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ENGLISH

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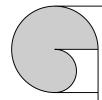
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PENGUIN PUBLICATIONS

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Everything is possible if God's touch is these. - Sri Aurobindo.

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We take pride of releasing PENGUIN English Guide and Work book for 9th std - New Edition with word for word Translation. This guide has been authored by a well qualified and experienced teacher who has teaching experience for 2 decades in English.

We would like to state that this material wills erve as a teaching companion to qualified teachers. This material will be an excellent learning companion to students with exhaustive exercises and in text questions in addition to precise answers for textual questions.

The material has more salient featuers such as word by word Translation, Images and Pictures, Mind map for easy comprehension for students as wel as teachers. Through this material we are confident that our students will learn English effectively and they, definitely, prove their excellence in Board Examination.

I sincerely thank the Author, Artist, DTP Operator for their valuable contribution in bringing out this material successfully.

We once again sincerely thank the teachers, parents and students for supporting and valuing our efforts.

With Best wishes

- Publisher

- Penguin Team

- All the best -



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MEMORY POEM

Stopping by woods on a snowy evening

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

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

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

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

-Robert Frost

On killing a Tree

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

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

No,

The root is to be pulled out —
One of the anchoring earth;
It is to be roped, tied,
And pulled out — snapped out
Or pulled out entirely,
Out from the earth — cave,
And the strength of the tree exposed
The source, white and wet,
The most sensitive, hidden
For years inside the earth.

Then the matter
Of scorching and choking
In sun and air,
Browning, hardening,
Twisting, withering,
And then it is done.

-Gieve Patel

The river

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

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

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

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

-Caroline Ann Bowles

The Comet

Rampaging through the heavens Never stopping day or night, A spectacle of a lifetime A comet in full light.

Faster than a cheetah With a tail that' miles long, Bigger than a mountain So powerful and strong.

The outer ice is melting Causing vapor from the force, And leaves a trail behind it As it travels on its course.

If one should come too close to earth The atmosphere will shake, with shockwave reaching to the ground Causing the land to quake.

Scientists say the chemicals
In the dust they leave behind,
Could have started life on the earth
Which resulted in mankind.

I cannot say if this is true
I do not have the right,
But I know no better spectacle
Than a comet in full light.

-Norman Little ford

PENGUIN 1 IX - ENGLISH



PROSE

LEARNING THE GAME





About the author

SachinRameshTendulkar was born on 24th April 1973 in Mumbai, Maharastra. He is a former Indian cricketer and captain widely regarded as one of the greatest cricketers of all time. He made an impact in cricket from a very early age, displaying a prodigious talent. The world famous cricketer has set many records in his careerand is considered as one of the greatest batsmen of all time. He is the only player to have scored one hundred international centuries, the first to score double century in a One Day International, and the only player to complete more than 30,000 runs in international cricket. He played 664 international cricket matches in total, scoring 34,357 runs. In 2012, Tendulkar was nominated to the Rajya Sabha. He retired from cricket on 16th November 2013. 'Learning the Game' is an extract from his autobiography *Playing it My Way*.



Pictures related to the lesson



Tendulkar at field



Tendulkar shares his experience



Tendulkar pondering over the game



Leadership qualities



Shares his secret of success



Virtues of true sportsmanship



Tendulkar with his Guru

PENGUIN 2 IX - ENGLISH

MIND MAP Sachin joined the cricket camp at the age of 11, under the coach Achrekar The camp was from 7.30 am to It came true. Sachin was 7 pm. In the sixty days camp, he grateful to his coach played 55 matches Achrekar's advice: He changed his school to Practice hard. One day, Shardashram, where Achrekar the world would watch worked you playing His father and brother Ajith Sachin had undergone many took great care struggles

Pictorial Description



PENGUIN 3 IX - ENGLISH



When Sachin was eleven years old, he was taken to a famous cricket coach, Achrekar by his brother. He joined his summer camp. He was changed to the school where Achrekar was the coach. The session used to start at 7.30 a.m.. He had one set of clothes. After every session, he had to wash it. His father and his brother encouraged him a lot. It was a tough training. He had to play till 7pm. He gained physical and mental stamina. When he was returning, Sachin used to feel sleepy and tired. But he could not get any seat. Sometimes, he avoided to go to the nets and spent time with his friends. Achrekar would come and drag him. He advised him to practise well and also he would say that one day, the whole world would watch him playing. So, Sachin was very much grateful to his coach, Achrekar.



PROSE ENGLISH EXPLANATION

From a very early age, I played tennis - ball cricket with my colony friends. I loved watching cricket on television and in our games, I often tried to emulate the mannerisms of my favourite players, Sunil Gavaskar and the West Indian legend Viv Richards. But it wasn't just the batsmen that I studied. I also loved bowling. Throughout my career, I have actually bowled a lot in teh nets.

I was then studying in the New English School, Mumbai. But my brother Ajit knew that compared to other schools in Mumbai, ShardashramVidhyamandir where RamakantAchrekar Sir was the cricket coach, gave due importance to the game of cricket. He ran summer camps too. Ajit, one day, took me to the camp to get trained under Sir. Anyone could come for a trial at the camp; but then, it was up to Sir to decide who to accept. I was eleven years old then. Achrekar Sir, as I refer to him, started playing cricket at the age of eleven in 1943, which is the age I was when I had never batted in the nets before and felt somewhat overawed with so many people around. When I was asked to bat, I was not at all comfortable. With Sir watching me so closely, I failed to make an impact.

பாடம் தமிழ் விரிவாக்கம்

எனது சிறுவயதில், நான் எனது தெருவில் வசிக்கும் நண்பர்களுடன், டென்னிஸ் பந்தில் கிரிக்கெட் விளையாடுவேன். கிரிக்கெட்டை தொலைக்காட்சியில் விரும்பி பார்ப்பேன். மேலும், நாங்கள் வீரர்களாகிய விளையாடும்பொழுது, எனக்கு பிடித்த சுனில் கவாஸ்கர் விவியன்ரிச்சட்ஸ் மற்றும் ஆகியோரின் பாணியை பின்ப<u>ற்று</u>வேன். ஆனால், நான் அடிக்கும் மட்டையை பிடிப்பவரை பார்க்கமாட்டேன். எனக்கு பந்து வீசுவதும் பிடிக்கும். எனது பயிற்சி காலங்களில், நான் அதிக தடவை வலைக்குள் மட்டுமே பந்து வீசியிருக்கிறேன்.

மும்பையில் உள்ள புது ஆங்கிலப் பள்ளியில் படித்தேன். ஆனால் எனது சகோதரன் அஜித், என்னை சாரதா ஆஷ்ரம் வித்யாமந்திர் பள்ளிக்கு **ត**សាំ<u>៣</u> சென்றார். ஏனென்றால், அங்கேதான் அழைத்து கிரிக்கெட்டிற்கு முக்கியத்துவம் தரும் பயிற்சியாளர் ராமகான்ட் ஆச்ரேக்கர் பணிபுரிகின்றார். கோடைகால பயிற்சி வகுப்பும் நடத்தி வந்தார். ஒரு நாள், அஜித் என்ன அந்த பயிற்சியாளரிடம் பயிற்சி பெற வேண்டும் என்று அழைத்து சென்றார். யார் பயிற்சி வேண்டுமானாலும் வகுப்பிற்கு வாலாம். ஆனால் பயிற்சி வகுப்பிற்கு தகுதியானவர்களை, அவரே தோந்தெடுப்பார். எனக்கு அப்பொழுது பதினொன்<u>ற</u>ு வய<u>த</u>ு. ஆச்ரேக்கர் சாரும் பதினொன்றாம் வயதில் 1943 ம் ஆண்டு விளையாடத் தொடங்கினார். என்னை மட்டை பிடித்து விளையாட அழைத்த சௌகரிமானதாக பொழுது நான் கருதவில்லை. என்னை எனது குரு கூர்ந்து கவனித்த பொழுது நான் அவரது கவனத்தை ஈர்க்க தவறி விட்டேன்.

PENGUIN 4 IX - ENGLISH

Sir called Ajit aside and informed him that I was perhaps too young to make the camp and suggested that he should bring me back when I was a little older. My induction into the Mumbai cricket circuit could have ended in failure but for Ajit's insistence. Having seen me play in the colony, Ajit knew I was capable of performing far better than I had done in front of Achrekar Sir. He explained that I was nervous and asked Sir to give me one more opportunity. However, he suggested that while doing so, Sir should pretend to go away and then watch from a distance. Sir agreed. Before long, I was asked to bat again and, without Sir's trained eyes scrutinizing me - or so I thought, I felt more at ease and soon started to hit the ball well. This time, Sir agreed to let me join the camp. I was delighted and I must say it was an opportunity that transformed my life.

The camp involved a session every morning and evening at Shivaji Park. I would practice between 7.30 am and 10.30 am in the morning. Then I'd come back in the afternoon and practice till late evening. The schedule was rigorous and I would be exhausted by the end of the day. Travelling to Shivaji Park took forty minutes from my house in Bandra and I had to catch an early morning bus to make it on time. For the first few days, Ajit accompanied me, to get me used to the routine. During the bus journeys, he would talk to me about the nuances of batting, and I always enjoyed these conversations a lot. In fact, the one thing that I have kept with me all my career is a note that Ajit gave me containing somethoughts about batting. It served as a very personal coaching manual.

As a child, I had only one set of cricketclothes and the routine was to wash themas soon as I'd returned from the morningsession. While I had my lunch, the clotheswould dry out in the sun and I would wearthem again in the afternoon. The patternwas repeated in the evening so that I could use the same set of clothes the following morning. The system worked well – apart from my pockets. There was never quiteenough time for the pockets to dry outcompletely, and for the entire duration ofthe camp I played with wet pockets. By themiddle of the summer

சார், அஜித்தை கூப்பிட்டு எனக்கு வயது குறைவாக இருக்கிறது என்றும், என்னை இன்னும் சில வருடம் வரும்படியும் கூறினார். அழைத்து மும்பை கிரிக்கெட் வாழ்க்கை தோல்வியில் முடிந்தது நினைத்தேன். நூன் ஆனால், அஜித்தின் வற்புறுத்தலால், அவ்வாறு முடியவில்லை. அஜித் ஆச்ரேக்கர் சாரிடம், நான் இங்கே விளையாடியதை விளையாடுவேன் தெருவில் நன்றாக கூறினான். நான் பயந்து விட்டேன் என்று கூறி எனக்கு மற்றொரு வாய்ப்பு தரும்படி கேட்டுக் கொண்டான். மேலும், நான் விளையாடும் பொழுது சாரை தூரத்தில் இருந்து பார்க்கும்படி கூறினான். சாரும் ஏற்றுக்கொண்டார். சார் தூரத்தில் சென்றபின், நான் மிகவும் சுலபமாக விளையாடினேன். இந்த முறை, சார் என்னை பயிற்சி களத்தில் சேர்த்துக்கொண்டார். எனக்கு மிகவும் சந்தோஷமாக இருந்தது. இதுதான் எனது வாழ்க்கையை மாற்றும் வாய்ப்பாக அமைந்தது.

இந்த பயிற்சிக் காலம் தினமும் காலையும், மாலையும் சிவாஜி பூங்காவில் நடைபெற்றது. காலையில் 7.30 மணிமுதல் 10.30 மணி வரை பயிற்சி செய்வேன். மதியம் **மாலைவேளை** வீட்டிற்கு வந்து, பிறகு செல்வேன். பயிற்சிக்கு இந்த பயிற்சி காலம் கடுமையாக இருந்தது. நான், தினமும் இரவில் சோர்ந்து விடுவேன். பந்திராவில் உள்ள எனது வீட்டில் இருந்து சிவாஜி பூங்கா செல்ல நாற்பது நிமிடம் ஆகும். நான் சரியான நேரத்திற்கு செல்ல விடியற்காலையில் ஒரு பேருந்தை பிடிக்க வேண்டும். முதலில், சில நாள் அஜித் என்னுடன் வந்தான். இவ்வாறு பேருந்தில் இருவரும் செய்யும்பொழுது, பயணம் மட்டையை பிடித்து விளையாடும் நுணுக்கங்களை பற்றி பேசிக்கொண்டிருப்பான். இந்த உரையாடல் எனக்கு மிகவும் பிடிக்கும். உண்மையில் வாழ்நாள் சொன்ன முழுவதும், அஜித் தகவல்களை பின்பற்றிக்கொண்டு இருக்கிறேன். அவன் வார்த்தைகள் கையேடாக எனக்கு வரு சொந்த இருந்தது.

எனது சிறுவயதில், என்னிடம் ஒரே ஒரு கிரிக்கெட் உடை இருந்தது. நான் காலையில் பயிற்சியை முடித்து வந்தவுடன், உடையை துவைத்து விடுவேன். நான் சாப்பிட்டு முடிக்கும் கொமுது, எனது உடை வெளிச்சத்தில் காய்ந்துவிடும். பின்னர் அதை நான் உடுத்திக் கொள்வேன். மாலை வேளை பயிற்சி முடிந்தவுடன், இதே வேலை தொடரும். இந்த முறை நன்றாக இருந்தது. எனக்கு சட்டைப் பையை தவிர, சட்டைப்பை காய்வதற்கு நேரம் பத்தவில்லை. ஆகையால், சட்டைப்பையுடன் நான் ஈரமான

PENGUIN 5 IX - ENGLISH

camp, Sir had startedtaking an active interest in my batting andat the end of the two months, informed Ajit that I had the potential to be a good cricketerif I practiced all year round. However, myschool – the New English School in Bandra– did not have cricket facilities and Sir waskeen for me to change schools if I wantedto pursuecricket seriously.

விளையாண்டேன். இந்த கோடைகால பயிற்சி வகுப்பில், சில நாள்களில், சார் எனது மட்டையை அடிக்கும் திறமையில் ஆர்வம் கொண்டார். அஜித்திடம், நான் எல்லா நாளும் பயிற்சி செய்தால், சிறந்த கிரிக்கெட் விளையாடுபவராக மாறுவேன் என்றார். ஆனால், எனது பந்ராவில் உள்ள பள்ளியில் அந்த வசதி இல்லை. நான் கிரிக்கெட் உண்மையாக நேசித்ததால், சார் என்னை பள்ளிக்கூடம் மாற்றுவதில் தீவிரமாக இருந்தார்.

One evening, Sir called my father andput forward his suggestion. Ajit was inthe room with my father at the time andthey both accepted that it was necessaryif cricket was to be my priority. My fathersat me down and explained that while hedid not have any objections to my changing schools, I should do so only if I was reallyserious about playing cricket. I assured him I was, and so it was agreed that I shouldmove to Shardashram Vidhyamandir, where Achrekar Sir was the cricket coach. All myexcess energies were getting channeled into cricket, which acted as a kind of safetyvalve. My father always said that all hewanted me to do was give it my best effortwithout worrying about the results.

ஒரு நாள் மாலையில், சார் எனது அப்பாவிடம் தனது கருத்தைக்கூறினார். அஜித்தும் எனது அப்பாவுடன் அதே அறையில் இருந்தான். நான் கிரிக்கெட்டிற்கு முக்கியத்துவம் கொடுக்க வேண்டுமென்றதால், அவர்கள் ஏ<u>ற்</u>றுக் கொண்டனர். எனக்கு அதை கிரிக்கெட்டில் விருப்பம் இருப்பதால், நான் பள்ளியை மாற்றுவதற்கு எந்த ஆட்சேபனையும் இல்லை. கிரிக்கெட் அதனால், அக்ரேகர் சார் அவர்கள் பயிற்சியாளராக இருக்கும் சாரதா ஆஷ்ரம் வித்யாமந்திர் பள்ளிக்கு மாற்றப்பட்டேன். எனது அதிக சக்திகளை பாதுகாப்பாக கிரிக்கெட்டில் செயல்படுத்தினேன். எனது அப்பா எப்பொழுதும் என்னை விளையாடும் பொழுது எந்த வித பலனையும் எதிர்பாராமல் விளையாடும்படி கூறினார்.

In my first year at Shardashram, I played fifty five practice matches during the summer break of sixty days. My summersessions used to start at 7.30 am and endat 4.30 pm. My evening session would start at 5 pm after only a thirty-minute break. During the break, Sir would often give me some money to go and have a vadapav(a popular Mumbai fast food).

எனது சாரதா ஆஷ்ரம் பள்ளியின் முதல் வருடத்தில், அறுபது நாள்கள் உள்ள கோடை விடுமுறையில், ஐம்பத்தைந்து பயிற்சி போட்டிகளில் விளையாடினேன். எனது கோடைகால பயிற்சி காலை 7.30 மணிக்கு ஆரம்பித்து, மதியம் 4.30 மணிக்கு முடியும். பின்னர் எனது மாலை நேர பயிற்சி 30 நிமிட இடைவெளிக்கு பிறகு, 5 மணிக்கு சார் எனக்கு பணத்தைக் கொடுத்து வடாபாவ் என்ற மும்பையில் உள்ள துரித உணவை சாப்பிட சொல்வார்.

Between 5 pm and 7 pm I'd have five more net sessions. Towards the last 15 minites, Sir would place and one rupee coin on top of the stumps and if I managed to avoid getting out, the coin was mine. I this session every bowler in the camp would come and bowl to me, with some sixty to seventy boys fielding. It meant I had to hit every ball along the ground to survive those intense fifteen minutes. Winning the one-rupee coin used to give me immense satisfaction and taught me how to concentrate even when physically drained. At the end of it all., Sir would tell me to run two full circuits of Shivaji Park with my pads and gloves on.

மாலை மணிக்கும் மணிக்கும் இடைப்பட்ட 7 நேரத்தில் எனக்கு ஐந்து ഗ്രത്വെ வலைப்பயிற்சி இருக்கும். கடைசி 15 நிமிடத்தில், சார் ஒவ்வொரு அடிக்கட்டையிலும், ஒரு ரூபாய் நாணயத்தை வைப்பார். நான் விளையாடும் பொழுது அடிக்கட்டையில் உள்ள நாணயம் விழாமல் இருந்தால், அந்த நாணயம் எனக்கு கிடைக்கும். இந்த நேரத்தில், அங்குள்ள அறுபது முதல் எழுபது வரை உள்ள அனைத்து பையன்களும் வந்து பந்துவீசுவர். இது எதற்கு என்றால், நான் அந்த கடைசி பதினைந்து நிமிடத்தில் எவ்வாறு பதற்றம் இல்லாமல் விளையாடுகிறேன் என்று பார்ப்பதற்கு ஆகும். அந்த ஒரு ரூபாய் நாணயத்தை வெல்வது எனக்கு அளவற்ற திருப்தியை கொடுக்கும். மேலும், உடம்பில் ஒ(ந சக்தியும் இல்லாத பொழுதும், எவ்வா<u>று</u> கவனம் செலுத்தி விளையாட வேண்டும் என்பதை கற்பித்தது.

That was the last part of my training and I'd be completely

PENGUIN 6 IX - ENGLISH

exhausted by the end ofit all. It was a routine I would repeat rightthrough my summer holidays and it helpedme to build up physical and mental stamina. இது எல்லாம் முடிந்த பிறகு, சார் என்னை காலில் பட்டைகள் அணிந்தும், கையில் கையுறைள் அணிந்தும், சிவாஜி பூங்காவை இரண்டு முறை ஓடச் சொல்வார். இதுதான், எனது பயிற்சியில் கடைசிபகுதி ஆகும். நான் முற்றிலும் சோர்வடைந்து விடுவேன். இதுதான், நான் கோடை விடுமுறையில் தொடர்ச்சியாக செய்தது. இது எனது உடம்பிலும் மனதிலும் உறுதியை கொடுத்தது.

-Occasionally, my father came to take me home and I would always ask him to treat me to a special fruit cocktail at a juice centre near the club. While this regular demand was a little unreasonable, because at the time I did not realize that my parents also had to take care of the needs of my brothers and sister, my father would invariably end up giving me what I wanted, just to see me happy. On other days, when I made my way home from Shivaji Park on my own, I'd often fall asleep on the bus - if I managed to sit down. Anyone who has been on a Mumbai bus at peak hours will know just how difficult it is to get a seat. Ondays when I wasn't so lucky, it was still a challenge just to stand with the kitbag, because the bus conductors would inevitably complain about me taking up the space of another passenger. It could be embarrassing because the conductors were often rude and would sometimes ask me to buy two tickets. I didn't have the money for a second ticket and I had to learn to take these remarks in my stride. Dirty clothes often added to the embarrassment. With time, I evolved a way of wrapping the kitbag around me. Just as the helmet and pads became a part of me while batting, so the kitbag became an extensions of me on the bus. I'd often take the bus or train from Bandra to Church gate, and it was all a great learning experience.

<u>அப்பா</u> எப்போதாவது, எனது என்னை அழைக்க வருவார். அப்பொழுது, நான் ஒரு பழச்சாறு கடையில் சிற்றுண்டியை விரும்பி விற்கும் ஒரு பெற்றோர்கள் அப்பொழுது, எனகு எனது மற்றும் அண்ணன்களின் தேவைகளையும் நிறைவேற்ற வேண்டும் என்று நினைக்கவில்லை. ஆனால், அப்பா என் மனம் சந்தோசம் அடைவதை பார்க்க எனக்கு வாங்கிக் கொடுப்பார். மற்ற நாள்களில், சிவாஜி பூங்காவில் இருந்து வீட்டிற்கு செல்லும்பொழுது, எனக்கு பேருந்தில் இடம் கிடைத்தால் தூங்கிவிடுவேன். மும்பையில் இருக்கும் அனைவரும், பரபரப்பான நேரத்தில் இடம் கிடைப்பது எவ்வளவு கஷ்டம் என்பது தெரியும். சில துரதிர்ஷ்டமான நாள்களில், இடம் கிடைக்காத பொழுது, எனது பெரிய பையுடன் நிற்பது மிகவம் பேருந்தில் சவாலாக இருக்கும். உள்ள நடத்துனர், அந்த பை இருக்கும் இடத்தில் இன்னொரு பயணியை நிற்க வைக்கலாம் என்று விமர்சிப்பார். சில நாள்களில், முரட்டுத்தனமான நடத்துனர்கள், இரண்டு பயணச்சீட்டு வாங்கும்படி சொல்வார். என்னிடம் இரண்டாவது பயணச்சீட்டு வாங்க பணம் இருக்காது. திட்டுவதை கேட்க வேண்டி இருக்கும். அழுக்கான உடை மேலும் சங்கடத்தை கொடுக்கும் இந்த மாதிரியான நாள்களை, எனது பையை என்னை சுற்றி கட்டிவிடுவேன். தலைகவசமும் கையுறைகளை நான் மட்டை பிடித்து விளையாடும்பொழுது எனது ஒர் அங்கமாக இருக்கும். ஆனால் பேருந்தில் பிரயாணம் செய்யும் பொழுது அவைகள் எனக்கு இடையூறாக இருக்கும். பாந்திராவிலிருந்து தேவாலயம் வரை அல்லது பேருந்திலோ மின்சார வண்டியிலோ பயணிக்கும் மிகவும் சிறந்த அந்த தருணங்கள் அனுபவங்களாக அமைந்தது.

Even though I loved cricket, there were still occasional days when playing with my friends at home was such fun that I would conveniently forget I was supposed to go to the nets. If I didn't turn up, Achrekar Sir wouldjump on to his scooter and come to fine me. Sir would spot me in the melee and virtually drag me out. I would come up with excuses but he would have none of it. He would get me to change and head off to Shivaji Park. On the drive he would

கிரிக்கெட்டை நேசித்தாலும் நான் அதிகம் நண்பர்களுடன் வீட்டில் செலவிடுவதே மிகவும் நேசித்தேன். ஆனால் ஆச்ரேகரோ தனது இருசக்கர வாகனத்தில் என்னை அந்த கூட்டத்தில் வந்து அழைத்து செல்வார். நான் எவ்வளவு கண்டுபிடித்து சால் ஜாப்புகள் கூறினாலும் அவர் எதையும் காதில் வாங்கி கொள்ளமாட்டார். என் மனநிலையை மாற்றி பூங்காவிற்கு சிவாஜி அழைத்து செல்வார். அந்த பிரயாண சமயக்கில் என்னுடைய நண்பர்களுடன் PENGUIN 7 IX - ENGLISH

tell me, "Don't waste your time playing insane games with these kids. Cricket is waiting for you at the nets. Practice hard and see what magic can transpire." விளையாட்டில் ஈடுபடக்கூடாது என்றும் கிரிக்கெட் எனக்காக காத்திருக்கிறது என்றும் என்னை நன்றாக பயிற்சி செய்யுமாறும் அவ்வாறு செய்தால் மிக பெரிய மாற்றம் நிகழும் என்றும் அறிவுரை கூறுவார்.

"We need to have proper career orientation. Your personality plays an important role in choosing the type of career you want. Choose something you enjoy and really want to do and you will be successful." At that time, I hated being dragged off, but as I look back, I feel sheepish about myactions and can only admire Achrekar Sir's farsightedness.

"நம்முடைய தொழிலை தேர்வு செய்ய நல்ல ஒரு பயிற்சி தேவை. உனது வாழ்க்கையை முடிவு செய்ய உனது ஆளுமை திறனும் தேவை. உனக்கு பிடித்த, உனக்கு உண்மையாக செய்ய தோன்றுகின்ற ஒரு தொழிலை தேர்ந்தெடு. நீ வாழ்வில் வெற்றி பெறுவாய்". நான் என் நண்பர்களுடன் இருக்கும் பொழுது, என்னை மட்டும் இழுத்து வரும்பொழுது, நான் செய்த செயல் குற்ற உணர்ச்சியை தந்தது. அக்ரேகர் சாரின் தொலைநோக்கு பார்வையை வியந்தேன்.

Sir also punished me on one occasion when trying to teach me a very important lesson. Once, I bunked my daily evening practice to watch an inter-school cricket match not anticipating that Sir would be there. He was angry and he said it wasn't for me to come and watch other people play for, if I practiced hard enough, one day people from across the world would come and watch me play. Had it not been for Sir, I would not be the cricketer I turned out to be. He wasa strict disciplinarian and did everything he could for me. I owe myself to him.

முக்கியமான சார் பாடம் ஒரு நாள், ஒரு நடத்தும்பொழுது என்னை தண்டிக்கவும் செய்துள்ளார். ஒரு நாள், எனது மாலை நேர பயிற்சி வகுப்பை புறக்கணித்து, சார் பக்கத்தில் நடக்கும் பள்ளிகளுக்கான போட்டியில் இருப்பார் எனத் தெரியாமல் சென்றுவிட்டேன். நூனும் அவர் கோபப்பட்டு, நான் இதைபோல் அடுத்தவர்கள் விளையாடுவதை பார்க்கவரக்கூடாது என கண்டித்தார். நான் விடாமுயற்சியோடு பயிற்சி செய்தால், உலகமே நான் விளையாடுவதை பார்க்க வரும் என்றார். சார் மட்டும் இல்லையென்றால், நான் ஒரு கிரிக்கெட் விளையாட்டு வீரராக மாறி இருக்க மாட்டேன். அவர் ஒரு ஒழுக்கசீலர். எனக்காக எல்லாம் செய்தார். நான் அவருக்கு நன்றிக் கடன் பட்டுள்ளேன்.

HARD WORDS

Hard Words	Meaning	தமிழ் அர்த்தம்
emulate	Follow	பின்பற்றுதல்
induction	Join an organization	சேர்ந்து விடுதல்
insistence	Urging	வற்புறுத்துதல்
scrutinize	Examine closely	ஆராய்தல்
rigorous	Severe	கடுமையான
exhausted	Tired	சோர்வடைதல்
nuances	Techniques	நுணுக்கங்கள்
priority	Importance	முன்னுரிமை
objections	Denial	மறுத்தல்
stamina	Power	தாங்கும் சக்தி
embarrassment	discomfort	மனக் கஷ்டம்
transpire	Clear, Apparent	தெளிவானது

PENGUIN 8 IX - ENGLISH

farsightedness	Foreseen	தொலைநோக்குப் பார்வை
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Word	Meaning	Word	Meaning
emulate (v)	- to match or surpass typically by imitation.	overawed (v)	- impressed so much that they are silent or inhibited
induction (n)	- the action or process of including someone to an organization	rigorous (adj.)	- extremely thorough and careful
nuances (n)	- subtle changes in or shades of meaning, expression, or sound	pursue (v)	- follow or chase
stamina (n)	- the ability to sustain or prolonged physical and mental effort	cocktail (n)	- a mixed drink which is a combination of ingredients such as fruit juice, lemonade.
kitbag (n)	- a long cylindrical canvas bag, (here) used to carry cricket accessories	stride (v)	- a step or stage in progress towards an aim
embarrassment (n)	- a feeling of selfconscious, shame or awkwardness	melee (n)	- a confused crowd of people
transpire (v)	- come to be known, revealed	farsightedness (adj.)	- showing a prudent awareness of future possibilities
bunked (v)	- to make oneself absent from a class or session	crossroads (n)	- to be at a point when you have to make a very important decision
deteriorated (v)	- became worse	influence (n)	- the capacity to have an effect on the character development
peer (n)	- person of same age, status or ability	Passion (n)	- strong desire
ultimately (adv.)	- being the best or most extreme example		

PENGUIN 9 IX - ENGLISH



Word	Synonyms	Word	Synonyms
cross roads	- junction	firm	- tough
subconscious	- unconsicious	deteriorated	- worse
desire	- wish	passion	- desire
benefits	- profit	goals	- target
manner	- behaviour	conscious	- aware
admitted	- accepted	aspirations	- desire
career	- profession	chatting	- talking
environment	- surroundings	established	- founded
events	- a planned occasion	fun	- enjoyment
influence	- affect	inner voice	- soul
innermost	- deeply	mentors	- advisor
often	- frequently	orientation	- direction
rewind	- reverse	struggle	- battle
ultimately	- finally		

CHOOSE THE BEST SYNONYMS					
1. I failed to make an impact .					
a) sight	b) reflection	c) blow	d) catch		
2. My induction into t	he Mumbai cricket circui	t could have ended in fai	lure.		
a)beginning	b) end	c) direction	d) travel		
3. All my excess ener	gies were getting channel	lled into cricket.			
a) directed	b) controlled	c) approached	d) looked		
4. I was really seriou	s about playing cricket.				
a) sad	b) afraid	c) grave	d) neglect		
5. My father sat me de	own and explained that w	hile he did not have any	objections to my changing schools.		
a) perfection	b) chance	c) way	d) oppositions		
6. I would always ask	him to treat me to a speci	ial fruit cocktail at a juic	e centre near the club.		
a) mixture	b) single	c) juice	d) box		
7. I evolved a way of	wrapping the kitbag arou	and me.			
a) filled	b) close	c) covering	d) pulling		
8. Winning the one-ru	pee coin used to give me	immense satisfaction.			
a) huge	b) light	c) heavy	d) little		
9. Sir would spot me	in the melee and virtually	drag me out.			
a) confused	b) single	c) a few	d) crowd		
10. I feel sheepish ab	10. I feel sheepish about my actions.				
a) ashamed	b) happy	c) proud	d) guilt		

PENGUIN 10 IX - ENGLISH



Word	Antonyms	Word	Antonyms
firm	X instable	desire	X repulsion
passion	X hatred	consciously	X unconsciously
forget	X remember	often	X seldom
rewind	X forward	ultimately	X immediately
deteriorated	X improved	benefits	X drawback, disadvantage
achieve	X fail	established	X unfarmiliar
inner voice	X outer voice	personal	X public
suddenly	X gradually	unfortunately	X luckily, fortunately

inner voice	A buter voice		personai		A public
suddenly	X gradually		unfortunately		X luckily, fortunately
CHOOSE THE BEST	<u>ANTONYMS</u>				
Choose the appropriate	e antonyms for the uno	derline	d words :		
1. Ramakant Achrekar si	r gave due importance	to the	game of cricket.		
*	b) great	c) vita		d) insignifi	cance / unimportance
2. Sir should pretend to g	go out and watch from a	distan	ce.		
a) away	b) near	c) far		d) off	
3. Sir agreed.					
a) allowed	b) disagreed	c) adm	nitted	d) agreed	
4. My father always wan	ted me to give best effe	ort with	out worrying abo	ut the results	l.
a)worst	b) worse	c) bett	er	d) bad	
5. The schedule was rigo	orous.				
a) correct	b) harsh	c) righ	it	d) careless	
6. I always enjoyed the o	conversations about batt	ting.			
a) like	b) love	c) hat	e	d) admire	
7. I'd often fall asleep or	n the bus if I managed to	o sit do	wn.		
a)awake	b) slumber	c) nap		d) woken u	p
8. I practised hard enough	gh.				
a) trained	b) idle	c) exe	rcised	d) ideal	
9. My father sat me down	n and explained that wh	ile he d	lid not have any o	bjections to	my changing schools.
a) challenge	b) doubt		c)acceptance	d) 1	protest
10. Winning the one-rup	ee coin used to give me	immer	ise satisfaction.		
a) huge	b) light	c) stro	ng	d) little	
CHOOSE THE CORR		M THE	OPTIONS GIV	EN BELOV	<u>V:</u>
1. Sachin's favourite play				4	
a) Sunil Gavaskar		c) Kur	nble	d) Vijay	
2. The famous cricket co			. .		
a) Richards	b) Achrekar c) Shar	ma	d) Aura	ang	

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3. The summer camp	held at	 	
a) Netaji Park	b) Shivaji Par	r k c) Gandhiji Park	d) NEC Park
4. Sachin's house was	s in		
a) Jugha	b) Bandra	c) Mushra	d) Madura
5. Sachin was change	d from New Engl	ish School to	
a) Shardashram	b) Nethralaya	c) Yeomann	d) Supreme
6. Sachin started play	ing at the age of _		
a) 12	b) 11	c) 15	d) 16
7. The summer session	n for Sachin start	ed at am.	
a) 7	b) 5.30	c) 7.30	d) 8.30
8 gav	e Sachin about th	e nuances of batting.	
a) Aravind	b) Ajit	c) Shivaji	d) Umesh
9. In the break, Achre	kar gave Sachin ı	money to buy	_
a) toys	b) vadapav	c) cooldrinks	d) biscuits
10. Sachin had to take	another ticket for	or	
a) friend	b) Achrekar	c) brother	d) kitbag

1. What was coach Achrekar's first impression on Sachin?

The coach Achrekar's first impression on Sachin was that he was too young to make the camp.

TEXTUAL QUESTIONS

2. Why did Sachin feel that the schedule of the camp was 'rigorous'?

The camp started at 7.30 am and ended at 7 p.m. Sachin would feel exhausted by the end of the day. So he felt that the schedule of the camp was 'rigorous'.

3. What did serve as a very personal coaching manual to Sachin?

During the bus journey, **Sachin's brother Ajith would give him some tips about batting**. It served as a very personal coaching manual to Sachin.

4. Why was Sachin asked to change the school?

Sachin was asked to change the school because his school did not have cricket coaching facilities.

5. What was the condition laid down by Sachin's father for changing the school?

The condition laid down by Sachin's father for changing the school was **that he should be really** serious about playing cricket.

6. How did the act with the one rupee coin help Sachin become a good cricketer?

In the last 15 minutes, his coach would place a one rupee coin on top of the stumps and if Sachin managed to avoid getting out, the coin was his. Every bowler would bowl in this session, with 60 to 70 boys for fielding He must survive those intense fifteen minutes without getting out. **This act taught him to concentrate even when physically drained**.

7. What did help Sachin to build his physical and mental stamina?

During the summer holidays, **Sachin practiced cricket from 7 a.m to 7 p.m.** This routine helped him to build his physical and mental stamina.

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8. Which incident triggered the coach to be angry on Sachin?

Once Sachin bunked his evening practice and watched an inter-school cricket match not anticipating sir would come there.. This incident triggered the coach to be angry on Sachin.

9. Why do you think Achrekar punished Sachin?

Achrekar punished Sachin because he was not aware of his potential. He wasted his time by playing insane game with his friends.

10. 'I owe myself to him' - what does Sachin mean by this?

Sachin was very much grateful to his master, Achrekar because without him, he would not be the cricketer he turned out to be.

Hints: too young- மிகவும் இளையவர் some tips- சில குறிப்புகள் cricket coaching - கிரிக்கெட் பயிற்சி serious - தீவிர positive motivation - நேர்மறை ஊக்கம்tedious practise - கடுமையான பயிற்சிavoided to come - பங்கேற்பதை தவிர்த்தல் wasted time - நேரத்தை வீணாக்குதல்much grateful - நன்றி கடன்படுதல்.



1. Who were Sachin's favourite players?

Sunil Gavaskar and the west Indian legend Viv Richards were Sachin's favourite players.

2. What was special about ShardashramVidyamandir in Mumbai?

At ShardashramVidyamandir in Mumbai, RamkantAchrekar was the cricket coach.

3. Who knew that Sachin could play well?

Sachin' brother Ajit knew that he could play well.

4. What was the opportunity that transformed the life of Sachin?

Achrekar agreed to letSachin join his summer camp. This opportunity transformed the life of Sachin.

5. When did the summer camp begin in the morning?

The summer camp began at **7.30 am** in the morning.

6. Where was the summer camp take place?

The summer camp took place at Shivaji park.

7. Where was Sachin's house?

Sachin's house was at Bandra.

8. How did Sachin go to the summer camp?

Sachin went to the summer camp by bus.

9. What sort of conversations did Ajith and Sachin have while travelling?

While travelling, Ajith gave some tips about battingnuances to Sachin.

PENGUIN 13 IX - ENGLISH

10. What routine did Sachin follow in washing his clothes?

Sachin had only one set of cricket clothes. So, **after the morning session**, he would wash the clothes. **In the evening** also, he had to wash the clothes after the session.

11. What did Achrekar inform Ajith?

Achrekar informed Ajith that Sachin had the potentiality to become a good cricketer

12. What was the suggestion given by Achrekar to Sachin's father?

Achrekar's suggestion to Sachin's father was to change the school of Sachin.

13. What acted as a safety valve?

Sachin's excess energies channeled into cricket acted as a safety valve.

14. How many practice matches did sachin play during the summer break of sixty days?

Sachin played 55 practice matches during the summer break of sixty days.

15. What did Sachin do during the thirty minutes break?

During the thirty minutes break, Sachin wouldeat vadapav.

16. What is the intense 'fifteen minutes' mentioned?

In the last 15 minutes, his coach would place a one rupee coin on top of the stumps and if Sachin managed to avoid getting out, the coin was his. Every bowler would bowl in this session, with 60 to 70 boys for fielding **He must survive those intense fifteen minutes without getting out..**

17. What did Sachin's father do just to make Sachin happy?

Sachin's father bought him a special fruit cocktail to make him happy.

18. What did embarrass Sachin in the bus?

The **kit bag** carried by Sachin was too big. So, the rude conductors told him to **take another ticket**. It embarrassed him.

19. What made Sachin forget, to go to the nets?

The **fun of playing with his friends** at home made Sachin to forget to go to the nets.

20. What did Achrekar advise Sachin?

Achrekar advised Sachin **not to waste time in playing with kids**.

21. How did Achrekar find Sachin?

Achrekar would come by scooter and find Sachin among the friends.

22. Did Achrekar punish Sachin?

Yes, Achrekar punished Sachin at one occasion.

HINTS: cricket coach - கிரிக்கெட் பயிற்சியாளர் agreed to join —சேர ஒப்புதல் அளித்தல்Bandra-பந்திரா என்னும் இடம்some tips about batting -மட்டைப்பந்து அடிக்க சில ஆலோசனைகள் வழங்கினார்after the morning session காலை பயிற்சிக்கு பின்potentiality - ஆற்றல் to change -மாற்றத்திற்கு excess energies - கூடுதல் ஆற்றல் practice matches - பயிற்சி ஆட்டம்vadapav. - வடபாவ் என்பது ரொட்டி உருளைக்கிழங்கால் செய்யப்படும் உணவு special fruit cocktail - சிறப்பான பழக்கலவை சாறுkitbag - கிரிக்கெட் மட்டை பை.



B Answer the following in a paragraph of 120-150 words:

1. 'Achrekar was a sincere coach'. Substantiate

Achrekar was a sincere coach. He found that Sachin had the **potentiality to play** cricket. He changed his school. He gave him training from morning 7.30 am to 7 pm in the evening. The morning session would end at 4.30 pm. After thirty minutes break, the evening session started at 5pm. He gave him training **how to handle the last 30 minutes**. If Sachin forgot to attend the class, he would come by scooter and drag him to the practice session. He advised Sachin **not to waste time** in playing games with kids at home and to practise well in the net. It would bring out a great magic. Achrekar also **punished** Sachin when he **bunked his evening** class. He was angry when Sachin went to see the inter-school cricket match. He encouraged Sachin that if he practised well, all the **people would see him playing**. He was a **strict disciplinarian**. His training made Sachin a very good cricketer.

2. Narrate in your own words the hardships underwent by Sachin to become a great cricketer?

The hardships underwent by Sachin to become a great cricketer were:

- Sachin had only one set of clothes. He had to wash after morning and evening session. It wouldn't dry easily. He always played with wet pockets.
- At the end of the coaching, Sachin had to run two times around the park with the pads and gloves. It would make him tired.
- Sachin went to the camp by bus. He felt sleepy. He couldn't get the seat in the bus.
- > During the bus travel, the kitbag of Sachin was too big. The rude conductors asked him to buy another ticket. He didn't have money. Though he was embarrassed, he didn't quit.
- > The clothes were dirty while Sachin was returning from the coaching class. The bad smell irritated him.
- > Sachin had no time to play with his friends.

3. Quote the sentences which you find most inspiring from 'Learning the Game'. How do they inspire you? Explain.

The most inspiring sentences were:

- ➤ "Practise hard and see what magic can transpire" If we practise well, it will give us a good result. It will bring out a great magic. It can change our life.
- ➤ "Choose something you enjoy and really want to do and you will be successful"- We must select a career that we love. If we love it, we can do our work perfectly. We will work hard without feeling tired. We will achieve success at last.

"If I practise hard enough, one day people from across the world would come and watch me play" –

This is the true and inspiring words. If we aspire and work towards our passion with determination, the whole world will turn towards us one day.

PENGUIN 15 IX - ENGLISH



GIFTED STUDENTS

SYNOPSIS

Lesson: Learning the Game Author: Sachin Tendulkar

Theme: Perseverance will bring success

CHILDHOOD DAYS OF TENDULKAR

Sachin Ramesh Tendulkar was born on 24th April 1973 in Mumbai, Maharastra. He was a former Indian cricketer and captain. He loved bowling. At the age of eleven, he started his training. Sachin had no time to play with his friends. Sachin had only one set of clothes. He had to wash after morning and evening session. It wouldn't dry easily. He always played with wet pockets.

SUPPORT FROM FAMILY

His father supported his cricket desire. He even changed his school so that he could train under Ramkant Achrekar, his cricket coach. His brother accompanied him many days and his words are great boost for Tendulkar's achievement

TENDULKAR'S COACH

At ShardashramVidhyamandir School, Achrekar gave him a rigorous training. Daily he travelled 40 minutes to Sivaji Park. During the training session, his coach kept a one rupee coin on the stump and let him bat. He was physically determined to win the one-rupee coin. With his bat and gloves he had to run round the Shivaji Park two times. Even though he had good practice in the net he played with his street boys. So he got rebukes from his coach. Without his coach's strict discipline, Sachin would not be the cricketer he turned out to be.

CONCLUSION

"Enjoy the game and chase your dreams, dreams do come true"

Sachin Tendulkar

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AVERAGE STUDENTS

Lesson: Learning the Game
Author: Sachin Tendulkar
Theme: Work hard to succeed

Sachin Ramesh Tendulkar was born on 24th April 1973 in Mumbai, Maharastra. He was a **former Indian cricketer** and captain. He loved bowling. At the age of eleven he started his training. His coach **let him alone** and **watched him from a distance**. As a child he washed his cricket clothes regularly in the morning and in the evening. His **father supported his cricket desire**. He joined ShardashramVidhyamandir School, where Achrekar was the cricket coach. Daily he **travelled 40 minutes to Shivaji Park**. During the training session, his coach kept a **one rupee coin on the stump** and let him bat. He was physically **determined to win** the one-rupee coin. With his bat and gloves he had to run round the Shivaji Park two times. Even though he had good practice in the net he played with his street boys. So he got **rebukes from his coach**. Without his coach's strict discipline, Sachin would not be the cricketer he turned out to be.

alone- தனியாக, desire - விருப்பம், determined to win - வெற்றி பெறுவதில் உறுதியாக இருப்பது, rebukes - கண்டிப்பு

SLOW LEARNERS

- At the age of 11, Sachin was introduced to the coach, Achrekar.
- ➤ He joined his summer camp.
- ➤ The camp was from 7.30 am to 7 pm.
- ➤ He had only **one set of dress**. He always played with **wet pockets**, as he found no time to **dry his clothes**.
- ➤ He changed his school to Shardashram, where Achrekar worked.
- ➤ His father and brother took great care.
- Sometimes, as the **kitbag was too big**, he had to **buy a ticket** for it.
- ➤ When Sachin didn't attend the camp, Achrekar would drag himto the ground.
- Achrekar advised him to practise well. He believed that, the whole world would come to watch him playing. It came true.

PENGUIN 17 IX - ENGLISH

TEXTUAL EXERCISES



vocabulary

D. Match the words in colum A with their Antonym in column B (Book Page 6)

S.No	A	В
1.	concentrate	distract
2.	inevitable	preventable
3.	occasional	continual
4.	complete	incomplete
5.	insane	wise

Homonyms

Homonyms are words with similar sound and spelling, but with a different meaning

E. Use the words given below in your own sentences so as to get different meanings. One is done for you.

	Cricket is a popular sport
cricket	A cricket is active at night
houle	We deposit money in the bank. I like to
bank	play in the river bank.
:11	I will become a teacher.
will	I have will power.
	The dog barks loudly.
bark	The bark of this tree is used as
	medicine
watch	My uncle presented me a watch.
watch	The policeman watched the criminal.

Homophones

Homophones are words with similar sound but different spelling and meaning.

F. Consult a dictionary, to find the homophones for the given words.

1	in	Inn
2	know	No
3	be	Bee
4	to	too,two
5	watt	what
6	right	write, rite, wright
7	Were	where

8	bare	bear
9	Herd	heard
10	throne	thrown

Prefix and Suffix

Prefixes are added to the beginning of a root word while suffixes are added to the end.

G. Look at the prefixes given and frame two new words for each prefix and suffix. One is done for you.

Prefix	Word - 1	Word - 2
sub	subway	subconscious
un	unhappy	unseen
Re	recall	recover
En	enclose	engulf
dis	disagree	disappear
Ir	irregular	irrelevant

Suffix	Word – 1	Word - 2
Ly	suddenly	happily
Or	actor	councilor
Er	sitter	traveller
ness	kindness	weakness
ian	martian	utopian
ist	Artist	pianist

(1) LISTENING

J. Listen to the passage on Paralympics and choose the correct answer.

1.	The Paralympic gam	es are for	_
	a) children	b) disabled p	eople
	c) women.		
2.	The Paralympic ga	mes usually hap	pen
	a) in Greece	b.) every fou	r years.
	c) after the Olympi	c Games.	
3.	. The first true Paralympic Games happened in Ron		
	in		
	a) 1960	b) 1952.	c) 1848
4.	In 394 BCE, the	stopped the	Greek Olympic
	Games, because the	ey didn't like the	em.
	a) Romans	b) Greeks	c) British

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- 5. ____ was a doctor at the Stoke Mandeville hospital in England.
 - a) Pierre de Coubertin
 - b) Sir Ludwig Guttmann
 - c) Natalie du Toit



I. Just a minute

Given below are five main qualities for true sportsmanship.

i.	Determination
ii.	Optimization
iii.	Stamina
iv.	Perseverance
V.	Decisiveness

Get into groups of four. Each group will choose one quality to talk about to the whole class for about one minute. But before you talk, you have two minutes to think about it. You can make notes if you wish.

