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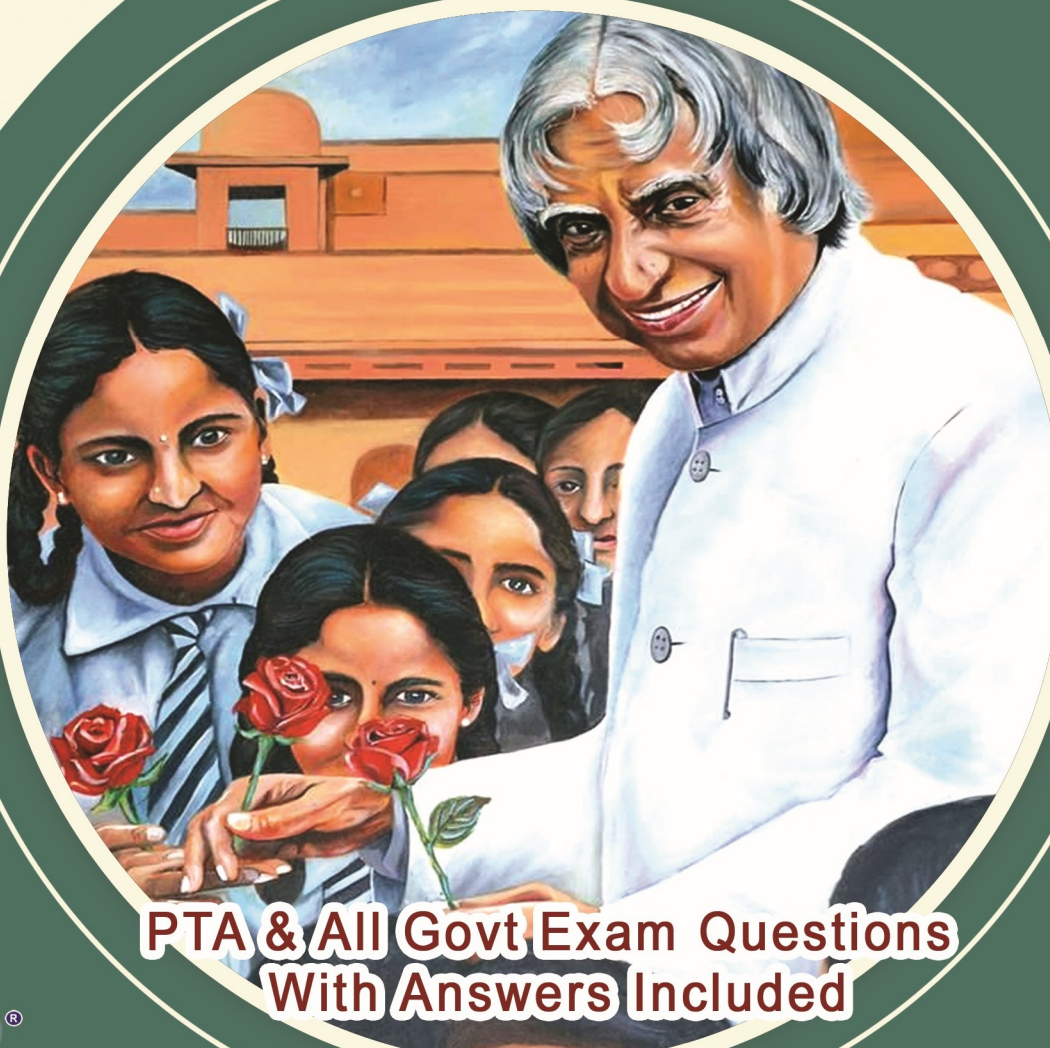
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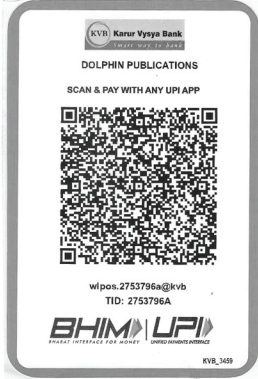
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POEM - 1

LIFE

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

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

-Henry Van Dyke

POEM - 5

THE SECRET OF THE MACHINES

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

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

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

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

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

-Rudyard Kipling

POEM - 3

I AM EVERY WOMAN

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

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

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

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

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

- Rakhi Nariani Shirke

POEM - 6

NO MEN ARE FOREIGN

Remember, no men are strange, no countries
foreign
Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.

They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long
winter starv'd.
Their hands are ours, and in their lines we read
A labour not different from our own.

Remember they have eyes like ours that wake
Or sleep, and strength that can be won
By love. In every land is common life
That all can recognise and understand.

Let us remember, whenever we are told
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn.
Remember, we who take arms against each
other

It is the human earth that we defile.
Our hells of fire and dust outrage the innocence
Of air that is everywhere our own,
Remember, no men are foreign, and no
countries strange.

-James Falconer Kirkup

PROSE

அரசுப் பொதுத்தேர்வில் Prose பகுதியிலிருந்து.....

Q. No (1-3) Choose the appropriate synonym for the italicized words. 3 x 1= 3 Marks

கொடுக்கப்பட்ட வாக்கியத்தில் சாய்ந்த எழுத்துக்களில் தடிமனாக (*Italicized-Bold*) தரப்பட்டிருக்கும் வார்த்தைக்கு இணையான அர்த்தம் கொண்ட வார்த்தையை, தரப்பட்டுள்ள 4 விடைகளிலிருந்து தேர்ந்தெடுத்து எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க Prose பகுதியில் உள்ள Glossary வார்த்தைகளை நன்கு படித்துக்கொள்ளவும். மேலும் நம் வழிகாட்டி கையேட்டில் உள்ள Synonym பகுதி வார்த்தைகளை நன்கு படித்துக்கொள்ளவும்.

Q. No (4-6) Choose the appropriate antonym for the italicized words. 3 x 1= 3 Marks

கொடுக்கப்பட்ட வாக்கியத்தில் சாய்ந்த எழுத்துக்களில் தடிமனாக (*Italicized-Bold*) தரப்பட்டிருக்கும் வார்த்தைக்கு எதிரான அர்த்தம் கொண்ட வார்த்தையை, தரப்பட்டுள்ள 4 விடைகளிலிருந்து தேர்ந்தெடுத்து எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க Prose பகுதியில் உள்ள Glossary வார்த்தைகளைகளுக்கு எதிரான அர்த்தம் கொண்ட வார்த்தைகளை நன்கு படித்துக்கொள்ளவும். மேலும் நம் வழிகாட்டி கையேட்டில் உள்ள Antonym பகுதி வார்த்தைகளை நன்கு படித்துக்கொள்ளவும்.

Q. No (15-18) Answer any THREE of the following questions. 3 x 2= 6 Marks

பாடப்பகுதியிலிருந்து (Prose) 4 சிறுவினாக்கள் (Short Answers) கேட்கப்படும். அவைகளுள் எவையேனும் 3 வினாக்களுக்கு 1 அல்லது 2 வாக்கியங்களில் விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் Prose பகுதியில் உள்ள Short Answers வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

Q. No (29-32) Answer any TWO of the following questions. 2 x 5= 10 Marks

பாடப்பகுதியிலிருந்து (Prose) 4 பத்திவினாக்கள் (Paragraph) கேட்கப்படும். அவைகளுள் எவையேனும் 2 வினாக்களுக்கு 10 வாக்கியங்களுக்கு குறையாமல் விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் Prose பகுதியில் உள்ள Paragraph வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

TOTAL = 22 MARKS

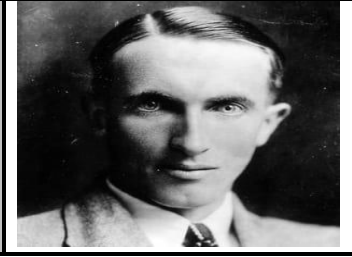


Prose-1

HIS FIRST FLIGHT

அவனது முதல் (பறக்கும்) பயணம்

Liam O'Flaherty



About The Author:-

Liam O'Flaherty (1896–1984) was an Irish novelist and short story writer and a major figure in the Irish literary renaissance. He was a founding member of the Communist Party of Ireland. A native Irish-speaker from the Gaeltacht, O'Flaherty wrote almost exclusively in English, except for a small number of short stories in the Irish language. He spent most of his time in travelling and lived comfortably and quietly outside the spotlight.

ஆசிரியரைப் பற்றி:

லயம் ஓ' ப்லேஹார்ட்டி, (1896–1984) அயர்லாந்து நாட்டைச் சேர்ந்த புதின எழுத்தாளர். நல்ல சிறுகதை எழுத்தாளர். இவர், அயர்லாந்தின் இலக்கிய மறுமலர்ச்சியில் முக்கிய ஆளுமையாகத்திகழ்ந்தார். இவர், அயர்லாந்தின் கம்யூனிஸ்ட் கட்சியின் ஸ்தாபகர் ஆவார். இவர், ஒரு சில சிறுகதைகளைத்தவிர பெரும்பாலும் ஆங்கிலத்திலேயே எழுதினார். இவர், பெரும்பாலான நாட்களை சுற்றுப்பயணத்திலேயே செலவழித்தார். தனக்கு சுய விளம்பரம் தேடிக்கொள்ளாமல் வாழ்ந்தார்.

பாடச்சுருக்கம்:

இந்தப் பாடமானது முதன் முறையாக பறக்க முயலுகின்ற ஒரு சிறிய கடற்பறவையின் தயக்கங்களை விவரிக்கின்றது. அந்தப் பறவையின் குடும்பம் 6 பறவைகளைக் கொண்டது. அப்பா, அம்மா, 3 மகன்கள் மற்றும் 1 மகள். அந்தக் குடும்பமானது (5-பறவைகள்) கடற்கரையிலுள்ள ஒரு பாறையின் விளிம்பிலிருந்து மற்றொரு இடத்திற்கு பறந்து சென்றுவிட்டது. அக்குடும்பத்திலிருந்த இளம் பறவை மட்டும் பயத்தினால் அவர்களோடு பறக்காமல் பாறையின் விளிம்பிலேயே தங்கிவிட்டது. அந்தக் குடும்பத்தினரும் அது பறக்கும் வரை பட்டினி கிடக்கட்டும் என விட்டுவிட்டனர். அந்த இளம் பறவையானது பாறையின் விளிம்புகளில் தனக்கான உணவைத் தேடுகிறது. ஆனால் எவ்விதமான பயனும் இல்லை. அது கடலைக் கண்டும், பாறையின் உயரத்தைக் கண்டும் பயப்படுகிறது. அதனை பறக்க வைப்பதற்காக அதன் குடும்பமானது பல முயற்சிகளை மேற்கொள்கிறது. பின்னர் அவைகள் அப்பறவையை கண்டுகொள்ளவில்லை. கடைசி முயற்சியாக அதன் தாய் அந்த இளம் பறவையினருகே தன் வாயில் ஒரு மீன் துண்டுடன் பறந்து வருகிறது. அந்த இளம் பறவை அதனைப் பிடிக்க பாறையின் விளிம்பிலிருந்து குதிக்கிறது. அது தன்னை காத்துக்கொள்ள தன் சிறகுகளை அசைக்கிறது. அது பறக்கிறது. அதனைக் கண்ட அப்பறவையின் குடும்பம் மகிழ்கிறது.

MIND MAP:

1. Young seagull-afraid of flying.
2. Parents motivated it to fly.
3. It was not ready to fly.
4. It was very hungry.



5. Mother showed a fish.
6. The young bird dived.
7. It started flying.
8. It learnt the art of flying.

PROSE TRANSLATION

ENGLISH	தமிழாக்கம்
PAGE-2 The young seagull was alone on his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow, when he had taken a little run forward to the brink of the ledge and attempted to flap his wings, he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down – miles down. He felt certain that his wings would never support him; so he bent his head and ran away back to the little hole under the ledge where he slept at night.	அந்தக்கடற்பறவை, பாறையின் உச்சியின் மேல் நின்று கொண்டிருந்தது. அதன், இரண்டு சகோதரர்கள், மற்றும் அதன் சகோதரி, எல்லாரும் நேற்றே பறந்து சென்று விட்டனர். அவர்களோடு பறந்து செல்ல அந்த கடற்பறவைக்கு அச்சமாயிருந்தது. எப்படியோ, அந்த பாறையின் விளிம்பிற்கு சிறிது ஓட்டமாக சென்று, அந்த பாறையின் விளிம்பில் நின்று கொண்டு, தனது சிறகுகளை அசைக்க முயன்ற போது, அது பயப்பட்டது. கீழே, சமுத்திரத்தின் விரிவு பரந்து கிடந்தது. அது கீழ் நோக்கிய நெடிய பள்ளம். பல மைல்கள் பள்ளம். தன்னுடைய சிறகுகள் தன்னைக் காப்பாற்றாது என்று அதற்கு உறுதியாகத்தெரியும். எனவே, அது தன் தலையைக்கவிழ்த்து, பின்பக்கமாக ஓடி, முந்தின நாள் இரவு தான் படுத்திருந்த அந்த துளையை நோக்கி சென்றது.
Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings, and flew away, he failed to muster up courage to take that plunge which appeared to him so desperate. His father and mother had come around calling to him shrilly, scolding him, threatening to let him starve on his ledge, unless he flew away. But for the life of him, he could not move.	அதனுடைய இரு சகோதரர்கள், மற்றும் சிறிய சகோதரி ஆகியோர், தன்னை விட சிறிய சிறகுகள் வைத்திருந்த போதிலும், அவர்கள், அந்தப்பாறையின் விளிம்பிற்குச்சென்று, செட்டைகளை அசைத்து, பறந்து சென்று விட்டனர். அவன், துணிவைத்திரட்டிக்கொண்டு, குதிக்க வேண்டிய தைரியம் இல்லாமல், அதில் தோற்று விட்டான். அவனது தந்தையும், தாயும், கூரிய கூச்சலிட்டு, அவனைத்திட்டியும், அவன் அங்கிருந்து பறக்காவிட்டால், அந்தப்பாறையின் முகட்டிலேயே அவனை பட்டினி போட்டு விடுவதாகவும் மிரட்டினார்கள். அவனது உயிருக்குப்பயந்து, அவன் அசையவே இல்லை.
That was twenty-four hours ago. Since then, nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, in fact, seen his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. And all the morning, the whole family had walked about on the big plateau midway down the opposite cliff, laughing at his cowardice.	அது இருபத்து நான்கு மணி நேரத்துக்கு முன்பு. அப்போதிலிருந்து, ஒருவரும் அவனருகே வரவில்லை. முந்தின நாள் முழுவதும் அவனது பெற்றோர், அவனது சகோதரர்கள் மற்றும் சகோதரியுடன் பறப்பதையும், அவர்களை பறக்கும் கலையில் செம்மை செய்தும், காற்றின் அலைகளில் எப்படி நீந்துவது என்றும், மீனைக்கொத்த எப்படி கீழே பாய்வது என்றும் பயிற்றுவித்து, பறப்பதைப் பார்த்துக்கொண்டிருந்தான். உண்மையில், அவனது சகோதரன், எப்படி தன்னுடைய முதல் ஹெரரிங் கடல் மீனைப்பிடித்து அதை விழுங்கினான் என்பதையும், பாறையில் நின்றபடியே பார்த்தான். அந்த சமயம், அவனது, பெற்றோர், வானத்தில் பறந்தபடியே கெக்கோலி எழுப்பினர். அன்று காலை முழுவதும், அவனது மொத்தக்குடும்பமும், அவன் இருந்த பாறை உச்சிக்கு நேர் எதிரே பாதி வழியில் இருந்த சமவெளியில் காலாற நடந்தபடி, அவனது கோழைத்தனத்தைப் பார்த்து சிரித்தது.
The sun was now ascending the sky, blazing warmly on his ledge that faced the south. He felt the heat because he had not eaten since the previous nightfall. Then, he had found a dried piece of mackerel's tail at the far end of his ledge. Now, there was not a single scrap of food left. He had searched every inch, rooting among the rough, dirt-caked straw nest where he and his brothers	சூரியன் வானின் மேலே ஏறிக்கொண்டிருந்தது. அதன் சுட்டெரிக்கும் ஒளி, தெற்குப்பக்கம் பார்த்திருந்த அந்தப்பாறை உச்சியின் மேல் வெம்மையைப்பரப்பியது. அவன், முந்தின நாள் இரவில் எதுவும் சாப்பிடவில்லையாதலால், அவன் அந்த வெம்மையை உணர்ந்தான். பிறகு, அந்தப்பாறையின் ஓர் ஓரத்தில், அவன் ஓர் உலர்ந்த மேக்கரேல் கடல் மீனின் வாலை மட்டும் கண்டான். இப்போது, அங்கு ஒரு உணவுத்துண்டு கூட கிடையாது. அவன், அந்த இடத்தை ஒவ்வொரு அங்குலமாகத்தேடினான். அவனது சகோதரர்கள், மற்றும் சகோதரிகள் முட்டையிலிருந்து அடை காக்கப்பட்டு, வெளியே வந்த அழுக்கு படிந்த வைக்கோலால்

and sister had been hatched. He even gnawed at the dried pieces of eggshell. It was like eating a part of himself.	ஆன் கூட்டை அவன் தேடிப்பார்த்தான். அங்கு இருந்த உடைந்து, உலர்ந்த முட்டை ஓடுகளையும் மென்று தின்று பார்த்தான். அது, ஏதோ அவனையே தின்பது போல இருந்தது.
PAGE-3 He then trotted back and forth from one end of the ledge to the other, his long gray legs stepping daintily, trying to find some means of reaching his parents without having to fly. But on each side of him, the ledge ended in a sheer fall of precipice, with the sea beneath. And between him and his parents, there was a deep, wide crack.	அவன், அந்தப்பாறையின் ஒரு முனையிலிருந்து மற்றொரு முனைக்கு, சில அடிகள் முன்னும் பின்னுமாக ஓடி, அவனது நீண்ட, சாம்பல் நிறமுடைய, எழிலான பாதங்களால் நடந்து, பறக்கவே தேவையில்லாமல், தன்னுடைய பெற்றோரை பிடித்து விட வேண்டுமென்று முயன்றான். ஆனால், அந்தப்பாறையோ, அதன் இரு புறத்திலும், பெரிய பள்ளத்தாக்கை கொண்டிருந்தது. அதன் கீழே சமுத்திரம் இருந்தது. அவனுக்கும், அவனது பெற்றோருக்கும் இடையே ஒரு பெரிய, அகலமான பிளவு இருந்தது.
Surely he could reach them without flying if he could only move northwards along the cliff face? But then, on what could he walk? There was no ledge, and he was not a fly. And above him, he could see nothing. The precipice was sheer, and the top of it was, perhaps, farther away than the sea beneath him.	அவன், பாறையின் முகட்டின் வடக்குப்பக்கம் நகர்ந்து சென்றால், அவன் பறக்காமலேயே, கண்டிப்பாக அவனது பெற்றோரை அடைய முடியுமா? ஆனால், அதன் பிறகு, அவன் எதன் மேல், நடக்க முடியும்? அங்கு பாறை முகடு இல்லை. அவன், இன்னும் ஒரு பறவை அல்ல. அவனுக்கு மேலே, ஒன்றுமே அவனால் பார்க்க இயலவில்லை. பள்ளத்தாக்கு மிக ஆழமானது. அதன் மேல் முனையோ, கீழே இருந்த சமுத்திரத்தை விட வெகு தூரம் உயரம்.
He stepped slowly out to the brink of the ledge, and, standing on one leg with the other leg hidden under his wing, he closed one eye, then the other, and pretended to be falling asleep. Still, they took no notice of him. He saw his two brothers and his sister lying on the plateau dozing, with their heads sunk into their necks. His father was preening the feathers on his white back. Only his mother was looking at him.	அவன், அந்த பாறை முகட்டிற்கு மெதுவாக நடந்து வந்து, தன் ஒரு காலில் நின்று கொண்டு, மற்றொரு காலை அவனது சிறகை கீழே மறைத்து வைத்தான். அவன், தன்னுடைய ஒரு கண்ணை மூடி, பிறகு, மற்றொரு கண்ணை மூடி, உறங்குவது போல நடத்தான். இன்னும், அவர்கள், அவனைக்கண்டு கொள்ள வில்லை. அவன், தன்னுடைய இரு சகோதரர்கள், மற்றும் சகோதரி ஆகியோர், எதிரே இருந்த சமவெளியில், அவர்களது தலைகள், அவர்களின் கழுத்துக்குள் புதைந்தபடி உறங்கிக்கொண்டிருப்பதைக்கண்டான். அவனது தந்தை, தன்னுடைய வெண்மையான பின்புறத்தில் இருந்த செட்டைகளைத் துடைத்துக்கொண்டிருந்தார். அவனது தாய் மட்டுமே அவனைப்பார்த்துக்கொண்டிருந்தார்.
She was standing on a little high hump on the plateau, her white breast thrust forward. Now and again, she tore at a piece of fish that lay at her feet, and then scraped each side of her beak on the rock. The sight of the food maddened him. How he loved to tear food that way, scraping his beak now and again to whet it! He uttered a low cackle. His mother cackled too, and looked at him.	அவள், அந்தச்சமவெளியில், தன்னுடைய வெண்ணிற மார்பை முன்புறமாகத் துருத்திக்கொண்டு, ஒரு சிறிய முகட்டின் மேல் நின்று கொண்டிருந்தாள். அவ்வப்போது, தன் காலுக்குக்கீழே இருந்த ஒரு துண்டு மீனை அவள், தனது அலகின் இரு முனைகளாலும் அந்தப்பாறையின் மேல் தேய்த்து, அதனைக்கீறி, கிழித்துக்கொண்டிருந்தாள். உணவின் பார்வையே அவனைப்பைத்தியமாக்கிற்று. அவன், எப்படியெல்லாம் அந்த உணவைக்கீறி, அலகினால் அவ்வப்போது தேய்த்து, அதைக்கூர்மை செய்ய வேண்டும்! அவன், மெல்லிய ஒரு கெக்கொலி எழுப்பினான். அவனது தாயும் கெக்கொலி எழுப்பி, அவனை நோக்கிப்பார்த்தாள்.
PAGE-4 ‘Ga, ga, ga,’ he cried, begging her to bring him over some food. ‘Gawl-ool-ah,’ she screamed back mockingly. But he kept calling plaintively, and after a minute or so, he uttered a joyful scream. His mother had picked up a piece of fish and was flying across to him with it. He leaned out eagerly, tapping the rock with his feet, trying to get nearer to her as she	" க. க. க..." என்று அவன் கத்தி, தனக்கு சிறிது உணவைக்கொண்டு வந்து தருமாறு அவளிடம் கெஞ்சினான். " கா..கா. ஊ...ஆ." என்று அவள், அவனைக்கேலி செய்யும் முகமாக பதிலுக்குக்கத்தினாள். ஆனால், அவன், தொடர்ந்து சோகமாக கத்தி விட்டு, பின்பு, ஒரு நிமிடம் கழித்து, ஒரு ஆனந்த கூச்சலிட்டான். அவனது தாய், ஒரு துண்டு மீனை எடுத்துக்கொண்டு, அவனை நோக்கிப்பறந்து வந்தாள். அவன், ஆவலோடு அவளை நோக்கிச்சாய்ந்து, பாறையை தனது காலால் தட்டி, அவள் குறுக்கே பறந்து சென்ற போது, அவளை நெருங்க

flew across. But when she was just opposite to him, abreast of the ledge, she halted, her legs hanging limp, her wings motionless, the piece of fish in her beak almost within reach of his beak.	முயன்றான். ஆனால், அவள், பாறை முகட்டுக்கு பக்கவாட்டில், அவனுக்கு எதிராக வந்த போது, அவள் சற்று நிதானித்து, அவளது கால்கள் தொய்ந்து, அவளது செட்டைகள் அசைவற்று இருந்து, அவளது அலகில் இருந்த அந்த துண்டு மீன் அவனது அலகு பற்றிக்கொள்ளும் தூரத்தில் தான் இருந்தது.
He waited a moment in surprise, wondering why she did not come nearer, and then maddened by hunger, he dived at the fish. With a loud scream, he fell outwards and downwards into space. His mother had swooped upwards. As he passed beneath her, he heard the swish of her wings.	அவள் ஏன் தன்னை நோக்கி அருகே வரவில்லையென அவன், ஒரு கணம் ஆச்சரியத்தில் காத்திருந்தான். அதன் பிறகு, பசி அவனைப்பைத்தியமாக்க, அவன் அந்த மீனை நோக்கி கீழே தாவினான். ஒரு பலத்த அலறல் சத்தத்தோடு, அவன் பாறைக்கு வெளியே விழுந்து, கீழே இருந்த வெற்றிடப்பள்ளத்தை நோக்கிப்போனான். அவனது தாய், விரைவாக மேல் நோக்கிச்சென்றாள். அவன், அவளையும் தாண்டிக்கீழே போய்க்கொண்டிருந்த போது, அவளது தாயின் செட்டைகளின் வீச்சை அவனால் கேட்க முடிந்தது.
Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a moment. The next moment, he felt his wings spread outwards. The wind rushed against his breast feathers, then under his stomach and against his wings. He could feel the tips of his wings cutting through the air. He was not falling headlong now. He was soaring gradually, downwards and outwards. He was no longer afraid. He just felt a bit dizzy. Then, he flapped his wings once and he soared upwards.	அதன் பின்பு, ஒரு பெரிய பயம் அவனைத்தொற்றிக்கொண்டது. அவனால் எதுவுமே கேட்க இயலவில்லை. ஆனால், அது ஒரு கணமே நீடித்தது. அடுத்த கணம், அவன், தனது செட்டைகளை வெளிப்புறமாக விரித்தான். காற்று, அவனது மார்பின் செட்டைகளின் மேலும், அதன் பின்பு, அவனது வயிற்றுக்குக்கீழும், அவனது செட்டைகளின் மேலும் வீசியது. அவனுடைய செட்டைகளின் மேல் பரப்பு, காற்றைக்கிழித்தபடி செல்லுவதை அவனால் உணர முடிந்தது. அவன், இப்போது கீழ் நோக்கி விழவில்லை. அவன் வெளியே செல்ல, மெல்ல உயர்ந்து கொண்டிருந்தான். அவன், அதற்கு மேலும் பயப்படவில்லை. அவனுக்கு கொஞ்சம் மயக்கமாக வந்தது. பிறகு, அவன் தன்னுடைய செட்டைகளால் ஒரு முறை சிறகடித்து, மேல் நோக்கி உயர்ந்தான்.
He uttered a joyous scream and flapped them again. He soared higher. He raised his breast and banked against the wind. 'Ga, ga, ga. Ga, ga, ga.' 'Gawlool- ah.' His mother swooped past him, her wings making a loud noise. He answered her with another scream. Then, his father flew over him screaming. Then, he saw his two brothers and sister flying around him, soaring and diving.	அவன், ஓர் ஆனந்தக்கூச்சலிட்டு, பிறகு, மறுபடி சிறகடித்தான். அவன், மேலே உயர்ந்தான். அவன், தன்னுடைய மார்பை உயர்த்தி, காற்றில் பக்கவாட்டில் சென்றான். "கா. கா...கா.. " " காஹ்...! ஆ..!" அவனது தாய், அவனைத்தாண்டி விரைவாகச்சென்றாள். பிறகு, அவனது தந்தை, அவனுக்கு மேலே சத்தமிட்டபடி பறந்தார். பிறகு, அவன், தன்னுடைய இரு சகோதரர்கள், மற்றும் சகோதரி ஆகியோர், அவனைச்சுற்றிப்பறந்து, உயர்ந்து, கீழே பாய்வதைக்கண்டான்.
Then, he completely forgot that he had not always been able to fly, and commenced to dive and soar, shrieking shrilly.	பிறகு, தன்னால் பறக்கவே இயலாது என்பதை அவன் அறவே மறந்தும் விட்டான். அவன், காற்றில் கீழே பாயவும், உயரவும், கிரீச்சென்று கூச்சலிடவும் தொடங்கினான்.
He was near the sea now, flying straight over it, facing out over the ocean. He saw a vast green sea beneath him, with little ridges moving over it; he turned his beak sideways and crowed amusedly. His parents and his brothers and sister had landed on this green floor in front of him. They were beckoning to him, calling shrilly. He dropped his legs to stand on the green sea. His legs sank into it. He screamed with fright and attempted to rise again, flapping his wings. But he was tired	அவன், தற்போது சமுத்திரத்துக்கு அருகே இருந்தான். அதன் பரப்பைப்பார்த்தபடி அதன் மேல் நோக்கப்பறந்தான். அவன், தனக்குக்கீழே ஒரு பரந்த பச்சையான சமுத்திரத்தைக்கண்டான். அதில், சிறிய முகடுகள் அசைவதைக்கண்டான். அவன் தன்னுடைய அலகைப்பக்கவாட்டில் திருப்பி, குதூகலமாய் கூவினான். அவனது பெற்றோரும், அவனது சகோதரர்களும், சகோதரியும் அவனுக்கு முன்பாக, அந்த பச்சை நிறத்தரையில் இறங்கி விட்டார்கள். அவர்கள், அவனை நோக்கி சைகை செய்து தங்களிடம் வருமாறு கிரீச்சென்று குரல் எழுப்பி அழைத்தனர். அவன், பச்சையான சமுத்திரத்தில் இறங்கும் வண்ணம், தன்னுடைய கால்களைக்கீழே இறக்கினான். அவனது கால்கள் கீழே ஊன்றின. அவன். பயத்தால் அலறி, மீண்டும் மேலே எழுந்து, தனது செட்டைகளை அடித்தான். ஆனால், அவன் பசியினால் சோர்ந்து, பலமின்றிப்போயிருந்தான்.

and weak with hunger and he could not rise exhausted by the strange exercise. His feet sank into the green sea, and then his belly touched it and he sank no farther. He was floating on it. And around him, his family was screaming, praising him, and their beaks were offering him scraps of dog-fish.	அவன் செய்த வினோதமான பயிற்சியினால், அவனால் எழுந்திருக்க முடியவில்லை. அவனது கால்கள், கீழே பச்சை நிற சமுத்திரத்தில் மூழ்கியது. பிறகு, அவனது வயிறு அதைத்தொட்டது. அதற்கு மேல், அவன் மூழ்கவில்லை. அவன், அதன் மேல் மிதந்து கொண்டிருந்தான். அவனைச்சுற்றி, அவனது குடும்ப உறுப்பினர்கள் பலத்த சத்தமிட்டு, அவனைப்புகழ்ந்தும், அவர்களது அலகுகளால், அவனுக்கு சிறு சுறா மீனின் துண்டுகளையும் தந்து கொண்டிருந்தனர்.
He had made his first flight.	அவன், தன்னுடைய முதல் பயணத்தை பறந்து முடித்து விட்டான்.

