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	Term 1	Term 2	Term 3	Periodical Test	SLAS	

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11TH STD. - PUBLIC EXAMINATION ASSESSMENT MARKS

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

Total Marks : 100

Written Exam
90 Marks

Internal Assessment
10 Marks

Attendance
Maximum 2 Marks
Above 80% = 2 Marks
75% to 80% = 1 Mark

Internal Tests
Maximum 4 Marks
Average of any 3 best tests.
(To be calculated for 4 Marks)

Assignment / Project / Field Trip
Maximum 2 Marks
Any one from the above 3 categories.
(Proper records to be maintained)

Co-curricular Activities
Maximum 2 Marks
(Any 3 of the activities* given below)

*** Co-Curricular Activities**

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

INTERNAL ASSESSMENT MARKS

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

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PROSE - UNIT 1 THE PORTRAIT OF A LADY

- Khushwant Singh

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

INTRODUCTION:

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

KEY POINTS

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

GLOSSARY

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

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Writing

a. Notice

i. **Prepare a notice to be displayed on the notice-board of your school for the students of Class 11, informing them about the educational tour that has been arranged for them the next month.**

NOTICE

ABC Hr. Sec. School, Coimbatore
Educational Tour - 2018

14th June 2018.

This is to inform that students of class XI & XII will be taken to Mysore in August on an educational Tour. Those are willing to participate can register their names to the undersigned.

D. Deepa
[DEEPA. D]
Tour In-charge.

Fee : ₹ 4,500/- for 3 days

ii. **Write a notice about the inauguration of a laughter club in your school.**

NOTICE

XYZ Hr. Sec. School, Thanjavur

17th July 2018.

All the students of XI Std are invited to the inauguration function of Our Laughter Club by Actor Sri. Santhanam at 3.00 p.m. on 18.07.2018 at our indoor auditorium.

Kindly be present on time.

C. Nathan
[C. NATHAN]
[Secretary - Laughter Club]

b. Message

You are the Sports Captain of your school. Write a message to the Physical Director, requesting him to be present during the football team selection scheduled for tomorrow.

3 p.m
05 July.

Respected Physical Director Sir,

I would like to request your esteemed presence for the Football Team Selection to be held tomorrow at 3.30 p.m.

Akash,
Sports Captain.

c. Do you exercise regularly? If you do, which of these following activities do you prefer? Discuss and share with your partner a few lines about your preference.

a) walking b) working out in a gym c) swimming d) cycling

(To be done by the students)

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PROSE - UNIT 2

THE QUEEN OF BOXING

- M. C. Mary Kom

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

INTRODUCTION:

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

KEY POINTS

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

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Grammar

Modal Verbs

A. Fill in the blanks with suitable modal verbs.

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

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

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

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

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PROSE - UNIT 3 FORGETTING

- Robert Lynd

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

INTRODUCTION:

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

KEY POINTS

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

GLOSSARY

SYNONYMS

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

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3. How does Robert Lynd prove that men have amazing memories?

Robert Lynd wonders about the efficiency of human memory. Modern man remembers even telephone numbers, the addresses of his friends, appointments for lunch and dinner, the names of actors, actresses, cricketers, footballers and murderers. Thus he can remember almost everything in his life. A man does not forget a single item of his clothing when dressing. Similarly, nobody forgets to shut the front door when leaving the house. Everybody remembers to do the right things at the right moment. Even the ordinary man never forgets to turn off the lights before going upstairs to sleep.

4. "The memory works with less than its usual perfection" – Elaborate this statement.

(OR)

"Chemists make their fortunes out of the medicines people forget to take!" Explain.

Lynd says that in some matters human memory works less than its usual perfection. For example, most people forget to take the medicine. But they don't forget to take meals. The medicines are usually taken before or after or during meals. Psychologists say that we forget things because we wish to forget them. So people don't like medicines and that is why they forget to take the medicines. In this context, Robert Lynd humorously remarks that chemists make a lot of money. It is because people forget to take medicines and therefore their illness is not cured. So they pay more and more money to the chemists to buy more medicines from them.

5. "This, it might be thought, must be due to a lack of interest in other people's letters" – What does it mean?

According to Lynd, the commonest form of forgetfulness is in posting letters. Most people forget to post letters. So he humorously remarks that if anyone asks him to post a letter, he is a poor judge of character. It is because Lynd never posts the letter even if he keeps it in his pocket. The letter, which is not posted, leads an unadventurous life in his pocket. At home, he faces embarrassing questions. And the guilt is brought out of his pocket. This, it might be thought, must be due to a lack of interest in others' letters; but that cannot be the explanation, because he has forgotten to post some of his own letters.

Vocabulary

A. Homonyms and Heteronyms

Complete the sentences by choosing a suitable word from those given in the brackets.

i) Nobody can say ________ there will be an improvement in the ________. (whether / weather) [*Ans*: **whether / weather**]

ii) You ring is ________. Do not ________ it. (loose / lose) [*Ans*: **loose / lose**]

iii) We found a _____ of biscuits in the old man's shirt _____. (pocket / packet) [*Ans*: **packet / pocket**]

iv) When the pole vaulter cleared 28 ____, it was declared a record ____. (feet / feat) [*Ans*: **feet / feat**]

v) Explain the ______ 'Cut your ______ according to your cloth'. (coat / quote) [*Ans*: **quote / coat**]

vi) The stranger ________ for a few minutes before he ________ my house. (paused / passed) [*Ans*: **paused / passed**]

vii) The ______ dancer turned ______ after the final performance. (weary / wiry) [*Ans*: **wiry / weary**]

viii) The chain that I presented to my sister was not made of gold; it was just ________. I am suffering from a sense of ________. (guilt / gilt) [*Ans*: **gilt; guilt**]

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PROSE - UNIT 4

TIGHT CORNERS

- Edward Verrall Lucas

EDWARD VERRALL LUCAS (1868-1938) was a British journalist, essayist, travel writer and novelist born in Eltham, Kent.

Born to a Quaker family on the fringes of London, Lucas began work at the age of sixteen, apprenticed to a bookseller. After that, he turned to journalism, and worked on a local paper in Brighton and then on a London evening paper. He was commissioned to write a biography of Bernard Barton, the Quaker poet. This led to future commissions, including the editing of the works of Charles Lamb.

Lucas joined the staff of the humorous magazine 'Punch' in 1904 and remained there for the rest of his life. He was a prolific writer, most celebrated for his short essays, but he also produced verses, novels and plays.

His best works are, 'The Open Road' (1899), 'A Wanderer in Series' (1904-12), 'Listener's Lure' (1905), 'John Constable, the Painter' (1925).

INTRODUCTION:

In this extract 'Tight Corners', E.V. Lucas points out that tight corners can be both mental as well as physical, but the mental tight corner is too much to bear. This story tells us how E.V. Lucas was saved from humiliation by a sudden stroke of luck and relieved from a tight corner.

KEY POINTS

- Once, the narrator went with his friend to Christie's an auction sale-hall. Barbizon pictures were put up there.
- The narrator kept bidding just for fun. Every time someone else made a higher bid and the narrator was not caught.
- After some time, a picture was put up and a bid for 4000 guineas was raised. The narrator added 50 more guineas just for fun.
- Unfortunately, he had made the highest bid. The picture was declared sold to the narrator.
- The narrator did not know how to manage the situation. He had only 63 pounds with him.
- He thought of borrowing from someone he knew. But he could not do it. He got into a mental tight corner.
- Finally, he decided to confess his foolishness to the auctioneer himself.
- A sudden stroke of luck befell the narrator. The rich bidder's agent came forward to offer him 50 guineas more for the art picture.
- He was over joyed. He had the presence of mind to demand a hundred guineas.

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Writing

A. Read the information in the table below and answer the following questions.

1. What kinds of natural disasters have occurred before 2005?

Earthquake occurred during 2001 in Bhuj, Gujarat. During 2004, a tsunami wave swept across the coastline of TN, Kerala , A.P, A & N Islands and Puducherry.

2. Name the disasters that are common in India.

Tsunami, Earthquake, Floods, Cyclone, Flash floods.

3. Mention the states often affected by disasters.

Tamilnadu and Andhra Pradesh.

4. List out the disasters that are common in North India.

Floods, Flash Floods and Cyclone.

5. Write three sentences on your inference about the data given.

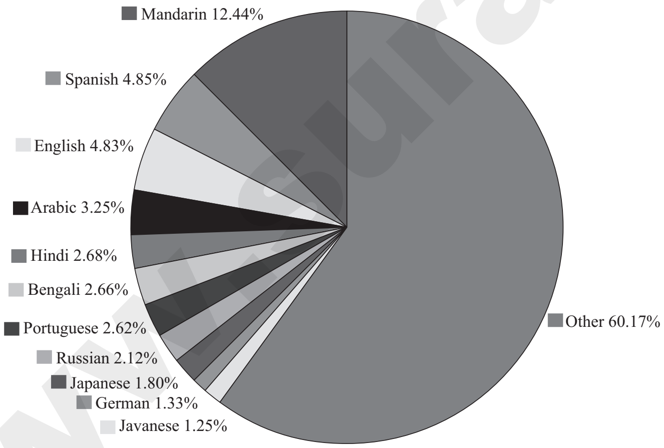
a) Natural disasters like Earthquake, Tsunami, Floods, Cyclone and Flash floods occur across various states in India.

b) In South India, Tamilnadu and Andhra Pradesh are most affected by Tsunami, Cyclone and Floods

c) In North India, Bihar, Uttarakhand and Jharkhand are affected by Floods and Cyclone.

B. Study the pie-chart carefully and answer the questions that follow.

Percentage of people who speak each language as their first language.



Use expressions such as....

Generally....
A majority ....
Most of the ....
Some of the......
Minority of .....
In conclusion .....

1. Which language is spoken by most people?

Mandarin is spoken by most of the people.

2. What are the Indian languages that rank among the top five spoken languages?

Hindi is the only language that ranks among the top five spoken languages.

3. Which are the languages that are spoken by less than three percent of people?

Hindi, Bengali, Portuguese, Russian, Japanese, German and Javanese are the languages that are spoken by less than three percent of people.

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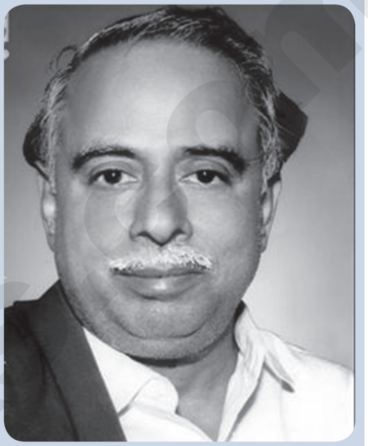
PROSE - UNIT 5 THE CONVOCATION ADDRESS

- Dr. Arignar Annadurai

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



INTRODUCTION:

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

KEY POINTS

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

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IN-TEXT QUESTIONS - FOR BETTER UNDERSTANDING

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

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

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

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

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

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

List the contributions of educated youth to their society.

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

TEXTUAL QUESTIONS

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

1. **Who does the speaker claim to represent?**

   The speaker claims to represent a common man.

2. **Why are universities necessary for a society?**

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

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

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

4. **In what ways have universities improved the society?**

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

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PROSE - UNIT 6 THE ACCIDENTAL TOURIST

- Bill Bryson

WILLIAM McGUIRE BILL BRYSON was born on 8th December 1951. He is the best selling American author of humorous books. Born in America, he was a resident of Britain for most of his adult life. His best selling books include 'A Walk in the Woods', 'Bryson's Dictionary of Troublesome Words'. He received widespread recognition again with the publication of 'A Short History of Nearly Everything' in 2003.

