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# ENGLISH

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**Revised  
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## *ENGLISH*

# 10

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CONTENT**

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# Preface

**Respected Teachers, Parents and Students!**

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The main aim of our publications is to enable the teaching - learning community in facing the challenges ahead in its path to victory.

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We have made a serious and committed effort in presenting a flawless work for the benefit of both the teachers and the Students. We assure that the book would help the students master the prescribed language skills and face the public examination with self confidence. The purposeful and meaningful explanations of our book would enrich the teaching and learning experience. We wish the teachers and the students a memorable year ahead with **DOLPHIN'S STEP TO SUCCESS - A COMPLETE GUIDE**. We also expect the whole hearted cooperation and suggestions of the teaching fraternity for the improvement of our book.



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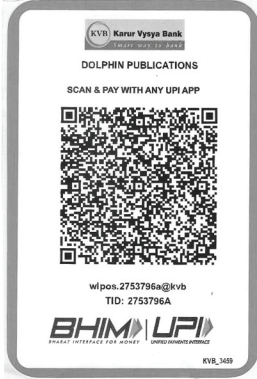
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## POEM - 1

**LIFE**

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

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

**-Henry Van Dyke**

## POEM - 5

**THE SECRET OF THE MACHINES**

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

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

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

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

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

**-Rudyard Kipling**

## POEM - 3

**I AM EVERY WOMAN**

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

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

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

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

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

**- Rakhi Nariani Shirke**

## POEM - 6

**NO MEN ARE FOREIGN**

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

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

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

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

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

**-James Falconer Kirkup**

# PROSE

## அரசுப் பொதுத்தேர்வில் Prose பகுதியிலிருந்து.....

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

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

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

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

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

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

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

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

**TOTAL = 22 MARKS**



## Prose-1

# HIS FIRST FLIGHT

அவனது முதல் (பறக்கும்) பயணம்

*Liam O'Flaherty*



### About The Author:-

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

### ஆசிரியரைப் பற்றி:

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

### பாடச்சுருக்கம்:

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

### MIND MAP:

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



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

## PROSE TRANSLATION







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

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

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

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

### PICTURES FOR UNDERSTANDING

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

### GLOSSARY

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

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

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

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

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

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

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

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

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

**QUESTIONS WITHIN THE LESSON**

a. Why did the seagull fail to fly?

(MAY-22, JUNE-23)

(PAGE-2)

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

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

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

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

(PTA-5)

(PAGE-3)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### QUESTIONS AFTER THE LESSON

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

(PAGE: 5)

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

(PTA-2)

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

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

(PTA-4,5)

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

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

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

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

(MAR-26)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(MAY-22)

**PARAGRAPH FOR GIFTED STUDENTS**

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

**Introduction:**

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

**Pathetic Plight of The Young Seagull:**

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

**Family in Action :**

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

**In Time of Test, Family is The Best :**

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

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

### **His First Flight :**

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

### **The Cheering Family :**

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

### **Conclusion :**

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

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

### PARAGRAPH FOR AVERAGE STUDENTS

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

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

**Moral : Kindle your instincts to shatter your failures.**

### PARAGRAPH FOR LATE BLOOMERS

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

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

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

### TEXTUAL EXERCISES

#### VOCABULARY

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



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

#### 4. Senchal 5. Batasia Loop

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



- G. **Here is a dialogue between a father and his daughter. Continue the dialogue with at least five utterances and use all the clues given above.(TB.8)**  
(Refer Answers in- Content Additional Questions- Extend the Dialogue) (Dolphin Pg:397)



- H. **Read the following passage and answer the questions that follow. (PAGE-8)**  
(Refer Content Section: Q.No-47) (Dolphin Pg:366)



## WRITING



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

(Refer Content Section: Q.No-39)

### REPORT WRITING

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

(Refer Answers in-Content- Additional Questions)

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

(Refer Answers in- Content Additional Questions- Modals)

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

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

### ACTIVE AND PASSIVE VOICE

- F. Change the following sentences to the other voice. (PAGE-14)

- G. Change the following into Passive voice. (PAGE-16)

- H. In the following sentences the verbs have two objects namely Direct and Indirect objects. Change each of the following sentences into two passives using direct object as the subject in one and indirect in the other.

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

- I. Rewrite the following passage in Passive Voice.

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

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

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

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

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

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

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

# POETRY

## அரசுப் பொதுத்தேர்வில் Poetry பகுதியிலிருந்து.....

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

**3 x 2= 6 Marks**

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

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

**2 x 5= 10 Marks**

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

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

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

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

**Q. No (45) Quote from memory.**

**1 x 5= 5 Marks**

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

**TOTAL = 21 MARKS**

## FIGURES OF SPEECH

### அணி இலக்கணம்

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

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

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

(Poem 1)

Still seeking what I sought when but a boy,

New friendship, high adventure, and a crown,

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

2. **Rhyme Scheme:**

கொடுக்கப்பட்டுள்ள பாடலின் 4 வரிகளின் கடைசி வார்த்தைகளை கவனிக்க வேண்டும்.

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

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

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

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

(Poem 1)

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

Rhyme scheme: abba

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

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

**FIGURES OF SPEECH – CONSOLIDATION-Q.NO:35**

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

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

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

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

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

**POEMS:****1. Life\***

2. The Grumble Family

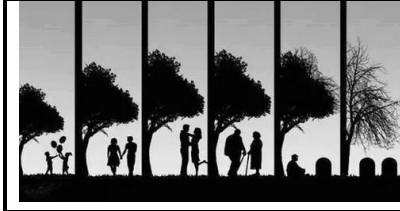
**3. I am Every Woman\***

4. The Ant and the Cricket

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

7. The House on Elm Street

\*-Memory Poems



## POEM-1 LIFE

வாழ்வு

-Henry Van Dyke



### About The Author:-

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

### ஆசிரியரைப் பற்றி :

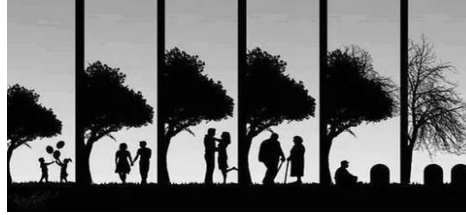
கவிஞர் ஹென்றி வேன் டைக் (கி. பி. 1852 -1933 ) அமெரிக்க தேசத்தவர். இவர், ஒரு நல்ல கவிஞர், கல்வியாளர் மற்றும் கிறித்தவ மத குருமார். இவர், 1899 முதல் 1923 வரை அமெரிக்காவில் உள்ள பிரின்ஸ்டன் பல்கலைக்கழகத்தில் ஆங்கில இலக்கியப் பேராசிரியராகப் பணி புரிந்தார். இவர், அமெரிக்காவின் கலை மற்றும் எழுத்து இலக்கிய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

### சாராம்சம் :

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

### MIND MAP:

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



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

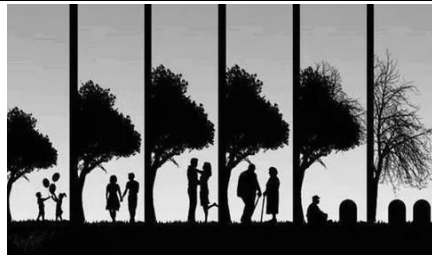
### POEM TRANSLATION

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

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

ஆதலால், மலை மேல் வளைந்து சென்றோ அல்லது கீழ்  
நோக்கியோ,  
கரடுமுரடாக அல்லது மென்மையாக எனது வழி இருப்பினும்,  
பயணம் மகிழ்வாய் இருக்கும்.  
சிறுவனாய் நான் இருந்த போது தேடியவைகளை,  
புதிய நட்பை, மாபெரும் சாகசத்தை, வெற்றி மகுடத்தை.  
இன்னமும் தேடிக்கொண்டிருக்கிறேன்.  
எனது இதயம், தேடலுக்கான தைரியத்தோடு இருக்கும்.  
பாதையின் இறுதி திருப்பமான சிறந்ததாய் இருக்கும் என்ற  
நம்பிக்கையோடு.

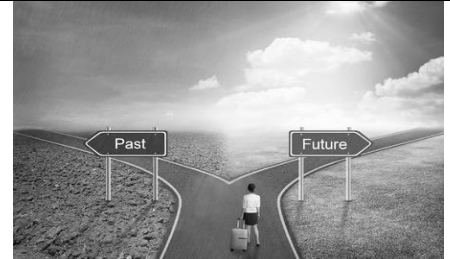
### PICTURES FOR UNDERSTANDING



Life from year to year



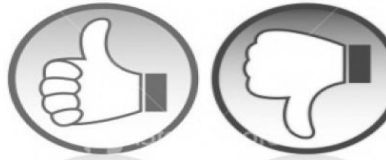
Nor turning from the goal



Don't worry about past and future



Youth and aged



Ups and downs in life



New adventure and crown

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

A. Read the following lines from the poem and answer the questions that follow. (PAGE-18)

1. *Let me but live my life from year to year,  
With forward face and unreluctant soul;*

a. Whom does the word 'me' refer to?

(HY-19, PTA-2,4,5, MAY, AUG-22)

The word 'me' refers to the poet.

b. What kind of life does the poet want to lead? (HY-19, PTA-2,4, MAY,AUG-22) / How does he want to live his life? (PTA-5)

The poet wants to lead/ live a **courageous life** with optimism.

2. *Not hurrying to, nor turning from the goal;  
Not mourning for the things that disappear*  
(SEP-21, AUG-22, MAR-26)

a. Why do you think the poet is not in a hurry?

The poet has a clear sense of purpose and was not in a hurry.

b. What should one not mourn for?

