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## **PREFACE**

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**MEMORY POEM**

**Stopping by woods on a  
snowy evening**

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

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

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

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

**-Robert Frost**



**On killing a Tree**

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

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

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

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

**-Gieve Patel**

### The river

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

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

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

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

**-Caroline Ann Bowles**



**The Comet**

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

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

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

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

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

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

**-Norman Little ford**

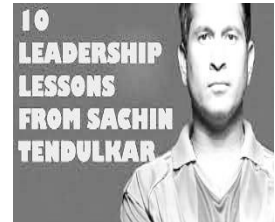
**UNIT  
1**
**Prose**
**LEARNING THE GAME**
**வினையாட்டை கற்றல்**
**- Sachin Tendulkar**
**ABOUT THE AUTHOR**

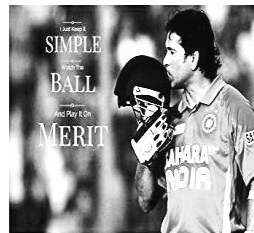
Sachin Ramesh Tendulkar was born on 24th April 1973 in Mumbai, Maharashtra. He was a former Indian cricketer and captain widely regarded as one of the greatest cricketers of all time. He made an impact in cricket from a very early age, displaying a prodigious talent. The world famous cricketer has set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


**PICTURES RELATED TO THE LESSON**

**Tendulkar at field**

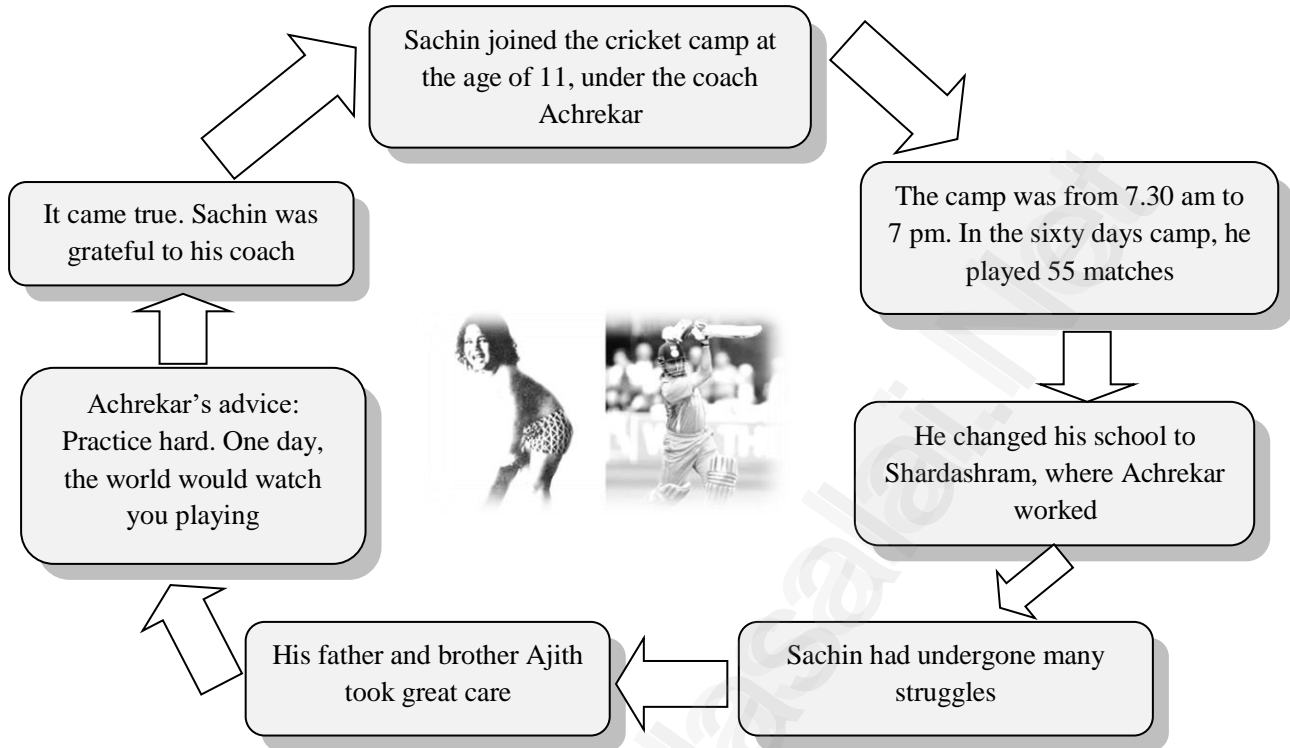
**Tendulkar shares his  
experience**

**Tendulkar pondering  
over the game**

**Leadership qualities**

**Shares his secret of  
success**

**Virtues of true  
sportsmanship**

**Tendulkar with his  
Guru**

**MIND MAP**



**PICTORIAL DESCRIPTION**



### பாடச்சுருக்கம்

- ❖ இப்பாடம் டெண்டூல்கரின் "என்னுடைய நடையில் அதை விளையாடுதல்" என்ற சுயசரிதை-யிலிருந்து எடுக்கப்பட்டுள்ளது. இப்பாடத்தில் அவரது கிரிக்கெட் ஆர்வம், அச்சுரேகரிடன் பயிற்சி வகுப்பில் சேர அவருடைய சகோதரர் அஜித்தின் உதவி, அச்சுரேகர் அவருக்குக் கொடுத்த கடினமான பயிற்சி, சிறப்புக் கவனம், டெண்டூல்கரின் ஈடுபாடு, அவருடைய பெற்றோர்களின் முழு ஒத்துழைப்பு போன்றவை தெளிவாக விவரிக்கப்பட்டுள்ளன.

### TEXT TRANSLATION

LEARNING THE GAME	விளையாட்டை கற்றல்
<p>From a very early age, I played tennis-ball cricket with my colony friends. I loved watching cricket on television and in our games, I often tried to emulate the mannerisms of my favourite players, Sunil Gavaskar and the West Indian legend Viv Richards. But it wasn't just the batsmen that I studied. I also loved bowling. Throughout my career, I have actually bowled a lot in the nets.</p>	<p>எனது சிறுவயதில், நான் எனது தெருவில் வசிக்கும் நண்பர்களுடன், டென்னிஸ் பந்தில் கிரிக்கெட் விளையாடுவேன். கிரிக்கெட்டை தொலைக்காட்சியில் விரும்பி பார்ப்பேன். மேலும், நாங்கள் விளையாடும்பொழுது, எனக்கு பிடித்த வீரர்களாகிய சுனில் கவாஸ்கர் மற்றும் விவியன்ரிச்சட்ஸ் ஆகியோரின் பாணியை பின்பற்றுவேன். ஆனால், நான் பந்து அடிக்கும் மட்டையை பிடிப்பவரை மட்டும் பார்க்கமாட்டேன். எனக்கு பந்து வீசுவதும் பிடிக்கும். எனது பயிற்சி காலங்களில், நான் அதிக தடவை வலைக்குள் மட்டுமே பந்து வீசியிருக்கிறேன்.</p>
<p>I was then studying in the New English School, Mumbai. But my brother Ajit knew that compared to other schools in Mumbai, Shardashram Vidhyamandir where Ramakant Achrekar Sir was the cricket coach, gave due importance to the game of cricket. He ran summer camps too. Ajit, one day, took me to the camp to get trained under Sir. Anyone could come for a trial at the camp; but then, it was up to Sir to decide who to accept. I was eleven years old then. Achrekar Sir, as I refer to him, started playing cricket at the age of eleven in 1943, which is the age I was when I went to him for the first time. I had never batted in the nets before and felt somewhat overawed with so many people around. When I was asked to bat, I was not at all comfortable. With Sir watching me so closely, I failed to make an impact.</p>	<p>நான் மும்பையில் உள்ள புது ஆங்கிலப் பள்ளியில் படித்தேன். ஆனால் எனது சகோதரன் அஜித், என்னை சாரதா ஆஷ்ரம் வித்யாமந்திர என்ற பள்ளிக்கு அழைத்து சென்றார். ஏனென்றால், அங்கேதான் கிரிக்கெட்டிற்கு முக்கியத்துவம் தரும் பயிற்சியாளர் ராமகான்ட் ஆச்சுரேக்கர் பணிபுரிகின்றார். அவர் கோடைகால பயிற்சி வகுப்பும் நடத்தி வந்தார். ஒரு நாள், அஜித் என்ன அந்த பயிற்சியாளரிடம் பயிற்சி பெற வேண்டும் என்று அழைத்து சென்றார். யார் வேண்டுமானாலும் பயிற்சி வகுப்பிற்கு வரலாம். ஆனால் பயிற்சி வகுப்பிற்கு தகுதியானவர்களை, அவரே தோந்தெடுப்பார். எனக்கு அப்பொழுது பதினொன்று வயது. ஆச்சுரேக்கர் சாரும் தனது பதினொன்றாம் வயதில் 1943 ம் ஆண்டு விளையாடத் தொடங்கினார். என்னை மட்டை பிடித்து விளையாட அழைத்த பொழுது நான் சௌகரியமானதாக கருதவில்லை. என்னை எனது குரு கூர்ந்து கவனித்த பொழுது நான் அவரது கவனத்தை ஈர்க்க தவறி விட்டேன்.</p>
<p>Sir called Ajit aside and informed him that I was perhaps too young to make the camp and suggested that he should</p>	<p>சார், அஜித்தை கூப்பிட்டு எனக்கு வயது குறைவாக இருக்கிறது என்றும், என்னை இன்னும் சில வருடம்</p>



<p>bring me back when I was a little older. My induction into the Mumbai cricket circuit could have ended in failure – but for Ajit’s insistence. Having seen me play in the colony, Ajit knew I was capable of performing far better than I had done in front of Achrekar Sir. He explained that I was nervous and asked Sir to give me one more opportunity. However, he suggested that while doing so, Sir should pretend to go away and then watch from a distance. Sir agreed. Before long, I was asked to bat again and, without Sir’s trained eyes scrutinizing me – or so I thought, I felt more at ease and soon started to hit the ball well. This time, Sir agreed to let me join the camp. I was delighted and I must say it was an opportunity that transformed my life.</p>	<p>கழித்து அழைத்து வரும்படியும் கூறினார். எனது மும்பை கிரிக்கெட் வாழ்க்கை தோல்வியில் முடிந்தது என நான் நினைத்தேன். ஆனால், அஜித்தின் வற்புறுத்தலால், அவ்வாறு முடியவில்லை. அஜித் ஆக்ரேக்கர் சாரிடம், நான் இங்கே விளையாடியதை விட தெருவில் நன்றாக விளையாடுவேன் என்று கூறினான். நான் பயந்து விட்டேன் என்று கூறி எனக்கு மற்றொரு வாய்ப்பு தரும்படி கேட்டுக் கொண்டான். மேலும், நான் விளையாடும் பொழுது சாரை தூரத்தில் இருந்து பார்க்கும்படி கூறினான். சாரும் ஏற்றுக்கொண்டார். சார் தூரத்தில் சென்றபின், நான் மிகவும் சலபமாக விளையாடினேன். இந்த முறை, சார் என்னை பயிற்சி களத்தில் சேர்த்துக்கொண்டார். எனக்கு மிகவும் சந்தோஷமாக இருந்தது. இதுதான் எனது வாழ்க்கையை மாற்றும் வாய்ப்பாக அமைந்தது.</p>
<p>The camp involved a session every morning and evening at Shivaji Park. I would practice between 7.30 am and 10.30 am in the morning. Then I’d come back in the afternoon and practice till late evening. The schedule was rigorous and I would be exhausted by the end of the day. Travelling to Shivaji Park took forty minutes from my house in Bandra and I had to catch an early morning bus to make it on time. For the first few days, Ajit accompanied me, to get me used to the routine. During the bus journeys, he would talk to me about the nuances of batting, and I always enjoyed these conversations a lot. In fact, the one thing that I have kept with me all my career is a note that Ajit gave me containing some thoughts about batting. It served as a very personal coaching manual.</p>	<p>இந்த பயிற்சிக் காலம் தினமும் காலையும், மாலையும் சிவாஜி பூங்காவில் நடைபெற்றது. காலையில் 7.30 மணிமுதல் 10.30 மணி வரை பயிற்சி செய்வேன். மதியம் வீட்டிற்கு வந்து, பிறகு மாலைவேளை பயிற்சிக்கு செல்வேன். இந்த பயிற்சி காலம் கடுமையாக இருந்தது. நான், தினமும் இரவில் சோர்ந்து விடுவேன். பந்திராவில் உள்ள எனது வீட்டில் இருந்து சிவாஜி பூங்கா செல்ல நாற்பது நிமிடம் ஆகும். நான் சரியான நேரத்திற்கு செல்ல விடியற்காலையில் ஒரு பேருந்தை பிடிக்க வேண்டும். முதலில், சில நாள் அஜித் என்னுடன் வந்தான். இவ்வாறு பேருந்தில் இருவரும் பயணம் செய்யும்பொழுது, மட்டையை பிடித்து விளையாடும் நுணுக்கங்களை பற்றி பேசிக்கொண்டிருப்பான். இந்த உரையாடல் எனக்கு மிகவும் பிடிக்கும். உண்மையில் என் வாழ்நாள் முழுவதும், அஜித் சொன்ன தகவல்களை பின்பற்றிக்கொண்டு இருக்கிறேன். அவன் வார்த்தைகள் எனக்கு ஒரு சொந்த கையேடாக இருந்தது.</p>
<p>As a child, I had only one set of cricket clothes and the routine was to wash them as soon as I’d returned from the morning session. While I had my lunch, the clothes would dry out in the sun and I would wear them again in the afternoon. The pattern was repeated in the evening so that I could use the same set of clothes the following morning. The system worked well – apart from my pockets. There was never quite enough time for the pockets to dry out completely, and for the entire duration of the camp I played with wet pockets. By the middle of the summer camp, Sir had started taking an active interest in my batting and at the end of the two months, informed Ajit</p>	<p>எனது சிறுவயதில், என்னிடம் ஒரே ஒரு கிரிக்கெட் உடை இருந்தது. நான் காலையில் பயிற்சியை முடித்து வந்தவுடன், உடையை துவைத்து விடுவேன். நான் சாப்பிட்டு முடிக்கும் பொழுது, எனது உடை சூரிய வெளிச்சத்தில் காய்ந்துவிடும். பின்னர் அதை நான் உடுத்திக் கொள்வேன். மாலை வேளை பயிற்சி முடிந்தவுடன், இதே வேலை தொடரும். இந்த முறை நன்றாக இருந்தது. எனக்கு சட்டைப் பையை தவிர, சட்டைப்பை காய்வதற்கு நேரம் பத்தவில்லை. ஆகையால், நான் ஈரமான சட்டைப்பையுடன் விளையாண்டேன். இந்த கோடைகால பயிற்சி வகுப்பில், சில நாள்களில், சார் எனது மட்டையை அடிக்கும் திறமையில் ஆர்வம் கொண்டார். அஜித்திடம், நான்</p>

<p>that I had the potential to be a good cricketer if I practiced all year round. However, my school – the New English School in Bandra – did not have cricket facilities and Sir was keen for me to change schools if I wanted to pursue cricket seriously.</p>	<p>எல்லா நாளும் பயிற்சி செய்தால், சிறந்த கிரிக்கெட் விளையாடுபவராக மாறுவேன் என்றார். ஆனால், எனது பந்ராவில் உள்ள பள்ளியில் அந்த வசதி இல்லை. நான் கிரிக்கெட் உண்மையாக நேசித்ததால், சார் என்னை பள்ளிக்கூடம் மாற்றுவதில் தீவிரமாக இருந்தார்.</p>
<p>One evening, Sir called my father and put forward his suggestion. Ajit was in the room with my father at the time and they both accepted that it was necessary if cricket was to be my priority. My father sat me down and explained that while he did not have any objections to my changing schools, I should do so only if I was really serious about playing cricket. I assured him I was, and so it was agreed that I should move to Shardashram Vidhyamandir, where Achrekar Sir was the cricket coach. All my excess energies were getting channelled into cricket, which acted as a kind of safety valve. My father always said that all he wanted me to do was give it my best effort without worrying about the results.</p>	<p>ஒரு நாள் மாலையில், சார் எனது அப்பாவிடம் தனது கருத்தைக்கூறினார். அஜித்தும் எனது அப்பாவுடன் அதே அறையில் இருந்தான். நான் கிரிக்கெட்டிற்கு முக்கியத்துவம் கொடுக்க வேண்டுமென்றதால், அவர்கள் அதை ஏற்றுக் கொண்டனர். எனக்கு கிரிக்கெட்டில் விருப்பம் இருப்பதால், நான் பள்ளியை மாற்றுவதற்கு எந்த ஆட்சேபனையும் இல்லை. அதனால், அக்ரேகர் சார் அவர்கள் கிரிக்கெட் பயிற்சியாளராக இருக்கும் சாரதா ஆஷ்ரம் வித்யாமந்திர் பள்ளிக்கு மாற்றப்பட்டேன். எனது அதிக பட்ச சக்திகளை பாதுகாப்பாக கிரிக்கெட்டில் செயல்படுத்தினேன். எனது அப்பா எப்பொழுதும் என்னை விளையாடும் பொழுது எந்த வித பலனையும் எதிர்பாராமல் விளையாடும்படி கூறினார்.</p>
<p>In my first year at Shardashram, I played fifty five practice matches during the summer break of sixty days. My summer sessions used to start at 7.30 am and end at 4.30 pm. My evening session would start at 5 pm after only a thirty-minute break. During the break, Sir would often give me some money to go and have a vadapav (a popular Mumbai fast food).</p>	<p>எனது சாரதா ஆஷ்ரம் பள்ளியின் முதல் வருடத்தில், அறுபது நாட்கள் உள்ள கோடை விடுமுறையில், ஐம்பத்தைந்து பயிற்சி போட்டிகளில் விளையாடினேன். எனது கோடைகால பயிற்சி காலை 7.30 மணிக்கு ஆரம்பித்து, மதியம் 4.30 மணிக்கு முடியும். பின்னர் எனது மாலை நேர பயிற்சி 30 நிமிட இடைவெளிக்கு பிறகு, 5 மணிக்கு சார் எனக்கு பணத்தைக் கொடுத்து வடாபாவ் என்ற மும்பையில் உள்ள துரித உணவை சாப்பிட சொல்வார்.</p>
<p>Between 5 pm and 7 pm I'd have five more net sessions. Towards the last 15 minutes, Sir would place a one rupee coin on top of the stumps and if I managed to avoid getting out, the coin was mine. In this session every bowler in the camp would come and bowl to me, with some sixty to seventy boys fielding. It meant I had to hit every ball along the ground to survive those intense fifteen minutes. Winning the one-rupee coin used to give me immense satisfaction and taught me how to concentrate even when physically drained. At the end of it all., Sir would tell me to run two full circuits of Shivaji Park with my pads and</p>	<p>மாலை 5 மணிக்கும் 7 மணிக்கும் இடைப்பட்ட நேரத்தில் எனக்கு ஐந்து முறை வலைப்பயிற்சி இருக்கும். கடைசி 15 நிமிடத்தில், சார் ஒவ்வொரு அடிக்கட்டையிலும், ஒரு ரூபாய் நாணயத்தை வைப்பார். நான் விளையாடும் பொழுது அடிக்கட்டையில் உள்ள நாணயம் விழாமல் இருந்தால், அந்த நாணயம் எனக்கு கிடைக்கும். இந்த நேரத்தில், அங்குள்ள அறுபது முதல் எழுபது வரை உள்ள அனைத்து பையன்களும் வந்து பந்துவீசுவர். இது எதற்கு என்றால், நான் அந்த கடைசி பதினைந்து நிமிடத்தில் எவ்வாறு பதற்றம் இல்லாமல் விளையாடுகிறேன் என்று பார்ப்பதற்கு ஆகும். அந்த ஒரு ரூபாய் நாணயத்தை வெல்வது எனக்கு அளவற்ற திருப்தியை கொடுக்கும். மேலும், உடம்பில் ஒரு சக்தியும் இல்லாத பொழுதும், எவ்வாறு கவனம் செலுத்தி விளையாட வேண்டும் என்பதை கற்பித்தது. இது எல்லாம் முடிந்த பிறகு, சார் என்னை காலில் பட்டைகள் அணிந்தும், கையில் கையுறைள் அணிந்தும், சிவாஜி பூங்காவை இரண்டு முறை ஓடச் சொல்வார்.</p>

<p>gloves on. That was the last part of my training and I'd be completely exhausted by the end of it all. It was a routine I would repeat right through my summer holidays and it helped me to build up physical and mental stamina.</p>	<p>இதுதான், எனது பயிற்சியில் கடைசிபகுதி ஆகும். நான் முற்றிலும் சோர்வடைந்து விடுவேன். இதுதான், நான் கோடை விடுமுறையில் தொடர்ச்சியாக செய்தது. இது எனது உடம்பிலும் மனதிலும் உறுதியை கொடுத்தது.</p>
<p>Occasionally, my father came to take me home and I would always ask him to treat me to a special fruit cocktail at a juice centre near the club. While this regular demand was a little unreasonable, because at the time I did not realize that my parents also had to take care of the needs of my brothers and sister, my father would invariably end up giving me what I wanted, just to see me happy. On other days, when I made my way home from Shivaji Park on my own, I'd often fall asleep on the bus – if I managed to sit down. Anyone who has been on a Mumbai bus at peak hours will know just how difficult it is to get a seat. On days when I wasn't so lucky, it was still a challenge just to stand with the kitbag, because the bus conductors would inevitably complain about me taking up the space of another passenger. It could be embarrassing because the conductors were often rude and would sometimes ask me to buy two tickets. I didn't have the money for a second ticket and I had to learn to take these remarks in my stride. Dirty clothes often added to the embarrassment. With time, I evolved a way of wrapping the kitbag around me. Just as the helmet and pads became a part of me while batting, so the kitbag became an extension of me on the bus. I'd often take the bus or train from Bandra to Church gate, and it was all a great learning experience.</p>	<p>எப்போதாவது, எனது அப்பா என்னை அழைக்க வருவார். அப்பொழுது, நான் ஒரு பழச்சாறு கடையில் விற்கும் ஒரு சிற்றுண்டியை விரும்பி கேட்பேன். அப்பொழுது, எனது பெற்றோர்கள் எனது அக்கா மற்றும் அண்ணன்களின் தேவைகளையும் நிறைவேற்ற வேண்டும் என்று நினைக்கவில்லை. ஆனால், அப்பா என் மனம் சந்தோசம் அடைவதை பார்க்க எனக்கு வாங்கிக் கொடுப்பார். மற்ற நாள்களில், சிவாஜி பூங்காவில் இருந்து வீட்டிற்கு செல்லும்பொழுது, எனக்கு பேருந்தில் இடம் கிடைத்தால் தூங்கிவிடுவேன். மும்பையில் இருக்கும் அனைவரும், பரபரப்பான நேரத்தில் இடம் கிடைப்பது எவ்வளவு கஷ்டம் என்பது தெரியும். சில துரதிர்ஷ்டமான நாள்களில், இடம் கிடைக்காத பொழுது, எனது பெரிய பையுடன் நிற்பது மிகவும் சவாலாக இருக்கும். பேருந்தில் உள்ள நடத்துனர், அந்த பை இருக்கும் இடத்தில் இன்னொரு பயணியை நிற்க வைக்கலாம் என்று விமர்சிப்பார். சில நாள்களில், முரட்டுத்தனமான நடத்துனர்கள், இரண்டு பயணச்சீட்டு வாங்கும்படி சொல்வார். என்னிடம் இரண்டாவது பயணச்சீட்டு வாங்க பணம் இருக்காது. இவர்கள் திட்டிவதை கேட்க வேண்டி இருக்கும். அழுக்கான உடை மேலும் சங்கடத்தை கொடுக்கும் இந்த மாதிரியான நாள்களை, எனது பையை என்னை சுற்றி கட்டிவிடுவேன். தலைகவசமும் கையுறைகளை நான் மட்டை பிடித்து விளையாடும்பொழுது எனது ஓர் அங்கமாக இருக்கும். ஆனால் பேருந்தில் பிரயாணம் செய்யும் பொழுது அவைகள் எனக்கு இடையூறாக இருக்கும். பாந்திராவிலிருந்து தேவாலயம் வரை பேருந்திலோ அல்லது மின்சார வண்டியிலோ பயணிக்கும் அந்த தருணங்கள் மிகவும் சிறந்த அனுபவங்களாக அமைந்தது.</p>
<p>Even though I loved cricket, there were still occasional days when playing with my friends at home was such fun that I would conveniently forget I was supposed to go to the nets. If I didn't turn up, Achrekar Sir would jump on to his scooter and come to find me. Sir would spot me in the melee and virtually drag me out. I would come up with excuses but he would have none of it. He would get me to change and head off to Shivaji Park. On the drive he would tell me, "Don't waste your time playing insane games with these kids. Cricket is waiting for you at the nets. Practice</p>	<p>கிரிக்கெட்டை நான் அதிகம் நேசித்தாலும் என் நண்பர்களுடன் வீட்டில் செலவிடுவதே மிகவும் நேசித்தேன். ஆனால் ஆச்ரேகரோ தனது இருசக்கர வாகனத்தில் வந்து என்னை அந்த கூட்டத்தில் கண்டுபிடித்து அழைத்து செல்வார். நான் எவ்வளவு சால் ஜாப்புகள் கூறினாலும் அவர் எதையும் காதில் வாங்கி கொள்ளமாட்டார். என் மனநிலையை மாற்றி சிவாஜி பூங்காவிற்கு அழைத்து செல்வார். அந்த பிரயாண சமயத்தில் என்னுடைய நண்பர்களுடன் விளையாட்டில் ஈடுபடக்கூடாது என்றும் கிரிக்கெட் எனக்காக காத்திருக்கிறது என்றும் என்னை நன்றாக பயிற்சி செய்யுமாறும் அவ்வாறு செய்தால் மிக பெரிய</p>

hard and see what magic can transpire."	மாற்றம் நிகழும் என்றும் அறிவுரை கூறுவார்.
"We need to have proper career orientation. Your personality plays an important role in choosing the type of career you want. Choose something you enjoy and really want to do and you will be successful." At that time, I hated being dragged off, but as I look back, I feel sheepish about my actions and can only admire Achrekar Sir's farsightedness.	"நம்முடைய தொழிலை தேர்வு செய்ய நல்ல ஒரு பயிற்சி தேவை. உனது வாழ்க்கையை முடிவு செய்ய உனது ஆளுமை திறனும் தேவை. உனக்கு பிடித்த, உனக்கு உண்மையாக செய்ய தோன்றுகின்ற ஒரு தொழிலை தேர்ந்தெடு. நீ வாழ்வில் வெற்றி பெறுவாய்". நான் என் நண்பர்களுடன் இருக்கும் பொழுது, என்னை மட்டும் இழுத்து வரும்பொழுது, நான் செய்த செயல் குற்ற உணர்ச்சியை தந்தது. அக்ரேகர் சாரின் தொலைநோக்கு பார்வையை வியந்தேன்.
Sir also punished me on one occasion when trying to teach me a very important lesson. Once, I bunked my daily evening practice to watch an inter-school cricket match not anticipating that Sir would be there. He was angry and he said it wasn't for me to come and watch other people play for, if I practiced hard enough, one day people from across the world would come and watch me play. Had it not been for Sir, I would not be the cricketer I turned out to be. He was a strict disciplinarian and did everything he could for me. I owe myself to him.	சார் ஒரு நாள், ஒரு முக்கியமான பாடம் நடத்தும்பொழுது என்னை தண்டிக்கவும் செய்துள்ளார். ஒரு நாள், எனது மாலை நேர பயிற்சி வகுப்பை புறக்கணித்து, சார் பக்கத்தில் நடக்கும் பள்ளிகளுக்கான போட்டியில் இருப்பார் எனத் தெரியாமல் நானும் சென்றுவிட்டேன். அவர் கோபப்பட்டு, நான் இதைபோல் அடுத்தவர்கள் விளையாடுவதை பார்க்கவரக்கூடாது என கண்டித்தார். நான் விடாமுயற்சியோடு பயிற்சி செய்தால், உலகமே நான் விளையாடுவதை பார்க்க வரும் என்றார். சார் மட்டும் இல்லையென்றால், நான் ஒரு கிரிக்கெட் விளையாட்டு வீரராக மாறி இருக்க மாட்டேன். அவர் ஒரு ஒழுக்கசீலர். எனக்காக எல்லாம் செய்தார். நான் அவருக்கு நன்றிக் கடன் பட்டுள்ளேன்.