INTRODUCTION:

At times, we see people who are awkward, nervous and doubtful about their next move. Here Bill Bryson offers himself for laughter. He describes his lack of grace or skill, when travelling. He cannot do a simple day-to-day activity without creating a mess. Most of us never ponder how effortlessly we carry out our routine activity. It is wired up in our brains. But some people like Bill Bryson find it difficult and almost impossible.

KEY POINTS

- In this lesson, Bill Bryson describes his lack of grace or skill when travelling.
- He could not do a simple day to day activity without creating a mess. He was easily confused in whatever he does.
- When he went to England with his family, he remembered that he had put the card in the carry-on bag hanging around his neck.
- When he tried hard to open the zip of his bag, it gave away and flew open. Everything in it spread all over.
- His finger got hurt by the zip. It was deeply cut and shedding blood.
- His worst experience was when he was writing important thoughts in a notebook, he was sucking thoughtfully on the end of his pen.
- He discovered later that his pen had leaked and his mouth, chin, tongue, teeth and gums were a striking-scrub resistant navy blue.
- He must fly 100,000 miles a year, but he had accumulated only about 212 Air miles divided between twenty-three airlines.
- This happened because he either forgot to ask for the air miles, when he checked in.
- In January, on a flight to Australia, the clerk shook her head and told him that he was entitled to it.
- She said it was because of his change of initials. So Bill didn't get his Air miles.

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TASK 2 : Fill in the following forms with imaginary details.)

2 (a)

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RESERVATION ✓ / CANCELLATION REQUISITION FORM

If you are a Medical Practitioner
Please tick ( ) in Box Dr. ☐
(You could be of help in an emergency)

Train No & Name	12671 Nilgiris Exp	Date of journey	11.08.2018
Class	II	No of Berth ✓/~~Seat~~	Two
Station from	Chennai	To	Coimbatore
Boarding at	Central	Reservation upto	

S.No.	Name in Block letter(not more than 15 chars)	Sex (M/F)	Age	Concession/Travel Authority No.	Choice if any
1	JOHN	M	29	-	Lower/Upper berth
2	REGINA	F	27	-	
3					Veg./Non-veg. Meal for Rajdhani/ Shatabdi
4					
5					
6					

CHILDREN BELOW 5 YEARS (FOR WHOM TICKET IS NOT TO BE ISSUED)

S.No.	Name in Block Letters	Sex	Age
1			
2			

ONWARD/RETURN JOURNEY DETAILS

Train No. & Name ______ Date ______
Class ______ Station from: ______ To ______
Name of applicant ______
Full Address ______

John
Signature of the Applicant/Representative

Telephone No., 9xxxxxxxxx Date 1.6.18 Time 2 pm.

FOR OFFICE USE ONLY

S.No. of Requistion ______ PNR No. ______
Berth/Seat No. ______ Amount collected ______

Signature of Reservation Clerk

Telephone No. ______ Date ______ Time ______

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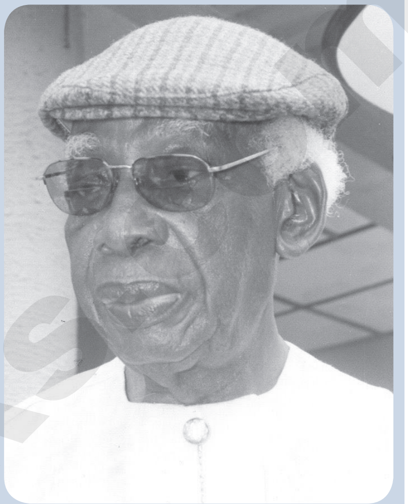
POETRY - UNIT 1

ONCE UPON A TIME

- Gabriel Okara

ABOUT THE POET



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

ABOUT THE POEM

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

KEY POINTS

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

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

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

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

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

THE MAIN CHARACTER : The Narrator

EXPLANATION OF POETIC LINES

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

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POETRY - UNIT 3 LINES WRITTEN IN THE EARLY SPRING

- William Wordsworth

ABOUT THE POET

WILLIAM WORDSWORTH (7 April 1770 – 23 April 1850) is one of the major literary figures of all times, in the history of English literature. Wordsworth collaborated with Samuel Taylor Coleridge in 'Preface to Lyrical Ballads,' marking the start of the Romantic era. William Wordsworth's works are enjoyed by both youngsters and adults and he surely remains as one of the most important and favoured poets. In 1843, he became England's Poet Laureate, a position he held for the rest of his life.

"Lines Written in the Early Spring" is in the form of a ballad and consists of six quatrains. In this poem, Wordsworth expresses his appreciation of the beautiful nature and his concerns regarding the path in which humanity is leaning towards.

ABOUT THE POEM

The poem narrates the feelings of a poet towards Nature and the lesson, he has learnt from it. The poem is set in a landscape of beauty, a small woodland grove. Wordsworth was inspired into writing this poem, when he was walking near a village of Alford. So the setting of the poem can be associated with the beautiful scenery of Alford.

KEY POINTS

- It is a landscape poem that is largely concerned with nature. The poet sits under a tree and thinks about nature's beauty.
- He thinks about the misery of man and to the miseries they work on each other.
- When he finds comfort in nature's beauty, the same beauty also reminds him of sad thoughts.
- He appreciates nature for linking a human soul to herself. But he also feels grief, when he thinks how cruelly man has separated himself from mother nature.
- He observes the birds singing, hopping and playing around him. He does not understand their language. Yet, he recognizes that the birds are happy and get pleasure in their movements.
- The poet gathers pleasure in nature's beauty.
- He questions that if it is true that nature is full of pleasure, he then has a good reason to be sad about "What man has made of man".
- Man had separated himself and his kind from such joy of nature.

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TEXTUAL PARAGRAPH QUESTION

8. ANSWER IN A PARAGRAPH OF ABOUT 100 - 150 WORDS.

Do you think the poet wants to say that man is unhappy because he has lost his link with nature and forgotten how to enjoy nature or because man is cruel to other men? *(Govt. MP; QY. 18)*

The poet William Wordsworth wants to say that man is unhappy because he has lost his link with nature. The poet is highly appreciative of nature's beauty, he finds delight in the green bowers and has faith that the beautiful flowers enjoy every ounce of the air they breathe, they are thankful for living beside nature. The poet observes the birds which sing and hop around him, he is in awe of these creatures. Though the poet does not understand their language and ways, he recognises that the birds are creating all these movements out of sheer pleasure and joy. The breeze flowing is sweet and light. The twigs are spreading out as if to catch the sweet air and all that the poet can do is to gather pleasure in their existence. The poet questions that if this is heaven and this is the holy plan of nature, then what has man-made of man, that is himself and his kind, by separating from such joy.

Listening Activity

9. SOME PHRASES HAVE BEEN LEFT OUT IN THE POEM BELOW. FIRST, READ THE POEM. THEN, FILL IN THE MISSING WORDS ON LISTENING TO THE READING OR THE RECORDING OF IT IN FULL. YOU MAY LISTEN AGAIN, IF REQUIRED.

TO AUTUMN - by William Blake

O Autumn, laden with fruit, and stained
With the blood of the grape, pass not, but sit
Beneath my **shady roof**, there thou may'st rest,
And tune thy jolly voice to my **fresh pipe**;
And all the daughters of the year shall dance!
Sing now the **lusty song** of fruits and flowers.

"The **narrow bud** opens her beauties to
The sun, and love runs in her **thrilling veins**;
Blossoms hang round the brows of morning, and
Flourish down the **bright cheek** of modest eve,
Till clust'ring Summer breaks forth into singing,
And **feather'd clouds** strew flowers round her head.

The spirits of the air live on the smells
Of fruit; and joy, with **pinions light**, roves round
The gardens, or sits singing in the trees."
Thus sang the **jolly Autumn** as he sat,
Then rose, girded himself, and o'er the bleak
Hills fled from our sight; but left his **golden load**.

Speaking Activity

10. a. What scene in nature gives you pleasure? Talk for a minute describing a natural scene that gave you a lot of joy. What did you see, hear, smell or feel that gave you joy?

We all want to be happy. It's a desire as universal as our want for water, food, and fresh air.

But happiness is a difficult thing to measure. It's a spectrum — not an absolute. There's a whole science behind our happiness levels, why they fluctuate, and what we can do to boost them.

Watching sun rise gives me more happiness which is a natural scene. It happens 365 days a year. Watching the sunrise is actually an ancient method of healing. And there are numerous other benefits, like enjoying a beautiful show of colour and light, and having quiet moments of stillness and reflection.

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POETRY - UNIT 4 MACAVITY - THE MYSTERY CAT

- T.S. Eliot

ABOUT THE POET

THOMAS STEARNS ELIOT (1888 – 1965) was an essayist, a critic, a playwright and a pioneering poet of the 20th century. He was born in St. Louis, Missouri, U.S. He graduated from Harvard University and then left for France and the Sorbonne to study philosophy. Eliot returned to Harvard and studied Indian philosophy and Sanskrit. He settled in England, where he was for a time a schoolmaster and a bank clerk and eventually literary editor for a publishing house. Some of his popular poems include 'The Waste Land', 'Love Song of J. Alfred Prufrock', 'Ash Wednesday', 'Four Quartets', 'Journey of the Magi', 'After Strange Gods' and 'Naming of Cats'. T.S. Eliot won the Order of Merit and received the Nobel Prize for Literature in the year 1948.

ABOUT THE POEM

It is an everlasting poem by T.S. Eliot. Macavity, the mystery cat, is a fictional character. He describes him as 'the hidden paw' and Napoleon of crime. He created the poem after he got inspired by the famous villain character of Professor James Moriarty of Sherlock Holmes stories by Arthur Conan Doyle. The poem is the best known of Eliot's book, "Old Possum's Book of Practical Cats".

KEY POINTS

- This poem is about Macavity, the mystery cat.
- The poet describes him as the 'hidden paw' and Napolean of crime.
- Macavity is a master criminal who can disobey any law.
- Even the famous detective agencies like Scotland Yard the flying squad are unable to catch him.
- He is the master in breaking the human laws and the law of gravity.
- He is a ginger cat, very tall and thin. His eyebrows are deeply lined with thought.
- His outward impression is respectable, as he is very clever and cunning. His footprints are never to be found in any file of Scotland Yard's.
- Looting, stealing jewel cases, stifling pekes, robbing treaty from foreign office and plans and drawings from Admiralty are the crimes committed by him.
- He escapes using an alibi.

SUMMARY

Macavity is a mysterious cat. He is known as 'Hidden Paw' because he is the master criminal who can disobey any law. Even the famous detective agencies like Scotland Yard and the Flying Squad are unable to catch him. He is the cause of the bafflement to Scotland Yard and despair to the Flying Squad. Whenever they reach the place of crime, the cat will not be there. He is a master in breaking the human laws and the law of gravity.

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

TEXTUAL QUESTIONS

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

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

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

2. Who are the 'deserving ones'?

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

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

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

4. Which path should we follow in life?

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

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

Everest stands for the tallest peak.

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

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

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

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

8. What does the ladder symbolize?

'Ladder' symbolizes upliftment of human beings.