- L. Prepare a speech in about 80-100 words for the morning assembly, stressing on the importance of games and sports in ensuring a healthy body and mind.
 - > The importance of games and sports
 - Sports and games are good exercises and help to build fine, physique for the boys and girls. This make them mentally alert and physically strong. Further, good health is one of the most important benefit of games and sports.
 - Students learn to cope with difficult situations. By displaying their feats before many spectators, they can overcome their nervousness.
 - ➤ Games and sports are good diversions and give them energy to learn the things sharply.
 - ➤ Games, when played for entertainment, provides the necessary break from the everyday monotonous life.
 - ➤ Games and sports help building a sense of cooperation and team-spirit in an individual. Sports like cricket, football, etc. are won by the

- collective efforts of all the members of the team.
- ➤ Games and sports played by professional players bring a lot of glory to the nation.
- ➤ Games are generally played with specific goal to win. This helps in goal setting.
- Participants learn to follow rules and become more disciplined.

For these reasons, every civilized nation values the importance of games and sports and spends massive amount towards improvement.

K. Your friend who lives in another town/city has won his/her championship trophy in the recent sports meet Write a letter congratulating him/her

XXX

13.08.22,

Madurai.

Dear friend,

I am fine. How are you? I came to know that you have won the championship trophy in the state level sports meet. I came to know about it through the Newspaper. I am so proud of you. Congratulations.Practice hard and win many more laurels. All the very best.

Yours lovingly,

XXX.

To:

M.Siva, S/o. Mr. M.Muthu, 25, North Street,

Coimbatore-18.

Name : Mary Kom
Date of Birth : 01.03.1983
State/Team she represents : Manipur, India

Sports/ Games : Boxer
Debut (First Entry) : Won Silver

medal-48kg weight- Women's World Boxing Championship, USA PENGUIN 19 IX - ENGLISH

Best in her career : No.4 in

Flyweight

Hobbies :Travelling

Awards/Medals received :Arjuna
Award, Padma Shree,Magnificent Mary,Rajiv

Gandhi Khelratna Award Sportswomen of the year Sahara Sports Award

N. Collect information from newspapers. magazines, periodicals and books about any two famous sports women. Prepare their profiles. Use the following format.

Name : P.V.Sindhu Date of Birth : 05.07.1995

State/Team she represents :Hyderabad, India Sports/ Game : Indian Badminton

Player

Debut (First Entry) :2009-Sub-Junior

BadmintonChampionship Colombo

Best in her career :No.2- Woman

Badminton player

Hobbies :Watching Movie
Awards/Medals received :Padma Shree
Rajiv Gandhi Khelratna Award

Name	Details
Date of Birth	
State / Team she	
Sports / Games she is	
associated with	
Debut (first entry)	
Best in her career	
Hobbies	
Awards / Medals	
received	

CREATIVE WRITING

O. Write a newspaper article in about 100 words, comparing the achievements of the two sportswomen based on the information you have already collected.

NEWSPAPER ARTICLE

P.V. SINDHU

PV Sindhu, born July 5, 1995, is an Indian shuttler. Sindhu is has been highly praised for her determination and talent in badminton and achieved a lot at a very early age. Till 2016, she has after her name six individual titles including the Macau Open (thrice, in 2013, 2014 and 2015), Malaysian masters (twice, in 2013 and 2016) and the Indonesia International (in 2011). But her biggest achievement came in the Summer Olympics 2016 held at Rio de Janeiro of Brazil, as she became the first Indian women to qualify for an Olympics final and win the silver medal. Sindhu started playing badminton at the age of eight.

MARY KOM

Mary Kom is an Indian Olympic boxer from Manipur. She is the only woman to become World Amateur Boxing champion for a record six times, and the only woman boxer to have won a medal in each one of the seven world championships. Nicknamed Magnificent Mary, she is the only Indian woman boxer to have qualified for the 2012 Summer Olympics, competing in the flyweight (51 kg) category and winning the bronze medal. She has also been ranked as No. 1 AIBA World Women's Ranking Light Flyweight category. She became the first Indian woman boxer to get a Gold Medal in the Asian Games in 2014 in Incheon, South Korea and is the first Indian Woman Boxer to win Gold at the 2018 Commonwealth Games.

ANAGRAMS

An anagram is a word or a phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once.



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Now try to solve these anagrams.

1	ELBOW	BELOW
2	SECTION	NOTICES
3	VIEWER	REVIEW
4	RIPPLES	SLIPPER
5	NEEDLESS	LESSENED

A) Talk Show

Q. Work in groups of 4 – 6. Choose one folk art from, that is rarely or no longer performed. Find out the reasons for this and suggest practical solutions/steps that can be taken to prevent this. After discussion and research, conduct a talk show in the class on the topic FOLK ARTS – A REVIVAL.

The host: I am delighted to welcome you all to this Talk Show on Folk Arts – A Revival. I thought it would be better to talk on Bommalattam which was very famous in our place 4 decades ago. It is not found these days even in remote villages. How to revive them? Let's have your views.

Student : What are the factors that led to its slow downfall?

Folk Artist: We have more than one reason for its downfall. The cost of producing the puppets has gone up. We do not get any financial support from anybody. We have to earn our living and create different puppets with the money we earn through this. But it is very low. Nowadays we do not have skilled artists to perform or even give training in this art.

NGO: Our organization tries to revive this art. We can get some sponsors to get financial support. I can help you in this regard.

Citizen: Can't our government agencies help these people? They can do something to make some youngsters learn this art from the old artists.

Folk Artist: Now a days people have many other forms of entertainments. So it has become outdated.

Citizen: Government can introduce these arts in the schools. Interested students can learn these arts. This will help in its revival.

The host: I thank all the participants for their views. Let us hope something will be done either by the government or individuals to promote this art.

A. C	choose the	most appropriate preposition from	the
1	brackets.		

aight waare

1 We have been living in Chennai

(among / between)

1. We have been fiving in Chemiai	cigitt years.
(for / since)	
2. Abdual has taken his fathe	er. (after / at)
3. Vimal generally goes to his work	place bus.
(by /on).	
4. The cricket ball was hidden	_ the leaves.
(among / between)	
5. Mani divided his toys his l	brothers and sisters

B. Identify the prepositions in the given sentences and underline them.

- 1.Riya borrowed a dress **from** me and lent it **to** her friend, Mary.
- 2. When I moved back **to** the city, things had changed considerably.
- 3. The burglar found the keys <u>under</u> the pot <u>in</u> the balcony.
- 4. Prabhu was hiding **behind** the door when his sister came looking **for** him.
- 5. My dog sat on my hat and squashed it.
- C. Complete the passage by filling in appropriate prepositions from the list (with,out,to,in,from,during,of, for, by). Some Prepositions may be used more than once.

In Tamil Nadu, a very interesting form of recitation named Villapattu developed (a) **From** the 15th century. Villupattu means bow-song because a bow – shaped musical instrument (b) **with** strong high tension string is used (c) **for** placing it (d) **with** an earthen pitcher. It is believed that this narrative form was an invention(e) **by**ArasaPulavar. The troupe gives its performance mostly (f) **during** temple festivals. There are seven to eight persons in a troupe who form a kind (g) **of** chorus that supports the main singer-narrator. When the chief narrator sings, the chorus takes (h) **out** the refrain (i) **in** the song and repeats it in unison. The whole

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party sits (j) <u>in</u> the ground and performs (k) <u>with</u> a lot (l) <u>of</u> gesticulation and facfial expression to suit the narrative they have taken. The ballad style songs are composed (m) <u>by</u> the rural dialect which appeals (n) <u>to</u> the audience who sometimes join the troupe (o) <u>with</u> suitable notes or words.

D. Frame sentences using the prepositional verb given in the box:

- 1. Hari gets **benefit from** his grandparents' assets.
- 2. Don't care for ciriticism.
- 3. I always **agree with** you.
- 4. They**stand in** line to purchase commodities in ration shop.
- 5. We **ask for** financial support.
- 6. Don't laugh at others.
- 7. When we went to Delhi, we **stayed at** a hotel.
- 8. When two friends meet, they **joke about** school days.
- 9. I believe in God.
- 10. They **go into** the mall.
- 11. Our class **consists of** forty pupils.
- 12. My father **paid for** picnic at school.
- 13. We must **prepare** well **for** our competitive examination.
- 14. Doctors attend to the needs of the patients.
- 15. The workers **rely on** the latest mechanism.
- E. Given below is a picture of a carnival. Complete the factural description by filling description by by filling in the blanks. With appropriate prepositions.

A thiruvizha is a source of excitement and thrill for villagers. The village thorough fare wears a festive look, as the open spaces are cleaned, spruced up and decorated (a) <u>with</u>colourful streamers.

People throng the premises (b) <u>to</u> catch a glimpse (c) <u>of</u> their village deity (d) <u>in</u> a magnificently decorated chariot, and pay their respects. There is a big crowd(e) <u>at</u> the food stalls that serve free piping hot sakkaraipongal (sweet pongal), lemon rice and curd rice.

People (f) **from** nearby villages and towns display their wares attractively, and call out loudly

(g) <u>among</u> the people (h) <u>to</u> buy their wares. Cotton candy, cut raw mangoes smothered (i) <u>with</u> salt and chilly powder, boiled groundnuts, murukku, sweets, buttermilk etc are sold. Men, women, grandmas, grandpas and little children dressed (j) <u>up</u> their best clothes, enjoy the Thiruvizha greatly.

You can hear the shrieks (k) of happy children enjoying the rides on ferris wheels and carousels, elders looking (l) at each other with smiles on their faces.

The entire day is spent (m) <u>with</u> fun and gaiety. All the village people irrespective of their age, look forward(n) <u>during</u> the thiruvizha every year.



WRITING

You stayed with your grandparents at your native village during Pongal. You had an unforgettable time with them. You visited the village fair and enjoyed the simple pleasures of life like bathing in the river, strolling in the fields, eating food cooked in earthen utensils over firewood, sleeping on a cot on the terrace under the star – lit sky, visiting temple fairs and watching Karagattam presentation.

F. Write a letter to your friend, describing the joy of celebrating festivals in a village.

XXX.

15th July 20XX.

My Dear friend,

Well and wish to hear the same from you. I have just returned from my native. We had chitirai festival in our native town Madurai. It is a10 day festival. Every evening Lord Sundereswarar and Goddess Meenakshi come in chairiot in and around Masi streets. People welcome the deities and celebrate this festival as if their own home festival. It is really exciting one for me since I attend this festival for the first time. I would like to invite you for the next year festival. Convey my regards to your parents.

Yours lovingly,

Raganjana.

PENGUIN 22 IX - ENGLISH

Address on the envelope:

To

Abirami,

5, North Avenue, Kombageda Circle,

Bengaluru,

Project

G. Your class has to stage a Puppet show in the Assembly Open Forum on the topic 'Child Labour' Divide yourselves into groups and discuss the requirements for the presentation like storyline, characters, dialogues, choice of puppets and music for the interlude. Now complete the dialogues given below.

Ramesh :Let us present a puppet show on CHILD LABOUR for our Assembly open forum.

Mohammed :That is a very good idea! Let us start

planning right away.

Geetha : <u>How can we begin ?</u>

Leema :I suggest we begin with the storyline

first.

Mani :How many characters can we

have?

Ramesh :We can have around five characters.

Mohammed: what can we focus on?

Meena :We can focus on the problems of

poverty and illiteracy as the major

reasons for childlabour.

Ramesh :Can <u>anyone make stick puppets ?</u>
Leema :I am good at making stick puppets. I

willmake them myself. But I require

some help

Mani : I shall help you. Tell me, when?

Leema :Thank you, Mani. Let us stay back after

themeeting and discuss.

Ramesh: Have you got any other idea for the

interlude?

Meena: I think we should have some musicfor

theinterlude.

Geetha: That would make it really interesting. I

willget my music groupto start working on thetunes

for our puppet show.

PENGUIN 23 IX - ENGLISH



PROSE

I CAN'T CLIMB TREES ANYMORE

Ruskin Bond

About the author

Ruskin Bond was born on 19th May 1934. He is an award winning Indian author of British descent. He is much renowned for his role in promoting children's literature in India. The Indian council for Child Education has recognized his role in the growth of children's literature in India. He got the Sahitya Akademi Award in 1992 for 'Our trees still grow in Dehra'. He was awarded the Padmashri in 1999 and Padma Bhushan in 2014. As a profilic writer, he has written over 500 short stories, essays and novels. His popular novel 'The Blue Umbrella' was made into a Hindi film and was awarded the National Film Award for the best children's film in 2007.



Picture Representation of the Prose





Jackfruit Tree





A Tree with Hollow





Budgerigars Birds







Flying Trapeze

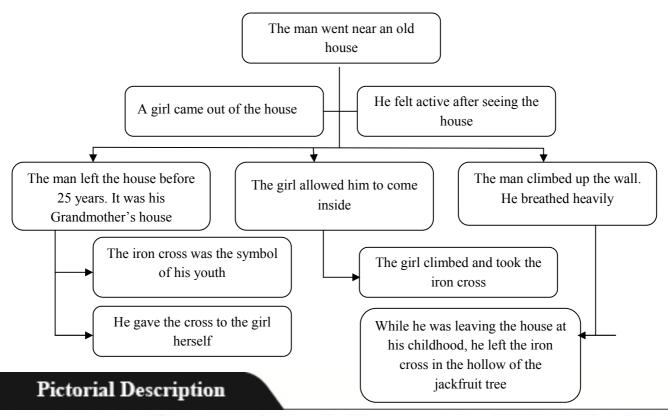


A Brigadier

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PENGUIN 24 IX - ENGLISH

MIND MAP





PENGUIN 25 IX - ENGLISH



PROSE	தமிழாக்கம்
	. •
 page 28 Warm up a. Have you ever tried swinging from a tree? b. Have you ever climbed up a tree to pluck fruits? c. Think of other occasions when you have climbed up trees, either near your homes or outside. Share your reasons with the class. Read the story given below. Find out why the narrator feels that he can't climb. 	தயாராகுதல் அ) நீங்கள் மரத்தில் தொங்கியபடியே ஊஞ்சலாட முயற்சி செய்துள்ளீர்களா? ஆ)நீங்கள் எப்பொழுதாவது பழங்களைப் பறிப்பதற்காக மரம் ஏறியதுண்டா? இ) வீட்டிற்கு அருகிலோ அல்லது வெளிப்பகுதிகளிலோ நீங்கள் மரம் ஏறிய நிகழ்வுகளை நினைவுகூர்க. உங்களது காரணங்களை வகுப்பில் உள்ளவர்களோடு பகிர்ந்து கொள்க. கீழே தரப்பட்டுள்ள கதையை படிக்கவும். பார்வையாளர் தன்னால் இனிமேல் மரங்களில் ஏற முடியாது என்று
He stood on the grass verge by the side of the road and looked over the garden wall at the old house. It hadn't changed much. The old house built with solid blocks of granite wasn't altered at all. But there was a new outhouse, and there were fewer trees. He was glad to see that the jackfruit tree still stood at the side of the building casting its shade on the wall.	நினைப்பதற்கான காரணங்களை கண்டுபிடி. அவர் சாலையின் அருகிலுள்ள புல்வெளியின் விளிம்பில் நின்று கொண்டு அந்த பழைய வீட்டினிலுள்ள தோட்டத்தின் சுவரைப் பார்த்தார். அதுவொன்றும் பெரியளவில் மாற்றமடையவில்லை. கிரானைட் கருங்கற்களால் கட்டப்பட்ட அந்த வீட்டில் எவ்விதமான மாற்றமும் செய்யப்படவில்லை. ஆனால் அங்கு புதிதாக ஒரு பண்ணைவீடும், சில மரங்களும் காணப்பட்டன. அந்த வீட்டின் அருகில் இன்றளவும் நின்று கொண்டு அவ்வீட்டிற்கு நிழல் தந்து கொண்டிருக்கும் பலா மரத்தைக் கண்டு அவர் பெரும் மகிழ்ச்சியடைந்தார்.
He remembered his grandmother saying: 'A blessing rests on the house where the shadow of a tree falls.' And so the present owners must also be receiving the tree's blessings. At the spot where he stood there had once been a turnstile, and as a boy he would swing on it, going round and round until he was quite dizzy. Now the turnstile was gone, the opening walled up. Tall hollyhocks grew on the other side of the wall.	அவர் தன் பாட்டி சொன்னதை நினைவுகூர்ந்தார்: ஒரு மரத்தின் நிழல் எந்த வீட்டின் மேல் விழுகிறதோ அங்கே ஆசீர்வாதம் நிலைகொள்கிறது. இப்பொழுது அந்த வீட்டில் வசிப்பவர்களும் அந்த ஆசீர்வாதங்களைப் பெற்றுக் கொண்டிருப்பார்கள். அவர் தற்பொழுது நின்று கொண்டிருக்கும் இடத்தில் ஒரு காலத்தில் சுழலும் வாயிற்கதவொன்று இருந்தது. அவர் சிறுவனாக இருந்த சமயங்களில் அதன் சுழலும் கம்பியைப் பிடித்துக்கொண்டு மயக்கம் வரும்வரை ஊஞ்சலாடுவார். இப்பொழுது அந்த சுழலும் கதவு அங்கில்லை. இப்பொழுது அந்த இடைவெளி சுவர் வைத்து மறைக்கப்பட்டுள்ளது. சுவரில் பலவண்ணப் பூக்களையுடைய ஹேலிகாக்ஸ் செடிகள் வளர்ந்திருந்தன.
'What are you looking at?' It was a disembodied voice at first. Moments later a girl stood framed between dark red hollyhocks staring at the man. She was only twelve or thirteen, with lively eyes and long black hair.	நீங்கள் எதைப் பார்த்துக் கொண்டிருக்கிறீர்கள்? முதலில் அதுவொரு அசரீரி போலக் கேட்டது. கருஞ்சிவப்புநிற ஹேலிகாக்ஸ் மலர்களுக்கிடையே ஒரு சிறுமி நின்றுகொண்டு அவரையே வெறிக்கப் பார்த்துக்கொண்டிருப்பது சற்று நேரத்திற்குப் பிறகே தெரிய வந்தது. 12 அல்லது 13 வயது மதிக்கத்தக்க அவள்

	உற்சாகமூட்டும் கண்களும், நீண்ட கருங்கூந்தலும் உடையவளாக இருந்தாள்.
'I'm looking at the house. Is it yours?,' he asked.	"நான் வீட்டைப் பார்த்துக் கொண்டிருந்தேன். இது உன்னுடையதா? " அவர் கேட்டார்.
'No. It's my father's. Why? Do you want to buy it?'	"இல்லை. இது என் தந்தையினுடையது. ஏன்? நீங்கள் இதை வாங்க விரும்புகிறீர்களா? "
'And what does your father do?'	<u>"உன் தந்தை என்ன செய்கிறார்? "</u>
'He's only a colonel.'	"அவர் ஒரு படைப்பகுதி முதல்வன் (கர்னல்) "
'Only a colonel?'	"படைப்பகுதி முதல்வன் தானா (கர்னல் தானா)?"
'Well, he should have been a brigadier by now.'	"நல்லது. இந்நேரம் அவர் ஒரு படைப்பகுதி தலைவராகியிருக்க வேண்டும். "
The man burst out laughing.	அந்த மனிதர் பயங்கரமாகச் சிரித்தார்.
'It's not funny,' she said. 'Even Mommy says he should been a brigadier.'	"இதுவொன்றும் வேடிக்கையல்ல. அவர் படைப்பகுதி தலைவராகியிருக்க வேண்டுமென என் அம்மா கூட கூறியிருக்கிறார்கள், என்றாள் அவள்."
It was on the tip of his tongue to make a witty remark ('Perhaps that's why he's still a Colonel'), but he did not want to give offence. They stood on either side of the wall, appraising each other.	அதனால் தான் என்னவோ அவர் இன்னும் படைத்தளபதி முதல்வனாகவே (கர்னலாகவே) இருக்கிறார் என்று சொல்ல வார்த்தைகள் நாக்கின் நுனி வரை வந்துவிட்டது, ஆனால் அது அவளுக்கு வருத்தத்தைக் கொடுக்கும் என அவர் நினைத்து அதனை சொல்லவில்லை. அவர்கள் சுவரின் இருபுறமும் நின்றுகொண்டு ஒருவரையொருவர் பாராட்டிக் கொண்டனர்.
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"Do you want to buy it?"	"நீங்கள் இதை வாங்க விரும்புகிறீர்களா? "
"No", he said.	"அவர் இல்லை எனக் கூறினார்."
'Well' she said,'If you don't want to buy the house, what are you looking at?'	"நல்லது" என அவள் கூறினாள், "நீங்கள் இந்த வீட்டை வாங்க விரும்பவில்லையெனில், நீங்கள் எதைப் பார்த்துக் கொண்டிருக்கிறீர்கள்? "
'I used to live here twenty-five years ago. As a boy. As a young man And then my grandmother died, and we sold the house and went away.'	"25 ஆண்டுகளுக்கு முன்னர் நான் இங்குதான் வாழ்ந்தேன். ஒரு சிறுவனாக. ஒரு இளைஞனாகமேலும் எனது பாட்டி அப்பொழுது இறந்துவிட்டார்கள். நாங்கள் வீட்டை விற்றுவிட்டு சென்றுவிட்டோம்."
She was silent for a while, taking in this information. Then she said, 'And you'd like to buy it back now, but you don't have the money?' He did not look very prosperous.	இச்செய்திகளை உள்வாங்கிக்கொண்ட அவள் சிறிது நேரம் அமைதியாக இருந்தாள். பிறது அவள், ''நீங்கள் இந்த வீட்டை இப்பொழுது வாங்க விரும்புகிறீர்கள், ஆனால் உங்களிடம் பணமில்லையோ?'' அவர் பார்ப்பதற்கு செல்வச் செழிப்புள்ளவராக தோற்றமளிக்கவில்லை.
'No, I wasn't thinking of buying it back, wanted to see it again, that's all. How long have you lived in it?'	"இல்லை. நான் இவ்வீட்டை மீண்டும் வாங்குவதைப் பற்றியெல்லாம் யோசிக்கவில்லை, மறுபடியும் இதனைப் பார்க்க வேண்டும், அவ்வளவு தான். நீங்கள் எவ்வளவு காலமாக இங்கு வசிக்கிறீர்கள்?"
'Only three years,' she smiled.	"அவள் சிரித்துக் கொண்டே, 3 ஆண்டுகளாக என்றாள்."
'Would you like to come in and look more closely?'	ீநீங்கள் உள்ளே வந்து மிக அருகிலிருந்து பார்க்க

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	விரும்புகிறீர்களா என்றாள்?"
'Wouldn't your parents mind?'	"உனது பெற்றோர்கள் எதுவும் நினைத்துக்கொள்ள மாட்டார்களா?"
'They've gone to the club.' They won't mind. I'm allowed to bring my friends home.'	"அவர்கள் ஒரு கலைமன்றத்துக்குச் சென்றுள்ளார்கள். இதனை பொருட்படுத்தமாட்டார்கள். நான் என் நண்பர்களை வீட்டிற்கு அழைத்துவர அனுமதித்துள்ளார்கள்."
'Even elderly friends like me?'	"என்னைப் போன்ற வயதில் மூத்த நண்பர்களைக் கூடவா?"
'How old are you?'	"உ ங்கள் வயது என்ன?"
'Oh, just middle aged, but feeling young today.' And to prove it he decided he'd climb over the wall instead of going round to the gate. He got up on the wall all right, but had to rest there, breathing heavily.	"ஓ, நடுத்தர வயதுதான், ஆனால் இன்று இளைஞனாக உணருகிறேன்." அதனை நிரூபிக்க நுழைவுவாயிலைச் சுற்றி வருவதற்குப் பதிலாக சுவர் மீது ஏறி வர நான் முடிவு செய்துள்ளேன். அவர் சுவர் மீது ஏறிவிட்டார், ஆனால் பலமாக மூச்சுவிட்டு அங்கேயே ஓய்வெடுக்க வேண்டியதாயிற்று.
'Middle-aged man on the flying trapeze,' he muttered to himself.	"பறக்கும் ஊஞ்சலில் (சர்க்கஸில்) நடுத்தர வயது மனிதன்" தனக்குத்தானே சொல்லிக் கொண்டார்.
'I'll help you,' she said, and gave him her hand.	"நான் உங்களுக்கு உதவுகிறேன்" என்ற அவள் அவரிடம் தன் கையை நீட்டினாள்.
He slithered down into a flower-bed, shattering the stem of a hollyhock.	ஹேலிகாக் செடியின் தண்டை உடைத்துக் கொண்டு நழுவி அவர் கீழே உதிர்ந்து கிடந்த பூக்களின் மீது விழுந்தார்.
As they walked across the grass he spotted a stone bench under a mango tree. It was the bench on which his grandmother used to rest, when she was tired of pruning rose bushes and bougainvillea. 'Let's just sit here,' he said. 'I don't want to go inside.'	அவர்கள் புல்வெளியைக் கடந்து சென்ற பொழுது ஒரு மாமரத்தின் கீழே உள்ள கல்லாலான இருக்கையைக் காண்பித்தார். ரோஜாச்செடிகளையும், தாள் பூமரக் கிளைகளையும் நறுக்கிவிடுகையில் சோர்வடைந்து பின்னர் என்னுடைய பாட்டி வழக்கமாக இங்குதான் அமர்ந்து இழைப்பாருவார்கள். "நாமும் இங்கே அமரலாமா", என்றார் அவர். "மேலும் நான் உள்ளே போக விரும்பவில்லை."
She sat beside him on the bench.	அவருக்குப் பக்கத்திலேயே அவளும் அமர்ந்தாள்.
They were silent for some time. The man closed his eyes and remembered other times - the music of a piano, the chiming of a grandfather clock, the constant twitter of budgerigars on the veranda, his grandfather cranking up the old car	அவர்கள் சிறிது நேரம் அமைதியாக இருந்தனர். அவர் கண்களை மூடிக்கொண்டு கடந்த காலத்தை நினைவுபடுத்தினார் - பியானோவின் இசை, தாத்தாவின் கடிகாரம் எழுப்பும் சத்தம், வராண்டாவில் பட்ஜெரிக்காஸ் எனும் கிளியின் கீச்சிடும் சத்தம், அவரது தாத்தாவின் பழைய கார் புறப்படும் சத்தம் என ஒவ்வொன்றாக நினைவுக்கு வந்தன.
'I used to climb the jackfruit tree,' he said, opening his eyes.	"பலா மரத்தின் மீது ஏறி விளையாடுவது என் வழக்கம்" எனக் கூறிக்கொண்டே கண்களைத் திறந்தார்.
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'Do you want to climb it again? My parents won't mind.'	"நீங்கள் மீண்டும் மரத்தின் மீது ஏற விரும்புகிறீர்களா? என் பெற்றோர்கள் ஒன்றும் பொருட்படுத்த மாட்டார்கள்."
'No, no. Not after climbing the garden wall. Let's just sit here for a few min- utes and talk. I mention the jackfruit tree because it was my favourite place.	"இல்லை, இல்லை. தோட்டத்து சுவரின் மீது ஏறிய பின்னர் அப்படி ஒன்றுமில்லை. நாம் இங்கேயே அமர்ந்து சிறிது நேரம் பேசிக்கொண்டிருக்கலாம். நான் பலா மரம் என

PENGUIN 28 IX - ENGLISH

Do you see that thick branch stretching over the roof?	குறிப்பிட்டேன் அல்லவா, ஏனெனில் அது எனக்கு மிகவும்
Half way along it there's a small hollow in which I	பிடித்தமான விருப்பத்திற்குரிய இடம். அடர்த்தியான அதன்
used to keep some of my treasures.'	கிளையொன்று கூரைக்கு மேலே செல்வதை நீ
'What kind of treasures?'	பார்க்கிறாயா? அதன் பாதிதூரத்தில் உள்ள பொந்தில் நான்
	எனது சில பொக்கிஷங்களை பத்திரப்படுத்தி வைப்பது
	வழக்கம்."
	"எந்த மாதிரியான பொக்கிஷங்கள்?"
'Oh, nothing very valuable. Marbles I'd won. A book I	<u>ீஓ அவையொன்றும் விலைமதிப்புள்ளவையல்ல. நான்</u>
wasn't supposed to read. A few old coins I'd collected.	வென்றெடுத்த கூழாங்கற்கள். நான் படித்திராத புத்தகங்கள்.
Things came and went. I was a bit of a crow, you know,	நான் சேகரித்த சில பழைய நாணயங்கள். பொருட்கள் வந்து
collecting bright things and putting them away. There was	போயின. நான் ஒரு காகத்தைப் போல பளிச்சிடும்
my grandfather's Iron Cross. Well, not my	பொருட்களையெல்லாம் சேகரித்து வைத்திருந்தேன். அங்கே
grandfather's exactly, because he was British and the Iron	இருப்பது என் தாத்தாவின் இரும்பாலான சிலுவைப் பதக்கம்
Cross' was a German decoration awarded for bravery during	ஆகும். அது என் தாத்தாவினுடையது என அருதியிட்டு
the War - the First World War when my grandfather fought	கூறமுடியாது. ஏனெனில் என் தாத்தா ஒரு ஆங்கிலேயர்.
in France. He got it from a German soldier'	மேலும் அந்த இரும்பு சிலுவையானது ஒரு ஜெர்மானிய
	அலங்காரப் பொருள். முதல் உலகப்போரில் வீர தீர
	செயலாற்றியமைக்காக வழங்கப்பட்டது. எனது தாத்தா
	பிரான்சு நாட்டில் நடைபெற்ற போரில் பங்கேற்றார். அதனை
	அவர் ஒரு ஜெர்மானிய போர் வீரரிடமிருந்து பெற்றார்."
Do you know?	உங்களுக்குத் தெரியுமா?
The Param Vir Chakra is the highest wartime gallentry	பரம் வீர் சக்ரா என்பது மிக உயர்ந்த யுத்த கால வீர
award, given to soldiers of the Indian Armed Forces,	விருதாகக் கருதப்படுகிறது. இவ்விருது ஆயுதம் தாங்கிய
for the display of utmost courage and complete	வீரரின் தைரியத்தையும். சுயநலமின்மையையும் போர்
selflessness when facing the enemy. Since its	காலங்களில் எதிரியை எதிர்கொள்ளும் பொழுது
inception in 1950, 21 fearless heroes (14 posthumous)	வெளிப்படுத்தியமைக்காக வழங்கி கௌரவிக்கப்படுகிறது.
have been awarded the medal till January 2018.	1950-ல் இவ்விருது தொடங்கப்பட்டதிலிருந்து 21
	துணிச்சலான வீரர்களுக்கு (14 பேருக்கு இறப்பிற்குப்
	பிறகு) ஜனவரி 2018 வரை வழங்கப்பட்டுள்ளது.
'Do you still have it?'	"இன்னும் அதை வைத்துள்ளீர்களா?"
'No', he said, looking her in the eyes. 'I left it in the	"இல்லை" அவள் கண்களைப் பார்த்தவாறே அவர் கூறினார்.
jackfruit tree.'	"நான் இந்த பலா மரத்தில் தான் அதை விட்டுச் சென்றேன்."
'You left it in the tree?'	ீநீங்கள் அதை மரத்தில் விட்டுச் (வைத்துச்) சென்றீர்களா?"
'Yes, I was so excited at the time, packing and	"ஆமாம். நான் அந்த நேரத்தில் மிகவும் பரவசமாக
saying goodbye to people and thinking about the	இருந்தேன். பொருட்களை எடுத்து வைப்பதிலும்,
ship I was going to sail on that I simply forgot all	மக்களிடமிருந்து வாழ்த்துப் பெறுவதிலும், நான் பயணம்
about it.'	செய்யவிருக்கும் கப்பலை நினைத்துக்கொண்டும்
	இருந்ததில் நான் எளிதில் இவற்றையெல்லாம் மறந்துவிட்டேன்."
'Yes', he said. 'It's twenty-five years, but it may still	"ஆமாம்", என அவர் கூறினார். "25 வருடங்கள்
be there. Unless someone else found it'	கடந்துவிட்டன. ஆனால் அது இன்னமும் இங்கேயே
	இருக்கும், வேறு எவரும் பார்க்காத வரை"
'Would you like to go and look?'	"அங்கு சென்று நீங்கள் பார்க்க விரும்புகிறீர்களா?"
'I can't climb trees any more.'	"என்னால் இனிமேல் மரங்களில் ஏற முடியாது."

PENGUIN 29 IX - ENGLISH

'If you can't, I will go and see. You just sit here and wait for me.'	"உங்களால் முடியாதெனில், நான் சென்று பார்க்கிறேன். நீங்கள் இங்கேயே அமர்ந்து எனக்காக காத்திருங்கள்."
'I've found it!' she cried. 'I've found some - thing!'	"நான் அதை கண்டுபிடித்துவிட்டேன்" என அவள் கூச்சலிட்டாள்."நான் ஒன்றை கண்டுபிடித்துவிட்டேன்"
And now, barefoot, she ran breathlessly towards him, in her outstretched hand a rusty old medal. He took it from her and turned it over on his palm.	இப்பொழுது அவள் வெறுங்காலுடன் தனது நீட்டிய கையில் துருப்பிடித்த ஒரு பதக்கத்தை எடுத்துக்கொண்டு மூச்சிறைக்க அவரை நோக்கி ஓடி வருகிறாள். அவளிடமிருந்து அதனைப் பெற்றுக்கொண்டு தனது உள்ளங்கையில் அதனை வைத்து திருப்பிப் பார்த்தார்.
'Is it the Iron Cross?' she asked eagerly.	"இதுதான் அந்த இரும்புச் சிலுவையா?" என்றாள் ஆவலாக.
'Yes', he said, 'this is it.'	"ஆமாம","இது தான் அது", என்றார் அவர்.
'Now I know why you came. You wanted to see if it was still in the tree.'	"நீங்கள் ஏன் இங்கு வந்துள்ளீர்கள் என்பது எனக்கு இப்பொழுது தெரிந்துவிட்டது. நீங்கள் வைத்துச் சென்ற சிலுவை இன்னும் மரத்திலேயே உள்ளதா என பார்க்க வந்துள்ளீர்கள்."
'You may be right. I'm not really sure why I came. But you can keep the Cross. You found it, after all.'	"நீ சொல்வதுகூட சரியாக இருக்கலாம். நான் ஏன் இங்கு வந்தேன் என்பது எனக்கு உறுதியாகத் தெரியவில்லை. ஆனால் நீயே இந்த சிலுவையை வைத்துக்கொள். நீதானே இதனைக் கண்டுபிடித்தாய்."
PAGE – 31	"இல்லையில்லை. நீங்களே இதனை
'No, you keep it. It's yours.'	வைத்துக்கொள்ளுங்கள். இது உங்களுடையது."
'But it could have remained in the tree for another twenty-five years if you hadn't climbed up to look for it.'	"ஆனால் நீ மட்டும் மரங்களில் ஏறி இதனை கண்டுபிடித்திருக்காவிட்டால், மேலுமொரு 25 ஆண்டுகள் இச்சிலுவை மரத்திலேயே தான் இருந்திருக்கும்."
'But if you hadn't come back again'	"ஆனால், நீங்கள் திரும்பவராமல் இருந்திருந்தாள்"
'On the right day, at the right time, and with the right person', he said, getting up and placing the medal in her hands. 'It wasn't the Cross I came for It was my youth.'	"சரியான நாளில், சரியான தருணத்தில், மேலும் சரியான நபரிடம் தான்" என்ற அவர், அந்த சிலுவை பதக்கத்தை அவளின் கைகளிலேயே வைத்தார்." "நான் இந்த சிலுவையைத் தேடி வரவில்லை. நான் என் இளமைக்காலத்தை மீளப்பெறவே வந்தேன்."
She didn't understand that, but she walked with him to the gate, Where the road turned, he looked back and waved to her. Then he quickened his steps and moved briskly towards the bus stop. There was sprightliness in his step, and something cried aloud in his heart.	அவளால் அதனைப் புரிந்துகொள்ள முடியவில்லை. ஆனால் அவள் அவருடன் வாசல் கதவுவரை நடந்து சென்றாள். சாலை திரும்புமிடத்தில் அவர் திரும்பிப் பார்த்து கையை அசைத்தார். பின்னர் அவர் வேகமாக பேருந்து நிறுத்தம் நோக்கி அடியெடுத்து வைத்து நடந்தார். அவர் நடையிலே ஒரு உயிரோட்டமிருந்தது. அவர் மனதில் ஏதோவொன்று உரக்கக் கத்திற்று.
The mango scented summer breeze made the blood course in his veins, and he forgot, for a moment, that he couldn't climb trees any more	கோடைக்காலத் தென்றலில் மிதந்து வந்த மாம்பழ வாசம் அவரது நாளங்களுக்குள் இரத்த ஓட்டத்தை துரிதப்படுத்திய தருணத்தில் தன்னால் இனிமேல் மரம் ஏற முடியாது என்பதனை அவர் மறந்தார்

PENGUIN 30 IX - ENGLISH



S.No	Hard Word	Meaning	தமிழ் அர்த்தம்
1.	verge	edge	ஓரம்
2	granite	a very hard, igneous rock	கருங்கல்
3	altered	rearrange	அடுக்கு
4	disembodied	spiritual	ஆத்மீகமான
5	colonel	a rank of officer in the army	படைப்பகுதி முதல்வன்
6	turnstile	A mechanical doorway	சுழல்நிலை பயண பாதை
7	dizzy	faint	மயக்கமான
8	brigadier	major general	படை தலைவர்
9	hollyhocks	a tall plant with large showy flowers.	ஒரு வகை செந்நிற பூ
10	witty	clever	அறிவாற்றல்
11	pruning	trimming a tree	கிளை நறுக்கி திருத்தம் செய்
12	chiming	make melodious ringing sounds	மணியொலியிசை
13	cranking	give a bend to	சுழல்
14	breathlessly	nervously	பதற்றத்துடன்
15	quickened	hurried	வேகப்படுத்து
16	sprightliness	energy in action or expression	விரைவான செயல்
17	vein	part of the blood circulation	ரத்தநாளம்
18	soldier	fighter	படை வீரன்
19	prosperous	wealthy	செழிப்பாக
20	barefoot	wearing nothing on the feet.	வெறுங்காலுடன்

SYNONYMS

Word	Synonyms	Word	Synonyms
disembodied	- spiritual, unbodied, intangible	appraising	- assessing
prosperous	- flourishing	slithered	- slid
outstretched	- extended	briskly	- rapidly
understand	- know	climb	- ascend
swing	- sway	breeze	- air flow
bare foot	- without shoes	bug	- germ
drenched	- wet	eargerly	- willingly
eddies	- whirl	gallantry	- courage
lissome	- slim, thin	offence	- crime
pruning	- clipping	selflessness	- self sacrifice
sprightliness	- energetic	treasures	- precious things
witty	- humorous		

PENGUIN 31 IX - ENGLISH

CHOOSE THE BEST SYNONYMS

- 1. It was **disembodied** voice at first.
 - a) spiritual b) kind
- c) closest
- d) quarrel
- 2. Moments later a girl stood framed between dark red **hollyhocks** staring at the man.

 - a) a type of block b) a type of plant
- c) a type of bricks
- d) a type of pillar

- 3. He should have been a **brigadier** by now.
 - a) a rank in hospitalb) rank in office c) rank in army
- d) rank in home
- 4. Going round and round until he was quite dizzy.
 - a) faint
- b) sleep
- c) happy
- d) tired

- 5. He **muttered** to himself.
 - a) whispered
- b) helped
- c) laughed
- d) smiled

- 6. In her **outstretched** hand a rusty old medal.
 - a) fold
- b) close
- c) tight
- d) unfold

- 7. There was **sprightliness** in his step.
 - a) activeness
- b) laziness
- c) sleepy
- d) tiredness
- 8. He remembered other times the music of a piano, the **chiming**of a grandfatherclock.
 - a) noise
- b) silent
- c) ding dong
- d) loudness

- 9. His grandfather **cranking**up the old car.
 - a) start
- b) shout
- c) close
- d) clean

- 10. He did not look very **prosperous**.
 - a) energetic
- b) kind
- c) wealthy
- d) cowed

ANTONYMS

Word	Antonyms	Word	Antonyms
prosperous	X poor	swing	X still
outstretched	X folded	brave	X coward
cranking	X stop	drenched	X dried
excited	X depressed	muttered	X shouted
prune	X maximize	valuable	X worthless
climb	X descend	lissome	X clumsy
constant	X inconstant	dizzy	X steady, clearhead
eagerly	X indifferently	lissome	X clumsy
offence	X defense	slither	X stay
witty	X foolish	springhtliness	X deadliness

PENGUIN			32			IX - ENGLISH
CHOOSE THE BEST	ANTON	<u>IYMS</u>				
1. The old house built w	rith solid b	locks of granite				
a) new	b) damag	ed c	c) country	(d) big	
2. Moments later a girl s	tood fram	ed between dar	k red hollyh	ocks staring	at the man.	
a) pale	b) bright	c	e) light	(d) dim	
3. It was on the tip of his	s tongue t	o make a witty r	emark.			
a) edge	b) peak	c	e) bottom	(d) cap	
4. As they walked across	s the grass	he spotted a sto	one bench ur	nder a mang	o tree.	
a) down	b) lower	c	e) beneath	(d) over	
5. They were silent for s	some time					
a) argued	b) mum	c	e) noise	(d) talkative	
6. 'I don't want to go ins	side.'					
a) a side	b) beside	c	e) outside	(d) downside	
7. Going round and roun	nd until he	was quite dizzy	<i>7</i> .			
a) faint	b) brisk	c	e) happy	(d) tired	
8. In her outstretched ha	and a rust	y old medal.				
a. fold	b) close	c	e) tight	(d) unfold	
9. There was sprightline	ss in his s	tep.				
a)activeness	b) lazine	ss c	e) sleepy	(d) tiredness	
10. He couldn't climb th	ne tree any	more.				
a) decline	b) decrea	se c	e) get down	(d) drop	
CHOOSE THE BEST	OPTION					
B. Based on your und	derstandi	ng of the story	, answer th	e following	questions by choosing	g the correct
answer.						
i. The story I Can't Cli	imb Tree	s Anymore hig	hlights the i	importance	of	
a) old age.	b) youth				
c) adulthood	d) middle age				
ii. The house which was	s visited	by the man				
a) remained unchan	nged b) was totally ch	anged			
c) was slightly rep	aired d) was given a fa	acelift			
iii. Who said, "A blessi	ng rests o	n the house wh	ere the shad	low of a tre	e falls"?	
a) grand mother	b	grand father				
c) uncle) the narrator				
iv. The author came bac	ck to the	nouse because l	ne			

a) an iron cross

c) marbles

a)wanted to see the jackfruit tree.

v. He gifted _____ to the little girl

c) wanted to look again at his old house

b) a bronze medal

d) old coins

b) was looking for his lost youth.

d) wanted to buy the house

TEXTUAL QUESTIONS

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

1. Explain: "Blessings rest on the house where the shadow of a tree falls"-

It was told by the narrator's grandmother. It tells the importance of of trees to a house. The tree yields fruits and gives shade.

2. What did the writer oberve about the house?

The writer observed that the solid blocks of granite in the house was not altered.

There were fewer trees remained.

3. What was the local superstition about trees?

The local superstition about trees was that 'A blessing rests on the house where the shadow of a tree falls'.

4. What did the narrator do with the turnstile wen he was a boy?

When he was a boy, the narrator **used to swing on the turnstile**.

5. Who is the owner of the house now?

A colonel is the owner of the house now.

6. Why did the narrator return to his old house?

The narrator returned to his old house to find his lost youth.

7. How did he get back the iron Cross?

The little girl climbed up the jackfruit tree and got back the iron cross.

8. Who did the house belong to originally?

The house belonged to the writer's grandmother originally.

9. What did he do with the old iron Cross?

He kept the old iron cross in the jackfruit tree.

10. Where had he left his childhood treasures?

He had left his childhood treasures in the jackfruit tree.

around - சுற்றி remained - அப்படியயே இருந்தது swing - ஊஞ்சல் turnstile - சுழலும் வாயிற் கதவு climbed up - ஏறினார் jackfruit tree- பலா மரம்



1. Who is the girl in the story?

The girl is the daughter of the colonel who is the owner of the house.

2. What kind of relationship did the man have with that house?

The man's grandmother was the owner of the house before twenty four years.

3. What was the specialty of the stone bench?

Stone bench was the place where his grandma used to sit and take rest.

PENGUIN 34 IX - ENGLISH

4. Why did the middle aged man feel young today?

The middle aged man felt young today because he came to his ancestral house, where he enjoyed his childhood.

5. Which was the favorite place for the man?

Jackfruit tree was the favorite place for the man.

6. Why the man stepped very fast?

The man stepped very fast to reach the bus stop.

7. What smell he had while leaving the place?

The man smelled the mangoes from the mango tree while he was leaving the place.

ancestral house - பரம்பரை வீடு childhood - குழந்தைப் பருவம் reach - சென்றடைவது



I. THINK AND WRITE

Based on the story and your own ideas write your answers in about 80 to 100 words each

1. Imagine yourself as the writer. Narrate the story of your visit to your ancestral house.

Oneday, I went to my ancestral house. When I was young, it was owned by my grandmother. Before 10years, it was sold. After that I didn't get a chance to visit. Now it had changed a lot. While we used, there was no fence. Now a fence was raised. The house was painted in green. They have constructed a floor upstairs. The only thing remained there was the trees around the house. The neem tree, coconut tree and the teak tree remained there still. I was happy. I felt as if I found my old friend.

b. The man who came to the house gave the cross as a gift to the girl. Why did he do this? What do you think would have happened if he had taken back the cross with him?

The man who came to the house gave the cross as a gift to the girl because, the girl was very kind. While the narrator was watching the house, the girl invited him to come inside the house. They walked inside the garden. They talked about the trees. So, he liked her and gave her the cross. Instead of that, if he hadn't given the cross to her, he might have been ambitious. The cross was the symbol of his youth. It was lost for ever. It was a memory. If he had that cross with him, he would always long for the youth.

C.What are the benefits of growing and preserving trees? Use ideas from what you have read so far and your own ideas.

There are many benefits in growing and preserving trees. The trees give us oxygen to breath, fruits to eat and shade to take rest. Each and every parts of the trees are useful. They are the landmark of the house. The children like to play in the trees. They are their secret place to hide. Moreover, they are their true friends.



Lesson: I can't climb trees any more

Author: Ruskin Bond
Genre: Auto biography

Theme: Recollecting childhood memories

A man visited his ancestral house. He had lived there twenty five years ago. While watching the house a young girl of that house came there. She wass the daughter of a Colonel. With her help he visited the garden. He remembered his grandparents and the jack tree. He used to keep his valuable things in the jack tree. He searched for an old rusty metal cross. That girl found it for him. He returned it to her and went out of the house with a heavy heart. He regretted for losing his youth.