### GLOSSARY

Word	Meaning	Word	Meaning
<b>emulate</b> (v)	- to match or surpass typically by imitation.	<b>overawed</b> (v)	- impressed so much that they are silent or inhibited
<b>induction</b> (n)	- the action or process of including someone to an organization	<b>rigorous</b> (adj.)	- extremely thorough and careful
<b>nuances</b> (n)	- subtle changes in or shades of meaning, expression, or sound	<b>pursue</b> (v)	- follow or chase
<b>stamina</b> (n)	- the ability to sustain or prolonged physical and mental effort	<b>cocktail</b> (n)	- a mixed drink which is a combination of ingredients such as fruit juice, lemonade.
<b>kitbag</b> (n)	- a long cylindrical canvas bag,	<b>stride</b> (v)	- a step or stage in progress



	(here) used to carry cricket accessories		towards an aim
<b>embarrassment</b> (n)	- a feeling of selfconscious, shame or awkwardness	<b>melee</b> (n)	- a confused crowd of people
<b>transpire</b> (v)	- come to be known, revealed	<b>farsightedness</b> (adj.)	- showing a prudent awareness of future possibilities
<b>bunked</b> (v)	- to make oneself absent from a class or session	<b>crossroads</b> (n)	- to be at a point when you have to make a very important decision
<b>deteriorated</b> (v)	- became worse	<b>influence</b> (n)	- the capacity to have an effect on the character development
<b>peer</b> (n)	- person of same age, status or ability	<b>Passion</b> (n)	- strong desire
<b>ultimately</b> (adv.)	- being the best or most extreme example		

### SYNONYMS

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

### ANTONYMS

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

### TEXTUAL QUESTIONS

**1. Who were Sachin's favourite players?**

Sachin had two favourite players. They were **Gavaskar** and **Viv Richards**.

**2. What was special about Shardashram Vidyamandir in Mumbai?**

The school had **facilities for cricket**. **Achrekar** was the cricket **coach** there.

**3. What was the opportunity that transformed the life of Sachin?**

It was **Sachin's admission** in the summer **camp**. It **transformed his life**.

**4. What sort of conversation did Ajit and Sachin have while travelling?**

They had conversation while travelling. It was about **batting nuances** (நுணுக்கங்கள்).

**5. What routine did Sachin follow in washing his clothes?**

Sachin **washed them** after each session. He **followed** the **routine**.

**6. What did Achrekar inform Ajit?**

Sachin had **potential** (ஆற்றல்). He **should practise** for long. Achrekar informed it to Ajit.

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

**Sachin should transfer** to Achrekar's school. He should **play cricket seriously**.

**8. What acted as a safety valve?**

Sachin put **his energy** into **cricket**. It acted as a **safety valve**.

**9. What did Sachin do during the 30 minute break?**

Sachin ate a vadapav. He did it **during the break.**

**10. What is the intense '15 minutes' mentioned?**

It's the **last 15 minutes** of his training session. It is the **intense** 15 minutes mentioned.

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

Sachin's **father offered** him a **fruit cocktail.** It made Sachin happy.

**12. What embarrassed Sachin in the bus?**

The **conductor complained.** It embarrassed sachin.

**13. What made Sachin forget to go to the nets?**

**Sachin played minor games** in the streets. It made him **forget to go to the nets.**

**14. What did Achrekar advise Sachin?**

He advised him **not to play insane games.** He shouldn't waste time.

**A. Answer the questions in 1 or 2 sentences.****1. What was coach Achrekar's first impression on Sachin?**

Sachin was **too young** to attend the camp. It was his **first impression.**

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

The **coaching** was between **7.30 am** and late evening. **So, Sachin felt so.**

**3. What served as a very personal coaching manual to Sachin?**

**Ajit gave batting tips.** They served as **personal coaching manual.**

**4. Why was Sachin asked to change the school?**

**Sachin had to learn** cricket **daily.** So, he was **asked to change** the school.

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

Sachin **should learn** cricket **seriously.** It was the **condition** laid by his **Dad.**

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

**Achrekar kept a one – rupee coin** on the **stump.** It **helped** Sachin to **play without** being out.

**7. What helped Sachin build his physical and mental stamina?**

He hit every ball. He was tired. He **ran around Shivaji Park twice.** It **helped** him to **build his stamina.**

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

**Sachin avoided the coaching** to watch an interschool cricket match. The incident **triggered** his coach to be **angry**.

**9. Why do you think Achrekar punished Sachin?**

**Sachin avoided** his evening **coaching**. So, Achrekar punished him.

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

He **couldn't** have **become** a **good cricketer** without **Achrekar**. Sachin means.


**PARAGRAPH QUESTIONS**
**B Answer the following in a paragraph of 120-150 words:****1. 'Achrekar was a sincere coach'. Substantiate**

**Achrekar** was a **cricket coach**. He was **sincere**. He was kind. He was a good planner. He used **special strategies**. First, he **found Sachin too young**. Then, he **felt** his **talent**. He **admitted** him into his **camp**. He asked him to **change school**. He improved Sachin's strength. He gave him **hard training**. He was far-sighted. He didn't permit him to avoid coaching. He **got angry for his carelessness**. He **punished** Sachin **for mistakes**. So Sachin was lucky.

**Moral:** A sincere coach makes a good player.

**2. Narrate the hardships undergone by Sachin to become a good cricketer?**

Sachin joined Achrekar's **camp**. It was at **Shivaji Park**. It **started at 7.30 a.m.** It ended in the evening. He had **one set of cricket clothes**. He often washed his dress. The bus **travel** was **hard**. He endured it. Achrekar kept a **coin on the stump**. Sachin must bat without being out. Then, he could take the coin. Then, he must run around Shivaji Park twice. He was **fully tired**. But, he **ran**. It **improved** his **stamina**. The **hardships made** him a **good cricketer**.

**Moral:** Hardwork brings success.

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

There are many sentences. They are most inspiring. His Dad advised him. **He should follow his dream. He should work hard**. He shouldn't worry about results. Achrekar said thus: He **shouldn't play insane games**. "**Cricket is waiting** for you". He shouldn't waste time. He should not watch others' game. **People would watch him play**. These **quotes** are



**most inspiring.** They **give** me **determination.** They give me **will-power.** They make me **hardworking.**

**Moral:** Good people inspire us.

### SPECIAL PARAGRAPH

**Prose** : Learning the Game  
**Author** : Sachin Tendulkar  
**Theme** : Perseverance will bring success

**Achrekar** was a **cricket coach.** He was **sincere.** He held cricket camp. It started at 7.30 a.m. It ended in the evening. Sachin often washed his dress. His bus **travel** was **hard.** He changed his school. The training was hard. A **coin** was kept **on the stump.** Sachin must **bat without** being **out.** He was **tired.** He must run around Shivaji Park twice. Achrekar advised him. He shouldn't watch others play. Others would watch him play once. Thus, he became a **good cricketer.**

**Moral:** Work hard. Be great.

### FOR SLOW LEARNERS

- ❖ **Achrekar** was a **cricket coach.**
- ❖ He held cricket camp.
- ❖ It started at 7.30 a.m.
- ❖ It ended in the evening.
- ❖ The **training** was hard.
- ❖ A **coin** was kept **on the stump.**
- ❖ Sachin batted without being out.
- ❖ He was **tired.**
- ❖ He ran around the park twice.
- ❖ Achrekar advised him.
- ❖ He shouldn't watch others play.
- ❖ Others would watch him.
- ❖ He **became a good cricketer.**

**Moral:** Work hard. Be great.

## TEXTUAL EXERCISES

### Vocabulary

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

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

### Homonyms

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

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

### Homophones

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

1	in	Inn
2	know	No
3	be	Bee
4	to	too,two
5	watt	what
6	right	write, rite, wright
7	Were	where
8	bare	bear
9	Herd	heard
10	throne	thrown

### Prefix and Suffix

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

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

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

### Listening

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

- The Paralympic games are for \_\_\_\_\_.  
a) children                      b) disabled people  
c) women.
- The Paralympic games usually happen \_\_\_\_\_.  
a) in Greece                      b.) every four years.  
c) after the Olympic Games.
- The first true Paralympic Games happened in Rome in \_\_\_\_\_.  
a) 1960                              b) 1952.                      c) 1848
- In 394 BCE, the \_\_\_\_\_ stopped the Greek Olympic Games, because they didn't like them.  
a) Romans                      b) Greeks                      c) British
- \_\_\_\_\_ was a doctor at the Stoke Mandeville hospital in England.  
a) Pierre de Coubertin

b) Sir Ludwig Guttman

c) Natalie du Toit

<b>Speaking</b>
-----------------

**I. Just a minute**

Given below are five main qualities for true sportsmanship.

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

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

**L. Prepare a speech in about 80-100 words for the morning assembly, stressing on the importance of games and sports in ensuring a healthy body and mind.**

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

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

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

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

XXX
13.08.23, Madurai.
Dear friend,
I am fine. How are you? I came to know that you have won the championship trophy in the state level sports meet. I came to know about it through the Newspaper. I am so proud of you. Congratulations. Practice hard and win many more laurels. All the very best.
Yours lovingly,
XXX.
To:
M.Siva, S/o. Mr. M.Muthu, 25, North Street, Coimbatore-18.

Name	: Mary Kom
Date of Birth	: 01.03.1983
State/Team she represents	: Manipur, India
Sports/ Games	: Boxer
Debut (First Entry)	: Won Silver medal-48kg weight- Women's World Boxing Championship, USA
Best in her career	: No.4 in

Flyweight

Hobbies : Travelling

Awards/Medals received : Arjuna

Award, Padma Shree, Magnificent Mary, Rajiv

Gandhi Khelratna Award

Sportswomen of the year

Sahara Sports Award

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

Name : P.V.Sindhu  
 Date of Birth : 05.07.1995  
 State/Team she represents : Hyderabad, India  
 Sports/ Game : Indian Badminton  
 Player  
 Debut (First Entry) : 2009-Sub-Junior  
 Badminton Championship  
 Colombo  
 Best in her career : No.2- Woman  
 Badminton player  
 Hobbies : Watching Movie  
 Awards/Medals received : Padma Shree  
 Rajiv Gandhi Khelratna  
 Award

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

**CREATIVE WRITING**

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

**NEWSPAPER ARTICLE****P.V. SINDHU**

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

**MARY KOM**

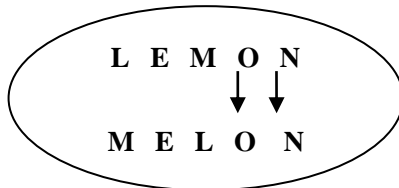
**Mary Kom** is an Indian Olympic boxer from Manipur. She is the only woman to become World Amateur Boxing champion for a record six times, and the only woman boxer to have won a medal in each one of the seven world championships. Nicknamed *Magnificent Mary*, she is the only Indian woman boxer to have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

**ANAGRAMS**

**An anagram is a word or a phrase formed by rearranging the letters of a different word or**

phrase, typically using all the original letters exactly once.

a)



Now try to solve these anagrams.

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

A) Talk Show

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

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

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

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

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

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

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

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

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

**A. Choose the most appropriate preposition from the brackets.**

- We have been living in Chennai \_\_\_\_\_ eight years. (for / since)
- Abdual has taken \_\_\_\_\_ his father. (after / at)
- Vimal generally goes to his workplace \_\_\_\_\_ bus. (by/on).
- The cricket ball was hidden \_\_\_\_\_ the leaves. (among / between)
- Mani divided his toys \_\_\_\_\_ his brothers and sisters. ( among / between)

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

- Riya borrowed a dress from me and lent it to her friend, Mary.
- When I moved back to the city, things had changed considerably.
- The burglar found the keys under the pot in the balcony.
- Prabhu was hiding behind the door when his sister came looking for him.
- My dog sat on my hat and squashed it.

**C. Complete the passage by filling in appropriate prepositions from the list (with,out,to,in,from,during,of, for, by). Some Prepositions may be used more than once.**

In Tamil Nadu, a very interesting form of recitation named Villapattu developed (a) From the 15<sup>th</sup> century. Villupattu means bow-song because a bow – shaped musical instrument (b) with strong high tension string is used (c) for placing it (d) with



an earthen pitcher. It is believed that this narrative form was an invention (e) **by** Arasa Pulavar. The troupe gives its performance mostly (f) **during** temple festivals. There are seven to eight persons in a troupe who form a kind (g) **of** chorus that supports the main singer-narrator. When the chief narrator sings, the chorus takes (h) **out** the refrain (i) **in** the song and repeats it in unison. The whole party sits (j) **in** the ground and performs (k) **with** a lot (l) **of** gesticulation and facial expression to suit the narrative they have taken. The ballad style songs are composed (m) **by** the rural dialect which appeals (n) **to** the audience who sometimes join the troupe (o) **with** suitable notes or words.

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

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

**E. Given below is a picture of a carnival. Complete the factual description by filling description by filling in the blanks. With appropriate prepositions.**

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

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

People (f) **from** nearby villages and towns display their wares attractively, and call out loudly (g) **among** the people (h) **to** buy their wares. Cotton candy, cut raw mangoes smothered (i) **with** salt and chilly powder, boiled groundnuts, murukku, sweets, buttermilk etc are sold. Men, women, grandmas, grandpas and little children dressed (j) **up** their best clothes, enjoy the Thiruvizha greatly.

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

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

**Writing**

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

XXX,  
15<sup>th</sup> July 20XX.

My Dear friend,

Well and wish to hear the same from you. I have just returned from my native. We had chitirai festival in our native town Madurai. It is a 10 day festival. Every evening Lord Sundereswarar and Goddess Meenakshi come in chairiot in and around Masi streets. People welcome the deities and celebrate this festival as if their own home festival. It is really exciting one for me since I attend this festival for the first time. I would like to invite you for the next year festival. Convey my regards to your parents.

Yours lovingly,  
Raganjana.

Address on the envelope :

To

Abirami,  
5, North Avenue,  
Kombageda Circle,  
Bengaluru,

### Project

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

- Ramesh** : Let us present a puppet show on CHILD LABOUR for our Assembly open forum.
- Mohammed** : That is a very good idea! Let us start planning right away.
- Geetha** : **How can we begin ?**
- Leema** : I suggest we begin with the storyline first.

- Mani** : How **many characters can we have ?**
- Ramesh** : We can have around five characters.
- Mohammed** : what **can we focus on ?**
- Meena** : We can focus on the problems of poverty and illiteracy as the major reasons for childlabour.
- Ramesh** : Can **anyone make stick puppets ?**
- Leema** : I am good at making stick puppets. I willmake them myself. But I require some help
- Mani** : I **shall help you. Tell me, when ?**
- Leema** : Thank you, Mani. Let us stay back after the meeting and discuss.
- Ramesh** : Have **you got any other idea for the interlude?**
- Meena** : I think we should have some musicfor theinterlude.
- Geetha** : That would make it really interesting. I willget my music group to start working on thetunes for our puppet show.

**UNIT  
2**
**Prose**
**I CAN'T CLIMB TREES ANYMORE**  
**என்னால் இனிமேல் மரம் ஏற முடியாது**

- Ruskin Bond

**ABOUT THE AUTHOR**

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


**PICTURES RELATED TO THE LESSON**

**Old House**

**Jackfruit Tree**

**Turnstile**

**Hollyhocks Flowers**

**A Colonel**

**A Brigadier**

**A Tree with Hollow**

**Marbles and Coins**

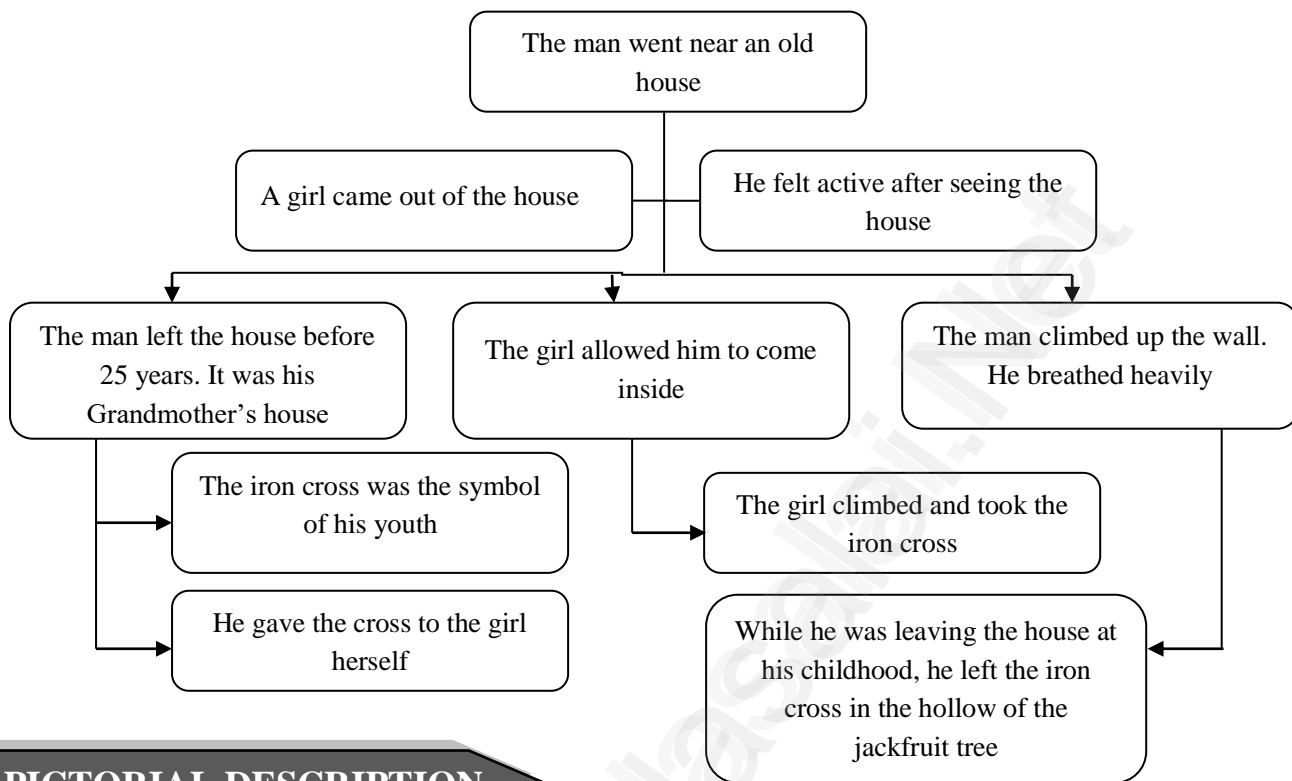
**Flying Trapeze**

**Stone Bench**

**Budgerigars Birds**

**German Iron Cross**

**MIND MAP**



**PICTORIAL DESCRIPTION**





### பாடச்சுருக்கம்

❖ இப்பாடத்தில் ஆசிரியர் தன் இளமைக்கால நினைவுகளை நினைவு கூறுகிறார். அவர் 25 வருடங்களுக்குப் பின் தன் பாட்டி வீட்டுக்குச் செல்கிறார். அதில் ஒரு ராணுவ அதிகாரி வசிக்கிறார். அவருடைய மகனிடம் தன் குழந்தைப்பருவ நினைவுகளை பகிர்ந்து கொள்கிறார். அங்குள்ள பலாமரப் பொந்தில் அவர் பல பொருள்களை வைத்திருந்தார். அச்சிறுமி அப்பொந்திலிருந்த ஒரு இரும்புச் சிலுவையை எடுத்து வருகிறாள். அதை அவருடைய தாத்தாவுக்கு ஜோர்மானிய வீரர் பரிசாக கொடுத்தார். அதை ஆசிரியர் அச்சிறுமிக்குக் கொடுத்துவிட்டு அங்கிருந்து செல்கிறார்.

I CAN'T CLIMB TREES ANYMORE	என்னால் இனிமேல் மரம் ஏற முடியாது
<p>page 28 Warm up a. Have you ever tried swinging from a tree? b. Have you ever climbed up a tree to pluck fruits? c. Think of other occasions when you have climbed up trees, either near your homes or outside. Share your reasons with the class. Read the story given below. Find out why the narrator feels that he can't climb.</p>	<p><b>தயாராகுதல்</b> அ) நீங்கள் மரத்தில் தொங்கியபடியே ஊஞ்சலாட முயற்சி செய்துள்ளீர்களா? ஆ) நீங்கள் எப்பொழுதாவது பழங்களைப் பறிப்பதற்காக மரம் ஏறியதுண்டா? இ) வீட்டிற்கு அருகிலோ அல்லது வெளிப்பகுதிகளிலோ நீங்கள் மரம் ஏறிய நிகழ்வுகளை நினைவுகூர்க. உங்களது காரணங்களை வகுப்பில் உள்ளவர்களோடு பகிர்ந்து கொள்க. கீழே தரப்பட்டுள்ள கதையை படிக்கவும். பார்வையாளர் தன்னால் இனிமேல் மரங்களில் ஏற முடியாது என்று நினைப்பதற்கான காரணங்களை கண்டுபிடி.</p>
<p>He stood on the grass verge by the side of the road and looked over the garden wall at the old house. It hadn't changed much. The old house built with solid blocks of granite wasn't altered at all. But there was a new outhouse, and there were fewer trees. He was glad to see that the jackfruit tree still stood at the side of the building casting its shade on the wall.</p>	<p>அவர் சாலையின் அருகிலுள்ள புல்வெளியின் விளிம்பில் நின்று கொண்டு அந்த பழைய வீட்டினிலுள்ள தோட்டத்தின் சுவரைப் பார்த்தார். அதுவொன்றும் பெரியளவில் மாற்றமடையவில்லை. கிரானைட் கருங்கற்களால் கட்டப்பட்ட அந்த வீட்டில் எவ்விதமான மாற்றமும் செய்யப்படவில்லை. ஆனால் அங்கு புதிதாக ஒரு பண்ணைவீடும், சில மரங்களும் காணப்பட்டன. அந்த வீட்டின் அருகில் இன்றளவும் நின்று கொண்டு அவ்வீட்டிற்கு நிழல் தந்து கொண்டிருக்கும் பலா மரத்தைக் கண்டு அவர் பெரும் மகிழ்ச்சியடைந்தார்.</p>
<p>He remembered his grandmother saying: 'A blessing rests on the house where the shadow of a tree falls.' And so the present owners must also be receiving the tree's blessings. At the spot where he stood there had once been a turnstile, and as a boy he would swing on it, going round and round until he was quite dizzy. Now the turnstile was gone, the opening walled up. Tall hollyhocks grew on the other side of the wall.</p>	<p>அவர் தன் பாட்டி சொன்னதை நினைவுகூர்ந்தார்: ஒரு மரத்தின் நிழல் எந்த வீட்டின் மேல் விழுகிறதோ அங்கே ஆசீர்வாதம் நிலைகொள்கிறது. இப்பொழுது அந்த வீட்டில் வசிப்பவர்களும் அந்த ஆசீர்வாதங்களைப் பெற்றுக் கொண்டிருப்பார்கள். அவர் தற்பொழுது நின்று கொண்டிருக்கும் இடத்தில் ஒரு காலத்தில் சுழலும் வாயிற்கதவொன்று இருந்தது. அவர் சிறுவனாக இருந்த சமயங்களில் அதன் சுழலும் கம்பியைப் பிடித்துக்கொண்டு</p>



	மயக்கம் வரும்வரை ஊஞ்சலாடுவார். இப்பொழுது அந்த சுழலும் கதவு அங்கில்லை. இப்பொழுது அந்த இடைவெளி சுவர் வைத்து மறைக்கப்பட்டுள்ளது. சுவரில் பலவண்ணப் பூக்களையுடைய ஹெலிகாக்ஸ் செடிகள் வளர்ந்திருந்தன.
'What are you looking at?'	நீங்கள் எதைப் பார்த்துக் கொண்டிருக்கிறீர்கள்?
It was a disembodied voice at first. Moments later a girl stood framed between dark red hollyhocks staring at the man. She was only twelve or thirteen, with lively eyes and long black hair.	முதலில் அதுவொரு அசரீரி போலக் கேட்டது. கருஞ்சிவப்புநிற ஹெலிகாக்ஸ் மலர்களுக்கிடையே ஒரு சிறுமி நின்றுகொண்டு அவரையே வெறிக்கப் பார்த்துக்கொண்டிருப்பது சற்று நேரத்திற்குப் பிறகே தெரிய வந்தது. 12 அல்லது 13 வயது மதிக்கத்தக்க அவள் உற்சாகமூட்டும் கண்களும், நீண்ட கருங்கூந்தலும் உடையவளாக இருந்தாள்.
'I'm looking at the house. Is it yours?,' he asked.	"நான் வீட்டைப் பார்த்துக் கொண்டிருந்தேன். இது உன்னுடையதா?" அவர் கேட்டார்.
No. It's my father's. Why? Do you want to buy it?'	"இல்லை. இது என் தந்தையினுடையது. ஏன்? நீங்கள் இதை வாங்க விரும்புகிறீர்களா?"
'And what does your father do?'	"உன் தந்தை என்ன செய்கிறார்?"
'He's only a colonel.'	"அவர் ஒரு படைப்பகுதி முதல்வன் (கர்னல்)"
'Only a colonel?'	"படைப்பகுதி முதல்வன் தானா (கர்னல் தானா)?"
Well, he should have been a brigadier by now.'	"நல்லது. இந்நேரம் அவர் ஒரு படைப்பகுதி தலைவராகியிருக்க வேண்டும்."
The man burst out laughing.	அந்த மனிதர் பயங்கரமாகச் சிரித்தார்.
'It's not funny,' she said. 'Even Mommy says he should have been a brigadier.'	"இதுவொன்றும் வேடிக்கையல்ல. அவர் படைப்பகுதி தலைவராகியிருக்க வேண்டுமென என் அம்மா கூட கூறியிருக்கிறார்கள், என்றாள் அவள்."
It was on the tip of his tongue to make a witty remark ('Perhaps that's why he's still a colonel'), but he did not want to give offence. They stood on either side of the wall, appraising each other.	அதனால் தான் என்னவோ அவர் இன்னும் படைத்தளபதி முதல்வனாகவே (கர்னலாகவே) இருக்கிறார் என்று சொல்ல வார்த்தைகள் நாக்கின் நுனி வரை வந்துவிட்டது, ஆனால் அது அவருக்கு வருத்தத்தைக் கொடுக்கும் என அவர் நினைத்து அதனை சொல்லவில்லை. அவர்கள் சுவரின் இருபுறமும் நின்றுகொண்டு ஒருவரையொருவர் பாராட்டிக் கொண்டனர்.
"Do you want to buy it?"	"நீங்கள் இதை வாங்க விரும்புகிறீர்களா?"
"No", he said.	"அவர் இல்லை எனக் கூறினார்."
'Well' she said, 'If you don't want to buy the house, what are you looking at?'	"நல்லது" என அவள் கூறினாள், "நீங்கள் இந்த வீட்டை வாங்க விரும்பவில்லையெனில், நீங்கள் எதைப் பார்த்துக் கொண்டிருக்கிறீர்கள்?"
'I used to live here twenty-five years ago. As a boy. As a young man.... And then my grandmother died, and we sold the house and went away.'	"25 ஆண்டுகளுக்கு முன்னர் நான் இங்குதான் வாழ்ந்தேன். ஒரு சிறுவனாக. ஒரு இளைஞனாக...மேலும் எனது பாட்டி அப்பொழுது இறந்துவிட்டார்கள். நாங்கள் வீட்டை விற்றுவிட்டு சென்றுவிட்டோம்."
She was silent for a while, taking in this information. Then she said, 'And you'd like to buy it back now, but	இச்செய்திகளை உள்வாங்கிக்கொண்ட அவள் சிறிது நேரம் அமைதியாக இருந்தாள். பிறகு அவள், "நீங்கள் இந்த வீட்டை

you don't have the money?' He did not look very prosperous.	இப்பொழுது வாங்க விரும்புகிறீர்கள், ஆனால் உங்களிடம் பணமில்லையோ?" அவர் பார்ப்பதற்கு செல்வச் செழிப்புள்ளவராக தோற்றமளிக்கவில்லை.
'No, I wasn't thinking of buying it back, wanted to see it again, that's all. How long have you lived in it?'	"இல்லை. நான் இவ்வீட்டை மீண்டும் வாங்குவதைப் பற்றியெல்லாம் யோசிக்கவில்லை, மறுபடியும் இதனைப் பார்க்க வேண்டும், அவ்வளவு தான். நீங்கள் எவ்வளவு காலமாக இங்கு வசிக்கிறீர்கள்?"
'Only three years,' she smiled.	"அவர் சிரித்துக் கொண்டே, 3 ஆண்டுகளாக என்றான்."
'Would you like to come in and look more closely?'	"நீங்கள் உள்ளே வந்து மிக அருகிலிருந்து பார்க்க விரும்புகிறீர்களா என்றான்?"
'Wouldn't your parents mind?'	"உனது பெற்றோர்கள் எதுவும் நினைத்துக்கொள்ள மாட்டார்களா?"
'They've gone to the club.' They won't mind. I'm allowed to bring my friends home.'	"அவர்கள் ஒரு கலைமன்றத்துக்குச் சென்றுள்ளார்கள். இதனை பொருட்படுத்தமாட்டார்கள். நான் என் நண்பர்களை வீட்டிற்கு அழைத்துவர அனுமதித்துள்ளார்கள்."
'Even elderly friends like me?'	"என்னைப் போன்ற வயதில் மூத்த நண்பர்களைக் கூடவா?"
'How old are you?'	"உங்கள் வயது என்ன?"
'Oh, just middle aged, but feeling young today.' And to prove it he decided he'd climb over the wall instead of going round to the gate. He got up on the wall all right, but had to rest there, breathing heavily.	"ஓ, நடுத்தர வயதுதான், ஆனால் இன்று இளைஞனாக உணருகிறேன்." அதனை நிரூபிக்க நுழைவுவாயிலைச் சுற்றி வருவதற்குப் பதிலாக சுவர் மீது ஏறி வர நான் முடிவு செய்துள்ளேன். அவர் சுவர் மீது ஏறிவிட்டார், ஆனால் பலமாக மூச்சுவிட்டு அங்கேயே ஓய்வெடுக்க வேண்டியதாயிற்று.
'Middle-aged man on the flying trapeze,' he muttered to himself.	"பறக்கும் ஊஞ்சலில் (சர்க்கஸில்) நடுத்தர வயது மனிதன்" தனக்குத்தானே சொல்லிக் கொண்டார்.
I'll help you,' she said, and gave him her hand.	"நான் உங்களுக்கு உதவுகிறேன்" என்ற அவள் அவரிடம் தன் கையை நீட்டினாள்.
He slithered down into a flower-bed, shattering the stem of a hollyhock.	ஹேலிகாக் செடியின் தண்டை உடைத்துக் கொண்டு நழுவி அவர் கீழே உதிர்ந்து கிடந்த பூக்களின் மீது விழுந்தார்.
As they walked across the grass he spotted a stone bench under a mango tree. It was the bench on which his grandmother used to rest, when she was tired of pruning rose bushes and bougainvillea. 'Let's just sit here,' he said. 'I don't want to go inside.'	அவர்கள் புல்வெளியைக் கடந்து சென்ற பொழுது ஒரு மாமரத்தின் கீழே உள்ள கல்லாலான இருக்கையைக் காண்பித்தார். ரோஜாச்செடிகளையும், தாள் பூமரக் கிளைகளையும் நறுக்கிவிடுகையில் சோர்வடைந்து பின்னர் என்னுடைய பாட்டி வழக்கமாக இங்குதான் அமர்ந்து இழைப்பாருவார்கள். "நாமும் இங்கே அமரலாமா", என்றார் அவர். "மேலும் நான் உள்ளே போக விரும்பவில்லை."
She sat beside him on the bench.	அவருக்குப் பக்கத்திலேயே அவளும் அமர்ந்தாள்.
They were silent for some time. The man closed his eyes and remembered other times - the music of a piano, the chiming of a grandfather clock, the constant twitter of budgerigars on the veranda, his grandfather cranking up the old car....	அவர்கள் சிறிது நேரம் அமைதியாக இருந்தனர். அவர் கண்களை மூடிக்கொண்டு கடந்த காலத்தை நினைவுபடுத்தினார் - பியானோவின் இசை, தாத்தாவின் கடிகாரம் எழுப்பும் சத்தம், வராண்டாவில் பட்ஜெரிக்காஸ் எனும் கிளியின் கீச்சிடும் சத்தம், அவரது தாத்தாவின் பழைய கார் புறப்படும் சத்தம் என ஒவ்வொன்றாக