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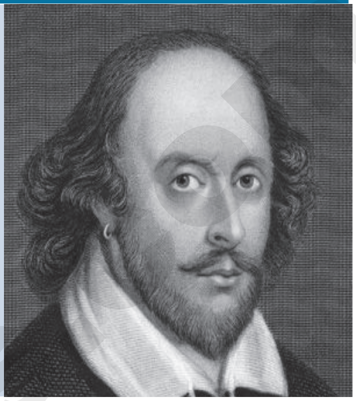
POETRY - UNIT 6 THE HOLLOW CROWN

- William Shakespeare

ABOUT THE POET



William Shakespeare (26 April 1564 - 23 April 1616) occupies a position unique in world literature. He was an English poet, actor and playwright. He was nicknamed as the "Bard of Avon" and was often called 'England's national poet.' He wrote plays that captured the complete range of human emotions and conflicts. He wrote about 37 plays, 154 sonnets, two long narrative poems and a few other verses. They have been translated into almost all the languages of the world. His plays are classified into three sections - Comedy, Tragedy and Historical. "He was not of an age, but for all time - Ben Jonson".

ABOUT THE POEM :

This poem is an extract from William Shakespeare's Historic play 'King Richard, the second'. The play is based on the true events that occurred towards the end of the 14th century. Richard II was crowned as the King of England in 1377, when he was 10 years old. In 1399, he was deposed by his cousin, Henry Bolingbroke, who crowned himself as 'King Henry-the Fourth'. Richard II was ousted from his royal position and sent to prison, where he died in captivity. In his play, Shakespeare captures this prominent episode of English history entirely a free-flowing verse so lyrically that he proves once again his stature as an uncrowned king of English literature.

KEY POINTS

- This poem is a monologue of King Richard-II. He ponders the might of Death that overshadows everything else.
- Richard-II speaks these lines, when he comes face to face with the bleak reality of his crumbling world.
- He wants to talk about graves, worms and about the inscriptions on tombstones in memory of the dead.
- He wants his men to choose their executors and talk of their wills. They cannot pass anything to their next generation than their rotting bodies to the ground.
- He requests his men to tell the sad stories of the death of kings. There is always death around kings and there is no way to escape it.
- Death laughs at the king's reign and mocks his great ceremonies. It fills him with vain pride.
- The king also adds that he too needs bread to live, feels a want, tastes grief and needs friends.
- He concludes his speech rhetorically, questioning them how could they call him a king, while he was compelled to recognise human mortality.

Summary

This Monologue is famously known as the "Hollow Crown" speech in theatrical circles. In it, King Richard-II ponders the might of Death that overshadows everything else, including the seemingly invulnerable power of kings, and renders them as human as any commoner at a moments notice. When Richard-II comes face to face with the bleak reality of his crumbling world and his imminent fate, he succumbs to despair momentarily. It is then, that he speaks the following verse.

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C. BASED ON YOUR READING OF KING RICHARD'S SPEECH, ANSWER THE FOLLOWING QUESTIONS IN ABOUT 100 - 150 WORDS EACH. YOU MAY ADD YOUR OWN IDEAS IF REQUIRED TO PRESENT AND JUSTIFY YOUR POINT OF VIEW.

1. What are the causes for King Richard's grief? *(HY. 19)*

When King Richard-II was deposed by Henry Bolingbroke, King Richard-II comes face to face with the reality of his hopeless situation and his imminent fate. He resorts to despair and realizes his human mortality. With the memory of death, he requests his men to call the executors to execute his will. But then he understands the truth that his lands and properties are taken by Bolingbroke and he is left with nothing to pass on to the next generation. King's grief worsens when he realizes that he can pass on only a small patch of earth where his dead body would be buried.

2. How are the eternal truths and wisdom brought to the reader here?

In the poem, Hollow Crown, King Richard-II on realizing his situation, explains the truth and wisdom that every person should know.

1. In front of Death, all humans are the same. No one can escape death.
2. Death is always around everyone mocking and laughing at our deeds.
3. There is no permanency in richness, position or royalty.
4. It is important to realize human mortality and have friends.
5. There is no need to pretend in life for money or respect.
6. From this poem , it is important for us to realize the fact that in this short journey of life, it is important to do good deeds and respect everyone.

3. Death has been cited in many ways in this monologue. Identify the poetic devices used in those references.

In the Poem Hollow Crown, Death has been referred by the King to give emphasis on Human Mortality.

Personification is used to personify 'Death' in the following lines.

1. *Keeps Death his court, and there the antic sits*
   Death is personified as the court jester.
2. *Scoffing his state and grinning at his pomp*
   Death is personified here as a court jester who mocks at the king's state and pomp.
3. *Bores through his castle wall and farewell king*
   Death bores through the castle wall of the kings's life and with little effort, kills him bidding him goodbye.

4. Who does the future generations remember easily - the victor or the vanquished? Give reasons. Also, cite relevant references from King Richard's speech.

The future generations remember only the victorious.

King Richard-II in his moment of despair wants to write on the tombs of his grave about the reality he faces, so that future generations realize the truth.

Let's talk of graves, of worms, and epitaphs,
Make dust our paper, and with rainy eyes
Write sorrow on the bosom of the earth.
Let's choose executors and talk of wills.

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SUPPLEMENTARY UNIT 2

A SHOT IN THE DARK

- Saki

HECTOR HUGH MUNRO, was a British writer whose witty, mischievous and sometimes macabre stories satirize Edwardian society and culture. He was born on 18th December 1870 in Akyab, Burma. His first book, 'The Rise of the Russian Empire' was published in 1900 and his second 'The Westminister Alice' in 1902. During the same time, his short stories began appearing in publications including The Westminster Gazette, The Morning Post and The Bystander. Under the pen name 'Saki', Munro published 138 short stories, five plays, two novels and dozens of sketches, political satires and essays. He is considered a master of the short story and often compared to O. Henry. Besides his short stories, he wrote a full-length play, *The Watched Pot*, in collaboration with Charles Maude.

INTRODUCTION: This is an amusing story that describes how a man, who considered himself smart and very observant, finds that he had mistaken the genuine plea of a stranded youth. It points out that sometimes the truth is misinterpreted and people who think they are acting wisely are not always right. The feelings and actions of fellow human beings have to be trusted and given due respect.

THE MAIN CHARACTERS ARE : 1. Philip Sletherby 2. Mrs. Saltpen-Jago 3. Bertie 4. Claude People K.C.

KEY POINTS

- Philip Sletherby was travelling by train to Brill Manor. His companion in the train was searching for something.
- The young man introduced himself as Bertie, the son of Saltpen-Jago.
- He had left his purse behind and so he needed three pounds desperately. He asked Sletherby to lend it to him.
- He explained that the Saltpen crest was that of a demi-lion and his mother's hair was dark brown similar to his hair.
- Suspecting foul play, Sletherby did not give him any money.
- Sletherby was received by Claude People K.C. He kept on talking to Sletherby about various things.
- On the door panel of the car, there were two crests - demi-lion and a greyhound courant.
- While describing the appearance of Mrs. Saltpen-Jago, K.C. referred to her altered hairstyle.
- Sletherby was dumbstruck on hearing this. He then realized that Bertie had not lied to him, but that he had mistaken him for a fraud.

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

Setting :

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

Characters :

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

Title : The First Patient

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

Climax :

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

Humorous elements :

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

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

a) Who were the patients waiting for?

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

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

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

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

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

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

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

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

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

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

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

g) Why did they sympathize with the first patient?

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

UNIT 3

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h. On seeing the photograph the narrator **was shocked into silence**.

i. The photographer had made changes **by removing the eyebrows and making adjustments to the mouth**.

j. The photograph did not look like **the narrator**.

k. The narrator was frustrated as **the photograph did not look like him which he had planned to give his friends to keep after his death**.

l. He left the studio saying **that the photograph was a worthless bauble**.

Summary

The narrator went to the photographer to have a photograph taken. The photographer made the author wait for one hour. While waiting in the studio the narrator kept reading the Ladies Companion for 1912, the Girls Magazine for 1902 and the Infants Journal for 1888 at the photographer's studio. The photographer told him to come in and sit down. The narrator got angry because the photographer was commenting on the narrator's face. The photographer was pleased after he clicked a photo of the narrator in moments of animation. He was called on Saturday to see the proof of the photograph. On seeing the photograph the narrator was shocked into silence. The photographer had made changes by removing the eyebrows and making adjustments to the mouth. The photograph did not look like the narrator. The narrator was frustrated as the photograph did not look like him which he had planned to give his friends to keep after his death. He left the studio saying that the photograph was a worthless bauble.

TEXTUAL PARAGRAPH QUESTIONS

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

a. Stephen Leacock's visit to the photo studio turns out to be an annoying experience for him. Discuss citing relevant instances from the story.

(OR)

Narrate the experiences of Leacock with the photographer. *(Govt. MP)*

Stephen Leacock had an **annoying** experience from the moment he visited the photo studio. He was asked to wait for an hour before the photographer called him in. The photographer commented that he didn't like Leacock's face. He twisted Leacock's face and asked him to open and close his mouth. He mentioned that the Leacock's ears were bad. He instructed Leacock to expand his lungs and hump the neck and contract his waist. When Leacock was annoyed and stood up from the chair in a moment of anger, the photographer clicked the photo. The photographer asked Leacock to come on Saturday to see the proof. On Saturday, when Leacock came and saw the proof he was completely shocked into silence. In the photograph, his eyebrows were removed and his mouth was adjusted. Leacock's got annoyed that the photograph didn't look like him which he had planned to give his friends to keep after his death. But unfortunately, the photograph turned out to be a worthless thing for Leacock.

b. "To me it is but a worthless bauble." Why did the photographer's touch of technical expertise appear a worthless bauble to Leacock?

The photographer had developed the negative and processed the photograph. He had retouched the eyes and removed the eyebrows from the face. He had planned to apply new ones using the Delphide process. He had adjusted the mouth which he felt was too low. He had planned to remove the ears using the Sulphide process. Though the photographer only used his technical expertise, the photo did not look like Stephen Leacock. It didn't depict Leacock's face which he had planned to give his friends to keep after his death. Thus the whole experience was annoying and the photograph turned out to be a worthless bauble to Leacock.

SUPPLEMENTARY

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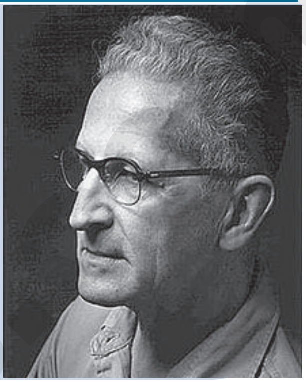
SUPPLEMENTARY (PLAY) - UNIT 6

THE NEVER - NEVER NEST

- Cedric Mount



CEDRIC MOUNT is a considerable distinguished playwright of his age. He wrote some thoughtful plays, which include "*Twentieth Century Lullaby*", "*To cut a Long Short Story Short*" and "*Nature Abhors a Vacuum*". His one-act plays are easy to perform, satirical, witty and insightful. These one-act plays expose the shams of the contemporary society besides delicately admonishing the guilty. His literary career was brief (1932-40).

INTRODUCTION:

'The Never - Never Nest' is a comic one-act play about a young couple. They make full use of the buy-now, pay-later marketing system. This comedy is very relevant today, because we can buy almost anything now on the instalment basis.

THE MAIN CHARACTERS ARE :

1. Jack
2. Jill (Jack's wife)
3. Aunt Jane
4. Nurse

KEY POINTS

- This is a comic one-act play which points to the fact that the hire-purchase system enables the low-income group to have things.
- This system makes the people extravagant. They fall into the habit of borrowing, which makes them unhappy.
- Jack and Jill believed in buying all things in instalments.
- Jack's salary was not very high. Yet they lived in a beautiful house with all the comforts.
- Jack was a practical man with regard to buying a house in easy instalment. He did not want to spend all his earnings for paying rent.
- He had to pay more than seven pounds a week. But he was earning only six pounds. He had to borrow from a trust to pay the balance.
- In return, he had to pay the trust in instalment. When Aunt Jane came to visit, she was shocked to hear all this.
- They had also bought their baby in instalment. The end of the play is ironical, though an exaggeration.

