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Everything is possible if God's touch is these. - Sri Aurobindo.

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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.

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MEMORY POEM

**STOPPING BY WOODS ON A
SNOWY EVENING**

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

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

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

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

- **Robert Frost**

ON KILLING A TREE

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

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

- **Gieve Patel**

THE RIVER

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

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

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

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

- **Caroline Ann Bowles**

THE COMET

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

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

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

- **Norman Littleford**

Unit 1

PROSE LEARNING THE GAME

Sachin Tendulkar



About the author

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



Pictures related to the lesson



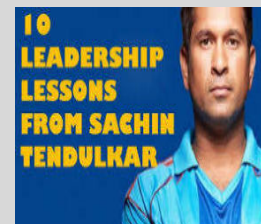
Tendulkar at field



Tendulkar shares his experience



Tendulkar pondering over the game



Leadership qualities



Shares his secret of success

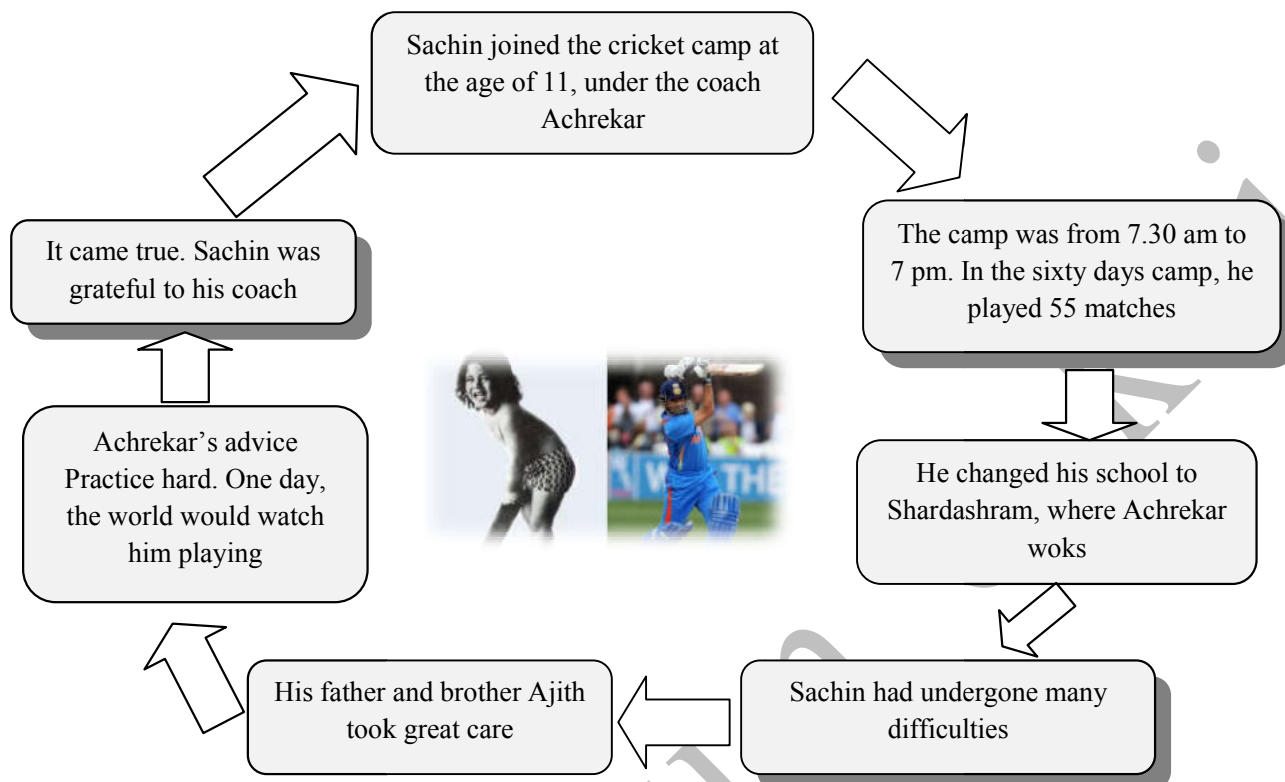


Virutues of true sportsman



Tendulkar with his Guru

MIND MAP



Pictorial Description



SUMMARY

When Sachin was eleven years old, he was taken to a famous cricket coach, Achrekar by his brother. He joined his summer camp. He was changed to the school where Achrekar was the coach. The session used to start at 7.30 a.m.. He had one set of clothes. After every session, he had to wash it. His father and his brother encouraged him a lot. It was a tough training. He had to play till 7pm. He gained physical and mental stamina. When he was returning, Sachin used to feel sleepy and tired. But he could not get any seat. Sometimes, he avoided to go to the nets and spent time with his friends. Achrekar would come and drag him. He advised him to practise well and also he would say that one day, the whole world would watch him playing. So, Sachin was very much grateful to his coach, Achrekar.

TEXT TRANSLATION

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

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

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

<p>-Occasionally, my father came to take me home and I would always ask him to treat me to a special fruit cocktail at a juice centre near the club. While this regular demand was a little unreasonable, because at the time I did not realize that my parents also had to take care of the needs of my brothers and sister, my father would invariably end up giving me what I wanted, just to see me happy. On other days, when I made my way home from Shivaji Park on my own, I'd often fall asleep on the bus – if I managed to sit down. Anyone who has been on a Mumbai bus at peak hours will know just how difficult it is to get a seat. On days when I wasn't so lucky, it was still a challenge just to stand with the kitbag, because the bus conductors would inevitably complain about me taking up the space of another