PICTURES FOR UNDERSTANDING

		
Flying – Family	Fear of flying	Waiting for the Food
		
Mocked by Family Members	Tempted by Mother	Finally he succeeded

GLOSSARY

ledge (n)	a narrow shelf that juts out from a vertical surface	உயரமான பாறையில் உள்ள ஒரு திட்டடு
shrilly (adv.)	producing a high - pitched and piercing voice or sound	கூரிய அலறல் சத்தம்
herring (n)	a long silver fish that swims in large groups in the sea	நீண்ட ஒரு கடல்வாழ் வெள்ளி நிற மீன்
devour (v)	to eat something eagerly and in large amounts, so that nothing is left	உணவை விழுங்குதல்
cackle (n)	a sharp, broken noise or cry of a hen, goose or seagull	தெளிவான, இடைவெளியோடு உள்ள அலறல் சத்தம்
mackerel (n)	a sea fish with a strong taste, often used as food	சுவையான கடல் மீன் , கானாங்கெளுத்தி மீன்

gnaw (v)	to bite or chew something repeatedly	ஒன்றை கடித்து சுவைப்பது
trot (v)	to run at a moderate pace with short steps	நிதானமான வேகத்தில், சின்ன காலடிகளில் ஓடுவது
precipice (n)	a very steep side of a cliff or a mountain	ஒரு மலையின் நெட்டுக்குத்தலான உச்சி
preening (v)	cleaning feathers with beak	சிறகுகளை, அலகு கொண்டு சுத்தம் செய்தல்
whet (v)	to sharpen	கூர்மை செய்தல்
plaintively (adv.)	sadly, calling in a sad way	சோகமாக; சோகமாக அழைத்தல்
swoop (v)	to move very quickly and easily through the air	காற்றில் இலகுவாக, வேகமாக செல்லுதல்
beckoning (v)	making a gesture with the hand or head to encourage someone to approach or follow.	சைகையால் ஒருவரை அழைத்தல்

Q.NO: 1-3 SYNONYMS 3 X 1= 3 MARKS

WORD	SYNONYM	தமிழ் அர்த்தம்
amusedly	interestingly	ஆர்வத்தோடு
ascending	rising	ஏறுவரிசையில்
beneath	below	கீழே
blazing	burning	எரிகின்ற
brink	edge, margin	விளிம்பில்
cackle	a sharp noise	கொக்கரிப்பு
cliff	rock face	குன்று
commence	begin	துவங்கி
courage	boldness	தேரியம்
cowardice	lack of courage or timidity	கோழைத்தனம்
crack	split	பிளவு
daintily	attractively	ருசியுள்ள, எழில் நயம் வாய்ந்த
desperate	distressed	துன்பம்
devour	eat hungrily	விழுங்குதல்
dozing	sleepy ,drowsy	தூக்கம்
exhausted	tired	தீர்ந்து விடல், சோர்வடைதல்
expanse	area, stretch	விரிவடைந்தும்
flap	to beat with wings	சிறகடிப்பு
gnawed	to bite or chew	கடித்துக்கொண்டு
gradually	step by step	படிப்படியாக
hatched	came out from eggs	உண்டாக்கிக்கொண்டு
hump	bulge	திமில்
ledge	shelf	தொங்கு பாறை
limp	walk lamely	நொண்டக்கூடிய
maddened	become mad; crazy	பைத்தியம் பிடித்த நிலை
mockingly	teasingly	கேலி செய்தல்
moment	a second	கணம், நொடி

WORD	SYNONYM	தமிழ் அர்த்தம்
monster	giant	அசுரன்
monstrous	big one	பெரிய, பிரம்மாண்டமான
muster up	assemble, raise	சேர்தல், உயர்தல்
perfecting	make perfect	சரி செய்தல், நேர்த்தியாக்குதல்
plateau	upland, plains	பீட பூமி
plunge	dive, jump	வீழ்ச்சி
praising	to extol, admiring	புகழுதல்
precipice	rock face	சரிவின்
pretended	mocked	நடித்தல்
sank	submerged	மூழ்கடித்தது
scrap	particle, piece	துகள்
scraped	frayed	தேய்க்கப்பட்ட
scream	shout	அலறுதல்
sheer	merely	சுத்த
shrilly	sharp, piercing	துளையிடுதல்
skim	remove	நீக்கு
soaring	rising	உயரும்
starve	famine, lack of food	பட்டினி
swish	hiss	மென்மையான ஒலி
swoop	jump, fly down	திடீரென குதித்தல்
terror	fear	பயங்கரமான
thrust	push	உந்துதல்
tore	split	கிழித்தல்
vast	huge	பரந்த

Q.NO: 4-6 ANTONYMS 3 X 1= 3 MARKS

WORD		ANTONYM
ascending (மேலேறுதல்)	X	descending (கீழிறங்குதல்)
beneath (அடியில்)	X	above (மேலே)
brink (விளிம்பு / ஓரத்தில்)	X	middle (நடுவில்)
commence (துவங்கு)	X	conclude (முடிதல்)
courage (துணிச்சல்)	X	timidity / cowardice (கோழைத்தனமான)
coward (கோழை)	X	brave (வீரமான)
desperate (நம்பிக்கையிழந்த)	X	hopeful (நம்பிக்கை கொண்ட)
encourage (ஊக்கமூட்டு)	X	discourage (தாழ்மைப்படுத்து)
end (முடிவு)	X	start (தொடங்கு)
exhausted (முற்றிலும் சோர்வடைந்து)	X	energized (புத்துணர்ச்சியுடன்)
farther (தொலைவில்)	X	nearer (அருகில்)
forgot (மறந்து போதல்)	X	remembered (நினைவுகூர்தல்)
forward (முன்னோக்கி)	X	backward (பின்னோக்கி)

WORD		ANTONYM
gnawed (துண்டாக்குதல்)	X	constructed (இணைத்தல்)
hidden (மறைந்துள்ள)	X	visible (தெரியும்படியான)
high (உயரமான)	X	low (கீழே)
huge (பெரிய)	X	small (சிறிய)
hump (வளைந்த)	X	flat (நேரான)
interestingly (விருப்பத்துடன்)	X	uninterestingly (விருப்பமில்லாமல்)
joyful (மகிழ்வான)	X	sorrowful (வருத்தமான)
mockingly (கேலி செய்தல்)	X	respectfully (மரியாதை செய்தல்)
plaintively (சோகமாக)	X	joyfully (மகிழ்ச்சியாக)
plunge (குதித்தல்)	X	ascent, increase (மேலேறுதல், உயர்தல்)
praise (பாராட்டுதல்)	X	scold (திட்டுதல்)
proud (பெருமை)	X	humble (பணிவு)
rising (எழுதல்)	X	falling (வீழ்தல்)
sink (மூழ்குதல்)	X	float (மிதத்தல்)
scrap (சிறு துண்டு)	X	chunk (பெரிய அளவு)
seized (பறிமுதல்)	X	released (விடுவித்தல்)
sheer (செங்குத்தான)	X	gradual (சீரான)
shrilly (உரத்தகுரலில்)	X	calmly (அமைதியாக)
starve (பட்டினி)	X	well fed, full (நன்கு சாப்பிட்ட)
swooped (கீழிறங்குதல்)	X	ascended (மேலேறுதல்)
top (மேலே)	X	bottom (கீழே)
trotted (நடத்தல்)	X	stopped (நிற்றல்)
warmly (வெதுவெதுப்பாய்)	X	icy (குளிர்ச்சியாய்)
whet (சுர்மையாக்குதல்)	X	blunt (மழுங்கச்செய்தல்)
wide (விரிவான)	X	narrow (குறுகலான)

Q.NO: 15-18 SHORT ANSWERS 3 X 2= 6 MARKS

QUESTIONS WITHIN THE LESSON

a. Why did the seagull fail to fly?

(MAY-22, JUNE-23)

(PAGE-2)

The seagull was **afraid**. So, it failed to fly.

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

The parents **encouraged him to fly** initially. Then they **threatened him to starve** on his ledge.

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

(PTA-5)

(PAGE-3)

A herring fish was the first catch of the young seagull's older brother.

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

The young seagull managed to find a **fish tail and dried pieces of eggshell** in his search for food on the ledge.

e. What did the young bird do to seek the attention of his parents? (SEP-21)(PAGE-4)

The young bird **pretended** to be **falling asleep** to seek the attention of his parents.

குறிப்பு : seagull-கடற்பறவை, afraid-பயம், failed-தோல்வியடைந்தது, encouraged-உற்சாகமூட்டின, initially-துவக்கத்தில், threatened-அச்சுறுத்தின, starve-பட்டினி கிடத்தல், ledge-பாறை விளிம்பு, herring fish-மத்தி மீன், dried pieces-காய்ந்த துண்டுகள், egg shell-முட்டை ஓடு, pretending-நடித்தல், falling asleep-தூங்குதல், attention-கவனம்

f. What made the young seagull go mad? (APR-23)

Hunger and the sight of the food made the young seagull go mad.

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

The bird saw his **mother flying towards him with a piece of fish**. So, he uttered a joyful scream.

h. Did the mother bird offer any food to the young bird? (AUG-22)

No, the mother bird **did not offer any food** to the young bird.

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

The bird could feel the tips of his **wings cutting through the air**. He uttered a joyful scream.

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

The father and mother flew over him screaming with joy and his **brothers and sister** were flying around him.

குறிப்பு : Hungry-பசி, towards-அதனை நோக்கி, uttered-உச்சரித்தல், joyful scream-மகிழ்ச்சியாக கத்துதல், offer-கொடுத்தல், wings-சிறகுகள், cutting through the air-காற்றைக் கிழித்துக் கொண்டு, around-சுற்றி

QUESTIONS AFTER THE LESSON

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

(PAGE: 5)

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

(PTA-2)

The young seagull **ran to the brink of the ridge of the mountain** and **tried to flap its wings**. It was **afraid** and **ran back to the hole**.

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

(PTA-4,5)

The parents **helped** the brothers and sister **with the art of flying**. They also **taught them to glide on the waves** and **dive for fish**.

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

The young bird's condition was so pathetic as it **started to eat the dry eggshells** when it was hungry.

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

The bird **walked from one end of the ledge to the other** to reach its parents without flying.

குறிப்பு : attempt-முயற்சி, ridge-விளிம்பு, flap-சிறகடித்தல், art of flying-பறக்கும் கலை, glide on the waves-அலைகளில் சறுக்குதல், pathetic-பரிதாபத்திற்குரிய, end of the ledge-பாறையின் விளிம்பு, without flying-பறக்காமல்

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

No, the seagull's parents were **not harsh**. They **wanted** the young seagull **to learn the skill of flying**.

6. What prompted the young seagull to fly finally? (Mdl, HY-19, PTA-1, JUL-24, APR-25)

The young seagull was **very hungry** and **the sight of the food in the mother's beak** had prompted the bird to fly.

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

The young seagull's **feet sank into the green sea** and it was **floating on it**.

குறிப்பு : harsh-வன்மையாக, learn the skill-திறனறிதல், prompted-தூண்டியது, finally-இறுதியாக, beak-வாய் (அலகு), feet-பாதம், sank-முழுகியது, green sea-பச்சை நிறக்கடல், floating-மிதத்தல்

Q.NO: 29-32 PARAGRAPH 2 X 5= 10 MARKS

B. Answer each of the following questions in a paragraph of about 100-150 words. (PAGE: 6)

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

(Mdl, HY-19, PTA-2,4,5, SEP-20, AUG-22, APR, JUNE-23, APR-25)

Explain the experience of the young seagull in "His First Flight" written by Liam O'Flaherty.

(MAY-22)

PARAGRAPH FOR GIFTED STUDENTS

Lesson	: HIS FIRST FLIGHT
Author	: Liam O' Flaherty
Theme	: Tackle your fears to know your strength
Characters	: The young seagull and its family

Introduction:

Never stare up the steps instead step up the stairs. This secret of success has been taught by the seagull family in the story 'His First Flight' by Liam O' Flaherty. When the young follow the foot steps of the elders with faith and courage, the journey of life becomes a joyful experience.

Pathetic Plight of The Young Seagull:

The 'young seagull' was desperate and lonely at the ledge. It was not so courageous to take the first single step towards the art of flying. The vast sea underneath threatened the little one who was hesitating to make his first flight. The inner instinct to fly and swim was suppressed by the fear factor. The entire family had deserted him in their contest for survival. He thought he was 'going to die' due to starvation.

Family in Action :

Family is the comfort zone when we falter. The young seagull's family stepped into action to motivate the fearing kid. His parents flew around scolding and even sent fake threats to let him starve. They were also guiding his siblings in perfecting the art of birdhood.

In Time of Test, Family is The Best :

His brothers and sister were enjoying their food hunt gliding in the air and diving into the sea.

Hunger made the young one look pathetic. The mother seagull laid the bait to motivate the young one. She flew across with food in her beak. Maddened at the sight of food, the young seagull leaped to reach the fish.

His First Flight :

Mother astutely flew higher to make him fall. Instinctively he flapped his wings and began to fly to his meal. He also learnt to swim and hunt for food. The entire family was soaring and diving around him with joy on his achievement. He made his first flight.

The Cheering Family :

The entire family was awaiting his safe landing on the sea bed. The moment he landed, it was fun time. The family was around him, screaming, praising him and offering dog-fish.

Conclusion :

A journey of a thousand miles begins with the first step. This bold initiative is essential and plays a crucial role in everyone's life. The young seagull's attempts in his first flight and the encouragement and efforts made by his family stand as testimony for the following statement.

Moral : Family gives you the roots to stand tall and strong

PARAGRAPH FOR AVERAGE STUDENTS

Lesson	: HIS FIRST FLIGHT
Author	: Liam O' Flaherty
Theme	: Fear kills but confidence overcomes
Characters	: The young seagull and its family

The young seagull looked down the **vast expanse** of sea. He was **hungry**. His **parents had left** him alone on the **rock without food**. They **could fly**; and he **could not**. He had **tried several times**. He was **afraid** that his **wings would not support** him to fly. His **parents had tried many ways** to make him fly. He felt that he was **starving to death**. His **mother** was tearing a **piece of fish** with her beak. The **sight of food maddened** him. He **cried** but she **just screamed** back mockingly. Suddenly, he **felt the joy**, seeing his **mother approaching him** with food. But she **kept the fish just out of his reach**. **Maddened by hunger**, he **dived** at the fish. But his **mother flew upwards** and he started falling. He was **frightened** but the **next moment he realized** that he was **flying**. He had **made his first flight**.

Moral : Kindle your instincts to shatter your failures.

PARAGRAPH FOR LATE BLOOMERS

- The young seagull was **afraid of flying**.
- The parents **motivated the bird to fly**.
- The bird was **not ready to fly**.
- It was **very hungry**.
- The mother **showed a fish and made the bird dive..**
- The bird **started to fly in the sky**.
- The seagull **learnt the art of flying**.

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

Parents are the role models to children. They have great care and love for their children. In order to develop good habits and life skills, parents enforce discipline in their children. Whenever the child makes a mistake, they advise him/her to be good. They do so to make them as better citizens of this country. Like the mother seagull in the story, parents encourage their children to push harder in order to excel in their chosen field. They mend their ways and motivate them to achieve success in every aspect of life. Like the mother seagull, parents do everything possible for their child to taste the fruits of success.

TEXTUAL EXERCISES

VOCABULARY

- C. Change the parts of speech of the given words in the chart. (PAGE-6) (Dolphin Pg:380)
- D. Read the following sentences and change the form of the underlined words as directed. (PAGE-7) (Dolphin Pg:380)
(Refer Answers in – Content Additional Questions- Change the Parts of Speech)
- E. Use the following words to construct meaningful sentences on your own. (Dolphin Pg:381)
(Refer Answers in – Content Additional Questions- Construct a sentence)



LISTENING

- F. *Here is a travelogue by the students of Government Girls Higher Secondary School, Pattukkottai after their trip to Darjeeling. Listen to the travelogue and answer the following questions. (Listening text is on page-213)
- i) Fill in the blanks with suitable words. (TB PG.7)
1. Darjeeling 2. Kanchenjunga 3. Tiger

4. Senchal 5. Batasia Loop

- ii) Yes, they had a memorable school trip to Darjeeling. They visited many places in the hill station.
- iii) I wish to visit Valparai and Ooty with my classmates
- iv) State whether the following statements are True or False.
1. False 2. True 3. True



SPEAKING

- G. Here is a dialogue between a father and his daughter. Continue the dialogue with at least five utterances and use all the clues given above.
(Refer Answers in- Content Additional Questions- Extend the Dialogue) (Dolphin Pg:397)



READING

- H. Read the following passage and answer the questions that follow. (PAGE-8)
(Refer Content Section: Q.No-47) (Dolphin Pg:365)



WRITING



- I. Prepare attractive advertisements using the hints given below. (PAGE-10) (Dolphin Pg:327)

(Refer Content Section: Q.No-39)

REPORT WRITING

- J. Write a report of the following events in about 100-120 words. (PAGE-11) (Dolphin Pg:377)

(Refer Answers in-Content- Additional Questions)

GRAMMAR (PAGE-12) (Dolphin Pg:386)

(Refer Answers in- Content Additional Questions- Modals)

- E. Here are a few sentences already done for you. The clues given would be helpful to make more sentences on your own. (PAGE-14)

1. I would suggest that you take the Uzhavan Express to Thanjavur from Chennai.
2. You will be more comfortable if you could book 3 tier A/C.
3. You could enjoy visiting the world famous Big Temple.
4. You should visit the museum which is next to the Big temple.
5. You mustn't miss the Saraswathi Mahal Library which has a huge collection of ancient literature.
6. You can buy the dancing doll and bronze statues near the Big temple.
7. You may also visit the Kallanai dam which is a few kilometers from Thanjavur.
8. You shouldn't miss the Poondi Church which is an architectural marvel.
9. You must visit the place which has beautiful medieval design and architecture.
10. If time permits you can visit Kumbakonam.

ACTIVE AND PASSIVE VOICE

- F. Change the following sentences to the other voice. (PAGE-14)
- G. Change the following into Passive voice. (PAGE-16)
- H. In the following sentences the verbs have two objects namely Direct and Indirect objects. Change each of the following sentences into two passives using direct object as the subject in one and indirect in the other.

(Refer Content Section: Q.No-23) (Dolphin Pg:300)

- I. Rewrite the following passage in Passive Voice.

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

Ambrose's motorbike was stolen a few days ago. It had been left outside his house by Ambrose. The theft was reported to the police. He was told by the police that it would be tried by them to find his motorbike. His motorbike was found by them this morning. Ambrose was called to the police station. It had been painted by the thieves and it was sold to someone else. The motorbike had been parked by the new owner, outside a mall when it was found by the police. The thieves were arrested by the police after an enquiry.

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

Ingredients: Onion – 200gm, Vegetables – 200gm, Garam masala-50gm, Ghee – 50gm

Vegetable Briyani is liked by me. It is prepared by cutting vegetables. Fruits and Nuts are added for extra flavour. Onion and other masala are seasoned for a few minutes. Boiled and mashed vegetables are added to make it more nutritious. Roasted cumin powder and coriander leaves are added for taste and flavour. It is accompanied by onion salad.

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

The cultural club of our school was inaugurated by the famous artist Mr. Parthiban. Many cultural programmes were performed by the school students. Dance performance like Baradham were accomplished by class X students. A cultural exhibition was inaugurated by our school Head Master. The vote of thanks was proposed by the fine arts secretary. The national anthem was sung by the students of our school.

POETRY

அரசுப் பொதுத்தேர்வில் Poetry பகுதியிலிருந்து.....

Q. No (19-22) Answer any THREE of the following.

3 x 2= 6 Marks

பாடல் (Poetry) பகுதியிலிருந்து பாடல்வரிகள் (Poetry Lines) தரப்பட்டு அதனைத் தொடர்ந்து 2 சிறுவினாக்கள் கொண்ட தொகுப்புகளாக 4 தொகுப்புகள் கேட்கப்படும். அவைகளுள் எவையேனும் 3 வினாத்தொகுப்புகளுக்கு 1 அல்லது 2 வாக்கியங்களில் விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் **Poety** பகுதியில் உள்ள **Appreciation Questions** வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

Q. No (33-36) Answer any TWO of the following questions.

2 x 5= 10 Marks

பாடல் பகுதியிலிருந்து (Poetry) 4 வினாக்கள் கேட்கப்படும். அவைகளுள் எவையேனும் 2 வினாக்களுக்கு விடையளிக்க வேண்டும்.

Q. No (33-34) : பாடல் பகுதியிலிருந்து (Poetry) 2 பத்திவினாக்கள் (Paragraph) கேட்கப்படும். அவைகளுக்கு 10 வாக்கியங்களுக்கு குறையாமல் விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் **Poetry** பகுதியில் உள்ள **Paragraph** வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

Q. No (35) : பாடல் பகுதியிலிருந்து (Poetry Literary Appreciation) வினாக்கள் கேட்கப்படும். அதில் உள்ள 4 வினாக்களுக்கு விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் **Poetry** பகுதியில் உள்ள **Literary Appreciation** வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

Q. No (36) : பாடல் பகுதியிலிருந்து (Poetry Lines Paraphrase) வினா கேட்கப்படும். அதில் உள்ள 4 வரிகளுக்கு விரிவான வரையறை எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் **Poetry** பகுதியில் உள்ள **Paragraph** வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

Q. No (45) Quote from memory.

1 x 5= 5 Marks

பாடல் பகுதியிலிருந்து (Poetry) மனப்பாடப் பாடல் வரிகள் 5 கேட்கப்படும். அதில் கேட்கப்பட்டுள்ள 5 வரிகளை எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் பாடநூலில் உள்ள மனப்பாட பாடல்களான **1. Life, 3. I Am Every Woman, 5. The Secret of the Machines, 6. No Men are Foreign** ஆகியவைகளை நன்கு படித்துக்கொள்ளவும்.

TOTAL = 21 MARKS

FIGURES OF SPEECH

அணி இலக்கணம்

1. **Rhyming Words:** பாடல் வரிகளின் கடைசி வார்த்தைகளை கவனிக்க வேண்டும். அவைகளில் ஒரே மாதிரியான ஒலியமைப்பைக் கொண்டுள்ள வார்த்தைகள் Rhyming words ஆகும். (எடுத்துக்காட்டுகள் பாடல் பகுதிகளில் தரப்பட்டுள்ளன. அவைகளை பயன்படுத்திக்கொள்ளவும்)

Ex: So let the way wind up the hill or down,

O'er rough or smooth, the journey will be joy:

(Poem 1)

Still seeking what I sought when but a boy,

New friendship, high adventure, and a crown,

Rhyming words: *down -crown, joy - boy*

2. **Rhyme Scheme:**

கொடுக்கப்பட்டுள்ள பாடலின் 4 வரிகளின் கடைசி வார்த்தைகளை கவனிக்க வேண்டும்.