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தமிழாக்கம்

PROSE

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

ஒரு பெண்ணின் உருவப்படம் - குஷ்வந்த் சிங்

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

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

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

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

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

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

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

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

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அவர் வெளியே வந்ததும், குழந்தையைக் காணாமல் அவர் பயப்படுவதை கற்பனை செய்து பார்த்தாள். பிறகு அந்த தள்ளுவண்டியைத் தள்ளிக்கொண்டு வீடு வந்து சேர்ந்தாள். குழந்தை திருடப்பட்டது என்ற செய்தியுடன், கோரமான வெள்ளை முகமும், துடிக்கின்ற உதடுகளையும் கொண்டு தன் கணவர் வருவார் என்று எதிர்பார்த்து (anticipating) அவள் வீடு வந்து சேர்ந்தாள். அவளுடைய எரிச்சல் (vexation) என்னவாக இருந்தாலும், எப்படியோ அவளுடைய கணவர் மதிய உணவுக்குத் கொஞ்சம் முன்னதாக உள்ளே வந்தபோது, சிரித்துக்கொண்டே "நன்று, என் அன்பே, இன்று மதிய உணவு என்ன?" என குழந்தையைப் பற்றி முழுமையாக மறந்து விட்டார். அதாவது குழந்தையை தன்னுடன் வெளியே எடுத்துச் சென்றதை மறந்தே போய்விட்டார். சமுதாயப்படி நிலையில் ஒரு தத்துவஞானிக்கு கீழுள்ள எத்தனை மனிதர்கள் இவ்வாறு ஞாபக மறதி கொண்டவராக இருக்க முடியும்? நம்மில் பலரும், சாதாரணமாக திறமையுள்ள நினைவுகளுடன் பிறந்துள்ளோம் என்றே நான் நினைக்கிறேன். அது அப்படி இல்லையெனில் குடும்பத்தின் நிலையான ஒழுங்கமைப்பு முறை, எந்த ஒரு பெரிய நவீன நகரத்திலும் தொடர்ந்து வாழ முடியாது.

✣ ✣ ✣

UNIT - 4 : TIGHT CORNERS - Edward Verrall Lucas

கடினமான சூழ்நிலைகள் - எட்வர்ட் வெர்ரால் லூகாஸ்

அந்த உரையாடல், நம் வாழ்க்கை இக்கட்டான சூழ்நிலைகளில் நம்முடைய வீரச் செயல்களை உள்ளடக்கியதாக இருப்பதில், நாம் நம்மை கண்டறிந்து கொள்கிறோம் என்பதைப் பற்றி நிகழ்ந்து கொண்டிருந்தது.

பிரிட்டானியில் கடல் அலையில் சிக்கிக்கொண்டிருந்த ஒரு மனிதன் குறுகிய இடைவெளியில் (the skin of his teeth) அதிலிருந்து தப்பித்தான். மற்றொருவன் காயம்பட்ட புலி தாக்கும்போது யானை மீது இருந்தான். மூன்றாமவன் ஒரு வீடு எரிந்து கொண்டிருந்தபோது அதன் மேல்தள அடுக்கில் இருந்தான். நான்காமவன் போரில் கடற் கண்ணிவெடியால் தாக்கப்பட்டான் (torpedoed).

தோழமைக் குழுவில் ஒருவர், "ஆனால், நீங்கள் அனைவரும் உடல்ரீதியான விவகாரங்கள்தான் எப்பொழுதும் இறுக்கமான மூலைகள் என்பது போல் பேசுகிறீர்கள். நிச்சயமாய் அது மனரீதியாக இருக்கும்போதுதான் இன்னும் இறுக்கமானதாக இருக்கும். இதுவரையில் எனக்கு மிகுந்த இறுக்க மூலையாக இருந்தது நான் கிறிஸ்டீயின் இடத்தில் இருந்த போது தான்", என்றார்.

"கிறிஸ்டீயின் இடத்தில்?"

"ஆம், நான் புனித ஜேம்ஸ் தெருவில் உள்ள பொழுதுபோக்கு விளையாட்டுகளைக் கொண்ட தனிக்குழுச் சங்கத்தில் வெளிநாட்டில் இருந்து வந்த பழைய நண்பனுடன் சற்றே நன்றாக மதிய உணவினை எடுத்துக்கொண்டு, கிங் தெருவினைக் கடந்து செல்லும் போது விற்பனை அறையினுள் பார்க்குமாறு என் நண்பன் வற்புறுத்தினான். அந்த இடம் நிரம்பி இருந்தது. அவர்கள் பார்பிஸோன் படங்களை விற்றுகொண்டு, மிகப்பெரிய தொகையினை ஒவ்வொன்றிற்காகவும், இரண்டாயிரம், மூன்றாயிரம் என பொருட்களின் சிறிய துண்டுகளுக்காகவும், காட்டின் காட்சிகள், மாலைநேர குளங்கள், ஆட்டிடைச்சிகள் (Shepherdesses) சாதாரண மக்களின் படங்களுக்காகப் பெற்றுக் கொண்டிருந்தனர்.

மூன்று இலக்கங்கள் கொண்ட தொகைக்கு எந்தப்படமும் விற்கப்படவில்லை. நன்று, நாங்கள் சிறிது நேரம் கவனித்துக் கொண்டிருந்தோம். பிறகு, நானே வேடிக்கைக்காக ஏலத்தில் விலைக்கேட்டேன் (bidding). என்னிடம் வங்கியில் சரியாக அறுபத்து மூன்று பவுண்டுகள் இருந்தன. மேலும் ஐநூறு கடன்வாங்குவதற்கு போதுமான உத்தரவாதம் இல்லை. ஆனால் இங்கே நான் ஏலம் விடுபவரிடம் பெரும்பணம் படைத்தவன் (bloatocrat) போல் தலையசைத்துக் கொண்டிருந்தேன்.

"நீ பிடிபடப் போகிறாய்," என என் நண்பன் என்னிடம் கூறினான்.

"இல்லை, நான் மாட்டேன், நான் எந்த அபாய நேர்வுகளிலும் இறங்கப் போவதில்லை" என நான் கூறினேன்.

நீண்ட நேரத்திற்கு நான் ஒன்றும் செய்யவில்லை, அதன் பிறகு ஒரு படம் வைக்கப்பட்டது, குள்ளமான சிவப்பு நிறமுடைய முகமுள்ள புதிய மேல் தொப்பி உடைய நன்கு அறியப்பட்ட வணிகம் செய்பவர், அதிக அளவு படங்களை வாங்கியவர் இதுவரை, அவர், கொடுத்ததை விட சற்று அதிகமாகவோ அல்லது எதுவும் இதுவரை அடையாத இலக்கையோ ஏலம் கேட்கத் தொடங்கியதும் அந்த அறையே மின்னூட்டம் பெற்றது.

இதற்கு முன்பு பெருமளவு நான்கு இலக்கங்களுக்கு ஏலம் கேட்கப்பட்டிருந்தாலும் அவை ஐம்பது கினிக்களிலோ அல்லது நூறு கினிக்களிலோ ஆரம்பிக்கப்பட்டு படிப்படியாக என்னுடைய பங்களிப்புடன் உயர்த்தப்பட்டது. ஆனால் ஒரு புதிய படம் காட்சிப்படுத்தப்பட்டவுடன் வேகமாக அந்த வணிகர் தன் உணர்ச்சிமிக்க ஏலத் தொகையாக, "நான்கு ஆயிரம் கினிக்கள்" எனக் கேட்டார்.

அங்கு பரபரப்பினால் ஏற்பட்ட சலசலப்பு இருந்தது, அதன் முடிவில் நான் என் குரல், "மேலும் ஐம்பது!" எனக்கூறுவதைக் கேட்டேன். ஒரு பயங்கரமான அமைதிக்குப் பிறகு, தொடக்கத்தில் ஏலம்கேட்டவரையும், பிறகு அங்கு கூடியிருந்த சமூகத்தினரையும் விசாரிப்பதுபோல ஏலம் விடுபவர் பொதுவாகப் பார்த்தார்.

அந்த சிவப்புநிற முகமுள்ள வணிகர் எந்த விதமான ஆர்வத்தின் அறிகுறியும் காட்டவில்லை என்பது எனக்கு ஆச்சரியத்தினையும், பெரும்பயத்தினையும் தந்தது. பொருட்களை ஏலம் எடுப்பதில் அவர் முற்றிலும் சோர்வடைந்து விட்டார் என்பதை நான் முதலிலேயே அறிந்திருக்க வேண்டும் என்பதை உணர்ந்தேன்.

"நான்கு ஆயிரத்து ஐம்பது கினிக்களுக்கு ஏலம் கேட்கப்பட்டது", என ஏலம் விடுபவர், மீண்டும் அறையில் தேடிக்கொண்டே கூறினார்.

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POEM

UNIT - 1 : ONCE UPON A TIME - Gabriel Okara

ஒரு பெண்ணின் உருவப்படம் - குஷ்வந்த் சிங்

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

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

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

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

"(உங்கள் சொந்த) வீட்டில் இருப்பதாக உணருங்கள்", "மீண்டும் வாருங்கள்" (என்றெல்லாம்) அவர்கள் சொல்வார்கள். நான் அங்கே மீண்டும் சென்று, சொந்த வீட்டில் இருப்பதைப் போல உணரலாம்!
ஒரு முறை அல்லது இருமுறை. (அவ்வளவு தான்!)
ஆனால் மூன்றாவது முறை என்பது இருக்காது.
அப்படி 3-வது முறை சென்றால், (என் வருகையைத் தவிர்க்க வேண்டும் என்பதற்காக) அந்த வீட்டின் கதவுகள் மூடியிருப்பதை நான் காண்பேன்.

ஆகவே, மகனே, நான் பல விஷயங்களைக் கற்றிருக்கிறேன்.
உடை மாற்றிக் கொள்வதுபோல, பல முகமூடிகளை நான் மாற்றி மாற்றி அணிய வேண்டியுள்ளது.
வீட்டிற்கென்று ஒரு முகம், ஆபீஸூக்கு என்று ஒரு முகம், தெருவுக்கு என்று ஒரு முகம், விருந்தளிப்போர் என்று ஒரு முகம், பலவற்றின் கலவையாக பிரதிபலிக்க ஒரு முகம், என பல முகமூடிகளை அணிந்தாலும், செயற்கையான ஒரு புன்னகையைக் கொண்டிருக்க வேண்டும், (சுவரில் மாட்டப்பட்ட) ஒரு சித்திரத்தில் காணப்படும் ஒரு புன்னகையைப் போல.

மேலும், நான் இன்னொன்றையும் கற்றுக் கொண்டேன் -
(பற்களை மட்டுமே காண்பித்து) செயற்கையாக சிரிப்பதையும்,
மன ஈடுபாடே இல்லாமல், பிறருடன் கைகுலுக்குவதையும் கற்றுக் கொண்டேன்.

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

ஒருவரைச் சந்திப்பதில் மகிழ்ச்சியே இல்லை என்றாலும்,
"உங்களைச் சந்தித்ததில் மிக்க மகிழ்ச்சி" என்று கூறுவதற்கும்,
ஒருவரது உரையாடலில் அலுப்பும், சலிப்பும் ஏற்பட்டாலும்,
"உங்களுடன் பேசிக் கொண்டிருந்தது நயமாகவும், சுவாரஸ்யமாகவும் இருந்தது", என பொய்யாகக் கூறுவதற்கும் கற்றுக் கொண்டேன்.