	நினைவுக்கு வந்தன.
'I used to climb the jackfruit tree,' he said, opening his eyes.	"பலா மரத்தின் மீது ஏறி விளையாடுவது என் வழக்கம்" எனக் கூறிக்கொண்டே கண்களைத் திறந்தார்.
'Do you want to climb it again? My parents won't mind.'	"நீங்கள் மீண்டும் மரத்தின் மீது ஏற விரும்புகிறீர்களா? என் பெற்றோர்கள் ஒன்றும் பொருட்படுத்த மாட்டார்கள்."
'No, no. Not after climbing the garden wall. Let's just sit here for a few minutes and talk. I mention the jackfruit tree because it was my favourite place. Do you see that thick branch stretching out over the roof? Half way along it there's a small hollow in which I used to keep some of my treasures.' 'What kind of treasures?'	"இல்லை, இல்லை. தோட்டத்து சுவரின் மீது ஏறிய பின்னர் அப்படி ஒன்றுமில்லை. நாம் இங்கேயே அமர்ந்து சிறிது நேரம் பேசிக்கொண்டிருக்கலாம். நான் பலா மரம் என குறிப்பிட்டேன் அல்லவா, ஏனெனில் அது எனக்கு மிகவும் பிடித்தமான விருப்பத்திற்குரிய இடம். அடர்த்தியான அதன் கிளையொன்று கூரைக்கு மேலே செல்வதை நீ பார்க்கிறாயா? அதன் பாதிராத்தில் உள்ள பொந்தில் நான் எனது சில பொக்கிஷங்களை பத்திரப்படுத்தி வைப்பது வழக்கம்." "எந்த மாதிரியான பொக்கிஷங்கள்?"
'Oh, nothing very valuable. Marbles I'd won. A book I wasn't supposed to read. A few old coins I'd collected. Things came and went. I was a bit of a crow, you know, collecting bright things and putting them away. There was my grandfather's Iron Cross. Well, not my grandfather's exactly, because he was British and the Iron Cross' was a German decoration awarded for bravery during the War - the First World War - when my grandfather fought in France. He got it from a German soldier.'	"ஓ அவையொன்றும் விலைமதிப்புள்ளவையல்ல. நான் வென்றெடுத்த கூழாங்கற்கள். நான் படித்திராத புத்தகங்கள். நான் சேகரித்த சில பழைய நாணயங்கள். பொருட்கள் வந்து போயின. நான் ஒரு காகத்தைப் போல பளிச்சிடும் பொருட்களையெல்லாம் சேகரித்து வைத்திருந்தேன். அங்கே இருப்பது என் தாத்தாவின் இரும்பாலான சிலுவைப் பதக்கம் ஆகும். அது என் தாத்தாவினுடையது என அருதியிட்டு கூறமுடியாது. ஏனெனில் என் தாத்தா ஒரு ஆங்கிலேயர். மேலும் அந்த இரும்பு சிலுவையானது ஒரு ஜெர்மானிய அலங்காரப் பொருள். முதல் உலகப்போரில் வீர தீர செயலாற்றியமைக்காக வழங்கப்பட்டது. எனது தாத்தா பிரான்சு நாட்டில் நடைபெற்ற போரில் பங்கேற்றார். அதனை அவர் ஒரு ஜெர்மானிய போர் வீரரிடமிருந்து பெற்றார்."
<b>Do you know?</b> The Param Vir Chakra is the highest wartime gallantry award, given to soldiers of the Indian Armed Forces, for the display of utmost courage and complete selflessness when facing the enemy. Since its inception in 1950, 21 fearless heroes (14 posthumous) have been awarded the medal till January 2019.	உங்களுக்குத் தெரியுமா? பரம் வீர சக்ரா என்பது மிக உயர்ந்த யுத்த கால வீர விருதாக்கக் கருதப்படுகிறது. இவ்விருது ஆயுதம் தாங்கிய வீரரின் தைரியத்தையும், சுயநலமின்மையையும் போர் காலங்களில் எதிரியை எதிர்கொள்ளும் பொழுது வெளிப்படுத்தியமைக்காக வழங்கி கௌரவிக்கப்படுகிறது. 1950-ல் இவ்விருது தொடங்கப்பட்டதிலிருந்து 21 துணிச்சலான வீரர்களுக்கு (14 பேருக்கு இறப்பிற்குப் பிறகு) ஜனவரி 2018 வரை வழங்கப்பட்டுள்ளது.
'Do you still have it?'	"இன்னும் அதை வைத்துள்ளீர்களா?"
No', he said, looking her in the eyes. 'I left it in the jackfruit tree.'	"இல்லை" அவள் கண்களைப் பார்த்தவாறே அவர் கூறினார். "நான் இந்த பலா மரத்தில் தான் அதை விட்டுச் சென்றேன்."
You left it in the tree?'	"நீங்கள் அதை மரத்தில் விட்டுச் (வைத்துச்) சென்றீர்களா?"
'Yes, I was so excited at the time, packing and saying goodbye to people and thinking about the ship I was going to sail on that I simply forgot all about it.' She quietly said, 'It may still be there. In the hollow part of	"ஆமாம். நான் அந்த நேரத்தில் மிகவும் பரவசமாக இருந்தேன். பொருட்களை எடுத்து வைப்பதிலும், மக்களிடமிருந்து வாழ்த்துப் பெறுவதிலும், நான் பயணம் செய்யவிரும்பும் கப்பலை நினைத்துக்கொண்டும்

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

	உரக்கக் கத்திற்று.
The mango scented summer breeze made the blood course in his veins, and he forgot, for a moment, that he couldn't climb trees any more....	கோடைக்காலத் தென்றலில் மிதந்து வந்த மாம்பழ வாசம் அவரது நாளங்களுக்குள் இரத்த ஓட்டத்தை துரிதப்படுத்திய தருணத்தில் தன்னால் இனிமேல் மரம் ஏற முடியாது என்பதனை அவர் மறந்தார்....

### SYNONYMS

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

### ANTONYMS

Word	Antonyms	Word	Antonyms
prosperous	X poor	swing	X still
outstretched	X folded	brave	X coward
cranking	X stop	drenched	X dried
excited	X depressed	muttered	X shouted
prune	X maximize	valuable	X worthless
climb	X descend	lissome	X clumsy
constant	X inconstant	dizzy	X steady, clearhead



eagerly	X indifferently	lissome	X clumsy
offence	X defense	slither	X stay
witty	X foolish	sprightliness	X deadliness

### TEXTUAL QUESTIONS

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

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

A house has a tree near. The tree gives benefits. It brings them many blessings.

**2. What did the writer observe about the house?**

The house hadn't changed much. It had a new outhouse. The writer observed these things.

**3. What was the local superstition about the trees?**

A house with a tree gets benefits from it. It was the local superstition.

**4. What did the visitor do with the turnstile when he was a boy?**

He swung on it for long. He did so as a boy.

**5. Who is the owner of the house now?**

A colonel is its owner now. He lives there with his family.

**6. Why did the visitor return to his old house?**

The visitor was looking for his youth. So, he returned to his old house.

**7. How did he get back the Iron Cross?**

It was in the jackfruit tree. The girl took it. She gave it to him. Thus, he got it back.

**8. How did the grandfather get the iron cross?**

He got it from a German soldier. He got it in France.

**9. What did he do with the old Iron Cross?**

He gave it to the girl. She helped him to find it.

**10. Where had he left his childhood treasures?**

He left them in the **jackfruit tree's hole**. They were **still there**.

**SPECIAL PARAGRAPH**

**Prose** : I can't climb trees any more  
**Author** : Ruskin Bond  
**Theme** : Recollecting childhood memories

The **narrator** is a **middle – aged man**. He **visited** his **ancestral house**. A **colonel** owned it then. The colonel's daughter watched him. He **talked** to her about his youth there. He went into the house. He had **sat on the stone bench**. He **recollected** his **past there**. He shared it with the girl. He kept his **valuables** in the **jackfruit tree**. There was an iron cross. He couldn't climb the tree. The girl brought it. He offered it to her. He **went there for his youth**. Telling. so, he **bade** her **farewell**. Then, he **left** the house quickly.

**Moral:** Recollection gives us joy.

**FOR SLOW LEARNERS**

- ❖ The **narrator** is **middle – aged**.
- ❖ He **visited** his **old house**.
- ❖ There was a girl.
- ❖ He **talked** to her.
- ❖ He went in.
- ❖ He **sat** on a **bench**.
- ❖ He **recalled** his **past**.
- ❖ He shared it with her.
- ❖ He had an iron cross in the jackfruit tree.
- ❖ He couldn't climb it.
- ❖ The girl brought it.
- ❖ His grandpa had given it.
- ❖ He gave it to her.
- ❖ He **went there for his youth**.
- ❖ He said so.
- ❖ Then, he **left**.

**Moral:** Recollection gives us joy.

## TEXTUAL EXERCISES

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

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

**D. Match the words in column A with the meanings in column B by drawing a line as shown.**

No	A	B
1	pruning	trimming a plant
2	chiming	emit a sound
3	drenched	soaked
4	dizzy	shaky
5	prosperous	flourishing
6	sprightliness	lively
7	treasure	a collection of precious things
8	rusty	ancient

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

won't : will not  
I'd : I had / I would  
I'll : I will

i	you'd	you had/ you would
ii	they've	They have
iii	he'd	He had/ he would

iv	wasn't	was not
v	he's	He is
vi	aren't	are not
vii	isn't	is not
viii	doesn't	does not
ix	wouldn't	would not
x	can't	can not

**F. Now choose the correct option and put a thick mark (✓) above it.**

1. The poet used to play in the house when she was **young** / lazy .
2. The flowers mentioned in the poem are **roses** / holly hocks.
3. The poet used to go home for tea / **lunch**.
4. **Muffins** / grapes were the favourite food of the poet.
5. Life was **beautiful** / happy when the poet was young.
6. There was plenty of time to **gaze** / walk in the field.

### speaking

**G. You are visiting the primary school where you studied classes I to IV, after six years. You get a chance to go to your standard two classroom and you are permitted to sit at the same place where you used to sit.**

- i. What would you remember?
- ii. Describe your feelings at that time.
- iii. Who do you miss very badly, your friends or teachers?
- iv. Share your thoughts with the class.

### Writing

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

My favourite sport is football. I love the game of football. It is a fun game to watch and play. The game promotes physical and mental fitness. I love to be physically fit. And also football brings people together. My love for the game is immense. All my life I have

been playing football, from the backyard to high school. I will never forget; One such memory is winning a match at my junior level in High school.



### Creative writing

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

2 June 2023,  
Madurai,

Dear Friend,

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

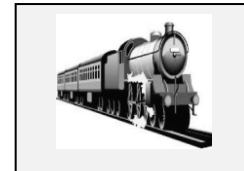
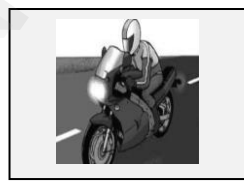
Yours lovingly,  
Xxxx

Address on the envelope  
To

xxxx  
xxxx  
xxxx

It also has provided me with a lot of memories that I

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



#### Healthy, wholesome, calorific

- Vegetables are healthier than pizza.
- They are wholesome food.
- Fast food items are more calorific

#### eco - friendly, economical, safer

- Cycle Riding is eco – friendly
- cycle is more economical than bike
- cycle riding is safer than bike riding

#### educational, interesting, trendy

- Radio is more educational than cell phone.
- Mobile is more interesting than Radio.
- Mobile phone using is trendy.

#### safe, comfortable, quick

- Train travel is safer than bus travel

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

**cozy, costly, sturdy**

- a) Sofa is cozier than a stool  
b) Sofa is costlier than a stool  
c) Stool is more sturdy than a sofa

**D. Listen to the conversation between Leena and her mother and list down a few new words. Using a dictionary find out the meaning for those words.**

New Word	Meaning
Versatile	able to adapt to different activities
Kuritage	tradition
adventures	exciting experience
Savour	Enjoy
brooding	Deep thought
Bungee jumpin	Jumping from a Bridge

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

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





1. **Rhyming Words:**கொடுக்கப்பட்ட பாடலில் உள்ள ஒவ்வொரு வரியின் கடைசி வார்த்தைகளைக் கவனிக்க வேண்டும். அவைகளிலே ஒரே மாதிரியான ஒலிகள் இருந்தால் அவைகள் **Rhyming Words** ஆகும்.  
**Ex :** Tell me not, in mournful **numbers**.  
 Left is but an empty **dream!**  
 For the soul is dead that **slumbers**.  
 And things are not what this **seem**.  
**Rhyming words** –numbers – slumbers  
 dream - seem
2. **Ryme scheme :** ஒரு பாடல் வரிகளின் கடைசி வார்த்தைகளில் ஒரே ஒலியாக வந்தால் அதற்கு ஒரு குறியீடு வைக்க வேண்டும். உதாரணமாக a,b,c.....  
**Ex :** With all my heart I do **admire** a  
 Athletes who meat for fun or **hire** a  
 Who take the field in gandy **pump** b  
 ஒலி மாறுபடும் போது குறியீடு மாறும்.
3. **Simile :** a word or phrase that compares something to something else showing resemblance, using the words **like** (or) **as**.  
 ஒத்த பண்புகளை ஒப்பிடும் போது உவமை என்கிறோம். **like**, **யள** போன்ற வார்த்தைகளை வைத்து **simile** அடையாளம் காணலாம்.
4. **Metaphor :** It is an implied simile. The use of word to indicate a meaning different from its literal meaning.  
 He was a lion in the battle.  
 (He fought like a lion in the battle – simile)
5. **Personification :** The practice of representing objects, qualities etc. as humans, in art and literature. மனிதப்பண்பை மனிதரல்லாதவற்றிற்கு ஒற்றிச் சொல்லுதல்.  
 1. Time and tide wait for no none.  
 2. Laughter holding both her sides.  
 3. Death lays his hands on things.
6. **Appostrphe :** An Apostrophe is a direct address to the dead, to the absent, or to a personified object or idea. உயிரற்ற/ நேரில் இல்லாதவர்களை அழைத்தல்.  
 1. **O judgement !** thou art fled to brutish beasts.  
 2. **O grave !** Where is thy victory.  
 3. **O ye wheels !** be silent for today.
7. **Oxymoron :** Oxymoron is a special form of Antithesis, where two contradictory qualities are predicted at once of the same thing. எதிர் சொற்களால் ஒரு நபரையோ/ ஒரு பொருளையோ குறிப்பது.  
 So **innocent** arch, so **cunningly** simple.  
 This **honour** noted in **dishonor** stood.
8. **Onomatopoeia :** The fact of words containing sounds similar to the noises they describe. ஒலிக்குறிப்புச் சொற்கள்.  
 buzz, chirp, meow (cat's)  
 He heard the **vroom** of the cars.
9. **Anaphore :** அந்தாதித் தொடை – a literary device wherein a word or a phrase is repeated at the beginning of two or more successive sentences. தொடர்ந்து வரும் பாடல் வரிகளில் ஒரே வார்த்தை திரும்ப வரும் போது அதனை **Anaphore** என்கிறோம்.  
**Ex :** 1. In time the savage bull sustains the yoke.  
 In time all haggard barks will stoop to three – Thomas Kyd-  
 2. Was it convenience .....

Was it perversity .....

Was it humility .....

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

ஒரு பரியில் ஒரு வார்த்தையின் முதல் மெய்யெழுத்து ஒலி மீண்டும் வந்தால் அதனை **alliteration** என்கிறோம்.

**Ex :** 1. **P**eter **P**icked a **p**eck of **p**ickled **p**eppers.

2. **S**ing a **s**ong of **s**ix pence.

**11. Assonance :** The repetition of similar words in stressed syllables of successive words.

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

2. Cold and killed – different words same consonants.

**12. Hyperbole :** A way of speaking and writing that makes something sound more exciting than it really is. ஒரு விஷயத்தை மிகைப்படுத்திக் கூறுதல்.

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

2. If the river were dry, I would be able to fill it with tears.

**13. Anthithesis:** a striking opposition of words is made in the same sentence. எதிர்மறைகளைகருத்து ஒரே வாக்கியத்தில் வருதல்.

**Ex:** 1. Man proposes and God disposes.

2. To err is human; To forgive is divine.

3. Speech is silver; silence is golden.

**14. Allusion:** When a person or another makes an indirect reference in speech, text or song to an event or figure. ஒரு செய்தியை நேராகவோ (அ) மறைமுகமாகவோ, ஒரு மனிதனையோ (அ) இடத்தையோ (அ) ஏற்கனவே நடந்த ஒரு நிகழ்வையோ குறிப்பது.

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

2. Susan met her Waterloo in chess (Historical allusion)

**15. Poetic Diction:** The style of speaking or within used by the speaker or writer.

**Ex:** “Heard melodies are sweet, but those

Unheard melodies are sweeter: then the

Ye soft pipes, play on .....

**16. Archaism:** பழமைக் கூறு : The use of writing or speech that is now rarely used; the use of older versions in language and art.

1. Know from **whence** you came.

2. O, Rome, Wherefore **art thou** Rome?

**17. Pun:** சிலேடை : A pun is a joke that makes a play on words.

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

2. Is life worth living? It depends upon the **liver**.

**18. Repetition:** Often use in speech, as a rhetorical device to bring attention to an idea

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

2. The woods are lovely, dark and deep .....

And miles to go before I sleep

And miles to go before I sleep.

**19. Metonymy:** ஆகுபெயர் : It replaces the name of a thing with the name of something else with which it is closely associated.

1. **Pen** is mightier than the sword.

2. The **crown**, for the king.

3. From the **cradle**, to the **grave**.

4. The whole **city** went out to sea the victorions general.

**UNIT  
1**
**Poem**
**STOPPING BY WOODS ON A SNOWY EVENING**

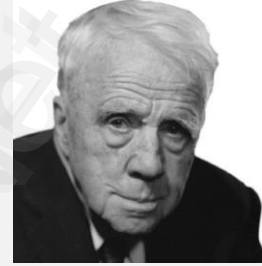
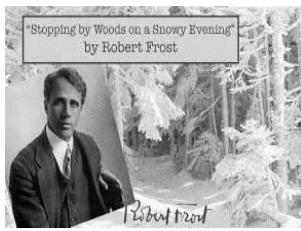
பன்படர்ந்த மாலைப்பொழுதில் போகும் வழியில்

சுற்றே காட்டில் நின்றேன்.

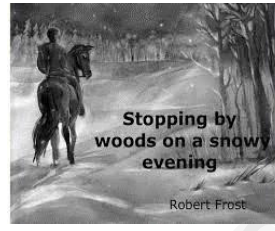
- Robert Frost

**ABOUT THE AUTHOR**

**Robert Frost** (1874-1968) was an American poet noted for his realistic descriptions of rural life. Born on 26 March 1874, he spent his first 40 years as an unknown entity. He received four Pulitzer prizes for poetry and was a special guest at President John F. Kennedy's inauguration. Frost became a poetic force and the unofficial Poet Laureate of the United States. Some of his famous works are *The Road Not Taken*, *West Running Brook*, *Mending Wall*, *After Apple Picking* etc.


**PICTURES RELATED TO THE LESSON**


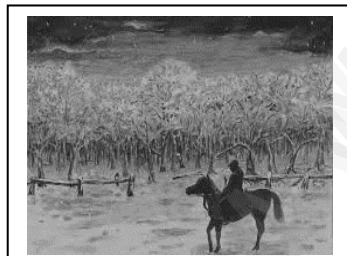
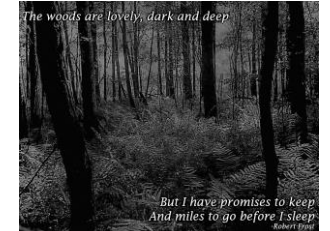
**Robert frost**



**The poet on Horse**



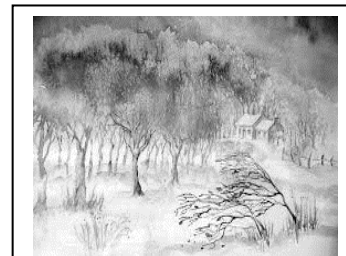
**Woods**



**Poet on the Horse**



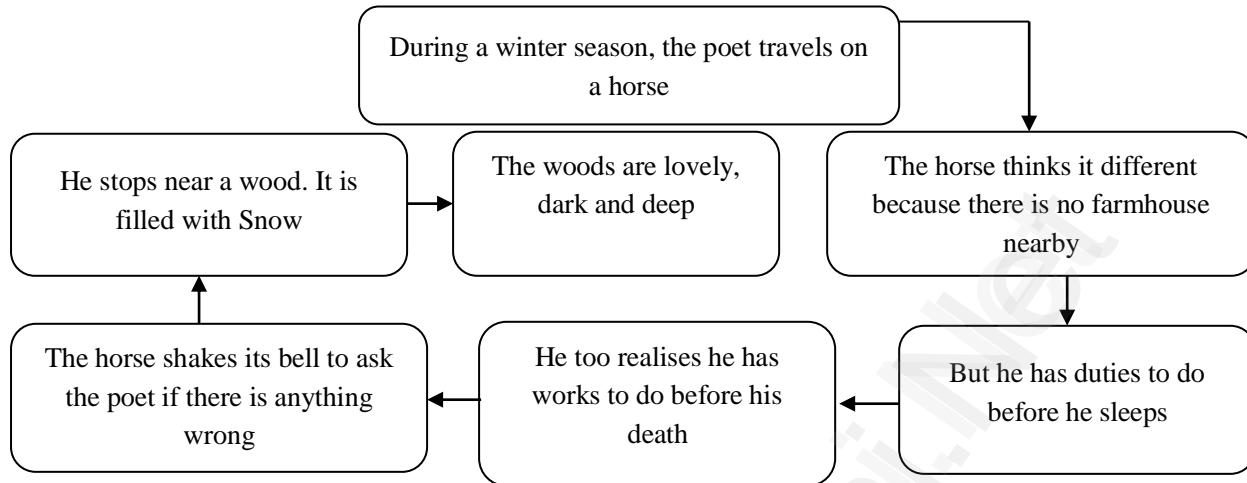
**Dark woods**



**Snow covered woods**



## MIND MAP



## PICTURES RELATED TO THE LESSON



### பாடல் சுருக்கம்

❖ இக்கவிஞர் ஒரு நாள் ஒரு அழகான காட்டின் வழியே குதிரையில் பயணித்தார். அது ஒரு குளிர்காலம். அவர் தன் குதிரையை நிறுத்தி அந்த அழகிய காட்டை ரசித்தார். அவர் நின்ற இடம் அக்காட்டிற்கும் ஒரு உறைந்த ஏரிக்கும் இடையில் இருந்தது. அந்த வனம் அழகாக இருந்தாலும். அவரால் அங்கு அதிக நேரம் நிற்க இயலவில்லை. ஏனெனில் அன்று இரவு அவர் உறங்கும் முன் பல கடமைகளை நிறைவேற்ற வேண்டியிருந்தது.

### TEXT TRANSLATION

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

### GLOSSARY

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



## EXAM BASED QUESTIONS

### APPRECIATION OF THE POEM

Refers		Means	
I, me	the poet (Robert Frost)	queer	- strange, odd
Lines 2,3,4 he , his	Villages	woods	- forest
Line-9 he	Horse	harness	- straps for a horse
		frozen	- in ice form
		sweep	- move swiftly
		downy	- soft and fluffy
		flake	- a small piece of snow

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

### Comprehension Questions :

A. Answer the following questions briefly.

1. What information does the poet highlight about the season and the time of the day in the poem?

It was a **winter evening** It was very **dark**.

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

The poet enjoys the **beauty of the forest**. But, the **horse** finds it **different**.

3. What are the sounds heard by the poet?

He heard the **sounds** of the **wind, snowfall**, and the **bell**.

4. The poet is aware of two choices, What are they? What choice does he make ultimately?

They are : i) watching the forest, ii) returning home. He make the **2<sup>nd</sup> choice**.

5. Pick out words from the poem that bring to mind peace and quiet.

1) The **darkest evening** 2) ...the woods till up with **snow** 3) The easy **wind** and downy **flake**.

Identify the rhyme scheme in each stanza

Stanza	Rhyme Scheme
1	aaba
2	bbcb
3.	ccdc
4.	dddd

Complete the table

Poetic Device	Lines
Alliteration personification Repetition	Watch his woods must think it queer and miles to go before I sleep
Imagery	Of easy wind and downy flake

### APPERCIATION QUESTIONS

1. *Whose woods these are I think I know.*

*His house is in the village though;*

*He will not see me stopping here*

*To watch his woods fill up with snow.*

a) **Who is the speaker ?**

The poet is the speaker.

b) **What is the season?**

It is **winter**.

c) **Who is 'he'?**

'He' is the **forest owner**.

d) **Where is the owner?**

He is in the **village**.

e) **Why did the poet stop near the woods?**

Because he wanted to **enjoy** its **beauty**

f) **Mention the rhyming words?**

know, though, snow

g) **What is the rhyme scheme?**

aaba

h) **Mention the alliterating words.**

whose, woods, watch

his, he

#### Paraphrase : (5 Marks)

These lines are taken from the poem '**Stopping by Woods on a Snowy Evening**' written by '**Robert Frost**'. Frost knows the forest's owner. He belongs to a village. Frost stops near the forest. He is watching it. It is filled with snow.

2. *My little horse must think it queer**To stop without a farmhouse near**Between the woods and frozen lake**The darkest evening of the year.*a) **How was the lake?**It was **frozen**.b) **Why should the horse think it queer?**Because there was **no farm house**,c) **Give the meaning of 'queer'**Queer means **strange**.d) **How was the evening?**It was **very dark**.e) **Mention the alliterated words**

without, woods

my, must

f) **Pick out the rhyming words.**

queer, near, year

g) **Identify the rhyme scheme.**

aaba

h) **What is the figure of speech?****Personification (உருவகம்)****Paraphrase : (5 Marks)**

These lines are taken from the poem 'Stopping by Woods on a Snowy Evening' written by 'Robert Frost'. Frost stops near a forest. He enjoys its beauty. His horse may find it strange. He stands between the forest and a lake. The evening is very dark.

