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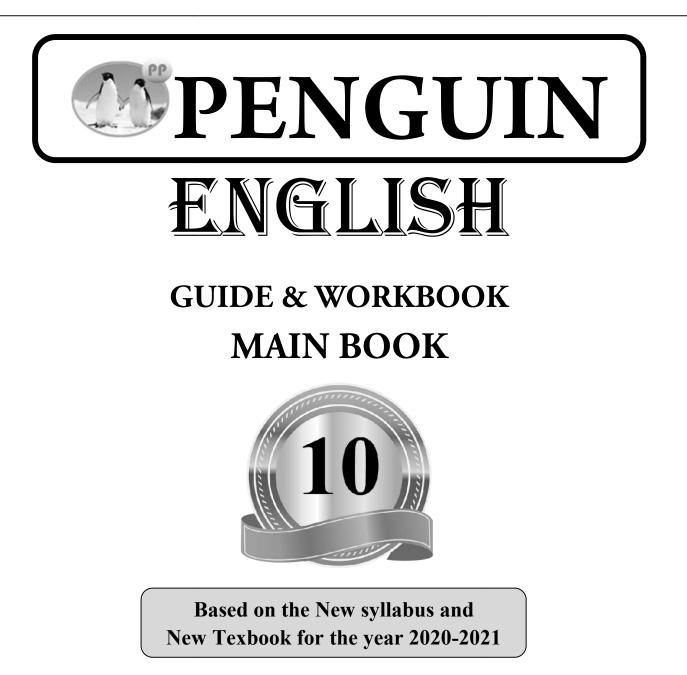
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From the bottomk of our heart we sincerely thank you for the patronage you have extended to us.

We take pride of releasing PENGUIN English Guide and Work book for 10th std - Edition 2020 with word for word Translation. This guide has been authored by a well qualified and experienced teacher who has teaching experience for 2 decades in English.

We would like to state that this material wills erve as a teaching companion to qualified teachers. This material will be an excellent learning companion to students with exhaustive exercises and in text questions in addition to precise answers for textual questions.

The material has more salient featuers such as word by word Translation, Images and Pictures, Mind map for easy comprehension for students as wel as teachers. Through this material we are confident that our students will learn English effectively and they, definitely, prove their excellence in Board Examination.

I sincerely thank the Author, Artist, DTP Operator for their valuable contribution in bringing out this material successfully.

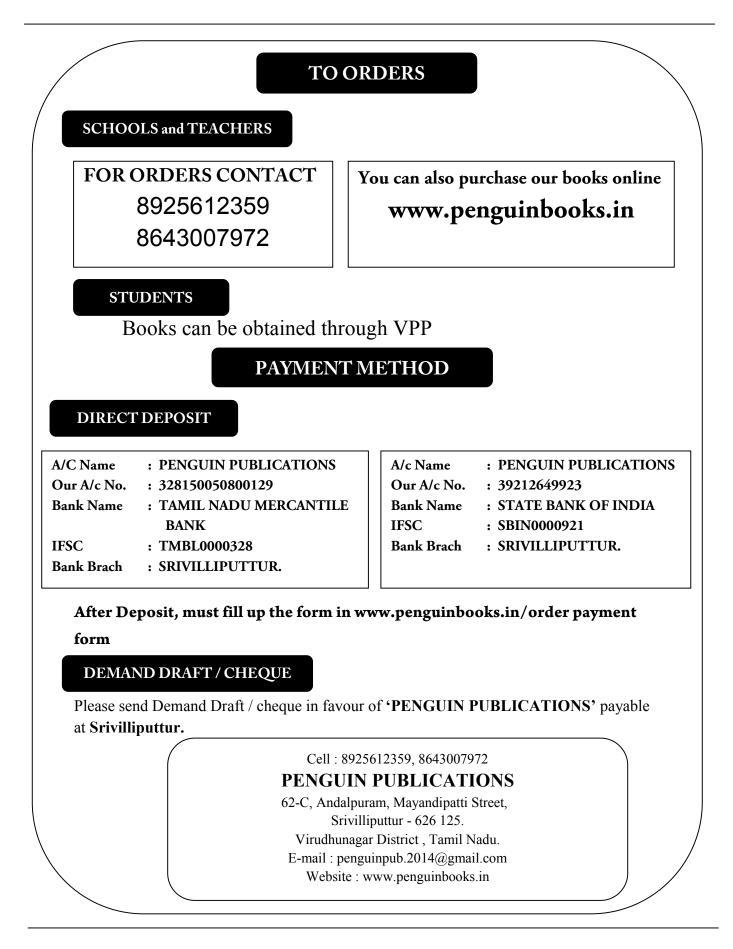
We once again sincerely thank the teachers, parents and students for supporting and valuing our efforts.

With Best wishes.

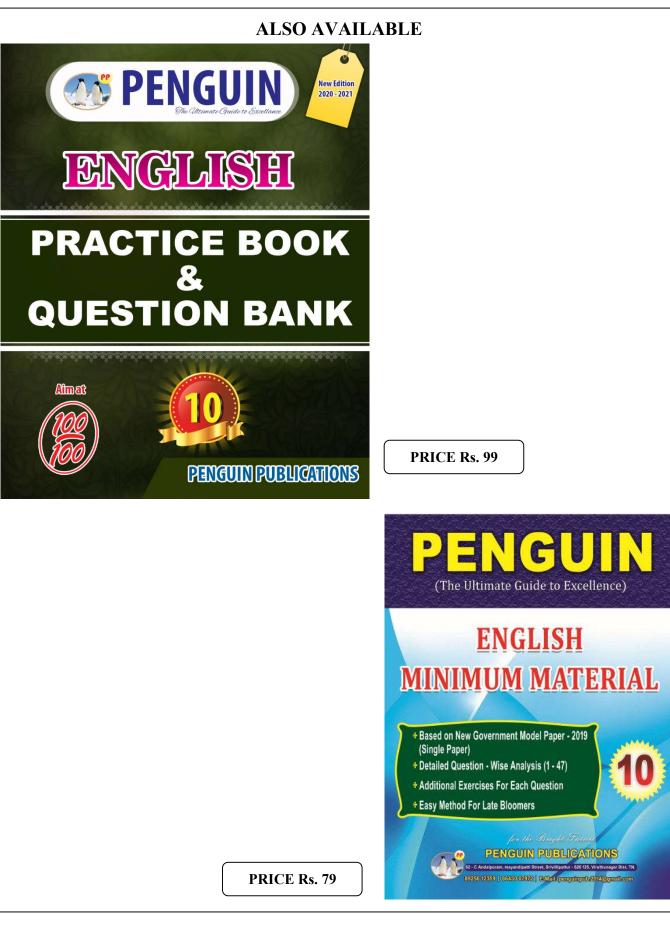
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- All the best -

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Time Management Tips

நினைவுகொள்ளுங்கள் :

வினாக்களை கவனமாகப் படியுங்கள்

"வினாத்தாளில் என்ன கொடுக்கப்பட்டுள்ளது?"

"என்ன விடை எழுதச் சொல்லி கேட்கப்பட்டுள்ளது?"

"நீ என்ன விடையை எப்படி எழுதப்போகிறாய்?"

குறிப்பு :

- எழுத்துப் பிழையின்றி எழுத முயற்சி செய்யுங்கள். (குறிப்பாக வினாத்தாளில் உள்ள வார்த்தைகளைப் பார்த்து எழுதும் போது எழுத்துப் பிழையின்றி எழுதவும்.)
- 100 மதிப்பெண்களுக்கான விடைகள் அனைத்தையும் எழுத முயற்சிக்கவும்.
- வினா எண்ணைத் தவறாமல் குறிப்பிடவும்.
- அனைத்து வினா-விடைகளை எழுதும் விதமாக நேரத்தைத் திட்டமிடவும்.

| | | | SSLC English | Exam - 3 Hrs | | | |
|----------|------------------------|------------|------------------|--------------|-------------|-----------------------|--|
| Part | Section | Qn.No. | No. of. Qns | Minutes | Total Mins. | Total Time | |
| | Question Paper Reading | | | | | | |
| | Answer | sheet chec | k-up and signing | procedure | | 10.11 a.m10.15 a.m. | |
| Part I | | 1-14 | 14 | 20 minutes | 20 minutes | 10.16 a.m10.35 a.m. | |
| | Section I | 15-18 | 3 | 9 minutes | 40 minutes | 10.36 a.m11.15 a.m. | |
| Part II | Section II | 19-22 | 3x2=6 | 12 minutes | | | |
| r art II | Section III | 23-27 | 3 | 12 minutes | | | |
| | Section IV | 28 | 1 | 7 minutes | | | |
| | Section I | 29-32 | 2 | 12 minutes | | 11.16 a.m12.25 p.m. | |
| | Section II | 33-36 | 2 | 12 minutes | | | |
| Part III | Section III | 37-38 | 1 | 6 minutes | 70 minutes | | |
| | Section IV | 39-44 | 4 | 35 minutes | | | |
| | Section V | 45 | 5 Lines | 5 minutes | | | |
| Part IV | | 46-47 | 2 | 15 minutes | 30 minutes | 12.26 p.m. 12.55 p.m. | |
| | Revision 20 | | | | | 12.56 p.m01.15 p.m. | |
| | 5 mins + | | | | | 15 minutes+3 hours | |
| | Total | | | | | | |

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| 1. | ms rust rught | O'Flaherty | and be Courageous | brothers, Sister, Yung one |
| | The Night the | James | Fear leads to chaos | Auhtor's Grandfather, |
| 2. | Chost Got in | Grover | and commotion | Author's mother, brother, |
| | Chost Got III | Turber | and commotion | Bodwell family, policemen |
| | Empowered | | | Interviewer, Vartika Joshi, |
| 3. | Women | (A normativa) | The real power of | Pratibh Jamwal, Swathi |
| 5. | Navigating The | (A narrative) | women | patarapalli, Aishwarya |
| | World | | | Boddapati, Payal Gupta |
| 4. | The Attic | Satyajit Ray | Inside of a child's | Author, Aditya, Nagen uncle, |
| 4. The Attic | Satyajit Kay | psychology | Mr. Sanyal | |
| 5. | Tech Bloomers | (A narrative) | The use of | Kim, Alisha, David |
| 5. | Teen Dioomers | (A harracive) | technology | |
| | | Alphonse | Importance of | M.Hamel, Prussian Soldiers, |
| 6. | The Last Lesson | Daudet | Language | Author, Hauser, Postmaster, |
| | | Daudet | Language | Mayor, Villagers |
| | | | | Land lady, Sherlock Holmes, |
| 7. | They Dying Detective | Arthur | Detective | Dr. Watsoan, Dr. Ainstree, |
| /. | | Canan Doyle | Delective | Mr. Culverton Smith, |
| | | | | Inspector Morhen, Victor. |

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MEMORY POEM

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.

LIFE

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. - Hendry van dyke

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 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*

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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*

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 recognize and understand.

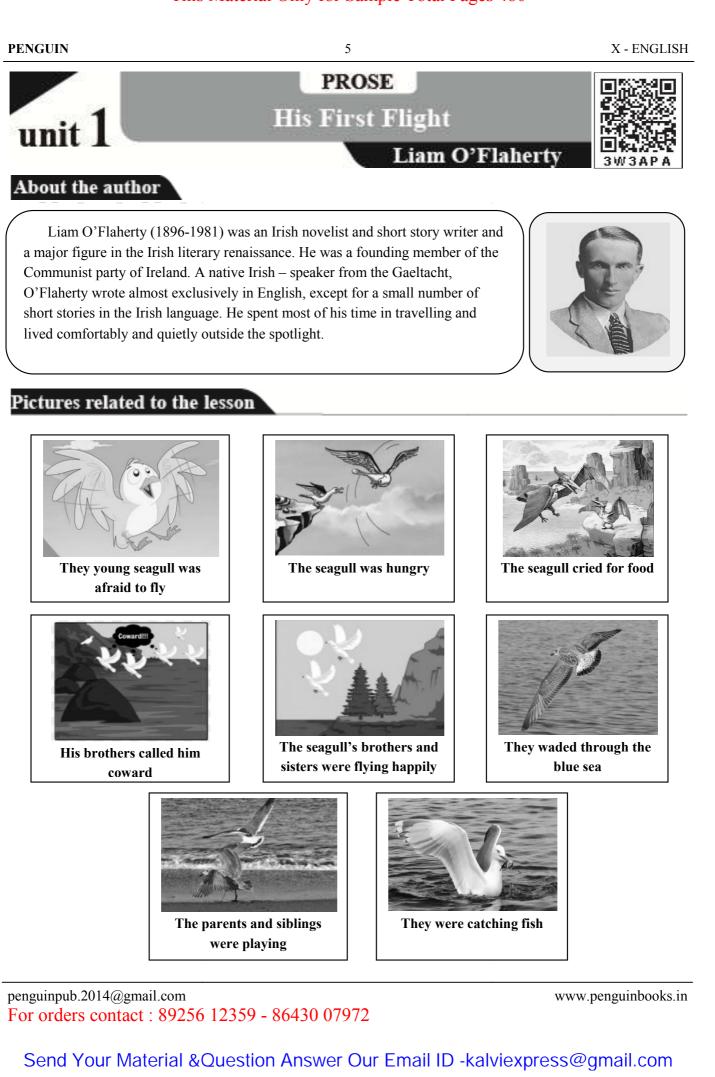
Let us remember, whenever we are told To hate our brothers, it is ourselves That we shall dispossess, betray, condemn. Remember, we who take arms against each other

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

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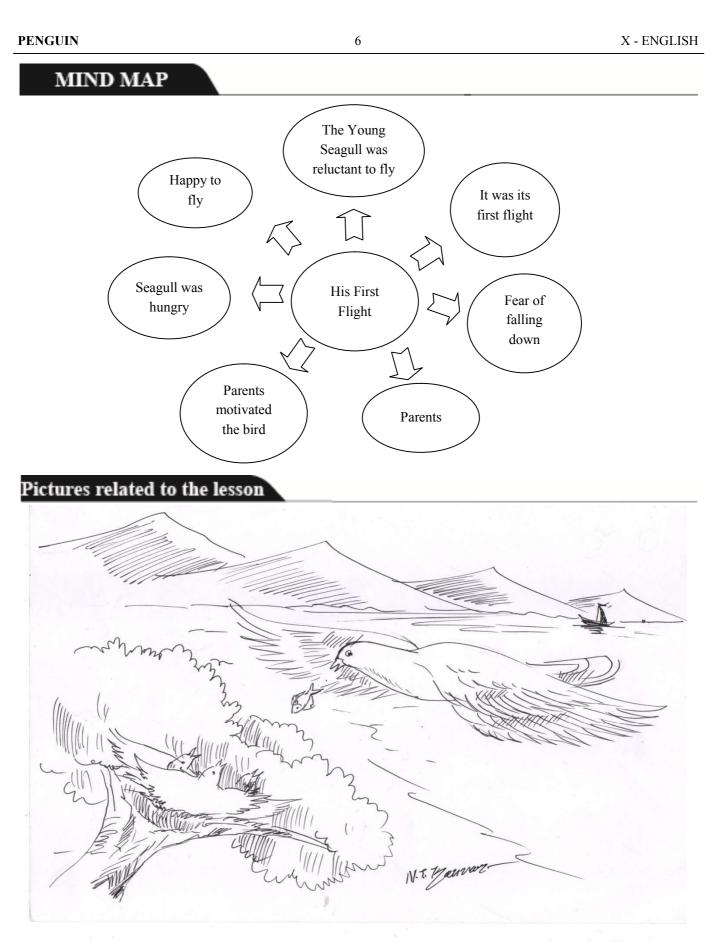
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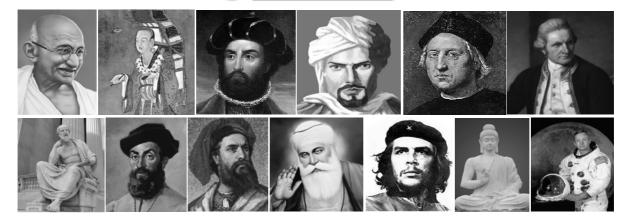


This is a story about the painful process of learning an important lesson in life. The main character of this story is a baby seagull which has to learn to fly. For most of the birds, learning to fly is taken for granted but we seldom think the mental agony which the bird may have to go through while doing so. This short story beautifully depicts the situation. The parents and siblings of the baby seagull apply all the tricks to cajole and force it to fly. Finally, the baby seagull succeeds in overcoming its fear and learns to fly.

பாடச்சுருக்கம்

இந்தக் கதை, வாழ்க்கையின் ஒரு முக்கிய பாடத்தைக் கற்றுக் கொள்ளும்பொழுது ஏற்படுகின்ற வலியைப் பற்றியது. ஒரு சிறிய கடல் பறவையே, இக்கதையின் முக்கிய கதாப்பாத்திரம்; அது தான் பறக்கும் வித்தையை எப்படிக் கற்றுக் கொண்டது என்பதே கதை. நிறைய பறவைகளுக்கு பறப்பதைக் கற்றுக் கொள்ளல் என்பது உறுதியானது (உத்தரவாதம் உடையது), ஆனால், அப்படிக் கற்றுக் கொள்ளும் பொழுது, அந்தப் பறவையின் மன வேதனையை நாம் எப்பொழுதாவதுதான் யோசித்துப் பார்க்கிறோம். இச்சிறுகதை அந்தச் சூழலை மிக அழகாகச் சித்தரிக்கிறது. அந்தச் சிறிய கடல் பறவையின் பெற்றோர் மற்றும் உடன் பிறந்தவர்கள், அப்பறவையிடம் அன்பாகப் பேசுதல் மற்றும் அனைத்துத் தந்திரங்களையும் பயன்படுத்தி, அதைப் பறக்கக் கட்டாயப்படுத்தின. இறுதியாக, அந்தச் சிறிய கடல் பறவை பயத்தை வென்று பறப்பதைக் கற்றுக் கொண்டது.





1. Marco polo, Christopher Columbus, The Battuta, Amerigo Vespucci xuanzang,Ferdinand Magellan,Bartolomeu Dias, Herodotus,Captain James Cook, Vasco De Gama.What is common among, these individuals?Browse internet or refer books and share some information about them.

They are explorers in the sea. Christopher Columbus was anItalian explorer and navigator. Marco polo was a merchant and explorer who explored Asia. Ibn Battuta was a Muslim Moroccan scholar, and explorer who widely travelled the medieval world. Amerigo Vespucci was an Italian explorer, financier, navigator, and cartographer born in the Republic of Florence. Xuanzang was a Chinese Buddhist monk, scholar, traveller, and translator who travelled to India in the seventh century. Ferdinand Magellan was a Portuguese explorer who organised the Spanish expedition to the East Indies from 1519 to 1522. Bartolomeu Dias, a nobleman of the Portuguese royal household, was a Portuguese explorer. Herodotus was an ancient Greek historian and a traveller and he was called the father of history. Captain James Cook FRS was a British explorer, navigator, cartographer, and captain in the Royal Navy. Vasco

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da Gama, was a Portuguese explorer and the first European to reach India by sea.

- 2. Discuss, why it was considered as an adventurous and dangerous thing to travel in those days? Travel opportunities were largely dependent on status and profession. Maps and modern navigation were not available at that time. The rough seas added to their travel woes.
- 3. Mahatma Gandhi, Che Guevera, Guru Nanak and Gauthama Buddha are some of the famous personalities and thinkers who made extensive journeys to understand life. Do you think journeys can be life changing?

Travel expands ones knowledge and understanding of the world around us. Great scholars travelled around the world to understand people and culture. Mahatma Gandhiji's travel to South Africa made him realise the importance of freedom. Buddha travelled to many parts of the world to spread his message.

4. Share a memorable trip from your life.

The memorable trip was to Ooty. The roads were filled with bends and the uphill climb was a delight. On both sides of the road were steep slopes of mountain. The weather was chill and the ambience X - ENGLISH

was terrific. It was a beautiful hill station and there was a lush green garden and a beautiful lake. We had boat-ride in the lake.

5. Have you ever been on an adventurous journey? If yes, share your experience.

Yes. I had the experience of flying on a paraglider. It was a thrilling experience in my life. I flew near the beach and the wind was blowing against my face. When it took off, I was gasping for breath, later on, I was comfortable with the glide. The pilot glided me through the nearby forest and above the trees. It was a memorable trip in my life.

- 6. "That's one small step for a man, one giant leap for mankind."Neil Armstrong- Discuss These words were said by Neil Armstrong, the first man to land on moon. He took out this daring adventure and he was fearless. The words speak about the success and the perseverance of mankind who love to explore new vistas of life.
- 7. Have you ever seen a bird making its first ever attempt to fly?

Yes, the birds slowly came out of the nest and spread its wings to fly. There was little fear when they first flew, but, once they started flying, they were so happy to fly.

| Gitzenez | Come State |
|---|---|
| PROSE ENGLISH | பாடம் தமிழ் விரிவாக்கம் |
| The young seagull was alone on his ledge. His two brothers and his sister 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. | இளம் கடற்காகம் தனிமையில் தொங்கும் பாறையில் நின்றது. அவனது இரு சகோதரர்களும் ஒரு சகோதரியும் நேற்று முன்தினமே பறந்துவிட்டார்கள். அவன் பறப்பதற்கு பயந்து கொண்டிருந்தான். அவன் எவ்வாறோ சிறிது தொங்குபாறையின் விளிம்பிற்கு ஓடி சிறகுகளை அடிக்கும்போது அவன் பயந்து கொண்டான். பறந்து விரிந்த கடல் கீழே நீண்டு - மைல்கள் தூரம் கீழாக இருந்தது. அவனது சிறகுகள் அவனுக்கு உதவாது என உறுதியாக எண்ணினான். ஆதலால் அவன் விளிம்பில் இருந்த சிறிய பொந்திற்குள் தலையை மடக்கிக்கொண்டு இரவில் உறங்கினான் |
| 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 | அவனது இரு சகோதரர்களுக்கும் அவனது சிறிய சகோதரிக்கும் இவனை விட மிகச் சிறிய சிறகுகள் இருந்தன. விளிம்பிற்கு ஓடி இறகுகளை அடித்து பறந்து விட்டன. அவன் மன உறுதியை ஒன்று திரட்டி பாய்விறக்கத்திற்கு தவறியதால் அது அவனுக்கு நம்பிக்கை இழந்ததாக தோன்றியது. அவனது தந்தையும் |

TEXT TRANSLATION

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| to let him starve on his ledge unless he flew away. but for the life of him he could not move | தாயும் அவனை சூழ்ந்து கொண்டு உரத்த குரலில் அவனை திட்டியதோடு நீ பறக்கவில்லை என்றால் பசியோடு இருக்க வேண்டும் என பயமுறுத்தினர். ஆனால் அவனால் நகரமுடியவில்லை. |
| That was twenty four 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. | இருபத்திநான்கு மணி நேரத்திற்கு பிறகும் யாரும் அவன் அருகில் வரவில்லை. நேற்று முன்தினம் நாள் முழுவதும் அவன் அவனது பெற்றோர்களுடன் அவனது சகோதரர்களும் சகோதரியும் சரியான பறக்கும் கலையையும் அவர்களுக்கு அலைகளுக்குள் குதித்து மீன் பிடிப்பதற்கு கற்றுத்தருவதையும் பார்த்துக் கொண்டிருந்தான். அவன் உண்மையில் பார்த்துக் கொண்டிருந்தது அவனது மூத்த சகோதரன் ஹெரிங் மீனை பிடித்து வேகமாக விழுங்கி ஒரு பாறையில் நிற்க அவனது பெற்றோர் பெருமையுடன் ஒலியுடன் வட்டமடிப்பதை பார்த்தான். எதிரில் உள்ள முழு குடும்பமும் அந்த பரந்த சமவெளியில் நடந்து எதிரில் உள்ள செங்குத்து பாறையில் இருந்து அவனது கோழைத்தனத்தை பார்த்து சிரித்தனர். |
| 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 and sister had been hatched. He even gnawed at the dried pieces of eggshell. It was like eating a part of himself. | வானில் சூரியன் இறங்கிக்கொண்டு தெற்கு நோக்கி உள்ள அந்த முனையில் எரிந்துகொண்டிருந்தது. முந்தைய நாள் இரவிலிருந்து ஒன்றும் சாப்பிடவில்லை. பிறகு மக்கெரேலின் வால் வெகு தூர முனையில் காய்ந்து கிடப்பதைப் பார்த்தது. இப்பொழுது அங்கு ஒரு சிறு துண்டு உணவு கூட இல்லை. அவன் ஒவ்வொரு அங்குலத்திலும் அவனது சகோதரர்களும் பொரிந்த கடின அழுக்கான வைக்கோல் கூட்டுக்கு இடையிலும் தேடினான். அவன் காய்ந்த முட்டை ஓடுகளை துண்டு துண்டாக்கினான். இது அவனையே அவன் சாப்பிடுவதற்கு சமமாகும். |
| 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. | பிறகு ஒரு முனையில் இருந்து மறுமுனைக்கு மெதுவாக அழகாக பெரிய கால்களால் நடந்து அவனது பெற்றோரை தேடினான். ஆனால் அவனுக்கு இரு முனையிலும் செங்குத்து குன்றுகளும் செங்குத்து சரிவுகளும் கீழே கடலும் இருந்தது. அது போல் அவனுக்கும் அவனது பெற்றோர்க்கும் இடையே ஆழமான பெரிய விரிசல் இருந்தது. |
| Surely he could reach them without flying if he could only move northwards along the cliff face? But then, on what could he walk? There was no ledge, and he was not a fly. And above him, he could see nothing. The precipice was sheer, and the top of it was, perhaps, father away than the sea beneath him | உறுதியாக அவனால் பறக்காமலேயே தெற்கு பக்கமாக அந்த கூரிய முனை வழியாக நகர்ந்தால் அவர்களை அடைய முடியுமா? ஆனால் பிறகு அவனால் நடக்க முடியுமா? அங்கு முனை இல்லை மற்றும் அவன் பறவை இல்லை. பிறகு அவனுக்கு மேல் அவனால் எதையும் பார்க்க முடியவில்லை. உயர்ந்த செங்குத்தான முனை மற்றும் அதன் உச்சி அடியில் இருக்கும் கடலை விட தூரமாக இருந்தது. |
| He stepped slowly out to the brink of the ledge, and, standing on one leg with the other leg with the other leg hidden under his wing, he closed one eye, then the other, and pretended to be falling asleep. Still, they | அவன் மெதுவாக அடி எடுத்து வைத்து முனையில் விளிம்பை அடைந்தான் மற்றும் ஒரு காலில் நின்றவாறு மற்றொரு காலை சிறகுக்கு அடியில் ஒளித்து அவன் ஒரு கண்ணை மூடி அடுத்து அடுத்த கண்ணை பிறகு தூங்குவது போல் நடித்தான். இப்பொழுதும் அவர்கள் |

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| took no notice of him. He saw his two brothers and his | கண்டு கொள்ளவில்லை. அவனது சகோதரர்களும் |
|---|---|
| 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 | சகோதரியும் சமவெளியில் தூக்கத்தில் இருப்பதை பார்த்தான். அவனது தந்தை அவரது வெள்ளை முதுகில் சிறகுகளை அவரது அலகால் சுத்தம் |
| looking at him. | செய்துகொண்டிருந்தார். அவனது தாய் மட்டும் அவனை பார்த்துக்கொண்டு இருந்தார். |
| 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 maddened him How he loved to tear food that way, scraping his beak now and again to whet it! He uttered a low cackle. His mother cackled too, and looked at him. | அவள் சமவெளியில் ஒரு குன்றின்மேல் நின்று கொண்டிருந்தாள் அவளது வெள்ளை மார்பு முன்தள்ளி இருந்தது. இப்போதும் அப்போதுமாக அவளது காலடியில் இருந்த மீனை துண்டுகளாக கிழித்துக் கொண்டிருந்தாள் மற்றும் அவளது அலகின் இருமுனையையும் பாறைியல் கூர்மை ஆக்கினாள். உணவில் மீதான பார்வை அவனை பைத்தியமாக்கியது. அவன் அப்படி உணவை கிழிப்பதற்கும் அவனது அலகை தீட்டவும் ஆசைப்பட்டான் அவன் சிறிய ஒலி எழுப்பினான். அவனது அம்மாவும் ஒலி எழுப்பினாள் மற்றும் அவனை பாரத்தாள். |
| 'Ga, ga, ga,' he cried begging her to being 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 het nearer to her as she 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. | 'க, க, க, ' அவன் அழுதான், அவனது அம்மாவை சிறிது உணவை மேலே கொண்டு வருமாறு கேட்டான். அவள் நக்கலாக கவ்ல் - ஒல் ஆஹ என்று கத்தினாள். அனால் அவன் சோகமான குரலில் சில் நேரம் கத்தியவன் ஒரு சில நிமிடங்களில் மகிழ்ச்சியால் கத்தினான். அவன் அம்மா சிறு துண்டு மீனை எடுத்துக்கொண்டு அவனுக்கு குறுக்காகப் பறந்தாள். அவன் ஆர்வமாக சாய்ந்து கால்களால் காறையில் தட்டினான். அவன் அவள் அருகில் செல்ல முயற்சித்தான். மற்றும் அவள் அருகில் வந்தாள். அவள் அருகில் உள்ள எதிர் முனையில் அசைவற்று நின்றாள். அவளது அலகில் மீன் அவன் அருகில் இருந்தது. |
| He waited a moment in surprise, wondering what she did not come nearer, and then maddened by hunger, he dived at thefish. 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. | அவன் ஆச்சரியத்தில் ஒரு நிமிடம் காத்திருந்தான், ஏன் அவள் அருகில் வரவில்லை என வியந்தான். மற்றும் பசியால் பைத்தியமானான். அவன் மீனின் மீது தாவினான். பெரும் கூச்சலுடன் மேல்புறம் மற்றும் கீழ் புறமாக வானில் விழுந்து அவனது அம்மா கீழ் இருந்து மேலாக எழும்பினாள். அவளுக்கு கீழாக பறக்கும்போது அவளது இறகின் ஒலி கேட்டது. |
| 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. | பிறகு ஒரு அசுரத்தனமான பயம் அவனது இதயத்தில் உறைந்து இருந்தது. அவனால் ஒன்றும் கேட்க முடியவில்லை. ஆனால் அது ஒரு நிமிடத்துக்குத்தான் இருந்தது. அவ்ன இறகு வெளிப்புறமாக விரிக்கப்பட்டு இருப்பதை பார்த்தான். காற்று அவனது இறகில் மோதியது. அவன் மேலும் கீழுமாக மேல் எழும்பி பறந்தான். அவனிடம் பயம் இல்லை. அவன் மயக்க நிலையை அடைந்து பிறகு இறக்கையை அடித்தவாறு மேல் நோக்கி எழுந்தான். |
| 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- | அவன் சந்தோஷமான ஒலியை எழுப்பினான் மற்றும் இறகுகளை அடித்துக்கொண்டான். அவன் மேல் நோக்கி எழுந்து அவனது மார்பில் காற்றின் மோதியது 'க, க க க |

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| 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. Then, he completely forgot that he had not always | க க கவ்ளுள்-ஆஹ்' அவனது அம்மா கீழிருந்து மேலாக அவனை எழுப்பினாள். அவன் அவனது அம்மாவிற்கு ஒலி மூலம் பதில் அளித்தான். அவனது அப்பா அவனுக்கு மேல் ஒலி எழுப்பியவாறு பறந்தார். பிறகு அவனது சகோதரர்கள் மற்றும் சகோதரி அவனை சுற்றி பறந்து மேலும் கீழுமாக கர்ணம் அடித்தனர். அவனால் பறக்க முடியாது என்பதை முழுவதுமாக மறந்து |
| been able to fly, and commenced to dive and soar, shrieking shrilly. | விட்டான். அவன் கர்ணம் அடிக்க தொடங்கி கூச்சலிட்டான். |
| 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 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 கடலின் அருகில் அதன் மேலாக கடலைப் பார்த்தவாறு பறந்தான். அவனுக்கு கீழாக பசும் கடலில் கூர்முனைகள் நகர்வதை பார்த்தான். அவன் அவனது அலகை சாய்வாக வேடிக்கையுடன் பெரும் வெற்றி கூச்சலிட்டான். அவனது பெற்றோரும் சகோதர்கள் மற்றும் சகோதரி பசும் தரையில் அவனது முன்னாக நின்றனர். அவனை ஊக்குவிக்கும் விதமாக உற்சாக கூச்சல் இட்டனர். அவன் கடலில் நிற்க முயற்சித்தான். கால்கள் கடலில் மூழ்கியது அவன் பயத்தில் கத்தியவாறு மேலெழ முயற்சித்தான். ஆனால் அவன் பசியால் மயக்கமாக இருந்தாலும் அந்த பயிற்சி புதியதாக இருந்தாலும் அவனால் முடியவில்லை. அவன் பசுங்கடலில் மூழ்கியது போல் உணர்ந்தான். பிறகு அவன் வயிறு கடலைத்தொட்ட பிறகு அவன் மூழ்கவில்லை. அவன் அதன் மீது மிதந்தான். மற்றும் அவனுக்கு மேல் அவன் குடும்பம் பறந்தது, வாழ்த்தியது. அவர்கள் அவர்களது அலகால் டோஃபிஷ்-ஐ அவனுக்கு வழங்கினர். |
| He had made his first flight. | அவன் முதல் பறத்தலை செய்துவிட்டான். |

| 1. | Ledge (n) | - shelf, sill, mantel piece, a narrow shelf that juts out | - சுவரில் பதிக்கப்பட்ட |
|-----|---------------|---|------------------------|
| | | from a vertical surface | அலமாரி |
| 2. | Shrilly (adv) | - producing a high-pitched and piercing voice or sound, | - கிறிச்சென்ற |
| | | loudly and forcefully, | |
| 3. | Herring (n) | - a long silver fish that swims in large groups in the sea, | - ஒருவகை கடல்மீன் |
| 4. | Devour(v) | - to eat something eagerly and in large amount so that | - விரைவாக விழுங்கு |
| | | nothing is left, eat greedily, eat immoderately, | |
| 5. | Cackle (n) | - sharp, broken noise or cry of a goose or sea gull, | - கொக்கரிப்பு |
| 6. | Mackerel (n) | - a sea fish with a strong taste, often used as food, | - கானாங்கெளுத்தி |
| 7. | Gnaw (v) | - to bite or chew something repeatedly, | - கடித்து துண்டு |
| | | | துண்டாக்கு |
| 8. | Trot (v) | - to run at a moderate pace with short steps, | - குதிரையின் வேகமான |
| | | | நடை |
| 9. | Precipice (n) | - a very steep side of a cliff or a mountain, | - செங்குத்துபாறை |
| 10. | Whet (v) | - to sharpen | - சாணை |
| 11. | Preening (v) | - cleaning feathers with beak | - கோதி |

GLOSSARY

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|---------|-------------------|--|-----------------|--|
| 12. | Plaintively (adv) | - sadly, calling in a sad way | - வருத்தத்துடன் | |
| 13. | Swoop (v) | - to move very quickly and easily through the air, | - பாய்ந்து | |
| 14. | Beckoning (v) | - making a gesture with the hand or head to encourage someone to approach or follow, | - መசመக | |

SYNONYMS

| Word | Synonyms | தமிழ் அர்த்தம் |
|-----------|------------------------------------|------------------------------|
| Nightfall | - the onset of night | - இரவுக் காலம் |
| cliff | - rock face | - செங்குத்தான பாறை |
| cowardice | - lack of bravery or timidity | - கோழைத்தனம் |
| ascending | - rising | - ஏறுமுகம் |
| blazing | - burning | - ஒளிவீசும் |
| ledge | - surface projecting from mountain | - பாறைப்பக்க விளிம்பு |
| scrap | - particle, piece | - துண்டு |
| hatched | - incubated | - அடை காத்து |
| gnawed | - to bite or chew | - கடித்துக் கொண்டு |
| trotted | - run at a moderate pace, | |
| precipice | - rock face | - செங்குத்துப் பாறை |
| Expanse | - area, stretch | - பெரும் பரப்பு |
| Bink | - edge, margin | - ஒரம் |
| Plunge | - dive, jump | - மிர்டி |
| Muster up | - assemble, raise | - சேர் |
| Desperate | - distressed | - நமபிக்கையற்ற |
| Shrilly | - sharp, piercing | - கிறிச்சென்ற |
| Starve | - famine, lack of food | - பட்டினியிரு |
| Skim | - go or move quickly | - மேலே மிதப்பதை எடு |
| devour | - eat hungrily | - விரைவாக விழுங்கு |
| cackle | - a sharp noise | - படபடவென்ற ஒலி உண்டாக்கு |
| Plateau | - upland, plains | - பீடபூமி |
| crack | - split | - வெடிப்பு |
| brink | - edge | - ஒரம் |
| pretended | - fake | - பாசாங்கான |
| dozing | - sleepy, drowsy | - அரைத் தூக்கம் |
| preening | - cleaning feathers with beak | - கோதி சுத்தப்படுத்துவதிலேயே |
| hump | - bulge | - தியில் |
| thrust | - push | - உந்துதல் |
| tore | - split | - கிழி |
| scraped | - frayed | - தள்ளப்பட்ட |
| limp | - walk lamely | - நொண்டு நடை |
| swoop | - jump | - திடீர்த் தாக்குதல் |
| swish | - hiss | - விசிப்பொலி |
| monster | - giant | - அசுரன் |
| terror | - fear | - திகில் |

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| soaring | - rising | - உயரும் |
|-----------|-----------------------------|----------------|
| swoop | - fly down | - கீழே பறக்க |
| commence | - begin | - தொடங்குகிறது |
| vast | - huge | - பரந்த |
| amusedly | - interestingly | - மகிழ்ந்தாள் |
| sank | - submerge | - மூழ்கடித்தது |
| exhausted | - tired | - சோர்வடைந்த |
| Screaming | - loud noise | - இரவுக் காலம் |
| Praise | - admiration | - பாராட்டி |
| Beaks | - birds jaw | - பறவை அலகு |
| Belly | - the underside of the bird | - ഖധിന്വ |
| Ocean | - large expanse of water | - பெருங்கடல் |
| Sideways | - from the side | - பக்கவாட்டாக |

ANTONYMS

| Word | Antonyms | Word | Antonyms |
|---------------|-------------------|-----------|--------------|
| coward | X brave | ascending | X descending |
| starve | X well fed, full | huge | X small |
| sank | X float | rising | X falling |
| certain | X uncertain | desperate | X hopeful |
| proud | X humble | halted | X started |
| praising | X abusing | commence | X conclude |
| end | X start | hidden | X visible |
| farther | X within | forward | X backward |
| joyful | X sorrowful | forgot | X remember |
| interestingly | X uninterestingly | praise | X scold |
| plaintively | X oyfully | wide | X narrow |
| forward | X backward | top | X bottom |
| high | X low | strange | X common |
| loved | X hated | wide | X narrow |
| commenced | X ended | floating | X sinking |

TEXTUAL QUESTIONS

- A. Answer the following questions in a sentence or two (TEXT PAGE 5)
- 1) How was the young seagull's first attempt to fly? (PTA 2)

The young seagull took a little run forward to the **brink of the ledge and tried to flap** its wings but 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 skim the waves and dive for fish.

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

The young bird was hungry and nibbled the dry eggshell.

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

The bird **walked from one end of the ledge to the other** to reach the parents without flying. There was a steep cliff on the one side and a wide crack on the other side.

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

No, the seagulls parents were **not harsh**. They wanted the young seagull to **take the first flight** and learn the skill of flying.

Q. 1. forward - முன்னோக்கி, brink - விளிம்பு, ledge - தொங்கு பாறை (அ) மலையின் நீட்டிய பகுதி, flap -சிறகடித்தல், Q. 2. encourage - உற்சாகப்படுத்துதல், skim - மேலே மிதத்தல், dive - தலைகீழாகப் பாய்தல் Q. 3. instance - உதாரணம், pathetic - பரிதாபகரமான, nibbled - சிறுகச் சிறுகக் கொரித்தல் Q. 4. steep -செங்குத்தான, cliff - செங்குத்துப் பாறை, crack - வெடிப்பு, Q. 5. harsh - கடுமையான

6) What prompted the young seagull to fly finally? (PTA 1)

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

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

The birds feet sank on the green sea and it was floating on it.

Q. 6. hungry - பசித்தல், prompted - தூண்டுதல், Q. 7. sank - மூழ்கடித்தல், floating - மிதித்தல்

Answer the following questions:

a) Why did the seagull fail to fly?

The young seagull was afraid of falling and hurting itself.

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

They **encouraged him to fly** in the beginning. Then they threatened him to **starve** on his ledge unless he flew away. They wanted him to take his first flight .

- c) What was the first catch of the young seagull's older brother? (PTA 5) His brothers first catch was a herring fish
- **d) What did the young seagull manage to find in his search for food on the ledge?** He could find only **fish tail and dried pieces of egg shell**
- e) What did the young bird do to seek the attention of his parents?He stepped slowly to the brink of the ledge and closed his eyes, pretending to be falling asleep

a) hurting - காயப்படுதல், b) threatened - பயமுறுத்துதல், starve - பட்டினி கிடத்தல், d) manage -சமாளித்தல் (அல்லது) நிர்வகித்தல், e) attention - கவனம் கொள்ளல், pretending - நடித்தல் அல்லது பாசாங்கு செய்தல்

f) What made the young seagull go mad?

The sight of the food maddened the young seagull

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|------------|-------------|
| | |

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

The mother picked up a **piece of fish** and was flying across to him

h) Did the mother bird offer any food to the young bird?

The mother **pretended as if it was offering food** to the young seagull, so that it may flap its wings and fly

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 was not afraid but felt a bit dizzy.

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 sisters were flying around him.

f) sight - பார்வை, g) utter - சொல்லுதல் / கூறுதல் (அல்லது) பேசுதல், scream - அலறல் (அல்லது) கூச்சலிடுதல், across - குறுக்கே h) offer - கொடுத்தல் (சலுகையாக), i) dizzy - மயக்கம்



1. What was beneath the ledge?

The vast expanse of the sea was beneath the ledge.

2. Did the brothers and sisters of the seagull take their first flight?

Yes, they ran and took their flight

3. What were his brothers and sisters doing?

They were flying and moving up and down in the wind. They were perfecting the art of flying.

4. What was the father doing?

The father was **preening the feather**.

5. Why did the seagull cry?

The seagull cried for food because it was **hungry**.

beneath - கீழே (அல்லது) உள்ளே, vast - பரந்த (அல்லது) விரிவான, expanse - பெரும் பரப்பு,
 perfecting - முழுமையாக (அல்லது) பூரணமாக, 4) preening - இறகுகளைக் கோதி சுத்தப்படுத்துதல்

6. Did the bird fell from the ridge?

No the bird started to fly and it was very happy

7. Where did the bird dropped its legs?

The bird dropped its legs on the green sea.

8. Where was the bird floating?

The bird was floating on the green sea.

6) ridge - விளிம்பு (அல்லது) மேல் உச்சி, 8) floating - மிதத்தல்

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PENGUIN

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

1) Describe the struggles underwent by the young seagull to overcome its fear of flying. (PTA 2, 4, 5)

The young seagull was very hungry. It was this hunger that ultimately compelled it to fly. Its hunger intensified when it saw its mother tearing at a piece of fish that lay at her feet. It cried to her, begging her to get some food. The young seagull was hungry and thus he dived at the fish. After holding her he fell downwards and outwards into the area. The young seagull thought he would die but suddenly his wings spread outwards automatically. He moved outwards and downwards but landed safely on the sea and now he floated on the water without any fear.

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 from the story.

Parents love their children. They wanted their kids to spread their wings and fly high. In order to inculcate good habits and life skills, parents rein in their children. Whenever the child makes a mistake, they advise them to be good. They do so to make them better citizens of this country. Like the mother seagull in the story, parents encourage us to come out of our comfort zone and excel in our chosen field. They prod and push us so that we may get rid of our fear and fly high like the young seagull.

🔟 COMMON PARAGRAPH

FOR TALENTED STUDENTS

| Lesson | : His First Flight |
|---|-------------------------------------|
| Author | : Liam O' Flaherty |
| Theme | : Overcoming Fear and be Courageous |
| Moral | : Never Give up |
| \ \ | |

Introduction

The story "His First Flight" by "Liam O' Flaherty" is about a young seagull who is afraid to fly. All his younger siblings despite their much shorter wings flew fearlessly while he could not gather the courage to trust his own wings. The young seagull became sad when he saw his parents perfecting his younger siblings in the art of flying. His parents scold and taunt him for not even trying. They even call him a "coward". They tell him a lot to at least try and also threaten him to leave him alone and hungry if he does not. He cried at her but she just screamed back mockingly.Suddenly, he felt the joy, seeing his mother approaching him with food. But she halted, keeping the fish just out of his reach. Maddened by hunger, he dived at the fish. But his mother flew upward and he started falling. A monstrous terror seized him, but the next moment he realized that he was flying. He was born to fly and he had made his first flight.

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PENGUIN

17

X - ENGLISH

| Author : Liam O' Flaherty | |
|--|---|
| | |
| Theme : Overcoming Fear and be Courageou | 5 |
| Moral : Never Give up | |

The story by "Liam O' Flaherty" is an account of a young bird that is afraid to fly for the first time. He believes that his wings would not support him. Despite his younger siblings flying fearlessly with much shorter wings, he could not gather the courage to do the same. He was punished to stay hungry if he did not try. Thus, it was his mother that compelled him to fly by using food as a trap. The lesson reflects how one hesitates to take the first step and that fear is all in the mind. One should trust one's abilities because "the fear of suffering is worse than the suffering itself".

account - இதன் காரணமாக, believe - நம்புதல், siblings - உடன் பிறந்தவர்கள், Despite - இருந்தபோதிலும், compelled - கட்டாயப்படுத்துதல், reflects - பிரதிபலித்தல், hesitates - தயங்குதல், suffering - துன்பப்படுதல்

SLOW LEARNERS

| (_ | |
|--------|-------------------------------------|
| Lesson | : His First Flight |
| Author | : Liam O' Flaherty |
| Theme | : Overcoming Fear and be Courageous |
| Moral | : Never Give up |
| | |

- > The young seagull was on the ledge.
- ➢ He was afraid to fly.
- ➢ His parents tried. But, he didn't fly.
- > The mother seagull showed him fish.
- ➢ He had to fly to get his food.
- ➢ He flew and landed on the green sea.
- > The young bird's family was happy.
- > They gave him dog fish for his first flight.

Moral : Necessity is the mother of Action.

ledge - தொங்கு பாறை (அல்லது) பாறையின் நீட்டிய பகுதி, afraid - பயப்படுதல், tried - முயற்சித்தல், showed - காண்பித்தல், landed - (நிலம் அல்லது நீர் பரப்பின் மீது) இறங்குதல், necessity - தேவை, action -செயல்பாடு

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C. Change the parts of the given words in the chart.

| Noun | Verb | Adjective | Adverb |
|------------|------------|-----------|-------------|
| Exhaustion | Exhaust | Exhausted | Exhaustedly |
| Width | Widen | Wide | Widely |
| Madness | Madden | Mad | Madly |
| Perfection | Perfecting | Perfect | Perfectly |

D.Read the following sentences and change the form of the underlined words as directed.

- 1. His family was <u>screaming</u>and offering him food.(to adjective)
- . His screaming family was offering him food.
- 2. The young seagull gave out a **loud** call. (to adverb)
- The young seagull gave out a call **loudly.**
- 3. The bird cackled <u>amusedly</u> while flying.(to noun) The bird crackled in<u>amusement</u>while flying.
- 4. The **<u>depth</u>** of the sea from the ledge scared the seagull.(to adjective)

The <u>deep</u> sea from the ledge scared the seagull.

- The successful <u>flight</u> of the bird was a proud moment for the seagull's family.(To verb) The birds <u>flying</u>was a proud moment for the seagull's family.
- E. Use the following words to construct meaningful sentences on your own.
- 1. Coward : The bird was afraid and was a coward.
- 2. gradual : It was a gradual process.
- 3. praise : The mother was all praise for the bird.
- 4. **courageous** : <u>The brothers were courageous and flew</u> <u>away instantly.</u>
- 5. starvation : The seagull would die of starvation.

LISTENING

- F.*Here is a travelogue by the students of Government Girls Higher Secondary School, Pattukkottai after their trip to Darjeeling. Listen to the travelogue and answer the following questions.
- i). fill in the blanks with suitable words.
- 1. The students visited Darjeeling city.
- 2. **Kanchenjunga**is the third highest mountain in the world.
- 3. **Tiger**hill is 13km away from Darjeeling

- 4. The drinking water is supplied by Senchallake to the
- city.
- 5. After Senchal lake , they visited Batasia Loop.
- ii) Do you think they had a memorable and enjoyable school trip?

Yes they had a memorable school trip to Darjeeling. They visited many places in the hill station..

- iii) Name a few places that you wish to visit with your classmates as a school trip.I wish to visit Valparai and Ooty with my classmates
- iv) State whether the following statements are True or False.
- 1. As the sky was cloudy, they could get the glimpse of the Mount Everest. False.
- 2. The toy train covers 14 km in three hours.- True
- 3. Tiger hill has earned international fame for the best sunset view. True

SPEAKING

- G. Here is a dialogue between a father and his daughter, Continue the dialogue with at least five utterances and use all the clues given above.
- Father : Hi Mary, it has been a very long time since we went on a trip. Let's plan one.
- Mary : Yes, dad. I am also longing to go why don't we plan one for this weekend?
- Father : Sure. Tell me, where shall we go?
- Mary : Some place nearby but for at least two days.
- Father : Hmm... I think we should go to the reserved forest nearby.
- Mary : Yeah. I've never been to a forest I have seen a forest only on the TV and movies. The forest is a good choice!
- Father : OK, If we are going to the forest, we must list out what we should carry with us for two days.
- Mary : I think we should carry suitable clothes like long sleeve shirts, long socks, quick dry wear, cotton scarfs etc
- Father : What about the food? Do you have any idea, Mary?
- Mary : Yeah. For food, I suggest fruits and nuts
- Father : Should we carry any special equipment and survival kit?
- Mary : Yes, Of course, we need to carry knife, rope, tent equipment and torch light

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- READING
- H. Read the following passage and answer the questions that follow.
- 1. What is Bungee jumping?
 - Bungee jumping is an activity that involves jumping from a tall structure while connected to a long elastic cord.
- 2. Can Bungee be performed from a movable object? How?

Yes. It should have the ability to hover above the ground like helicopter and hot-air- balloon.

3 When do you think Bungee becomes thrilling?

- . The thrill comes from the free-falling and the rebound.
- 4. What is the experience when one falls off the platform?

When the person jumps, the cord stretches and the jumper flies upwards again as the cord recoils, and continues to oscillate up and down.

- 5. Where is the Bungee jumping point located in India?
- Mohan Chatti Village in Rishikesh
- 6. What is the minimum age to Bungee jump? 12 years of age



I. Prepare attractive advertisements using the hints given below:

1. Home appliances – Aadi Sale – 20-50% - Special Combo Offers – muthusamy & co., Raja street,

Ginghee. Advertisement



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 Mobile Galaxy – Smart phones – accessories – SIM cards – Recharge – Free Power banks on Mobile purchase – No.1, Toll Gate, Trichy

MOBILE GALAXY



- SMART PHONES
- ➤ ACCESSORIES
- SIM CARD
- ➢ RECHARGE
- ➢ LOWEST PRICE GUARANTEE
- ► FREE POWER BANK

NO. 1,

TOLL GATE , TRICHY

REPORT WRITING

- J. Write a report of the following events in about 100 120 words (Text page 11)
- Educational Development Day' was organized in your school on 15th July. The district collector was the Chief Guest of the event. As part of the event, many competitions were held and the prizes were distributed to the winners and participants. It was a grand and successful event. Now, as the member of the organizing committee, write a report on the event in about 120 words.

This is the report of the "Educational Development Day" organized by Government High school, Poondi on March 15, 2019. This event was organized to create awareness about benefits of Education and literacy in general. Students and parents from the village attended the programme. The event began with the prayer song by the students of class X. Then the Head Master welcomed the gathering and spoke about the importance of education. The chief guest of the day delivered the key note address and highlighted the importance of education and the need for life skills.

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A book was released by the chief guest about the need for education in the current scenario. The meeting came to an end with the vote of thanks by a student of class IX.

- 2. You are the School pupil Leader . You have been asked to write a report on the Inaugural **Ceremony of English Literary Association of** your school which was held recently. Write a report on the same in not more than 120 words. Government Higher secondary school, vallam, inaugurated the English literary association on the 26th of March 2019. An exhibition on the importance of English was exhibited by our students. The Head Mistress inaugurated the exhibition. Schools from nearby villages visited our school. Various competitions were conducted to develop their skills in their English language. Prizes were distributed to the winners of the competition. Many students actively participated in the competition. The valedictory function was held in the evening and the language teacher proposed the vote of thanks. The programme came to an end with the national anthem.
- 3. You are the Coordinator of the Science Forum of your school. An event had been organized on account of National Science Day for the members of the forum. Now, write a report on the observation of "National Science Day" at your school.

National science Day was celebrated in our school with great fanfare. A renowned scientist from ISRO presided over the function. He inaugurated the function and spoke about the importance of scientific temper among the students. There was interaction among the students and they asked a few questions to the chief guest. It was followed by a demonstration of few science experiments. Students were able to understand a few concepts in science through the experiments. The Head master felicitated the chief guest with a memento. The science teacher of the school proposed the vote of thanks. The programme came to an end with the national anthem by the school students.

GRAMMAR

A. Complete these sentences using appropriate models. The clues in the brackets will help you.

1. When I was a child, I **could** climb trees easily but now I can't. (ability in the past)

- 2. I will win this singing contest (determination)
- 3. You **may** buy this book. It is worth buying (advice or suggestion)
- 4. Poongothai **can** speak several languages.(ability in the present)
- 5. I swear I shall not tell lies again (promise)
- 6. My father **used to** play badminton in the evenings when he was at college (past habit)
- 7. You should do as I say! (command)
- 8. can I have another glass of water? (request)
- 9. Sibi has not practised hard but he **could** win the race (possibility)
- 10. We **ought to** preserve our natural resources.(duty)
- **B.** Rewrite the following sentences by rectifying the errors in the use of modals.
- **1. Would I have your autograph?** Can I have your autograph?
- **2. I can be fifteen next April.** I shall be fifteen next April.
- **3. Take an umbrella. It should rain later**. Take an umbrella. It may rain later.
- **4. The magistrate ordered that he might pay the fine.** The magistrate ordered that he should pay the fine.
- 5. Make me a cup of tea, shall you? Make me a cup of tea, will you?
- **6. You may speak politely to the elders.** You should speak politely to the elders.
- 7 You will get your teeth cleaned at least once a year.

You need to get your teeth cleaned at least once a year.

8. We could grow vegetables in our kitchen garden but we don't do it now.

We used to grow vegetables in our kitchen garden but we don't do it now.

- **9. Must I get your jacket? The weather is cold**. Shall I get you jacket? The weather is cold.
- **10. Could the train be on time?** Will the train be on time?
- C. Read the dialogue and fill in the blanks with suitable modals.
- Dad : Shall we go out for dinner tonight?
- Charan : Yes, Dad. We **should** go to a restaurant where I **can** have some Ice Cream.

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|-----------------------|--|---|
| | K, Then, I will be home by 7 p.m Mom and be ready by then. | 3. You could enjoy visiting the world famous Big Temple. |
| n | ure, We will. My friend told me that there is agic show nearby. would you please take us here? | 4. You should visit the museum which is next to the Big temple. 5. You mustn't miss the Saraswathi Mahal Library |
| Dad : W | We may not have time to go for the magic now, I suppose. If we have enough time left, re shall plan. | 6. You can buy the dancing doll and bronze statues near the Big temple |
| Charan : B | y the way, should we inform our gate eeper about our outing? | 7. You may also visit the kallani dam which is a few kilometers from Thanjavur |
| Dad : Y | Tes, we should so that he need to be aware be aren't at home. | 8. You shouldn't miss the Poondi Church which is an architectural marvel. |
| | hall I call up Mom and tell her about our lan today? | 9. You must visit the place which has beautiful medieval design and architecture. |
| tr | ou ought to. Otherwise, we might be in ouble when she returns home. | 10. If time permits you can visit Kumbakonam. Active and passive voice (Text page 14) |
| e | imm by the time you come home in the vening , we will be waiting for you. Hope bu shall not be late. Bye. | F. Change the following sentences to the other voice 1. The manager appointed many office assistants. Many office assistants were appointed by the |
| - | ne following dialogues and supply | manager. |
| approj | oriate modals. | 2. You are making a cake now. |
| Student | : Can we leave our bags in the class during the break? | A cake is being made by you now. 3. That portrait was painted by my grandmother. |
| Teacher | : Yes, you can but arrange them neatly. | My grandmother painted the portrait. 4. Malini had bought a colourful hat for her |
| Passenger | : My child is 6 years old. Do I have to buy him a ticket? | daughter. A colourful hat had been bought by malini for her |
| Conductor | : Yes, you must . It costs half of the price of an adult ticket. | daughter. 5. They have asked me to pay the fine . |
| Vani | : Can we go for coffee after the meeting? | I have been asked to pay the fine. |
| Yog` | : No, I cannot I have to go home. | 6. The militants were being taken to prison by the police. |
| Sales man Customer | : When shall I receive my order? : I cannot assure you sir, the order | The police were taking the militants to the prison. 7. His behavior vexes me. |
| | may be delivered tomorrow. | I am vexed by his behavior. |
| Neela | : Do you think I should write about my | 8. Rosy will solve the problem. |
| Preethi | education background in the resume? : You must you may get a better job. | The problem will be solved by Rosy. 9. Our army has defeated the enemy. The enemy has been defeated by our army. |
| The cl | e a few sentences already done for you. ues given would be helpful to / makemore ces on your own. | 10. The salesman answered all the questions patiently. All the questions were answered by the salesman |
| 1. I would s | suggest that you take the Uzhavan Express to | patiently. |
| - | vur from Chennai be more comfortable if you could book 3 | G. Change the following into passive voice. 1. Please call him at once. |
| tier A/0 | - | You are requested to call him at once. |

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2. How did you cross the river? How the river was crossed by you?

- **3.** No one is borrowing the novels from the library. The novels are not being borrowed from the library.
- 4. Will you help me? Will I be helped by him?
- **5.** Go for a jog early in the morning You are advised to go for a job early in the morning.
- 6. Why have you left your brother at home? Why the brother has been left by you at home?
- **7. Nobody should violate the rules.** Rules should not be violated.
- **8. Someone has to initiate it immediately.** You have to initiate it immediately.
- **9. Have you invited Raman to the party?** Have Ram been invited to the party?
- **10. Please do not walk on the grass.** You are requested not to walk on the glass.
- **11. Cross the busy roads carefully.** You are advised to cross the busy road carefully.
- **12. When will you gook the tickets to Bengaluru?** When the tickets will be booked by you to Bengaluru?
- 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.
- 1. John gave a bar of chocolate to Jill.
 - a. Jill was given a bar of chocolate
 - b. A bar of chocolate was given by John
- 2. Pragathi lent a pencil to Keerthana.
 - a. Keerthana was lent a pencil
 - b. A pencil was lent by Pragathi
- 3. Sudha told the truth to her friend
 - a. Her friend was told the truth
 - b. The truth was told by Sudha
- 4. They offered the job to venkat.
 - a. Venkat was offered a job
 - b. The job was offered by them
- 5. The boss showed the new computer to Kaviya
 - a. Kavya was shown the new computer
 - b. New computer was shown by the boss..