ஆனால், என்னை நம்பு, மகனே,
நான் உன்னைப்போல இளவயதில் இருந்தபோது, நேர்மையான, உண்மையுள்ளவனாக இருக்க வேண்டும் என்றே விரும்பினேன்
என் உண்மையான உணர்வுகளை வெளிப்படுத்த முடியாதவாறு என்னை அடக்கி ஆள்கிற
விஷயங்களிலிருந்து இப்போதாவது நான் விடுபட விரும்புகிறேன்.

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

ஆகவே, மகனே, எப்படி சிரிக்க வேண்டும் என எனக்கு காண்பி.
முன்னொரு காலத்தில் நான் உன்னைப்போல இருந்தபோது
நான் எப்படி, சிரித்தபடியும் புன்னகைத்தபடியும், இருந்தேனோ,
அதுபோல எனக்குக் காண்பித்துக் கொடு, மகனே.

✣ ✣ ✣

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SUPPLEMENTARY

UNIT - 1 : AFTER TWENTY YEARS - O. Henry
இருபது ஆண்டுகளுக்குப் பிறகு - ஓ. ஹென்றி

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

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

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

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

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

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

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

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

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

காத்திருந்த மனிதன், ஒரு கடிகாரத்தை வெளியே எடுத்து, நேரத்தைப் பார்த்தான். கடிகாரத்தின் மேல் மூடியில் சிறிய வைர கற்கள் பதிக்கப்பட்டிருந்தன.

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

"மேற்குப் பகுதி உங்களுக்கு வசதியாக இருந்ததா?". என்று கேட்டார் அந்தக் காவலர்.

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

காவலர், தனது கையிலிருந்த தடியை சுழற்றியபடியே, ஓரிரு அடிகள் நடந்தார்.

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

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

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

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UNIT - 4 : WITH THE PHOTOGRAPHER - Stephen Leacock

ஒரு புகைப்படக்காரருடன் - ஸ்டீபன் லீகாக்

“என்னைப் புகைப்படம் எடுக்க வேண்டும்,” என்றேன் நான். அந்தப் புகைப்படக்காரர் எந்த ஓர் ஆர்வமும் இன்றி என்னைப் பார்த்தார். சாம்பல் நிற உடையில், ஓர் இயற்கை விஞ்ஞானியின் மங்கலான கண்களுடன், கூன் விழுந்த தோற்றத்துடன் அவர் இருந்தார். அவரை விவரிக்க வேண்டிய தேவை ஏதுமில்லை. ஒரு புகைப்படக்காரர் எப்படி இருப்பார் என்று எல்லோருக்கும் தெரிந்த விஷயம் தான்.

“அங்கே உட்கார்ந்து, காத்திருங்கள்,” என்றார் அவர்.

ஒரு மணிநேரம் நான் காத்திருந்தேன். 1912-ன் ‘லேடீஸ் கம்பேனியன்’, 1902-ன் ‘தி கே(ர்)ள்ஸ் மேகஸின்’ மற்றும் 1888-ன் ‘தி இன்ஃபன்ட்ஸ் ஜெ(ர்)னல்’ ஆகியவற்றைப் படித்தேன். என்னுடையது போல ஒரு முகத்தை வைத்துக் கொண்டு, அறிவியல் தேடல் செய்து கொண்டிருந்த ஒரு மனிதரின் தனிமையில் நான் உட்புகுந்து, ஒரு சட்டவிரோத விஷயத்தை செய்து விட்டேனோ என யோசிக்க ஆரம்பித்தேன்.

ஒரு மணி நேரம் கழித்து, அந்தப் புகைப்படக்காரர் உட்புறக் கதவைத் திறந்தார்.

“உள்ளே வாருங்கள்”, என்றார் கடுமையான குரலில்.

நான் ஸ்டூடியோவுக்குள் சென்றேன்.

“உட்காருங்கள்” என்றார் அவர்.

அங்கு, வெளியிலிருந்து வரும் வெளிச்சத்தை மறைப்பதற்காக பருத்தியாலான ஒரு திரைச்சீலை தொங்கவிடப்பட்டிருந்தது. அதிலிருந்து கசிந்த சூரிய ஒளிக்கற்றையில் நான் உட்கார்ந்தேன்.

ஓர் இயந்திரத்தைப் பின்னாலிருந்து தள்ளி உருட்டிக் கொண்டு, ஊர்ந்தபடி அந்த அறையின் நடுப்பகுதிக்கு வந்தார் அவர்.

என்னை ஒரு பார்வை பார்ப்பதற்காக அதற்குள்ளே ஒரு விநாடி இருந்த அவர், உடனே அதிலிருந்து வெளியே வந்தார். வெளிச்சத்திற்காகவும், காற்றுக்காகவும், அந்த பருத்தி திரைச்சீலைகளையும், ஜன்னல் கண்ணாடிகளையும், கொக்கியுடன் இருந்த ஒரு தடியின் மூலம் விலக்கினார்.

மீண்டும் அந்த இயந்திரத்தின் பின்னால் ஊர்ந்து சென்று, ஒரு கருப்பு நிற துணியை எடுத்து தன் மீது போட்டுக் கொண்டார். இந்த தடவை அங்கே அவர் மிகவும் அமைதியாக இருந்தார். அவர் பிரார்த்தனை செய்வதாக நினைத்து, நான் அசைவின்றி இருந்தேன்.

கடைசியாக அந்த புகைப்படக்காரர் (கருப்புத் துணியிலிருந்து) வெளியே வந்தபோது, அவர் கடுமையான முகத்துடன் காட்சியளித்தார். தன் தலையை அசைத்துக் கொண்டார்.

“இந்த முகம் முற்றிலும் பொருத்தமற்று இருக்கிறது”, என்றார் அவர்.

“எனக்குத் தெரியும். எனக்கு அது எப்போதும் தெரிந்த விஷயம்தான்”, என்றேன் அமைதியாக.

அவர் ஒரு பெருமூச்சு விட்டார் (sighed).

“இந்த முகம் 4-க்கு 3 என்ற அளவில் முழுமை பெற்றிருந்தால் நன்றாக இருந்திருக்கும் என நான் நினைக்கிறேன்”, என்றார் அவர்.

“நிச்சயமாக”, என்றேன் உற்சாகத்துடன். ஏனெனில், இந்த மனிதரிடம் மனிதநேயமும் இருக்கிறது என அறிந்து மகிழ்ச்சி அடைந்தேன். “உண்மையில், ஒருவர் எத்தனை முகங்களைத்தான் பார்க்கிறார்! இறுகிய, குறுகிய, வரையறைக்குள்ளான, என்று பல தோற்றங்களில் முகங்கள் வெளிப்படையாகக் காணப்படுகின்றன. ஆனால் அவை பரந்த, பெரிய, அளவில்லாத அளவில்........”

ஆனால், அந்தப் புகைப்படக்காரர், (நான் பேசுவதை) கவனிக்கவில்லை. என் அருகில் வந்து, அவரது கைகளால் என் தலையைப் பிடித்து பக்கவாட்டில் அசைத்தார். அவர் என்னை முத்தமிடப்போவதாக நான் நினைத்து, என் கண்களை மூடிக்கொண்டேன்.

ஆனால் நான் தவறாக நினைத்திருக்கிறேன்.

என் முகத்தை எந்த அளவுக்கு பக்கவாட்டில் திருப்ப முடியும் என்பதை செய்து பார்த்திருக்கிறார். பிறகு அதை பார்த்தபடி நின்றார்.

மீண்டும் பெருமூச்சு விட்டார்.

“இந்தத் தலையை நான் விரும்பவில்லை”, என்றார். பிறகு அந்த இயந்திரத்திற்கு அருகில் சென்று, மீண்டும் இன்னொரு பார்வை செலுத்தினார்.

“உங்கள் வாயைச் சற்று திறங்கள்”, என்றார் அவர்.

நான் அவ்வாறு செய்ய ஆரம்பித்தேன்.

“மூடி விடுங்கள்”, என்றார் விரைவாக.

பிறகு அவர் மீண்டும் பார்த்தார்.

“இந்தக் காதுகள் மோசமாக இருக்கின்றன. தலையைக் கொஞ்சம் குனிந்து இருங்கள். நன்றி. இப்போது கண்கள். இமைகளுக்கு அடியில் சுழற்றுங்கள். முழங்கால்களில் கைகளை வைத்துக் கொள்ளுங்கள். தயவு செய்து, சற்று மேல் நோக்கி முகத்தை உயர்த்துங்கள். ஆம். அது சரி. இப்போது நுரையீரல்களை விரியுங்கள். அப்படித்தான்! கழுத்தை வளையுங்கள். இடுப்பை சுருக்கிக் கொண்டு, அப்படியே முழங்கையை நோக்கி இடுப்பை சற்று முறுக்கிக் கொள்ளுங்கள்... இன்னும் எனக்கு இந்த முகத்தை முற்றிலும் பிடிக்கவில்லை.....”

நான் அமர்ந்திருந்த இருக்கையிலேயே ஒரு சுற்று சுற்றினேன்.

“நிறுத்துங்கள்”, என்று உணர்ச்சி பொங்க, ஆனால் கண்ணியத்துடன் கூறினேன். “இந்த முகமானது எனது முகம் தான். இது உங்களுடையது அல்ல. என்னுடையது. 40 ஆண்டுகளாக இதனுடன் தான் வாழ்ந்து வருகிறேன். அதன் குறைகள் எனக்குத் தெரியும். அது எனக்காக செய்யப்பட்டதல்ல என்பதும் தெரியும். ஆனால் அது என்னுடைய முகம். என் ஒரே முகம்...”

என் குரல் தடைபட்டதை நான் உணர்ந்தேன். ஆனாலும் தொடர்ந்து சொன்னேன் : “அது அப்படி இருந்தாலும், அதை விரும்ப கற்றுக் கொண்டேன். அப்புறம், இது எனது வாய். உங்களது அல்ல. இந்தக் காதுகளும் என்னுடையவை. உங்கள் இயந்திரம் மிகவும் குறுகியதாக இருந்தால்,.....” என்று கூறி, இருக்கையிலிருந்து எழ ஆரம்பித்தேன்.

‘ஸ்னிக்’

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Question Paper Contents as per Govt. Model Paper

PART - I (MCQ Type Questions)

Q. No. 1 to 20 — 1 Mark Questions — 20 × 1 = 20

Part I : 20 MCQ type questions.

1 to 3 : Synonyms	3 × 1 = 3
4 to 6 : Antonyms	3 × 1 = 3
7 to 20 : Vocabulary & Grammar	14 × 1 = 14

All the 20 questions are to be answered.