3. *He gives his harness bells a shake**To ask if there is some mistake.**The only other sound's the sweep**Of easy wind and downy flake.*a) **Who, is 'he' here?**'He' refers to the **horse**.b) **Why does it shake its harness bells?**

Because it wants to remind the master's mistake.

c) **What is the sound mentioned?**It's the sound of **wind and snow**.d) **Mention the alliterated words**

shake, some, sound

e) **What is the figure of speech?**

Personification

f) **What's the rhyme scheme?**

aaba

g) **Mention the rhyming words.**

shake, mistake, flake.

**Paraphrase : (5 Marks)**

These lines are taken from the poem ‘**Stopping by Woods on a Snowy Evening**’ written by ‘**Robert Frost**’. Frost stops near a forest. There is no farmhouse. His horse shakes its bells. It wants to know if there is any mistake. There is the sound of the wind and snow.

4. *The woods are lovely, dark and deep.*

*But I have promises to keep,*

*And miles to go before I sleep,*

*And miles to go before I sleep.*

a) **Whom does ‘I’ refer to?**

‘I’ refers to the **poet**

b) **How are the woods?**

The woods are **lovely**.

c) **What does ‘promises’ mean?**

Promises mean **duties**.

d) **Why is the last line repeated?**

It’s done so **to stress the importance of duty**.

e) **Explain the last line**

The poet must finish many **duties before sleep** (death)

f) **What’s the rhyme scheme?**

aaaa

g) **What are the rhyming words?**

deep, keep, sleep, sleep

**Paraphrase : (5 Marks)**

These lines are taken from the poem ‘**Stopping by Woods on a Snowy Evening**’ written by ‘**Robert Frost**’. The forest is beautiful. It is dark and deep. He wants to enjoy it. But he has many duties before sleep. He has to fulfill them.

**SPECIAL PARAGRAPH**

1. It is said, “the choices made by one, shapes one’s destiny”. Ponder on the thought and write a paragraph.

**FOR AVERAGE STUDENTS**

**Poem : Stopping by woods on a snowy evening**

**Poet : Robert Frost**

**Theme : Admiring Nature**

This poem "Stopping By Woods, On A Snowy Evening" written by Robert Frost deals with the **beauty of a forest** on a **snowy evening**. One snowy evening, Robert Frost was **riding** on a horse. On the way, he saw a beautiful forest. He stopped his horse to enjoy the beauty of the forest. The forest belonged to **a man** living in a nearby **village**. He did not know that the poet was watching his forest. The **forest** was **lovely**, dark and deep. His horse shook its **harness bells** to ask why he stopped without a farmhouse, There was the sound of wind and snowfall. The poet **couldn't stop** there **for long** because he had **many duties**. He had to travel many miles before going to bed that night.

**Moral:** A thing of beauty is a joy for ever.

### FOR SLOW LEARNERS

- ❖ The poet **rode on a horse**.
- ❖ He saw a **forest**.
- ❖ It was **beautiful**.
- ❖ He wanted to enjoy it.
- ❖ He stopped his horse.
- ❖ His horse shook its bells.
- ❖ **Wind** was **blowing**.
- ❖ **Snow** was **falling**.
- ❖ He stood between the forest and a lake.
- ❖ The forest was lovely.
- ❖ He **couldn't be** there for long.
- ❖ He had to complete **many duties**.
- ❖ He had to travel long before sleep.

**Moral:** A beautiful thing gives joy.

### TEXTUAL EXERCISES

D. Identify the rhyme scheme used in each stanza.

One example has been done for you.

stanza	rhyme scheme
1	aaba

2	bbcb
3	aaba
4	aaaa



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

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

### LISTENING

F. Listen to your teacher read a passage or play on a recorder, on the importance of keeping promises. As you listen, complete the blanks.

- When you make a promise, keep it, even if it costs you more than you expected.
- Do not promise too much but deliver more than you promise.
- A promise seeks people together.
- Some people make promises too easily

e. Saying 'yes' is easier than refusal but can lead to disappointment and decrease in trust.

f. Before making promises, consider the long-term input on your reputation

I. Write your presentation as an article.

b. Though attracted to the peace and quietness of the woods, the poet decides to go on to the village. Express your opinion on why the poet does so.

J. You can use the following words while expressing your opinion. Write a short speech in not more than 100 – 150 words.

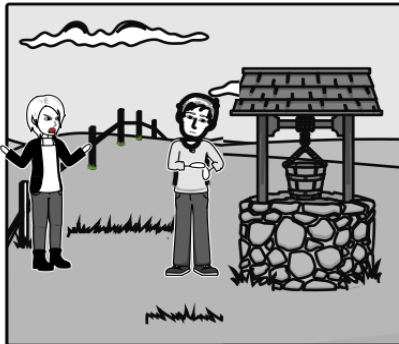
My View...	In my opinion...
My belief...	Speaking personally...
I am certain...	I would say that...
I presume...	I have no doubt...
I guess...	From my point of view...

**UNIT  
2**
**Poem**
**A POISON TREE**
**ஒரு நச்சு மரம்**

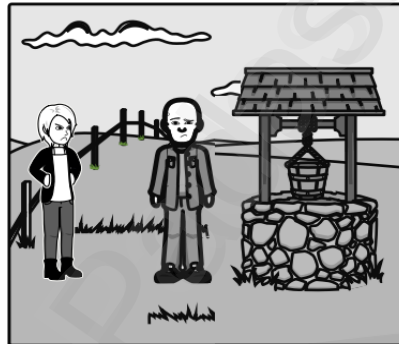
- William Blake

**ABOUT THE AUTHOR**

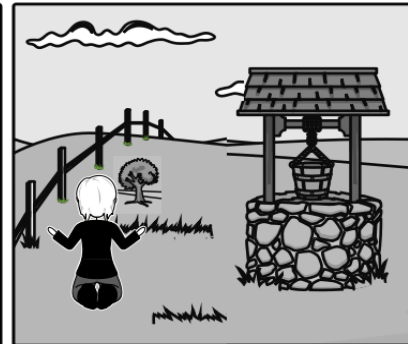
William Blake (1757-1827) was an English Poet, Painter and print maker. Blake is now considered a seminal figure in the history of English poetry. He was born in London. He was a boldly imaginative rebel in both his thought and his art. Some of his famous poems are "The Lamb" and "The Tiger"


**PICTURES RELATED TO THE LESSON**


I was angry with my friend:  
I told my wrath, my wrath did end.



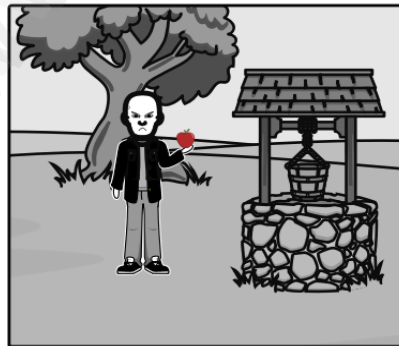
I was angry with my foe:  
I told it not, my wrath did grow.



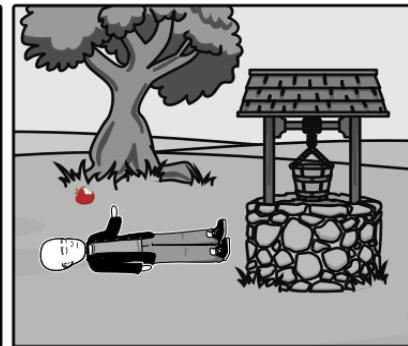
And I waterd it in fears,  
Night & morning with my tears:  
And I sunned it with smiles,  
And with soft deceitful wiles.



And it grew both day and night,  
Till it bore an apple bright.



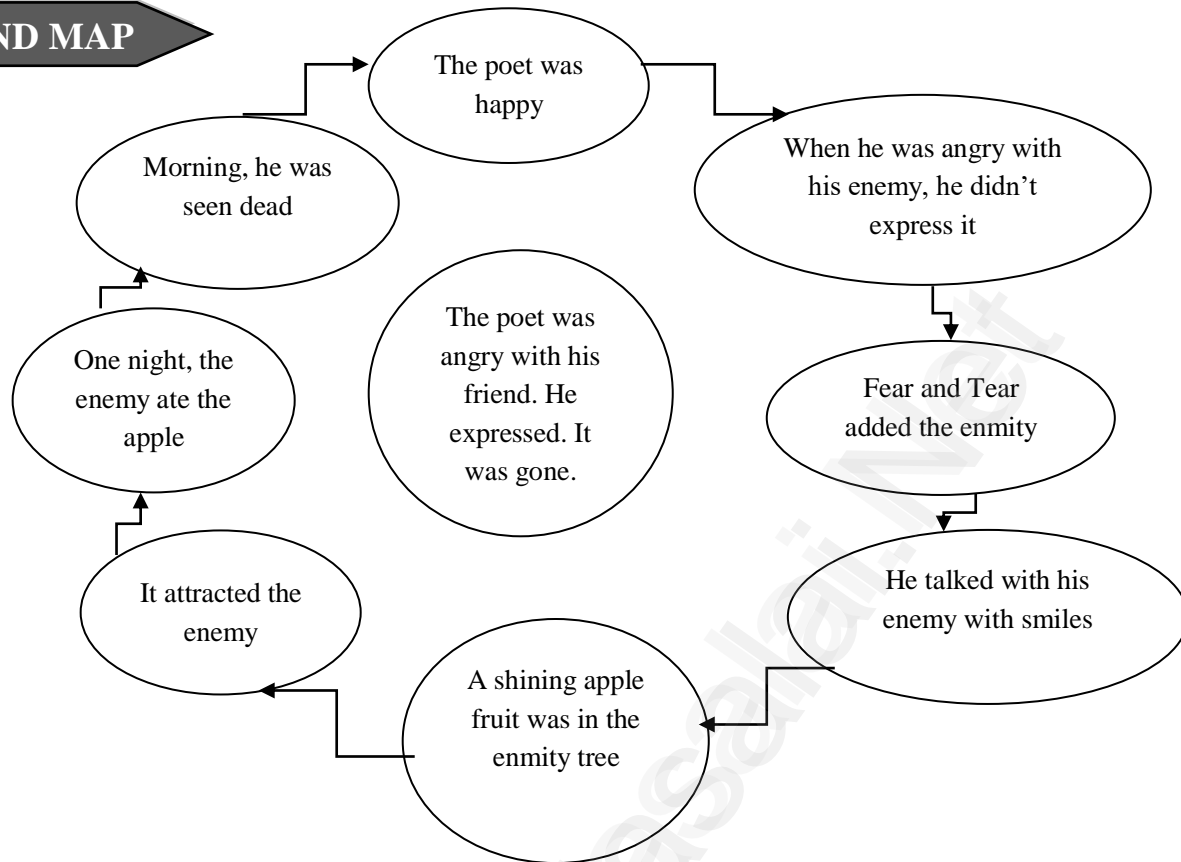
And my foe beheld it shine,  
And he knew that it was mine.  
And into my garden stole,  
When the night had veild the pole;



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

Create your own at Storyboard That

**MIND MAP**



**PICTURES RELATED TO THE LESSON**



## பாடல் சுருக்கம்

❖ இக்கவிஞர் தன் எதிரியை பழிவாங்கிய விதத்தை அழகாக வர்ணிக்கிறார். அவர் தன் நண்பன் மீது ஏற்பட்ட கோபத்தை வெளிப்படுத்தினார். அது மறைந்தது. தன் பகைவன் மீது ஏற்பட்ட கோபத்தை மறைத்துவிட்டார். அது ஒரு விஷமரமாக வளர்ந்து ஒரு ஆப்பிளைக் கொடுத்தது. அதைத் திருட்டுத்தனமாகச் சாப்பிட்ட அவரது பகைவன் அம்மரத்தின் கீழ் இறந்துகிடந்தான். அதைப்பார்த்த கவிஞர் மகிழ்ச்சி அடைந்தார்.

## TEXT TRANSLATION

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

## GLOSSARY

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

## EXAM BASED QUESTIONS

### APPRECIATION OF THE POEM

References		Means	
I, my , mine	the poet	wrath	- anger
it	anger	foe	- enemy
he	enemy	deceitful	- cunning
		wiles	- tricks
		veiled	- covered
		beheld	- saw

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



### APPERCIATION QUESTIONS

1. *I was angry with my friend;*

*I told my wrath, my wrath did end.*

*I was angry with my foe:*

*I told it not, my wrath did grow.*

- |  |  |
|--|--|
| <p>a) <b>To whom did the poet express his anger?</b><br/>He expressed his anger <b>to his friend.</b></p> <p>b) <b>What is wrath?</b><br/>Wrath means <b>anger.</b></p> <p>c) <b>Whom does 'I' refer to?</b><br/>'I' refers to the <b>poet.</b></p> <p>d) <b>To whom did he not express his anger?</b><br/>He didn't express it <b>to his enemy.</b></p> <p>e) <b>What is 'foe'?</b><br/>Foe means <b>enemy.</b></p> | <p>f) <b>What happened to his anger?</b><br/>It <b>grew</b></p> <p>g) <b>Pick out the rhyming words.</b><br/>friend, end, foe, grow.</p> <p>h) <b>Mention the rhyme scheme.</b><br/>aabb</p> <p>i) <b>What is the figure of speech?</b><br/>Repetition</p> <p>j) <b>Mention the alliteration.</b><br/>was, with, wrath</p> |
|--|--|

#### Paraphrase : (5 Marks)

These lines are taken from the poem 'A Poison Tree' written by 'William Blake'. The poet was angry with his friend. He showed it. It disappeared. He was angry with his enemy. He hid it. It grew.

2. *And I watered it in fears*

*Night and morning with my tears*

*And I sunned it with smiles,*

*And with soft deceitful wiles.*

- |   |  |
|---|--|
| <p>a) <b>What is 'it'?</b><br/>It refers to the <b>poet's anger</b></p> <p>b) <b>How did he water it?</b><br/>He watered it <b>with tears.</b></p> <p>c) <b>How did he sun it?</b><br/>He sunned it <b>with smiles.</b></p> <p>d) <b>What is 'deceitful wiles'?</b></p> | <p>f) <b>Mention the figure of speech in the 2<sup>nd</sup> line.</b><br/>Contrast</p> <p>g) <b>Mention the alliteration.</b><br/>sunned, smiles</p> <p>h) <b>Mention the rhyme scheme.</b><br/>aabb</p> |
|---|--|

It means <b>cunning tricks</b> e) <b>Mention the figure of speech in the first line</b> Metaphor	i) <b>Mention the rhyming words</b> fears- tears- smiles, wiles
<b>Paraphrase : (5 Marks)</b>	
These lines are taken from the poem 'A Poison Tree' written by 'William Blake'. The poet watered his anger with tears. It grew. He hid it with smiles. He hid it with tricks.	

<p>3. <i>And it grew both day and night</i> <i>Till it bore an apple bright</i> <i>And my foe beheld it shine</i> <i>And he knew that it was mine.</i></p>	
a) <b>What does 'apple' signify?</b> It signifies the <b>result of the poet's anger</b>	d) <b>Mention the alliteration.</b> bore, bright
b) <b>Who beheld it?</b> <b>His enemy</b> beheld it.	e) <b>Mention the rhyme scheme.</b> aabb
c) <b>Mention the figure of speech in the 1<sup>st</sup> line</b> contrast	f) <b>Mention the rhyming words.</b> night – bright, shine – mine
<b>Paraphrase : (5 Marks)</b>	
These lines are taken from the poem 'A Poison Tree' written by 'William Blake'. The poet's anger grew daily. It grew like a tree. It bore an apple. It was shining. His enemy saw it. It was the poet's one. He knew it.	

<p>4. <i>And into my garden stole</i> <i>When the night had veiled the pole</i> <i>In the morning glad I see</i> <i>My foe outstretched beneath the tree.</i></p>	
a) <b>What happened to his enemy?</b> He was poisoned to death.	d) <b>Mention the rhyme scheme.</b> aabb

<p>b) <b>How did the poet feel?</b> He felt happy</p> <p>c) <b>Mention the figure of speech.</b> Personification</p>	<p>e) <b>Mention the rhyming words.</b> stole-pole, see - tree</p>
<b>Paraphrase : (5 Marks)</b>	
<p>These lines are taken from the poem 'A Poison Tree' written by 'William Blake'. The poet's enemy entered his garden. He picked the apple. He ate it. He lay dead. The poet saw it. He felt happy.</p>	

### SPECIAL PARAGRAPH

1. How did the poet's anger with his friend end?
2. Describe how his anger kept growing
3. Describe the effect of the poisonous fruit on the 'enemy'.

<b>Poem</b>	: A Poison Tree
<b>Poet</b>	: William Blake
<b>Theme</b>	: The poet's anger for his enemy

Once, William Blake was **angry with** his **friend**, He **expressed** his anger for him. His **anger vanished**. Later, he felt **angry with** his **foe**. He **didn't express** it to his foe. It started **growing** like a poison tree. He **watered** the poison tree with tears. He smiled at his foe in order to conceal his anger for him. Finally, the poison tree bore a **beautiful** shining **apple**. The poet's enemy saw the apple shine. He knew quite well that it belonged to the poet. One night, the poet's foe entered the poet's garden stealthily. **He stole** the beautiful **apple**. He **ate** it at once. The next morning, the poet found his **foe dead** under the poison tree. So, the **poet** became happy.

**Moral:** Anger is poisonous indeed

## FOR SLOW LEARNERS

- ❖ Blake was **angry** with his friend.
- ❖ He **showed** it.
- ❖ His **anger disappeared**.
- ❖ He was **angry with his enemy**.
- ❖ He hid it.
- ❖ It started **growing**.
- ❖ It became a tree.
- ❖ It had an **apple**.
- ❖ It was shining.
- ❖ His **enemy** saw it.
- ❖ He entered his garden.
- ❖ He stole it.
- ❖ He **ate** it.
- ❖ He **died**.
- ❖ The **poet** was **happy**.

**Moral:** Anger is poisonous

## TEXTUAL EXERCISES

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

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

## LISTENING

**H. Listen to your teacher reading out the tips on anger management. (The script can be either read out by the teacher or student, or recorded and**

**played more than once as required). Listen and match the sentence parts by drawing a line.**

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

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

**Take ideas from the poem and also use your own ideas.**

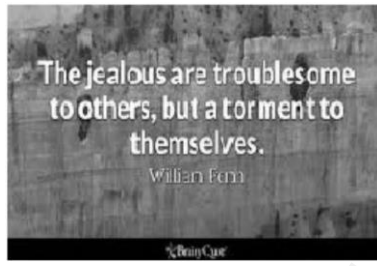
1. Recall a recent situation when you became angry. What were the consequences of your anger? After listening to the guidelines on anger management, find out how well you could have handled the situation. Write your findings.
2. What might have caused the conflict which led to the poet becoming angry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

**J. Discuss and Write.**

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



**UNIT  
1**
**Supplementary**
**THE ENVIOUS NEIGHBOUR**
**பொறாமையுள்ள பக்கத்துவீட்டார்**
**- A Japanese Folk Tale**
**PICTURES RELATED TO THE LESSON**

**FAITAFUL DOG**

**JEALOUS**

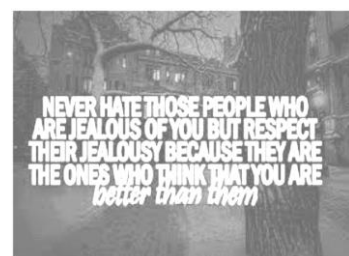
**SAINT**

**PARADE**

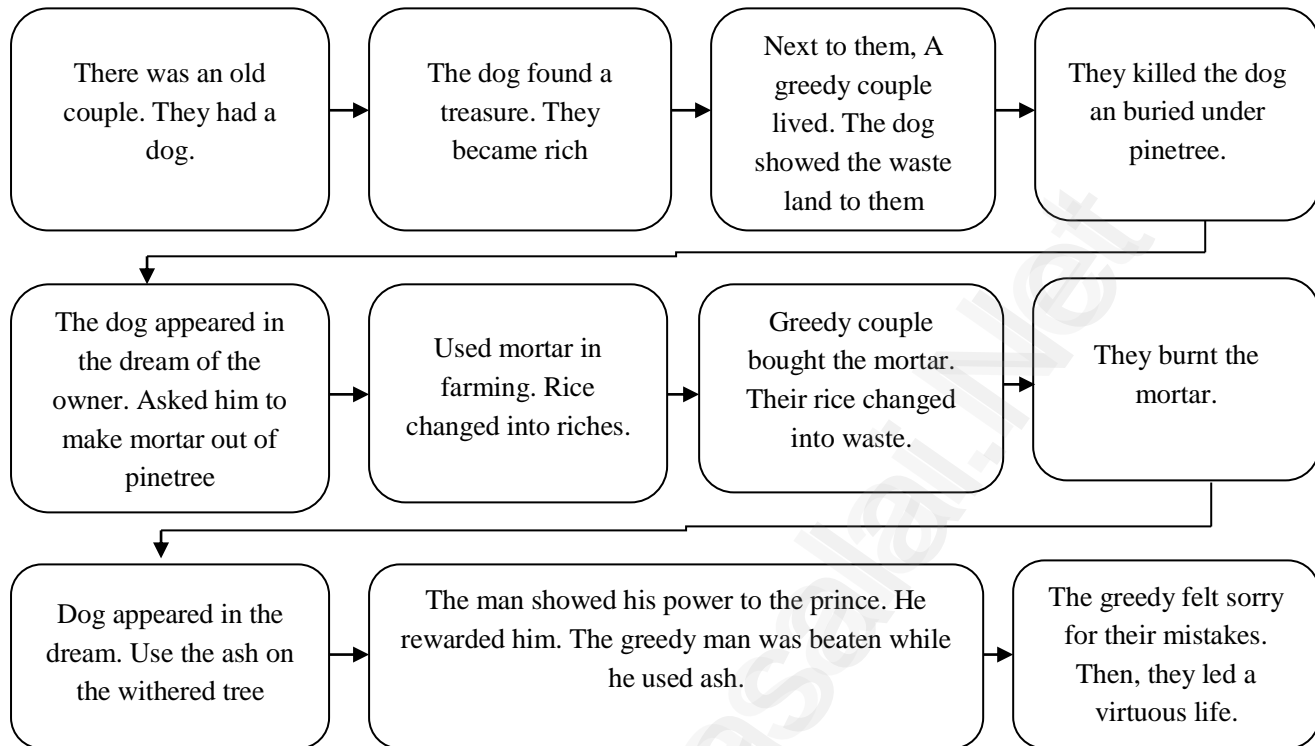
**LOYAL**

**DREAM**

**PRAYER**

**TREE FELL DOWN**

**MORAL**

### MIND MAP



### PICTURES RELATED TO THE LESSON



### கதைச் சுருக்கம்

❖ ஒரு பொறாமைக்காற அண்டைவீட்டார். ஒரு நேர்மையான தம்பதியின் அதிர்ஷ்டமுள்ள நாயைக் கொண்டு தவறுக்கு வருந்தி திருந்துவதே இக்கதையின் மையக்கருத்து. ஒரு நேர்மையான தம்பதியின் செல்லநாய் அவர்களுக்குப் புதையலைக் காட்டியது. அவர்கள் செல்வந்தராயினர். அது அவர்களுடைய அண்டை வீட்டார்க்கு கழிவைக் காட்டியது. அவர்கள் அதைக் கொண்டு புதைத்தனர். அங்கு பைன் மரத்தை நட்டனர். அதை ஒரு உரலாகச் செய்தனர். அது அவர்களுக்குச் செல்வம் தந்தது. அண்டைவீட்டார் அதை எரித்தனர். நல்லவர்கள் அச்சாம்பலைத் தூவி பட்ட மரங்களை உயிர் பெறச் செய்தனர். கெட்டவர்கள் அப்படிச் செய்தபோது இளவரசனின் கண் குருடானது. அவர்கள் தண்டிக்கப்பட்டனர். நல்லவர்கள் கெட்டவர்களுக்கு இரங்கி செல்வம் கொடுத்தனர்.

### TEXT TRANSLATION

The Envious Neighbour	பொறாமையுள்ள பக்கத்துவீட்டார்
In the old, old days, there lived an honest man with his wife, who had a pet dog, which they used to feed with fish and tit-bit from their own kitchen. One day, as the old folks went out to work in their garden, the dog went with them, and began playing about. All of a sudden, the dog stopped short, and began to bark, "Bow, wow, wow!" wagging his tail violently.	ஒரு பழங்காலத்தில், நேர்மையான ஒருவர் தனது மனைவியுடன் வாழ்ந்து வருகிறார். அவர்களுக்கு செல்லப்பிராணி ஒரு நாயும் இருந்தது. அதற்கு மீனும், அடுப்பங்கரையில் உள்ள மிச்சத்தையும் போட்டு வளர்த்தனர். ஒருநாள், அந்த வயதான தம்பதியர்கள் தோட்டத்தில் வேலை பார்க்க சென்ற பொழுது, நாயும் சென்று அங்கே விளையாடியது. தீடின, நாய் ஒரு இடத்தைப் பார்த்து, "வாவ் வாவ் வாவ்" என தனது வாலை மிகவும் வேகமாக ஆட்டியது.
The old people thought that there must be something nice to eat under the ground, so they brought a spade and began digging, when, lo and behold! The place was full of gold pieces and silver, and all sorts of precious things, which had been buried there. So, they gathered the treasure and after giving alms to the poor, bought themselves rice-fields and corn-fields, and became wealthy people.	அந்த வயதான தம்பதியினர் மண்ணுக்கடியில் ஏதோ சாப்பிடும் பொருள் இருக்கிறது என நினைத்து மண்வெட்டியால் தோண்ட ஆரம்பித்தனர். அந்த இடத்தில் தங்கமும், வெள்ளியும், விலை உயர்ந்த பொருள்களும் புதைக்கப்பட்டிருந்தன. அவர்கள் அந்த புதையலை ஏழைகளுக்கு கொஞ்சம் கொடுத்தனர். பின்னர், தங்களுக்கான நெல் வயலும், மக்காச்சோளம் வயலும் வாங்கினர். இவ்வாறு பணக்காரர்களாக மாறினர்.
Now, in the neighbouring house there dwelt a covetous and stingy old couple, who when they heard what had happened, came and borrowed the dog and having taken him home, prepared a great feast for him, and said— "If you please, Mr. Dog, we should be much obliged to you if you would show us a place with plenty of money in it."	இப்பொழுது அவர்கள் வீடு அருகில் பேராசையும், கஞ்சமுமான ஒரு வயதான தம்பதியினர் இருந்தனர். நடந்த சம்பவத்தை கேள்விப்பட்ட அவர்கள், ஒரு நாள் அந்த நாயை அழைத்து ஒரு பெரிய விருந்து கொடுத்தனர். "மதிப்பிற்குரிய நாய் அவர்களே, தயவுசெய்து எங்களுக்கு அதிகமான பணம் உள்ள இடத்தை காண்பிக்கவும்."