Valuable - விலைமதிப்பற்ற rusty - துரப்பிடித்த heavy heart - கனத்த மனதுடன்

PARAGRAPH FOR SLOW LEARNERS

- > An old man watches his old house.
- A girl of that house allows him in.
- > She is the daughter of a colonel, the owner.
- > He remembers his grandparents.
- ➤ He finds a rusty iron cross in the jack tree.
- ➤ He returns it to her.
- ➤ He goes out with heavy heart.

TEXUAL EXERCISES

A. Based on your understanding of the story, indicate either'T' (True) or 'F'(False) against the columns.

- 1. The narrator had hidden a few old coins in the tree. False.
- 2. The jack fruit tree was still there. True
- 3. As a boy the narrator used to swing on the turnstile. True
- 4. The narrator had sold the house. True
- 5. A girl came out of the house. True
- 6. The narrator's grandfather used to sit on the stone bench. False
- 7. The narrator was able to remember the music of a piano. True
- 8. The narrator was able to climb the jack fruit tree. False
- 9. The purpose of the visit of the narrator was to buy his ancestral house back. False
- 10. The narrator climbed over the wall easily. False
- D. Match the words in column A with the meanings in column B by drawing a line as shown.

	A	В
1	pruning	trimming a plant
2	chiming	emit a sound
3	drenched	soaked
4	dizzy	shaky
5	prosperous	flourishing
6	sprightliness	lively
7	treasure	a collection of precious things
8	rusty	ancient

E. Read these shortened forms of words and write the full form for the remaining words and complete the table given below.

won't : will not

I'd : I had / I would

I'll : I will

	V = //	
i	you'd	you had/ you would
ii	they've	They have
iii	he'd	He had/ he would
iv	wasn't	was not
V	he's	He is
vi	aren't	are not
vii	isn't	is not

PENGUIN 36 IX - ENGLISH

viii	doesn't	does not
ix	wouldn't	would not
X	can't	can not

- F. Now choose the correct option and put a thick mark (✓) above it.
- 1. The poet used to play in the house when she was **young** / lazy.
- 2. The flowers mentioned in the poem are **roses** / holly hocks.
- 3. The poet used to go home for tea / lunch.
- 4. **Muffins** / grapes were the favourite food of the poet.
- 5. Life was **beautiful** / happy when the poet was young.
- 6. There was plenty of time to gaze / walk in the field.



SPEAKING

- G. You are visiting the primary school where you studied classes I to IV, after six years. You get a chance to go to your standard two classroom and you are permitted to sit at the same place where you used to sit.
- . What would you remember?
- ii. Describe your feelings at that time.
- iii. Who do you miss very badly, your friends or
- iv. Share your thoughts with the class.



WRITING

H. On seeing these pictures, you would have gone down your memory lane. Write a paragraph in about 50 words describing your favorite sport when you were young.

My favourite sport is football. I love the game of football. It is a fun game to watch and play. The game promotes physical and mental fitness. I love to be physically fit. And also football brings people together. My love for the game is immense. All my life I have been playing football, from the backyard to high school. It also has provided me with a lot of memories that I will never forget; One suchmemory is winning a match at my junior level in High school.













Creative writing

J. Write a letter to your friend describing your ancestral house.

2 June 2018, Madurai,

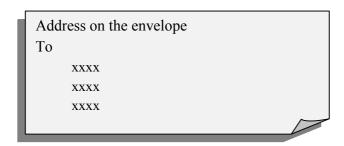
Dear Friend,

Hai, How are you? I am fine. Hope the same with you. Recently, I visited my ancestral house which is in the village. The field around were full of smiling corn fields of wheat and gram. That was a beautiful sight. Some birds were flying about happily chirping. I woke up early in the morning. Had breakfast with milk and loitred around watching all my way. Women were drawing water and humming sweet songs. At some distance was the village tank. There, women were seen washing clothes and spreading them out in the sun to dry. I stayed in the village for ten days and then came back full of memories. I was given and affectionate farewell. I hope when you had read, you would also be able to visualize our village and our house. If you wish, I will take you along with me next time.

Yours lovingly,

XXXX

PENGUIN 37 IX - ENGLISH



K. Given below are four headlines and information about four young National Bravery Award winners.

Match the headline to the passages and write it in the space provided.



1. Smart Sense Saves Sibling

Fourteen – year –old Siya Vamansa Khode from Dharwad, Karnataka risked her own life to save her 2-year –old brother from certain death due to electrocution. In April 2015. Siya was playing hide and seek with her cousins when she decided to go to the rooftop. The toddler followed her; but after playing for a while she suddenly realized that her brother was nowhere to be seen to find him in contact with a live wire, she held him by his shirt (she knew touching him directly meant risking her own death) and pulled him away to safety. For her exemplary thinking, she was awarded the National Bravery Award.

2. Lad Reuses Kin From Leopard

When 15-years –old Sumit Mamgain's older cousin Ritesh was being dragged away by a leopard at Manoharpur in Uttarakhand, he told Sumit to run away and saved his life. But the brave lad decided to fight the leopard and save his cousin's life. Holding its tail, he hit it with a sickle. When the leopard charged towards him, he kept pelting stones at the animal till it finally ran away. For his exemplary courage, Mamgain was awarded the Sanjay Chopra Award.

3. Little Girl = Big Prowess

On May 19, 2016, 9-year-old Tarh Peeju drowned while saving her friends Phasing Marry and Tarh Charu when they attempted to cross Pachin River in Naharlagun. A Class IV student at Alphabet Public School in Nirjuli, Tarh Jumped into the turbulent river and dragged both Marry and Charu to safety. However, she herself was submerged and swept downstream by the strong current of the river. Displaying unbelievable courage, Tarh sacrificed her life in saving her friends and was posthumously conferred the Bharat Award (the top honor at the National Bravery Awards).

PENGUIN 38 IX - ENGLISH

4. Unlucky Boy saves Two

On July 22, 2003, 11-year-old Kandha Kumar of Karur district in Tamil Nadu was returning home in his school van. The van broke down in the middle of an unmanned level crossing and seeing the train approaching, the van driver panicked and fled, leaving seven school children trapped. The class VII boy immediately jumped off the van and rescued two children. But, while he was trying to help other children, the train rammed into the van killing Kandha Kumar, three children and a helper. For his valiant act, he was awarded the National Bravery Award posthumously.

I. In pairs, discuss what is common about all these incidents you have just read. Complete the chart below with the characteristic features of an act of bravery. (One example is given for you.)



M. Based on your reading answer the following questions in a sentence or two.

1. Is mountaineering a dangerous sport?. Why? (para 1)

Yes, mountaineering is a dangerous sport.

2. What is frostabite? (para 2)

Forstbite is an injury that is caused by exposure of parts of the body to the cold. The cold causes freezing of your skin and underlying tissues. Your fingers, toes and feet are most commonly affected.

3. What are the qualities of a good climber?

As one climbs higher and higher, breathing becomes more and more difficult.

They should carry with them maps, compasses and other equipment. They must by in good physical condition and should possess courage, perseverance and power of endurance. They also carry first aid supplies food and extra clothing.

4. What do climbers carry with them? (Para 4)

The climbers carry with them first add kits, food and clothing suitable to the weather.

5. Where are the highest peaks in India? (Para 5)

The highest peaks in India are in Himalayas? the mount Everst is the highest peak in the world which is in Nepal.

PENGUIN 39 IX - ENGLISH

N. Here is story about a holiday adventure. The paragraphs are jumbled. Rearrange them to form a meaningful story.

Healthy, wholesome, calorific

A: Riya's family had a nice little holiday home near the sea — shore. The weather was fine and the children went swimming every day.

B: She saw water and dolphins all around. "How deep!" she thought.

C: One day Riya and Jody took a boat from the beach to a small island. It was a nice

D: "Did you see that! That dolphin saved your life!" shouted Jody when she was back in their boat. "I can't believe it". said Riya. And they rowed back to the beach as fast as they could.

E: Riya wanted to row back but she lost her balance and fell into the water. Jody started to cry and didn't know what to do, "Uh!" cried Jody. Riya couldn't swim! "Help! Help!" cried Jody.

F: While they were rowing along the coastline, a strong wind caught the boat and took it out to the open sea.

G: Her leg was caught in seaweed! Just then, a dolpin quickly came to rescue her. The dolphin took Riya on its mouth and took her up to the boat. It made a loud noise and swam away.

Finish the story on your own!

Riya and Jody narrated to their parents what had happened
They were happy.

H: Last summer Riya spent her holidays together with her parents and her little brother. They went to the coast. Put the texts in the correct order!

1= text : H

2= text : A

3= text : C

4= text : B 5= text : F

6= text : E

7 = text : G

8 = text : D

Identify and write down the words! Beachseasandsuntoweloceanswimwaveumbre llasunglassesrelaxfunswimsuitsboatsuntansea shellsicecreamcoastseaweed surfing beach, sea, sand, sun, towel, ocean, swim wave, umbrella, sunglasses, relex, fun, swim, suits, boat, suntan, seashells, icecream, coast, seawood, surfing.

B. Give your opinion and compare the items in each picture using -er.more, less, or an irregular form. Use the words, You may form your sentences in more than one way.









PENGUIN 40 IX - ENGLISH













Healthy, wholesome, calorific

- a) Vegetables are healthier than pizza.
- b) They are wholesome food.
- c) Fast food items are more calorific

eco - friendly, economical, safer

- a) Cycle Riding is eco friendly
- b) cycle is more economical than bike
- c) cycle riding is safer than bike riding

educational, interesting, trendy

- a) Radio is more educational than cell phone.
- b) Mobile is more interesting than Radio.
- c) Mobile phone using is trendy.

safe, comfortable, quick

- a) Train travel is safer than bus travel
- b) Train is more comfortable than bus
- c) Bus is quicker than a train

cozy, costly, sturdy

- a) Sofa is cozier than a stool
- b) Sofa is costlier than a stool
- c) Stool is more sturdy than a sofa
- D. Listen to the conversation between Leena and her mother and list down a few new words. Using a dictionary find out the meaning for thouse words.

New Word	Meaning
Versatile	able to adapt to
	different activities
Kuritage	tradition
adventures	exciting experience

Savour	Enjoy
brooding	Deep thought
Bungee jumpin	Jumping from a Bridge

F. Work with a partner. Match the words and pictures by writing the numbers in the space provided. Use and encyclopedia to find out more about these adventure sports.

Name of the	How it is played!
Sport	
Hang Gliding	It is also known as powered
	paragliding. enables you to fly
	like a bird with the help of a
	powered paraglider.
Jet Skiing	A small machine like a
	motorcycle the can travel on the
	surface of water.
Rock	An activity in which participants
Climbing	climb up, down or across rocks
	or aritificial rock walls.
Bungee	It is and activity that involves
Jumping	jumping from a tall structure
	while connected to a large elastic
	cord.
Scuba Diving	It is a form of underwater diving
	where the diver uses a breathing
	apparatus.
Kite Surfing	It is a wind powered surface
	watersport using a kite and a
	board to move across the water.
Para Motoring	It is an air sport in which a pilot
	flies a light, non-motorized, foot
	- launched.heavier-than-air
	aircraft.

G. Complete the following table with information from the anecdote about Mr Scotti's short trip.

Name	Nicholas Scotti
Occupation	Journalist
Reason for his trip	To Visit his cousing
Means of transport	Plane
Destination	To Go To Cousing house

PENGUIN 41 IX - ENGLISH

H. Circle the best option.

- 1. In New York Mr Scotti left the plane because he thought he
- a) had to change the plane.b) was in Rome.
- c) had to phone his cousinsd) changed his mind.
- 2. He decided to find his cousins' home without their help. He asked the policeman for information in Italian because he
- a) thought he was in Italy.
- b) knew the policeman.
- c) didn't speak any other language.
- d) liked the language.
- 3. On the next day, My Scotti was _____ at how the local people responded to his queries.
- a) surprised b) unhappy
- c) glad d) upset
- 4. Circle three words that best describe Mr. Scotti
- Clever/Unlucky/ Stupid/ Successful/ Miserable/ Happy

J. Look at the action words in bold. Identify whether they are either finite or non – finite verb.

V	
They want to try a	Non In finite Verb
new approach	
Trying is easy	Non – Infinite Verb

Having tried erything,	Finite Verb
he gave up	
All I can do is try.	Non-finite Verb
If she tried, she would	Finite Verb
succeed.	

K. Read the following pairs of sentences.

- Travelling might satisfy your desire for new experiences.
- > The studyabroad program might satisfy your desire for new experiences.

Identify the subject in the first sentence **Travelling**.

- > They do not appreciate my singing.
- They do not appreciate my assistance. Identify the direct object in the first sentence <u>My</u> singing
- > My cat's favourite activity is sleeping.
- > My cat's favourite food is salmon.

Identify the subject complement in the first sentence

Sleeping

- > The police arrested him for speeding.
- > The police arrested him for criminal activity.

Identify the object of the preposition in the first sentence for **speeding.**

PENGUIN 42 IX - ENGLISH

M. Now, work in pairs and help Dinesh and Divya complete the exercise given below.

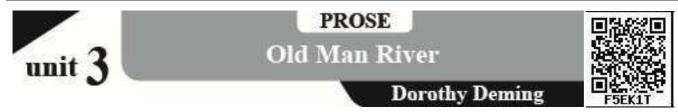
Where are the astronauts headed to?

I. Write the gerund/infinitive form of the verbs in the blanks.

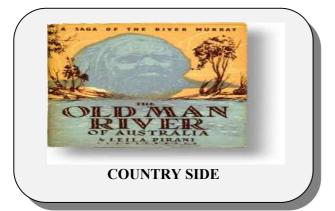
- 1. The astronauts managed to complete (complete) their training in record time.
- 2. They learned how to survive (survive) in space withour gravity.
- 3. The best astronaut almost quit Trying (try) to learn the complex information.
- 4. Their mission appeared to be (be) in jeopardy.
- 5. Then Marina encouraged him by saying, "It's no good to quit (quit) the project right at the and."
- 6. Being an astronaut will enable you to achieve (achieve) great success in life.
- 7. If you give up studying (study) now, our mission will be scrubbed.
- 8. Think of your fellow astronauts who wouldn't hesitate to help (help) you in time of trouble.
- 9. We astronauts must keep on preparing (prepare) for our space launch.
- 10. Some say it's no use of travelling (travel) to distant planets, because it takes too long.
- 11. But we really want to visit (Visit) other planets and find
- 12. Can you imagine walking (walk) up to a Martian and shaking hands and to say (say, "Hello, how are you?"
- 13. We really look forward to meet (meet) alien creatures and to find (find) out what they are really like.
- 14. Many scientists have warned us not to take (take) this dangerous journey, but we are not discouraged.
- 15. Travelling to far away planets involves risking (risk) our lives for the thrill of discovery.
- 16. However we won't delay to blast (blast) off into space.
- 17. Would you like to accompany (accompany) us on our journey if you could?
- 18. During our training we have got used to being (be) weightless and living (live) under difficult conditions.
- 19. Scientists admit to being (be) intensely curious about lifeon other planets.
- 20. I'm sure they would also enjoy travelling (travel) with our crew.
- 21. We told them tp come (come) with us on our trip, but some of them think it is a waste of time to search (search) for life that doesn't exist.
- 22. We have been taught how to endure (endure) hardships during out training and now we can't afford wasting(waste) money.

We're on our way!

PENGUIN 43 IX - ENGLISH



Pictures related to the lesson



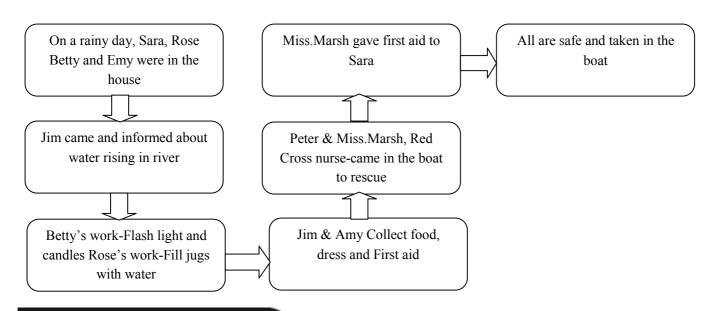








MIND MAP



Pictorial Description



PENGUIN 45 IX - ENGLISH



On a rainy day, Amy, Rose, Sara and Betty were in Amy's house. Their neighbour, Jim entered. He said that the river was rising. Amy's father and mother were not in the house. Jim organized the girls. He ordered Betty to look up for flashlight and candles. Rose was given a work to fill the tubs and pails with water. Jim and Amy had to check food, coats and first aid kit. There was no current supply. Jim went to the roof to make a signal for help.

In the second scene, Tom Peters and Miss Marsh, the Red Cross nurse came to rescue the children in the boat. They entered with the candle. They were shocked to find the children alone. Sara had broken her right leg just below the knee. The nurse did the first aid. Rose, Betty and Sara were taken to the boat at first. Amy and Jim thanked Mr.Peters and the Red Cross.



PROSE ENGLISH	பாடம் தமிழ் விரிவாக்கம்
Scene - 1	காட்சி 1 ஐ வாசிக்க தொடங்குங்கள்.
At Rise: Amy, Betty and Rose are sitting aroundthe living room table. Amy and Rose areknitting Betty is looking at pictures in amagazine. The stage is not very bright.	எழுச்சி : எமி, பெட்டி மற்றும் ரோஸ் ஆகியோர் வரவேற்பறையின் மேஜையை சுற்றி அமர்ந்திருக்கின்றனர்.எமியும்,ரோஸியும் பின்னல் ஊசி கொண்டு பின்னிக் கொண்டிருந்தனர். பெட்டி பத்திரிக்கையில் படம் பார்த்து கொண்டிருந்தான். மேடை மிகவும் பிரகாசமாகஇல்லை.
Rose: Goodness, it gets dark on these rainy days, mind if raisethe shade a bit, amy?	ரோஸ் :நல்லது, இந்த மழை காலங்களில் மிகவும் வேகமாக இருட்டத்துவங்குகிறது.
Amy: No,do,but guess we need the light on, too (She goes over and puts on the electric light)	எமி :இல்லை, ஆனால், நான் நினைக்கிறேன் நமக்கு வெளிச்சமும் வேண்டும் என்று (எமி சென்று மின்சார விளக்கை போடுகிறாள்)
Rose :(Going to the window) How it rains! In sheets, and look! your backyard is a small lake	ரோஸ் : (ஜன்னலுக்கு போய்) எப்படி மழை பெய்கிறது. எனப் பாரேன். உன் புழைக்கடை ஒரு குட்டி ஏரியாக இருக்கிறது.
Amy: (Joining Rose at the window)Gracious! I've never seen it rain so hard and this is the third day of it.	எமி :(ரோஸியுடன் எமியும் இணைந்து ஜன்னலுக்கு வருகிறாள்) அட்டா, இவ்வளவு கடுமையாக மழை பொழிந்து நான் பார்த்ததே இல்லையே. இன்று மூன்றாவது நாள்.
Betty: (Puts down magazine and runs to thewindow)Wheeee! It's more than a lake, it's a sea! The radio said the river was above flood stage this morning – whatever that means.	பெட்டி: (பத்திரிக்கையை கீழே வைத்துவிட்டு அவனும் ஜன்னலுக்கு ஓடி வருகிறான்). ஆமா, இது ஏரியை விட பெரிசா இருக்கு. இது கடல், ரேடியோவில் ஆறு வெள்ளப்பெருக்கு எடுக்கும் நிலையில் உள்ளது என்றார்கள் என்று கூறினான்.
Amy: It means that the water is above that white line on the bank at Thompson Bridge. IIt must have covered the south meadows and the highway there.	எமி : அப்படியானால், தாம்சன் பாலத்தின் கரையின் வெள்ளைக்கோடுகளைத் தாண்டி தண்ணீர் பெருக்கெடுத்து வருகிறது என்று அர்த்தம் என்றான். அது நிச்சயமாக தெற்குபுல்வெளிகளையும்,நெடுஞ்சாலைகளையும் மூடிவிடும்.
Rose: It isn't only the rain. It's the snow melting in the hills in the northern part of the state (The girls return to the table.) Oh,I hope we don't have a flood here! (There is a noise of stamping feet and someone breathing hard. The	ரோஸ் : இது மழையினால் மட்டும் அல்ல, மாநிலத்தின் வடக்குபகுதியிலுள்ள மலைகளில் பனி உருகிக் கொண்டிருக்கிறது. (பெண்கள் மேஜைக்கு திரும்பி வந்தார்கள்) ஓ, நமக்கு இங்கே வெள்ளம் வராது என்று நம்புகிறேன். (அழுத்தமான காலடிசத்தமும் யாரோ

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girls all lookto the right, the direction of the sounds.)	கடுமையாக மூச்சுவிடுவதும் கேட்டது. அங்கிருந்த பெண்கள் அனைவரும் ஒலி வரும் திசையை நோக்கி வலது பக்கம் பார்த்தனர்)
Jim Hall: (Entering from right in shining wet rain coatand rain helmet, which he drags off as heenters. He is panting.) Gosh, girls, It's a cloudburst! (He kicks off his rubbers) I've run every step of the way from school to get here. The river is rising fast. The Burnett Dam gave way anhour ago thay say and it looks bad! where is your mother, Amy?	இம்ஹால் : (வலதுபுறத்திலிருந்து நனைந்து ஈரம் சொட்டும் மழை உடையும் தொப்பியும் ஒலி எழுப்ப, அவன் களைப்பாக நுழைந்தான்) ஐயோ,பெண்களா, இது திடீரென வரும் பெரும்மழை(வானமே பொத்துகிட்டு ஊற்றுவது போல்ஒரு பெரும் மழை) அவன் செருப்புகளை உதறினான்.பள்ளிக்கூடத்திலிருந்துஇங்குவந்து சேருவதற்குமுன்எல்லாஇடங்களையும் ஓடியே கடந்தேன்.ஆறு மிகவும்வேகமாக இருக்கிறது. பா்னெட் அணையே வழி விட்டது என்று முன்புசொல்வாா்களே அதைபோல மோசமாக காணப்படுகிறது.எமி,உன்
Amy: She took Dick to the dentist and was going to stop at Mrs. Brant's for a recipe on her way home. She ought to be here soon.	எமி : அம்மா டிக்கை பல் மருத்துவாிடம் கூட்டிபோய் உள்ளாா். அவா்கள் திரும்பி வரும் பொழுது திருமதி பிரான்ட்டின் செய்முறைக்காக நிறுத்துவாா்கள். விரைவில் இங்கே அம்மா இருக்க வேண்டும்.
Jim: And your father? Amy: In Chicago on business, but why all the questions, Jim?	ஜிம் : உன் அப்பா எங்கே? எமி : சிகாகோவில் வியாபாரம் தொடர்பாக சென்றுள்ளார்.ஆனால் ஏன், இந்த கேள்விகளை எல்லாம் கேட்கிறாய்?
Jim: Well, er you see (He isinterrupted by the ring of the telephone. Amy exits left to answer it. Her voice can be heard clearly). Amy: Hello. Yes, Mother - I know. Isn't it awful? How will you get home? Yes, mother, I'm listening carefully. (Amy's voice grows very serious) Yes - Yes - yes, I wil. No, mother, no, I won't. Jim Hall is here and Rose field too. Yes, all right, I'll tell them. Goodbye. (Amy returns to the room. She is looking very scared.) Mother can't get home	இம் : ம்'ஆ'.இங்கபாரு' தொலைபேசி மணி அவனைத் தடுத்து, எமி பதிலளிப்பதற்காக சென்றாள், அவளின் குரல் மிகத் தெளிவாக கேட்டது) எமி : ஹலோ, ஆமாம், அம்மா. எனக்கு தெரியும் இங்கு மிகவும் மோசமாக உள்ளது. நீ எப்படியம்மா வீடடுக்கு வருவீர்கள்? ஆமாம் அம்மா, நான் கவனமாகத்தான் கேட்கிறேன். (எமியின் குரல் மேலும் தீவிரமாக உயர்ந்தது) ஆமா, ஆமா, ஆமாம். நான் செய்வேன். இல்லை, அம்மா, இல்லை நான் செய்ய மாட்டேன். ஜிம்ஹால்,ரோஸ் பீல்டும் இங்கே தான்
from Mrs. Brant's The bridges between here and town are under water. Rose, mother says you are to telephone your mother right away and tell her you will spend the night here.	இருக்கிறார்கள். நான் அவர்களிடம் செல்கிறேன். பிரியாவிடை. (எமி அறைக்கு திரும்புகிறாள். மிகவும் பயந்தவன் போல் காணப்படுகிறான்)அம்மாவால் பிரான்ட் வீட்டிலிருந்து இங்கே வரமுயவில்லையாம்.இங்கிருந்து நகரத்தை இணைக்கக்கூடிய பாலங்கள் நீருக்குள் மூழ்கிவிட்டதாம். ரோஸ், அம்மா சொன்னாங்க நீயும் உன் அம்மாவிற்கு தொலைபேசியில் இன்று இரவு இங்கே தங்குவதாக சொல்லச் சொன்னார்கள்.
Rose: I will. That will be fun! (hurries from the room) Amy: Betty, you and I are to fill all the bowls, tubs, pails	ரோஸ் : ஐய்யா ஜாலிதான் நான் அம்மா கிட்ட சொல்லிடுறேன் எமி : பெட்டி, நீயும் நானும் எல்லா பாத்திரத்திலும்
and pitchers with fresh water in case the town supply is cut off or made unsafe to drink. Mother says she hops you will stay and help us, Jim.	நல்லதண்ணீர் நிரப்பி வைப்போம். ஒருவேளை இந்த நகரத்தின் குடிதண்ணீர் விநியோகம் நிறுத்தப்பட்டுவிட்டால். குடிக்க தண்ணீர் அற்ற நிலைமை வந்துவிடும். அம்மா, நீ எங்களோடவே இருந்து எங்களுக்கு உதவி செய்வாய் என்று நம்புவதாக கூறினார்.

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Jim: That's just why I came. Amy, I think I'll look up latern and....

ஜிம் : அதற்காகத் தான் நான் வந்தேன் எமி,நான் நினைக்கிறேன்.நான் கண்ணாடி கூண்டு விளக்கை பார்க்கலாம் என்றும் மேலும்.

Betty: (interrupting) I've got a flashlight. I'll get it and some candles.

பெட்டி : (பேச்சில் குறுக்கிட்டு) எனக்கு பிரகாச ஒளி விளக்கு கிடைத்துள்ளது. மற்றும் சில மெழுகுவர்த்திகளும் கிடைத்துள்ளன.

Rose: (from outside still at the telephone, with irritation): Central Central! I'm trying to get Main 3022 - I can't - (There is a pause and Rose comes to the door, her face frightened.) The telephone is dead! I can't get Central. There isn't even a buzzing on the line!

ரோஸ் : (வெளியிலிருந்து இன்னும் சில தொந்தரவுகள் அலைபேசியில்)மையம்,மையம், நான் 3022ஐ தொடர்பு கொள்ள முயற்சிக்கிறேன்.என்னால் முடியவில்லை (சிறிது இடைவெளிக்கு பிறகு ரோஸ் கதவுக்கு வந்து நின்றாள் அவன் முகத்தில் பயம் தெரிந்தது) தொலைதொடர்பு முற்றிலும் துண்டிக்கப்பட்டு விட்டது. என்னால் மையத்தை தொடர்பு கொள்ள முடியவில்லை. ஒரு சிறிய இரைச்சல் கூட போனில் கேட்கவில்லை.

அறுந்துவிட்டது. சரி, பெண்களே, ஒண்றிணையுங்கள்.

: நகரத்திற்கும் இங்கேயும் உள்ள தொடர்புகள்

Jim: Means the lines are down between here and town! Well, girls, let's get organized! Betty, look up your flashlight and candles, lamps, lanterns or anything you've got. Rose, fill the tubs and pails and Amy and I will Check on food, blankets and coats. Better get out the first-aid kit. Everyone make it snappy! (Rose and Betty exit left. Jim turns to Amy.) This is serious. Amy, I don't want to scare you, but your house is in the direct line of the river. If the dam has given way - (he goes to the window.)

பெட்டி உனக்கு கிடைக்க கூடிய கண்ணாடி குழல் விளக்கு,பிரகாச ஒளி விளக்கு ஒளி உமிழ் விளக்கு, மெழுகுவர்த்தி என எது கிடைத்தாலும் பார் ரோஸ், நீ பெரிய பாத்திரம், வாளி எல்லாவற்றிலும் தண்ணீரை நிரப்பு. நூனும் எமியம் **உ**ணவ. போர்வைகள். மேலுடைகள் இருக்கிறதா என தேடுகிறோம். முதலுதவி பெட்டியை எடுத்துவைப்பதே எல்லாவற்றிலும் சிறந்தது. அனைவரும் சுறுசுறுப்பாக செய்கிறார்கள். ரோசும் எமியை நோக்கி திரும்புகிறான் இது தீவிரமானது. எமி, நான் உன்னை பயமுறுத்த விரும்பவில்லை. ஆனாலும் உன்னுடைய வீடு நதியின் நேரடி பாதையில் அமைந்திருக்கிறது. அணைக்கட்டு ஒருவேளை, ஜன்னலுக்குச் உடைந்துவிட்டதெனில் (அவன் செல்கிறான்)சரி, அப்படி ஏதாவது இருந்தால் நீயே பார் நாம் முக்கிய சாலை வழியாக வெளியே செல்ல

Well, if it has, you can see for yourself that it means we can't get out by the main road and we are already cut off from the south side. Look! (He points out of the window. Amy Joins him. She gasps.)

எமி: ஜிம். தண்ணீர் இப்பவே கார் நிறுத்தும் இடம் வரை வந்துவிட்டது. நான் நினைத்தேன். "இதே சும்மா தோட்டத்தில் மழை நீரால் தேங்கிய குளம்" என்று நினைத்தேன். ஆனால் இது இது.. ஜிம் (நிதானமாக ஆறு. ஆம், ஏய், இந்த வயதான நதி தானே ஊர்ந்து உன் வீடுவரை வந்துவிட்டது. (எமியும், ஜிம்மும் அதை ஒரு கணம் பார்த்தனர். எமி நடுங்கிப்போனாள்.)

ஏற்கனவே

இணைகிறாள் அவளுக்கு முச்சுத்திணறுகிறது.

துண்டிக்கப்பட்டு விட்டோம்.பார் (அவர் ஜன்னலுக்கு வெளியே சுட்டி காட்டுகிறான், எமியும் அவனுடன்

தெற்கு

பக்கத்தில்

Amy: Jim! The water is up around the garage! I though it was just a pool in the garden, but it's -Jim (soberly): The river. Yes, Ay, that's old man river himself creeping up to your door. (Jim and Amy watch it a moment. Amy shudders.)

எமி : ஒ. ஜிம் எனக்கு பயமாக இருக்கிறது.

முடியாது.

நாம்

Amy: Oh, Jim, I', scared!

திம் : (தன் கையை அவளது தோள் பட்டையில் வைத்து) உறுதி கொள், பழைய நண்பா, நாம் கெட்டகாரியம் நடக்கும் முன்பு பாதுகாப்பாக வெளியேற வேண்டும். பள்ளி தீயை நினைவுகொள், முதல் வீரியம், நாம் எப்படி பயப்படுகிறோம் என்பதை மற்றவர்கள் பார்க்கக்கூடாது. அடுத்து, இங்கே நமக்கு கிடைக்கக் கூடிய அனைத்து பொருட்களையும் தண்ணீர், உணவு, போர்வை, கோட்டு, விளக்குகள் என அனைத்தையும்

Jim: (placing a hand on her shoulder) Steady, old pal! We've been through bad things before and come out safely. Remember the school fire? First thing, we must not let the others see how scared we are. Next, get all the things you can together here: water, food, blankets, coats lights. I'm gald I served on the Junior Red Cross emergency squad during the war! It's too bad you live in a bungalow instead

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of a two-storey house, but we can always climb into the	ஒன்று சேருங்கள். யுத்தத்தின் போது நான் ஜீனியா
attic and onto the roof.	செஞ்சிலுவை நீங்கள் இருமாடி வீட்டிற்கு பதிலாக ஒரு பங்காளவில் வாழ்கிறீர்கள். அது இன்னும் மோசமானது.
	ஆனால் நாம் சாளரத்தின் மீதும் கூரை மீதும்
	ஏறிக்கொள்ள முடியும்.
Amy: (still staring out the window) How fast is the river	எமி : (சாளரத்தின் வழியே வெளிப்பகுதியை இன்னும்
raising, do you think, Jim?	உற்றுப்பார்க்கிறாள்) ஜிம், இந்த ஆறு எவ்வளவு வேகமாக உயரும்னு நினைக்கிறாய்?
Jim: I don't know and it might stop before it reaches us. If	ஜிம் : எனக்கு தெரியவில்லை, ஆனால் நதி நம்மை
only the rain would let up! We will singual for help from	அடையும் முன்பு நின்றுவிட வேண்டும். மழை மட்டும் நின்று விட்டால், நாங்கள் கூரையிலிருந்து உதவிக்காக
the roof. They will send a boat or something.	சமிக்ஞை செய்வோம். அவர்கள் படகு அல்லது வேறு
	ஏதாவது அனுப்புவார்கள்.
Rose: (entering left) I've got enough fresh water to last us a	ரோஸ் : (இடது புறத்தில் நுழைந்து) ஒரு வாரம் வரை
week! Who will send a boat for us, Jim and from where?	நீடிக்கும் அளவிற்கு எங்களுக்கு போதுமான அளவு
(She goes to the window, screams) Horrors! Look at the	தண்ணீர் கிடைத்துவிட்டது. யார் நமக்கு படகு அனுப்புவார்கள்.(அவள் சன்னலருகில் செல்கிறாள்)
river!	திகிலுடன் அலறு கிறாள். பயங்கரம் ஆற்றைப்பார்
Amy: Hush, Rose, Don't tell the others. Jim says we will	எமி : உஷ்ஷ்' ரோஸ், மற்றவர்களிடம் சொல்லாதே'. ஜிம்,
be all right. Let's see what food we have on hand.	நாம் எல்லோரும் நல்லா இருப்போம்னு சொன்னான்
	வா நாம் கையில் என்ன உணவு இருக்கிறது என்று
	பார்ப்போம்.
Betty: (entering left) Here are lights. Did you say food?	பெட்டி :(இடது புறம் நுழைந்தது) இதோ விளக்குகள், நீ உணவு என்ற சொன்னாயா? என்னது அது? அந்த
Hark, what's that? (All four stand perfectly still, listening.	நான்குபேரும் அசையாமல் நேராகநின்று கேட்டார்கள்
From far off a child's voice is heard.)	வெகுதூரத்தில் ஒரு குழந்தையின் குரல் கேட்டது.
Sara : Ro-ose! It's me! Sara!	சாரா ரோஸி அது நான் தான் ' சாரா
Rose: Sara! where is she? (All turn to the window)	ரோஸ் : சாரா எங்கே அவள் (எல்லோரும் ஜன்னலை
	நோக்கி திரும்பினார்கள்)
Amy: There she is! On the playhouse proch. How did she	எமி : அங்கே அவள் இருக்கிறாள். விளையாட்டு அரங்கத்தின் வராண்டாவிற்குள் எப்படி அவள்
get there? If you experience an emergency of any kind,	சென்றாள்?
accidents or natural disasters anywhere in India, the number	ரோஸ் : நம்மை பின் தொடர்ந்திருப்பாள். அநேகமாக,
you should call is 108.	அவள், அந்த குட்டி குரங்கு, அந்த விளையாட்டு
Rose: Followed me here, probably, she loves that	அரங்கத்தினை விரும்பினாள்.
playhouse, the little monkey!	இம் : (வெளியே சென்று அழைத்தல்) சாரா நீ எங்கே
Jim: (goes out calling) Stay where you are. Sara, I'll get	இருக்கிறாயோ அங்கேயே இரு. நான் உன்னிடம்
you.	வந்துவிடுவேன்.
Amy: It's lucky the playhouse is on high ground.	எமி : விளையாட்டு அரங்கம் உயரத்தில் இருப்பது, அதிர்ஷ்டம் தான்.
Rose: (still at the window) But it isn't. Look it's nearly	ரோஸ் : (இன்னும் ஜன்னலில்) ஆனால் அது இல்லை.
afloat! (The girls gather at the window) There goes Jim.	பார், அது கிட்டத்தட்ட மிதக்கும் நிலையில் இருக்கிறது.
Look, the water is above his knees.	(பெண்கள் ஜன்னலருகில் ஒன்று சேர்கிறார்கள்)
	அங்கே ஜிம் போகிறான், பார், தண்ணீர் அவனுடைய முழங்காலுக்கு மேலே இருக்கிறது.
Amy: He will need dry clothes. See if you can find some of	எமி : அவனுக்கு காய்ந்த உடைகள் தேவைப்படும்.
Dad's things for Jim, Betty. Sara can have Dick's.	இம்மிற்கு அப்பாவின் பொருட்களில் ஏதாவது
	கிடைக்கிறதா என்று பாருங்கள். பெட்டி, சாரா டிக்ஸின் உடைகளை அணிந்து கொள்ளலாம்.
Rose: There! He's got her!	ரோஸ் : பார் அவன் அவளை சென்று அடைந்து
Rose . There: The 5 got her:	

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	விட்டான்.
Amy: I'll make some hot cocoa for everyone. (There is a tumping and voice at the right and Jim enters carrying Sara pickaback. Sara is beaming.)	எமி : நான் அனைவருக்கும் சூடான கோகோ தயாரிக்கிறேன் (வலது புறம் நடந்து வரும் அதிர்வும் ஜிம்மின் ஒலியும் கேட்கிறது. சாராவை முதுகில் தூக்கி கொண்டு ஜிம் வருகிறான் சாரா புன்னகை புரிகிறாள்)
Sara: Hello, everybody! That was fun! Ride some more, please Jim!	சாரா : வணக்கம்,அனைவருக்கும் வணக்கம் அது ரொம்ப ஜாலியா இருக்கும். இன்னும் ஒரு தடவை என்னை முதுகில் தூக்கிக் கிட்டு போ ஜிம் தயவு செய்து என்னை கூப்பிட்டுச் செல்கிறாயா?
Jim: No, young lady, that's enough. You're heavy. She is dry as a bone.	ஜிம் :இல்லை,இளம் பெண்ணே, போதும் நீ மிகவும் கனமாக இருக்கிறாய். (அவள் எலும்பு போல காய்ந்து இருக்கிறாள்) அவள் உடம்பில் ஒரு சொட்டு நீா் படவில்லை. நன்றாக காய்ந்து இருக்கிறாள்.
Rose: I'm not!	ரோஸ் : நான் இல்லை
Amy: You can have some of Dad's things. I'm going to get us some supper (As she says this, the lights go out. They all gasp and Betty screams.)	எமி : நீ அப்பாவின் உடைகளை உடுத்திக் கொள் நான் எல்லோருக்கும் இரவு உணவு எடுத்து வருகிறேன். என்று அவள் கூறும் போதே மின்சாரம் நின்றுவிடுகிறது. எல்லோரும் பெருமூச்சுவிட்டார்கள் பெட்டி கத்தினாள்)
Jim: (trying to sound casual) Power house must be out of commission. Light your candles, Betty. (Betty switches on the flashlight, lights three candles)	இம் :(இயல்பாக இருப்பது போல் ஜிம் காட்டிக் கொள்ள முயற்சி செய்தல்) மின்சாரம் போய்விட்டது. உன்னுடைய மெழுகுவர்த்திகளை ஏற்று பெட்டி (பெட்டி மின்வெட் டொளி விளக்கை செயல்பட வைக்கிறாள் 3 மெழுகுவர்த்திகளையும் எரிய செய்கிறாள்.
Amy: I'm glad we have an oil stove for cooking.	எமி :நமக்கு சமைக்க எண்ணெய் அடுப்பு இருக்கு அதுவே பெரிய சந்தோசம் எனக்கு
Rose: (taking a candle) Forward march to the kitchen! (Betty takes a candle and follows, with Sara trailing, all exit right, humming Tramp, tramp, tramp the boys are marching)	ரோஸ் :(மெழுகுவர்த்தியை கையில் எடுத்தல்) சமையல் அறையை நோக்கி செல்லுதல் (பெட்டியும் விளக்கை கையில் எடுத்துக் கொண்டு அவளை பின் தொடர்தல், ஒருவர் பின் ஒருவராக பசங்கள் அனைவரும் சாராவை தொடர்ந்து செல்லல் காலடி தட ஓசை கேட்க அனைவரும் செல்லல்)
Jim: (in a low voie to Amy) The river was up another foot, Amy. Another house and that playhouse would have been floating out in the current. At this rate the floor here will be under water by morning.	ஜிம் : (மிகவும் மெதுவான குரலில் ஜிம் எமியிடம்) ஆறு இன்னும் 1 அடி அதிகமாக உயர்ந்துவிட்டது இன்னும் 1 மணி நேரத்தில் விளையாட்டு கூடம் ஆற்று வெள்ளத்தில் அடித்துச் செல்லப்படும்.இதே நிலைமை நீடிச்சா நாளைக்கு காலைக்குள் இந்த பகுதி முழுமையாக நீருக்கு அடியில சென்றுவிடும்.
Amy: What will wo do then, Jim? Neither Sara nor Betty is a strong swimmer.	எமி:நாம் என்ன செய்ய? சாராவும், பெட்டியும் நீச்சல் அடிக்க முடியாதவா்கள்.
Jim: I'm going to climb out on the roof and start waving the flashlight. Someone will see it and come for us.	ஜிம் : நான் கூரை மேலே ஏறி, விளக்கை காட்டுகிறேன். யாராவது அதை பார்த்து, உதவிக்கு வருவார்கள்.
Amy: But who? No one is on the main road and there are no houses within sight of us. That will be just a pinpoint of light. Aren't you scared?	எமி : ஆனால் யார்? பிரதான சாலையில் யாருமே இல்லை, மேலும் கண்ணுக்கெட்டிய தூரம் எந்த வீடுகளும் இல்லை அது ஒரு வெளிச்ச புள்ளியாக மட்டுமே இருக்கும். உனக்கு பயமாக இல்லையா?
Jim : You bet! Are you?	ஜிம் : நீ பந்தயம் கட்டுகிறாய் இல்லையா?
Amy: Terrified. But I'm glad you're here.	எமி : பயங்கரம் ஆனாலும் நீ இங்கே இருப்பதால் மகிழ்ச்சி அடைகிறேன்
Jim: We'll see it through. If we just keep our heads.	ஜிம் : என்ன நடக்கிறதோ அதை நாம் பார்ப்போம்.

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Scene - 2	காட்சி : 2
Time : An hour later. Setting : The same. At Rise :	நேரம் : 1 மணிநேரத்திற்கு பிறகு இடம் : மார்ஷல் வீடு எழுச்சி :
Same group is in the living room with the exception of Jim. Sara is asleep, covered with the blanket, in a big chair. Amy, Rose and Betty have three candles on the table. Betty is trying to read.	ஜிம் தவிர மற்ற அனைவரும் வரவேற்பறையில் இருக்கிறார்கள். சாரா போர்வையை போர்த்திய நிலையில் ஒரு பெரிய நாற்காலியில் தூங்குகிறாள். எமி, ரோஸ், பெட்டி, 3 மெழுகுவர்த்திகளை வைத்திருக்கிறார்கள். பெட்டி வாசிக்க முயற்சிக்கிறாள்.
Betty: (Putting down her bok with a thud) I can't read by this light. How do you suppose our grandmothers ever did?	பெட்டி : (தட் என்னும் ஒலியுடன் புத்தகத்தை கீழே வைக்கிறாள்) என்னால் இந்த ஒலியில் வாசிக்க முடியவில்லை. எப்படிதான் நம் பாட்டிகள் படித்தார்களோ? என்னால் நம்பமுடியவில்லை.
Rose: I don't believe they tried to read. I guess they went to bed when it grew dark.	ரோஸ் : அவர்கள் வாசித்திருப்பார்கள் என்று என்னால் நம்பமுடியவில்லை. அவர்கள் இருட்டுவதற்குள் தூங்கச் சென்றிருப்பார்கள்.
Amy: May be we ought to go to bed. It's nearly eleven, but I couldn't sleep a wink.	எமி : இருக்கலாம். நாம் தூங்க வேண்டும். மணி 11 ஆக போகிறது. ஆனால் என்னால் கண்ணை மூடி கூட தூங்க முடியவில்லை.
Betty: Nor I	பெட்டி : என்னாலும் தான்
Rose: Nor I. Listen, what's that noise? (All three listen. Rose, running to the window and peering out) I can't see a thing. It's pitch dark. It sounded like something bumping against the house.	ரோஸ் : என்னாலும் தான் என்ன சத்தம் (அந்த 3 பேரும் கவனிக்கிறார்கள் ரோஸ் ஜன்னலுக்கு அருகில் சென்று வெளியே பார்க்கிறாள்) என்னால் எதையும் பார்க்க முடியவில்லை. ஒரே (கர்கும்முன்னு) காரிருளாக இருக்கிறது. எதுவோ வீட்டுக்கு அருகில் வருவது போல் சத்தம் கேட்கிறது.
Mr. Peter: (Still outside): Mr. Marshall, are you all right? This is Tom peters and Miss Marsh, the Red Cross murse. We're here in a boat.	திரு பீட்டர் : (வெளியே) திரு. மார்ஷல் நீங்கள் நலமாக இருக்கிறீர்களா? நான் டாம் பீட்டர் மற்றும் செஞ்சிலுவை செவிலியர் செல்வி மார்ஷ் நாங்கள் ஒரு படகில் இங்கே இருக்கிறோம்.
Jim: Row around to the back proch. You can get in there. (There is a bumping of the boat against wood. Voices): 'Steady now-there-I've got hold of the rail. Tie here up'. (Jim and Amy exit right towards the voices. More voices greeting, and then Mr. Peters enters the living room with a lighted lantern, followed by Miss Marsh, Amy and Jim)	ஜிம் : பின்பக்கம் வராண்டாவை சுற்றி உள்ளே வாருங்கள். (மரங்களை படகு காக்கும் சத்தம்) அப்படியே வாருங்கள். இங்கே கட்டுங்கள் (பலர் பேசிக்கொள்ளும் சத்தம் அறிமுக படலம் முடிந்து திரு பீட்டர் மார்ஷ் எமி மற்றும் ஜிம்முடன் வரவேற்பரைக்கு வருகிறார்).
Sara : Oh! Where am I?	சாரா : ஓ நான் எங்கே இருக்கிறேன்?
Rose: Come on! (She helps Sara to her feet and quickly wraps a blanket around her) To the attic! (Exits left leading Sara, and taking one of the candles with her.)	ரோஸ் : வா (சாராவுக்கு கீழே வர உதவுகிறாள். உடனடியாக அவளை போர்வையால் மூடுகிறாள்) வா மாடத்திற்கு (இடது புறம் சாராவை கூட்டிக் கொண்டு வெளியேறுதல்)
Amy: Ought to get father's most valuable books and mother's jewel case and	எமி : அப்பாவோட விலை மதிப்பற்ற புத்தகத்தையும் அம்மாவோட நகைபெட்டியையும் எடுத்துக்கனும்.
Jim: Amy, we will need water and food more than books and jewels. You don't seem to realize (He is interrupted by a cry from outside, right)	ஜிம் : நமக்கு இப்ப தண்ணீரும் உணவும் மட்டும் தான் தேவை நகையோ, புத்தகமோ அல்ல. இது கூட இப்ப நீ உணரவில்லையா (வெளியே சத்தம் கேட்கிறது)
Mr. Peters : Hello there! Hello in the house! Mr. Marhsall! Mr. Marshall!	திரு. பீட்டர் : யாராவது இருக்கிறீர்களா? திரு மார்ஷல் திரு மார்ஷல்.

