but you, Maya,' Mrs.Krishnan told her daughter sternly,'would describe a penknife that has cut open the pockets of three skirts and two pairs of jeans as really useful.'	திருமதி. கிருஷ்ணன் அதற்கு, "உன்னைத் தவிர வேறு யாரும் மூன்று பாவாடையையும் இரண்டு ஜீன்ஸையும் கிழித்த அந்த கத்திமுனை பேனாவை சிறந்தது என்று கூறமாட்டார்கள்.
'And what about the **aboriginal** boomerang Uncle Somu brought us all the way from Australia?' demanded Arvind. 'You can't deny that it was a great hit with everyone.'	'அப்புறம் சோமு மாமா ஆஸ்திரேலியாவிலிருந்து வாங்கிவந்த அந்த உள்ளூர் பூமராங். அதை உங்களால் சிறந்த ஒன்று இல்லை என்று கூறமுடியாது' என்றான் அரவிந்த்.
'Great hit indeed!' Mrs.Krishnan didn't bother to hide her **sarcasm** and continued, 'Considering that the boomerang sliced through all the TV aerials in the neighbourhood, caused permanent damage to several cars in the parking lot, and knocked out our watchman cold, with the force you threw it.'	'சிறந்த அன்பளிப்பு' என்று தன் வஞ்சகத்தை மறைத்து அழுத்தி கூறினாள் திருமதி. கிருஷ்ணன்' அந்த பூமராங் நம் அண்டை வீட்டார்களின் தொலைக்காட்சி வயர்களை வெட்டிச் சென்றதையும் அதனால் ஏற்பட்ட நிரந்தர சேதத்தை நம் கார்களுக்கும் வாகனம் நிறுத்துமிடத்திற்கும் காவலாளியை தாக்கி தூக்கி வீசப்பட்டதையும் மறக்க முடியாது.
'But Zigzag is different. Somu says we are sure to love Zigzag,' soothed Dr.Krishnan, 'because the bird can talk and sing in about twenty-one different language mostly African languages, of course. When it sings, it moves the listeners to tears.'	'ஆனால் 'ஸிக்ஸாக்' வித்தியாசமானது. அதை நம் அனைவருக்கும் பிடிக்கும்' என்றார் கிருஷ்ணன். ஏனெனில், அது 21 மொழிகளில் பேசும் - அதிலும் பல ஆப்ரிக்கன் மொழிகள். அது பாடினால் அனைவரையும் கர்த்துவிடும்!
'It's Somu's thoughtless ways that reduce me to tears!' Mrs.Krishnan said irritably. 'What a time to dump this **multilingual**, talking-singing bird on us. Here I'm tied up in knots trying to get my paintings together for the exhibition next week.'	'அந்த சோமுவின் சிந்தனையற்ற செயல் எனக்கு கண்ணீரை வரவைக்கிறது', எரிச்சலுடன் கூறினாள் அவள். 'இப்போது எதற்கு இந்த பலமொழியில் பேசி பாடும் பறவையைத் தர வேண்டும்? எனக்கே ஓவிய வேலைகள் நிறைய உள்ளது!
'May I take Zigzag to school, Papa?' Arvind, as always, was planning ahead. 'I want to display him in the **science exhibition**.'	'நாங்கள் அந்த பறவையை பள்ளிக்கு எடுத்துச் செல்லலாமா, அப்பா? அறிவியல் கண்காட்சியில் அதை நான் காட்ட வேண்டும்', என்று கேட்டான் அரவிந்த்.
'When is Zigzag coming, Papa?' Maya was jumping up and down, all excited.	'எப்போது அந்த ஸிக்ஸாக் வரும், அப்பா?' என்று மகிழ்ச்சியால் குதித்தாள் மாயா.
'Uncle Somu said he would send Zigzag with his old cook, Visu, sometime today. I'll have to leave for my clinic now. There,' he added as the doorbell rang, 'that's probably them!'	'சோமு மாமா அதை இன்று தன் சமையல்காரர் விசுவிடம் கொடுத்தனுப்புவதாகக் கூறினான். நான் என் மருத்துவமனைக்கு கிளம்புகிறேன். அழைப்பு மணி ஒலித்தது. "அவர்களாகத் தான் இருக்க வேண்டும்".
And indeed it was!	அவர்கள் தான்!
'Come in, Zigzag, come in, dear! 'coazedVisu, and in tottered the strangest, **weirdest-looking** bird the Krishnan family had ever seen.	'உள்ளே வா ஸிக்ஸாக்' என்றழைத்து வந்தான் விக. கிருஷ்ணனின் குடும்பமே பார்த்திராத ஒரு விசித்திரமான மற்றும் கொடூரமான தோற்றத்தில் காணப்பட்ட பறவை அது.

About a foot and a half tall, its bald head was **fringed** with a crown of shocking pink feathers while the rest of its **plumage** was in various shades of the muddiest **sludgiest** brown. Its curved beak was sunflower-yellow and its eyes were the colour of cola held to sunlight.	ஏறத்தாழ ஒன்றரை அடி உயரம், அதன் வழுக்கைத் தலையில் **எல்லையாக** அமைந்த இளஞ்சிவப்பு இறகுகள் கிரீடம் போல், மற்ற இறகுகள் வெவ்வேறு நிறங்களில் **குவிக்கப்பட்ட நிலையில்** பெரும்பாலும் **சாகளிமண்** போன்ற காப்பி நிற வண்ணங்கள் அதன் வளைந்த அலகுகள் சூரியகாந்தி மஞ்சள் மற்றும் அதன் கண்கள் சூரியவெளிச்சத்தில் கோலா நிறம் படைத்து இருந்தது.
'This is Zigzag! Announced Visu with a flourish. 'His full name is Ziggy-Zagga-king-of-the-Tonga. How I'm going to miss him! So beautifully he talks! He can even recite French Poetry!'	"இது தான் 'ஸிக்ஸாக்'. இதன் முழுப்பெயர் 'ஸிக்கி ஸாகா – டோங்காவின் மன்னன். இதைப் பிரிந்து நான் எப்படி இருக்கப் போகிறேனோ! இவன் அழகாகப் பேசுவான்! அவனால் பிரெஞ்சுக் கவிதைகள் கூட பாட முடியும்!' என்றான் விக.
The object of all this praise was standing cool and unmoved, with an expression of almost-human **grumpiness** in his cola-coloured eyes.	இந்த புகழ்ச்சிக்குரியவர் அமைதியாக நின்றார். மனிதர்கள் போன்று **கோபத்துடன் கூடிய** ஒரு தோரணைப் பார்வை அதன் காப்பி நிறக் கண்களில்.
Arvind, finding that Zigzag was sulkily refusing to say a word despite all their efforts at striking a conversation, dashed into the kitchen to return with a plate **heaped** hurriedly with juicy fruit slices and some nuts.	அரவிந்த் ஸிக்ஸாக் ஒரு வார்த்தை கூட பேச மறுப்பதால் அதை பேச வைக்கும் முயற்சியில் தோற்றவுடன் சமையலறையிலிருந்து சில பழத்துண்டுகளையும், கொஞ்சம் பருப்புகளையும் ஒரு தட்டில் **குவித்த வண்ணம்** கொண்டு வந்தான்.
Bored eyes brightened momentarily as Zigzag picked up a walnut. But refusing to speak, he dropped one **wrinkled eyelid** in a solemn wink and flew clumsily to deposit the nut on the enormous chandelier hanging from the ceiling. Bit by bit, and in total silence, all the fruit on the plate was transferred to the chandelier and on to the blades of the ceiling fan (now switched off).	மலர்ந்த கண்களுடன் ஒரு வால்நட்டை வாயில் கவ்வியது. ஆனால் பேச மறுத்தது. **சோகமான கண்களுடன்** ஒவ்வொரு பருப்பாக எடுத்துச் சென்று மேலேத் தொங்கிக் கொண்டிருக்கும் சாண்டில்லியரில் கொண்டு சேர்த்து வைத்தது. அமைதியாக அனைத்து பருப்புகளையும் இடம் மாற்றியது. சிலவற்றை அணைத்து வைக்கப்பட்டிருந்த மின்விசிறியின் மேலும் வைத்திருந்தது.
Then perching comfortably on a curtain rod, Zigzag dropped one wizened eyelid in another solemn wink as he sank his beak into a plump guava.	பின் அங்கிருந்த இரும்பு ஜன்னல் திரை கம்பியில் சென்று அமர்ந்தது. மறுபடியும் அங்கிருந்த கொய்யா பழத்தைப் பார்த்து கண்ணைசைத்தது.
'Don't worry, children,' Visu comforted as he left, noticing how disappointed they looked when Zig zag **stubbornly** refused to say a single word to them even though they tried speaking to him in English, Hindi, Tamil and French. 'Just wait till Zigzag settles down in this new home, they you can have a great time listening to him.'	எந்தவொரு வார்த்தையையும் **பிடிவாதமாக** பேச மறுத்த அந்த பறவையைக் கண்டு அவர்கள் ஆங்கிலம், ஹிந்தி, தமிழ், பிரெஞ்ச் ஆகிய மொழிகளில் பேச முயற்சி செய்து சோர்ந்து போன அந்த குழந்தைகளிடம் 'கவலைப்படாதீர்கள் ஸிக்ஸாக் இந்த இடத்தில் பழகியதும் அது நன்றாக பேசும்' என்றான் விக. நீங்கள் இந்த புது வீட்டில் அவன் பேசுவதைக் கேட்டு ரசிக்கலாம் என்றான்.
As it happened, the children didn't have to wait more than ten minutes to have a great time listening to Zigzag. For as soon as Visu left, Zigzag, still perched on the curtain rod, went off to sleep. And the moment he fell asleep, he began to **SNORE**!	ஆனால் குழந்தைகளால் பத்து நிமிடத்துக்கு மேல் காத்திருக்க முடியவில்லை. விக சென்றவுடனே அந்த ஜன்னல் திரைக்கம்பியில் அமர்ந்திருந்த அந்த ஸிக்ஸாக் **குறட்டை** விட்டு தூங்கத் தொடங்கியது.

And what a snore it was Kngrrwheeze!!! It began as a soft grumbly sort of rumble, much like that which the stomach of a mildly **hungry dinosaur** might have made. Then it grew louder, and louder, and LOUDER until it sounded as if a herd of elephants with cold was trumpeting angrily in the room. KNGRRDRRWHEEZE!!!	என்ன ஒரு குறட்டை அது. 'குர்வீஸ்' என்று பசியாய் இருக்கும் டைனோசரின் வயிற்றில் எழும் சத்தம் போல் மெல்லியதாய் ஆரம்பித்தது. பின் அது சிறிது சிறிதாய் கூடி, சளி பிடித்த கோபக்கார யானைக் கூட்டத்தின் பிளிறல் போல் மாறியது 'கொர்ர்ர்வீஸ்'
Zigzag's snore pounded their eardrums till their heads ached.	ஸிக்ஸாக்கின் குறட்டை தலைவலி வரும்படி காதில் ஒலித்தது.
In vain did they try to wake the snoring bird. 'Twenty-one languages, he's supposed to know!' snorted Mrs.Krishnan. 'Yet this bird chooses to communicate only in snorish, snorese, snorian, snorihili, snoralu...'	அப்பறவையை எழுப்ப முயன்றும் முடியவில்லை '21 மொழிகளில் பேசத் தெரிந்தும், அதற்கு பிடித்த மொழி 'குறட்டை தான்' என ஏளனம் செய்தாள் திருமதி. கிருஷ்ணன்.
'I thought it was scientific fact that birds couldn't snore,' said Maya, trying to **squirt** water from a small **water pistol** at Zigzag to wake him and wetting most of the curtains, the walls and a sofa instead	'அறிவியல் உண்மைப்படி பறவைகளால் குறட்டை விட முடியாது என்று நினைக்கிறேன்; என்றாள் மாயா. தண்ணீர் துப்பாக்கியால் அதன்மீது தண்ணீர் பாய்ச்ச முயன்று ஜன்னல்,தலை, சோபா என அனைத்தையும் நனைத்துவிட்டாள்.
'African witch doctor's birds don't obey scientific rules.' Arvind was annoyed that his best imitations of a raging lion, a hungry hyena and a **ferocious dog** had failed to draw Zigzag out of his deep slumber. Now he tried his loudest, most frightening **coyote** call.	'ஆப்பிரிக்க சூனிய மருத்துவரின் பறவைகள் அறிவியல் விதிகளை மதிக்காது'. அப்பறவையை தூக்கத்திலிருந்து எழுப்ப அவன் சிங்கம் போல் உருமினான், கழுதைப்புலி போல் கத்தினான் கொடூர நாய் போல் நடந்தான். அனைத்தும் வீணானதால் எரிச்சலானான் அரவிந்த். அனைத்து சத்தங்களிலும் மிகப்பயங்கரமான வடஅமெரிக்காவிலுள்ள ஓநாயைப் போன்ற காட்டு நாயின் சத்தம் உள்பட அனைத்திலும் முயற்சித்தான்.
But Zigzag slept on undisturbed. And snored on.	ஆனால் ஸிக்ஸாக் எந்தவொரு சலனமுமின்றி குறட்டைவிட்டு தூங்கியது.
In total despair at their failure to wake Zigzag, or at least stop him snoring, they shut themselves in the bedroom that was furthest away from Mrs.Krishnan's studio where Zigzag was creating the terrible din. Mrs.Krishnan was just unraveling a roll of cotton wool to stuff in her ears, when they heard their maid, Lakshmi, shrieking as if she had been **electrocuted**.	இந்த எரிச்சலூட்டும் சத்தத்திலிருந்து தப்பிக்க அனைவரும் ஒலிய அறையிலிருந்து படுக்கை அறைக்குள் தங்களை அடைத்துக்கொண்டனர், திருமதி. கிருஷ்ணன் ஒரு பஞ்சு கட்டு முழுவதையும் தன் காதுக்குள் திணித்தாள். அப்போதே வேலைக்காரி லட்சுமியின் அலறல் சத்தத்தை கேட்டு மின்சாரம் தாக்கியதைப் போல நடுக்கிட்டனர்.
Hearts **hammering**, they rushed to the studio to find Lakshmi dancing and clapping her hands excitedly as she yelled, 'We' ve been blessed! We've been truly blessed! It's raining papayas and bananas in this room!'	இதயம் படபடக்க அவர்கள் ஸ்டுடியோவிற்கு ஓடி வந்த லட்சுமி நடனமாடி கைதட்டி மகிழ்சியில் இருப்பதைக் கண்டனர். அங்கு அவள் "நாம் கொடுத்துவைத்தவர்கள். இந்த பறவை பப்பாளி, வாழைப்பழம் போன்றவற்றை மழையாகப் பொழிகிறது!' என்று கத்தி ஆடிக் கொண்டிருப்பதைக் கண்டு அதிர்ந்தனர்.

They froze in horror. Lakshmi had apparently switched on the fan on which Zigzag had left some fruit and nuts. Half-pecked fruit streamed off the fan, dampening even Lakshmi's enthusiasm as a guava landed on her cheek with a soft squish and one walnut hit her **forehead** with a loud smack. One slice of over-ripe papaya came **whizzing off** the fan and, as they watched it helplessly, it oh horrors splattered all over Mrs.Krishnan's **unfinished** masterpiece, sunset at Marina, spreading streaks of gooey orange pulp and shiny black seeds all over it.

அனைவரும் கோபத்தில் உறைந்தனர். அப்போது லட்சுமி அந்த மின்விசிறியை இயக்க அவளுக்கு மீண்டும் ஆச்சர்யமூட்டும் வகையில் அதிலிருந்து பழங்களும் பருப்புகளும் விழுந்தன. பாதி கடித்த கொய்யா பழம் அவளது கண்ணத்திலும் ஒரு வால்நட் அவளது நெற்றியிலும் வந்து விழுந்தது. நன்கு பழுத்த ஒரு பப்பாளித்துண்டு பறந்துவந்து அனைவர் கண்முன்னே திருமதி. கிருஷ்ணனின் அந்த முடிக்க முடியாத ஓவியத்தின் மீது விழுந்தது. ஆரஞ்ச வண்ண பழமும் கறுப்பு விதைகளும் பரவின.

Mrs.Krishnan groaned tragically and looked ready to shoot Zigzag, but he was saved by the bell. The telephone bell! They answered one call after another as all the neighbours rang upto demand what the **awful kngrrdrrwheeze** sound was and if they could please have some peace.

திருமதி கிருஷ்ணன் அந்த பறவையை சுட்டுக் கொல்லும் அளவுக்கு கோபம் கொண்டபோது அந்த தொலைபேசி ஒலியே அதைக் காப்பாற்றியது. ஒவ்வொரு அழைப்பாக வர அதில் ஒவ்வொரு பக்கத்து வீட்டுக்காரரும் அந்த விசித்திர குறட்டை ஒலியைப் பற்றி வினவி அதை நிறுத்துமாறு வேண்டினர்.

And through all this commotion, Zigzag slept on unconcerned. And snored on.

இந்த அமளியிலும் எலிக்ஸாக் எதையும் கண்டு கொள்ளாமல் தூங்கியது. குறட்டை விட்டது.

Finally, an exhausted Mrs.Krishnan rang up her husband. I'am going crazy with the sound of Zigzag snoring, plus all these angry telephone calls. And my beautiful painting...' Here her voice cracked. 'You know Mrs.Jhunjhunwala, the **art critic** who lives upstairs, well, she heard Zigzag snoring and had the cheek to telephone and ask me whether I could sing a little softly when I took my singing lessons. Please contact Somu and find out what we should do.'

இறுதியாக கோபமடைந்த திருமதி. கிருஷ்ணன் தன் கணவரை தொலைபேசியில் அழைத்து, 'எனக்கு இந்த பறவையின் குறட்டையிலும், பக்கத்து வீட்டாரின் அழைப்புகளாலும் பைத்தியமே பிடிக்கிறது. அதுவும் என்னுடைய அந்த அழகான ஓவியம்.... திருமதி. ஜீஜீன்வாலா அந்த கலை விமர்சகர் போன் செய்து எலிக்ஸாக்கின் குறட்டை ஒலியைக் கேட்டு என்னை 'பாடல் வகுப்பை மெதுவாக எடுங்கள்' என்கிறாள். சோமுவை தயவுசெய்து தொடர்பு கொண்ட இதற்கு ஒரு முடிவு கட்டுங்கள்' என்றாள்.

Dr.Krishnan came home as fast as he could after he had left an e-mail message for Somu, asking him for clear instructions on how to stop Zigzag from snoring.'

மருத்துவர் கிருஷ்ணன் மிக விரைவாக வீடு திரும்பி சோமுவுக்கு ஒரு மின் அஞ்சல் அனுப்புகிறார் இந்த எலிக்ஸாக்கின் குறட்டையை எவ்வாறு நிறுத்துவது என்று.

'Don't worry,' he reassured his downcast family. 'Somu will reply soon and we'll discover there's some **ridiculously simple** way to stop Zigzag from snoring.

பின் அவர் அக்கம்பக்கத்தாரிடம் சென்று, 'கவலைப்-படாதீர்கள். சோமு இதற்கு ஒரு எளிமையான வழியை விரைவில் சில வேடிக்கையான எளிய வழியை அனுப்புவார்' என்று கூறினார்.

Six days passed. Six frantic days of checking their e-mail day and night. Six torturous days of having the deafeningly loud KNGRRDRRWHEEZE resound in their home, most nerve wrackingly. Maya complained that she heard a permanent **rumbling sound** in her ears even when she was miles away from home and that her ears ached all the time. Arvind confessed that, for the first time in his life, he was actually looking forward to going to school considering it was as calm as a **monastery** compared to their house.

தினமும் தன் மின்அஞ்சல் பெட்டியை பார்த்து பார்த்து ஆறு நாட்கள் கடந்தன. காதுகளை செவிடாக்கும் அந்த 'குர்வீஸ்' சத்தத்துடன் அந்த ஆறு கொடிர நாட்கள் கழிந்தன. மாயா தன் காதில் ஓயாமல் அந்த சத்தம் கேட்பதாக கூறினாள் – வீட்டைவிட்டு பலமைல் தூரம் சென்றபின்பும் கூட காதுகள் வலிப்பதாக கூறினாள். அரவிந்த் தன் வாழ்க்கையிலேயே இப்போது தான் பள்ளி செல்லத் துடிப்பதாகக் கூறினான். அப்போதாவது இந்தச் சத்தத்திலிருந்து விடுதலை கிடைக்குமென்று. தன் வீட்டை ஒப்பிடும்போது பள்ளி ஒரு துறவிமடம் போன்று தெரிகிறது என்று கூறினான்.

Mrs.Krishnan had lost interest in painting. Zigzag would sometimes wake up briefly when he wanted to eat some fruit, and sometimes he would sit on the veranda looking sulky and bored as he stared at the sunset at Marina beach- the real view, not the painting lying forlorn in one corner, ruined by **streaks** of hardening papaya. Zigzag never spoke to anyone, though everyone tried several times, and in several languages, to speak to him kindly. He only slept. And snored.	திருமதி. கிருஷ்ணனுக்கு ஓவியத்தின் மீதிருந்த ஆர்வமே போனது. எலிக்ஸாக் சிலசமயம் பழம் மற்றும் பருப்பு சாப்பிட மட்டும் கண்களை திறந்தது மற்றும் சிலசமயம் அந்த காய்ந்த பப்பாளியால் **கோடுகளால்** கடினமான பாழடைந்த ஓவியத்தை விட்டுவிட்டு ஜன்னல் வழியே உண்மையான மெரினா கடற்கரையின் சூரிய அஸ்தமனத்தை சோகமாகப் பார்த்தது. பலமுறை அனைவரும் அதனிடம் பலமொழிகள் பேச முயற்சித்தும் அது ஒரு மொழியில் கூட பேசவில்லை. அது தூங்கவும் குறட்டை விடவும் மட்டுமே செய்தது.
On the seventh day, Dr.Somu's e-mail arrived. It was, as Dr.Krishnan **predicted**, ridiculously simple. It read:	ஏழாம் நாள் மருத்துவர் சோமுவின் மின்னஞ்சல் வந்தது. கிருஷ்ணன் **எண்ணியது போலவே** அது மிக வேடிக்கையான எளிமையான ஒன்றுதான்.
'That does it,'said Mrs.Krishnan. 'Find Visu! I will not keep Zigzag here another minute!'	"அது செய்கிறது" என்றாள் திருமதி கிருஷ்ணன், விசு எங்கே! இந்த எலிக்ஸாக் இன்னும் ஒரு நிமிடம் கூட இங்கிருக்கக் கூடாது!"
'Calm down, dear, I'm leaving for my clinic now. Can't it wait till…'	"பொறுமையாயிரு, இப்போது நான் மருத்துவமனைக்கு சென்று வருகிறேன். அதுவரைகூட அது இங்கே இருக்க கூடாதா!
'No, it's now!' Mrs.Krishnan was adamant. 'I've invited some friends and are experts to come home and choose my paintings for the exhibition. This feathered, **snoring monster** will drive us all mad!'	'இல்லை, இப்பொழுதே!' பிடிவாதமாய் கூறினாள் அவர் மனைவி, 'நான் ஓவியத்தில் வல்லுநர்களான என் நண்பர்கள் சிலரை வீட்டிற்கு அழைத்துள்ளேன். இந்த **குறட்டைவிடும் ராட்சச பறவை** எங்களனைவரையும் பைத்தியமாக்கிவிடும்' என்றாள்.
'Come on then, Zigzag,' called Dr.Krishnan nervously, wondering how he would locate Somu's cook, Visu.	இந்த நேரத்தில் விசுவை எங்கு சென்று தேட என்று தெரியாமல் "வா எலிக்ஸாக்" என்றழைத்தார் டாக்டர் கிருஷ்ணன்.
'Er, why don't you wait in the car, Zigzag?' he suggested. When they reached his clinic, his heart sinking at the thought of Zigzag's ear-shatteringly loud snore adding to the din of the sobs and shrieks produced by the tiny patients waiting for him.	"நீ ஏன் காரில் காத்திருக்கக் கூடாது எலிக்ஸாக்" என்றார். மருத்துவமனையை அடைந்ததும் டாக்டரின் மனது, அந்த குழந்தைகளின் அலறலோடு இந்த பறவையின் குறட்டையும் என்னவாகப் போகிறதோ என்ற கவலை பற்றிக் கொண்டது.
But Ziggy-Zagga-King-of-the-Tonga was not accustomed to being kept waiting and was already making his way to the clinic where he perched himself on the nurse's reception table.	ஆனால் எலிக்கி ஸாகா டோங்காவின் அரசன் காத்திருக்கப் பழகியதில்லை. அது முன்னமே மருத்துவமனையின் வரவேற்பறை மேசையில் சென்று அமர்ந்து கொண்டது.
'Don't you dare sleep!' Dr.Krishnan **warned** Zigzag fiercely as he went towards his room.	"தூங்கக் கூடாது" உனக்கு எவ்வளவு தைரியம் என்று மருத்துவர் கிருஷ்ணன் எலிக்ஸாக்கை வன்மையாக **எச்சரித்துச்** சென்றார் தன் அறைக்கு.
He had hardly walked through the swinging half-door that separated his clinic from the waiting room when he heard a **strange voice** say, 'You there in the blue T-shirt, don't jump on the sofa. And you in the red dress, don't swing on the curtain.'	அவர்தன் அறையின் கதவைத் திறக்கும் போது ஒரு **வினோதமான குரல்** கேட்டது "நீலச் சட்டை அணிந்தவனே! நாற்காலிமீது ஏறி குதிக்காதே! ஏய் சிவப்பு சட்டை! ஜன்னல் திரையை ஆட்டாதே!"
It was Zigzag's voice, clear and commanding. There was **pin-drop silence** in the room as everyone waited, open-mouthed, for Zigzag's next sentence.	அது எலிக்ஸாக்கின் குரல் தெளிவான ஒரு கட்டளை. அங்கு **மயான அமைதி** நிலவியது. அனைவரும் வாயைத் திறந்த வண்ணம் எலிக்ஸாக்கின் அடுத்த வாக்கியத்தை எதிர்நோக்கி காத்திருந்தனர்.

Dr.Krishnan was amazed! Gone was Zigzag's bored and grumpy expression. Instead the bird looked happy and alert as	கிருஷ்ணனுக்கு ஒரே அதிர்ச்சி! ஸிக்ஸாக்கின் அந்த வெறுப்பு மன உணர்வு போனது. மாறாக அந்த பறவை மகிழ்ச்சியாக தான் மருத்துவர் சோமுவிடமும் குனிய மருத்துவரிடமும் செய்த அதே பணியை செய்தது.
it went about the job it had been trained for, first with the African witch doctor and then with Dr.Somu. Dr.Krishnan's clinic, usually a noisy sea of tears and **tantrums**,was transformed into a calm, orderly place as Zigzag efficiently soothed the frightened patients, scolded the naughty ones and made the crying ones smile. And if his yam-digging song and recitation of French poetry reduced the children to helpless laughter instead of tears, he didn't look as though he minded. And best of all, Zigzag never slept. Or snored. Even for a second!	வழக்கமாக அலறலும் கூச்சலும் சத்தமாய் கேட்கும் அந்த மருத்துவமனை ஸிக்ஸாக் வந்தபிறகு அமைதியானது. பயந்த நோயாளிகளுக்கு ஆறுதலையும், சேட்டை செய்யும் குழந்தைகளுக்கு அச்சுறுத்தலையும் வழங்கியது ஸிக்ஸாக். அழுபவர்களை சிரிக்கவும் வைத்தது. அதன் பாடல் மற்றும் பிரெஞ்சுக் கவிதைகள் குழந்தைகளின் அழுகையை அடக்கமுடியாத சிரிப்பாக மாற்றியது. இதை கிருஷ்ணன் சட்டைசெய்ததாகத் தெரியவில்லை. அனைத்துக்கும் மேல் ஸிக்ஸாக் அதன்பின் தூங்கவும் இல்லை. குறட்டை விடவும் இல்லை. ஒரு நொடி கூட.
Never had a morning passed so quietly and peacefully for Dr.Krishnan. When the last patient had left, he called Zigzag to his room. Zigzag flew in and sat on the table. **Scratching** the bird under its beak, Dr.Krishnan sighed and said, 'Somu was right, after all. You are an absolute treasure. I never realized what he meant when he called you a great help. Why didn't you tell me you'd prefer to be at my clinic instead of snoring like that to show you were bored? What do we do now? No one wants you back at home now; they want me to leave you with Visu.'	இதுவரை இவ்வளவு அமைதியாக அவரது மருத்துவ நேரம் சென்றதில்லை. அனைத்து நோயாளிகளும் சென்ற பின்பு கிருஷ்ணன் ஸிக்ஸாக்கை அழைக்க அதுவும் உள்ளே வந்து மேசையில் அமர்ந்தது. அதன் அலகை வருடிக்கொண்டே, "சோமு சரியாகத்தான் கூறியுள்ளான். நீ உண்மையிலேயே ஒரு பொக்கிஷம் தான். அவன் உன்னை ஒரு 'சிறந்த உதவி' என்றழைக்கும் போது கூட எனக்கு புரியவில்லை. நீ ஏன் என்னிடம் கூறவில்லை உனக்கு என் மருத்துவமனையில் இருக்கவே ஆசை என்று. அதற்கு ஏன் இந்த குறட்டை? நாம் இப்போது என்ன செய்ய? வீட்டிலுள்ள ஒருவர் கூட நீ திரும்பி வருவதை விரும்பமாட்டார்கள். அவர்கள் உன்னைக் கொண்டுபோய் விசுவிடம் விட்டுவரச் சொன்னார்கள்" என்றார் கிருஷ்ணன்.
Just then the telephone rang. It was Mrs. Krishnan, sounding very pleased with herself. 'You know Mrs.Jhunjhunwula, the art critic?' she **chuckled**. 'She doesn't want me to exhibit sunset at marina. She's bought it for herself, for ₹ 5,000!'	அப்போது தொலைபேசி ஒலித்தது. திருமதி கிருஷ்ணன் அழைத்தார். அவள் மிகவும் அன்பாய் பேசினாள். அந்த ஓவிய விமர்சகர் ஜீன்ஜீன்வாலா என்னுடைய ஓவியத்தை கண்காட்சியில் வைக்க வேண்டாம் என்று கூறிவிட்டு சிரித்த அவள் பின் தொடர்ந்தாள் "அந்த மெரினாவில் சூரிய அஸ்தமனம்! என்ற என் ஓவியத்தை அவரே ரூ. 5000-க்கு வாங்கிக் கொண்டார்" என்றார்.
Isn't that the painting the papaya fell on .....?	"அந்த ஓவியத்தின் மேல்தானே பப்பாளிப்பழம் விழுந்தது.....?"
'Yes.' Mrs.Krishnan was laughing heartily now. I had left it in one corner and she chose to buy it, saying she loved my new technique of painting! She simply adored those streaky **orangey bits**! She launched into fresh gales of laughter. 'By the way,' she said when she sobered down, 'I don't think we were fair to Zigzag. Shall we keep him with us at home, just on trial for another week?'	"ஆமாம்", சத்தமாக சிரித்தாள் கிருஷ்ணனின் மனைவி. "நான் அதை ஒரு மூலையில் வைத்திருந்தேன். ஆனால் அவள் அதையே விரும்பினாள். ஏனெனில் அதில் நான் உபயோகித்திருந்த யுக்தி மிகவும் சிறப்பாக இருந்தது. அதிலும் அந்த ஆரஞ்சு சிதறல் மிகச் சிறப்பு எனப் புகழ்ந்து தள்ளிவிட்டார்" என்று கூறி சிரித்தாள் அவரது மனைவி. "நாம் ஸிக்ஸாக்கிற்கு செய்தது சரியில்லை. அதை நாமே வைத்துக் கொள்ளலாமா? இன்னும் ஒரு வாரம் நாம் முயற்சிக்கலாமா?" என்றாள்.

'Sure!', agreed a delighted Dr.Krishnan before he cleverly added. 'And I could always take him to the clinic every morning so that you can paint in peace at home.'	கிருஷ்ணனுக்கு மிக்க மகிழ்ச்சி. "தாராளமாக, ஒவ்வொரு காலையும் நான் அதை என்னுடன் மருத்துவமனைக்கு கொண்டு செல்வேன். பின் நீ உன் ஓவியவேலைகளை அமைதியாய் செய்யலாம்" என்றார் அவர்.
'My boy!' he confi ded to Zigzag aft er matters were satisfactorily settled, giving the bird a toff ee from his desk. 'You have your own strange way of showing your **genius**. A Zigzag way, I'd call it, wouldn't you?'	நிலைமை சரியான மகிழ்ச்சியில் கிருஷ்ணன் தன் மேஜையிலிருந்த ஒரு மிட்டாயை ஸிக்ஸாக்கிற்குக் கொடுத்தார். "உன் **புத்திக்கூர்மையைக்** காட்ட நீ தேர்ந்த வழி வித்தியாசமானது. அதை நான் 'வளைவு நெளிவான வழி' என்றழைப்பேன். சரிதானே!"
But Ziggy - Zagga - King - of - the -Tonga, brought up on compliments as he was, didn't bother to reply. He just ate the toffee, paper wrapper and all, and then lowered one **crinkly** eyelid in a knowing wink.	ஆனால் ஸிக்ஸோகா டோங்கோவின் அரசன் இந்த பாராட்டுகளை ஏற்றுக்கொண்டார் என்பதை மிட்டாயுடன் சேர்த்து தாளையும் உண்டு தெரிவித்தார். பின் எல்லாம் புரிந்தது என்று **சுருக்கம் விழுந்த** ஒருகண்ணை மூடி தெரிவித்தது.

GLOSSARY

Textual Glossary:

aboriginal *(adj.)*	=	native, local	→ சொந்த / உள்ளூர்
sarcasm *(n)*	=	use of irony to mock or convey contempt	→ வெறுப்பை வெளிப்படுத்தும் ஒரு முரண்பாடு
fringed *(v)*	=	bordered	→ விளிம்பு
plumage *(n)*	=	a bird's feather collectively	→ பறவையின் இறகுகளின் தொகுப்பு
sludgiest *(adj.)*	=	wet mud	→ சகதி
grumpiness *(adj.)*	=	bad tempered	→ கோபமுள்ள
squirt *(n)*	=	spray	→ தெளித்தல்
coyote *(n)*	=	a wolf like wild dog native to North America.	→ வட அமெரிக்காவில் உள்ள ஓநாயைப் போன்ற காட்டு நாய்
streaks *(n)*	=	line, strap.	→ கோடுகள்
tantrum *(n)*	=	outburst, flare-up.	→ அலறலும், கூச்சலும்
crinkly *(adj.)*	=	wrinkly.	→ சுருக்கம் விழுந்த

A. COMPREHENSION:

Assignment:

1. 'You're both quite mistaken', their father hastened to explain, seeing his wife's horrified expression. 'Zigzag is a most harmless, unusual and lovable bird. Apparently, it was bred by a genuine African witch doctor, who gifted it to Somu when he ------ being a child specialist like me ------ cured the witch doctor's son while he was touring the deepest jungles of equatorial Africa last month. Somu says the bird is an absolute treasure and a real help. It's his favourite pet, you know'.

a. **What kind of bird is Zigzag?**

.....

b. **Who gifted Zigzag to Somu?**

.....

c. **Whom did Somu cure?**

.....

d. **Why did he go there?**

.....

e. **What did Somu say about the bird?**

.....

2. Somu might be your best friend, but most of these so called "favourite" possessions that he has given us were absolute nuisances!' countered Mrs. Krishnan angrily. A talented artist, she applied a dab of yellow-ochre paint onto her painting titled Sunset at Marina, paused for a moment to survey the effect and then continued, 'Remember the rare insect-eating plant he brought back from the wettest corner of the Amazonian rainforest! He insisted that we keep it because it would eat the mosquitoes in the house and now that wretched plant requires a room heater to keep it alive in Chennai!'

a. **Who is the best friend of Mr. Krishnan?**

.....

b. **What did she apply onto her painting?**

.....

c. **What was the title of her painting?**

.....

d. **Where did Somu bring the insect-eating plant?**

.....

e. **Why did they keep the plant?**

.....

3. 'Dont' worry, children', Visu conforted as he left, noticing how disappointed they looked when Zig zag stubbornly refused to say a single word to them even though they tried speaking to him in English, Hindi, Tamil and French. 'Just wait till Zigzag settles down in this new home, they you can have a great time listening to him'.

a. **Did Zigzag speak to them?**

.....

b. **How many languages did they try to speak to Zigzag?**

.....

c. **How long did they wait to listen to him?**

.....

d. **Where did it settle?**

.....

e. **What did Zigzag do?**

.....

4. Finally, an exhausted Mrs. Krishnan rang up her husband, 'I'am going crazy with the sound of Zigzag snoring, plus all these angry telephone calls. And my beautiful painting...' Here her voice cracked. 'You know Mrs. Jhunjhunwala, the art critic who lives upstairs, well, she heard Zigzag snoring and had the cheek to telephone and ask me whether I could sing a little softly when I took my singing lessons. Please contact Somu and find out what we should do.'

a. What did Mrs.Krishnan do?

.....

b. Why did she get angry?

.....

c. Who was the famous art critic?

.....

d. Where was the art critic living?

.....

e. Why did she call Mrs. Krishnan?

.....

5. Dr.Krishnan was amazed! Gone was Zigzag's bored and grumpy expression. Instead the bird looked happy and alert as it went about the job it had been trained for, first with the African witch doctor and then with Dr.Somu. Dr.Krishnan's clinic, usually a noisy sea of tears and tantrums, was transformed into a calm, orderly place as Zigzag efficiently soothed the frightened patients, scolded the naughty ones and made the crying ones smile. And if his yam-digging song and recitation of French poetry reduced the children to helpless laughter instead of tears, he didn't look as though he minded. And best of all, Zigzag never slept. Or snored. Even for a second!

a. How did the bird look in the clinic?

.....

b. How was Dr.Krishnan's clinic?

.....

c. Who were the other doctors with whom Zigzag had worked?

.....

d. What did Zigzag do in the clinic?

.....

e. Did it sleep in the clinic?

.....

B. REARRANGE THE FOLLOWING SENTENCES IN COHERENT ORDER:

Assignment:

I. 1. 'Zigzag' interrupted their nine-year old daughter Maya.
2. 'No,no', corrected her older brother Arvind, eyes shining in pure delight.
3. Zigzag must be uncle Somu's pet snake.
4. Isn't that uncle Somu's prized giant green- and - gold fighting beetle.
5. The beetle is called spit fire.
6. 'The one that spits deadly poison straight into its opponent's eye?'

II. 1. The bird can talk and sing in about twenty-one different languages.
2. What a time to dump this multilingual - talking - singing bird on us.
3. But Zigzag is different.
4. Here I'm tied up in knots trying to get my paintings together for the exhibition next week.
5. Somu says, we are sure to love Zigzag.
6. It's Somu thoughtless ways that reduce me to tears, Mrs. Krishnan said irritably.
7. When it sings, it moves the listeners to tears.

III. 1. 'When is Zigzag coming, papa?' Maya was jumping up and down, all excited.
2. I'll have to leave for my clinic now.
3. I want to display him in the science exhibition.
4. Uncle Somu said he would send Zigzag with his old cook Visu, today.
5. May I take Zigzag to school, papa? Arvind, as always, was planning ahead.
6. There, he added, as the doorbell rang, 'that's probably them!'

IV. 1. Then it grew louder, and louder, and LOUDER.
2. And what a snore it was Kngrrwheeze!
3. In vain did they try to wake the snoring bird.
4. It began as a soft grumbly sort of rumble, much like that which the stomach of a mildly hungry dinosaur might have made.
5. Zigzag's snore pounded their eardrums till their heads ached.

V. 1. And my beautiful painting ... her voice cracked.
2. Finally, an exhausted Mrs. Krishnan rang up her husband.
3. She asked me whether I could sing a little softly when I took my singing lessons.
4. You know Mrs. Jhunjhunwala, the art critic who lives in upstairs heard Zigzag snoring.
5. I am going crazy with the sound of Zigzag snoring, plus all these angry telephone calls.
6. Please contact Somu and find out what we should do.

VI. 1. 'That does it,' said Mrs. Krishnan.
2. It was, as Dr. Krishnan predicted, ridiculously simple.
3. Find Visu! I will not keep Zigzag here another minute.
4. On the seventh day, Dr. Somu's e-mail arrived.
5. If you're finding it difficult, ask my cook Visu to keep Zigzag.
6. I've never heard Zigzag snore. In fact, Zigzag hardly ever sleeps.

VII. 1. Dr. Krishnan signed and said, 'Somu was right, after all.'
2. What do we do now?
3. You are an absolute treasure.
4. When the last patient had left, he called Zigzag to his room.
5. I never realized what he meant when he called you a great help.
6. They want me to leave you with Visu.
7. No one wants you back at home now.
8. Somu was right, after all.

QUESTIONS AND ANSWERS:

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

Textual Questions:

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

Dr. Ashok's cousin called him whether he could keep Zigzag with him.

2. Mention atleast two expressions which shows that Mrs. Krishnan was not willing to have Zigzag at home?

1) She was busy with her painting exhibition.
2) Somu's 'favourite' possessions were absolute nuisances!

3. What are the pets that Somu has?

Spitfire, Insect - eating plant, penknife and boomerang are the pets that Somu has.

4. What was Mrs. Krishnan busy with?

Mrs. Krishnan was busy with her painting ready for the exhibition next week.

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

Boomerang sliced through all the TV aerials in the neighbourhood.

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

Zigzag perched on the curtain rod and went off to sleep.

7. How did Zigzag communicate with the Krishnans?

Zigzag communicated only in snorish.

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

Dr. Krishnan sent an e-mail to Somu asking him, how to stop Zigzag from snoring.

9. What did Aravind confess?

Aravind confessed that he was looking forward to go to school as it was very calm.

10. Why did Mrs. Jhunjhunwalla buy the painting?

Mrs. Jhunjhuwalla bought the painting because the papaya fell on the painting.

PARAGRAPH QUESTIONS:

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

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

Zigzag picked up a walnut and deposited the nut on the chandelier hanging from the ceiling. Later, it took all the fruits and transferred on to the blades of ceiling fan. Then, it perched on the curtain rod and went off to sleep. And the moment it fell asleep, it began to snore. It grew louder and louder. Everyone in the house tried their best to stop the snoring but it ended in vain. Then, in the studio, it threw away all the papayas and bananas in the room. When their maid switched on the fan, a guava landed on her cheek and a walnut hit her forehead. One slice of papaya splattered all over Mrs. Krishnan's masterpiece. They froze in horror. These were the commotions caused by Zigzag.

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

When Zigzag entered the clinic, it went about the job. It warned all the patients to keep silent. There was pin-drop silence in the room. The clinic was a noisy place but now it transformed into a calm place. Zigzag soothed the frightened patients, scolded the naughty ones and made the crying ones smile. It recited French poetry that made the children to helpless laughter instead of tears. Zigzag's bored and grumpy expression was gone. It looked happy and alert. Zigzag never slept or snored.

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

Dr. Krishnan, a child speciallist ran a clinic. His wife Mrs. Krishnan was an artist. She was busy with her painting Sunset at Marina. He had two children Arvind and Maya. Dr. Somu was a friend of Dr. Krishnan. He was going to Alaska. So he asked his friend Dr. Krishnan to lookafter the bird, Zigzag. It was harmless, unusual and a lovable bird. Dr. Somu got the bird as a compliment from an African witch doctor because he cured the son of the African witch doctor. Here, Mrs. Krishnan was not willing to keep it in their house. Visu, an old cook of Dr. Somu took the bird to his house. Zigzag's full name is Ziggy - Zagga - king - of - the - Tonga. Though the bird knew 21 different languages, it refused to speak a single word. It climbed on the curtain rod and fell asleep. Then it began to snore. Then the bird picked up the walnut and all the fruits. It kept them on the blades of the ceiling fan. When their maid Lakshmi, switched on the fan, all the fruits fell down. One slice of papaya was splattered all over Mrs. Krishnan's unfinished masterpiece, Sunset at Marina. Mrs. Krishnan felt angry and told her husband she won't keep it anymore. For a change, Dr. Krishnan took the bird to his clinic. Zigzag felt happy and alert instead of a bored and a grumpy expression. It went about its duty as it was trained. There was pin-drop silence in the clinic. Dr. Krishnan felt happy. At that time he received a phone call from his wife. She told that her painting was bought by Mrs. Jhunjhunwala for Rs. 5,000. This happened because of the Zigzag. She also felt happy. So, they all accepted to keep Zigzag with them.

Additional Questions:

4. What other various pets did Somu have? What commotion did they cause?

Somu prized a giant green - and - gold fighting beetle. The beetle is called Spit fire. It spits deadly poison straight into the opponent's eye. Next, he was gave an insect - eating plant he brought back from the Amazonian rainforest. He insisted them to keep it because it would eat the mosquitoes to keep it alive. Then the Pen knife which has a genuine shark's tooth blade. It cut open the pockets of three skirts and two pairs of jeans. Last the Boomerang, which he brought from Australia. The Boomerang sliced through all the TV aerials in the neighbourhood, caused permanent damage to several cars in the parking lot.

SIMPLE PARAGRAPH FOR SLOW BLOOMERS

Dr.Somu leaves for Alaska – asks Dr.Krishnan – look after Zig zag – bird knows 21 languages – new house no speech – snores on curtain rod – sends email to Somu – return to cook Visu – Dr. Krishnan takes Zigzag to clinic – bird looks happy – wife phones – painting sold due to the bird – keeps Zigzag.

Dr. Somu was leaving for Alaska. He asked his friend Dr. Krishnan to look after the talking bird, Zigzag. The bird knew 21 languages but refused to speak a word in the new house. It climbed on a curtain rod and fell asleep. Then it began to snore. Due to the sound of the snoring the neighbours and Dr. Krishnan's family got angry. So, they sent an e-mail to Dr. Somu to take back Zigzag. He told them if it was difficult for them, to return it to his cook Visu. One day, Dr. Krishnan took Zigzag to his clinic for a change. There, it behaved well as it was trained by the African witch doctor. It looked happy and alert instead of a bored and grumpy expression. Dr. Krishnan was surprised by its behaviour. Later, he received a phone call from his wife. She told that her painting was brought by Mrs. Jhunjhunwala for Rs. 5000. It happened because of Zigzag. Atlast, they agreed to keep Zigzag with them.

OTHER TEXTUAL TASKS

A. *Identify the speaker / character.*

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

ANSWERS

Dr. Krishnan.
Maya/Fighting beetle
Maya
Mrs. Krishnan
Visu

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

1. You're both quite mistaken.

Dr. Krishnan : Zigzag is a harmless, unusual and lovable bird.
Mrs. Krishnan : 'The favourite possession' he has given us absolute nuisance.

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

Mrs. Krishnan : To dump this multilingual, talking singing bird.
Dr. Krishnan : We are sure to love Zigzag.

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

Visu : You can have a great time listening to him.
Arvind and Maya : They didn't wait more than ten minutes.

4. Zigzag hardly never sleeps.

Somu : I've never heard Zigzag snore.
Dr. Krishnan : How to stop Zigzag from snoring?

5. You are an absolute treasure----

Dr. Krishnan : Why didn't you tell me you'd prefer to be at my clinic?
Zigzag : Ziggy - Zagga - King - of - Tonga, brought up on compliments, didn't bother to reply.

C. *Complete the given tabular column:*

Arrival of Zigzag	Somu requested Dr. Krishnan to take care of his pet.	Mrs. Krishnan was not *willing to keep Zigzag.*	She was worried about her *painting exhibition.*
Life of Zigzag at Dr. Krishnan's residence	Zigzag preched on the curtain rod and *went off to sleep.*	When their maid switched on the fan *a slice of papaya splattered over her master piece, Sunset at Marina.*	Mrs. Krishnan was annoyed and called Mr. Krishnan to *contact Somu.*
The e-mail about Zigzag	Dr. Krishnan	Somu's reply surprised the Krishnans.	The reply *was I've never heard Zigzag snore.*
Zigzag at the clinic	When Zigzag entered the clinic he *went about the job.*	Gone was Zigzag's bored and grumpy expression. The bird looked happy and alert.	After the family knew that Zigzag must be kept busy they *liked to keep it with them.*

3 EMPOWERED WOMEN NAVIGATING THE WORLD

WARM UP

Read the statements given below and match the issues accordingly in the boxes.

Dowry System	Sexual Harassment	Child Marriage	Remarriage	Female Infanticide	Women Empowerment

1. The marriage of a young girl below 18.

Child marriage

2. A transfer of durable goods / property that the bride's family gives to the bridegroom as a condition of the marriage.

Dowry system

3. The intentional killing of a baby girl due to the preference for male babies in the family.

Female Infanticide

4. Repeated and unwelcome sexual comments, looks, or physical contact at work place made by men that could offend women.

Sexual Harassment

5. A women deciding to remarry despite opposition from relatives / society.

Remarriage

6. Women excelling in many fields overcoming many hurdles.

Women Empowerment

❒ ***Discuss with your friend the role of woman in building a family. What are the roles played by her?***

Woman plays a vital role in the development of a family. She plays the role of a daughter, mother, wife, sister, grandmother. She loves and cares for her family. There's a famous saying that,

"If you educate a man, you educate an individual
If you educate a woman, you educate the whole family'.

Not only does she serve food and care but she moulds the life of the family members.

❒ ***What do you think of the status of women in the modern society?***

Women play a vital role in the modern society. They are everywhere in all the fields such as pilots, doctors, lawyers, ministers, engineers, etc., they are given equal rights to that of men. Even more they are becoming superior than man in each and every field.

❒ ***Compare the status of women in the past with the present.***

The whole life of women depends upon the family. Their family is their world for the women in the past. But women in the present occupy positions all over the world. There is no field left untouched by them. They manage their family as well as the world outside. We can say that women have more freedom than earlier times however not true in many cases because prejudice still remains in the society.

❒ ***What is the role of women in the modern society discuss?***

Women in modern society are really forward if we compare them with the ancient time but if we

talk about the women empowerment, we can say that women are not really empowered in all areas. Even after being so forward, women need to go a long way defeating hard circumstances.

❒ *Divide the class into small groups; choose any one eminent woman personality of the world. List out her characters, achievements, etc and speak a minute about her.*

GIST OF THE LESSON

Empowered Woman Navigating the World

Women occupy almost all the major positions in society. Currently women's accomplishments are tremenduous in many fields. One such achievement is the all – women Indian Navy crew who circumnavigated the world for 254 days all alone, in a sailboat called INSV Tarini. The voyage was aimed to showcase 'Made in India' initiative by sailing on board indigenously built INSV Tarini.

Indian Navy's all – women crew was the first ever to circumnavigate the globe skippered by lt. Commander Vartika Joshi. The crew started their voyage on 10 September, 2017 from Goa, flagged off by the Defence Minister of India. They went around the globe within 254 days and reached Goa port on 21 May, 2018. Through their personal experience in an interview, we really come to know their hardships and unpredictable challenges they have faced all through their expedition.

They shared their experience about the training, teamwork, challenging task, adventures and motivations. They underwent their basic sail training courses in Mumbai at the Indian Naval Waterman ship Training Centre. They almost spent three years to prepare for the voyage. Out of thirty women, six of them were shortlisted based on the little survival skills. Their family members at first were frightened because they had never seen the sea. Later they were apprehensive and supportive too.

In the South Pacific, they encountered a storm where the waves were almost nine to ten metres high. They were always entertained. They watched movies, listened to music, read comics and the Ramayana during their journey. They made parathas, baked cakes and breads and even made halwa and rasgullas. They celebrated Diwali, 3 birthdays, specific occasions like crossing the equator, the International Date Line at sea. One of the motives that the crew kept in mind was that they did not want to frighten the people outside.

பாடம் பகுதி	தமிழாக்கம்
Gone are the days, where women in India remained indoors unless permitted to go out with an escort. Conditions today have changed, thanks to all those women who have fought for their freedom and set a very good example for others. The real power of women though realised earlier, is currently being projected to the world by the **advancement of technology** and media.	இந்தியாவில் உள்ள பெண்கள் வீட்டிலேயே அடைப்பட்டிருந்த மற்றும் வெளியே துணையின்றி அனுப்பப்படாத நாட்கள் சென்று விட்டன. இன்றைய நிலைமைகள் மாறிவிட்டன. தங்களின் சுதந்திரத்திற்காக போராடி மற்றவர்களுக்கு உதாரணமாக அமைந்த பெண்கள் அனைவருக்கும் நன்றி. முன்னர் உணர்ந்திருந்தாலும், பெண்கள் உண்மையான ஆற்றலானது தற்போதைய தொழில்நுட்ப முன்னேற்றம் மற்றும் ஊடகம் முன்னேற்றம் மூலம் உலகிற்கு முன்வைக்கப்படுகிறது.
Women occupy almost all the major positions in society. Currently, women's **accomplishments** are tremendous in many fields. One such achievement is the All-women Indian Navy crew who **circumnavigated** the world for 254 days all alone, in a sailboat called INSV Tarini.	பெண்கள் சமுதாயத்தில் கிட்டத்தட்ட அனைத்து முக்கிய பதவிகளையும் ஆக்கிரமித்துள்ளனர். தற்போது பல துறைகளிலும் பெண்களின் சாதனைகள் அளப்பரியது. அத்தகைய சாதனையில் ஒன்று. அனைத்து இந்திய பெண்கள் கடற்படைக் குழுவினரின், தனியாக, INSV தரிணி என்ற சிறிய படகின் மூலம் 254 நாட்களுக்குள் உலகத்தைச் சுற்றி வந்ததாகும்.

What is INSV Tarini? INSV stands for Indian Naval Ship Vessel. Tara-Tarini is the **patron deity** for sailors and is worshipped for safety and success at sea.	INSV தரிணி என்றால் என்ன? INSV என்றால் இந்தியக் கடற்படைக் கப்பல் என்று பொருள். மேலும் தாரா-தரிணியானது மாலுமிகளின் பாதுகாப்பிற்காகவும் மற்றும் கடலின் பாதுகாப்பு மற்றும் வெற்றிக்காகவும் வழிபாடு செய்யப்படுகிறது.
INSV Tarini is the second **sailboat** of the Indian Navy (The first being the INSV Mhadei). It is a 55 foot sailing vessel built **indigenously** in India by M/s Aquarius Shipyard Pvt. Ltd, located in Goa. After undergoing **extensive sea trials,** she was commissioned to the Indian Navy service on 18 February 2017. The boat was named after the famous 'Tara-Tarini' temple in Ganjam district of Odisha. The word 'Tarini' means 'boat' and in Sanskrit it means 'Saviour'.	INSV தரிணி என்பது இந்திய கடற்படையின் இரண்டாவது பாய்மரப்படகாகும். (முதல் படகு INSV மேதேய்) இது கோவாவில் உள்ள M/s அக்வாரிஸ் ஷிப்யார்ட் என்ற தனியார் லிமிடெட் இந்தியாவில் இயற்கையாக கட்டப்பட்ட ஒரு 55 அடி பாய்மரக் கப்பல் ஆகும். விரிவான கடல் சோதனைகளை மேற்கொண்ட பின்னர், இந்திய கடற்படை சேவைக்கு அவர் 2017 ஆம் ஆண்டு பிப்ரவரி மாதம் 18ம் தேதி நியமிக்கப்பட்டார். ஒடிசாவின் கஞ்சம் மாவட்டத்தில் பிரபலமான தாரா-தரிணி கோவிலின் நினைவாகப் படகிற்கு இப்பெயரிடப்பட்டது. 'தரணி' என்ற வார்த்தைக்கு 'படகு' என்று அர்த்தம், மற்றும் சமஸ்கிருதத்தில் 'இரட்சகர்' என்று பொருள்.
INSV Tarini has advance Raymarine navigation suite and an array of **satellite communication** systems for perfect navigation anywhere in world.	INSV தரிணி ஆனது உலகின் எங்கும் நிறைந்துள்ள வழி நடத்துதலுக்கான செயற்கைகோள் தகவல் தொடர்பு அமைப்புகளின், முன்கூட்டியே ரேமெரைன் வழிசெலுத்தல் தொகுப்பு ஆகும்.
Navika Sagar Parikrama was a project undertaken in consonance with the National policy to **empower women** to attain their full potential. "The Project is considered essential towards **promoting** ocean sailing activities in the Navy while depicting Government of India's thrust for Nari Shakti (women power)," said Chief of the Naval Staff, Admiral Sunil Lanba in his welcome speech.	நவிகா சாகர் பரிக்ரமா அவர்களின் முழு திறனையும் அடைவதற்கு பெண்களுக்கு அதிகாரம் அளிப்பதற்கான தேசியக் கொள்கையுடன் ஒத்துழைத்த திட்டமாகும். "நரே ஷக்தி (பெண்களின் சக்தி) இந்தியாவின் ஆளுமையைச் சித்தரிக்கும் போது கடற்பகுதியில் கடலில் பயணிக்கும் கப்பல்களை ஊக்குவிப்பதில் இந்த திட்டம் முக்கியத்துவம் வாய்ந்ததாகக் கருதப்படுகிறது" என கடற்படைத் தளபதி அட்மிரல் சுனில் லன்பாவின் வரவேற்புரையில் தெரிவித்தார்.
The voyage was aimed to show case **'Make in India'** initiative by sailing on-board indigenously built INSV Tarini. The special feature of this sailboat is that it encouraged use of environment friendly non-conventional renewable energy resources such as the wind; collected and **updated meteorological,** ocean and wave data on regular basis for accurate weather forecast by India Meteorological Department (IMD) and also collected data for monitoring **marine pollution** on high seas.	இந்திய பயணத்தின் போது INSV தாரிணியை உள்நாட்டளவில் கட்டியெழுப்பப்பட்டதன் மூலம், 'இந்தியாவில் செய்' முன்முயற்சியை மேற்கொள்ளும் நோக்கத்தில் இந்தப் பயணம் மேற்கொள்ளப்பட்டது. இந்தப் படகின் சிறப்பு அம்சமானது காற்றாலை போன்ற சுற்றுச்சூழலுக்கு உகந்த, புதுப்பிக்கத்தக்க ஆற்றல் வளங்களை பயன்படுத்த ஊக்கப்படுத்தப்படுகிறது. இந்தியாவின் வளிமண்டலவியல் திணைக்களத்தின் (IMD) துல்லியமாக வானிலை முன்னறிவிப்பிற்காக சேகரிக்கப்பட்ட மற்றும் புதுப்பிக்கப்பட்ட வானிலை, கடல் மற்றும் அலைவரிசை தரவு ஆகியவற்றைத் தொடர்ந்து சேகரித்து மேம்படுத்தவும் மற்றும் அதிக கடலில் கடல் மாசுபாட்டை கண்காணிப்பதற்கான தரவுகளையும் இதன் மூலம் சேகரிக்கலாம்.

Indian Navy's Six Women Crew

Indian Navy's all-women crew was the first-ever to circumnavigate the globe **skippered** by Lt. Commander Vartika Joshi. The all-women team has also Lt. Cdr. Pratibh Jamwal, Lt. Cdr. Swathi Patarapalli, Lt. Aishwarya Boddapati, Lt. Sh. Vijaya Devi and Lt. Payal Gupta as its crew members.

இந்தியக் கடற்படையின் ஆறு பெண்கள் குழு

இந்திய கடற்படையின் அனைத்து மகளிர் அணி குழு லெப்டினன்ட் கமாண்டர் வர்டிகா ஜோஷியின் தலைமையில் முதலில் உலகைச் **சுற்றியவர்கள்**. அனைத்து மகளிர் அணி குழு மேலும் லெப்டினன்ட் கமாண்டர் பிரதிப் ஜம்வால், லெப்டினன்ட் தளபதி சுவாதி படரப்பள்ளி, லெப்டினன்ட் ஐஸ்வர்யா போட்டபம, லெப்டினன்ட் ஸ்ரீ விஜயா தேவி மற்றும் லெப்டினன்ட் பாயல் குப்தா ஆகியோரை உறுப்பினர்களாகக் கொண்டிருந்தது.

The crew started their voyage on 10 September 2017 from Goa, flagged off by the Defence Minister of India. It was a historic day, which would be marked in navigation history and globally. It covered the **expedition** in five legs with stop-overs at four ports (Fremantle, Australia; Lyttleton, New Zealand; Port Stanley, the Falklands and Cape Town, South Africa) for **replenishment** of ration and repair as necessary, before returning to Goa in April 2018. They went around the globe within 254-days and reached Goa port on 21 May 2018. The six member women crew broke many stereotypes during their record-setting sail.

இக்குழு கோவாவில் இருந்து 2017 செப்டம்பர் 10ம் தேதி இந்தியாவின் பாதுகாப்பு மந்திரி அவர்களால் துவங்கப்பட்டது. இது ஒரு வரலாற்று நாள் என்று வழிசெலுத்தல் வரலாறு மற்றும் உலகளாவிய அளவில் குறிக்கப்படும். இந்த **கடல் பயணம்** ஏப்ரல் மாதத்தில் கோவாவுக்குத் திரும்புவதற்கு முன்பு, நான்கு துறைமுகங்களுடனும் (ஃப்ரெமண்டல், ஆஸ்திரேலியா, லீட்லெட்டன், நியூசிலாந்து, போர்ட் ஸ்டான்லி, பால்க்லாண்ட்ஸ் மற்றும் கேப் டவுன், தென்னாப்பிரிக்கா) பழுதுபார்த்தல் மற்றும் பங்கீடு ஆகியவற்றில் **பழைய நிலையை மீட்டுக்கொண்டு வர** தேவையிருந்தால் ஐந்து கால்களிலும், 2018 ஆம் ஆண்டு அவர்கள் உலகம் முழுவதும் 254 நாட்களுக்குள் சென்று கோவா துறைமுகத்தை 21 மே 2018 இல் அடைந்தனர். ஆறு உறுப்பினர்கள் குழு உறுப்பினர்கள் தங்கள் சாதனையான பயணத்தின் போது பல பழங்கால ஒரேமாதிரியான முறைகளை உடைத்தனர்.

An Interview with the crew members

India's all-women navy crew who went around the world in 254-days have shared their experiences about their great voyage in an interview. Through their **personal experiences**, we really come to know their hardships and unpredictable **challenges** they have faced all through their expeditions.

குழு உறுப்பினர்களுடன் ஒரு நேர்காணல்

254 நாட்களில் உலகம் முழுவதும் சுற்றி வந்த அனைத்து இந்திய கடற்படையினரும் தங்கள் அனுபவங்களை ஒரு நேர்காணலில் பகிர்ந்து கொண்டுள்ளனர். அவர்களின் **தனிப்பட்ட அனுபவங்களின்** மூலம் அவர்களின் துன்பங்கள் மற்றும் முயற்சிகளால் அனைத்தையும் எதிர்நோக்கும் **சவால்களை** நாம் உண்மையில் தெரிந்து கொள்ள முடிந்தது.

Interviewer:

How well were you acquainted with the sail boat before you took up the task?

நேர்காணல்:

நீங்கள் பணியை எடுத்துக்கொள்வதற்கு முன்னர் எவ்வாறு படகில் பயணம் செய்தீர்கள்?

Vartika Joshi:

None of us was **acquainted** with a sail boat or ocean-going boat; none of us had sailed before, nor are woman officers allowed entry in combat platforms as yet. At first, it was difficult to take the boat out to sea, from one point to another. But we slowly built upon it through three years of **training.**

வர்டிகா ஜோஷி:

எங்களில் எவரும் ஒரு படகில் அல்லது கடல்வழி செல்லும் படகுடன் **சென்றவர்கள்** அல்ல. எங்களுக்கு முன்னர் இருந்த எந்தவொரு பெண்மணியும், போர்க் குணமிக்க சண்டைகளில் இதுவரை அனுமதிக்கப்படவில்லை. முதலில் படகினைக் கடலுக்கு வெளியே எடுத்துக் கொண்டு செல்ல கடினமாக இருந்தது. ஆனால் நாங்கள் மெதுவாக மூன்று ஆண்டு **பயிற்சி** மூலம் அவற்றை கற்றுக் கொண்டோம்.

Interviewer:

Can you tell us about the training you had undergone before this expedition?

நேர்காணல்:

நீங்கள் இந்த பயணத்திற்கு முன்பு பெற்ற பயிற்சி பற்றி எங்களிடம் கூற முடியுமா?

Vartika Joshi : We started with some theoretical courses on navigation, communication and **weather prediction.** Classroom courses are different from sailing outside. So, we were given hands-on training, like, how to repair things and how to deal with emergencies, when the weather gets rough, if there is a **medical emergency,** and training was needed in tactical aspects as well.	வர்டிகா: நாம் வழிநடத்துதலில் சமூகம் மற்றும் வானிலை முன்னறிவிப்பு குறித்த சில புத்தகப் படிப்புகளுடன் தொடங்கினோம். வகுப்பறைப் படிப்புகள் வெளியே பயணம் செய்வதற்கு வேறுபட்டன. எனவே, நாம் கடின பயிற்சி மேற்கொண்டோம். எப்படி கப்பலில் உள்ள பிரச்சனையை சரி செய்ய வேண்டும்? வானிலை கடுமையாக இருக்கும் போது என்ன செய்ய வேண்டும்? மருத்துவ அவசர பயிற்சியும் மேலும் அனைத்தையும் தத்ரூபமாக அறிய வேண்டி இருந்தது.
Aishwarya : We underwent our basic sail training courses in Mumbai at the Indian Naval Waterman ship Training Centre (INWTC), and at various schools in the southern **naval base** in Kochi. We even sailed on INSV Mhadei to Mauritius (in 2016 and 2017) and back and also to Cape Town in December 2016. We were trained for almost three years to prepare for the voyage. Since the boat was old, it had **minor leaks** and repairs. Also, we ran out of water and food soon. So the trip was a tutorial for us on how to manage food, water and even electricity during the big voyage.	ஐஸ்வர்யா: மும்பையில் உள்ள இந்திய கடற்படைக் கப்பல் பயிற்சி மையம் (INWTC) மற்றும் கொச்சியின் தெற்கு கடற்படை தளத்தில் உள்ள வெவ்வேறு பள்ளிகளில் அடிப்படைப் படகுப் பயிற்சியை கற்றுக்கொண்டோம். நாங்கள் 2016 மற்றும் 2017-ல் INSV மகதியிலிருந்து மொரிஷியஸ்க்கு சென்று பின் அங்கிருந்து டிசம்பர் 2016-ல் கேப்டவுனிற்கு திரும்பினோம். பயணத்திற்காக நாங்கள் சுமார் மூன்று ஆண்டுகள் பயிற்சி பெற்றோம். படகு பழையதாக இருப்பதால், சிறிய கசிவுகள் மற்றும் பழுதுகள் இருந்தது. மேலும் நீர் மற்றும் உணவிற்காகவும் நாங்கள் ஓட வேண்டியிருந்தது. எனவே இது பெரிய பயணத்தின் போது உணவு, நீர் மற்றும் மின்சாரம் ஆகியவற்றை எவ்வாறு நிர்வகிக்க வேண்டும் என்பதற்கான ஒரு பயிற்சியுமாக இருந்தது.
Interviewer: What was the **selection process?**	நேர்காணல்: தேர்வு செயல்முறை எப்படி நடந்தது?
Aishwarya : Out of the thirty women who had applied, six of us were shortlisted, based on the little **survival skills** we showcased. The crew was mentored by Commander Dilip Donde. But after I was told about the flare-ups at sea, I even had second thoughts about joining the team.	ஐஸ்வர்யா: விண்ணப்பித்திருந்த முப்பது பெண்களில், எங்களிடம் இருந்த சிறிய உயிர்பிழைக்கும் திறனை அடிப்படையாகக் கொண்டு எங்கள் ஆறு பேரை தேர்வு செய்தனர். தளபதி திலிப் டோன்டே எங்கள் குழுவை வழிகாட்டினார். ஆனால், கடலில் எழும் அபாயங்களைப் பற்றி நான் கூறப்பட்டபின், குழுவில் சேர்வதைப் பற்றிய இரண்டாவது எண்ணங்கள் கூட எனக்கு ஏற்பட்டது.
Interviewer : How did your family members react when you told them about this **expedition?**	நேர்காணல்: நீங்கள் இந்த கடல் பயணத்தைப் பற்றி தெரிவித்தபோது உங்கள் குடும்ப உறுப்பினர்கள் எவ்வாறு பதிலளித்தார்கள்?
Vartika Joshi : Our families did have a hard time, but that was because most of them had never even seen the sea! Four of us are from the **mountains.** The first time my parents saw the ocean was when I invited them to visit. But once they saw that we're doing well and looking after ourselves, they were quite supportive. They were **apprehensive** and supportive too.	வர்டிகா ஜோஷி: எங்கள் குடும்பங்களுக்கு கடினமாக இருந்தது. ஆனால் அந்த பயம் ஏனென்றால் அவர்களில் பெரும்பாலோர் கடலைப் பார்த்ததில்லை! எங்களில் நான்கு பேர் மலைகளிலிருந்து வந்தவர்கள். நான் அவர்களை சந்திக்க அழைத்த போது முதல் முறையாக எனது பெற்றோர் கடல் பயணத்தைப் பார்த்தார்கள். நாங்கள் நன்றாக பயணம் செய்துகொண்டிருப்பதை பார்த்தபோது அவர்களுக்கு மிகவும் ஆதரவாக இருந்தது. அவர்களுக்கு சிறிய பயம் கலந்த கவலை இருந்த போதிலும் எங்களுக்கு ஆதரவு காட்டினர்.

Interviewer: What were your **aims** and how did you work to achieve them?	நேர்காணல்: உங்களுடைய **நோக்கங்கள்** என்ன? அவற்றை அடைவதற்கு எவ்வாறு உழைத்தீர்கள்?
Vartika Joshi : I wanted to make sure that I complete this journey with **ultimate honesty.** I didn't set out for a destination; it was the journey that mattered to me the most. So my **contention** was to make sure that we go by the rules of circumnavigation which say that you don't have to use any auxiliary means of repulsion and you don't have to take anybody else's assistance. I grasped that completely.	வர்டிகா ஜோஷி: நான் இந்தப் பயணத்தைப் **பூரணமாக நேர்மையுடன்** நிறைவு செய்ய விரும்பினேன். நான் ஒரு இலக்கை அமைக்க முடியவில்லை. அது எனக்கு மிகவும் முக்கியமான பயணமாக இருந்தது. எனவே, என்னுடைய **திடமான கருத்து** என்னவென்றால், நாம் சுற்றுப்பயணத்திற்கான எந்த விதிமுறைகளையும் பயன்படுத்த வேண்டாம். மேலும் சுற்றுப்பயணத்தின் விதிகளின் படி எந்த துணை எதிர்ப்பொருள்களைப் பயன்படுத்தவேண்டாம். வேறு எவரையும் உதவியாளராக அழைத்து செல்ல வேண்டாம். இவற்றை நான் முழுமையாக புரிந்துகொண்டேன்.
Interviewer: Name that one quality of yours that enabled you to complete this expedition successfully.	நேர்காணல்: இந்த வெற்றியை அடைவதற்கு உங்களிடம் உள்ள திறமைகளில் ஒன்றைக் கூறுங்கள்.
Vartika Joshi : Whenever the winds dropped, it wouldn't have taken me even a fraction of second to switch on the engine and say let's go one mile ahead. But inside of me something **poked** me and said that you have to be honest with yourself and this expedition has to be done with honesty. I am glad that we were able to finish it successfully without the use of the engine at all.	வர்டிகா ஜோஷி : காற்று வீழ்ந்து போயிருந்த போதும், என்ஜினை பயன்படுத்தி வேகமாக ஒரு முனைக்கு சென்றுவிடலாம் என்று ஒரு நொடி கூட யோசிக்கவில்லை. எனினும் எனக்குள்ளே ஒன்று **நெருடியது.** நேர்மையாக இருக்க வேண்டும் மற்றும் இந்த பயணத்தை நேர்மையாகச் செய்ய வேண்டும் என்று. என்ஜினின் உபயோகமின்றி வெற்றிகரமாக முடிக்க முயந்ததை எண்ணி நான் மிகவும் மகிழ்ச்சியடைகிறேன்.
Interviewer: As the head of the crew, how did you **involve** the team?	நேர்காணல் : குழுவின் தலைவராக, நீங்கள் எப்படி குழுவை **ஈடுபடுத்தினீர்கள்?**
Vartika Joshi : We've all sailed and trained the same amount, and everybody has their own way of dealing with situations, but that was a good thing, because we could discuss different ways of solving a problem and choose the best one. In fact, I'd say it was easier for us to **collaborate** and work together.	வர்டிகா ஜோஷி : நாங்கள் எல்லோரும் ஒரே அளவிலான பயிற்சி எடுத்து கப்பலில் பயணித்தோம். எல்லோருக்கும் ஒவ்வொரு விதமாக சூழ்நிலைகளை கையாளக்கூடிய திறமைகள் இருந்தன. இது ஒரு நல்ல விஷயமாகும். ஏனென்றால் ஒரு பிரச்சனையை தீர்ப்பதில் பல்வேறு வழிகளைப் பற்றி விவாதித்து சிறந்த ஒன்றைத் தேர்வு செய்ய இதன் மூலம் முடியும். உண்மையில் நாங்கள் அனைவரும் ஒன்றாக **ஒத்துழைத்து** வேலை செய்ததால் மிகவும் எளிதாக இருந்தது என்று கூற விரும்புகிறேன்.

Payal Gupta : When you are out at sea, **teamwork** is the most important in the middle of the crisis. Even during the storm when three people would be out on watch, the other three who would be inside wouldn't be able to rest. Somebody would heat the water, the other person would heat the gloves because it was raining also. So team effort actually helped in navigating through the 20 hours long storm. I feel that if I had been alone then it would have been a **nightmare** to deal with the challenges that the sea throws at you.	பாயல் குப்தா : நீங்கள் கடலில் இருக்கும் போது, நெருக்கடியின் நடுவில் குழு வேலை மிகவும் முக்கியமானது. புயலின் போது கூட மூன்று நபர்கள் விழிப்புடன் இருப்பார்கள். உள்ளே இருக்கும் மற்ற மூன்று நபர்களும் ஓய்வெடுக்க முடியாது. மழை பெய்யும் என்பதால் யாரேனும் ஒருவர் கையுறைகள் மற்றும் நீரினை அவ்வப்போது வெப்பமூட்டுவர். எனவே 20 மணிநேர நீளமான பயணத் தாக்கத்தை சமாளிக்க குழுவின் முயற்சிகள் உதவியது. நான் தனியாக மேற்கொண்டிருந்தால் கடல் பயணத்தில் நடந்த சவால்களை சமாளிப்பது ஒரு பயங்கரமான கனவாகவே இருந்திருக்கும் என்று நான் நினைக்கிறேன்.
Interviewer : Share your experience about the most **challenging** task while sailing.	நேர்காணல் : இந்தப் பயணத்தின் போது நடந்த மிகச் சவாலான சம்பவங்களை எங்களிடம் பகிர்ந்து கொள்ளுங்கள்.
Vartika Joshi : The Sea can get really tough when winds are picking up. Those are the times we have to be active and need to **anticipate** what could be there ahead. In the South Pacific, we encountered a storm where the seas were almost nine to ten meters high and the winds were picking up to 60-70 knots (a unit of speed equal to one nautical mile per hour exactly 1.852km/h), which is about a **hurricane force** of wind on land. It is normal on sea where there is hardly any land mass to stop the winds.	வர்டிகா ஜோஷி : வேகமாக காற்றடிக்கும் போது கடல் மிகவும் கடுமையானதாக இருக்கும். நாம் அனைவரும் சுறுசுறுப்பாக இருந்து, முன்னால் என்ன இருக்கும் என்று எதிர்நோக்கி இருக்க வேண்டும். தென்பசிபிக் பகுதியில் கடலில் ஒரு பெரிய புயல் கிட்டத்தட்ட ஒன்பது முதல் பத்து மீட்டர் உயரமாகவும், காற்றானது 60 - 70 முடிச்சுகளாகவும் (ஒரு மணி நேரத்திற்கு ஒரு கடல் மைல் ஒன்றுக்கு 1.852 கிமீ / மணி) நிலத்தில் காற்று சூறாவளி பாய்வதைப் போல் நாங்கள் எதிர்கொண்டோம். காற்றை நிறுத்துவதற்கு எந்த நிலப்பகுதியும் இல்லாத கடலில் இது இயல்பானது.
It was also a **blissful** experience when something broke down and after a lot of hard work and effort, we were able to fix it together. We will remember these incidents as well because it gave us the strength to move on and if something went bad, we were able to overcome those challenges.	ஏதோ ஒன்று உடைந்து விழுந்தபின் கடின உழைப்பு மற்றும் முயற்சிக்குப் பின்னர், அதை ஒன்றாகச் சரிசெய்ய முடிந்ததும் ஒரு மகிழ்ச்சியான அனுபவமாக இருந்தது. என்றென்றும் இச்சம்பவத்தை நாம் நினைவில் வைத்துக்கொள்வோம். ஏனெனில் இச்சம்பவங்கள் பெரிதும் பலத்தைக் கொடுத்தது. என்ன நடந்தாலும் அவற்றை சமாளிக்க தைரியத்தையும் பலத்தையும் இப்பயணம் எங்களுக்கு தந்தது.
Interviewer : How adventurous was your trip?	நேர்காணல் : உங்கள் பயணம் எவ்வளவு துணிச்சலாக இருந்தது?
Vartika Joshi : When we were crossing the Tasman Sea, we witnessed the brilliant Southern Lights from sea. It was rare to watch that in those months, that too from sea. We were absolutely **awestruck** as we were not expecting it, to see the entire sky lit up in green light. There was **bio-luminescence,** dolphins swimming in the wake of the boat like our neighbours and a variety of sea creatures. We spotted a dead sperm whale once and we thought it was an island from a distance, it was so huge. We are not specialists, so whenever we spotted something in the sea, we had to Google it to learn more about the species.	வர்டிகா ஜோஷி : நாங்கள் தாஸ்மன் கடலைக் கடக்கும்போது கடலில் இருந்து தெற்குப் பகுதியில் பிரகாசமான விளக்குகளைப் பார்த்தோம். அந்த மாதங்களில் அது கடலிலிருந்து வந்தது மிக அரிதானது. முழு வானமும் பச்சை நிறத்தில் ஒளிர்வதைப் பார்த்து மிகவும் வியப்படைந்தோம். அங்கு உயிர்-ஒளி வீசுதல் இருந்தது. எங்கள் அண்டை வீட்டார் போல கடல்களில் பல்வேறு உயிரினங்கள் நீந்துகின்றன. அவை டால்பின்கள். ஒரு இறந்துபோன ஸ்பெர்ம் திமிங்கலத்தைப் பார்த்தோம். நாங்கள் தூரத்தில் ஒரு மிகப்பெரிய தீவு இருப்பதாக நினைத்தோம். நாங்கள் நிபுணர்களல்ல, எனவே கடலில் எதை எங்கு பார்த்தாலும் அவற்றை பற்றி தெரிந்துகொள்ள இணையதளத்தைப் பயன்படுத்தி பலவற்றையும் தெரிந்துகொண்டோம்.

Interviewer : How did your crew spend time deep in the sea?	நேர்காணல் : உங்கள் குழுவானது ஆழ்கடலில் எவ்வாறு நேரம் செலவழித்தது?
Swathi P : During circumnavigation, we picked up some hobbies and kept posting pictures of delicacies like **golgappas** and cakes. We also read books when the weather was pleasant and did some quilling and craft work. While team leader Joshi read comics and the Ramayana during her journey, I loved cooking as well so I indulged in baking. I also liked crafting a lot, so I used to make **lampshades.** I love it when people appreciate the food that I cook, so I gave my crew members the best dishes that was possible on land with the limited resources that we had on the boat.	சுவாதி பி : சுற்றுப்பயணத்தின்போது நாங்கள் கோல்கப்பாஸ், கேக்குகள், போன்ற சுவையூட்டும் பண்டங்களைப் பதிவு செய்யும் சில **பொழுதுபோக்குகளை** மேற்கொண்டோம். எப்போதெல்லாம் வானிலை இனிமையாகிருந்ததோ அப்போது நாங்கள் புத்தகங்களைப் படித்தோம். கலைவேலைகளைச் செய்தோம். அணித் தலைவர் ஜோஷி பயணத்தின் போது காமிக்ஸ் மற்றும் இராமாயணத்தை வாசிப்பார். நான் சமையலை விரும்புவேன். எனவே பல வகை உணவுகளை தயார் செய்வேன். எனக்கு கைத்திறம் மீது அதிக ஆர்வம் உள்ளதால் நான் அவற்றை **மின்விளக்குகள்** செய்வதற்கு பயன்படுத்தினேன். நான் சமைக்கின்ற உணவுகளை மக்கள் பாராட்டுவதை விரும்புவேன். அதனால் நான் என் குழுவினருக்கு நிலத்தில் சாத்தியமான சிறந்த உணவுகளை, உள்ளதை வைத்து செய்து கொடுத்தேன்.
Vartika Joshi : Six is a great number, we were always entertained. We watched movies, listened to music, and you won't believe some of the goodies the crew rustled up in our tiny pantry, even while sailing in rough seas. We made parathas, baked cakes and breads, and even made halwa and rasgullas!	வர்திகா ஜோஷி: ஆறு மிகவும் அற்புதமான எண். நாங்கள் எப்போதும் மகிழ்ச்சியோடு இருப்போம். கடலில் சென்று கொண்டிருந்த போதும் நாங்கள் திரைப்படங்களை கண்டோம். இசையை கேட்டுக்கொண்டிருந்தோம். மேலும் நீங்கள் நம்ப மாட்டீர்கள், நாங்கள் சிறிய சமையலறையில் செய்த உணவு வகைகளை. பராதாஸ், கூடப்பட்ட கேக்குகள் மற்றும் ரொட்டிகள், மேலும் ஹல்வா, ரசகுல்லா ஆகியவற்றை செய்து உண்டோம்.
We celebrated festivals at sea. When we think about it now on land, we remember the Diwali we spent at sea. We celebrated three birthdays including the first birthday of the boat; also specific occasions like crossing the **equator,** the International Date Line and such.	மேலும் நாங்கள் கடலில் திருவிழா கொண்டாடினோம். இப்போது நினைத்தாலும் கடலில் நாங்கள் கொண்டாடிய தீபாவளி பண்டிகை நினைவுக்கு வருகிறது. நாங்கள் மூன்று பிறந்தநாளைக் கொண்டாடினோம். அவற்றில் படகின் பிறந்தநாளும் ஒன்று. **பூமத்தியரேகையைக்** கடத்தல், சர்வதேச தேதி நாள் போன்ற சிறந்த சந்தர்ப்பங்களை கொண்டாடினோம்.
Interviewer : What motivated you to fulfil the country's expectations?	நேர்காணல் : நாட்டின் எதிர்பார்ப்புகளை நிறைவேற்ற உங்களை ஊக்கப்படுத்தியது எது?
Swathi P : We knew that the entire country was watching us and praying for us, so we never wanted them to have a single day thinking that we are in **trouble.** We knew that it is going to happen but the people out there did not know what kind of challenges we were facing. So, one of the motives that we kept in mind was that we did not want to frighten them. We decided that once the circumnavigating was over, we are going to show what we have actually gone through.	சுவாதி பி : முழு நாடும் எங்களைப் பார்த்துக்கொண்டிருக்கிறது. மேலும் அவர்கள் எங்களுக்காக பிரார்த்தனை செய்கிறார்கள் என்பது எங்களுக்குத் தெரியும். அதனால் மக்கள் யாரும் நாங்கள் **சிக்கலில்** இருப்பதாக எண்ணிவிடக்கூடாது என்று நினைத்தோம். மக்கள் அனைவருக்கும் நாங்கள் அங்கு என்னென்ன சவால்களை மேற்கொள்கிறோம் என்று தெரியாது. எங்களை ஊக்குவித்தது ஒன்று மட்டுமே. எப்போதும் மக்களை பயமுறுத்தக் கூடாதென்பது. நாங்கள் கடல் பயணம் செய்து முடித்துவிட்டோம். நாங்கள் அங்கு நடந்த நிகழ்வைக் காட்ட போகிறோம் என்று தைரியத்துடன் பயணத்தை முடித்தோம்.
Interviewer : As a woman, how would you consider this expedition?	நேர்காணல் : ஒரு பெண்ணாக இருக்கும் பட்சத்தில் இந்த பயணத்தை நீங்கள் எப்படி எடுத்துக்கொள்வீர்கள்?

Vartika Joshi : It is a matter of great honour and we couldn't have imagined anything better for our cast-off. Of course we being an all-woman team, it is a great boost to women in the country. But, as we are going as sailors, and we as sailors have seen that the sea does not **discriminate** between genders. It is always gender-neutral and we have realised that gender does not play a role in sailing. But to boost the **morale** in the country and for more women to take in adventures like sailing, I feel it is great that an all-woman team had been formed to undergo this expedition.	வர்திகா ஜோஷி : எங்களின் அமைப்பிற்கு இதைவிடச் சிறந்த எதையும் எதிர்பார்க்க முடியாது. இது மிகப் பெரிய மரியாதைக்குரிய விஷயமாகும். நிச்சயமாக நாங்கள் ஒரு பெண் அணியாக இருந்தோம். அது நாட்டில் உள்ள பெண்களுக்கு பெரும் ஊக்கமளிக்கிறது. ஆனால் நாங்கள் மாலுமிகளாகப் போயிருந்தபோது, கடற்படையினருக்கு இடையே **எந்த வேறுபாடும்** இல்லை என்பதை உணர்ந்தோம். எப்போதும் இது பாலின நடுநிலையானது. மேலும் பாலினம் இவற்றில் ஈடுபடவில்லை என்பதை நாங்கள் உணர்ந்திருக்கிறோம். ஆனால் நாட்டில் **மன உளைச்சல்** அதிகம் உள்ளவர்கள். பெரும்பாலான பெண்கள் படகோட்டம் போன்ற சாகசங்களை எடுத்துக் கொள்ளலாம். இந்த பயணத்தை மேற்கொள்வதற்கு ஒரு பெண் குழு உருவானது மிகவும் பெருமையானது என்று நான் நினைக்கிறேன்.

GLOSSARY

Textual Glossary:

circumnavigate *(v)*	=	to travel all the way around something, especially the earth	→ கப்பலில் உலகைச் சுற்றி வருதல் (சுற்றுப்பிரயாணம் செய்)
indigenously *(adv)*	=	naturally, innately, inherently	→ இயற்கையாகவே, இயல்பாகவே
consonance *(n)*	=	agreement or compatibility between opinions or actions	→ இசைவு, ஒற்றுமை
skippered *(v)*	=	acted as a master or captain of a vessel especially a small boat	→ கப்பல் தலைவன்
expedition *(n)*	=	a journey or voyage made for some specific purpose, such as of war or exploration	→ குறிக்கோளோடு கூடிய துணிகரமான பயணம்
replenishment *(n)*	=	restoration of a stock or supply to a former level or condition.	→ முன்னாள் நிலை அல்லது நிபந்தனைக்கு ஒரு பங்கு அல்லது விநியோகத்தை மீட்டல்
apprehensive *(adj)*	=	anxious or fearful that something bad or unpleasant will happen	→ கவலை அல்லது பயம் நிறைந்த ஏதேனும் கெட்டது அல்லது விரும்பத்தகாதது நடக்கும்
contention *(n)*	=	strenuous effort; struggling together in opposition	→ கடுமையான முயற்சி
auxiliary *(adj)*	=	additional; used as a reserve or substitute incase of need	→ தேவைக்குப் பதிலாக அல்லது மாற்றாக பயன்படுத்தப்படுகிறது.
anticipate *(v)*	=	to foresee; to realize beforehand; to expect; be sure of	→ முந்திக்கொள், எதிர்நோக்கு
bio-luminescence *(n)*	=	the production of light by living organisms	→ உயிர் - ஒளிர்வு
golgappas *(n)*	=	the other term for panipuri	→ பாணிப்பூரி
morale *(n)*	=	emotional or mental condition with respect to confidence especially in the face of hardships	→ ஊக்க உணர்வு, மனத்திண்மை

SYNONYMS (MEANINGS)

remained	–	stayed, waited	→	இருந்தது, தங்கு
permitted	–	granted	→	வழங்கப்பட்ட
escort	–	bodyguard	→	மெய்க்காவலன்
fought	–	attacked	→	தாக்குதல்
projected	–	planned, calculated	→	திட்டமிட்டுள்ளது
tremendous	–	huge	→	மிகப்பெரிய
achievement	–	accomplishment	→	செய்து முடித்தல்
deity	–	goddess	→	தெய்வம், தேவதை
commissioned	–	appointed	→	நியமித்தது
undertaken	–	launched	→	தொடங்கப்பட்டது
attain	–	achieve	→	செய்துமுடி, வெற்றிகொள்
potential	–	capability	→	சாத்தியமான
promoting	–	developing	→	ஊக்குவித்தல்
indigenous	–	native, inborn	→	உள்நாட்டு
non – conventional	–	unusual	→	வழக்கத்திற்கு மாறான
renewable	–	inexhaustible	→	வற்றாத
encourage	–	inspire	→	ஊக்கப்படுத்து
monitoring	–	controlling	→	கண்காணிப்பு
skippered	–	captained	→	படைத்துறை நடவடிக்கை
voyage	–	journey	→	பயணம்
replenishment	–	refilling	→	மனநிறைவுடன்
expedition	–	voyage	→	பயணம், நாடுச்செல்லுதல்
unpredictable	–	changeable	→	எதிர்பாராத
acquainted	–	familiar	→	அறிமுகமான, தெரிவித்தல்
combat	–	battle, conflict	→	சண்டை, போர்
theoretical	–	academic	→	கோட்பாடு சார்ந்த
prediction	–	forecast	→	முன்னதாகச் சொல்லப்பட்டது
emergency	–	crisis, conjuncture	→	நெருக்கடி நிலை
manage	–	control	→	கையாளு, நிர்வகிக்க
applied	–	enforced	→	பயன்படுத்தப்படும்
selection	–	option	→	தேர்ந்தெடுத்தல்
shortlisted	–	final list	→	இறுதிப்பட்டியல்

mentored	–	advised, guided	→	வழிகாட்டுதல்
showcased	–	exhibited	→	காண்பித்து
flare – ups	–	explosion, eruption	→	அதிர்வெடி, வெடித்தல்
apprehensive	–	suspicious	→	சந்தேகம் நிறைந்த
supportive	–	helpful	→	உதவியான
destination	–	terminus	→	பணய இலக்கு, சேருமிடம்
repulsion	–	disgust	→	திரும்பி ஓட்டுதல்
assistance	–	support	→	உதவி
grasped	–	grabbed	→	பற்றி பிடி
successfully	–	victoriously	→	வெற்றிகரமான
fraction	–	fragment, part	→	முறிந்த துண்டு
involve	–	include	→	உள்ளடக்கியது, உட்படுத்து
sailed	–	navigated	→	கடற்பயணம் செய்
dealing	–	negotiation, handling	→	கையாளும்
crisis	–	dilemma	→	நெருக்கடி, உச்சநிலை
encountered	–	stumbled, fought	→	எதிர்ப்படு, எதிர்கொண்டது
nautical	–	aquatic, naval	→	கடல், கப்பல்துறை மாலுமிகள்
blissful	–	favoured, happy	→	பேரின்பம்
strength	–	stamina	→	வலிமை
poked	–	instigated	→	நுழை, தள்ளு
overcome	–	overwhelmed	→	தோற்கடி, கடக்க
absolutely	–	certainly	→	முழுமையாக
awestruck	–	stunned, shocked	→	பிரமிப்படைதல்
spotted	–	speckled	→	காணப்பட்டது
variety	–	difference	→	பல்வேறு, வகை
limited	–	restricted	→	வரையறுக்கப்பட்ட
crafting	–	formulating	→	கைவினை
rustled	–	crackled, whispered	→	சலசலப்பு
celebrated	–	commemorate	→	கொண்டாடு
frighten	–	scare	→	நிகிலுறச் செய்
boost	–	increase, build up	→	மதிப்பை உயர்த்து
discriminate	–	segregate, separate	→	வேறுபடுத்து
realized	–	acquired, conceived	→	உணர்த்து
imagined	–	fancied	→	கற்பனை செய்

Choose the correct synonyms of the underlined word in the sentences below:

Model:

1. Gone are the days, where women in India *remained* in doors.
   (a) stayed (b) ceased (c) departed (d) forget
2. ..... unless *permitted* to go out with an escort.
   (a) refused (b) denied (c) allowed (d) prohibited
3. ..... permitted to go out with an *escort.*
   (a) enemy (b) protection (c) fought (d) body guard
4. ..... thanks to all those women who have *fought.*
   (a) attacked (b) surrender (c) give in (d) uphold
5. ..... fought for their *freedom* and set a very good example.
   (a) dependence (b) limitation (c) liberty (d) imprisonment
6. Women *occupy* almost all the major positions in society.
   (a) involve (b) refuse (c) surrender (d) eject
7. Women occupy almost all the *major* positions in society.
   (a) usual (b) customary (c) dominant (d) subordinate
8. Currently, women's *accomplishment* are tremondous.
   (a) achievement (b) inability (c) incapable (d) weakness
9. Women's accomplishment are *tremendous* in many fields.
   (a) trial (b) impressive (c) usual (d) customary
10. One such *achievement* is the All -women Indian Navy crew.
    (a) success (b) loss (c) idleness (d) unfulfillment

ANSWERS

1. (a) stayed 2. (c) allowed 3. (d) body guard 4. (a) attacked
5. (c) liberty 6. (a) involve 7. (c) dominant 8. (a) achievement
9. (b) impressive 10. (a) success

Assignment:

1. The *voyage* was aimed to show case 'Make in India' initiative.
   (a) navigate (b) journey (c) forget (d) hostile
2. The voyage was aimed to show case 'Make in India' *initiative.*
   (a) vigor (b) idleness (c) inventiveness (d) cowardice
3. ..... sailing on-board *indigeneously* built INSV Tharani.
   (a) alien (b) foreign (c) native (d) unusual
4. This sailboat is a friendly *non-conventional* energy resources.
   (a) unusual (b) conventional (c) traditional (d) regular
5. This sailboat is a friendly non-conventional *renewable* energy resources.
   (a) unsustainable (b) inexhaustible (c) unsuitable (d) unendurable
6. The crew *started* their voyage.
   (a) latent (b) began (c) prospective (d) proceeding

7. ..... *flagged* off by the Defence Minister of India.
(a) flopped (b) calmed (c) soothed (d) encouraged

8. A historic day which would be marked in *navigation*.
(a) site seeing (b) ignoring (c) travelling (d) exciting

9. A historic day which would be marked in navigation *globally*.
(a) especially (b) sometimes (c) specifically (d) worldwide

10. ..... with stop over's at four ports for *replenishment*.
(a) outside (b) content (c) emptiness (d) exteriority

11. They *shared* about their great voyage in an interview.
(a) communicated (b) divided (c) allocated (d) completed

12. They shared their *experience* about their great voyage in an interview.
(a) weakness (b) smartness (c) knowledge (d) lacking

13. We really come to know their *hardship* and unpredictable challenges .
(a) delight (b) happiness (c) relief (d) burden

14. We really come to know their hardship and *unpredictable* challenges.
(a) changeable (b) steadfast (c) stable (d) unchangeable

15. ..... *challenges* they have faced all through their expeditions.
(a) answer (b) decide (c) problems (d) aware

16. I wanted to make sure that I *complete* this journey.
(a) end (b) incomplete (c) defective (d) deficient

17. I completed this journey with *ultimate* honesty.
(a) introductory (b) final (c) lowest (d) worst

18. I completed this journey with ultimate *honesty*.
(a) distrust (b) dishonour (c) truthfulness (d) falsehood

19. I didn't set out for a *destination*.
(a) goal (b) source (c) beginning (d) start

20. ..... you don't have to use *auxiliary* means of repulsion.
(a) main (b) cheap (c) chief (d) supplementary

21. We started with some *theoretical* courses on navigation.
(a) practical (b) positive (c) speculative (d) definite

22. ..... communication and weather *prediction*.
(a) forecast (b) relation (c) account (d) report

23. We were given hands on training, like how to *repair*.
(a) damage (b) mean (c) mend (d) delay

24. ..... how to repair things and how to *deal*.
(a) handle (b) conceal (c) refuse (d) deny

25. ..... deal with *emergencies* when the weather gets rough.
(a) rescue (b) provision (c) crisis (d) deliverance

26. During *circumnavigation* we picked up some hobbies.
(a) sailing around (b) inside (c) inferior (d) middle

27. During circumnavigation we *picked* up some hobbies.
(a) rejected (b) selected (c) ignored (d) refused

28. We kept posting pictures of *delicacies* like golgappas and cakes.
(a) coarseness (b) heaviness (c) tasty food (d) indelicacy

29. We also read books when the weather was *pleasant*.
(a) unfriendly (b) unpleasant (c) enjoyable (d) hateful

30. Our team leader read *comics*.
(a) funny stories (b) destroyer (c) destruction (d) demolish

ANTONYMS

including	சேர்ந்த	×	excluding	தவிர்த்த
discriminate	வேறுபடுத்து	×	confuse	குழப்பு
frighten	திகிலுறச்செய்	×	comfort	ஆறுதல்
boost	மதிப்பை உயர்த்து	×	compress	அழுத்து
trouble	தொந்தரவு	×	tranquility	அமைதி
motivated	செயல் நோக்கமுள்ள	×	hindered, prevented	இடையூராக
specific	திட்டவட்டமான	×	general	பொதுவான
rustled	சலசலப்பு	×	silence	நிசப்தம், மௌனம்
crafting	கைவினை	×	destroy	நிலைகுலை, அழி
limited	வரையறுக்கப்பட்ட	×	unlimited	எல்லையற்ற
variety	பல்வேறு	×	same	ஒரே மாதிரியான
awestruck	பிரமிப்படைதல்	×	unsurprised	ஆச்சரியமற்ற
absolutely	சுட்டுக்கடங்காத	×	doubtfully	சந்தேகத்துடன்
strength	வலிமை	×	weakness	வலுக்குறைவு
blissful	பேரின்பம்	×	dissatisfied	திருப்தியற்ற
tough	கடினமான	×	flexible	வளையத்தக்க
crisis	நெருக்கடி	×	miracle, success	அதிசயம்
dealing	கையாளும்	×	refuse	மறத்துவிடு
involve	உட்படுத்து	×	disconnect, release	துண்டித்தல் / வெளியேறுதல்
fraction	முறிந்த துண்டு	×	whole, entirely	முழுமையான
grasped	பற்றிபிடி	×	released	வெளியீடு
assistance	உதவி	×	hindrance	தடங்கல்
repulsion	திரும்பி ஒட்டுதல்	×	attraction	கவர்ச்சி, ஈர்ப்பு
achieve	பெறு	×	fail	தோற்றுப்போ
apprehensive	சந்தேகம் நிறைந்த	×	confident	நம்பிக்கிற
showcased	காண்பித்தது	×	concealed, refrained	மறை, முழுவதும் மறை
mentored	வழிகாட்டுதல்	×	inhibited, obstructed	தடுத்தல்
selection	தேர்ந்தெடுத்தல்	×	rejection	நிராகரிப்பு
theoretical	கோட்பாடு சார்ந்த	×	practical	நடைமுறைக்குரிய
combat	சண்டையிடு	×	surrender, retreat	பின்வாங்கு
acquainted	அறிமுகமான	×	ignorant	அறிவில்லாத
hardships	கஷ்டங்கள்	×	delight, relief	மகிழ்ச்சி
repair	பழுது பார்த்தல்	×	damage, destruction	ஊறுபாடு அழித்தல்

replenishment	மன நிறைவுடன்	×	emptiness	வெறுமை
monitoring	கண்காணிப்பு	×	ignoring, neglecting	புறக்கணிப்பு
encouraged	ஊக்கப்படுத்து	×	discouraged	ஊக்கமின்றி
renewable	வளமான	×	non-renewable	வளமற்ற
non-conventional	வழக்கத்திற்கு மாறான	×	conventional	வழக்கமான
indigenous	உள்நாட்டு	×	alien, foreigner	வேற்றுநாட்டு மனிதர்
potential	நிகழக்கூடிய	×	lacking	இல்லாதிருக்கிற
commissioned	தேர்ந்தெடு	×	prohibit, revoke	விலக்கு
achievement	செய்து முடித்தல்	×	failure	தோல்வி
tremendous	பிரம்மாண்டமான	×	usual, customary	வழக்கமான
occupy	ஆக்கிரமித்தல்	×	quit	விட்டுச்செல்
freedom	சுதந்திரம்	×	bondage, slavery	அடிமை
escort	மெய்க்காவலர்	×	enemy, foe	பகைவன்
permitted	வழங்கப்பட்ட	×	prohibited, refused	தடைசெய்யப்பட்ட
remained	தங்குதல்	×	discontinued, departed	நிறுத்துதல், கைவிடுதல்

Choose the most appropriate antonyms of the underlined word from the options given below:

Model:

1. Currently, women's accomplishments are ***tremendous*** in many fields.
   (a) enormous (b) great (c) inferior (d) superb
2. National policy to ***empower*** women .....
   (a) disapprove (b) authorize (c) entitle (d) vest
3. ..... empower women to ***attain*** their full potential.
   (a) achieve (b) fail (c) accomplish (d) secure
4. The project is considered ***essential***.
   (a) necessary (b) indispensable (c) inessential (d) crucial
5. The project is considered essential towards ***promoting*** ocean sailing.
   (a) sponsoring (b) helping (c) obstructing (d) advancing
6. ***Collected*** and updated meteorological .....
   (a) disorganized (b) possessed (c) still (d) confident
7. ..... ***updated*** meteorological, ocean and wave data.
   (a) amended (b) ruined (c) restored (d) refurbished
8. ..... on ***regular*** basis for accurate weather forecast.
   (a) formal (b) daily (c) unusual (d) traditional
9. ..... on regular basis for ***accurate*** weather forecast.
   (a) inaccurate (b) detailed (c) careful (d) scientific
10. ..... were sum special feature of this sailboat.
    (a) limited (b) major (c) exclusive (d) common

ANSWERS

1. (c) inferior 2. (a) disapprove 3. (b) fail 4. (c) inessential
5. (c) obstructing 6. (a) disorganized 7. (b) ruined 8. (c) unusual
9. (a) inaccurate 10. (d) common

Assignment:

1. It is a matter of great ***honour.***
   (a) respect (b) dignity (c) dishonour (d) doubt
2. We couldn't have ***imagined*** anything better for our cast – off.
   (a) fancied (b) known (c) thought (d) guessed
3. It is a great ***boost*** to women in the country.
   (a) growth (b) rise (c) decrease (d) swell
4. The sea is always gender ***neutral.***
   (a) concerned (b) impartial (c) indifferent (d) non committal
5. ..... we have ***realised*** that gender does not play a role in sailing.
   (a) grasped (b) recognised (c) comprehended (d) misunderstood
6. We ***celebrated*** festivals at sea.
   (a) observed (b) performed (c) humiliated (d) lauded
7. We ***remember*** the Diwali we spent at sea.
   (a) forget (b) thought (c) imagine (d) recall
8. We celebrated three birthdays ***including*** the first birthday of the boat.
   (a) involving (b) excluding (c) comprising (d) extending
9. ..... also ***specific*** occasions like crossing the equator.
   (a) limited (b) individual (c) exact (d) vague
10. ..... also specific occasions like ***crossing*** the equator.
    (a) reaching (b) intersecting (c) parting (d) traversing
11. ..... most of them had ***never*** even seen the sea.
    (a) always (b) not least (c) fewer (d) nevermore
12. I ***invited*** them to visit.
    (a) rejected (b) urged (c) welcomed (d) prayed
13. We're doing well and ***looking after*** ourselves.
    (a) stopping (b) caring (c) appointing (d) ignoring
14. ..... they were ***apprehensive*** and supportive too.
    (a) afraid (b) anxious (c) confident (d) trouble some
15. ..... they were apprehensive and ***supportive*** too.
    (a) smart (b) unhelpful (c) co operative (d) active
16. Whenever the winds ***dropped*** .....
    (a) discarded (b) released (c) expelled (d) picked
17. It wouldn't have taken me a ***fraction*** of a second to switch engine.
    (a) total (b) portion (c) half (d) share
18. But inside of me something ***poked*** me.
    (a) nudged (b) provoked (c) discouraged (d) punched
19. ..... this expedition has to be done with ***honesty.***
    (a) distrust (b) truth (c) confidence (d) virtue
20. ..... we were able to finish it ***successfully.***
    (a) victoriously (b) triumphantly (c) unsuccessfully (d) fruitfully
21. We've all sailed and ***trained*** .....
    (a) builtup (b) untrained (c) skilled (d) qualified

22. ..... we could discuss different ways of *solving* a problem.
(a) complicating (b) explaining (c) clarifying (d) elucidating

23. ..... we could discuss different ways of solving a *problem*.
(a) solution (b) question (c) enquiry (d) issue

24. ..... it was *easier* for us to collaborate and work together.
(a) harder (b) simple (c) clear (d) smooth

25. ..... it was easier for us to *collaborate* and work together.
(a) disagree (b) participate (c) co operate (d) work with

26. Out of the thirty women who had *applied*
(a) tested (b) practiced (c) learned (d) with drawn

27. But to boost the *morale* in the country .....
(a) confidence (b) doubt (c) fear (d) interest

28. It was a *blissful* experience.
(a) joyful (b) miserable (c) enjoyable (d) tactful

29. We *showcased* our skills.
(a) concealed (b) exhibited (c) revealed (d) boosted

30. The crew was *mentored* by Commander Dilip Donde.
(a) hindered (b) advised (c) counselled (d) guided

QUESTIONS AND ANSWERS

A. Answer the following questions :

Textual Questions:

a. What does INSV stand for?
INSV stands for Indian Naval Ship Vessel

b. When was INSV Tarini commissioned to Indian Navy service?
INSV Tarini was commissioned to Indian Navy Service on 18 February, 2017.

c. Who is Tara-Tarini?
Tara – Tarini is the patron deity for sailors and is worshipped for safety and success at sea.

d. Where did the crew undergo their basic training?
The crew members underwent their basic sail training courses in Mumbai at the Indian Naval Waterman ship Training Centre (INWTC) and at various schools in the southern naval base in Kochi.

e. How long were they trained to undertake this voyage?
They were almost trained for three years to prepare for the voyage.

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

g. Who mentored the crew?
The crew was mentored by Commander Dilip Donde.

h. Which quality of the skipper helped to bring out a successful expedition?
Whenever the winds dropped, it wouldn't have taken her even a fraction of second to switch on the engine and say let's go one mile ahead. But inside of her poked her to do this expedition with honesty. This was the major quality of the skipper that helped to bring out a successful expedition.

i. Who among the crew mentioned about teamwork?
Payal Gupta mentioned about the teamwork. When they were out at sea, teamwork was the most important criteria in the middle of the crisis.

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

They witnessed the brilliant Southern lights from the sea when they were crossing the Tasman Sea. It was rare to watch that in those months, that too from sea. They were absolutely awestruck because the entire sky appeared in green light.

k. What festival did they celebrate during their expedition?

During their expedition, they celebrated Diwali.

B. Answer the following questions briefly:

Textual Questions:

1. Mention the special features of INSV Tarini.

The special feature of INSV sailboat was that it encouraged use of environment friendly non – conventional renewable energy resources such as the wind. Collected and updated meteorological, ocean and wave data on regular basis for accurate weather forecast by Indian Meteological Department (IMD) and also collected data for monitoring marine pollution on high seas.

2. What does the term circumnavigation mean?

The term circumnavigation means to sail or fly around and make the circuit of navigation.

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

Indian Navy's all – women crew was the first – ever to circumnavigate the gate skippered by Lt.Commander Vartika Joshi. The all – women team had also Lt. Aishwarya Boddapati, Lt. Sn. vijaya Devi and Lt.Payal Gupta as its crew members. They went around the world in 254 days.

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

The crew started their voyage on 10th September, 2017 from Goa, flagged off by the Defence Minister of India. The crew went around the globe within 254 days and reached Goa on 21st May, 2018.

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

They started some theoretical courses on navigation, communication and weather prediction. The crew were given hands on training like how to repair things and how to deal with emergencies when the weather got rough. Training were also given for medical emergency.

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

Teamwork was the most important criteria when they were out at sea. During the storm, when three people were at work other three took rest, Somebody heated the water, the other person would heated the gloves because it was raining also. So team effort actually helped in navigating through the 20 hours long storm.

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

In the Pacific, they encountered a storm where the seas were almost nine to ten meters high and the winds were picking upto 60 – 70 knots, which is about a hurricane force of wind on land. It was also a blissful experience when something broke down. After a lot of hardwork they were able to fix it together.

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

They were always entertained. They watched movies, listened to music, read comics and the Ramayana during their journey. Swathi loved cooking and baking and also liked crafting a lot, so she used to make lampshades. They made parathas, baked cakes and breads and even made halwa and rasgullas.

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

They celebrated festivals at sea like Diwali. They celebrated three birthdays including the first birthday of the boat. They also celebrated specific occasions like crossing the equator, the International Date line and such.

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

They knew that the entire country was watching and praying for them, so they never wanted the people to have a single day thinking that they were in trouble. One of the motives that the crew kept in mind was that they did not want to frighten them.

Additional Questions:

11. Explain INSV Tarini :

- INSV stands for Indian Naval Ship Vessel.
- INSV Tarini is the second sailboat of the Indian Navy.
- It is a 55 foot sailing vessel built indigenously in India by M/s. Aquarius Shipyard Pvt., located in Goa.
- The boat was named after the famous "Tara Tarini" temple in Odisha.

12. What was said by Admiral Sunil Lanba in his welcome speech?

"The project is considered essential towards promoting ocean sailing activities in the Navy while depicting Government of India's thrust for Nari Shakthi (women power)" were the words said by chief of the Naval Staff, Admiral Sunil Lanba in his welcome speech.

13. By whom and when was the first Indian solo circumnavigation undertaken??

The first Indian Solo circumnavigation was undertaken by Capt. Silip Donade, Sc (Retd) From August 19, 2009 to May 19, 2010 on board another Indian – built vessel INSV Mhadei.

14. By whom and when was Indian non-stop solo circumnavigation undertaken?

The first Indian non – stop solo circumnavigation was undertaken by Cdr. Abhilash Tomy, K. C from November1, 2012 to March 31, 2013.

15. Explain their voyage of 254 days.

They started their voyage on 10 September, 2017 from Goa, flagged off by the Defence Minister of India. It was a historic day, covered in five legs with stop – overs at four ports. They went around the globe within 254 days and reached Goa port on 21 May, 2018. They broke many stereotypes during their record – setting sail.

16. What was the selection process?

Out of the thirty women who had applied, six of them were shortlisted, based on the little survival skills. The crew was mentored by commander Dilip Donde.

17. How did the family members react when they told about this expedition?

The family members had a hard time, because most of them had never seen the sea. Four among them were from the mountains. But once they saw that were doing well and looking after, they were quite supportive and apprehensive.

18. How adventurous was their trip?

When they were crossing the Tasman Sea, they witnessed the brilliant Southern Lights from Sea. They were absolutely awestruck to see the entire sky lit up in green light. They spotted dead sperm whale and thought it be an island from a distance and they had to Google it to learn more about the species.

19. As a woman, how would Vartika Joshi consider this expedition?

She felt that it was a matter of great honour and they couldn't have imagined anything better for their cast – off. They, as sailors have seen that the sea does not discriminate between genders. She also felt it was great that an all women team had been formed to undergo their expedition.

PARAGRAPH QUESTIONS

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

Textual Questions:

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

The factors responsible for the all – women Indian Navy was to carry out their expedition:

The real power of women though realized earlier, currently being projected to the world by the advancement of technology and media. There is no field left untouched by them. One such achievement is the All – women Indian Navy crew who circumnavigated. The voyage was aimed to showcase 'Make in India' initiative by sailing on – board indigenously built INSV Tarini.

None of them was acquainted with a sail boat or ocean – going boat; none of them had sailed before, nor were woman officers allowed entry in combat platforms as yet. This became the major factor to carry out their expedition. At first, it was difficult to take the boat out to sea, from one point to another. But they slowly built upon it through 3 years of training.

Their crew was the first Indian all – women crew circumnavigating through the globe. The Indian Navy's all – women crew was the first – ever to circumnavigate skippered by its Commander Varitika Joshi. The words of Chief of the Naval Staff, Admiral Sunil Lanba,

"The project is considered essential towards promoting ocean sailing activities in the Navy while depicting Government of India's thrust for Nari shakti".

inspired them to come out with this expedition. Moreover the people outside the country were eagerly waiting for their journey to be successful which inspired them a lot. INSV Tarini has advance Raymarine navigation suite and an array of satellite communication systems for perfect navigation anywhere in the world. To prove women empowerment the six women carried out this expedition whole – heartedly.

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

None of the crew members was acquainted with a sail boat or ocean – going boat. At first, it was difficult for them to take the boat out to sea, from one point to another. But they slowly built upon it through three years of training. They started with some theoretical courses on navigation, communication and weather prediction. Classroom courses were different from sailing outside. So they were given training like how to repair things, how to deal with emergencies and how to tackle medical emergency.

They underwent basic sail training courses in Mumbai at the Indian Naval Waterman Ship Training Centre and at various Schools in the southern naval base in Kochi. They even sailed on INSV Mhadei to Maruitius and back to Cape Town in December 2016. They were almost trained for three years to prepare for the voyage. Since the boat was old, it had minor leaks and repairs. Also they ran out of water and food, the trip was a tutorial for them to manage, water and even electricity during the big voyage.

Out of the thirty women who had applied six of them were shortlisted for the voyage based on the little survival skills. The crew was mentored by Commander Dilip Donde.

SIMPLE PARAGRAPH FOR SLOW BLOOMERS

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

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

Women occupy almost all the major positions in society. Currently women's accomplishments are tremenduous in many fields. One such achievement is the all – women Indian Navy crew. They circumnavigated the world for 254 days all alone, in a sailboat called INSV Tarini. The voyage was aimed to showcase 'Made in India' initiative by sailing on board indigenously built INSV Tarini. The crew

skippered by Commander Vartika Joshi. They started their voyage on 10 September, 2017 from Goa. They shared their experience about the training, teamwork, challenging task, adventures and motivations. They underwent their basic sail training courses in Mumbai at the Indian Naval Waterman ship Training Centre. They almost spent three years to prepare for the voyage. Their family members at first were frightened. Later they were apprehensive and supportive too. In the South Pacific, they encountered a storm where the waves were almost nine to ten metres high. They watched movies, listened to music, read comics and the Ramayana during their journey. They made parathas, baked cakes and breads and even made halwa and rasgullas. They celebrated Diwali, 3 birthdays, specific occasions like crossing the equator, the International Date Line at sea. Their main motive was that they did not want to frighten the people outside.

OTHER TEXTUAL TASKS

A. Read the statements given below and state whether they are true or false. If false , then write the correct answer in the space given.

1. Indian Navy's all-women crew was the first-ever to circumnavigate the globe.
True.

2. The crew consists of six members of men and women Indian Navy service.
False, The crew consists of six members of women Indian Navy Service.

3. Vartika Joshi skippered the crew to circumnavigate the globe.
True.

4. The crew started their expedition on 10 July, 2017 from Mumbai.
False, The crew started their expedition on 10 September, 2017 from Goa..

5. Dilip Donde was the first person to go on a non-stop solo circumnavigation.
True.

VOCABULARY

D. Pick out the idioms and phrases from the box and write them in the blanks equivalent to their meanings. One is done for you.

bring it on	find one's voice	lend an ear	come across		
on the ball	get along	hang on	over the moon	work out	sharp as a tack

Idioms	Phrases
1. competent – *on the ball*	1. to meet or find by chance - *hang on*
2. become more confident in expressing one self- *find one's voice*	2. to exercise - *work out*
3. extremely happy - *over the moon*	3. to accept a challenge with confidence - *bring it on*
4. mentally agile - *sharp as a tack*	4. to have a friendly relationship - *get along*
5. listen - *Lend an ear*	5. to keep something - *come across*

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

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

1. The airhostess instructed the passengers to wear the seat belts during the ..... . *Ans: take off*
2. Venkat felt happy to ..... the neighbours in the new locality. *Ans: look after*

3. There will be a ..... next week in the office. *Ans: shut down*

4. Doing ..... every day in the morning keeps one healthy. *Ans: warm up*

5. The mother instructed the maid to ..... the child carefully. *Ans: get along with*

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

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

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

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

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

Answers

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

LISTENING

G. *Listen to the passage read by the teacher and say whether the given statement is true or false.

1. Preethi Srinivasan is a former cricketer from Tamil Nadu. **Ans : True**
2. At the age of seventeen, she captained the Indian Women's cricket team. **Ans : True**
3. Preethi Srinivasan was not only a cricketer but also a runner. **Ans : False**
4. Preethi's own trauma inspired her to create SoulFree, a foundation for those suffering from mental illness. **Ans : False**
5. Preethi received the KalpanaChawla Award for Courage and Daring Enterprise. **Ans : True**

H. Read the clues given below and develop your story. Narrate your story to the class.

Robert Bruce - King - lying on the ground in a dejected mood - failed to defeat his enemies - was thinking of giving up the attempt - saw a spider falling down from the ceiling - the ceiling far away - wondered how it would get there - the spider fell back again - again it tried - again it fell - it made nine such attempts - no success - climbed up once more - at last succeeded in reaching the roof - Bruce imitated its example - he too tried once again - was successful.

'A lesson from the spider'

Once upon a time, the king Robert Bruce was lying on the ground in a dejected mood thinking of his failure in his attempt to defeat his enemies. He was thinking of giving up the attempt to defeat the enemies. While thinking so, suddenly he saw a spider falling down from the ceiling. The ceiling was too far away from the floor. He wondered as to how the spider would get there. The spider fell back again and again. And it kept trying even after falling many times. The spider had made nine

such attempts. The spider did not succeed in its attempt. The spider did try to climb up once more. At last the spider succeeded in its attempt of reaching the roof. (ceiling). King Bruce imitated this example in his life.He tried once again. Finally he got success. He became a successful King. From this story we can conclude with the problem "Never ever give up in life".

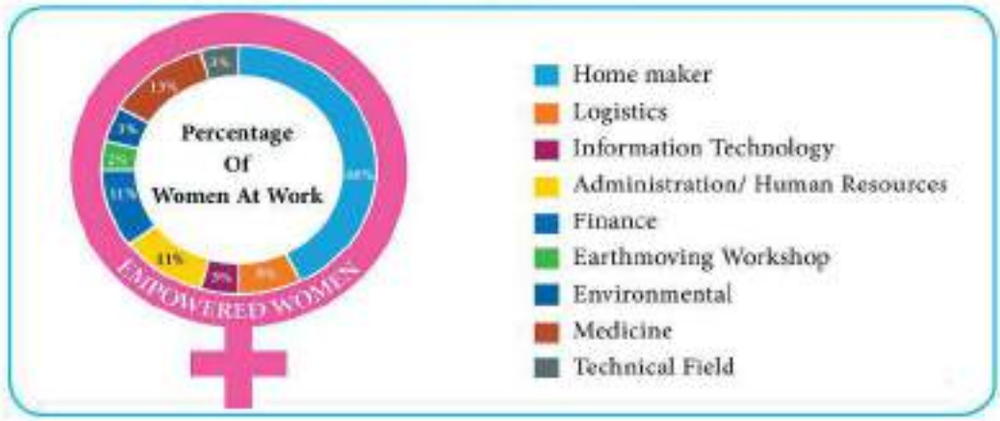
I. Develop a story with the given pictures and narrate it to your class. Your story must have a plot and vivid details.

Adventure made at Sea

Long ago, a ship named Lusitania with many people and valuable treasure and precious things wrecked in the Pacific Ocean. Many sea researches were involved in the mission to bring its valuable treasure but they failed because they didn't know the exact place. Many researchers went under the sea to recover the things. Three among them got seriously involved in search of the treasure box. They found many rare aquatic plants and a rare giant skull which is larger than that of human. At last they found some valuable treasure in a box. They succeeded in their research and surrendered the treasure to the Government. They were rewarded with awards and prizes for their work.

READING

I. Read the data below and answer the following questions.



Choose the correct answer.

1. **What is the data about?**
   a. women empowerment
   b. women power
   c. women at work
   d. women at home

Ans: **c. women at work**

2. Identify the three jobs where the same percentage of women work.

a. b. c. d. Ans: b.

3. In which field of work is women's involvement the second highest?

a. Logistics stores
b. Home maker
c. Medicine
d. Administration/Human resource

Ans: **d. Administration/Human Resource**

4. Percentage of women working in finance is the same as .

a. Home maker
b. Information Technology
c. Technical Field
d. Administration/Human Resources

Ans: **d. Administration/Human Resource**

5. What is the difference between the percentage of women working in logistics and Medicine?

a. 8 b. 11 c. 13 d. 5 Ans: **d. 5**

WRITING

J. Read the given slogans and match them appropriately with their theme.

1.	One for all and all for one	1.	Junk food
2.	Limit your fast food otherwise it would be your last food	2.	Save water
3.	Restricting a woman restricts the growth of the family	3.	Cleanliness
4.	Clean and green makes perfect scene	4.	Woman empowerment
5.	It takes a lot of blue to stay green – Unity	5.	Unity

Ans : 1. Unity 2. Junk food 3. Woman empowerment 4. Cleanliness 5. Save water

K. Look at the images of familiar advertisements given below. Identify the products and try to frame your own slogans for each one of them.

1. Ice cream:
- Cholesterol hates it. You'll love it.
- The taste of everyone's lips.

2. Pens:
- Write the story of your bright future.
- The tongue of mind.

3. Mobile Phones:
- Your vision our future.
- Smarter, Safer, Smoother

4. Tooth Brush:
- The power behind a white smile.
- Makes kids want to brush

L. *Look at the pictures given below and frame your own slogans :*

Slow the flow, save water	**Many hands make light work. Sticks in a bundle are unbreakable**	**I gave you life, Now, it's your turn to reciprocate**	**When failure dies victory arise.**

M. Exercise:

1. **Imagine that you have parked your vehicle (two-wheeler)/ bicycle inside the school premises. You find it missing in the evening. Write a complaint to the head of the school regarding this issue.**

From

M. Nadhika, X 'B'
Raghavendra Matric. Hr. Sec. School,
Ramanathapuram.

To

The Principal
Raghavendra Matric. Hr. Sec. School,
Ramanathapuram.

Respected Sir,

Sub : Missing of my bicycle on 23.09.20xx – reg:

I parked my bicycle inside the school bicycle stand in the morning around 8' O clock. After the school hours, when I came to the stand in the evening, I found my bicycle missing. I searched for it and enquired the people near the cycle stand but of no use. My bicycle was a Rallis. Its number was 156287. It had a dynamo light. It was a red – coloured bicycle. May I request you to help me to recover it?

Thanking You,

Ramanathapuram
23.09.20xx

Yours faithfully,
M. Nandhika

2. **Write a complaint to the officer of the PWD department to take immediate actions of maintaining cleanliness in the Children's Park in your locality.**

From

G. Ali Noor
107/2. Gandhi Nagar, 2nd street,
Coimbatore.

To

The Commissioner,
PWD Department
Coimbatore.

Respected Sir / Madam

Sub : Complaint about maintaining cleanliness in the children's park – reg.

I send this letter to you for filing a complaint regarding the tidiness and cleanliness in the children's park nearby my locality. I am sorry to say that since these past few months the level of cleanliness is not as it used to be; in fact it has fallen down to an alarming level. Many children and aged people are spending their evening time leisurely in this park only. I would really appreciate if you further look into the matter and solve this issue before it starts to affect anyone's health. You may contact me for further details.

Thanking You,

Coimbatore
17.04.2019

Yours sincerely
G. Ali Noor.

3. **Write a letter to the manager of a famous daily, ordering subscription for your school library.**

From

S. Aarthi, X 'D'
The School pupil Leader
St. Thomas Govt. Hr.Sec.School,
Chengalpattu.

To

The Manager,
The Hindu Newspaper,
Chennai.

Respected Sir / Madam

Sub :Order for daily subscription – Reg.

Our school is situated at the heart of Chengalpattu and our school has around 1500 students. To increase the students reading speed, our school likes to subscribe to your newspaper. We need 5 newspapers in both the languages. The payment for the newspapers will be settled by our school during the month end. I request you to accept the order and subscribe it as early as possible.

Thanking You,

Chengallpattu
02.10.20xx

Yours sincerely
S. Aarthi

GRAMMAR

A. 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. Aruna ..... eagerly ..... *(wait)* to meet her friend since morning. **Ans: has been / waiting**
4. Sheeba ..... *(move)* to a new house next week. **Ans: moves/will move**
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**

B. 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: were requesting**
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 left

6. We all ..... *(sing)* in the choir last week. **Ans: sang**

7. Nancy ..... always ..... *(ask)* for help. **Ans: was asking**

8. The people ..... *(wait)* for the train. **Ans: waited**

C. 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)* **Ans: shall go**

2. Keerthi ..... his work by next week. *(do)* **Ans: will be doing**

3. The peon ..... the bell by the time I reach the school. *(ring)*
Ans: will be ringing

4. I ..... my sister's house next April if I go to Uttarakhand. *(visit)*
Ans: shall be visiting

5. If you listen carefully, you ..... my point. *(understand)* **Ans: will understand**

6. By next year, I ..... in Chennai for fifteen years. *(live)*
Ans: shall have been living

7. The new edition of this book ..... out shortly. *(come)* **Ans: will come**

8. She hopes you ..... her. *(help)* **Ans: will help**

D. Underline the verbs and identify the tense forms.

1. I am working hard day and night. - Present continuous tense.
2. The moon revolves around the Earth. - Simple present tense
3. Were the milk men milking the cow? - Past continuous tense
4. He received your messages last night. - Simple past tense
5. I have been ill for a couple of days. - Present perfect tense.

E. In the following passage, some words are missing. Choose the correct words from the given options to complete the passage.

Raghav *(a)* _____ in a middle class family. He is a *(b)* _____ boy of 8. His mother *(c)* _____ as a software engineer in an MNC. *(d)* _____ is his favourite hobby. He *(e)* _____ the first prize in school level competition for drawing last week.He *(f)* _____ drawing at the age of 3.His mother *(g)* _____ he *(h)* _____ a great painter in future.

(a)	i) will be born	(ii) *is born*	(iii) born	(iv) has born
(b)	i) *school-going*	(ii) going to school	(iii) school coming	(iv) school gone
(c)	i) working	(ii) *works*	(iii) has worked	(iv) will work
(d)	i) drawn	(ii) had drawn	(iii) *drawing*	(iv) having drawn
(e)	i) win	(ii) was winning	(iii) wins	(iv) *won*
(f)	i) was starting	(ii) starting	(iii) *started*	(iv) is starting
(g)	i) *hopes*	(ii) hoping	(iii) hopes	(iv) has hoped
(h)	i) *will become*	(ii) becomes	(iii) would become	(iv) will be becoming

F. The following passage has not been edited. There is one error in the tense of the verb in each line. Write the wrong word as well as the correct word in the given place. One is done for you.

	Wrong words	Correct words
When Anand reach Arun's place, his friends	*reach*	*reached*
have arrived already. Arun	*have arrived*	*had arrived*
IntroducesAnand to them.Arun's brother	*introduces*	*introduced*
buy some snacks from the market.	*buy*	*had bought*
Arun serving it to all his friends. Then	*serving*	*was serving*
they all sat together to planning their holidays.	*planning*	*plan*
Arun have a cottage in Ooty, so	*have*	*had*
They all plan to go to Ooty during the holidays.	*plan*	*planned*
"Would we have a good time?, asked Arun.	*would*	*should*
They all cheerfully say, "Yes!"	*say*	*said*

G. Read the story and rewrite it using the simple past tense.

Juno the elephant is lonely and tries to make friends with the other animals in the forest. But, the other animals refuse to play with Juno because of his size. One day, all the animals are running away from Dera the tiger who is eating everyone he finds. Juno goes and gives Dera a swift kick. Dera immediately runs away. Juno is now everyone's friend.

Ans:

Juno the elephant *was* lonely and *tried* to make friends with the other animals in the forest. But, the other animals *refused* to pl ay with Juno because of his size. One day, all the animals *were* running away from Dera the tiger who *was* eating everyone he *found*. Juno *went* and *gave* Dera a swift kick. Dera immediately *ran away*. Juno *was* now everyone's friend.

H. Read the situations given and frame two suitable sentences in the appropriate form of the tenses.

Give two instructions to your classmates :-

1. Switch off the lights and fans whenever you leave the class.
2. You should submit the noteworks before this evening.

Make any two requests to your classmates or friends:

1. Will you please lend me your book?
2. I request you to guide me in doing Maths.

Mention any two of your discontinued habits in the correct tense form.

1. I used to bite my nails when I was 5 years old.
2. Every morning, I used to go to temple .

Mention any of your two dreams in the correct tense form.