One should not mourn for the things he had lost in the past.

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

a. What does the poet mean by the phrase 'in the dim past'? (PTA-6)

The poet means the **bad things** of the past.

b. Is the poet afraid of future? (PTA-6)

No, the poet is **not afraid** of future.

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

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

a. How is the way of life?  
The way of life will not be smooth always. (JUNE-23, MAR-24, JUL-25)  
b. How should be the journey of life?  
(JUNE-23, MAR-24, JUL-25)

The journey of life should be joyful.

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

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

a. What kind of quest does the poet seek here?  
The poet seeks courage to acquire his desires.  
b. What is the poet's hope?  
The poet hopes that the result of his life's journey will always be the best.

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

a. Identify the rhyming words of the given lines.

fear- cheer, whole-toll

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

a. Identify the rhyme scheme of the given lines.-- abba

### REFERS AND MEANS

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

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

Q.NO: 33-34

PARAGRAPH

2 X 5= 10 MARKS

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

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

### PARAGRAPH FOR GIFTED STUDENTS

Poem : LIFE  
Poet : Henry Van Dyke  
Theme: There is something good in every day

### Introduction:

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

**A Joyous Journey:**

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

**A Clear Vision:**

**Wishing is not enough, we must do**

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

**A Happy Heart :**

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

**Conclusion :**

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

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

**PARAGRAPH FOR AVERAGE STUDENTS**

**Poem : LIFE**

**Poet : Henry Van Dyke**

**Theme:** There is something good in every day

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

**Moral : Hope for the best**

**PARAGRAPH FOR LATE BLOOMERS**

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

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

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

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

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

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

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

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

- Identify the rhyme scheme of the given lines. – **abba (AUG-22, MAR-26)**
- Identify the rhyming words of the given lines. --> **year-disappear, soul-goal (MAR-26)**
- Identify the figure of speech employed in the third and fourth line of the given stanza.  
**Anaphora / Repetition (JUL-25, MAR-26)**
- Pick out the alliterating words in the second line. **forward-face (JUL-25)**
- Pick out the alliterated words in the first line.  
**Let-live-life, me-my, year-year (MAR-26)**

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

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

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

5. *With forward face and unreluctant soul  
Identify the words that are alliterated  
->**forward-face***

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

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

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

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

1. **Paraphrase the following poetic lines. (PTA-6)**  
*Still seeking what I sought when but a boy,  
New friendship, high adventure, and a crown,  
My heart will keep the courage of the quest,  
And hope the road's last turn will be the best.  
(Refer and Write the Paragraph)*

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

# SUPPLEMENTARY

## அரசுப் பொதுத்தேர்வில் Supplementary பகுதியிலிருந்து.....

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

**1 x 5 = 5 Marks**

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

**Q. No (37)**

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

**Q. No (38)**

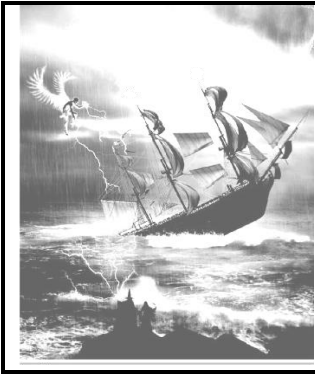
துணைப்பாடப் பகுதியிலுள்ள 7 கதைகளில் (Supplementary) ஏதேனும் ஒரு கதையிலிருந்து 1 பத்தியும், அதனைத் தொடர்ந்து 5 வினாக்களும் தரப்பட்டிருக்கும். பத்தியை நன்கு படித்து அவ்வினாக்களுக்கு விடையளிக்க வேண்டும். இந்தப் பகுதி வினாக்களுக்கு விடையளிக்க நம் வழிகாட்டி கையேட்டில் Supplementary பகுதியில் உள்ள **Passage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

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

**1 x 8 = 8 Marks**

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

**TOTAL = 13 MARKS**

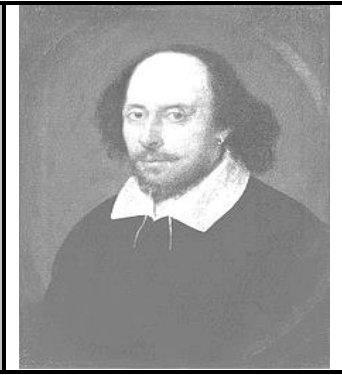


## Supplementary-1 THE TEMPEST

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

### கடற்புயல்

– சார்லஸ் லாம்ப் மற்றும் மேரி லாம்ப் எழுதிய  
ஷேக்ஸ்பியரின் கதைகளிலிருந்து எடுக்கப்பட்டது



#### About The Author:-

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

#### ஆசிரியரைப் பற்றி:

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

#### CHARACTERS

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



Prospero



Miranda



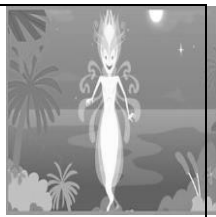
Ferdinand



Alonso



Antonio




Ariel

**கதைச்சுருக்கம்:**

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

**MIND MAP:**

<ol style="list-style-type: none"> <li>Prospero and Miranda lived in a cave in an Island.</li> <li>Using his powers, Prospero released the good spirits from Sycorax.</li> <li>He raised a violent storm in the sea to wreck the ship of his enemies.</li> <li>He ordered Ariel to torment the inmates of the ship.</li> <li>Ariel was instructed to bring Ferdinand to his cave.</li> </ol>		<ol style="list-style-type: none"> <li>Miranda fell in love with Ferdinand at the first sight.</li> <li>He was the second human being she had seen after her father.</li> <li>Prospero wanted to test Ferdinand and gave him a severe task to perform.</li> <li>Antonio the false brother repented the injustice they had done to Prospero.</li> <li>Prospero forgave them and restored his dukedom, Milan.</li> </ol>
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**SUPPLEMENTARY TRANSLATION**

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

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

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

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

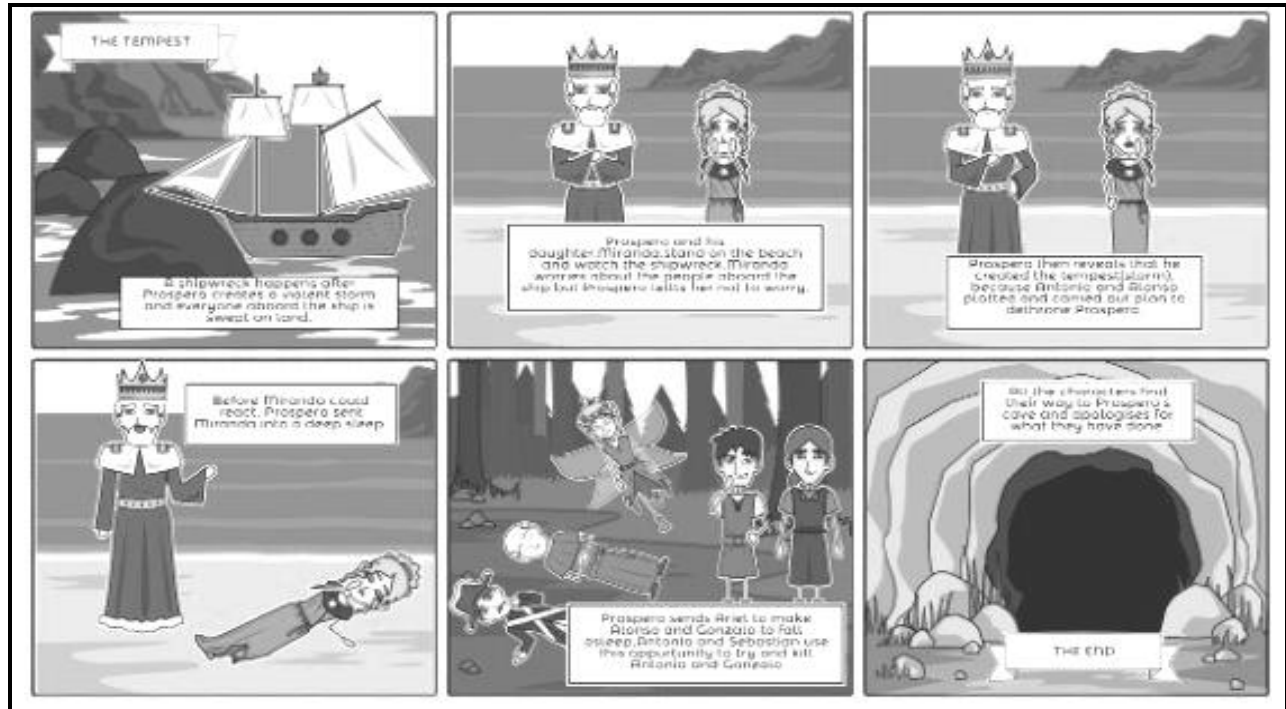
<p>thought he was upon an enchanted island, and that Miranda was the goddess of the place, and as such he began to address her.</p>	<p>எண்ணினான். மிராண்டா அந்த பிரதேசத்தின் தெய்வம் எனவும் எண்ணி அவளிடம் பேசத்துவங்கினான்.</p>
<p>She timidly answered, she was no goddess, but a simple maid, and was going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