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Amy: They have come for us! Here we are! (She runs to the window.)	எமி : அவர்கள் நமக்காக வந்திருக்கிறார்கள். நாங்கள் இருங்கே இருக்கிறோம். (அவள் ஜன்னலுக்கு ஓடுகிறாள்)
Jim: (picking up the third candle from the table, running to the window and waving it back and forth): Here wer are! In here! Betty: (entering on the run from the left, carrying her dress box) Are we rescued? Who is there?	திம் :(3வது மெழுகுவர்த்தியை மேஜையிலிருந்து எடுத்துக் கொண்டு ஜன்னலுக்கு அருகில் ஓடி அதை முன்னும் பின்னுமாக அசைத்தால்) நாங்கள் இங்கே இருக்கிறோம். இங்கே (கையில் தன் துணி பெட்டியுடன் இடது புறமிருந்து பெட்டிஒடி வருதல்) நாம் காப்பாற்றப்பட்டு விட்டோமா? யார் அங்கே?
Mr. Peter: (Still outside): Mr. Marshal, are you all right? This is Tom peters and Miss Marsh, the red cross nurse. We're here in a boat.	திரு பீட்டர் : (வெளியே) திரு. மார்ஷல் நீங்கள் நலமா? நாங்கள் திரு பீட்டர் மற்றும் செஞ்சிலுவை செவிலியர் செல்வி மார்ஷ். படகில் இங்கே இருக்கிறோம்
Betty: We're rescued, we're rescued! Come, Sara!	பெட்டி : நாம தப்பிச்சிட்டோம்' நாம தப்பிச்சிட்டோம்'. வா சாரா
Mr. Peters : Why, are you children all alone?	திரு பீட்டர் :ஏன் குழந்தைகள் அனைவரும் தனியாக இருக்கிறார்கள்
Amy: Yes, we (There is a terrific crash, followed by a wail of pain and a scream.) Rose: (Offstage left) Oh, Sara! She's fallen off the step ladder! Come quick, somebody! I've dropped my candle and it's gone out! (Mr. Peters, Miss Marsh, who is carrying a small black bag, and Amy rush off stage, left.)	எமி : ஆமாம். நாங்கள் (ஒரு வலி மற்றும் அலறலை தொடர்ந்து வரும் பயங்கர விபத்து) ரோஸ் (மேடையை விட்டு). ஓ சாரா ஏனி படிக்கட்டுகளில் இருந்து சாரா விழுந்துவிட்டாள், யாராவது சீக்கரம் வாருங்கள் என்னுடைய மெழுகுவர்த்தியையும் நான் கீழே போட்டு விட்டேன். அது தொலைந்து போய்விட்டது. (திரு பீட்டர், கையில் சிறிய கருப்புபையை தூக்கி வந்த மார்ஷ் மற்றும் எமி மேடையை விட்டு வேகமாக வெளியேறுதல்)
Betty: Oh, I hope she hasn't broken her neck!	பெட்டி : ஓ அவள் கழுத்து உடையவில்லை என்று நம்புகிறேன்.
Jim: Get the first-aid box. It's in that pile of coats. I'll fix a place for her to lie down. (He arranges chairs so Sara can lie down.)	ஜிம் : முதலுதவி பெட்டியை எடுத்து வா. துணி குவியலில் இருக்கிறது. சாரா கீழேபடுக்க நான் இடம் பார்க்கிறேன். (அவன் சாரா படுக்க ஒரு நாற்காலியை ஏற்பாடு செய்தல்)
Mr. Peters: (enters left carrying Sara) Steady now, you are all right. More frightened than hurt, I think. (He places Sara on the chairs.)	திரு பீட்டர் : (சாராவை தூக்கி வருதல்) தைரியமா இரு. நீ நல்லா இருக்க. அடிபட்டதைவிட நீ அதிகமா பயந்துட்டாய் என நினைக்கிறேன். (சாராவை நாற்காலியில் அமர வைத்தல்)
Amy: (Placing the lantern near Sara): I'm glad Miss Marsh is here! (Miss Marsh is examining Sara. Sara is sobbing softly, saying every so often 'It hurts.' Rose kneels be – side Sara's chair; holding her hand, Jim stands in the background with Betty.)	எமி : (சாரா அருகில் விளக்கை வைத்தல்) நல்ல வேளை செல்வி மார்ஷ் இங்கே இருப்பதில் எனக்கு மகிழ்ச்சி. (செல்வி மார்ஷ் சாராவை ஆய்வு செய்தல். சாரா அடிபட்டு விட்து. வலிக்கிறது நாற்காலி அருகில் முழுங்காலிட்டு அமர்ந்து அவள் கைகளை பிடித்து கொள்கிறாள். பெட்டியும், ஜிம்மும் பின்புறம் நிற்கிறார்கள்.
Sara: It's my leg that hurts!	சாரா : என் கால் ஆ' வலிக்கிறது
Miss Marsh: Yes, you have hurt it badly, Sara, but we can fix it up and we will all get into the boat and take you home. You are going to be alright. (She motions to Mr.Peters, Jim and Amy to move to one side of the stage. Rose stays with	செல்வி மார்ஷ் : ஆமா. உனக்கு மோசமாக அடிபட்டுள்ளது. சாரா ஆனால் நாங்கள் அதை சரி செய்து விடுவோம் நாம். அனைவரும் படகுக்கு போய் அப்படியே வீட்டுக்கு போய்விடலாம்.(மேடையின் ஒரு புறமாக நகர்ந்து செல்வி மார்ஷ். திருபீட்டர், எமி மற்றும் ஜிம்மிடம் குறிப்பிடுதல்) சாராவோட வலதுகால்

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Sars.) She has broken her right leg just below the knee. We can splint it up with pillows and umbrella and lift her safely in to the boat. I think we ought to take her to the emergency Red Cross hospital in the Armoury. Mr. Peters: We can take Rose and Betty along too, but Jim, you and Amy will have to stay until we can get back for you or send some other boat. (Miss Marsh returns to surround Sara's right leg with pillows, using an umbrella and cane along the outside to keep the leg stiff.	முட்டிக்கு கீழே உடைஞ்சு போச்சு. தலையனை, குடை எல்லாம் வைச்சு அவ காலை கட்டி படகுக்கு தூக்கிகிட்டு போவோம். அங்கிருந்து நேரா செஞ்சிலுவை அவசர சிகிச்சை பிரிவுக்கு சாராவை கொண்டு செல்லனும். திரு பீட்டர்: நாங்கள் பெட்டி மற்றும் ரோஸையும் எங்களுடன் அழைத்து செல்கிறோம். ஆனால் எமியும் ஜிம்மும் நாங்கள் வரும் வரை இங்கேயே இருக்கவும் நாங்கள் திரும்பி வருகிறோம் அல்லது வேறு மீட்புப் படகை அனுப்பி வைக்கிறோம். (செல்வி மார்ஷ் சாராவின் வலது காலை குடை தலையனையால் கீழே மற்றம் சுற்றி கால் மடங்காமல் நேரே இருக்குமாறு வெளியே கொண்டு வருதல்)
Jim: That's all right, we will be perfectly safe up on the roof.	ஜிம் : அவ்வளவு தான். நாம் எல்லாருமே கூரை மீது பாதுகாப்பாக இருக்கிறோம்.
Mr. Peters: We can leave you an extra lantern and a jar of coffee, need anything else?	திரு பீட்டர் : நாங்கள் உனக்கு ஒரு விளக்கு 1 ஜாடி தேநீா் கொடுத்து விட்டு கிளம்புகிறோம். வேறு எதாவது உனக்கு வேண்டுமா? ஜிம்.
Amy: Only some of your calmness! We will be all right, thanks.	எமி : உங்கள் அமைதியே போதும், நாங்கள் நன்றாக இருப்போம். நன்றி.
Mr. Peters: Don't thank me thank the Red Cross. (He goes over to Sara and helps lift her into a blanket rooled to form a stretcher. Miss Marsh picks up her bag. Jim and Mr.Peters lift and carry Sara toward the right.) We can swing her down into the boat very easily. It won't hurt a mite, Sara Get your things, Rose and Betty, you are going with us (Rose and Betty grab their coats. Betty takes her dress box.)	திரு பீட்டர் : எனக்கு நன்றி கூறாதீர்கள். செஞ்சிலுவைக்கு நன்றி கூறுங்கள். (அவர் சாராவிடம் சென்று அவளை போர்வையால் மூடி தூக்க உதவுகிறார். செல்வி மார்ஷ் மற்றும் சாராவை தூக்கிக் கொண்டு வலதுபுறம் செல்கின்றனர்) சாராவை எளிமையாக படகுக்கு தூக்கி சென்று விடலாம். அவளுக்கு அது ரொம்ப வலிக்கிறது. உங்கள் பொருள்களை எடுத்துக் கொள்ளுங்கள். ரோஸ், பெட்டி நீங்களும் எங்களுடன் கிளம்புங்கள் (ரோஸும், பெட்டியும் தங்கள் உடைகளை எடுத்துக் கொண்டனர். பெட்டி தன் உடைகளை எடுத்துக் கொண்டனர்.
Sara: (Drowsily) Miss Marsh gave me something to stop the hurt. It has almost gone!	சாரா : (அயா்வாக) செல்வி மாா்ஷ் எனது வலி போக ஏதோ கொடுத்தாங்க எனக்கு இப்போ வலியே இல்லை.
Amy: (at the door, dropping a kiss on Sara's forehead as they carry her out) That's fine dear! Have a nice boat ride! (She waves as the stretcher goes out, followed by Rose and Betty.) Try to get word to Mother that we are all right, Betty, and to Jim's family, too!.	எமி : (கதவருகில், சாராவை அவர்கள் தூக்கி வரும்போது அவள் நெற்றியில் முத்தமிட்டாள்) சந்தோசம் சாரா. உனது படகு பயணம் இனியதாக இருக்கட்டும். (ரோஸ், பெட்டியை தொடர்ந்து வெளியே சென்றவர்களுக்கு எமி கை அசைத்தாள்) அம்மாவிடம் நாம் எல்லோரும் நலமாக இருக்கிறோம் என்று சொல்லுங்கள். பெட்டி அதோடு ஜிம் குடும்பத்திற்கும் சொல்லு.
Betty: I'll try. I hope you'll be rescued soon. Bye.	பெட்டி : நான் முயற்சி செய்கிறேன். நீங்கள் விரைவில் மீட்கப்படுவீர்கள் என்று நம்புகிறேன். வருகிறேன்.
Rose: Good-bye Amy, good luck!	ரோஸ் : சென்று வருகிறேன் எமி. எல்லாம் அதிஷ்டமாகவே இருக்கும்.
Amy: Good-bye (There is more thumping, only less lound than before, and voices giving directions. Amy fusses with	எமி : சென்று வாருங்கள். (காலடி ஓசை முன்பிருந்ததை விட மெல்ல குறைகிறது. பேச்சு சத்தம் அவர்களுடைய

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the lantern, trying to get it lighted)	திசையை காட்டுகிறது. எமி எரியாத விளக்கை எரிய வைக்க முயல்கிறாள்)
Mr. Peters: [Off stage] You will be all right, Jim? Jim: (still offstage) Yes don't worry about us. Goodbye. (Voices in distance, the sound of oars. Jim enters right, wiping his forehead. Amy gets the lantern lighted and blows out candles.) Water's dropping! (He pours two cups of coffee from Mr.Peters' jar. Hands one to Amy. Raises his cup as though in a toast.) Here's to the coffee, a wide-awake, well-equipped Disaster Committee in this town!	திரு பீட்டர் : (மேடைக்கு அப்பால்) நீங்கள் நலமாக இருப்பீர்கள் ஜிம். ஆம் நீங்கள் எங்களை பற்றி கவலை படாதீர்கள். சென்று வாருங்கள் (துடுப்புகளின் சத்தம் தூரமாக கேட்கிறது. ஜிம் வருகிறான். தன் நெற்றியை துடைத்துக் கொண்டே) எமி : லாண்டன் விளக்கை எரிய செய்ததுடன் ஒரு மெழுகு வர்த்தியையும் ஏற்றி வைக்கிறாள். தண்ணீர் வெளியேறுதல். (ஜிம் பீட்டரின் தேநீர் ஜாடியில் இருந்து 2 டம்ளர் தேநீர் ஊற்றுதல். ஒன்றை எமியிடம் தருதல். அவன் தனது கோப்பையை உயர்த்துதல்) இந்தா காப்பி விளக்கு மற்றும் மீட்பு. எனக்கு ரொம்ப சந்தோசம் நமக்கு பரவலான விழிப்புணர்வு இருக்கிறது. மேலும் பேரிடர் மீட்புக்குழு இந்த நகரத்தில் சிறப்பாக இருக்கிறது.
Amy: And a Red Cross nurse for emergencies! Thank Good for the resue! [Both lift the coffee cups and drink. still standing.)	எமி : மேலும் செஞ்சிலுவை செவிலியர் அவசர தேவைக்காக வந்தது. கடவுளுக்கு நன்றி சொல்ல வேண்டும். இந்த பேரிடரில் இருந்து மீட்டதற்கு.

HARD WORDS

S.No	Hard Word	Meaning	தமிழ் அர்த்தம்	
1	backyard	garden	கொல்லைப்புறம்	
2	gracious	kind towards someone	கருணை நிறைந்த	
3	meadows	a piece of grassland	புல்வெளி	
4	knitting	the craft or action of knitting	பின்னல்	
5	stamping	bring down heavily on the ground	முத்திரையிடு	
6	cloudburst	rainstorm	இடிமின்னல் மழை	
7	pails	buckets.	வாளி	
8	hark	used to draw attention by murmuring	குசுகுசுப்பு	
9	squad	a small group of people	டுழ	
10	attic	upper floor	மாடச் சிற்றறை	
11	playhouse	theater	திரையரங்கு	
12	commission	Expenses, command	செலவு	
13	afloat	floating	மிதக்கும் நிலையில்	
14	trailing	dragging	பிடித்து இழு	
15	pickaback	a ride on someone's back and shoulders.	உப்பு மூட்டை	
16	wink	flash	வெளிச்சம்	
17	bumping	Jumping and running	குதித்தல்	
18	equipped	supply with the necessary items for a	வேண்டியதைக் கொடு	
		particular purpose.		
19	disaster	calamity	பேரழிவு	
20	committee	team	செயற்குழு	

PENGUIN 54 IX - ENGLISH



Word	Meaning	Word	Meaning
cloudburst (n)	- a sudden violent rainstorm	pitcher(n)	- a large jug
hark(v)	- listen, pay attention	squeak (n)	- a short, high – pitched sound or cry
stamping(v)	- bring down (one's foot) heavily onthe ground	drape(n)	- long curtains
gasp(v)	- catch one's breath with an open mouth, owing to pain or astonishment	shudder(v)	- shiver typically as a result of fear or revulsion
attic(n)	- a space or room inside or partly inside the roof of a building	cracker(n)	- a thin dry biscuit, typically eaten with cheese
lantern(n)	- a lamp with a transparent case protecting the flame or electric bulb,and typically with a handle by which it may be carried or hung	knitting(v)	- to make (a garment, fabric, etc.) by interlocking loops of one or more yarns either by hand with knitting needles or by machine
splint(n)	- a long flat object used as a support for a broken bone so that the bone stays in a particular position while it heals	hot cocoa(n)	a hot drink made from cocoa powder mixed with milk or water
Redcross(n)	- an international organization that helps people who are suffering, for example as a result of war, floods, or disease	porch(n)	- a covered shelter projecting in front of the entrance of a building
thump(v)	- hit and strike heavily, especially with fist or a blunt instrument	pickaback(n)	- a piggyback ride, on the back and shoulders of another person
wink(v)	- close and open one eye quickly, shine or flash intermittently	bump(v)	- knock or run into someone or something with a jolt to hit something with force
scornfully(adv.)	feeling or expressing content or derision, mocking	lapping(v)	- (of water) wash against(something) with a gentle rippling sound,to fold over or around somethin



Word	Synonyms	Word	Synonyms
arrange	- organize	attic	- loft
beaming	- bright	bump	- knock
calmness	- composure	carry	- bear
conversation	- discussion / talk	gracious	- amiable
interrupted	- disturbed	knitting	- mending
perfectly	- absolutely	precipitation	- drizzle

rescue	- recover	scornfully	- mocking
current	- contemporary	disasters	- calamity
dropped	- abandoned	enough	- adequacy
exception	- deviation	frightened	- afraid
grab	- capture	snappy	- brisk
soberly	- gravely	steady	- constant
towards	- in the direction	valuahle	- expensive
wink	- blink of an eye		

CHOOSE THE BEST SYNONYMS

1.Amy and Rose are	knitting
--------------------	----------

a) mending b) closing c) keeping d) running

2. It must have covered the south **meadow**.

a) waste land b) outer land c) field d) damaged land

3. I think I will look up a lantern.

a) lamp b) box c) matchbox d) candle

4. Let's get organized.

a)collapsed b) filled c) planned d) things

5. Everyone make it **snappy**.

a)quick tempered b) ill tempered c) happy d) sad

6. Shegasps.

a) shouts b) catch the breaths c) escapes d) helps

7. The water is up around the **garage**.

a) parking space b) living space c) sleeping space d) reading space

8. Jim, I am scared.

a) happy b) close c) afraid d) eager

9. I served in Red Cross emergency squared.

a) urgent b) helping c) diving d) searching

10. There she is! On the playhouse **porch.**

a) backyard b) graveyard c) dinning d) balcony

ANTONYMS

Word	Antonyms	Word	Antonyms
against	X support	backyard	X front yard
beaming	X sullen	conversation	X persistence
enough	X inadequate	frightened	X brave
humming	X silent	perfectly	X imperfectly
precipitation	X dryness	towards	X away from
arrange	X disarrange	beaming	X dark
carefully	Xcarelessly	interrupted	Xuninterrupted
examining	Xignoring	gracious	Xhateful

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knitting	Xseparate	pin point	Xover look
scared	Xbrave	soberly	Xexcitedly
wink	Xdulness		

CHOOSE THE B	EST ANT	ONYMS
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CHOOSE THE BE	<u>ST ANTONYMS</u>			
1. Jim: and your fat	her?			
a) mother	b) grandfather	c) grandmother	d) father-in-law	
2. This is serious , A	my.			
a) honest	b) geniuses	c) misleading	d) funny	
3. We can't get away	by the main road and	we already cut off fron	n the south side.	
a) bridge	b) subway	c) track	d) roadway	
4. How fast the river	rising, do you think, Ji	m?		
a) reducing	b) moving	c) flooding	d) straining	
5. I have got fresh w	rater.			
a) colour	b) hard	c) hot	d) dirty	
6. It must have cover	red the south meadow .			
a) waste land	b) outer land	c) field	d) damaged land	
7. Jim, I am scared .				
a) happy	b) close	c) afraid	d) courageous	
8. I'll make some ho	t coke for everyone.			
a) cold	b) normal	c) mixed	d) cool	
9. At this rate the flo	or here will be under wa	ater by morning.		
a) dawn	b) dusk	c) night	d) evening	
10. Battery is dead .	I waved it.			
a) alive	b) working	c) charged	d) killed	
CHOOSE THE BEST	<u> OPTION</u>	3. Th	e Burnet Dam gave away as	
G. Based on your u	nderstanding of the pl	ay, i.	it rained for days.	
choose the corre	ect answer and fill in t	he ii	. the dam was weak.	
blanks.		ii	i. it rained heavily and the snow was melting.	
1. The radio announ	ced that	iv	v. the maintenance was poor.	
i. the river was	above the flood stage.	4. Th	ere was no power because	
ii. the Burnet Da	•	<u>i.</u>	the power house was out of commission	
iii .there will be		ii	ii. the power house was flooded.	
iv. they will be a cyclone.			iii. the dam gave away.	
2. Mother couldn't get home from Mrs. Brant's		t's is	iv. there was fire.	
because			5. Why did they splint up Sara's leg with pillows?	
i. it was raining l	•		she was unconscious out of fear.	
	etween home and the t	<u>own</u> <u>ii</u>	. she had broken her leg below the knee.	
were under wat		ii	iii. she was too lazy to walk.	
	emergency at Mrs. Bran	it's house.	v. she was making a fuss.	
iv. she had broke	en her leg.			

PENGUIN 57 IX - ENGLISH



E. Discuss with your partner and answer the following questions

1. What were the girls doing in the living room?

Amy and rose were **knitting**. Betty was **looking at pictures** in a magazine.

2. What was mother not able to come home?

Mother was not able to come home because the bridge between the home and town are under water

3. How did Jim want the girls to 'get organised?

Jim organized Betty to look up for flashlight and candles. Rose was given a work to fill the tubs and pails with water. Jim and Amy had to check food, coats and first aid kit.

4. Which two important things did jim want the girls to do to avoid getting scared?

Jim wanted the girls not to be scared of anything. He wanted the first aid things to be kept ready.

5. Where did jim want the girls to climg up? How was it going to help them?

Jim wanted the girls to climb up the attic and the roof. Thus, they could make a signal for help and they would send a boat for help.

6. Who went to get Sara? Where was she?

Jim went to take Sara. She was in the play house.

F. Discuss with your partner and answer the following questions.

1. What were the important objects that the girls and Jim try to move to the attic? Why?

The girls and Jim tried to move food and water to the attic. Because the water level was rising.

2. Who came to rescue the Children?

Tom Peters and Miss Marsh came to rescue the children.

3. What happened to Sara?

Sara had broken her right leg just below the knee.

4. Who is Miss Marsh? How does she help Sara?

Miss Marsha is a Red Cross nurse. She has placed some pillows as a support for her broken leg and sent her safely to the boat.

5. Who were taken in the boat? Who were left behind?

Rose, Betty and Sara were taken in the boat. Amy and Jim were left behind.

6. How does Red Cross help the children?

Red Cross helped Sara to get the first aid. It helped them to rescue from the heavy rain.

knitting - பின்னுவது; under water - நீரில் மூழ்கி, pails - வாளிகள்; first aid kit - முதலுதவி பொருட்கள், attic - பரண்; pillows - தலையணைகள், rescue - காப்பாற்ற

ADDITIONAL QUESTIONS

1. Who are Betty and Rose in the play?

Betty and Rose are sisters.

2. How does Amy come to know the water may cover the south meadow and the highway?

The water is above the white line of Thompson Bridge so Amy comes to know that **the water may** cover the south meadow and the highway.

3. Who switches on the torch light and three candles?

Jim switches on the torch light and three candles.

4. Who are Tom Peter and Miss.Marsh?

Tom Peter and Miss. Marsh are the members of Red-Cross.

5. Whose leg is broken?

Sara's leg is broken.

6. Who said to the Red – Cross people to inform that they are safe to their families?

Amy asked the Red-Cross people to inform their persons that they are safe.

7. What did Amy and Jim drink at the end of the play?

They drank coffee which had been given by Peter.

8. Why did they thank the Red-Cross?

They thanked the Red-Cross because they saved their lives from the flood.

9. Why did Amy and Jim stay back at home?

There was **no place in the boat**. So they stayed back at home.

10. Did the flood water drop down?

Yes, the flood water dropped down at the end of the play.

I. Based on your reading, answer the following in two or three sentences each.

1. Why did Jim run from School?

Jim ran from school because the river was raising fast

2. Where was Amy's mother?.

Amy's mother took Dick to a dentist and went to meet her friend, Mrs. Brant.

3. Why did Amy ask Betty to fill in the water tubs?

Amy asked Betty to fill in the water tubs because the water supply might cut off at any time.

4. According to jim what and the two things that a person should remember in times of emergency?

According to Jim, food and water are very important in times of emergency.

5. Why is Jim climbing on the roof?

Jim is climbing on the roof to give a signal that they need help.

6. Who were there in the living room?

Amy, Rose and Betty were in the living room. Amy and Rose were knitting. Betty was looking at pictures in a magazine.

7. Why were they going to sleep in the attic?

The river was raising rapidly. So, they were going to sleep in the attic.

PENGUIN 59 IX - ENGLISH

8. Who came in the boat?

Tom Peters and Miss Marsh came in the boat.

9. Who is the founder of the junior Red Cross?

Jean Henry Dunant is the founder of the Junior Red Cross

meadow - புல்வெளி, highway - நெடுஞ்சாலை, rising river - ஆற்றில் நீர் மட்டம் உயருதல்; dentist - பல் மருத்துவர், water supply - நீர் விநியோகம்; cut off - துண்டிக்கப்படும், rapidly - மிக வேகமாக



J. Based on your understanding of the text, answer the following in about 3 to 4 sentences each.

1. Describe the 'home alone' experience of the children.

On a rainy day, Amy, Rose, Sara and Betty were in Amy's house. Their neighbour, Jim entered. He said that the river was raising. Jim organized the girls. He ordered Betty to look up for flashlight and candles. Rose was given a work to fill the tubs and pails with water. Jim and Amy had to check food, coats and first aid kit. There was no current supply. Jim went to the roof to make a signal for help. These were the 'home alone' experience of the children.

2. Elaborate the rescue operation undertaken by Mr. Peter.

Mr.Peter came in the boat. He entered the room with candle. He came with a nurse to do first aid. Sara, Rose and Betty were taken at first. He asked Jim and Amy to wait. They were given extra lantern and a jug of coffee to drink. All thanked Mr.Peter.

3. How did Jim prove himself as a good rescuer in the flood situation?

Jim proved himself as a good rescuer in the critical situation. He served on the Junior Red Cross emergency squad during the war. On a rainy day, Amy, Rose, Sara and Betty were in Amy's house. Jim organized the girls. He ordered Betty to look up for flashlight and candles. Rose was given a work to fill the tubs and pails with water. Jim and Amy had to check food, coats and first aid kit. There was no current supply. Jim went to the roof to make a signal for help.

4. Briefly narrate the happenings of the play in Scene II.

- a. How did Amy manage the situation at home?
- b. How did Jim prove to be a real rescuer?
- c. How did the Marshal save the children?

In the second scene, Tom Peters and Miss Marsh, the Red Cross nurse came to rescue the children in the boat. They entered with the candle. They were shocked to find the children alone. Sara had broken her right leg just below the knee. The nurse did the first aid. Rose, Betty and Sara were taken to the boat at first. Amy and Jim thanked Mr.Peters and the Red Cross.

PENGUIN 60 IX - ENGLISH



Lesson: Old Man River Author: Dorothy Deming

Deming, Dorothy (1893–1972) is an American nurse and children's writer. Old Man river is a **branch river** of Mississippi. The Old Man River is **flooded** and **water level raised** near their house. Jim, Amy and Betty are preparing themselves with water, lights and food. They hear a **crying sound** of a child. That is Sara, who is in the play house. Jim gets her home. The water comes in so they go to **attic**. Mr. Peter and Miss Marsh come there from **Red Cross to rescue** them. On hearing the voice, they **show the candle light** to show their presence there. While getting out Sara falls from the step and hasher **leg broken**. Sara, Betty, and Rose get into the boat. Jim and Amy are waiting at their home for the next boat. Peter gives a torch and coffee to manage the time. The water level is **getting down**. Jim and Amy **admire the service of the Red Cross**.

branch river - கிளை ஆறு; flooded - வெள்ளப்பெருக்கு; cry sound - அழுகுரல்; candle light - மெழுகுவர்த்தியின் வெளிச்சம்; getting down - நீர் மட்டம் படிதல்; admire - பாராட்டுதலுக்குரிய; service - சேவை

SLOW LEARNERS

Lesson: Old Man River Author: Dorothy Deming

- ➤ Old Man River is a **branch river** of Mississippi.
- Amy, Betty, Rose, Sara and Jim are in Amy's home.
- ➤ The Old Man River is **flooded.** So Jim, Amy and Betty take water, lights and food.
- They go to attic.
- Mr. Peter and Miss Marsh come there from **Red Cross to rescue them**.
- Amy shows the **candle light**.
- Sara hasbroken her leg.
- Sara, Betty, and Rose get into the boat; and Jim and Amy are waiting.

PENGUIN 61 IX - ENGLISH

H. Match the following by drawing a line across column A and B.

1.	Army	blankets	
2.	Betty	flash light	
3.	Rose	tubs and pails	
4.	Sara	fractured leg	
5.	Jim	Junior Red Cross	
6.	Penny Marsh	nurse	
7.	Mrs. Peters	Mrs. Brant's	
8.	Mother	rescuses the children	
9.	Dick	dentist	
10.	Dad	to Chicago on business	



L. listen to the paragraph and fill in the balnks.

The 2015 South Indian floods resulted from heavy rainfall generated by the annual north east monsoon in November 2015 South Indian floods resulted from heavy rainfall generated by the annual north east monsoon in November 2015. THey affected the coromandal coast region fo the South Indian states of Tamil Nadu & Andrapradesh and the Union Territory of Puducherry with Tamil Nadu and the city of Chennai particularly hard-hit. More than 500 people were killed and over 18 lakh people were displaced with estimates of damages and losses ranging from nearly 200 billion rupees to over 1 trillion rupees, the **floods** were the costliest to have occurred in 2015, and were among the costliest natural disasters of the year. The flooding has been attributed to the 2014-16 EI -Nino event.



WRITING

J. As a local government official working in the flood affected area you are talking to an old lady who has lost her belongings. Write a dialogue between you and the old woman. complete the conversation.

You : Good morning Madam.

Old lady : Good Morning.

You : I am from the Fire and Rescue

department. How can I help you?

Old lady
You
Don't worry Grandma
Old lady
You
Grandma, eat this food and

have these clothes.

Old lady : Thank you. But, Where is my

son?

You : No tension. He May be in the

camp.

Old lady
You
Old lady

Thank you, my dear.

Greative Writing

K. Write a letter to your friend about your experiences during the recent 'Ochki' Cyclone.

Dear Friend,

Hai, How are you? Well and wish to hear the same from you. Recently IMQ issued a cyclone alert for Lakshadweep, saying the depression in the Bay of Bengal turned into a cyclonic storm called Ochki about 60km from the southern tip of Tamil Nadu. It caused damage to property and life in Sri Lanka. It also caused severe damages to structures and property. It uprooted coconut trees and caused extensive damages to houses, power lines and other infrastructure in the islands. Thus, it destroyed many things. Take care of your health and your family.

Yours lovingly,

XXXX

Address on the envelope,

To

xxxx xxxx xxxx

You are one of the survivors of an earthquake that has affected your city a lot. Share the trauma you underwent and what helped you to sail through it. Give a talk for two minutes.

We all feel that natural calamity will not affect us. In the same way I too thought that I would never get such an experience. One night at 9.0'clock my whole family was sitting in the hall and talking about many things. Suddenly we felt a shake under our feet. Thenthings in the kitchen fell down with a big noise. It took some time for us to feel that it was an earthquake. Immediately all of us ran outside. By the time many

PENGUIN 62 IX - ENGLISH

people were near the football ground. Within a few minutes many buildings started falling. Our house also fell. We waited for an hour, then everything calmed down. Then we went to our house and saw the totally damaged house. We lost almost everything. Fortunately we did not lose any life. Slowly we came to terms.

L. Using a dictionary, find out the synonyms and the antonyms of the words given below.

Word Parts of		Synonyms	Antonyms
	speech		
hard	adjective	difficult	easy
flood	noun	deluge	dearth
interrupt	verb	interfere	continue
scared	adjective	afraid	cool
irritation	noun	annoyance	delight
organise	verb	arrange	disorganise
serious	adjective	severe	deceptive
snappy	adjective	disagreeable	delayed
emergency	noun	necessity	calmness
rescue	verb	save	failure



- 1. Rhyming Words:கொடுக்கப்பட்ட பாடலில் உள்ள ஒவ்வொரு வாரியின் கடைசி வார்த்தைகளைக் கவனிக்க வேண்டும். அவைகளிலே ஒரே மாதிரியான ஒலிகள் இருந்தால் அவைகள்Rhyming Wordsஆகும்.
- **Ex:** Tell me not, in mournful **numbers.**

Left is but an empty dream!

For the soul is dead that slumbers.

And things are not what this seem.

Rhyming words – numbers – slumbers

dream - seem

- 2. Ryme scheme :ஒரு பாடல் வரிகளின் கடைசி வார்த்தைகளில் ஒரே ஒலியாக வந்தால் அதற்கு ஒரு குறியீடு வைக்க வேண்டும். உதாரணமாகa,b,c......
- **Ex:** With all my heart I do **admire** a

Athletes who meat for fun or hire a

Who take the field in gandy **pump** b

ஒலி மாறுபடும் போது குறியீடு மாறும்.

3. Simile: a word or phrase that compares something to something else showing resemblance, using the words like (or) as.

ஒத்த பண்புகளை ஒப்பிடும் போது உவமை என்கிறோம்.like,**யள**போன்ற வார்த்தைகளை வைத்துsimileஅடையாளம் காணலாம்.

4. Metaphor: It is an implied simile. The use of word to indicate a meaning different from its literal meaning.

He was a lion in the battle.

(He fought like a lion in the battle – simile)

- 5. **Personification :** The practice of representing objects, qualities etc. as humans, in art and literature. மனிதப்பண்பை மனிதரல்லாதவற்றிற்கு ஒற்றிச் சொல்லுதல்.
 - 1. Time and tide wait for no none.
 - 2. Laughter holding both her sides.
 - 3. Death lays his hands on things.
- 6. Appostrphe: An Apostrophe is a direct address to the dead, to the absent, or to a personified object or idea. உயிரற்ற/ நேரில் இல்லாதவர்களை அழைத்தல்.
 - 1. O judgement! thou art fled to brutish beasts.
 - **2. O grave!** Where is thy victory.
 - **3. O ye wheels** ! be silent for today.
- 7. Oxymoron: Oxymoron is a special form of Antithesis, where two contradictory qualities are predicted at once of the same thing எதிர் சொற்களால் ஒரு நபரையோ/ ஒரு பொருளையோ குறிப்பது.

So innocent arch, so cunningly simple.

This honour noted in dishonor stood.

8. Onomatopoeia: The fact of words containing sounds similar to the noises they describe ஒலிக்குறிப்புச் சொற்கள்.

buzz, chirp, meow (cat's)

He heard the **vroom** of the cars.

9. Anaphore :அந்தாதித் தொடை – a literary device wherein a word or a phrase is respeated at the beginning of two or more successive sentences.தொடர்ந்து வரும் பாடல் வரிகளில் ஒரே வார்த்தை திரும்ப வரும் போது அதனை Anaphore என்கிறோம்.

Ex: 1. In time the savage bull sustains the yoke.

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In time all haggard barks will	stoop to three – Thomas Kyd-
2. Was it convenience	

Was it perversity

Was it humility

10. Alliteration : Commonthe use of the same letter or sound (comment) at the beginning of the words that are close together.

ஒரு பரியில் ஒரு வார்த்தையின் முதல் மெய்யெழுத்து ஒலி மீண்டும் வந்தால் அதனை alliterationஎன்கிறோம்.

Ex: 1. Peter Picked a peck of pickled peppers.

- 2. Sing a song of six pence.
- 11. Assonance: The repetition of similar words in stressed syllables of successive words.

Ex: 1. Sonnet and porridge – same vowels different consonants.

- 2. Cold and killed different words same consonants.
- 12. Hyperbole: A way of speaking and writing that makes something sound more exciting that it really is. ஒரு விஷயத்தை மிகைப்படுத்திக் கூறுதல்.

Ex: 1. I am so hungry. I could eat a horse.

- 2. If the river were dry, I would be able to fill it with tears.
- 13. **Anthithesis:** a striching opposition of words is made in the same sentence. எதிர்மறைகளைகருத்து ஒரே வாக்கியத்தில் வருதல்.

Ex: 1. Man proposes and God disposes.

- 2. To err is human; To forgive is divine.
- 3. Speech is silver; silence is golden.
- 14. **Allusion:** When a person or another makes an indirect reference in speech, text or song to anevent or figure. ஒரு செய்தியை நேராகவோ (அ) மறைமுகமாகவோ, ஒரு மனிதனையோ (அ)இடத்தையோ (அ) ஏற்கனவே நடந்த ஒரு நிகழ்வையோ குறிப்பது.

Ex: 1. Your backyard is a Garden of Eden. (Biblical)

- 2. susan met her Waterloo in chess (Historical allusion)
- 15. **Poetic Diction:** The style of speaking or within used by the speaker or writer.

Ex: "Heard melodies are sweet, but those

Unheard melodies are sweeter: then the

Ye soft pipes, play on"

- 16. Archaism:பழைமைக் கூறு : The use of writing or speech that is now rarely used; the use ofolder versions in language and art.
 - 1. Know from whence you came.
 - 2. O, Romes, Wherefore art thou Rome?
- 17. **Pun:**சிலேடை: A pun is a joke that makes a play on words.

Ex: 1. A bicycle can't stand on its own because it is two-tired.

- 2. Is life worth living? It depends upon the liver.
- 18. **Repetition:** Often use in speech, as a rhetorical device to bring attention to an idea

Ex: 1. If you think you can do it, you can do it

2. The woods are lovely, dark and deep

And miles to go before I sleep

And miles to go before I sleep.

- 19. **Metonymy** அகுபெயர் : It replaces the name of a thing with the name of something else withwhich it is closely associated.
 - 1. **Pen** is mightier than the sword.
 - 2. The **crown**, for the king.
 - 3. From the **cradle**, to the **grave**.
 - 4. The whole **city** went out to sea the victorions general.

PENGUIN 137 IX - ENGLISH



POEM

STOPPING BY WOODS ON A SNOWY EVENING



ROBERT FROST

About the author

Robert Frost (1874-1968) wasan American poetnoted for his realistic descriptions of rural life. Born on 26 March 1874, he spent his first 40 years as an unknown entity. Hereceived four Pulitzer prizes for poetry andwas a special guest at PresidentJohn F. Kennedy's inauguration. Frostbecame a poetic force and the unofficialPoet Laureate of the United States.Some of his famous works are TheRoad Not Taken, West Running Brook, Mending Wall, After Apple Picking etc.



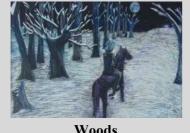
Pictures related to the lesson



Robert frost



The poet on Horse



Woods



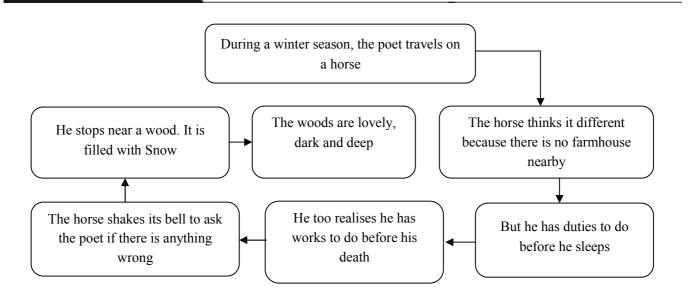


Poet on the Horse





MIND MAP



Pictorial Description





During a winter season, the poet travels in a horse. He stops near a wood. It is filled with snow. The owner of the wood may not see him. The horse thinks it different because there is no farmhouse nearby. It is a dark evening. The horse shakes its bell to ask the poet if there is anything wrong. The other sound is the moving of the wind. The woods are lovely, dark and deep. But he has duties to do before he sleeps. The other meaning is he has much works to do before he dies. One must not be carried away by the temporary pleasures in life.

TEXT TRANSLATION

POEM ENGLISH EXPLANATION	பாடல் தமிழ் விரிவாக்கம்
Whose woods these are I think I know	யாருடைய காடுகள் இவை, எனக்குத் தெரியும் என நான்
His house is in the village though,	நினைக்கிறேன். அவருடைய வீடு கிராமத்தில் இருக்கும். நான் இங்கு நிறுத்தியதை அவர் பார்த்திருக்க மாட்டார். அதற்கு
He will not see me stopping here	இங்கு நிறுத்தியதை அவர் பார்த்திருக்க மாட்டார். அதற்கு காரணம் பனி படர்ந்த அவரது காடு ஆகும்.
To watch his woods fill up with snow.	
My little horse must think it queer	எனது சிறியகுதிரை இதை வித்தியாசமாக உணர்ந்தது. அருகில்
To stop without a farmhouse lake	ஒரு பண்ணை வீடும் இல்லை. காடுகளுக்கும், பனி படர்ந்த
Between the woods and frozen lake	ஏரிகளுக்கும் நடுவே அந்த வருடத்தின் இருள் சூழ்ந்த மாலை ஆகும்.
The darkest evening of the year.	
He gives his harness bells a shake	குதிரை தனது மணியை அசைத்தது. அங்கே எதுவும் தப்பு
To ask if there is some mistake.	நடந்ததா என்று குறிப்பாக கேட்டது. அங்கிருந்த மற்ற ஒரு சத்தம் மண் துகள்களுடன் பறக்கும் காற்று ஆகும்.
The only other sound's the sweep	சத்தம் மண் துகள்களுடன் பறக்கும் காற்று ஆகும்.
Of easy wind and downy flake.	
The woods are lovely, dark and deep.	காடுகள் அழகாகவும், இரண்டும், ஆழமாகவும் உள்ளது.
But I have promises to keep,	ஆனால் நான் நிறைவேற்ற வேண்டிய வாக்குறுதிகள் உள்ளன. நான் தூங்குவதற்கு முன் நிறைய வேலைகள் செய்ய வேண்டி
And miles to go before I sleep,	_ உள்ளன. நான் வாழ்க்கையில் கண் மூடுவதற்கு முன் நிறைய
And miles to go before I sleep.	வேலைகள் செய்ய வேண்டி உள்ளன.



Word	Meaning	Word	Meaning
queer (adj.)	- strange, odd	woods (n.)	- forest
frozen(adj.)	- in ice form	sweep (v.)	- soft, gentle sound
downy(adj.)	- feather – like	flake (n.)	- a small piece of something
harness (n.)	- straps and fittings by which a horse is		
	fastened to a cart or carriage		

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APPRECIATION OF THE POEM

Refers		Means	
I, me	the poet (Robert Frost)	queer	- strange, odd
Lines 2,3.4he, his	Villages	woods	- forest
Line-9 he	Horse	harness	- straps for a horse
		frozen	- in ice form
		sweep	- move swiftly
		downy	- soft and fluffy
		flake	- a small piece of snow

	Poetic lines	Figures of Speech
	Whose woods these are I think I know	1. Imagery – vis…l, line 1x2 (woods, house)
	His house is in the village though	2. Alliteration – whose, woods,
S-1	He will not see me stopping here	watch his woods
	To watch his woods fill up with snow	3. Rhyming words : know, though, snow
		4. Rhyme scheme: a,a,b,a
	my little horse must think it queer	1. Personification – line 1
S-2	To stop without a farm house near	2. Imagery - visual – line -2x3 (farmhouse, lake)
	Between the woods and frozen lake	3. Rhyming words – queer, near, year
	The darkest evening of the year	4. Rhyme scheme – aaba
S- 3	He gives his harness balls a shake	1. Personification – line 1x2
	To ask if there is some –stake	2. Imagery - Auditory – line 1 (bells)
	The only other sound the sweep	3. Rhyming words – shake, mistake, flake
	of earn wind and downy flake	4. Rhyme scheme – aaba
S-4	The woods are lovely, dark	1. Personification – lines 3,4
	Miles to go before I sleep,	2. Rhyming words – deep. keep, sleep, sleep
	And miles to go before I sleep	3. Rhyme scheme – aaaa
	And miles to go before I sleep.	

TEXTUAL QUESTIONS

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

- 1. He will not see me stopping here To watch his woods fill up with snow.
- i) who does 'he' refer to?

"He" refers to the owner of the woods

ii) Identify the season with these lines

The season is winter

2) My Little horse must think it queer To stop without a farmhouse near i) Who is the speaker?.

The poet is the speaker.

- ii) Why should the horse think it queer?

 The horse should think it queer because the poet stopped at a strange place.
- iii) Pick out the rhyming words

 Queer and near are the rhyming words.
- 3) He gives his harness bells a shake To ask if there is some mistake
- I) Whom does 'he' refer to in these lines" 'He' refers to the horse.

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ii) Why does 'he' give his harness bells a shake? 'He' gives his harness bells a shake because he

asks if there is anything wrong.

iii) How does the horse communicate with the poet?

The horse communicates with the poet through the bell.

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

i) How are the woods?

The woods are lovely, dark and deep.

ii) Who does 'I' refer to?

'I' refers to the poet.

iii) what are the promises the speaker is talking about?

One promise is responsibilities to be completed before he sleeps.

Another promise is the **responsibilities to be done before he dies**.

5) And miles to go before I sleep And miles to go before I sleep

i)Why has the poet repeated the last line?

The poet has repeated the last line to stress the importance of responsibilities.

ii) Explain 'miles to go before I sleep'

'Miles to go before I sleep' means the poet has many duties to do before he sleeps as well as he dies.

ADDITIONAL QUESTIONS

1. Whose woods these are I think I know. His house is in the village though;

a) Whose house is in the village?

The house of **the owner of the wood** is in the village.

b) What is the poet thinking?

The poet is thinking about the owner of the house.

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

a) Bring out the rhyming word from these lines.

Queer:near

b) Why is the horse afraid to stop?

There is **no farm house nearby** so the horse is afraid to stop.

- 3. Between the woods and frozen lake
- a) What does'frozen lake' refer to?

'Frozen lake' is referred to the winter season.

b) Who are standing between the woods and frozen lake?

The poet and the horse are standing in between the woods and frozen lake.

- **4.** *The darkest evening of the year.*
- a) What time is referred to here?

 Evening time is referred to here.
- b) What do you mean by the darkest evening? 'The darkest evening' means dusk.
- **5.** *The woods are lovely, dark and deep.*
- a) Why are the woods lovely?

The wood is **filled with snow.** So it is lovely.

b) Why are the woodsdark and deep?

The trees are thickly grown and the poet is standing in the middle of the forest. So the words 'dark and deep' are mentioned.

B. Write down the summary of the poem by filling in the blanks.

After a long travel the poet entered a wood. He wondered to whom the wood belonged. He realized that the owner of the wood lived in a village He was happy that the owner would not be able to see him stopping in his woods to watch the **snow** fill the woods. The poet felt that the horse would think it very strange to stop near the woods as he had never **stopped there**. He was actually standing between the woods and frozen lake. The time was evening The horse indicated that the poet has made a mistake by shaking its head. The poet felt that the woods are lovely, dark and deep. He suddenly realized that he had responsibilities which would not allow him to stay in the woods for a long time.

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- C. Answer the questions in three or four sentences.
- a) What information does the poet highlight about the season and the time of the day in the poem

It is a winter season. The woods are filled with snow. It is the darkest evening of the year.

b) In which way is the reaction of the speaker different from that of the horse? What does it convey?

The speaker is attracted by the beauty of the wood. So, he stops. The horse thinks that there is no farmhouse nearby. It is strange that he stops in the wood. So, he shakes his bell.

c) What are the sounds heard by the poet?