1. My dream is to educate the poor.
2. The only dream in my life is to serve the people in the society.

Unit

3 I AM EVERY WOMAN

- Rakhi Nariani Shirke

ABOUT THE AUTHOR

Rakhi Nariani Shirke is an academician with a passion for writing poems as a medium of self - expression. She is a Post Graduate, with a Bachelor's degree in Education.

ராக்கி நரியாணி சிர்கே, என்பவர் 'நான் என்னும் பெண்மணி' என்ற கவிதையின் காரண கர்த்தா ஆவார். அவர் ஓர் கல்வியாளர், தன்னுடைய எண்ணங்களை கவிதையின் மூலமாக அறிமுகம் செய்வதில் ஆர்வமுள்ளவர். அவர் முதுகலை பட்டத்தோடு, கல்வித்துறையில் ஆசிரியப் பணிக்குரிய இளங்கலைப் பட்டமும் பெற்றவர்.

GIST OF THE POEM

The poetess Rakhi says 'the Woman' is the pride of the Nation. With her beauty, power, strength and persistence, she is ready to bear the burden of today's world.

பாடல் பகுதி	தமிழாக்கம்
A woman is beauty innate,	பெண் என்பவள் இயல்பிலேயே அழகு
A symbol of power and strength.	ஆற்றல், வலிமையின் அடையாளம் ஆவாள்,
She puts her life at stake,	துன்பங்களை துரத்துபவள் ஆவாள்,
She's real, she's not fake!	அவள் உண்மையானவள், அவள் போலியானவள் அல்ல.
The summer of life she's ready to see in spring.	வாழ்க்கையின் கோடை காலத்தை வசந்த காலம் வரும்போதே எதிர்கொள்ளத் தயாராகிறாள்.
She says, "Spring will come again, my dear.	'கண்ணே! வசந்தம் மீண்டும் வரும்' என்கிறாள்,
Let me care for the ones who're near."	அதனால் என்னருகில் இருப்போரை காக்க வேண்டும் என்கிறாள்,
She's The Woman – she has no fear!	அவள் தான் பெண் – அவள் அச்சம் தவிர்த்தவள்.
Strong is she in her faith and beliefs.	அவள் கொள்கைகள், கோட்பாடுகள் மீது பற்றுக் கொண்டவள்
"Persistence is the key to everything,"	விடாமுயற்சியே விடியலுக்கான திறவுகோல் என்கிறாள் அவள்
says she. Despite the sighs and groans and moans,	ஏக்கம், பெருமூச்சு, பொருமல், புலம்பல் என எதுவாயினும்
She's strong in her faith, firm in her belief!	அவள் தன் நம்பிக்கையில், கோட்பாடுகளில் என்றென்றும் உறுதியாய் இருப்பவள்.
She's a lioness; don't mess with her.	அவள் ஓர் பெண் சிங்கம்; அவளுடன் மோதாதீர்
She'll not spare you if you're a prankster.	நீங்கள் குசும்புச் செயல்கள் செய்தால் அவள் உங்களைத் தீண்டாமல் விடமாட்டாள்
Don't ever try to saw her pride, her self-respect.	அவளின் பெருமிதத்தையும், தன்மானத்தையும் வீழ்த்த நினைக்காதீர்கள்

She knows how to thaw you, saw you – so beware!	எச்சரிக்கையாய் இருங்கள், அவளுக்கு தெரியும் உங்களை எப்படி கையாள வேண்டும் என்று.
She's today's woman. Today's woman, dear.	அவள் தான் இன்றைய பெண்மணி. கண்ணே! அவள் தான் இன்றைய பெண்மணி
Love her, respect her, keep her near...	அவளிடம் அன்பு செலுத்தி, மதிப்புடன் நடந்து, உறவாடி மகிழுங்கள்.
– Rakhi Nariani Shirke.	– ராக்கி நரியாணி சிர்கே

TEXTUAL GLOSSARY

Textual Glossary:

innate (adj)	– inborn and natural	→	பிறவியிலேயே, இயற்கையிலேயே
stake (n)	– risk	→	இடர்மாற்றம் துன்பம் நிறைந்தது
persistence (n)	– determination	→	விடாமுயற்சி
sigh (v)	– emit a long, deep audible breath expressing sadness, relief or tiredness	→	ஏக்கத்துடன் தெரிவித்தல்
groans (v)	– complaints and grumbles	→	குறைகூறுதல் மற்றும் பொருமுதல்; புலம்புதல்
moans (v)	– grieves	→	வருந்துதல்
mess with (ph.v)	– meddle or interfere with	→	குசும்புச் செயல் செய்தல்; கேலி செய்தல்
prankster (n)	– a person who acts mischievously	→	குறும்புக்காரன்

FIGURE OF SPEECH

	Poem Line	Figure of Speech
1	*She puts her life at stake,* *She's real, she's not fake!*	Anaphora
2	*She's real, she's not fake!*	Oxymoron
3	*She's a lioness; don't mess with her.*	Metaphor
4	*She's a lioness; don't mess with her.* *She'll not spare you if you're a prankster.*	Anaphora
5	*Don't ever try to saw her pride, her self-respect.*	Repetition
6	*She's today's woman. Today's woman, dear.*	Repetition
7	*Love her, respect her, keep her near...*	Repetition

1 Alliteration:

Poem Line	Words in alliteration	Sound
A symbol of power and strength.	symbol, strength.	/ *s* / sound
She's real, she's not fake!	She, she	/ *sh* / sound
The summer of life she's ready to see in spring.	summer, see, spring	/ *s* / sound

Poem Line	Words in alliteration	Sound
She says, "Spring will come again, my dear.	says, spring	/ *s* / sound
She's The Woman – she has no fear!	She, she	/ *sh* / sound
says she. Despite the sighs and groans and moans,	says, sighs	/ *s* / sound
She's strong in her faith, firm in her belief	faith, firm	/ f / sound
Don't ever try to saw her pride, her self-respect.	saw, self-respect	/ s / sound

2 Rhyming Words & Rhyme Scheme:

Poem Lines	Rhyming Words		Rhyming scheme
A woman is beauty innate,	-	*a*	abcc
A symbol of power and strength.	-	*b*	
She puts her life at stake,	*stake*	*c*	
She's real, she's not fake!	*fake*	*c*	
The summer of life she's ready to see in spring.	-	*a*	abbb
She says, "Spring will come again, my dear.	*dear*	*b*	
Let me care for the ones who're near."	*near*	*b*	
She's The Woman – she has no fear!	*fear*	*b*	
Strong is she in her faith and beliefs.	-	*a*	abcd
"Persistence is the key to everything,"	-	*b*	
says she. Despite the sighs and groans and moans,	-	*c*	
She's strong in her faith, firm in her belief!	-	*d*	
She's a lioness; don't mess with her.	*her*	*a*	aabc
She'll not spare you if you're a prankster.	*prankster*	*a*	
Don't ever try to saw her pride, her self-respect.	-	*b*	
She knows how to thaw you, saw you – so beware!	-	*c*	
She's today's woman. Today's woman, dear.	*dear*	*a*	aa
Love her, respect her, keep her near...	*near*	*a*	

APPRECIATION QUESTIONS :

A. Read the lines and answer the questions.

Textual Questions:

1. *The summer of life she's ready to see in spring*
She says, "Spring will come again, my dear
Let me care for the ones who're near."

a. What does the word summer mean here?

The word 'summer' refers to the later part of life.

b. How does she take life?
She takes life with caution.

c. What does she mean by "Spring will come again" ?
She expects life to 'bloom and blossom'.

2. *Strong is she in her faith and belief.*
"Persistence is the key to everything", says she.

a. What is she strong about?
She is strong about her views and opinions.

b. How does she deal with the adversities in life?
She faces the adversities with persistence and hard work.

3. *Despite the sights and groans and moans,*
She's strong in her faith, firm in her belief !

a. Is she complaining about the problems of life?
No, she is not complaining about the problems of life. She is ready to face it.

b. Pick out the words that show her grit.
'Strong' and 'Firm' are the words that show her grit.

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

a. What do the words 'thaw' and 'saw' mean here?
The word 'saw' refers to 'belittle' her pride and self-respect. The word 'thaw' refers to 'get rid of ' or 'destroy'

b. What is the tone of the author?
The tone of the author reflects admonition and warning.

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

a. Is the poet talking about the women of the previous generation?
No, the poet is talking about the women of the present generation.

b. How should a woman be treated?
A woman should be treated with affection, respect and with a friendly attitude.

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

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

a) Pick out the rhyming words from the above lines.
stake, fake

b) Add another word that rhymes with 'Strength'.
length

c) Give the rhyme scheme for the given lines.
abaa

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

a) Pick out the line that has a metaphor in it.
She's a lioness

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

"She is all states, and all princes,"

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

a) Pick out the alliterated words from the above.

faith, firm

b) Pick out other alliterated words from the poem.

symbol, strength, summer, see, spring, says, sighs

Additional Questions:

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

a. What does a woman possess?

A woman possesses inborn and natural beauty.

b. How is she described?

She is described as a symbol of power and strength.

5. *She puts her life at stake,*
She's real, she's not fake!

a. What does she put at stake?

She puts her life at stake.

b. What is the nature of woman?

She is real and not fake.

6. *She puts her life at stake,*
She's real, she's not fake!

Name the figure of speech implied.

Anaphora

7. *She's real, she's not fake!*

Name the figure of speech implied.

Oxymoron

8. *She's a lioness; don't mess with her.*

Name the figure of speech implied.

Metaphor

POEM - PARAPHRASE.

C. Paraphrase the following stanza.

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

Ans : Rakhi Nariani Shrike in her poem - "I am every woman" says that every woman is beautiful by nature. She is a symbol of power and strength. She is prone to put her life at risk. She is always ready to prepare for the future. Every woman is true in expressing her love and she is never fake.

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

Ans : The poetess in this poem "I am every woman" says that today's woman are brave, strong and resolute. She is very ferocious like a lioness and one should not tease her She will not leave you if you try to taunt her. We should not try to hurt or harm her pride and prestige. She knows very well how to pay you in return. So be cautious with her.

PARAGRAPH QUESTIONS.

D. Answer the following question in about 80 - 100 words :

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

Every woman, according to the poetess, is always beauty incarnate. She is a symbol of power and strength. She encounters risks in her life. She is always ready to prepare for the future. Her persistence is the key to cross over groans and moans. She always keeps self - respect in her dealings. So do not tease her. If you reprimand her, she will show her mighty prowess. Thereby the poetess says 'One should keep the Woman alive with love, respect and care'.

2. **What qualities have made women powerful?**

Today's women are beautiful, brave, strong and resolute. They are always ready to face the negative situations with a bold and positive approach. They are ready to work hard. They always prepare themselves for the future. They are persistent in their efforts. They are capable of driving away brickbats and kickbacks. They really care about their dear and near ones. They are the ones who are self - esteemed. Totally, their dignity, persistence, lovable nature make them powerful.

OTHER TEXTUAL TASKS

C. Fill in with a word in each blank (s) to complete the summary of the poem. Use the help box given below.

dignified	healthier	today's	persistent	care	symbol	innate
fake	adversity	hope	life	disgrace	prankster	woman
near	faith	optimistic	quitter	thaw	respect	lioness
fear	belief	self - respect	saw	strength.		

Every woman is beautiful *innate*. She is the *symbol* of power and *strength*. She is prone to put her *life* at risk. Every woman is true in expressing her love and she is never *fake*. She is very *persistent* in her approach; even at times of *adversity* she finds a ray of *hope* and she continues to *care* for her *near* ones. She is the *woman* and she has no *fear*. She is forceful in her *faith* and *beliefs*.

She is never a *quitter* and she is *optimistic*. She is ferocious like a *lioness*; it is better for the *prankster* to stay away from her. Never should one try to bring *disgrace* to her pride and *self respect* for she knows how to *thaw* and *saw* them. She is *today's* woman. It is *dignified* to love her, *respect* her and to keep her *healthier*.

3 THE STORY OF MULAN

GIST OF THE LESSON

Many years ago, China was in the middle of a great war. Mulan, a teenage girl who lived in a far away village of China. She was the daughter of a general. Her father had taught her to use a sword and ride a horse. One day, the war came. The Emperor ordered that each family in the village had to send one man to strengthen the army. In Mulan's family, the man chosen to go was her father. He was too old to fight. Mulan had no older brother but her younger brother was too young to be elected. Mulan thought to herself. An idea grew in her mind. Mulan knew her father would die if he went to war again. The next morning, Mulan cut off long hair and disguised as a man. She climbed on the horse and went to join the Emperor's army. Her battles went well. In time, she was put in charge of more soldiers. After a few years, she was appointed as the General of the entire army. In all that time no one knew she was not a man!. A very bad fever spread through, the army, everyone fell sick. The doctor examined Mulan, he came to know the truth. This news was spread among the soldiers. Atlast, the war came. The battle was won. The Emperor called Mulan and offered her six horses and six fine swords. Mulan returned to her village with her fine gifts.

கதைப் பகுதி	தமிழாக்கம்
This is the classic story of Mulan based on the legend of Hua Mulan A legend is a story from long ago that is believed to be true, or mostly true.	இது ஹீவா முலான், புராணத்தின் அடிப்படையில் முலான் பற்றிய உண்மையான ஒரு புராணக் கதையாகும். நீண்ட காலத்திற்கு முன்பு உருவான ஒரு கதையாகும். அது உண்மையானது அல்லது பெரும்பாலும் உண்மையாகவே நம்பப்படுகிறது.
Many years ago, China was in the middle of a great war. The Emperor said that one man from each Chinese family must leave his family to join the army. Mulan, a teenage girl who lived in a faraway village of China, heard the news when she was outside, washing clothes.	பல வருடங்களுக்கு முன், சீனா ஒரு பெரிய போரின் மத்தியில் இருந்தது. ஒவ்வொரு குடும்பத்திலிருந்தும் ஒருவர் தனது குடும்பத்தை விட்டு படையில் சேரவேண்டும் என பேரரசர் அறிவித்தார். முலான், என்ற ஒரு இளம் பெண், சீனாவின் தொலைதூர கிராமத்தில் வசிப்பவள், தன்னுடைய துணிகளை துவைப்பதற்கு வெளியே சென்ற போது இச்செய்தியை கேட்டாள்.
Mulan ran into the house. Her father was sitting in a chair, **carving** a piece of wood. "Father!" she said. "Did you hear what the **Emperor** says each family must do?	முலான் தன் வீட்டிற்குள் ஓடினாள். அவளுடைய அப்பா நாற்காலியில் உட்கார்ந்து கொண்டு ஒரு மரத்துண்டை **செதுக்கிக்** கொண்டிருந்தார். "அப்பா" என்றாள். "ஒவ்வொரு குடும்பமும் என்ன செய்ய வேண்டும் என்று **பேரரசர்** சொன்னதை நீங்கள் கேட்டீர்களா?" என்றாள்.

"Yes," said her old father. "I heard about it in town. Well, I may as well go pack up." He put down his carving, stood up and walked very slowly to his room.	"ஆமாம்", நான் நகரத்தில் இருந்தபோது இதைப்பற்றி கேள்விப்பட்டேன் என்றார் அவளுடைய வயதான அப்பா. நான் புறப்பட இதுதான் சரியான நேரம். அந்த மரத்துண்டை கீழே போட்டுவிட்டு, எழுந்து தன்னுடைய அறையை நோக்கி மெல்ல நடந்தார்.
"Wait!" said Mulan, "Father, you have not been well. If I may say so, why at your age must you keep up with all those young men?"	"பொறுங்கள், அப்பா உங்கள் உடல்நிலை சரியில்லை என்றாள். நான் என்ன சொல்கிறேன் என்றாள், உங்களுடைய இந்த வயதில் அந்த இளைஞர்களுடன் சேர்ந்து போரிட முடியுமா என்றாள்".
"What else can be done?" said her father. "Your brother is a child. He cannot go."	"வேறு என்ன முடியும்?" என்றார் அவளுடைய அப்பா. "உன் தம்பி ஒரு குழந்தை. அவனால் போக முடியாது".
"Of course that's true," said Mulan. "He is too little. But I have an idea." She **poured** her father a cup of tea and handed it to him. "Father, have some tea. Please sit for a minute. I will be right back."	"நிச்சயமாக அது உண்மைதான்", என்றாள் முலான். "அவன் மிகச் சிறியவன். ஆனால் என்னிடம் ஒரு யோசனை இருக்கிறது". அவள் ஒரு டம்ளரில் தேநீரை ஊற்றி அவளுடைய அப்பாவிற்கு கொடுத்தாள். "அப்பா, சிறிது நேரம் உட்கார்ந்து கொஞ்சம் தேநீர் குடியுங்கள். நான் திரும்பி வருகிறேன் என்றாள்".
"Very well, dear," said the father.	"சரி", என்றார் அவளுடைய அப்பா.
Mulan went into her room. With her sword, she cut off her long, black hair. She put on her father's **robe**. Going back to her father, Mulan said, "Look at me. I am your son now. I will go in your place. I will do my part for China."	முலான் தன்னுடைய அறைக்குள் சென்றாள். அவளுடைய வாளால் தன்னுடைய நீண்ட கருங்கூந்தலை வெட்டினாள். தன் அப்பாவின் தளதளவென்ற அங்கியை அணிந்து கொண்டாள். அவள் அப்பாவிடம் திரும்ப சென்று, "என்னை பாருங்கள்' என்றாள். இப்பொழுது நான் உங்கள் மகள். உங்களுடைய இடத்தில் நான் செல்வேன். நான் சீனாவிற்கு என்னுடைய வேலையை செய்வேன் என்றாள்.
"No, my daughter!" said the old man. "You cannot do this!"	"என் மகளே! வேண்டாம்!" என்றார் அந்த வயதானவர். "உன்னால் அதைச் செய்ய முடியாது!"
"Father, listen please," said Mulan. "For years, you trained me in **Kung Fu**. You showed me how to use a sword." Mulan swung the sword back and forth with **might**.	"தயவு செய்து நான் சொல்வதை கேளுங்கள். அப்பா" என்றாள் முலான். "பல வருடங்களாக, நீங்கள் குங் ஃபூவில் (ஆயுதமின்றி சண்டையிடும் சீனப் பயிற்சி) எனக்கு பயிற்சி அளித்தீர்கள். வாளை எப்படி பயன்படுத்த வேண்டும் என்று நீங்கள் எனக்கு காண்பித்துள்ளீர்கள். முலான் தைரியத்தோடு வாளை எடுத்து இங்குமங்கும் சுழற்றினாள்.
"Only so that you could stay safe!" said her father. "I never meant for you to go to war. If they find out you are a woman, you know as well as I do that you will die!"	"அப்படி செய்தால் மட்டுமே நீ பாதுகாப்பாக இருக்க முடியும்!" என்றார் அவளுடைய அப்பா. "நீ போருக்கு போக வேண்டும் என்று நான் ஒரு போதும் எண்ணியதில்லை. எனக்கு தெரியும், நீ ஒரு பெண் என்று அவர்கள் கண்டு பிடித்துவிட்டால் நீ இறக்க நேரிடும் உனக்கு தெரியுமா!"
"No one will find out, Father," said Mulan. She picked up her sword.	"யாராலும் கண்டுபிடிக்க முடியாது" அப்பா என்றாள் முலான். அவளுடைய வாளை எடுத்துக் கொண்டாள்.
"Mulan!" said the Father. He tried to get up but had to hold on to his chair.	"முலான்!" என்றார் அப்பா. அவர் எழுந்திருக்க முயற்சி செய்தார் ஆனால் தன்னுடைய நாற்காலி பற்றிக் கொண்டார்.

The daughter kissed him goodbye. "I love you, Father," she said. "Take care of yourself. Tell my brother I said goodbye." She climbed on a family horse. And off she went to join the Emperor's army.	அவரை மகள் முத்தமிட்டாள். "நான் உங்களை நேசிக்கிறேன்", என்றாள். "உங்களை பார்த்துக் கொள்ளுங்கள்", நான் போய் வரேன்னு சொன்னதாக என் தம்பியிடம் சொல்லுங்கள் அவள் தங்கள் குடும்ப குதிரை மீது ஏறிக் கொண்டாள். அவள் வெளியே சென்று பேரரசரின் படையில் சேர்ந்துக் கொண்டாள்.
In the army, Mulan proved to be a **brave soldier**. In time, she was put in charge of other soldiers. Her battles went so well that she was put in charge of more soldiers. Her battles kept on going well. After a few years Mulan was given the top job – she would be **General** of the entire army.	படையில், தன்னை ஒரு துணிச்சலான போர்வீரர் என நிருபித்தாள். காலப்போக்கில், அவள் மற்ற வீரர்களில் பொறுப்பாளராக நியமிக்கப்பட்டார். அவளுடைய போர்கள் நன்றாக சென்று கொண்டிருந்தது அது இன்னும் அதிகமாக வீரர்களுக்கு பொறுப்பாளராக நியமிக்கப்பட்டார். அவளுடைய போர்கள் நன்றாக சென்று கொண்டிருந்தது. பல வருடங்களுக்கு பின் உயர்ந்த பதவி முலானுக்கு கொடுக்கப்பட்டது. முழு படைக்கும் படைத்தளபதியாக நியமிக்கப்பட்டார்.
Not long after that, a very bad fever swept through the army. Many soldiers were sick. And Mulan, the General of the army, became sick, too.	நீண்ட காலத்திற்கு பிறகு, ஒரு மோசமான காய்ச்சல் படையில் பரவியது. ஏராளமான வீர்களுக்கு உடல்நிலை சரியில்லாமல் போனது. படையின் தளபதியான முலானுக்கும் உடல்நிலை சரியில்லாமல் போனது.
When the doctor came out of **Mulan's tent**, he knew the truth.	முலானின் கூடாரத்தை விட்டு மருத்துவர் வெளியே வந்தபோது, அவருக்கு உண்மை தெரிந்தது.
"The General is a woman?" yelled the soldiers. "How can this be?" Some called out, "She **tricked** us!" and "We will not fight for a woman!" They said, "Punish her! Make her pay! The cost is for her to die!" But others called out, in voices just as loud, "With Mulan, we win every battle!" They said, "Stay away from our General!"	"ஒரு பெண் தளபதியா?" என வீர்கள் கத்தினார்கள். "இது எப்படி சாத்தியமாயிற்று?" சிலர் சொன்னார்கள், "அவள் நம்மை குழ்ச்சி செய்துவிட்டாள்" மற்றும் "ஒரு பெண்மணியுடன் நாங்கள் போராட மாட்டோம்!". "அவளை தண்டியுங்கள்! அவள் இதற்கு பதில் சொல்லி ஆக வேண்டும்?" அவள் மரணம் தான் இதற்கான ஏதியம். இதனை மற்றவர்கள் சத்தமாக சொன்னார்கள், "முலான் இருந்ததனால் தான், நாம் அனைத்து போரையும் வென்றோம்!" "எங்கள் தளபதியை விட்டு விலகிச் செல்லுங்கள் என்று பிறர் கூறினர்.
Just then, a soldier ran up. "Everyone!" he called. "A surprise attack is coming!"	அதற்குப் பின், ஒரு வீர் ஓடி வந்தார். "அனைவரும்" என்று சொன்னார். "ஒரு எதிர்பாராத தாக்குதல் வந்துக் கொண்டிருக்கிறது!"
Mulan heard this from inside her tent. She got dressed and went outside. She was not yet strong, but stood tall. She told the soldiers where they must go to hide so they could attack when the enemy came. But they must get there fast! The soldiers, even those who did not like that their General was a woman, could tell that Mulan knew what she was talking about.	இதை கூடாரத்தின் உள்ளே இருந்து முலான் கேள்விப்பட்டாள். அவள் ஆடையை அணிந்து கொண்டு வெளியே சென்றாள். அவள் தைரியமானவளாக இல்லை ஆனாலும் நிமிர்ந்து நின்றாள். அவள் வீர்களிடம் எங்கே சென்று மறைய வேண்டும் என்று சொன்னாள் அப்போதுதான் எதிரிகள் வரும்போது நாம் தாக்க முடியும். ஆனால் அவர்கள் அங்கே சீக்கிரமாக வந்துவிடுவார்கள். தங்கள் தளபதி ஒரு பெண் என்று விரும்பாத வீர்கள் கூட சொல்வார்கள், முலான் இதனை நன்கு அறிந்துதான் அதைப்பற்றி பேசிக் கொண்டிருக்கிறாள்.

It worked! The battle was won. It was such a big victory that the enemy **gave up**, at last. The war was over, and China was saved! You can be sure that after that last battle, no one cared anymore that Mulan was a woman.	அந்த ரகசியம் வேலை செய்தது! போரை வென்றனர். கடைசியாக, எதிரிகள் **விட்டு கொடுத்தனர்**. அது ஒரு மிகப்பெரிய வெற்றியாக இருந்தது. போர் முடிந்தது மற்றும் சீனா காப்பாற்றப்பட்டது! அந்த கடைசி போருக்கு பிறகு முலான் ஒரு பெண் என்று யாருமே கவலைப்படவில்லை என்று நீங்கள் உறுதியாக நம்பலாம்.
The Emperor was so glad that Mulan had ended the long war, he set aside the rule about being a woman. "Mulan, stay with me in the palace," he said. "Someone as smart as you would be a fine royal adviser."	நீண்டகால யுத்தம் முலானால் முடிவுக்கு வந்தது. அவள் ஒரு பெண் என்ற விதியை அவர் ஒதுக்கி வைத்தார். பேரரசர் மிகவும் மகிழ்ச்சி அடைந்தார். "முலான், என்னுடன் இந்த அரண்மனையில் தங்கி இருக்கலாம்" என்றார் அவர். "உங்களை போன்ற புத்திசாலியான ஒருவர் ஒரு சிறந்த அரச ஆலோசகராக இருப்பீர்கள் என்றார்".
Mulan **bowed** deeply. "You are too kind, Sire," she said. "But if you please, what I wish most of all is to return home to my family."	முலான் **தலைகுனிந்து பணிவாக வணங்கினாள்**. "ஐயா, நீங்கள் மிகுந்த இரக்ககுணம் படைத்தவர் என்றார். "ஆனால் நீங்கள் விரும்பினால் என் குடும்பத்திற்கு செல்வதே எனது விருப்பமாக உள்ளது என்றாள்".
"Then at least take these fine **gifts**," said the Emperor. "So everyone at your home and village will know how much the Emperor of China thinks of you."	"அப்புறம் இந்த **பரிசுகளையாவது** எடுத்து செல்லுங்கள் என்றார் பேரரசர்". அப்போதுதான் உங்கள் வீட்டில் மற்றும் கிராமத்தில் உள்ள அனைவருக்கும் தெரியும் சீனாவின் பேரரசர் உங்கள் மேல் எவ்வளவு அன்பு வைத்திருக்கிறார் என்று.
Mulan returned to her village with six fine horses and six fine swords. Everyone **cheered** that she was safe. The person who had saved China was their very own Mulan!	ஆறு குதிரைகள் மற்றும் ஆறு வாளுடன் தன்னுடைய கிராமத்திற்கு முலான் திரும்பினாள். அவள் பத்திரமாக திரும்பியதைப் பார்த்து அனைவரும் **மகிழ்ச்சியடைந்தனர்**. சீனாவை காப்பாற்றியது அந்த கிராமத்து முலான் தான்.

TEXTUAL GLOSSARY

Textual Glossary:

carving *(v)* :	=	an act of cutting a shape or pattern into wood or stone.	→ மரம் அல்லது கல்லில் வடிவமாக செதுக்குதல்
robe *(n)* :	=	a long, loose outer garment reaching the ankles	→ நீண்ட தளதள வென்று இருக்கும் அங்கி
kung fu *(n)* :	=	a chinese method of fighting that involves using your hands and feet and not using weapons	→ ஆயுதமின்றி கை மற்றும் கால்களால் சண்டையிடும் சீன முறை
might *(n)* :	=	great and impressive power or strength, especially of a nation, large organization, or natural force	→ ஒரு நாடு அல்லது பெரிய நிறுவனம் அல்லது இயற்கையின் சக்தியை காட்டும் மிக பலமான ஒன்று
bowed *(v)* :	=	bending the body forwards from the waist, especially to show respect for someone	→ மற்றவர்களுக்கு மரியாதை செலுத்த உடலை முன்னோக்கி குனிதல்

A. COMPREHENSION:

Assignment:

1. Many years ago, China was in the middle of a great war. The Emperor said that one man from each Chinese family must leave his family to join the army. Mulan, a teenage girl who lived in a faraway village of China, heard the news when she was outside, washing clothes.

a. Which country was in the middle of a great war?

.....

b. What was the order issued by the Emperor?

.....

c. Who was Mulan?

.....

d. Where did she live?

.....

e. When did she hear the news?

.....

2. Mulan went into her room. With her sword, she cut off her long, black hair. She put on her father's robe. Going back to her father, Mulan said, "Look at me, I am your son now. I will go in your place. I will do my part for China".
"No, my daughter!" said the old man. "You cannot do this!"

a. What did Mulan cut off?

.....

b. What did she put on?

.....

c. What is the meaning of the word 'robe' here?

.....

d. What did she tell her father?

.....

e. Was her father willing to send Mulan?

.....

3. In the army, Mulan proved to be a brave soldier. In time, she was put in charge of other soldiers. Her battles went so well that she was put in charge of more soldiers. Her battles kept on going well. After a few years Mulan was given the top job - she would be General of a entire army.

Not long after that, a very bad fever swept through the army. Many soldiers were sick. And Mulan, the General of the army, became sick, too.

When the doctor came out of Mulan's tent, he knew the truth.

a. **What was the title given to Mulan?**

.....

b. **How was she in the army?**

.....

c. **Which disease spread through the army?**

.....

d. **What happened to the soldiers and Mulan?**

.....

e. **Who came there to give treatment?**

.....

4. The Emperor was so glad that Mulan had ended the long war, he set aside the rule about being a woman. "Mulan, stay with me in the palace," he said. "Someone as smart as you would be a fine royal adviser".

Mulan bowed deeply. "You are too kind, Sire," she said. "But if you please, what I wish most of all is to return home to my family".

"Then at least take these fine gifts," said the Emperor. "So everyone at your home and village will know how much the Emperor of China thinks of you."

Mulan returned to her village with six fine horses and six fine swords. Everyone cheered that she was safe. The person who had saved China was their very own Mulan!

a. **How did the Emperor feel after the big victory?**

.....

b. **What did the Emperor ask her?**

.....

c. **What was the gift given to Mulan by the Emperor?**

.....

d. **What did the Emperor want her to be?**

.....

e. **How did the village people react?**

.....

B. REARRANGE THE FOLLOWING SENTENCES IN COHERENT ORDER:

Assignment:

I. 1. Someone as smart as you would be a fine royal adviser.
2. Then at least take these fine gifts, said the Emperor.
3. The Emperor was so glad that Mulan had ended the long war.
4. But if you please, what I wish most of all is to return home to my family.

5. Mulan returned to her village with six fine horses and six fine swords.
6. Mulan, stay with me in the palace, he said.
7. So everyone at your home and village will know how much the Emperor of China thinks of you.

II. 1. She put on her father's robe.
2. I am your son now.
3. Mulan went into her room.
4. I will go in your place.
5. Going back to her father, Mulan said, "Look at me".
6. I will do my part for China.
7. With her sword, she cut off her long, black hair.

III. 1. "Father!" she said.
2. Well, I may as well go pack up".
3. Mulan ran into the house.
4. "Did you hear what the Emperor says each family must do?"
5. He put down his carving, stood up and walked very slowly to his room.
6. "Yes", said her old father, I heard about it in town.
7. Her father was sitting in a chair, carving a piece of wood.

IV. 1. In time, she was put in charge of other soldiers.
2. Her battles kept on going well.
3. In the army, Mulan proved to be a brave soldier.
4. After a few years Mulan was given the top job. She would be General of the entire army.
5. Her battles went so well that she was put in charge of more soldiers.

QUESTIONS AND ANSWERS:

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

Textual Questions:

1. What was the Emperor's order?

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

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

Mulan's father heard about the emperor's order, when he was in town.

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

Her brother was a child. So, Mulan's brother couldn't go to war.

4. Why did Mulan disguise herself as a man?

Mulan wanted to go to the war in her father's place. She would like to do her part for China. So, she disguised herself as a man.

5. How did the soldiers become sick?

In the army, a very bad fever spread through it. So, the soldiers became sick.

6. How would she be punished if found guilty?

She should die. This would be the punishment if found guilty.

7. Why did the emperor give her fine gifts?

The Emperor was glad that Mulan had ended the long war. So, he gave her fine gifts.

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

The soldiers came to know about Mulan's real identify through the doctor.

PARAGRAPH QUESTIONS:

D. Answer the following questions in a paragraph of about 120 - 150 words.

Textual Questions:

1. Sketch the character of Mulan.

Mulan is a character that is of a hero to all and superior in degree to other men. She is superior in this aspect due to the fact that she is willing to risk her life for her father and for her strong beliefs. If it was found that Mulan was a woman, the consequence would be death but to Mulan that didn't matter. It's the fact that she is willing to protect her father from the dangers of war that makes her a true hero to all. Under her training sessions of the war, she proves that women can do what men can. She is very passionate in protecting her country and her father. Mulan, won the battle for them. Though the Emperor appointed her as a royal adviser, she refused it. Instead, she preferred to go to her family. That shows, how much she was very close to her family.

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

Yes, I agree with Mulan's decision to go to war. When she heard the Emperor's order, she convinced her father. She was even ready to cut off her long, black hair so that she could enter the army in the place of her father. She was daring. She did something nobody had ever thought that girls could do. She proved that girls could do the same thing that anybody else could do. I admire her!. Mulan will always be a girl in Chinese history and that will never be forgotten.

SIMPLE PARAGRAPH FOR SLOW BLOOMERS:

Many years ago - China - the emperor ordered - one man from - family - join army - Mulan heard - told father - she join army - father objected - she is a girl - Mulan - wore - father's robe cuts her hair - convinced father - she has learnt - Kung fu - no one will find - she is a girl. Mulan left - village - fought bravely - war - given top - position - very soon - fever -swept - the army - Mulan - sick - doctor examines - finds the truth - spreads the news in the army - everyone objects - to follow a girl leader - Mulan stood tall - gave command - soldiers - followed her - attacked enemies - won the battle - Emperor glad - offered Mulan positions - court - Mulan refused - went back - village - royal - gifts.

Many years ago, China was in the middle of a great war. Mulan, a teenage girl who lived in a far away village of China. She was the daughter of a general. Her father had taught her to use a sword and ride a horse. One day, the war came. The Emperor ordered that each family in the village had to send one man to strengthen the army. In Mulan's family, the man chosen to go was her father. He was too old to fight. Mulan had no elder brother but her younger brother was too young to be elected. Mulan thought to herself. An idea grew in her mind. Mulan knew her father would die if he went to war again. The next morning, Mulan cut off her long hair and disguised as a man. She climbed on the horse and went to join the Emperor's army. Her battles went well. In

time, she was put in charge of more soldiers. After few years, she was appointed as the General of the entire army. In all that time no one knew she was not a man!. A very bad fever spread through, the army, everyone fell sick. The doctor examined Mulan, he came to know the truth. This news was spread among the soldiers. Atlast, the war came. The battle was won. The Emperor called Mulan and offered six horses and six fine swords. Mulan returned to her village with her fine gifts.

OTHER TEXTUAL TASKS

A. Choose the correct answer:

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

B. Identify the Speaker / character:

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

ANSWERS

Mulan's father.
Mulan
Soldiers
The Emperor
Mulan

4 THE ATTIC

- Satyajit Ray

WARM UP

Look at the image given below.

1. *Pick out the qualities that you possess and qualities that you expect from your siblings / friends.*

Qualities that you possess :

Compassion, respect, honour, love, mankind, communication, character

Qualities that you expect from your siblings / friends :-

Friendship, Sharing, Advice, Forgiveness, Victory, Faith.

ABOUT THE AUTHOR

Satyajit Ray (1921 - 1992) was an Indian film maker, screen writer, graphic artist, music composer and author. He was born in Kolkatta. He authored several short stories and novels meant primarily for young children and teenagers. He revived the children's magazine 'Sandesh' (which his grandfather had started in 1913) and edited it until his death in 1992. Ray was more interested in writing, rather than film making. His stories have been translated in Europe, the United States and many other countries. Ray received many awards including 32 national film awards by the Government of India, notably the Padma Bhushan in 1965 and the highest civilian honour 'Bharat Ratna' shortly before his death.

சத்யஜித் ரே (1921-1992)

இவர் இந்திய திரைப்பட தயாரிப்பாளர், திரைப்பட கதாசிரியர், தொழில்நுட்ப கலைஞர், இசை அமைப்பாளர் மற்றும் ஆசிரியராகவும் விளங்கினார். இவர் கல்கத்தாவில் பிறந்தார். இவர் இளைஞர்களுக்காகவும், இளம் பருவத்தினருக்காகவும். பல கதைகளையும் சிறுகதைகளையும் எழுதினார். இவர் "சந்தேஷ்" (அவரது தாத்தாவால் 1913ல் தொடங்கப்பட்டது) என்ற குழந்தைகள் இதழுக்கு 1992ல் தான் இயற்கை எய்தும் வரை பதிப்பாளராக இருந்தார். ராய், திரைப்படம் தயாரிப்பதை விட எழுதுவதில் ஆர்வம் கொண்டிருந்தார். இவரது கதைகள் ஐரோப்பா, ஐக்கிய நாடுகள் மற்றும் பல நாடுகளில் மொழிபெயர்க்கப்பட்டன. இந்திய அரசாங்கத்தால் வழங்கப்பட்ட 32 தேசிய திரைப்பட விருதுகள் மற்றும் பல விருதுகளைப் பெற்றார். குறிப்பாக 1965ம் ஆண்டு பத்ம பூஷண் என்ற விருதையும், தனது மறைவிற்கு சற்றுமுன், உயர்ந்த நன்மதிப்பு விருதான பாரத் ரத்னா விருதையும் பெற்றார்.

GIST OF THE LESSON

While returning from his new factory at Deodarganj, the writer and his friend and business partner Aditya were driving through National Highway 40. Reaching at the point of bifurcation the author asked his friend about his wish to take the road towards right. That road leads to the ancestral home of Aditya in Bramhapur. His father was a landlord and later shifted his business to Calcutta where he was born and brought up. He passed matriculation from a local school after which he left for Calcutta to continue further studies. They reached the school and then went to Nagen uncle's tea shop. Nagen Babu requested him to leave the shop as the afternoon customers would be pouring in soon. Crazily the man stood up raised his lean right arm and dilated eyes and started reciting Tagore's "Panraksha". After completion he left by paying general regard to all by folding hands. Sasanka Sanyal was a mysterious person living with his friend Jogesh Kabiraj who had lost his wife and son last year. He sold all his lands for his daughter's marriage and afterwards he became a pauper and somewhat crazy due to mental stress. Though he didn't forget the past memories and possessed high self-esteem and respect, he never failed to pay the bill at that tea stall. Aditya returned the medal to its owner which was hidden inside the attic for twenty - nine long years.

பாடப் பகுதி	தமிழாக்கம்
It is natural for human beings to make mistakes. When we realise our mistakes, we should try to rectify them. If you get a chance to rectify your mistake or pay back for it.....what would you do and how would you correct it?	மனிதர்களுக்கு தவறு செய்வது என்பது இயற்கையானதே. நாம் தவறை உணரும் போது அதைத் திருத்திக் கொள்ள முயற்சிக்க வேண்டும். உங்கள் தவறை திருத்திக் கொள்ளவோ அல்லது அதற்கு கைமாறு செய்ய ஒரு சந்தர்ப்பம் கிடைக்கும் போதோ... என்ன செய்வீர்கள் மற்றும் அதை எவ்வாறு சரி செய்து கொள்வீர்கள்?
Aditya and I were returning from the site of our new factory at Deodarganj. We were driving along **National Highway** 40. We had reached a point where the road **bifurcated**. If we drove ten kilometres along the road that branched off to the right, we would reach Bramhapur. I asked Aditya whether he was interested in revisiting the place of his birth, which he had left after he had passed the matriculation examination from the local school to continue his studies in Calcutta.	ஆதித்யாவும் நானும் டியோடர்காஞ்சியில் உள்ள நமது புதிய ஆலைக்கான நிலத்திலிருந்து திரும்ப வந்து கொண்டிருந்தோம். நாங்கள் தேசிய நெடுஞ்சாலை புலன் வழியே பயணித்துக் கொண்டிருந்தோம். சாலை பிரியும் ஒரு இடத்தை அடைந்தோம். அந்த பிரிவு சாலையின் வலதுபுறமாக 10 கி.மீ. பயணித்தால் நாங்கள் பிரம்ஹாப்பூரை சென்றடைவோம். கல்கத்தாவில் கல்வியைத் தொடர்வதற்கு முன் நீ பிறந்த, மேல்நிலை பள்ளி தேர்ச்சி பெற்ற பின் கல்கத்தாவில் மேற்படிப்பு படிப்பதற்காகப் பிரிந்த, இடத்தை மீண்டும் பார்வையிட விருப்பம் உள்ளதா என்று ஆதித்யாவிடம் கேட்டேன்.
'When I left our **ancestral house,** twenty- nine years ago, the house was almost two hundred years old,' recollected Aditya. 'I doubt if even the school building, which may have undergone many changes, will be recognisable any more. Trying to **revive** old childhood memories may prove disappointing!'	நான் இருபத்தொன்பது ஆண்டுகளுக்கு முன்னர் எங்கள் முதாதையர்கள் வீட்டை விட்டுச் செல்லும் போது அந்த வீடு இருநூறு ஆண்டுகள் பழமையானது என ஆதித்யா நினைவு கூர்ந்தான். பள்ளிக்கூட கட்டிடம் இனி ஒருபோதும் அடையாளம் கண்டுகொள்ள முடியாத அளவிற்கு மாற்றங்கள் மேற்கொள்ளப்பட்டிருக்கும் என சந்தேகிக்கிறேன் என்றான். குழந்தைப் பருவத்தின் பழமையை நினைவு கூற முயற்சிப்பது ஏமாற்றமாக முடியலாம்.
But he said he wished to visit the tea shop of Nagen Uncle, if it still existed, and have a cup of tea there.	ஆனால், அவன் நாகன் மாமா தேனீர் கடையை, அது இன்னும் இருக்குமேயானால், அதைப் பார்த்து அங்கு ஒரு குவளை தேநீர் அருந்த வேண்டும் என்றான்.
So we took the turning to the right and decided to drive to Bramhapur, of which Aditya's **ancestors** were once the zamindars.	எனவே, நாங்கள் வலதுபுறம் பிரியும் சாலையைத் தேர்வு செய்து ஆதித்யாவின் முதாதையர்கள் ஜமீன்தார்களாக வாழ்ந்த பிரம்ஹாப்பூருக்கு பயணிக்க முடிவு செய்தோம்.

Aditya's father had left the ancestral home and moved to Kolkata, where he had set up his own business. After his death, Aditya was looking after it, and I was his friend and **business partner.**	ஆதித்யாவின் தந்தை மூதாதையர்களின் வீட்டை விட்டு கல்கத்தாவிற்கு இடம் பெயர்ந்தார். அங்கேயே அவர் தனது சொந்த வணிகத்தை அமைத்துக் கொண்டார். தந்தையின் மறைவிற்குப் பிறகு ஆதித்யா அந்த வணிகத்தைக் கவனித்துக் கொண்டார். நான் அவனது நண்பனாகவும், வணிகத்தின் பங்குதாரராகவும் இருந்தேன்.
It was the month of Magha, that is January – February by the English calendar – the middle of winter. By my watch, it was 3:30 in the afternoon. The sun was **soothing.** On either side of the road were **paddy fields,** as far as the eye could see. Harvest was over and there had been a good **crop** that year.	அது மாசி மாதம் - அதாவது ஆங்கில நாளேட்டின் படி ஜனவரி - பிப்ரவரி - எனது கைக் கடிகாரத்தின் படி மதியம் மூன்று மணி நேரம் முப்பது நிமிடங்கள். இள வெப்பத்தில் இனிமையாக சூரியன். கண்ணுக்கு எட்டிய தூரம் வரையில் சாலையின் இருபுறமும் நன்செய் பயிரிட்ட வயல்வெளி. அறுவடை முடிந்திருந்தது. அந்த ஆண்டு நல்ல பயிர் மகசூல் பெறப்பட்டது.
After about ten minutes, we came to the local school. **Beyond** the iron gates were the playing field and the two-storeyed school building. We got down from the car and stood in front of the gate.	பத்து நிமிடம் கழித்து நாங்கள் பள்ளிக் கூடத்தை அடைந்தோம். நுழைவு வாயிலின் இரும்புக் கதவுகளுக்குப் பின்னால், விளையாட்டு மைதானம் மற்றும் பள்ளியின் இரண்டு அடுக்கு கட்டிடம். நாங்கள் மகிழுந்தை விட்டு கீழே இறங்கி நுழைவு வாயிலின் முன் நின்றோம்.
I asked Aditya whether everything was still the same. He replied that everything had changed.	பள்ளியின் தோற்றம் முன்பு போலவே உள்ளதா என்று ஆதித்யாவிடம் கேட்டேன். அனைத்தும் மாறி விட்டன என்று அவன் பதிலளித்தான்.
'Our school used to be **one-storeyed**, and a new building has come up, which wasn't there.'	'எங்கள் பள்ளி ஒரே தளத்தில் அமையப் பெற்றது. ஆனால் முன்பு இல்லாத மேல்தளம் புதிய கட்டிடமாக வந்திருக்கிறது'.
'Were you not a good student?' I asked.	'நீ ஒரு நல்ல மாணவன் இல்லையா?' நான் கேட்டேன்.
'Yes, but my position was always second,' he replied. We decided to go and have tea at Nagen uncle's tea shop, which stood next to a **grocery shop** and opposite a temple dedicated to Lord Shiva. Soon, we caught sight of 'Nagen's Tea Cabin' written on a signboard over the shop. The owner of the tea shop, now over sixty, a little **rustic** in appearance, with his white neatly-combed hair and clean look, was the same as before. He was wearing a dhoti and a blue striped shirt that could be seen from under a **green shawl.**	'ஆம், ஆனால் என் நிலைப்பாடு எப்பொழுதும் இரண்டாம் இடத்திலேயே இருந்தது' அவன் பதிலளித்தான். சிவாலயத்தின் எதிரே பலசரக்குக் கடை அருகில் உள்ள நாகன் மாமா தேனீர் கடைக்குப் போகலாம் என முடிவு செய்தோம். நாகன் தேனீரகம் என வழிகாட்டும் பலகை கடையின் மேலே இருந்தது விரைவில் எங்கள் பார்வைக்குக் கிட்டியது. அறுபது வயதையும் கடந்து, சிறிது நாட்டுப்புறமான தோற்றத்துடன், நன்றாக கோதிய நரை முடியுடன் முன்பு போலவே சுத்தமாக அந்த தேனீரகத்தின் உரிமையாளர் இருந்தார். அவர் வேட்டியும் நீல நிற கோடு போட்ட சட்டையும் அணிந்திருந்தது, பச்சை நிற போர்வையின் கீழ் தெரிந்தது.
Not recognising Aditya, he asked us where we had come from.	ஆதித்யாவை அடையாளம் காண முடியாமல் அவர் நாங்கள் எங்கிருந்து வருகிறோம் என்று கேட்டார்.
'Deodarganj,' Aditya replied. 'We are on our way to Kolkata.'	'டியோடர்காஞ்சிலிருந்து கல்கத்தா சென்று கொண்டிருக்கிறோம்' என்று ஆதித்யா கூறினான்.
A little surprised, Nagen uncle asked why we were there.	நாகன் மாமா சற்று ஆச்சரியத்துடன் நாங்கள் எதற்காக அங்கு வந்தோம் என்ற கேட்டார்.
'To have tea at your shop, ' said Aditya.	'உங்கள் கடையில் தேநீர் அருத்துவதற்காக' என்றான் ஆதித்யன்.
'Certainly, besides tea, I have biscuits and savouries.'	'உறுதியாக, தேநீர் தவிர, பிஸ்கட்டும் பலகாரங்களும் வைத்திருக்கிறேன்.'
'Give us two *nankhatai* each'	எங்களுக்கு ஆளுக்கு இரு தன்கடை கொடுங்கள்.

We sat on two tin chairs. There was only one other **customer** sitting at a corner table, neither eating nor drinking tea, but sitting with his head bent, as though he were sleeping.	நாங்கள் இரு இரும்பு நாற்காலிகளில் அமர்ந்தோம். ஓரத்தில் உள்ள மேசையில் ஒரே ஒரு வாடிக்கையாளர் தாங்கியவாறே தலையைத் தொங்கவிட்டு எதுவும் அருந்தாமலும், உண்ணாமலும் அமர்ந்திருந்தார்.
Addressing him as Mr Sanyal, Nagen uncle reminded him to go home, as it was already 4 p.m. Other customers would soon be coming. Addressing us he said, with a **wink** in his eye, 'A little hard of hearing. Cannot see well either. But has no money to buy **spectacles.**'	நாகன் மாமா அவரை திரு. சன்யால் என்று அழைத்து நேரம் ஏற்கனவே மாலை 4 மணி ஆகிவிட்டது உங்கள் இல்லத்திற்கு செல்லும்படியும் வாடிக்கையாளர்கள் விரைவில் வருவார்கள் எனும் நினைவூட்டினார். எங்களைப் பார்த்து கண்களைச் சிமிட்டி, 'செவித்திறன் மந்தமாக உள்ளது. கண்பார்வையும் நன்றாக இல்லை, ஆனால் மூக்குக் கண்ணாடி வாங்கவும் பணம் இல்லை'.
From his reaction to this speech, I began to wonder whether Mr. Sanyal was not a little crazy as well, because suddenly he stood up, stretched himself and, raising his lean right arm, and with eyes **dilated,** began to recite a poem by Tagore – Panraksha ('Keeping of a Promise'). Having recited the poem, he left the place, making the gesture of Namaste with his hands, to nobody in particular.	அந்த உரையாடலின் எதிர்வினையாக திரு. சன்யால் சட்டென்று எழுந்து, கைகளை முறித்து அவரது மெல்லிய வலது கரத்தை உயர்த்தி, கண்களை பெரிதாக்கி தாகூரின் கவிதையான பன்ர்க்ஷாவினை (சத்தியத்தைக் காப்பாற்றுதல்) பாட ஆரம்பித்ததைக் கண்டு அவர் சிறிது பைத்தியமோ என்று எண்ணினேன். கவிதையைப் பாடியதும் கைகளை உயர்த்தி நமஸ்தே என்பதைப் போல் குறிப்பாக யாருக்கும் இன்றி ஒரு வணக்கத்தை வைத்து விட்டு அந்த இடத்தை விட்டு கிளம்பினார்.
I noticed a sudden change in Aditya's expression and I asked him the reason for it. Without answering me, he asked Nagen uncle who the gentleman was and what he did.	ஆதித்யாவின் முகபாவனையில் ஒரு அதிரடி மாற்றத்தை நான் உணர்ந்து அதற்கான காரணத்தைக் கேட்டேன். எனக்கு பதிலளிக்காமல் அவன் நாகன் மாமாவிடம் அந்த பெரிய மனிதர் யார் என்றும் அவர் என்ன செய்தார் என்றும் கேட்டான்.
Nagen uncle replied, 'Sasanka Sanyal. What can be done? He leads a cursed life – gone crazy, I think, but has not forgotten any incident of the past. Sold his **lands** to get his only daughter married. He lost his wife and only son last year. Since then he is somewhat changed – not really normal.' 'Where does he stay?'	'அவர் சசன்கா சன்யால்' என்றார் நாகன் மாமா. 'என்ன செய்வது, அவர் ஒரு சபித்த வாழ்க்கையை வாழ்ந்து கொண்டிருக்கிறார். தனக்கு நேர்ந்த எந்த துயரத்தையும் அவர் மறக்கவில்லை. தன் நிலபுலன்களை தனது ஒரே மகளின் திருமணத்திற்காக விற்றார். தன் மனைவியையும், ஒரே மகனையும் கடந்த ஆண்டு இழந்துவிட்டார். அதுமுதல் அவர் இவ்வாறு மாறிவிட்டார். இயல்பான நிலையில் இல்லை.' 'அவர் எங்கு தங்குகிறார்?'
'He stays with a friend of his father's – Jogesh Kabiraj. Sasanka comes here, has tea and biscuits and always remembers to pay – having an acute sense of self-respect. But how long things will remain like this, I don't know'.	'அவர் தனது தந்தையின் நண்பரான ஜோகேஷ் கபிராஜுடன் தங்குகிறார். சசங்கா இங்கே தேனீர் மற்றும் பிஸ்கட்டுற்கு வருவார். எப்போதும் நினைவாக பணம் செலுத்தி விடுவார் – சுய கௌரவத்திற்கான எண்ணத்துடன். ஆனால் எத்தனை காலம் இந்த நிலைமை நீடிக்குமோ என்று எனக்கு தெரியவில்லை.'
Having paid our bill and **ascertained** the location of Jogesh Kabiraj's house, we got into the car. Aditya was at the wheel. He expressed the wish to visit his house.	நாங்கள் செலுத்த வேண்டிய பணத்தை செலுத்தி விட்டு ஜோகேஷ் கபிராஜுவின் முகவரியை தெளிவு படுத்திக் கொண்டு காரில் ஏறினோம். ஆதித்யா வாகனத்தை ஓட்டினான். அவன் அவனது வீட்டை பார்வையிட விரும்பினான்.
'So you do want to see your house after all?' I said.	'எனவே நீ கடைசியாக உனது வீட்டைப் பார்க்க விரும்புகிறாய் அல்லவா?'
'It has become essential to do so,' Aditya replied. His nerves seemed **overwrought** for some reason. We soon reached the house, which was surrounded by high walls. Even from the ruins, one could easily imagine how grand it must have been once upon a time.	'அவ்வாறு செய்ய வேண்டியது மிகவும் அவசியமாகி விட்டது' என்று ஆதித்யா பதிலளித்தான். ஏதோ ஒரு காரணத்திற்காக அவன் மிகவும் பதற்றமாக காணப்பட்டான். நாங்கள் விரைவாக அந்த வீட்டை அடைந்தோம். அது மிகப் பெரிய கவர்களால் சூழப்பட்டிருந்தது. என்ன தான் பழுதடைந்து இருந்தாலும், ஒருவரால், எளிதாக முன்பு எவ்வளவு பிரமாண்டமாக அந்த வீடு இருந்தது என்பதை உணர முடியும்.

We entered the building, climbed up the stairs and reached the **attic** on the second floor of the house.	நாங்கள் அக்கட்டிடத்திற்குள் நுழைந்து, படிகள் வழியாக மேல் மாடியில் ஏறி வீட்டில் இரண்டாவது தளத்தில் இருக்கக்கூடிய மேல் மாடியறையினை வந்தடைந்தோம்.
'This was my **favourite room**,' said Aditya. The attic has always been a favourite with children. It is in the attic that the child seems to be in a world of its own.	'இது என்னுடைய விருப்பமான அறை' என ஆதித்யா கூறினான். இந்த மேல்மாடியறை குழந்தைகளுக்கு எப்போதும் பிடித்தமான இடம். இந்த அறையில் தான் தங்களுடைய சொந்த உலகத்தில் இருப்பது போல குழந்தைகள் நினைப்பார்கள்.
A portion of a wall of the attic had **crumbled** down, and through the 'window' that had been created, we could see the sky, the fields, a part of the rice mill, the **spire** of the old temple. In the whole house, the attic had probably been the worst hit by wind and weather. The floor was **strewn** with twigs and straw and pigeon droppings. Among other things, there was a broken cricket bat, the remains of an armchair and a wooden packing case.	மாடத்தின் ஒரு பகுதி தகர்த்தெறியப்பட்டிருந்தது. அங்கு உருவாக்கப்பட்டிருந்த ஜன்னல் வழியாக, நாங்கள் ஆகாயம், அரிசி ஆலையின் ஒரு பகுதி மற்றும் பழைய ஆலயத்தின் மேலே உள்ள கூர்மையானப் பகுதி ஆகியவற்றை காண முடிந்தது. அந்த ஒட்டுமொத்த வீட்டிலேயே மாடம் காற்றினாலும் மற்றும் வானிலையினாலும் மிகவும் மோசமாய் இருந்தது. தரை முழுவதும் கிளைகள் வைக்கோல் மற்றும் புறா இறகுகள் கொண்டு பின்னிக் கிடந்தன. அதனுடன் ஒரு உடைந்த கிரிக்கெட் மட்டையும், நாற்காலியின் மிச்சமும் மற்றும் ஒரு மரப்பெட்டியும் இருந்தன.
Aditya got on top of the packing case and pushed his hand inside the ventilator, thus upsetting a **sparrow's nest**, a part of which fell to the ground. However, he heaved a sigh of relief when he had got what he had been looking for. When I asked him what it was, he said, 'You'll get to know very soon.'	ஆதித்யா பரண் மீது ஏறி, அவனுடைய கைகளை மறுபடியும் நுழைத்து, குருவிக் கூட்டைக் கலைத்து – அதன் ஒரு பகுதியைக் கீழே விழச் செய்தான். இருப்பினும் ஒருவழியாக அவன் தேடிய பொருளைக் கண்டுபிடித்த நிம்மதிப் பெருமூச்சு விட்டான். நான் அது என்ன என்று அவனிடம் கேட்டபோது, 'நீ விரைவாக அதைத் தெரிந்து கொள்வாய்' என்று கூறினான்.
We next went to a jeweller's to find out the weight of the article. The jeweller remarked that it was an **antique**. Our next stop was the house of Jogesh Kabiraj. Though I was a little curious, I didn't ask Aditya anything.	அடுத்தபடியாக நாங்கள் நகைக் கடைக்காரரிடம் அந்த பொருளின் எடையைப் பார்க்கச் சென்றோம். அவர் அதனைப் பழமையான பொருள் என்றுக் குறிப்பிட்டார். எங்களுடைய அடுத்த நிறுத்தம் ஜோசப் கபிராஜ்யின் வீடு. நான் ஆர்வமாய் இருந்தாலும், ஆதித்யாவிடம் எதைப் பற்றியும் கேட்கவில்லை.
We entered the house and went to the room where Sasanka Sanyal stayed. Sasanka uncle was busy reciting verses from Tagore. When he had finished, Aditya asked, 'May we come in?' He turned and faced us.	நாங்கள் வீட்டிற்குள் நுழைந்து சசன்கா சான்யால் தங்கியிருக்கும் அறைக்குச் சென்றோம். சசன்கா தாகூரின் கவிதைகளைப் பாடுவதில் மும்முரமாயிருந்தார். அவர் முடித்தவுடன், 'நாங்கள் உள்ளே வரலாமா?' என்று ஆதித்யா கேட்டான். அவர் திரும்பி எங்களைப் பார்த்தார்.
'No one visits me,' he said in an **unperturbed** manner.	'என்னைப் பார்க்க யாரும் வருவதில்லை' என்று தொந்தரவு பெற்ற மாதிரியில் கூறினார்.
'Would you mind if we come in?'	'நாங்கள் வருவதில் உங்களுக்கு ஆட்சேபனை இல்லையே?'
'Come in.'	'உள்ளே வாருங்கள்'
Except for a **charpoy** there was nothing else to sit on, so we remained standing.	ஒரு படுக்கைவிரிப்பினைத் தவிர அங்கு அமர்வதற்கு வேறு எதுவும் இல்லை, ஆதலால் நாங்கள் நின்று கொண்டோம்.
'Do you remember Aditya Narayan Chowdhury?' Aditya asked him.	'ஆதித்ய நாராயண சவுத்ரியை உங்களுக்கு தெரியுமா?' என்று ஆதித்யா கேட்டான்.

'Of course,' said the gentleman. ''The spoilt child of **affluent** parents! Was a fairly good student but could never beat me. He was extremely jealous of me. And he used to tell lies.'	'நன்றாகத் தெரியும்' என்றார் அந்த பெரிய மனிதர். 'வசதியான பெற்றோரினால் கெட்டுப்போன குழந்தை! மிகவும் நல்ல மாணவன். என்னை ஒருபோதும் அடித்தது கிடையாது. அவன் என்மீது மிகுந்த பொறாமை கொண்டவன் மற்றும் பல பொய்களைக் கூறுவான்.'
'I know,' said Aditya. He then took out a packet from his pocket and handing it over to him, said, 'This is for you, from Aditya.'	'எனக்குத் தெரியும்' என்றான் ஆதித்யா. அதன் பின்னர் தன் சட்டை பையிலிருந்து ஒரு பையினைக் கொடுத்து, 'இது உங்களுக்கு தான், ஆதித்யாவிடமிருந்து' என்று கூறினான்.
'What is it?' he asked.	'என்ன இது'? என்று அவர் கேட்டார்.
'Money'.	'பணம்'.
'Money? How much money?'	'பணமா? எவ்வளவு பணம்?'
'One hundred and fifty rupees. He has said that he will be happy if you accept it.'	'நூற்று ஐம்பது ரூபாய். நீங்கள் இதை ஏற்றுக் கொண்டால் நான் மகிழ்ச்சியடைவேன் என்று அவன் கூறினான்.'
'Shall I laugh or cry? Aditya has given me money! Why this sudden generosity?'	'நான் சிரிப்பதா அல்லது அழுவதா? ஆதித்யா எனக்குப் பணம் கொடுத்திருக்கின்றான். ஏன் இந்த திடீர் மனிதநேயம்?'
'Man does change with time. Perhaps Aditya is not the same Aditya as before?'	'காலத்திற்கு ஏற்றவாறு மனிதன் மாறுவான். இந்த ஆதித்யா முன்பு இருந்த ஆதித்யா கிடையாது.'
'A change? I got the prize. He could not bear it. He took it from me to show his father and never returned it to me. Said that there was a hole in his pocket and it had fallen through it.'	'மாற்றமா? நான் பரிசு பெற்றேன். அவனால் அதைத் தாங்க முடியவில்லை. அவனுடைய தந்தையிடம் காண்பிக்க என்னிடமிருந்து அப்பரிசை எடுத்துச் சென்றான். ஆனால், திரும்பத் தரவில்லை. அவனுடைய பையில் இருந்த ஓட்டை வழியாக அது கீழே விழுந்து விட்டதாகக் கூறினான்.
'This is the price of the medal. It is yours.'	'இது அந்த பதக்கத்தின் விலை. இது உங்களுக்குத் தான்'.
Sasanka Sanyal was **amazed.** He stared at Aditya and said, 'The price of the medal? That could not be more than five rupees. It was a silver medal.'	சசன்கா சன்யாலுக்கு வியப்பாய் இருந்தது. 'பதக்கத்தின் விலையா? என்று ஆதித்யாவை வெறித்துப் பார்த்துக் கொண்டே கூறினார். அது ஐந்து ரூபாய்க்கு இருக்காது. அது வெள்ளிப் பதக்கம்'.
'Silver is now thirty times costlier than before.'	'வெள்ளியின் விலை முன்பை விட முப்பது மடங்கு தற்போது உயர்ந்துள்ளது'.
'Really? I had no news of that. But ...'	'உண்மையாகவா? நான் அப்படி எந்தச் செய்தியும் கேள்விப்படவில்லை ..... ஆனால்...'
Sasanka uncle looked at the fifteen ten-rupee notes in his hand and then looked at Aditya. There was a completely new expression on his face. He said, 'Aditya, this **smacks** too much of charity. Doesn't it?'	சசன்கா மாமா ஆதித்யாவின் கையிலிருந்த பதினைந்து பத்து-ரூபாய் நோட்டுக்களையும் ஆதித்யாவையும் பார்த்தார். அவருடைய முகத்தில் ஒரு புதிய மாறுதல் ஏற்பட்டது. 'ஆதித்யா இது மிகவும் அதிகமாக கொடையைத் தெரிக்கிறது இல்லையா?' என்றார்.
We remained silent. Peering intently at Aditya, Sasanka Sanyal smiled and said, 'I had recognised you at Nagen uncle's tea shop by that mole on your right cheek. I could see you had not recognised me. So I recited the same poem that I had **recited** on the prize-giving day, on purpose, so that you may remember. Then, when you came to visit me, I couldn't help **venting** my anger on you.'	நாங்கள் அமைதியாக நின்றோம். குறிப்பாக ஆதித்யாவை நோக்கி புன்னகையுடன் சசன்கா சாயல் கூறினார், 'நான் உன்னை நாகன் மாமா தேநீர்க் கடையில், உனது வலது கண்ணத்தின் அடையாளத்தை வைத்து கண்டுபிடித்து விட்டேன். நீ என்னை அடையாளம் காணவில்லை என அறிந்து கொண்டேன். அதனால் தான் நான் பரிசு வாங்கும்போது ஒப்பித்த அதே கவிதையை ஒப்பித்தேன், அப்போது தான் உன்னால் நினைவு கூற இயலும் என்று. அதன் பின்னர் நீ என்னைக் காண இங்கு வந்துவிட்டாய், என்னால் உன் மீது இருக்கும் கோபத்தைத் தணிக்க முடியவில்லை.'

'You have done the right thing. Your grievances are absolutely justified. But I will be happy if you accept the money,' said Aditya.	'நீங்கள் சரியாகத்தான் செய்திர்கள். உங்களுடைய மனக்கஷ்டங்கள் நியாயமானவை. ஆனால் இந்த பணத்தை நீங்கள் ஏற்றுக் கொண்டால் நான் மகிழ்ச்சியடைவேன்' என ஆதித்யா கூறினான்.
Sasanka Sanyal shook his head and said, 'No. Money will soon be spent. I would have preferred to have the medal if it were possible. I would have forgotten that **unpleasant** incident of my childhood if I could get the medal back.'	சசன்கா சன்யால் தலையை ஆட்டிக்கொண்டுக் கூறினார். 'இல்லை பணம் சீக்கிரம் செலவாகிவிடும். அந்த பதக்கம் இருந்தால் எனக்கு வேண்டும். நான் எனது குழந்தைப் பருவத்தில் நிகழ்ந்த கசப்பான நிகழ்வுகளை அப்பதக்கம் இருந்தால் மறந்து விடுவேன்.'
So, the medal that had been hidden in the attic for twenty-nine long years was eventually restored to its owner.	அதனால், இருபத்தி ஒன்பது வருடங்களாக மாடத்தில் மறைத்து வைக்கப்பட்ட பதக்கம் அதனுடைய உரிமையாளரிடம் திரும்ப கொடுக்கப்பட்டது.
'Sriman Sasanka Sanyal – Special Prize for Recitation - 1948' was still clearly **engraved** on it (Translated from the Bengali story Chilekotha)	'ஸ்ரீமான் சசன்கா சன்யால் - பாடல் பாடியதற்கான சிறப்புப் பரிசு - 1948' என்பது இப்போது தெளிவாக அதன் மேல் பொறிக்கப்பட்டிருந்தது. (சிலெகோதா என்ற வங்காள கதையிலிருந்து மொழிபெயர்க்கப்பட்டது)

GLOSSARY

Textual Glossary:

bifurcated *(v)*	=	divided into two	→ இரண்டாக்கப்பட்ட
revive *(v)*	=	to bring something back to life	→ மீண்டும் உயிரூட்டுவது
soothing *(v)*	=	making somene feel calm	→ ஒருவரை அமைதிப்படுத்துவது
rustic *(adj)*	=	typical of the countryside	→ நாட்டுப்புறம்
dilated *(v)*	=	widened than usual	→ விரி
ascertained *(v)*	=	confirmed	→ உறுதி
overwrought *(adj)*	=	state of being upset	→ மனச்சோர்வான
attic *(n)*	=	the space or room at the top of a building, under the roof	→ பரண்
crumbled *(v)*	=	broken	→ தகர்த்தெறியப்பட்டது
spire *(n)*	=	a tall, pointed structure on top of a building, especially on top of a church tower	→ ஒரு கட்டிடத்தின் மேல் உள்ள ஒரு உயரமான கூர்மையான அமைப்பு, குறிப்பாக தேவாலய கோபுரம்
unperturbed *(adj)*	=	undisturbed	→ தொல்லையற்ற
affluent *(adj)*	=	wealthy	→ செழுமையான
smacks *(v)*	=	drive or put forcefully into or onto something	→ அடி விழுதல்

SYNONYMS (MEANINGS)

realise	–	recognize	→	அடையாளம் கண்டு கொள்
pay back	–	return, repayment	→	திரும்பக் கொடு
branched	–	split, bifurcated	→	பிளவு
recollected	–	recalled, retained	→	நினைவுகூர்வது
recognizable	–	identifiable, noticeable	→	கவனிக்கத்தக்க
disappointing	–	unsatisfactory	→	திருப்தியற்ற
everything	–	entirely, whole	→	முழுமையாக
dedicated	–	loyal, devoted	→	விசுவாசமான
striped	–	lined, ruled	→	வரியிட்ட
surprised	–	amazed, startled	→	ஆச்சரியம்
wonder	–	amazement, admiration	→	ஆச்சரியம்
crazy	–	insane, mad	→	பைத்தியம்
stretched	–	extended, elongated	→	நீட்டித்த
raising	–	lifting, boosting	→	உயர்த்து
dilated	–	stretched, widened	→	விரிவுபடுத்து
gesture	–	sign, body language	→	அறிகுறி
particular	–	exact, specific	→	சரியான
expression	–	verbalization, explanation	→	சொற்களாக
cursed	–	damned, confounded	→	சபித்தல்
normal	–	common, usual	→	வழக்கமான
acute	–	severe	→	கடுமையான
ascertained	–	confirmed, determined	→	உறுதிப்படுத்து
essential	–	important, necessary	→	முக்கியமான
overwrought	–	frantic, affected	→	வெறிகொண்டு
ruin	–	demolition, collapse	→	அழிவு
crumbled	–	broke up, collapsed	→	பிரிந்து செல்
probably	–	doubtless, possibly	→	சந்தேகமின்றி
strewn	–	spread, bloated	→	பரவி
relief	–	remedy	→	தீர்வு
spoilt	–	ruined, hurt	→	அழிவு
extremely	–	greatly, intensely	→	தீவிரமாக
jealous	–	strong desire	→	பொறாமை

generosity	–	hospitality, kindness	→	விருந்தோம்பல்
amazed	–	surprised, perplexed	→	ஆச்சரியம்
completely	–	entirely,unconditionally	→	முழுமையாக
peering	–	gazing, squinting	→	வெளிப்படையாக
intently	–	closely, steadily	→	சீராக
venting	–	expressing, letting out	→	வெளிப்படுத்து
grievances	–	complaints, hardships	→	புகார், குறையாடுகள்
absolutely	–	certainly, doubtlessly	→	முழுமையான
justified	–	legitimized, substantiated	→	சட்டப்பூர்வமான
shook	–	quivered, trembled	→	நடுங்கு
preferred	–	favourite, chosen	→	தேர்ந்தெடு
unpleasant	–	bad, disagreeable	→	நல்லதல்லாத
hidden	–	concealed	→	மறைந்துள்ள
eventually		ultimately, finally	→	முடிவாக
smack	–	directly, exactly	→	நேரடியாக
charity		generosity, kindness	→	தர்மம், இரக்கம்

Choose the correct synonyms of the underlined word in the sentences below:

Model:

1. It is ***natural*** for human beings to make mistakes.
   (a) abnormal (b) innate (c) extra ordinary (d) typical
2. When we ***realise*** our mistakes .....
   (a) recognize (b) misunderstand (c) mistake (d) disbelieve
3. When we realise our ***mistakes***, we should try to regular them.
   (a) success (b) faults (c) soundness (d) perfection
4. If you get a chance to ***rectify*** your mistake .....
   (a) corrupt (b) harm (c) reform (d) injure
5. ..... or ***payback*** for it.
   (a) penalty (b) loss (c) debt (d) return
6. When I left our ***ancestral*** house .....
   (a) familial (b) artificial (c) separated (d) natural
7. ..... the house was almost two hundred years old, ***recollected*** Aditya.
   (a) released (b) remembered (c) forgot (d) ignored
8. ..... which may have undergone many changes, will be ***recognizable*** any more.
   (a) noticeable (b) imperceptible (c) unrecognizable (d) indistinct
9. Trying to ***revive*** old childhood memories .....
   (a) damage (b) destroy (c) renovate (d) dissuade

10. ..... old childhood memories may prove *disappointing*.
(a) pleasant (b) pleasing (c) encouraging (d) unsatisfactory

ANSWERS

1. (b) innate	2. (a) recognize	3. (b) faults	4. (c) reform
5. (d) return	6. (a) familial	7. (b) remembered	8. (a) noticeable
9. (c) renovate	10. (d) unsatisfactory		

Assignment:

1. From his reaction to this speech, I began to *wonder*.....
(a) amazement (b) disregard (c) expectation (d) enjoy

2. ..... whether Mr. Sanyal was a little *crazy* as well.
(a) rational (b) insane (c) sane (d) collected

3. ..... because suddenly he stood up, *stretched* himself.
(a) shortened (b) ceased (c) elongated (d) narrowed

4. ..... *raising* his lean right arm
(a) boosting (b) demoting (c) destroying (d) lifting

5. ..... and with eyes *dilated* began to recite
(a) stretched (b) decreased (c) lessened (d) condensed

6. I noticed a *sudden* change.
(a) unexpected (b) leisurely (c) gradual (d) delayed

7. I noticed a sudden change in Aditya's *expression*.
(a) silence (b) speech (c) concealment (d) quiet

8. Sanyal leads a *cursed* life gone crazy.
(a) kind (b) great (c) damned (d) sweet

9. I think, but he has not *forgotten* any incident of the past.
(a) ignored (b) existing (c) remembered (d) recalled

10. Since then he is somewhat changed - not really *normal*.
(a) abnormal (b) unusual (c) extraordinary (d) common

11. A portion of a wall of the attic had *crumbled* down.
(a) collapsed (b) united (c) improved (d) developed

12. ..... the attic had *probably* been the worst hit.
(a) improbably (b) doubtless (c) uncertain (d) unlikely

13. ..... the *worst* hit by wind and weather.
(a) best (b) goodluck (c) most badly (d) miracle

14. The floor was *strewn* with twigs.
(a) halt (b) spread (c) extreme (d) compression

15. The floor was strewn with *twigs* and straw and pigeon droppings.
(a) branches (b) sources (c) diffusion (d) stagnations

16. The *spoilt* child of affluent parents!
(a) aided (b) ruined (c) assisted (d) improved

17. The spoilt child of ***affluent*** parents!
(a) destitute (b) failing (c) wealthy (d) unsuccessful

18. Was a ***fairly*** good student but could never beat me.
(a) reasonably (b) unfairly (c) unjustly (d) unreasonably

19. He was ***extremely*** jealous of me.
(a) incompletely (b) moderately (c) greatly (d) little

20. He was extremely ***jealous*** of me.
(a) content (b) confident (c) satisfied (d) desirous

21. Sasanka Sanyal ***shook*** his head and said .....
(a) quiver (b) appease (c) nodded (d) calm

22. I would have ***preferred*** to have the medal.
(a) rejected (b) chosen (c) undesirable (d) ill – favoured

23. ..... the medal that had been ***hidden*** in the attic.
(a) sociable (b) manifest (c) concealed (d) obvious

24. It was ***eventually*** restored to its owner.
(a) ultimately (b) never (c) sociable (d) manifest

25. It was eventually ***restored*** to its owner.
(a) broken (b) destroyed (c) damaged (d) returned

26. ***Peering*** intently at Aditya .....
(a) ignore (b) gazing (c) neglect (d) cheering

27. Peering ***intently*** at Aditya .....
(a) steadily (b) distractedly (c) emerge (d) peep out

28. 'I had ***recognised*** you at Nagen's shop.'
(a) stare (b) acknowledged (c) glare (d) identified

29. Your ***grievances*** are absolutely justified.
(a) happiness (b) joy (c) delight (d) complaints

30. Your grievances are absolutely ***justified.***
(a) doubtfully (b) dubiously (c) legitimised (d) partially

ANTONYMS

realise	தெளிவாக உணர்	×	mistake, disbelieve	தவறாக உணர்
pay back	வழங்குக் காலம்	×	penalty, debt	கடன் வாங்கு
bifurcated	இரண்டாக்கப்பட்ட	×	combined, united	ஒன்றிணைக்கப்பட்ட
branched	கிளைகளுடன்	×	joined, unbranched	கிளைகள் இல்லாத
recognizable	ஏற்கக்கூடிய	×	unrecognizable	அடையாளம்
disappointing	ஏமாற்றம்	×	pleasant, satisfactory	திருப்திகரமான
changed	மாற்றம்	×	unchanged, permanent	மாறாமல்
dedicated	அர்ப்பணிப்பு	×	disloyal, apathetic	துரோகியாக, பக்தியற்ற

rustic	நாட்டுப்புற	×	urban	நகர்ப்புற
appearance	தோற்றம்	×	disappearance	மறைவு
crazy	பைத்தியம்	×	sane, rational	அறிவுள்ள
stretched	நீட்டி	×	compressed	குறுகிய
raising	திரட்டுதல்	×	demolishing, destroying	அழித்தல்
dilated	விரி	×	shortened, compressed	சுருக்கு
gesture	சைகை	×	speech	பேச்சு
particular	தனிப்பட்ட	×	general	பொது
sudden	திடீரென	×	expected, gradual	காத்திரு
expression	வெளிப்பாடு	×	silence, concealment	மௌனம்
cursed	சபித்தார்	×	blessed	ஆசீர்வதிக்கப்பட்ட
forgotten	மறத்தல்	×	remembered	நினைவில் கொள்
normal	சாதாரண	×	abnormal	அசாதாரண
acute	கடுமையான	×	ignorant, stupid	அறிவற்ற
ascertained	அறுதியிட்ட	×	disproved, invalidated	மறுக்க, பொய்யாக்கு
essential	இன்றியமையாத	×	inessential, unimportant	அற்பமான, சிறப்பற்ற
crumbled	தகர்த்தெறியப்பட்ட	×	united, improved	ஒன்றுபட
probably	ஒருவேளை	×	improbably, uncertain	நம்பமுடியாத அளவு
worst	மோசமான	×	best	சிறந்த
unperturbed	கலக்கமில்லா	×	agitated, perturbed	கிளர்ச்சி
spoilt	கெடுக்கப்பட்ட	×	assisted, improved	உதவு
affluent	செழுமையான	×	destitute, poor	மிக வறுமையான
extremely	அறுதியான	×	moderately	மிதமாக
jealous	பொறாமை	×	trusting	நம்புகிற
generosity	பெருந்தன்மை	×	selfishness, greed	பேராசை
amazed	வியப்பாகவும்	×	bored, unamazed	வியப்பில்லாத
completely	முற்றிலும்	×	partially, incompletely	அரைகுறையாக
intently	தீவிரமாய்	×	distractedly	திசைதிருப்பும்
grievances	மனக்குறை	×	delights, compliments	பாராட்டு, புகழுரை
absolutely	முற்றிலும்	×	doubtfully, uncertainly	சந்தேகத்துடன்
justified	நியாயமானதாக	×	denied, contradicted	மறு
preferred	விருப்பமான	×	rejected, undesirable	நிராகரிப்பு
hidden	மறைத்து	×	unearthed	அறியப்பட்ட
eventually	இறுதியில்	×	initially, beginning	ஆரம்பம்

Choose the most appropriate antonyms of the underlined word from the options given below:

Model:

1. Sasanka uncle *looked* at the notes.
   (a) stared (b) ignored (c) noticed (d) considered
2. There was a completely new *expression* on his face.
   (a) verbalization (b) enunciation (c) silence (d) definition
3. ..... this smacks too much of *charity*.
   (a) meanness (b) fund (c) generosity (d) gift
4. We *remained* silent.
   (a) stayed (b) waited (c) continued (d) ceased
5. We remained *silent*.
   (a) quiet (b) talkative (c) speechless (d) reticent
6. ..... I had *recited* on the prize - giving day.
   (a) declaimed (b) repeated (c) withheld (d) communicated
7. ..... on *purpose*, so that you may remember.
   (a) intention (b) aimless (c) function (d) desire
8. ..... so that you may *remember* .....
   (a) forget (b) commemorate (c) get (d) recall
9. Your *grievances* are absolutely justified.
   (a) complaints (b) gripe (c) hardships (d) compliments
10. Your grievances are absolutely *justified*.
    (a) contradicted (b) legitimated (c) rationalized (d) substantiated

ANSWERS

1. (b) ignored	2. (c) silence	3. (a) meanness	4. (d) ceased
5. (b) talkative	6. (b) repeated	7. (b) aimless	8. (a) forget
9. (d) compliments	10. (a) contradicted		

Assignment:

1. He leads a *cursed* life.
   (a) damned (b) blessed (c) confounded (d) blasted
2. ..... gone *crazy*, I think
   (a) sane (b) insane (c) lunatic (d) mental
3. ..... but has not *forgotten* any incident of the past.
   (a) gone (b) abandoned (c) remembered (d) omitted
4. Since then he is somewhat *changed* not really normal.
   (a) exchanged (b) unchanged (c) returned (d) reversed
5. Since then he is somewhat changed not really *normal*.
   (a) abnormal (b) common (c) natural (d) usual

6. There was only one other customer sitting at a *corner* table.
(a) angle (b) middle (c) intersection (d) edge

7. ..... and raising his *lean* arm
(a) thin (b) lank (c) slim (d) fat

8. ..... and *ascertained* the location of Jogesh's house.
(a) alerted (b) unconfirmed (c) showed (d) affirmed

9. Nagen uncle *reminded* him to go home.
(a) hinted (b) warned (c) advised (d) disregarded

10. Sanyal stood up, *stretched* himself .....
(a) extended (b) compressed (c) elongated (d) pulled

11. It is *natural* for human beings to make mistakes.
(a) abnormal (b) familiar (c) regular (d) probable

12. It is natural for human beings to make *mistakes*.
(a) omission (b) error (c) correction (d) aberration

13. When we *realise* our mistakes, ...
(a) get (b) misunderstand (c) recognize (d) grasp

14. ..... we should try to *rectify* them.
(a) reform (b) ruin (c) put right (d) repair

15. If you get a chance to rectify your mistake or *payback* for it.
(a) debt (b) return (c) accruel (d) yield

16. The house was *almost* two hundred years old.
(a) precisely (b) touching (c) about (d) nearly

17. ..... two hundred years old, *recollected* Aditya.
(a) remembered (b) forgot (c) recalled (d) retained

18. ..... many changes will be *recognizable* any more.
(a) unrecognizable (b) observable (c) substantial (d) noticeable

19. Trying to *revive* old childhood memories.....
(a) restore (b) renovate (c) suppress (d) rejuvenate

20. Trying to revive old childhood memories may prove *disappointing*!
(a) satisfactory (b) distasteful (c) unsatisfactory (d) encouragement

21. From his *reaction* to this speech .....
(a) response (b) reason (c) acknowledgment (d) query

22. I began to *wonder* .....
(a) disregard (b) amaze (c) admire (d) dread

23. He was *extremely* jealous of me.
(a) severely (b) greatly (c) moderately (d) utterly

24. I couldn't help *venting* my anger.
(a) applying (b) increasing (c) stirring (d) blocking

25. ..... with eyes *dilated* began to recite a poem.
(a) stretched (b) contracted (c) widened (d) expounded

26. The *spoilt* child of affluent parents!
(a) good (b) harmed (c) ruined (d) devastated

27. The spoilt child of *affluent* parents!
(a) wealthy (b) prosperous (c) poor (d) rich

28. ..... was a *fairly* good student.
(a) unfairly (b) rather (c) reasonably (d) moderately

29. The floor of the *attic* .....
(a) storeroom (b) basement (c) rooftop (d) lumber room

30. The floor of the attic was *strewn* with twigs .
(a) spread (b) gathered (c) bloated (d) broadened

QUESTIONS AND ANSWERS

A. Answer the following questions:

Textual Questions:

a. When did Aditya leave the local school?

Aditya left the local school after he had passed the matriculation examination to continue his studies in Calcutta.

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

Aditya left their ancestral house twenty nine years ago. He had a doubt whether the school building would have undergone any changes. So he thought that the school would not be recognisable

c. Who were Aditya's ancestors?

Aditya's ancestors were once the zamindars.

d. How was the landscape through which they travelled?

They were driving in the month of Jan - Feb around 3.30 p.m. The sun was on the western horizon, about to set in. As harvest was over, raw paddy fields were visible on either side of the road.

e. What did Aditya visit?

They visited the school, stereotyped with a big front iron - gate, playing field and a two – storyed building. Aditya explained the change – the old building had another floor now and a new had also been erected. Then they also visited Nagen's tea stall.

f. Where was Nagen uncle's shop?

Nagen's tea stall was next to a grocery shop and opposite to a temple of Lord Shiva.

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

Nagen uncle had nankhatai biscuits beside tea in his shop.

h. What did Nagen uncle tell about Sanyal?

They met a strange man at the tea shop, he was neither eating nor drinking tea. He was short of sight and hearing, as explained by Nagen Babu, but being a poor man, couldn't afford to buy a spectacle.

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

Crazily the man suddenly stood up, raised his lean right arm and moving dilated eyes began to recite Rabindranath Tagore's "Panraksha". After completion, he left the place with paying a general regard to all with folded hands.

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

Sasanka Sanyal was a mysterious person living with his friend Jogesh Kabiraj. He had lost his wife and only son last year. He had sold all his lands to get his daughter married. He almost became a pauper and became somewhat crazy since then due to mental stress.

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

Eventhough Sanyal lost all his past memories he possessed a high self - esteem and respect. He never failed to pay his bill at the tea stall.

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

The attic was a very favourite for children. It was in the attic that the children seemed to be in a world of their own.

m. What did Aditya do on reaching the attic?

Aditya stood on the packing case and insinuated his hand into the ventilator pole. A sparrow nest was disturbed, a part of which fell on the ground, and he could find the thing, he was looking for - that was an antique inside a jeweller's box.

n. What did the jeweller say about the article?

Aditya went to the jeweller to find out the weight of the article. The jeweller remarked that it was an antique.

o. Was Sanyal happy about his visitors?

Yes, Sanyal was happy about his visitors.

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

Sanyal was a mysterious person almost became a pauper and became crazy due to mental stress. But he often remembered. Tagore's poem and started to recite the poem in the tea shop in remembrance of his past life because he recognised Aditya at the tea shop.

q. What was engraved on the medal??

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

B. Answer the following question in a sentence or two.

Textual Questions:

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

The owner of the shop was Nagen Babu. Nagen Babu was in mid - sixties with a typical Bengal village look, clean - shaven and neatly combed white hair. He was wearing a dhoti and a blue - stripped shirt, peering through his green shawl.

2. What was the daily routine of Sanyal?

He was a mysterious person living with his friend Joseph Kabiraj. At the tea stall he was neither eating nor drinking tea, instead of that everyday he was sitting with head bent over the tea - table as if day dreaming. He crazily recited Tagore's poem. Eventhough he was in mental stress, he didn't forget to pay for the tea.

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

After completion, Sanyal left the place with folded hands. By looking at him, the author noticed a sudden change in Aditya's expression and asked for the reason. Nagen was very curious to know about Sanyal. Without answering to the author, Aditya asked Nagen uncle about the gentleman and what he was doing.

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

Aditya along with the writer visited his ancestral home. He visited there to get the medal which was hidden inside the attic of the house. He wanted to handover the medal to the rightful owner.

5. What was the condition of the attic?

The attic was dilapidated, being worst hit by strong wind and rough weather. A portion of the wall had crumbled creating a window - hole. The floor was not cleaned for long and stubbed with straw, twigs, perched leaves and pigeon droppings.

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

Aditya stood on the packing case and insinuated his hand into the ventilator pole and had a sigh of relief. A sparrow nest was disturbed and a part of which fell on the ground. He found an antique inside a jeweller's box which he was searching for.

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

Aditya searched and found out an antique inside a jeweller's box. Then he urged the author to go to the jeweller's shop to examine the weight of the article. The jeweller remarked that it was an antique.

8. What did Aditya offer Sanyal?

Aditya didn't deny him and told that he wished to give him one hundred fifty rupees. At last Aditya handed over the medal to Sasanka, kept inside the ventilator of the attic.

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

Aditya says these words to Sasanka Sanyal because he wants Sanyal to accept his offerings of money.

Additional Questions:

10. What do you mean by Nankhatai?

Nankhatai is an authentic Indian sweet which is popular in India and Pakistan.

11. Who was Aditya's father? Where did they lived?

Aditya's father was a landlord in Bramhapur and later shifted his business to Calcutta. He was born and brought up at Bramhapur after which he had left for Calcutta to continue his further studies.

12. Why did Aditya and his friend went to see Sanyal?

After finding out the medal from the attic they went to the jeweller to examine the weight of the medal. After that he wanted to handover the medal to Sanyal. So they visited Sanyal.

13. What was the reaction of Sanyal when he heard Aditya's name?

As soon as he heard Aditya's name he told that he was a spoilt child of affluent parents. He was a fairly good student and extremely jealous of me. He used to tell lies.

14. 'Why this sudden generosity?' Who said these words? Why?

These lines were said by Sanyal. After Aditya said that he would be happy if he accepted money. Sanyal enquired about this sudden generosity of Aditya.

15. Why was Sanyal amazed?

Sanyal was amazed when he heard about the price of the medal. And he said that could not be more than five rupees because it was a silver medal.

16. What is the real cost of silver at present?

Silver is now thirty times costlier than before.

17. How did Sanyal react after recognization of Aditya at the tea shop?

When Aditya met Sanyal at the teashop, he thought that he didn't recognise him. But he recognised him with the mole on his right cheek. So, he recited the same poem that he had recited on the prize - giving day. He kept his anger inside and went away.

PARAGRAPH QUESTIONS

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

Textual Questions:

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

Aditya and the narrator met Sanyal at the tea shop who behaved differently. After Sanyal had left, the narrator found a sudden change in Aditya's expression. There started his curiousity and he started to find the reason behind Aditya's expression. But he asked Nagen uncle about ignoring the narrator. After enquiry with Nagen uncle they both went to Aditya's ancestral house.

In the whole house, the attic had probably been the worst hit by wind. Aditya searched there to get something and he heaved a sigh of relief when he had got what he had been looking for. Then arose the narrator's next question.

"When asked him what it was", he said, "You'll get to know very soon".

Their next place to be visited was the jeweller's place to find out the weight of the article.

And then their next stop was the house of Jogesh Kabiraj.

"Though I was a little curious, I didn't ask Aditya anything."

It was so much curious for the narrator to visit Sanyal's house. At Sanyal's house, the narrator got the answers for his questions towards Aditya.

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

During childhood, Aditya seemed to be a spoilt brat of rich parents. Despite a good student he used to lie and was extremely jealous of Sasanka. Aditya didn't defy Sanyal and told that he wished to give him one hundred fifty rupees. Sanyal laughed at his sudden generosity and enquired,

"Why all these after so many years?"

Aditya wanted to protect his stand saying he had changed with years. Sasanka blasted at him saying, he received the prize and Aditya took it from him to show and impress his father and lied that the medal had fallen from the hole in his pocket. Sanyal blasted his age old anger and anguish on Aditya. He only needed his lost glory back.

Aditya admitted his fault and accepted Sasanka's righteous grievances towards him due to some changes in his character. At last he handed over the medal to Sasanka, kept inside the ventilator of the attic, as a hidden treasure for long 29 years. Thus, Man does change with time.

3. Give a brief character sketch of Sasanka Sanyal.

Sasanka Sanyal was a peculiar man. He was neither eating, nor drinking tea, instead was sitting with head bent over the tea - table as if day - dreaming. Sanyal was a mysterious person living with his friend Joseph Kabiraj. He had lost his wife and only son last year. He had sold all his lands to get his daughter married. He almost became a pauper and became somewhat crazy since then, due to mental stress.

He didn't forget any memories of the past and possessed a high self - esteem and respect.

"Sasanka comes her, has tea and biscuits and always remembers to pay - having an acute sense of self - respect".

He never failed to pay his bill at the tea stall. He had recognized Aditya by the mole on his right cheek, at the tea stall. He wanted to teach him a lesson and force him remembering his act of treachery, thus he blasted his age old anger and anguish on Aditya. He didn't need any charity in cash or kind, only needed his lost glory back. And he also explained, past was past, he wanted to forget the whole unpleasant incident.

SIMPLE PARAGRAPH FOR SLOW BLOOMERS

1. **Give a detailed account of all thoughts and questions in the narrator's mind while accompanying Aditya from the tea shop to Sanyal's house? (or)**
'Man does change with time'-What were the various changes that came about in Aditya? (or)
Give a brief character sketch of Sasanka Sanyal.

The author and his friend and business partner Aditya were driving through National Highway 40. The author asked Aditya if he wanted to visit his ancestral home. They had reached the point of bifurcation that led to Bramhapur. Aditya's father was a landlord who later shifted his business to Calcutta. He finished his schooling at the local school. He left for Calcutta for further studies. They reached the school and then went to Nagen uncle's tea shop. Nagen Babu requested Sasanka Sanyal to leave the shop as customers would be pouring soon. He stood up and recited Tagore's 'Pantaksha'. On completion, he paid general regards to all with folded hands. He was a mysterious person who had lost his wife and son. He had sold his lands for his daughter's marriage. He became a pauper and suffered mental stress. He possessed high self esteem and respect. He never failed to pay the bill at the tea stall. Aditya returned the medal to its owner which he had hidden inside the attic for twenty - nine long years. The medal was eventually restored to its owner.

OTHER TEXTUAL TASKS

VOCABULARY

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

Combination	Compound Words		
Noun + Noun Noun + Verb Verb + Noun Preposition + Noun	kitchen garden mouthwash watchman overcoat	tooth paste hair cut show room underground	school boy day break show case over bridge
Gerund + Noun Noun + Gerund Adjective + Prep. + Noun Noun + Prep. + Noun	bleaching powder housekeeping good for nothing mother-in-law	drawing room bird watching fear for crowd daughter-in-law	swimming pool air conditioning fond of flower son-in-law

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

Column A	Column B	Answers
rain	light	**rainfall**
snow	thing	**snowball**
star	fall	**starlight**
draw	ball	**drawback**
play	back	**plaything**
lottery	ticket	**lotteryticket**

Column A	Column B	Answers
under	walk	**underworld**
man	note	**manhole**
side	world	**sidewalk**
foot	hole	**footnote / football**

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

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

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

AFFIXES

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

1. accurate - *inaccurate*
2. understand - *understandable*
3. practice - *malpractice*
4. technology - *technological*
5. fashion - *fashionable*
6. different - *indifferent*
7. child - *childish*
8. national - *international*
9. origin - *original*
10. enjoy - *enjoyment*

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

1. There is a lot of *enjoyment* while watching, movies.
2. She is very *childish*.
3. He did *malpractice* to get this job.
4. The manager asked for an *original* copy of the document.
5. Ramu is an *international* smuggler.

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

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

GRAMMAR

A. Complete the sentences given below choosing the right connectors given in brackets.

1. Call me ..... you need money. *(so that, in order that, in case)* *Ans: incase*
2. I forgot ..... I had to meet the Principal. *(whether, that, if)* *Ans: that*
3. ..... he is ninety years old, he is in the pink of health. *(when, since, though)* *Ans: though*
4. It is raining. Take an umbrella ..... you will get drenched. *(or else, and, but)* *Ans: or else*
5. They faced many hardships ..... they are always cheerful. *(although, nevertheless, otherwise)* *Ans: nevertheless*

B. Fill in the blanks with the connector that goes with the underlined words.

1. Both the minister *as well as* the officers visited the affected areas.
2. Jaya teaches not only English *but also* Science.
3. Either Raghu *or* Bala will have to buy vegetables from the market.
4. No sooner did I enter the house *than* it started drizzling.

C. Combine the pairs of sentences using appropriate connectors.

1. We came late. We did not miss the train.
   We came late but we did not miss the train.
2. They checked the packet twice. Then they sealed it.
   They checked the packet twice and then they sealed it.
3. Sita saw a snake. At once she ran away.
   When Sita saw a snake, she ran away.
4. Robert completed the project. He submitted it to the teacher.
   Robert completed the project and submitted it to the teacher.
5. Yusuf was running high temperature. He could not take part in the competition.
   Yusuf was running high temperature so he could not take part in the competition.

D. Tick (✓) the correct linker.

1. _____ he was honest, he was punished.
   though ☑ but ☐ *Ans: though*
2. Walk carefully _____ you will fall down.
   unless ☐ otherwise ☑ *Ans: otherwise*
3. My mother called me _____ I was playing football.
   or ☐ while ☑ *Ans: while*
4. My salary is low _____ I find the work interesting.
   nevertheless ☑ similarly ☐ *Ans: nevertheless*
5. The passengers rushed to board the bus _____ it arrived.
   as soon as ☑ as long as ☐ *Ans: as soon as*

E. Supply suitable linkers.

1. "*Moreover* I was alive and had a human heart, " answered the statue, "I did not know what tears were, *because* I lived in the palace *where* sorrow was not allowed to enter. My courtiers called me the Happy Prince *and* Happy Indeed I was. So I lived and *then* I died.
2. Many writers make incorrect sentences *because* they try to put sentences together. They may make grammatical errors *as well as* leave out important punctuation marks. Making such mistakes is quite common *for* preparing the first draft . *Therefore* he must carefully edit his final draft.
3. In most large cities *and* towns of our country, there are special schools for girls. *On the other hand*, there are many co-educational schools *where* girls *as well as* boys study together. Most parents allow their daughters to attend these schools, *on contrary* there are some parents *who* are against such schools for girls *between* the age of 14 or15.

F. Rearrange the words in the correct order to make meaningful sentences.

1. as / I / healthy / are / you / am / as
2. your / today / put on / new / since / is / birthday /dress / the
3. allergic / dogs / Rani / though / is / to / of / six / she / them / has
4. speaks / Ruben / besides / German /languages / two
5. loan / apply / you / if / for / you / a / get / will / immediately / it /

Answers :

1. I am as healthy as you are.
2. Since today is your birthday put on the new dress.
3. Though Rani is allergic to dogs, she has six of them.
4. Besides German, Ruben speaks two languages.
5. If you apply for a loan, you will get it immediately.

G. Write the noun forms of the following words.

1. beautiful - *beauty*
2. breathe - *breath*
3. enter - *entrance*
4. know - *knowing*
5. deafen - *deaf*
6. zealous - *zeal*

7. familiar - *familarity*
8. accept - *acceptance*
9. dangerous - *danger*

H. Complete the following sentences using the noun form of the words given in brackets

1. The boy had to give a proper ..... for being late. *(explain)* ***Ans: explanation***
2. They could make ..... about the future. *(predict)* ***Ans: prediction***
3. At one point in life, he had no ..... but to trust his friend. *(choose)* ***Ans: choice***
4. The monuments are to be preserved because of their historical ..... *(significant)* ***Ans: significance***
5. It is very difficult to work with so many ..... *(distract)* ***Ans: distraction***

I. Rewrite the sentences nominalising the underlined words. The first one has been done for you.

Ex: Students work ***diligently*** to score well in exams.
Students work ***with diligence*** to score well in exams.

1. We ***succeeded*** in our attempt.
2. Nalini leads a ***happy*** life.
3. She ***failed*** and it ***disappointed*** her.
4. India became an ***independent*** country in the year 1947.
5. The child ***resembles*** her father.

Answers :

1. We got *success* in our attempt.
2. Nalini leads her life with *happiness*.
3. She got *disappointment* with her *failure*.
4. India got *independence* in the year 1947.
5. *Resemblance* of her father is seen in the child.

J. Combine the pairs of sentences given below into a single sentence using the noun form of the highlighted words.

1. He is an ***honest*** person. Everyone likes him.
2. Sathya gave an explanation. The police wanted her to ***prove*** it.
3. He ***speaks*** well. It ***attracts*** all.
4. Suresh is always ***punctual*** and ***regular***. It has earned him a good job.
5. The policeman ***arrived*** quickly. It made us happy.

Answers :

1. Everyone likes his ***honesty***.
2. The police wanted a ***proof*** for Sathya's explanation.
3. His ***speech*** creates ***attraction*** in all.
4. Suresh has earned a good job for his ***punctuality*** and ***regularity***.
5. The quick ***arrival*** of the policeman made us happy.

K. Complete the sentences in the paragraph using the appropriate form of words given in brackets.

1. My sister wanted to go to Mumbai last week. She made a ***decision*** (decide) to buy a ticket at once. As ***reservation*** (reserve) could be done online, she gave ***preference*** (prefer) to book a ticket that way. First, she collected ***information*** (inform) about the ***arrival*** (arrive) and ***deparmenet*** (depart) of trains and airplanes.

2. A few days later, Androcles was captured by his master. He had to suffer all kinds of *punishment* (punish). At last, he was thrown to a lion which was in great *hunger* (hungry).It had been kept in an *enclousre* (enclose) and had not been fed for several days. His friends stood there with *teary* (tear) eyes as the lion rushed towards him. The lion stopped near him and stood for a while *looked* (look) at him. Then it lay down by his side like a pet dog. *Obviously* (obvious), the lion recognized Androcles and the *help* (help) he had given it.

L. Identify the phrases in the following sentences and classify them as Adjective, Adverb or Noun phrases.

1. The girl in blue saree is my sister.	*in blue saree*	-	*noun phrase*
2. Kohli hopes to win the trophy.	*to win the trophy*	-	*noun phrase*
3. The train halts at every junction.	at every junction	-	adverb phrase
4. I have never seen such a picture.	*such a picture*	-	*noun phrase*
5. She worked in an enthusiastic manner.	*in an enthusiastic manner*	-	*adjective phrase*

M. Identify the clauses and classify them accordingly.

6. Ram bought a pen that doesn't write well.	*that doesn't write well*	-	*noun clause*
7. Come back as soon as possible.	*as soon as possible*	-	*adverb clause*
8. Most of her friends whom she had invited attended her wedding.	*whom she had invited*	-	*adjective clause*
9. My brother visits my father whenever he comes to Chennai.	*whenever he comes to Chennai*	-	*adverb clause*
10. Call me incase there is an emergency.	*incase there is an emergency*	-	*adverb clause*
11. Until the sunsets, the old woman cannot step out of her house.	*until the sunsets*	-	*adverb clause*
12. She knows where I go.	*where I go*	-	*adverb clause*
13. You can go wherever you want.	*wherever you want*	-	*adverb clause*

LISTENING

N. Fill in the blanks :

1. *Login* into your IRCTC account.
2. Fill in the information asked to you in *book your ticket* section.
3. The *starting point* and *destination* of your journey must also be selected.
4. List of *available* trains will appear.
5. You must check on the *availability* and *fair* for the train of your choice.
6. Your personal details like *name, date of birth, berth perference, mobile number, ID proof* and *e-mail* are a must.
7. After filling information and captcha click on *continue* booking.
8. You can make the payment either by *credit* or *debit cards or e-wallets* .

READING

P. Answer the following questions:

1. **What did the coach teach the child?**
   The coach taught the child the basics of the sport as well as special ways to improve and excel.
2. **What values did the child learn?**
   The child learned the value of finishing what he started and job of personal accomplishment.
3. **The parents noticed some changes in the child. What were they?**
   They noticed a transformation of the child from a timid, doubting child to a strong, happy player willing to give all for the team.
4. **Read the letter again and write a few lines on each of the following:**
   a) things that the coach taught….
   The coach taught him the basic as well as the special ways to improve and excel in sports.
   b) transformation in the child……..
   The child transformed from the timid, doubting nature to a strong and happy player.
   c) things that amazed the writer……..
   The writer was amazed by the skills that the mentor had taught them.
5. **Find sentences /words from the text which express the following:**
   a) The parent's earlier view of the child-
   Under your care, I have watched him transform from a timid, doubting child to a strong, happy player.
   b) One of the qualities of the teacher-
   encouragement, individual care
   c) Words related to prize-
   medals, trophies, ribbons

WRITING

Q. Prepare notice for the following:

i) **You are the school monitor, of Modern Matriculation School, Villupuram. Your school Principal has requested you to inform the students about a trip to Yercaud for 3 days. Prepare a notice giving the details such as date of journey, mode of transportation, amount , dresscode, etc.**

Moderrn Matriculation School, Villupuram
Trip to Yercaud.
26, September 2018

For the kind attention of the students about a trip to Yercaud for 3 days from 5 October to 7 October. Those students who are willing to join the trip can give their names to their respective class teachers. We are going to Yercaud by bus. Only formal dresses are allowed and the trip lasts for 3 days from 5th to 7th October. Those who are interested should bring Rs. 2,000.

Navin,
Head Monitor.

ii) **You are the Secretary of Park Circus Residents Welfare Association. Write a notice to inform the residents of your colony of a Meditation program under the guidance of Dr. P. Ranjit with a view to understanding the self better. The program is exclusively for the residents It will be conducted on the second Saturday of the following month from 7.00 a.m. to 9.00 a.m. at the children's park nearby .**

Park Circus Residents Welfare Association

19, February 2019

We are very happy to inform you about the Meditation program to be organized in our residence. Dr. P. Ranjit is going to give guidance with a view to understanding the self better. The program is organized exclusively for the residents. It will be conducted on the second Saturday of the following month from 7.00 a.m. to 9.00 a.m. at the children's park nearby. All are cordially invited for the program and get benefitted by it.

Mr. Murugan,
Secretary.

iii) **You are Ganesh/Gayathri Head boy/Head girl, of your school. Write a notice for your school notice board informing the students about the 'Fancy Fete' that is going to be organised in your school campus on the 10th of next month.**

Government Higher Secondary School, Madurai.

Fancy Fete

13, January 2018

Our school is going to organize "Fancy Fete" in our school campus. I'm very glad to inform you about the program to be exhibited on the 10th of next month. Interested students are requested to bring their talented outcomes to the program and register their names with the staff incharge.

Ganesh / Gayathri
Head boy / Head girl

R. Write an article for the following:

i) **You are Jansi/Avinash of Class X studying in GHSS, Chengalpet. You believe that physical activities improve our health and reduce the risk of sickness. It has got immediate and long term benefits. Write an article in not more than 150- 200 words for your school magazine stressing the importance of physical activities in a students' day to day life.**

Physical activities improve our health
by Jansi / Avinash

Physical activity or exercise can improve your health and reduce the risk of developing several diseases like type 2 diabetes, cancer and cardiovascular disease. Physical activity and exercise can have immediate and long - term health benefits. Most importantly, regular activity can improve your quality of life. A minium of 30 minutes a day can allow you to enjoy these benefits.

If you are regularly active with physical exercise, you may reduce risk of a heart attack. Physical activity helps to manage your weight better and have a lower blood cholesterol level. It also lowers your risk of falls and lowers risks of developing osteoporosis.

A number of studies have found that exercise helps depression. There are many views as to how exercise helps people with depression.

* Exercise may block negative thoughts or distract you from daily worries.
* Exercising with others provides an opportunity for increased social contact.
* Increased fitness may lift your mood and improve your sleep patterns.
* Exercise may also change levels of chemicals in your brain, such as stress hormones.

To maintain health and reduce your risk of health problems, health professionals and researches recommend a minimum of 30 minutes of moderate - intensity physical activity on most.

Doing any physical activity is better than doing none. If you currently do no physical activity, start by doing some and gradually build up to the recommended amount. Increasing daily activity can come from small changes made throughout your day, such as walking or cycling instead of using the car, getting of a tram, train or bus a stop earlier and walking the rest of the way, or walking the children to school.

ii) **The service provided by the conservancy workers in your city is very poor. You find all the street corners dumped with garbage thrown by the residents of the locality. It causes a menace for the public at large. You are Ramya/Rajan of Class X, studying in TM Model School, Dharmapuri. Write an article in about 150-200 words to the editor of The Indian Express, about this and suggest ways by which the situation could be improved.**

Dumping garbage on streets continues
- By Ramya / Rajan

Drivers are also being outsourced to drive the new trucks. The commissioner wants to see a difference in a month as a cumulative effect of all the measures. Sanitation is getting top priority with new packages being introduced for wards and workers being given particular stretches with numbers assigned to them, called 'pinpoint' sanitation, The main aim is to ensure that each worker does his / her job and accountability is fixed. Also so called supervisors have been removed with the Municipal Commissioner insisting that there is no such designation and all are workers.

Besides, officials are being asked to supervise the work early in the morning and make use of the new pick - up trucks to lift the garbage. Drivers are also being outsourced to drive the new trucks. The service provided by the conservancy in our locality is very poor. We can find all the street corners dumped with garbage thrown by the residents of the locality. It causes a menace for the public at large at Dharmapuri.

In the absence of the bins the residents must have thrown the garbage on the road. With the showers that the city is receiving the dumped garbage turns the surroundings quite unhygienic. The Municipal Corporation has been implementing dustbin - free wards in only six of the wards by collecting garbage from the doorstep of the residents.

The Corporation general body resolution for implementing in all the wards was passed long ago and the changes were finalised. However, it is not being implemented. On the top of it, the Corporation does not have adequate number of the dumper bins. A total of 175 bins are required, Until they come residents' choice appears to be limited.

iii) **Recently while returning home from school you were knocked down by a speeding motorcycle. You escaped with minor injuries. You are Kishore/ Kavitha of class XI, studying in GHSS, Coimbatore. Write an article to The Hindu, in about 150-200 words expressing your concern about the increasing number of road accidents due to reckless driving. Also stress the importance of following traffic rules.**

Road accidents due to reckless driving
- By Kishore / Kavitha

Reckless driving is a type of traffic violation in which a driver displays complete disregard for on - the - road signs, signals and laws. It is a common cause of car accidents and because it usually involves high speeds or extremely dangerous driving tactics, it often results in the injury or death of one or more people involved. Fortunately, a reckless driving accident can be prevented by knowing reckless driving accident causes and following a few safety tips, drivers can keep themselves and other drivers on the road - safe from harm.

A reckless driving accident is typically caused by one or more poor decisions by the driver. By following rules of the road and traffic laws, drivers can usually avoid this type of accident.

4 THE ANT AND THE CRICKET

- Aesop's fables

ABOUT THE AUTHOR

'Aesop's fables' is a collection of fables credited to Aesop, a slave and a story teller believed to have lived in ancient Greece between 620 and 564 B.C.E. These fables became popular when they emerged in print. Several stories are attributed to Aesop even today. The process of inclusion is continuous and new stories are being added. Collection of Aesop's fables were among the earliest books to be printed in many languages.

'ஈசாப் கதைகள்' ஓர் தொகுப்பு. பழமையான கிரேக்கத்தில் வாழ்ந்த ஓர் அடிமை மற்றும் கதை கூறுபவன் தான் இந்த ஈசாப். அவர் கி.மு. 620ஆம் ஆண்டிலிருந்து 564-ஆம் ஆண்டு வரை வாழ்ந்ததாகக் கூறப்படுகின்றது. இன்றளவும் அவர் பெயரில் கதைகள் உலா வருகின்றன. தொடர்ந்து புதுப்புது கதைகளும் அவர் பெயரில் வெளிவருகின்றது. அவருடைய கதைகள் பல மொழிகளில் வெளியிடப்பட்ட நூல்களில் முதன்மையானதாகக் கருதப்படுகின்றது.

GIST OF THE POEM

The Poem 'The Ant and the Cricket' tells us about the necessity of hardwork and 'Save for our future'.

பாடல் பகுதி	தமிழாக்கம்
A silly young cricket, accustomed to sing	ஓர் இளமையான, முட்டாளான வெட்டுக்கிளி, பாடிப் பொழுதைப் போக்கும்
Through the warm, sunny months of gay summer and spring,	வெப்பமான வேனிற் காலத்திலும், வசந்த காலத்திலும்,
Began to complain when he found that, at home,	வீட்டில் அதைப் பார்த்தால் குறைகூறுவான்
His cupboard was empty, and winter was come.	அவன் அலமாரியில் ஒன்றும் இல்லை, குளிர்காலம் வந்து விட்டது
Not a crumb to be found	சிறு துண்டு ரொட்டி கூட கண்ணில் தெரியவில்லை
On the snow-covered ground;	பனிபடர்ந்த தரையினில்;
Not a flower could he see,	பூக்களை கூட அவன் பார்க்கவில்லை,
Not a leaf on a tree.	மரத்தில் ஓர் இலை கூட இல்லை
"Oh! what will become," says cricket, "of me?"	அந்தோ! எந்நிலை என்னவாகும், வெட்டுக்கிளி வெதும்பியது
At last by starvation and famine made bold,	பட்டினியாலும், வறட்சியாலும் துணிவு பெற்று,
All dripping with wet, and all trembling with cold,	நனைந்து கொண்டும், குளிரால் நடுங்கிக் கொண்டும்,
Away he set off to a miserly ant, To see if, to	புறப்பட்டது ஓர் சிக்கனமான எறும்பைத் தேடி,

keep him alive, he would grant	தன்னைப் பாதுகாக்க அவன் ஏதாவது தருவானா என்று
Him shelter from rain.	மழையிலிருந்து அடைக்கலமோ.
And a mouthful of grain.	ஓர் வாய் நிறைய தானியமோ.
He wished only to borrow;	அவன் கடன் வாங்கவே விரும்பினான்;
He'd repay it tomorrow;	அடுத்த நாள் திரும்பக் கொடுத்து விடலாம் என்று;
If not, he must die of starvation and sorrow.	இல்லையென்றால் பட்டினியாலும் துன்பத்தாலும் அவன் மடிந்து விடுவான்.
Says the ant to the	எறும்பு கூறியது
cricket, "I'm your servant	வெட்டுக்கிளியிடம், "நான் உன் சேவகன்
and friend,	மற்றும் நண்பன்,
But we ants never borrow; we ants never lend.	ஆனால் எறும்பாகிய நாங்கள் கடன் வாங்குவதில்லை, கடன் கொடுப்பதுமில்லை
But tell me, dear cricket,	ஓ, அன்பான வெட்டுக்கிளியே, என்னிடம் சொல்
Did you lay anything by	ஏதாவது பாதுகாத்து வைத்திருக்கின்றாயா
When the weather was	வெப்பமான வானிலை நேரத்தில்? வெட்டுக்கிளி சொல்லியது
warm?" Quoth the cricket, "Not I!"	'வெப்பத்தில்?', என்றது வெட்டுக்கிளி 'நான் இல்லை!'
My heart was so light	என் இதயம் மிருதுவானது
That I sang day and night,	அதனால் நான் இரவு பகலாகப் பாடினேன்
For all nature looked gay."	இயற்கையெல்லாம் மகிழ்ந்திருந்தன
"For all nature looked gay".	என்னது இயற்கை மகிழ்ந்திருந்ததா?
" You sang, Sir, you say?	நீ பாடினாயா? ஐயா, நீ என்ன சொல்கிறாய்?
Go then", says the ant, "and dance the winter away".	'செல்' என்றது எறும்பு "நடனமாடியே குளிர் காலத்தையும் விரட்டு"
Thus ending, he hastily lifted the wicket,	என்று முடித்து, விரைவாக உயர்த்தியது சிறு கதவை
And out of the door turned the poor little cricket.	பாவமான அந்த வெட்டுக்கிளி சாத்தப்பட்ட கதவை விட்டு வெளியேறியது
Folks call this a fable. I'll warrant it true:	'மக்கள் இதை 'கதை' என்பர். நான் இதை உண்மை என்கிறேன்.
Some crickets have four legs, and some have two.	சில வெட்டுக்கிளிகளுக்கு நான்கு கால்கள், சிலவற்றுக்கு இரண்டு மட்டுமே.
Aesop's fables'	ஈசாப்

GLOSSARY

Textual Glossary:

accustomed to *(v)*	– be used to	→ பழக்கமான
gay *(adj)*	– glad; joyful	→ மகிழ்ச்சியான
crumb *(n)*	– piece of bread	→ ரொட்டித் துண்டு
famine *(n)*	– extreme scarcity of food	→ உணவுப் பஞ்சம்
miserly *(adj)*	– hesitant to spend money	→ பணத்தை செலவழிக்கத் தயங்குதல்
quoth *(v)*	– said (old English usage, used only in first and third person singular before the subject)	→ சொல்லுதல்
hastily *(adv)*	– hurriedly	→ விரைவாக
warrant *(v)*	– guarantee, promise	→ உத்தரவாதம்; உறுதிமொழி

FIGURE OF SPEECH

	Lines	Figure of speech
1	*Not a flower could he see,* *Not a leaf on a tree.*	Anaphora
2	*Away he set off to a miserly ant,*	Personification
3	*But we ants never borrow; we ants never lend.*	Oxymoron
4	*But we ants never borrow; we ants never lend.*	Repetition
5	*That I sang day and night,*	Oxymoron
6	*For all nature looked gay."* *"For all nature looked gey".*	Anaphora / Repetition
6.	*Go then", says the ant, "and dance the winter away".*	Assonance (/ a / sound)
7.	*And out of the door turned the poor little cricket.*	Assonance (/ *o* / sound)

1 Alliteration:

Poem Line	Words in alliteration	Sound
A silly young cricket, accustomed to sing	silly, sing	/ *s* / sound
Through the warm, sunny months of gay summer and spring,	sunny, summer, spring	/ *s* / sound
His cupboard was empty, and winter was come.	cupboard, come.	/ *k* / sound
"Oh! what will become," says cricket, "of me?"	what, will	/ *w* / sound
All dripping with wet, and all trembling with cold,	with, wet, with	/ *w* / sound
If not, he must die of starvation and sorrow.	starvation, sorrow.	/ *s* / sound
When the weather was warm?"	weather, was, warm	/ *w* / sound
Thus ending, he hastily lifted the wicket,	he, hastily	/ *h* / sound

2 Rhyming Words & Rhyme Scheme:

Poem Lines	Rhyming words	Rhyming scheme	
A silly young cricket, accustomed to sing *Through the warm, sunny months of gay summer and spring,* *Began to complain when he found that, at home, His cupboard was empty, and winter was come.*	*sing,* *spring* - -	*a* *a* *b* *c*	**aabc**
Not a crumb to be found *On the snow-covered ground;* *Not a flower could he see,* *Not a leaf on a tree.*	*found,* *ground* *see,* *tree*	*a* *a* *b* *b*	**aabb**
"Oh! what will become," says cricket, "of me?" *At last by starvation and famine made bold,* *All dripping with wet, and all trembling with cold,* *Away he set off to a miserly ant,* *To see if, to keep him alive, he would grant*	- *bold,* *cold* *ant,* *grant*	*a* *b* *b* *c* *c*	**abbcc**
Him shelter from rain. *And a mouthful of grain.* *He wished only to borrow;* *He'd repay it tomorrow;*	*rain,* *grain* *borrow,* *tomorrow*	*a* *a* *b* *b*	**aabb**
My heart was so light *That I sang day and night,* *For all nature looked gay."* *"For all nature looked gay".* *" You sang, Sir, you say?*	*light,* *night* *gay,* *gay* *say*	*a* *a* *b* *b* *b*	**aabbb**
Go then", says the ant, "and dance the winter away". *Thus ending, he hastily lifted the wicket,* *And out of the door turned the poor little cricket.* *Folks call this a fable. I'll warrant it true:* *Some crickets have four legs, and some have two.*	- *wicket,* *cricket* *true* *two*	*a* *b* *b* *c* *c*	**abbcc**

APPRECIATION QUESTIONS:

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

Textual Questions:

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

   a) What was the routine of the cricket?
   The routine of the cricket was to sing.

   b) Name the seasons mentioned here.
   Spring and Summer.

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

a) Who does 'he' refer to?

'He' refers to the cricket.

b) Why was his cupboard empty?

His cupboard was empty because there was no grain or food.

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

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

He couldn't find even a single - piece of bread.

b) Why was the ground covered with snow?

The ground was covered with snow because the season was 'Winter'

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

a) What made the cricket bold?

Starvation and famine made the cricket bold.

b) Why did the cricket drip and tremble?

Because of the 'Winter' season, the cricket dripped and trembled.

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

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

The cricket wanted to meet an ant.
The ant would give him grain or food and shelter.

b) What would keep him alive?

A shelter from the season and a mouthful of grain to appease his hunger.

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

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

The ants always work hard and save food for the bad season.

b) Who says these lines to whom?

The ant says to the cricket.

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

a) Who does 'I' refer to?

'I' refers to the insect cricket.

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

The nature of the cricket is always gay and happy. We are able to know it from the words of the cricket itself.

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

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

The ant doesn't like the lazy attitude of the cricket.

b) Explain the second line.
The cricket turned away with deep sorrow and in a dejected mood.

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

a) Pick out the rhyming words in the above lines.
'borrow' and 'tomorrow' are the rhyming words.

b) Give more examples of rhyming words from the poem.
see - tree; rain - grain; sing - spring; found - ground; bold - cold; ant - grant; light - night; gay - say; wicket - cricket; true - two.

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

a) Mention the rhyme scheme employed in the above lines.
The rhyme scheme is aabb.[light - night; gay - say]

Additional Questions:

11. *If not, he must die of starvation and sorrow.*

a. Why must the grasshopper die?
The grasshopper must return what he has borrowed or else he will have to die.

b. What will be the cause of his death?
He will die of starvation and sorrow.

12. *Did you lay anything by*
When the weather was
warm?" Quoth the cricket

a. What does 'lay' mean?
It means 'save for the future'.

b. When had he to lay the things?
He had to lay the things when weather was warm.

13. *All dripping with wet, and all trembling with cold,*

a. Name the figure of speech used in the line.
Anaphora

14. *That I sang day and night,*

a. Name the figure of speech used in the line.
Oxymoron

POEM - PARAPHRASE.

B. Paraphrase the following stanza.

1. *If not, he must die of starvation and sorrow.*
Says the ant to the
cricket, "I'm your servant
and friend,
But we ants never
borrow; we ants never
lend.

Ans : In this narrative poem - "The Ant and the Cricket" tells us the different attitudes of both insects. The cricket approaches his friend for a crumb of food and shelter as he is in a state of starvation. If the ant does not help him, he will die of starvation. The cricket requests the ant that he is his friend and servant. But the ant is not ready to lend him a piece of grain. The ants work hard and store food for winter season. They neither borrow nor lend.

2. *Go then", says the ant, "and dance the winter away".*
Thus ending, he hastily lifted the wicket,
And out of the door turned the poor little cricket.
Folks call this a fable. I'll warrant it true:
Some crickets have four legs, and some have two.

Ans : In this narrative poem "The Ant and the Cricket" The ant asked the cricket what he was doing in summer. The cricket replied that he was singing and dancing. The ant told him to go and dance in winter too. He shut the door on the cricket and the poor cricket turned away. People may say that it is just a story. But actually it is true. Some creatures have four legs and some others have two legs. The poet is sarcasticallly telling that some human being also do not save for the future.

3. *A silly young cricket, accustomed to sing*
Through the warm, sunny months of gay summer and spring,
Began to complain when he found that, at home,
His cupboard was empty, and winter was come.

Ans : In this poem 'The Ant and the Cricket', we have come across a hard working ant and a carefree cricket. The foolish cricket had a habit of singing during the warm months of summer and spring. The cricket began to complain that it suffered from starvation and cold in winter. He found his closet where he used to store things was empty. As winter had started he started complaining.

PARAGRAPH QUESTIONS.

C. Answer the following question in about 120 - 150 words :

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

The poet usually wants to give us a useful idea to follow in life. Thereby he makes the animals as characters. These animals reflect human nature.

In this, 'The Ant and the Cricket', he brings out the idea of living 'careless' life of the cricket on the one hand and the 'careful' life of the ant on the other.

The cricket is dilly - dallying in both the seasons (ie.) Summer as well as Winter. He could not find food in winter - because the snow covers everything. He is in a state of starvation. He approaches his friend the ant for a crumb of food and a shelter.

The Ant replies that though he is his friend, he is not ready to lend a piece of grain. The Ant questions what the cricket is doing when there is chance to gather grain. The cricket replies he is enjoying nature singing and dancing. Then the ant scolds the cricket and asks him to continue his wagabond life and get lost.

The poet tries to remind the reader not to spend time unnecessarily without procuring what you need for your life.

2. *Compare and Contrast the attitude of the ant and the cricket.*

Aesop's 'The Ant and The Cricket' tells us the entirely different attitude of both the insects.

One is always in the attitude of enjoying life without planning and hardwork. It is always ready to live a life that is lethargic and lazy. Its main aim is eating and enjoying. When it does not get any food to eat, then only it realises its problem and it is ready to beg and borrow food.

In contrast, the ant is spending its entire time to gather food and eat when required. It has a sense of commitment. It has a sense of hardwork. It does not go aimlessly anywhere. It procures food and saves it for the Winter. That is why it is angry when the cricket approaches it for food and shelter. The ant's attitude is always steady and ready.

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

As the poem goes to reflect the contrast attitude of the ant and the cricket, one has to analyse their character in detail.

We have to think deeply about the lethargic attitude of the cricket. Will the cricket's gay and go happy nature fetch it a fertile life? No one would deny that it would end in a bad state.

On the otherhand, the ant's attitude is one of procuring food by hardwork. Not only that but also it is careful in storing it for the days of scarcity[of food].

By measuring the gay, happy life of the cricket, which in turn makes it beg for food from others, it is not proper for one to follow its habit in life. So, the planned, hard working life of the ant is what anyone should adopt to.

OTHER TEXTUAL TASKS

B. Based on your understanding of the poem, Complete the Summary using the phrases given below:

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

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

4 THE AGED MOTHER

- Matsuo Basho

ABOUT THE AUTHOR

Matsuo Basho (1644-1694) is one of the most famous poets of Japan. In Japan, many of his poems are seen on monuments and traditional sites. Basho was introduced to poetry at a young age, and he quickly became well known throughout Japan. He made a living as a teacher but later travelled throughout the country to gain inspiration for his writing.

மட்சூ பாஷோ (1644 – 1694)

மட்சூ பாஷோ – ஜப்பான் நாட்டின் பிரபலமான கவிஞர் ஆவார். ஜப்பானில், பெரும்பாலான கவிதைகள், நினைவுச் சின்னங்கள், பாரம்பரிய தளங்களிலும் காணப்பட்டன. பாஷோ இளம் வயதிலேயே கவிதை எழுத அறிமுகம் ஆனவர். அவர் விரைவாக ஜப்பான் முழுவதும் புகழ்பெற்ற கவிஞராக மாறினார். அவர் ஆசிரியராக வாழ்ந்தார். ஆனால் தனது எழுத்திற்கான கருத்துக்களைப் பெறுவதற்கு நாடுமுழுவதும் பயணம் செய்தார்.

GIST OF THE LESSON

A decree was given by a wicked ruler to put to death all old people. A poor farmer took his aged mother up a mountain to obey the decree, but could not. He brought his mother down the mountain and hid her. The wicked ruler demanded that a twisted straw rope be made. It was the aged mother who told how to make the rope. The son told the governor the story, and the decree was abolished.

கதைப் பகுதி	தமிழாக்கம்
This Japanese **folktale** is also known as 'The Story of the Aged Mother'. It highlights that the aged are sharp witted. It describes the love and affection a son and his mother have for one another.	இந்த ஜப்பானிய **நாட்டு புற கதை**, "வயதான தாயின் கதை" என்றும் அழைக்கப்படும். வயதானவர்கள் அறிவு கூர்மையுள்ளவர்கள் என்பதை எடுத்துக் காட்டுகிறது. இது ஒரு மகன் மற்றும் அவனுடைய தாய் ஒருவருக்கொருவர் அவர்கள் மீது வைத்து இருக்கும் அன்பு மற்றும் பாசத்தை பற்றி எடுத்து சொல்கிறது.
Long, long ago there lived at the **foot of the mountain** a poor farmer and his aged, widowed mother. They owned a bit of land which supplied them with food, and they were humble, peaceful, and happy.	நீண்ட காலம் முன்பு **மலையின் அடிவாரத்தில்** ஒரு ஏழை விவசாயி மற்றும் அவனுடைய வயதான, விதவை தாயாரும் வாழ்ந்து வந்தனர். அவர்களுக்கு உணவு கொடுக்கும் ஒரு சிறிய நிலத்தை சொந்தமாக கொண்டிருந்தனர். மற்றும் அவர்கள் எளிமையாகவும், அமைதியாகவும், சந்தோஷமாகவும் வாழ்ந்து வந்தனர்.