	Additional Topics :
7. Clipped Words	i. Blended Words
8. Unclipped Words	ii. American English - British English Word
9. Right Definition of a term	iii. Prepositions
10. Idioms	iv. Link Words / Conjunctions
11. Foreign Words	v. Relative Pronouns
12. Compound Words	vi. Substitute Words / Phrases with Polite Alternatives
13. Prefix	vii. Singular and Plural Form
14. Suffix	viii. Sentence Pattern
15. Expanded form of Abbreviations / Acronym	ix. Homophones / Confusables
16. Syllabification	x. Tenses
17. Phrasal Verb	xi. Determiners
18. Appropriate Phrases	
19. Question Tag	
20. Modal / Semi-Modal Verbs	

Q. No. 1 to 3 : Synonyms

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

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

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

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

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

GOVT. MODEL QUESTIONS - 2019

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

1. Her silver locks were scattered untidily over her pale, **puckered** face……
(a) graceful (b) fresh (c) smoothed (d) wrinkled [Ans (d) wrinkled]

2. It is the **efficiency** rather than the inefficiency of human memory that compels my wonder.
(a) irritation (b) inability (c) inferiority (d) ability [Ans (d) ability]

3. …… we have to re-call the struggles of the past and realize the **perils** and possibilities……
(a) safeties (b) dangers (c) securities (d) certainty [Ans (b) dangers]

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4. Choose the clipped form of '**hamburger**'.
(a) ham (b) hambur (c) burger (d) burg [Ans (c) burger]

5. Choose the clipped form of '**pantaloons**'.
(a) loons (b) pan (c) pantal (d) pants [Ans (d) pants]

✦✦✦

Q. No. 8 : Unclipped Words

Unclipped word என்பது clipped word-இன் விரிவான முழுவடிவமாகும். ஒரு வார்த்தையில், ஒன்று அல்லது இரண்டு அசைகளை (syllables) நீக்கிவிட்டு, சுருக்க வடிவில் சொல்வதே "clipped form" என்றழைக்கப்படுகிறது. Unclipped form என்பது, குறிப்பிட்ட சுருக்க வடிவத்தின் நீக்கப்பட்ட அசைகளை (syllables) சேர்த்து எழுதிய, முழுவடிவமான வார்த்தையைக் குறிக்கும்.

GOVT. MODEL QUESTION - 2019

Choose the unclipped form of '**mark**'.
(a) remark (b) market (c) demarcate (d) marks [Ans (c) demarcate]

GEQ GOVERNMENT EXAM QUESTIONS

1. Choose the unclipped form of '**memo**'. *(QY. 19)*
(a) memorabilia (b) memorizer (c) memorandum (d) memento [Ans (c) memorandum]

Exercises

1. Choose the unclipped form of '**zoo**'.
(a) zoology (b) zoological park (c) zoologist (d) zoom [Ans (b) zoological park]

2. Choose the unclipped form of '**cycle**'.
(a) motor cycle (b) bicycle (c) tricycle (d) cycle race [Ans (b) bicycle]

3. Choose the unclipped form of '**flu**'.
(a) fluorocarbon (b) fluoride (c) fluorescent (d) influenza [Ans (d) influenza]

4. Choose the unclipped form of '**auto**'.
(a) autograph (b) autocross (c) automobile (d) autograft [Ans (c) automobile]

5. Choose the unclipped form of '**memo**'.
(a) cash memo (b) memorial (c) memorandum (d) memory [Ans (c) memorandum]

✦✦✦

Q. No. 9 : Right Definition of a term

(Textbook Page No. : 73, 74, 101, 145)

இவ்வினாவிற்கு விடையளிக்க, கொடுக்கப்பட்டுள்ள வார்த்தைக்கு சரியான அர்த்தத்தை, அதன் கீழ் தரப்பட்டுள்ள options-களிலிருந்து தேர்ந்தெடுக்க வேண்டும்.

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GEQ GOVERNMENT EXAM QUESTIONS

1. Choose the meaning of the idiom **'hang out to dry'**. *(HY. 18)*
   (a) try any method to overcome a crisis (b) in serious difficulty
   (c) abandoning one who is in difficulty (d) sign of something going wrong
   [Ans (c) abandoning one who is in difficulty]

2. Choose the meaning of the idiom in the sentence.
   It is raining, **on and off** for the past two days. *(June 19)*
   (a) normally (b) violently (c) continously (d) intermittently [Ans (d) intermittently]

3. The Manager's sudden outburst was a hit **'below the belt'**. *(QY. 19)*
   (a) acceptable reaction (b) irresponsible response
   (c) unexpected explanation (d) unfair behaviour [Ans (d) unfair behaviour]

4. The old man was **driven up the wall** at the loud noise outside. *(HY. 19)*
   (a) irritated (b) deceived (c) angered (d) shocked [Ans (a) irritated]

Exercises

Choose the meaning of the idiom :

1. Choose the meaning of the idiom **'tight corners'**.
   (a) to deceive someone (b) very different from
   (c) without any hesitation (d) difficult situations [Ans (d) difficult situations]

2. Choose the meaning of the idiom **'hit the road'**.
   (a) Set out on a journey (b) Block a path
   (c) damaged path (d) forget a journey [Ans (a) Set out on a journey]

3. Choose the meaning of the idiom **'by the skin of one's teeth'**.
   (a) keep something away (b) accusing a person
   (c) a narrow escape (d) to scold or criticize [Ans (c) a narrow escape]

4. Choose the meaning of the idiom **'on the ropes'**.
   (a) difficult to travel (b) state of near collapse or defeat
   (c) to get involved (d) comfortable position [Ans (b) state of near collapse or defeat]

5. Choose the meaning of the idiom **'alarm bells ringing'**.
   (a) disagreeing (b) sign of something going wrong
   (c) praising someone (d) celebrating victory [Ans (b) sign of something going wrong]

✦✦✦

Q. No. 11 : Foreign Words

(Textbook Page No. : 172)

English language has acquired words and phrases from various other languages of the world. These words are noted as Foreign words.

பல நெடுங்காலமாக, உலகின் பல்வேறு மொழிகளிலிருந்து, பற்பல வார்த்தைகள், சொற்றொடர்கள் எடுக்கப்பட்டு, அவை ஆங்கில மொழியுடன் சேர்த்துக் கொள்ளப்பட்டன. அவ்வாறான வார்த்தைகள், “Foreign Words” என குறிப்பிடப்படுகின்றன. இவ்வினாவில், Foreign Word கொண்ட ஒரு வாக்கியம் தரப்பட்டு, அந்த foreign word-க்கு சரியான அர்த்தத்தை 4 options - களிலிருந்து தேர்ந்தெடுத்து எழுத வேண்டும்.

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Q. No. 16 : Syllabification

(Textbook Page No. : 39, 190)

GOVT. MODEL QUESTION - 2019

Choose the Tri-syllabic word.

(a) grandmother (b) tourist (c) photographer (d) lesson [Ans (a) grandmother]

Words can be divided according to the number of syllables in them :

A syllable is a unit of pronunciation forming a full word or part of a word.

A word has as many syllables as vowel sounds.

Some Tips to know how words are syllabified:

1. When there are **two consonants between two vowels**, then the syllable will be divided between the two consonants.
   இரண்டு vowels-களுக்கு நடுவில், இரண்டு consonants வரும்போது, அங்கு அந்த இரண்டு consonants- களுக்கு இடையில் syllable பிரிக்க வேண்டும்.
   Ex. con-fess, dor-mant, lis-ten, ob-ject
2. When there are **more than two consonants between two vowels**, then the syllable will be divided between the first two consonants.
   இரண்டு vowels-களுக்கு நடுவில், இரண்டிற்கு மேற்பட்ட consonants வந்தால், அப்போது, முதல் இரண்டு consonants-களுக்கு இடையில் syllable பிரிக்க வேண்டும்.
   Ex. fur-ther, fan-gled, ob-scure, out-break
3. When there is **one consonant between two vowels**, then the syllable will be divided **before** the consonant, **if the vowel is long**.
   இரண்டு vowels-களுக்கு நடுவில், ஒரே ஒரு consonant வரும்போது, அங்கு consonant–க்கு முன்னால் long vowel இருந்தால், அப்போது, அந்த consonant–க்கு முன்னால் syllable பிரிக்க வேண்டும்.
   Ex. de-tour, lu-cid, se-duce, li-bel
4. When there is **one consonant between two vowels**, then the syllable will be divided **after** the consonant. **if the vowel is short**.
   இரண்டு vowels-களுக்கு நடுவில், ஒரே ஒரு consonant வரும்போது, அங்கு consonant–க்கு அடுத்து, short vowel இருந்தால், அப்போது, அந்த consonant–க்கு அடுத்து syllable பிரிக்க வேண்டும்.
   Ex. doz-en, fac-ile, sen-ate, hab-it
5. When a word ends with **"le"**, then the syllable will be divided before the preceding consonant of **"le"**.
   'le', என முடியும் words-களில், 'le'–க்கு முன்னால் வரும் consonant வரும்போது, அந்த consonant-க்கு முன்னால் syllable பிரிக்க வேண்டும்.
   Ex. fee-ble, man-tle, ref-fle, peo-ple
6. When a word ends with **"ed"**, and **"ed" is preceded** by **"d"** or **"t"** , then **"ed"** will be a separate syllable.
   'ed', என முடியும் words களில், 'ed'–க்கு முன்னால், 'd' அல்லது 't' இருந்தால், அங்கு 'ed'–ஐ ஒரு தனி syllable ஆக பிரிக்க வேண்டும்.
   Ex. end-ed, want-ed, pro-tract-ed, ac-quaint-ed [**Exemption :** omitted ::o-mit-ted, admitted :: ad-mit-ted]
7. When a word ends with **"ed"**, and **"ed"** is **not** preceded by **"d"** or **"t"**, then **"ed"** will **not** be a separate syllable, for most words.
   'ed', என முடியும் words களில், 'ed'–க்கு முன்னால், 'd' அல்லது 't' இல்லையெனில், அங்கு 'ed' தனி syllable ஆகாது.
   Ex. bat-tered, ig-nored, tri-fled, sur-veyed

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ADDITIONAL TOPICS (1 MARK QUESTIONS)

(i) Blended Words

Blended word is a word formed from parts of two or more other words.

இரண்டு வார்த்தைகளை இணைத்து, அதனை சுருக்க வடிவில் உச்சரிப்பது blended word–ன் சிறப்பம்சமாகும்.

Example :

Formation of a word by blending two words :

1. agriculture + business = agribusiness
2. beauty + utility = beautility
3. binary + digit = bit
4. binary + table = byte
5. breakfast + lunch = brunch
6. camera + recorder = camcorder
7. electronic + mail = e-mail
8. fact + fiction = faction
9. fantastic + fabulous = fantabulous
10. helicopter + airport = heliport
11. information + commercial = informercial
12. information + technology = infotech
13. international + police = Interpol
14. laundry + automat = laundromat
15. lecture + demonstration = lecdem
16. medical + claim = mediclaim
17. medical + care = medicare
18. modulator + demodulator = modem
19. motor + bike = mobike
20. motor + pedalcycle = moped
21. motorway + hotel = motel
22. news + broadcast = newscast
23. parachute + troops = paratroops
24. sky + laboratory = skylab
25. smoke + fog = smog
26. transfer + resistor = transistor
27. travel + catalogue = travelogue
28. vegetable + burger = vegeburger
29. volcanic + ash = vash
30. wireless + fidelity = wifi
31. work + welfare = workfare
32. worker + alcoholic = workaholic

GEQ GOVERNMENT EXAM QUESTION

1. Choose the right combination of the blended word **'fantabulous'**. *(QY. 19)*
(a) fantasty + globulus (b) fantastic + marvelous
(c) fantasy + nebulous (d) fantastic + fabulous
[**Ans** (d) fantastic + fabulous]

Exercises

1. Choose the blended form of **'electrocute'**.
(a) electricity + execute (b) electrons + execute
(c) electro + execute (d) electronics + execute
[**Ans** (c) electro + execute]

2. Choose the blended form of **'docudrama'**.
(a) document + drama (b) documentation + drama
(c) documentary + drama (d) docu + drama
[**Ans** (c) documentary + drama]

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3. He is an **idiot**.
(a) brainless (b) intellectually challenged
(c) mentally challenged (d) foolish [Ans (b) intellectually challenged]

4. How long have you been **unemployed**?
(a) without earning (b) between jobs (c) wandering (d) wasting time [Ans (b) between jobs]

5. Where is the **toilet**?
(a) washing room (b) lavatory (c) bathroom (d) restroom [Ans (d) restroom]

✦✦✦

(vii) Singular and Plural Form

ஒருமையில் கொடுக்கப்பட்டுள்ள வார்த்தைக்கு பன்மை என்ன என்பதை கொடுக்கப்பட்டுள்ள நான்கு optionகளிலிருந்து தேர்ந்தெடுத்து எழுதுவதே இப்பகுதியின் வினாவாகும்.