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

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

<p>Prospero now told them that their ship was safe in the harbour, and the sailors all on board her, and that he and his daughter would accompany them home the next morning.</p>	<p>ப்ராஸ்பரோ அவர்களிடம், துறைமுகத்தில் கப்பல் பத்திரமாக இருப்பதாகவும், எல்லா மாலுமிகளும் கப்பலின் மேல் இருப்பதாகவும், மறுநாள் காலையில், தானும், தன்னுடைய மகனும் அவர்களுடன் சேர்ந்து கொண்டு, நாட்டுக்குச் செல்லலாம் என்றும் சொன்னான்.</p>
<p>Before Prospero left the island, he dismissed Ariel from his service, to the great joy of that lively little spirit.</p>	<p>ப்ராஸ்பரோ அந்த தீவை விட்டு அகலும் முன், துடிப்புள்ள, சிறிய பூதமான ஏரியல் மிகவும் மகிழ்ச்சி அடையும் வண்ணம், அவனுக்கு தன்னிடமிருந்து விடுதலை தந்தான்.</p>
<p><b>DO YOU KNOW?</b></p> <ul style="list-style-type: none"> <li>➤ The play 'The Tempest' was written between 1610 and 1611.</li> <li>➤ Many critics and historians believe it to be one of the last plays of William Shakespeare.</li> <li>➤ It is considered as one of Shakespeare's well-written plays.</li> <li>➤ It is believed that the play 'The Tempest' was based on an actual wreck of a ship called Sea Venture off Bermuda that was headed to Virginia. There is a strong evidence that Shakespeare used elements of the story of the wreck.</li> </ul>	<p><b>உங்களுக்குத்தெரியுமா? ---</b></p> <ul style="list-style-type: none"> <li>➤ " கடற்பயல்" என்ற இந்த நாடகம், கி. பி. 1610 லிருந்து 1611 -ம் ஆண்டுக்குள் எழுதப்பட்டது.</li> <li>➤ பல விமர்சகர்களும், வரலாற்று ஆசிரியர்களும், இது, ஷேக்ஸ்பியரின் கடைசி கால நாடகங்களுள் ஒன்று என்று நம்புகின்றனர்.</li> <li>➤ இது, ஷேக்ஸ்பியர் சிறப்பாக எழுதிய நாடகம் என்று கருதப்படுகிறது.</li> <li>➤ இது, பெர்முடாவிலிருந்து, விரஜீனியா வரை சென்று கொண்டிருந்த ' Sea venture ' என்ற ஒரு கப்பல், கடலுக்குள் மூழ்கிய உண்மைச்சம்பவத்தை அடிப்படையாக வைத்து எழுதப்பட்டிருக்கலாம். இந்தக்கப்பல் கடலில் மூழ்கிய நிகழ்வை வைத்து ஷேக்ஸ்பியர் இந்த நாடகத்தை எழுதியிருக்கலாம் என்பதற்கு உறுதியான ஆதாரங்கள் உள்ளன.</li> </ul>

### PICTURES FOR UNDERSTANDING



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

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

**B. Identify the character or speaker:**

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

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

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

Caliban was a monster and son of Sycorax. He was employed like a slave and to carry wood.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Answers:**

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

**Exercise-1: (PTA-3)**

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

**Answers:**

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

**Exercise-2: (PTA-4)**

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

**Answers:**

- i) *Ferdinand was the second human whom Miranda had seen after her father.*
- ii) *Miranda was attracted by Ferdinand and had more concern towards him.*
- iii) *Prospero wanted to test Ferdinand and gave a severe task to perform.*

- iv) *The king of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.*
- v) *Prospero forgave them and restored his dukedom, Milan.*

**Exercise – 3: (Mdl-19, MAY-22)**

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

**Answers:**

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

**Exercise-4: (SEP-20)**

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

**Answers:**

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

**Exercise-5: (SEP-21)**

- i) With the help of the spirits Prospero could command the winds, and the waves of the sea.
- ii) Prospero and his daughter Miranda lived in a cave.
- iii) Ariel then went to fetch Ferdinand.

- iv) These gentle spirits were ever after obedient to the will of Prospero.  
 v) Ariel gave a lively description of the storm, and of the terrors of the mariners.

**Answers:**

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

**Exercise-6:**

(AUG-22)

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

**Answers:**

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

**Exercise-7:**

(JUN-24)

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

**Answers:**

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

**Exercise-8:**

(JUL-25)

- i) Ariel was instructed to bring Ferdinand, the Prince of Naples, to his cave.  
 ii) Prospero raised a violent storm in the sea to wreck the ship of his enemies.

- iii) Prospero and Miranda came to an island and lived in a cave.  
 iv) He ordered Ariel to torment the inmates of the ship.  
 v) Using his powers, Prospero released the good spirits from large bodies of trees.

**Answers:**

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

**Q.NO:38****PASSAGE  
COMPREHENSION****1 X 5 = 5  
MARKS****Read the passage and answer the questions:****Exercise-1:**

(HY-19)

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

**Questions:**

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

**Answers:**

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

**Exercise-2:**

Ariel took rather too much pleasure in tormenting an ugly monster called Caliban, because he was the son of his old enemy Sycorax. Caliban was employed like a slave, to fetch wood, and do the most laborious offices; and Ariel had the charge of compelling him to these services. With the help of these spirits, Prospero

could command the winds, and the waves of the sea. By his orders they raised a violent storm, in the midst of which, he showed his daughter a fine large ship, which he told her was full of living beings like themselves. "Oh my dear father," said she, "if by your art you have raised this dreadful storm, have pity on their sad distress. See! the vessel will be dashed to pieces. Poor souls! they will all perish."

**Questions:**

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

**Answers:**

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

**Exercise-3:**

(AUG-22)

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

**Questions:**

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

**Answers:**

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

**Question:**

(AUG-22)

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

**Answers:**

- a) *Prospero was the Duke of Milan.*
- b) *His daughter's name was Miranda.*

- c) *Antonio was his younger brother.*
- d) *The word 'deprive' means 'to take away something'.*
- e) *The King of Naples was the enemy of Prospero.*

**Exercise-4:**

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

**Questions:**

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

**Answers:**

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

**Exercise-5:**

(JUNE-23)

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

**Questions:**

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

**Answers:**

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

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

**D. Answer the questions in a paragraph of about 100 – 150 words. (PG-27)**

**1. Write a detailed character sketch of Prospero.**

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

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

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

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

**PARAGRAPH FOR GIFTED STUDENTS**

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

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

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

**Prospero Faced Betrayal:**

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

**Prospero in exile :**

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

**Turn of Events:**

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

**Dukedom Restored:**

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

**Forgiveness Overpowers Vengeance:**

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

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

### **Conclusion :**

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

**Moral : Forgiveness is the best form of revenge**

### **PARAGRAPH FOR AVERAGE STUDENTS**

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

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

**Moral : Forgive and forget**

### **PARAGRAPH FOR LATE BLOOMERS**

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

# CONTENT

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

## Question Pattern wise Content

### PART – I (1 MARK QUESTIONS) – 14 MARKS

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

### PART – II (2 MARK QUESTIONS) – 20 MARKS

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

### PART – III (5 MARK QUESTIONS) – 50 MARKS

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

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

**PART – IV (8 MARK QUESTIONS) – 16 MARKS**

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

**PART – I (1 MARK QUESTIONS) – 14 MARKS**

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

Q. NO. 1 - 3

SYNONYMS

3 MARKS

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

3 x 1 = 3

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

**GOVERNMENT MODEL QUESTIONS:**

Choose the appropriate synonym for the italicised words.

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

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

**GOVERNMENT EXAM QUESTIONS:**

- I saw a *frial* man. (HY-19, JUNE-23)  
a) strong b) week  
c) happy d) **weak**
- Navika Sagar Parikrama was a project was taken in *consonance* with the National Policy. (SEP-20, JUL-25)  
a) **agreement** b) constant  
c) disagreement d) harmony

23. The little seagull even *gnawed* at the dried pieces of eggshell. (SEP-20, JUL-24)  
 a) swallowed something repeatedly  
**b) chewed something repeatedly**  
 c) looked at something repeatedly  
 d) called something repeatedly  
 a) swallowed **b) bit** (MAR-26)  
 c) drank d) gulped
24. The young bird kept calling her mother *plaintively*. (SEP-21, APR-23, 25)  
 a) happily **b) sadly**  
 c) rigorously d) vainly
25. Aditya and the narrator reached a point where the road *bifurcated*. (SEP-21)  
 a) restrained b) combined  
**c) divided** d) conditioned
26. The owner of the tea shop, now over sixty, a little *rustic* in appearance. (SEP-21, AUG-22)  
 a) old **b) typical countryside**  
 c) traditional d) modern
27. The great expanse of sea stretched down *beneath*.  
 a) inferior b) above (MAY-22)  
**c) below** d) higher
28. Mr. Sanyal stood up with eyes *dilated* and began to recite a poem by Tagore: (APR-23)  
 a) closed b) moved  
**c) widened** d) shrunk
29. The doors and drawers were *yanked* open:  
 a) pushed **b) pulled** (APR-23)  
 c) fixed d) repulsed
30. We have to be active and need to *anticipate* what could be there ahead. (MAR-24,26)  
**a) foresee** b) unexpected  
 c) careless d) sudden
31. They can control a computer screen with Eye *Gaze* (MAR-24)  
 a) control b) shape  
 c) colour **d) stare**
32. The lady *hysterical*. (MAR-24)  
 a) calm b) serious  
**c) emotional** d) missing
33. A portion of a wall of the attic had *crumbled* down. (JUL-24)  
 a) painted b) built  
 c) repaired **d) broken**
34. No one visits me, he said in an *unperturbed* manner. (APR 25)  
 a) disturbed **b) undisturbed**  
 c) confused d) undivided
35. The birds were *chirping* at the edge of the woods. (JUL-25)  
 a) cheating b) duplicitous  
**c) high-pitched sound** d) clinging
36. There was a sudden rush and *scuffle*. (MAR-26)  
 a) dance b) talk  
**c) fight** d) distraction

## Q. NO. 4 - 6

## ANTONYMS

3 MARKS

(4-6) Choose the appropriate Antonym for the italicised words.