- ❖ அவைகளுள் முதல் வரியின் கடைசி வார்த்தையை **a** எனக் குறிக்க வேண்டும்.
- ❖ இரண்டாம் வரியின் கடைசி வார்த்தையின் ஒலியமைப்பு முதல் வரி போல இருப்பின் அதனை **a** எனக் குறிக்க வேண்டும்.
- ❖ மாறுபட்டிருப்பின் அதனை **b** எனக் குறிக்க வேண்டும்.
- மூன்றாம் வரியின் கடைசி வார்த்தையின் ஒலியமைப்பு முதல் வரி போல இருப்பின் அதனை **a** எனக் குறிக்க வேண்டும்.
- இரண்டாம் வரிபோல இருப்பின் அதனை **b** எனக் குறிக்க வேண்டும்.
- மாறுபட்டிருப்பின் அதனை **c** எனக் குறிக்க வேண்டும்.
- ✱ நான்காம் வரியின் கடைசி வார்த்தையின் ஒலியமைப்பு முதல் வரி போல இருப்பின் அதனை **a** எனக் குறிக்க வேண்டும்.
- ✱ இரண்டாம் வரி போல இருப்பின் அதனை **b** எனக் குறிக்க வேண்டும்.
- ✱ மூன்றாம் வரி போல இருப்பின் அதனை **c** எனக் குறிக்க வேண்டும்.
- ✱ மாறுபட்டிருப்பின் அதனை **d** எனக் குறிக்க வேண்டும்.
- ✓ **குறிப்பு:** ஒரே மாதிரியான ஒலியமைப்புகளைக்கொண்ட வார்த்தைகளை ஒரே மாதிரியான எழுத்தால் குறிக்க வேண்டும்.

Ex: So let the way wind up the hill or down, - a

O'er rough or smooth, the journey will be joy: - b

Still seeking what I sought when but a boy, -b

New friendship, high adventure, and a crown, -a

(Poem 1)

Rhyme scheme: abba

3. <u>Simile:</u> (உவமையணி) கொடுக்கப்பட்டுள்ள பாடல் வரியில் ஏதேனும் இரண்டு நபர்கள், பொருட்கள் , இடங்கள் இவைகளின் பண்புகளை ஒப்பிட <u>like, as</u> போன்ற வார்த்தைகள் பயன்படுத்தப்பட்டிருக்கும். Ex:(i) Remember they have eyes <u>like</u> ours that wake. (Poem 6) (ii) <u>Like</u> ours: the land our brothers walk upon. (Poem 6)
4. <u>Metaphor:</u> (உருவகம்) கொடுக்கப்பட்டுள்ள பாடல் வரியில் ஏதேனும் இரண்டு நபர்கள், பொருட்கள் , இடங்கள் இவைகளின் பண்புகளை மறைமுகமாக ஒப்பிட்டு, அவைகளில் ஏதேனும் ஒன்றை மட்டும் மிகைப்படுத்தி சொல்வது. (பொதுவாக பொருட்களின் பெயர்கள்.) Ex: (i) She is a <u>lioness</u>; don't mess with her. (Poem 3) (ii) Our <u>hells of fire</u> and dust outrage the innocence. (Poem 6)
5. <u>Personification:</u> மனித பண்புகளை உயிரற்ற பொருட்களைக் துணையாகக் கொண்டு விளக்குதல். Ex: We can <u>pull</u> and <u>haul</u> and <u>push</u> and <u>lift</u> and <u>drive</u> (Poem 5)
6. <u>Onomatopoeia:</u> பொருட்கள் எழுப்பும் ஒலியோடு தொடர்புடைய சொற்கள். Ex: Lights <u>flicker</u> on and off. (Switches sound) (Poem 7)
7. <u>Alliteration:</u> (மோனை) ஒரு வரியில் ஒரே மெய்யொலியில் (எழுத்தில்) தொடங்குகிற வார்த்தைகள் பல வருவது. Ex: We can <u>r</u>un and <u>r</u>ace and swim and fly and dive, (Poem 5)
8. <u>Assonance:</u> ஒரு வரியில் ஒரே உயிர் ஒலியில் (எழுத்தில்) தொடங்குகிற வார்த்தைகள் பல வருவது. Ex: We can <u>s</u>ee and <u>h</u>ear and count and <u>r</u>ead and write (Poem 5)
9. <u>Hyperbole:</u> (உயர்வு நவ்ற்சி அணி) ஒரு செயலின் தன்மையை மிகைப்படுத்தி அதிகமாகச் சொல்வது. Ex: And a thousandth of an inch to give us play: (Poem 5)
10. <u>Repetition:</u> ஒரே சொல் ஒரே வரியில் மீண்டும் மீண்டும் வருவது (Repetitive device). Ex: <u>They growl</u> at the rain and <u>they growl</u> at the sun. (Poem 2)
11. <u>Rhetorical question:</u> பாடலின் வரியில் விடையை எதிர்பார்க்கும் நோக்கத்தோடு அல்லாமல் தனது அதிகாரத்தை காட்டுவதற்காக எழுப்பப்படும் வினாக்கள். (பழங்கால இதிகாசப்பாடல்கள், மன்னரைப் பற்றிய பாடல்களில் அல்லது அவர்கள் பேசுவது போன்ற பாடல்களில் காணப்படும்)

Ex: (i) What happened inside the house?	(Poem 7)
(ii) How could this be?	(Poem 7)
12. Imagery: பண்புகளை படங்களைப் போல வார்த்தைகளால் விவரிப்பது.	
Ex: We can <u>see</u> and <u>hear</u> and <u>count</u> and <u>read</u> and <u>write</u>	(Poem 5)
13. Paradox: எதிர்ச்சொற்களை கொண்டு (உண்மையான) நிகழ்வுகளை விவரிப்பது.	
Ex: It just sits there, never getting small or ever growing tall	(Poem 7)
14. Synecdoche: முழுமையான தகவல்களை, கருத்துக்களை விவரிப்பது.	
Ex: The house is bare to the bone .	(Poem7)
15. Transferred Epithet: பெயர்ச்சொல்லின் பண்புகளை விவரிப்பது (ஒன்றிலிருந்து மற்றொன்றுக்கு இடம் பெயரும்).	
Ex: Are fed by peaceful harvests , by war's long winter starv'd	(Poem 6)
16. Couplet: அடுத்தடுத்த வரிகளின் கடைசி வார்த்தைகள் ஒரே மாதிரியான உச்சரிப்பைக் கொண்டிருக்கும். இரண்டு வரிகளும் இணைந்து ஒரு நீதிக்கருத்தை உணர்த்தும்.	
Ex: With forward face and unreluctant <u>soul</u> Not hurrying to, not turning from the <u>goal</u> .	(Poem 1)
17. Connotation: மறைமுகமாக விரிவான கருத்தை உணர்த்துவது.	
Ex: Though our smoke may hide the Heavens from your eyes	(Poem 5)
18. Anaphora: (சொற்பொருள் பின் வருநிலையணி) அடுத்தடுத்த வரிகளில் ஒரே வார்த்தை மீண்டும், மீண்டும் பலமுறை வருவது.	
Ex: Remember, no men are are foreign, and no countries strange Remember, no men are strange, no countries foreign	(Poem 6)

FIGURES OF SPEECH – CONSOLIDATION-Q.NO:35

P	POEM LINE	REASON
ASSONANCE (1)		
5	Some water, coal, and oil is all we ask ,	Same vowel sound- single line
IMAGERY (1)		
5	We can see and hear and count and read and write !	Words create a picture
CONNOTATION (1)		
5	Though our smoke may hide the Heavens from your...	Machines smoke hides Heavens
TRANSFERRED EPITHET (1)		
6	Are fed by by war's long winter starv'd	starv'd transferred beside 'winter'
ONOMATOPOEIA (1)		
7	Lights flicker on and off.	Word – sound of the light
SYNECDOCHE (1)		
7	But at the same time it is bare to the bone .	bare to the bone-ruined house
HYPERBOLE (2)		
5	We will serve you four and twenty hours a day	24 hours work-exaggeration
7	And inside you can tell it has a ton of space	Unlimited space
RHETORICAL QUESTION (2)		
7	How could this be? What happened inside that house?	Questioning without expecting answer
EPITHET (3)		
2	They live, it is said, on Complaining Street The Grumble Family	Complaining Grumble
4	On the snow-covered ground ;	ground-snow covered
ANAPHORA (3)		
1	Not hurrying to, nor turning from the goal Not mourning for the things that disappear	Repetition of phrases or verses
4	Not a crumb to be found Not a flower could he see, Not a leaf on a tree	
5	We were taken from the ore-bed and the mine We were melted in the furnace and the pit	
SIMILE (3)		
6	Beneath all uniforms, a single body breathes like ours: Is earth like this, in which we all shall lie. Remember they have eyes like ours that wake.	like - comparison word

REPETITION (4)				
2	They growl at that and they growl at this They growl at the rain and they growl at the sun;	Repetition of words		
3	She's today's woman. Today's woman, dear			
4	For all nature looked gay.”			
6	Remember..... Remember.....			
CONTRAST (8)				
1	To Youth and Age, and travels on with cheer.	Youth	x	Age
	So let the way wind up the hill or down	up	x	down
	O'er rough or smooth, the journey will be joy	rough	x	smooth
2	The weather is always too hot or cold;	hot	x	cold
	Summer and winter alike they scold.	Summer	x	winter
	And whether their station be high or humble.	high	x	humble
6	Remember they have eyes like ours that wake Or sleep, and strength that can we won	wake	x	sleep
7	Lights flicker on and off.	on	x	off
METAPHOR (14)				
1	In the dim past, nor holding back in fear	dim-past life		
	And hope the road's last turn will be the best	road's last turn – life's last turn		
	New friendship, high adventure, and a crown	a crown - fame		
2	And before he dreams of the terrible jumble	terrible jumble- act of grumbling		
3	A symbol of power and strength	woman-power		
	The summer of life she's ready to see in spring	life-summer		
	Persistence is the key to everything	persistence-key		
	She's a lioness; don't mess with her	she-lioness		
4	Some crickets have four legs, and some have two.	cricket-men		
6	Are fed by, by war's long winter starv'd	war-long winter		
	Their hands are ours, and in their lines we read	their hands-ours		
	Our hells of fire and dust outrage the innocence	hells of fire		
7	But at the same time it is a bare to the bone	house- bare bone		
	It is a very mysterious place	house- mysterious place		

PERSONIFICATION (25)		
1	From what the future veils ; but with a whole And happy heart, that pays its toll	future heart pays
2	They live, it is said, on Complaining Street In the city of Never-Are-Satisfied , The River of Discontent beside.	Complaining Satisfied Discontent
4	A silly young cricket , accustomed to sing Away he set off to a miserly ant , He wished only to borrow He'd repay it tomorrow Says the ant to the cricket, 'I'm your servant and friend . But we ants never borrow , we ants never lend But tell me, dear cricket, Did you lay anything by That I sang day and night Go then", says the ant, "ant dance the winter away".	silly behaviour miserly borrow repay servant and friend borrow, lend lay anything sang dance
5	We are not built to comprehend a lie We can pull and haul and push and lift and drive We can print and plough and weave and heat and light We can run and race and swim and fly and dive We can neither love nor pity nor forgive We are nothing more than children of your brain	lie works of machine love, pity, forgive Children
6	...dust outrage the innocence of air that is...	innocence
7	It sat alone It plays with your mind Beside the house sits a tree But at the same time it is a bare to the bone	house-sat plays-house tree-sits house-bone
ALLITERATION (51)		
1	Let me but live my life from year to year With forward face and unreluctant soul And happy heart , that pays its toll Still seeking what I sought when but a boy	Let-live-life, year-year Forward-face happy-heart Still-seeking-sought, what-when

2	They live, it is said, on Complaining Street And whether their station be high or humble Summer and winter alike they scold And if everything pleased them, there isn't a doubt They'd growl that they'd nothing to grumble about Can be brought to acknowledge his family name Among them too long, he will learn their ways; And never to growl, whatever we do, And so it were wisest to keep our feet Let us learn to walk with a smile and a song	said- Street high-humble Summer-scold them-there growl-grumble Be-brought them-too; long-learn; will-ways whatever-we Were-wisest let-learn, walk-with, smile-song
3	A symbol of power and strength She puts her life at stake, The summer of life she's ready to see in spring Says she. Despite the sighs and groans and moans She's strong in her faith, firm in her beliefs Don't ever try to saw her pride, her self-respect	symbol-strength She-stake summer-she's-see-spring says-she-sighs She's-strong; faith-firm saw-self-respect
4	A silly young cricket, accustomed to sing Through the ...sunny months of gay summer and spring His cupboard was empty, and winter was come At last by starvation and famine made bold, If not, he must die of starvation and sorrow. Says the ant to the cricket, "I" am your servant and friend But tell me, dear cricket, Did you lay anything by When the weather was warm?" "You sang, Sir, you say? Folks call this a fable. I'll warrant it true	silly-sing Through-the;sunny-summer-spring cupboard-come; winter-was by-bold starvation-sorrow Says-servant dear-did When-weather-was-warm sang-Sir-say Folks-fable
5	We were cast and wrought and hammered to design We were cut and filed and tooled and gauged to fit We will serve you four and twenty hours a day! We can pull and haul and push and lift and drive We can print and plough and weave and heat and light	We-were-wrought We-were, filed-fit We-will pull-push print-plough

	We can run and race and swim and fly and dive But remember, please, the Law by which we live , We are neither love nor pity nor forgive Though our smoke ma hide the Heavens from your eyes It will vanish and the stars will shine again,	run-race Law-live neither-nor hide-Heavens stars-shine
6	Beneath all uniforms, a single body breathes Is earth like this, in which we all shall lie . Are fed by harvests, by war's long winter starv'd. Or sleep , and strength that can be won	Beneath-body-breathes like-lie by-by, war's-winter sleep-strength
7	And inside you can tell it has a ton of space. But at the same time it is bare to the bone . The house seems to be a bit brighter I drive past the house almost every day Not in the winter, spring , summer or fall . It just..never getting small or ever growing tall, What happened inside that house ?	tell-ton bare-bone be-bit-brighter drive-day spring-summer getting-growing happened-house

POEMS:**1. Life***

2. The Grumble Family

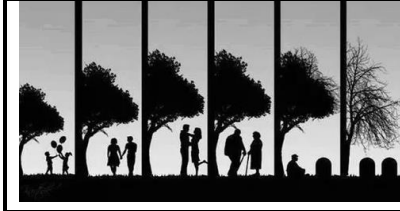
3. I am Every Woman*

4. The Ant and the Cricket

5. The Secret of the Machines ***6. No Men Are Foreign***

7. The House on Elm Street

*-Memory Poems



POEM-1

LIFE

வாழ்வு

-Henry Van Dyke

**About The Author:-**

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

ஆசிரியரைப் பற்றி :

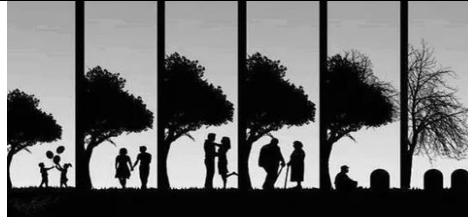
கவிஞர் ஹென்றி வேன் டைக் (கி. பி. 1852 -1933) அமெரிக்க தேசத்தவர். இவர், ஒரு நல்ல கவிஞர், கல்வியாளர் மற்றும் கிறித்தவ மத குருமார். இவர், 1899 முதல் 1923 வரை அமெரிக்காவில் உள்ள பிரின்ஸ்டன் பல்கலைக்கழகத்தில் ஆங்கில இலக்கியப் பேராசிரியராகப் பணி புரிந்தார். இவர், அமெரிக்காவின் கலை மற்றும் எழுத்து இலக்கிய அமைப்பின் (American Academy of Arts and Letters) பல விருதுகளை வென்றுள்ளார்.

சாராம்சம் :

நன்னம்பிக்கை தருகின்ற கவிதை இது. மனிதன் தளர விடக்கூடாத ஒன்று அவனது இயல்புக்கம். " சொல்லவல்லன் சோர்விலன் அஞ்சான்" என்பார் அயன் திருவள்ளுவர். இதைத்தான் கவிஞர் ஹென்றி வேன் டைக் அவர்களும் வலியுறுத்துகிறார். நேர்மறைக்கருத்துக்களை நன்னெறியாகப்புகட்டுவது என்பது ஒரு மனிதனின் வெற்றிக்கு வழிவகுக்கிறது என்று நவீன உளவியல் கண்டுபிடிப்புகள் சொல்கின்றன. " வாழ்வு" என்ற இந்தக்கவிதையும் அத்தகையதே.

MIND MAP:

1. Life is an experience.
2. Don't worry about the past.
3. Don't worry about the future.
4. Live in the present.



5. Live with courage.
6. Live with a smile.
7. Have faith in life.
8. All will be the best.

POEM TRANSLATION

POEM LINES	தமிழாக்கம்
Let me but live my life from year to year, With forward face and unreluctant soul; Not hurrying to, nor turning from the goal; Not mourning for the things that disappear In the dim past, nor holding back in fear From what the future veils; but with a whole And happy heart, that pays its toll To Youth and Age, and travels on with cheer.	ஒவ்வோர் ஆண்டாய், நான் என் வாழ்வை வாழுவேன். முன் நோக்கிய பார்வையுடனும், விருப்பமுள்ள ஆத்துமாவுடனும். அவசரமாய் ஓடாமல், குறிக்கோளை விட்டு விலகாமல், இருண்ட இறந்த காலத்தில், மறைந்து போனவைகளுக்காக துக்கிக்காமல், எதிர்காலம் திரையிட்டு மறைத்து வைத்தவை கண்டு அச்சம் கொண்டு பின்வாங்காமல் இருப்பேன். முழுமையும், ஆனந்தமுமான இதயத்தோடு இருப்பேன். அது, என் இளமைக்கும், வயதுக்கும் உரிய பலாபலனைத்தந்து விட்டு, உற்சாகமாய்ப்பயணம் செல்லும்.

So let the way wind up the hill or down, O'er rough or smooth, the journey will be joy: Still seeking what I sought when but a boy, New friendship, high adventure, and a crown, My heart will keep the courage of the quest, And hope the road's last turn will be the best.	ஆதலால், மலை மேல் வளைந்து சென்றோ அல்லது கீழ் நோக்கியோ, கரடுமுரடாக அல்லது மென்மையாக எனது வழி இருப்பினும், பயணம் மகிழ்வாய் இருக்கும். சிறுவனாய் நான் இருந்த போது தேடியவைகளை, புதிய நட்பை, மாபெரும் சாகசத்தை, வெற்றி மகுடத்தை. இன்னமும் தேடிக்கொண்டிருக்கிறேன். எனது இதயம், தேடலுக்கான தைரியத்தோடு இருக்கும். பாதையின் இறுதி திருப்பமான சிறந்ததாய் இருக்கும் என்ற நம்பிக்கையோடு.
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PICTURES FOR UNDERSTANDING



Q.NO: 19-22 APPRECIATION QUESTIONS 3 X 2= 6 MARKS

- A. Read the following lines from the poem and answer the questions that follow. (PAGE-18)
1. *Let me but live my life from year to year,
With forward face and unreluctant soul;*
 - a. Whom does the word 'me' refer to?
(HY-19, PTA-2,4,5, MAY, AUG-22)
The word 'me' refers to the **poet**.
 - b. What kind of life does the poet want to lead? (HY-19, PTA-2,4, MAY,AUG-22) / How does he want to live his life? (PTA-5)
The poet wants to lead/ live a **courageous life** with optimism.
 2. *Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear*
(SEP-21, AUG-22)
 - a. Why do you think the poet is not in a hurry?
The poet has a **clear sense of purpose** and was not in a hurry.
 - b. What should one not mourn for?
One should not mourn **for the things he had lost in the past**.
 3. *In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.*
 - a. What does the poet mean by the phrase 'in the dim past'? (PTA-6)
The poet means **the bad things** of the past.
 - b. Is the poet afraid of future? (PTA-6)
No, the poet is **not afraid** of future.

c. How can one travel on with cheer?
By embracing the present with happiness one can travel on with cheer.

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

a. How is the way of life?(JUNE-23, MAR-24)
The way of life will not be smooth always.

b. How should be the journey of life?
(JUNE-23, MAR-24)

The journey of life should be joyful.

c. What did the poet seek as a boy?
The poet sought new friendship, adventure and prize as a boy.

5. *My heart will keep the courage of the quest,
And hope the road's last turn will be the*
best. (SEP-20, APR-23)

a. What kind of quest does the poet seek here?
The poet seeks courage to acquire his desires.

b. What is the poet's hope?
The poet hopes that the result of his life's journey will always be the best.

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

fear- cheer, whole-toll

7. *Let me but live my life from year to year,
With forward face and unreluctant soul;
Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear*
a. Identify the rhyme scheme of the given lines.-- abba

REFERS AND MEANS

REFERS	
I, my, me	The poet
That (Line-7)	The poet's happy heart
Toll	Duty
Crown	A prize or good position
I (Line-11)	The poet as a boy

MEANS	
goal	ambition
mourning	lamenting
veils	to hide or cover
toll	tax or fee
crown	summit
quest	search
unreluctant	willing to do something

Q.NO: 33-34

PARAGRAPH

2 X 5= 10 MARKS

B. Answer the following question in about 80 – 100 words

- Describe the journey of life as depicted in the poem by Henry Van Dyke. (PAGE-19)
(MAY-22, JUNE-23, APR-25)
- Describe how the journey of life should be according to the poet. (AUG-22)
- What are positive aspects mentioned in the poem 'Life'? (APR-23)

PARAGRAPH FOR GIFTED STUDENTS

Poem : LIFE

Poet : Henry Van Dyke

Theme: There is something good in every day

Introduction:

Life becomes more beautiful when you start counting your blessings. Henry Van Dyke in his poem 'Life' strikes a positive note in the readers with his energy packed verses. This inspirational poem tries to retune our thinking and shape our life for a better future.

A Joyous Journey:

'The journey will be joy' says the poet when we don't let yesterday to take up too much of today. The rugged day may become smooth with positive thinking.

A Clear Vision:

Wishing is not enough, we must do

The poet starts with a clear vision of playing the game of life with time. The 'forward face' and 'unreluctant soul' defend us, as we march ahead towards our goal. Past cannot be changed and the future cannot be stopped. So never repent for the dead past and fear the unknown future.

A Happy Heart :

A very happy heart moves ahead with cheer irrespective of its age. When the mind gets fortified with such high thinking, it seldom cares about the impediments in its journey. We keep moving ahead seeking 'New friendship, high adventure and a crown' even when the trail moves up the hill or down. The poet ardently wishes to sustain the spirit of exploration and expedition that governed his mind to prevail even when he ages.

Conclusion :

The poem infuses enormous faith and courage with its words of encouragement in our quest of life. The sonnet has been accurately designed to interweave the energy of optimistic thoughts and hopes for the best in future.

Moral: Hope the road's last turn will be the best

PARAGRAPH FOR AVERAGE STUDENTS

Poem : LIFE

Poet : Henry Van Dyke

Theme: There is something good in every day

Life is an **experience**. It should be **lived without hurry**. A **clear sense of purpose** drives the mind and soul. We should **not worry about the past** and **fear about the future**. We should **embrace the present** with happiness. The **way** of life will **not be smooth** always. There will be **ups and downs**. We should **face all** with a **smile** in our face. Our imagination should have the **innocence of childhood**. It seeks new **friendships, adventures and experiences**. It will **enrich us**. We should have **faith in our hearts**. Our life sustains with **eternal hope**. It will be the best for an **optimistic traveller** in the journey of life.

Moral : Hope for the best

PARAGRAPH FOR LATE BLOOMERS

- Life is an **experience**.
- **Don't worry** about the **past** and **future**.
- **Live** in the **present**.
- Live with **courage**.
- Lead life **with a smile**.
- Have **faith** in life.
- **It will be the best**.

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

youth to old age	up or down the hill	to hurry nor move away
high adventure	joyful	mourn looking ahead

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

Q.NO:	LITERARY	1 X 5 = 5
35	DEVICES	MARKS

1. In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll (PTA-4)
To Youth and Age, and travels on with cheer.

- Pick out the rhyming words from the above lines. --> **fear – cheer, whole-toll**
- Identify the rhyme scheme of the poem. – **abba**
- Identify the figure of speech employed in the first line of the given stanza- **Metaphor**
- Pick out the alliterating words:
what-with-whole, that-toll

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

- Identify the rhyme scheme of the given lines. – **abba** (AUG-22)
- Identify the rhyming words of the given lines. --> **year-disappear, soul-goal**

3. So let the way wind up the hill or down, (PTA-5)
O'er rough or smooth, the journey will be joy:
Still seeking what I sought when but a boy,

New friendship, high adventure, and a crown,

- Pick out the rhyming words from the above lines. --> **down-crown, joy-boy**
- Write the rhyme scheme of the poem. – **abba**
- Identify the figure of speech employed in the second line of the given stanza- **Contrast**
- Pick out the alliterating words:
way-wind, still-seeking-sought

4. Let me but live my life from year to year,
Identify the words that are alliterated
→ let-live-life, year-year

5. With forward face and reluctant soul
Identify the words that are alliterated
→ forward-face

6. With forward face and reluctant soul;
Not hurrying to, nor turning from the goal;
Identify the figure of speech used here. –
Couplet

7. So let the way wind up the hill or down,
Identify the figure of speech used here. –
Personification

8. My heart will keep the courage of the quest,
And hope the road's last turn will be the best.
Identify the figure of speech used here. –
Couplet

Q.NO:	PARAPHRASE	1 X 5 = 5
36	THE STANZA	MARKS

1. Paraphrase the following poetic lines.
(PTA-6)

Still seeking what I sought when but a boy,
New friendship, high adventure, and a crown,
My heart will keep the courage of the quest,
And hope the road's last turn will be the best.
(Refer and Write the Paragraph)

2. Paraphrase the following stanza. (SEP-21)
In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.
(Refer and Write the Paragraph)

SUPPLEMENTARY

அரசுப் பொதுத்தேர்வில் Supplementary பகுதியிலிருந்து.....

Q. No (37-38) Answer any ONE of the following.

1 x 5 = 5 Marks

துணைப்பாடம் (Supplementary) பகுதியிலிருந்து 2 வினாக்கள் கேட்கப்படும். அவைகளுள் எவையேனும் 1 வினாவுக்கு விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் உள்ள **Supplementary** பகுதி வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

Q. No (37)

துணைப்பாடப் பகுதியிலுள்ள 7 கதைகளில் (Supplementary) ஏதேனும் ஒரு கதையிலிருந்து 5 வாக்கியங்கள் வரிசை மாறி மாறி தரப்பட்டிருக்கும். அவைகளை கதையில் உள்ளவாறு வரிசைப்படுத்தி எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் **Supplementary** பகுதியில் உள்ள **Rearrange the sentences** வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

Q. No (38)

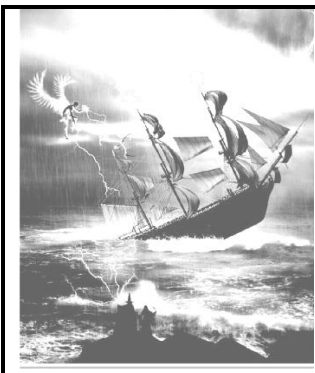
துணைப்பாடப் பகுதியிலுள்ள 7 கதைகளில் (Supplementary) ஏதேனும் ஒரு கதையிலிருந்து 1 பத்தியும், அதனைத் தொடர்ந்து 5 வினாக்களும் தரப்பட்டிருக்கும். பத்தியை நன்கு படித்து அவ்வினாக்களுக்கு விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் **Supplementary** பகுதியில் உள்ள **Passage Comprehension** வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

Q. No (46) Write a paragraph by developing the following hints.

1 x 8 = 8 Marks

துணைப்பாடப் பகுதியிலுள்ள 7 கதைகளில் (Supplementary) ஏதேனும் இரண்டு கதைகளிலிருந்து குறிப்புகள் தரப்பட்டிருக்கும். அவைகளை நன்கு படித்து அவைகளுள் ஏதேனும் ஒரு குறிப்புகளை விரிவாக்கி 150 வார்த்தைகளுக்கு குறையாமல் எழுத வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் **Supplementary** பகுதியில் உள்ள **Paragraph** வினா-விடைகளை நன்கு படித்துக்கொள்ளவும்.