The bell of the horse and the moving of the wind are the sounds heard by the poet.

d) The poet is aware of two choices. what choice does he make ultimately?

The two choices are - work to be done before he sleeps

- work to be done before his death.

His choice is to leave the wood to fulfil his works before his death

e) Pick out words from the poem that bring to mind peace and quiet

The words that bring to mind peace and quiet are- snow, froze, darkest, sweep, wind, lovely, deep, sleep.



Writing

- G. Answer the following questions in a paragraph about 80-100 words
- a. It is said that, "the choices made by one, shapes one's destiny". The theme of choice is important throughout this poem.

It is said that "the choices made by one, shapes one's destiny". During a winter season, the poet travels in a horse. He stops near a wood. It is filled with snow. The owner of the wood may not see him. The horse thinks it strange because there is no farmhouse nearby. It is a dark evening. The horse shakes its bell to ask the poet if there is anything wrong. The other sound is the moving of the wind. The woods are lovely, dark and deep. But he has duties to do before he sleeps. The other meaning is he has much works to do before his death. One must not be carried away by the temporary pleasures in life. So, he leaves the wood to fulfil his work.

- H. Work in pairs and discuss the factors that contribute towards making a choice and make a presentation to the class.
- I. Write down your presentation as an article
- b. Though the poet is attracted by the peace and quietness of the woods, the poet decides to go on to the village. It is due to his responsibility. He may be impressed by the beauty. But he is steady minded. So, he makes a correct choice.

PENGUIN 143 IX - ENGLISH



AVERAGE STUDENTS

Poem : Stopping by woods on a snowy evening

Poet : Robert Frost Theme : Admiring Nature

"Stopping by Woods on a Snowy Evening" is a poem written in 1922 by Robert Frost, and published in 1923 in his New Hampshire volume. It consists of four quatrains that have the following rhyme scheme: *aaba, bbcb, ccdc, dddd*. The poet is travelling at dusk through the snow and pauses with his horse near the woods to watch the snow falling on the trees. His horse shakes his harness bells, questioning the pause; perhaps this place isn't on their usual route, or he is curious that there doesn't appear to be a farmhouse nearby. The speaker continues to stand near the woods, attracted by the deep, dark silence of his surroundings. He feels compelled to move further into the snowy woods. He and his horse have to go miles before they can sleep. But he ultimately decides to continue, concluding with the most famous lines of the poem:

'But I have promises to keep, and miles to go before I sleep, and miles to go before I sleep.'

SLOW LEARNERS

Poem : Stopping by woods on a snowy evening

Poet : Robert Frost Theme : Admiring Nature

- > "Stopping by Woods on a Snowy Evening" is a poem written in 1922 by Robert Frost.
- > Poet stops his horse in between the snowy wood to enjoy it.
- ➤ His horse shakes his harness bells, questioning the pause.
- > But this place is not on their usual route, or there is no farmhouse.
- The poet is attracted by the deep, dark silence of his surroundings.
- ➤ He feels compelled to move further into the snowy woods.
- Finally the poet realised that he had to perform many duties before he sleeps.

PENGUIN 144 IX - ENGLISH

TEXTUAL EXERCISES

D. Identify the rhyme scheme used in each stanza. One example has been done for you.

stanza	rhyme scheme
1	aaba
2	bbcb
3	aaba
4	aaaa

E. Complete the table by identifying lines, against the poetic devices from the poem. One example is done for you.

Poetic device	Lines from the poem
Alliteration	watch his woods
Personification	To ask if there is some
	mistake
Repetition	And miles to go before I
	sleep
Imagery	But I have promises to keep.



- F. Listen to your teacher read a passage or play on a recorder, on the importance of keeping promises. As you listen, complete the blanks.
- a. When you make a promise, keep it, even if it **costs** you more than you expected.
- b. Do not promise **too much** but **deliver** more then you promise.

- c. A promise **seeks** people together.
- d. Some people make promises too easily
- e. Saying 'yes' is easier than refusal but can lead to **disappointment** and decrease in trust.
- f. Before making promises, consider the long-term **input on your reputation**
- I. Write your presentation as an articale.
- b. Though attracted to the peace and quietness of the woods. the poet decides to go on to the village. Express your opinion on why the poet does so.
- J. You can use the following words while expressing your opinion. Write a short speech in not more than 100 150 words.

My View	In my opinion
My belief	Speaking personally
I am certain	I would say that
I presume	I have no doubt
I guess	From my point of view

PENGUIN 145 IX - ENGLISH



POEM

A POISON TREE



William Blake

About the author

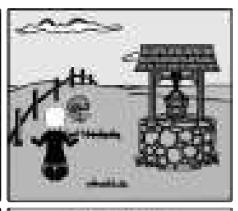
William Blake (1757-1827) was an English Poet. Painter and print maker. Blake is now considered a seminal figure in the history of English poetry. He was born in London. He was a boldly imaginative rebel in both his thought and his art. Some of his famous poems are "The Lamb" and "The Tiger"



Pictures related to the lesson



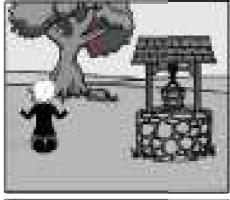




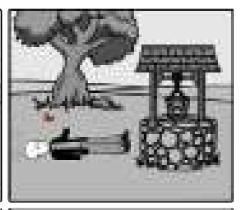
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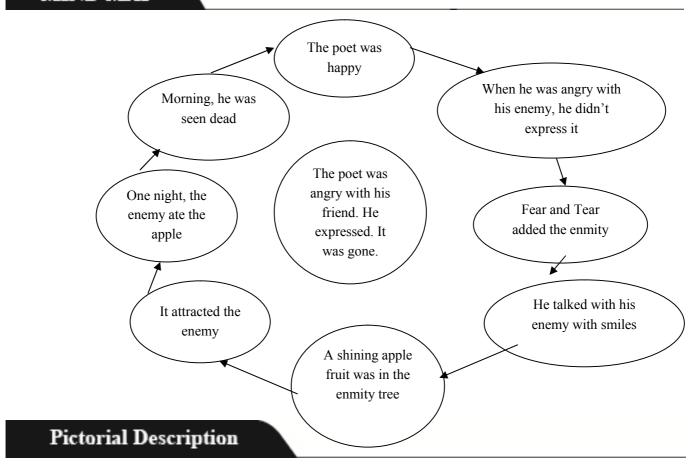
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MIND MAP





PENGUIN 147 IX - ENGLISH



The poem is about the anger of the poet. When the poet was angry with his friend, he shared it. His friend consoled him. So, his anger came to an end. At the same time, when he was angry with his enemy, he didn't express. He allowed it to grow. There were many misunderstandings. Fear and Tear are the bad emotions. They added anger again and again. He hid his enmity by his smiles. He became cunning. Day and night, he grew the anger. One day, a bright apple fruit was seen in that poisonous enmity tree. It attracted his enemy. One night, he entered that garden and ate the fruit. In the morning, the enemy was found dead. The poet was happy.

TEXT TRANSLATION

POEM ENGLISH EXPLANATION	பாடல் தமிழ் விரிவாக்கம்
I was angry with my friend,	நான் எனது நண்பனுடன் கோபமாக இருந்தேன்
I told my wrath, my wrath did end,	நான் எனது கோபத்தை அவனிடம் சொன்னேன், எனது
I was angry with my foe:	கோபம் தணிந்ததுநான் எனது எதிரியிடம் கோபமாக
I told it not, my wrath did grow.	இருந்தேன்இதை சொல்லவில்லை. அதனால் எனது கோபம்
	வளர்ந்தது
And I water'd it in fears,	எனது பயத்தை தண்ணீராக ஊற்றி கோபமாக வளர்த்தேன்
Night and morning with my tears:	பகலும், இரவும் எனது கண்ணீரையும் சேர்த்து ஊற்றினேன்
And I sunned it with smiles,	எனது புன்னகை மூலம் அதை வளர்த்தேன்மேலும் பல
And with soft deceitful wiles.	ஏமாற்றும் தந்திரத்தினாலும்
And it grew both day and night,	அது இரவும் பகலும் வளர்ந்தது
Till it bore an apple bright.	அதில் ஒரு அழகான ஆப்பிள் பழம் கிடைக்கும்வரை
And my foe beheld it shine,	எனது எதிாி அவன் முன்னே ஏதோ பிரகாசமாக இருப்பதைக்
And he knew that it was mine.	கண்டான்மேலும் அது என்னுடையது ் என்பது அவனுக்கு
	தெரியும்
And into my garden stole.	என்னுடைய தோட்டத்தில் வந்து திருடினான்
When the night had veiled the pole:	அந்த இரவில் அனைத்தும் மறைந்திருக்கும் வேளையில்,
In the morning glad I see,	காலையில் நான் அதைக் கண்டு மகிழ்ச்சி அடைந்தேன்
My foe outstretched beneath the tree	எனது எதிரி மரத்தின் அடியில் இறந்து கிடந்தான்



Word	Meanign	Word	Meaning
wrath (n.)	- anger	foe (n.)	- enemy
deceitful (adj.)	- cunning, treacherous	wiles (n.)	- tricks
veiled (v.)	- covered		

PENGUIN 148 IX - ENGLISH

APPRECIATION OF THE POEM

Re	fers	Mean	s
I, my, mine	the poet	wrath	- anger
it	anger	foe	- enemy
he	enemy	deceitful	- cunning
		wiles	- tricks
		veiled	- covered
		beheld	- saw

	Poetic lines	Figure of Speech
S-1	I was angry with my friend,	1. Anaphora - I was, I told, I was, I hold
	I told my wrath, my wrath did end,	2. Personification – Lines – 2,4
	I was angry with my foe:	3. Rhyming words: friend, end
	I told it not, my wrath did grow.	4. Rhyme scheme: aabb (all the stanzas)
		Alliteration – was, with
S-2	And I water'd it in fears,	1. Metaphor – from lines 1 to 4
	Night and morning with my tears:	2. Alliteration – with –wiles, sunned -smiles
	And I sunned it with smiles,	3. Rhyming words – fears, tears, smiles, wiles
	And with soft deceitful wiles.	4. Rhyme scheme – aabb
S-3	And it grew both day and night,	Rhyming words – night, bright, shine, mine –
	Till it bore an apple bright.	aabb
	And my foe beheld it shine,	
	And he knew that it was mine.	
S-4	And into my garden stole.	1. Euphemism – Line 4 (out stretched)
	When the night had veiled the pole:	2. Rhyming words – stole, pole, see, tree
	In the morning glad I see,	3. Rhyme scheme – aabb
	My foe outstretched beneath the tree	

TEXTUAL QUESTIONS

C. Answer the following questions in a sentence or two

- 1. I was angry with my friend
 I told my wrath 'my wrath did end .
- i) Who does 'i' refer to?

'I'refers to the poet.

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

The anger of the poet came to an end because he told his anger to his friend.

iii) What do you mean by 'wrath'?

Wrath means anger.

- **2.** And I watere'd it in fears
 Night and morning with my tears;
- i) What does 'it' refer to?

'It' refers to his anger.

ii) How did he grow anger?

He grew anger with his tears.

iii) What was watered in fears?

The poet's anger was watered in fears.

3. In the morning glad I see,
My foe outstretched beneath the tree.

PENGUIN 149 IX - ENGLISH

i) How did the poet feel in the morning?

In the morning, the poet was **happy**.

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

The 'foe' referred to here is the poet's **enemy**.

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

The foe had eaten the appleof enmity and found dead.

- **4.** And it grew both day and night, Till it bore an apple bright
- i) Who does 'it' refer to?

'It' refers to enmity.

ii) What does 'apple' signify?

'Apple' signifies the result of **enmity**.

iii) What grew both day and night?

The enmity grew day and night.

G. Read the following lines from the poem and

answer the questions that follow.

I was angry with my friend;

I told my wrath, my wrath did end.

I was angry with my foe

I told it not, my wrath did grow.

i) Pick out the rhyming words.

Ans: 1) friend – end 2) foe – grow

ii) What is the rhyme scheme of the stanza?

Ans: aabb

- iii) Identify the figure of speech in the title of the poem.

 Ans:Metaphor
- 2. And I watered it in fears
 Night and morning with my tears;
- iv) What figure of speech is used in 'watered it in fears?

 Ans:Metaphor

ADDITIONAL QUESTIONS

1. I was angry with my foe:
I told it not, my wrath did grow.

a. Who is referred as 'foe'?

The friend of the poet is referred as foe.

b. Whose wrath is growing?

The poet's wrath is growing.

- **2.** And I sunned it with smiles, And with soft deceitful wiles.
- **a.** What is sunned with soft deceitful wiles?

 The angry of the poet is sunned with soft deceitful wiles.
- b. Who smiles at whom?

The poet smiles at his friend who is the indirect enemy to the poet.

- **3.** And he knew that it was mine.
- a. Whom does 'he' refer to?

'He' refers to the friend (enemy) of the poet.

b. What is 'it' referred to?

'It' is referred to the apple.

4. And into my garden stole, When the night had veiled the pole;

a. Whose garden is that?

That is poet's garden.

b. What is referred to the pole?

The pole is referred to the edge of the earth.

- 5. Till it bore an apple bright.
- a. Which is bright?

The apple is bright.

b. What is referred to an apple?

An apple is referred to the **fruit of anger**.

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F - i) How did the poet's anger with his friend end?

The poet was in angry with his friend. The poet expressed his anger to him. He used harsh words. The friend might be wounded. But he consoled the poet. He explained his side. The poet understood the situation. The problem was solved. Thus the poet's anger with his friend came to an end.

2. Descreibe how his anger kept growing.

The poet was in angry with his enemy. It was a small problem. It was due to misunderstanding. But, the poet didn't express his anger towards the enemy. He grew the anger with fear. Day and night, he was thinking about his enemy. He shed tears. He became so cunning. He cheated his enemy by smiling at him. He didn't show any enmity towards him. Thus, his anger kept growing.

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

The enmity between the poet and his enemy kept on growing. It became a big tree. The fruit of enmity was raised. It was a shining apple tree. The enemy knew that it was his fruit. It attracted him. One night the enemy came to the garden. He ate the fruit. In the morning, he was found dead. The poet was hapy.



AVERAGE STUDENTS

Poem : A POISON TREE
Poet :WILLIAM BLAKE

Theme: Anger

'A Poison Tree', one of the most famous poems by William Blake (1757 – 1827), was first published in 1794 volume Songs of Experience. The speaker of the poem expressed his anger with his friend. He simply told his friend that he was annoyed. He didn't inform his grievance to this foe. So the anger grew. He 'watered' it with fear and dislike; false 'smiles' acted like sunlight to grow. An apple sprouts from this poison tree of anger. The foe stole it from the speaker's garden one night and ate the apple. The speaker finds his enemy the next morning lying dead under the tree, having eaten the poisoned fruit.

SLOW LEARNERS

Poem : A POISON TREE
Poet : WILLIAM BLAKE

Theme: Anger

PENGUIN 151 IX - ENGLISH

- ➤ A Poison Tree' is the famous poem of **William Blake** (1757 1827)
- > The poet was angry with his friend.
- ➤ He waters it with fear and dislikes.
- ➤ His smiles shine like sunlight
- > One day the poison apple is ripen.
- > His friend steals and eats.
- > He finds his friend dead under the tree.

TEXTUAL EXERCISES

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

Once the poet was angry with his friend. He expressed his (i) **enmity** and it ended. They became friendly but when he grew angry with his foe, he (ii) **comealed** it and allowed his anger to grow. Day and night he watered it with his tears allowing it to grow. He (iii) **exposed** his foe with false smiles and cunning tricks. The tree kept growing and yielded a bright apple which(iv) **attracted** his foe to eating it stealthily during the night. The next morning the poet was happy to see his foe lying (v) **dead** under the tree.

1 LISTENING

H. Listen to your teacher reading out the tips on anger management. (The script can be either read out by the teacher or student, or recorded and played more than once as required). Listen and match the sentence parts by drawing a line.

		_
1	Meditation is definitely a	c. to calm your
	great technique	inner self.
2	There is a person living	e. who always
	inside you	tells you how
		to act.
3	Getting angry is natural	b. to know how
	but	to handle it is a
		virtue.
4	Anger is something that	a. Who will
	releases the tension	take care of the

		reason why
		you got angry?
5	Close your eyes and	d. speak to
		your self and
		calm yourself.

I. Answer the following in about 80-100 words. Take ideas from the poem and also use your own ideas.

- Recall a recent situation when you became angry.
 What were the consequences of your anger? After listening to the guidelines on anger management, find out how well you could have handled the situation. Write your findings.
- 2. What might have caused the conflict which led to the poet becoming angry with his enemy? Think of one such situation that you have experienced. Describe how you felt and how the enmity grew and things became worse.

J. Discuss and Write.

- a. Identify five to six qualities which make an ordinary person, loved and respected by all. Work in groups of five or six. Each group has to take up one quality and discuss the methods for imbibing that quality and identify the challenges that need to be faced.
- b. Recall an incident when you were angry with someone. How did you feel then? How did you overcome it?
- c. Adolescents are often distracted by feelings like anger, disappointment and general helplessness when they face challenges at school or at home. Suggest way to turn such feelings into positive ones.

PENGUIN 152 IX - ENGLISH



POEM

ON KILLING A TREE



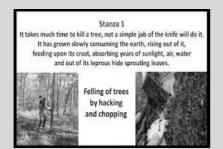
Gieve Patel

About the author

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



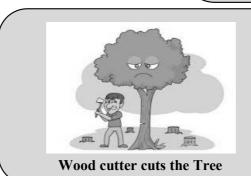
Pictures related to the lesson

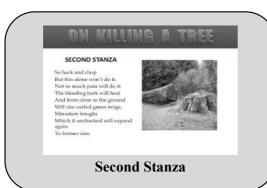


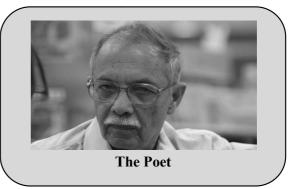
First Stanza



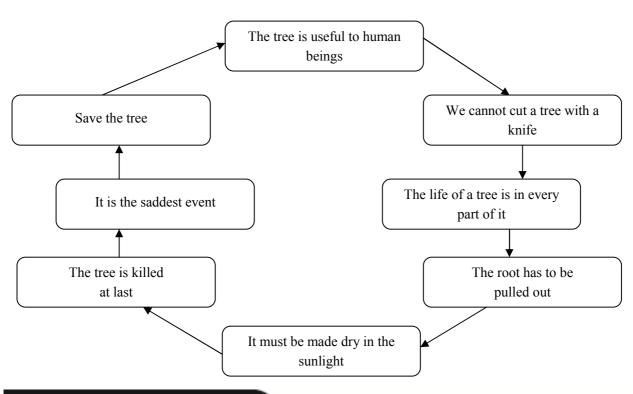
Tree natural Resources







MIND MAP



Pictorial Description





The tree is very useful to human beings. But we cut the tree. It is not an easy work. A knife cannot kill a tree. The tree grows slowly by taking the earth, sunlight, air and water. The life of the tree is in every parts of the tree. It advises the human being that in order to kill a tree, we should not cut the bark of the tree. It can be grown again as a new plant. The root is to be pulled out. The strength of the tree is in the root. The roots are closed inside the earth for years. It must be made dry by the sunlight. Then, the tree cannot grow again.

TEXT TRANSLATION

POEM ENGLISH EXPLANATION	பாடல் தமிழ் விரிவாக்கம்
It takes much time to kill a tree,	ஒரு மரத்தை கொல்ல ரொம்ப நேரம் தேவைப்படுகிறது,
Not a simple jab of the knife	அதை ஒரு சாதாரண கத்திக் குத்தால்
Will do it. It has grown	கொன்றுவிட முடியாது. மரம்
Slowly consuming the earth,	புவியின் நீா் மற்றும்வளங்களை உறிஞ்சி மெதுவாக வளா்கிறது.
Rising out of it, feeding	புவியின் மேற்பரப்பில் வளர ஆரம்பிக்கும்மரம்
Upon its crust, absorbing	பல வருடஙகளுக்கு சூரிய ஒளி, காற்று, நீர் என
Years of sunlight, air, water,	அனைத்தையும்(உறிஞ்சி) கிரகித்து தன் வளரும்
And out of its leprous hide	இளந்தளிர்இலைகளிடையே வைத்திருக்கிறது.
Sprouting leaves.	
So hack and chop	ஊடுருவி அறுப்பதால் மட்டும் கொன்று விடமுடியாது.
But this alone won't do it.	அதிகமான வலி அதை செய்யாது.
The bleeding bark will heal	ரத்தம் வழியும் மரப்பட்டைகள் விரைவில் குணமடையும்
And from close to the ground	நிலத்திற்கு மிக அருகில் உள்ள சிறிய சுருள் இலைகள்
Will rise curled green twigs,	குட்டி குட்டி கிளைகளைசரியாக கவனிக்காமல் விட்டோம் எனில்
Miniature boughs	அது மறுபடியும்தன் பழைய நிலைக்கே வளர்ந்து பெரியதாக
Which if unchecked will expand again	மாறிவிடும்
To former size.	
No,	இல்லை,
The root is to be pulled out –	மண்ணிற்குள் வேரோடியிருக்கும்வேரை பிடித்து இழுக்க
One of the anchoring earth;	வேண்டும்.
It is to be roped, tied,	வேரோடு,தூரோடு, மண்ணோடு பின்னிபிணைந்து ஒட்டி
And pulled out – snapped out Or pulled out entirely,	உறவாடும் வேர்களை அறுத்து எறிய வேண்டும்.
Out from the earth – cave,	பூமியின் குகைக்குள்ளேயிருந்துஅவற்றை முற்றிலுமாகபிடுங்கும்
And the strength of the tree exposed	போது ஒரு மரத்தின் சக்தி வெளிப்படுகிறது
The source, white and wet,	மரத்தின் வெண்ணிற,ஈரமான உணர்ச்சியிக்க பல
The most sensitive, hidden	வருடங்களுக்கு பூமிக்குள்ளே
For years inside the earth.	மறைந்து கிடந்த ஒரு மரத்தின் சக்தி வெளிப்படுகிறது.
Tor years more the earth.	
Then the matter	வேரறுக்கப்பட்ட மரம்
Of scorching and choking	சுட்டெரிக்கும் சூரியனில காய்ந்து,
In sun and air,	காற்றில் மூச்சுத்திணறி,
Browning, hardening,	காய்ந்துசருகாகி, கடினமாகி
Twisting, withering,	சுருண்டு. வாடி, வதங்கி,
And then it is done.	கடைசியில் கொல்லப்படுகிறது.
	ത്താലാ പ്രത്യാ പ്രത്യാവാധിവാധിവി.



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

APPRECIATION OF THE POEM

	Refers		Means
it (takes)	killing	jab	- a poke with quick blow
it(has gr)	tree	crust	- the burn, hand other portion
(Rising out of) it	earth	leprous	- covered with seals
(cupon) its	earth's	hide	- thick outer shin
its (leprous)	tree	miniature	- very small
(won't do) it	killing the tree	sprouting	- germinating
(will do) it	tree	hack	- at with a spade
bleeding ba	tree	chop	- snap
it (is to be)	tree	curled	- twisted
(And them) it (is)	killing	twigs	-small branches
		anchoring	- supporting
		scorching	- discoloring
		choking	- unable to breath
		withering	- fading

	POETIC LINES	FIGURES OF SPEECH
	It takes much time to kill a tree,	1. Metaphor – And out of its leprous hide
	Not a simple jab of the knife	2. Alliteration – L-1, Takes, time, tree
S-1	Will do it. It has grown	3. Rhyming words – irregular
	Slowly consuming the earth,	4. Rhyme scheme – irregular
	Rising out of it, feeding	
	Upon its crust, absorbing	
	Years of sunlight, air, water,	
	And out of its leprous hide	
	Sprouting leaves.	
	So hack and chop	1. Personification – The bleeding barh will heal
S-2	But this alone won't do it.	2. Alliteration – bleeding, bath; which, will
	The bleeding bark will heal	
	And from close to the ground	
	Will rise curled green twigs,	
	Miniature boughs	
	Which if unchecked will expand again	
	To former size.	

PENGUIN 156 IX - ENGLISH

S- 3	No,	1. Repetition – 'out' is repeated
	The root is to be pulled out –	2. Alliteration – white, wet
	One of the anchoring earth;	
	It is to be roped, tied,	
	And pulled out – snapped out	
	Or pulled out entirely,	
	Out from the earth – cave,	
	And the strength of the tree exposed	
	The source, white and wet,	
	The most sensitive, hidden	
	For years inside the earth	
S-4	Then the matter	1. Poetic Diction – Browning, hardening,
	Of scorching and choking	Twirling, withering
	In sun and air,	
	Browning, hardening,	
	Twisting, withering,	
	And then it is done	

TEXTUAL QUESTIONS

- B. Read the following line from the poem and answer the questions in a sentence or two.
- 1. It takes much time to kill a tree, Not a simple jab of the knife Will do it.
- i. Can a 'simple jab of the knife' kill a tree?

No, a 'simple jab of the knife' can't kill a tree.

- ii. Why does it take much time to kill a tree?

 It takes much time to kill a tree because the tree is very strong and it's roots are deep.
- 2. It has grown
 Slowly consuming the earth,
 Rising out of it, feeding
 Upon its crust, absorbing,
- i) How has the tree grown?

The tree has **grown deep** from the soil.

ii) What does the tree feed from the crust?

The tree feeds the water from the crust.

- **3.** And out of its leprous hide Sprouting leaves.
- i. What does the phrase 'leprous hide' mean? The phrase 'leprous hide' means covered with scales.

ii. What comes out of the leprous hide?

The little plants come out of the leprous hide.

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

The bleeding bark will be healed.

ii. What will rise from close to the ground?

The small plants will rise from close to the ground.

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

The root should be pulled out to dry out and kill the tree.

ii) What does 'anchoring earth' mean?

'Anchoring earth' means deeply attached to the soil.

ADDITIONAL QUESTIONS

I. It takes much time to kill a tree, Not a simple jab of the knife PENGUIN 157 IX - ENGLISH

1. Can we kill a tree just with a simple jab of the knife?

No, we cannot kill a tree just with a simple jab of the knife.

2. Does it take time to cut the tree?

Yes, it takes time to cut the tree.

II. It has grown

Slowly consuming the earth, Rising out of it, feeding Upon its crust, absorbing Years of sunlight, air, water,

1. How does a tree grow up?

A tree grows by **consuming the earth**.

2. What does it absorb for years?

It absorbs sunlight, air and water.

III. And out of its leprous hide sprouting leaves.

1. Bring out the figure of speech from it.

'Leprous hide' is a **metaphor** which talks about the wound of tree as well as human.

2. Which is sprouting?

New leaves are sprouting.

IV. So hack and chop

But this alone won't do it.

1. What is to be hacked and chopped?

The tree is to be hacked and chopped.

2. Points out the figure of speech in these lines.

The word 'but' combines both lines. So it is Enjambment.

V. The bleeding bark will heal

And front close to the ground

Will rise curled green twigs,

1. Bring out any one figure of speech from these lines.

'The bleeding bark' – 'b' sound is repeated so it is <u>Alliteration</u>.

Or

'And' and 'will' are the words combine the earlier line so they are <u>Enjambment</u>.

Or

'bleeding bark' is apersonification which talks about the wound's bleeding of tree and human.

2. What will be healed?

The cut wounds on the tree will be cured very soon.

VI. The root is to be pulled out-Out of the anchoring earth;

1. What is to be pulled out?

The root is to be pulled out.

2. What is anchoring the earth?

The root is anchoring the earth.

3. Bring out any one figure of speech

Anchoring Earth -- Metaphor

VII. And pulled out – snapped out
Or pulled out entirely,

1. Bring out the figure of speech.

'pulled out' is repeated so it is a repetition.

Oı

'out' is repeated for three times so it is a repetition.

2. What is to be pulled out entirely?

The root of the tree is to be pulled out entirely.

VIII. And the strength of the tree exposed the source, white and wet,

1. Bring out the figure of sppech.

' white and wet' – 'w' sound is repeated so it is Alliteration.

2. Whose strength is exposed?

The tree's strength is exposed.

XI. *In sun and air.*

Browning, hardening,

Twisting, withering,

And then it is done.

1. What is done in the sun and air?

The tree will harden and become brown in the sun and air.

2. What is done?

Killing of the tree is done.

PENGUIN 158 IX - ENGLISH

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

1. What is the poem about?

"On killing a tree" speaks about the cruelty of man towards environment.

2. What are the lessons to be learnt from the poem?

Through this poem, Gieve Patel wants to convey that a tree is just like a human being. It is an essential part of this planet.

3. What are the life sources needed for a tree to grow?

The tree takes years to grow by feeding on sunlight, air and water. It has grown up strong by consuming the earth slowly.

4. What does the poet mean by 'bleeding bark'?

It will not feel any pain and its bleeding bark will heal very soon. The curled green twigs will start growing with mini branches coming out.

5. Why the poet says 'no' in the beginning of the third stanza?

The poet says no in the beginning of the stanza because just a small cut or chop will not harm the country.

6. How should the root be pulled out?

The roots have to be pulled out from its anchoring earth. It has to be pulled out entirely or tied up and then chopped into pieces.

7. What is hidden in the earth for years?

The roots are white and wet, the most sensitive and hidden part of the tree.

8. What finally happens to the tree in this poem?

Finally the tree is killed completely and nothing is left.



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

1. How well does the poet bring out the pain of the tree?

In this poem "On Killing A Tree" Patel talks about cutting a tree and its causes. Mostly, the human cuts the tree in the outer layer. So the discoloured bark of the tree which resembles a leper's skin, gives rise to new leaves.

"And out of its leprous hide

Sporting leaves" (1st stanza)

It is not enough to kill a tree. It creates pain but it will be healed by new twigs and leaves. If the tree is cut from its root the pain will increase and the tree will die.

2. 'A tree doesn't grow in a day'. Explain it with reference to the poem.

In this poem "On Killing a Tree' Patel talks about the trees. Growing a tree is a long process. It cannot be done in a day. The tree has fed upon the earth. It is grown from its crust by absorbing water from the soil for many years.

"...it has grown

Slowly consuming the earth,

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Rising out of it, feeding

Upon its crust, absorbing

Years of sunlight, air, water," (1st stanza)

It has also taken years of sunlight and oxygen to grow. Even though a tree is cut from its trunk, the trunk which is close to the ground may give rise to new twigs which may grow to their former size.

3. Why do you think the poet describes the act of cutting a tree? What effect does it have on you as a reader?

The Poem begins ironically, describing the crime committed by the tree. In this poem "On Killing a Tree" Patel talks about cutting a tree. In my view, the poem gives a realistic picture of man's attitude towards trees. The tree is his greatest friend. But man is so foolish. He doesn't realize the fact that he is cutting his own throat when he cuts a tree.

ADDITIONAL PARAGRAPH

4. Describe the act of cutting a tree from the feeling of the poet.

In this poem "On killing a Tree" Patel talks about the tree. A simple jab of the knife will not do it. From close to the ground it will rise up again and grow to its former size. So the tree should be tied with a rope and pulled out entirely.

"It is to be roped, tied,

And pulled out - snapped out

Or pulled out entirely," (3rd stanza)

Its white, bleeding root should be exposed. Then it should be browned and hardened and twisted and withered. Now the tree cutting is finished and it is killed.

5. Describe the power of tree from Patel's view.

Patel says the tree has grown slowly consuming the earth, eating and drinking from it. A simple jab of the knife will not do it.

"So hack and chop

But this alone won't do it". (2nd stanza)

From close to the ground it will rise up again and grow to its former size. The poet says that to kill a tree one must attack its roots by pulling it out of the earth. The root has been hiding safely all these years.

"It is to be roped, tied,

And pulled out - snapped out

Or pulled out entirely," (3rd stanza)

When the root is pulled out of the earth, it is white and wet as it is very sensitive. This is the power of the tree.

6. Compare the attack on tree and human.

The poem gives a realistic picture of man's attitude towards trees. The poet speaks about the killing of a tree. He says that a lot of work has to be done in order to kill a tree and it cannot be killed by merely attacking it with an axe.

"So hack and chop

But this alone won't do it." (2nd stanza)

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The poet uses a sarcastic tone to explain how a tree has to be uprooted from its. For human beings, injuries and amputation does not cause death.

"And out of its <u>leprous</u> hide" (1st stanza)

But if the heart stops functioning, there is no chance of survival. Thus the attack on tree is compared.



AVERAGE STUDENTS

Poem: On killing a Tree

Poet : Gieve Patel
Theme: Save the Tree

In this poem "On Killing a Tree" Patel talks about the trees. The poem begins ironically, describing the crime committed by the tree. Patel says the tree has grown slowly consuming the earth, eating and drinking from it. A simple jab of the knife will not do it. From close to the ground it will rise up again and grow to its former size. The poet says that to kill a tree one must attack its roots by pulling it out of the earth. Then it should be browned and hardened and twisted and withered. The poet uses a sarcastic tone to explain how a tree has to be uprooted from its. For human beings, injuries and amputation does not cause death, but if the heart stops functioning, there is no chance of survival. Thus this poem gives a realistic picture of man's attitude towards trees.

SLOW LEARNERS

Poem: On killing a Tree

Poet : Gieve Patel
Theme: Save the Tree

- In this poem "On Killing a Tree" Patel talks about the tree.
- The poet explains how a tree has to be uprooted.
- > Patel says the tree slowly consumes the earth in all the ways.
- A simple jab of the knife will not cut because it will grow to former size.
- ➤ One must attack the roots and pull it out from the earth.
- > Root should **turn brown**, **hardened**, **twisted** and withered.
- For human beings, injuries does not cause death, but **disfunction of a heart** does.
- ► Here heart is compared to root.

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

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

F. Complete the table by identifying lines, against the poetic devices from the poem.

Poetic lines	Poetic Devices / Figures
	of Speech
It takes much time to	Personification
kill a tree.	
The bleeding bark will	Alliteration,
heal.	Personification
One of the anchoring	Assonance
earth	Metaphor



G. Listen to the passage about Nammazhwar, an environmental crusader from tamil nadu. As

you listen, answer the following questions. The listening act can be repeated if required.

1. Who is Nammazhwar? What is his contribution to farmers and farming?

Nammazhwar is a natural scientist method is his to farmers and farming. 'Bread sandwich contribution

- 2. In 1963 he worked for Agricultural Regional Research station as a scientist
- 3. What was the tuning point in the life of Nammazhwar?

The waste should be recycled and used as input. It was the turning point in the life of Nammazhwar.

4. How is the "Bread sandwich method" a boon to the farmers?

In the 'Bread sandwich Method', soil can be made ready only once a year. one need not work on the soil for a second time.

5. Pick out ideas from the passage to show that he learnt first and then shared with farmers.

The waste should be recycled and used as input.

- **6.** Explain in your own words the meaning of "Farming even in the 21st Centruy" without food, we cannot survive. So, agriculture is necessary now and for ever.
- 7. Give the synonyms of 'rely' and 'sustainable'. rely depend, sustainable maintained
- 8. "He never pushed ideas down anyone's throat" means
 - a) favored
- b) compelled
- c) oppose

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SUPPLEMENTARY

The Envious Neighbour



A Japanese Folk Tale

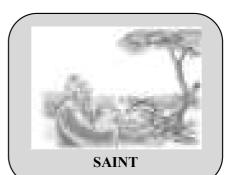
Pictures related to the lesson

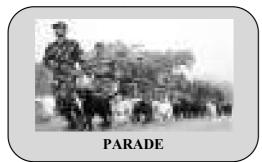


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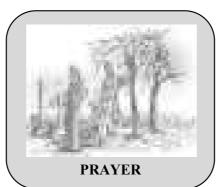
JEALOUS









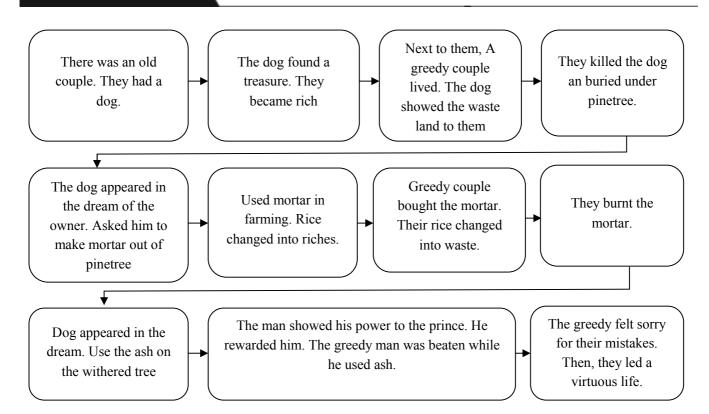


TREE FELL DOWN



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MIND MAP



Pictorial Description





There was an old couple. They had a pet dog. One day, when they were working, the dog began to bark. They dug the ground and found the treasure. They shared with the poor people. They bought many fields and became rich. There was a greedy couple. One day, they borrowed the dog from them. They compelled the dog to show them the treasure. But, the dog showed them a dirty ground. They were upset and killed the dog. It was buried under the pine tree. When the owner of the dog came to know about his death, he went there. He kept some food and decorated that place with flowers. He cried a lot. In his dream, the dog came and told him to make a mortar out of the pine tree wood where it was buried. They used the mortar in farming. Every rice had turned into a rich treasure. Immediately, the greedy couple borrowed the mortar and used in their farm. The rice had changed into a waste. So, they burnt the mortar. Again the dog appeared in the owner's dream and informed him to use his ash on the withered tree. Then, it would grow again. The owner begged the neighbour to give the ashes. He went all over the country and helped the people with the ashes. He showed his power to a prince. He rewarded him. On hearing this, the greedy man went to the castle with the remaining ash. When he scattered the ash, it fell into the prince's eyes and mouth. The soldiers thrashed him. He was crawled to his home. The good couple called them. The greedy couple felt sorry for what they had done. The good people gave some share of their wealth. Then, they led a virtuous life

TEXT TRANSLATION

SUPPLEMENTARY ENGLISH துணைப்பாடம் தமிழ் விரிவாக்கம் EXPLANATION

In the old, old days, there lived an honest man with his wife, who had a pet dog, which they used to feed with fish and tit-bit from their own kitchen. One day, as the old folks went out to work in their garden, the dog went with them, and began playing about. All of a student, the dog stopped short, and began to bark, "Bow, wow, wow!" wagging his tall violently.

The old people thought that there must be something nice to eat under the ground, so they brought a spade and began digging, when lo and behold! The place was full of gold pieces and silver, and all sorts of precious things, which had been buried there. So, they gathered the treasure and after giving alms to the poor, bought themselves rich –fields and corn – fields, and became wealth people.

Now, in the neighbouring house there dwelt a covetous and stingy old couple, who when they heard what had happened, came and borrowed the dog and having taken him home, prepared a great feast for him, and said – "If you please, Mr.Dog, we should be much obliged to you if you would show us a place with

பழங்காலத்தில், நேர்மையான ஒருவர் தனது மனைவியுடன் வாழ்ந்து வருகிறார். அவர்களுக்கு செல்லப்பிராணி அதற்கு ஒரு நாயும் இருந்தது. மீனும், அடுப்பங்கரையில் உள்ள மிச்சத்தையும் போட்டு வளர்த்தனர். ஒருநாள், அந்த வயதான தம்பதியர்கள் தோட்டத்தில் வேலை பார்க்க சென்ற பொழுது, நாயும் சென்று அங்கே விளையாடியது. தீடிரென, நாய் இடத்தைப் பார்த்து, "வாவ் வாவ் வாவ்" என தனது வாலை மிகவும் வேகமாக ஆட்டியது.

வயதான தம்பதியினர் மண்ணுக்கடியில் அந்த ஏதோ சாப்பிடும் பொருள் இருக்கிறது என நினைத்து மண்வெட்டியால் தோண்ட ஆரம்பித்தனர். அந்த இடத்தில் தங்கமும், வெள்ளியும், விலை உயர்ந்த பொருள்களும் புதைக்கப்பட்டிருந்தன. அவர்கள் அந்த புதையலை கொஞ்சம் கொடுத்தனர். பின்னர், ஏழைகளுக்கு தங்களுக்கான நெல் வயலும், மக்காச்சோளம் வயலும் வாங்கினர். இவ்வாறு பணக்காரர்களாக மாறினர்.

இப்பொழுது அவர்கள் வீடு அருகில் பேராசையும், கஞ்சமுமான ஒரு வயதான தம்பதியினர் இருந்தனர். நடந்த சம்பவத்தை கேள்விப்பட்ட அவர்கள், ஒரு நாள் அந்த நாயை அழைத்து ஒரு பெரிய விருந்து கொடுத்தனர். "மதிப்பிற்குரிய நாய் அவர்களே, தயவுசெய்து எங்களுக்கு அதிகமான பணம் உள்ள இடத்தை காண்பிக்கவும்.

plenty of money in it."

The dog, however, who up to that time had received nothing but cuffs and kicks from his hosts, would not eat any of the dainties which they set before him; so, the old people began to get cross, and, putting a rope around the dog's neck, led him out into the garden. But it was all in vain; he let them lead him where they might, not a sound would the dog utter. He had not "bow-wow" for them. At last, however, the dog stopped at a certain spot, and began to sniff. So, thinking that this must surely be the lucky place, they dug, and found nothing but a quantity of dirt and nasty offal, over which they had to hold their noses. Furious at being disappointed, the wicked old couple seized the dog, and killed him.

மிகியம் கொடுக்க அந்தநாள்வரை, நாய்க்கு அடியும், பக்கத்துக்கு வீட்டுக்காரர்கள், இப்பொழுது வைத்துள்ள சுவையான உணவுகளை இதுவரை கொடுத்தது இல்லை. நாய் அனைத்தையும் சாப்பிட மறுத்தது. அதற்கு கழுத்தில் ஒரு கயிறைப் போட்டு தோட்டத்திற்கு கூட்டிச் சென்றனர். ஆனால், அது வீணாகிப் போனது. நாய் ஒரு சின்ன சத்தம் கூட போடவில்லை. கடைசியாக, ஒரு இடத்தில் நாய் மோப்பம் எடுத்தது. அதையே, அதிஷ்டமான இடம் எனக் அங்கே கருதி, தோண்ட ஆரம்பித்தனர். குப்பையும், அழுக்குகளும் வந்தன. மூக்கை பொத்திக்கொண்டனர் தம்பதியர். அந்த மோசமான வயதான ஏமாற்றம் அடைந்ததால், அந்த நாயைக் கொன்றனர்.

When the good old man saw that the dog, whom he had lent, did not come home, he went next door to ask what had become of him; and the wicked old man answered that he had killed the dog and buried him at the root of a pine-tree; so the good old fellow, with a heavy heart, went to the spot, and having set out a tray with delicate food, he burnt incense, and adorned the grave with flowers, as he shed tears over his lost pet.

That night, when the good old man was fast asleep in bed, the dog appeared to him, and, after thanking him for all his kindness, said "Cause the pine-tree, under which, I am buried, to be cut down and made into a mortar, and use it, thinking of it as if it were myself." The old man did as the dog had told him to do, and made a mortar out of the wood of the pine-tree; but when he ground his rice in it, each grain of rice turned into some rich treasure. When the wicked old couple saw this, they came to borrow the mortar; but no sooner did they try to use it, all their rice turned into filth; so, in a fit of rage, they broke the mortar and burnt it. But the good old man, little suspecting that his precious mortar had been broken and burnt, wondered why his neighbours did not bring it back to him.

One night the dog appeared to him again in a dream, and told him what had happened, adding that if he would take the ashes of the burnt mortar and sprinkle them on withered trees, the trees would revive, and suddenly put out flowers. After saying this the dream vanished, and the old man, who heard for the first time

நாயின் உரிமையாளரான நல்ல வயதான மனிதர், தனது நாய் வீட்டுக்கு வராததால், பக்கத்து வீட்டுகாரரிடம் கேட்கிறார். அந்த மோசமானவரோ, நாயைக் கொன்று பைன் மரத்தின் வேரில் புதைத்து விட்டதாக கூறுகிறார். அதைக்கேட்டு, மனம் உடைந்த அவர், அந்த இடத்திற்கு சென்றார். ஒரு தட்டு நிறைய சுவையான உணவை வைத்தார். ஒரு கல்லறையை அமைத்து, அழுதுகொண்டே பத்தியை பொருத்தி, பூக்களை வைத்து அழகு படுத்தினார்.

அந்த இரவு, முதியவர் நல்ல உறக்கத்தில் இறந்து போன நாய் தோன்றியது. அவரின் கருணைக்கு நன்றி கூறியது. பின் தான் எங்கு புதைக்கப்பட்டேனோ அந்த பைன் மரத்தை வெட்டி உரல் ஒன்றை செய்து பயன்படுத்துங்கள். அதை நான் (நாய்) என்றே கருதுங்கள் என்று கூறியது

வயதான மனிதர் நாய் சொல்லியபடி செய்தார். அந்த அரவை இயந்திரத்தில் போட்ட ஒவ்வொரு நெல்லும், விலையுயர்ந்த பொருளாக மாறியது. மோசமான தம்பதிகள் இதைப்பார்த்து, அந்த அரவை இயந்திரத்தை கேட்டனர். அவர்கள் பயன்படுத்திய போது, ஒவ்வொரு நெல்லும் குப்பையாக மாறியது. ஆகையால், கோபப்பட்டு உடைத்து எரித்தனர். ஆனால், அந்த நல்ல மனிதர் தனது இயந்திரத்தை உடைத்து எரித்திருப்பார்களோ, តាតា சந்தேகப்பட்டு, பக்கத்து வீட்டுக்காரரிடம் கேட்கிறார்.

ஒரு நாள் இரவு, மறுபடியும் நாய் கனவில் தோன்றியது. அவரிடம் என்ன நடந்தது எனக் கூறி, அந்த இயந்திரத்ததை எரித்த சாம்பலை பட்டுப்போன மரத்தில் தூவினால், மீண்டும் முளைத்து பூக்கள் பூக்கும் என்கிறது. கனவில் நாய் மறைந்தது. வயதானவர் அழுகிறார். பின்னர் பக்கத்து வீட்டுக்காரரிடம் ஓடிச் சென்று அந்த அரவை of the loss of his mortar, ran out weeping to the neighbour's house, and begged them, at any rate, to give him back the ashes of his treasure.

Having obtained it, he returned home, and made a trial of their virtues upon a withered cherry tree, which, upon being touched by the ashes, immediately began to sprout and blossom. When he saw this wonderful effect, he put the ashes into a basket, and went about the country, announcing himself as an old man who had the power of bringing dead trees to life again.

A certain prince, hearing of this, and thinking it a mighty strange thin, sent for the old fellow, who showed his power by causing all the withered plum and cherry trees to shoot out and put forth flowers. So, the prince gave him a rich reward of pieces of silk and cloth and other presents, and sent him home rejoicing.

As soon as the neighbours heard of this they collected all the ashes that remained, and having put them in a basket, the wicked old man went out into the castle town, and gave out that he was the old man who had the power of reviving dead trees, and causing them to flower. He had not to wait long before he was called into the prince's palace, and ordered to exhibit his power.