ஒருமையைப் பன்மையாகும் முறைகளைக் கீழே காண்போம்.

1. சில ஒருமையான பெயர்ச் சொற்களை (Singular Nouns) பன்மையாக்க, அவற்றின் இறுதியில், **'s'** சேர்க்க வேண்டும்.

desk	desks	star	stars	spoonful	spoonfuls
dog	dogs	chief	chiefs	grown-up	grown-ups
pen	pens	cat	cats	dining room	dining rooms
cup	cups	lamp	lamps	genie	genies, genii

2. ஒருமையான பெயர்ச் சொற்கள் (Singular Nouns), **s, sh, ss, ch, x** என முடிந்தால், அவற்றின் இறுதியில் **'es'** சேர்க்கும்போது, அவை பன்மையாகும்.

class	classes	tax	taxes
brush	bushes	box	boxes
glass	glasses	fox	foxes
church	churches		

3. ஒருமையான பெயர்ச் சொற்கள் (Singular Nouns), **'y'**-இல் முடிந்து, அந்த **'y'**-க்கு முன்னே **(a, e, i, o, u** - தவிர மற்றவை) **'consonant'** இருக்கும் பட்சத்தில், **'y'**-க்கு பதிலாக **'i'** போட்டு, **'es'** சேர்த்தால், அவை பன்மையாகும்.

army	armies	baby	babies	city	cities
lady	ladies	duty	duties	story	stories

4. ஒருமையான பெயர்ச்சொற்கள் (Singular Nouns), 'y'-இல் முடிந்து, அந்த 'y'-க்கு முன்னே **'vowel' (a, e, i, o, u)** இருக்கும் பட்சத்தில், 's' சேர்த்தால், அவை பன்மையாகும்.

boy	boys	kidney	kidneys
day	days	chimney	chimneys
tray	trays	toy	toys
essay	essays		

(இங்கு 'y'-க்கு முன் 'o' (boy), 'a' (tray) போன்றவை உள்ளது. 'o', 'a'-ஆகியன vowels (a, e, i, o, u) என்பதால், 's' சேர்க்கப்பட்டது.)

5. ஒருமையான பெயர்ச்சொற்கள் (Singular Nouns), 'o'-இல் முடிந்து, அந்த 'o'-வுக்கு முன் **consonant** இருந்தால், **'es'** சேர்க்க, அவை பன்மையாகும்.

buffalo	buffaloes	echo	echoes
hero	heroes	tomato	tomatoes
negro	negroes	volcano	volcanoes

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Exercises : Type - 4

Fill in the blanks with determiners such as much, every, most, either, any, a few, more, enough, neither, some, a little, both, no, many.

1. My brother had __________ good news for me. [Ans some]
2. Do you have __________ information about the lost child? [Ans any]
3. I had __________ of his nonsense. Now I will not tolerate anything. [Ans enough]
4. I like __________ of her songs but not __________ of them are good. [Ans many; all]
5. __________ passengers were heard complaining against the poor service on the flight. [Ans few]

✦✦✦

PART - II

Q. No. 21 to 30 — 2 Marks Questions — 7 × 2 = 14

(a) 21 to 26 : Poetry Appreciation / Figure of Speech (Answer any **4** out of 6 Questions) **4 × 2 = 8**

(b) 27 to 30 : "Do as Directed" questions (Answer any **3** out of **4** Questions) **3 × 2 = 6**

27. Direct / Indirect Speech / Reported Speech 28. Active and Passive Voice 29. Conditional Clauses 30. Simple, Compound and Complex Sentences	**Additional Topics :** (i) Inversion of Conditional Clauses

Q. No. 21 to 26 : Poetry Comprehension / Figure of Speech

GOVT. MODEL QUESTIONS - 2019

(a) Read the given sets of poetic lines and answer the questions that follow : (4 × 2 = 8)

21. *If this belief from heaven be sent,*
If such be Nature's holy plan.
    (a) What is the figure of speech implied in this line.
    (b) Why does the poet call it 'holy'?

22. *For he's a fiend in feline shape, a monster of depravity.*
    (a) Identify the poem and the poet.
    (b) Explain the phrase 'monster of depravity'.

23. *"A life that knows no kneeling and bending*
We are proud and feel so tall"
    (a) What kind of a life, does the poet talk about?
    (b) Pick out the alliterated words.

24. *"And nothing can we call our own but death*
And that small model of the barren earth"
    (a) Pick out the rhyming words in these lines.
    (b) What is the small model of the barren earth?

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Exercises

Rewrite the following sentences in its active form :

1. The wall is being painted by the volunteers.
   Ans The volunteers are painting the wall.
2. The plants are being watered by the girls. The berries are being gathered by them.
   Ans The girls are watering the plants. They are gathering berries.
3. A book is read by me. I am interested in the story.
   Ans I read a book. The story interests me.
4. Dust is sucked by the vacuum cleaner. The room is cleaned very fast by her.
   Ans The vacuum cleaner sucks up the dust. She cleaned the room very fast.
5. Dinner is being served in the blue room. The food is being eaten by everyone.
   Ans He is serving dinner in the blue room. Everyone is eating the food.

✦✦✦

Q. No. 29 : Conditional Clauses

(Textbook Page No. : 116, 118)

GOVT. MODEL QUESTION (PAPER - 1; Q. 29)

Combine the sentences using 'if'.

Ragavi did not come yesterday. She was ill.

Ans **If Ragavi had not been ill, she would have come yesterday.**

Conditional sentences consist of a main clause and a **conditional clause**. The **conditional clause is also** called as **'if clause'**. It usually begins with **if** or **unless**. It can come before or after the main clause.

- These types of sentences contain **two parts**. Condition clause/ If clause and Main clause. (இவ்வகை வாக்கியங்கள் இரண்டு பிரிவுகளைக் கொண்டது. நிபந்தனைப் பகுதி மற்றும் விளைவு பகுதி.)
- Condition part begins with If and Result part begins with a Pronoun. (நிபந்தனைப் பகுதி If- எனவும் மற்றும் விளைவு பகுதி Pronoun பிரதிப்பெயர்ச்சொல்லிலும் தொடங்கும்.)
- The conditionals are differentiated by the use of different tenses in the if-clause and main clause. (நிபந்தனை மற்றும் விளைவு பகுதிகளில் பயன்படுத்தப்படும் வினைச்சொற்களின் tense form -யைப் பொருத்து அவை வகைப்படுத்தப்படுகின்றன.)

Type 0 - General Truths / Scientific Facts இயற்கையான நிகழ்வுகள் (zero conditional) :

'இயற்கை நிகழ்வு' பற்றி பேசும்போது நிபந்தனையான **'if'** பகுதியிலும், பின் வரும் **main clause (Result)** -லும் அடிக்கோடிட்ட **வினைச் சொல் நிகழ்காலமாகவே** இருக்கும். இதனை **zero condition** என்போம்.

If Clause (Condition)	Main Clause (Result)
If + Subject + **Simple Present** Tense, If + S + V	Subject + **Simple Present** Tense. S + V
✦ If **you stand** in the rain, நீ மழையில் நின்றால், S V	**you get** wet. நீ நனைந்து விடுகிறாய். S V

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4. Run three miles everyday. You will lose one and a half kilos a week.
   Ans If you run three miles everyday you will lose one and a half kilos a week.
5. In spite of being old, he walks quickly.
   Ans Though he is old he walks fast.

✦✦✦

ADDITIONAL TOPICS (2 MARKS QUESTIONS)

(i) Inversion of Conditional Clauses

Conditional sentences with inversion are more formal than those that follow the usual word order.

In certain Conditional Sentences, subjects and verbs may also be inverted.

This can be done if the auxiliary verbs are **should** (conditional type I), **were** (conditional type II), and **had** (conditional type III).

Inversion in Conditional Sentences and the connector **"if"** is omitted (conditional without **"if"**).

This makes the sentences more formal and makes the events less likely.

GEQ GOVERNMENT EXAM QUESTION

1. **Rewrite the sentence making an inversion in the conditional clause.** *(March 19)*
   If you were a King, you would know the difficulties.
   Ans Were you a king, you would know the difficulties.

Exercises

Inversion in conditional sentences.

1. If he should call, I will invite him.
   Ans Should he call, I will invite him.
2. If you should get a letter from your brother, let me know.
   Ans Should you get a letter from your brother, let me know.
3. If you decide to sell the house, I will be happy to buy it from you.
   Ans Should you decide to sell the house, I will be happy to buy it from you.
4. If you should hear anything, let me know.
   Ans Should you hear anything, let me know.
5. If she has cheated, she will have to be punished.
   Ans Should she have cheated, she will have to be punished.

✦✦✦

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GEQ GOVERNMENT EXAM QUESTIONS

1. Write an e-mail to a charitable trust requesting for a scholarship. *(HY. 18)*

Ans **E-Mail**

To : kumarnetnt@angleatrust.com
Sub : Requisition for a scholarship
Dear Sir, I am Gibinath from Madurai, Tamil Nadu. I have completed my Std. 10 from a government school. I have got 489 marks in the board exam. As I am from a poor family I do not have enough money to continue my studies. My father receives only daily wages and the money he gets is just enough to feed all of us. I heard that your trust gives scholarship to the deserving students to pursue higher education. Will you please consider my case and grant me a scholarship to continue my studies.
Vanitha

2. You are Joseph, the sports secretary of XYZ School. Draft a e-mail to the Director of Rajarathinam Stadium at Egmore, seeking permission to conduct your School Annual Sports Day celebration in the Stadium. *(June 19)*

Ans **E-Mail**

To : help@liveyoursport.com
Sub : Seeking permission to conduct Sports Day in Rajarathinam Stadium
Dear Sir, On behalf of the students of XYZ School, I request you to grant us permission to conduct our school's Annual Sports Day celebration in your stadium. About 12 events, like running race, relay race, tug-of-war, high jump, long jump, discus throw etc, will be organised on 28th July 2019. We expect your favourable reply along with rules and regulations for using the stadium for Sports Day. Thank you,
L. Joseph, Sports Secretary

Exercises

Draft a Mail :

1. You are Ranjan / Ranjani staying in a hotel at Vellore. Write an e-mail to your father asking permission to go to an excursion with your class students.

Ans **E-Mail**

To : anandeswar@gmail.com
Sub : Permission to go for an excursion.
Dad, Our class will be going for an excursion on 6th of October to Kodaikanal. Kindly give permission to go for the excursion and also send me ₹ 2,000/- for the ticket and other expenses. With love,
Ranjani

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GOVT. MODEL QUESTIONS - 2019

Paragraph Questions from Prose. (1 × 5 = 5)

41. Why was Mary Kom named the "Queen of Boxing".

(OR)

Bring out the pun in the title "The Accidental Tourist".

Paragraph Questions from Poetry. (1 × 5 = 5)

42. Do you think the poet wants to say that man is unhappy because he has lost his link with nature and forgotten how to enjoy nature or because man is cruel to other men?

(OR)

Write a short summary of the poem "The Hollow Crown".

Paragraph Questions from Supplementary Reader. (1 × 5 = 5)

43. Narrate the experiences of Leacock with the photographer.

(OR)

Describe Miss Meadows' mood before and after receiving the telegram. How did it affect her class?