<p>The dog, however, who up to that time had received nothing but cuffs and kicks from his hosts, would not eat any of the dainties which they set before him; so, the old people began to get cross, and, putting a rope around the dog's neck, led him out into the garden. But it was all in vain; he let them lead him where they might, not a sound would the dog utter. He had no "bow-wow" for them. At last, however, the dog stopped at a certain spot, and began to sniff. So, thinking that this must surely be the lucky place, they dug, and found nothing but a quantity of dirt and nasty offal, over which they had to hold their noses. Furious at being disappointed, the wicked old couple seized the dog, and killed him.</p>	<p>அந்தநாள்வரை, நாய்க்கு அடியும், மிதியும் கொடுத்த பக்கத்துக்கு வீட்டுக்காரர்கள், இப்பொழுது வைத்துள்ள சுவையான உணவுகளை இதுவரை கொடுத்தது இல்லை. நாய் அனைத்தையும் சாப்பிட மறுத்தது. அதற்கு கழுத்தில் ஒரு கயிறைப் போட்டு தோட்டத்திற்கு கூட்டிச் சென்றனர். ஆனால், அது வீணாகிப் போனது. நாய் ஒரு சின்ன சத்தம் கூட போடவில்லை. கடைசியாக, ஒரு இடத்தில் நாய் மோப்பம் எடுத்தது. அதையே, அதிஷ்டமான இடம் எனக் கருதி, தோண்ட ஆரம்பித்தனர். அங்கே குப்பையும், அழுக்குகளும் வந்தன. மூக்கை பொத்திக்கொண்டனர் அந்த மோசமான வயதான தம்பதியர். ஏமாற்றம் அடைந்ததால், அந்த நாயைக் கொன்றனர்.</p>
<p>When the good old man saw that the dog, whom he had lent, did not come home, he went next door to ask what had become of him; and the wicked old man answered that he had killed the dog and buried him at the root of a pine-tree; so the good old fellow, with a heavy heart, went to the spot, and having set out a tray with delicious food, he burnt incense, and adorned the grave with flowers, as he shed tears over his lost pet.</p>	<p>நாயின் உரிமையாளரான நல்ல வயதான மனிதர், தனது நாய் வீட்டுக்கு வராததால், பக்கத்து வீட்டுக்காரரிடம் கேட்கிறார். அந்த மோசமானவரோ, நாயைக் கொன்று பைன் மரத்தின் வேரில் புதைத்து விட்டதாக கூறுகிறார். அதைக்கேட்டு, மனம் உடைந்த அவர், அந்த இடத்திற்கு சென்றார். ஒரு தட்டு நிறைய சுவையான உணவை வைத்தார். ஒரு கல்லறையை அமைத்து, அழுதுகொண்டே பத்தியை பொருத்தி, பூக்களை வைத்து அழகு படுத்தினார்.</p>
<p>That night, when the good old man was fast asleep in bed, the dog appeared to him, and, after thanking him for all his kindness, said "Cause the pine-tree, under which I am buried, to be cut down and made into a mortar, and use it, thinking of it as if it were myself." The old man did as the dog had told him to do, and made a mortar out of the wood of the pine-tree; but when he ground his rice in it, each grain of rice turned into some rich treasure. When the wicked old couple saw this, they came to borrow the mortar; but no sooner did they try to use it, all their rice turned into filth; so, in a fit of rage, they broke the mortar and burnt it. But the good old man, little suspecting that his precious mortar had been broken and burnt, wondered why his neighbours did not bring it back to him.</p>	<p>அந்த இரவு, முதியவர் நல்ல உறக்கத்தில் இறந்து போன நாய் தோன்றியது. அவரின் கருணைக்கு நன்றி கூறியது. பின் தான் எங்கு புதைக்கப்பட்டேனோ அந்த பைன் மரத்தை வெட்டி உரல் ஒன்றை செய்து பயன்படுத்துங்கள். அதை நான் (நாய்) என்றே கருதுங்கள் என்று கூறியது வயதான மனிதர் நாய் சொல்லியபடி செய்தார். அந்த அரவை இயந்திரத்தில் போட்ட ஒவ்வொரு நெல்லும், விலையுயர்ந்த பொருளாக மாறியது. மோசமான தம்பதிகள் இதைப்பார்த்து, அந்த அரவை இயந்திரத்தை கேட்டனர். அவர்கள் பயன்படுத்திய போது, ஒவ்வொரு நெல்லும் குப்பையாக மாறியது. ஆகையால், கோபப்பட்டு அதை உடைத்து எரித்தனர். ஆனால், அந்த நல்ல மனிதர் தனது இயந்திரத்தை உடைத்து எரித்திருப்பார்களோ, என சந்தேகப்பட்டு, பக்கத்து வீட்டுக்காரரிடம் கேட்கிறார்.</p>
<p>One night the dog appeared to him again in a dream, and told him what had happened, adding that if he would take the ashes of the burnt mortar and sprinkle them on withered trees, the trees would revive, and suddenly put out flowers. After saying this the dream vanished, and the old man, who heard for the first time of the loss of his mortar, ran out weeping to the neighbours' house, and begged them, at any rate, to</p>	<p>ஒரு நாள் இரவு, மறுபடியும் நாய் கனவில் தோன்றியது. அவரிடம் என்ன நடந்தது எனக் கூறி, அந்த இயந்திரத்தை எரித்த சாம்பலை பட்டுப்போன மரத்தில் தூவினால், மீண்டும் முளைத்து பூக்கள் பூக்கும் என்கிறது. கனவில் நாய் மறைந்தது. வயதானவர் அழுகிறார். பின்னர் பக்கத்து வீட்டுக்காரரிடம் ஓடிச் சென்று அந்த அரவை இயந்திரத்தின் சாம்பலை தயவுசெய்து தருமாறு கேட்கிறார். அதை வாங்கியவுடன் தனது வீட்டுக்கு சென்று நாய் தந்த வரத்தை சோதனை செய்கிறார். உதிர்த்து போன செர்ரி</p>

<p>give him back the ashes of his treasure. Having obtained it, he returned home, and made a trial of their virtues upon a withered cherry tree, which, upon being touched by the ashes, immediately began to sprout and blossom. When he saw this wonderful effect, he put the ashes into a basket, and went about the country, announcing himself as an old man who had the power of bringing dead trees to life again.</p>	<p>மரத்தில் தூவியவுடன் உடனே தளிர் விட்டு பூக்க ஆரம்பித்தது. இந்த அற்புதத்தை பார்த்தவுடன் அந்த சாம்பலை ஒரு கூடையில் போட்டு தன்னிடம் இறந்த செடிகளை மீண்டும் உயிர் பெறக்கூடிய அற்புத சக்தி உள்ளது என்று நாடு முழுவதும் கூறினார்.</p>
<p>A certain prince, hearing of this, and thinking it a mighty strange thing, sent for the old fellow, who showed his power by causing all the withered plum and cherry trees to shoot out and put forth flowers. So, the prince gave him a rich reward of pieces of silk and cloth and other presents, and sent him home rejoicing.</p>	<p>இதை கேள்விப்பட்ட ஒரு நாட்டின் இளவரசன் இவரை அழைத்து காய்ந்துபோன பிளம் மற்றும் செர்ரி செடியின் மேல் தூவி உயிர் கொடுக்க சொன்னார். அவ்வாறே நடந்தது. அதனால் அந்த இளவரசர் அவருக்கு பட்டு துணியும் விலையுயர்ந்த பரிசுகளும் கொடுத்து மகிழ்ச்சியாக அனுப்பினார்.</p>
<p>As soon as the neighbours heard of this they collected all the ashes that remained, and having put them in a basket, the wicked old man went out into the castle town, and gave out that he was the old man who had the power of reviving dead trees, and causing them to flower. He had not to wait long before he was called into the prince's palace, and ordered to exhibit his power.</p>	<p>உடனே அந்த பக்கத்து வீட்டுக்காரர் வந்து மீதமுள்ள சாம்பலை வாங்கி கூடையில் போட்டு பக்கத்து அரண்மனைக்கு சென்று தன்னிடம் இறந்த செடிகளை பூக்க வைக்கும் சக்தி உள்ளது என்றார். அவருக்கு உடனே அந்த சக்தியை காட்ட வேண்டும் என்ற ஆவல் உள்ளது என்றார்.</p>
<p>But when he climbed up into a withered tree, and began to scatter the ashes, not a bud or flower appeared; but the ashes all flew into the prince's eyes and mouth, blinding and choking him. When the prince's retainers saw this, they seized the old man, and beat him almost to death, so that he crawled off home in a very sorry plight. When he and his wife found out what a trap they had fallen into, they scolded themselves. The good old man and woman, as soon as they heard of their neighbours' distress, sent for them, and, after reproving them for their greed and cruelty, gave them a share of their own riches, which, by repeated strokes of luck, had now increased to a goodly sum. So, the wicked old people mended their ways, and led good and virtuous lives ever after.</p>	<p>ஆனால், அவர் ஒரு காய்ந்த மரத்தில் ஏறி சாம்பலை தூவிய போது, மொட்டும் வரவில்லை, பூவும் வரவில்லை. அதற்குப்பதில், அந்த சாம்பல், இளவரசனின் கண் மற்றும் வாயில் சென்று மூச்சு திணற வைத்தது. இளவரசனின் பாதுகாவலர்கள் அந்த வயதானவரை பிடித்து சாகும் வரை அடித்து, விட்டு தவழ்ந்து செல்லும்படி உத்தரவிட்டனர். அவரும், அவரது மனைவியும், தாங்கள் செய்த தவறை நினைத்து தங்களுடைய திட்டிக்கொண்டார்கள். நல்ல வயதான தம்பதியர்கள், தங்களது பக்கத்து வீட்டுக்காரரின் துயரத்தை கேள்விப்பட்டு, அவர்களை அழைத்து, அவர்களின் பேராசையும், கொடுமான தன்மையும் கண்டித்தனர். தங்களுக்கு அடுத்தடுத்து வந்த அதிஷ்டத்தால், கிடைத்த பணத்தை அவர்களுக்கும் கொஞ்சம் கொடுத்தனர். அந்த மோசமான வயதான தம்பதினர், தங்கள் தவறை திருத்தி, நல்ல ஒரு வாழ்க்கை வாழ ஆரம்பித்தனர்.</p>



## GLOSSARY

Word	Meaning	Word	Meaning
tit-bit(n.)	- a small piece of tasty food	wagged(n.)	- move or cause to move rapidly to and fro
covetous(adj.)	-having or showing a great desire to	withered(v.)	- become dry and shriveled



	possess something belonging to someone else		
<b>obliged(v.)</b>	- make (someone) legally or morally bound to do something		

## CHARACTERS AND THEIR HINTS

Character	Key words
<b>Old couple</b>	<ul style="list-style-type: none"> <li>➤ Has a pet dog.</li> <li>➤ Gets a box of gold pieces and silver.</li> <li>➤ Has envious neighbour.</li> <li>➤ Dog helps them in all the ways.</li> <li>➤ Second time they get gold out of rice in mortar.</li> <li>➤ When they sprinkled the ash of mortar the cherry trees bloomed.</li> <li>➤ Prince rewards them.</li> <li>➤ As they are not jealous they give a little bit of gold to the envious neighbour.</li> </ul>
<b>Neighbour</b>	<ul style="list-style-type: none"> <li>➤ Next to old couple.</li> <li>➤ Always has jealousy on the old couple.</li> <li>➤ Borrows the dog for wealth and kills it.</li> <li>➤ Second time borrows the mortar but they get wither out of rice. So they burned the mortar</li> <li>➤ Takes the ashes and sprinkles on the trees but the ash has fallen in the eyes of prince. So they get punishment.</li> <li>➤ Accepts the wealth given by their old neighbour and repents for their mistake.</li> </ul>
<b>Pet dog</b>	<ul style="list-style-type: none"> <li>➤ Kind enough to the old couple</li> <li>➤ Finds a box of treasure under the earth.</li> <li>➤ When it goes to the neighbour's house it shows bones. So it was killed</li> <li>➤ After the death also it is kind enough to its owner</li> <li>➤ Comes in the dream and asks them to make a mortar from the pine tree.</li> <li>➤ Because it is buried there.</li> <li>➤ In the second time it comes in the dream and says to sprinkle the ashes on the withered cherry trees.</li> </ul>
<b>Prince</b>	<ul style="list-style-type: none"> <li>➤ Comes in the end of the story.</li> <li>➤ Happy on seeing the bloomed trees.</li> <li>➤ Honours the old couple for their deed.</li> <li>➤ Punish the envious people for their ill doing.</li> </ul>

**READ THE FOLLOWING PASSAGE AND  
ANSWER THE QUESTIONS**

1. In the old, old days, there lived an honest man with his wife, who had a pet dog which they used to feed with fish and tit-bit from their own kitchen. One day, as the old folks went out to work in their garden, the dog went with them. All of a sudden, the dog stopped short and began to bark, "Bow, wow, wow", wagging his tail violently. The old people thought that there must be something nice to eat under the ground, so they brought a spade and began digging, when lo and behold! The place was full of gold pieces and silver and all sorts of precious things, which had been buried there. So, they gathered the treasure and after giving alms to the poor, bought themselves rice-fields and corn-fields and became wealthy people.

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

2. When the good old man saw that the dog, whom he had lent, did not come home, he went next door to ask what had become of him; and the wicked old man answered that he had killed the dog and buried him at the root of the pine-tree; so the good old fellow with a heavy heart, went to the spot, and having set out a tray with delicate food, he burnt incense and adorned the grave with flowers as he shed tears over his lost pet. That night when the good old man fast asleep in bed, the appeared to him and after thanking him for all his kindness said " dig the pine-tree, under which I am buried to be cut down and made into a mortar and use it, thinking of it as if it were myself"

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

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

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

**PARAGRAPH QUESTIONS**

**Answer the questions in paragraph of 80-100 words.**

**1. The old farmer was a kind person. Justify it.**

There was an **old farmer**. He was a **kind** man. He had a **pet dog**. He treated the dog with **kindness**. Once, the **dog showed** him a **treasure**. He became very **rich**. He lent his dog to his jealous neighbours. They killed it. The old **man kindly offered** it **delicious food**. He burnt **incense**. He **decorated** its grave with **flowers**. He also **lamented** for its **death**. He **kindly lent** his **mortar** to his **neighbours**. Later, they **felt sorry** for their **poverty**. Then, the **kind old man offered** them his **wealth**. Thus, he was very **kind**. He was **selfless** too.

**2. How did the dog help even after its death?**

There was a **kind farmer**. He gave it **good food** and **kindness**. So, it **showed** him a **treasure**. He became very **wealthy**. His **neighbours borrowed** the **dog**. It **showed** them only **filth**. They felt **angry** and **killed** it. They **burnt** it under a pine tree. The old man cut the tree and **made a mortar**. It **gave** them **riches**. The **neighbours borrowed** it. It gave them **filth**. They were **angry**. They **burnt** it angrily. The dog asked him to spray its ashes on **dead trees**. The old man did so and got **valuable gifts** from the **prince**. The **neighbour** sprayed the ashes. The **prince** became **blind**. He ordered to **beat** the **neighbour**.

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

The dog appeared in the old man's dream. It asked him to spray its ashes. The old man gathered the ashes. He sprayed it on dead trees. They were brought back to life. He did the same before the prince. He revived dead trees. The prince offered him valuable presents. The jealous neighbour took the ashes. He declared to revive dead trees. The prince sent for him. He asked him to spray the ashes. The neighbour did the same. The trees were not revived. The ashes blinded the prince. The prince ordered his men to punish him.

**4. Bring about the difference between the two neighbours.**

There was an **old farmer**. He was **very kind** and **selfless**. He gave his **pet dog good food**. The dog took him and **showed** him a **treasure**. He took it and became **wealthy**. He **offered alms** to **poor people**. The **neighbour** was **jealous**. He asked him for the dog. The dog

**showed** him **filth**. He **killed** it and **buried** it. The kind man made a **mortar**. It gave him **wealth**. The **neighbour borrowed** it. It gave him **filth**. He burnt it. The old man took the **ashes**. He **sprayed** it on **dead trees**. They were **revived**. The **prince** gave him **gifts**. The **neighbour** was **punished**. The kind man gave him **wealth kindly**.

### SPECIAL PARAGRAPH

**Title** : The Envious Neighbour  
**Author** : Japanese Fable  
**Theme** : Don't be jealous of others

An **honest farmer** reared a pet **dog**. He offered it some good food. It **showed a treasure**. He owned it and became **rich**. His **neighbour** offered it tasty food. In return, it showed him **filth**. He was irritated. So, he **killed** it and burnt it. He gave it tasty food. The **dog** appeared in the good man's **dream**. It told him the **truth**. He made a **mortar** with the pine tree. It gave him **wealth**. His **neighbour burnt** it. The good man **revived** dead trees with the ash. He got **rewards**. His **neighbour** was **punished** by the prince.

**Moral:** Honesty is the best policy.

### FOR SLOW LEARNERS

- ❖ The **farmer** had a **dog**.
- ❖ It **showed** him **treasure**.
- ❖ He became **rich**.
- ❖ It showed his **neighbour filth**.
- ❖ He became **angry**.
- ❖ He **killed** it.
- ❖ He **buried** it under a pine tree.
- ❖ The good man made a **mortar**.
- ❖ It gave him **wealth**.
- ❖ His neighbour burnt it.
- ❖ The **good man** sprayed the ash.
- ❖ It **revived** dead trees.
- ❖ He got gifts.
- ❖ The **neighbour** was **punished**.

**Moral:** Honesty is the best policy.

**TEXTUAL EXERCISES**

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

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

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## UNIT 2

### Supplementary

## THE FUN THEY HAD

அவர்கள் அனுபவித்த வேடிக்கை

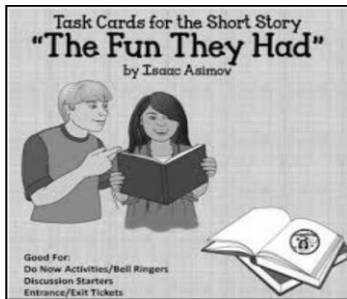
- Isaac Asimov

### ABOUT THE AUTHOR

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



### PICTURES RELATED TO THE LESSON



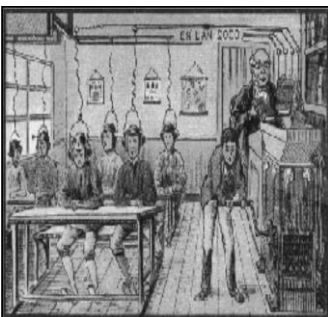
**CULTIVATING THE HABIT OF READING**



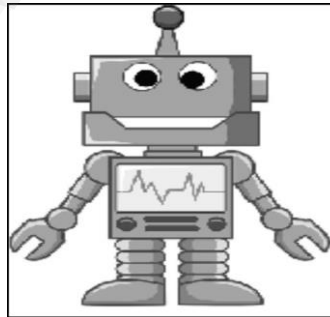
**A CLASSROOM 'SITUATION**



**FUTURE**



**CLASSROOM IN 2157**

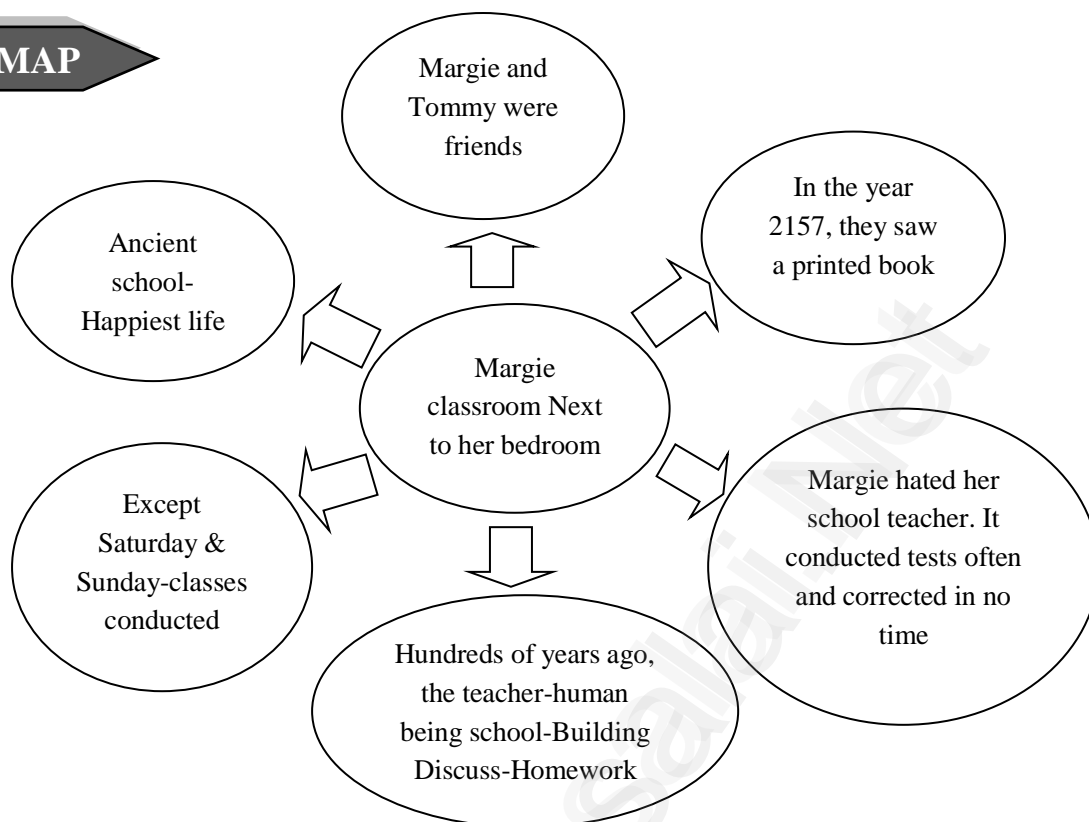


**ROBOT**

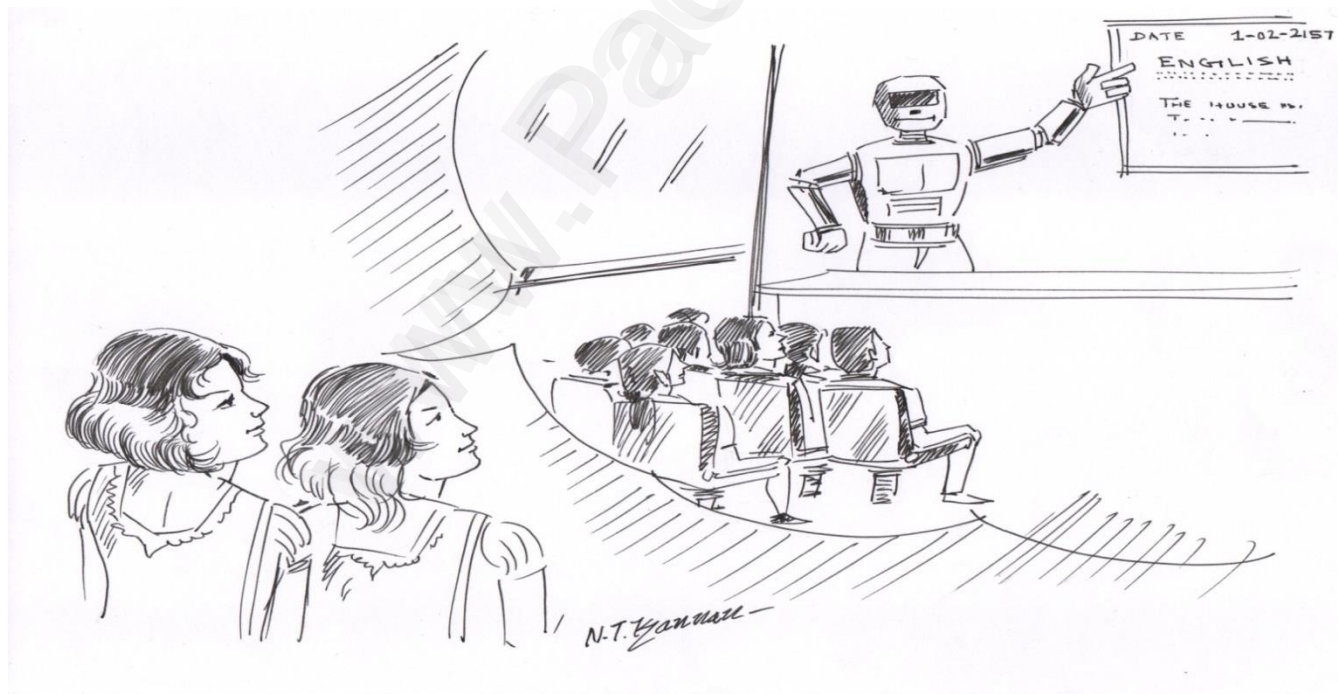


**ADVANCED ROBOT**

**MIND MAP**



**PICTURES RELATED TO THE LESSON**



### கதைச் சுருக்கம்

❖ இக்கதை 2157-ல் கல்வியும், கற்றல்முறையும் எவ்வளவு முன்னேறியிருக்கும் என்பதை விவரிக்கிறது. அக்காலகட்டத்தில் மாணவர்கள் வீட்டிலுள் ஒரு அறையிலேயே கணினி வழியாகக் கல்வி கற்பார்கள். டாமி ஒரு புத்தகத்தை தன்வீட்டுப்பரணில் (attic) கண்டுபிடித்தான். அது பழங்காலக் கல்விமுறை பற்றியது. அக்காலத்தில் மாணவர்கள் தனியாக இருந்த பள்ளிக்குச் சென்று, ஒன்றாக அமர்ந்து ஒரே வகையான பாடங்களைக் கற்றனர். அவர்கள் மகிழ்ச்சியாகக் கற்றனர். அதை நினைத்த மார்கி அக்கல்வி முறையை நினைத்து ஏங்கினாள்.

### TEXT TRANSLATION

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

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



<p>about school?"</p> <p>Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily pronouncing the word carefully, "Centuries ago."</p> <p>Margie was hurt. "Well I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."</p> <p>"Sure they had a teacher, but it was not a regular teacher. It was a human."</p> <p>"A human? How could a human be a teacher?"</p> <p>"Well, she told boys and girls things and gave them homework and asked them questions."</p>	<p>டாமி, அவளை கர்வத்துடன் பார்த்தான். "முட்டாளே, இது நாம் படிக்கின்ற பள்ளிக்கூடம் கிடையாது. பல நூறு வருடங்களுக்கு முன் உள்ள பள்ளி ஆகும்" அவன் மறுபடியும், "நூற்றாண்டுகளுக்கு முன்" என்றான்.</p> <p>மார்கியின் மனது காயம் அடைந்தது. "எனக்கு அவர்களின் பள்ளிக்கூடம் எப்படி இருந்தது என்று தெரியாது". தனது தோள் மேல் இருந்த புத்தகத்தைப் பார்த்து, "எது எப்படியோ, அவர்களுக்கும் ஆசிரியர் இருந்தார்."</p> <p>ஆமாம் அவர்களுக்கும் ஆசிரியர் இருந்தார். ஆனால், நமது ஆசிரியரைப் போல அல்ல. அவர்கள் மனிதர்கள்".</p> <p>"மனிதனா? எவ்வாறு ஒரு மனிதன் ஆசிரியராக ஆக முடியும்?"</p> <p>"ஆம். அவர்களும் மாணவ மாணவியர்களுக்கு வீட்டுப்பாடம் கொடுத்து, பரீட்சையும் வைத்தார்கள்."</p>
<p>"A human isn't smart enough."</p> <p>"Sure one is."</p> <p>Margie wasn't prepared to dispute that. She said, "I wouldn't want a stranger in my house to teach me."</p> <p>Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."</p> <p>"And all the kids learned the same thing?"</p> <p>"Sure, if they were the same age."</p> <p>"But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."</p> <p>"Just the same they didn't do it that way then. If you don't like it, you don't have to read the book."</p>	<p>"ஒரு மனிதனால் இப்படி புத்திசாலியாக இருக்க முடியுமா,"</p> <p>"ஆம்"</p> <p>மார்கி, இதைப்பற்றி விவாதிக்க தயாராக இல்லை. "உனக்கு, இதை பற்றி அதிகமாக தெரியாது. ஆசிரியர்கள் வீட்டில் வாழவில்லை.</p> <p>அவர்களுக்கென்று தனி கட்டிடம் இருந்தது. குழந்தைகள் அங்கே சென்று படித்தனர்."</p> <p>எல்லா குழந்தைகளும் ஒரே பாடத்தை படித்தார்களா?"</p> <p>"ஆமாம். ஒரே வயது மாணவர்கள் ஒரே பாடத்தை படித்தார்கள்?"</p> <p>"ஆனால் எனது அம்மா ஒரு ஆசிரியர் ஒவ்வொரு மாணவ மாணவியர்களுக்கு ஏற்ப சொல்லிக் கொடுக்க வேண்டும் என்று சொல்லுகிறாள்."</p> <p>அந்த முறையை பின்பற்ற வேண்டும். உனக்கு இந்த புத்தகத்தை படிக்க பிடிக்கவில்லையென்றால், படிக்காதே."</p> <p>"எனக்கு பிடிக்கவில்லை என்று நான் சொல்லவில்லை" என்றாள் மார்கி</p> <p>அவளுக்கு அந்த வேடிக்கையான பள்ளியைப் பற்றி படிக்க ஆர்வம் இருந்தது.</p>
<p>"I didn't say I didn't like it," Margie said quickly. She wanted to read about those funny schools.</p> <p>They weren't even half finished when Margie's mother called, "Margie! School!"</p> <p>Margie looked up. "Not yet, Mamma."</p> <p>"Now!" said Mrs. Jones. "And it's probably time for Tommy, too."</p> <p>Margie said to Tommy, "Can I read the book some more with you after school?"</p> <p>"Maybe," he said nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm. Margie went into the schoolroom. It was right next to</p>	<p>அவர்கள் பாதிப் புத்தகத்தைக் கூட படித்து முடிக்கவில்லை. அதற்குள், அவளது அம்மா, "மார்கி! பள்ளிக்கூடம் !" என்று கூப்பிட்டாள்.</p> <p>மார்கி, "இன்னும் நேரம் ஆகவில்லை அம்மா" என்றாள். திருமதி ஜோன்ஸ், "இது டாமிக்கும் பள்ளி செல்லும் நேரம்" என்றாள்.</p> <p>மார்கி, டாமியிடம், "பள்ளி நேரம் முடிந்தவுடன் நான் இந்த புத்தகத்தை படிக்கலாமா?" என்றாள்.</p> <p>"படிக்கலாம்" என்று இயல்பாக கூறினாள். அந்த பழைய புத்தகத்தை கையில் வைத்துக் கொண்டு, விசில் அடித்தபடியே சென்றாள்.</p> <p>மார்கி பள்ளி அறைக்கு சென்றாள். அந்த அறை, அவளது</p>



<p>her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.</p>	<p>படுக்கும் அறைக்கு அருகில் இருக்கிறது. அவளது இயந்திர ஆசிரியர் காத்திருக்கிறார். அந்த இயந்திரத்தை, சனிக்கிழமை மற்றும் ஞாயிற்றுக்கிழமை தவிர தயாராக வைத்திருப்பார். ஏனென்றால், அவளது அம்மா, சிறுமிகள் குறித்த நேரத்தில் தினமும் பாடம் படிக்க வேண்டும் என்று கூறுவாள்.</p>
<p>In October 2017, the robot became a Saudi Arabian citizen, the first robot to receive citizenship of any country. In November 2017, Sophia was named the United Nations Development Programme's first ever Innovation Champion, and the first non-human to be given any United Nations title.</p> <p>The screen was lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot."</p> <p>Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighborhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another with the home work and talk about it.</p>	<p>திரையில் பாடம் தெரிய ஆரம்பித்தது. இன்றைய எண்கணித பாடத்தில் பின்னங்களை கூட்டுதல் பற்றி படிக்கப் போகிறோம். தயவு செய்து, நேற்றைய வீட்டுப்பாடங்களை அதற்குரிய அச்சில் வைக்கவும்".</p> <p>மார்கி ஒரு பெருமூச்சுடன் செய்தாள். அவள், தனது தாத்தாவின் தாத்தா படித்த பள்ளிக்கூடத்தை நினைத்தாள். பக்கத்தில் உள்ள அனைத்து குழந்தைகளும் ஒரே இடத்திற்கு வருவார்கள். சிரித்து, மகிழ்ந்து விளையாடி, அனைவரும் சேர்ந்து வீட்டுக்கு செல்லலாம். அவர்கள் அனைவரும் ஒரே விஷயத்தை படிப்பார்கள். அதனால், அனைவரும் சேர்ந்து வீட்டுப்பாடம் செய்யலாம்.</p>
<p>And the teachers were people...</p> <p>The mechanical teacher was flashing on the screen: "When we add fractions <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>...</p> <p>Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.</p>	<p>மேலும், ஆசிரியர்கள் மனிதர்கள்...</p> <p>இயந்திர ஆசிரியர் திரையில், "நாம் <math>\frac{1}{2}</math> மற்றும் <math>\frac{1}{4}</math> என்னும் பின்னங்களை கூட்டும்பொழுது..." என்று மின்னியது.</p> <p>பழைய காலங்களில், குழந்தைகள் எவ்வாறு அனுபவித்து படித்தார்கள் என்று மார்கி நினைத்தாள். அவர்கள் மிகவும் சந்தோஷமாக இருந்திருப்பார்கள் என்று எண்ணிக் கொண்டாள்.</p>



## GLOSSARY

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

**READ THE FOLLOWING PASSAGE AND  
ANSWER THE QUESTIONS**

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

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

2. Margie wasn't prepared to dispute that. She said, "I wouldn't want a stranger in my house to teach me." Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there." "And all the kids learned the same thing?" "Sure, if they were the same age." "But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

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

3. Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely. So she said to Tommy, "Why would anyone write about school?" Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily pronouncing the word carefully, "Centuries ago."