3 x 1 = 3

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

## GOVERNMENT MODEL QUESTIONS:

Choose the appropriate antonym for the italicised words.

1. She screamed back *mockingly*. (Mdl-19)  
 a) disrespectfully b) ridiculously  
 c) jeeringly **d) respectfully**
2. We don't have to use any means of *repulsion*.  
**a) attraction** b) distaste (Mdl-19)  
 c) hate d) horror
3. I *indulged* in banking. (Mdl-19)  
 a) took part b) participated  
**c) abstained** d) yielded
4. The project was taken in *consonance* with the National Policy. (PTA-1, HY-19, AUG-22, JUNE-23, MAR-26)  
 a) agreement b) constant  
**c) disagreement** d) harmony
5. The sun was *soothing*. (PTA-1)  
 a) pleasing b) relaxing  
 c) disturbing **d) burning**
6. She picked up a shoe and *whammed* it through the window. (PTA-1)  
 a) tapped b) threw c) struck **d) pulled**
7. We look forward to a more inclusive way of learning, instead of the *cloistered* existence. (PTA-2, AUG-22)  
 a) enclosed b) detached  
**c) opened** d) united

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

# ADDITIONAL QUESTIONS

## குறிப்புகள்:

பின்வரும் வினாக்கள் 10-ம் வகுப்பு பாடநூலில் உள்ளன. 10-ம் வகுப்பிற்காக அரசு பிரத்தேயகமாக வெளியிட்டுள்ள PTA-வினாவங்கியில் பின்வரும் தலைப்புகளில் இருந்து ஒருசில வினாக்கள் மட்டுமே கேட்கப்பட்டுள்ளன. அவை அரசு வெளியிட்டுள்ள மாதிரி வினாத்தாளில் தரப்படவில்லை. இனிவரும் ஆண்டுகளில் பின்வரும் பகுதிகளில் இருந்தும் அரசுப் பொதுத்தேர்வுகளில் வினாக்கள் வரலாம். வராமலும் இருக்கலாம்.

Q.No	TOPIC	MARK
24	Relative Pronoun	2
26	Report the dialogue	2
40/41	Report Writing	5
40	Writing a speech	5

**Q. NO. 24**

**RELATIVE PRONOUN**

**1 x 2 = 2 MARKS**

(பாடநூலின் 142-144 ம் பக்கங்களில் இதற்கான மாதிரி வினா-விடைகள் தரப்பட்டுள்ளன.)

A REFERENCE TABLE			
RELATIVE PRONOUNS	<b>who</b>	யார் – ஆள்	I, We, You, He, She, They, any name (person)
	<b>whose</b>	யாருடைய – ஆள்	my, our, your, his, her, their (person)
	<b>whom</b>	யாருக்கு – ஆள்	me, us, you, him, her, them (person)
	<b>which</b>	எது – பொருள்	Things (non-human)
	<b>that</b>	அந்த – பொருள்	Things (non-living)
RELATIVE ADVERBS	<b>when</b>	எப்பொழுது – நேரம்	Time
	<b>where</b>	எங்கே – இடம்	Place
	<b>why</b>	ஏன் – காரணம்	Reason
	<b>how</b>	எப்படி – தன்மை	Manner

இணைக்கும் முறை :

**Who :**

**He** is Ram. **He** is an engineer.

- இரு வாக்கியங்களின் எழுவாயும் (subject) - He. இரண்டாம் வாக்கியம், அவரைப் பற்றி ஒரு தகவல் தருகிறது. இரண்டாம் வாக்கியத்தின் எழுவாய் **He**யை மாற்றி, 'who' என போட்டால் ஒரே வாக்கியமாக்கலாம்.

- Who is an engineer எனவாகும் பகுதியை முதல் வாக்கிய எழுவாய் He பக்கம் சேர்த்து எழுதினால் He **who** is an engineer is Ram எனவாகும்.

- இதுபோலவே, I met **Kumar**. **He** is a doctor.

- இரண்டாம் வாக்கியம் குமார் பற்றி பேசுவதால் இரண்டாம் வாக்கியத்தை who is a doctor என மாற்றி, குமாருக்குப்பின் இணைக்க வேண்டும். அப்போது

I met Kumar **who** is a doctor என ஒரே வாக்கியமாகும்.

**More Examples:****Whom :**

- (i) **Venu** donated generously. You know **him**.  
**Him / her** எனும்போது **whom** போடவும்.  
 இப்போது you know whom என மாறும்.  
 அதை whom you know என்ற Relative clause  
 ஆக மாற்றுக. அது Venu-வை பற்றியதால்,  
 Venu, whom you know, donated generously என  
 எழுதலாம்.
- (ii) **The doctor** was an expert. They called **him**.  
 The doctor **whom** they called was an expert.

**Whose:**

- (i) **Ram** lives abroad. **His** house was sold.  
 Ram lives abroad **whose** house was sold.  
 - **His/ Her** எனும்போது **whose** போடவும்.
- (ii) The crowd cheered the **player**. **His** goal led to victory.  
 The crowd cheered the player **whose** goal led to victory.

**Which / That:**

- (i) I read a **book**. **It** was interesting.  
 I read a book **which / (that)** was interesting.
- (ii) **The book** was old. I found **it** in the library.  
 The book **which** I found in the library was old.
- (iii) This is the **shop**. We buy our things from **it**.  
 இங்கு shop -ஐ குறிக்கும் 'it' -க்கு முன் 'from'  
 என்ற preposition உள்ளது.  
 எனவே இதை This is the shop from **which** we  
 buy our things என மாற்ற வேண்டும்.
- (iv) **The pen** is new. I write my letters **with it**.  
 Preposition  
 The pen with **which** I write my letters is new.
- (v) **The train** came late. My uncle travelled **in it**.  
 Preposition  
 The train in **which** my uncle travelled came late.
- (vi) This is the **place**. The battle was fought **here**.  
 This is the place **where** the battle was fought.
- (vii) **Sabarmati Ashram** is calm. Gandhi lived **there**.  
 Sabarmati Ashram **where** Gandhi lived is calm.

(viii) Decide **the time**. We can meet **then**.

Decide the time **when** we can meet.

(ix) We can meet **soon**. I will inform you.

I will inform you **when** we can meet.

**கவனிக்க :**

- 1) **Who** என்பது **I, we, you, he, she, they**-க்கு வரும்.
  - 2) **Whom** என்பது **him / her**-க்கு வரும்.
  - 3) **Whose** என்பது **his / her** என்ற (உடைமை பொருளுக்கு) வரும்.
  - 4) **Which / that** என்பது பொருட்களுக்கு வரும்.
- Preposition** அதன் முன் இருந்தால், **in which / from which** என எழுத வேண்டும்.
- 5) **Here, there**-க்கு **where** என வரும்.
  - 6) **Then**-க்கு **when** என வரும்.

**GOVERNMENT MODEL QUESTIONS:**

**24. Combine the sentences using a relative pronoun. (TB, PTA-4)**

Kavitha is my teacher. She teaches us English.

*Kavitha is my teacher **who** teaches us*

*English.*

**TEXTUAL EXERCISES:**

**D. Join the sentences using 'Relative Pronouns' (PAGE-144)**

1. I have a book **which** is written by Rabindranath Tagore.
2. Kavitha is my teacher **who** teaches us English.
3. This is Varun **whose** father is an architect.
4. She invited most of her friends **who** attended the party.
5. Give me a pen **that** was gifted to you on your birthday to write a letter.
6. I have sold the house **which** was located at the bank of a river.
7. Here is your watch **that** has been found in the garden.

**Q. NO. 26****REPORT THE DIALOGUE****1 x 2 = 2 MARKS**

(பாடநூலின் 145-147 ம் பக்கங்களில் இதற்கான மாதிரி வினா-விடைகள் தரப்பட்டுள்ளன.)  
 ஒரு உரையாடல் கொடுத்து அதனை அயற்கூற்று வாக்கியமாக மாற்றுமாறு வினா கேட்கப்பட்டிருக்கும்.  
 அதனை பின்வரும் முறையைப் பின்பற்றி மாற்ற வேண்டும்.

- உரையாடலில் **பேசுபவர் (Speaker)** யார்? **கேட்பவர் (Listener)** யார்? என்று முதலில் கண்டறிய வேண்டும்.
- உரையாடலில் தரப்பட்டுள்ள வாக்கியம் எவ்வகையைச் சார்ந்தது (**Type of the Sentence**) என்பதை அறிந்து கொள்ள வேண்டும்.
- உரையாடலில் **Hello, Sir** என வந்தால் அதனை **நீக்கிவிடவும்**.
- **Fine** என்ற வார்த்தை வந்தால் **He/ She was fine** என எழுதவும்.
- **Yes/ Yes sir/ OK** என்ற வார்த்தை வந்தால் **He/ She agreed** என எழுதவும்.
- **Sorry/ Sorry sir** என்ற வார்த்தை வந்தால் **He/ She regretted** என எழுதவும்.
- **Thank you/ Thank you sir** என்ற வார்த்தை வந்தால் **He/ She thanked him/ her** என எழுதவும்.
- **See you later** என உரையாடலி முடிந்தால் **He/ She bade him farewell** என எழுதவும்.

