



SMART ENGLISH

11th Std

Based on the Updated New Textbook

Salient Features

- ✦ Answers for **all Textual Questions**.
- ✦ **Key points** and Summary for all the units of Prose, Poem and Supplementary.
- ✦ Linewise explanation for **all the Poems**.
- ✦ Exhaustive **Additional Questions & Answers** for all sections of Prose, Poem and Supplementary.
- ✦ **Tamil Translation** for Prose, Poem and Supplementary Units.
- ✦ **Question Paper contents** : Questions are given based on the Govt. Model Paper, with Exhaustive additional exercises.
- ✦ Additional topics (not covered in Govt. Model Paper) are also given.
- ✦ Govt. Model Question Paper, Quarterly Exam-2018 & 2019, Half Yearly Exam-2018 & 2019, March 2019 & 2020, June 2019 and September 2020 & 2021 exam questions are incorporated in the appropriate sections.
- ✦ Govt. Suppl. Exam **September 2021 Question Paper** is given with Answers.

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**Keybook
for
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Workbook**



SURA PUBLICATIONS

Chennai

PREFACE

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OUR EARNEST WISHES!!!

It gives us great pride and pleasure in bringing to you Sura's English Guide for 11th Standard. It is prepared to facilitate your understanding and learning processes. The aim of this guide is to assist the students to develop mastery of the English Language Skills exclusively focussing on vocabulary, grammar, reading and comprehension skills, literature, intensive reading of short stories, study skills, writing skills, strategic competencies and occupational competencies.

This guide is prepared based on the updated Textbook. It comprises of all required exercises to face the First Year of the Higher Secondary Public Examinations in the ensuing year without any hindrance. We would like the student to keep his/her best foot forward by utilizing this guide and proceed towards success at ease.

Apart from the textual questions, exhaustive additional questions and answers for short answer type and paragraph questions have been given to help students practice and learn effectively all the sections of the textbook.

Key points and Summary for all the units of Prose, Poem and Supplementary sections is given in simple English. All the lines of the Poems are explained clearly. This feature, we hope, will enable the students to understand and learn the Units very easily. For Synonyms and Antonyms, example sentences are given using the words.

Though these salient features are available in this guide, we sincerely appreciate the important and indispensable role of the teachers in assisting the students to understand English.

We immensely believe this guide satisfies the needs of the students and bolsters the teaching methodologies of the teachers.

We wish you all a great success.

Subash Raj, B.E., M.S.

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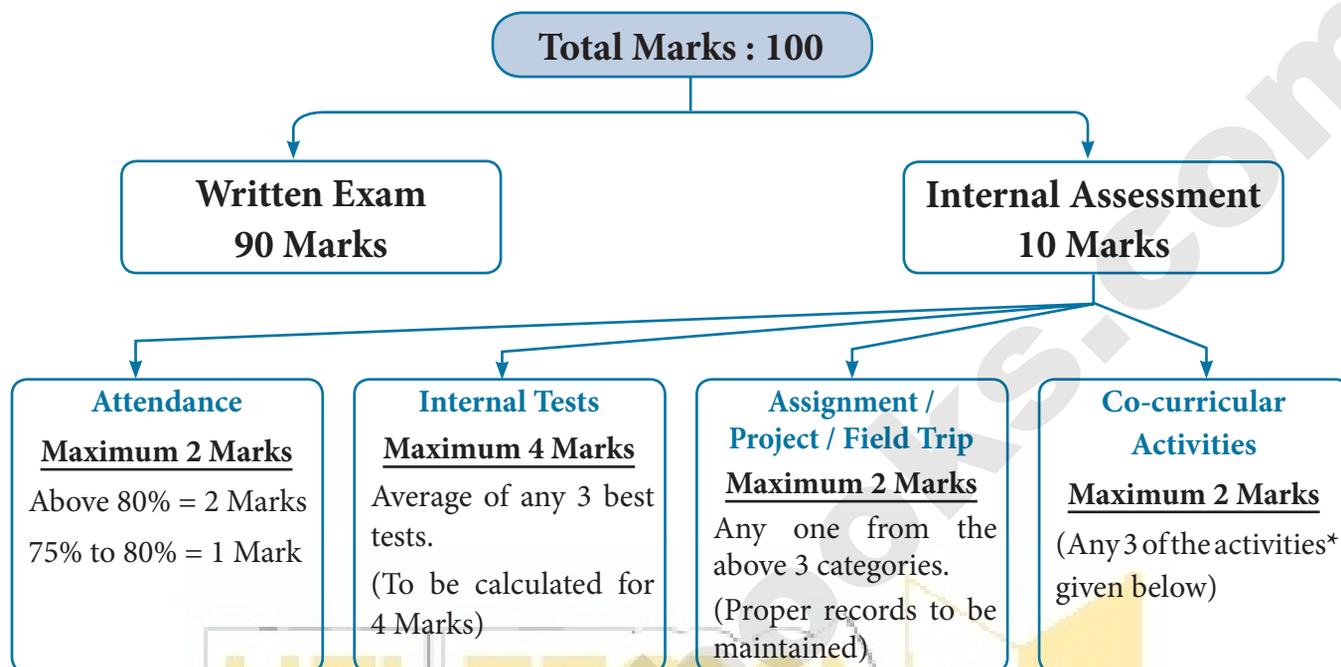
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11TH STD. - PUBLIC EXAMINATION ASSESSMENT MARKS

(with ref. to GO No. 13 dt. 20.02.2018)



*** Co-Curricular Activities**

- | | | |
|---|------------------------------|----------------------------------|
| 1. Tree Plantation | 12. Scout Movement | 23. Antiquities Security Forum |
| 2. Literary Forum | 13. National Welfare Project | 24. Information Technology Forum |
| 3. Mathematical Forum | 14. National Cadet Corps | 25. Library Forum |
| 4. Physics Forum | 15. Youth Red Cross Society | 26. Journalism Forum |
| 5. Chemistry Forum | 16. Ecological Forum | 27. Music Forum |
| 6. Biology Forum | 17. Decorative Arts Forum | 28. Fine Arts Forum |
| 7. Commerce Forum | 18. First Aid Forum | 29. Red Spinners Angling Society |
| 8. Economic Forum | 19. Health and Hygiene Forum | 30. Quiz Forum |
| 9. Historic Forum | 20. Consumer Forum | 31. Road Safety Corps |
| 10. Science Forum
(Science Exhibition, Seminar, etc.,) | 21. Cultural Forum | 32. Sports Activities |
| 11. National Green Corps | 22. Theatre Forum | 33. Vocational Education Forum |

INTERNAL ASSESSMENT MARKS

Attendance	Internal Tests				Assignment / Project / Field Trip (Any 1)	Co-curricular Activities (Any 3)	Total
	Test-1	Test-2	Test-3	Test-4			
.....	Average of any 3 best tests Calculated for 4			

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NOTE FROM PUBLISHER

It gives me great pride and pleasure in bringing to you **Sura's Computer science Guide** for +1 Standard. A deep understanding of the text and exercises is rudimentary to have an insight into Computer Science. The students and teachers have to carefully understand the topics and exercises.

Sura's Computer Science +1 Standard Guide encompasses all the requirements of the students to comprehend the text and the evaluation of the textbook.

- ▲ It will be a teaching companion to teachers and a learning companion to students.
- ▲ Exhaustive Additional MCQs, VSA, SA, LA questions with answers are given in each chapter.
- ▲ These features will help students practice and learn effectively all the sections of the textbook.

Though these salient features are available in our Sura's Computer Science Guide 11th Standard, I cannot negate the indispensable role of the teachers in assisting the student to understand the Computer Science.

I sincerely believe this guide satisfies the needs of the students and bolsters the teaching methodologies of the teachers.

I pray the almighty to bless the students for consummate success in their examinations.

Mr. Subash Raj, B.E., M.S.

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UNIT-1

FUNDAMENTALS OF COMPUTER AND WORKING WITH A TYPICAL OPERATING SYSTEMS (WINDOWS & LINUX)

CHAPTER 1 INTRODUCTION TO COMPUTERS

CHAPTER SNAPSHOT

- * 1.1. Introduction to Computers
- * 1.2. Generations of Computers
- * 1.3. Sixth Generation Computing
- * 1.4. Data and Information
- * 1.5. Components of a Computer
 - 1.5.1. Input Unit
 - 1.5.2. Central Processing Unit
 - 1.5.3. Output Unit
 - 1.5.4. Memory Unit
 - 1.5.5. Input and Output devices
- * 1.6. Booting of Computer

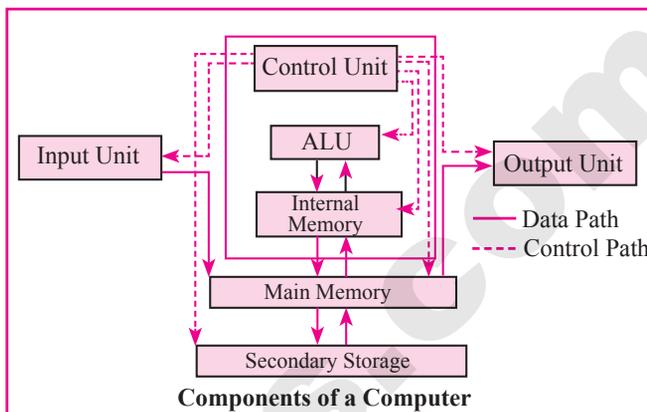
EVALUATION

SECTION - A

CHOOSE THE CORRECT ANSWER

1. First generation computers used [HY. 2019]
(a) Vacuum tubes (b) Transistors
(c) Integrated circuits (d) Microprocessors
[Ans. (a) Vacuum tubes]
2. Name the volatile memory
(a) ROM (b) PROM
(c) RAM (d) EPROM
[Ans. (c) RAM]
3. Identify the output device [Mar. 2020]
(a) Keyboard (b) Memory
(c) Monitor (d) Mouse
[Ans. (c) Monitor]
4. Identify the input device [FMT 2018]
(a) Printer (b) Mouse
(c) Plotter (d) Projector
[Ans. (b) Mouse]
5. Output device is used for printing building plan.
(a) Thermal printer (b) Plotter
(c) Dot matrix (d) inkjet printer
[Ans. (b) Plotter]
6. Which one of the following is used to in ATM machines
(a) Touch Screen (b) Speaker
(c) Monitor (d) Printer
[Ans. (a) Touch Screen]
7. When a system restarts which type of booting is used.
(a) Warm booting (b) Cold booting
(c) Touch boot (d) Real boot.
[Ans. (a) Warm booting]
8. Expand POST [FMT 2018; Sep. 2020]
(a) Post on self Test
(b) Power on Software Test
(c) Power on Self Test
(d) Power on Self Text
[Ans. (c) Power on Self Test]
9. Which one of the following is the main memory?
(a) ROM (b) RAM
(c) Flash drive (d) Hard disk
[Ans. (b) RAM]
10. Which generation of computer used IC's?
(a) First (b) Second (c) Third (d) Fourth
[Ans. (c) Third]

- (iii) **Arithmetic and Logic Unit** : The ALU is a part of the CPU where various computing functions are performed on data. The ALU performs arithmetic operations such as addition, subtraction, multiplication, division and logical operations.
- (iv) **Control Unit** : The control unit controls the flow of data between the CPU, memory and I/o devices. It also controls the entire operation of a computer.
- (v) **Output Unit** : An output unit is any hardware component that conveys information to users in an understandable form. Example : Monitor, Printer etc.
- (vi) **Memory Unit** : The Memory Unit is of two types which are primary memory and secondary memory. The primary memory is used to temporarily store the programs and data when the instructions are ready to execute. The secondary memory is used to store the data permanently. The Primary Memory is volatile, that is, the content is lost when the power supply is switched off. The Random Access Memory (RAM) is an example of a main memory. The Secondary memory is non volatile, that is, the content is available even after the power supply is switched off. Hard disk, CD-ROM and DVD ROM are examples of secondary memory.



2. Discuss the various generations of computers.

[QY. 2018; June 2019; Mar. 2020; Sep. 2021]

Ans.	S.No	Generation	Period	Main Component used	Merits/ Demerits
	1	First Generation	1940-1956	Vacuum tubes	<ul style="list-style-type: none"> ❑ Big in size ❑ Consumed more power ❑ Malfunction due to overheat ❑ Machine Language was used
First Generation Computer - ENIAC, EDVAC, UNIVAC 1 ENIAC weighed about 27 tons, size 8 feet × 100 feet × 3 feet and consumed around 150 watts of power					
	2.	Second Generation	1956-1964	Transistors	<ul style="list-style-type: none"> ❑ Smaller compared to First Generation ❑ Generated Less Heat ❑ Consumed less power compared to first generation ❑ Punched cards were used ❑ First operating system was developed - Batch Processing and Multiprogramming Operating System ❑ Machine language as well as Assembly language was used.
Second Generation Computers - IBM 1401, IBM 1620, UNIVAC 1108					
	3.	Third Generation	1964-1971	Integrated Circuits (IC)	<ul style="list-style-type: none"> ❑ Computers were smaller, faster and more reliable ❑ Consumed less power. ❑ High Level Languages were used
Third Generation Computers - IBM 360 series, Honeywell 6000 series					

GOVERNMENT EXAM QUESTIONS AND ANSWERS

1 MARK

1. How many types of Booting process in system ?
 (a) 3 (b) 2 [QY. 2018]
 (c) 5 (d) 4 [Ans. (b) 2]
2. Which of the following is a Third generation computers?
 (a) Vacuum tubes (b) Transistor [Govt.MQP-2018]
 (c) Integrated Circuits (d) Microprocessor
 [Ans. (b) Transistor]
3. Which one of the following is Biometric Device?
 (a) Scanner (b) Fingerprint Scanner [QY. 2018]
 (c) Light Pen (d) Mouse
 [Ans. (b) Fingerprint Scanner]
4. Identify the Input device [FMT 2018]
 (a) Printer (b) Mouse
 (c) Plotter (d) Projector
 [Ans. (b) Mouse]
5. Expansion of GUI is [QY. 2018]
 (a) Graphics User Interface
 (b) Graphical User Information
 (c) Geographical User Information
 (d) Graphical User Interface
 [Ans. (d) Graphical User Interface]
6. Which generation of computer used Transistors?
 (a) First (b) Second [June 2019]
 (c) Third (d) Fourth
 [Ans. (b) Second]
7. Plotter is a _____ device. [QY. 2019]
 (a) storage (b) input
 (c) output (d) memory
 [Ans. (c) output]
8. Line printers are capable of printing much more than _____ lines per minute. [QY. 2019]
 (a) 1000 (b) 1200 (c) 1500 (d) 1300
 [Ans. (a) 1000]
9. Which Generations of computer used ULSI?
 (a) Third (b) Fourth [HY. 2018]
 (c) Fifth (d) Sixth
 [Ans. (c) Fifth]

10. Expand ULSI. [Sep. 2021]
 (a) Ultra Large Scale Information
 (b) Ultra Low Scale Integration
 (c) Ultra Low Software Integration
 (d) Ultra Large Scale Integration
 [Ans. (d) Ultra Large Scale Integration]

2 MARKS

1. Expand (i)BIOS (ii)ENIAC (iii)RAM (iv)ALU [Govt.MQP-2018]
Ans. (i) BIOS - Basic Input Output System.
 (ii) ENIAC - Electronic Numerical Integrator And Calculator.
 (iii) RAM - Random Access Memory
 (iv) ALU - Arithmetic and Logic unit
2. Give examples for Impact and Non impact printers. [FMT 2018]
Ans. **Impact:** Dot Matrix printer and line dot matrix printer.
Non - Impact: Laser printer and Inkjet printer.
3. Write short note on registers. [FMT 2018]
Ans. Registers are the high-speed temporary storage locations in the CPU. Hence, their contents can be handled much faster than the contents of memory.
4. Write Demerits of Artificial Intelligence. [QY. 2018]
Ans. (i) Machines need repairing and maintenance which need plenty of cost.
 (ii) The increasing number of machines leading to unemployment and job security issues.
5. Write notes on fifth generation computers.
Ans. (i) Parallel Processing [QY. 2019]
 (ii) Super conductors
 (iii) Computers size was drastically reduced.
 (iv) Can recognise Images and Graphics
 (v) Introduction of Artificial Intelligence and Expert Systems
 (vi) Able to solve high complex problems including decision making and logical reasoning

3 MARKS

1. Write the mechanism of laser mouse. [FMT 2018]
Ans. (i) Measures the motion and acceleration of pointer.
 (ii) Laser mouse uses laser light.
 (iii) Laser mouse is highly sensitive and able to work on any hard surface.

ADDITIONAL QUESTIONS AND ANSWERS

CHOOSE THE CORRECT ANSWERS 1 MARK

I. CHOOSE THE CORRECT OPTIONS FOR THE BELOW QUESTIONS.

1. Which of the following led us today to extremely high speed calculating device?

- (a) Laptop (b) Tabulating Machine
(c) Abacus (d) ENIAC

[Ans. (c) Abacus]

2. In which year the concept of the analytical engine was invented?

- (a) 1837 (b) 1910 (c) 1991 (d) 1836

[Ans. (a) 1837]

3. Which of the following period the first generation computers belongs?

- (a) 1956-1963 (b) 1940-1956
(c) 1964-1971 (d) 1980-1990

[Ans. (b) 1940-1956]

4. Which of the following is not a first generation computers?

- (a) ENIAC (b) EDVAC
(c) UNIVAC 1 (d) IBM1401

[Ans. (d) IBM1401]

5. Which component used in third generation computers?

- (a) Vacuum Tubes (b) Transistors
(c) IC (d) Microprocessor

[Ans. (c) IC]

6. In which generation, the Voice Recognition software developed?

- (a) Sixth (b) Fourth (c) Third (d) Second

[Ans. (a) Sixth]

7. Which generation gave a start to parallel computing?

- (a) fourth (b) fifth (c) sixth (d) seventh

[Ans. (c) sixth]

8. Which of the following is not a form of parallel computing?

- (a) bit level (b) instruction level
(c) task parallelism (d) Robotics

[Ans. (d) Robotics]

9. Which of the following holds the data and instructions during the processing?

- (a) Input unit (b) output unit
(c) Memory unit (d) Software

[Ans. (c) Memory unit]

10. Which unit does the processing of data?

- (a) CPU (b) Registers
(c) Input unit (d) Output unit

[Ans. (a) CPU]

11. Which of the following is the heart of the computer?

- (a) CPU (b) HDD (c) SDD (d) ANN

[Ans. (a) CPU]

12. Which of the following operations of ALU promote decision-making ability of a computer?

- (a) Logical (b) Relational
(c) Arithmetic (d) Binary

[Ans. (a) Logical]

13. Which of the following is not a non volatile memory?

- (a) ROM (b) Hard disk
(c) CD-ROM (d) RAM

[Ans. (d) RAM]

14. Who invented the computer mouse?

- (a) Douglas Engelbart (b) Bill English
(c) Apple Lisa (d) Henry Babbage

[Ans. (a) Douglas Engelbart]

15. Which device works like a xerox machine?

- (a) Retinal scanner (b) OCR
(c) OMR (d) Scanner

[Ans. (d) Scanner]

16. Which device is very safe and convenient for security instead of password?

- (a) Scanner (b) Fingerprint Scanner
(c) Track ball (d) Retinal Scanner

[Ans. (b) Fingerprint Scanner]

17. Which of the following device uses CCD Electronic chip?

- (a) OCR (b) BCR
(c) Voice Input Systems (d) Digital Camera

[Ans. (d) Digital Camera]

- 18. In which device the keys are arranged in a cluster?**
 (a) Keyboard (b) Keyer
 (c) Barcode Reader (d) Touch Screen
[Ans. (b) Keyer]
- 19. Who was the inventor of the electronic digital computer?**
 (a) John Vincent Atanasoft
 (b) J. Presper Eckert
 (c) John Mauchly
 (d) Charles babbage
[Ans. (a) John Vincent Atanasoft]
- 20. Which company developed first digital computer?**
 (a) Atanasoft Berry Computer
 (b) AT & T bell
 (c) IBM
 (d) Microsoft
[Ans. (a) Atanasoft Berry Computer]
- 21. Which of the following are the computer systems inspired by the biological neural networks?**
 (a) NLP (b) IBM
 (c) Robotics (d) ANN **[Ans. (d) ANN]**
- 22. Which of the following has become the dominant paradigm in computer architecture?**
 (a) Parallel computing
 (b) parallel processing
 (c) Multi tasking
 (d) Multi processing **[Ans. (a) Parallel computing]**
- 23. Which of the following concerned with the interactions between computers and human language?**
 (a) Artificial Neurons
 (b) Neural network
 (c) Artificial intelligence
 (d) Natural language processing
[Ans. (c) Artificial intelligence]
- 24. Which of the following is the logical machine which interprets and executes software instructions?**
 (a) CPU (b) ALU
 (c) Control Unit (d) Memory Unit
[Ans. (a) CPU]
- 25. How many classification of memories in memory unit?**
 (a) 2 (b) 3
 (c) 4 (d) more than 2
[Ans. (a) 2]
- 26. How many types of Keyboards used to input the data?**
 (a) 3 (b) 2 (c) 4 (d) 5
[Ans. (a) 3]
- 27. How many types of pointing device are there?**
 (a) 2 (b) 3 (c) 1 (d) Many
[Ans. (a) 2]
- 28. Which mouse has as many as 12 buttons?**
 (a) Laser (b) Optical
 (c) Mechanical (d) Both a and b
[Ans. (a) Laser]
- 29. Which printer do not use striking mechanism for printer?**
 (a) Inkjet (b) Laser
 (c) Thermal (d) All of these
[Ans. (d) All of these]
- 30. Which device is used to produce computer output on a big screen?**
 (a) Monitor (b) LED
 (c) Projector (d) Monochrome Monitor
[Ans. (c) Projector]
- 31. Which of the following is the diagnostic testing sequence of the computer hardware?**
 (a) POST (b) BIOS (c) MAR (d) MBR
[Ans. (a) POST]
- 32. Which of the following issue an error message if any computer hardware not defected?**
 (a) BIOS (b) BUS (c) RAM (d) POST
[Ans. (a) BIOS]
- 33. Which device produce graphical output on papers?**
 (a) Scanner (b) Touch Screen
 (c) Plotter (d) Track ball
[Ans. (c) Plotter]
- 34. Which code checks partition table for an active partition in a computer?**
 (a) MBR (b) Marse (c) Binary (d) Object
[Ans. (a) MBR]

- 2. The component used in second generation computers is**
 (a) Transistors (b) ICs
 (c) Vacuum tubes (d) Microprocessors
[Ans. (a) Transistors]
- 3. The Second generation computers belongs to period**
 (a) 1940-1956 (b) 1956-1964
 (c) 1980-1990 (d) 1964-1971
[Ans. (b) 1956-1964]
- 4. The fourth generation belongs to**
 (a) 1940-1956 (b) 1971-1980
 (c) 1964-1971 (d) 1980-1990
[Ans. (b) 1971-1980]
- 5. The component used in fourth generation computers are**
 (a) ICS (b) Transistors
 (c) VLSI (d) Vacuum tube
[Ans. (c) VLSI]
- 6. Laptops, Notebook, Tablets are belongs to generation computers.**
 (a) First (b) Second (c) Third (d) Fourth
[Ans. (d) Fourth]
- 7. The fifth generation computers belongs to**
 (a) 1971-1980 (b) 1980- till date
 (c) 1964-1971 (d) 1940-1956
[Ans. (b) 1980-till date]
- 8. Name the software introduced in fifth generation computers**
 (a) Artificial Neural Networks
 (b) Artificial Intelligence
 (c) Robotics
 (d) Natural language processing
[Ans. (b) Artificial Intelligence]
- 9. Robotics developed in generation.**
 (a) Third (b) Fourth (c) Fifth (d) Sixth
[Ans. (d) Sixth]
- 10. ENIAC was invented by**
 (a) John Vincent
 (b) Cliff Berry
 (c) Presper Eckert, John Mauchly
 (d) Earl R Johnson and Atanasoff
[Ans. (c) Presper Eckert, John Mauchly]
- 11. Expand NLP**
 (a) National Language Problem
 (b) Natural Language Processing
 (c) Network Language Program
 (d) Network Local Processing
[Ans. (b) Natural Language Processing]
- 12. NLP is a component of**
 (a) Expert systems
 (b) Robotics
 (c) Parallel computing
 (d) Artificial Intelligence
[Ans. (d) Artificial Intelligence]
- 13. Every task given to a computer-follows a(n) cycle.**
 (a) BPO (b) IPO
 (c) ANN (d) NLP **[Ans. (b) IPO]**
- 14. Expansion of CPU is**
 (a) Control processing unit
 (b) Central processor unique
 (c) Central processing unit
 (d) Control processor unit
[Ans. (c) Central processing unit]
- 15. Expansion of ALU is**
 (a) Arithmetic Logical Unit
 (b) Accumulator Logical Unit
 (c) Arithmetic Language Unit
 (d) None of these
[Ans. (a) Arithmetic Logical Unit]
- 16. The memory unit is of kinds.**
 (a) 3 (b) 4 (c) 2 (d) 5
[Ans. (c) 2]
- 17. Optical Mouse invented in the year**
 (a) 1968 (b) 1973 (c) 1988 (d) 1981
[Ans. (c) 1988]
- 18. Laser mouse has as many as buttons.**
 (a) 10 (b) 11 (c) 12 (d) 3
[Ans. (c) 12]
- 19. Expansion of CCD is**
 (a) Coupled Changed Device
 (b) Changed Coupled Device
 (c) Changed Couple Device
 (d) Camera changed Divider
[Ans. (b) Changed Coupled Device]

IV. PICK THE ODD ONE OUT.

1. (a) Keyboard (b) Mouse
(c) Track Ball (d) Monitor

[Ans. (d) Monitor]

Reason : Monitor is the most commonly used output device to display the information. Other three are examples of input device.