But when he climbed up into a withered tree, and began to scatter the ashes, not a bud or flower appeared; but the ashes all flew into the prince's eyes and mouth, blinding and choking him. When the prince's retainers saw this, they seized the old man, and beat him almost to death, so that he crawled off home in a very sorry plight. When he and his wife found out what a trap they had fallen into, they scolded themselves.

The good old man and woman, as soon as they heard of their neighbours' distress, sent for them, and, after reproving them for their greed and cruelty, gave them a share of their own riches, which, by repeated strokes of luck, had now increased to a goodly sum. So, the wicked old people mended their ways, and led good and virtuous lives ever after

இயந்திரத்தின் சாம்பலை தயவுசெய்து தருமாறு கேட்கிறார். அதை வாங்கியவுடன் தனது வீட்டுக்கு சென்று நாய் தந்த வரத்தை சோதனை செய்கிறார். உதிர்ந்து போன செர்ரி தளிர் விட்டு தூவியவுடன் மரத்தில் உடனே பூக்க <u>ஆரம்பித்தது</u>. இந்த அற்புதத்தை பார்த்தவுடன் அந்த ஒரு கூடையில் போட்டு தன்னிடம் சாம்பலை இறந்த செடிகளை மீண்டும் உயிர் பெறக்கூடிய அற்புத சக்தி உள்ளது என்று நாடு முழுவதும் கூறினார்.

இதை கேள்விப்பட்ட ஒரு நாட்டின் இளவரசன் இவரை அழைத்து காய்ந்துபோன பிளம் மற்றும் செர்ரி செடியின் மேல் தூவி உயிர் கொடுக்க சொன்னார். அவ்வாறே நடந்தது. அதனால் அந்த இளவரசர் அவருக்கு பட்டு துணியும் விலையுயர்ந்த பரிசுகளும் கொடுத்து மகிழ்ச்சியாக அனுப்பினார்.

உடனே அந்த பக்கத்து வீட்டுக்காரர் வந்து மீதமுள்ள சாம்பலை வாங்கி கூடையில் போட்டு பக்கத்து அரண்மனைக்கு சென்று தன்னிடம் இறந்த செடிகளை பூக்க வைக்கும் சக்தி உள்ளது என்றார். அவருக்கு உடனே அந்த சக்தியை காட்ட வேண்டும் என்ற ஆவல் உள்ளது என்றார்.

ஆனால், அவர் ஒரு காய்ந்த மரத்தில் ஏறி சாம்பலை தூவிய போது, மொட்டும் வரவில்லை, பூவும் வரவில்லை. அதற்குப்பதில், அந்த சாம்பல், இளவரசனின் கண் மற்றும் வாயில் சென்று மூச்சு திணற வைத்தது. இளவரசரின் பாதுகாவலர்கள் அந்த வயதானவரை பிடித்து சாகும் வரை அடித்து, வீட்டு தவழ்ந்து செல்லும்படி உத்தரவிட்டனர். அவரும், அவரது மனைவியும், தாங்கள் செய்த தவறை நினைத்து தங்கனளயே திட்டிகொண்டார்கள்.

ஈல்ல வயகான தம்பதியர்கள், கங்களகு பக்கத்து துயரத்தை வீட்டுக்காரரின் கேள்விப்பட்டு, அவர்களை அழைத்து, அவர்களின் பேராசையும், கொடூரமான தன்மையும் கண்டித்தனர். தங்களுக்கு அடுத்தடுத்து வந்த அவர்களுக்கும் அதிஷ்டத்தால், கிடைத்த பணத்தை கொஞ்சம் கொடுத்தனர். அந்த மோசமான வயகான தம்பதினர், தங்கள் தவறை திருத்தி, நல்ல ஒரு வாழ்க்கை வாழ ஆரம்பித்தனர்.



Word	Meaning	Word	Meaning
tit-bit(n.)	- a small piece of tasty food	wagged(n.)	- move or cause to move rapidly to
			and fro
covetous(adj.)	-having or showing a great desire to	withered(v.)	- become dry and shriveled
	possess something belonging to		
	someone else		
obliged(v.)	- make (someone) legally or morally		
	bound to do something		

Characters and their Hints

Character	Key words
Old couple	➤ Has a pet dog.
	Gets a box of gold pieces and silver.
	➤ Has envious neighbour.
	Dog helps them in all the ways.
	Second time they get gold out of rice in mortar.
	➤ When they sprinkled the ash of mortar the cherry trees bloomed.
	Prince rewards them.
	As they are not jealous they give a little bit of gold to the envious neighbour.
Neighbour	➤ Next to old couple.
	Always has jealousy on the old couple.
	➤ Borrows the dog for wealth and kills it.
	Second time borrows the mortar but they get wither out of rice. So they burned
	the mortar
	Takes the ashes and sprinkles on the trees but the ash has fallen in the eyes of
	prince. So they get punishment.
	➤ Accepts the wealth given by their old neighbour and repents for their mistake.
Pet dog	➤ Kind enough to the old couple
	Finds a box of treasure under the earth.
	➤ When it goes to the neighbour's house it shows bones. So it was killed
	➤ After the death also it is kind enough to its owner
	Comes in the dream and asks them to make a mortar from the pine tree.
	Because it is buried there.
	In the second time it comes in the dream and says to sprinkle the ashes on the
	withered cherry trees.
Prince	Comes in the end of the story.
	➤ Happy on seeing the bloomed trees.
	➤ Honours the old couple for their deed.
	Punish the envious people for their ill doing.

READ THE FOLLOWING PASSAGE AND ANSWER THE QUESTIONS

1. In the old, old days, there lived an honest man with his wife, who had a pet dog which they used to feed with fish and tit-bit from their own kitchen. Oneday, as the old folks went out to work in their garden, the dog went with them. All of a sudden, the dog stopped short and began to bark, "Bow, wow,wow", wagging his tail violently.

The old people thought that there must be something nice to eat under the ground, so they brought a spade and began digging, when lo and behold! The place was full of gold pieces and silver and all sorts of precious things, which had been buried there. So, they gathered the treasure and after giving alms to the poor, bought themselves rice-fields and corn-fields and became wealthy people.

Questions	Answers
a) What did the old man have?	a) The old man had a dog.
b) Where did the old man go?	b) The old man went to the garden.
c) What did the dog do?	c) The dog wagged his tail violently.
d) What did they find?	d) They found a treasure.
e) What did they buy with it?	e) They bought rice-fields and corn-fields.

2. When the good old man saw that the dog, whom he had lent, did not come home, he went next door to ask what had become of him; and the wicked old man answered that he had killed the dog and buried him at the root of the pinetree; so the good old fellow with a heavy heart, went to the spot, and having set out a tray with delicate food, he burnt incense and adorned the grave with flowers as he shed tears over his lost pet.

That night when the good old man fast asleep in bed, the appeared to him and after thanking him for all his kindness said "dig the pine-tree, under which I am buried to be cut down and made into a mortar and use it, thinking of it as if it were myself"

Questions	Answers
a) Who did not come home?	a) The dog did not come home.
b) What happened to the dog?	b) The dog was killed by the envious neighbour.
c) How did he adorn the tree?	c) He adorned the tree with delicate food, incense and
	flowers.
d) What appeared in the old man's dream?	d) The dog appeared in his dream.
e) What should be made of pine tree?	e) A mortar should be made of pine tree.

3. One night, the dog appeared to him again in a dream and told him what had happened, adding that if he would take the ashes of the burnt mortar and sprinkle them on withered trees, the trees would revive and suddenly put out of flowers. After saying this the dream vanished, and the old man who heard for the first time of the loss of his mortar, ran out weeping to the neighbour's house and begged them, at any rate, to give him back the ashes of his treasure. Having obtained it, he returned home, and made a trial of their virtues upon a withered cherry tree, which upon being touched by the ashes, immediately began to sprout and blossom. When he saw this wonderful effect, he put the ashes into a basket and went about the country, announcing himself as an old man who had the power of bringing dead trees to life again.

Questions	Answers
a) Who appeared in the dream?	a) The dog appeared in the dream.
b) What did the old man lose?	b) The old man lost his mortar.
c) What did the neighbour give?	c) The neighbour gave the ashes.
d) Where did the old man do his trial?	d) The old man did his trial on the withered cherry tree.
e) What was the power of the old man?	e) The power of the old man was to bring life to the dead
	tree.

PARAGRAPH QUESTIONS

1. The old farmer was a kind person. Justify the statement with suitable examples from thestory.

The old farmer was a kind person. He lived with his wife. They had a pet dog. One day, the dog found the treasure. They shared with the poor people. Next to them, lived a greedy couple. Oneday, they borrowed the dog from them. They compelled him to show them the treasure. But, the dog showed them a dirty ground. They got upset and killed the dog. After that incident also, the neighbours did many harms. But, the good old couple didn't care about that and helped them even after that.

2. How did the dog help the farmer even after its death? How did it help him next?

After the death of the dog, it appeared in his owner's dream. It informed him to make a mortar out of pine tree. They made and used for agriculture. Every rice had changed into richness. The envious neighbour borrowed the mortar and burnt. Again, the dog appeared in his dream and advised him to use the ashes on the withered trees. Then, it would grow again. The old man showed his power to the prince. He was rewarded. Thus, the dog helped him even after his death.

3. Why did the prince reward the farmer. but punish the neighbour for the same act?

Again, the dog appeared in the owner's dream and informed him to use his ashes on the withered tree. Then, it would grow again. The owner begged the neighbour to give the ashes. He went all over the country and helped the people with the ash. He showed his power to a prince. He rewarded him. On hearing this, the greedy man went to the castle with the remaining ashes. When he scattered the ash, it fell into the prince's eves and mouth. The soldiers hit him hard and the prince punished him.

4. Bring out the difference between the two neighbours with suitable examples to support your view

i. The old man was kind to the dog - The neighbour beat the dog

ii. The dog showed them treasure - The dog was killed by them

iii. The old man cried - The mortar was burnt

iv. The prince rewarded him - The prince punished him



AVERAGE STUDENTS

Topic : The Envious Neighbour

Genre : Japanese Fable

Theme :Don't be jealous of others

The old farmer was a **kind person**. He had a pet dog. One day they went out to the garden with their dog. It **stopped** suddenly **and started barking**. The old peopledug the place and found **gold and silver pieces**. The **covetous neighbour's attempt to become rich** was in vain. So he **killed the dog** and **burnt the mortar**. The **ashes** of the mortar **had a power of reviving** the dead trees. On seeing this, the **prince rewarded the old farmer** and **punished the covetous neighbour** for his lies. Now the old farmer, in spite of knowing the evil nature of the neighbour treated them kindly and **gave them a share of his riches**. The evil neighbourmended their ways.

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kind person - கருணையானவர்; barking - குரைத்தல்; covetous neighbor - பேராசை கொண்ட அண்டை வீட்டார்; burnt the mortar - உலக்கையை எரித்தனர்; ashes - சாம்பல்; reviving - புத்துயிர் பெறுதல்; prince - இளவரசர்; rewarded - பரிசளித்தார்; mended - சீர் செய்து

SLOW LEARNERS

Topic : The Envious Neighbour

Genre : Japanese Fable

Theme : Don't be jealous of others

- An old couple found a box of gold with the help of their dog.
- The neighbour was **envious** on them and **borrowed the dog**.
- They **killed the dog** for showing bones.
- > The old man buried the dog under a pine tree.
- > By the dog's words in dream he made a mortar; it turned the rice into gold.
- > The envious neighbour burnt the mortar.
- > The old couple sprinkled the ashes on the withered trees and made it bloom.
- > The prince honoured them with gold.
- **The neighbour was punished** for sprinkling the ash into prince's eyes.
- The old couple gave some gold to the neighbour.
- > The old envious people mended their ways.

TEXTUAL EXERCISES

A. Fill in the blanks with the new words from the glossary and use the words only once.

- 1.On seeing the old man, the dog wagged the tail.
- 2. The neighbor was a **covetous** cruel and superstitious man.
- 3. Grass had withred in the fields.
- 4. Doctors are **obliged** to take certain precautions.
- 5. When you are out with your puppy always have a <u>tit-bit</u> in your pocket.

PENGUIN 207 IX - ENGLISH

Unit 2

SUPPLEMENTARY

The Fun They Had



Isaac Asimov

About the author

Isaac Asimov, born on January 2nd, 1920 was an American writer and professor of Biochemistry at Boston University. He was known for his work of science fiction and "popular science'. Asimov was a prolific writer and edited more than 500 books, an estimated 90,000 letters and postcards. Asimov wrote "Hard Science Fiction' along with Robert A. Heinlein and Arthur C. Clarke. He was considered one of the best science fiction writers during his lifetime.



Pictures related to the lesson



CULTIVATING THE HABIT OF READING



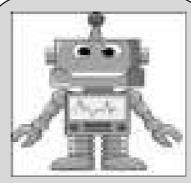
A CLASSROOM SITUATION



FUTURE



CLASSROOM IN 2157

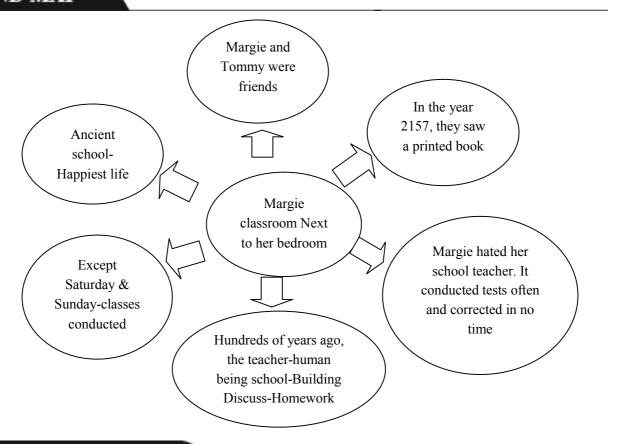


ROBOT

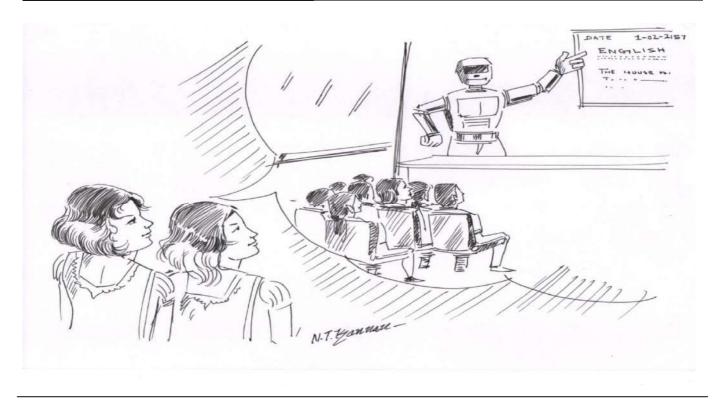


ADVANCED ROBOT

MIND MAP



Pictorial Description





Margie was eleven. Tommy was thirteen. They were friends. In the year 2157, they happened to see a printed book. It was about school. Margie hated school. In her school, she had a mechanical teacher. It used to conduct tests often. When she could not study Geography well, the Country Inspector was called to check. She wished that there was no more mechanical teacher. But it was brought back. Margie hated the slot where she had to put homework and test papers. It was corrected by her teacher in no time. Tommy began to say about the school in the past. Hundreds of years ago, the teacher was a human being. The school was a big building, where the students went and studied. It was funny for Margie to read about that. Next, she was called by her mother to the school room. It was next to her bedroom. Margie entered. The mechanical teacher began to teach arithmetic. Margie was reminded of the school in the past. At that time, the students could have enjoyed together in the ground. They might have discussed their homework and helped each other. It might have been a great fun.

TEXT TRANSLATION

SUPPLEMENTARY ENGLISH EXPLANATION	துணைப்பாடம் தமிழ் விரிவாக்கம்
Now, share your views about the changesthat you and yourclassmates expectin your school and classroom in about 20-50 years.	இப்பொழுது, உங்கள் வகுப்பு தோழர்களும் நீங்களும் இன்னும் 20-50 ஆண்டுகளில் வகுப்பறையில் நிகழும் என எதிர்பார்க்கும் மாற்றங்களைப் பற்றிய உங்கள் கருத்துக்கள் பகிர்ந்து கொள்ளுங்கள்.
Read the story to find out how a studentlike Margie studies in the year 2157.	2157 ஆம் ஆண்டில் மார்கி போன்ற ஒரு மாணவர் எவ்வாறு கற்றுக்கொள்கிறார் என்பதை அறிய இந்தக்கதையை படியுங்கள்.
Margie even wrote about it that night in her diary.	அன்றிரவே மார்கி அதைப்பற்றி தனது டைரியில் எழுதினாள்.
On the page headed 17 May 2157, she wrote,	2157, மே-17 என்ற பக்கத்தில் 'டாமி ஒரு உண்மையான
"Today Tommy found a real book!"	புத்தகத்தை இன்று கண்டுபிடித்தான்' என்று எழுதினாள்.
It was a very old book. Margie's grandfather once	அது ஒரு மிக பழமையான புத்தகம். மார்கியின் தாத்தா ஒரு
said that when he was a little boy his grandfather	நாள் அவளிடம் தனது சிறுவயதில் அனைத்து கதைகளும்
told him that there was a time when all stories were	தாள்களிலே அச்சிடப்பட்டே இருக்கும் என்று கூறினார்.
printed on paper.	
They turned the pages, which were yellow and	திரையில் நகர்ந்து கொண்டே இருக்கும் எழுத்துக்களை
crinkly, and it was awfully funny to read words that	பார்த்த அவர்களுக்கு, தாங்கள் தொட்டுத் திருப்பிய மஞ்சளான அந்த கசங்கிய காகிதங்களில் உள்ள
stood still instead of moving the way they were	மஞ்சளான அந்த கசங்கிய காகிதங்களில் உள்ள எழுத்துக்கள் நகராமல் இருப்பதை வாசிப்பதை வேடிக்கையாக
supposed to - on a screen, you know. And then	இருந்தது. படித்து முடித்த பக்கத்தை மறுபடியும் பார்க்கும்
when turned back to the page before, it had the	பொழுது அதே வார்த்தைகள் முதலில் வாசித்தது அப்படியே
same words on it that it had when they read it the	இருந்தது
first time.	
"Gee!", said Tommy, "What a waste. When you're through with the book, you just throw it away, I	"ஜீ' - என்ன ஒரு வீண். இந்த புத்தகத்தைப் படித்து முடித்ததும் தூக்கி எறிந்து விடத்தான் வேண்டும் என கருதுகிறேன்.
guess. Our television screen must have had a	ஆனால் நமது தொலைக்காட்சிப் பெட்டியில் மில்லியன்
million books on it and it's good for plenty more. I	கணக்கான புத்தகங்கள் ஏராளமாக இருக்கின்றது.
wouldn't throw it away."	அவைகளை தூக்கி எறியத் தேவையில்லை.
"Same with mine," said Margie. She was eleven	்எனக்கும் அப்படியே தோன்றுகிறது ['] என்று கூறினாள் மார்கி.

and hadn't seen as many telebooks as Tommy had. He was thirteen.	அவளுக்கு பதினொரு வயது, அவள் டாமி பார்த்த அளவுக்கு மின்னூல்கள் மார்கி பார்த்தது இல்லை. டாமி -க்கு வயது பதிமூன்று.
She said, "Where did you find it?"	"இதை எங்கே கண்டுபிடித்தாய்?" என்று கேட்டாள்.
"In my house". He pointed without looking, because he was busy reading. "In the attic."	அவன் வாசிப்பதில் கவனம் செலுத்தியதால், நிமிர்ந்து பாராமலே சைகை செய்து காட்டினான், "எனது வீட்டில்" "பரண் மேல்".
"What's it about?"	எதைப் பற்றியது இது?
"School."	'பள்ளிக் கூடம்'.
Margie was scornful. "School? What's there to write about school? I hate school."	மார்கி வெறுப்புடன் 'ஸ்கூல்' என்று முகம் சுளித்தாள். பள்ளியை பற்றி எழுத என்ன இருக்கிறது. நான் பள்ளிக்கூடத்தை வெறுக்கிறேன்.
Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the country inspector. He was a round little man with a red face and a whole box of tools with dials and wire. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew how all right, and, after an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old, and the mechanical teacher calculated the marks in no time.	மார்கி எப்பொழுதும் பள்ளியை வெறுப்பாள். ஆனால் இப்பொழுது அதிகமாக வெறுக்கிறாள். அவளது இயந்திர ஆசிரியர் அவளுக்கு நிலவியல் பாடத்தில் அடிக்கடி பரீட்சை வைத்துக் கொண்டிருந்தாள். அவளது அம்மாவே சோகமாக பரீட்சை வேண்டாம் என்று சொல்லும் வரை கொடுமைப்படுத்தியது. பின்னர், அம்மா அந்த ஊரின் மேற்பார்வையாளரை அழைத்தாள். அவருக்கு சிவந்த உருண்மையான முகம். அவருடைய பெட்டியில் கருவிகளும், கம்பிகளும் இருந்தன. அவர் மார்க்கியைப் பார்த்து, புன்னகைத்து, ஒரு ஆப்பிளைக் கொடுத்து, அந்த இயந்திர ஆசிரியரை அழைத்தார். மார்க்கியின் விருப்பம்,அவருக்கு அதை சரிபார்த்து மீண்டும் கொடுக்க தெரியக்கூடாது என்பதுதான். ஆனால், ஒரு மணி நேரத்திற்குள், அதை சரி செய்து, எல்லா பாடங்களும், கேள்விகளும் வரும்படி காட்டினார். அது மோசமாக தெரியவில்லை. மார்கிவெறுக்கும் ஒன்று என்னவென்றால், வீட்டுப்பாடங்களும், பரீட்சை எழுதுவதும் ஆகும். அதை ஒரு துளையிடும் கருவியில் எழுத வேண்டும். இதை, அவளது ஆறாம் வயதிலே கற்றுக்கொண்டாள். இயந்திர ஆசிரியர் இதை ஒரு சில நிமிடங்களில் திருத்திவிடுவாள்.
The inspector had smiled ofter he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs. Jones. I think the geography sector was geared a little too quickly. Those things happen sometimes. I've slowed it up to an average ten year level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again. Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.	இயந்திர மேற்பார்வையாளர், தனது வேலை முடிந்தவுடன் மார்கியின் தலையை தட்டினார். "திருமதி.ஜோன்ஸ், இது சிறுமியின் தவறு அல்ல. இதில் உள்ள புவியில் பகுதி வேகமாக உள்ளது. இது சில நேரம் நடக்கும். நான் அதை பார்த்து வயது குழந்தைக்கேற்ப மாற்றி உள்ளேன். அவளது முன்னேற்றம் திருப்திகரமாக உள்ளது. மறுபடியும், மார்கியின் தலையை தட்டினார். மார்கி ஏமாற்றம் அடைந்தாள். அவள், இயந்திர ஆசிரியரை தூக்கிக் கொண்டு போய்விடுவார்கள் என்று நினைத்தாள். இதற்கு முன்னர், டாமியின் ஆசிரியரை வரலாறு பகுதி காலியானதால், ஒரு மாதம் கொண்டு சென்றனர். அதனால், அவள் டாமியிடம், "பள்ளியைப் பற்றியெல்லாம் ஏன்

So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftilypronouncing the word carefully, "Centuries ago."

Margie was hurt. "Well I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure they had a teacher, but it was not a regular teacher. It was a human."

"A human? How could a human be a teacher?"

"Well, she told boys and girls things and gave them homework and asked them questions."

"A human isn't smart enough."

"Sure one is."

Margie wasn't prepared to dispute that, She said, "I wouldn't want a stranger in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same thing?"

"Sure, if they were the same age."

"But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

"Just the same they didn't do it that way then. If you don't like it, you don't have to read the book."

"I didn't say I didn't like it, "Margie said quickly. She wanted to read about those funny schools. They weren't even half finished when Margie's mother called, "Margie! School!"

Margie looked up. "No yet, Mamma."

"Now!" said Mrs. Jones, "And it's probably time for Tommy, too." Margie said to Tommy, "Can I read the book some more with you after school?"

"Maybe," he said nonchalantly. He walked away whistling, the dusty old book tucked beneath his

டாமி, அவளை கர்வத்துடன் பார்த்தான். "முட்டாள், இது நாம் படிக்கின்ற பள்ளிக்கூடம் கிடையாது. பல நூறு வருடங்களுக்கு முன் உள்ள பள்ளி ஆகும்" அவன் மறுபடியும், "நூற்றாண்டுகளுக்கு முன்" என்றான்.

மார்கியின் மனது காயம் அடைந்தது. "எனக்கு அவர்களின் பள்ளிக்கூடம் எப்படி இருந்தது என்று தெரியாது". தனது தோள் மேல் இருந்த புத்தகத்தைப் பார்த்து, "எது எப்படியோ, அவர்களுக்கும் அசிரியர் இருந்தார்."

ஆமாம் அவர்களுக்கும் ஆசிரியர் இருந்தார். ஆனால், நமது ஆசிரியரைப் போல அல்ல. அவர்கள் மனிதர்கள்".

"மனிதனா? எவ்வாறு ஒரு மனிதன் ஆசிரியராக ஆக முடியும்?"

"ஆம். அவர்களும் மாணவ மாணவியர்களுக்கு வீட்டுப்பாடம் கொடுத்து, பரீட்சையும் வைத்தார்கள்."

"ஒரு மனிதனால் இப்படி புத்திசாலியாக இருக்க முடியுமா," "ஆம்"

மார்கி, இதைப்பற்றி விவாதிக்க தயாராக இல்லை. "உனக்கு, இதை பற்றி அதிகமாக தெரியாது. ஆசிரியர்கள் வீட்டில் வாழவில்லை.

அவர்களுக்கென்று தனி கட்டிடம் இருந்தது. குழந்தைகள் அங்கே சென்று படித்தனர்."

எல்லா குழந்தைகளும் ஒரே பாடத்தை படித்தார்களா?"

"ஆமாம். ஒரே வயது மாணவர்கள் ஒரே பாடத்தை படித்தார்கள்"?

"ஆனால் எனது அம்மா ஒரு ஆசிரியர் ஒவ்வொரு மாணவ மாணவியர்களுக்கு ஏற்ப சொல்லிக் கொடுக்க வேண்டும் என்று சொல்லுகிறாள்."

அந்த முறையை பின்பற்ற வேண்டும். உனக்கு இந்த புத்தகத்தை படிக்க பிடிக்கவில்லையென்றால், படிக்காதே."

"எனக்கு பிடிக்கவில்லை என்று நான் சொல்லவில்லை" என்றாள் மார்கி

அவளுக்கு அந்த வேடிக்கையான பள்ளியைப் பற்றி படிக்க ஆர்வம் இருந்தது.

அவர்கள் பாதிப் புத்தகத்தைக் கூட படித்து முடிக்கவில்லை. அதற்குள், அவளது அம்மா, "மார்கி! பள்ளிக்கூடம் !" என்று கூப்பிட்டாள்.

மார்கி, "இன்னும் நேரம் ஆகவில்லை அம்மா" என்றாள்.

திருமதி ஜோன்ஸ்," இது டாமிக்கும் பள்ளி செல்லும் நேரம்" என்றாள்.

மார்கி, டாமியிடம், "பள்ளி நேரம் முடிந்தவுடன் நான் இந்த புத்தகத்தை படிக்கலாமா?" என்றாள்.

"படிக்கலாம்" என்று இயல்பாக கூறினான். அந்த பழைய புத்தகத்தை கையில் வைத்துக் கொண்டு, விசில் அடித்தபடியே arm.

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

In October 2017, the robot became a Saudi Arabian citizen, the first robot to receive citizenship of any country. In November 2017, Sophia was named the United Nations Development Programme's first ever Innovation Champion, and the first non-human to be given any United Nations title.

The screen was lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert Yesterday's homework in the proper slot."

Margie did so with a sigh, She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighborhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another with the home work and talk about it.

And the teachers were people...

The mechanical teacher was flashing on the screen: "When we add fractions 1/2 and 1/4...

Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

சென்றான்.

மார்கி பள்ளி அறைக்கு சென்றாள். அந்த அறை, அவளது படுக்கும் அறைக்கு அருகில் இருக்கிறது. அவளது இயந்திர ஆசிரியர் காத்திருக்கிறார். அந்த இயந்திரத்தை, சனிக்கிழமை மற்றும் ஞாயிற்றுக்கிழமை தவிர தயாராக வைத்திருப்பர். ஏனென்றால், அவளது அம்மா, சிறுமிகள் குறித்த நேரத்தில் தினமும் பாடம் படிக்க வேண்டும் என்று கூறுவாள்.

திரையில் பாடம் தெரிய ஆரம்பித்தது. இன்றைய எண்கணித பாடத்தில் பின்னங்களை கூட்டுதல் பற்றி படிக்கப் போகிறோம். தயவு செய்து, நேற்றைய வீட்டுப்பாடங்களை அதற்குரிய அச்சில் வைக்கவும்".

மார்கி ஒரு பெருமூச்சுடன் செய்தாள். அவள், தனது தாத்தாவின் தாத்தா படித்த பள்ளிக்கூடத்தை நினைத்தாள். பக்கத்தில் உள்ள அனைத்து குழந்தைகளும் ஒரே இடத்திற்கு வருவார்கள். சிரித்து, மகிழ்ந்து விளையாடி, அனைவரும் சேர்ந்து வீட்டுக்கு செல்லலாம். அவர்கள் அனைவரும் ஒரே விஷயத்தை படிப்பார்கள். அதனால், அனைவரும் சேர்ந்து வீட்டுப்பாடம் செய்யலாம்.

மேலும், ஆசிரியர்கள் மனிதர்கள்...

இயந்திர ஆசிரியர் திரையில், "நாம் 1/2 மற்றும் 1/4 என்னும் பின்னங்களை கூட்டும்பொழுது…" என்று மின்னியது.

பழைய காலங்களில், குழந்தைகள் எவ்வாறு அனுபவித்து படித்தார்கள் என்று மார்கி நினைத்தாள். அவர்கள் மிகவும் சந்தோஷமாக இருந்திருப்பார்கள் என்று எண்ணிக் கொண்டாள்.



Word	Meaning	Word	Meaning
crinkly (adj.)	- with many folds or lines	awfully(adv.)	- very, extremely
attic (n.)	- a place just below the roof used	scornful(adj.)	- feeling or expressing contempt
	as a store room		
loftily (adv.)	- something done in a proud or	nonchalantly(adv.)	- in a casually calm and relaxed
	haughty manner		manner

PENGUIN 213 IX - ENGLISH

READ THE FOLLOWING PASSAGE AND ANSWER THE QUESTIONS

1. It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper. They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to-on a screen, you know. And then when turned back to the page before, it had the same words on it that it had when they read it the first time. "Gee!," said Tommy, "What a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away."

Questions	Answers
1. What did Margie's grandfather tell?	1. Margie's grandfather told that he had read the stories in a
	paper book.
2. How were the stories printed in his	2. The stories were printed in paper.
childhood time?	
3. How was the book?	3. The book was old and it was yellow and crinkly.
4. How was the book in 2157?	4. In 2157, the book was moving in screens in television.
5. How many books did the television screen	5. The television book contained a million of books.
contain?	

2. Margie wasn't prepared to dispute that. She said, "I wouldn't want a stranger inmy house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

Adjusted to fit the mind of each boy and girl it teaches and that each kid has to betaught differently."

Questions	Answers
1. Who screamed in laughter?	1. Tommy screamed in laughter.
2. Who had special building for schooling?	2. The olden days students had special building for
	schooling.
3. How did the kids learn?	3. The kids learned same lesson.
4. What did her mother tell?	4. Her mother told that the teacher would adjust to fit the
	mind of each students.
5. Why the teacher has to teach differently?	5. The teacher know the mentality of the students so he/she
	has to teach differently.

3. Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because thehistory sector had blanked out completely. So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily pronouncing the word carefully, "Centuries ago."

[&]quot;And all the kids learned the same thing?"

[&]quot;Sure, if they were the same age."

[&]quot;But my mother says a teacher has to be

Questions	Answers
1. Why was Margie disappointed?	1. Margie was disappointed at her school.
2. Why did she hope that they would take the	2. She didn't like her teacher.
teacher away?	
3. For how many days the history sector had	3. The history sector had been blocked out for nearly one
been blocked out?	month.
4. What is not their kind of school?	4. The school of olden days was not their kind of school.
5. What phrase did he pronounce carefully?	5. "Centuries ago" was the phrase pronounced carefully by
	Tommy.

- 4. They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to on a screen, you know. And then when turned back to the pages before, it had the same words on it that t had when they read it the first time.
 - "Gee!" said Tommy, "What a waste. When you are through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away".
 - "Same with mine" said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen. She said, "Where did you find it?"

"In my house". He pointed without looking because he was busy reading. "In the attic".

Questions	Answers
1. How were the pages in the book?	1. The pages in the book were yellow and crinkly
2. What was not changing in the book?	2. The words were not changing in the book.
3. Which has million books on it?	3. The television screen has million books on it.
4. How old are Margie and Tommy?	4. Margie was 11 years old and Tommy was 13 years old.
5. Where did Tommy find the book?	5. Tommy found the book in the attic.

5. Margie always hated the school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the country inspector. He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped that he wouldn't know how to put it again, but he knew how all right and after an hour or so, there it was again, large black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put the homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old, and the mechanical teacher calculated the marks in no time.

Questions	Answers
1. What did Margie hate?	1. Margie hated the school.
2. What was the test given by the mechanical	2. The Geography test given by the mechanical teacher.
teacher?	
3. Describe the country inspector.	3. The country inspector was a round little man with a red
	face.
4. What is slot?	4. The slot is a part where the homeworks and testpapers had
	to be put.
5. How did the mechanical teacher calculate	5. The mechanical teacher calculated the marks in no time.
the mark?	

PENGUIN 215 IX - ENGLISH

- 6. "A human? How could a human be a teacher?"
 - "Well, she told boys and girls things and gave them homework and asked them questions."
 - "A human isn't smart enough" "Sure one is"

Margie wasn't prepared to dispute that. She said "I wouldn't want a stranger in my house to teach me".

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there".

"And all the kids learned the same thing?" "Sure, if they were the same age".

Questions	Answers
1. Who was the teacher in the olden days?	1. The human being was the teacher in the olden days.
2. What was the job of the teacher?	2. The job of the teacher was to teach, give the homework
	and ask the questions.
3. How was the teacher?	3. The teacher was smart.
4. Where was the teacher?	4. The teacher was in a special building.
5. Did the kids learn the same thing?	5. Yes, the kids learnt the same thing if they were of the
	same age.

7. Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time, every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours. The screen was lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot".

Questions	Answers
1. Where is the schoolroom?	1. The schoolroom is right next to the bedroom.
2. When is the school on?	2. The school is on everyday except Saturday and Sunday.
3. What did the mother say?	3. The mother said that little girls learned better if they
	learned at regular hours.
4. What is today's lesson?	4. Today's lesson is arithmetic.
5. Where does yesterday's homework to be	5. The yesterday's homework is to be inserted in the proper
inserted?	slot.

Characters and their Hints

1	Margie	- 11 years old
		- Hated school
2	Tommy	- 13 years old
		- Found a real book
3	Mechanical Teacher	- Gives tests in Geography
		-slot
		-punch code as homework
		-screen
4	Country Inspector	- Round little man
		-Red face



E-1.Describe Margie's mechanical Teacher and her Classroom in your own words.

In the year 2157, Margie has mechanical teacher. Her book is a big screen. She can see millions of books in the screen. The mechanical teacher conducts tests often and corrects in no time. When she could not study geography, country inspector comes to check it. Its speed is lessened. Her classroom is in the house itself. It is next to her bedroom. Except on Saturday and Sunday, she has classes.

2. Why did Margie hate her school? What was she thinking about at the end of the story?

Margie hated her school because the mechanical teacher conducts tests often and corrects in no time. When she could not study Geography, country inspector comes to check it. She thought that the mechanical teacher would never come back. But, it came back. Its speed is lessened. Moreover, there is no classmate. The homework has to be done by her alone. But in the past, school is a building where students went together. They discussed their homework and helped each other. At the end of the story, she longed for the ancient school system.

3. What was strange about he book"? why did Margie find it strange?

The "book' was strange because it was about the school in the past. The teachers were human beings. They taught a group of students. The school is a building where students went together. They discussed their homework and helped each other. They didn't learn inside the house. They had a lot of fun. They wer happy. So, it was strange to Margie.



AVERAGE STUDENTS

Story : The Fun They Had

Author : Issac Asimov

Theme : Advancement in Science

Moral : Old is Gold

The short story, 'The Fun They Had' written by Isaac Asimov deals with a boy and a girl. In 2157, Tommy finds a real book from the attic of Margie. It is a cranky, old printed paper book. The book is about centuries old schools. Those days they had real teachers. Students and teachers met in a place for education. It is called as schools. But in 2157 they have mechanical teachers and schools are at home. Margie hates her school and Geography teacher. Her Geography teacher is too fast so she fails often. The story about the old school impresses her. So she wants to read it. It is her school time so she goes to her school room with the thought of the book.

fun - வேடிக்கை; attic - பரண்; centuries old schools - நூற்றாண்டுகளுக்கு முன்பிருந்த பள்ளிக்கூடங்கள்; real - உண்மையான; impresses - ஈர்க்கப்பட்டு; mechanical - teacher - இயந்திர ஆசிரியர்

PENGUIN 217 IX - ENGLISH

SLOW LEARNERS

Story : The Fun They Had

Author : Issac Asimov

Theme : Advancement in Science

Moral : Old is Gold

- ➤ 'The Fun They Had' is written by Isaac Asimov deals with a boy and a girl in the year 2157.
- Tommy finds a real book from Margie's house.
- ➤ It is about old schools.
- The human teachers and students gathered in a place called schools.
- Margie hates her school and geography teacher.
- ➤ Because a room in the home is school and teacher is a machine.
- > There is no fun at all.

TEXTUAL EXERCISES

B. Fill in the blanks with the clues given below to complete the paragraph.

millions of books
yellow and crinkly
learning and spending
gerography
test papers
attic
time
real book
same thing
person
schools
words
house

schools of the past. Tommy found a (ii) real book which has been printed on paper. The book was old and the pages were (iii) yellow and crinkly. At present, the (iv) words were moving on a television screen. The television had over (v) million of books. He had found the old book in the (vi) attic of his house. While reading Tommy found that it was about the old schools. Margie hated school because she was having problems

withlearning (vii) <u>Geography</u>. The mechanical teacher was black and large with a screen. Margie hated the slot

Tommy and Margie found something about the (i)

where she had to insert her homework or (viii) <u>test</u> <u>papers.</u> Margie did not understand how a (ix) <u>person</u> could be a teacher and how the students were taught the (x) <u>same thing</u>. Then it was (xi) <u>time</u> school for Margie and Tommy. Margie went to the school room in her (xii) <u>house</u>, where the mechanical teacher stood. She was thinking about the old school and how much fun the children had, (xiii) <u>learning and spending</u> time together.

C. Bring out the difference between your school and Margie's school in the given tabular column. An example is done for you.

Margie's school	Your school
Teacher is a machine.	Teacher is a human
	being.
Books are in digital form	Books are in printed
	form.
School is at home.	school is at separate
	place.
There is no playground.	There is playground.

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D. Complete the following statements based on your reading.

- 1. The old book was found by **Tommy**
- 2. Margie was surprised to see the old book because **she hadn't seen any printed book**
- 3. The mechanical teacher was giving Margie **homework and tests.**
- 4. Margie had to study always at the same time every day, because her mother said little girls <u>learned</u> <u>better if they learned at regular hours.</u>
- 5. The geography sector in mechanical teacher was **geared a little too quickly.**

PENGUIN 219 IX - ENGLISH

Unit 3

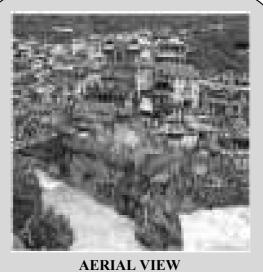
SUPPLEMENTARY

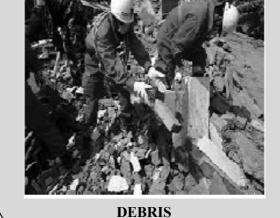
Earthquake



M.S. Mabadevan

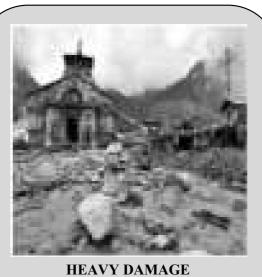
Pictures related to the lesson











PENGUIN 220 IX - ENGLISH

MIND MAP

Molthi-hillside village.

Brij - 13 years school boy went to Pauri to buy school books Four years ago, there was a terrible earthquake

He lost all. His 2 year old sister Bhuli – missing -Rescued later

Pictorial Description





Molthi is a hillside village. Four years ago, there was a terrible earthquake. It lasted less than five minutes. Brij was a thirteen years old school boy. On that day, he had gone to Pauri to buy school books. He stayed in his uncle's house. After four days, when he reached the village, there was nothing. He could see the dead body of his grandmother, mother and Nilu, his brother. His two years old sister, Bhuli was missing. He requested the army officer to search his sister. He was kind. He brought three more soldiers. They worked hard. Two hours later, there was a small hollow. A small feet was seen The sister had been buried under the rubbish things for 116 hours. The girl was saved. The next day, he went to thank the army officer. But, he couldn't find him. Then, he got a job in a roadside shop. Whenever he saw an army man, he would hope it was him. He gave a cup of tea to him and never ask him money. When he saw a tired traveler also, he gave him a tea without money. He felt peace of mind. He could see that army officer was everywhere. He was satisfied of this small service.

TEXT TRANSLATION

SUPPLEMENTARY ENGLISH IN	துணை பாடம் தமிழ்
Greetings, traveller. You looked tired and cold.	வணக்கம் ஐயா, நீங்கள், பயணம், செய்ததில் மிகவும் களைப்பாகவும் குளிரில் நடுங்கியும் காணப்படுகிறீர்கள்.
Are you a stranger to these parts? Waiting for the bus to Badrinath? Perhaps, you are a pilgrim or a visitor to the Valley of Flowers?	நீங்கள் இந்தப் பகுதிக்கு அந்நியரா? பத்ாிநாத் போவதற்கான பேருந்திற்காக காத்திருக்கிறீர்களா?
Anyway, whoever you are,come with me. Wait at my teashop. It is just past the bend in the road.	ஒரு வேளை நீங்கள் மலா்கள் பள்ளத்தாக்கிற்கு யாத்திரை வந்தீா்களா? அல்லது பாா்வையாளரா?
As you can see, I am carrying this can of milk to the shop. In ten minutes, I will have a fire going. While you warm yourself, I will prepare for you the best cup of tea in all Garhwal. It will chase away the pinched, blue look from your face. Here we are. Welcome to my humble roadside teashop. Make yourself comfortable on this wooden bench. It looks rickety but it will hold your weight.	எப்படியானாலும் சரி, நீங்கள் யாராக இருந்தாலும் சரி, என்னுடன் வாருங்கள், என் தேநீர் கடையில் காத்திருங்கள். என் கடை இந்த சாலையின் வளைவில் தான் இருக்கிறது நான் என் தேநீர் கடைக்கு பால் கொண்டு செல்வதை பார்த்தீர்கள் அல்லவா? பத்து நிமிடத்தில் அடுப்பை பற்றவைத்து உங்களுக்கு கார்வாலிலேயே சூடான சிறந்த தேநீரைத் தருகிறேன். அது உங்கள் அலுப்பை நீக்கி உங்கள் முகத்திற்கு புத்துணர்ச்சியை தரும். இதோ நாம் வந்துவிட்டோம். உங்களை என் சிறிய தாழ்மையான சாலையோர தேநீர் கடைக்கு வரவேற்கிறேன். இந்த மரபெஞ்சில் சௌகரியமாக உட்காருங்கள். பார்க்க மரபெஞ்ச்
My name, Sir? I am called Brij. I am seventeen years old. I started this tea shop two years ago.	ஐயா என் பெயர் பிர்ஜ். எனக்கு 17 வயது ஆகிறது. 2 வருடங்களுக்கு முன்பு நான் இந்த தேநீர் கடையை தொடங்கினேன்.
Before that I worked in a roadside shop outside Panipat. The heat, the crowd, the pollution – it was all too much. I had saved most of my earnings. I came back and with a little help I started this shop. By the grace of God, it provides me a decent enough	அதற்கு முன் நான் பானிபட் அருகே ஒரு சாலையோர கடையில் வேலைபார்த்தேன். பானிப்பட் வெப்பம், கூட்டம், மாசு மிகவும் அதிகம் கொண்ட நகரம். நான் என் வருவாயை சேமித்தேன், சிறு உதவியுடன் இந்த இடத்திற்கு திரும்பி வந்து இந்தக் கடையை ஆரம்பித்தேன். கடவுளின் கிருபையால் எனக்கு நன்கு வாழ்வதற்கு

livelihood.	போதுமான வருமானம் கிடைக்கிறது.
Here, your tea is ready – strong, sweet, flavoured with cardamom. Enjoy it, Sir, while I get on with my chores. This is my daily routine. At sunset, I will shut my shop and walk back the three miles to my dwelling on the hillside.	இதோ உங்கள் சூடான சுவையான, ஏலக்காய், தேநீர். குடித்து மகிழுங்கள், ஐயா, நான் என் வேலைகளை எல்லாம் முடித்ததும், சாயங்காலம் கடையை அடைத்து விட்டு இங்கிருந்து 3 மைல்கள் நடந்து மலை சரிவிலுள்ள என் வசிப்பிடத்திற்கு செல்வேன்.
The name of my village?	என் கிராமத்தின் பெயர்?
It was my village. The village of my ancestors.	அது தான் என் கிராமம். என் மூதாதையர்களின் கிராமம்
It is no more. Molthi is gone	என் கிராமம் இன்று இல்லை. மோல்தி காணாமலே போய்விட்டது.
What happened to my village?	என் கிராமத்திற்கு என்ன நடந்தது.
It was four years ago, in the month of October. One night the earth quaked. Yes, tremors are common in these parts. These snows may seem eternal, the Himalayas may look solid, but the truth is, deep down they are unstable. We, who live here, are accustomed to tremors.	4 வருடங்களுக்கு முன்பு,அக்டோபர் மாதத்தின் ஒரு இரவு நேரத்தில் நிலநடுக்கம் ஏற்பட்டது. ஆம், புவி அதிர்வு இங்கு பொதுவான ஒன்று தான். இந்த பனிமலை பார்க்க உறுதியாக தோன்றினாலும் அடி ஆழத்தில் நிலையற்றவை. இங்கு வாழும் மக்களுக்கு புவி அதிர்வு பழகிப் போன ஒன்று.
But what happened that night was more than that. It was a terrible earthquake. Its effects were felt as far away as Delhi and Lucknow.	ஆனால்,அன்றைய இரவு அதற்கு மேலும் நடந்துவிட்டது. அது ஒரு பயங்கர நிலநடுக்கம். அதன் விளைவுகள் டெல்லி மற்றும் லக்னோ போன்ற தொலைதூர இடங்களிலும் கூட உணரப்பட்டன.
Can you imagine the devastation at the heart of the earthquake?	பூகம்பத்தின் மையத்தில் உருவாகும் பேரழிவை நீங்கள் கற்பனை செய்து பாத்திருக்கிறீர்களா?
The epicentre was in a valley not far from here. There were six hundred and seventy villages in the valley. Six hundred and two were destroyed. The earthquake lasted less than five minutes. Time enough to set these centuries- old mountains crashing, to reduce our villages to rubble, to snuout hundreds of lives.	பூகம்பத்தின் மையம் அருகிலுள்ள பள்ளத்தாக்கில் தான் இருந்தது. அங்கே, 670 கிராமங்கள் அந்தப் பள்ளத்தாக்கில் இருந்தன. அதில் 602 கிராமங்கள் பூகம்பத்தால் அழிக்கப்பட்டுவிட்டன. நிலநடுக்கம் 5 நிமிடங்களுக்கும் குறைவாகவே நீடித்தது எனினும் அதுவே பல நூற்றாண்டுகளை கடந்து நின்ற பழைய மலையை சரிக்க போதுமானதாக இருந்தது. நிலநடுக்கம் எங்கள் கிராமங்களையும் நூற்றுக்கணக்கான மக்களையும் கொன்றுவிட்டது.
It was sheer chance that I was away that night. I had gone to Pauri tobuy my school books. I stayed the night at my uncle's house. We felt the tremors.	இதில் சந்தோசம் என்னவெனில் அந்த இரவு நான் என் கிராமத்தை விட்டு தூரமாக பவுரிக்கு சென்றிருந்தேன். பள்ளி புத்தகம் வாங்க பவுரிக்கு சென்ற நான் இரவு தாமதமானதால் என் மாமாவின் வீட்டில் தங்கி விட்டேன். அன்று இரவு நாங்கள் புவி அதிர்வை உணர்ந்தோம்.
We ran out into the open. Again and again the tremors came. We spent the entire night outside. Pauri lived through the night. Molthi did not.	நாங்கள் திறந்தவெளியை நோக்கி ஒடிவந்தோம். இரவெல்லாம் மீண்டும் மீண்டும் புவி அதிர்ந்ததை உணர்ந்தோம். எனவே திறந்த வெளியிலேயே இரவை கழித்தோம். இரவு புவி நடுக்கத்தில் பவுரி தப்பியது ஆனால் மோல்தி அழிந்து போனது
For the living, the nightmare began at daybreak when the news trickled in of the large-scale devastation.	பெருமளவிலான பேரழிவு என்பதை அறிந்த அனைவரும் விடியும் பொழுது கொடும் கனவு கண்டதைப் போல்

There were dozens of landslides. Huge boulders thrown haphazardly across motorable tracks and roads. Precious time was spent in blasting the rocks and clearing the way for Army rescue teams. It was all of four days before help arrived for Molthi.