The country Shining was governed by a **despotic** leader who though a warrior, had a great and cowardly shrinking from anything suggestive of failing health and strength. This caused him to send out a cruel **proclamation**. The entire province was given strict orders to immediately put to death all aged people. Those were **barbarous** days, and the custom of **abandoning** old people to die was not uncommon. The poor farmer loved his aged mother with tender **reverence**, and the order filled his heart with sorrow. But no one ever thought twice about obeying the **mandate** of the governor, so with many deep and hopeless sighs, the youth prepared for what at that time was considered the kindest mode of death.	ஷைனிங் ஒரு **கொடூரமான** போர் வீரரான தலைவரால் நிர்வகிக்கப்பட்டது, உடல்நலம் சரியில்லாமல் போனதாலோ அல்லது பலம் குறைந்து விட்டாலோ உடனே ஒரு கோழை போல சுருங்கி விடுவார். இது ஒரு கொடூரமான **பிரகடனத்தை** அவரை சொல்ல வைத்தது. முழு மாகாணமும் உடனடியாக அனைத்து வயதினரையும் கொல்ல வேண்டும் என்று கடுமையான உத்தரவு பிறப்பிக்கப்பட்டது. அந்த நாட்கள் **கொடுமையாக** இருந்தது மற்றும் வயதானவர்களை **முற்றிலுமாக ஒதுக்கப்படுதல்** கலாச்சாரம் அசாதாரணமானது அல்ல அந்த ஏழை விவசாயி **மிகுந்த மதிப்போடு** தன் தாயை நேசித்தான் மற்றும் இந்த கட்டளையானது அவனுடைய மனதை துயரத்தில் ஆழ்த்தியது. ஆனால் யாரும் ஆளுநரின் **கட்டளைக்கு** கீழ்படிய வேண்டும் என்று எண்ணியதில்லை, ஆனாலும் ஆழமான வலியுடனும், பெருமூச்சுடனும், அந்த நேரத்தில் மரணத்தின் சிறந்த வழியை நோக்கி அந்த இளைஞன் தயாரானான்.
Just at sundown, when his day's work was ended, he took a quantity of **unwhitened rice** which was the principal food for the poor, and he cooked, dried it, and tied it in a square cloth, which he swung in a bundle around his neck along with a gourd filled with cool, sweet water.	சூரியன் மறைந்தவுடன், தன்னுடைய வேலை முடிந்தவுடன், ஏழையின் முக்கிய உணவான **வெளிர்நிறத்தில் இல்லாத அரிசியை** ஒரு படி எடுத்து கொண்டு, அதை வருத்து, சமைத்து மற்றும் அதை ஒரு சதுர துணியில் கட்டினார், அதனுடன் ஒரு பாட்டிலில் குளிரான தண்ணீரையும் எடுத்து தன் கழுத்து சுற்றி அந்த முட்டையை கட்டிக்கொண்டார்.
Then he lifted his helpless old mother to his back and started on his painful journey up the mountain. The road was long and steep; the narrow road was crossed and re-crossed by many paths made by the hunters and woodcutters. In some place, they lost and confuses, but he gave no heed. One path or another, it mattered not. On he went, climbing blindly upward -- ever upward towards the high bare **summit** of what is known as Obatsuyama, the mountain of the "abandoning of the aged".	பின்பு, அவள் தன்னுடைய வயதான தாயை தன்னுடைய முதுகில் சுமந்து கொண்டு, அவனுடைய வழிகள் நிறைந்த பயணத்தை மலையை நோக்கி ஆரம்பித்தான். சாலை நீண்ட மற்றும் செங்குத்தாக இருந்தது. அந்த நீண்ட சாலையானது வேட்டையாடுபவர்கள், மரவெட்டுபவர்களால், இரண்டு பாதைகள் மற்றும் இரு இரண்டு பாதைகள் என்று பல வழிகளை கொண்டிருந்தது. சில இடங்களில் வழிகளை மறந்து, குழப்பமடைந்தனர். ஆனால் அவன் அதை கண்டு கொள்ளவில்லை. அது அவனுக்கு பெரிதாக தெரியவில்லை. ஒரு வழி இல்லையென்றால் வேறு. "வயதானவர்களை விட்டுச் செல்லும்" மலை என்று அழைக்கப்படும் ஒபட்சுயமாவின் உயர்ந்த **மலைஉச்சியை** நோக்கி அவன் முன்னேறிக் கொண்டிருந்தான்.
The eyes of the old mother were not so dim but that they noted the **reckless** hastening from one path to another, and her loving heart grew anxious. Her son did not know the mountain's many paths and his return might be one of danger, so she stretched forth her hand and snapping the twigs from brushes as they passed, she quietly dropped a handful every few steps of the way so that as they climbed, the narrow path behind them was dotted at frequent intervals with **tiny piles of twigs**.	அந்த வயதான தாயின் கண்கள் மங்கலாக இல்லை ஆனால் அந்த கண்கள் ஒரு வழியிலிருந்து, இன்னொரு இடத்திற்கு செல்லும் **ஒழுங்கற்ற** பாதையை பார்த்த போது அவளுடைய மனது கவலையுற்றது. தன்னுடைய மகனுக்கு இந்த மலையில் செல்லும் நிறைய பாதைகள் தெரியாது மற்றும் அவன் திரும்பி வருவது மிகவும் ஆபத்தானது என்றும், அதனால் தன்னுடைய முன்னே நீட்டி மற்றும் அவர்கள் கடந்து செல்லும் வழியில் உள்ள குச்சிகளை பறித்து கொண்டு, அவர்கள் முன்னோக்கி செல்லும் ஒவ்வொரு வழிகளிலும் சிறிதளவு குச்சிகளை கீழே போட்டுக் கொண்டு சென்றாள். அவர்களுக்கு பின்னால் இருக்கக்கூடிய அந்த நீண்ட வழியின் ஒவ்வொரு இடைவெளியிலும் **சிறிய குவியல் போல குச்சிகள்** இருந்தது.

At last the summit was reached. **Weary and heart sick**, the youth gently released his burden and silently prepared a place of comfort as his last duty to the loved one. Gathering fallen pine needles, he made a soft cushion and tenderly lifted his old mother onto it. He wrapped her padded coat more closely about the stooping shoulders and with tearful eyes and an aching heart he said farewell.	கடைசியாக, மலையின் உச்சியை வந்தடைந்தனர். சோர்வாகவும் மற்றும் மன வலியுடனும், அந்த இளைஞன் தன்னுடைய சுமையை இறக்கி வைத்தான் மற்றும் அவனுடைய இறுதி கடமையை அந்த அன்பானவர்களுக்கு ஏதுவாக இருக்கும் இடத்தை அமைதியாக தயார் செய்தான். பைன் மரத்தின் குச்சிகளை பொறுக்கி கொண்டு, ஒரு மென்மையான மெத்தையை செய்தான். மற்றும் தன்னுடைய தாயை மெதுவாக தூக்கி அதில் அமர வைத்தான். பின் அவருடைய மேல் உடுப்பை அவள் தோள்பட்டையை சுற்றி அவன் மூடினான் மற்றும் கண்ணீரோடும் மிகுந்த மனவலியுடனும் தன் தாயிடம் இருந்து விடை பெற்றான்.
The **trembling mother's voice** was full of unselfish love as she gave her last **injunction**. "Let not thine eyes be blinded, my son." She said. "The mountain road is full of dangers. LOOK carefully and follow the path which holds the piles of twigs. They will guide you to the familiar path farther down". The son's surprised eyes looked back over the path, then at the poor old, **shriveled** hands all scratched and soiled by their work of love. His heart broke within and bowing to the ground, he cried aloud: "Oh, **honorable mother**, your kindness breaks my heart! I will not leave you. Together we will follow the path of twigs, and together we will die!"	அந்த தாயின் நடுங்கும் குரலில் முழுவதும் தன்னலமற்ற அன்போடு தன்னுடைய இறுதி தடையாணையைக் கூறினாள். "மகனே, உனக்கு மறந்து போகலாம். மலைச்சாலை அபாயங்களால் நிறைந்திருக்கிறது. குச்சிகளின் குவியல் கிடக்கும் பாதையைப் பார்த்து கவனமாக செல்லவும். அவைகள் நீ கீழே செல்வதற்கு உதவி செய்யும் அந்த மகனின் வியப்பிற்குரிய கண்கள் அந்த பாதையை பார்த்தது, பின் அந்த ஏழை வயதானவள், அந்த அன்பின் வேலையினால் அந்த சுருங்கிய கைகள் அனைத்தும் மண் மற்றும் கிறல்களாக தென்பட்டது. அவனுடைய இதயம் நொருங்கியது மற்றும் தரையை நோக்கி குனிந்து கொண்டு சத்தமாக கத்தினான். "ஓ! மதிப்பிற்குரிய தாயே, உன்னுடைய இரக்க குணத்தால் என் மனம் உடைந்தது! நான் உன்னை விட்டுச் செல்ல மாட்டேன். நாம் இருவரும் இந்த குச்சிகள் இருக்கும் பாதையை பின் தொடர்வோம் மற்றும் இறந்தால் ஒன்றாக இறப்போம்!"
Once more he shouldered his burden (how light it seemed now) and hastened down the path, through the shadows and the moonlight, to the little hut in the **valley**. Beneath the kitchen floor was a walled closet for food, which was covered and hidden from view. There the son hid his mother, supplying her with everything she needed, continually watching and fearing she would be discovered. Time passed, and he was beginning to feel safe when again the governor sent forth heralds bearing an unreasonable order, seemingly as a boast of his power. His demand was that his subjects should present him with a rope of ashes.	மறுபடியும், தன்னுடைய தாயை தோளில் சுமந்து கொண்டு (இப்பொழுது எளிதாக இருந்தது) நிழலிலும் மற்றும் நிலா வெளிச்சத்திலும் பள்ளத்தாக்கில் இருக்கும் தன்னுடைய சிறிய கூடாரத்தை நோக்கி விரைவாக நடந்தான். சமையல் அறைக்கு கீழே உணவு வைப்பதற்கு ஒரு மறைவான சுவர் இருந்தது, மற்றும் அது வெளியே தெரியாதவாறு மூடி வைக்கப்பட்டிருந்தது. அங்கே, அவனுடைய தாயை மகன் மறைத்து வைத்துக் கொண்டு, அவளுக்கு தேவையானதை கொடுத்து, இது வெளியே தெரிந்து விடுமோ என்று தொடர்ந்து அவளை பயத்தோடு பார்த்துக் கொண்டிருந்தான். நாட்கள் கழிந்தன, மற்றும் அவள் பாதுகாப்பாக இருக்கிறேன் என்று உணரும் போது மறுபடியும் ஆளுநர் அவருடைய வல்லமையைப் பெருமைபடுத்தும் விதமாக மற்றொரு ஆணையை பிறப்பித்தார். அவருடைய தேவை என்னவென்றால் அவருடைய மக்கள் அனைவரும் இறந்தவர்களை எரித்த சாம்பல் கொண்டு வருமாறு கட்டளையிட்டார்.

The **entire province** trembled with dread. The order must be obeyed yet who in all Shining could make a rope of ashes? One night, in great distress, the son **whispered** the news to his hidden mother. "Wait!" she said. "I will think. I will think" On the second day she told him what to do. "Make rope of twisted straw," she said. "Then stretch it upon a row of flat stones and burn it on a windless night." He called the people together and did as she said and when the blaze died down, there upon the stones, with every twist and fiber showing perfectly, lay a rope of **ashes**.	ஒட்டுமொத்த மாகாணமும் பயத்தினால் நடுங்கி போனது. இந்த ஆணையை ஏற்றுக் கொள்ள வேண்டும் இல்லையென்றால் ஷன்னிங்கில் இருக்கும் அனைவரும் கயிறை கொண்டு வர வேண்டியிருக்கும் என்றார்? ஒரு நாள் இரவு, மகன் தான் மறைத்து வைத்திருக்கும் தன்னுடைய தாயிடம் இச்செய்தியை மெல்ல முணுமுணுத்தான். "நன்று!" என்றாள். "நான் அதைப்பற்றி யோசிக்கிறேன்." இரண்டு நாள் கழித்து என்ன செய்ய வேண்டும் என்று அவனிடம் கூறினாள். "முறுக்கப்பட்ட வைக்கோலை வைத்து கயிறை தயார் செய் "என்றாள். "பின் அதை ஒரு தட்டையான கற்களில் கட்டி, காற்று வீசாத இரவில் அதை எரித்துவிடு" என்றாள். அவன் மக்களை ஒன்றாக கூப்பிட்டு அவள் சொன்னது போல் செய்தான் மற்றும் அந்த கற்களில் தீ அணைந்தபோது, அந்த ஒவ்வொரு வைக்கோலும் எரிந்து சாம்பலாக இருந்தது.
The governor was pleased at the wit of the youth and praised greatly, but he demanded to know where he had obtained his wisdom. "Alas! Alas!" cried the farmer, "the truth must be told!" and with deep bows he related his story. The governor listened and then **meditated in silence**. Finally he lifted his head. "Shining needs more than strength of youth," he said **gravely**. "Ah, that I should have forgotten the well-known saying, "with the crown of snow, there cometh wisdom!" That very hour the cruel law was abolished, and custom drifted into as far a past that only legends remain.	ஆளுநர், அந்த இளைஞனின் அறிவை கண்டு மகிழ்ந்து அவனை பெரிதாக பாராட்டினார். ஆனால் எங்கிருந்து இந்த அறிவைப் பெற்றாய் என்று தெரிந்து கொள்ள ஆசைப்பட்டார். "ஐயோ, ஐயோ!" என்று கத்தினார் விவசாயி. "உண்மையை சொல்லியே ஆக வேண்டும் "மற்றும் மிக்க பணிவோடு நடந்த கதையை கூறினான். ஆளுநர் அதை கேட்டுக்கொண்ட பின் மௌனமாக தியானித்தார். இறுதியாக, தன்னுடைய தலையை உயர்த்தினார். "ஷின்னிங்கு இளைஞர்களின் அதிகமாக பலம் தேவைப்படுகிறது' என்று உறக்க சொன்னார். "அய்யோ! அந்த நல்ல கருத்தை நான் மறந்துவிட்டேன். அறிவின் பிறப்பிடம் முதியோர்கள் தான்" என்று அந்நேரமே அந்த கொடூரமான சட்டம் ஒழிக்கப்பட்டு, மற்றும் கடந்த கலாச்சாரத்தை மாற்றி புத்திசாலிகள் மட்டும் இருக்கும் நாடாக சட்டம் இயற்றினார்.

TEXTUAL GLOSSARY

Textual Glossary:

despotic *(adj.)*	=	tyrannical, cruel	→ கொடூரமான / கொடுங்கோலாட்சி
proclamation *(n)*	=	announcement	→ அறிவிப்பு
barbarous *(adj.)*	=	extremely brutal or mercilessly harsh	→ மிகவும் கொடூரமான / இரக்கமற்ற
abandon *(v)*	=	desert, give up completely	→ பாலைவனம் / முழுவதும் புறக்கணித்தல்
reverence *(n)*	=	deep respect	→ ஆழமான மரியாதை
mandate *(n)*	=	an official order	→ முறையான அலுவலக ஆணை
summit *(n)*	=	the topmost point of a hill or mountain	→ மலை அல்லது குன்றின் உயரமான ஒருமுனை
injunction *(n)*	=	an order restraining someone from performing an act	→ யாரையாவது பணியை செய்யவிடாமல் தடுத்தல்
shriveled *(adj.)*	=	wrinkled and contracted due to old age or due to strain	→ வயது முதிர்வாலும் பழுவினாலும் முகத்தின் சுருக்கம் உண்டாகுதல்
gravely *(adv.)*	=	seriously	→ தீவிரமாக

A. COMPREHENSION:

Assignment:

1. The country Shining was governed by a despotic leader who though a warrior, had a great and cowardly shrinking from anything suggestive of failing health and strength. This caused him to send out a cruel proclamation. The entire province was given strict orders to immediately put to death all aged people. Those were barbarous days, and the custom of abandoning old people to die was not uncommon. The poor farmer loved his aged mother with tender reverence, and the order filled his heart with sorrow. But no one ever thought twice about obeying the mandate of the governor, so with many deep and hopeless sighs, the youth prepared for what at that time was considered the kindest mode of death.

a. Where did the story take place?

.....

b. What kind of a ruler was the Governor?

.....

c. What was the cruel proclamation?

.....

d. Who sent out the cruel proclamation?

.....

e. How did the poor farmer feel?

.....

2. Then he lifted his helpless old mother to his back and started on his painful journey up the mountain. The road was long and steep; the narrow road was crossed and recrossed by many paths made by the hunters and woodcutters. In some place, they lost and confuses, but he gave no heed. One path or another, it mattered not. 'On he went, climbing blindly upward - ever upward towards the high bare summit of what is known as Obatsuyama, the mountain of the "abandoning of the aged".

a. How did he carry his mother?

.....

b. How was the road?

.....

c. How was his journey?

.....

d. What is the name of the summit?

.....

e. What does the word 'Obatsuyama' mean?

.....

3. Once more he shouldered his burden (how light it seemed now) and hastened down the path, through the shadows and the moonlight, to the little hut in the valley.Beneath the kitchen floor was a walled closet for food, which was covered and hidden from view. There the son hid his mother, supplying her with everything she needed, continually watching and fearing she would be discovered. Time passed, and he was beginning to feel safe when again the governor sent forth heralds bearing an unreasonable order, seemingly as a boast of his power. His demand was that his subjects should present him with a rope of ashes.

a. What is the time referred here?

.....

b. Where was his little hut?

.....

c. Where did he hide his mother?

.....

d. Where is the closet?

.....

e. What was the Governor's demand?

.....

4. The governor was pleased at the wit of the youth and praised greatly, but he demanded to know where he had obtained his wisdom. "Alas! Alas!" cried the farmer, "the truth must be told!" and with deep bows he related his story. The governor listened and then meditated in silence. Finally he lifted his head. "Shining needs more than strength of youth," he said gravely. "Ah, that I should have forgotten the well-known saying, "with the crown of snow, there cometh wisdom!" That very hour the cruel law was abolished, and custom driffed into as far a past that only legends remain.

a. What did the Governor do?

.....

b. What did he demand to the farmer?

.....

c. Did the farmer tell the truth?

.....

d. What did the Governor say?

.....

e. What is the meaning of "with the crown of snow, there cometh wisdom?

.....

B. REARRANGE THE FOLLOWING SENTENCES IN COHERENT ORDER:

Textual Exercises:

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

Answers 4, 2, 8, 6, 1, 7, 5, 3

Assignment:

I. 1. In some place, they lost and confuses, but he gave no heed.
2. The narrow road was crossed and recrossed by many paths made by hunters and wood cutters.
3. He climbed blindly upward towards the summit is known as Obatsuyama.
4. He lifted his helpless old mother to his back and started on his painful journey up the mountain.
5. The mountain is known as abandoning of the aged.
6. The road was long and steep.

II. 1. The entire province was given strict orders to immediately put to death all aged people.
2. The poor farmer loved his aged mother with tender reverence, and the order filled his heart with sorrow.
3. The country Shining was governed by a despotic leader who thought a warrior, had a great and cowardly shrinking from anything suggestive of failing health and strength.
4. Those were barborous days, and the custom of abandoning old people to die was not uncommon.
5. This caused him to send out a cruel proclamation.

III. 1. She said, The mountain road is full of dangers.
2. They will guide you to the familiar path farther down.
3. The trembling mother's voice was full of unselfish love as she gave her last injunction.
4. Let not thine eyes be blinded, my son.
5. Look carefully and follow the path which holds the piles of twigs.

IV. 1. The order must be obeyed yet who in all Shining could make a rope of ashes?
2. 'Make rope of twisted straw', she said.
3. His demand was that his subjects should present him with a rope of ashes.
4. Wait! she said. I will think. I will think.
5. The entire province trembled with dread.
6. One night, in great distress, the son whispered the news to his hidden mother.
7. On the second day she told him what to do.
8. Then stretch it upon a row of flat stones and burn it on a windless night.

QUESTIONS AND ANSWERS:

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

Textual Questions:

1. What was the cruel announcement made by the leader?
   The cruel announcement made by the leader was to put to death all the aged people.
2. Why was the farmer filled with sorrow?
   The farmer loved his mother with tender reverance. So the farmer was filled with sorrow.
3. What were the things carried by the farmer to the summit of the mountain?
   A quantity of unwhitened rice and sweet cool water were taken to the summit of the mountain.
4. Why did the mother become anxious as they climbed up the mountain?
   The road was long and steep. She thought that her son did not know the mountains many paths. So, she become anxious.
5. What did the mother drop along the way?
   The mother dropped the piles of twigs along the way.
6. What was the advice given by his mother for the safe return of her son?
   Look carefully and follow the path which holds the piles of twigs. They will guide you to go farther down. This was the advice given by his mother.
7. Why did the farmer's burden seem to be light on his way back home?
   He decided to hide his mother in the little hut. He didn't like to leave his mother. So, the farmer's burden seemed to be light.
8. Where did the farmer hide his mother?
   The farmer hid his mother in the closet.
9. How did the farmer make the rope of ashes? On whose suggestion did he do it?
   The farmer made the rope of ashes with the twisted straw. On his mother's suggestion he did it.
10. How did the Governor realize his mistake?
    The Governor realized his mistake when the farmer related his story.

PARAGRAPH QUESTIONS:

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

Textual Questions:

1. Narrate the circumstances that led to the abandoning of the aged in shining.
   The country Shining was governed by a despotic leader. He was a great warrior but he had a great and cowardly shrinking from anything suggestive of failing health and strength. This caused him to send out a cruel proclamation. The proclamation was to put to death all aged people. On those days the custom of abandoning old people to die was not uncommon. So, this order filled everyone with sorrow in the province.
2. Describe the farmer's painful journey up the mountain.
   Just at sundown, when the farmer completed his work, he took a quantity of unwhitened rice which was the principal food for the poor, and he cooked, dried it and tied it in a square cloth, which he swung in a bundle around his neck along with a gourd filled with cool, sweet water. He lifted his mother on his back and started his painful journey up the mountain. The road was crossed and recrossed by many paths made by the hunters and wood cutters. In some place, he lost his way and

was confused but he did not worry about it. He went on climbing upward towards the summit called Obatsuyama, the mountain of the "abandoning of the aged" This was the painful journey of the farmer.

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

The Governor ordered the people to present him with a rope of ashes. On hearing this order, the entire province trembled with dread. The farmer told the news to his mother. The mother told him to make rope of twisted straw. Then stretch it upon a row of flat stones and burn it on a windless night. He did as his mother said. At last, he presented the Governor a rope of ashes.

Additional Questions:

4. Give a summary of the story 'The aged mother'.

'The Aged Mother' by Matsuo Basho is a story about a son and his mother's pain in their battle of the decree of putting aged people to death. The story started at the foot of the mountain where a farmer lived with his aged mother. Their place was governed by an absolute leader who sent the decree of killing aged people in that place. That time, killing aged people was not common. When the poor farmer heard the decree he felt sorrow in his heart, since then he prepared for an escape. Just as his work ended, he cooked food, wrapped it in a small piece of cloth and tied it in his neck together with cool and sweet water. Then, he carried his mother on his back and started walking towards the summit of Obatsayuma, the mountain of the "abandoning of aged". On their way to the summit, the helpless mother noticed the dangerous path and thought that her son didn't know the paths and might pass through danger so she reached for twigs, snapped them to pieces and quietly dropped them until they reached the summit. The poor farmer released his mother's love and created a comfortable cushion and said his farewell. Before he left her, she told him about the path she had made, and then the farmer realized that they had to face the decree together so he carried his mother again on his back and started walking back. When they arrived back, he told the emperor his story and the emperor listened to his story and abolished the decree.

SIMPLE PARAGRAPH FOR SLOW BLOOMERS:

Country Shining – government – despotic leader – proclaims – abandoning of old people – young farmer – takes mother – Obatsayuma – changes mind – returns hut – mother in closet – governor orders – rope of ashes – farmer makes – takes to the governor – explains – abolishes the cruel decree..

'The Aged Mother' by Matsuo Basho is a story about a son and his mother's pain in their battle the decree of putting aged people to death. Their place was governed by an absolute leader who sent the decree of killing aged people in that place. When the poor farmer heard the decree he felt sorrow in his heart, since then he prepared for an escape. He carried his mother on his back and started walking towards the summit of Obatsayuma, the mountain of the "abandoning of aged". On their way to the summit, the helpless mother noticed the dangerous path and thought that her son didn't know the paths and might pass through danger so she reached for twigs, snapped them to pieces and quietly dropped them until they reached the summit. The poor farmer released his mother's love and created a comfortable cushion and said his farewell. Before he left her, she told him about the path she had made, and then the farmer realized that they had to face the decree together. So he carried his mother again on his back and stated walking back. When they arrived back, he told the emperor his story and the emperor listened to his story and abolished the decree.

OTHER TEXTUAL TASKS

B. Identify the Speaker / character:

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

D. Choose the correct answer:

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

Don

5 TECH BLOOMERS

WARM UP

The above pictures show the improvement of information technology in the future generation.

If I were given a chance to remodel a device, I would like to change a smart watch. I would add projection of screen option in the smart watch.

GIST OF THE LESSON

Tech Bloomers:

This lesson talks about the use of technology by a normal person and in empowering the disabled to do their day to day chores of life - to travel, to communicate, to learn, to do business and to live in comfort.

Alisha had cerebral Palsy and couldn't physically type as fast as she thought. She used the technology called Dragon Dictate which was introduced by her teacher. She thought studying was so difficult for her because she had to rely on someone to type. Now, she could do it by herself with her voice. This made her more independent and was able to study and do Maths GCSE on her own.

David was born with Athetoid Cerebral Palsy. He attended a specialist school and college. He used a Liberator communication Device, which he controlled with eye movement. He now uses an ECO2 and ECO point. He selects an icon using a foot switch, once he has fixed his gaze on the icon that is required. He uses the ECO point Eye Gaze system to communicate, access the computer to check what the Chelsea football team is doing.

Alisha and David's life has changed with the use of technology. Technology impacts the environment, people and the society as a whole. The way we use technology determines if its impact are positive to the society or negative.

பாடம் பகுதி	தமிழாக்கம்
Have you ever thought that your refrigerator can order **stuff** on its own? Well, anything which is below a pre-defined limit or below certain **threshold**, can be self-ordered by the appliance. Your refrigerator can directly link to the ecommerce site and order for milk if it is about to be exhausted. **Consumable products** such as ink cartridges may be **capable** of self-ordering replacements when the current level falls below a certain threshold.	உங்கள் குளிர்சாதனப்பெட்டி உங்களுக்கான பொருட்களை தானே **ஆர்டர்** செய்து கொள்ளும் என்று எப்போதாவது நினைத்திருக்கிறீர்களா? நல்லது, ஏதாவது முன் தீர்மானிக்கப்பட்ட அளவை விட அல்லது ஒரு குறிப்பிட்ட **தொடக்கநிலையை** விட குறையும் போது அச்சாதனமே சுய-ஆர்டர் செய்து கொள்ளும். உங்கள் குளிர்சாதனப்பெட்டி நேரடியாக மின்வர்த்தக தளத்துடன் தொடர்பு கொண்டு பாலை அது தீரும் நேரத்தில் ஆர்டர் செய்து கொள்ளும். மை போன்ற **நுகர்பொருட்கள்** அதன் தற்போதைய நிலை ஒரு குறிப்பிட்ட தொடக்கநிலையை விட கீழிறங்கும் போது தானே பதிலிகளை ஆர்டர் செய்து கொள்ளும் **திறன்** பெறும்.
Have you ever wished you were better informed? Managing entertainment and home appliances by **voice commands** or by **swapping** the finger is a reality now. Getting bored by the program you watch on TV? Just tell your smart TV that you want to view your social feed instead. If you are struck in a traffic jam, just let your kettle make some tea for you which you can sip, piping hot, the moment you reach home. Your entire water and energy management can be taken care by automating all the activities.	நீங்கள் இன்னும் நல்ல முறையில் தகவல்கள் தெரிந்து கொள்ள எப்போதாவது விரும்பியுள்ளீர்களா? **குரல் கட்டளைகள்** மூலம் அல்லது விரல் **அசைவின்** மூலம், பொழுது போக்குச் சாதனங்களும், வீட்டு உபயோகப் பொருள்களும் மேலாண்மை செய்து கொள்வது தற்போது நடைமுறைக்கு வந்து விட்ட ஒன்று. நீங்கள் தொலைக்காட்சியில் பார்த்துக் கொண்டு இருக்கும் நிகழ்ச்சி உங்களுக்குப் பிடிக்கவில்லையா? உங்கள் ஸ்மார்ட் தொலைக்காட்சியிடம் லேசாக சொல்லி விடுங்கள், போதும்! அந்நிகழ்ச்சிக்கு பதிலாக உங்களுக்கு வந்திருக்கும் பதில்களைக் காணவிரும்புகின்றீர்கள் என்றால் அதைக் காணலாம். போக்குவரத்து நெரிசலில் நீங்கள் மாட்டிக் கொண்டு இருக்கும் போதே – உங்கள் வீட்டு சமையலறையில் உள்ள தேநீர் கெட்டிலில் சூடாக தேநீர் போட்டு வைக்க முடியும். அதனால் நீங்கள் வீட்டிற்குள் நுழையும் போது உங்களுக்கு சூடான, ஆவிபறக்கும் தேநீர் தயாராக இருக்கும். இதே போன்று, குடிநீர் மற்றும் சக்தி செயல்பாடுகள் எல்லாமே தானியக்கத்தின் மூலம் மேலாண்மை செய்து கொள்ள முடியும்.
Technology has not only made a normal person's life easier but it is also a boon to citizens with special needs. India is home to 2.7 crore people living with one or the other kind of disability. According to the 2011 Census, 2.21 percent of India's population is disabled. Unlike the developed world, India's disabled are deprived by attitudinal barriers as they continue to **grapple** with the challenges of access, acceptance and **inclusion**.	தொழில் நுட்ப வசதிகளானது, சராசரி மனிதனின் வாழ்க்கையை மட்டும் எளிதாக்கவில்லை; சிறப்பு கவனிப்புகள் தேவைப்படும் குடிமக்களுக்கும் அவை மிகப் பெரிதாக உதவுகின்றன. இந்தியா 2.7 கோடி மக்கள் ஒன்று அல்லது ஒன்றுக்கு மேற்பட்ட ஊனங்களோடு வாழ்ந்து கொண்டிருக்கும் ஒரு நாடாகவே உள்ளது. 2011- ஆம் ஆண்டின் புள்ளி விவரக் கணக்கின்படி இந்திய மொத்த மக்கள் தொகையில் 2.21 சதவீத மக்கள் உடல் ஊனமுற்றவர்களாய் இருக்கின்றார்கள். மற்ற, வளர்ந்த, உலக நாடுகளைப் போல் அல்லாது – இந்தியாவின் ஊனமுற்றவர்கள், அடிப்படைத் தேவைகள் கூடக் கிடைக்காமல் துன்ப வாழ்க்கை வாழ்கின்றனர்; ஊனமுற்றவர்களை மற்றவர்கள் பார்க்கும் தவறான / கேவலமான மனப்பான்மையாலும், ஒத்துக்கொள்மையும், **உள்சேர்ப்பும்** இன்றி **கண்டுண்டு** கிடக்கின்றனர்.

Alisha says, "I would probably still have done it because I want everyone to know the difference technology has made in my life. But it would have been **frustrating** and difficult."	ஆலிஷா கூறுகின்றாள், "பொதுவாக நான் எல்லாவற்றையும் தொழில் நுட்ப வசதிகள் மூலமாகத் தான் செய்து கொள்கின்றேன். ஏனென்றால் தொழில் நுட்பமானது என் வாழ்விலே எத்தனை மாற்றங்களை ஏற்படுத்தி உள்ளது என்பதை ஒவ்வொருவரும் அறிந்து கொள்ள வேண்டும் என்று விரும்புகின்றேன். ஆனால் அதில் நான் துன்பமும், தோல்வியுமே அடைகின்றேன்."
"I have cerebral palsy and I can't physically type as fast as I think or anywhere near. But right now, that's what I'm doing. I bet you're wondering how!	"எனது மூளை வளர்ச்சிக் குறைபாட்டால் – என்னால் நினைக்கின்ற அளவிற்கு வேகமாக அச்சடிக்க முடியாது; ஆனால் இப்பொழுது, தொழில்நுட்ப உதவியால் என்னால் அது முடிகிறது; நீங்கள் கண்டிப்பாக வியப்படைவீர்கள் எப்படி என்று!"
I am using a piece of **technology** called Dragon Dictate. I speak, and the words appear on my screen and then I can print them out. It's made a huge difference to me. It's made me achieve things I only dreamt of.	அதற்கு நான் பயன்படுத்துவது தொழில்நுட்ப வசதியில் ஒரு சிறு பகுதியைத் தான்; அதன் பெயர் டிராகன் டிக்டேட். நான் பேசவேன்; அந்த வார்த்தைகள் என் முன்னே இருக்கும் திரையிலே உடனடியாய் தோன்றும்; அதை உடனடியாக நான் அச்சுப் பிரதியெடுத்து விடுவேன்; அது எனக்கு மிகப் பெரிய வித்தியாசத்தைத் தந்தது. நான் கனவுகள் கண்டு வந்த ஒன்றை நேரிலேயே அடைய முடிந்தது.
I used to have a teacher, she's passed away now and one day she said to me. 'You're going to do your Maths GCSE (General Certificate of Secondary Education).' I said, 'No I'm not. Don't be **silly.**' I didn't think I could do anything like that. Studying was so difficult because I had to **rely** on someone to type everything into a computer for me.	முன்பு, எனக்கு உதவிக்காக ஒரு ஆசிரியையை நியமித்துக் கொண்டிருந்தேன். இப்போது அவ்வாசிரியை காலமாகி விட்டார். அந்த ஆசிரியை ஒரு முறை கூறினார் "நீ உனது கணித பாடத்தை நீயே செய்ய போகின்றாய்", (GCSE – உயர் நிலை கல்விக்கான பொது சான்றிதழ்). நான் பதில் கூறினேன், "இல்லை; என்னால் இயலவே இயலாது. சிறுபிள்ளைத்தனமாக நினைக்காதீர்கள்" என்றேன். அது போன்ற செயல்களை என்னால் செய்ய இயலும் என்பதை என்னால் அப்போது நினைத்துக் கூட பார்க்க முடியவில்லை; கல்வி என்பது மிக மிக கடினமான ஒன்று; ஏனென்றால் எனக்காக கணினியில் எல்லாவற்றையும் அச்சேற்ற நான் யாரையாவது சார்ந்து இருக்க வேண்டியதாயிற்று.
But that's changed now. I can do it myself with my voice.	ஆனால் அந்த நிலை தற்போது முற்றிலும் மாறிவிட்டது. என்னால் எனது குரல் மூலமாக அதைச் செய்ய முடியும்.
Kim, who is the Assistive Technologist at my school, introduced me to Dragon Dictate and it has opened up the world to me.	எனது பள்ளியில் தொழில்நுட்ப உதவியாளர் 'கிம்', டிரேகான் டிக்டேட் என்பதை அறிமுகம் செய்து வைத்தார். அது எனக்கு ஒரு புதிய உலகையே என் முன் திறந்து விட்டது.
Kim showed me how to train it to understand my voice, it took a few hours. Now I use it in class and at home as well. It has made me more **independent** and I am now able to study on my own. So now I'm doing my Maths GCSE. I know my teacher will be proud of me.	கணினிக்கு எனது குரலைப் புரிந்து கொள்வது எப்படி என்று 'கிம்' எனக்கு எடுத்துக் கூறி பயிற்சி அளித்தார். இது சில மணி நேரங்களை எடுத்துக் கொண்டது; இப்பொழுது நான் இதை எனது பள்ளியிலும் வீட்டிலும் பயன்படுத்திக் கொள்கிறேன். இது என்னை மேலும் சுதந்திராமாக்கி, நானே சுயமாக படித்துக் கொள்ள முடிகிறது. எனவே இப்போது நான், எனது GCSE கணிதத்தைப் பயில்கின்றேன், செய்கின்றேன்; எனது ஆசிரியை என்னைக் குறித்து பெருமைப்படுவார் என்று நான் அறிவேன்.
I never thought I'd be able to do one GCSE in my life, but I'm going to do two. And I feel like I want to push myself even further. Kim says technology can help me do that, it is opening up the world for young **disabled** people like me.	எனது வாழ்நாளில் நான் ஒரு GCSE-யை செய்ய இயலும் என்று நான் நினைத்ததே இல்லை. ஆனால் இப்போது நான் இரண்டு செய்யப் போகிறேன்; இன்னமும் கூட சில GCSE -களைச் செய்ய வேண்டும் என்று நான் உணர்கின்றேன். கிம் கூட தொழில்நுட்பம் எனக்கு நிச்சயமாய் இதற்கு உதவி செய்யும் என்று கூறினார். என்னைப் போன்ற எத்தனையோ உடல் ஊனமுற்ற குழந்தைகளுக்கு இத்தொழில் நுட்பமானது ஒரு புதிய உலகையே திறந்து உள்ளது எனலாம்.

There are many different types of technology that can help a young disabled person become independent. For example, if someone has very limited movement they can control a computer screen with **Eye Gaze**. That means when they're reading they can move from page to page using the pupils of their eyes. They don't need to press a button or anything.	ஒரு இளம், உடல் ஊனமுற்றவரைச் சுதந்திரமானவராக இயங்கச் செய்ய இப்போது நிறைய, பல்வேறு வகையான தொழில் நுட்பமானது பேருதவி செய்கின்றது. உதாரணத்திற்கு தனது உடலை மிகச் சிறிய அளவிலேயே அசைக்க முடிந்தவர்கள், தங்களின் **கண் அசைவின்** மூலம், கணினியின் திரையைக் கட்டுப்படுத்த முடியும். அதாவது, ஒரு புத்தகத்தை அவர்கள் ஒரு பக்கத்திலிருந்து மறுபக்கத்திற்கு தன் கண்மணியைப் பயன்படுத்தி திருப்ப இயலும். இதற்காக அவர்கள் எந்தவொரு பொத்தானையோ வேறு எதாவதையோ அழுத்த வேண்டியதில்லை.
Just one person, Kim, works with all 42 students here at my school and helps us use technology in different ways. She's amazing. I don't know what we'd do without her we'd lose out on so many **opportunities.**	எங்கள் பள்ளியில் என்னைப் போன்ற உடல் ஊனமுற்ற மாணவர்கள் 42 பேர், எங்களுடன் ஒரே ஒருவர்,'கிம்' பணிபுரிந்தார்; பல்வேறு விதமான தொழில்நுட்ப உதவிகளை அவர் எங்களுக்குத் தந்தார். அந்த ஆசிரியை மிகவும் அருமையானவர்; அந்த ஆசிரியை எங்களுக்குக் கிடைக்காமலிருந்தால், நாங்கள் என்ன செய்திருப்போம், நாங்கள் எத்தனையோ நல்ல **வாய்ப்புகளை** இழந்தே இருப்போம் என்றே சொல்ல வேண்டும்.
It has opened up the world to me.	அது எனக்கு உலகைத் திறந்து விட்டது.
21 - year - old David says, "Technology is very important because it enables me to communicate and be independent, which gives me freedom."	21 வயதான டேவிட் கூறுகின்றார்: "தொழில் நுட்பம் என்பது மிகவும் இன்றியமையாத ஒன்று; ஏனென்றால் அது தான் என்னை மற்றவர்களுடன் தொடர்பு படுத்திக் கொள்ள, யாரையும் சார்ந்து வாழாமலிருக்க உதவுகின்றது. இது எனக்கு பெரிய சுதந்திரத்தை தந்துள்ளது.
For verbal communication, David uses a Liberator Communication Device, which he controls with his eye movements. It has a Bluetooth **adaptor**, so it lets him use any PC or Mac by sending commands through the Liberator.	குரல் மூலம் கொள்ளும் தொடர்பிற்காக டேவிட், லிபரேட்டர் தொடர்பு கருவியைப் பயன்படுத்துகின்றார், அதை அவர் தனது பார்வை அசைவின் மூலமாக கட்டுப்படுத்துகின்றார். அது ப்ளூ டூத் (blue tooth) **ஏற்பானைக்** கொண்டுள்ளது. எனவே இது அவரால் எந்தக் கணினியையும், Mac கருவிகளையும் லிபரேட்டர் மூலம் உபயோகித்து கட்டளைகளை அனுப்ப இயலுகிறது.
"It was a great feeling when I learnt to use it, it took me a couple of weeks. Communicating with people was very difficult before."	"இதைக் கற்றுக்கொண்ட போது நான் மிக உன்னதமாக உணர்ந்தேன்; எனக்கு இரண்டு வாரங்கள் தேவைப்பட்டது. இதற்கு முன்பு மக்களோடு தொடர்பு கொள்வது என்பது, மிகவும் கடினமாக இருந்தது.
He has an ACTIV controller also in the headrest of his chair in his bedroom, which means he can control his TV, Blu-Ray and music players.	அவரது படுக்கை அறையிலுள்ள அவரது நாற்காலியின் தலை வைக்கும் பகுதியில் அவர் ஒரு ACTIV கட்டுப்படுத்தும் கருவியை வைத்திருந்தார். அப்படியென்றால் அவரால் அவரது தொலைக்காட்சியையும், Blu ray மற்றும் இசை கேட்கும் கருவிகளையும் கட்டுப்படுத்த முடியும்.
David was born with Athetoid Cerebral Palsy and attends a specialist school and college. He has been using a high tech communication aid since he was eight years old and has been interested in AAC (**Augmentative** and Alternative Communication) and technology ever since!	டேவிட் பிறக்கும் போதே, அதிடாய்ட் எனப்படும் மூளை நரம்புகள் பாதிக்கப்பட்ட நோயுடன் பிறந்து, அவருக்கேற்ற சிறப்புப் பள்ளியிலும், கல்லூரியிலும், சேர்ந்து பயிற்சி பெற்றார். அவர் எட்டு வயதிலிருந்தே உயர்-தொழில்நுட்ப தொடர்பு உதவிக் கருவிகளை பயன்படுத்துகிறார். அதுமுதல் அவர் AAC (**மேம்படுத்தப்பட்ட** மற்றும் மாற்றுவகைத் தொடர்பு) உபயோகிப்பதில் ஆர்வம் கொண்டவராக இருந்தார்.
When David first started out with AAC, he used a head switch to access his AAC device running a page - based system, which took lots of navigation and required a lot of **effort combined** with switching.	டேவிட் முதன் முதலாக AAC கருவியைப் பயன்படுத்த ஆரம்பித்த போது, அவர் ஒரு முதன்மைப் பொத்தானைப் பயன்படுத்தி பக்கங்களைத் திருப்பக் கூடிய ஓர் அமைப்பை கையாளும் வாய்ப்பைப் பெற்றார். அதற்கு, ஏராளமான ஊடுருவல் மற்றும் **மாற்றும் திறன்** ஆகியவை தேவைப்பட்டது.

He now uses an ECO2 with ECO point, making his selections with a foot switch once he has fixed his gaze on the **icon** that is required. He has a smaller communication aid. It has been mounted on his walker. It is essential that much of his spare time is spent in the performing arts! David is also a **keen sportsman,** regularly playing football, boccia, hockey and baseball. He is a sports leader and uses his ECO2 linked to an interactive white board to teach PE lessons.	இப்பொழுது அவர் ECO மற்றும் ECO2 ஆகியவற்றை, அவரது பார்வையை தேவைப்படும் ஒரு சின்னத்தில் ஊன்றிய பின், காலில் அழுத்தும் பொத்தான்கள் மூலம், பயன்படுத்துபவராய் உள்ளார். மிகச் சிறியதொரு தொடர்புக் கருவியையே அவர் பெற்று இருக்கின்றார். அது அவரது நடப்பானில் நிலை நிறுத்தப்பட்டுள்ளது. அவரது பெரும்பாலான ஒய்வு நேரத்தினை வேலைகளைச் செய்வதற்கு அவசியமாகிறது. மேலும் டேவிட் ஒரு துடிப்பான விளையாட்டு வீரரும் கூட; கால்பந்து, போக்கியா (உடல் ஊனமுற்றவருக்கான ஒரு விளையாட்டு), ஹாக்கி, கைப்பந்து போன்றவற்றை வழக்கமாக விளையாடுபவர். அவர் விளையாட்டில் தலைமையிடத்திலும் உள்ளவராய், அவரது ECO2 – வை மற்றவர்களோடு இணைத்து, ஒரு குழுவிற்கு விளையாட்டை சொல்லிக் கொடுப்பவராகவும் இப்போது விளங்குகிறார்.
David has 144 icons on the screen that he uses with ECO point Eye Gaze. When David first tried this access method, his response was "I like it, it makes me faster, when can I have one?" Now David uses his ECO2 and ECO point to access the curriculum, study for his GCSE, order food and communicate while he is in **restaurants** and argue with his brother. You name it, David can communicate it!	டேவிட் தனது கணினி திரையில் ECO புள்ளியைக் கொண்டும் இயக்குவதற்கு அவர் பயன்படுத்தும் சுமார் 144 சின்னங்களைக் கொண்டிருக்கிறார். முதல் முறையாக அவர் இந்த முறையை பயன்படுத்த முயற்சித்த போது அவர் கூறியது – "எனக்கு இது மிகவும் பிடித்து இருக்கிறது: இது என்னை முன்பை விட வேகம் நிறைந்தவனாக ஆக்குகிறது". இப்பொழுது டேவிட் அவரது ECO2 மற்றும் ECO குறியீடு பயன்படுத்தி, அவரது பணி தொடர்பாக, GCSE படிப்பு தொடர்பாக, உணவகத்தில் இருக்கும்போது உணவு வரவழைத்தல் மற்றும் தொடர்பு கொள்ளுதல் மற்றும் சகோதரனோடு விவாதித்தல் ஆகியவை முடிகின்றது. பெயர் சொல்லுங்கள் – டேவிட் தொடர்பு கொள்ள முடியும்!
David will now use his ECO2 to speak in complete sentences with correct syntax. It has increased the number of words he uses meaningfully and comment socially using the language of his peers, thereby becoming a confident and **competent communicator.** David has recently been working on idioms with his SLT, his latest being "Mum has got a lot on her plate!" David is also an advocate to other students who use AAC and shows them how easy it is to communicate using the AC method.	இப்போது டேவிட்டால் ECO2 ஐப் பயன்படுத்தி, முழுமையான வாக்கியத்தை சரியான உச்சரிப்புடன் கூறமுடியும். இக்கருவி அவர் பயன்படுத்தும் பொருள் நிறைந்த வார்த்தைகளின் எண்ணிக்கையை மேலும் அதிகரிக்கும், அவரது நண்பகளது மொழியைப் பயன்படுத்தி சமூக விமர்சனங்கள் செய்தல், இதன் மூலம் அவரை தன்னம்பிக்கை மிகுந்தவர் ஆக்கி தேர்ந்த தொடர்பாளியாக ஆக்கும். டேவிட் அண்மையில் அவரது SLT மூலம் சொற்றொடர்களை ஆராய்கிறார். அவரது சமீபத்தியது, 'அம்மா அவரது தட்டில் நிறைய வைத்திருக்கிறார்'. மேலும் டேவிட் AACயை உபயோகிக்கும் மற்றவர்களுக்கு ஒரு அறிவுரையாளர். ACயை பயன்படுத்தி தொடர்பு கொள்வது என்பது எவ்வளவு சுலபமானது என்பதை அவர்களுக்கு தெளிவுபடுத்தினார்.
He controls his PlayStation with a bespoke switch system, drives his electric wheelchair with head switches and uses the ECOpoint Eye Gaze system to communicate, access the computer to check on how the Chelsea **football team** is doing and send and receive text messages. When he is at home he also plays MP3 on his ECO2 from morning till night.	மின்சாரத் துண்டிப்பைக் கையாளும் கருவி முறைகளைக் கொண்டு அவர் தனது விளையாட்டு நிலையத்தைத் தனது கட்டுப்பாட்டில் வைத்திருப்பார். மின்-சக்கர நாற்காலியை ஒட்டியபடி, தலைப்பகுதியில் இணைக்கப்பட்ட பொத்தான்களோடு, ECO பாய்ண்ட் கண் அசைவு மூலம் இயக்கும் அமைப்பைப் பயன்படுத்துபவராகவும் அவர் உள்ளார். மேலும், கணினியைத் தொடர்பு கொள்ளும் வாய்ப்பு நேரும் போது, கால்பந்தாட்டக் குழுவினர் என்ன நிலையில் இருக்கின்றார்கள் என்பதையும் சரி பார்ப்பார்; பல செய்திகள் அனுப்புவார்; பெறுவார்; அவர் ஒய்வாக வீட்டில் இருக்கும் போது அவரது ECO -2 அமைப்பு மூலம் MP 3 – ல் காலை முதல் இரவு வரை விளையாடுவார்.

David has recently been selected to travel to Brazil to work with the Olympic **opening ceremony** team as part of the Remix Drama Group.	ரெமிக்ஸ் நாடக் குழுவினரில் ஒருவராக, டேவிட் மிக அண்மையில் தேர்ந்தெடுக்கப்பட்டார். ஒலிம்பிக் துவக்கவிழா கோலாகலத்தில் பங்கேற்று பணி புரிய, அவரும் பிரேஸிலில் நாட்டிற்கு பயணமானார்.
I guess technology makes your life easier. Maybe it means you can keep in touch with your family, you can talk to and even see relatives who live far away. Well, Kim has shown me that technology can do even more for young disabled people like me. It can help us make friends, communicate and control our environment (like turning the lights on and out). It can help us study, get qualifications and find opportunities for work. It can make us confident and independent.	உங்கள் வாழ்க்கை முறைகளை சுலபமாக்குவதற்கு தொழில்நுட்ப வசதிகள் பயன்படுகின்றன என்பதை நான் அறிந்துள்ளேன். அதாவது இவை எப்போதும் உங்கள் குடும்பத்தினருடன் உங்களைத் தொடர்பிலேயே வைத்து இருக்கும் எனலாம். மிகவும் தூரத்தில் வாழும் உறவினர்களோடு பேசவும், மற்றும் பார்த்துக் கொள்ளவுமே கூட இவை உங்களுக்குப் பயன்படலாம். நல்லது, ஆசிரியை 'கிம்' அவர்கள், எனக்கும் என்னைப் போன்ற உடல் ஊனமுற்றோர்க்கும் அதைவிட அதிகமாய் இந்த தொழில்நுட்பங்கள் உதவமுடியும் என்பதைக் காட்டினார்கள். இந்த தொழில்நுட்பம் நாங்கள் நண்பர்களைப் பெற உதவுகின்றது. மற்றவர்களோடு தொடர்பு கொள்ள உதவுகின்றது; சூழலை பாற்ற முடிகின்றது. (விளக்கை நிறுத்தவும், போடவும் முடிவது போன்ற) நாங்கள் கல்வி கற்க உதவுகின்றது; எங்களது கல்வித் தகுதியை மிகுதிப்படுத்திக் கொள்ள, பணி புரிவதற்கான வாய்ப்புகளை அறிய உதவுகின்றது. இது எங்களை நம்பிக்கை உள்ளவர்களாகவும், யாரையும் சாராது தனித்து இயங்கக் கூடியவர்களாகவும் ஆக்குகின்றது.
World renowned physicist Stephen Hawking is probably the best example of how Assistive Technology has helped a talented mind overcome physical impairments and contribute productively to the world. So we can now look forward to a more inclusive way of learning, instead of the **cloistered** existence that most differently-abled learners had to face in the past. Newer technology allows differently- abled learners to learn with their peers as well as contribute fruitfully to the **collaborative process** of learning. This is indeed the new **era** of learning – truly learning for all.	எல்லோராலும் நன்கரியப்பட்ட பௌதீக அறிஞர் ஸ்டீபன் ஹாக்கின்ஸ், இயற்கை அறிவியலறிஞர் என்பவர், எப்படி ஒரு திறமையாலி தனது உடல் ஊனங்களிலிருந்து, தொழில் நுட்ப உதவி மூலம் வாழ்வீலே முன்னேற முடியும் என்பதற்கு மிகச்சிறந்த ஓர் எடுத்துக் காட்டு ஆவார். தனது இயலாமையிலிருந்து வெளிவருவதோடு, இந்த உலகிற்கும் அவர்களால் சிறந்த பலவற்றைத் தரமுடியும் என்பதற்கு அவர் ஓர் எடுத்துக்காட்டு. எனவே, இனி நாம் படிப்பு என்பதை மேலும் சீர்திருத்தப்பட்டதாய் ஆக்கலாம். இப்போது இருக்கும் வேறாடுகள் மிகுந்த, சற்றதற்கு மிகவும் தெளிவில்லாத ஒன்றாக கல்வி இருந்தது போதும்; கடந்த கால மாணவர்கள் நிறைய சிக்கல்களை எதிர்கொண்டார்கள். நவீன தொழில் நுட்பங்கள் பல்வேறு விதமான திறமைகளை உள்ளடக்கிய மாணவர்களை – சக மாணவர்களோடு கலந்து கற்க அனுமதிக்கின்றது. நல்ல பயன் தரும் மாற்றங்களைக் கூட கல்வித் தொடர்பால் அவர்கள் தர இயலும். இதுவே நவீன யுக கல்வி கற்றல் முறை – உண்மையில் அனைவருக்குமான கற்றல்.

TEXTUAL GLOSSARY

Textual Glossary:

grapple *(v)*	=	to flight, especially in order to win something; grasp; manage	→ கெட்டியாகப் பிடி, பற்று; சமாளி
inclusion *(n)*	=	the act of including someone or something	→ உள் அடக்குதல்
cerebral palsy *(n)*	=	permanent tightening of the muscles caused by damage to the brain	→ பெருமூளை வாதம்
Dragon dictate *(n)*	=	a software which recognizes speech and converts it to text	→ உரையை அங்கீகரித்து மென்பொருளை தரும் கருவி
assistive technologist *(n)*	=	a person who assists with technological gadgets to overcome disability	→ உதவி தொழில்நுட்பர்

gaze *(v)*	=	stare at something for a long time	→ கருத்தூன்றிய பார்வை
Liberator communication device *(n)*	=	a special device used to communicate with eye movements	→ கண் இயக்கங்களுடன் தொடர்பு கொள்ள ஒரு சிறப்பு சாதனம்
cloister *(adj)*	=	enclosed by	→ இணைக்கப்பட்டது
collaborative process *(adj)*	=	produced by or involving two or more parties working together	→ இரண்டு அல்லது அதற்கு மேற்பட்ட கட்சிகளுடன் சேர்ந்து வேலை செய்வது அல்லது ஒன்றிணைத்தல்

SYNONYMS (MEANINGS)

empowering	–	authorizing	→ அதிகாரம் அளி
chores	–	task, assignment	→ வேலைகள்
threshold	–	opening, beginning	→ தொடக்கநிலை
appliance	–	machine, device	→ கருவி
e - commerce	–	online bussiness	→ வணிகம்/ இணைய வணிகம்
exhausted	–	emptied	→ தீர்ந்துவிட்டது
consumable	–	available	→ பயன்படுத்தக்கூடிய
swapping	–	exchanging	→ மாற்றம்
struck	–	hit, hurt	→ தாக்கு
automating	–	mechanizing	→ தானியங்கு
disability	–	handihapedness	→ இயலாமை
deprived	–	impoverised	→ இழந்து
barrier	–	obstruction, fence	→ தடை
access	–	connect	→ அணுகல், நுழைவு
acceptance	–	agreement	→ ஏற்றுக்கொள்ளுதல்
frustrating	–	disappointing	→ எரிச்சலூட்டியது
achieve	–	accomplish, fulfil	→ வெற்றிக்கொள், நிறைவேற்றல்
former	–	old, departed	→ முன்னால்
concerned	–	worried	→ கவலையுள்ள
enable	–	allow, authorize	→ செயல்படுத்து
assistive	–	functional, supportive	→ துணை
opportunities	–	chances	→ வாய்ப்பு
amazing	–	astonishing	→ அற்புதமான
liberator	–	preserver, saviour	→ விடுதலை
communicating	–	connecting, transfer	→ தொடர்பு
controller	–	executive, supervisor	→ ஒழுங்கு செய்பவர்
interested	–	concerned, curious	→ ஆர்வமுடைய

alternative	–	substitute	→	வேறுவழி, மாற்று
selection	–	choice	→	தேர்வு
mounted	–	seated, erected	→	ஏற்றப்பட்ட
essential	–	important	→	அத்தியாவசிய
regularly	–	commonly	→	வழக்கமாக
interactive	–	shared	→	ஊடாடும்
faster	–	rapid	→	வேகமாக
syntax	–	arrangement	→	வாக்கிய அமைப்பு
confident	–	assured, certain	→	நம்பிக்கை
competent	–	efficient	→	தகுதியுள்ள
advocate	–	promoter	→	பரிந்து பேசுவர்
revive	–	restore	→	புதுப்பிக்க
recently	–	currently	→	சமீபத்தில்
ceremony	–	ritual	→	சடங்கு, விழா
renowned	–	famous	→	புகழ்மிக்க
talented	–	gifted	→	திறமையான
contribute	–	donate, provide	→	பங்களிக்க
productively	–	efficiently	→	உற்பத்தித்திறன்
fruitfully	–	profitably	→	பயனுள்ள

Choose the correct synonyms of the underlined word in the sentences below:

Model:

1. We can now look forward to a more ***inclusive*** way of learning.
   (a) brutalize (b) comprehensive (c) automatize (d) barbarize
2. ..... instead of the ***cloistered*** existence.
   (a) collected (b) friendly (c) sociable (d) enclosed
3. ..... their peers as well as ***contribute*** fruitfully.
   (a) refuse (b) withhold (c) provide (d) harm
4. ..... their peers as well as contribute ***fruitfully.***
   (a) disadvantageous (b) productive (c) useless (d) worthless
5. ..... the ***collaborative*** process of learning.
   (a) profitable (b) beneficial (c) useful (d) cooperative
6. World ***renowned*** physicist Stephen Hawking.
   (a) famous (b) infamous (c) insignificant (d) unknown
7. World renowned physicist Stephen Hawking is ***probably*** .....
   (a) improbably (b) presumably (c) uncertain (d) unlikely
8. ..... Assistive Technology has helped a ***talented*** mind.
   (a) cursed (b) presumably (c) gifted (d) doubtless

9. A talented mind *overcomes* physical impairments.
(a) affects (b) beats (c) defeats (d) conquers

10. ..... and contribute *productively* to the world.
(a) doubtfully (b) fruitfully (c) finally (d) forcefully

ANSWERS

1. (b) comprehensive	2. (d) enclosed	3. (c) provide	4. (b) productive
5. (d) cooperative	6. (a) famous	7. (b) presumably	8. (c) gifted
9. (d) conquers	10. (b) fruitfully		

Assignment:

1. I guess technology makes your life *easier*.
(a) simple (b) complicated (c) unclear (d) ambiguous

2. Technology can do even more for young *disabled* people like me.
(a) healthy (b) firm (c) strong (d) incapacitated

3. It can help us make friends, *communicate* .....
(a) connect (b) conceal (c) hide (d) withhold

4. It helps *control* our environment.
(a) chaos (b) command (c) disorganization (d) lawlessness

5. It helps us get qualifications and find *opportunities* for work.
(a) reality (b) chances (c) provisions (d) misfortune

6. Blee watch by industrial *designers* Nupura Kirloskar and Janhavi Joshi of Mumbai.
(a) producers (b) destroyers (c) misfortunes (d) moments

7. This smart watch fot the hearing *impaired* .....
(a) perfect (b) imperfect (c) unbroken (d) happy

8. This smart watch converts soundwaves into *vibrations.*
(a) pulsation (b) stillness (c) unsound (d) busted

9. ..... alerts users to *emergency* sounds and ringing doorbells.
(a) calmness (b) happiness (c) crisis (d) advantage

10. It even helps them feel the *rhythm*.
(a) compulsion (b) exigency (c) pressure (d) tempo

11. David *attends* a special school.
(a) goes to (b) hide (c) ignore (d) disregard

12. David attends a *specialist* school and college.
(a) ignoramus (b) professional (c) amateur (d) rookie

13. Since he was eight years old, he has been *interested.*
(a) uncaring (b) unconcerned (c) concerned (d) indifferent

14. AAC *(Augmentative.....)*
(a) decrease (b) diminishment (c) lessening (d) enlargement

15. AAC (Augmentative and *Alternative* Communications)
(a) substitutive (b) oppourtunity (c) option (d) compulsion

16. Have you ever ***thought*** that your refrigerator can order stuff?
(a) disbelief (b) considered (c) disregard (d) ignorance

17. ..... refrigerator can order ***stuff*** on its own?
(a) outside (b) substance (c) dissupress (d) unload

18. Well, anything which is below a pre - defined limit or below certain ***threshold***. .....
(a) completion (b) middle (c) beginning (d) death

19. ..... can be self - ordered by the ***appliance.***
(a) machine (b) end (c) death (d) ornament

20. It is about to be ***exhausted*** .....
(a) animated (b) energetic (c) used up (d) lively

21. Unlike the ***developed*** world .....
(a) enhanced (b) unimportant (c) babyish (d) ungenerous

22. India's disabled are depried by attitudinal ***barriers.***
(a) assistance (b) obstructions (c) openings (d) helps

23. ..... they continue to ***grapple*** with the challenges.
(a) release (b) grasp (c) misunderstand (d) avoid

24. ..... with the challenges of access, ***acceptance.***
(a) acknowledgement (b) denial (c) disapproval (d) dissension

25. ..... with the challenges of access, acceptance and ***inclusion.***
(a) undertaking (b) receiving (c) increasing (d) incorporation

26. ***Former*** president A.P.J Abdul Kalam .....
(a) after (b) future (c) past (d) prospective

27. ..... was ***concerned*** about people with disability.
a) worried (b) untroubled (c) content (d) unconcerned

28. It can make us ***confident*** and independent.
(a) prudent (b) firm (c) strong (d) bold

29. ..... developed lightweight ***prosthetic*** from space - age material.
(a) fungal infection (b) artificial body part (c) eye sight (d) skin erupt

30. ..... ***enable*** disable children to walk easily.
(a) allow (b) deny (c) reject (d) disallow

ANTONYMS

empowering	அதிகாரம் அளி	×	disapproving	நிராகரிப்பு
chores	வேலைகள்	×	inactivity	செயல்படாமல்
threshold	தொடக்கநிலை	×	completion	முடிவு
link	இணைப்பு	×	disjoin	பிரி
exhausted	தீர்ந்துவிட்டது	×	restored	மீட்பு
consumable	பயன்படுத்தக்கூடிய	×	unadaptable	மாற்றியமைத்துக் கொள்ள முடியாத
swapping	மாற்றம்	×	maintain, keep	மேலாண்மை
feed	தீனி, உணவு	×	starve	பட்டினி

automating	தானியங்கு	×	manual	மனிதனாக்கு
disability	இயலாமை	×	advantage, ability	திறமை
deprived	இழந்து	×	wealthy, privileged	செல்வந்தராள
access	அணுகல்,நுழைவு	×	egress, exit	வெளியே போகும் வழி
acceptance	ஏற்றுக்கொள்ளுதல்	×	denial, disapproval	மறுப்பு
probably	அநேகமாக	×	improbably, uncertainly	நம்ப முடியாத அளவிற்கு
frustrating	எரிச்சலூட்டியது	×	assisting, releasing	துணை செய்
achieve	வெற்றிக்கொள்	×	fail	தோல்வி அடை
former	முன்னால்	×	future, later	வருங்காலம்
concerned	கவலையுள்ள	×	unconcerned	மனக்கவலையற்ற
enable	செயல்படுத்து	×	deny	மறு
silly	அறிவற்ற	×	sensible	உணர்ச்சியுள்ள
rely	சார்ந்திரு	×	disregard	அலட்சியம் செய்
assistive	துணை	×	unprofitable	இலாபமற்ற
proud	கர்வமுள்ள	×	meek, humble	சாதுவான
oppourtunities	வாய்ப்பு	×	misfortune	துரதிர்ஷ்டம்
amazing	அற்புதமான	×	unamazing	அற்புதமற்ற
couple	ஜோடி	×	single	தனிப்பட்ட
communicating	தொடர்பு	×	misleading, suppressing	ஏமாற்று, தவறாக வழிநடத்து
controller	ஒழுங்கு செய்பவர்	×	follower, employee	பின்பற்றுபவர்
attend	கவனமாய் கேள்	×	ignore	கவனமின்மை
interested	ஆர்வமுடைய	×	uninterested	ஆர்வமற்ற
alternative	வேறுவழி, மாற்று	×	obligation, constraint	கடமை / பொறுப்பு
required	தேவையான	×	optional, unnecessary	கட்டாயமற்ற
effort	முயற்சி	×	laziness	சோம்பல்
selection	தேர்வு	×	rejection	நிராகரிப்பு
gaze	கூர்ந்த பார்வை	×	neglect	புறக்கணிப்பு
mounted	ஏற்றப்பட்ட	×	dismounted	இறக்கப்பட்ட
essential	அத்தியாவசிய	×	unimportant, inessential	அத்தியாவசியமற்ற
regularly	வழக்கமாக	×	uncommonly	வழக்கத்திற்கு மாறாக
interactive	ஊடாடும்	×	detached	பிரிக்கப்பட்ட
response	பதில்	×	question	கேள்வி
faster	வேகமாக	×	slower	மேதுவாக
syntax	வாக்கிய அமைப்பு	×	disarrangement	சீர்குலை

confident	நம்பிக்கை	×	uncertain	நிச்சயமற்ற
competent	தகுதியுள்ள	×	incompetent	தகுதியற்ற
advocate	பரிந்து பேசுவர்	×	protestor	ஆர்ப்பாட்டக்காரர்
drives	ஓட்டு	×	halt,stoppage	நிறுத்து
revive	புதுப்பிக்க	×	destroy	அழி
recently	சமீபத்தில்	×	before, later	பின்னர்
renowned	புகழ்மிக்க	×	infamous	பிரபலமற்ற
talented	திறமையான	×	untalented	திறமையற்ற
contribute	பங்களிக்க	×	withhold	நிறுத்திவை
productively	உற்பத்தித்திறன்	×	dubiously, doubtfully	தெளிவற்ற
peer	சமானன், கூர்ந்து	×	glance	கண்ணோட்டம்
clositered	துறவியர்	×	extroverted	வெளிநோக்குடைய
fruitfully	பயனுள்ள	×	unfavourably	சாதகமற்ற

Choose the most appropriate antonyms of the underlined word from the options given below:

Model:

1. ***Consumable*** products such as ink cartridges .....
   (a) useful (b) useless (c) disposable (d) breakable
2. I never thought I'd be ***able*** to do one GCSE in my life.
   (a) possible (b) unable (c) available (d) reliable
3. I want to push myself even ***further***
   (a) additional (b) supplementary (c) far (d) near
4. it is opening up the world for ***young*** disabled people like me.
   (a) immature (b) adult (c) primitive (d) backward
5. it is opening up the world for young ***disabled*** people like me.
   (a) abled (b) incapacitated (c) handicapped (d) wounded
6. Just tell your ***smart*** TV
   (a) stylish (b) unfashionable (c) trim (d) swank
7. ..... that you want to view your social ***feed*** instead.
   (a) food (b) fare (c) refuse (d) nutrition
8. If you are ***struck*** in a traffic jam .....
   (a) freed (b) hit (c) hurt (d) battered
9. Your ***entire*** water and energy management can be taken care of.
   (a) complete (b) whole (c) unified (d) partial
10. ..... energy management can be taken care by ***automating*** all the activities.
    (a) humanizing (b) mechanizing (c) brutalizing (d) automatically

ANSWERS

1. (b) useless	2. (b) unable	3. (d) near	4. (a) immature
5. (a) abled .	6. (b) unfashionable	7. (c) refuse	8. (a) freed
9. (d) partial	10. (a) humanizing		

Assignment:

1. Unlike the ***developed*** world .....
   (a) grown (b) tall (c) adult (d) underdeveloped
2. India's disabled are ***deprived*** .....
   (a) impoverished (b) privileged (c) disadvantaged (d) needy
3. ..... by additional ***barrier*** as they continue to grapple.
   (a) progress (b) obstruction (c) fence (d) obstacle
4. ..... the challenges of access, ***acceptance*** and inclusion .....
   (a) agreement (b) refusal (c) consent (d) admission
5. ..... the challenges of access, acceptance and ***inclusion*** .....
   (a) addition (b) accretion (c) exclusion (d) increasing
6. Kim ***showed*** me how to train it to understand my voice.
   (a) concealed (b) exhibited (c) revealed (d) sold
7. Kim showed me how to train it to ***understand*** my voice.
   (a) appreciate (b) misunderstand (c) comprehend (d) recognize
8. It has made me more ***independent***.
   (a) liberated (b) freed (c) dependent (d) separated
9. I know my teacher will be ***proud*** of me.
   (a) meek (b) pleased (c) pleasing (d) noble
10. There are many ***different*** types of technology
    (a) dissimilar (b) unlike (c) contrasting (d) similar
11. ..... making his ***selections*** with a foot switch.
    (a) rejections (b) options (c) excerpts (d) collections
12. ..... they can ***control*** a computer screen with Eye Gaze
    (a) restrict (b) stop (c) disorganize (d) compose
13. He has fixed his gaze on the icon ***required***.
    (a) necessary (b) unnecessary (c) required (d) mandatory
14. It has been ***mounted*** on his walker.
    (a) dismounted (b) seated (c) fixed (d) attached
15. It is ***essential*** that much of his spare time .....
    (a) necessary (b) important (c) unimportant (d) vital
16. David will now use ECO2 to speak in ***complete*** sentences.
    (a) entire (b) exhaustive (c) full (d) incomplete

17. ..... to speak with correct *syntax*.
(a) disarrangement (b) arrangement (c) shape (d) composition

18. It has *increased* the number of words he uses.
(a) raised (b) decreased (c) heightened (d) enlarged

19. ..... thereby becoming a *confident* communicator.
(a) certain (b) assured (c) uncertain (d) hopeful

20. ..... thereby becoming a confident and *competent* communicator.
(a) incompetent (b) proficient (c) capable (d) efficient

21. ..... *contribute* fruitfully to the collaborative process of learning.
(a) hinder (b) subsize (c) grant (d) supply

22. ..... contribute *fruitfully* to the collaborative process of learning.
(a) unproductively (b) productively
(c) profitably (d) beneficially

23. ..... contribute fruitfully to the *collaborative* process of learning.
(a) co-operative (b) separative (c) collective (d) collusive

24. ..... world *renowned* physicist Stephen Hawking.
(a) famous (b) great (c) unknown (d) outstanding

25. Assistive Technology has helped a *talented* mind.
(a) gifted (b) untalented (c) enriched (d) blessed

26. David attends a *specialist* school and college.
(a) professional (b) amateur (c) pundit (d) veteran

27. David can *communicate* it.
(a) with hold (b) announce (c) convey (d) reach

28. Communicating with people was very *difficult* before.
(a) hard (b) different (c) easy (d) tough

29. He has been *interested* in AAC.
(a) concerned (b) bored (c) curious (d) excited

30. David is aslo an *advocate* to other students.
(a) supporter (b) defender (c) Protestor (d) promoter

QUESTIONS AND ANSWERS

A. Answer the following questions :

Textual Questions:

a. What is the future of technology?

The future of technology moves at breakneck speed and we now have more power in the pockets than we had in our homes. Everything will be automated in the future with the use of this technology.

b. How many people in India suffer with disability?

2.7 crore people in India suffer with disability.

c. Who is Kim?

Kim is an Assistive Technologist at Alisha's school.

d. How does Kim help Alisha?

Kim introduces Alisha to Dragon Dictate. Kim shows her how to train it to understand her voice, it takes a few hours to assist her study on her own.

e. Why is technology important according to David?

According to David, Technology is very important because it enables him to communicate and be independent, which gives him freedom.

f. Name the instrument which David controls with his eye movements.

David uses a Liberator Communicator Device, which he controls with his eye movements.

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

ECO2 and ECO point are devices which help David to move from one place to another.

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

Textual Questions:

1. What are the benefits of the internet to the common man?

The internet is one of the greatest creations and gives everyone in the world with internet access to an endless supply of knowledge and entertainment. Internet allows you to learn about almost any topic or question you may have. Using a search engine like google, you can ask virtually any question and find an answer to that question.

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

No, Technology has made people lazy to communicate and play with their friends and relatives.

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

For verbal communication, David uses a Liberator Communication Devices, which he controls with his eye movements. It has a Bluetooth adaptor, so it lets him use any PC or Mac by sending commands through the Liberator.

4. Which devices are controlled using ACTIV controller?

He has an ACTIV controller also in the headrest of his chair, which means using ACTIV controller he is able to control devices such as TV, Blu-Ray and music players.

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

Alisha utters these words: "I want everyone to know the difference technology has made in my life."

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

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

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

Lechal Shoes, Blee Watch, IGEST are a few Indian innovations which are helpful to the disabled and make their day to day life easier.

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

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

9. Suggest ways of making our society inclusive.

Ways of making our society inclusive:-

- Create inclusive classrooms
- Design accessible communities
- Increase disability representation and leadership in media, politics and business.
- Actively engage with your community members with disabilities.

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

Newer technology allows differently - abled learners to learn with their peers as well as contribute fruitfully to the collaborative process of learning, I will motivate them with this collaborative process of learning.

Additional Questions:

11. Who is Stephen Hawking?

Stephen Hawking is a world renowned physicist. He is probably the best example of how Assistive technology has helped a talented mind overcome physical impairments and contribute productively to the world.

12. Explain David's interest in sports.

David is a keen sportsman, regularly playing football, boccia, hockey and baseball. He is a sports leader and uses his ECO2 linked in an interactive white board to teach PE lessons.

13. Write short notes on David's disability.

David was born with Athetoid Cerebral Palsy and attends a specialist school and college. He has been using a high tech communication aid since he was eight years old and has been interested in AAC.

14. What are the words uttered by Alisha about his disability?

She has cerebral palsy and can't physically type as fast as she thinks or anywhere near. She is using a piece of technology called Dragon Dictate. She speaks and the words appear on her screen and then she can print them out.

15. Is Alisha accepted to attend GCSE? Why?

No, Alisha didn't accept to attend GCSE because she thought that she couldn't do anything like that. Studying was so difficult that she had to rely on someone to type everything into a computer.

16. How did former president A.P.J Abdul Kalam show his concern for disabled people?

Former President A.P.J. Abdul Kalam was concerned about people with disability and along with his team, developed lightweight prosthetics from space - age material to enable disabled children to walk easily.

PARAGRAPH QUESTIONS

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

Textual Questions:

1. How do we use technology in our day to day lives?

Today, technology is very important because it is used for almost everything and everywhere. In the present world, people cannot live without technologies such as televisions, mobile phones, computers and others. These technologies have slowly taken an essential part in people's day - to - day lives and being without them would be unimaginable for some of us.

The invention of the computer has enhanced and companies can communicate more easily with foreign countries. Technology has also increased the productivity of almost every industry in the world. When observed more closely, new things are discovered everyday. Let's take for instance when radio waves were discovered, radio broadcasts followed suit almost immediately. The same applies to the television and electricity. In the modern industrial world, machines carry out most of the agricultural and industrial work and as a result, workers produce much more goods than a century ago. Technology impacts the environment, people and society as a whole. The way we use technology determines whether its impacts are positive to the society or negative.

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

"Saying technology is a boon may seem like a cliche but just ask a person with a disability", says Amit Bagwe.

Technology is a boon to all the disabled people. Assistive technology is designed to help people with disabilities with their daily tasks in a huge and untapped market in India. This can be clearly shown from the lesson through Alisha and David's life. Their life has changed with the use of technology.

Alisha says that she wants everyone to know the difference technology has made in her life. She has cerebral palsy and she can't physically type as fast as she thinks. Kim who is the Assistive Technologist at her school introduced her to Dragon Dictate and it has opened up the world to her. According to David, "Technology is very important because it enables him to communicate and be independent which gives him freedom. David was born with Athetoid Cerebral Palsy and attends a specialist school and college. He has been using a high tech communication aid since he was eight years old and has been interested in AAC and technology since ever. There are many different types of technology that can help a young disabled person become independent.

SIMPLE PARAGRAPH FOR SLOW BLOOMERS

1. a) How do we use technology in our to day lives? (or)
b) "Technology is a boon to the disabled". Justify.

Tech Bloomers talk about the use of technology by a normal person and in empowering the disabled to do their day to day chores of life - to travel, to communicate, to learn, to do business and to live in comfort. Technology is a boon to citizens with special needs. Alisha and David's life has changed with the use of technology. Alisha has cerebral palsy and she was using a piece of technology called Dragon Dictate. She spoke and words appeared on her screen. Kim the Assistive Technologist at her school introduced her to Diragon Dictate and showed her how to train it to understand her voice. There are many different types of technology that can help a young disabled person become independent. "For verbal communication, David uses a Liberator Communicative Device, which he controls with eye movements. David was born with Athethoid Cerebral Palsy. He attends a specialist school and college. He now uses an ECO2 with ECO point making his selections. David uses his ECO2 to speak in complete sentences with correct syntax. Kim has shown that technology can do even more for young disabled person. It can help us make friends, communicate and control our environment.It can make us confident and independent.

OTHER TEXTUAL TASKS

VOCABULARY

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

Contractions	Expansions
can't	cannot
you're	you are
it's	it is
I'm	I am
She's	She is
We'd	We could ,had

D. Expand the following abbreviations or acronyms:

SIM ISRO WHO CCTV HDMI LASER MRI CRY RAM ROM CPU ALU

1. SIM - Subscriber Identity Module
2. ISRO - Indian Space Research Organisation
3. WHO - World Health Organisation
4. CCTV - Closed Circuit Television
5. HDMI - High - Definition Multimedia Interface
6. LASER - Light Amplification by Stimulated Emission of Radiation
7. MRI - Magnetic Resonance Imaging
8. CRY - Child Rights and You / Cryogenics / Cardiac Risk
9. RAM - Random Access Memory
10. ROM - Read Only Memory
11. CPU - Central Processing Unit
12. ALU - Arthimetic Logic Unit

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

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

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

Answers 1) a.m 2) BCE 3) etc. 4) p.m 5) HD 6) e.g. 7) vs 8) m 9) IQ 10) GPS

LISTENING

F. Listen to the passage and state whether the statements are true (T), false (F) or no information (N)?

1. Santhiya can't live without her mobile phone.
2. She got her mobile in January.
3. Her parents bought her the mobile phone one year ago.
4. There's a calculator in her mobile.
5. She can connect to the Internet on her mobile.
6. She usually listens to music on her mobile.
7. She can't read emails on her mobile.
8. There are often a lot of problems with mobile phones.

9. Santhiya always talks on her mobile to her friends.
10. She doesn't like mobile phones.

Answers

1. T	2. N	3. F	4. T	5. T
6. N	7. N	8. N	9. F	10. F

G. Listen to the passage again and answer the questions:

1. **Where does Santhiya keep her mobile?** .....
   Santhiya keeps her mobile in her bag or pocket.
2. **What can she use it for?** .....
   She uses it for calculating.
3. **When was she cycling?** .....
   She was cycling during holiday last year.
4. **What happened there?** .....
   Her friend fell off her bike and broke her leg.
5. **How did Santhiya solve the problem?** .....
   She called the doctor through her phone.

H. Complete the sentences after reading the passage:

1. Santhiya's parents and friends can always ..... her. *Ans :* **call**
2. Her mobile phone is also a kind of .....'. *Ans :* **information file**
3. On the cycling holiday after the accident Santhiya phoned for ..... *Ans :* **help**
4. Mobile phones often ..... at the wrong moment. *Ans :* **ring**
5. Children can feel ..... when they have their mobile phones with them. *Ans :* **safe**

READING

J. Read the comic strip and answer the following questions.

1. **What do you mean by cyber safety?**
   Cyber safety is the safe and responsible use of Information and Communication Technologies.
2. **How do you behave in a virtual platform?**
   We have to respect the values of others and sentiments as a part of global network.
3. **Can we read and access the information.05 free of cost?**
   No, we cannot read and access the information free of cost.
4. **Do you think that all the information online can be used without any permission?**
   No, we cannot use all the information online without any permission.
5. **Which website do you often access? Why?**
   Wikipedia because the website provides lots of information required.

WRITING

K. Fill in the missing words in this email.

Dear sir,

In *response* to your mail, I have prepared a *schedule* for the Science Fest. Please find *out* the *date* for your kind perusal. I look *forward* to hearing from you.

Sincerely
R.Vijaya Lakshmi

L. *Write an email to your teacher about the interesting English model that you have prepared for the literary fest.*

Dear sir,

Following our recent telephonic conversation, I'm attaching mail, I have prepared a program for the literary fest. I believe that the English model would be upto your level. Please find the schedule for your kind perusal. I look forward to hearing from you.

faithfully,
R.Rashmi.

M. *Practicae Exercise*

You are the receptionist of your school. Your Head master instructs you to send a message to all the parents of class ten to attend a PTA (Parent Teacher Association) meeting which is to be held on 22.12.2020

22 December 20xx

Dear Parents

Our Headmaster has asked to inform you about the PTA (Parent Teacher Association) meet of class tenth which is to be held on 22/12/xx. Parents are requested to attend the meeting without fail. If you are unable to attend the meeting please inform to theclass teacher as early as possible. The meeting will be held around 9.00 a.m to 12.00 p.m at our school campus.

Balan,
Govt. Hr.Sec.School, Erode.

GRAMMAR

A. Pronouns:

1. Write the words that can replace Ravi, Rani, luggage and the dog when we use them for the second and subsequent times in the passage *he* , *she* , *it* and *her*
2. These words are called *Pronouns.*

B. Fill in the gaps with personal pronouns.

Kumaravel lives in Thiruvannamalai. *He* is a doctor. All the people like *him* because of *his* helping nature. *His* hospital is located at Car street and most of *his* patients are poor so *he* does not charge much money. *His* daughter goes to school. *She* studies in 5th Standard. *Her* teachers love *her* very much. *Her* friends are also very good. *They* always encourage *her* . *They* have given *her* good advice. *Her* mother is also a teacher. *She* always encourage *her* to keep studying. I also like her as *she* often comes to *my* house. One day *she* told my mother that *she* wants to learn cooking. *My* mother taught *her* cooking. Now, *she* cooks well.

C. Fill in the gaps with appropriate Pronouns.

1. _____ is an excellent opportunity. Ans : It
2. _____ of these two students can solve this question. Ans : One
3. _____ books have been written by a great Indian writer. Ans : These
4. _____ have come to know the truth. Ans : They
5. _____ of the students have passed the exam. Ans : All
6. _____ of your friends can guide you. Ans : One
7. _____ is your story based on your real life. Ans : This
8. All your friends will guide _____ Ans : you
9. _____ of his family members would come to visit you. Ans : Anyone
10. _____ of those books will be helpful to you. Ans : Each

11. _____ is your bag, you can take it anytime. Ans : This

12. He _____ is responsible for the downfall of his life. Ans : only

D. Join the sentences using 'Relative Pronouns'.

1. I have a book. It is written by Rabindranath Tagore.
   I have a book which is written by Rabindranath Tagore.
2. Kavita is my teacher. She teaches us English.
   Kavita who teaches us English is my teacher.
3. This is Varun. His father is an architect.
   This is Varun, whose father is an architect.
4. She invited most of her friends. They attended the party.
   Most of her friends whom she invited, attended the party.
5. Give me a pen to write a letter. It was gifted to you on your birthday.
   Give me a pen to write a letter which was gifted to you on your birthday.
6. I have sold the house. It was located at the bank of a river.
   I have sold the house which was located at the bank of a river.
7. Here is your watch. It has been found in the garden.
   Here is your watch which has been found in the garden.

E. Read the different verb forms where they remain the same in the direct and indirect speech in the following cases. Fill in the blanks with missing indirect speech.

i) If the reporting verb is in the present tense.

1. I am enjoying my holiday.
   Krish says that he is enjoying his holiday.
2. I will never go to work.
   Kavi says that she will never go to work.

ii) When we report a universal truth (something that is always true)

1. Asia is the largest continent.
   Balu said that Asia is the largest continent.
2. People in Africa are starving.
   Alisha said that people in Africa are starving.

iii) With modal verbs would, might, could, should, ought to, used to.

1. might come.
   Shalini said that she might come.
2. I would try it.
   Vinoth said that he would try it.

iv) With would rather, had better

1. I would rather fly.
   Chitti said that he would rather fly.
2. They had better go.
   Sophia said that they had better go.

v) In if - clauses and time - clauses

1. If I tidied my room, my dad would be happy.
   Sriram said that if he tidied his room, his dad would be happy.
2. When I was staying in Madurai I met my best friend.
   Jaheer said that when he had been staying in Madurai, he had met his best friend.

vi) **We do not usually change the modal verbs must and needn't. But must can become had to or would have to and needn't can become didn't have to or wouldn't have to if we want to express an obligation. Would / wouldn't have to are used to talk about future obligations.**

1. I must wash up.

She said that she must wash up/ she had to wash up.

2. We must do it in June.

He said that they had to do it in June.

F. Read the following dialogue and report it.

Johnson asked Suganthi *what she was doing there.* And he said *that he hadn't seen her* since June. Suganthi explained that *he had just come* back from her holiday in Ooty. Johnson wondered if *she had enjoyed* it. Suganthi told him that she *loved* Ooty and that the people *had been* so friendly. Johnson wanted to know *if she went* to the Coakers Walk. Suganthi said that it *was her first trip* and that she *could show him* some pictures. And then she asked him if he *was doing anything the next day* Johnson explained that he *has to arrange* a couple of things. But he added that he *was* free at night. Suganthi suggested that he *might come to her* place and asked him at what time *should they meet* there Johnson said he *would be* there at eight. And finally he asked *her if it was* all right.

G. Tick the right choice (Indirect Speech).

	Direct Speech	Indirect Speech
1.	"Who took my English book?" He was curious to know who...	a. took my English b. had taken his English book. c. takes his English book. d. has taken my English book
2.	"Where does Helen live?" Jim wants to know where...	a. Helen lived. b. Helen lives. c. Helen had lived. d. does Helen live?
3.	"Why do volcanoes erupt?" She wondered why...	a. volcanoes erupt. b. volcanoes had erupted. c. volcanoes erupted. d. did volcanoes erupt?
4.	"Do you know why she is unhappy?" He asked me if ..... unhappy	a. I know why she is b. you know why she was c. did I know why she was d. I knew why she was
5.	"How many photos have you got?" He wants to know how many....	a. photos I had got. b. photos you have got. c. photos had I got? d. photos I have got

Ans : 1) b. had taken his English book
2) a. Helen lived
3) c. volcanoes erupted
4) d. I knew why she was
5) a. photos I had got.

5 THE SECRET OF THE MACHINES

- Rudyard Kipling

ABOUT THE AUTHOR

Rudyard Kipling was born on December 30, 1865, in Bombay, India. He was educated in England but returned to India in 1882. A decade later, Kipling married Caroline Balestier and settled in Brattleboro, Vermont, where he wrote The Jungle Book (1894), among a host of other works that made him hugely successful. Kipling was the recipient of the 1907 Nobel Prize in Literature. He died in 1936.

ருத்யார்ட் கிப்ளிங் இந்தியாவிலுள்ள மும்பையில் டிசம்பர் மாதம் 30 - ம் தேதி 1865 - ம் ஆண்டு பிறந்தார். இங்கிலாந்தில் கல்வி கற்றவர் 1882 - ம் ஆண்டு இந்தியாவிற்கு திரும்பி வந்தார், பத்து ஆண்டுகள் கழித்து கரோலின் பலேஸ்டியர் என்ற பெண்மணியைத் திருமணம் செய்தார். வெர்மான்ட் நகரத்தில் பிரேட்டில் பொரோ என்னுமிடத்தில் வசித்து வந்தார். அங்கு தான் அவரின் புகழ்பெற்ற படைப்புகள் வெளிவந்தன. அவற்றில் ஒன்று தான் 'தி ஜங்கிள் புக்' என்ற நூல். 1907 - ம் ஆண்டில் இலக்கியத்திற்கான நோபல் பரிசு அவருக்கு வழங்கப்பட்டது. 1936 - ம் ஆண்டில் அவர் மறைந்தார்.

GIST OF THE POEM

Rudyard Kipling's 'The Secret of the Machines' reveals the basis for the need of the machines and its functioning. Further it tells how it helps humanbeings.

பாடல் பகுதி	தமிழாக்கம்
We were taken from the ore-bed and the mine,	சுரங்கம் மற்றும் தாது. கனிம வளம் கொண்ட இடத்தில் நாங்கள் தோண்டி எடுக்கப்படுகின்றோம்.
We were melted in the furnace and the pit	கொதிகலன்கள் மற்றும் குழிகளில் உருக்கப்படுகின்றோம்
We were cast and wrought and hammered to design,	வார்க்கப்படுகின்றோம், அடித்து சுத்தியலால் வடிவமாக ஆக்கப்படுகின்றோம்
We were cut and filed and tooled and gauged to fit.	அரத்தினால்வெட்டிஎடுக்கப்படுகின்றோம், வடிவமைக்கப்படுகின்றோம், தகுதியுடையது தானா என்று அளவிடப்படுகின்றோம்.
Some water, coal, and oil is all we ask,	எங்களுக்கு வேண்டியதெல்லாம், நீர், நிலக்கரி மற்றும் எண்ணெய்
And a thousandth of an inch to give us play:	நாங்கள் செயல்படுவதற்கு ஆயிரத்தில் ஓர் அங்குலம் என்றளவில்
And now, if you will set us to our task,	அதன் பிறகு, நீங்கள் எங்களை செயல்பட தயார் செய்தல்
We will serve you four and twenty hours a day!	நாங்கள் இருபத்திநான்கு மணி நேரமும் உங்களுக்கு சேவை செய்கின்றோம்.

We can pull and haul and push and lift and drive,	நாங்கள் கடினமான ஒன்றையும் இழுப்போம், வெளியே தள்ளுவோம், உயரத்திற்கு உயர்த்திடுவோம், ஓடச் செய்திடுவோம்
We can print and plough and weave and heat and light,	அச்சடிப்போம், உழுதிடுவோம், நெய்திடுவோம், வெப்பம் ஆக்கிடுவோம், ஒளியேற்றிடுவோம்
We can run and race and swim and fly and dive,	விரைந்து ஓடச் செய்திடுவோம், நீந்தவும், பறக்கவும், நீரில் மூழ்கவும் செய்திடுவோம்,
We can see and hear and count and read and write!	காணச் செய்திடுவோம், கேட்கச் செய்திடுவோம், [கணக்கு] எண்ணச் செய்திடுவோம், வாசிக்க மற்றும் எழுதச் செய்திடுவோம்
But remember, please, the Law by which we live,	தயவு செய்து நாங்கள் இயங்குகின்ற முறையை ஞாபகத்தில் வைத்திடுங்கள்
We are not built to comprehend a lie,	பொய்மையைப் புரிந்து கொள்ளுகின்ற நிலையில் நாங்கள் உருவாக்கப்படவில்லை
We can neither love nor pity nor forgive,	எங்களுக்கு அன்பு காட்டவோ, இரக்கம் காட்டவோ, மன்னிப்பளிக்கவோ தெரியாது
If you make a slip in handling us you die!	எங்களை இயக்குவதில் ஒரு சிறிய தவறு செய்தாலும் நீங்கள் உயிரிழப்பீர்கள்.
Though our smoke may hide the Heavens from your eyes,	நாங்கள் வெளியிடுகின்ற புகை 'சொர்க்கம்' என்ற இயற்கை அழகை மறைத்தாலும்
It will vanish and the stars will shine again,	அந்தப்புகை நிமிரென்று மறைந்து மீண்டும் ஆகாயத்தில் நட்சத்திரங்கள் மின்னும்
Because, for all our power and weight and size,	ஏனென்றால், எங்களின் வலிமை, எடை, உருவம் அனைத்தையும் காணும் போது
We are nothing more than children of your brain!	நாங்களெல்லாம் உங்கள் மூளை ஆற்றலில் உருவான குழந்தைகள் தானே!
Rudyard Kipling	– ருத்யார்ட் கிப்ளிங்

GLOSSARY

Textual Glossary:

furnace *(n)*	– an enclosed structure in which material is heated to very high temperature	→	அதிக வெப்ப நிலையில் பொருட்களை கொதிக்க வைக்க மூடிய நிலையில் உள்ள கலன்
wrought*(adj)*	– beaten out of shape by hammering	→	சுத்தியால் அடித்து வடிவமாக்கப்பட்ட
gauge*(n)*	– an instrument that measures and gives a visual display of the amount, level, or contents of something	→	தோற்றத்திலும், தரத்திலும் சரியாக இருக்கிறதா என்று அளவிடும் கருவி.
thousandth*(adv)*	– a fraction of thousand	→	ஆயிரத்தில் ஒரு சிறு பகுதி
haul	– pull or drag with effort or force	→	ஆற்றலைக் கொடுத்து இழுப்பது
Comprehend *(v)*	– grasp, understand	→	புரிந்து கொள்வது
Vanish *(v)*	– disappear suddenly and completely	→	முழுவதுமாக திமிரென்று மறைதல்

FIGURE OF SPEECH

Write your favourite stanza from the poem and find the rhyming scheme:

	Lines	Figure of speech
1	*We were taken from the ore-bed and the mine,* *We were melted in the furnace and the pit* *We were cast and wrought and hammered to design,* *We were cut and filed and tooled and gauged to fit.*	Anaphora
2	*Some water, coal, and oil is all we ask,*	Assonance (/ **a** / sound)
3	*And a thousandth of an inch to give us play:* *And now, if you will set us to our task,*	Anaphora
4	*We will serve you four and twenty hours a day!*	Hyperbole
5	*We can pull and haul and push and lift and drive,* *We can print and plough and weave and heat and light,* *We can run and race and swim and fly and dive,* *We can see and hear and count and read and write!*	Anaphora
6	*We can **pull** and haul and **push** and lift and drive,*	Oxymoron
7	*We can pull and haul and push and lift and drive,*	Personification
8	*We can see and hear and count and read and write!*	Imagery
9	***We** are not built to comprehend a lie,* ***We** can neither love nor pity nor forgive,*	Anaphora
10	*We can neither **love** nor **pity** nor **forgive***	Personification
11	*Though our smoke may hide the Heavens from your eyes*	Assonance (/ a / sound)
12	*Though our smoke may hide the Heavens from your eyes,*	Connotation
13	*It will vanish and the stars will shine again,*	Oxymoron
14	*We are nothing **more than** children of your brain!*	Simile

1 Alliteration:

Poem Line	Words in alliteration	Sound
We were taken from the ore-bed and the mine,	We, were	/ **w** / sound
We were melted in the furnace and the pit	We, were	/ **w** / sound
We were cast and wrought and hammered to design,	We, were	/ **w** / sound
We were cut and filed and tooled and gauged to fit.	We, were	/ **w** / sound
We can pull and haul and push and lift and drive,	pull, push	/ **p** / sound
We can print and plough and weave and heat and light,	print, plough	/ **p** / sound
We can run and race and swim and fly and dive,	run, race	/ **r** / sound
But remember, please, the Law by which we live,	which, we	/ **w** / sound
We can neither love nor pity nor forgive,	neither, nor, nor	/ **n** / sound

2 Rhyming Words & Rhyme Scheme:

Poem Lines	Rhyming Words	Rhyming scheme	
We were taken from the ore-bed and the mine, *We were melted in the furnace and the pit* *We were cast and wrought and hammered to design,* *We were cut and filed and tooled and gauged to fit.*	*mine* *pit* *design* *fit*	*a* *b* *a* *b*	**abab**
Some water, coal, and oil is all we ask, *And a thousandth of an inch to give us play:* *And now, if you will set us to our task,* *We will serve you four and twenty hours a day!*	*ask* *play* *task* *day*	*a* *b* *a* *b*	**abab**
We can pull and haul and push and lift and drive, *We can print and plough and weave and heat and light,* *We can run and race and swim and fly and dive,* *We can see and hear and count and read and write!*	*drive* *light* *dive* *write*	*a* *b* *a* *b*	**abab**
But remember, please, the Law by which we live, *We are not built to comprehend a lie,* *We can neither love nor pity nor forgive,* *If you make a slip in handling us you die!*	*live* *lie* *forgive* *die*	*a* *b* *a* *b*	**abab**
Though our smoke may hide the Heavens from your eyes, *It will vanish and the stars will shine again,* *Because, for all our power and weight and size,* *We are nothing more than children of your brain!*	*eyes* *again* *size* *brain*	*a* *b* *a* *b*	**abab**

APPRECIATION QUESTIONS :

A. Answer the following questions briefly:

Textual Questions:

1. ***Who does 'we' refer to in 'first stanza'? a) Human being b) Machines***

   'We' refers to the 'Machines'.

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

   Machines are the speakers and Men are the listeners.

3. ***What metals are obtained from ores and mines?***

   Iron, Gold, Zinc, Copper.

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

   1) Mill Machine
   2) Feed Pelletizer Machine

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

   Steam - engine; Washing machine; Energy expeller oil machine.

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

   1. Bulldozer 2. Crane 3. driller 4. Printer
   5. Tiller 6. Scanner 7. Typewriter

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

Yes, machines are humble to accept the evolution of human brain because the machines are the brain - children of humanbeings.

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

Pride and Prestige are the feelings evoked in us by the machines in this poem.

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

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

a. Once machines are fed with fuel, they take a very long time to start.

b. Once machines are fed with fuel, they start quickly.

The Answer is (b) - Once machines are fed with fuel, they start quickly.

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

a. Who does the pronoun 'You' refer to here?

The pronoun 'You' refers to the human beings.

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

The task of the machines is referred here.

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

The future tense is used to denote the 'Surety' of the statement.

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

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

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

And now, if you will set us to our task,

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

Additional Questions:

11. *'If you make a slip in handling us you die' What is the result of 'mishandling the machine?*

The mishandling of the machine results in losing one's precious life.

12. *We were taken from the ore-bed and the mine,*
We were melted in the furnace and the pit

a. Where is the metal taken from?

The metal is taken from the ore-bed and the mine.

b. What is the process carried out?

It is melted in the furnace and the pit.

13. *We were cast and wrought and hammered to design,*
We were cut and filed and tooled and gauged to fit.

a. How are they designed?

They are cast, wrought and hammered to design.

b. When are they ready to be fitted?

After they are cut, filed, tooled and gauged they are ready to be fitted.

14. *We can pull and haul and push and lift and drive,*
We can print and plough and weave and heat and light,

a. What can a machine do?

They can pull, haul, push, lift and drive.

b. What do they give us?

They give us heat and light.

15. *We can neither love nor pity nor forgive,*
If you make a slip in handling us you die

a. What can a machine not do?

They can not love, pity or forgive.

b. How should we handle a machine?

We should handle it with care.

16. *Because, for all our power and weight and size,*
We are nothing more than children of your brain!

a. What are the qualities of a machine?

It has power, weight and size.

b. Whose child is the machine?

The machine is the child of the human brain.

17. *We can pull and haul and push and lift and drive,*

Name the figure of the speech implied.

Oxymoron / Personification

18. *We can see and hear and count and read and write!*

Name the figure of the speech implied.

Imagery

POEM - PARAPHRASE.

B. Paraphrase the following stanza.

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

Ans : In the poem 'The Secret of the Machines', the poet, Rudyard Kipling says that the machines give out smoke which hides the sight of heaven. It will vanish soon and the stars will shine again. Their power, weight and size are determined by man's brain. So they call themselves as children of man's brain.

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

Ans : Rudyard Kipling in his poem "The Secret of the Machines" explains how the machines have been made from ore bed and mine. The ore extracted was purified and melted in a furnace. Some of the parts were made by hammering the metal according to the shape. Some parts of the metal so obtained are cut and filed. Then they were transformed into tools and were fixed with the machines.

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

Ans : Rudyard Kipling in his poem "The Secret of the Machines" here gives a picture of how the machines do all the work. The machines can do different kinds of activities. They are able to pull, push and lift. They can drive the vehicles, do printing work and also can plough the field. In textile industries, they weave the clothes. They are able to provide people with light and heat. They go to the extend of swimming, driving, seeing, hearing, counting, reading and writing.

PARAGRAPH QUESTION.

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

1. Rudyard Kipling's 'The Secret of the Machines' - A short survey.

The poem begins with how the machine is made from the ore bed and the mine. The machine is beaten, heated, made to cool to take a particular shape. For its functioning, we need to pour water, coal and oil. Thereby it works 24 hours a day.

The machines do all the work like pulling, pushing, lifting, driving, printing, ploughing, weaving, etc. They are able to produce heat and light. They go to the extent of swimming, diving, seeing, hearing, counting, reading and writing.

The Machines warn us if one is not careful in handling them, then it would end in the death of man.

The poet concludes the poem saying though the machine is all powerful, it is simply 'the brain child of the human beings'.

OTHER TEXTUAL TASKS

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

	Lines	Figure of speech
	Though out smoke may hide the Heavens from your eyes *It will vanish and the stars will shine again* *Because, for all out power and weight and size* *We are nothing more than children of your brain*	Rhyme Scheme: ab ab

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

	Lines	Figure of speech
1	*We can run and race and swim and fly and dive*	Alliteration
2	*Though our smoke may hide the Heavens from your eyes*	Assonance
3	*We can neither love nor pity nor forgive*	Personification
4	*We are nothing more than children of your brain*	Simile

5 A DAY IN 2889 OF AN AMERICAN JOURNALIST

- Jules Verne

ABOUT THE AUTHOR

Jules Verne
(1828–1905) was a French poet, playwright and novelist but he earns his place on this list of great writers because of his futuristic adventure novels. He has been called the father of science fiction and has had an incalculable influence on the development of science fiction writing. More interesting, perhaps, is his place as a prophet or predictor of technology which wasn't to be invented until long after his death. He put a man on the moon, including its launch from a Florida launchpad to its splashdown in the Pacific; in 1863 he predicted the internet: Paris in the 20th Century (1863) depicts the details of modern life: skyscrapers, television, Maglev trains, computers, and a culture preoccupied with the Internet.

ஜீல்ஸ் வெர்னே, (1828 – 1905)

ஒரு பிரெஞ்சு மொழிக் கவிஞர், நாடக ஆசிரியர் மற்றும் நாவலாசிரியர்; மிகச்சிறந்த எழுத்தாளர் என்ற பட்டியலில் அவர் பெயரும் இடம் பெற்றது எப்போதெனில் – இதுபோன்ற எதிர்காலம் பற்றிய, துணிச்சல் மிகுந்த சம்பவங்கள் நிறைந்த நாவல்கள் எழுத ஆரம்பித்த பிறகுதான்; இதனால் அவர் "அறிவியல் கதைகளின் தந்தை" என்றும் அழைக்கப்பட்டார். "காலம் கடந்த, எதிர்காலம் பற்றிய அறிவியல் கதைகளில் அவர் புகுத்திய தொழில் நுட்பங்கள் வியப்பைத் தருவன; அவர் காலமான பின் கூட இத்தகைய தொழில்நுட்பம் வளரவில்லை; நிலவிலே மனிதனைக் கொண்டு நிறுத்தினார்; மிகவும் சுவாரசியம் மிகுந்த கதைகளை ஒரு குரு ஸ்தானத்தில் இருந்து, புரியாத தொழில் நுட்பங்களைக் கற்பனையில் கண்டு நமக்கும் விளக்கினார்; ஃப்ளோரிடாவிலிருந்து ஏவப்பட்ட ஏவுகணை படகு பசிபிக் பெருங்கடலில் விழுந்து தோல்வி அடைந்தது; 1863 லேயே இக்கட்டுரை ஆசிரியர் ஜீல்ஸ் வெர்னே, வலை தளங்களைப் பற்றிக் கற்பனை செய்து பார்த்து விஞ்ஞானக் கதைகளை எழுதினார். அவருடைய "பாரிஸ்....20 ஆம் நூற்றாண்டில்....."என்னும் நாவல் 1863 – லேயே இன்றைய பயன்பாட்டிலுள்ள எல்லா தொழில் நுட்பங்களையும் மிக விளக்கமாகக் கூறியுள்ளார். வானளாவிய கட்டிடங்கள், தொலைக்காட்சி, மின்காந்தம் பயன்படுத்தி தொங்கும் ரயில், கணினிகள், இணைய தளத்தினால் உருவாகக் கூடிய சமூக நிலைகள், இவை பற்றியெல்லாம் துல்லியமாகக் கற்பனை செய்து எழுதியுள்ளது மிகவும் வியக்கவைக்கும் சிறப்பு ஆகும்.

GIST OF THE LESSON

Jules Verne, the author says people will live in fairy land then. He visualises the world thousand years later. It would be a world of technological advancements where newspapers are not printed but spoken.

Francis Bennett got up one morning in a bad temper. Feeling lonely, he switched on the phonotelephoto. He was the only one to bless the inventor. He saw his wife appear in the telephoto mirror who was in France. His mood turned to a happier one. His dressing room got him ready for office. He left for work. At work place, he questioned one of the ten astronomical reporters about the day's news. They had received phototelegrams from Mercury, Venus and Mars. But they couldn't understand the signals of the Jovians. Corley Scientist said that Jupiter was uninhabited, so the correspondence service signal was unclear. The scientists of the factory started working out some mechanical means of turning their satellite right round.

One of the Earth Herald's astro news had first determined the new planet Gandini. Francis Bennette was delighted. He wanted the news to appear on that day's issue. It would be a publicity to his journal, the Earth Herald. At twelve, the director left for lunch at his office. He and his wife had arranged to have lunch at the sametime. On

a phototelephote he would talk to his wife during lunch. He had abandoned domestic cooking and subscribed to the Society of Supplying Food at the Home. The system was expensive but the cooking was better.

He then left by aerocar to Niagara. He met his petitioners at the Earth Herald. Among them was a young man who was ready to construct a human being but without the soul. A second inventor suggested that the town of Saaf, fifteen miles away from the sea could be transfromed into a seaside resort. Francis agreed to the project. At the end of a hectic day he communicated with his wife and came to know that she would be at home that evening.

கதைப் பகுதி	தமிழாக்கம்
This story speaks about the people of the twenty-ninth century who live in fairyland. **Surfeited** as they are with marvels, they are indifferent to the presence of each new marvel. To them all seem **natural**.	இந்தக் கதையானது இருபத்து ஒன்பதாம் நூற்றாண்டில் மாயஜால பூமியில் வாழ்கின்ற மக்களைப் பற்றிக் கூறுவது ஆகும். அளவிற்கு அதிகமாக மிகைப்படுத்தப்பட்ட விஞ்ஞான அற்புதங்களோடு அவர்கள் இருக்கின்றார்கள்; ஒவ்வொரு புதிய விஞ்ஞானக் கண்டுப்பிடிப்புகளோடு, இப்போதைய நிலைமையிலிருந்து முற்றிலும் மாறுபட்டவர்களாகவும் அவர்கள் இருக்கின்றார்கள். ஆனால் அவர்களைப் பொறுத்தமட்டில் அவையெல்லாம் மிகவும் இயல்பானவையாக உள்ளன.
The year is 2889, the date 25th July and the place is the office block of the Managing Editor of the Earth Herald, the world's largest newspaper. In this **futuristic story** written in 1889, the writer describes how he visualizes the world a thousand years later – a world of technological advancements where newspapers are not printed but 'spoken'.	வருடம் – 2889, தேதி ஜீலை 25, அந்த இடம் உலகின் மிகப் பெரிய செய்தித்தாள் நிறுவனத்தின் ஆசிரியர் குழுவைச் சார்ந்த மேலாண்மை அதிகாரி ஒருவரின் அலுவலகப் பிரிவு ஆகும். பத்திரிக்கையின் பெயர் "எர்த் ஹெரால்டு" என்பதாகும். இந்த வருங்காலத்தைப் பற்றிய கதையானது, கி.பி 1889- ல் மிக மிக நவீன தொழில் நுட்பங்களை உள்ளடக்கி, எதிர்காலத்தில் தன்னை திருத்திக் கொண்ட ஒரு மனிதரால் எழுதப்பட்ட கதையாகும். கி.பி. 1889 – ல் வாழும் அவர், ஒரு ஆயிரம் ஆண்டுகள் கழித்து கி.பி.2889 -ல் இந்த உலகம் எப்படியெல்லாம் நவீனமாக இருக்கக் கூடும் என்பதைக் கற்பனையில் கண்டு, விளக்குகின்றார். அப்போதைய உலகம், தொழில் நுட்பத்தில் மேன்மேலும் பற்பல முன்னேற்றங்களைக் கண்டிருக்கும்; அப்போது செய்தித்தாள்கள் எல்லாம் எழுத்தால் அச்சடிக்கப்பட்டு படிக்கக் கூடியவையாக இல்லாமல் "பேசக் கூடியவையாக" இருக்கும்.
Read the following excerpt for a glimpse of this future world. That morning Francis Bennett awoke in rather a bad temper. This was eight days since his wife had been in France and he was feeling a little lonely. As soon as he awoke, Francis Bennett switched on his **phonotelephote** whose wires led to the house he owned in the **Champs-Elysees**.	ஆயிரம் ஆண்டுகள் கடந்த ஒரு வருங்கால உலகின் அமைப்பைப் பற்றிய ஒருசில துணுக்குகளைப் பற்றிய மிகச் சிறிய கருக்கம்: பிரான்சிஸ் பென்னட் அன்று காலை எழுந்திருக்கும் போதே நல்ல மனநிலையில் இல்லாமல் சற்று கோபமாக இருந்தார். எட்டு நாட்களாக அவரது மனைவி பிரான்சில் இருக்கின்றார்; அவரில்லாமல் பிரான்சிஸ் சற்று தனிமையை உணர்ந்தவராக உள்ளார். படுக்கையில் இருந்து எழுந்தவுடனே, பிரான்சிஸ் பென்னட், தனது தொலைதூர புகைப்பட தொலைபேசியை செயல்படுத்தி இயக்குகின்றார். அது பிரான்ஸ் நாட்டிலுள்ள பிரபலமான சினிமா மற்றும் வியாபாரத் தலங்கள் அமைந்த காலனிக்கு இணைப்பைத் தரக் கூடியது.
The telephone, completed by the telephote, is another of our time's conquests! Though the **transmission of speech** by the electric current was already very old, it was only since yesterday that vision could also be transmitted. A valuable discovery, and Francis Bennett was by no means the only one to bless its inventor when, in spite of the enormous distance between them, he saw his wife appear in the **telephotic mirror**. 'Francis … dear Francis!...'	தொலைபேசியானது, தொலைப்படக் கருவி மூலம் முழுமை பெற்று உள்ளது; நேரம் தொடர்பான நமது எண்ணற்ற அறிவியல் கண்டுப்பிடிப்புகளில் பெரும் வெற்றியைத் தரக்கூடிய இன்னுமோர் கண்டுபிடிப்பு இது; மின் காந்த அலைகள் மூலம் ஒலியலைகள் மாற்றப்படுவது என்பதும் உடனே கேட்கப்படக் கூடியதும் மிகப் பழைய கண்டுபிடிப்பாக இருந்தாலும், நேற்று முதல் தான் காணவும் முடிகிறது; காட்சி தெரிகிறது. இந்த மிகப் பெரிய மதிப்பு மிக்க கண்டுப்பிடிப்பானது, வேறு யாரும் இல்லாவிட்டாலும், பிரான்சிஸ் பென்னட் ஒருவர் மட்டுமாவது, ஒவ்வொரு முறை இதை இயக்கும் போதும், இதன் கண்டுபிடிப்பாளரை வாழ்த்துகிறவராய் இருக்கிறார். ஏனென்றால் இப்போது அவருக்கும், அவர் மனைவிக்கும் இடையே மிகப் பெரிய தூரம் இருந்த போதிலும், அவர் இந்த தொலைப் புகைப்படக் கருவி மூலம், அதில் தெரிகின்ற அவரது மனைவியைப் பார்த்துக் கொள்ள அவரால் முடிகின்றது. அன்பு பிரான்சிஸ்

His name, spoken by that sweet voice, gave a happier turn to Francis Bennett's mood. He quickly jumped out of bed and went into his mechanized dressing room. Two minutes later, without needing the help of a **valet**, the machine deposited him, washed, shaved, shod, dressed and buttoned from top to toe, on the threshold of his office. The day's work was going to begin.	அவரது பெயர், அவர் மனைவியின் இனிய குரல் மூலம் உச்சரிக்கப்படுவது கேட்டு சலிப்பும் கோபமுமாய் இருந்த பிரான்சிலின் மனோநிலை நல்லபடி உற்சாகமாய் மாறுகின்றது. அதைக்கேட்ட பின் மகிழ்ச்சியோடு படுக்கையை விட்டு குதித்தெழுந்து இயந்திர வசதிகள் நிறைய இணைக்கப்பட்ட அவரது ஆடை, அலங்கார அறைக்குள் நுழைகின்றார். இரண்டு நிமிடங்கள் கழித்து, எந்த ஒரு ஆண்களுக்கான உடைகளைப் பராமரிக்கும் **ஆண் உதவியாளர்** உதவியும் தேவைப்படாமல் - முகம் கழுவ, முகம் சவரம் செய்ய, குளிக்க, ஆடை அணிய, பொத்தான்கள் ஒழுங்காகப் போட என்று தலை முதல் கால்வரை அலங்கரிக்க உதவிக்கு இருக்கும் இயந்திரங்களின் உதவியை எதிர்பாராமல், அவரே எல்லாம் செய்து கொண்டு வெகு உற்சாகமாய் வெளியே துள்ளிப் பாய்ந்து அலுவலகத்திற்குப் புறப்படுகின்றார்.
Francis Bennett went on into the reporters' room. His fifteen hundred reporters, placed before an equal number of telephones, were passing on to subscribers the news which had come in during the night from the four quarters of the earth. In addition to his telephone, each reporter has in front of him a series of **commutators**, which allow him to get into communication with this or that telephotic line.	பிரான்சிஸ் பென்னட், நிருபர்கள் அறைக்குள் செல்கின்றார். அவரது பதினைந்தாயிரம் நிருபர்கள், ஒவ்வொருவரும் ஒரு தொலைபேசி முன்பாக அமர்ந்திருக்கின்றனர். அவர்கள் தாங்கள் பெற்ற செய்தியை தொலைபேசி வழியாக சொல்லிக் கொண்டு இருக்கின்றனர். அன்று இரவு முதல் நான்கு திசைகளில் இருந்தும் உலகம் முழுவதிலும் இருந்து அவர்களுக்குச் செய்திகள் வந்து கொண்டு இருக்கின்றன. தொலைபேசி மட்டுமில்லாது, ஒவ்வொரு நிருபரும் அவருக்கு முன்பாக பல்வேறு வகையான மின்சார இணைப்புகளோடு **திசைமாற்றி** தொலைத் தொடர்பு சாதனங்களோடும் இருக்கின்றனர். ஒரு தொலைபேசியில் இல்லாவிட்டால் இன்னொரு தொலைபேசி என்று பல்வகையான இணைப்பு வசதியை அலை நிருபருக்குக் கொடுக்கின்றன.
Thus the **subscribers** have not only the story but the sight of these events.	இதன் மூலமாக **வாசகர்கள்**, செய்தியை மட்டுமல்லாமல், அது தொடர்பான காட்சிகளையும் காண முடியும்.
Francis Bennett questioned one of the ten **astronomical reporters** – a service which was growing because of the recent discoveries in the stellar world.	தன் முன்னே இருந்த பத்து **வானவியல் நிருபர்களில்** ஒருவரிடம் பிரான்சிஸ் பென்னட் கேள்விகள் பலவற்றைக் கேட்கின்றார். நட்சத்திரங்கள் நிறைந்த பிரபஞ்ச வெளியின் மிக அண்மைக் காலக் கண்டுபிடிப்புகள் மூலம் தொடங்கி, வளர்ந்து வருகின்ற ஓர் துறையாக இந்த வானவியல் உள்ளது.
'Well, Cash, what have you got?'	"நல்லது கேஷ்! என்ன செய்திகள் நீங்கள் பெற்றீர்கள்?"
'**Phototelegrams** from Mercury, Venus and Mars, Sir.'	மெர்க்குரி, வீனஸ் மற்றும் மார்ஸ் கோள்களிலிருந்து **புகைப்படத்தந்திகள்**, ஐயா!
'Interesting! And Jupiter?'	"மிகவும் சுவாரசியமாக உள்ளதே! அப்புறம் ஜீபிடர்?"
'Nothing so far! We haven't been able to understand the **signals** the **Jovians** make. Perhaps ours haven't reached them? ....'	"இதுவரைக்கும் ஒன்றும் இல்லை; **ஜீபிடர் மனிதர்கள்** அனுப்பும் **சமிக்கைகள்** ஒருவேளை நமக்கு புரியாடாமல் இருக்கக் கூடும்; அல்லது ஒருவேளை நமது சமிக்கைகளே அவர்களுக்குப் போய்ச் சேராமலும் இருக்கலாமோ.....?"
'Aren't you getting some result from the moon, at any rate?'	"ஏதேனும் ஒரு வகையில் நிலவில் இருந்து ஏதேனும் பதில் உங்களுக்குக் கிடைத்ததா?"
'Not yet, Mr Bennett.'	"இதுவரையில் இல்லை பென்னட் அவர்களே".

'Well, this time, you can't blame optical science! The moon is six hundred times nearer than Mars, and yet our correspondence service is in regular operation with Mars. It can't be **telescopes** we need...'	"நல்லது! இந்த முறை நீங்கள், பார்வை முறை அறிவியல் குறித்து குற்றம் சாட்டமுடியாது. செவ்வாய் கிரகத்தைக் காட்டிலும் நிலவானது அறுநூறு மடங்கு நம் பூமிக்கு அருகில் உள்ளது. செவ்வாய் கிரகத்துடனான நமது தொடர்பு முறை என்பது இன்னமும் ஒழுங்கான, இயக்கமாகவே உள்ளது. நமக்குத் தேவைப்படும் தொலை நோக்கிக் கருவி அந்தத் தொடர்பு முறையில் இல்லை போலிருக்கின்றது; அல்லது பார்க்க ஒன்றுமில்லாமலும் இருக்கலாம்....."
'No, it's the **inhabitants**,' Corley replied.	"இல்லை; அந்த இடம் ஆக்கிரமிக்கப்பட்டு வசிப்பிடமாகத்தான் உள்ளது" கார்லே பதில் கூறினார்.
'You dare tell me that the moon is uninhabited?'	"நிலாவில் எந்த உயிரினமும் இடத்தை ஆக்கிரமித்து வாழவே இல்லை என்று உங்களால் மிக உறுதியாகச் சொல்ல முடியுமா?"
'On the face it turns towards us, at any rate, Mr Bennett. Who knows whether on the other side...'	"நாம் பார்த்துக் கொண்டிருக்கும் நிலவின் பாகத்தில் எந்த உயிரினமும் இல்லை; திரு.பென்னட்! நமக்குத் தெரியாத நிலவின் மறு பக்கத்தில் என்ன இருக்கும் என்று யாரால் கூற முடியும்? யாருக்குத் தெரியும்?"
'Well, there's a very simple method of finding out.'	"நல்லது! அதை அறிந்து கொள்ள மிக எளிய முறை ஒன்று உள்ளது!"
'And that is?'	"அப்படியா? அது....."
'To turn the moon round!'	"நிலாவை அப்படியே திருப்புவது தான்.....!"
And that very day, the scientists of the Bennett factory started working out some mechanical means of turning our **satellite** right round.	அதன் பிறகு அதே நாளில் பென்னட் தொழில் பட்டறையைச் சேர்ந்த விஞ்ஞானிகள், நமது செயற்கைக் கோளை அப்படியே திருப்பி அமைக்கும் வேலையை சில தொழிற்கருவிகள் மூலம் செய்ய ஆரம்பித்துவிட்டார்கள்.
On the whole, Francis Bennett had reason to be satisfied. One of the Earth Herald's astronomers had just determined the elements of the new planet Gandini. It is at a distance of 12,841,348,284,623 metres and 7 decimetres that this planet describes its orbit round the sun in 572 years, 194 days, 12 hours, 43 minutes, 9.8 seconds. Francis Bennett was delighted with such **precision**.	மொத்தத்தில் பிரான்சிஸ் பென்னட் மகிழ்வோடு திருப்தியடையச் செய்வதற்கு எல்லாம் நடந்தது. எர்த் ஹெரால்டைச் சேர்ந்த விண்வெளி ஆய்வாளர்களில் ஒருவர், புத்தம் புதிய ஒரு கோளான காந்தினி பற்றிய ஓர் முடிவுக்கு வந்தார். அதாவது – அந்தக் கோள் காந்தினி 12,841,348,284,623 மீட்டர் மற்றும் 7 டெசி மீட்டர் தள்ளி இருக்கின்றது, மற்றும் இந்தக் கோள் சூரியனை ஒரு முறை சுற்றி வர 572 வருடங்கள் ஆகின்றன என்றும் விளக்கினார். 572 வருடம், 192 நாட்கள், 12 மணி நேரம், 43 நிமிடங்கள் மற்றும் 9.8 நொடிகளில் இந்த கோளானது சூரியனை ஒரு முறை சுற்றி வர எடுத்துக்கொள்கின்றது. இது போன்ற துல்லியமான, மிகச் சரியான கணக்கீடானது, பிரான்சிஸ் பென்னட்டை மகிழ்ச்சி கொள்ளச் செய்தது.
'Good!' he exclaimed. 'Hurry up and tell the reportage service about it. You know what a passion the public has for these **astronomical questions**. I'm anxious for the news to appear in today's issue!'	"நன்று" என்று அவர் உரக்க கூவினார். "விரைவாக செயல்படுங்கள்! அது பற்றிய தகவல்களைச் சொல்லுங்கள். உங்களுக்கு நன்கு தெரியும், பொதுமக்களின் மனப்பான்மை. இந்த விண்வெளியைப் பற்றிய கேள்விகள் எப்படி இருக்கும் என்பது! இந்த செய்தி இன்றைய நாளிதழிலேயே வந்து விட வேண்டும் என்பதில் நான் மிகுந்த விருப்பம் கொண்டுள்ளேன்."
The next room, a **broad gallery** about a quarter of a mile long, was devoted to publicity, and it well may be imagined what the publicity for such a journal as the Earth Herald had to be. It brought in a daily average of three million dollars. They are **gigantic signs** reflected on the clouds, so large that they can be seen all over a whole country.	அடுத்து இருந்த அறையானது, ஒரு அகன்ற கூடம் போன்றது. கால் மைல் கல் அளவு நீளம் கொண்டு அமைக்கப்பட்டது. அந்த பெரிய கூடம் ஊடகங்களின் கவனம் முழுவதும் அவ்வப்போது ஒரு விஷயத்தில் மையப்படுத்தப்பட்டு, கவனம் தரப்பட வேண்டும் என்பதற்காகவே அமைக்கப்பட்ட கூடம் ஆகும். எர்த் ஹெரால்டு போன்ற ஒரு ஜனரஞ்சகமான பிரபல செய்தித்தாளிற்கு எந்த அளவு ஊடகங்களின் கவனம் கிடைக்கும் என்பதை நீங்களே நன்றாகக் கற்பனை செய்து கொள்ள முடியும். மூன்று மில்லியன் டாலர்கள் குறைந்தபட்ச வருமானம் ஒரு நாளில் ஈட்டக் கூடிய பத்திரிக்கை எர்த் ஹெரால்டு ஆகும்.

From that gallery a thousand projectors were unceasingly employed in sending to the clouds, on which they were reproduced in colour, these inordinate advertisements.	மிகவும் பிரம்மாண்டமான ஒளிக் குறியீடுகளை மேகங்களில் செலுத்தி ஒட்டுமொத்த நாடும் காணும்படி செய்வார்கள். அந்த மிகப் பிரம்மாண்ட காட்சிக் கூடத்தில் இருந்து, ஆயிரக்கணக்கான படம் வெளியிடும் கருவிகள், முடிவே இல்லாமல், ஓய்வே இல்லாமல் அடுத்தடுத்து அமைந்து, வேலை செய்து, மேகங்களுக்குப் படங்களைத் தொடர்ச்சியாக அனுப்பும். அங்கே அவை தேவைப்படும் நிறம், மிகவும் பிரம்மாண்ட அளவு, விளம்பரங்களான மாற்றம் செய்யப்பட்டு நாடெங்கும் காட்சி தரும்.
At that moment the clock struck twelve. The director of the Earth Herald left the hall and sat down in a rolling armchair. In a few minutes he had reached his dining room half a mile away, at the far end of the office.	அந்த நேரத்தில் சரியாக மணி பனிரெண்டு அடித்தது. வர்த் ஹெரால்டு நாளிதழின் இயக்குநர், அந்த கூடத்தை விட்டு வெளியே வந்தார், கழல் நாற்காலியில் வந்து அமர்ந்தார். அதில் அமர்ந்த ஒரு சில நிமிடங்களில், அவர் தனது உணவு அறைக்கு வந்து சேர்ந்தார். அது அரை மைல் தூரம் தள்ளியிருந்தது. அந்த அலுவலகத்தின் மற்றொரு கடைசி கட்டிடத்தில் அந்த சாப்பாட்டு அறை அமைந்திருந்தது.
The table was laid and he took his place at it. Within reach of his hand was placed a series of taps and before him was the curved surface of a phonotelephote, on which appeared the dining room of his home in Paris. Mr and Mrs Bennett had arranged to have lunch at the same time – nothing could be more pleasant than to be face to face in spite of the distance, to see one another and talk by means of the phonotelephotic apparatus.	அங்கு ஒரு மேஜை போடப்பட்டு இருந்தது; அதன் முன் ஓரிடத்தில் அவர் அமர்ந்து கொண்டார். அவர் கையை நீட்டுவதற்கு முன் அங்கே நிறைய குழாய்கள் வகைவகையாய் அமைக்கப்பட்டன. அவருக்கு முன்பாக ஒரு வளைந்த பரப்பு இருந்தது; அதில் தொலைபேசி மற்றும் தொலைக்காட்சி கருவி அமைக்கப்பட்டு இருந்தது; அதில் பாரீஸிலிருந்த அவரது வீட்டின் சாப்பாட்டு அறை தோன்றியது; பென்னட் மற்றும் திருமதி பென்னட் இருவரும் ஒரே நேரத்தில் உணவருந்த ஆரம்பித்தனர். ஒவ்வொருவரும் எவ்வளவு தூரத்தில் இருந்த போதும் இந்த தொலைபேசி தொலைக்காட்சிக் கருவியின் உதவியோடு முகத்திற்கு முகம் பார்த்தபடியும், பேசிய படியும் உணவருந்துவதைப் போன்ற இனிமையான நிகழ்வு வேறொன்றும் இருக்க முடியாது!
Like everybody else in easy circumstances nowadays, Francis Bennett, having abandoned domestic cooking, is one of the subscribers to the Society for Supplying Food to the Home, which distributes dishes of a thousand types through a network of pneumatic tubes.	இன்றைய நாட்களில் மற்ற எல்லோருக்கும் மிக எளிதாய் அமைந்திருக்கும் சௌகரியமான சூழ்நிலை போலவே பென்னட்டும் ஏராளமான சமையலறை சாதன வசதிகளைப் பெற்று இருக்கின்றார். வீட்டிற்கு சமைத்த உணவை வழங்கும் சங்கத்தில் சந்தாதாரராய் இருப்பதால் - ஆயிரக்கணக்கான உணவு வகைகள், காற்றின் அழுத்தத்தால் இயங்கும் கருவிகள் மூலம் வலைதளங்கள் வாயிலாக விண்ணப்பித்து அவராலும் பெற்றுக் கொள்ள முடிந்தது.
This system is expensive, no doubt, but the cooking is better. So, not without some regret, Francis Bennett was lunching in solitude. He was finishing his coffee when Mrs Bennett, having got back home, appeared in the telephote screen.	இந்த உணவு முறை, மிகவும் செலவு கொண்டது என்றாலும், உணவு நல்ல ருசி மிக்கதாய் இருந்தது. அதனால் எந்த வித வருத்தமும் இல்லாமல், தனிமையிலும், பென்னட் நல்ல மதிய உணவைப் பெற முடிந்தது. அவர் தனது உணவை, சுவை மிகுந்த காபியுடன் நிறைவு செய்தார்; அப்போது வெளியில் இருந்து வீட்டிற்குத் திரும்பிய அவரது மனைவி திருமதி பென்னட்டையும், தொலைபேசி, தொலைக்காட்சி கருவி மூலம் திரையிலே தோன்றுவதை அவரால் பார்க்க முடிந்தது.
When he had finished his lunch, he went across to the window, where his aero-car was waiting.	மதிய உணவை முடித்துக் கொண்ட அவர், ஜன்னலுக்கு அருகில் சென்றார். அங்கே, வெளியில், அவரது ஆகாய மகிழுந்து (aerocar) அவருக்காகக் காத்திருந்தது.
'Where are we going, Sir?' asked the aero-coachman. 'Let's see. I've got time...' Francis Bennett replied. 'Take me to my accumulator works at Niagara.'	"நாம் இப்போது எங்கு செல்கின்றோம், ஐயா?" என்று அந்த வர்த்தி ஓட்டி வினவினார். "பார்க்கலாம் .... எனக்கு நிறைய நேரம் இருக்கின்றது....." என்று பிரான்சிஸ் பென்னட் பதில் கூறினார். "நயாகராவில் உள்ள பெரிய, மறுமின்சக்தி ஊட்டக் கூடிய மின்கலப் பணியிடத்திற்கு என்னை அழைத்துச் செல்லுங்கள்" என்றார்.