விடுதலைக் கிணடருக்கும் நேரமல்லாம்  
படித்தலைக் கிணடருப்பீரம்

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## PROSE

## 1. HIS FIRST FLIGHT

## Q. No (1-3) SYNONYMS:

- The young seagull was alone on his **ledge**.  
a) shelf b) room c) nest d) bed
- The young seagull ran to the **brink** of the ledge.  
a) surface b) corner c) edge d) middle
- The great expanse of sea **stretched** down beneath.  
a) extended b) relaxed c) resting d) lying
- He lacked courage to **plunge** down to the sea.  
a) walk b) dive c) slide d) glide
- The sea appeared to the seagull so **desperate**.  
a) pleasurable b) difficult  
c) dangerous d) thoughtless
- His father and mother called him in a **shrill** voice.  
a) slow b) wisher c) bold d) high-pitched
- He would be left to **starve** on his ledge.  
a) faint b) doze c) sleep d) die from hunger
- His father taught him how to **skim** the waves.  
a) walk b) see c) watch d) scan
- The sun was **ascending** in the sky.  
a) descending b) rising  
c) counting d) walking
- There was not a single **scrap** of food left there.  
a) take b) piece c) lot d) remove
- The young seagull **gnawed** at the dried eggshells.  
a) chewed b) swallowed  
c) digested d) devoured
- The young seagull **trotted** from one end of the ledge.  
a) jogged b) moved c) swam d) flew
- The young seagull found the sea **beneath** him.  
a) above b) beside c) below d) near
- The little seagulls were **dozing**.  
a) playing b) eating c) sleeping d) swimming
- His father was **preening** the feathers.  
a) decorating b) correcting  
c) decking d) cleaning
- The young seagull **scraped** each side of her beak.  
a) scratched b) removed c) moved d) sharpened
- He tried to **whet** its beak!  
a) sharpened b) remove c) correct d) adjust
- He uttered a low **cackle**.  
a) voice b) sound c) signal d) speech
- The young seagull kept calling **plaintively**.  
a) happily b) joyfully c) gleefully d) mournfully
- He **uttered** a joyful scream.  
a) spoke b) expressed  
c) communicated d) still
- The mother seagull **halted**, her legs on the ledge.  
a) placed b) stopped c) moved d) glided
- The mother seagull **swooped** upwards.  
a) jumped b) flew c) walked d) marched
- A **monstrous** terror seized him.  
a) beautiful b) attractive c) cruel d) glamorous
- He was **soaring** gradually.  
a) flying high b) walking high  
c) climbing down d) sliding down

- He **flapped** his wings again.  
a) shook b) moved c) folded d) extended
- His parents were **beckoning** to him, calling shrilly.  
a) signaling b) pulling c) calling d) reaching
- He was **exhausted** by the strange exercise.  
a) lost b) drained c) happy d) excited
- His legs **sank** into the green sea.  
a) fell b) rise c) touched d) saw
- A monstrous terror **seized** him.  
a) engaged b) have c) held d) touched
- He **commenced** to dive and soar, shrieking shrilly.  
a) finished b) decided c) vowed d) started

## Q. No (4-6) ANTONYMS:

- The young seagull was alone on his **ledge**.  
a) shelf b) center c) nest d) bed
- The young seagull ran to the **brink** of the ledge.  
a) surface b) corner c) edge d) middle
- The great expanse of sea **stretched** down beneath.  
a) compressed b) relaxed  
c) resting d) lying
- He lacked courage to **plunge** down to the sea.  
a) soar b) dive c) slide d) glide
- The sea appeared to the seagull so **desperate**.  
a) confident b) difficult c) dangerous d) thoughtless
- His father and mother called him in a **shrill** voice.  
a) soft b) wisher c) bold d) high-pitched
- He was left to **starve** on his ledge.  
a) feast b) doze c) sleep d) die from hunger
- His father taught him how to **skim** the waves.  
a) examine b) see c) watch d) scan
- The sun was **ascending** in the sky.  
a) descending b) rising  
c) counting d) walking
- There was not a single **scrap** of food left there.  
a) take b) piece c) lot d) remove
- The young seagull **gnawed** at the dried eggshell.  
a) chewed b) swallowed  
c) digested d) devoured
- The young seagull **trotted** back of the ledge.  
a) jogged b) moved c) swam d) flew
- The young seagull found the sea **beneath** him.  
a) above b) beside c) below d) near
- The little seagulls were **dozing**.  
a) playing b) eating c) sleeping d) wakeful
- His father was **preening** the feathers.  
a) dirtying b) correcting c) decking d) cleaning
- The young seagull **scraped** each side of her beak.  
a) scratched b) removed c) moved d) blunted
- He tried to **whet** its beak!  
a) sharpened b) remove c) correct d) blunted
- He **uttered** a low cackle.  
a) voice b) concealed c) signal d) speech
- The young seagull kept calling **plaintively**.  
a) happily b) sad c) woeful d) mournfully
- He uttered a joyful **scream**.  
a) spoke b) whisper  
c) communicated d) still

**POEM****1. LIFE****Q. No (19-22) APPRECIATION QUESTIONS:**

A. Read the following lines and answer the questions given below:

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

**Q. No (33-34) PARAGRAPH:**

B. Answer in a Paragraph:

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

**Q. No (35) LITERARY DEVICES:**

- In the dim past, nor holding back in fear  
From what the future veils; but with a whole  
And happy heart, that pays its toll  
To Youth and Age, and travels on with cheer.*
  - Pick out the rhyming words.
  - Identify the rhyme scheme.
  - Identify the figure of speech employed in the first line of the given stanza.

(iv) Pick out the alliterating words:

- Let me but live my life from year to year,  
With forward face and unreluctant soul;  
Not hurrying to, nor turning from the goal;  
Not mourning for the things that disappear*
  - Identify the rhyming words.
  - Identify the rhyme scheme.
- So let the way wind up the hill or down,  
O'er rough or smooth, the journey will be joy:  
Still seeking what I sought when but a boy,  
New friendship, high adventure, and a crown,*
  - Pick out the rhyming words.
  - Identify the rhyme scheme.
  - Identify the figure of speech employed in the first line of the given stanza.
  - Pick out the alliterating words:
- Let me but live my life from year to year,*  
Identify the words that are alliterated
- With forward face and unreluctant soul*  
Identify the words that are alliterated
- With forward face and unreluctant soul;  
Not hurrying to, nor turning from the goal;*  
Identify the figure of speech used here.
- So let the way wind up the hill or down,*  
Identify the figure of speech used here.
- My heart will keep the courage of the quest,  
And hope the road's last turn will be the best.*  
Identify the figure of speech used here.

**Q. No (36) PARAPHRASE THE STANZA:**

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

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

**2. THE GRUMBLE FAMILY****Q. No (19-22) APPRECIATION QUESTIONS:**

- There's a family nobody likes to meet;  
They live, it is said, on Complaining Street*
  - Where does the family live?
  - Why do you think the street is named as 'Complaining Street'?
- They growl at that and they growl at this; Whatever  
comes, there is something amiss;*
  - What does the word 'growl' mean here?
  - Why do they find everything amiss?
- Nothing goes right with the folks you meet  
Down on that gloomy Complaining Street.*
  - What is the opinion about the folks you meet down the street?
  - What does the word 'gloomy' mean here?

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

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

**Exercise-1: (PTA-3)**

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

**Exercise-2: (PTA-4)**

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

**Exercise – 3: (Mdl-19, MAY-22)**

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

**Exercise-4:****(SEP-20)**

- i) The King of Naples and Antonio repented the injustice they had done to Prospero.

- ii) Before Prospero left the island, he dismissed Ariel from his service.
- iii) He showed him his son Ferdinand playing chess with Miranda.
- iv) Our food lasted till we landed on this desert island.
- v) I will make you rice amends, by giving you my daughter.

**Exercise-5:****(SEP-21)**

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

**Exercise-6:****(AUG-22)**

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

**Exercise-7:****(JUN-24)**

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

**Exercise-8:****(JUL-25)**

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

**Q. No (38) PASSAGE COMPREHENSION:****Read the passage and answer the questions:****Exercise-1:**

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

opinion. He did not desire to do so. Dr. Schaff, my uncle's doctor, believed the old man's letter, and added a caution, which was entirely useless, for by this time I was afraid to be in the room with that terrible box.

- i) *Whom did he consult?*
- ii) *What did he consult about?*
- iii) *What did he say?*
- iv) *What was his offer?*

v) *Who was his uncle's doctor?*

**Q. No (46) DEVELOPING HINTS:**

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

**CONTENTS**

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

Choose the synonym for the italicised words.