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

4. They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to – on a screen, you know. And then when turned back to the pages before, it had the same words on it that it had when they read it the first time.
- "Gee!" said Tommy, "What a waste. When you are through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away".
- "Same with mine" said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen. She said, "Where did you find it?"
- "In my house". He pointed without looking because he was busy reading. "In the attic".

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

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

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

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

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

"A human isn't smart enough" "Sure one is"

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

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

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

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

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

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

## CHARACTERS AND THEIR HINTS

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

**PARAGRAPH QUESTIONS**

Answer the questions in paragraph of 125-150 words.

**1. Describe Margie's Mechanical teacher and her classroom.**

Margie's **mechanical teacher** was **black** and **ugly**. It had a **big screen**. All the **lessons appeared on the screen**. **Questions** were also **asked**. It had a **slot**. There Margie had to **put homework**. She should put **testpapers**. Margie **hated** the **slot** most. She had to **write** them in a **punch code**. They made her learn it at her sixth age. The **mechanical teacher calculated** the **mark** in no time. The **geography sector** was **geared quickly**. The **inspector slowed it up** to ten year level. **Margie** was **disappointed**.

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

**Margie's school** was **next to her bedroom**. Her **mechanical teacher** was **black** and **ugly**. It had been **giving tests in geography**. **Margie** had been **doing worse**. So, she hated school more than ever. **Tom told** her about **old schools**. There was a **separate building** as school. There were **humans as teachers children** went there **together**. There they sat together. A human teacher taught them lessons. He gave them homework. He asked them questions. They **learnt the same lessons**. They **helped** one another. **Margie longed** for such school.

**3. What was strange about the book? Why did Margie find it strange?**

**Tommy found** a **book** in the **attic**. It was a printed book. It was a **very old** book. The **pages** were **yellow** and **crinkly**. The **book** was **about old** type of **schools**. There was a **special building** as school. **Children went** there together. A **human teacher** taught them. Children sat there together. They **learnt the same lessons** together. The teacher **taught** them **lessons**. He **asked** them – questions. He gave them **homework** too. The learning was over. The children **returned home happily**. Margie found it strange.



### SPECIAL PARAGRAPH

- E- 1. Describe Margie's mechanical Teacher and her Classroom in your own words.
2. Why did Margie hate her school? What was she thinking about at the end of the story?
3. What was strange about the book? Why did Margie find it strange?

<b>Title</b>	: The Fun They Had
<b>Author</b>	: Issac Asimov
<b>Theme</b>	: Advancement in Science

Tommy found a **real book**. It was **printed** on paper. The book was **old**. Its pages were yellow and **crinkly**. Its words on the TV were moving. Tommy found it in the **attic**. It was **about** the **old schools**. Margie hated school. She had **problems with geography**. Her **teacher** was **large** and black. She hated the slot. She couldn't understand how a man could be a teacher. It was **school time** for Tommy and Margie. Margie went to her school. She was thinking about the **old schools** longingly.

**Moral:** Old school is gold.

### FOR SLOW LEARNERS

- ❖ In 2157, there'd be no schools.
- ❖ Students would **learn at home**.
- ❖ **Tommy** saw a **book**.
- ❖ It was **old**.
- ❖ It was **about old school**.
- ❖ Tommy read it.
- ❖ The **students** went to school.
- ❖ They **sat together**.
- ❖ They **learnt** the **same**.
- ❖ They helped one another.
- ❖ They returned home happily.
- ❖ **Margie** went to her class.
- ❖ Her **teacher** was a **machine**. She was **sad**.

**Moral:** Old is gold.

## TEXT TRANSLATION

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

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

Tommy and Margie found something about the (i) **schools** of the past. Tommy found a (ii) **real book** which has been printed on paper. The book was old and the pages were (iii) **yellow and crinkly**. At present, the (iv) **words** were moving on a television screen. The television had over (v) **million of books**. He had found the old book in the (vi) **attic** of his house. While reading Tommy found that it was about the old schools. Margie hated school because she was having problems with learning (vii) **Geography**. The mechanical teacher was black and large with a screen. Margie hated the slot where she had to insert her homework or (viii) **test papers**. Margie did not understand how a (ix) **person** could be a teacher and how the students were taught the (x) **same thing**. Then it was (xi) **time** school for Margie and Tommy. Margie went to the school room in her (xii) **house**, where the mechanical teacher stood. She

was thinking about the old school and how much fun the children had, (xiii) **learning and spending** time together.

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

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

**D. Complete the following statements based on your reading.**

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

## PART I

Answer all the questions.

20x1=20

Q.NO  
1-3

## SYNONYMS

3  
MARKS

## Unit - 1 ( Learning the Game )

1. I failed to make an **impact**.  
a) sight                                      b) reflection                                      c) **blow**                                      d) catch
2. My **induction** into the Mumbai cricket circuit could have ended in failure.  
a) **beginning**                                      b) end                                      c) direction                                      d) travel
3. All my excess energies were getting **channelled** into cricket.  
a) **directed**                                      b) controlled                                      c) approached                                      d) looked
4. I was really **serious** about playing cricket.  
a) sad                                      b) afraid                                      c) **grave**                                      d) neglect
5. My father sat me down and explained that while he did not have any **objections** to my changing schools.  
a) perfection                                      b) chance                                      c) way                                      d) **oppositions**
6. I would always ask him to treat me to a special fruit **cocktail** at a juice centre near the club.  
a) **mixture**                                      b) single                                      c) juice                                      d) box
7. I evolved a way of **wrapping** the kitbag around me.  
a) filled                                      b) close                                      c) **covering**                                      d) pulling
8. Winning the one-rupee coin used to give me **immense** satisfaction.  
a) **huge**                                      b) light                                      c) heavy                                      d) little
9. Sir would spot me in the **melee** and virtually drag me out.  
a) confused                                      b) single                                      c) a few                                      d) **crowd**
10. I feel **sheepish** about my actions.  
a) **ashamed**                                      b) happy                                      c) proud                                      d) guilt

## Unit - 2 ( I Can't Climb Trees Anymore )

1. It was **disembodied** voice at first.  
a) **spiritual**                                      b) kind                                      c) closest                                      d) quarrel
2. Moments later a girl stood framed between dark red **hollyhocks** staring at the man.  
a) a type of block                                      b) a **type of plant**                                      c) a type of bricks                                      d) a type of pillar
3. He should have been a **brigadier** by now.  
a) a rank in hospital                                      b) rank in office                                      c) **rank in army**                                      d) rank in home

4. Going round and round until he was quite **dizzy**.  
a) **faint**                                      b) sleep                                      c) happy                                      d) tired
5. He **muttered** to himself.  
a) **whispered**                                      b) helped                                      c) laughed                                      d) smiled
6. In her **outstretched** hand a rusty old medal.  
a) fold                                      b) close                                      c) tight                                      **d) unfold**
7. There was **sprightliness** in his step.  
a) **activeness**                                      b) laziness                                      c) sleepy                                      d) tiredness
8. He remembered other times - the music of a piano, the **chiming** of a grandfatherclock.  
a) noise                                      b) silent                                      **c) ding dong**                                      d) loudness
9. His grandfather **crankingup** the old car.  
a) **start**                                      b) shout                                      c) close                                      d) clean
10. He did not look very **prosperous**.  
a) energetic                                      b) kind                                      **c) wealthy**                                      d) cowed

### Unit - 3 ( Old Man River )

1. Amy and Rose are **knitting**.  
a) **mending**                                      b) closing                                      c) keeping                                      d) running
2. It must have covered the south **meadow**.  
a) waste land                                      b) outer land                                      **c) field**                                      d) damaged land
3. I think I will look up a **lantern**.  
a) **lamp**                                      b) box                                      c) matchbox                                      d) candle
4. Let's get **organized**.  
a) collapsed                                      b) filled                                      **c) planned**                                      d) things
5. Everyone make it **snappy**.  
a) **quick tempered**                                      b) ill tempered                                      c) happy                                      d) sad
6. She gasps.  
a) shouts                                      **b) catch the breaths**                                      c) escapes                                      d) helps
7. The water is up around the **garage**.  
a) **parking space**                                      b) living space                                      c) sleeping space                                      d) reading space
8. Jim, I am scared.  
a) happy                                      b) close                                      **c) afraid**                                      d) eager
9. I served in Red Cross emergency **squared**.  
a) **urgent**                                      b) helping                                      c) diving                                      d) searching
10. There she is! On the playhouse **porch**.  
a) backyard                                      b) graveyard                                      c) dinning                                      **d) balcony**







2. How you **ambition** was to be something like her?  
a) **aim**                                      b) apathy                                      c) greed
3. Beyond our world lie other wonderful and **mysterious** world.  
a) Visible                                      b) known                                      c) **strange**
4. He has helped to make the starving, the poor and the **oppressed** free and happy.  
a) Liberated                                      b) **downtrodden**                                      c) delighted
5. We have to respect India's honour and that honour is a sacred **trust**.  
a) Doubt                                      b) **faith**                                      c) served
6. We have to respect India's honour and that honour is a **sacred** trust.  
a) Impure                                      b) **holy**                                      c) served
7. How **fascinated** you were when you first read the story of Joan of Arc.  
a) Bored                                      b) attracted                                      c) **interested**
8. You will grow up a child of the light, unafraid and **serene**.  
a) Violent                                      b) stormy                                      c) **calm / quiet**
9. You and I are **fortunate** to see the this happening before our eyes.  
a) Happy                                      b) blessed                                      c) **lucky**
10. A letter can **hardly** take the place of a talk.  
a) **Never**                                      b) easily                                      c) toughly
11. Out of discussion sometimes a little bit of **truth** comes out.  
a) **Fact**                                      b) lie                                      c) false

**Q.NO**  
**4-6**

## ANTONYMS

**3**  
**MARKS**

### Unit - 1 ( Learning the Game)

1. Ramakant Achrekar sir gave due **importance** to the game of cricket.  
a) dull                                      b) great                                      c) vital                                      d) **insignificance / unimportance**
2. Sir should pretend to go out and watch from a **distance**.  
a) away                                      b) **near**                                      c) far                                      d) off
3. Sir **agreed**.  
a) allowed                                      b) **disagreed**                                      c) admitted                                      d) agreed
4. My father always wanted me to give **best** effort without worrying about the results.  
a) **worst**                                      b) worse                                      c) better                                      d) bad
5. The schedule was **rigorous**.  
a) correct                                      b) harsh                                      c) right                                      d) **careless**

6. I always **enjoyed** the conversations about batting.  
a) like                      b) love                      c) **hate**                      d) admire
7. I'd often fall **asleep** on the bus if I managed to sit down.  
a) **awake**                      b) slumber                      c) nap                      d) woken up
8. I **practised** hard enough.  
a) trained                      b) **idle**                      c) exercised                      d) ideal
9. My father sat me down and explained that while he did not have any **objections** to my changing schools.  
a) challenge                      b) doubt                      c) **acceptance**                      d) protest
10. Winning the one-rupee coin used to give me **immense** satisfaction.  
a) huge                      b) light                      c) strong                      d) **little**

### Unit - 2 ( I Can't Climb Trees Anymore )

1. The **old** house built with solid blocks of granite.  
a) **new**                      b) damaged                      c) country                      d) big
2. Moments later a girl stood framed between **dark** red hollyhocks staring at the man.  
a) **pale**                      b) bright                      c) light                      d) dim
3. It was on the **tip** of his tongue to make a witty remark.  
a) edge                      b) peak                      c) **bottom**                      d) cap
4. As they walked across the grass he spotted a stone bench **under** a mango tree.  
a) down                      b) lower                      c) beneath                      d) **over**
5. They were **silent** for some time.  
a) **argued**                      b) mum                      c) noise                      d) talkative
6. 'I don't want to go **inside**.'  
a) a side                      b) beside                      c) **outside**                      d) downside
7. Going round and round until he was quite **dizzy**.  
a) faint                      b) **brisk**                      c) happy                      d) tired
8. In her **outstretched** hand a rusty old medal.  
a. **fold**                      b) close                      c) tight                      d) unfold
9. There was **sprightliness** in his step.  
a) activeness                      b) **laziness**                      c) sleepy                      d) tiredness
10. He couldn't **climb** the tree any more.  
a) decline                      b) decrease                      c) **get down**                      d) drop

### Unit - 3 ( Old Man River )

1. Jim : and your **father**?  
a) **mother**                      b) grandfather                      c) grandmother                      d) father-in-law
2. This is **serious**, Amy.  
a) honest                      b) geniuses                      c) **misleading**                      d) funny
3. We can't get away by the **main road** and we already cut off from the south side.  
a) bridge                      b) **subway**                      c) track                      d) roadway

4. How fast the river **rising**, do you think, Jim?  
a) **reducing**      b) moving      c) flooding      d) straining
5. I have got **fresh** water.  
a) colour      **b) hard**      c) hot      d) dirty
6. It must have covered the south **meadow**.  
a) **waste land**      b) outer land      c) field      d) damaged land
7. Jim, I am **scared**.  
a) happy      b) close      c) afraid      **d) courageous**
8. I'll make some **hot** coke for everyone.  
a) **cold**      b) normal      c) mixed      d) cool
9. At this rate the floor here will be under water by **morning**.  
a) dawn      b) dusk      **c) night**      d) evening
10. Battery is **dead**. I waved it.  
a) **alive**      b) working      c) charged      d) killed

#### Unit - 4 ( Seventeen Oranges )

1. He was holding the lid down **tightly**.  
a) carefully      **b) loosely**      c) thickly      d) carelessly
2. Pongo **laughed** at him.  
a) **cried**      b) saw      c) kissed      d) smiled
3. Please don't make me **open** the box.  
a) **close**      b) leave      c) keep      d) left
4. Took me into is **nearby** cabin.  
a) close      **b) distant**      c) opened      d) next
5. My stomach was nearly **full**  
a) filled      b) stuffed      **c) empty**      d) upset
6. Pongo became **angry**.  
a) closer      b) nearer      **c) happy**      d) sad
7. I was **lucky**.  
a) **unlucky**      b) fortunate      c) smart      d) happy
8. He **locked** me up  
a) **released**      b) put      c) closed      d. kept

#### Unit - 5 ( Water – The Elixir of Life )

1. On one side was visible a sea of billowing sand without a **speck** of green or single living thing anywhere on it.  
a) Small piece      **b) large Pieces**      c) blank      d) adventure
2. We take for granted in our everyday life is a most **potent** and most wonderful thing on the face of our earth.  
a) Powerful      b) outstanding      **c) weak**      d) helpful
3. This is less **evident**.  
a) **Unclear**      b) weak      c) rub      d) fine

4. These tanks play a vital role in **South** Indian agriculture.  
a) East                      b) West                      c) South east                      **d) North**
5. When slit-laden water mixes with the salt water of the sea, there is a rapid perception of the **suspended** matter.  
a) Join                      b) attach                      **c)disjoin**                      d)combine
6. The flow of water has **undoubtedly** played a great part and a beneficent one in the geological processes.  
**a) Doubtably**                      b) kind                      c) soft                      d) belief
7. Soil erosion occurs in **successive** steps.  
**a) Disordered**                      b) ordered                      c) success                      d) unsuccessful
8. While moisture in the soil is **equally** imperative for the life and growth of plants and trees.  
a) Same                      **b)unequally**                      c) different                      d) equaled
9. The collection and utilization of this water is, therefore, of vital **importance**.  
a) Casual                      b) different                      **c) unimportance**                      d) sense
10. **Vast** areas of land which at present are mere scrub jungle could be turned into fertile and prosperous country.  
**a) Limited**                      b) boundless                      c) big                      d) eternal
11. Scrub jungle could be turned into **fertile** and prosperous country.  
a) Lush                      b) rich                      **c)unfertile**                      d) fruitful
12. **Closely** connected with the conservation of water supplies is the problem of afforestation.  
a) Hard                      **b)distantly**                      c) firmly                      d) strictly
13. The harnessing of water supplies **usually** makes possible the development of hydroelectric power.  
a) Un harnessing                      b) casual                      **c)unusually**                      d) equal
14. The **availability** of electric power would make a tremendous difference to the life of countryside.  
**a)Unavailability**                      b) useful                      c) ease to use                      d) maintenance
15. Water is the **commonest** of liquids.  
a) Daily                      b) general                      c) common                      **d)unfamiliar**

### Unit - 6 ( From Zero To Infinity )

1. The teacher **complimented** the boy.  
**a) Scolded/ scorned**                      b) praised / appreciated                      c) blamed
2. The teacher complimented the boy who had asked that **absurd** question.  
a) Silly                      b) clever                      **c) intelligent**
3. Senior students used to go to his **dingy** house.  
**a) Bright place**                      b) fascinating place                      c) dark and dirty place
4. Ramanujan was **ignorant** of the work of the German mathematician George.  
**a) Aware**                      b) unaware                      c) conscious
5. His father was a **petty** clerk in a cloth shop.  
a. Insignificant                      **b) significant**                      c) worthy
6. **Unkempt** and Uncouth, he would visit offices.  
**a) Clean**                      b) neat                      c) unclean



7. Unkempt and Uncouth, he would visit offices  
 a) **Behave in a pleasant way**      b) behave in a friendly way      c) behave in an unpleasant way
8. The arithmetic class was in progress.  
 a) **Backward**      b) forward      c) regress
9. He could forget much of the hardship, he had to endure.  
 a) Tolerate      b) suffer      c) **combat**
10. He came forth with many mathematical theorems.  
 a) Forward      b) **backward**      c) towards
11. The teacher was solving questions on division.  
 a) Addition      b) **multiplication**      c) subtraction
12. There was a roar of laughter in the class.  
 a) Smile      b) giggle      c) **cry**

### Unit - 7 ( A Birthday Letter )

1. Good wishes you will still have in full measure.  
 a) **Meagre**      b) plenty      c) dearth
2. How your ambition was to be something like her?  
 a) aim      b) **apathy**      c) greed
3. Beyond our world lie other wonderful and mysterious world.  
 a) Visible      b) **known**      c) strange
4. He has helped to make the starving, the poor and the oppressed free and happy.  
 a) **Liberated**      b) downtrodden      c) delighted
5. We have to respect India's honour and that honour is a sacred trust.  
 a) Doubt      b) faith      c) **suspect**
6. We have to respect India's honour and that honour is a sacred trust  
 a) **Impure**      b) holy      c) served
7. How fascinated you were when you first read the story of Joan of Arc.  
 a) **Bored**      b) attracted      c) interested
8. You will grow up a child of the light, unafraid and serene.  
 a) **Violent**      b) stormy      c) calm / quiet
9. You and I are fortunate to see this happening before our eyes.  
 a) Happy      b) **unlucky**      c) lucky
10. A letter can hardly take the place of a talk.  
 a) Never      b) **always**      c) toughly

Q.NO

7

## PLURAL FORM

## பன்மை வடிவம்

1

MARK

There are two number of noun. They are singular and plural.

கொடுக்கப்பட்டுள்ள சொல்லின் சரியான ஒருமை,பன்மையை தரப்பட்டுள்ள option-ல் தெரிவு செய்யவேண்டும். ஒருமை கொடுத்து பன்மையோ அல்லதுபன்மை கொடுத்து ஒருமையோ கேட்கப்படும்.

Let us see how to form plural from singular.

ஒருமையைப் பன்மையாக்கும் முறைகளை இங்கேகாண்போம்.

1. By merely adding 's' we can form plurals.

சில ஒருமை பெயர் சொற்களை பன்மையாக்க இறுதியில் 'S' சேர்க்க.

Pen – Pens

Pencil – pencils

dog – dogs

cat – cats

grown up – grown ups

spoonful – spoonfuls

dining room – dining rooms

2. If singular noun end with s, sh, ss, ch, x, add 'es' at the end to make plural.

ஒருமை பெயர் சொற்கள் s, sh, ss, ch, x

ஆகிய எழுத்துக்களில் முடித்தால் அவற்றின்

இறுதியில் 'es' சேர்த்தால், அவை பன்மையாக மாறிவிடும்.

Ex : Fox – Foxes

Tax – Taxes

Torch – Torches

glass – glasses

class – classes

brush – brushes

3. If singular nouns end with 'y' preceding consonant, then remove 'y' and add 'ies'.

ஒருமைப் பெயர் சொல்லின் இறுதி எழுத்து

'y' என இருந்து அதற்குண்டான மெய்யெழுத்து

(Consonant) இருந்தால் 'y' நீக்கி விட்டு 'ies'

சேர்க்கவும்.

Ex : lady – ladies

army – armies city – cities

story – stories baby – babies

duty – duties

4. If singular nouns end with 'y', preceded by the vowel letters, then remove 'y' and add 's' to form the plural.

ஒருமைப் பெயர் சொற்கள் 'y' ல் முடித்து முன் உயிரெழுத்துக்கள் இருக்கும். (a,e,i,o,u) பட்சத்தில் 'y' நீக்கி விட்டு 's' ஐ சேர்த்தாலே அவை பன்மை வடிவமாக மாறி விடும்.

Ex : day – days ; Toy – toys; chimney – chimneys; essay – essays

5. If singular nouns end with 'o' preceded by consonant, then add 'es' to make it plural.

ஒருமைப் பெயர் சொற்கள் 'o' ல் முடிந்து அதற்கு முன் மெய்யெழுத்து இருந்தால் 'es' சேர்த்தால் அவை பன்மை வடிவில் மாறிவிடும்.

potato – potatoes

tomato – tomatoes

buffalo – buffaloes

These are some exceptions. Here they are இவற்றில் சில விதிவிலக்குகள் உள்ளன. அவையாவன

Ex : kilo – kilos

memo – memos

dynamo – dynamos

6. If singular nouns end with 'o' preceded by vowel (a,e,i,o,u) add 's' to make it plural.

ஒருமைப் பெயர் சொற்கள் 'o' வில் முடித்து அதற்கு முன்னர் உயிரெழுத்துக்கள் இருந்தால், வெறும் 's' மட்டும் சேர்த்தால் அவை பன்மை வடிவங்களாக மாறிவிடும்.

folio – folios

studio – studios

radio – radios

7. If singular nouns end with 'f' or 'fe', then add 's' by deleting 'f' or 'fe' add 'es' 'p'.

ஒருமைப் பெயர் சொற்கள் அல்லது

'fe'ல் முடிவடைந்தால், அதை நீக்கி விட்டு

'ves' சேர்க்கவும்.

wife - wives	self - selves
wolf - wolves	thief - thieves
knife - knives	loaf - loaves
calf - calves	

There are some exceptions.

Kerchief - kerchiefs	roof - roofs
grief - griefs	hoof - hoofs

8. Some singular nouns have entirely different plural form. They are called irregular plurals. Spelling changes internally for such plurals. சில ஒருமை பெயர் சொற்களின் பன்மை முற்றிலும் வேறுபட்டதாக இருக்கும். இவை irregular verbs என்றழைக்கப்படுகின்றன. இவ்வகையான பன்மைப் பெயர் சொற்களுக்கு வார்த்தையின், ஒருமையிலுள்ள எழுத்துக்கள்.

Man - men	woman - women
child - children	ox - oxen
tooth - teeth	mouse - mice
Goose - geese	foot - feet

9. When the singular noun ends with 'a' and 'e' to it to make it plural

Ex: antenna - antennae ; vertebra - vertebrae  
formula - formulae ; alumina - aluminae

10. When the singular noun ends with 'is' changes in to 'es' to form plural.

'is' ல் முடியும் ஒருமைப் பெயர் சொற்களுக்குப் பதில் 'es' சேர்த்து பன்மையாக்கலாம்.

Ex: Crisis - Crises; axis - axes, thesis - theses, oasis - oases; synopsis - synopses; hypothesis - hypotheses; diagnosis - diagnoses, analysis - analyses

11. If a singular noun ends with 'us', add 'i' by removing 'us' to make it plural.

'us' ல் முடியும் ஒருமைப் பெயர் சொற்களுக்கு 'us' யை நீக்கி விட்டு 'i' எனச் சேர்த்தால் அவை பன்மையாகும்.

Ex : Radius - Radii, Fungus - Fungi, focus - foci, Alumnus - Alunini, terminus - termini, Cactus - cacti

12. Some singular nouns which end with 'us', may take 'ora' or 'era' for their plural form

'us' ல் முடியும் சில ஒருமைப் பெயர் சொற்கள் 'ora' அல்லது 'era' என மாற்றிவிடும் போது அவை பன்மை பெயர் சொற்களாக மாறி விடும்.

Ex : Corpus - corpora  
genus - genera

13. If singular noun ends with 'am' change 'a' instead of 'um' to form the plural noun.

Ex : bacterium - bacteria ; aquarium - aquaria;  
agendum - agenda, medium - media, erratum - errata, curriculum - curricula, phylum - phyla

14. If singular nouns which end with 'on', add 'a' instead of 'on' to make plural form - 'on' ல் முடியும் ஒருமைப் பெயர் சொற்கள் 'a' என மாற்றம் செய்தால் பன்மையாகிவிடும்.

Ex : Phenomenon - phenomena  
criterion - criteria  
automation - automata  
polyhedron - polyhedra

15. If singular nouns that end with 'ex' change it to 'ices' to make plural noun.

'ex' என முடியும் ஒருமைப் பெயர் சொற்களுக்கு 'ex' ஐ நீக்கி விட்டு 'ices' சேர்த்தால் அவை பன்மையாகிவிடும்.

Ex : Index - indices / indexes

16. If a singular noun ends with 'ix', change 'ix' to 'ices' to form plurals.

Ex : matrix - matrices  
appendix - appendices  
'ix' க்கு பதிலாக 'ices' சேர்த்தால் அவை பன்மை பெயராக மாறி விடும்.