2. (a) Mechanical Mouse (b) Laser Mouse
(c) Plotter (d) Optical Mouse

[Ans. (c) Plotter]

Reason : Plotter is an output device that is used to produce graphical output on papers other three are types of mouse.

V. WHICH ONE OF THE FOLLOWING IS NOT CORRECTLY MATCHED?

1. (a) Impact printers – Dot Matrix printer
(b) Non-Impact printers – Laser printer
(c) Hardware – Keyboard
(d) Software – CPU

[Ans. (d) Software – CPU]

2. (a) Second generation – Transistors
(b) Third generation – Integrated circuits
(c) Fourth generation – Vacuum tubes
(d) Fifth generation+ – ULSI

[Ans. (c) Fourth generation – Vacuum tubes]

VI. CONSIDER THE FOLLOWING STATEMENT.

1. **Assertion (A) :** Computers have now become an indispensable part of our lives.

Reason (R) : Computers have revolutionized our lives with their accuracy and speed of performing a job, it is truly remarkable.

- (a) Both (A) and (R) are true and (R) is the correct explanation of A.
(b) Both (A) and (R) are true and (R) is not the correct explanation of (A).
(c) (A) is true, but (R) is false.
(d) (A) is false, but (R) is true.

[Ans. (a) Both (A) and (R) are true and (R) is the correct explanation of (A)]

2. **Assertion (A) :** CPU is the major component which interprets and executes software instructions.

Reason (R) : The ALU is a part of the CPU where various computing functions are performed on data.

- (a) Both (A) and (R) are true and (R) is the correct explanation of A.
(b) Both (A) and (R) are true and (R) is not the correct explanation of A.
(c) (A) is true, but (R) is false.
(d) (A) is false, but (R) is true.

[Ans. (b) Both (A) and (R) are true and (R) is not the correct explanation of (A)]

3. **Assertion (A) :** Microphone serves as a voice Input device.

Reason (R) : Digital camera uses a CCD electronic chip.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A).
(b) Both (A) and (R) are true and (R) is not the correct explanation of (A).
(c) (A) is true, but (R) is false.
(d) (A) is false, but (R) is true.

[Ans. (b) Both (A) and (R) are true and (R) is not the correct explanation of (A)]

VII. CHOOSE THE CORRECT STATEMENT.

1. Which of the following statements are true?

- (i) Machine language programs are done in first generation
(ii) Third generation computers are not more reliable
(iii) Voice recognition software developed in fifth generation computer
(iv) Micro processors are used in fourth generation computer
(a) Only (i)
(b) Only (i) and (iv)
(c) Only (iii) and (iv)
(d) Only (i) (iii) and (iv)

[Ans. (b) Only (i) and (iv)]

VERY SHORT ANSWERS

2 MARKS

1. Name the first generation computers.

Ans. ENIAC, EDVAC, UNIVAC 1.

2. Name the Second generation computers.

Ans. IBM 1401, IBM 1620, UNIVAC 1108.

3. Name the Third generation computers.

Ans. IBM 360 Series, Honeywell 6000 series.

4. Name the softwares introduced in fifth generation computers.

Ans. (i) Artificial Intelligence
(ii) Expert Systems

5. Name the types of computer introduced in Fourth generation computers.

Ans. (i) Microcomputer
(ii) Portal Computers.

6. Write the developments of Sixth generation computers.

Ans. (i) Parallel Computing
(ii) Artificial Neural Networks
(iii) Robotics
(iv) Natural Language Processing

7. What is NLP?

Ans. Natural Language Processing is the ability of a computer program to understand human language. It is a component of artificial intelligence.

8. What is the use of Microphone?

Ans. Microphone serves as a voice Input device. It captures the voice data and send it to the Computer.

9. Write a note on Digital Camera.

Ans. It captures images / videos directly in the digital form. It uses a CCD (Charge Coupled Device) electronic chip. When light falls on the chip through the lens, it converts light rays into digital format.

10. What is use of VGA?

Ans. The screen monitor works with the VGA (Video Graphics Array). The video graphics card helps the keyboard to communicate with the screen. It acts as an interface between the computer and display monitor. Usually the recent motherboard incorporates built in video card.

11. Write the two main categories of Printer.

Ans. Printers are divided into two main categories:

- (i) Impact Printers
- (ii) Non Impact printers

12. What is booting a computer?

Ans. Booting a computer is to load an operating system into the computer's main memory or random access memory (RAM).

13. What makes Charles Babbage the father of computing?

Ans. Charles Babbage radical ideas and concept of the Analytical Engine (It contained an ALU, basic flow control and integrated memory) makes him the father of computing.

14. What is the goal of neural network approach?

Ans. The original goal of the neural network approach was to solve problems in the same way that a human brain would. Over time, attention focused on matching specific mental abilities, leading to deviations from biology.

15. Write the tools in which nano technology was born.

Ans. The right tools, such as the scanning tunneling microscope (STM) and the atomic force microscope (AFM), the age of nano-technology was born.

16. Define IPO Cycle.

Ans. The functional components of a computer performs. Every task given to a computer follows an Input-Process- Output Cycle (IPO cycle).

17. Name the different keys available in the keyboard.

Ans. There are different set of keys available in the keyboard such as character keys, modifier keys, system and GUI keys, enter and editing keys, function keys, navigation keys, numeric keypad and lock keys.

18. Which device is used to draw a lines?

Ans. Light Pen is an input device which is used to draw lines or figures on a computer screen. It is touched to the CRT screen where it can detect faster on the screen as it passes.

CHAPTER 2

NUMBER SYSTEMS

CHAPTER SNAPSHOT

Part I - Number Systems

- * 2.1 Number Systems - Introduction
- * 2.2 Data Representations
- * 2.3 Different Types of Number Systems
 - 2.3.1 Decimal Number System
 - 2.3.2 Binary Number System
 - 2.3.3 Octal Number System
 - 2.3.4 Hexadecimal Number System
- * 2.4 Number System Conversions
 - 2.4.1 Decimal to Binary Conversion
 - 2.4.2 Decimal to Octal Conversion
 - 2.4.3 Decimal to Hexadecimal Conversion
 - 2.4.4 Conversion of fractional Decimal to Binary
 - 2.4.5 Binary to Decimal Conversion
 - 2.4.6 Binary to Octal Conversion
 - 2.4.7. Binary to Hexadecimal Conversion
 - 2.4.8 Conversion of fractional Binary to Decimal equivalent
 - 2.4.9. Octal to Decimal Conversion
 - 2.4.10 Octal to Binary Conversion
 - 2.4.11 Hexadecimal to Decimal Conversion
 - 2.4.12 Hexadecimal to Binary Conversion
- * 2.5 Binary Representation for Signed Numbers
 - 2.5.1 Signed Magnitude representation
 - 2.5.2 1's Complement representation
 - 2.5.3 2's Complement representation
- * 2.6 Binary Arithmetic
 - 2.6.1 Binary Addition
 - 2.6.2 Binary Subtraction

- * 2.7 Representing Characters in Memory
 - 2.7.1 Binary Coded Decimal (BCD)
 - 2.7.2 American Standard Code for Information Interchange (ASCII)
 - 2.7.3 Extended Binary Coded Decimal Interchange Code (EBCDIC)
 - 2.7.4 Indian Standard Code for Information Interchange (ISCII)
 - 2.7.5 Unicode

Part II - Boolean Algebra

- * 2.8. Boolean Algebra - Introduction
 - 2.8.1 Binary valued quantities
 - 2.8.2 Logical Operations
 - 2.8.3 Truth Table
 - 2.8.4 AND operator
 - 2.8.5 OR operator
 - 2.8.6 NOT operator
 - 2.8.7 NAND operator
 - 2.8.8 NOR operator
- * 2.9. Basic Logic Gates
 - 2.9.1 AND Gate
 - 2.9.2 OR Gate
 - 2.9.3 NOT Gate
 - 2.9.4 NOR Gate
 - 2.9.5 Bubbled AND Gate
 - 2.9.6 NAND Gate
 - 2.9.7 Bubbled OR Gate
 - 2.9.8 XOR Gate
 - 2.9.9 XNOR Gate

EVALUATION

SECTION - A

CHOOSE THE CORRECT ANSWER:

1. Which refers to the number of bits processed by a computer's CPU?

- (a) Byte (b) Nibble
(c) Word length (d) Bit

[Ans. (c) Word length]

2. How many bytes does 1 KiloByte contain?

- (a) 1000 (b) 8
(c) 4 (d) 1024 [Ans. (d) 1024]

3. Expansion for ASCII

- (a) American School Code for Information Interchange
(b) American Standard Code for Information Interchange
(c) All Standard Code for Information Interchange
(d) American Society Code for Information Interchange

[Ans. (b) American Standard Code for Information Interchange]

4. 2^{50} is referred as

- (a) Kilo (b) Tera
(c) Peta (d) Zetta

[Ans. (c) Peta]

5. How many characters can be handled in Binary Coded Decimal System?

- (a) 64 (b) 255
(c) 256 (d) 128 [Ans. (a) 64]

6. For 1101_2 the equivalent Hexadecimal equivalent is?

- (a) F (b) E
(c) D (d) B [Ans. (c) D]

7. What is the 1's complement of 00100110?

- (a) 00100110 (b) 11011001
(c) 11010001 (d) 00101001

[Ans. (b) 11011001]

8. Which amongst this is not an Octal number?

- (A) 645 (B) 234 (C) 876 (D) 123

[Ans. (c) 876]

SECTION - B

VERY SHORT ANSWERS

1. What is data?

Ans. The term data comes from the word datum, which means a raw fact. The data is a fact about people, places or some objects.

2. Write the 1's complement procedure.

Ans. **Step 1:** Convert given Decimal number into Binary

Step 2: Check if the binary number contains 8 bits, if less add 0 at the left most bit, to make it as 8 bits.

Step 3: Invert all bits (i.e. Change 1 as 0 and 0 as 1).

3. Convert $(46)_{10}$ into Binary number.

2	46	
2	23	- 0
2	11	- 1
2	5	- 1
2	2	- 1
Ans. 2	1	- 0

Answer - $46_{10} = (101110)_2$

4. We cannot find 1's complement for $(28)_{10}$. State reason. [QY. 2019]

Ans. $(28)_{10}$ is positive number. 1's Complement represent signed numbers (Negative numbers) only. So, $(28)_{10}$ cannot find 1's complement.

5. List the encoding systems that represents characters in memory. [FMT 2018]

- Ans. (i) BCD – Binary Coded Decimal.
(ii) EBCDIC – Extended Binary Coded Decimal Interchange Code.
(iii) ASCII – American Standard Code for Information Interchange.
(iv) Unicode.
(v) ISCII - Indian Standard Code for Information Interchange.

SECTION - D

EXPLAIN IN DETAIL

1. a) Write the procedure to convert fractional Decimal to Binary
- b) Convert $(98.46)_{10}$ to Binary

[FMT 2018 ; Sep.2020]

Ans. a) The method of repeated multiplication by 2 has to be used to convert such kind of decimal fractions. The steps involved in the method of repeated multiplication by 2:

Step 1: Multiply the decimal fraction by 2 and note the integer part. The integer part is either 0 or 1.

Step 2: Discard the integer part of the previous product. Multiply the fractional part of the previous product by 2. Repeat Step 1 until the same fraction repeats or terminates (0).

Step 3: The resulting integer part forms a sequence of 0s and 1s that become the binary equivalent of decimal fraction.

Step 4: The final answer is to be written from first integer part obtained till the last integer part obtained.

b) 98.46_{10}

1. Integer part

$$\begin{array}{r} 2 \overline{) 98} \\ 2 \overline{) 49} - 0 \\ 2 \overline{) 24} - 1 \\ 2 \overline{) 12} - 0 \\ 2 \overline{) 6} - 0 \\ 2 \overline{) 3} - 0 \\ 1 - 1 \end{array}$$

2. Fractional part

$$\begin{aligned} 0.46 \times 2 &= 0.92 = 0 \\ 0.92 \times 2 &= 1.84 = 1 \\ 0.84 \times 2 &= 1.68 = 1 \\ 0.68 \times 2 &= 1.36 = 1 \\ 0.36 \times 2 &= 0.72 = 0 \\ 0.72 \times 2 &= 1.44 = 1 \\ 98.46_{10} &= (1100010.011101\dots)_2 \end{aligned}$$

2. Find 1's Complement and 2's Complement for the following Decimal number. a) -98 b) -135

Ans. a) -98

$$\begin{array}{r} 2 \overline{) 98} \\ 2 \overline{) 49} - 0 \\ 2 \overline{) 24} - 1 \\ 2 \overline{) 12} - 0 \\ 2 \overline{) 6} - 0 \\ 2 \overline{) 3} - 0 \\ 1 - 1 \end{array} \quad 98_{10} = 1100010$$

$$\begin{aligned} \text{8 bit format of } 98_{10} &= 01100010 \\ \text{1's complement} &= 10011101 \\ \text{Add 1 bit} &= \quad \quad +1 \\ \text{2's complement} &= \underline{\underline{10011110}} \end{aligned}$$

b) -135

$$\begin{array}{r} 2 \overline{) 135} \\ 2 \overline{) 67} - 1 \\ 2 \overline{) 33} - 1 \\ 2 \overline{) 16} - 1 \\ 2 \overline{) 8} - 0 \\ 2 \overline{) 4} - 0 \\ 2 \overline{) 2} - 0 \\ 1 - 0 \end{array} \quad 135_{10} = 10000111$$

$$\begin{aligned} \text{1's complement} &= 01111000 \\ \text{Add 1 bit} &= \quad \quad +1 \\ \text{2's complement} &= \underline{\underline{01111001}} \end{aligned}$$

3. a) Add $1101010_2 + 101101_2$ [Sep. 2020]

b) Subtract $1101011_2 - 111010_2$

Ans. a) $1101010_2 + 101101_2$

$$\begin{array}{r} 1101010 \\ +101101 \\ \hline 10010111 \\ = 10010111_2 \end{array}$$

- b) $1101011_2 - 111010_2$ [HF. 2018]

$$\begin{array}{r} 1101011 \\ - 111010 \\ \hline 110001 \\ = 110001_2 \end{array}$$

WORKSHOP

1. Identify the number system for the following numbers.

Ans.	S.No	NUMBER	NUMBER SYSTEM
	1.	$(1010)_{10}$	Decimal Number system
	2.	$(1010)_2$	Binary Number System
	3.	$(989)_{16}$	Hexadecimal Number System
	4.	$(750)_8$	Octal Number System
	5.	$(926)_{10}$	Decimal Number System

2. State whether the following numbers are valid or not. If invalid, give reason.

Ans.	S.No	STATEMENT	YES / NO	REASON (IF INVALID)
	1.	786 is an Octal number	No	In. octal number, the allowable digits is between 0 and 7
	2.	101 is a Binary number	No	No Radix is mentioned
	3.	Radix of Octal number is 7	No	Radix of octal number is 8

3. Convert the following Decimal numbers to its equivalent Binary, Octal, Hexadecimal.

1) 1920 2) 255 3) 126

Ans. 1) $1920_{10} = ?_2$

$$\begin{array}{r}
 2 \overline{) 1920} \\
 \underline{2 \quad 960 - 0} \\
 2 \quad 480 - 0 \\
 2 \quad 240 - 0 \\
 2 \quad 120 - 0 \\
 2 \quad 60 - 0 \\
 2 \quad 30 - 0 \\
 2 \quad 15 - 0 \\
 2 \quad 7 - 1 \\
 2 \quad 3 - 1 \\
 1 \quad - 1 \\
 \hline
 1920_{10} = 1111000000_2
 \end{array}$$

$$1920_{10} = ?_8$$

$$\begin{array}{r}
 8 \overline{) 1920} \\
 \underline{8 \quad 240 - 0} \\
 8 \quad 30 - 0 \\
 \hline
 3 - 6
 \end{array}$$

$$1920 = 3600_8$$

[Mar. 2019]

$$\begin{array}{r}
 16 \overline{) 1920} \\
 \underline{16 \quad 120 - 0} \\
 \hline
 7 - 8
 \end{array}$$

$$= 1920_{10} = 780_{16}$$

2) 255_{10}

[Mar. 2019]

$$\begin{array}{r}
 2 \overline{) 255} \\
 \underline{2 \quad 127 - 1} \\
 2 \quad 63 - 1 \\
 2 \quad 31 - 1 \\
 2 \quad 15 - 1 \\
 2 \quad 7 - 1 \\
 2 \quad 3 - 1 \\
 2 \quad 1 - 1
 \end{array}$$

$$255_{10} = 11111111_2$$

$$255_{10} = ?_8$$

$$\begin{array}{r}
 8 \overline{) 255} \\
 \underline{8 \quad 31 - 7} \\
 \hline
 3 - 7
 \end{array}$$

$$255_{10} = 377_8$$

$$255_{10} = ?_{16}$$

$$\begin{array}{r}
 16 \overline{) 255} \\
 \underline{15 - 15} \\
 \hline
 15 - F
 \end{array}$$

$$255_{10} = FF_{16}$$

3) 126_{10}

$$\begin{array}{r} 2 \overline{) 126} \\ \underline{63} \quad -0 \\ 2 \overline{) 31} \quad -1 \\ \underline{15} \quad -1 \\ 2 \overline{) 7} \quad -1 \\ \underline{3} \quad -1 \\ 1 \quad -1 \end{array}$$

$126_{10} = 1111110_2$

$$\begin{array}{r} 8 \overline{) 126} \\ \underline{15} \quad -6 \\ 1 \quad -7 \end{array}$$

$126_{10} = 176_8$

$126_{10} = ?_{16}$

$$\begin{array}{r} 16 \overline{) 126} \\ \underline{7} \quad -14 \\ \underline{14} \quad -E \end{array}$$

$126_{10} = 7E_{16}$

4. Convert the given Binary number into its equivalent Decimal, Octal and Hexadecimal number.

1) 101110101 2) 1011010 3) 101011111

Ans. 1) 101110101

Decimal Equivalent :

$$= 1 \times 2^8 + 0 \times 2^7 + 1 \times 2^6 + 1 \times 2^5 + 1 \times 2^4 + 0 \times 2^3 + 1 \times 2^2 + 0 \times 2^1 + 1 \times 2^0$$

$$= 256 + 64 + 32 + 16 + 4 + 1 = 373_{10}$$

Octal Equivalent :

$$= \begin{array}{ccc} \overline{101} & \overline{110} & \overline{101} \\ \downarrow & \downarrow & \downarrow \\ 5 & 6 & 5 \end{array}$$

$$= 565_8$$

Hexadecimal Equivalent :

$$= \begin{array}{ccc} \overline{10} & \overline{1110} & \overline{101} \\ \downarrow & \downarrow & \downarrow \\ 1 & 7 & 5 \end{array}$$

$$= 175_{16} ; 10110101_2 = 373_{10} = 565_8 = 175_{16}$$

2) 1011010_2

Decimal Equivalent :

$$= 1 \times 2^6 + 0 \times 2^5 + 1 \times 2^4 + 1 \times 2^3 + 0 \times 2^2 + 1 \times 2^1 + 0 \times 2^0$$

$$= 64 + 16 + 8 + 2 = 90_{10}$$

Octal Equivalent :

$$= \begin{array}{ccc} \overline{10} & \overline{110} & \overline{110} \\ \downarrow & \downarrow & \downarrow \\ 1 & 3 & 2 \end{array}$$

$$= 132_8$$

Hexadecimal Equivalent :

$$= \begin{array}{cc} \overline{101} & \overline{1010} \\ \downarrow & \downarrow \\ 5 & 10 \\ \downarrow & \downarrow \\ 5 & A \end{array}$$

$$= 5A_{16}$$

$$1011010_2 = 90_{10} = 132_8 = 5A_{16}$$

3) 101011111_2

Decimal Equivalent :

$$= 1 \times 2^8 + 0 \times 2^7 + 1 \times 2^6 + 0 \times 2^5 + 1 \times 2^4 + 1 \times 2^3 + 1 \times 2^2 + 1 \times 2^1 + 1 \times 2^0$$

$$= 256 + 64 + 16 + 8 + 4 + 2 + 1 = 351_{10}$$

Octal Equivalent :

$$= \begin{array}{ccc} \overline{101} & \overline{011} & \overline{111} \\ \downarrow & \downarrow & \downarrow \\ 5 & 3 & 7 \end{array}$$

$$= 537_8$$

Hexadecimal Equivalent :

$$= \begin{array}{ccc} \overline{10} & \overline{101} & \overline{1111} \\ \downarrow & \downarrow & \downarrow \\ 1 & 5 & 15 \\ \downarrow & \downarrow & \downarrow \\ 1 & 5 & F \end{array}$$

$$= 15F_{16}$$

$$101011111_2 = 351_{10} = 537_8 = 15F_{16}$$

ADDITIONAL QUESTIONS AND ANSWERS

CHOOSE THE CORRECT ANSWER 1 MARK

I. CHOOSE THE CORRECT OPTIONS FOR THE BELOW QUESTIONS.

1. How the information entered in a computer?
(a) Knowledge (b) data
(c) ASCII Value (d) BCD [Ans. (b) data]
2. Which establishment done convention using groups of 8 bits as a basic unit of storage medium?
(a) Apple (b) Microsoft
(c) IBM (d) DELL [Ans. (c) IBM]
3. Who coined the term byte?
(a) Charles Babbage (b) John von newmann
(c) Werner Buchholz (d) Herman Hollerith
[Ans. (c) Werner Buchholz]
4. How many standard number system are there to use?
(a) 2 (b) 4 (c) 8 (d) 16
[Ans. (b), 4]
5. Which of the following is not a standard number system?
(a) Pentagon (b) Hexadecimal
(c) Decimal (d) Binary
[Ans. (a) Pentagon]
6. What are the two symbols used in Binary number system?
(a) 0, 1 (b) +, -
(c) 2, 4 (d) $2^0, 2^1$ [Ans. (a) 0, 1]
7. How many parameters can be considered to know the magnitude of the number?
(a) 2 (b) 4 (c) 3 (d) 5
[Ans. (c) 3]
8. Which is used to measure the number of bits in each word?
(a) Word length (b) length
(c) Size (d) word size
[Ans. (a) Word length]
9. How many ways are there to represent signed binary number?
(a) 2 (b) 4 (c) 1 (d) 6
[Ans. (c) 1]
10. In binary numbers, the signed negative number has a prefix?
(a) - (b) 0 (c) 1 (d) 2
[Ans. (c) 1]

11. How many unique symbols in Octal number system?
(a) 4 (b) 16 (c) 2 (d) 8
[Ans. (d) 8]
12. How many procedures are there to convert from decimal to binary?
(a) 2 (b) 4 (c) 8 (d) 3
[Ans. (a) 2]
13. How many common coding schemes are used to represent a character?
(a) 2 (b) 3 (c) 4 (d) 5
[Ans. (c) 4]
14. How many coding schemes are used to represent character in India?
(a) 2 (b) 3 (c) 4 (d) 5
[Ans. (a) 2]
15. Which complement performs the logical negation on each individual bit?
(a) Signed (b) Unsigned
(c) 2's (d) 1's
[Ans. (b) Unsigned]
16. Which of the following is not a common coding schemes to represent a character?
(a) BCD (b) Unicode
(c) ASCII Code (d) Byte code
[Ans. (d) Byte code]
17. Which of the following programs uses ASCII code?
(a) only C (b) only C++
(c) both C, C++ (d) Java
[Ans. (c) both C, C++]
18. Which of the programs used Unicode?
(a) C (b) C++
(c) Java (d) None of these
[Ans. (c) Java]
19. Which of the following is the idea behind positional numbering systems?
(a) Absolute Value (b) Place Volume
(c) Radix (d) All of these
[Ans. (c) Radix]
20. Which is an elementary building block of the digital circuit?
(a) Gate (b) Digital gate
(c) Logic gate (d) Physical gate
[Ans. (c) Logic gate]

21. Which one of the following are fundamental logic gates?

- (a) NAND, NOR, NOT (b) AND, OR, NOT
(c) NAND, XOR, XNOR (d) AND, XOR, NOT

[Ans. (b) AND, OR, NOT]

22. Which one of the following are called universal gates?

- (a) AND, OR, NOT (b) XOR AND XNOR
(c) NAND and NOR (d) NAND and AND

[Ans. (c) NAND and NOR]

23. Which digit is not allowed in hexadecimal number system?

- (a) G (b) B (c) E (d) D

[Ans. (a) G]

24. Which coding scheme is used to LCD?

- (a) Unicode (b) ASCII
(c) EBCDIC (d) BCD [Ans. (d) BCD]

25. How many parameters are considered to find the magnitude of a number?

- (a) 3 (b) 4 (c) 2 (d) 5

[Ans. (a) 3]

II. MATCH LIST I WITH LIST II AND SELECT THE CORRECT ANSWER USING THE CODES GIVEN BELOW.

	List I		List II
(i)	Binary Number System	1	Base 16
(ii)	Hexa Decimal Number System	2	Base 8
(iii)	Decimal Number System	3	Base 2
(iv)	Octal Number System	4	Base 10

Codes:

- | | | | |
|-------|------|-------|------|
| (i) | (ii) | (iii) | (iv) |
| (a) 4 | 1 | 3 | 2 |
| (b) 1 | 3 | 2 | 4 |
| (c) 3 | 1 | 4 | 2 |
| (d) 4 | 3 | 1 | 2 |

[Ans. (c) (i)-3, (ii)-1, (iii)-4, (iv)-2]

	List I		List II
(i)	0 to 9 , A o F	1	Binary
(ii)	0, 1	2	Hexadecimal
(iii)	0 to 9	3	Octal
(iv)	0 to 7	4	Decimal

Codes:

- | | | | |
|-------|------|-------|------|
| (i) | (ii) | (iii) | (iv) |
| (a) 4 | 1 | 3 | 2 |
| (b) 1 | 3 | 2 | 4 |
| (c) 3 | 4 | 1 | 2 |
| (d) 4 | 3 | 1 | 2 |

[Ans. (c) (i)-3, (ii)-4, (iii)-1, (iv)-2]

III. CHOOSE THE CORRECT OPTION AND FILL IN THE BLANKS.

1. Data means

- (a) a set of values (b) a set of information
(c) a set of records (d) a set of files

[Ans. (a) a set of values]

2. The singular form of data is

- (a) Record (b) File
(c) Datum (d) Values

[Ans. (c) Datum]

3. "75% of Men likes cricket" is

- (a) Information (b) data
(c) knowledge (d) Record

[Ans. (c) knowledge]

4. The processed data is called

- (a) Information (b) Knowledge
(c) datum (d) files

[Ans. (a) Information]

5. In a computer, a data is converted into

- (a) ASCII form (b) BCD form
(c) Binary form (d) Octal form

[Ans. (c) Binary form]

6. The most basic unit of information in a digital computer is called a

- (a) word (b) data
(c) nibble (d) bit [Ans. (d) bit]

7. Expansion of BIT is

- (a) BASIC DIGITS (b) BINARY DIGIT
(c) BINARY INFORMATION TECHNOLOGY
(d) BASE DIGIT [Ans. (b) BINARY DIGIT]

CHAPTER 3 COMPUTER ORGANIZATION

CHAPTER SNAPSHOT

- * 3.1. Introduction
- * 3.2. Basics of Microprocessors
- * 3.3. Data Communication between CPU and memory
- * 3.4. Types of Microprocessors
 - 3.4.1. Classification of Microprocessors Based on the Data Width
 - 3.4.2. Classification of Microprocessors Based on Instruction set
- * 3.5. Memory Devices
 - 3.5.1. Random Access Memory(RAM)
 - 3.5.2. Types of RAM
 - 3.5.3. Read Only Memory (ROM)
 - 3.5.4. Cache Memory
- * 3.6. Secondary Storage Devices
 - 3.6.1. Hard Disks
 - 3.6.2. Compact Disc (CD)
 - 3.6.3. Digital Versatile Disc (DVD)
 - 3.6.4. Flash Memory Devices
 - 3.6.5. Blu-Ray Disc
- * 3.7. Ports and Interfaces

EVALUATION

SECTION - A

CHOOSE THE CORRECT ANSWER

1. Which of the following is said to be the brain of a computer?

- (a) Input devices (b) Output devices
(c) Memory device (d) Microprocessor

[Ans. (d) Microprocessor]

2. Which of the following is not the part of a microprocessor unit?

- (a) ALU (b) Control unit
(c) Cache memory (d) register

[Ans. (c) Cache memory]

3. How many bits constitute a word?

- (a) 8 (b) 16 (c) 32
(d) determined by the processor used.