The aero-car shot across space at a speed of about four hundred miles an hour. Below him were spread out the towns with their moving pavements which carry the wayfarers along the streets, and the countryside, covered, as though by an immense **spider's web**, by the network of electric wires.	அடுத்த நொடி, அவரது ஆகாய மகிழுந்து மணிக்கு நானூறு மைல் வேகத்தில், விண்ணில் பறந்தது. இப்போது அவருக்குக் கீழே, நகரம் பரந்து விரிந்து கிடந்தது; நடைபாதைகள் நடைபயணிகளைச் சுமந்து நகர்ந்து கொண்டு இருந்தன. நாடு, நகரம், கிராமம் முழுவதும் தெருவின் ஓரங்கள் எல்லாம் இத்தகைய நடை பாதைகளாலேயே, மின்னோட்டக் கம்பிகளால் அமைக்கப்பட்டு சிலந்தி வலை போன்று வலைதளங்களால் இயக்கப்பட்டன.
Within half an hour, Francis Bennett had reached his works at **Niagara**, where, after using the force of the cataracts to produce energy, he sold or hired it out to the consumers. Then he returned, by way of **Philadelphia**, Boston and New York, to **Centropolis**, where his aero-car put him down about five o'clock.	புறப்பட்ட அரைமணி நேரத்தில், பிரான்சிஸ் பென்னட், நயாகராவிலுள்ள தனது பணியிடத்தை அடைந்தார். அங்கு பயன்படுத்தப்பட்ட மின்கலங்கள் மறு மின்னோட்டம் செய்யப்பட்டுக் கொண்டிருந்தன. பின்னர் அவை தேவைப்படுபவர்களுக்கு விலைக்கு விற்கப்படும்; அல்லது வாடைக்குத் தரப்படும். அதன் பின்னர் அவர், அங்கிருந்து பூஸ்டன், ஃபிலடெல்ஃபியா, நியூயார்க் வழியாக சென்ட்ரோபொலிஸ் வந்தடைந்தார். ஐந்து மணிக்கு அவரை, அவரது ஆகாய மகிழுந்து கொண்டு வந்து சேர்த்தது.
The waiting-room of the Earth Herald was crowded. A careful lookout was being kept for Francis Bennett to return for the daily audience he gave to his petitioners. Among their different **proposals** he had to make a choice, reject the bad ones, look into the doubtful ones, and welcome the good ones.	எர்த் – ஹெரால்டு அலுவலகத்தின் காத்திருக்கும் அறையானது கூட்டமாக இருந்தது. அன்றாடப் பார்வையாளர்கள் அவரிடம் தரும் விண்ணப்பங்களுக்கு, அவர் பதில் தருவார்; அதற்காக பிரான்ஸிஸ் பென்னட் முன், பார்வைக்கு நிறைய விண்ணப்பங்களை அவர்கள் வைத்திருந்தார்கள். அவர்களின் பலதரப்பட்ட விருப்பு, வேண்டுகோள்களுக்கு ஏற்ப, அவர் சிலவற்றை ஏற்பார்; தேவையற்றதைத் தள்ளுபடி செய்வார்; அரைகுறையான, நியாயமான சிலவற்றை ஏற்பார்; மிகவும் அவசியமானவற்றை விருப்பத்தோடு பெறுவார்.
He soon got rid of those who had only useless or impracticable schemes. A few of the others received a better welcome, and foremost among them was a young man whose broad brow indicated a high degree of **intelligence**.	உபயோகமற்ற விண்ணப்பங்களையும், நடைமுறைக்கு ஒவ்வாத திட்டங்களைக் கூறுபவர்களின் விண்ணப்பத்தையும் அளிப்பவர்களை உடனடியாக அங்கிருந்து அனுப்பிவிடுவார். சிலரது விண்ணப்பங்களை ஓரளவு இன்முகத்தோடு பெற்றுக்கொள்வார். அங்கிருந்தவர்களிலேயே மிகவும் இளைஞனாக இருந்தவனின் அகன்ற நெற்றியும், பெரிய புருவமும் அவனது புத்தி கூர்மையின் உயர்ந்த நிலையைக் காட்டுவதாய் இருந்தது.
'Sir', he began, 'though the number of elements used to be estimated at seventy-five, it has now been reduced to three, as no doubt you are aware?'	"ஐயா....." என்று அவன் ஆரம்பித்தான், பயன்படுத்தப்படும் பொருள்களின் எண்ணிக்கை எழுபத்தி ஐந்து என்று நிர்ணயிக்கப்பட்டாலும், இப்போது அது மூன்றாகக் குறைந்து உள்ளது; உங்களுக்கு இந்த விஷயம் தெரியுமா?"
'Perfectly,' Francis Bennett replied.	"மிகச் சரியாக!" பிரான்சிஸ் பென்னட் பதிலுரைத்தார்.
'Well, Sir, I'm on the point of reducing the three to one. If I don't run out of money I'll have succeeded in three weeks.'	"நல்லது, ஐயா! இப்போது நான் அந்த மூன்றை ஒன்றாகக் குறைப்பது எப்படி என்று எண்ணியபடி உள்ளேன்; பணத்தின் பின்னே நான் ஓடாமல் இருந்தேன் என்றால், இன்னும் மூன்று வாரங்களில் இந்த விஷயத்தில் வெற்றி பெறுவேன்."
'And then?'	"அதற்கு அப்புறம்....."
'Then, Sir, I shall really have discovered the **absolute**'.	"அதன் பிறகு.....ஐயா, முழுவதையுமே உண்மையில் கண்டு பிடித்து விடுவேன்."
'And the results of that discovery?'	"இந்தக் கண்டுபிடிப்பின் விளைவு என்ன....."
'It will be to make the creation of all forms of matter easy – stone, wood, metal, fibrin ....'	இந்தக் கண்டுபிடிப்பால் எல்லா வகையான படைப்புகளும் மிகவும் சுலபமான ஒன்றாகிவிடும் – கல்,மரம், உலோகம், இழைகள் இப்படி....."

'Are you saying you're going to be able to construct a human being?'	"உங்களால் மனிதனைப் படைக்க முடியும் என்று சொல்ல வருகின்றீர்களா.....?"
'Complete... The only thing missing will be the soul!'	"முழுமையாக! ஒரேவொரு குறைபாடு என்னவென்றால் ஆத்மா என்பது மட்டும் இருக்காது".
Francis Bennett assigned the young fellow to the scientific editorial department of his journal.	பிரான்ஸிஸ் பென்னட், அந்த இளம் வாலிபனை அறிவியல் ஆசிரியர் குழுத் துறையிலே, அவரது பத்திரிக்கைக்காக ஏற்று பணியில் சேர்த்துக் கொண்டார்.
A second inventor, using as a basis some old experiments that dated from the 19th century, had the idea of moving a whole city in a single block. He suggested, as a **demonstration**, the town of Saaf, situated fifteen miles from the sea; after conveying it on rails down to the shore, he would transform it into a seaside resort. Francis Bennett, attracted by this project, agreed to take a half-share in it.	இரண்டாவது கண்டுபியுப்பாளர்கள், இந்த அடிப்படைகளைப் பயன்படுத்தி, சில பழைய பரிசோதனைகளையும் செய்து, 19 – ஆம் நூற்றாண்டு முதல் ஆய்வு செய்து, முழு நகரத்தையும் ஒரு சிறு பிரிவிற்கு அமைக்கும் கருத்தை செயல்படுத்தினார். பரிசோதனை செயல்முறைக்காக, சா.ஃப் என்றும் சிறு நகரைத் தேர்ந்தெடுத்தார். அது கடலிலிருந்து 15 மைல்கள் தள்ளி உள்ளே இருந்தது; அந்த ஆய்வாளர் அந்நகரை கடற்கரையோரத்திற்குக் கொண்டு வந்து ஓய்வு விடுதிகள் கொண்ட இடமாக அதை அமைத்து மாற்றினார். இந்த அதிரடி திட்டத்தினால் பிரான்ஸிஸ் மிகவும் மனம் கவரப்பட்டு, இந்த திட்டத்தில் பாதியைத் தான் எடுத்துக் கொள்வதற்கு சம்மதம் தெரிவித்தார்.
The proposals heard and dealt with, Francis Bennett went to stretch himself out in an easy-chair in the audition-room. Then, pressing a button, he was put into communication with the Central Concert. After so busy a day, what charm he found in the works of our greatest masters, based on a series of delicious **harmonico-algebraic formulae!** During his meal, phonotelephotic communication had been set up with Paris.	இந்த எதிர்கால திட்ட விருப்பம், பிரான்ஸிஸ் பென்னட், அவருடன் இணைப்பை குரல் பதிவு அறையில் ஓர் சாய்வு நாற்காலியில் ஓய்வாக சாய்ந்தபடி பேசி, உரையாடி முடித்தார். அதன் பின்னர் தனது சட்டையின் ஒரு பொத்தானை அழுத்தினார். உடனே அலுவலகத்தின் மையக் குழுவிருடன் உரையாட முடித்தது. அதன் பிறகு அந்த நாள் மிகவும் பரபரப்பாய் கழிந்தது; தனது மிகச் சிறந்த தலைமையாளர்களிடம் அவர்களின் வேலைகளில் சிறப்பாய் அவர் கண்டறிந்தது என்னவென்றால் – மகிழ்ச்சி தரக்கூடிய சிறந்த கணித வாய்ப்பாடுகள் (குத்திரங்கள்) ஆகும். அவரது உணவின் போது தொலைப்பேசி, தொலைக்காட்சி கருவியானது பாரீஸில் இணைக்கப்பட்டு இருந்தது.
'When do you expect to get back to Centropolis, dear Edith?' asked Francis Bennett.	"அன்பு எடித்! சென்ட்ரோபொலிஸ் நகருக்கு எப்போது திரும்புவாய் என்று நீ நினைக்கின்றாய்?" என்று கேட்டார் பிரான்ஸிஸ் பென்னட்.
'I'm going to start this moment'.	"நான் இதோ, இந்த நொடி கிளம்பப் போகின்றேன்"
'By tube or **aero-train**?'	"ட்யூப் மூலமாகவா? அல்லது ஆகாய புகைவண்டி மூலமாகவா?"
'By tube'.	"ட்யூப் மூலமாகத்தான்"
'Then you'll be here?'	"அப்படியானால் நீங்கள் இங்கே எத்தனை மணிக்கு வந்து சேருவீர்கள்?
'At eleven fifty-nine this evening'.	"இன்று மாலை 11.59 மணிக்கு"
'Paris time?'	"பாரிஸ் கடிகாரத்தில் படியா?"
'No, no! ... **Centropolis** time'.	"இல்லையில்லை; சென்ட்ரோபொலிஸ் (2889ம் ஆண்டில் நியூயார்க் நகரின் புதிய பெயர்) நேரம்"
'Goodbye then, and above all don't miss the tube!'	"அப்படியானால் சரி; புறப்படுங்கள்; எல்லாவற்றுக்கும் மேலாக ட்யூபை மட்டும் தவிர்த்து விடாதீர்கள்."

These **submarine tubes**, by which one travels from Paris in two hundred and ninety-five minutes, are certainly much preferable to the aero-trains, which only manage six hundred miles an hour.	இத்தகைய **நீர்மூழ்கிக் கப்பல்களாகிய** ட்யூப்கள் மூலமாக ஒருவர், பாரீஸிலிருந்து 295 நிமிடங்களில் சென்ட்ரோபொலிஸ் வந்து விட முடியும்; இது ஆகாயப்புகைவண்டிகளைக் காட்டிலும் சிறந்தது; ஏனெனில் அவை மணிக்கு 600 மைல்கள் தான் கடக்க முடியும்.
Francis Bennett, very tired after so very full a day, decided to take a bath before going to bed. There was always a bath already in the office. He touched the button. A **rumbling sound** began, got louder, increased ... Then one of the doors opened and the bath appeared, gliding along on its rails ...	முழு நாளின் கடும் உழைப்பிற்குப் பின் பிரான்சிஸ் பென்னட் மிகவும் களைத்து இருந்தார். படுத்து உறங்கும் முன் ஒரு குளியல் போட்டுவிடலாம் என்று எண்ணினார். அலுவலகத்திலேயே ஒரு குளியலறை தயாராகவே உள்ளது; அவர் ஒரு பொத்தானைத் தொட்டார். **இடியோசை போல ஓர் தொடர்ந்த ஆழ்ந்த ஒலி** எழுப்பப்பட்டது; நேரம் ஆக ஆக அதிகமாயிற்று; சப்தம் பெரும் ஒலியாயிற்று.....அதன் பின் கதவுகளில் ஒன்று திறந்தது; குளியலறை அவர் முன் தோன்றியது; அவரை அப்படியே தனது இரு கம்பிகளுக்கிடையே அவரை படுக்க வைத்தது.....

TEXTUAL GLOSSARY

➡ Textual Glossary:

phonotelephote *(n)*	=	A means of transmitting and receiving both voice and picture for a personal conversation	→ குரலையும் உருவத்தையும் சேர்த்து தனி உரையாடலில் பெறுதல்
Champs-Elysees *(n)*	=	a prestigious avenue in Paris, famous for the Cafes, cinemas and shops	→ பாரிசில் உள்ள பிரபலமான சினிமா, கடைகள் மற்றும் சிற்றுண்டி வளாகம்
valet *(n)*	=	a man's personal male attendant, who is responsible for his clothes and appearance	→ ஆடை மற்றும் தோற்றம் சம்பந்தமான ஒரு மனிதனின் ஆண் உதவியாளர்
phototelegrams *(n)*	=	A telegraphic transmission including images	→ உருவத்துடன் தந்தியை பரிமாற்றம் செய்தல்
jovians *(n)*	=	inhabitants of planet Jupiter	→ ஜூபிடர் கோளில் வாழும் மக்கள்
inhabitants *(n)*	=	a person or animal that lives in or occupies a place.	→ ஒரு குறிப்பிட்ட இடத்தில் வாழும் மக்கள் அல்லது மிருகங்கள்
Centropolis *(n)*	=	(in this story) the new name of New York in 2889	→ கதையில் 2889 ம் ஆண்டு நியூயார்க்கின் புதிய பெயர்

A. COMPREHENSION:

Assignment:

1. Thus the subscribers have not only the story but the sight of these events. Francis Bennett questioned one of the ten astronomical reporters – a service which was growing because of the recent discoveries in the stellar world.

   'Well, Cash, what have you got?'

   'Phototelegrams from Mercury, Venus and Mars, Sir.'

   a. What did the subscribers have?

   .....

   b. Whom did Francis Bennett question?

   .....

c. **What was the cause of the service growing?**

.....

d. **What did Cash get?**

.....

e. **Where did he get the Phototelegrams?**

.....

2. 'Aren't you getting some result from the moon, at any rate?' 'Not yet, Mr Bennett.' 'Well, this time, you can't blame optical science! The moon is six hundred times nearer than Mars, and yet our correspondence service is in regular operation with Mars. It can't be telescopes we need...' 'No, it's the inhabitants,' Corley replied.

a. **What does Mr. Bennett ask?**

.....

b. **What can't he blame?**

.....

c. **Which is nearer than Mars and by how much times?**

.....

d. **What is in regular operator with Mars?**

.....

e. **What does the boy guess?**

.....

3. The table was laid and he took his place at it. Within reach of his hand was placed a series of taps and before him was the curved surface of a phonotelephote, on which appeared the dining room of his home in Paris. Mr and Mrs Bennett had arranged to have lunch at the same time – nothing could be more pleasant than to be face to face in spite of the distance, to see one another and talk by means of the phonotelephotic apparatus.

a. **What was laid?**

.....

b. **What was within the reach of his hand?**

.....

c. **What had a curved surface?**

.....

d. **What appeared on the phonotelephote?**

.....

e. **Who arranged to have lunch at the same time?**

.....

4. Within half an hour, Francis Bennett had reached his works at Niagara, where, after using the force of the cataracts to produce energy, he sold or hired it out to the consumers. Then he returned, by way of Philadelphia, Boston and New York, to Centropolis, where his aero-car put him down about five O'clock.

a. How did Francis Bennette reach his works?

.....

b. What did he do to the aero car?

.....

c. Which way did he take on his return?

.....

d. Where did he return to?

.....

e. When did he return?

.....

5. 'When do you expect to get back to Centropolis, dear Edith?' asked Francis Bennett.
'I'm going to start this moment'.
'By tube or aero-train?'
'By tube'.
'Then you'll be here?'
'At eleven fifty-nine this evening'.
'Paris time?'
'No, no! ... Centropolis time'.
'Goodbye then, and above all don't miss the tube!'

a. When was Edith expected to start?

.....

b. How was she going to return?

.....

c. When was she expected?

.....

d. What time did she quote?

.....

e. What did Francis Bennette tell her?

.....

B. REARRANGE THE FOLLOWING SENTENCES IN COHERENT ORDER:

I. 1. This was eight days since his wife had been in France.
2. As soon as he awoke, Francis Bennett switched on his phonotelephote.
3. That morning Francis Bennett awoke with a bad temper.
4. The wires led to the house he owned in the Champs-Elysees.
5. He was feeling a little lonely.

II. 1. His fifteen hundred reporters, were passing on to subscribers the news.
2. It had come in during the night from the four quarters of the earth.
3. Francis Bennett went on into the reporters' room.

4. It allow him to get into communication with this or that telephotic line.
5. Each reporter has in front of him a series of commutators.

III. 1. His aero-car put him down about five o'clock at Centropolis.
2. Francis Bennett had reached his works at Niagara.
3. He sold or hired it out to the consumers.
4. He used the force of the cataracts to produce energy.
5. Then he returned, by way of Philadelphia, Boston and New York.

IV. 1. There was always a bath already in the office.
2. A rumbling sound began, got louder, increased …
3. He touched the button.
4. Francis Bennett, very tired
5. He decided to take a bath.

QUESTIONS AND ANSWERS:

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

Textual Exercises:

1. Why did Francis Bennett wake up with a bad temper?

Francis Bennett's wife was away in France and he felt a little lonely. So he woke up with a bad temper.

2. What was a mechanized dressing room?

The mechanized dressing room had machine for washing, shaving, shoding, dressing and buttoning from top to toe.

3. How was food served to him?

Food was served with dishes of a thousand types through a network of pneumatic tubes by the Society for Supplying Food to the Home on subscribing.

4. Why was Bennett curious about astronomy?

Bennett was the owner of a newspaper and had scientists working on satellites to receive photo telegram from other planets.

5. Why did he visit Niagara?

Niagara was his work place, so he visited Niagara.

6. How did Bennett travel?

Bennett travelled in an aerocar.

7. Give three instances of how mechanization has changed life at home in 2889?

* All personal care is carried out in a mechanised dressing room.
* A phonotelephote helps to speak to near and dear ones with a feeling of nearness.
* Domestic cooking can be abandoned and travelling will be by aero car or tube.

8. How is advertising in this age different from what we have today?

A daily audience is conducted by the owner of the newspaper to collect proposals from petitioners then a choice is made and the bad ones are rejected. The good ones are welcomed.

PARAGRAPH QUESTIONS:

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

Additional Questions:

1. How does all seem natural to the people living in a fairyland in 2889.

Francis Bennett is the Managing Editor of the Earth Herald, the world's largest newspaper. The world then would be a world of technological advancements. The newspapers will not be printed but 'spoken'. Francis uses a phonotelephote for communication. His dressing room is a mechanized one. His office consists of fifteen hundred reporters provided with series of commutators for communication. The subcribers have not only the story but also the sight of these events. The astronomical reporters communicate with other planets too. The public are passionate towards astronomical questions. The news regarding these is considered urgent. He has arranged to have lunch with his wife in France and with the help of the phonotelephotic apparatus so that they can see one another and talk also. Food of a thousand of dishes is served through a network of pneumatic tubes. Travel is either by aero-car or aero-train. Advertisement is through daily audience given to petitioners. They welcome the good ones. The editorial department carries out scientific mechanism. The day ends with a bath that appears, gliding along on its rails. So life is sophisticated and a luxurious one.

SIMPLE PARAGRAPH FOR SLOW BLOOMERS

Francis Bennett – Managing Editor – the Earth Herald – phonotelephote – goes to office – series of commutators – receives phototelegram – arranged lunch with Mrs. Bennett – travels aero -car– reaches works at Niagara – discovery – seaside resort – Centripolis time

Francis Bennett was the Managing Editor of the Earth Herald, the world's largest newspaper. The world then would be a world of technological advancements. The newspapers would not be printed but 'spoken' Francis uses a phonotelephote for communication. His dressing room was a mechanized one. His office consisted of fifteen hundred reporters provided with series of commutators for communication. The subcribers had not only the story but the sight of these events. The astronomical reporters communicated with other planets too. The public were passionate towards astronomical questions. The news regarding these is considered urgent. Travel is either by aero-car or aero-train. Advertisement was through daily audience given to petitioners. They welcomed the good ones. The editorial department carried out scientific mechanism. So life was sophisticated and a luxurious one.

OTHER TEXTUAL TASKS

B. Identify the character / speaker.

1. As soon as he woke up, he switched on his phonotelephote.
2. Well, Cash, what have you got?
3. 'Phototelegrams from Mercury, Venus and Mars, Sir.'
4. 'Interesting! And Jupiter?'
5. 'Not yet, Mr.Bennett.'

ANSWERS

Francis Bennett
Francis Bennett
Cash
Francis Bennett
Cash

6. 'No, it's the inhabitants.'
7. 'Where are we going, Sir?'
8. 'Then, Sir, I shall really have discovered the absolute.'
9. 'Are you saying you're going to be able to construct a human being?'
10. 'I'm going to start this moment.'

ANSWERS

Corley
Aero coachman
A young man
Francis Bennett
A young man

C. Choose the correct answer:

1. **Bennette's wife was in .....**
   a) Germany b) Australia c) France d) Holland
2. **The data from the stellar world was gathered by .....**
   a) Bennette b) astronomical reporters
   c) the computer d) telephote
3. **The food was being delivered through ..... tubes.**
   a) pneumatic b) shallow c) hollow d) virtual
4. **The wayfarers were carried to one place to another by the .....**
   a) bullet train b) jet c) moving pavement d) heli-taxi

D. Fill in the story map given below.

Title	A Day in 2889 of an American Journalist
Setting	work place of the Earth Herald
Characters	Mr. Francis Bennett, Mrs. Francis Bennett, Astronomical Reporters, Petitioners
Problems	cannot understand the signals of the Jovains
Your views	Life cannot be wholly controlled by technology. Man, the creation of God should work individually and find new inventions which should not lead to his laziness but make him more active.

6 THE LAST LESSON

- Alphonse Daudet

WARM UP

A. Fill the globe with an acrostic poem.

Peace Day poem:

People come together putting an
End to all the disputes
All equal and fair
Coming up with opportunities
Enriching themselves

B. How can you make the world a better place?

I can make the world a better place by,

- recognizing the humanity of other people
- repect their dignity,
- using less paper,
- conserving water
- being generous

C. What does the picture symbolise?

The picture symbolizes a symbol of peace originated with early Christains, who portrayed the act of baptism accompanied by a dove holding an olice branch in its beak.

D. Find the names of the various UN organizations with the logo given below and fill in the blanks:

The International Labor Organization logo.

The World Food Programme logo.

The United Nations Emblem.

The United Nations Children's Fund logo.

United Nations High Commissioner for Human Rights logo.

The World Health Organisation logo.

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.

அல்போன்ஸ் டாடெட் (1840-1897)

இவர் பிரெஞ்ச் கதாசிரியர் மற்றும் சிறுகதை எழுத்தாசிரியர் ஆவார். பிராங்கோ- பிரஸ்யாப் போர் (1870 - 1871) நடைபெற்ற காலத்தில் பிஸ்மார்க் தலைமையில் பிரஸ்யாவால் பிரான்ஸ் நாடு தோற்கடிக்கப்பட்டது. அந்த நாட்களில் இவரது 'கடைசிபாடம்' இயற்றப்பட்டது. பிரஸ்யா அதன் பிறகு, இப்போது உள்ள நாடுகளான ஜெர்மனி, போலந்து மற்றும் சில ஆஸ்திரியா நாட்டுப்பகுதிகளை ஒருங்கிணைந்த பகுதியாகும். இந்த கதையில் அல்சாஸ், மற்றும் லொரைன் போன்ற பிரெஞ்ச் மாவட்டங்கள் பிரஷ்யாவின் கைகளுக்கு சென்றுவிட்டன.

GIST OF THE LESSON

The Last Lesson:

The story is narrated by a French boy, Franz. He is lazy but sensitive and likes to play. He dislikes studying French and hates his teacher. M.Hamel. Germany after overpowering their districts of Alsace and Lorraine in France, Berlin has ordered that German language be taught instead of French in the schools there. It is the last day of their French teacher, who has been there for forty years. He is full of grief and patriotism. As a mark of respect to his hard work, the village men also attend his "last lesson". They are sad as they have not learnt their mother tongue, French in their childhood.

Franz is shocked to know that it's his last lesson, as he does not know French. Now, suddenly, he gets interested in learning it and understands everything taught on that day. He develops an instant liking for the teacher M.Hamel and respects him for his sincerity and hardwork.

He feels sad at departing from him and is ashamed for not being able to recite the lesson of participles. M.Hamel tells them that they all are at fault of not being eager enough to learn, putting it off to the next day. He blames himself for not teaching them sincerely.

His patriotism is reflected in his praise for the French language is the most beautiful and most logical language in the world. He tells the class to guard their language, being close to one's language is the key to escape from the prison of slavery. It will help them in getting free from the Germans.

They realize the importance of learning their mother tongue and that they have been defeated by the Germans because of their illiteracy. Franz feels that it is not possible to take away one's language from a person as it is natural to each being, may it be the "coo" to the pigeons or "French" to the Frenchmen.

பாடம் பற்றி	தமிழாக்கம்
This lesson is set in the days of France-Prussian war. France was ruled by Bismarck. Prussia then consisted of what now are the nations of Germany, Polland, and parts of Austria. The Prussians defeated the French and the districts of Alsace and Lorraine fell into the hands of the Prussians. The oppressors not only wanted the territory but dominated over the language and culture of the Germans, thus to take away their identity. Read the lesson to find out what impact this had on life at school.	இந்த பாடம் பிரான்ஸ் - ப்ரூஷியன் நாடுகளுக்கு இடையே போர் நடந்த போது எழுதப்பட்டது ஆகும். அப்பொழுது பிரான்ஸ் தேசம் பிஸ்மார்க்கால் ஆட்சி செய்யப்பட்டு வந்தது. ப்ரூஷியா நாடு அந்த போருக்குப் பிறகு, ஜெர்மனியின் ஒரு பகுதியாக ஆக்கப்பட்டது. ஜெர்மனி, போலந்து, மேலும் மற்ற ஆஸ்திரியப் பகுதிகள் போல கருதப்பட்டது. பிரான்ஸ், ப்ரூஷியன்களால் தோற்கடிக்கப்பட்டு, அல்சாஸ் மற்றும் லோரைன் நகரங்கள் ப்ரூஷியன்களின் கைகளுக்குள் வந்தது. நிலங்களை ஆக்கிரமித்தவர்கள் நிலத்தை மட்டும் கையகப்படுத்தாமல் ஜெர்மானியர்களின் கலாசாரத்தையும், மொழியையும் கூட ஆதிக்கம் கொண்டனர். இப்படியாக ஜெர்மானியர்களின் அடையாளத்தை அழித்தனர். இத்தகைய வாழ்க்கையில் பள்ளியிலே அவர்கள் பெற்ற விளைவுகள் யாவை என்பதை இந்த பாடத்தைப் படித்து கண்டறியுங்கள்:-

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.	அன்று காலையில் நான் பள்ளிக்கு தாமதமாகவே புறப்பட்டேன். ஆசிரியர்களிடம் திட்டு வாங்கப் போவதை எண்ணி எனக்குள் மிகுந்த பரபரப்பும், அச்சமும் ஏற்பட்டிருந்தது. அதுவும் குறிப்பாக M.ஹேமல், பிரெஞ்ச் பாடத்தின் இலக்கணம் குறித்த கேள்விகளை கேட்கப் போவதாக கண்டிப்புடன் கூறியிருந்தார். எனக்கோ இலக்கணம் குறித்து ஒரு எழுத்துகூட தெரியாது; இன்று ஒரு நாள் பள்ளிக் கூடத்திற்குப் போகாமல் வேறெங்காவது போய் இருந்துவிட்டு மாலையில் வீடு திரும்பலாமா என்று கூட ஒரு கணம் எண்ணினேன். காலை நேரவெயில் கதகதப்பாகவும் பளீரென்ற வெளிச்சத்தோடும் இருந்தது. மரக்கட்டைகளின் ஓரத்திலே உட்கார்ந்திருந்த பறவைகள் **கீச்சொலி** எழுப்பியபடி இருந்தன; மரம் அறுக்கும் அந்த ஆலையின் பின்புறத்து வெட்ட வெளியிலே ப்ருஷியன் நாட்டு வீரர்கள் உடற்பயிற்சி செய்து கொண்டிருந்தார்கள். இக்காட்சிகள் எல்லாம் மேலும் எனக்கு இலக்கணம் குறித்த பயத்தை அதிகரிக்க செய்தன. ஆனால் இதையெல்லாம் தாக்குப்பிடித்து, எனக்கு நானே தைரியமூட்டி பள்ளியை நோக்கி **விரைந்தேன்**.
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?"	டவுன் ஹால் என்னும் நகரின் மையப் பகுதி வழியாக நான் கடந்து செல்லும் போது, அங்கு உள்ள **செய்தி அறிவிப்பு பலகை** முன்பாக ஒரு சிறு கூட்டம் திரண்டிருந்தது. கடந்த இரண்டு வருடங்களாகவே – எங்களுக்கு வரும் அனைத்து கெட்ட செய்திகளும், முதலில் அந்த அறிவிப்புப் பலகையில் தான் வெளியிடப்படும். போரில் நாங்கள் வெற்றியை இழந்த செய்தியை அந்த பலகையில்தான் கருக்கமாக எழுதியிருந்தார்கள். இதெல்லாம் நினைவிற்கு வந்தபடியே – நிற்காமல் நடந்துகொண்டே, "இப்போது என்ன செய்தியாக இருக்கும்?" என்று கேட்டேன்.
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!"	எனவே, எவ்வளவு விரைவாக செல்ல முடியுமோ அவ்வளவு விரைவாக சென்றேன். அப்போது அந்த அறிவிப்புப் பலகையைப் படித்த அங்கிருந்த ஒருவர், தனது உதவியாளருடன் நின்றபடி, என்னைக் கூப்பிட்டு, "மிகவும் வேகமாகப் போகாதே! தம்பி! பள்ளிக்கு நிறைய நேரம் இருக்கும் போதே நீ அடைந்து விடலாம்" என்றார்.
I thought he was making fun of me, and reached M. Hamel's little garden all out of breath.	அவர் என்னை கேலி செய்கிறார் என்று நினைத்துக் கொண்டேன். வி.ஹேமலின் சிறிய தோட்டம் கொண்ட பள்ளியை மூச்சு வாங்க அடைந்தேன்.
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. You can imagine how I blushed and how frightened I was.	வழக்கமாக பள்ளி ஆரம்பிக்கும் காலை வேளையில் ஒரே **பரபரப்பும்,** சத்தமுமாக எல்லோரும் இங்குமங்கும் போவதும் வருவதுமாய் ஒரே கூச்சலாய் பள்ளிக்கு வருகின்ற சாலையிலேயே கேட்க முடியும். மேசைகளை இழுப்பதும், அலமாரிகளைத் திறப்பதும், மூடுவதுமாக சப்தம் ஒருபுறமும், பாடம் தொடர்பாக ஒரு நேரத்தில் **ஆங்காங்கே பேசும் சத்தங்களும்,** மிகுந்த இரைச்சலாக இருக்கும். பக்கத்தில் இருப்பவர்கள் பேசுவதைக் கேட்க, எங்கள் காதுகளைப் பொத்திக் கொண்டு இரைச்சல் நடுவே சிரமப்படுவோம். அதே நேரத்தில் ஆசிரியரின் பிரம்பு, மேசையை **அடிக்கும்** சத்தமும் அவ்வப்போது கேட்கும். ஆனால் இந்தக் காலை வேளையில் அவை எதுவுமே இல்லை. ஒரே நிசப்தம்! வழக்கமான இரைச்சல் மிகுந்த சூழலில் நான் என் இருக்கைக்கு யார் கண்ணிலும் படாமல் வந்துவிடுவேன். ஆனால் இன்றைக்கு அப்படியில்லை; ஒரு ஞாயிற்றுக்கிழமை காலை நேரம் போல அது மிக மிக அமைதியுடன் இருந்தது; ஜன்னல் வழியாக எனது வகுப்பறையைப் பார்த்தேன். எனது சக மாணவ நண்பர்கள் ஏற்கனவே அவரவர் இருக்கையிலே அமர்ந்திருந்தார்கள். தனது கைகளில் **கொடூரமான இரும்புத் தடியோடு** M.ஹேமல் ஆசிரியர் அவர்களும் முன்னும் பின்னுமாய் நடந்தபடி இருந்தார். நான் வகுப்பறைக் கதவைத் திறந்து எல்லோரும் பார்க்கும்படியாய் போக வேண்டியிருந்தது. எத்தனைக் கூச்சமும், அச்சமும் கொண்டிருப்பேன் அந்த சமயத்தில் – என்று நீங்களே கற்பனை செய்து பாருங்கள்!

But nothing happened. M. Hamel saw me and said very kindly, "Go to your place quickly, little Franz. We were beginning without you."	ஆனால் நான் பயந்தது போல் எதுவுமே நடக்கவில்லை. M.ஹேமல், என்னைப் பார்த்தார்; மிகவும் கனிவான குரலில், "உன்னுடைய இடத்திற்கு சீக்கிரமாய் போ, குட்டி ப்ரான்ஸ், நீ இல்லாமலேயே நாங்கள் வகுப்பு ஆரம்பித்து விட்டோம்" என்றார்.
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.	நான் நீள பெஞ்ச்களில் உள்ளே புகுந்து குதித்து ஓடி எனது இருக்கையை அடைந்தேன். அச்சத்தோடே இருந்ததால் அதுவரை நான் ஒன்றை கவனிக்கவேயில்லை; அப்போதுதான் கவனித்தேன் எனது ஆசிரியர் அவரது மிக அழகான பச்சை நிற கோட் அணிந்திருந்தார். மடிப்புகளால் அலங்கரிக்கப்பட்ட அழகான சட்டையும், மென்மையான கருமை நிற பட்டு குல்லாயும் அணிந்திருந்தார். அது முழுக்க முழுக்க பூவேலைப்பாடு செய்யப்பட்டு இருந்தது. இந்த ஆடையை அவர் பரிசுகள் கொடுக்கப்படும் விழாவின் போதும், பள்ளிக்கு - ஆய்வாளர் வருகை தரும் போது மட்டுமே அணிவாரே அல்லாமல், மற்ற சாதாரண நாட்களில் அணியவே மாட்டார். இதெல்லாம் ஒருபுறமிருக்க, அந்த முழு பள்ளியும், எப்போதும் இல்லாத அளவிற்கு ஒரு புதிய சூழ்நிலையில் இருந்தது. பள்ளி முழுவதும் ஒரு மிகப்பெரிய நிலவர அமைதி இருந்தது. மாணவர்கள் உட்பட அனைவரும் மிகவும் கண்ணியமான அமைதியோடு காட்சி தந்தனர். இது எல்லாவற்றையும் விட, எனக்கு பெரு வியப்பு அளித்தது என்னவென்றால், எப்போதும் காலியாக இருக்கும் கடைசி வரிசை பெஞ்ச்களில் (இருக்கை) அந்த கிராமத்து மக்களும், மாணவர்களைப் போலவே மிக அமைதியுடன் அமர்ந்திருந்தார்கள். அதுவே மிகப்பெரும் வியப்பாய் எனக்கு இருந்தது. வயது முதிர்ந்த பெரியவர் ஹாசர், தனது வழக்கமான முக்கோணத் தொப்பியுடனும், முன்னாள் மேயர், ஓய்வு பெற்ற தபால்காரர், மற்றும் பலர் அங்கு வரிசையாய் அமர்ந்திருந்தனர். எல்லோரும் சோகமாகக் காணப்பட்டனர். ஹாசர் ஒரு ஓரங்கள் மடங்கிய பழைய புத்தகத்தை கொண்டுவந்து அவரது முட்டியின் மேல் வைத்து அதன் பக்கங்களில் அவரது பெரிய மூக்குக்கண்ணாடி மூலம் பார்த்துக் கொண்டிருந்தார்.
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."**	இதையெல்லாம் பார்த்து வியந்தபடி இருந்தேன். M.ஹேமல் தனது நாற்காலியை நிமிர்த்தினார். என்னைப் பார்த்து சற்று முன் எப்படிக் கனிவான குரலில் பேசினாரோ, அதே குரலில் வருத்தமும், மென்மையும் நிறைந்து - எல்லோரையும் பார்த்து பேச ஆரம்பித்தார். "எனது அன்பு மாணவச் செல்வங்களே! நான் நடத்துகின்ற கடைசி வகுப்பு இதுதான்; பெர்லினில் இருந்து உத்தரவு ஒன்று வந்துள்ளது; அதாவது அல்சாஸ் மற்றும் லொரைன்ஸ் ஊர்களிலுள்ள பள்ளிகளில் இனி ஜெர்மன் மட்டுமே கற்றுக்கொடுக்கப்பட வேண்டும். அதற்கான புதிய ஆசிரியர் நாளைக்கு வருகிறார். எனவே நான் எடுக்கும் இந்த வகுப்பே கடைசி. இறுதி ப்ரெஞ்ச் வகுப்பு ஆகும்; எனவே நீங்கள் அனைவரும் மிகவும் கவனத்துடன் கவனிக்க வேண்டும் என்று நான் விரும்புகின்றேன்".
What a **thunderclap** these words were to me!	இந்த வார்த்தைகள் எப்படிப்பட்ட ஒரு இடியோசை எனக்கு!
Oh, the **wretches**; that was what they had put up at the town-hall!	ஓ! பரிதாபமே, இதைத் தான் டவுன் ஹாலில் எழுதி இருந்தார்கள்!
My last French lesson! Why, I hardly knew how to write! I should never learn anymore!	எனது கடைசி ப்ரெஞ்ச் வகுப்பு! ஆனாலும், எனக்கு எப்படி எழுத வேண்டுமென்று தெரியாது! இனிமேலும் நான் எங்கேயும் கற்றுக்கொள்ளவும் போவதில்லை!

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.

நான் எனது பிரெஞ்ச் பாடங்களை ஒழுங்காகக் கற்றுக் கொண்டதே இல்லை என்பதை நினைத்து இப்போது எவ்வளவு வருத்தம் அடைகின்றேன்! அந்த வகுப்புகளின் போது சறுக்கு மரம் விளையாட சென்று இருக்கிறேன்; பறவைக் கூட்டில் முட்டைகள் இருக்கின்றதா பிரான்ஸ் நாட்டின் வடகிழக்குப் பகுதியிலுள்ள சார் நதி பகுதிக்கு தேடப் புறப்பட்டு போயிருக்கின்றேன். எனது பிரெஞ்ச் புத்தகங்கள்! நேற்று வரை மிகவும் தொந்தரவாக அவை இருந்தன; சுமப்பதற்கு மிகவும் கனமானவையாக இருந்தன; எனது இலக்கணம், எனது துறவிகளின் சரித்திரம் இவையெல்லாம் இப்போது எனது பழைய நண்பர்களாகி விட்டன; அவற்றை என்னால் இழக்க முடியாது; அதே போல் M.ஹேமல் அவர்களையும் இழக்க முடியாது! இங்கிருந்து வெளியேறி செல்ல இருக்கின்றார் என்பதும் இனி நான் அவரை மறுபடி பார்க்கவே முடியாது என்பதும் – அவரது தயவையும் அவர் எவ்வளவு எரிச்சலானவர் என்பதையும் என்னை மறக்கச் செய்தன.

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.

பாவம் மனிதர்! இந்தக் கடைசி வகுப்பைப் பெருமைப்படுத்துவதற்காக அவர் தனது விசேசமான ஞாயிறு உடைகளை அணிந்து வந்திருக்கின்றார். இப்பொழுது எனக்கு எல்லாம் புரிகின்றது. ஏன் இத்தனை, கிராமத்து வயதான பெரியவர்கள் எல்லாம் வந்து அமர்ந்திருக்கின்றார்கள் என்று! அவர்கள் வருத்தத்திலும் இருக்கின்றார்கள் – இனிமேல் எந்த பள்ளிக்கும் அவர்கள் போகப் போவதில்லை; நாற்பது வருடங்கள் உண்மையோடு உழைத்த தங்கள் ஆசிரியருக்கு அவர்கள் நன்றி காட்டும் சேவை, இதுதான்! அது மட்டுமல்லாமல், இனிமேல் தங்களுடையதாக இல்லாமல் போகும் ஒரு நாட்டிற்கு அவர்கள் காட்டும் மரியாதை இது.

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.

இதைப் போன்று பற்பலவாறு நான் சிந்தித்துக் கொண்டு இருக்கும்போது, எனது பெயர் அழைக்கப்பட்டது. இப்போது நான் பார்வையாளர்கள் முன்பு பேச வேண்டிய நேரம். ஆனால் அப்போது என்னால் பேசவே கூடாத விஷயம் என்னவென்றால் இலக்கணம் எத்தனை அளவு கொடுமையானது என்பதைத்தான்; இதை தெளிவாக, சத்தமாக, ஒரு இலக்கணப் பிழையும் இல்லாமல் என்னால் கூற முடியுமா? ஆனால் நான் பேச ஆரம்பித்த முதல் வார்த்தையிலேயே நின்றேன்; மேலே பேச இயலவில்லை; மேசையைப் பிடித்தபடி நின்று விட்டேன்; என் இருதயம் அதிர ஆரம்பித்தது; நிமிர்ந்து யாரையும் பார்க்கவே அஞ்சினேன்.

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."

அப்போது M.ஹேமல் அவர்களின் குரல் கேட்டது; "சிறுவனே ப்ரான்ஸ்! நான் உன்னைக் கடிந்து கொள்ளவே மாட்டேன். நீ எவ்வளவோ துன்பப்பட்டு விட்டாய். இப்போது பார்! எப்படியாகி விட்டது விஷயம்? நிறைந்தோறும் நாம் அனைவரும் நமக்குள்ளே சொல்லிக்கொள்வோம். 'ஓ! எனக்கு நிறைய நேரம் இருக்கின்றது! நான் நாளைக்குக் கூட படித்துக்கொள்வேன்.' என்று! இப்போது பார்! நாம் எங்கு வெளிப்பட்டு இருக்கின்றோம் என்று; அல்சாஸ் நாட்டுடன் இதுதான் நமக்கு மிகப்பெரிய பிரச்சனை; இப்போது அந்த மக்கள் தங்கள் விருப்பத்தின் காரணமாய் உங்களிடம் உரிமையோடு சொல்ல முடியும். 'இது எப்படி இருக்கின்றது? பிரெஞ்சுக்காரர் போல நீங்கள் பாவனை செய்கின்றீர்கள். ஆனால் இப்பொழுது வரை, உங்களின் சொந்த தாய்மொழியை சரிவர பேசவும் முடியவில்லை; எழுதவும் முடியவில்லை'; ஆனால் நீ அந்த அளவிற்கு மோசமில்லை சிறுவன் ப்ரான்ஸ்! நமது எல்லா விஷயங்களையும் நிந்தித்துக்கொள்ள வேண்டிய அவசியத்தில் உள்ளோம்" என்றார் M.ஹேமல்.

"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?"	"உங்கள் பெற்றோர் நீ கல்வி கற்க வேண்டும் என்பதில் மிகுந்த விருப்பம் உள்ளவர்களாக இல்லை; உன்னை ஒரு விவசாயப் பண்ணையிலோ, ஆலையிலோ வேலைக்கு சேர்த்து விடுவதில் தான் முனைப்போடு இருக்கிறார்கள்; ஏனென்றால் வீட்டிற்கு இன்னும் சிறிது கூடுதலாக வருவாய் வரும் என்பதால் தான். நான் மட்டும் என்ன? நானும் கூட குற்றம் சுமத்தப்பட வேண்டியவன் தான்; எனது வகுப்பு நேரங்களில் பாடம் கவனிக்க விடாமல் உங்களையெல்லாம் என் தோட்டத்துச் செடிகளுக்கு தண்ணீர் விட வைத்திருக்கின்றேன். சில சமயம் எனது பாட வேளைகளில் மீன் பிடிக்க விருப்பப்பட்டு சென்றும் இருக்கின்றேன். அப்போது உங்களுக்கு விடுமுறை அறிவித்திருக்கிறேன்" என்றார்.
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.**	பிறகு, ஒன்றிலிருந்து இன்னொரு விஷயம் என பிரெஞ்சு மொழி தொடர்பான பலவற்றை M.ஹேமல் பேசிக்கொண்டே இருந்தார். உலகிலேயே மிகவும் அழகான மொழி பிரெஞ்ச் மொழி என்றார்; மிகவும் தெளிவான மொழி; பொருள் பொதிந்தது; எனவே இத்தகைய மொழியை நாம் காப்பாற்ற வேண்டும், மறக்கக் கூடாது என்றார். நாம் இம்மொழியை மறக்கவே கூடாது என்றார். ஏனென்றால் மக்கள் அடிமைப்படுத்தப்படும் பொழுது, அவர்கள் எந்த அளவிற்கு மொழியோடு பிணைந்து பற்று கொண்டுள்ளார்களோ அந்த அளவிற்கு அவர்களின் விடுதலைக்கான சாவி அவர்களுக்கு வளர்ந்து கிடைக்கும். அதன் பின்னர், அவர் இலக்கணப் பகுதியை தேர்ந்தெடுத்து, அப்பாடத்தை எங்களுக்குப் படித்துக் காட்டினார். நான் மிகவும் வியப்பும் மகிழ்ச்சியும் அடையும் அளவிற்கு அந்த இலக்கணப் பாடத்தை நன்றாக என்னால் இப்போது புரிந்துகொள்ள முடிந்தது. அவர் கூறியதெல்லாம் மிக மிக எளிதாக இப்போது இருந்தது, என்று நான் நினைத்ததோடு, இந்த அளவு கவனமாக நான் பாடத்தை கவனித்ததில்லை என்றும் இந்த அளவு பொறுமையோடு அவர் ஒரு போதும் சொல்லிக் கொடுத்ததில்லை என்பதையும் உணர்ந்தேன். இந்த இடத்தை விட்டுச் செல்வதற்கு முன், தனக்குத்தெரிந்த எல்லாவற்றையும் எல்லோருக்கும் கற்றுக்கொடுத்து விட வேண்டும் என்று அவர் பெரிதும் விரும்பியது போலிருந்தது. ஒரே வீச்சில் எல்லாவற்றையும் எங்கள் மண்டைக்குள் இறக்கி விட அவர் பெரிதும் முயற்சித்தார்.
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?"	இலக்கண பகுதிக்குப் பிறகு, எழுதுவதற்கான ஒரு பாடம் வந்தது. அன்றைய தினம் M.ஹேமல், மிக மிக அழகிய கையெழுத்தில் எழுதப்பட்ட பிரதிகளை எங்களுக்கு அளித்தார். ப்ரான்ஸ், அலாஸ், ப்ரான்ஸ், அலாஸ் என்று எழுதப்பட்டன. அவை பார்ப்பதற்கு அந்தப் பள்ளியில் வகுப்பறை முழுவதும் பறந்து கொண்டிருக்கும் சிறு கொடிகள் போல தோற்றமளித்தன. மேசைகளின் மேல் நிற்க வைக்கப்பட்டிருந்த தடிகளில் தொங்கிக் கொண்டிருந்தன அந்தப் புதிய பிரதிகள். ஒவ்வொருவரும் அந்த பணியில் எப்படி ஈடுபட்டிருந்தார்கள் என்பதையும், எவ்வளவு அமைதியோடு அவர்கள் இருந்தார்கள் என்பதையும் நீங்கள் பார்த்திருக்க முடியும். தாளில் எழுதுகோல் கொண்டு எழுதும் அந்த மிக மெல்லிய ஒலி மட்டுமே அப்போது அங்கு இருந்தது. ஒரு சில வண்டுகள் ரீங்காரமிட்டுக் கொண்டே அறைக்கு உள்ளே வந்தன. ஆனால் யாரும் அதன் மீது கவனத்தைச் செலுத்தவில்லை. வகுப்பறையின் கூரைக்குள் இருந்த புறாக்கள் மிக மெல்லிய குரல் எழுப்பின; "இனிமேல் இந்த புறாக்கள் கூட ஜெர்மனியில் தான் ஒலியெழுப்ப வேண்டும் என்று சொல்லப்படுமா?" என்று எனக்குள் நானே நினைத்துக் கொண்டேன்.

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.	எழுதிக்கொண்டிருக்கும் நான், எப்பொழுது நிமிர்ந்து பார்த்தாலும் M.ஹேமல், அவரது நாற்காலியில் துளிக்கூட அசையாமல் உட்கார்ந்தபடி அங்கிருந்த ஒவ்வொன்றையும் மாறி மாறி நீண்ட நேரம் பார்த்த வண்ணம் இருந்தார். அந்த சிறிய வகுப்பறையில் அமைந்திருக்கும் ஒவ்வொன்றையும் தனது மனதிற்குள் அவர் நன்கு பதிய வைத்துக் கொள்வது போல் இருந்தது. கற்பனை செய்து பாருங்கள்! இதே இடத்தில் கடந்த நாற்பது வருடங்களாக இருந்து வருகின்றார். ஜன்னலுக்கு வெளியே அவரது தோட்டம்! அவருக்கு முன்பாக அவரது வகுப்பறை! எல்லாம் அப்படியே இருக்கின்றன மாறாமல். ஒன்றேயொன்றைத் தவிர; மேசைகளும் நாற்காலிகளும் நன்கு தேய்ந்து வழவழப்பாகி உள்ளன. தோட்டத்தில் வைக்கப்பட்ட வால்நட் மரக்கன்றுகள் நன்கு உயரமாக வளர்ந்து உள்ளன; அவர் விதைத்த திராட்சைக் கொடிகள் ஜன்னல்களில் பற்றிப் படர்ந்து வளர்ந்து, கட்டிடத்தின் கூரையைத் தொடும் அளவு வளர்ந்துவிட்டன; இவற்றையெல்லாம் விட்டுவிட்டுப் போக வேண்டும் என்று சொன்னால் அதைக் கேட்டு அவர் மனம் எப்படி உடைந்து போயிருக்கும்? பாவம், அவர்! அவரது சகோதரி ட்ரங்க் பெட்டி சகிதமாய் புறப்பட்டபடி அவரைக் கூப்பிட்டார். அடுத்த நாள் அவர்கள் அந்த நகரை விட்டு வெளியேறியிருக்க வேண்டும்!
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!	ஆனால் அவர் மிகுந்த மனோதைரியத்தோடு, கடைசிவரை அந்தப் பாடத்தை நடத்தினார். ஒவ்வொரு பாடத்தையும் படிக்க வைத்துக் கேட்டார். அந்த எழுதும் வேலை முடிந்ததும், சரித்திரத்தில் ஒரு பாடம் நடத்தப்பட்டது. அதன் பின் முதல் எழுத்துக்கள் ஒன்றி வருகின்ற வார்த்தைகள் பற்பல ஒரே ராகத்தில் எல்லோராலும் சேர்ந்து சொல்லப்பட்டது. அந்த அறையின் கடைசி வரிசையில் அமர்ந்திருந்த முதியவர் ஹாஸர். தனது முக்குக்கண்ணாடியை அணிந்து கொண்டார்; தனது வர்ணப் பெட்டியை இரு கைகளாலும் பிடித்துக்கொண்டார்; அவரும் கூட அழுவதை நீங்கள் பார்த்திருக்க முடியும்; உணர்ச்சிப் பெருக்கில் அவரது குரல் உடைந்து போயிருந்தது; கரகரத்துப் போனது; கேட்பதற்கு அந்தக் குரல் மிகவும் நகைப்பிற்குரியதாக இருந்தது. அக்குரலைக் கேட்டு நாங்கள் எல்லோரும் சிரிக்க விரும்பினோம் – அழுதோம்; ஹா! எவ்வளவு நன்றாக எனக்கு நினைவில் இருக்கின்றது அந்த இறுதி வகுப்பு!
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.	அதே நேரத்தில் தேவாலய மணி பனிரெண்டு முறை ஓங்கி, ஒலிக்க ஆரம்பித்தது. அதன் பின் வேத வசனங்கள் ஒலிக்கப்பட்டன. அதே நேரத்தில் உடற்பயிற்சி முடித்த ப்ருஷியன்களின் ட்ரெம்பெட் வாத்தியங்கள் பலமாக ஒலித்தன; வெளுத்த முகத்தோடு M.ஹேமல், தனது இருக்கையை விட்டு எழுந்து நிமிர்ந்து நின்றார். அவர் அவ்வளவு உயரமானவர் என்று நான் அதுவரை அறிந்ததில்லை.
"My friends," said he, "I—I—" But something choked him. He could not go on.	"எனது நண்பர்களே! என்று பேச ஆரம்பித்தார்; தொண்டை அடைத்துக் கொண்டது; "நான்.....நான்....." மேலே அவரால் தொடர முடியவில்லை;
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!**"	அதன் பிறகு, அவர் கரும்பலகையின் பக்கமாகத் திரும்பினார்; கண்ணக்கட்டியைக் கையில் எடுத்தார்; அவரது வலிமையை எல்லாம் ஒன்று திரட்டி எவ்வளவு பெரியதாக எழுதமுடியுமோ அவ்வளவு பெரியதாக எழுதினார் – "பிரெஞ்ச் மொழி நீடுழி வாழ்க" என்று.

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."	பின்னர் அவர் சுவருக்கு எதிர்ப்புறமாய் நின்று குனிந்து தலை தாழ்த்தினார்; ஒரு வார்த்தை கூட பேசாமல் சைகையாலேயே எங்களுக்கு விடைகொடுத்தார். அதாவது "பள்ளிக்கூடம் முடிந்து விட்டது; நீங்கள் அனைவரும் போகலாம்"

TEXTUAL GLOSSARY

Textual Glossary:

chirping *(v)*	=	making a shorl, sharp high pitched sound (usually by small birds or insects)	→	பறவைகள் அல்லது பூச்சிகளின் கீச்சலிடும் சத்தம்
bustle *(v)*	=	move in an energetic manner	→	சுறுசுறுப்பாக அசைதல்
unison *(n)*	=	simultaneous utterance of words	→	ஒத்தவகையில் வார்த்தைகளை சொல்லுதல்
rapping *(v)*	=	striking with a series of rapid audible blows	→	தொடர்சியாக, வேகமாக குட்டுதல்
thumbed *(v)*	=	a book which has been read often and bearing the marks of frequent handling	→	ஒரு புத்தகம் அடிக்கடி வாசிக்கப்படுவதால் அதைப்பயன்படுத்திய அடையாளங்களை தாங்கியுள்ளது.
sarr *(n)*	=	a river in north eastern France and Western Germany	→	வடகிழக்கு பிரான்சிலும் மேற்கு ஜெர்மனிலும் உள்ள ஒரு நதி
cranky *(adj)*	=	strange;	→	விசித்திரமான
Angelus *(n)*	=	a Roman catholic devotion commemorating the incarnation of Jesus and including the Hail Mary, said at morning , noon and sunset.	→	இயேசுவின் அவதாரமாகிய மரியாள் உட்பட, ஒரு ரோமன் கத்தோலியர்களின் பக்தி காலை, மதியம் மற்றும் சூரியன் மறையும் வேலையில் இருக்கும் என்று கூறினார்.

SYNONYMS (MEANINGS)

defeated	–	beaten, overcome	→	தோற்கடித்தார்
oppressor	–	tyrant, dictator	→	சர்வாதிகாரி
territory	–	domain, region	→	சமஸ்தானம், எல்லை
dominated	–	governed, ruled	→	ஆதிக்கம், ஆட்சி
impact	–	force	→	தாக்கம்
scolding	–	reprimand	→	வசவுகள், திட்டு
chirping	–	peep, cheep	→	கீச்சிடுதல்
drilling	–	train, practice	→	துளைத்தல்
tempting	–	alluring, inviting	→	கவர்ச்சியூட்டுகிற
strength	–	stamina	→	வலிமை
resist	–	with stand, oppose	→	எதிர்த்து, தடுக்கின்ற
hurried	–	rushed	→	அவசரமான
commanding	–	superior, dominant	→	மேம்பட்ட
apprentice	–	flunky, newcomer	→	பணிபயில்பவர்

plenty	–	much, abundance	→	ஏராளம்
bustle	–	tumult, commotion	→	சந்தடி செய்
rapping	–	babble, converse	→	தெளிவின்றிப்பேசு
commotion	–	clamor, uproar, fuss	→	பதட்டம், குழப்பம்
blushed	–	flushed, reddened	→	முகச்சிவப்பு
frightened	–	afraid	→	பயந்து
kindly	–	politely, gently	→	கனிவான
quickly	–	fast, rapidly	→	விரைவில்
fright	–	consternation, dismay	→	திகில், அச்சம்
frilled	–	beautified, embellish	→	அழகுபடுத்து
embroidered	–	decorated	→	சித்திர வேலைப்பாடு
inspection	–	examination, check	→	மேற்பார்வை
surprised	–	startled, amazed	→	ஆச்சரியம்
cornered	–	under attack, treed	→	சுற்றிவளைத்தல்
primer	–	textbook, reader	→	முதல் பாடப்புத்தகம்
thumbed	–	suggested, advised	→	யோசனை
wondering	–	marveling, fascinating	→	வியப்படை
mounted	–	seated	→	ஏற்றப்பட்ட
attentive	–	concentrating, fascinated	→	கவனத்துடன்
nuisance	–	annoyance, irritation	→	தொல்லை
cranky	–	grumpy, irritable	→	விபரீதமான
thanking	–	acknowldeging, grateful	→	நன்றி செலுத்து
faithful	–	loyal, reliable	→	விசுவாசமுள்ள
recite	–	narrate	→	ஒப்புவித்தல்
dreadful	–	horrible, frightening	→	அச்சமூட்டும்
mistake	–	error, fault	→	தவறு
daring	–	adventurous, bold	→	தைரியமான
pretend	–	act, falsify	→	பாசாங்கு
reproach	–	keen, enthusiastic	→	கடிந்துகொள்
anxious	–	keen, enthusiastic	→	ஆர்வத்துடன்
enough	–	plenty, sufficient	→	போதுமான
preferred	–	chose, wished	→	விருப்பமான
logical	–	reasonable, probable	→	நியாயமான
enslaved	–	dominated, suppressed	→	அடிமைப்படுத்தப்பட்ட
carefully	–	cautiously	→	கவனமாக
patience	–	self-control, calmness	→	பொறுமையாக
stroke	–	accomplishment	→	பக்கவாதம், கீரல்
scratching	–	grating, rasping	→	அரிப்பு, பிறாண்டு
attention	–	concentration	→	கவனம்
courage	–	boldness, braveness	→	தைரியம்

chanted	–	recited	→	முழக்கமிட்டனர்
trembled	–	shook, vibrated	→	நடுங்குதல்
struck	–	hit, hurt	→	தாக்குதல்
choked	–	smothered, blocked	→	அடைப்பட்டு
gesture	–	signal	→	சைகை
dismissed	–	removed	→	தள்ளுபடி

Choose the correct synonyms of the underlined word in the sentences below:

Model:

1. The *oppressors* not only wanted the territory .....
   (a) victims (b) champions (c) helpers (d) dictators
2. The oppressors not only wanted the *territory* .....
   (a) region (b) sea (c) border (d) sky
3. Find out what *impact* this had on life at school.
   (a) compliment (b) force (c) praise (d) lose
4. I had the *strength* to resist.
   (a) weakness (b) cowardice (c) stamina (d) lack
5. I had the strength to resist and *hurried.*
   (a) rushed (b) delayed (c) unrushed (d) calm
6. For a moment I *thought* of running away.
   (a) reflected (b) disregard (c) ignorance (d) disdain
7. The birds were *chirping.*
   (a) warbling (b) untweet (c) dead (d) unchirp
8. The birds were chirping at the *edge* of the woods.
   (a) interior (b) surface (c) unbind (d) tip
9. The Prussian *soldiers* were drilling.
   (a) guards (b) non-combatants (c) top brass (d) cowards
10. It was all much more *tempting* than the rule.
    (a) repellent (b) alluring (c) repulsive (d) ugly

ANSWERS

1. (d) dictators 2. (a) region 3. (b) force 4. (c) stamina
5. (a) rushed 6. (a) reflected 7. (a) warbling 8. (d) tip
9. (a) guards 10. (b) alluring

Assignment:

1. What can be the *matter* now?
   (a) rumour (b) goodness (c) problem (d) idea
2. he with his *apprentice*.....
   (a) beginner (b) expert (c) mentor (d) professional

3. ..... reading the *bulletin* called after me.
(a) board (b) announcement (c) letter (d) mail

4. ..... you will get to your school in *plenty* of time.
(a) much (b) few (c) scarcity (d) poorness

5. There was a great *bustle*.
(a) commotion (b) laziness (c) peace (d) stillness

6. The lessons repeated in *unison*.
(a) harmony (b) disagreement (c) discord (d) dissent

7. ..... the teacher's great ruler *rapping* on the table.
(a) lying (b) striking (c) criticizing (d) rolling

8. I had counted on the *commotion*.
(a) annoyance (b) quiet (c) ease (d) uproar

9. You can imagine how I *blushed*.
(a) be ashamed (b) paled (c) blenched (d) bleached

10. ..... and how *frightened* I was!
(a) fearful (b) enlightened (c) comforted (d) brave

11. But nothing happened, he said very *kindly*.
(a) mercifully (b) nasty (c) meanly (d) unsympathetically

12. ..... go to your place *quickly*.
(a) eventually (b) later (c) fast (d) slowly

13. I had got a little over my *fright*.
(a) calmness (b) beauty (c) dismay (d) confidence

14. ..... his *frilled* (iv) shirt and all embroided.
(a) beautified (b) darkened (c) dulled (d) ugly

15. ..... his frilled shirt and all *embroided*.
(a) adornment (b) harm (c) reduce (d) simplify

16. He never wore except on *inspection* and prize days.
(a) check (b) unread (c) ignorance (d) neglect

17. The whole school seemed so *strange*.
(a) unfamiliar (b) usual (c) native (d) familiar

18. The whole school seemed so strange and *solemn*.
(a) happy (b) serious (c) cheerful (d) unsacred

19. But the thing that *surprised* me.
(a) amazed (b) poised (c) aware (d) unsurprised

20. M.Hamel *mounted* his chair.
(a) removed (b) ascended (c) pushed (d) dragged

21. Hauser had brought an old *primer*.
(a) reader (b) divider (c) defuser (d) born

22. ..... ***thumbed*** at the edges, lying across the pages.
(a) touched (b) suggested (c) held (d) slipped

23. ..... thumbed at the edges, ***lying*** across the pages.
(a) forming (b) opening (c) positioning (d) frothing

24. While I was ***wondering*** about it all
(a) thinking (b) incurious (c) bored (d) impassive

25. M. Hamel ***mounted*** his chair.
(a) apart (b) dismounted (c) unhorsed (d) climbed

26. The ***wretches***, that was .....
(a) unmiserable (b) fortunates (c) uncurls (d) derelicts

27. Such a ***nuisance*** a while ago .....
(a) annoyance (b) joy (c) health (d) aid

28. Such a nuisance a while ago, made me ***forget*** .....
(a) remember (b) stop thinking (c) learn (d) recall

29. ..... all about his ruler and how ***cranky*** he was.
(a) grumpy (b) pleasant (c) amicable (d) nice

30. It was in ***honour*** at the back of the room.
(a) shame (b) dishonour (c) fallen (d) respect

ANTONYMS

defeated	தோற்கடிக்கப்பட்ட	×	victory	வெற்றி
oppressor	ஒடுக்குபவர்	×	worker, follower	பின்தொடர்பவர்
dominated	ஆதிக்கம்	×	obey, surrender	கீழ்படி, சரணடை
scolding	வசவுகள், திட்டு	×	compliment	பாராட்டு
drilling	பயிற்சியளித்தல்	×	learning	நன்றாகப் படித்தல்
tempting	கவர்ச்சியூட்டுகிற	×	repulsive, unattractive	வெறுப்பூட்டும்
strength	வலிமை	×	weakness, inactivity	வலுவற்ற
resist	எதிர், தடு	×	aid, assist	உதவி, சகாயம்
hurried	அவசரமான	×	delayed, unhurried	தாமதமாக
commanding	கட்டளையிடுதல்	×	obeying	கீழ்ப்பணிதல்
apprentice	பயிற்சிபெறும்	×	expert, professional	நிபுணர்
plenty	நிறைய	×	lack, scarcity	குறைவான
bustle	சந்தடி செய்	×	calmness	அமைதி
unison	ஒரே சமயத்தில்	×	discord	முரண்பாடாக
rapping	தெளிவின்றிப்பேசு	×	praise	பாராட்டு
commotion	பதட்டம், குழப்பம்	×	calm, quiet	அமைதியான
blushed	வெட்கமடை	×	paleness, blanch	வெளிரிய தன்மை
frightened	பயந்து	×	brave, courageous	தைரியமான
kindly	கனிவான	×	uncompassionate, mean	இழிவான, மட்டமான

fright	திகில், அச்சம்	×	bravery, courage	தைரியம்
inspection	மேற்பார்வை	×	ignorance, neglect	அறியாமை
solemn	பவித்திரமான	×	trivial, ordinary	சாதாரணமான
surprised	ஆச்சரியம்	×	poised, unsurprised	ஆச்சரியமற்ற, தயாராக
thumbed	புறத்தள்ளி	×	departed, released	விலகிச்செல், புறப்படு
mounted	ஏற்றப்பட்ட	×	dismounted	இறக்கப்பட்ட
attentive	கவனத்துடன்	×	inattentive, ignorant	கவனமற்ற
nuisance	தொல்லை	×	pleasure	மகிழ்ச்சி
cranky	விபரீதமான	×	pleasant	இனிமையான
honour	மரியாதை	×	dishonour, desrespect	அவமதிப்பு
thanking	நன்றி செலுத்து	×	ungrateful, heedless	நன்றி கெட்ட
faithful	விசுவாசமுள்ள	×	disloyal, faithless	துரோகம், நேர்மையான
dreadful	அச்சமூட்டும்	×	pleasant, delightful	மகிழ்ச்சி நிரம்பிய
daring	தைரியமான	×	fear	அச்சம்
fellow	துணை, தோழன்	×	enemy, stranger	பகைவன்
pretend	பாசாங்கு	×	honest	நேர்மையான
reproach	கடிந்துகொள்	×	flattery	புகழ்ச்சி
anxious	கவலையுடன், பயத்துடன்	×	brave, unafraid	தைரியமான
enough	போதுமான	×	lacking, inadequate	போதிய
preferred	விருப்பமான	×	undesirable, rejected	விருப்பத்தகாத
logical	தருக்க, நியாயமான	×	stupid, improbable	மூடமான
enslaved	அடிமைப்படுத்தப்பட்ட	×	liberated, released	விடுவித்து
patience	பொறுமை	×	intolerance	பொறுமை இன்மை
motionless	அசைவற்ற	×	mobile, active	நகரும்
smooth	மென்மையான	×	rough	கடினமான
attention	கவனம்	×	diversion	கேளிக்கை
courage	தைரியம்	×	cowardice	கோழைத்தனம்
trembled	நடுங்கு	×	stabilized	நிலையான
dismissed	தள்ளுபடி	×	established	நிறுவப்பட்ட

Choose the most appropriate antonyms of the underlined word from the options given below:

Model:

1. I had never *listened* so carefully.
   (a) ignored (b) accepted (c) attended (d) concentrated
2. I had never listened so *carefully.*
   (a) carelessly (b) attentively (c) trustily (d) faithfully
3. ..... he had never explained everything with so much *patience* .
   (a) tolerance (b) endurance (c) arousal (d) composure

4. It seemed almost as if the *poor* man .....
(a) poverty (b) wealthy (c) meager (d) striken

5. The poor man *wanted* to give us all he knew.
(a) gained (b) skilled (c) felt (d) disliked

6. Once some beetles flew in; but *nobody* paid any attention to them.
(a) somebody (b) no one (c) any body (d) everybody

7. Once some beetles flew in; but nobody paid any *attention* to them.
(a) thinking (b) distraction (c) concentration (d) immersion

8. ..... not even the *littlest* ones.
(a) smallest (b) largest (c) lowest (d) nominal

9. ..... who worked right on *tracing* their fish - hooks.
(a) discovering (b) running away (c) hiding (d) tracking

10. On the roof the pigeons cooed very *low* .....
(a) silently (b) loudly (c) quietly (d) downwardly

ANSWERS

1. (a) ignored	2. (a) carelessly	3. (c) arousal	4. (b) weatlhy
5. (d) disliked	6. (d) everybody	7. (b) distraction	8. (b) largest
9. (c) hiding	10. (b) loudly		

Assignment:

1. He had the *courage* to hear every lesson to the very last.
(a) cowardice (b) spirit (c) bravery (d) valour

2. He had the courage to hear every lesson to the very *last*.
(a) first (b) final (c) uttermost (d) farthest

3. His voice *trembled* with emotion.
(a) shivered (b) steadied (c) pulsed (d) convulsed

4. His voice trembled with *emotion*.
(a) happiness (b) feelings (c) emotive (d) emotionless

5. It was so *funny* to hear him.
(a) serious (b) humorous (c) comical (d) jolly

6. At the *same* moment the trumpets of the Prussians sounded.
(a) like (b) equal (c) exact (d) dissimilar

7. Prussains returning from drill, *sounded* under our windows.
(a) resonated (b) quiet (c) blared (d) noisy

8. I won't *scold* you, little Franz.
(a) reprimand (b) chide (c) praise (d) rebuke

9. M.Hamel stood up *pale*, in his chair.
(a) stale (b) healthy (c) dried (d) fresh

10. But something *choked* him.
(a) released (b) overpowered (c) gasped (d) suffocated

11. He wrote as *large* as he could.
(a) small (b) sizable (c) giant (d) huge

12. Then he stopped and *leaned* his head .....
(a) apposed (b) straightened (c) slanted (d) cursive

13. I saw M.Hamel sitting *motion less.*
(a) immobile (b) lively (c) stationary (d) calm

14. School is *dimissed.*
(a) removed (b) retained (c) discharged (d) ousted

15. Ah, that's the great *trouble* with Alsace.
(a) comfort (b) burden (c) torment (d) afflict

16. The clearest,the most *logical* .....
(a) sensible (b) reasonable (c) probable (d) improbable

17. ..... we must guard it among us and never *forget* it.
(a) remember (b) blow (c) obliterate (d) shun

18. ..... when a people are *enslaved.*
(a) released (b) suppressed (c) deprived (d) oppressed

19. ..... they *hold fast* to their language.
(a) lock up (b) let loose (c) imprisoned (d) tied up

20. My books, that had seemed such a *nuisance* a while ago.
(a) irritation (b) trouble (c) pleasure (d) botheration

21. ..... of thanking our master for his forty years of *faithful* service.
(a) sincere (b) honest (c) loyal (d) negligent

22. My history of the saints, were old friends now that I couldn't *giveup*.
(a) leave (b) drop (c) continue (d) forsake

23. That *dreadful* rule for the participle all through .....
(a) horrible (b) frightening (c) awful (d) delightful

24. ..... very loud and clear, and without one *mistake?*
(a) error (b) fault (c) correction (d) blunder

25. ..... my heart beating and not *daring* to look up.
(a) fearing (b) adventurous (c) bold (d) brave

26. How is it; you *pretend* to be Frenchman?
(a) fake (b) falsify (c) cheat (d) reveal

27. But you are not the *worst* poor little Franz.
(a) best (b) lowest (c) inferior (d) least

28. But you are not the worst *poor* little Franz.
(a) unlucky (b) lucky (c) rich (d) weathly

29. We've all a *great* deal to reproach ourselves with.
(a) very large (b) huge (c) bumper (d) miniature

30. We've all a great deal to *reproach* ourselves with.
(a) dishonour (b) rap (c) stigma (d) praise

QUESTIONS AND ANSWERS

A. Answer the following questions.

Textual Questions:

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

The latest news and communication was usually put up on the bulletin board.

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

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.

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

Other than the students there were village people sitting quietly, old Hauser with his three cornered hat, the former mayor, the famous postmaster and several others.

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

M.Hamel mounted his chair and in a gentle tone and said that it was his last lesson, because the order had come from Berlin to teach only German in the school of Alsace and Lorraine.

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

Franz was asked to tell about the dreadful rule for the participle. No, he was not able to answer.

f. Why did M.Hamel blame himself?

M. Hamel blamed himself because he didn't make the students to learn French. He didn't make them to learn on the day itself.

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

He said, 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.

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

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

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

Textual Questions:

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

Franz is a lazy but sensitive boy. He dislikes studying French and hates his teacher M.Hamel. That morning, he was scared as he was late for school. Also, as their teacher M.Hamel had announced the previous day that he would test them on the topic of 'participles' and Franz did not know anything at all, so he was scared.

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

Franz had another option in his mind - to miss school and enjoy the day out in the warm and bright weather. He described the scene - there were birds chirping on the trees and the noise of the Prussian soldiers doing the drill behind the sawmill could also be heard.

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

The day was unusual as there was no such sound coming out of the school and it seemed that the school was closed as it used to be on a Sunday morning. Franz had planned that he would take cover under the commotion and reach the class without being noticed but that was not possible.

4. What was Frank sorry for?

Franz was ashamed of being late and feared a scolding as he had to enter the classroom in front of everyone. Franz regretted for not being serious towards studies and for wasting his time in hunting bird's eggs.

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

The old villagers sitting in the last desk had come to pay respect and thank M.Hamel for his service of forty years in that school. Also, they wanted to show respect to their country and were sad as their mother tongue - French would no longer be taught to them.

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

M.Hamel said that Franz's parents were not interested in getting him educated. They wanted him to work at a farm or a mill and earn some money.

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

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 they must guard it among them because when people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison.

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

He was gazing at the different things in the classroom in succession. He stood at the desks in the classroom, the walnut trees in the garden outside had grown taller, the hopvine on the outer wall of the school building had climbed up to the roof.

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

When M. Hamel heard the trumpets, he stood up very pale to show respect and he wrote the words "Vive La France" meaning "Long Live France" on the blackboard and he left the class.

Additional Questions:

10. What was Franz expected to be prepared with for school that day?

That day Franz was expected to be prepared with participles because M.Hamel had said that he would question them on participles. Franz did not know anything about participles.

11. What did Franz notice that was unusual about the school that day?

Usually when school began, there was a great bustle, which could be heard out in the street. But it was all very still that day. Everything was as quiet as Sunday morning. There was no opening or closing of desks. His classmates were already in their places.

12. What had been put up on the bulletin – board?

For the last two years all the bad news had come from the bulletin – board. An order had come from Berlin to teach only German in the schools of Alsace and Lorraine. The Germans had put up this notice on the bulletin – board.

13. What changes did the order from Berlin cause in school that day?

M.Hamel had put on his best dress – his beautiful green coat, his frilled shirt and the little black silk cap all embroidered. The whole school seemed so strange and solemn. On the back benches that were always empty, the elderly village people were sitting quietly like the kids.

14. How did Franz's feeling about M.Hamel and school change?

Franz came to know that it was the last lesson in French that M.Hamel would give them. From the next day they will be taught only German. Then he felt sorry for not learning his lessons properly. His books, which seemed a nuisance and a burden earlier were now old friends. His feelings about M.Hamel also changed.

15. The people in the story suddenly realise how precious their langauge is them. What shows you this? Why does this happen?

M. Hamel praised French language as the most beautiful, the clearest and logical language in the world. He said that for the ensalved people, their language was the key to their prison. Then the people realised how precious their language was to them. This shows people's love for their own culture, traditions and country. Pride in one's language reflects pride in the motherland.

16. Franz thinks, "Will they make them sing in German even the pigeons?" What could this mean?

This comment of Franz shows a Frenchman's typical reaction to the imposition of learning German, the language of the conquerors. Being deprived of the learning of mother tongue would mean cutting off all bonds with the motherland. Teaching the pigeons to sing in German indicates how far the Germans would go in their attempt of linguistic chauvinism

PARAGRAPH QUESTIONS

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

Textual Questions:

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

Franz peeped inside the class and saw his classmates seated and M.Hamel, their teacher walking in the class with the ruler made of iron placed under his arm. Franz feared a beating. Franz found it strange as M.Hamel did not say anything and he was confused and could not figure out what was happening that day. Just then M.Hamel told them that it was their last lesson in French as the Prussians in Berlin had ordered that French language would no longer be taught. Franz regretted for not being serious towards studies and wasting his time. M.Hamel said to Franz that he would not scold him as now he had realized his mistake. He told the class that the enemies would laugh at them and said that they only showed to be Frenchmen as they could neither speak nor write their own language as being the most beautiful, clearest and most logical language in the world. He told them to guard it among themselves because when people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison. The teacher took a lesson in grammar. That day Franz was surprised that he understood the lesson with ease and felt he had been attentive. This shows the value of something is appreciated only when we lose it.

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

M. Hamel had been there for forty years as a French teacher. He was full of grief, nostalgia and patriotism. As a mark of respect to his hardwork, the village men also attended his "last lesson". They were sad as they did not learn their mother tongue, French in their childhood. M.Hamel told them that they all were at fault for not being eager enough to learn, putting it off to the next day. He blamed himself for not teaching them sincerely.

His patriotism was reflected in his praise for the French language being the most beautiful and logical language in the world. He told the class to guard their language as being close to one's language is the key to escape from the prison of slavery. M. Hamel was gazing at one after other in the classroom. M.Hamel began to speak after the sound of trumpets but could not continue as he was overpowered by his emotions. He took a piece of chalk and wrote the words "Viva La France" meaning "Long Live France" on the blackboard. Then he stopped writing and signalled the students to make a move.

SIMPLE PARAGRAPH FOR SLOW BLOOMERS

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

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

French boy, Franz is lazy but sensitive and likes to play. He dislikes studying French and hates his teacher. M.Hamel. Germany after overpowering their districts of Alsace and Lorraine in France, Berlin has ordered that German language be taught instead of French in the schools there. It is the last day of their French teacher, who has been there for forty years. As a mark of respect to his hard work, the village men also attend his "last lesson". Franz is shocked to know that it's his last lesson, as he does not know French. Now, suddenly, he gets interested in learning it and understands everything taught on that day. He develops an instant liking for the teacher M.Hamel and respects him for his sincerity and hardwork. M.Hamel tells them that they all are at fault of not being eager enough to learn, putting it off to the next day. He blames himself for not teaching them sincerely. He tells the class to guard their language, as being close to one's language is the key to escape from the prison of slavery. Franz, feels that it is not possible to take away one's language from a person as it is natural to each being, may it be the "coo" to the pigeons or "French" to the Frenchmen..

OTHER TEXTUAL TASKS

VOCABULARY

C. In column A are some of the idiomatic phrases from the essay. Match them with equivalent single words in column B:

A	B	Ans
go far	reveal	succeed
blow up	submit	explode
show up	explode	require
call on	succeed	reveal
break off	finish	finish
knuckel under	require	submit

D. Frame sentences of your own using the above idiomatic phrases.

1. He *goes for* a job as a delivery driver.
2. The boiler *blew up*, wrecking the whole house.
3. I will be very surprised if they *show up* on time.
4. The human rights group has *called on* the US to end the death penalty.
5. The two countries have *broken off* diplomatic relations.
6. He wasn't going to *knuckle under* some work.

E. Given below are some idiomatic phrases. Find the meaning of it using the dictionary:

1. **Put on** ➢ *start wearing something*
2. **Walk away** ➢ *to leave a place, situation or person*
3. **Come in** ➢ *enter; arrive*
4. **Try again** ➢ *way of encouraging someone to do something*

5. **Time out** ➢ *time for rest away from one's usual work.*

6. **Go on** ➢ *continue.*

LISTENING

F. ***Listen to the article titled "Remembering Nel Jayaraman"***

Student A : **(interviewer)** Where did you organise the NEL festival?

Student B (NJ) : *The NEL festival was organised at Thanjavur.*

Student A : **(interviewer)** Can you mention how many people congregated for the meeting?

Student B (NJ) : *More than 5000 people congregated for the meeting*

Student A : **(interviewer)** What did you distribute to the farmers?

Student B (NJ) : *Tranditional paddy seeds were distributed to the farmers.*

Student A : **(interviewer)** How did you commute to each of these villages?

Student B (NJ) : *If people called me asking for number of varieties of seeds. I will go directly to see to it that they got what they wanted.*

Student A : **(interviewer)** Ayya, Do you plan your schedules?

Student B (NJ) : *No, I don't plan my schedules.*

Student A : **(interviewer)** How could you remain so cool and calm sir?

Student B(NJ) : I have an alternate *to solve each and every problem.*

Student A : **(interviewer)** Where was your heart and soul?

Student B (NJ) : *My heart and soul was with the paddy fields.*

Student A : **(interviewer)** People say when your popularity grew, you spent less time in the field?

Student B (NJ) : *No, I spent more time in the field. Because that's where my heart was.*

Student A : **(interviewer)** What is your message to the worlds?

Student B(NJ) : *Work selflessly for the society, it will give back*

SPEAKING

G. A road map is given below. Answer the questions that follow with the help of the road map. Work in pairs and discuss to give directions to get to one place from another.

1. **You are at the market. You need directions to go to the pharmacy.**

Step into George Street. Turn left and walk along. Miss the two right cuts. Turn at the third right cut into South Road. Walk along. Next to the hospital to your left, you find the pharmacy.

2. **You are in a book shop. Ask your partner to direct you to the Art Gallery.**

Step into Park Street, Walk towards the market turn right into George Street.Walk past the four cross roads. To your left opposite to the Gift Shop is the Art Gallery.

3. **Give your partner the directions to go from the Bank to the hotel.**

Step into Park Street. Turn left and walk to the end of the road. Turn right into George Street, Miss the North Road cutting and walk along. The hotel is to your right opposite to the Bakery

4. **Direct your partner from the post office to the market.**

Step into Central Avenue. Turn right and walk along. Turn right into the Park Street. Miss the four road junction. Continue walking. To your left is the market.

5. **Your partner wants to go the library from school. Give suitable directions.**

Step into central Avenue. Turn right. Turn into the left cutting North Road. Walk straight till you reach the junction. Turn left at the junction into George Street. To your right is the Library.

READING

H. Read the poem carefully and answer the questions that follow:

1. **Fill in the blanks.**
   a) Festive of light is the festival which fills our hearts with delight
   b) The joy of giving is referred to as a festival of sacrifice.

2. **What kind of joy is unfurled during the festival of sacrifice?**
   The joy of giving is the kind of joy unfurled during the festival of sacrifice.

3. **How can we make our life worth living?**
   We can make our life worth living by celebrating the festivals.

4. **What does the poet mean by 'Festival of flowers'?**
   "Festival of flowers" mean life brightens up with colours.

5. **When are we in a state of trance?**
   At the festive of dance, we are in a state of trance.

6. **What do the people do when the festival of music is celebrated?**
   When the festival of music is celebrated people will sing the joyous lyric.

7. **What makes us happy and free, according to the poet?**
   According to the poet, to share a word with love makes us happy and free.

8. **Find out the rhyme scheme employed in the fourth stanza.**
   abab

9. **Pick out the rhyming words from the first stanza of the poem.**
   harvest - best;
   light - delight

10. **Write down the words that alliterate in the poetic lines below.**
    a) Festival of Flowers
    b) That spreads treasures on a tree

WRITING

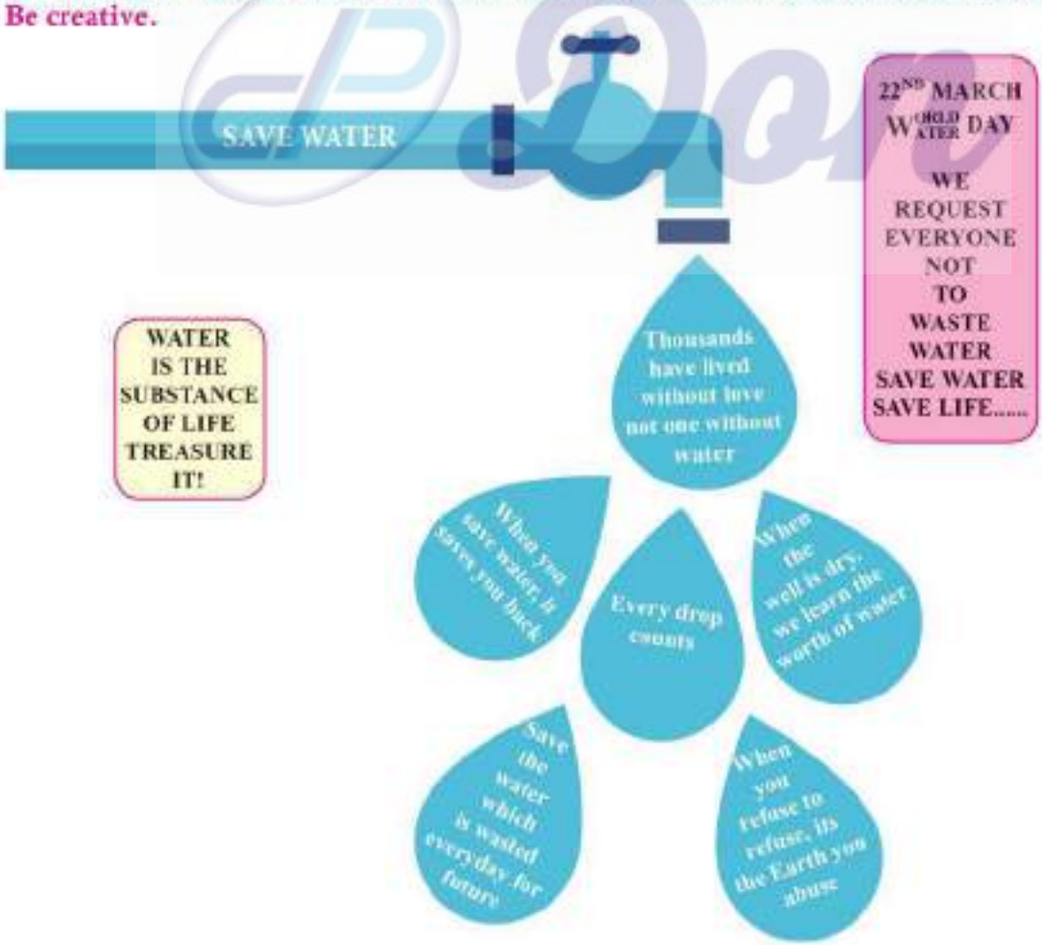
I. Create posters for following

1. You are Raja/ Ranjani. Draft a poster to create awareness about the harmful effects of using plastics, in not more than 50 words.

2. Say 'No to Drugs' – Design a poster for it in not more than 50 words. You may use slogans/ phrases.

3. "Save our Earth" is the need of the hour. Draft a poster with attractive slogans/ phrases for the same in not more than 50 words. Use attractive drawings.

4. You are Sita/ Sudhan. Design a poster in not more than 50 words to focus on not wasting water. Be creative.



5. **Good handwriting is the index of an individual. Design a poster on the importance of good handwriting. Use catchy slogans or phrases. Your poster should not exceed 50 words.**

J. Draft Letters for the following:

1. **You are Ajeet, living in a remote village in Tirunelveli. You participated in a health camp organised by your school. You were surprised to observe that most of residents were unaware of health and hygiene. As a concerned citizen, write a letter to the editor stating the need to organise such camps focusing on the importance of health and hygiene.**

From

Ajeet,
119/7 Salai Street,
Kamaraj Nagar, Tirunelveli.

2.7.20xx

To

The Editor,
The Thanthi,
PQR Road, Tirunelveli.

Respected Sir,

sub : Spreading health and hygiene awareness - reg.

I write this letter to spread hygienic awareness and a few general tips with the readers of your daily. The statistics issued by WHO confirm that the general health of the people is going downward. The number of unhealthy and diseased people in all the countries is increasing. India is no exception.

The causes behind the downfall in health can be ascribed to poor hygiene, increasing pollution level, adulteration of foods, vegetables, fruits, fast pace of defendence on fast food and general changing of life style.

Well, maintaining vibrant health in the contemporary times is possible too. All types of diseases can be kept at bay by maintaining proper cleanliness, doing physical exercise everyday, eating natural balanced food, drinking enough water, keeping your thoughts positive, laughing heartily doing mediation and yoga everyday, taking enough sleep every night, etc, are some of the things that can help us stay quite healthy and happy even in the current times.

I hope you will give my ideas enough space in your esteemed daily.

Thanking you,

Yours truly,
Ajeet.

2. **You are Sanjay. Your colony utilises solar energy to light the common areas. You find many friends of your colony forgetting to switch of the lights in the common area. As a responsible citizen, write a letter to a newspaper, echoing the importance to conserve and preserve solar energy.**

From

Sanjay
6A/B, Rajali street,
Salem.

26.02.20xx

To

The Editor,
The Indian Express,
Nehruji complex, Salem.

Sir,

Sub : Importance of conserving and preserving solar energy - reg.

In our colony we are utilising solar energy which is very useful to us and it is power saving also. But many friends of our colony forget to switch off the lights in the common area. As a responsible citizen, it is our responsibility to conserve and preserve solar energy. Through the column of your esteemed daily I appeal to people to include all the above mentioned in their daily schedule.

Thanking you,

Yours faithfully,
Sanjay

3. **You are Sadasivam. You recently visited your native town in Vellore. You happened to accompany your grandmother to your family temple. You are shocked to notice the poor condition and maintenance of temple. Write a letter to the Editor of local newspaper highlighting the poor condition of the temple. Also give some suggestions and request the HRC to take steps to improve the situation.**

From

Sadasivam
10 A, Sundar Court,
Egmore, Chennai.

23.09.20xx

To

The Editor,
The Hindu,
ABC Road, Chennai.

Sub : The poor condition and maintenance of the temple - reg.

With due respect I, Sadasivam beg to state the poor condition of our family temple at Vellore which stands as a symbol of heritage. Sir, we know the monuments are the heritage of culture. They tell about our Indian culture and tradition. We were really shocked seeing that the walls were covered with spits. There is no one to take care of it. People are throwing waste here and there. The condition of temple here is very bad. I insist you to print it in your newspaper so the people as well as government will look into it and will do something to protect our heritage. Therefore I request you to print this for which I shall be ever grateful to you.

Thanking you,

Yours faithfully,
Sadasivam

4. **You are Sudha. Your neighbour has a pet dog that barks continuously. Write a letter to the Editor of a weekly newspaper of your locality, highlighting the nuisance and noise pollution created thus. Also suggest ways to solve the problem.**

From

Sudha,
5B Venu Apartment,
New Delhi

01.06.20xx

To

The Editor,
The Hindu,
New Delhi.

Subject : To complain and bring attention about the nuisance and noise pollution caused by a pet dog that barks continuously.

Respected Sir,

I am a resident of Venu Apartment; people are facing the problem of a pet dog of our neighbour which barks continuously. The dog barks continuously which creates the nuisance and noise pollution in our locality. The news of the newly born baby attack by the dog has not faded yet. People lose their sleep as dogs bark the whole night. This problem is a headache as a person who has night shifts facing the worst situation.

I request you to look into the matter and publish this in your editorial column.

Yours faithfully,
Sudha

5. **You are Raja. The street lights of your area do not work properly. As a responsible citizen, Write a letter to the newspaper enlightening them about the problem and also suggest ways to brighten the area.**

From

Raja,
5719 –B, Green Apartments,
Vellore

23.04.20xx

To

The Editor,
The Hindu,
Surya Complex, Vellore.

Respected Sir / Madam,

I am writing to your esteemed self to express my deep concern and anguish over the poor state of street lights in our colony. Almost all the bulbs have been fused or damaged. After it gets dark, moving on the colony streets is dangerous and risky. Many accidents have happened owing to poor visibility.

Some cases of chain and purse snatching have also been reported and the other antisocial activities are on the increase. Through the medium of your esteemed daily I appeal to the concerned authorities in the Municipal Corporation to look into the matter and make the street lights functional again.

I hope you will give space to my voice in your esteemed daily.

Thanking you,

Your truly,
Raja

GRAMMAR

A. *Fill in the blanks appropriately*

1. Mahatma Gandhi is the father of our nation.
2. They are ten dogs in my street.
3. They have to write the exercises neatly.
4. Butter milk is good for health.
5. Fruits are good for health.

B. *Fill in the blanks with the appropriate verb:*

1. The quality of dal is not good.
2. The horse carriage is at the door.
3. My friend and teacher have come.
4. Is your father and mother at home?
5. Honour and glory is his reward.
6. The ship with its crew is sailing good.
7. Gullivers Travels is an excellent story.
8. Neither food nor water is found here.
9. Mathematics is a branch of study.
10. Fifteen minutes is allowed to read the question paper.

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

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

E. *Fill in the blank with the correct alternative:*

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

F. *Tick the correct sentences:*

1. I had desired to eat a cake. ☑
   I had desired to *have eaten* a cake. ☐
2. My son is fond of music. ☑
   My son is *found* to music ☐
3. Sreena avoids eating fruits. ☑
   Sreena avoids *to eat* fruits. ☐
4. Bravery is not to pick a quarrel. ☑
   Bravery is not *picking* a quarrel. ☐
5. It is easier to say than do. ☑
   It is easier *said* than done. ☐

❖ ❖ ❖ ❖ ❖

6 NO MEN ARE FOREIGN

- James Falconer Kirkup

ABOUT THE AUTHOR

James Falconer [1918 - 2009]

Kirkup was an English poet, translator and travel writer. He wrote over 30 books, including autobiographies, novels and plays. Kirkup wrote his first book of poetry, The Drowned Sailor at the Downs, which was published in 1947. His home town of South shields now holds a growing collection of his works in the Central Library, and artefacts from his time in Japan are housed in the nearby Museum. His last volume of poetry was published during the summer of 2008 by Red Squirrel press, and was launched at a special event at Central Library in South Shields.

ஜேம்ஸ் பால்கனர் கிர்கப் [1918 - 2009]

ஆங்கிலத்தில் கவிதை எழுதுவதில் வல்லவர். அவர் பன்முகத் திறமை கொண்டவர். அதாவது மொழிபெயர்ப்புப் பணியிலும், பயண நூல்கள் எழுதுவதிலும் தன் திறமையை வெளிப்படுத்தினார். புதினங்கள், நாடகங்கள் மற்றும் தன் வரலாற்று நூல்கள் என முப்பது நூல்களுக்கும் மேலாக எழுதியுள்ளார். 1947- ல் தன் முதல் கவிதைத் தொகுப்பு நூலை வெளியிட்டுள்ளார். 'மூழ்கிய மாலுமி' என்ற பெயரில் அறியப்படுகின்றது. அவருடைய படைப்புகள் தன் சொந்த ஊரான 'சவுத் ஷீல்ட்ஸ்' – ல் உள்ள மத்திய நூலகத்தில் பாதுகாக்கப்பட்டு வருகின்றது. அவருடைய காலத்தில் உருவாக்கப்பட்ட 'கலைப் படைப்புகள் அல்லது கலைப் பொருட்கள்' [ஜப்பான் சார்ந்த] அருகிலுள்ள அருங்காட்சியகத்தில் பாதுகாக்கப்படுகின்றன. – 2008 ம் ஆண்டில் அவருடைய 'கவிதைத் தொகுப்பு' வெளியிடப்பட்டுள்ளது. அவருடைய நூல் 'மத்திய நூலகத்தில் ஒர் சிறப்பு நிகழ்ச்சியில் உலகிற்கு அறிமுகம் செய்யப்பட்டது. அது அவருடைய படைப்புகளில் இறுதியானதாகக் கருதப்படுகின்றது.

GIST OF THE POEM

James Falconer Kirkup wants to establish that all human beings are the same. Though they live in far-off lands, they are physically and in their form are one. They are really sharing nature's gifts like sun, air and water. All have to work for their 'bread and butter'. So he concludes that one should not use weapons against the other. He suggests the maxim 'You Live and Let others Live'.

பாடல் பகுதி	தமிழாக்கம்
Remember, no men are strange, no countries foreign	ஞாபகத்தில் வை! மனிதர்கள் வேறானவர்கள் அல்ல, நாடுகள் அன்னியமல்ல
Beneath all uniforms, a single body breathes	உருவத்தில் மாறுபட்டாலும் உடல் ஒன்றே
Like ours: the land our brothers walk upon	நம்மைப் போல; நம் சகோதரர்களும் உலாவட்டும்
Is earth like this, in which we all shall lie.	நம் பூமியைப் போன்றது தான்; அங்கு தான் நாம் செல்ல இருக்கின்றோம்
They, too, aware of sun and air and water,	அவர்களும், சூரியன், காற்று, நீர் இவற்றை அறிந்தவர்களே (நெடுங்குளிரில்)
Are fed by peaceful harvests, by war's long winter starv'd.	அமைதியான அறுவடையில் உண்பதும், யுத்த காலத்தில், பட்டினியாய் வாழ்வதும்
Their hands are ours, and in their lines we read	அவர்கள் கைகளும் நம் போன்றது தான்; நாம் அதில் பார்ப்பதும்

A labour not different from our own.	(நம்) கடின உழைப்பின் கைரேகைகளைத் தான்
Remember they have eyes like ours that wake.	ஞாபகத்தில் வை! அவர்களின் கண்கள் நம் கண்களைப் போன்று விழித்தெழும்
Or sleep, and strength that can be won	அல்லது உறங்கும், அவர்களின் ஆற்றலும் அடங்கும்
By love. In every land is common life	அன்பினால், ஒவ்வோர் நிலத்திலும் ஒரே மாதிரி வாழ்க்கை தான்
That all can recognise and understand.	எல்லோராலும் உணரப்பட்டவை மற்றும் புரிந்தவை
Let us remember, whenever we are told	நாம் நினைவில் கொள்ள வேண்டியது, நம்மிடம் சொல்லப்படும் பொழுது
To hate our brothers, it is ourselves	நம் சகோதரர்களை வெறுத்து ஒதுக்கு என்று, நம்மை நாமே தான்
That we shall dispossess, betray, condemn.	இழக்கின்றோம், காட்டிக் கொடுக்கின்றோம், வெறுத்து ஒதுக்குகின்றோம்
Remember, we who take arms against each other	ஞாபகத்தில் வை! நாம் ஒருவருக்கு ஒருவர் [எதிராக] அணு ஆயுதங்களை ஏந்தும் பொழுது
It is the human earth that we defile.	நாம் அட்டூழியம் செய்து அழிப்பது நம் பூமியைத் தான்
Our hells of fire and dust outrage the innocence	நரகமென்னும் தீ தாக்கும் துகள்களும் நிலைகுலையைச் செய்யும் அறியாமை
Of air that is everywhere our own,	எனும் 'எல்லா இடத்திலும் நிறைந்திருக்கும் 'காற்றை'
Remember, no men are foreign, and no countries strange.	ஞாபகத்தில் வை! எல்லா மனிதர்களும் அன்னியரல்ல, எல்லா நாடுகளும் வேறானவை அல்ல.
James Falconer	– ஜேம்ஸ் பால்கனர் கிர்கப்

GLOSSARY

Textual Glossary:

labour	– hardwork	→ கடின உழைப்பு
betray	– disloyal	→ நன்றி மறத்தல், காட்டிக் கொடுத்தல்
condemn	– express complete disapproval	→ முழுவதுமாக மறுத்தல்
defile	– damage the purity or appearance	→ மாசுபடுத்துதல்
outrage	– offend / scandalize	→ அவமானப்படுத்து

FIGURE OF SPEECH

	Lines	Figure of speech
1	*Beneath all uniforms, a **single body breaths** **Like hours** : the land our brothers walk upon*	Simile
2	*Like ours: the land our brothers walk upon*	Assonance (/ *o* / sound)
3	*Is earth like this, in which we **all shall** lie.*	Internal Rhyme
4	*They, too, **aware** of sun and **air** and water,*	Internal Rhyme
5	*Are fed by peaceful harvests, by war's long **winter starv'd.***	Transferred Epithet / Metaphor
6	*Their hands are ours*	Simile
7	*and in their **lines we read***	Imagery
8	*A labour not different from our own*	Metaphor
9	*A labour not different from **our** own.*	Assonance (/ *o* / sound)

	Lines	Figure of speech
10	*Remember they have eyes like ours that wake*	Simile
11	*To hate our brothers, it is ourselves*	Assonance (/ *o* / sound)
12	*Our hells of fire and dust outrage the innocence*	Metaphor
13	*Our hells of fire and dust outrage the innocence*	Assonance (/ *o* / sound)
14	*Of air that is everywhere our own,*	Internal Rhyme
15	*Of air that is everywhere our own,*	Assonance (/ *o* / sound)
16	*Remember, no men are strange, no countries foreign* ..... *Remember, no men are foreign, and no countries strange*	Repetition

1 Alliteration:

Poem Line	Words in alliteration	Sound
Remember, no men are strange, no countries foreign	no, no	/ *n*/ sound
Beneath all uniforms, a single body breaths	body breaths	/ *b*/ sound
Like ours: the land our brothers walk upon	like, land	/ *l* / sound
Is earth like this, in which we all shall lie.	which, we	/ *w* / sound
Are fed by peaceful harvests, by war's long winter starv'd.	by, by	/ *b*/ sound
Or sleep, and strength that can be won	sleep, strength	/ *s* / sound
By love. In every land is common life	love, land, life	/ *l* / sound

APPRECIATION QUESTIONS : -

A.Based on the understanding of the poem, read the following lines and answer the questions:

Textual Questions:

1. ***Beneath all uniforms, a single body breathes***
   Like ours: the land our brothers walk upon
   Is earth like this, in which we all shall lie

   a) **What is found beneath all uniforms?**
   A single body is found beneath all uniforms.

   b) **What is same for everyone of us?**
   The body is the same for everyone of us.

   c) **Where are we all going to lie finally?**
   Finally, we are all going to lie in the earth.

2. ***They, too aware of sun and air and water***
   Are fed by peaceful harvests, by war's long winter starv'd

   a) **What is common for all of us?**
   The sun, air and water is common for all of us.

   b) **How are we fed?**
   We are fed by the grains that are harvested.

   c) **Mention the season referred here.**
   The season mentioned is a long winter.

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

a) Who does 'their' refer to?

'Their' refers to the brothers who live in the earth.

b) What does the poet mean by 'lines we read'?

The phrase 'lines we read' means the marks on the hands of the people who work hard are looked at by us.

c) What does not differ?

The labourious hardwork of others is not different from ours.

4. *Let us remember, whenever we are told*
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn.

a) Who tells us to hate our brothers?

The people who belong to our country tell us to hate the people who live in an alien land. The poet calls the alien 'our brothers'.

b) What happens when we hate our brothers?

It reflects ourselves, our attitudes, etc.

c) What do we do to ourselves?

By hating others, we are really disloyal to ourselves.

5. *Our hells of fire and dust outrage the innocence*
Of air that is everywhere our own,
Remember, no men are foreign, and no countries strange.

a) What outrages the innocence?

Our greedy desire to occupy other countries by waging war against them, resulting in devastation outrages the innocence.

b) Who are not foreign?

The men who live in other countries are not foreigners.

c) What is not strange?

The nearby countries are not strange.

Additional Questions:

6. *By love. In every land is common life*
That all can recognize and understand

a) What is the life ' in every land' ?

'Common life' being lived by the people everywhere.

b) Can anyone understand that?

Yes, all can recognise and understand the normal life lived by the people of other countries.

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

a) Is it correct to take arms against each other?

No, it is not correct to take arms against each other.

b) What is the view of the poet?

The poet is against waging war.

c) What is the result of taking arms against each other?

The earth by which all human beings live is turned into a polluted state where no human being can live.

8. *Remember they have eyes like ours that wake.*
Or sleep, and strength that can be won
By love. In every land is common life

a) What does a labour have?
A labour has eyes like everyone.

b) How can sleep and strength be won?
They can be won by love .

c) Where can common life be seen?
Common life can be seen in every land.

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

a) Who takes the arms?
Human beings take the arms.

b) What does man defile?
Man defiles the human earth.

10. *A labour not different from our own*

Name the figure of the speech implied.
Metaphor

11. *Their hands are ours*

Name the figure of the speech implied.
Simile

12. *Of air that is everywhere our own,*

Name the figure of the speech implied.
Internal Rhyme

POEM - PARAPHRASE.

B. Paraphrase the following stanza.

1. *Remember, no men are strange, no countries foreign*
Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.
They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd.
Their hands are ours, and in their lines we read
A labour not different from our own.

Ans : James Falconer Kirkup in his poem "No men are Foreign" speaks about universal brotherhood. We should remember that no men are strange and no countries are foreign. People everywhere are the same. They feel, live, read and labour like others. The entire earth is one and all people belong to one human race. We walk on the same land and we will be buried under it. We, as human do the same labour with our hands and look at the world with the same eyes.

2. *Let us remember, whenever we are told*
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn.
Remember, we who take arms against each other

Ans : The poet James Falconer Kirkup says in his poem "No men are Foreign" that we should remember to stay away from negative thoughts and hatred feelings. We should not consider anyone to be our enemy. During a war, both the parties must bear the loss. We should not fight with each other and never should we indulge in the acts of offence. So war should not be favoured.

PARAGRAPH QUESTIONS.

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

1. What is the central theme of the poem "*No men are foreign*"?

James Falconer Kirkup expresses his wish that all men of the world should consider themselves as brothers. Though they belong to a different country or speak a different language, they are clothed in 'a body that breathes'. They live in the same land where they would finally settle in.

They enjoy the boundaries of Nature The sun, The Air, The water. They take food by harvesting. They are affected by war. They have the same hand, same eyes like ours.

People who are really induced to hate others, should avoid it. Because by their habit of hating, they are degrading themselves. Hating in turn leads to war and it ends in the destruction of the living space. Thereby the poet tells us to consider this view.

"No men are foreign and no countries strange".

2. The poem *'No men are Foreign'* has a greater relevance in today's world. Elucidate.

Hatred is a burning spree in today's world. Terrorism rules the day. Then and there is human - attack the world over. One is always in a dilemma how to control the hatred and enmity among the nations. It is a million - dollar question.

So the poem of James Falconer Kirkup is a timely capsule to reduce the evil effects of hatred and violence. If his poem is really read and understood by the human beings, then it would mitigate the grievances of war. To consider and confirm this, please try to understand the poet's view.

The poet tries to say that the person who live in the other countries have the same hand, same eyes, a body that breathes like ours. So he ascertains that the readers should take this into account. Further the hatred turning into war really demolishes the earth where the humans survive. Considering all these, we, the humans, should live a life of brotherhood.

OTHER TEXTUAL TASKS

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

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

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

6 THE LITTLE HERO OF HOLLAND

- Mary Mapes Dodge

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.

மேரி மேப்ஸ் டாட்ஜ் (1831 – 1905)

இவர் ஒரு அமெரிக்க குழந்தைகள் எழுத்தாளர் அவரது பிரபல கதைதான் **"Hans Brinker"** ஆகும். இவர் 19ம் நூற்றாண்டின் மூன்றாவது இளம் இலக்கிய வாதி ஆவார், டாட்ஜ் செயின் நிக்கோலஸ் என்ற பத்திரிக்கையை முப்பது ஆண்டுகளுக்கு மேலாக நடத்தி வந்தார், அது குழந்தைகளுக்கு சிறந்த வெற்றிகரமான இதழாக இருந்தது. தனது குழந்தைகள் இதழில் மார்க் குவைன், லூயிஸா மே அல்காட், ராபர்ட் லூயிஸ் ஸ்டீவன்சன் டென்னிசன் ஆகியோரது படைப்புகளை வெளியிட்டார். உள் நாட்டிலும் வெளி நாட்டிலும் உள்ள பல்கலைக் கழகம் மூலம் பல பட்டங்கள் அளித்து கௌரவித்தன அமெரிக்க நரம்பியல் கல்வி நிறுவனம் இளம் சிறார்கள் ஆராய்ச்சி புத்தகங்களை அவரது பெயரில் வெளியிட்டன.

GIST OF THE LESSON

Holland is the place where the lands lie below the sea - level. There are dikes to protect the inflow of water into the lands. Once, Peter, a boy of eight, sees a hole in the dike where the water trickles by. He immediately rushes to the area and puts his finger into the hole. He shouts for help. Nobody comes to his rescue. The next day, a man passing by, notices the boy, finds his condition and then alarms the danger. People rush to the area and mend the hole in the dike.

கதைப் பகுதி	தமிழாக்கம்
This is a true story of a little boy with a brave heart and **passionate love** for his village. Read on the story to find what the little hero of Holland did to save his fellowmen.	ஹாலந்து நாட்டின் இளம் நாயகன் தைரியமும், தன்னுடைய நாட்டின் மீது தீவிர பற்றுக் கொண்ட ஓர் சிறுவனின் கதைதான் இது. ஒரு இளம் வீரன் ஹாலந்து நாட்டையும் நாட்டு மக்களையும் எப்படி காப்பாற்றினான் என்ற கதையை படிக்கவும்.
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**.	நிலத்தின் பெரும்பகுதி கடல் மட்டத்திலிருந்து கீழே இருக்கின்ற நாடு தான் ஹாலந்து. அணைக்கட்டுகள் என்ற பெருஞ்சுவர் தான் வடக்குப் பகுதியின் கடலிலிருந்து வருகின்ற வெள்ளப்பெருக்கைத் தடுக்கின்றது. நூற்றாண்டுகளாக ஹாலந்து மக்கள் தான் இந்தப் பெருஞ் சுவர்களை வலிமையுள்ளதாக மாற்றி அந்த நாட்டைப் பாதுகாத்து வருகின்றார்கள். அங்குள்ள சிறு குழந்தைகளும் அணைக்கட்டுகளை ஒவ்வொரு விநாடியும் கண்காணிக்க வேண்டும் என்ற அறிவினைப் பெற்றிருக்கின்றனர். அணைக்கட்டுகளில் தங்கள் கைவிரல் அளவு உள்ள துளையும் ஆபத்தை விளைவிக்கும் என்று அவர்களுக்குப் புரியும்.

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.	பல ஆண்டுகளுக்கு முன்னே பீட்டர் எனும் சிறுவன் ஹாலந்தில் வாழ்ந்து வந்தான். பலரிடையே, அவனுடைய தந்தையும் அணைக்கட்டிலுள்ள **மதகுகளை** பராமரித்து வந்தார். மதகுளை மூடியும், திறந்தும் கப்பல்களை **கால்வாய்கள்** வழியாக கடலுக்குச் செல்ல அனுமதித்து வந்தார்.
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."	இலையுதிர் காலத் தொடக்கத்தில், குறிப்பாக, பிற்பகலில் பீட்டரின் அம்மா விளையாடிக் கொண்டிருந்த அவனை அழைத்தாள். அவனுக்கு வயது எட்டு. 'பீட்டர் வா' என்றாள். "அணைக்கட்டுகளைத் தாண்டி இந்த இனிப்புகளை (கேக்) கொண்டு உன்னுடைய கண் தெரியாத நண்பரிடம் கொடுத்து வா" என்றாள், ' விரைவாகச் சென்று விளையாடாமல் திரும்பினால் இருட்டுவதற்கு முன்பே வீடு வந்து சேர்ந்து விடலாம்' என்றாள்.
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.	பீட்டருக்கு அவ்வாறு **சுற்றித் திரிவதென்றால்** எல்லையில்லா மகிழ்ச்சி. அவன் களிப்புடனே புறப்பட்டான். கண் தெரியாத அந்த நண்பரிடம் சற்று நேரம் அணைக்கட்டு, சூரியன், பூக்கள், கடலில் செல்லும் கப்பல் இவற்றைப் பற்றி அளவளாவினான். 'விரைவாக வீடு திரும்பு என்று அம்மா சொன்ன சொற்கள் ஞாபகத்திற்கு வர நண்பரிடம் **விடை பெற்று** வீடு திரும்ப அங்கிருந்து புறப்பட்டான்.
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.	கால்வாய் அருகே வரும்பொழுது, மழை **பெரு வெள்ளத்தின்** காரணமாக அணைக்கட்டில் தண்ணீர் மோதுவதைக் கண்டான். தன் தந்தை பாதுகாக்கும் மதகைப் பற்றிய நினைவு அவனுக்கு வந்தது.
"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."	'அந்த மதகுகள் வலிமையானவை. அவன் தனக்குத் தானே கூறிக் கொண்டான். 'மதகுகள் உடைந்தால், நம் கதி என்ன? அழகான வயல்கள் எல்லாம் நீரில் மூழ்கும்' அப்பா என்ன சொன்னார். "பெருவெள்ளத்தின் பொங்கும் கோபம்" என்று பெருவெள்ளத்தைத் தடுத்த அப்பாவின் மீது அவைகளுக்கு கோபம் என்று அவன் நினைத்தான்.
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.	அணைக்கட்டு அருகே நடந்து கொண்டும், அழகான **நீலநிற மலர்களைப்** பறித்துக்கொண்டும் சென்று கொண்டிருந்தான். புற்களின் மீதான முயல்களின் மெதுவான காலடி ஓசையைக் கவனித்துக் கொண்டு வந்தான். தன் நண்பர் அந்தக் கண் தெரியாதவரைப் பற்றியும், அவரின் சிற்சில மகிழ்ச்சியைப் பற்றியும் நினைத்துக் கொண்டான். தன் நண்பர் தன்னைக் கண்டவுடன் மகிழ்வதை எண்ணினான்.
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.	திடீரென்று சூரியன் மறைகின்றதைக் கண்டான். **இருள் சூழ ஆரம்பித்தது.** ' அம்மா, தன் வருகையை கவலையோடு எதிர் கொள்வாளே" என்று நினைத்து வீட்டிற்கு விரைந்து ஓடினான்.
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.	அந்நேரத்தில் அவன் தண்ணீர் **வெளியேறுகின்ற** சத்தத்தைக் கேட்டான். நின்று, கீழே பார்த்த பொழுது, அணைக்கட்டில் ஓர் துளையில் நீர் வெளியேறுவதைக் கண்டான்.

Any child in Holland is frightened at the thought of a **leak** in the dike.	ஹாலந்தில் உள்ள எந்தக் குழந்தையும் அணைக்கட்டில் ஓர் கசிவு என்றதும் பயந்து விடும்.
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.	பீட்டர் உடனே 'ஆபத்தின் அறிகுறி' என்று உணர்ந்தான். தண்ணீர் சிறிய துளை வழியாக வெளியேற, வெளியேற பெருந்துளை ஏற்பட்டு நாடு பெருவெள்ளத்தில் மூழ்கும். ஒரு நொடிப் பொழுதில் என்ன செய்ய வேண்டும் என்று அவனுக்குப் புரிந்தது. பூக்களைத் தூர எறிந்து விட்டு, அணைக்கட்டின் நீர் வெளியேறும் பகுதிக்குச் சென்று சிறிய துளையில் தன் விரலை நுழைத்து தடுக்க முயன்றான்.
The flowing of the water was stopped!	நீர் வெளியேறுவது நின்றது.
"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."	'ஓஹோ' அவன் தனக்குத் தானே கூறிக் கொண்டான், கோபம் கொண்ட வெள்ளம் நிற்க வேண்டும் என் விரலால் அவற்றை நிற்க வைக்க முடியும். நான் இங்கு இருக்கின்ற பொழுது ஹாலந்து நீரில் மூழ்கக் கூடாது".
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.	முதலில் நன்றாக இருந்த நிலை மாறி, இருளும், குளிரும் ஒன்று கூடியது. அந்தச் சிறுவன் கூச்சலிட்டான், கூக்குரலிட்டான். " இங்கே வாருங்கள், 'இங்கே வாருங்கள்" என்றழைத்தான். எவரும் கேட்கவில்லை அவனுக்கு உதவ எவரும் வரவில்லை.
It grew still colder, and his arm ached, and began to grow stiff and **numb**. He shouted again. "Will no one come? Mother! Mother!"	குளிர் வாட்டியது. கைகள் வலுவிழந்தன. மரமரத்துப் போனது. மறுபடியும் அவன் கூச்சலிட்டான். " யாரும் வரமாட்டார்களா? அம்மா! அம்மா!" என்றான்.
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."	அணைக்கட்டு சாலையை கவலையோடு அவள் அம்மா பார்த்துக் கொண்டிருந்தாள். தற்பொழுது குடிசைக் கதவைச் சாத்தி பூட்டி விட்டு தன் மகன் பீட்டர் தன் கண் தெரியாத நண்பரோடு இருப்பான் என்று நினைத்துக் கொண்டாள். அனுமதி இல்லாமல் அவன் நண்பன் வீட்டில் தங்கியதைக் கண்டு கோபித்துக் கொள்ள வேண்டுமென்று நினைத்தாள். பீட்டர் விசிலடிக்க முயன்றான். ஆனால் பற்கள் குளிரால் படபடவென நடுங்கியது. தன் சகோதரன், சகோதரி மற்றும் தாய், தந்தையர் எவ்வாறு வெதுவெதுப்பான படுக்கையில் உறங்குவர் என்று நினைத்தான். " அவர்கள் பெருவெள்ளத்தில் மூழ்கி விடக் கூடாது" என்று நினைத்தான். எவர் ஒருவராவது வரும் வரை இரவானாலும் பரவாயில்லை தான் அங்கிருந்து விலகக் கூடாது என்று நினைத்தான்.
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.	நிலாவும், நட்சத்திரங்களும் அணைக்கட்டின் அருகே கிடந்த கல்லில் ஓர் ஒடுங்கி இருந்த சிறுவனைப் பார்த்தன. தலை குனிந்து, கண்கள் மூடி, தூங்காமல், அவ்வப்பொழுது கைகளை தடவி, விரலினை துளையிலிருந்து எடுக்காமல், நீர் வெளியேற அனுமதிக்காதிருந்தான்.
"I'll stand it somehow," he thought. So he stayed there all night keeping the sea out.	"நான் தாங்கிக் கொள்வேன்" என்று நினைத்தான். இரவு முழுவதும் விரல் நுனியில் வெள்ளப் பெருக்கைத் தடுக்க நினைத்தான்.

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.	அடுத்த நாள் அதிகாலையில் அணைக்கட்டின் மேற்பகுதியில் வேலைக்குச் சென்ற ஒருவன் ஒரு முனகல் சத்தத்தைக் கேட்டான். அணைக்கட்டின் ஓரத்தில், ஓர் குழந்தை பெருஞ்சுவரைப் பிடித்துத் தொங்கிக் கொண்டிருப்பதைக் கண்டான்.
"What's the matter?" he called. "Are you hurt?"	"என்ன நடந்தது" என்று கேட்டான் . "உனக்குக் காயம்பட்டதா" என்றான்.
"I'm keeping the water back!" Peter **yelled**. "Tell them to come quickly!"	"நான் வெளியேறும் நீரைத் திருப்பினேன்" என்று பீட்டர் கத்தினான். "அவர்களை விரைவாக வரும்படி கூறுங்கள்" என்றான்.
The alarm was spread. People came running with **shovels** and the hole was soon **mended**.	எச்சரிக்கை ஊரெங்கும் பரவியது. மக்கள் மண்வெட்டியோடு ஓடி வந்தார்கள். அடுத்து அணைக்கட்டில் நீர் வெளியேற முயன்ற துளை சீர் செய்யப்பட்டு விட்டது.
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**.	உதவிக்கு வந்த மக்கள் பீட்டரை அவனுடைய பெற்றோரிடம் ஒப்படைத்தார்கள். பீட்டர் அன்று இரவு அவர்களை எவ்வாறு காப்பாற்றினான் என்று அனைவரும் உணர்ந்தார்கள். இன்றளவும் அந்த ஹாலந்தின் இளம் வீரனை எவரும் மறக்கவில்லை.

TEXTUAL GLOSSARY

⇒ Textual Glossary:

dikes *(n)*	=	an embankment for controlling or holding back the waters of the sea or a river.	→ கடல் நீரை அல்லது நதி நீரைக் கட்டுப்படுத்தும் ஓர் அணைக்கட்டு.
sluices *(n)*	=	a sliding gate or other device for controlling the flow of water, especially one in a lock gate.	→ நீர் ஒழுகுவதைக் கட்டுப்படுத்தும் ஓர் கதவு மதகு.
trickling *(v)*	=	flowing in small stream (a liquid)	→ கசிந்தோடுதல்.
numb *(adj.)*	=	deprived of the power of sensation	→ மரமரத்து; உணர்ச்சியற்ற
chattered *(v)*	=	feeling cold and frightened that one can't stop the upper teeth from stricking against one's lower teeth	→ குளிரினால், பயத்தினால் பல் உதறல்
crouching *(v)*	=	adopting a position where the knees are bent and the upper body is brought forward and down	→ முட்டி மடக்கி குளிந்து பதுங்குதல்
groan *(v)*	=	make a deep inarticulate sound conveying pain	→ வலியினால் முனங்குவது
shovels *(n)*	=	a tool resembling a spade with a broad blade and typically upturned side, used for moving earth, coal, snow, etc.	→ மணல், நிலக்கரி இவற்றை எடுக்கப் பயன்படுத்தப்படுகின்ற மண்வெட்டி போன்ற அகன்ற கருவி

A. REARRANGE THE SENTENCES IN A PARAGRAPH:

1. People came running with shovels and the hole was soon mended.
2. Early next morning a man saw Peter, understood the bad situation and sent for help.
3. Just then he heard a noise, that was the sound of trickling water.
4. He climbed down the side of the dike and thrust his finger into the tiny hole and stopped the water flow.
5. Peter was returning home.

Answer

Peter was returning home. Just then he heard a noise, that is the sound of trickling water. He climbed down the side of the dike and thrust his finger into the tiny hole and stopped the flow of water. Early next morning, a man saw Peter, understood the bad situation, and sent for help. People came running with shovels and the hole was soon mended.

B. COMPREHENSION:

Assignment:

1. 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.

   a. What is the geographical set up of Holland?

   .....

   b. How is the land prevented from flooding?

   .....

   c. Have the people contributed to the safety of their country?

   .....

   d. Are the little children aware of the importance of dikes?

   .....

   e. Can a hole in the dike cause danger?

   .....

2. 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."

   a. How old was Peter?

   .....

   b. What was he doing when his mother called him?

   .....

c. What had she prepared?

.....

d. What did she want Peter to do?

.....

e. When did she want him to be backhome?

.....

3. 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.

a. Why did he stop?

.....

b. How were the flowers?

.....

c. What did he listen to?

.....

d. How was this sound caused?

.....

e. What did he think of?

.....

4. 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.

a. What did Peter understand?

.....

b. What will happen to the little hole?

.....

c. What will happen if the hole becomes larger?

.....

d. Where did he climb?

.....

e. What did he do?

.....

5. 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.

a. What looked down on the child?

.....

b. How was the child's sitting posture?

.....

c. Explain his state.

.....

d. What did he do now and then?

.....

e. What was his hand doing?

.....

C. REARRANGE THE FOLLOWING SENTENCES IN COHERENT ORDER:

Assignment:

I.
1. Even the little children know the dikes must be watched every moment.
2. Holland is a country that lies below sea level.
3. The people of Holland have worked to keep the walls strong.
4. Great walls called dikes keep the North Sea from flooding the land.
5. They wanted their country be safe and dry.

II.
1. He should return before dark.
2. He started off with a light heart.
3. Then he remembered his mother's wish.
4. The little boy was glad to go on such an errand.
5. He stayed with the poor blind man a little while.

III.
1. He stopped and looked down.
2. Through which a tiny stream was flowing.
3. It was the sound of trickling water.
4. There was a small hole in the dike.
5. Just then he heard a noise.

IV.
1. Every now and then he rubbed the hand.
2. That was holding back the angry sea.
3. His head was bent, and his eyes were closed.
4. The moon and stars looked down on the child.
5. He was not asleep.

QUESTIONS AND ANSWERS:

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

Textual Exercises:

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

The little children are aware that even a small leak in the dike will cause an irreparable damage to the land and the people.

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

Peter's father was assigned the task of tending the gates or sluices.

3. Why did Peter's mother call him?

Peter's mother called him to give cake to his friend, the blind man.

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

He talked with him about the sun, the flowers, the ships far out at sea and his walk along the dike.

5. Why did the father always say angry water's?

If there was heavy flood, the result would be dangerous to the people and the land. So the father always said 'angry waters'

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

First, he heard the sound of trickling water and then he saw a small hole in the dike.

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

His mother thought that Peter was spending the night with his friend, the blind man.

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

Peter spent his night with his finger in the hole, shivering with cold, arm ached and it grew stiff and numb.

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

Early next morning, a man going to work, heard a groan and saw Peter in the dikes with his finger in the small hole. Immediately, he informed the dangerous situation to the people of that area.

10. How did the villagers mend the hole?

The villagers came with shovels and the hole was soon mended.

PARAGRAPH QUESTIONS:

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

Textual Exercises:

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

Holland is the country where the lands mostly lie below sea level. So there are dikes to keep the water not entering into the lands. Even the small children know the importance of the dikes.

Peter, a boy of eight, lived with his father who tended the gates of the dike with his mother too. He used to visit his friend, a blind man, on the other side of the dike.

Once on such a visit to his friend, on his return to his house, he heard the sound of water trickling down. He saw a hole in the dike. Immediately he put his finger into the hole to stop the flow of water. At night, nobody came to help him. The next morning a man who came for work saw Peter crouching beside the dike with his finger on the hole. He understood the situation and raised an alarm. Then the people came and mended the hole in the dike.

SIMPLE PARAGRAPH FOR SLOW BLOOMERS

Holland - land - below sea level - dikes protected the country - everyone did best to - protect - Holland - Years ago - little - boy Peter - lived Holland - His father - attended - dyke gates - opened - closed dykes - one day - Peter mother- gave cakes to Peter - to be given - old blind friend of Peter - across the dyke - Peter happily left dyke - called for help - in vain - he put his little - finger - throughout the night - slept near the dyke - morning - found by passer by - alerted the people - Peter and Holland - saved.

Holland is the country where the lands mostly lie below sea level. So there are dikes to keep the water from not entering into the lands. Peter, a boy of eight, lived with his father who tended the gates of the dike with his mother too. He used to visit his friend, a blind man, on the other side of the dike. One day on his return to his house, he heard the sound of water trickling down. He saw a hole in the dike. Immediately he put his finger into the hole to stop the flow of water. At night, nobody came to help him. The next morning, a man who came for work saw Peter crouching beside the dike with his finger on the hole. He understood the situation and raised an alarm. Then the people came and mended the hole in the dike.

OTHER TEXTUAL TASKS

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

D. 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"

ANSWERS

Peter's mother.
Peter
Peter
A man going to work.
Peter

7 THE DYING DETECTIVE

- Arthur Conan Doyle

WARM UP

Solve the crossword using the list of words and the clues.

Investigations

infer
observe
examine
revealed
inconceivable
aspects
link
detective
inquisitive
inspect
conclude
inquiry
analyze
mental
deduce
investigate

For clues refer text book page no. 188

ABOUT THE AUTHOR

Sir Arthur Ignatius Conan Doyl

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.

சர்.ஆர்தர் இக்னேஷியஸ் கோனான் டோய்ல்:

ஒரு சிறந்த பிரிட்டிஷ் எழுத்தாளர். இவர் துப்பறியும் நாவல் உலகில் ஒரு சிறந்த மைல் கல்லாக கருதப்பட்ட ''ஷெர்லாக் ஹேம்ஸ்'' என்ற கதாபாத்திரத்தை தனது துப்பறியும் நாவலின் மூலமாக வெளிப்படுத்தினார். டோய்ல், பிரபலமான 46 துப்பறியும் சிறுகதைகளை எழுதினார். அந்த கதை டாக்டர் வாட்சன் என்ற கதாபாத்திரமாக விளக்கினார். இயல்பாகவே அவர் ஒரு மருத்துவர். 1887ம் ஆண்டு அவர் 'A study in scarlet' என்ற நாவலை வெளியிட்டார். அதில் முதல் நான்கு நாவல்கள் ஹோம்ஸ் மற்றும் டாக்டர் வாட்சன் பற்றியதாகும். இத்துடன் டோயல் 50 சிறுகதைகளில் பிரபல துப்பறியும் விஷயங்களை வெளிப்படுத்தினார். ஷெர்லாக் ஹோம்ஸ் கதைகள் துப்பறியும் கதைகளில் ஒரு மைல் கல்லாக கருதப்பட்டது. அவரது குறிப்பிட்ட பணிகள் ஹெர்லாக் ஹோம்ஸ்-ம் தி லாஸ்ட் வேல்ட்-ம் அடங்கும்.

GIST OF THE LESSON

Sherlock Holmes, a detective is the famous character of Arthur ConanDoyle. Sherlock Holmes was seriously ill. He asked his landlady to fetch Dr. Watson, his assistant. Watson was surprised to see the condition of his master Sherlock Holmes had been working on a case down at Rotherhithe, near the river, and had brought this illness back with him. He wouldn't see a local doctor. On Watson's arrival, Holmes told him it was the disease from Sumatra. It was deadly and contagious. Watson offered to examine his symptoms and treat him. But he objected to it saying he was not a specialist of this disease.

Watson was asked to wait until six. He walked slowly round and round when he noticed a small black and white ivory lox. Holmes warned Watson no to touch it. He then asked him to go and fetch Mr. Culverton Smith who was on a visit to London from Sumatra. When Watson waited for a cab, he met inspector Morton of the Scotland yard.