உணர்ந்தனர். 12க்கும் அதிகமான நிலச்சரிவுகள். பாதையை மறைத்து கிடந்த பாறைகள் வெடிவைத்து தகர்க்கப்பட்டன, அவசரகதியில் ராணுவ மீட்புக் குழு செயல்பட்டது. அவர்களின் விலை மதிப்பற்ற நேரம் பாதையை சீரமைத்து மோல்திக்கு வருவதற்குள் 4 நாட்கள் கடந்துவிட்டது.

I was among the first to reach the village. My uncle accompanied me. We feared the worst, but nothing had prepared us for what we saw. Every single house, every wall, every roof had been flattened. Stone, rubble and dust were all that remained. Our house was a two-storeyed stone building with a slate roof. My great grandfather had built the house. We were a small family. My father had died after an illness, just fourteen months ago. My mother took care of us. We were three children. I was the oldest. My brother Nilu was ten.Bhuli, my two-year-old sister, was the baby of the family. My grandmother lived with us.

<u>அவர்களில் முதலாவதாக கிராமத்</u>தை அடைந்த முதல் நபராக நான் இருந்தேன். என் மாமா என்னுடன் இருந்தார். நாங்கள் மிகவும் மோசமாக உணர்ந்தோம், இவ்வாறு ஒரு அழிவை உண்மையில் காண நாங்கள் தயாராகியிருக்கவில்லை. ஒவ்வொருவீடும், வாசலும், சுவரும், கூரையும் அனைத்துமே តាតា தரைமட்டமாகியிருந்தது. கல், இடிபாடு. தூசி மட்டுமே எல்லா பக்கமும் மிஞ்சி இருந்தது. எங்கள் வீடு 2 மாடி கட்டிடம். என் கொள்ளுத் தாத்தா கட்டியது. குடும்பம் மிக சிறியது. என் தந்தை 14 மாதங்களுக்கு முன்பு நோய்வாய்ப்பட்டு இறந்துபோனார். அம்மா தான் எங்களை கவனித்துக் கொண்டார். நாங்கள் குழந்தைகள், நான் தான் மூத்த பையன். என் தம்பி நீலு 10 வயது, என் தங்கை புலிக்கு 2 வயது. அவள் தான் வீட்டின் கடைக்குட்டி. எங்கள் பாட்டி எங்களுடன் வசித்தார்.

When the soldiers began to clear the debris, my uncle led me away. I was in a complete daze, too numb to feel anything. The soldiers had set up a makeshift camp. Someone gave me tea and biscuits. I don't know how long I was there. Suddenly it was evening and uncle was standing beside me. "They have taken the bodies to the river bank," he said gently. "Come, you must perform the last rites before sunset. Tomorrow, we will go back to Pauri."

வீரர்கள் அங்கிருந்த இடிபாடுகளை அகற்றத் தொடங்கியதும் என் மாமா என்னை தூரமாக அழைத்துச் சென்றார். முழுமையான சோகக்கில் நான் ஒரு இருந்தேன். என்னால் எதையுமே உணர முடியவில்லை. யாரோ எனக்கு தேநீர், பிஸ்கட் தந்தார்கள். வீரர்கள் தற்காலிக முகாம் அமைத்தார்கள். நான் எப்படி இருந்தேன் என்றே எனக்குத் தெரியவில்லை. திடீரென என் மாமா மாலை என்னுடன் நின்று கொண்டிருந்தார். அவர்கள் உடலை ஆற்றங்கரைக்கு எடுத்துச் சென்றனர். வா, மாலை சூரியன் மறைவதற்குள் அவர்களின் இறுதி சடங்கை செய்து விடுவோம் என்று மெதுவாக கூறினார். நாளை நாம் பவுரிக்கு செல்வோம் என்று கூறினார்.

I had last seen my family while leaving for Pauri. They stood at the doorway and waved. Ma, Grandma, Nilu and Bhuli. That is the way I will always remember them – smiling and waving at me. Not as the white-shrouded lifeless figures I saw.

கடைசியாக என் குடும்பத்தை நான் பவுரி செல்லும் போது தான் பார்த்தேன். அம்மா, பாட்டி, நீலு, புலி அனைவரும் வாசலில் நின்று சிரித்தமுகமாக கை அசைத்தார்கள். உயிரற்ற உடல்களாக, வெள்ளைத் துணியில் சுற்றப்பட்ட சடலங்களை நான் அவர்களை பார்த்தேன். எனினும் சிரித்த முகத்துடன் அவர்கள் கை அசைத்தது மட்டுமே என் நினைவில் எப்பொழுதும் ஞாபகம் வரும்.

Bhuli? She was not there.

புலி? அவள் அங்கே இல்லை.

"They have not found her," my uncle said. "The wild animals ...Brij, don't look like that! She is dead."

"புலியை கண்டுபிடிக்க அவர்களால் முடியவில்லை. என மாமா கூறினார்."காட்டு மிருகங்கள் "".. பிர்ஜ், நீ அதை எல்லாம் நினைக்காதே, அவள் இறந்துவிட்டாள்.

"But we must find her," I shouted.

"ஆனால் நாம் அவளை கட்டாயம் கண்டு பிடிக்க வேண்டும்" நான் கத்தினேன்.

"Brij...get a grip on yourself," uncle pleaded.

"பிர்ஜ், மனதை திடப்படுத்திக்கொள், உன்னை நீயே

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But I was beyond reasoning. I ran back to the village, to the spot where my house had stood. There was still so much debris. I scrambled around shifting the earth and stones. How long I was on my knees searching, crying, searching...

ஆனால் நான் எதையும் கேட்கும் மனநிலையில் இல்லை, என் கிராமத்திற்கு ஓடினேன். என் வீடு இருந்த இடத்தில் நின்றேன். அங்கே இன்னும் அதிகமான இடிபாடுகள். நான் அங்கிருந்த கட்டிட இடிபாடுகளை தூக்கி எறிந்தேன். எவ்வளவு நேரம் நான் என் முழங்காலிட்டப்படி தேடினேன். என எனக்கே தெரியாது. அழுதேன், தேடினேன்,

<u>தேற்</u>றிக்கொள்" என மாமா கெஞ்சினார்.

அழுதேன்,தேடினேன்.

"Boy, it is no use" a voice said. I looked up. Thespeaker was the ArmyOfficer who had supervised the reliefoperation. "There is no one alive in there," he said, "whom are you lookingfor?"

"பையா எந்தப் பயனும் இல்லை" என ஒரு குரல் சொன்னது. நான் மேலே பார்த்தேன். பேசியவா் மீட்பு பணியை மேற்பாா்வையிட்ட ராணுவ அதிகாாி. "இங்கே யாரும் உயிருடன் இல்லை" என்றாா் "நீ யாரை கேடுகிறாய்" என கேட்டாா்.

"My sister, Sir," I said, fighting to control my tears, "All I want is to give her a proper cremation."

"என் தங்கை, ஐயா" நான் கூறினேன். என் கண்ணீரை கட்டுப்படுத்தம நான் போராடினேன். "அவளுக்கு முறையான உடல் தகனத்தை கொடுக்க வேண்டும் என விரும்புகிறேன்."என்று கூறினேன்.

I stopped, conscious that I was babbling. I could see that he was bone- tired. He looked as if he had not slept for days. His uniform was covered with dust, his face was grimy. But through all the dust and grime, I saw that his eyes were kind.

நான் உளரிக் கொண்டிருப்பதை உணர்ந்ததும் நான் பேசுவதை நிறுத்தினேன்.அவர் மிகவும் களைத்து போயிருந்ததை என்னால் காண முடிந்தது. அவர் பலநாட்களுக்கு தூங்கவேயில்லை என்பதை பார்த்ததுமே தெரிந்து கொள்ளும்வகையில் அவர் காணப்பட்டார்.அவரின் சீருடை முழுவதும் தூசியாக இருந்தது. அவர் முகம் கடுமையாக அழுக்காகி இருந்தது. எனினும் இவ்வளவு அழுக்குகளுக்கும், தூசிகளுக் கும் இடையிலும் அவர் கண்களில் கனிவு தெரிந்தது.

"My men have been on their feet for days," he said softly, as if talking to himself. "They have done all they could here. Tomorrow, at daybreak, we go to another village just like this, then another. He looked away at the sun setting behind the peaks. Down, in the valley, the pyres burnt, row upon row. The officer muttered something, shook his head and turned away. A terrible despair engulfed me. I lay there among the ruins of my house and cried.

"என் ராணுவ வீரர்கள் இங்கே 2 நாட்கள் தேடியுள் ளார்கள்" என்று அவர் மெதுவாக கூறினார். அவர்களால் இயன்ற அனைத்யைம் அவர்கள் இங்கே செய்<u>த</u>ு விட்டார்கள்.நூங்கள் நாளை இதை போன்ற வேறொருகிராமத்திற்கு செல்ல வேண்டும். பின் கிராமத்திற்கு வேண்டும் அடுத்தடுத்த செல்ல என்றார்.மேலே சிகரங்களுக்கு இடையில் மறைந்த சூரியனை பார்த்தார். கீழே பள்ளத்தாக்கைப் பார்த்தார், சிதைகள் நெருப்பு மூட்டப்பட்டு வரிசை வரிசையாக எரிந்து கொண்டிருந்தன. அதிகாரி தனக்கும் ஏதோ பேசிக் கொண்டார். திரும்பிச் தலையை அசைத்து விட்டு சென்றார். ஒரு பயங்கரமான விரக்தி என்னை விழுங்கியது. என் வீட்டின் இடுபாடுகளுக்கு மத்தியில் நான் கிடந்து அழுதேன்.

Ten minutes later, the officer was back. With him were three soldiers armed with spades and crowbars. Without a word, the men began, removing the debris. They laboured doggedly. When it was completely dark, someone brought a few lit petromax lamps. Two hours later, a soldier called out, "Sir!"

10 நிமிடங்களுக்கு பிறகு, அந்த அதிகாரி திரும்பி வந்தார். அவருடன் அவரது 3 வீரர்கள் கையில் கடப்பாறை, மண்வெட்டியுடன் வந்தார்கள். ஒரு வார்த்தை பேசாமல் வேகமாக இடிபாடுகளை கடப்பாறை,மண்வெட்டி கொண்டு அகற்ற ஆரம்பித் தார்கள். அவர்கள் விடாபிடியாக வேலை செய்தார்கள். அங்கே முழுமையாக இருள் பரவியது. யாரோ சிறிய பெட்ரோமாக்ஸ் விளக்கை கொண்டு வந்தார்கள். 2 மணி நேரங்களுக்கு பிறகு ஐயா என ஒரு ராணுவ வீரர்

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அழைத்தார்.

He stood in the middle of a small hollow. The wall had caved in at that spot. I recognized a part of a door. Beneath it, a small foot.

அவா் ஒரு சிறு குழியின் நடுவில் நின்று கொண்டிருந்தாா். அங்கே சுவா் ஒரு குகை போல் தோன்றியது. எனக்கு அது எங்கள் வீட்டு கதவு பகுதி என்பதை உணர முடிந்தது. அதன் கீழே சிறிய பாதங்கள்.

Feverishly the soldiers began to clear the hollow. Then, they lifted the door. பரபரப்புடன் ராணுவ வீரர் அந்த குழியை தோண்டினார். பின் அவர்கள் கதவை தூக்கினார்கள்.

"She is alive!" someone said.

அவள் உயிருடன்இருக்கிறாள்" யாரோ கூறினார்கள்

It was a miracle. She had been buried under the debris for a hundred and sixteen hours. She had survived the earthquake, the cold nights and the wild animals. Aragged cheer went up and the soldier wrapped her in a warm blanket and carried her to the tent where a makeshift hospital had been set up. Bhuli lived. The next day I went to thank the Army Officer. But he was gone. I did not even know his name.

"இது நிச்சயம் ஒரு அதிசயம் தான். அவள் கட்டிட இடிபாடுகளுக்குள் 116 மணி நேரம் இருந்தும் அவள் உயிருடன் இருந்தாள். அவள் பூகம்பம், குளிர், காட்டு விலங்குகளையும் தாண்டி உயிருடன் இருந்தாள். ஒரு புன்னகையுடன் அவளை ஒரு போர்வையில் மூடி தற்காலிக மருத்துவமனை அமைந்துள்ள கூடாரத்திற்கு அழைத்து சென்றனர். புலி உயிர் பிழைத்தாள். மறுநாள் இராணுவ அதிகாரிக்கு நன்றி தெரிவிக்கச் சென்றேன். ஆனால் அவர் போய்விட்டார். அவரின் பெயர் கூட எனக்குத் தெரியவில்லை.

My sister and I went on to live with my uncle. Soon after, I got a job at a dhaba near Panipat. Bhuli stayed back. She started going to school. It weighted on me that I never thanked that Army Officer. I hoped that one day I would run into him again. Every time I saw an army man, I would hope it was him. For months I would search for his face in every crowd. And one day, I did find him.

பானிபட் என் தங்கையும் நானும் என் மாமாவுடன் வந்தோம். அங்கே தாபாவில் ஒரு எனக்கு வேலை பள்ளிக்கூடம் கிடைத்தது.புலி செல்லத துவங்கினாள்.ராணுவ அதிகாரிக்கு நன்றி சொல்லவில்லையே என என் மனம் கனத்தது. ஒவ்வொரு மனித முகத்திலும் நான் அவரை தேட ஆரம்பித்தேன். ஒருநாள் நான் அவரைப் பார்த்தேன்.

It was late on a winter's night. A truck stopped at the shop. A man got out. He looked familiar. When hestepped into the light, I saw that it was not him, just someone who bore a strong resemblance. The man was tired. He asked for a cup of tea. As I served him, Sir, I felt this strange lightness. This sense of joy. When the man offered to pay, I did not take the money. The next day, it happened again. Every day, I would see someone, a complete stranger, a tired traveller, who reminded me of that officer. It was as if he was everywhere. And every time I served him tea, I felt a surge of sheer joy.

அது ஒரு குளிர்கால இரவு, அவர் டிரக்கை கடைமுன் நிறுத்திவிட்டு இறங்கி வந்தார். வெளிச்சத்தில் அவரை பார்த்த போது அவரைப் போலவே தோற்றம் உள்ள வேறு நபர் என்பதை உணர்ந்தேன். அவர் என்னிடம் தேநீர் கேட்ட பொழுது நான் அவருக்கு தேநீர் வழங்கினேன். அது எனக்கு லேசான உணர்வை தந்தது. பணம் செலுத்த அவர் பணம் தந்தபோது நான் பணம் வாங்க மறுத்தேன். அசதியும் களைப்பும் நிறைந்த ஒவ்வொரு முகங்களிலும் நான் அந்த ராணுவ வீரரை பார்த்தேன். அடுத்த நாள் அது மீண்டும் மீண்டும் நடந்தது. அவரை நான் எல்லா இடங்களிலும் பார்ப்பதைப் போல் இருந்தது. ஒவ்வொரு முறையும் நான் அவருக்கு தேநீர் பரிமாறினேன் அதில் நான் மகிழ்ச்சி அடைந்தேன்.

A month later, I quit my job at the shop and returned to those mountains. The shop owner was quite relieved. He had no use for a waiter who kept forgetting to present the bill to the customer. Now I am on my own. And I am at peace.

ஒரு மாதம் கழித்து அந்த தாபாவில் நான் பார்க்க வேலையை விட்டுவிட்டு என் கிராமத்திற்கு மலை திரும்பினேன்.கடை உரிமையாளர் நான் வேலையை விட்டு போனதில் மிகவும் நிம்மதி யடைந்தார். வாடிக்கையாளர் தரவேண்டிய கட்டணத்தை வாங்காமல் ம<u>றந்து</u>விடும்பணியாளனால் அவருக்கு எந்தப் பயனும் இல்லை என எண்ணினார். இன்று நான் என் சொந்தக்

	காலில் நிற்கிறேன். நான் நிம்மதியாக, அமைதியாக இருக்கிறேன்.
Here is your bus, Sir. No, no moneyyou were tired. All I offered you was a cup of tea. Maybe it was the best tea in all Garhwal. Maybe not. But I am happy Icould do you this small service. Wish you a safe journey, Sir. May God be with you!	ஐயா இதோ உங்கள் பேருந்து வந்துவிட்டது. வேண்டாம், வேண்டாம். பணம் எதுவும் எனக்கு வேண்டாம். நான் உங்களுக்கு ஒரு கப் தேநீர் அவ்வளவு தான் நான் தந்தது. ஏனெனில் நீங்கள் சோர்வாக இருந்தீர்கள். ஒரு வேளை கார்வாலில் நீங்கள் குடித்த தேநீர்களிலேயே இது சிறந்ததாகவும் இருக்கலாம். இல்லாமலும் போகலாம் ஆனால் உங்களுக்கு இந்த சிறு சேவையை செய்ததில் நான் மகிழ்ச்சி அடைகிறேன். உங்கள் பயணம் பாதுகாப்பான பயணமாக இருக்கட்டும். கடவுள் எப்பொழுதும் உங்களுடனே இருப்பார்.



Word	Meanign	Word	Meaning
tremor (n)	- a slight earthuake	devastation (n)	- the state of being decayed or
			destroyed
haphazardly(adv.)	- in a random manner	debris(n)	- scattered pieces of rubbish or
			remains
white shrouded (v)	- wrap or dress (a body in a	pyres (n)	- a heap of burnable material, for
	shroud for burial)		burning a corpse as part of a
			funeral ceremony
rickety (adj.)	- structure or piece of equipment		
	poorly made and likely to		
	collapse		

READ THE FOLLOWING PASSAGE AND ANSWER THE QUESTIONS

1. Here is your tea is ready – strong, sweet, flavoured with cardamom. Enjoy it, sir, while I get on my chores. This is my shop and walk back the three miles to my dwelling on the hill side.

The name of my village?

It was my village. The village of my ancestors.

Questions	Answers
1. How the tea is described?	1. The tea is ready – strong, sweet, flovoured with
	cardamom.
2. How many miles are to go for the dwelling?	2. Three miles are to go for the dwelling.
3. What is on the hill side?	3. The narrator's house is on the hill side.
4. What does the narrator get?	4. The narrator gets his chores.
5. Whose village was that?	5. It is the narrator's village.

2. The epicenter was in a valley not far from here. There were six hundred and seventy villages in the valley. Six hundred and two were destroyed. The earthquake lasted less than five munities. Time enough to set these centuries – old mountains crashing, to snuff out hundreds of lives. It was sheer chance that I was away that night. I had gone to Pauri to buy my school books. I stayed the night at my uncle's house. We felt the tremors. We ran out into the open. Again and again the tremors came. We spent the entire night outside Pauri lived through the night. Molthi did not.

Questions	Answers
1. How many villages are there in the valley?	1. Six hundred and seventy villages are there in the valley.
2. How many villages were destroyed?	2. Six hundred and two villages were destroyed.
3. Why had the narrator gone to Pauri?	3. The narrator had gone to Pauri to buy books.
4. Where did he stay at night?	4. He stayed at his uncle's home.
5. What had come again and again?	5. Tremors had come again and again.

3. When the soldiers began to clear the debris, my uncle led me away. I was in a complete daze, too numb to feel anything. The soldiers had set up a makeshift camp. Someone gave me tea and biscuits. I don't know how long I was there. Suddenly it was evening and uncle was standing beside me. "They have taken the bodies to the river bank," he said gently, "come, you must perform the last rites before sunset. Tomorrow, we will go to Pauri." I had lost my family while leaving for Pauri. They stood at the doorway and waved. Ma,Grandma, Nilu and Bhuli. That is the way I always remember them – smiling and waving at me. Not as the white – shrouded lifeless figures I saw.

Questions	Answers
1. Who led him away?	1. The narrator's uncle led him away.
2. Who was in complete daze?	2. The narrator was completely daze.
3. What was taken to the river bank?	3. The dead bodies were taken to the river bank.
4. What did the narrator had lose while he left	4. The narrator had lost his family.
Pauri?	
5. What did the narrator remember?	5. The narrator remembered his family's smiling face and
	waving hands

4. It was late on a winter's night. As truck stopped at the shop. A man got out. He looked familiar. When he stepped into the light, I saw that it was not him, just someone who bore a strong resemblance. The man was tired. He asked for a cup of tea. As I served him, sir, I felt this strange lightness. This sense of joy when the man offered to pay, it did not take the money. The next day, it happened again. Every day, I would see someone, a complete stranger, a tired traveler, who remained me of that officer. It was as if he was everywhere. And every time I served him tea, I felt a surge of sheer joy. A month later, I quit my job at the shop and returned to those mountains. The stop owner was quite relieved. He had no use for a waiter who kept forgetting to present the bill to the customer. Now I am on my own. And I am at peace.

Questions	Answers
1. What was stopped at the shop?	1. A truck was stopped at the shop.
2. Who was tired?	2. The strange man was tired.
3. Who reminded the officer?	3. The tired strange man reminded the officer.
4. What did the narrator serve him every time?	4. The narrator severed tea to him.
5. Who is in peace?	5. The narrator is in peace.



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

D.1. Explain the efforts taken by the Army Officer to save the baby.

M.S.Mahadevan's "Earthquake" is a story about a young man's remembrance on earthquake. Brij's family was destroyed by an earthquake. He went in search of his younger sister. He tried to find her under his destroyed house. An army man came forward to help him. He came with crow bar, spades and three soldiers. They joined together and dug the place. Brij saw a leg of her under a door. There they found her alive and rescued her. Thus the army officer saved the baby.

2. Brij has become a symbol of love and humanity. Explain.

Brij is a teashop keeper at Garhwal. He has a flash back story at his native. One day his family was got into an earthquake. At that time he went to buy his school books at Pauri. He reached his native with his uncle. There he came to know his family was dead. Everything was prepared for the funeral of his mother, brother and grandma. At that time he searched for his younger sister. She was missing. He went to his house and searched her. With the help of the army officer Brij found his sister and saved her alive. Now she is studying and he has his own shop. Till the moment he is in search of the army officer who saved. So he is very kind enough to all by thinking that he will meet him. Thus he has become a symbol of love and humanity.

ADDITIONAL PARAGRAPH

3. Explain the experience of Brij at his native.

M.S.Mahadevan's "Earthquake" is a story about a young man's remembrance on earthquake. Brij was seventeen years old when he was in his native. He had a beautiful family. They lived in a two storey house. It was built by his great grandfather. He lived with his mother, grandmother, brother and sister. Still he remembers his family's kind waving hand while he left his home. His native is near to Himalayas and it experiences frequent earthquakes. One day when he was out of his native, earthquake occurred. His family was no more. He returned with his uncle. His uncle asked him to do the cremation. He found his sister missing. He got her alive under the debris. He came to Panipat with his sister and uncle. This is the experience he got at his native.

4.Explain about the earthquake through the lesson "Earthquake"

M.S.Mahadeven's "Earthquake" is a story about a young man's remembrance on earthquake. Brij had a beautiful family in his native. His native is near the Himalaya. His native is often affected earthquake. He says the deep down of Himalaya is unstable. He lived with his mother, grandmother, brother and sister. Still he remembers his family's kind waving hand while he left his home. One day when he was out of his native earthquake came. His family was dead. He returned with his uncle. His uncle asked him to do the Cremation. He found his sister is missing. He got her alive under his damaged house. He came to Panipat with his sister and uncle.



Story :Earthquake
Author : M.S.Mahadevan
Theme :Service to Humanity

Moral :Service to man is Service to God.

M.S.Mahadevan's "Earthquake" is a story about a young man's remembrance on earthquake. Brij was seventeen years old when he was in his native. Brij was a teashop keeper at Garhwal. He had a flash back story at his native. One day his family was got into an earthquake. At that time he went to buy his school books at Pauri. He reached his native with his uncle. There he came to know his family was dead. Everything was prepared for the funeral of his mother, brother and grandma. At that time he searched for his younger sister. She was missing. He went to his house and searched her. With the help of the army officer Brij found his sister and saved her alive. Now she is studying and he had his own shop. Till the moment he was in search of the army officer who saved. So he was very kind enough to all by thinking that he would meet him. Thus he has become a symbol of love and humanity.

rememberance - நினைவு; teashop keeper - டி கடை நடத்தி வந்தார்; funeral - இறுதிச்சடங்கு; missing -காணவில்லை; humanity - மனித நேயம்; alive - உயிருடன்; search - தேடு

SLOW LEARNERS

Story : Earthquake
Author : M.S.Mahadevan
Theme : Service to Humanity

Moral :Service to man is Service to God.

- M.S.Mahadevan's "Earthquake" is a story about a young man's remembrance.
- > Brij is a **teashop keeper** at Garhwal.
- ➤ His family experienced an earthquake and died.
- > Everything was prepared for the funeral of his mother, brother and grandma.
- ➤ His sister was saved alive by the army officer.
- Now she is studying and he has his own shop.
- Till now he is searching that army officer.
- So he is very kind enough and becomes a symbol of love and humanity.



A. Fill in the blanks with words from the text.

- 1. The name of the narrator is **M.S.Mahadevan**
- 2. There were <u>670</u> villages in the valley.
- 3. Brij went to Pauri to buy his **School books**
- 4. The soldiers had set up a **make shift camp**
- 5. Bhuli had been buried under the debris for <u>116</u> hours

B.Based on your understanding of the story, choose the right answers from the options.

 Brij started a tea shop because he wa 	inted to
a) start a company.	b) serve the people.
c) go on a pilgrimage.	d) become a tour guide.
2. Molthi was completely devastated be	ecause of
a) a high intensity earthquake.	b) thunder and hail storm.
c) drought and famine.	d) fl ash floods.
3. The brother searched everywhere and	d looked dejected because
a) he couldn't find his house.	b) he couldn't locate his sister.
c) he was hungry and didn't eat fo	ra few days
d) he lost his school books.	
4. The boy had great reverence and resp	pect for Army ocers as they
a) were brave and courageous.	b) worked day and night
c) saved his sister from death.	d) all the above.
5. Brij finally served the traveller a	
a) cup of milk	b) cup of tea
c) glass of water	d) cup of coee

E. Answer the following questions based on the reading of the story. Do not forget to go back to the passage whenever necessary to find and confirm the answers.

Action	Effect
While you warm yourself	I will prepare the best tea.
I saved enough money	New Tea shop was opened.
It was a terrible earthquake	Six hundred and two villages were destroyed.
	were desiroyed.
It was a terrible earth quake	It was felt in Delhi & Lucknow
and it was felt.	
I ran back to the village	To search his sister
They lifted the door	They found the girl
I went to thank the Army	But he has gone.
officer	

PART I

Answer all the questions.

20X1=20



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There are two number of noun. They are singular and plural.

கொடுக்கப்பட்டுள்ள சொல்லின் சரியான ஒருமை,பன்மையை தரப்பட்டுள்ள option-ல் தெரிவு செய்யவேண்டும். ஒருமை கொடுத்து பன்மையையோ அல்லதுபன்மை கொடுத்து ஒருமையையோ கேட்கப்படும்.

Let us see how to form plural from singular.

1. By merely adding's' we can form plurals.

சில ஒருமை பெயர் சொற்களை பன்மையாக்கிஇறுதியில் 'S' சேர்க்க.

Pen - Pens

Pencil – pencils

dog - dogs

cat – cats

grown up – grown ups

spoonful – spoonfuls

dining room – dining rooms

2. If singular noun end with s, sh, ss, ch, x, add 'es' atthe end to make plural.

ஒருமை பெயர் சொற்கள் s, sh, ss, ch, x

ஆகியஎழுத்துக்களில் முடித்தால் அவற்றின் இறுதியில் 'es'சேர்த்தால், அவை பன்மையாக மாறிவிடும். Ex : Fox - Foxes

Tax – Taxes glass – glasses Torch – Torches class – calsses

brush – brushes

3. If singular nouns end with 'y' preceding consenaut, then remove 'y' and add 'ies'.

ஒருமைப் பெயர் சொல்லின் இறுதி எழுத்து

'y'எனஇருந்து அதற்குண்டான மெய்யெழுத்து (Consonant)இருந்தால் 'y' நீக்கி விட்டு 'ies' சேர்க்கவும்.

Ex: lady - ladies

army – armies city – cities

story – stories baby – babies

duty - duties

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- 4. If singular nouns end with 'y', preceded bythe vowelletters, then romove 'y' and add 's' to form the plural. ஒருமைப் பெயர் சொற்கள் 'y' ல் முடித்து
 - ஒருமைப் பெயர் சொற்கள் 'y' ல் முடித்து முன்உயிரெழுத்துக்கள் இருக்கும். (a,e,i,o,u) பட்சத்தில் 'y'நீக்கி விட்டு 's' ஐ சேர்த்தாலே அவை பன்மை வடிவமாகமாறி விடும்.
- Ex :day days ; Toy toys; chimney –chimneys; essay essays
- 5. If singular nouns end with 'o' preceded by consonant, then add 'es' to make it plural. ஒருமைப் பெயர் சொற்கள் 'o' ல் மு்டிந்து அதற்குமுன் மெய்யெழுத்து இருந்தால் 'es' சேர்த்தால் அவைபன்மை வடிவில் மாறிவிடும்.

potato – potatoes

tomato - tomatoes

buffalo - buffaloes

These are some exceptions. Here they are இவற்றில் சில விதிவிலக்குகள் உள்ளன. அவையாவன

Ex: kilo - kilos

memo - memos

dynamo - dynamos

6. If singular nouns end with 'o' preceded by vowel(a,e,i,o,u) then add 's' to make it plural. ஒருமைப் பெயர் சொற்கள் 'o' வில் முடித்து அதற்குமுன்னர் உயிரெழுத்துக்கள் இருந்தால், வெறும் 's'மட்டும் சேர்த்தால் அவை பன்மை வடிவங்களாக மாறிவிடும்.

folio – folios

studio - studios

radio - radios

7. If singular nouns end with 'f' or 'fe', then add 's' bydeleting 'f' or 'fe' and then add 'es' 'p'. ஒருமைப் பெயர் சொற்கள் அல்லது 'fe'ல்முடிவடைந்தால், அதை நீக்கி விட்டு 'ves'சேர்க்கவும்.

wife - wives self - selves
wolf - wolves thief - thieves
knife - knifes loaf - loaves

calf - calves

There are some exemptions.

Kerchief – kerchiefs roof – roofs grief – griefs hoof – hoofs 8. Some singular noun have entirely different pluralform. They are called irregular plurals spelling changesinternally for such plurals. சில ஒருமை பெயர் சொற்களின் பன்மை முற்றிலும்வேறுபட்டதாக இருக்கும். இவை irregular verbsஎன்றழைக்கப்படுகின்றன. இவ்வகையான பன்மைப்பெயர் சொற்களுக்கு வார்த்தையின், ஒருமையிலுள்ளஎழுத்துக்கள்.

Man – men woman – women child – children ox – oxen

tooth – teeth mouse – mice
Goose – geese foot – feet

- 9. When the singular nown ends with 'a' and 'e' to it tomake it plural
- Ex: antenna antennae ; vertebra vertebrae formula formulae ; alumina aluminae
- 10. When the singular noun ends with 'is' changes in to'es' to form plural.
 - 'is' ல் முடியும் ஒருமைப் பெயர் சொற்களுக்குப் பதில்'es' சேர்த்து பன்மையாக்கலாம்.
- Ex: Crisis Crises; axis axes, thesis theses, oasis oases; synopsis synopses; hypothesis ypotheses; diagnosis diagnoses, analysis analyses
- 11. If Singular nown ends with 'us' add 'i' by removing'us' to make it plural.
 'us' ல் முடியும் ஒருமைப் பெயர் சொற்களுக்கு 'us'யைநீக்கி விட்டு 'i' எனச் சேர்த்தால் அவை பன்மையாகும்.
- Ex: Radius Radii, Fungus Fungi, focus foci, Alumnus Alunini, terminus termini, Cactus cacti
- 12. Some singular noun which ends with 'us', may take'ora' or 'era' for their plural form 'us' ல் முடியும் சில ஒருமைப் பெயர் சொற்கள் 'ora' அல்லது 'era' என மாற்றிவிடும் போது அவை பன்மைபெயர் சொல்லாக மாறி விடும்.
- Ex : Corpus corpora genus genera
- 13. If singular noun ends with 'am' change 'a' instead of 'um' to form the plural noun.
- Ex: bacterium bacteria; aquarium aquaria; agendum agenda, medium media, erratum errata, curriculum curriaila, phylum phyla

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- 14. Singular nouns which end with 'on' add 'a' instead of on' to make plural form – 'on' ல் முடியும் ஒருமைப் பெயர்சொற்கள் 'a' என மாற்றம் செய்தால் பன்மையாகிவிடும்.
- Ex: Phenomenon phenomena critenion - criteria automation – automata polyhedron – polyhedra
- 15. Singular nouns that end with 'ex' change it to 'ices'to make plural noun. 'ex' என முடியும் ஒருமைப் பெயர் சொற்களுக்கு 'ex' ஐ நீக்கி விட்டு 'ies' சேர்த்தால் அவை பன்மையாகிவிடும்.

Ex: Index - indices / indexes

16. If singular noun ends with 'ix' then change 'ix' to'ices' to form plurals.

Ex: matrix - matrices appendix – appendices 'ix'க்கு பதிலாக 'ices' சேர்த்தால் அவை பன்மைபெயராக மாறி விடும்.

- 17. The following compound words have 's' in the firstword in their plural form. கூட்டுச் சொற்களின் முதல் சொல்லுடன் 's'சேர்த்தால் அவை பன்மை வடிவமாக மாறி விடும்.
- Ex : son in law = sons in lawdaugher - in law = daughters - in - lawcommander - in - chief = commanders - in - chief passer - by = passers - bygovernor – general = governors – general runner - up = runners - up
- 18. Some compound words have plural form in both thewords.

சில கூட்டு சொற்களை பன்மையாக்க அவற்றிலுள்ளஇரண்டு noun களையும் பன்மையாக மாற்ற வேண்டும்.

Woman student - women students Man servant – Men servants

19. The follwing nouns have the same form in bothsingular and plural.

News - News Corps – Corps Series - Series Things - Things Kudos - Kudos means - means eyeglasses – eyeglasses shorts - shorts

Premises – premises spectales - spectales trousers - trousers pants – pants scissors - scissors

20. The following nouns don't have 's' in their plural form

கீழ்கண்ட ஒருமைப் பெயர் சொற்களுக்கு 's' சேர்க்கவேண்டியதில்லை.

Ex: Cattle - cattle

deer - deer furniture – furniture advice - advice luggage – luggage stationary – stationery bison - bison equipment – equipment sheep – sheep swine - swine staff - staff scenery - scenery

Easy to Remenber

Singular	Plural
End with s, sh, ss, ch,	es
End with y (a,e,i,o,u)	S
end with y (consonant)	ies
end with o (consonent)	es
end with oc (voud)	S
end with f / fe	ves
end with a	ae
end with is	es
end with us	ʻi'
end with um	a
end with on	a
end with ex/ ix	ices



- 1. What is the plural form of 'axis'?
 - a) axiss b) axes

- 2. What is the plural form of 'crisis'?
 - a) crisis
- b) crises
- c) crisae
- 3. What is the plural for 'focus'?
 - a) focuses b) focus
- c) foci
- 4. What is the plural for 'terminus'?
 - a) terminus b) termine
- c) termini
- 5. What is the plural for 'memorandum'?
 - a) memoranclam
- b) memoranda
- c) memorandums
- 6. What is the plural form of 'stratum'?
 - a) stratum b) strati c) stratums
- 7. Which is the plural form of 'aquarium'?
 - a) aquariums
- b) aquarium

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c) aquaria

8. What is the plural for 'alumna'?

- a) alumnas b) alumnae
- c) alumnea

9. What is the plural for 'alumnus'?

- a) alumna b) alumni
- c) alum

10. What is the plural form of 'sheep'?

- a) sheeps
- b) sheepes
- c) sheep

11. What is the plural form of 'grown-up'?

- a) growns -up
- b) grown -ups
- c) grown-up

12. What is the plural form of 'man servant'?

- a) man servants
- b) men servant
- c) men servants

13. What is the plural form of 'spectacles'?

- a) spectacleses
- b) spectaclesis
- c) spectacles

14. What is the plural for 'analysis'?

- a) analysis b) analyses
- c) analyises

15. What is the plural for 'erratum'?

- a) erratum b) erratums
- c) errata

16. What is the plural for 'thief'?

- a) thiefs
- b) thiefes
- c) thieves

17. What is the plural for 'index'?

- a) indices b) indexs
- c) indice

18. What is the plural for 'criterion'?

- a) criterioins b) criteriae
- c) criteria
- 19. What is the plural for 'fungus'?
 - a) fungi
- b) fungae
- c) funguss

20. What is the plural for 'locus'?

- a) locuses b) loci
- c) locae

21. What is the plural for 'son-in-law'?

- a) son-in-laws
- b) son-in-law
- c) sons-in-laws

22. What is the plural for 'species'?

- a) specie
- b) specy
- c) species

23. What is the plural for piece of furniture?

- a) pieces of furniture
- b) pieces of furnitures
- c) piece of furnitures

24. What is the plural for 'buffalo'?

- a) buffalos b) buffaloes
- c) bafflos

25. What is the plural for 'goose'?

- a) geese
- b) gooses
- c) geeses

Answers:

1) axes	14) analyses
2) crises	15) errata
3) foci	16) thieves
4) termini	17) indices
5) genii	18) criteria
6) memoranda	19) fungi
7) strata	20) loci
8) aquaria	21) sons- in-law
9) alumni	22) species
10) sheep	23) pieces of furniture
11) grown - ups	24) buffaloes
12) men- servant	25) geese
13) spectacles	

O. NO SUFFIX WORD

PREFIX

Prefixes cannot function as independent words. They modify the meaning of the words to which they are added. One set of prefix reverses the meaning of the word.

வார்த்தைக்கு முன்னால் இணையும் வார்த்தைகள் தனி வார்த்தைகளாக செயல்பட முடியாது. அவைகள் சேரும் வார்த்தைகளின் அர்த்தத்தை மாற்றும். ஒருவகை முன்னால் சேர்க்கும் வார்த்தை, வார்த்தையின் அர்த்தத்தை தலைகீழாக மாற்றும்.

1. In -

active

land

sight

Insight Invocate

In

Inactive

Inland

vocate Im –

2.

Im	possible	Impossible		long	Prolong
1111	polite	Impolite		noun	Pronoun
	print	Imprint	6.	De –	Tronoun
	pure	Impure	De	code	Decode
2	•	impuic	DC		
3.	Pre –			fame	Defame
Pre	caution	Precaution		grade	Degrade
	face	Preface		forest	Deforest
	paid	Prepaid	7.	Bi –	
	record	Pre-record	Bi	cycle	Bicycle
				labial	Bilabial
4.	Post –			lateral	Bilateral
Post	box	Postbox		monthly Bi-mor	nthly
	paid	Postpaid	8.	Tri –	
	graduate	Post graduate	Tri	angle	Triangle
	colonial	Post-colonial		colour	Tricolour
5.	Pro –			cycle	Tricycle
Pro	claim	Proclaim		lateral	Tri-lateral
	democracy	Pro-democracy			

Prefix	Meaning	Example
Contra	Against/ Opposite	Contraindicate
Contradiction		
Counter	Contrary/ Opposite	Counteract
Counterclockwise		
Dia	Passing Through/ Across/ Between	Dialogue
Diameter		
Fore	Before	Foretell
Forecast		
Pan	Pertaining to All	Pan American
Pan Indian		

PREFIX

S. NO	PREFIX	WORD	NEW WORD
1	Anti	Biotic	Antibiotic
2	Со	Worker	Co-worker
3	De	Forest	Deforest
4	Dis	Agree	Disagree
		Appear	Disappear
		Approve	Disapprove
5	Em	Brace	Embrace
6	Ex	Terminate	Exterminate
7	Extra	Ordinary	Extraordinary
8	Hyper	Active	Hyperactive
9	11	Legal	Illegal
10	In	Definite	Indefinite

11	Ir	Responsible	Irresponsible
12	Inter	Act	Interact
13	Micro	Biology	Microbiology
14	Mis	Understand	Misunderstand
15	Mono	Syllable	Monosyllable
16	Post	Mortem	Post-mortem
17	Pre	Fix	Prefix
18	Re	Discover	Rediscover
19	Semi	Circle	Semicircle
20	Super	Star	Superstar
21	Trans	Port	Transport
22	Tri	Angle	Triangle
23	Un	Нарру	Unhappy

SUFFIX

A suffix is a letter or a group of letters linked to the end of a word. By adding suffixes, the grammatical function of the words gets changed.

suffix என்பது வார்த்தையின் கடைசியில் இணைக்கப்படும் ஒரு எழுத்து அல்லது ஒரு சில எழுத்துகள். பின்வரும் எழுத்து அல்லது எழுத்துகளை இணைப்பதால், அந்த வார்த்தைகளின் இலக்கண செயல் மாறும்.

Eg: adding "ment" to the root word "manage" which is a verb, the new word becomes a noun - "Management"

Suffix	Function	Examples
- ile	It is used to express capability, liability,	Docile, Fragile, Juvenile, Volatile, Ductile
	Susceptibility etc	
-ling	It refers to one that is young, small or inferior	Fulfilling, Duckling, labelling
-let	Indicate Smallness	Booklet, Eaglet, Leaflet
-ette	It is generally used in diminutive sense reoffering	Novelette, Kitchenette
	to something small and tiny	
-ity	It is used for changing adjectives into noun of	Visibility, Ability, durability, Capability,
	quality and condition	Ductility, Sensiblity
-ise	It is used to change an adjective or noun into	Familiarise, Verbalise, Popularise, Criticise,
	adverb. It is also used to indicate quality condition	Vandalise, Publicise
	or function.	
-ly	It is used to change a adjective into adverb	Slowly, Sweetly, Immediately and Frequently

S. NO	WORD	SUFFIX	NEW WORD
1	Remedy	al	Remedial
2	Post	age	Postage
3	Count	able	Countable
4	Free	dom	Freedom
5	Invent	or	Inventor
6	Escape	ism	Escapism
7	Valid	ity	Validity
8	Enjoy	ment	Enjoyment

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9	Нарру	ness	Happiness
10	Friend	ship	Friendship
11	Promote	tion	Promotion
12	Power	ful	Powerful
13	Number	wise	Numberwise
14	Wire	less	Wireless
15	Awe	some	Awesome
16	Child	hood	Childhood
17	Fortune	ate	Fortunate
18	Book	let	Booklet
19	Clear	ly	Clearly
20	Child	ish	Childish
21	Danger	ous	Dangerous
22	Cruel	ty	Cruelty
23	Full	у	Fully

Book Back

Read the list of words formed by adding suffixes:

Frequent	- frequently
Satisfy	- satisfaction
Willing	- willingness
Comfort	- comfortable
Resemble	- resemblance
Noble	- nobility

Form two derivatives from each of the following words by adding prefixes and suffixes:

Word	Prefix	Suffix
patient	impatient	patiently
honour	dishonour	honourable
respect	disrespect	respectful
mange	mismanage	management
fertile	infertile	fertility
different	indifferent	differently
friend	befriend	friendly, friendship
obey	disobey	obedient, obedience

Suffixes

Form a derivate by adding the right suffix to the words.

1. 'frequent'		3. 'willing'	
a) – ance	b) – able	a) – less	b) – ence
c) – ful	d) – l y	c) – ly	d) – ness
2. 'satisfactory'		4. 'comfort'	
a) – ion	b) – ness	a) – able	b) – ly
c) – less	d) – ance	c) – ness	d) – ment

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5. 'resemble'		14. 'obey'	
a) – ence	b) – ance	a) - ly	b) — dient
c) – ity	d) – less	c) - at	d) – ness
6. 'noble'			
a) – ize	b) – less		
c) – ity	d) – ance	Prefixes	
7. 'patient'		Add a suitable prefix to the root word:	
a) - ly	b) – ate	1. 'patient'	
c) –ity	d) – ness	a) in -	b) – ins
		c) – ill	d) – ir
8. 'honour'		2. 'honour'	
a) – ity	b) – able	a) dis -	b) – un
c) – iance	d) - ly	c) – im	d) – semi
9. 'respect'		3. 'respect'	
a) – ful	b) – ity	a) un -	b) – dis
c) – ige	d) – ian	c) – il	d) – en
10. 'manage'		4. 'manage'	
a) - y	b) – ar	a) mis -	b) dis -
c) – er	d) – r	c) ir -	d) – al
11. 'fertile'		5. 'fertile'	
a) – ity	b) –ness	a) un -	b) in -
c) – less	d) – ful	c) im -	d) dis –
12. 'different'		6. 'friend'	
a) – ance	b) – ly	a) be -	b) re -
c) – ness	d) – ism	c) dis -	d) en –
13. 'friend'		7. 'obey'	
a) – ship	b) – ness	a) in -	b) im -
c) – ness	d) – in	c) ir -	d) dis –

ABBREVIATIONS & ACRONYMS

1 MARKS

கீழே கொடுக்கப்பட்டுள்ள Abbreviationயும் Acronymயும் நன்கு படிக்கவும். இது எளிதான பகுதி. மாணவர்கள் முழு மதிப்பெண்கள் பெறலாம்.