22

- 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 his motorbike would be found by them. His motorbike was found by them that 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 owner, outside the mall when it was found by the police. The thieves were arrested by the police after an enquiry.

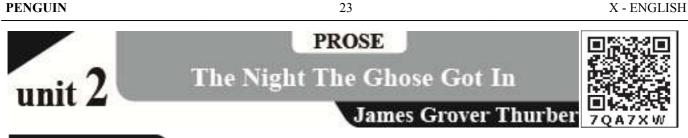
- J. Write a recipe of your favourite dish in passive voice. Remember to list out the ingredients of the dish you have chosen and their quantity. Use simple present tense in write your recipe AlooChapathi is liked by me. It is prepared by smashing potato and other vegetables. Oil and ghee is b added for extra softness. Boiled and mashed vegetables are added to make it more nutritious. Roasted cumin powder and coriander leaves are added for taste and flavor. It is accompanied with yogurt or mango pickle.
- 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 Head Master. 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 an renowned artist. The vote of thanks was proposed by the fine arts secretary. The national anthem was sung by the choir team of our school.

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About the author

James Grover Thurber (1894-1961) was an American cartoonist, author humourist, journalist, playwright, and celebrated wit. He was best known for his cartoons and short stories published mainly in The New Yorker magazine, such as "The Catbird Seat" and collected in his numerous books. He was one of the most popular humourists of his time as he celebrated the comic frustrations and eccentricities of ordinary people.



Pictures related to the lesson





James heard someone walking on the dining room



The police searched the whole house



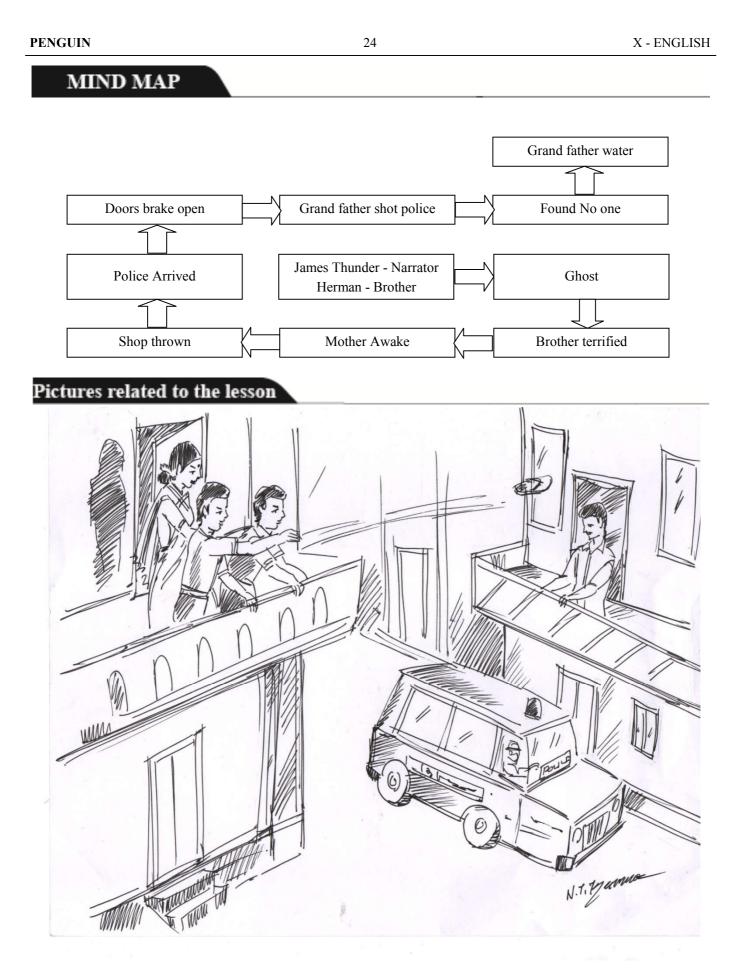




The police couldn't find anyone

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D SUMMARY

"The Night the Ghost Got In" is a short story by James Thurber, written as a fictionalized account of a night he remembers as a child when a misunderstanding about footsteps in the kitchen turned into a fiasco involving a wounded police officer and a broken window. The story begins with the young James Thurber, who is the narrator, hearing footsteps as he takes a bath. It is around one o'clock in the morning, and everyone is asleep—his brother in a bedroom down the hall, his mother upstairs, and his grandfather in the attic. At first, James thinks the footsteps might belong to his father and brother, who had been traveling in Indianapolis and were supposed to be back late in the evening. The footsteps go around and around the dining room table, and James quickly realizes that it isn't his father and brother. He assumes then that there is a burglar downstairs. He wraps a towel around his waist and immediately gets out of the bath to investigate. It isn't until later that he believes the intruder to be a ghost. The story centers on a common situation: the narrator (a first-person speaker, standing in for Thurber as a young man) hears a strange sound downstairs in the middle of the night. He assumes that it is a ghost, but his mother calls the police, who are thoroughly confused by the odd characters of the Thurber household and their way of life. By the time it is over, one of the policemen has been shot in the shoulder by the household's senile grandfather, and a local news reporter, told that a ghost is the cause of all the commotion, is left speechless. Since it is a light comedy, there are no serious repercussions in this story, and in the end life goes on in the household just as it had before.

பாடச்சுருக்கம்

'பேய் புகுந்த இரவு' என்ற சிறுகதை 'ஜேம்ஸ் தர்பெர்' என்பவரால், ஒரு குழந்தை சமையல் அறையில் கேட்ட காலடிச் சத்தங்களைத் தவறாகப் புரிந்து கொண்டு, அதன் விளைவாக காவலர் காயமடைந்து போனதும், சன்னல் உடைந்து போனதும், முடிவில் அனைத்தும் தோல்வியானதும் பற்றி கற்பனை கலந்து கூறப்பட்டுள்ளது. இக்கதையை தானே கூறும் 'ஜேம்ஸ் தர்பெர்' குறித்துக் கொண்டு இருக்கும்பொழுது, கேட்கும் காலடிச் சத்தங்களில் இருந்து இந்தக் கதை தொடங்குகிறது.

நேரம் அதிகாலை ஒரு மணி அவரின் சகோதரர் வீட்டின் பெரிய அறையில் உள்ள படுக்கை அறையில் தாய் மாடியிலும், தாத்தா பரணில் உள்ள அறையிலும் உறங்கிக்கொண்டிருந்தனர். தான் கேட்ட காலடிச் சத்தங்கள் முதலில் 'இண்டியானா பொலிஸ்' என்ற இடத்துக்குப் பயணம் சென்று விட்டு, அன்றே மாலை வெகு நேரத்துக்குப் பின் வீடு திரும்ப உள்ள, தன் தந்தை மற்றும் தன் மற்றொரு சகோதரனின் சத்தங்களாக இருக்கக் கூடும் என நினைத்தார். அந்தக் காலடிச் சத்தங்கள், உணவருந்தும் அறையின் மேசையைச் சுற்றி திரும்பத் திரும்ப கேட்டதால் 'ஜேம்ஸ் தர்பெர்' அவை தன் தந்தை மற்றும் சகோதரரின் காலடிச் சத்தங்கள் அல்ல என உடனே உணர்ந்தார். மேலும், கீழே, ஒரு திருடன் இருப்பதாக கருதுகிறார்.

உடனே, அவர் இடுப்பில் துண்டைக் கட்டிக் கொண்டு, அதை ஆராய குளியல் அறையில் இருந்து வெளியே வருகிறார். பின்னர், அத்துமீறி உள்ளே நுழைந்தது 'திருடன்' அல்ல 'பேய்' என்று நம்புகிறார்.

இந்தக் கதை, பொதுவாக நடக்கும் ஒரு நிகழ்வை கற்பனை கலந்து சொல்கிறது. இக்கதையை, நேர்முக வர்ணனையாகச் சொல்லும் 'ஜேம்ஸ் தர்பெர்' - இளம் மனிதராக வலம் வருகிறார்.

நள்ளிரவில், வீட்டின் கீழே வித்தியாசமான ஒலியை கேட்கிறார். பின்னர், அதைப் 'பேய்' என்று கருதுகிறார். ஆனால், அவரின் தாயாரோ 'காவல்த் துறையை' அழைத்து விடுகிறார். காவலர்கள் அந்த வீட்டில் உள்ளவர்களின் வினோத குணங்கள் மற்றும் வாழ்க்கை முறை கண்டு முற்றிலும் குழப்பமடைந்தனர். தேடல் முடிவுக்கு வரும் வேளையில், அந்த வீட்டின் தாத்தா வயோதிகத்தின் காரணமாக, காவலர்களைத் தவறாக நினைத்து, ஒரு காவலரின் தோள்பட்டையில் சுட்டு விடுகிறார். மேலும், உள்ளூர் பத்திரிக்கையாளர் 'பேய்' தான் இத்தனை குழப்பத்துக்கும் காரணம் என்ற பொழுது, அனைவரும் வாயடைத்துப் போகின்றனர். இக்கதை 'நகைச்சுவை' மிக்கதாக உள்ளதால், கடும் விளைவுகள் இல்லாமல் முடிகிறது. மேலும், அக்குடும்பத்தின் வாழ்க்கை முன்பு போலவே எவ்வித மாற்றமின்றித் தொடர்கிறது.

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PENGUIN



- **1. Six sleek swans swam swiftly southwards.** Sit slick sang swam strictly southwards
- **2. Four furious friends fought for the phone.** For future friends bought for the bane
- **3. Green glass globes glow greenly.** Greese glow goals glow greesely

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- X ENGLISH
- **4. Six slimly snails sailed silently.** Sit simile nail see silently
- **5. Scissors sizzle, thistles sizzles.** Caesar size thrice sizes
- **6. He threw three free throws.** He drew tree free grows
- **7. Tommy Tucker tried to tied Tammy's Turtles tie.** Domy ducker cried to child Tamy turtle ties
- **8. I wish you were a fish in my dish.** I bliss you were a miss in my disc
- **9. Five frantic frogs fled from fifty fierce fishes.** Fly fancy dogs blood from fifty fierce fishes
- 10. big black bugs bleed blue black blood but baby black bugs blood blue blood. Big slack bigs blood black blood but baby break bigs fled blood
- Hope you ended with a delightfully tangled whole new tongue twisters.



| Constants / | Calles alles |
|---|--|
| PROSE ENGLISH | பாடம் தமிழ் விரிவாக்கம் |
| The ghost that got into our house on the night of November 17, 1915, raised such a hullabaloo of misunderstandings that I am sorry I didn't just let it keep on walking, and go to bed. Its advent caused my mother to throw a shoe through a window of the house next door and ended up with my grandfather shooting a patrolman. I am sorry, therefore, as I have said, a that I ever paid any attention to the footsteps. | 1915 ஆம் வருடம் நவம்பர் பதினைந்தாம் தேதி எங்கள் வீட்டுக்குள் தெரிந்த அந்த பேய், பார்ப்பவர்களின் கண்களில் திகிலையும் பயத்தையும் உண்டாக்கியது. இயல்பாக நடந்து சென்று என் படுக்கை அறையை அடைய முடியவில்லை. என் அம்மா எங்கள் ஜன்னலின் மீது எடுத்து எறிந்த ஷூ அடுத்த வீட்டு கதவின் மீது சென்று விழுந்தது. மேலும் என் தாத்தா ரோந்து சென்று கொண்டிருந்த காவலரை சுட்டு விடுமளவுக்கு அந்த பேயின் வருகை இருந்தது. இதனால் நான் ஏற்கனவே குறிப்பிட்டதைபோல் நான் எடுத்து வைக்கும் ஒவ்வொரு அடியிலும் மிக கவனமாக இருந்தேன். |
| They began about a quarter past one o'clock in the morning, a rhythmic, quick-cadenced walking around the dining-room table. My mother was asleep in one room upstairs, my brother-Herman in another, grandfather was in the attic, in the old walnut bed which, as you will remember, once fell on my father. I had just stepped out of the bathtub and was busily rubbing myself with a towel when I heard the steps. They were the steps of a man walking rapidly around the dining-table downstairs. The light from the bathroom shone down the back-steps, which dropped directly into the dining-room; | இரவு ஒண்ணேகால் மணியிருக்கும். சாப்பாட்டு மேஜையை சுற்றி ஒரு தாள லயத்துடன் யாரோ வேகவேகமாக நடக்கும் ஒரு சத்தம் வந்தது. என் அம்மா ஒர் அறையல் வாசற்படியிலும் என் தம்பி ஹெர்மன் இன்னொரு அறை வாசலிலுமாக உறங்கிக்கொண்டிருந்தனர். என் தாத்தா மேலே மாடத்தில் உள்ள அறையில் படுத்திருந்தார். அவர் படுத்திருந்த வால்நட் மரப்படுக்கை ஒருமுறை என் அப்பா மீது விழுந்தது உங்களுக்கும் நினைவிருக்கும். நான் அப்போது தான் ஒரு துண்டால் உடம்பை துடைத்துக்கொண்டே குளியலறையிலிருந்து வெளியே வந்து கொண்டிருந்தபோது காலடி ஓசை கேட்டது. உணவு |

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| | மேஜையிலிருந்து யாரோ வேகமாக வெளியேறிது |
|---|---|
| | பெஜையலாருந்து யாரோ வேகமாக வௌருமற்து போலிருந்தது. குளியலறை விளக்கு ஆடியதில் பின் படிக்கட்டில் பட்ட ஒளியில் சாப்பாட்டு அறையில் மீது சிறு வெளிச்சம் தெரிந்தது. |
| I could see the faint shine of plates on the plate-rail; I couldn't see the table. The steps kept going round and round the tables; at regular intervals a board creaked, when it was trod upon. I supposed at first that it was my father or my brother Roy, who had gone to Indianapolis but were expected home at any time. I suspected next that it was a burglar. It did not enter my mind until later that it was a ghost. | என்னால் தட்டுகளையும் தட்டுகளை அடுக்கி வைக்கும் அலமாரியையும் பார்க்க முடிந்தது. சாப்பாட்டு மேஜை கண்ணுக்கு தெரியவில்லை. அதை சுற்றி ஏதோ படி போல் தெரிந்தது. எதையோ மிதிக்கும் சத்தமும்-மரமேஜை சீரான இடைவெளியில் கிரீச்சிடும் சத்தமும் கேட்டது. காலடி சத்தம்கேட்டதும் இண்டியானா போலிஸ் சென்றிருந்த என் அப்பா அல்லது சகோதரன் ராய் வீடு திரும்பும் நேரம் சரியாக தெரிவதில்லை என்பதால் அவர்கள்தான் வருகிறார்களோ என்று முதலில் நினைத்தேன். பிறகுதான் ஏதோ கொள்ளைக்காரனோ என நினைத்தேன். அதுவரை இது பேயாக இருக்கலாம் என்ற ஒன்று என்க்கு தோனறவேயில்லை. |
| After the walking had gone on for perhaps three minutes, I tiptoed to Herman's room. 'Psst!' I hissed, in the dark, shaking him. 'Awp', he said, in the low, hopeless tone of a despondent beagle- he always half suspected that something would 'get him' in the night. I told him who I was. 'There's something downstairs!' I said. He got up and followed me to the head of the back staircase. The steps had ceased. Herman looked at me in some alarm: I had only the bath towel around my waist. He wanted to go back to bed, I gripped his arm. | படிவழியாக இறங்கிய காலடி சத்தம் கேட்டு முடிந்து முன்று நிமிடமானதும் நுனிக்காலை மட்டும் தரையில் ஊன்றி அடி மேல் அடிவைத்து மெல்ல ஹெர்மன் அறைக்குள் நுழைந்தேன். இருட்டுக்குள் அவனை தட்டி மெல்ல எழுப்பினேன். இருட்டானதும் ஏதோ ஒன்று அவனை பிடித்துக் கொள்கிறது என்ற பத்தில் நம்பிக்கையின்றி முனகினான். நான்தான் என்று சொல்லி விட்டு கீழே ஏதோ இருக்கிறது என்று அவனிடம் சொன்னேன். அவன் எழுந்து என்னை பின்தொடர்ந்து பின்வாசல் படிக்கட்டில் இறங்கினான். படிக்கட்டு முடிந்திருந்தது. இடுப்பில் துண்டுடன் நின்ற என்னை ஒரு பயத்துடன் பார்த்தான். படுக்கசெல்வதில் குறியாக இருந்தான். அவன் தோளை நன்கு அழுத்தினேன். |
| 'There's something down there!' I said. Instantly the steps began again, circled the dining-room table like a man running, and started up the stairs towards us, heavily, two at a time. The light still shone palely down the stairs; we saw nothing coming; we only heard the steps. Herman rushed to his room and slammed the door. I slammed shut the door at the stairs top and held my knee against it. After a long minute, I slowly opened it again. There was nothing there. There was no sound. None of us ever heard the ghost again. | அங்கே கீழோ ஏதோ இருக்கிறது என்று சொன்னேன். உடனே அந்த படிக்கட்டுகள் தொடர்ந்தன. ஏதோ ஒர் ஆள் வேகமாக நடக்கும் சத்தத்துடன் சாப்பாட்டு மேஜை சுழலத்தொடங்கியது. ஒரே நேரத்தில் கனமான இரண்டு ஏணிகள் எங்களை நோக்கி வந்து கொண்டிருந்தது. மங்கலான விளக்கொளியில் கீழ்ப்படிக்கட்டுகள் மட்டும் ஒளிர்ந்தன. கண்ணுக்கு யாரும் தெரியவில்லை. காலடிசத்தம் மட்டும் கேட்டது. ஹெர்மன் விரைந்து ஓடி அறைக்குள் புகுந்து கொண்டு கதவை படாரென்று சாத்திக்கொண்டான். படிக்கட்டு கதவை படாரென்று சாத்திக்கொண்டான். படிக்கட்டு கதவை படாரென்று சாத்திக்கொண்டான். படிக்கட்டு கதவை சாத்தி என் முட்டியால் அமுக்கிக் கொண்டு நான் நின்றேன். ஒரு நீண்ட நிமிடத்திற்கு பிறகு மிக மெதுவாக கதவைத் திறந்தேன். எதுவுமில்லை சத்தமுமில்லை. அதற்குப்பின் அந்தபேயைப்பற்றி நாங்கள் எதுவும் இதுவரை கேள்விப்பட்டதில்லை. |
| The slamming of the doors had aroused mother: she peered out of her room. 'What on earth are you boys doing?' she demanded. Herman ventured out of his room. 'Nothing,' he said, gruffly, but he was, in colour, a light green. 'What was all that running | நாங்கள் கதவுகளை அறைந்து சாத்திய சத்தத்தில் அம்மா தூக்கத்திலிருந்து விழித்து விட்டிருந்தாள். அவள் அறையிலிருந்து உற்றுப் பாரத்தாள். எங்களை நோக்கி "என்னடா பண்ணி தொலைக்கிறீர்கள்?" என்று கேட்டு கத்தினாள். ஹெர்மன் அவனது அறையிலிருந்து |

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| INGUIN | 28 X - ENGL |
|--|---|
| around downstairs?' said mother. So she had heard the steps, too! We just looked at her. 'Burglars!' she shouted, intuitively. I tried to quieten her by starting lightly downstairs. | இறுக்கமான முகத்துடன் வெளியே வந்தான். "ஒன்றுமில்லைம்மா" என்று மிகசன்னமான குரலில் கூறினான். அவனது முகம் வெளிறிப்போய் காணப்பட்டது. "கீழே என்னதான் நடக்கிறது என்று மீண்டும் கேட்டாள். அவளுக்கும் காலடி சத்தம் கேட்டிருக்கிறது என்று புரிந்து கொண்டேன். நாங்கள் இருவரும் அம்மாவை பாரத்தோம். அம்மாவின் உள்ளுணர்வு ஏதோ சொல்ல "திருடன்! திருடன்!" என்று கத்தினாள். அம்மாவை அமைதிப்படுத்தும் நோக்கத்தோடு மெல்ல கீழே பாரத்தேன். |
| 'Come on, Herman,' I said. 'I'll stay with mother,' he said. 'She's all excited.' I stepped back onto the landing. 'Don't either of you go a step,' said mother. 'We'll call the police.' Since the phone was downstairs, I didn't see how we were going to call the police – nor did I want the police – but mother made one of her quick, incomparable decisions. | "இங்கே பார் ஹெர்மன்! நான் அம்மாவுடன் இருக்கிறேன். அவள் ரொம்பவே பயந்திருக்கிறாள்" என்று ஹெர்மனிடம் சென்னேன். கீழே போய்ப் பார்க்க நான் முயன்றபோது அம்மா கத்தினாள். "நீங்கள் யாருமே கீழே போக வேண்டாம். போலீஸைக் கூப்பிடுவோம் என்றாள். கீழே தான் டெலிபோன் இருந்தது. போலீஸை கூப்பிட வேண்டுமா?" என்றும் நான் யோசித்தேன். அதற்குள் அம்மா ஏதோ செய்ய முடிவெடுத்திருந்தது தெரிந்தது. |
| She flung up a window of her bedroom which faced the bedroom windows of the house of a neighbor, picked up a shoe, and whammed it through a pane of glass across the narrow space that separated the two houses. Glass tinkled into the bedroom occupied by a retired engraver named Bodwell and his wife. Bodwell had been for some years in rather a bad way and was subject to mild 'attacks'. Almost everybody we knew or lived near had some kind of attacks. | அம்மா அவளது படுக்கையறையில் இருந்த ஒரு ஜன்னலுக்கருகில் விரைந்தாள். அதற்கு நேராக பக்கத்து வீட்டு ஜன்னல் இருந்தது. ஒரு ஷூவை எடுத்துக் கொண்டாள். எங்கள் வீட்டையும் பக்கத்து வீட்டையும் பிரித்த அந்த குறுகிய இடைவெளியில் ஷூவைத் தூக்கி எறிந்தாள். அது அந்த பக்கத்து வீட்டில் மனைவியுடன் குடியிருந்த போடுவெல் என்ற ஓய்வு பெற்ற ஓவியரின் படுக்கையறைக்குள் விழுந்தது. அவர்களது ஜன்னல் கண்ணாடி நொறுங்கி விழுந்தது. அவர் சிலகாலம் தீயவழியில் சென்றிருந்ததால் சில பாதிப்புகளுக்கு ஆளாகியிருந்தார். எங்களுக்கு தெரிந்து அங்கு வாழ்ந்த பலரும் இப்படி சிலவகையில் பாதிக்கப்பட்டவர்க்ள தான். |
| It was now about two o'clock of a moonless night; clouds hung black and low. Bodwell was at the window in a minute, shouting frothing a little, shaking his fist. 'We'll sell the house and go back to Peoria,' we could hear Mrs. Bodwell saying. It was some time before mother 'got through' to Bodwell. 'Burglars!' she shouted. 'Burglars in the house!' Herman and I hadn't dared to tell her that it was not burglars but ghosts, for she was even more afraid of ghosts than of burglars. Bodwell at first thought that she meant there were burglars in his house, but finally he quieted down and called the police for us over an extension phone by his bed. After he had disappeared from the window, mother suddenly made as if to throw another shoe, not because there was further need of it but, as she later explained, because the thrill of heaving a shoe through a window glass had enormously taken her fancy. I prevented her. | நிலவில்லாத இரவின் கும்மிருட்டு. வானத்தின் வண்ணத்தை இன்னும் இருட்டாகிய கருமேகங்கள். அந்த இரவு 2 மணிக்கு போடுவெல் உடைந்த ஜன்னலுக்கருகில் வந்த ஒரு நிமிடத்திற்குள் பொங்கியெழுந்து கைகளை ஆட்டிக்கொண்டே கத்த தொடங்கினார். இந்த வீட்டை விற்றுவிட்டு நாம் மீண்டும் பையோராவுக்கே சென்று விடுவோம் என்று போடுவெல்லின் மனைவி கூறியது ளங்கள் காதுகளிலும் விழுந்தது. சிறிதுநேரத்தில் பொடுவெல்லுக்கு திருடர்கள் என்று தெரிந்து விட்டது. இப்போது இன்னும் சத்தமாக அம்மா. விட்டுக்குள் திருடர்கள் என்று கத்தினாள். அம்மாவுக்கு திருடர்கள் என்று கத்தினாள். அம்மாவுக்கு வாரணத்தினால் நானும் ஹெர்மனும் அது திருடனில்லை பேயென்று அம்மாவிடம் சொல்லாமலிருந்தோம். முதலில் தன் வீட்டுக்குள் திருடன் புகுந்துவிட்டான் என்றுதான் அம்மா சொல்கிறாள் என்ற அச்சத்தில் இருந்த போடுவெல் எங்கள் வீட்டில்தான் பிரச்சனை என்று அறிந்ததும் ஒரு வழியாக சற்று அமைதியானார். அவரது படுக்கை அறையிலிருந்த இன்னொரு தொலைபேசி |

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| | இணைப்பிலிருந்து போலீசுக்கு போன் செய்தார். |
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| The police were on hand in a commendably short time: a Ford sedan full of them, two on motorcycles, and a patrol wagon with about eight in it and a few reporters. They began banging at our front door. Flashlights shot streaks of gleam up and down the walls, across the yard, down the walk between our house and Bodwell's. 'Open up!' cried a hoarse voice. 'We're men from Headquarters!' I wanted to go down and let them in, since there they were, but mother wouldn't hear of it. 'You'd haven't a stitch on,' she pointed out 'You'd catch your death.' I wound the towel around me again. Finally the cops put their shoulders to our big heavy front door with its thick beveled glass and broke it in: I could hear a rending of wood and a splash of glass on the floor of the hall. Their lights played all over the living-room and crisscrossed nervously in the dining-room, stabbed into hallways, shot up the front stairs and finally up the back. They caught me standing in my towel at the top. A heavy policeman bounded up the steps. 'Who are you?' he demanded. 'I live here,' I said. | வெகுவிரைவில் போலீஸ்காரர்கள் அங்கு வந்து சேர்ந்த செய்தி நிச்சயமாக பாராட்டப்பட வேண்டிய ஒன்றுதான். ஃபோர்டுகாரை அடைத்துக் கொண்டு வந்த காவலர்கள் மற்றும் இருசக்கர வண்டியில் இரண்டு போலீஸ் காரர்கள் போக எட்டு பேரை ஏற்றிக் கொண்டு ரோந்துக்காரும் சில பத்திரிகை நிருபர்களும் வந்து சேர்ந்தனர். வந்தவர்கள் அனைவரும் ளங்கள்வீட்டு முன் பக்க கதவை முட்டிக்கொண்டு நின்றனர். அவர்கள் கையிலிருந்த டார்ச் லைட்டுகள் எங்கள் வீட்டுக்கும் போடுவெல்லின் வீட்டுக்கும் இடையிலும் சுவர்களிலும் ஒளியை உமிழ்ந்து மேலும் கீழுமாக கோடுகளை போட்டுக் கொண்டிருந்தன. "கதவை திற ஒரு கரகரத்த குரல் கேட்டது. "நாங்கள் காவல் தலைமையகத்திலிருந்து வந்திருக்கிறோம்" அவர்களது குரல் கேட்டது. நான் வெளியே போய் அவர்களை உள்ளே அழைத்துவர எண்ணினேன். ஆனால் அம்மா என்னை வெளியே விட விரும்பவில்லை. "நீ இன்னும் வளரவேயில்லை போகாதோ போனால் அவ்வளவுதான் அதோடு தொலைந்தாய் நீ" என்று கூறிக் கொண்டிருந்தாள். காய வைத்த துண்டை எடுத்து மீண்டும் நான் கட்டிக் கொண்டேன். அத்தனை போலீஸ்காரர்களும் எங்களது கனமான மிகப்பெரிய முன்பக்கக் கதவில் உடைத்து நொறுங்கி கிடந்த கண்ணாடிகளுக் கிடையில் நுழைந்து எட்டிப் பார்த்தனார். யரம் உடைந்து நொறுங்கும் சத்தமும் கேட்டது. அவர்களது விளக்கொளி எங்கள காடைதிற்குள் ஓடி விளையாடியது. சாப்பாட்டு அறைக்குள் குறுக்கும் நெடுக்குமாக நடுக்கத்துடன் கோடு போட்டது. நுழைவாயிலுக்குள் பாய்ந்து குத்திட்டு நின்றது. முன் பக்க படிக்கட்டுகளை துளைத்தது போல் விழுந்த அவர்களது விளக்கொளி கடைசியில் பின்பக்க படிக்கட்டுகளையும் துளைத்தது. மேலே துண்டுடன் நின்று கொண்டிருந்த என்னை பார்த்துவிட்டனர். பிலிய விருக்கு பிதன் ஒரு கேட்டார். "நான் இங்குதான் வசிக்கிறேன்" என்றேன். |
| The officer in charge reported to mother. 'No sign of nobody, lady,' he said. 'Musta got away – what'd he like?' 'There were two or three of them,' mother said, 'whooping and carrying on slamming doors.' 'Funny,' said the cop. 'All ya windows and door was locked on the inside tight as a tick.' | பொறுப்பிலிருந்த மேலதிகாரி என் அம்மாவிடம் சொன்னார். "யாரும் வந்து சென்றதற்கான எந்த அறிகுறியும் தெரியவில்லையே வெளியேறி இருக்கவேண்டும். பார்ப்பதற்கு எப்படி இருந்தார்கள்?" என்று கேட்டார். "இரண்டு மூன்று பேர் இருந்தார்கள் ஒரே கூச்சல் கதவை பெருஞ்சத்தத்துடன் அடிக்கும் சத்தம் கேட்டது" என்றாள் அம்மா. இதை கேட்டதும் வேடிக்கையாக இருக்கு என்றார். அந்த போலீஸ்காரர். "உங்க ஜன்னல்களும் கதவுகளும் எல்லா தாழ்ப்பாளும் போட்டு இறுக்கி மூடப்பட்டிருக்கிறதே?" |
| Downstairs, we could hear the tromping of the other police. Police were all over the place; doors were yanked open, drawers were yanked open, windows were shot up and pulled down, furniture fell with dull | கீழே மிரட்டும் தொனியில் ஒரு போலீஸ் சொன்னதை எங்களால் கேட்க முடிந்தது. எங்கள் வீட்டின் எல்லா பக்கங்களிலும் போலீஸ் காரர்கள் நின்று கொண்டிருந்தனர். எல்லா கதவுகளும் அலமாரிகளும் |

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| thumps. A halfdozen policemen emerged out of the | படுவேகமாக இழுத்து திறக்கப்படும் சத்தம்கேட்டது. |
|---|---|
| darkness of the front hallway upstairs. They began to ransack the floor; pulled beds away from walls, tore clothes off hooks in the closets, pulled suitcase and boxes off shelves. One of them found an old zither that Roy had won in a pool tournament. 'Looky here, Joe,' he said, strumming it with a big paw. The cop named Joe took it and turned it over. 'What is it?' he asked me. 'It's an old zither our guinea pig used to sleep on,' I said. It was true that a pet guinea pig we once had would never sleep anywhere except on the zither, but I should never have said so. Joe and the other cop looked at me a long time. They put the zither back on a shelf. | பரச்சாமான்கள் சரிந்து விழுந்தன. ஒரு அரை டஜன் போலீஸ்காரரகள் இருட்டிலிருந்து வெளியேறி முன்பக்கம் இருந்த நடுக்கூடத்தின் படிக்கட்டுகளை வந்தடைந்தனர். தரையைத் தோண்டித் துருவித் துழாவத் தொடங்கினர். சுவர்களிலிருந்து படுக்கைகளை இழுத்து எடுத்தனர். அலமாரிகளிலிருந்து துணிகளை உருவி கிழித்தனர். துணிப் பெட்டிகளையும் பெட்டிகளையும் எடுத்த திறந்தனர். அதில் ஒருவர் ராய் ஒரு போட்டியில் ஜெயித்து வாங்கிய சித்தார் இசைக் கருவியை எடுத்தார். ஜோ! இங்கே பாருங்க என்று அவர் காட்டிய சித்தாரில் பெரிய பாதச்சுவடு இருந்தது. ஜோ என்று அழைக்கப்பட்ட காவலர் திரும்பிபார்த்து பெரிய பாதச்சுவடு இருந்த சித்தாரை என்னிடம் காட்டி "என்ன இது…?" என்று கேட்டார். நாங்கள் வளர்க்கும் ஒரு ஜெனிவா பன்றி இதில்தான் தூங்கும் என்று நான் பதில் சென்னேன். நாங்கள் வளர்த்த அந்த ஜெனிவா பன்றி இந்த சித்தாரைத் தவிர வேறெங்கும் தூங்காது என்பது உண்மைதான் என்றாலும் அந்த உண்மையை நான் போலீஸ்காரர்களிடம் கூறியிருக்கக் கூடாது. ஜோவும் அந்த இன்னொரு போலீஸும் என்னை நீண்ட நேரம் பார்த்துக் கொண்டிருந்தனர். சித்தாரை மீண்டும் |
| 'No sign o' nothing,' said the cop who had first spoken to mother, 'The lady seems hysterical.' They all nodded, but said nothing; just looked at me. In the small silence we all heard a creaking in the attic. Grandfather was turning over in bed. 'What's that?' snapped Joe. Five or six cops sprang for the attic door before I could intervene or explain. I realized that it would be bad if they burst in on grandfather unannounced, or even announced. He was going through a phase in which he believed that General Meade's men, under steady hammering by Stonewall Jackson, were beginning to retreat and even desert. | அலமாரியிலேயே வைத்து விட்டனர். 'ஒரு குறிப்பு எதுவும் இல்லை என்றார். என் அம்மாவிடம் முதலில் பேசிய காவலர் அந்தப் பெண்ணிற்கு மனநலை பாதிக்கப்பட்டிருக்கும்!' என்றார் அனைவரும் தலையசைத்தனர். ஆனால் எதுவும் கூறவில்லை: என்னையே பார்த்தனர். சிறிய அமைதிக்குப் பிறகு நாங்கள் எல்லோரும் பரணில் கீறும் சத்தத்தைக் கேட்டோம். தாத்தா படுக்கையில் இருந்து வந்தார். அது என்ன? என்றார். ஜோ ஐந்தாறு காவலர்கள் ஒருவர் பின் ஒருவராக நான் குறுக்கிட்டு விளக்கம் அளிப்பதற்குள் ஓடினர். நான் புரிந்து கொண்டேன். இவர்கள் விளக்கம் அளித்தாலோ, அளிக்கா விட்டாலோ தாத்தாவின் மீது தாக்குதல் நடத்துவார்கள். அவர் வேறு ஒரு பகுதி வழியாகச் செல்கிறார். அப்பகுதி ஜெனரல் மீடியின் மனிதன் ஸ்டோன்வால் ஜாக்சனால் சுத்தியலால் பாலைவனத்திலும் தாக்கப்பட்டபோது இருந்தது போல் இருந்தது. |
| When I got to the attic, things were pretty confused. Grandfather had evidently jumped to the conclusion that the police were deserters from Meade's army, trying to hide away in his attic. He bounded out of bed wearing a long flannel nightgown over long woolen pants, a nightcap, and a leather jacket around his chest. The cops must have realized at once that the indignant white-haired old man belonged to the house, but they had no chance to say so. 'Back, ye cowardly dog!' | நான் பரணை அடைந்தபோது பொருட்கள் சிதறிகிடந்தன தாத்தா உடனடியாகத் தாவி மிடியின் இராணுவத்தில் இருந்த வந்தவர்கள் என்ற முடிவுக்கு வந்தார். ஒளிந்து கொள்ள முற்பட்டார். படுக்கையில் இருந்து வெளியே வந்து கம்பளியால் ஆன இரவு தொப்பி மற்றும் தோலால் ஆன சட்டையை மார்பின் மீது அணிந்து இருந்தார். அந்தக் காவலர்கள் இந்த வெள்ளைமுடி மனிதன் இந்த வீட்டிற்கு உரியவன் எனப் புரிந்துகொண்டனர். ஆனால் அவர்கள் ஒன்றும் கூற முடியவில்லை. திரும்புங்கள். கோழை நாய்! தாத்தா கத்தினார். திரும்புங்கள் அந்த |

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| roared grandfather. 'Back t' the lines ye goodaam | வரிகள் குட்டெம் லில்லி - தோட்டா நிரப்பப்பட்ட |
|---|---|
| Lily-livered cattle!' With that, he fetched the officer | கால்நடைகள்! அதனுடன் சிதாரைக் கண்டுபிடித்துக் |
| who found the zither a flat – handed smack alongside | காவலரையும் இழுத்துக் கொண்டு வந்தார் - பரந்த |
| his head that sent him sprawling. | இடத்தில் அவரை விட்டார். |
| The others beat a retreat, but not enough; grandfather | மற்றவர்களைக் கோபத்தால் அடித்தார். ஆனால் |
| grabbed zither's gun from its holster and let fly. The | போதவில்லை; சிதாரின் துப்பாக்கியையும் தாத்தா |
| report seemed to crack the rafters; smoke filled the | பிடுங்கினார். அவர்களைத் தலை தெறிக்க ஓடவிட்டார். |
| attic. A cop cursed and shot his hand to his shoulder. | அந்த செயல் கைத்தடி (லத்தி) க்குப்பதிலடியாக |
| Somehow, we all finally got downstairs again and | அமைந்தது. பரணில் புகை மூண்டது. ஒரு காவலர் |
| locked the door against the old gentleman. He fired | நசுக்கப்பட்டு கைகளிலும் தோள்களிலும் தாக்கப்பட்டார். |
| once or twice more in the darkness and then went back | நாங்கள் ஒருவழியாக எவ்வாறோ இறுதியில் கீழே வந்து |
| to bed. 'That was grandfather,' I explained to Joe, out | அந்தக் கதவைப் பெரிய மனிதன் உள்ளே இருக்க வெளியோ பட்ட விட்டோம், வவர் வன்று வல்லது தொண்டு |
| of breath. 'He thinks you're deserter,' 'I'll say he | வெளியே பூட்டி விட்டோம். அவர் ஒன்று அல்லது இரண்டு முறை இருட்டில் சுட்டார். பிறகு படுக்கைக்குச் சென்று |
| does,' said Joe. | முறை இருட்டில் சுட்டார். பற்கு பருகலைக்குச் சென்று விட்டார். அவர் தாத்தா; மூச்சையடைக்க. ஜோவிற்கு |
| | விட்டார். அவர் தாத்தா, முசல்சுபல்ட்கை. ஆர்வந்கு விளக்கினேன். அவர் உங்களை கொள்ளைக்காரர்கள் |
| | என எண்ணிவிட்டார்! 'நான் சொல்கிறேன் அவர் |
| | செய்கிறார்!' என்றார் ஜோ. |
| -cop. 'Yeh' said Joe, 'You-and who else?' I told them | காவலர்கள் ஒன்றும் கிடைக்காததால் தாத்தாவின் |
| The cops were reluctant to leave without getting their | அருகில் யாரோ இருப்பதாக எண்ணித் தயங்கியவாறு |
| hand on somebody besides grandfather; the night had | சென்றனர். இந்த இரவு நீண்ட தோல்வியில் அவர்களுக்கு |
| been distinctly a defeat for them. Furthermore, they | முடிந்தது. இதற்கு மேலாக முழுவதுமாக இந்த அமைப்பை |
| obviously didn't like the 'layout'; something looked - | விரும்பவில்லை. ஏதோ ஒன்று பாரத்தனார் - என்னால் |
| and I can see their view point – phony. They began to | அவர்களது நோக்கத்தைப் பார்க்க முடிந்தது - போலியாக |
| poke into things again. A reporter, a thin-faced, wispy | அவர்கள் பொருள்களை உற்றுநோக்க ஆரம்பித்தனர். |
| man, came up to me. I had put on one of mother's | ஒரு பத்திரிக்கையாளர் மெலிந்த முகம். மங்கலான |
| dress, not being able to find anything else. The | மனிதன். என்னிடம் வந்தார். நான் என் அம்மாவின் ஆடையை அணிந்து இருந்தேன். அவரசத்துக்கு |
| reporter looked at me with mingled suspicion and | ஆடையை அண்நது இருந்கதன். அவரசத்துக்கு குழப்பத்துடன் என் அருகில் வந்தார். குழந்தாய். இங்கு |
| interest. 'Just what the hell is the real lowdown here, | துப்பத்துடன் என் அருகால் மந்தார். குழந்தாய், இங்கு உண்மையில் என்ன நடக்கிறது? எனக்கேட்டார். நான் |
| Bud?' he asked. I decided to be frank with him. 'We | வளிப்படையாக அனைத்தையும் கூற முடிவெடுத்தேன். |
| had ghosts,' I said. He gazed at me a long time as if I | ்எங்கள் வீட்டில் பேய் இருக்கிறது ' என்றேன். அவர் |
| were a slot machine into which he had, without results, | என்னையே நீண்ட நேரத்திற்கு உற்றுப் பார்த்தார். அது |
| dropped a coin. Then he walked away. The cops | துளை இயந்திரத்தால் என்னைத் துளைப்பது போல் |
| followed him, the one grandfather shot holding his | இருந்தது. ஒரு காசைக் கீழே போட்டார். பிறகு அவர் |
| now-bandaged arm, cursing and blaspheming. 'I'm | நடந்து சென்றார். அவரைத் தொடர்ந்து தாத்தாவால் |
| gonna get my gun back from that old bird; said the | சுடப்பட்ட காவலர்களும் பின் சென்றனர். என்னுடைய |
| zitherI would bring it to the station house the next day. | துப்பாக்கியை திரும்ப பெற போகிறேன் என்றார் ஸிதர். |
| | அடுத்தநாள் நானே அதை காவல் நிலையத்திற்கு |
| | கொண்டு வருகிறேன் என்று சொன்னேன். |
| "What was the matter with that one policeman?" | அந்தக் காவலருக்கு என்ன ஆயிற்று? எனக் கேட்டார் அம்மா. அவர்கள் சென்ற பிறகு. தாத்தா அவரை |
| mother asked, after they had gone. 'Grandfather shot | அம்மா. அவர்கள் சென்ற பற்கு. தாத்தா அவரை சுட்டுவிட்டார். என்றேன். எதற்காக? எனக் கேட்டார் |
| him,' I said. 'What for?' she demanded. I told her he | அவர். ஒரு கொள்ளைக்காரர் என்றேன். அப்படியா! |
| was a deserter. 'Of all things. 'He was such a nice- | அமர். ஒரு கொள்ளைக்காரர் என்றோர். அழகான இளம் மனிதன்! என்றார் |
| looking young man. | அழலான தன் மன்றன் என்றார் டெய்சி மலர் போல புத்துணர்வுடன் தாத்தா இருந்தார் |
| 'Grandfather was fresh as a daisy and full of jokes | ுடயசுடமலர் போல் புத்துணர்வுடன் தாத்தா இருந்தார மற்றும் மறுநாள் காலை சிற்றுண்டி வேளையில் மிகுந்த |
| at breakfast next morning. We thought at first he had forgotten all about what had happened, but he hadn't. | மற்றும் மற்றாள் காலை அற்றுண்டி வேளையல் மகுந்த நகைச்சுவை உணர்வுடன் இருந்தார். நாங்கள் முதலில் |
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PENGUIN 32 X - ENGLISH என்ன நடந்தது என்பதை அவர் மறந்துவிட்டார் என் Over his third cup of coffee, he glared at Herman and எண்ணி இருந்தோம். ஆனால் அவர் மறக்கவில்லை. me. 'What was the idee of all them cops tarryhootin' மூன்றாவது கோப்பை காப்பி குடிக்கும்போது என்னையும் round the house last night?' he demanded. 'None of ஹெர்மனையும் வெறிக்கப் பார்த்தார். இரவில் எழுப்பிய you bothered to leave a bottle of water beside my bed. காவலர்கள் என்ன மேலோங்கின சிந்தனையில் Do you ever realize what it cost for a thirsty man to வந்திருந்தனர்? எனக் கேட்டார். நீங்கள் யாரும் என் look for water in the dining room last night?' He had படுக்கை அருகில் ஒரு பாட்டில் தண்ணீர் கூட us there. வைக்கவில்லை. நேற்று இரவில் உணவு அறையில் தாகத்தில் ஒரு மனிதன் எப்படி சுற்றி இருப்பான் என யாரும் உணரவில்லையா? என அவர் கேட்டார்.

| 1. | Hullabaloo | - lot of noise usually in excitement | - ஆரவாரகூச்சல் |
|-----|-------------|--|----------------------------|
| 2. | Patrolman | - A policeman who patrols a given region | - ரோந்து |
| 3. | Attic | - Floor consisting of open space at the top of a house | - மேல்மாடியறை |
| | | just below roof; often used for storage | |
| 4. | Slamming | - close violently | - படாரென ஓசையுடன் மூடு |
| 5. | Gruffly | - angrily | - முரட்டுதன்மையுடைய |
| 6. | Intuitively | - without conscious reasoning | - உள்ளுணர்வுடன் |
| 7. | Whammed | - used to express the sound of a forcible impact | - பெரும்வெடி ஓசை |
| 8. | Bevelled | - reduced to a slopping edge | - முனைமழுக்கு |
| 9. | Rending | - tearing to pieces | - பிளக்கின்றன |
| 10. | Yanked | - pull or move with sudden movement | - வேகமாக இழு |
| 11. | Zither | - a musical instrument | - சிதார் |
| 12. | Guinea pig | - a tailless American rodent | - கினிபன்றி |
| 13. | Hysterical | - marked by uncontrolled emotions | - மிகை உணர்ச்சிக் கோளாறால் |
| | | | பாதிக்கப்படுகிற |
| 14. | Creaking | - making a squeaking sound | - சத்தமிடும் |
| 15. | Indignant | - feeling or showing anger | - கோபித்து |
| 16. | Holster | - holder made of leather | - கைத்துப்பாக்கி வைக்கும் |
| | | | தோலுறை |
| 17. | Rafter | - a beam forming leaves the armed forces | - கூரையில் இருக்கும் |
| | | | இறைவாரக்கை |
| 18. | Deserter | - a person who leaves the armed forcs without | - தப்பியோடியவர் |
| | | permission | |

GLOSSARY



| Word | Synonyms | தமிழ் அர்த்தம் |
|-----------|---------------|-------------------|
| Beagle | - hound dog | - நாய் |
| Staircase | - st of steps | - படிக்கட்டுகளில் |
| Gripped | - held | - இறுகப்பற்று |
| Instantly | - suddenly | - உடனடியாக |
| Rushed | - hurried | - விரைந்து |

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| Slammed | - smashed | – மோதும் |
| Ventured | - came forward | - துணிந்து |
| Burglars | - robbers | - கள்வர் |
| Incomparable | - unmatched | - நிகரற்ற |
| Misunderstanding | - confusion | - குழப்பம் |
| Advent | - beginning | - வருகை |
| Cadence | - pace | - ஒலி |
| Upstairs | - floor above | - மேல் மாடியில் |
| Rubbing | - cleaning | - தேய்த்தல் |
| Rapidly | - quickly | - விரைவில் |
| Faint | - faded | - மயக்கம் |
| Inteval | - break | - இடைவெளி |
| Creaked | - screech | - கீரிச்சொலி |
| Trod | - walked | - மிதித்து |
| Despondent | - hopeless | - சோர்வுற்றும் |
| Decision | - choice | - முடிவு |
| Neighbor | - fellow citizen | - அண்டைவீட்டார் |
| Whammed | - hit hard | - பெரும் வெடி ஓசை |
| Tinkled | - chimed | - மணிபோல் ஒலி |
| occupied | - lived | - இடம்பெற்றிரு |
| Retired | - discharged | - ஒய்வுபெற்ற |
| Engraver | - print maker | - செதுக்குனராக |
| Shouting | - making noise | - கத்தி |
| Frothing | - bubbling | - வீண் பேச்சை |
| Heaving | - throwing | - எறிவது |
| Enormously | - extremely | - அளவுகடந்த |
| Commendable | - admirable | - பாராட்டும்படி |
| Banging | - knocking | - பேரொலி |
| Streaks | - flashes | - கோடுகள் |
| Hoarse | - rough | - கரகரப்பான |
| Crisscrossed | - overlapped | - குறுக்கும் நெடுக்குமாக |
| Tromping | - walk heavily | - களைப்பூட்டும் நடை |
| Yanked | - pulled | - வேகமாக இழு |
| Ransack | - loot | - இடத்துக்கு |
| Intervene | - mediate | - தலையீடு |
| Retreat | - withdraw | - தலையீடு |
| Indignant | - angry | - கோபித்து |
| Sprawling | - rambling | - பரந்த |
| Suspicion | - doubt | - சந்தேகத்தின் |
| Gazed | - looked | - கருத்தூன்றிய பார்வை |
| Cursing | - scolding | - சாபம் |
| Glared | - stared | - முறைக்க |
| Realize | - understand | - உணர |
| Thirsty | - desire to drink | - தாகம் |
| Deserter | - run away | - ஒடிப்போனவன் |

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PENGUIN

34

ANTONYMS

X - ENGLISH

| Second Second | | | |
|---------------|--------------|--------------|---------------|
| Word | Antonyms | Word | Antonyms |
| Low | X high | Hopeless | X hopeful |
| Half | X full | Back | X fornt |
| Down | X up | Shout | X open |
| Тор | X bottom | Incomparable | X comparable |
| Narrow | X wide | Bad | X good |
| Raised | X lowered | Attention | X inattention |
| Quick | X slow | Asleep | X awake |
| Upstairs | X downstairs | Remember | X forget |
| Heard | X unheard | Directly | X indirectly |
| Expecte | X unexpected | Suspected | X unsuspected |
| Short | X long | Pulled | X pushed |
| Won | X lost | Big | X small |
| True | X false | Never | X always |
| Unannounced | X announced | Defeat | X victory |
| Hell | X heaven | Young | X old |



A. Answer the following questions in a sentence or two.(Text page 34)

1) Why was the narrator sorry to have paid attention to the footsteps?

The narrator was sorry because it caused **great confusion**. His mother **threw a shoe** at the window pane of the neighbor and the **police searching the whole house** for a robber.

2) Why did Herman and the author slam the doors? (PTA 2)

They heard the footsteps coming towards them. They were **frightened** and slammed the door.

3) What woke up the mother?

The slamming of the door woke up the mother.

4) What do you understand by the mother's act of throwing the shoe?

The mother wanted to inform the neighbor about the **robbers in their house**. So she threw the shoe through the window pane.

5) Why do you think Mrs. Bodwell wanted to sell the house?

The Bodwells were subject to mild attacks. So she wanted to sell the house.

1) narrator - பாடல் (அல்லது) கதையைத் தானே சொல்பவர், confusion - குழப்பம், pane - கதவு (அல்லது) சன்னலில் பொருத்தப்பட்டுள்ள கண்ணாடி, neighbour - பக்கத்தில் குடி இருப்பவர், 2) slam - படாரென ஓசையுடன் மூடுதல், frietened - பயப்படுதல், 3) worke up - எழுப்புதல் (தூக்கத்தில் இருந்து), 4) inform -தகவல் தெரிவித்தல், threw - எறிதல், 5) mild - மிதமான, attacks - தாக்குதல்கள்

6) How did the cops manage to enter the locked house?

The cops broke open the door and the windows and got into the house

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| | | |

7) Why were the policeman prevented from entering grandfather's room?

The grandfather was going through **fits and he may be shocked** to see them at night. So the policeman was prevented from entering the grandfather's room.

8) Who used the zither and how? (PTA 1)

The guinea pig used the zither. It used to sleep on it.

9) Mention the things that the grandfather imagined.

The grandfather thought that the policemen were deserters from Meade's army

6) broke - உடைத்தல், 7) prevented - தடுத்தல், fits - ஒருவித வலிப்பு நோய், 8) guinea pig - பல வண்ணங்களில் காணப்படும் எலிபோல விலங்கு, zither - கம்பிகள் உடைய இசைக் கருவி, 9) mention -குறிப்பிடுதல், imagined - கற்பனை செய்தல், deserters - கைவிட்டவர்கள்

Answer the following questions:

a. Where was the author when he heard the noise?

He was just out of **bathtub**

b. What did the narrator think the unusual sound was?

He thought that it was the sound of a ghost

c. What were the various sounds the brothers heard when they went downstairs?

They heard the steps of someone and the circling of steps.

d. Who were the narrator neighbours?

The neighbours were a retired engraver named Bodwell and his wife.

e. How did the Bodwells react, when a shoe was thrown into their house?

He was **shouting** and raising his fist.

a) noise - சப்தம், ஒலி, bathtub - குளியல் தொட்டி b) unusual - வழக்கத்திற்கு மாறாக, c) various - பலவித, circling - சுற்றிக் கொண்டிருக்கும், d) engraver - செதுக்குபவர், e) react - எதிர்வினை, shouting -சத்தமாகப் பேசுதல்

f. What did the Bodwells think when they heard the mother shout

Bodwells thought that there was a **burglar** in their house.

g. What was the grandfather wearing?

The grandfather was wearing a **long flannel nightgown**, long woolen pants, a cap and a leather jacket.

h. What conclusions did grandfather jump to when he saw the cops?

The grandfather thought that they were deserters from Meade's army and trying to hide in the attic.

i. Were the policemen willing to leave the house?

The policemen were reluctant to leave the house without getting the hands on someone.

j. What made the reporter gaze at the author?

The reporter couldn't get a **convincing reply** because he couldn't believe it was a ghost.

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|-----------------------------|--|---------------------------|
| ரி burglur - கிருடன், ஏ) we | aring - அணிந்து அவ்வது உடுக்கிக் கொண்டிருக்கவ் |) flannel - கம்பளிக் காணி |

1) burglur - திருடன, g) wearing - அணிநது அலலது உடுத்திக் கொண்டிருத்தல், flannel - கம்பளித் துணி, night gown - இரவு உடை, leather - தோலினால் ஆன, h) conclusion - முடிவு, hide - மறைதல் அல்லது மறைத்து வைத்தல், i) willing - விரும்புதல், reluctant - தயங்குதல், j) reporter - பத்திரிக்கையாளர், convincing - நம்பத் தகுந்த, reply - பதில்



1. Who was in the attic?

The grandfather was in the attic.

2. Why did Herman slammed the door?

He was **afraid**, so he slammed the door in fear.

3. Why did the mother flung the shoes?

She wanted to Bodwells to call the police as their phone was downstairs.

- **4. What did the Bodewell thought in the beginning?** He thought that there was a **burglar** in their house.
- **5. Why did the police broke open the door?** The **mother did not let them in**. so they broke open the door.
- 6. What pet did they once had in their home?

They had a guinea pig.

7. What did the grandfather think about the cops?

The grandfather thought they were deserters from the Meade's army.

8. Who smacked the head of the cop?

The grandfather smacked the cop.

1) attic - பரண், 4) beginning - ஆரம்பத்தில் / தொடக்கத்தில், 8) smacked - உள்ளங்கையால் அடித்தல்

PARAGRAPH QUESTIONS

B) Answer the following questions in about 100-150 words.(Text page 35)

1. Describe the funny incident that caused the confusion in the house. (PTA 3)

James, the author comes out of the bathroom, drying himself. He wakes up his brother Herman. They both listen to the footsteps and gets scared. Their mother wakes up. At that moment, she hears the footsteps of someone walking downstairs near the dining room. She alerts her neighbour to call the police. The police arrive with some reporters. They search all over, upstairs and downstairs. When they find nothing, they rush to the attic. The narrator's grandfather believes that he is still in the war. He thinks that the policemen are deserters. So he starts shooting at them. The policemen leave their house immediately, creating a lot of confusion everywhere.

2) Narrate the extension search operation made by the policemen in the house (PTA 1, 4)

The police reached the house in a short time. They began banging at the narrator's front door. When nobody responded, they broke into the house. They searched downstairs and upstairs messing up

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everything. They opened all the doors and windows. They pulled the drawers and furniture. They began to ransack the floor, pulled beds away from the walls, tore clothes off the hooks in the closets. They also pulled suitcases and boxes off the shelves. Later, they heard some creaking in the attic. They stepped into the attic. As his grandfather thought that they were the deserters from Meade's army, so he started shooting at them. Then he went back to bed. The cops were unwilling to leave without getting their hand on somebody. They felt it was a defeat for them. They began to poke into things again and finally left the place.



HIGH LEVEL STUDENTS

| | (| | |
|---|------------|---|--|
| 1 | Prose | : The Night the Ghost Got In | |
| | Author | : James Grover Thurber | |
| | Theme | : Fear leads to chaos and commotion | |
| | Characters | : The Narrator, Herman his brother, their mother, | |
| | | grandfather, Bodwells, a journalist and the cops | |
| | \ \ | | |

The story starts with the author coming out of the bathroom while drying himself. That's when he hears footsteps downstairs near the dining table. He wakes up his brother Herman. They go to the back stairs to listen to footsteps. Herman got scared and ran back into his room and slammed the door shut. James too slammed shut the staircase door. All the commotion woke their mother who came out and demanded to know what was happening. When she did not get a proper answer she thought there was a burglar downstairs. Mother wanted to call the police, but the phone was downstairs. So she threw her shoe at the neighbours window to request them to call the police. The police came along with some reporters. They searched downstairs and when they found nothing they came upstairs to tell mother. That's when they heard the author's grandfather in the attic. They rushed upstairs to the attic. Grandfather was an old man who believed he was still in the war and as soon as the police entered the attic he started shooting at them. After the police managed to save themselves and come out of the attic, one of the reporters asked James about the matter. James told him about the ghost. Hearing this, all the policemen left.

FOR AVERAGE STUDENTS

| Prose | : The Night the Ghost Got In |
|------------|--|
| Author | : James Grover Thurber |
| Theme | : Fear leads to chaos and commotion |
| Characters | : The Narrator, Herman his brother, their mother, grandfather, Bodwells, a journalist and the cops |

The narrator had stepped out of his bath tub when he heard the footsteps in the dining hall. He suspected it to be that of a burglar. Finally he thought that a ghost had got into their home. He woke up Herman, his brother. He was alarmed. This woke up the mother. She thought that the burglars would have

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entered. So she wanted to call the police. The mother took a shoe and flung at the neighbour's house. Mr. Bodwell, who had mild attacks earlier, was shouting. She called the police. About eight cops and a few reporters came and started banging the door. They broke open the door and entered. They created a ruckus and went upstairs. They ransacked the floor. They could not find the burglars. Just then they heard a creaking in the attic. They went up to his room. He thought they were deserters from Meade's army. He gave a smack to a cop. He pulled out the gun from him and threw it. The grandfather shot the cop. Later he went back to bed. The cops too left. At breakfast next morning grandfather told them that it was tough for him to look for water in the dining room the previous night.