TOTAL = 13 MARKS

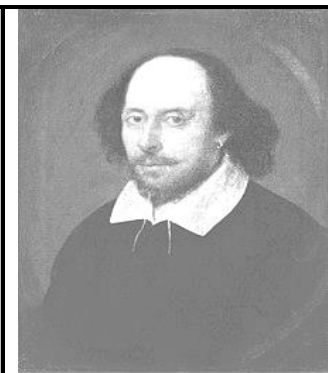


Supplementary-1 THE TEMPEST

*An Extract from Charles Lamb's
Tales From Shakespeare*

கடற்புயல்

-- சார்லஸ் லாம்ப் மற்றும் மேரி லாம்ப் எழுதிய
ஷேக்ஸ்பியரின் கதைகளிலிருந்து எடுக்கப்பட்டது



About The Author:-

William Shakespeare (1564–1616) was born in Stratford-upon-Avon, England. He was an English poet, playwright and actor. Widely regarded as both the greatest writer in the English language and the world's pre-eminent dramatist. His surviving body of work includes 37 plays, 154 sonnets and two narrative poems, the majority of which he penned between 1589 and 1613.

ஆசிரியரைப் பற்றி:

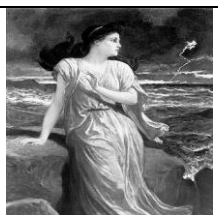
வில்லியம் ஷேக்ஸ்பியர் (கி. பி.1564–1616) ஆங்கில மேடை நாடகத்தின் தந்தை என்று கருதப்படுகிறார். இங்கிலாந்தில், ஸ்ட்ராட்போர்ட் எனும் ஊரில் பிறந்தார். அவர் ஒரு தலைச் சிறந்த கவிஞர், கதாசிரியர் மற்றும் நடிகர். ஆங்கில மொழியில் இவரது படைப்புகளால் உலகளாவிய புகழைப் பெற்றவர். இவர், 37 நாடகங்களும், 154 சானட்களும், இரண்டு நெடுங்கவிதைகளும் எழுதியுள்ளார். பெரும்பான்மையான இவரது படைப்புகள் 1589-ற்கும் 1613-ற்கும் இடைப்பட்ட காலத்தில் எழுதப்பட்டவை.

CHARACTERS

Prospero	Old duke of Milan / Magician
Miranda	Prospero's daughter
Sycorax	A witch
Ariel	Chief of all spirits
Caliban	Ugly monster & Son of Sycorax
Antonio	Prospero's younger brother
Alonso	King of Naples
Ferdinand	Prince of Naples- Alonso's son
Gonzalo	Kind lord



Prospero



Miranda



Ferdinand



Alonso



Antonio



Ariel

கதைச்சுருக்கம்:

இந்தக் கதையானது சார்லஸ் லேம்ப் எழுதிய ஷேக்ஸ்பியரின் கதைகள் என்ற நூலிலிருந்து எடுக்கப்பட்டது. பிராஸ்பரோவும், அவரது மகள் மிராண்டாவும் ஒரு தீவில் சுமார் 12 ஆண்டுகளாக வாழ்ந்து வந்தனர். பிராஸ்பரோ தனது மந்திர சக்தியால் சிகோரக்ஸிடமிருந்து நல்ல ஆவிகளை விடுதலை செய்கிறார். அதற்கு கைமாறாக அந்த ஆவிகள் அவருக்குக்காக பணியாற்றுகின்றன. அவர்களின் தலைமை ஏரியல். பிராஸ்பரோ ஒரு கப்பலில் தனது ஆட்சியைப் பிடுங்கி தன்னை நாடுகடத்திய தனது சகோதரனையும், அவனுக்கு உதவிய நேப்பிள்ஸ் நாட்டு மன்னன் அலோன்ஸோவும் பயணம் செய்வதைக் காண்கிறார். அவர் ஏரியலின் துணைகொண்டு ஒரு கடல் சூறாவளியை உண்டாக்கி அக்கப்பலில் பயணம் செய்த அனைவரையும் தான் வசிக்கும் தீவின் பல்வேறு பகுதிகளுக்கு கொண்டு வருகிறார். பிராஸ்பரோ நேப்பிள்ஸ் நாட்டு இளவரசனான பெர்டினான்டை தன் இடத்துக்கு அழைத்து வருமாறு ஏரியலைப் பணிக்கிறார். மிராண்டாவும், பெர்டினான்டும் முதல் பார்வையிலேயே காதல் கொள்கின்றனர். பிராஸ்பரோ உடனடியாக அதனை ஏற்காமல் பெர்டினான்டை சோதித்தப் பின்னர் அவர்கள் திருமணத்தை நிச்சயிக்கிறார். ஏரியல் பிராஸ்பரோவின் சகோதரரான ஆண்டோனியோவையும், நேப்பிள்ஸ் மன்னனான அலோன்ஸோவையும் தாங்கள் செய்த தவறுக்காக பிராஸ்பரோவிடம் மன்னிப்புக் கேட்க வைக்கிறது. பிராஸ்பரோ அனைவரையும் மன்னிக்கிறார். பிராஸ்பரோ தனது சிற்றரசான மிலானுக்கு திரும்புகிறார். ஏரியல் உட்பட அனைத்து ஆவிகளும் விடுவிக்கப்படுகின்றன.

MIND MAP:

1. Prospero and Miranda lived in a cave in an Island.		6. Miranda fell in love with Ferdinand at the first sight.
2. Using his powers, Prospero released the good spirits from Sycorax.		7. He was the second human being she had seen after her father.
3. He raised a violent storm in the sea to wreck the ship of his enemies.		8. Prospero wanted to test Ferdinand and gave him a severe task to perform.
4. He ordered Ariel to torment the inmates of the ship.		9. Antonio the false brother repented the injustice they had done to Prospero.
5. Ariel was instructed to bring Ferdinand to his cave.		10. Prospero forgave them and restored his dukedom, Milan.

SUPPLEMENTARY TRANSLATION

ENGLISH	தமிழாக்கம்
PAGE-21 There was an island in the sea, the only inhabitants of which were an old man, named Prospero, and his daughter Miranda, a very beautiful young lady. She came to this island so young, that she had no memory of having seen any other human face than her father's.	அந்தக்கடலில் ஒரு தீவு இருந்தது. அந்த தீவில் வசித்தவர்கள் இரண்டே இரண்டுபேர் தான். அவர்கள், ப்ராஸ்பரோ மற்றும் அவளது அழகிய இளம் பெண்ணாகிய மகள் மிராண்டா. அவள், அந்த தீவுக்கு மிகவும் இளைய வயதிலேயே வந்து விட்டதால், அவளது தந்தையின் முகத்தைத்தவிர வேறு எந்த மனித முகத்தையும் பார்த்த ஞாபகம் இல்லாதவள்.
They lived in a cave made out of a rock; it was divided into several apartments, one of which Prospero called his study; there he kept his books, which chiefly treated of magic. By virtue of his art, he had released many good spirits from a witch called Sycorax who had them imprisoned in the bodies of large trees. These gentle spirits	அவர்கள், ஒரு பாறையில் வெட்டி அமைக்கப்பட்டிருந்த குகையில் வசித்தனர். அது பல அறைகளாகப்பிரிக்கப்பட்டிருந்தது. அதில் ஒரு அறை, ப்ராஸ்பரோ படிப்பதற்கான அறை. அதில், அவன் தன்னுடைய புத்தகங்களை வைத்திருந்தான். அவைகளில் பெரும்பாலானவை, மாயாஜாலம் செய்வதைப்பற்றியதாகும். அவன், தன்னுடைய மாயாஜாலக்கலையினால், சைகோரக்ஸ் என்ற தீய சூனியக்காரி, பெரிய மரங்களில் சிறைப்படுத்தி வைத்திருந்த பல நல்ல புத்தங்களை விடுவித்துள்ளான். இந்த நல்ல புத்தங்கள், எப்பொழுதும்,

were ever after obedient to the will of Prospero. Of these Ariel was the chief.	ப்ராஸ்பரோவின் விருப்பத்துக்கு கட்டுப்பட்டவையாக இருந்தன. இவைகளில், ஏரியல் என்பவன் தான் அவைகளின் தலைவன்.
Ariel took rather too much pleasure in tormenting an ugly monster called Caliban, because he was the son of his old enemy Sycorax. Caliban was employed like a slave, to fetch wood, and do the most laborious offices; and Ariel had the charge of compelling him to these services.	ஏரியல், ஓர் அசிங்கமான கேலிபன் என்ற அசுரனை மிகவும் துன்புறுத்துவான். ஏனென்றால், அந்த கேலிபன், ஏரியலின் பழைய எதிரியான சைகோரக்ஸின் மகன் ஆவான். கேலிபன், விறகு கொண்டு வரவும், கடினமான வேலைகளைச் செய்யவும், ஓர் அடிமையாக நியமிக்கப்பட்டான். அவனை, வேலை செய்ய நிர்ப்பந்திப்பது ஏரியலின் பொறுப்பாகும்.
With the help of these spirits, Prospero could command the winds, and the waves of the sea. By his orders they raised a violent storm, in the midst of which, he showed his daughter a fine large ship, which he told her was full of living beings like themselves. "Oh my dear father," said she, "if by your art you have raised this dreadful storm, have pity on their sad distress. See! the vessel will be dashed to pieces. Poor souls! they will all perish."	இந்தப்பூதங்களின் துணை கொண்டு, ப்ராஸ்பரோ, காற்றுக்கும், கடல் அலைகளுக்கும் கட்டளையிட்டான். அவன், தன்னுடைய கட்டளையினால், ஒரு கொடிய புயலை உருவாக்கி, அதன் மத்தியில் ஒரு கப்பலை சிக்க வைத்து, அதில் தங்களைப்போலவே மனிதர்கள் இருக்கிறார்கள் என்று, தனது மகளுக்கு, அந்தக்காட்சியைக்காட்டுவான். "ஓ என் அருமை அப்பா, உங்க திறமையினால், ஒரு பயங்கரமான புயலை எழுப்ப முடியும்னா, நீங்க, துன்பத்துல இருக்கறவங்க மேல இரக்கம் காட்டுங்க. பாருங்க! அந்தக்கப்பல், மோதி துண்டு துண்டா சிதறப்போகுது. பாவம், அந்த ஆளுங்க. அவங்க எல்லாரும் சாகப்போறாங்க." என்பாள் அவள்.
"Be not so amazed, daughter Miranda," said Prospero; "there is no harm done. I have so ordered it, that no person in the ship shall receive any hurt. What I have done has been in care of you, my dear child. You are ignorant. Can you remember a time before you came to this cell? I think you cannot, for you were not then three years of age."	"ஆனா, ரொம்ப திகைச்சுறாத மிராண்டா. ஒரு கஷ்டமும் செய்யல. கப்பல்ல இருக்கற எந்த ஆளுக்கும் ஒரு காயமும் வரக்கூடாதுன்னு நான் உத்தரவு போட்டுருக்கேன். நான் செஞ்சது, உனக்காகத்தான் மகனே. நீ ரொம்ப அறியாதவளா இருக்க. இந்த அறைக்கு (தீவுக்கு) நீ வர்றதுக்கு முன்னாடி, என்ன நடந்ததுன்னு உனக்கு ஞாபகம் இருக்கா? உனக்குத்தெரியாது. ஏன்னா, உனக்கு அப்ப மூணு வயசு கூட ஆகல."
PAGE-22 "Twelve years ago, Miranda," continued Prospero, "I was Duke of Milan, and you were a princess, and my only heir. I had a younger brother, whose name was Antonio, to whom I trusted everything; My brother Antonio being thus in possession of my power, began to think himself the duke indeed. The opportunity I gave him of making himself popular among my subjects awakened in his bad nature a proud ambition to deprive me of my dukedom: this he soon effected with the aid of the King of Naples, a powerful prince, who was my enemy."	"மிராண்டா, பன்னெண்டு, வருசத்துக்கு முன்னாடி, நான் மிலன் நாட்டுக்கு அரசனா இருந்தேன். நீ அப்ப இளவரசி. என்னோட ஒரே வாரிசு. எனக்கு அன்டோனியோன்னு ஒரு தம்பி இருந்தான். அவன் நான் எல்லாத்துலயும் நம்புனேன். எனக்குப்பக்கத்துல அதிகாரத்துல இருந்ததுனால, அவன், தன்னைத்தானே அரசன்னு நினைச்சுக்கிட்டான். அவன், மக்கள் மத்தில பிரபலமாக்கி நான் அவனுக்குத்தந்த வாய்ப்பால, அவன் கிட்ட ஒரு கெட்ட எண்ணம் வந்து, என்னைய அரசப்பதவியிலிருந்து நீக்கணும்னு அவனுக்கு பேராசை வந்துருச்சு. என் தம்பிக்கு, எனக்கு எதிரியா இருந்த பெரிய பலமான அரசனான, நேபிள்ஸ் அரசன் கிட்ட இருந்து உதவி வந்தது, " என்றான் ப்ராஸ்பரோ.
"Wherefore," said Miranda, "did they not that hour destroy us?"	"அப்ப, அவங்க அந்த நேரத்துல நம்மள கொல்லலையா?" என்றாள் மிராண்டா.

"My child," answered her father, "they dared not, so dear was the love that my people bore me. Antonio carried us on board a ship, and when we were some leagues out at sea, he forced us into a small boat, without either tackle, sail, or mast: there he left us, as he thought, to perish. But a kind lord of my court, one Gonzalo, who loved me, had privately placed in the boat, water, provisions, apparel, and some books which I prize above my dukedom."	"என் மகனே, என்னோட மக்களுக்கு என் மேல இருந்த அன்புனால, அவங்களுக்கு தைரியம் வரல. அன்டோனியோ, நம்மள ஒரு கப்பல்ல வெச்சு, பல மைல் தூரம் கொண்டு போய், பிறகு, நம்மள ஒரு கயிறு, பாய்மரம், கட்டைத்தூண் இல்லாத ஒரு சின்ன படகுல வெச்சு, கடல்ல விட்டுட்டான். நாம செத்துப்போயிருவோம்னு நெனச்சான். ஆனால், என்னோட அரசவையில் இருந்த கொன்சாலோன்னு ஒருத்தர், என் மேல அன்பு வெச்சுருந்தாரு. அவர், அந்த படகுல, தண்ணீர், சாப்பாடு, துணிமணி, அப்புறமா நான் என்னோட நாட்டை விட மேலா மதிக்கற புஸ்தகங்களை எல்லாம் அதுல வெச்சு அனுப்பினாரு."
"O my father," said Miranda, "what a trouble must I have been to you then!"	"ஓ அப்பா, நான் அப்ப உங்களுக்கு எவ்வளவு தொல்லையா இருந்துருப்பேன்." என்றாள் மிராண்டா.
"No, my love," said Prospero, "you were a little angel that did preserve me. Your innocent smiles made me bear up against my misfortunes. Our food lasted till we landed on this desert island, since when my chief delight has been in teaching you, Miranda, and well have you profited by my instructions."	"இல்லம்மா. நீ ஒரு தேவதை போல என்னைய பாதுகாத்துக்கிட்டு இருந்த. உன்னோட கள்ளமில்லாத சிரிப்பு, என்னோட எல்லா கஷ்டத்தையும் தாங்கிக்க வெச்சது. நாம, ஒரு ஆளில்லாத தீவுக்கு போகுற வரை, நம்ம படகுல இருந்த சாப்பாடு இருந்தது. இங்க வந்ததுல இருந்து, என்னோட ஒரே சந்தோசம் என்னன்னா, உனக்கு பாடம் சொல்லித்தரறது தான். நான் சொல்லித்தந்ததுனால நீ நன்மைகளை அடைஞ்சுருக்க."
"Heaven thank you, my dear father," said Miranda. "Now tell me, sir, your reason for raising this sea-storm?"	"கடவுளோட பேரால உங்களுக்கு நன்றி அப்பா." என்றாள் மிராண்டா. "இப்ப சொல்லுங்க, இந்தக்கடல் இந்தப்புயலை உண்டாக்குறதுக்கு என்ன காரணம்?"
"Know then," said her father, "that by means of this storm, my enemies, the King of Naples, and my cruel brother, are cast ashore upon this island."	இப்ப தெரிஞ்சுக்க, இந்தப்புயலால, என்னோட எதிரிகளான நேபிள்ஸ் அரசன், என்னோட ஈவு இரக்கமில்லாத தம்பி எல்லாரும் இந்த தீவு பக்கமா இருக்கற கரையில் தூக்கி எறியப்பட போறாங்க," என்றார் அவளது அப்பா.
Having so said, Prospero gently touched his daughter with his magic wand, and she fell fast asleep; for the spirit Ariel just then presented himself before his master, to give an account of the tempest, and how he had disposed of the ship's company, and though the spirits were always invisible to Miranda, Prospero did not choose she should hear him holding conversation (as would seem to her) with the empty air.	இப்படி சொன்ன பிறகு, தன்னோட மாய மந்திரக்கோலை எடுத்து, அதுனால தன்னோட மகளைத்தொட்டான் ப்ராஸ்பரோ. அவள் தூக்கத்தில் ஆழ்ந்தாள். அப்ப, ஏரியல் பூதம் அவனோட எசமான் முன்னடி வந்து, புயலைப்பத்தி வருணிச்சது. பிறகு, அந்தக்கப்பல்ல இருந்தவங்கள் எப்படி அத விட்டு அப்புறப்படுத்தினான்னு அது சொன்னது. அந்த பூதங்கள் எல்லாம் மிராண்டாவோட கண்ணுக்கு தெரியாதுன்னாலும், (காத்துல யார் கூடயோ பேசுறதா நெனச்சுக்குவாங்கறதால) அவங்க பேசிக்கறத அவ கேக்கக்கூடாதுன்னு ப்ராஸ்பரோ விருப்பப்பட்டான்.
"Well, my brave spirit," said Prospero to Ariel, "how have you performed your task?"	"நல்லது பூதமே, நீ உன்னோட வேலைய எவ்வளவு அருமையா செஞ்சுருக்க?" என்று ப்ராஸ்பரோ ஏரியலிடம் சொன்னான்.
Ariel gave a lively description of the storm, and of the terrors of the mariners; and how the king's son, Ferdinand, was the first who leaped into the sea; and his father thought he saw his dear son swallowed up	ஏரியல், அந்தப்புயலைப்பத்தியும், அந்த மாலுமிகளோட திகிலைப்பத்தியும், அரசனோட மகன் பெர்டினாண்ட், எப்படி முதல் முதலா கடலுக்குள்ள குதிச்சான்னும், அவனோட அப்பா, தன்னோட மகனை கடல் அலைகள் விழுங்கிருச்சுன்னு நெனச்சான்னும், ஒரு நிஜமான வருணனை செஞ்சான். "ஆனா, அவன் இந்த தீவுல ஒரு

by the waves and lost. "But he is safe," said Ariel, "in a corner of the isle, sadly lamenting the loss of the king, his father.	மூலையில் பத்திரமா இருக்கான்," என்று சொன்னபடி, அவனது தந்தையாகிய அரசன், தன்னோட மகனின் இழப்பை நெனச்சு எப்படி துக்கிப்பார்த்து நெனச்சு வருத்தப்பட்டான்.
"That's my delicate Ariel," said Prospero. "Bring him here: my daughter must see this young prince. Where is the king, and my brother?"	"திறமையா வேல செய்யுற என்னோட பூதமே, அவன் இங்க கொண்டு வா. என்னோட மக அந்த இளவரசனை பாக்கணும். ராஜாவும், என்னோட தம்பியும் எங்க?"
PAGE-23 "I left them," answered Ariel, "searching for Ferdinand, whom they have little hopes of finding, thinking they saw him perish. Of the ship's crew not one is missing; though each one thinks himself the only one saved: and the ship, though invisible to them, is safe in the harbour."	"நான் அவங்கள் பெர்டினாண்டை தேடுறதுக்கு விட்டுட்டேன்," என்றான் ஏரியல். "அவங்க அவனக்கண்டு பிடிப்போம்னு நம்பிக்கையில்லாம இருக்காங்க. அவன் செத்துப்போறத அவங்க பாத்ததா, அவங்க நெனச்சுக்கிட்டு இருக்காங்க. கப்பல்ல இருந்த மாலுமிகள்ல ஒருத்தர் கூட தொலைஞ்சு போகல. அவங்கள்ல ஒவ்வொருத்தரும் தான் மட்டும் தான் உயிர் பிழைச்சோம்னு நெனச்சுக்கிட்டு இருக்காங்க. அவங்களோட கப்பல் அவங்க கண்ணுக்கு தெரியலன்னாலும் துறைமுகத்துல பத்திரமா இருக்கு."
Ariel then went to fetch Ferdinand.	பிறகு, ஏரியல், பெர்டினாண்டை கொண்டு வருவதற்காக சென்றான்.
"O my young gentleman," said Ariel, when he saw him, "I will soon move you. You must be brought, I find, for the Lady Miranda to have a sight of your pretty person. Come, sir, follow me."	"ஓ இளவட்டமான சீமானே," என்று அவனைப்பார்த்ததும் ஏரியல் சொன்னான். "நான் சீக்கிரத்தில் உங்கள் நகர்த்திக்கிட்டு போயிரு வேன். மிராண்டா சீமாட்டி அருமையான உங்க அழகைப்பாக்குறதுக்காக, நான் அவங்க முன்னாடி உங்கள் கொண்டு போகணும். என் பின்னாடி வாங்க ஐயா," என்றான் ஏரியல்.
He followed in amazement the sound of Ariel's voice, till it led him to Prospero and Miranda, who were sitting under the shade of a large tree. Now Miranda had never seen a man before, except her own father.	ப்ராஸ்பரோ மற்றும் மிராண்டா ஆகியோரின் முன்பாக கொண்டு போகப்படும் வரை, பெர்டினாண்ட், ஏரியலின் சத்தத்தைக்கேட்டு திகைத்தான். அவர்கள் பெரிய மரத்தின் நிழலில் அமர்ந்திருந்தனர். மிராண்டா, தன்னுடைய தந்தையைத்தவிர, வேறு ஒரு ஆண்மகனை அதற்கு முன்பு வரை பார்த்தது கிடையாது.
"Miranda," said Prospero, "tell me what you are looking at yonder."	"மிராண்டா, அங்க என்ன பாக்குற?" என்றான் ப்ராஸ்பரோ.
"O father," said Miranda, in a strange surprise, "surely that is a spirit. Lord! How it looks about! Believe me, it is a beautiful creature. Is it not a spirit?"	"ஓ அப்பா, இது நிச்சயமாய் ஒரு பூதம்," என்று அதிசயித்தாள் மிராண்டா. "ஐயா! இது எப்படி அங்கேயும் இங்கயும் பாக்குது! நம்புங்க, இது ஒரு பூதம். இல்லாட்டி, ஒரு நல்ல அழகான ஜீவராசி!"
"No, girl," answered her father; "it eats, and sleeps, and has senses such as we have. This young man you see was in the ship. He is somewhat altered by grief, or you might call him a handsome person. He has lost his companions, and is wandering about to find them."	"இல்லம்மா, இது சாப்பிடும். தூங்கும். நம்மளைப்போலவே இதுக்கும் புலன்கள் இருக்கும். இந்த இளவட்டப்பயலைத்தான் நீ அந்தக்கப்பல்ல பார்த்த துன்பத்தால அவன் மாறிப்போயிட்டான். அல்லது நீ அவனை அழகானவன்னு சொல்லலாம். அவனோட கூட இருந்தவங்களை அவன் இழந்துட்டான். அவங்களைத்தேடி, அவன் அலைஞ்சுக்கிட்டு இருக்கான்," என்று அவளுடைய அப்பா பதில் சொன்னார்.
Miranda, who thought all men had grave faces and grey beards like her father, was delighted with the appearance of this beautiful young prince; and Ferdinand, seeing such a lovely lady in this desert place, and from the strange sounds he had heard, expecting nothing but wonders,	எல்லா மனிதர்களும் தன்னுடைய அப்பாவைப்போலவே உக்கிரமான முகத்தோடும், வெள்ளை தடியோடும் தான் இருப்பார்கள் என்று எண்ணிக்கொண்டிருந்த மிராண்டா, ஓர் அழகான வாலிப இளவரசனைக்கண்டதும் மகிழ்ந்தாள். அந்த தனித்த ஆளரவமற்ற இடத்திலே ஓர் அழகான பெண்ணைக்கண்ட பெர்டினாண்ட், தான் கேட்ட வினோதமான சத்தங்களிலிருந்து, அதிசயங்களை மாத்திரம் எதிர்பார்க்கக்கூடிய ஒரு மயக்கும் தீவில் இருக்கிறோம் என்று