Watson reached Mr. Culverton Smith's house. He pleaded Mr.Smith to visit Holmes and cure him of his illness. At last Smith accepted to come over. Watson informed Holmes of Smith's visit. During their conversation Smith told Watson about Victor, who had died of the same disease. Smith enquired Holmes if he had received a box by post. Holmes said that a sharp spring had drawn blood while opening it. Smith told Holmes, that he had sent the box as he had crossed his path. Inspector Morton arrested Smith on charge of murdering Victor. Smith wanted to kill Holmes as he had collected all evidences against Smith.

பாடம் பகுதி	தமிழாக்கம்
The detective Sherlock Holmes was seriously ill. He wanted to meet his assistant Watson. He asks his landlady to get him. Watson was surprised to see the condition of his master. Was Watson able to save his master? Read on to know more about the underlying story behind Holmes' sickness.	துப்பறிவாளர் ஷெர்லாக் ஹோம்ஸ் மிகவும் நோய்வாய்ப்பட்டுள்ளார். அவர் தன் உதவியாளர் வாட்ஸனை பார்க்க விரும்பினார். அவர் தன் நில உரிமையாளர் வாட்ஸனை அழைத்து வர வேண்டினார். வாட்ஸன் அவரின் நிலை கண்டு அதிர்ச்சியடைந்தார். வாட்ஸனால் தன் முதலாளியை காப்பாற்ற இயலுமா? என்பதறிய துப்பறிவாளரின் நோயின் பின்னுள்ள கதையை படித்திடுக.
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."	திருமதி. அட்ஸன், (ஷெர்லக் ஹோம்ஸ் வீட்டு உரிமையாளர்) என்னிடம் வந்து, சொன்னார். "திரு.வாட்ஸன், திருமிகு. ஹோம்ஸ் செத்துக் கொண்டிருக்கிறார். கடந்த மூன்று நாட்களாக அவர் உடல்நலம் குன்றி வருகின்றார். ஒரு நாள் போவது கடினம். அவர் நான் மருத்துவரை அழைப்பதையும் அனுமதிக்கவில்லை. இனியும் என்னால் பொறுக்க முடியாது நான் மருத்துவரை அழைப்பேன் என்று அவரிடம் சொன்னேன்" 'வாட்ஸனை கூப்பிடு' என்றார்.
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.	முன்னெப்போதும் நான் அவரின் நோய் பற்றி அறியாததால் துணுக்குற்றேன். நான் என் மேலங்கி - தொப்பி எடுத்து விரைந்தேன். நாங்கள் திரும்புகையில் அவரிடம் விவரமறிந்தேன்.
"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.	"நான் சிறிது மாத்திரமே சொல்லக்கூடும், அய்யா. அவர் ஏதோ வழக்கு ஒன்றுக்காக நதியருகே 'ரோதர் ஹித்' மில் பணி செய்து கொண்டிருக்கும் போது இந்த நோயை தொற்றிக் கொண்டு வந்துவிட்டார். புதனன்று மதியம் படுக்கையில் படுத்தவர் தான். இன்னும் எழவில்லை. மூன்று நாட்களாக ஏதும் சாப்பிடலோ பருகிடலோ இல்லை" என்றார் திருமதி. அட்ஸன். "ஏன் மருத்துவரை அழைக்கவில்லை?" என கேட்டேன்.
"He wouldn't have it, sir. I didn't dare to disobey him."	"அவர் அனுமதிக்கவில்லை - அவரை மீற எனக்கு துணிவில்லை"என்றார் திருமதி. அட்ஸன்.
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 form 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.	அவர் நிலை மிகுந்த வருத்தத்திற்குரியது. நவம்பர் மாத பனிமூட்டத்தில் அவர் நோய்வாய்ப்பட்டுள்ள அறை இருள் மருள் சூழ்ந்திருப்பினும் அவரது மெலிந்த முகமும் அவரின் உள்வாங்கிய கண்கள் என் நெஞ்சினை சில்லிட செய்தது. அவரின் கண்கள் ஜ்வரத்தின் வீரியத்தை, கன்னங்கள் வெளிறிய கதுப்பைக் காட்ட, கைகள் எல்லா நேரத்திலும் நடுக்கம் காட்டுல. அவர் அசைவற்று கிடந்தார்.
"My dear fellow!" I cried approaching him.	"என் அன்பான அய்யா" என்று அரற்றினேன்.
"Stand back! Stand right back!" he cried.	'நில்! போ பின்னாலே! என சப்தமிட்டார்.
"But why? I want to help you," I said.	"ஆனால் ஏன்? நான் உங்களுக்கு உதவ விரும்புகிறேன்" என்றேன்.
"Certainly, Watson, but it is for your own sake."	"நிச்சயமாக வாட்ஸன்! ஆனால் உனது காரணத்திற்காக!" என்றார்.
"For my sake?" I was surprised.	"எனக்காகவா?" - நான் அதிர்ச்சியுற்றேன்.

"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."	"எனக்கு தெரியும். எனக்கு என்ன ஆனது என்று. சுமத்ரா தீவிலிருந்து வந்த நோய். இது சாவு நோக்கி தள்ளும் தொற்று நோய், வாட்ஸன். அதை தொட்டால் தொற்றும்"
"Good heavens, Holmes! Do you think this can stop me?" I said advancing towards him.	"ஆண்டவா! கேவலம் இந்த நோய் வந்து உங்களை என்னிடம் இருந்து பிரித்திடுமா? நான் தான் விலகிப் போவேனா?" என்றேன் - அவரை நோக்கி முன் நகர்ந்தேன்.
"If you will stand there, I will talk. If you don't you must leave the room," said my master.	"நீ அங்கேயே நின்றால் தான் நான் பேசுவேன். இல்லையெனில் நீ இந்த அறையை விட்டு போக வேண்டி வரும்" என்றார் எனது தலைவர்.
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.	நான் எப்போதும் அவரின் எண்ணங்களின் படி நடப்பவன். ஆனால் இப்போது என் 'மருத்துவர்' என்ற நிலை என்னை உந்துகிறது. ஒரு மருத்துவராக நானே இந்த நோயுள்ள அறையில் அவரின் தலைவர்.
"Holmes," I said, "you are not yourself whether you like it or not. I will examine your **symptoms** and treat you."	"ஹோம்ஸ்!" நான் சொன்னேன், "நீங்கள் நீங்களாகவே இப்போதில்லை. நீங்கள் விரும்புவீர்களோ மாட்டீரோ உங்களின் நோயின் அறிகுறிகளை சோதித்து அதற்கு சிகிச்சை செய்வேன்".
"If I am to have a doctor," said he, "let me at least have someone in whom I have **confidence.**"	"அப்படி எனக்கு ஒரு மருத்துவர் தேவை எனில் என் நம்பிக்கைக்குரிய ஒருவரை நான் அழைத்துக் கொள்வேன்" - என்றான்.
"Then you have none in me?"	"அப்படியானால் நான் உங்களின் நம்பிக்கைக்கு உரியவன் அல்லவா?" எனக் கேட்டேன்.
"In your friendship, certainly. But facts are facts, Watson. You are a general **practitioner,** not a specialist of this disease."	"உன் நட்பின் நம்பிக்கையில்! ஆம்! உண்மைகள் என்றும் உண்மைகளே, வாட்ஸன். நீங்கள் பொதுநல மருத்துவர். இந்நோயில் நிபுணர் அல்ல" என்றார்.
"If so, let me bring Sir Japer Meek or Penrose Fisher, or any other best man in London."	"அப்படியானால் ஜாபர் மெக்கையோ அல்லது பென்ரோஸையேயில் ஸரையோ அல்லது லண்டனில் ஆகச் சிறந்த மருத்துவரையோ வரவழைக்கிறேன்."
"How ignorant you are! Watson!" he said with a **groan.**	"எப்படி இவ்வளவு அறியாமையோடு உள்ளாய் வாட்ஸன்?" என வேதனையுடன் கேட்டார்.
"What do you know about Tarpaunli fever or the black Formosa **plague?**"	"தார்பவுன்லி ஜ்ரம் அல்லது கருப்பு ஃபார்மூசா பிளேக் நோய்களைப் பற்றி உனக்கு என்ன தெரியும்?"
"I have never heard of them," I admitted.	"நான் கேள்விப்பட்டதே இல்லையே!" என்று ஒப்புக்கொண்டேன்.
"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.	"கிழக்கிலே இந்த நோயால் ஏற்படும் பெரும் கஷ்டங்களைப் பற்றி என்னுடைய இப்போதைய ஆராய்ச்சியின் போது நான் கற்றுணர்ந்தேன். அப்போது தான் இந்த நோய்த் தொற்றும் ஏற்பட்டு நோய் வந்துவிட்டது" - என்று கூறினார்.
"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.	"அப்படியானால் நான் மரு. ஐன்ஸ்ரீயை அழைத்து வருகிறேன்" சொன்னவாறே நான் கதவை நோக்கி சென்றேன். சாவும் தருவாயிலிருந்த அவர் விரைந்து சென்று கதவை சாத்தி தாதாங்கியில் தாழிட்டு மூடிவிட்டு, ஒரு கணம் கத்திவிட்டு மீண்டும் படுத்துக் கொண்டார். அப்படிப்பட்ட அதிர்ச்சியை நான் என்றும் பெற்றதில்லை.
"You won't have the key by force from me Watson. Be here till 6 o'clock. It is four now"	"நீ என்னிடமிருந்து சாவியை பலவந்தமாக பெற முடியாது வாட்ஸன். ஆறு மணி வரை இங்கேயே இரு. இப்போது மணி நான்கு".

"This is **madness**, Holmes," I said.	"இது முட்டாள்தனம் ஹோம்ஸ்"– நான் சொன்னேன்.
"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."	"இரண்டு மணிநேரம் மட்டுமே, வாட்ஸன். பிறகு என் விருப்பத்திற்கேற்ப ஒரு மருத்துவரை அழைத்து வரலாம். நீ அங்கிருக்கும் சில புத்தகங்களை படிக்கலாம். ஆறு மணிக்கு மீண்டும் பேசுவோம்".
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!"	புத்தகங்கள் எதையும் படிக்க முடியவில்லை. எனவே, படங்களை பார்த்துக் கொண்டு சுற்றி சுற்றி வந்தேன். இறுதியில் தட்டு மாடத்திற்கு அருகே சென்று அங்கே பல பொருட்களுக்கு மத்தியில் கருப்பும் வெள்ளையும் நிறங்கொண்ட தந்தத்தால் ஆன பெட்டியைப் பார்த்தேன். அது பக்கவாட்டில் திறந்து மூடிக்கொண்டது. அதனை எடுத்து திறந்து பார்த்த போது நான் பெருஞ்சத்தம் கேட்டேன். "கீழே வை வாட்ஸன். உடனே வை" பெருங்குரல் எடுத்து கத்தினார். என் பொருட்களை யாரும் தொடுவதை நான் வெறுக்கிறேன். உட்கார்! என்னை ஓய்வாய் இருக்க விடு."
Then I sat in silent **dejection** until the stipulated time had passed.	நான் அமைதியான மனத்தளர்ந்த நிலையில் சொல்லப்பட்ட நேரம் வரை காத்திருந்தேன்.
"Now Watson," he said, "Have you any change?"	"வாட்ஸன்! இப்போது உன்னிடம் ஏதும் சில்லறைக் காசுகள் உள்ளதா?' எனக் கேட்டார்.
"Yes," I replied.	"இருக்கிறது" என்றேன் நான்.
"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''.	"எவ்வளவு? அரை - கிரவுன் காசுகள்? அவற்றை உன் கை கடிகார பையில் போடு. மற்றவற்றை உன் கால்சட்டைப் பையில் வை. நீ அந்த குமிழ் விளக்கைப் பொருத்து. ஆனால் அது அரை வெளிச்சமாகவே இருக்கட்டும். என் கைக்கு எட்டும் படி சில கடிதங்களையும் தாள்களையும் மேசை மீது பரப்பி வை. இப்போது அந்த தந்தப் பேழையை எனக்கு எட்டும்படி வை. கிடுக்கியால் அதன் மூடியை சிறிதே திறந்து வை. இடுக்கியை மேசை மீது வைத்து விடு. நல்லது! இப்போது போய் 'திரு கல்வர்டன் ஸ்மித்தை, 13 கீழ் பர்க் தெருவிலிருந்து அழைத்து வா!" என்றார்.
I was hesitant to leave him now. He was **delirious.**	நான் அவரை தனியே விட்டு செல்ல தயங்கினேன். அவர் மிகவும் மனக்குழப்பத்தில் இருந்தார்.
"I have never heard of the name,'' I said.	"நான் அப்படியொரு பெயரைக் கேட்டதில்லையே! என்றேன்."
"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."	நன்று! அவன் இந்த நோயைப் பற்றிய அறிவுள்ளவன். ஆனால், அவன் மருத்துவத் துறை சார்ந்தவனல்ல; பண்ணையார். அவன் சுமத்ராவில் வாழ்பவன். இப்போது லண்டனில் சுற்றுப்பயணம் மேற்கொள்கிறான். அவன் ஆறு மணிக்கு முன் அவனது பார்வையாளர் அறைக்கு வரமாட்டான்; எனவே உன்னை ஆறு மணி வரை அமர வைத்தேன். அவனை இங்கு வரவைக்க நீ நம்ப வைக்க செய்திடுவாய் என நம்புகிறேன். நீ எப்படிப்பட்ட நிலையில் என்னை விட்டுவிட்டு அங்கு சென்றாய் என்றும், என் நோயின் நிலையும் – நான் சாவின் விளிம்பில் உள்ளதையும் எடுத்துச் சொல்லியாக வேண்டும்." என்று வலியுறுத்தினார் வாட்ஸன்.
"I'll bring him in a cab," I said.	"நான் அவரை மகிழ்வுந்தில் அழைத்து வருகிறேன்"

"No. You will persuade him to come and return before him. Make any excuse. Remember this, Watson."	துப்பறிவாளர்: "வேண்டாம். அவரை எப்படியாவது வரவழைத்துவிட்டு அவருக்கு முன்பே நீ இங்கு வந்து விட வேண்டும். எதையாவது சொல். சமாளி. இதை ஞாபகத்தில் வை, வாட்ஸன்"
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.	திருமதி. ஹட்ஸன் வெளியில் நடுங்கிக் கொண்டும், அழுதுக்கொண்டும் காத்திருந்தார். கீழே மகிழ்வுந்துக்காக காத்திருந்த போது ஸ்காட்லாண்ட் யார்ட் காவல் கண்காணிப்பாளர் திரு. மோர்ட்டன் அவர்களை சந்தித்தேன். அவர் சீருடையில் இல்லை.
"How is he?" asked Inspector Morton.	"எப்படியிருக்கிறார் அவர்?" இன்ஸ்பெக்டர் மார்ட்டன் கேட்டார்.
"He is very ill," I answered.	"அவர் மிக நோயுற்றுள்ளார்" நான் பதிலளித்தேன்.
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....."	நான் திரு. சல்வர்டன் ஸ்மித்தின் இல்லத்தை சென்றடைந்தேன். சமையற்காரர் கதவருகே தோன்றினார். பாதி திறந்த கதவினூடே "நான் வீட்டிலில்லை என்று சொல்" என்ற குரலைக் கேட்டேன். கதவோடு சேர்த்து சமையற்காரரையும் தள்ளிக் கொண்டு உள் நுழைந்தேன். மெலிந்த வழுக்கைத் தலையினை கண்டேன். "பொறுத்தருள்க" நான் சொன்னேன் "விசயம் தாமதிக்க முடியாதது. திரு. ஷெர்லாக் ஹோம்ஸ்....."
The mere mention of his name had a different effect on the man.	பேசும் போதே அந்த பெயர் அம்மனிதனின் மீது ஏதோ விளைவை உண்டாக்கிவிட்டது.
"Have you come from Holmes? How is he?" he asked.	"ஹோம்ஸிடமிருந்து வருகிறீர்களா அவர் எப்படி உள்ளார்" அவன் கேட்டான்.
"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."	"அவர் மிகவும் நோயுற்று கிடக்கிறார். எனவே தான் உங்களை காண வந்தேன். திரு.ஹோம்ஸ் உங்கள் மீது பெரும் மதிப்பு வைத்துள்ளார். இந்த இலண்டன் மாநகரிலே நீங்கள் ஒருவரே அவருக்கு உதவ முடியும்" என்றேன்.
The little man was **startled.**	அந்த சிறிய உருவம் கொண்ட மனிதன் அதிர்ச்சியுற்றான்.
"Why?" he asked.	ஏன்? அவன் கேட்டான்.
"Because of your knowledge of the Eastern diseases," I replied.	"கிழக்கிலுள்ள நோய்கள் பற்றிய உங்களின் அறிவினால் தான்" என்று பதிலுரைத்தேன்.
"How did he get it?" he asked.	"அவர் எப்படி அந்நோயைப் பெற்றார்?" அவன் கேட்டான்.
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.	எல்லாவற்றையும் எடுத்துச் சொன்னேன். அவன் சிரித்தவாறே வருவதற்கு ஒப்புக் கொண்டான். வேறொரு வேலையிருப்பதாக நயத்துக்கூறிவிட்டு கிளம்பினேன். கனத்த இதயத்துடன் திரு.ஹோம்ஸ் அறையை வந்தடைந்தேன். திரு.ஸ்மித் வருவதைச் சொன்னேன்.
"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."	"சபாஷ்! வாட்ஸன்" என்ற ஹோம்ஸ் "உற்ற நண்பன் ஆற்றும் பணி எல்லாவற்றையும் நீ முடித்து விட்டாய்! நீ இப்போது அடுத்த அறைக்கு சென்று மறைந்து கொள்! பேசாதே! இங்கு வராதே!"
I heard the footsteps. I heard a voice say, "Holmes! Holmes! Can you hear me?"	நான் காலடிபோசை கேட்டேன் "ஹோம்ஸ்! ஹோம்ஸ்! கேட்கிறதா?" என்ற குரலையும் கேட்டேன்.

"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."	"நீங்கள் ஸ்மித்தா?" ஹோம்ஸ் ஈன குரலில் "உங்களுக்குத் தெரியும் எனக்கு என்ன நோய் என்று. இலண்டனிலே நீங்கள் ஒருவரே என்னைக் குணப்படுத்தவும் முடியும்" என்றும் சொன்னார்.
"Do you know the **symptoms?**" asked Smith.	"அதன் அறிகுறிகள் தெரியுமா?' ஸ்மித் கேட்டான்.
"Only too well, Mr. Smith," and he described the symptoms.	'நன்றாக தெரியும்' என்று அறிகுறிகளை எடுத்துச் சொன்னார் ஹோம்ஸ்.
"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!"	"அதுவே தான் ஹோம்ஸ்" ஸ்மித் சொன்னான் "பாவம் விக்டர் கூட நான்காம் நாளே செத்துப் போனான் - உறுதியான வலிமையான வாலிபன்; என்னே ஒற்றுமை!"
"I know that you did it," said Holmes.	"நீங்கள் தான் அதைச் செய்தீர்கள் என்று தெரியும்" என்றார் ஹோம்ஸ்.
"Well, you can't prove it."	"நல்லது. ஆனால் உன்னால் நிரூபிக்க முடியாது" என்று ஸ்மித் பதிலுரைத்தான்.
"Give me water, please," Holmes **groaned.**	"குடிக்கத் தண்ணீர் தாருங்கள்" ஹோம்ஸ் **களைத்தார்.**
"Here." I heard Smith's voice.	"இங்கே" நான் ஸ்மித் தின் குரலைக் கேட்டேன்.
"Cure me, please. Well, about Victor Savage's death. You did it. I'll forget everything, but cure me. I'll forget about it."	"தயவு செய்து என்னை குணப்படுத்து. நல்லது, விக்டரின் மரணத்தைக் குறித்து. நீயே செய்தாய். ஆனால் என்னை குணப்படுத்து. நான் அதை மறந்துவிடுகிறேன்".
"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?"	"நீங்கள் மறக்கலாம் அல்லது நினைத்துக் கொண்டே இருக்கலாம். எனது மருமகன் எப்படி இறந்தான் என்பது பற்றி எனக்கேதுமில்லை. வாட்ஸன் நீங்கள் சீன கடற்பயணிகளிடமிருந்து இந்த நோய்த்தொற்றைப் பெற்றீர்கள் என்று சொன்னான். வேறெதுவும் காரணம் இருக்குமோ?"
"I can't think. My mind is gone, help me," **pleaded** Holmes.	"என்னால் எண்ணிப் பார்க்க இயலவில்லை. என் நினைவு போய் விட்டது. காப்பாற்று!" ஹோம்ஸ் **மன்றாடினார்.**
"Did anything come by post? A box by chance? On Wednesday?"	"ஏதாவது அஞ்சலில் வந்ததா? பெட்டி எதுவும்? புதன் கிழமை அன்று."
"Yes I opened it and there was a sharp spring inside it. A joke perhaps. It drew blood," said Holmes.	"ஆம்! நான் அதை திறந்தேன். கூரிய கருன் வளைவில் உள்ளே இருந்தது. அது ஒரு தமாஷ். என்னை குத்தி குருதியை உறிஞ்சிற்று." ஹோம்ஸ் சொன்னார்.
"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**!"	"இல்லை; அது விளையாட்டல்ல; முட்டாள், நீ நோய்த் தொற்றை பெற்றுவிட்டாய்; உன்னை யார் என் வழியில் குறுக்கிடச் சொன்னது? உனக்கு விக்டரின் மரணம் பற்றி மிக அதிகம் தெரியும். உன் முடிவு மிக அருகில், ஹோம்ஸ். என்னுடைய பையில் வைத்து இந்த பெட்டியையும் எடுத்துப் போய்விடுவேன். இதுவே இந்த சாட்சியத்தின் கடைசி **துண்டு** தடயம்."
"Turn up the gas, Smith," said Holmes in his **natural voice.**	"வாயுவைத் நிறுத்திடு ஸ்மித்" ஹோம்ஸ் அவரது **சாதாரண குரலில்** சொன்னார்.
"Yes I will, so that I can see you better." There was silence. Then I heard Smith say, "What's all this?"	"ஆம்! உன்னை அப்போது தான் நான் முழுவதும் முகம் பார்க்க முடியும்". அங்கே அமைதி. "என்ன இதுவெல்லாம்?"

"**Successful acting,**" said Holmes, "for three days I didn't taste anything – neither food nor drink."	"வெற்றிகரமான நடிப்பு" சொன்ன ஹோம்ஸ் "கடந்த மூன்று நாட்களாக நான் எதையும் சுவைக்கவோ, சாப்பிடவோ குடிக்கவோ இல்லை."
There were footsteps outside. The door opened and I heard Inspector Morton's voice. "I arrest you on charge of murder," he said.	வெளியில் காலடியோசை. காவல் கண்காணிப்பாளர் மோர்டன் "நான் உன்னை கொலைக் குற்றத்திற்காக கைது செய்கிறேன்" என்றார்.
"If so, let me bring Sir Jaspet Meek or Penrose fisher, or Holmes".	"அப்படியாயின் நான் சர் ஜஸ்பட் மீக் அல்லது பென்ரோஸ்ஃபிஸ்ஸர் அல்லது ஹோம்ஸ் கொண்டு வருவேன்".
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.	அங்கே விரைந்த ஓட்டமும் சலசலப்பும் கேட்டன. இரும்பின் மோதல்களும் கை விலங்குகளின் 'கலிங்' ஒலியும் வலியின் வேதனையும் சேர்ந்தே கேட்டன. கைவிலங்கிட்ட ஒலி கேட்டது. ஹோம்ஸ் என்னை அழைத்தார்.
"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."	"பொறுத்தருள்க, வாட்ஸன். நான் மிகவும் கடுமையாக உன்னை நடத்தினேன். மருத்துவரான உன்னைக் குறைத்து மதிப்பிட்டேன். ஸ்மித்தை இங்கே கொண்டு வருவதே என் குறி. அதையெல்லாம் உன்னிடம் சொல்லாது எனக்கு இல்லாத நோய் பற்றி சொன்னேன்" என்று ஹோம்ஸ் என்னிடம் சொன்னார்.
"But your **appearance**--?" I said.	"ஆனால் உங்கள் தோற்றம்?" எனக் கேட்டேன்.
"Three days, fasting and the make-up did the trick."	ஹோம்ஸ், "மூன்று நாள் பட்டினியும் ஒப்பனையும் சேர்ந்த தந்திரம் தான்" என்றார்.
"The coins?"	"அந்த சில்லறைக் காசுகள்" – என்றேன் நான்.
"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.	"ஓ! அதுவா? நான் தூக்கமின்மையால் சித்தம் பேதலித்தது போல் நடிப்பிக்க மட்டுமே" ஹோம்ஸ் சிரித்து கொண்டே, "நான் இப்போது சாப்பிட்டாக வேண்டும். ஸ்மித் தன் மருமகனான விக்டரைக் கொன்றான்; என்னைக் கொல்ல நினைத்தான். அதன் மூலம் சிறைத்தண்டனையை தவிர்க்கத் திட்டமிட்டான். நான் இப்போது சாப்பிட வேண்டும், வாட்ஸன். அது 'சிம்சனில்' வாங்கிய சத்துள்ள உணவாக இருக்க வேண்டும். நன்றி வாட்ஸன்" அவர் கூறினார்.

TEXTUAL GLOSSARY

Textual Glossary:

gaunt *(adj.)*	=	lean, especially because of suffering, hunger or age.	→	மெலிவு, நலிவு (நோய், பசி, வயோதிகத்தால் ஏற்பட்ட)
twitched *(v)*	=	give short, sudden jerking movements.	→	இழுப்பு, வலிப்பு வெட்டி இழுத்தல்
contagious *(adj.)*	=	spreading of a disease from one person to another by direct contact	→	நேரடி தொடர்பில் ஒருவரிடம் இருந்து மற்றொருவருக்கு பரவும் நோய்
groan *(v)*	=	a deep inarticulate sound conveying pain or despair.	→	வலியால் ஏற்படும் ஆழமான சப்தம்
plague *(n)*	=	a contagious bacterial disease characterized by fever .	→	பாக்டீரியாவால் ஏற்படுத்தப்படும் சுரம் – காய்ச்சல்

bolted *(v)*	=	closed the door with a bar that slides into a socket.	→	கதவு மூடப்பட்டு தடுப்பு பட்டை போட்டு நாதாங்கி சாத்துவது
mantle piece *(n)*	=	a structure of wood or marble above or around the fireplace.	→	பளிங்கு கல்லால், மரத்தால் செய்த தணல் அடுப்பின் சுற்றுப்பகுதி
half-crown *(n)*	=	a former British coin equal to two shillings and sixpence (12 1/2p).	→	பழைய பிரிட்டிஷ் காசு – இரண்டு ஷல்லிங்க்கள் + ஆறு பென்ஸ்க்கு சமமானது
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.	→	இடுக்கி – இரு நீண்ட கைகள் கொண்ட ஒரு அழுத்தத்தால் பொருட்களே கவ்வியெடுக்கும் கருவி.
delirious *(adj.)*	=	disturbed state of mind characterized by restlessness.	→	ஒய்வின்மையால் வரும் அமைதியற்ற மனநிலை
frail *(adj.)*	=	weak and delicate.	→	பலவீனமான – மிகமெலிந்த
startled *(v)*	=	felt sudden shock or alarm.	→	உணரப்பட்ட திடீர் அதிர்ச்சி
scuffle *(v)*	=	a sudden short fi ght	→	திடீரென சிறு சண்டை செய்வது

SYNONYMS (MEANINGS)

detective	=	reporter, prosecutor	→	துப்பறிபவர்
seriously	=	passionately, sincerely	→	தீவிரமாக
assistant	=	colleague, companion	→	உதவியாளர்
landlady	=	householder, owner	→	நிலச்சொந்தக்காரி
condition	=	situation, circumstance	→	நிபந்தனை
sickness	=	illness, syndrome	→	உடல்நலமின்மை
horrified	=	frightened, afraid	→	திடுக்கிடச்செய்
illness	=	disease, bad health	→	நோய், பிணி
rushed	=	hurried	→	விரைந்து
indeed	=	actually, absolutely	→	மெய்யாக
gloomy	=	darkness	→	இருண்ட
listless	=	spiritless, sluggish	→	சலித்து அலட்சியம் செய்
approaching	=	nearing, imminent	→	நெருங்கி
contagious	=	communicate, infectious	→	தொற்று
deadly	=	savage, destructive	→	கொடிய, மரணத்திற்கு வழி செய்கின்ற
confidence	=	certainty, courage	→	நம்பிக்கை
specialist	=	scholar, consultant	→	வல்லுநர்
admitted	=	permitted, accepted	→	அனுமதிக்கப்பட்டவர்
researcher	=	scientist, analyst	→	ஆராய்ச்சி

stipulated	=	provided, required	→	வழங்கும், ஒப்புதல்
shouted	=	exclaimed, screeched	→	கூச்சலிடு
persuade	=	satisfy, urge, prompt	→	அறிவுறு
exactly	=	accurately, particularly	→	சரியாக
plead	=	beg, request	→	வழக்காடு
trembling	=	shake, vibrate	→	நடுங்கும்
appeared	=	arose, came	→	தோன்று
frail	=	breakable, weak	→	பலவீனமான
opinion	=	belief, concept	→	கருத்து
whispered	=	muttered, grumbled	→	மெல்லப்பேசு
symptoms	=	syndrome, mainfestation	→	அறிகுறிகள்
described	=	protrayed, represented	→	விவரித்தார்
coincidence	=	agreement, coexistence	→	தற்செயல்
murder	=	killing	→	கொலை செய்
responsible	=	answerable; accountable	→	பொறுப்பு
silence	=	peace, quiet	→	அமைதி
dectective	=	investigator, spy	→	துப்பறிவாளர்
approach	=	access, appeal	→	அணுகு
diagnosis	=	analysis	→	நோய் கண்டறிதல்
inspired	=	stimulated, influenced	→	ஈர்க்கப்பட்டு
rude	=	disrespectful, vulgar	→	கடுமையாக
scuffle	=	fight, disturbance	→	சண்டையிடு
capability	=	capacity, efficiency	→	திறன்
delirious	=	insane, bewildered	→	மனக்குழப்பம்

Choose the correct synonyms of the underlined word in the sentences below:

Model:

1. The *detective* Sherlock Holmes was seriously ill.
   (a) destroyer (b) investigator (c) employer (d) mad
2. The detective Sherlock Holmes was *seriously* ill.
   (a) passionately (b) lightly (c) casually (d) minor
3. He wanted to meet his *assistant* Watson.
   (a) antagoinst (b) companion (c) detector (d) enemy
4. Watson was surprised to see the *condition* of his master.
   (a) orderliness (b) happiness (c) situation (d) arrangement
5. Read on to know more about the *underlying* story behind Holmes' sickness.
   (a) secondary (b) completion (c) epilogue (d) fundamental

6. Mrs. Hudson, the ***landlady*** of Sherlock Holmes .....
(a) householder (b) seller (c) detractor (d) helper

7. "Mr. Holmes is ***dying***, Mr. Watson."
(a) permanent (b) expiring (c) growing (d) living

8. For three days he has been ***sinking***.
(a) floating (b) drowning (c) drying (d) increasing

9. I ***doubt*** if he will last another day.
(a) calmness (b) hesitate (c) clarity (d) confirm

10. He ***replied***, "Let it be Watson then."
(a) requested (b) questioned (c) responded (d) suggested

ANSWERS

1. (b) investigator	2. (a) passionately	3. (b) companion	4. (a) orderliness
5. (d) fundamental	6. (a) householder	7. (b) expiring	8. (b) drowning
9. (b) hesitate	10. (c) responded		

Assignment:

1. "In your friendship, ***certainly*** .....
(a) doubtfully (b) inevitably (c) dubiously (d) indefinitely

2. You are a general ***practitioner***.
(a) investigator (b) doctor (c) authority (d) helper

3. ..... not a ***specialist*** of this disease."
(a) ignoramus (b) amateur (c) professional (d) rookie

4. "How ***ignorant*** you are! Watson!"
(a) educated (b) learned (c) illetrate (d) taught

5. ..... he said with a ***groan***.
(a) complaint (b) compliment (c) praise (d) educated

6. ***Unable*** to settle down to reading, ...
(a) incapable (b) potent (c) capable (d) sufficient

7. Finally I came to the ***mantel*** piece .....
(a) fireplace (b) skillful (c) household (d) epilogue

8. I saw a small black and white ivory box with ***sliding*** lid.
(a) slithering (b) dissuading (c) ascending (d) retarding

9. As I held it in my hand to ***examine*** it, ...
(a) ignore (b) analyze (c) praise (d) forget

10. I heard a ***dreadful*** cry.
(a) inoffensive (b) delightful (c) horrible (d) pleasant

11. I ***reached*** Mr. Culverton Smith's house.
(a) arrived (b) deny (c) refuse (d) abandon

12. The ***butler*** appeared at the doorway.
(a) master (b) servant (c) landlord (d) owner

13. The butler *appeared* at the doorway.
(a) arose (b) disappeared (c) caused (d) completed

14. I saw a *frail* man
(a) healthy (b) weak (c) unbreakable (d) firm

15. ..... "but the matter cannot be *delayed*.
(a) fragile (b) slender (c) postponed (d) sickly

16. He is a *planter*.
(a) farmer (b) master (c) employer (d) flexible

17. He lives in Sumatra, now *visiting* London.
(a) staying (b) completing (c) ceasing (d) unsuccessful

18. I hope you will be able to *persuade* him to come.
(a) dissuade (b) prompt (c) prevent (d) delay

19. "You will tell him *exactly* how you have left me."
(a) partially (b) incompletely (c) doubtfully (d) accurately

20. "I'm dying – *plead* with him, Watson."
(a) refuse (b) reply (c) request (d) decide

21. "Is that you Mr. Smith?" Holmes *whispered*.
(a) spoke clearly (b) muttered (c) joyfully (d) accurately

22. "You know what is *wrong* with me".
(a) incorrect (b) valid (c) moral (d) right

23. "You are the only one in London who can *cure* me."
(a) endure (b) injure (c) heal (d) hinder

24. "Do you know the *symptoms?*" asked Smith.
(a) concealment (b) reality (c) obscurity (d) syndrome

25. He *described* the symptoms.
(a) distorted (b) hidden (c) suppressed (d) defined

26. There was a sudden *rush* and scuffle.
(a) hurry (b) delay (c) retradation (d) protection

27. There was a sudden rush and *scuffle*.
(a) calm (b) brawl (c) truce (d) surrender

28. "Sorry, Watson, I was *rude* to you".
(a) polite (b) disrespectful (c) kind (d) mannerly

29. I *undermined* your capability as a doctor.
(a) aided (b) assisted (c) impaired (d) increased

30. I undermined your *capability* as a doctor.
(a) inability (b) incompetence (c) capacity (d) incapacity

ANTONYMS

seriously	தீவிரமாக	×	casually	சாதாரணமாக
landlady	நிலச்சொந்தக்காரி	×	tenant	குத்தகைதாரர்
underlying	அடிப்படை	×	secondary	இரண்டாம் பட்சமான
sickness	உடல்நலமின்மை	×	happiness, healthy	ஆரோக்கியமான
sinking	மூழ்கி	×	floating	மிதக்கும்
horrified	திடுக்கிடச்செய்	×	brave	துணிச்சலான
illness	நோய், பிணி	×	health, well – being	ஆரோக்கியமான
rushed	விரைந்து	×	leisurely	மெதுவாக, நிதானமாக
indeed	மெய்யாக	×	doubtfully, dubiously	சந்தேகத்துடன்
gloomy	இருண்ட	×	cheerful, pleasant	சந்தோஷமான, பிரகாசமான
foggy	பனிமூட்டம்	×	clear	தெளிவான
staring	உற்றுப்பார்	×	ignoring, neglecting	புறக்கணி
gaunt	மெலிந்த	×	plump, fat	கொழுத்த
flushed	ஒளிரும்	×	pale, pallid	வெளிர்
listless	சலித்து அலட்சியம் செய்	×	energetic, enthusiastic	ஆற்றலுள்ள
approaching	நெருங்கி	×	later, passing	கடந்து சென்று
contagious	தொற்று	×	harmless	தீங்கற்ற
deadly	கொடிய, மரணத்திற்கு வழி செய்கின்ற	×	healthy, energizing	ஆரோக்கியமான
advancing	முன்னேறும்	×	hinder, hesitate	இடையூறாக
confidence	நம்பிக்கை	×	distrust	நம்பிக்கைமின்மை
practitioner	பயிற்சியாளர்	×	amateur, proleteriat	துறை சார்பற்றவர்
specialist	வல்லுநர்	×	practitioner	பயிற்சியாளர்
admitted	அனுமதிக்கப்பட்டவர்	×	rejected	மறைக்கப்பட்ட
unable	இயலாத	×	able	திறமையான
shouted	கூச்சலிடு	×	whimpered	தேங்கு, சிணுங்கு
persuade	அறிவுறு	×	dissuade	பிரி, விரோதமாகப் புத்திகூறு
trembling	நடுங்கும்	×	steady	நிலையான
appeared	தோன்று	×	disappeared	மறைந்து போ
frail	பலவீனமான	×	healthy, unbreakable	ஆரோக்கியமான
delayed	தாமதமாக	×	hurry, speed	அவசரமாக
sinking	மூழ்கி	×	floating	மிதக்கும்
reached	அடைந்தது	×	left, departed	சென்றது, பிரிந்த
whispered	மெல்லப்பேசு	×	shouted	கூச்சலிடு
coincidence	தற்செயல்	×	refusal/ separation	மறுத்தல்

arrest	கைது செய்	×	release	விடுதலை செய்
responsible	பொறுப்பு	×	irresponsible	பொறுப்பற்ற
approach	அணுகு	×	exit, departure	வெளியேறும்
rude	கடுமையாக	×	polite, respectful	கனிவாக
rush	வேகமாக	×	delay	தாமதமாக
scuffle	சண்டையிடு	×	calm, peace	சமாதானம்
undermined	சிதைந்துள்ளது	×	strengthened	பெருக்க, வலுப்படுத்து
capability	திறன்	×	incapability	திறனற்ற
delirious	மனக்குழப்பம்	×	sane	அறிவுள்ள
nutritious	ஆரோக்கியமான	×	unhealthy	ஆரோக்கியமற்ற

Choose the most appropriate antonyms of the underlined word from the options given below:

Model:

1. I was ***horrified.***
   (a) frightened (b) unafraid (c) repelled (d) troubled
2. I ***doubt*** he will last another day.
   (a) suspect (b) believe (c) distrust (d) impugn
3. He would not ***let*** me get a doctor.
   (a) prevent (b) permit (c) allow (d) approve
4. There is ***little*** I can tell you, sir.
   (a) seldom (b) nothing (c) hardly (d) more
5. It is ***deadly*** and contagious.
   (a) cruel (b) bloody (c) gentle (d) harmful
6. He was ***indeed*** a sad sight.
   (a) doubtfully (b) actually (c) easily (d) certainly
7. In the dim light of a ***foggy*** November day .....
   (a) hazy (b) clear (c) obscure (d) misty
8. ..... the sick-room was a ***gloomy*** spot.
   (a) funeral (b) luminous (c) dim (d) murky
9. It was a ***gaunt*** face staring from the bed.
   (a) angular (b) skinny (c) plump (d) emaciated
10. His cheeks were ***flushed.***
    (a) pale (b) pink (c) glowing (d) rosy

ANSWERS

1. (b) unafraid 2. (b) believe 3. (a) prevent 4. (d) more
5. (c) gentle 6. (a) doubtfully 7. (b) clear 8. (b) luminous
9. (c) plump 10. (c) glowing

Assignment:

1. It is deadly and *contagious.*
   (a) infectious (b) harmless (c) poisonous (d) endemic
2. But now my *feelings* as a doctor were aroused.
   (a) apathy (b) sensation (c) reaction (d) perception
3. But now my feelings as a doctor were *aroused*.
   (a) excited (b) dissuaded (c) enticed (d) awakened
4. I was at least his *master* in the sick-room.
   (a) boss (b) owner (c) servant (d) over seer
5. I will *examine* your symptoms and treat you.
   (a) overlook (b) analyze (c) test (d) consider
6. No, you will *persuade* him to come and return before him.
   (a) discourage (b) entice (c) urge (d) prompt
7. Never have I had such a *shock.*
   (a) impact (b) disturbance (c) transquility (d) consternation
8. ..... when the dying man *bolted* the door and locked it.
   (a) dashed (b) latched (c) unlocked (d) secured
9. He *shouted* in an uncontrolled way.
   (a) yelled (b) screamed (c) roared (d) whimpered
10. He shouted in an *uncontrolled* way.
    (a) agitated (b) composed (c) excited (d) wild
11. You will tell him *exactly* how you have left me.
    (a) actually (b) fairly (c) roughly (d) accurately
12. The butler *appeared* at the doorway.
    (a) emerged (b) disappeared (c) began (d) derived
13. I *pushed* past the butler and entered the room.
    (a) depressed (b) pulled (c) forced (d) propelled
14. I saw a *frail* man
    (a) futile (b) sturdy (c) weak (d) slim
15. I saw a frail man with *bald* head sitting.
    (a) barren (b) bare (c) hairy (d) exposed
16. He *smiled* and agreed to come.
    (a) frowned (b) smirked (c) laughed (d) grinned
17. He smiled and *agreed* to come.
    (a) concurred (b) refused (c) granted (d) recognized
18. *Pretending* that I had some other appointment.
    (a) cheating (b) bluffing (c) acting (d) exposing
19. I said, but the matter cannot be *delayed.*
    (a) slowed (b) advanced (c) postponed (d) restricted
20. You will have the *kindness* to place some letters.
    (a) hatred (b) affection (c) courtesy (d) good will

21. "Oh! That was only to *prove* that I was delirious,"
(a) confirm (b) disprove (c) verify (d) explain

22. "I was delirious," he *laughed.*
(a) giggled (b) cried (c) snickered (d) chuckled

23. ..... the same way to *avoid* imprisonment.
(a) dodge (b) avert (c) allow (d) sidestep

24. He wanted to kill me the same way to avoid *imprisonment.*
(a) isolation (b) confinement (c) liberation (d) captivity

25. I think that something *nutritious* at Simpsons .....
(a) unhealthy (b) healthy (c) strong (d) wholesome

26. No, it was not a *joke.*
(a) pun (b) tragedy (c) humour (d) antic

27. ..... you *fool,* you've got it.
(a) ass (b) genius (c) stooge (d) trick

28. You knew too much about Victor's *death.*
(a) ruination (b) decease (c) birth (d) downfall

29. "The last piece of *evidence!"*
(a) disproof (b) proof (c) information (d) confirmation

30. ..... said Holmes in his *natural* voice.
(a) artificial (b) abnormal (c) extraordinary (d) typical

QUESTIONS AND ANSWERS

A. Answer the following questions.

Textual Questions:

a. How did Watson feel when he heard of Holmes' illness?
Watson was really horrified.

b. Why didn't the landlady call the doctor?
The landlady Mrs. Hudson did not want to disobey Holmes.

c. What was the condition of Holmes when Watson saw him?
Holmes was delirious.

d. What according to Holmes was the disease he was suffering from?
According to Holmes he was suffering from the deadly disease Tarpaunli fever or the black Formosa plague.

e. Who did Watson see when he entered the room?
Watson saw a frail man with a bald head, sitting in the room.

f. What were the instructions given by Holmes to Watson?
Holmes asked Watson to go to Mr. Smith, a planter, living in Sumatra, now in London. He instructed him to go and meet him after six. He further told him to really plead Smith to come and meet Holmes because he was in his death - bed. Then he asked Watson to return home before Smith arrived. After bringing in Smith, Holmes asked Watson to be in the next room.

g. Why did Holmes plead with Smith?

Holmes pleaded with Smith to cure the disease. Further he informed that Mr. Victor was cured by Smith. This was just to corner Mr. Smith who had really killed Victor.

h. Who was responsible for Victor Savage's death? What was the evidence for it?

Mr. Smith was responsible for Victor Savage's death. Holmes, while talking to Smith said that Victor, though young and healthy, died suddenly. Then Smith retorted and informed that he only killed Victor.

i. What explanation did Holmes give for speaking rudely to Watson?

Holmes informed Watson that he behaved rudely only to get Smith meet Holmes.

j. How was Holmes able to look sick?

Holmes made a three - day fasting and put on some make up that gave him a 'sick - look'.

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

Textual Questions:

1. Who was Mrs. Hudson? Why was she worried?

Mrs. Hudson was the landlady of Holmes, and she was worried over the illness of Holmes.

2. Why didn't Holmes let Watson examine him?

Holmes did not allow Watson because Holmes was not really ill.

3. Why did Holmes warn Watson against touching his things? What was Watson's reaction?

Holmes said the disease was a contagious one. Watson was totally dejected.

4. What did Watson find on the table near the mantlepiece?

Watson saw a small black and white ivory box near the mantle - piece.

5. Who is Mr. Culverton Smith?

Mr. Culverton Smith is a planter. In this story he is the villain.

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

Holmes asked Watson to wait for some time.

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

Holmes told Watson to persuade Smith to come because he was in his death - bed. And that Watson had to return before Smith arrived to see Holmes.

8. Why did Holmes want Smith to treat him?

Holmes wanted Smith because he is the man who knew better about the disease. Then another reason was he wanted to arrest Smith for a murder.

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

Holmes got the disease from the Chinese sailors.

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

Inspector Morton arrested Smith. He was arrested because he only had murdered his nephew Victor, and had planned to kill Holmes in the same manner.

Additional Questions:

11. Where was Mr. Holmes working?

Mr. Holmes had been working on a case down at Rotherhilthe, near the river.

12. Describe Mr. Holmes and his room.

Mr. Holmes appeared sad. His room was dimly lit and the sick room was gloomy. His face seemed gaust.

13. What did Watson want to do?

Watson wanted to examine Holmes with regards to the symptom of his disease and treat him accordingly.

14. Who was Watson?

Watson was a general practitioner.

15. How did Holmes react on hearing Dr. Ainstree's name?

He bolted the door and locked it. He shouted in an uncontrolled way and in a moment he was back in bed.

PARAGRAPH QUESTIONS

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

Textual Questions:

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

Holmes, a detective, lived in the house of a landlady Mrs. Hudson. He acted as though he were ill with a contagious disease. He sent for Smith, the planter who knew more about the disease. Holmes told Smith he was the one who could cure him. Then he talked about a man named Victor who died because of the same disease.

Holmes told Smith that he was the person who killed Victor. Then Smith in a bit of anger said that there was no evidence to prove it.

Smith asked Holmes whether he had received a box. Then Holmes said 'Yes' and Smith confessed that he had sent the box to kill Holmes who knew more about the death of Victor.

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

Watson, the assistant of the detective Holmes was really sad over the delirious state of Holmes. Being driven with loyalty, he went to meet Smith who would cure Holmes' illness or rather deadly the disease. In the beginning, Smith refused to meet him but Watson pleaded him that his friend was terribly ill. He told Smith that he was the only person who could cure Holmes. Thereby he brought Smith to visit Sherlock Holmes. Watson really did not know the intention of Holmes. In addition he did not know whether Holmes was really ill or not. Further Watson was asked to stay in the next room. Watson overheard everything and then after the arrival of the inspector Morton there was a scuffle, Smith got arrested.

SIMPLE PARAGRAPH FOR SLOW BLOOMERS

1. How did Holmes trap Mr. Culverton Smith to confess the master? (or) How did Watson help his friend to arrest the criminal?

Sherlock Holmes, a detective, was the famous character of Conan Doyle. Here, Holmes was ill and delirious. His assistant Watson came and asked "What happened?" Holmes said that he was affected with a bad disease. He wanted Watson to get Mr. Culverton Smith. Smith came and saw Holmes. Suddenly, Holmes brought in Morton, the Inspector and arrested Mr. Smith as he had evidences against Smith. The reason was he killed his nephew Victor and further he attempted to kill Holmes.

OTHER TEXTUAL TASKS

VOCABULARY

C. Complete the following sentences by choosing the correct options given.

1. Niteesh bought a ..... *(knew/ new)* cricket bat. **Ans: new**
2. The shepherd ..... *(herd/heard)* the cry of his sheep. **Ans: heard**
3. Lakshmi completed her banking ..... *(course/coarse)* successfully. **Ans: course**
4. Priya has broken her ..... *(four/fore)* limbs. **Ans: fore**
5. Leaders of the world must work towards the ..... *(peace/piece)* of human race. **Ans: peace**

D. Complete the tabular column by finding the meaning of both the words given in the boxes. Use them in sentences of your own.

pocket *(n)* - a small bag sewn into or on clothing to keep carry small things	- Santa filled his **pocket** with candies.
packet *(n)* - a paper or cardboard container, typically one in which goods are sold	- Maheswari carried a **packet** of ribbons.
fond *(adj.)* - having an affection or liking for	- Puppies are **fond** of soft balls.
found *(v)* - having been discovered by chance or unexpectedly	- Rosalin **found** a 100 rupee note on her way back home.
lost *(v)*	- I have **lost** my wallet.
last *(adj.)*	- I have to catch the **last** train.
paused *(v)*	- The speech was **paused** for a while.
passed *(v)*	- The Bill has been **passed** in the parliament.
pitcher *(n)*	- The **pitcher** has setup a tent.
picture *(n)*	- The **picture** is drawn by an artist.

LISTENING

E. Listen to the story and answer the question given below

1. **Where does this story take place?**
   a) in a bakery
   b) at the police station
   c) in Ms. Gervis' house
   d) *in Ms. Gervis' apartment*

2. **Near the beginning of the story, "Ms. Gervis' eyes are full of tears. Her hands are shaking." How does Ms. Gervis probably feel?**
   a) She is upset.
   b) She is tired.
   c) She is hungry.
   d) *She is confused.*

3. **What makes the detective sure that the robber did not come through the windows?**
   a) *The windows are locked.*
   b) The windows face the police station.
   c) The windows have not been used in months.
   d) The windows are too small for a person to fit through.

4. **What else was stolen from the apartment?**
   a) crystal b) jewellery c) money d) *nothing*

5. **"And the robber definitely did not use the front door." Which is the best way to rewrite this sentence?**
   a) "And the robber may not have used the front door."
   b) "And the robber probably did not use the front door."
   c) "And the robber was not able to use the front door."
   d) *"And the robber certainly did not use the front door."*

6. **What does Ms. Gervis do with her cakes?**
   a) She eats them. b) She sells them. c) She hides them. d) *She gives them away.*

7. **What does the detective seem to think will happen if he solves the mystery?**
   a) *Ms. Gervis will start baking cakes again.*
   b) Ms. Gervis will bake him extra cakes.
   c) Ms. Gervis will give him her secret receipe.
   d) Ms. Gervis will give him money and jewels.

READING

G. Match the following.

1.	A man of ease	– Emanuel	John Mathew
2.	John's trainer	– Lalli and Lolly	Basky
3.	Mathew's secretary	– John Mathew	Louise
4.	John's chef	– Louise	Emanuel
5.	Mathew's friends	– Basky	Lalli and Lolly

H. State whether the given statements are true or false. If false correct the statements.

1. Mathew is a very busy man. **Ans :** True
2. He woke up very late in the morning. **Ans :** True
3. He always had lunch with his family. **Ans :** False - He had his lunch with his friends.
4. He exercised with Louise every day. **Ans :** False - He excercised with Basky.
5. He preferred handling mail by himself. **Ans :** True

WRITING

I.Create a pamphlet for the following:

1. **Make a pamphlet on 'Dengue Awareness' (Focus on its causes, preventions, symptoms and precautions).**

Dengue fever is caused by Ades Mosquitoes

Causes : Mosquito - bite in day time. Ades mosquitoes is the vehicle of the disease.

Preventions : ⇒ Cleaning the containers and tanks of water often.
⇒ awareness to the public with real reports of the locality.

Symptoms : Fever, high temperature, diarrhoea, weakness, tiredness decrease in platelets in blood.

Precautions : Mosquito Net, Repellents, Averting mosquitoes.
keeping the blood stocks at the hospitals.

2. Make an attractive Pamphlet for your school Fair organised for raising funds for (any) relief (Specify the date, time, types of stalls and the reasons for the fair).

Fair for Relief fund

The staff and students organise a fair for Relief fund created for the renovation of library block.
We solicit your contribution and participation by occupying the stalls with your products and services.

Date - 14.10.2xx and 15.10.20xx
Name - CD Nayagam Hr.sec.school, Thaeyagarayanagar.
Chennai - 600011
Time - 10.00 a.m to 9.45 p.m
Anticipating your co - operation and assuring our best all time

Alumini, students, staff and management
Cd Nayagam Hr. Sec. School, Chennai - 17

3. Make a pamphlet on the latest gadgets (Mention the variety of models, uses, need and availability).

Modern Gadgets

We are the pioneers of electronic gadgets in the city and renowned for sales and service.
We introduce latest modern innovative gadgets for your elegant and elite business needs and academic purposes to connect the people alltime.
Feel free to visit our show - room for

Tablets,
Laptops,
Androids,
Hardware,
Accessoires,
Processors ete,

Assuring our best all time

Fortune eletronics,

J. Write a letter of enquiry for the following

1. You are a librarian in a newly established school. Write a letter to the book dealer inquiring about the list of newly arrived English children's story books and various subject books relevant to 10-14 age groups.

From:
The Librarian,
T' Nagar Hr.sec. School,
Venkat Narayana Road,
Theyagaraya Nagar, Chennai - 600017

To:
The Manager,
Higginbothems Book Company,
Anna Salai, Chennai - 6000 02

Sir,

Sub: arrival of new books– reg
Ref: telecom on 14.10.20xx

We have planned to purchase new books for the students in the age group of 10 - 14.

We request you to sent the details of the story books, Encyclopedia, school grammar books, object oriented question banks, etc. Your swift action will be appreciated.

Thanks and Regards,

For CDN school,
Librarian

2. Venkat hails from a remote village of Kancheepuram District, Tamil Nadu who aspires to become an IAS officer. Currently, he is in class X. He notices an advertisement on free classes for the IAS aspirants by a trust in a newspaper. He writes a letter to the coordinator of the trust inquiring for further details

From:

Venkat,
2, Nellukara Street,
Chinna Kancheepuram,
Kancheepuram District.

To:

The Co - ordinator,
Manitha Neyam IAS Acadamy,
Thiyagraya Nagar - Chennai - 600017.

Most Revered sir:

Sub: Further details on IAS coaching –reg

Ref: Your newspaper Notice on 14.04.20xx

I have read your news in a Tamil news paper and am an IAS aspirant.

I have understood the news and I need much more details of your IAS training course as I am studying X std now.

I request you to guide me in my endeavour and send further information and details at the earliest, sir.

Thanking you sir.,

Sincerely,
Venkat.

3. Write a letter to the head of the BSNL office enquiry about he internet broadband scheme launched recently.

From:

Harish,
158, Nallamuthu Street,
Sikkal, Nagapattinum - 611108.

To:

The Commercial Manager,
BSNL,
Nagai Main Road,
Nagapattinum - 611101.

Sir:

We have BSNL landline phone in our residence since ten years and we are happy about the service rendered by BSNL.

We want to have 'Broad Band' internet connection in our residential phone.

We request you to send the detail of recently launched internet broadband scheme to install at the earlist.

Thanks and Regards,

Sincerely,
Harish

GRAMMAR

A. Transform the following sentences as instructed.

1. **On seeing the teacher, the children stood up.** *(into Complex)*
   When the children saw the teacher, they stood up.
2. **At the age of six, Varsha started learning music.** *(into Complex)*
   When Varsha was six she started learning music.
3. **As Varun is a voracious reader, he buys a lot of books.** *(into Simple)*
   Being a voracious reader Varun buys a lot of books.
4. **Walk carefully lest you will fall down.** *(into Complex)*
   If you don't walk carefully you will fall down.
5. **Besides being a dancer, she is a singer.** *(into Compound)*
   She is not only a dancer but also a singer.
6. **He is sick but he attends the rehearsal.** *(into Simple)*
   Inspite of his sickness he attends the rehearsal.
7. **If Meena reads more, she will become proficient in the language.** *(into Compound)*
   Meena should read more or she will not become proficient in the language.
8. **He confessed that he was guilty.** *(into Simple)*
   He confessed his guilt.
9. **The boy could not attend the special classes due to his mother's illness.** *(into Compound)*
   The boy's mother was ill and so he could not attend the special classes.
10. **He followed my suggestion.** *(into Complex)*
    He followed what I had suggested.

B. Combine the pairs of sentences below into simple, complex and compound

1. **Radha was ill. She was not hospitalised.**
   a) Inspite of her illness Radha was not hospitalized. *(Simple)*
   b) Though Radha was ill she was not hospitalized. *(Complex)*
   c) Radha was ill but she was not hospitalized. *(Compound)*
2. **The students were intelligent. They could answer the questions correctly.**
   a) Being intelligent, the students could answer correctly. *(Simple)*
   b) Since the students were intelligent they could answer the question correctly. *(Complex)*
   c) The students were intelligent and so they could answer correctly. *(Compound)*
3. **I must get a visa. I can travel abroad.**
   a) I must get a visa to travel abroad. *(Simple)*
   b) Unless I get a visa I cannot travel abroad. *(Complex)*
   c) I must get a visa or I cannot travel abroad. *(Compound)*
4. **I saw a tiger. It was wounded.**
   a) I saw a wounded tiger. *(Simple)*
   b) I saw a tiger which was wounded. *(Complex)*
   c) I saw the tiger and it was wounded. *(Compound)*
5. **There was a bandh. The shops remained closed.**
   a) In the event of a bandh, the shops remained closed. *(Simple)*
   b) The shops remained closed because there was a bandh. *(Complex)*
   c) There was a bandh and so the shops remained closed. *(Compound)*

7 THE HOUSE ON ELM STREET

- Nadia Bush

ABOUT THE AUTHOR

Nadia Bush, is basically an academician. She has specialised in the Dept. of Communication. She has completed Ph.D in Communication in the University of Southern Mississippi. She is an editor, writer at Mississippi Guld Coast Community College. She is a senior Instructor in the Department of Communication, University of South Alabama. She is conducting courses in Public Speaking, Principles of Advertising etc., She has presented many papers in her field of Communication in different Seminars. She has written this poem under the general heading 'dark poem' This The House on Elm Street' was published in April 2017.

நாடியா புஷ் அடிப்படையிலே ஓர் கல்வியாளர். தகவல் தொடர்புத் துறையில் தன்னிறைவை வெளிப்படுத்தியவர். தெற்கு மிசிசிபி பல்கலைக்கழகத்தில் முனைவர் பட்டம் பெற்றவர். அவர் மிசிசிப்பியில் ஓர் கல்லூரியில் உதவி ஆசிரியர், எழுத்தாளர் என்ற பணியில் செயல்பட்டுக் கொண்டிருக்கிறார். தெற்கு அலபாமா பல்கலைக் கழகத்தில் தகவல் தொடர்புத் துறையில் முதிர்ந்த ஆசிரியராகப் பணியாற்றி 'மேடைப் பேச்சுக் கனல்' மற்றும் 'விளம்பரக் கொள்கைகள் அதன் தன்மைகள்' பற்றி மாணவர்கட்கு எடுத்துரைக்கிறார். பல கருத்தரங்குகளில் கட்டுரைகள் வெளியிட்டு இருக்கிறார். 'இருண்மைக் கவிதை' என்ற அடிப்படையில் தன் கற்பனைத் திறத்தினை இந்த 'இரட்டைப் பல் இலை மரத் தெருவில் ஓர் வீடு' என்ற தலைப்பில் உள்ள கவிதையை எழுதி இருக்கிறார். இக்கவிதை 2017 – ம் ஆண்டில் ஏப்ரல் மாதத்தில் வெளியிடப்பட்டது.

GIST OF THE POEM

Nadia Bush, the poetess, says it is a poem of fantasy. It is purely imaginative. It describes about a lonely house. Nobody lives there. Nearby, there is a tree without leaves, not getting shorter nor growing taller. She concludes that for her, the house is a mystery.

பாடல் பகுதி	தமிழாக்கம்
It sat alone.	அது தன்னந்தனியாக அமைந்திருக்கிறது
What happened there is still today unknown.	அங்கு என்ன நடந்தது என்று இன்றளவும் தெரியாது.
It is a very mysterious place,	அது ஓர் புதிரான இடம்.
And inside you can tell it has a ton of space,	உள்ளே சென்றால் உங்களால் சொல்ல முடியும் அதிக இடம் இருக்கிறதென்று
But at the same time it is bare to the bone.	ஆனால் அதே நேரத்தில் அங்கு எலும்புக் கூட்டின் எச்சங்கள் கூட இல்லை.
At night the house seems to be alive,	இரவு நேரத்தில் வீடு விழிப்புடன் இருப்பதாகத் தெரிகின்றது.
Lights flicker on and off.	விளக்கு ஒளி ஒளிர்கின்றது, மறைகின்றது

I am often tempted to go to the house,	நான் அடிக்கடி அந்த வீட்டிற்குச் செல்ல ஆசைப்படுகிறேன்
To just take a look and see what it is really about,	அங்கு சென்று பார்ப்பதற்கும், என்ன தான் உண்மையான நிலை என்று அறியவும்
But fear takes over me.	ஆனால் பயம் என்னைச் சூழ்ந்து கொள்கிறது.
I drive past the house almost every day.	நான் தினந்தோறும் அந்த வீட்டை வாகனத்தில் கடந்து செல்கிறேன்.
The house seems to be a bit brighter	[பகலில்] அந்த வீடு சிறிதளவு பிரகாசிப்பதாகத் தோன்றுகிறது.
On this warm summer day in May.	இந்த கோடைகால மே மாத மிதமான வெப்ப நாளில்
It plays with your mind.	அது உங்கள் மனதுடன் விளையாடி உறவாடுகின்றது
To me I say, it is one of a kind.	எனக்கு அது ஓர் அங்கம் என்று நான் கூறுகிறேன்.
Beside the house sits a tree.	வீட்டிற்கு அருகில் ஓர் மரம் உள்ளது
It never grows leaves,	அதில் இலைகள் வளரவில்லை [வளர்க்கப்படவில்லை]
Not in the winter, spring, summer or fall.	குளிர், வசந்தம், கோடை அல்லது இலையுதிர் காலத்திலும் கூட
It just sits there, never getting small or ever growing tall,	அது அங்கேயே சும்மா நிற்கின்றது. சிறிதும் குறையாமலும் அல்லது வளராமலும்
How could this be?	இது எவ்வாறு சாத்தியம்?
Rumors are constantly being made,	தொடர்ந்து புரளி பரப்பப்படுகின்றது.
And each day the house just begins to fade.	ஒவ்வொரு நாளும் அந்த வீடு படிப்படியாக மறைகின்றது என்று
What happened inside that house?	அந்த வீட்டில் என்ன தான் நடந்தது?
I really don't know.	எனக்கு உண்மையிலேயே எதுவும் தெரியாது
I guess it will always be a mystery.	நான் அந்த வீடு எப்பொழுதும் ஓர் புரியாத புதிர் என்று எண்ணுகிறேன்.
Nadia Bush	– நாடியா புஷ்

FIGURE OF SPEECH

	Lines	Figure of speech
1	*But at the same time it is **bare to the bone.***	Synecdoche
2	*Lights **flicker** on and off.*	Onomatopoeia
3	*Lights flicker **on** and **off.***	Oxymoron
4	*Lights flicker **on** and **off.***	Assonance (/ o / sound)
5	*On this warm summer **day** in **May.***	Internal Rhyme
6	*It just **sits** there, never **getting small** or ever **growing tall,***	Paradox
7	*It just sits there, **never** getting **small** or **ever** growing **tall,***	Oxymoron
8	*How could this be?*	Rhetorical Question
9	*What happened inside that house?*	Rhetorical Question
10	*I guess it will always be a mystery.*	Rhetorical Question

1 Alliteration:

Poem Line	Words in alliteration	Sound
But at the same time it is bare to the bone.	bare, bone	/ *b* / sound
I am often tempted to go to the house,	tempted, to, to	/ *t* / sound
The house seems to be a bit brighter	be, bit brighter	/ *b* / sound
It just sits there, never getting small or ever growing tall,	getting, growing	/ *g* / sound
What happened inside that house?	happened, house	/ *h* / sound

2 Rhyming Words & Rhyming Scheme:

Poem Lines	Rhyme word		Rhyme scheme
It sat alone.	alone	*a*	
What happened there is still today unknown.	unknown	*a*	
It is a very mysterious place,	place	*b*	**aabba**
And inside you can tell it has a ton of space,	space	*b*	
But at the same time it is bare to the bone.	bone	*a*	
At night the house seems to be alive,	-	*a*	
Lights flicker on and off.	-	*b*	
I am often tempted to go to the house,	-	*c*	**abcde**
To just take a look and see what it is really about,	-	*d*	
But fear takes over me.	-	*e*	
I drive past the house almost every day.	day	*a*	
The house seems to be a bit brighter	-	*b*	
On this warm summer day in May.	may	*a*	**abacc**
It plays with your mind.	mind	*c*	
To me I say, it is one of a kind.	kind	*c*	
Beside the house sits a tree.	tree	*a*	
It never grows leaves,	-	*b*	
Not in the winter, spring, summer or fall.	fall	*c*	**abcca**
It just sits there, never getting small or ever growing tall,	tall	*c*	
How could this be?	be	*a*	
Rumors are constantly being made,	made	*a*	
And each day the house just begins to fade.	fade	*a*	
What happened inside that house?	-	*b*	**aabcd**
I really don't know.	-	*c*	
I guess it will always be a mystery.	-	*d*	

ePDon

APPRECIATION QUESTIONS

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

Textual Questions:

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

   a) What does 'It' refer to?
   It refers to the house.

   b) Pick out the line that indicates the size of the house.
   And inside you can tell it has a ton of space

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

   a) Who does 'I' refer to?
   'I' refers to the poet or the narrator.

   b) Pick out the alliterated words in the 2nd line.
   The words are bit, brighter.

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

   a) What does 'it' refer to?
   It refers to 'The Tree'.

   b) In what way the tree is a mystery?
   Usually a tree has leaves but this tree is without leaves in all the season. Further it doesn't grow.

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

   a) Does the house remain the same every day?
   One is not sure about it. It is told that the house gets faded every day.

   b) How does the poet consider the house to be a mystery?
   The poet considers the house to be a mystery, because nobody knows the happening inside that house.

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

   a) Does the poet know what happened in the house?
   The poet doesn't know what happend in the house. Her very words are; I really don't know.

   b) What is mysterious about the hosue?
   There is no sign of life inside the house. That is mysterious about the house.

Additional Questions:

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

a) How does the house seem at night?
The house seems to be alive at night.

b) What does the lights do?
The lights flicker on and off.

7. *I am often tempted to go to the house,*
To just take a look and see what it is really about,
But fear takes over me.

a) Who is tempted?
The poet is tempted.

b) What is she tempted to do?
She is tempted to go to the house.

c) Why does she want to go to house?
She wants to take a look and see what is the real mystery about the house.

d) Why doesn't she go there?
As fear engulfs him, he doesn't go there.

8. *Lights flicker on and off.*

Name the figure of the speech implied.
Oxymoron

9. *It just sits there, never getting small or ever growing tall,*

Name the figure of the speech implied.
Internal Rhyme

10. *Lights flicker on and off.*

Name the figure of the speech implied.
Assonance

POEM - PARAPHRASE.

B. Paraphrase the following stanza.

1. *At night the house seems to be alive,*
Lights flicker on and off.
I am often tempted to go to the house,
To just take a look and see what it is really about,
But fear takes over me.

Ans : Nadia Bush, the poetess, in the poem - 'The House on Elm Street', weaves a sense of mystery little by little. It is a lonely house. During the night time the house comes to life. The lights flick every now and then. The poetess is tempted to go inside the house very often. She wants to know what is actually happening there. But she is filled with fear. No one dares to enter the house.

2. *Beside the house sits a tree.*
It never grows leaves,
Not in the winter, spring, summer or fall.
It just sits there, never getting small or ever growing tall,
How could this be?

Ans : The poetess. Nadia Bush, in the poem - "The House on Elm street" in an imaginative mood, strikes mystery in the minds of the reader. She tells us of a lonely tree close to the lonely house. The tree is bare without leaves not getting small or growing tall. It remains unchanging and is the same size as ever. The poetess wonders how a tree can live without growing. The reader is also in the same view as the poetess- How could this be?

PARAGRAPH QUESTIONS.

C. Answer each of the following questions in a paragraph of about 80 - 100 words :

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

Nadia Bush, the poetess, writes this poem in an imaginative mood. She says there is a house on Elm Street; it suddenly turn alive at night. The lights flicker off and on. Then in the day time it is brightened.

It is told that the house disppears gradually. The poetess says she doesn't know anything about it. She thinks it is always a mystery to her. Totally by looking at the house, its location,the happenings inside the house, the people's view about it makes it a real mystery.

2. How is the mystery depicted in the poem?

The poetess begins the poem with the line 'It sat alone'. This very line itself depicts a mystery. Then she goes to say 'What happened there is till today unknown'. The lines quoted above reflects mystery.

The poetess adds that there is no possibility of any living being there. It is reflected in the line 'But at the same time it is bare to the bone'. In the house, the lights, flicker on and off. Seeing the conditions there, the poetess says the house is shrouded with mystery. She is reluctant to go near it.

Adding to these, there is a tree without leaves, not getting small or growing tall. The people nearby say the house is fading away. By reading this poem, the reader is also in the same view as the poetess 'How could this be?

OTHER TEXTUAL TASKS

C. Read the poem and write the rhyming words and rhyme scheme for the given stanzas.

Stanza	Rhyming words	Rhyme Scheme
1	alone - unknown , bone place - space	a a b b a
3	day - May mind - kind	a b a c c
4	tree - be fall - tall	a b c c a

D. ***Identify the poetic lines where the following figure of speech are employed and complete the tabular column.***

Figure of speach	Meaning	Lines
Synecdoche	A figure of speech in which a part is made to represent the whole or vice versa. e.g. "The Western Wave" was all a flame. The "Western Wave" is a synecdoche as it refers to the sea by the name of one of its parts. ie. Wave	***'But at the same time it is bare to the bone.*** ***(The bone here refers to house.)***
Paradox	A figure of speech in which a statement appears to contradict itself e.g. To bring peace we must war. Be cruel to be kind.	*"It just* ***sits there, never getting small*** *or* ***ever growing tall"*** *(Never getting small or ever growing tall is a paradox)*
Onomatopoeia	A figure of speech wherein the word imitates the sound associated with the object it refers to e.g. Pitter patter, pitter patter Raindrops on my pane.	*Lights flicker on and off.*
Rhetorical Question	A figure of speech in the form of a question that is asked to make a point rather than to elicit an answer e.g. And what is so rare as a day in June?	***'How could this be?'*** ***What happened inside that house?*** ***I guess it will always be a mystery.***

7 A DILEMMA

– Silas Weir Mitchell

ABOUT THE AUTHOR

Silas Weir Mitchell (1829-1914) was a neurologist by profession. He was among the famous physicians of his time and a prolific writer of both scientific and literary works. He was born in Philadelphia, studied at the University of Pennsylvania and received the degree of M.D. in 1850. He is considered the father of neurology as well as a pioneer in scientific medicine. He published more than 25 literary titles and his medical experiences and background enabled him to write historical fiction with much psychological insight. Many honorary degrees were conferred upon him by several Universities at home and abroad. The American Academy of Neurology award for young researchers is named after him.

சைலாஸ் வெய்ர் மிட்செல் (1829 – 1914)

இவர் ஒரு நரம்பியல் நிபுணராவர் இவர் ஒரு பிரசித்தி பெற்ற டாக்டராக அவரது காலத்தில் திகழ்ந்தார், அறிவியலிலும், இலக்கிய பணியிலும், பரிசு பெற்ற எழுத்தாளராக விளங்கினார், இவர் பிளடெல் பியாவில் பிறந்தார். பென்சில்வானியா பல்கலைக் கழகத்தில் படித்து 1850 ம் ஆண்டு MD பட்டம் பெற்றார். இவர் நரம்பியலின் தந்தையாகவும். அறிவியல் மருத்துவத்தில் முன்னோடியாகவும் திகழ்ந்தார், இவர் 25க்கும் மேற்பட்ட இலக்கிய தலைப்புகளில் வெளியிட்டார். இவரது மருத்துவ அனுபவமும் அதன் பின்னணியும் மனோதத்துவ பார்வையுடன் கூடிய வரலாற்று கதைகளையும் எழுதினார்.

GIST OF THE LESSON

The narrator Tom tells about how his uncle Philip bequeathed his property (ie) an iron box with rubies and dynamites to him. His uncle gave him a key to unlock it. Tom was really in a confused state whether to open it to get rubies or to get killed by Dynamites. He consulted Professor Clinch but the professor said his uncle was a liar.

The uncle's doctor Dr.Schaff told him not to get confused thinking about rubies.

Pulling between rubies [wealth] and dynamites [danger], at last Tom gave rubies and pearls to the Society for the Preservation of Human Vivisection.

கதைப் பகுதி	தமிழாக்கம்
I was just thirty-seven when my Uncle Philip died. A week before that event he sent for me; and here let me say that I had never set eyes on him. He hated my mother, but I do not know why. She told me long before his last illness that I need expect nothing from my father's brother. He was an inventor, an able and **ingenious** mechanical engineer, and had much money	என்னுடைய சித்தப்பா இறக்கும் பொழுது எனக்கு வயது முப்பத்தேழு. அவர் இறப்பதற்கு ஒரு வாரத்திற்கு முன்பு அவர் என்னை வருமாறு அழைத்தார். அதுவரை அவரைப் பற்றி நான் நினைத்ததேயில்லை சித்தப்பாவிற்கு என் அம்மாவைக் கண்டால் ஆகாது ஆனால் அதன் காரணம் எனக்குத் தெரியாது அப்பாவின் தம்பியிடமிருந்து எத்தச் சொத்தையும் எதிர்பார்க்காதே என்று அம்மா என்னிடம் கூறினாள் சித்தப்பா **மிகவும் புத்திசாலி** இயந்திரவியல் பொறியாளர். செல்வந்தர் தன்னுடைய

by his improvement in **turbine-wheels**. He was a bachelor; lived alone, cooked his own meals, and collected precious stones, especially rubies and pearls. From the time he made his first money he had this **mania**. As he grew richer, the desire to possess rare and costly gems became stronger. When he bought a new stone, he carried it in his pocket for a month and now and then took it out and looked at it. Then it was added to the collection in his safe at the **trust** company	கண்டுபிடிப்பான **விசைச் சக்கரத்தை** மேம்படுத்துகின்ற முயற்சியில் பெரும் பொருள் ஈட்டியவர் அவர் திருமணம் ஆகாதவர் தன்னந்தனியாக சமைத்து உணவருந்தி வாழ்பவர் விலையுயர்ந்த கற்களை, குறிப்பாக முத்துகள், மாணிக்கங்கள் இவைகளை சேகரித்தார் தான் முதன் முதலில் சம்பாதிக்க ஆரம்பித்த பொழுதிலிருந்து இந்தப் **பேராசை** அவரிடம் உள்ளது. பெருஞ் செல்வந்தர் ஆன பொழுது, இந்தப் பழக்கம் அவரிடம் அதிகமாகியது. புதிதாக கற்களை வாங்கினால், தன் பையில் வைத்துக் கொண்டு திரும்பத் திரும்ப எடுத்துப் பார்ப்பது அவர் வழக்கம் அது மட்டுமல்ல அதைப் பத்திரமாகச் சேகரித்து பாதுகாத்து வந்தார் தன் **அறக்கட்டளை** நிறுவனத்தில்.
At the time he sent for me I was a clerk, and poor enough. Remembering my mother's words, his message gave me, his sole relative, no new hopes; but I thought it best to go.	அவர் என்னைக் கூப்பிட்டு அனுப்பியபொழுது, நான் ஓர் எழுத்தராக வேலையிலிருந்தேன் ஏழ்மையில் இருந்தேன். என்னுடைய அம்மாவின் வார்த்தைகளினால் நான் எந்தவித எதிர்பார்ப்பில்லாமல் அவரை சந்திக்கச் செல்லலாம் என்று முடிவெடுத்தேன்.
When I sat down by his bedside, he began, with a **malicious** grin:	அவரின் படுக்கை அருகே அமர்ந்த பொழுது அவர் ஒருவித பகை, **நயவஞ்சகத்தோடு** சிரித்து விட்டு கூறினார்.
"I suppose you think me **queer**. I will explain." What he said was certainly queer enough. "I have been living on an **annuity** into which I put my fortune. In other words, I have been, as to money, concentric half of my life to enable me to be as eccentric as I pleased the rest of it. Now I repent of my **wickedness** to you all, and desire to live in the memory of at least one of my family. You think I am poor and have only my annuity. You will be profitably surprised. I have never parted with my **precious stones**; they will be yours. You are my **sole heir**. I shall carry with me to the other world the satisfaction of making one man happy.	"என்னைப் பார்த்தால் உனக்கு **வித்தியாசமாகத்** தோன்றும். அதன் காரணத்தை நான் விளக்குகிறேன்." உண்மையிலே அவர் கூறியது வித்தியாசமாக, விசித்திரமாக இருந்தது. "ஆண்டுத் தொகையாக என்னுடைய **சேமிப்பை** வைத்துக் கொண்டு நான் வாழ்ந்து வருகிறேன். அதில் பாதியை என் கோணங்கித்தனமான பழக்கங்களுக்கு செலவழித்தேன். நான் உங்களுக்கு எதிராக **கெட்ட எண்ணத்தோடு** செயல்பட்டதற்காக மன்னிப்புக் கோருகிறேன் என்னுடைய குடும்பத்தார் எவர் ஒருவரின் நினைவிலாவது என்றென்றும் வாழ விரும்புகிறேன். நான் ஏழை என்றும் என்னுடைய ஆண்டுத் தொகையில் வாழ்வதாகவும் எண்ணுகிறீர்கள் ஆனால் நீங்கள் ஆச்சரியப்படுவீர்கள். நான் என்னுடைய **விலை மதிப்பில்லா மாணிக்கக் கற்களை** யாரிடத்தும் பங்கிடவில்லை இவை முழுவதும் உன்னுடையவை நீ தான் என் **ஒரே வாரிசு**. ஒருவனை மகிழ்ச்சிகடலில் ஆழ்த்திய சந்தோஷத்தில் இன்னொரு உலகத்திற்குச் செல்கிறேன்.
"No doubt you have always had **expectations**, and I desire that you should continue to expect. My jewels are in my safe. There is nothing else left".	"உங்களிடம் என்றென்றும் எதிர்பார்ப்புகள் இருக்கும் நீங்கள் **எதிர்பார்ப்போடு** இருக்கவே நான் விரும்புகிறேன் என்னுடைய நகைகள் எல்லாம் பாதுகாப்பு அறையில் வைத்திருக்கிறேன் வேறொன்றும் என்னிடம் கிடையாது"
When I thanked him he grinned all over his lean face, and said:	நான் நன்றி சொன்னவுடன், மெல்லிய முகத்தில் சிரிப்புடன் சொன்னார்.
"You will have to pay for my **funeral**."	"என் **சமச் சடங்குகளுக்கு** நீ தான் பணம் செலவழிக்க வேண்டுமென்று"
I must say that I never looked forward to any expenditure with more **pleasure** than to what it would cost me to put him away in the earth. As I rose to go, he said:	இந்த பூமியிலிருந்து அவரை அனுப்ப நான் செலவழிக்க வேண்டியதை **சந்தோஷத்துடன்** செலவழிக்க தயாராக இருந்தேன் அது ஒன்றும் ஆகிவிடாது என்ற எண்ணத்தில் நான் இருக்கையை விட்டு எழுந்த பொழுது அவர் சொன்னார்.

"The **rubies** are valuable. They are in my safe at the trust company. Before you unlock the box, be very careful to read a letter which lies on top of it; and be sure not to shake the box." I thought this odd. "Don't come back. It won't **hasten** things."	"சிவப்பு மணிக்கற்களெல்லாம் விலை மதிப்புடையவை பாதுகாப்பு அறையில் பத்திரமாக உள்ளது. பெட்டியைத் திறக்கு முன் மேலே உள்ள கடிதத்தை கவனமாகப் படி எந்த விதத்திலும் பெட்டியை அசைக்காதே" இவை எனக்கு விசித்திரமாகத் தெரிந்தது "மீண்டும் வராதே அது விஷயங்களை விரைவுபடுத்தாது."
He died that day next week, and was handsomely buried. The day after, his will was found, leaving me his heir. I opened his safe and found in it nothing but an **iron box**, evidently of his own making, for he was a skilled workman and very ingenious. The box was heavy and strong, about ten inches long, eight inches wide and ten inches high.	அடுத்த வாரம் இதே நாளில் அவர் காலமானார். அவர் வெகுவிமரிசையாக நல்லடக்கம் செய்யப்பட்டார். அடுத்த நாள் அவர் உயில் கண்டெடுக்கப்பட்டது நான் அவருடைய வாரிசாக அறிவிக்கப்பட்டேன் அவருடைய பாதுகாப்பு அறையில் நான் கண்டெத்தது ஓர் இரும்புப் பெட்டி அந்தப் பெட்டி அவர் தன்னந்தனியாக உருவாக்கியது. அந்தப் பெட்டி பத்து அங்குலம் உயரம் கொண்டது கனமானது மற்றும் உறுதி வாய்ந்தது.
"DEAR TOM: This box contains a large number of very fine **pigeon-blood rubies** and a fair lot of diamonds; one is blue—a beauty. There are hundreds of pearls—one the famous **green pearl** and a necklace of **blue pearls**, for which any woman would sell her soul—or her affections." I thought of Susan. "I wish you to continue to have expectations and continuously to remember your dear uncle. I would have left these stones to some charity, but I hate the poor as much as I hate your mother's son,—yes, rather more. "The box contains an **interesting mechanism**, which will act with certainty as you unlock it, and explode ten ounces of my improved, **supersensitive dynamite**— no, to be accurate, there are only nine and a half ounces. Doubt me, and open it, and you will be blown to atoms. Believe me, and you will continue to nourish expectations which will never be fulfilled. As a considerate man, I counsel extreme care in handling the box. Don't forget your affectionate. UNCLE"	அந்த பெட்டியில் இருந்த கடிதத்தில் கண்டவை 'அன்புள்ள டாமுக்கு, இந்தப் பெட்டியில் புறா இரத்தத்தின் நிறத்தில்[சிவப்பு] மாணிக்கக் கற்கள் மற்றும் ஏராளமான வைரங்கள் ஒன்று, நீலநிறத்தில் அழகானது நூற்றுக்கணக்கான முத்துகள் – பச்சை நிற முத்து ஒன்றும் நீல நிற முத்துகள் நிறைந்த மாலை - இவைகளைக் கண்ட எந்த பெண்ணும் அவள் அன்பை விலை பேசுவாள்'. எனக்கு சூசனின் நினைவு வந்தது 'எதிர்பார்ப்புகளோடு என்றென்றும் உன் அன்பான சித்தப்பாவை நினைத்துக் கொள் நான் இந்த விலைமதிப்பில்லாத கற்களை நன்கொடையாக வழங்கியிருக்கலாம் நான் ஏழைகளை வெறுக்கிறேன் அந்த அளவு உன் அம்மாவின் மகனையும் – மிகவும் அதிகமாக இந்த பெட்டியில் உள்ள சிறந்த இயந்திரநுட்பம் என்னவென்றால் இந்தப் பெட்டியைத் திறந்தால் 280 கிராம் எடையளவு கொண்ட அதிமென்மையான வெடிபொருள் வெடித்துச் சிதறும் சரியாகச் சொன்னால் 252 கிராமுக்கு மேல் எடை கொண்ட வெடிபொருள் சந்தேகமிருந்தால், திறந்து பார் துகள் துகள்களாகச் சிதறிப் போவாய். உங்கள் எதிர்பார்ப்புகள் என்றென்றும் நிறைவடையாது. உன் மேலுள்ள அக்கறையில் பெட்டியை மிகவும் கவனமாகத் திற என்கிறேன். என்றும் உன் அன்பை மறவாத சித்தப்பா
I stood **appalled**, the key in my hand. Was it true? Was it a lie? I had spent all my savings on the funeral, and was poorer than ever.	கையில் பெட்டியுடன் நான் அச்சத்தின் உச்சிக்கே சென்றேன் அவர் சொன்னது உண்மையா? அவர் சொன்னது பொய்யா? என் சேமிப்பு அனைத்தையும் ஈமச் சடங்கிற்காகச் செலவழித்தேன் ஏழ்மையிலும் ஏழ்மை அடைந்தேன்.
Remembering the old man's **oddity**, his malice, his cleverness in mechanic arts, and the patent explosive which had helped to make him rich, I began to feel how very likely it was that he had told the truth in this cruel letter.	அந்த பெரியவரின் விநோதமான, வெறுப்பு, இயந்திர புத்திசாலித்தனம், வெடிபொருளினால் கிடைக்கின்ற பொருட்பலம் அவரை பெரும் செல்வந்தராக்கியது. அவர் இந்தக் கொடுமையான கடிதத்தில் குறிப்பிட்டவை எவ்வாறு உண்மையாக இருக்கும் என்று நான் உணரத் தொடங்கினேன்.

I carried the iron box away to my lodgings, set it down with care in a closet, laid the key on it, and locked the **closet**.	என்னுடைய இருப்பிடத்திற்கு பெட்டியை எடுத்துச் சென்று கவனத்துடன் அலமாரியில் வைத்து சாவியுடன் அலமாரியை மூடினேன்.
Then I sat down, as yet hopeful, and began to exert my **ingenuity** upon ways of opening the box without being killed. There must be a way.	பிறகு நான், உட்கார்ந்து, நம்பிக்கையுடன், பெட்டியை எவ்வாறு திறப்பது என்று **புத்திசாலித்தனமாக** யோசித்தேன் ஏனென்றால் பெட்டியை திறந்தால் வெடிபொருள் வெடித்துச் சிதறும் என்று கடிதத்தில் குறிப்பிட்டிருந்தது. யாரும் கொல்லப்படாமல் திறக்கப்பட வேண்டும். அதற்கு ஏதாவது ஒரு வழி இருக்கும்.
After a week of vain thinking I bethought me, one day, that it would be easy to **explode** the box by unlocking it at a safe distance, and I arranged a plan with wires, which seemed as if it would answer. But when I reflected on what would happen when the dynamite scattered the rubies, I knew that I should be none the richer. For hours at a time I sat looking at that box and handling the key.	ஒரு பாதுகாப்பாக இடத்தில் பெட்டியில் வைத்துத் திறக்க ஒரு வாரமாக சிந்தித்தேன். பிறகு கம்பிகளின் உதவியோடு அதை செயல்படுத்தலாமா என நினைத்தேன் வெடிபொருள் **வெடித்துச் சிதறி**, மாணிக்கக் கற்கள் சிதறினால் என்ன நிலை ஏற்படும் என்று யோசிக்கலானேன். நான் பணக்காரன் ஆகப்போவதில்லை என்று எனக்குத் தெரியும். பல மணி நேரம், சாவியை வைத்துக் கொண்டு, பெட்டியைப் பார்த்துக் கொண்டு இருந்தேன்.
At last I hung the key on my watch-guard; but then it occurred to me that it might be lost or stolen. Dreading this, I hid it, fearful that someone might use it to open the box. This state of doubt and fear lasted for weeks, until I became nervous and began to dread that some accident might happen to that box. A burglar might come and boldly carry it away and force it open and find it was a **wicked fraud** of my uncle's. Even the rumble and vibration caused by the heavy vans in the street became at **last a terror**.	கடைசியில் சாவியைப் பாதுகாப்பான வளையத்தில் தொங்கவிட்டேன் ஆனால் சாவி தொலைந்து விடும் அல்லது திருடப்பட்டு விடும் என்று நினைத்தேன் யாராவது ஒருவர் சாவியை எடுத்து பெட்டியைத் திறந்து விடுவார்கள் என்று நினைத்து மறைத்து வைத்தேன். இவ்வாறான பயம், சந்தேகம் மனதில் ஒரு வாரமாக ஓடியது. ஏதாவது விபத்தில் சென்று முடியுமோ என்ற பயத்துடன் வாழ்ந்தேன் ஏதாவது ஒரு நிருடன் வந்து பெட்டியை எடுத்துச் சென்று உடைத்துத் திறந்து என் சித்தப்பாவின் **ஏமாற்று வித்தையை** அறிந்து கொள்வான் என்று நினைத்தேன். தெருக்களில் செல்லும் வாகனங்களின் அதிர்வுகளால் **கடைசி ஆபத்தாக** வந்துவிடுமோ என்று எண்ணினேன்.
Worst of all, my salary was reduced, and I saw that marriage was out of the question.	மிகவும் மோசமான சூழ்நிலை என்னவென்றால், என்னுடைய சம்பளம் குறைக்கப்பட்டது. எனக்கு திருமணம் என்பது நடைபெறாது என்ற நிலை.
In my **despair** I consulted Professor Clinch about my dilemma, and as to some safe way of getting at the rubies. He said that, if my uncle had not lied, there was none that would not ruin the stones, especially the pearls, but that it was a silly tale and altogether **incredible**. I offered him the biggest ruby if he wished to test his opinion. He did not desire to do so.	என்னுடைய **விரக்தியில்** நான் பேராசிரியர் கிளிஞ் என்பவரிடம், குறிப்பாக மாணிக்கக் கற்களை எவ்வாறு எடுப்பது என்று ஆலோசனை நடத்தினேன். உங்கள் சித்தப்பா பொய் சொல்லவில்லையென்றால் கற்களை பெறுவது கடினமல்ல குறிப்பாக முத்துக்களை எவராலும் பெற முடியாது என்றும் கூறினார் பேராசிரியர் ஆனால் உங்கள் சித்தப்பாவின் கதையை **நம்ப முடியவில்லை** என்றார். பேராசிரியரின் கருத்தை அவர் பரிசோதிக்க விரும்பினால் நான் அவருக்கு உயர்ந்த மாணிக்கக் கற்களை தருகிறேன் என்று கூறினேன் அவருக்கு அந்த எண்ணம் இல்லை.

Dr. Schaff, my uncle's doctor, believed the old man's letter, and added a **caution**, which was entirely useless, for by this time I was afraid to be in the room with that terrible box.	என்னுடைய சித்தப்பாவின் டாக்டர்.ஸ்காஃப் அந்தக்கடிதத்தின் மீது நம்பிக்கை வைத்தார் என்னை **எச்சரித்தார்** ஆனால் அந்தப் பெட்டியுடன் நான் அங்கு தங்க பயமாக இருந்ததால் அங்கு தங்கவில்லை.
At last the doctor kindly warned me that I was in danger of losing my mind with too much thought about my rubies. In fact, I did nothing else but **contrive** wild plans to get at them safely. I spent all my spare hours at one of the great libraries reading about **dynamite**.	இறுதியாக மாணிக்கக் கற்களை நினைத்து நினைத்து மன அழுத்தத்திற்கு ஆளாகாதே என்று டாக்டர் கனிவுடன் எச்சரித்தார். உண்மையிலேயே கற்களை எவ்வாறு பாதுகாப்பாக எடுப்பது பற்றி **நிதிரமான சிந்தனையுடன்** பல திட்டங்களை சிந்தித்தேன். **வெடிபொருட்கள்** பற்றி பெரிய நூலகத்தில் உள்ள நூல்களையெல்லாம் புரட்டி எனது எல்லா நேரத்தையும் அதில் செலவளித்தேன்.
Indeed, I talked of it until the library attendants, believing me a **lunatic** or a dynamite fi end, declined to humor me, and spoke to the police. I suspect that for a while I was "shadowed" as a suspicious, and possibly criminal, character. I gave up the libraries, and, becoming more and more fearful, set my precious box on a down pillow, for fear of its being shaken; for at this time even the absurd possibility of its being disturbed by an earthquake troubled me. I tried to calculate the amount of shake needed to explode my box.	நூலகத்தில் உள்ள உதவியாளர்கள் என்னுடைய பேச்சைக் கேட்டு **பைத்தியக்காரனோ**, குறும்புக்காரனோ என்று நினைத்து காவல்துறைக்குத் தெரிவித்தார்கள் ஒரு சில நாட்களுக்கு என்னை பலரும் சந்தேகக் கண்கொண்டு குற்றவாளியாக நினைத்தார்கள். நூலகத்தை விட்டு விட்டு, மிகவும் பயந்து கொண்டு அசையாமல், ஆடாமல் இருக்க பெட்டியைத் தலையணையின் மீது சாத்தி வைத்தேன் நிலநடுக்கம் ஏற்பட்டு பெட்டி வெடித்து விடுமோ என்றளவுக்கு சிந்தித்தேன். எந்த அளவுக்கு நடுக்கம் ஏற்பட்டால் பெட்டி வெடித்து விடுமோ என்று நடுக்கத்தின் அளவை ஆராய்ந்து வெடிப்பதற்கு தேவையான நடுக்கத்தைப் பற்றி என் சிந்தனை சென்றது.
The old doctor, when I saw him again, begged me to give up all thought of the matter, and, as I felt how completely I was the slave of one **despotic** idea, I tried to take the good advice thus given me.	மறுபடியும் டாக்டரைச் சந்தித்த பொழுது, அந்தப் பெட்டி பற்றிய எண்ணத்தை விட்டுவிடு, என்றார். **கொடூரமான** யோசனைக்கு அடிமையாகி விட்டோமே என்று எண்ணி நான் அவருடைய அறிவுரையை ஏற்க முன்வந்தேன்.
Unhappily, I found, soon after, between the leaves of my uncle's Bible, a numbered list of the stones with their cost and much beside. It was dated two years before my uncle's death. Many of the stones were well known, and their **enormous value** amazed me. Several of the rubies were described with care, and curious histories of them were given in detail. One was said to be the famous "**Sunset ruby**," which had belonged to the Empress-Queen Maria Theresa. One was called the "Blood ruby," not, as was explained, because of the color, but on account of the murders it had occasioned. Now, as I read, it seemed again to **threaten** death.	துரதிர்ஷ்டவசமாக, சித்தப்பாவின் விவிலிய நூலில் மாணிக்கக் கற்களின் மதிப்பு அதன் விலை பற்றிய குறிப்புகளைக் கண்டேன் 'என் சித்தப்பா இறப்பதற்கு இரண்டு ஆண்டுகளுக்கு முன்பு' என்ற குறிப்பு கிடைக்கப்பெற்றது மாணிக்க கற்கள் எனக்கு தெரிந்தவை. ஆனால் அதன் **எண்ணிலடங்கா மதிப்பு** என்னை ஆச்சரியத்தில் ஆழ்த்தியது அந்த மாணிக்க கற்களைப் பற்றிய தெளிவான ஆர்வத்தைத் தூண்டும் குறிப்புகள் அதில் இருந்தன. ஒன்றின் பெயர் **சூரிய அஸ்தமன மாணிக்கக் கல்** மரிய தெரசா என்ற ராணிக்குச் சொந்தமானது இன்னொன்று இரத்த மாணிக்கக் கல் அதன் நிறத்தினால் அல்ல அவை அவ்வாறு அழைக்கப்படுவது அதனால் பல கொலைகள் நடைபெற்றுள்ளன மீண்டும் இவைகளைப் பற்றி வாசித்ததனால் எனக்கு இறப்பைப் பற்றிய **பயமுறுத்தல்** ஏற்பட்டது.

The pearls were described with care as an unequalled collection. Concerning two of them my uncle had written what I might call biographies—for, indeed, they seemed to have done much evil and some good. One, a black pearl, was mentioned in an old bill of sale as—She—which seemed queer to me. It was maddening. Here, guarded by a vision of sudden death, was wealth "beyond the dreams of **avarice**." I am not a clever or ingenious man; I know little beyond how to keep a ledger, and so I was, and am, no doubt, absurd about many of my notions as to how to solve this **riddle**.	முத்துக்களைப் பற்றிய குறிப்பில் அவைக்கு இணையானவை வேறுமில்லை என்றது இரண்டைப் பற்றிய என் சித்தப்பாவின் குறிப்பை நான் வாழ்க்கை வரலாற்றோடு ஒப்பிடுவேன் அவைகள் எனக்கு வழங்கியவைகளில் நல்லவற்றை விட கெட்டவையே அதிகம் அதில் 'கறுப்பு நிற முத்து' 'அவள்' என்ற குறிப்புடன் காணப்பட்டது எனக்கு அது விசித்திரமாகப்பட்டது இவை பைத்தியக் காரத்தன்மை வாய்ந்தது. "திடீர் இறப்பு" ஏற்படும் என்ற நிலையில் "சொத்து" என்பது "**பேராசையின்** கனவாகவே" முடியும் நான் ஒன்றும் புத்திசாலியோ, அறிவாளியோ அல்ல எனக்கு பதிவேடுகளைப் பராமரிக்க மட்டுமே தெரியும் எனக்கு இந்த **புதிரை** விடுவிக்க முயல்கின்ற முயற்சியில் எண்ணி நகையாடத் தக்க நிலையே உள்ளது.
At one time I thought of finding a man who would take the risk of unlocking the box, but what right had I to subject anyone else to the trial I dared not face? I could easily drop the box from a height somewhere, and if it did not explode could then safely unlock it; but if it did blow up when it fell, good-by to my rubies. Mine, indeed! I was rich, and I was not. I grew thin and morbid, and so miserable that, I at last carried my troubles to my father confessor. He thought it simply a cruel **jest** of my uncle's, but was not so eager for another world as to be willing to open my box.	நானே முயலாத ஒன்றில் இன்னொருவரை முயலச் சொல்வது எந்த விதத்திலும் சரியல்ல அதனால் பெட்டியைத் திறக்க வேறொருவரை நாடவில்லை எங்காவது சென்று பெட்டியை உயரத்திலிருந்து கீழே தூக்கிப் போட்டால், அது வெடிக்கவில்லை. என்றால் பாதுகாப்பாக அதைத் திறக்க முடியும். பெட்டி கீழே விழும்பொழுது வெடித்தால், என் மாணிக்கக் கற்களுக்கு விடை கொடுப்பேன் இவை என்னுடையவை நான் பணக்காரன். அதே நேரத்தில் நான் பணக்காரன் அல்ல நான் மெலிந்தேன் நோய் வாய்ப்பட்டேன் நான் அருட்தந்தையிடம் சென்று துன்பங்களை முறையிட்டேன் மேற்கூறிய மாணிக்கக் கற்கள், வெடிபொருள் அனைத்தும் உன் சித்தப்பாவின் கொடூர **கேலிக்கூத்து** என்றார். அவருக்கு பெட்டியைத் திறக்க விருப்பமில்லை.
He, too, **counselled** me to cease thinking about it. Good heavens! I dreamed about it. Not to think about it was impossible. Neither my own thought nor science nor religion had been able to assist me.	அவரும் இதைப்பற்றி நினைப்பதை விட்டுவிடு என்று **ஆலோசனை** சொன்னார். என்னே! நான் இந்தப் பெட்டியைப் பற்றி கனவு கண்டேன் இதைப் பற்றி நினைக்காமல் இருப்பது நடக்கக்கூடியதல்ல என் எண்ணமோ, என் அறிவியலிலோ, என் சமயமோ இதற்கு உதவ முன் வரவில்லை
Two years have gone by, and I am one of the richest men in the city, and have no more money than will keep me alive.	இரண்டு ஆண்டுகள் கழிந்தன நான் பணக்காரர்களில் ஒருவன் ஆனால் என்னிடம் வாழ்வதற்குத் தவிர வேறு பணமில்லை.
Susan said I was **half cracked** like Uncle Philip, and broke off her engagement. In my despair I advertised in the Journal of Science, and have had absurd schemes sent me by the dozen. At last, as I talked too much about it, the thing became so well known that when I put the horror in a safe, in a bank, I was promptly desired to withdraw it. I was in constant fear of **burglars**, and my landlady gave me notice to leave, because no one would stay in the house with that box. I am now advised to print my story and await advice from the ingenuity of the American mind.	சூசன் 'என் சித்தப்பாவைப் போன்று நானும் **பாதி பைத்தியக்காரன்** என்றான் என் நிச்சயதார்த்தம் நின்று போனது. விரக்தியில் அறிவியல் இதழில் நான் விளம்பரம் கொடுத்தேன். பலரும் முட்டாள் தனமான திட்டங்களை முன்வைத்தார்கள் நான் பேசிப் பேசியே பலருக்கு இந்த விஷயம் தெரிய வந்தது. முதலில் இந்தப் பெட்டியை வங்கியின் பாதுகாப்பில் வைக்க விரும்பினேன் பின் அந்த எண்ணத்தைக் கைவிட்டேன் காரணம் **திருடர்கள்** பயம் நான் குடியிருக்கும் வீட்டுக்கு சொந்தக்காரர் 'பெட்டியுடன் வேறு இடத்திற்குச் செல்' என்றாள் என்னுடைய இக்கதையைப் பதிப்பித்து அமெரிக்காவின் அறிவாளிகளிடம் ஆலோசிக்கலாம் என்று பலர் அறிவுறுத்தினர்.

I have moved into the suburbs and hidden the box and changed my name and my occupation. This I did to escape the curiosity of the reporters. I ought to say that when the government officials came to hear of my **inheritance**, they were reasonably desired to collect the succession **tax** on my uncle's estate.	நான் புறநகர்ப் பகுதிக்குச் சென்று தங்கி, பெட்டியை மறைத்து என்னுடைய பெயர் மற்றும் தொழிலை மாற்றிக் கொண்டேன் நிருபர்களின் ஆர்வத்திலிருந்து தப்பிப்பதற்கே இந்த முயற்சி என்னுடைய இந்த **மரபு வழி** வந்த சொத்தை அறிந்த அரசாங்க அதிகாரிகள் அதற்கு **வருமானவரி** செலுத்த வலியுறுத்துவார்கள்.
I was delighted to assist them. I told the collector my story, and showed him Uncle Philip's letter. Then I offered him the key, and asked for time to get half a mile away. That man said he would think it over and come back later.	நான் அவர்களுக்கு உதவி செய்ய ஆர்வமானேன் நான் என் கதையை ஆட்சியரிடம் சொல்லி சித்தப்பாவின் கடிதத்தைக் காட்டினேன். பெட்டியையும், சாவியையும் காட்டி பல மைல் தூரம் செல்ல அனுமதி கேட்டேன். அவர் அதைப்பற்றி யோசித்து விட்டு பிறகு வருகிறேன் என்று சென்று விட்டார்.
This is all I have to say. I have made **a will** and left my rubies and pearls to the Society for the Preservation of Human **Vivisection**. If any man thinks this account a joke or an invention, let him coldly imagine the situation:	இது தான் நான் உங்களிடம் சொல்ல விரும்பியவை. நான் **ஒரு உயில்** எழுதி மாணிக்கக் கற்கள், முத்துகள் இவற்றை மனித **உடற் கூற்று** ஆய்வுச் சங்கத்திற்கு சமர்ப்பித்துவிட்டேன் இது ஓர் நையாண்டி கதையோ அல்லது புதுமையோ என்று நினைப்பவர்கள் இந்தச் சூழ்நிலையை சாதாரணமாக நினைத்துப் பார்க்கட்டும்.
Given an iron box, known to contain wealth, and to contain dynamite, arranged to explode when the key is used to unlock it – what would any sane man do? What would he advise?	ஓர் பெட்டியைக் கொடுத்து, முத்துகள் ஒரு பக்கமும், வெடிபொருள் ஒரு பக்கமும் என்று சொல்லி, நீங்கள் பெட்டியைத் திறந்தால் அது வெடிக்கும் என்றால் எந்த அறிவாளியாவது என்ன செய்வான்? என்ன அறிவுரை சொல்வான்?

GLOSSARY

Textual Glossary:

ingenious (adj)	=	clever, original, inventive	→ அறிவுத்திறனுள்ள, முதன்மையான கண்டுபிடிப்புகள்
mania (n)	=	an extensive, persistent desire, an obsession	→ தொடர் ஆர்வம், அலைகழிப்பு
malicious (adj)	=	spiteful, intended to harm or upset someone	→ காழ்ப்பு, பகைமை
queer (adj)	=	strange, odd	→ விசித்திரமான, வித்தியாசமான
appalled (adj)	=	horrified, shocked	→ அதிர்ச்சியடைந்த, அச்சம் அடைந்த
oddity (n)	=	the quality being strange or peculiar	→ தனித்துவமான
closet (n)	=	cupboard	→ நிலைப்பேழை
incredible (adj)	=	impossible to believe	→ நம்பமுடியாத
contrive (v)	=	cook up; hatch a plan by deliberate use of kills	→ திட்டமிடுதல், ஏமாற்றுதல்
despotic (adj)	=	tyrannical; autocratic	→ கொடுங்கோல் தன்மையிலான
avarice (n)	=	extreme greed for wealth	→ பேராசை
jest (n)	=	a joke	→ களிப்பூட்டுதல்
vivisection (n)	=	a surgery conducted on a living organism for experimental purposes	→ அறுவை பரிசோதனை

A. COMPREHENSION:

Assignment:

1. Indeed, I talked of it until the library attendants, believing me a lunatic or a dynamite fiend, declined to humor me, and spoke to the police. I suspect that for a while I was "shadowed" as a suspicious, and possibly criminal, character. I gave up the libraries, and, becoming more and more fearful, set my precious box on a down pillow, for fear of its being shaken; for at this time even the absurd possibility of its being disturbed by an earthquake troubled me. I tried to calculate the amount of shake needed to explode my box.

   a. What did Tom talk about to the library attendants?

   .....

   b. What did the librarians think of Tom?

   .....

   c. What did Tom do to avoid the box from exploding?

   .....

   d. What troubled Tom?

   .....

   e. What did Tom calculate at last?

   .....

2. 'Several of the rubies were described with care, and curious histories of them were given in detail. One was said to be the famous "Sunset ruby," which had belonged to the Empress-Queen Maria Theresa. One was called the "Blood ruby," not, as was explained, because of the color, but on account of the murders it had occasioned. Now, as I read, it seemed again to threaten death.

   a. Were there details about the rubies?

   .....

   b. What was the name of the famous ruby?

   .....

   c. To whom did the Sunset Ruby belong to?

   .....

   d. Why was the Ruby called 'Blood ruby'?

   .....

   e. Was the narrator threatened?

   .....

3. It was maddening. Here, guarded by a vision of sudden death, was wealth "beyond the dreams of avarice." I am not a clever or ingenious man; I know little beyond how to keep a ledger, and so I was, and am, no doubt, absurd about many of my notions as to how to solve this riddle.

   a. Was the narrator sad?

   .....

b. What was the opinion of the narrator about himself?

.....

c. What kind of work does he know?

.....

d. Did his ideas to open the box look intelligent?

.....

e. What is the riddle referred by the narrator?

.....

4. At one time I thought of finding a man who would take the risk of unlocking the box, but what right had I to subject anyone else to the trial I dared not face? I could easily drop the box from a height somewhere, and if it did not explode could then safely unlock it; but if it did blow up when it fell, good-by to my rubies. Mine, indeed! I was rich, and I was not.

a. What did the narrator think of?

.....

b. Did he ask anyone else to unlock the box?

.....

c. What was his thinking of dropping the box?

.....

d. What would happen to the rubies?

.....

e. At this juncture, what was the view of the narrator?

.....

5. I at last carried my troubles to my father confessor. He thought it simply a cruel jest of my uncle's, but was not so eager for another world as to be willing to open my box. He, too, counselled me to cease thinking about it. Good heavens! I dreamed about it. Not to think about it was impossible. Neither my own thought nor science nor religion had been able to assist me.

a. What was the narrator's last resort?

.....

b. What was the opinion of the confessor?

.....

c. Who counselled the narrator to stop think of it?

.....

d. Did the narrator stop thinking?

.....

e. Did he succeed in opening the box?

.....

B. REARRANGE THE FOLLOWING SENTENCES IN COHERENT ORDER:

Assignment:

I. 1. She told me that I need expect nothing from my father's brother.
2. A week before he sent for me.
3. I was just thirty-seven when my Uncle Philip died.
4. He hated my mother, but I do not know why.
5. Let me say that I had never set eyes on him.

II. 1. He collected precious stones, especially rubies and pearls.
2. As he grew richer, the desire to possess rare and costly gems became stronger.
3. He was a bachelor.
4. When he bought a new stone, he carried it in his pocket for a month.
5. From the time he made his first money he had this mania.

III. 1. The box was heavy and strong.
2. The day after, his will was found, leaving me his heir.
3. He died that day next week.
4. He was handsomely buried.
5. I opened his safe and found in it nothing but an iron box.

IV. 1. One was called the "Blood ruby".
2. One was said to be the famous "Sunset ruby".
3. Several of the rubies were described with care
4. Now, as I read, it seemed again to threaten death.
5. It belonged to the Empress-Queen Maria Theresa.

QUESTIONS AND ANSWERS:

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

Textual Exercises:

1. What did the uncle do as soon as he bought a stone?
He would put it in his pocket and look at it.

2. What did the uncle bequeath to the narrator?
The uncle bequeathed an iron box heavy and strong to the narrator.

3. What was the condition laid by the uncle to inherit his property?
The condition laid by the uncle was Tom should pay for his funeral.

4. Why do you think Tom happily looked forward to the expenditure for his uncle's funeral?
Tom was happy because he would inherit his uncle's poperty (ie) box full of rubies and pearls.

5. Write a few words about the mechanism used in the iron box.
If one unlocks the box, it will explode.

6. What was the counsel offered to the narrator?
The counsel offered to the narrator was not to think about opening the box.

7. Why and when was the narrator shocked?

The first time when he read the letter in the iron box that if he tried to unlock the box, it would explode.

The second one, when his 'would be wife'. Susan parted with her engagement to him, saying he is a crack like his uncle.

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

The doctor's warning to Tom was that he would end in the danger of losing his mind thinking too much about rubies and pearls.

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

Tom thought that they would carry away the rubies. So he didn't dare to assign the task of unlocking the box to anyone.

PARAGRAPH QUESTIONS:

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

Textual Exercises:

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

Silas Weir Mitchell in his 'A Dilemma' talks about Tom who receives a property from his Uncle Philip. It is nothing but an iron box. The Uncle tells him to read the letter before unlocking the box.

The letter read that this box contained a large number of rubies and diamonds. In addition a necklace of blue pearl was there. This was given to Tom only to remember his uncle.

Another surprise to Tom is if he unlocks the box, it will explode because there is dynamite attached to it. Uncle Philip finally says that as a man of consideration, he says Tom to take much care in handling the box.

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

Tom. the narrator, was received by his Uncle Philip on his death bed. He said he wanted to bequeath his property to Tom. It was nothing but an iron box. He laid the condition that Tom had to pay for his funeral.

As the uncle passed away, Tom took the box home. In that he read the letter which said the box contained pearls and dynamites that would explode.

Tom, in a dilemma, set it down with care in a closet, laid the key on it and locked the closet.

He thought of many ways to open it without being killed.

But he couldn't find a way. He thought that somebody would carry away the box and it might explode. At times the moving vechicles may cause the explosion.

He consulted professor Clinch and the professor said that Tom's uncle was a liar. Uncle's doctor Schaff said not to indulge in unnecessary thinking about rubies. It would spoil his health.

Tom was in a high dilemma whether to be happy over rubies or to be sad over dynamites. He even changed his lodging, name and occupation. He approached the government but to no avail. Finally, he made a will to send the rubies and pearls to the Society for the Preservation of Human Vivisection. So automatically the asset went to the government and he had not opened the box.

SIMPLE PARAGRAPH FOR SLOW BLOOMERS

Tom's Uncle Philip – inventor, engineer – carried gems in pocket – Tom, a clerk – repents wickedness – Tom, sole heir – Tom to pay – uncle's funeral – uncle died – gets the iron box – contains rubies and dynamite – Tom tries to open – fails – consults – no solution – donates the pearls.

The narrator was sent for, by his uncle when he was on his deathbed. The uncle had collected precious stones. His uncle announced Tom as his heir and wanted him to pay for his funeral. Leaving an iron box for Tom, his uncle instructed him not to shake the box. The letter read that the box contained a sensitive dynamite. He started thinking of all possible ways to open the box without being killed. He planned to explode the box at a safe distance but dropped the plan in fear of losing the rubies. His consultation with Professor Clinch did not yield him any fruitful solution. He failed in his attempts to open the box. His efforts to read about explosives led to confusions and he had to change his lodgings. At last, he bequeathed the box to the Society.

OTHER TEXTUAL TASKS

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

1. I suppose you think me queer. I will explain.
2. Don't come back. It won't hasten things.
3. He thought it simply a cruel jest.
4. He did not desire to do so.
5. He would think it over and come back later.

ANSWERS

Uncle Philip
Uncle Philip
Father Confessor
Professor Clinch
The Collector

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

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

II. VOCABULARY EXERCISES

1 SINGULAR - PLURAL FORMS

ஒருமை, பன்மை வார்த்தைகள் நமக்குத் தெரியும். இந்தப் பயிற்சியில் ஒருமை வார்த்தைகள் (singular) கொடுக்கப்பட்டு, அதற்குரிய பன்மை வார்த்தைகள் (plural) கீழுள்ள choice களிலிருந்து கண்டுபிடிக்க வேண்டும். முக்கியமாக பாடப் பயிற்சி வினாக்கள் (* குறியிட்டு கீழே கொடுக்கப்பட்டுள்ளன) அநேகமாக வரும். மேலும் **Don** பயிற்சியில் * குறியிட்டுக் காட்டப்பட்டுள்ள 9 முதல் 13 வரை உள்ள அட்டவணைகளை நன்கு படித்துக் கொள்ளவும்.

A noun that denotes one person or thing is said to be in the singular form.
(e.g) boy, girl, book, pen

A noun that denotes more than one person or thing is said to be in the plural form.
(e.g) boys, girls, books, pens

நினைவில் கொள்க:

- பொதுவாக *plural* வார்த்தைகள் அதன் singular வார்த்தையுடன் '-s' சேர்த்தாலே போதும்.
- சில வார்த்தைகளுக்கு '-es' சேர்க்க வேண்டும்.
- ஆனால் சில வார்த்தைகள் வேறு விதமாக மாறும். அவற்றைச் சரியாக அறிந்து கொள்ள கீழுள்ள அட்டவணையைப் படித்து வைத்துக் கொள்வது உபயோகமாக இருக்கும்.

Help-line :

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

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

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

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

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

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

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

bacterium	bacteria
corrigendum	corrigenda
curriculum	curricula
datum	data
medium	media

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

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

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

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

7. Some nouns have two plural forms.

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

8. Some nouns have no singular form.

advice	furniture
information	people
scissors	spectacles

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

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

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

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

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

man servant	men servants
woman student	women students

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

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

13. Some nouns do not change while taking plural form:	
aircraft	aircraft
asset	asset
bison	bison
corps	corps
deer	deer
dozen	dozen
fish	fish
gross	gross
news	news
pair	pair
scenery	scenery
score	score
sheep	sheep
species	species
swine	swine
vacation	vacation
hundred	hundred (when used after numerals)
thousand	thousand (when used after numerals)

14. Some take different forms while changing into plural.	
man	men
woman	women
child	children
foot	feet
ox	oxen
mouse	mice
tooth	teeth
goose	geese
focus	foci
terminus	termini, terminuses
genus	genera
memorandum	memoranda
stratum	strata
aquarium	aquaria
alumna (feminine)	alumnae
alumnus (masculine)	alumni

Examples :

What is the plural form of the given words?

Textual Task : Pg. No. : 35

1. chair
   a) chairea b) chairss c) chaires d) chairs
2. box
   a) boxss b) boxs c) boxes d) boxies
3. eskimo
   a) eskimoss b) eskimos c) eskimoes d) eskimoies
4. lady
   a) ladyea b) ladys c) ladies d) ladyes
5. radius
   a) radiea b) radii c) radiusis d) radius
6. formula
   a) formulaes b) formulais c) formulas d) formulae
7. child
   a) childrens b) child c) childs d) children
8. deer
   a) deerea b) deer c) deers d) deeres
9. loaf
   a) loafes b) loaf c) loafs d) loaves
10. hero
    a) heroea b) heroes c) heros d) heroae

Ans: 1. d) chairs 2. c) boxes 3. b) eskimos 4. c) ladies 5. b) radii
6. d) formulae 7. d) children 8. b) deer 9. d) loaves 10. b) heroes

Assignment:

What is the plural form of the given words?

1. index
   a) indicies b) indexs c) indices d) indexes
2. scissors
   a) scissorea b) scissors c) scissores d) scissorses
3. university
   a) universitum b) universitys c) universityes d) universities
4. stimulus
   a) stimulea b) stimuluses c) stimuli d) stimulues
5. economy
   a) economyies b) economies c) economys d) economyes
6. chairman
   a) chairmens b) chairmans c) chairmen d) chairmanes
7. series
   a) serieas b) serieses c) seriess d) series
8. mass
   a) mass b) massies c) mases d) masses
9. this
   a) thises b) that c) these d) those
10. activity
    a) activitea b) activities c) activitys d) activityes
11. passer-by
    a) passer - byes b) passes-bye c) passer-bies d) passers-by
12. calf
    a) calfea b) calfs c) calves d) calfes
13. matrix
    a) matriceas b) matrixs c) matrices d) matrixes
14. antenna
    a) antenneas b) antennas c) antennaes d) antennae
15. hypothesis
    a) hypothesea b) hypothesiss c) hypotheses d) hypothisies
16. louse
    a) lices b) lice c) louses d) lousess
17. cirrus
    a) cirries b) cirruss c) cirri d) cirrues
18. people
    a) peoplea b) peoples c) peopls d) people
19. volcano
    a) volcanoes b) volcaneos c) volcanos d) volcanoe
20. cod
    a) codum b) cods c) codes d) cod

◆ ◆ ◆ ◆ ◆

2 PREFIXES AND SUFFIXES

Prefix என்பது ஓரிரு எழுத்துகள் ஒரு வார்த்தையின் முன் சேர்க்கப்பட்டு புது அர்த்தம் கொடுக்கப்படுவது. (i.e.) Prefix : It is a syllable added to the beginning of a base word.

Suffix என்பது ஓரிரு எழுத்துகள் ஒரு வார்த்தையின் பின்னால் சேர்க்கப்பட்டு புது அர்த்தம் கொடுக்கப்படுவது. (i.e.) Suffix : It is a syllable added to the end of a base word.

நமக்கு ஒரு வாக்கியத்தில் bold செய்யப்பட்ட வார்த்தையை கொடுத்து அதற்கான Prefix அல்லது Suffix 4 choiceகளுடன் கொடுக்கப்படும். சரியானதைத் தேர்ந்தெடுக்க வேண்டும்.

நினைவில் கொள்க:

- கொடுக்கப்பட்டுள்ள root வார்த்தைக்குச் சரியான Prefix அல்லது Suffix என்ன என்று கண்டுபிடிக்க வேண்டும். கொடுக்கப்பட்டுள்ள dash (-) முன்னால் அல்லது பின்னால் எங்கு வந்திருக்கிறது என்பதைக் கொண்டு அது Prefixஆ அல்லது Suffixஆ என்று கண்டுபிடித்து விடலாம்.
- Suffix சேரும்போது சில சமயம் main wordல் உள்ள கடைசி எழுத்துக்கள் மாறலாம்.

கீழே உதாரணத்திற்கு சில Prefixes மற்றும் Suffixes கொடுக்கப்பட்டுள்ளன. பாடப்புத்தகத்தில் உள்ள இவை மிகவும் முக்கியம்.

Prefix :

sub	+ standard	=	substandard	trans	+ form	=	transform
em	+ power	=	empower	over	+ lap	=	overlap
ultra	+ violet	=	ultraviolet	inter	+ lock	=	interlock
hyper	+ active	=	hyperactive				

Suffix :

need	+ ful	=	needful	colour	+ ful	=	colourful
bright	+ ness	=	brightness	danger	+ ous	=	dangerous
credit	+ able	=	creditable	craftsman	+ ship	=	craftsmanship
secret	+ ly	=	secretly	enormous	+ ness	=	enormousness
narrate	+ ion	=	narration	metal	+ ic	=	metallic
perform	+ ance	=	performance				

Help-line :

PREFIX

a + loud	→	aloud
a + round	→	around
a + toxic	→	atoxic
ab + normal	→	abnormal
anti + biotic	→	antibiotic
anti + climax	→	anticlimax
anti + clockwise	→	anticlockwise
anti + virus	→	antivirus
auto + graph	→	autograph
auto + matic	→	automatic
auto + mobile	→	automobile

bi + focal	→	bifocal
bi + monthly	→	bimonthly
co + education	→	co-education
co + operation	→	co-operation
co + worker	→	co-worker
dis + appear	→	disappear
dis + appoint	→	disappoint
dis + continue	→	discontinue
dis + courage	→	discourage
dis + honest	→	dishonest
dis + like	→	dislike
dis + locate	→	dislocate

en + able	→	enable
en + close	→	enclose
en + counter	→	encounter
en + courage	→	encourage
en + large	→	enlarge
en + lighten	→	enlighten
ex + change	→	exchange
ex + service	→	exservice
em + ploy	→	employ
em + power	→	empower
fore + noon	→	forenoon
fore + head	→	forehead
fore + tell	→	foretell
il + legal	→	illegal
il + literate	→	illiterate
im + moral	→	immoral
im + prison	→	imprison
im + proper	→	improper
in + adequate	→	inadequate
in + complete	→	incomplete
in + visible	→	invisible
ir + regular	→	irregular
ir + rational	→	irrational
ir + respective	→	irrespective
ir + responsible	→	irresponsible
inter + act	→	interact
inter + change	→	interchange
inter + national	→	international
mal + adjustment	→	mal adjustment
mal + nutrition	→	malnutrition
mal + practice	→	malpractice
mis + behaviour	→	misbehaviour
mis + guide	→	misguide
mis + take	→	mistake
multi + media	→	multimedia
multi + national	→	multinational
multi + vitamin	→	multivitamin
non + refundable	→	non-refundable
non + violence	→	non-violence
non + vegetarian	→	non-vegetarian
micro + teaching	→	microteaching
micro + wave	→	microwave

pro + active	→	proactive
pro + file	→	profile
pro + found	→	profound
pro + long	→	prolong
pro + noun	→	pronoun
pro + claim	→	proclaim
over + come	→	overcome
over + look	→	overlook
over + take	→	overtake
over + throw	→	overthrow
post + date	→	post-date
post + graduate	→	postgraduate
re + action	→	Reaction
re + call	→	recall
re + charge	→	recharge
re + play	→	replay
semi + conductor	→	semiconductor
semi + modal	→	semimodal
sub + conscious	→	subconscious
sub + marine	→	submarine
sub + ordinate	→	subordinate
sub + title	→	subtitle
sub + way	→	subway
super + fast	→	superfast
super + man	→	superman
un + able	→	unable
un + certain	→	uncertain
un + common	→	uncommon
un + conscious	→	unconscious
un + expected	→	unexpected
un + lucky	→	unlucky
un + pleasant	→	unpleasant
up + date	→	update
up + hold	→	uphold
up + lift	→	uplift
up + right	→	upright
up + stairs	→	upstairs
with + draw	→	withdraw
with + hold	→	withhold
with + stand	→	withstand

SUFFIX:

arrive + al	→	arrival
economic + al	→	economical
form + al	→	formal
later + al	→	lateral
logic + al	→	logical
mathematic + al	→	mathematical
nation + al	→	national
person + al	→	personal
avail + able	→	available
break + able	→	breakable
comfort + able	→	comfortable
fashion + able	→	fashionable
pay + able	→	payable
port + able	→	portable
prefer + able	→	preferable
read + able	→	readable
refund + able	→	refundable
break + age	→	breakage
orphan + age	→	orphanage
spoil + age	→	spoilage
appear + ance	→	appearance
assist + ance	→	assistance
depend + ence	→	dependence
import + ance	→	importance
perform + ance	→	performance
refer + ence	→	reference
remember + ance	→	remembrance
resemble + ance	→	resemblance
big + est	→	biggest
high + est	→	highest
short + est	→	shortest
tall + est	→	tallest
beauty + ful	→	beautiful
cheer + ful	→	cheerful
faith + ful	→	faithful
grate + ful	→	grateful
hope + ful	→	hopeful
peace + ful	→	peaceful
regret + ful	→	regretful
truth + ful	→	truthful
wonder + ful	→	wonderful
commerce + ial	→	commercial
different + ial	→	differential
essence + ial	→	essential
part + ial	→	partial
comedy + ian	→	comedian
music + ian	→	musician
confuse + ion	→	confusion
atom + ic	→	atomic
history + ic	→	historic
idiot + ic	→	idiotic
patriot + ic	→	patriotic
child + ish	→	childish
fever + ish	→	feverish
fool + ish	→	foolish
red + ish	→	reddish
material + ise	→	materialise
popular + ise	→	popularise
capital + ism	→	capitalism
hero + ism	→	heroism
Hindu + ism	→	Hinduism
national + ism	→	nationalism
tour + ism	→	tourism
equal + ity	→	equality
flexible + ity	→	flexibility
original + ity	→	originality
possible + ity	→	possibility
punctual + ity	→	punctuality
regular + ity	→	regularity
special + ity	→	speciality
convert + ible	→	convertible
response + ible	→	responsible
beautiful + ly	→	beautifully
casual + ly	→	casually
frequent + ly	→	frequently
love + ly	→	lovely
original + ly	→	originally
slow + ly	→	slowly
doubt + less	→	doubtless
fear + less	→	fearless
help + less	→	helpless
power + less	→	powerless
use + less	→	useless
achieve + ment	→	achievement
allot + ment	→	allotment
improve + ment	→	improvement
manage + ment	→	management
punish + ment	→	punishment

ill + ness	→	illness
neat + ness	→	neatness
thick + ness	→	thickness
willing + ness	→	willingness
danger + ous	→	dangerous
poison + ous	→	poisonous
affect + ion	→	affection
collect + ion	→	collection

elect + ion	→	election
introduce + ion	→	introduction
perfect + ion	→	perfection
separate + ion	→	separation
regular + ize	→	regularize
boy + hood	→	boyhood
child + hood	→	childhood

Examples :

Textual Task : Pg. No. : 101

I. Attach a Prefix to the word given from the list given below to complete the sentence:

1. Most villagers are still ____ ***literate.***
   a) mal– b) un – c) il – d) ir –
2. The umpire will ____ ***qualify*** you
   a) un – b) dis – c) re – d) mal –
3. He has ____ ***natural*** powers.
   a) pro – b) auto – c) inter– d) super –
4. The ___ ***urban*** train are running late
   a) co – b) sub – c) semi – d) trans –
5. ___ ***nutrition*** is common among today's children.
   a) dis – b) ig – c) mal – d) co –
6. Your calculation is ___ ***accurate.***
   a) non – b) ultra – c) over – d) in –
7. Do not ___ ***understand*** me
   a) mis – b) ig – c) ex– d) equl –
8. Do not indulge in ___ ***pratice.***
   a) micro – b) mal – c) pro– d) under –
9. He is studying ___ ***technology***
   a) over – b) de– c) bio – d) fare –
10. Tom is very ___ ***different*** towards others.
    a) re – b) ex – c) bi – d) in –
11. There is an ___ ***national*** Hockey match today.
    a) inter – b) un – c) equi – d) micro –
12. He is an ___ ***origin*** of New Zealand.
    a) non – b) re – c) ab– d) inter –

Ans: 1. c) illiterate 2. b) disqualify 3. d) supernatural
4. b) suburban 5. c) malnutrition 6. d) inaccurate
7. a) misunderstand 8. b) malpratice 9. c) biotechnology
10. d) indifferent 11. a) international 12. c) aborigin

II. Attach a Suffix to the word given from the list given below to complete the sentence:

Textual Task : Pg. No. : 101 & 105

1. We have great ***admire*** ____ for our teacher.
   a) –sion b) – tion c) – able d) – ity
2. The ***arrive*** ___ of the trains is not known.
   a) – al b) – an c) ful d) – ly
3. His ***careless*** ___ is intolerable.
   a) – ment b) – ie c) – ness d) – use
4. The project was an utter ***fail*** ____.
   a) –ure b) –al c) –ture d) –sion
5. The ***include*** ___ of Mehta in the team is a surprise.
   a) – ence b) – ity c) – ly d) – sion
6. The ***intense*** ___ of the beat is unbearable.
   a) – ful b) – ity c) – tion d) – ty
7. No ***punish*** ___ will be given.
   a) – ment b) – fy c) – ful d) – ity
8. His ***child*** ___ is memorable
   a) – ness b) – al c) – hood d) – sion
9. He has the ***able*** ___ to complete the work
   a) – tion b) – ence c) – fun d) – ity
10. The doctor sent the patients for blood ***exam*** ___.
    a) – ship b) – nation c) – rence d) – amce
11. ***Fashion*** ____ clothes are sold here.
    a) – sion b) – ity c) – able d) – ful
12. There is a lot of ***enjoy*** _____ in a joint family.
    a) – ty b) – ment c) – al d) – ence
13. My brother has ***establish*** _____ himself as an Industrialist.
    a) – sion b) – ful c) – al d) – ed
14. His style is a ***slave*** ___ imitation of his teacher's.
    a) – ish b) – ion c) – ing d) – ance

Ans: 1. b) admiration 2. a) arrival 3. c) carelessness 4. a) failure
5. d) inclusion 6. b) intensity 7. a) punishment 8. c) childhood
9. d) ability 10. b) examination 11. c) Fashionable 12. b) enjoyment
13. d) established 14. a) slavish

Assignment:

I. Attach a Prefix to the word given from the list given below to complete the sentence:

1. Some times ____***violet*** rays are harmful.
   a) trans b) inter c) ultra d) over
2. An ____***national*** conference is to be held next year.
   a) co b) sub c) inter d) hyper

3. People must avoid ____*social* activities.
a) din b) ig c) anti d) en

4. ____*mobile* industry is growing very fast.
a) ir b) mis c) over d) auto

5. We bought a new ____*cycle.*
a) auto b) pro c) bi d) fore

6. Without your ____*operation* we could do nothing.
a) semi b) co c) di d) sub

7. I will ____*charge* my duties to the entire satisfaction of my superiors.
a) dis b) de c) inter d) non

8. Low scorers were ____*promoted.*
a) over b) de c) unter d) non

9. My uncle is an ____*serviceman.*
a) ir b) im c) un d) ex

10. The officers are ____*powered* to administer the office.
a) mis b) equi c) em d) re

11. My ____*head* is aching.
a) mal b) fore c) trans d) multi

12. We should not ____*treat* others.
a) il b) post c) ig d) semi

13. The culprits were ____*prisioned* for their misdeed.
a) un b) im c) mis d) pro

14. The people were ____*informed* about the Tsunami.
a) il b) de c) un d) dis

15. We should not write ____*relevant* answer to the question.
a) mis b) dis c) sub d) ir

16. ____*practice* is a punishable offence.
a) over b) mal c) mis d) under

17. ____*fortune* comes one by one.
a) mis b) pro c) equi d) micro

18. Kumar started his career at a ____*national* company.
a) semi b) multi c) over d) altra

19. The former Prime Minister paid an ____*official* visit to Japan.
a) non b) pro c) un d) mis

20. I do not ____*vision* any problem with my project.
a) in b) dis c) un d) en

II. Attach a Suffix to the word given from the list given below to complete the sentence:

1. *Profession*____ players can play well
a) est b) ful c) al d) ian

2. Some glass material are **unbreak**____.
a) al b) age c) ance d) able

3. There will be food **short**____ in India after 25 years.
a) ism b) ly c) age d) ible

4. Truck is a mode of **convey**____.
a) full b) ance c) ous d) ness

5. William Wordsworth is a **natural**____.
a) ist b) al c) age d) ance

6. Love is a different kind of **wonder**____ feeling.
a) nil b) ful c) ian d) ion

7. Guru plays the piano **beautiful**____.
a) ly b) er c) less d) ness

8. The Government is keen to develop **tour**____.
a) ism b) ist c) ity d) ing

9. Water is **essence**____ for life on earth.
a) ness b) ial c) ly d) ful

10. He exhibited his **hero**____ by fighting bravely.
a) ity b) ic c) ism d) ness

11. Our soldiers are really **patriot**____.
a) ness b) ism c) ion d) ic

12. We want to **material**____ our vision.
a) hood b) cal c) ise d) ship

13. His behaviour is very **child**____.
a) ism b) ish c) ly d) lishly

14. The M.D. worked hard for the **develop**____ of his project.
a) ment b) ing c) ale d) ian

15. There is a **possible**____ of rain.
a) ment b) ity c) full d) ous

16. Grown ups are always **response**____.
a) ful b) y c) ible d) ance

17. Friends meet **frequent**____.
a) tion b) ance c) lic d) ly

18. Our **miser**____ neighbour never helps others.
a) ness b) ish c) ly d) ic

19. Parents are happy to see the **improve**____ of their children.
a) ian b) ment c) able d) ship

20. Optimistic approach brings us **happy**____.
a) ly b) hood c) ness d) ion

*****

3 ABBREVIATIONS & ACRONYMS

Abbreviation மற்றும் Acronym என்பது வார்த்தைகளின் முதல் எழுத்துகளைக் கொண்ட சுருக்கம். அப்ரிவியேசனை ஒரு வார்த்தையாக படிக்க முடியாது. அக்ரானிமை ஒரே வார்த்தையாக படிக்கலாம்.