Abbreviation என்பது ஏதாவது முறையில் வார்த்தை அல்லது சொற்றொடரை சுருக்குவதாகும்

ABBREVIATION:

- a) An abbreviation is shortening of a word or a phrase by any method. It can be spelt word by word. Eg: prof. sr. B.Tech B.A. M.A.
- b) A contraction is a reduction of word size

Contraction என்பது வார்த்தையின் அளவை குறைப்பதாகும்.

Eg: Dr, Er, can't they're

c) An acronym is a word formed with the first letters of the words in the phrase. It can be pronounced as a word.

Acronym என்பது சொற்றொடரில் உள்ள முதல் எழுத்துகளால் உருவாக்கப்படுகிறது. இதை, ஒரு வார்த்தையாக உச்சரிக்க முடியும்.

Eg: UNESCO, AIDS, SIM, AVADI, AIR

No.	Abbreviation	Expansion
1.	P.A.	Personal Assistant
2.	P.S.	Personal Secretary / Post Script
3.	B. Tech.	Bachelor of Technology
4.	B.P.	Blood Pressure
5.	A.I.R.	All India Radio
6.	Dr.	Doctor
7.	G.M.	General Manager
8.	S.B.I	State Bank Of India
9.	B. Pharm.	Bachelor of Pharmacy
10.	S.S.L.C.	Secondary School Leaving Certificate
11.	B.Com	Bachelor of Commerce
12.	M.Com	Master of Commerce
13.	B.Sc.	Bachelor of Science
14.	M.Sc.	Master of Science
15.	M.S.	Master of Surgery
16.	M.B.B.S.	Bachelor of Medicine And Bachelor Of Surgery
17.	B.E.	Bachelor of Engineering
18.	M.E.	Master of Engineering
19.	B.L.	Bachelor of Law
20.	B.Ed.	Bachelor of Education
21.	M.Ed.	Master of Education
22.	L.P.G.	Liquefied Petroleum Gas
23.	F.A.O.	Food and Agriculture Organization
24.	F.A.Q	Frequently Asked Question
25.	A.U.T.	Association of University Teachers
26.	F.C.A.	Fellow of the Institute of Chartered Accountants
27.	G8	Group of Eight Nations
28.	C.M.	Chief Minister
29.	P.M.	Prime Minister
30.	F.M.	Frequency Modulation
31.	A.T.M.	Automated Teller Machine
32.	D.E.O.	District Educational Officer
33.	A.E.O.	Assistant Educational Officer
34.	I.A.S.	Indian Administrative Service
35.	I.P.S.	Indian Police Service
36.	M.L.A.	Member of Legislative Assembly
37.	M.P.	Member of Parliament

38.	B.P.O.	Business Process Outsourcing
39.	K.P.O.	Knowledge Process Outsourcing
40.	C.B.I.	Central Bureau of Investigation
41.	K.K.N.P.P.	Kudankulam Nuclear Power Plant
42.	B.B.C.	British Broadcasting Corporation
43.	C.C.T.V.	Closed Circuit Television
44.	R.T.E.	Right To Education
45.	S.A.T.	Scholastic Aptitude Test
46.	C.A.D.	Computer Aided Designing
47.	C.D.	Compact Disc
48.	C.P.U.	Central Processing Unit
49.	M.B.A.	Master of Business Administration
50.	M. Phil.	Master of Philosophy
51.	I.F.S.	Indian Foreign Service (Or) Indian Forest Service
52.	N.D.A.	National Defence Academy
53.	L.A.N.	Local Area Network
54.	U.P.S.	Uninterrupted Power Supply
55.	S.M.S.	Short Messaging Service
56.	N.S.S.	National Service Scheme
57.	U.N.O.	United Nations Organization
58.	V.I.P.	Very Important Person
59.	U.G.C.	University Grants Commission
60.	P.I.N.	Postal Index Number
61.	T.N.P.S.C.	Tamil Nadu Public Service Commission
62.	M.C.A.	Master of computer Application
63.	W.H.O.	World Health Organization
64.	T.O.E.F.L.	Test Of English as a Foreign Language
65.	I.E.L.T.S.	International English Language Testing System
66.	G.A.T.E.	Graduate Aptitude Test for Engineering
67.	C.A.T.	Common Aptitude Test
68.	I.S.R.O.	Indian Space Research Organization
69.	N.A.S.A.	National Aeronautics and Space Administration
70.	AVADI	Armed Vehicles and Ammunition Deport of India
71.	TANSI	Tamil Nadu Small Scale Industries
72.	PAN	Permanent Account Number
73.	AIDS	Acquired Immuno Deficiency Syndrome
74.	RAM	Random Access Memory
75.	ROM	Read Only Memory
76.	VISCOM	Visual Communication
77.	SAARC	South Asian Association for Regional Co-operation
78.	OPEC	Organization of Petroleum Exporting Countries
79.	UNESCO	United Nations Economic Scientific and Cultural Organization
80.	NEWS	North East West South
81.	HUDCO	Housing and Urban Development

82.	POTA	Prevention Of Terrorist Activities Act
83.	ESMA	Essential Services Maintenance Act
84.	SALT	Strategic Arms Limitation Talks
85.	UFO	Unidentified Flying Object
86.	ILO	International Labour Organization
87.	TAFE	Tractor and Farming Equipment
88.	RBI	Reserve Bank Of India
89.	SSC	Staff Selection Commission
90.	IOC	Indian Oil Corporation
91.	NGO	Non-Government Organization



Choose the expanded form of the following abbreviations:

- 1. RSC
 - a) Reference Stopped contest
 - b) Refer Stopped contest
 - c) Refined Selected contest
 - d)Return Stoppage content
- 2. USA
 - a) Union States of America
 - b) United States of America
 - c) Union States of America
 - d) Unlimited States of America
- 3. AIBA
 - a) Association of Inter states Boxes Amateur
 - b) Association International de Boxing Amateur
 - c) Administrative International Boxing Amateur
 - d) Admission to International Boxing Amateur
- 4. IELTS
 - a) International English Language Testing System
 - b) Indragandhi English Language Testing System
 - c) Intercontinental English Language Test System
 - d) Interested English Learnerst Test System
- 5. GST
 - a) Good and Service Taxation
 - b) Good and Services Taxable
 - c) Goods and Services Tax
 - d) Google and Services Taxes
- 6. TNPSC
 - a) Tamil Nadu Public Service Commission

- b) Tamil Nadu Publish Service Commission
- c) Tamil Nadu Public Success Commission
- d) Tamil Nadu People Service Commission
- 7. STD
 - a) Subscribe Trunk Dialing
 - b) Subscriber Trunk Dialing
 - c) Subscription Truck Dialing
 - d) Subordinate Truck Dialing
- 8. ISD
 - a) International Subscriber Dialing
 - b) Inter Sate Successive Dialing
 - c) Intersection Subscribe Dialing
 - d) Intermission Subsequent Dialing
- 9. MBA
 - a) Master of British Academy
 - b) Master of Bengal Accademy
 - c) Master of Business Administration
 - d) Master of Business Administrator
- 10. MHRD
 - a) Ministry of Human Resource Developer
 - b) Ministry of Humour Resource Development
 - c) Ministry of Human Record Development
 - d) Ministry of Human Resource Development
- 11. GPS
 - a) Global Placing System
 - b) Global Pointing System
 - c) Global Positioning System
 - d) Global Pearing System
- 12. NSS
 - a) National Subscriber Scheme
 - b) National Satellite Scheme
 - c) National Service Scheme

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13. PTA

- a) Parental Technique Association
- b) Parents Teachers Association
- c) Parents Teachers Association
- d) Parent Teaching Academy

14. NGO

a) Non Government Organization

- b) Non Government Orientation
- c) Non Governmental Orientation
- d) Non Government Organization

15. ICU

- a) Intense Caring Unit
- b) Intensive Care Unit
- c) Intensive Caring Unity
- d) Intense Care Union

16. IIM

a) Indian Institute of Management

- b) Indian Institute Manager
- c) Indian Inservice Management
- d) Indian Interstate Mangement

17. MRI

- a) Magnet Resource Imaging
- b) Mantel Resource Imaging

c) Magnetic Resource Imaging

d) Magnetism Resource Imaging

18. ECG

a) Electro Cardio Gram

- b) Electric Cardio Gram
- c) Electrical Cardio Gram
- d) Electro Card Gram

19. NCC

a) National Cadet Corps

- b) Nation's Candidate Corps
- c) National Cadet Corpse
- d) National Candid Corps

20. LED

a) Light Emitting Diode

- b) Light Emission Display
- c) Light Emit Disorder
- d) Light Emission Diode

21. CPU

- a) Central Public Unit
- b) Central Processing Unit
- c) Central Process Union
- d) Central Procedure Unit

22. CBSE

a) Central Board of School Education

b) Central Board of Secondary Education

- c) Central Board of Schooling Education
- d) Central Board of School Education

23. GDP

a) Gross Domestic Product

- b) Grass Domain Premise
- c) Gross Domain Produce
- d) Gross Domain Product

24. LCD

- a) Liquidity Crystal Display
- b) Liquid Cryst Display

c) Liquid Crystal Display

d) Liquid Crystal Disorder

25. NRI

- a) Non Residing Indian
- b) Non Recovery Indian
- c) Non Resistering Indian
- d) Non Resident Indian

26. IIT

a) Indian Institute of Technology

- b) Indian Institute of Technique
- c) Indians Institute Teaching
- d) India Institute of Tethering

27. ITI

a) Industry Trainee Institute

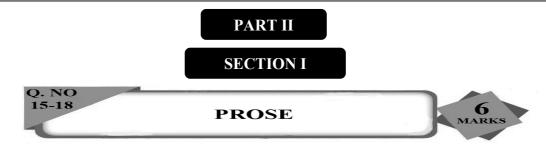
b) Industrial Training Institute

- c) Industries Training Instituter
- d) Industry Tariff Instruction

28. EMI

a) Equated Monthly Instalment

- b) Equal Month Investment
- c) Equality Monthly Investment
- d) Equity Month Instalment



ANSWER ANY TWO OF THE FOLLOWING OUESTIONS IN ABOUT 30 WORDS EACH

- ≽ கொடுக்கப்பட்டுள்ள 4 வினாக்களிலிருந்து ஏதேனும் 3 வினாக்களுக்கு விடையளிக்கவும்
- > இவை Prose பகுதியிலிருந்து வினாக்கள் கேட்கப்படும்.

Q. NO 19-22 APPRECIATION QUESTIONS 6 MARKS

Read the following set of poetic line and answer any four sets.

- 🕨 கொடுக்கப்பட்டுள்ள 4 வினாக்களிலிருந்து ஏதேனும் 3 வினாக்களுக்கு விடையளிக்கவும்
- > இவை Poem பகுதியிலிருந்து வினாக்கள் கேட்கப்படும்.



Voice is that form of the verb which shows the relation of the subject of the verb to the action expressed by it. It shows whether the subject of the verb acts or is acted upon, ie whether the doer of an action is the subject or object in a sentence. For example,

Ajit ate a mango. (Subject)

A mango was eaten by Ajit. (Object)

Kind of Voice

A **transitive** verb has two voices: **active** and **passive**. In **active voice** the subject names the actor that is, the subject is the performer of the action expressed by the verb. In other words, we can say that the person or thing denoted by the subject **does something** that is, it is the **doer** of the action. For example,

Rajesh kills a tiger.

(Here the person denoted by the subject, namely Rajesh, does something to a tiger.)

In **passive voice** the subject names the object or receiver of the action. In other words, it means that something is done to the person or thing denoted by subject. For example,

A tiger is killed by Rajesh.

(Here the thing denoted by the subject, namely a tiger, suffers something from Rajesh.)

The active voice is used when the **doer of the action** (that is, agent) is to be made prominent. The passive voice is used when the person or thing **acted upon** is to be made prominent. The passive voice is generally used when the doer of the action is not known, is not important, or is not to be mentioned.

To change sentences from active to passive voice, the following points must be taken note of:

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i) The object of the active sentence becomes the subject of the passive sentence.	iv) The past participle of the main verb is preceded by the appropriate form of the verb 'to be' (am, is, are, was, were, be, been, being), keeping in mind the number of the subject and tense of the verb.
ii) The subject of the active sentence becomes the object of the passive sentence.	v) ' By ' precedes the agent of the passive voice, if it is necessary.
iii) The past participle of the main verb is used.	necessary.

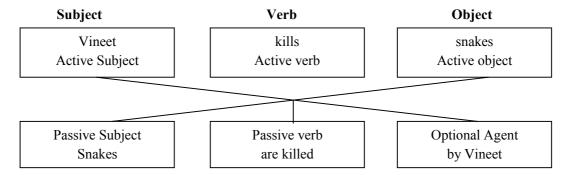
Since the active object has to become the passive subject in the passive voice, intransitive verbs are always in the active voice. It is only transitive verbs that can be put into the passive voice.

It is to be noted that it does not change the basic meaning of a sentence, so it is a kind of transformation that alters the grammatical functions of the constituents.

Tense and **mood** too are the indicators of verbforms but they do not change the functions of subject and object nor do they affect word order in a sentence, therefore voice is different from tense and mood.

Note: We can, use another word in place of 'by'specially when the verbs express 'states' rather than 'actions' done by the agent. For example,

Active	Passive
The result surprised me.	I was surprised at the result.
The news shocked me.	I was shocked at the news.
His manners pleased me.	I was pleased with his manners.

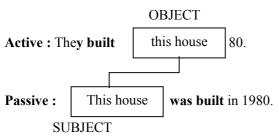


Active and Passive Structures

Look at the sentences given below:

- (1) They **built** this house in 1980. (active)
 - This house was built in 1980. (passive)
- (2) Indians speak Hindi. (active)
 - Hindi is spoken by Indians. (passive)
- (3) A friend of hoursis repairing the roof. (active)
 - The roof is being repaired by a friend of hours. (passive)
- (4) This book will change your life. (active)
 - Your life **will be changed** by this book. (passive)

When A does something to B, there are often two ways to talk about it. If we want A (the doer) to be the subject, we use an active verb: *built*, *speak*, *is repairing*, *will change*. If we want B (the receiver of the action) tobe the subject, we use: *was built*, *is spoken*, *is beingrepaired*, *will be changed*.



The **object** of an active verb corresponds to the **subject** of a passive verb.

In most cases, the subject of an active verb is not expressed in the corresponding passive sentence. If it does have to be expressed, this usually happens in an expression with 'by'; the noun is called the 'agent. For example,

This house was built in 1980 by my Father.

In a passive clause, we usually use 'by' to introduce the agent – the person or thing that does the action, or that causes what happens. (Note, however, that agents are mentioned in only about 20 per cent of passive clauses.) For example,

All the trouble was caused by your mother.

These carpets are made **by children** who work twelve hours a day.

The passive of an active tense is formed by putting the verb 'to be' into the same tense as the active verb and adding the **past participle** (V_3) of the active verb. You would do well to look at the table of active tenses and their passive equivalents.

Tense / Verb form	Active Voice	Passive Voice
Present simple	keep / keeps	am / is / are kept
Present continuous	am / is / are / keeping	am / is / are being kept
Present perfect	have kept	been kept
Past simple	kept	was / were kept
Past perfect	had kept	had been kept
Past continuous	was / were keeping	was / were being kept
Future simple	will keep	will be kept
Future perfect	will have kept	will have been kept
Modal verb	may keep	may be kept

These carpets are made by children who work twelve hours a day.

The passive of an active tense is formed by putting the verb 'to be' into the same tense as the active verb and adding the **past participle** (V_3) of the active verb. You would do well to look at the table of active tenses and their passive equivalents.

Note: Future Continuous (progressive) passives (willbe being + past participle) and perfect progressive passives (has been being + past participle) are unusual.

Confusing Forms

Students often confuse active and passive verb forms in English. Typical mistakes are given below:

I was very interesting in the lesson. (Incorrect) I was very interested in the lesson. (Correct)

2. We were questioning by the immigration officer. (Incorrect)

We were questioned by the immigration officer. (Ccorrect)

She has put in prison for life. (Incorrect) She has been put in prison for life. (Correct)

Mistakes like these are not surprising, because

- (a) 'Be' is used to make both passive verb forms and active progressive tenses.
- (b) Past participles are used to make both passive verb forms and active perfect tenses. Now compare the following:

He was calling. (Active – past progressive)

He was called. (Passive – past simple)

He has called. (Active – present perfect)

We have different rules for conversion of the verb of active sentences into passive form. Here they are:

Rule 1

Present Indefinite

TenseSubject+am/is/are+V₃+by/Preposition+Object

For example,

Active	Passive
I sip tea.	Tea is sipped by me.
I help the poor.	The poor are helped by me.
He helps me.	I am helped by him.

Rule 2

Present Continuous Tense Subject+am/is/are+being+V₃+by+Object For examples,

Active	Passive
I am eating a mango.	A mango is being eaten by me.
He is singing a song.	A song is being sung by him.
He is teaching me.	I am being taught by him.
He is abusing them.	They are being abused by him.

Rule 3

Present Perfect Tense Subject+has/have+been+V₃+by+Object For example,

Active	Passive
He has done this work.	This work has been
	done by him.
She has helped them.	They have been helped
	by her.

Rule 4

Past Indefinite Tense Subject+was/were+V₃+Object

For example,

Active	Passive
He wrote an essay.	An essay was written by
	him.
He wrote several	Several novels were
novels.	written by him.

Rule 5

Past Continuous Tense Subject+was/were+being+V₃+by+Object For example,

Active	Passive
He was writing an	An application was
application	being written by him.
They were singing	Folk songs were being
folksongs.	sung by them.

Rule 6

Past Perfect Tense Subject+had been+V3+by+Object

For example,

Active	Passive
I had purchased a	A scooter had been
scooter.	purchased by me.
They had invited me.	I had been invited by
	them.

Rule 7

Future Indefinite Tense Subject+shall/will+be+V3+by+Object

For example,

Active	Passive
I shall help Ravi.	Ravi will be helped by
	me.
He will feed me.	I shall be fed by him.

Rule 8

Future Perfect Tense Subject+shall/will+have een+V3+by+Object For example,

Active	Passive
He can teach you.	You can be taught (by
	him)
She may win the	The match may be won (by
match.	her).
He could fry fish.	Fish could be fried (by
	him).
I must help her.	She must be helped (by
	me)
I should please her.	She should be pleased (by
	me).



Active voice and Passive voice

Change the following sentences to the Other voice:

- 1. The Manager appointed many office assistants. (TB)
- 2. You are making a cake now. (TB)
- 3. That portrait was painted by my grandmother. (TB)
- 4. Malini had bought a colourful hat for her daughter. **(TB)**
- 5. They have asked me to pay the fine. **(TB)**
- 6. The militants were being taken to prison by the police(. **TB**)
- 7. His behavior rexes me. (TB)
- 8. Rosy will solve the problem. (TB)
- 9. Our army has defeated the enemy. (TB)
- 10. The salesman answered all the questions patiently. **(TB)**

I shall have helped	He will have been helped
him.	by me.
He will have taught	I shall have been taught by
me.	him.

Rule 9

Verb 'to have'

Subject+has/have/had+to be+V3+by+Object For example,

Active	Passive
You have to teach him.	He has to be taught by
	you.
He has to feed the	The beggars have to be
beggars.	fed by him.
She had to help me.	I had to be helped by
	her.

Rule 10

Sentences having may/can/could/should/must/ Subject+may/can/could+be+V3+by+Objectetc+ Verb

Active	Passive
I shall help Ravi.	Ravi will be helped by me.
He will feed me.	I shall be fed by him.

Answers:

- 1. Many office assistants were appointed by the manager.
- 2. A cake is being made by you now.
- 3. My grandmother painted that portrait.
- 4. A colourful hat had been bought by Malini for her daughter.
- 5. I have been asked to pay the fine by them.
- 6. The Police were taking the militants to the prison.
- 7. I am vexed by his behavior.
- 8. The problem will be solved by Rosy.
- 9. The enemy has been defeated by our army.
- 10. All the questions were answered by the salesman patiently

Change the following into Passive Voice.

- 1. Please call me at once. (TB)
- 2. How did you cross the river? (TB)

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- 3. No one is borrowing the novels from the library. **(TB)**
- 4. Will you help me? (TB)
- 5. Go for a jog early in the morning. (TB)
- 6. Why have you left your brother at home? (TB)
- 7. Nobody should violate the rules. (TB)
- 8. Someone has to initiate it immediately. (TB)
- 9. Have you invited Raman to the party? (TB)
- 10. Please do not walk on the grass. (TB)
- 11. Cross the busy roads carefully. (TB)
- 12. When will you book the tickets to Bengaluru? (TB)

Answers

1. You are requested to call him/me at once.

- 2. How was the river crossed by you?
- 3. Novels are not being borrowed from the library byanyone
- 4. Will I be helped by you?
- 5. You are advised to go for a jog early in the morning
- 6. Why has your brother been left at home by you?
- 7. The rules should not be violated.
- 8. It has to be initiated immediately.
- 9. Has Raman been invited to the party by you?
- 10. You are advised not to walk on the grass.
- 11. You are advised to cross the roads carefully.
- 12. When will the tickets be booked to Bengaluru?



- 1. Direct Speech நேர்கூற்று
 - 2. Indirect Speech அயற்கூற்று
- **1. Direct Speech :** It is the actual words of the speaker.

பேசுபவர் கூறிய வார்த்தைகளை அப்படியே மாற்றாமல் கூறுவது நேர்கூற்று ஆகும்.

Ex: The teacher said, "The sun rises in the east".

2. Indirect Speech: It is just like a report of what the speaker said.

பேசுபவர் கூறிய வார்த்தைகளை நாம் கூறுவது போல் கூறினால் அது அயற்கூற்று ஆகும்

The teacher said that the sun rises in the east.

Note: No inverted commas for Indirect speech. குறிப்பு: அயற்கூற்று வாக்கியத்தில் "" வராது.

Change of Pronouns

Rule 1:

The first person pronouns in the statements, questions, commands and exclamations refer to the first (pro) noun before the introductory verb (say, tell etc.) In short, the <u>first</u> person pronouns refer to the <u>first</u> (pro) noun.

Rule 2:

The second person pronouns in the statements, questions, etc. refer to the (pro) noun after the introductory verb. In short, <u>second</u> person pronouns refer to the <u>second</u> (pro) noun.

Rule 3:

Sometimes the first person plural pronouns may refer to both the pronouns before and after the introductory verb (eg. Peter said to Jane, "We are happy")

In Tamil the use of direct speech is more common. So the learner should avoid indirect speech in conversation.

என்று / என = that; சொல் / கூறு = say / tell; கேள் / வினவு = ask

THE FOUR KINDS OF SENTENCES:

1. declarative sentences. (சாதாரண வாக்கியம்)

2. interrogative sentences. (வினா வாக்கியம்)

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3. exclamatory sentences.(வியப்பு வாக்கியம்)

SIX RULES FOR CHANGING DIRECT SPEECH INTO INDIRECT SPEECH:

1. COMMAS AND QUOTATION MUST BE CHANGED குறியீடுகளை நீக்குவது

EX:

He said," I am very happy now". He said I am very happy now.

2. REPORTING VERB MUST BE CHANGED நேர்கூற்று வினைசொற்களை மாற்றுவது

EX:

He said, "I am very happy now". He <u>told</u> I am very happy now.

3. CHANGE IN PRONOUN பிரதிபெயர் சொற்களை மாற்றுவது.

EX:

He said," I am very happy now".

4. imperative sentences. (கட்டளை வாக்கியம்)

He told he am very happy now.

4. CHANGES OF A TENSE FORMS விணைசொல்லின் காலமாற்றம்

EX:

He said," I am very happy now". He told he <u>was</u> very happy now.

5. SUITABLE COUNJUNCTIONS தகுந்த இணைப்பு சொற்களை பயன்படுத்துவது

EX:

He said," I am very happy now". He told <u>that</u> he was very happy now.

6. CHANGE IN TIME ADVERBIALS கால வினை உரிமாற்றங்கள்.

He said," I am very happy now". He told that he was very happy then.

SUBJECT CHANGES WHEN DIRECT SPEECH IS CHANGED INTO INDIRECT SPEECH:

I	– HE , SHE	WE	- THEY
ME	- HIM, HER	US	- THEM
MY	– HIS , HER	OUR	– THEIR
MINE	- HIS(1), HERS	OURS	- THEIRS
MYSELE	E – HIMSELF, HERSELF	OURSELVE	S – THEMSELVES

LISTEN:

I	- நான்	HIMSELF	- அவனையே, இவனையே, அவனே, இவனே
НЕ	- அவன்	HERSELF	- அவளையே, இவளையே, அவளே, இவளே
SHE	- அவள்	WE	- நாம்
ME	- எனக்கு, என்னை	THEY	- அவர்கள், அவைகள், இவர்கள், இவைகள்
HIM	- அவனுக்கு, அவனை, இவனுக்கு, இவனை	US	- எங்களுக்கு, எங்களை, நமக்கு, நம்மை
HER	- அவளுக்கு அவளை, இவளுக்கு, இவளை	THEM	- அவர்களுக்கு, அவைகளுக்கு, இவர்களுக்கு, இவைகளுக்கு
MY	- என்னுடைய	OUR	- எங்களுடைய, நம்முடைய
HIS	- அவனுடைய, இவனுடைய	THEIR	- அவர்களுடைய, அவைகளுடைய, இவர்களுடைய, இவைகளுடைய

HER	- அவளுடைய, இவளுடைய	OURS	- எங்களுடையது, நம்முடையது
MINE	- என்னுடையது	THEIRS	- அவர்களுடையது, அவைகளுடையது, இவர்களுடையது, இவைகளுடையது
HIS(1)	- அவனுடையது, இவனுடையது	OURSELVES	எங்களையே, நம்மையே, நாங்களே
HERS	- அவளுடையது, இவளுடையது	THEMSELVES	அவர்களையே, அவைகளையே, இவர்களையே, இவைகளையே, அவர்களே, அவைகளே, இவர்களே, இவைகளே
MYSELF	- என்னையே, நானே		

SOMEWORDS ARE CHANGED WHEN DIRECT SPEECH IS CHANGED INTO INDIRECT SPEECH:

THIS – THAT	இது, இந்த - அது, அந்த
THESE – THOSE	இவைகள் - அவைகள்
HERE – THERE	இங்கே - அங்கே
NOW – THEN	இப்பொழுது - அப்பொழுது
THUS – SO	இப்படியாக - அப்படியாக
AGO – BEFORE	முன்பு - முன்பாக
HENCE – THENCE	இதிலிருந்து - அதிலிருந்து
TODAY – THATDAY	இன்று - அன்று
TONIGHT -THATNIGHT	இன்றிரவு - அன்றிரவு
HEREAFTER -THEREAFTER	இதன்பிறகு - அதன்பிறகு
TOMORROW – THE NEXT DAY / THE FOLLOWING DAY	நாளை - அடுத்தநாள்
YESTERDAY – THE DAY BEFORE /THE PREVIOUS DAY	நேற்று - முந்தையநாள்
LAST NIGHT – THE NIGHT BEFORE /THE PREVIOUS NIGHT	கடந்த இரவு - முந்தைய இரவு
LAST WEEK – THE WEEK BEFORE /THE PREVIOUS WEEK	கடந்த வாரம் - முந்தைய வாரம்
NEXT WEEK – THE WEEK AFTER / THE FOLLOWING WEEK	அடுத்த வாரம் - அடுத்த வாரம்
NEXT MONTH – THE MONTH AFTER /THE FOLLOWING MONTH	அடுத்த மாதம் - அடுத்த மாதம்
NEXT YEAR – THE YEAR AFTER /THE FOLLOWING YEAR	அடுத்த வருடம் - அடுத்த வருடம்
DAY AFTER TOMORROW – DAY AFTER NEXT DAY	நாளைய மறுநாள் - அடுத்த நாளுக்கு பிந்தைய நாள்
DAY BEFORE YESTERDAY – DAY BEFORE THE PREVIOUS DAY	நேற்று முன்தினம் - முந்தைய நாளுக்கு முந்தைய நாள்



Rewrite the in indirect speech

1. My father said, "You are a good boy now"

Ans: My father said that I was a good boy then.

2. She said, "I have won the first prize".

Ans: She said that she had won the first prize.

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3. Kowsalya said, "We watched a film yesterday".

Ans: Kowsalya said that they watched a film theprevious day.

4. Karthi Said to Ram, "Please, switch on the fan".

Ans: Karthi requested Ram to Switch on the fan.

5. She said to me, "Where did you go?"

Ans: She asked me where I had gone.

6. Praveen asked, "Have you watered the plants"

Ans: Praveen asked me if I had watered the plants.

7. He said, "I have to go".

Ans: He said that he had to go.

8. She said to me, "Can you hear me?"

Ans: She asked me if I could hear her.

9. He said, "Consult the doctor"

Ans: He advised me to consult the doctor.

10. He said, "I won't go to the party".

Ans: He said that he wouldn't go to the party.

11. She said, "When did you come?"

Ans: She asked me when I had come.

12. She said, "Don't touch the wire."

Ans: She warned me not to touch the wire.

13. He said, "I'll pass the exam".

Ans: He said that he would pass the exam.

14. He said, "Learn good habits".

Ans: He advised me to learn good habits.

15. Banu said, "Do not spoil the eco – system".

Ans: Banu advised not to spoil the eco System.

16. Pranav said, "Have you booked the tickets to Delhi? Ans: Pranav asked if I had booked the tickets toDelhi.

17. Rekha said to Tilak, "When are we leaving to ournative?"

Ans: Rekha asked Tilah when they would be leaningto their native.

18. Sujith said, "Ryan, yen should get up early in themorning (TB)

Ans: Sujith told Ryan that he should get up early inthe morning.

19. Vivaan said to his mother, "Can you, please, buy mea hot – chocolate?

Ans : Vivaan asked his mother if she could buy hima hot – chocolate.

20. Tomorrow I have to take a test in English", said Sudar

Ans: Sudar said that the next day he had to take a testin English.

21. Pragathi said to her sister, "I need your help to arrangethe books in the shelf"

Ans: Pragathi told her sister that she needed her helpto arrange the books in shelf.

22. Why don't you use crayons for colouring?" saidDhilip to his son.

Ans: Dhilip asked his son why he didn't use crayonsfor colouring.

REPORT THE DIALOGUES

1. Adhira : Hi Yazhini! How are you?

Yazhini : I am fine. Congrats. I heard that you have scored very good marks in the SSLC

examination. What is the group that you have chosen?

Ans:

Adhira greeted Yazhini and asked how she was. Yazhini replied that she was fine and congratulated her by adding that she had heard that she had scored very good marks in the SSLC examination. Yazhini asked Adhira what th group she had chosen.

2. Adhira : Thank you. I have chosen the arts group.Yazhini : Good. Tell me about your future plan.

Ans:

Adhira thanked Yazhini and told her that she had chosen the arts group. Yazhini appreciated it and asked her to tell her about her future plan.

3. Adhira : I have already made up my mind to pursue law.

Yazhini: Is there any specific reason?

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Ans:

Adhira told Yazhini that she had already made up her mind to pursue law. Yazhini asked her if there was any specific reason.

4. Adhira : Yes. I would like to start my own law firm and defend the innocent.

Yazhini: Do you know it calls for a lot of tolerance and hard work?

Ans:

Adhira replied positively and said that she would like to start her own law firm and defend the innocent. Yazhini asked her if she knew it called for a lot of tolerance and hard work.

5. Adhira : Yes I know that it is not going to be easy but I like challenge.

Yazhini : Go a head! Study well! You will succeed.

Adhira : Thank you so much.

Ans:

Adhira accepted and added that she knew that it was not going to be easy but she liked challenges. Yazhini cheered her up to go ahead and study well and said that she would succeed. Adhira thanked her.

6. Prabhu : What are you doing here, Kiran? I haven't seen you for a few months.

Kiran : I have just come back from my native town Virudhunagar.

Ans:

Prabhu asked Kiran what he was doing there and added that he hadn't seen him for a few months. Kiran replied that he had just come back from his native town Virudhunagar.

7. Prabhu : Did you enjoy your vacation?

Kiran : Yes. I love the place. It is a clean and busy town.

Ans:

Prabhu asked Kiran whether he had enjoyed his vacation. Kiran replied positively and said that he loved the place and it was a clean and busy town.

8. Prabhu : Where did you go and what did you see?

Kiran : I went to Courtallam falls in Tenkaski.

Ans:

Prabhu asked Kiran where he had gone and what he had seen. Kiran said that he had gone to courtallam falls in Tenkasi.

9. Prabhu : Share some pictures of your trip.

Kiran : Sure. See you later.

Ans:

Prabhu asked Kiran to share some pictures of his trip. Kiran promised so and departed.

10. Taj : Where are you going now?

Harsha : I am going to the library. Are you coming with me?

Ans:

Taj asked Harsha where he was going then. Harsha replied that he/she was going to the library and asked him if he was coming with him/her.



Punctuation means the right use of the stops and pauses in writing 'Punctuation'.
Punctuationஎன்பது தேவையான இடத்தில் நிறுத்துவதும் இடைவெளி விடுவதுமே ஆகும்.

The main punctuation marks are:

- Full stop (.)
- Comma(,)
- **>** Colon (:)

- Semicolon (;)
- Exclamatory mark (!)
- Question Mark (?)
- Quotation Marks (" ")
- ➤ Dash ()
- Capital letter
- Apostrophe (')
- ➤ Hyphen (-)

Usage of punctuation Marks

Full stop (.)	a. at the end of sentence.	
	ஒரு வாக்கியத்தின் முடிவில் பயன்படுத்த வேண்டும்.	
	b. to make abbreviations and Initials.	
	abbreviations and Initialsஉருவாக்கத்திற்கு பயன்படும்	
	Eg: Birds are flying.	
Comma (,)	To separate words / after a phrase / clause / each item in a list.	
	வார்த்தைகள் பிரிப்பதற்காக பயன்படும்	
	Eg: Being ill, he is unhappy Phrase.	
	When I saw the snake, I ran away.	
	Clause	
Colon (:)	To introduce words / after a phrase / clause / each item in a list.	
	ஒரு list-யை சொல்லுவதற்கு முன்னர் பயன்படுத்த வேண்டும்.	
	Eg: There are four directions.	
	1. South 2. North 3. East 4. West	
Semicolon (;)	To separate a services of loosely related clauses.	
	வாக்கியங்களை பிரிப்பதற்காக பயன்படும்	
	Eg: The chair is made of plastic; it is nice.	
Exclamatory mark (!)	After an interjection / Exclamatory sentence:	
	Exclamatory Mark	
	ஆச்சரிய வாக்கியங்களுக்கு பின்னால் பயன்படுத்த வேண்டும்.	
	Eg: Oh dear!	
	Alas! He's dead!	
	Hurrah! We have won the match	
Question Mark (?)	In Question tags at the end of question sentence.	
	கேள்வி வாக்கியங்களுக்கு பின்னர் பயன்படுத்த வேண்டும்.	
	Eg: What are you doing?	
	Who are you?	
Quotation Mark ("")	To denote direct speech	
	நேர்மறை வாக்கியங்களில் பயன்படும் To denote the speaker's own words.	
	ஒருவருடைய சொந்த வாக்கியங்களை குறிப்பிட உதவும்.	
	Eg: 1) Karthick says, "Do what I say".	
	2) The Bible says, "Love the neighbour".	

Dash ()	After a part of sentene to explain it. பின்னால் ஏதாவது விளக்குவதற்கு இருந்தால் உதவும் Eg: Abdul Kalam – the former President comes to our school.	
Capital letter	To being a sentence. வாக்கியங்களை தொடங்குவதற்கு உபயோகப்படும்.	
	Eg: God is great.	
	I am a student.	
Apostrophe (')	Possessive adjective.	
	Eg: I've done all my work.	
	Karthick's father is kind to all.	
Hyphen (-) In compound words.		
	கூட்டுச்சொற்களில் பயன்படும்.	
	Eg: Woman servant, brother-in-law, mother-in-law	



- 1. thank you shelly the lady said holding her hand out for me to shake for taking care of Sam
- 2. What you told that old beggar all my private affairs cried Hughie looking very red and angry
- 3. Ice what happened to you I asked as I knelt down beside him
- 4. smallest of all the willow warbler half the size of a sparrow covers as many as 3200 km to reach us every winter
- 5. you see kumar though they have stayed here for almost half a year and enjoyed our climate and the food available they knew that their home is in the arctic
- 6. the old man said alas ive lost my health
- 7. we are facing an unsustainable situation says dinesh
- 8. rita shouted come and get me out
- 9. we wake up every morning fighting over water says kamal bhate
- 10. oh for this I get two thousand pound
- 11. what will he think of me said my friend
- 12. have I been here for five hours
- 13. mother said to her son don't play with fire
- 14. ill never see her again she thought
- 15. father said to his son don't be worried
- 16. nagaraj said to his father will you a low me to go on an excursion to kerala
- 17. an amazing model shouted trevor at the top of his voice

- 18. how much does a model shouted get for a sitting asked Hughie
- 19. she said your wasting your sat scores
- 20. we are facing an unsustainable situation says dinesh
- 21. rita asked what are you thinking of me
- 22. we wake up every morning fighting over water says kamal bhate
- 23. oh for this I get two thousand pounds
- 24. what will he think of me said my friend
- 25. have I been here for five hours
- 26. mother said to her son don't play with fire

Answers:

- 1. "Thank you!" Shelly, the lady said holding her hand out for me to shake for taking care of Sam.
- 2. "What, you told that old beggar about all my private affairs" cried Hughie, looking very red and angry.
- 3. "Ice what happened to you?" I asked as I knelt down beside him.
- 4. Smallest of all the willow warbler, half the size of a sparrow covers as many as 3200 km to reach us every winter.
- 5. You see Kumar though they have stayed here for almost half an year and enjoyed our climate and the food available. They knew that their home is in the arctic.
- 6. The old man said "Alas! I've lost my health".
- 7. "We are facing an unsustainable situation", says Dinesh.
- 8. Rita shouted, "Come and get me out."
- 9. "We wake up every morning fighting over water," says Kamal Bhate.

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- 10. "Oh! For this I get two thousand pounds."
- 11. "What will he think of me?" said my friend.
- 12. "Have I been here for five hours?"
- 13. Mother said to her son. "Don't play with fire."
- 14. "I'll never see her again", she thought.
- 15. Father said to his son. "Don't be worried."
- 16. Nagaraj said to his father, "Will you allow me to go on an excursion to Kerala?
- 17. "An amazing model?" shouted Trevor at the top of his voice.
- 18. "How much does a model get for a sitting?" asked Hughie.

- 19. She said, "You're wasting your SAT scores"
- 20. "We are facing an unsustainable situation", says Dinesh.
- 21. Rita asked, "What are you thinking of me?".
- 22. "We wake up every morning fighting over water", says Kamal Bhate.
- 23. "Oh! for this I get two thousand pounds."
- 24. "What will he think of me?"
- 25. "Have I been here for five hours?"
- 26. Mother said to her, "Don't play with fire".



What is Simple sentence?

A simple sentence has only one main clause with or without Phrase.

Ex: On seeing a snake, I killed it. (with phrase)

Phrase Main clause

I killed a snake. (without phrase)

Main clause

தனி வாக்கியம் என்றால் என்ன?

தனி வாக்கியம் என்பது ஒரே ஒரு பிரதான clause (main)ஐ பெற்றிருக்கும் சொற்றொடர் (phrase) இருக்கலாம் அல்லது இல்லாமலும் இருக்கலாம்.

A compound sentence should have two main clauses or more than that but no subordinate clause joined by sub ordination conjunction.

Ex: <u>I saw a snake</u> and <u>I killed it</u>.

Main clause Main clause

<u>I don't feel well</u> so <u>I consulted a doctor</u>.

Main clause Main clause

கூட்டு வாக்கியம் என்றால் என்ன?

கூட்டு வாக்கியம் என்பது இரு பிரதான clauseஐ அல்லது அதற்கு மேற்பட்ட main clause பெற்றிருக்கும். இதற்கு sub ordinate clause கிடையாது. இவ்வாறு வாக்கியங்களுக்கு இணைவுச் சொல்லாக Co-ordinate conjunction வரும்.

What is a complex sentence?

A complex sentence has only one main clause and one or more sub ordinate clauses. It is joined by sub-ordinate conjunction.

Ex: Though he is ill, he attends the class.

As there is bandh, all the shops are closed.

கலவை வாக்கியம் என்றால் என்ன?

கலவை வாக்கியம் என்பது ஒரே ஒரு main clause யும் ஒன்று அல்லது அதற்கு மேற்பட்ட sub ordinate clause யும் கொண்டதாக இருக்கும். இது subordinate conjunctions ஐ பெற்றிருக்கும்.

Now let us how these types of sentences can be transformed. நாம் இப்போது இவ்வகை வாக்கியங்களை எவ்வாறு மாற்றலாம் என்பதை பார்ப்போம்.

S.No.	Complex	Compound	Simple
1.	Though / Although / Even	But / yet / still	In spite of / Despite + V + ing (or)
	though		Inspite of (Despite + possessive Adj
2.	As / Since / Because	and so	V + ing / Due to / on account of / owing
			to / Because of
3.	If	and	In case of $+ V + ing$
4.	Unless	or / otherwise	In case of $+$ not $+$ V $+$ ing
5.	After (sub + perfect tense)	and then	After + V + ing / Having + PP
6.	When	and	On + V + ing
7.	As soon as	And at once / and	On + V + ing
		immediately	
8.	Before	And before that	Before + V + ing
9.	Till / until	And till then	Till + V + ing
10.	So that Not	Very and so	too to
11.	That	and	of / to



Simple, Complex, Compound

Do as directed

- 1. Ravi is a celebrity. He mingles easily with everyone. (Form a simple sentence using 'Despite')
- 2. You must speak clearly to make yourself understood. (change into compound)
- 3. The children being away, the in unable to approve the proposal. (change into compound)
- 4. Getting down from the car the chief Guest walked towards the dais amidst applause. (change into compound)
- 5. If there is emergency, please contact this number. (use In case of)
- 6. The sun having set the temperature full rapidly. (use 'After')
- 7. But for your help I could not have completed the assignment. (change into complex)
- 8. Nobody knows when the supply will resume. (change into simple sentence)
- 9. Please tell me the time (change into complex)
- 10. The man was my schoolmate. He directed the film. (combine the two sentences using who)
- 11. All men and basically good (change into complex)

- 12. No one knows when he will return (change into simple)
- 13. It started raining suddenly. People ran for shelter (combine the two sentence using 'and')
- 14. Unless you understand the concept well, you cannot solve the problem. (change into compound)
- 15. Fifty candidates appeared for the interview but only five were selected. (use 'Though')
- 16. Ramesh did not know Spanish so he wanted a translator. (change into 'simple')
- 17. He is a good doctor, still he is not popular. (use 'Inspite use')

Answers:

- 1. Despite being a celebrity, Ravi mingles easily with everyone.
- 2. If you speak clearly, you will make yourself understood.
- 3. The chairman is away, so the clerk is unable to approve the proposal.
- 4. As soon as the chief Guest got down from the car, he walked towards the dais amidst applause.
- 5. In case of emergency, please contact this number.
- 6. After the sun had set, the temperature fell rapidly.
- 7. If you had not helped me, I could not have completed the assignment.

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- 8. Nobody knows the resumption of the power supply.
- 9. Please tell me what the time is?
- 10. The man who directed the film was my schoolmate.
- 11. I believe that men are basically good.
- 12. No one knows the time of his return.
- 13. It started raining suddenly and people ran for shelter.
- 14. Understand the concept well, otherwise you cannot solve the problem.
- 15. Though fifty candidates appeared for the interview, only five were selected.
- 16. Not knowing Spanish, Ramesh wanted a translator.
- 17. In spite of being a good actor, he is not popular.



MODEL EXERCISES:

1. a) them/ being/ is/ a house /constructed/ by .

A house is being constructed by them.

b) the door/ not/ slammed/ be/ let.

Let the door not be slammed.

c) one / finish / work /early/ can / go / and / a/ for walk / one's

One can finish one's work early and go for a walk.

- 2. a) music / lives / our / in / place / important / has /in **Music has an important place in our lives**.
- b) I love / because / the / I / can / down / dress / and / weekend / be /myself

I love weekend because I can be myself and dress down.

c) good books / in / home / every / and / up / the / lamp / magazines / and / light / of / knowledge.

Good books and magazines light up the lamp of knowledge in every home.

- 3. a) eating / cool / is / to / off / cream / ice / way /good Eating ice cream is a good way to cool off.
- b) vibin / next year / for / a / holiday / to / come / hopes / back / to / Disneyland / the

Vibin hopesto come back to the Disney land for a holiday next year.

- c) The / gave / baby /mother / her / apple / red / a
 The mother gave her baby a red apple.
- 4. a) too / the /spoil / broth / cooks / many

Too many cooks spoil the broth.

b) I/ will / opportunity / right / for / wait/ the / strike / to I will wait for the right opportunity to strike.

c) the king / that / authority / curbed /was / his / annoyed / was

The king was annoyed that his authority was curbed.

5. a) the /also / star / sun / is/ a

The sun is also a star.

b) the doctor / a / serious / operate / may / the / case / if /is

If the case is serious' the doctor may operate

c) unlike / animals / maps / travelers / human / have / do / not

Unlike travelers, animals donot have maps EXERCISES FOR PRACTICE:

1.a) then / decides / he / treatment / or / she / needed / of / kind

He(she) decides what kind of treatment she (he)needed

b) they / the / fit / body / and / keep / fresh

They keep the body fit and fresh

2.a) sports / not / in /body /also / his / developing / mind / only / a child's / but / help

Sports not only helps in developing a child's body but also his mind

- b) they / exercise / the / total / body / give / to They give exercise to total body.
- c) science / man / weapons / also / given / warfare / has /deadly / of/ for

Science has also given man deadly weapon for warfare

3.a) even/respectful/ person / is / who / like / a / strangers

Even a person who is like strangers is respectful

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overestimate himself and underestimate others. He must plug the holes best he would be drowned. If he is to make progress really he must know himself fully.

Exercise 20

Laptop-portable-notebook computers -usage-mainly in education -multimedia -modern laptops-web cameras-like PCs - powered-rechargeable batteries-AC adapter - diverse category- specific items- net books-hardware specifications- higher processing power-reduce-heat emissions.

Answer:

LAPTOP

A laptop is a portable personal computer with a clamshell form factor, suitable for mobile used. They are also sometimes called notebook computers or notebooks. Laptops are commonly used in a variety of

settings, including work, education, and personal multimedia. A laptop combines the components and inputs as a desktop computer; including display, speakers keyboard, and pointing device (such as a touch pad), into a single device. Most modern-day laptop computers also have a webcam and a mic (microphone) pre-installed. A laptop can be powered either from a rechargeable battery, or by mains electricity via an AC adaptor. Laptops are a diverse category of devices, and other more specific terms, such as ultra books or net books, refer to specialist types of laptop which have optimized for certain uses. specifications change vastly between these classifications, for going greater and greater degrees of processing power to reduce heat

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