passenger. It could be embarrassing because the conductors were often rude and would sometimes ask me to buy two tickets. I didn't have the money for a second ticket and I had to learn to take these remarks in my stride. Dirty clothes often added to the embarrassment. With time, I evolved a way of wrapping the kitbag around me. Just as the helmet and pads became a part of me while batting, so the kitbag became an extensions of me on the bus. I'd often take the bus or train from Bandra to Church gate, and it was all a great learning experience.</p>	<p>எப்போதாவது, எனது அப்பா என்னை அழைக்க வருவார். அப்பொழுது, நான் ஒரு பழச்சாறு கடையில் விற்கும் ஒரு சிற்றுண்டியை விரும்பி கேட்பேன். அப்பொழுது, எனது பெற்றோர்கள் எனது அக்கா மற்றும் அண்ணன்களின் தேவைகளையும் நிறைவேற்ற வேண்டும் என்று நினைக்கவில்லை. ஆனால், அப்பா என் மனம் சந்தோசம் அடைவதை பார்க்க எனக்கு வாங்கிக் கொடுப்பார். மற்ற நாள்களில், சிவாஜி பூங்காவில் இருந்து வீட்டிற்கு செல்லும்பொழுது, எனக்கு பேருந்தில் இடம் கிடைத்தால் தூங்கிவிடுவேன். மும்பையில் இருக்கும் அனைவரும், பரபரப்பான நேரத்தில் இடம் கிடைப்பது எவ்வளவு கஷ்டம் என்பது தெரியும். சில துரதிஷ்டமான நாள்களில், இடம் கிடைக்காத பொழுது, எனது பெரிய பையன் நிற்பது மிகவும் சவாலாக இருக்கும். பேருந்தில் உள்ள நடத்துனர், அந்த பை இருக்கும் இடத்தில் இன்னொரு பயணியை நிற்க வைக்கலாம் என்று விமர்சிப்பார். சில நாள்களில், முரட்டுத்தனமான நடத்துனர்கள், இரண்டு பயணச்சீட்டு வாங்கும்படி சொல்வார். என்னிடம் இரண்டாவது பயணச்சீட்டு வாங்க பணம் இருக்காது. இவர்கள் திட்டுவதை கேட்க வேண்டி இருக்கும். அழுக்கான உடை மேலும் சங்கடத்தை கொடுக்கும் இந்த மாதிரியான நாள்களை, எனது பையை என்னை சுற்றி கட்டிவிடுவேன். தலைகவசமும் கையுறைகளை நான் மட்டை பிடித்து விளையாடும்பொழுது எனது ஓர் அங்கமாக இருக்கும். ஆனால் பேருந்தில் பிரயாணம் செய்யும் பொழுது அவகைகள் எனக்கு இடையூறாக இருக்கும். பாந்திராவிலிருந்து தேவாலயம் வரை பேருந்திலோ அல்லது மின்சார வண்டியிலோ பயணிக்கும் அந்த தருணங்கள் மிகவும் அனுபவங்களாக அமைந்தது.</p>
<p>Even though I loved cricket, there were still occasional days when playing with my friends at home was such fun that I would conveniently forget I was supposed to go to the nets. If I didn't turn up, Achrekar Sir would jump on to his scooter and come to fine me. Sir would spot me in the melee and virtually drag me out. I would come up with excuses but he would have none of it. He would get me to change and head off to Shivaji Park. On the drive he would tell me, "Don't waste your time playing insane games with these kids. Cricket is waiting for you at the nets. Practice hard and see what magic can transpire."</p>	<p>கிரிக்கெட்டை நான் அதிகம் நேசித்தாலும் என் நண்பர்களுடன் வீட்டில் செலவிடுவதே மிகவும் நேசித்தேன். ஆனால் ஆக்ரேகரோ தனது இருசக்கர வாகனத்தில் வந்து என்னை அந்த கூட்டத்தில் கண்டுபிடித்து அழைத்து செல்வார். நான் எவ்வளவு சால் ஜாப்புகள் கூறினாலும் அவர் எதையும் காதில் வாங்கி கொள்ளமாட்டார். என் மனநிலையை மாற்றி சிவாஜி பூங்காவிற்கு அழைத்து செல்வார். அந்த பிரயாண சமயத்தில் என்னுடைய நண்பர்களுடன் விளையாட்டில் ஈடுபடக்கூடாது என்றும் கிரிக்கெட் எனக்காக காத்திருக்கிறது என்றும் என்னை நன்றாக பயிற்சி செய்யுமாறு அவ்வாறு செய்தால் மிக பெரிய மந்திர மாற்றம் நிகழும் என்றும் அறிவுரை கூறுவார்.</p>
<p>"We need to have proper career orientation. Your personality plays an important role in choosing the type of career you want. Choose something you enjoy and really want to do and you will be successful." At that time, I</p>	<p>"நம்முடைய தொழிலை தேர்வு செய்ய நல்ல ஒரு பயிற்சி தேவை. உனது வாழ்க்கையை முடிவு செய்ய உனது ஆளுமை திறனும் தேவை. உனக்கு பிடித்த, உனக்கு உண்மையாக செய்ய தோன்றுகின்ற ஒரு தொழிலை</p>