உதாரணம்: RRB என்பதை 'ஆர் ஆர் பி' என்று தனித்தனியாக வாசிக்கிறோம். இது abbreviation. ஆனால் PIN என்பதை 'பின்' என்று ஒரே வார்த்தையாக வாசிக்கிறோம். இது acronym.

நினைவில் கொள்க:

- கொடுக்கப்பட்டுள்ள அட்டவணையில் உள்ள விளக்கங்களைப் படிக்கும் போது அவற்றின் spelling சரியாகப் படித்து வைத்துக் கொள்க. அதை மாற்றிப் போட்டு விடைகள் வரும் போது குழம்பாமல் சரியான விடையைக் கண்டுபிடித்து விடலாம்.

I. ABBREVIATIONS

Textual Task : Pg. No. : 132 & 133

Titles before names:

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

Names of a Few Objects:

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

Words used with numbers:

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

Common Latin terms:

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

Terms of mathematical units:

ft	=	feet
ft^2	=	square feet
kg	=	kilogram
km	=	kilometre
mm	=	millimetre
ml	=	millilitre
°F	=	degrees Fahrenheit
°C	=	degrees Celsius

Names of Familiar Institutions:

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

Names of Countries:

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

Long, common phrases

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

Help-line :

AAI	-	Airports Authority of India
ABC	-	Australian Broadcasting Commission
AC	-	Alternating Current
AD	-	Anno Domini
AI	-	Air India
AICC	-	All India Congress Committee
AITUC	-	All India Trade Union Congress
a.m.	-	Ante meridiem
ATM	-	Automated Teller Machine
BBC	-	British Broadcasting Corporation
BBA	-	Bachelor of Business Administration
BC	-	Before Christ
BCCI	-	Board of Control for Cricket in India
BDS	-	Bachelor of Dental Surgery
BE	-	Bachelor of Engineering
B.Ed.	-	Bachelor of Education
BL	-	Bachelor of Law
BMA	-	British Medical Association
B. Mus.	-	Bachelor of Music
BPO	-	Business Process Outsourcing
B.Sc	-	Bachelor of Science
BSF	-	Border Security Force
BSNL	-	Bharat Sanchar Nigam Limited
B.Tech.	-	Bachelor of Technology
BVSc	-	Bachelor of Veterinary Science
CA	-	Chartered Accountant
CBI	-	Central Bureau of Investigation
CBSE	-	Central Board of Secondary Education
CCI	-	Cricket Club of India
CCTV	-	Closed Circuit Television
DA	-	Dearness Allowance
DC	-	Direct Current
DIG	-	Deputy Inspector General
DNA	-	Deoxy-ribo Nucleic Acid
DVD	-	Digital Versatile Disc
EB	-	Electricity Board
EC	-	Election Commission
ECG	-	Electro Cardio Gram
EPF	-	Employee Provident Fund
FCI	-	Food Corporation of India
FD	-	Fixed Deposit
FM	-	Frequency Modulation
FRCS	-	Fellow of the Royal Council of Surgeons
GB	-	Great Britain
GH	-	Government Hospital
GK	-	General Knowledge
G.O.	-	Government order
GPO	-	General Post Office
HIV	-	Human Immuno-deficiency Virus
HSS	-	Higher Secondary School
IA	-	Indian Airlines
IAF	-	Indian Air Force
IAS	-	Indian Administrative Service
ICICI	-	International Credit and Investment Corporation of India
ICS	-	Indian Civil Service
ICSE	-	Indian Council for Secondary Education
IFS	-	Indian Forest Service
ILO	-	International Labour Organisation
IOB	-	Indian Overseas Bank
IPL	-	Indian Premier League
IPS	-	Indian Police Service
IQ	-	Intelligent Quotient
ISI	-	Indian Standard Institution
ISRO	-	Indian Space Research Organisation
IST	-	Indian Standard Time
IT	-	Income Tax
ITI	-	Industrial Technical Institute
JRC	-	Junior Red Cross
KG	-	Kinder Garten
KPO	-	Knowledge Process Outsourcing
LCD	-	Liquid Crystal Diode
LED	-	Light Emitting Diode
LPG	-	Liquefied Petroleum Gas
MA	-	Master of Arts
MBA	-	Master of Business Administration
MBBS	-	Bachelor of Medicine and Bachelor of Surgery
MCA	-	Master of Computer Application
MD	-	Doctor of Medicine / Managing Director
ME	-	Master of Engineering
M.Ed.	-	Master of Education
MKU	-	Madurai Kamaraj University
MLA	-	Member of Legislative Assembly
MO	-	Money Order
MP	-	Member of Parliament

M.Phil. - Master of Philosophy
MS - Master of Surgery
M.Sc. - Master of Science
NCC - National Cadet Corps
NCERT - National Council for Educational Research and Training
NGO - Non-Gazetted Officer / Non - Governmental Organisation
NSS - National Service Scheme
OC - Office Copy
OD - On Duty / Over Draft
PA - Personal Assistant
PM - Prime Minister / Post Master
pm - post meridiem
PS - Personal Secretary /Post Script
PTI - Press Trust of India
PTO - Please Turn Over
PWD - Public Works Department
RD - Recurring Deposit
RMS - Railway Mail Service
RMSA - Rashtriya Madhyamik Shiksha Abhiyan
RNA - Ribo Nucleic Acid
RRB - Railway Recruitment Board
RTO - Regional Transport Officer
SB - Savings Bank
SBI - State Bank of India
SCERT - State Council for Educational Research and Training
SR - Southern Railway
SSC - Staff Selection Commission
SSLC - Secondary School Leaving Certificate
SSA - Sarva Siksha Abhiyan
TA - Travelling Allowance
TB - Tuberculosis/Tourist Bungalow
TC - Transfer Certificate
TOEFL - Teaching of English as a Foreign Language
TNCA - Tamil Nadu Cricket Association
TNPSC - Tamil Nadu Public Service Commission
TTC - Technical Teacher's Certificate
TTE - Train Ticket Examiner
TV - Television
UAE - United Arab Emirates
UFO - United Food Organisation
UGC - University Grants Commission
USA - United States of America
UPSC - Union Public Service Commission
USSR - Union of Soviet Socialist Republics
VAO - Village Administrative Officer
VC - Vice Chancellor
VCR - Video Cassette Recorder
VHF - Very High Frequency
VIP - Very Important Person
VPP - Value Payable Post
VRS - Voluntary Retirement Scheme
WTO - World Trade Organisation
WWW - World Wide Web
YMCA - Young Men's Christian Association
YWCA - Young Women's Christian Association
X'mas - Christmas
Rev. - Reverend
Sr. - Sister
Tr. - Teacher
Dr. - Doctor
Er. - Engineer
Mr. - Mister
Mrs. - Mistress
Tmt. - Thirumathi
e.g. - example
etc - et cetera (extra)

II. ACRONYMS

Acronym என்பது ஏற்கனவே சொன்னது போல வார்த்தைகளின் முதல் எழுத்துகளைக் கொண்ட சுருக்கம். ஆனால் இதை ஒரே வார்த்தையாக வாசிக்கலாம்.

Help-line :

ADD - Attention Deficit Disorder
AIDS - Acquired Immune Deficiency Syndrome
AIIMS - All India Institute of Medical Sciences
AIR - All India Radio
BITS - Birla Institute of Technology and Science
BHEL - Bharat Heavy Electrical Limited
CAT - Common Aptitude Test

CUB	-	City Union Bank
DIET	-	District Institute of Education and Training
ESMA	-	Essential Services Maintenance Act
HESCO	-	Himalayan Environmental Studies and Conservation Organisation
FORTRAN	-	Formula Translation
GATE	-	Graduate Aptitude Test in Engineering
HUDCO	-	Housing and Development Corporation
IGNOU	-	Indira Gandhi National Open University
LAN	-	Local Area Network
LASER	-	Light Amplification by Stimulating Emission of Radiation
MISA	-	Maintenance of Internal Security Act
NAM	-	Non Aligned Movement
NASA	-	National Aeronautics and Space Administration
NATO	-	North Atlantic Treaty Organisation
NEWS	-	North East West South
NOTA	-	None Of The Above
OPEC	-	Organisation of Petroleum Exporting Countries
PAN	-	Permanent Account Number
PIN	-	Postal Index Number
POTA	-	Prevention Of Terrorism Act
RADAR	-	Radio Detection and Ranging
RAM	-	Random Access Memory
ROM	-	Read Only Memory
SAARC	-	South Asian Association for Regional Co-operation
SAIL	-	Steel Authority of India Limited
SARS	-	Severe Acute Respiratory Syndrome
SPIC	-	Southern Petro Chemical Industries Corporation
TAFE	-	Tractor and Farm Equipment
TANSI	-	TamilNadu Small Scale Industries
TELEX	-	Teleprinter Exchange
UNESCO	-	United Nations Educational Scientific and Cultural Organisation
VAT	-	Value Added Tax
Viscom	-	Visual Communication
WHO	-	World Health Organisation

Examples :

Which of the following is the right expansion of:

Textual Task : Pg. No. : 133

1. SIM
   a) Subscribes Information Module
   b) Substance Identity Machine
   c) Special Information Module
   d) Subscriber Identity Module

2. ISRO
   a) Indian Space Research Organisation
   b) International Space Research Organisation
   c) International Science Research Organisation
   d) Indian Science Research Organisation

3. WHO
   a) World Human Organisation
   b) World Health Organisation
   c) Wasington Health Organisation
   d) World Health Outstation

4. CCTV
   a) Computer Circuit Test Version
   b) Combined Circuit Television
   c) Closed Circuit Television
   d) Computer Circuit Television

5. HDMI
   a) High Definition Multimedia Interface
   b) Hyper Defined Multiple Inference
   c) High Definition Multiple Inference
   d) Heavy Direct Multimedia Interface

6. LASER
   a) Light Around Specific Emitted Radio
   b) Light Amplification by Stimulated Emission of Radiation
   c) Light Amplification of Specific Emission of Radiation
   d) Light Amplification by Specific Energy of Radiation

IMPORTANT QUESTIONS

7. MRI
   a) Multiple Radiation Imaging
   b) Magnetic Radiation Imaging
   c) Multiple Resonance Imaging
   d) Magnetic Resonance Imaging

8. CRY
   a) Child Rights and You
   b) Civil Rights of Youth
   c) Child Rights of Youth
   d) Critical Rights and You

9. ROM
   a) Random Only Memory
   b) Read - Only Memory
   c) Red and Orange Module
   d) Read Only Module

10. CPU
   a) Computer Processing Uniformity
   b) Central Provision Unit
   c) Central Processing Unit
   d) Computer Processing Unit

11. ALU
   a) Alphabetic Logic Unit
   b) Arithmetic Logic Unit
   c) Arithmetic Long Union
   d) Arithmetic Last Unit

Ans: 1. d) Subscriber Identity Module
2. a) Indian Space Research Organisation
3. b) World Health Organisation
4. c) Closed Circuit Television
5. a) High Definition Multimedia Interface
6. b) Light Amplification by Stimulated Emission of Radiation
7. d) Magnetic Resonance Imaging
8. a) Child Rights and You
9. b) Read - Only Memory
10. c) Central Processing Unit
11. b) Arithmetic Logic Unit

Assignment:

Which of the following is the right expansion of:

1. AVADI
   a) Auto Vehicles and All Different Innovation
   b) Armed Vehicles and Ammunition Depot of India
   c) Advanced Vehicles and Ammunition Depot of Indonesia
   d) Advanced Video and Audio Depot of India

2. BBC
   a) British Butter Chicken
   b) British Better Chicken
   c) Boreland Broadcasting Corporation
   d) British Broadcasting Corporation

3. LIC
   a) Light International Corporation
   b) Life Insurance Corporation
   c) Long Insurance Company
   d) Last Insurance Community

4. DEO
   a) Director of Educational Organisation
   b) Direct Educational Officer
   c) District Educational Officer
   d) Dubai Educational Officer

5. RAM
   a) Read Only Memory
   b) Read Access Memory
   c) Rapid Accurate Memory
   d) Random Access Memory

6. NRI
   a) Non- Residential Indian
   b) North Indian Recognition
   c) Name In the Register
   d) National Information Resource

7. NOC
   a) National Optical Company
   b) Non - Official Circulation
   c) No Objection Certificate
   d) Nutrition of Children

8. SMS
   a) Short Memory Savings
   b) Safe Message Serving
   c) Short Mail Service
   d) Short Message Service

9. PTI
   a) Pure Tamil Institution
   b) Press Trust of India
   c) Private Tutorial Institute
   d) Painting Tactic Improvement

10. ONGC
   a) Oil and Natural Gas Corporation
   b) Online National Grievance Circle
   c) Odd National Geographic Channel
   d) Online Natural Gift Chance

11. POW
   a) Power Of Women
   b) Private Organisation of Women
   c) Picture On Walls
   d) Prisoner Of War

12. WTO
   a) World Tourism Organisation
   b) Washington Time Operation
   c) World Trade Organisation
   d) World Traditional Opinion

13. CEO
   a) Chief Engineering Office
   b) Chief Educational Officer
   c) Chief Election Officer
   d) Chief Executive Officer

14. MNC
   a) Multi National Corporation
   b) Mobile Network Circle
   c) Multi National Code
   d) Multi National Company

15. UV
   a) Universal Visitor
   b) Ultimate Voice
   c) Under Vision
   d) Ultra Violet

16. CO
   a) Commander in Oxford
   b) Criminals of Ooty
   c) Commanding Officer
   d) Communication Officer

17. SOS
   a) Save Our Soul
   b) Super Officer Service
   c) Secondary Officer Secretary
   d) Sub-Officer Secretary

18. BC
   a) British Communication
   b) Before Christ
   c) Boston College
   d) Big Collaboration

19. VPP
   a) Vain Protection Project
   b) Van Production Project
   c) Vagrant Private Project
   d) Value Payable Post

20. CBI
   a) City Bank of India
   b) Central Bank of India
   c) Central Bureau of Investigation
   d) Centre for Bio-Informatic

◆◆◆◆◆

4 PHRASAL VERBS

Phrasal verb என்பது ஒரு verb உடன் வேறு ஒரு வார்த்தையைச் சேர்த்து ஒரு தனி அர்த்தத்தை தருவது ஆகும். உதாரணத்திற்கு கீழே get என்னும் verb உடன் பல்வேறு வகையான வார்த்தைகளைச் சேர்ப்பதால் என்ன என்ன அர்த்தங்கள் பெறலாம் என கொடுக்கப்பட்டுள்ளது:

(e.g.) → get

at	⇨ get at	=	understand (புரிந்து கொள்)
on	⇨ get on	=	make progress, be friendly (நட்போடு இரு)
in	⇨ get in	=	come in (உள்ளே வா)
out	⇨ get out	=	go out (வெளியே போ)
down	⇨ get down	=	descent (இறங்கு)
up	⇨ get up	=	stand/ arise (எழு)
through	⇨ get through	=	pass (நுழைந்து செல், வெற்றி கொள்)
across	⇨ get across	=	cross (கடந்து செல்)
to	⇨ get to	=	reach (சேர்)
away	⇨ get away	=	remove (தப்பித்துச் செல்)
into	⇨ get into	=	enter (உள்ளே நுழை)
along	⇨ get along	=	manage (கூடச் செல், சமாளி)
over	⇨ get over	=	recover (மீண்டு வா, கடந்து செல்)
off	⇨ get off	=	leave (சென்று விடு)

இந்தப் பயிற்சியில் ஒரு வாக்கியத்தைக் கொடுத்து அதில் சில வார்த்தைகள் underline செய்து கொடுக்கப்பட்டிருக்கும். அதன் அர்த்தம் வரும் வகையில் கீழே 4 phrasal verbகள் choice கொடுக்கப்பட்டிருக்கும். அதிலிருந்து சரியான விடையைத் தேர்ந்தெடுக்க வேண்டும். அதற்கு phrasal verbகளின் சரியான அர்த்தம் தெரிந்திருக்க வேண்டும். அதற்கு கீழுள்ள அட்டவணை பயன்படும்.

நினைவில் கொள்க:

- Phrasal verbகள் அவற்றின் வார்த்தைகளைப் பிரித்துப் படிக்காமல் ஒரே வார்த்தைக் கூட்டாக படிக்க வேண்டும்.
- அவை என்ன பொருளைத் தரும் என்று சிலவற்றில் நாம் guess செய்து கண்டுபிடித்து விடலாம். சிலவற்றில் வித்தியாசமான அர்த்தத்தைக் கொடுக்கும். இங்கு கொடுக்கப்பட்டுள்ள அட்டவணை அவற்றின் சரியான அர்த்தத்தைப் புரிந்து கொள்ள உதவும்.

Help-line :

back up	-	support (உதவி)
back out	-	quit (கைவிடு)
bear away	-	win (வெற்றி பெறு)
bear out	-	confirm (உறுதி செய்)
bear with	-	tolerate (பொறுத்துக் கொள்)
blow out	-	put out (ஊதி அணை)
blow up	-	explode (வெடித்தல்)
break down	-	fail, lose in a bad stete (வேலை செய்வதை நிறுத்து)
break in	-	interrupt (குறுக்கிடு)
break out	-	appear suddenly (திடீரென தோன்று)
break up	-	end (முடி, நிறுத்து)
bring about	-	cause to happen (காரணமாயிரு)
bring down	-	reduce (அடக்கு, குறை)
bring forth	-	produce (உற்பத்தி செய்)
bring in	-	earn (சம்பாதி)
bring on	-	produce, cause (உருவாக்கு)
bring out	-	produce, to make some thing appear (வெளிக் கொணர்)
bring up	-	rear (வளர், வெளியிடு)
call for	-	require (தேவைப்படு)
call up	-	to telephone (தொலைபேசியில் அழை)
call down	-	reprimand (கண்டணம் தெரிவி)

call off	-	cancel (ரத்து செய்)
call on	-	visit (சென்று பார்)
call in	-	invite (அழை)
call out	-	shout for help (சத்தமாக உதவிக்கு அழை)
carry off	-	win (வெல்)
carry on	-	continue (தொடர்ந்து செய்)
carry out	-	execute (செயல்படுத்து)
carry over	-	postpone (ஒத்திப்போடு)
come about	-	happen (நிகழ்)
come across	-	meet by chance (தற்செயலாக சந்தி)
come in	-	enter (உள்ளே வா)
cut down	-	reduce (குறை)
cut in	-	interrupt (குறுக்கிடு)
cut off	-	stop (நிறுத்து)
cut out	-	have the qualities needed (பொறுத்தமானதாக இரு)
deal in	-	to buy and sell (வாங்கி விற்பனை செய்)
deal with	-	manage (சமாளி)
draw back	-	retreat (பின்வாங்கு)
draw near	-	approach (நெருங்கு)
draw on	-	depend (சார்ந்திரு)
draw up	-	write (எழுது)
drop in	-	informal visit (வருகை தா)
drop out	-	leave (விலகு)
fall back on	-	to go for support (உதவிக்கு செல்)
fall back	-	retreat (பின்வாங்கு)
fall in	-	collapse (அழி)
fall off	-	decrease (குறை)
fall on	-	attack (தாக்கு)
fall out	-	quarrel (சண்டையிடு)
fall through	-	fail (தோல்வி அடை)
give away	-	distribute (பகிர்ந்தளி)
give back	-	return (திரும்பு)
give in	-	surrender, yield (விட்டுக்கொடு)
give off	-	emit (வெளியிடு)
give up	-	abandon (விட்டு விடு)
give way	-	collapse (வீழ்)
go about	-	set to work (வேலை செய்ய தொடங்கு)
go ahead of	-	pass, take over; surpass (முந்திச்செல்)
go ahead	-	go in front of others (முன்னால் செல்)
go at	-	attack (தாக்கு)
go back on	-	fail to keep promise (வாக்கு மீறு. பின்வாங்கு)
go down	-	believe (நம்பு)
go for	-	attack (தாக்கு)
go into	-	examine (பரிசோதனை செய்)
go off	-	leave, proceed; explode
go on	-	continue, (தொடர்ந்து செய்)
go through	-	read (வாசி)
hand down	-	give (ஒப்படை)
hand in	-	submit (கொடு)
hand out	-	distribute (பகிர்ந்தளி)
hand over	-	transfer (மாற்று)
hang around	-	loiter near (அங்குமிங்கும் அலை)
hang back	-	hesitate (தயங்கு)
hang on	-	hold (பற்றிக்கொள்)
hold back	-	restrain; keep secret (இரகசியத்தை மறை)
hold down	-	control (அடக்கு)
hold good	-	apply to (பொருந்துதல்)
hold off	-	keep away (விலகி விடு)
hold on	-	wait; stop (ஒத்தி வை)
hold over	-	postpone (ஒத்திப் போடு)
hold up	-	delay (தாமதம் செய்)
keep at	-	continue (தொடர்ந்து செல்)
keep away	-	not go near (விலகி நில்)
keep down	-	control (அடக்கு)
keep off	-	avoid (தவிர்)
keep to	-	adhere to (இணைந்து போ)
keep on	-	continue (தொடர்ந்து செய்)
knock about	-	roam (அங்குமிங்கும் செல்)
knock down	-	demolish (அழி)
knock out	-	stop working (வேலை செய்வதை நிறுத்து. வீழ்த்து)
knock up	-	exhausted (தீர்ந்து போ)
lay aside	-	abandon (கைவிடு)
lay down	-	sacrifice, fix, establish (பலியிடு. திட்டமிடு)
lay off	-	dismiss, stop (நிறுத்து)

let in	-	allow to enter (அனுமதி)
let out	-	release (வெளியே அனுமதி)
look after	-	take care of (கவனி)
look ahead	-	think about future (எதிர்காலத்தைப் பற்றி நினை)
look around	-	see all sides (சுற்றிலும் பார்)
look back	-	reflect (பெருமை கொள்)
look down upon	-	hate (வெறு. தாழ்வாக நினை)
look out	-	take care (கவனமாக இரு)
look for	-	search (தேடுதல்)
look forward	-	thinking of something (நல்லதை எதிர்பார்த்தல்)
look into	-	make investigation, examine (ஆராய்தல்)
look on	-	regard as (கருதுதல்)
look up	-	search for details (தேடு)
look upto	-	admire, respect (வியத்தல்)
make away with	-	steal and escape (திருடி தப்பிச் செல்லுதல்)
make after	-	follow (பின் தொடர்)
make for	-	rush to (வேகமாக செல்)
make of	-	understand (புரிந்து கொள்)
make off	-	hurry away (தப்பிச் செல்)
make out	-	understand (புரிந்து கொள்)
make over	-	transfer (மாற்று)
make up	-	compensate (ஈடு செய்)
pass away	-	die (இறந்து போ)
pass off	-	take place (நிகழ்தல்)
pass on	-	give; (கொடு)
pass over	-	ignore (கவனியாதிருத்தல்)
pass out	-	faint (மயக்கமடை)
pick out	-	select (தேர்ந்தெடு)
pick up	-	increase; learn or acquire (அதிகப்படுத்து)
pull down	-	demolish (அழி)
pull off	-	succeed in a plan (வெற்றி பெறு)
pull out	-	leave (கிளம்பு. செல்)
pull through	-	recover (குணமடை)
put on	-	wear; add to (அணி. கூட்டு)
put out	-	extinguish (அணை)
put up	-	erect (நிறுவு)
put off	-	postpone (ஒத்திப்போடு)
put up with	-	tolerate (பொறுத்துக் கொள்)

run after	-	follow (பின் தொடர்)
run around	-	spend time (நேரத்தைக் கழி)
run away	-	leave suddenly (வெளியேறு)
run back	-	consider (மீண்டும் கவனி)
run down	-	power down (பலவீனமாகு)
run out	-	finish (முடிந்து போ)
run off	-	flow out (வெளியேறு)
see off	-	bid farewell (விடை பெறு)
see to	-	attend to (கவனி)
set aside/ apart	-	keep away (விலக்கி வை)
set forth	-	begin a journey (புறப்படு)
set in	-	continue (உருவாகு)
set off	-	begin a journey (பயணமாக புறப்படு)
set out	-	start (புறப்படு)
set up	-	establish (நிறுவு)
stand against	-	oppose (எதிர்)
stand for	-	represent (குறிக்கிறது)
stand on	-	depend (சார்ந்திரு)
stand up for	-	defend, support (பாதுகாத்தல். உதவுதல்)
take aback	-	surprised (வியப்படைதல்)
take after	-	resemble (ஒத்திருத்தல்)
take back	-	exchange (மாற்று)
take down	-	write (எழுது)
take for	-	mistake for; regard as (கருது)
take to	-	start liking (ஒன்றைபுதிதாக ஏற்றுக் கொள்)
take up	-	continue (தொடர்தல்)
turn away	-	refuse (மறுத்தல்)
turn off	-	switch off (அணை)
turn out	-	produce (உற்பத்தி செய்)
turn down	-	reject (மறுத்தல்)
turn over	-	people attendance (வருகை)
watch out	-	be careful (கவனமாயிரு)
watch for	-	look and wait for (எதிர்பார்த்து காத்திரு)
work off	-	dispose (கைவிடு)
work out	-	solve (தீர்வு காண்)
write down	-	write on a paper (எழுது)
write up	-	record (எழுது)
write off	-	cancel a loan (ரத்து செய்)

Examples :

Replace the underlined word in the sentence with one of the phrasal verbs given below to convey the same meaning:

1. Children wear new clothes on festival days.
   a) put off b) put on c) put for d) put out
2. The travellers escaped in the bus accident.
   a) walk on b) walk out c) walk away d) walk through
3. The students enter the class silently.
   a) come in b) come out c) come on d) come away
4. The children have a break at 11 O'Clock.
   a) time on b) time out c) time up d) time off
5. The boy attempted to hit a goal.
   a) try again b) try out c) try on d) try often
6. Try and you will succeed.
   a) go far b) go for c) go away d) go through
7. The bomb will explode at any time.
   a) blow on b) blow off c) blow up d) blow out
8. We require donations for rehabilitation of cyclone victims.
   a) show on b) show up c) show down d) show out
9. The lawyer reveals the crime committed.
   a) call on b) call off c) call out d) call in
10. He could not finish, the project.
    a) break on b) break out c) break off d) break in
11. The time to submit the project is very short.
    a) knuckle under b) knuckle down c) knuckle free d) knuckle up

Ans: 1. b) put on 2. c) walk away 3. a) come in 4. b) time out 5. a) try again
6. a) go far 7. c) blow up 8. b) show up 9. a) call on 10. c) break off
11. a) knuckle under

Assignment:

Replace the underlined word in the sentence with one of the phrasal verbs given below to convey the same meaning:

1. We should rear our children affectionately.
   a) bring up b) bring out c) bring on d) bring in
2. The motorist continued to blow the horn.
   a) got on b) went on c) called on d) kept off

3. Last week a powerful bomb **exploded** near the bus stand.
   a) blew out b) blew down c) blew up d) blew away

4. **Continue** your work sincerely.
   a) carry on b) carry of c) carry over d) carry out

5. Students should know how **to have a friendly relationship** with their class.
   a) get up b) get back c) get on d) get into

6. I **met** one of my former colleagues yesterday.
   a) came about b) came around c) came across d) came in

7. The meeting was **postponed** due to bad weather.
   a) put off b) put in c) put up d) put on

8. Please **come** in.
   a) get up b) get out c) get lost d) get in

9. I can't **tolerate** your laziness.
   a) put up with b) put off c) put forward d) put out

10. The chief guest **distributed** the prizes.
    a) gave off b) gave back c) gave away d) gave out

11. My friends **abandon** their bad habits.
    a) give away b) give back c) give off d) give up

12. The policeman asked the driver to **move forward.**
    a) go ahead b) go at c) go down d) go into

13. **Read** the text book thoroughly before you go for exam.
    a) go into b) go through c) go with d) go for

14. The manager **transferred** his charge to a new comer.
    a) handed on b) handed out c) handed over d) handed in

15. All his efforts **failed.**
    a) fell at b) fell on c) fell off d) fell through

16. To build up our body we have to **continue** the exercise.
    a) keep on b) keep away c) keep to d) keep up

17. This company **trades in** computer software.
    a) deals with b) deals in c) deals at d) deals to

18. He has **establised** a new business.
    a) set in b) set out c) set up d) set on

19. The plane **left** as scheduled.
    a) took away b) took off c) took apart d) took in

20. I am **searching** for a good job.
    a) looking for b) looking ahead c) looking away d) looking on

5 COMPOUND WORDS

Compound word என்பது இரண்டு சொற்கள் இணைந்த இணைச்சொல். (இரண்டிற்கு மேலும் சொற்கள் இணைந்திருக்கலாம்) அந்த இணைச் சொல் ஒரு தனி அர்த்தத்தைக் கொடுக்கும். இந்தப் பயிற்சியில் இணைச்சொல்லின் ஒரு பாதி கொடுக்கப்பட்டு, மறுபாதி கீழுள்ள விடைகளிலிருந்து தேர்வு செய்ய வேண்டும்.

(e.g) This plant grows at the foothills of the Himalayas.

The fly-catcher bird is called so because it feeds on flies and insects.

The ice caps on the mountains melt in summer.

இங்கு foothills, fly-catcher மற்றும் ice caps என்பவை compound words எனப்படுகின்றன. இவை noun, verb, adjective, adverb, pronoun, gerund, participle போன்ற வார்த்தைகளை இணைத்து உருவாக்கப்படுகின்றன. கீழுள்ள அட்டவணையைக் கவனிக்கவும்.

நினைவில் கொள்க:

- இரண்டு வார்த்தைகளை இணைக்கும் போது அது ஒரு அர்த்தத்தைக் கொடுக்க வேண்டும். இதற்கு இவ்வகை வார்த்தைகளின் usage தெரிந்திருக்க வேண்டும்.
- கொடுக்கப்பட்டுள்ள அட்டவணையைப் படித்துக் கொள்ளுங்கள். அதற்கு மேலும் வார்த்தைகளைத் தெரிந்து வைத்துக் கொள்வது நலம்.

Help-line :

Textual Task : Pg. No. : 100

Combination	Compound Words
Noun + Noun	kitchen garden, tooth paste
Noun + Verb	mouthwash, hair cut
Verb + Noun	watchman, swimming pool
Preposition + Noun	overcoat, underground
Gerund + Noun	bleaching powder, drawing room
Noun + Gerund	housekeeping, bird watching
Adjective + Preposition + Noun	good for nothing, afraid of crowd
Noun + Preposition + Noun	mother-in-law, daughter - in - law

Combination			Compound Words		
Noun	+	Noun	seafood,	starlight,	schoolboy
Adjective	+	Noun	goodwill,	software,	gentleman
Gerund	+	Noun	sewing machine,	walking stick	
Adverb	+	Noun	insight,	outpost,	fast food
Verb	+	Adverb	washout,	flash back,	make-over
Noun	+	Verb	nightfall,	daybreak,	waterfall
Adjective	+	Verb	free-drive,	dry-clean,	deep-fry
Adverb	+	Verb	outrun,	well-defined,	downcast
Noun	+	Adjective	radio-active,	light-sensitive	
Adjective	+	Adjective	pale blue,	light green	
Adverb	+	Participle	outsourcing,	incoming	

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

a) Compound Nouns :

	Compound Words	Combination
1.	school boy	N. + N.
2.	round table	Adj. + N.
3.	life long	N. + Adj.
4.	walking stick	Gerund + N.
5.	air conditioning	N. + Gerund
6.	inland	Adv. + N.
7.	outpatient	N. + Adv.
8.	online	Preposition + N.
9.	root out	N. + Preposition

b) Compound Verbs :

	Compound Words	Combination
1.	typewrite	V. + V.
2.	tax free	V. + Adj.
3.	overflow	Adv. + V.
4.	house arrest	N. + V.
5.	showroom	V. + N.
6.	whitewash	Adj. + V.
7.	catch out	V. + Adv.
8.	outlook	Preposition + V.

c) Compound Adjectives :

	Compound Words	Combination
1.	dark brown	Adj. + Adj.
2.	world famous	N. + Adj.
3.	hot water	Adj. + N.
4.	sidewalk	Adj. + V.

d) Other Compound Words :

	Compound Words	Combination
1.	incoming	Preposition + Gerund
2.	cook down	V. + Preposition
3.	good looking	Adj. + Gerund

Examples :

Textual Task : Pg. No. : 100

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

1. Rain
   a) mark b) star c) fall d) light

2. Snow
   a) ball b) crop c) bed d) field

3. Star
a) shine b) light c) power d) clear

4. Draw
a) pen b) colour c) stick d) back

5. play
a) thing b) place c) field d) right

6. lottery
a) victory b) loss c) ticket d) gain

7. under
a) world b) below c) up d) above

8. man
a) friend b) hole c) father d) neighbour

9. side
a) wall b) room c) shelf d) walk

10. foot
a) line b) note c) read d) ride

Ans: 1. c) fall 2. a) ball 3. b) light 4. d) back 5. a) thing
6. c) ticket 7. a) world 8. b) hole 9. d) walk 10. b) note

Assignment:

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

1. master
a) submit b) piece c) obscure d) like

2. some
a) disperse b) ignore c) how d) cord

3. with
a) slow b) please c) out d) haste

4. under
a) standing b) busy c) small d) wonder

5. neighbour
a) warm b) hood c) cool d) kind

6. man
a) sick b) whole c) hole d) out

7. key
a) heal b) expose c) heavy d) board

8. relation
a) heart b) ship c) hide d) help

9. over
a) show b) bold c) come d) order

10. fast
a) play b) food c) run d) cycle

11. air
a) port b) sea c) pool d) loom

12. moon
a) day b) light c) mark d) shine

13. blue
a) cane b) print c) see d) land

14. fellow
a) bend b) search c) dry d) student

15. lion
a) share b) hug c) strong d) save

16. whole
a) some b) cold c) out d) lazy

17. sea
a) toil b) roar c) thunder d) food

18. silver
a) bed b) ware c) gaze d) sight

19. grown
a) ups b) natural c) great d) clever

20. grate
a) some b) ment c) ful d) form

21. sun
a) convey b) lend c) rise d) borrow

22. fortune
a) begin b) port c) calm d) teller

23. running
a) water b) lock c) cute d) lift

24. finger
a) free b) print c) rich d) sheet

25. field
a) trip b) air c) yard d) wide

26. after
a) finish b) noon c) release d) start

27. loop
a) live b) mind c) hole d) out

28. soft
a) play b) ware c) run d) cycle

29. student
a) ship b) some c) hood d) bus

30. domestic
a) chase b) worker c) plan d) skill

◆◆◆◆◆

Don

6 HOMOPHONES / HOMONYMS

Homophones என்பவை ஒரே உச்சரிப்பைக் கொண்டு வேறுபட்ட எழுத்துகள் மற்றும் அர்த்தம் கொண்டிருப்பவை. (words with similar pronunciation (sound) but different spellings and meanings) (e.g) tail, tale; hole, whole.

Homonyms என்பவை ஹோமோபோன் போலத் தான். ஆனால் இவற்றின் spelling கூட மாறாது. அர்த்தம் மட்டும் மாறும். அதாவது ஒரே வார்த்தைக்கு இரு அர்த்தங்கள். (words with similar pronunciation and similar spelling but different meanings) (e.g) hop, hop (hop = move by jump / a climbing plant).

நினைவில் கொள்க:

- சரியான homophone வார்த்தையைக் கண்டுபிடிக்க வேண்டும்.
- இந்தப் பயிற்சிக்கு வார்த்தைகளின் சரியான spelling மற்றும் உபயோகத்தினை அறிந்திருக்க வேண்டும்.
- இங்கு கொடுக்கப்பட்டுள்ள அட்டவணையைப் படித்துக் கொள்க.

Help-line :

இந்த அட்டவணையில் சில homophones அதற்குரிய அர்த்தங்களுடன் கொடுக்கப்பட்டுள்ளன. நன்கு புரிந்து கொள்ள உதாரண வாக்கியமும் கொடுக்கப்பட்டுள்ளது.

1.	**aloud** - சத்தமாக	**allowed** - அனுமதிக்கப்பட்டு
	Talking **aloud** is not **allowed** here.	
2.	**altar** - பூஜை செய்யுமிடம்	**alter** - மாற்று (change)
	The priest stood in front of the **altar**, and said that he wanted to **alter** the attitude of the people.	
3.	**by** - ஆல் (used after a passive verb)	**buy** - வாங்கு (to obtain something by paying money)
	He wants to **buy** a flat **by** selling his house.	
4.	**beach** - கடற்கரை (sea shore)	**beech** - பீச் மரம் (tree)
	There are a few **beech** trees on the **beach side.**	
5.	**blue** - நீலம் (colour)	**blew** - ஊது
	The small boy **blew** a **blue** balloon.	
6.	**cost** - விலை (price)	**cast** - எறிதல் (act of throwing)
	When the fisherman **cast** the shells into the water he did not know the **cost** of it.	
7.	**heal** - குணமாக்கு	**heel** - குதிகால்
	The wound in the **heel** will take time to **heal.**	
8.	**deer** - மான்	**dear** - அன்பான (lovable)
	I saw a **deer** which is very **dear** to the visitors.	
9.	**dairy** - பால் (கால்நடை) பண்ணை	**diary** - குறிப்பேடு (டைரி)
	The **dairy** man keeps a **diary.**	
10.	**fair** - நேர்மையான (honest)	**fare** - விலை (charge)
	The **fair** girl gave the bus **fare.**	
11.	**new** - புதிய (latest)	**knew** - தெரியும் (aware)
	People **knew** very well that the **new** news was a false one.	
12.	**sell** - விற்பனை செய்	**cell** - சிறு அறை செல்
	Sitting in a **cell** she **sells** sea shells.	
13.	**wait** - காத்திரு (delay)	**weight** - எடை
	The shop keeper is 64 Kg in **weight** and he **waits** for the arrival of the bus.	

14.	**steal** - திருடு The thief often **steals** the **steel**.	**steel**	- இரும்பு (alloy of iron)
15.	**right** - சரி (correct) We should always speak and **write** what is **right.**	**write**	- எழுது
16.	**hour**- 60 நிமிடம், மணி (60minutes) **Our** day on earth is measured by the **hour.**	**our**	- நம்முடைய (belonging to us)
17.	**peace** - அமைதி A **piece** of wrong information disturbed the **peace** of the whole country.	**piece**	- சிறு துண்டு (a bit)
18.	**some** - சில (few) The school children feel **some sums** difficult to work out.	**sum**	- கணக்கு
19.	**principal** - chief, head The **principal** regulated some **principles.**	**principle**	- truth, basic கொள்கை
20.	**vacation** - விடுமுறை (holiday) Better do some **vocation** during the summer **vacation.**	**vocation**	- தொழில் (occupation)
21.	**tale** - கதை (story) The **tail** end of this **tale** is very interesting to read.	**tail**	- வால்

Guidance :

இங்கு மேலும் சில homophones கொடுக்கப்பட்டுள்ளன. அவற்றின் அர்த்தம் அறிந்து, spelling கூர்ந்து பார்த்து படித்து வைத்துக் கொள்வது அவசியம்.

1.	adapt	- மாறு (make suitable)	adopt	-	சுவீகாரம் செய்
2.	object	- பொருள், காரணம் (purpose)	abject	-	பரிதாபகரமான (miserable)
3.	hair	- முடி	hare	-	முயல்
4.	accessary	- உதவியாளன்	accessory	-	கூடுதல் பொருள் (extra)
5.	ark	- படகு (a boat)	arc	-	வில் (a part of a circle)
6.	bail	- பிணை (security)	bale	-	பெரிய பை (big pack)
7.	dye	- வண்ணமூட்டு (to colour)	die	-	இறந்து போ (expire)
8.	pray	- (கடவுளிடம்) வணங்கு	prey	-	இரை
9.	plain	- சாதாரண (simple)	plane	-	மேற்பகுதி (surface)
10.	rice	- அரிசி	rise	-	எழு (come up)
11.	desert	- பாலைவனம்	dessert	-	உணவிற்குப் பின் இனிப்பு
12.	sealing	- எல்லை (ending)	ceiling	-	கூரை (inner roof)
13.	quite	- முழுவதும்	quiet	-	அமைதி
14.	dual	- இரட்டை (double)	duel	-	இருவருக்கிடையே சண்டை
15.	differ	- மாறுபடு (disagree)	defer	-	ஒதுக்கு (postpone)
16.	dew	- காலைப் பனித்துளி	due	-	பாக்கி
17.	decent	- கண்ணியமான (looking nice)	descent	-	கீழிறங்குதல் (coming down)
18.	cession	- விட்டுக் கொடுத்தல் (yielding)	session	-	பதவி
19.	council	- கவுன்சில் (assembly)	counsel	-	ஆலோசனை (advice)
20.	confirm	- உறுதியாக்கு	conform	-	உடனாது (comply with)
21.	device	- பொருள் (scheme)	devise	-	உபாயம் (method)
22.	lightening	- குறை (decrease)	lightning	-	மின்னல்
23.	precede	- முன் செல் (go before)	proceed	-	தொடர் (continue)
24.	check	- நிறுத்து (prevent)	cheque	-	காசோலை (pay order)
25.	canvas	- ஒரு வகை துணி (கான்வாஸ்)	canvass	-	ஆதரி (recommend)
26.	roll	- உருளை (cylindrical form)	role	-	பகுதி (part)

27.	sole	- தனித்த bottom surface of shoes	soul	-	ஆன்மா (spirit)
28.	angle	- கோணம்	ankle	-	கணுக்கால்
29.	vain	- வீண் (useless)	vein	-	சிரை (blood vessel)
30.	coarse	- கரடு முரடான (rough)	course	-	தொடர் (onward movement)
31.	complement	- முடிவது (that completes)	compliment	-	பாராட்டு (gift)
32.	corps	- காலாள் (division of army)	corpse	-	பிணம் (dead body)
33.	cannon	- பீரங்கி (a big gun)	canon	-	விதிமுறை (rules)
34.	effect	- விளைவு	affect	-	பாதிப்பு செய்
35.	mail	- தபால் (post)	male	-	ஆண் (masculine gender)
36.	one	- ஒன்று (ordinal number)	won	-	வென்றான் (victory)
37.	meat	- கறி (flesh)	meet	-	சந்தி (see)
38.	scene	- காட்சி (stage show)	seen	-	பார்க்கப்பட்டது (visualized)
39.	ear	- காது	year	-	வருடம் (period of 365 days)
40.	tied	- கட்டப்பட்ட (hold together)	tide	-	அலை
41.	price	- விலை (value)	praize	-	பரிசு
42.	aunt	- அத்தை (uncle's wife)	ant	-	எறும்பு
43.	root	- வேர்	route	-	வழி (way)
44.	nun	- கன்னியாஸ்தீரி	none	-	யாருமில்லை (no one)
45.	new	- புதிய (novel)	knew	-	தெரியும் (aware)
46.	week	- வாரம்	weak	-	வலிமையற்ற (powerless)

(வாரத்திற்கு 7 நாள். weekக்கு 2 'e' என நினைவு கொள்க)

47.	sale	- விற்பனை (an act of selling)	sail	-	கடற்பயணம் செல்லுதல்
48.	lessen	- குறைவாக்கு (mitigate)	lesson	-	பாடம்
49.	pass	- தாண்டிச் செல் (get through)	pause	-	நிறுத்து (stop)
50.	gilt	- தங்க முலாம் (gold coloured)	guilt	-	குற்ற உணர்ச்சி (sinfulness)
51.	hear	- கவனி, கேள் (listen)	here	-	இங்கு (this place)
52.	hole	- ஓட்டை (opening)	whole	-	முழுவதும் (full)
53.	no	- இல்லை (refuse)	know	-	தெரியும் (aware)
54.	some	- சில	sum	-	கூடுதல்
55.	see	- பார்	sea	-	கடல்
56.	lost	- இழந்த	last	-	கடைசி
57.	route	- வழி	root	-	வேர்
58.	cell	- அலைபேசி	sell	-	விற்பனைசெய்
59.	lose	- இழந்துவிடு	loose	-	இறுக்கமில்லாமல்

Examples :

Choose the sentence that is correct in its meaning:

1. Anu has long..... *[hair / hare]*
2. I ..... what to do. *[no / know]*
3. Did you..... *[hear / here]* what he said?
4. I will meet you an .....*[hour / our]* later.
5. They..... *[buy / by]* a new car.
6. Gold is measured in..... *[carrot/carat]*

7. We can't ..... *[hear / here]* your voice.
8. She ..... *[knew / new]* the address.
9. He was admitted for a ..... *[miner / minor]*surgery.
10. The child threw ..... *[its / it's]* toy in anger.

Ans: 1. Anu has long **hair**.
2. I **know** what to do
3. Did you **hear** what he said?
4. I will meet you an **hour** later.
5. They **buy** a new car.
6. Gold is measured in **carat**.
7. We can't **hear** your voice.
8. She **knew** the address.
9. He was admitted for a **minor** surgery.
10. The child threw **its** toy in anger.

Assignment:

Choose the sentence that is correct in its meaning:

1. They ..... *[so / sow]* the seed.
2. The ..... *[deer / dear]* is so meek.
3. Tell me your date of ..... *[birth / berth]*.
4. Glad has high ..... *[principal / principle]* in his life.
5. Kevin ..... *[threw / through]*the ball out.
6. The teacher ..... *[allowed / aloud]* the children to dance.
7. We buy milk from the ..... *[dairy / diary]* farm.
8. The ancient kings lived a ..... *[luxuriant / luxurious]* life.
9. I sent a ..... *[mail / male]* to my friend.
10. There is a ..... *[hole / whole]* in the wall.
11. We ..... *[except / expect]* a bright future.
12. Some people don't like ..... *[meat / meet]*.
13. Kala is ..... *[weak / week]* in Maths.
14. The police ..... *[petrol / patrol]* highways at night.
15. The ..... *[plane / plain]* landed on time.
16. The politician stayed in a luxurious ..... *[suite / suit]*.
17. The colour of your ..... *[hair / hare]* is black.
18. There is an ..... *[allusion / illusion]* in this poem.
19. The screw of the anklet is ..... *[lose / loose]*.
20. A.R. Rahman is an ..... *[ingenious / ingenuous]* Musician.

◆◆◆◆◆

7 IDIOMS

'Idiom' என்பது மறைமுகமான பொருள் தரும் ஒரு சொல் வழக்கு. 'phrase' என்பது சில வார்த்தைகளின் தொகுப்பு.

உதாரணத்திற்கு. *Jawaharlal Nehru was* **born with a silver spoon,** என்பது அவர் வசதியான குடும்பத்தில் பிறந்தவர் என்பதைக் குறிக்கும்.

நினைவில் கொள்க:

- Idioms என்பவை நேரடியான பொருள் தராமல், செய்தியை குறிப்பால் உணர்த்தும்.
- அது என்ன பொருளைத் தரும் என்று சிலவற்றில் நாம் guess செய்து கண்டுபிடித்து விடலாம். இங்கு கொடுக்கப்பட்டுள்ள அட்டவணை அவற்றின் சரியான அர்த்தத்தைப் புரிந்து கொள்ள உதவும்.

Help-line :

	Idiom	*Meaning*
1.	On the ball	competent
2.	A blessing in disguise	having good results
3.	Find one's voice	become more confident
4.	A stone's throw	very close
5.	Over the moon	extremely happy
6.	Add fuel to the fire	make a bad situation worse
7.	Sharp as a tack	mentally agile
8.	Breaking up the wrong tree	to be misguided
9.	Lend an ear	listen
10.	Bite the bullet	to do something unpleasant
11.	Make up one's mind	resolve
12.	Bog - Standard	Something that is very ordinary
13.	To eat humble pie	to apologize
14.	Builder's Tea	strong tea with milk
15.	To meet half way	to compromise
16.	Bust one's chops	to harass someone
17.	Not worth the salt	quite worthless
18.	Clam up	stop talking
19.	Set one's face against	sternly oppose
20.	Cost a bomb	very expensive
21.	Gaining grounds	becoming more general
22.	cut a long story short	to get to the point
23.	To pay off old scores	to have one's revenge
24.	Dig one's heels in	To refuse to do something
25.	On and off	at intervals
26.	Easy Does it	do something slowly
27.	At one's finger tips	to know thoroughly
28.	Find one's feet	settle into a new environment
29.	No love lost between	not in good terms

IMPORTANT QUESTIONS

	Idiom	Meaning
30.	Full of beans	energetic
31.	In the long run	eventually
32.	Grass is always greener	a person in never satisfied
33.	Call in question	challenge
34.	Hit the books	To start studying seriously
35.	In the nick of time	at the right moment
36.	Hit the road	start a journey
37.	Through thick and thin	under all conditions
38.	Let the cat out of the bag	to reveal a secret
39.	Throw cold water	to discourage
40.	Not one's cup of tea	something you don't like
41.	Turn one's hand to	adapt
42.	Once in a blue moon	something that happens rarely
43.	Be hand and glove	be intimate
44.	pull someone's leg	tease someone
45.	Errors to account	be profitable
46.	See eye to eye	to agree with someone
47.	Burn one's finger	get into trouble
48.	Sit tight	to wait patiently
49.	Bring to light	to disclose
50.	smell a rat	to suspect someone
51.	Be on the alert	ready to attack
52.	So far, so good	to express satisfaction
53.	Give in airs	behave arrogantly
54.	Splash out	to spend a lot of money
55.	Up - to - date	modern
56.	Stick to one's guns	to refuse to change your mind
57.	Get into hot water	get into trouble
58.	The ball is in your court	make the next move
59.	Quite out of hand	beyond control
60.	The last/final straw	the last bad things to happen
61.	Call it a day	stop working
62.	Under the weather	not feeling very well
63.	Eat a horse	be extremely hungry
64.	Wouldn't be caught dead	would never do something
65.	Fit as a fiddle	be in good health
66.	hang in there	to not give up
67.	It's not rocket science	not very complicated
68.	On the ball	to be alert
69.	Pitch in	help with something
70.	Keep one's chin up	encourage to stay positive
71.	Shoot from the hip	to speak honestly
72.	Wild goose chase	something unattainable

eDon

Choose the suitable meaning for the idiom found in the following sentence.

Examples :

Textual Task : Pg. No. 67 & 167

1. On the ball
   (a) deserve (b) succeed (c) helpful (d) competent
2. Find one's voice
   (a) be loud (b) become more confident
   (c) be noisy (d) loose hope
3. Over the moon
   (a) extremely happy (b) over anxious (c) very sad (d) feel guilty
4. Sharp as a tack
   (a) very upset (b) be stable (c) mentally agile (d) be clumsy
5. Lend an ear
   (a) hear clearly (b) speak (c) be deaf (d) listen
6. Make up one's mind
   (a) resolve (b) undecided (c) estimate (d) acceptable
7. To eat humble pie
   (a) to commit oneself (b) to apologize (c) to respect (d) to be humble
8. To meet half way
   (a) to defeat (b) to judge (c) to promise (d) to compromise
9. Not worth the salt
   (a) very precious (b) very dear (c) quite worthless (d) quite worthy
10. Set one's face against
    (a) accept failure (b) sternly oppose (c) be successful (d) to victorious

Ans: 1. d) competent 2. b) become more confident
3. a) extremely happy 4. c) mentally agile
5. d) listen 6. a) resolve
7. b) to apologize 8. d) to compromise
9. c) quite worthless 10. b) sternly oppose

Assignment:

1. Within an ace
   (a) nearly defeated (b) win laurels (c) accept one's views (d) suggest remedy
2. Losing ground
   (a) be successful (b) be powerful (c) be a cowardice (d) be less powerful
3. To win laurels
   (a) to win honours (b) to lose matches (c) to acquire glory (d) to frame laws
4. To win one's spurs
   (a) to start from the scrap (b) to find fault
   (c) to make a promise (d) make a reputation
5. With open arms
   (a) warm welcome (b) bid goodbye (c) wish good luck (d) hands stretched out
6. Take to task
   (a) to praise (b) to bless (c) to rebuke (d) to curse

7. By hook or crook
   (a) by hard work
   (b) by fair or foul means
   (c) with responsibility
   (d) by toiling

8. All intents and purpose
   (a) optimistically
   (b) pessimistically
   (c) spiritually
   (d) practically

9. Not in voice
   (a) unable to sing well
   (b) to be soothing
   (c) be musical
   (d) not accept one's views

10. Be one's flesh and blood
   (a) animal's behaviour
   (b) nature's beauty
   (c) human nature
   (d) a man's flesh and blood

11. Gaining grounds
   (a) being successful
   (b) reaching heights
   (c) winning awards
   (d) becoming more general

12. To pay off old scores
   (a) to payback arrears
   (b) to have one's revenge
   (c) to make peace
   (d) to settle accounts

13. On and off
   (a) regularly
   (b) rarely
   (c) at intervals
   (d) often

14. At one's finger tips
   (a) to know thoroughly
   (b) not well prepared
   (c) write neatly
   (d) write quickly

15. No love lost between
   (a) friendly (b) very close (c) understand well (d) not in good terms

16. In the long run
   (a) eventually (b) lately (c) initially (d) unexpectedly

17. Call in question
   (a) compete (b) challenge (c) share (d) defeat

18. In the nick of time
   (a) at the right moment
   (b) helps in need
   (c) precisely
   (d) at the end

19. Through thick and thin
   (a) at all times
   (b) every hour
   (c) at the moment
   (d) under all conditions

20. Throw cold water
   (a) to encourage
   (b) to be submissive
   (c) to discourage
   (d) to be courageous

◆◆◆◆◆

8 AMERICAN ENGLISH AND BRITISH ENGLISH

ஆங்கிலம் பேசுவதில் சில வார்த்தைகள் அமெரிக்காவிலும், இங்கிலாந்திலும் மாறுபடும். உதாரணமாக **biscuit** என்று இங்கிலாந்தில் சொல்வதை **cookie** என்று அமெரிக்காவில் சொல்கிறார்கள்.

இந்தப் பயிற்சியில், ஒரு வாக்கியத்தில் British English சொல்லை underline செய்து கொடுப்பார்கள். அதே வாக்கியத்தை, அந்த சொல்லிற்குப் பதிலாக American English சொல்லை நிரப்பி எழுத வேண்டும். இதற்கு British Englishக்கு இணையான American English சொல்லை தெரிந்து கொள்ள வேண்டியது அவசியம். அதற்கு கீழே கொடுக்கப்பட்டுள்ள அட்டவணை உங்களுக்கு உதவும்.

நினைவில் கொள்க:

- இந்தப் பயிற்சிக்கு British Englishக்கு இணையான American English சொல்லை தெரிந்து கொள்ள வேண்டியது அவசியம்.
- பொதுவாக பயிற்சியில் British English வார்த்தைகளைக் கொடுத்து அதற்குரிய American English வார்த்தையைக் கண்டுபிடிக்க வேண்டியிருக்கும்.
- எனவே நாம் அனைத்து American English வார்த்தைகளையும் படித்து வைத்துக் கொள்வது உபயோகமாக இருக்கும்.

Help-line :

Different Vocabulary :

British English		American English
aerial	-	antenna
anti-clockwise	-	counterclockwise
autumn	-	fall
biscuit	-	cookie
blind	-	window shade
bonnet	-	hood
bookshop	-	bookstore
boot (of car)	-	trunk
breaklight	-	stoplight
calling card	-	visiting card
car	-	automobile
cash card	-	ATM card
chairman	-	president
chemist	-	druggist
chips	-	french fries
cinema / film	-	movie
cooker	-	stove
corridor	-	hallway
coffin	-	casket
cotton	-	thread
cot	-	crib
cross roads	-	intersection
cup board	-	closet

British English		American English
currency note	-	bill
curtain	-	drapes
cute	-	cunning
cutlery	-	silver ware
cutting(from news paper)	-	clipping
care taker	-	janitor
diary	-	data book
digit	-	figure
dish towel	-	tea towel
dressing table	-	dresser
dustbin	-	garbage can / trash can
engine	-	motor
escalator	-	elevator
exercise book	-	note book
ex-service man	-	veteran
fellow	-	guy
fire engine	-	fire truck
fire brigade	-	fire department
flat	-	apartment
financial year	-	fiscal year
flatmate	-	room mate
flex	-	cord

British English		American English
football	-	soccer
freight car	-	wagon
fridge	-	refrigerator
friend	-	pal
garden	-	yard
ground floor	-	first floor
goods train	-	freight train
hand bag	-	purse
health club	-	gym
hire purchase	-	instalment plan
head teacher	-	principal
holiday	-	vacation
ill	-	sick
indicator	-	blinker
jam	-	jelly
kennel	-	dog house
kitchen paper	-	paper cut
letter box	-	mail box
lift	-	elevator
living room	-	sitting room
long jump	-	broad jump
lorry	-	truck
luggage	-	baggage
maize	-	corn
manager	-	director
match	-	game
milk tooth	-	baby tooth
mineral	-	soda
mobile phone	-	cell phone
nappy	-	diaper
notice board	-	bulletin board
plate	-	licence plate
nursing home	-	private hospital
paraffin	-	kerosene
pavement	-	side walk
petrol	-	gasoline
plug hole	-	drain
polling booth	-	voting booth
post	-	mail
post code	-	zip code
porridge	-	oat meal
presenter	-	announcer
puncture	-	blow out
press conference	-	news conference
pyjamas	-	pajamas

British English		American English
push chair	-	stroller
queue	-	line
railway	-	rail road
rental	-	rent
ring road	-	outer left
resume	-	curriculum vitae
roll of honour	-	honour roll
rubber	-	eraser
rubber band	-	elastic band
towel	-	napkin
set square	-	triangle
skin	-	peel
slip road	-	ramp
spanner	-	wrench
spelled	-	spelt
state school	-	public school
stenography	-	short hand
storey	-	story
stupid	-	dumb
sub way	-	underground way
sweet	-	candy
Swiss roll	-	jelly roll
tap	-	faucet
taxi	-	cab
terminus	-	depot / bus stop
tie	-	neck tie
tie pin	-	tie tag
timber	-	lumber
time table	-	schedule
tin	-	can
toilet	-	rest room / loo
toffee	-	candy
tonne	-	ton
torch	-	flash light
tram	-	street car
trolley	-	cart
trousers	-	pants
vest	-	undershirt
wire	-	telephone

Different Spellings :

CE - SE type

defence	-	defense
licence	-	license
offence	-	offense

SE - CE type

practise(v)	-	practice(v)

British English		American English
SE - ZE type		
analyse	-	analyze
civilise	-	civilize
fuse	-	fuze
italicise	-	italicize
memorise	-	memorize
organise	-	organize
paralyse	-	paralyze
pressurise	-	pressurize
realise	-	realize
recognise	-	recognize
OUR - OR TYPE		
armour	-	armor
behaviour	-	behavior
colour	-	color
endeavour	-	endeavor
favourite	-	favorite
harbour	-	harbor
humour	-	humor
neighbour	-	neighbor
odour	-	odor
parlour	-	parlor
rigour	-	rigor
rumour	-	rumor
saviour	-	savior
valour	-	valor
vapour	-	vapor
vigour	-	vigor
RE - ER type		
centre	-	center
fibre	-	fiber
litre	-	liter
meagre	-	meager
metre	-	meter
sceptre	-	scepter
theatre	-	theater
L - missing		
cancelled	-	canceled
councillor	-	councilor
dialling	-	dialing
leveller	-	leveler
marvellous	-	marvelous
medallist	-	medalist
signalled	-	signaled
travelled	-	traveled

British English		American English
L - doubles		
enrol	-	enroll
enthral	-	enthrall
fulfil	-	fulfill
instalment	-	installment
instil	-	instill
skilful	-	skillful
GUE - OG type		
catalogue	-	catalog
dialogue	-	dialog
travelogue	-	travelog
PH - F type		
sulphur	-	sulfur
AE - E type		
anaemia	-	anemia
haemoglobin	-	hemoglobin
haemorrhage	-	hemorrhage
anaesthesia	-	anesthesia
A - missing		
archaeology	-	archeology
mediaeval	-	medieval
E - missing		
axe	-	ax
acknowledge	-	acknowledg
judgement	-	judgment
annexe	-	annex
O - missing		
amoeba	-	ameba
diarrhoea	-	diarrhea
homoeopathy	-	homeopathy
moustache	-	mustache
oestrogen	-	estrogen
S - missing		
maths	-	math
afterwards	-	afterward
towards	-	toward
focussed	-	focused
Others		
although	-	altho
through	-	thru
programme	-	program
cheque	-	check
disc	-	disk
draught	-	draft
sceptic	-	skeptic
tyre	-	tire

Examples :

Replace the underlined word with its equivalent American English Word :

1. cashcard
   a) Visacard b) ATM card c) Master card d) Ration card
2. fellow
   a)guy b) boy c) lad d) teenager
3. flat
   a) bungalow b) mansion c) apartment d) palace
4. cooker
   a) laddle b) steamer c) oven d) stove
5. break light
   a) flash light b) stop light c) red light d) star light
6. subway
   a) underground way b) over bridge c) tunnel d) ring road
7. tin
   a) box b) container c) can d) metal
8. jam
   a) junniper b) sweetner c) sauce d) jelly
9. mineral
   a) leassi b) soda c) ore d) mines
10. pushchair
    a) hand cart b) stroller c) pram d) wagon

Ans: 1. b) ATM card 2. a) guy 3. c) apartment 4. d) stove
5. b) stop light 6. a) underground way 7. c) can 8. d) jelly
9. b) soda 10. b) stroller

Assignment:

Replace the underlined word with its equivalent American English Word :

1. flex
   a) string b) rope c) wire d) cord
2. friend
   a) pal b) comrade c) companion d) penpal
3. match
   a) sport b) fixture c) game d) be the same
4. spanner
   a) screw driver b) wrench c) saw d) hammer
5. sweet
   a) waffer b) jelly c) lolly pop d) candy
6. timber
   a) lumber b) log c) wood d) reaper
7. plate
   a) licence plate b) name plate c) steel plate d) electro plating

8. petrol
a) diesel b) paraffin c) gasoline d) vaseline

9. pavement
a) foot path b) side walk c) lane d) steady walk

10. stupid
a) foolish b) dumb c) silly d) joker

11. puncture
a) proud b) point c) hole d) blow out

12. blind
a) window shade b) window sill c) curtain d) shutter

13. chemist
a) pharmacist b) medicals c) druggist d) medico

14. digit
a) toe b) figure c) finger d) number

15. vest
a) dress b) jacket c) coat d) under shirt

16. wire
a) telephone b) hand set c) walky talky d) mobile phone

17. plug hole
a) outlet b) sieve c) drain d) sewer

18. torch
a) stop light b) flash light c) laser beam d) head lamp

19. health club
a) plomsoll b) primary health centre
c) net d) gym

20. holiday
a) vacation b) weekend c) leave d) break

III - GRAMMATICAL EXERCISES

TENSE FORMS TABLE

The tense forms table is important for all grammatical exercises. In this table, Present tense (V_1), Past tense (V_2), Past Participle (V_3) and Present Participle (V_4) forms are given. Regarding voice change, the V_3 form is important.

This table is divided into 3 types. Weak verbs or regular verbs which take '-ed' or '-d' in V_2 and V_3 forms. Strong verbs (Irregular verbs) will change differently in V_2 and V_3 forms. Neutral verbs will not change.

WEAK VERBS

Present tense (V_1)	Past tense (V_2)	Past Participle tense (V_3)	Present Participle tense (V_4)
accept(s)	accepted	accepted	accepting
achieve(s)	achieved	achieved	achieving
act(s)	acted	acted	acting
address(es)	addressed	addressed	addressing
adjust(s)	adjusted	adjusted	adjusting
admit(s)	admitted	admitted	admitting
advise(s)	advised	advised	advising
agree(s)	agreed	agreed	agreeing
allot(s)	allotted	allotted	allotting
allow(s)	allowed	allowed	allowing
answer(s)	answered	answered	answering
apply(ies)	applied	applied	applying
appoint(s)	appointed	appointed	appointing
arrange(s)	arranged	arranged	arranging
ask(s)	asked	asked	asking
attach(es)	attached	attached	attaching
attack(s)	attacked	attacked	attacking
avoid(s)	avoided	avoided	avoiding
beg(s)	begged	begged	begging
believe(s)	believed	believed	believing
book(s)	booked	booked	booking
borrow(s)	borrowed	borrowed	borrowing
burrow(s)	burrowed	burrowed	burrowing
bury(-ies)	buried	buried	burying
call(s)	called	called	calling
cancel(s)	cancelled	cancelled	cancelling
carry(-ies)	carried	carried	carrying
challenge(s)	challenged	challenged	challenging

Present tense (V_1)	Past tense (V_2)	Past Participle tense (V_3)	Present Participle tense (V_4)
change(s)	changed	changed	changing
check(s)	checked	checked	checking
clap(s)	clapped	clapped	clapping
clean(s)	cleaned	cleaned	cleaning
clear(s)	cleared	cleared	clearing
climb(s)	climbed	climbed	climbing
close(s)	closed	closed	closing
collect(s)	collected	collected	collecting
complain(s)	complained	complained	complaining
complete(s)	completed	completed	completing
conclude(s)	concluded	concluded	concluding
conduct(s)	conducted	conducted	conducting
connect(s)	connected	connected	connecting
consult(s)	consulted	consulted	consulting
contact(s)	contacted	contacted	contacting
continue(s)	continued	continued	continuing
control(s)	controlled	controlled	controlling
cook(s)	cooked	cooked	cooking
count(s)	counted	counted	counting
cover(s)	covered	covered	covering
create(s)	created	created	creating
cry(-ies)	cried	cried	crying
damage(s)	damaged	damaged	damaging
dance(s)	danced	danced	dancing
decrease(s)	decreased	decreased	decreasing
delay(s)	delayed	delayed	delaying
delete(s)	deleted	deleted	deleting
deliver(s)	delivered	delivered	delivering
destroy(s)	destroyed	destroyed	destroying
detach(es)	detached	detached	detaching
develop(s)	developed	developed	developing
die(s)	died	died	dying
dip(s)	dipped	dipped	dipping
direct(s)	directed	directed	directing
discharge(s)	discharged	discharged	discharging
discontinue(s)	discontinued	discontinued	discontinuing
discover(s)	discovered	discovered	discovering
discuss(es)	discussed	discussed	discussing

Present tense (V_1)	Past tense (V_2)	Past Participle tense (V_3)	Present Participle tense (V_4)
dismiss(es)	dismissed	dismissed	dismissing
display(s)	displayed	displayed	displaying
disturb(s)	disturbed	disturbed	distrubing
divide	divided	divided	dividing
doubt(s)	doubted	doubted	doubting
dress(es)	dressed	dressed	dressing
drill(s)	drilled	drilled	drilling
drop(s)	dropped	dropped	dropping
drown(s)	drowned	drowned	drowning
dry(dries)	dried	dried	drying
earn(s)	earned	earned	earning
edit(s)	edited	edited	editing
educate(s)	educated	educated	educating
elect(s)	elected	elected	electing
encourage(s)	encouraged	encouraged	encouraging
end(s)	ended	ended	ending
engage(s)	engaged	engaged	engaging
enjoy(s)	enjoyed	enjoyed	enjoying
enter(s)	entered	entered	entering
envelop(s)	enveloped	enveloped	enveloping
eradicate(s)	eradicated	eradicated	eradicating
erase(s)	erased	erased	erasing
escape(s)	escaped	escaped	escaping
examine(s)	examined	examined	examining
exercise(s)	exercised	exercised	exercising
exhibit(s)	exhibited	exhibited	exhibiting
expect(s)	expected	expected	expecting
experience(s)	experienced	experienced	experiencing
explain(s)	explained	explained	explaining
fail(s)	failed	failed	failing
fear(s)	feared	feared	fearing
file(s)	filed	filed	filing
fill(s)	filled	filled	filling
finish(es)	finished	finished	finishing
fire(s)	fired	fired	firing
fit(s)	fitted	fitted	fitting
fix(es)	fixed	fixed	fixing
flow(s)	flowed	flowed	flowing

Present tense (V_1)	Past tense (V_2)	Past Participle tense (V_3)	Present Participle tense (V_4)
fold(s)	folded	folded	folding
follow(s)	followed	followed	following
gain(s)	gained	gained	gaining
hate(s)	hated	hated	hating
hear(s)	heard	heard	hearing
help(s)	helped	helped	helping
hope(s)	hoped	hoped	hoping
hunt(s)	hunted	hunted	hunting
hurry(-ies)	hurried	hurried	hurrying
identify(-ies)	identified	identified	identifying
ignore(s)	ignored	ignored	ignoring
increase(s)	increased	increased	increasing
inform(s)	informed	informed	informing
instruct(s)	instructed	instructed	instructing
introduce(s)	introduced	introduced	introducing
isolate(s)	isolated	isolated	isolating
issue(s)	issued	issued	issuing
join(s)	joined	joined	joining
jump(s)	jumped	jumped	jumping
justify(-ies)	justified	justified	justifying
kill(s)	killed	killed	killing
label(s)	labelled	labelled	labelling
laugh(s)	laughed	laughed	laughing
lay(s)	laid	laid	laying
like(s)	liked	liked	liking
listen(s)	listened	listened	listening
lock(s)	locked	locked	locking
look(s)	looked	looked	looking
maintain(s)	maintained	maintained	maintaining
manage(s)	managed	managed	managing
mix(es)	mixed	mixed	mixing
need(s)	needed	needed	needing
note(s)	noted	noted	noting
notice(s)	noticed	noticed	noticing
occur(s)	occurred	occurred	occurring
offer(s)	offered	offered	offering
open(s)	opened	opened	opening
pay(s)	paid	paid	paying

Present tense (V_1)	Past tense (V_2)	Past Participle tense (V_3)	Present Participle tense (V_4)
perform(s)	performed	performed	performing
permit(s)	permitted	permitted	permitting
pick(s)	picked	picked	picking
plan(s)	planned	planned	planning
play(s)	played	played	playing
post(s)	posted	posted	posting
practise(s)	practised	practised	practising
pray(s)	prayed	prayed	praying
prepare(s)	prepared	prepared	preparing
present(s)	presented	presented	presenting
press(es)	pressed	pressed	pressing
prevent(s)	prevented	prevented	preventing
print(s)	printed	printed	printing
produce(s)	produced	produced	producing
prove(s)	proved	proved	proving
pull(s)	pulled	pulled	pulling
punish(es)	punished	punished	punishing
push(es)	pushed	pushed	pushing
question(s)	questioned	questioned	questioning
raise(s)	raised	raised	raising
reach(es)	reached	reached	reaching
reduce(s)	reduced	reduced	reducing
remember(s)	remembered	remembered	remembering
remove(s)	removed	removed	removing
reply(-ies)	replied	replied	replying
request(s)	requested	requested	requesting
respect(s)	respected	respected	respecting
return(s)	returned	returned	returning
review(s)	reviewed	reviewed	reviewing
rotate(s)	rotated	rotated	rotating
rush(es)	rushed	rushed	rushing
save(s)	saved	saved	saving
say(s)	said	said	saying
score(s)	scored	scored	scoring
search(es)	searched	searched	searching
select(s)	selected	selected	selecting
shout(s)	shouted	shouted	shouting
show(s)	showed	showed	showing

Present tense (V_1)	Past tense (V_2)	Past Participle tense (V_3)	Present Participle tense (V_4)
slip(s)	slipped	slipped	slipping
slow(s)	slowed	slowed	slowing
smile(s)	smiled	smiled	smiling
solve(s)	solved	solved	solving
sound(s)	sounded	sounded	sounding
start(s)	started	started	starting
stop(s)	stopped	stopped	stopping
store(s)	stored	stored	storing
struggle(s)	struggled	struggled	struggling
study(-ies)	studied	studied	studying
submit(s)	submitted	submitted	submitting
suffer(s)	suffered	suffered	suffering
suggest(s)	suggested	suggested	suggesting
support(s)	supported	supported	supporting
talk(s)	talked	talked	talking
thank(s)	thanked	thanked	thanking
touch(es)	touched	touched	touching
transform(s)	transformed	transformed	transforming
translate(s)	translated	translated	translating
travel(s)	travelled	travelled	travelling
treat(s)	treated	treated	treating
try(tries)	tried	tried	trying
turn(s)	turned	turned	turning
underline(s)	underlined	underlined	underlining
use(s)	used	used	using
view(s)	viewed	viewed	viewing
visit(s)	visited	visited	visiting
vomit(s)	vomited	vomited	vomiting
wait(s)	waited	waited	waiting
walk(s)	walked	walked	walking
want(s)	wanted	wanted	wanting
watch(es)	watched	watched	watching
wish(es)	wished	wished	wishing
work(s)	worked	worked	working
worry(-ies)	worried	worried	worrying
yield(s)	yielded	yielded	yielding

burn(s)	burned/burnt	burned/burnt	burning
lean(s)	leaned/leant	leaned/leant	leaning
leap(s)	leaped/leapt	leaped/leapt	leaping
learn(s)	learned/learnt	learned/learnt	learning
light(s)	lighted / lit	lighted / lit	lighting
shine(s)	shone/shined	shone/shined	shining
smell(s)	smelt/smelled	smelt/smelled	smelling
spell(s)	spelt / spelled	spelt / spelled	spelling
spill(s)	spilt/spilled	spilt/spilled	spilling
spoil(s)	spoiled/spoilt	spoiled/spoilt	spoiling
wake(s)	woke/waked	woken/waked	waking

STRONG VERBS (IRREGULAR VERBS)

Present tense (V_1)	Past tense (V_2)	Past Participle tense (V_3)	Present Participle tense (V_4)
arise(s)	arose	arisen	arising
awake(s)	awoke	awaken	awaking
bear(s)	bore	borne	bearing
beat(s)	beat	beaten	beating
begin(s)	began	begun	beginning
bend(s)	bent	bent	bending
bid(s)	bade	bidden	bidding
bind(s)	bound	bound	binding
bite(s)	bit	bitten	biting
bleed(s)	bled	bled	bleeding
blow(s)	blew	blown	blowing
break(s)	broke	broken	breaking
bring(s)	brought	brought	bringing
build(s)	built	built	building
buy(s)	bought	bought	buying
catch(es)	caught	caught	catching
choose(s)	chose	chosen	choosing
cling(s)	clung	clung	clinging
come(s)	came	come	coming
creep(s)	crept	crept	creeping
deal(s)	dealt	dealt	dealing
dig(s)	dug	dug	digging
draw(s)	drew	drawn	drawing
dream(s)	dreamed / dreamt	dreamed / dreamt	dreaming
drink	drank	drunk	drinking

Present tense (V_1)	Past tense (V_2)	Past Participle tense (V_3)	Present Participle tense (V_4)
drive(s)	drove	driven	driving
eat(s)	ate	eaten	eating
fall(s)	fell	fallen	falling
feed(s)	fed	fed	feeding
feal(s)	felt	felt	fealing
fight(s)	fought	fought	fighting
find(s)	found	found	finding
flee(s)	fled	fled	fleeing
fling(s)	flung	flung	flinging
flip(s)	flap	flap	flapping
fly(flies)	flew	flown	flying
forbid(s)	forbade	forbidden	forbidding
forget(s)	forgot	forgotten	forgetting
forgive(s)	forgave	forgiven	forgiving
forsake(s)	forsook	forsaken	forsaking
freeze(s)	froze	frozen	freezing
get(s)	got	got/gotten	getting
give(s)	gave	given	giving
go(es)	went	gone	going
grind(s)	ground	ground	grinding
grow(s)	grew	grown	growing
hang(s)	hung	hung	hanging
hide(s)	hid	hidden	hiding
hold(s)	held	held	holding
keep(s)	kept	kept	keeping
kneel(s)	knelt	knelt	kneeling
know(s)	knew	known	knowing
lead(s)	led	led	leading
leave(s)	left	left	leaving
lend(s)	lent	lent	lending
lose(s)	lost	lost	losting
make(s)	made	made	making
mean(s)	meant	meant	meaning
meet(s)	met	met	meeting
mistake(s)	mistook	mistaken	mistaking
overcome(s)	overcame	overcome	overcoming
overhear(s)	overheard	overheard	overhearing
overtake(s)	overtook	overtaken	overtaking

Present tense (V_1)	Past tense (V_2)	Past Participle tense (V_3)	Present Participle tense (V_4)
overthrow(s)	overthrew	overthrown	overthrowing
ride(s)	rode	ridden	riding
ring(s)	rang	rung	ringing
rise(s)	rose	risen	rising
run(s)	ran	run	running
see(s)	saw	seen	seeing
seek(s)	sought	sought	seeking
sell(s)	sold	sold	selling
send(s)	sent	sent	sending
shake(s)	shook	shaken	shaking
shoot(s)	shot	shot	shooting
sing(s)	sang	sung	singing
sink(s)	sank	sunk	sinking
sit(s)	sat	sat	sitting
slay(s)	slew	slain	slaying
sleep(s)	slept	slept	sleeping
slide(s)	slid	slid	sliding
sow(s)	sowed	sowed/sown	sowing
speak(s)	spoke	spoken	speaking
spend(s)	spent	spent	spending
spin(s)	span/spun	spun	spinning
spit(s)	spat/spit	spat/spit	spitting
spring(s)	sprang	sprung	springing
stand(s)	stood	stood	standing
steal(s)	stole	stolen	stealing
stick(s)	stuck	stuck	sticking
sting(s)	stung	stung	stinging
strike(s)	struck	struck	striking
strive(s)	strove	striven	striving
swear(s)	swore	sworn	swearing
sweep(s)	swept	swept	sweeping
swim(s)	swam	swum	swimming
swing(s)	swang/swung	swung	swinging
take(s)	took	taken	taking
teach(es)	taught	taught	teaching
tear(s)	tore	torn	tearing
tell(s)	told	told	telling
think(s)	thought	thought	thinking

Present tense (V_1)	Past tense (V_2)	Past Participle tense (V_3)	Present Participle tense (V_4)
throw(s)	threw	thrown	throwing
undergo(s)	underwent	undergone	undergoing
understand(s)	understood	understood	understanding
undertake(s)	undertook	undertaken	undertaking
undo(es)	undid	undone	undoing
wear(s)	wore	worn	wearing
weave(s)	wove	woven	weaving
weep(s)	wept	wept	weeping
wind(s)	wound	wound	winding
withdraw(s)	withdrew	withdrawn	withdrawing
withhold(s)	withheld	withheld	withholding
withstand(s)	withstood	withstood	withstanding
write(s)	wrote	written	writing

NEUTRAL VERBS

Present tense (V_1)	Past tense (V_2)	Past Participle tense (V_3)	Present Participle tense (V_4)
burst(s)	burst	burst	bursting
cost(s)	cost	cost	costing
cut(s)	cut	cut	cutting
hit(s)	hit	hit	hitting
hurt(s)	hurt	hurt	hurting
let(s)	let	let	letting
put(s)	put	put	putting
quit(s)	quit	quit	quitting
read(s)	read	read	reading
set(s)	set	set	setting
split(s)	split	split	splitting
spread(s)	spread	spread	spreading
shut(s)	shut	shut	shutting
upset(s)	upset	upset	upsetting
wet(s)	wet	wet	wetting

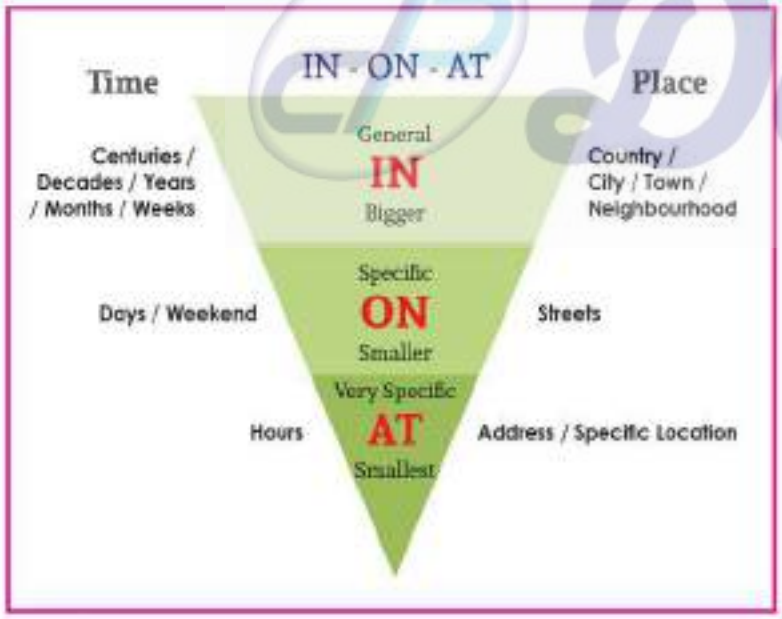
9 PREPOSITION

ஒரு பெயர்ச்சொல்லிற்கு (noun) முன்னால் வருவது preposition (இடச்சொல்) ஆகும். இது காலத்தையும் இடத்தையும் குறிக்கும்.

உதாரணமாக
- The mango is placed **on** the table.
- There were thirty girls **besides** the teacher.
- My house is **at** N.G.O.Colony.
- He will meet you **by** 10 'O clock.

நினைவில் கொள்க:

- Preposition என்ற வார்த்தையில் position என்று வருவதைக் கவனிக்க.
- காலம், இடம், திசையைப் பொறுத்து Prepositionகள் உபயோகப்படும்.
- In என்பதை பொதுவாகவும் பெரியனவற்றையும் குறிக்க பயன்படுத்தப்படும். On என்பதை அதைவிட சிறியன வற்றுக்கும், குறிப்பிட்டுச் சொல்வதற்கும் பயன்படுத்தப்படும். At என்பதை மிகத் துல்லியமாகக் குறிப்பிட பயன்படுத்துவோம்.



சில preposition களையும் அவற்றின் பயன்பாடுகளையும் பார்ப்போம்.

No.	Preposition		Meaning	Example sentence
1.	at	PLACE	-இல், -க்குள்	My house is **at** N.G.O.Colony.
		TIME	நேரத்திற்கு	The reception started **at** 6 PM.
2.	in	PLACE	உள்ளே	The boys are **in** the class.
		TIME	நேரத்தில்	PM will visit **in** October.
3.	on	PLACE	மேலே	He is sitting **on** the wall.
		TIME	காலத்திற்கு	They will call you **on** Monday.

No.	Preposition		Meaning	Example sentence
4.	from	PLACE	-இல் இருந்து	This bus is coming **from** Madurai.
		TIME	-இல் இருந்து	The examination starts **from** 10 AM.
		NOUN	-இல் இருந்து	I bought the pen **from** Mithun.
5.	to	PLACE	-க்கு	I am going **to** school.
		TIME	நேரம் வரை	The time is now five minutes **to** one.
		NOUN	-க்கு	I wrote a letter **to** Anwar.
6.	by	PLACE	-அருகில்	I am living **by** the garden.
		NOUN	-ஆல்	This picture was drawn **by** Robert.
		TIME	நேரத்தில்	The manager will meet you **by** 5 PM.
7.	for	NOUN	-ஆல்	I bought this pen **for** my brother.
		TIME	-க்காக	I have been waiting here **for** 2 hours.
8.	since (இருந்து)			We have been living in this house **since** 2008.
9.	during (அப்போது)			We went to Mysore **during** the Dasara holidays.
10.	till (குறிப்பிட்ட நேரம் வரை)			This shop will be kept open **till** 9.30 P.M.
11.	until (வரை)			Let us wait **until** the rain stops.
12.	of (உடைய)			This is the house **of** Mr.Mohan.
13.	off (இன்றி)			Please switch **off** the fan.
14.	with (உடன்)			She lives **with** her parents.
15.	without (இல்லாமல்)			Don't enter the room **without** permission.
16.	near (அருகில்)			The calf is standing **near** the cow.
17.	up (மேலே)			Jack and Jill went **up** the hill.
18.	upon (மீது)			The lion sprang **upon** the deer.
19.	towards (நோக்கி)			He walked **towards** the Post office.
20.	against (எதிராக)			He hit **against** a lamp post.
21.	through (வழியாக)			The thief entered the house **through** the window.
22.	along (வழியே)			He walked **along** the road.
23.	about (பற்றி)			This book is **about** the life of Gandhiji.
24.	before (முன்)			The train had left **before** I reached the station.
25.	after (பின்)			I reached the station **after** the train had left.
26.	over (மேலே)			Our plane flew **over** the clouds.
27.	above (மேலே)			The ball is **above** the table.
28.	below (கீழே)			The patient's temperature went **below** 98°.
29.	down (கீழே)			She is getting **down** the stairs.

No.	Preposition	Meaning	Example sentence
30.	under (கீழே)		The idol is **under** the roof.
31.	in front of (முன்னால்)		The box is **in front of** the door.
32.	behind (பின்னால்)		The sun disappeared **behind** the clouds.
33.	across (குறுக்கே)		He walked **across** the field.
34.	between (இடையில்)		Ravi is sitting **between** Mohan and Murali.
35.	among (அவர்களுக்கிடையே)		All the sons quarrelled **among** themselves for their father's properties.
36.	after (பிறகு)		Meet me **after** some time.
37.	into (உள்ளுக்குள்)		He dived **into** the water.

Examples :

Choose the appropriate preposition to complete the sentence:

1. The work will be over ..... this evening.
   a) on b) for c) by d) within
2. The papers are to be prepared ..... a month.
   a) within b) too c) by d) on
3. My uncle will visit me ..... May.
   a) on b) from c) at d) in
4. Ravi stayed with his uncle ..... six months.
   a) until b) in c) for d) since
5. There is not enough space ..... the desk and the bench.
   a) between b) on c) beside d) for
6. Arrange the things properly ..... the classes commence.
   a) since b) above c) till d) before
7. They selected me for the job only ..... merit.
   a) on b) behind c) in d) along
8. The poor man walked ..... the street.
   a) along b) besides c) from d) behind
9. Wait there ..... I come.
   a) after b) for c) until d) beside
10. The colour..... the black board is black.
    a) of b) from c) in d) on

Ans: 1. c) by 2. a) within 3. d) in 4. c) for 5. a) between 6. d) before 7. a) on 8. a) along 9. c) until 10. a) of

Assignment:

Choose the appropriate prepositions to complete the sentences:

1. The ladder is placed ..... the wall.
   a) on b) to c) upon d) against
2. The fire station is ..... the Police Station.
   a) along b) at c) near d) across
3. The players have great confidence ..... their coach.
   a) on b) till c) at d) in
4. The library is ..... the first floor.
   a) in b) since c) on d) to
5. There is an over-bridge ..... the main road.
   a) for b) above c) over d) across
6. We have election class on Sunday ..... 10 am to 12 noon.
   a) from b) since c) under d) between
7. We swam ..... the river.
   a) on b) into c) across d) in
8. ..... mid-night we heard a strange sound outside.
   a) after b) since c) before d) around
9. I met my friend ..... Monday
   a) on b) for c) towards d) across
10. Kannan has been living in London ..... 1999.
    a) for b) from c) since d) in
11. Hang the charts ..... the wall.
    a) in b) at c) on d) by
12. We are going ..... a holiday next week.
    a) in b) from c) on d) for
13. We should not depend ..... our parents for everything.
    a) on b) along c) for d) at
14. The doctor passed on the message..... the patient.
    a) to b) with c) towards d) beside
15. We could not get help ..... anybody.
    a) from b) to c) till d) in
16. I have been practising ..... morning.
    a) by b) for c) for d) since
17. We laughed ..... each other.
    a) towards b) on c) against d) at
18. We refer ..... a dictionary.
    a) to b) into c) than d) for
19. My friend lives ..... Chennai.
    a) in b) for c) at d) on
20. His wedding is ..... 14th June.
    a) on b) from c) in d) since

◆◆◆◆◆

10 TENSES

The tense of a verb shows the time of an action or event. (வினை நடக்கும் காலம்)

வினைச் சொற்களை (verb) வாக்கியங்களில் தேவையான காலங்களுக்கேற்ப மாற்றி அமைப்பது tense forms ஆகும். காலங்கள் நிகழ்காலம், கடந்த காலம், எதிர்காலம் என மூன்று வகைப்படும்.

(e.g) I write this letter to please you.
I wrote the letter in his very presence.
I shall write another letter tomorrow.

In the first sentence ☞ the verb write refers to present time. இது நிகழ் காலம்
In the second sentence ☞ the verb wrote refers to past time. இது கடந்த காலம்
In the last sentence ☞ the verb shall write refers to future time. இது எதிர்காலம்

Thus there are three main tenses:

(1) PRESENT TENSE	(2) PAST TENSE	(3) FUTURE TENSE
• SIMPLE PRESENT	• SIMPLE PAST	• SIMPLE FUTURE
• PRESENT CONTINUOUS	• PAST CONTINUOUS	• FUTURE CONTINUOUS
• PRESENT PERFECT	• PAST PERFECT	• FUTURE PERFECT
• PRESENT PERFECT CONTINUOUS	• PAST PERFECT CONTINUOUS	• FUTURE PERFECT CONTINUOUS

Each can be represented in simple, continuous, perfect and perfect continuous forms:

நினைவில் கொள்க:

- ஆங்கிலத்தில் Future tenseக்கான வார்த்தையை உபயோகப்படுத்தும் போது Present tense உடன் shall, will போன்ற Modal auxiliariesகளை இணைத்து பயன்படுத்துவோம்.
- ஒவ்வொரு வகை வாக்கியமும் எந்த எந்த இடத்தில் உபயோகப்படுத்துவோம் என்பதை கீழ்கண்ட உதாரணங்களைக் கொண்டு புரிந்து கொள்ளவும்.

Help-line :

இந்த வினைச் சொற்களை எவ்வெவ்வாறு பன்னிரெண்டு வகைகளில் பயன்படுத்தலாம் என்று கீழே விளக்கமாகக் கொடுக்கப்பட்டுள்ளது. இந்தப் பயிற்சியில் வாக்கியத்தின் கீழ் கொடுக்கப்பட்டுள்ள choice களிலிருந்து சரியான வினை வகையைத் தேர்ந்தெடுக்க வேண்டும்.

1 PRESENT FORMS (நிகழ்காலம்)

	Contexts Used	Example
Simple Present:		
a)	Habitual action: "every day" (ஒவ்வொரு நாளும்) என்ற வார்த்தை நம் வாழ்வில் ஒவ்வொரு நாளும் நடைபெறும் என்பதால், நாம் – Simple Present Tense பயன்படுத்துகிறோம்.	*He gets up at 6 O' clock everyday.*
b)	Universal truths / Scientific truths / Proverbs/ General truth. அது ஒரு Proverb ஒரு (பழமொழியாக) இருந்தால் நாம் – Simple Present Tense பயன்படுத்துகிறோம்.	*All that glitters is not gold.* *Ice melts.*

	Contexts Used	Example
c)	A future action already planned: ஒரு plan உறுதியானதாகவோ அல்லது அந்த திட்டத்தில் மாற்றம் இல்லாமல் இருந்தாலோ, அந்த திட்டம் ஏற்கனவே திட்டமிடப்பட்டிருந்தாலோ நாம் – Simple Present Tense பயன்படுத்துகிறோம்.	*The Chief Minister visits the school tomorrow.*
d)	Conditional sentences: நிபந்தனை உட்பிரிவுகளில் இரண்டாவது செயல் Future Tense ஆக இருந்தால் Simple Present Tense – முதல் செயலில் பயன்படுத்த வேண்டும்.	*If you walk regularly you will be healthy.*
Present Continuous:		
a)	An action that continues at present: 'Now' இப்பொழுது என்ற வார்த்தைக்கு Present Continuous Tense பயன்படுத்தவும்	*He is reading now.*
b)	A definite future action. வருங்கால செயல் உறுதியாக இருந்தால் – Present Continuous Tense பயன்படுத்த வேண்டும்	*He is attending the interview next week.*
Present Perfect:		
a)	An action just completed: ஒரு செயல் சில நிமிடங்களுக்கு முன்பு முடிந்து இருக்கிறது என்றால் Present Perfect பயன்படுத்தவும்.	*I have finished the home work.*
b)	An action that has happened some-time ago: ஒரு செயல் ஏற்கனவே முடிந்து இருந்தாலும் – 'Present Perfect' பயன்படுத்தவும்.	*I have read this book.*
Present Perfect Continuous:		
	An action that happened in the past and continues to the present and future. **(usually used in the sentences with since & for)** 'Since' for the past போன்ற 'வார்த்தைகள்' Present Perfect Continuous Tense ஐக் குறிக்கும் – (தொடர்ந்து இப்போது வரை ஒரு செயல் நடந்து கொண்டிருப்பது)	*I have been working in this office since 2000.* *We have been discussing this problem for the past 2 hours.*

2 PAST FORMS (கடந்த / இறந்த காலம்)

Simple Past		
	A completed action in the past: ஒரு செயல் கடந்த காலத்தில் நடந்து இருந்தால் – (நேற்று, கடந்த மாதம், கடந்த வாரம், கடந்த வருடம்) – Past Tense உபயோகிக்கவும்.	*The baby demanded everyone's attention.*
	Habitual actions of the past: Primitive Times - (பழமையான முறைகள்) பற்றி உணர்த்தப்படும் செயல்களும் Past Tense ஐக் குறிக்கும்.	*In primitive times, stone implements were employed to kill animals.*

	Past Continuous: An action going on at a particular time in the past: In 1990 - அல்லது During Gupta Period போன்ற வார்த்தைகள் Past Tense ஐக் குறிக்கும். When, While - போன்ற வார்த்தைகள் வாக்கியத்தில் இரண்டாவது செயலைக் குறிப்பிட்டால் Past Continuous Tense ஐக் குறிக்கும்.	*When I called him he was drinking coffee.* *While I stopped him, he was driving the car.*

Past Perfect:		
	When two actions are referred, the first action is expressed in past perfect. ஒரு வாக்கியத்தில் உள்ள இரண்டு செயல்களில் முதலாவது செயல் Past Perfect ஆகவும், இரண்டாவது செயல் Past Tense ஆகவும் இருக்கும்.	*When I entered the room, the boys had left.*
	Conditional Clause - நிபந்தனை உட்பிரிவுகளில் – இரண்டாவது செயல் Future Perfect Tense ஆக இருந்தால், முதல் செயல்களில், Past Perfect Tense பயன்படுத்த வேண்டும்.	*If he had attended the meeting, he would have met him.*
Past Perfect Continuous:		
	An action continued in the past: ஒரு செயல் Past Tense ல் தொடங்கி அந்த நேரம் வரை, தொடர்ந்து நடந்து கொண்டிருந்தால் Past Perfect Continuous Tense பயன்படுத்தவும்	*He had been doing business in the city till he became an actor.*

3 FUTURE FORMS (எதிர் காலம்)

Simple Future:		
	An action that will take place in the future. Tomorrow (நாளை), Next week/ Year/ Month (அடுத்த வாரம்/ வருடம் / மாதம்) போன்ற வார்த்தைகள் – Simple Future பயன்படுத்தவும். In 2025 - என்று குறிப்பிட்டால், Simple Future பயன்படுத்தவும். நிபந்தனை உட்பிரிவுகளில் முதலாவது செயல் Simple Present ஆக இருந்தால் இரண்டாவது செயல் Simple Future ஆக பயன்படுத்தவும்.	*I shall write the exam tomorrow.* *He will come back soon.*
Future Continuous:		
	An action going on at sometime in the future: By this time next week / month, year (அடுத்த வாரம் / மாதம் / வருடம்) இதே நேரத்தில் என்று குறிப்பிட்டால் Simple Future - Continuous Tense பயன்படுத்தவும்.	*He will be taking charge tomorrow.* *By this time next week, she will be travelling in a plane.*
Future Perfect:		
	An action that will be completed, when two future actions are referred: இரண்டு செயல்கள் நடைபெறும் போது, முதலாவது செயல் Simple Present Tense ஆக இருக்கும் போது, அடுத்த செயல் Future Perfect Tense ஆக இருக்கும் இரண்டாவது செயல் ஏற்கனவே நடந்து முடிந்து இருக்கவேண்டும்.	*He will have closed the shop, when you go there.*
Future Perfect Continuous:		
	An action that will be completed and will continue in the future: By this time leaves என்ற வார்த்தைகள் Future Tense லும் அது தொடர்ந்து நடைபெற்றுக்கொண்டு இருக்கிறது என்று குறிப்பிடுகிறது.	*By the time he leaves this city, he will have been finishing his course.*

TENSE FORMS - Usage and Key words

		Present	Past	Future
Simple	Key words	usually, generally regularly, daily, always, now a days, today, every day.	once, yesterday, long ago, previous day, the day before, last month / week / day / year during ____ period	tomorrow, day after tomorrow coming / the next day / week / month / year, the following week, after some week
	Usage / Format	He, She, It } goes I, We, You, They } go	I, He, She, It, We, You, They } went	I, we - will / shall + go You, He, She, It, They } will + go

		Present progressive tense	Past progressive tense	Future progressive tense
Continuous	Key	now, at present, by this time, at this moment	when, while, in the past	by this time, next month / week / year
	Usage / Format	I - am + going He, She, It } is + going You, We, They } are + going	I, He, She, It } was + going You, We, They } were + going	I, we - will / shall + be + going You, They, He, She, It } will + be + going

		Present perfect	Past perfect	Future perfect
Perfect	Key words	just now, yet, already, so far	already, yet	by the end of, this week / month / year, by this time, next year / week / day
	Usage / Format	I, You, We, They } have + gone (have + past participle) He, She, It } has + gone (has + past participle)	I, He, She, It, We, You, They } had + gone	I, we - will / shall + have + gone You, They, He, She, It } will + have + gone
Perfect Continuous	Key	since 1995, for the past 10 years } present perfect continuous	an action began in the past and continues up to that time } past perfect continuous	by this time, next month / week / year, when } future perfect continuous
	Usage / Format	He, She, It } has + been + going (verb + ing) I, You, We, They } have + been + going (verb + ing)	I, He, She, It, You, We, They } had + been + going (verb + ing)	I, We - will / shall + have + been + going You, They, He, She, It } will + have + been + going

Note: If an action began in the past and continues to present - Present perfect tense must be used with the key words 'since' or 'for the past'. (eg) I have been living in their house for the past five years.

REMEMBER THIS TABLE:

Group / Time	Present	Past	Future
Simple	verb / verb + s/es / ies am / is / are	V_2 (regular / irregular)	will + verb / shall + verb
Continuous	am / is / are + verb + ing	was / were + verb + ing	will be + verb + ing shall be + verb + ing
Perfect	have / has + V_3	had + V_3	will have + V_3 shall have + V_3
Perfect Continuous	have / has been + verb + ing	had been + verb + ing	will have been + verb + ing shall have been + verb + ing

Examples :

I. Complete the sentences in present tense forms.

Textual Task : Pg. No. : 77

1. Saravanan always .....for a walk in the morning.
   a) goes b) go c) are going d) going
2. We ..... here for a meeting and the chair person is yet to arrive.
   a) gathered b) gathering c) have gathered d) are gathering
3. Aruna ..... eagerly ..... to meet her friend since morning.
   a) has / waited b) is / waiting c) has been / waiting d) had / waited
4. Sheeba ..... to a new house next week.
   a) moved b) is moving c) has moved d) will move
5. Naseera .....(attend) music classes regularly.
   a) attends b) attending c) has attended d) to attend
6. Ilakiya and Adhira.....(enjoy) each other's company very much.
   a) enjoy b) had enjoyed c) has enjoyed d) has been enjoying
7. Mani .....(work) in this school for five years.
   a) worked b) was working c) has been working d) works
8. It.....(pour) outside now.
   a) will pour b) poured c) pours d) is pouring

Ans: 1. a) goes 2. c) have gathered 3. c) has been / waiting 4. b) is moving
5. a) attends 6. a) enjoy 7. c) has been working 8. d) is pouring

II. Complete the sentences in past tense forms.

Textual Task : Pg. No. : 80

1. I .....to her place on foot.
   a) goes b) had gone c) has gone d) will go
2. The children ..... in the ground when the teacher arrived.
   a) was playing b) played c) had played d) were playing
3. They ..... him when the manager arrived.
   a) were requesting b) was requesting c) had requested d) requested

4. If you ..... hard, you would have won the relay match.
a) has worked b) had worked c) worked d) had been working

5. Joanna and Joy .....already..... (leave) for Ooty, when the others reached the station.
a) had / left b) had been / leaving c) were / leaving d) has / left

6. We all ..... (sing) in the choir last week.
a) sang b) is singing c) sung d) sings

7. Nancy ..... always..... (ask) for help.
a) was / asking b) had / asked c) has / asked d) had been / asking

8. The office goers..... (wait) for the train.
a) was waiting b) waited c) had waited d) waits

Ans: 1. b) had gone 2. d) were playing 3. a) were requesting 4. b) had worked
5. c) were / leaving 6. a) sang 7. a) was / asking 8. b) waited

III. Choose the correct tense form of the verb to complete the sentence:

1. The full moon ..... once a month.
a) appear b) appeared c) is appearing d) appears

2. He ..... his tenth standard now.
a) is doing b) does c) was going d) will be doing

3. When I entered the station, the train ..... slowly.
a) moved b) was moved c) had moved d) was moving

4. The old man ..... from some nerve disorder for the past 3 years.
a) has been suffering b) suffered c) suffers d) will suffer

5. India ..... freedom in 1947.
a) gets b) got c) get d) getting

6. She ..... a novel when I called her.
a) was reading b) read c) were reading d) reads

7. I ..... this picture since 7 am but now I am painting.
a) was drawing b) have been drawing c) had been drawing d) draw

8. By this time tomorrow this letter ..... Chennai.
a) will have reached b) will be reached c) will be reaching d) will reach

9. We ..... again tomorrow.
a) were meeting b) will meet c) met d) meets

10. I ..... in a new company this time next year.
a) was working b) will be working c) worked d) works

11. Some monkeys ..... up the mangoes before we reach the spot.
a) will have picked b) will pick c) were picking d) was picking

12. The president ..... the function by this time tomorrow.
a) was addressing b) will be addressing
c) will have been addressing d) had addressed

Ans: 1. d) appears 2. a) is doing 3. d) was moving 4. a) has been suffering
5. b) got 6. a) was reading 7. c) had been drawing 8. a) will have reached
9. b) will meet 10. b) will be working 11. a) will have picked 12. b) will be addressing

Assignment:

Choose the correct tense form of the verb to complete the sentence:

1. Usually I ..... up early in the morning.
   a) get b) gets c) getting d) got
2. My father ..... a car last year.
   a) buy b) bought c) buying d) is buying
3. If you do physical work, you ..... healthy.
   a) were be b) was be c) shall be d) will be
4. Now the Indian team ..... well.
   a) will be practising b) is practising c) are practising d) was practising
5. When we were in Chennai my father ..... in Indian Airlines.
   a) worked b) was working c) will be working d) is working
6. By this time tomorrow, we ..... by bus.
   a) will be travelling b) travelled c) travel d) travels
7. I ..... you, if you had met me.
   a) helped b) will help c) would have helped d) will have helped
8. By next month I ..... engineering.
   a) will have joined b) will join c) joins d) joined
9. I ..... this book already.
   a) had read b) has read c) is reading d) have read
10. After I ..... my home work I went to bed.
    a) will completed b) had completed c) has completed d) completes
11. We ..... here since 1999.
    a) will be living b) have been living c) would have lived d) lived
12. Christians ..... to church on Sundays.
    a) went b) goes c) is going d) go
13. Please wait for your friend till he ..... his lunch.
    a) takes b) was taking c) will be taking d) take
14. My brother..... just ..... from America.
    a) have returned b) has returned c) will have returned d) returns
15. These boys ..... Hindi for three years.
    a) had been learning b) will be learning c) have been learning d) learns
16. He ..... the home after he had locked the door.
    a) leave b) leaves c) left d) was leaving
17. Before the police arrived, the thief ..... away.
    a) has run b) runs c) run d) had run
18. While they..... it started raining.
    a) will be playing b) are playing c) were playing d) played
19. Yesterday I..... one of my former class mates.
    a) meet b) was meeting c) met d) meets
20. The train ..... before we reached the station.
    a) had arrived b) has arrived c) will have arrived d) arrives

◆◆◆◆◆

Don

11 LINKERS

இரண்டு வாக்கியங்களைச் சேர்த்து ஒரே வாக்கியமாக மாற்றி எழுதலாம். அவ்வாறு இணைக்க பயன்படுத்தும் வார்த்தைகளை linkers அல்லது conjunctions என்று கூறுவோம். இவை connectives என்றும் அழைக்கப்படும். இவ்வாறு இணைக்கப்படும் வாக்கியங்கள் Simple sentence, Complex sentence மற்றும் Compound sentence என மூன்று வகைப்படும். இந்தப் பயிற்சியில், இரண்டு வாக்கியங்கள் கொடுக்கப்பட்டிருக்கும். அவற்றை இணைத்து ஒரே வாக்கியமாக எழுத வேண்டும். அவ்வாறு இணைக்க வேண்டிய வார்த்தையைக் கொடுத்திருந்தால் அதனை வைத்து இணைத்து எழுத வேண்டும். இல்லையேல், கீழுள்ள அட்டவணையைப் பயன்படுத்தி இணைத்து எழுதலாம்.

நினைவில் கொள்க:

- Linkers இரு வாக்கியங்களை அர்த்தம் மாறாமல் இணைக்கப் பயன்படுபவை.
- இதற்கு Simple, Complex, Compound பயிற்சிகளை புரிந்து கொண்டால் எளிது.

Help-line :

வாக்கியங்களை இணைக்கும் சில conjunctions:

Subordinating conjuntions (இரண்டு வாக்கியத்தின் முதலில் வரும்)				Co-ordinating conjunctions (இரண்டு வாக்கியத்தின் நடுவில் வரும்)	
POSITIVE	NEUTRAL	NEGATIVE	CONDITIONAL	POSITIVE	NEGATIVE
Because of Owing to On account of As a result of Due to Since As Being	As soon as At once Before After When While	In spite of Despite Though Although Eventhough	If, in case of In the event of Unless, in case	and and so so and at once and therefore so that as well as	but or yet still otherwise or else

இரண்டு வாக்கியங்களை இணைக்கும் போது கவனிக்க வேண்டியவை:

1 செயல் – விளைவு:

இரண்டு வாக்கியங்களில் ஒன்று செயலாகவும் மற்றொன்று அதன் விளைவாகவும் இருக்கலாம். அப்படி இருக்கும் போது, அது நேர்விளைவா அல்லது எதிர்மறை விளைவா என்று கவனிக்கவும்.

உதாரணத்திற்கு,

- Rajan studied well. He passed the exam. (ராஜன் நன்கு படித்தான். அவன் தேர்வில் வெற்றி பெற்றான்)
  Rajan studied well. He did not fail. (ராஜன் நன்கு படித்தான். அவன் தேர்வில் தோற்க வில்லை)
  இதில் படித்த செயலுக்கு எதிர்பார்க்கக்கூடிய நேர்விளைவு தேர்வில் வெற்றி பெறுவது / தோற்காமலிருப்பது.
- Rajan did not study well. He failed in the exam. (ராஜன் நன்கு படிக்க வில்லை. அவன் தேர்வில் தோற்று விட்டான்)
  Rajan did not study well. He did not pass. (ராஜன் நன்கு படிக்க வில்லை. அவன் தேர்வில் வெற்றி பெற வில்லை)
  இதிலும் படிக்காத செயலுக்கு எதிர்பார்க்கக்கூடிய நேர்விளைவு தேர்வில் தோற்பது / வெற்றி பெறாமலிருப்பது.

எனவே இந்த நான்கு வாக்கிய அமைப்புகளும், நேர்மறை விளைவையே கொடுக்கின்றன. இவற்றை இணைக்க POSITIVE subordinating அல்லது co-ordinating conjunctions உபயோகிக்கலாம். கீழுள்ள இணைப்புகளைக் கவனிக்கவும்:

Rajan studied well and he passed the exam; **As Rajan studied well he passed the exam.**

- Rajan studied well. He failed in the exam. (ராஜன் நன்கு படித்தான். அவன் தேர்வில் தோற்று விட்டான்)
  Rajan studied well. He did not pass. (ராஜன் நன்கு படித்தான். அவன் தேர்வில் வெற்றி பெறவில்லை)
  இதில் படித்த செயலுக்கு எதிர்பார்க்கக்கூடியதற்கு நேர்மாறான எதிர்விளைவு தேர்வில் தோற்பது / வெற்றி பெறாமலிருப்பது.

☛ Rajan did not study well. He passed the exam. (ராஜன் நன்கு படிக்க வில்லை. அவன் தேர்வில் வென்று விட்டான்)
Rajan did not study well. He did not fail. (ராஜன் நன்கு படிக்க வில்லை. அவன் தேர்வில் தோற்க வில்லை)
இதிலும் படிக்காத செயலுக்கு எதிர்பார்க்கக்கூடியதற்கு நேர்மாறான எதிர்விளைவு தேர்வில் வெற்றி பெறுவது / தோற்காமலிருப்பது.

எனவே இந்த நான்கு வாக்கிய அமைப்புகளும், எதிர்மறை விளைவைக் கொடுக்கின்றன. இவற்றை இணைக்க NEGATIVE subordinating அல்லது co-ordinating conjunctions உபயோகிக்க வேண்டும். கீழுள்ள இணைப்புகளைக் கவனிக்கவும்:

Rajan studied well but he failed in the exam; Though Rajan studied well he failed in the exam.

❷ அடுத்தடுத்து நடக்கும் செயல்கள்:

இரண்டு செயல்கள் அடுத்தடுத்து நடப்பதாக இருந்தால், NEUTRAL subordinating conjunction அல்லது POSITIVE co-ordinating conjunctions பயன்படுத்தி இணைக்கலாம்.

☛ Rajan had entered the room. He closed the door.

Ans: After Rajan had entered the room he closed the door.
As soon as Rajan entered the room he closed the door.
Rajan entered the room and he closed the door.

❸ எதிர்பார்க்கும் செயல்கள்:

ஒரு செயல் எதிர்காலத்தில் நடக்கக்கூடியதாக future tenseல் இருந்தால் (will, will not, may, may not). நேர்மறை விளைவுகளுக்கு CONDITIONAL subordinating conjunction அல்லது POSITIVE / NEGATIVE co-ordinating conjunctions பயன்படுத்தி இணைக்கலாம்.

☛ Rajan studies well. He will pass.
Ans: If Rajan studies well he will pass.
Rajan studies well and he passes.

☛ Rajan comes. He will meet you.
Ans: If Rajan comes he will meet you.
Rajan comes and meets you.

கவனிக்க: As Rajan studies well he will pass என்றும் இணைக்கலாம்.

☛ Study well. You will pass.
Ans: If you study well you will pass.
Study well and you will pass.

☛ Study well. You will not pass.
Ans: If you do not study well you will not pass.
Study well otherwise you will not pass.

கவனிக்க: When you study well you will pass; / Unless you study well you will not pass என்றும் இணைக்கலாம்.

❹ too... to... பயன்படுத்தும் முறை:

சில சமயம், இரண்டு வாக்கியங்களும் ஒன்றுக்கொன்று தொடர்புடையதாக இருந்து, முதல் வாக்கியம் இரண்டாவது வாக்கியத்தின் காரணமாக இருக்கலாம்.

அதாவது, Rajan is poor. He can not pay the fees. (ராஜன் ஏழையாக இருக்கிறான். அவனால் கட்டணம் கட்ட முடியவில்லை) என்பதில், அவன் ஏழையாக இருப்பதால் பணம் கட்ட முடியவில்லை என்று தெரிகிறது. இதில் பணம் கட்டாததற்கு (இரண்டாவது வாக்கியம்) காரணம் அவன் ஏழையாக இருப்பது (முதல் வாக்கியம்).

அதேபோல், Rajan is very weak. He can not lift the weight. (ராஜன் பலவீனமாக இருக்கிறான். அவனால் எடையை தூக்க முடியவில்லை) என்பதில், எடையை தூக்க முடியாததற்கு (இரண்டாவது வாக்கியம்) காரணம் அவன் பலவீனமாக இருப்பது (முதல் வாக்கியம்).

இவற்றை, நாம் ஏற்கனவே படித்த மாதிரி
As Rajan is poor he can not pay the fees; As Rajan is very weak he can not lift the weight.
என்று POSITIVE conjunction கொண்டு இணைக்கலாம்.

அதுமட்டுமன்றி இந்த வாக்கியங்களை too... to... பயன்படுத்தியும் இணைக்கலாம். தேர்வில் சிலசமயம், இரண்டு வாக்கியங்களைக் கொடுத்து, too... to... பயன்படுத்தி இணைக்கச் சொல்லலாம். எனவே அதை இணைக்கும் முறை குறித்து தெரிந்து கொள்வது நலம்.

மேற்கூறிய வாக்கியங்களை too... to... பயன்படுத்தி இணைத்து எழுதும் முறை:
Rajan is too poor to pay the fees; Rajan is too weak to lift the weight.

வாக்கியங்களை too... to... பயன்படுத்தி இணைத்து எழுதும் போது கவனிக்க வேண்டியவை:

இரண்டு வாக்கியங்களும் ஒரே நபரை / பொருளைக் குறிக்குமாறு இருந்தால்:

Rajan is short. He can not touch the line. அல்லது

Rajan can not touch the line. He is short.

1. ஒரு வாக்கியம் எதிர்மறையாக can not, could not போன்றவற்றுடன் இருக்கும். அவ்வாறு வரும் வாக்கியத்தை இரண்டாவது வாக்கியமாக எடுத்துக்கொள்ள வேண்டும்.
   ▷ Rajan is short. He can not touch the line.
2. இரண்டாவது வாக்கியத்தில் உள்ள நபரைக் குறிக்கும் சொல்லை நீக்கி விடலாம்.
   ▷ Rajan is short. **He** can not touch the line.
3. இரண்டாவது வாக்கியத்தில் உள்ள can not, could not சொல்லை நீக்கிவிட்டு அங்கு 'to' போட வேண்டும்.
   ▷ Rajan is short. **He cannot** touch the line.
4. முதல் வாக்கியத்தில் very / very much இருந்தால் அதற்குப் பதில் 'too' என்னும் சொல்லைப் போட வேண்டும். அவ்வாறு இல்லாவிட்டால் பண்பைக் குறிக்கும் சொல்லின் முன் 'too' போட வேண்டும்.
   ▷ Rajan is **too** short. **He can not** touch the line.
   ▶ **Rajan is too short to touch the line.**

இரண்டு வாக்கியங்களும் ஒரே நபரைக் குறிக்குமாறு இல்லையென்றால்:

The box was very heavy. Rajan could not lift it. அல்லது

It was very heavy. Rajan could not lift the box.

1. முதல் வாக்கியத்தில் உள்ள நபரை/பொருளைக் குறிக்கும் சொல்லை வைத்து ஆரம்பிக்கவும். அதில் 'It' இருந்தால் அது எதைக் குறிக்கிறதோ அதை வைத்து ஆரம்பிக்க வேண்டும். இரண்டாவது வாக்கியத்தில் அந்த பொருளுக்குப் பதிலாக 'It' போடலாம்.
   ▷ **The box** was very heavy. Rajan could not lift **it**.
2. இரண்டாவது வாக்கியத்தில் உள்ள நபரைக் குறிக்கும் சொல்லுக்கு முன் 'for' போட வேண்டும்.
   ▷ **The box** was very heavy. **for** Rajan could not lift **it**.
3. இரண்டாவது வாக்கியத்தில் உள்ள can not, could not சொல்லை நீக்கிவிட்டு அங்கு 'to' போட வேண்டும்.
   ▷ **The box** was very heavy. **for** Rajan could not **to** lift it.
4. முதல் வாக்கியத்தில் very / very much இருந்தால் அதற்குப் பதில் 'too' போட வேண்டும். அவ்வாறு இல்லாவிட்டால் பண்பைக் குறிக்கும் சொல்லின் முன் 'too' போட வேண்டும்.
   ▷ **The box** was **very too** heavy. **for** Rajan could not **to** lift it.
   ▶ **The box was too heavy for Rajan to lift it.**

so... that... ஆகிய வார்த்தைகளை பயன்படுத்தி இரண்டு வாக்கியங்களைச் சேர்க்கும் முறை:

(e.g) 1. Rajan is short. He can not touch the line.
Rajan is **so** short **that** he can not touch the line.

2. The box was very heavy. Rajan could not lift it.
The box was **so** heavy for Rajan **that** he could not lift it.

3. The cricket match was tough. The local team could not lift the cup.
The cricket match was **so** tough **that** the local team could not lift the cup.

Examples :

Combine the pairs of sentences using appropriate connectors.

Textual Task : Pg. No. : 104

1. We came late. We did not miss the train.
   Ans: We came late but we did not miss the train.
2. They checked the packet twice. Then they sealed it.
   Ans: They checked the packet twice and then sealed it.

3. Sita saw a snake. At once she ran away.
   Ans: When Sita saw a snake, she ran away.
4. Robert completed the project. He submitted it to the teacher.
   Ans: Robert completed the project and submitted it to the teacher.
5. Yusuf was running high temperature. He could not take part in the competition.
   Ans: Yusuf was running high temperature so he could not take part in the competition.

Choose the most appropriate linker from the given four alternatives.

1. The project was a failure ____ the planning was faulty
   a) but b) since c) because d) therefore
2. You will be forgiven ____ you promise not to repeat it.
   a) if b) although c) besides d) before
3. That is ____ I meant.
   a) whom b) that c) where d) what
4. She is the girl ____ lost both her parents.
   a) which b) that c) who d) whom
5. This is the reason ____ she was late.
   a) for b) why c) but d) and so
6. That is ____ the event took place.
   a) where b) after c) because d) besides
7. ____ Jack, Jill too is invited.
   a) for b) after c) besides d) since
8. She has been upset ____ the accident.
   a) therefore b) if c) or d) since
9. I know the place ____ he was born.
   a) which b) where c) how d) when
10. Look both ways ____ you cross the road.
    a) before b) after c) when d) as

Ans: 1. b) since 2. a) if 3. d) what 4. c) who 5. b) why
6. a) where 7. c) besides 8. d) since 9. b) where 10. a) before

Assignment:

Choose the most appropriate linker from the given four alternatives:

1. She feeds the cow ____ she gets up.
   a) as b) after c) when d) as soon as
2. Dad was smiling ____ he came in.
   a) when b) how c) as d) since
3. I always brush my teeth ____ my meals.
   a) for b) after c) as soon as d) as well as

4. Wait here ____ I get back.
a) until b) when c) after d) therefore

5. I listen to music ____ I do my cooking.
a) till b) since c) for d) while

6. You have grown ____ I last saw you.
a) until b) when c) since d) while

7. It is cold ____ windy today.
a) but b) and c) or d) though

8. She is ____ pretty ____ intelligent.
a) either, or b) so, that c) not only, but also d) too, to

9. Ram ____ Shyam is lazy.
a) as well as b) or c) but d) and

10. ____ Nita ____ Rita are twin sisters.
a) either, or b) too, to c) both, and d) so, that

11. ____ her money, she lost her passport too.
a) after b) beside c) before d) besides

12. I felt humiliated, ____ just walked away.
a) and b) yet c) but d) though

13. She looked ____ carefully, she slipped.
a) and b) for c) yet d) than

14. ____ she is ninety, she is active.
a) besides b) although c) because d) since

15. She worked hard ____ she might emerge victorious.
a) until b) unless c) therefore d) so that

16. He is going abroad, ____ he is at the embassy.
a) hence b) therefore c) since d) before

17. She is shorter ____ I am.
a) than b) for c) or d) and

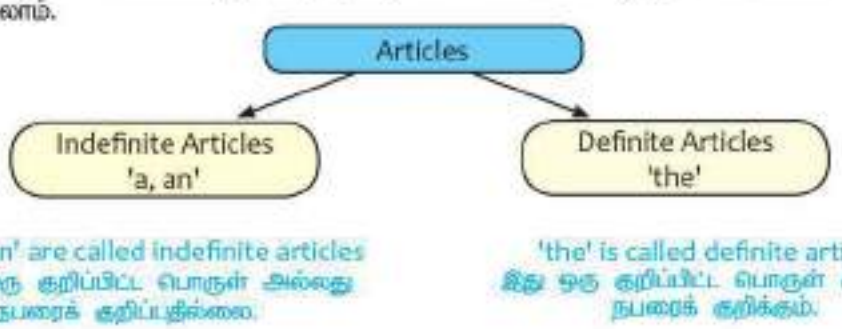
18. He is ____ tall ____ a giant.
a) neither, nor b) either, or c) as, as d) both, and

19. Ramesh is smiling ____ of the joke.
a) until b) since c) because d) but

20. He went there ____ he had no option.
a) yet b) because c) for d) since

12 ARTICLES

a, an, the போன்றவை articles ஆகும். இவற்றை definite article மற்றும் indefinite articles என இரு பிரிவுகளாக பிரிக்கலாம்.



நினைவில் கொள்க:

- பொதுவாக 'a' என்பது consonant sound வார்த்தைகள் வருவதற்கு முன்னால் வரும். இதற்கு exceptions என்ன என்று தெரிந்து வைத்துக் கொள்ள வேண்டும்.
- 'an' என்பது vowel sound (a, e, i, o, u) வார்த்தைகள் வருவதற்கு முன்னால் வரும். இதற்கும் exceptions என்ன என்று தெரிந்து வைத்துக் கொள்ள வேண்டும்.
- Superlative வார்த்தைகள், Plural வார்த்தைகள், சிறப்பானவற்றைக் குறிக்கும் வார்த்தைகள் வரும்போது 'the' உபயோகப்படுத்த வேண்டும்.

ஒரு பொருளை அல்லது நபரை முதன் முதலாக அறிமுகப்படுத்தும் பொழுது a அல்லது an உபயோகிக்க வேண்டும். அது Indefinite article ஆகும். ஏற்கனவே அறிமுகப்படுத்திய பொருளைப் பற்றி மீண்டும் கூறும்போது the உபயோகிக்க வேண்டும்.

உதாரணமாக, Once there was a king. இங்கே ஒரு காலத்தில் ஒரு அரசர் இருந்தார் என பொருள்படும் படி indefinite article பயன்படுத்தப்படுகிறது. The king had two wives. மீண்டும் 'அந்த' அரசரைப் பற்றிக் குறிப்பிடும்போது 'அந்த' அரசருக்கு என பொருள்படும் படி 'the' பயன்படுத்தப்படுகிறது.

கீழே article களை எங்கெங்கு பயன்படுத்த வேண்டும் என விரிவாக விளக்கப்பட்டுள்ளது. உதாரண வாக்கியங்களைப் படித்து அறிந்து கொள்க.

1) Use of definite article :

'the' is used..

i) When a singular noun is meant to represent the whole class:
(ஒருமையில் வரும் noun ஒரு இனத்தைக் குறிக்கும் போது)
The cow gives us milk.
The dog barks at night.

ii) When we refer to a particular person or thing again:
(ஒரு குறிப்பிட்ட நபரையோ / பொருளையோ குறிக்கும் போது)
I saw a man yesterday. The man is a beggar.

iii) Before the name of mountains, seas, oceans, gulfs, rivers and group of island etc.:
(மலைகள், கடல்கள், பெருங்கடல், வளைகுடாக்கள், தீவுக்கூட்டங்கள் ஆகியவற்றின் பெயருக்கு முன்னால்)
the Himalayas, the Indian ocean, the Ganges, the Bay of Bengal

iv) Before the name of Holy books:
(புனித நூல்களின் பெயருக்கு முன்னால்)
the Bible, the Geetha, the Kuran

v) Before the name of nouns which are unique and only one of its kind:
(உலகில் ஒரே ஒரு அபூர்வமான) வகையைக் கொண்ட **noun**க்கு முன்னால்)
the sun, the earth, the moon.

vi) Superlatives களுக்கு முன்னால்
the best boy, the cleverest girl, the most beautiful bird.

vii) Before the dailies, ships, airlines etc.:
(நாளிதழ்கள். கப்பல்கள். விமானங்களின் பெயருக்கு முன்னால்)
the Indian Express, the Indian Airlines.

viii) Before ordinal numbers: (முழு எண்களுக்கு முன்னால்)
the first, the second, the third

ix) Before important events and buildings: (முக்கிய நிகழ்வுகள். கட்டிடங்களின் பெயருக்கு முன்னால்)
the Taj Mahal, the Civil disobedience movement.

x) Plural names களுக்கு முன்னால்
the U.S.A., the U.A.E.

xi) Before names of musical instruments: (இசைக்கருவிகளின் பெயருக்கு முன்னால்)
the Guitar, the Veena, the Violin

xii) If the language stands for its people : (மொழியினை பேசும் மக்களை உணர்த்தினால்)
the Tamil, the English (Note : மொழிகளுக்கு முன்னால் அல்ல. மக்களுக்கு முன்னால்)

xiii) If an adjective represents people: (மக்களின் தன்மையை உணர்த்தும் **adjective** களுக்கு முன்னால்)
the rich, the poor, the weak

xiv) Before some comparative adjective: (**comparative adjective** முன்னால்)
The more you work, ...
The sooner ..... the better.
The higher you reach, ...

xv) Before directions: (திசைகளுக்கு முன்னால்)
the east, the west, the north

xvi) To specify a particular person or thing: (ஒரு குறிப்பிட்ட நபர் அல்லது பொருளைக் குறிப்பிட்டால்)
He is the person I want.
This is the book I bought.