[Ans. (d) determined by the processor used]

4. Which of the following device identifies the location when address is placed in the memory address register?

- (a) locator (b) encoder
(c) decoder (d) multiplexer

[Ans. (c) decoder]

5. Which of the following is a CISC processor?

- (a) Intel P6 (b) AMD K6
(c) Pentium III (d) Pentium IV

[Ans. (c) Pentium III]

6. Which is the fastest memory? [FMT 2018]

- (a) Hard disk (b) Main memory
(c) Cache memory (d) Blue-Ray disc

[Ans. (c) Cache memory]

7. How many memory locations are identified by a processor with 8 bits address bus at a time?

- (a) 28 (b) 1024
(c) 256 (d) 8000

[Ans. (c) 256]

8. What is the capacity of 12cm diameter DVD with single sided and single layer?

- (a) 4.7 GB (b) 5.5 GB
(c) 7.8 GB (d) 2.2 GB

[Ans. (a) 4.7 GB]

9. What is the smallest size of data represented in a CD?

- (a) blocks (b) sectors
(c) pits (d) tracks [Ans. (c) pits]

10. Display devices are connected to the computer through

- (a) USB port
(b) Ps/2 port
(c) SCSI port
(d) VGA connector [Ans. (d) VGA connector]

SECTION - B

VERY SHORT ANSWERS

1. What are the parameters which influence the characteristics of a microprocessor?

Ans. A Microprocessor's performance depends on the following characteristics:

- (i) Clock speed
(ii) Instruction set
(iii) Word size

2. What is an instruction?

Ans. A command which is given to a computer to perform an operation on data is called an instruction.

3. What is a program counter? [Mar. 2019]

Ans. The Program Counter (PC) is a special register in the CPU which always keeps the address of the next instruction to be executed.

4. What is HDMI? [FMT 2018; HY. 2019; Sep. 2020]

Ans. High-Definition Multimedia Interface is an audio/video interface which transfers the uncompressed video and audio data from a video controller, to a compatible computer monitor, LCD projector, digital television etc.

5. Which source is used to erase the content of a EPROM?

Ans. Ultra-violet-rays is used to erase the content of a EPROM.

SECTION - C

SHORT ANSWERS

1. Differentiate Computer Organization from Computer Architecture.

Ans. (i) Computer Organization deals with the hardware components that are transparent to the programmer.

(ii) Computer architecture deals with the engineering considerations involved in designing a computer.

2. Classify the microprocessor based on the size of the data.

Ans. Microprocessors can process instructions. The microprocessors can be classified as follows based on the size of the data.

(i) 8-bit microprocessor

(ii) 16-bit microprocessor

(iii) 32-bit microprocessor

(iv) 64-bit microprocessor

3. Write down the classifications of microprocessors based on the instruction set.

Ans. The two types of microprocessors which are based on their instruction sets.

(i) Reduced Instruction Set Computers (RISC)

(ii) Complex Instruction Set Computers (CISC)

4. Differentiate PROM and EPROM.

	PROM	EPROM
(i)	Programmable Read only memory.	Erasable Programmable Read only memory.
(ii)	It is also a non-volatile memory on which data can be written only once.	It is also a non-volatile memory and a special type of memory.
(iii)	PROM burner is used to write data to a PROM chip.	EPROM serves as a PROM, but the content can be erased using ultraviolet rays

5. Write down the interfaces and ports available in a computer. [HY. 2019; Sep. 2020]

Ans. (i) Serial Port

(ii) Parallel Port

(iii) USB 3.0

(iv) VGA Connector

(v) Audio Plugs

(vi) PS/2 Port

(vii) SCSI Port

(viii) High Definition Multimedia Interface(HDMI).

6. Differentiate CD and DVD. [FMT 2018; June 2019; Mar. 2020]

	CD	DVD
(i)	Expansion is Compact-Disk	Expansion is Digital Versatile Disc.
(ii)	A standard CD can store about 700 MB of Data.	A standard DVD can hold 4.7 GB of data.
(iii)	CD players cannot play DVDs.	DVD players can play CDs.
(iv)	It stores upto 80 min of audio.	It can range from 4.7 GB to 17.08 GB.

7. How will you differentiate a flash memory and an EEPROM?

Ans. Flash memory devices:

(i) Flash memory is an electronic (solid-state) non-volatile computer storage medium that can be electrically erased and reprogrammed.

(ii) Flash memories can be used in personal computers, Personal Digital Assistants (PDA), digital audio players, digital cameras and mobile phones.

(iii) Flash memory offers fast access times. The time taken to read or write a character in memory is called access time.

(iv) Examples for Flash memories are pen drives, memory cards etc.

EEPROM:

(i) Electrically Erasable Programmable Read Only Memory can be erased by exposing it to an electrical charge.

(ii) EEPROM is non-volatile.

(iii) EEPROM is slower in performance.

SECTION - D

EXPLAIN IN DETAIL

1. Explain the characteristics of a microprocessor.

[FMT; HY. 2018; June 2019; HY. 2019]

Ans. A Microprocessor's performance depends on the following characteristics:

- (i) Clock speed
- (ii) Instruction set
- (iii) Word size
- (i) **Clock Speed** [Govt.MQP-2018; QY. 2019]

Every microprocessor has an internal clock that regulates the speed at which it executes instructions. The speed at which the microprocessor executes instructions is called clock speed. Clock speed is measured in MHz (Mega Hertz) or in GHz (Giga Hertz).

- (ii) **Instruction set :** A command which is given to a computer to perform an operation on data is called an instruction. Basic set of machine level instructions that a microprocessor is designed to execute is called as an instruction set. This instruction set carries out the following types of operations:
 1. Data transfer
 2. Arithmetic operations
 3. Logical operations
 4. Control flow
 5. Input/output.

(iii) **Word Size :** [Govt.MQP-2018]

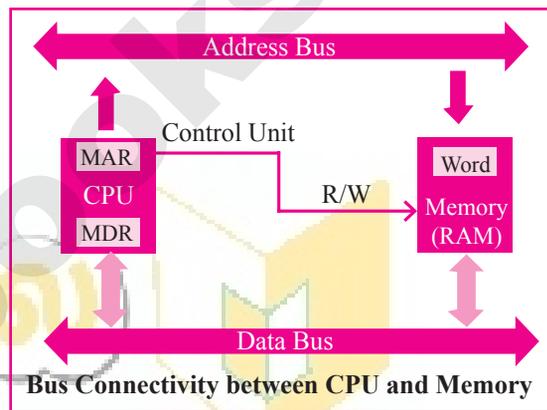
The number of bits that can be processed by a processor in a single instruction is called its word size. Word size determines the amount of RAM that can be accessed by a microprocessor at one time and the total number of pins on the microprocessor. Total number of input and output pins in turn determines the architecture of the microprocessor.

2. How the read and write operations are performed by a processor? Explain.

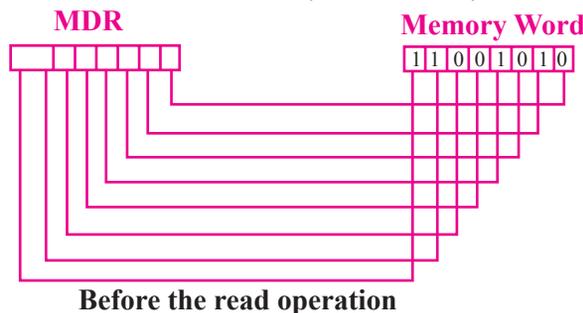
Ans. (i) The Central Processing Unit(CPU) has a Memory Data Register (MDR) and a Memory Address Register (MAR).

(ii) The Memory Data Register (MDR) keeps the data which is transferred between the Memory and the CPU. The Program Counter (PC) is a special register in the CPU which always keeps the address of the next instruction to be executed.

- (iii) A bus is a collection of wires used for communication between the internal components of a computer.
- (iv) The address bus is used to point a memory location. A decoder, a digital circuit is used to point to the specific memory location where the word can be located.
- (v) The read operation fetches data from memory and transfers to MDR. A single control line performs two operations like read write using 1 or 0.
- (vi) Also, the write operation transfers data from the MDR to memory.



- (vii) The word in the RAM has the same size (no. of bits) as the Memory Data Register (MDR).
- (viii) The data bus has eight parallel wires to transfer data either from MDR to word or word to MDR based on the control(Read or write).



- (ix) This control line is labeled as R/W, which becomes 1 means READ operation and 0 means WRITE operation. The content of MDR and the Word before the READ operation. Also figure shows the content of MDR and the Word after the READ operation.

LONG ANSWERS

5 MARKS

1. Explain the classification of Microprocessor based on Instruction set?

Ans. (i) The size of the instruction set is another important consideration while categorizing microprocessors. Initially, microprocessors had very small instruction sets because complex hardware was expensive as well as difficult to build.

(ii) As technology had developed to overcome these issues, more and more complex instructions were added to increase the functionality of microprocessors.

(iii) Reduced Instruction Set Computers (RISC): RISC stands for Reduced Instruction Set Computers. They have a small set of highly optimized instructions. Complex instructions are also implemented using simple instructions thus reducing the size of the instruction set.

Examples of RISC processors are Pentium IV, Intel P6, AMD K6 and K7.

(iv) Complex Instruction Set Computers (CISC): CISC stands for Complex Instruction Set Computers. They support hundreds of instructions. Computers supporting CISC can accomplish a wide variety of tasks, making them ideal for personal computers.

Examples of CISC processors are Intel 386 & 486, Pentium, Pentium II and III, and Motorola 68000.

2. Define the following.

- (i) Bus (ii) Data bus**
(iii) Address bus (iv) Control Bus

Ans. (i) Bus : A bus is a collection of wires used for communication between the internal components of a computer.

(ii) Data bus : Data bus is a collection of wires to carry data in bits. A data bus is used to transfer data between the memory and the CPU. The data bus is bidirectional.

(iii) Address bus : Address bus is a collection of wires to carry data in bits. The address bus is used to point a memory location. The address bus is unidirectional.

(iv) Control bus : Control bus is a control line, collection of wires to control the operation functions. The control bus controls both read and write operations.

3. Explain any two secondary storage devices.

Ans. Hard disk :

(i) Hard disk is a magnetic disk on which you can store data. The hard disk has the stacked arrangement of disks accessed by a pair of heads for each of the disks.

(ii) The hard disks come with a single or double sided disk.

Compact Disk (CD) :

(i) A CD or CD-ROM is made from 1.2 millimeters thick, polycarbonate plastic material. A thin layer of aluminum or gold is applied to the surface.

(ii) CD data is represented as tiny indentations known as "pits", encoded in a spiral track moulded into the top of the polycarbonate layer. The areas between pits are known as "lands".

(iii) A motor within the CD player rotates the disk. The capacity of an ordinary CD- ROM is 700MB.



CHAPTER 4 THEORETICAL CONCEPTS OF OPERATING SYSTEM

CHAPTER SNAPSHOT

- * 4.1. Introduction to Software
 - 4.1.1. Types of Software
- * 4.2. Introduction to Operating System (OS)
- * 4.3. Types of Operating System
 - 4.3.1. Single User Operating Systems
 - 4.3.2. Multi-user Operating Systems
- * 4.4. Key features of the Operating System
 - 4.4.1. User Interface (UI)
 - 4.4.2. Memory Management
 - 4.4.3. Process Management
 - 4.4.4. Security Management
 - 4.4.5. Fault Tolerance
 - 4.4.6. File Management
 - 4.4.7. Multi-Processing
 - 4.4.8. Time-sharing
 - 4.4.9. Distributed Operating Systems
- * 4.5. Prominent Operating Systems

EVALUATION

SECTION - A

CHOOSE THE CORRECT ANSWER

1. Operating system is a
 - (a) Application Software (b) Hardware
 - (c) System Software (d) Component

[Ans. (c) System Software]
2. Identify the usage of Operating Systems
 - (a) Easy interaction between the human and computer
 - (b) Controlling Input & Output Devices
 - (c) Managing use of main memory
 - (d) All the above

[Ans. (d) All the above]
3. Which of the following is not a function of an Operating System?
 - (a) Process Management
 - (b) Memory Management
 - (c) Security management
 - (d) Compiler Environment

[Ans. (d) Compiler Environment]
4. Which of the following OS is a Commercially licensed Operating system?
 - (a) Windows (b) UBUNTU
 - (c) FEDORA (d) REDHAT

[Ans. (a) Windows]
5. Which of the following Operating systems support Mobile Devices?
 - (a) Windows 7 (b) Linux
 - (c) BOSS (d) iOS

[Ans. (d) iOS]
6. File Management manages
 - (a) Files (b) Folders
 - (c) Directory systems (d) All the Above

[Ans. (d) All the Above]
7. Interactive Operating System provides
 - (a) Graphics User Interface (GUI)
 - (b) Data Distribution
 - (c) Security Management
 - (d) Real Time Processing

[Ans. (a) Graphics User Interface (GUI)]

8. An example for single task operating system is

- (a) Linux (b) Windows
(c) MS-DOS (d) Unix

[Ans. (c) MS-DOS]

9. The File management system used by Linux is

- (a) ext2 (b) NTFS (c) FAT (d) NFTS

[Ans. (a) ext2]

SECTION - B

VERY SHORT ANSWERS

1. List out any two uses of Operating System.

Ans. (i) To ensure that a computer can be used to extract what the user wants it do.

(ii) Easy interaction between the users and computers.

2. What is multi-user Operating system?

Ans. Multi-user Operating Systems : [Mar. 2019]

(i) It is used in computers and laptops that allow same data and applications to be accessed by multiple users at the same time.

(ii) The users can also communicate with each other. Windows, Linux and UNIX are examples for multi-user Operating System.

3. What is a GUI? [Govt.MQP-2018; June 2019]

Ans. The GUI is a window based system with a pointing device to direct I/O, choose from menus, make selections and a keyboard to enter text. Its vibrant colours attract the user very easily.

4. What are the security management features available in Operating System?

[HY. 2018; Sep. 2020]

Ans. The Operating System provides three levels of securities to the user end. They are

(i) File access level

(ii) System level

(iii) Network level.

5. What is multi-processing?

Ans. Multi-processing is a one of the features of Operating System. It has two or more processors for a single running process (job). Processing takes place in parallel is known as parallel processing.

6. What are the different Operating Systems used in computer? [Sep. 2021]

Ans. The different types of operating system used in the computer:

(i) Single User and Single Task Operating Systems

(ii) Multi User Operating Systems

(iii) Multi Processing Operating Systems

(iv) Distributed Operating Systems

(v) Prominent Operating Systems

SECTION - C

SHORT ANSWERS

1. What are the advantages and disadvantages of Time-sharing features? [QY. 2018]

Time - Sharing Operating System	
Advantages	Disadvantages
Provides the advantage of quick response.	Problem of reliability.
Avoids duplication of software.	Question of security and integrity of uses programs and data.
Reduces CPU idle time.	Problem of data communication.

2. List out the key features of Operating system

Ans. The various key features are given below

(i) User Interface

(ii) File Management

(iii) Memory Management

(iv) Fault Tolerance

(v) Process Management

(vi) Security Management.

3. Write a note on Multiprocessing.

Ans. (i) Multi-processing is a one of the features of Operating System.

(ii) It has two or more processors for a single running process (job).

(iii) Processing takes place in parallel is known as parallel processing.

(iv) Since the execution takes place in parallel, this feature is used for high speed execution which increases the power of computing.

ADDITIONAL QUESTIONS AND ANSWERS

CHOOSE THE CORRECT ANSWERS 1 MARK

I. CHOOSE THE CORRECT OPTIONS FOR THE BELOW QUESTIONS.

1. Which of the following acts as an interface between a user and a computer?

- (a) Input device (b) Output device
(c) Operating system (d) Bus

[Ans. (c) Operating system]

2. Which one of the following is not a function of an operating system?

- (a) Program Management
(b) Process Management
(c) Device Management
(d) Memory Management

[Ans. (a) Program Management]

3. Which is used to perform any computer operation?

- (a) Application software
(b) Hardware
(c) Operating system
(d) File Management

[Ans. (c) Operating system]

4. Which of the following operating systems not used in laptops?

- (a) Windows (b) Linux
(c) iOS (d) Unix [Ans. (c) iOS]

5. Which of the following operating system are not in mobile phones?

- (a) Symbian (b) Linux
(c) Apple iOS (d) Google Android

[Ans. (b) Linux]

6. Which of the following is a concept of having more than one operating system on single PC?

- (a) Multiuser (b) Multi tasking
(c) Multiprocessor (d) Virtual

[Ans. (d) Virtual]

7. Which of the following is a single user Operating system?

- (a) MS-DOS (b) Unix
(c) Linux (d) Windows

[Ans. (a) MS-DOS]

8. On which operating system more than one tasks executed concurrently?

- (a) Single-user
(b) Time sharing
(c) Multi-user
(d) Multiprocessing

[Ans. (b) Time sharing]

9. Which scheduling technique employed by time sharing OS?

- (a) Spooling (b) LIFO
(c) FIFO (d) Round Robin

[Ans. (d) Round Robin]

10. Which of the following is not true about Timesharing OS?

- (a) Provides the advantage of quick response
(b) Promotes duplication of software
(c) Reduces CPU idle time
(d) Problem of reliability

[Ans. (b) Promotes duplication of software]

11. In which operating system, given tasks done within a fixed timeline?

- (a) Real time (b) Multi-tasking
(c) Multiprocessor (d) Online

[Ans. (a) Real time]

12. Which operating system is used to access shared data and files any machine around the world?

- (a) Real time (b) Multiuser
(c) Multiprocessor (d) Distributed

[Ans. (d) Distributed]

13. In which operating system the user can exchange the data which each other in real time?

- (a) Distributed (b) Real time
(c) Time sharing (d) Multi-user

[Ans. (a) Distributed]

14. Which operating system provides GUI?

- (a) Distributed (b) Real time
(c) Interactive (d) Multi-User

[Ans. (c) Interactive]

15. How many functions are there in OS?

- (a) 4 (b) 5 (c) 3 (d) 2

[Ans. (b) 5]

EVALUATION

SECTION - A

CHOOSE THE CORRECT ANSWER

1. From the options given below, choose the operations managed by the operating system.

- (a) Memory
- (b) Processes
- (c) Disks and I/O devices
- (d) all of the above **[Ans. (d) all of the above]**

2. Which is the default folder for many Windows Applications to save your file?

- (a) My Document
- (b) My Pictures
- (c) Documents and Settings
- (d) My Computer **[Ans. (a) My Document]**

3. Under which of the following OS, the option Shift + Delete – permanently deletes a file or folder?

- (a) Windows 7
 - (b) MS-DOS
 - (c) Linux
 - (d) Android OS
- [Ans. (a) Windows 7]**

4. What is the meaning of "Hibernate" in Windows XP/Windows 7?

- (a) Restart the Computer in safe mode
- (b) Restart the Computer in hibernate mode
- (c) Shutdown the Computer terminating all the running applications
- (d) Shutdown the Computer without closing the running applications

[Ans. (d) Shutdown the Computer without closing the running applications]

5. The shortcut key used to rename a file in windows

- (a) F2
- (b) F4
- (c) F5
- (d) F6 **[Ans. (a) F2]**

SECTION - B

VERY SHORT ANSWERS

1. What is known as Multitasking? **[QY. 2018]**

Ans. Microsoft windows is one of the most popular graphical user Interface. Multiple applications can execute simultaneously in windows, and this is known as 'Multitasking'.

2. What are called standard icons?

Ans. The icons which are available on desktop by default while installing Windows OS are called standard icons. The standard icons available in all Windows OS are My Computer, Documents and Recycle Bin.

3. Differentiate Files and Folders.

Files	Folders
File is the collection of records.	Folder is a collections of files.
Create a file : Start → All Programs → select application → ok	Create a folders : Right click → New → folder → ok

4. Differentiate Save and save As option. **[QY. 2019]**

Ans. "Save" option save a document in first time. "Save As" option save an already saved the document with a new name and also create a copy of already saved document with a new name obviously.

5. How will you Rename a File? **[Sep. 2021]**

Ans. There are number of ways to rename files or folders. You can rename using the File menu, left mouse button or right mouse button.

SECTION - C

SHORT ANSWERS

1. What are the functions of Windows Operating system? **[HY. 2019]**

Ans. Some of the functions of Windows Operating System are:

- (i) Access applications (programs) on the computer (word processing, games, spread sheets, calculators and so on).
- (ii) Load any new program on the computer.
- (iii) Manage hardware such as printers, scanners, mouse, digital cameras etc.,
- (iv) File management activities (For example creating, modifying, saving, deleting files and folders).
- (v) Change computer settings such as colour scheme, screen savers and the resolution of monitor.

2. Write a note on Recycle bin.

[QY 2018, 2019; Mar.2020]

Ans. Recycle bin is a special folder to keep the files or folders deleted by the user, which means you still have an opportunity to recover them. The user cannot access the files or folders available in the Recycle bin without restoring it. To restore file or folder from the Recycle Bin

- (i) Open Recycle bin.
- (ii) Right click on a file or folder to be restored and select Restore option from the pop-up menu.
- (iii) To restore multiple files or folders, select Restore all items.
- (iv) To delete all files in the Recycle bin, select Empty the Recycle Bin.

3. Write a note on the elements of a window.

Ans. Elements of a window :

- (i) **Title Bar :** The title bar will display the name of the application and the name of the document opened. It will also contain minimize, maximize and close button.
- (ii) **Menu Bar :** The menu bar is seen under the title bar. Menus in the menu bar can be accessed by pressing Alt key and the letter that appears underlined in the menu title. Additionally, pressing Alt or F10 brings the focus on the first menu of the menu bar.
- (iii) **The Workspace :** The workspace is the area in the document window to enter or type the text of your document.
- (iv) **Scroll bars :** The scroll bars are used to scroll the workspace horizontally or vertically
- (v) **Corners and borders :** The corners and borders of the window helps to drag and resize the windows. The mouse pointer changes to a double headed arrow when positioned over a border or a corner. Drag the border or corner in the direction indicated by the double headed arrow to the desired size. The window can be resized by dragging the corners diagonally across the screen.

4. Write the two ways to create a new folder.

Ans. There are two ways in which you can create a new folder:

Method I:

- Step 1 : Open Computer Icon.
- Step 2 : Open any drive where you want to create a new folder. (For example select D:)
- Step 3 : Click on File → New → Folder.
- Step 4 : A new folder is created with the default name “New folder”.
- Step 5 : Type in the folder name and press Enter key.

Method II:

In order to create a folder in the desktop:

- Step 1 : In the Desktop, right click → New → Folder.
- Step 2 : A Folder appears with the default name “New folder” and it will be highlighted as shown.
- Step 3 : Type the name you want and press Enter Key.
- Step 4 : The name of the folder will change.

5. Differentiate copy and move.

[Sep. 2021]

Ans.

	Copy	Move
(i)	It means to make a duplicate copy of a file.	It means to transfer a file from one location to another.
(ii)	It uses the 'copy and paste' option.	It uses the 'cut and paste' option.
(iii)	The original file remains at the source location.	The original file is moved to the destination location.