**GOVERNMENT MODEL QUESTIONS:**

1. The mother seagull *swooped* upwards. (Mdl-19, Jul-25)
  - a) leap
  - b) rush
  - c) move very quickly
  - d) ascend
2. The *attic* has always been favourite with children.
  - a) loft
  - b) affluent (Mdl-19)
  - c) apartment
  - d) strong room
3. It is a 55 foot sailing vessel built *indigenously* in India. (Mdl-19)
  - a) fully
  - b) collectively
  - c) innately
  - d) specially
  - a) domestically
  - b) spuriously (MAY-22)
  - c) globally
  - d) unsafely
  - a) immediately
  - b) frequently (JUL-24, APR-25)
  - c) naturally
  - d) swiftly
4. It was the *gaunt* face staring from the bed that brought chill to my heart. (PTA-1)
  - a) fat
  - b) round
  - c) lean
  - d) sad
5. When school began there was a *bustle*. (PTA-1)
  - a) rush
  - b) change
  - c) noise
  - d) confusion
6. They continue to *grapple* with the changes. (HY-19, PTA-1, AUG-22)
  - a) settle
  - b) fight
  - c) move
  - d) stop
7. How *cranky* he was. (PTA-2)
  - a) normal
  - b) strange
  - c) abnormal
  - d) happy
8. His parents circled around raising a proud *cackle*. (PTA-2, JUNE-23)
  - a) sharp noise
  - b) blunt noise
  - c) high pitch
  - d) shout
9. Trying to *revive* old childhood memories may prove disappointing. (PTA-2)
  - a) review
  - b) revitalize
  - c) restore
  - d) rescue
10. The spoilt child of *affluent* parents. (PTA-3, 5, JU-23)
  - a) influenced
  - b) wealthy
  - c) happy
  - d) poor
11. Scraping his beak now and again to *whet* it. (PTA-3, HY-19, AUG-22)
  - a) clean
  - b) blunt
  - c) sharp
  - d) wet
12. My *contention* was to make sure that we go by the rules. (PTA-3)
  - a) continuous effort
  - b) disturbed effort
  - c) unhappy effort
  - d) strenuous effort
13. He was *delirious*. (PTA-4)
  - a) sick
  - b) disappointed
  - c) troubled
  - d) forced

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

**GOVERNMENT EXAM QUESTIONS:**

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

27. The great expanse of sea stretched down **beneath**.  
a) inferior                      b) above                      (MAY-22)  
c) below                          d) higher
28. Mr. Sanyal stood up with eyes **dilated** and began to recite a poem by Tagore:                      (APR-23)  
a) closed      b) moved      c) widened      d) shrunk
29. The doors and drawers were **yanked** open:  
a) pushed                      b) pulled                      (APR-23)  
c) fixed                          d) repulsed
30. We have to be active and need to **anticipate** what could be there ahead.                      (MAR-24, 26)  
a) foresee      b) unexpected      c) careless      d) sudden
31. They can control a computer screen with Eye **Gaze**                      (MAR-24)  
a) control      b) shape      c) colour      d) stare
32. The lady **hysterical**.                      (MAR-24)  
a) calm              b) serious      c) emotional      d) missing
33. A portion of a wall of the attic had **crumbled** down.  
a) painted                      b) built                      (JUL-24)  
c) repaired                      d) broken
34. No one visits me, he said in an **unperturbed** manner.  
a) disturbed                      b) undisturbed                      (APR-25)  
c) confused                      d) undivided
35. The birds were **chirping** at the edge of the woods.  
a) cheating                      b) duplicitous                      (JUL-25)  
c) high-pitched sound      d) clinging
36. There was a sudden rush and **scuffle**.                      (MAR-26)  
a) dance              b) talk              c) fight              d) distraction
9. Boost the **morale** in the country.                      (PTA-2)  
a) fear              b) attitude      c) mettle              d) confidence
10. The little man was **startled**.                      (PTA-3)  
a) surprised      b) excited      c) saddened      d) at ease
11. The birds were **chirping** at the end of the woods.  
a) singing                      b) shouting                      (PTA-3)  
c) tweeting                      d) alarming
12. One can control the computer screen with a **gaze**.  
a) blink                          b) stare                          (PTA-3)  
c) look                              d) trace
13. Then a monstrous terror **seized** him.                      (PTA-4)  
a) released      b) grasped      c) snatched      d) conquered
14. The light still **palely** down the stairs.                      (PTA-4)  
a) dim                          b) weak                          c) bright                          d) faint
15. Those are the times we have to be **active**.                      (PTA-4)  
a) dynamic      b) lively              c) energetic      d) inactive
16. The sick room was **gloomy** spot.                      (PTA-5)  
a) dark                          b) dim                          c) dull                          d) bright
17. I am **glad** that we were able to finish it successfully.                      (PTA-5)  
a) happy              b) pleased      c) sorry              d) joyful
18. The cops were **reluctant** to leave without getting their hand.  
a) eager                          b) unwilling      c) opposed      d) averse                      (PTA-5)
19. "How **ignorant** you are! Watson!" He said with a groan.  
a) illiterate                      b) uneducated                      (PTA-6)  
c) well informed                      d) urde
20. I had counted on the **commotion** to get to my desk without being seen...                      (PTA-6, APR-23)  
a) confusion      b) disturbance      c) unrest      d) calmness
21. So we can now look **forward** to a more inclusive way of learning.                      (PTA-6)  
a) further              b) ahead              c) proceed              d) backward

Q. NO. 4-6	ANTONYMS	3 X 1 = 3 MARKS
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Choose the antonym for the italicised words.

**GOVERNMENT MODEL QUESTIONS:**

1. She screamed back **mockingly**.                      (Mdl-19)  
a) disrespectfully                      b) ridiculously  
c) jeeringly                              d) respectfully
2. We don't have to use any means of **repulsion**.                      (Mdl-19)  
a) attraction                              b) distaste  
c) hate                                      d) horror
3. I **indulged** in banking.                      (Mdl-19)  
a) took part                              b) participated  
c) abstained                              d) yielded
4. The project was taken in **consonance** with the National Policy.                      (PTA-1, HY-19, AUG-22, JUNE-23, MAR-26)  
a) agreement                              b) constant  
c) disagreement                              d) harmony
5. The sun was **soothing**.                      (PTA-1)  
a) pleasing      b) relaxing      c) disturbing      d) burning
6. She picked up a shoe and **whammed** it through the window.                      (PTA-1)  
a) tapped              b) threw              c) struck              d) pulled
7. We look forward to a more inclusive way of learning, instead of the **cloistered** existence.                      (PTA-2, AUG-22)  
a) enclosed      b) detached      c) opened              d) united
8. 'Nothing' he said **gruffly**.                      (PTA-2, HY-19, JUNE-23, JUL-24, APR-25)  
a) happily              b) roughly              c) sadly              d) plainly

**GOVERNMENT EXAM QUESTIONS:**

22. The spoilt child of **affluent** parents.                      (HY-19, MAR-24)  
a) happy              b) healthy              c) wealthy              d) poor
23. Technology ..... is also a **boon** to citizens with special needs.                      (SEP-20, JUL-25)  
a) bonus              b) bane              c) blast              d) block
24. They were the steps of a man walking **rapidly** around the dining-table.                      (SEP-20, JUL-25)  
a) timidly              b) silently              c) slowly              d) decently
25. What was the **selection** process?                      (SEP-20)  
a) rejection                              b) extension  
c) termination                              d) collection
26. His father was **preening** the feathers.                      (SEP-21)  
a) cleaning              b) clearing              c) dirtying              d) colouring
27. A portion of a wall of the attic had **crumbled** down.                      (SEP-21, JUL-25)  
a) withered              b) attached              c) broken              d) taken
28. India's disabled are deprived by attitudinal barriers as they grapple with the challenges of acceptance and **inclusion**.                      (SEP-21)  
a) addition              b) separation              c) diversion              d) adoption
29. He could not rise, **exhausted** by the strange exercise.                      (MAY-22)  
a) crippled              b) weakened              c) energetic              d) surprised

## PTA - I

Time allowed : 15 Minutes +3 Hrs

Marks :100

## Part I

i) Answer all the questions.

ii) Choose the most suitable answer and write the code with the corresponding answer.

Choose the appropriate synonyms for the italicized words: 14x1=14

- It was the *gaunt* face staring from the bed that brought chill to my heart.  
a) fat b) round c) lean d) sad
- When school began there was a *bustle*.  
a) rush b) change c) noise d) confusion.
- They continue to *grapple* with the changes.  
a) settle b) fight c) move d) stop

Choose the appropriate antonyms for the italicized words:

- The project was taken in *consonance* with the National Policy.  
a) agreement b) constant  
c) disagreement d) harmony
- The sun was *soothing*.  
a) pleasing b) relaxing c) disturbing d) burning
- She picked up a shoe and *whammed* it through the window.  
a) tapped b) threw c) struck d) pulled
- Choose the correct plural form of *loaf* from the following.  
a) loafs b) loaves c) loavs d) loafes
- Form a derivative by adding the right prefix to the word *natural*.  
a) ir b) mis c) super d) il
- Choose the correct expansion of the abbreviation **IMF**  
a) Indian Monetary Fund  
b) International Mutual Fund  
c) International Monetary Fund  
d) Indian Mutual Fund
- Complete the following sentence with the most appropriate word given below.  
There will be a \_\_\_\_\_ in the office next week.  
a) warm up b) ran out c) shut down d) take off
- Choose the suitable option to pair with *alarm* to form a compound word.  
a) sound b) clock c) time d) watch
- Fill in the blanks with the most appropriate preposition given below.  
He was \_\_\_\_\_ the sea now.  
a) on b) to c) near d) with
- Complete the following sentence by using the most appropriate form of the tense given below.  
The governor was \_\_\_\_\_ at the wit of the youth.  
a) pleases b) pleasing  
c) pleased d) please
- Choose the appropriate linker from the given four alternatives.  
\_\_\_\_\_ I looked up, I saw M. Hamel sitting motionless.  
a) When b) But c) How d) Whenever.

## part II

## Section I (PROSE)

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

- What are the benefits of the internet to the common man?
- Who used zither and how?
- Who arrested Smith? What were the charges against him?
- What prompted the seagull to fly finally?

## Section II (POETRY)

Read the following sets of poetic lines and answer any THREE of the following: 3x2=6

- They, too, aware of sun and air and water,  
Are fed by peaceful harvests, by war's long winter*  
starv'd  
a) What is common for all of us?  
b) Mention the season referred here?
- Began to complain when he found that, at home,  
His cupboard was empty, and winter was come*  
a) Who began to complain and for what?  
b) Why was his cupboard empty?
- There's a family nobody likes to meet:  
They live, it is said, on Complaining Street*  
a) Where does the family live?  
b) Why do you think the street is named as 'Complaining Street'?
- Some water, coal, and oil is all we ask  
And a thousandth of an inch to give us play:*  
a) Who does 'We' refer to?  
b) What do they ask for?