<p>hated being dragged off, but as I look back, I feel sheepish about my actions and can only admire Achrekar Sir's farsightedness.</p>	<p>தேர்ந்தெடு. நீ வாழ்வில் வெற்றி பெறுவாய்". நான் என் நண்பர்களுடன் இருக்கும் பொழுது, என்னை மட்டும் இழுத்து வரும்பொழுது, நான் செய்த செயல் ஆட்டுக்குட்டியைப் போல் இருந்தது. அக்ரேகர் சாரின் தொலைநோக்கு பார்வையை வியந்தேன்.</p>
<p>Sir also punished me on one occasion when trying to teach me a very important lesson. Once, I bunked my daily evening practice to watch an inter-school cricket match not anticipating that Sir would be there. He was angry and he said it wasn't for me to come and watch other people play for, if I practiced hard enough, one day people from across the world would come and watch me play. Had it not been for Sir, I would not be the cricketer I turned out to be. He was a strict disciplinarian and did everything he could for me. I owe myself to him.</p>	<p>சார் ஒரு நாள், ஒரு முக்கியமான பாடம் நடத்தும்பொழுது என்னை தண்டிக்கவும் செய்துள்ளார். ஒரு நாள், எனது மாலை நேர பயிற்சி வகுப்பை புறக்கணித்து, சார் பக்கத்தில் நடக்கும் பள்ளிகளுக்கான போட்டியில் இருப்பார் எனத் தெரியாமல் நானும் சென்றுவிட்டேன். அவர் கோபப்பட்டு, நான் இதைபோல் அடுத்தவர்கள் விளையாடுவதை பார்க்கவரக்கூடாது என கண்டித்தார். நான் விடாமுயற்சியோடு பயிற்சி செய்தால், உலகமே நான் விளையாடுவதை பார்க்க வரும் என்றார். சார் மட்டும் இல்லையென்றால், நான் ஒரு கிரிக்கெட் விளையாட்டு வீரராக மாறி இருக்க மாட்டேன். அவர் ஒரு ஒழுக்கச்சீலர். எனக்காக எல்லாம் செய்தார். நான் அவருக்கு நன்றிக் கடன் பட்டுள்ளேன்.</p>