UNIT- II

ALGORITHMIC PROBLEM SOLVING

CHAPTER

6

SPECIFICATION AND ABSTRACTION

CHAPTER SNAPSHOT

- * 6.1 Algorithms
- * 6.2 Algorithmic Problems
- * 6.3 Building Blocks of Algorithms
 - 6.3.1 Data
 - 6.3.2 Variables
 - 6.3.3 Control flow
 - 6.3.4 Functions

- * 6.4 Algorithm Design Techniques
- * 6.5 Specification
 - 6.5.1 Specification as contract
- * 6.6 Abstraction
 - 6.6.1 State
 - 6.6.2 Assignment Statement

EVALUATION

SECTION - A

CHOOSE THE CORRECT ANSWER

1. Which of the following activities is algorithmic in nature?

- (a) Assemble a bicycle
- (b) Describe a bicycle
- (c) Label the parts of a bicycle
- (d) Explain how a bicycle works

[Ans. (a) Assemble a bicycle]

2. Which of the following activities is not algorithmic in nature?

- (a) Multiply two numbers
- (b) Draw a kolam
- (c) Walk in the park
- (d) Swaping of two numbers.

[Ans. (d) Swaping of two numbers.]

3. Omitting details inessential to the task and representing only the essential features of the task is known as

- (a) specification
- (b) abstraction
- (c) composition
- (d) decomposition

[Ans. (b) abstraction]

4. Stating the input property and the input - output relation a problem is known [Sep. 2021]

- (a) specification
- (b) statement
- (c) algorithm
- (d) definition

[Ans. (a) specification]

5. Ensuring the input-output relation is

- (a) the responsibility of the algorithm and the right of the user.
- (b) the responsibility of the user and the right of the algorithm.
- (c) the responsibility of the algorithm but not the right of the user.
- (d) the responsibility of both the user and the algorithm.

[Ans. (d) the responsibility of both the user and the algorithm.]

6. If $i = 5$ before the assignment $i := i-1$ after the assignment, the value of i is

- (a) 5
- (b) 4
- (c) 3
- (d) 2

[Ans. (b) 4]

7. If $0 < i$ before the assignment $i := i-1$ after the assignment, we can conclude that [QY. 2018]

- (a) $0 < i$ (b) $0 \leq i$ (c) $i = 0$ (d) $0 \geq i$

[Ans. (b) $0 \leq i$]

SECTION - B

VERY SHORT ANSWERS

1. Define an algorithm.

Ans. An algorithm is a sequence of instructions to accomplish a task or solve a problem.

2. Distinguish between an algorithm and a process.

[Govt.MQP-2018]

Ans.	S.No	Algorithm	Process
	(i)	An algorithm is a step-by-step sequence of statements to solve a problem.	An instruction describes an action.
	(ii)	As an algorithm is executed, a process evolves which solves the problem.	When the instructions are executed, a process evolves which accomplishes the intended task or solves the given problem.

3. Initially,

farmer, goat, grass, wolf = L, L, L, L and the farmer crosses the river with goat. Model the action with an assignment statement.

- Ans.** (i) -- farmer, goat, grass, wolf = L, L, L, L
 (ii) farmer, goat := R, R
 (iii) -- farmer, goat, grass, wolf = R, R, L, L
 (iv) farmer := L
 (v) farmer, goat, grass, wolf = L, R, L, L
 (vi) farmer, grass := R, R
 (vii) -- farmer, goat, grass, wolf = R, R, R, L
 (viii) farmer, goat := L, L
 (ix) -- farmer, goat, grass, wolf = L, L, R, L
 (x) farmer, wolf := R, R
 (xi) -- farmer, goat, grass, wolf = R, L, R, R
 (xii) farmer := L
 (xiii) -- farmer, goat, grass, wolf = L, L, R, R
 (xiv) farmer, goat := R, R
 (xv) - farmer, goat, grass, wolf = R, R, R, R

4. Specify a function to find the minimum of two numbers.

Ans. (i) Minimum (A, B)

(ii) -- inputs : A and B are integers or real numbers.

(iii) -- outputs : A is minimum, ($A < B$)

B is minimum, ($B < A$)

5. If $\sqrt{2} = 1.414$, and the square_root() function returns -1.414, does it violate the following specification?

-- square_root (x)

-- inputs: x is a real number, $x \geq 0$

-- outputs: y is a real number such that $y^2 = X$

Ans. Yes, it violate the specification.

SECTION - C

SHORT ANSWERS

1. When do you say that a problem is algorithmic in nature?

Ans. We usually say that a problem is algorithmic in nature when its solution involves the construction of an algorithm. Some types of problems can be immediately recognized as algorithmic.

2. What is the format of the specification of an algorithm?

Ans. Let P be the required property of the inputs and Q the property of the desired outputs. Then the algorithm S is specified as

1. algorithm_name (inputs)
2. -- inputs : P
3. -- outputs: Q

3. What is abstraction? [HY. 2018; QY. 2019]

Ans. A problem can involve a lot of details. Several of these details are unnecessary for solving the problem. Only a few details are essential. Ignoring or hiding unnecessary details and modeling an entity only by its essential properties is known as abstraction.

4. How is state represented in algorithms?

Ans. (i) State is a basic and important abstraction.

(ii) Computational processes have state. A computational process starts with an initial state. As actions are performed, its state changes. It ends with a final state.

(iii) The state at any point of execution is simply the values of the variables at that point.

5. What is the form and meaning of assignment statement?

Ans. Assignment statement is used to store a value in a variable. It is written with the variable on the left side of the assignment operator and a value on the right side.

Format / Form :

variable := value

Example : $m := 2$

When this assignment is executed, the value on the right side is stored in the variable on the left side.

6. What is the difference between assignment operator and equality operator?

Ans. Assignment operator is used to assign the right hand side value into left hand side variable.

Example : $A = 5, B = 10$

Equality operator is used compare the values of both right hand side variable and left hand side variable and results in either true or false.

Example : $A == B$ ($a = 5, b = 5$) True

$A \neq B$ ($a = 5, b = 0$) True.

SECTION - D

EXPLAIN IN DETAIL

1. Write the specification of an algorithm hypotenuse whose inputs are the lengths of the two shorter sides of a right angled triangle, and the output is the length of the third side.

Ans. (i) Let us name the algorithm hypotenuse.

(ii) It takes the number as the input. Let us name the input S_1, S_2 should not be negative.

(iii) It produces the Hypotenuse of S_1, S_2 as the output. Let us name the output l . Then S_1, S_2 should be the square of l .

Now the specification of the algorithm is

Hypotenuse (S_1, S_2)

- **inputs :** S_1 and S_2 are real numbers or integers.

- **outputs :** l is a real number such that $l^2 = S_1^2 + S_2^2$

2. Suppose you want to solve the quadratic equation $ax^2 + bx + c = 0$ by an algorithm. [QY. 2018]

quadratic_solve (a, b, c)

-- **inputs :** ?

-- **outputs :** ?

You intend to use the formula and you are prepared to handle only real number roots. Write a suitable specification.

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Ans. Quadratic_solve (a, b, c)

-- **inputs :** a, b, c are real numbers, $a \neq 0$

-- **outputs :** x is a real number, the quadratic equation $ax^2 + bx + c = 0$ is satisfied by exactly two values x , namely

$$x_1 = \frac{-b + \sqrt{b^2 - 4ac}}{2a} \text{ and}$$

$$x_2 = \frac{-b - \sqrt{b^2 - 4ac}}{2a}$$

3. Exchange the contents: Given two glasses marked A and B. Glass A is full of apple drink and glass B is full of grape drink. For exchanging the contents of glasses A and B, represent the state by suitable variables, and write the specification of the algorithm. [HY. 2018]

Ans. (i) Let us name the algorithm exchange.

(ii) It takes the number as the input. Let us name the input a, b . a, b should not be zero.

(iii) It produces the exchange of a, b by using third variable t as the output. Let us name the output. Then a, b, t should be exchange of the drinks.

Now the specification of the algorithm is

Exchange (a, b)

-- **inputs :** a, b are integers, $a \neq 0, b \neq 0$

-- **outputs :** a, b are integers,

$t := a$

$a := b$

$b := t$

LONG ANSWERS

5 MARKS

1. Explain in detail how will you construct an algorithm. Whatever with in (or) Explain the Building Blocks of Algorithms.

Ans. To construct algorithms using basic building blocks such as. Data, Variables, Control flow, Functions.

Data :

Algorithms take input data, process the data, and produce output data. Computers provide instructions to perform operations on data. For example, there are instructions for doing arithmetic operations on numbers, such as add, subtract, multiply and divide. There are different kinds of data such as numbers and text.

Variables :

Variables are named boxes for storing data. When we do operations on data, we need to store the results in variables. The data stored in a variable is also known as the value of the variable. We can store a value in a variable or change the value of variable, using an assignment statement.

Control flow :

An algorithm is a sequence of statements. However, after executing a statement, the next statement executed need not be the next statement in the algorithm. The statement to be executed next may depend on the state of the process. Thus, the order in which the statements are executed may differ from the order in which they are written in the algorithm. This order of execution of statements is known as the control flow.

Functions :

Algorithms can become very complex. The variables of an algorithm and dependencies among the variables may be too many. Then, it is difficult to build algorithms correctly. In such situations, we break an algorithm into parts, construct each part separately, and then integrate the parts to the complete algorithm.

The parts of an algorithm are known as functions. A function is like a sub algorithm. It takes an input, and produces an output, satisfying a desired input output relation.

2. Explain the types of control flow statements.

Ans. There are three important control flow statements to alter the control flow depending on the state.

- (i) In sequential control flow, a sequence of statements are executed one after another in the same order as they are written.
- (ii) In alternative control flow, a condition of the state is tested, and if the condition is true, one statement is executed; if the condition is false, an alternative statement is executed.
- (iii) In iterative control flow, a condition of the state is tested, and if the condition is true, a statement is executed. The two steps of testing the condition and executing the statement are repeated until the condition becomes false.



PROSE - UNIT 1

THE PORTRAIT OF A LADY

- Khushwant Singh

KHUSHWANT SINGH (1915 - 2014) was an Indian novelist, lawyer, journalist and politician. He studied law at St. Stephen's College, Delhi and King's College, London. He joined the Indian Foreign Service in 1947. As a writer, he is best known for his keen interest in secularism, sarcasm and love for poetry. He was awarded Padma Bhushan in 1974 and Padma Vibhushan in 2007 and Sahitya Akademi Fellowship in 2010. The Mark of Vishnu, A History of Sikhs, The Train to Pakistan, Success Mantra, We Indians and Death at my Doorstep are some of his brilliant works. Between 1980 and 1986, he served as the Member of Parliament in Rajya Sabha, the upper house of the Parliament of India.



INTRODUCTION:

This story gives us the real picture of human relationship in a joint family. It is written in the first person and is in auto-biographical mode. It is a perception of Khushwant Singh of his grandmother. He describes how he spent his childhood with his grandmother in a village. He also describes the change in social life when he moved to the city. Ultimately, he describes the scene of her death. His description of his grandmother is deeply moving, with his usual poetic touch.

KEY POINTS

- ✦ Khushwant Singh portrays his grandmother as an old woman.
- ✦ He describes how he spent his childhood with his grandmother in a village.
- ✦ The thought of his grandmother being young and charming was almost revolting.
- ✦ He felt that she looked the same even after twenty years.
- ✦ His parents left him to live with her, when they shifted to the city.
- ✦ His grandmother looked after him with care and affection.
- ✦ Then, they also moved to the city and their link of friendship was cut off.
- ✦ All day long, his grandmother sat spinning the wheel and reciting her prayers.
- ✦ In every afternoon, she used to feed the sparrows.
- ✦ Khushwant Singh went abroad for studies and came back after five years.
- ✦ His grandmother fell ill. She laid peacefully in bed, counting her beads in the rosary.
- ✦ She was dead and all the sparrows mourned her death in utter silence.

GLOSSARY

rosary	- a string of beads, to count prayers - மணிகளுடன் கூடிய ஜெபமாலை
mantelpiece	- shelf projecting from the wall above a fireplace - கணப்பு அடுப்பு உள்ள வீட்டில் ஒரு பரண் / மாடம்
criss-cross	- crossed lines forming a kind of pattern - சுருக்கம் விழுந்ததைக் காட்டும் கோடுகள்
pallor	- an unhealthy pale appearance - ஆரோக்கியமற்ற வெளிறிப்போன தோற்றம்
puckered	- wrinkled - முகத்திலுள்ள சுருக்கம்

SYNONYMS

* WORD	தமிழ் அர்த்தம்	SYNONYM	EXAMPLE SENTENCE
absurd	அபத்தமான, நகைக்கத்தக்க	inconsistent/ illogical	The director rejected his absurd proposal.
bedlam	கூச்சல் குழப்பம் நிறைந்த இடம்	noisy confusion	After the collision, there was bedlam in the plane.
certain	நிச்சயமான, உறுதியான	sure	I am certain that India will win the ODI against England.
constantly	தொடர்ந்து, எப்போதும்	continuously	He was constantly borrowing money from me.
dilapidated	நைந்துபோன	damaged	He stayed in an old dilapidated hotel.
distressed	மனத்துயரம், துன்பம்	unhappy	The tragic news distressed us.
expanse	விரிந்த	wide area	Pichavaram consists of a number of islands spreading a vast expanse of water covered with green trees.
fables	நிதிக்கதைகள்	tales/stories	He is interested in reading fables .
fat	குண்டான	obese/ overweight	He eats all the time but he never gets fat .
frivolous	செல்லமான, விளையாட்டுத்தனமான	non-serious / light-minded	The court always dismisses these faux legal arguments as frivolous .
hobbled	நொண்டி நடத்தல்	walked unsteadily	His tight shoes hobbled him.
ignore	புறக்கணித்தல், பொருட்படுத்தாமல் விடுதல்	disregard / omit	He ignored his father's advice.
moist	ஈரமான	damp / wet	Her eyes were moist with tears.
monotonous	ஒரே மாதிரியான, மாறுதலே இல்லாத	unchanging /boring	He says that his life is monotonous .
omitted	தவிர்க்கப்பட்ட	excluded	He omitted a couple of items from the list.
perched	உட்காருதல், இளைப்பாறுதல்	sat/rested	A pigeon was perched on the dish antenna.
persuade	வற்புறுத்தல்	convince	His father persuaded him to donate some money to the orphanage.
pretty	அழகான	charming	His child is so pretty .
protest	ஆட்சேபம், எதிர்ப்பு	object / resist	There is a protest against price rise.
puckered	சுருக்கங்களுடன்	wrinkled	His face was puckered with amazement.
rebukes	கண்டித்தல், திட்டிடுதல்	scoldings	Though he rebukes now, after some time he will regret it.
relaxed	ஓய்வெடுத்தல்	being at rest	He always completes his assignments in an easy and relaxed manner.
revolting	ஏற்றுக்கொள்ள முடியாத	objectionable	They are revolting against the injustice done to them.
scattered	சிதறி	disordered	Debris is scattered all over the road.
seclusion	தனித்திருத்தல், விலகி இருத்தல்	isolation	Ravi had to go into seclusion in the library so as to study thoroughly.
serenity	அமைதி	tranquility / calm	Yoga is a great way to experience serenity .
shroud	சவச்சீலை, மறைக்கும் துணி	cloth used to wrap a dead person	After the postmortem, the body was covered with a white shroud .
snapped	முறிந்தது	broke / cut	I snapped my friendship with Rakesh due to his bad behaviour.
sort	வகை	kind /type	Suresh is a decent sort of man.
veritable	மெய்யான	real (used for emphasis)	Chocolate is a veritable addiction for many children.
wrinkled	சுருக்கம் விழுந்த	creased / puckered	His face was very much wrinkled and his eyes deep-set.

* Words given in bold in this Synonym column are taken from Textbook Glossary.

TEXTUAL QUESTIONS

1. ANSWER THE FOLLOWING QUESTIONS IN ONE OR TWO SENTENCES BASED ON YOUR UNDERSTANDING OF THE STORY.

- a. Describe the grandfather as seen in the portrait.

(QY. & HY. 18; June & QY. 19)

The author's grandfather appeared as a hundred-year-old man in the portrait. He wore a big turban and loose-fitting clothes. His long, white beard covered the best part of his chest. He did not look the sort of person who would have a wife or children.

- b. Why was the author left with his grandmother in the village?

The author's parents had gone to live in the city. So, they left him with his grandmother.

- c. Where did the author study in his childhood?

The author studied in a village school which was attached to a temple.

- d. Why did the grandmother accompany the author to school?

(Govt. MP)

The grandmother accompanied the author to school in order to make him study the lessons and also get herself to read the scriptures inside a temple. Here, the school was attached to the temple.

- e. What made the dogs follow the grandmother after school hours?

(June 19)

The dogs followed the grandmother after the school hours for the chapattis that were thrown to them.

- f. Why didn't the grandmother feel sentimental when the author went abroad for higher education?

(Sep. 20)

The grandmother had good confidence in the author and also had enormous faith in prayers. She came to see him off at the station and kissed on his forehead leaving a moist imprint to show her love and affection. So she did not feel sentimental when he went abroad for higher study.

- g. What was the happiest time of the day for grandmother?

(HY. 19; Sep. 21)

The grandmother used to feed hundreds of sparrows every day in the afternoon with the little bits of bread for half-an-hour. It was the happiest time of the day for her.

2. ANSWER THE FOLLOWING QUESTIONS IN THREE OR FOUR SENTENCES EACH.

- a. Describe the author's grandmother.

(HY. 18)

The author's grandmother was short and fat and slightly bent. She could never have been pretty, but she was always beautiful. She hobbled around the house in spotless white clothes with one hand resting on her waist to balance her stoop and the other hand telling the beads of her rosary. Her silvery-white hair used to scatter on her wrinkled face. Her lips constantly moved in inaudible prayer. She was beautiful with the peacefulness, serenity and contentment.

- b. What was the daily routine of the grandmother at home?

(HY. 18)

The grandmother woke him up in the morning and would get him ready for school. She plastered his wooden slate, prepared breakfast, and took him to school. She also carried several chapattis to feed the village dogs. Leaving him at the school she would sit inside a temple and would read scriptures. Finally, she would return home with her grandson. She used to feed the dogs with chapattis on the way back home.

- c. How is school education in the village different from that in the city?

Primary education was given in the village school. The students were taught alphabets. Daily they would be singing prayer songs, patriotic songs, etc. in chorus. The basic education was simply limited to reading, writing and arithmetic. In the city school, English, Science, Music, and other subjects were taught. But there was no teaching about God and the Scriptures.

- d. The grandmother appreciated the value of education. Give instances in support of your answer.

The grandmother was very much concerned about the education of her grandson. So, she used to wake him in the morning and would get him ready for school. She washed his wooden slate and

plastered it with yellow chalk. She tied his earthen ink-pot and a red pen into a bundle. She prepared his breakfast and took him to the school. Finally, she would return home with her grandson. All these things showed that she appreciated the value of education, as it is the most important aspect of life.

e. The grandmother was strong-minded. Justify.

The grandmother was religious and had certain ideas about life. She considered that teaching of scriptures was more useful and productive than Science and Music. When she came to know the subjects of study of her grandson, she was unhappy. When he told her that music was one of the lessons, she did not reply and kept herself in silence showing her disapproval. After that, she rarely talked to him. In a state of loneliness and seclusion, she took to the spinning wheel and feeding sparrows. When her grandson decided to go abroad for further studies, she did not talk or show any emotion, but came to the railway station. While celebrating the homecoming of her grandson, she sang and thumped a drum for several hours. She ignored everyone who persuaded her to stop. When she knew that her end was nearing, she stopped talking to everyone. She ignored their protests and started praying and telling her beads. These facts showed that she was strong-minded.

f. How did the grandmother spend the last few hours of her life?

She celebrated the returning of her grandson from abroad. In the evening, for the first time ever, she did not pray. She collected several women of the neighbourhood and sang songs related to the home-coming of the warriors. The next morning, she was taken ill. It was a mild fever and the doctor told that it would be alright. But, she knew that her end was near. She decided to spend the last few hours of her life reciting prayers and was not going to waste any more time talking to anybody. She lay peacefully in bed praying and telling her beads. Soon, her lips stopped moving and the rosary fell from her fingers. She was dead.

SHORT ANSWER QUESTIONS - ADDITIONAL

a. Why was it hard for the author to believe that his grandmother was once young and pretty?

His grandmother was short, fat and slightly bent in appearance. He had only seen and known his grandmother as an old woman. There was no transformation in her appearance for twenty years. So, he found it hard to believe that she was once young and pretty.

b. Why did the author compare his grandmother with the winter landscape in the mountains?

The author brought out the inner beauty of his grandmother by comparing her to the winter landscape in the mountains. The comparison showed the peacefulness and serenity. She was with her white dress, white hair and pale skin, as the mountains covered with snow and appeared white.

c. Why was the author's grandmother distressed when she came to know about the subjects of study?

The author's grandmother was distressed after knowing that there was no teaching about God and scriptures in the English school, where her grandson was studying.

TEXTUAL PARAGRAPH QUESTIONS

3. ANSWER THE FOLLOWING IN A PARAGRAPH OF 100 - 150 WORDS EACH.

a. The grandmother played a vital role in the author's formative years. Give your own example of how elders have a positive influence on the younger generation. Include examples from the story also.

(QY. 18)

The positive influence of elders on the younger generation

The elders would guide the younger generation in teaching them how to care for others. They inculcate important aspects like thoughtfulness, kind-heartedness, discipline, patience, the ability to listen, developing social skills, communication skills, companionship, gaining wisdom beyond one's age, time management, etc. to the younger generation. In these ways, the elders have a positive influence on the younger generation.

 Speaking Activity

(Textbook Page No. 8)

- a. Work in pairs and arrive at five points that bring out the benefits and challenges of living in either a nuclear family or a joint family. Share your views with your class.

Hints :

NUCLEAR FAMILY

Benefits

- More privacy.
- Less financial need, as members are limited.
- Less quarrels and less personal fighting.
- Individual responsibilities for members.
- Child gets more freedom.

Challenges

- Insecurity of children.
- Loneliness.
- Longing for love and affection.
- More isolation from other relatives.
- Lack of guidance.

JOINT FAMILY

Benefits

- More members, so more support in case of crises.
- More earners, so more wealthy.
- More love and affection.
- Learning the importance of different types of relations.
- Special attention to individuals by different family members.

Challenges

- Conflict between high earning members with low earners.
- Exploitation of goodness of the partners.
- More living space, so more expenses.
- Jealousy will be more common.
- Study environment for kids is hard to make.

- b. Build a conversation of eight to ten sets of exchange, with your grandmother discussing the incidents that happened in your school that day.

- Grand ma : Hey dear, you seem to be too happy.
 Grandson : Yes Grannie, I won the first prize at the elocution competition today.
 Grand ma : Oh! That sounds great. Congrats.
 Grandson : Thank you Grannie, this is the trophy and the certificate.
 Grand ma : Good. How many contestants were there?
 Grandson : There were fifty orators from fifty different schools.
 Grand ma : What was the topic?
 Grandson : I spoke on "The role of students in Social Development" citing various incidents.
 Grand ma : Were you nervous?
 Grandson : Yeah, a little. But once I began my speech, I was more comfortable and spoke continuously for five minutes without any break or struggle.
 Grand ma : Very nice, Keep it up.
 Grandson : Our district Collector was the Chief Guest. My friend took a photo with his mobile phone while I was receiving the prize from the Collector.
 Grand ma : Very good. He has done a good job. Show me the picture.
 Grandson : But unfortunately I could not get the photo from his cell. I will tell him to send it through WhatsApp.
 Grand ma : OK. Don't forget to take a print so that it can be displayed in our drawing room.
 Grandson : Oh! Sure, Grannie.

- c. Every member contributes to forming a happy family. Share your views for a minute or two with your class.

A HAPPY FAMILY

There is a quote from Anna Karenina by Leo Tolstoy, "All happy families resemble one another, every unhappy family is unhappy in its own fashion." Every member of a family wishes to contribute to form a happy family, irrespective of nuclear family or joint family. What makes a family happy? How can each member contribute to form happiness? Everybody will tell that high salaried job or profitable business is the basic need for happiness. So, money, big house, costly dresses, tasty dishes are the criteria for happiness. There is no doubt that these things will make a family happy. But there are some more aspects other than these. What are they? Love, honesty and care for each member of the family. The children will learn honesty from observing the activities of their parents. Spending weekends with all the family members will bring happiness. Everybody should interact with each other over a group of activities. Happiness is the result of spending time together meaningfully. Pleasant memories will stay with everybody forever.



Reading

I. Now, read the following passage on "Laughter Therapy" and answer the questions that follow :

Answer for the following Questions :

a. How does laughter help one to cope with stress?

Laughter helps in an excellent way to cope up with a stressful life. Laughter provides full scale support for your muscles and unleashes a rush of stress busting endorphins.

b. Which word in the text (para 2) means the same as 'dedicated'?

dedicated - committed

c. Why do you think voluntary laughter provides the same physiological as well as psychological benefits as spontaneous laughter?

Our body cannot distinguish between real and fake laughter, anything that make your giggle or laugh will have a positive impact on our body. Laughter therapy helps people reduce stress, be happier and more committed and also improves inter personal skills. Thus, voluntary laughter provides the same physiological as well as psychological benefits as spontaneous laughter.

d. 'Laughter is the best medicine'. Explain.

Laughter therapy starts with breathing exercises used to prepare the lungs. Twenty minutes of laughter helps augment physiological development. It also has beneficial effects on cardiovascular health and mood. Laughter therapy has proved good for depressed patients. For above reasons, laughter is considered the best medicine.

e. Given below is a set of activities. Which of these are followed in the 'Laughter Yoga' technique?