Refer to the Prose, Poem and Supplementary Section Unit 1 to 6 of this Guide

✦✦✦

Q. No. 44 : Note-Making (OR) Summarizing

(Textbook Page No. : 48, 50, 114)

1. Note-Making

Note-making involves the fundamental skills of **reading** and **writing**.

We make notes **to record the important points** of a text for future reference.

Note-making is a study skill that helps to make notes of important points from a long text. It is particularly useful **to store and retrieve information** in the form of a summary.

படித்தல் மற்றும் **எழுதுதல்** ஆகிய அடிப்படைத்திறன்களை உள்ளடக்கியது.

எதிர்கால reference-க்காக, ஓர் உரையின் முக்கிய கருத்துக்களை பதிவு செய்ய Notes தயாரிக்கிறோம்.

ஓர் உரையின் சுருக்க வடிவத்தில், தகவல்களை சேகரித்து, பின்னர் பயன்படுத்திக் கொள்ள இது உதவுகிறது.

The Process

✦ First, the main points and supporting details should be identified. The main information should be condensed and organised in a systematic way.
✦ To avoid difficulty in recollecting information, symbols or abbreviations should be used while making notes. But these should be clear enough to recall or understand later.
✦ Notes need not be in complete sentences.
✦ Notes should be shorter than the original text.
✦ Main points and supporting details should be clearly distinguished.
✦ Functional words like articles, relative pronouns should be avoided.
✦ Headings and sub headings should be numbered.
✦ Then give a suitable main heading.

Different formats as applicable to the paragraph can be used to make notes. Two sample formats are given below.

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Q. No. 45 (ii) : General Poem Comprehension

(Textbook Page No. : 88)

இவ்வினாவில் பாடநூலில் இல்லாத, பொதுவான, ஒரு Poem கொடுக்கப்பட்டு, அது தொடர்பான 5 வினாக்களும் தரப்பட்டிருக்கும். Poem-ஐ சரியாகப் படித்துப் புரிந்து கொண்டால், பெரும்பாலும் அதில் உள்ள வார்த்தைகளைக் கொண்டே விடை எழுதி விடலாம்.

GOVT. MODEL QUESTION - 2019

Read the following poem and answer the questions that follow.

I know what the caged bird feels, alas!
When the sun is bright on the upland slopes;
When the wind stirs soft through the springing grass,
And the river flows like a stream of glass;
When the first bird sings and the first bud opes,
And the faint perfume from its chalice steals—
I know what the caged bird feels!

QUESTIONS :

(i) In line 4, the phrase "like a stream of glass" suggests the water is
(a) cold (b) clear (c) dirty (d) hard

(ii) In line 5, the word 'opes' means.
(a) Closes (b) cracks (c) opens (d) falls

(iii) What is the tone or the mood of the poem?

(iv) Suggest a suitable title for the poem.

(v) Pick one word from the poem which is opposite to 'stink'.

Ans (i) (b) clear (ii) (c) opens
(iii) The tome of the poem is desperation and agony.
(iv) "Sympathy" is the suitable title for the poem.
(v) The opposite word for "stink" is "Perfume".

GEQ GOVERNMENT EXAM QUESTIONS

1. **Read the following poem and answer the questions that follow :**

If you think you are beaten, you are,
If you think you dare not, you don't.
If you like to win, but you think you can't
It is almost certain you won't

If you think you'll lose, you're lost,
For out in the world we find,
Success begins with a fellow's will
It's all in the state of mind.

If you think you are outclassed, you are,
You've got to think high to rise,
You've got to be sure of yourself before
You can ever win a prize.

Life's battles don't always go
To the stronger or faster man.
But soon or late the man who wins,
Is the man who thinks he can."

QUESTIONS : *(HY. 18)*

(i) When are you lost?
(ii) Who wins the life's battles?
(iii) What does the poem insist on?
(iv) How does success begin?
(v) Suggests a suitable title for the poem?

Ans (i) If you think you will lose, you are lost.
(ii) The man who thinks he can.
(iii) The poem insists on the mindset of a man, which will determine his success or failure.
(iv) Success begins with a fellow's will.
(v) Will to win.

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INFORMAL LETTERS

GEQ GOVERNMENT EXAM QUESTIONS

1. Write a letter to your friend sharing your views on a blockbuster movie you watched recently. *(QY. 19)*

Ans

Chennai – 45.
13th September 2019

Dear Ravi,

How are you? Yesterday I saw a blockbuster movie. The name is "Spider-Man: Far From Home". Tom Holland was the hero. He was the perfect choice to play Spiderman Peter Parker. He is as natural in the funny scenes as in the more emotional ones. This film gives a lot of throwback moments to the fallen superheroes, especially Iron Man. It is really delightfully funny and very enjoyable. In true Spiderman fashion, the action sequences are outstanding. The plot twists are not giving any surprise, but the execution of the screenplay is excellent. The film's action sequences look familiar. It hits all the right notes and makes for a delightful watch. It keeps the audience involved through its entire runtime of 129 minutes! I wish you also see the movie in your place without missing. Please convey my regards to all.

Yours lovingly,
S.Aadhav

Address on the Envelope :

To
L. Ravi,
43, Patel Road,
Coimbatore-14.

2. You have borrowed a branded cricket bat from your reluctant friend for an outstation match. After returning home, you realize you have absent-mindedly left it in the hotel room. Write a letter of apology and regret to your friend. *(HY. 19)*

Ans

Chennai-40.
17th December, 2019.

My Dear Siva,

Hope this letter finds you in good health. I am happy to tell you that our team has won the cricket match held at Bengaluru. I know that you are unable to participate due to your leg injury. But I thank you for giving me your branded cricket bat. I scored 40 runs from your bat. We returned from Bengaluru just yesterday and I immediately went to your house. Your father told me that you had gone to your uncle's house at Coimbatore for the summer holidays. He gave me the address. Siva, I am sorry to tell you that I have absent-mindedly left your bat in the hotel room. I really regret for the loss of your bat. But anyway I will replace it with a new bat. Please convey my regards to your uncle.

Your loving friend,
S. Ganesh

Address on the Envelope :

To
L. Ravi,
43, Patel Road, Coimbatore-14.

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11th STD.

Public Exam Question Paper - March 2020

(with Answer Key)

English

Time Allowed : 3.00 Hours] [Maximum Marks : 90

INSTRUCTIONS

1. Check the question paper for fairness of printing. If there is any lack of fairness, inform the Hall Supervisor immediately.
2. Use **Blue** or **Black** ink to write and underline.

Part - I

Answer all the questions. **(20x1=20)**

Choose the appropriate synonyms for the underlined words in the following sentences.

1. .... we treated it like the **fables** of the prophets she used to tell us.
   (a) tales (b) theories
   (c) sayings (d) experiences

2. .... either he has a memory like a sieve or is an **audacious** perverter of the truth.
   (a) great (b) bold (c) strong (d) perfect

3. I shall .... only **reiterate** some of the cardinal principles.
   (a) accept (b) express (c) repeat (d) adopt

Choose the appropriate antonyms for the underlined words in the following sentences.

4. The **discrepancy** about the crests put me on my guard ....
   (a) originality (b) similarity
   (c) functionality (d) triviality

5. Such a **cosy** little room!
   (a) uncomfortable (b) inexpensive
   (c) filthy (d) dingy

6. But how near the surface and ready .... is worldly **guile**!
   (a) hardship (b) peace (c) honesty (d) pleasure

7. Choose the word that can be added after **'good'** to form a compound word.
   (a) sense (b) time (c) form (d) will

8. Form a new word by adding a suitable prefix to the base-word **'animate'**.
   (a) de__ (b) un__ (c) in__ (d) re__

9. Choose the unclipped form of the word **'champ'**.
   (a) Champion (b) Chamberlain
   (c) Champagne (d) Chimpanzee

10. Choose the right combination of the blended word **'sitcom'**.
    (a) sisterly + community (b) sitting + compartment
    (c) site + commerce (d) situation + comedy

11. A person who is capable of using both lands with equal ease is an ______.
    (a) occultist (b) ambidexter
    (c) imbecile (d) antiquarian

12. Choose the **trisyllabic** word from the following.
    (a) distinguished (b) fortunately
    (c) information (d) traditional

13. Choose the correct expansion of the abbreviation **BCCI**.
    (a) Board of Council for Cricket in India
    (b) Board of Cricket Control in India
    (c) Board of Cricket Council in India
    (d) Board of Control for Cricket in India

14. Replace the underlined word in the sentence with the suitable phrasal verb.
    The actor **rehearsed** his dialogues quickly before going to the stage.
    (a) ran around (b) ran away
    (c) ran up (d) ran over

15. Replace the phrasal verb in the sentence with the suitable single word.
    The bike **blew up** as soon as it hit the median.
    (a) capsized (b) stopped
    (c) exploded (d) rolled

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This function can be illustrated as an example of an encyclopaedia article. The next function of a language is the expressive function. We need this function whenever we want to express our feelings and impressions. With this function, we can understand the personality of the speaker and his or her emotions. The third is the directive function of a language. This function is used to induce certain actions or reactions. The examples of such a function are commands and requests. This is a function of social control and interpersonal interation. Here, the reaction of the listener is more important than the thoughts expressed by the speaker. The next function of a language is the aesthetic function. Here, the words and sentences are considered as linguistics artefacts. In this function, the beauty of words and phrases is more important than the usefulness of information. The fifth and final function of a language is the phatic function. The only purpose of this function is to maintain social relationships, and to begin, or to continue the conversation. A well-known example from British culture is a small talk about the weather. Such a kind of talk neither provides any information nor expresses our feelings, but it helps to interact with people.

(OR)

(b) Write a paragraph on your favourite pastime activity in about 150 words.

45. (a) Write a letter to your cousin describing a music concert you had attended recently.

(OR)

(b) Write a letter to an eminent writer inviting him to be a Chief Guest for the inauguration of your school Literary Association.

46. (a) Read the following sentences, spot the error and correct them.

i) We saw a few girls playing in the park today morning.

ii) The interior decoration in all the rooms are awesome.

iii) My mother rarely goes out without an umbrella, doesn't she?

iv) Though I have done my interview well, I was not selected.

v) Some parents keep their children with control.

(OR)

(b) Fill in the blanks as instructed.

i) The ______ little girl did not realise how her hair got so _______ (knotty / naughty)

ii) As the shops ________ (close), we could not buy anything for the children. (Use the correct verb form)

iii) The team performed _______ task in an excellent manner. (Fill in the blank with a quantitative determiner)

iv) My inquisitive niece _________ ask a number of questions, when she was a child. (Fill in the blank with a semi-modal verb)

47. (a) Read the following passage and answer the questions in your own words.

The night sky makes a very interesting study. To an astronomer or a sailor, the position of the stars is a serious, professional study. Many of the stars are known by their names. Each has a distinctive appearance. The sky on a moonlit night is the poet's delight. The sky on a dark night may appear somewhat sinister to some, but to Shelly, the poet, it is the star-spangled black dress of a woman. When the sky is covered with clouds without any stars, it wears a grim appearance. To a child, the sky at night, is a mystery and to the mature, it is an endless object of study.

Questions :

i) How can we identify the stars?

ii) Who is an astronomer?

iii) Explain the comparison made by Shelley.

iv) When does the sky appear grim?

v) How does a child differ from a matured adult, when it beholds the sky at night?

(OR)

(b) Construct a dialogue between two friends discussing their life in hostel, in not less than five exchanges.

✦✦✦

ANSWERS

1.	a)	tales	2.	b)	bold
3.	c)	repeat	4.	b)	similarity
5.	a)	uncomfortable	6.	c)	honesty

7. a) good**sense** / d) goodwill

8. c) **in**animate / d) **re**animate

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