2) Use of Indefinite Articles : 'a' and 'an' are used in the sense of one.

'a' is used..

i) Before consonant sound: (மெய்யெழுத்து ஒசைக்கு **(consonant)** முன்னால்)
Twelve inches make a foot.
Seven days make a week. (Note : மெய்யெழுத்து ஒலை தான் முக்கியம். மெய்யெழுத்து அல்ல)

ii) In the sense of any one: (ஏதாவது ஒன்றைக் குறிப்பிட்டு உணர்த்தினால்)
There is a dog in front of my house.
Here is a bus.

iii) Before a singular noun, 'a' is used as an example of a class of thing: (**singular noun**க்கு முன்னால்)
A child needs love and affection.
A driver must have a licence.
A car must be insured.

iv) In expression of price, speed, ratio: (விலை. வேகம். விகிதம் ஆகியவற்றை உணர்த்தும் போது)
Sixty rupees a Kilo.
Forty Km. is not a distance.
Once a day

v) With certain number: (சில எண்களுடன் வரும் வார்த்தைக்கு முன்னால்)
a hundred rupee, a thousand metre

vi) Before the names of a profession. (தொழிற்பெயர்களுக்கு முன்னால்)
My brother is a doctor.
He is a clerk.

vii) Before name / surname: (If he is a stranger) (தெரியாத நபரைக் குறிப்பிடும்போது)
a Mr. Gopal, a Mrs. Darwin

viii) If the vowel sounds like a consonant: (உயிரெழுத்து (vowel) மெய்யெழுத்து (consonant) போல ஒலிக்கும் போது)
a University, a union, a useful, a European, a one rupee note, a unit.

'an' is used..

i) In the sense of 'one' before a vowel sound: (vowel ஓசைக்கு முன்னால்)
an ass, an egg, an umbrella

ii) Before 'h' silent: (h என்ற எழுத்து ஓசையின்றி உச்சரிக்கப்படும் போது)
an honest, an hour.

iii) If a consonant sounds like a vowel: (மெய்யெழுத்து (vowel) உயிரெழுத்து (consonant) போல ஒலித்தால்)
an M.P, an M.L.A., an M.Sc, an L.I.C agent.

Omission of Articles: (சில இடங்களில் articles பயன்படுத்தக் கூடாது. அவை:)

i) Before common nouns used in their widest sense: (common nounகள் பொதுப்படையாக பயன்படும் போது)
X Man is mortal.
What kind of X book is this?

ii) Before countries and capitals: (நாடுகள் மற்றும் தலைநகரங்களுக்கு முன்னால்)
X America, X Delhi

iii) Before Abstract nouns: (பண்புப்பெயர்ச் சொல்லுக்கு (abstract noun) முன்)
X anger is dangerous
X wisdom is the gift of God.

iv) Before the names of games: (விளையாட்டுப் பெயர்களுக்கு முன்னால்)
I play X cricket.

v) Before uncountable noun: (uncountable nounகளுக்கு முன்னால்)
X sugar, X rice.

vi) Before the names of languages: (மொழிகளின் பெயருக்கு முன்னால்)
X Tamil, X English.

Examples :

I. Choose the appropriate article to complete the sentence:

1. I think this is _____ house we saw online.
   a) a b) an c) the d) no article

2. What do you think of _____ location?
   a) a b) the c) an d) no article

3. This is our ____ wonderful neighbourhood.
   a) no article b) an c) the d) a

4. _____ bus stop is not too far away.
   a) the b) no article c) a d) an

5. That's right, _____ lawn is actually quite large.
   a) the b) a c) an d) no article

6. Did you see any photos of _____ my living room, online.
   a) a b) no article c) an d) the

7. I remember you said there isn't _____ store room.
   a) an b) a c) the d) none

8. There is _____ attic, where we can store things.
   a) no article b) the c) an d) a

9. I hope this house is _____ better option.
   a) the b) a c) no article d) an

10. Let's wait for _____ real estate agent.
    a) a b) an c) the d) no article

Ans: 1. c) the 2. b) the 3. a) no article 4. a) the 5. a) the
6. b) no article 7. b) a 8. c) an 9. b) a 10. c) the

II. Fill in the blanks with suitable articles:

1. There are three rooms, _____ kitchen and _____ balcony.
2. There is _____ lawn behind _____ house.
3. _____ living room looks great. It looks bright and airy. It has _____ nice view of _____ hills. But _____ kitchen looks _____ little small.

Ans: 1. a, a 2. a, the 3. the, a, the, the, a

Assignment:

Choose the appropriate article to complete the sentence:

1. Mr. Mathivanan was ..... artist by profession.
   a) a b) no article c) the d) an

2. ..... this group of students obtained first class.
   a) no article b) an c) the d) a

3. Christian missionaries have played ..... major role in giving education.
   a) a b) an c) no article d) the

4. ..... President is to visit Annamalai University.
   a) no article b) an c) the d) a

5. ..... British mother has given birth to twins.
   a) a b) an c) the d) no article

6. ..... Union cabinet approved Rs. 106.57 crore.
   a) a b) no article c) the d) an

7. Mr. Chandran is ..... officer in Madura Coats.
   a) a b) an c) no article d) the

8. This is _____ only entrance to the park.
   a) a b) an c) the d) no article

9. Mussolini ruled ..... Italy.
   a) a b) an c) the d) no article

10. The U.N.O. is ..... international organisation.
   a) a b) an c) no article d) the

11. Democracy is ..... Government of the people.
   a) a b) no article c) the d) an

12. Our population is ..... second largest in the world.
   a) no article b) an c) the d) a

13. Gladwin plays ..... flute.
   a) a b) an c) the d) no article

14. Netaji was ..... source of inspiration for the masses.
   a) a b) no article c) the d) an

15. I tried out ..... several experiments.
   a) no article b) an c) the d) a

16. Shakespeare's father was ..... wool merchant.
   a) a b) an c) the d) no article

17. We have a holiday on ..... tenth of this month.
   a) a b) no article c) the d) an

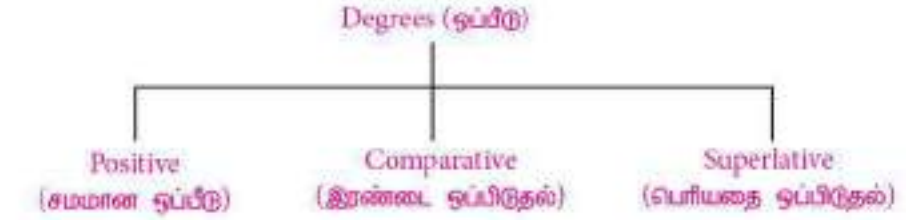
18. ..... linesman working on contract was electrocuted.
   a) a b) an c) no article d) the

19. ..... car in which Mr. Prasad travelled met with an accident.
   a) a b) an c) the d) no article

20. Rani of Jhansi fought for our ..... freedom.
   a) a b) no article c) the d) an

13 DEGREES OF COMPARISON

ஒன்றுக்கொன்று ஒப்பீடு செய்வதே comparison ஆகும். மொத்தம் மூன்று வகையான ஒப்பீடுகள் உள்ளன.



❶ அதாவது Very few persons are as helpful as Mr. Soundar என்ற வாக்கியத்தில் Soundar ஐ மற்ற சிலரோடு ஒப்பிடுவதால் இது **Positive degree** ஆகும்.

[as / so] + Adj. + as

❷ அதே போல் Mr. Soundar is more helpful than most other persons என்ற வாக்கியத்தில் Mr. Soundar ஐ மற்ற சிலரோடு ஒப்பிடுவதால் இது Comparative degree ஆகும்.

[Adj. + er / more + Adj.] + than

❸ மேலும் Mr. Soundar is one of the most helpful persons என்ற வாக்கியத்தில் Mr. Soundar ஐ மற்ற பலரை விட பெரிதாக ஒப்பிடுவதால் இது Superlative degree ஆகும்.

[the + Adj. + est / the + most + Adj.]

நினைவில் கொள்க:

- ஒன்றை மட்டுமே குறிக்கும் போது அது Positive degree ஆகும்.
- ஒன்றோடு மற்றொன்றை ஒப்பிடும் போது அது Comparative degree ஆகும்.
- ஒன்றை மற்ற எல்லாவற்றையும் விட என்று ஒப்பிடும் போது அது Superlative degree ஆகும்.

Degrees of comparisonஐ மொத்தம் மூன்று வகையில் (types) பயன்படுத்தலாம்.

Type : I

Only two persons or things or places are compared. So in this type there is no Superlative.

(eg.) 1. → Cookies are not so soft as cakes. (Positive)
→ Cakes are softer than cookies. (Comparative)

2. → The assistant is as capable as his master. (Positive)
→ The assistant is not more capable than his master. (Comparative)

3. → My signature is not so valid as your signature. (Positive)
→ Your signature is more valid than mine. (Comparative)

இங்கு இரண்டு பொருள்கள் மட்டுமே ஒப்பிடப்படுவதால் Positive மற்றும் Comparative degree தான் உண்டு. Type III ல் Superlative degree கிடையாது.

Type : II

இரண்டுக்கு மேற்பட்டவை ஒப்பிடப்படுதல். சிறந்தவற்றைப் பற்றிக் கூறுவது இந்த வகை.

(eg.) 1. → No other source is as quick as the Net for seeking information. (Positive)
→ The Net is quicker than any other source for seeking information. (Comparative)
→ The Net is the quickest source for seeking information. (Superlative)

2. → No other speaker was as emphatic as Mekala at the competition. (Positive)
→ Mekala was more emphatic than any other speaker at the competition. (Comparative)
→ Mekala was the most emphatic speaker at the competition. (Superlative)

3. → No other boxer is as strong as Rani at the rings. (Positive)
→ Rani is stronger than any other boxer at the rings. (Comparative)
→ Rani is the strongest boxer at the rings. (Superlative)

4. → No other mode of transport is as fast as the bullet train. (Positive)
→ The bullet train is faster than any other mode of transport. (Comparative)
→ The bullet train is the fastest mode of transport. (Superlative)

5. → No other answer is as relevant as yours. (Positive)
→ Your answer is more relevant than any other answer. (Comparative)
→ Your answer is the most relevant answer. (Superlative)

Type : III

இரண்டுக்கு மேற்பட்டவை ஒப்பிடப்படுதல். பொதுவாக இந்த வகை பன்மையிலேயே வரும்.

(eg.) 1. → Very few teachers are as kind-hearted as Mrs.Radha. (Positive)
→ Mrs. Radha is more kind-hearted than most other teachers. (Comparative)
→ Mrs. Radha is one of the most kind-hearted teachers. (Superlative)

2. → Very few problems the world faces are as serious as this. (Positive)
→ This is more serious than most other problems the world faces. (Comparative)
→ This is one of the most serious problems the world faces. (Superlative)

Basic rules of application in comparison:

Types	Positive	Comparative	Superlative
Type I	not + so + Adj. + as or as + Adj. + as	Adj. + er + than or not Adj + er + than	No Superlative
Type II	No other + noun + is / was ... as Adj. + as	Adj. + er + than + any other	the + Adj. + est
Type III	Very few + Plural noun + as + Adj. + as	Adj. + er + than ... many other	One of the Adj. + est

Format:

Types	Positive	Comparative	Superlative
Type I	not.....so....as...	than	——
Type II	no other.....so...as	than any other	the + Superlative
Type III	very few.....as....as	many other / most other	one of the ...+ Superlative

Formation of adjectives :

இந்தப் பயிற்சியில் ஒரு வகை ஒப்பீடை மற்ற வகைகளாக மாற்ற. அந்த வாக்கியத்தின் adjectiveவை மாற்ற வேண்டும். கீழே அவை எவ்வாறு மாற்றப்படுகின்றன என விளக்கமாகக் கொடுக்கப்பட்டுள்ளது.

a) To compare a monosyllabic adjective, add 'er' in the Comparative degree 'est' in the Superlative degree.

(e.g.)

Positive	Comparative	Superlative
bright	brighter	brightest
kind	kinder	kindest
rich	richer	richest
sweet	sweeter	sweetest
tall	taller	tallest

b) To compare a mono syllabic word that ends with 'e', add 'r' in the Comparative and 'st' in the Superlative. 'e' என்ற எழுத்தில் முடிந்தால் r மற்றும் st சேர்க்கவும்.

(e.g.)

Positive	Comparative	Superlative
fine	finer	finest
large	larger	largest
noble	nobler	noblest
nice	nicer	nicest
wise	wiser	wisest

c) If an adjective ends with 'y' and the 'y' is preceded by a consonant the 'y' changes into 'i' and becomes 'ier' in the Comparative and 'iest' in the Superlative.

(e.g.)

Positive	Comparative	Superlative
dry	drier	driest
happy	happier	happiest
healthy	healthier	healthiest
lucky	luckier	luckiest

d) If an adjective ends with 'y' and the 'y' is preceded by a vowel, add 'er' in the Comparative and 'est' in the Superlative.

(e.g.)

Positive	Comparative	Superlative
gay	gayer	gayest
gray	grayer	grayest

e) If an adjective ends with a consonant and the consonant is preceded by a vowel, double the consonant and add 'er' in the Comparative 'est' in the Superlative.

(e.g.)

Positive	Comparative	Superlative
big	bigger	biggest
fat	fatter	fattest
hot	hotter	hottest
red	redder	reddest
thin	thinner	thinnest

f) If an adjective ends with consonant and the preceding letters are double vowel, add 'er' in the Comparative and 'est' in the Superlative.

(e.g.)

Positive	Comparative	Superlative
cool	cooler	coolest
deep	deeper	deepest

g) For adjectives having two or more than two syllables, put 'more' before the adjective in the Comparative and 'most' in the Superlative.

(e.g.)

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
comfortable	more comfortable	most comfortable
difficult	more difficult	most difficult
expensive	more expensive	most expensive
useful	more useful	most useful

h) Irregular comparison:

(e.g.)

Positive	Comparative	Superlative
good / well	better	best
bad / evil / ill	worse	worst
many / much	more	most
little	less	least
far	farther	farthest

i) Adjectives with two Comparatives:

(e.g.)

Positive	Comparative	Superlative
old	older / elder	oldest / eldest
late	later / latter	latest / lattest

சில சொற்றொடர்கள் எவ்வாறு பயன்படுத்தப்படுகின்றன என பார்த்துக் கொள்ளவும்:

1. River Mississippi is one of **the longest** rivers in the world.
2. My dress is **older than** yours.
3. Stepen drives **as rash as** Rafi.
4. No other road is **narrower than** this one.
5. Suren is **more capable than** most other students in the class.
6. He is the **best** batsman in our team.
7. He is **one of the talkative boys** in the class.
8. Lekha is **cleverer than** her sister.
9. Apples are not **so sweet as** mangoes.
10. Very few girls in the class are **as attentive as** Janet.
11. Reena's work was **the best.**
12. The rent of this house is **lower than** that of mine.
13. Very few students have scored **as high as** Madan.
14. This is the **most fascinating** scenery I have ever come across.
15. Rain water is the **purest** form of natural water.
16. The new menu is **richer than** the old menu.
17. The new waiters are **better than** the old waiters.
18. The cream cake is **more expensive than** the plain cake.
19. The new sweets are **better.**
20. It is getting **more and more difficult** to find an inexpensive restaurant.
21. The prices of vegetables are going **higher and higher.**
22. It is getting **harder and harder.**
23. Air-conditioners are becoming **less and less** expensive.
24. **The shorter** the queue, the faster the service.
25. **The more expensive** the restaurant, **the heavier** the bill.

Examples :

Complete the sentences with the correct degree of comparison:

1. How is your father today? Is he _____?
   a) good b) better c) best d) the best
2. The climate of Chennai is _____ than the climate of Bangalore.
   a) hot b) hotter c) more hotter d) hottest
3. She is _____ than her sister.
   a) more prettier b) pretty c) prettier d) more pretty
4. Jane is the _____ student in the class.
   a) brightest b) most brightest c) bright d) brighter
5. He is the _____ man in the town.
   a) most richest b) rich c) richer d) richest
6. James is two years _____ than me.
   a) old b) more older c) older d) oldest
7. Annie is the _____ friend I have.
   a) good b) better c) most best d) best
8. Mount Everest is the _____ peak of the Himalayas.
   a) more higher b) high c) higher d) highest
9. He is the _____ of the two.
   a) tall b) more taller c) taller d) tallest
10. The pen is _____ than the sword.
    a) might b) mightier c) mightiest d) most mightiest

Ans: 1. b) better 2. b) hotter 3. c) prettier 4. a) brightest
5. d) richest 6. c) older 7. d) best 8. d) highest
9. c) taller 10. b) mightier

Assignment:

Complete the sentences with the correct degree of comparison:

1. Air journey is _____ train journey.
   a) the costliest b) as costly as c) costlier than d) as costly than
2. The crow is _____ bird.
   a) more cunning than b) as cunning as c) the most cunning d) the cunning
3. No other boy is _____ Babu.
   a) most smart as b) more smarter c) so smart as d) smartest than
4. He works _____ her.
   a) as hard as b) more harder c) harder than d) the hardest
5. Very few fruits are _____ apple.
   a) as nutritious as b) more nutritious than c) the most nutritious d) the nutritionest
6. Cycle is _____ vehicle.
   a) as cheap as b) more cheaper c) cheaper than d) the cheapest

7. Kannadasan was _____ most other Tamil poets.
a) the most efficient b) more efficient than c) as efficient as d) so efficient as

8. The fox is _____ animal.
a) more cleverer b) the cleverest c) clever than d) as clever as

9. Brazil is _____ country in South America.
a) more bigger b) so big as c) the biggest d) bigger than

10. Copper is more useful _____ metals.
a) than any other b) as the other c) than many other d) no other

11. No other continent is _____ Australia.
a) so small as b) as smaller as c) smaller than d) the smallest

12. Village life is _____ town life.
a) so happy as b) happier than c) as happier as d) the happiest

13. Suitcase is not _____ bureau.
a) so safe than b) safer than c) more safe d) the safest

14. The Botanical Garden is _____ site in Ooty.
a) more beautiful than b) the most beautiful c) more beautiful d) as beautiful as

15. The camel is _____ most other animals.
a) so tall as b) taller than c) more taller d) the tallest

16. No other boy in the class is _____ Krishna.
a) most naughty as b) more naughty than c) as naughty as d) so naughtier than

17. Kala is _____ girls in our class.
a) the richest b) one of the richest c) richer than d) most richest

18. Very few toys in this shop are _____ as this one.
a) more expensive b) most expensive
c) as expensive d) more expensive than

19. The Cauvery is _____ the Godavari.
a) shorter than b) as short as c) as short than d) the shortest

20. No other Mughal king was _____ Akbar.
a) the most powerful b) more powerful than
c) so powerful as d) as powerful than

◆◆◆◆◆

eDon

14 QUESTION TAGS

ஒரு வாக்கியத்துடன் ஒரு வினாவைச் சேர்த்து அழுத்தம் திருத்தமாகக் கேட்கலாம். அவன் சிறந்த மாணவன் என்னும் வாக்கியத்துடன். இல்லையா? என்று கேட்டால் அது உறுதியான வாக்கியமாக மாறும். அவ்வாறு இணைக்கப்படும் வினப்பகுதி question tag எனப்படும்.

(e.g.) will you?, aren't you?, don't they?, does she?

கேள்விக்கு ஆம் என்று பதில் சொல்ல வைப்பதாக இருக்க question tag வேண்டும். எனவே நேர்மறை வாக்கியத்திற்கு negative question tagம், எதிர்மறை வாக்கியத்திற்கு positive question tagம் வரும்.

few, rarely, hardly, little, scarcely, seldom, none மற்றும் never போன்ற வார்த்தைகள் வந்தால் அவற்றை negative வாக்கியமாகவே கொள்ள வேண்டும்.

நினைவில் கொள்க:

- Question tags ஒரு முழுமையான வாக்கியம் முடிந்த பின்பே வரும்.
- Main வாக்கியம் முடிந்த பின் . (முற்றுப்புள்ளி) போடாமல் , (கமா) போட்டு பின்னர் question tag small letterல் ஆரம்பிக்கப்பட வேண்டும். முடிவில் ? இருக்க வேண்டும்.
- Question tags சிறிய எழுத்தில் (small letters - not capital) தான் ஆரம்பிக்க வேண்டும்.
- நேர்மறை வாக்கியத்திற்கு எதிர்மறையான Question tagயும், எதிர்மறை வாக்கியத்திற்கு நேர்மறையான Question tagயும் பயன்படுத்த வேண்டும்.
- not என்பதை n't என்று சுருக்கி தான் எழுத வேண்டும்.
- 'am' என்பது 'aren't' என்று மாறும். ('amn't I' என்று போடக்கூடாது.)
- Present tense verb வந்தால் don't என்றும் verb + s எனில் doesn't என்றும் பயன்படுத்துக.
- Past tense verb (verb + ed) வந்தால் didn't என்று பயன்படுத்துக.
- Let us என்று வந்தால் shall we என்று பயன்படுத்த வேண்டியிருக்கும்.
  (e.g.) Let us go to Ooty, shall we?
- Commands (come, go, open, clean) வந்தால் will you என்று பயன்படுத்த வேண்டியிருக்கும்.

I. நேர்மறை வாக்கியத்திற்கு negative question tag பயன்படுத்த வேண்டும்.

(e.g.) i) There was a problem, wasn't there?
ii) We should respect elders, shouldn't we?

II. எதிர்மறை வாக்கியத்திற்கு positive question tag பயன்படுத்த வேண்டும்.

(e.g.) i) He never comes late, does he?
ii) We need not come tomorrow, need we?

III. We use only the contracted form of the negative i.e. 'n't' and not the full form i.e. 'not'

(e.g)
am + not = aren't / ain't
is + not = isn't
are + not = aren't
was + not = wasn't
were + not = weren't
do + not = don't
does + not = doesn't
did + not = didn't
have + not = haven't
has + not = hasn't
had + not = hadn't
will + not = won't
would + not = wouldn't
shall + not = shan't
should + not = shouldn't
can + not = can't
could + not = couldn't
may + not = mayn't
might + not = mightn't
must + not = mustn't
ought + not = oughtn't
need + not = needn't

V. All the question tags end with a personal pronoun referring the subject.

a)	Positive statement	Negative Tag
1.	It is all my fate,	isn't it?
2.	My father has gone abroad,	hasn't he?
3.	They played cricket,	didn't they?
4.	I can swim in the river,	can't I?
5.	You will meet him,	won't you?
6.	They have planned a tour,	haven't they?
7.	She cooks well,	doesn't she?
8.	They study well,	don't they?
9.	We shall meet you,	shan't we?
10.	I am a teacher,	aren't I? / ain't I?

Note : 'am' will turn to aren't in the question tag. (amn't I என்று போடக்கூடாது.)

b)	Negative Statement	Positive tag
1.	Swetha is not ready,	is she?
2.	I need not get up early,	need I?
3.	You don't like him,	do you?
4.	I am not fat,	am I?
5.	My mother will not meet you,	will she?
6.	He was not a nice boy,	was he?
7.	We have never seen dinosaur,	have we?
8.	The thief did not break the window,	did he?
9.	Don't give him money,	will you?
10	The fruits aren't good,	are they?

Examples :

I. Choose the correct question tag for the following statements:

1. The lesson is easy, ...?
   a) is it b) isn't it c) hasn't d) aren't it
2. Students of Std. X have no time to waste, ...?
   a) haven't they b) have they c) is they d) are they
3. You can study well, ...?
   a) can't you b) aren't you c) can you d) do you
4. The bell has not rung, ...?
   a) is it b) hasn't it c) isn't it d) has it
5. The sun sets in the west, ...?
   a) does it b) isn't it c) wasn't it d) doesn't it

6. People shouldn't be rude to one another, ...?
   a) are they b) should they c) aren't they d) shouldn't they
7. The bus is late today, ...?
   a) aren't it b) isn't it c) is it d) doesn't it
8. There is no water in the tank, ...?
   a) isn't it b) is they c) isn't there d) is there
9. People ought to keep the streets clean, ...?
   a) are they b) oughtn't c) haven't they d) ought they
10. I shall carry the bags for you, ...?
   a) shan't I b) shall I c) will I d) don't I
11. The conductor will not give you change for Rs. 100/-, ...?
   a) won't he b) will he c) haven't he d) aren't he
12. Our team will win the match, ...?
   a) won't it b) will it c) shan't it d) isn't it
13. The flag has four colours on it, ...?
   a) isn't it b) hasn't it c) aren't it d) has it
14. I haven't answered your questions, ...?
   a) have I b) are I c) did I d) haven't I
15. Plants give out oxygen during the day, ...?
   a) do they b) don't they c) will they d) won't they
16. You should treat each other with respect, ...?
   a) should you b) has it c) will you d) shouldn't you

Ans: 1. b) isn't it 2. b) have they 3. a) can't you 4. d) has it
5. d) doesn't it 6. b) should they 7. b) isn't it 8. d) is there
9. b) oughtn't 10. a) shan't I 11. b) will he 12. a) won't it
13. b) hasn't it 14. a) have I 15. b) don't they 16. d) shouldn't you

Assignment:

Choose the correct question tag for the following statements:

1. He is leaving for Bangalore tomorrow, ...?
   a) is he b) isn't he c) wasn't he d) is she
2. They have spoilt the case, ...?
   a) hasn't they b) have they c) aren't they d) haven't they
3. She has been sleeping for ten hours, ...?
   a) has she b) have she c) is she d) hasn't she
4. They are not here, ...?
   a) are we b) are they c) isn't they d) aren't they
5. I am beautiful, ...?
   a) aren't I b) amn't I c) am I d) don't I
6. They do not waste their time, ...?
   a) does they b) don't they c) doesn't they d) do they

7. She is not coming on Sunday, ...?
   a) is she b) isn't she c) was she d) isn't he
8. Ravi hasn't taken interest in the matter, ...?
   a) hasn't he b) has he c) hasn't she d) have she
9. This train never comes on time, ...?
   a) isn't it b) doesn't it c) did at d) does it
10. He is a clever boy, ...?
   a) is he b) isn't he c) aren't he d) wouldn't he
11. Ramu has lost his watch, ...?
   a) haven't he b) hasn't he c) have he d) has he
12. One can't be faithful to all, ...?
   a) can he b) can't he c) shall he d) could he
13. The lessons are quite interesting, ...?
   a) are they b) aren't they c) do they c) did they
14. They used to sing at twelve in the night, ...?
   a) did they b) didn't they c) aren't they d) doesn't they
15. She was very late, ...?
   a) is he b) was he c) isn't she d) wasn't she
16. You have a new house, ...?
   a) haven't you b) have you c) hadn't you d) has you
17. She can help me, ...?
   a) can she b) can't she c) will she d) could she
18. He has been to Bangalore, ...?
   a) hasn't he b) has she c) hasn't she d) haven't she
19. You don't have a pen, ...?
   a) do you b) don't you c) did you d) haven't you
20. Let us pray, ...?
   a) do we b) dont' we c) shan't we d) shall we

◆◆◆◆◆

15 CONDITIONAL CLAUSES

முழுமை பெறாத பொருளைத் தரும் வாக்கியத்தொகுப்பு clause எனப்படும்.

உதாரணத்திற்கு: 1) When he met the doctor (அவன் மருத்துவரை சந்தித்த போது)
2) If he had studied well (அவன் நன்றாக படித்திருந்தால்)
3) Although she is poor (அவள் ஏழையாக இருந்த போதிலும்)

நினைவில் கொள்க:

- கொடுக்கப்பட்டுள்ள வாக்கியத்தில் உள்ள tense formஐ கவனித்துக் கொள்ளவும். அதை வைத்து அது எந்த type conditional clause என்று அறிந்து கொள்ளலாம்.
- அதற்கேற்றவாறு அட்டவணையின் உதவியைக் கொண்டு மாற்றம் செய்யலாம்.
- அதே போல், இரண்டு வாக்கியங்கள் தனித்தனியாக வந்திருந்தால், நிபந்தனை வாக்கியமும் (**if clause**), விளைவு வாக்கியமும் (**main clause**) எங்கு வந்துள்ளது என்று கவனித்துக் கொள்க. முதலில் நிபந்தனை வாக்கியம் வருமாறு அமைத்துக் கொள்ளவும்.
- இரண்டு வாக்கியங்களையும் இணைத்து எழுதும் போது 'If' முதலில் வர வேண்டும்.
  - 'If' முதலில் வராமல் இரண்டாவதாகவும் வரலாம். ஆனால் இப்போதைக்கு இந்த முறையைப் படித்து புரிந்து கொள்வது குழப்பமில்லாமல் இருக்கும்.
- முதல் வாக்கியம் நிபந்தனை வாக்கியமாகவும், இரண்டாவது வாக்கியம் விளைவு வாக்கியமாகவும் இருக்க வேண்டும்.
- முதல் வாக்கியத்தின் முடிவில் ஒரு காற்புள்ளி (comma) போட வேண்டும்.
- இந்தப் பயிற்சியை நன்கு புரிந்து கொள்வது இந்தப் பயிற்சிக்கும், error spotting பயிற்சிக்கும் உதவியாக இருக்கும்.
- கொடுக்கப்பட்டுள்ள அட்டவணைகளைப் படித்து வைத்துக் கொண்டு, பயிற்சிகளைச் செய்து பார்த்தால் இது எளிது.

Conditional Clause: (If clause)

நிபந்தனையுடன் கூடிய வாக்கியம் ஒரு செயல் நடந்தால் மற்றொன்று நடக்கும் என கூறுவது 'if clause' எனப்படும்.

If you had come earlier, you would have caught the train.

நீ சற்று முன்னால் வந்திருந்தால் ரயிலை பிடித்திருப்பாய். இது 'if clause'. இதில் 'If you had come earlier' என்பது Subordinate clause. மேலும் 'you would have caught the train' என்பது Main clause.

If clause மூன்று வகைகளாக பிரிக்கலாம்:

1	2	3
Probable condition நடைபெறக் கூடிய செயல்கள் (open condition)	Improbable condition கற்பனையான செயல்கள் (hypothetical condition)	Impossible condition நடைபெற முடியாத செயல்கள் (hypothetical condition)

வேலை கிடைக்க வேண்டுமென்றால் இன்டர்வியூவில் கலந்து வெற்றி பெற வேண்டும்.

1) இன்டர்வியூவிற்கு முன்:
If you answer well, you will be selected. (நீ சரியாக பதிலளித்தால் தேர்வு செய்யப்படுவாய்)

2) இன்டர்வியூ முடிந்து ரிசல்ட் வரவில்லை:
If you answered well, you would be selected. (நீ சரியாக பதிலளித்திருந்தால், தேர்வு செய்யப்படுவாய்)

3) இன்டர்வியூ முடிந்து ரிசல்ட் வந்து விட்டது:

a) If you had answered well, you would have been selected. (நீ சரியாக பதிலளித்திருந்தால். தேர்வு செய்யப்பட்டிருப்பாய்)

b) If you had not answered well, you would not have been selected. (நீ சரியாக பதிலளிக்காமல் இருந்திருந்தால். தேர்வு செய்யப்பட்டிருக்கமாட்டாய்)

4) அதே போல், நடக்க முடியாத செயல்களைக் கூறும் போது:

If I were a bird, I could fly. நான் பறவையாக இருந்திருந்தால். பறந்திருப்பேன்

இந்தப் பயிற்சியில் பாதி வாக்கியம் கொடுத்து முழுமை பெறச் சொல்வது ஒரு வினா. மற்றொன்று இரண்டு வாக்கியங்களை இணைத்து 'If clause' பயன்படுத்தி புதிய வாக்கியம் உருவாக்குவது. இதில் verb எவ்வாறு அமைந்துள்ளது என கூர்ந்து கவனிக்கவும்.

Guidance :

1) FIRST CONDITIONALS: Probable condition: (Type I)

If + clause (simple present) + principal clause (future)

(e.g.) If you eat well you will be healthy.

If you touch a live wire you will get a shock.

இந்த வாக்கியங்கள் நிறைவேறக் கூடியவை. (the condition is very likely to be fulfilled (i.e.) open condition) இவற்றின் முதல் பகுதியில் present formல் verb இருக்கும். இரண்டாவது பகுதியில் will, shall, can, may, won't, shan't மற்றும் can't போன்ற auxiliary verbகள் இருக்கும்.

2) SECOND CONDITIONALS: Improbable condition: (Type II)

If + clause (simple past) + principal clause (conditional past)

(e.g.) *If he worked hard, he would pass.*

If he invited me I would attend his marriage.

இந்த வாக்கியங்கள் ஒரு செயல் நடந்திருந்தால் இன்னொரு செயல் நடந்திருக்கும் என்று கற்பனையாக கூறுவது. (improbable condition (i.e.) a condition not likely to be fulfilled). எனவே இது hypothetical condition எனப்படும்.

☞ குறிப்பு: இவற்றில் முதல் பகுதியில் past tense ம், இரண்டாவது பகுதியில் would ம் இருக்கும். 'If' என்று வருவதால் இவை கற்பனையானவை. எனவே முதல் பகுதியில் singular subject வந்தாலும் plural verb ['were'] தான் வரும். 'was' வராது.

(e.g.) *If I were rich I would help the poor. ('If I was' இல்லை)*

அதே போல். If clauseல் simple past tense வரும் போது, main clause verb முன்பு would சேர்க்க வேண்டும்.

3) THIRD CONDITIONALS: Impossible condition: (Type III)

If + clause (past perfect) + principal clause (conditional future perfect)

(e.g.) *If he had asked me I would have told him.*

If you had gone there, you would have met him.

இந்த வாக்கியங்கள் முன்னால் நடக்காத ஒன்றை, நடந்திருந்தால் என கூறி இப்படி ஆகியிருக்கும் என கூறுவது. (impossible condition (i.e.) some action did not happen in the past because the condition was not fulfilled). இதுவும் hypothetical condition எனப்படும்.

இவற்றில் முதல் பகுதியில் past perfect verbம், இரண்டாவது பகுதியில் would have, could have, might have, wouldn't have, couldn't have என future perfect வரும்.

(e.g.) *If I had reached in time, I could have saved her.*

கவனிக்க:

- ஒரு அறிவியல் உண்மையைப் பற்றிக் கூறும் போது tenseல் எந்தவித மாற்றமும் செய்யாது. If மட்டும் சேர்த்து எழுதி விடலாம். அதாவது பொது உண்மை என்றால் இரண்டு பகுதிகளிலும் ஒரே tense தான் வரும்.

★ *Note: A simple general fact can be expressed with 'if' clause. In this sentence we need not change the tense.*

(e.g.) Boil the ice. It melts என்று இருந்தால் அதை

If you boil the ice, it melts என்று எழுதலாம்.

Tabular description:

Clause	Condition	If-clause	Main-clause
Type I	**Probable Condition** [present + future]	*If you work hard,* (present)	*you will pass / you can pass* (future) (will / can+ v)
Type II	**Improbable Condition** [simple past + would / could + present form of verbs]	*If you worked hard,* *If I were a bird,* (past)	*you would pass.* *I could fly.* (would / could + v)
Type III	**Impossible Condition** [past perfect + would / could have + past participle]	*If you had worked hard,* (past perfect)	*you would have passed.* (or) you could have passed. (would have + past participle)

Example sentences:

	present	can, will + verb
Type I	1. *If you* **waste** *water,*	*you* **will suffer.**
	2. *If you* **lend** *me some money,*	*I* **can buy** *a new car.*
	3. *If Naveen* **is late,**	*he will be punished.*
	4. *If the bus* **breaks** *down,*	*I* **won't be** *able to attend the class.*
	5. *If it* **rains,**	*I* **shall get** *wet.*
	past	**could, would + verb**
Type II	1. *If he* **studied** *well,*	*he* **would pass** *the exam.*
	2. *If he* **went** *late,*	*he* **would not get** *water.*
	3. *If I* **won** *a lottery,*	*I* **would buy** *a BMW car.*
	4. *If it* **got** *out of the gate,*	*the dog* **would bite** *us.*
	5. *If I* **had** *more money,*	*I* **would feed** *a lot of people.*
	had + past participle	**would + have + past participate**
Type III	1. *If Raj* **had got** *enough water,*	*he* **would have shared** *it with his neighbour.*
	2. *If Anand* **had attended** *the interview,*	*he* **would have found** *a job.*
	3. *If Bagya* **hadn't started** *early,*	*she* **would have been late** *to work.*
	4. *If James* **had performed** *well,*	*he* **would have got** *a prize.*
	5. *If we* **had saved** *more rain water in lakes,*	*we* **could have survived** *the drought.*

மேலும் சில வாக்கியங்கள்:

1. If it had rained, we should have stayed at home.
2. If you are tired, you may rest for sometime.
3. If I were your employer, I would treat you with friendliness.
4. If you trust me, tell me your secret.
5. If they had funds, they would have supported the campaign.
6. If he did his work well, he would be rewarded.
7. If she gets the tickets, she will go to Delhi tonight.
8. If you spoke kindly to them, they would listen to you.

KEEP IN MIND

1. Present tense உடன் Future tense ஐ சேர்க்கவும்.
2. Past tense உடன் Past tense ஐ சேர்க்கவும்.
3. Past Perfect tense உடன் Future Perfect ஐ சேர்க்கவும். [would have + past participle (Past form)]

Examples :

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

1. If you are kind, ...
   a) people will love you.
   b) people would love you.
   c) people would have loved you.
   d) people shall love you.
2. If she danced well, ...
   a) she will get the first prize.
   b) she would get the first prize.
   c) she would have got the first prize.
   d) she might have got the first prize.
3. If I were a river, ...
   a) I will be helpful to farmers.
   b) I would be helpful to farmers.
   c) I would have been helpful to farmers.
   d) I was helpful to farmers.
4. If the driver had been alert, ...
   a) the accident can be avoided.
   b) the accident could be avoided.
   c) the accident could have been avoided.
   d) the accident was avoided.
5. If this morning had been sunny, ...
   a) we would go for a picnic.
   b) we would have gone for a picnic.
   c) we will have gone for a picnic.
   d) we will go for a picnic.
6. If I see the signal, ...
   a) I will stop my car.
   b) I would stop my car.
   c) I would have stopped my car.
   d) I had stopped my car.
7. If I were a bird, ...
   a) I would have crossed the ocean.
   b) I would cross the ocean.
   c) I can cross the ocean.
   d) I shall cross the ocean.
8. If I were a fish, ...
   a) I will live in water.
   b) I would live in water.
   c) I would have lived in water.
   d) I have lived in water.

9. If it had rained, ...
   a) we will stop the game.
   b) we would stop the game.
   c) we would have stopped the game.
   d) we stopped the game.

10. If he had more money, ...
   a) he will help the needy.
   b) he would have helped the needy.
   c) he would help the needy.
   d) he shall help the needy.

Ans: 1. a) people will love you. 2. b) she would get the first prize.
3. b) I would be helpful to farmers. 4. c) the accident could have been avoided.
5. b) we would have gone for a picnic. 6. a) I will stop my car.
7. b) I would cross the ocean. 8. b) I would live in water.
9. c) we would have stopped the game. 10. c) he would help the needy.

Assignment:

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

1. If Somu had studied well, ...
   a) he will score more marks.
   b) he would score more marks.
   c) he would have scored more marks.
   d) he could score more marks.

2. If you write fast, ...
   a) you will finish it soon.
   b) you would finish it soon.
   c) you would have finished it soon.
   d) you could finish it soon.

3. If I drop this glass, ...
   a) it will break.
   b) it would break.
   c) it would have broken.
   d) It has broken.

4. If I had worked hard, ...
   a) I would succeed.
   b) I would have succeeded.
   c) he would have succeeded.
   d) I had succeeded.

5. If you sleep too much, ...
   a) you might feel lazy.
   b) you would feel lazy.
   c) you would have felt lazy.
   d) you will feel lazy.

6. If I were a millionaire, ...
   a) I will help the needy.
   b) I would help the needy.
   c) I would have helped the needy.
   d) I wouldn't help the needy.

7. If she had not helped him, ...
   a) he will suffer a lot.
   b) he would suffer a lot.
   c) he would have suffered a lot.
   d) he wouldn't suffer a lot.

8. If you are kind to her, ...
   a) she will like you.
   b) she would like you.
   c) she would have liked you.
   d) she will not like you.

9. If you don't repay the loan, ...
   a) I will give you further.
   b) I would not give you further.
   c) I would not have given you further.
   d) I will not give you further.

10. If I had time, ...
a) I will meet you.
b) I would meet you.
c) I would have met you.
d) I shouldn't meet you.

11. If I had had a car, ...
a) I will drop you near the bus stand.
b) I would drop you near the bus stand.
c) I would have dropped you near the bus stand.
d) I might drop you near the bus stand.

12. If I were a bachelor, ...
a) I will marry you.
b) I would marry you.
c) I would have married you .
d) I will remain a bachelor.

13. If I had heard the question, ...
a) I will answer.
b) I would answer.
c) I could have answered.
d) I would have answered.

14. If you lived up to my expectation, ...
a) I will appreciate you.
b) I would appreciate you.
c) I would have appreciated you.
d) I shall appreciate you.

15. If I were in charge .....
a) I will do it differently.
b) I would do it differently.
c) I can do it differently.
d) I could have done it differently.

16. Anand would have found a job, ...
a) If he performed well.
b) If he had attended the interview.
c) If he attends the interview.
d) If he had performed well.

17. If you had been careful, ...
a) the accident can be averted.
b) the accident could be averted.
c) the accident was averted.
d) the accident could have been averted.

18. If I had come earlier, ...
a) I would catch the train.
b) I can catch the train.
c) I would have caught the train.
d) I would be in the train.

19. If you run fast, ...
a) you will catch the bus.
b) you would catch the bus.
c) you would have caught the bus.
d) you shall catch the bus.

20. If Sachin hits a century, ...
a) India will win the match.
b) India would win the match.
c) India would have won the match.
d) India might win the match.

16 MODAL AUXILIARIES

இந்தப் பயிற்சியில், சில வாக்கியங்கள் கோடிட்ட இடங்களுடன் கொடுத்திருப்பார்கள். ஒவ்வொரு இடத்திற்கும் உரிய modal /quasi-modal verbகளை எழுத வேண்டும்.

Verbகளை இரண்டு வகையாகப் பிரிக்கலாம்:
① Main verb **and** ② Auxiliary verb

1. இவற்றில் main verb என்பது ஒரு செயலின் வகையைக் குறிக்கும். Auxiliary verb என்பது, செயலின் நேரத்தைக் குறிக்கும்.

2. உதாரணம் ① *He will help me.*
② *They are running the show.*

Main verbs - 1. *help*, 2. *running* } [type of action]

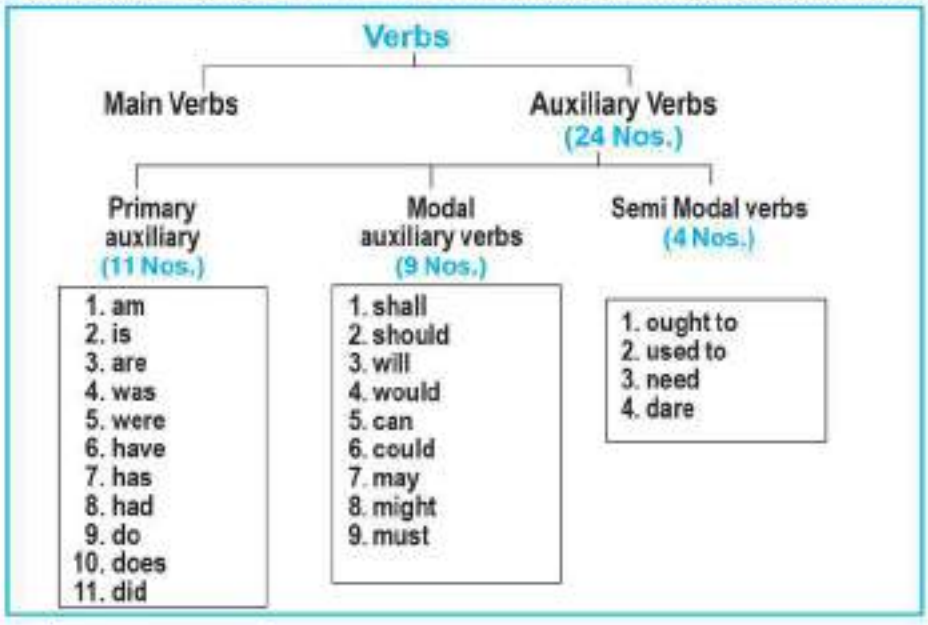
Auxiliary verbs - 1. *will*, 2. *are* } [time of action]

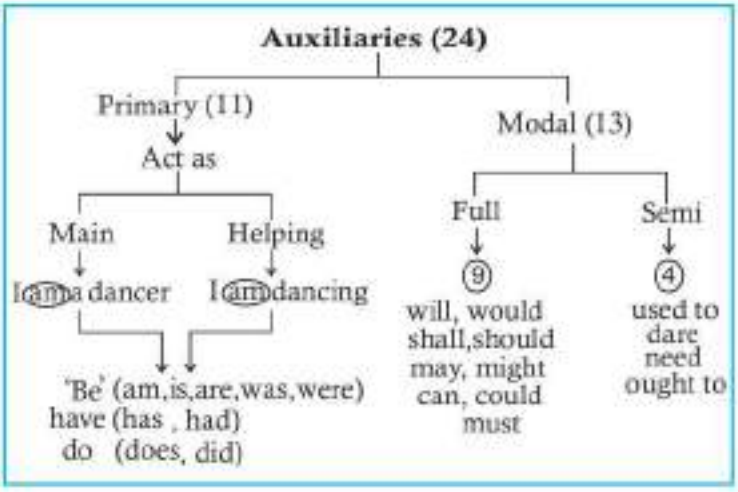
நினைவில் கொள்க:
- Modal (Model அல்ல) verbகள் மற்றும் Semi-modal verbகள் உணர்வுகளை வெளிப்படுத்தும் வினைச் சொற்கள் ஆகும்.
- Modal verbகள் ஒரே ஒரு formல் தான் வரும். இதற்கு past form, 'ing' form, '-s' form ஆகியவை கிடையாது.
- பொதுவாக Modal & Semi-modal verbகள் கிட்டத்தட்ட ஒரே மாதிரியான அர்த்தத்தில் பயன்படுத்த முடியும். எனவே கொடுக்கப்பட்டுள்ள வினாவில் Modal அல்லது Semi-modal எதைக் கொண்டு நிரப்பச் சொல்லியிருக்கிறார்கள் என்பதைக் கவனிக்கவும்.

3. Auxiliary என்னும் வார்த்தை உதவி என்னும் பொருளில் வரும். இது main verbக்கு உதவி செய்யும் விதமாக வருவதால் இந்த பெயர். இவற்றிற்கு 'anomalour finites' என்னும் பெயர் உண்டு. மொத்தம் 24 Auxiliary verbகள் உண்டு. அவை:

1. **Primary Auxiliaries : (11 Nos.)**
   am, is, are, was, were, have, has, had, do, does, did
2. **Modal Auxiliaries : (9 Nos.)**
   shall, should, will, would, can, could, may, might, must
3. **Quasi / Semi modals : (4 Nos.)**
   ought to, used to, need, dare

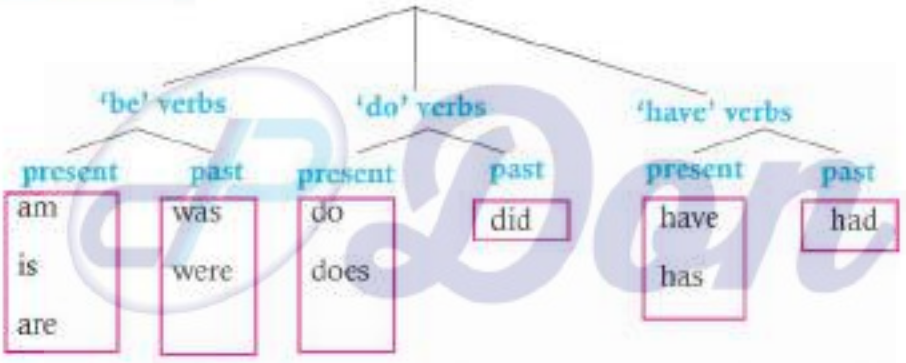
All these 24 auxiliaries are called **'anomalous finites'** as their functions are anomalous in nature.





Guidance:

Primary Auxiliary verbs:



1. 'Be' verbs (am, is, are, was and were) are used either in a progressive form or passive form.
   (eg.) *Laxmi is teaching Grammar.* (progressive)
   Arul is selected for the finals. (passive)
2. 'Be' is used in Commands.
   (eg.) *Be careful.* *Be clean and regular.*
3. 'Have', 'has' and 'had' are used in **perfect** tenses.
   (eg.) *They have finished their work.*
   He has completed his home work.
   She had visited Delhi.
4. 'Do', 'does' and 'did' are used to show emphasis.
   (eg.) *I do know the fact.*
   He does know the answer.
   They did play well.
5. All these are used as principal verbs also.
   (eg.) *He is a pop singer.*
   Ravi has the influence.
   He did the preparations.

Modal Auxiliaries

Shall, should, will, would, can, could, may, might, must are modal auxiliaries. The following examples will explain their meanings and define their functions.

1. **shall** →
   - futurity - *I shall meet my friend tomorrow.*
   - intention - *You shall have a gift.*
   - suggestion - *Shall we go for a walk?*
   - a threat or caution - *You shall be enquired.*

2. **should** →
   - obligation - *We should fix the venue for the function.*
   - necessity - *You should not write on the wall.*

3. **will**
   - futurity - *He will pass the exam.*
   - request - *Will you lend me your pen?*
   - prediction - *She will have visited her parents by now.*
   - promise - *I will surely accompany you.*

4. **would** →
   - wish - *I wish you would tell me the truth.*
   - request - *Would you mind taking me along with you.*
   - preference - *I would rather write than dictate.*
   - improbable condition - *If I were rich, I would start an orphanage.*
   - habitual action in the past - *They would swim in the river in the village.*

5. **can** →
   - ability - *I can speak French.*
   - permission - *You can start now.*
   - request - *Can you take me to the hospital?*
   - possibility - *The stadium can be emptied in four minutes.*

6. **could** →
   - express a past ability - *He could pass the exam but he didn't think so.*
   - permission - *You could go now.*
   - formal request - *Could you please come on to the dais?*
   - possibility - *The flying object could not be a bird.*

7. **may** →
   - permission - *May I come in?*
   - possibility - *It may rain.*
   - wish - *I may become a lawyer.*
   - purpose - *We do yoga so that we may be healthy.*

8. **might** →
   - possibility - *She might be absent tomorrow.*
   - reproach - *You might have informed the police.*
   - suggestion - *You might learn first-aid.*

9. **must** →
   - necessity - *We must find out an alternative for petrol.*
   - duty - *You must be punctual.*
   - prohibition - *You must not criticise.*
   - probability - *The man who came must be a stranger.*
   - detection - *It must be a planned robbery.*

Quasi or Semi Modals

Ought to, used to, need and dare are semi modals. Ought to and used to are always anomalous while need and dare can be used as auxiliaries as well as principal verbs.

ought to	→	duty or moral obligation	-	*You ought to come in uniform tomorrow.*
		necessity	-	*We ought to white wash the house this year.*
		advice	-	*You ought to participate in group discussions to improve your communicative skill.*
		fitness	-	*You ought to meet the doctor before trekking.*
used to	→	past habit	-	*My grandmother used to tell me bed-time stories. when I was young.*
need	→	necessity	-	*You need not attend the next session.*
		obligation	-	*He need not go in person.*
dare *(used in negatives& questions)*	→	boldness	-	*I don't dare to touch the snake.*
		challenge	-	*How dare you take my papers?*

Examples :

Choose the correct modal verb and complete the sentences:

1. I have no idea about computers, but John ..... be able to help you.
   a) could b) might c) would d) dare
2. I had some problems repairing the roof by myself, but in the end I ..... able to do it without help.
   a) could b) have c) need d) was
3. The cafeteria was full. I ..... able to find a seat anywhere.
   a) couldn't b) wasn't c) used to d) need to
4. You ..... have told me it was his birthday. I would have bought him a present.
   a) might b) must c) would d) may
5. Do you think we ..... allowed to take photos in here?
   a) are b) may c) needn't d) could
6. Don't call him now. He ..... not have got out of bed yet.
   a) can b) should c) would d) might
7. It ..... be easy for Mary. Her parents died when she was only 4 years old.
   a) can't b) shouldn't c) wouldn't d) won't
8. Vinoth's usually home by now. He ..... be working late. He has a big project to finish.
   a) might b) must c) could d) need
9. I ..... remember to buy milk on the way home.
   a) have to b) must c) could d) should
10. England are going to win the World Cup. - You ..... be joking!
    a) could b) shall c) would d) ought to

Ans: 1. b) might 2. d) was 3. b) wasn't 4. b) must 5. a) are
6. d) might 7. c) wouldn't 8. a) might 9. b) must 10. d) ought to

Assignment:

Choose the correct modal verb and complete the sentences:

1. She's in hospital with a head injury. She ..... have been wearing her helmet!
   a) could b) must c) wouldn't d) will
2. I ..... buy a new computer. This one keeps breaking down.
   a) have to b) must c) could d) may
3. How are things? - Ok. They ..... be worse!
   a) could b) used to c) would be d) might
4. The test starts at 10.30. You ..... be here until 10.15.
   a) mustn't b) would c) can d) needn't
5. You ..... tell me what she said. I'm dying to know.
   a) have to b) must c) can't d) should
6. The boss said that you ..... let me use this computer.
   a) have to b) must c) shouldn't d) have
7. Why were you late? You ..... be here at 10.30!
   a) should b) ought to c) mustn't d) need
8. It was so foggy that I ..... see my hand in front of face!
   a) couldn't b) wasn't c) might d) should
9. He was speaking so softly that I ..... able to understand a word he was saying!
   a) couldn't b) wasn't c) may d) wouldn't
10. I ..... leave now. My parents want me home by midnight.
    a) mustn't b) need c) would d) have to
11. Let's meet for lunch tomorrow. We ..... able to discuss our holiday plans.
    a) can b) will be c) must d) would
12. Kavin played very well yesterday, but in the end I ..... able to beat him!
    a) could b) was c) should d) can
13. At first she didn't want to go with me, but I ..... able to make her change her mind.
    a) could b) must c) may d) was
14. I ..... been able to play golf recently. I've been too busy.
    a) couldn't b) haven't c) might d) can't
15. As a child I ..... not get down from the table.
    a) must b) shall c) could d) must
16. Where's Meenu? - I don't know. She ..... have gone home already.
    a) can b) should c) must d) will
17. There was no other car involved in the accident. He ..... have fallen asleep at the wheel.
    a) can't b) shall c) would d) must
18. The science teacher was bad-tempered yesterday. She ..... have had a headache.
    a) may b) would c) couldn't d) might
19. You ..... not to have said that! It made her really upset.
    a) didn't b) mustn't c) ought d) dare
20. Why didn't she say hello? - She ..... have seen you.
    a) need b) mustn't c) ought not d) couldn't

◆◆◆◆◆

17 ACTIVE AND PASSIVE VOICE

நினைவில் கொள்க:

- 'by' இருந்தால் அது Passive voice. 'by' இல்லையென்றால் Active voice.
- Passive voiceக்கு *3rd form of verb* (i.e) ***Past Participle*** எனப்படும் V_3 form மட்டுமே உபயோகப்படுத்த வேண்டும்.
- V_3 form verbக்கு அட்டவணையைப் படித்துக் கொள்ளவும். அதில் weak verb என்பது easy. Strong verb மட்டும் கவனமாகப் படித்துக் கொள்ளவும். Neutral verbs என்பவை எந்தவித மாற்றமும் இன்றி வரும்.

ஒரு செயல் ஒருவர் செய்வது active voice என்றும், ஒருவரால் செய்யப்படுவது passive voice என்றும் அழைக்கப்படும்.

Help-line :

Voice

Active Voice — செய் வினை

Passive Voice — செயப்பாட்டு வினை

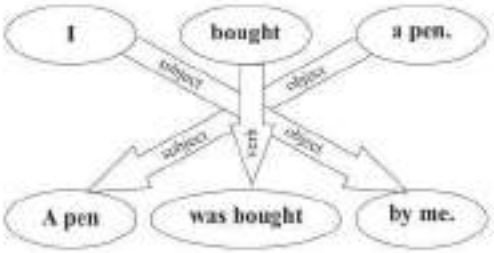
இந்தப்பயிற்சியில் active voice கொடுத்தால் அதை passive voice ஆகவும், passive voice கொடுத்தால் அதை active voice ஆகவும் மாற்ற வேண்டும். இதற்கு சில அடிப்படை விதிகள் உள்ளன. இவற்றை அறிந்து கொண்டால் மாற்றுவது எளிது.

ACTIVE VOICE TO PASSIVE VOICE

Active voice வாக்கியத்தை Passive voice வாக்கியமாக மாற்ற... சில விதிகள்:

1. A sentence can be separated into **S**ubject, **V**erb and **O**bject.
   (e.g) I bought a pen
   S V O

2. Active voice வாக்கியத்தை passive voice ஆக மாற்ற வாக்கியத்தின் object யை subject ஆக மாற்ற வேண்டும். Subject யை object ஆக மாற்ற வேண்டும்.
   (e.g) I bought a pen → A pen was bought by me
   S V O S V O



இங்கு verb மாற்றப்பட்டுள்ளது. அதை மாற்றுவதற்கும் சில விதிகள் உள்ளன. இதை பின்னர் பார்ப்போம்.

3. The **'be'** form must be used according to the tense of the verb.
   (e.g) A pen was.
4. Past participle of the verb must be used.
   (e.g) A pen was bought.
5. Preposition **'by'** must be added.
   (e.g) A pen was bought by.
6. The subject must be turned into the object.
   (e.g) A pen was bought by me.

Steps to change into PASSIVE:

1. Interchange the subject and object.
2. Change the subject - pronoun (as per table)
3. Add preposition **'by'**
4. Add 'be' form
5. Change the verb into Past participle

Steps to change into ACTIVE:

1. Interchange the subject and object.
2. Change the subject - pronoun (as per table)
3. Remove preposition **'by'**
4. Remove the 'be' form
5. Change the verb accordingly

Change of Subject - Pronoun:

When active voice is changed into passive voice, the object of the active voice becomes subject in the passive voice.

	Active voice	Passive voice
1.	I	me
2.	we	us
3.	you	you
4.	he	him
5.	she	her
6.	it	it
7.	they	them

Subject, pronoun ஆக இருந்தால், அதை passive voice க்கு மாற்றும் போது அப்படியே பயன்படுத்தக் கூடாது. இந்த அட்டவணையில் குறிப்பிடப்பட்டுள்ளதைப் போல் மாற்றி பயன்படுத்த வேண்டும்.

அதாவது, I opened the door என்பதை மாற்றும் போது The door was opened by me என்று தான் மாற்ற வேண்டும். The door was opened by I என்று மாற்ற முடியாதல்லவா? ('நான்' என்பது 'எனது' என்று மாறுவதைப் போல்)

Change of Verb:

வாக்கியத்தில் உள்ள verb யை passive voice ஆக மாற்றும் போது அதன் tense form யை மிகவும் கவனமாக தெரிந்து கொள்ள வேண்டும். அதற்கேற்றாற் போல் வாக்கியம் மாறும்.

Note: Active voice ல் will, would, shall, should, can, could, must, may, might, need இருந்தால் Passive voice 'be' சேர்க்கவும்.

(உதாரணம்) *Active* : I will post this letter.

Passive : This letter will be posted by me.

Active voice ல் has, have, had இருந்தால் Passive voice ல் been சேர்க்க வேண்டும். Third person singular (he, she, it) க்கு verb ல் has வரும். மற்றபடி have வரும்.

(உதாரணம்)

1. I have bought a watch. *(Active)*
   A watch has been bought by me. *(Passive)*
2. She has written a letter. *(Active)*
   A letter has been written by her. *(Passive)*
3. She has written two letters. *(Active)*
   Two letters have been written by her. *(Passive)*

STAGE 1 – SIMPLE TENSE (STATEMENT)

Level – 1 : SIMPLE PRESENT TENSE

Sheela sings a song
S V O

Rule 1 : What does Sheela sing?
(or)
Sheela sings 'what'

இதற்கான விடை **'a song'** என்பதாகும். அது இந்த வாக்கியத்தின் **object**.

"A song" என்பது passive voice ல் subject ஆக மாறிவிடுகிறது.

- **A song**

Rule 2 : Verb ஐ கண்டுபிடிக்கவும் – அதாவது **sings**

If the **object is singular** then apply the verb **'is'** and if the **object is plural** then apply the verb **'are'**. This is called subject – verb agreement. Then add V_3 after is/are.

Tips to remember : Present tense –am / is /are + Past participle

- **A song is sung**

Rule 3 : V_3 க்குப் பின்னால் **'by'** என்ற வார்த்தையைச் சேர்க்கவும்

- **A song is sung by**

Rule 4 : If the subject is a naming word or noun, then write it as it is after the word 'by'. If the subject is a pronoun then apply possessive pronoun.

- **A song is sung by Sheela.**

"She sings a song" என்று இருந்தால், **A song is sung by her** என்று மாறும்.

Level – 2 : SIMPLE PAST TENSE

Sheela sang a song
S V O

Rule 1 : "A song" becomes the subject in passive voice.

- **A song**

Rule 2 : Identify the verb – ie **sang**

If the **object is singular** then apply the verb **'was'** and if the **object is plural** then apply the verb **'were'**. This is called subject –verb agreement. Then add V_3 after is/are.

Tips to remember : Past tense – was/were + Past participle

- **A song was sung**

Rule 3 : Add the word **'by'** after V_3

- **A song was sung by**

Rule 4 : Same as Present tense Object will be used accordingly after the word 'by'.

- **A song was sung by Sheela.**

Level – 3 : SIMPLE FUTURE TENSE

Sheela will sing a song
S V O

Rule 1 : "A song" becomes the subject in passive voice.

- **A song**

Rule 2 : Identify the verb – ie **will sing** Add 'be' after 'will' and then apply V_3

Tips to remember : Future tense – will be + Past participle

- **A song will be sung**

can	→	can be	could	→	could be	must	→	must be
shall	→	shall be	should	→	should be	may	→	may be
will	→	will be	would	→	would be	might	→	might be

Rule 3 : Add the word **'by'** after V_3

- **A song will be sung by**

Rule 4 : Object will be used accordingly after the word 'by'.

- **A song will be sung by Sheela.**

STAGE 2 – CONTINUOUS TENSE

Before going to the continuous tense, Remember this to identify the continuous tense.

V_1 Present	V_2 Past	V_3 Past Participle	V_4 Present Participle
go	went	gone	going
play	played	played	playing

a) Identify the 'ing' word in a sentence. Verb+ ing is called as "Gerund" or "Present participle"

b) Then look at the 'be' verb before 'ing' word

c) If it is 'am, is, are' , then it is considered as "Present Continuous Tense. (is / are writing, am writing)

d) If it is "was, were' then it is considered as "Past Continuous Tense. (was / were reading)

Level - 1 : PRESENT CONTINUOUS TENSE

Sheela is singing a song

Rule 1 : "A song " becomes the subject in passive voice.
- **A song**

Rule 2: Identify the verb 'is singing.' Apply the rule – am/is/are + being + P.P
- **A song is being sung**

Rule 3 : Add the word 'by' after V_3
- **A song is being sung by**

Rule 4 : Object will be used accordingly.
- **A song is being sung by Sheela.**

Level - 2 : PAST CONTINUOUS TENSE

Sheela was singing a song

Rule 1 : "A song" becomes the subject in passive voice.
- **A song**

Rule 2 : Identify the verb 'was singing.' Apply the rule – was / were + being + P.P
- **A song was being sung**

Rule 3 : Add the word 'by' after V_3
- **A song was being sung by**

Rule 4 : Object will be used accordingly after the word 'by'.
- **A song was being sung by Sheela.**

STAGE 3 - PERFECT TENSE

Remember this to identify the Perfect tense

a) In a **Present Perfect Tense**, the verb will be already in Past Participle (V_3). You can find the word "have/has" before V_3 **eg. have / has + drawn**

b) In a **Past Perfect Tense**, the verb will be already in Past Participle (V_3). You can find the word "had" before V_3 **eg. had drawn**

c) In a **Future Perfect Tense**, the verb will be already in Past Participle (V_3). You can find the word "shall /will have" before V_3 **eg. shall have / will have + drawn**

Level - 1 : PRESENT PERFECT TENSE

Sheela has sung a song

Rule 1 : "A song" becomes the subject in passive voice.

- **A song**

Rule 2 : Identify the verb 'has sung.' Apply the rule – have/has + been + P.P

- **A song has been sung**

Rule 3 : Add the word **'by'** after V_3

- **A song has been sung by**

Rule 4 : Object will be used accordingly after the word 'by'.

- **A song has been sung by Sheela.**

Level - 2 : PAST PERFECT TENSE

Sheela had sung a song

Rule 1 : "A song" becomes the subject in passive voice.

- **A song**

Rule 2 : Identify the verb 'had sung.' Apply the rule – had + been + P.P

- **A song had been sung**

Rule 3 : Add the word **'by'** after V_3

- **A song had been sung by**

Rule 4 : If the subject is a naming word or noun , then write it as it is after the word 'by'. If the subject is a pronoun then apply possessive pronoun.

- **A song had been sung by Sheela**

Level - 3 : FUTURE PERFECT TENSE

Sheela will have sung a song

Rule 1 : "A song" becomes the subject in passive voice.

- **A song**

Rule 2 : Identity the verb 'will have sung.' Apply the rule – will have + been + P.P

- **A song will have been sung**

Rule 3 : Add the word **'by'** after V_3

- **A song will have been sung by**

Rule 4 : If the subject is a naming word or noun , then write it as it is after the word 'by'. If the subject is a pronoun then apply possessive pronoun.

- **A song will have been sung by Sheela**

ACTIVE TO PASSIVE VOICE ALL TENSES (STATEMENT)

Comprehensive Table

(With example sentences in singular and plural forms)

No.	TENSE	ACTIVE VOICE	PASSIVE VOICE
1.	**Simple Present**	S + V_1 + O Ravi **draws** a picture. (object - singular) We **like** chocolates. (object - plural)	S + is / am / are + V_3 + by + O A picture **is drawn** by Ravi. Chocolates **are liked** by us.
2.	**Simple Past**	S + V_2 + O Ravi **drew** a picture. (object - singular) We **liked** chocolates. (object - plural)	S + was / were + V_3 + by + O A picture **was drawn** by Ravi. Chocolates **were liked** by us.
3.	**Simple Future**	S + will / shall / can / may + V_1 + O Ravi **will draw** a picture. We shall buy some books.	S + will / shall / can / may + be + V_3 + by + O A picture **will be drawn** by Ravi. Some books will be bought by us.
4.	**Present Continuous**	S + is / am / are + V_4 + O Ravi is **drawing** a picture. (object - singular) We **are selling** vegetables. (object - plural) I **am reading** a novel.	It is / am / are + being + V_3 + by + O A picture **is being drawn** by Ravi. Vegetables **are being sold** by us. A novel **is being read** by me.
5.	**Past Continuous**	S + was / were + V_4 + O Ravi **was drawing** a picture. (object - singular) We **were selling** vegetables. (object - plural)	S + was / were + being V_3 + by + O A picture **was being drawn** by Ravi. Vegetables **were being sold** by us.
6.	**Future Continuous**	S + will be + V_4 from + O Ravi will be drawing a picture.	NO PASSIVE VOICE
7.	**Present Perfect**	S + have / has + V_3 + O Ravi **has drawn** a picture. I have drawn pictures. We have drawn some pictures.	S + have / has + been + V_3 + by + O A picture **has been drawn** by Ravi. Pictures **have been drawn** by me. Some pictures have been drawn by them.
8.	**Past Perfect**	S + had + V_3 + O Ravi **had drawn** a picture.	S + had + been + V_3 + by + O A picture **had been drawn** by Ravi.
9.	**Future Perfect**	S + will / shall + have + V_3 + O Ravi **will have drawn a** picture. We shall have drawn some pitures.	S + will / shall + have + been + V_3 + by + O A picture **will have been drawn** by Ravi. Some pictures will have been drawn by them.
10.	**Present Perfect Continuous**	S + have been / has been + V_4 + O Ravi **has been drawing** a picture. I **have been drawing** pictures.	NO PASSIVE VOICE
11.	**Past Perfect Continuous**	S + had been + V_4 + O Ravi **had been drawing** a picture.	NO PASSIVE VOICE
12.	**Future Perfect Continuous**	S + will / shall + have been + V_4 + O Ravi **will have been drawing a** picture.	NO PASSIVE VOICE

Note: There is NO PASSIVE VOICE for
- **Present Perfect Continuous,**
- **Past Perfect Continuous,**
- **Future Continuous and**
- **Future Perfect Continuous.**

WHEN THE VERB HAS TWO OBJECTS DIRECT OBJECT AND INDIRECT OBJECT:

சில வாக்கியங்களில் இரண்டு objectகள் இருக்கும். She gave me a pen என்னும் வாக்கியத்தில் me, pen என்று இரண்டு objectகள் உள்ளன. இதில் முதன்மை object, pen ஆகும். இதை கீழ்க்கண்டவாறு மாற்றலாம்:

She gave me a pen.

STEPS
1. Interchange the subject and object.
2. Change the subject - pronoun (as per table)
3. Add preposition **'by'**
4. Add 'be' form
5. Change the verb into Past participle
6. Add the second object

⇨ **A pen** ..... she.
⇨ A pen ..... **her.**
⇨ A pen ..... **by** her.
⇨ A pen **was** ..... by her.
⇨ A pen was **given** by her.
⇨ A pen was given **to me** by her.

இதே போல் மற்ற வாக்கியங்கள்:

My uncle presented me a watch. ⇨ **I was presented a watch by my uncle.**
Your father asked him to play. ⇨ **He was asked to play by your father.**
I am teaching English to the students. ⇨ **The students are being taught English by me.**

The HM/ gave/ him/ a prize
S V IO DO

When the verb has two objects Direct object and Indirect object, you can consider either direct object as the subject or indirect object can be treated as the subject.

Answer:

He was given a prize by the HM. (him – indirect object)
(or)
A prize was given to him by the HM. (a prize – direct object)

ACTIVE TO PASSIVE VOICE (IMPERATIVE)

இந்த வகை வாக்கியங்களில் Subject இருக்காது. உத்தரவிடுவது போல் அல்லது கேட்டுக்கொள்வது போல் இருக்கும். Verb அல்லது request வார்த்தைகளைக் கொண்டு தொடங்கும்.

Close the door → இதில் உத்தரவிடுவது போல் உள்ளது. யாருக்கு என்று தெரியாததால் கீழ்க்கண்டவாறு மாற்றலாம்.

Close the door

use 'let' for positive sentence;
use 'let...not' for negative sentence

STEPS
1. Interchange the subject and object.
2. Add **'Let'** or **'Let .. not'**
3. Add 'be' form
4. Change the verb into Past participle

⇨ **the door** ..... ——
⇨ **Let** the door .....
⇨ Let the door **be** .....
⇨ Let the door be **closed.**

Do not close the door

STEPS
1. Interchange the subject and object.
2. Add **'Let'** or **'Let .. not'**
3. Add 'be' form
4. Change the verb into Past participle

⇨ **the door** ..... ——
⇨ **Let** the door **not** .....
⇨ Let the door not **be** .....
⇨ Let the door not be **closed.**

இதே போல் மற்ற வாக்கியங்கள்:

Do it at once. ⇨ **Let it be done at once.**
Don't pluck the flower. ⇨ **Let the flower not be plucked**
Give the pen. ⇨ **Let the pen be given.**

சில வாக்கியங்களில் கொடுக்கப்பட்டுள்ள செய்தியைப் பொருத்து மாற்றலாம். கீழுள்ள உதாரணங்களைக் கவனிக்க.

Please close the door.	(request)	⇨ **You are requested to close the door.**
You must work hard.	(advice)	⇨ **You are adviced to work hard.**
Keep quiet.	(warning)	⇨ **You are warned to keep quiet.**
May God bless you.	(blessing)	⇨ **May you be blessed by God.**
Let us finish the work.	(suggestion)	⇨ **It is suggested that the work should be finished by us.**

Imperative sentence does not have a **'subject'** and starts with an **'action verb.'**

eg. Open the door. — **Positive form**

Rule 1 : Write the word 'let' first when it is positive sentence. * Let

Rule 2 : Identify the object and write it after the word **'let.'** * Let the door

Rule 3 : Add the word **'be'** after the object. * Let the door be

Rule 4 : Write the **Past Participle (V_3)** of the given verb. * Let the door be opened.

eg. Don't open the door — **Negative form**

Rule 1 : Write the word **'let not'** first when it is negative sentence. * Let not

Rule 2 : Identify the object and write it after the word **'let.'** * Let not the door

Rule 3 : Add the word **'be'** after the object. * Let not the door be

Rule 4 : Write the **Past Participle (V_3)** of the given verb. * Let not the door be opened.

Active Voice	Passive Voice
Close the window.	Let the window be closed.
Open the umbrella.	Let the umbrella be opened.
Pour the water.	Let the water be poured.
Don't spill the ink.	Let not the ink be spilt.
Don't pluck the flowers.	Let not the flowers be plucked.
Don't cut the trees.	Let not the tress be cut.

ACTIVE TO PASSIVE VOICE (INTERROGATIVE)

வினா வகை வாக்கியங்களை எப்படி மாற்றுவது என்று பார்ப்போம்.

Who closed the door?

STEPS
1. Select the suitable question word - whom for who.
2. Add preposition **'by'** before whom.
3. Add **'be'** form before the Past participle.
4. Put the object before verb.

⇨ **Whom** closed the door?
⇨ **By whom** closed the door?
⇨ By whom **was closed** the door?
⇨ By whom **was** the door **closed**?

இதே போல் மற்ற வாக்கியங்கள்:

Which pen do you like?	⇨ **Which pen is liked by you?**
Are you drawing the picture?	⇨ **Is the picture being drawn by you?**
Do you visit my house?	⇨ **Is my house visited by you?**
What did you do?	⇨ **What was done by you?**
What will you do?	⇨ **What will be done by you?**

eg. Who broke the window?
By whom was the window broken?

Rule 1 : Question should be in question form only. 'Who' changes as * **By whom**

Rule 2 : Identify the tense. * **Past tense**

Rule 3 : Apply the rule according to the tense. * **was were + P.P – was broken**

Rule 4 : The object will come after the 'be' verb and before the Past participle. * **was the window broken**

Rule 5 : Put the question mark at the end. **By whom was the window broken?**

Active Voice	Passive Voice
Do you like coffee?	Is coffee liked by you ? (Do + like = like ; Present tense – is/ are + P.P)
Did you pay the current bill?	Was the current bill paid by you ? (Did + pay = paid ; Past tense – was /were + P.P)
Were you playing the guitar?	Was the guitar being played by you? (Were changes into was as for it (guitar)
Have you completed the homework?	Has the homework been completed by you? (Have changes into has as for it (homework)
Why do you want this picture?	Why is this picture wanted by you?
What a crime has he committed?	What a crime has been committed by him?
When will you return my pen?	When will my pen be returned by you?

SOME SPECIAL CASES:

Infinitives:

Infinitive ல் வரும் 'to'க்குப் பின் be சேர்த்து V_3 ஐப் பயன்படுத்த வேண்டும்.

Active Voice	Passive voice
This house is <u>to let</u>.	This house is <u>to be let</u>.
I hope <u>to finish</u> the work soon.	This work is hoped <u>to be finished</u> soon.
Ladies like men <u>to flatter</u> them.	Ladies like <u>to be flattered</u> by men.
We are here <u>to do</u> this job.	This job is <u>to be done</u> by us here.
He is going <u>to complete</u> the job.	The job is going <u>to be completed</u>.

Sentences with 'No body', 'No one', 'Any body':

Active Voice	Passive voice
Nobody has teased her.	She has not been teased by anybody.
She has done nothing.	Nothing has been done by her.
Do not hate anyone.	Let not anyone be hated.
I know everything.	Everything is known to me.

Some more special examples:

Active Voice	Passive voice
He decided to sell the house.	He decided that the house be sold.
Be quiet.	You are requested to be quiet.
It is time to commence the match.	It is time for the match to be commenced.
Is the painter going to paint these doors?	Are these doors to be painted by the painter?
We expect good news.	Good news is expected (by us).
Has he invited you?	Have you been invited by him?
Can you send it by post?	Can it be sent by post?
Do not hate any body?	Let nobody be hated by you.

PASSIVE VOICE TO ACTIVE VOICE

இப்பயிற்சி Active voice to Passive voice போலத் தான். அப்படியே மாற்றி செய்ய வேண்டும். இது எப்படி செய்ய வேண்டும் என்று கொடுக்கப்பட்டுள்ள விளக்கத்தைப் படித்துக் கொள்ளவும்.

முக்கியமாக, 'by' க்கு அப்புறம் வரும் object, subject ஆக மாறும். அதே போல் முக்கியமாக கவனிக்க வேண்டியது verb மாற்றம் ஆகும்.

Passive voice வாக்கியத்தை Active voice வாக்கியமாக மாற்ற...

Rules:

1. Passive voice வாக்கியத்தை active voice ஆக மாற்ற வாக்கியத்தின் object யை subject ஆக மாற்ற வேண்டும். subject யை object ஆக மாற்ற வேண்டும். சிலவற்றில் object இல்லாமலிருந்தால் பொருத்தமான வார்த்தையை subject ஆக பயன்படுத்தவேண்டும்.
   (e.g) A pen was bought by me → I bought a pen
   S V O S V O

2. **'be'** form உள்ள verb விருந்து **be** யை நீக்க வேண்டும்.
   (e.g) was bought → bought
3. வாக்கியத்தில் verb உள்ள அதன் tense form க்கு ஏற்றார் போல் மாற்றப்பட வேண்டும்.
   (e.g) will have been → will have
4. **'by'** என்றிருப்பதை நீக்க வேண்டும்.
   (e.g) A pen was bought by me. → I bought a pen.

Change of verbs from Passive to Active Voice

No.	Tense	Passive Voice	Active Voice
1.	**Simple Present**	am / is /are + P.P (Past Participle - V_3) **is /are written**	V_1 / V_{1+s} **write / writes**
2.	**Simple Past**	was / were + V_3 **was / were written**	V_2 **wrote**
3.	**Simple Future**	shall / will be + V_3 (can be, could be, should be, would be, may be, might be, must be + V_3) **will be written**	shall / will + V_1 (can, could, should, would, may, might, must) **will write**

No.	Tense	Passive Voice	Active Voice
4.	**Present Continuous**	am / is /are + being + V_3 **is /are being written**	am/is/are + V + ing **is/are writing**
5.	**Past Continuous**	was / were + being + V_3 **was/were being written**	was / were + V + ing **was/ were writing**
6.	**Present Perfect**	have / has + been + V_3 **has / have been written**	have / has + V_3 **has / have written**
7.	**Past Perfect**	had + been + V_3 **had been written**	had + V_3 **had written**
8..	**Future Perfect**	will / shall + have + been + V_3 **will have been written**	will / shall + have + V_3 **will have written**

Note: ஏற்கனவே சொன்னபடி. இந்த **tense**களுக்கு passive voice வராது.

- **Present Perfect Continuous,**
- **Future Continuous and**
- **Past Perfect Continuous,**
- **Future Perfect Continuous.**

eg. Tea is drunk by him.
He drinks tea.

Rule 1 : Find the noun after the word 'by' . * **him** – changes into subject **'He'**

Rule 2 : Identify the verb & apply the rule in reverse manner. am/is/are + P.P = Present tense. ie. **drinks**

Rule 3 : Then ask a question 'what does he drink?' The answer comes – **'tea.'**

Rule 4 : Then write the remaining part of the sentence.

Tips to change from passive to active

Tips – 1		
me	→	I
us	→	We
you	→	You
him	→	He
her	→	She
it	→	It
them	→	They

Tips – 2		
I	→	me
We	→	us
You	→	you
He	→	him
She	→	her
It	→	it
They	→	them

SIMPLE PRESENT TENSE

The whistle is blown by him.

Step 1 : Him changes into 'He'

Step 2 : is blown – is/are + P.P = Present tense ie blow

Step 3 : object is the whistle.

Step 4 : He blows the whistle. (for he, she, it -the verb takes a 's' or es or ies)

SIMPLE PAST TENSE

The whistle was blown by him.

Step 1 : Him changes into 'He'

Step 2 : was blown – was/were + P.P = Past tense ie blew

Step 3 : object is the whistle.

Step 4 : He blew the whistle.

SIMPLE FUTURE TENSE

The whistle will be blown by him.

Step 1 : Him changes into 'He'

Step 2 : will be blown – will be + P.P = Future tense ie will blow

Step 3 : object is the whistle.

Step 4 : He will blow the whistle.

PASSIVE TO ACTIVE VOICE - ALL TENSES (STATEMENT)

Comprehensive Table

Passive Voice	Active Voice	Tense
The whistle **is blown** by him.	He **blows** the whistle	Simple Present
The whistle **was blown** by him.	He **blew** the whistle	Simple Past
The whistle **will be blown** by him.	He **will blow** the whistle	Simple Future
The whistle **is being blown** by him.	He **is blowing** the whistle	Present Continuous
The whistle **was being blown** by him.	He **was blowing** the whistle	Past Continuous
The whistle **has been blown** by him.	He **has blown** the whistle	Present Perfect
The whistle **had been blown** by him.	He **had blown** the whistle	Past Perfect
The whistle **will have been blown** by him.	He **will have blown** the whistle	Future perfect

PASSIVE TO ACTIVE VOICE (INTERROGATIVE)

Passive Voice	Active Voice
By whom was grammar taught?	Who taught grammar?
When was the book bought by you?	When did you buy the book?
Were the holidays spent by you usefully?	Did you spend the holidays usefully?
Has the problem been solved by you?	Have you solved the problem?
Which book is wanted by you?	Which book do you want?

PASSIVE TO ACTIVE VOICE (SENTENCES WITHOUT 'DOER')

If the 'doer' is not given in the passive voice, use the word **'someone'** or **'somebody'** or add any subject related to the sentence (Doctor, Manager, Principal, Captain...etc,..are) in active voice.

eg. 1. The building had been demolished.
Ans: Someone had demolished the building.

2. Books were published in 2019.
Ans: The managing Director published the books in 2019

Phrasal Preposition

Passive voice	Active Voice
The matter was looked after by me.	I looked after the matter.
The man was laughed at by the boy.	The boy laughed at the boy.
My advice was acted upon by him.	He acted upon my advice.
The dog was run over by the bus.	The bus ran over the dog.

Infinitives

Passive voice	Active Voice
It is time for the roll to be called.	It is time to call the roll.
I was invited to come.	He invited me to come.
I expect her to be brought around.	I expect to bring her around.

Modal verbs

Passive voice	Active Voice
This book can be read by her.	She can read this book.
The work must be done by us.	We must do the work.
He need not be punished by us.	We need not punish him.
You may be punished by the Teacher.	The Teacher may punish you.
You might be wedded to her.	She might wed you.

COMPOUND SENTENCES (CHANGE INTO OTHER VOICE)

1. English was taught by Prem and he encouraged all the students.
Ans: Prem taught English and all the students were encouraged by him
2. Kumar wrote a letter and posted it immediately.
Ans: A letter was written and it was posted by Kumar immediately.
3. Have you taken your lunch? My brother asked.
Ans: Has your lunch been finished by you. I was asked by my brother.
4. Her problems was solved by her yesterday so she was praised by her teacher.
Ans: She solved her problems yesterday so her teacher praised her.

Examples :

I. Change the following into Passive voice:

Textual Task : Pg. No. : 16

1. Please call him at once.
   You are requested to call him at once.
2. How did you cross the river?
   How was the river crossed by you?
3. No one is borrowing the novels from the library.
   The novels from the library is not being borrowed.
4. Will you help me?
   Will I be helped by you.
5. Go for a jog early in the morning.
   You are advised to go for a jog early in the morning.
6. Why have you left your brother at home?
   Why have your brother been left at home by you?
7. Nobody should violate the rules.
   The rules should not be violated.
8. Someone has to initiate it immediately.
   It has to be initiated immediately.
9. Have you invited Raman to the party?
   Has Raman been invited to the party by you?
10. Please do not walk on the grass.
    You are requested not to walk on the grass.
11. Cross the busy roads carefully.
    You are advised to cross the busy roads carefully.
12. When will you book the tickets to Bengaluru?
    When will the tickets be booked to Bangaluru by you?

II. Change the following sentences to the other voice.

Textual Task : Pg. No. : 14

1. The manager appointed many office assistants.
   Many office assistants were appointed by the manager.
2. You are making a cake now.
   A cake is being made by you now.
3. That portrait was painted by my grandmother.
   My grandmother painted that portrait.
4. Malini had bought a colourful hat for her daughter.
   A colourful hat had been bought by Malini for her daughter.
5. They have asked me to pay the fine.
   I have been asked to pay the fine by them.
6. The militants were being taken to prison by the police.
   The police were taking the militants to prison.
7. His behaviour vexes me.
   I am vexed by his behavior.

8. Rosy will solve the problem.
   The problem will be solved by Rosy.
9. Our army has defeated the enemy.
   The enemy has been defeated by our army.
10. The salesman answered all the questions patiently.
    All the questions were answered by the salesman patiently.

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

1. John gave a bar of chocolate to Jill.
   a : Jill was given a bar of chocolate by John
   b : A bar of chocolate was given to Jill by John.
2. Pragathi lent a pencil to Keerthana.
   a : A pencil was lent to Keerthana by pragathi
   b : Keerthana was lent a pencil by Pragathi.
3. Sudha told the truth to her friend.
   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.
   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.
   a : The new computer was showed to Kaviya by the boss.
   b : Kaviya was showed the new computer by the boss.

Assignment:

I. *Rewrite the sentences using the Passive voice:*

1. The grandmother looks after the children. They admire her very much.
2. Blessy prepares coffee and she will drink it.
3. He shut the door and opened the window.
4. He is hiding the fact. He will tell the truth one day.
5. I forgave his mistakes and I presented him a book.
6. They will listen to my advice and he will follow it.
7. The company awarded him a medal. He showed it proudly to his family.
8. Who touched my car?
9. People speak English all over the world .
10. Careless driving has caused many accidents; we should avoid careless driving.
11. I am reading a novel and Jane Austin wrote it.

12. He brought us here safely but he gave us nothing.
13. Ravi has chosen the bungalow and he will buy it.
14. We should love others and then others will love us.
15. He accepted the reception with a warm smile and attended the party with kith and kin.
16. Shall I ever forget those happy days?
17. He answered all the questions . But he did not write the last question.
18. He did not seek my signature. But he put it by himself.
19. Do you want my umbrella? Take it.
20. They help the orphans and the orphans thank them.

II. Rewrite the sentences using the Active voice:

1. The prizes were distributed to the winners by the chief guest and he was thanked by them.
2. A good amount has been borrowed by him from his neighbour.
3. Let all the charges be proved.
4. All of a sudden they were dismissed from service.
5. He can be approached by us without fear.
6. Let not her be disappointed.
7. Elders should be respected.
8. Two birds were killed by him with one stone.
9. Where was this T.V. bought by you?
10. The project was completed by the students and they were given credits by the teacher.
11. We were thanked for having helped them.
12. She was called by us Kitty.
13. The school will be donated a computer by my uncle.
14. I was not invited by him.
15. By whom was the seat replaced?
16. Is a white-collar job wanted by you?
17. I was touched by the priest's thought provoking message.
18. The letter has just been posted by me.
19. She was elected unanimously.
20. My name was not included in the first list.

18 DIRECT AND INDIRECT SPEECH

ஒருவர் கூறுவதை அப்படியே மேற்கோள்கள் (" ") கொடுத்து சொல்வது DIRECT SPEECH ஆகும். அதே கூற்றை மாற்றி நாம் கூறுவது போல் கூறுவது INDIRECT SPEECH ஆகும். இதற்கு மேற்கோள்கள் (" ") கிடையாது.

1. **DIRECT SPEECH** 2. **INDIRECT SPEECH**

⏭ In DIRECT SPEECH the speaker's words are reported as it is, without any change.

(e.g) a) My friend said, "I am in good health".
b) "Life is full of ups and downs." says my mother.
c) The mother said to the child, "Don't make your frock dirty."

⏭ In the INDIRECT SPEECH, the meaning of the speaker's words is reported. இது reported speech எனவும் அழைக்கப்படும்.

(e.g) a) My friend said that he was in good health.
b) My mother says that life is full of ups and downs.
c) The mother advised the child not to make her frock dirty.

Help-line :

Direct speech லிருந்து Indirect speechஆக மாற்றுவதற்கும், Indirect speech லிருந்து Direct speech ஆக மாற்றுவதற்கும் **Kind of Sentences** களையும் தெரிந்து வைத்திருக்க வேண்டும்.

Sentences are of four types. They are...

- a) Statement (or) Assertive
- b) Interrogative
  - 'wh' question
  - 'yes' or 'no'
- c) Imperative (command / order / request)
- d) Exclamatory Expression of joy or sorrow

i. Assertive or Declarative Sentence :

ஒன்றை உறுதியாகக் கூறும் வாக்கியம்.

eg., He bought a car.
I am going to a movie today.

ii. Interrogative Sentence :

இவை வினா வகை வாக்கியங்கள். இவ்வாக்கியங்கள் ? கொண்டு முடியும். இதில் இரண்டு வகைகள் உண்டு.

A sentence that starts with 'Wh' question or with Auxiliary verb is called an Interrogative.

	Sentence	
eg.,	Where are you going? Whose pen is this?	**'Wh'** question
	Can you solve the problem? Do you like Coffee?	**'Yes'** or **'No'** question

iii. Imperative Sentence :

A sentence which expresses a request, a command or an order is called imperative sentence.

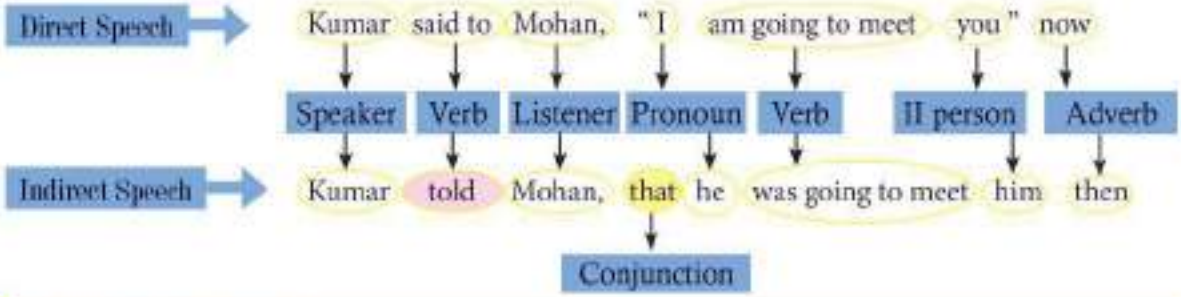
A command or an order can be either positive or negative.

eg., **Request** - Please give me a pen.
Command - Stand in a line (position)
Order - Don't scribble on the desk. (Negative)

iv. Exclamatory Sentence :

இது வியப்பு வகை வாக்கியம். A sentence which expresses strong emotion or feeling is called an exclamatory sentences.

eg., How intelligent you are!
What an idea!



நினைவில் கொள்க:

- எந்த வகை வாக்கியம் என கண்டுபிடிக்கவும்.
- reporting verb எது என கண்டுபிடிக்கவும்.
- connecting word எது என கண்டுபிடிக்கவும்.
- tense தக்கபடி மாற்ற வேண்டும். அதற்கு கீழுள்ள அட்டவணைகளைப் படித்துக் கொள்ளவும்.
- இடம் மாற்ற வேண்டிய வார்த்தைகளை அறிந்து கொள்ளவும்.
- இந்த வரிசையில் சரியாக மாற்றிவிட்டு ஒருமுறை சரிபார்க்கவும்.

நினைவில் வைக்க

* வினாவில், *quotation marks* (" ") இருந்தால் அது *direct speech*. அதை *indirect speech*க்கு மாற்ற வேண்டும்.

* *Reported speech* என்பது *indirect speech* யை குறிக்கும்.

1 USAGE OF REPORTED VERB AND CONJUNCTION

S.No	Kind of Sentence	Change of Reported verb	Conjunction
1.	**Statement**	say - say says - says said - said said to - told say to - tell	that
2.	**Interrogative Sentence**	said - asked said to - asked asked - asked	Wh questions The given question word acts as conjunction Yes or No question if or whether
3.	**Imperative Sentence (command, request)**	Said to - told, ordered, commanded/ asked, requested, suggested, advised, warned	to incase of negative word use - not to
4.	**Exclamatory Sentences**	said / said to → exclaimed Hurrah → exclaimed joyfully Alas / Oh! exclaimed sorrowfully Damn it exclaimed angrily	that

2 DIFFERENT FORMS OF PRONOUN.

Person	Number	Subjective case	Possessive case	Objective case
I	Singular	I	My	me
	Plural	We	Our	us
II	Singular	You	Your	You
	Plural	You	Your	You
III	Singular	He, She, It	His, Her, its	Him, Her, It
	Plural	They	Their	Them

3 CHANGE OF FIRST PERSON TO THIRD PERSON.

First Person	Third Person
Direct speech	**Indirect Speech**
I	he / she
My	his / her
Me	him / her
We	They
Our	Their
Us	Them

4 CHANGE OF SECOND PERSON TO THIRD PERSON.

Direct speech	Indirect Speech
You - (Sub)	he / she / they
You - (obj)	him / her / them
Your	his / her / their

5 NO NEED TO CHANGE THIRD PERSON IN INDIRECT SPEECH.

he, his, him
she, her
it, its
they, their
them

6 TENSE CHANGE

Tense will not be changed in the following places:

1) In Past Perfect Tense, Past Perfect Continuous Tense, Future Perfect Tense and Future Perfect Continuous tense
2) In Universal Truths, Scientific Truths, Proverbs, Seasonal sentences.

Tense	Direct speech	Indirect Speech
Simple Present	e.g: Write / Writes 'Be' verb: is, am ,are do/does has/ have	Simple past - e.g: wrote was/were did had
Present Continuous	e.g: is / are / am - writing	Past Continuous - was / were - writing
Present Perfect	has / have / written	Past Perfect - had / written
Present Perfect Continuous	has / have / been writing	Past perfect continuous - had been writing
Simple past	wrote was/were did had	past perfect - had written had been had done had had
Past Continuous	was / were - writing	past perfect continuous - had been writing
Simple future	will / shall write	would - write
Future Continuous	will / shall / be writing	would be writing

Note : **No change in** Past perfect Tense, Past Perfect Continuous Tense, Future Perfect, Future Perfect Continuous Tense.

7 TIME AND ADVERBIAL CHANGE FOR ALL KINDS OF SENTENCES:

Direct speech	Indirect Speech
now	then
this	that
here	there
these	those
thus	so
today / tonight	that day / That night
tomorrow	the next day
yesterday	the day before
last day / week / month / year	the previous day / week / month / year
next year / next day / month	the following year / day / month
day after tomorrow	the day after the next day
can	could
should / must	had to
may	might
will / shall	would

CHANGING DIRECT TO INDIRECT SPEECH

1 ASSERTIVE SENTENCE

Conjunction 'that'

i) 'said to' / 'says to' என்பதை 'told' என்று மாற்ற வேண்டும்.

ii) quotation ஐ எடுத்து விட்டு 'that' என்ற வார்த்தையைச் சேர்க்க வேண்டும்.

iii) noun எது என்பதைக் கண்டுபிடித்து அது யாரைக் குறிக்கிறது என்பதைக் கொண்டு தகுந்த pronoun ஆக மாற்றவும் (அட்டவணை 3 யைப் பார்க்க).

iv) Present tense ஆக இருந்தால் Past tense ஆகவும், Past tense ஆக இருந்தால், Past Perfect tense ஆக மாற்றவும் மற்ற tense மாற்றத்திற்கு - அட்டவணை 6 ஐ பார்க்க.

v) now, last week, today etc,.... போன்றவற்றைக் குறிக்கும் வார்த்தைகளை அட்டவணை 7ல் கொடுத்துள்ள படி மாற்றவும்.

eg: Anil said to Sunil, "I am going to market now."

Anil told Sunil that he was going to market then.

Tense will not be changed in the following places:

1) **Universal Truth :** The teacher said, "The Sun rises in the east".
The teacher said that the Sun rises in the east.

2) **Scientific Truth :** The Teacher said, "Ice floats in the water".
The Teacher said that Ice floats in the water.

3) **Proverb :** My friend said to me, "Honesty is the best policy".
My friend told me that honesty is the best policy.

4) **Seasonal :** He said, "It rains heavily during rainy seasons".
He said that it rains heavily during rainy seasons.

2 INTERROGATIVE SENTENCE ['WH', FORM - 'YES' OR 'NO' FORM]

i) 'said to' should be changed into 'asked'

ii) to remove quotation in

a) **'wh' question form** [why, who, what, where, whose, whom, when, how]
Write the same 'wh' word as it is

b) **'Yes' or 'No' question form** [do, does, did, have, has, are, is, was, were, can, will, shall, may]

iii) Cancel the 'be' verb and write it after the subject. eg. Where you are going?

iv) Change the Present tense into Past tense, and, if it is given in Past tense, change it into Past Perfect tense மற்ற tense மாற்றத்திற்கு - அட்டவணை 6 ஐ பார்க்க.

v) Change the word which denotes the timings like: now, last week, today etc,.... are மேலும் மற்ற வார்த்தைகளுக்கு - அட்டவணை 7 ஐ பார்க்க.

Examples :

'Wh' question forms:

No Conjunction

a) Naveen said to his friend, "Why are you late today.

Naveen asked his friend why he was late that day.

b) Vidya said to Devi, "Where did you keep my book"?

Vidya asked Devi where she had kept her book.

'Yes or No' question form:

Conjunction 'if'

c) David said to his father, "Can you buy me a computer?"

David asked his father if he could buy him a computer.

3 IMPERATIVE SENTENCE:

Reporting Verb changes as per relationship

Relationship 'said to'	Indirect Speech
Friend to Friend	asked
Student to Teacher	asked
Teacher to Students	advised / asked
Passer-by to traveller	directed
Doctor to patient	advised / suggested
Patient to doctor	asked
Servant to master	requested
Master to Servant	ordered
Police to thief	enquired
Captain to soldier	Commanded
Mother to Son/ Daughter	Warned / advised

Note: In imperative sentence, the verb followed by 'to' is called infinitive
to finish → *infinitive*

Conjunction 'to'

a) Positive sentences

Teacher said to the students, 'Finish the work and submit it tomorrow".

Teacher informed the students to finish the work and submit it the next day.

Conjunction 'not to'

b) Negative sentences

Mother said to her daughter "Don't tear the papers from the book".

Mother advised her daughter not to tear the papers from the book.

c) Request ← Conjunction 'to'

Arnav said to Anish "Please, give me your pen".
↓ ↓ ↓ ↓
Arnav requested Anish (to) give him his pen.

4 EXCLAMATORY SENTENCE : ← Conjunction 'that'

i) Ah! → exclaimed joyfully
ii) Hurrah → exclaimed with joy
iii) Alas → exclaimed sorrowfully
iv) Damn it → exclaimed angrily
v) Thank you → thanked
vi) Sorry → apologised

a) (eg.) He said to (me,) 'What a great idea!'.
↓ ↓

He exclaimed with joy that (it was) a great idea.

INDIRECT SPEECH - DIRECT SPEECH

(அயற்கூற்றை நேர் கூற்றாக்குதல்)

Indirect லிருந்து Direct Speech ஆக மாற்ற இந்த விதிகளை அப்படியே மாற்றி உபயோகிக்க வேண்டும். இப்பயிற்சிக்கு ஏற்கனவே கொடுத்துள்ள அட்டவணைகளை உபயோகப்படுத்த வேண்டியிருக்கும்.

Reporting Verb:

told, asked, ordered, exclaimed, requested, suggested, advised போன்ற அனைத்திற்கும் 'said to' என்று போடவேண்டும்.

Punctuation Mark:

நாம் ஏற்கனவே. Direct Speechலிருந்து Indirect Speech ஆக மாற்றும் போது சேர்த்த (,) Comma, (?) Question Mark, (!) Exclamative mark, (' ') inverted comma போன்ற Punctuation markகளை வாக்கியத்திற்கு ஏற்ப சேர்க்க வேண்டும்.

Conjunction:

'that, if, to, not to' போன்ற conjunctionகளை எடுத்து விட வேண்டும்.

Tense Change:

Tense, reverse mannerல் மாற்ற வேண்டும். **Don't change the tense in Imperative Sentence.**

Pronoun Change:

Refer the pronoun Table.

நினைவில் கொள்க:

Tense ஆனது கீழ்க்கண்ட இடங்களில் மாறாது:

- **Universal Truth**
- **Scientific Truth**
- **Proverb**
- **Seasonal sentences**

In Interrogative Sentence, 'Do, Did, Does' should be used for the transitive verb. Write the subject after the Auxillary verb.

Write the suitable words like 'Hurrah, Bravo, Alas, Ah, Damn't' in Exclamatory Sentence. Remove the word 'Very', and use words like 'What', 'How'. Remove 'please' in the Imperative Sentence.

CHANGING INDIRECT TO DIRECT SPEECH

1 ASSERTIVE SENTENCE :

i) 'told' should be changed into 'said to'

ii) Remove the word 'that' open the quotation

iii) Look at the pronoun and see whom does the pronoun refer to and change it into noun

iv) Change the Past tense into Present tense, and, if it is given in Past Perfect tense, change it into Past tense மற்ற tense மாற்றத்திற்கு - அட்டவணை 6 ஐ பார்க்க.

v) Change the word which denotes the timings like: **'then, the next day, the previous day, there,'** etc,.... are மேலும் மற்ற வார்த்தைகளுக்கு - அட்டவணை 7 ஐ பார்க்க.

Example: Anjali told Kavitha (that) she was going to the movie then .

Anjali said to Kavitha, "I am going to the movie now."

2 INTERROGATIVE SENTENCE ['Wh', form & 'Yes' or 'No' form]

i) 'asked' should be changed into 'said to'

ii) open the quotation in

a) **'wh' question form** [why, who, what, where, whose, whom, when, how]

Write the same **'wh'** word as it is

b) **'Yes'** or **'No'** question form [do, does, did, have, has, are, is, was, were, can, will, shall, may]

iii) Cancel the **'be'** verb and write it before the subject. eg. Where are you going?

iv) Change the Past tense into Present tense, and, if it is given in Past Perfect tense, change it into Past tense மற்ற tense மாற்றத்திற்கு - அட்டவணை 6 ஐ பார்க்க.

v) Change the word which denotes the timings like: **'then, the next day, the previous day, there,'** etc,.... are மேலும் மற்ற வார்த்தைகளுக்கு - அட்டவணை 7 ஐ பார்க்க.

'Wh' question form:

a) Naveen asked his friend why he was late that day .

Naveen said to his friend, "Why are you late today".

b) Vidya asked Devi where she had kept her book.

Vidya said to Devi, "Where did you keep my book?"

'Yes' or 'No' question form:

c) David asked his father (if) he could buy him a computer.

David said to his father, "Can you buy me a computer?"

3 IMPERATIVE SENTENCE (POSITIVE)

Reporting Verb changes as per relationship

Indirect Speech	Relationship 'said to'
asked	Friend to Friend
asked	Student to Teacher
advised / asked	Teacher to Students
directed	Passer-by to traveller
advised / suggested	Doctor to patient
asked	Patient to doctor
requested	Servant to master
ordered	Master to Servant
enquired	Police to thief
Commanded	Captain to solider
Warned / advised	Mother to Son/ Daughter

Note: In imperative sentence, the verb followed by 'to' is called infinitive
to submit ⟶ infinitive.

a) (e.g) Teacher informed the students (to) submit the notebook the next day.

Teacher said to the students, "Submit the notebook tomorrow"

b) Negative

Mother advised her daughter not to tear the papers from the book.

Mother said to her daughter, "Don't tear the papers from the book"

c) Request

Anand requested Akash (to) give him his watch.

Anand said to Akash, "Please, give me your watch."

4 EXCLAMATORY SENTENCE

1. i) exclaimed joyfully - Ah!
   ii) exclaimed with joy - Hurrah
   iii) exclaimed sorrowfully - Alas
   iv) exclaimed angrily - Damn it
   v) thanked - Thank you
   vi) apologised - Sorry

a) (eg.) He exclaimed in joy that (it was) a beautiful rose.

He said to (me), " What a beutiful rose it is!"

Read the following sentences to understand better:

1. Statements:

	Direct	Indirect
1.	He said, "I am tired now".	He said that he was tired then.
2.	The captain said, "We must work hard".	The captain said that they had to work hard.
3.	He said, "I have already done it".	He said that he had already done it.
4.	Father said, "I cannot help lazy children".	Father said that he could not help lazy children.
5.	Gowtham said, "I am taller than you".	Gowtham said that he was taller than him.

2. Yes / No Questions:

1.	Sara said, "Shall we forget Prof. Tom?"	Sara asked if they would forget Prof. Tom.
2.	Doctor said, "Doss, do you smoke now?"	Doctor enquired Doss if he smoked then.
3.	Mother said, "Did you do your home work last week, Aswin?"	Mother asked Aswin if he had done his home work the week before. (The previous week)
4.	Anu said, "Will you return the book tomorrow?"	Anu asked if he would return the book the next day.
5.	He said, "Have you ever visited Chennai?"	He enquired if he had ever visited Chennai.

3. 'Wh' questions :

1.	Her friend said to Rani, "Whom did you meet yesterday?"	Her friend asked Rani whom she had met the previous day.
2.	He said to me, "Who are you?"	He asked me who I was.
3.	The manager said, "When will the guests come?"	The manager asked when the guests would come.
4.	The mother said to me, "How have you written the test?"	Mother asked me how I had written the test.
5.	My friend said, "Where do you study?"	My friend asked me where I studied.

4. Commands / Orders:

1.	Father said to the son, "work hard".	Father advised the son to work hard.
2.	He said to me, "Don't waste your time".	He advised me not to waste my time.
3.	The manager said, "Bring me the file".	The manager ordered to bring him the file.
4.	The Inspector said to the people, "Don't crowd. Keep away".	The Inspector ordered the people not to crowd and to keep away.
5.	The master said to the servant, "Finish the work by evening".	The master ordered the servant to finish the work before evening.

5. Requests / Suggestions:

1.	The culprit said to the Judge, "Pray, pardon me".	The culprit begged the Judge to pardon him.
2.	He said to me, "Please lend me your pen".	He requested me to lend him my pen.
3.	She said to the manager, "Would you mind giving me an hours permission?"	She requested the manager to give her permission for an hour.
4.	Ram said to his friends, "Let us play cricket".	Ram proposed / suggested to his friends that they would play cricket.
5.	The boy said, "Let me sing a song now".	The boy informed that he would sing a song then.

6. **Exclamatory sentences** (wishes / prayers / thanks) :

1.	He said, "What a great loss!"	He exclaimed sadly that it was a very great loss.
2.	The principal said, "Bravo! Well done, my boys".	The principal exclaimed happily that they had done well.
3.	"Hurrah!" cried the boys, "We have won the match!"	The boys remarked joyfully that they had won the match.

Examples :

I. Rewrite the sentences in direct speech:

1. The teacher told the students that the students had done very well in the test.
   Ans: The teacher said to the students, "You have done very well in the test".
2. The Prime Minister said that he was determined to abolish poverty.
   Ans: The Prime Minister said, "I am determined to abolish poverty".
3. All holy scriptures advise us to do our duty without worrying about the result.
   Ans: All holy scriptures say, "Do your duty without worrying about the result".
4. The teacher asked me whether I was going to join the Medical course or the Engineering course.
   Ans: The teacher said to me, "Are you going to join the Medical course or the Engineering course?"
5. Shyam's grandfather advised him not to waste his time in unnecessary activities.
   Ans: Shyam's grandfather said to him, "Don't waste your time in unnecessary activities".
6. The Headmaster asked the boy what he could do for him.
   Ans: The Headmaster said to the boy, "What can I do for you?"
7. The boy replied that he had come to ask him for a scholarship.
   Ans: The boy said, "I have come to ask you for a scholarship".
8. The doctor asked the patient whether he smoked.
   Ans: The doctor asked the patient, "Do you smoke?"
9. The teacher asked the students where they wanted to go.
   Ans: The teacher said to the boys. "Where do you want to go?"
10. My friend exclaimed that it was a very beautiful view.
    Ans: My friend said, "What a beautiful view it is!".

II. Rewrite the sentences in reported speech:

1. Mr.Chari said to his driver, "Drop me at my office and pick me up at 3 pm."
   Ans: Mr.Chari asked his driver to drop him at his office and pick him up at 3 pm.
2. The teacher said to the students, "We are going on an excursion to Kerala next week."
   Ans: The teacher told the students that they were going on an excursion to Kerala the following week.
3. Nagaraj said to his father, "Will you allow me to go on an excursion to Kerala?"
   Ans: Nagaraj asked his father if he would allow him to go on an excursion to Kerala.
4. Valli said to Vimala, "You may find this sum difficult, if you do not learn the formula."
   Ans: Valli told Vimala that she might find that sum difficult if she did not learn the formula.
5. Veena said to his friend, " How beautiful your handwriting is !"
   Ans: Veena applauded her friend saying that her handwriting was very beautiful.
6. Shankar said to his teacher, "Ma'am, I had prepared my project assignment but I forgot to bring it.
   Ans: Shankar told to his teacher that he had prepared his project assignment but he had forgotten to bring it.

7. Father said to his son, "Don't be worried. I am sure you will do well in the exam".
   Ans: Father comforted his son not to be worried and added that he was sure he would do well in the exam.
8. The old woman said to the student, "Please help me cross the road".
   Ans: The old woman requested the student to help her cross the road.
9. The residents said to the Collector, " Thank you for helping us during the floods last week".
   Ans: The residents thanked the Collector for helping them during the floods the previous week.
10. Rangan said to Ashok, "I have completed this exercise. Now I can submit it without fail tomorrow."
    Ans: Rangan told Ashok that he had completed that exercise and he added that he could submit it without fail the next day.

Assignment:

Direct to Indirect Speech

I.Rewrite the sentences in Indirect speech: (Statement)

1. She said, "I am not feeling well today".
2. The teacher said to the boy, "I have often warned you to concentrate on your studies".
3. He said to her, "I met your father yesterday".
4. They said, "We are entering the room now".
5. My father said to me, "You have to finish your homework now itself".
6. She says, "I am preparing for my examination".
7. Anu said, "Mother, I cannot go to the market now".
8. The farmer said, "The servants were cutting the trees yesterday".
9. Gandhiji said, "Truth is God".
10. My friend said, "My sister may come now".
11. Praveen said, "I don't go to movies often, and my mother will not allow it."

II. Rewrite the sentences in Indirect speech: (Interrogative)

1. The doctor said to the patient, "How do you feel today?"
2. My father said to me angrily, "What did I tell you?"
3. "Who gave you this book yesterday?", the teacher said to Murali.
4. Sundari said to Priya, "Where are you going now?".
5. Jegan said to the man at the gate, "Should I buy a ticket for this little boy?"
6. The teacher said to Suresh, "Don't you want to pass this year?"
7. The teacher said to the boys, "Can't you keep quiet?"
8. He said to me, "Why have you scored low marks in Science?"
9. The tourist said, "Which is the best hotel in this locality?"
10. You said to me, "Where were you a week ago?"

III. Rewrite the sentences in Indirect speech: (Imperative)

1. The teacher said to the boys, "Do your home work and then leave the class".
2. The boys said to the guide, "Please take us to the Glass House".
3. I said to my friend, "Don't go to cinema tonight".
4. He said, "Let us go for a walk today".
5. The captain said to the soldiers, "March off from here without any delay".

6. The physical director said to the players, "Play an honest game and try to win".
7. The manager said to the peon, "Don't tell false excuses just to escape".
8. The professor said to the students, "Keep silent till I come back".
9. The doctor said to his patient, "Walk a mile everyday briskly".
10. The thief said to the judge, "Kindly show mercy on me".

IV. Rewrite the sentences in Indirect speech: (Exclamatory)

1. The priest said, "May God bless this couple!"
2. Albert said, "How beautiful the rainbow is!"
3. Guru said, "Alas! Ramadoss lost his mother".
4. The priest said to the people, "Let us pray".
5. I said, "How costly the flowers are!"
6. The customers said, "What a great fall in prices!"
7. He said, "Farewell, my country men!"
8. "What a terrible storm it is!", he said.
9. He said, "Bravo! You have done well".
10. "What a beautiful view it is!" said my friend.

V. Rewrite the sentences in Indirect speech: (Mixed Type)

1. He said to me, "You have made a great mistake in your statement".
2. The teacher said to the girl, "I know you and your mother".
3. Anu said to us, "Will you listen to such a fool?"
4. I said to the teacher, "Please explain me this poem once again".
5. "How clever the boy is!" said the visitor.
6. Meena said to her brother, "Can't you see that I am doing my home work?"
7. Mathan said, "Kumar was playing hockey".
8. He said to me, "Why did you insult my brother?"
9. The doctor said to the lady, "Where does your husband work?"
10. The inspector said to the students, "Be regular in your studies".
11. He says, "I am glad to be here this morning".
12. I said to my brother, "This is not the answer to my question."
13. My grandmother said to me, "Are you going to the market now?"
14. She said to me, "Shall I come to your house tomorrow?"
15. My mother said, "God is love".
16. Rajan said to Ram, "I will help you if you want".
17. The stranger said to me, " Where can I get good meal in this area?"
18. "How attractive the peacock's dance is!" she said.
19. She said to him, "Don't play like this".
20. "Look after your health", the doctor said to the patient.
21. The teacher said, "The earth is round".
22. The stranger said to me, "Don't you know me?".
23. The officer said to the peon, "Carry all these files to my house".
24. Jeevan said to his teacher, "I cannot understand this lesson. Will you teach it to me once again?"
25. Mohan said to his friend, " Have you ever been to the beach? Shall we go there this evening?

Indirect to Direct Speech

I. Rewrite the sentences in Direct speech: (Statement)

1. The station master told the passenger that the Rock Fort Express was running late by an hour.
2. She told him that she had been waiting for him there.
3. I told my teacher that I had secured a seat in the medical college.
4. Our teacher told us that we were wasting our time.
5. She said that she would be leaving for Chennai the next day.
6. Vidhya told Ganthi that their headmaster had spoken well the day before.
7. Kannan told his brother that he could not help him then.
8. Malar told her mother that she wanted to buy those bangles.
9. The inspector told the judge that he had caught that thief near the bus-stand.
10. Padmini told Rekha that she would like to master all kinds of dances.

II. Rewrite the sentences in Direct speech: (Interrogative)

1. Raju asked me if my wife was a teacher.
2. I asked my brother why he had come home so late the previous night.
3. The shopkeeper asked the customer whether he liked that dress.
4. I asked Mukesh if he had studied well for the examination.
5. The watch man asked him who he was and told him that he had not seen him earlier. (Oct. 12)
6. The lady asked the vendor when she could get fresh vegetables.
7. The doctor asked the patient whether he was better that day.
8. The guest asked the host if the dinner was ready.
9. I asked the conductor if that bus went to Salem.
10. The teacher asked the boys if they did not know the answer to that simple question.

III. Rewrite the sentences in Direct speech: (Imperative)

1. My mother asked me not to read aloud as my father was sound asleep.
2. Mohan asked his father to allow him to go to a film with his friends.
3. The doctor advised the patient not to take that tablet with coffee.
4. The General commanded the soldiers to open fire.
5. The queen asked her maid to go and bring her her garments.
6. The old man requested the students to help him to cross the street.
7. The son requested the father to take him to the exhibition.
8. The managing director ordered his faculties to come to the center punctually.
9. The women asked her servant to get her some eggs.
10. The teacher advised the boys to be in the class room before the bell went.

IV. Rewrite the sentences in Direct speech: (Exclamatory)

1. Mr. Sharma exclaimed with anger that he was an idiot.
2. The teacher exclaimed that he was a very naughty boy.
3. The poor people prayed that God might help them.
4. Ravi exclaimed with sorrow that he had lost all the money his father had given him.
5. The teacher admired Vinod saying that he had done well.

6. She cried out with sorrow that her mother was dead.
7. He exclaimed with surprise that the elephant was a very big animal.
8. The boy exclaimed that it was very difficult to understand that sum.
9. The state player exclaimed with joy that he had won a scholarship.
10. The President exclaimed with wonder that it was a very fine painting.

V. Rewrite the sentences in Indirect to Direct: (Mixed type)

1. The visitor said that he had never seen such a beautiful sight in all his life.
2. The girls asked the teacher when they could go home.
3. The teacher asked the leader to see if all the boys were present that day.
4. She exclaimed that the puppy was very beautiful.
5. He said that his father liked to see only English films.
6. The commander - in - chief commanded the soldiers to report in time.
7. My father advised me to work regularly and systematically.
8. The physician exclaimed that it was a very healthy place.
9. I asked my friend if he had consulted the doctor.
10. Krishnan said that he had reported the matter the previous day.
11. The teacher instructed the students not to write on both sides of the paper.
12. Gopi requested Suresh to lend him a pen.
13. I asked him if I could help him in any way.
14. Mother asked me how I had written the test.
15. Prospero told them that their ship was safe in the harbour.
16. The inspector inquired him whether he knew the whole truth.
17. My brother exclaimed with joy that he would get placement in IIT.
18. Our Headmaster warned us not to watch T.V. during the study holidays.
19. I asked my child why she was weeping.
20. I asked the conductor where that bus went.
21. Uma told her mother that her teacher did not teach well.
22. I asked my friend if he had been very busy the day before.
23. I exclaimed with regret that I had forgotten to bring my pen.
24. Balan told his mother that he was preparing for his examination and so he could not go with her to the movie.
25. Mala told Shanthi that she had completed her assignment and she needed to take rest for some time.

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19 PUNCTUATION

நிறுத்தற் குறியீடுகள் ஒரு வாக்கியத்தை சரியான பொருளில் புரிந்து கொள்ள உதவும். அவை:

1. Full stop [.]
2. Comma [,]
3. Semi colon [;]
4. Colon [:]
5. Question Mark [?]
6. Exclamatory Mark [!]
7. Quotation Mark [" "]
8. Apostrophe [']
9. Hyphen [-]
10. Parenthesis [( )]
11. Dash [–]
12. Capital letters [**A, B, C, D ..**]

இந்தப் பயிற்சியில் ஒரு வாக்கியத்தை அதற்குரிய நிறுத்தற் குறியீடுகளும். capital letter ம் இல்லாமல் கொடுக்கப்பட்டிருக்கும். தேவையான குறியீடுகளை இட்டு சரியான வாக்கியத்தை எழுத வேண்டும்.

- வாக்கியத்தின் முதல் எழுத்து மற்றும் பெயர், ஊர் போன்றவற்றிற்கு capital letter உபயோகிக்கவும்.
- i என தனியாக வந்தால் capital letter. im, ive, id என வந்தால் I'm, I've, I'd என மாற்றவும்.
- கடவுளைக் குறிக்கும் சொற்கள் (God, Lord, He) வந்தால் capital letter உபயோகிக்கவும்.
- Direct speech வரும் போது " " உபயோகிக்கவும்.
- said, said to வந்து that வரவில்லையென்றால் " " உபயோகிக்கவும்.
- இரண்டு அல்லது மேற்பட்ட பொருள்களைக் குறிக்கும் போது , உபயோகிக்கவும்.
- வினா என்றால் கடைசியில் ?, உணர்ச்சி வாக்கியம் என்றால் !, சாதாரண வாக்கியத்திற்கு . என உபயோகிக்கவும்.

Examples :

Punctuate the following sentences:

1. ga ga ga he cried begging her to bring him over some food
   Ans: 'Ga, ga, ga,' he cried, begging her to bring him over some food.
2. burglars she shouted intuitively
   Ans: "Burglars!" she shouted, intuitively
3. of all things said mother he was such a nicelooking young man
   Ans: "Of all things!" said mother. "He was such a nice-looking young man".
4. when i asked him what it was he said youll get to know very soon
   Ans: When I asked him what it was, he said, "You'll get to know very soon."
5. you dare tell me that the moon is uninhabited
   Ans: "You dare tell me that the moon is uninhabited?"
6. then youll be here
   Ans: "Then you'll be here?"
7. stand back stand right back he cried
   Ans: "Stand back! Stand right back!" he cried.
8. gawloolah she screamed back mockingly
   Ans: 'Gawl-ool-ah,' she screamed back mockingly.
9. come on herman i said
   Ans: "Come on, Herman," I said.
10. it is a 55 foot sailing vessel built indigenously in india by ms aquarius shipyard pvt ltd located in goa
    Ans: It is a 55 foot sailing vessel built indigenously in India by M/s Aquarius Shipyard Pvt. Ltd, located in Goa.

Assignment:

Punctuate the following sentences:

1. do you remember aditya narayan chowdhury aditya asked him
2. well theres a very simple method of finding out
3. no no centropolis time
4. certainly watson but it is for your own sake
5. ga ga ga ga ga ga gawlool ah
6. ill stay with mother he said
7. the boat was named after the famous taratarini temple in ganjam district of odisha
8. youre going to do your maths gcse i said no im not dont be silly
9. and that is
10. when do you expect to get back to centropolis dear edith asked francis bennett
11. holmes holmes can you hear me
12. psst i hissed in the dark shaking him
13. dont either of you go a step said mother
14. the word tarini means boat and in sanskrit it means saviour
15. his response was i like it it makes me faster when can i have one
16. where are we going sir asked the aerocoachman
17. dont go so fast bub; youll get to your school in plenty of time
18. is that you mr smith holmes whispered
19. awp he said in the low hopeless tone of a despondent beagle he always half suspected that something would get him in the night
20. well call the police

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20 SIMPLE, COMPLEX AND COMPOUND

Simple, Complex மற்றும் Compound வாக்கியங்களை ஒன்றிலிருந்து மற்றொன்றாக மாற்றுவதற்கு, Simple, Complex மற்றும் Compound வாக்கியங்களைப் பற்றி நன்கு அறிந்து கொள்ள வேண்டும்.

நினைவில் கொள்க:

	Phrase	Clause
1.	Group of words	Group of words
2.	No subject of its own	Subject is a must (doer)
3.	No finite verb	There is definitely a finite verb
4.	Some sense	Complete sense
	Eg.: On seeing the snake	*he ran away*

- ஏதேனும் ஒரு வார்த்தையைக் கொடுத்து அதை பயன்படுத்தி மாற்றி எழுதுமாறு கேட்டிருந்தால், அந்த வாக்கியத்தின் அர்த்தம் மாறாமல் பார்த்துக் கொண்டால் போதும்.
- அப்படியின்றி Simple, Complex or Compound என்று மாற்றச் சொல்லியிருந்தால், அந்த வாக்கியங்களின் அமைப்பைப் பற்றியும் அறிந்திருக்க வேண்டும்.
- மாற்றி எழுதும் போது அர்த்தம் மாறாமல் இருப்பது முக்கியம்.
- கீழே உள்ள உதாரணங்களைப் படித்தால், இந்தப் பயிற்சி எளிது.

Simple Sentence: (தனித்த வாக்கியம்)

A simple sentence has only one finite verb. இதில் ஒரே ஒரு வினைச்சொல் மட்டும் இருக்கும்.

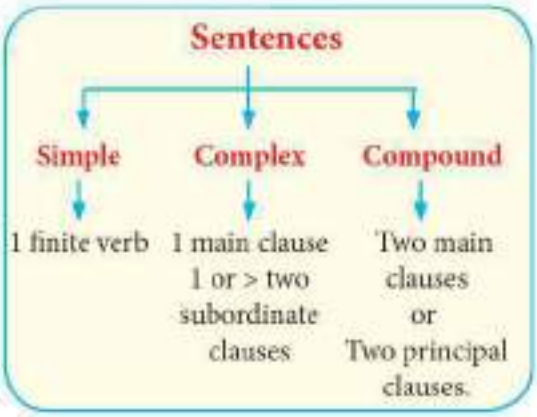
(eg.) *My birth place is Tirunelveli.*
Hard work will always be rewarded.
On seeing a snake, I killed it.

Complex Sentence: (சிக்கலான கூட்டு வாக்கியம்)

It has one **MAIN CLAUSE (M.C.)** and one or more than one **SUB-ORDINATE CLAUSES (S.O.C.)** or **dependent clauses**. இங்கு ஒன்றுக்கு மேற்பட்ட வினைச் சொற்கள் இருக்கும். ஆனால் வாக்கியங்களைப் பிரித்தால் தனித்தனி பொருள் தராது.

(eg.)

Tirunelveli is the place	*where I was born*
M.C.	**S.O.C.**
If you work hard,	*you will be rewarded*
S.O.C.	**M.C.**
As soon as I saw a snake	*I killed it.*
S.O.C.	**M.C.**



Compound Sentence: (சார்பான கூட்டு வாக்கியம்)

It has two or more than two sub-ordinate clauses and they are combined by conjunctions such as *but, yet, and, so, then, at once, or, otherwise.* இங்கு உள்ள வாக்கியங்களைப் பிரித்தால் தனித்தனி பொருள் தரும்.

(eg.) *Tirunelveli is a city and I was born here.*
You work hard and you will be rewarded.
I saw a snake and at once I killed it.

கொடுக்கப்பட்டுள்ள வாக்கியத்தை மற்றவகை வாக்கியமாக மாற்றி அமைக்கவோ. இரு வாக்கியங்களை இணைக்கவோ கீழ்க்கண்ட அட்டவணைகளையும் உதாரணங்களையும் தெரிந்து கொள்க:

TYPE 1

Simple	Complex	Compound
In spite of / despite / Notwithstanding / Nevertheless	Though / Although / Even though	but / yet still

Examples:

1. He is poor. He helps others.

Simple : *In spite of* his being poor, he helps others.
: *Despite* his poverty, he helps others.
Complex : *Though* he is poor, he helps others.
Compound : He is poor *but* he helps others.

2. He is ill. He attended the meeting.

Simple : *Notwithstanding* his illness, he attended the meeting.
Complex : *Though* he was ill, he attended the meeting.
Compound : He is ill *yet* he attended the meeting.

3. It was raining. The kids were playing.

Simple : *In spite of* the rain, the kids were playing.
Complex : *Eventhough* it was raining, the kids were playing.
Compound : It was raining *still* the kids were playing.

4. Aurangazeb was a king. He led a simple lilfe.

Simple : *Eventhough* Aurangazeb was a king, he led a simple life.
Complex : *Though* Aurangazeb was a king, he led a simple life.
Compound : Aurangazeb was a king *yet* he led a simple life

TYPE 2

Simple	Complex	Compound
Due to / owing to / Because of / on account of Being / As a result of	As / Since / Because	so / and so

Examples:

1. My brother was sick. He did not attend the class.

Simple : *Owing to* his sickness, my brother did not attend the class.
Complex : *As* my brother was sick, he did not attend the class.
Compound : My brother was sick *and so* he did not attend the class.

2. He was poor. He could not buy a car.

Simple : *Being* poor, he could not buy a car.
Complex : *Because* he is poor, he could not buy a car.
Compound : He is poor *so* he could not buy a car.

3. My friend was not there. I had to come back disappointed. meeting.

Simple : My friend ***being*** not there, I had to come back disappointed.
Complex : ***As*** my friend was not there, I had to come back disappointed.
Compound : My friend was not there ***and so*** I had to come back disappointed.

4. He was good. He helped others.

5. *Simple* : ***Being*** good he helped others.
Complex : ***As*** he was good, he helped others.
Compound : He was good ***and so*** he helped others.

TYPE 3

Simple	Complex	Compound
too.... to	so.... that..... not	very ..... and so

Examples:

1. The sum is very difficult. I can not understand it.

Simple : The sum is ***too*** difficult for me ***to*** understand.
Complex : The sum is ***so*** difficult for me ***that*** I can not understand it.
Compound : The sum is very difficult ***and so*** I can not understand it.

2. The food was very hot. We couldn't eat it.

Simple : The food was ***too*** hot ***to*** eat.
Complex : The food was ***so*** hot ***that*** we couldn't eat it.
Compound : The food was very hot ***and so*** we couldn't eat it.

TYPE 4

Simple	Complex	Compound
(On) + verb + ing..../ Present Participle Noun + verb + ing	When + subject + verb / As soon as + subject + verb	and at once / and immediately

Examples:

1. I saw my mothe. Immediately I ran to meet her.

Simple : ***On seeing*** my mother, I ran to meet her.
Complex : ***When*** I saw my mother, I ran to meet her.
Compound : I saw my mother ***and at once*** I ran to meet her.

2. The cat is away. The mice are at play.

Simple : The cat being away, the mice are at play.
Complex : ***When*** the cat is away, the mice are at play.
Compound : The cat is away ***and*** the mice are at play.

3. The police arrived. Suddenly the thief ran away.

Simple : ***On the arrival of*** the police, the thief ran away.
Complex : ***As soon as*** the police arrived, the thief ran away.
Compound : The police arrived ***and at once*** the thief ran away.