HARD WORDS

Hard Words	Meaning	தமிழ் அர்த்தம்
emulate	Follow	பின்பற்றுதல்
induction	Join an organization	சேர்ந்து விடுதல்
insistence	Urging	வற்புறுத்துதல்
scrutinize	Examine closely	ஆராய்தல்
rigorous	Severe	கடுமையான
exhausted	Tired	சோர்வடைதல்
nuances	Techniques	நுணுக்கங்கள்
priority	Importance	முன்னுரிமை
objections	Denial	மறுத்தல்
stamina	Power	தாங்கும் சக்தி
embarrassment	discomfort	மனக் கஷ்டம்
transpire	Clear	தெளிவானது
farsightedness	Foreseen	தொலைநோக்குப் பார்வை

GLOSSARY

Word	Meaning	Word	Meaning
emulate (v)	- to match or surpass typically by imitation.	overawed (v)	- impressed so much that they are silent or inhibited
induction (n)	- the action or process of including someone to an organization	rigorous (adj.)	- extremely thorough and careful

nuances (n)	- subtle changes in or shades of meaning, expression, or sound	pursue (v)	- follow or chase
stamina (n)	- the ability to sustain or prolonged physical and mental effort	cocktail (n)	- a mixed drink which is a combination of ingredients such as fruit juice, lemonade,
kitbag (n)	- a long cylindrical canvas bag, (here) used to carry cricket accessories	stride (v)	- a step or stage in progress towards an aim
embarrassment (n)	- a feeling of selfconscious, shame or awkwardness	melee (n)	- a confused crowd of people
transpire (v)	- come to be known, revealed	farsightedness (adj.)	- showing a prudent awareness of future possibilities
bunked (v)	- to make oneself absent from a class or session	crossroads (n)	- to be at a point when you have to make a very important decision
deteriorated (v)	- became worse	influence (n)	- the capacity to have an effect on the character development
peer (n)	- person of same age, status or ability	Passion (n)	- strong desire
ultimately (adv.)	- being the best or most extreme example		

SYNONYMS

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

CHOOSE THE BEST SYNONYMS

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

ANTONYMS

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

CHOOSE THE BEST ANTONYMS

Choose the appropriate antonyms for the underlined words :

- Ramakant Achrekar sir gave due **importance** to the game of cricket.
a) dull b) great c) vital **d) insignificance / unimportance**
- Sir should pretend to go out and watch from a **distance**.
a) away b) near **c) far** d) off
- Sir **agreed**.
a) allowed **b) disagreed** c) admitted d) agreed
- My father always wanted me to give **best** effort without worrying about the results.
a) worst b) worse c) better d) bad
- The schedule was **rigorous**.
a) correct b) harsh c) right **d) careless**
- I always **enjoyed** the conversations about batting.
a) like b) love **c) hate** d) admire
- I'd often fall **asleep** on the bus if I managed to sit down.
a) awake b) slumber c) nap d) woken up
- I **practised** hard enough.
a) trained **b) idle** c) exercised d) ideal
- My father sat me down and explained that while he did not have any **objections** to my changing schools.
a) challenge b) doubt **c) acceptance** d) protest
- Winning the one-rupee coin used to give me **immense** satisfaction.
a) huge b) light c) strong **d) little**