- | | | |
|---|-------------------|-------------------------------|
| ◆ sitting on the ground with legs crossed | ◆ clapping | ◆ closed eyes |
| ◆ body movements | ◆ chanting | ◆ stretching of arms and legs |
| ◆ breathing exercises | ◆ running/jogging | ◆ eye contact |
| ◆ bending backwards | | |

breathing exercises, stretching of arms and legs, chanting, clapping,

f. 'Laughter therapy also plays a crucial role in social bonding'. How?

Laughter yoga sessions are practiced in open parks in the early mornings. During the sessions, people are in good mood to socialize with one another and share their views. Thus Laughter therapy helps social bonding.



Grammar

ARTICLES AND DETERMINERS

a. Read the paragraph below and fill in the blanks using 'a, an, or 'the'.

It is said that ____ (1) ____ computer is ____ (2) ____ electronic extension of the human brain. Therefore, in principle, ____ (3) ____ computer can do all those activities which ____ (4) ____ human brain can do. Today computers are found to be ____ (5) ____ most useful devices as knowledge providers. Another important field of application of computers is ____ (6) ____ development of robots. ____ (7) ____ internet has brought ____ (8) ____ drastic change in communication systems.

Ans: (1) a (2) an (3) a (4) a (5) the (6) the (7) The (8) a

b. In the following paragraph, insert 'a', 'an', or 'the' wherever necessary and rewrite the sentences.

In our family, we have planned to take children to a zoo next Sunday. A van has been arranged and we are sure to have a comfortable journey. The zoo is an interesting place for the children who enjoy watching the animals and want to know more about them. Even the youngsters love to visit the zoo.

c. Fill in the blanks with appropriate determiners. (Articles have been included)

Once the emperor gave a bag of seeds to his council of ministers and said that he would give them six months' time to grow the seeds. Whoever does a good job will be made the next emperor of that empire. All the ministers took their task seriously. After six months many ministers had small plants in their pots.

PROSE - UNIT 2

THE QUEEN OF BOXING

- M. C. Mary Kom

MANGTE CHUNGNEIJANG MARY KOM was born on 1st March 1983 in Manipur. She is an Indian boxer. She is known as 'M.C. Mary Kom', 'Magnificent Mary' or simply 'Mary Kom'. She is the winner of five world Boxing Championships and an Olympic Bronze medal in 2012. As a school girl, she used to play a variety of sports - hockey, football and athletics. Inspired by a Manipuri boxer Dingko Singh, who won a gold at the Asian Games in 1998, Mary Kom took up boxing. She won the first medal of silver in Pennsylvania, USA, in 2001. She is the only woman boxer to have won a medal in each one of the six World Championships. She was honoured with the Padma Shri in 2010 and the Padma Bhushan in 2013 for her wonderful achievements in the field of sports. She wrote her autobiography "Unbreakable" in 2013. She has been ranked as No. 4 AIBA World Women's Ranking Fly weight category.



INTRODUCTION:

This is an excerpt from M.C. Mary Kom's autobiography "Unbreakable". This autobiography of India's most celebrated woman boxer Mary Kom is inspiring to all of us. Her unwavering dedication to family, community, friends and fellow boxers is praiseworthy and she never misses an opportunity to acknowledge their support with all humility. Her grit and tenacity, which took her to the summit, are remarkable.

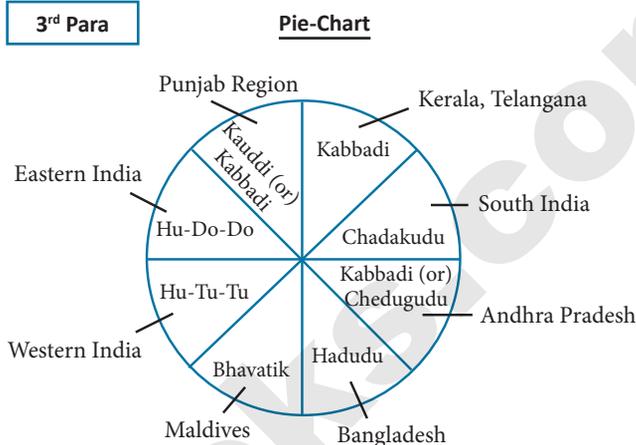
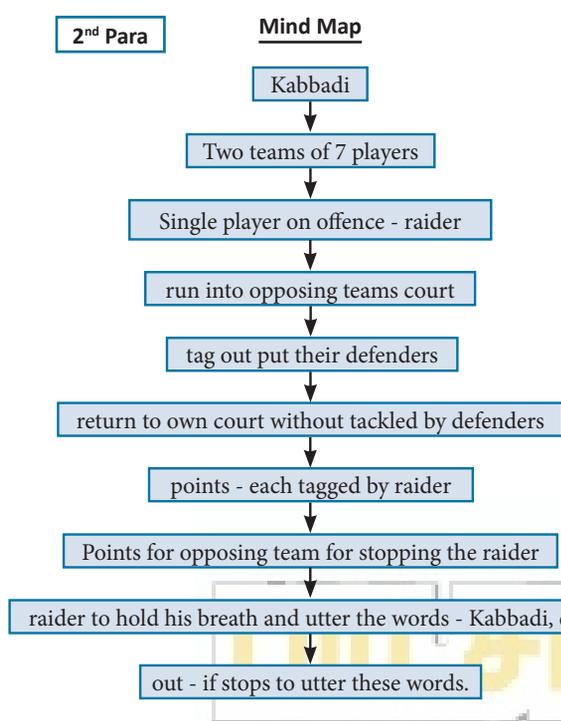
KEY POINTS

- ✦ Mary Kom was an Indian woman boxer with an Olympic medal in six world championships.
- ✦ She was born in a small village named Kangathri of Manipur.
- ✦ Her parents were poor. She aimed to remove poverty from her home.
- ✦ Her father was against boxing. But she decided to continue her passion for boxing.
- ✦ She was selected in the 48 kg category in Pennsylvania. She suffered financially.
- ✦ She had no savings, except for a couple of life insurance policies.
- ✦ The Manipur government offered her the post of a Sub-Inspector in 2005.
- ✦ After her wedding, she continued to contest.
- ✦ She won a gold medal in the Third and Fourth World Women's Boxing Championships in October 2005 and November 2006.
- ✦ She was christened by the media as "The Queen of Boxing" and "Magnificent Mary", after the Hat-trick world championship wins.



ENCODING AND DECODING

i) Represent the other paragraphs in a visual form of your choice. (flow chart, mind-map, pie-chart, etc)



ii) Choose the correct option.

- A contact sport usually involves a _____ contact between players.
 (a) violent (b) gentle (c) physical [Ans: (c) physical]
- Kabbadi is a game played between _____.
 (a) seven teams of two players (b) two teams of seven players
 (c) four teams of seven players [Ans: (b) two teams of seven players]
- A single _____.
 (a) player on offence is referred to as a raider. (b) offence is referred to as a raider.
 (c) raider is an offence by the player. [Ans: (a) player on offence is referred to as a raider.]

iii) Answer the following.

- How does a raider score points for his team?**
 Points are scored for each player tagged by the raider.
- When does a raider concede a point to the opponent team?**
 When the opposing team stops the raider, it earns a point.
- Can a player be revived when he/she is out of the game? Explain your answer.**
 Players can be revived for each point scored by their team from a tag or tackle.
- Kabbadi is called by different names in different parts of India. Do you know how Pallankuzhi is called in Karnataka, Andhra Pradesh and Kerala?**
 Karnataka - Ali guli mane
 Andhra Pradesh - Vamana guntalu
 Kerala - Kuzhipara

G Grammar

MODAL VERBS

A. Fill in the blanks with suitable modal verbs.

1. We are not completely sure but Kishore _____ come back tomorrow. [Ans: may]
2. When Koushik was a child, he _____ play in the street. [Ans: used to]
3. _____ I have some more juice, please? (QY. 18) [Ans: Could]
4. We _____ not paint this room now. [Ans: need]
5. I _____ rather request you to check my exercise before giving it to the teacher. [Ans: would]
6. _____ I use your mobile phone? It's an emergency. [Ans: can]
7. In schools, students _____ wear uniforms. It is compulsory. [Ans: must]
8. The voyagers did not _____ to drop anchor at the unknown island. [Ans: dare]
9. Thou _____ love your neighbour. [Ans: shall]
10. The Manager _____ not excuse you, if you fail to complete your assignment today. [Ans: will]
11. Helen jotted down the important points lest she _____ forget it. [Ans: would]
12. You _____ never retain me against my wishes. [Ans: can]
13. Being a Monday, the shops _____ not be crowded today. [Ans: will]
14. I _____ admit my fault, if I were you. [Ans: would]
15. The groom _____ certainly be over 30 years of age. [Ans: must]
16. My brother _____ go abroad to pursue his higher studies next year. [Ans: will]
17. It's not that urgent. You _____ take your own time. [Ans: can]
18. There is a lot of time left, so you _____ not panic. [Ans: need]
19. _____ I turn on the fan, please? [Ans: could]
20. I _____ not believe my eyes. Is Santhosh the one who is standing over there? [Ans: could]
21. Dinesh _____ be the richest person in the village. He has just bought two luxury cars. [Ans: must]
22. Nirmala _____ write perfectly when she was seven. [Ans: used to]

B. Practise your modal verbs. Look at these signs and write down the rules, regulation or advice they complete sentence using the modal verbs given below :

can - could - may - might - must - ought to - shall - should - will - would



- i. Chemical goggles must be worn in this area.
- ii. You should buckle up for your safety.
- iii. Trespassers will be prosecuted.

PROSE - UNIT 3

FORGETTING

- Robert Lynd

ROBERT WILSON LYND (1879 – 1949) was an Irish writer. He was a long-serving literary editor at the News Chronicle. He is one of the greatest English essayists of modern times. His essays are humorous, delightful, ironical and satirical. His style of writing is elegant and charming.



INTRODUCTION:

Even people with good memory power, have problems with forgetfulness. It may also be termed as absent-mindedness. In this lesson, the author Robert Lynd elaborates peoples' forgetfulness. He elucidates the cause, nature and effects of forgetfulness. This humorous essay deals with the things which people don't forget and usually forget.

KEY POINTS

- ✦ The author Robert Lynd elaborates people's forgetfulness.
- ✦ He narrates the causes, nature and effects of forgetfulness.
- ✦ He wonders about the efficiency of human memory instead of inefficiency.
- ✦ The modern man remembers even the telephone numbers, the addresses of his friends and the dates of good vintages.
- ✦ In some matters, human memory works less than its usual perfection.
- ✦ The author tells that he is a forgetful man though he is a life-long devotee of medicines.
- ✦ It is the young rather than the adult who forget things. Sportsmen also have worse memories.
- ✦ Lynd remarks that such absent-mindedness is a virtue. These people have no time to remember the mediocre. They are making the best of lives.
- ✦ Socrates, the great Greek Philosopher and S.T. Coleridge, the great English poet were absent-minded people.
- ✦ The possession of a good memory is a great advantage for all people.
- ✦ Most of us are born with efficient memories. That is why the institution of the family survives in this modern city.

GLOSSARY

SYNONYMS

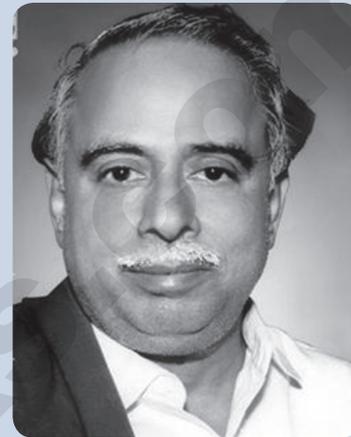
WORD	தமிழ் அர்த்தம்	SYNONYM	EXAMPLE SENTENCE
abstracted	வேறு எண்ணத்தில் மூழ்கி இருத்தல்	lacking concentration on what is happening around; inattentive	He is abstracted by a bird outside the classroom.
admitted	ஒப்புக்கொள்ள்தல்	accepted	He admitted his mistakes.
anglers	மீன் பிடிப்பவர்கள் (பொழுதுபோக்குக்காக)	people who fish (for pleasure)	Every Sunday the two anglers come to the lake for fishing.

WORD	தமிழ் அர்த்தம்	SYNONYM	EXAMPLE SENTENCE
anticipating	எதிர்நோக்கி	expecting	I am anticipating an appointment order from a multinational company.
antipathy	கடும் வெறுப்பு	strong dislike	He feels an antipathy against her behaviour.
astonished	ஆச்சரியப்படுதல்	surprised	I was astonished at my teacher's command of language.
audacious	துணிச்சலான	bold and daring	His plan of going abroad is an audacious decision.
delights	பெரும் மகிழ்ச்சி அடைதல்	cheers	He delights to accompany the tourists.
delinquent	குற்றம் இழைத்தவர்	a young person who is regularly involved in wrongdoing	He has been delinquent in paying his taxes.
departing	விட்டுச் செல்தல்	out-going; leaving	The old man got injured while departing from a train.
eccentric	இயற்கைக்கு மாறுபட்டவன்	tending to act in strangely	Most people considered him a harmless eccentric .
efficiency	திறமை	ability	His efficiency in executing the job is very poor.
efficient	திறமையுள்ள	capable, effective	The new leader is an efficient person.
embarrassing	சங்கடப்படுத்துகிற	humiliating; disturbing	He asked a lot of embarrassing questions.
exceptional	அபூர்வமான / அசாதாரணமான	excellent; extra-ordinary	He is a man of exceptional talent.
exploits	அருஞ்செயல்கள், சாதனைகள்	daring or heroic acts or actions; feats	I fear my exploits have been exaggerated beyond recognition.
fallible	தவறு செய்யக்கூடிய	capable of making mistakes	All human beings are fallible .
fortunes	பெரிய அளவு பணம்	huge sums of money	Many of my friends have made their fortunes there.
frequently	அடிக்கடி	often; repeatedly	The leader frequently visits his native village.
glorious	புகழ் பெற்ற / மேன்மை பொருந்திய	splendid; magnificent	Do you know about our glorious traditions?
inaccurate	துள்ளியமற்ற, சரியில்லாத	incorrect; wrong	The statistical data on slum clearance is inaccurate .
indignant	மிகக் கோபம் கொண்டு	being very angry	There was an indignant shout from the football players.
intensity	தீவிரம்	passion	The intensity of the storm was frightening.
lie	பொய்	untruth	One lie needs seven lies to wait upon it.
mediocre	சாதாரணமான	not very good, ordinary	The film's plot is predictable and the acting is mediocre .
methodical	திட்டமிடுதலின்படி, சீரான	organized; systematic	She was a methodical lady.
pause	இடைநிறுத்தம்	halt	There was a brief pause in the conversation.
perverter	தவறான பாதையில் செல்பவர்	person who lacks morals	After knowing his behaviour, we confirmed that he is a perverter .
potion	மருந்து	a medicinal beverage, a mixture of liquids	I wonder what will happen if I drink this potion .
prevent	தடைசெய்தல்	stop	Efforts are made to prevent a communal clash.
prosaic	மந்தமான	dull	He includes some humour dialogues to a prosaic play.

PROSE - UNIT 5 THE CONVOCATION ADDRESS

- Dr. Arignar Annadurai

A **RIGNAR ANNADURAI** (1909-1969) : Popularly known as Anna or Arignar Anna, Conjeevaram Natarajan Annadurai was the first Dravidian and the first non-Congress leader to become the Chief Minister of Tamil Nadu in 1967. Despite being born in a middle-class family, Annadurai rose to become a school teacher and journalist before switching into hard-core politics. He was well known for his oratorical skills and was an acclaimed writer in the Tamil language. Jawaharlal Nehru hailed him as one of the greatest parliamentarians. He has published several novels, short stories and plays which incorporate political and social themes. He was awarded the Chubb Fellowship at Yale University being the first non-American to receive this honour in 1968. The same year he was awarded an Honorary Doctorate by Annamalai University.



INTRODUCTION:

This is an enlightening speech of Arignar Annadurai to the graduates at the convocation function of the Annamalai University on November 18, 1967. He highlights in the speech, the various qualities instilled in youngsters by the Universities, the duties and responsibilities of the graduates to the society and the importance of giving back to the society what they have received from it.

KEY POINTS

- ✦ Arignar Annadurai gives an enlightening speech the convocation function of Annamalai University on November 18, 1967.
- ✦ He highlights the duties and responsibilities of graduates to society.
- ✦ The graduates are deeply obliged to repay to the community they belong to.
- ✦ They can repay their debt not only in terms of money, but also in terms of service like toning up society, bringing light into the dark lanes and comfort and hope into the people.
- ✦ They can bring new life to every individual citizen.
- ✦ Democracy is not a form of government alone. It is an invitation to a new life - an experiment in the art of sharing responsibilities and benefits.
- ✦ We cannot afford to waste a single talent, impoverish a single man or woman or allow anyone to be stunted in growth.
- ✦ The graduates should fight against hypocrisy and glorify human dignity.
- ✦ They are bound to win as they are equipped with the spirit contributed by the great institution, Annamalai University. He requests them to march towards the land of smiles.

IN-TEXT QUESTIONS - FOR BETTER UNDERSTANDING

What does the speaker try to convey in the beginning of his speech?

The speaker tries to convey that he shall not attempt to offer original ideas or theories with a special stamp, because he is conscious of his own limitations. But he will tell some of the main principles spoken clearly by those who offered their advice in the past years. He may add some annotations here and there. He claims to represent a common man in all his strength.

How can a University trim and train, guide and lead a person to function better in society?

A University can trim and train, guide and lead a person by undertaking a task which kindles sweet hopes but which demands patience and perseverance, faith and confidence. The faith in himself and in others and confidence in his inborn ability to shoulder the responsibilities are ignited by the University. Thereby, the responsibility today of the University is to fashion out of him as an individual fitted and equipped for the task of making democracy fruitful and effective.

According to Dr. S. Radhakrishnan Universities ensure the democratic way of life for the future generation. How?

According to Dr. S. Radhakrishnan, it is in the Universities that we can develop the true spirit of democracy, appreciation of others' points of view and adjustment of differences through discussions. So, it can be kept healthy and strong by the exercise of individual responsibility and judgement. In the Universities, we have to recall the struggles of the past and realize the perils and possibilities, the challenges and opportunities of the present.

List the contributions of educated youth to their society.

The educated youth have to contribute to the society an adequate return, not so much in terms of money, as in terms of service – in toning up society, in bringing light into the dark alleys, sunshine into dark places, comfort into the afflicted, hope to the depressed and a new life to everyone.

TEXTUAL QUESTIONS

A. BASED ON YOUR READING OF THE SPEECH, ANSWER THE FOLLOWING QUESTIONS BRIEFLY IN A SENTENCE OR TWO.

1. Who does the speaker claim to represent?

The speaker claims to represent a common man.

2. Why are universities necessary for a society?

Universities are necessary for society because they are considered as the storehouses of knowledge and the nursing ground for the representatives of thought, wisdom and service.

3. What was the role of scholars and poets in olden days?

(March 20)

Universities had to train scholars and poets to adorn the chambers of royalty or the gilded mansions of Lord and nobles.

4. In what ways have universities improved the society?

(Sep. 21)

Universities have improved the society by trimming and training the student and guiding and leading him to do his duty as a citizen of a democracy. Thereby Universities have equipped the students for the task of making democracy fruitful and effective.

POETRY

POETIC DEVICES - A GLANCE (கவிதை நயங்கள்)

- | | |
|--------------------------------------|---------------------------------|
| 1. Once Upon a Time | 4. Macavity - The Mystery Cat |
| 2. Confessions of a Born Spectator | 5. Everest is not the only Peak |
| 3. Lines Written in the Early Spring | 6. The Hollow Crown |

- 1. Simile** : It is a figure of speech, in which two unlike things are compared, using the words, 'like' or 'as'.
இரு வேறுபட்ட பொருட்களையோ, விஷயங்களையோ 'like' அல்லது 'as' போன்ற வார்த்தைகளில் ஒன்றை பயன்படுத்தி, நேரடியாக, ஒப்பிட்டுச் சொல்வதாகும்.
Ex. 1. *Shows only my teeth like a snake's bare fangs!* - (Poem-1)
2. *I have learned to wear many faces
Like dresses - home face" (Poem-1)*
3. *I am just glad as glad can be" (Poem-2)*
4. *He sways his head from side to side, with movements like a snake. (Poem-4)*
5. *I live with bread like you, feel want, (Poem-6)*
- 2. Metaphor** : 'Metaphor' also compares two unlike things. But a Metaphor has an implied or a hidden meaning between unrelated things. Here, for a Metaphor we do not use words such as 'like' or 'as'.
இதுவும் இரு வேறுபட்ட விஷயங்களை ஒப்பிடுவது தான். ஆனால், நேரடியாக இல்லாமல் மறைமுகமாக ஒப்பீடு செய்வதாகும். ஆகவே இதில், 'like' 'as' ஆகிய வார்த்தைகள் வராது.
Ex. 1. *While their ice-block-cold eyes...* - (Poem-1)
2. *He, who does not stoop, is a king we adore. (Poem-5)*
3. *Make dust our paper, and with rainy eyes. (Poem-6)*
- 3. Personification** : It is a figure of speech in which a thing, an idea or an animal is given a human attribute. Human qualities are given to non-human things or ideas.
விலங்கு, பறவை போன்ற உயிருள்ள பொருட்களுக்கும், மரம், செடி போன்ற தாவரங்களுக்கும், நிலம், நீர், வீடு போன்ற உயிரற்றவைகளுக்கும், மற்றும் மனிதப் பண்பு இல்லாத எந்த விஷயத்திற்கும், மனிதப் பண்புகளைக் கொடுத்துச் சொல்வது.
Ex. 1. *My soul in true thanksgiving speaks* - (Poem-2) (Human quality is given to the soul)
2. *To her fair works did Nature link* (Poem-3) (Human quality is given to Nature)
3. *He's outwardly respectable. (Poem-4) (Human quality is given to a cat)*
4. *Keeps Death his
court, and there the antic sits,....." (Poem-6) (Human quality is given to death)*
- 4. Onomatopoeia** : This device is used when a word is used to describe a sound.
இவை ஒலி நயச் சொற்கள். இச்சொற்களை உச்சரிக்கும்போதே இந்தச் சொற்களின் பொருளை உணர முடியும்.
Ex. 1. *When snaps the knee, and cracks the wrist* (Poem-2) 'snaps' and 'cracks' are onomatopoeic words.
2. *I heard a thousand blended notes'. (Poem-3)*
- 5. Repetition** : It is a literary device that repeats the same words or phrases a few times to make an idea clearer and more memorable.
சொல்லவரும் கருத்துக்கு முக்கியத்துவம் கொடுக்கும் வகையில் ஒரே வரியில், ஒரே சொல் திரும்பத் திரும்ப வருவது.
Ex. 1. *I might mention Mungojerrie, I might mention Griddlebone, (Poem - 4)*

- 6. Anaphora** : It is the repetition of a word at the beginning of successive lines.
அடுத்தடுத்த வரிகளின் ஆரம்பத்தில் ஒரே வார்த்தை திரும்பத் திரும்ப வருவது.
Ex. *If this belief from heaven be sent,
If such be Nature's holy plan.* - (Poem 3) ("**If**" is repeated here).
- 7. Aphorism** : It is a statement of truth or opinion expressed in a concise and witty manner.
சுருக்கமாகவும், நகைச்சுவையான முறையிலும் ஓர் உண்மையான கருத்தை வெளிப்படுத்துவது.
Ex. *'What Man has made of Man?'* - (Poem 3).
- 8. Interrogation** : When a question is asked not for the sake of getting an answer, but to express a point more emphatically.
பதிலைப் பெறுவது முக்கியம் என்றில்லாமல், ஒரு கருத்தை உறுதியாக வலியுறுத்திச் சொல்வதற்காக ஒரு வினாவை எழுப்புவது.
Ex. 1. *And yet not so – for what can we bequeath
Save our deposed bodies to the ground?"* (Poem 6)
- 9. Rhetorical Question** : When a question is formed to make a point rather than to elicit an answer.
ஒரு பதிலை வெளிக் கொண்டு வருவது என்பதைக் காட்டிலும், ஒரு முக்கிய விஷயத்தை வெளிப்படுத்துவதற்காக ஒரு வினாவை எழுப்புவது.
Ex. *How can you say to me, I am a king?"* (Poem 6)
- 10. Hyperbole** : It is an extreme exaggeration used in writing, for the sake of emphasis. Here, the things are made appear greater than they usually are.
நம்ப முடியாத, நடக்க இயலாத ஒரு செயலை, இலக்கிய நடையில், மிகைப்படுத்திச் சொல்வது.
Ex. *He's broken every human law, he breaks the law of gravity.* (It is an impossible thing to break the law of gravity in our Earth). (Poem - 4)
- 11. Alliteration** : It is the repetition of the **initial consonant sound** in several words in the same line.
ஒரே வரியிலுள்ள பல வார்த்தைகளின் முதல் எழுத்து ஒரே மெய்யொலியாக திரும்பத்திரும்ப ஒலித்து வருதல்.
Ex. 1. *Now they shake hands without hearts.* (Poem 1)
2. *For this most modest physiques....* (Poem 2)
3. *What Man has made of Man?"* (Poem 3).
4. *We are proud of the position we* (Poem 5)
5. *And tell sad staories of the death of kings:"* (Poem 6)
- 12. Rhyme Scheme** : It is the pattern of rhyme that comes at the end of each line in the poem. In other words, it is the structure of end words of a line that a poet needs to create when writing a poem.
பாடலின் ஒவ்வொரு வரியின் கடைசி வார்த்தையின் ஒலியை வைத்து, ஒரே மாதிரி ஒலி வரும் வார்த்தைகளைப் பிரித்து, அவற்றைக் குறியீட்டு எழுதுதல்.
Ex. *One infant grows up and becomes a jockey a
Another plays basketball or hockey a
This one the prize ring hates to enter b (Poem 2)
That one becomes a tackle or center b
Rhyme scheme of the given stanza is - a a b b.*
- 13. Rhyming Words** : A rhyme is a repetition of similar sounding words occurring at the end of lines in poems.
ஒவ்வொரு வரியின் கடைசி வார்த்தை, அல்லது சில வரிகளின் கடைசி வார்த்தைகளில் ஒரே மாதிரியான ஒலி வரும்படியான வார்த்தைகளை தேர்ந்தெடுத்து வகைப்படுத்துதல்.
Ex. *To her fair works did Nature link
The human soul that through me ran;
And much it grieved my heart to think* (Poem 3)
What Man has made of Man.
The Rhyming words are link - think & ran - man

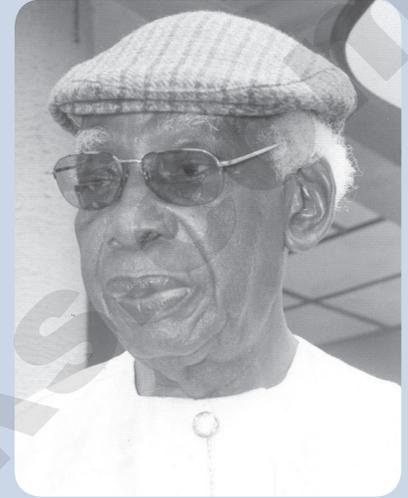
POETRY - UNIT 1

ONCE UPON A TIME

- Gabriel Okara

ABOUT THE POET

GABRIEL OKARA (born -1921) is a Nigerian poet and novelist. His poem, 'The Call of the River Nun' won the best award for Literature at the Nigerian Festival of Arts in 1953. Some of his poems were published in the influential periodical, 'Black Orpheus'. He was honoured with the Commonwealth Poetry Award. Okara's typical poem transits from everyday reality to moments of delight and moves back to reality, making a complete circle. Okara infused African thought, folklore, and imagery into both his verse and prose. His first novel, 'The Voice' is an outstanding linguistic experiment. His later works include a collection of poems. 'The Fisherman's Invocation' (1978) and two books for children, 'Little Snake and Little Frog' (1981) and 'An Adventure to Juju Island' (1992).