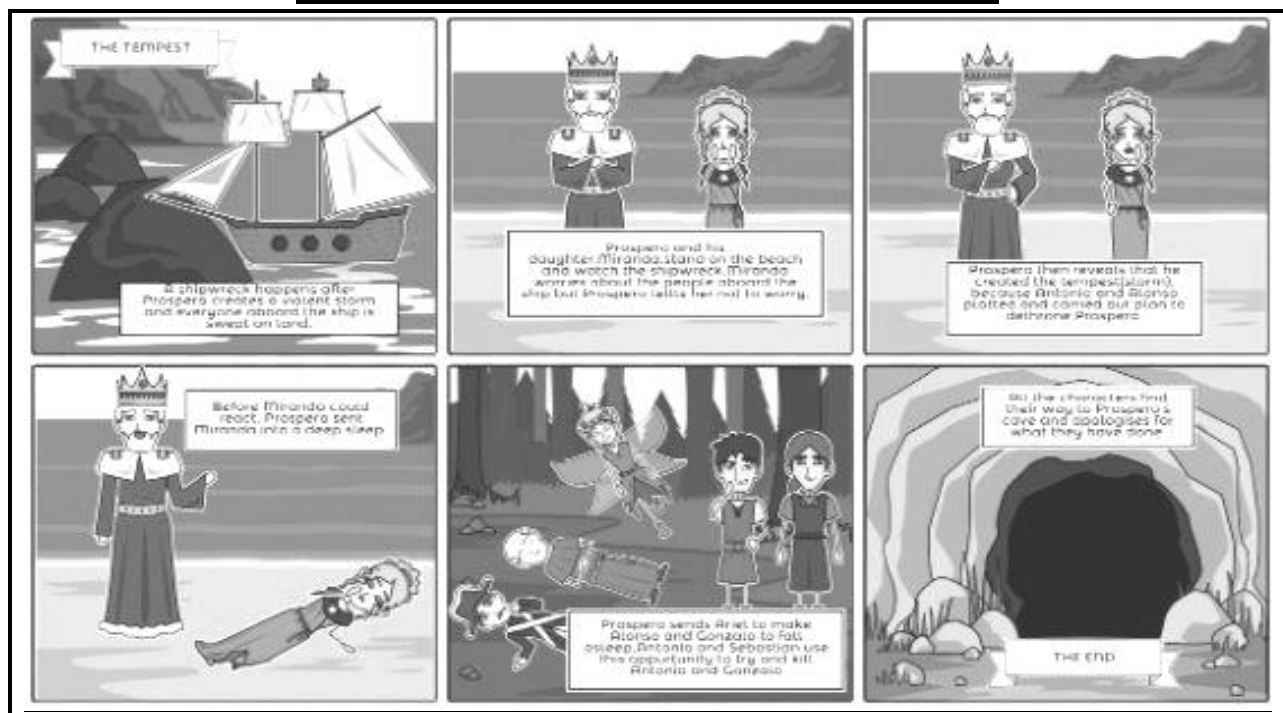
thought he was upon an enchanted island, and that Miranda was the goddess of the place, and as such he began to address her.	எண்ணினான். மிராண்டா அந்த பிரதேசத்தின் தெய்வம் எனவும் எண்ணி அவளிடம் பேசத்துவங்கினான்.
She timidly answered, she was no goddess, but a simple maid, and was going to give him an account of herself, when Prospero interrupted her. He was well pleased to find they admired each other, but to try Ferdinand's constancy, he resolved to throw some difficulties in their way: therefore advancing forward, he addressed the prince with a stern air, telling him, he came to the island as a spy, to take it from him who was the lord of it. "Follow me," said he, "I will tie your neck and feet together. You shall drink sea-water; shell -fish, withered roots, and husks of acorns shall be your food." "No," said Ferdinand, "I will resist this" and drew his sword; but Prospero, waving his magic wand, fixed him to the spot where he stood, so that he had no power to move.	அவள் வெட்கத்துடன் பேசத்தொடங்கினாள். தான் ஒரு தெய்வம் அல்ல என்றும், ஒரு எளிய பெண் தான் என்றும், அவளைப்பற்றி சொல்லிக்கொள்ள முற்பட்ட போது, ப்ராஸ்பரோ குறுக்கிட்டான். அவர்கள் இருவரும் ஒருவரை ஒருவர் மதிப்பது குறித்து அவன் மகிழ்ந்தான். ஆனால், பெர்டினாண்டின் உறுதியான மனத்தை சோதிக்க எண்ணிய அவன், அவனுடைய வழியில் சில கஷ்டங்களை ஏற்படுத்தினான். எனவே, அவனை நோக்கி உறுதியாகப்பேசினான். அவனிடம், அவன் அந்தத்தீவுக்கு ஓர் உளவாளியாக வந்தான் என்றும், அந்தத்தீவுக்கு பிரபுவாக இருக்கிற அவனிடமிருந்து அந்தத்தீவை கைப்பற்ற வந்தான் என்றும் சொன்னான். "என்னைப்பின் தொடர்ந்து வா. நான் உன் கழுத்தையும், காலையும் ஒரு சேரக்கட்டுவேன். நீ, கடல் நீரைக்குடித்து, மட்டி மீன், உலர்ந்த வேர்கள், சோளத்தின் தவிடு, ஆகியவற்றைச்சாப்பிடு," என்றான். "இல்லை. நான் இதை எதிர்ப்பேன்," என்ற பெர்டினாண்ட், தன்னுடைய வாளை உருவினான். ஆனால், ப்ராஸ்பரோ, தன்னுடைய மாயாஜால மந்திரக்கோலை எடுத்து, அதன் சக்தியைப்பிரயோகித்து, அந்த பெர்டினாண்ட் அசையக்கூட முடியாதபடி, அவன் நின்று கொண்டிருந்த இடத்திலேயே அவனை சிலை போல நிறுத்தி விட்டான்.
Miranda hung upon her father, saying, "Why are you so ungentle? Have pity, sir; I will be his surity. This is the second man I ever saw, and to me he seems a true one."	"நீங்க ஏன் இவ்வளவு தூரத்துக்கு இரக்கமில்லாம நடந்துக்கறீங்க? கொஞ்சம் இரக்கம் காட்டுங்கப்பா. அவருக்கு நான் உத்தரவாதம் தர்றேன். இவர் தான் நான் பார்த்த ரெண்டாவது மனுசன். என் பார்வைக்கு அவரு உண்மையா இருக்காரு." என்று மிராண்டா தனது தந்தையிடம் கெஞ்சினாள்.
"Silence," said the father: "one word more will make me chide you, girl! What! An advocate for an impostor! You think there are no more such fine men, having seen only him and Caliban." This he said to prove his daughter's constancy; and she replied, "My affections are most humble. I have no wish to see a goodlier man."	"அமைதியா இரு. இன்னும் ஒரு வார்த்தை பேசுனா, நான் கோபமாயிருவேம்மா. ஏம்மா, ஒரு மோசடிக்காரனுக்கா, நீ வக்காலத்து வாங்குற !. என்னையும், கேலிபனையும் மட்டும் பார்த்துட்டு, வேற நல்ல அழகான ஆம்பளைங்களே இல்லன்னு நீ நெனச்சுட்டியா? அவன், தன்னுடைய மகளின் நிலையான மனசைப்பாக்குறதுக்காக சொன்னான். அதுக்கு அவள் பதில் சொன்னாள், "என்னோட பிரியம் எல்லாம் ரொம்ப பணிவானது. இவர் விட ஒரு நல்ல ஆளைப்பாக்க எனக்கு விருப்பமில்லை."
"Come on, young man," said Prospero to the Prince; "you have no power to disobey me."	"இந்தாப்பா, இங்க நான் சொல்றதைக்கேளு. எனக்கு கீழ்ப்படியாம போகுறதுக்கு உனக்கு அதிகாரம் கிடையாது," என்று அந்த இளவரசனிடம் ப்ராஸ்பரோ சொன்னான்.
PAGE-24 Prospero had commanded Ferdinand to pile up some heavy logs of wood. Kings' sons not being much used to laborious work, Miranda soon after found him almost dying with fatigue. "Alas!" said she, "do not work so hard; my father is at his studies, he is safe for these three hours; pray rest yourself."	ப்ராஸ்பரோ, சில கனமான விறகுகளை அடுக்கி வைக்கச்சொல்லி பெர்டினாண்டிடம் உத்தரவிட்டிருந்தான். அரசனின் மகனாயிருந்த அவன், அத்தகைய கடினமான வேலைகளுக்குப்பழக்கமில்லாது இருந்தான். அவன், சோர்வினால் கிட்டத்தட்ட சாகும் அளவுக்கு இருப்பதை மிராண்டா கண்டாள். "ஐயோ, இவ்வளவு கஷ்டப்பட்டு வேல பாக்காதீங்க. என்னோட அப்பா புஸ்தகம் படிச்சுக்கிட்டு இருக்காரு. அவரு இன்னும் மூணு மணி நேரம் படிப்பாரு. தயவு செஞ்சு நீங்க ஓய்வெடுத்துக்குங்க." என்றாள் அவள்.
"O my dear lady," said Ferdinand, "I dare not. I must finish my task before I take my rest."	"ஓ என் அருமைப்பெண்ணே, எனக்கு அந்த தைரியம் வரல. நான், ஓய்வு எடுக்கறதுக்கு முன்னாடி, என்னோட வேலைய முடிச்சாகணும்."

"If you will sit down," said Miranda, "I will carry your logs the while." But this Ferdinand would by no means agree to.	" நீங்க கீழ் உக்காந்தா, நான், உங்களுக்குப்பதிலா விறகு சுமப்பேன். ஆனா, பெர்டினாண்ட் இதற்கு ஒத்துக்கொள்ளவில்லை.
Prospero, who had enjoined Ferdinand this task merely as a trial of his love, was not at his books, as his daughter supposed, but was standing by them invisible, to overhear what they said.	ப்ராஸ்பரோ, பெர்டினாண்டின் காதல் உண்மையானதா என்பதை சோதனை செய்து பார்க்கவே இத்தகைய வேலையைத்தந்திருந்தான். அவனது மகள் எண்ணியிருந்தவாறு, அவன், உண்மையில் புத்தகம் படிக்கவில்லை. மாறாக, அவன் தனது உருவத்தை மறைத்துக்கொண்டு, அவர்கள் அருகிலேயே நின்று கொண்டு, அவர்கள் பேசுவதை ஒட்டுக்கேட்டுக்கொண்டிருந்தான்.
Ferdinand inquired her name, which she told, saying it was against her father's express command she did so.	பெர்டினாண்ட், அவளது பெயரைக்கேட்டான். அவள் சொன்னாள். அவளது அப்பாவின் விருப்பத்திற்கு மாறாக, அவள் தன்னுடைய பெயரை சொல்லுவதாகச்சொன்னாள்.
And then Ferdinand, in a fine long speech, told the innocent Miranda he was heir to the crown of Naples, and that she should be his queen.	பிறகு, பெர்டினாண்ட், தான் நேபிள்ஸ் நாட்டின் அரசனின் வாரிசு என்றும், அவள் தன்னுடைய மகாராணியாக இருக்கலாம் என்றும் அப்பாவியான மிராண்டாவிடம் ஒரு நீண்ட சொற்பொழிவு நிகழ்த்தினான்.
Prospero then appeared before them.	ப்ராஸ்பரோ அவர்கள் முன்பு தோன்றினான்.
"Fear nothing, my child," said he; "I have overheard, and approve of all you have said. And, Ferdinand, if I have too severely used you, I will make you rich amends, by giving you my daughter. All your vexations were but trials of your love, and you have nobly stood the test. Then as my gift, take my daughter."	" பயப்படாதம்மா. நான் எல்லாத்தையும் கேட்டுக்கிட்டு தான் இருந்தேன். நீ என்ன சொன்னயோ அத் ஏத்துக்கறேன். பெர்டினாண்ட், நான் உன்னை கஷ்டப்படுத்தியிருந்தா, அதுக்கு பதிலா வேற ஏதாவது உனக்கு செய்யுறேன். என் மகளை உனக்கு கல்யாணம் கட்டித்தரேன். உன்னோட கஷ்டம் எல்லாம், உன்னோட காதலைப்பரிசோதிக்கறதுக்காக செஞ்சது. நீ, அந்த சோதனையில ஜெயிச்சிட்ட. அதுக்கு பரிசா, நீ என் மகள் கல்யாணம் கட்டிக்க." என்றான்.
When Prospero left them, he called his spirit Ariel, who quickly appeared before him, eager to relate what he had done with Prospero's brother and the King of Naples. Ariel said he had left them almost out of their senses with fear, at the strange things he had caused them to see and hear. When fatigued with wandering about, and famished for want of food, he had suddenly set before them a delicious banquet, and then, just as they were going to eat, he appeared visible before them in the shape of a harpy, a voracious monster with wings, and the feast vanished away. Then, to their utter amazement, this seeming harpy spoke to them, reminding them of their cruelty in driving Prospero from his dukedom, and leaving him and his infant daughter to perish in the sea; saying, that for this cause these terrors were suffered to afflict them.	ப்ராஸ்பரோ அவர்களை விட்டுவிட்டுச்சென்று, தனது உதவியாளனான ஏரியல் பூதத்தை அழைத்தான். ஏரியல், துரிதமாக அவன் முன்னே தோன்றி, அவன், ப்ராஸ்பரோவின் சகோதரனையும், நேபிள்ஸ் நாட்டின் அரசனையும் என்ன செய்தான் என்று சொன்னான். அந்த இருவரும் தாங்கள் கண்ட காட்சிகளாலும், கேட்டவைகளாலும் உண்டான பயத்தால், கிட்டத்தட்ட உணர்வுகளே இல்லாமல் இருப்பதாகச்சொன்னான். சோர்வடைந்து, அங்குமிங்கும் அலைந்து, அவர்கள் பட்டினியினால் வாடிப்போன போது, அவர்கள் முன்னே தான் ஒரு சுவையான விருந்து சாப்பாட்டை கொண்டு போய் வைத்ததாகவும், அவர்கள் அதைச்சாப்பிடப்போன போது, தான் அகோரமான, பெரு வேட்கை கொண்ட இரக்கமற்ற உருவத்துடன், செட்டைகளுடன் அவர்களின் முன்னே தோன்றியதாகவும், அந்த விருந்து உணவு மறைந்து விட்டதாகவும், பிறகு, அவர்களின் முன்னே தோன்றி பேசியதாகவும், அவர்கள் இரக்கமற்ற முறையில் ப்ராஸ்பரோவை, அவரது நாட்டை விட்டே விரட்டி விட்டு, ப்ராஸ்பரோவையும், அவரது மகளையும் சமுத்திரத்தில் சாக விட்டு விட்டதையும், இவ்வாறாக, அவர்கள் செய்த செயல்களை அவர்களுக்கு நினைவூட்டியதாகவும், அவர்கள் இவ்வாறு செய்ததற்காக, இந்த பயங்கரங்களை அவர்கள் அனுபவித்து, மனத்துன்பம் அடைய வேண்டுமென்று அவன் சொன்னதாகவும் ப்ராஸ்பரோவிடம் ஏரியல் சொன்னான்.

The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.	நேபிள்ஸ் நாட்டின் அரசனும், அன்டோனியோ என்ற ஒரு மோசடிக்காரனான சகோதரனும், தாங்கள் ப்ராஸ்பரோவுக்கு செய்த அநீதியை எண்ணி வருந்தினார்கள்.
"Then bring them here, Ariel," said Prospero.	" ஏரியல், அவங்கள் இங்கு என் முன்னாடி கொண்டு வா !" என்று சொன்னான் ப்ராஸ்பரோ.
Ariel soon returned with the king, Antonio, and old Gonzalo. This Gonzalo was the same who had so kindly provided Prospero formerly with books and provisions, when his wicked brother left him, as he thought, to perish in an open boat in the sea.	நேபிள்ஸ் அரசன், அன்டோனியோ, கொன்சாலோ ஆகியோரை ஏரியல் கொண்டு வந்தான். அன்டோனியோ தனது சகோதரனையும் அவனது மகளையும், ஒரு சிறிய படகில் ஏற்றி, நடுக்கடலில் அவர்கள் சாகட்டும் என்று விட்டு விட்ட போது, இந்த கொன்சாலோ தான், இரக்க உணர்வுடன் சாப்பாடும், புத்தகங்களும் தந்து உதவியவன்.
PAGE-25 Grief and terror had so stupefied their senses, that they did not know Prospero. He first discovered himself to the good old Gonzalo, calling him the preserver of his life; and then his brother and the king knew that he was the injured Prospero.	துன்பமும், திகிலும் அவர்களின் புலன் உணர்வுகளை மயங்க வைத்ததால், அவர்கள் ப்ராஸ்பரோவை அறியாது இருந்தார்கள். ப்ராஸ்பரோ முதலாவதாக தன்னை கொன்சாலோவுக்குக்காட்டினான். அவனை, தன்னுடைய வாழ்வைக்காப்பாற்றியவன் என்று அழைத்தான். பிறகு, அவனது தம்பியும், அன்டோனியோவும், நேபிள்ஸ் அரசனும் அவன் தான் பாதிக்கப்பட்ட ப்ராஸ்பரோ என்று அறிந்து கொண்டார்கள்.
Antonio with tears, and sad words of sorrow and true repentance, implored his brother's forgiveness and Prospero forgave them; and, upon their engaging to restore his dukedom, he said to the King of Naples, "I have a gift in store for you too;" and opening a door, showed him his son Ferdinand playing chess with Miranda.	அன்டோனியோ கண்ணீர் சிந்தி, வருத்தம் தொனிக்கும் சோகமான வார்த்தைகளைச் சொல்லி, உண்மையாக மன்னிப்பு கோரியதால், ப்ராஸ்பரோ அவர்களை மன்னித்தான். அவர்கள், ப்ராஸ்பரோ இழந்த நாட்டை அவனுக்கே மீண்டும் தருவதாக சொன்ன போது, ப்ராஸ்பரோ நேபிள்ஸ் நாட்டின் அரசனிடம், " நான் உனக்குத்தருவதற்கு ஒரு பரிசுப்பொருளை வைத்திருக்கிறேன்." என்று சொல்லியபடி ஒரு கதவைத்திறந்து, அவனது மகன் பெர்டினான்ட், மிராண்டாவுடன் செஸ் விளையாட்டு விளையாடுவதைக்காட்டினான்.
Nothing could exceed the joy of the father and the son at this unexpected meeting, for they each thought the other drowned in the storm.	தந்தையும், தனயனும் சந்திக்கும், அந்த எதிர்பாராத சந்திப்பை விட வேறெந்த ஒன்றும் மகிழ்ச்சி தராது. ஏனெனில், அவர்கள் இருவருமே கடற்பயலில் சிக்கி கடலில் மூழ்கி விட்டதாக , ஒருவர் மற்றவரைப்பற்றி எண்ணிக்கொண்டிருந்தார்.
The King of Naples was almost as much astonished at the beauty and excellent graces of the young Miranda, as his son had been. "Who is this maid?" said he; "She is the daughter to this Prospero, who is the famous Duke of Milan, of whose renown I have heard so much, but never saw him till now: of him I have received a new life: he has made himself to me a second father, giving me this dear lady," said Ferdinand	இளம் மிராண்டாவின் அழகு மற்றும் நளினம் ஆகியவற்றைக்கண்ட நேபிள்ஸ் நாட்டின் அரசனும், அவனது மகனும் ஆச்சரியப்பட்டுப்போனார்கள். " இந்தப்பொண்ணு யாரு ?" என்று நேபிள்ஸ் நாட்டின் அரசன் கேட்டான். " இவள் மிலன் நாட்டின் அரசன் ப்ராஸ்பரோவின் மகள். அவரோட புகழை நான் ரொம்ப கேள்விப்பட்டுருக்கேன். ஆனா, அவர இது வரை பாத்ததில்ல. அவரால, நான் உயிர் பிழைச்சுருக்கேன். இந்த அருமையான பெண்ணை எனக்கு கல்யாணம் கட்டி வெச்சதால அவர், எனக்கு ரெண்டாவது அப்பா மாதிரி," என்றான் பெர்டினான்ட்.
"No more of that," said Prospero: "let us not remember our troubles past, since they so happily have ended." And then Prospero embraced his brother, and again assured him of his forgiveness.	" இனிமே அதப்பத்தி பேசாதீங்க. இப்ப எல்லாமே நல்லபடியா முடிஞ்சதால , நாம, அந்த பழைய கஷ்டங்கள் எல்லாம் மறந்துருவோம்." என்றான் ப்ராஸ்பரோ. பிறகு, ப்ராஸ்பரோ தன்னுடைய சகோதரனை அரவணைத்து, அவனது செயல்களை மன்னித்து விட்டதாகச்சொன்னான்.

Prospero now told them that their ship was safe in the harbour, and the sailors all on board her, and that he and his daughter would accompany them home the next morning.	ப்ராஸ்பரோ அவர்களிடம், துறைமுகத்தில் கப்பல் பத்திரமாக இருப்பதாகவும், எல்லா மாலுமிகளும் கப்பலின் மேல் இருப்பதாகவும், மறுநாள் காலையில், தானும், தன்னுடைய மகளும் அவர்களுடன் சேர்ந்து கொண்டு, நாட்டுக்குச் செல்லலாம் என்றும் சொன்னான்.
Before Prospero left the island, he dismissed Ariel from his service, to the great joy of that lively little spirit.	ப்ராஸ்பரோ அந்த தீவை விட்டு அகலும் முன், துடிப்புள்ள, சிறிய பூதமான ஏரியல் மிகவும் மகிழ்ச்சி அடையும் வண்ணம், அவனுக்கு தன்னிடமிருந்து விடுதலை தந்தான்.
DO YOU KNOW? ➤ The play 'The Tempest' was written between 1610 and 1611. ➤ Many critics and historians believe it to be one of the last plays of William Shakespeare. ➤ It is considered as one of Shakespeare's well-written plays. ➤ It is believed that the play 'The Tempest' was based on an actual wreck of a ship called Sea Venture off Bermuda that was headed to Virginia. There is a strong evidence that Shakespeare used elements of the story of the wreck.	உங்களுக்குத்தெரியுமா? --- ➤ " கடற்புயல்" என்ற இந்த நாடகம், கி. பி. 1610 லிருந்து 1611 -ம் ஆண்டுக்குள் எழுதப்பட்டது. ➤ பல விமர்சகர்களும், வரலாற்று ஆசிரியர்களும், இது, ஷேக்ஸ்பியரின் கடைசி கால நாடகங்களுள் ஒன்று என்று நம்புகின்றனர். ➤ இது, ஷேக்ஸ்பியர் சிறப்பாக எழுதிய நாடகம் என்று கருதப்படுகிறது. ➤ இது, பெர்முடாவிலிருந்து, விரஜீனியா வரை சென்று கொண்டிருந்த ' Sea venture ' என்ற ஒரு கப்பல், கடலுக்குள் மூழ்கிய உண்மைச்சம்பவத்தை அடிப்படையாக வைத்து எழுதப்பட்டிருக்கலாம். இந்தக்கப்பல் கடலில் மூழ்கிய நிகழ்வை வைத்து ஷேக்ஸ்பியர் இந்த நாடகத்தை எழுதியிருக்கலாம் என்பதற்கு உறுதியான ஆதாரங்கள் உள்ளன.

PICTURES FOR UNDERSTANDING



TEXTUAL EXERCISES**A. Choose the correct answer: (PAGE-26)**

1. c. Ariel was the chief of all spirits.
2. b. Prospero raised a dreadful storm.
3. Miranda was brought to the island c. twelve years ago.
4. Prospero ordered Ariel to bring b. Ferdinand to his place.
5. c. Gonzalo had provided Prospero formerly with books and provisions.
6. The second human being that Miranda saw on the island was c. Ferdinand.

B. Identify the character or speaker:

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

C. Answer the following questions in one or two sentences. (PAGE-27)

1. **Who were the inhabitants of the island?**
Prospero and Miranda were the inhabitants of the island.
2. **What powers did Prospero possess?**
Prospero possessed magical powers.
3. **Who was Caliban? What was he employed for?**
Caliban was a monster and son of Sycorax.

He was employed like a slave and to carry wood.

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

Antonio, King of Naples and his son Ferdinand were on the ship. Antonio was the brother of Prospero.

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

Prospero knew his brother and other enemies were on the ship. So, Prospero raised a storm to wreck the ship and bring them to the island.

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

Miranda felt pity for them and asked his father to be kind and gentle.

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

Ariel made the crew abandon the ship. They were isolated in different parts of the island thinking that the other person is dead. He ordered Ariel to torment the people on the ship.

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

Ferdinand was the second human, after her father, Miranda had met on this island. He appeared to be very true and sincere. So she was so concerned about him.

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

Prospero wanted to test Ferdinand's love for Miranda, so he gave him a difficult task.

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

Gonzalo kept enough food and his books on the boat, so that he can survive the journey.

Q.NO: 37 REARRANGE THE SENTENCES 1 X 5 = 5 MARKS**E. Rearrange the following sentences in coherent order: (TB)**

1. He ordered Ariel to torment the inmates of the ship.
2. Miranda was attracted by Ferdinand and had more concern towards him.
3. Prospero and Miranda came to an island and lived in a cave.
4. Prospero forgave them and restored his dukedom, Milan.
5. He raised a violent storm in the sea to wreck the ship of his enemies.
6. Prospero wanted to test Ferdinand and gave a severe task to perform.
7. Using his powers, Prospero released the good spirits from large bodies of trees.

8. The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
9. Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.
10. Ferdinand was the second human whom Miranda had seen after her father.

Answers:

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

Exercise-1: (PTA-3)

- i) Of these Ariel was the chief.
- ii) They live in a cave made out of rocks.
- iii) Gonzalo, the lord of his court privately places water, provisions apparels and books.
- iv) Prospero, the Duke of Milan reaches the island with his daughter Miranda.
- v) By virtue of his magic he releases many good spirits from the witch Sycorax.

Answers:

- i) Prospero, the Duke of Milan reaches the island with his daughter Miranda.
- ii) They live in a cave made out of rocks.
- iii) By virtue of his magic he releases many good spirits from the witch Sycorax.
- iv) Of these Ariel was the chief.
- v) Gonzalo, the lord of his court privately places water, provisions apparels and books.

Exercise-2: (PTA-4)

- i) Miranda was attracted by Ferdinand and had more concern towards him.
- ii) Prospero forgave them and restored his dukedom, Milan.
- iii) Prospero wanted to test Ferdinand and gave a severe task to perform.
- iv) The king of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.

- v) Ferdinand was the second human whom Miranda had seen after her father.

Answers:

- i) Ferdinand was the second human whom Miranda had seen after her father.
- ii) Miranda was attracted by Ferdinand and had more concern towards him.
- iii) Prospero wanted to test Ferdinand and gave a severe task to perform.
- iv) The king of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
- v) Prospero forgave them and restored his dukedom, Milan.

Exercise – 3: (Mdl-19, MAY-22)

- i. Using his powers, Prospero released the good spirits from large bodies of trees.
- ii. Prospero and Miranda came to an island and lived in a cave.
- iii. He raised a violent storm in the sea to wreck the ship of his enemies.
- iv. He ordered Ariel to torment the inmates of the ship.
- v. Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.

Answers:

- i. Prospero and Miranda came to an island and lived in a cave.
- ii. Using his powers, Prospero released the good spirits from large bodies of trees.
- iii. He raised a violent storm in the sea to wreck the ship of his enemies.
- iv. He ordered Ariel to torment the inmates of the ship.
- v. Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.

Exercise-4: (SEP-20)

- i) The King of Naples and Antonio repented the injustice they had done to Prospero.
- ii) Before Prospero left the island, he dismissed Ariel from his service.
- iii) He showed him his son Ferdinand playing chess with Miranda.
- iv) Our food lasted till we landed on this desert island.
- v) I will make you rice amends, by giving you my daughter.

Answers:

- i) Our food lasted till we landed on this desert island.
- ii) I will make you rich amends, by giving you my daughter.
- iii) The king of Naples and Antonio repented the injustice they had done to Prospero.

- iv) *He showed him his son Ferdinand playing chess with Miranda.*
 v) *Before he left the island, he dismissed Ariel from his service.*

Exercise-5: (SEP-21)

- i) With the help of the spirits Prospero could command the winds, and the waves of the sea.
 ii) Prospero and his daughter Miranda lived in a cave.
 iii) Ariel then went to fetch Ferdinand.
 iv) These gentle spirits were ever after obedient to the will of Prospero.
 v) Ariel gave a lively description of the storm, and of the terrors of the mariners.