CHOOSE THE CORRECT ANSWER FROM THE OPTIONS GIVEN BELOW:

- Sachin's favourite player is _____.
a) Sunil Gavaskar b) Azaruddin c) Kumble d) Vijay
- The famous cricket coach was _____.
a) Richards **b) Achrekar** c) Sharma d) Aurang
- The summer camp held at _____.
a) Netaji Park **b) Shivaji Park** c) Gandhiji Park d) NEC Park
- Sachin's house was in _____.
a) Jugha **b) Bandra** c) Mushra d) Madura
- Sachin was changed from New English School to _____.
a) Shardashram b) Nethralaya c) Yeomann d) Supreme
- Sachin started playing at the age of _____.
a) 12 **b) 11** c) 15 d) 16
- The summer session for Sachin started at _____ am.
a) 7 b) 5.30 **c) 7.30** d) 8.30
- _____ gave Sachin about the nuances of batting.
a) Aravind **b) Ajit** c) Shivaji d) Umesh

9. In the break, Achrekar gave Sachin money to buy _____
a) toys b) vadapav c) cooldrinks d) biscuits
10. Sachin had to take another ticket for _____
a) friend b) Achrekar c) brother d) kitbag

TEXTUAL QUESTIONS

1. What was coach Achrekar's first impression on Sachin?

The coach Achrekar's first impression on Sachin was **that he was too young to make the camp.**

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

Sachin felt that the schedule of the camp was 'rigorous' **because it started at 7.30 am and ended at 7 p.m.**

3. What did serve as a very personal coaching manual to Sachin?

During the bus journey, **Sachin's brother Ajith gave him some tips about batting.** It served as a very personal coaching manual to Sachin.

4. Why was Sachin asked to change the school?

Sachin was asked to change the school **because his school did not have cricket coaching facilities.**

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

The condition laid down by Sachin's father for changing the school was **that he should become serious about playing cricket.**

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

In the last 15 minutes, his coach would place a one rupee coin on top of the stumps and if Sachin managed to avoid getting out, the coin was his. Every bowler would bowl in this session, with 60 to 70 boys for fielding.

7. What did help Sachin to build his physical and mental stamina?

During the summer holidays, **Sachin practiced cricket from the morning 7 a.m to the evening 7 p.m.** It helped him build his physical and mental stamina.

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

Sometimes in the evening, **Sachin used to play with his friends at home. He avoided to go to the net.** This incident triggered the coach to be angry on Sachin.

9. Why do you think Achrekar punished Sachin?

Achrekar punished Sachin **because he wasted time in playing childish games with kids.**

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

Sachin was very much grateful to his master, Achrekar.

Hints: too young - மிகவும் இளையவர் some tips - சில குறிப்புகள் cricket coaching - கிரிக்கெட் பயிற்சி serious - தீவிர positive motivation - நேர்மறை ஊக்கம் tedious practise - கடுமையான பயிற்சி avoided to come - பங்கேற்பதை தவிர்த்தல் wasted time - நேரத்தை வீணாக்குதல் much grateful - நன்றி கடன்படுதல்.

ADDITIONAL QUESTIONS

1. Who were Sachin's favourite players?

Sunil Gavaskar and the west Indian legend **Viv Richards** were Sachin's favourite players.

2. What was special about ShardashramVidyamandir in Mumbai?

At ShardashramVidyamandir in Mumbai, **Achrekar** was the **cricket coach**. He gave much importance to cricket.

3. Who knew that Sachin could play well?

Sachin's brother Ajit knew that he could play well.

4. What was the opportunity that transformed the life of Sachin?

Achrekar agreed to join Sachin in his summer camp. This opportunity transformed the life of Sachin.

5. When did the summer camp begin in the morning?

The summer camp began at **7.30 am** in the morning.

6. Where was the summer camp take place?

The summer camp took place at **Shivaji park**.

7. Where was Sachin's house?

Sachin's house was at **Bandra**.