Stepped out - வெளியே வந்தார், bath tub - குளிக்கும் தொட்டி, foot steps - காலடிச் சுவடுகள் / சத்தங்கள், suspected - சந்தேகப்பட்டார், alarmed - மிகவும் பயப்படுதல், stairs - படிகள், rushed -விரைந்து செல்லல், slammed - வேகமாக சாத்துதல் / மூடுதல், flung - எறிதல், baging - வேகமாக, சத்தமாகத் தட்டுதல், ransacked - தாறுமாறாகக் களைத்துத் தேடுதல், attic - பரண், deserters -கைவிட்டவர்கள், smack - உள்ளங்கையால் அடித்தல், tough - கடினம், previous night - முந்தைய / முன்னாள் இரவு

SLOW LEARNERS

| Prose | : The Night the Ghost Got In | |
|------------|---|--|
| Author | : James Grover Thurber | |
| Theme | : Fear leads to chaos and commotion | |
| Characters | : The Narrator, Herman his brother, their mother, | |
| | grandfather, Bodwells, a journalist and the cops | |
| | | |

- > The narrator heard a strange sound at their dining room.
- ▶ He thought it was a burglar or a ghost.
- > His mother threw her shoe at Mr.Bodwell's window to seek help.
- > The police came and ransacked the house.
- ➢ Grandfather mistook them for deserters and shot at them.
- Next morning, grandfather told that he came to the dining room for water the previous night.

Moral : What you see can be a lie; What you hear can be a lie; What you investigate is real.

Heard - கேட்டார், thought - நினைத்தார், seek help - உதவி கேட்க, ransacked - தாறுமாறாகக் களைத்துத் தேடுதல், mistook - தவறாக எண்ணினார், deserters - கைவிட்டவர்கள், previous night -முன்னாள் / முந்தைய இரவு, moral - நீதி, investigate - விசாரித்தல், strange - வித்தியாசமான, burglar - திருடன், shot - சுட்டார், lie - பொய், real - உண்மை.

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| PENGUIN | | |
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| C | FEXTUAL E | XERCISES |
| | vocal | bulary |
| | | pressions from the text. |
| | | eacher rewrite them in |
| | 6 | has been done for you. |
| 1. 'musta got a | • | - whatt'd he like? |
| 2. 'looky here | | - Look here, Joe |
| 3. 'No sign o' | • | - No sigh of nothing |
| 4. 'Back t' the | e lines ye gooda | am - Back it the lines |
| | | you god damn |
| 5. 'what was t | he idée of all th | em cops - what was |
| the idea o | f all them cops | making so much |
| 6. tarryhootin ³ | ' round the hou | se last night - noise round |
| the house | last night. | |
| D. Complete | the given tabu | lar column with the |
| suitable p | olural forms. | |
| 1. Chair | - chairs | |
| 2. box | – boxes | |
| 3. Eskimo | – eskimos | |
| 4. lady | – ladies | |
| 5. radius | – radii | |
| 6. formula | – formulae | |
| 7. child | – children | |

39

X - ENGLISH

7. What were Chulongs plans for the birds? He wanted to sell the bird and wanted to become rich. The second plan was to kill and eat it..

8. Who is wise according to you?

The bird was wise because it escaped from the captor with her wisdom.

9. Is the bird a crow?

No, it was a beautiful bird.

10. What are the three rules given by the birds? Never believe everything others say, Never be sad about something you don't have, Neve throw away what you have in your hand.



- G. Use this passage to play the game. You can collect information on other famous personalities and play too.
- 1. Is he a famous personality? Yes
- 2. Is he from India? No
- 3. Is he alive now? No
- 4. Was he an actor? Yes
- 5. Was he born in England? Yes
- 6. Does he run his own company? No
- 7. Was he a comic actor? Yes
- 8. Was he born in the year 1889? Yes
- 9. Was he Charlie Chaplin? Yes

READING

- H. Read the incident again and answer the following question.
- 1. What was the writer always asked to do whenever he planned to go aboard?

The writer was always asked to buy something whenever he planned to go abroad.

- 2. What did Gilson want the writer to bring for him? Gilson wanted him to buy tie with his initial 'G' on it.
- 3. When did the writer remember the fact that he had to buy something for Mr.Gilson? It was on Tuesday morning, the last day, he remembered to buy a tie.
- 4. Why were the other passengers in the flight gazing at the writer?

The author was panting and gasping for breath. So the passengers were gazing at him

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E. Listen to the story and answer the following. 1. The rich man was from.... b) Thailand a) Nagaland

- deer

- loaves

- heroes

8. deer

9. loaf

10. hero

2. Where did chulong catch the birds? Chulong caught the bird in the garden.

3. Why did Chulong catch the bird?

The bird was beautiful and he wanted to sell it for money.

LISTENING

c)Finland

- 4. What will happen to the bird in imprisonment? The bird lost its beauty and looked dark and ugly.
- 5. What did the bird suggest Chulong, in exchange for its freedom?

It promised to give him three tips for a happy life.

6. Does Chulong what to earn money honestly? No, he was greedy and he wanted to amass wealth.

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| PENGUIN | 40 | X - ENGLISH |
|---|--|--|
| 5. What is the humour element in the above | Friends,Gc | ood evening!On this auspicious occasion |
| incident? | I stand before | ore you with extreme pleasure on behalf |
| In spite of the buzz to buy a tie in the last minute, | of English | Literary Association of our school. First |
| he left the tie in the taxi. | of all, let n | ne express my deep gratitude to you all |
| I. Suggesting titles (Insert the paragraph | for selectin | ng me as the President of English Literary |
| accordingly) | Association | n. |
| 1. Oh, No! But it happens! – fourth paragraph | English Lit | terary Association has been a prestigious |
| 2. don't let out your travel dates – second paragraph | Association | n in our school since its inception. It has |
| 3. Anyway, people will be people – third paragraph | been work | ing rigorously during the past few years |
| 4. Search begins – sixth paragraph | focusing or | n the improvement of reading writing |
| 5. Things are not that easy – eighth paragraph | speaking a | nd listening skills of the students in our |
| 6. Hurry invites worry – last paragraph | school. Ou | r vision is to make the school as a full- |
| J. Look at the following situations the writer was in. | fledged En | glish medium school where each student |
| He could have avoided the situation and saved | speaks and | communicates through English. We |
| himself. Glance through the write up again and | know that | it is a Herculean task still we aspire and |
| comment on what the writer should have done in | labour for | it. A Chinese proverb says "if you are |
| the following situation. | planning fo | or a year sow corns, if you are planning |
| 1. Gilson asked the writer to bring a tie. | for a decad | le plant trees and if you are planning for a |
| He could have told Gilson he may not go for | life time, educate people." Language is the medium | |
| shopping | through wh | nich educational process fulfils its aims. |
| 2. on the day of arrival, the writer had no time to | So it is hig | hly essential that students should be able |
| think about the tie. | to handle language in its best level. The English | |
| He could have made a note of the things he had to | Literary As | ssociation has been conducting many |
| buy. | varied activities and competitions to improve the | |
| 3. The writer remembered about the tie when the | language s | kills of the students. |
| bus was leaving for the airport. | "Practice n | nakes a man perfect". We do believe in |
| He should have left for the airport. | the provert | o and constantly endeavour to achieve |
| 4. The writer walked down in search of the stop. | our aim. | |
| He should not have stepped out of his car. | (| Grammar (Text Page .42) |
| 5. The writer rushed out with the tie in a paper bag. | Nagarajan an | d Dhanalakshmi want to buy a new |
| He should have kept it in his bag. | house. They have | ave come to see a house for sale. |
| K. State whether the following statements are True | Complete the | conversation below by adding a, an or |
| or False | the | |
| 1. The narrator searched for three days to buy ceramic | Naga rajan | : Well, here we are, No.8, Kaveri |
| paint - False | | street. I think this is <u>the</u> house we |
| 2. The author was going to new York True | | saw online. What do you think of the |
| 3. Gilson asked the narrator to buy a tie - True | | location. |
| 4. The taxi driver took away the narrator's suitcase - | Dhanalakshmi | : It is in $\underline{\mathbf{a}}$ nice neighbourhood. And |
| False | | it's close to the railway station. |
| 5. Departure was delayed because of the author -True | Nagarajan | : And <u>the</u> bus stop is not too far away. |
| 6. The author left the ties in the taxi - True | Dhanalakshmi | : How many rooms are there? |
| WRITING | Nagarajan | : There are three rooms <u>a</u> kitchen and <u>a</u> balcony. |
| M. Write a speech for your school literary | Dhanalakshmi | : There is a lawn behind <u>the</u> house, |
| association celebration with the given lead. | | right? |
| Distinguished Chief Guest, respected Principal, | | 0 |

beloved Supervisor, Teachers, Parents and My Dear penguinpub.2014@gmail.com

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| PENGUIN | | 41 X - ENGLISH |
|--------------------|--|---|
| Nagarajan | : That's right <u>the</u> lawn is actually | D. Fill in the blanks by choosing the most |
| | quite large. Did you see any photos of | appropriate prepositional phrase from the given |
| | the living room, online? What does it | Options. (Pg 43) |
| | look like? | 1. Everything falls to the groundearth's |
| Dhanalakshmi | the living room looks great. It looks | gravitational pull. |
| | bright and airy. It has <u>a</u> nice view of | a. in additional to b. Because of c. cause of |
| | <u>the</u> hills. But <u>the</u> kitchen looks <u>a</u> little | 2. The trial was conducted the procedure of law |
| | small. | a. In accordance with b. Due to c. Despite of |
| Nagarajan | : And I remember you said there isn't | 3. There is a temple right my house. |
| | <u>a</u> store room, right? | a. in back of b. Apart from c. in front of |
| Dhana lakshmi | No, but there is <u>an</u> attic, where we can store things. | 4. As a of his hard work, he achieved the target. |
| Naga rajan | I hope this house is $\underline{\mathbf{a}}$ better option. | a. instead of b. result of c. Apart from |
| Dhana Lakshmi | : Lets wait for <u>the</u> real estate agent. | 5. Failure is often the negligence. |
| | She said, she would be here at three | a. effect of b consequence of c. Reason of |
| | o'clock. | 6. Children are given toys sweets on children's |
| | re missing in the passage> Edit the | day. |
| | n below by adding suitable articles | a. ob top of b. In addition to c. due to |
| | necessary. (Pg 42) | 7. The parents must be informed any |
| | rhood is a very interesting place. My | indiscipline conduct of their wards. |
| | ted in an apartment building | a. because of b. In case of c. In spite of |
| | ear the many stores and offices. There | 8. He didn't turn up his busy schedule. |
| - | bermarket across the street, where my | a. consequence of b. Due to c. Except for |
| - | o go shopping. There is also a post bank near our home. In our | 9. Global warming is the green house emission. |
| | od there is a small, green park where | a. an effect of b. In spite of c. In addition to |
| - | It is a small, green park where and I like to play on the weekends and | 10 several warnings he continued to swim. |
| | a rinke to play on the weekends and r are us a small pond near the park and | a. Due to b. In spite of c. Because o |
| | y ducks in the park. We always have a | E. Edit the following passage by replacing the |
| | addition there is an elementary school | underlined incorrect words with correct |
| - | nome where my little brother studies in | prepositional phrases. |
| | de. There are so many things to see and | 1. Janu is studying in class X In the event of the |
| | ghbourhood. That's why I like it. It's | teachers Because of the teacher, Janu is |
| really a great | | studying in class X |
| | onary to find out the meaning of the | 2. she is a disciplined student. In addition to her |
| | epositions and match them with the | poverty.She In spite of her poverty, she is a |
| | ning. (Pg. 43) | disciplined student |
| . due to | - because of | 3. Is always neat Many students like her in case of |
| except for | - with the exception of | Many students like her owing to her neatnes |
| 3. with reference | to - referring to | 4. her simplicity. According ito her studies, she also |
| 4 .In spite of | - disregarding the difficulty | she is not only good in her studies but also |
| 5. in addition to | - added to | in her simplicity |
| 6. in place of | - as a substitute for | 5. participates in sports. She gets on with everyone in |
| 7. regardless of | - irrespective of | case of she gets on with everyone because |
| 8. for the sake of | – in the interest of | of her participation in sports |

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gender she ensures she takes leave

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completes her work before she goes to school the

| PENGUIN | | 42 | | X - ENGLISH |
|-----------------------------|-----------------------------|----|---------------------------|---------------------------------|
| 6. age and gener in the sch | ool In opposition to taking | | 7. that she completes the | e work given before she goes to |
| leave, she ensures | In spite of her age and | | school nextday. | she makes sure that she |

next day.

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PENGUIN

43

X - ENGLISH

POEM

| No | Poem | Author | Theme | Main Character / Speaker |
|----|----------------------------|--------------------------------|---|--|
| 1. | Life | Henry van Dyke | Take Life as it comes | Author |
| 2. | The Grumble Family | Lucy Moud Montgomery | Be contended and happy with what you have | Complaining people |
| 3. | I am Every Woman | Rakhi Nariani Shirke | Today's women | Women |
| 4. | The Ant and the Cricket | Adapted from Aesop's fables | Think for the future | Ant, Cricket |
| 5. | The Secret of the Machines | Rudyard Kipling | Status of Machines and human capability | Man and Machine |
| 6. | No Men Are Foreign | James Falconer Kirkup | Unity of Mankind | People |
| 7. | The House on Elm Street | Nadia Bush | mystery | Author, Mysterious house, Leafless tree |



- Rhyming Words : கொடுக்கப்பட்ட பாடலில் உள்ள ஒவ்வொருவரியின் கடைசி வார்த்தைகளைக் கவனிக்க வேண்டும். அவைகளிலே ஒரே மாதிரியான ஒலிகள் இருந்தால் அவைகள் Rhyming Words ஆகும்.
 - Ex : Tell me not, in mournful **numbers.**

Left is but an empty dream!

For the soul is dead that **<u>slumbers</u>**.

And things are not what this seem.

Rhyming words – numbers - slumbers

dream - seem

- 2. Ryme scheme : ஒருபாடல் வரிகளின் கடைசி வார்த்தைகளில் ஒரே ஒலியாக வந்தால் அதற்கு ஒரு குறியீடு வைக்க வேண்டும். உதாரணமாக a, b, c.....
 - Ex : With all my heart I do <u>admire</u> a Athletes who meat for fun or <u>hire</u> a Who take the field in gandy <u>pump</u> b ஒலி மாறுபடும் போது குறியீடு மாறும்.
- 3. Simile : a word or phrase that compares something to something else showing resemblance, using the words like (or) <u>as.</u>

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| PE | NGUIN | 44 | X - ENGLISH |
|-----|-----------|---|-----------------------------|
| | ஒத்த பண் | புகளை ஒப்பிடும் போது உவமை என்கிறோம். like, as போன்ற வார்த்தைகனை | ள வைத்து simile |
| | | ம் காணலாம். | |
| 4. | Metaphor | : It is an implied simile. The use of word to indicate a meaning different from | n its literal meaning. |
| | | He was a lion in the battle. | |
| | | (He fought like a lion in the battle – simile) | |
| 5. | | ation : The practice of repreenting objects, qualities etc. as humans, in art and ாதவற்றிற்கு ஒற்றிச் சொல்லுதல். | l literature. மனிதப் பண்பை |
| | | 1. Time and tide wait for no none. | |
| | | 2. Laughter holding both her sides. | |
| | | 3. Death lays his hands on things. | |
| 6. | | ne : An Apostrophe is a direct address to the dead, to the absent, or to a persor நீரில் இல்லாதவர்களை அழைத்தல். | nified object or idea. |
| | | 1. O judgement! thou art fled to brutish beasts. | |
| | | 2. O grave! Where is thy victory. | |
| | | 3. O ye wheels! be silent for today. | |
| 7. | • | i : Oxymoron is a special form of Antithesis, where two contradictory qualitie ning. எதிர் சொற்களால் ஒரு நபரையோ / ஒரு பொருளையோ குறிப்பது. | es are predicted at once of |
| | | 1. So innocent arch, so cunningly simple. | |
| | | 2. This honour noted in dishonor stood. | |
| 8. | Onomato | ooeia : The fact of words containing sounds similar to the noises they describe | ் ஒலிக்குறிப்புச் சொற்கள். |
| | buzz, | chirp, meow (cat's) | |
| | He sip | ped his straight mouth. | |
| 9. | | : அந்தாதித் தொடை –aliterary device wherein a word or a phrase is respeate essive sentences. தொடர்ந்து வரும் பாடல் வரிகளில் ஒரே வார்த்தை திரும்ப வ | |
| | Anaphora | என்கிறோம். | |
| | Ex: | 1. In time the savage bull sustains the yoke. | |
| | | In time all haggard barks will stoop to three – Thomas Kyd- | |
| | | 2. Was it conveanice | |
| | | Was it perversity | |
| | | Was it humility | |
| 10. | | n: Common the use of the same letter or sound (comment) at the beginning o | f the words that are close |
| | together. | | |
| | | ல் ஒரு வார்த்தையின் முதல் மெய்யெழுத்து ஒலி மீண்டும் வந்தால் அதனை a | lliteration என்கிறோம். |
| | Ex : | 1. <u>Peter Picked a pech of pickled peppers</u> . | |
| 11 | | 2. Sing a song of six pece. The set of the | |
| 11. | Assanance | e: The repetition of similar words in stressed syllables of successive words. | |

- 1. Sonnet and povidge same vowels different consonants. Ex:
 - 2. Cold and killed different words same consonants.
- 12. Hyperbole: A way of speeching and writing that makes something sound more excition that it really is. 9仍 விஷயத்தை மிகைப்படுத்திக் கூறுதல்.
 - Ex: 1. I am so hungry I could eat a horse.
 - 2. If the river were dry, I am able to fill it with tears.
- 13. Anthithesis : a striching opposition of words is made in the same sentence. எதிர்மறைகளை கருத்து ஒரே வாக்கியத்தில் வருதல்.

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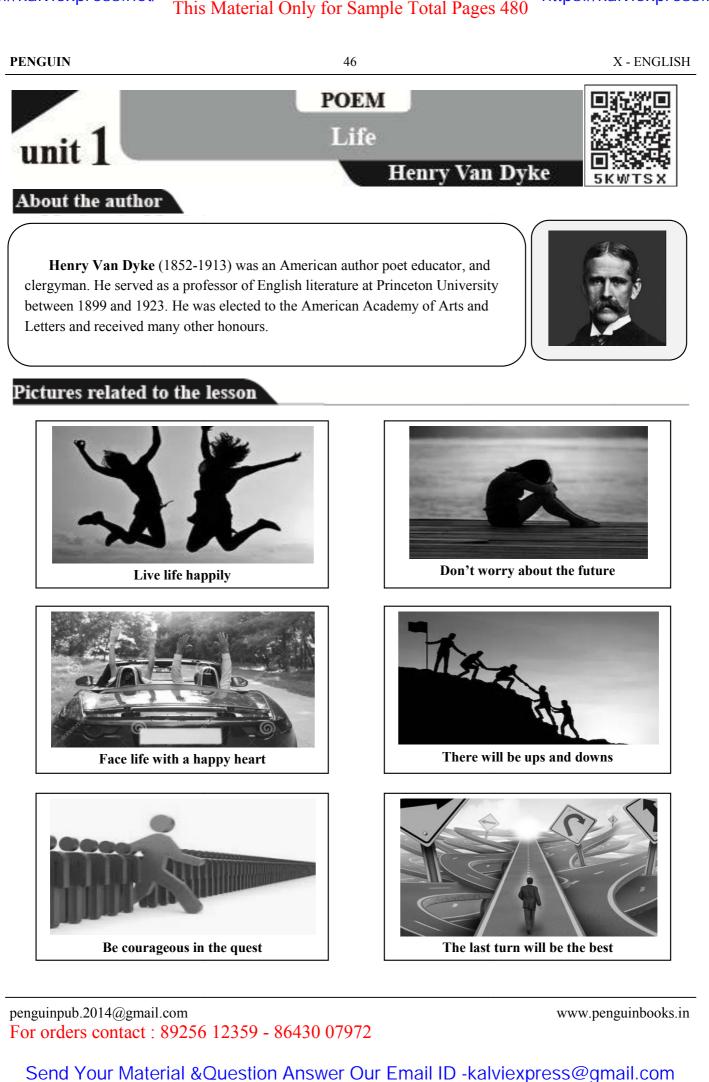
| PEN | NGUIN | 45 | X - ENGLISH |
|-----|------------|---|------------------|
| | Ex : | 1 Man propaga and dispaga | |
| | EX. | Man proposes and disposes. To err is human to forgive is divine. | |
| | | 3. Speech is silver silence is golden. | |
| 14 | Allusion | When a person or another makes an indirect reference in speech, text or song to an eve | ont or figura OM |
| | | ் நேராகவோ (அ) மறைமுகமாகவோ, ஒரு மனிதனையோ (அ) இடத்தையோ (அ) ஏற் | |
| | | ுதல் பிரையில் குறியாக கான் குறியாக கான் குறியாக கான் குறில் குறியாக குறியாக குறியாக குறியாக குறியாக குறியாக குற யாகுறிப்பது. | |
| | Ex: | 1. Your backyard is a Garden of Eden. (Biblical) | |
| | | 2. You're a regular Einstein (Historical allusion) | |
| 15. | Poetic Dic | tion : The style of speaking or within used by the speaker or writer. | |
| | Ex: | "Heard melodies are sweet, but those | |
| | | Un heard melodies are sweeter: then the | |
| | | Ye soft pipes, play on" | |
| 16. | Archaism | : பழைமைக் கூறு : The use of writing or speech that is now rarely used; the use of old | er versions |
| | language a | nd art. | |
| | | 1. Know from <u>whence</u> you came. | |
| | | 2. O, Romes, Wherefore art thou Rome? | |
| 17. | Pun : കി6േ | \mathfrak{w} : A pun is a joke that makes a play on words. | |
| | Ex: | 1. A bicycle can't stand on its non because it is two-tired. | |
| | | 2. Is life worth living? It depends upon the liver. | |
| 18. | Repetition | : Often use in speech, as a rhetorical device to bring attention to an idea | |
| | Ex: | 1. If you think you can do it, you can do it | |
| | | 2. The woods are lovely, dark and deep | |
| | | And miles to go before I sleep | |
| | | And miles to go before I sleep. | |
| 19. | Metonymy | , ஆகுபெயர்: It replaces the name of a thing with the name of something else with whi | ch it is closely |
| | associated | | |
| | | 1. <u>Pen</u> is mightier than the sword. | |
| | | 2. The <u>crown</u> , for the king. | |
| | | 3. From the <u>cradle,</u> to the <u>grave</u> . | |
| | | 4. The whole <u>city</u> went out to sea the victorions general. | |
| | | | |
| | | | |

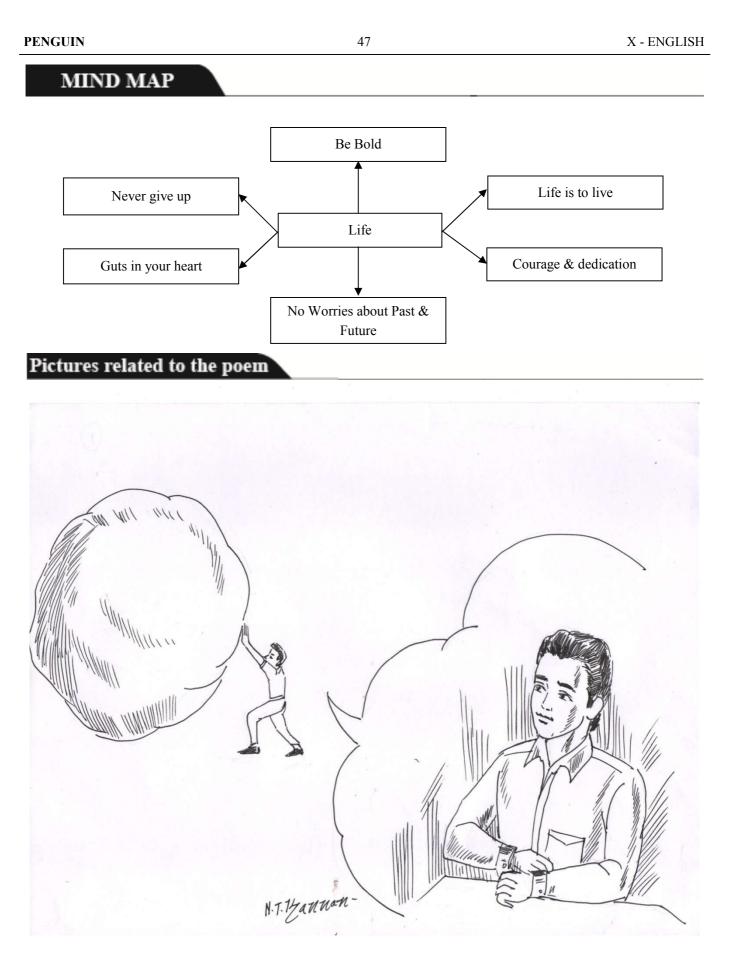
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PENGUIN

48

X - ENGLISH



The poem is the author's own reflection on his life and tells his point of view on the more important things in life. The journey of life. Life can have both ups and downs just like a hill. You can't just go back in life, the only thing you can do is to face it head on. Life may contain many hardship but is very rewarding due to the sense of adventure it contains .We won't know what the future got in store for us. So be happy and never be afraid. Always wear a smile and live life in the present. Don't worry and always be happy.

கவிதைச்சுருக்கம்

இந்த கவிதை, இதை எழுதியவரின் வாழ்க்கையின் பிரதிபலிப்பாகவே உள்ளது. மேலும், இது அவருடைய பார்வையில் வாழ்க்கையில் உள்ள பல முக்கியப் பொருள்களைப் பற்றிக் கூறுகிறது. வாழ்க்கை என்பது ஒரு குன்றில் உள்ள மேடு பள்ளங்களைப் போன்றது. நாம் நம் வாழ்க்கையைப் பின்னோக்கி நகர்த்த முடியாது, நம்மால் முடிந்த ஒன்றே ஒன்று எதையும் நேர்கொண்டு சந்திப்பதேயாகும். வாழ்க்கை பல கடினங்களைக் கொண்டது. ஆனால், அதில் உள்ள துணிச்சல் நிறைந்த உணர்வுகள், பல வெகுமதிகளைத் தரவல்லது. நமக்கு நம் எதிர்காலத்தில் என்ன காத்திருக்கிறது என்பது தெரியாது. ஆகையால், மகிழ்வுடன் இருப்போம் மேலும் ஒருபோதும் பயப்படாமல் இருப்போம். எப்பொழுதும், புன்னகையுடன் நிகழ்கால வாழ்வில் வாழ்வோம். கவலை இன்றி மகிழ்ச்சியுடன் இரு.

TEXT TRANSLATION

| 00000/ | (The |
|---|---|
| POEM ENGLISH | பாடல் தமிழ் விரிவாக்கம் |
| Let me but live my life from year to year; | என்னை வாழ விடுங்கள் - ஒவ்வொரு வருடமும் |
| With forward face and unreluctant soul; | தோல்விகளை கடந்து முன்னேறும் முகத்துடனும், |
| Not hurrying to, nor turning from the goal; | முயற்சியை கைவிடாத தயக்கமற்ற ஆன்மாவுடனும் |
| Not mourning for the things that disappear | பதட்டப்படாமலும், என் இலக்கிலிருந்து விலகாமலும், |
| In the dim past, nor holding back in fear | கடந்து முடிந்த காலங்களில் நான் இழந்தவந்றைப் பற்றி |
| From what the future veils; but with a whole | எண்ணிப் புலம்பாமலும் |
| And happy heart, that pays its toll | திரை இட்ட எதிர்காலம் எப்படி இருக்குமோ என்று எண்ணி |
| To Youth and Age, and travels on with cheer | பயந்து நின்று விடாமலும் |
| | ஒரு முழுமையான மகிழ்ச்சியான மனதுடனும் |
| | என் வாழ்க்கைப் பயணத்தை் மகிழ்ச்சியுடன் கழிக்க |
| | (என்னை வாழ விடுங்கள்) |
| So let the way wind up the hill or down, | எனவே இந்த வாழ்க்கைப் பயண்ம் மேடு பள்ளங்களோடோ |
| O'er rough or smooth the journey will be joy: | கடினமான அல்லது மென்மையான பயணமாக |
| Still seeking what I sought when but a boy, | இருந்தாலும் மகிழ்ச்சியாகவே இருக்கும் |
| New friendship, high adventure, and a crown, | நான் யார் என்று என்னை பற்றி ஒரு மாணவனாக சுய |
| My heart will keep the courage of the quest, | பரிசோதனை செய்து கொண்டே இருப்பேன். எதிர்வரும் |
| And hope the road's last turn will be the best. | புதிய நட்பு, உயர் சாகசரம் மற்றும் கிரீடம், |
| | என் இதயம் அத்தகைய நம்பிக்கை மிகுந்த தேடலில் |
| | அடையும் என்று நம்புகிறேன் |
| | இவ்வாழ்க்கைப் பாதையின் எதிர்வரும் திருப்பம் |
| | சிறப்பானதாகவே இருக்கும் என்று நம்புகிறேன். |

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| | GLOSSARY | |
|---------------------|------------------------------------|-------------------|
| Mourning (v) | - the expression of sorrow | - துயருறுதல் |
| Veils (v) | - a thing that conceals, disguises | - முகத்திரை |
| Crown (n) | - a prize or possession | - கிரீடம் |
| Quest (n) | - a long search for something | - வேட்கை, தேடுதல் |
| Unreluctant * (adj) | - willing to do something | - தயாராக |

APPRICIATION OF THE POEM

| Poem line | Figure of speech |
|---|---|
| Let me but live my life from year to year; | Anaphora: |
| With forward face and unreluctant soul; | Not hurrying to, |
| Not hurrying to, nor turning from the goal; | Not mourning for |
| Not mourning for the things that disappear | Alliteration: |
| In the dim past, nor holding back in fear | $\underline{\mathbf{L}}$ ive – $\underline{\mathbf{l}}$ ife, $\underline{\mathbf{y}}$ ear – $\underline{\mathbf{y}}$ ear, $\underline{\mathbf{f}}$ orward – $\underline{\mathbf{f}}$ ace, $\underline{\mathbf{h}}$ appy – $\underline{\mathbf{h}}$ eart |
| From what the future veils; but with a whole | Rhyming words: |
| And happy heart, that pays its toll | Year – disappear, soul – goal, fear- cheer, whole – toll |
| To Youth and Age, and travels on with cheer. | Rhyme scheme –abba |
| So let the way wind up the hill or down, | Alliteration: |
| O'er rough or smooth the journey will be joy: | $\underline{\mathbf{W}}$ ay – $\underline{\mathbf{w}}$ ind, $\underline{\mathbf{s}}$ till – $\underline{\mathbf{s}}$ eeking – $\underline{\mathbf{s}}$ ought, $\underline{\mathbf{b}}$ e – $\underline{\mathbf{b}}$ est |
| Still seeking what I sought when but a boy, | Personification: |
| New friendship, high adventure, and a crown, | And hope the road's last turn will be the best.(Life is |
| My heart will keep the courage of the quest, | compare to life) |
| And hope the road's last turn will be the best. | |

|] | Refers |] | Means |
|-----|--------|------------------|-------------------|
| Ι | Poet | Road's last turn | Life's last phase |
| Me | | Mourning | Great sadness |
| Му | | Neils | Hide |
| Boy | Poet | Crown | A prize |
| | | Guest | A search |
| | | Unreluctal | Willing |

TEXTUAL QUESTIONS

A. Read the following lines from the poem and answer the questions that follows. (Text 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'? (PTA 2, 4, 5)

The poet

b) What kind of life does the poet want to lead?

Life should be lived with courage and willingness to do something

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|---|---|
| 2. Not hurrying to, nor turning from the goal; Not mourning for the things that disappear | b) What is the poet's hope? It will bring him the best |
| 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 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) one should not worry about the past and live the present b) Is the poet afraid of Future? No, he is not afraid of future c) How can one travel on with cheer? He embraces the present with happiness and travel with a smile in the face 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, | 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. (PTA 6) 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 unreuctant 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 1. Not hurrying to, nor turning from the goal; Not mourning for the things that disappear a) Why the poet doesn't want to hurry? The poet wanted everyone to be calm and relaxed |
| a) How is the way of life? There will be ups and downs and life will not be always smooth. b) How should be the journey of life? It should be joyous and happy. c) What did the poet seek as a boy? He still new friendship, adventure and a prize. 5. My heart will keep the courage of the quest, And hope the road's last turn will be the best. a) What kind of quest does the poet seek here? One should face any obstacle with courage | b) Is goal essential in life? Yes, one should have a goal in life c) What will disappear? The past will disappear 2. In the dim past, nor holding back in fear From what the future veils; but with a whole And happy heart a) What is holding back in fear? We should be fearless b) How should we treat the past and the future? We should accept it with a whole and happy heart. |

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Paraphrase the following stanza

PTA QUESTION EXERCISE

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. (PTA 6)

Ans :

In this poem the poet wants to live his life looking ahead, 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. Instead he prefers to live his life with a whole and happy heart which cheerfully travels from youth to old age.

OTHER EXERCISE

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

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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 Aco, and travels on with choor

To Youth and Age, and travels on with cheer.

Ans : In this poem the poet wants to live his life looking ahead, willing to do something. Hence he wants to hurry nor move away from his goal. He does not want to mourn the thing she has lost, nor hold back for fear of the future. Instead he prefers to live his life with a whole and happy heart which cheerfully travels from youth to old age.

COMMON POEM PARAPHRASE

Let me but will be the best.

Answer :

The poet wants everyone to lead a **happy life**. Live life with **courage and dedication**. Don't worry about the **past** and never think too much about the **future**. Life teaches us to **grow and live**. Have **faith and determination** in your heart Never give up after any **failure** It will be the **best life forever**. Hope is life.

PARAGRAPH QUESTIONS

B. answer the following questions in about 80 – 100 words. (Text page 19)
1. Describe the journey of life as depicted in the poem by Henry Van Dyke.

| Poem | : Life |
|-------|-------------------------|
| Poet | : Hendry Van Dyke |
| Theme | : Take Life as it comes |

Human beings consider failure as something that often makes our path unclear. But all it needs is a strong willpower and dedicated commitment. It make that path easier. So, here the protagonist is optimistic about his efforts that will see him through with an eagerly pace in search of his goal.

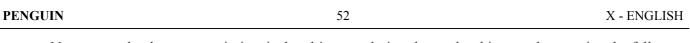
"Not hurrying to, nor turning from the goal"

Standing at the edge of predicament, it isn't a cakewalk to defy the odds and negativism all alone. So here the poet has urged his believers and well-wishers to stand by his solidarity amidst all the huffs and puffs of ridicules. He knows a persistent effort is the need of the hour to see every obstacle off.

"So let the way wind up the hill or down,

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

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No matter what happens optimism is the ultimate solution that makes him stand every time he falls. Upon staying erect he hopes the end result will bring him all the fortune that he has ever looked for



FOR TALENTED STUDENTS

| Poem | : Life |
|-------|-------------------------|
| Poet | : Hendry Van Dyke |
| Theme | : Take Life as it comes |
| | |

Henry Van dyke was a visionary American author. His poem "life" describes life taking on life in its truest form, an adventure.

"Let me but live my life from year to year."

In this poem life is described not as an entity but as an experience, one that should be lived with courage, dedication, without hurry and with a clear sense of purpose that drives the mind and soul. Van dyke encourages us to let go of all that has been lost in the past as well as all the uncertainty the future holds.

"In the dim past, nor holding back in fear"

He tells us to embrace the present with happiness which nourishes the young and the old and gives us to embark on this journey with a smile on our face. Whatever situation life throws at us, it's the journey that should be joyous, for it teaches us to grow and live. Our imagination should have the innocence and fearlessness of childhood, seeking out new friendships, new adventures and new experiences which enrich us. He encourages us to have faith and determination in our hearts as we take on this beautiful journey and have eternal hope that our story ends joyously.

My heart will keep the courage of the quest,

And hope the roads last turn will be the best.

This poem is beautiful and inspiring but also idealistic. One cannot help but be charmed by his childlike hope and absolute faith in the abilities of a warm heart and an able mind.

FOR AVERAGE STUDENTS

| Poem | : Life |
|-------|-------------------------|
| Poet | : Hendry Van Dyke |
| Theme | : Take Life as it comes |

In this poem, the poet narrates to us about how every individual would want to look forward with a happy and cheerful mind without worrying too much about the future. He thinks that we should live life to the fullest by retaining the child - like innocence and pleasures of life. He expects us not to be in a hurry Lastly, he hopes that the life will be meaningful and that better things will happen to him in the future which lies ahead of him. No matter what happens optimism is the ultimate aim that makes him

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stand everytime he falls. Upon staying erect he hopes the end result will bring him all the fortune that he has ever looked for.

Cheerful - மகிழ்ச்சியான, retaining - தக்கவைத்தல், innocence - அப்பாவிதனம், pleasures - இன்பங்கள், happen - நடக்கும், crown - கிரீடம், pick - தேர்ந்தெடு, dust - தூசி, goal - இலக்கு, bound -பிணைக்கப்பட்டுள்ளது, adventures - சாகசங்கள், virtory - வெற்றி, optimism - நம்பிக்கை, erect - நிமிர்ந்து, fortune - அதிர்ஷ்டம்.

SLOW LEARNERS

| Poem | : Life |
|-------|-------------------------|
| Poet | : Hendry Van Dyke |
| Theme | : Take Life as it comes |

- > The poet wants everyone to lead a happy life.
- > Live life with **courage and dedication**.
- > Don't worry about the **past** and never think too much about the **future**.
- Life teaches us to grow and live.
- > Have faith and determination in your heart
- > Never give up after any failure
- It will be the best life forever.
- Hope is life.

Lead - வழி நடத்து, courage - தைரியம், dedication - அர்ப்பணிப்பு, grow - வளர, faith - நம்பிக்கை, determination - உறுதியை, forever - என்றென்றும், hope - நம்பிக்கை.

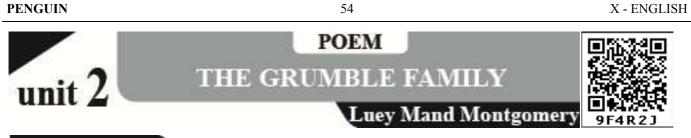
C. Based on your understanding of the poem complete the following passage by the using the phrases given in the box

The poet wants to live his life **looking ahead** 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 **joyful**. 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.

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About the author

L. M. Montgomery, (1874-1942) was a Canadian author best known for a series of novels beginning in 1908 with Anne of Green Gables Montgomery went on to publish 20 novels as well as 530 short stories, 500 poems, and 30 essays A prolific writer writer. Montgomery published over 100 stories between 1897 and 1907. Montgomery's work, diaries and letters have been read and studied by scholars and readers worldwide.



Pictures related to the lesson

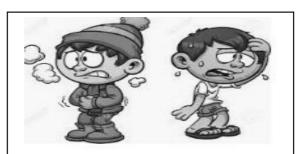




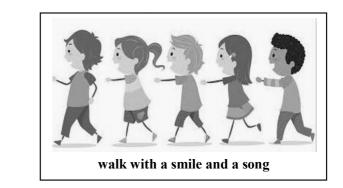
They always growl and moan



They live in complaining street



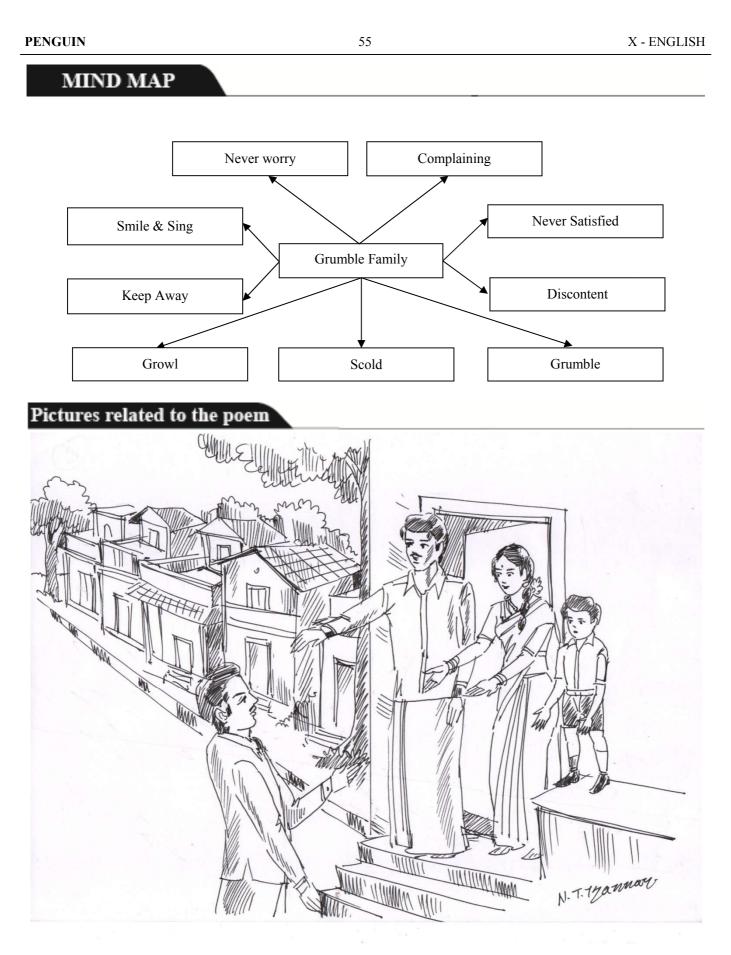
Summer or winter they scold





If you stay with them you will also grumble

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The grumble family complains about everything in life. They live in complaining street. Nobody likes to meet them. They grumble at everything from seasons to everyday chorus. They complain about the rain and the sun. The family shows their resentment for the good and the bad. They are glum and never stop growling. The poet wants us to keep away from such people and never walk in their street. We may acquire the qualities of the grumblers. So its better to be careful about the grumble family. The poet wants us to lead a happy life and always smile at difficulties and lead a happy life.

கவிதைச்சுருக்கம்

எதற்கெடுத்தாலும் குறைபட்டுக் கொள்ளும் அக்குடும்பத்தினர், வாழ்க்கையில் காணும் அனைத்தைப் பற்றியும் குறை கூறிக் கொண்டே இருப்பர். அவர்கள் புகார் எனப் பெயர் கொண்ட தெருவில் வசிக்கின்றனர். யாருமே அவர்களைச் சந்திக்க விரும்புவதில்லை. அவர்கள் 'பருவ காலங்கள்' முதல் 'அன்றாட நிகழ்வுகள்' வரை, அனைத்திலும் குறையே காண்பர். 'மழை 'யையும் 'சூரிய'னையும் கூட குறை கூறாமல் விட்டதில்லை. கெட்டவை நடந்தால் மட்டுமல்ல நல்லவை நடந்தாலும் வருத்தமே அடைவர். கவலை கலந்த முணுமுணுப்பும், சோகமுமே அவர்கள் காட்சி. ஆகையால், இத்தகைய குடுபத்துடன் கவனமாக இருத்தல் நலம்.

நாம் மகிழ்ச்சியான வாழ்வை வாழ வேண்டும் என கவிஞர் விரும்புகிறார். துன்பங்களை புன்னகையோடு எதிர்கொண்டு இன்பமுடன் வாழ வாழ்த்துகிறார்.

TEXT TRANSLATION

| POEM ENGLISH | பாடல் தமிழ் விரிவாக்கம் |
|---|---|
| There's a family nobody likes to meet; | யாரும் சந்திக்கவிரும்பாத குடும்பம் அங்கொன்று |
| They live, it is said, on Complaining Street | அவர்கள் வாழ்கின்றனர், புகார்கள் நிறைந்துள்ள தெருவில் |
| In the city of Never-Are-Satisfied, | எப்போதும் திருப்தி அடையாத நகரில், |
| The River of Discontent beside. | அதிருப்தியான நதியின் அருகில். |
| They growl at that and they growl at this; | அவர்கள் அதையும் இதையும் கண்டு புலம்பினர். |
| Whatever comes, there is something amiss; | எது வந்தாலும் அங்கு ஏதோ ஒழுங்கற்றுள்ளது |
| And whether their station be high or humble, | மற்றும் அவர்கள் நிலை உயர்ந்ததோ தாழ்ந்ததோ, |
| They are all known by the name of Grumble. | அவர்கள் மனக்குறைவு என்றபெயரால் அறியப்பட்டனர். |
| The weather is always too hot or cold; | மிகுந்த வெப்பம் அல்லது குளிர்ச்சி உள்ளவானிலை |
| Summer and winter alike they scold. | கோடையும் குளிர்காலமும் ஒன்றேபோல் தான் வாட்டும். |
| Nothing goes right with the folks you meet | நாம் சந்திக்கும் எல்லோராலும் எதுவும் சரியாகப் |
| Down on that gloomy Complaining Street. | போவதில்லை, |
| | அந்த இருண்ட புகார் செய்யும் வீதியில். |
| They growl at the rain and they growl at the sun; | அவர்கள் சூரியனையும் சந்திரனையும் கண்டு புலம்பினர் |
| In fact, their growling is never done. | சொல்லப்போனால் அவா்கள் ஒருபோதும் புலம்பாமல் |
| And if everything pleased them, there isn't a doubt | இல்லை |
| They'd growl that they'd nothing to grumble about! | மற்றும் அனைத்தும் அவர்களை மகிழ்வித்தால் அங்கு ஒரு சந்தேகமுமே இல்லை |
| | பலம்புவதற்கு ஏதும் இல்லையே என்று புலம்புவார்கள் |
| But the queerest thing is that not one of the same | விசித்திரமான விஷயம் என்னவென்றால் அவர்களை |
| Can be brought to acknowledge his family name; | புலம்பும் குடும்பம் என்ற பெயரோடு ஒப்புக் கொள்ள |
| For never a Grumbler will own that he | மாட்டார்கள். |
| | |

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|---|--|
| Is connected with it at all, you see. | எந்த புலம்பும் மனிதனும் தன்னை புலம்பும் ரகம் என்று ஒத்து கொள்வானா என்ன? சொல்லுங்கள் |
| The worst thing is that if anyone staysமோசமானவிஷயம் என்னவெனில், அங்கு யாரேன அவர்களுடன் நெடு நாட்கள் தங்கினால் போதும் அவர்கள் வழியை கற்றுக் கொள்வான் அவர்கள் வழியை கற்றுக் கொள்வான் | |
| And so it were wisest to keep our feet From wandering into Complaining Street; And never to growl, whatever we do, Lest we be mistaken for Grumblers, too. | புத்திசாலித்தனமான காரியம் எதுவென்றால் அந்தபுகார் கூறும் தெருவில நம்பாதங்கள் பதியாமல் இருப்பதுவே அதோடு நாம் எது செய்தாலும், புலம்பாமலும் இருப்பது, இல்லையெனில் நம்மையும் மனக்குறைவுள்ளவர்கள் என்று கூறி விடுவார்கள். |
| Let us learn to walk with a smile and a song, No matter if things do sometimes go wrong; And then, be our station high or humble, We'll never belong to the family of Grumble! | எனவே நாம் புன்னகையோடு பாடிக்கொண்டு வாழக் கற்றுக் கொள்வோம், சில சமயம் நம் வாழ்க்கையில் தவறுகள் நிகழலாம், நாம் உயர்ந்த அல்லது தாழ்ந்த நிலைக்கு சென்றாலும் நாம் ஒருபோதும் மனக்குறை உள்ளவர்கள் குடும்பத்தை சேர்ந்தவர்கள் போல் புலம்பக்கூடாது. |

GLOSSARY

| Discontent | - dissatisfied | - அதிருப்தி |
|-------------|---|--------------------|
| Amiss | - not functioning properly | - ஒழுங்கற்று |
| Growl | - To utter or emit low dull rumbling sounds | - உறுமல் |
| Grumble | - Show one's unhappiness or critical attitude | - மனக்குறைப்பாடு |
| Gloomy | - Filled with melancholy and despondency | - இருண்ட |
| Queerest | - Strange and unsual | - விந்தை |
| Acknowledge | - Declare to be true | - ஒப்புக்கொள்ள |
| Terrible | - Exceptionally bad or displeasing | - பயங்கரமான |
| Wandering | - walking or moving aimlessly | - அலைந்து திரிந்து |

APPRICIATION OF THE POEM

| Poem Line | Figure of Speech |
|--|--|
| There's a family nobody likes to meet; | Epithet: |
| They live, it is said, on Complaining Street | They live, it is said, on Complaining Street |
| In the city of Never-Are-Satisfied, | In the city of Never-Are-Satisfied, (Never – are – |
| The River of Discontent beside. | satisfied city) |
| | The <u>River of Discontent</u> beside.(Discontent River) |
| They growl at that and they growl at this; | Anaphora: |
| Whatever comes, there is something amiss; | <u>They</u> growl at that and <u>they</u> growl at this; |
| And whether their station be high or humble, | |
| They are all known by the name of Grumble. | |

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|---|---|-------------|
| The weather is always too hot or cold; | | |
| Summer and winter alike they scold. | | |
| Nothing goes right with the folks you meet | | |
| Down on that gloomy Complaining Street. | | |
| They growl at the rain and they growl at the sun; | Anaphora: | |
| In fact, their growling is never done. | They growl at the rain and they growl at the sun; | |
| And if everything pleased them, there isn't a doubt | | |
| They'd growl that they'd nothing to grumble | | |
| about! | | |
| But the queerest thing is that not one of the same | | |
| Can be brought to acknowledge his family name; | | |
| For never a Grumbler will own that he | | |
| Is connected with it at all, you see. | | |
| The worst thing is that if anyone stays | | |
| Among them too long, he will learn their ways; | | |
| And before he dreams of the terrible jumble | | |
| He's adopted into the family of Grumble. | | |
| And so it were wisest to keep our feet | | |
| From wandering into Complaining Street; | | |
| And never to growl, whatever we do, | | |
| Lest we be mistaken for Grumblers, too. | | |
| Let us learn to walk with a smile and a song, | | |
| No matter if things do sometimes go wrong; | | |
| And then, be our station high or humble, | | |
| We'll never belong to the family of Grumble! | | |

| | Refers | | Means |
|---------|-----------------------------------|-------------|-------------------------------|
| They | Members of the grumble family | Discontent | Dissatisfaction |
| Them | | Amiss | Not quite right |
| S-5 His | One among the family | Growl | Make a low gultural sound |
| We | Persons other than the grumble | Grumble | A complaint in a bad – tenson |
| | family | | opened way |
| You | | Gloomy | Depressing |
| Our | | Gneerest | Accept |
| Us | | Acknowledge | Serious |
| | | Terrible | Walking |
| S-6 He | Any one who stays with the family | Wandering | Moving leisure |

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TEXTUAL QUESTIONS

- A. Read the following lines from the poem and answer the questions given below: (Text page 47)
- There's a family nobody likes to meet; They live; it is said, on Complaining street
 - a) Where does the family live? (PTA 1, 4, 5) They live on complaining street
 - b) Why do you think the street is named as 'Complaining Street'?
- The family is discontent and keeps on complaining
- 2. They growl at that and they growl at this; Whatever comes,there is something amiss;
 - a) What does the word 'growl' mean here? to utter a dull rumbling sound
 - **b) Why do they find everything amiss?** They are never satisfied and they always grumble
- 3. Nothing goes right with the folks you meet Down on that gloomy Compaining Street.
 a) Shat is the opinion about the folks you meet down the street? (PTA 3, 6)

Nothing goes right for the folks **b) What does the word' 'gloomy' mean**

here? Gloomy means fearful and frightening

- 4. The worst thing is that if anyone stays Among them too long, he will learn their ways;
 - a) What is the worst thing that can happen if anyone stays with them ?

They will also follow their grumble and learn their ways.

b) What are the ways of the grumble family?

They are discontent and dissatisfied with everything.

5. And so it were wisest to keep ouf feet From wandering into Complaining Street; X - ENGLISH

a) What is the wisest thing that the poet suggests?

It was wise to keep away from complaining street.

b) What does the phrase 'to keep our feet from wandering' refer to ?

One should not tread on the street

6. Let us learn to walk with a smile and a song, No matter if things do somethings go wrong;
a) What does the poet expect everyone to learn?

The Poet expects everyone to walk with a smile and a song.

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

We should always smile and take life as it comes.

ADDITIONAL QUESTIONS

- 1. In the city of Never-Are-Satisfied, The River of Discontent beside
 - a) Who are never satisfied? The grumble family are never satisfied
 - b) What flows beside them?

The river of discontent flows beside them

- 2. And whether their station be high or humble They are all known by the name Grumble
 - a) What do you mean by high or humble? Their position in life

b) What are they known by? They are known by the name Grumble

3. The weather is always too hot or cold; Summer and winter alike they scold;

a) What do they complain?

They complain that the weather was always hot or cold

b) Why do the scold the weather?

They are never satisfied with the weather.

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Paraphrase the following stanza

PTA QUESTION EXERCISE

The growl at the rain and they growl at the sun; In fact, their growing is never done And if everything pleased them there isn't a doubt They'd growl that they'd nothing to grumble about! (PTA 2)

Answer :

The Grumble family always complains about silly things. If they see the sun shining, they will complain that it is too hot. If they see the snow falling, they will complain that it is too cold. Their first instinct is something to complain and murmur about.

OTHER EXERCISE

The weather is always too hot or cold; Summer and winter alike they scold. Nothing goes right with the folks you meet Down on that gloomy Complaining Street.

Ans : The Grumble family always complains about silly things. If they see the sun shining, they will complain that it is too hot. If they see the snow falling, they will complain that it is too cold. Their first instinct is something to complain and murmur about.

COMMON POEM PARAPHRASE

There's a family family of Grumble! Answer :

The grumble family complains about everything in life. They live in complaining street. They are not happy with anything in life. They look glum. They grumble for the sun and the rain. We should keep away from the grumble family. Always sing a song and wear a smile. Be happy and lead a content life

PARAGRAPH QUESTIONS

A. Answer the following questions in about 80-120 words:

1. Write a paragraph on 'The Grumble Family' and their attitude towards other folks. (PTA 1)

The grumble families are never satisfied with the beauty of life. They keep on complaining about the daily chores of life. They are never content with what they have in their life. They even complain about the four seasons. Summer or winter, hot or cold, they mumble for every discomfort in their life. They are glum and sees the negative aspects of life. So the author says that it is better to keep away from such issues of life. Never worry about the difficulties in life and. Enjoy the brighter side of life. The poet ends the poem with an optimistic note saying that one should have a smile and a song in his lips and take life as it comes. We should never complain in our life.

2. If you were to live in the Complaining Street, how would you deal with the people who grumble? Life is too short to grumble or complain. I would respect everyone in the street and will help them see the positive side of life. I would organise motivational sessions for the people in the street and create awareness about being positive in life. I will be kind to the people, and help them with their daily tasks. Love is a great healer, they tend to change their mind set and stop grumbling about life.

3. From the poem 'The Grumble Family' what kind of behaviour does the poet want the readers to possess? (PTA 3)

The poet wants us to see the positive aspects of life. Take life as it comes and never feel dejected in your life. The poet starts the poem with the grumble family complaining about everything in life. He speaks about their discontent and discomfort in leading a happy life. He also wanted us to tread away from such people as it may also lead us to follow their life style and behaviour. The poet concludes the poem

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| | | |

with a positive note saying that everyone should face life with a smile and a song in their life. There may be ups and downs in life but one should take life positively and lead a happy life.



FOR TALENTED STUDENTS

| Poem | : The Grumble Family |
|-------|---|
| Poet | : Lucy Maud Montgomery |
| Theme | : Be contended and happy with what you have |
| Moral | : Be happy with your life |

Montgomery was a prolific writer. He was from Canada. The poet in this poem gives a vivid picture of the neighbourhood scenes.

The Grumble family lives a life of resentment and hatred. No one likes to meet the members of this family. The family members are never satisfied with their life. They are also displeased. They are always gloomy in nature and they never stop growling. Even if something good happens they grumble that they have nothing to grumble. It is not wise to walk into their street. No one should meet them. If not, they will acquire the grumbling nature. The poet speaks about the different mind-set people possess in this world. Though life is beautiful, some people lead a miserable life. The poet ends the poem with a note of hope and says that we should lead a happy life and always should have a smile in our faces

FOR AVERAGE STUDENTS

| Poem | : The Grumble Family |
|-------|---|
| Poet | : Lucy Maud Montgomery |
| Theme | : Be contended and happy with what you have |
| Moral | : Be happy with your life |

The grumble family complains about everything in life. They live in complaining street. Nobody likes to meet them. They grumble at everything from seasons to everyday chorus. They complain about the rain and the sun. The family shows their resentment for the good and the bad. They are glum and never stop growling. The poet wants us to keep away from such people and never walk in their street. We may acquire the qualities of the grumblers. So its better to be careful about the grumble family. The poet wants us to lead a happy life and always smile at difficulties and lead a happy life.

Grumble family - முணுமுணுக்கும் குடும்பம், complaing - புகார், meet - சந்திக்க, chorus - கூட்டாக பாடுதல், resentment - மனக்கசப்பு, glum - பளபளப்பு, growling - வளரும், acquire - பெறுங்கள்.

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|--------------|--|--|-------------|--|--|
| SLOW LEA | ARNERS | | | | |
| | Poem Poet Theme Moral | The Grumble Family Lucy Maud Montgomery Be contended and happy with what you have Be happy with your life | | | |
| | The grumble fa | mily complains about everything in life | | | |
| | The grumble family complains about everything in life They live in complaining street | | | | |
| | | | | | |
| \succ | | | | | |
| \checkmark | | | | | |
| ~ | | | | | |
| \succ | Always sing a song and wear a smile | | | | |
| × | Be happy and h | ead a content life | | | |

Grumble family - முணுமுணுக்கும் குடும்பம், complaing - புகார், glum - பளபளப்பு, away - தொலைவில், wear - அணிதல், lead - வழி நடத்து, content - உள்ளடக்கம்.

C. Answer the following:

- And whether their station be high or humble...
 Pick out the alliteration from the above line.
 Alliteration High humble
- 2. Pick out the other examples for alliteration from the poem.

They'd growl that they'd

3. The weather is always too hot or cold; Summer and winter alike they scold.

Nothing goes right with the folks you meet

Down on that gloomy complaining Street.

Pick out the rhyming words and identify the rhyme scheme of the above lines.

Rhyme scheme – aabb

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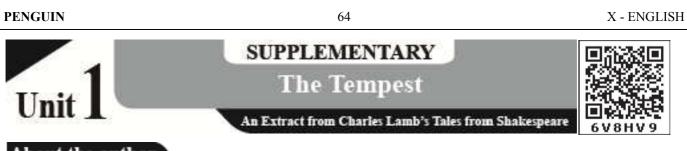
SUPPLEMENTARY

| No | Supplementary | Author | Theme | Main Character / Speaker |
|----|---|------------------------|---|---|
| 1. | The Tempest | Shakespeare | Reconciliation and forgiveness | Prosper, Daughter, Miranda, Brother Antonio, Gonzalo, King of Naples, Ferdinand, Caliban, Sycorao, Ariel |
| 2. | Zigzag | Asha Nehemiah | A humorous story about a bird | Dr. Krishnan, Mrs. Krishnan Maya, Uncle Somu, Arvind, Lashmi, MRs. Jhunjhunwala |
| 3. | The Story of Mulan | (Legend) | The power of women | Mulan, Father, Brother, Emperor, Soldiers |
| 4. | The Aged Mother | Matsuo Basho | The aged are wise | Farmer, Aged mother, Governor |
| 5. | A day in 2889 of an American Journalist | Jules Verne | Technological Advancements in future | Francis Bennett, Mrs. Bennett - Edith, Cash, Young scientist, Aero coachman |
| 6. | The Little Hero of Holland | Mary Mapes Dodge | The little boy's bravery | Peter, Father, Mother, Brother, Sister, Blind man, Passer - by, Villagers |
| 7. | A Dilemma | Silas Weir Mitchell | The absence of choice is always a dilemma | Author, Uncle Philip, Mother, Dr. Schaff, Susan, Professor Clinch, Land lady |

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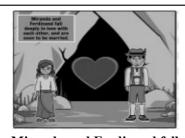
About the author `

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.