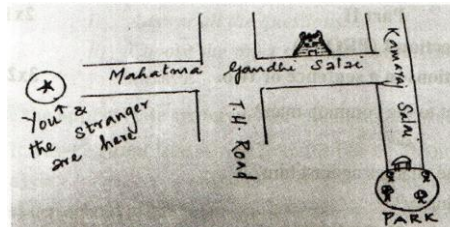
## Section - III (GRAMMAR)

Answer any THREE of the following: 3x2=6

- Rewrite the following sentence to the other voice:  
I noticed a sudden change in Aditya's face.
- Rewrite using indirect speech.  
"How did he get it?" , he asked.
- Punctuate the following sentence.  
stand back stand right back he cried.
- Transform the following sentence into a simple sentence.  
He is sick but he attends the rehearsal.
- Rearrange the words in the correct order to make meaningful sentences:  
a) he sent/ At the/for me/ I was a/ time / clerk.  
b) slept/But/on/Zigzag/undisturbed.

## SECTION - IV (WRITING)

28. A stranger wants to go to the park. Guide him to reach his destination. 1x2=2



**Part III 10x5=50****Section I - Prose****Answer any TWO of the following in utmost 10 lines.****2x5=10**

29. Narrate the extensive search operation made by the policemen in the house, in the story 'The night the ghost got in'?
30. Highlight the factors responsible for the all - women Indian Navy crew to carry out their expedition.
31. Give an account of the last day of M.Hamel in school.
32. Give a brief character sketch of Sasanka Sanyal.

**Section II - Poetry****Answer any TWO of the following in utmost 10 lines:****2x5=10**

33. Write a paragraph on 'The Grumble Family' and their attitude towards other folks.
34. What feelings are evoked in us by the machines in the poem 'The secret of the machines'?
35. Read the following stanza and answer the questions given below:
- A silly young cricket, accustomed to sing  
Through the warm, sunny months of gay summer  
and spring,  
Began to complain when he found that, at home,  
His cupboard was empty. and winter was come.
- i) Pick out the rhyming words in the above lines.(2)
- ii) Write the rhyme scheme of the given stanza (1)
- iii) Identify the figure speech employed in the first line of the given stanza.(1)
- iv) Pick out the alliterating words in the second line.(1).

**36. Paraphrase the following stanza**

I drive past the house almost every day.  
The house seems to be a bit brighter  
On this warm summer day in May  
It plays with your mind.  
To me I say, it is one of a kind.

**Section III - Supplementary****Answer any ONE of the following: 1x5=5****37. Rearrange the following sentences in coherent order.**

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

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

I was just thirty - seven when my Uncle Philip died. A week before that event he sent for me; and here let me say that I had never set eyes on him. He hated my mother, but I do not know why. She told me long before his last illness that I need expect nothing from my father's brother. He was an inventor, an able and ingenious mechanical engineer, and had much money by his improvement bin turbine - wheels. He was a bachelor; lived alone, cooked his own meals, and collected precious stones, especially rubies and pearls. From the time he made his first money

he had this mania. As he grew richer, the desire to possess rare and costly gems became stronger. When he bought a new stone, he carried it in his pocket for a month and now and then took it out a looked at it. Then it was added to the collection in his safe at the trust company.

- i) How old was the narrator when his uncle died?
- ii) Had the narrator seen his uncle before? Give lines from the passage that support your answer.
- iii) What had the narrator's mother told him of his father's brother?
- iv) What do you know about Uncle Philip?
- v) What did the uncle do, when he bought a new stone?

**Section IV -Writing****Answer any FOUR of the following. 4x5=20****39. Prepare an attractive advertisement using the hints given below.**

Tasty and hygienic - homemade taste -200 varieties to select - purely vegetarian - ManiVilas - V.E. Road - Tuticorin

40. Write a letter to the Headmistress/Headmaster of your school requesting for a Bonafide certificate.
41. You are Kiran/Keerthi school pupil leader of GHSS, Karur. Prepare a notice on behalf of your school inviting all students of your school to take part in the Science club inauguration which is to be held in your school on the 22<sup>nd</sup> of this month.

**42. look at the following picture and express your views on it in about five sentences.****43. Make notes or write a summary of the following passage.**

A forest is known as an intricate ecosystem that is densely covered with trees, shrubs, grasses and mosses. The trees and other plants that form a part of the forests create an environment that is healthy for the breeding several species of animals. These are thus a habitat for a large variety of wild animals and birds. Different types of forests grow in different parts of the world. These are mainly divided into three categories - Rain Forests, Coniferous Forests and Deciduous Forests. Forests form an important part of the ecological system mainly because they aid majorly in biodiversity. A large number of birds and animals survive only because of the presence of forests. However, unfortunately forests are being cut at a rapid speed to serve various purposes. The increase in the demand of various commodities derived from the trees that grow in different forests and the need to accommodate the growing population are among the major reasons for deforestation. It is important to realise that forests are essential for the survival of the mankind. Forests help in purifying the atmosphere, aid in climate control, act as natural watershed and are a source of livelihood for many people. Forest must thus be preserved. Deforestation is a



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

This century is the age of Science. Science has become a part and parcel of our lives. Science has become a symbol of progress. The progress is in the field of medicine, education, industry, etc., and we enjoy the comforts of Science in all fields. Science has developed an effective transport and communication system. Buses, cars, trains and planes have made transportation easy and comfortable, safe and fast. A human being has even landed on the moon with the help of technology.

In the field of medicine, Science has worked wonders. Almost all kinds of diseases are entirely cured by modern drugs and medicines. Medicines have reduced pain and suffering. Electricity is another important scientific invention. The comforts of our life, like electric lamps, refrigerators, fans, grinders, washing machines, etc., are all run by electricity. Scientific methods of cultivation have solved the flood problem. Poultry and sericulture have also improved. Thus Science is helpful in all walks of life and makes our life comfortable and happy.

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

- She is a LIC agent.
- Nile is one of the longest river in the world.
- Edison was born at America.
- I prefer coffee than tea.
- The boy runs fastly.

**SECTION – 5**

**45. Quote from memory.**

Strong is she .....  
..... with her.

**PART – IV**

**46. Write a paragraph of about 150 words by developing the following hints.**

- Mulan - woman of courage - joins army - fights well - good leadership qualities - leads the troops - becomes General - Doctor reveals Mulan's identity - again wins the battle Emperor appoints - royal adviser - Mulan returns home happily.

**(OR)**

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

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

- In recent times the house sparrow has become one of the most endangered birds. The reasons for its decline

in number are many, such as lack of nesting places, lack of food etc. We are hard pressed to spot the humble house sparrow and we need something like the World Sparrow Day observed on March 20<sup>th</sup> ever since 2010, to remind us of our close connection with this bird, that has over centuries successfully adapted itself to human life. Once upon a time, nests of house sparrows were to be found in almost every household as well as in public places such as markets, bus bays and railway stations where they lived in colonies and survived on food grains, insects and worms. Nowadays they are facing a crisis of survival in what was once their natural habitat. They can only be seen on television and in pictures. It is our responsibility to save this small, lovable, beautiful and harmless bird.

**Questions:**

- Mention the reasons for the decline of house sparrows.
  - When is the World Sparrow Day observed ?
  - What is our responsibility?
  - Where could the nests of sparrows be found in early times ?
- (OR)**
- Read the following poem and answer the questions given below.

You washed away everything. I know  
You destroyed all of my original,  
antique walls.  
You smashed through my humble home,  
and left me sitting,  
ankles deep,  
On the deserted beach,  
watching the waves of your destruction  
I was furious  
Until I realized how beautiful the view was.

**Question :**

- Whom is the poet addressing?
- What did it destroy ?
- Where is the poet sitting? **1x5=5**
- How is the view?

**MARCH – 2026**

Note : (i) Answer **all** the questions. **14x1=14**  
(ii) Choose the **most appropriate** answer from the given **four** alternatives and write the option code and the corresponding answer.

**Choose the appropriate synonyms for the italicised words.**

- He even *gnawed* at the dried pieces of seashell.
  - swallowed
  - bit
  - drank
  - gulped
- There was a sudden rush and *scuffle*.
  - dance
  - talk
  - fight
  - distraction

3. Those are the times we have to be active and need to *anticipate* what could be there ahead.
- a) foresee                      b) forebear  
c) avoid                         d) treat
- Choose the appropriate antonyms for the italicised words.**
4. The project was undertaken in *consonance* with the National policy to empower women.
- a) argument                    b) agreement  
c) disagreement               d) amusement
5. I saw a *frail* man with bald head sitting.
- a) strong                         b) weak  
c) delicate                      d) fragile
6. I would have forgotten that *unpleasant* incident of my childhood.
- a) ugly                            b) bad  
c) pleasant                      d) unhappy
7. Choose the correct plural form of 'loaf'.
- a) loaves                         b) loafes  
c) loafes                         d) loafes
8. Form a derivative by adding the right prefix to the word 'accurate'.
- a) il                                b) in  
c) un                               d) dis
9. Choose the correct expansion of the abbreviation 'BCE'.
- a) Before Complete Era        b) Beside Common Era  
c) Beside Complete Era       d) Before Common Era
10. Complete the following sentence with the most appropriate **phrasal verb** given below.
- There will be a \_\_\_\_\_ next week in the office.
- a) shut out                      b) shut down  
c) shut up                        d) shut in
11. Choose the suitable option to pair it with the word 'house' to form a compound word.
- a) keeping                        b) ride  
c) rain                             d) play
12. Fill in the blank with the most appropriate **preposition** given below.
- There are many problems of the disease \_\_\_\_ the east.
- a) until                          b) on    c) by    d) in
13. Complete the following sentence using the most appropriate **tense form** of the verb given below.
- Mani \_\_\_\_\_ in the school for five years.
- a) is working                    b) has been working

c) working                      d) have been working

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

My mother called me \_\_\_\_\_ I was playing football.

a) while                        b) or    c) by    d) if

**PART – II**

**SECTION – 1**

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

15. What was the daily routine of Sanyal?
16. How did the bird try to reach its parents without having to fly?
17. Why did Herman and the author slam the doors?
18. Who is Mr. Culverton Smith?