8. How did Sachin go to the summer camp?

Sachin went to the summer camp **by bus**.

9. What sort of conversations did Ajith and Sachin have while travelling?

While travelling, **Ajith gave some tips about batting** to Sachin.

10. What routine did Sachin follow in washing his clothes?

Sachin had only one set of cricket clothes. So, **after the morning session**, he would wash the clothes. **In the evening** also, he had to wash the clothes after the session.

11. What did Achrekar inform Ajith?

Achrekar informed Ajith that Sachin had the **potentiality to become a good cricketer**

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

Achrekar's suggestion to Sachin's father was **to change the school** of Sachin.

13. What acted as a safety valve?

The **excess energies** of Sachin acted as a safety valve.

14. How many practice matches did sachin play during the summer break of sixty days?

Sachin played **55 practice matches** during the summer break of sixty days.

15. What did Sachin do during the thirty minutes break?

During the thirty minutes break, Achrekar gave him some money to **eat vadapav**.

16. What is the intense 'fifteen minutes' mentioned?

It is the **last fifteen minutes of every day's practice**. It is the time to score more runs even though the player is very tired. So, it is intense.

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

Sachin's father bought him a **special fruit cocktail** to make him happy.

18. What did embarrass Sachin in the bus?

The **kit bag** carried by Sachin was too big. So, the rude conductors told him to **take another ticket**. It embarrassed him.

19. What made Sachin forget, to go to the nets?

The **playing with his friends** at home made Sachin to forget to go to the nets.

20. What did Achrekar advise Sachin?

Achrekar advised Sachin **not to waste time in playing with kids**.

21. How did Achrekar find Sachin?

Achrekar would come by scooter and found Sachin **among the friends**.

22. Did Achrekar punish Sachin ?

Yes, Achrekar punished Sachin at one occasion.

HINTS : cricket coach - கிரிக்கெட் பயிற்சியாளர் agreed to join - சேர ஒப்புதல் அளித்தல் Bandra - பந்திரா என்னும் இடம் some tips about batting - மட்டைப்பந்து அடிக்க சில ஆலோசனைகள் வழங்கினார் after the morning session காலை பயிற்சிக்கு பின் potentiality - ஆற்றல் to change - மாற்றத்திற்கு excess energies - கூடுதல் ஆற்றல் practice matches - பயிற்சி ஆட்டம் vadapav. - வடபாவ் என்பது ரொட்டி உருளைக்கிழங்கால் செய்யப்படும் உணவு special fruit cocktail - சிறப்பான பழக்கலவை சாறு kitbag - கிரிக்கெட் மட்டை பை.

PARAGRAPH QUESTIONS

B Answer the following in a paragraph of 120-150 words:

1. 'Achrekar was a sincere coach'. Substantiate?

Achrekar was a sincere coach. He found that Sachin had the **potentiality to play** cricket. He changed his school. He gave him training from morning 7.30 am to 7 pm in the evening. The morning session would end at 4.30 pm. After thirty minutes break, the evening session started at 5pm. He gave him training **how to handle the last 30 minutes**. If Sachin forgot to attend the class, he would come by scooter and dragged him. He advised Sachin **not to waste time** in playing games with kids at home and to practise well in the net. It would bring out a great magic. Achrekar also **punished** Sachin when he **bunked his evening** class. He was angry that Sachin went to see the inter-school cricket match. He encouraged Sachin that if he practised well, all the **people would see him playing**. He was a **strict disciplinarian**. He trained Sachin to become a very good cricketer.

2. Narrate in your own words the hardships underwent by Sachin to become a great cricketer?

The hardships underwent by Sachin to become a great cricketer were:

- Sachin had only one set of clothes. He had to wash after morning and evening session. It wouldn't dry easily. He always played with wet pockets.
- At the end of the coaching, Sachin had to run two times around the park with the pads and gloves. It would make him tired.
- Sachin went to the camp by bus. He felt sleepy. He couldn't get the seat in the bus.
- During the bus travel, the kitbag of Sachin was too big. The rude conductors asked him to buy another ticket. He didn't have money.
- The clothes were dirty while Sachin was returning from the coaching class. The bad smell irritated him.
- Sachin had no time to play with his friends.