Answers:

- ii) *Prospero and his daughter Miranda lived in a cave.*
 iv) *These gentle spirits were ever after obedient to the will of Prospero.*
 i) *With the help of the spirits Prospero could command the winds, and the waves of the sea.*
 v) *Ariel gave a lively description of the storm, and of the terrors of the mariners.*
 iii) *Ariel then went to fetch Ferdinand.*

Exercise-6: (AUG-22)

- i) Prospero and his daughter Miranda came to the Island.
 ii) Prospero had released many good spirit.
 iii) There was an island in the sea.
 iv) Ariel was the chief of all spirits.
 v) They lived in a cave made out of a rock.

Answers:

- i) *They was an island in the sea.*
 ii) *Prospero and his daughter Miranda came to the Island.*
 iii) *They lived in a cave made out of a rock.*
 iv) *Prospero had released many good spirits.*
 v) *Ariel was the chief of all spirits.*

Exercise-7: (JUN-24)

- i) The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
 ii) Prospero and Miranda came to an island and lived in a cave.
 iii) He raised a violent storm in the sea to wreck the ship of his enemies.
 iv) He ordered Ariel to torment the inmates of the ship.
 v) Prospero forgave them and restored his dukedom, Milan

Answers:

- i) *Prospero and Miranda came to an island and lived in a cave.*

- ii) *He raised a violent storm in the sea to wreck the ship of his enemies.*
 iii) *He ordered Ariel to torment the inmates of the ship.*
 iv) *The king of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.*
 v) *Prospero forgave them and restored the dukedom, Milan.*

Q.NO:38 **PASSAGE** **1 X 5 = 5**
COMPREHENSION **MARKS**

Read the passage and answer the questions:

Exercise-1: (HY-19)

There was an island in the sea, the only inhabitants of which were an old man, named Prospero, and his daughter Miranda, a very beautiful young lady. She came to this island so young, that she had no memory of having seen any other human face than her father's. They lived in a cave made out of a rock; it was divided into several apartments, one of which Prospero called his study; there he kept his books, which chiefly treated of magic. By virtue of his art, he had released many good spirits from a witch called Sycorax who had them imprisoned in the bodies of large trees. These gentle spirits were ever after obedient to the will of Prospero.

Questions:

- a) Who were the only inhabitants of the island?
 b) Where did they live?
 c) What is the name of the witch?
 d) How had Prospero helped the gentle spirits?
 e) What had the witch done to the spirits?

Answers:

- a) *Prospero and Miranda were the only inhabitants of the island.*
 b) *They lived in a cave.*
 c) *Sycorax is the name of the witch.*
 d) *Prospero had released many good spirits from a witch called Sycorax.*
 e) *The witch had imprisoned the spirits in the bodies of large trees.*

Exercise-2:

Ariel took rather too much pleasure in tormenting an ugly monster called Caliban, because he was the son of his old enemy Sycorax. Caliban was employed like a slave, to fetch wood, and do the most laborious offices; and Ariel had the charge of compelling him to these services. With the help of these spirits, Prospero could command the winds, and the waves of the sea. By his orders they raised a violent storm, in the midst of which, he showed his daughter a fine large ship, which he told her was full of living beings like themselves. "Oh my dear father," said she, "if by your art you have raised this dreadful storm, have pity on their sad distress. See! the vessel will be dashed to pieces. Poor souls! they will all perish."

Questions:

- i) Who is an ugly monster?
- ii) Who is tormenting the ugly monster?
- iii) Why is Ariel tormenting Caliban?
- iv) What did Prospero do?
- v) How was Caliban employed?

Answers:

- i) *Caliban is an ugly monster.*
- ii) *Ariel is tormenting the ugly monster.*
- iii) *Ariel is tormenting Caliban because he was the son of his old enemy Sycorax.*
- iv) *With the help of spirits, Prospero could command the winds and the waves of the sea.*
- v) *Caliban was employed like a slave.*

Exercise-3:**(AUG-22)**

"Twelve years ago, Miranda," continued Prospero, "I was Duke of Milan, and you were a princess, and my only heir. I had a younger brother, whose name was Antonio, to whom I trusted everything; My brother Antonio being thus in possession of my power, began to think himself the duke indeed. The opportunity I gave him of making himself popular among my subjects awakened in his bad nature a proud ambition to deprive me of my dukedom: this he soon effected with the aid of the King of Naples, a powerful prince, who was my enemy."

Questions:

- i) Who was the Duke of Milan?
- ii) Who was the princess of Milan?
- iii) What is the name of Prospero's brother?
- iv) Who helped Antonio?
- v) Whom did Prospero trust?

Answers:

- i) *Prospero was the Duke of Milan.*
- ii) *Miranda was the princess of Milan.*
- iii) *Antonio was the name of Prospero's brother.*
- iv) *The King of Naples Alonso helped Antonio.*
- v) *Prospero trusted his brother Antonio.*

Question:**(AUG-22)**

- a) Who was Prospero?
- b) What was his daughter's name?
- c) Who was his younger brother?
- d) What is meant by 'deprive'?
- e) Who was the enemy of Prospero?

Answers:

- a) *Prospero was the Duke of Milan.*
- b) *His daughter's name was Miranda.*
- c) *Antonio was his younger brother.*
- d) *The word 'deprive' means 'to take away something'.*
- e) *The King of Naples was the enemy of Prospero.*

Exercise-4:

When Prospero left them, he called his spirit Ariel, who quickly appeared before him, eager to relate what he had done with Prospero's brother and the King of Naples. Ariel said he had left them almost out of their senses with fear, at the strange things he had caused them to see and hear. When fatigued with wandering about, and famished for want of food, he had suddenly set before them a delicious banquet, and then, just as they were going to eat, he appeared visible before them in the shape of a harpy, a voracious monster with wings, and the feast vanished away. Then, to their utter amazement, this seeming harpy spoke to them, reminding them of their cruelty in driving Prospero from his dukedom, and leaving him and his infant daughter to perish in the sea; saying, that for this cause these terrors were suffered to afflict them

Questions:

- i) Who left whom?
- ii) Whom did Prospero call?
- iii) What did Ariel do?
- iv) What did they do to Prospero?
- v) Did Prospero have a son?

Answers:

- i) *Prospero left his brother and the King of Naples.*
- ii) *Prospero called his spirit Ariel.*
- iii) *Ariel made them suffer for food.*
- iv) *They drove Prospero from his dukedom.*
- v) *No. Prospero had a daughter only.*

Exercise-5:**(JUNE-23)**

They lived in a cave made out of a rock; it was divided into several apartments. One of which Prospero called his study; there he kept his books, which chiefly treated of magic. By virtue of his art, he had released many good spirits from a witch called Sycorax, who had imprisoned in the bodies of large trees. These gentle spirits were ever after obedient to the will of Prospero. Of these Ariel was the chief.

Questions:

- a) Where did they live?
- b) Who had left the books?
- c) What is the name of the witch?
- d) Who was Ariel?
- e) Where were the good spirits imprisoned?

Answers:

- a) *They lived in a cave.*
- b) *Prospero had left the books.*
- c) *Sycorax is the name of the witch.*
- d) *Ariel was the chief of spirits.*
- e) *The good spirits were imprisoned in the bodies of large trees.*

Q.NO: 46 DEVELOPING HINTS INTO A PARAGRAPH 1 X 8 = 8 MARKS

1. Write a detailed character sketch of Prospero.

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

(Write a paragraph about 150 words by developing the following hints.)

Prospero lived - daughter Miranda - island cave - help of Ariel - raised storm - Antonio king of Naples - Ferdinand - ship wrecked - Prospero commands Ariel - bring Ferdinand - to cave - Miranda - sees first time - human being- Ferdinand surprised to see - Miranda - Prospero engages - Ferdinand - hard tasks - Miranda - pleads with father - Prospero chides Miranda - Ariel brings King of Naples - Antonio - to Prospero - they realise - mistake - repent - restores the dukedom to Prospero - Prospero agrees - marriage of Miranda and Ferdinand

(PTA-1, 6, SEP-21, MAY, AUG-22, MAR-24)

PARAGRAPH FOR GIFTED STUDENTS

Story : THE TEMPEST
Author : Charles Lamb
Theme : Happiness lies in nobler forgiveness; not in cruel vengeance
Characters : Prospero, Miranda, Ferdinand, Alonso, Ariel, Antonio

Introduction: "Forgiveness is the best form of revenge to make your enemies repent"

Shakespeare's 'The Tempest' is a play about the empathy shown by the Duke Prospero towards his betrayers. The play has the right combination of adventure, forgiveness, romance, betrayal, magic and love to captivate the minds of the audience.

Prospero Faced Betrayal:

Prospero, the Duke of Milan and his beautiful daughter Miranda became the victims of betrayal. They were forced to live in exile in an island with no human being around. His brother Antonio had usurped dukedom from him and exiled him from the kingdom.

Prospero in exile :

With his mystic magic powers, Prospero had kept the elements of nature under control and released several spirits from the control of a witch Sycorax. Ariel helped Prospero in his daily chores with Caliban as his slave. Prospero waited patiently to avenge for his betrayal.

Turn of Events:

When the day had arrived, he created storm and caused the ship in which his brother Antonio and the King of Naples travelled to wreck. He had brought them to the island and scared them to the core. Miranda had met Ferdinand, the king's son, and fell in love with him. Prospero accepted Ferdinand after testing him with several severe tasks.

Dukedom Restored:

Later the King of Naples and Antonio repented for the injustice they had done to Prospero. Prospero, a kind hearted soul, forgave his betrayers. He was restored to dukedom by his followers.

Forgiveness Overpowers Vengeance:

Prospero, the central character of the play, had great magical powers. He could very easily destroy his treacherous brother. But he had chosen to forgive the betrayal and revealed his kind

heartedness. He also excelled as a father. He showed immense care and affection towards Miranda. When he had given severe tasks to Ferdinand, his fatherly protective care was revealed. It could be finalised that Prospero was forgiving rather than vengeful.

Conclusion :

The play is an evidence of Shakespeare's prowess on dramatising a plot of such unbelievable events and actions. The conflict between Prospero and Antonio began with betrayal but ends with forgiveness. Life's surprise packages of sorrow and misery can be tackled with nobler forgiveness and not by cruel vengeance.

Moral : Forgiveness is the best form of revenge

PARAGRAPH FOR AVERAGE STUDENTS

Story : THE TEMPEST
Author : Charles Lamb
Theme : Sweet are the fruits of forgiveness
Characters : Prospero, Miranda, Ferdinand, Alonso, Ariel, Antonio

The Tempest is a **play about magic, betrayal, love and forgiveness**. It was **set on an island**. **Prospero**, once **the Duke of Milan** and his **daughter Miranda** lived there. They were **served by the spirit called Ariel** and a **wildman Caliban**. **Prospero** was a powerful **magician**. He planned to **murder Alonso, the King of Naples and his brother Antonio**. He created a **storm**. But used his **magic to rescue** them unharmed. **Alonso believed** that his **son Ferdinand was dead**. He had landed on **another part of the island**. He **encountered Miranda**. They fell in **love at first sight**. He was the **first man, apart from her father and Caliban** that she had ever seen. Prospero **put Ferdinand to work manually**. He **controlled all his movements** with magic. **Ariel pestered Prospero** for his freedom. Finally, **Miranda was married to Ferdinand**. Prospero **forgave everyone**. In the end all set sail for home.

Moral : Forgive and forget

PARAGRAPH FOR LATE BLOOMERS

- Prospero and Miranda **lived in an island**.
- He created a storm and made the **enemy ship wreck**.
- **Ariel**, his servant carried out the **orders of Prospero**.
- The crew members landed in **different parts of the island**.
- They were **made to suffer** in the island.
- **Miranda met Ferdinand** and fell in love.
- **Antonio repented** for his **misdeeds**.
- Prospero **forgave everyone**.

CONTENT

(குறிப்பு: ஒவ்வொரு வினாவிற்கும் பாடநூலில் தரப்பட்டுள்ள மாதிரி வினா-விடை பயிற்சிகள் அரசு பொதுத்தேர்வு வினாத்தாள் அடிப்படையில் சற்று அதன் அமைப்பு மாற்றி இப்பகுதியில் தரப்பட்டுள்ளன.)

Question Pattern wise Content

PART – I (1 MARK QUESTIONS) – 14 MARKS

Q.N	TOPIC	TB-PG	No. of Qtn	Marks
1 - 3	Synonyms	5,34,65,99,130,166,194	3	3
4 - 6	Antonyms	5,34,65,99,130,166,194	3	3
7	Plural Forms	35, 176	1	1
8	Prefix -Suffix	101	1	1
9	Abbreviations - Acronyms	131	1	1
10	Phrasal Verbs / Idioms	66, 167	1	1
11	Compound words	99	1	1
12	Preposition	-	1	1
13	Tense	75 - 83	1	1
14	Connectors / Linkers	43, 104	1	1

PART – II (2 MARK QUESTIONS) – 20 MARKS

Section – I (3 out of 4)				
15 -18	Prose Short Answers	Refer in All Prose	3	6
Section – II (3 out of 4)				
19 - 22	Poem Comprehension	Refer in All Poem	3	6
Section – III (3 out of 5)				
23	Active – Passive Voice	14 - 16	3	6
24	Direct – Indirect Speech	145 - 147		
25	Punctuation	-		
26	Sim., Cmpx. and Compound	200 - 201		
27	Rearrange the words	105		
Section – IV				
28	Road Map	169	1	2

PART – III (5 MARK QUESTIONS) – 50 MARKS

Section – I (2 out of 4)				
29 -32	Prose Paragraph	Refer in All Prose	2	10
Section – II (2 out of 4)				
33 - 34	Poem Paragraph	Refer in All Poem	2	10
35	Literary Appreciation			
36	Paraphrase the Stanza			

Section – III (1 out of 2)				
37	Rearrange the sentences	Refer in All Supplementary	1	5
38	Passage Comprehension			
Section – IV (4 out of 6)				
39	Advertisement	9	4	20
40	Letter writing	72, 172, 199		
41	Notice writing	112		
42	Views on the Picture	69		
43	Make Notes (or) Summary	-		
44	Error Correction	178		
Section – V				
45	Memory Poem	Refer in Poem Section	1	5

PART – IV (8 MARK QUESTIONS) – 16 MARKS

46	Developing Hints (Sup. Rr)	-	1	8
47	Comprehension(Passage/Poem)	8,37,111,197 /20,49,87,119	1	8

PART – I (1 MARK QUESTIONS) – 14 MARKS

Q.N	TOPIC	TB-PG	No. of Qtn	Marks
1 - 3	Synonyms	5,34,65,99,130,166,194	3	3
4 - 6	Antonyms	5,34,65,99,130,166,194	3	3
7	Singular - Plural	35, 176	1	1
8	Prefix -Suffix	101	1	1
9	Abbreviations - Acronyms	131	1	1
10	Phrasal Verbs / Idioms	66, 167	1	1
11	Compound words	99	1	1
12	Preposition	-	1	1
13	Tense	75 - 83	1	1
14	Connectors / Linkers	43, 104	1	1

Q. NO. 1 - 3

SYNONYMS

3 MARKS

(1-3) Choose the appropriate synonym for the italicised words.

3 x 1 = 3

கேட்கப்பட்டுள்ள வினாக்களில் சாய்ந்த எழுத்துக்களில் தடிமனாக (*Italicised-Bold*) தரப்பட்டுள்ள வார்த்தைக்கு இணையான அர்த்தமுள்ள வார்த்தையை அதற்கடுத்த வரியில் தரப்பட்டுள்ள 4 விடைகளில் இருந்து தெரிவு செய்து [a] / b) / c) / d] அதன் கொள்குறியுடன் எழுத வேண்டும். இப்பகுதி வினாக்களுக்கு விடையளிக்க பாடநூலின் ஒவ்வொரு பாடத்திற்குப் பிறகும் (5,34,65,99,130,166,194-ம் பக்கங்களில்) தரப்பட்டுள்ள Glossary பகுதியினை நன்கு படித்துக்கொள்ளவும். மேலும் நம் வழிகாட்டிகையேட்டில் உள்ள Synonym பகுதி வார்த்தைகளை நன்கு படித்துக்கொள்ளவும்.

GOVERNMENT MODEL QUESTIONS:

Choose the appropriate synonym for the italicised words.

- The mother seagull *swooped* upwards. (Mdl-19)
a) leap b) rush
c) move very quickly d) ascend
- The *attic* has always been favourite with children.
a) loft b) affluent (Mdl-19)
c) apartment d) strong room
- It is a 55 foot sailing vessel built *indigenously* in India. (Mdl-19)
a) fully b) collectively
c) innately d) specially
a) domestically b) spuriously (MAY-22)
c) globally d) unsafely
a) immediately b) frequently (JUL-24, APR-25)
c) naturally d) swiftly
- It was the *gaunt* face staring from the bed that brought chill to my heart. (PTA-1)
a) fat b) round
c) lean d) sad
- When school began there was a *bustle*. (PTA-1)
a) rush b) change
c) noise d) confusion
- They continue to *grapple* with the changes. (HY-19, PTA-1, AUG-22)
a) settle b) fight
c) move d) stop
- How *cranky* he was. (PTA-2)
a) normal b) strange
c) abnormal d) happy
- His parents circled around raising a proud *cackle*. (PTA-2, JUNE-23)
a) sharp noise b) blunt noise
c) high pitch d) shout
- Trying to *revive* old childhood memories may prove disappointing. (PTA-2)
a) review b) revitalize
c) restore d) rescue
- The spoilt child of *affluent* parents. (PTA-3, 5, JUNE-23)

- a) influenced b) wealthy
c) happy d) poor
11. Scraping his beak now and again to *whet* it. (PTA-3, HY-19, AUG-22)
a) clean b) blunt
c) sharp d) wet
12. My *contention* was to make sure that we go by the rules. (PTA-3)
a) continuous effort b) disturbed effort
c) unhappy effort d) strenuous effort
13. He was *delirious*. (PTA-4)
a) sick b) disappointed
c) troubled d) forced
14. The whole family was laughing at his *cowardice*.
a) strength b) bravery (PTA-4)
c) courage d) lack of bravery
15. My mother was asleep in one room upstairs, grandfather was in the *attic*. (PTA-4)
a) bedroom b) a room
c) a space in the roof d) kitchen
16. World *renowned* physicist Stephen hawking is the best example of how... (PTA-5)
a) famous b) special
c) popular d) unique
17. But something *choked* him. (PTA-5)
a) praised b) blocked
c) answered d) encouraged
18. The great *expanse* of sea stretched down beneath.
a) large space b) narrow space (PTA-6)
c) small space d) deep area
19. He said in hopeless tone of a *despondent* beagle
a) angry b) affluent (PTA-6)
c) despairing d) strong
20. They were *apprehensive* and supportive too.
a) confident b) inquisitive (PTA-6)
c) anxious d) special

GOVERNMENT EXAM QUESTIONS:

21. I saw a *frial* man. (HY-19, JUNE-23)
 a) strong b) week
 c) happy d) **weak**
22. Navika Sagar Parikrama was a project was taken in *consonance* with the National Policy. (SEP-20)
 a) **agreement** b) constant
 c) disagreement d) harmony
23. The little seagull even *gnawed* at the dried pieces of eggshell. (SEP-20, JUL-24)
 a) swallowed something repeatedly
 b) **chewed something repeatedly**
 c) looked at something repeatedly
 d) called something repeatedly
24. The young bird kept calling her mother *plaintively*. (SEP-21, APR-23, 25)
 a) happily b) **sadly**
 c) rigorously d) vainly
25. Aditya and the narrator reached a point where the road *bifurcated*. (SEP-21)
 a) restrained b) combined
 c) **divided** d) conditioned
26. The owner of the tea shop, now over sixty, a little *rustic* in appearance. (SEP-21, AUG-22)
 a) old b) **typical countryside**
 c) traditional d) modern
27. The great expanse of sea stretched down *beneath*.

- a) inferior b) above (MAY-22)
 c) **below** d) higher
28. Mr. Sanyal stood up with eyes *dilated* and began to recite a poem by Tagore: (APR-23)
 a) closed b) moved
 c) **widened** d) shrunk
29. The doors and drawers were *yanked* open:
 a) pushed b) **pulled** (APR-23)
 c) fixed d) repulsed
30. We have to be active and need to *anticipate* what could be there ahead. (MAR-24)
 a) **foresee** b) unexpected
 c) careless d) sudden
31. They can control a computer screen with Eye *Gaze* (MAR-24)
 a) control b) shape
 c) colour d) **stare**
32. The lady *hysterical*. (MAR-24)
 a) calm b) serious
 c) **emotional** d) missing
33. A portion of a wall of the attic had *crumbled* down. (JUL-24)
 a) painted b) built
 c) repaired d) **broken**
34. No one visits me, he said in an *unperturbed* manner. (APR 25)
 a) disturbed b) **undisturbed**
 c) confused d) undivided

Q. NO. 4 - 6**ANTONYMS****3 MARKS****(4-6) Choose the appropriate Antonym for the italicised words.****3 x 1 = 3**

கேட்கப்பட்டுள்ள வினாக்களில் சாய்ந்த எழுத்துக்களில் தடிமனாக (*Italicised-Bold*) தரப்பட்டுள்ள வார்த்தைக்கு எதிரான அர்த்தமுள்ள வார்த்தையை அதற்கடுத்த வரியில் தரப்பட்டுள்ள 4 விடைகளில் இருந்து தெரிவு செய்து [a) / b) / c) / d] அதன் கொள்குறியுடன் எழுத வேண்டும். இப்பகுதி வினாக்களுக்கு விடையளிக்க பாடநூலின் ஒவ்வொரு பாடத்திற்குப் பிறகும் (5,34,65,99,130,166,194-ம் பக்கங்களில்) தரப்பட்டுள்ள **Glossary** பகுதியிலுள்ள வார்த்தைக்கு எதிரான அர்த்தம் கொண்ட வார்த்தைகளை நன்கு படித்துக்கொள்ளவும். மேலும் நம் வழிகாட்டி கையேட்டில் உள்ள **Antonym** பகுதி வார்த்தைகளை நன்கு படித்துக்கொள்ளவும்.

GOVERNMENT MODEL QUESTIONS:**Choose the appropriate antonym for the italicised words.**

1. She screamed back *mockingly*. (Mdl-19)
 a) disrespectfully b) **ridiculously**
 c) jeeringly d) **respectfully**
2. We don't have to use any means of *repulsion*. (Mdl-19)
 a) **attraction** b) distaste
 c) hate d) horror
3. I *indulged* in banking. (Mdl-19)
 a) took part b) participated
 c) **abstained** d) yielded
4. The project was taken in *consonance* with the National Policy. (PTA-1, HY-19, AUG-22, JUNE-23)

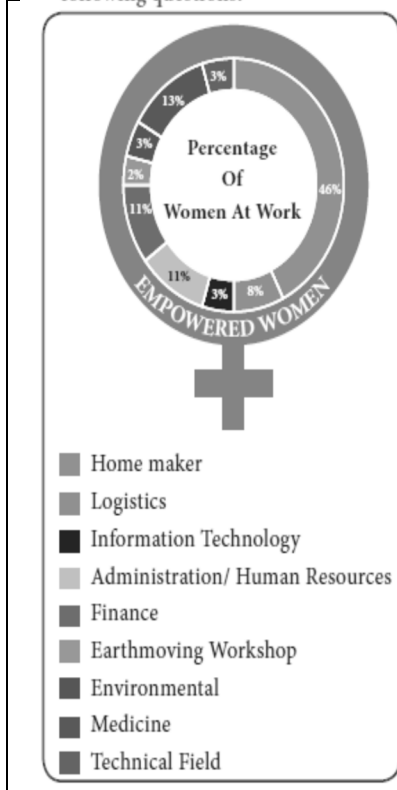
- a) agreement b) constant
 c) **disagreement** d) harmony
5. The sun was *soothing*. (PTA-1)
 a) pleasing b) relaxing
 c) disturbing d) **burning**
6. She picked up a shoe and *whammed* it through the window. (PTA-1)
 a) tapped b) threw c) struck d) **pulled**
7. We look forward to a more inclusive way of learning, instead of the *cloistered* existence. (PTA-2, AUG-22)
 a) enclosed b) detached
 c) **opened** d) united

8. 'Nothing' he said **gruffly**. (PTA-2, HY-19, JUNE-23,
a) **happily** b) roughly JUL-24, APR-25)
c) sadly d) plainly
9. Boost the **morale** in the country. (PTA-2)
a) **fear** b) attitude
c) mettle d) confidence
10. The little man was **startled**. (PTA-3)
a) surprised b) excited
c) saddened d) **at ease**
11. The birds were **chirping** at the end of the woods.
a) singing b) shouting (PTA-3)
c) tweeting d) **alarming**
12. One can control the computer screen with a **gaze**.
a) **blink** b) stare (PTA-3)
c) look d) trace
13. Then a monstrous terror **seized** him. (PTA-4)
a) **released** b) grasped
c) snatched d) conquered
14. The light still **palely** down the stairs. (PTA-4)
a) dim b) weak
c) **bright** d) faint
15. Those are the times we have to be **active**. (PTA-4)
a) dynamic b) lively
c) energetic d) **inactive**
16. The sick room was **gloomy** spot. (PTA-5)
a) dark b) dim
c) dull d) **bright**
17. I am **glad** that we were able to finish it successfully. (PTA-5)
a) happy b) pleased
c) **sorry** d) joyful
18. The cops were **reluctant** to leave without getting their hand. (PTA-5)
a) **eager** b) unwilling
c) opposed d) averse
19. "How **ignorant** you are! Watson!" He said with a groan. (PTA-6)
a) illiterate b) uneducated
c) **well informed** d) urde
20. I had counted on the **commotion** to get to my desk without being seen... (PTA-6, APR-23)
a) confusion b) disturbance
c) unrest d) **calmness**
21. So we can now look **forward** to a more inclusive way of learning. (PTA-6)
a) further b) ahead
c) proceed d) **backward**
- GOVERNMENT EXAM QUESTIONS:**
22. The spoilt child of **affluent** parents. (HY-19, MAR-24)
a) happy b) healthy
c) wealthy d) **poor**
23. Technology is also a **boon** to citizens with special needs. (SEP-20)
a) bonus b) **bane** c) blast d) block
24. They were the steps of a man walking **rapidly** around the dining-table. (SEP-20)
a) timidly b) silently
c) **slowly** d) decently
25. What was the **selection** process? (SEP-20)
a) **rejection** b) extension
c) termination d) collection
26. His father was **preening** the feathers. (SEP-21)
a) cleaning b) clearing
c) **dirtying** d) colouring
27. A portion of a wall of the attic had **crumbled** down. (SEP-21)
a) withered b) **attached**
c) broken d) taken
28. India's disabled are deprived by attitudinal barriers as they grapple with the challenges of acceptance and **inclusion**. (SEP-21)
a) addition b) **separation**
c) diversion d) adoption
29. He could not rise, **exhausted** by the strange exercise. (MAY-22)
a) crippled b) weakened
c) **energetic** d) surprised
30. But it would have been **frustrating** and difficult. (MAY-22)
a) annoying b) **pleasing**
c) disappointing d) gigantic
31. I love it when people **appreciate** the food that I cook. (MAY-22)
a) dispose b) judge
c) admire d) **despise**
32. He forgot all about his ruler and how **cranky** he was. (AUG-22, APR-23)
a) Unique b) **Known / Familiar**
c) Peculiar d) Strange
33. We witnessed the **bright** lights from the sea: (APR-23)
a) famous b) superb
c) night d) **dull**
34. His **inclusion** in the team has caused controversy. (JUNE-23, APR-25)
a) addition b) **exclusion**
c) insertion d) involvement
35. The Sun was now **ascending** the sky. (MAR-24)
a) climbing b) rising
c) mounting d) **descending**
36. The whole school seemed so **strange**. (MAR-24)
a) odd b) **usual** c) weird d) new
37. I saw a **frail** man with bald head sitting. (JUL-24)
a) fat b) weak c) **strong** d) tall
38. It was the **gaunt** face (JUL-24)
a) happy b) **healthy** c) lean d) confused
39. Scraping his beak now and gain to **whet** it. (APR 25)
a) **blunt** b) harden c) brighten d) smoothen

- ❖ வினாவில் **ratio** என வந்தால் இரண்டு புள்ளி விவரங்களை வகுத்து விடை எழுத வேண்டும்.
- ❖ வினாவில் **greater than, less than** என இருந்தால் **Subject** - ஆக உள்ள பொருள் ஒப்பிடப்படும் பொருளை விட எத்தனை மடங்கு அதிகம் அல்லது குறைவு என்பதை கவனித்து விடை எழுத வேண்டும்.