ABOUT THE POEM

Gabriel Okara's poem, 'Once Upon a Time', is about the insincerity of relationships and manners prevailing in the present day world. The past, according to the poet, is better than the present, because there were love, sincerity and faithfulness in the past. Now that at present everything has changed. Hence the poet wants to relive the past.

KEY POINTS

- ✦ In this poem, the poet contrasts the past with the present. The past is better than the present, because there were love, sincerity and faithfulness in the past.
- ✦ Now in the present, people greet each other artificially with a fake laugh without any emotions or good feelings.
- ✦ Guests are no longer welcomed these days. They are given a warm welcome only once or twice.
- ✦ The poet has learnt many things in this material and artificial world. He had learnt to wear many faces at various times and act accordingly.
- ✦ Now the poet wants to be like his son with all the excellent conduct. He appeals to his son to show him how to smile whole-heartedly.
- ✦ Desire to relive the past is nothing, but a longing for the innocence, faithfulness and sincerity.

SUMMARY

The poem, 'Once upon a time', is written as though a father is talking to his son. In olden days, the people used to laugh with their hearts and eyes. That is, there was honesty in what they said and did. But in the present, people greet each other with only artificial and a fake laugh without any emotions or good feelings. Their eyes are lacking a feeling of warmth or endearing expression. The people have become money-minded and naturally develop their relationships with the rich. Even when shaking hands with others, they are very artificial.

Guests are no longer welcome these days. They are given a warm reception once or twice only. If they visit their friends or relatives thrice or more number of days, the doors are shut on them. In this material and artificial world, the poet has learnt many things – especially wearing many faces like putting on many dresses. One has to have 'home face', 'office face', 'street face', 'host face', 'cocktail face' and so on. All are fixed just like a portrait smile. As this is the way of the world, the poet has also learnt laughter with teeth; the art of saying 'goodbye' when he means 'Good-riddance'; 'Glad to meet you' when he is not glad; and 'Nice talking to you' when bored.

The poet wants to be like his son with all the excellent conduct. He himself becomes the victim of the present showing 'the fangs of a snake'. At the end of the poem, the poet appeals to his son to show him how to smile wholeheartedly. Desire to relive the past is nothing but a longing for the innocence, faithfulness and sincerity.

THE MAIN CHARACTERS ARE : 1. The Poet 2. His Son

EXPLANATION OF POETIC LINES

No.	Poem Line	Explanation
1- 3	<i>Once upon a time, son, They used to laugh with their hearts And laugh with their eyes:</i>	The poet tells his son that in the olden days people used to laugh with their hearts. When they laugh, they would do it wholeheartedly and with warmth. They used to laugh with their emotions. They would laugh with their eyes and show pleasure with them.
4 - 6	<i>But now they only laugh with their teeth, While their ice-block-cold eyes Search behind my shadow.</i>	But now they laugh without any emotions. It is a fake laugh. They watch you with their eyes which lack a feeling of warmth or endearing expression. It indicates a lack of emotions or feelings in their look. The people are hypocritical and they don't mean what they say.
7 - 9	<i>There was a time indeed They used to shake hands with their hearts: But that's gone, son.</i>	The poet further tells about the characteristics of the people of the past. When you meet them, they will shake their hands with pleasure and with warmth and do it willingly and wholeheartedly. He tells his son that those habits have gone unfortunately.
10 - 12	<i>Now they shake hands without hearts While their left hands search My empty pockets.</i>	Nowadays, people greet each other without any warmth in their handshake. It is just like a routine formality. When they shake with their right hands with him, their left hands will search his empty pockets. That is they are evaluating the poet's worth and power or calculating how he could be exploited. It shows that people's friendship and intimacy are all for selfish motives.

POEM OUTLINE

The poet, Gabriel Okara was born in 1921 in Nigeria, when the country was a British colony and it got independence in October 1960. After that Nigerians are influenced by British culture. The background of the poem is that the poet is remembering the way Nigerian people used to behave and interact with each other before independence and he is comparing it with how the same people interact with others now. The poem describes what happens when a traditional African culture and civilisation meets with western culture. It is evident that the poet's life has been influenced by the way the society has changed.

GLOSSARY

Line No.	Word / Phrase	Meaning
4	laugh with their teeth	to fake a laugh, laugh without associated emotions. (போலியான சிரிப்பு)
5	ice-block-cold eyes	eyes lacking a feeling of warmth or endearing expression (உற்சாகமற்ற கண்கள்)
6	search behind my shadow	people are hypocritical and they don't mean what they say (என் நிழலுக்குப் பின்னால் ஒரு தேடுதல்)
7	indeed	In fact (உண்மையில்)
11 - 12	while their left hands search my empty pockets	evaluating the narrator's worth and power or calculating how he could be exploited (அவர்களது கைகள் என் காலியான சட்டைப் பையில் தேடுகின்றன)
18	shut	closed (மூடப்பட்ட)
23	cocktail face	face showing mixed emotions (கலவையிலான முகம்)
23 - 24	conforming smiles like a fixed portrait smile	wearing a standard deceitful artificial smile on all occasions (என்றும் மாறாத நிலையான ஏமாற்றுப் புன்னகை)
24	portrait	picture (சித்திரம்)
29	good-riddance	expression of relief at being free of an unwanted person (தேவையற்ற மனிதர் சென்றுவிட்டால் ஏற்படும் நிம்மதி)
36	muting	expressionless / not expressed in speech (முடக்கப்பட்ட பேச்சு)
39	fangs	teeth of a venomous snake, used to inject poison (நச்சுப் பற்கள்)

TEXTUAL QUESTIONS

1. BASED ON YOUR UNDERSTANDING OF THE POEM ANSWER THE FOLLOWING QUESTIONS IN ONE OR TWO SENTENCES EACH.

a. What do you associate with the title of the poem?

The title, 'Once upon a time', makes one to feel as if the poet is talking about something that happened a long time ago. He recalls that in the past, people used to show their happiness from their hearts on meeting someone. But nowadays people behave artificially. He has contrasted the past with the present in this poem thereby he justifies the title.

b. What is the relationship between the narrator and the listener?

The relationship between the narrator and the listener is Father and Son.

c. What happens to the poet when he visits someone for the third time?

When the poet visits someone's home for the third time, he finds that their doors are closed. It seems that they are not interested to welcome him for the third time, considering him as a nuisance.

POETRY - UNIT 2 CONFESSIONS OF A BORN SPECTATOR

- Ogden Nash

ABOUT THE POET

FREDERIC OGDEN NASH (19 August 1902 - 19 May 1971) was born in Rye, New York. He was an American Poet well known for his light verse, of which he wrote over 500 pieces. He published his first book for children 'The Cricket of Caradon' in 1925. His first published poem 'Spring Comes to Murray Hill', appeared in New Yorker magazine in 1930. With his unconventional rhyming schemes, he was declared the country's best-known producer of humorous poetry.



ABOUT THE POEM

'Confessions of a born spectator' is a poem by Frederic Ogden Nash who believes that a spectator can be as enthusiastic as a player. The poet talks about how people choose to opt for different sports in their lives or decide to become athletes.

KEY POINTS

- ✦ The poet Frederic Ogden Nash talks about how people choose to opt for different sports in their lives or decide to become athletes.
- ✦ He admires the infants who will grow up to become sportspersons or athletes.
- ✦ He admires the athletes who sweat for the enthusiasm of the spectators or the money paid to them.
- ✦ The athletes carry their activities in the field with showy dresses. They play in high spirits and injure each other.
- ✦ The poet derives satisfaction, admiring the talents of the athletes. But he does not wish to exchange places with them.
- ✦ He is glad that his wisdom wins over his ego in the struggle between the two qualities.
- ✦ He conveys a message to the players, that he will drink with them, eat with them, but will not compete with them.
- ✦ In the end, he comforts himself that he is not an athlete or a player.

SUMMARY

In this poem, the poet himself admires the infants who will grow up to become sportspersons or athletes. One child may become a Jockey (Horse Rider), another child might become a Basketball or Hockey player, one more child might not take up Boxing, another child will become a football player. Though the poet admires the players, he is glad that he is not one of them.

In stanza 2, the poet's heart admires the athletes who seat for the enthusiasm of the spectators or the money paid to them. The poet notices that they come to the playing field with showy dresses and end up injuring each other as they play the game with high spirits. The poet mentions that as his spirit is weak and shy, it gains strength when it watches the player's heroic (daring) actions.

In stanza 3, the poet observes that player A runs ninety yards to win, player B knocks another player by breaking his spinal bones to become a champion, another player beats his strong horse to cross the line and become a winner. While observing all these events, the poet's ego might think to become an athlete or player.

In stanza 4, the poet's ego is pleased to become an athlete or a player, but then the poet observes how enthusiastic players play so rough hurting each other. While playing, the players do not consider each other's feelings. So the poet is glad that his struggle begins between wisdom and ego, his wisdom wins over his ego.

In stanza 5, the poet notices that one player has a swollen eye who has taken a blow from another player's rough fist, another player's knee breaks and his wrist breaks. Then the official, who watches the game, asks if there is a doctor in the pavilion stands. It is because the athletes are badly injured and they require medical treatment. At that point, the poet's soul truly offers thanksgiving for his modest physique.

In stanza 6, the poet conveys a message to the players, that he will drink with them, eat with them but will not compete with them. The poet would buy tickets by offering radium, to watch the players jump and run happily. In the end, the poet comforts himself that he is not an athlete or a player.

THE MAIN CHARACTER : The Narrator

EXPLANATION OF POETIC LINES

No.	Poem Line	Explanation
1	<i>One infant grows up and becomes a jockey,</i>	One baby grows up and becomes a horse rider.
2	<i>Another plays basketball or hockey,</i>	Another person plays basketball or hockey.
3	<i>This one the prize ring hates to enter</i>	This one hates to enter the enclosed area in which boxing matches are fought.
4	<i>That one becomes a tackle or center,</i>	That one becomes a tackle or an approach at the centre of a game.
5 & 6	<i>I am just glad as glad can be That I am not them, that they are not me.</i>	The poet is just glad that he is not a sportsman or an athlete.
7 & 8	<i>With all my heart I do admire Athletes who sweat for fun or hire,</i>	With all his heart, or wholeheartedly, the poet admires the athletes, who work hard and sweat for fun or for being hired.
9 & 10	<i>Who take the field in gaudy pomp, And maim each other as they romp,</i>	The athletes who carry their activities in the field with showy dresses, injure each other as they play their game in a rough, energetic way.
11 & 12	<i>My limp and bashful spirit feeds On other people's heroic deeds.</i>	The poet's weak and shy spirits support other people's heroic (daring) deeds.
13	<i>Now A runs ninety yards to score,</i>	Now 'A' that is a person, runs for ninety yards to score good points for himself.
14 & 15	<i>B knocks the champion to the floor, Cracking vertebrae and spines,</i>	Another person 'B' knocks the winner to the floor, breaking his vertebrae and bones.
16	<i>Lashes his steed across the line,</i>	He beats his large strong horse across the line.
17 & 18	<i>You'd think my ego it would please To swap positions with one of these.</i>	Though the poet derives satisfaction admiring the talents of the athletes, he does not wish to exchange places with them.

POETRY - UNIT 5 EVEREST IS NOT THE ONLY PEAK

- Kulothungan

ABOUT THE POET

PROF. V.C. KULANDAI SWAMY (14, July 1929 - 10, December 2016) was born in an agricultural family in a small village Vangalampalayam in Karur district. He obtained his M.Tech. degree at IIT Kharagpur and his Ph.D. in Hydrology and Water Resources from the University of Illinois, USA. He is an eminent technologist, a man of letters and an educationist known for his pioneering contributions in Hydrology, Literature and Education. He authored six volumes of poems and seven of prose essays which earned him the Thiruvalluvar Award by the Government of Tamilnadu in 1999. He won the Sahitya Akademi Award in 1988 for his book "Vaazhum Valluvam". He received the Padma Bhushan in 2002 and the Padma Shri in 1992. His works deal with the themes that reflect the gamut of human progress and the all-pervasive effort of human effort. He was the former Vice-Chancellor of Madurai Kamaraj University (1978-79), Anna University (1981-90), Indira Gandhi National Open University (1990-94) and Tamil Virtual University (2001-16). He wrote poems under the name of Kulothungan.



In the poem 'Everest is not the only Peak', Professor V. C. Kulandai Swamy insists strongly his views on the qualities of life and says that each one of us should be proud to do our work with deep devotion. We should always be optimistic considering ourselves the best.

ABOUT THE POEM

KEY POINTS

- ✦ The poet Professor V.C. Kulandaiswamy insists strongly his views on the qualities of life. Each one of us should feel proud and high of ourselves.
- ✦ We should always be optimistic and consider ourselves as the best.
- ✦ It is our nature that whatever we try, we do it with deep and true devotion. We have not bent our head or body in fear of anyone.
- ✦ We don't flatter anyone to gain benefits. We consider it as our duty and aim in life to bless and praise the deserving ones.
- ✦ We shall promote the ones that strengthen or build up the world. Our path is a path of nobility and honour.
- ✦ Mount Everest is not the only peak, which is the highest of all. Every small hill has the highest point of which we can speak with pride.
- ✦ Likewise, the people who are true and stand on their own, are really the ladder for the upliftment of "Man".
- ✦ If you follow the path of nobility and pride, we are not poor. So, we should always be proud and feel high of ourselves.

SUMMARY

This poem is an account of the poet's view on the qualities of life. We should feel proud and high of ourselves though our good qualities may be few and small in quantity. It is our nature that whatever we try, we do it with deep and true devotion. We avoid defeat, by moving back from it. Our courage is like a strong fort. We have not bent our head or body in fear of anyone. We don't flatter anyone to gain benefits. We are always proud of us and feel high about us. We consider it as our duty and aim in life to bless and praise the deserving ones. Never shall we fail to do what we have promised. We shall promote the ones that strengthen or build up the world. Though we are proud of the positions we hold, we are as humble as we are. Our pride arises from the way we live and our path is a path of nobility and honour. We lead a pure life without kneeling and bending for anyone in order to gain benefits.

Mount Everest is not the only peak, which is the highest of all. Every small hill has the highest point of which we can speak with pride. We don't care of the height, we reach. He, who doesn't bend his head or body to gain monetary benefits, is a king, we adore. He is a person who will not lower his moral standard for anything. We should bow the persons who are meritorious and who have the ability to do something efficiently. The people, who are true and stand on their own are really the ladder for the upliftment of 'Man'. Our honour, which is common to all is our property. Finally the poet assures that if you follow the path of nobility and pride, we are not poor. So we should always be proud and feel high of ourselves.

THE MAIN CHARACTER : We (ourselves)

EXPLANATION OF POETIC LINES

No.	Poem Line	Explanation
1	<i>We are proud and feel so tall,</i>	We are proud and feel so high about ourselves.
2	<i>Our virtues though be few and small</i>	Our good qualities may be few and small in quantity.
3 & 4	<i>Our nature it is that whatever we try We do with devotion deep and true.</i>	It is our nature that whatever we try, we do it with deep and true devotion.
5	<i>Defeat we repel, courage our fort;</i>	We move back by force avoiding the defeat and our bravery is our strong fort.
6	<i>Cringing from others we haven't done,</i>	We haven't bent our head or body in fear to anyone.
7 & 8	<i>To seek a gain we adore none: We are proud and feel so tall.</i>	We don't flatter anyone to gain something. We are always proud of us and feel so high about us.
9 & 10	<i>We deem it our duty and mission in life, To bless and praise the deserving ones;</i>	We consider it as our duty and aim in life to bless and praise the deserving ones.
11 & 12	<i>Never shall we fail in what we commit, Shall nourish the ones that nourish the world.</i>	Never shall we fail to do what we have promised. We shall promote the ones that strengthen or build up the world.
13 & 14	<i>We are proud of the position we Hold; humble as we are,</i>	Though we are proud of the positions we hold, we are as humble as we are.
15	<i>Our pride springs from the way we live.</i>	Our pride arises from the way we live.
16	<i>Ours is a path of dignity and honour,</i>	Our path is a path of nobility and honour.

Line No.	Word	Meaning
11.	commit	promise (உறுதிமொழி)
12.	nourish	to help the growth and development of someone (வளர்ச்சி)
14.	humble	not proud; modest (எளிமையான)
15.	springs	arises (மேலே எழும்புதல்)
16.	dignity	nobility; worthiness (கண்ணியம்)
20.	hillock	a small hill (சிறு குன்று)
20.	summit	the highest point of hill or mountain (உச்சி)
20.	boast	to speak with pride (பெருமையாகப் பேசிக் கொள்வது)
22.	stoop	yield or submit, to descend from dignity (கண்ணியம் கருதாமல் விட்டுக்கொடுத்தல்)
23.	competence	the ability to do something efficiently (தகுதி)
23.	merit	excellence; the quality of being particularly good or worthy (தரம்)
25.	man	human being (மனிதன்)

TEXTUAL QUESTIONS

A. BASED ON YOUR UNDERSTANDING OF THE POEM, ANSWER THE FOLLOWING QUESTIONS IN A SENTENCE OR TWO EACH.

1. Which line is repeated in the poem? What is the effect created by this repetition?

'We are proud and feel so tall' is repeated in the poem. The repeated line motivates the readers and gives them a boost.

2. Who are the 'deserving ones'?

'Deserving ones' are the people who do their duties with deep and true devotion.

3. Which quality does the speaker wish to nourish? What is his mission?

He wants to nourish the ones, who strengthen and build the world. It is the poet's duty and mission in life to bless and praise the deserving ones.

4. Which path should we follow in life?

We should follow a path of dignity and honour in our life.

5. What does 'Everest' in the title stand for?

Everest stands for the tallest peak.

6. What does 'hillock' refer to in the line 'Every hillock has a summit to boast!'?

A hillock stands for a small hill which has a summit to boast.

7. Why does the speaker say "Everest is not the only peak"?

The poet states that Everest is not the only peak, as there are also hillocks which have a summit to boast.

8. What does the ladder symbolize?

'Ladder' symbolizes upliftment of human beings.

B. READ THE GIVEN LINES AND ANSWER THE QUESTIONS THAT FOLLOW.

1. *Our nature it is that whatever we try
We do with devotion deep and true.*

- a. Who does 'we' refer to? (HY. 18)

The people or the society.

- b. How should we carry out our duties? (HY. 18)

We should carry out our duties with deep and true devotion.

2. *Defeat we repel, courage our fort;*

- a. How do we react to defeat? (Sep. 21)

We react to defeat by moving back with force.

- b. Which is considered as our stronghold? (Sep. 21)

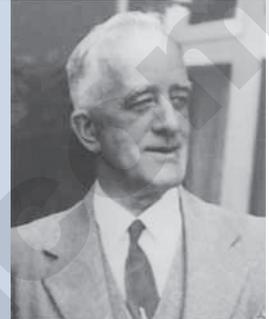
Courage and Bravery is our stronghold.

SUPPLEMENTARY (PLAY) - UNIT 3

THE FIRST PATIENT

- C. V. Burgess

CHRISTOPHER VICTOR BURGESS is a humorous playwright. His situational humour intensifies the emotions of the characters in the play. He is known as C. V. Burgess. His plays usually accommodate a number of characters. His famous works are 'Short Plays for Large Classes', 'Teach Yourself Speech Training' and 'Classroom Play House Verse in Action'.



INTRODUCTION:

The playwright C.V.Burgess has used unexpected turn of events in the play to create a situation. This lesson is based on the adage 'Assumption leads to confusion'. The supposition increases in intensity, until the climax, which pricks the intensity like a bubble. The unexpected turn of events along with wild imagination add humour to the amusing play.

THE MAIN CHARACTERS ARE : Men : 1- 8 Women : 1 - 8 Dentist
Nurse Little Girl Small Boy

KEY POINTS

- ✦ This lesson is based on the adage 'Assumption leads to Confusion'.
- ✦ A number of patients wait at the waiting room of a dentist's clinic. Everyone is tensed at the thought of extracting a painful tooth.
- ✦ Joe, the first patient is called in. A nurse goes in with a hammer. Everyone is frightened that Joe was being subjected to a lot of hammering.
- ✦ Once the nurse comes out to fetch a pair of pliers and a hacksaw.
- ✦ The loud sawing and screeching, from within the room, make everyone leave the clinic one by one.
- ✦ Finally, there are only two women in the waiting room. One is Joe's wife and the other is a woman, who is showing her photographs to everyone.
- ✦ Joe comes out and informs that he has shifted his appointment to the evening.
- ✦ The dentist has been trying to open his tool cabinet using the hammer, the pliers and the hacksaw only in vain.
- ✦ The woman with the photographs is surprised to see that the queue has moved quickly, as she is the next patient.

GLOSSARY

agony	-	severe pain , கடுமையான வலி
blurred	-	hazy, not clear , மங்கலான
dashes	-	rushes , விரைந்து செல்தல்
dreadful	-	extremely bad , மிகவும் மோசமான
ferrying	-	carrying , கையில் எடுத்துக் கொண்டு
gas	-	anaesthesia , மயக்கமருந்து
groaning	-	crying in pain , வலியால் அழுதல்
howling	-	producing long cry or wailing sound , ஓலமிடுதல்
ice-lollies	-	flavoured ice or ice-cream on a stick , குச்சி ஐஸ் க்ரீம்
queer	-	strange , வினோதம்
scream	-	a very funny thing , வேடிக்கையான விஷயம்
strides	-	walk with long decisive steps in a specified direction , நீண்ட அடியெடுத்து நடப்பது
sulking	-	being sad and silent , சோகமும் அமைதியும் கொண்டு
weeny-tug	-	small pull , சிறிய இழுப்பு
wrapped	-	covered , மூடப்பட்டது
writhing	-	twisting the body from side to side , உடலை பக்கவாட்டில் முறுக்குதல்

SUPPLEMENTARY (PLAY)

TEXTUAL QUESTIONS

1. COMPLETE THE SUMMARY OF THE PLAY, CHOOSING THE APPROPRIATE WORDS FROM THE LIST GIVEN BELOW THE PASSAGE.

A number of patients wait at the _____(1)_____ of a dentist's clinic. Everybody is tensed at the thought of a painful _____(2)_____ being extracted. One of the women is bent on showing everyone her _____(3)_____. After the arrival of the dentist, Joe, the first _____(4)_____ is called in. Sometime later, the nurse comes out and goes in with a _____(5)_____. Everyone is _____(6)_____ at this, imagining Joe being subjected to a lot of hammering in the process of his tooth being pulled out. Once again the nurse comes out to fetch a large pair of _____(7)_____ and later on she takes in a _____(8)_____. A little boy confesses that he pretended to have _____(9)_____, because he did not wish to go to school. The loud _____(10)_____ and screeching from within the room makes everyone leave the _____(11)_____, one by one. Finally there are only two women in the waiting room, one of them being Joe's wife. She weeps _____(12)_____ about her husband. But Joe comes out and explains that he had shifted his _____(13)_____ to the evening and had been given some pills for the pain. After they leave, the dentist comes out and locates the key of his tool _____(14)_____. He had been trying to open it using the hammer, the pliers and the hacksaw only in vain. The woman with the photographs is surprised to see that the _____(15)_____ had moved quickly and she was the next patient to go in.