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

The most inspiring sentences were:

- “Practise hard and see what magic can transpire” – If we practise well, it will give us a good result. It will bring out a great magic. It can change our life.
- “Choose something you enjoy and really want to do and you will be successful”- We must select a career that we love. If we love it, we can do our work perfectly. We will work hard without feeling tired. We will achieve success at last.

“If I practise hard enough, one day people from across the world would come and watch me play” – This is the true and encouraging words. If we spend our time in coaching ourself, the whole world will turn one day to watch us.



GIFTED STUDENTS

SYNOPSIS

- INTRODUCTION
- DEVELOPMENT
- CONCLUSION

INTRODUCTION

Lesson : Learning the Game
Author : Sachin Tendulkar
Theme : Learning the Cricket game
Moral : Work hard, you will succeed at last

DEVELOPMENT

CHILDHOOD DAYS OF TENDULKAR

Sachin Ramesh Tendulkar was born on 24th April 1973 in Mumbai, Maharashtra. He was a former Indian cricketer and captain. He loved bowling. At the age of eleven he started his training. His coach let him alone and watched him from a distance. As a child he washed his cricket clothes regularly in the morning and in the evening.

SUPPORT FROM FAMILY

His father supported his cricket desire. His father gave advice to him in cricket. His brother accompanied him many days and his words are great boost for Tendulkar's achievement.

TENDULKAR'S COACH

He joined Shardashram Vidhyamandir School, where Achrekar was the cricket coach. Daily he traveled 40 minutes to Shivaji's Park. During the training session, his coach kept a one rupee coin on the stump and let him bat. He was physically determined to win the one-rupee coin. With his bat and gloves he had to run round the Shivaji Park two times. Even though he had good practice in the net he played with his street boys. So he got rebukes from his coach. That strict discipline only made him to owe to his coach.

CONCLUSION

"Enjoy the game and chase your dreams,
dreams do come true"

Sachin Tendulkar

AVERAGE STUDENTS

Lesson : Learning the Game

Author : Sachin Tendulkar

Theme : Learning the Cricket game

Moral : Work hard, you will succeed at last

Sachin Ramesh Tendulkar was born on 24th April 1973 in Mumbai, Maharashtra. He was a **former Indian cricketer** and captain. He loved bowling. At the age of eleven he started his training. His coach **let him alone and watched him from a distance**. As a child he washed his cricket clothes regularly in the morning and in the evening. His **father supported his cricket desire**. His father gave advice to him in cricket. He joined Shardashram Vidhyamandir School, where Achrekar was the cricket coach. Daily he **travelled 40 minutes to Shivaji's Park**. During the training session, his coach kept **a one rupee coin on the stump** and let him bat. He was physically **determined to win** the one-rupee coin. With his bat and gloves he had to run round the Shivaji Park two times. Even though he had good practice in the net he played with his street boys. So he got **rebukes from his coach**. That strict discipline only made him to owe to his coach.

alone- தனியாக, desire - விருப்பம், determined to win - வெற்றி பெறுவதில் உறுதியாக இருப்பது, rebukes - கண்டிப்பு

SLOW LEARNERS

- At the age of 11, Sachin was introduced to the coach, Achrekar.
- He joined his **summer camp**.
- The camp was from 7.30 am to 7 pm.
- He had only **one set of dress**. He always played with **wet pockets**, as he found no time to **dry his clothes**.
- He **changed his school to Shardashram**, where Achrekar works.
- His father and brother took great care.
- Sometimes, as the **kitbag was too big**, he had to **buy ticket** for it.
- When Sachin didn't attend the camp, Achrekar would drag him out.
- Achrekar advised him to practise well. He believed that, **the whole world would come to watch him playing**. It came true.

TEXTUAL EXERCISES



vocabulary

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

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

Homonyms

Homonyms are words with similar sound and spelling, but with a different meaning

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

cricket	Cricket is a popular sport A cricket is active at night
---------	--

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

Homophones

Homophones are words with similar sound but different spelling and meaning.