Pictures related to the lesson





Miranda and Ferdinand fell in love iwth each other



The storm wrecked the ship of his enemies



Prospero accepted their love



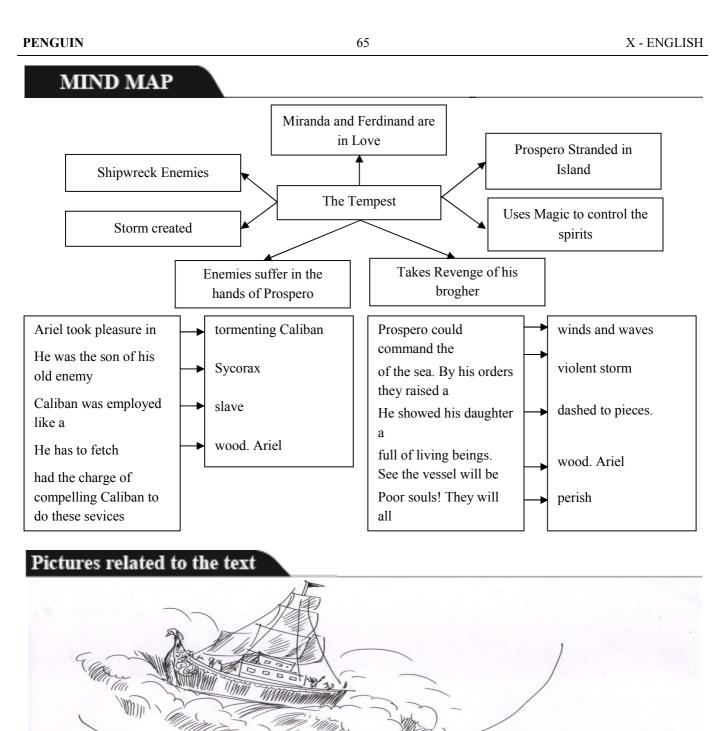


enemies



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X - ENGLISH

SUMMARY

The Tempest is a play that was written by William Shakespeare and retold by Charles Lamb. Prospero is the duke of Milan. Twelve years earlier, he found refuge on this island after his younger brother, Antonio, seized Prospero's title and property. Prospero functions as a god on the island, manipulating everyone within his magical powers. He is helpless against his enemies until they appear on a ship nearby; but when they are close enough, he can use his magic to create a storm and bring them under his control.. He is also autocratic in his treatment of Ferdinand, but Prospero realizes that Ferdinand and Miranda will value one another more if there are a few impediments to their courtship.Prospero's humanity is clearly obvious in his treatment of Antonio, whom he calls traitor but whom he declines to treat as a traitor. Another example of Prospero's goodness is when he stops Alonso from apologizing to Miranda, telling him that there is no need for more amends. Prospero forgives everyone and he got back his throne

கதைச்சுருக்கம்

கொடுக்கப்பட்டுள்ள The Tempest (சூறாவளி) - வில்லியம் சேக்ஸ்பியரால் எழுதப்பட்டு சார்லஸ் லேம்ப் என்பவரால் மீண்டும் உரைக்கப்பட்டுள்ளது (சொல்லப்பட்டுள்ளது).

ப்ராஸ்பரோ மிலன் என்ற நாட்டின் பிரபு அல்லது சீமான். பனிரெண்டு ஆண்டுகளுக்கு முன்னர், அவருடைய சகோதரர் ஆண்ட்டனியோ பட்டம் மற்றும் சொத்துக்களை பரித்துக் கொண்டபொழுது, இந்தத் தீவில் தான் தஞ்சமடைந்தார். ப்ராஸ்பரோ, அத்தீவில் உள்ளோரை தன் மந்திர சக்தியால் கையாண்டு கடவுள் போல் விளங்கினார். தன் எதிகள் கப்பலில் கரைப்பக்கம் வரும்வரை அவரால் ஒன்றும் செய்ய இயலவில்லை. ஆனால், பக்கத்தில் வந்தவுடன் சூறாவளியைத் தன் மந்திர சக்தியால் உருவாக்கி அவர்களைத் தன் கட்டுப்பாட்டிற்குள் கொண்டுவர முடிந்தது. பெர்டிணட்டிடம் ஒரு சர்வாதிகாரி போல் நடந்து கொண்டார். ஆனால் ப்ராஸ்பரோ, பெர்டிணட் மற்றும் மிராண்டா காதலுக்கு சில தடைகளை உண்டாக்கினால், அவர்கள் தங்கள் காதலை மேலும் உயர்வாக எண்ண வழி வகுக்கும் என எண்ணினார். ஆண்டனியோவை நடத்திய விதத்தில் ப்ராஸ்பரோவின் மனிதாபிமானம் வெளிப்பட்டது. ஆண்டனியோவை துரோகி என கூறினாலும், துரோகிகளை நடத்துவது போல் நடத்தவில்லை. மற்றும் ஒரு உதாரணம், மிராண்டாவிடம் மன்னிப்புக் கேட்க முனைந்த அலான்சோவை, ஒரு தவறுக்கு பல தண்டனைகள் வேண்டாம் எனக் கூறித் தடுத்துவிட்டார். ப்ராஸ்பரோ எல்லோரையும் மன்னித்தார். தன் ஆட்சியை மீண்டும் பெற்றார்.

TEXT TRANSLATION

| SUPPLEMENTARY ENGLISH | துணைப்பாடம் தமிழ் |
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| 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. | அந்த கடலில் ஒரு தீவு இருந்தது. அதில் வசித்த மனிதர்கள் வயதான ப்ரஸ்பெரோ மற்றும் அவருடைய மிக அழகான இளம் மகள் மிரண்டாவும் வசித்து வந்தனர். அவள் இந்த தீவுக்கு மிகச் சிறுமியாக இருந்தபோது வந்து விட்டதால் அவளுக்கு தன் அப்பாவை எந்த மனிதரும் நினைவில் இல்லை. |
| 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. Of these Ariel was the chief. | அவர்கள் ஒரு பாறையால் செய்யப்பட்ட ஒரு குகையில் வாழ்ந்தார்கள். இது பல அடுக்கு மாடிகளாகப் பிரிக்கப்பட்டது. அவற்றில் ஒன்றை ப்ரோஸ்பெரோ தனது படிக்கும் அறையாக அமைத்தார். அங்கு அவர் தனது மாஜிக் புத்தகங்களை வைத்திருந்தார். அவரது திறமையின் மூலம், அவர் பெரிய மரங்களின் உடலில், சிக்ராரரக்ஸ் என்ற சூனியக்காரியால் சிறைப்படுத்தி வைக்கப்பட்டிருந்த ஆவிகளை விடுவித்தார். இந்த மென்மையான ஆவிகள் எப்போதும் ப்ரோஸ்பெரோவின் |

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| | விருப்பத்திற்கு கீழ்ப்படிந்தன. இதில் ஏரியல் தலைமை வகித்தார். |
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| 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 so the most laborious offices; and Ariel had the charge of compelling him to these services. | காலிபன் என்று அழைக்கப்படும் ஒரு அசிங்கமான அசுரனைக் கொன்றுகுவித்த ஏரியல் ஏராளமான மகிழ்ச்சியை எடுத்துக் கொண்டார். ஏனெனில் அவர் பழைய எதிரியான சைகோராக்கின் மகனாக இருந்தார். காலிபன் மரம் வாங்குவதற்காக ஒரு அடிமை போல வேலை செய்தார். அதனால் ஏரியல் இந்த சேவைகளை அவரை நிர்பந்தப்படுத்தி செய்ய வைத்தார். |
| 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, heave pity on their sad distress. See! the vessel will be dashed to pieces. Poor souls! they will all perish." | இந்த ஆவிகள் உதவியுடன், ப்ரோஸ்பெரோ காற்றையும், கடலின் அலைகளையும் கட்டளையிட முடியும். அவருடைய கடுமையான கட்டளைகளால் அவர்கள் ஒரு புயலை எழுப்பினர். அதன் நடுவில், தன் மகளை ஒரு பெரிய கப்பலைக் காட்டினார். அவளுக்கு தங்களைப் போன்ற உயிர்களை அந்த கப்பலில் இருப்பதாக அவர் சொன்னார். தந்தை என்"யே", அவள் சென்னாள், "உங்களது கலைவண்ணத்தால் இந்த பயங்கரமான புயலை எழுப்பினாய் என்றால், அவர்களின் துயரத்தின் மீது கரிசனையோடு இரு, பாத்திரம் துண்டிக்கப்படும். ஏழை ஆத்மாக்கள் எல்லாம் அழிந்து போவார்கள்". |
| "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." | ப்ரோஸ்பெரோ கூறினார். "ஆச்சர்யபடாதே மகளே எந்தத் தீங்கும் செய்யப்படவில்லை. கப்பலில் எந்த மனிதனும் காயம் அடைவதில்லை என்று நான் கட்டளையிட்டிருக்கிறேன். நான் செய்ததை எல்லாம் என் நன்மைக்காகவே செய்தேன். என் அருமை மகளே, நீ அறியாமல் இருக்கிறாய் இந்த காலத்திற்கு நீ வந்தது நினைவில் உள்ளதா? இருக்காது உனக்கு மூன்று வயது கூட ஆகவில்லை. |
| "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." | ப்ரோஸ்பெரோ தொடாந்தார். "மிரண்டா! பன்னிரண்டு ஆண்டுகளுக்கு முன்பு நான் மிலனின் பிரபுவாக இருந்தேன். நீ ஒரு இளவரசி, என் ஒரே வாரிசு அன்டோனியோ என்ற பெயருடைய ஒரு இளைய சகோதரான் எனக்கு இருந்தார். எனது சகோதரான் அன்டோனியோ மீது மிகுந்த நம்பிக்கை வைத்திருந்ததால், அந்தோனியோ உண்மையில் தானே பிரபுவாக கற்பனை செய்து கொண்டான். நான் கொடுத்த அந்த வாய்ப்பால் என்னுடைய மக்களிடம் பிரபலப்படுத்திச் கொண்டான். அவன் என் எதிரியான சத்திவாய்ந்த இளவரசன், நேப்பிள்ஸ் மன்னர், உதவியுடன் என் ராஜ்யத்தை இழக்கும்படி செய்தான். |
| "Wherefore," said Miranda, "did they not that hour destroy us?" "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 | மிரண்டா, "ஏன்? அவர்கள் அந்த நேரத்தில் நம்மை அழிக்கவில்லையா?" என்று கேட்டாள். என் மகளே, அன்பே என் மக்கள் என் மேல் கொண்ட அன்பால் அதை செய்ய அன்டோனியோவால் முடியவில்லை. அன்டோனியோ ஒரு கப்பலில் நம்மைக் கொண்டு சென்றார். கடலில் விட்டு வர சொல்லிவிட்டான். ஆனால் என் மேல் மிகுந்த அன்பு கொண்ட கோன்ஸோலா, படகு, தண்ணீர் தேவையான பொருட்கள், ஆடைகள் மற்றும் நாட்டைவிட அதிகம் விரும்பும் மாஜிக் புத்தகங்களையும் |

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| placed in the boat, water, provisions, apparel, and some books which I prize above my dukedom." "O my father," said Miranda, "what a trouble must I have been to you then!" | எனக்காக விட்டு சென்றுள்ளான். ''என் தந்தையே!'' நான் உங்களுக்கு எவ்வளவு தொந்தரவாக இருந்திருப்பேன் என்று மிரண்டா கூறினார். |
| "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." "Heaven thank you, my dear father," said Miranda. "Now tell me, sir, your reason for raising this sea-storm?" "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." | இல்லை. என் அன்பே! ப்ரோஸ்பெரோ கூறினார். நீ என்னை காப்பாற்ற ஒரு சிறிய தேவதையாய் இருந்தாய். உன் அப்பாவி புன்னகை என் துரதிர்ஷ்டங்களுக்கு எதிராக என்னை காப்பாற்றியது. நாங்கள் இந்த பாலைவன தீவில் தரையிறங்கின வரை எங்கள் உணவு நீடித்ததது. அப்போது உனக்கு நான் கொடுத்த அறிவுரைகளால் லாபம் அடைந்தாய். "கடவுளுக்கு நன்றி. என் அன்பான தந்தையே" மிரண்டா கூறினார். இப்போது "சொல்லுங்கள் ஐயா. இந்த கடல் புயலை உயர்த்துவதற்கான காரணம் என்ன?" இந்த புயலின் காரணமாக "என் எதிரிகள் நோபிள்ஸ் மன்னன். என் கொடூரமான சகோதரர் ஆகியோர் இந்த தீவின் மீது கரையோரமாக ஒதுங்குவார்கள்" என்று அவளுடைய தந்தை கூறினார். |
| 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. | அப்படி கூறியவாறு, ப்ரோஸ்பெரோ மெதுவாக தனது மந்திரக்கோலால் மிரண்டாவைத் தொட்டார். அவள் தூங்கி விட்டாள். ஏரியல் தன்னுடைய எஜமானுக்கு முன்பாக வந்து தான் எப்படி இந்த புயலை உருவாக்கினார் என்றும், கப்பலை விட்டு எப்படி வெளியேற்றினார் என்றும் கூறினார். தன்னை விடுவிக்கும்படி கேட்டார். மிரண்டாவிற்கு எப்போதுமே ஆவிகள் கண்களுக்கு தெரியாமலே ப்ரோஸ்பெரோ பார்த்துக் கொண்டார். |
| "Well, my brave spirit," said Prospero to Ariel, "how have you performed your task?" 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 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. | சரி "என் துணிச்சலான ஆவியே" ஏரியலிடம் ப்ரோஸ்பெரோ கேட்டார். "நீ எப்படி உன் வேலையைச் செய்தாய்?" ஏரியல் புயல் பற்றியும் கடற்படையினரின் கொந்தளிப்பு பற்றியும் ஒரு உயிரோட்டமான விளக்கத்தை அளித்தது ராஜாவின் மகனான பெர்டினாண்ட் கடலில் முதலில் குதித்தார். அவரது தந்தை தனது மகன் அலைகளால் விழுங்குவதைக் கண்டார். ஏரியல் கூறினார். "ஆனால் அவர்" பாதுகாப்பாக தீவின் ஒரு மூலையில் துரதிர்ஷ்டவசமாக ராஜாவின், அவரது தந்தையின் இழப்பை எண்ணி புலம்பிக் கொண்டிருந்தார். |
| "That's my delicate Ariel," said Prospero. "Bring him here: my daughter must see this young prince. Where is the king, and my brother?" | "அதுவே என் இனிய ஏரியல்" என்றார் ப்ரோஸ்பெரோ, "அவனை இங்கு கொண்டுவா என்றார் ப்ரோஸ்பெரோ" என் மகள் இந்த இளம் இளவரசனை கண்டிப்பாக பார்க்க வேண்டும். அந்த ராஜாவும் என் சகோதரனும் எங்கு உள்ளார்கள்? |
| "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, | நான் அவர்களை விட்டுவிட்டேன் என்று ஏரியல் பதிலளித்தார். "பெர்டினாண்டை தேடுகிறான். அவர்கள் கண்டுபிடிப்பதில் கொஞ்சம் நம்பிக்கை வைத்திருக்கிறார்கள். கப்பல் குழுவில் யாரும் காணவில்லை. ஆனால் ஒவ்வொருவரும் தான் மட்டும் |

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| is safe in the harbour." Ariel then went to fetch | காப்பாற்றப்பட்டதாக எண்ணுகிறார்கள். ஏரியல் பின்னர் |
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| Ferdinand."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." | ஃபெர்டினண்டைக் கூட்டி வர சென்றார்". என் இளைஞனே! "நான் விரைவில் உன்னை இடம் மாற்றி விடுவேன். உங்களை அந்த அழகான நபரின் பார்வைக்கு கொண்டு செல்லப் போகிறேன். என்னை பின் தொடருங்கள்". |
| 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. "Miranda," said Prospero, "tell me what you are looking at yonder." "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?" | அவர் பெரிய மரத்தின் நிழலில் உட்கார்ந்திருந்த ப்ரோஸ்பெரோ மற்றும் மிரண்டாவிடம் அவரை அழைத்துச் சென்றார். இப்போது வரை மிரண்டா தனது தந்தையைத் தவிர வேறு ஒரு மனிதரைப் பார்த்ததில்லை. "இவ்விடத்தில் என்ன தேடுகிறாய் என்னிடம் கூறு". ஒ அப்பா, மிரண்டா ஒரு விசித்திரமான ஆச்சரிய்த்தில், "தந்தையே" என்றாள் மிரணடா, ஒரு புதிய "ஆச்சரியத்தில் உண்மையில் இது ஒரு தேவதை, ராஜா! பார்ப்பதற்கு எப்படி இருக்கிறது என்னை நம்புங்கள். இது ஒரு அழகிய உயிரினம் இது ஒரு ஆவியா?" |
| "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." | இல்லை "பெண்ணே" அவளுடைய தந்தையின் பதில் "அது சாப்பிடுவதும், தூங்குவதுமானதும், நமக்குள்ளிருக்கும் உணர்ச்சிகளைக் கொண்டிருக்கிறது. நீ பார்க்கும் இந்த இளைஞர் கப்பலில் இருந்தார். அவர் தூக்கத்தால் ஓரளவு மாறியிருக்கிறார் அல்து நீ அவரை ஒரு அழகான நபர் என்று சொல்லலாம். அவர் தனது தோழர்களை இழந்துவிட்டார். அவர்களை கண்டுபிடிக்க அலைந்து கொண்டிருக்கிறார். |
| 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, thought he was upon an enchanted island, and that Miranda was the goddess of the place, and as such he began to address her. She timidly answered, she was no goddess, but a simple maid, and was going to give him an account of herself, when Prospero interrupted her. He was well pleased to find they admired each other, but to try Ferdinand's constancy, he resolved to throw some difficulties in their way: therefore advancing forward, he addressed the prince with a stern air, telling him, he came to the island as a spy, to take it from him who was the lord of it. "Follow me," said he, "I will tie your neck and feet together. You shall drink sea-water; shellfish, 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 | எல்லா ஆண்களும் அவளுடைய அப்பாவைப் போன்ற பெரிய முகங்கள் மற்றும் சாம்பல் தாடிகளைக் கொண்டிருந்ததாக நினைத்த மிரண்டாவும், விசித்திரமான ஒலிகளுடனும் இந்த அழகான இளம் இளவரசியுடனும் ஃபெர்டினாண்ட் மகிழ்ச்சியடைந்தார். மிரண்டாவை அந்த இடத்தின் பெண் தெய்வம் என்று அழைத்தார். அவள் பயந்தவாறே, அவள் ஒரு தெய்வமல்ல. ஆனால் ஒரு சாதாரண வேலைக்காரி என்றும் கூற ப்ரோஸ்பெரோ குறுக்கிட்டு பாராட்டினார். அவர்கள் ஒருவருக்கொருவர் பாராட்டிக் கொண்டார்கள். ஆனால் ஃபெர்டினாண்டின் நிலைத்தன்மையபை பரிசோதித்துப் பார்க்க அவற்றின் வழியில் சில சிரமங்களைத் தூண்டுவதற்கு அவர் தீர்மானித்தார். எனவே முன்னோக்கி முன்னேறினார். இளவரசியை ஒரு கடுமையான காற்றுடன் வரவைத்தார். "என்னை பின்தொடர்ந்து வா" நான் உன் கழுத்தையும் கால்களையும் பிடுங்குவேன் நீ கடல் தண்ணீரைக் குடிப்பாய். ஷெல்மீன் உலர்ந்த வேர்கள் மற்றும் அக்ரூன்களின் உதிரிள் ஆகியவை உங்கள் உணவாகும் இல்லை என்று ஃபெர்டினாண்ட் கூறினார். "நான் இதை எதிர்க்கிறேன்" ஆனால் ப்ரோஸ்பெரோ, அவரது மந்திரக்கோலை அசைப்பதன் மூலம், அவர் நின்று கொண்டிருந்த இடத்திலேயே அவரை நிறுத்தி வைத்தார். |

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| Miranda hung upon her father, saying, "Why are you | மிரண்டா தன் தந்தையின் மீது சாய்ந்து கொண்டு |
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| so ungentle? Have pity, sir; I will be his surety. This is the second man I ever saw, and to me he seems a true one." "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." | பிரண்டா ' தன' தநலத்தவன் மது போதற்று வேரண்டு கேட்டாள், நீங்கள் ஏன் இவ்வளவு கொடுமையாக இருக்குறீர்கள்? இதுவரை நான் கண்ட நல்ல மனிதர்களில் இவர் இரண்டாவது மனிதர்" என்றாள். அப்பா, "அமைதியாக இரு" ஒரு வார்த்தை இன்னும் சொன்னார் சொல்கிறேன். பெண்ணே நீ என்ன ஒரு வஞ்சகருக்கு ஒரு வக்கீலா அவர் அப்படிப்பட்ட நல்ல ஆண் இல்லை என்று அவருக்கும் கலிபனுக்கும் மட்டுமே தெரியும் இது. அவரது "மகளின் நிலைத்தன்மையை நிரூபிப்பதாக அவர் கூறி அவள் சொன்னாள். "என் பாசம் மிகவும் தாழ்மையே" ஒரு நல்ல மனிதன் நான் பார்க்கவில்லை. |
| "Come on, young man," said Prospero to the Prince; "you have no power to disobey me." 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." | வா, இளைஞனே, "ப்ரோஸ்பெரோ இளவரசனிடம் கூறினார்". நீ என்னைக் கீழ்ப்படியாமற்போக எந்த சக்தியாலும் முடியாது. "கனமான மரக்கட்டைகளை எடுத்து வரச்சொல்லி ஃபெர்டினாண்டிற்கு ப்ரோஸ்பெரோ கட்டளையிட்டார். அரசனின் மகனால் கடினமாக வேலையை செய்ய முடியவில்லை. மிரண்டா உடல் சோர்வுற்ற நிலையில் இருந்த ஃபெர்டினாண்டை கண்டு "ஐயோ அவள் சொன்னாள்"! "மிகவும் கடினமாக உழைக்காதே, என் தந்தை தன் படிப்பில் இந்த மூன்று மணிநேரம் இருப்பார். நீ சற்றே ஒய்வெடுப்பாய்". |
| "O my dear lady," said Ferdinand, "I dare not. I must finish my task before I take my rest." "If you will sit down," said Miranda, "I will carry your logs the while." But this Ferdinand would by no means agree to. 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. Ferdinand inquired her name, which she told, saying it was against her father's express command she did so. | என் அன்பான பெண்ணே. "ஃபெர்டினாண்ட் கூறினார், "எனக்கு தைரியமில்லை" நான் எனக்கு தரப்பட்ட வேலையை முடித்துவிட்டே ஓய்வெடுக்கிறேன் என்றார். "மிராண்டாதான் கட்டளைகளை சுமப்பதாக கூறியும் ஃபெர்டினாண்ட் அன்பைச் சோதனைக்கு உட்டுபத்திய ப்ரோஸ்பெரோ, அவரது மகள் நினைத்தவாறு புத்தகங்களில் மனம் செலுத்தவில்லை. கண்ணுக்குத் தெரியாமல் மறைந்து நின்று அவர்கள் சொன்னதைக் கேட்டுக் கொண்டிருந்தார். ஃபெர்டினாண்ட் அவளின் பெயரை விசாரித்தார். இது அவளுடைய தந்தையில் வெளிப்படையான கட்டளைக்கு எதிரானது என்று கூறினாள். |
| 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. Prospero then appeared before them. "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 our love, and you have nobly stood the test. Then as my gift, take my daughter." | பன்னர் ஃபெர்டினாண்ட், ஒரு நல்ல நீண்ட உரையில், நேபிள்ஸ் மன்னனுக்கு அவர் வாரிசு என்றும் மிராண்டா தனது ராணியாக இருக்க வேண்டும் என்றும் கூறினார். ப்ரோஸ்பெரோ அவர்கள் முன் தோன்றினார். பயப்படாதே என் குழந்தை, "நான் நீங்கள் பேசியதை கேட்டேன். ஃபெர்டினாண்ட் என் மகளை உனக்கு கொடுத்து உன்னை வசதி படைத்தவனாக்குவதற்காகவே, நான் உன்னை மிகவும் கடுமையாக வேலை வாங்கினேன். உன் கஷ்டங்கள் அனைத்தும் உங்கள் அன்பின் சோதனைகளே. ஆனால் நீங்கள் சோதனைக்கு மிகவும் தகுதியுள்ளவர்களாய் இருந்தீர்கள் என் அன்பே. என் மகளை பரிசாக எடுத்துக் கொள்". |
| 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 | அங்கிருந்து ப்ரோஸ்பெரோ சென்றவுடன் அவரது பூதமான ஏரியலை அழைத்தார். அவனும் வேகமாக அவர்முன் தோன்றினான், ஆர்வத்துடன் அவன் |

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| Naples. Ariel said he had left them almost out of their | ப்ரோஸ்பெரோவின் சகோதரன் மற்றும் நேபள்ஸ் நாட்டு |
|---|--|
| 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. | ராஜாவிற்கு என்ன செய்தான் என்பதைத் தொடர்புபடுத்திக் கூறத் தொடங்கினான். ஏரியல் அவர்களை பயத்தால் அவர்களது உணர்வுகளை இழக்ககச் செய்தான், வினோதப் பொருள்களை அவர்கள் முன் தோன்றச் செய்வது, கேட்கச் செய்வது என பயமுறுத்தினான். அவர்கள் சோர்வுற்று அங்குமிங்கும் அலைந்து உணவுகளைத் தோன்றச் செய்து மற்றும் அவர்கள் அதை உண்ண அருகில் வருகையில் அவர்கள் முன் தோன்றி, தனது விகாரப்பேய் உருவத்தைக் காட்டுவது மற்றும் உணவுப் பொருள்களை மறையச் செய்வது எனப் பயமுறுத்தினான். பிறகு அவர்களை வியக்கத்தக்க வகையில் கொடூர உருவத்துடன் அவர்களிடம் பேசினான். ப்ரோஸ்பெரோவை அவரது கோமான் ஆட்சியில் இருந்து கொடூரமாக விரட்டி விட்டது மற்றும் அவரது பெண் குழந்தையையும் கடலுக்குள் அழிக்க முயற்சித்ததை நினைவூட்டினான். அவர்கள் செய்த கொடுமையின் விளைவாகவே தான் இதைச் செய்ததாகக் கூறினான். |
| The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero. "Then bring them here, Ariel," said Prospero. Ariel soon returned with the king, Antonio, and old Gonzalo. This Gonzalo was the same who had so kindly provided Prospero formerly with books and provisions, when his wicked brother left him, as he thought, to perish in an open boat in the sea. | நேபிள்ஸ் மன்னன், அன்டோனியோ, சகோதரர். அனைவரும் ப்ரோஸ்பெரோவுக்கு செய்த அநியாயத்தை மனந்திரும்ப செய்தார். "அவர்களை இங்கே கொண்டு வாருங்கள் ஏரியல்" என்று ப்ரோஸ்பெரோ கூறினார். ஏரியல் அரசனையும், அன்டோனியோ, பழைய கோன்சலோவுடன் திரும்பினார். இந்த கோன்சோலா தான் முன்னர் ஒரு திறந்த படகுக்குள் ப்ரஸ்பெரோவை விட்டு வட்டு மடிந்துவிடுவார் என்று அவரது துன்மார்க்க சகோதரர் நினைத்தபோது, தேவையான புத்தகங்கள் மற்றும் பொருட்களுடனும் ப்ரோஸ்பெரோவை காப்பாற்றியவர் ஆவார். |
| 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. | துயரமும் கொடூரமும் அவர்களது உணர்வுகளை மிக முட்டாளாக்கச் செய்தது, ஆதலால் அவர்களுக்கு ப்ரோஸ்பெரோவைத் தெரியவில்லை அவர் முதலில் வயதான நல்ல கான்சலோவிற்குத் தன்னை அறியும்படிச் செய்தார். அவனை அவரது வாழ்வின் பாதுகாவலன் என அழைத்தார் மற்றும் அவரது சகோதரன் மற்றும் ராஜாவிற்கு இவர்தான் காயப்பட்ட ப்ரோஸ்பெரோ என்பதை அறியச் செய்தார். |
| 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. | ஆன்டனியோ கண்ணீருடன், வருத்தம் கலந்த சோக வார்த்தைகளுடன், தூய்மையான மன வருத்தத்துடன் தன் சகோதரரின் மன்னிப்பிற்காக வேண்டினான். பிராஸ்பரோவும் அவர்களை மன்னித்தார் மற்றும் அவர்கள் இணைந்ததற்காக கோமான் ஆட்சியைத் திருப்பி அளிப்பதுடன், நேபிள்ஸ் நாட்டு ராஜாவிடம், "உங்களுக்கு நான் ஒரு பரிசு வைத்திருக்கிறேன் மற்றும் கதவைத் திறந்து, ஃபெர்டினாண்ட், மிரண்டா சதுரங்கம் விளையாடிக் கொண்டிருப்பதைக் காட்டினார். |
| Nothing could exceed the joy of the father and the son at this unexpected meeting, for they each thought the | தந்தை மற்றும் மகனின் எதிர்பாராத சந்திப்பின் மகிழ்ச்சியை போல் வேறு எதுவும் அடைந்திருக்க |

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| other drowned in the storm. 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 7Duke 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 | இயலாது, ஏனென்றால் ஒருவருக்கொருவர் புயலால் மூழ்கிவிட்டனர் என எண்ணியிருந்தனர். நேபிள்ஸ் நாட்டு ராஜா தன் மகனைப்போல் அழகும் நிறைந்த கருணையுடன் உள்ள இளம் மிரண்டாவைப் பார்த்து ஆச்சரியம் அடைந்திருந்தார். "யார் இந்தப் பெண்? ஃபெர்டினாண்ட்", என்றார் அவர். இவள் மிலனின் கோமானான ப்ரோஸ்பெரோவின் மகள், இவரது புகழை நான் கேள்விப்பட்டுள்ளேன். ஆனால் இப்பொழுது வரை அவரை சந்திக்கவில்லை. அவர்மூலம் எனக்குப் புதுவாழ்வு கிடைத்துள்ளது. அவர் தன் அன்புப் பெண்ணை எனக்கு அளித்துள்ளார்" என்றான். |
| "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. 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. Before Prospero left the island, he dismissed Ariel from his service, to the great joy of | "இதற்கு மேல் ஒன்றும் இல்லை", என்றார். ப்ரோஸ்பெரோ நம் பழைய துன்பங்கள் மிகுந்தவைகளை மறப்போம். இன்பத்துடன் நினைவுற்றதால் அவற்றைத் திரும்ப எண்ண வேண்டாம் மற்றும் தன் சகோதரனைக் தழுவிக் கொண்டு அவரது மன்னிப்பை உறுதிப்படுத்தினார். ப்ரோஸ்பெரோ அவர்களது கப்பல் துறைமுகத்தில் பாதுகாப்பாக இருப்பதாகவும், பயணிகள் இங்கு பத்திரமாக இருப்பதாகவும் அவரும் அவரது மகளும் மறுநாள் அவர்களது வீட்டிற்கு இவர்களை அழைத்துச் செல்வதாகவும் கூறினார். அந்தத் தீவை விட்டுச் |
| that lively little spirit. | செல்வதற்கு முன் ப்ரோஸ்பெரோ, ஏரியலை மிகுந்த மகிழ்ச்சியுடன் சுதந்திரமாக வாழுமாறு விடுவித்தார். |



| Tormenting(v) | - making someone suffer | - சித்திரவதை |
|-----------------|---|-----------------------|
| Dreadful(adj) | - extremely bad or unpleasant | - அச்சமூட்டும் |
| Duke(n) | - a man of high social rank | - பிரபு, சீமான் |
| Deprive(v) | - to take something important | - பிடுங்கிக் கொள் |
| Resistance(n) | - the act of fighting against something | - எதிர்ப்பு |
| Fatigue(n) | - extreme tiredness | - சோர்வு |
| Vexation(n) | - worry | - வெறுப்பூட்டு |
| Famished(adj.) | - extremely hungry | - களைத்துப் போய் |
| Voracious(adj.) | - very eager for something | - பெரு விருப்பம் உடைய |
| Repent(v) | - to be sorry for something | - மனம் வருந்து |

A Choose the correct answer

| A. Choose the con 1was | rect answer. the chief of all spirits | | c. twelve 4. Prospero ordered Ari | d. five el to bring to his place |
|---------------------------|---|-----------|---|-------------------------------------|
| a. Sycorax | b. Caliban | | a. Gonzalo | b. Ferdinand |
| c. Ariel | d. Prospero | | c. King of Naples | d. Antonio |
| 2 raised | a dreadful storm | | 5 had pro | vided Prospero formerly with |
| a. Ariel | b. Prosero | | books and provisio | ns. |
| c. Miranda | d. sycorax | | a. Ariel | b. Ferdinand |
| 3. Miranda was br | ought to the island | years ago | c. Gonzalo | d. Antonio |
| a. fourteen | b. ten | | | |

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| Characters | Key words |
|------------|--|
| Prospero | the true Duke of Milan but now living on a deserted island |
| Miranda | his daughter |
| Antonio | brother of Prospero and usurper of the role of Duke of Milan |
| Ariel | "an airy spirit" who does Prospero's bidding |
| Caliban | a savage creature controlled by Prospero |
| Alonso | King of Naples |

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| Sebastian | Brother of Alonso |
|-----------|---|
| Ferdinand | son of the King of Naples |
| Gonzalo | former advisor to Prospero, now principally serves Alonso |

COHERANT ORDER

PTA QUESTION EXERCISE

1. Rearrange the following sentences in coherent order. (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.

Answer :

i) Prospero, the Duke of Milan reaches the island with his daughter Miranda.ii) Gonzalo, the Lord of his court privately places Water, provisions, apparels and books.iii) They live in a cave made out of rocks.

iv) By virtue of his magic he releasesmany good spirits from the witchSycorax.

v) Of these Ariel was the chief.

OTHER EXERCISE

Exercise 1

- i. This is the second man I saw and he seems to be a true one.
- ii. Miranda soon after found him dying with fatigue.
- iii. I will carry your logs the while.
- iv. Prospero had commanded Ferdinand to pile up some heavy logs of wood.
- v. Ariel then went to fetch Ferdinand.

2. Rearrange the following sentences in coherent order. (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.

Answer :

i) Ferdinand was the second humanwhom 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.

Answer :

- 1. Ariel then went to fetch Ferdinand.
- 2. This is the second man I saw and he seems to be a true one.
- 3. Prospero had commanded Ferdinand to pile up some heavy logs of wood.
- 4. Miranda soon after found him dying with fatigue.
- 5. I will carry your logs the while.

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Exercise 2

- 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.

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 him 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.

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Answer :

- 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.

Answer :

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

READ THE FOLLOWING PASSAGE AND ANSWER THE QUESTIONS

OTHER EXERCISE

 There was an island in the sea, the only inhabitants of which were an old man, name d 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. Of these Ariel was the chief.

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| Questions | Answers |
|---|---|
| 1. Who was Prospero? | 1. Prospero was an old man, who lived in an island. |
| * | * / |
| 2. Who was Miranda? | 2. Miranda was the daughter of Prospero. |
| 3. What were the special powers that Prospero | 3. Prospero read books on magic and he practiced magic. |
| possess? | |
| 4. Who was sycorax? | 4. Sycorax was a witch. |
| 5. Who was the chief of the spirits? | 5. Ariel was the chief of the spirits. |

2. "Come on, young man," said Prospero to the Prince; "you have no power to disobey me." 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. "O my dear lady," said Ferdinand, "I dare not. I must finish my task before I take my rest." "If you will sit down," said Miranda, "I will carry your logs the while." But this Ferdinand would by no means agree to.

| Questions | Answers |
|--|--|
| 1. What did Prospero say to the Prince? | 1. Prospero said to the Prince that he had no power to disobey |
| | him. |
| 2. How did Prospero command Ferdinand? | 2. Prospero commanded Ferdinand to pile up some heavy logs |
| | of wood. |
| 3. How did Miranda find Ferdinand during | 3. Miranda found Ferdinand fatigued. |
| laborious work? | |
| 4. What did Miranda say to Ferdinand? | 4. Miranda said to him to take rest as her father was at his |
| | studies. |
| 5. What was the response of Ferdinand? | 5. Ferdinand refused to take rest |

PARAGRAPH QUESTIONS

- D. Answer the questions in a paragraph of about 100 150 Words. (Text page 27)
- 1. Write a detailed character sketch of Prospero.

Prospero is the rightful duke of Milan. Twelve years earlier, he found refuge on this island after his younger brother, Antonio, seized Prospero's title and property. Prospero functions as a god on the island, manipulating everyone within his reach. He is helpless against his enemies until they appear on a ship nearby; but when they are close enough, he can use his magic to create a storm and bring them under his control. Prospero's magic is the white magic of nature, not the black magic of evil men. He is also autocratic in his treatment of Ferdinand, but Prospero realizes that Ferdinand and Miranda will value one another more if there are a few impediments to their courtship.Prospero's humanity is clearly obvious in his treatment of Antonio, whom he calls traitor but whom he declines to treat as a traitor. Another example of Prospero's goodness is when he stops Alonso from apologizing to Miranda, telling him that there is no need for more amends. By the play's conclusion, it is clear that Prospero is just and fair with others.

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

Prospero uses his magical powers, connected to the "brave new world" of the deserted island on which he finds himself stranded, to enact poetic justice more than to revenge himself on his enemies. He uses his power not to inflict on his enemies all that he has suffered, they get only a taste of suffering but to teach

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them a lesson and restore the proper order of life. His justice is restorative rather than punitive. From the beginning, Prospero was reconciliatory but he wanted to teach them a lesson. He made his ememies suffer but he doesn't want them to be hurt or killed



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**)

FOR TALENTED STUDENTS

| | / | | ``` |
|---|------------|---|-----|
| (| Title | : The Tempest | |
| | Author | : Charles Lamb | |
| | Theme | : Reconciliation and forgiveness | |
| | Characters | : Prospero, Miranda, Antonio, Ariel, Ferdinand, | |
| ļ | | Alonso, King of Naples | |
| | | | 1 |

Prospero, the former Duke of Milan, and his fifteen year-old daughter, Miranda, are watching the shipwreck from an island. He tells her, for the first time, how they came to be on the island. Twelve years before, when he had been Duke of Milan, his brother Antonio, had usurped him, but with Gonzalo's help he had escaped in a small boat with his baby daughter, Miranda, and his library of books about magic. The ship's passengers are cast up on the island unharmed, and even their clothes are not wet or damaged. Alonso believes his son to be dead but Ferdinand has landed on another part of the island. He encounters Miranda and they fall in love at first sight. He is the first man, apart from her father and Caliban that she has ever seen. Prospero puts Ferdinand to work manually, controlling all his movements with magic. Ariel pesters Prospero for his freedom and Prospero promises it once he has done some things for him, regarding the newcomers. Finally, Miranda was married to Ferdinand and Prospero forgives everyone.

FOR AVERAGE STUDENTS

| Title | : The Tempest |
|------------|---|
| Author | : Charles Lamb |
| Theme | : Reconciliation and forgiveness |
| Characters | : Prospero, Miranda, Antonio, Ariel, Ferdinand, |
| \ | Alonso, King of Naples |
| | |

The Tempest is a play that was written by William Shakespeare in the early 1600s. When the play begins, Prospero, the deposed Duke of Milan, and his teenage daughter, Miranda, live on a remote island

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where they have been stranded for the past twelve years. Their only companions are Ariel, a magical spirit enslaved by Prospero, and Caliban, a native of the island who is also enslaved by Prospero. Prospero was originally Duke of Milan, but his position was usurped by his brother Antonio, possibly with the consent of King Alonso of Naples and Alonso's brother Sebastian. Prospero uses his magic and created a ship wreck. All the enemies of Prospero were stranded in the island. They had to go through great hardships. Finally, they repent their misdeeds and Prospero forgives them. Miranda was married to Ferdinand and Prospero got back his throne.

Tempest - சூறாவளிக் காற்று, play - நாடகம், companions - தோழர்கள், remote - தனியான, island -தீவு, originally - உண்மையாகவே, usurped - அபகரித்தல், repent - வருந்துதல், forgives - மன்னித்தல், married - திருமணம் செய்து வைக்கப்படுதல், throne - அரியணை / ஆட்சி, wrecked - மீட்க இயலாதவாறு சேதம் விளைவித்தல், teenage - பருவ வயது, magical sprit - மந்திர சக்தி வாய்ந்த ஆவி, stranded - வேறு எங்கு செல்ல இயலாத, கைவிடப்பட்ட நிலை, consent - சம்மதம், hardships -கஷ்டங்கள், misdeeds - தவறான செயல்.

SLOW LEARNERS

| Title | : The Tempest |
|------------|---|
| Author | : Charles Lamb |
| Theme | : Reconciliation and forgiveness |
| Characters | : Prospero, Miranda, Antonio, Ariel, Ferdinand, |
| | Alonso, King of Naples |
| | |

- > A ship is caught in a tempest and begins to sink.
- > Prospero tells Miranda that he caused the storm.
- > Ariel fetches Ferdinand, who falls in love with Miranda.
- > Antonio and Sebastian plot to kill Alonso, the King of Naples.
- > The ship's jester and butler meet Caliban and feed him alcohol.
- > Caliban suggests that they should kill Prospero, and Ariel overhears.
- > Prospero uses magic to scare Alonso and spoil Caliban's plot.
- Prospero forgives the passengers for their former betrayals

Caught - பிடிபட்டது, tempest - சூறாவளிக் காற்று, begins - தொடங்கியது, sink - மூழ்க, caused -காரணமாக இருத்தல், storm - புயல், fetches - கொண்டு வருதல், plot - சதித் திட்டம், jester -கோமாளி, butler - தலைமை வேலைக்காரன், feed - சாப்பிடக் கொடுத்தல், suggest - பரிந்துரை, overhears - ஒட்டுக் கேட்டல், scare - பயமுறுத்துதல், spoil - வீணாக்குதல், forgives - மன்னித்தல், former - முந்தைய / பழைய, betrayals - ஏமாற்றியவைகள் / துரோகங்கள்.

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SUPPLEMENTARY

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PENGUIN

Asha Nehemiah



Zigzag



About the author

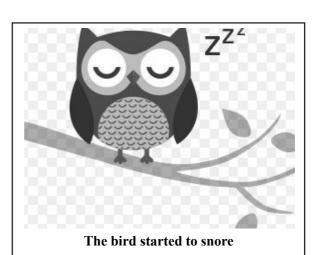
Asha Nehemiah born in 1958 at Chennai has lives, studied and worked in a different cities and small towns and is now a resident of Banglore. She has always been interested in writing . Her love for reading led her to study Literature in college. If she had not been a writer the would have been a teacher. Humour fantasy mystery and adventure are the strong elements in her work. She loves baking, walking reading and travelling.



Pictures related to the lesson



Zigzag the bird created a ruckus in the house



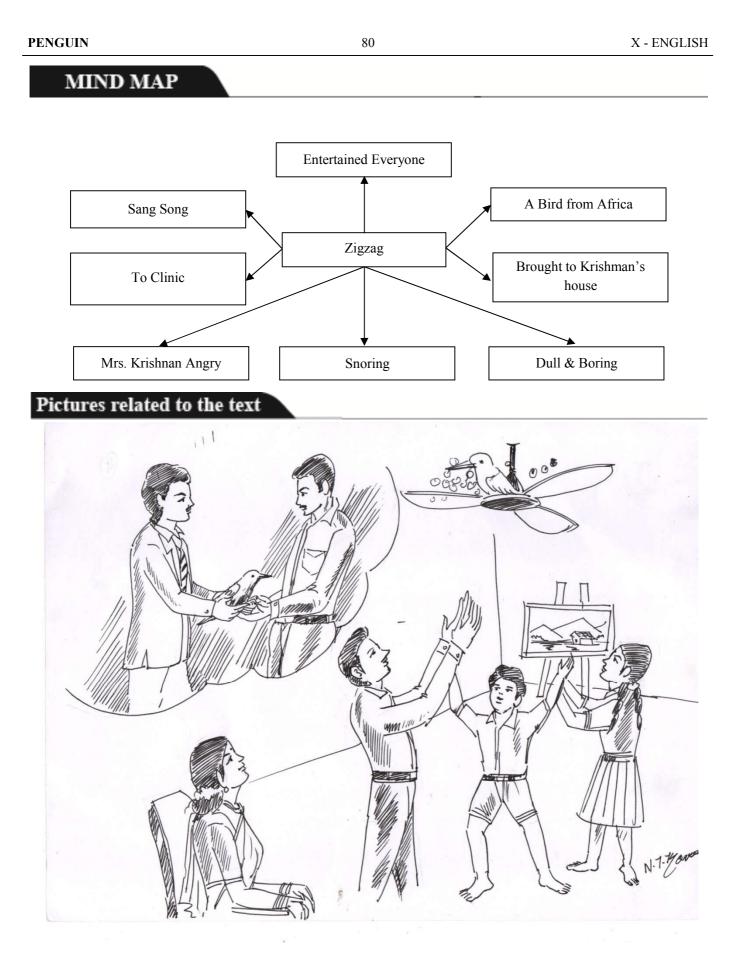


Krishnan's family couldn't bear the snoring



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Zigzag the bird from Africa came to Dr.Krishnan's house. It was given by Somu. The bird was a great nuisance for them in the beginning. The bird ate the fruits and nuts given by the family and started to snore. The snoring was so loud that no one could bear it. Everyone in the family tried to make zigzag to be quiet but in vain. The fruits splattered against the paintings of Mrs.Krishnan. Finally, unable to bear anymore, Zigzag was taken to the clinic. There he became very active and commanded respect. It sang songs and entertained everyone. Dr. Krishnan was very happy about Zigzags talent and decided to keep it with him.

கதைச்சுருக்கம்

Dr. கிருஷ்ணன் வீட்டிற்கு 'ஜிக்ஜாக்' என்ற பறவை ஆப்பிரிக்காவில் இருந்து வந்தது. அது, அவருடைய நண்பர் சோமுவால் கொடுக்கப்பட்டது. தொடக்கத்தில், அந்தப் பறவை மிகப் பெரிய தொந்தரவாக இருந்தது. அதன் குறட்டை சத்தம் மிகப் பெரியதாக இருந்தது. அதன் குறட்டை சத்தம் மிகப் பெரியதாக இருந்ததால், யாராலும் தாங்க முடியவில்லை. குடும்பத்தில் உள்ள அனைவரும் 'ஜிக்ஜாக்'கை அமைதிப்படுத்த முனைந்தார்கள். ஆனால் முடியவில்லை. திருமதி. கிருஷ்ணனின் ஓவியங்கள் மீது 'ஜிக்ஜாக்'கின் செய்கையால் பழங்கள் தெறிந்தன. இறுதியில், மேலும் தாங்க இயலாத நிலை ஏற்ப்பட்ட பொழுது, அது மருத்துவ மனைக்குக் கொண்டு செல்லப்பட்டது. அங்கே, அது மிகவும் சுறுசுறுப்பாகச் செயல்பட்டு, எல்லோரின் மதிப்பைப் பெற்றது. அது பாடல்கள் பாடி எல்லோரையும் மகிழ்வித்தது. Dr. கிருஷ்ணன், அதன் திறமையைக் கண்டு மிகவும் மகிழ்ந்தார் மேலும், அதைத் தன்னுடன் வைத்திருக்க முடிவு செய்தார்.



| SUPPLEMENTARY ENGLISH | துணைப்பாடம் தமிழ் |
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| The family that shelters a new pet is totally taken up by the commotions it creates at home. Read on the story to find out there is a turn of events when the get to know the reality Dr.Ashok T.Krishnan's clinic usually sounded more like an ancient Chinese torture chamber than a child specialist's clinic. This was because the tiny children who were his patients left out a variety of blood –curdling yells and ear-splitting sobs. | ஒரு புதிய செல்லப் பிராணியின் வரவு அதை வளர்க்கும் குடும்பத்தில் மிகப் பெரிய தாக்கத்தை ஏற்படுத்தி விடுகிறது. அக்குடும்பத்தில் உண்டான திருப்பங்களையும் உண்மையில் நடந்தது என்ன என்ற விபரங்களையும் இந்தகதையை படித்துப் பார்த்து தெரிந்து கொள்ளுங்கள். டாக்டர் அசோக் கிருஷ்ணனின் மருத்துவமனையை எப்போது பார்த்தாலும் அது ஒரு குழந்தைகள் நல மருத்துவரின் மருத்துவமனையைப் போல் இருந்ததைவிட சீனர்களது பயன்பாட்டில் இருந்த சித்திரவதை அறையை போல் தான் அதிகம் காட்சிதரும். ஏனென்றால், அவரது நோயாளிகளாய் இருக்கும் சின்னஞ்சிறு குழந்தைகளின் வீறிட்டழும் ரத்தம் தோய்ந்த கந்தல்களும் காதைப்பிளக்கும் விம்மல்களும்தான். |
| 'It's all because my patients were making so much noise and crying so loudly, 'he apologized to his wife one evening, 'that Somu couldn't hear me properly. He rang me in the clinic to ask whether we could keep zigzag with us when he leaves for Alaska. And now Somu thinks I said "yes", even though I clearly said "no"! I know you are busy getting your painting ready for your exhibition next w' | "அலறி அழுது கொண்டிருந்த என் நோயாளிகளால்தான் இந்த பிரச்சனை என்று சொல்லி டாக்டர் அவரது மனைவியிடம் மன்னிப்பு கேட்டு கொண்டிருந்தார். "நான் மருத்துவமனையில் இருந்தபோது தொலைபேசியில் தொடர்பு கொண்டு பேசிய சோமு" நான் அலாஸ்கா செல்கிறேன். அதனால் ஜிக்ஜேக்கை நீ வைத்துகொள்ள முடியுமா என்று என்னிடம் கேட்டபோது "முடியாது" என்று அழுத்தம் திருத்தமாக நான் சொன்னது அவன் காதில் சரியாக விழாமல் "சரி" என்று நான் சொல்வதாய் |

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| | நினைத்து கொண்டான். நீ எப்போதும் படம் வரைவதில் |
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| | நலைத்து கொண்டான். நாசகப்தும் படம் மலர்மதால் பரப்பரப்பாய் இருப்பாய் என்று எனக்கு தெரியும். அடுத்துவாரம் நடக்க இருக்கும் ஓவிய கண்காட்சிக்கு "மனைவியிடம் பேசிக் கொண்டிருந்த டாக்டரின் பேச்சுக்கிடையில். |
| 'Zigzag!' interrupted their nine-year-old daughter Maya. Isn't that Uncle Somu's prized giant green-and-gold fighting beetle. The one that spits deadly poison straight into its opponent's eye?' | ஜிக்ஜேக்!!! என்று கேட்டு குறுக்கிட்டாள் அவரது ஒன்பது வயது மகள் மாயா ஒ சோமு மாமாவுக்கு பரிசாக கிடைத்த அந்த பெரிய தங்கவண்ண பச்சை பாம்பா அது எதிராளியின் கண்ணில் விஷத்தை கக்குமே அதுதானே" என்று கேட்டாள் மாயா. |
| 'No, no,' corrected her older brother Arvind, eyes shining in pure delight. 'The beetle is called Spitfire. Zigzag must be Uncle Somu's pet snake. The African sidewinder! You know, the one that slithers zigzag all over his house!' | "இல்லை, இல்லை என்று திருத்திய மாயாவின் அண்ணன் அரவிந்த் "இதன் கண்கள் மிக அழகாக இருக்கும். இதை கட்டு வீரியன் என்று சொல்வார்கள். இது சோமுமாமாவின் செல்லப் பாம்பாக இருக்க வேண்டும். ஆப்ரிக்காவின் கட்டுவீரியன். ஜிக்ஜேக்காக (ஏறி இறங்கி) சோமு மாமாவின் வீடு முழுவதும் இது வளைய வந்திருக்கும்" என்றான். |
| 'You're both quite mistaken,' their father hastened to explain, seeing his wife's horrified expression, "Zigzag is a most harmless, unusual and lovable bird. pparently, it was bred by a genuine African witch doctor, who gifted it to Somu when hebeing a child specialist like mecured the witch doctor's son while he was touring the deepest jungles of equatorial Africa last month. Somu says the bird is an absolute treasure and a real help. It's his favorite pet, you know.' | மனைவியின் முகத்தில் பயத்தை பார்த்த டாக்டர் விளக்கம் கொடுக்க பதட்டத்துடன் விரைந்து "நீங்கள் இருவருமே தவறாக புரிந்து கொண்டீர்கள்" என்றார். "ஜிக்ஜேக் யாரையும் துன்புறுத்தாத அரிதான அழகான பறவை" என்று சொன்னார். வெளிப்படையாக சொல்வதென்றால், சூனியத்தால் பாதிக்கப்பட்டவர்களுக்கு வைத்தியம் செய்யும் டாக்டர் ஒருவர் மத்திய ஆப்ரிக்காவின் அடர்ந்த காடுகளுக்குள் போனமாதம் சுற்றுலா சென்ற அவரது மகனை குணப்படுத்தியதற்காக என்னை போலவே குழந்தை நலமருத்துவரான என் நண்பன் சோமுவுக்கு இந்த பறவையை பரிசளித்தார். இந்த பறவை மிக அரியதொரு பொக்கிஷம் மாதிரி எனவும் உண்மையிலேயே ஓர் உதவியும் கூட என்று சோமு சொல்லியிருக்கிறான். உங்களுக்கு தெரியுமா? சோமுவுக்கு இந்த பறவை என்றாலே கொள்ளைப் ப்ரியம்" என்றும் குறிப்பிட்டார். |
| Somu might be your best friend, but most of these so called "favourite" possessions that he has given us were absolute nuisances!' countered Mrs. Krishnan angrily. A talented artist, she applied a dab of yellow- ochre paint onto her painting titled Sunset at Marina, paused for a moment to survey the effect and then continued, 'Remember the rare insect-eating plant he brought back from the wettest corner of the Amazonian rainforest! He insisted that we keep it because it would eat the mosquitoes in the house and now that wretched plant requires a room heater to keep it alive in Chennai!' | சோமு உங்களுக்கு நல்ல நண்பராக இருக்கலாம். ஆனால் அவருக்கு பிடித்தவை என்று சொல்லிக்கொண்டு அவர் நம்மிடம் கொடுத்த எல்லாமே நமக்குவெறும் தொந்தரவாகத்தான் இருந்திருக்குது என்று "டாக்டரின் மனைவி கோபமாக பதில் சொன்னாள். திறமைசாலியான ஓவியரான அவள் வரைந்து வைத்திருந்த ஓவியத்தின் மீது காவி வண்ணத்திட்டில் மஞ்சள் நிறத்தை ஒற்றி எடுத்தார் போல பூசி அந்த ஓவியத்துக்கு "மெரினாவில் மறையும் சூரியன்" என்று பெயரிட்டிருந்தாள். ஒரு நிமிடம் பேச்சை நிறுத்திதான் பேசியதன் தாக்கம் என்ன என்று கவனித்துவிட்டு மீண்டும் தொடர்ந்தான். "அவர் ஒருமுறை அமேசானின் மழைக் காடுகளின் வெப்ப மூலைப் பகுதியிலிருந்து கொண்டுவரப்பட்டது இது என்று சொல்லி பூச்சிகளை சாப்பிடும் செடி ஒன்றைகொண்டு வந்து இது வீட்டில் உள்ள கொசுக்களை சாப்பிட்டு விடும் |

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| | நினைவுபடுத்தி பாருங்கள். இப்போது வாடி வதங்கிய அந்த செடியை காப்பாற்ற இந்த சென்னையில் ரூம்ஹீட்டர் போட்டு பாதுகாக்க வேண்டியிருக்கிறது". என்றாள். |
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| 'Ma!' protested Arvind, 'That's not really true. Uncle Somu's given us some really fabulous gifts.' | "மா நிறுத்தினான் அரவிந்த், இது முழுவதும் உண்மையல்ல. சோமு மாமா கொடுத்த பொருட்கள் எல்லாமே புகழ் மிக்க பரிசுகள் |
| 'Right! Remember the tiny penknife he gave me last year, the one with a genuine shark's tooth blade. That's been really useful,' Maya joined the protest. | "சரி நினைவு இருக்கிறதா சிறிய பேனா கத்தி சென்ற வருடம் எனக்குக் கொடுத்தது சுறாவின் பல்லில் இருந்து செய்யப்பட்டது. அது மிகவும் பயனுள்ளது, "மாயாவும் அவனுடன் எதிர்ப்பில் சேர்ந்து கொண்டாள். |
| 'No one but you, Maya,' Mrs. Krishnan told her daughter sternly, 'would describe a penknife that has cut open the pockets of three skirts and two pairs of jeans as really useful.' | "யாரும் அல்ல ஆனால் நீ, மாயா", திருமதி.கிருஷ்ணன் தனது மகளுடன் ஆவேசத்துடன், அந்த பேனாகத்தியை விமர்சிக்க வேண்டும். அது மூன்று பாவாடைகளின் பாக்கெட்டை திறப்பதற்கும் இரண்டு ஜோடி ஜீன்ஸ்களின் பாக்கெட்டுகளைத் திறப்பதற்குமே பயன்படும். |
| 'And what about the aboriginal boomerang Uncle Somu brought us all the way from Australia?' demanded Arvind. 'You can't deny that it was a great hit with everyone.' | "மேலும் ஆஸ்திரேலிய நாட்டில் இருந்து சோமு மாமா கொண்டு வந்த தொல் பழங்குடியினரின் பூமராங் பற்றி என்ன? எனக் கேட்டான் அரவிந்த். "உன்னால் பொறுக்கவே முடியாது. அது அனைவரிடமும் பிரபலமான ஒன்று. |
| 'Great hit indeed!' Mrs. Krishnan didn't bother to hide her sarcasm and continued, 'Considering that the boomerang sliced through all the TV aerials in the neighborhood, caused permanent damage to several cars in the parking lot, and knocked out our watchman cold, with the force you threw it.' | "உண்மையிலேயே சிறந்த அடி" திருமதி கிருஷ்ணன் கிண்டலான புதிரை மறைக்காமல் கூறிவிட்டுத் தொடர்ந்தார். நாம் இந்த பூமராங்கை யோசித்துப் பார்க்கும்போது பக்கத்துவீட்டு டி.வி. சீரியல்களைத் துண்டாக்கியது, நிறுத்தப்பட்ட பல கார்களில் நிரந்தர சேதத்தை ஏற்படுத்தியது மற்றும் நீ எறிந்த வேகத்தில் வாட்ச்மேனைத் தாக்கியது. |
| 'But Zigzag is different. Somu says we are sure to love Zigzag,' soothed Dr.Krishnan, 'because the bird can talk and sing in about twenty-one different language – mostly African languages, of course. When it sings, it moves the listeners to tears.' | "ஆனால் ஜிக்ஜாக் வித்தியாசமானது நாம் உறுதியாக ஜிக்ஜாக்கை நேசிப்போம் என சோமு கூறினான்", என வாக்களித்தார் டாக்டர் கிருஷ்ணன், "ஏனெனில் அப்பறவை நடக்கவும் 21 மொழிகளில் பாடவும் கூடியது பெரும்பாலும் ஆப்ரிக்க மொழிகள், உண்மையில் இது பாடினால் கேட்பவர்கள். கண்ணீர் விடுவார்கள்". |
| 'It's Somu's thoughtless ways that reduce me to tears!' Mrs. Krishnan said irritably. 'What a time to dump this multilingual, talking-singing bird on us. Here I'm tied up in knots trying to get my paintings together for the exhibition next week.' | "இது சோமுவின் எண்ணமற்ற வலிகள் என்னைக் கண்ணீர் சிந்துமாறு குறைத்துள்ளது" என்றார் திருமதி.கிருஷ்ணன் எரிச்சலுடன் "எந்த நேரத்தில் இந்தப் பலமொழி பேசும்பாடும் பறவையை நம்மிடம் திணித்து விட்டார். நான் இங்கு என் ஒவியத்தில் உள்ள முடிச்சுகளை விட்டு அடுத்த வார கண்காட்சிக்கு இணைத்துக் கொண்டிருக்கிறேன். |
| 'May I take Zigzag to school, Papa?' Arvind, as always, was planning ahead. 'I want to display him in the science exhibition.' | "நான் ஜிக்ஜாக்கைப் பள்ளிக்குக் கொண்டு செல்லட்டுமா அப்பா?" எப்பொழுதும் திட்டத்தில் உள்ள அரவிந்த். "நான் இதை அறிவியல் கண்காட்சியில் காட்சிப்படுத்த வேண்டும்". |
| 'When is Zigzag coming, Papa?' Maya was jumping up and down, all excited. | "எப்பொழுது ஜிக்ஜாக் வருகிறது, அப்பா?" முழு ஆர்வத்துடன் மாயா மேலும் கீழுமாகக் குதித்துக் கொண்டிருக்கிறாள். |