17. The following compound words have 's' in the first word in their plural form.

கூட்டுச் சொற்களின் முதல் சொல்லுடன் 's' சேர்த்தால் அவை பன்மை வடிவமாக மாறி விடும்.  
Ex : son - in - law = sons - in - law  
daughter - in law = daughters - in - law  
commander - in - chief = commanders - in - chief  
passer - by = passers - by  
governor - general = governors - general  
runner - up = runners - up

18. Some compound words have plural form in both the words.

சில கூட்டு சொற்களை பன்மையாக்க

அவற்றிலுள்ள இரண்டு noun களையும் பன்மையாக மாற்ற வேண்டும்.

Woman student - women students

Man servant – Men servants

19. The following nouns have the same form in both singular and plural.

News – News

Corps – Corps

Series – Series

Things – Things

Kudos – Kudos

means – means

eyeglasses – eyeglasses

shorts – shorts

Premises – premises

spectacles – spectacles

trousers – trousers

pants – pants

scissors – scissors

20. The following nouns don't have 's' in their plural form.

கீழ்க்கண்ட ஒருமைப் பெயர் சொற்களுக்கு 's' சேர்க்க வேண்டியதில்லை.

Ex :Cattle – cattle

deer – deer

furniture – furniture

luggage – luggage

advice – advice

stationary – stationery

bison – bison

equipment – equipment

sheep – sheep

swine – swine

staff – staff

scenery – scenery

### Easy to Remember

Singular	Plural
End with s, sh, ss, ch,	es
End with y (a,e,i,o,u)	s
end with y (consonant)	ies
end with o (consonant)	es
end with oc	s
end with f / fe	ves
end with a	ae
end with is	es
end with us	'i'
end with um	a
end with on	a
end with ex/ ix	ices

### 10<sup>TH</sup> GOVT EXAM QUESTIONS

1. Choose the correct plural form of **loaf** from the following. (10<sup>TH</sup> MDL-2023) (PTA 1)

- a) loafs                      b) loaf  
c) loaves                     d) loave

2. Choose the correct plural form of **lorry** from the following. (10<sup>TH</sup> PTA 2)

- a) lorrys                      b) lorry  
c) lorries                     d) lorries

3. Choose the correct plural form of **child** from the following. (10<sup>TH</sup> PTA 3)

- a) childs                      b) childrens  
c) childes                     d) children

4. Choose the correct plural form of **syllabus**.

- a) syllables                   b) syllabum (10<sup>TH</sup> PTA 4)  
c) syllabi                      d) syllabus

5. Choose the correct plural form of **alumnus**. (PTA 5)

- a) alumna                     b) alumnae  
c) alumni                      d) alumnuses

6. Choose the correct plural form of **deer**. (10<sup>TH</sup> PTA 6)

- a) deers                        b) door  
c) dear                         d) deer

7. Choose the correct plural form of **'alga'** from the following. (10<sup>TH</sup> MDL-19)

- a) algum                        b) algi  
c) algae                         d) algas

8. Choose the correct plural form of **'accessory'** from the following. (10<sup>TH</sup> SEP-2021)

- a) accessorys                 b) accessories  
c) accessoryes               d) accessories

9. Choose the correct plural form of **'Furniture'** from the following: (10<sup>TH</sup> AUG-2022)

- a) furniture                    b) furniturs  
c) furnitures                 d) furnituries

10. Choose the correct plural form of **'formula'** from the following (10<sup>TH</sup> APRIL-23)
- a) **formulae**      b) formulas  
c) formii          d) formules

### EXERCISE

1. What is the plural form of 'axis'?  
a) axiss    b) **axes**    c) axis
2. What is the plural form of 'crisis'?  
a) crisis    b) **crises**    c) crisae
3. What is the plural for 'focus'?  
a) focuses    b) focus    c) **foci**
4. What is the plural for 'terminus'?  
a) terminus    b) termine    c) **termini**
5. What is the plural for 'memorandum'?  
a) memoranclam    b) **memoranda**  
c) memorandums
6. What is the plural form of 'stratum'?  
a) stratum    b) strati    c) stratums
7. Which is the plural form of 'aquarium'?  
a) aquariums    b) aquarium  
c) **aquaria**
8. What is the plural for 'alumna'?  
a) alumnas    b) alumnae    c) alumnea
9. What is the plural for 'alumnus'?  
a) alumna    b) **alumni**    c) alum
10. What is the plural form of 'sheep'?  
a) sheeps    b) sheepes    c) **sheep**
11. What is the plural form of 'grown-up'?  
a) grows -up    b) **grown -ups**  
c) grown-up
12. What is the plural form of 'man servant'?  
a) man servants    b) **men servant**  
c) men servants
13. What is the plural form of 'spectacles'?  
a) spectaclesees    b) spectaclesis  
c) **spectacles**
14. What is the plural for 'analysis'?  
a) analysi    b) **analyses**    c) analyses
15. What is the plural for 'erratum'?  
a) erratum    b) erratums    c) **errata**
16. What is the plural for 'thief'?  
a) thiefs    b) thiefes    c) **thieves**
17. What is the plural for 'index'?  
a) **indices**    b) indexs    c) indice
18. What is the plural for 'criterion'?  
a) criterioins    b) criteriae    c) **criteria**
19. What is the plural for 'fungus'?  
a) **fungi**    b) fungae    c) funguss
20. What is the plural for 'locus'?  
a) locuses    b) **loci**    c) locae
21. What is the plural for 'son-in-law'?  
a) son-in-laws    b) **sons-in-law**  
c) sons-in-laws
22. What is the plural for 'species'?  
a) specie    b) specy    c) **species**
23. What is the plural for piece of furniture?  
a) **pieces of furniture**    b) pieces of furnitures  
c) piece of furnitures
24. What is the plural for 'buffalo'?  
a) buffalos    b) **buffaloes**    c) bafflos
25. What is the plural for 'goose'?  
a) **geese**    b) geoses    c) geeses



Q.NO

8

## SUFFIX WORD

## பின்னொட்டு வார்த்தை

1

MARK

## PREFIX

Prefixes cannot function as independent words. They modify the meaning of the words to which they are added. One set of prefix reverses the meaning of the word.

வார்த்தைக்கு முன்னால் இணையும் வார்த்தைகள் தனி வார்த்தைகளாக செயல்பட முடியாது. அவைகள் சேரும் வார்த்தைகளின் அர்த்தத்தை மாற்றும். ஒருவகை முன்னால் சேர்க்கும் வார்த்தை, வார்த்தையின் அர்த்தத்தை தலைகீழாக மாற்றும்.

<b>1. In –</b>			<b>5. Pro –</b>		
In active	Inactive		Pro claim	Proclaim	
land	Inland		democracy	Pro-democracy	
sight	Insight		long	Prolong	
vocate	Invocate		noun	Pronoun	
<b>2. Im –</b>			<b>6. De –</b>		
Im possible	Impossible		De code	Decode	
polite	Impolite		fame	Defame	
print	Imprint		grade	Degrade	
pure	Impure		forest	Deforest	
<b>3. Pre –</b>			<b>7. Bi –</b>		
Pre caution	Precaution		Bi cycle	Bicycle	
face	Preface		labial	Bilabial	
paid	Prepaid		lateral	Bilateral	
record	Pre-record		monthly	Bi-monthly	
<b>4. Post –</b>			<b>8. Tri –</b>		
Post box	Postbox		Tri angle	Triangle	
paid	Postpaid		colour	Tricolour	
graduate	Post graduate		cycle	Tricycle	
colonial	Post-colonial		lateral	Tri-lateral	

Prefix	Meaning	Example
Contra	Against/ Opposite	Contraindicate
Contradiction		
Counter	Contrary/ Opposite	Counteract
Counterclockwise		
Dia	Passing Through/ Across/ Between	Dialogue
Diameter		
Fore	Before	Foretell

Forecast		
Pan	Pertaining to All	Pan American
Pan Indian		

**PREFIX**

S. NO	PREFIX	WORD	NEW WORD
1	Anti	Biotic	Antibiotic
2	Co	Worker	Co-worker
3	De	Forest	Deforest
4	Dis	Agree Appear Approve	Disagree Disappear Disapprove
5	Em	Brace	Embrace
6	Ex	Terminate	Exterminate
7	Extra	Ordinary	Extraordinary
8	Hyper	Active	Hyperactive
9	Il	Legal	Illegal
10	In	Definite	Indefinite
11	Ir	Responsible	Irresponsible
12	Inter	Act	Interact
13	Micro	Biology	Microbiology
14	Mis	Understand	Misunderstand
15	Mono	Syllable	Monosyllable
16	Post	Mortem	Post-mortem
17	Pre	Fix	Prefix
18	Re	Discover	Rediscover
19	Semi	Circle	Semicircle
20	Super	Star	Superstar
21	Trans	Port	Transport
22	Tri	Angle	Triangle
23	Un	Happy	Unhappy

**SUFFIX**

A suffix is a letter or a group of letters linked to the end of a word. By adding suffixes, the grammatical function of the words gets changed.

suffix என்பது வார்த்தையின் கடைசியில் இணைக்கப்படும் ஒரு எழுத்து அல்லது ஒரு சில எழுத்துகள். பின்வரும் எழுத்து அல்லது எழுத்துகளை இணைப்பதால், அந்த வார்த்தைகளின் இலக்கண செயல் மாறும்.

**Eg : adding “ment” to the root word “manage” which is a verb, the new word becomes a noun – “Management”**

Suffix	Function	Examples
-ile	It is used to express capability, liability, Susceptibility etc	Docile, Fragile, Juvenile, Volatile, Ductile
-ling	It refers to one that is young, small or inferior	Fulfilling, Duckling, labelling
-let	Indicate Smallness	Booklet, Eaglet, Leaflet

<b>-ette</b>	It is generally used in diminutive sense reoffering to something small and tiny	Novelette, Kitchenette
<b>-ity</b>	It is used for changing adjectives into noun of quality and condition	Visibility, Ability, durability, Capability, Ductility, Sensibility
<b>-ise</b>	It is used to change an adjective or noun into adverb. It is also used to indicate quality condition or function.	Familiarise, Verbalise, Popularise, Criticise, Vandalise, Publicise
<b>-ly</b>	It is used to change an adjective into adverb	Slowly, Sweetly, Immediately and Frequently

S. NO	WORD	SUFFIX	NEW WORD
1	Remedy	al	Remedial
2	Post	age	Postage
3	Count	able	Countable
4	Free	dom	Freedom
5	Invent	or	Inventor
6	Escape	ism	Escapism
7	Valid	ity	Validity
8	Enjoy	ment	Enjoyment
9	Happy	ness	Happiness
10	Friend	ship	Friendship
11	Promote	tion	Promotion
12	Power	ful	Powerful
13	Number	wise	Numberwise
14	Wire	less	Wireless
15	Awe	some	Awesome
16	Child	hood	Childhood
17	Fortune	ate	Fortunate
18	Book	let	Booklet
19	Clear	ly	Clearly
20	Child	ish	Childish
21	Danger	ous	Dangerous
22	Cruel	ty	Cruelty
23	Full	y	Fully

**Book Back**

Read the list of words formed by adding suffixes :

Frequent	- frequently
Satisfy	- satisfaction
Willing	- willingness
Comfort	- comfortable
Resemble	- resemblance
Noble	- nobility

Form two derivatives from each of the following words by adding prefixes and suffixes :

Word	Prefix	Suffix
patient	impatient	patiently
honour	dishonour	honourable
respect	disrespect	respectful
mange	mismanage	management
fertile	infertile	fertility
different	indifferent	differently
friend	befriend	friendly, friendship
obey	disobey	obedient, obedience

### 10<sup>TH</sup> GOVT EXAM QUESTIONS

- Form a derivative by adding the right prefix to the word natural. (10<sup>TH</sup> PTA 1)  
a) ir                      b) mis                      c) **super**                      d) il
- Form a derivative by adding the right suffix to the word fashion. (10<sup>TH</sup> PTA 2)  
a) ly                      b) **able**                      c) ty                      d) tion
- Form a derivative by adding the right prefix to the word relevant. (10<sup>TH</sup> PTA 3)  
a) il                      b) im                      c) **ir**                      d) mal
- Attach a suitable prefix to the word activate. (10<sup>TH</sup> PTA 4)  
a) en-                      b) non-                      c) de-                      d) **dis-**
- Attach a suitable prefix to the word large : (10<sup>TH</sup> PTA 5)  
a) **en-**                      b) non-                      c) de-                      d) dis-
- Attach a suitable suffix to the word excellent. (10<sup>TH</sup> PTA6)  
a) **ly**                      b) ism                      c) ication                      d) ness
- Form a derivative by adding the right suffix to the word document. (10<sup>TH</sup> MDL-19)  
a) -ory                      b) -ise                      c) **-ation**                      d) -ly
- Form a derivative by adding the right suffix to the word 'appear'. (10<sup>TH</sup> MDL-2023)  
a) -able                      b) -ence                      c) -ible                      d) **-ance** (10<sup>TH</sup> SEP-2020)
- Form a derivative by adding the right suffix to the word child. (10<sup>TH</sup> SEP-2021)  
a) -ment                      b) -ies                      c) **-hood**                      d) -tion
- Form a derivative by adding the right prefix to the word understand. (10<sup>TH</sup> MAY-2022)  
a) dis-                      b) in-                      c) **mis-**                      d) im-
- Form a derivative by adding the right prefix to the word 'obedient'. (10<sup>TH</sup> AUG-2022)  
a) im                      b) **dis**                      c) un                      d) in
- Form a derivative by adding the right suffix to the word fail: (10<sup>TH</sup> APRIL-23)  
a) en                      b) **ure**                      c) ment                      d) ion

## PART II

## SECTION I

Q.NO  
15-18

## PROSE

6  
MARKS

ANSWER ANY TWO OF THE FOLLOWING QUESTIONS IN ABOUT 30 WORDS EACH

- கொடுக்கப்பட்டுள்ள 4 வினாக்களிலிருந்து ஏதேனும் 3 வினாக்களுக்கு விடையளிக்கவும்
- இவை Prose பகுதியிலிருந்து வினாக்கள் கேட்கப்படும்.

## SECTION II

Q.NO  
19-22

## APPERCIATION QUESTIONS

6  
MARKS

Read the following set of poetic line and answer any four sets.

- கொடுக்கப்பட்டுள்ள 4 வினாக்களிலிருந்து ஏதேனும் 3 வினாக்களுக்கு விடையளிக்கவும்
- இவை Poem பகுதியிலிருந்து வினாக்கள் கேட்கப்படும்.

## SECTION III

Q.NO  
23

## VOICE

## நேர்கூற்று &amp; அயற்கூற்று

2  
MARKS

Voice is that form of the verb which shows the relation of the subject of the verb to the action expressed by it. It shows whether the subject of the verb acts or is acted upon, ie whether the doer of an action is the subject or object in a sentence. For example,

**Ajit** ate a mango. (Subject)

A mango was eaten by **Ajit**. (Object)

**Kind of Voice**



A **transitive** verb has two voices: **active** and **passive**. In **active voice** the subject names the actor that is, the subject is the performer of the action expressed by the verb. In other words, we can say that the person or thing denoted by the subject **does something** that is, it is the **doer** of the action. For example,  
Rajesh kills a tiger.

(Here the person denoted by the subject, namely Rajesh, does something to a tiger.)

In **passive voice** the subject names the object or receiver of the action. In other words, it means that something is done to the person or thing denoted by subject. For example,  
A tiger is killed by Rajesh.

(Here the thing denoted by the subject, namely a tiger, suffers something from Rajesh.)

The active voice is used when the **doer of the action** (that is, agent) is to be made prominent. The passive voice is used when the person or thing **acted upon** is to be made prominent. The passive voice is generally used when the doer of the action is not known, is not important, or is not to be mentioned.

**To change sentences from active to passive voice, the following points must be taken note of :**

i) The object of the active sentence becomes the subject of the passive sentence.	iv) The past participle of the main verb is preceded by the appropriate form of the verb 'to be' (am, is, are, was, were, be, been, being), keeping in mind the number of the subject and tense of the verb.
ii) The subject of the active sentence becomes the object of the passive sentence.	v) 'By' precedes the agent of the passive voice, if it is necessary.
iii) The past participle of the main verb is used.	

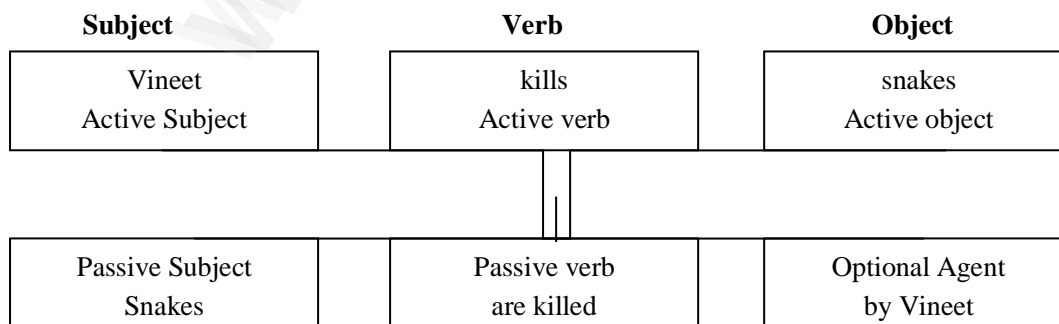
Since the active object has to become the passive subject in the passive voice, intransitive verbs are always in the active voice. It is only transitive verbs that can be put into the passive voice.

It is to be noted that it does not change the basic meaning of a sentence, so it is a kind of transformation that alters the grammatical functions of the constituents.

**Tense** and **mood** too are the indicators of verbforms but they do not change the functions of subject and object nor do they affect word order in a sentence, therefore voice is different from tense and mood.

**Note:** We can, use another word in place of 'by' specially when the verbs express '**states**' rather than '**actions**' done by the agent. For example,

Active	Passive
The result surprised me.	I was surprised at the result.
The news shocked me.	I was shocked at the news.
His manners pleased me.	I was pleased with his manners.

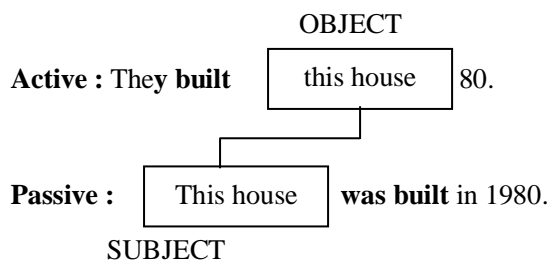


**Active and Passive Structures**

Look at the sentences given below:

- (1) They **built** this house in 1980. (active)  
This house **was built** in 1980. (passive)
- (2) Indians **speak** Hindi. (active)  
Hindi **is spoken** by Indians. (passive)
- (3) A friend of hours **is repairing** the roof. (active)  
The roof **is being** repaired by a friend of hours. (passive)
- (4) This book **will change** your life. (active)  
Your life **will be changed** by this book. (passive)

When A does something to B, there are often two ways to talk about it. If we want A (the doer) to be the subject, we use an active verb: *built, speak, is repairing, will change*. If we want B (the receiver of the action) to be the subject, we use: *was built, is spoken, is being repaired, will be changed*.



The **object** of an active verb corresponds to the **subject** of a passive verb.

In most cases, the subject of an active verb is not expressed in the corresponding passive sentence. If it does have to be expressed, this usually happens in an expression with '**by**'; the noun is called the '**agent**'. For example,

This house was built in 1980 **by** my father.

In a passive clause, we usually use '**by**' to introduce the agent – the person or thing that does the action, or that causes what happens. (Note, however, that agents are mentioned in only about 20 per cent of passive clauses.) For example,

All the trouble was caused **by** your mother.

These carpets are made **by** children who work twelve hours a day.

The passive of an active tense is formed by putting the verb 'to be' into the same tense as the active verb and adding the **past participle (V<sub>3</sub>)** of the active verb. You would do well to look at the table of active tenses and their passive equivalents.

Tense / Verb form	Active Voice	Passive Voice
Present simple	keep / keeps	am / is / are kept
Present continuous	am / is / are / keeping	am / is / are being kept
Present perfect	have kept	been kept
Past simple	kept	was / were kept
Past perfect	had kept	had been kept
Past continuous	was / were keeping	was / were being kept
Future simple	will keep	will be kept
Future perfect	will have kept	will have been kept
Modal verb	may keep	may be kept

These carpets are made **by** children who work twelve hours a day.

The passive of an active tense is formed by putting the verb 'to be' into the same tense as the active verb and adding the **past participle (V<sub>3</sub>)** of the active verb. You would do well to look at the table of active tenses and their passive equivalents.

**Note:** Future Continuous (progressive) passives (will be being + past participle) and perfect progressive passives (has been being + past participle) are unusual.

### Confusing Forms

Students often confuse active and passive verb forms in English. Typical mistakes are given below:

I was very interesting in the lesson. (**Incorrect**) I was very interested in the lesson. (**Correct**)

2. We were questioning by the immigration officer. (**Incorrect**)

We were questioned by the immigration officer. (**Correct**)

She has put in prison for life. (**Incorrect**) She has been put in prison for life. (**Correct**)

Mistakes like these are not surprising, because

(a) 'Be' is used to make both passive verb forms and active progressive tenses.

(b) Past participles are used to make both passive verb forms and active perfect tenses. Now compare the following:

He **was** calling. (Active – past progressive)

He **was** called. (Passive – past simple)

He **has** called. (Active – present perfect)

We have different rules for conversion of the verb of active sentences into passive form. Here they are:

### Rule 1

#### Present Indefinite

**Tense Subject + am/is/are + V<sub>3</sub> + by/Preposition + Object**

For example,

Active	Passive
I sip tea.	Tea is sipped by me.
I help the poor.	The poor are helped by me.
He helps me.	I am helped by him.

### Rule 2

#### Present Continuous Tense

**Subject + am/is/are + being + V<sub>3</sub> + by + Object**

For examples,

Active	Passive
I am eating a mango.	A mango is being eaten by me.
He is singing a song.	A song is being sung by him.
He is teaching me.	I am being taught by him.
He is abusing them.	They are being abused by him.

### Rule 3

#### Present Perfect Tense

**Subject + has/have + been + V<sub>3</sub> + by + Object**

For example,

Active	Passive
He has done this work.	This work has been done by him.
She has helped them.	They have been helped by her.

### Rule 4

#### Past Indefinite Tense

**Subject + was/were + V<sub>3</sub> + Object**

For example,

Active	Passive
He wrote an essay.	An essay was written by him.
He wrote several novels.	Several novels were written by him.

**Rule 5****Past Continuous Tense****Subject+was/were+being+V<sub>3</sub>+by+Object**

For example,

Active	Passive
He was writing an application	An application was being written by him.
They were singing folksongs.	Folk songs were being sung by them.

**Rule 6****Past Perfect Tense****Subject+had been+V<sub>3</sub>+by+Object**

For example,

Active	Passive
I had purchased a scooter.	A scooter had been purchased by me.
They had invited me.	I had been invited by them.

**Rule 7****Future Indefinite Tense****Subject+shall/will+be+V<sub>3</sub>+by+Object**

For example,

Active	Passive
I shall help Ravi.	Ravi will be helped by me.
He will feed me.	I shall be fed by him.

**Rule 8****Future Perfect Tense****Subject+shall/will+have+V<sub>3</sub>+by+Object**

For example,

Active	Passive
He can teach you.	You can be taught (by him)
She may win the match.	The match may be won (by her).
He could fry fish.	Fish could be fried (by him).
I must help her.	She must be helped (by me)
I should please her.	She should be pleased (by me).
I shall have helped him.	He will have been helped by me.
He will have taught me.	I shall have been taught by him.

**Rule 9****Verb 'to have'****Subject+has/have/had+to be+V<sub>3</sub>+by+Object**

For example,

Active	Passive
You have to teach him.	He has to be taught by you.
He has to feed the beggars.	The beggars have to be fed by him.
She had to help me.	I had to be helped by her.

**Rule 10**

**Sentences having may/can/could/should/must/  
Subject+may/can/could+be+V<sub>3</sub>+by+Objectetc+  
Verb**

Active	Passive
I shall help Ravi.	Ravi will be helped by me.
He will feed me.	I shall be fed by him.

**EXERCISE****Active voice and Passive voice****Change the following sentences to the Other voice:**

1. The Manager appointed many office assistants. (TB)

**Ans : Many office assistants were appointed by the manager**

2. You are making a cake now. (TB)

**Ans : A cake is being made by you now.**

3. That portrait was painted by my grandmother. (TB)

**Ans: My grandmother painted that portrait.**

4. Malini had bought a colourful hat for her daughter. (TB)

**Ans: A colourful hat had been bought by Malini for her daughter.**

5. They have asked me to pay the fine. (TB)

**Ans: I have been asked to pay the fine by them.**

6. The militants were being taken to prison by the police. (TB)

**Ans: The Police were taking the militants to the prison.**

7. His behavior vexes me. (TB)

**Ans : I am vexed by his behavior.**

8. Rosy will solve the problem. (TB)

**Ans: The problem will be solved by Rosy.**

9. Our army has defeated the enemy. (TB)

**Ans : The enemy has been defeated by our army.**

10. The salesman answered all the questions patiently. (TB)

**Ans : All the questions were answered by the salesman patiently**

**Change the following into Passive Voice.**

1. Please call me at once. (TB)

**Ans: You are requested to call him/me at once.**

2. How did you cross the river? (TB)

**Ans :How was the river crossed by you?**

3. No one is borrowing the novels from the library. (TB)

**Ans: Novels are not being borrowed from the library by anyone**

4. Will you help me? (TB)

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

5. Go for a jog early in the morning. (TB)

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

6. Why have you left your brother at home? (TB)

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

7. Nobody should violate the rules. (TB)

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

8. Someone has to initiate it immediately. (TB)

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

9. Have you invited Raman to the party? (TB)

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

10. Please do not walk on the grass. (TB)

**Ans: You are advised not to walk on the grass.**

11. Cross the busy roads carefully. (TB)

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

12. When will you book the tickets to Bengaluru? (TB)

**Ans: When will the tickets be booked to Bengaluru?**

**10<sup>TH</sup> GOVT EXAM QUESTIONS**

1. Rewrite the following sentence to the other voice.

I noticed a sudden change in Aditya's face.

**Ans: A sudden change was noticed by me in Aditya's face. (10<sup>th</sup> PTA 1)**

2. Rewrite the following sentence to the other voice.

The doctor kindly warned me. (10<sup>th</sup> PTA 2)

**Ans: I was kindly warned by the doctor.**

3. Rewrite the following sentence to the other voice:

M. Hamel mounted his chair. (10<sup>th</sup> PTA 3)

**Ans: His chair was mounted by M. Hamel.**



4. **Change the following sentence to the other voice.**They have asked me to pay the fine. (10<sup>th</sup> PTA 4)**Ans:** I have been asked to pay the fine by them.5. **Rewrite the following sentence to the other voice.**You are making a cake now. (10<sup>th</sup> PTA 5)**Ans:** A cake is being made by you now.6. **Rewrite the following sentence to the other voice.**Please assemble in the ground (10<sup>th</sup> MDL-19)**Ans:** You are requested to assemble in the ground.7. **Rewrite the following sentence to the other voice.**

Why have you left your brother at home?

**Ans:** Why has your brother been left at home by you? (10<sup>th</sup> PTA-6)8. **Rewrite the following sentence to the other voice.**Rosy will solve the problem. (10<sup>th</sup> MAY-2022)**Ans:** The problem will be solved by Rosy.9. **Rewrite the following sentence to the other voice.**When will you finish the building? (10<sup>th</sup> SEP-2021)**Ans:** When will the building be finished by you?10. **Rewrite the following sentence to the other voice.**You are advised not to be careless. (10<sup>th</sup> SEP-2020)**Ans:** Don't be careless. (10<sup>th</sup> MDL-2023)11. **Rewrite the following sentence in other voice.**Mala will write a letter (10<sup>th</sup> AUG-2022)**Ans :** A letter will be written by Mala.12. **Rewrite the following sentence in other voice**That portrait was painted by my grandmother (10<sup>th</sup> APRIL-23)**Ans:** My grandmother painted that portrait

Q.NO

24

## REPORTED SPEECH

உரையாடலை அறிக்கையாக்குதல்

2

MARKS

## 1. Direct Speech – நேர்கூற்று

## 2. Indirect Speech – அயற்கூற்று

1. **Direct Speech :** It is the actual words of the speaker.

பேசுபவர் கூறிய வார்த்தைகளை அப்படியே மாற்றாமல் கூறுவது நேர்கூற்று ஆகும்.

Ex : The teacher said, "The sun rises in the east".

2. **Indirect Speech :** It is just like a report of what the speaker said.

பேசுபவர் கூறிய வார்த்தைகளை நாம் அறிக்கையாக கூறினால் அது அயற்கூற்று ஆகும்

The teacher said that the sun rises in the east.

**Note :** No inverted commas for Indirect speech.**குறிப்பு :** அயற்கூற்று வாக்கியத்தில் " " வராது.

## Change of Pronouns

**Rule 1 :**The first person pronouns in the statements, questions, commands and exclamations refer to the first (pro) noun before the introductory verb (say, tell etc.) In short, the first person pronouns refer to the first (pro) noun.**Rule 2 :**

The second person pronouns in the statements, questions, etc. refer to the (pro) noun after the introductory verb. In short, second person pronouns refer to the second (pro) noun.