TYPE 5

Simple	Complex	Compound
Having + past participle / After + present participle	After + subject + had + past participle	and then / and

Examples:

1. He finished his work. Then he went to bed.

Simple : *Having* finished his work, he went to bed.
Complex : *After* he had finished his work, he went to bed.
Compound : He finished his work *and then* he went to bed.

2. He got the ticket. He ran towards the train.

Simple : *After* getting the ticket, he ran towards the train.
Complex : *After* he had got the ticket, he ran towards the train.
Compound : He got the ticket *and then* he ran towards the train.

3. He had done his homework. He went to bed.

Simple : *Having* done his homework he went to bed.
Complex : *After* he had done his homework, he went to bed.
Compound : He had done his homework *and then* he went to bed.

TYPE 6

Simple	Complex	Compound
In the event of../ In case of..	If + subject + verb	must..then only / and / and then

Examples:

1. You must run fast. You can catch the bus.

Simple : *In the event of* your running fast, you can catch the bus.
Complex : *If* you run fast, you can catch the bus.
Compound : You must run fast *then only* you can catch the bus.

2. Look into the paper. You will know the date.

Simple : *In case of* looking into the paper, you will know the date.
Complex : *If* you look into the ticket, you will know the date.
Compound : Look at the paper *and then* you will know the date.

TYPE 7

Simple	Complex	Compound
In the event of + not .... In case of + not....	Unless (If + not)	must..or / or else / otherwise

Examples:

1. He should work hard. He will not succeed.

Simple : *In the event of* his not working hard, he will not succeed.
Complex : *If* he works hard, he will succeed.
Compound : He should work hard *or* he will not succeed.

2. He must see the teacher. He can not attend the class.

Simple : *In case of* seing the teacher, he can attend the class.
Complex : *Unless* he sees the teacher, he can not attend the class.
Compound : He must see the teacher *otherwise* he can not attend the class.

TYPE 8	Simple	Complex	Compound
	....to + finite verb / In order to..... / so as to	.... so that + subject + can / could	very .....so / and so

Examples:

1. He worked very hard. He could get more marks.

Simple : He worked hard *in order to* get more marks.
Complex : He worked hard so *that* he could get more marks.
Compound : He worked very hard *and so* he could get more marks.

2. They played well. They won the match.

Simple : They played well *in order to* win the match.
Complex : They played well *so that* they might win the match.
Compound : They played well *and so* they won the match.

TYPE 9	Simple	Complex	Compound
	Besides being..../ Besides + verb + ing	not only.... but also.....	and also / as well as

Examples:

1. He is a singer. He is also an actor.

Simple : *Besides being* a singer, he is also an actor.
Complex : He is *not only* a singer *but also* an actor.
Compound : He is a singer *as well as* he is an actor.

2. He is a writer. He is a good artist.

Simple : *Besides* being a writer, he is a good artist.
Complex : He is *not only* a writer *but also* a good artist.
Compound : He is a writer *but also* a good artist.

Special type:

Note: In this type, the quality word that is used in the simple sentence will be separated into two words to from complex and compound sentence.

TYPE 10	Simple	Complex	Compound
	Quality words	who / which / that / why / that + quality word	and

1. I saw a man. He is rich.

Simple : I saw a rich man.
Complex : I saw a man who is rich
Compound : I asw a man and he is rich.

2. *Simple* : They sell pure milk.
Complex : They sell milk *which* is pure.
Compound : They sell milk *and* it is pure.

3. *Simple* : The appointed engineer, is my brother.
Complex : The engineer *who* is appointed, is my brother.
Compound : My brother is appointed *and* he is an engineer.

4. *Simple* : He confessed his *guilt*.
   Complex : He confessed *that* he was guilty.
   Compound : He was guilty *and* he confessed it.

5. *Simple* : I know her *native place*.
   Complex : I know the place *which is her native*.
   Compound : I know the place *and* that is her native.

6. *Simple* : He hopes to win the match.
   Complex : He hopes *that* he will win the match.
   Compound : He has hopes *and* he will win the match.

Examples :

I. Transform the following sentences as instructed.

Textual Task : Pg. No. : 201

1. **On seeing the teacher, the children stood up. (into Complex)**
   When the children saw the teacher they stood up.
2. **At the age of six, Varsha started learning music. (into Complex)**
   When Varsha was six she started learning music
3. **As Varun is a voracious reader, he buys a lot of books. (into Simple)**
   Being a voracious reader varun buys a lot of books
4. **Walk carefully lest you will fall down. (into Complex)**
   If you don't walk carefully you will fall down
5. **Besides being a dancer, she is a singer. (into Compound)**
   She is not only a dancer but also she is a singer.
6. **He is sick but he attends the rehearsal. (into Simple)**
   In spite of his sickness he attended the rehearsel
7. **If Meena reads more, she will become proficient in the language. (into Compound)**
   Meena should read more or she will not become proficient in the language.
8. **He confessed that he was guilty. (into Simple)**
   He confessed his guilty.
9. **The boy could not attend the special classes due to his mother's illness. (into Compound)**
   The boy's mother was ill and so he could not attend the class.
10. **He followed my suggestion. (into Complex)**
    He followed what I had suggested.

II. Combine the pairs of sentences below into simple, complex and compound

Textual Task : Pg. No. : 201

1. **Radha was ill. She was not hospitalised**
   (a) In spite of her illness Radha was not hospitalized. (simple)
   (b) Though Radha was ill she was not hospitalized. (complex)
   (c) Radha was ill but she was not hospitalized. (compound)
2. **The students were intelligent. They could answer the questions correctly**
   (a) Being intelligent, the students could answer correctly. (simple)
   (b) Since the students were intelligent they could answer the question correctly. (complex)
   (c) The students were intelligent and so they could answer correctly. (compound)

3. I must get a visa. I can travel abroad

(a) I must get a visa to travel abroad. (simple)

(b) Unless I get a visa I cannot travel abroad. (complex)

(c) I must get a visa hence I can travel abroad. (compound)

4. I saw a tiger it was wounded

(a) I saw a wounded tiger. (simple)

(b) I saw a tiger which has wounded. (complex)

(c) I saw the tiger and it was wounded. (compound)

5. There was a bandh. The shops remained closed

(a) The shops remained colsed because of bandh.(simple)

(b) The shops remained closed because there was bandh. (complex)

(c) There was bandh and so the shops remained closed. (compound)

Assignment:

I. Convert the following sentences as directed:

1. He went to Singapore in order to see his mother *(into Complex)*
2. It is said that he is a spy. *(into Simple)*
3. Though he ran fast, he could not succeed. *(into Simple)*
4. Though he was rich, he was not happy. *(into Compound)*
5. The food was so hot that we couldn't eat it. *(into Simple)*
6. In spite of his poor health, he went on a tour. *(into Complex)*
7. As it was a hot day, they stayed indoors. *(into Simple)*
8. On account of your illness, you look pale. *(into Complex)*
9. Though Malar had only one pen, she helped Manian. *(into Compound)*
10. He asked me why I had come. *(into Simple)*
11. You are very tall, you can become a sub-Inspector of police. *(into Simple)*
12. He is too old to walk. *(into Compound)*
13. He wrote the letter and put it in the post box. *(into Simple)*
14. On account of his negligence the company suffered a lot. *(into Compound)*
15. He is strong enough to beat the boy. *(into Complex)*

II. Combine into a single sentence:

1. We have succeeded. Our friends will hear it.
2. The pet is kind. He cannot run. He is fat.
3. We expect to meet him. We shall meet him at Mumbai.
4. We visited the town. It was in ruins. Once it was the capital of a kingdom.
5. He had a hope. All his students would pass.
6. He worked hard. He could not get a seat in the medical college.
7. Bharath is very arrogant. He will not apologise.
8. Be deligent. You will succeed.
9. Anne Mansfield Sullivan was poor and ill. Yet she taught Keller with a passion.
10. The hunter took his rifle. He took aim. He shot the man eater.

◆◆◆◆◆

21 REARRANGE IN COHERENT ORDER

Help-line :

- ஒரு வாக்கியம் (Sentence) என்பது அதிலுள்ள வார்த்தைகள் முறையாக வரிசைப்படி அமைந்திருந்தால் தான் முழுமையான அர்த்தத்தைக் கொடுக்கும்.
- உதாரணத்திற்கு "Writes Malar letter a" என்பது சரியான பொருளுள்ள வாக்கியமாகது. இதனை "Malar writes a letter " என்ற வரிசைப்படி இருந்தால் தான் சரியான பொருளைக் கொடுக்கும்.
- இந்தப் பயிற்சியில் மாறி அமைந்துள்ள வார்த்தைகளை சரியான வரிசைப்படி அடுக்கி பொருள் தரும் வாக்கியமாக மாற்ற வேண்டும்.

நினைவில் கொள்க:

- வாக்கியத்தில் உள்ள ஒவ்வொரு வார்த்தையையும் " / " என்ற குறியீட்டினால் பிரிக்கப்பட்டிருக்கும்.
- இவற்றை முறைப்படி மாற்றி அமைக்க வேண்டும்.

Examples :

Rearrange the words in the correct order to make meaningful sentences.

1. **as / I / healthy / are / you / am / as**
   I am as healthy as you are.
2. **your / today / put on / new / since / is / birthday /dress / the**
   Since today is your birthday, put on the new dress.
3. **allergic / dogs / Rani / though / is / to / of / six / she / them / has**
   Though Rani is allergic to dogs, she has six of them.
4. **speaks / Ruben / besides / German / languages / two**
   Besides German, Ruben speaks two languages.
5. **loan / apply / you / if / for / you / a / get / will / immediately / it /**
   If you apply for a loan, you will immediately get it.
6. **broke down / his story / in the middle of / he**
   He broke down in the middle of his story.
7. **his ruin / has brought / his folly / about**
   His folly has brought about his ruin.
8. **the orphan / brought up / as her own child / the**
   She brought up the orphan as her own child.
9. not make / a prison / stone wall / do
   Stone walls do not make a prison.
10. **organizing / he immediately / the department / set about**
    He immediately set about organizing the department.

Assignment:

Rearrange the words in the correct order to make meaningful sentences.

1. the present / stand over for / this matter / let
2. struck off his name / of medical practitioners / the Medical Council / from the register
3. was put out / was dismissed / the plaintiff / when the suit
4. sets in / winter / about December / in England
5. with a fine / his first offence / he was left off / this being
6. he is trying / of his family / to keep up the reputation / his best
7. he ultimately gave / in his / himself away / cross examination
8. for the team / picked out / the committee / the best players
9. he threw over / became rich / all his old friends / when he
10. much time and energy / into the bargain / he spent over it / and lost a large sum
11. upon him / the advice / because he ignored it / was thrown away
12. live from / In that country / hand to mouth / many people
13. business / I made / to retire from / up my mind
14. who plays / how can you / fast and loose / trust a man
15. about his antecedents / changed colour / he / when I questioned him
16. put their head together / the directors / to formulate a new scheme / of the company
17. is meant / between the lines / to be read / the letter
18. the whole situation / the time / this is / to take stock of
19. a great mistake / this cause / he has made / is championing
20. has stood me / in my travels / the suitcase / in good stead

✦ ✦ ✦ ✦ ✦

22 SPOT THE ERRORS

வாக்கியத்தில் கொடுக்கப்பட்டுள்ள பிழைகளை (errors) திருத்தி சரியான வாக்கியம் எழுதுவது இந்தப் பயிற்சி ஆகும். இதில் 5 வாக்கியங்கள் கொடுக்கப்பட்டிருக்கும். ஒவ்வொன்றிலும் ஒரு பிழை இருக்கும். அதை நீக்கி சரியான வாக்கியத்தை எழுத வேண்டும்.

ஒரு வாக்கியத்தில் ஆங்கில மொழியில் பொதுவான பிழைகள் எதில் எதில் இருக்கும், அதற்கு சரியான வாக்கியம் என்ன என்பதை விளக்கமாகக் கீழ்க்கண்ட 12 தலைப்புகளில் கொடுத்துள்ளோம். அவற்றை நன்கு படித்து புரிந்து கொண்டால் இந்தப் பயிற்சி எளிது. Errors can be spotted out in the following categories:

1. Homophones	2. Articles	3. Prepositions
4. Concord	5. Numbers	6. Adjectives
7. Phrases	8. Question Tags	9. If Conditional
10. Tenses	11. Simple, Complex & Compound	12. Foreign words

- Homophone எழுத்துகள் இருந்தால் அதன் spelling கவனமாக பார்க்கவும்.
- and என வந்து இரண்டு subject வந்தால், இரண்டாவது subject குரிய verb யை பயன்படுத்தவும்.
- Singular noun வரும் போது verb அதற்கேற்றால் போல் மாற்ற வேண்டும்.
- than வந்து compare செய்திருந்தால், அதற்குப் பதில் to உபயோக்கவும்.
- If clause வாக்கியத்தில் இரண்டாவது பகுதியின் verb form யை கவனிக்கவும்.
- in, at போன்றவை இடத்திற்கு பயன்படுத்தும் போது சிறிய இடத்திற்கு in ம், ஊருக்கு at ம் உபயோகிக்கவும்.

நினைவில் கொள்க:

- Compare செய்த வாக்கியங்களில் than வந்திருந்தால், அதற்குப் பதில் to உபயோகிக்கவும்.
  I prefer poetry than **to** prose. He is junior than **to** me.
- a மற்றும் an போன்ற articles வந்திருந்தால் அதில் உள்ள பிழையைக் கவனிக்கவும்.
  He is **a an** M.Sc. degree holder. **The** Ganges is the longest river in India.
- furniture, deer, people போன்றவற்றில் பன்மையில் வந்தாலும் 's' சேர்க்கக் கூடாது.
  There are ten **deers** in the zoo. **Sheeps** are economically useful.
- Though அல்லது Although உடன் but ஒரே வார்த்தையில் வந்தால் ஏதாவது ஒன்றை எடுத்து விடலாம்.
  Although he was late **and** he got ticket. Though he was poor **but** he helped others.
- Neither அல்லது as well as என வந்து இரண்டு subject வந்தால், இரண்டாவது subject க்குரிய verb யை மட்டும் பயன்படுத்தவும்.
  The students as well as the teacher **are is** happy.
  Each one of us **was given** a prize.
- in, at போன்றவை இடத்திற்கு பயன்படுத்தும் போது சிறிய இடத்திற்கு in ம், ஊருக்கு at ம் உபயோகிக்கவும்.
  He is living **in** Mylopore **at** Chennai.
- Singular noun வரும் போது verb அதற்கேற்றாற் போல் மாற்ற வேண்டும்.
- Preposition வரும் இடங்களை நன்கு கவனித்து சரியான சொல்லை மாற்றவும்.
  My mother **looks after over** my little sister very well.
- Homophone எழுத்துகள் இருந்தால் அதன் spelling கவனமாக பார்க்கவும்.
- If clause வாக்கியத்தில் இரண்டாவது பகுதியின் verb form யை கவனிக்கவும்.
  If you had walked fast, you would catch **would have caught** the bus.
- and என வந்து இரண்டு subject வந்தால், இரண்டாவது subject குரிய verb யை பயன்படுத்தவும்.

Help-line :

1 Homophones:

Homophones are words that are pronounced alike but differ in their meaning and spelling.

(e.g) I write the events in my **diary** everyday. (book of records)

I visited the **dairy** yesterday. (milk products are made)

2 Articles:

a or **an** is used on the basis of sound. (* For consonant sound 'a' should be used)

1. If any noun refers to one thing generally / non specially it agrees a/an.
2. If the word begins with a vowel sound **a,e,i,o,u,** - **'an'** should be used.

Here are some exceptions:

→ Some words starting with vowels have consonant sound.
(eg.) **a** University, **a** one rupee note, **a** European, **a** union, **a** useful metal.

→ **'an'** should be used in the following words also.
(eg.) **an** M.P, **an** L.G. TV, **an** honest man, **an** N.C.C cadet, **an** X-ray

Omission of Articles:

1. A non - specific uncountable noun:
(eg.) I drink x coffee.
2. A non - specific plural noun:
(eg.) I love x children.
3. Before Proper noun:
(eg.) x Chennai is the capital of x Tamilnadu.
4. Before Abstract noun:
(eg.) x Honesty is the best policy.
5. Before the language:
(eg.) x English is an international language.
6. Before the names of material:
(eg.) x Gold is one of the costliest metals.

3 Preposition:

1. A preposition is usually placed before its object.
(eg.) There is a cow **in** the field.
2. When the object is a relative pronoun, the preposition is always placed at the end.
(eg.) Here is the watch **that** you are looking **for**.

① Simple Preposition:

These prepositions are simple short words that have an independent form each. **at, by, for, from, in, of, off, on, out, up, down, with, through, over, under, near, till, since.**

② Compound Preposition:

These prepositions are compound words that have been formed by putting up prefixes to some nouns or pronouns.

above, about, before, below, behind, beneath, between, beyond, across, inside, into, outside, within, without, until.

③ Some Prepositions used with Adjectives and Participles:

1. according **to**	2. proud **of**	3. consist **of**	4. interested **in**
5. pleased **with**	6. insist **on**	7. owing **to**	8. on behalf **of**
9. in addition **to**	10. along **with**	11. away **from**	12. think **about**
13. apply **for**	14. provided **with**	15. passion **for**	16. abide **by**

④ Concord:

Concord is an agreement in number and person between the subject and the verb in a sentence. When two or more singular objects are connected by **as well as, along with, in addition to, not only ..... but also, each, either of, neither of, none of, one of the, many a** and **every** it will take singular verb only. (கீழே உள்ள வாக்கியங்கள் பன்மையில் இருப்பது போல் தோன்றும். ஆனால் ஒருமை verb தான் பயன்படுத்த வேண்டும்.)

(eg.) i) **Each** one has a watch.
ii) **Neither of** them was good.
iii) **Either of** these books is worth reading.
iv) **Every one** of these students was given a certificate.
v) **One of the** girls sings well.
vi) **None of them** comes in time.
vii) The teacher **along with** the students attends the function.
viii) Hard work **in addition to** good planning is required for success.
ix) The driver **as well as** the cleaner was killed in an accident.
x) **Many a** man is tempted by Gold.

⑤ Number:

1. Some plural words are always used as singular. (இவை பன்மையிலேயே பயன்படுத்தப்படுகின்றன)
   [a] Subjects: **Mathematics, Physics, Civics, Statistics, Economics.**
   [b] Games: **chess, billiards**, athletics, **Gymnastics.**
   [c] Diseases: **measles, rabies, rickets**
   [d] General: **news, alms, business, classics, customs.**
2. Some nouns are always used as plural. (இவை பன்மையிலேயே பயன்படுத்தப்படுகின்றன)
   police, people, glasses, scales, trousers, pants, pyjamas, vegetables, head quarters, cattle, sheep, deer.

⑥ Adjectives:

The adjectives ***superior, inferior, senior, junior, prior, exterior, interior, anterior, posterior*** and ***lateral*** should be followed by **to** instead of than. (than க்குப் பதில் to வரும்)

(eg.) 1. Mala is junior **to** Kala.
2. My computer is superior **to** yours.

⑦ Phrases:

1. prefer + noun + to + noun
   (eg.) He prefers coffee **to** tea.
2. would rather + verb + noun + than + noun
   (eg.) I would rather go by bus ***than*** train.

⑧ Question Tag:

1. Words such as ***neither, none, nobody, scarcely, hardly, seldom, little*** and ***few*** are treated as ***negative statements.*** So they are followed by positive question tags.
   (eg.) They seldom watch television these days, **do they?**
   None of us saw it, ***did we?***

2. Let's should be followed by ***shall***.
   (*eg.*) Let us go on foot, ***shall*** we?
3. After imperative sentence use, ***'will you?'***
   (*eg.*) Open the door, ***will you***?

⑨ If clause - conditional

Type *I* If you ***study*** well, you ***will get*** good marks.
Type *II* If you ***studied*** well, you ***would get*** good marks.
If I ***were*** a doctor, I ***would treat*** the poor free.
Type *III* If you ***had studied*** well, you ***would have got*** good marks.

⑩ Tense:

1. When two actions happened in the past, the first action must be the ***'past perfect'***.
   (*eg.*) When I ***reached*** the station, the train ***had left***.
2. When a verb refers to an action started in the past, continuing up to the present time, ***present perfect continuous tense*** is used with the help of the key words ***'since', 'for the past'***.
   (*eg.*) It ***has been raining*** since 8 am. We ***have been living*** in this house for the last five years.
3. When an action that was going on at some time in the past, ***past continuous tense*** is used.
   (*eg.*) My friend ***was reading*** a novel, when I entered his room.

⑪ Simple / Complex / Compound:

The sentence should agree with the conjunctions. (not both)
(*eg.*) ***Though*** he worked hard, he did not get good marks. **(or)**
He worked hard ***but*** he did not get good marks.

Examples :

Read the following sentences. Then rewrite them correctly, after rectifying the errors:

		Incorrect Sentence	Correct Sentence
1.	1.	My uncle is a M.L.A.	My uncle is an M.L.A.
	2.	She plays flute everyday.	She plays the flute everyday.
	3.	Do you know which is world's tallest	Do you know which is the world's tallest building?
	4.	We did not reject the proposal; nor we accepted it. ★	We neither rejected the proposal nor accepted it.
	5.	The news are very thrilling.	The news is very thrilling.
2.	1.	Each of the girls are successful.	Each of the girls is successful.
	2.	I would rather going by bus.	I would rather go by bus.
	3.	The furniture were displayed at the show room. ★	The furniture was displayed at the show room.
	4.	My mother made the servant to do the work. ★	My mother made the servant do the work.
	5.	This is a worst example of idleness.	This is the worst example of idleness.

3.	1.	He has gone to work to Chennai.	He has gone to work in Chennai.
	2.	He is good athlete. He performs well. ★	He is a good athlete. He performs well.
	3.	Rama came by car, doesn't he?	Rama came by car, didn't he?
	4.	Have anyone seen my purse? ★	Has anyone seen my purse?
	5.	If I had money, I will help you.	If I had money, I would help you.
4.	1.	If you eat more you would become ill.	If you eat more, you will become ill.
	2.	Being ill and so he was absent.	Being ill, he was absent.
	3.	The window is so high to touch.	The window is too high to touch.
	4.	He walks as though he is lame.	He walks as though he were lame.
	5.	She needs a red long ribbon.	She needs a long red ribbon.
5.	1.	Let I ask him a favour.	Let me ask him a favour.
	2.	This is a hardly nut to crack. ★	This is a hard nut to crack.
	3.	The tree was cut by an axe.	The tree was cut with an axe.
	4.	He told to me a story.	He told me a story.
	5.	The cup and saucer are beautiful.	The cup and saucer is beautiful.
6.	1.	One of these cycle is defective. ★	One of these cycles is defective.
	2.	A kind teacher always make us learn better.	A kind teacher always makes us learn better.
	3.	I have great confidence on you. ★	I have great confidence in you.
	4.	Neither the secretary nor the manager were available. ★	Neither the secretary nor the manager was available.
	5.	My uncle is richest man in the village.	My uncle is the richest man in the village.

Assignment:

Read the following sentences. Then rewrite them correctly, after rectifying the errors:

1. 1. I saw two mouses in the garden.
   2. She is not only a singer but a dancer.
   3. Bread and butter are available here.
   4. He is a M.P. from Kerala.
   5. As I missed the bus so I did not attend the meeting.
2. 1. The deer is a fastest animal.
   2. He is an one eyed man.
   3. He arranged the furnitures properly.
   4. I prefer Carnatic music than Western music.
   5. Every body agreed to our proposal, didn't he?
3. 1. Each of the boys have been given the certificates.
   2. Now he reads an interesting novel.
   3. My sister gets angry on me.
   4. The sceneries are very good.
   5. If you drop the glass, it would break.

4. 1. He is the cleverest boy and he failed.
   2. Let we be friends.
   3. Mathematics are my favourite subject.
   4. All stationary items are available here.
   5. If I were a bird, I will fly in the sky.

5. 1. My uncle is a LIC agent.
   2. Hydrogen is lighter to air.
   3. If he had invited me, I would attend the function.
   4. One of my brothers take care of me.
   5. The meeting will be held between 5 p.m. to 7 p.m.

6. 1. In spite of his poor, he is happy.
   2. The President made an universal appeal to all.
   3. She has been working from 1990.
   4. I am studying English now, amn't I?
   5. Fifty miles are a long distance.

7. 1. Sivaraj as well as Sathish love music.
   2. The dog fell along the river.
   3. The committee have elected him chairman.
   4. The Ooty is a hill resort.
   5. I have three brothers-in-laws.

8. 1. Kala is tallest girl in the class.
   2. A American lives near my house.
   3. Time and tide waits for no man.
   4. Though he is ill, but he is present.
   5. I cannot drive as fast as Rahul.

9. 1. I have been living in this house since 5 years.
   2. The deer runs fastly.
   3. The view were enchanting.
   4. River Mississipi is one of the longest river in the world.
   5. The Jailor let Messaiaen to compose music in the prison.

10. 1. We have received no informations.
    2. Apples are not sweet as mangoes.
    3. None of your friends are good.
    4. I bought five kilo of sugar.
    5. I asked him that when he would come.

11. 1. Sitting near the window and he saw the procession.
    2. India described as a land of varieties.
    3. Wait here till I will come back.
    4. The best way to learn a language is to spoke out.
    5. He behaves as if he is rich.

12. 1. We speak the English in our class.
    2. Two and two make four.
    3. Helen is junior than me.
    4. Kumar went to abroad last week.
    5. The Principal along with all the teachers are present.

13. 1. One of his friends were caught by the police.
    2. Ramanathan met in an accident last week.
    3. The stone is too heavy for lift.
    4. Supposing if you start early, you will catch the train.
    5. Vallabai Patel is called as the iron man of India.

14. 1. Please give me a blue colour shirt.
    2. My father gave me a lot of advices.
    3. He is confident on his success.
    4. If he had practised well, he would get the prize.
    5. Besides a writer also he is a sports man.

15. 1. Please describe the matter in details.
    2. On saw the fire he phoned to the fire station.
    3. My brother don't know swimming.
    4. He decided to give away smoking.
    5. If I was the Prime Minister, I would help the poor.

16. 1. Had I known the matter earlier, I would try to help him.
    2. Gayathri is a cleverest girl in our class.
    3. Smoking is injurious for health.
    4. The farmer's cattles are healthy.
    5. The police arrested him for steeling.

17. 1. Take all your luggages for the journey.
    2. Let we be united to make our country developed.
    3. All his family members is present here.
    4. He lives in K.T.C. nagar in Tirunelveli.
    5. This is the house which we stayed last year.

18. 1. He never goes to the library, doesn't he?
    2. Either of these items are good.
    3. I would rather go to library but to cinema.
    4. I saw the cattle was crossing the road.
    5. My grandfather is searching for his spectacle.

19. 1. Fathima is one of the best student in our class.
    2. Every one are allowed to enter the Orchard falls.
    3. The Headmaster ordered to the peon to take the file.
    4. Let the door opened.
    5. Raju is a honest boy in the class.

20. 1. Unless you go in time otherwise you will miss the bus.
    2. Being tired so he takes rest.
    3. I like Bible, the holy book.
    4. He told these news to his mother.
    5. Please excuse me for the troubles.

◆◆◆◆◆

Dan
Don

23 RELATIVE PRONOUNS

இரண்டு வாக்கியங்கள் வரும்போது இரண்டிலும் ஒரே subject வந்திருந்தால், அவற்றை இணைத்து ஒரே வாக்கியமாக்க relative pronoun பயன்படுத்தலாம். The pronouns that are used to introduce and to link the subordinate clause, are called relative pronouns. உதாரணமாக,

Rama killed Ravana. Ravana was the king of Sri Lanka.

இவற்றில் Ravana என்னும் இரண்டு வாக்கியங்களிலும் subject வந்திருப்பதால் இவற்றை இணைத்து Rama killed Ravana **who** was the king of Sri Lanka என்று எழுதலாம்.

கீழ்க்கண்டவை relative pronoun கள்:

நினைவில் கொள்க:

* கொடுக்கப்பட்ட noun எது என்பதைக் கண்டுபிடிக்கவும்.
* அந்த வாக்கியத்தில் உள்ள செயலைச் செய்யும் முக்கிய subject என்ன என்று தெரிந்து கொள்ளவும்.
* ஆட்களின் பெயராக இருந்தால், who, whom, whose என்று போடவும்.
* இடங்களின் பெயராக இருந்தால், where என்று போடவும்.
* பொருட்களின் பெயராக இருந்தால், what, which என்று போடவும்.
* கொடுக்கப்பட்டுள்ள அட்டவணையையும், பயிற்சிகளையும் பார்த்துக் கொண்டால் இதை எளிதில் புரிந்து கொள்ளலாம்.

Help-line :

இந்தப் பயிற்சியில் கொடுக்கப்பட்டுள்ள இரண்டு **sentence** களையும் மேலே கொடுக்கப்பட்டுள்ள வார்த்தைகளில் ஏதேனும் ஒன்றினை பயன்படுத்தி இணைக்க வேண்டும்.

1. **The tiger ran fast. It was shot dead.** இரண்டாவது வாக்கியத்திலுள்ள **'It'** முதல் வாக்கியத்தில் உள்ள **tiger** ஐ குறிக்கிறது. எனவே **it** ஐ எடுத்துவிட்டு **which** என்ற வார்த்தையை **tiger** க்கு அடுத்து சேர்க்க வேண்டும்.
   The tiger which ran fast was shot dead.

2. **My sister is in Delhi. She is coming tomorrow.** இதில் **'she'** என்பது **sister** ஐ குறிப்பதால் **who** என்ற வார்த்தையை **sister**க்கு அடுத்து சேர்க்க வேண்டும். **she** ஐ நீக்கவும்.
   My sister who is in Delhi is coming tomorrow.

3. **I went to Agra. I saw the Taj Mahal there.** இதில் **'there'** என்பது **Agra**வைக் குறிப்பதால் **Agra** க்கு அடுத்து **where** சேர்க்க வேண்டும். **there** ஐ நீக்கவும்.
   I went to Agra where I saw the Taj Mahal.

4. **This is the girl. I want to marry her.** இதில் **'her'** என்பது **girl** ஐக் குறிப்பதால் **girl** என்ற வார்த்தையை அடுத்து **whom** சேர்க்க வேண்டும். **Her** ஐ நீக்கவும்.
   This is the girl whom I want to marry.

1.	**Who + verb** மனிதர்களுக்கும், உயர்திணைப் பொருட்களுக்கும் பயன்படுத்துவது.	*This is the boy **who** won the State Rank.* *The lady **who** is honest is praised by all.*
2.	**Whom + pronoun** மனிதர்களுக்கும், உயர்திணைப் பொருட்களுக்கும் பயன்படுத்துவது.	*The officers **whom** we met at the office were doing the project.* *The man with **whom** I was speaking is the doctor.*
3.	**Whose + object** பொருளை வைத்திருப்பவரிகளைக் குறிக்கப் பயன்படுத்துவது.	*This is the girl **whose** experiment got the first mark.* *I saw a lady **whose** hair was so beautiful as brown cascade.*
4.	**Which + pronoun / verb** விலங்குகளுக்கும், அஃறிணைப் பொருட்களுக்கும் பயன்படுத்துவது.	*The calculator **which** you gave me is not working.* *The computer **which** costs Rs. 29,000 is of HCL Company.*
5.	**Where + pronoun** இடங்களைக் குறிக்கப் பயன்படுத்துவது.	*Temple is the place **where** we adore God.* *She is working in the school **where** she studied.*
6.	**What + pronoun / verb** 'what' என்பது பொருட்களைக் (things) குறிக்கும்	*This is **what** I heard of him.* *Tell me, **what** are all the things I should bring*
7.	**That + pronoun / verb** அது, அந்த என்ற பொருளில் பயன்படுத்துவது.	*Here are the keys **that** you were looking for.* *This is the car **that** was bought by me yesterday.*

Look at the following sentences:

1. The thief **who** stole the jewels was caught.
2. The horse **which** was sick died yesterday.
3. This is the house **that** Mr.Jude built.
4. This is the man **whose** son won the first prize.
5. This is the boy **whom** all praise.
6. This is the place **where** I left my shoes.
7. I am not satisfied with **what** you say.
8. He explained **how** he stood first in the exam.
9. I don't know the reason **why** she is crying.
10. Balu is my friend with **whom** I go to school every day.

Examples :

I. Join the sentences using ' Relative Pronouns'.

Textual Task : Pg. No. : 144

1. I have a book. It is written by Rabindranath Tagore.
   Ans: I have a book which is written by Rabindranath Tagore.
2. Kavita is my teacher. She teaches us English.
   Ans: Kavita who teaches us English is my teacher.
3. This is Varun. His father is an architect.
   Ans: This is Varun, whose father is an architect.

4. She invited most of her friends. They attended the party.
   Ans: Most of her friends whom she invited, attended the party.
5. Give me a pen to write a letter. It was gifted to you on your birthday.
   Ans: Give me a pen to write a letter which was gifted to you on your birthday.
6. I have sold the house. It was located at the bank of a river.
   Ans: I have sold the house which was located at the bank of a river.
7. Here is your watch. It has been found in the garden.
   Ans: Here is your watch which has been found in the garden.

Examples :

Choose the correct "Relative pronoun" from the options given:

1. This is the house _____ my grand father built.
   a) whom b) who c) which d) whose
2. Piccaso _____ paintings are popular is a renowned artist.
   a) whose b) where c) when d) that
3. This is the small house in _____ I was born.
   a) whom b) whose c) where d) which
4. Shakespeare _____ lived in the 16th century is the greatest dramatist.
   a) whose b) who c) whom d) where
5. The man _____ you met is an advocate.
   a) whom b) where c) that d) who
6. Show me the book _____ you bought yesterday.
   a) where b) who c) that d) when
7. He is an honest boy _____ all love.
   a) which b) whose c) who d) whom
8. I saw a girl _____ is very beautiful.
   a) whose b) who c) which d) whom
9. My friend _____ is a teacher wrote this book.
   a) whom b) when c) that d) who
10. Develop health _____ is a real wealth.
    a) which b) whose c) whom d) who

Ans: 1. c) which 2. a) whose 3. d) which 4. b) who 5. a) whom
6. c) that 7. d) whom 8. b) who 9. d) who 10. a) which

Assignment:

Choose the correct "Relative pronoun" from the options given:

1. The noise _____ the dog made woke everybody up.
   a) whose b) who c) that d) whom
2. I will not buy _____ you ask.
   a) whom b) what c) which d) where

3. The girl does not know _____ it happened.
a) that b) which c) who d) how

4. Chess is an indoor game _____ requires great skill.
a) which b) who c) whom d) where

5. We know the person _____ you are referring to.
a) that b) how c) whom d) which

6. Blessed are those _____ help others.
a) who b) whom c) that d) which

7. Everyone loves the girl _____ eyes are blue.
a) where b) that c) whose d) whom

8. John F.Kennedy _____ loved India was shot dead.
a) whose b) which c) where d) who

9. The Ramayana _____ the sage Valmiki wrote is an epic.
a) which b) where c) whom d) how

10. I love my grandmother _____ cooking is the best in the world.
a) that b) whose c) which d) where

11. America is a rich country _____ people like to go.
a) how b) who c) that d) where

12. Do you know _____ took away my mobile?
a) where b) whom c) who d) that

13. She is Shruti _____ talent is very great.
a) whose b) where c) how d) which

14. This is the rose _____ I bought yesterday.
a) how b) which c) whom d) where

15. I went to Trichy _____ I saw the Rock Fort.
a) where b) that c) which d) how

16. This is a dangerous curve _____ accidents are common.
a) which b) how c) where d) when

17. We were at the platform _____ the train arrived.
a) which b) when c) where d) that

18. This is not the book _____ I want.
a) that b) where c) whom d) who

19. Ceylon is an island _____ is known for tea.
a) whom b) what c) where d) which

20. I hate my neighbour _____ character is bad.
a) which b) who c) whose d) whom

eDon.

24 SUBJECT VERB AGREEMENT (CONCORD)

Concord என்பது, ஒரு வாக்கியத்தில் வரும் verb ஆனது அந்த வாக்கியத்தில் வரும் subject அல்லது subjectகளைப் பொறுத்து plural அல்லது singular எப்படி வர வேண்டும் என்பதற்கான விதிமுறைகள் ஆகும். இதை நாம் சரியாக புரிந்து கொண்டால், சிறந்த ஆங்கிலப் புலமை பெறலாம்.

நினைவில் கொள்க:

- பொதுவாக singular subject, singular verb ஐயும், plural subject, plural verb ஐயும் பெற்று வரும். இது ஒரு subject மட்டும் இருக்கும் போது குழப்பமின்றி இருக்கும்.
- ஒன்றுக்கு மேற்பட்ட subjectகள் இருக்கும் போது சில விதிகளின் படியே verbகள் வரும்.
- கீழ்க்கண்ட உதாரணங்களைப் படித்துக்கொள்ளவும்.

Basic rules:

1. **Subject (எழுவாய்) மற்றும் Verb (வினைச்சொல்) அதன் ஒருமை பன்மையை ஏற்றுக் கொள்ளும்.**
   This is the cornerstone rule that forms the background of the concept.
   e.g: The dog *growls* when he is angry.
   The dogs *growl* when they are angry.

2. **Subject மற்றும் verbக்கு இடையே வார்த்தைகள் வரும் போது, அதன் அமைப்பைப் பாதிக்காது. அந்த வார்த்தைகளால் குழப்பமடைய வேண்டாம்.**
   e.g: The dog, who is chewing on my jeans, *is* usually very good.

3. **இரண்டு அல்லது அதற்கு மேற்பட்ட subjects (எழுவாய்) and என்ற சொல்லால் இணைக்கப்படும் போது Verb (வினைச்சொல்) பன்மையில் (plural) வரும்.**
   e.g: You and I *love* music.

4. **இரண்டு subjects as well as என்ற சொல்லால் இணைக்கப்படும் போது verb முதலாவது வரும் subjectஐப் பொறுத்து வரும்.**
   e.g: Her cousins as well as she *are* hard working.
   She as well as her brothers *learns* at home.

5. **Each, Every, Either, Neither, Everyone அல்லது No ஆகிய வார்த்தைகள் subjectக்கு முன்னால் வரும் போது verb ஒருமையில் தான் வரும்.**
   e.g: Each of them is lovable.
   No smoking or drinking *is* allowed. Every man and woman *is* required to check in.

6. **இரண்டு nounகள் இணையும் போது அதற்கு பன்மைக்குரிய verbகள் தான் பயன்படுத்த வேண்டும்.**
   e.g: The cow and the pig *are jumping* over the moon.

7. **இரண்டு nounகள் தனித்தனியாக இருந்தாலும் அதே நபர் அல்லது பொருளை உணர்த்தும் போது verb ஒருமையில் இருக்கும்.**
   e.g: My sister and friend *has* come.

8. **இரண்டு subjectகள் தனித்தனியாக இருந்தாலும் ஒரே பொருளை உணர்த்தும் போது verb ஒருமையில் இருக்கும்.**
   e.g: Three and three *makes* six

9. **Plural noun ஒரு குறிப்பிட்ட அளவைக் குறிக்கும் போது அதன் verb - ஒருமையில் தான் இருக்கும்.**
   e.g: Thirty litres of milk *is* too much for payasam.

10 Subjects இரண்டும் ஒருமையில் இருந்து, அவைகள் with, together with, and not, besides, no less than போன்ற வார்த்தைகளால் இணைக்கப்படும் போது verb - ஒருமையில் தான் இருக்கும்.
e.g: He and not she *is* to blame.

11 Subjects இரண்டும் ஒருமையில் இருந்து, அவைகள் or, nor, either .... or, neither .... nor, not only .... but also போன்ற வார்த்தைகளால் இணைக்கப்படும் போது verb - ஒருமையில் தான் இருக்கும்.
e.g: James or Diniesh *is* to blame for the accident.

12 Subjectகள் பன்மையில் இருந்தாலும் ஒருமையின் பொருளில் வரும் போது verb ஒருமையில் தான் அமையும்.
e.g: Tamil *is* my mother tongue.

13 ஒரு subject ஒருமையாகவும், ஒரு subject பன்மையாகவும் இருந்து, or, nor, either....or, neither... nor, not only....but also போன்ற வார்த்தைகளால் இணைக்கப்பட்டால், அதன் verb அருகில் உள்ள subjectக்கு ஏற்றாற் போல் அமையும்.
e.g: Do your sisters or your friends *want* any pizza?

14 Verb ஆனது அதைத் தொடர்ந்து வரும் nounகளின் எண்ணிக்கையைப் பொருத்து ஒருமை அல்லது பன்மையில் வரும்.
e.g: There *are* ten students in the crowd.
He *is* the only one to show it.

15 Collective noun plural verb யைப் பெற்று வரும்.
e.g: The whole class *is* attentive.

16 ஒரு நாடு, புத்தகம் போன்றவற்றிற்கான plural noun ஒருமை verbயைப் பெற்றிருக்கும்.
e.g: Human values *is* of great importance.

17 Gerunds (தொழிற்பெயர்கள்) ஒரு வாக்கியத்தின் subject ஆக பயன்படுத்தப்படும் போது அவை ஒருமையின் verb ஆக அமையும். ஆனால் அவைகள் and என்ற வார்த்தையால் இணைக்கப்படும் போது பன்மை verb ஆகிறது.
e.g: Standing in the water *was* a bad idea. Swimming in the ocean and playing drums *are* my hobbies.

18 கூட்டுப் பெயர்ச் சொற்களான herd, senate, class, crowd, news ஆகியவை ஒருமையின் verb ஆகவே அமையும்.
e.g: The *herd* is stampeding.

19 Relative pronoun ஆனது, அதன் gender, number, person ஆகியவற்றைப் பொருத்து verb கொண்டிருக்கும்.
e.g: It *is* I, who *is* to write.

20 **Final Rule - Remember, only the subject affects the verb!**
Subjects தான் verb யை பாதிக்கும்.

Examples :

I. Fill in the blanks appropriately

Textual Task : Pg. No. : 175

1. Mahatma Gandhi __ the father of our nation.
2. There ___ ten dogs in my street.
3. They_____ to write the exercises neatly.
4. Butter milk ____ good for health.
5. Fruits ____ good for health.

Ans: 1. is 2. are 3. have 4. is 5. are

II. Fill in the blanks with the appropriate verb:

Textual Task : Pg. No. : 176

1. The quality of dal ___ not good.
2. The horse carriage ___ at the door.
3. My friend and teacher _____ come.
4. ___ your father and mother at home?
5. Honour and glory ____ his reward.
6. The ship with its crew ___ sailing good.
7. Gullivers Travels ___ an excellent story.
8. Neither food nor water ___ found here.
9. Mathematics ___ a branch of study.
10. Fifteen minutes ___ allowed to read the question paper.

Ans: 1. is 2. is 3. have 4. Are 5. is
6. is 7. is 8. is 9. is 10. is

Assignment:

Fill in the blanks with the appropriate verb:

1. The passengers _____ found to be safe.
2. Hydrqgen gas _____ lighter than air.
3. Ali _____ nothing to do that day.
4. They think that they _____ inheritence to the property
5. The news _____ not appear in any important newspaper.
6. Why _____ people see only my virtues.
7. She _____ playing the piano when I entered the room.
8. I shall go to Kolkata after I _____ finished my work.
9. Sumithra _____ been having music lessons
10. If you _____ seen it there, I would have mended it.
11. _____ you ever been to Darjeeling?
12. We _____ informed in time.
13. When _____ the wedding to be?
14. How _____ your father now?
15. Don't _____ so excited.
16. _____ you know French?
17. What shall we _____ next?
18. We _____ our dinner at nine pm.
19. You will _____ to start immedliately.
20. Did you find it? Yes I _____ .

25 PHRASES AND CLAUSES

Phrases என்பவை சில வார்த்தைகளின் தொகுப்பு. இவை இணைந்து clauses உருவாக்கும்.

With the presence of finite verb we can identify phrases and clauses.

Example:

Having completed the work, the boy went out to play.

The underlined part of the sentence, doesn't contain a finite verb. This group of words is a Phrase.

Example:

After the boy had completed the work, he went out to play.

The underlined part of the sentence contains a finite verb. Hence, we call it a clause.

Note:

- Phrases can be of Adjective phrases, Adverb phrases, Noun phrases
- Clauses can be of Adjective clauses, Adverb clauses, Noun clauses

PHRASES

Example:

an intelligent boy
a costly pen
an interesting story

The above group of words are known as phrases. It doesn't contain a finite verb.

Kinds Of Phrases:

We have three kinds of phrases according to their functions in sentences.

No.	Kind of Phrase	Explanation	Example
1.	**Adjective Phrase**	It is a group of words that does the work of an adjective. It describes the noun.	We bought chairs made of wood for our auditorium.
2.	**Adverb Phrase**	It is a phrase which functions as an adverb. This Phrase supplies some information about the action.	When the patient was taken to the Emergency ward, the doctors rushed there in a hurried manner.
3.	**Noun Phrase**	This is a phrase which acts as a noun.	A boy of class X became the house captain.

Examples :

Identify the phrases in the following sentences and classify them as Adjective, Adverb or Noun phrases.

Textual Task : Pg. No. : 108

1. The girl in blue saree is my sister.
2. Kohli hopes to win the trophy.
3. The train halts at every junction.
4. I have never seen such a picture.
5. She worked in an enthusiastic manner.

Answer :

1. The girl in blue saree - noun phrase
2. hopes to win - adverb phrase

3. halts at every junction - adverb phrase
4. never seen such a picture - noun phrase
5. in an enthusiastic manner - adjective phrase

Assignment:

Pick out the phrases and Identify its type.

1. Have you ever seen an elephant with a white skin?
2. Is there water on the moon?
3. He was wearing a crown made of gold
4. She lives in a palatial home.
5. There I met a girl with blue eyes.
6. They chatted for a while.
7. Wild beasts in small cages are a sorry sight.
8. She ran into her room.
9. The desert stretched towards the north.
10. A man with a long beard came to see me.
11. We visited many villages without any inhabitants.
12. She performed the task with great skill.
13. A bird in the hand is worth two in the bush.
14. A friend in need is a friend indeed.
15. The fishers went sailing over the sea.
16. The gun went off with a loud noise.
17. She whispered in his ear.
18. He was a young man of great promise.
19. He lay beside the heap of corn.
20. In a low voice, he narrated the tale of his adventures.

CLAUSES

Clauses என்பவையும் சில வார்த்தைகளின் தொகுப்பு ஆகும். இவற்றில் subjectம் verbம் இருக்கும்.

Example: a boy who is intelligent
a pen which is costly
a story which is interesting

The groups of words given above are clauses.

Kinds Of Clauses:

No.	Kind of Clause	Explanation	Example
1.	**Adjective Clause**	It acts as an adjective and describes a noun.	I went to the place ***where I was born.*** (The highlighted words describes the place)
2.	**Adverb Clause**	It modifies the verb, that is, it tells something about the action. This Clause gives details about the action.	The students were sitting quietly in the classroom ***until the teacher arrived.*** (The highlighted part of the sentence speaks about the time of the action)
3.	**Noun Clause**	This clause functions as a noun.	***Whoever wins the contest*** will get a prize. (The highlighted portion acts as a noun here)

Examples :

Textual Task : Pg. No. : 109

Identify the clauses and classify them accordingly.

1. Ram bought a pen that doesn't write well.
2. Come back as soon as possible.
3. Most of her friends whom she had invited attended her wedding.
4. My brother visits my father whenever he comes to Chennai.
5. Call me in case there is an emergency.
6. Until the sun sets, the old woman cannot step out of her house.
7. She knows where I go.
8. You can go wherever you want.

Answer :

1. that doesn't write well - adverb clause
2. as soon as possible - adverb clause
3. Most of her friends - noun clause
4. whenever he comes to Chennai - adverb clause
5. call me in case - noun clause
6. until the sun sets - adverb clause
7. where I go - adverb clause
8. wherever you want - adverb clause

Assignment:

Identify the clause and mention its Type:

1. Gandhi Practiced what he preached.
2. No one knows who has stolen the purse.
3. This is the man whom I have been waiting for.
4. I know a place where roses grow?.
5. Show me the house where you were born.
6. The farmer came home when it was night.
7. As soon as the thief saw me he rain away.
8. Put the key where you can fint it easily.
9. She failed because she did not work hard.
10. I can not attend the function as I am not well .
11. Walk fast so that you may not miss the train.
12. I take exercise in order that I may keep fit.
13. We shall stay here if it rains.
14. Unless you work hard you can not pass.b
15. He is very old so that he can not walk fast.
16. No body knows better than I.
17. So far as I know he is perfect gentleman.
18. Though he is poor he is generous.
19. You can not succeed how ever hard you may try.
20. She is the girl whom I shall marry.

26 PARTS OF SPEECH

ஆங்கில வார்த்தைகள் ஒவ்வொன்றும் noun, verb, pronoun, adverb, preposition, adjective, conjunction மற்றும் interjection என பல்வேறு வகைகளில் பயன்படுத்தலாம். ஒவ்வொரு வகை வார்த்தையும் சிறிய அளவில் அர்த்தத்தில் வேறுபடும். இந்தப் பயிற்சியில் ஒரு வாக்கியத்தில் ஒரு வார்த்தையை underline செய்து கொடுத்து அதை வேறு form எழுதச் சொல்வார்கள். இதுவும் construction of sentence போல் தான். ஆனால் அந்த வார்த்தையின் உபயோகத்தை தெரிந்து வாக்கியம் அமைக்க வேண்டும்.

உதாரணத்திற்கு சில வார்த்தைகளை அவற்றின் வெவ்வேறு formகளில் பார்ப்போம்.

1) **examination** (noun) - The patient had to undergo an **examination**.
examine (verb) - The patient had to be **examined**.

2) **acceptance** (noun) - Your **acceptance** into the insurance plan is guaranted
accept (verb) - Your guarantee into the insurance plan has been **accepted**.

3) **honesty** (noun) - That man is known for his **honesty**
honestly (adverb) - That man is known to live **honestly**.
honest (adjective) - That man is **honest**.

4) **goodness** (noun) - His **goodness** towards children is known to all.
good (adjective) - He is very **good** with children and it is known to all.

5) **decision** (noun) - I have taken a **decision** to join the Arts college.
decide (verb) - I **decided** to join the Arts college.

6) **grace** (noun) - She dances with **grace**.
gracefully (adverb) - She dances **gracefully**.
graceful (adjective) - Her dance is **graceful**.

7) **punishment** (noun) - **Punishment** is not the solution.
punish (verb) - To **punish** is not the solution.

8) **approval** (noun) - I need your **approval** for my new project.
approve (verb) - You need to **approve** my new project.

9) **renewal** (noun) - **Renewal** of your licence is easy now.
renew (verb) - To **renew** your licence is easy now.

Examples :

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

Textual Task : Pg. No. : 7

1. His family was **screaming** and offering him food. (to adjective)
   Ans: The **screaming** family offered him food.
2. The young seagull gave out a **loud** call. (to adverb)
   Ans: The young seagull gave out a call **loudly**.
3. The bird cackled **amusedly** while flying. (to noun)
   Ans: **Amusement** cackled the bird while flying.
4. The **depth** of the sea from the ledge scared the seagull. (to adjective)
   Ans: The ledge of the **deep** sea scared the seagull

5. The successful flight of the bird was a proud moment for the seagull's family. (to verb)
   Ans: The bird **flew** successfully which was a proud moment for the seagull's family.

II. Rewrite the following using the underlined words as mention in the bracket.

1. The boy had to give a proper **explanation** for being late. (as verb)
   Ans: The boy **explained** the reason for coming late.
2. They could make **prediction** about the future. (as verb)
   Ans: They **predicted** the future.
3. At one point in life, he had no **choice** but to trust his friend. (as verb)
   Ans: At one point in life, he **chose** to trust his friend.
4. The monuments are to be preserved because of their historical **significance**. (as adjective)
   Ans: The **significant** historical monuments were preserved.
5. It is very difficult to work with so many **distractions** . (as verb)
   Ans: He was **distracted** and this makes work more difficult.
6. He **decided** to turn down her request. (as noun)
   Ans: He made a **decision** to turn down her request.
7. The team members **reviewed** the matter. It helped them solve the problem. (as noun)
   Ans: The **review** of the matter by the team members helped them solve the problem.

III. Rewrite the sentences nominalising the underlined words. The first one has been done for you.

Textual Task : Pg. No. : 106

1. Students work **diligently** to score well in exams.
   Ans: Students work with **diligence** to score well in exams.
2. We **succeeded** in our attempt.
   Ans: Our attempt was a **success**.
3. Nalini leads a **happy** life.
   Ans: Nalini's life is full of **happiness**.
4. She **failed** and it **disappointed** her.
   Ans: Her **failure** was a **disappointment** to her.
5. India became an **independent** country in the year 1947.
   Ans: India's **independence** came in the year 1947.
6. The child **resembles** her father.
   Ans: The father and the child **resemble** each other.

Assignment:

I. Reframe the sentence using the underlined word as verb:

1. The **encouragement** of the parents was immensely helpful for the children.
2. The party received the **permission** from the police to hold the meeting.
3. He is **suspicious** of his wife.
4. On the **arrival** of the train, the people rushed in.

5. The **decoration** of the hall was so beautiful.
6. People who wade through hurdles can smell **success.**
7. No one can deny Gandhiji's **dedication** for the freedom of India.
8. **Generation** of power is the most urgent need of the hour.
9. Through **election** we send people for Assembly.
10. He was arrested on the **suspicion** of having stolen the money.
11. Circus is an **entertainment** for our children.
12. He was given Rs.10,000 in **recognition** of his selfless service.
13. Soldiers act in **obedience** to the order of their superior officers.
14. The graduates were there at the **commencement** of the award function.
15. The **declaration** of the local holiday was given by our Collector.

II. Rewrite the following sentences changing the underlined word as directed.

1. You may eat till you are **satisfied.** (as noun)
2. The Professor gave the **definition** of the formula. (as verb)
3. Please handle the glasses with **care.** (as adverb)
4. Eve-teasers should be severely **punished.** (as noun)
5. I like her for her **beauty.** (as adjective)
6. I **decided** to get the first class in the exam. (as noun)
7. He was **appreciated** for his best performance. (as noun)
8. The M.L.A s quarrelled when the minister was **present.** (as noun)
9. Children like **to play** in the rain. (as gerund)
10. **Crossing** a busy road is dangerous. (as infinitive)
11. They came to the conclusion without any **difficulty.** (as adjective)
12. This year's result is beyond what we **expected.** (as noun)
13. They are living with **happiness.** (as adverb)
14. They separated from each other with **sadness.** (as adverb)
15. I was **permitted** to join the tour. (as noun)

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IV. COMPREHENSION EXERCISES

27 ROAD MAP DIRECTIONS

இந்தப் பயிற்சி கொடுக்கப்பட்டுள்ள வரைபடத்தில் செல்ல வேண்டிய வழியைக் கூறுவது.

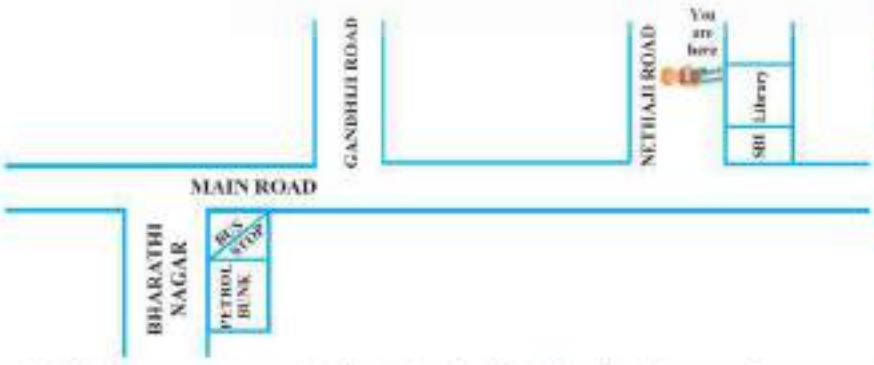
Help-line :

நினைவில் கொள்க:

- கொடுக்கப்பட்டுள்ள வரைபடத்தில் 'You are here' என்று குறிக்கப்பட்டுள்ள இடத்தைக் கண்டுபிடிக்கவும். வழியை அதிலிருந்து தான் ஆரம்பிக்க வேண்டும்.
- அதே போல் வினாவில் செல்ல வேண்டிய இடம் என்ன என்பதை தெரிந்து கொள்ளவும்.
- வழியை கோடு போட்டு ஒரு outline idea பெறவும்.
- அங்கு செல்வதற்குரிய வழிகளை சிறிய வாக்கியங்களாக, எளிய வாக்கியங்களாக எழுதவும்.
- குறைந்த பட்சம் மூன்று instructions எழுத வேண்டும்.
- கீழ்க்கண்ட சொற்றொடர்களை உபயோகப்படுத்தலாம்.
  - Go straight on / go straight till you reach the road intersection
  - Turn left / right / go a few feet / walk past the bus stop.
  - Cross the road / over bridge / flyover / etc
  - It's just opposite / in front of / near / in between / etc
  - It is on your right side / left side / a few feet away / it is next to / It is opposite
  - Look for bus stop / college / petrol bunk / fire stations and any other suitable landmarks

Examples :

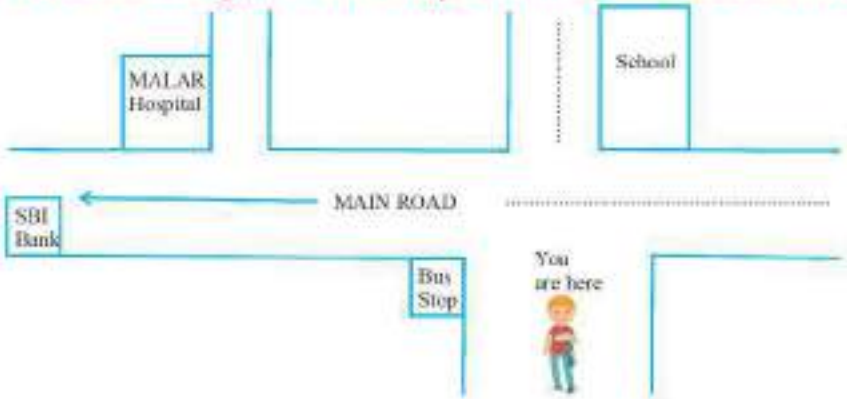
1. **Observe the map given below and write the instructions required. Guide the stranger to the Petrol Bunk. Give instructions to help him.**



Ans:

- Go straight.
- Turn right.
- Walk along the main road.
- Cross the Gandhiji road.
- Turn left to Bharathi Nagar and next to the bus stop you will find the petrol bunk.

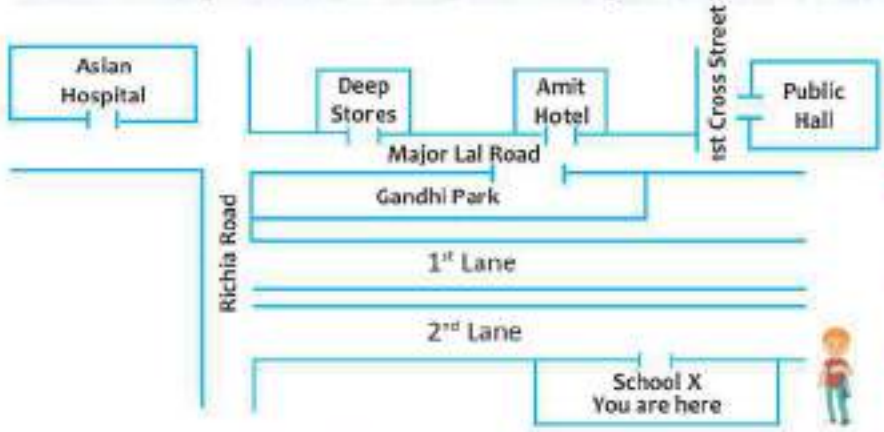
2. **Guide the stranger to Malar Hospital. Write the instructions required.**



Ans:

- Go straight and reach the Main road.
- Turn left and walk along the Main road for a few minutes.
- Turn at the right cutting.
- At the entrance of the cut road you can see Malar Hospital on your left.

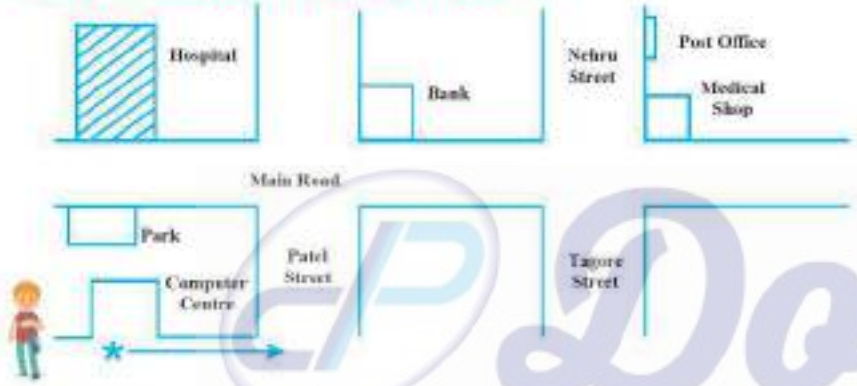
3. You are a leader at school and you have to send your schoolmates to the Public Hall for the Annual Day rehearsals. Guide them with your directions in about 50 words.



Ans:

- Go straight till you reach Richia Road.
- Turn right and walk a few metres.
- You reach Major Lal Road. Turn right and walk straight.
- Turn left at the end in the 1st Cross Street, you reach the Public Hall.

4. You are near the computer centre. A stranger asks you to direct him to the Post office. Guide him with your direction in about 50 words.

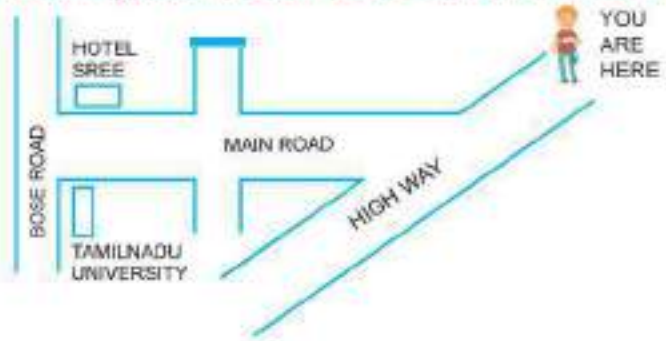


Ans:

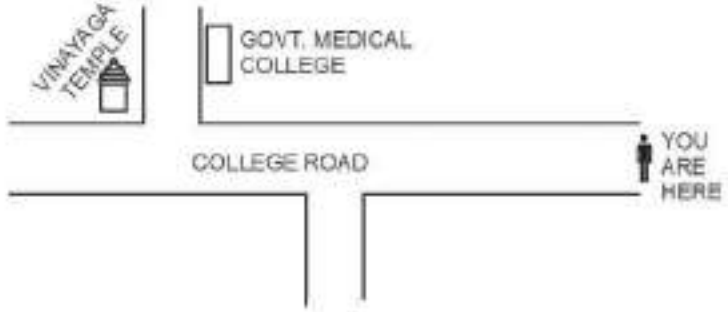
- Walk a few steps, ignore the first left turn.
- Continue walking. Turn left into Tagore Street.
- Cross the Main Road. Walk into Nehru street.
- To your right next to the Medical Shop is the Post Office.

Assignment:

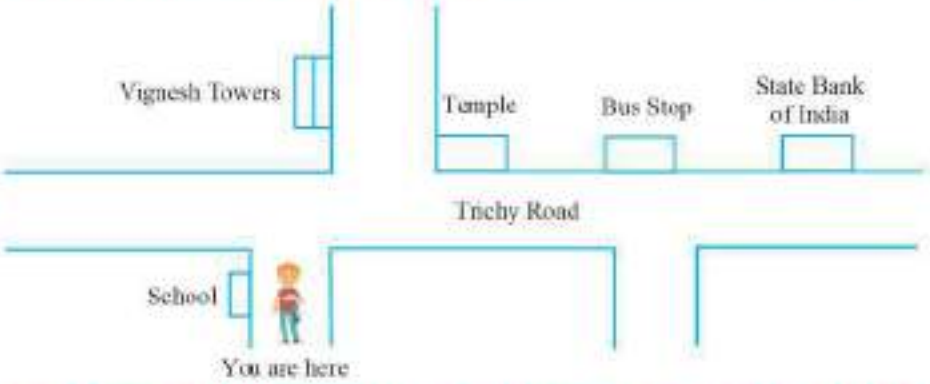
1. A man approaches you for the way to Tamil Nadu University. Give instructions to help him



2. A lady wants to meet her friend who is studying in Govt. Medical College. Give instructions to help her reach the place.

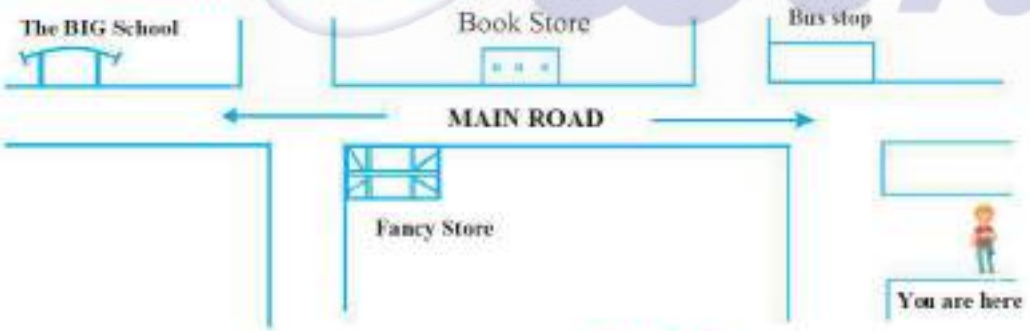


3. You are in front of your school. A woman comes to you and asks you to show the way to State Bank of India. Give instructions to help her.



4. You are near the Government Hospital. A stranger asks you to direct him to a near by school. Guide him with your directions in about 50 words.

5. Observe the map given below and write the instructions required: Guide the girl to her school. Write five instructions by way of helping her.



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28 PREPARING AN ADVERTISEMENT

வினாவில் கொடுக்கப்பட்டுள்ள சொற்களை முழுமையாக பயன்படுத்தி ஒரு விளம்பரம் / போஸ்டர் அமைப்பது இந்தப் பயிற்சி.

நினைவில் கொள்க:

- வினாவில் உள்ள வார்த்தைகள் அனைத்தையும் படித்து விளம்பரம் எதைப் பற்றி என புரிந்து கொள்க.
- விடைத்தாளில் ஒரு கட்டம் போட்டுக் கொள்ளவும்.
- விளம்பரம் எதைப்பற்றியோ [the purpose of the advertisement such as **Trade Fair, House for sale** or **Wanted**] அதை மேலே எழுதவும்.
- முக்கிய பொருளை எழுத்துக்களில் பெரியதாக எழுதவும்.
- முக்கிய points (such as 30% Discount sale, Free) போன்றவற்றை சிறு வட்டம் அல்லது டிசைன் போட்டு அதில் எழுதலாம்.
- வினாவில் உள்ள அனைத்து விசயங்களும் உங்களது விளம்பரத்தில் இருக்குமாறு பார்த்துக் கொள்ளவும்.
- தேவைப்பட்டால் அந்தப் பொருளைப் பற்றிய slogans பயன்படுத்தலாம்.
- விலாசம், தொலைபேசி எண் ஆகியவற்றை கீழே எழுதவும்.

Guidance :

ADVERTISEMENT

செய்தித்தாளில் வரும் விளம்பரங்கள். ஏதேனும் ஒரு பொருளைப் பற்றி கூறி அதை வாங்க வைப்பதற்கோ அல்லது ஏதேனும் வேலைக்கான விண்ணப்பங்களை வரவேற்பதற்கோ இருக்கும்.

An advertisement should include the following to make it attractive.

1. Name of the product / brand / outlet.
2. Address with contact information and websites.
3. Appealing Images (visuals) of the Product / Service / Idea to be advertised.
4. Target demographics / audience / customers.
5. Feel-Good discounts and offers.
6. Attractive and readable text.
7. Brief and catchy descriptions and benefits about the product.
8. Use borders and lines to organize.

POSTER

போஸ்டர் என்பது விளம்பரத்தின் ஒரு வகை தான். பொதுவாக நாம் போஸ்டர் என்பதில் லாபநோக்கமில்லாத பொது விசயங்களைப் பற்றி விழிப்புணர்வு ஊட்டும் வகையிலான அறிவிப்புகளை வகைப்படுத்தலாம்.

A poster may have these features:

1. Concept of the poster is highlighted
2. Address of the poster maker need not be there. (unlike an advertisement)
3. Advice or Information should be there.
4. Catchy slogans are provided.
5. Border is used.

Examples :

I. Prepare an advertisement:

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

Textual Task : Pg. No. : 10

2. Mobile Galaxy – Smart phones – accessories – SIM cards – Recharge – Free Power banks on Mobile purchase – No.1, Toll gate, Trichy

II. Prepare a poster with a catchy slogan:

Textual Task : Pg. No. : 171

1. You are Raja/ Ranjani. Draft a poster to create awareness about the harmful effects of using plastics, in not more than 50 words

2. Say 'No to Drugs' – Design a poster for it in not more than 50 words. You may use slogans/ phrases.

3. Save our Earth" is the need of the hour. Draft a poster with attractive slogans/ phrases for the same in not more than 50 words. Use attractive drawings.

4. You are Sita/ Sudhan. Design a poster in not more than 50 words to focus on not wasting water. Be creative.

5. **Good handwriting is the index of an individual. Design a poster on the importance of good handwriting. Use catchy slogans or phrases. Your poster should not exceed 50 words.**

Assignment:

I. Prepare an advertisement.

1. Laptop & Computer shop - systems for students - special discounts - affordable price - limited period offer - details: visit www.stulap.com
2. Malaysia - 3 nights and 2 days - Rs. 20,000/- - accommodation, sight seeing - book now - Tours and travels - M.G. Road, Bangalore.
3. Fresh fruits – Vegetables from farms – healthy – juicy – tasty – low price – care for health – fruits and vegetables – 59, Mint street, Trichy.
4. Colourful toys – novel – lovely, safe to use – non toxic – handy etc – 10% discount – sale for 3 days only. Venue – Guild of Service Hall – Egmore – Chennai – 8.
5. Videocon sale - 20% discount - gift hampers - special offers - contact No.
6. Seema's Bakery - cakes available for all occasions - variety and tasty - reasonable prices.
7. Books for sale – exhibition cum sale –15% discount for students–lucky prizes–10am to 8pm –visit and benefit–Sunday working day.
8. Computer course - 3 months - flexible timing - discount for students. (or) Sale - CDs - Carnatic - Western - Pop and Rap songs - heavy discount.

II. Prepare a poster with a catchy slogan:

1. Awareness of organ donation.
2. Helmet for saftey.
3. Use recycle products.
4. Avoid junk fruits.
5. Healthy living - yoga meditation.

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29 LETTER WRITING / E-MAIL WRITING

LETTER:

கடிதம் எழுதுவதற்கு இரண்டு முறைகள் உள்ளன. நண்பர்கள், உறவினர்களுக்கு ஒரு முறையிலும், அலுவலகத்திற்கு ஒரு முறையிலும் எழுதலாம்.

நினைவில் கொள்க:

* பெயர் எழுத வேண்டிய இடத்தில் XXX என்றும், முகவரியை YYY என்றும் எழுதச் சொல்லியிருந்தால் அவ்வாறே எழுதவும்.
* Sub: என்பதில் வினாவில் என்ன இருக்கிறதோ அதை அப்படியே எழுதி reg என்று முடித்து விடலாம்.

Guidance :

1) Informal Letters:

Letters written to friends, relatives, and members of a family.

2) Formal Letters:

a) Letters related to business.
b) Letters written to officers, newspapers and employers.
c) Application for a job.

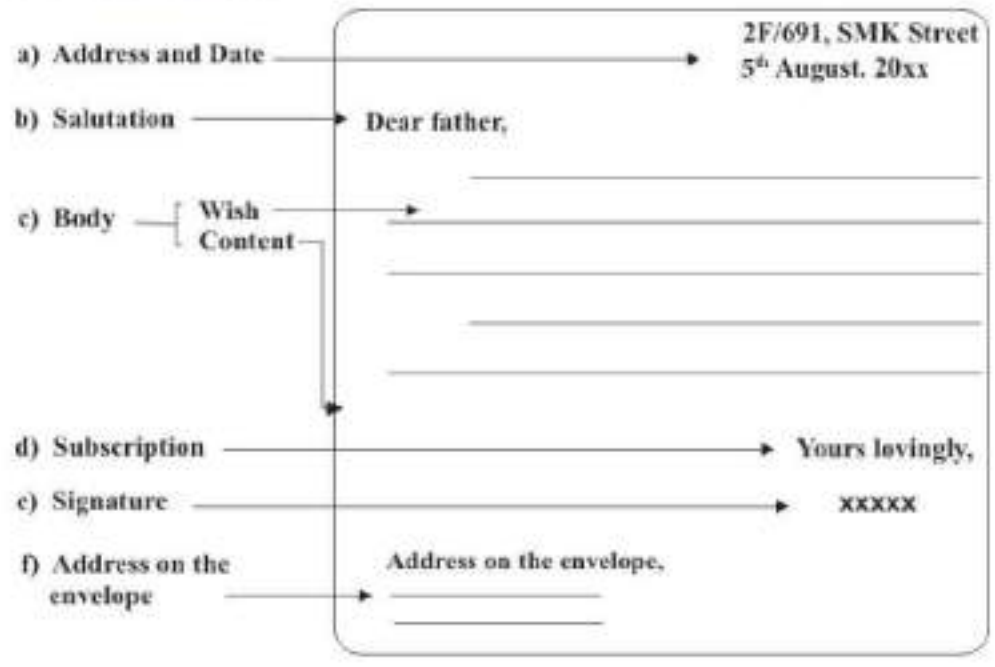
Method of letter:

a) Writer's Address ⇒ at the right top corner
b) Salutation
- Informal ⇒ Dear / My Dear - friend, uncle, father, etc.
- Formal ⇒ Respected Sir / Madam

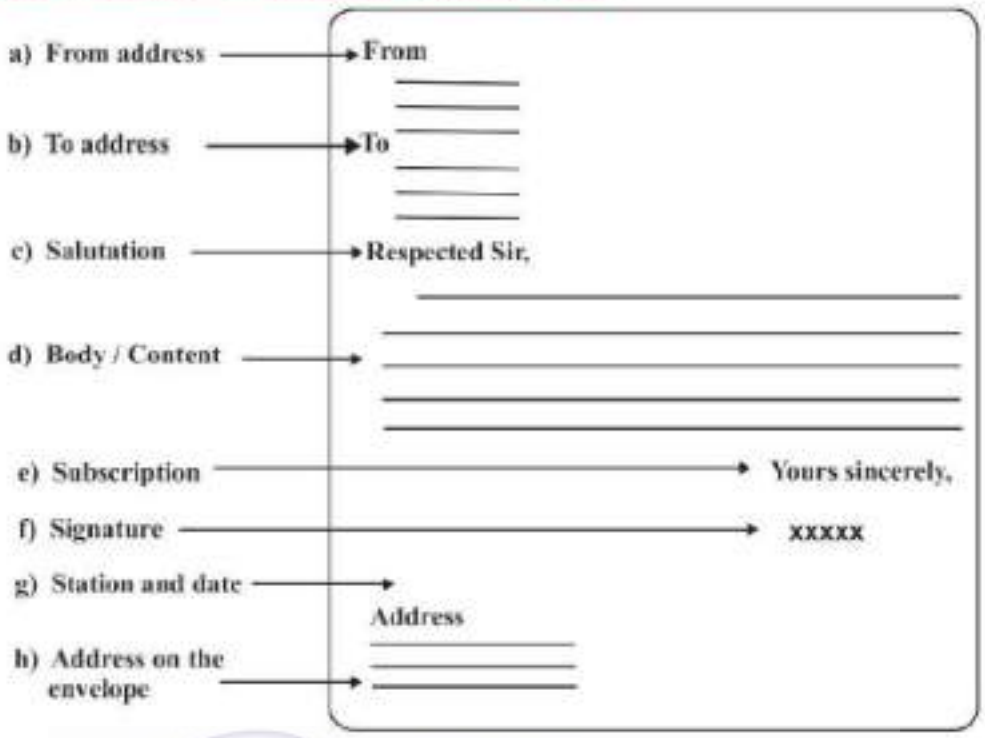
c) Body content of the Letter ⇒ As simple as possible
d) Subscription
- Informal ⇒ affectionately, lovingly
- Formal ⇒ sincerely, faithfully

e) Signature ⇒ Full name of signature
f) Address on the envelope ⇒ Left bottom

1. Format of the Informal letter:



2. Format of the formal letter Official and Business letter:



Examples :

Textual Task : Pg. No. : 74

Write a letter to the following situations:

1. **Imagine that you have parked your vehicle (two-wheeler)/ bicycle inside the school premises. You find it missing in the evening. Write a complaint to the head of the school regarding this issue.**

From

M. Nadhika, X 'B'
Raghavendra Matric. Hr. Sec. School,
Ramanathapuram.

To

The Principal
Raghavendra Matric. Hr. Sec. School,
Ramanathapuram.

Respected Sir,

Sub : Missing of my bicycle on 23.09.2018 – reg:

I parked my bicycle inside the school bicycle stand in the morning around 8' O clock. After the school hours, when I came to the stand in the evening, I found my bicycle missing. I searched for it and enquired the people near the cycle stand but of no use. My bicycle was a Rallis. Its number was 156287. It had a dynamo light. It was a red – coloured bicycle. May I request you to help me to recover it?

Thanking You,

Ramanathapuram
23.09.20xx

Yours faithfully,
M. Nandhitha

2. **Write a complaint to the officer of the PWD department to take immediate actions of maintaining cleanliness in the Children's Park in your locality.**

From

G. Ali Noor
107/2. Gandhi Nagar, 2nd street,
Coimbatore.

To

The Commissioner,
PWD Department
Coimbatore.

Respected Sir / Madam

Sub : Complaint about maintaining cleanliness in the children's park – reg.

I send this letter to you for filing a complaint regarding the tidiness and cleanliness in the children's park nearby my locality. I am sorry to say that since these past few months the level of cleanliness is not as it used to be; in fact it has fallen down to an alarming level. Many children and aged people are spending their evening time leisurely in this park only. I would really appreciate if you further look into the matter and solve this issue before it starts to affect anyone's health. You may contact me for further details.

Thanking You,

Coimbatore
17.04.20XX

Yours sincerely
G. Ali Noor.

3. **Write a letter to the manager of a famous daily, ordering subscription for your school library.**

From

S. Aarthi, X 'D'
The School pupil Leader
St. Thomas Govt. Hr.Sec.School, Chengalpattu.

To

The Manager,
The Hindu Newspaper,
Chennai.

Respected Sir / Madam

Sub :Order for daily subscription – Reg.

Our school is situated in the heart of Chengalpattu and our school has around 1500 students. To increase the students' reading habit, our school likes to subscribe to your newspaper. We need 5 newspapers in both the languages. The payment for the newspapers will be settled by our school during the month end. I request you to deliver them as early as possible.

Thanking You,

Chengallpattu
02.10.20XX

Yours sincerely
S. Aarthi

Draft Letters for the following

Textual Task : Pg. No. : 174

1. **You are Ajeet, living in a remote village in Tirunelveli. You participated in a health camp organised by your school. You were surprised to observe that most of residents were unaware of health and hygiene. As a concerned citizen, write a letter to the editor stating the need to organise such camps focusing on the importance of health and hygiene.**

From 2.7.xx

Ajeet
119/7 Salai street,
Kamaraj Nagar, Tirunelveli.

To

The Editor,
The Thanthi,
Tirunelveli.

Respected Sir,

sub: Spreading health and hygiene awareness - reg.

I am writing this letter to insist on hygiene awareness and a few general tips for the readers of your daily. The statistics issued by WHO confirm that the general health of the people is decreasing. The number of unhealthy and diseased people in all the countries is increasing. India is no exception. The causes behind the downfall in health can be ascribed to poor hygiene, increasing pollution level, adulteration of food, vegetables, fruits, fast pace of defendence on fast food and general changing life style.

All types of diseases can be kept at bay by maintaining proper cleanliness, doing physical exercise everyday, eating natural balanced food, drinking enough water, keeping your thoughts positive, laughing heartily, doing meditation and yoga everyday, taking enough sleep every night, etc. are some of the things that can help us stay quite healthy and happy even in the current times.

Thanking you,

Yours truly,
Ajeet.

2. **You are Sanjay. Your colony utilises solar energy to light the common areas. You find many friends of you colony forgetting to switch off the lights in the common area. As a responsible citizen, write a letter to a newspaper, echoing the importance to conserve and preserve solar energy.**

From 26.02.xx

Sanjay
6A/B, Rajali street,
Salem.

To

The Editor,
The Indian Express,
Nehruji complex, Salem.

Sir,

Sub: Importance of conserving and preserving solar energy - reg.

In our colony we are utilising solar energy which is very useful to us and it is power saving also. But many friends of our colony forget to switch off the lights in the common area. As a responsible citizen, it is our responsibility to conserve and preserve solar energy. Through the columns of your esteemed daily I appeal to people to include all the above mentioned in their daily schedule.

Thanking you,

Yours faithfully,
Sanjay

3. **You are Sadasivam. You recently visited your native town in Vellore. You happened to accompany your grandmother to your family temple. You are shocked to notice the poor condition and maintenance of temple. Write a letter to the Editor of local newspaper highlighting the poor condition of the temple. Also give some suggestions and request the HRC to take steps to improve the situation.**

From 11.09.20XX

Sadasivam
10 A, Sundar Court,
Egmore, Chennai.

To

The Editor,
The Hindu,
Mount Road,
Chennai.

Sub: The poor condition and maintenance of the temple - reg.

With due respect I, Sadasivam beg to state the poor condition of our family temple at Vellore which stands as a symbol of heritage. Sir, we know that the monuments are the heritage of culture. They tell about our Indian culture and tradition. We were really shocked on seeing that the walls were covered with spits. There is no one to take care of it. People are throwing waste here and there. The condition of temple here is very bad. I insist you to print it in your newspaper so that the people as well as government will look into it and will do something to protect our heritage. Therefore, I request you to print this for which I shall be ever grateful to you.

Thanking you,

Yours faithfully,
Sadasivam

4. **You are Sudha. Your neighbour has a pet dog that barks continuously. Write a letter to the Editor of a weekly newspaper of your locality, highlighting the nuisance and noise pollution created thus. Also suggest ways to solve the problem.**

From 01.06.20XX

K. Sudha,
5B, Venu Apartment,
New Delhi

To

The Editor,
The Hindu,
New Delhi.

Subject : To complain and bring attention about the nuisance and noise pollution caused by a pet dog that barks continuously.

Respected Sir,

I am a resident of Venu Apartment; people are facing the problem of a pet dog of our neighbour which barks continuously. The dog barks continuously which creates nuisance and noise pollution in our locality. The news of the newly born baby attack by the dog has not faded yet. People have lost their sleep as dogs bark the whole night. This problem is a headache. Persons who have night shifts

are facing the worst situation.

I request you to look into the matter and publish this in your editorial column.

Yours faithfully,
K. Sudha

5. **You are Raja. The street lights of your area do not work properly. As a responsible citizen, wirte a letter to the newspaper enlightening them about the problem and also suggest ways to brighten the area.**

From
Raja,
5719 –B, Green Apartments,
Vellore.

12.08.20XX

To
The Editor,
The Hindu,
Vellore.

Respected Sir / Madam,

I am writing to your esteemed self to express my deep concern and anguish over the poor state of street lights in our colony. Almost all the bulbs have been fused or damaged. After it gets dark, moving on the colony streets is dangerous and risky. Many accidents have happened owing to poor visibility.

Some cases of chain and purse snatching have also been reported and the other antisocial activities are on the increase. Through the medium of your esteemed daily I appeal to the concerned authorities in the Municipal Corporation to look into the matter and make the street lights functional again.

I hope you will give space to my voice in your esteemed daily.

Thanking you,

Yours truly,
Raja.

Assignment:

Write a letter to the following situations:

1. Ram started writing a letter to the Book Company complaining about the bad state of books received on transit. He is unable to complete the letter. Complete the content of his letter in about 100 words.
2. Sriram wanted to write to the Post master of his village informing him of his change of address. He had the format of his letter ready but had yet to write the content. Complete the content of his letter in about 100 words.
3. Saran has promised to visit his friend during the week-end. Unexpectedly, his father falls sick and he is unable to go to Trichy to see his friend. He writes a letter to his friend about the postponement of his trip. Saran started the letter, but is unable to complete it. Complete the letter in about 100 words.
4. Rani wrote a letter to her friend Revathy describing her visit to a holiday resort. She started her letter but could not complete it. Complete the content of her letter in about 100 words.
5. George wanted to console his friend Rahim who lost the atheletic championship by just one point. George could not complete the letter. Complete the content of his letter in about 100 words:
6. Kavya wanted to write a letter to her uncle to ask him if she could spend her summer holidays with him. She had started her letter but had not completed it. Complete the content of her letter in about 100 words.

EMAIL WRITING

E-MAIL:

மின்னஞ்சல் (e-mail) என்பது இப்போது கடிதத்திற்குப் பதிலாக, தொடர்புக்கு அதிகமாக பயன்படுத்தப்படுகிறது. இதில் கடிதம் எழுதுவது போல் formal ஆக இல்லாமல் அதாவது from என்று போடாமல் பொதுவாக content of the letter மட்டும் எழுதுவது ஆகும். மற்றபடி இது கடிதம் எழுதுவதைப் போல் தான்.

நினைவில் கொள்க:

- வினாவிலேயே அனுப்ப வேண்டிய முகவரி இல்லா விட்டால் நீங்கள் அனைத்து விடைகளுக்கும் ஒரு பெயரை எழுதி @gmail.com என்று போடவும். இது நினைவில் வைத்துக் கொள்வது எளிது. உதாரணத்திற்கு kumar@gmail.com
- Sub: என்பதில் வினாவில் என்ன இருக்கிறதோ அதை அப்படியே எழுதி reg என்று முடித்து விடலாம். உதாரணத்திற்கு Write an e-mail to your uncle thanking him for the gift he has sent என்று வினா இருந்தால், விடையில் Sub: Thanking for the gift reg என்று போடலாம்.

- முதல் வரிசையில் யாருக்கு அனுப்ப வேண்டுமோ அவர்களது மின்னஞ்சல் முகவரியை எழுதவும். மின்னஞ்சல் முகவரி என்றால் @gmail.com என்றோ, @yahoo.com என்றோ அல்லது வேறு மாதிரியோ முடியும். வினாவிலேயே அனுப்ப வேண்டிய மின்னஞ்சல் முகவரி பொதுவாக இருக்கும்.
- இரண்டாவது வரிசையில் Sub: என்று போட்டு எதைக் குறித்து எழுத வேண்டுமோ, அதை எழுத வேண்டும்.
- அடுத்த வரிசையில் எழுத வேண்டிய body of letter எழுத வேண்டும். அதை ஆரம்பிக்கும் போது முதலில் salutation போட்டு ஆரம்பிக்கவும்.

Salutation	Informal	⇒	Dear / My Dear - friend, uncle, father etc.
	Formal	⇒	Respected Sir / Madam

- கடைசி வரிசையில் Yours lovingly / Yours obediently என்று தேவைக்கேற்றபடி போட்டு முடித்து விடலாம்.

Subscription	Informal	⇒	affectionately, lovingly
	Formal	⇒	sincerely, faithfully

Examples :

Fill in the missing words in this email.

Textual Task : Pg. No. : 140

New Message

To: angel2012@gmail.com

Cc:

Bcc:

Subject: Schedule for Science Fest

R.Vijaya Lakshmi
Palayamkottai - 627002
98989 98989

Dear Sir,

In *response* to your mail, I have prepared a *schedule* for the Science Fest. Please find *out* the *date* for your kind perusal. I look *forward* to hearing from you.

Sincerely
R.Vijaya Lakshmi

Send

Write an email to your teacher about the interesting English model that you have prepared for the literary fest.

Textual Task : Pg. No. : 140

New Message

To: rebo195@gmail.com

Cc:

Bcc:

Subject: English Model For Literary Fest

R.Rashmi
Tirunelveli - 627006
98765 98765

Dear sir,

Following our recent telephonic conversation, I'm attaching mail, I have prepared a program for the literary fest. I believe that the English model would be upto your level. Please find the schedule for your kind perusal. I look forward to hearing from you.

faithfully,
R.Rashmi.

Sans Serif

Send

Assignment:

1. Write an email to your friend enquiring about an apartment for sale in her locality.
2. Write an email to your uncle details about Kaja Medical Hospital.
3. Write an email to your sister to furnish deatils of the courses available in the engineering college she works.
4. Write an email to the Principal of the Goverment Music college rregarding Phd in Music.
5. Write an email to the District Sports Officer regarding the availability of the stadium for sports meet.

◆◆◆◆◆

30 NOTICE WRITING

நினைவில் கொள்க:

- கொடுக்கப்பட்டுள்ள குறிப்புகளை விரித்து ஒரு report ஆக அல்லது message ஆக எழுத வேண்டும். விடையை நமது சொந்த நடையில் ஒரு பத்தி வருமாறு எழுதலாம்.
- கீழ்க்கண்ட பயிற்சிகளைப் படித்துக் கொள்ளவும்.

NOTICE WRITING

Examples :

Prepare notice for the following

Textual Task : Pg. No. : 112

1. **You are the school monitor, of Modern Matriculation School, Villupuram. Your school Principal has requested you to inform the students about a trip to Yercaud for 3 days. Prepare a notice giving the details such as date of journey, mode of transportation, amount , dress code etc.**

Moderrn Matriculation School, Villupuram
Trip to Yercaud.

26, September 2018

For the kind attention of the students about a trip to Yercaud for 3 days from 5 October to 7 October. Those students who are willing to join the trip can give their names to their respective class teachers. We are going to Yercaud by bus. Only formal dresses ae allowed and the trip lasts for 3 days from 5th to 7th October. Those who are interested should bring Rs. 2,000.

Navin,
Head Monitor.

2. **You are the Secretary of Park Circus Residents Welfare Association. Write a notice to inform the residents of your colony of a Meditation program under the guidance of Dr. P. Ranjit with a view to understanding the self better. The program is exclusively for the residents. It will be conducted on the second Saturday of the following month from 7.00 a.m. to 9.00 a.m. at the children's park nearby .**

Park Circus Residents Welfare Association

19, February 2019

We are very happy to inform you about the Meditation program to be organized in our residence Dr. P. Ranjit is going to guide us with a view to understanding the self better. The program is organized exclusively for the residents. It will be conducted on the second Saturday of the following month from 7.00 a.m. to 9.00 a.m. at the children's park nearby. All are cordially invited for the program and benefit by it.

Mr. Murugan,
Secretary.

3. **You are Ganesh/Gayathri Head boy/Head girl, of your school. Write a notice for your school notice board informing the students about the 'Fancy Fete' that is going to be organised in your school campus on the 10th of next month.**

Government Higher Secondary School, Madurai.

Fancy Fete

13, January 2018

Our school is going to organize "Fancy Fete" in our school campus. Iam very glad to inform you about the program to be exhibited on the 10th of next month. Interested students are requested to bring their talented outcomes to the program and register their names with the staff incharge.

Ganesh / Gayathri
Head boy / Head girl

Assignment:

Prepare notice for the following:

1. You study in Lotus Public School, Delhi. Your school is holding a cultural Fiesta for collecting funds for the flood victims of Kashmir. Draft a notice for your School Notice Board giving detail of the programme. Sign yourself as Ketan Mehta, Cultural Secretary.

2. You are the President of the Students' Council of St Francis Sr Secondary School, Agra. You have invited a visiting Russian Ballet Troupe to give a performance in your school on the occasion of its Golden Jubilee celebrations. Write a notice, informing the students about this event. Sign yourself as Raman Arora/Ria Arora.

3. You are Vaishali Sharma/ Vaibhav Sharma, the Vice Head Girl/Vice Head Boy of Oxford High School, Bahadurgarh. Your school is organising an inter class Drawing and Painting Competition for classes V to VIII. Draft a notice, words inviting the students to participate. Give all necessary details.

4. You are Alok Mehta, Administrative officer of Tata Steel Pvt Ltd. Draft a notice for a local newspaper, informing the public about the change of the company's address.

5. You are Srijana, Srikant of Gitanjali Public School.Write a notice appealing students of your school to generously donate in cash and kind for the poor children of an orphanage.

◆◆◆◆◆

31 EXPRESSING VIEWS ON THE GIVEN PICTURE

இந்தப் பயிற்சியில் ஒரு படத்தைக் கொடுத்து அதைப்பற்றி நமது கருத்துகள் சில வரிகள் எழுத வேண்டும். குறைந்தபட்சம் 5 வாக்கியங்களாவது எழுதுமாறு பார்த்துக்கொள்க. சிறு சிறு வாக்கியங்களாக எழுதினால் போதும்.

Help-line :

படத்தைப் பற்றிய கருத்துக்களை எழுதும் போது கீழ்க்கண்ட சில பொதுவான வாக்கியங்களையும் பயன்படுத்தலாம்:

- This picture is meaningful.
- It is thought provoking.
- I like this picture.
- The scene is very natural.
- It is very much real.
- I see _____ in this picture.

Examples :

Look at the pictures given below. Express your views on it:

1.

The cities are flooded with people during peak hours. Here is a scene of school and college students and people who go to work. Some are waiting for their bus. The school children are crossing the road. Follow road rules for safety.

2.

This is a scene at the railway station. The people are waiting to board the train. They have a lot of luggage. They seem to be labourers. They are going to visit their family at their native place.

3.

This picture is thought provoking. It is very natural. It shows the joy of boys. It seems that they are going to play. They are enjoying their vaction. This picture reminds the proverb, 'All work and no play makes jack a dull boy'.

Assignment:

Look at the picture given below. Express your views on it:

1.

Ans

2.

Ans

3.

Ans

4.

Ans

◆◆◆◆◆

32 NOTE MAKING AND SUMMARY WRITING

Note making என்பது கொடுக்கப்பட்ட ஒரு passage யைப் படித்து அதிலிருந்து முக்கியமான கருத்துக்களை எடுத்து எழுதுதல். அவ்வாறு எழுதிய பின் அவற்றை வைத்து ஒரு சுருக்கத்தை எழுதுவது **Summary writing** எனப்படும்.

Help-line :

நினைவில் கொள்க:

Notes எழுதுவதற்கு செய்ய வேண்டியவை:

* கொடுக்கப்பட்டுள்ள passage யை நன்கு படித்து, அதன் concept - கூற வரும் கருத்தைப் புரிந்து கொள்ள வேண்டும்.
* அதிலுள்ள முக்கிய கருத்துக்களைக் கண்டுபிடித்து அதை underline செய்ய வேண்டும்.
* வரிசைப்படுத்தி, முக்கியமான கருத்துகளை ஒவ்வொன்றாக எழுத வேண்டும். (note making).
* அதை சிறு குறிப்புகளாக எடுத்து எழுத வேண்டும்.

Summary-ஆக சுருக்குவதற்கு செய்ய வேண்டியவை:

* பெரிய வார்த்தைத் தொகுப்புகளை சிறிய வார்த்தைகளாக மாற்றிக் கொள்ளவும்.
* நீளமான வர்ணனைகள், உதாரண வார்த்தைகளை எடுத்து விடவும்.
* கருத்து மாறாத வண்ணம் தேவையற்ற வாக்கியங்களை நீக்கி விட்டு ஒரு rough copy எழுத வேண்டும்.
* அந்த rough copyயில் உள்ள வார்த்தைகளை எண்ண வேண்டும்.
* பின்னர் main passage யில் உள்ள வார்த்தைகளில் கிட்டத்தட்ட 3ல் 1 பங்கு வார்த்தைகள் வருமாறு ஒரு fair copy (summary) எழுத வேண்டும்.
* அதற்கு பொருத்தமான தலைப்பு (title) எழுத வேண்டும்.
* அதன் கீழே Words in the given passage =
  Words in the summary = என்று எழுதலாம்.

Examples :

Make notes of the following passage and then make a summary using the notes:

1. Our blood consists of three types of blood cells : red blood cells, white blood cells and platelets. The red blood cells are small, thin and disc shaped. They are composed of an iron containing component called haemoglobin. When blood passes through the lungs each haemoglobin molecule picks up four oxygen molecules and supplies them to the body tissues. Red blood cells also transport the carbon -di -oxide from the tissues to the lungs. The lungs throw out this gas when we exhale. The white blood cells are big and few compared to red cells, numbering only one for every 700 red cells. They are the body's defenders, the soldiers that fight bacteria and other enemies and destroy dead cells. (119 words)

Notes:

1. Blood contains red blood cells, white blood cells and platelets
2. Red cell transport oxygen and carbon dioxide.
3. White cells destroy bacteria.

Rough Draft:

Our blood ~~consists~~ of three types of cells : red blood cells, white blood cells and platelets. Red blood cells are small, thin ~~and~~ disc shaped with iron containing component called haemoglobin. It picks up four oxygen molecules from ~~lungs~~ to tissues and transport carbon -di -oxide from the tissues to the lungs. The white blood cells are big and ~~are one~~ for every 700 red cells. They fight bacteria and other enemies and destroy dead cells.

Fair draft: (Summary)

Blood Cells

Blood consists of red blood cells, white blood cells and platelets. Red blood cells contain haemoglobin. It transports oxygen from lungs to tissues and carbon dioxide from tissues to lungs. White blood cells are larger and 1 for every 700 red cells. They destroy dead cells.

Number of words in the given passage - 119.

Number of words in the fair copy - 45

2. The distribution of forests among different districts of the state is very uneven. Concentration of forests is mostly in the hills of the western districts and in the Javadu group of hills in Vellore district. Dense forests are also seen in Salem district. More than half of the area in the Nilgiris is under forest. Other districts hold 1% to 5% of area under forests. Thanjavur being the alluvial plain is suitable for agriculture which has less than 1% of forest cover.

The forests of Tamil Nadu have different types of trees. Most of the trees in the state shed their leaves in the dry season. Tamil Nadu has large areas of sandal wood plantations, about 5,88,000 hectares. Hard wood trees are available in the forests of Coimbatore, Nilgiris and Kanyakumari. Trees that are used as fuel are found in Madurai, Coimbatore and Thanjavur districts. Kanyakumari district has rubber plantations. (148 words)

Notes:

1. Distribution of forests - uneven; concentrated - hills of western districts
2. Javadu hills in Vellore; Salem also; more than half in Nilgiri; other districts - 1% to 5%; Thanjavur less than 1%
3. Forests - different types - leaves shed - in dry season; large area - Sandal wood plantations - Hard wood trees - Coimbatore - Nilgiri and Kanyakumari.
4. Fuel trees - Madurai, Coimabatore and Thanjavur; Kanyakumari - rubber planations

Rough draft:

In Tamil Nadu, the forests distribution is uneven. Concentration of forests is mostly in Western hills, Javadu hills in Vellore and Salem district. Nilgiri has more than 50% forest area. In other districts it is 1% - 5%. In Thanjavur less than 1%. There are different types of forests. Many trees shed leaves in dry season. Sandal wood plantation is about 5,88000 hectare. Hard wood trees are seen in Coimbatore, Nilgiri and Kanyakumari. Fuel trees are seen in Madurai, Coimbatore, and Thanjavur. Rubber plantation is in Kanyakumari.

Fair draft (Summary):

Forests in Tamil Nadu

In Tamil Nadu forests are distributed unevenly. Dense forests are seen in Western hills Vellore, Salem and Nilgiri districts. Other districts hold 1 - 5% and in Thanjavur it is less than 1%. Trees shed leaves in dry season. Large areas have sandal wood plantation. Hard woods are seen in Coimbatore, Nilgiri and Kanyakumari. Trees used as fuels are found in Madurai, Coimbatore and Thanjavur. Kanyakumari has rubber plantation.

Number of words in the given passage - 148.

Number of words in the fair copy - 58

Assignment:

Make notes of the following passage and then make a summary using the notes:

1. Butterflies are found in gardens. They look very beautiful with all the colours of the rainbow. There are about 50,000 different kinds of butterflies. They fly from flower to flower, to suck nectar. The feelers help the butterfly to find its way. The tube-mouth helps it to suck nectar and the tiny holes on the sides of its body helps it to breathe. In the life cycle of the butterfly, there are four stages eggs, larva, pupa and adult. The life span of a butterfly is very short. William Wordsworth, the poet wrote a poem about the butterfly. He said that he could not tell whether it was sleeping or feeding. (111 words)

2. Any polished surface which reflects light is a mirror. Most mirrors are made of smooth glass. These glass strips are backed with a very thin layer of aluminium. Not all mirrors are flat. Convex mirrors bulge outwards. They make things look smaller. But they give us a wider view. They are often used as driving mirrors in cars. They are used as security mirror in shops. Concave mirrors curve inwards. They are used as shaving mirrors, because they magnify things which are close. With distant things, they produce a tiny upside - down image. In large telescopes they are used to collect and focus the light. (105 words)

3. If you have a diabetic patient at home, there are chances that they might suffer from hypertension (high blood pressure), heart disease, vascular disease (small blood vessel disease), or kidney disease as well. The physician will treat these problems along with the diabetes. It is important to treat such complications as early as possible because a combination of high blood pressure, diabetes, and kidney disease is a triple threat to your health.

   Many people, however, do not have any complications and can take actions recommended by their physicians concerning diet, exercise, medication in the form of pills instead of insulin injection, and good mental health. If you have noninsulin - dependent diabetes, it is possible that your diabetes may reverse itself and that your blood sugar levels return to normal and stay that way, particularly if you maintain good diet and exercise habits. Good diet, ideal weight, adequate exercise, adequate insulin availability and a stable mental attitude are the keys to treatment for diabetes.

4. We have to be careful while choosing a job. Several factors can gives us job satisfaction. Some of them are freedom, a large pay, a lot of leave facilities, a good boss, a good environment or an easy job. But none of these can give real satisfaction if one has not chosen the right job. A good job is one where the work is easy, a lot of incentives are paid, where hardwork is rewarded and leave facilities for genuine reasons are available. But if the job does not cater to our interest, it will not give us satisfaction. Only, when one gets an opportunity to show one's skill, he will derive satisfaction. Thus aptitude and flair for a job are prime factors that offer job satisfaction. (125 words).

◆◆◆◆◆

33 GENERAL COMPREHENSION

ஒரு general passage. அதிலிருந்து வினாக்கள் கேட்கப்படும் இந்தப் பயிற்சி நமது புரிந்து கொள்ளும் திறனை சோதிக்கிறது. A comprehension is an exercise to test the understanding skill of the students.

இதற்கு நாம் கீழ்க்கண்ட விசயங்களைப் பின்பற்ற வேண்டும். **(Points to be remembered)**

1) கொடுக்கப்பட்டுள்ள paragraphயை நன்கு புரிந்து கொள்ளும் வண்ணம் நிதானமாக படிக்க வேண்டும்.
2) கீழே கொடுக்கப்பட்டுள்ள வினாக்களை நன்கு படிக்கவேண்டும்.
3) வினாவிற்குரிய விடை பத்தியில் எங்கு உள்ளது என கண்டுபிடிக்க வேண்டும்.
4) நமது சொந்த வார்த்தைகளை பயன்படுத்தலாம். ஆனால் பதில் வினாவிற்கேற்றவாறு இருக்க வேண்டும்.
5) அனைத்து வினாக்களுக்கும் விடையளிக்க வேண்டும்.

நினைவில் கொள்க:

- வினாவில் உள்ள வார்த்தைகள் அந்த paragraph-ல் எங்கு வருகின்றன என்பதை கவனிக்க.
- விடையை கண்டிப்பாக ஒரு வார்த்தையில் எழுதக் கூடாது. விரித்து எழுத வேண்டும்.

Examples :

Read the passages given below and answer the questions that follow:

1. Our earth is the only planetwith a variety of plants, animals and the micro-organisms living either in the aquatic or the terrestrial habitats. An environment with rich biological diversity is the basis for human existence. The equilibrium status of living and non-living factors in an environment is known as balance in nature. It is disturbed at times due to natural calamities like storm, flood, pests, outbreak of diseases and fire. Rapid population growth, industrialization and urbanization are the causes for deforestation exploiting fauna and flora against ecosystem. Indian Parliament has passed the Wild life Protection Act in 1972 and the Forest Conservation Act in 1980 to preserve and protect our natural wealth.

Questions:

(a) How does the earth differ from the other planets?
(b) What is balance in nature?
(c) Mention some natural calamities that disturb the balance in nature.
(d) Which Act has been passed in our country to protect the forests and when?
(e) The term flora means
  (i) the plants of particular environment
  (ii) the animals living in a particular area
  (iii) the micro-organism in aquatic habitat.

Ans: (a) Our earth is the only planet with a variety of plants, animals and the microorganisms living either in the aquatic or the terrestrial habitats.
(b) The equilibrium status of living and non-living factors in an environment is known as balance in nature.
(c) Natural calamities like storm, flood, pests, outbreak of diseases and fire.
(d) The Forest Conservation Act was passed in 1980 to protect forests.
(e) *i)* The plants of particular environment.

2. Speech is a great blessing but it can also be a great curse, for while it helps us to make our intentions and desires known to others, it can also, if we use it carelessly, make our attitude completely misunderstood. A slip of the tongue, the use of an unusual word, or of an ambiguous word, may create an enemy where we have hoped to win a friend. Again, different classes of people use different words, and the ordinary speech of an educated man may create the impression to an uneducated listener that he is showing off with his skill : unwittingly, we may use a word which bears a different meaning to our listener from what it does to a man of his own class. Thus speech is not a gift to use lightly without thought, but one which demands careful handling: Only a fool would express himself alike to all kinds and conditions of people and situations.

Questions:

(a) In what way is speech a blessing to mankind?
(b) Describe how words could make an enemy out of someone you would like to be friend.
(c) Why is an educated man's speech considered boastful by an uneducated listener?
(d) How should speech be used?
(e) How does one prove himself a fool through his use of language?

Ans: (a) Speech helps us to make our intentions and desires known to others.
(b) A slip of tongue, use of unusual words or an ambiguous word may create an enemy.
(c) An educated man's speech may create the impression to an uneducational listener that he is showing off with his skill.
(d) Speech should be used with thought and we should handle it carefully.
(e) A fool would express himself alike to all kinds and conditions of people and situations.

Assignment:

Read the passages given below and answer the questions that follow:

1. Some insects are harmful to human beings. The poison of the black widow spider causes unbearable pain. It stiffens the muscles of the abdomen and causes death to some of the victims. Some kinds of mosquitoes carry germs that cause diseases such as malaria, yellow fever and sleeping sickness. The mosquitoes pick up the germs and pass them on to the people they bite. Flies play a part in spreading such diseases like cholera, dysentery and typhoid fever. All insects which carry germs and spread diseases live and breed only in dirty places. So we can prevent such diseases if we keep our houses free of dirt.

Questions:

(a) How harmful is the bite of the black widow spider?
(b) What are the diseases caused by mosquitoes?
(c)How do mosquitoes play a part in spreading diseases?
(d) Why are flies harmful to us?
(e) What is the necessity of keeping our surroundings clean?

2. In modern world, honesty has lost its meaning. Wealth plays an important role in man's life today. Value of money has gone high. All religions laydown great stress on honesty. Honesty should be maintained everywhere, at home, in school, among friends and even in the playground. An honest person always obeys the law, so he is free from trouble. Honesty gives rise to spiritual strength. The life of Mahatma Gandhi, the Father of our Nation is an example. Since his childhood, he tried to remain honest and truthful. Dishonesty gives benefits sometimes but those benefits are temporary. It kills our soul and snatches away our peace of mind. It is not an easy job to remain honest in this world.

Questions:

(a) What is being ignored a lot in today's world?

(b) How can we practise honesty in life?

(c) How is an honest person free from trouble?

(d) How did Gandhi exhibit honesty in his life?

(e) State whether the following statement is true or false:
Honesty kills our soul and snatches away our peace of mind.

3. Scattered over 300 sq.km. in the blue waters of the Indian Ocean, like a string of pearls, Maldives boasts of some of the stunning and exotic tropical hideaways. Hundred of virgin Islands with their bush green vegetarian, clean, sandy beaches and the turquoise blue lagoons together offer a perfect holiday experience. Rated among the top ten diving destinations in the world, the underwater coral gardens in Maldives offer an opportunity to watch colourful marine life at their natural habitat, from close quarters. Not many details are available about the origins of the Maldivian people. The first settlers may well have been from Sri Lanka and Southern India. Some say Aryans, who sailed in their reed boats from Lothal in the Indus Valley about 4000 years age, probably followed them. Archaeological evidence suggests the existence of Hinduism and Buddhism before the country embraced Islam in 1153 A.D.

Questions:

(a) Who according to the passage, were the earliest settlers of the Maldives?

(b) Where is Maldives situated?

(c) When makes the Virgin Islands a perfect holiday experience?

(d) How does the marine life contribute to Maldives tourist attraction ?

(e) What are the religions that have been practisted in Maldives since 1153 A.D ?

4. Compared to a motor bike or a car, the bicycle is a slow moving vehicle but its popularity has been on the increase in recent years. There are many reasons for this. First the bicycle is the cheapest mode of transport which does not require petrol or diesel as a car or motor bike does. In these days of fuel shortage this is decided advantage. It is small, light, convenient and draws its power from the rider. There are no parking problems. It takes one to the destination with more certainty than cars or large motor bikes which are often held up in traffic jams.

It causes no noise, no smoke and it is eco-friendly as it produces no pollution. Finally riding a bicycle is a good exercise which reduces the blood sugar and tones up one's heart and muscles. As a result it makes one keep away from the doctor for ever.

Questions:

(a) What is the most important reason for the popularity of the bicycle?

(b) How is the bicycle convenient to reach one's destination of travel?

(c) Is bicycle a health hazard? Why?

(d) How does cycling keep us fit?

(e) Identify one more reason for the popularity of the bicycle.

5. It took three long years for my coming into existence after the idea of a new currency was conceived. I was conceived and named on 1st Jan. 1999, when eleven European countries decided to have a new money form i.e. the Euro. My value was determined according to the conversion rate fixed by these countries in terms of their own currencies. On 1st January 2002, I was circulated as currency notes when twelve countries adopted me as their currency. Some countries opposed the idea of using

me and initially refused to accept me. But now almost all the European countries have accepted me as valid currency. My brother Dollar who is in America, my bother Lira residing in Italy and my sister Sterling were quite jealous of me but soon they accepted my existence and started respecting me. I now enjoy a place of pride among all the currencies in the world and almost everyone accepts me freely.

Questions:

(a) What is the passage about?

(b) How many countries decided to have a new money form?

(c) When was the Euro circulated as currency?

(d) Name the currencies of America and Italy.

(e) What is the present status of the Euro?

6. A patriot is a man who loves his country, works for it, and is willing to fight and die for it. Every soldier is bound to do his duty, but the best soldiers do more than this. They risk their lives because they love the country they are fighting for. They love its hills and valleys, its cities and villages, its people and their way of life and they are willing to defend it to the last against enemies who try to conquer it and destroy it.

Questions:

(a) 'Risk' means :

(i) miss *(ii)* loss *(iii)* endanger *(iv)* meet

(b) Who is a patriot?

(c) What do the best soldiers do?

(d) Why do they risk their lives?

(e) What do they love?

7. Books are the greatest treasure of mankind and the habit of reading them is the source of pleasure. He who is in the habit of reading books should buy books for himself. He should start collecting books in his youth. The books collected and arranged properly in a room not only decorate the room but also make the presence of their authors felt. Books contain in them eternal truths and are better friends than those of flesh and blood as they not only entertain but also guide us.

Questions:

(a) What are the treasures and what gives pleasure?

(b) When should one start collecting books?

(c) What do books contain in them?

(d) Mention any two uses of books.

(e) _____ are better friends. *Choose the best answer:*

a) books b) flesh c) blood.

◆◆◆◆◆

34 POEM COMPREHENSION

சாதாரண உரைநடையை படிப்பது போல் poetry படிக்க முடியாது. அதில் அர்த்தம் மறைமுகமாக இருக்கலாம். அதை உணர்ந்து, அந்த poem கீழ் கொடுக்கப்பட்டுள்ள passage ல் உள்ள கோடிட்ட இடங்களை நிரப்புவதே இந்தப் பயிற்சி.

நினைவில் கொள்க:

- கொடுக்கப்பட்டுள்ள poem என்ன பொருளைக் குறிக்கிறது என்பதை அதை வாசித்துப் பார்த்தாலே புரியும்.
- அதே போல் பத்தியில் உள்ள கோடிட்ட இடங்களில் பொருத்தமான வார்த்தையைக் கண்டுபிடிக்க அதற்கு முன்னால் உள்ள வாக்கியங்கள் பாடலில் எந்த இடத்தில் வருகிறது என்பதைக் கவனிக்கவும்.

Examples :

1. *Read the following poem and answer the questions given below:*

This is a wonderful door mat
Soft silky, smooth, glossy;
Look at the design and the pattern
The colors, the shades, the darkness...
Influence the onlooker;
The innocence and virtuousness of
Delicate and subtle hands....as if
Fabricated childlike pure dreams;
This is worth buying, worth possessing,
Yet, I prefer not to buy this,
I dare not use this doormat.....because
I cannot be a killer, a murderer
Of innocent children!

Questions. a. Describe the doormat.
b. What does the poet ask us to look at?
c. How are the hands described?
d. Why does n't the poet want to buy the door mat?

Ans. a. The door mat is wonderful, soft, silky, smooth and glossy.
b. The poet asks us to look at the design,the pattern, the colors, the shades and the darkness.
c. The hands are described as delicate and subtle.
d. The poet does not want to buy the door mat for he feels he would be killer, a murderer of innocent children.

Assignment:

1. Read the following poem and answer the questions given below:

My grief a proud man heard;
His looks were cold, he gave me gold,
But not a kind word.
My sorrow passed - I paid him back
The gold he gave to me;
Then stood erect and spoke my thanks.
And blessed his charity.

I lay in grief and pain
A poor man passed my way;
He bound my head, he gave me bread,
He watched me night and day.
How shall I pay him back?
For all he did to me?
Oh, gold is great, but greater far
Is heavenly sympathy.

Questions.
a. Who heard the poet's grief?
b. How was the man's look and what did he give the poet?
c. What did the poet do in return?
d. How did the poor man help the poet?

2. Read the following poem and answer the questions given below:

Oh! anger is an ugly thing
And spoils the fairest face
It cometh like a rainy cloud
Upon a sunny place
One angry moment often does
What we repent for years
It works the wrong we ne'er make right
By sorrows or by tears
The hand of peace is frank and warm
And soft as ringdove's wing
And he who quells an angry thought is greater than a king.

Questions.
a. What is an ugly thing?
b. How does it come?
c. What does anger cause?
d. How is the hand of peace?

3. Read the following poem and answer the questions given below:

Have you seen a little dog anywhere about?
A raggy dog, a shaggy dog, who's always looking out
For some fresh mischief which he thinks he really ought to
He's very likely to do at this minute, biting someone's shoe.
If you see that little dog, his tail up in the air,
A whirly tail, a curly tail, a dog who doesn't care
For any other dog he meets, not even for himself;
Then hide your mats, and your meat upon the top-most shelf.
If you see a little dog barking at the cars,
A raggy dog, a shaggy dog, with eyes like twinkling stars,
Just let me know, for though he's bad, as he can be,
I wouldn't change the dog for all the treasures of the sea!

Questions.
a. Describe the dog.
b. What will the dog be doing at this minute?
c. What are the things to be hidden from this dog?
d. Will the poet change the dog? why?

◆◆◆◆◆

35 MESSAGE WRITING

குறுஞ்செய்தி (Message) என்பது பொதுவாக நாம் நமது கருத்தை சுருக்கமான முறையில் தெரிவிக்க பயன்படுத்தும் முறை.

இதன் அமைப்பு:

- Date:
- Time:
- Name of person to whom the message is directed
- Body of the message
- Name of the writer

நினைவில் கொள்க:

- சொல்லப்பட வேண்டிய தகவல்கள் அனைத்தும் வருமாறு பார்த்துக் கொள்ள வேண்டும்.
- நான்கு அல்லது ஐந்து வரிகளில் தகவல்களை எழுத வேண்டும்.

Examples :

1. You are the receptionist of your school. Your Head master instructs you to send a message to all the parents of class ten to attend a PTA (Parent Teacher Association) meet which is to be held on 22.12.20XX

Textual Task : Pg. No. : 141

22 December 20XX

Dear Parents

Our Headmaster has asked to inform you about the PTA (Parent Teacher Association) meet of class tenth which is to be held on 22/12/XX. Parents are requested to attend the meeting without fail. If you are unable to attend the meeting please inform the class teacher as early as possible. The meeting will be held around 9.00 a.m to 12.00p.m at our school campus.

Balan,
Govt. Hr.Sec.School, Erode.

Assignment:

1. Write a report on the Sports Day celebrated in your school.
2. Write a report on the Independance Day celebrations at V.O.C Ground.
3. Write a notice about a Book Exhibition to be held in the school.
4. Write a notice on registration of names for young world quiz competition.
5. You are the receptionist of your school. Send a message to the parents regarding an eye camp to be conducted by Aravind Hospital in the school permises.
6. You are the receptionist of your school. Send a message to parents to collect funds for the cyclone victims.

◆◆◆◆◆

V. GOVT. MODEL QUESTION PAPER

10th Standard

English

[Time: 3.00 Hrs] [Marks: 100]

Instructions: i) Check the question paper for fairness of printing. If there is any lack of fairness, inform the Hall Supervisor immediately.

ii) Use Blue or Black ink to write or underline

PART - I

i. Answer all the questions. **14 × 1=14**

ii. Choose the most suitable answer and write the code with corresponding answer.

Choose the appropriate synonyms for the italicised words.

1. The mother seagull ***swooped*** upwards.
   a) leap b) rush c) move very quickly d) ascend
2. The ***attic*** has always been favourite with children.
   a) loft b) affluent c) apartment d) strong room
3. It is a 55 foot sailing vessel built ***indigenously*** in India.
   a) fully b) collectively c) innately d) specially

Choose the appropriate antonym for the italicised words.

4. She screamed back ***mockingly***.
   a) disrespectfully b) ridiculously c) jeeringly d) respectfully.
5. We don't have to use any means of ***repulsion***.
   a) attraction b) distaste c) hate d) horror
6. I ***indulged*** in banking.
   a) took part b) participated c) abstained d) yielded
7. Choose the correct plural form of ***alga*** from the following:
   a) algum b) algi c) algae d) algas
8. Form a derivative by adding the right suffix to the word - ***document***:
   a) -ory b) -ise c) -ation d) -ly
9. Choose the correct expansion of the abbreviation **SIM.**
   a) Subscriber Information Module b) Subscriber Identity Module
   c) Student Identification Module d) School Identification Module
10. Complete the following sentence with the most appropriate phrasal verb given below:
    The crew _____ of water and food before they could complete their expedition.
    a) ran on b) ran about c) ran in d) ran out
11. Choose the suitable option to pair it with the word ***'watch'*** to form a compound word
    a) hall b) house c) man d) clock
12. Fill in the blank with the most appropriate preposition given below:
    Mulan heard this _____ her tent.
    a) by b) from c) at d) for

13. Complete the following sentence using the most appropriate tense form of the verb given below:
After he _____ his lunch, he went across to the window.
a) will finish b) finish c) was finishing d) had finished

14. Choose the most appropriate linker from the given four alternatives.
_____ he is ninety years old, he is in the pink of health.
a) when b) since c) even though d) yet

PART - II

Section - I

$10 \times 2 = 20$

Answer any THREE of the following questions in a sentence or two. $3 \times 2 = 6$

15. Mention the special features of INSV Tarini.
16. What prompted the seagull to fly finally?
17. What was the daily routine of Mr. Sanyal?
18. What were the various things that tempted Mr. Franz to spend his day outdoors?

Section - II

Read the following sets of poetic lines and answer any THREE of the following. $3 \times 2 = 6$

19. *Let us learn to walk with a smile and a song.*
No matter if things do sometimes go wrong;
a) What does the poet want everyone to learn?
b) What should we do when things go wrong?

20. *She's a lioness; don't mess with her.*
She'll not spare you if you're a prankster.
a) How is women described here?
b) Who is a prankster?

21. *Not a flower could he see,*
Not a leaf on a tree.
a) Who does 'he' refer to?
b) Mention the season when he could not see a flower or a leaf on a tree.

22. *Beside the house sits a tree*
It never grows leaves.
a) What is found near the house?
b) Why does it never grow leaves?

Section - III

Answer any THREE of the following. $3 \times 2 = 6$

23. **Rewrite the following sentence to the other voice.**
Please assemble in the ground.

24. **Rewrite using indirect speech**
"Where are we going, sir?" asked the aero coachman.

25. **Punctuate the following sentence.**
wherefore said miranda did they not that hour destroy us

26. **Transform the following sentence into a simple sentence.**

As Catherin is a voracious reader, she buys a lot of books.

27. **Rearrange the words in the correct order to make meaningful sentences:**

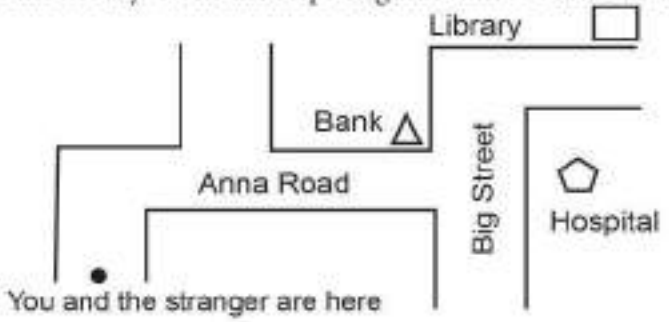
a) he saw / when / in the / platform / the train / he rushed.

b) as / I / healthy / are you / am / as.

Section - IV

Answer the following question. $1 \times 2 = 2$

28. A stranger wants to visit the library. Write the steps to guide him to reach his destination.



PART - III

Section - I

$10 \times 5 = 50$

Answer any TWO of the following in utmost ten lines. $2 \times 5 = 10$

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

30. 'Technology is a boon to the disabled'. Justify.

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

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

Section - II

Answer any TWO of the following in utmost ten lines. $2 \times 5 = 10$

33. How is mystery depicted in the poem "The House on Elm Street.

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

35. **Read the following poetic lines and answer the questions given below.**

The weather is always too hot or cold;
Summer and winter alike they scold.
Nothing goes right with the folks you meet
Down on the gloomy Complaining street.

i) Pick out the rhyming words from the above lines.

ii) Write the rhyme scheme of the poem.

iii) Identify the figure of speech employed in the fourth line of the given stanza.

iv) Pick out the alliterating words.

36. **Paraphrase the following stanza.**

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

Section - III

Answer any ONE of the following. $1 \times 5 = 5$

37. **Rearrange the following sentences in coherent order.**

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

38. **Read the following passage and answer the questions that follow.**

The country Shining was governed by a despotic leader who though a warrior, had a great and cowardly shrinking from anything suggestive of failing health and strength. This caused him to send out a cruel proclamation. The entire province was given strict orders to immediately put to death all aged people. Those were barbarous days, and the custom of abandoning old people to die was not uncommon. The poor farmer loved his aged mother with tender reverence, and the order filled his heart with sorrow. But no one ever thought twice about obeying the mandate of the governor, so with many deep and hopeless sighs, the youth prepared for what at that time was considered the kindest mode of death.

i) Who governed Shining?

ii) What was the cowardly act of the governor?

iii) What proclamation did the governor send out?

iv) How did the poor farmer treat his mother?

v) Did the people obey the governor's order?

Section - IV

Answer any FOUR of the following. $4 \times 5 = 20$

39. **Prepare an attractive advertisement using the hints given below.**

Home appliances - Aadi Sale - 20-50% - Special Combo Offers - Aadhav & Co., Raja Street, Chepauk, Chennai.

40. Write a letter to the manager of a famous daily, ordering subscription for your school library.

41. You are Adhira / Athiran, the school pupil leader of GHSS, Trichy. Prepare a notice on behalf of your school inviting the grandparents of the students to celebrate World Elders' Day in your school auditorium on the 20th of next month.

42. **Look at the following picture and express your views on it in about five sentences.**

43. **Make notes or write a summary of the following passage:**

There are many different kinds of books that are published each year. These are the new titles available for us to read. Besides these, there are books that have been published through the years. Together, there are millions of books available throughout the world in as many languages as are spoken by people. There are different genres in which books are published. There are fiction and non-fiction categories in books, and each of these categories has many different genres of books. The academic books we

study at school belong to the text book category. We study them to complete our syllabus and pass the examinations at the end of each academic session. There are other books that we read for our pleasure and enrichment. We read story books of different types. There are comedy, horror, detective and thriller stories in prose, plays and poetry forms. Books are our best friends.

44. **Identify and correct the errors in the following sentences.**

a) You may speak politely to the elders.
b) This is the boy whom won the race.
c) He come late to school every day.
d) Though he was hungry but he did not eat.
e) Is this a book that you wanted to buy?

Section - V

45. **Quote from memory.** $1 \times 5 = 5$

Let me live ..... back in fear

PART - IV

46. **Write a paragraph about 150 words by developing the following hints.** $2 \times 8 = 16$

a. Many years age - China - the emperor ordered - one man from - family - join army - Mulan heard - told father - she join army - father objected - she is a girl - Mulan - wore - fathers robes cuts her hair - convinced father - she has learnt - Kung fu - no one will find - she is a girl. Mulan left - village - fought bravely - war - given top - position - very soon - fever -swept - the army - Mulan - sick - doctor examines - finds the truth - spreads the news in the army - everyone objects - to follow a girl leader - Mulan stood tall - gave command - soldiers - followed her - attacked enemies - won the battle - Emperor glad - offered Mulan positions - court - Mulan refused - went back - village - royal - gifts.

(or)

b. Holland - land - below sea level - dikes protected the country - everyone did best to - protect - Holland - Years ago - little - boy Peter - lived Holland - His father - attended - dyke gates - opened - closed dykes - one day - Peter mother- gave cakes to Peter - to be given - old blind friend of Peter - across the dyke - Peter happily left - dyke - called for help - in vain - he put his little - finger - throughout the night - slept near the dyke - morning - found by passer by - alerted the people - Peter and Holland - saved.

47. **Read the following passage and answer the questions given below:**

Kung Fu – 'kung' meaning 'energy' and 'fu' meaning 'time' - is a Chinese martial art whose recorded history dates back to around 525 CE, during the Liang dynasty. The man credited with introducing martial arts to China is said to be an Indian monk known as Bodhidarma.

Many people have a misconception that Chinese Kung Fu is about fighting and killing. It is actually based on Chinese philosophy and is about improving wisdom and intelligence. Taoist philosophy is deeply rooted in and had a profound influence on the culture of Chinese martial arts.

The five traditional animal styles of Shaolin Kung Fu are the dragon, the snake, the tiger, the leopard and the crane. The union of the five animal forms clearly displayed the efficacy of both hard and soft movements, of both internal and external energy - this form of Chinese martial arts was known as Shaolin Kung Fu, named after the temple in which it was developed.

Questions.

a. Which country does the martial art Kung Fu belong to?
b. What is the meaning of the term "Kung Fu"?
c. Write any two martial arts of India.
d. What are the five animal styles followed in Shaolin Kung Fu?

(or)

Read the following poem and answer the questions given below:

It you can't be a pine on the top of the hill,
Be a scrub in the valley - but be
The best little scrub by the side of the rill;
Be a bush, if you can't be a tree.

If you can't be a bush, be a bit of the grass,
And some highway happier make;
If you can't be a muskie, then just be a bass
But the liveliest bass in the lake!

We can't all be captains, we've got to be crew,
There's something for all of us here.
There's big work to do and there's lesser to do
And the task we must do is the near.

If you can't be a highway, then just be a trail,
If you can't be the sun, be a star;
It isn't by size that you win or you fail
Be the best of whatever you are!

Questions.

a. Where does the best scrub grow?

b. What makes a highway traveller happy?

c. Does size matter? Give reason.

d. What is the underlying theme of the poem?

GOVT. MODEL QUESTION PAPER ONE MARK KEY

PART - I

1. d) ascend
2. a) loft
3. c) innately
4. d) respectfully.
5. a) attraction
6. c) abstained
7. c) algae
8. c) -ation
9. b) Subscriber Identity Module
10. d) ran out
11. c) man
12. b) from
13. d) had finished
14. c) even though

PART - II

Section - III

23. You are requested to assemble in the ground.
24. The aero coachman enquired his master where they were going.
25. Wherefore said Miranda, "Did they not that hour destroy us?"
26. Being a voracious reader Catherin buys a lot of books.
27. a) He rushed when he saw the train in the platform.
    b) Are you as healthy as I am?

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Don Publications (P) Ltd.

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