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| 'Uncle Somu said he would send Zigzag with his old | ் "இன்று இன்னும் சில நேரத்தில் சோமு மாமா அவருடைய |
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| cook, Visu, sometime today. I'll have to leave for my clinic now. There,' he added as the doorbell rang, 'that's probably them!' | பழைய சமையல்காரா் விசுவிடம் ஜிக்ஜாக்கைக் கொடுத்து அனுப்புவாா். தான் இப்பொழுது மருத்துவமனைக்குச் செல்ல வேண்டும். அங்கு, அவா் சோ்க்கும்பொழுது அழைப்புமணி ஒலித்தது, "அது அவா்களாகத் தான் இருக்கும்". |
| And indeed it was! | தருகளும் . மேலும் முழுவதுமாக அதுவே |
| 'Come in, Zigzag, come in, dear! 'CoazedViu, and in tottered the strangest, weirdest-looking bird the Krishnan family had ever seen. | ீஉள்ளே வா, ஜிக் ஜாக், உள்ளே வா, அன்பே" குழப்பத்துடன் விசு, தடுமாறியவாறு நடந்து கொண்டு புதுமையான புதிரான பார்வையுடன் இதுவரை கண்டிராத கிருஷ்ணன் குடும்பத்தை ஜிக்ஜாக் பார்த்தது |
| About a foot and a half tall, its bald head was fringed with a crown of shocking pink feathers while the rest of its plumage was in various shades of the muddiest sludgiest brown. Its curved beak was sunflower-yellow and its eyes were the colour of cola held to sunlight. | உயரம் ஒன்றரை அடி இருக்கும். அதன் மொட்டையான தலையில் முன்னாடி விழுந்த இளஞ்சிப்பான முடிக் கற்றை கிரீடம் போட அதைச்சுற்றி மற்ற இறகுகள் சேறும் சக்தியாக பழுப்புநிறத்தில் இருந்தன. சூரியகாந்தியின் மஞ்சள் வண்ணத்தில் அதன் மூக்கு வளைவாக இருக்க அதன் கண்கள் சூரிய ஒளியில் கோலாமரத்து கொட்டையாக ஒளிர்ந்தன. |
| "This is Zigzag! Announced Visu with a flourish. 'His full name is Ziggy-Zagga-king-of –the- Tonga. How I'm going to miss him! So beautifully he talks! He can even recite French Poetry!' | "இது தான் ஜிக்ஜேக்" மலர்ச்சியுடன் சொன்னான் விசு. "இதன் முழுப்பெயர் டோங்காரா ஜாஜிக்கி ஜாகா. நான் இதுஇல்லாமல் எப்படி இருக்கப் போகிறேன். ரொம்ப அழகாக பேசும். பிரெஞ்சு கவிதைகளை கூட மனப்பாடமாக ஒப்பிக்கும். |
| The object of all this praise was standing cool and unmoved, with an expression of almost-human grumpiness in his cola-coloured eyes. | இத்தனை பாராட்டுக்கும் புகழ்ச்சிக்கும் உரிய அந்த ஐந்து அமைதியாக அசையாமல் கோலா வண்ண கண்களில் ஏறக்குறைய மனித உணர்வான இறுக்கத்தை ஏந்திக்கொண்டு நின்றது. |
| Arvind, finding that Zigzag was sulkily refusing to say a word despite all their efforts at striking a conversation, dashed into the kitchen to return with a plate heaped hurriedly with juicy fruit slices and some nuts. | ஜிக்ஜேக்குடன் ஓர் உரையாடலை தொடங்கிவிட அரவிந்த் எப்படியோ எப்படியோ முயற்சி செய்தும் அது எதற்கும் மசியாமல் மறுத்துவிட அவன் சமையலறைக்குள் விரைந்து சென்று கனிந்த பழத்துண்டுகளையும் சிலகொட்டைப் பருப்புகளையும் ஒரு தட்டில் குவித்துக் கொண்டு ஓடிவந்தான். |
| Bored eyes brightened momentarily as Zigzag picked up a walnut. But refusing to speak, he dropped one wrinkled eyelid in a solemn wink and flew clumsily to deposit the nut on the enormous chandelier hanging from the ceiling. Bit by bit, and in total silence, all the fruit on the plate was transferred to the chandelier and on to the blades of the ceiling fan (now switched off). | ஒரு பாதாம் பருப்பை கொத்திஜிக்ஜெக் எடுத்த மறுநிமிடம் அசந்து வாடிப்போய் தெரிந்த அதன் கண்கள் பளிச்சென்ற மின்னியது. ஆனாலும் பேச மறுத்த அது கண்ணிமையை சுருக்கிக் கொண்டு கபடமில்லாமல் கண்ணடித்துவிட்டு மிகவும் வேகமாக பறந்துபோய் மேல்கூரையிலிருந்து தொங்கிய பிரம்மாண்டமான அரங்காரவிளக்கின் மீது தான் கொண்டுவந்த ஒரு கொட்டைப்பருப்பை வைத்தது. அனைவரும் ஆழ்ந்த அமைதியில் இருக்க தட்டிலிருந்த எல்லா பழங்களும் கொஞ்சம் கொஞ்சமாக எடுத்துச் செல்லப்பட்டு தொங்கிக் கொண்டிருந்த அலங்கார விளக்கின் பல்வேறு பகுதிகளிலும் மின் விசறியின் இறக்கைகளிலும் இடமாற்றம் செய்யப்பட்டது. (மின் விசிறி அணைக்கப்பட்டிருந்தது). |
| Then perching comfortably on a curtain rod, Zigzag | பிறகு வசதியாக திரைச்சீலை கம்பியில் உட்கார்ந்து, ஒரு |

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| dropped one wizened eyelid in another solemn wink as he sank his beak into a plump guava. | குண்டான கொய்யாப்பழத்திற்குள் தன் அலகை மூழ்கவைத்தது. |
| 'Don't worry, children,' Visu comforted as he left, noticing how disappointed they looked when Zig zag stubbornly refused to say a single word to them even though they tried speaking to him in English, Hindi, Tamil and French. 'Just wait till Zigzag settles down in this new home, they you can have a great time listening to him,' | ஆங்கிலம், ஹிந்தி, தமிழ் பிரெஞ்சு என பல மொழிகளில் பேசிப் பார்த்தும் பிடிவாதமாக ஒரு வார்த்தை கூட பதில் சொல்லாத ஜிக்ஜேக்கை ஏமாற்றத்துடன் பார்த்துக் கொண்டிருந்த குழந்தைகளை ஆறுதல் படுத்திய விசு "கவலைப்படாதீர்கள் குழந்தைகளே ஜிக்ஜேக் இந்த புது வீட்டில் அமைதியாக தங்க ஆரம்பிக்கும் வரை காத்திருங்கள் அது பேசுவதைக் கேட்டு நீங்கள் மிகவும் மகிழ்ச்சி அடையலாம்" என்றான். |
| As it happened, the children didn't have to wait more than ten minutes to have a great time listening to Zigzag. For as soon as Visu left, Zigzag, still perched on the curtain rod, went off to sleep. And the moment he fell asleep, he began to SNORE! | இவ்வாறு நடக்க, பத்து நிமிடங்களுக்கு மேல் ஜிக்ஜாக் பேசுவதைக் கேட்கக் காத்திருக்கவில்லை குழந்தைகள். விசு சென்றவுடன் திரைச்சீலை கம்பியிலேயே ஜிக்ஜாக் உட்கார்ந்தவாறே தூங்கிவிட்டது. அயர்ந்து தூங்க ஆரம்பித்ததும், அது குறட்டைவிட ஆரம்பித்தது. |
| And what a snore it was Kngrrwheeze!! It began as a soft grumbly sort of rumble, much like that which the stomach of a mildly hungry dinosaur might have made. Then it grew louder, and louder, and LOUDER until it sounded as if a herd of elephants with cold was rumpeting angrily in the room. KNGRRDRRWHEEZE!!! | சொன்னது போலவே குழந்தைகள் பத்துநிமிடத்திற்கு மேல் காத்திருக்கவேண்டிய அவசியமே இல்லாமல் ஜிக்ஜேக் பேசுவதை கேட்டு மகிழும் நேரம் வந்துவிட்டது. விசு சென்றதும் ஜிக்ஜேக் திரைச்சீலைக் கம்பி மீது உட்கார்ந்தபடியே தூங்கிவிட்டது. தூங்கிய அதே நிமிடத்தில் குறட்டை விட தொடங்கியது. என்ன ஒரு குறட்டை அது க்ங்ர்ர்ர்ஸ்ஸ்ஸ்ஸ்ஸ் சிறிது சிறிதாக தொடங்கி எரிச்சலூட்டும் அளவுக்கு ஒலித்த குறட்டை சத்தம் மெதுமெதுவாக ஆரம்பித்து வயிற்றில் கொஞ்சம் பசியோடு கத்தும் டைனோசரின் சத்தத்தின் அளவுக்கு அதிகமாக ஒலித்தது. பின்னர் சத்தத் அதிகமானது இன்னும் அதிகமாக என வளர்ந்து அறைக்குள் கோபம் கொண்ட மதயானைக்கூட்டத்தின் ஒட்டுமொத்த பிளிறிலாய் பெருஞ்சத்தமாக கேட்க ஆரம்பித்துவிட்டது. க்ங்ர்ர்ர்ஸ்ஸ்ஸ்ஸ் |
| Zigzag's snore pounded their eardrums till their heads ached. | ஜிக்ஜேக்கின் பெருங்குறட்டை சத்தம் அவர்களின் காது ஜவ்வை கிழித்து தூள்தூளாக்கி தலைவலிக்கும் அளவுக்கு ஒலித்தது. |
| In vain did they try to wake the snoring bird? 'Twenty- one languages, he's supposed to know!' snorted Mrs. Krishnan. 'Yet this bird chooses to communicate only in snorish, snorese, snorian, snorihili, snoralu' | குறட்டைவிட்டுக்கொண்டு தூங்கும் அந்த பறவையை எழுப்ப முயன்ற அவர்கள் முயற்சிகள் பயனின்றி போயின. "இருபத்தோரு மொழிதெரியும் இந்த பறைவக்கு இருந்தும் இது குறட்டிஷ். குறட்டீஷ், குறட்டைன், குறட்டைலி, குறட்டாலு என்ற குறட்டையின் பாஷைகளால் மட்டுமே பேசிக் கொண்டிருக்கிறது" என்று டாக்டர் கிருஷ்ணனின் மனைவி உறுயினாள். |
| 'I thought it was scientific fact that birds couldn't snore,' said Maya, trying to squirt water from a small water pistol at Zigzag to wake him and wetting most of the curtains, the walls and a sofa instead. | பறவைகள் குறட்டை விட முடியாது என்பது அறிவியல் விதி என நான் நினைத்தேன் என்றாள் மாயா, ஒரு சிறிய தண்ணீர் துப்பாக்கியால் தண்ணீரை எட்டித் தெளிக்க முயற்சித்து ஜிக்ஜாக்கை எழுப்ப செய்த முயற்சியால், பதிலாக திரைச்சீலையின் பெரும்பகுதிகள், சுவர்கள், ஒரு இருக்கை நனைந்தன |
| 'African witch doctor's birds don't obey scientific rules.' Arvind was annoyed that his best imitations of a | "ஆப்ரிக்க சூன்யக்கார மருத்துவரின் பறவைகள் அறிவியல் விதிகளைக் கடைப்பிடிப்பதில்லை. அரவிந்த |

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| raging lion, a hungry hyena and a ferocious dog had | எரிச்சலுடன் சிங்கம் போல கர்ஜித்து, பசியில் இருக்கும் |
|--|--|
| failed to draw Zigzag out of his deep slumber. Now he tried his loudest, most frightening coyote call. | கழுதைப்புலி போல நடித்து மற்றும் கொடூரமான நாய் போல நடித்து ஜிக்ஜாக்கின் ஆழ்ந்த உறக்கத்தில் இருந்து எழுப்பச் செய்த அவனது சிறந்த முயற்சிகள் தோல்வியடைந்தன. இப்பொழுது, ஓநாய் போல மிகுந்த சத்தத்துடன் பயமுறுத்தினான் |
| But Zigzag slept on undisturbed. And snored on. | ஆனால் எந்த ஒரு தொந்தரவும் இன்றி நல்ல உறக்கத்துடன் ஜிக்ஜேக் குறட்டை விட்டது. |
| In total despair at their failure to wake Zigzag, or at least stop him snoring, they shut themselves in the bedroom that was furthest away from Mrs. Krishnan's studio where Zigzag was creating the terrible din. Mrs. Krishnan was just unraveling a roll of cotton wool to stuff in her ears, when they heard their maid. Lakshmi, shrieking as if she had been electrocuted. | மேற்கொண்ட எல்லா முயற்சிகளும் தோற்றுப்போய் ஜிக்ஜாக் எழுப்பவும் முடியாமல் குறைந்தபட்சம் குறட்டைச் சத்தத்தையும் நிறுத்த முடியாமல் ஒட்டுமொத்தமாக நம்பிக்கை இழந்த அனைவரும் படுக்கையறைக்குள் சென்று கதவடைத்துக் கொண்டனர். வெகுதொலைவில் இருந்த டாக்டர் கிருஷ்ணனின் மனைவியின் ஓவியக் கூடம் வரை கேட்ட குறட்டையின் பேரிரைச்சல் திகிலுண்டாக்கும் அளவுக்கு இருக்க அவள் பஞ்சுச்சுருளிலிருந்து பஞ்சை எடுத்து காதில் வைத்துக் கொண்டிருந்தபோது ஷாக் அடித்ததைப் போல் அலறிய வேலைக்காரி லஷ்மியின் அலறல் கேட்டது. |
| Hearts hammering, they rushed to the studio to find Lakshmi dancing and clapping her hands excitedly as she yelled, 'We've been blessed! We've been truly blessed! It's raining papayas and bananas in this room!' | படபடத்த இதயத்துடன் அனைவரும் ஓவியக்கூடத்திற்கு விரைந்து செல்ல அங்கே லஷ்மி கைதட்டி கூச்சல் போட்டுக் கொண்டு ஆடிக்கொண்ழருந்தாள். "நாம் அனைவருமே உண்மையில் ஆசிர்வதிக்கப்பட்டிருக்கிறோம். ஆசிர்வதிக்கபட்டிருக்கிறோம். இந்த அறையில் பப்பாளி பழங்களும், வாழைப்பழங்களும் மழைபோல விழுகின்றன. என்று மிகவும் உணர்ச்சிவசப்பட்டு கத்தினாள். |
| 'I thought it was scientific fact that birds couldn't snore,' said Maya, trying to squirt water from a small water pistol at Zigzag to wake him and wetting most of the curtains, the walls and a sofa instead. | பறவைகள் குறட்டை விட முடியாது என்பது அறிவியல் விதி என நான் நினைத்தேன் என்றாள் மாயா, ஒரு சிறிய தண்ணீர் துப்பாக்கியால் தண்ணீரை எட்டித் தெளிக்க முயற்சித்து ஜிக்ஜாக்கை எழுப்ப செய்த முயற்சியால், பதிலாக திரைச்சீலையின் பெரும்பகுதிகள், சுவர்கள், ஒரு இருக்கை நனைந்தன. |
| They froze in horror. Lakshmi had apparently switched on the fan on which Zigzag had left some fruit and nuts. Half-pecked fruit streamed off the fan, dampening even Lakshmi's enthusiasm as a guava landed on her cheek with a soft squish and one walnut hit her forehead with a loud smack. One slice of over- ripe papaya came whizzing off the fan and, as they watched it helplessly, it oh horrors splattered all over Mrs. Krishnan's unfinished masterpiece, sunset at Marina, spreading streaks of gooey orange pulp and shiny black seeds all over it. | அவர்கள் அச்சத்தில் உறைந்தனர். லஷ்மி எல்லோரும் பார்த்துக்கொண்டிருக்கும் போதே ஜிக்ஜேக் பழங்களையும் கொட்டைகளையும் போட்டு வைத்திருந்த மின் விசிறியைப் போட்டுவிட்டிருந்தாள். சுழல தொடங்கிய மின்விசிறியால் ஜிக்ஜேக்கடித்து வைத்திருந்த பழம் கீழே விழுந்து சிதறியது. ஜிக்ஜேக் தின்றுவிட்டு வைத்த கொய்யாப்பழம் லஷ்மியின் கன்னத்தில்மெத்தென்று விழ - பாதாம் பருப்பு ஒன்று அவளது நெற்றியில் பொத்தென்று விழுந்து முத்தமிட உண்டான கிளுகிளுப்பில் லஷ்மி திக்கு முக்காடிப்போனாள். நன்கு பழுத்த பப்பாளிபழத்துண்டு ஒன்று விர்ரென்ற சத்தத்துடன் விசிறியடிக்கப் பட்டதையும் பார்த்த அனைவரும் செய்வதறியாது பார்த்துக் கொண்டிருந்தபொது டாக்டரின் மனைவி வரைந்து முடிக்காத அவரது தலை சிறந்த படைப்பான"மெரினாவில்மறையும் சூரியன்" ஓவியத்தின்மீத பழத்தின் சதைப்பகுதி ஆரஞ்சு |

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| | வண்ணகோடுகளா கசிதறித் தெறித்து விழுந்தது; கருப்பு |
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| | வண்ணக்கில் பளபளத்த பப்பாளிவிதைகள் அதன் மீது பரவி விழுந்தது. |
| Mrs. Krishnan groaned tragically and looked ready to shoot Zigzag, but he was saved by the bell. The telephone bell! They answered one call after another as all the neighbours rang upto demand what the awful kngrrdrrwheeze sound was and if they could please have some peace. And through all this commotion, Zigzag slept on unconcerned. And snored on. | டாக்டரின் மனைவி வருத்தம் தாளாமல் கதவி அழுது கொண்டேஜிக்ஜேக்கை சுட குறி பார்த்தாள். ஆனால் மணி சத்தத்தினால் ஜிக்ஜேக் காப்பாற்றப்பட்டது. தொலைபேசியின் மணியோசை. அடுத்தடுத்து ஒருவர்பின் ஒருவராக பக்கத்து வீட்டுக்காரர்கள் எல்லோரும் தொலைபேசியில் தொடர்பு கொண்டு "அது என்ன அப்படி ஒரு அதிபயங்கரமான க்ஙர்ர்ர்ஸ்ஸ்ஸ்ஸ் சத்தம் என்று விசாரித்துவிட்டு கொஞ்சம் அமைதியாக இருக்க முடியுமா என்று கேட்டுக் கொண்டனர். இத்தனை சத்தத்திற்கிடையிலும் ஜிக்ஜேக் தூங்கிக் கொண்டு இருந்தது. குறட்டையும் வந்து கொண்டிருந்தது. |
| Finally, an exhausted Mrs. Krishnan rang up her husband. I'am going crazy with the sound of Zigzag snoring, plus all these angry telephone calls. And my beautiful painting' Here her voice cracked. 'You know Mrs. Jhunjhunwala, the art critic who lives upstairs, well, she heard Zigzag snoring and had the cheek to telephone and ask me whether I could sing a little softly when I took my singing lessons. Please contact Somu and find out what we should do.' | இறுதியாக சோர்ந்து களைத்துப் போன டாக்டரின் மனைவி கணவனுக்கு தொலைபேசியில் பேசினாள். "இந்த ஜிக்ஜேக்கின் குறட்டை சத்தத்தினால் எனக்கு பைத்தியமே பிடிக்கிறது. அத்துடன் அண்டை அயலாரின் கோபத்தில் வரும் தொலைபேசி அழைப்புகள் அடுத்து என் அழகான ஓவியம் அவள் குரல் உடைந்து கம்மியது. இன்னொரு விஷயம் தெரியுமா மாடியில் குடியிருக்கும் கலை விமர்சகி திருமதி. ஜாஞ்சு வாலாஜிக்ஜேக்கின் குறட்டை சத்தத்தை கேட்டுவிட்டு என்னை தொலைபேசியில் அழைத்து, பாட்டு சொல்லித்தரும்போது கொஞ்சம் மெதுவாக பாடக் கூடாதா என்று கேட்கிறாள். தயவு செய்து சோமுவை பார்த்து இதற்கு என்ன செய்ய வேண்டும் என்று ஒரு வழியை கண்டுபிடிங்க" என்றாள். |
| Dr.Krishnan came home as fact as he could after he had left an e-mail message for somu, asking him for clear instructions on how to stop Zigzag from snoring' | ஜிக்ஜாக்கின் குறட்டையை நிறுத்த என்ன செய்ய வேண்டும் என்ற வழிமுறைகளைக் கூறுமாறு சோமுவிற்கு மின் அஞ்சல் மூலம் தகவல் தெரிவித்துவிட்டு எவ்வளவு முடியுமோ அவ்வளவு விரைவாக வீட்டிற்கு வந்தார் மருத்துவர் கிருஷ்ணன். |
| 'Don't worry,' he reassured his downcast family. 'Somu will reply soon and we'll discover there's some ridiculously simple was to stop Zigzag from snoring. | (கவலைப் படாதீர்கள் அவர் வருத்தமாக உள்ள் அவரது குடும்பத்திற்கு வாக்குறுதி அளித்தார். ஜிக் ஜாக்கின் குறட்டையை நிறுத்த சோமுவின் பதில் விரைவாக வரும். ஆதனால் எளிய கேலிக்குரிய வழியைக் கண்டறிவோம்!. |
| Six days passed. Six frantic days of checking their e- mail day and night. Six torturous days of having the deafeningly loud KNGRRDRRWHEEZE resound in their home, most nerve wrackingly. Maya complained that she heard a permanent rumbling sound in her ears even when she was miles away from home and that her ears ached all the time. Arvind confessed that, for the first time in his life, he was actually looking forward to going to school considering it was as calm as a monastery compared to their house. Mrs. Krishnan had | ஆறு நாட்கள் கடந்தன. பதில் வந்திருகிறதா என்று இரவும் பகலும் தேடித்தேடி அவர்கள் பரபரத்நாள்கள் கழிந்தன. அவர்கள் வீட்டில் மீண்டும் மீண்டும் ஒலித்து காதை செவிடாக்கி சித்ரவதை செய்து நரம்புமண்டலத்தையே குலுக்கி எடுத்து வேதனைப்படுத்தி கொண்டிருந்த அந்த க்ஙர்ர்ர்ஸ்ஸ்ஸ்ஸ்ஸ் சத்தம் அவர்கள் வீட்டில் மீண்டும் மீண்டும் ஒலித்து கொண்டேருந்தது. "வீட்டிலிருந்து பலமைல் தொலைவிலிருந்தாலும் பெரிய இடிபோல எப்போதும் என் காதுக்குள் குடையும் அந்த குறட்டைச்சத்தத்தின் பெருங்கூச்சல் நரக வேதனையாக இருக்கிறது". என்றாள் |

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| lost interest in painting. Zigzag would sometimes wake | மாயா. குறட்டையின் கொடுமையான பிடிக்குள் |
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| up briefly when he wanted to hear some fruit, and sometimes he would sit on the veranda looking sulky and bored as he stared at the sunset at Marina beach- the real view, not the painting lying forlorn in one corner, ruined by streaks of hardening papaya. Zigzag never spoke to anyone, though everyone tried several times, and in several languages, to speak to him kindly. He only slept. And snored. | சிக்கித்தவிக்கும் இந்த வீட்டிலிருந்து கிளம்பி அமைதியான மடாலயம் போல திகழும் பள்ளிக்கூடத்திற்கு போகும் நேரத்திற்காக அவனது வாழ்க்கையில் முதல்முறையாக அரவிந்த் காத்திருக்க தொடங்கினான். டாக்டரின் மனைவியிடம் ஓவியம் வரையும் ஆர்வம் காணாமல் போய்விட்டது. பழம் ஏதாவது சாப்பிட வேண்டுமென்றபோது ஜிக்ஜாக் சிறிது நேரம் கண் விழித்தது. சிலசமயம் வராண்டாவில் உம்மென்று உட்கார்ந்து கொண்டு உண்மையான மெரினா கடற்கரையில் சூரியன் மறைவதை சலிப்போடு முறைத்து பார்த்துக் கொண்டிருந்தது. கீழே தரையில் விழுந்து ஒரு மூலையில் பப்பாளிப்பழத்தின் நீளமான சதைப்பகுதிபட்டுத் தெறித்து காணசகிக்காமல் அலங்கோலமாய் கிடந்த மெரினா ஓவியத்தை அல்ல. பலரும் பலமொழிகளில் பேசிப் பார்த்தும் கனிவாக கேட்டு பார்த்தும் ஜிக்ஜாக்யாரிடமும் எதுவும் பேசவில்லை. அது |
| Orden de la D.C., 2 | பாட்டுக்கு தூங்கியது; குறட்டைவிட்டது. |
| On the seventh day, Dr.Somu's e-mail arrived. IT was, as Dr. Krishnan predicted, ridiculously simple. It read: | ஏழாவது நாள் டாக்டர் சோமுவிடமிருந்து பதில் வந்தது. டாக்டர் கிருஷ்ணன் யூகித்ததைப் போல மிகச் சாதாரணமான ஒன்றாகத்தான் இருந்தது. |
| 'That does it, 'said Mrs. Krishnan. 'Find Visu! I will not keep Zigzag here another minute!' | நீங்கள் அதைக் கையாளுவதில் சிரமப்பட்டிருந்தீர்கள் என்றால் தயவுசெய்து என் சமையல்காரன் விசுவிடம் யோசனை கேளுங்கள். ''அது தான் இது" என்றார் திருமதி. கிருஷ்ணன் ''விசுவைப் பிடியுங்கள்'' நான் இனி ஒரு நிமிடம் கூட ஜிக்ஜாக்கை வைத்துக் கொள்ளமாட்டேன். |
| 'Calm down, dear, I'm leaving for my clinic now. Can't it wait till' | "அமைதியாக இரு அன்பே, நான் இப்பொழுது மருத்துவமனைக்கு செல்கிறேன். இது காத்திருக்கக்கூடாதா" |
| 'No, it's now!' Mrs.Krishnan was adamant. 'I've invited some friends and are experts to come home and choose my paintings for the exhibition. This feathered, a snoring monster will drive us all mad!' | "இல்லை, இப்பொழுதே! திருமதி. கிருஷ்ணன் பிடிவாதமாக கூறினார். நான் என்னுடைய சில நண்பர்கள் மற்றும் நிபுணர்களை நம் வீட்டிற்குக் கண்காட்சியில் வைக்க ஓவியங்களைத் தேர்ந்தெடுக்க அழைத்துள்ளேன். இந்த இறகுகளுள்ள, குறட்டைவிடும் அரக்கன் எங்களை பைத்தியமாக்கி விடுவான்!. |
| 'Come on then, Zigzag,' called Dr. Krishnan nervously, wondering how he would locate Somu's cook, Visu. | "அப்படியானால் வா ஜிக் ஜாக்! அழைத்தார் மருத்துவர் கிருஷ்ணன் பயத்துடன், சமையல்காரர் விசுவுடன் எப்படி இருந்தது என்ற ஆச்சரியத்துடன் |
| 'Er, why don't you wait in the car, Zigzag?' he suggested. When they reached his clinic, his heart sinking at the thought of Zigzag's ear-shatteringly loud snore adding to the din of the sobs and shrieks produced by the tiny patients waiting for him. | "ர், நீ காரிலேயே காத்திருக்கலாம் அல்லவா ஜிக் ஜாக்?" என்றார் யோசனை கூறும் விதத்தில் மருத்துவமனை அடைந்ததும் அவர் மணம் எண்ணத்தில் மூழ்கியது, ஜிக்ஜாக்கின் குறட்டை பெரிய கூச்சலை ஏற்படுத்துவடனும் இந்த சிறிய நோயாளிகளின் கத்தல்களும் சேர்ந்து கொள்ளும் என்று |
| But Ziggy-Zagga-King-of –the –Tonga was not accustomed to being kept waiting and was already making his way to the clinic where he perched himself | ஆனால் டோங்குவின் ராஜா ஜிக் ஜாக் வழக்கத்திற்கு மாறாகக் காத்திருக்கவில்லை மற்றும் மருத்துவமனையில் அது தன் வழியைப் பார்த்துக்கொண்டு சென்றது. செவிலியின் வரவேற்பு மேசையில் தன்னை அமர்த்திக் |

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| on the nurse's reception table. | கொண்டது |
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| 'Don't you dare sleep!' Dr. Krishnan warned Zigzag | "தூங்கி விடாதே!" கோபத்துடன் ஜிக்ஜாக்கை எச்சரித்து |
| fiercely as he went towards his room. | தனது அறைக்குச் சென்றார் மருத்துவர் கிருஷ்ணன். |
| He had hardly walked through the swinging halfdoor that separated his clinic from the waiting room when he heard a strange voice say, 'You there in the blue T- shirt, don't jump on the sofa. And you in the red dress, don't swing on the curtain. | காத்திருக்கும் அறையில் இருந்து அவரது அறையின் ஊசலாடும் கதவு வழியாகத் தான் சென்று இருப்பார், வித்தியாசமான ஓசையில், "நீல டி-ஷர்ட் அணிந்திருக்கும் நீ இருக்கையில் குதிக்காதே சிவப்பு சட்டை அணிந்திருக்கும் நீ, திரைச்சீலையில் தொங்காதே". |
| It was Zigzag's voice, clear and commanding. There was pin-drop silence in the room as everyone waited, open-mouthed, for Zigzag's next sentence. | அது ஜிக்ஜாக்கின் குரல், தெளிவான அதிகாரத் தோரணை. குண்டூசி முனை கீழே விழும் சத்தம் கேட்கும் அளவு அந்த அறை அமைதியாக இருந்ததோடு ஜிக்ஜாக்கின் அடுத்த வாக்கியத்திற்காகத் திறந்த வாயுடன் ஒவ்வொருவரும் காத்திருந்தனர். |
| Dr. Krishnan was amazed! Gone was Zigzag's bored and grumpy expression. Instead the bird looked happy and alert as it went about the job it had been trained for, first with the African witch doctor and then with Dr.Somu. Dr. Krishnan's clinic, usually a noisy sea of tears and tantrums, was transformed into a calm, orderly place as Zigzag efficiently soothed the frightened patients, scolded the naughty ones and made the crying ones smile. And if his yam-digging song and recitation of French poetry reduced the children to helpless laughter instead of tears, he didn't look as though he minded. And best of all, Zigzag never slept. Or snored. Even for a second! | டாக்டர் கிருஷ்ணனுக்கு மிகவும் வியப்பாக இருந்தது. ஜிக்ஜேக்கின் எரிச்சலூட்டும் விதமும் இல்லாமல் போய்விட்டது. மாறாக அது இந்த வேலைக்காகவே முதலில் ஆப்பரிக்க டாக்டரிடமும் அடுத்து டாக்டர் சோமுவிடமும் பயிற்சி அளிக்கப்பட்டிருந்ததால் பறவை மகிழ்ச்சியுடனும் கவனமாகவும் காணப்பட்டது. எப்போதும் கண்ணீர்க் கடலின் சத்தத்திற்கிடையில் சோகம் வெடித்த சிதறி கண்ணீரும் கம்பலையுமாக காட்சி தரும் டாக்டர் கிருஷ்ணாவின் மருத்துவமனை இப்போதெல்லாம் அச்சத்தில் இருந்த நோயாளிகளை ஜிக்ஜேக் அமைதிப் படுத்தியதாலும் துடுக்குத்தனமாக பேசுபவர்களை அது திட்டி அடக்கி வைத்ததாலும் அழுபவர்களை சிரிக்க வைத்ததாலும் புதுப்பொலிவுடன் அமைதி ததும்ப அழகான ஒழுங்கோடு உருமாறியிருந்தது. நமக்கள்ளிருக்கும் இனிமையை வெளிக்கொணரும் ஜிக்ஜேக்கின் பாடலும், அது மனப்பாடமாக ஒப்பித்த பிரெஞ்சுக் கவிதையும் ஆதரவற்று அழுது கொண்டிருந்த குழுந்தைகளின் கண்ணீரை புன்னகையாக மாற்றின. இவை அனைத்திலும் சிறந்தது ஜிக்ஜேக் தூங்காமலேயே இருந்தது. ஒரு நொடிகூட குறட்டைவிடவில்லை. |
| Never had a morning passed so quietly and peacefully for Dr. Krishnan. When the last patient had left, he called Zigzag to his room. Zigzag flew in and sat on the table. Scratching the bird under its beak, Dr. Krishnan sighed and said, 'Somu was right, after all. You are an absolute treasure. I never realized what he meant when he called you a great help. Why didn't you tell me you'd prefer to be at my clinic instead of snoring like that to show you were bored? What do we do now? No one wants you back at home now; they want me to leave you with Visu.' | டாக்டர் கிருஷணனுக்கு இந்த அளவுக்கு எந்த ஆரவாரமுயில்லாமல் இத்தனை அமைதியான ஒரு காலைப்பொழுது இதுவரை என்றுமே இருந்ததில்லை. கடைசியாக வந்த நோயாளியும் வெளியே போனபிறகு டாக்டர் ஜிக்ஜேக்கை உள்ளே கூப்பிட்டார். அது பறந்து உள்ளே வந்து மேஜைமீது அமர்ந்தது. அந்த பறவையின் அலகுக்கு கீழ் தடவிக் கொண்டே பெருமூச்சுவிட்டார் டாக்டர். "எப்படியோ சோமு சொன்னது சரியாகத்தான் இருக்கிறது. உண்மையில் நீ ஒரு தூய்மையான பொக்கிஷம் தான். உன்னை மிக அருமையான துணை என்று அவன் அழைத்ததன் அர்த்தத்தை நான் உணரவேயில்லை. வீட்டில் உட்கார்ந்து கொண்டு அந்த மாதிரி குறட்டைவிட்டு நீ அலுத்து சலிப்படைந்துவிட்டாய் என்பதை உணர்த்துவதைவிட இப்படி மருத்துவமனையில் நீ இருக்க விரும்புகிறாய் என்று என்னிடம் ஏன் நீ சொல்லவில்லை? இப்பொழுது என்ன செய்வது? நீ |

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| | திரும்பவும் வீட்டுக்கு வருவதை வீட்டில் யாரும் விரும்பவில்லை. என்னிடம் உன்னை விசுவிடம் விடசொல்கிறார்கள்" என்றார். |
| Just then the telephone rang. It was Mrs. Krishnan, sounding very pleased with herself. 'You know Mrs. Jhunjhunwula, the art critic?' she chuckled. 'She doesn't want me to exhibit sunset at marina. She's bought it for herself, for Rs.5,000!' | அப்போது தான் டெலிபோன் மணி ஒலித்தது. டாக்டரின் மனைவி மிகவும் சந்தோஷமாக இருப்பது தெரிந்தது. மிகுந்த களிப்புடன் அவள்" உங்களுக்கு தெரியுமில்லையா திருமதி.ஜூஞ்ஜூவாலா அந்த கலை விமர்சகி அவள் என்னுடைய ஓவியத்தை மெரினா கண்காட்சியில் வைக்க வேண்டாம் என்று சொல்லிவிட்டால் அதை ஐயாயிரம் ரூபாய்க்கு அவளுக்காக வாங்கிக் கொண்டாள். |
| Isn't that the painting the papaya fell on? | இந்த ஒவியத்தில் தானே பப்பாளிப் பழம் விழுந்தது? |
| 'Yes.' Mrs. Krishnan was laughing heartily now. I had left it in one corner and she chose to buy it, saying she loved my new technique of painting! She simply adored those streaky orangey bits! She launched into fresh gales of laughter. 'By the way,' she said when she sobered down, 'I don't think we were fair to Zigzag. Shall we keep him with us at home, just on trial for another week?' | ஆமாம். என்ற அவள் இப்போது மனதார சிரித்தாள். அதை ஒரு மூலையில் வைத்திருந்தேன். புது யுக்தியோடு வரையப்பட்ட ஒவியம் என்று சொல்லி அதை தேர்ந்தெடுத்து கொண்டாள். அதிலும் அதில் தெரிந்த அந்த ஆரஞ்சு வண்ணக்கீற்றுகளை அப்படியே புகழ்ந்து தள்ளி விட்டாள்என்று சொல்லி முகமலர்ந்து மீண்டும் சத்தமாக சிரிக்க தொடங்கினாள். அதாவது என்று தன்னிலைக்கு திரும்பி மிகவும் நிதானமாக நாம். ஜிக்ஜேக்கை நல்லமுறையில் நடத்தினோம் என்று எனக்கு தோன்றவில்லை. இன்னும் ஒரு வாரம் ஜிக்ஜேக்கை நம் வீட்டில் நம்மோடு வைத்துக் கொண்டு சோதித்துப் பார்க்கலாமா? என்றாள். |
| 'Sure!', agreed a delighted Dr. Krishnan before he cleverly added. 'And I could always take him to the clinic every morning so that you can paint in peace at home.' | நிச்சயமாக என்று சந்தோஷமாக ஒத்துக் கொள்வதற்கு முன்தினமும் காலையில் நான் ஜிக்ஜேக்கை என்னோடு மருத்துவமனைக்கு அழைத்து செல்கிறேன். அதனால் நீயும் அமைதியாக வீட்டில் ஓவியம் வரைய முடியும்" என்பதையும் சேர்த்து சொன்னார் டாக்டர் கிருஷ்ணன். |
| 'My boy!' he confided to Zigzag after maters were satisfactorily settled, giving the bird a toffee from his desk. 'You have your own strange way of showing your genius. A Zigzag way, I'd call it, wouldn't you?' | எல்லா பிரச்சனைகளும் ஒரு வழியாக தீர்த்துவிட்ட திருப்தியில் அவர் மேசைக்குள்ளிருந்து ஒரு மிட்டாயை எடுத்து "என் பையா" என்று நம்பிக்கையோடு அழைத்து ஜிக்ஜேக்கிடம் கொடுத்தார். உனக்கே உரிய புதுமையான பாணியில் உன் மேதைமையை வெளிப்படுத்தினாய் ஒரு ஜிக்ஜேக் பாணி என்று அழைப்பேன் நீயும் செல்வாய் அல்லவா? என்றார். |
| But Ziggy – Zagga – King – of – the – Tonga, brought up on compliments as he was, didn't bother to reply. He just ate the toffee, paper wrapper and all, and then lowered one crinkly eyelid in a knowing wink. | ஆனால் இப்படி ஏகப்பட்ட புகழ்ச்சிகளுடன் வளர்க்கப்பட்ட டோங்கார ராஜா ஜிக்ஜேக்காகவோ இதற்கு பதில் சொல்ல மெனக்கெடவில்லை. அது அந்த மிட்டாயையும் காகிதத்தையும் சுற்றப்பட்டிருந்த காகிதச்சுருளோடு எல்லாவற்றையும் தின்றுவிட்டு ஒரு கண்ணை சுருக்கி கண்ணடித்து புரிந்து கொண்டதாய் கண்ஜாடை செய்தது. |

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| in i | ~~~~~ | |
|------|----------|---|
| ۰. | GLOSSARY | Ĺ |

| Aboriginal | - native | - பழங்குடியினர் |
|------------|--|----------------------------------|
| Sarcasm | - witty language used to convey insults | - கிண்டல் |
| Fringed | - the outer boundary | - விளிம்பு |
| Plumage | - a birds feather collectively | - இறகு |
| Sludgiest | - wet mud | - சகதி |
| Grumpiness | - bad tempered | - முரணியல்புடைய |
| Squirt | - cause liquid to come out in a jet | - நீர்ப்பீச்சும் குழாயால் பீச்சு |
| Coyote | - small wolf | - ஒநாய் வகை |
| Streaks | - lines | - கோடுகள் |
| Tantrum | - a display of bad temper | - திடீர் வெறி எழுச்சி |
| Crinkly | - Uneven by virtue of having wrinkles or waves | - சுருக்கங்கள் நிறைந்த |

A. Identify the speaker

- 1. 'Even though I clearly said no!'- Dr. Krishnan
- 2. 'The one that spits deadly poison straight into its opponent's eyes' -. Maya
- 3. 'Remember the tiny penknife he gave me last year'Aravind
- 4. 'It's Somu's thoughtless ways that reduce me to tears.Mrs. Krishnan
- 5. 'Come in, Zigzag, come in dear! Visu

Choose the correct answer

- 1. The one that spits deadly poison straight into its
 - a) Friend's eye c) animal's eye
 - b) father's eyed) opponent's eye

TEXTUAL QUESTIONS

- D. Answer the following.
- 1 Why did Dr. Ashok's cousin call him?

Dr. Ashok's cousin Somu called him to enquire **if he could keep his bird zigzag** as he was leaving for Alaska.

2. Mention atleast two expressions which shows that Mrs.Krishnan was not willing to have Zigzag at home?

Mrs. Krishna was not willing to have zigzag at home because whatever Somu gave us was **absolute nuisance** and the insect eating plant,

2. "It's Somu's _____ ways that reduced me to tears!" Mrs. Krishnan said irritably.

- a) Beautiful **b) thoughtless**
- c) thoughtful d) fantastic
- 3. Its curved beak was _____
 - a) Red b) marigold-yellow
 - c) sunflower-yellow d) violet
- 4. Zigzag dropped one wizened ______ in another solemn wink.

| a) eyelid | b) |) nut |
|-----------|------------|---------|
| c) ball | d) |) fruit |
| | | |

5. Hearts hammering, they rushed to the ______ to find Lakshmi dancing and clappingher hands excitedly.
a) House b) studio

| a) House | b) studio |
|----------|--------------|
| c) room | d) apartment |

which he gave, **requires a room heater** to keep it alive.

- 3. What other various pets did Somu have? Somu has a giant green-and-gold fighting beetle and a pet snake, the African sidewinder.
- **4. What was Mrs. Krishnan busy with?** Mrs. Krishna was busy with her **paintings.**
- 5. What commotion did the boomerang cause in the neighbourhood?

The boomerang sliced through several **TV aerials**, **damaged a few cars** knocked the watchman.

6. What happened when Somu left Zigzag with the Krishnans?

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|---|----|--|
| Zigzag was lazy and flew around the house. It | | Dr. Krishnan send a mail asked for clear |
| kept the fruits and nuts on the fan and on the | | instructions on how to stop zigzag from snoring. |
| curtain and fell asleep with a loud snore. | | 9. What did Aravind confess? |

7. How did Zigzag communicate with the

Krishnans?

Zigzag **winked** at them and flew clumsily. He fell asleep and began to snore.

- 8. What was the e-mail message sent to Somu by Dr. Krishnan?
- 9. What did Aravind confess? Aravind confessed that he was looking forward to go to the school as it was calm when compared to his house.
- 10. Why did Mrs. Jhunjhunwala buy the painting? Mrs. Jhunjhuwula was impressed by the new technique of painting which was splashed with streaky orange bits.

Characters and their Hints

| Characters | Key words |
|---------------|------------------------|
| Dr. Krishnan | - Doctor |
| Mrs. Krishnan | - Wife and an artist |
| Arvind | - son of Dr. Krishnan |
| Maya | - Daughter of Krishnan |
| Somu | - uncle |
| Visu | - old servant |

COHERANT ORDER

PTA QUESTION EXERCISE

1. Rearrange the following sentences in coherent order. (PTA 1)

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

Answer :

i) Zigzag was of a great trouble in the house.

ii) Dr. Krishnan took him to the clinic.

- iii) Gone was Zigzag's bored and
- grumpy expression.

iv) He took care of the orderliness in the clinic.

v) Dr. Krishnan was surprised of the sudden change in Zigzag.

OTHER EXERCISE

Exercise 1

- i. That's been really useful.
- ii. You can't deny that it was a great hit with every one.
- iii. Uncle Somu's given us some really fabulous gifts.
- iv. Remember the pen knife he gave us last year.
- v. And what about the aboriginal boomerang.

Answer :

1. Uncle Somu's given us some really fabulous gifts.

2. Remember the pen knife he gave us last year.

3. That's been really useful.

4. And what about the aborig in al

boomerang.

5. You can't deny that it was a great hit with every one.

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READ THE FOLLOWING PASSAGE AND ANSWER THE QUESTIONS

PTA QUESTION EXERCISE

1. You're both quite mistaken, 'their father hastened to explain, seeing his wife's horrified expression. Zigzag is a most harmless, unusual and lovable bird. Apparently, it was bred by a genuine African witch doctor, who gifted it to somu when he being a child specialist like m cured the witch doctor's son while he was touring the deepest jungles of equatorial Africa last month. Somu says the bird is an absolute treasure and a real help. It's his favorite pet, you know'. Somu might be your best friend, but most of these so called "favorite" possessions that he has given us were absolute nuisances' countered Mrs. Krishnan angrily. A talented artist, she applied a dab of yellow-ochre paint onto her painting titled sunset at Marina, paused for a moment to survey the effect and then continued, 'Remember the rare insect-eating plant he brought back from the wettest corner of the Amazonian rainforest He insisted that we keep it because it would eat the mosquitoes in the house and now that wretched plant requires a room heater to keep it alive in Chennai'. (PTA 3)

| Questions | Answers | |
|--|---|--|
| i) Who gifted Zigzag to Somu? | i) A genuine African witch doctor. | |
| ii) Why did he gift Zigzag to Somu? | ii) Somu cured the witch doctor's son. | |
| iii) What is the title of Mrs. Krishnan's | iii) Sunset at Marina. | |
| painting? | | |
| iv) What did Somu insist the Krishnan's to | iv) It would eat the mosquitoes in the house. | |
| keep the insect-eating plant? | | |
| v) What do you know about Zigzag from the | v) Zigzag is a most harmless, unusual and lovable bird. | |
| given passage? | | |

OTHER EXERCISE

1. They froze in horror. Lakshmi had apparently switched on the fan on which Zigzag had left some fruit and nuts. Half-pecked fruit streamed of the fan, dampening even Lakshmi's enthusiasm as a guava landed on her cheek with a soft squish and one walnut hit her forehead with a loud smack. One slice of over-ripe papaya came whizzing off the fan and, as they watched it helplessly, it oh horrors splattered all over Mrs. Krishnan's unfinished masterpiece, sunset at Marina, spreading streaks of gooey orange pulp and shiny black seeds all over it. Mrs Krishnan groaned tragically and looked ready to shoot Zigzag, but he was saved by the bell.

| Questions | Answers | |
|---------------------------------------|---|--|
| 1. Who switched on the fan? | 1. Lakshmi switched on the fan. | |
| 2. What landed on Lakshmi's cheek? | 2. A guava landed on her cheek. | |
| 3. What is Mrs. Krishnan's unfinished | 3. Sunset at Marina is the unfinished masterpiece. | |
| masterpiece? | | |
| 4. What splattered on the unfinished | 4. One slice of over-ripe papaya splattered on the unfinished | |
| masterpiece? | masterpiece. | |
| 5. Who saved zigzag? | 5. The bell saved Zigzag. | |

2. Six days passed. Six frantic days of checking their e-mail day and night. Six torturous days of having the deafeningly loud KNGRRDRRWHEEZE resound in their home, most nerve wrackingly. Maya complained that she heard a permanent rumbling sound in her ears even when she was miles away from home and that her ears ached all the time. Aravind confessed that, for the first time in his life, he was actually looking forward to going to school

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considering it was as calm as a monastery compared to their house. Mrs. Krishnan had lost interest in painting. Zigzag would sometimes wake up briefly when he wanted to eat some fruit.

| Questions | Answers | |
|---|---|--|
| 1. How many days did they check the e-mail? | 1. They checked for six days. | |
| 2. What did Maya complain? | 2. Maya complained that she heard a permanent rumbling | |
| | sound in her ears even when she was miles away from | |
| | home and that her ears ached all the time. | |
| 3. What did Aravind confess? | 3. Aravind confessed that, for the first time in his life, he was | |
| | actually looking forward to going to school considering it | |
| | was as calm as a monastery compared to their house. | |
| 4. What had Mrs. Krishnan lost? | 4. Mrs. Krishnan had lost interest in painting. | |
| 5. Why did Zigzag wake up? | 5. Zigzag woke up when he wanted to eat some fruit. | |

B. Read the story again and write how these characters reacted in these situations:

1. You're both quite mistaken

Dr. Krishnan : Zigzag is the most harmless, unusual and loveable bird

- Mrs. Krishnan : Somu might be your best friend but most of these so called favourite possessions that he has given us were absolute nuisance
- 2. It's sommu's thoughtless ways that reduce me to tears.

Mrs. Krishnan : - What a time to dump this multilingual, talking-singing bird on us.

Dr. Krishnan : - Zigzag is different, the bird can talk and sing in 21 languages

3. Just wait till zigzag settles down in this new home.

Visu : - He comforted as he left, noticing how disappointed they looked when Zig zag refused to speak a single word

Aravind and Maya : Maya tried to squirt water at zigzag and Aravind tried to imitate a raging lion, a ferocious dog hyena to wake zigzag

4. Zigzag hardly never sleeps.

Somu : - I have never heard zigzag snore.

Dr. Krishnan : - He took it to his clinic

5. Your are an absolute treasure

Dr. Krishnan : You are a great help. Why didn't you tell me you love to be in my clinic.

Zigzag : he just ate toffee with wrapper and then lowered on crinkly eyelid in a knowing wink.

C. Complete the given tabular column – Answer is given below

| Arrival of Zigzag | Somu requested Dr. | Mrs. Krishnan was not | She was worried about her |
|---------------------|--------------------------|-----------------------------|----------------------------|
| | Krishnan to take care of | | |
| | his pet | | |
| Life of Zigzag at | Zigzag perched on the | When their maid switched | Mrs. Krishnan was annoyed |
| Dr.Krishnsn's | curtain rod and | on the fan | and called Mr. Krishnan to |
| residence | | | |
| The email about | Dr. Krishnan | Somu's reply surprised the | The reply was |
| Zigzag | | Krishnan | |
| Zigzag at the above | When Zigzag entered the | Gone was Zigzag's bored | After the family knew that |
| | clinic he | and grumpy expression. The | zigzag must be kept busy |
| | | bird looked happy and alert | they |

1. Mrs. Krishnan was not interested in having zigzag

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- 2. She was worried about her painting exhibitions
- 3. it was raining papaya and fruits
- 4. take the bird away as she has gone crazy
- 5. zigzag hardly sleeps
- 6. he commanded others to sit on their place
- 7. agreed to keep him in his house



E. Answer the following questions in about 100-150 words.(Text page 57)

1. Write in your own words the various commotions caused by Zigzag at Dr. Krishnan's residence.

Zigzag created quite a flutter at Mr. Krishna's residence. It was brought to the house expecting that it will talk in different languages. But it didn't utter a word and looked dull and boring. When fruits and nuts were provided, it picked it up and placed them on the leaf of the fan and or the curtain. It flew around the house and rested on the curtain.Zigzag fell asleep and started to snore. Its sound of the snore was so high that nobody in the house could tolerate the noise. Its snore was so unbearable that all the people in the house ran away and closed their doors. The neighbours too started complaining about the sound of the bird. Everyone in the house tried to wake him up but failed. Finally the maid switched on the fat and the fruits and nuts that the bird kept on the fan splashed all over the house. The fruits splattered on the unfinished masterpiece of Mrs. Krishna and she was terribly upset. This was the commotion caused by the bird.

2. What was the turn of events when Zigzag was taken to the clinic.

Dr.Krishnan took the bird to the clinic.Zigzag perched on the nurses reception table. To everybody's surprise, zigzag started to speak. In a strange voice it commanded the blue shirt not to jump on the sofa. It also told the child wearing the red shirt, not to swing on the curtain. Zigzag was clear and commanding in her voice. Everyone was surprised at the speech of a bird and there was pin-drop silence at the clinic. It was happy and alert. Zigzag efficiently pacified the little patients and it was transformed into a calm and orderly place. It scolded the naughty patients and created a smile in some of the patients. The bird also recited a French poetry and sang a song. It was the most peaceful morning in Dr. Krishnan's clinic. He was very happy to have zigzag in his clinic.

3. Narrate the story Zigzag in your own words.

Zigzag was a humourous story about a bird and its antics at the house of the Krishnans. Somu left the bird Zigzag at Mr.Krishnan's house as he was leaving for Alaska. He told that it was a smart bird which can speak 21 languages. On the first day of the arrival, it didn't utter a word. Aravind and Maya tried everything to make the bird speak but in vain. The bird looked dull and boring. It was provided with nuts and fruits and it eat a few and picked some fruits and kept in on top of the fan. It started to sleep and started to snore. Its snoring was so loud that nobody was able to bear it. Mrs.Krishnan was terribly upset at the bird. The members of the house tried everything to stop the bird from snoring but they failed. People from neighbouring houses started to complain. The maid unknowingly switched on the fat and the fruits splashed all over the house and a papaya and orange fruit splattered on the unfinished painting of Mrs.Krishnan. she got agitated and requested his husband to take it away. Dr. Krishnan took zigzag to this

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| | | |

clinic and it transformed into a lovely bird. It spoke and snag songs and entertained everyone in the clinic. Dr. Krishnan was very happy and they accepted the bird in their house.



Dr. Ashok - entrusts his - pet bird - Dr. Krishnan - children excited of his enty - it can speak - 21 - African languages - Zigzag - sleeps endlessly - with heavy snore - no peace at - home - Mrs. Krishnan - not happy - shouts and asks for solutions - Dr. Krishnan writes - to Ashok - finding solutions - no reply - Dr. Krishnan - takes Zigzag to clinic - turn of even - Zigzag - takes - care of - the orderliness - clinic - very quiet - all surprised - zigzag commands - Dr. Krishnan happy - finds - secret - Zigzag - must be engaged - if not he sleeps - family is happy with his presence. (**PTA 2**)

FOR TALENTED STUDENTS

| Title : Zigzag | |
|---|------------------|
| Author : Asha Nehemiah | |
| Theme : A humourous story about a bird | |
| Characters : Dr. Krishnan, Mrs. Krishnan, Ara | vind, Maya, Somu |
| Moral : Patience and fortitude conquer all | things |

Zigzag was a wonderful story by Asha Nehemiah. It was about a bird with created great commotion in the life of the Krishnans. Somu gave the bird to Dr.Krishnan to take care of it as he was leaving to Alaska. There was great expectation from the Maya and Aravind, the children of Krishnan. Mrs. Krishnan didn't want the bird to be brought home. Zigzag looked dull and boring and didn't entertain anyone in the house. It didn't speak a word, when offered food, it ate a few nuts and kept some fruits on the top of the ceiling fan. Zigzag started to snore and nobody could withstand the snoring of the bird. Everyone ran to their rooms and closed their doors. The fruits on the ceiling fan splattered on the paintings of Mrs.Krishnan. she was terrible upset. Dr. Krishnan took the bird to the clinic. Zigzag became an intelligent bird and engaged everyone with the song. It disciplined the noisy kids. The Krishnans liked Zigzag and kept the bird with them.

FOR AVERAGE STUDENTS

| Zigzag |
|--|
| Asha Nehemiah |
| A humourous story about a bird |
| Dr. Krishnan, Mrs. Krishnan, Aravind, Maya, Somu |
| Patience and fortitude conquer all things |
| |

Zigzag the bird from Africa came to Dr.Krishnan's house. It was given by Somu. The bird was a great nuisance for them in the beginning. The bird ate the fruits and nuts given by the family and started to snore. The snoring was so loud that no one could bear it. Everyone in the family tried to make zigzag to

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| | | |

be quiet but in vain. The fruits splattered against the paintings of Mrs.Krishnan. Finally, unable to bear anymore, Zigzag was taken to the clinic. There he became very active and commanded respect. It sang songs and entertained everyone. Dr. Krishnan was very happy about Zigzags talent and decided to keep it with him.

Nuisance - தொலைலை / தொந்தரவு, snore - குறட்டை விடுதல், bear - தாங்கிக் கொள்ளுதல், quiet -அமைதியாக இருத்தல், splattered - தெறித்தது, finally - இறுதியாக, anymore - இதற்கு மேல், active -சுறுசுறுப்பாக இருத்தல், sang - பாடியது, entertained - களிப்படையச் செய்தல், talent - திறமை, decided - முடிவு எடுத்தல், ate - சாப்பிட்டது / உண்டது, tried - முயற்சித்தல், in vain - வீணானது, paintings - ஓவியங்கள், unable - முடியவில்லை, clinic - மருத்துவமனை, respect - மரியாதை, songs -பாடல்கள், keep - வைத்திருத்தல்.

SLOW LEARNERS

| (| Title | : Zigzag |
|---|------------|--|
| | Author | : Asha Nehemiah |
| | Theme | : A humourous story about a bird |
| | Characters | : Dr. Krishnan, Mrs. Krishnan, Aravind, Maya, Somu |
| l | Moral | : Patience and fortitude conquer all things |
| 1 | | |

Zigzag was a bird

- ▶ It was given by Somu to Dr.Krishnan
- Zigzag was dull in the beginning
- ➢ It snored and no one could hear it
- ➢ Mrs.Krishnan was very angry
- > Dr. Krishnan took it to his clinic
- Zigzag became a very good bird
- > It entertained everyone with its song
- > The Krishnans kept the bird with them

Dull - சோர்வாக இருத்தல், beginning - தொடக்கத்தில் / ஆரம்பத்தில், snored - குறட்டை விட்டது, bear - தாங்குதல், angry - கோபமடைதல், clinic - மருத்துவமனை, entertained - களிப்படையச் செய்தல், song - பாடல், kept - வைத்திருத்தல்.