**SECTION – 2**

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

19. Nothing goes right with the folks you meet  
Down on that gloomy complaining street.
- (a) What is the opinion about the folks you meet down the street?  
(b) What does the word 'gloomy' mean here?
20. Their hands are ours, and in their lines we read  
A labour not different from our own.
- (a) What does the word 'their' refer to?  
(b) What does the poet mean by 'lines we read'?
21. Not a crumb to be found  
On the snow-covered ground;
- (a) What couldn't he find on the ground?  
(b) Why was the ground covered with snow?
22. Not hurrying to, nor turning from the goal;  
Not mourning for the things that disappear
- (a) Why do you think the poet is not in a hurry ?  
(b) What should one not mourn for ?

**SECTION – 3**

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

23. Rewrite the sentence in **Reported Speech**.  
Balu said, "Asia is the largest continent."
24. Rewrite the following sentence in **Passive voice**.  
The carpenter was driving a car.
25. **Punctuate the following sentence**.  
thats my delicate ariel said Prospero

26. Change the following sentence into a simple sentence.

Raghav was old yet he walked fast.

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

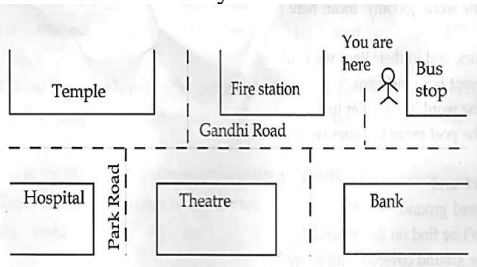
(a) in / position / women / almost / the / all / major / society / occupy.

(b) Delighted / them / assist / i / to / was.

#### SECTION – 4

28. Answer the following question. 1x2=2

You are at the Bus stop. An old woman asks for direction to the hospital. Guide her with your instructions.



#### PART – III

#### SECTION – 1

Answer any two of the following in a paragraph.

2x5=10

29. How did Watson help his friend to arrest the criminal ?

30. “Technology is a boon to the disabled.” Justify.

31. Give a brief character sketch of Sasanka Sanyal.

32. Write in detail about the selection and training process which the Indian Navy crew underwent.

#### SECTION – 2

Answer any two of the following. 2x5=10

33. What feelings are evoked in us by the machines in the poem ?

34. How is mystery depicted in the poem, “The House on Elm Street” ?

35. Read the following stanza and answer the questions given below.

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

(a) Pick out the rhyming words in the given stanza.

(b) Give the rhyme scheme for the given stanza.

(c) Identify the figures of speech in the last two lines.

(d) Pick out the alliterated words in the first line.

36. Paraphrase the following stanza.

She’s a lioness; don’t mess with her.

She’ll not spare you if you’re a prankster.

Don’t ever try to saw her pride, her self-respect.

She knows how to thaw you, saw you – so beware !

#### SECTION – 3

Answer any one of the following. 1x5=5

37. Rearrange the following sentences in coherent order.

(a) The Emperor gave her fine gifts.

(b) She was very brave and won many battles.

(c) When Mulan’s father heard about the Emperor’s order he was about to prepare himself.

(d) Then Mulan disguised as a man and joined the army.

(e) The emperor ordered one man from each family to join the army.

38. Read the following passage and answer the questions given below.

This story speaks about the people of the twenty-ninth century who live in fairyland. The year is 2889, the date 25<sup>th</sup> July and the place is the office block of the Managing Editor of the Earth Herald, the world’s largest newspaper. In this futuristic story written in 1889, the writer describes how he visualizes the world a thousand years later – a world of technological advancements where newspapers are not printed but ‘spoken’.

Questions :

(a) What does the story speak about ?

(b) Which is the world’s largest newspaper mentioned in this passage ?

(c) When is this futuristic story written ?

(d) How does the writer describe the world ?

(e) Are the newspapers printed ?

#### SECTION – 4

Answer any four of the following 4x5=20

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

Garuda Motors – EV world – Two wheelers – Electric – Eco-Friendly – Long range – Budget Friendly – Long life – No.25 Carmel Convent Road – Nagercoil.

40. Write a letter of complaint for the following.

You are Raja. The street lights of your area do not work properly. As a responsible citizen, write a letter to the editor of the newspaper enlightening them about the problem and also suggest ways to brighten the area.

41. You are Nikhil/Nikitha, school pupil leader of GHSS, Trichy. Prepare a notice on behalf of your school inviting the grandparents of the students to celebrate World Elder’s Day in your school auditorium on the 20<sup>th</sup> of next month.

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



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

First came the earthquake, then the sea retreated, almost to the horizon it seemed. But now it was coming back. The wave was high and square with a snowdrift of white foam at its head. It was the biggest wave that I had ever seen, but not so big that I would run away. I had turned thirteen and was not easily scared. The wave would break on the shore, maybe even strand a few Bluefin in the sharp grass. I could return home with dinner. Mama would wrap the fish in palm leaves, bake it and serve it with rice cooked in coconut oil. I rubbed my stomach and smiled. But then I remembered. Mama would not cook. She had returned to the village with a headache. The earthquake had given her a migraine. Tonight, Papa would cook. The wave rumbled closer. It made a noise like all the creatures of the world rolled up in a ball. The lion's roar, the bull's bellow, even the snakes hiss. How fabulous!

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

- (a) But he was honest, he was punished.  
 (b) My brother go to the temple daily.  
 (c) My son is fond to music.  
 (d) Riya is one of my better friends.  
 (e) The young seagull uttered a joyfully scream.

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

Remember, no men.....  
 ..... air and water.

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

- (a) Zigzag – house – Dr. Krishnan – dull – sleep – snore – fan – fruits – neighbours – complain-zigzag – reception – clinic – nurse – table – not sleep – active – Dr. Krishnan – walked – half-door clinic – waiting room – voice – clear – commanding – silence – open mouthed – Krishnan – amazed – grumpy – gone – happy – job – trained – Dr. Krishnan – hospital – calm – peaceful – family – happy. (OR)

- (b) Holland – country – land – below – sea level – walls – dikes – North sea – flooding – land – centuries – worked – walls – safe – dry – children – know – dikes – watched – moment – hole – finger – dangerous – boy – Peter – father – gates – sluices – open – ships – pass – Holland – canals – sea – leak – danger – alarm – people – Peter – home- hero.

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

- a) English plays a vital role in increasing opportunities around the world, it provides access to the information with which individuals can learn and develop and it provides access to the networks which are vital in building and maintaining economic links. Perhaps more importantly , it provides a common language to share knowledge and ideas and to create the kind of relationships which go beyond a simple deal or contract. It enables people to explore cultural differences and to create the kind of trust and understanding which is vital in negotiating and agreeing to our common future. English has become essential for international communication. Economic growth means that more jobs require English; the expansion of education means that English is needed by more people for studying; and for a growing, globalized, urban middle class English plays a greater role in both their work and personal lives. A quarter of lower primary school students are now first-generation learners who have little support from the family and community and must rely for their learning on what happens in school. A minimum proficiency level in English is increasingly regarded as an entrance requirement for university.

**Questions:**

- (i) Which language plays an important role in increasing opportunities ?  
 (ii) How is English important as a common language ?  
 (iii) Why is English needed by more people ?  
 (iv) How does English help people ?

**(OR)**

- (b) Read the following poem and answer the questions given below.

**Memories of My Dad**

He wasn't a hero  
 Known by the world,  
 But a hero he was  
 To his little girl.

My daddy was God,  
 Who knew all things.  
 And better than Santa,  
 With the gifts he'd bring.

I knew his voice  
 Before I could speak.  
 And loves it when  
 He would sing me to sleep.

**Questions :**

- (i) What was Dad to his little girl ?  
 (ii) Why did the girl call her Dad, a God ?  
 (iii) How was her Dad better than Santa ?  
 (iv) Who knew the voice of Dad ?

விடுதலைக் கிணற்றுக்கும் நேரமெல்லாம்  
படித்தலைக் கிணற்றுப்பேரம்

**எமது வெளியீடுகள் (STATE BOARD)**

**6<sup>th</sup> to 12<sup>th</sup> Std - STEP TO SUCCESS ENGLISH**

**10<sup>th</sup> to 12<sup>th</sup> Std - ELITE ENGLISH**

**6<sup>th</sup> to 12<sup>th</sup> Std - உன்னால் முடியும் தமிழ்**

**10<sup>th</sup> to 12<sup>th</sup> Std - அமுத சுரபி தமிழ்**

**6<sup>th</sup> to 10<sup>th</sup> Std - சமூகஅறிவியல்**

**(Tamil & English Medium)**

**8<sup>th</sup> to 10<sup>th</sup> Std - அறிவியல்**

**(Tamil & English Medium)**



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239, Keelappatti Street, Srivilliputtur - 626 125. Virudhunagar Dt. TN.

**Cell : 98653 06197 / 89256 77710 / 99435 67646**

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Mail us : [dolphin.pub2005@gmail.com](mailto:dolphin.pub2005@gmail.com) | Visit us : [www.kalvidolphin.com](http://www.kalvidolphin.com)



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