**Rule 3 :**

Sometimes the first person plural pronouns may refer to both the pronouns before and after the introductory verb (eg. Peter said to Jane, "We are happy")

In Tamil the use of direct speech is more common. So the learner should avoid indirect speech in conversation.

என்று / என = that; சொல் / கூறு = say / tell; கேள் / வினவு = ask

**THE FOUR KINDS OF SENTENCES:**

1. declarative sentences. (சாதாரண வாக்கியம்)
2. interrogative sentences. (வினா வாக்கியம்)
3. exclamatory sentences. (வியப்பு வாக்கியம்)
4. imperative sentences. (கட்டளை வாக்கியம்)

**SIX RULES FOR CHANGING DIRECT SPEECH INTO INDIRECT SPEECH:****1. COMMAS AND QUOTATION MUST BE CHANGED குறியீடுகளை நீக்குவது**

EX :

He said, "I am very happy now".

He said I am very happy now.

**2. REPORTING VERB MUST BE CHANGED நேர்கூற்று வினைசொற்களை மாற்றுவது**

EX :

He said, "I am very happy now".

He told I am very happy now.**3. CHANGE IN PRONOUN பிரதிபெயர் சொற்களை மாற்றுவது.**

EX :

He said, "I am very happy now".

He told he am very happy now.**4. CHANGES OF A TENSE FORMS வினைசொல்லின் காலமாற்றம்**

EX :

He said, "I am very happy now".

He told that he was very happy now.**5. SUITABLE CONJUNCTIONS தகுந்த இணைப்பு சொற்களை பயன்படுத்துவது**

EX :

He said, "I am very happy now".

He told that he was very happy then.**6. CHANGE IN TIME ADVERBIALS கால வினை உரிமாற்றங்கள்.**

He said, "I am very happy now".

He told that he was very happy then.**SUBJECT CHANGES WHEN DIRECT SPEECH IS CHANGED INTO INDIRECT SPEECH :**

I	- HE , SHE	WE	- THEY
ME	- HIM , HER	US	- THEM
MY	- HIS , HER	OUR	- THEIR
MINE	- HIS(1) , HERS	OURS	- THEIRS
MYSELF	- HIMSELF, HERSELF	OURSELVES	- THEMSELVES

**LISTEN:**

I	- நான்	HIMSELF	- அவனையே, இவனையே, அவனே, இவனே
HE	- அவன்	HERSELF	- அவளையே, இவளையே, அவளே, இவளே
SHE	- அவள்	WE	- நாம்
ME	- எனக்கு, என்னை	THEY	- அவர்கள், அவைகள், இவர்கள்,

			இவைகள்
HIM	- அவனுக்கு, அவனை, இவனுக்கு, இவனை	US	- எங்களுக்கு, எங்களை, நமக்கு, நம்மை
HER	- அவளுக்கு, அவளை, இவளுக்கு, இவளை	THEM	- அவர்களுக்கு, அவைகளுக்கு, இவர்களுக்கு, இவைகளுக்கு
MY	- என்னுடைய	OUR	- எங்களுடைய, நம்முடைய
HIS	- அவனுடைய, இவனுடைய	THEIR	- அவர்களுடைய, அவைகளுடைய, இவர்களுடைய, இவைகளுடைய
HER	- அவளுடைய, இவளுடைய	OURS	- எங்களுடையது, நம்முடையது
MINE	- என்னுடையது	THEIRS	- அவர்களுடையது, அவைகளுடையது, இவர்களுடையது, இவைகளுடையது
HIS(1)	- அவனுடையது, இவனுடையது	OURSELVES	- எங்களுடையே, நம்முடையே, நாங்களே
HERS	- அவளுடையது, இவளுடையது	THEMSELVES	- அவர்களையே, அவைகளையே, இவர்களையே, இவைகளையே, அவர்களே, அவைகளே, இவர்களே, இவைகளே
MYSELF	- என்னையே, நானே		

**SOME WORDS ARE CHANGED WHEN DIRECT SPEECH IS CHANGED INTO INDIRECT SPEECH:**

THIS – THAT	இது, இந்த - அது, அந்த
THESE – THOSE	இவைகள் - அவைகள்
HERE – THERE	இங்கே - அங்கே
NOW – THEN	இப்பொழுது - அப்பொழுது
THUS – SO	இப்படியாக - அப்படியாக
AGO – BEFORE	முன்பு - முன்பாக
HENCE – THENCE	இதிலிருந்து - அதிலிருந்து
TODAY – THATDAY	இன்று - அன்று
TONIGHT – THATNIGHT	இன்றிரவு - அன்றிரவு
HEREAFTER – THEREAFTER	இதன்பிறகு - அதன்பிறகு
TOMORROW – THE NEXT DAY / THE FOLLOWING DAY	நாளை - அடுத்தநாள்
YESTERDAY – THE DAY BEFORE /THE PREVIOUS DAY	நேற்று - முந்தையநாள்
LAST NIGHT – THE NIGHT BEFORE /THE PREVIOUS NIGHT	கடந்த இரவு - முந்தைய இரவு
LAST WEEK – THE WEEK BEFORE /THE PREVIOUS WEEK	கடந்த வாரம் - முந்தைய வாரம்
NEXT WEEK – THE WEEK AFTER / THE FOLLOWING WEEK	அடுத்த வாரம் - அடுத்த வாரம்
NEXT MONTH – THE MONTH AFTER /THE FOLLOWING MONTH	அடுத்த மாதம் - அடுத்த மாதம்
NEXT YEAR – THE YEAR AFTER /THE FOLLOWING YEAR	அடுத்த வருடம் - அடுத்த வருடம்
DAY AFTER TOMORROW – DAY AFTER NEXT DAY	நாளைய மறுநாள் - அடுத்த நாளுக்கு பிந்தைய நாள்

DAY BEFORE YESTERDAY – DAY BEFORE THE PREVIOUS DAY

நேற்று முன்தினம் - முந்தைய நாளுக்கு முந்தைய நாள்

## EXERCISE

### Rewrite the in indirect speech

1. My father said, "You are a good boy now"

**Ans :** My father said that I was a good boy then.

2. She said, "I have won the first prize".

**Ans :** She said that she had won the first prize.

3. Kowsalya said, "We watched a film yesterday".

**Ans :** Kowsalya said that they watched a film the previous day.

4. Karthi Said to Ram, "Please, switch on the fan".

**Ans :** Karthi requested Ram to Switch on the fan.

5. She said to me, "Where did you go?"

**Ans :** She asked me where I had gone.

6. Praveen asked, "Have you watered the plants"

**Ans :** Praveen asked me if I had watered the plants.

7. He said, "I have to go".

**Ans :** He said that he had to go.

8. She said to me, "Can you hear me?"

**Ans :** She asked me if I could hear her.

9. He said, "Consult the doctor"

**Ans :** He advised me to consult the doctor.

10. He said, "I won't go to the party".

**Ans :** He said that he wouldn't go to the party.

11. She said, "When did you come?"

**Ans :** She asked me when I had come.

12. She said, "Don't touch the wire."

**Ans :** She warned me not to touch the wire.

13. He said, "I'll pass the exam".

**Ans :** He said that he would pass the exam.

14. He said, "Learn good habits".

**Ans :** He advised me to learn good habits.

15. Banu said, "Do not spoil the eco – system".

**Ans :** Banu advised not to spoil the eco System.

16. Pranav said, "Have you booked the tickets to Delhi?"

**Ans :** Pranav asked if I had booked the tickets to Delhi.

17. Rekha said to Tilak, "When are we leaving to our native?"

**Ans :** Rekha asked Tilak when they would be leaving to their native.

18. Sujith said, "Ryan, you should get up early in the morning (TB)"

**Ans :** Sujith told Ryan that he should get up early in the morning.

19. Vivaan said to his mother, "Can you, please, buy me a hot – chocolate?"

**Ans :** Vivaan asked his mother if she could buy him a hot – chocolate.

20. Tomorrow I have to take a test in English", said Sudar.

**Ans :** Sudar said that the next day he had to take a test in English.

21. Pragathi said to her sister, "I need your help to arrange the books in the shelf"

**Ans :** Pragathi told her sister that she needed her help to arrange the books in shelf.

22. Why don't you use crayons for colouring?" said Dhilip to his son.

**Ans :** Dhilip asked his son why he didn't use crayons for colouring.

## REPORT THE DIALOGUES

1. Adhira : Hi Yazhini! How are you?

Yazhini : I am fine. Congrats. I heard that you have scored very good marks in the SSLC examination. What is the group that you have chosen?

**Ans:** Adhira greeted Yazhini and asked how she was. Yazhini replied that she was fine and congratulated her by adding that she had heard that she had scored very good marks in the SSLC examination. Yazhini asked Adhira what the group she had chosen.

2. Adhira : Thank you. I have chosen the arts group.  
Yazhini : Good. Tell me about your future plan.

**Ans:** Adhira thanked Yazhini and told her that she had chosen the arts group. Yazhini appreciated it and asked her to tell her about her future plan.

3. Adhira : I have already made up my mind to pursue law.  
Yazhini : Is there any specific reason?

**Ans:** Adhira told Yazhini that she had already made up her mind to pursue law. Yazhini asked her if there was any specific reason.

4. Adhira : Yes. I would like to start my own law firm and defend the innocent.  
Yazhini : Do you know it calls for a lot of tolerance and hard work?

**Ans:** Adhira replied positively and said that she would like to start her own law firm and defend the innocent. Yazhini asked her if she knew it called for a lot of tolerance and hard work.

5. Adhira : Yes I know that it is not going to be easy but I like challenge.  
Yazhini : Go a head! Study well! You will succeed.  
Adhira : Thank you so much.

**Ans:** Adhira accepted and added that she knew that it was not going to be easy but she liked challenges. Yazhini cheered her up to go ahead and study well and said that she would succeed. Adhira thanked her.

6. Prabhu : What are you doing here, Kiran? I haven't seen you for a few months.  
Kiran : I have just come back from my native town Virudhunagar.

**Ans:** Prabhu asked Kiran what he was doing there and added that he hadn't seen him for a few months. Kiran replied that he had just come back from his native town Virudhunagar.

7. Prabhu : Did you enjoy your vacation?  
Kiran : Yes. I love the place. It is a clean and busy town.

**Ans:** Prabhu asked Kiran whether he had enjoyed his vacation. Kiran replied positively and said that he loved the place and it was a clean and busy town.

8. Prabhu : Where did you go and what did you see?  
Kiran : I went to Courtallam falls in Tenkasi.

**Ans:** Prabhu asked Kiran where he had gone and what he had seen. Kiran said that he had gone to courtallam falls in Tenkasi.

9. Prabhu : Share some pictures of your trip.  
Kiran : Sure. See you later.

**Ans:** Prabhu asked Kiran to share some pictures of his trip. Kiran promised so and departed.

10. Taj : Where are you going now?  
Harsha : I am going to the library. Are you coming with me?

**Ans:** Taj asked Harsha where he was going then. Harsha replied that he/she was going to the library and asked him if he was coming with him/her.



## 10<sup>TH</sup> GOVT EXAM QUESTIONS

1. **Rewrite using indirect speech.** (10<sup>th</sup> PTA 1)  
 “How did he get it?”, he asked.  
**Ans:** He asked how he had got it.
2. **Rewrite using indirect speech.** (10<sup>th</sup> PTA 2)  
 He said, “I am glad they are strong”.  
**Ans:** He said that he was glad they were strong
3. **Rewrite using indirect speech.** (10<sup>th</sup> PTA 3)  
 “Let not thne eyes be blinded, my son”, she sad.  
**Ans:** She asked her son that let not thne eyes be blinded.
4. **Rewrite using indirect speech.** (10<sup>th</sup> MDL-19)  
 “Where are we going, sir?” asked the aero-coachman.  
**Ans:** The aero-coachman asked the gentleman where they were going.
5. **Rewrite using indirect speech.** (10<sup>th</sup> PTA-5)  
 Srivatsav said, “I have been waiting for my friend in the park since 6 a.m.”  
**Ans:** Srivatsav said that he had been waiting for his friend in the park since 6 a.m.
6. **Rewrite using indirect speech.** (10<sup>th</sup> PTA-6)  
 Mohan: I lost my wallet on the way  
 Sathya: Did you have any money?  
**Ans:** Mohan told Sathya that he had lost his wallet on the way then. Sathya asked him if he had had any money.
7. **Rewrite using indirect speech.** (10<sup>th</sup> MAY-2022)  
 Somu said, “It’s his favourite pet”.  
**Ans:** Somu said that it was his favourite pet.
8. **Rewrite using indirect speech.** (10<sup>th</sup> MDL-2023) (10<sup>th</sup> SEP-2022)  
 Maya said, “when is Zigzag coming here?”  
**Ans:** Maya asked when Zigzag was coming there.
9. **Rewrite using indirect speech.** (10<sup>th</sup> SEP-2021)  
 Balu said, “Asia is the largest continent?”  
**Ans:** Balu said that Asia is the largest continent.
10. **Change into indirect speech.** (10<sup>th</sup> AUG-2022)  
 Guna said, “This is my watch”  
**Ans:** Guna said that that was his watch.
11. **Rewrite the sentence in Reported speech.** (10<sup>th</sup> APRIL-23)  
 She asked “When will you call me?”  
**Ans:** She asked when She/he would call her.

**Q.NO**  
**25**

## PUNCTUATIONS

**2**  
**MARKS**

Punctuation means the right use of the stops and pauses in writing 'Punctuation'.

Punctuation என்பது தேவையான இடத்தில் நிறுத்துவதும் இடைவெளி விடுவதுமே ஆகும்.

The main punctuation marks are:

- Full stop ( . )
- Comma ( , )
- Colon ( : )

- Semicolon ( ; )
- Exclamatory mark ( ! )
- Question Mark ( ? )
- Quotation Marks ( " " )
- Dash ( - )
- Capital letter
- Apostrophe ( ' )
- Hyphen ( - )

### Usage of punctuation Marks

Full stop ( . )	a. at the end of sentence. ஒரு வாக்கியத்தின் முடிவில் பயன்படுத்த வேண்டும். b. to make abbreviations and Initials. abbreviations and Initials உருவாக்கத்திற்கு பயன்படும் Eg: Birds are flying.
Comma ( , )	To separate words / after a phrase / clause / each item in a list. வார்த்தைகள் பிரிப்பதற்காக பயன்படும் Eg: <u>Being ill</u> , he is unhappy (Phrase). <u>When I saw the snake</u> , I ran away. Clause
Colon ( : )	To introduce words / after a phrase / clause / each item in a list. ஒரு list-யை சொல்லுவதற்கு முன்னர் பயன்படுத்த வேண்டும். Eg: There are four directions. 1. South 2. North 3. East 4. West
Semicolon ( ; )	To separate a services of loosely related clauses. வாக்கியங்களை பிரிப்பதற்காக பயன்படும் Eg: The chair is made of plastic; it is nice.
Exclamatory mark ( ! )	After an interjection / Exclamatory sentence: Exclamatory Mark ஆச்சரிய வாக்கியங்களுக்கு பின்னால் பயன்படுத்த வேண்டும். Eg: Oh dear! Alas! He's dead! Hurrah! We have won the match
Question Mark ( ? )	In Question tags at the end of question sentence. கேள்வி வாக்கியங்களுக்கு பின்னர் பயன்படுத்த வேண்டும். Eg: What are you doing? Who are you?
Quotation Mark ( " " )	To denote direct speech நேர்மறை வாக்கியங்களில் பயன்படும் To denote the speaker's own words.

	ஒருவருடைய சொந்த வாக்கியங்களை குறிப்பிட உதவும். Eg: 1) Karthick says, "Do what I say". 2) The Bible says, "Love the neighbour".
Dash ( -- )	After a part of sentence to explain it. பின்னால் ஏதாவது விளக்குவதற்கு இருந்தால் உதவும் Eg: Abdul Kalam – the former President comes to our school.
Capital letter	To begin a sentence. வாக்கியங்களை தொடங்குவதற்கு உபயோகப்படும். Eg: God is great. I am a student.
Apostrophe ( ' )	Possessive adjective. Eg: I've done all my work. Karthick's father is kind to all.
Hyphen ( - )	In compound words. கூட்டுச்சொற்களில் பயன்படும். Eg: Woman -servant, brother-in-law, mother-in-law

### EXERCISE

- thank you shelly the lady said holding her hand out for me to shake for taking care of Sam  
**Ans : "Thank you!" Shelly, the lady said holding her hand out for me to shake for taking care of Sam.**
- What you told that old beggar all my private affairs cried Hughie looking very red and angry  
**Ans : "What, you told that old beggar about all my private affairs" cried Hughie, looking very red and angry.**
- Ice what happened to you I asked as I knelt down beside him  
**Ans : "Ice what happened to you?" I asked as I knelt down beside him.**
- smallest of all the willow warbler half the size of a sparrow covers as many as 3200 km to reach us every winter  
**Ans : Smallest of all the willow warbler, half the size of a sparrow covers as many as 3200 km to reach us every winter.**
- you see kumar though they have stayed here for almost half a year and enjoyed our climate and the food available they knew that their home is in the arctic  
**Ans : You see Kumar though they have stayed here for almost half an year and enjoyed our climate and the food available. They knew that their home is in the arctic.**

- the old man said alas ive lost my health  
**Ans: The old man said "Alas! I've lost my health".**
- we are facing an unsustainable situation says dinesh  
**Ans: "We are facing an unsustainable situation", says Dinesh.**
- rita shouted come and get me out  
**Ans: Rita shouted, "Come and get me out."**
- we wake up every morning fighting over water says kamal bhate  
**Ans : "We wake up every morning fighting over water," says Kamal Bhate.**
- oh for this I get two thousand pound  
**Ans : "Oh! For this I get two thousand pounds."**
- what will he think of me said my friend  
**Ans: "What will he think of me?" said my friend.**
- have I been here for five hours  
**Ans: "Have I been here for five hours?"**
- mother said to her son don't play with fire  
**Ans: Mother said to her son. "Don't play with fire."**
- ill never see her again she thought  
**Ans: "I'll never see her again", she thought.**
- father said to his son don't be worried  
**Ans: Father said to his son. "Don't be worried."**
- nagaraj said to his father will you allow me to go on an excursion to kerala  
**Ans: Nagaraj said to his father, "Will you allow me to go on an excursion to Kerala?"**

17. an amazing model shouted trevor at the top of his voice

**Ans. "An amazing model?" shouted Trevor at the top of his voice.**

18. how much does a model shouted get for a sitting asked Hughie

**Ans:** "How much does a model get for a sitting?" asked Hughie.

19. she said your wasting your sat scores

**Ans:** She said, "You're wasting your SAT scores"

20. we are facing an unsustainable situation says dinesh

**Ans: "We are facing an unsustainable situation", says Dinesh.**

21. rita asked what are you thinking of me

**Ans: Rita asked, "What are you thinking of me?"**

22. we wake up every morning fighting over water says kamal bhate

**Ans: "We wake up every morning fighting over water", says Kamal Bhate.**

23. oh for this I get two thousand pounds

**Ans: "Oh! for this I get two thousand pounds."**

24. what will he think of me said my friend

**Ans: "What will he think of me?"**

25. have I been here for five hours

**Ans: "Have I been here for five hours?"**

26. mother said to her son don't play with fire

Mother said to her, "Don't play with fire".

### 10<sup>TH</sup> GOVT EXAM QUESTIONS

1. **Punctuate the following sentence. (10<sup>th</sup> PTA 1)**

stand back stand right back he cried

**Ans:** "Stand back, stand back", he cried.

2. **Punctuate the following sentence. (10<sup>th</sup> PTA 2)**

no it's the inhabitants corley replied

**Ans:** "No, It's the inhabitants", Corley replied.

3. **Punctuate the following sentence. (10<sup>th</sup> PTA 3)**

I said no I m not don t be silly

**Ans:** "I said, No I'm not, don't be silly".

4. **Punctuate the following : (10<sup>th</sup> PTA 4)**

we had ghosts I said

**Ans:** "We had ghosts", I said.

5. **Punctuate the following. (10<sup>th</sup> PTA 5)**

He was near the sea now flying straight over it facing out over the ocean

**Ans:** He was near the sea now, flying straight over it, facing out over the ocean.

6. **Punctuate the following sentence.(10<sup>th</sup> MDL-19)**

Wherefore said miranda did they not that hour destroy us

**Ans:** "Wherefore," said Miranda, "did they not that hour destroy us?"

7. **Punctuate the following sentence. (10<sup>th</sup> PTA-6)**

be not so amazed daughter Miranda said Prospero.

**Ans:** "Be not so amazed, daughter Miranda", said Prospero.

8. **Punctuate the following sentence.**

O my young gentleman said ariel.

(10<sup>th</sup> MAY-2022)

**Ans:** "O my young gentleman," said Ariel.

9. **Punctuate the following sentence.(10<sup>th</sup> SEP-2021)**

were you not a good student i asked.

(10<sup>th</sup> APRIL-23)

**Ans:** "Were you not a good student?" I asked.

10. **Punctuate the following sentence.(10<sup>th</sup> SEP-2020)**

the general is a woman yelled the soliders.

(10<sup>th</sup> AUG-2022)

**Ans:** "The General is a woman?" yelled the soliders.

11. **Punctuate the following sentence.**

(10<sup>th</sup> Aug-2022)

then bring them here ariel said prospero.

**Ans:** "Then bring them here, Ariel." said Prospero.

**Q.NO**  
**26**

**SIMPLE, COMPOUND, COMPLEX**  
**எளிய,கூட்டு,கலவை வாக்கியங்கள்**

**2**  
**MARKS**

**What is Simple sentence?**

A simple sentence has only one main clause with or without Phrase.

Ex: On seeing a snake, I killed it. (with phrase)

Phrase Main clause

I killed a snake. (without phrase)

Main clause

தனி வாக்கியம் என்றால் என்ன?

தனி வாக்கியம் என்பது ஒரே ஒரு பிரதான clause (main)ஐ பெற்றிருக்கும் சொற்றொடர் (phrase)

இருக்கலாம் அல்லது இல்லாமலும் இருக்கலாம்.

A compound sentence should have two main clauses or more than that but no subordinate clause joined by sub ordinate conjunction.

Ex : I saw a snake and I killed it.

Main clause Main clause

I don't feel well so I consulted a doctor.

Main clause Main clause

கூட்டு வாக்கியம் என்றால் என்ன?

கூட்டு வாக்கியம் என்பது இரு பிரதான clauseஐ அல்லது அதற்கு மேற்பட்ட main clause

பெற்றிருக்கும். இதற்கு sub ordinate clause கிடையாது. இவ்வாறு வாக்கியங்களுக்கு இணைவுச் சொல்லாக

Co-ordinate conjunction வரும்.

**What is a complex sentence?**

A complex sentence has only one main clause and one or more sub ordinate clauses. It is joined by sub-ordinate conjunction.

Ex : Though he is ill, he attends the class.

As there is bandh, all the shops are closed.

கலவை வாக்கியம் என்றால் என்ன?

கலவை வாக்கியம் என்பது ஒரே ஒரு main clause ம் ஒன்று அல்லது அதற்கு மேற்பட்ட sub ordinate clause ம் கொண்டதாக இருக்கும். இது subordinate conjunction ஐ பெற்றிருக்கும்.

Now let us see how these types of sentences can be transformed.

நாம் இப்போது இவ்வகை வாக்கியங்களை எவ்வாறு மாற்றலாம் என்பதை பார்ப்போம்.

S.No.	Complex	Compound	Simple
1.	Though / Although / Even though	But / yet / still	In spite of / Despite + V + ing (or) In spite of (Despite + possessive Adj)
2.	As / Since / Because	and so	V + ing / Due to / on account of / owing to / Because of
3.	If	and	In case of + V + ing
4.	Unless	or / otherwise	In case of + not + V + ing
5.	After (sub + perfect tense)	and then	After + V + ing / Having + PP



6.	When	and	On + V + ing
7.	As soon as	And at once / and immediately	On + V + ing
8.	Before	And before that	Before + V + ing
9.	Till / until	And till then	Till + V + ing
10.	So ..... that .... Not	Very ..... and so	too ..... to
11.	That	and	of / to

## EXERCISE

### Simple, Complex, Compound

Do as directed

- Ravi is a celebrity. He mingles easily with everyone. (Form a simple sentence using 'Despite')  
**Ans: Despite being a celebrity, Ravi mingles easily with everyone.**
- You must speak clearly to make yourself understood. (change into compound)  
**Ans: If you speak clearly, you will make yourself understood.**
- The children being away, the in unable to approve the proposal. (change into compound)  
**Ans: The chairman is away, so the clerk is unable to approve the proposal.**
- Getting down from the car the chief Guest walked towards the dais amidst applause. (change into compound)  
**Ans: As soon as the chief Guest got down from the car, he walked towards the dais amidst applause.**
- If there is emergency, please contact this number. (use In case of)  
**Ans: In case of emergency, please contact this number.**
- The sun having set the temperature fell rapidly. (use 'After')  
**Ans: After the sun had set, the temperature fell rapidly.**
- But for your help I could not have completed the assignment. (change into complex)  
**Ans: If you had not helped me, I could not have completed the assignment.**
- Nobody knows when the supply will resume. (change into simple sentence)

**Ans: Nobody knows the resumption of the power supply.**

- Please tell me the time (change into complex)  
**Ans: Please tell me what the time is?**
- The man was my schoolmate. He directed the film. (combine the two sentences using who)  
**Ans: The man who directed the film was my schoolmate.**
- All men are basically good (change into complex)  
**Ans: I believe that men are basically good.**
- No one knows when he will return (change into simple)  
**Ans: No one knows the time of his return.**
- It started raining suddenly. People ran for shelter (combine the two sentence using 'and')  
**Ans: It started raining suddenly and people ran for shelter.**
- Unless you understand the concept well, you cannot solve the problem. (change into compound)  
**Ans: Understand the concept well, otherwise you cannot solve the problem.**
- Fifty candidates appeared for the interview but only five were selected. (use 'Though')  
**Ans: Though fifty candidates appeared for the interview, only five were selected.**
- Ramesh did not know Spanish so he wanted a translator. (change into 'simple')  
**Ans: Not knowing Spanish, Ramesh wanted a translator.**
- He is a good doctor, still he is not popular. (use 'In spite use')  
**Ans: In spite of being a good actor, he is not popular.**

## 10<sup>TH</sup> GOVT EXAM QUESTIONS

1. **Transform the following sentence into a simple sentence.** (10<sup>th</sup> PTA 1)  
He is sick but he attends the rehearsal. (into Simple)  
**Answer:** In spite of his sickness, he attends the rehearsal. / **In spite of being** sick, he attends the rehearsal.  
/ **Despite** his sickness, he attends the rehearsal.
2. **Transform the following sentence into a compound sentence.** (10<sup>th</sup> PTA 2)  
If Ryan reads more, he will become proficient in the language. (into compound)  
**Answer:** Ryan must read more **then only** he will become proficient in the language.
3. **Transform the following sentence into a complex sentence.** (10<sup>th</sup> PTA 3)  
Neela followed my suggestions. (into complex)  
**Answer:** Neela followed **What** I suggested.
4. **Transform the following sentence as directed.** (10<sup>th</sup> PTA 5)  
The students were intelligent. They could answer the questions correctly. (combine it into complex sentence)  
**Answer:** **As** the students were intelligent, they could answer the questions correctly.
5. **Transform the following sentence as directed.** (10<sup>th</sup> May-2022)  
I saw a tiger. It was wounded. (into Simple)  
**Answer:** I saw a wounded tiger.
6. **Transform the following sentence as directed.** (10<sup>th</sup> SEP-2021)  
On seeing the teacher the children stood up. (into compound)  
**Answer:** The children saw the teacher and at once they stood up.
7. **Transform the following sentence as directed.** (10<sup>th</sup> MDL-2023) (10<sup>th</sup> SEP-2020)  
Ramesh changed his dress and went out to play. (into simple)  
**Answer:** Changing his dress, Ramesh went out to play.
8. **Transform the following sentence as directed.** (10<sup>th</sup> MDL-19)  
As Catherin is a voracious reader, Catherin buys a lot of books. (into simple)  
**Answer:** **Being** a voracious reader, Catherin buys a lot of books.
9. **Transform the following sentence as directed.** (10<sup>th</sup> PTA 4)  
**Combine the sentence using the appropriate connector.**  
Sita saw a snake. At once she ran away.  
**Answer:** **As soon as/When** Sita saw a snake, she ran away. / Sita saw a snake **and at once** she ran away.  
/ **As/Since** Sita saw a snake **so/and so** she ran away.
10. **Transform the following sentence as directed.** (10<sup>th</sup> PTA-6)  
Walt carefully lest you should fall down. (into complex)  
**Answer:** **Unless** you walk carefully, you will fall down. / **If** you don't walk carefully, you will fall down.

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