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|---------------------------------|--|---|---|
| | PART | I | |
| Answer all the ques | tions. | | 20X1=20 |
| - | propriate answer from the given fo | our alternatives and writ | |
| corresponding ansv | • • • | | • |
| 0 | NO | | |
| | -3 SYNON | VMS | 3 |
| | SINGI | | MARKS |
| PTA OUES | TION EXERCISE | c) unhappy effort | |
| | | 10. He was <u>delirious</u> | · · · · |
| | ace staring from the bed that | a) Sick | b) disappointed |
| • | ny heart. (PTA 1) | c) troubled | d) forced |
| a) fat c) lean | b) round | 11. The whole family | was laughing at his <u>cowardice</u> |
| , | d) sad In there was a <u>bustle</u> . (PTA 1) | a) strength | (PTA 4) b) bravery |
| a) rush | b) change | c) courage | d) lack of bravery |
| c) noise | d) confusion | <i>,</i> , | sleep in one room upstairs, |
| , | grapple with the changes. | ÷ | in the <u>attic</u> . (PTA 4) |
| - | (PTA 1) | a) bedroom | b) a room |
| a) settle | b) fight | c) a space in the | roof d) kitchen |
| c) move | d) stop | 13. The spoilt child o | of <u>affluent</u> parents. (PTA 5) |
| 4. How <u>cranky</u> he w | ras. (PTA 2) | a) poor | b) deprived |
| a) normal | b) strange | c) old | d) wealthy |
| c) abnormal | d) happy | | hysicist Stephen Hawking is |
| 5. His parents circled | around raising a proud <u>cackle</u> | - | of how (PTA 5) |
| a) sharn naisa | (PTA 2) | a) famous | · • |
| a) sharp noise c) high pitch | b) blunt noise d) shout | c) popular 15. But something <u>ch</u> | d) unique |
| | ld childhood memories may | a) praised | b) blonked |
| prove disappoint | • | c) answered | d) encouraged |
| a) review | b) revitalize | / | e of sea stretched down beneath |
| c) restore | d) rescue | | (PTA 6) |
| 7. The spoilt child of | affluent parents. (PTA 3) | a) large space | b) narrow space |
| a) influenced | b) wealthy | c) small space | d) deep area |
| c) happy | d) poor | | less tone of a despondent |
| 8. Scraping his beak | now and again to <u>whet</u> it. | beagle (PTA 6) | |
| -) -1 | (PTA 3) | a) angry | b) affluent |
| a) clean | b) blunt d) wet | c) despairing | d) strong |
| c) sharp 9 My contention w | d) wet as to make sure that we go by the | 16. They were appre | <u>hensive</u> and supportive too. (PTA 6) |
| rules. (PTA 3) | is to make sure that we go by the | a) confident | b) inquisitive |
| , , | fort b) disturbed effort | c) anxicus | d) special |

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|-------------------------------|--|------------------------------------|-------------------------------------|
| | NIT 1 THE | c) emerged | d) appeared |
| | | 3. "Nothing" he said gr | |
| 1. The young seagull | was alone on his <i>ledge</i> . | a) softly | b) politely |
| a) shelf | b) floor | c) harshly | d) concernedly |
| c) tree | d) nest | | Ther quick incomparable |
| 2. As father and moth | her had come around calling to | decisions. | |
| him <i>shrilly</i> . | - | a) clumsy | b) fast |
| a) gainly | b) loudly | c) idle | d) slow |
| c) showed | d) chilly | v 0 . | low of her bed room.Which |
| 3. His old brother cate | ch his first herring and <i>devour</i> | | n windows of the house of a |
| it. | - | neighbour. | |
| a) favour | b) cover | a) faced | b) caught |
| c) eat | d) swallow | c) threw | d) cast |
| 4. The sun was now a | · · · · · · · · · · · · · · · · · · · | 6. She picked up a sho | e, and <i>whammed</i> it through a |
| a) shining | b) rising | pane of glass. | |
| c) setting | d) soared | a) tap slightly | b)push roughly |
| ý č | a single <i>scrap</i> of food left. | c) struck forcibly | d) pull violently |
| a) slice | b) rough | 7. Flash lights shot <i>stre</i> | eaks of gleam up and down the |
| c) metal | d) stone | walls. | |
| 6. The sight of the foo | | a) signals | b) marks |
| a) Furious | b) cool | c) rays | d) shadows |
| c) composed | d) pacified | 8. 'Open up' cried a he | parse voice |
| 7. He uttered a low <i>cr</i> | , 1 | a) rough | b) sweet |
| a) Laugh | b) scold | c) husky | d) gentle |
| c) sharp noise | d) scorn | 9. I wanted to go down | and <i>let</i> them in |
| · - | n a little high <i>hump</i> on the | a) forbid | b) allow |
| plateau. | | c) wander | d) prevent |
| a) Bump | b) hollow | 10. We could hear the | <i>tromping</i> of the other police |
| c) hole | d) crack | a) walking slowly | b) walking heavily |
| / | <i>dually</i> downwards and | c) staggering | d) limping |
| outwards. | | 11. "What on earth are | you boys doing?" she |
| a) Quickly | b) slowly | demanded | |
| c) meekly | d) largely | a) replied | b) requested |
| 10. He was now fallin | | c)responded | d)asked |
| a) Diving | b) running | | |
| c) howling | d) growling | | ******** |
| c) nowing | d) growning | | NIT 3 |
| | NIT 2 | 1. Women <i>occupy</i> almosociety | ost all the major positions in |
| 1. Thes slamming of t | he door aroused mother. | a) conceive | b) hold |
| a) knocking | b) tapping | c) with hold | d) change |
| c) opening | d) shutting noisily | 2. Currently women's | accomplishments are |
| 2. She <i>peered</i> out of h | | tremendous | |
| a) vanished | b) pulled | a) once upon a tim | e b) at present |

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|--|---|---|---|
| c) ancient | d) in due course | c) going over | d) going to |
| 3. Currently women's accomplishments are | | 4. Trying to <i>revive</i> old childhood memories may | |
| tremendous. | | proved is appointing. | |
| a) excellent | b) huge | a) bring up | b) bring back |
| c) enormous | d) awesome | c) bring out | d) bring down |
| 4. All-women Indian Navy crew who | | 5. Trying to revive old childhood memories may | |
| circumnavigated the world for 254 days | | prove <i>disappointing</i> . | |
| a) chase around | b)move around | a) convincing | b)pleasing |
| c)immobilized | d) travel around | c) disheartening | d) loving |
| 5. INSV stands for Indian Naval Ship Vessel. | | 6. He said he wished to visit the tea shop of Nagen | |
| a) ranges | b) means | Uncle, if it still ex | isted. |
| c) denotes | d) spins | a) continued | b) discontinued |
| 5. Tara-Tarini is the <i>p</i> | atron deity for sailors | c) survived | d)seized |
| a) trainer b) coach | | 7. We drove to Brahmapur of which Aditya's | |
| c) protector | d) assailant | ancestors were once the Zamindars. | |
| , . | <i>hipped</i> for safety and success | a) fore fathers | b) descendants |
| at sea. | | c) brothers | d)uncle |
| a) praised | b) appreciated | , | s been a favourite place for |
| c) adored | d) criticized | children. | 1 |
| · · | hipped for <i>safety</i> and success at | a) verandah | b) portico |
| sea. | | c) yard | d) loft |
| a) risk | b) threat | , . | ll of the attic <i>crumbled</i> down |
| c) protection | d) hazard | a) developed | b) crushed |
| , . | g vessel built <i>indigenously</i> in | c) demolished | d)destroyed |
| India. | 5 vesser can integeneasiy in | , | indow that has been <i>created</i> |
| a) globally | b) gloriously | a) demolished | b) destroyed |
| c) locally | d) domestically | c) made | d) developed |
| · • | e of this sail boat is that it | c) made | u) ucvelopeu |
| encouraged use o | | | |
| a) worried | b) dejected |) ur | VIT 5 State |
| c) disappointed | d) supported | 1 Anything which is h | alow o mus defined times on |
| c) disappointed | u) supporteu | | below a <i>pre-defined</i> time or shold can be self-ordered. |
| | | | |
|) U | NIT 4 🗘 🖬 | , | ance b) defined at right time d) not at all defined |
| 1. We had marked a mint of here the model if the | | c) defined to do | / |
| 1. We had reached a point where the road <i>bifurcated</i> . | | 2. Anything which is below a pre-defined limit or below certain threshold should can be self- | |
| a) connected b) diverted | | | |
| c) divided into two d) linked | | ordered by the <i>appliance</i> | |
| 2. If we drove ten kilometres along the road that | | a) approach | b)reproach |
| <i>branches</i> off to th | • | c)application | d) machine |
| a) wide spread | b) deviated | - | n directly link to the e- |
| c) divided | d) out spread | | l order for milk if it is about t |
| • | ther he was interested in | be <i>exhausted</i> | 1 \ 1 |
| <i>revisiting</i> the plac | | a) Vigorous | b) vehement |
| a) going down | b) leaving | c) finished | d) refreshed |

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|---|---|--|--|
| 4. Consumable products such as Ink <i>cartridges</i> may | | 5. But now it was all so <i>still</i> | |
| be capable of self ordering replacements | | a) quiet | b) loud |
| a) bottles | b) packages | c) noisy | d) grumble |
| c) glasses | d) containers | 6. I had <i>counted</i> on t | the commotion to get to my desk. |
| 5. Technology can <i>co</i> | <i>mmunicate</i> and control our | a) taken advant | tage b) measured |
| environment | | c) taken as disad | vantage |
| a) hide | b) conceal | d) taken un due | advantage |
| c) reveal | d) speak | 7. I had counted on t | he <i>commotion</i> to get to my desk. |
| 6. Technology can communicate and control our | | a) happiness | b) Chaos |
| environment | | c) cheer | d) joy |
| a) surrounding | b) circumference | 8. M.Hamel was sitt | ing <i>motionless</i> in his chair. |
| c) neighbours | d) promoters | a) moved | b) unmoved |
| 7. It can help us study | y, get <i>qualifications</i> and fine | c) hopeless | d) afraid |
| opportunities for work | | · • | autiful language in the world the |
| a) commitments | b)certification | clearest, the most <i>logical</i> | |
| c) agreement | d) disagreement | a) loud | b) moving |
| 8. It can make us <i>con</i> | fident and independent. | c) reasoning | d) understanding |
| a) certain | b) hopeful | 10. When people are | enslaved as long as |
| c) doubtful | d) desperate | a) liberalized | b) freed |
| 9. It can make us con | fident and Independent. | c) released | d) captured |
| a) self-defense | b) self-respect | | , , |
| c) self-confident | d) self-reliant | | |
| 10. It has increased th | e number of words he uses | | UNIT 7 Kit |
| meaningfully and <i>comment</i> socially | | 1. In the dim light of <i>foggy</i> November day, the sick | |
| a) remark | b) notify | room was a gloomy spot. | |
| c) criticize | d) blame | a) snowy | b) misty |
| | | c) light | d) wintry |
| At+1+1* | | , e | foggy November day, the sick |
| UNIT 6 | | room was a <i>gloomy</i> spot | |
| 1 the black smith Wachter, who was there with | | a) bright | b) happy |
| his apprentice reading the <i>bulletin</i> | | c) sad | d) dark |
| a) news paper b) magazine | | 3. It was the <i>gaunt</i> fa | , |
| c) official statem | , - | a) fresh | b) flou rishing |
| 2. Usually, when school began, there was a great | | , | in d) refreshing |
| <i>bustle</i> the opening and closing of desks | | 4that brought <i>chill</i> to my heart. | |
| a) busy | b) idea | a) boldness | b) courageousness |
| c) idle | d) lazy | c) fear | d) happiness |
| 3. The teacher's <i>ruler</i> was rapping on the table. | | , | brightness of fever, his cheeks |
| a) emperor | b) king | were <i>flushed</i> . | 5 |
| | d) measure | a) reddened | b) brightened |
| ý - | a) 1110400410 | c) shine | d) blazed |
| c) scale | was <i>ranning</i> on the table | 6. It is <i>deadly</i> and contagious, | |
| c) scale4. The teacher's ruler | was <i>rapping</i> on the table. | , | , |
| c) scale | was <i>rapping</i> on the table.b) pullingd) knocking | , | , |

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|--------------------------------|--------------------------------------|-------------------------|---|
| 7. It is deadly and <i>con</i> | agious | 9. My feelings as doo | ctor were <i>aroused</i> . |
| a) harmful | b) harmless | a) awakened | b) slumbered |
| c) spreads | d) dangerous | c) slept | d) distorted |
| 8. I said <i>advancing</i> tov | vards him | 10. I will examine yo | our sy <i>mptoms</i> |
| a) move forward | b) move backward | a) emblem | b)signs |
| c) move towards | d) unmoved | c)gesture | d)voice |
| Q. N 4-0 | - | YMS | 3 MARKS |
| PTA OUEST | ION EXERCISE | 9. One can control th | e computer screen with a gaze |
| | | | (PTA 3) |
| | en in <u>consonance</u> with the | a) blink | b) stare |
| National Policy. (I | , | c) look | d) strace |
| a) agreement | b) constant | 10. Then a monstrous | s terror <u>seized</u> him. (PTA 4) |
| c) disagreement | d) harmony | a) released | b) grasped |
| 2. The sun was <u>soothin</u> | <u>ng</u> (PTA 1) | c) snatched | d) conquered |
| a) pleasing | b) relaxing | 11. The light still sho | one <u>palely</u> down the stairs; |
| c) disturbing | d) burning | | (PTA 4) |
| 3. She picked up a sho | e and <u>whammed</u> it through the | a) dim | b) weak |
| window. (PTA 1) | | c) bright | d) faint |
| a) tapped | b) threw | 12. Those are the tim | es we have to be <u>active</u> . |
| c) struck | d) pulled | | (PTA 4) |
| 4. We look forward to | a more inclusive way of | a) dynamic | b) lively |
| learning, instead o | f the cloistered existence. | c) energetic | d) inactive |
| (PTA 2) | | 13. The sick-room wa | as a <u>gloomy</u> spot. (PTA 5) |
| a) enclosed | b) detached | a) dark | b) dim |
| c) opened | d) united | c) dull | d) bright |
| 5. 'Nothing' he said gr | uffly. (PTA 2) | 14. I am glad that we | were able to finish it |
| a) happily | b) roughly | successfully. (PT | CA 5) |
| c) sadly | d) plainly | a) Happy | b) pleased |
| 6. Boost the morale in | | c) sorry | d) joyful |
| a) fear | b) attitude | ý t | luctant to leave without gettin |
| c) mettle | d) confidence | their hand. (PTA | |
| 7. The little man was s | , | a) eager | b) unwilling |
| a) surprised | b) excited | c) opposed | d) averse |
| c) saddened | d) at ease | / I I | ou are! Watson!" He said with a |
| <i>,</i> | ping at the end of the woods. | groan. (PTA 6) | |
| | (PTA 3) | a) illiterate | b) uneducated |
| a) singing | b) shouting | c) well informed | d) rude |
| c) tweeting | d) alarming | 17. I had counted on t | he <u>commotion</u> to get to my desl |
| - | | without being see | · / |
| | | a) confusion | b) disturbance |

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|---|---|------------------------------|--------------------------------------|
| c) unrest | d) calmness | a) further | b) ahead |
| 18. So we can now lool way of learning. (F | x <u>forward</u> to a more inclusive (TA 6) | c) proceed | d) backward |
| | | 2before I could i | <i>intervene</i> or explain |
| | | a) Interfere | b) Interrupt |
| 1. She screamed back | mockingly. | c) regard | d) disregard |
| a) disrespectfully | b)ridiculously | 3. He was going throu | igh a <i>phase in</i> which he |
| c) respectfully | d) happily | believed that | |
| 2. He kept calling <i>plai</i> | ntively. | a) stage | b) level |
| a) sadly | b)cheerfully | c) whole | d) part |
| c) sorrowfully | d) loudly | 4. General Meade's m | nen were beginning to <i>retreat</i> |
| 3. He <i>uttered</i> a joyful | scream. | and even desert. | |
| a) expressed | b) articulated | a) escape | b) advance |
| c) suppressed | d) emitted | c) withdraw | d) back |
| 4. He uttered a <i>joyful</i> | scream. | 5. General Meade's m | nen were beginning to retreat |
| a) sorrowful | b) cheerful | and even <i>desert</i> . | |
| c) happiness | d) graceful | a) quit | b) relinquish |
| 5. He leaned out <i>eage</i> | | c) abandon | d) join back |
| a) Interestingly | b) earnestly | 6the night had | been <i>distinctly</i> a defeat for |
| c) Willingly | d) unwillingly | them. | |
| 6. Then a <i>monstrous</i> t | , | a) clearly | b) lucidly |
| a) terrible | b) horrible | c) vaguely | d) surely |
| c) beautiful | d) credible | 7 the night had been | distinctly a <i>defeat</i> for them. |
| 7. His heart stood <i>still</i> | · · · · · · · · · · · · · · · · · · · | a) failure | b) success |
| a) moving | b) Immovable | c) triumphantly | d) loss |
| c) static | d) stationary | 8. They <i>obviously</i> did | not like the layout. |
| 8. It only <i>lasted</i> a mor | , . | a) clearly | b) evidently |
| a) continued | b) persisted | c) certainly | d) doubtfully |
| c) discontinued | d) allowed | 9. We thought at first | he had forgotten all about wha |
| 9. He felt his wings <i>sp</i> | , | had happened. | |
| a) Stretched | b) extended | a) remembered | b) overlooked |
| c) shrunk | d) abridged | c) removed | d) memorized |
| 10. His legs <i>sank</i> into | , e | 10. He glared at Herm | nanand me. |
| a) immersed | b) floated | a) cried | b) uttered |
| c) plunged | d) extended | c) smiled | d) observed |
| U | NIT 2 STATE | υ | NIT 3 |
| 1 The cons were valu | ctant to leave without getting | 1. We don't have to us | se any means of <i>repulsion</i> . |
| their hand on som | | a) Attraction | b) distaste |
| a) disinclined | • | c) hate | d) horror |
| <i>,</i> | b) unwilling d)interested | , | h that in those months, that too |
| c) eager | ajiiiciesieu | from sea. | |

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| a) unlikely | b) common | a) happening | b) occurrence |
| c) occasional | d)unfamiliar | c) disappearance | d) vanished |
| B. We were absolute | y a <i>we struck as</i> we were not | 3 with his white <i>ne</i> | eatly combed hair and clean |
| expect in git. | | look | |
| a) wondered | b) surprised | a) tidily | b) untidily |
| c) bored | d) astonished | c) clean | d) uncleanly |
| 4to see the <i>a</i> | entire sky lit up in green light. | 4 with his white neat | ly combed hair and <i>clean</i> |
| a) partly | b) partiality | look | |
| c) partial | d) whole | a) tidily | b) untidily |
| 5. We <i>picked up</i> son | e hobbies and kept posting | c) dirty | d) uncleanly |
| pictures of delica | acies. | 5. The jeweler remarke | ed that it was an antique. |
| a) preferred | b) chose | a) noted | b) commented |
| c) selected | d) ignored | c) ignored | d) stated |
| , | he hobbies and kept posting | , 0 | urious, I didn't ask Adtiya |
| pictures of <i>delice</i> | · · · - | anything. | j |
| a) elegancy | b) softness | a) usual | b)uninterested |
| c) beauties | d) eyesore | c) ordinary | d) interested |
| 7. I <i>indulged</i> in baki | , • | , , | e and went to the room. |
| a) tookpart | b) participated | a) exit | b) returned |
| c) abstained | d) yielded | c) emigrated | d) immigrated |
| , | ple <i>appreciate</i> the food that I | <i>,</i> . | busy reciting verses from |
| cook. | | Tagore. | |
| a) love | b) like | a) active | b) ideal |
| c) despise | d) praise | c) Idle | d) engaged |
| 9. You have to be <i>ho</i> | | 9. The spoiled child of | |
| a) upright | b) corrupt | a) Poor | b) prosperous |
| c) sincere | d) noble | c) educated | d) wealthy |
| , | e brilliant southern Lights from | <i>,</i> | utes we came to the <i>local</i> |
| sea. | ominant southern Eights nom | school. | fates we came to the <i>ibeta</i> |
| a) observed | b) unobserved | a) domestic | b) native |
| c) watched | d) deposed | c) foreign | d) town |
| <i>,</i> | rossing the Tasman Sea, we | c) for eight | u) town |
| | <i>illiant</i> southern lights from sea. | | |
| | b) glaze | O UN | IT5 🗘 |
| a) shining | | | |
| c) dull | d) ordinary | easier. | made a normal person's life |
| | UNIT 4 | a) abnormal | b) Usual |
| | | c) unfair | d)rarely |
| | shop, now over sixty, was <i>rustic</i> | 2. Technology has not | made a normal person's life |
| <i>in</i> appearance. | | easier. | |
| a) rural | b) village | a) blessing | b) stronger |
| c)country | d) urban | c) harder | d) pleasant |
| | shop, now over sixty, was | 3. It is a boon to citizen | ns with special needs. |
| rusticin appeara | nce. | a) faster | b) gift |

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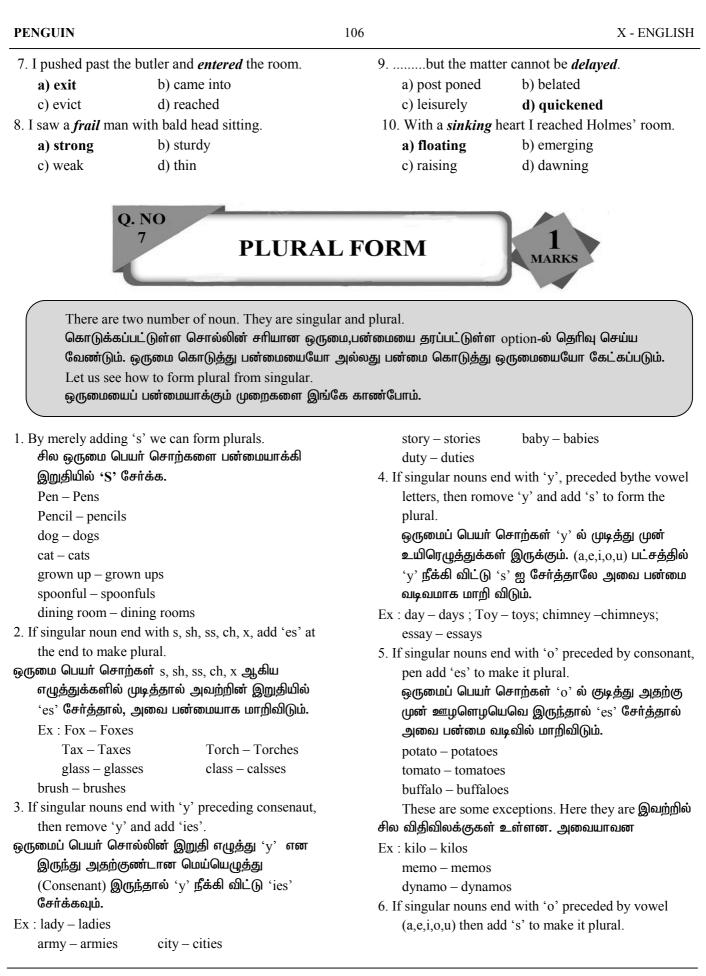
| PENGUIN | | 105 | X - ENGLIS |
|----------------------------------|---------------------------------------|-------------------------------|---|
| c) wish | d) bane | c) fastened | d) hastened |
| 4. It is a <i>boon</i> to citize | ens with <i>special</i> needs. | 6. I had the strength t | o resist. |
| a) normal | b) ordinary | a) giveaway | b)oppose |
| c) usual | d) common | c) yield | d) control |
| 5. India is a home to 2 | 2.7 crore people living with one | , . | school began, there was a great |
| or other kind of <i>d</i> | | bustle. | |
| a) quality | b) capability | a) normally | b) regularly |
| c) potentiality | d) ability | c) unusually | d) occasionally |
| 6. We can now look <i>f</i> | <i>,</i> . | , , | , <u> </u> |
| a) upward | b) downward | 8. Usually when the s | school <i>began</i> , there was a great |
| c) backward | d) toward | bustle. | |
| <i>,</i> | brward to a more <i>inclusive</i> way | a) started | b) commenced |
| of learning. | invalue to a more memore way | c) set off | d) closed |
| a) exclusive | b) suppressive | 9lessons repeate | , |
| c) excessive | d) added | a) harmony | b) disharmony |
| , | nd energy management can be | c)unity | d) coherence |
| taken care. | nd energy management can be | | ed in unison, very <i>loud</i> and the |
| | h) complete | - | - |
| a) partial | b) complete | teacher's great ru | |
| c) whole | d)incomplete | a) noisy | b) calm |
| | re <i>independent</i> and I am | c) booming | d) sound |
| nowable to study | • | | |
| a) free | b) dependent | | UNIT 7 |
| c) held | d) captive | | |
| - | would be <i>proud</i> of me. | 1. I have learned that | much during my <i>recent</i> |
| a) ashamed | b) happy | researches. | |
| c) delighted | d) fabulous | a) now | b) past |
| | | c) new | d)relevant |
| | JNIT 6 | 2. I said going towar | ds the door. |
| | | a) next | b) near |
| 1. It was so <i>warm</i> , so | bright | c) besides | d) faraway |
| a) heat | b) cool | 3. Never have I had s | uch a shock when the dying |
| c) hot | d) glow | man bolted the do | oor. |
| 2. It was so warm, so | bright. | a) ever | b) notever |
| a) dull | b) shine | c) occasionally | d) rare |
| c) gloomy | d) light | 4. Never have I had s | uch a <i>shock</i> when the dying |
| 3. It was all much more | re <i>tempting</i> than the rule for | man bolted the do | |
| participles. | 1 0 | a) terrible | b) surprise |
| a) attractive | b) fascinating | c) horrify | d) unexpected |
| c) unattractive | d) repulsive | 5. The butler <i>appeare</i> | , 1 |
| 4. I had the <i>strength</i> to | , 1 | a) showed | b) disappeared |
| a) sturdy | b) weakness | c) visible | d) cleared |
| c) strong | d) powerful | 6. I <i>pushed</i> past the b | , |
| 5. I <i>hurried</i> off to sch | × 1 | a) dragged | b) pulled |
| a) slowed | b) rushed | c) rubbed | d) retrieved |
| aj sloweu | <i>oj</i> rusticu | c) rubbed | u) reureveu |

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|---|---|
| ஒருமைப் பெயர் சொற்கள் 'o' வில் முடித்து அதற்கு முன்னர் உயிரெழுத்துக்கள் இருந்தால், வெறும் 's' மட்டும் சேர்த்தால் அவை பன்மை வடிவங்களாக மாறிவிடும். folio – folios studio – studios radio – radios 7. If singular nouns end with 'f' or 'fe', then add 's' by deleting 'f' or 'fe' and then add 'es' 'p'. ஒருமைப் பெயர் சொற்கள் அல்லது 'fe'ல் முடிவடைந்தால், அதை நீக்கி விட்டு 'ves' சேர்க்கவும். wife - wives self - selves | 'us' ல் முடியும் ஒருமைப் பெயர் சொற்களுக்கு 'us'யை நீக்கி விட்டு 'i' எனச் சேர்த்தால் அவை பன்மையாகும். Ex : Radius – Radii, Fungus – Fungi, focus – foci, Alumnus – Alunini, terminus – termini, Cactus – cacti 12. Some singular noun which ends with 'us', may take 'ora' or 'era' for their plural form 'us' ல் முடியும் சில ஒருமைப் பெயர் சொற்கள் 'ora' அல்லது 'era' என மாற்றிவிடும் போது அவை பன்மை பெயர் சொல்லாக மாறி விடும். Ex : Corpus – corpora genus – genera |
| wolf – wolvesthief – thievesknife – knifesloaf – loaves | 13. If singular noun ends with 'am' change 'a' instead of 'um' to form the plural noun. |
| calf – calvesThere are some exemptions.Kerchief – kerchiefsroof – roofsgrief – griefshoof – hoofs8. Some singular noun have entirely different plural form. They are called irregular plurals spelling changes internally for such plurals.சில ஒருமை பெயர் சொற்களின் பன்மை முற்றிலும் வேறுபட்டதாக இருக்கும். இவை irregular verbs என்றழைக்கப்படுகின்றன. இவ்வகையான பன்மைப் பெயர் சொற்களுக்கு வார்த்தையின், ஒருமையிலுள்ள எழுத்துக்கள்.Man – men child – children tooth – teethwoman – women cox – oxen tooth – teethGoose – geesefoot – feetO. When the singular pour orde with fo? and fo? to it to | critenion – criteria automation – automata polyhedron – polyhedra 15. Singular nouns that end with 'ex' change it to 'ices' to make plural noun. 'ex' என முடியும் ஒருமைப் பெயர் சொற்களுக்கு 'ex' ஐ நீக்கி விட்டு 'ies' சேர்த்தால் அவை பன்மையாகிவிடும். |
| 9. When the singular nown ends with 'a' and 'e' to it to make it plural Ex : antenna – antennae ; vertebra – vertebrae formula – formulae ; alumina – aluminae 10. When the singular noun ends with 'is' changes in to 'es' to form plural. 'is' ஸ் முடியும் ஒருமைப் பெயர் சொற்களுக்குப் பதில் 'es' சேர்த்து பன்மையாக்கலாம். Ex : Crisis – Crises; axis – axes, thesis – theses, oasis – oases; synopsis – synopses; hypothesis – ypotheses diagnosis – diagnoses, analysis – analyses 11. If Singular nown ends with 'us' add 'i' by removing 'us' to make it plural. | 16. If singular noun ends with 'ix' then change 'ix' to 'ices' to form plurals. Ex : matrix – matrices appendices 'ix' க்கு பதிலாக 'ices' சேர்த்தால் அவை பன்மை பெயராக மாறி விடும். 17. The following compound words have 's' in the first word in their plural form. கூட்டுச் சொற்களின் முதல் சொல்லுடன் 's' சேர்த்தால் அவை பன்மை வடிவமாக மாறி விடும். |

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X - ENGLISH

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|---|----------------------------------|---------------------------------------|----------------------|---------------------------|
| governor – general = gove | - | P | FA QUEST | ION EXE |
| runner - up = runners - up | | | | |
| 18. Some compound words hav | ve plural form in both the | | oose the correc | - |
| words. | at an our the | | ollowing. (PTA | |
| சில கூட்டு சொற்களை ப அவற்றிலுள்ள இரண்டு no | | , |) loafs | b) loat |
| அவற்றலுள்ள இரண்டு II பன்மையாக மாற்ற வேண் | • | |) loaves | d) loav at plural farr |
| Woman student - women s | - | | oose the correct | - |
| Man servant – Men servan | | | ollowing. (PTA | b) lorr |
| | | - |) lorrys) lories | d) lor |
| The follwing nouns have th singular and plural. | le same form in boui | · · · · · · · · · · · · · · · · · · · | oose the correct | · · · · · |
| News – News | Corns Corns | | ollowing. (PT | - |
| Series – Series | Corps – Corps Things – Things | |) childs | b) chi |
| Kudos – Kudos | means – means | , |) childes | d) chi |
| | shorts – shorts | , | oose the correct | - |
| eyeglasses – eyeglasses Premises – premises | spectales – spectales | |) syllables | b) syll |
| trousers – trousers | pants – pants | , |) syllabies | d) syll |
| scissors – scissors | pants – pants | | oose the correct | |
| 20. The following nouns don't | have 's' in their plural | |) alumna | b) alui |
| form. | nave s in then plura | |) alumni | d) alu |
| கீழ்கண்ட ஒருமைப் பெயர் | சொற்களுக்கு ' _s ' | | oose the correct | |
| சேர்க்க வேண்டியதில்லை. | | |) deers | b) doc |
| Ex : Cattle – cattle | | , |) dear | d) dee |
| deer – deer | furniture – furniture | () | , ucui | u) u() |
| luggage – luggage | advice – advice | | | ***** |
| stationary – stationery | bison – bison | | EXERCIS | ESAG |
| equipment – equipment | sheep – sheep | 1. Wł | hat is the plur | al form of ' |
| swine – swine | staff – staff | | - | axes |
| scenery – scenery | | 2. Wł | hat is the plur | al form of ' |
| Easy to Remember | | | - | crises |
| Singular | Plural |] 3. Wh | nat is the plur | al for 'focu |
| End with s, sh, ss, ch, | es | a) |) focuses b) | focus |
| End with y (a,e,i,o,u) | s | 4. Wł | hat is the plur | al for 'term |
| | • | ล่ |) terminus b) | termine |

| Life with 5, 51, 55, 61, | 65 |
|--------------------------|------|
| End with y (a,e,i,o,u) | S |
| end with y (consonant) | ies |
| end with o (consonent) | es |
| end with oc (voud) | S |
| end with f / fe | ves |
| end with a | ae |
| end with is | es |
| end with us | ʻi' |
| end with um | a |
| end with on | a |
| end with ex/ ix | ices |

CRCISE

| I. Choose the correct plu | ral form of <u>loaf</u> from the |
|---------------------------|-------------------------------------|
| following. (PTA 1) | |
| a) loafs | b) loaf |
| c) loaves | d) loave |
| 2. Choose the correct plu | ral form of <u>lorry</u> from the |
| following. (PTA 2) | |
| a) lorrys | b) lorry |
| c) lories | d) lorries |
| 3. Choose the correct plu | ral form of <u>child</u> from the |
| following. (PTA 3) | |
| a) childs | b) childrens |
| c) childes | d) children |
| 4. Choose the correct plu | ral form of <u>syllabus</u> (PTA 4) |
| a) syllables | b) syllabum |
| c) syllabi | d) syllabus |
| 5. Choose the correct plu | ral form of <u>alumnus</u> (PTA 5) |
| a) alumna | b) alumnae |
| c) alumni | d) alumnuses |
| 6. Choose the correct plu | ral form of <u>deer</u> (PTA 6) |
| a) deers | b) door |
| c) dear | d) deer |
| | |

**

| 1. What is t | he plural form o | of 'axis'? |
|--------------|-------------------|----------------|
| a) axiss | b) axes | c) axis |
| 2. What is t | he plural form o | of 'crisis'? |
| a) crisis | b) crises | c) crisae |
| 3. What is t | he plural for 'fo | cus'? |
| a) focus | es b) focus | c) foci |
| 4. What is t | he plural for 'te | rminus'? |
| a) termii | nus b) termine | c) termini |
| 5. What is t | he plural for 'm | emorandum'? |
| a) memo | oranclam | b) memoranda |
| c) memo | orandums | |
| 6. What is t | he plural form o | of 'stratum'? |
| a) stratu | m b) strati | c) stratums |
| 7. Which is | the plural form | of 'aquarium'? |
| a) aquar | iums b) a | quarium |
| c) aquar | ia | |
| 8. What is t | he plural for 'al | umna'? |
| | nas b) alumnae | |
| | · · | · · |

9. What is the plural for 'alumnus'? a) alumna b) alumni c) alum

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|---|---------------------------|-------------------------|
| 10. What is the plural form of 'sheep'? | a) son-in-laws | b) son-in-law |
| a) sheeps b) sheepes c) sheep | c) sons-in-laws | |
| 11. What is the plural form of 'grown-up'? | 22. What is the plural fo | or 'species'? |
| a) growns -up b) grown -ups | a) specie b) specy | c) species |
| c) grown-up | 23. What is the plural fe | or piece of furniture? |
| 12. What is the plural form of 'man servant'? | a) pieces of furniture | b) pieces of furnitures |
| a) man servants b) men servant | c) piece of furnitures | 3 |
| c) men servants | 24. What is the plural fe | or 'buffalo'? |
| 13. What is the plural form of 'spectacles'? | a) buffalos b) buffa | loes c) bafflos |
| a) spectacleses b) spectaclesis | 25. What is the plural fe | or 'goose'? |
| c) spectacles | a) geese b) goose | es c) geeses |
| 14. What is the plural for 'analysis'? | Answers: | |
| a) analyis b) analyses c) analyises | 1) axes | 14) analyses |
| 15. What is the plural for 'erratum'? | 2) crises | 15) errata |
| a) erratum b) erratums c) errata | 3) foci | 16) thieves |
| 16. What is the plural for 'thief'? | 4) termini | 17) indices |
| a) thiefs b) thiefes c) thieves | 5) genii | 18) criteria |
| 17. What is the plural for 'index'? | 6) memoranda | 19) fungi |
| a) indices b) indexs c) indice | 7) strata | 20) loci |
| 18. What is the plural for 'criterion'? | 8) aquaria | 21) sons- in-law |
| a) criterioins b) criteriae c) criteria | 9) alumni | 22) species |
| 19. What is the plural for 'fungus'? | 10) sheep | 23) pieces of furniture |
| a) fungi b) fungae c) funguss | 11) grown - ups | 24) buffaloes |
| 20. What is the plural for 'locus'? | 12) men- servant | 25) geese |
| a) locuses b) loci c) locae | 13) spectacles | .) 3 |
| 21. What is the plural for 'son-in-law'? | 10) Spectres | |



PREFIX

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

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

1. In – In active land sight vocate

Inactive Inland Insight Invocate

| 2. | Im – |
|----|----------|
| Im | possible |
| | polite |
| | print |
| | pure |

Impossible Impolite Imprint Impure

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|------|-----------|---------------|-----|-------------|-------------|-------------|
| 3. | Pre – | | 6. | De – | | |
| Pre | caution | Precaution | De | code | Decode | |
| | face | Preface | | fame | Defame | |
| | paid | Prepaid | | grade | Degrade | |
| | record | Pre-record | | forest | Deforest | |
| 4. | Post – | | 7. | Bi – | | |
| Post | box | Postbox | Bi | cycle | Bicycle | |
| | paid | Postpaid | | labial | Bilabial | |
| | graduate | Post graduate | | lateral | Bilateral | |
| | colonial | Post-colonial | | monthly Bi- | monthly | |
| 5. | Pro – | | 8. | Tri – | | |
| Pro | claim | Proclaim | Tri | angle | Triangle | |
| | democracy | Pro-democracy | | colour | Tricolour | |
| | long | Prolong | | cycle | Tricycle | |
| | noun | Pronoun | | lateral | Tri-lateral | |

| Prefix | Meaning | Example |
|------------------|----------------------------------|----------------|
| Contra | Against/ Opposite | Contraindicate |
| Contradiction | | |
| Counter | Contrary/ Opposite | Counteract |
| Counterclockwise | | |
| Dia | Passing Through/ Across/ Between | Dialogue |
| Diameter | | |
| Fore | Before | Foretell |
| Forecast | | |
| Pan | Pertaining to All | Pan American |
| Pan Indian | | |

PREFIX

| S. NO | PREFIX | WORD | NEW WORD |
|-------|--------|-------------|---------------|
| 1 | Anti | Biotic | Antibiotic |
| 2 | Со | Worker | Co-worker |
| 3 | De | Forest | Deforest |
| 4 | Dis | Agree | Disagree |
| | | Appear | Disappear |
| | | Approve | Disapprove |
| 5 | Em | Brace | Embrace |
| 6 | Ex | Terminate | Exterminate |
| 7 | Extra | Ordinary | Extraordinary |
| 8 | Hyper | Active | Hyperactive |
| 9 | 11 | Legal | Illegal |
| 10 | In | Definite | Indefinite |
| 11 | Ir | Responsible | Irresponsible |
| 12 | Inter | Act | Interact |
| 13 | Micro | Biology | Microbiology |

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|---------|
|---------|

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X - ENGLISH

| 14 | Mis | Understand | Misunderstand |
|----|-------|------------|---------------|
| 15 | Mono | Syllable | Monosyllable |
| 16 | Post | Mortem | Post-mortem |
| 17 | Pre | Fix | Prefix |
| 18 | Re | Discover | Rediscover |
| 19 | Semi | Circle | Semicircle |
| 20 | Super | Star | Superstar |
| 21 | Trans | Port | Transport |
| 22 | Tri | Angle | Triangle |
| 23 | Un | Нарру | Unhappy |

SUFFIX

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

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

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

| Suffix | Function | Examples |
|--------|---|--|
| - ile | It is used to express capability, liability, | Docile, Fragile, Juvenile, Volatile, Ductile |
| | Susceptibility etc | |
| -ling | It refers to one that is young, small or inferior | Princeling, Duckling, Hireling |
| -let | Indicate Smallness | Booklet, Eaglet, Leaflet |
| -ette | It is generally used in diminutive sense reoffering | Novelette, Kitchenette |
| | to something small and tiny | |
| -ity | It is used for changing adjectives into noun of | Visibility, Ability, duravlity, Capability, |
| | quality and condition | Ductility, Senseblity |
| -ise | It is used to change a adjective or noun into adverb. | Familiarize, Verbalise, Popularise, Criticise, |
| | It is also used to indicate quality condition or | Vandalise, Publicise |
| | function. | |
| -ly | It is used to change a adjective into adverb | Slowly, Sweetly, Immediately and Frequently |

| S. NO | WORD | SUFFIX | NEW WORD |
|-------|---------|--------|------------|
| 1 | Remedy | Al | Remedial |
| 2 | Post | Age | Postage |
| 3 | Count | Able | Countable |
| 4 | Free | Dom | Freedom |
| 5 | Invent | Or | Inventor |
| 6 | Escape | Ism | Escapism |
| 7 | Valid | Ity | Validity |
| 8 | Enjoy | Ment | Enjoyment |
| 9 | Нарру | Ness | Happiness |
| 10 | Friend | Ship | Friendship |
| 11 | Promote | Tion | Promotion |

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| 12 | Power | Ful | Powerful |
|----|---------|------|------------|
| 13 | Number | Wise | Numberwise |
| 14 | Wire | Less | Wireless |
| 15 | Awe | Some | Awesome |
| 16 | Child | Hood | Childhood |
| 17 | Fortune | Ate | Fortunate |
| 18 | Book | Let | Booklet |
| 19 | Clear | Ly | Clearly |
| 20 | Child | Ish | Childish |
| 21 | Danger | Ous | Dangerous |
| 22 | Cruel | Ту | Cruelty |
| 23 | Full | Y | Fully |

Book Back

Read the list of words formed by adding suffixes :

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

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

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

PTA QUESTION EXERCISE

1. Form a derivative by adding the right prefix to the

| word | natural. (PTA 1) |
|-------|------------------|
| a) ir | b) mis |

| c) super | d) il |
|----------|-------|
|----------|-------|

- 2. Form a derivative by adding the right suffix to the word <u>fashion</u> (PTA 2)
 a) ly b) able c) ty d) tion
- 3. Form a derivative by adding the right prefix to the word <u>releveant</u>. (PTA 3)

| a) il | b) im | c) ir | d) mal |
|-------------|--------------------|-------------------|------------------------|
| 4. Attach a | suitable prefix to | the word | activate.(PTA 4) |
| a) en- | b) non- | c) de- | d) dis- |
| 5. Attach a | suitable prefix to | the word l | <u>large</u> : (PTA 5) |
| a) en- | b) non- | c) de- | d) dis- |
| 6. Attach a | suitable suffix to | the word <u>e</u> | excellent (PTA6) |
| a) ly | b) ism | c) ication | d) ness |

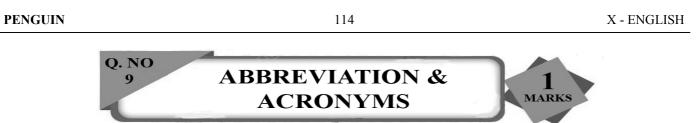
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|--------------------|----------------------------------|--------------------|-------------------------|
| Suffixes | | c) – less | d) – ful |
| Form a derivate by | y adding the right suffix to the | 12. 'different' | |
| words. | | a) – ance | b) – ly |
| 1. 'frequent' | | c) – ness | d) – ism |
| a) – ance | b) – able | 13. 'friend' | |
| c) – ful | d) – ly | a) – ship | b) – ness |
| 2. 'satisfactory' | | c) – ness | d) – in |
| a) – ion | b) – ness | 14. 'obey' | |
| c) – less | d) – ance | a) – ly | b) – dient |
| 3. 'willing' | | c) – at | d) – ness |
| a) – less | b) – ence | | |
| c) - ly | d) – ness | Prefixes | |
| 4. 'comfort' | | Add a suitable pre | efix to the root word : |
| a) – able | b) – ly | 1. 'patient' | |
| c) – ness | d) – ment | a) in - | b) — ins |
| 5. 'resemble' | | c) – ill | d) – ir |
| a) – ence | b) – ance | 2. 'honour' | |
| c) – ity | d) – less | a) dis - | b) – un |
| 6. 'noble' | | c) – im | d) – semi |
| a) – ize | b) – less | 3. 'respect' | |
| c) – ity | d) – ance | a) un - | b) – dis |
| 7. 'patient' | | c) – il | d) – en |
| a) – ly | b) – ate | 4. 'manage' | |
| c) –ity | d) – ness | a) mis - | b) dis - |
| 8. 'honour' | | c) ir - | d) – al |
| a) – ity | b) – able | 5. 'fertile' | |
| c) – iance | d) - ly | a) un - | b) in - |
| 9. 'respect' | | c) im - | d) dis – |
| a) – ful | b) – ity | 6. 'friend' | |
| c) – ige | d) – ian | a) be - | b) re - |
| 10. 'manage' | | c) dis - | d) en – |
| a) – y | b) – ar | 7. 'obey' | |
| c) – er | d) – r | a) in - | b) im - |
| 11. 'fertile' | | c) ir - | d) dis – |
| a) – ity | b) –ness | | |

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கீழே கொடுக்கப்பட்டுள்ள Abbreviationயும் Acronymயும் நன்கு படிக்கவும். இது எளிதான பகுதி. மாணவர்கள் முழு மதிப்பெண்கள் பெறலாம்.

Abbreviation என்பது ஏதாவது முறையில் வார்த்தை அல்லது சொற்றொடரை சுருக்குவதாகும்

ABBREVIATION:

a) An abbreviation is shortening of a word or a phrase by any method. It can be spelt word by word. Eg : prof. sr. B.Tech B.A. M.A.

b) A contraction is a reduction of word size

Contraction என்பது வார்த்தையின் அளவை குறைப்பதாகும்.

Eg : Dr, Er, can't they're

c) An acronym is a word formed with the first letters of the words in the phrase. It can be pronounced as a word.

Acronym என்பது சொற்றொடரில் உள்ள முதல் எழுத்துகளால் உருவாக்கப்படுகிறது. இதை, ஒரு வார்த்தையாக உச்சரிக்க முடியும்.

Eg: UNESCO, AIDS, SIM, AVADI, AIR

| No. | Abbreviation | Expansion | |
|-----|--------------|--|--|
| 1. | P.A. | Personal Assistant | |
| 2. | P.S. | Personal Secretary / Post Script | |
| 3. | B. Tech. | Bachelor of Technology | |
| 4. | B.P. | Blood Pressure | |
| 5. | A.I.R. | All India Radio | |
| 6. | Dr. | Doctor | |
| 7. | G.M. | General Manager | |
| 8. | S.B.I | State Bank Of India | |
| 9. | B. Pharm. | Bachelor of Pharmacy | |
| 10. | S.S.L.C. | Secondary School Leaving Certificate | |
| 11. | B.Com | Bachelor of Commerce | |
| 12. | M.Com | Master of Commerce | |
| 13. | B.Sc. | Bachelor of Science | |
| 14. | M.Sc. | Master of Science | |
| 15. | M.S. | Master of Surgery | |
| 16. | M.B.B.S. | Bachelor of Medicine And Bachelor Of Surgery | |
| 17. | B.E. | Bachelor of Engineering | |
| 18. | M.E. | Master of Engineering | |
| 19. | B.L. | Bachelor of Law | |
| 20. | B.Ed. | Bachelor of Education | |
| 21. | M.Ed. | Master of Education | |
| 22. | L.P.G. | Liquefied Petroleum Gas | |
| 23. | F.A.O. | Food and Agriculture Organization | |

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| IGUIN | | 115 | A - ENUL |
|-------|------------|---|----------|
| 24. | F.A.Q | Frequently Asked Question | |
| 25. | A.U.T. | Association of University Teachers | |
| 26. | F.C.A. | Fellow of the Institute of Charted Accountants | |
| 27. | G8 | Group of Eight Nations | |
| 28. | C.M. | Chief Minister | |
| 29. | P.M. | Prime Minister | |
| 30. | F.M. | Frequency Modulation | |
| 31. | A.T.M. | Automated Teller Machine | |
| 32. | D.E.O. | District Educational Officer | |
| 33. | A.E.O. | Assistant Educational Officer | |
| 34. | I.A.S. | Indian Administrative Service | |
| 35. | I.P.S. | Indian Police Service | |
| 36. | M.L.A. | Member of Legislative Assembly | |
| 37. | M.P. | Member of Parliament | |
| 38. | B.P.O. | Business Process Outsourcing | |
| 39. | K.P.O. | Knowledge Process Outsourcing | |
| 40. | C.B.I. | Central Bureau of Investigation | |
| 41. | K.K.N.P.P. | Kudankulam Nuclear Power Plant | |
| 42. | B.B.C. | British Broadcasting Corporation | |
| 43. | C.C.T.V. | Closed Circuit Television | |
| 44. | R.T.E. | Right To Education | |
| 45. | S.A.T. | Scholastic Aptitude Test | |
| 46. | C.A.D. | Computer Aided Designing | |
| 47. | C.D. | Compact Disc | |
| 48. | C.P.U. | Central Processing Unit | |
| 49. | M.B.A. | Master of Business Administration | |
| 50. | M. Phil. | Master of Philosophy | |
| 51. | I.F.S. | Indian Foreign Service (Or) Indian Forest Service | |
| 52. | N.D.A. | National Defence Academy | |
| 53. | L.A.N. | Local Area Network | |
| 54. | U.P.S. | Uninterrupted Power Supply | |
| 55. | S.M.S. | Short Messaging Service | |
| 56. | N.S.S. | National Service Scheme | |
| 57. | U.N.O. | United Nations Organization | |
| 58. | V.I.P. | Very Important Person | |
| 59. | U.G.C. | University Grants Commission | |
| 60. | P.I.N. | Postal Index Number | |
| 61. | T.N.P.S.C. | Tamil Nadu Public Service Commission | |
| 62. | M.C.A. | Master of computer Application | |
| 63. | W.H.O. | World Health Organization | |
| 64. | T.O.E.F.L. | Test Of English as a Foreign Language | |
| 65. | I.E.L.T.S. | International English Language Testing System | |
| 66. | G.A.T.E. | Graduate Aptitude Test for Engineering | |
| 67. | C.A.T. | Common Aptitude Test | |
| 68. | I.S.R.O. | Indian Space Research Organization | |

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| NGUIN | | 116 | X - ENGLIS |
|-------|----------|--|------------|
| 69. | N.A.S.A. | National Aeronautics and Space Administration | |
| 70. | AVADI | Armed Vehicles and Ammunition Deport of India | |
| 71. | TANSI | Tamil Nadu Small Scale Industries | |
| 72. | PAN | Permanent Account Number | |
| 73. | AIDS | Acquired Immuno Deficiency Syndrome | |
| 74. | RAM | Random Access Memory | |
| 75. | ROM | Read Only Memory | |
| 76. | VISCOM | Visual Communication | |
| 77. | SAARC | South Asian Association for Regional Co-operation | |
| 78. | OPEC | Organization of Petroleum Exporting Countries | |
| 79. | UNESCO | United Nations Economic Scientific and Cultural Organization | on |
| 80. | NEWS | North East West South | |
| 81. | HUDCO | Housing and Urban Development | |
| 82. | РОТА | Prevention Of Terrorist Activities Act | |
| 83. | ESMA | Essential Services Maintenance Act | |
| 84. | SALT | Strategic Arms Limitation Talks | |
| 85. | UFO | Unidentified Flying Object | |
| 86. | ILO | International Labour Organization | |
| 87. | TAFE | Tractor and Farming Equipment | |
| 88. | RBI | Reserve Bank Of India | |
| 89. | SSC | Staff Selection Commission | |
| 90. | IOC | Indian Oil Corporation | |
| 91. | NGO | Non-Government Organization | |

PTA QUESTION EXERCISE

- 1. Choose the correct expansion of the abbreviation **IMF (PTA 1)**
 - a) Indian Monetary Fund
 - b) International Mutual Fund
 - c) International Monetary Fund
 - d) Indian Mutual Fund.
- 2. Choose the correct expansion of the abbreviation

<u>MRI</u> (PTA 2)

- a) Magnified Resonance Imaging
- b) Magnified Reasoning Imagery
- c) Magnetic Resonance Imaging
- d) Magnetic Resonance Imagery
- 3. Choose the correct expansion of the abbreviation \underline{IIT} .

(PTA 3)

- a) International Institute of Teaching
- b) Indian Institute of Teaching
- c) Indian Institute of Technology
- d) International Institute of Technology

- 4. The common expansion of <u>CBI</u> is (PTA 4)
 - a) Central Bureau of Investigation
 - b) Central Banks of India
 - c) Control Bureau of Investigations
 - d) Central Bureau of Investors
- 5. The common expansion of **<u>IIT</u> (PTA 5)**
 - a) Indian Institute of Technology
 - b) International Institute of Technology
 - c) Industrial Institute of Technology
 - d) Italian Institute of Technology
- 6. The common expansion of <u>GPS</u> is (PTA 6)
 - a) Geometric Position System
 - b) Global Positioning System
 - c) Global Pointing Structure
 - d) Globe Position System

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|--|--|
| EXERCISE | b) Master of Bengal Accademy |
| | c) Master of Business Administration |
| Choose the expanded form of the following | d) Master of Business Administrator |
| abbreviations : | 10. MHRD |
| 1. RSC | a) Ministry of Human Resource Developer |
| a) Reference Stopped contest | b) Ministry of Humour Resource Development |
| b) Refer Stopped contest | c) Ministry of Human Record Development |
| c) Refined Selected contest | d) Ministry of Human Resource Development |
| d)Return Stoppage content 2. USA | 11. GPS |
| a) Union States of America | a) Global Placing System |
| b) United States of America | b) Global Pointing System |
| c) Union States of America | c) Global Positioning System |
| d) Unlimited States of America | d) Global Pearing System |
| 3. AIBA | 12. NSS |
| a) Association of Inter states Boxes Amateur | a) National Subscriber Scheme |
| b) Association International de Boxing Amateur | b) National Satellite Scheme |
| c) Administrative International Boxing Amateur | c) National Service Schemed) Nationals Service Scheme |
| d) Admission to International Boxing Amateur | 13. PTA |
| 4. IELTS | a) Parental Technique Association |
| a) International English Language Testing | b) Parents Teachers Association |
| System | c) Parents Teachers Association |
| b) Indragandhi English Language Testing System | d) Parent Teaching Academy |
| c) Intercontinental English Language Test System | 14. NGO |
| d) Interested English Learnerst Test System | a) Non Government Organization |
| 5. GST | b) Non Government Orientation |
| a) Good and Service Taxation | c) Non Governmental Orientation |
| b) Good and Services Taxable | d) Non Government Organization |
| c) Goods and Services Tax | 15. ICU |
| d) Google and Services Taxes | a) Intense Caring Unit b) Intensive Care Unit |
| 6. TNPSC | c) Intensive Caring Unity |
| a) Tamil Nadu Public Service Commission | d) Intense Care Union |
| b) Tamil Nadu Publish Service Commission | 16. IIM |
| c) Tamil Nadu Public Success Commission | a) Indian Institute of Management |
| d) Tamil Nadu People Service Commission | b) Indian Institute Manager |
| 7. STD | c) Indian Inservice Management |
| a) Subscribe Trunk Dialing | d) Indian Interstate Mangement |
| b) Subscriber Trunk Dialing | 17. MRI |
| c) Subscription Truck Dialing | a) Magnet Resource Imaging |
| d) Subordinate Truck Dialing | b) Mantel Resource Imaging |
| 8. ISD | c) Magnetic Resource Imaging |
| a) International Subscriber Dialing | d) Magnetism Resource Imaging |
| b) Inter Sate Successive Dialing | 18. ECG |
| c) Intersection Subscribe Dialing | a) Electro Cardio Gram |
| d) Intermission Subsequent Dialing 9. MBA | b) Electric Cardio Gram |
| a) Master of British Academy | c) Electrical Cardio Gram |

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|---|-----------------------------------|
| d) Electro Card Gram | 24. LCD |
| 19. NCC | a) Liquidity Crystal Display |
| a) National Cadet Corps | b) Liquid Cryst Display |
| b) Nation's Candidate Corps | c) Liquid Crystal Display |
| c) National Cadet Corpse | d) Liquid Crystal Disorder |
| d) National Candid Corps | 25. NRI |
| 20. LED | a) Non Residing Indian |
| a) Light Emitting Diode | b) Non Recovery Indian |
| b) Light Emission Display | c) Non Resistering Indian |
| c) Light Emit Disorder | d) Non Resident Indian |
| d) Light Emission Diode | 26. IIT |
| 21. CPU | a) Indian Institute of Technology |
| a) Central Public Unit | b) Indian Institute of Technique |
| b) Central Processing Unit | c) Indians Institute Teaching |
| c) Central Process Union | d) India Institute of Tethering |
| d) Central Procedure Unit | 27. ITI |
| 22. CBSE | a) Industry Trainee Institute |
| a) Central Board of School Education | b) Industrial Training Institute |
| b) Central Board of Secondary Education | c) Industries Training Instituter |
| c) Central Board of Schooling Education | d) Industry Tariff Instruction |
| d) Central Board of School Education | 28. EMI |
| 23. GDP | a) Equated Monthly Instalment |
| a) Gross Domestic Product | b) Equal Month Investment |
| b) Grass Domain Premise | c) Equality Monthly Investment |
| c) Gross Domain Produce | d) Equity Month Instalment |
| d) Gross Domain Product | |



A phrasal verb is a verb followed by a preposition or an adverb.

ஒரு வினைச்சொல் (verb), உருபீடைச் சொல் (preposition) உடனே அல்லது வினைஉரிச்சொல் (Adverb) உடனோ இணையும் போது சொற்றொடர் வினைச்சொல் (phrasal verb) உருவாகிறது.

give – distribute கொடுப்பது

give up – abandon விட்டுக்கொடுப்பது

A phrasal verb looks like a phrase. But it functions as a single word.

Phrasal verbs are combination of

(i) A verb + A preposition

ஒரு வினைச்சொல் + ஒரு உருபீடைச் சொல்

look + after - look after - take care.

We must look after our aged parents.

(ii) A verb + An Adverb

ஒரு வினைச்சொல் + ஒரு வினை உரிச்சொல்

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look + around – look around – examine (possibilities) turn the head.

(iii) A verb + adverb + A preposition

ஒரு வினைச்சொல் + ஒரு வினை உரிச்சொல் + ஒரு உருபீடைச் சொல்

look + down + on - look down on -despise

Phrasal verbs have very distinct meaning which can't be guessed from the literal meanings of the adverbs in them.