- Ans:**
- | | | | |
|------------------|----------------|-----------------|--------------|
| (1) waiting room | (2) tooth | (3) photographs | (4) patient |
| (5) hammer | (6) frightened | (7) pliers | (8) hacksaw |
| (9) toothache | (10) sawing | (11) clinic | (12) worried |
| (13) appointment | (14) cabinet | (15) queue | |

2. BASED ON YOUR UNDERSTANDING OF THE PLAY, COMPLETE THE GRAPHIC ORGANISER (GO) SUITABLY.

Setting :

When the curtain rises, the following characters are seated in a dentist's waiting room. Woman 1 - 8 and Men 1 - 8. Some of them are reading magazines or newspapers. Man - 4 has a bandage tied around his Jaw. He is holding the bandage and groaning. Man - 3 and woman 5 and 6 are just entering the waiting room.

Characters :

Men : 1 - 8, Woman : 1 - 8, Dentist, Nurse, Little girl, Small boy

Title : The First Patient

Author : C.V. Burgess (Christopher Victor Burgess)

Climax :

The patients get worried and shocked about the hammering and sawing sound and decide to leave the waiting room of the dentist. They think that the dentist is using such tools to pull out the tooth of Joe. After they leave, Joe comes out and tells his wife that the Dentist uses all those tools to open his tool cabinet, as he lost the keys.

Humorous elements :

An amusing play with the unexpected turn of events along with wild imagination. All these add humour to the play.

3. BASED ON YOUR UNDERSTANDING OF THE PLAY, ANSWER THE FOLLOWING QUESTIONS IN ABOUT THREE OR FOUR SENTENCES EACH.

a) **Who were the patients waiting for?**

The patients were waiting for the dentist at the waiting room of his clinic.

b) **How did Woman 5 spend her time in the waiting hall?**

The woman - 5 spent her time by showing her holiday photographs to woman - 6.

c) **How did the other Women react to Woman 5?**

The other women showed interest in looking at the photographs of woman - 5.

d) **Are children afraid of visiting the dentist? Give reasons.**

No, the children were not afraid of visiting the dentist because they did not know anything about the pulling of the tooth.

e) **What were the strange instruments the nurse carried to the surgery? How did the waiting patients interpret her act?**

The strange instruments the nurse carried to the surgery were a hammer, a large pair of pliers and a hacksaw. The waiting patients were frightened of seeing these instruments.

f) **Bring out the people's reaction to the noises from the surgery.**

The loud sawing and screeching from within the room makes everyone frightened and worried.

g) **Why did they sympathize with the first patient?**

They sympathized with the first patient, as they imagine that Joe is being subjected to a lot of hammering in the process of his tooth being pulled out.

தமிழாக்கம்

PROSE

UNIT - 1 : THE PORTRAIT OF A LADY - Khushwant Singh

ஒரு கௌரவமான பெண்ணின் உருவப்படம் - குஷ்வந்த் சிங்

என்னுடைய பாட்டியும் எல்லோருடைய பாட்டியைப் போல் ஓர் வயதான பெண்மணிதான். எனக்கு அவரைத் தெரிந்த நாள் முதல், இருபது வருடங்களாக, ஒரே மாதிரியான வயதான தோற்றத்துடனும் சுருக்கங்களுடனும் இருந்து வந்தார். அவர் ஒரு காலத்தில் இளமையானவராகவும் அழகானவராகவும் இருந்ததாகவும், அவருக்கு கணவரும் இருந்ததாகவும் மக்கள் கூறினர். ஆனால் அதனை நம்புவதற்கு எனக்கு கடினமாக இருந்தது. என் தாத்தாவின் உருவப்படம் வரவேற்பறையில் உள்ள பரணுக்கு மேல் தொங்கிக் கொண்டிருந்தது. அவர் பெரிய தலைப்பாகையும், மிக தளர்வான உடைகளையும் அணிந்திருந்தார். அவருடைய நீண்ட, வெண்மையான தாடி மார்பினை மறைத்திருந்தது. அவர் குறைந்தபட்சம் நூறு வயது ஆனவராகத் தோற்றமளித்தார். அவர் பார்ப்பதற்கு ஒரு மனைவி மற்றும் குழந்தைகள் உடைய மனிதராகத் தெரியவில்லை.

அவருக்கு நிறைய நிறைய பேரப் பிள்ளைகள் இருப்பது போல் தோற்றமளித்தார். இளமையானவராகவும் அழகானவராகவும் என் பாட்டி இருந்தார் என்ற எண்ணமே கலக்கத்தை ஏற்படுத்தியது. தான் குழந்தையாக இருந்தபோது விளையாடிய விளையாட்டுக்களை என் பாட்டி அடிக்கடி எங்களுக்குக் கூறினார். அவை அபத்தமானதாகவும் அதில் அவருடைய பங்கு மதிப்பில்லாததாகவும் தோன்றியது. அவர் எங்களுக்கு வழக்கமாகக் கூறும் தீர்க்கதரிசிகளின் நீதிக்கதைகளைப்போல் நாங்கள் அவற்றை எடுத்துக் கொண்டோம்.

அவர் எப்பொழுதுமே குள்ளமாகவும் குண்டாகவும் மற்றும் சற்று வளைந்தும் இருந்தார். அவர் முகத்தில் சுருக்கங்கள் எல்லா இடங்களிலும் இருந்தன. எங்களுக்கு நிச்சயமாக தெரியும் நாங்கள் அவரை அறிந்த நாள் முதல் அவர் அப்படியேதான் இருக்கிறார். அவர் மிகவும் வயதானவராக இருந்தார், இதற்கு மேலும் முதிர்ச்சியடைந்து வயதானவராக முடியாது என்றே தோன்றியது. இருபது வருடங்களாக அவர் அதே வயதில் இருக்கிறார். அவர் மிகுந்த அழகானவராக இல்லை, ஆனால் எப்பொழுதும் அவர் அழகுதான். அவருடைய ஒரு கையை இடுப்பின் மீது வைத்து கூன் விழுந்த முதுகைத் தாங்கியவராகும், மற்றொரு கையை ஜெபமாலையில் உள்ள மணிகளின் மீது வைத்தும், வீடு முழுவதும் தாங்கி தாங்கி நடந்து வருவார்.

அவருடைய வெள்ளிபோன்ற நரைமுடி அவரின் வெளுத்த சுருக்கமான முகத்தின் மீது ஒழுங்கில்லாமல் சிதறி இருந்தது. அவருடைய உதடுகள் தொடர்ந்து யாருக்கும் கேட்காத பிரார்த்தனையை உச்சரித்துக் கொண்டிருந்தது. ஆம், அவர் அழகாக இருந்தார். அவர், குளிர்காலத்தில் மலைகளில் உள்ள இயற்கையைப்போல் சமாதானத்தையும், திருப்தியையும் சுவாசித்துக் கொண்டிருக்கும் ஒரு சுத்தமான வெண்ணிற அமைதியான பெரும்பரப்பினை போல் இருந்தார்.

நானும் என்னுடைய பாட்டியும் நல்ல நண்பர்களாக இருந்தோம். என்னுடைய பெற்றோர் நகரத்தில் வாழச் சென்றபோது என்னுடைய பாட்டியிடம் என்னை விட்டுச் சென்றனர். நாங்கள் தொடர்ந்து ஒன்றாகவே இருந்தோம். அவர் காலையில் என்னை எழுப்பி, பள்ளிக்குத் தயார் செய்வதை வழக்கமாகக் கொண்டிருந்தார். அவர் என்னைக் குளிப்பாட்டும் போதும் உடை அணியச் செய்யும் போதும் தன்னுடைய காலைப் பிரார்த்தனையை, ஒரே மாதிரியான, மாறுதலே இல்லாத தடலை, 'நான் அதனைக் கேட்டு மனப்பாடும் செய்துவிடுவேன்' என்ற நம்பிக்கையில் பாடுவார். எனக்கு அவருடைய குரல் பிடித்திருந்ததனால் அதைக் கேட்டுக் கொண்டிருப்பேன். ஆனால் அதை கற்றுக்கொள்ள நினைத்தது இல்லை. பிறகு அவர் என்னுடைய மரக்கற்பலகையினைக் கழுவி, அதனுடன் மஞ்சள் சண்ணை எழுதுகோலினைக் கட்டி, ஒரு சிறிய மண்ணால் செய்யப்பட்ட மை கலத்தினையும், சிவப்பு பேனாவையும் ஒன்றாக ஒரு கட்டாகக் கட்டி என்னிடம் தருவார். தடிமனான, வறண்ட சப்பாத்திகளின் மீது வெண்ணெய் மற்றும் சர்க்கரை தடவி காலை உணவாகச் சாப்பிட்டு பள்ளிக்குச் செல்வோம். அவர் பல சப்பாத்திகளை கிராமத்தில் உள்ள நாய்களுக்காக தன்னுடன் கொண்டு வருவார்.

என் பாட்டி, எப்பொழுதும் என்னுடையே பள்ளிக்கு வருவதற்கு காரணம் இருந்தது. அது என்னவெனில், பள்ளியானது கோவிலுடன் இணைக்கப்பட்டிருந்தது. கோவில் குருக்கள் எங்களுக்கு காலை வழிபாட்டையும், அகர முதலியையும் கற்றுத்தருவார். குழந்தைகள் வரிசையாக தாழ்வாரத்தின் இருபுறமும் அமர்ந்து வழிபாட்டுப்பாடலையோ அல்லது அகர முதலியையோ கூட்டமாகப் பாடிக்கொண்டு இருக்கும் போது, என் பாட்டி கோவிலின் உள்ளே அமர்ந்து வேதநூல் படித்துக் கொண்டிருப்பார். எல்லாம் முடிந்தவுடன் ஒன்றாக வீடு திரும்புவோம். இந்நேரத்தில் கோவில் கதவருகில் கிராமத்தில் உள்ள நாய்கள் எங்களைச் சந்திக்கும். அவை நாங்கள் எறியும் சப்பாத்திகளுக்காக ஒன்றுக்கொன்று சண்டையிட்டுக்கொண்டும், உறுமிக் கொண்டும் எங்களை வீடு வரை பின் தொடர்ந்து வரும்.

என் பெற்றோர் நகரத்தில் வசதியாகக் குடியேறிய பிறகு எங்களை வரச் செய்தனர். இது எங்களுடைய நட்பிற்கு ஒரு திருப்புமுனையாக இருந்தது. நாங்கள் ஒரே அறையினை பகிர்ந்து கொண்டாலும் என் பாட்டி என்னுடன் பள்ளிக்கு வருவதே இல்லை. நான் ஓர் ஆங்கில பள்ளிக்கு மோட்டார் பேருந்தில் செல்வதை வழக்கமாகக் கொண்டேன். அங்கு தெருக்களில் நாய்கள் இல்லை. அவர் எங்கள் நகரவீட்டின் முற்றத்தில் குருவிகளுக்கு உணவு அளித்தார்.

வருடங்கள் உருண்டோடியதால், நாங்கள் ஒருவரை ஒருவர் பார்த்துக் கொள்வது குறைந்தது. அவர் என்னை எழுப்புவதும், பள்ளிக்கு தயார் செய்வதும் சில காலம் தொடர்ந்தது. நான் பள்ளியில் இருந்து திரும்பியவுடன் என் ஆசிரியர் எனக்கு என்ன சொல்லிக் கொடுத்தார் எனக்கேட்பார். நான் அவருக்கு ஆங்கில வார்த்தைகளையும், மேற்கத்திய அறிவியல் மற்றும் கற்றலில் சிலவற்றையும், புவியியல் விதி, ஆர்க்கிமிடீஸின் கோட்பாடு, உலகம் உருண்டை வடிவம் மற்றும் பலவற்றையும் கூறுவேன். அது அவரை வருத்தமுறச் செய்தது. அவரால் என்னுடைய பாடங்களில் உதவ முடியவில்லை. எனக்கு ஆங்கில பள்ளியில் கற்றுக்கொடுக்கப்பட்டவைகளில் அவருக்கு நம்பிக்கை இல்லை. மேலும் அங்கு கடவுளைப் பற்றியோ வேதத்தைப் பற்றியோ கற்றுத் தரப்படவில்லை என வேதனை அடைந்தார். நான் ஒரு நாள், எங்களுக்கு இசைப் பாடம் கற்றுக்கொடுக்கப்பட்டது என தெரிவித்தேன். அவர் அதற்கு ஒன்றும் கூறவில்லை. ஆனால் அந்த மெனனத்திற்கு, அவருடைய மனம் அதை ஏற்கவில்லை என்பதே பொருளாக இருந்தது. அதற்கு பிறகு அவர் என்னுடன் பேசுவது அரிதானது.

நான் பல்கலைக்கழகத்திற்குச் சென்றபோது எனக்கு என்று ஓர் அறை கொடுக்கப்பட்டது. எங்களுடைய நட்பின் பொதுவான தொடர்பு முறிந்தது. என் பாட்டி அவருடைய தனித்திருத்தலை அமைதியுடன் உணர்வுபூர்வமாக ஏற்றுக் கொண்டார். அவர் எவரிடமும் பேசுவதற்காக நூல்நூற்கும் சக்கரத்தை விட்டுச் செல்வது அரிதானது. மதியநேரத்தில் மட்டும் சிறிது நேரம் குருவிகளுக்கு உணவளிப்பதை ஓய்வாகக் கொண்டார். அவர் தாழ்வாரத்தில் அமர்ந்து ரொட்டியினை சிறு சிறு துண்டுகளாக்கும் போது அவரைச் சுற்றி நூற்றுக்கணக்கான சிறிய பறவைகள் சேர்ந்து ஓர் உண்மையான கூச்சல், குழப்பம் நிறைந்த கலகலப்பான கீச்சொலியினை உருவாக்கியது. சில பறவைகள் அவருடைய கால்கள் மீதும் மற்றும் சில அவரது தோள் மீதும் உட்கார்ந்தன. அவரின் தலை மீது கூட சில அமர்ந்தன. அவர் புன்னகை செய்வார். ஆனால், அவற்றை விரட்டியடிப்பதில்லை. அந்த சமயமே அவருடைய ஒரு நாளின் மிக மகிழ்ச்சியான அரை மணி நேரமாக இருந்து வந்தது.

நான் மேற்படிப்பிற்காக வெளிநாடு செல்ல முடிவு எடுத்தபோது அது உறுதியாக என் பாட்டியை வருத்தமடையச் செய்திருக்கும். நான் ஐந்து வருடங்களுக்கு தொலைதூரத்தில் இருக்க வேண்டியிருக்கும், மேலும் அவருடைய வயதில் யாராலும் ஒன்றும் சொல்லமுடியாது. ஆனால் என் பாட்டியால் முடியும். அவர் உணர்ச்சியைப்படக் கூட இல்லை. அவர் என்னை ரயில் நிலையத்தில் வழியனுப்ப வந்தார். ஆனால், ஏதும் பேசவும் இல்லை, எந்த ஒரு உணர்ச்சியையும் வெளிக்காட்டவும் இல்லை. அவருடைய உதடுகள் பிரார்த்தனையில் அசைந்து கொண்டிருந்தது, அவர் மனம் பிரார்த்தனையில் மூழ்கியிருந்தது. அவருடைய விரல்கள் ஜெபமாலையின் மணிகளுடன் ஓய்வில்லாமல் பிரார்த்தனை செய்து கொண்டிருந்தது, அமைதியாக அவர் என் நெற்றியில் முத்தமிட்டார். நான் அங்கிருந்து செல்லும்போது என் மனதில் வைத்துக் கொள்ளக்கூடிய ஈரமான முத்திரையாக அநேகமாக அதுவே எங்களிடையே இருந்த இறுதியான உடல்மீதியான தொடர்புக்கான அடையாளமாக இருந்தது.

ஆனால் அது அப்படி இல்லை. ஐந்து வருடங்களுக்குப் பிறகு நான் வீடு திரும்பிய போது நான் ரயில் நிலையத்தில் அவரைச் சந்தித்தேன். அவரை பார்ப்பதற்கு முன்பு இருந்ததைவிட ஒரு நாள் கூட வயது அதிகமானதாகத் தெரியவில்லை. அவர் ஏதும் பேசுவதற்கு விருப்பப்படவில்லை. என் கைகளை அவர் இறுகப் பற்றும் பொழுது என்னால் அவருடைய பிரார்த்தனையை, அவர் ஓதுவதை, என்னால் கேட்க முடிந்தது. என்னுடைய வருகையின் முதல் நாளின் போது கூட, அவருடைய மகிழ்ச்சியான தருணங்கள், குருவிகளை செல்லமாக திட்டிக் கொண்டு, அவற்றுக்கு நீண்டநேரம் உணவளிப்பதிலேயே இருந்தது.

மாலையில் அவரிடம் ஒரு மாற்றம் வந்தது. அவர் பிரார்த்தனை செய்யவில்லை. அவர் அருகிலுள்ள பெண்களை அழைத்துக் கொண்டு முரசுடன், பாட ஆரம்பித்துவிட்டார். அவர் பல மணிநேரத்திற்கு, நைந்துபோன அம்முரசின் தொய்வுற்ற தோலினை பலமாகக் கையால் தட்டியடித்து, போர் வீரர்கள் வீடுதிரும்புதலைப் பற்றிய பாடலைப் பாடினார். அவர் அதிக சிரமப்பட்டு முரசு அடிப்பதைத் தவிர்க்க வேண்டுமென, அவரை நாங்கள் வற்புறுத்த வேண்டியிருந்தது. அவர் பிரார்த்தனை செய்யாமலிருந்தது - எனக்குத் தெரிந்தவரை, அன்றுதான் முதல் முறை.

அடுத்த நாள் காலை அவருக்கு உடல்நலம் சரியில்லை. அது லேசான காய்ச்சல் என்றும், அது போய்விடும் என்றும் மருத்துவர் கூறினார். ஆனால் என் பாட்டி வித்தியாசமாக எண்ணினார். தன்னுடைய முடிவு நெருங்கிவிட்டதாக அவர் கூறினார். தன் வாழ்க்கையின் கடைசி அத்தியாயத்தின் சில மணி நேரங்களுக்கு முன்பு அவர் இருப்பதாகக் கூறினார். பிரார்த்தனை செய்வதை தவிர்த்து விட்டு, எங்களிடம் பேசிக்கொண்டிருந்து மேற்கொண்டு நேரத்தை வீணாக்க அவர் விரும்பவில்லை.

நாங்கள் அவரது பேச்சை (இறுதிநேரம் நெருங்கியது என்பதை) ஆட்சேபித்தோம். ஆனால் அவர் எங்களுடைய ஆட்சேபனையை புறக்கணித்தார். அவர் அமைதியாக படுக்கையில் படுத்து பிரார்த்தனை மணிகளுடன் பிரார்த்தனை செய்தார். நாங்கள் சந்தேகப்படுவதற்கு முன், அவருடைய உதடுகள் அசைவினை நிறுத்தின, அவரது உயிர் விரல்களிலிருந்து ஜெபமாலையை விழுந்தது. ஓர் அமைதியான வெளிறிய தோற்றம் அவர் முகத்தில் பரவியது. அவர் இறந்துவிட்டார் என்பதை நாங்கள் அறிந்தோம்.

பாரம்பரிய வழக்கம் என்பதால் அவரை படுக்கையில் இருந்து தூக்கி தரையில் படுக்கவைத்து ஒரு சிவப்பு சவச்சீலையினால் அவரை மூடினோம். சில மணி நேர தூக்கத்திற்குப் பிறகு நாங்கள் அவருடைய இறுதிச்சடங்குகளுக்கான ஏற்பாடுகளைச் செய்ய அவரை தனியே விட்டு வந்துவிட்டோம். அவரை எடுத்துச் சென்று தகனம் செய்வதற்காக, மாலையில் அவரது அறைக்கு ஓர் ஒழுங்கற்ற தூக்கு படுக்கையுடன் சென்றோம். சூரியன் அவருடைய அறை மற்றும் தாழ்வாரத்தில் பொன்னொளியை சுடராக ஒளிர்ச் செய்து மறையத்தொடங்கியது. முற்றத்தில் பாதிவழியில் நாங்கள் நின்றோம். தாழ்வாரம் முழுவதும் மற்றும் அவருடைய அறையில், அவர் கிடத்தி வைக்கப்பட்டு விறைப்பாக அவரை சிவப்பு சவச்சீலையில் போர்த்தி வைக்கப்பட்டிருந்த அதே இடத்தில், அவரது உடலைச் சுற்றி ஆயிரக்கணக்கான குருவிகள் தரையில் அங்குமிங்கும் சிதறி அமர்ந்திருந்தன. நாங்கள் அப்பறவைகளுக்காக வருந்தினோம். அங்கே கீச்சொலியே இல்லை. என் அம்மா அப்பறவைகளுக்காக சில ரொட்டிகளை கொண்டுவந்தார். அதனை என் பாட்டி செய்வதைப்போல் சிறு துண்டுகளாக்கி அவற்றை அப்பறவைகளுக்கு வீசினார்.

குருவிகள் ரொட்டியை கொஞ்சம் கூட கவனிக்கவில்லை. என் பாட்டியின் பிணத்தை எடுத்துச் சென்றதும், அப்பறவைகள் அமைதியாக பறந்து சென்றுவிட்டன. அடுத்த நாள் காலை துப்புரவு செய்பவர் அந்த ரொட்டித் துண்டுகளை பெருக்கி வாரி குப்பைத் தொட்டியில் போட்டார்.



UNIT - 2 : THE QUEEN OF BOXING - M.C. Mary Kom

குத்துச் சண்டையின் ராணி - எம்.சி. மேரிகோம்

நான் பேங்காக் போட்டியில் சாம்பியன்ஷிப் பெற்ற பிறகு உடனே 48 கிலோ பிரிவில் சர்வதேச குத்துச் சண்டை கழகத்திற்காக, அமெரிக்காவில் உள்ள பென்சில்வேனியாவில் நவம்பர் - டிசம்பர் 2001ல் நடைபெறவிருந்த உலகப் பெண்கள் குத்துச் சண்டை சாம்பியன்ஷிப் போட்டிக்காக தேர்ந்தெடுக்கப்பட்டேன்.

என்னுடைய தந்தையால் என் சிறுபயணத்திற்காக ₹2,000 மட்டுமே சேர்க்க முடிந்தது. நான் வருத்தப்பட்டேன். மேலும் கவலையும் அடைந்தேன். ஏனெனில் அமெரிக்காவில் பொருட்கள் எவ்வளவு மிகுந்த விலையுள்ளதாக இருக்கும் என்று நான் கேள்விப்பட்டிருக்கிறேன். ஆனால் என்னாலும், என் பெற்றோராலும் ஏதும் செய்யமுடியவில்லை. என் நண்பர்களில் ஒருவரான ஆன்லர் என்பவருடன் இந்த பிரச்சினையைப் பற்றிப் பேசினேன். அவர் சில மாணவர்கள் மற்றும் பெரியவர்களை அழைத்துக்கொண்டு, இரண்டு

POEM

UNIT - 1 : ONCE UPON A TIME - Gabriel Okara

முன்னொரு காலத்தில் - கேப்ரியல் ஓக்கார

மகனே, முன்னொரு காலத்தில்

அவர்கள் (சிரிக்கும் போது) இதயபூர்வமாக, மனமார சிரித்தார்கள்,
உணர்வுகளைக் கண்களில் வெளிப்படுத்தி சிரித்தார்கள்.

ஆனால், இப்போது பற்களை மட்டுமே காண்பிக்கிறார்கள், சிரிப்பு என்ற பெயரில்.
அதே நேரத்தில், உற்சாக உணர்வை வெளிப்படுத்தாத அவர்களின் கண்கள்,
என் நிழலுக்குப் பின்னால் எதையோ தேடுகின்றன.

அது ஒரு காலம், உண்மையில்
கை குலுக்குவதென்றால் அவர்கள் இதயபூர்வமாக அதைச் செய்தனர்.
ஆனால், அவையெல்லாம் இப்போது போய்விட்டன, மகனே.

இப்போது அவர்கள் மனப்பூர்வமாக இல்லாமல் வெறுமனே கை குலுக்குகிறார்கள்.
அதே நேரத்தில், அவர்களின் இடது கைகள்
காலியாக உள்ள என் சட்டைப்பைகளில் எதையோ தேடுகின்றன.
(பையில் என்ன உள்ளது என்பதை அறிந்து, ஒருவரின் பொருளாதார வளத்தை மதிப்பிடலாம் என நினைத்தனரோ?)

“உங்கள் சொந்த வீட்டில் இருப்பதாக உணருங்கள்”, “மீண்டும் வாருங்கள்” (என்றெல்லாம்) அவர்கள் சொல்வார்கள். நான் அங்கே
மீண்டும் சென்று, சொந்த வீட்டில் இருப்பதைப் போல உணரலாம்!

ஒரு முறை அல்லது இருமுறை. (அவ்வளவு தான்!)

ஆனால் மூன்றாவது முறை என்பது இருக்காது.

அப்படி 3-வது முறை சென்றால், (என் வருகையைத் தவிர்க்க வேண்டும் என்பதற்காக) அந்த வீட்டின் கதவுகள் மூடியிருப்பதை நான்
காண்பேன்.

ஆகவே, மகனே, நான் பல விஷயங்களைக் கற்றிருக்கிறேன்.

உடை மாற்றிக் கொள்வதுபோல, பல முகமூடிகளை நான் மாற்றி மாற்றி அணிய வேண்டியுள்ளது.

வீட்டிற்கென்று ஒரு முகம், ஆபீஸுக்கு என்று ஒரு முகம், தெருவுக்கு என்று ஒரு முகம், விருந்தளிப்போர் என்று ஒரு முகம், பலவற்றின்
கலவையாக பிரதிபலிக்க ஒரு முகம், என பல முகமூடிகளை அணிந்தாலும், செயற்கையான ஒரு புன்னகையைக் கொண்டிருக்க
வேண்டும், (சுவரில் மாட்டப்பட்ட) ஒரு சித்திரத்தில் காணப்படும் ஒரு புன்னகையைப் போல.