TEXTUAL EXERCISES:

I. Read the data below and answer the following questions. (PAGE-70)



Choose the correct answer.

- What is the chart about?
a) women empowerment b) women power
b) women at work
c) women at home
- Identify the three jobs where the same percentage of women work.
Ans: B
- In which field of work is women's involvement the second highest?
a. Logistics
b. Home maker
c. Medicine
d. Administration/Human resource
- Percentage of women working in finance is the same as _____.
a. Home maker
b. Information Technology
c. Technical Field
d. Administration/Human Resources
- What is the difference between the percentage of women working in logistics and Medicine?
a. 8 b. 11 c. 13 d. 5

20. SLOGANS

(பாடநூலின் 70-ம் பக்கத்தில் இதற்கான மாதிரி வினா-விடைகள் தரப்பட்டுள்ளன.)

பொருள்களின் பெயர்களும் அவற்றின் எதிரே அவற்றிற்கான முத்திரைச்சொற்கள் வரிசையின்றியும் இப்பகுதியில் கொடுக்கப்படும். மாணவர்கள் அவற்றை நன்கு புரிந்து பொருத்த வேண்டும்.

TEXTUAL EXERCISES:

J. Read the given slogans and match them appropriately with their theme. (PAGE-71)

1. One for all and all for one-	Unity
2. Limit your fast food otherwise it would be your last food	Junk food
3. Restricting a woman restricts the growth of the family	Woman empowerment
4. Clean and green makes perfect scene	Cleanliness
5. It takes a lot of blue to stay green	Save water

L. Look at the pictures given below and frame your own slogans:

WATER	Save water for your bright future
UNITY	Join hands to be free (women empowerment)
WORLD	The responsibility in each one's hand is to save green to survive in blue
GOAL	Be not only the first, be ever best

விடுதலைக் கல்வித் திட்டம் நேரமில்லாம் படித்தல் கைண்டிங் புத்தகம்

எமது வெளியீடுகள் (STATE BOARD)

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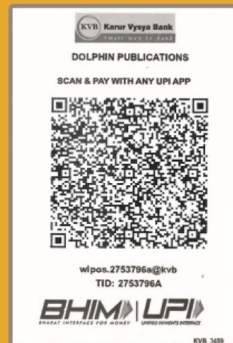
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PROSE**1. HIS FIRST FLIGHT****Q. No (1-3) SYNONYMS:**

1. The young seagull was alone on his *ledge*.
a) shelf b) room
c) nest d) bed
2. The young seagull ran to the *brink* of the ledge.
a) surface b) corner
c) edge d) middle
3. The great expanse of sea *stretched* down beneath.
a) extended b) relaxed
c) resting d) lying
4. He lacked courage to *plunge* down to the sea.
a) walk b) dive
c) slide d) glide
5. The sea appeared to the seagull so *desperate*.
a) pleasurable b) difficult
c) dangerous d) thoughtless
6. His father and mother called him in a *shrill* voice.
a) slow b) wisher
c) bold d) high-pitched
7. He would be left to *starve* on his ledge.
a) faint b) doze
c) sleep d) die from hunger
8. His father taught him how to *skim* the waves.
a) walk b) see
c) watch d) scan
9. The sun was *ascending* in the sky.
a) descending b) rising
c) counting d) walking
10. There was not a single *scrap* of food left there.
a) take b) piece
c) lot d) remove
11. The young seagull *gnawed* at the dried eggshells.
a) chewed b) swallowed
c) digested d) devoured
12. The young seagull *trotted* from one end of the ledge.
a) jogged b) moved
c) swam d) flew
13. The young seagull found the sea *beneath* him.
a) above b) beside
c) below d) near
14. The little seagulls were *dozing*.
a) playing b) eating
c) sleeping d) swimming
15. His father was *preening* the feathers.
a) decorating b) correcting
c) decking d) cleaning
16. The young seagull *scraped* each side of her beak.
a) scratched b) removed
c) moved d) sharpened
17. He tried to *whet* its beak!
a) sharpened b) remove
c) correct d) adjust
18. He uttered a low *cackle*.
a) voice b) sound
c) signal d) speech
19. The young seagull kept calling *plaintively*.
a) happily b) joyfully
c) gleefully d) mournfully
20. He *uttered* a joyful scream.
a) spoke b) expressed
c) communicated d) still
21. The mother seagull *halted*, her legs on the ledge.
a) placed b) stopped
c) moved d) glided
22. The mother seagull *swooped* upwards.
a) jumped b) flew
c) walked d) marched
23. A *monstrous* terror seized him.
a) beautiful b) attractive
c) cruel d) glamorous
24. He was *soaring* gradually.
a) flying high b) walking high
c) climbing down d) sliding down
25. He *flapped* his wings again.
a) shook b) moved
c) folded d) extended
26. His parents were *beckoning* to him, calling shrilly.
a) signaling b) pulling
c) calling d) reaching
27. He was *exhausted* by the strange exercise.
a) lost b) drained
c) happy d) excited
28. His legs *sank* into the green sea.
a) fell b) rise
c) touched d) saw

29. A monstrous terror **seized** him.

- a) engaged b) have
c) held d) touched

30. He **commenced** to dive and soar, shrieking shrilly.

- a) finished b) decided
c) vowed d) started

Q. No (4-6) ANTONYMS:

1. The young seagull was alone on his **ledge**.

- a) shelf b) center
c) nest d) bed

2. The young seagull ran to the **brink** of the ledge.

- a) surface b) corner
c) edge d) middle

3. The great expanse of sea **stretched** down beneath.

- a) compressed b) relaxed
c) resting d) lying

4. He lacked courage to **plunge** down to the sea.

- a) soar b) dive
c) slide d) glide

5. The sea appeared to the seagull so **desperate**.

- a) confident b) difficult
c) dangerous d) thoughtless

6. His father and mother called him in a **shrill** voice.

- a) soft b) wisher
c) bold d) high-pitched

7. He was left to **starve** on his ledge.

- a) feast b) doze
c) sleep d) die from hunger

8. His father taught him how to **skim** the waves.

- a) examine b) see
c) watch d) scan

9. The sun was **ascending** the sky.

- a) descending b) rising
c) counting d) walking

10. There was not a single **scrap** of food left there.

- a) take b) piece
c) lot d) remove

11. The young seagull **gnawed** at the dried eggshell.

- a) chewed b) swallowed
c) digested d) devoured

12. The young seagull **trotted** back of the ledge.

- a) jogged b) moved
c) swam d) flew

13. The young seagull found the sea **beneath** him.

- a) above b) beside
c) below d) near

14. The little seagulls were **dozing**.

- a) playing b) eating
c) sleeping d) wakeful

15. His father was **preening** the feathers.

- a) dirtying b) correcting
c) decking d) cleaning

16. The young seagull **scraped** each side of her beak.

- a) scratched b) removed
c) moved d) blunted

17. He tried to **whet** its beak!

- a) sharpened b) remove
c) correct d) blunted

18. He **uttered** a low cackle.

- a) voice b) concealed
c) signal d) speech

19. The young seagull kept calling **plaintively**.

- a) happily b) sad
c) woeful d) mournfully

20. He uttered a joyful **scream**.

- a) spoke b) whisper
c) communicated d) still

21. The mother seagull **halted** on the ledge.

- a) placed b) stopped
c) moved d) glided

22. The mother seagull **swooped** upwards.

- a) jumped b) flew
c) walked d) marched

23. A **monstrous** terror seized him.

- a) beautiful b) unattractive
c) cruel d) ugly

24. He was **soaring** gradually.

- a) flying high b) walking high
c) climbing down d) sliding down

25. He **flapped** his wings again.

- a) shook b) moved
c) folded d) extended

26. His parents were **beckoning** to him.

- a) signaling b) calling
c) asking d) dismissing

27. He was **exhausted** by the strange exercise.

- a) lost b) drained
c) happy d) excited

28. His legs **sank** into the green sea.

- a) fell b) rise
c) touched d) saw

29. A monstrous terror **seized** him.

- a) engaged b) have
c) held d) released

Q.No (15-18) SHORT ANSWERS:**(i) Questions within the Lesson:**

- How did Watson feel when he heard of Holmes illness?
- Why didn't the landlady call the doctor?
- What was the condition of Holmes when Watson saw him?
- According to Holmes what was the disease he was suffering from?
- Who did Watson see when he entered the room?
- What were the instructions given by Holmes to Watson?
- Why did Holmes plead with Smith?
- Who was responsible for Victor Savage's death? What was the evidence for it?
- What explanation did Holmes give for speaking rudely to Watson?
- How was Holmes able to look sick?

(ii) Book back Questions:**A. Answer the questions in one or two sentences.**

- Who was Mrs. Hudson? Why was she worried?
- Why didn't Holmes let Watson examine him?
- Why did Holmes warn Watson against touching his things? What was Watson's reaction?
- What did Watson find on the table near the mantelpiece?
- Who is Mr. Culverton Smith?
- What did Holmes ask Watson to do before leaving his room?
- What instructions did Holmes give Watson to get Mr. Smith?
- Why did Holmes want Smith to treat him?
- According to Smith how did Holmes get the disease?
- Who arrested Smith? What were the charges against him?

Q. No (29-32) PARAGRAPH:**B. Answer the following in a Paragraph.**

- How did Holmes trap Mr. Culverton Smith to confess the murder?
- How did Watson help his friend to arrest the criminal?

POEM**1. LIFE****Q. No (19-22) APPRECIATION QUESTIONS:****A. Read the following lines and answer the questions given below:**

- Let me but live my life from year to year,
With forward face and unreluctant soul;*
 - Whom does the word 'me' refer to?
 - What kind of life does the poet want to lead?
- Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear*
 - Why do you think the poet is not in a hurry?
 - What should one not mourn for?
- In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.*
 - What does the poet mean by the phrase 'in the dim past'?
 - Is the poet afraid of future?
 - How can one travel on with cheer?
- So let the way wind up the hill or down,
O'er rough or smooth, the journey will be joy:
Still seeking what I sought when but a boy,
New friendship, high adventure, and a crown,*
 - How is the way of life?
 - How should be the journey of life?
 - What did the poet seek as a boy?
- My heart will keep the courage of the quest,
And hope the road's last turn will be the best.*
 - What kind of quest does the poet seek here?
 - What is the poet's hope?
- In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.*
 - Identify the rhyming words of the given lines.
- Let me but live my life from year to year,
With forward face and unreluctant soul;
Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear*
 - Identify the rhyme scheme of the given lines.--

Q. No (33-34) PARAGRAPH:**B. Answer in a Paragraph:**

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

- Pick out the rhyming words.
 - Write the rhyme scheme of the given stanza.
 - Identify the figure of speech employed in the first line of the given stanza.
 - Pick out the alliterating words.
7. Beside the house sits a tree.
It never grows leaves,
Not in the winter, spring, summer or fall.
It just sits there, never getting small or ever
growing tall,
How could this be?
- Pick out the rhyming words in the above lines.
 - Write the rhyme scheme of the given stanza.
 - Identify the figure speech employed in the first and last line of the given stanza.
 - Pick out alliterating words in the third line.

Q. No (36) PARAPHRASE THE STANZA:

- I drive past the house almost every day.
The house seems to be a bit brighter
On this warm summer day in May
It plays with your mind.
To me I say, it is one of a kind.*
- At night the house seems to be alive,
Lights flicker on and off.
I am often tempted to go to the house,
To just take a look and see what it is really about,
But fear takes over me.*

SUPPLEMENTARY READER**1. THE TEMPEST****Q. No (37) REARRANGE THE SENTENCES:****E. Rearrange the following sentences in coherent order**

- He ordered Ariel to torment the inmates of the ship.
- Miranda was attracted by Ferdinand and had more concern towards him.
- Prospero and Miranda came to an island and lived in a cave.
- Prospero forgave them and restored his dukedom, Milan.
- He raised a violent storm in the sea to wreck the ship of his enemies.
- Prospero wanted to test Ferdinand and gave a severe task to perform.
- Using his powers, Prospero released the good spirits from large bodies of trees.

- The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
- Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.
- Ferdinand was the second human whom Miranda had seen after her father.

Exercise-1: (PTA-3)

- Of these Ariel was the chief.
- They live in a cave made out of rocks.
- Gonzalo, the lord of his court privately places water, provisions apparels and books.
- Prospero, the Duke of Milan reaches the island with his daughter Miranda.
- By virtue of his magic he releases many good spirits from the witch Sycorax.

Exercise-2: (PTA-4)

- Miranda was attracted by Ferdinand and had more concern towards him.
- Prospero forgave them and restored his dukedom, Milan.
- Prospero wanted to test Ferdinand and gave a severe task to perform.
- The king of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
- Ferdinand was the second human whom Miranda had seen after her father.

Exercise – 3: (Mdl-19, MAY-22)

- Using his powers, Prospero released the good spirits from large bodies of trees.
- Prospero and Miranda came to an island and lived in a cave.
- He raised a violent storm in the sea to wreck the ship of his enemies.
- He ordered Ariel to torment the inmates of the ship.
- Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.

Exercise-4: (SEP-20)

- The King of Naples and Antonio repented the injustice they had done to Prospero.
- Before Prospero left the island, he dismissed Ariel from his service.
- He showed him his son Ferdinand playing chess with Miranda.
- Our food lasted till we landed on this desert island.
- I will make you rice amends, by giving you my daughter.

Exercise-5: (SEP-21)

- i) With the help of the spirits Prospero could command the winds, and the waves of the sea.
- ii) Prospero and his daughter Miranda lived in a cave.
- iii) Ariel then went to fetch Ferdinand.
- iv) These gentle spirits were ever after obedient to the will of Prospero.
- v) Ariel gave a lively description of the storm, and of the terrors of the mariners.

Exercise-6: (AUG-22)

- i) Prospero and his daughter Miranda came to the Island.
- ii) Prospero had released many good spirit.
- iii) There was an island in the sea.
- iv) Ariel was the chief of all spirits.
- v) They lived in a cave made out of a rock.

Exercise-7: (JUN-24)

- i) The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
- ii) Prospero and Miranda came to an island and lived in a cave.
- iii) He raised a violent storm in the sea to wreck the ship of his enemies.
- iv) He ordered Ariel to torment the inmates of the ship.
- v) Prospero forgave them and restored his dukedom, Milan

Q. No (38) PASSAGE COMPREHENSION:

Read the passage and answer the questions:

Exercise-1:

There was an island in the sea, the only inhabitants of which were an old man, named Prospero, and his daughter Miranda, a very beautiful young lady. She came to this island so young, that she had no memory of having seen any other human face than her father's. They lived in a cave made out of a rock; it was divided into several apartments, one of which Prospero called his study; there he kept his books, which chiefly treated of magic. By virtue of his art, he had released many good spirits from a witch called Sycorax who had them imprisoned in the bodies of large trees. These gentle spirits were ever after obedient to the will of Prospero.

- i) Who were the only inhabitants of the island?
- ii) Where did they live?
- iii) What is the name of the witch?
- iv) How had Prospero helped the gentle spirits?
- v) What had the witch done to the spirits?

Exercise-2:

Ariel took rather too much pleasure in tormenting an ugly monster called Caliban, because he was the son of his old enemy Sycorax. Caliban was

employed like a slave, to fetch wood, and do the most laborious offices; and Ariel had the charge of compelling him to these services. With the help of these spirits, Prospero could command the winds, and the waves of the sea. By his orders they raised a violent storm, in the midst of which, he showed his daughter a fine large ship, which he told her was full of living beings like themselves. "Oh my dear father," said she, "if by your art you have raised this dreadful storm, have pity on their sad distress. See! the vessel will be dashed to pieces. Poor souls! they will all perish."

- i) Who is an ugly monster?
- ii) Who is tormenting the ugly monster?
- iii) Why is Ariel tormenting Caliban?
- iv) What did Prospero do?
- v) How was Caliban employed?

Exercise-3:

"Twelve years ago, Miranda," continued Prospero, "I was Duke of Milan, and you were a princess, and my only heir. I had a younger brother, whose name was Antonio, to whom I trusted everything; My brother Antonio being thus in possession of my power, began to think himself the duke indeed. The opportunity I gave him of making himself popular among my subjects awakened in his bad nature a proud ambition to deprive me of my dukedom: this he soon effected with the aid of the King of Naples, a powerful prince, who was my enemy."

- i) Who was the Duke of Milan?
- ii) Who was the princess of Milan?
- iii) What is the name of Prospero's brother?
- iv) Who helped Antonio?
- v) Whom did Prospero trust?

Question:**(AUG-22)**

- a) Who was Prospero?
- b) What was his daughter's name?
- c) Who was his younger brother?
- d) What is meant by 'deprive'?
- e) Who was the enemy of Prospero?

Exercise-4:

When Prospero left them, he called his spirit Ariel, who quickly appeared before him, eager to relate what he had done with Prospero's brother and the King of Naples. Ariel said he had left them almost out of their senses with fear, at the strange things he had caused them to see and hear. When fatigued with wandering about, and famished for want of food, he had suddenly set before them a delicious banquet, and then, just as they were going to eat, he appeared visible before them in the shape of a harpy, a voracious monster with wings, and the feast vanished away. Then, to their utter amazement, this seeming harpy spoke to them, reminding them of their cruelty in driving Prospero from

his dukedom, and leaving him and his infant daughter to perish in the sea; saying, that for this cause these terrors were suffered to afflict them.

- i) Who left whom?
- ii) Whom did Prospero call?
- iii) What did Ariel do?
- iv) What did they do to Prospero?
- v) Did Prospero have a son?

Exercise-5:**(JUNE-23)**

They lived in a cave made out of a rock; it was divided into several apartments. One of which Prospero called his study; there he kept his books, which chiefly treated of magic. By virtue of his art, he had released many good spirits from a witch called Sycorax, who had imprisoned in the bodies of large trees. These gentle spirits were ever after obedient to the will of Prospero. Of these Ariel was the chief.

Questions:

- a) Where did they live?
- b) Who had left the books?
- c) What is the name of the witch?
- d) Who was Ariel?
- e) Where were the good spirits imprisoned?

Q. No (46) DEVELOPING HINTS:**(Write a paragraph by developing the hints.)**

The Tempest - magic - betrayal - set on an island - Prospero - daughter Miranda - sets good spirits free - Ariel - torment - the inmates - ship - Ferdinand - test - Antonio - repents - Prospero restores kingdom.

2. ZIGZAG**Q. No (37) REARRANGE THE SENTENCES:****Exercise-1: (PTA-1)**

- i) He took care of the orderliness in the clinic.
- ii) Zigzag was of a great trouble in the house.
- iii) Dr. Krishnan was surprised of the sudden change in Zigzag.
- iv) Gone was Zigzag's bored and grumpy expression.
- v) Dr. Krishnan took him to the clinic.

Exercise -2 :

- (i) When their maid switched on the fan it was raining papayas and bananas.
- (ii) Mrs. Krishnan was not interested in having Zigzag.
- (iii) She was worried about her painting exhibitions.
- (iv) Zigzag perched on the curtain rod and fell asleep.
- (v) Somu requested Dr. Krishnan to take care of his pet. ^{v)}

Exercise -3 :

- (i) Zigzag began to command the patients at Mr. Krishnan's clinic.
- (ii) The family decided to keep it at home.
- (iii) Mrs. Krishnan annoyed and called Mr. Krishnan

to complain about Zigzag.

- (iv) Somu replied that Zigzag hardly ever sleeps.
- (v) It surprised Krishnans.

Q. No (38) PASSAGE COMPREHENSION:**Exercise-1: (PTA-3)**

You're both quite mistaken,' their father hastened to explain, seeing his wife's horrified expression. 'Zigzag is a most harmless, unusual and lovable bird. Apparently, it was bred by a genuine African witch doctor, who gifted it to Somu when he being a child specialist like me ... cured the witch doctor's son while he was touring the deepest jungles of equatorial Africa last month. Somu says the bird is an absolute treasure and a real help. It's his favourite pet, you know'. Somu might be your best friend, but most of these so called "favourite" possessions that he has given us were absolute nuisances!" countered Mrs. Krishnan angrily. A talented artist, she applied a dab of yellow-ochre paint onto her painting titled Sunset at Marina, paused for a moment to survey the effect and then continued, 'Remember the rare insect-eating plant he brought back from the wettest corner of the Amazonian rainforest! He insisted that we keep it because it would eat the mosquitoes in the house and now that wretched plant requires a room heater to keep it alive in Chennai!'

- i) Who gifted Zigzag to Somu?
- ii) Why did he gift Zigzag to Somu?
- iii) What is the title of Mrs. Krishnan's painting?
- iv) Why did Somu insist the Krishnan's to keep the insect-eating plant?
- v) What do you know about Zigzag from the given passage?

Exercise-2:**(Sep 20)**

In total despair at their failure to wake Zigzag, or at least stop him snoring, they shut themselves in the bedroom that was furthest away from Mrs. Krishnan's studio where Zigzag was creating the terrible din. Mrs. Krishnan was just unraveling a roll of cotton wool to stuff in her ears, when they heard their maid, Lakshmi, shrieking as if she had been electrocuted.

Questions:

- i) Were they able to stop Zigzag from snoring?
 - ii) Where did they shut themselves?
 - iii) What was Mrs. Krishnan trying to do?
 - iv) Who is Lakshmi?
- How did Lakshmi scream?

Exercise-3:

Somu might be your best friend, but most of these so called "favourite" possessions that he has given us were absolute nuisances!' countered Mrs. Krishnan angrily. A talented artist, she applied a dab of yellow-ochre paint onto her painting titled Sunset at Marina,

Exercise-4:

“DEAR TOM: This box contains a large number of very fine pigeon-blood rubies and a fair lot of diamonds; one is blue—a beauty. There are hundreds of pearls—one the famous green pearl and a necklace of blue pearls, for which any woman would sell her soul—or her affections.” I thought of Susan. “I wish you to continue to have expectations and continuously to remember your dear uncle. I would have left these stones to some charity, but I hate the poor as much as I hate your mother’s son,—yes, rather more. “The box contains an interesting mechanism, which will act with certainty as you unlock it, and explode ten ounces of my improved, supersensitive dynamite no, to be accurate, there are only nine and a half ounces.

- i) What does the box contain?
- ii) Whom did the narrator think of?
- iii) What was his uncle’s wish?
- iv) Whom did he hate?
- v) Name the mechanism.

Exercise-5:

In my despair I consulted Professor Clinch

about my dilemma, and as to some safe way of getting at the rubies. He said that, if my uncle had not lied, there was none that would not ruin the stones, especially the pearls, but that it was a silly tale and altogether incredible. I offered him the biggest ruby if he wished to test his opinion. He did not desire to do so. Dr. Schaff, my uncle’s doctor, believed the old man’s letter, and added a caution, which was entirely useless, for by this time I was afraid to be in the room with that terrible box.

- i) Whom did he consult?
- ii) What did he consult about?
- iii) What did he say?
- iv) What was his offer?
- v) Who was his uncle’s doctor?

Q. No (46) DEVELOPING HINTS:

Uncle Philip - cunning - living alone - interest collecting stones - death bed calls Tom sole heir - hands over iron box - gems - warns - opening - dynamite - headache - Tom - reads books - consults technicians - doctors - priests - salary reduce - afraid tax - failure - donates - human vivisection centre

CONTENTS

Q. NO. 1-3	SYNONYMS	3 X 1 = 3 MARKS
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Choose the synonym for the italicised words.