இவ்வகையான வினைச்சொற்கள் தனக்கென தனி அர்த்தம் கொண்டவையாக இருக்கும். வார்த்தையில் உள்ள வினை உரிச்சொல்லை கொண்டு அர்த்தத்தை முடிவுக்கு வரக்கூடாது.

Ex : give away – distribute

மேற்குறிப்பிட்ட phrasal verb தனித்தனியாக பார்த்தால் give கொடு away - தூரத்தில் என்று தவறாக அர்த்தம் கணிக்கக்கூடாது. அதற்கு வழங்கு என்று பொருள்.

Ex : The chief guest **<u>gave away</u>** the prizes.

Sometimes the meaning of phrasal verb is different from the meaning of the verb and adverb or preposition.

சில நேரங்களில் வார்த்தையில் உள்ள வினைச்சொல், வினை உரிச்சொல் மற்றும் உருபீடைச் சொல் இவைகளில் இருந்து கூட்டு வினைச் சொல்லின் அர்த்தம் முற்றிலும் மாறுபட்டிருக்கும்.

Look at the photo.

Don't come out. A snake is at the door.

He gave up smoking.

gave up - quit / abandoned

You go through the lessons.

Go through - revise

Often a phrasal verb, having the same combination, has more than one meaning

கூட்டு வினைச்சொல்லின் அர்த்தம் வாக்கியத்திற்கு ஏற்றாற்போல் மாறுபடும்.

Ex : Come off – take place

Came off – succeeded, suffer

His wedding comes off tomorrow.

Out team came off victoriously.

He ran his car into a lorry and came off with severe injuries.

List of phrasal verbs with meanings :

| No | Phrasal verbs | Meanings | Tamil Meaning |
|----|-----------------------|----------------------------|-------------------------------------|
| 1 | Look at | Consider | எண்ணிப்பாா்த்தல் / கருதுதல் |
| 2 | Look over / look into | Examine, investigate | விசாரணை செய் |
| 3 | Look through | Revise, study briefly | திருப்புதல் (அ) சுருக்கமாக படித்தல் |
| 4 | Put off | Postpone, delay extinguish | ஒத்திப்போடு, தள்ளி வை, தீயை அணை |
| 5 | Put on | Wear | அணிந்திடு |
| 6 | Put up with | Tolerate | சகித்துக்கொள் |
| 7 | Put up at | Stay / provide | தங்குதல் |
| 8 | Run away | Elope / escape | ஒடிப்போ, தப்பித்துக்கொள் |
| 9 | Run into | Encounter / face | பிரச்சனைகளை எதிர்கொள் |
| 10 | Run over | Crushed | நசுக்குவது |
| 11 | Stand by | Support | ஆதரவு கொடு |

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| 2 Sta | and for | Represent, symbolize | உதாரணமாக திகழ்தல் |
|----------------|-----------------------|--|------------------------------------|
| 3 Sta | and up | Valid | செல்லுபடியாகிற |
| 14 Ba | ck out | Withdraw | பின்வாங்கு, திரும்பபெறு |
| 15 Ba | ck up | Support | ஆதரவு கொடு |
| 16 Be | ar down | Defeat | தோற்கடி |
| 17 Be | ar up | Endures | சகித்துக்கொள் |
| 18 Bl o | ow out | Extinguish | அணைத்தல் |
| 19 Bl o | ow up | Explode | வெடிக்கச்சொல் |
| 20 Br | eak down | Stop working | பழுதடைதல் |
| 21 Br | eak in/break into | Entrr forcibly | அனுமதியின்றி நுழைதல் |
| 22 Br | eak off | End | முடிவுக்கு கொண்டு வருதல் |
| 23 Br | eak out | Escape from a place | ஓரிடத்திலிருந்து தப்பித்தல் |
| 24 Br | eak through | Penetrate | ஊடுருவுதல் |
| 25 Br | eak up | Shatter | சிதறுதல் |
| 26 Br | ing about | Make something / happen / implementation | நடைமுறை படுத்துதல் |
| 27 Br | ing down | Make somebody lose power | சிலருக்கு அதிகாரம் இழக்கச் செய்தல் |
| 28 Br | ing forth | Produce | உருவாக்கு |
| 29 Br | ing out | Publish | வெளியிடு |
| 30 Br | ing up | Rear | வளர் |
| 31 Ca | ll for | Demand | கோருதல் |
| 32 Ca | ıll in | Summon | ்வரவழை |
| 33 Ca | ll off | Cancel | ரத்துசெய் |
| 34 Ca | ll on | Visit a person | ஒருவரை சென்று பார்த்தல் |
| 35 Ca | ll out | Summon | வரவழை |
| 36 Ca | ıll up | Recall | நினைவு கூர்தல் |
| 37 Ca | ll upon | Urge | நிர்பந்தித்தல் |
| 38 Ca | nrry off | Win | வெல்வது |
| 39 Ca | nrry out | Obey | கீழ்படிதல், நிறைவேறுதல் |
| 40 Co | ome about | Happen | நிகழ்வது |
| 41 Co | ome off | Take place | நடைபெறுதல் |
| 42 Co | ome on | Hurry | துரிதப்படுத்துதல் |
| 43 Co | ome over | Appear | தோன்றுதல் |
| 44 Co | ome round | Recover | குணமடைதல் |
| | ome upon/come ross | Meet by chance | ஏதேச்சையாக/தற்செயலாக நடப்பது |
| 46 Cu | ıt short | Reduce | குறைப்பது |
| 47 Cu | ıt off | Chop | துண்டிப்பு |
| 48 Cu | ıt up | Slice | துண்டுகளாக்குதல் |
| 49 De | ealt with | Manage | சமாளித்தல் |
| 50 D r | op in | Arrive | வருகை புரிதல் |
| 51 D r | op out | Discontinue | விட்டு விலகுதல் |

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| 52 | Fall for | To be declared | ஏமாற்றப்படுதல் |
|----|-----------------|------------------------------|---------------------------------|
| 53 | Fall off | Decrease | குறைத்தல் |
| 54 | Fall out | Quarrel | சண்டையிடுதல் |
| 55 | Fall through | collapse | தோல்வியுறுதல் |
| 56 | Fall upon | Attack | தாக்கு |
| 57 | Get away | Escape | தப்பித்தல் |
| 58 | Get back | Return | திரும்ப வருதல் |
| 9 | Get on | Continuous, harmonius terms, | இணக்கமான நட்பை தொடருதல் |
| 0 | Get over | Recover | குணமடைதல் |
| 51 | Get round | Persuade | இணங்கச்சொல் |
| 2 | Give away | Allow | வழங்கு |
| 3 | Give in | Yield | விட்டுக்கொடு |
| 4 | Give out | Come to an end | முடிவுக்கு வருதல் |
| 5 | Give up | Abandon, quit | விட்டுக்கொடு |
| 6 | Give away | Allow | அனுமதி |
| 7 | Go about | Perform, do | செயல்படுத்து |
| 8 | Go after | Chase, follow | பின் தொடருதல் |
| 9 | Go down | To be remembered | நினைவு கூர்தல் |
| 0 | Go into | Investigate | விசாரி |
| 1 | Go on | Continue | தொடருதல் |
| 2 | Go through | Examine | ஆய்வு செய் |
| 3 | Hold back | Withhold | நிறுத்திவை |
| 4 | Hold on | Stop, wait | நிறுத்து, காத்திரு |
| 5 | Hold out | Give, offer | வழங்கு, கொடு |
| 6 | Hold up | Delay | தாமதி |
| 7 | Keep back | Withhold | நிறுத்தி வை |
| 8 | Keep down | Control | கட்டுப்படுத்து |
| 9 | Keep off | Avoid | தவிர் |
| 0 | Keep up | Maintain | தக்கவைத்துக் கொள்ளுதல் |
| 1 | Lay by | Reserve, keep for future | எதிர்காலத்திற்காகச் சேமித்து வை |
| 2 | Lay arm down | Surrender | சரணடை |
| 3 | Lay life down | Sacrifice | தியாகம் செய் |
| 4 | Lay a rule down | Pass a law | சட்டத்தை உருவாக்கு |
| 5 | Look after | Take carse of | கவனித்துக்கொள் |
| 6 | Look back | Remember / recollect | நினைவு கூர் |
| 7 | Look for | Search | தேடு |
| 8 | Look on | Consider | கருத்தில் கொள் |
| 9 | Look out | Be watchful | விழிப்புடன் இரு |
| 0 | Look to | Depend on | சார்ந்திரு |
| 1 | Look up | Search for, refer | தேடுதல் |
| 2 | Make after | Follow | பின்பற்று |

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| 94 | Make fast | Secure | பத்திரப்படுத்து |
|-----|-----------------|--------------------------------|--|
| 95 | Make for | Set out | ஏற்பாடு செய்தல் |
| 96 | Make off | Run away | ஒடிப்போதல் |
| 97 | Make out | Understand | புரிந்துகொள் |
| 98 | Make up | Compensate | ஈடு செய் |
| 99 | Pass away | Die | இறத்தல் |
| 100 | Pass for | Consideration | கருதப்படுகிறது |
| 101 | Pass off | End | முடிவுக்கு வந்தது |
| 102 | Pass out | Faint | மயக்கமடைதல் |
| 103 | Pass through | Traverse | குறுக்காக போ |
| 104 | Pick on | Tease, insult | ஏளனம் செய், பரிகாசம் செய் |
| 105 | Pick out | Choose | தேர்ந்தெடு |
| 106 | Pick over | Sort out | பிரித்தெடு |
| 107 | Pick up | Improve | மேம்படுத்திக்கொள் |
| 108 | Pull back | Withdraw | பினவாங்குதல் |
| 109 | Pull on | Tag | இழத்தல் |
| 110 | Pull through | Get thrown | குணமாகுதல் |
| 111 | Pull up | Catch | பிடிப்பது |
| 112 | Put across | Communicate your ideas to open | பிறருக்கு உங்கள் கருத்துக்களை பகிர்தல் |
| 113 | Put by | Save | சேமித்து வை |
| 114 | Put down | Repress | அடக்குதல் |
| 115 | Put form | To grow | வளருதல் |
| 116 | Put out (fire) | Extinguish | தீயை அணை |
| 117 | Put through | Implement | அமலாக்கு, நடைமுறைபடுத்து |
| 118 | Run across | Meet accidentally | எதேச்சையாக சந்தி |
| 119 | Run after | Chase, follow | பின்தொடர் |
| 120 | Run down | Collide | மோதி விழுதல் |
| 121 | Run on | Keep going | போய் கொண்டாடு |
| 122 | Run out | Be exhausted | தீர்த்து போதல் |
| 123 | See about | Investigate | விசாரி |
| 124 | See off | Send off | வழி அனுப்புதல் |
| 125 | See through | Penetrate | ஊடுருவு |
| 126 | See to | Attend | காண் |
| 127 | Set about | Start | தொடங்கு |
| 128 | Set against | Oppose | எதிர்த்து நில் |
| 129 | Set a side | Keep loof | ஒதுக்கி வை |
| 130 | Set in | Begin commence | ு தொடங்கு |
| 131 | Set out/set off | Begin a journey | பயணத்தை தொடங்கு |
| 132 | Set to | Fishquard | சண்டையிடு |
| 133 | Set up | Establish | நிறுவுதல் |
| 134 | Settle down | Calm down | அமைதியாக இருத்தல் |
| 135 | Stand back | Move back | பின்னால் போ |

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| PENGU | IN | 123 | X - ENGLISH |
|-------|--------------|---------------------------|-------------------------|
| 136 | Stand off | Keep away | ஒதுங்கி போ |
| 137 | Stand out | Continue to resist/oppose | எதிர்த்து நில் |
| 138 | Step down | Resign | ராஜினாமா செய் |
| 139 | Stir up | To route | கிளர்ந்தெழு |
| 140 | Take after | Resemble | ஒத்திருப்பது |
| 141 | Take down | Write | எழுது |
| 142 | Take in | Decode | ஏமாற்று |
| 143 | Take off | Start | தொடங்கு |
| 144 | Take on | Assume | கருதுவது |
| 145 | Take out | Remove | நீக்கு |
| 146 | Take up | Raise at | உயர்த்து |
| 147 | Throw away | To get rid off as useless | வீண் எனத் தூக்கி எறிதல் |
| 148 | Throw up | Relinquish | விட்டு விலகுதல் |
| 149 | Turn against | Dislike | வெறுப்பு |
| 150 | Turn away | Refuse admission | அனுமதிப்பது |
| 151 | Turn down | Reject, ignore | நிராகரி, மறந்துவிடு |
| 152 | Turn on | Handover | ஒப்படை |
| 153 | Turn off | Stop | நிறுத்து |
| 154 | Turn on | To make water flow | குழாயைத் திற |
| 155 | Turn up | Appear, gain | தோன்றல், நிகரலாபம் |
| 156 | Turn upon | retalife | பதிலடி கொடு |

PTA QUESTION EXERCISE

1. Complete the following sentence with the most a) warm in b) on the ball appropriate word given below. (PTA 1) c) on the wind d) in deep waters There will be a in the office next week. 6. Choose the suitable phrasal verb for the following : a) warm up b) ran out (PTA 5) c) shut down d) take off a) warm in b) warm up 2. Complete the following sentence with the most c) warm out d) warm into 7. Choose the correct meaning of the idiom in the appropriate word given below. (PTA 2) following sentence. (PTA 6) It helps to the calories. a) warm up b) stretch out Afsar goes to the park once in a blue moon. d) burn off a) a regular occasion b) a rare event c) put on 3. Complete the following sentence with the most c) a casual event d) an unusual moment. appropriate word given below. (PTA 3) The airhostess instructed the passengers to wear the **Phrasal verbs** seat belts during the Substitute the phrasal verbs in the sentences with a a) warm up b) stretch out single word. c) put on d) take off 1. I'll turn the tap on. 4. Choose the correct idiom that means 'Competent' a) close b) open (PTA 4) c) shut d) leaf a) on the go b) on the ball 2. CBS Records was taken over by sony. c) on the wind d) on strong waters a) lead b) sold

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(PTA 5)

5. Choose the suitable phrasal verb for the following :

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| c) bought | d) purchased | c) leaving | d) departing |
|----------------------------------|-----------------------------------|-------------------------------|--|
| 3. The villagers set off | • | phrasal verbs | |
| a) start | b) over | | ed word with a phrasal verb. |
| c) close | d) end | 1. The doctors remov | |
| 4. Don't <u>put off</u> your go | | a) cut in | b) cut up |
| a) finish | b) half | c) cut off | d) cut with |
| c) continue | d) postpone | 2. He <u>met</u> his friend b | - |
| 5. I went to <u>see off</u> my f | friend yesterday. | a) came upon | b) came off |
| a) say good bye | b) say good morning | c) came up | d) came in |
| c) say good night | d) say good evening | 3. We <u>rely on</u> your he | elp. |
| 6. we had a two day <u>sto</u> | <u>pover</u> in Chennai. | a) bank on | b) bank up |
| a) short stay | b) long stay | c) bank in | d) bank out |
| c) no stay | d) non-stop | 4. The cab arrived ar | nd stopped at the house. |
| 7. Please, <u>get in</u> . | | a) drew on | b) drew up |
| a) go | b) out | c) drew off | d) drew away |
| c) arrive | d) reach | 5. My mother became | e <u>unconscious</u> on seeing the blood |
| 8. He g <u>ot on</u> the bus. | | a) pass on | b) pass away |
| a) enter | b) exit | c) pass out | d) pass by |
| c) went | d) depart | 6. Fire fighters stopp | ed the car <u>burning</u> . |
| 9. They <u>get off the</u> bus | | a) put off | b) put on |
| a) enter | b) arrive | c) put out | d) put up |
| c) leave | d) lease | 7. My friend <u>helped</u> r | ne in my trouble. |
| 10. We want to get awa | y from home. | a) stand off | b) stand in |
| a) go away | b) stay away | c) stand with | d) stood by |
| c) leaved | d) gather | 8. The plane is may le | eave the run way. |
| 11. We have <u>checked in</u> | <u>n</u> at the hotel | a) take off | b) take out |
| a) arrived and reg | isterd b) vacated | c) take in | d) take on |
| c) stayed | d) departed | 9. The people were <u>ne</u> | ot allowed to enter the hall. |
| 12. We have <u>checked o</u> | ut the hotel room by noon. | a) turn off | b) turn out |
| a) paying and staying | | c) turn away | d) turn up |

QR CODE QUESTIONS

UNIT - I

HIS FIRST FLIGHT - LIAM O'FLAHERTY

True or False

PROSE :

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

Match the correct Synonyms1. vast1. expanse- tired2. soaring- astonishment3. exhausted- delicately4. daintily- rising5. astonishment

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| | | 125 | X - E | NGI |
|--|--|--|---|-----|
| 5. surprise | - vast | | | |
| Match the correct A | ntonyms | | | |
| 1. desperate | X remembered | 1. hopeful | | |
| 2. forgot | X bravery | 2. rememb | ered | |
| 3. floating | X common | 3. sinking | | |
| 4. cowardice | X hopeful | 4. bravery | | |
| 5. strange | X sinking | 5. common | | |
| POEM : | L | IFE - HENRY VAN DYKI | E | |
| Match the Synonym | IS | | | |
| 1. mourn | - unwilling | 1. anguish | | |
| 2. veil | - pinnacle | 2. conceal | | |
| 3. crown | - conceal | 3. pinnacle | | |
| 4. quest | - anguish | 4. search | | |
| 5. reluctant | - search | 5. unwillin | g | |
| Match the Antonym | IS | 1. delight | | |
| 1. mourn | X ignore | 2. illumina | te | |
| 2. veil | X abyss | 3. abyss | | |
| 3. crown | X iluminate | 4. ignore | | |
| 4. quest | X enthusiastic | 5. enthusia | stic | |
| 5. reluctant | X delight | | | |
| SUPPLEMENTARY | V · THE TEN | ADEST AN EVTRACT F | ROM CHARLES LAMB'S TALES | |
| JULI LENIEN TAK | | | ESPEARE | |
| | | I KUM SHAKI | | |
| Multiple Choice que | estions | FROM SHARI | | |
| | | FROM SHAR | | |
|) is the fa | | | d) Ariel | |
| a) Gonzalo | ther of Miranda b) Prospero | | d) Ariel | |
| a) Gonzalo a) Gonzalo a) Long has never | ther of Miranda b) Prospero | c) Ferdinand nan her father and Caliban. | d) Ariel d) Viola | |
| a) Gonzalo 2) has neve a) Sycorax | ther of Miranda b) Prospero er seen any men other th b) Olivia | c) Ferdinand nan her father and Caliban. | d) Viola | |
| a) Gonzalo a) Gonzalo c) has neve a) Sycorax b) Prospero rescued | ther of Miranda b) Prospero er seen any men other th b) Olivia | c) Ferdinand han her father and Caliban. c) Miranda risonment at the hands of th | d) Viola | |
| a) Gonzalo bas neve a) Sycorax Prospero rescued _ a) Ariel | ther of Miranda b) Prospero er seen any men other th b) Olivia from a long imp | c) Ferdinand nan her father and Caliban. c) Miranda risonment at the hands of th c) Ferdinand | d) Viola e witch Sycorax. | |
| 2) has never a) Sycorax 3) Prospero rescued a) Ariel 4) is the Ki | ther of Miranda b) Prospero er seen any men other th b) Olivia from a long imp b) Caliban | c) Ferdinand han her father and Caliban. c) Miranda risonment at the hands of th c) Ferdinand of Ferdinand. | d) Viola e witch Sycorax. | |
| a) Gonzalo bas neve a) Sycorax bas neve a) Sycorax Prospero rescued _ a) Ariel a) Antonio | ther of Miranda b) Prospero er seen any men other th b) Olivia from a long imp b) Caliban ing of Naples of father of b) Sebastian | c) Ferdinand han her father and Caliban. c) Miranda risonment at the hands of th c) Ferdinand of Ferdinand. | d) Viola he witch Sycorax. d) Alonso | |
| is the fat a) Gonzalo has never a) Sycorax Prospero rescued Ariel is the Kit a) Antonio is the brown | ther of Miranda b) Prospero er seen any men other th b) Olivia from a long imp b) Caliban ing of Naples of father of b) Sebastian other of Prospero. | c) Ferdinand han her father and Caliban. c) Miranda risonment at the hands of th c) Ferdinand of Ferdinand. | d) Viola he witch Sycorax. d) Alonso | |
| a) Gonzalo b) a) Gonzalo c) bas neveral fractional fraction (a) Sycorax b) Prospero rescued (a) Ariel c) a) Ariel d) contained (a) Antonio f) brown is the brown (a) Gonzalo | ther of Miranda b) Prospero er seen any men other th b) Olivia from a long imp b) Caliban ing of Naples of father of b) Sebastian other of Prospero. | c) Ferdinand nan her father and Caliban. c) Miranda risonment at the hands of th c) Ferdinand of Ferdinand. c) Gonzalo c) Ferdinand | d) Viola be witch Sycorax. d) Alonso d) Alonso | |
| a) Gonzalo b) a) Gonzalo c) has neveral has neveral | ther of Miranda b) Prospero er seen any men other th b) Olivia from a long imp b) Caliban ing of Naples of father of b) Sebastian other of Prospero. b) Antonio rospero and Miranda to | c) Ferdinand nan her father and Caliban. c) Miranda risonment at the hands of th c) Ferdinand of Ferdinand. c) Gonzalo c) Ferdinand | d) Viola be witch Sycorax. d) Alonso d) Alonso | |
| a) Gonzalo b) is the fat a) Gonzalo c) has never a) Sycorax d) Prospero rescued a) Ariel d) is the Kit a) Antonio f) is the broming a) Gonzalo f) helped Prima f) helped Prima | ther of Miranda b) Prospero er seen any men other th b) Olivia from a long imp b) Caliban ing of Naples of father of b) Sebastian other of Prospero. b) Antonio rospero and Miranda to | c) Ferdinand han her father and Caliban. c) Miranda risonment at the hands of th c) Ferdinand of Ferdinand. c) Gonzalo c) Ferdinand escape safely. c) Gonzalo | d) Viola e witch Sycorax. d) Alonso d) Alonso d) Sebastian | |
| is the fat a) Gonzalo has never a) Sycorax Prospero rescued Ariel Antonio Antonio Gonzalo Gonzalo Ariel Ariel Ariel | ther of Miranda b) Prospero er seen any men other th b) Olivia from a long imp b) Caliban ing of Naples of father of b) Sebastian ther of Prospero. b) Antonio rospero and Miranda to b) Antonio | c) Ferdinand nan her father and Caliban. c) Miranda risonment at the hands of th c) Ferdinand of Ferdinand. c) Gonzalo c) Ferdinand escape safely. c) Gonzalo th witch Sycorax. | d) Viola e witch Sycorax. d) Alonso d) Alonso d) Sebastian | |
| is the fat a) Gonzalo Gonzalo has neveral a) Sycorax Prospero rescued Ariel Ariel Antonio Antonio Gonzalo Gonzalo Ariel Ariel Ariel Caliban | ther of Miranda b) Prospero er seen any men other th b) Olivia from a long imp b) Caliban ing of Naples of father of b) Sebastian other of Prospero. b) Antonio rospero and Miranda to b) Antonio ro's servant and son of the second se | c) Ferdinand han her father and Caliban. c) Miranda risonment at the hands of th c) Ferdinand of Ferdinand. c) Gonzalo c) Ferdinand escape safely. c) Gonzalo th witch Sycorax. c) Ferdinand | d) Viola e witch Sycorax. d) Alonso d) Alonso d) Sebastian d) Caliban | |
| is the fat a) Gonzalo Gonzalo has neveral a) Sycorax Prospero rescued Ariel Ariel Antonio Antonio Gonzalo Gonzalo Ariel Ariel Ariel Caliban | ther of Miranda b) Prospero er seen any men other th b) Olivia from a long imp b) Caliban ing of Naples of father of b) Sebastian other of Prospero. b) Antonio rospero and Miranda to b) Antonio ro's servant and son of the b) Ariel y to help to fin | c) Ferdinand nan her father and Caliban. c) Miranda risonment at the hands of th c) Ferdinand of Ferdinand. c) Gonzalo c) Ferdinand escape safely. c) Gonzalo th witch Sycorax. c) Ferdinand ish his task. | d) Viola e witch Sycorax. d) Alonso d) Alonso d) Sebastian d) Caliban | |
| is the fat a) Gonzalo has never a) Sycorax Prospero rescued Ariel Ariel Antonio Antonio Gonzalo Gonzalo Ariel | ther of Miranda b) Prospero er seen any men other th b) Olivia from a long imp b) Caliban ing of Naples of father of b) Sebastian other of Prospero. b) Antonio rospero and Miranda to b) Antonio ro's servant and son of th b) Ariel y to help to fin b) Gonzalo | c) Ferdinand nan her father and Caliban. c) Miranda risonment at the hands of th c) Ferdinand of Ferdinand. c) Gonzalo c) Ferdinand escape safely. c) Gonzalo th witch Sycorax. c) Ferdinand ish his task. | d) Viola e witch Sycorax. d) Alonso d) Alonso d) Sebastian d) Caliban d) Alonso d) Ferdinand | |

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|---|--|--|
| 10) Ariel took too much plea | asure in tormenting | |
| a) Prospero b) | Miranda c) Cal | ban d) Gonzalo |
| | U | ПТ - П |
| PROSE : TI | HE NIGHT THE GHOST G | DT IN - JAMES GROVER THURBER |
| Fill in the blanks choosing | the correct options : | |
| 1. The narrator was in the | when he heard the nois | . (dining hall drawing room, bathroom, parlour) |
| 2. The narrator's neighbor w | vas a retired (judge, o | ngraver, teacher, police) |
| 3. The used to sle | ep on the old zither. (puppy, l | tten, guinea pig, Parrot) |
| 4. Granfather concluded that Shivaji's) | t the police were deserters fro | army. (Churchill's, Napolean's, Maede's , |
| 5. Grandfather was wearing | a jacket. (woolen, s | lk, leather, metal) |
| State whether the following | g statements are true or fals | : |
| 1. Grandfather was in the ter | rrace. × | |
| 2. The narrator's brother had | d gone to Indianapolis. × | |
| 3. Narrator's mother threw a | a stone at neighbour's window | × |
| 4. The police arrived in a Fo | ord sedan. 🗸 | |
| 5. Grandfather was a fresh a | s daisy at breakfast the next n | orning. 🗸 |
| POEM : | THE GRUMBLE FAI | IILY - LUCY MAUD MONTGOMERY |
| Match the following : | | |
| 1. Complaining | - learn their ways | 1. street 2. city |
| 2. Discontent | - street | 3. river 4. family name |
| 3. Never satisfied | - family name | 5. learn their ways |
| 4. Acknowledge | - city | |
| 5. Anyone who stays | - river | |
| SUPPLEMENTARY : | ZIGZAG - ASHA NE | ІЕМІАН |
| 1) Identify the character / | speaker : | |
| 1) 'Zigzag must be uncl | e Somu's pet snake' | - Aravind (Dr. Krishanan's son) |
| 2) 'Remember the tiny p | penknife he gae me last year' | - Maya (Dr. Krishanan's daughter) |
| 3) 'Come in Zigzag. Co | me in dear' | - Visu (the cook) |
| 4) 'Please contact Somu | and find out what we should | do - Mrs. Krishanan |
| 5) He perched himself of | on the nurse's reception table | - Zigzag |
| | | |
| 2) State whether the follow | ving statements are true or f | lse. |
| 2) State whether the follow a) Dr. Krishanan had a c | ving statements are true or f child specialist clinic ✓ | lse. |

- 3) Lakshmi was shouting and cyring in studio \checkmark
- 4) There was pin drop silence in the clinic with Zigzag around \checkmark
- 5) Mrs. Jhunjhunwala bought the painting for herself \checkmark

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|--------------------------|--------------------------|------------------------------|---------------|-------------|
| | | UNIT - III | | |
| PROSE : | EMPOWERED W | VOMEN NAVIGATING ' | THE WORLD | |
| Choose the correct an | iswer | | | |
| 1) In today's world, we | omen play a vital role | · | | |
| a) At home | | b) in the soc | ciety | |
| c) in the advancem | nent of technology and | media d) All of th | e above | |
| 2) INSV Tarini is the _ | sailboat of the | e Indian Navy. | | |
| a) Third | b) first | c) fourth | d) second | |
| 3) The boat was named | d after the famous Tara | a Tarini temple in Ganjam o | district of | |
| a) Karnataka | b) Odisha | c) Bihar | d) Delhi | |
| 4) The world 'Tarini' r | neans and in | Sanskrit it means | | |
| a) Boat, Savour | b) sail, boat | c) savior, boat | d) ship, sail | |
| 5) The INSV Tarnini is | s a foot saili | ing vessel built indigenousl | y in | |
| - | | c) 52, France | · - | |
| 6) Indian Navy's all-w | omen crew was the | to circumnavigate | the globe. | |
| a) First | b) second | c) third | d) fourth | |
| 7) The voyage coverd | the expedition in five l | egs with stop-overs at | ports. | |
| a) Five | b) three | c) four | d) six | |
| 8) The six women in the | ne crew were shortliste | ed based on theirs | skills. | |
| a) Management | b) Application | c) physical | d) survival | |
| 9) The crew aimed to c | complete the journey w | vith ultimate | | |
| a) Perfection | b) honesty | c) speed | d) duration | |
| 10) As sailors, the crew | w realized that the sea | does not discriminate betw | een | |
| a) Races | b) castes | c) genders | d) nations | |

POEM : I AM EVERY WOMAN - RAKHI NARIANI SHIRKE

I. Read the given statements and say whether True or False with reference to the poem read :

- 1) The poem talks about the present status of women. \checkmark
- 2) A woman is a symbol of sympathy and meekness. *
- 3) Strong is she in her faith and beliefs. \checkmark
- 4) She's tigress; don't mess with her. *
- 5) She's not yesterday's woman. ✓

II. Match the following words with their opposites :

| 1) Innate | - shame | 1. acquired |
|-----------|-------------|--------------|
| 2) Near | - real | 2. far |
| 3) Belief | - far | 3. disbelief |
| 4) Pride | - acquired | 4. shame |
| 5) Fake | - disbelief | |
| , | | 5. real |

SUPPLEMENTARY: TH

THE STORY OF MULAN

Read the given lines and state whether True or False with reference to the characters / speakers occurring in the story :

1) "Did you hear what the Emperor says each family must do?" said Mulan. \checkmark

2) "Well, I may as well go pack up" said Mulan. ✓

- 3) "Of course that's true," said her father. \checkmark
- 4) "I will do my part for China" said her father. *

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|---------------------------------|------------------------------------|--|--|
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| 5) "I never meant for y | ou to go to war" said Mul | an. × | |
| Read the given lines a | and choose the correct w | ord from the given option | s to replace the underlined inappropriate |
| word, according to th | e story : | | |
| 1) The story of mu | llan is based on the legend | l of <u>Kha Mulan.</u> (Mua Mula | n / Ku Mulan / Hua Mulan) |
| 2) The story relate | s to the war ondition of <u>Ja</u> | <u>pan.</u> (Thailand / China / Ke | orea) |
| 3) In the story, Mu | llan is a middle-aged wom | <u>nan.</u> (Little girl / teenage gi | rl / teenage woman) |
| 4) On account of M Lame man) | Aulan's family conditions | , she decides to disguise her | rself as <u>a warrior.</u> (Yong man / General / |
| , | as so <u>unhappy</u> that Mulan | being a woman had ended | the long war. (Angry / pleased / glad) |
| | | UNIT - IV | |
| PROSE : | THE | ATTIC - SATYAJIT RA | Y |
| I. Fill ni the blanks ch | noosing the appropriate a | answers : | |
| 1) Aditya and the narra | ator were returning from th | ne factory site at | |
| a) Agra | b) Deodarganj | c) Noida | d) Faridabad |
| 2) The month of Magh | a in English calendar is _ | | |
| a) February to Mar | rchb) January to March | c) January to February | y d) March to April |
| 3) Sanyal recited a poe | em by | | |
| a) Sarojini Naidu | b) Bharathiya | c) Balagangadhar Tilak | d) Tagore |
| 4) Aditya upset a | nest in the attic | | |
| | , . | c) crow's | d) kuil's |
| | hidden in the attic for | | |
| a) twenty-nine | b) thirty-two | c) twelve | d) twenty-two |
| | following statements are | ture or false : | |
| 1. Aditya was always f | | | |
| 2. Sanyal gestured Nan | • | | |
| 3. Panraksha means Ke | 1 0 | | |
| | orst by wind in the old hou | ise. ✓ | |
| 5. Sanyal accepted the | money. × | | |
| POEM : | | | FROM AESOP'S FABLES |
| - | y choosing the correct op | | |
| | t was accustomed to | | |
| a) sing | b) dance | c) play | d) jump |
| 2. It was se | | | |
| a) summer | b) autumn | c) winter | d) spring |
| | shelter from | | |
| a) sun | b) snow | c) storm | d) rain |

a) sun b) snow c) storm d) rain 4. The ant said it was the cricket's servant and _ b) friend d) partner a) slave c) enemy 5. Folks call this a _ a) true story b) drama c) fable d) tale

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|--|---------------------------------------|--------------------------------------|---------------|---------------|-------------------------------|
| SUPPLEMENTARY : THE AGED MOTHER - MATSUO | | MATSUOE | SASHO | | |
| I. Match the following | : | | | | 7 |
| 1. Shining | 1. Shining - mountain | | 1. countr | У | |
| 2. Unwhitened rice | - soft cushio | - soft cushion 2. principal f | | pal food | |
| 3. Painful journey | - way back h | - way back home 3. mountain | | ain | |
| 4. Pine needles | - principal fo | | 4. soft cu | shion | |
| 5. Piles of twigs | - country | | 5. way ba | ack home | |
| II. Choose the correct | • | | | | |
| 1. "Let not thine ey | | - | Mother / S | on | |
| 2. "Your kindness b | | | Mother / So | | |
| 3. "I will think. I w | • | | Mother / Se | | |
| | | | Governor / | | |
| 5. "The truth must l | nore than strength of you | | | | |
| 5. The truth must t | be tota | - | Governor / | Son | |
| | | UNIT | - V | | |
| PROSE : | | TECH BLC | OMERS | | |
| Multiple choice [MCQ | e] : | | | | |
| 1. Technology is used in | nt eh field of | _ | | | |
| a) Education | b) agriculture | c) industry | y | d) all t | he above |
| 2. Dragon dictate is use | d to convert | | | | |
| a) text to speech | b) Speech to text | c) symbol | s to text | d) gest | ures to text |
| 3. Kim is an te | chnologist | | | | |
| a) assistant | b) assistive | c) adminis | strative | d) acco | ommodative |
| 4. The expansion of GC | · | , | | , | |
| • | te of School Education | b |) General Cu | urriculum o | of Secondary Education |
| , | cate of Secondary Edu | | | | School Education |
| 5. With Activ controller | - | | , | | |
| a) Television | b) Bluray | c) Music p | olaver | d) all f | he above |
| 6. Light weight prosthet | · • | | Juyer | <i>u)</i> | |
| a) A.P.J. Abdul Ka | • | lbert Einstein | | | |
| c) Thomas Alva Ed | · · · · · · · · · · · · · · · · · · · | raham Bell | | | |
| 7. Normal man's life is | / | | | | |
| a) telephone | b) technology | c) telegrar | m | d) telev | vision |
| 8. According to 2011 ce | | ý Q | | / | |
| - | | | - | | |
| a) 2.5 laksh | b) 2.7 crore | c) 2.5 mill | 11011 | d) 2.6 | |
| 9 was born w | | | | 1) D ' | |
| a) Kim | b) Alisha | c) David | | d) Div | ya |
| 10. Kim works with | | | | 1) | |
| a) 35 | b) 42 | c) 45 | | d) 24 | |
| Match the correct Syn | - | | | 1 . | vork together |
| 1. Collaborate | - Branch of medicine | deals with art | iticial devic | 03 | mportant |
| 2. indispensable | - brushing, cleaning | | | | - |
| 3. inclusion | - work together | | | | ncluding someone or something |
| 4. orthotic | - including someone | or something | | | oranch of medicine deals with |
| 5. grooming | - important | | | | ificial devies |
| | | | | 5. b | orushing, cleaning |

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1. Unconfident

X - ENGLISH

- Match the correct Antonym :
- 1. Confident X Disable
- 2. Proud
- 3. Enable
- 4. Fixed
- 5. Control

2. Humble 3. Diasble 4. Unfixed 5. Unrestraint

GRAMMAR **PRONOUNS**

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

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

X Unfixed

X Humble

X Unconfident

X Unrestraint

II. Choose the correct reported speech :

1. Kiran asked me, "Did you see the Cricket match on television last night?"

A) Kiran asked me whether I saw the Cricket match on television the earlier night.

B) Kiran asked me whether I had seen the Cricket match on television the earlier night.

- C) Kiran asked me did I see the Cricket match on television the last night.
- D) Kiran asked me whether I had seen the Cricket match on television the last night.

2. David said to Anna, "Mona will leave for her native place tomorrow".

- A) David told Anna that Mona will leave for her native place tomorrow.
- B) David told Anna that Mona left for her native place the next day.
- C) David told anna that Mona would be leaving for her native place tomorrow.

D) David told Anna that Mona would leave for her native place the next day.

- 3. I said to him, "Why are you working so hard?"
 - A) I asked him why he was working so hard.
 - C) I asked him why had he been working so hard.
- 4. He told her, "I want to meet your father" :
 - A) He told her that I wnt to meet your father.
 - C) He told her that he wanted to meet your father.
- 5. He says, "I don't want to play any more".
 - A) He says that he doesn't want to play any more.
 - C) He says that I didn't want to play any more.
- 6. Mohan said, "We shall go to see the Taj in the moonlit night" :
 - A) Mohan said that we shall go to see the Taj in the moonlit night.
 - B) Mohan told that we shall go to see the Taj in moonlit night.

C) Mohan told that we should go to see the Taj in the moonlit night.

- D) Mohan said that they should go to see the Taj in moonlit night.
- 7. The teacher said to Ram, "Congratulations! Wish you success in life".
 - A) The teacher congratulated Ram and said wish you success in life.
 - B) The teacher wished contragulations and success in life to Ram.
 - C) The teacher wished congratulations to Ram an dwished him success in life.
 - D) The teacher congratulated Ram and wished him success in life.

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B) I asked him why was he working so hard.

D) I asked him why he had been working so hard.

B) He told her that he wanted to meet her father.

D) He told her that she wanted to meet her father.

B) He syas that I don't want to play any more.

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D) He says that he didn't want to play any more.

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| 8. "Where will you be tomorrow," I said, "in case I hav | e to ring you?" | |
| A) I asked where you will be the next day in case I | will ring him. | |
| B) I asked where he would be the next day in cas | se I had to ring him. | |
| C) I said to him where he will be in case I have to r | ing him. | |
| D) I enquired about his where about the next day in | a case I would have to ring up. | |
| 9. Seeta said to me, "Can you give me your pen?" | | |
| A) Seeta asked me can I give her my pen. | B) Seeta asked me if I can give me your pen. | |
| C) Seeta asked me if I could give her my pen. | D) Seeta asked me if I could give her my pen. | |
| 10. "what did you see at the South Pole?" Ashok asked | Anil. | |
| A) Ashok asked Anil if he saw anything at the Sou | th Pole. | |
| B) Ashok asked Anil What he had seen at the So | outh Pole. | |
| C) Ashok asked Anil what did he see at the South I | Pole. | |
| D) Ashok asked Anil that he saw anything at the Se | outh Pole. | |

POEM : THE SECRET OF THE MACHINES - RUDYARD KIPLING

True or False :

- 1. We were taken from the ore bed and mine. \checkmark
- 2. Machines don't use coal and oil. ×
- 3. Machines serve us for twenty-four hours a day. \checkmark
- 4. Machines can love and pity us. \mathbf{x}
- 5. Machines are children of our brain. \checkmark

Fill in the blanks :

| 1. Machines are melted | in the | |
|-------------------------|------------------------|-----------|
| a) Mine | b) furnace | c) sea |
| 2. The machines were _ | to design | |
| a) Hammered | b) carved | c) drawn |
| 3. The machines can pri | nt and | |
| a) Breathe | b) sleep | c) plough |
| 4. Machines cannot com | prehend a | |
| a) Secret | b) lie | c) story |
| 5 hides the | Heavens from our eyes. | |
| a) Rain | b) smoke | c) dew. |

SUPPLEMENTARY : A DAY OF AN AMERICAN JOURNALIST - JULES VERNE

Match the following :

- 1. Earth Herald inhabitants of planet Jupiter
- 2. Champs a space car
- 3. Jovians the worlds largest newspaper
- 4. Aero-car produce energy
- 5. Cataracts Elysees a place in Paris
- 1. the worlds largest newspaper
- 2. Elysees a place in Paris
- 3. inhabitants of planet Jupiter
- 4. a space car
- 5. produce energy
- Identify the character speaker by chooskin correct option :

1. 'Well, Cash what have you got?'

a) Francis Bennett b) Jules

c) wife

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| 2. 'No, it's the inhabitants,' | | | | |
| a) Bennett | b) Corley | c) Judith | | |
| 3. 'Complete The only th | ning missing wi | ll be the soul!' | | |
| a) the boy | b) the old ma | n c) the young i | man | |
| 4. 'I'm going ot start this momer | nt'. | | | |
| a) Judy | b) sofia | c) Edith | | |
| 5. 'Paris time?' | | | | |
| a) francis Bennett | b) Edith | c) Judith | | |
| | | UNIT - VI | | |
| PROSE : | THE LAST | LESSON - ALPHONSE I | DAUDET | |
| Multiple choice Questions : | | | | |
| 1. For the last two years. where o | lid all the bad r | ews come from? | | |
| a) the Bulletin Board b) To | | c) School | d) M. Hamel's House | |
| 2. who asked Franz not to hurry | to school? | , | | |
| | ner Mayor | c) former Postmaster | d) blacksmith Watcher | |
| 3. What was M. Hamel going to | question Franz | about? | | |
| a) participles b) adje | ctives | c) old primer | d) Ba be bi bo bu | |
| 4. What was unusual about M. H | amel's dress? | | | |
| a) wore clean clothes | | b) wore a brand new or | utfit | |
| c) wore clothes he wore on p | orize days | d) wore traditional Fi | rench clothes | |
| 5. Who sat on the back bench on | the last lesson | ? | | |
| a) Franz b) Prus | sians | c) the village people | d) The new teacher | |
| 6. What order had come from Be | erlin? | | | |
| a) to close the school | | b) tech German in sh | ools of Alsace and Lorraine | |
| c) to open a new school in A | lsace and Lorra | nine d) that Hamel would h | ave to leave | |
| 7. Why did Hamel blame himsel | f? | | | |
| a) not having taught them | enough Frencl | b) not being strict | | |
| c) giving students a holiday | at times | d) not being responsibl | e | |
| 8. What does the last lesson taug | ht by Hamel sy | mbolize? | | |
| a) no more teaching of Frech | ı | b) domination of Pruss | ia | |
| c) learning of German | | d) loss language and l | oss of freedom | |
| 9. What is the moral that the Alp | honse Daudet v | vants to bring out? | | |
| a) not to put off thins that | one can do tha | t day b) ol order changed | to new | |
| c) one should accept everyth | | | espected | |
| 10. What does the marching of s | oldiers under th | - | | |
| a) the departure of Hamel | | b) dawn of Prussia in | | |
| c) freedom for Hamel | | d) sorrow of the village | ers | |
| 11. What does M. Hamel's motion | onless posture r | | | |
| a) the school is dismissed | | b) changing order of lin | | |
| c) sense of finality | | d) feeling of nostalgia | | |
| 12. Why does Hamel blame the p | | | | |
| a) they preferred children to | | b) they were not strict | | |
| c) they did not come to M. H | | d) they did not love the | | |
| 13. Franz thinks-will they make | - | | What could this mean? | |
| a) German would use brut | 1.0 | | | |

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| b) harsh orders will be pass | sed | | |
| c) when people are deprive | ed of their essence even the su | urroundings ar | re affected. |
| d) the Germans will rob Fr | ance of its language. | | |
| 4. Why does the author urge t | he reader to respect his langu | age? | |
| a) It is what makes you res | pect your countrymen | b) It is the ke | ey to freedom |
| c) You can express yoursel | f | d) It is unique | e and reflects literature and art. |
| 5. M. Hamel is introduced as | a ruler-wielding teacher. This | s demonstrates | s that : |
| a) he is concerned b) he | is adamant c) he is u | unfeeling | d) he is hard taskmaster |
| 6. M. Hamel emerges as a | when he teaches his las | st lesson. | |
| a) meek person b) tru | ue patriot c) repent | tant man | d) defeated the man |
| 7. What was Franz banking or | to enter the class as he was | late? | |
| a) M.Hamel's teaching on | the blackboard b) comm | notion in the c | lass |
| c) Hauser helping him snea | ik in d) to quietly wal | k in when ev | eryone was preoccupied with participles |
| 8. Which district came under | the Prussian rule? | | |
| a) Alsace and Berline | b) Berlin and Lor | raine | |
| c) Alsace and Lorraine | d) the southern di | istricts of Fran | nce |
| 9. Franz looked for opportunit | ties to skip school to do what | ? | |
| a) work on mills b) go | fishing c) water | the plants | d) collect birds eggs |
| 0. 'Viva la France' became an | d emotional evidence of M.F | lamel's? | |
| a) sadness and patriotism | b) finality and de | pression | |
| c) nostalgia and emotional | outburst d) love for the scl | hool and teach | hing as a profession. |
| | | | |
| OEM : NO N | MEN ARE FOREIGN - JAN | MES FALCO | DNER KIRKUP |
| Answer the following question | | | do you mean by peaceful harvest? |
| . what should we remember | | | re is no war during harvest time. |
| We should remember, "No | - | | do you mean "Wars" long winter? |
| . What should we remember | | | is compared to long winter. |
| We should remember, "no | countries strange" | | are we doing to human earth? |
| . What do we all walk upon? | | We | defile the earth. |
| we all walk upon the land | | • | should we not hate others? |
| . Where shall we all lie in the | | Beca | ause all others are our brothers. |
| We all shall lie in the grave | 2. | 10. What do you mean by "hells of fire and dust" | |
| 5. What are all men fed by? | | It me | eans war time destruction. |
| All men are fed by peacefu | l harvest. | | |
| SUPPLEMENTARY : | THE LITTLE H | IERO OF HO | OLLAND |
| Questions and Answers : | | | |
| . Who finds Peter covering the | e hole and gets help? | | |
| A) His parents | B) His friend | C) T | he man going to work |
| 11) IIIS purches | / | , | 8 8 |
| | | C) Ga | ave Peter a medal for ravery |
| 2. The people of the town | B) Had a party for Peter | - , - , | 2 |
| The people of the townA) Carried Peter home | B) Had a party for Peter the dike covering the hole? | | |
| The people of the town A) Carried Peter home How long does Peter stay at | the dike covering the hole? | B) Peter didn ³ | 't stay, he went home |
| 2. The people of the town A) Carried Peter home B. How long does Peter stay at A) Peter stayed at the dike | the dike covering the hole? The all night long | B) Peter didn ³ | 't stay, he went home |
| 2. The people of the town A) Carried Peter home B. How long does Peter stay at | the dike covering the hole? A e all night long ours and left at dark | B) Peter didn | 't stay, he went home |

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|---|---|---|------------|
| B) He saw the water gushing | y out and flooding the city. | | |
| C) He saw the ocean spilling | over the top of the dike. | | |
| 5. Why is it important to stop the | • | | |
| | B) The dike can not get wet | C) The dike may break and flood | the land. |
| 6. How does Peter stop the leak? | | <i>,</i> | |
| A) By packing it with mud | B) By stuffing it with sticks | C) By plugging it with his finger | |
| 7. A hero is a person who does so | omething | | |
| A) Without a good reason | B) For a little money | C) That is right and brave | |
| 8. If your fingers are numb | | | |
| A) They are warm | B) You can't feel them | C) They are wet | |
| 9. Peters' mother asked him to ta | ke the cakes to | | |
| A) His father | B) His friend the blind man | C) His teacher | |
| 10. Peters' father was one of the | men who | | |
| A) Made a hole in the dike | B) Tended the gates in the dik | e C) Worked in harbor | |
| | | | |
| | UNIT - VI | | |
| | OYING DETECTIVE - ARTHU | R CONAN DOYLE | |
| I. Match the following : | | 1. the land lay | |
| 1. Mrs. Hudson | - general practitioner | 2. general practitioner | |
| Mr. Watson Mr. Culverton Smith | - specialist in diseases | 3. the planter | |
| | - Inspector | 4. Inspector | |
| 4. Mr. Morton | - the land lady | 5. specialist in disease | |
| 5. Sir Jasper Meek | - the planter | | |
| II. Fill in the blanks choosing t | • | (Sumatua) | |
| | a case in (Rotherhithe | | |
| | ox near the (mantle got the disease from | | |
| | (London Police depar | • • | |
| 5. Mr. Watson was a c | | uncht / Scotianu Taru) | |
| | | | |
| POEM : State the following statement a | THE HOUSE ON ELM STRE | CET - NADIA BUSH | |
| 0 | | | |
| The house seems to be alive The poet was often tempted | - | | |
| The poet was often tempte Besides the house there was | • | | |
| | | | |
| 4. The tree was growing fast5. Rumours were constantly | | | |
| 5. Rumours were constantly | made about the nouse. • | | |
| SUPPLEMENTARY : | A DILEMMA - SILAS WEIR | MITCHELL | |
| I. Choose the correct answer : | | | |
| 1. The narrator was | when his uncle dies (36, 34, 47, 3 | 7) | |
| 2. Uncle Philips's jewels we | re left in the (cup board | l, safe , locker, trunk) | |
| 3. The narrator consulted his | friend. (Doctor , neighb | or, professor) | |
| 4. He spent lot of time in the | to get an answer (lib | rary, writers club, internet, book stor | e) |
| 5. The narrator was in consta | ant fear of the (police, of | collector, burglars , landlady) | |
| | | | |
| | | | |
| | | | |

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|--|-----|-------------|
| II. Identify the character / Speaker : | | |

- 1. He was a bachelor, lived alone. Uncle Philip
- 2. He said that, if my uncle had not lied, there was none that would not ruin the stones. The narrator.
- 3. He begges me to give up all thought of the matter. Dr. Schaff
- 4. That man said he would think it over and come back later. The collector
- 5. This is all I have to say. Tom.

| Q.NO | Detail | Mark Alloted | Expected Marks |
|------|----------|--------------|----------------|
| 1-3 | Synonyms | 3 | 1 |

Penguin prose பகுதியில் உள்ள glossary ஐ நன்கு படித்துக் கொள்ளவும். PTA வினாவில் கேட்கப்பட்டதையும் நன்கு படித்துக் கொள்ளவும்.

PTA QUESTION EXERCISE

| | TU. HE was <u>delifious</u> . (| |
|-------------------------------|---|-----------------------------|
| 1. It was the gaunt fa | ace staring from the bed that | a) Sick |
| brought chill to n | ny heart. (PTA 1) | c) troubled |
| a) fat | b) round | 11. The whole family w |
| c) lean | d) sad | |
| 2. When school began | n there was a <u>bustle</u> . (PTA 1) | a) strength |
| a) rush | b) change | c) courage |
| c) noise | d) confusion | 12. My mother was asl |
| 3. They continue to g | rapple with the changes. | grandfather was in |
| | (PTA 1) | a) bedroom |
| a) settle | b) fight | c) a space in the r |
| c) move | d) stop | 13. The spoilt child of |
| 4. How <u>cranky</u> he wa | as. (PTA 2) | a) poor |
| a) normal | b) strange | c) old |
| c) abnormal | d) happy | 14. World <u>renowned</u> p |
| 5. His parents circled | around raising a proud <u>cackle</u> | the best example of |
| | (PTA 2) | a) famous |
| a) sharp noise | b) blunt noise | c) popular |
| c) high pitch | d) shout | 15. But something cho |
| 6. Trying to <u>revive</u> of | ld childhood memories may | a) praised |
| prove disappointi | ing. (PTA 2) | c) answered |
| a) review | b) revitalize | 16. The great expanse |
| c) restore | d) rescue | |
| 7. The spoilt child of | affluent parents. (PTA 3) | a) large space |
| a) influenced | b) wealthy | c) small space |
| c) happy | d) poor | 17. He said in a hopele |
| 8. Scraping his beak | now and again to whet it. | beagle (PTA 6) |
| | (PTA 3) | a) angry |
| a) clean | b) blunt | c) despairing |
| c) sharp | d) wet | |
| | | |

| 9. My <u>contention</u> was to make sure that we go by the | | | | | |
|--|--|--|--|--|--|
| rules. (PTA 3) | a) continuous effort b) disturbed effort | | | | |
| | , | | | | |
| c) unhappy effort | , | | | | |
| 10. He was <u>delirious</u> . (| | | | | |
| a) Sick | b) disappointed | | | | |
| c) troubled | d) forced | | | | |
| 11. The whole family w | as laughing at his <u>cowardice</u> . | | | | |
| -) -tu | (PTA 4) | | | | |
| a) strength | b) bravery | | | | |
| c) courage | d) lack of bravery | | | | |
| ÷ | eep in one room upstairs, | | | | |
| grandfather was in | | | | | |
| a) bedroom | b) a room | | | | |
| c) a space in the re | , | | | | |
| | affluent parents. (PTA 5) | | | | |
| a) poor | b) deprived | | | | |
| c) old | d) wealthy | | | | |
| — | hysicist Stephen Hawking is | | | | |
| the best example of | | | | | |
| a) famous | b) special | | | | |
| c) popular | d) unique | | | | |
| 15. But something <u>chol</u> | | | | | |
| a) praised | b) blonked | | | | |
| c) answered | d) encouraged | | | | |
| 16. The great <u>expanse</u> | of sea stretched down beneath. | | | | |
| \ ! | (PTA 6) | | | | |
| a) large space | · • | | | | |
| , 1 | d) deep area | | | | |
| - | ss tone of a <u>despondent</u> | | | | |
| beagle (PTA 6) | h) affluent | | | | |
| a) angry | b) affluent | | | | |
| c) despairing | d) strong | | | | |

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| PENGUIN | 1. | 36 | X - ENGLIS |
|---|---|---------------------------------------|---------------------------------------|
| 18. They were apprehensive and supportive too. | | a) confident | b) inquisitive |
| | (PTA 6) | c) anxicus | d) special |
| Q.NO | Detail | Mark Allo | ted Expected Marks |
| 4-6 | Antonyms (Opposites) | 3 | 1 |
| Donguin proso L | குதியில் உள்ள Antonyms ஐ நன்கு | c) look | d) strace |
| படித்துக் கொள் | | <i>,</i> | s terror <u>seized</u> him. (PTA 4) |
| | | a) released | b) grasped |
| PTA QUEST | TION EXERCISE | c) snatched | d) conquered |
| 1. The project was | taken in <u>consonance</u> with the | , | one palely down the stairs; |
| National Policy | v. (PTA 1) | | (PTA 4) |
| a) agreement | b) constant | a) dim | b) weak |
| c) disagreemer | nt d) harmony | c) bright | d) faint |
| 2. The sun was soo | thing (PTA 1) | , 0 | nes we have to be active . |
| a) pleasing | b) relaxing | 12. 111050 are the this | (PTA 4) |
| c) disturbing | d) burning | a) dynamic | b) lively |
| | shoe and whammed it through the | c) energetic | d) inactive |
| window. (PTA | 1) | , e | as a <u>gloomy</u> spot. (PTA 5) |
| a) tapped | b) threw | a) dark | b) dim |
| c) struck | d) pulled | c) dull | d) bright |
| 4. We look forward to a more inclusive way of | | , | e were able to finish it |
| learning, instea | d of the cloistered existence. | successfully. (PT | |
| 0, | (PTA 2) | a) Happy | b) pleased |
| a) enclosed | b) detached | c) sorry | d) joyful |
| c) opened | d) united | , . | eluctant to leave without gettin |
| 5. 'Nothing' he said | · · · · · · · · · · · · · · · · · · · | their hand. (PTA | |
| - | b) roughly | a) eager | b) unwilling |
| c) sadly | d) plainly | c) opposed | d) averse |
| , . | <u>e</u> in the country. (PTA 2) | , . . | ou are! Watson!" He said with a |
| a) fear | b) attitude | groan. (PTA 6) | ou die: watson: The sala whith a |
| c) mettle | d) confidence | a) illiterate | b) uneducated |
| <i>,</i> | as startled. (PTA 3) | c) well informed | / |
| a) surprised | b) excited | , | to get to my desk |
| c) saddened | d) at ease | without being see | |
| <i>,</i> | hirping at the end of the woods. | a) confusion | b) disturbance |
| | (PTA 3) | c) unrest | d) calmness |
| a) singing | b) shouting | · · · · · · · · · · · · · · · · · · · | ok <u>forward</u> to a more inclusive |
| c) tweeting | d) alarming | way of learning. | |
| <i>,</i> U | the computer screen with a <u>gaze</u> . | a) further | b) ahead |
| | (PTA 3) | c) proceed | d) backward |
| a) blink | b) stare | | - |

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| | | |

X - ENGLISH

| Γ | Q.NO | Detail | Mark Alloted | Expected Marks |
|---|------|-------------------|--------------|----------------|
| | 7 | Singular - Plural | 1 | 1 |

Tips :

இந்த மந்திரத்தை நினைவில் வைத்துக் கொள்ளவும்.