மேலும், நான் இன்னொன்றையும் கற்றுக் கொண்டேன் -

(பற்களை மட்டுமே காண்பித்து) செயற்கையாக சிரிப்பதையும்,

மன ஈடுபாடே இல்லாமல், பிறருடன் கைகுலுக்குவதையும் கற்றுக் கொண்டேன்.

தேவையில்லாத ஒருவர் விடைபெறும்போது, “இவர் இங்கிருந்து ஒழிந்துபோவது நல்லதுதான்”, என நான் நினைத்தாலும்,
“போய் வாருங்கள்” என்று அவருக்குப் பிரியாவிடை கொடுக்கவும் கற்றுக் கொண்டேன்.

ஒருவரைச் சந்திப்பதில் மகிழ்ச்சியே இல்லை என்றாலும்,

“உங்களைச் சந்தித்ததில் மிக்க மகிழ்ச்சி” என்று கூறுவதற்கும்,

ஒருவரது உரையாடலில் அலுப்பும், சலிப்பும் ஏற்பட்டாலும்,

“உங்களுடன் பேசிக் கொண்டிருந்தது நயமாகவும், சுவாரஸ்யமாகவும் இருந்தது”, என பொய்யாகக் கூறுவதற்கும் கற்றுக் கொண்டேன்.

ஆனால், என்னை நம்பு, மகனே,

நான் உன்னைப்போல இளவயதில் இருந்தபோது, நேர்மையான, உண்மையுள்ளவனாக இருக்க வேண்டும் என்றே விரும்பினேன்

என் உண்மையான உணர்வுகளை வெளிப்படுத்த முடியாதவாறு என்னை அடக்கி ஆள்கிற

விஷயங்களிலிருந்து இப்போதாவது நான் விடுபட விரும்புகிறேன்.

எல்லாவற்றுக்கும் மேலாக, எப்படி சிரிக்க வேண்டும் என நான் மீண்டும் கற்க விரும்புகிறேன். ஏனெனில், போலித்தனமான இப்போதைய
எனது சிரிப்பை நான் கண்ணாடியில் காணும்போது, ஒரு பாம்பின் நச்சுப் பற்களைப் போலவே எனது பற்கள் காட்சியளிக்கின்றன.

ஆகவே, மகனே, எப்படி சிரிக்க வேண்டும் என எனக்கு காண்பி.

முன்னொரு காலத்தில் நான் உன்னைப்போல இருந்தபோது

நான் எப்படி, சிரித்தபடியும் புன்னகைத்தபடியும், இருந்தேனோ,

அதுபோல எனக்குக் காண்பித்துக் கொடு, மகனே.



UNIT - 2 : CONFESSIONS OF A BORN SPECTATOR - Ogden Nash

பார்வையாளராகவே பிறந்த ஒருவரின் ஒப்புதல் வாக்குமூலம் - ஓக்டன் நாஸ்

ஒரு குழந்தை வளர்ந்து, குதிரைப் பந்தயத்தில் குதிரை ஓட்டும் பணியாளாக ஆகலாம்.

மற்றொருவர் கூடைப்பந்து அல்லது ஹாக்கி விளையாடலாம்,

குத்துச் சண்டை போட்டி நடக்கிற, சுற்றுப் பகுதிக்குள் நுழைவதையே ஒருவர் வெறுக்கலாம்.

இன்னொருவர் ஒரு கால்பந்தாட்ட போட்டியில் விளையாடுபவராகவோ, நடுவராகவோ ஆகலாம்.

நான் அவர்களைப் போல ஒரு விளையாட்டு வீரரோ, தடகளவீரரோ அல்ல. அவர்களும் என்னைப் போல இல்லை என்பதால், நான் மகிழ்ச்சியடைகிறேன்.

கேளிக்கைக்காகவோ, ஒரு பணியின் நிமித்தம் காரணமாகவோ, வியர்வை சிந்தும் தடகள வீரர்களை நான், என் முழுமனதோடு போற்றுகிறேன்.

கவனத்தை ஈர்க்கிற ஆடைகளை அணிந்து, விளையாட்டு மைதானத்தில், போட்டிகளில் பங்கேற்கும் போது, முரட்டுத் தனமாக, ஆரவாரத்துடன் விளையாடி, ஒருவருக்கொருவர் காயப்படுத்திக் கொள்ளலாம்.

எனது பலவீனம் மற்றும் வெட்கம், தயக்கம் கலந்த மனநிலை, மற்ற மனிதர்களின் வீர தீர செயல்களுக்கு ஊக்கம் தரக் கூடியதாக இருக்கும்.

இப்போது 'A' என்னும் வீரர், வெற்றி பெற, 90 கெஜ தூரம் ஓடுகிறார். 'B' என்னும் வீரர், வெற்றியாளரைத் தரையில் தள்ளி அவரது முதுகெலும்பு உட்பட சில எலும்புகளை உடையும்படி செய்துவிடுகிறார்.

தனது பெரிய, வலுவான குதிரையை, தடகள கோட்டின் குறுக்கே செல்லும்போது, சவுக்கால் விளாசுகிறார், அந்தக் குதிரையோட்டி.

தடகள வீரர்களில் ஒருவரது பதவியை, (கவிஞர் என்ற எனது பதவியுடன்) பரிமாற்றம் செய்து கொண்டால், எனது "ஈகோ" (என்னைப் பற்றி நானே உயர்வாக நினைத்துக் கொள்ளும் குணம்) மகிழ்ச்சியடையும் என நீங்கள் நினைப்பீர்கள்.

எனது ஈகோ, போதுமான அளவுக்கு சந்தோஷப்படலாம். ஆனால், பேரார்வம் மிக்க தடகள வீரர்கள் முரட்டுத்தனமாக விளையாடுகிறார்கள்.

அவர்கள் மற்றவர்களின் உணர்வுகளை கருத்தில் கொள்வதில்லை, இது தொடர்பான எவ்வித உடன்பாடுகளையும் அவர்கள் செய்து கொள்வதில்லை.

'அறிவு'க்கும், 'நான் என்ற அகங்கார'த்திற்கும் இடையே எனது போராட்டம் தொடங்கி, முடிவில் அறிவு வெற்றி பெற்றது என்பதில் எனக்கு மகிழ்ச்சியே.

தடகள வீரரின் வீங்கிப் போன கண், தனது கையில் சுளுக்கு ஏற்பட்ட முஷ்டியைப் பார்க்கும் போதும், அவரது முழங்காலில் அடிபட்டு எலும்பு உடைந்த போதும், கையில் மணிக்கட்டுப் பகுதியில் முறிவு ஏற்பட்ட போதும்,

தடகள வீரரின் முதலுதவி சிசிச்சைக்காக அங்கு யாராவது ஒரு டாக்டர் இருக்கிறாரா என விளையாட்டுத்துறை அதிகாரிகள் கேட்டபோதும்,

தடகள வீரரின் எளிமையான உடலுக்காக, எனது ஆத்மா உண்மையான நன்றி உணர்வுடன், பரிந்து பேசுகிறது.

"தடகள வீரர்களே, நான் உங்களுடன் போட்டியிடுவதைத் தவிர, வேறு எதையும் செய்வேன். உங்களுடன் சேர்ந்து குடிக்கவும், உணவு அருந்தவும் செய்வேன்."

விளையாட்டு மைதானத்தில் நீங்கள் ஓடுவதையும், குதிப்பதையும் காண, ரேடியம் என்ற தனிமத்தின் மதிப்பு அளவுக்கு நுழைவுச் சீட்டுக்களை வாங்குவேன்.

மீண்டும் எனக்கு நானே ஆறுதல் சொல்லிக் கொள்கிறேன்-

நீங்கள் என்னைப் போல ஒரு கவிஞர் அல்ல, நானும் உங்களைப் போல ஒரு விளையாட்டு வீரர் அல்ல.



UNIT - 3 : LINES WRITTEN IN THE EARLY SPRING - William Wordsworth

வசந்த காலத்தின் ஆரம்பத்தில் எழுதப்பட்ட வரிகள் - வில்லியம் வேர்ஸ்வொர்த்

மரங்கள் அடர்ந்த ஒரு சோலையில், நான் சாய்ந்து உட்கார்ந்து ஓய்வெடுத்துக் கொண்டிருந்தபோது, இயற்கை எழுப்பிய, ஆயிரக்கணக்கான இசைக் கலவைகளின் ஒலியைக் கேட்டேன்.

அந்த இனிமையான மனநிலையில், மனதிற்கு உகந்த எண்ணங்கள் தோன்றின. கூடவே, அவை சோகமான எண்ணங்களையும் மனதிற்குக் கொண்டு வந்தன.

தனது அழகான படைப்புகளுடன் மனிதரின் ஆத்மாவை இயற்கை இணைத்துள்ளது என்ற எண்ணம் என்னுள் ஓடியது.

SUPPLEMENTARY

UNIT - 1 : AFTER TWENTY YEARS - O. Henry

சூரபது ஆண்டுக்களுக்குப் பிறகு - ஓ. ஹென்றி

ரோந்துப் பணியிலிருந்த ஒரு காவல்காரர், அவரது கண்காணிப்புக்கு உட்பட்ட (beat) பகுதியில் ஓர் அகலமான தெருவில் (avenue) அழகாக (impressively) நடந்து சென்றார். அந்த அழகு வழக்கமானது தான் (habitual). அது ஏதோ ஒரு நிகழ்ச்சிக்கானது (show) அல்ல. ஏனெனில் பார்வையாளர்கள் (spectators) சிலரே இருந்தனர். அப்போது நேரம் இரவு 10 மணி. குளிர் காற்று வீசத் தொடங்கியது. மழை வரும் போல இருந்தது. அந்த சூழல் அந்தத் தெருக்களில் மக்கள் நடமாட்டத்தை கிட்டத்தட்ட (nigh) குறைத்துவிட்டது.

கையில் வைத்திருந்த தடியை (club) சுழற்றிய படியே (twirling) அவர் அங்குள்ள கதவுகளை கவனித்தபடி சென்றார். அவரது வலுவான உடலும் (stalwart), அவரது நம்பிக்கையான ஒரு நடையும் (swagger), அவரை அமைதியின் காவலராக சித்தரித்தது. அந்த சுற்றுவிட்டாரத்தில் (vicinity) அந்த நேரத்தில் மக்கள் நடமாட்டம் குறைவாகவே இருக்கும். இரவு உணவு விடுதி அல்லது சுருட்டு (cigar) விற்பனைக் கடை ஆகியவற்றின் விளக்கு வெளிச்சத்தை எப்போதாவது நீங்கள் காணலாம். அங்கு பெரும்பான்மையாக இருந்த வணிக நிறுவனங்களின் கதவுகள் மூடிக் கிடந்தன.

அங்கிருந்த ஒரு பகுதியின் மையத்தை காவலர் நெருங்கியபோது, திடீரென தனது நடையின் வேகத்தைக் குறைத்தார். ஒரு வன்பொருள் (hardware) கடையின் கதவுக்கு அருகில், இருட்டான இடத்தில், ஒருவன் சாய்ந்து நின்று கொண்டிருந்தான். பற்றவைக்கப்படாத ஒரு சுருட்டு (cigar) அவன் வாயில் இருந்தது. காவலர் அவனை நெருங்கியதும் அவன் வேகமாகப் பேசினான்.

காவலர் தன்னை சந்தேகப்படுவதை குறைக்கும் வகையில் (reassuringly) அவன் பேசினான். “ஒரு நண்பனுக்காக நான் காத்திருக்கிறேன். 20 ஆண்டுகளுக்கு முன் தீர்மானிக்கப்பட்ட சந்திப்பு இது. கேட்பதற்கே வேடிக்கையாக இருக்கிறது, இல்லையா? இன்னும் சற்று விளக்கமாகக் கூறினால் உங்களுக்குப் புரியும். இப்போது இந்தக் கடை இருந்த இடத்தில் பல ஆண்டுகளுக்கு முன் ஓர் உணவகம் (restaurant) இருந்தது. அதன் பெயர் ‘பிக் ஜோ ப்ராடி’ஸ் ரெஸ்ட்டாரண்ட்”, என்றான் அவன்.

“5 வருடங்களுக்கு முன்பு வரை அது இருந்தது. அப்புறம் அது இடிக்கப்பட்டுவிட்டது”, என்றார் காவலர்.

அந்த மனிதன் ஒரு தீக்குச்சியை உரைத்து (struck) சுருட்டைப் பற்ற வைத்துக் கொண்டான். அப்போது ஏற்பட்ட வெளிச்சம் அவன் முகத்தை அடையாளம் காட்டியது. வெளிரிய (pale), சதுரமான தாடை (square jawed) கொண்ட முகம். கூரிய (keen) கண்கள். வலது புருவத்தின் அருகில் சிறிய வெள்ளை தழுப்பு (scar). அவனது கழுத்துப் பட்டை (scraf)=இல் இருந்த கிளிப் (pin)-இல் ஒரு பெரிய வைரக்கல் பதிக்கப்பட்டிருந்தது (set).

“20 ஆண்டுகளுக்கு முன், இதே மாதிரியான ஓர் இரவில், இங்கிருந்த ‘பிக் ஜோ ப்ராடிஸில்’ என் நண்பனுடன் சாப்பிட்டுக் கொண்டிருந்தேன். என் நெருங்கிய நண்பன் (chum) அவன். இந்த உலகிலேயே சிறந்த மனிதன் அவன்தான் என்பேன். அவன் பெயர் ஜிம்மி வெல்ஸ்.நானும் அவனும், இரண்டு சகோதரர்கள் போல, இதே நியூயார்க்களில் ஒன்றாக வளர்ந்தோம். எனக்கு அப்போது 18 வயது, ஜிம்மிக்கு 20. அடுத்த நாள் காலை, நிறைய பணம் சம்பாதிப்பதற்காக (to make my fortune), நான் மேற்கத்திய பகுதிக்குச் செல்ல வேண்டியிருந்தது. ஜிம்மியை நியூயார்க் நகரை விட்டு வெளியே கொண்டுவர முடியாது! இந்த பூமியிலேயே இது தான் ஒரே இடம் என்ற நினைப்பில் இருந்தான் அவன். அந்த இரவில் நாங்கள் தீர்மானித்தோம் - 20 ஆண்டுகளுக்குப் பிறகு, இதே தேதியில், இதே நேரத்தில் மீண்டும் நாம் சந்திக்க வேண்டும் என்று. எங்கள் நிலைமை எப்படி இருந்தாலும், எவ்வளவு தொலைவில் நாங்கள் இருந்தாலும், அது பற்றி கவலையில்லை. இந்த 20 ஆண்டுகளில் எங்கள் விதி (destiny) எங்கள் வாழ்வில் எப்படியெல்லாம் வேலை செய்தது (worked out), நாங்கள் எவ்வளவு சம்பாதித்தோம் என்றெல்லாம் பேச, சரியாக இங்கு வந்துவிட வேண்டும் என்பது தான் எங்கள் நோக்கமாக இருந்தது.”

“கேட்பதற்கே சுவாரஸ்யமாக (interesting) இருக்கிறது” என்றார் அந்தக் காவலர். “இரண்டு சந்திப்புகளுக்கு இடையில் இது நீண்ட கால இடைவெளி என்றே எனக்குத் தோன்றுகிறது. இங்கிருந்து சென்ற பிறகு, உங்கள் நண்பரைப் பற்றி நீங்கள் எதுவும் கேள்விப்படவில்லையா?”

“கொஞ்ச காலத்துக்கு நாங்கள் கடிதப் போக்குவரத்துக் கொண்டிருந்தோம். ஆனால், ஓரிரு ஆண்டுகளுக்குப் பிறகு, அது தொடராமல் போய்விட்டது. மேற்குப் பகுதி என்பது ஒரு பெரிய அமைப்பு (proposition). ஓய்வே இல்லாமல் பரபரப்பாக (hustling) எப்போதும் செயல்பட்டுக் கொண்டே இருக்க வேண்டும். ஜிம்மி மட்டும் உயிரோடிருந்தால், நிச்சயமாக இங்கு வந்து என்னைச் சந்திப்பான். ஏனெனில், அவன் எப்போதுமே இந்த உலகிலேயே உண்மையான (truest), உறுதியான, நம்பிக்கை நிறைந்த (staunchest) நண்பன். அவன் ஒரு போதும் மறக்க மாட்டான். ஆயிரம் மைல்களைத் தாண்டி வந்து இந்த இரவில் இந்தக் கதவுக்கு அருகில் நிற்கிறேன். என் நண்பன் வந்தால் அது பயனுள்ளதாக இருக்கும்,” என்றான் அவன்.

காத்திருந்த மனிதன், ஒரு கடிக்காரத்தை வெளியே எடுத்து, நேரத்தைப் பார்த்தான். கடிக்காரத்தின் மேல் மூடியில் சிறிய வைர கற்கள் பதிக்கப்பட்டிருந்தன.

“10 மணியாவதற்கு இன்னும் 3 நிமிடங்கள் உள்ளன” என்றான் அவன். “மிகச் சரியாக 10 மணிக்குத்தான் இந்த உணவக கதவிலிருந்து நாங்கள் அன்று வெளியேறினோம்.”

“மேற்குப் பகுதி உங்களுக்கு வசதியாக இருந்ததா?”. என்று கேட்டார் அந்தக் காவலர்.

“ஆம். நிச்சயமாக (you bet). ஜிம்மியும் கடினமாகவும், சீராகவும் உழைக்கக் கூடியவன் (plodder). அவன் ஒரு நல்ல மனிதன் (good fellow). நான் அங்கே பொருள் ஈட்டுவதற்கு, சில அறிவார்ந்த மக்களுடன் (wits) போட்டி போட வேண்டியிருந்தது. ஆனால், இங்கே, நியூயார்க்கில் ஒரு மனிதன் என்றுமே மாறாத, மந்தமான வழக்கங்களில் (groove) இருந்து விடுகிறான். மேற்குப் பகுதியோ ஒருவனை கூர்மையான விவேகத்தில் (razor-edge) ஆழ்த்திவிடுகிறது”, என்றான் அவன்.

காவலர், தனது கையிலிருந்த தடியை சுழற்றியபடியே, ஓரிரு அடிகள் நடந்தார்.

“நான் எனது பணியைத் தொடர வேண்டும். உங்கள் நண்பர் வருவார் என நம்புகிறேன். சரியாக அந்த நேரத்திற்கு அவர் வரவில்லையெனில், நீங்கள் சென்றுவிடுவீர்களா?”

“இல்லை. இன்னும் ஓர் அரை மணி நேரம் கூடுதலாக இங்கு காத்திருப்பேன். ஜிம்மி உயிரோடிருந்தால் அவன் சரியான நேரத்திற்கு வந்துவிடுவான். போய் வாருங்கள் (so long), ஆபீஸர்!”, என்று காவலருக்கு விடை கொடுத்தான் அவன்.

காவலரும் அவனுக்கு இரவு வணக்கம் கூறி விட்டு, தன் பணியைத் தொடர்ச் சென்று விட்டார்.

Question Paper Contents as per Govt. Model Paper

PART - I (MCQ Type Questions)

Q. No. 1 to 20

1 Mark Questions

20 × 1 = 20

Part I : 20 MCQ type questions.

1 to 3 : Synonyms

3 × 1 = 3

4 to 6 : Antonyms

3 × 1 = 3

7 to 20 : Vocabulary & Grammar

14 × 1 = 14

All the 20 questions are to be answered.

7. Clipped Words
8. Unclipped Words
9. Right Definition of a term
10. Idioms
11. Foreign Words
12. Compound Words
13. Prefix
14. Suffix
15. Expanded form of Abbreviations / Acronym
16. Syllabification
17. Phrasal Verb
18. Appropriate Phrases
19. Question Tag
20. Modal / Semi-Modal Verbs

Additional Topics :

- i. Blended Words
- ii. American English - British English Word
- iii. Prepositions
- iv. Link Words / Conjunctions
- v. Relative Pronouns
- vi. Substitute Words / Phrases with Polite Alternatives
- vii. Singular and Plural Form
- viii. Sentence Pattern
- ix. Homophones / Confusables
- x. Tenses
- xi. Determiners

Q. No. 1 to 3 : Synonyms

(Textbook Page No. : 4, 5, 38, 70, 108, 142, 170, 171)

A word or phrase that means exactly or nearly the same as another word or phrase is called synonym.

கொடுக்கப்பட்டுள்ள ஒரு வாக்கியத்தில் அடிக்கோடு இடப்பட்டுள்ள வார்த்தைக்கு இணையான அதே அர்த்தமுள்ள வார்த்தையை, கீழே உள்ள Options-களிலிருந்து தேர்ந்தெடுத்து எழுதவேண்டும்.

நமது இதே Guide-இல் Prose பகுதியில், ஒவ்வொரு பாடத்திற்குமான Synonyms அட்டவணையில் தரப்பட்டுள்ள வார்த்தைகளை நீங்கள் படித்துக் கொள்ளுங்கள். இவற்றிலிருந்து கேட்கப்படும் 3 வினாக்களுக்கு விடையளிக்க இது சுலபமாக இருக்கும்.

விடையை எழுதும் போது, (d) என்பது சரியான விடை என்றால், (d) என்று எழுதி, குறிப்பிட்ட விடையையும் சேர்த்து எழுத வேண்டும். (எ.கா.) (d) wrinkled.

GOVT. MODEL QUESTIONS - 2019

Choose the correct synonyms for the underlined words from the options given.

1. Her silver locks were scattered untidily over her pale, puckered face.....
(a) graceful (b) fresh (c) smoothed (d) wrinkled [Ans] (d) wrinkled
2. It is the efficiency rather than the inefficiency of human memory that compels my wonder.
(a) irritation (b) inability (c) inferiority (d) ability [Ans] (d) ability
3. we have to re-call the struggles of the past and realize the perils and possibilities.....
(a) safeties (b) dangers (c) securities (d) certainty [Ans] (b) dangers

GEQ GOVERNMENT EXAM QUESTIONS

1. She **hobbled** about the house in spotless white. **UNIT - 1** (QY. 18)
 (a) limped (b) crept (c) walk unsteadily (d) strolling [Ans] (c) walk unsteadily
2. The common link of friendship was **snapped**. **UNIT - 1** (HY. 18, Sep. 21)
 (a) cut (b) formed (c) photographed (d) broken [Ans] (a) cut
3. She thumped the sagging skins of the **dilapidated** drum. **UNIT - 1** (June 19)
 (a) preserved (b) repaired (c) damaged (d) costly [Ans] (c) damaged
4. She sat by her wheel spinning and **reciting** prayers. **UNIT - 1** (QY. 19)
 (a) memorizing (b) murmuring (c) chanting (d) teaching [Ans] (c) chanting
5. we treated it like the **fables** of the prophets she used to tell us. **UNIT - 1** (March 20)
 (a) tales (b) theories (c) sayings (d) experiences [Ans] (a) tales
6. A peaceful **pallor** spread on her face. **UNIT - 1** (Sep. 20)
 (a) devotion (b) appearance (c) results (d) stress [Ans] (b) appearance
7. The greatest disadvantage for me was my loss of **appetite**. **UNIT - 2** (March 19)
 (a) hope (b) memory (c) alertness (d) hunger [Ans] (d) hunger
8. I ate enough to **sate** my appetite. **UNIT - 2** (QY. 19)
 (a) suppress (b) quench (c) increase (d) satisfy [Ans] (d) satisfy
9. I am always **reluctant** to trust a departing visitor to post an important letter. **UNIT - 3**
 (a) ready (b) unwilling (c) eager (d) anxious (HY. 18) [Ans] (b) unwilling
 (a) insensitive (b) interested (c) unwilling (d) forgetful (June 19) [Ans] (c) unwilling
 (a) uninterested (b) unwilling (c) forced (d) persuaded (Sep. 20) [Ans] (b) unwilling
10. I am no great **delinquent** in such matters. **UNIT - 3** (QY. 19)
 (a) creator (b) offender (c) guardian (d) halfwit [Ans] (b) offender
11. that we regard a man who does not possess it as **eccentric**. **UNIT - 3** (March 19)
 (a) modern (b) weary (c) normal (d) weird [Ans] (d) weird
12. Memories prevent them from remembering to do such small **prosaic** things... **UNIT - 3** (QY. 19)
 (a) mean (b) cheap (c) dull (d) stale [Ans] (c) dull
13. either he has a memory like a sieve or is an **audacious** perverter of the truth. **UNIT - 3** (March 20)
 (a) great (b) bold (c) strong (d) perfect [Ans] (b) bold
14. I would have taken fifty **farthings**. **UNIT - 4** (Sep. 21)
 (a) Sticks (b) Paisa (c) Guineas (d) Lashes [Ans] (b) Paisa
15. a continuous stream of men and women **endowed** with the spirit of service. **UNIT - 5** (HY. 18)
 (a) deprived (b) feeble (c) gifted (d) divested [Ans] (c) gifted
16. and I do claim to represent him in all his **ruggedness**. **UNIT - 5** (March 19)
 (a) toughness (b) weakness (c) brightness (d) seriousness [Ans] (a) toughness
17. The role of the University today is not **cloistered** **UNIT - 5** (June 19)
 (a) flexible (b) restricted (c) determined (d) challenging [Ans] (b) restricted
18. Unless you **replenish** it richly, coming generations will find only an empty coffer. **UNIT - 5** (HY. 19)
 (a) refill (b) decorate (c) reshuffle (d) overhaul [Ans] (a) refill
19. I shall only **reiterate** some of the cardinal principles. **UNIT - 5** (March 20)
 (a) accept (b) express (c) repeat (d) adopt [Ans] (c) repeat
20. We should also realize that a continuous stream of men and women **endowed** with the spirit of service. **UNIT - 5** (Sep. 21)
 (a) gifted (b) educated (c) trained (d) developed [Ans] (a) gifted
21. - not anger or **exasperation**, but just simple wonder. **UNIT - 6** (Sep. 20)
 (a) amusement (b) nervousness (c) irritation (d) surprise [Ans] (c) irritation