GOVERNMENT MODEL QUESTIONS:

- The mother seagull *swooped* upwards. (Mdl-19)
 - leap
 - rush
 - move very quickly
 - ascend
- The *attic* has always been favourite with children.
 - loft
 - affluent
 - apartment
 - strong room
- It is a 55 foot sailing vessel built *indigenously* in India. (Mdl-19)
 - fully
 - collectively
 - innately
 - specially
 - domestically
 - spuriously
 - globally
 - unsafely
 - immediately
 - frequently
 - naturally
 - swiftly
- It was the *gaunt* face staring from the bed that brought chill to my heart. (PTA-1)
 - fat
 - round
 - lean
 - sad
- When school began there was a *bustle*. (PTA-1)
 - rush
 - change
 - noise
 - confusion

- They continue to *grapple* with the changes. (HY-19, PTA-1, AUG-22)
 - settle
 - fight
 - move
 - stop
- How *cranky* he was. (PTA-2)
 - normal
 - strange
 - abnormal
 - happy
- His parents circled around raising a proud *cackle*. (PTA-2, JUNE-23)
 - sharp noise
 - blunt noise
 - high pitch
 - shout
- Trying to *revive* old childhood memories may prove disappointing. (PTA-2)
 - review
 - revitalize
 - restore
 - rescue
- The spoilt child of *affluent* parents. (PTA-3, 5, JUNE-23)
 - influenced
 - wealthy
 - happy
 - poor
- Scraping his beak now and again to *whet* it. (PTA-3, HY-19, AUG-22)
 - clean
 - blunt
 - sharp
 - wet
- My *contention* was to make sure that we go by the rules. (PTA-3)
 - continuous effort
 - disturbed effort
 - unhappy effort
 - strenuous effort

13. He was **delirious**. (PTA-4)
 a) sick b) disappointed
 c) troubled d) forced
14. The whole family was laughing at his **cowardice**. (PTA-4)
 a) strength b) bravery
 c) courage d) lack of bravery
15. My mother was asleep in one room upstairs, grandfather was in the **attic**. (PTA-4)
 a) bedroom b) a room
 c) a space in the roof d) kitchen
16. World **renowned** physicist Stephen Hawking is the best example of how... (PTA-5)
 a) famous b) special
 c) popular d) unique
17. But something **choked** him. (PTA-5)
 a) praised b) blocked
 c) answered d) encouraged
18. The great **expanse** of sea stretched down beneath. (PTA-6)
 a) large space b) narrow space
 c) small space d) deep area
19. He said in hopeless tone of a **despondent** beagle (PTA-6)
 a) angry b) affluent
 c) despairing d) strong
20. They were **apprehensive** and supportive too. (PTA-6)
 a) confident b) inquisitive
 c) anxious d) special

GOVERNMENT EXAM QUESTIONS:

21. I saw a **frial** man. (HY-19, JUNE-23)
 a) strong b) weak
 c) happy d) weak
22. Navika Sagar Parikrama was a project was taken in **consonance** with the National Policy. (SEP-20)
 a) agreement b) constant
 c) disagreement d) harmony
23. The little seagull even **gnawed** at the dried pieces of eggshell. (SEP-20, JULY-24)
 a) swallowed something repeatedly
 b) chewed something repeatedly
 c) looked at something repeatedly
 d) called something repeatedly
24. The young bird kept calling her mother **plaintively**. (SEP-21, APR-23, APR-25)
 a) happily b) sadly
 c) rigorously d) vainly
25. Aditya and the narrator reached a point where the road **bifurcated**. (SEP-21)
 a) restrained b) combined
 c) divided d) conditioned
26. The owner of the tea shop, now over sixty, a little **rustic** in appearance. (SEP-21, AUG-22)
 a) old b) typical countryside
 c) traditional d) modern
27. The great expanse of sea stretched down **beneath**. (MAY-22)
 a) inferior b) above

- c) below d) higher
28. Mr. Sanyal stood up with eyes **dilated** and began to recite a poem by Tagore: (APR-23)
 a) closed b) moved
 c) widened d) shrunk
29. The doors and drawers were **yanked** open: (APR-23)
 a) pushed b) pulled
 c) fixed d) repulsed
30. We have to be active and need to **anticipate** what could be there ahead. (MAR-24)
 a) foresee b) unexpected
 c) careless d) sudden
31. They can control a computer screen with Eye **Gaze** (MAR-24)
 a) control b) shape
 c) colour d) stare
32. The lady **hysterical**. (MAR-24)
 a) calm b) serious
 c) emotional d) missing
33. A portion of a wall of the attic had **crumbled** down. (JUL-24)
 a) painted b) built
 c) repaired d) broken
34. No one visits me, he said in an **unperturbed** manner. (APR-25)
 a) disturbed b) undisturbed
 c) confused d) undivided

Q. NO. 4-6 | ANTONYMS | 3 X 1 = 3 MARKS

Choose the antonym for the italicised words.

GOVERNMENT MODEL QUESTIONS:

1. She screamed back **mockingly**. (Mdl-19)
 a) disrespectfully b) ridiculously
 c) jeeringly d) respectfully
2. We don't have to use any means of **repulsion**. (Mdl-19)
 a) attraction b) distaste
 c) hate d) horror
3. I **indulged** in banking. (Mdl-19)
 a) took part b) participated
 c) abstained d) yielded
4. The project was taken in **consonance** with the National Policy. (PTA-1, HY-19, AUG-22, JUNE-23)
 a) agreement b) constant
 c) disagreement d) harmony
5. The sun was **soothing**. (PTA-1)
 a) pleasing b) relaxing
 c) disturbing d) burning
6. She picked up a shoe and **whammed** it through the window. (PTA-1)
 a) tapped b) threw
 c) struck d) pulled

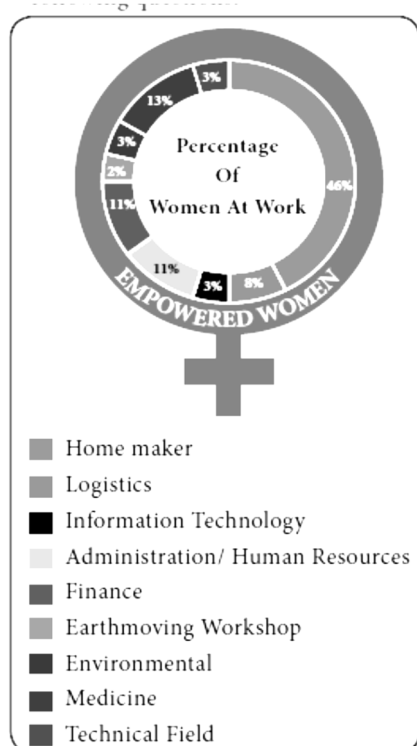
7. We look forward to a more inclusive way of learning, instead of the **cloistered** existence. (PTA-2, AUG-22)
 a) enclosed b) detached
 c) opened d) united
8. 'Nothing' he said **gruffly**. (PTA-2, HY-19, JUNE-23, JUL-24, APR-25)
 a) happily b) roughly
 c) sadly d) plainly
9. Boost the **morale** in the country. (PTA-2)
 a) fear b) attitude
 c) mettle d) confidence
10. The little man was **startled**. (PTA-3)
 a) surprised b) excited
 c) saddened d) at ease
11. The birds were **chirping** at the end of the woods. (PTA-3)
 a) singing b) shouting
 c) tweeting d) alarming
12. One can control the computer screen with a **gaze**. (PTA-3)
 a) blink b) stare
 c) look d) trace
13. Then a monstrous terror **seized** him. (PTA-4)
 a) released b) grasped
 c) snatched d) conquered
14. The light still **palely** down the stairs. (PTA-4)
 a) dim b) weak
 c) bright d) faint
15. Those are the times we have to be **active**. (PTA-4)
 a) dynamic b) lively
 c) energetic d) inactive
16. The sick room was **gloomy** spot. (PTA-5)
 a) dark b) dim
 c) dull d) bright
17. I am **glad** that we were able to finish it successfully. (PTA-5)
 a) happy b) pleased
 c) sorry d) joyful
18. The cops were **reluctant** to leave without getting their hand. (PTA-5)
 a) eager b) unwilling
 c) opposed d) averse
19. "How **ignorant** you are! Watson!" He said with a groan. (PTA-6)
 a) illiterate b) uneducated
 c) well informed d) urde
20. I had counted on the **commotion** to get to my desk without being seen... (PTA-6, APR-23)
 a) confusion b) disturbance
 c) unrest d) calmness
21. So we can now look **forward** to a more inclusive way of learning. (PTA-6)
 a) further b) ahead
 c) proceed d) backward
- GOVERNMENT EXAM QUESTIONS:**
22. The spoilt child of **affluent** parents. (HY-19, MAR-24)
 a) happy b) healthy
 c) wealthy d) poor
23. Technology is also a **boon** to citizens with special needs. (SEP-20)
 a) bonus b) bane
 c) blast d) block
24. They were the steps of a man walking **rapidly** around the dining-table. (SEP-20)
 a) timidly b) silently
 c) slowly d) decently
25. What was the **selection** process? (SEP-20)
 a) rejection b) extension
 c) termination d) collection
26. His father was **preening** the feathers. (SEP-21)
 a) cleaning b) clearing
 c) dirtying d) colouring
27. A portion of a wall of the attic had **crumbled** down. (SEP-21)
 a) withered b) attached
 c) broken d) taken
28. India's disabled are deprived by attitudinal barriers as they grapple with the challenges of acceptance and **inclusion**. (SEP-21)
 a) addition b) separation
 c) diversion d) adoption
29. He could not rise, **exhausted** by the strange exercise. (MAY-22)
 a) crippled b) weakened
 c) energetic d) surprised
30. But it would have been **frustrating** and difficult. (MAY-22)
 a) annoying b) pleasing
 c) disappointing d) gigantic
31. I love it when people **appreciate** the food that I cook. (MAY-22)
 a) dispose b) judge
 c) admire d) despise

16. MESSAGE WRITING**TEXTUAL EXERCISES:****M. PRACTICE EXERCISE**

You are the receptionist of your school. Your Head master instructs you to send a message to all the parents of class ten to attend a PTA (Parent Teacher Association) meet which is to be held on 22.12.2019 (PAGE-141)

17. CREATIVE WRITING (BLOG WRITING)**TEXTUAL EXERCISES:****TEXTUAL EXERCISES:**

I. Read the data below and answer the following questions. (PAGE-70)

**Choose the correct answer.**

- What is the data about?
 - women empowerment
 - women power
 - women at work
 - women at home
- Identify the three jobs where the same percentage of women work.
- In which field of work is women's involvement the second highest?
 - Logistics stores
 - Home maker
 - Medicine
 - Administration/Human resource
- Percentage of women working in finance is the same as _____
 - Home maker
 - Information Technology
 - Technical Field
 - Administration/Human Resources
- What is the difference between the percentage of women working in logistics and Medicine?
 - 8
 - 11
 - 13
 - 5

20. SLOGANS**TEXTUAL EXERCISES:**

J. Read the given slogans and match them appropriately with their theme. (PAGE-71)

1. One for all and all for one-	Junk food
2. Limit your fast food otherwise it would be your last food	Save water
3. Restricting a woman restricts the growth of the family	Cleanliness
4. Clean and green makes perfect scene	Woman empowerment
5. It takes a lot of blue to stay green	Unity

L. Frame your own slogans: water, unity, world, goal

QR CODE QUESTIONS

PROSE

1. HIS FIRST FLIGHT

True or False:

1. The young seagull was not confident about the ability of his wings.
2. The young seagull's parents guided and improved his siblings in the art of flying.
3. When the young seagull pretended to be falling asleep, his parents noticed him.
4. Flying across the young seagull, the mother dropped a piece of fish into his beak.
5. The young seagull could swim in his first attempt on the green sea.

Match the correct Synonyms*

- | | | |
|--------------|---|--------------|
| 1. expanse | - | tired |
| 2. soaring | - | astonishment |
| 3. exhausted | - | delicately |
| 4. daintily | - | rising |
| 5. surprise | - | vast |

Match the correct Antonyms*

- | | | |
|--------------|---|------------|
| 1. desperate | x | remembered |
| 2. forgot | x | bravery |
| 3. floating | x | common |
| 4. cowardice | x | hopeful |
| 5. strange | x | sinking |

2. THE NIGHT THE GHOST GOT IN

Fill in the blanks choosing the correct options:

1. The narrator was in thewhen he heard the noise.(dining hall, drawing room , bathroom, parlour)
2. The narrator's neighbour was a retired.....(judge, engraver, teacher, police)
3. Theused to sleep on the old zither.(puppy, kitten, guinea pig, parrot)
4. Grandfather concluded that the police were deserters from.....army. (Churchill's , Napoleon's, Maede's, Shivaji's)
5. Grandfather was wearing ajacket. (woollen, silk, leather, metal)

State whether the following statements are true or false:

1. Grandfather was in the terrace.
2. The narrator's brother had gone to Indianapolis.
3. Narrator's mother threw a stone at the neighbour's window.
4. The police arrived in a Ford sedan.
5. Grandfather was as fresh as daisy at breakfast the next morning.

3. EMPOWERED WOMEN NAVIGATING THE WORLD

Choose the correct answer:

- 1) In today's world, women play a vital role ____.
a) at home b) in the society
c) in the advancement of technology and media d) All of the above
- 2) INSV Tarini is the__sailboat of the Indian Navy.
a) third b) first c) fourth d) second
- 3) The boat was named after the famous Tara Tarini temple in Ganjam district of _____.
a) Karnataka b) Odisha
c) Bihar d) Delhi
- 4) The word 'Tarini' means____and in Sanskrit it means _____.
a) boat, savour b) sail, boat
c) savior, boat d) ship, sail
- 5) The INSV Tarini is a _____foot sailing vessel built indigenously in _____.
a) 57, Germany b) 55, India
c) 52, France d) 60, Japan
- 6) Indian Navy's all-women crew was the____to circumnavigate the globe.
a) first b) second c) third d) fourth
- 7) The voyage covered the expedition in five legs with stop-overs at__ports.
a) five b) three c) four d) six
- 8) The six women in the crew were shortlisted based on their____skills.
a) management b) application
c) physical d) survival
- 9) The crew aimed to complete the journey with ultimate _____.
a) perfection b) honesty
c) speed d) duration
- 10) As sailors, the crew realized that the sea does not discriminate between _____.
a) races b) castes c) genders d) nations

4. THE ATTIC**I. Fill in the blanks choosing the appropriate answers:**

- Aditya and the narrator were returning from the factory site at
a) Agra b) Deodarganj c) Noida d) Faridabad
- The month of Magha in English calendar is....
a) February to March b) January to March
c) January to February d) March to April
- Sanyal recited a poem by
a) Sarojini Naidu b) Bharathiyar
c) Balagangadhar Tilak d) Tagore
- Aditya upset a nest in the attic
a) pigeon's b) sparrow's c) crow's d) kuil's
- The medal had been hidden in the attic for years.
a) twenty-nine b) thirty-two
c) twelve d) twenty -two

II. State whether the following statements are true or false:

- Aditya was always first in his class.
- Sanyal gestured Namaste to Aditya.
- Panraksha means Keeping of a Promise.
- The attic was the worst hit by wind in the old house.
- Sanyal accepted the money.

5. TECH BLOOMERS**Multiple choice [MCQ] :**

- Technology is used in the field of ____
a) education b) agriculture
c) industry d) all the above
- Dragon dictate is used to convert ____
a) text to speech b) speech to text
c) symbols to text d) gestures to text
- Kim is an __technologist.
a) assistant b) assistive c) administrative
d) accommodative
- The expansion of GCSE is ____
a) General Certificate of School education
b) General Curriculum of Secondary education
c) General Certificate of Secondary education
d) Global Certificate of School education
- With Activ controller David controls ____
a) Television b) Bluray c) Music player
d) all the above
- Light weight prosthetics was invented by ____
a) A.P.J.Abdul Kalam b) Albert Einstein
c) Thomas Alva Edison d) Graham Bell

- Normal man's life is easier with the use of ____
a) telephone b) technology
c) telegram d) television
- According to 2011 census in India number of people suffering with different types of disabilities are ____
a) 2.5 lakhs b) 2.7 crore
c) 2.5 million d) 2.6 crore
- ____ was born with athetoid cerebral palsy.
a) Kim b) Alisha c) David d) Divya
- Kim works with ____ students.
a) 35 b) 42 c) 45 d) 24

Match the correct Synonym*

- | | |
|------------------|--|
| 1. collaborate | - branch of medicine deals with artificial devices |
| 2. indispensable | - brushing, cleaning |
| 3. inclusion | - work together |
| 4. orthotic | - including someone or something |
| 5. grooming | - important |

Match the correct Antonym*

- | | |
|--------------|---------------|
| 1. Confident | X Disable |
| 2. Proud | X Unfixed |
| 3. Enable | X Unconfident |
| 4. Fixed | X Unrestraint |
| 5. Control | X Humble |

PRONOUNS**I. Match the word or group of words with the corresponding pronoun :**

- | | |
|------------------------|--------|
| 1. Priya and I | - She |
| 2. Saravanan | - It |
| 3. The big truck | - They |
| 4. Akshaya | - We |
| 5. Chandru and Mahadev | - He |

II. Choose the correct reported speech:

- Kiran asked me, "Did you see the Cricket match on television last night?"*
A) Kiran asked me whether I saw the Cricket match on television the earlier night.
B) Kiran asked me whether I had seen the Cricket match on television the earlier night.
C) Kiran asked me did I see the Cricket match on television the last night.
D) Kiran asked me whether I had seen the Cricket match on television the last night.
- David said to Anna, "Mona will leave for her*

APRIL – 2025

Note : (i) Answer **all** the questions. **14x1=14**

- (ii) Choose the **most appropriate** answer from the given **four** alternatives and write the option code and the corresponding answer.

Choose the appropriate synonyms for the italicised words.

1. It is a 55 foot sailing vessel built *indigenously* in India.

a) artificially b) beautifully
c) naturally d) badly

2. The young bird kept calling her mother *plaintively*.

a) sadly b) happily c) vainly d) joyfully

3. No one visits me, he said in an *unperturbed* manner.

a) disturbed b) undisturbed
c) confused d) undivided

Choose the appropriate antonyms for the italicised words.

4. Scraping his beak now and gain to *whet* it.

a) blunt b) harden c) brighten d) smoothen

5. Nothing he said, *gruffly*, but he was, in colour, a light green

a) unhappily b) happily c) sadly d) worriedly

6. The disabled face challenges of access, acceptance and *inclusion*.

a) induction b) intuition c) exclusion d) extension

7. Choose the correct plural form of '*radius*'

a) radio b) radii c) radius d) radie

8. Form a derivative by adding the right prefix to the word '*nutrition*'

a) fall b) fell c) mal d) call

9. Choose the correct expansion of the abbreviation '*HDMI*'

a) Hide Dimension Metro India
b) High Dimension Media Institute
c) High Definition Multimedia Interface
d) High Definition Medieval India

10. Complete the following sentence with the most appropriate phrasal verb given below.

Priya felt happy to _____ the neighbours in the new locality of California.

a) get along with b) get on
c) get away d) get together

11. Choose the suitable option to pair it with the word '*traffic*' to form a compound word.

a) bus b) car c) jam d) post

12. Fill in the blank with the most appropriate preposition given below.

I reached M. Hamel's garden, all out _____ breath.

a) on b) of c) by d) with

13. Complete the following sentence using the most appropriate tense form of the verb given below.

I had such a shock when the dying man bolted the door and _____ it.

a) locked b) lock
c) had locked d) have locked

14. Choose the most appropriate linker from the given four alternatives.

We are on our way to Kolkata _____ Chennai.

a) by b) from c) of d) with

PART – II

SECTION – 1

Answer any three of the following questions in a sentence or two. **3x2=6**

15. What prompted the young seagull to fly finally?

16. Mention the special features of INSV Tarini.

17. What did Aditya offer Sanyal?

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

SECTION – 2

Read the following sets of poetic lines and answer any three of the following **3x2=6**

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

- a) What does the poet expect everyone to learn?

- b) What should we do when things go wrong sometimes?

20. It never grows leaves,

Not in the winter, spring, summer or fall.

It just sits there never getting small or ever growing tall.

- a) What does 'it' refer to?

- b) In what way is the tree a mystery?

21. "Not I!

My heart was so light
That I sang day and night,
For all nature looked gay".

- a) Who does "I" refer to?

- b) What was the nature of the cricket?

22. Rumors are constantly being made,
And each day the house just begins to fade.

What happened inside that house?

- a) Does the house remain the same everyday?

- b) Why does the poet consider the house to be a mystery?

SECTION – 3

Answer any three of the following. **3x2=6**

23. Rewrite the sentence in Reported speech.

Banu says, "I am enjoying my holidays."

24. Rewrite the following sentence in the other voice.

Our army has defeated the enemy.

25. Punctuate the following sentence.

have you come from holmes he asked

26. Change the following sentence into a Simple sentence.

She is sick but she attends the rehearsal.

27. Rearrange the words in the correct order to make meaningful sentences.

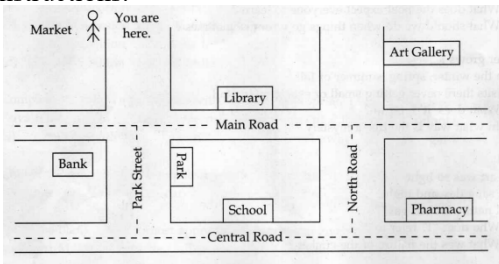
- a) Dangers / the mountain / of / is / road / full.

- b) Can / get / when / winds / are / tough / sea / the / picking / really / up.

SECTION – 4

28. Answer the following question. 1x2=2

You are at the Market. A stranger beside you asks for directions to go to the Pharmacy. Guide him with your instructions.

PART – III
SECTION – 1

Answer any two of the following in a paragraph.

2x5=10

29. Describe the struggles underwent by the young seagull to overcome its fear of flying.
30. Describe the funny incident that caused the confusion in the house.
31. How do we use technology in our day to day lives?
32. Explain the last day of M. Hamel in school.

SECTION – 2

Answer any two of the following. 2x5=10

33. Describe the journey of life in the poem : “LIFE”.
34. The poem “No men are foreign” has a greater relevance in today’s world. Elucidate.
35. Read the following stanza and answer the questions given below.
The weather is always too hot or cold;
Summer and winter alike they scold.
Nothing goes right with the folks you meet
Down on that gloomy Complaining street.
- a) Pick out the rhyming words from the given stanza.
- b) Give the rhyme scheme for the given stanza.
- c) Identify the figure of speech in the fourth line.
- d) Pick out the alliterating words in the second line.
36. Paraphrase the following stanza.

Though our smoke may hide the Heavens from your eyes,

It will vanish and the stars will shine again,
Because, for all our power and weight and size,
We are nothing more than children of your brain!

SECTION – 3

Answer any one of the following. 1x5=5

37. Rearrange the following sentences in coherent order.

- i) Peter stops the angry waters with his finger the entire night and saves the village.
- ii) Peter becomes the Little Hero of Holland.
- iii) Little Peter was asked to take cakes for his blind friend by his mother.
- iv) Peter realizes the danger of flooding.
- v) While returning, he hears water trickling from the dikes.

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

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

Questions :

- a) How was Zigzag’s voice?
- b) Mention the two expressions of Zigzag, mentioned in the above passage.
- c) Who had trained Zigzag?
- d) How was Dr. Krishnan’s clinic transformed?
- e) Zigzag _____ never _____ or _____ even for a second.

SECTION – 4

Answer any four of the following 4x5=20

39. Prepare an attractive advertisement using the hints given below.

A collection of Rare books – More than 2000 books – Story – Fiction – 10 languages – 10% OFFER for school children – ANBU BOOK SHOP – No.10 AVILA Convent Road – Ooty.

40. Write a letter of enquiry for the following.

Rani hails from a remote village of Villupuram District, Tamil Nadu who aspires to become an IAS officer. Currently, she is in class X. She notices an advertisement on free classes for the IAS aspirants by a trust in a newspaper. She writes a letter to the Coordinator of the trust asking for further details.

41. You are the School Pupil Leader of GHSS Sathur. Your school H.M. has requested you to inform the students about a trip to Papanasam. Prepare a notice for the students.

42. Look at the following picture and express your views on it in a paragraph of five sentences.



43. Make notes or write a summary of the following passage.

Mountains have a great fascination for men and people. Mountain climbing, however, is not without risks. It is a challenge to the unconquerable spirit of man and his love of adventure. That it is a dangerous sport cannot be denied. As one climbs higher and higher, breathing becomes more and more difficult. Some climbers, therefore, carry a heavy apparatus from which they inhale oxygen. Mountain climbing is dangerous in the extreme. There are snow storms and blizzards. It is difficult to walk through the snow. It is still more difficult to climb on ice because it is difficult to get a foothold and cut steps with axes in order to make progress. The cold is so severe that the climber's skin, feet, toes, fingers and tissues freeze, become numb and they may suffer frostbite. The most serious difficulty is the climber at a high altitude gets exhausted with a little effort. Mountain climbing requires proper at a high altitude gets exhausted with a little effort. Mountain climbing requires proper training, skill and knowledge. The climbers must be well-equipped. They must be in good physical condition and should possess courage, perseverance and power of endurance. They should carry with them maps, compasses and other equipment so that they are able to find out where they are, in the absence of any tracks. They must travel through dense woods and they approach a mountain and then climb steep rocks. Near the summit of a high peak, the climbers have to move over snowfields and glaciers. In dangerous areas they use ropes to tie themselves in groups.

The climbers carry with them packs loaded with first-aid supplies, food and extra clothing for sudden changes in weather. They display a spirit of sportsmanship and fellow-feeling and face the severe risks of life undaunted.

44. Identify the errors in the following sentences and rewrite them correctly.

- Rice is a staple food of Asians.
- Because Sathya was old, he walked slow.
- Slow but steady wins the race.
- I ought to be fifteen next April.
- Learn a language is always useful.

SECTION – 5**45. Quote from memory.****1x5=5**

She's a lioness;
 Today's woman, dear.

PART – IV**46. Write a paragraph of about 150 words by developing the following hints. 2x8=16**

- Many years ago China – war – Emperor – one man from each family – Mulan – village girl – father – young boy brother – cut off her long black hair – sword – Join army – proved brave soldier – bad fever – Doctor found – news spread – soldiers – unhappy – Mulan – fights bravely – wins war –

Emperor glad – gifts – six fine horses – six fine swords.

(OR)

- The year is 2889 – 25th July – Editor Earth Herald – Francis Bennett – phonotelephone – Champs – Elysees – wife telephotic mirror – phototelegrams from Mercury, Venus and Mars – Jupiter – New planet Gandini – Mr. Bennett talks by means of apparatus – abandoned domestic cooking – pneumatic tubes – aero car – Niagara – aero train – Centropolis – 600 miles an hour.

47. Read the following paragraph and answer the questions given below.

- In 1902, American President Theodore Roosevelt, also known as Teddy, Participated in a bear-hunting trip in Mississippi. While hunting, Roosevelt declared the behaviour of the other hunters “unsportsmanlike” after he refused to kill a bear they had captured. As news of the hunting trip spread, many newspapers around the country featured political cartoons starring “Teddy” and “the bear”. Meanwhile, in Brooklyn, New York, a shop owner named Morris Michtom saw one of the cartoons and had an idea. Michtom and his wife created plush, stuffed bears and placed them in the front window of their shop. With permission from Roosevelt, Michtom named the bears “Teddy Bears”.

Questions :

- Who participated in a bear-hunting trip in Mississippi?
- Where did Michtom place the stuffed bears?
- What was the news that spread around the Country about Teddy?
- Who is the shop owner? What did he do in his shop?

(OR)**(b) Read the following poem and answer the questions given below.****What will you be?**

What will you be when you grow up?

A dancer? Or a doctor?

A teacher? Or a cricketer?

There are so many careers you can choose to do

It's very very hard to decide you know

Sometimes you may keep on thinking

Doing many jobs and never deciding,

And on Sunday again you will keep wondering.

Thursday you will chart the skies with the Navy.

Question :

- What is hard to decide?
- List the jobs mentioned in the poem.
- Pick out the days of the week mentioned in the poem.
- What career would you like choose in future?

விடுதலைக் கல்வித் திட்டம் நேரமெல்லாம் படித்தல் கைநினைப்போம்

எமது வெளியீடுகள் (STATE BOARD)

6th to 12th Std - STEP TO SUCCESS ENGLISH

10th to 12th Std - ELITE ENGLISH

6th to 12th Std - உன்னால் முடியும் தமிழ்

10th to 12th Std - அமுத சுரபி தமிழ்

6th to 10th Std - சமூகஅறிவியல்

(Tamil & English Medium)

8th to 10th Std - அறிவியல்

(Tamil & English Medium)



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