Remember this to easily solve - Uma - Usi - Ona - Ooee - Aae - Xces - Fves - ises - yies

| | Tips | | |
|------|--------------------|--|--|
| Um-a | Datum-Data | | |
| Us-i | Focus-Foci | | |
| Ona | Criterion-Criteria | | |
| OOee | Tooth-Teeth | | |
| Aae | Formula-Formulae | | |
| Xces | Matrix-matrices | | |
| Fves | Loaf-Loaves | | |
| ises | Thesis-Theses | | |
| yies | Lady-ladies | | |

| 1. Write a Plural forms (is - es) | | | |
|-----------------------------------|---|-----------|--|
| Singular | | Plural | |
| analysis | - | analyses | |
| axis | - | axes | |
| basis | - | bases | |
| crisis | - | crises | |
| diagnosis | - | diagnoses | |

| 2. Write a Plural forms (un - a) | | | | |
|----------------------------------|---|-----------|--|--|
| Singular | | Plural | | |
| aquarium | - | aquaria | | |
| bacterium | - | bacteria | | |
| curriculum | - | curricula | | |
| datum | - | data | | |
| medium | - | media | | |

| 3. Write a Plural forms (a - ae) | | | |
|----------------------------------|---|----------|--|
| Singular | | Plural | |
| alga | - | algae | |
| antenna | - | antennae | |
| formula | - | formulae | |
| larva | - | larvae | |
| nebula | - | nebulae | |

| 4. Write a Plural forms (us - i) | | | |
|----------------------------------|---|---------|--|
| Singular | | Plural | |
| alumnus | - | alumni | |
| bacillus | - | bacilli | |
| focus | - | foci | |
| radius | - | radii | |
| syllabus | - | syllabi | |

| | Plural |
|---|--------|
| - | teeth |
| - | feet |
| - | geese |
| | |
| | |
| | |

| 6. Write a Plural forms (x - ces) | | | |
|-----------------------------------|---|------------|--|
| Singular | | Plural | |
| apex | - | apices | |
| appendix | - | appendices | |
| index | - | indices | |
| matrix | - | matrices | |
| | | | |

PTA QUESTION EXERCISE

- Choose the correct plural form of <u>loaf</u> from the following. (PTA 1)

 a) loafs
 b) loaf
 - c) loaves d) loave
- 2. Choose the correct plural form of <u>lorry</u> from the following. (PTA 2)
 a) lorrys
 b) lorry

c) lories d) lorries

3. Choose the correct plural form of <u>child</u> from the following. (PTA 3)

| a) childs | b) childrens | | | | |
|---|--|--|--|--|--|
| c) childes | d) children | | | | |
| 4. Choose the correct | t plural form of <u>syllabus</u> (PTA 4) | | | | |
| a) syllables | b) syllabum | | | | |
| c) syllabi | d) syllabus | | | | |
| 5. Choose the correct plural form of <u>alumnus</u> (PTA 5) | | | | | |
| a) alumna | b) alumnae | | | | |
| c) alumni | d) alumnuses | | | | |
| 6. Choose the correct | t plural form of <u>deer</u> (PTA 6) | | | | |
| a) deers | b) door | | | | |
| c) dear | d) deer | | | | |

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|---------|--|-------|-----|--|-------------|--|
| | | | | | | |
| | | D (1 | | | | |

| Q.NO | Detail | Mark Alloted | Expected Marks | |
|------|---------------|--------------|----------------|--|
| 8 | Prefix Suffix | 1 | 1 | |

PREFIXES :

ஒரு சொல்லிருந்து மற்றொரு சொல்லை அமைக்க, அச்சொல்லுக்கு முன் பயன்படுத்தப்படும் ஒரு அசை (Syllable) ஆகும்.

ыт. re + act = react

| Prefix | Root Word | New Word |
|--------|--|---|
| en | vision | envision |
| in | secure | insecure |
| ig | noble | ignoble |
| un | quenchable | unquenchable |
| sub | way, standard | subway, substandard |
| em | power | empower |
| ultra | violet | ultra violet |
| hyper | tension | hypertension |
| trans | form | transform |
| over | load | overload |
| de | code, form, frost | decode, deform, defrost |
| dis | charge, like, connect | discharge, dislike, disconnect |
| il | legal, logical, legitimate | illegal, illogical, illegitimate |
| im | proper, possible, moral, pure | improper, impssible, immoral, impure |
| in | complete, active | incomplete, inactive |
| ir | regular, rational | irregular, irrational |
| mis | take, lead, fortune | mistake, mislead, misfortune |
| non | violence, sense, cooperation, vegetarian | nonviolence, non-sense, non-cooperation, non-vegetarian |
| un | happy, fortunate, real | unhappy, unfortunate, unreal |
| arch | enemy, angel, bishop | arch enemy, arch angel, arch bishop |
| extra | ordinary, curricular | extra ordinary, extra-curricular |
| hyper | tension, active | hyper tension, hyper active |
| mini | bus, skirt | mini bus, mini skirt |
| out | law, live, line | out law, out live, out line |
| over | flow, confident | over flow, over confident |

SUFFIXES :

ஒரு சொல்லிருந்து மற்றொரு சொல்லை அமைக்க, அச்சொல்லுக்கு பின் பயன்படுத்தப்படும் ஒரு அசை (Syllable) ஆகும்.

எ.கா : Act + or = Actor

| Suffix | Root Word | New Word |
|--------|-----------|--------------|
| ment | announce | announcement |
| ian | music | musician |
| ly | miser | miserly |
| ity | secure | security |

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|---------|--------------------------------|--------------------------------------|-------------|
| у | need | needy | |
| ness | bright | brightness | |
| ion | narrate | narration | |
| ance | perform | performance | |
| ful | colour | colourful | |
| ous | danger | dangerous | |
| acy | private, accurate | privacy, accuracy | |
| age | marry, carry | marriage, carriage | |
| al | arrive, deny, propose, dismiss | arrival, denial, proposal, dismissal | |
| n | India, America | Indian, American | |
| ance | attend, assist | attendance, assistance | |
| ant | contest, inhabit | contestant, inhabitant | |
| ary | diction, mission | dictionary, missionary | |
| ery | station | stationery | |
| dom | kind, free | kingdom, freedom | |
| ence | refer, defend | reference, defendence | |
| ess | lion | lioness | |
| hood | child, man, boy | childhood, manhood, boyhood | |
| ion | act, select, educate | action, selection, education | |
| ism | social, commune | socialism, communism | |
| ist | commune, social, human | communist, socialist, humanist | |

PTA QUESTION EXERCISE

| 1. Form a derivative by adding the right prefix to the | | | a) il | b) im | c) ir | d) mal | |
|--|---------------------|------------|-----------------|----------------|---------------|-----------------------|----------------------|
| word | <u>natural</u> . (P | ГА 1) | | 4. Attach a su | itable prefix | to the word ac | ctivate.(PTA 4) |
| a) ir | b) n | is | | a) en- | b) non- | c) de- | d) dis- |
| c) super | d) il | | | 5. Attach a su | itable prefix | to the word la | <u>rge</u> : (PTA 5) |
| 2. Form a deriv | ative by adding | g the righ | t suffix to the | a) en- | b) non- | c) de- | d) dis- |
| word fashi | <u>on</u> (P | TA 2) | | 6. Attach a su | itable suffix | to the word <u>ex</u> | cellent (PTA6) |
| a) ly | b) able | c) ty | d) tion | a) ly | b) ism | c) ication | d) ness |
| | | | | | | | |
| | | | D-4-1 | M | l- All-4l | E | d Massler |

word

3. Form a derivative by adding the right prefix to the

releveant. (PTA 3)

| Q.NO | Detail | Mark Alloted | Expected Marks |
|------|---------------------------|--------------|-----------------------|
| 9 | Abbreviation and Acronyms | 1 | - |

ABBREVIATION AND ACRONYMS

"Abbreviation" என்பதன் தமிழ் அர்த்தம் "சுருக்கம்" என்பதாகும். இவை நீண்ட வாக்கியங்கள் அல்லது சொற்றொடர்கள் போன்றவற்றை எளிதாகப் பயன்படுத்துவதற்கு உதவுபவைகளாகும்.

"Acronyms" என்றால் ஒரு சொற்றொடரின் முதல் எழுத்துக்களை எடுத்து அவற்றை இன்னுமொரு புதியச் சொல் போன்று பேசப்படும் சுருக்கப்பெயர்களாகும்.

ABBREVIATIONS FOUND IN SSLC TEXTBOOK :

| A/C | Air Conditioner / Account |
|------|---------------------------------|
| e.g | Exempli gratia |
| INSV | Indian Naval Ship Vessel |
| IMD | India Meteorological Department |

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X - ENGLISH

| Lt. | Lieutenant |
|-------|---|
| Cdr. | Commander |
| Capt. | Captain |
| INWTC | Indian Naval Waterman Ship Training |
| Km/h | Kilometer per hour |
| NGO | Non - Governmental Organization |
| PWD | Public Works Department |
| MNC | Multi National Company |
| CE | Common Era |
| CEO | Chief Executive Officer / Chief Educational Officer |
| B.C.E | Before Common Era |
| TV | Televison |
| GCSE | General Certificate of Secondary Education |
| AAC | Augumentative and Alternative Communication |
| GPS | Global Positioning System |
| IIT | Indian Institute of Technology |
| IGEST | Intelligent Gesture recognition device |
| ZIP | Zone Improvement Plan |
| HRC | High Rupturing Capacity |
| M.D | Doctor of Medicine |
| QR | Quick Response |
| ISEA | International Society of Exposure Science |
| CDAC | Centre for Development of Advanced Computing |

PTA QUESTION EXERCISE

- 1. Choose the correct expansion of the abbreviation
 - <u>IMF</u> (PTA 1)
 - a) Indian Monetary Fund
 - b) International Mutual Fund
 - c) International Monetary Fund
 - d) Indian Mutual Fund.
- 2. Choose the correct expansion of the abbreviation

<u>MRI</u> (PTA 2)

- a) Magnified Resonance Imaging
- b) Magnified Reasoning Imagery
- c) Magnetic Resonance Imaging

d) Magnetic Resonance Imagery

3. Choose the correct expansion of the abbreviation <u>IIT</u>.

(PTA 3)

- a) International Institute of Teaching
- b) Indian Institute of Teaching

- c) Indian Institute of Technology
- d) International Institute of Technology
- 4. The common expansion of <u>CBI</u> is (PTA 4)
 - a) Central Bureau of Investigation
 - b) Central Banks of India
 - c) Control Bureau of Investigations
 - d) Central Bureau of Investors
- 5. The common expansion of **<u>IIT</u> (PTA 5)**
 - a) Indian Institute of Technology
 - b) International Institute of Technology
 - c) Industrial Institute of Technology
 - d) Italian Institute of Technology
- 6. The common expansion of <u>GPS</u> is (PTA 6)
 - a) Geometric Position System
 - b) Global Positioning System
 - c) Global Pointing Structure
 - d) Globe Position System

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|-------------------|--|---|--------------|---|--|
| Q.NO | Detail | Mark Alle | oted | Expected Marks | |
| 10 | phrasal verb | 1 | | - | |
| ஒரு வினைச்சொ | ல் (verb), உருபீடைச் சொல் | (ii) A verb + An Adv | verb | | |
| | னே அல்லது வினைஉரிச்சொல் | | | - ஒரு வினை உரிச்சொ | |
| Adverb) உடனே | ா இணையும் போது சொற்றொடர் | look + aroun | d – look | around – examine | |
| . , | hrasal verb) உருவாகிறது. | (possibilities) turn the | e head. | | |
| | re combination of | (iii) A verb + advert | o + A pro | eposition | |
| i) A verb + A pi | reposition | ஒரு வினைச் | -சொல் + | - ஒரு வினை உரிச்சொ | |
| | ் என்ச்சொல் + ஒரு உருபீடைச் சொல் | + ஒரு உருபீடைச் செ | ால் | | |
| | ter – look after – take care. | look + down | + on - le | ook down on –despise | |
| We must | look after our aged parents. | | | 1 | |
| - | following sentence with the most word given below. (PTA 1) | a) on the go c) on the wind | , | (PTA 4) n the ball n strong waters | |
| | vord given below. (PTA 1) a in the office next week. | , | | n strong waters verb for the following | |
| a) warm up | b) ran out | | | (PTA 5) | |
| c) shut down | d) take off | a) warm in | b) or | n the ball | |
| 2. Complete the f | ollowing sentence with the most | c) on the wind | d) ir | n deep waters | |
| appropriate v | vord given below. (PTA 2) | 6. Choose the suitable | e phrasal | verb for the following | |
| It helps to | the calories. | | | (PTA 5) | |
| a) warm up | b) stretch out | a) warm in | b) w | varm up | |
| c) put on | d) burn off | c) warm out | d) w | varm into | |
| - | ollowing sentence with the most | 7. Choose the correct meaning of the idiom in the | | | |
| | vord given below. (PTA 3) | following senten | | , | |
| | s instructed the passengers to wear the | - | - | ce in a blue moon . | |
| | ing the | a) a regular occas | - | | |
| a) warm up | b) stretch out | c) a casual event | d) aı | n unusual moment. | |
| c) put on | d) take off | | | | |

| Q.NO | Detail | Mark Alloted | Expected Marks |
|------|----------------|--------------|----------------|
| 11 | Compound Words | 1 | 1 |

இரண்டு சொற்கள் இணைந்த இணைச்சொல் ஆகும். இணைச்சொற்கள் தனித்தனியே அர்த்தத்தை கொடுக்கும். தேர்வில் ஒரு பாதி வார்த்தை தரப்பட்டு, மீதியுள்ள வார்த்தையை இணைத்து ஒரே வார்த்தையாக இணைக்க வேண்டும்.

Combination of two words :

| Word 1 | Word 2 | Compound Word | Word 1 | Word 2 | Compound Word |
|--------|---------|---------------|--------|--------|---------------|
| air | port | airport | second | class | second class |
| hand | written | handwritten | nice | man | nice man |
| over | load | overload | honest | man | honest man |
| child | hood | childhood | wise | man | wise man |
| safe | guard | safeguard | tall | girl | tall girl |

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| type | write | typewrite | short | hand | short hand |
|---------|--------|----------------|---------|---------|-----------------|
| soft | ware | software | driving | licence | driving licence |
| walking | stick | walking stick | walking | stick | walking stick |
| fast | food | fast food | dining | hall | dining hall |
| water | fall | water fall | reading | room | reading room |
| cricket | ground | cricket ground | resting | hall | resting hall |
| head | light | headlight | cloak | room | cloak room |
| wind | screen | wind screen | after | noon | afternoon |
| eye | brow | eye brow | fore | sight | fore sight |
| car | park | car park | over | coat | over coat |

PTA QUESTION EXERCISE

1. Choose the suitable option to pair with alarm to form a compound word. (PTA 1)

| | I | | , |
|-------|----------|------|---------|
| a) sc | ound | b |) clock |

- c) time d) watch
- 2. Choose the suitable option to pair with green to form a compound word. (PTA 2)

| The second secon | , (|
|--|----------|
| a) dress | b) house |
| c) glass | d) pen. |

3. Choose the suitable option to pair with traffic to form a compound word. (PTA 3) a) police b) signal

- 4. Choose the suitable option to pair with "boarding" to form a compound word. (PTA 4)
 - a) pause b) pass

d) fast c) parts

5. Choose the suitable option to pair with 'sea' to form a compound word. (PTA 5)

a) shine b) shore c) soar d) pool

6. Choose the suitable option that do not pair with 'life' to form a compound word. (PTA 6)

|) time |
|--------|
| |

c) boat d) leave

| Q.NO | Detail | Mark Alloted | Expected Marks |
|------|-------------|--------------|----------------|
| 12 | Preposition | 1 | - |

Preposition என்பது ஒரு வார்த்தை, அது ஒரு வாக்கியத்தில் ஒரு பெயர்ச்சொல்லுக்கு (Noun) முன்போ அல்லது ஒரு பிரதி பெயர்ச்சொல்லுக்கு (Pronoun) முன்போ அமைந்து அந்த பெயர்ச்சொல்லுக்கும், பிரதி பெயர்ச்சொல்லுக்கும், அவ்வாக்கியத்தின் எழுவாய்க்கும் (Subject) இடையே உள்ள தொடர்பைக் குறிக்கும்.

| along (வ ழியே) | at (இல்) | about (பற்றி) | above (மேலே) |
|-----------------------|----------------------|------------------|------------------------|
| after (பிறகு) | before (முன்) | beside (அருகில்) | from (இருந்து) |
| beyond (அப்பால்) | by (ஆல்) | for (க்காக) | in (இல்) |
| into (உள்) | near (அருகில் | of (ன்ஃல்) | on (மேலே) |
| since (இருந்து) | | to (க்கு) | |

PTA QUESTION EXERCISE

| 1. He was | the sea | now. (PTA 1) | | |
|---|---------|--------------|----------|--|
| a) on | b) to | c) near | d) with | |
| 2. There was pin drop silence the room. | | | | |
| | | | (PTA 2) | |
| a) in | b) to | c) near | d) with. | |

| 3. The entire | nbled d | read. (PTA 3) | | |
|-------------------------------------|------------|---------------------|---------|--|
| a) in | b) of | c) on | d) with | |
| 4. Keep the books the table(PTA 4) | | | | |
| a) on | b) to | c) into | d) with | |
| 5. Peter close | d the hole | his finger. (PTA 5) | | |
| a) in | b) with | c) on | d) into | |
| 6. The fox jumped the well. (PTA 6) | | | | |
| a) on | b) to | c) into | d) with | |
| | | | | |

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X - ENGLISH

| PE | PENGUIN 143 | | | X - ENGL | ISH |
|----|-------------|-------------|--------------|----------------|-----|
| | Q.NO | Detail | Mark Alloted | Expected Marks | |
| | 13 | Tense Forms | 1 | - | |

| | Past | Present | Future |
|------------|---------------------------|--------------------------------|-------------------------------------|
| Simple | Played (verb + ed) | plays (verb +) | will/shall play (will/shall + verb) |
| Perfect | had played | has / have played | will / shall have palyed |
| | (had + past participle) | (has / have + past participle) | (will / shall + past participle) |
| Continuous | was / were playing | is / am / are playing | Will / shall be palying |
| | (was / were + verb + ing) | (is / am / are + verb + ing) | (will / shall be + verb + ing) |
| Perfect | had been playing | has / have / been playing | Will / shall have been palying |
| Continuous | had been + verb + ing) | (has / have been + verb + ing) | (will/shall have been + verb + ing) |

PTA QUESTION EXERCISE

| | | uppropriat | C IOIIII |
|----------------------|-------------------------------------|----------------|----------|
| 1. Complete the foll | owing sentence by using the most | Не | _ to the |
| appropriate forr | n of the tense given below. (PTA 1) | letters. (P | ΓA 4) |
| The governor w | as at the wit of the youth. | a) elected | |
| a) pleases | b) pleasing | c) electing | 5 |
| c) pleased | d) please | 5. Complete th | e follo |
| 2. Complete the foll | owing sentence by using the most | appropriat | e form |
| appropriate forr | n of the tense given below. (PTA 2) | We | _ in th |
| The medal | _ in the attic for twenty-nine long | a) cooking | 5 |
| years | | c) had coo | oked |
| a) hide | b) hidden | 6. Complete th | e follo |
| c) had hidden | d) had been hidden | appropriat | e form |
| 3. Complete the foll | owing sentence by using the most | The poem | |

- 3. Complete the following sentence by using the most appropriate form of the tense given below. (PTA 3) I wish most of all to _____ home to my family.
 a) returned b) returning
 c) return d) has returned
- appropriate form of the tense given below. he American academy of arts and b) was elected d) has elected owing sentence by using the most n of the tense given below. (PTA 5) he kitchen when the door bell rang. b) were cooking d) cooked owing sentence by using the most n of the tense given below. about the multifaceted nature of women. (PTA 6) b) talked a) is talking c) talks d) has talked

4. Complete the following sentence by using the most

| Q.NO | Detail | Mark Alloted | Expected Marks |
|------|-------------------------------------|--------------|-----------------------|
| 14 | Linkers / Connectors / Conjunctions | 1 | 1 |

ஒன்றிற்கு மேற்ப்பட்ட வார்த்தைகளையோ, வாக்கியங்களையோ இணைப்பதற்கு பயன்படுவது linkers / connectors / conjunctions எனப்படும்.

| 1 | Coordinating Linkers | and, but, for, or, nor, also, still, eitheror, neithernor | |
|---|-----------------------------|--|--|
| 2 | Correlating Linkers | bothand, not onlybut also, eitheror, neithernor | |
| | | [These words (pairs) are placed immediately before the words to be | |
| | | connected] | |
| 3 | Sentence Linkers | also, besides, hence to, however, otherwise, so, still, then, though | |
| 4 | Sub-ordinating Linkers | although, though, as, because, before, after, just as, so that, in order that, | |
| | | while, whether, as far as, as long as, if, since, that than, till unless. | |

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|------------------------------|------------------------------------|-----|--|
| Correlating Linkers | | | 4. Thoughyet - இருந்த போதிலும் |
| 1. eitheror 2. neithernor | - இரண்டில் ஒன்று - இரண்டுமில்லை | | 5. Whetheror - இதுவா அதுவா 6. not onlybut also - அதுமட்டுமில்லை அதுவும் |
| 3. Bothand | - இரண்டும் சேர்ந்து | | கூட |

Linkers and its Tamil meaning :

| How | எப்படி, எவ்வாறு |
|-----------|-------------------------------|
| If | அப்படியானால் |
| Neither | இதுவே எனில் அதுவும் இல்லை |
| Only | ஆயினும், எனினும் |
| Or | அல்லது |
| Since | இது வரை |
| So | என்றால் |
| Than | விட |
| That | எனவே, அது |
| Then | அப்படியானால் |
| Therefore | ஆகையால் |
| Though | என இருந்தாலும், என்ற போதிலும் |
| As Though | என்று இருந்தது போல |
| Unless | என்றில்லாமல், இல்லாவிடில் |
| Until | அதுவரையில் |
| Unto | வரை |
| Where as | அப்படியிருக்க |
| | அதே நேரம், சற்று நேரம் |
| Whether | |

marks.

PTA QUESTION EXERCISE

| | | marko. | | | |
|--|------------------------------------|------------------|-------------|----------------|---------------|
| 1. Choose the appropriate linker from the given four | | a) When | ł |) But | |
| alternatives. (PTA 1) | | c) Unless | Ċ | l) Whenever | |
| I lool | ked up, I saw Mr. Hamel sitting | 4. Choose the ap | propriate | linker from tl | ne given four |
| motionless. | | alternatives. | (PTA 4) | | |
| a) When | b) But | wi | nter comes | s, he gets wor | ried. |
| c) How | d) Whenever | a) Though | ł |) But | |
| 2. Choose the appr | opriate linker from the given four | c) How | Ċ | l) Whenever | |
| alternatives. (P | PTA 2) | 5. Choose the ap | opropriate | linker from tl | ne given four |
| did | Muthu solve the problem? | alternatives. | (PTA 6) | | |
| a) When | b) But | Women are | strong, bra | ave res | solute |
| c) How | d) whenever | a) still | b) But | c) and | d) however |
| 3. Choose the appr | opriate linker from the given four | | | | |
| | | | | | |

alternatives. (PTA 3)

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d) however

you work hard, you cannot secure good

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|---------|--------|-----|--------------|----------------|----|
| O NO | Dotail | | Mark Allotad | Exported Marks | |

| Q.NO | Detail | Mark Alloted | Expected Marks |
|-------|---------------------|--------------|----------------|
| 15-18 | Prose Short answers | 4X2=8 | 2 |

Book back question படித்துக் கொள்ளவும். PTA வில் கேட்கப்பட்ட கேள்விகளை கட்டாயம் படித்துக் கொள்ள வேண்டும்.

| Q.NO | Detail | Mark Alloted | Expected Marks |
|-------|-------------------|--------------|----------------|
| 19-22 | Poem Appreciation | 4X2=8 | 2 |

| References in the Poetic Lines | | | | |
|--------------------------------|---------------------------|--------------------------------------|--|--|
| Word | Poem | Poem Refers to | | |
| Ι | First Poem | The Poet | | |
| Ι | 4th Poem - 29, 31 Lines | The Cricket | | |
| Ι | 4th Poem - 20 Lines | The ant | | |
| Ι | 4th Poem - 28th Lines | Cricket | | |
| Ι | 7th Poem | The Poet | | |
| We | 2nd Poem | Reader | | |
| We | 4th Poem - 22, 28th Lines | The ant | | |
| We | 6th Poem | The Poet and his country men | | |
| You | 2nd Poem | Reader | | |
| You | 3rd Poem | Reader | | |
| You | 4th Poem - 25, 33rd Lines | The cricket | | |
| You | 5th Poem | Human beings | | |
| You | 7th Poem | The reader | | |
| Me | First Poem | The poet | | |
| Me | 3rd Poem | A Woman of Today | | |
| Me | 4th Poem - 9th Lines | The cricket | | |
| Me | 4th Poem - 25th Lines | The ant | | |
| Me | 7th Poem | The poet | | |
| Му | Fist Poem | The poet | | |
| Му | 4th Poem - 30th Lines | The cricket | | |
| That | First Poem - 7th Line | The poet's happy heart | | |
| They | 2nd Poem | Member of the grumble | | |
| They | 6th Poem | The people from another country | | |
| Their | 2nd Poem | The members of the grumbling family | | |
| Their | 6th Poem | The people of other countries | | |
| Their hands | 6th Poem | Hands of people from another country | | |
| Them | 2nd Poem | Members of the grumbling family | | |
| The folk | 2nd Poem | Members of the grumbling street | | |
| The summer | 3rd Poem | Hard time of life | | |
| This | 4th Poem - 38th Lines | The (moral of the) story | | |
| This | 7th Poem - 4th Stanza | The growth of the tree | | |
| His family | 2nd Poem | Grumbling family | | |
| His | 4th Poem - 4th Lines | Cricket | | |
| Our | 2nd Poem | Readers | | |

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| Our | 6th Poem | The people from another country |
|---------------|--|--|
| Our task | 5th Poem | Task of the machines |
| Us | 2nd Poem | Readers |
| It | 2nd Poem - 5th Stanza | The grumbling family or the act of grumbling |
| It | 4th Poem - 17th Lines | Food / grains |
| It | 4th Poem - 38th Lines | The moral of the story |
| It | 7th Poem - Except 4th Stanza | The mysterious house. |
| It | 7th Poem | Tree |
| Не | 2nd Poem - 6th Stanza | The one who stays with the grumble family. |
| Не | 4th Poem - 3, 7, 12, 16, 17 and 18th Lines | The cricket |
| Не | 4th Poem - 13th Lines | The ant |
| Не | 4th Poem - 36th Lines | The ant |
| Your | 4th Poem - 20th Lines | The Cricket |
| Your | 7th Poem | The reader |
| She | 3rd Poem | A woman of today |
| Her | 3rd Poem | A woman of today |
| Him | 4th Poem - 13, 14th Lines | The cricket |
| Spring | 3rd Poem | Good times of life |
| Lioness | 3rd Poem | A woman of today |
| Sighs | 3rd Poem | Sufferings of life |
| Groans | 3rd Poem | Sufferings of life |
| Moans | 3rd Poem | Sufferings of life |
| Servant | 4th Poem | The ant |
| Friend | 4th Poem | The ant |
| Some have two | 4th Poem | Human beings |
| A single body | 6th Poem | A person |
| Lines | 6th Poem | Palm lines of people |
| Hells of fire | 6th Poem | War time destruction |
| Brother | 6th Poem | The people from another country |
| There | 7th Poem - 4th Stanza | Near the house |

| Q.NO | Detail | Mark Alloted | Expected Marks |
|------|--------------------------|--------------|-----------------------|
| 23 | Active and Passive Voice | 2 | 1 |

Active and Passive

செய்வினை, செயப்பாட்டு வினை என வினைகள் இரு வகைப்படும். அதை ஒன்றிலிருந்து மற்றொன்றிற்கு எவ்வாறு மாற்றுவது என்பதை கீழ்க்கண்ட விதிகளின் மூலம் புரிந்து கொள்க.

- பாடப்புத்தகத்தில் 14, 15, 16 ஆம் பக்கங்களில் உள்ள வினா - விடைகளைப் பயிற்சி செய்யவும்.
- Please எனத் தொடங்கினால் அந்த வார்த்தையை எடுத்துவிட்டு You are requested

to.... என எழுதி மீதமுள்ளவற்றை விடையாக எழுதவும்.

- Ex : Please assemble in the ground.
- You are requested to assemble in the ground.
- Don't எனத் தொடங்கினால் அந்த வார்த்தையை எடுத்துவிட்டு You are advised not to.... என எழுதி மீதமுள்ளவற்றை விடையாக எழுதவும்.

Ex : Do not eat junk food.

You are advised not to eat junk food.

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|---|------------------------------------|---|--|
| PTA QUESTION EXERCISE | | wing sentence to the other voice: ted his chair. (PTA 3) | |
| 1. Rewrite the following sentence to the other voice. | His chair was mounted by M. Hamel. | | |
| I noticed a sudden change in Aditya's face.(PTA 1) | 4. Change the follow | 4. Change the following sentence to the other voice. | |
| A suddon abongo was noticed by mo in Adituo's | They have asked | mo to now the fine (DTA 1) | |

A sudden change was noticed by me in Aditya's face. 2. Rewrite the following sentence to the other voice.

- The doctor kindly warned me. (PTA 2) I was kindly warned by the doctor.
- They have asked me to pay the fine. (PTA 4)
- I have been asked to pay the fine by them. 5. Rewrite the following sentence to the other voice. You are making a cake now. (PTA 5) A cake is being made by you now.

| ſ | Q.NO | Detail | Mark Alloted | Expected Marks |
|---|------|--|--------------|-----------------------|
| Ī | 24 | Direct Indirect Speech (Reported Speech) | 2 | 1 |

REPORTED SPEECH

There are two forms of reported speech.

1. Direct speech 2. Indirect speech.

Direct speech - ஒருவர் கூறுவதை அவர் சொல்லுவது போலவே திருப்பிச் சொல்வது ஆகும். (நேர்கூற்று)

Indirect speech - மற்றவர் கூறியதை மாற்றி நாம் கூறுவது போல் கூறுவது ஆகும். (அயற்கூற்று)

Direct to Indirect - விதிமுறைகள் :

- 1. "......" மேற்கோள்குறியை நீக்கவும்.
- 2. Reporting verb ஐ வாக்கியத்திற்கு ஏற்றாற் போல் மாற்றவும்.
- 3. வாக்கியத்திற்கு ஏற்றாற் போல Conjunction ஐ சேர்க்கவும்.
- 4. Reported speech ல் உள்ள Pronoun ஐ மாற்றவும்.
- 5. Reported speech ல் உள்ள Tense ஐ மாற்றவும். (Reporting verb past tense ஆக இருந்து Reported speech
- ல் உள்ள வாக்கியத்தில் பொது உண்மைகள் இல்லையென்றால் tense ஐ மாற்றவும்.
- 6. Reported speech ல் உள்ள Tense ஐ பொது உண்மைகள் வரும்பொழுது மாற்றக் கூடாது.
- 7. Imperative sentence ஐ தவிர மற்ற வாக்கியங்களில் conjunction க்கு பிறகு முதலில் Subject ம் பிறகு
- verb ம் அமையுமாறு வாக்கியத்தை எழுதவும்.
- 8. Time & Place adverbials ஐ மாற்றவும்.

Indirect to Direct - விதிமுறைகள் :

- 1. Told, asked, exclaimed, ordered, requested க்கு பதிலாக said to / said போடவும்.
- 2. இணைப்புச்சொல்லை (that, if / whether, to, not to) நீக்கவும்.
- 3. Conjunction ஐ எடுத்த இடத்தில் "......" மேற்கோள்குறி போடவும்.
- 4. Reported speech ல் உள்ள Pronoun ஐ மாற்றவும்.
- 5. Reported speech ல் உள்ள Tense ஐ மாற்றவும்.

6. Interrogative Sentence - ல் Reported speech - ல் முதலில் Aux verb - ம் பிறகு Subject - ம் அமையுமாறு வாக்கியத்தை எழுதவும்.

| Direct Speech | Indirect Speech (Reported speech) |
|------------------|-----------------------------------|
| 1. present tense | past tense |
| 2. past tense | past perfect tense |
| 3. future tense | past future (would + present) |

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| 4. present perfect | past perfect |
|--------------------------------|----------------------------|
| 5. past perfect | past perfect |
| 6. future perfect | would + present perfect |
| 7. present continuous | past continuous tense |
| 8. past continuous | past perfect continuous |
| 9. future continuous | would be + ing form |
| 10. present perfect continuous | past perfect continuous |
| 11. past perfect continuous | past perfect continuous |
| 12. future perfect continuous | would have been + ing form |

PTA QUESTION EXERCISE

- Rewrite using indirect speech. (PTA 1) "How did he get it?", he asked. He asked how he had got it.
- 2. Rewrite using indirect speech. (PTA 2)

He said, "I am glad they are stong".

He said that he was glad they were strong

3. Rewrite using indirect speech. (PTA 3)

"Let not thane eyes be blinded, my son", she sad. She asked her son that let not thane eyes be blinded.

| Q.NO | Detail | Mark Alloted | Expected Marks |
|------|--------------|--------------|----------------|
| 25 | Punctuatioin | 2 | 1 |

எளிய முறைகள் :

- பெரிய எழுத்து (A), முற்றுப்புள்ளி (.), ஆச்சிரியக்குறி (!), கேள்விக்குறி (?) ஆகியவற்றை கொடுக்கப்பட்ட வாக்கியத்தில் தேவையான இடங்களில் இடுவதே இப்பயிற்சியாகும்.
- எளிதாக 2 மதிப்பெண்களை பெறலாம் என்பதால் புத்தகத்தில் கொடுக்கப்பட்ட வாக்கியங்களை பயிற்சி செய்து பார்த்துக் கொள்வது முழு மதிப்பெண்கள் கிடைக்க வழிவகுக்கும்.
- முதல் எழுத்து, நபர்கள் மற்றும் ஊர்களின் பெயர்கள் வந்தால் பெரிய எழுத்தாக்கு.
- வாக்கியத்தில் i தனியாக வந்தால் பெரிய எழுத்தாக்கு (I).
- அதிக எண்ணிக்கையில் பொருட்கள் வந்தால் கமா (,) போடவும்.

PTA QUESTION EXERCISE

- 1. Punctuate the following sentence. (PTA 1) stand back stand right back he cried "Stand back, stand back", He cried.
- 2. Punctuate the following sentence. (PTA 2)

நேர்க்கூற்று வாக்கியம் (Direct speech) வந்தால் கீழ்க்கண்டவாறு அமைக்க வேண்டும்.

He said, "....." He said to me, "....."

- நேர்க்கூற்று வாக்கியத்தில் to வரவில்லையென்றால் மேலே முதல் வரியில் உள்ளவாறும், to வந்தால் இரண்டாவது வரியில் உள்ளவாறும் எழுத வேண்டும்.
- உணர்ச்சிகளைத் தெரிவிக்கும் வாக்கியங்கள், வார்த்தைகள் வந்தால் அதன் இறுதியில் வியப்புக்கறி (!) இடவும். (Oh! Ah! Hurrah! Alas!)
- கேள்வி வார்த்தைகள் (what, when, where, how, why) வந்தால், கொடுக்கப்பட்ட வாக்கியத்தின் இறுதியில் கேள்விக்குறி (?) போடவும்.
- வாக்கியத்தின் கடைசியில் முற்றுப்புள்ளி (.)
 இடவும்.

no it's the inhabitants corley replied

"No, It's the inhabitants", Corley replied.

- 3. Punctuate the following sentence. (PTA 3) I said no I m not don t be silly "I said, No I'm not don't be silly".
- 4. Punctuate the following : (PTA 4)

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we had ghosts I said "We had ghosts", I said.

5. Punctuate the following. (PTA 5)

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

| Q.NO | Detail | Mark Alloted | Expected Marks |
|------|------------------------------|--------------|----------------|
| 26 | Simple, Complex and Compound | 2 | 1 |

| | Complex | Compound | Simple |
|-----|-----------------------------|-------------------|----------------------------------|
| 1. | Though / Although / Even | but / yet / still | In spite of $+ v + ing$ |
| | though | | Despite of $+ v + ing$ |
| 2. | If | and | incase of $+ v + ing$ |
| 3. | Unless | or / otherwise | in case of $+$ not $+$ v $+$ ing |
| 4. | after (sub + perfect tense) | and then | after + v + ing / Having + PP |
| 5. | As / Since / Because | and so | v + ing |
| 6. | When | and | On + v + ing |
| 7. | As soon as | and immediately | On + v + ing |
| 8. | Before | and before that | before + v + ing |
| 9. | Till / until | and till then | till + v + ing |
| 10. | that | - | of / to |
| 11. | So that Not | Very and so | too to |

SIMPLE, COMPOUND AND COMPLEX SENTENCES :

| | SIMPLE SENTENCE | COMPOUND SENTENCE | COMPLEX SENTENCE |
|---|----------------------------------|-------------------------------------|--------------------------------|
| 1 | Inspite of his poverty, he helps | He is poor, but he helps others | Although he is poor, he helps |
| 1 | others | | others |
| 2 | On account of his illness, he | He was ill and so he did not come | As he was ill, he did not come |
| 2 | did not come to school | to school | to school |
| 2 | Being tired, he could not work | I as tired and so he could not work | As he was tired, he could not |
| 3 | briskly | briskly | work briskly |
| 4 | In the event of your hard work | Work hard, or you will not succeed | If you work hard, you will |
| 4 | you will succeed | | succeed |
| 5 | There being heavy rain, the | There was heavy rain and so the | As there was heavy rain the |
| 5 | match was canncelled | match was cancelled | match was cancelled |

PTA QUESTION EXERCISE

- Tansform the following sentence into a simple sentence. (PTA 1) He is sick but he attends the rehearsal In spite of his sickness, he attends the rehearsal.
- 2. Transform the following sentence into a
 - compound sentence. (PTA 2)

If Ryan reads more, he will become proficient in the language.

Ryan must read more or he will not become proficient in the language.

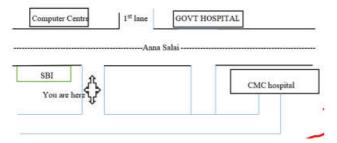
3. Transform the following sentence into a complex sentence. (PTA 3) Neela followed my suggestions. Neela followed What I suggested.

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|--|---|--|---|---|--|
| The studer | the following sentence as directed. Its were intelligent. They could answer the qu idents were intelligent, they could answer the | | | o complex sentence)(PTA 5) | |
| Q.NO Detail | | Mark Alloted | | Expected Marks | |
| 27 | Rearrange words to form meaningful sen | itences | 2 | 1 | |
| | QUESTION EXERCISE | b) | | y we were there. agull / young / his / on / | |
| 8 | the words in the correct order to make | | dge. he voung seagull was | alono on his ladgo | |
| meaningful sentences : (PTA 1) a) he sent / At the / for me / I was a / time / clerk. At the time, I was a clerk he sent for me. | | The young seagull was alone on his ledge. 4. Rearrange the words in the correct order to make meaningful sentences : (PTA 4) | | | |
| | | | | | |
| | g slept on undisturbed. | The culprits must be arrested by them. | | | |
| 2. Rearrange | the words in the correct order to make | b) | results / they / the / w | vill / publish. | |
| meaningf | ul sentences : (PTA 2) | T | hey will publish the r | esults. | |
| a) beckoni | ing / calling / They were / to him / shrilly. | 5. Rea | rrange the words in | the correct order to make | |
| They were | e beckoning to him calling shrilly. | m | eaningful sentences : | : (PTA 5) | |
| b) amazed | / how / to see / Iwas / well / I / it / | a) | writing - system - tele | ephone - am - to - I - about - | |
| understood | | ba | nking - your complain | n | |
| | I was amazed to see how I understood it well. | | I am writing to complain about your telephone | | |
| | the words in the correct order to make | | nking system. | | |
| | ul sentences : (PTA 3) | | | - should what never you. | |
| a) why / N | agen / uncle / asked / there / were / we. | Y | ou should never belie | eve what you hear. | |

Q.NO Detail **Mark Alloted Expected Marks** 28 Road Map 2 1

Guide the stranger to a nearby hospital.



Go straight.

- Turn right. \geq
- Walk a few metres.
- On your left is Govt Hospital. \geq

| Q.NO | Detail | Mark Alloted | Expected Marks |
|-------|------------------------------|--------------|----------------|
| 29-32 | Prose paragraph (2 out of 4) | 5+5 | 2+2 |

Penguin prose பகுதியிலுள்ள slow learners paragraph ஐ நன்கு படித்துக் கொள்ளவும்.

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|---------|--------|-----|--------------|----------------|
| | Datail | | Mark Allotod | Exported Marks |

| Q.NO | Detail | Mark Alloted | Expected Marks |
|-------|----------------|--------------|----------------|
| 33-34 | Poem paragraph | 5+5 | 2+2 |

Penguin poem பகுதியிலுள்ள slow learners paragraph ஐ நன்கு படித்துக் கொள்ளவும்.

| Q.NO | Detail | Mark Alloted | Expected Marks |
|------|----------------|--------------|----------------|
| 35 | Poetic Devices | 5 | 3 |

Read the following poetic lines and answer the

questions given below.

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!

i) Pick out the rhyming words from the above lines.

ii) Find out the rhyming scheme of the given stanza.

| Eyes | ஐஸ் |
|-------|--------|
| Again | அகைன் |
| Size | சைஸ் |
| Brain | பிரைன் |

மேற்கண்ட வார்த்தைகளில் ஒரேமாதிரி ஒலிகளில் (Same sound) முடியும் வாரத்தைகளை கீழ்கண்டவாறு ஜோடியாக எழுதவும்.

| Eyes - Size | Again - Brain |
|-------------|---------------|
| J | 0 |

Rhyming Scheme :

 ii) Find out the rhyming scheme of the given stanza.
 கொடுக்கப்பட்டுள்ள அனைத்து வாக்கியங்களின் கடைசி வார்த்தைகளை எடுத்து எழுதிக் கொள்ளவும். அந்த வார்த்தைகளின் அருகில் தமிழில் எழுதிக் கொள்ளவும்.

| Eyes | ஐஸ் |
|-------|--------|
| Again | அகைன் |
| Size | சைஸ் |
| Brain | பிரைன் |

இப்பொழுது ஒவ்வொரு வார்த்தைக்கும் ஒரு ஆங்கிலக் குறியீடு கொடுக்க இருக்கின்றோம். முதல் வார்த்தைக்கு A என்ற குறியீடு கொடுப்போம்.

| Eyes | ஐஸ் | A |
|-------|-------|---|
| Again | அகைன் | |

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iv) Find out the figure of speech in the first line.

v) Trace out the imagery from the given stanza.

Rhyming Words :

 i) Pick out the rhyming words from the above lines.
 கொடுக்கப்பட்டுள்ள அனைத்து வாக்கியங்களின் கடைசி வார்த்தைகளை எடுத்து எழுதிக் கொள்ளவும். அந்த வார்த்தைகளின் அருகில் தமிழில் எழுதிக் கொள்ளவும்.

| Size | சைஸ் | |
|-------|--------|--|
| Brain | பிரைன் | |

முதல் வார்த்தை முடியும் ஒலியில் (sound) முடியும் அனைத்து வார்த்தைகளுக்கும் அதே குறியீடு கொடுப்போம். ('ஜஸ்' மற்றும் 'சைஸ்' என்ற வார்த்தைகள் 'ஸ்' என்ற ஒலியில் முடிவதால் அவைகளுக்கு *A* என்ற பொதுவானதொரு குறியீடு கொடுத்து இருக்கின்றோம்)

| Eyes | ஐஸ் | A |
|-------|--------|---|
| Again | அகைன் | |
| Size | சைஸ் | A |
| Brain | பிரைன் | |

மீதம் இருக்கின்ற வார்த்தைகள் ஒரே ஒலியில் முடிந்தால் *B* என்றும் வெவ்வேறு ஒலிகளில் முடிந்தால் ஒன்றிற்கு *B* என்றும் மற்றவைக்கு *C* என்றும் குறியீட்டு முடிக்கலாம். (இரண்டாம் மற்றும் நான்காம் வார்த்தைகளான '**அகைன்**' மற்றும் '**பிரைசன்**' ஆகியன '**ன்**' என்ற ஒரே ஒலியில் முடிவதால் அவைகளை *B* என்ற பொதுவான குறியீடு கொண்டு குறிப்போம்.)

| Eyes | ஐஸ் | A |
|-------|--------|---|
| Again | அகைன் | В |
| Size | சைஸ் | A |
| Brain | பிரைன் | В |

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|--|-----|---|---|
| Alliteration iii) Pick out the alliterated words. கொடுக்கப்பட்டுள்ள பாடல் வரிகளில் ஒரே மாதிரியான எழுத்தில் ஆரம்பிக்கும் அனைத்து வார்த்தைகளையும் வட்டமிட்டுக் கொள்ளவும். Though our smoke may hide the Heavens from your eyes, It will vanish and the stars will shine again, | | Because, for all our power a We are nothing more than o வட்டமிட்ட வார்த்தைகளில் ஒலியில் ஆரம்பிக்கின்ற வா Though - the Shine ' ஷ் ' soundல் ஆரம்பி எழுதக்கூடாது | children of your brain! ஒரே மாதிரியான ர்த்தைகளை எழுதவும். stars - size |

FIGURES OF SPEECH

| Poem | Figures of Speech |
|----------------------------------|---|
| | Personification |
| | From what the future veils |
| <u>Life</u> | Contrast |
| Life | 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: |
| | Transferred Epithet |
| | They live, it is said, on Complaining Street |
| | From wandering into Complaining Street; |
| | Epithet |
| | We'll never belong to the family of Grumble! |
| The Country Equily | For never a Grumbler will own that he |
| <u>The Grumble Family</u> | <u>Metaphor</u> |
| | In the city of Never-Are-Satisfied, |
| | The River of Discontent beside. |
| | Down on that gloomy Complaining Street. |
| | Anaphora |
| | They growl at that and they growl at this; |
| | Metaphor |
| | The summer of life she's ready to see in spring. |
| | She says, "Spring will come again, my dear. |
| <u>I am every Woman</u> | She's a lionesss; don't mess with her. |
| | <u>Contrast</u> |
| | She knows how to thaw you, saw you - so beware! |
| | Personification |
| | His cupboard was empty, and winter was come. |
| <u>The Ant and The Cricket</u> | <u>Metaphor</u> |
| _ | Says the ant to the cricket, "I'm your servant |
| | Some crickets have four legs, and some have two. |
| The Grand Of the Mark | Personification |
| <u>The Secret Of the Machine</u> | Some water, coal, and oil is all we ask, |
| | I |

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|-----------------------------|--|-----------|
| | We can pull and hawl 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, | |
| | <u>Hyperbole</u> | |
| | Though our smoke may hide the Heavens from your eyes, | |
| | Imagery | |
| | We were melted in furnace and the pit | |
| | We were cast and wrought and hammered to design, | |
| | We were cut and filed and tooled and gauged to fit. | |
| | We can pull and hawl 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! | |
| | Metaphor | |
| | Like ours: the land our brothers walk upon | |
| | Are fed by peaceful harvests, by war's long winter starv'd | |
| | Our hells of fire and dust outrage the innocence | |
| | Beneath all uniforms , a single body breathes | |
| | Transferred Epithet | |
| <u>No Men are Foreign</u> | Are fed by peaceful harvests , by war's long winters starv'd . | |
| | Repetition | |
| | Remember , no men are strange, no countries foreign | |
| | Remember they have eyes like ours that wake | |
| | Remember, we who take arms against each other | |
| | Remember, no men are foreign, and no countries strange. | |
| | Personification | |
| | It sat alone. | |
| | It plays with your mind. | |
| | Beside the house sits a tree. | |
| The House on The Elm Street | Hyperbole | |
| | And inside you can tell it has a ton of space, | |
| | And each day the house just begins to fade. | |
| | Contrast | |
| | Lights flicker on and off. | |

| Q.NO | Detail | Mark Alloted | Expected Marks |
|------|-----------------|--------------|----------------|
| 36 | Poem paraphrase | 5 | 4 |

இதற்கு நமது Penguin poem பகுதியில் கொடுக்கப்பட்ட common poem paraphrase ஐ எழுதிக் கொள்ளலாம்.

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PENGUIN

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X - ENGLISH

| Q.NO | Detail | Mark Alloted | Expected Marks |
|------|----------------|--------------|----------------|
| 37 | Coherent order | 5 | - |

இந்த வினாவில் கதையில் உள்ள சம்பவங்களை மாற்றி மாற்றி அமைத்திருப்பர் அதனை நாம் வரிசைப்படுத்தி அமைக்க வேண்டும். இதற்கு supplementary கதைகளை தெரிந்து கொள்வது அவசியம்.

SUPPLEMENTARY - 1

i. He ordered Ariel to torment the inmates of the ship.

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. Prospero and Miranda came to an island and lived in a cave.

v. Ariel was instructed to bring Ferdinand, the Prince of Naples to his cave.

Answer :

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.

| Q.NO | Detail | Mark Alloted | Expected Marks |
|------|-----------------------------|--------------|----------------|
| 38 | Supplementary Comprehension | 5 | 2 |

Supplementary கதைகளை நன்கு தெரிந்து கொள்ள வேண்டும். கொடுக்கப்பட்ட பத்தியில் இருந்து கேட்கப்படும் வினாக்களுக்கு பதிலில் இருந்தே விடைகளை எழுவது நல்லது.

| Section | Q.NO | Detail | Mark Alloted | Expected Marks |
|---------|------|---------------|--------------|-----------------------|
| III | 39 | Advertisement | 5 | 3 |

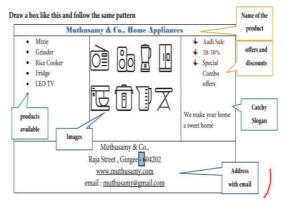
- விளம்பர பொருளின் பெயர் Name of the product.
- கடையின் முகவரி Address with email and web address
- விளம்பரத்திற்கேற்றப் படங்கள் Images and pictures
- உரிய வாடிக்கையாளரை குறிப்பிடுக Target Audience



声前前山峰 - Discount, Sale, Offer

- சிறப்பம்சங்கள் Specialites
- நன்மைகள் Benefits or Uses
- Catchy phrases -
- வண்ணமையமாக (கருப்பு மைப் பேனா அல்லது பென்சிலால் அலங்கரிக்க) - Make it more attractive by shading it with black pen or pencil.

Draw a box like this and follow the same pattern



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| PENGUIN | | 155 | | X - ENGI | LISH |
|---------|------|----------------|--------------|----------------|------|
| Section | Q.NO | Detail | Mark Alloted | Expected Marks | |
| III | 40 | Letter Writing | 5 | 2 | |
| | | | | |] |

| TIPS |
|------|
|------|

| 111.5 | |
|---|---|
| 1. Body of the letter is more important than topic | Example 2 : Complain letter |
| 2. You can write the body with the help of words | order - complain எனவும் useful - damaged எனவும் |
| given in the question itself | மாற்றவும். |
| 3. Understand the question and write in your own | 1. Imagine that you have parked your vehicle (two- |
| sentences. | wheeler) / bicycle inside the school premises. you |
| Write a letter to the manager of a famous daily, | find it missing in the evening. Write a complaint |
| ordering subscription for your school library. | to the head of the school regarding this issue |
| Example 1 : ORDERING LETTER | From |
| From | Dhilip S, |
| Saritha K, | GHSS, |
| No 24/7, Raja Street, | Sathiyamangalam - 604153. |
| Gingee -6 | dhiliprajus@gmail.com |
| srkmschool@gmail.com | 03 April 2019 |
| 22 December 2019 | То |
| То | The head, |
| The Newspaper head, | GHSS, |
| No 9 main road, | Sathiyamangalam - 604153. |
| Chennai - 6. | Respected sir, |
| Respeted sir, | Sub : complaining goods - reg. |
| Sub : ordering goods - reg. | I want to complain that I have parked my vehicle |
| I want to order the books and magazines which we | (two-wheeler) / bicycle inside the school premises. |
| discussed already. It is really useful so I request you | I find it missing in the evening. So I request you to |
| to take concern steps and send to my address as | take necessary action as soon as possible to find my |
| soon as possible. | missing vehicle. |
| | Thank you, |
| Thank you, | Yours truly, |
| Yours truly, | Dhilip S. |
| Saritha K. | |

| Section | Q.NO | Detail | Mark Alloted | Expected Marks |
|---------|------|----------------|--------------|----------------|
| III | 41 | Notice Writing | 5 | 3 |

வினாவில் அறிவிப்பிற்கான கொடுக்கப்பட்டிருக்கும் தகவல்களை நன்கு படிக்கவும்.

> கீழே கொடுக்கப்பட்டுள்ள மாதிரி அறிவிப்புகளைப் பின்பற்றி விடை எழுதுக.

நாட்டீஸ், இடம், அறிவிப்பின் தலைப்பு மற்றும் தேதியை தவறாமல் எழுதவும்.

Sample 1:

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

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X - ENGLISH

NOTICE

GOVERNMENT HIGHER SECONDARY SCHOOL TRICHY

World Elder's Day

15 November 2019

All the students are informed that our school <u>celebrating world elders day on the 20th of December at</u> <u>3:30 p.m. in our school auditorium</u>. Interested students are requested to bring their grandparents for the celebration. Tea and snacks will be provided. Fun activities will also be organised.

Nikhil

Head boy

| Section | Q.NO | Detail | Mark Alloted | Expected Marks |
|---------|------|------------------------|--------------|-----------------------|
| III | 42 | Picture Comphrehension | 5 | 3 |

- கொடுக்கப்பட்டுள்ள படத்தை கூர்ந்து கவனித்து அதன் கருத்துக்களை 8 வாக்கியங்களால் சுருக்கமாக எழுத வேண்டும்.
- படத்திற்கு பொருத்தமான தலைப்பை கொடுக்கவும்.
- கீழ்க்கண்ட குறிப்புகளை மாணவர்கள் எழுதினால் முழு மதிப்பெண்கள் பெறலாம்.

GENERAL EXPRESSIONS

- This picture is about _
- The picture has many ideas

If I draw this picture I would like to add , and

➢ I can see _____a lot of crows. _____

- ➤ I like this picture / I don't like this picture
- The given picture is nice / wonderful / beautiful / realistic / artistic / humorous / heart touching / natural / depicts something important
- There is a / There are _____
- > The picture denotes unity.

| Section | Q.NO | Detail | Mark Alloted | Expected Marks |
|---------|------|----------------------------|--------------|----------------|
| III | 43 | Note making or Summarising | 5 | 3 |

| NOTE MAKING AND SUMMARISING | | | பின்பு அதிகபட்சமாக 4 உட்தலைப்புகள் |
|-----------------------------|--|------------------|------------------------------------|
| \succ | கொடுக்கப்பட்ட பத்தியை நன்கு புரிந்துக் | | கொடுக்க வேண்டும். |
| | கொண்ட பின் முக்கியமான குறிப்புகளை | \triangleright | பிறகு கொடுத்த பத்தியை மூன்றில் ஒரு |
| | எழுதிக் கொள்ள வேண்டும். | | பங்காக சுருக்கி எழுதி தனிதனியாக |
| \succ | பத்திக்கு ஒரு பிரதான தலைப்பு கொடுக்க | | பொருத்தமான தலைப்பை எழுத வேண்டும். |
| | வேண்டும். | | |

| Section | Q.NO | Detail | Mark Alloted | Expected Marks |
|---------|------|----------------|--------------|----------------|
| III | 44 | Error Spotting | 5 | 2 |

இப்பகுதியில் 5 வாக்கியங்கள் பிழையுடன் கொடுக்கப்பட்டிருக்கும் மாணவர்கள் பிழையை நீக்கி திருத்தி எழுத வேண்டும். பொதுவாக பிழைகள் Articles, Preposition, Concord, Tense, Adjectives, Adverb போன்ற பகுதிகளில் கொடுக்கப்பட்டிருக்கும்.

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|---|---------------------------|--|-------------------------|--|
| PTA QUESTION EXERCISE | v) Ans : | Our classroom is in th | e second floor. | |
| 1. Identify and correc the errors in the following | Alls . | I myself am Reyna. | | |
| sentences. (PTA 1) | | He does not have a r | nusic system. | |
| i) Every students like the teacher. | \triangleright | | • | |
| ii) I look forward to meet you | \triangleright | | - | |
| iii) Where I can find a bank? | \triangleright | Ourclassroom is on | the second floor. | |
| iv) My flight departs in 5 a.m. | 3. Ide | ntify the correct the e | errors in the following | |
| v) I live in United States. | se | ntences. (PTA 3) | | |
| Ans : | i) | i) He has good knowledge of English grammar. | | |
| Every student likes the teacher | ii) | ii) His son-in-laws have come home. | | |
| I am looking forward to meet you. | iii) She love her father. | | | |
| Where can I find a bank? | iv |) I don't know who is s | she. | |
| ➢ My flight departs at 5 a.m. | v) | He is taller then me. | | |
| I live in the United States. | Ans : | | | |
| 2. Identify and correct the errors in the following | \triangleright | He has good knowle | edge in English Grammar | |
| sentences. (PTA 2) | \succ | His sons-in-law have | e come home. | |
| i) Myself I am Reyna. | \succ | She loves her father. | | |
| ii) He do not have a music system. | \succ | I don't know who sh | ie is. | |
| iii) I cannot cope up with the pressure. | \succ | He is taller than me. | | |
| iv) What is the time in your watch? | | | | |
| Section Q.NO Detail | | Mark Alloted | Expected Marks | |

LIFE

IV

I AM EVERY WOMAN THE SECRET OF THE MACHINES NO MEN ARE FOREIGN

45

இந்த Poem ஐ நன்கு படித்து கொள்ளவும்.

| Section | Q.NO | Detail | Mark Alloted | Expected Marks |
|---------|------|-------------------|--------------|----------------|
| IV | 46 | Hints development | 8 | 3 |

Memory Poem

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

Many years age - China - the emperor ordered - one man from - family - join army - Mulan heard - told father - she join army - father objected - she is a girl - Mulan - wore - fathers robes cuts her hair convinced father - she has learnt - Kung fu - no one will find - she is a girl. Mulan left - village - fought bravely - war - given top - position - very soon fever swept - the army - Mulan - sick - doctor examines - finds the truth - spread the news in the army - everyone objects - to follow a girl leader -Mulan stood tall - gave command - soldiers followed her - attacked enemies - won the battle -Emperor glad - offered Mulan psotions - court -Mulan refused - went back - village - royal - gifts.

5

5

Step 1 :

கொடுக்கப்பட்டுள்ள குறிப்புகள் எந்த துணைப் பாடத்தில் இருந்து வந்திருக்கின்றதோ அதனுடைய தலைப்பை எழுதிக் கொள்ளவும்.

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| Story | Main Character | | |
|---|----------------|--|--|
| Tempest | Prospero | | |
| Zigzag | Zigzag | | |
| The story of Mulan | Mulan | | |
| The Aged Mother | Farmer | | |
| A Day in 2889 of an American Journalist | Francis Bennet | | |
| The Little Hero of Holland | Peter | | |
| A Dilemma | Tom | | |
| The Story of Mulan | | | |

Step 2 :

கொடுக்கப்பட்டுள்ள வார்த்தைகளின் இடையே இருக்கின்ற Hyphens (-) எடுத்துவிட்டு கொருளுள்ள வாக்கியங்களாக எழுதவும். தேவையான இடங்களில் நிறுத்தற்குறியீடு இடவும்.

Many years ago - China - the emperor ordered - one man from - family - join army

Step 3 :

• Chennai

The theme of the story is என எழுதி அந்த கதையின் மைய கருத்தை எழுதவும்.

| Story | Theme |
|---|------------------------------------|
| Tempest | Travel and adventure - forgiveness |
| Zigzag | Wit and Humour |
| The story of Mulan | Women empowerment |
| The Aged Mother | Wisdom |
| A Day in 2889 of an American Journalist | Future Technology |
| The Little Hero of Holland | bravery |
| A Dilemma | Curiosity |

| S | ection | Q.NO | Detail | Mark Alloted | Expected Marks |
|---|--------|------|------------------------|--------------|----------------|
| | IV | 47 | Passage Comphrehension | 8 | 4 |

GENERAL (PROSE) COMPHRHENSION

- கொடுக்கப்பட்டுள்ளப் பத்தியை நன்கு படிக்கவும்.
- கொடுக்கப்பட்டுள்ள வினாவில் உள்ள வார்த்தைகள் பத்தியில் இருந்தால் அந்த வாக்கியம் முழுமையும் விடையாக எழுதவும்.
- நான்கு வினாக்களுக்கும் விடைகளை பத்தியிலிருந்து தேர்ந்தெடுத்து எழுதுக.

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