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

1	in	Inn
2	know	No
3	be	Bee
4	to	too, two
5	watt	what
6	right	write, rite, wright

7	Were	where
8	bare	bear
9	Herd	heard
10	throne	thrown

Prefix and Suffix

Prefixes are added to the beginning of a root word while suffixes are added to the end.

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

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

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

 **LISTENING**

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

- The Paralympic games are for _____.
 a) children **b) disabled people**
 c) women.
- The Paralympic games usually happen _____.
 a) in Greece **b.) every four years.**
 c) after the Olympic Games.
- The first true Paralympic Games happened in Rome in _____.
 a) **1960** b) 1952. c) 1848
- In 394 BCE, the _____ stopped the Greek Olympic Games, because they didn't like them.
 a) **Romas** b) Greeks c) British

- _____ was a doctor at the Stoke Mandeville hospital in England.
 a) Pierre de Coubertin
b) Sir Ludwig Guttmann
 c) Natalie du Toit

 **SPEAKING**

I. Just a minute

Given below are five main qualities for true sportsmanship.

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

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

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

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

collective efforts of all the members of the team.

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

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

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

XXX
13.08.19,
Madurai.

Dear friend,

I am fine. How are you? I came to know that you won the championship trophy in the state level sports meet. I knew it through the Newspaper. I am so proud of you. Congratulations. All the very best for your future success.

Yours lovingly,
XXX.

To:

M.Siva,
S/o. Mr. M.Muthu,
25, North Street,
Coimbatore-18.

Name : Mary Kom
Date of Birth : 01.03.1983
State/Team she represents : Manipur, India
Sports/ Games : Boxer
Debut (First Entry) : Won Silver medal-48kg weight- Women's World Boxing Championship, USA

Best in her career : No.4 in Flyweight
Hobbies : Travelling
Awards/Medals received : Arjuna Award Padma Shree Magnificent Mary Rajiv Gandhi Khelratna Award
Sportswomen of the year Sahara Sports Award

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

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

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

CREATIVE WRITING

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

NEWSPAPER ARTICLE

P.V. SINDHU

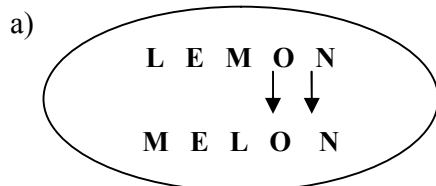
PV Sindhu, born July 5, 1995, is an Indian shuttler. Sindhu is has been highly praised for her determination and talent in badminton and achieved a lot at a very early age. Till 2016, she has after her name six individual titles including the Macau Open (thrice, in 2013, 2014 and 2015), Malaysian masters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

MARY KOM

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

ANAGRAMS

An anagram is a word or a phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once.



Now try to solve these anagrams.

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

A) Talk Show

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

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

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

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

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

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

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

Citizen : Government can introduce these arts in the schools. Interested students can learn these arts.

This will help a revival.

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

A. Choose the most appropriate preposition from the brackets.

1. We have been living in Chennai _____ eight years.
(for / since)
2. Abdul has taken _____ his father. (after / at)
3. Vimal generally goes to his workplace _____ bus.
(by/on).
4. The cricket ball was hidden _____ the leaves.
(among / between)
5. Mani divided his toys _____ his brothers and sisters.
(among / between)

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

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

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

In Tamil Nadu, a very interesting form of recitation named Villapattu developed (a) From the 15th century. Villupattu means bow-song because a bow – shaped musical instrument (b) with strong high tension string is used (c) for placing it (d) with an earthen pitcher. It is believed that this narrative form was an invention(e) by ArasaPulavar. The troupe gives its performance mostly (f) during temple festivals. There are seven to eight persons in a troupe who form a kind (g) of chorus that supports the main singer-narrator. When the chief narrator signs, the chorus takes (h) out the refrain (i) in the song and repeats it in unison. The whole

party sits (j) in the ground and performs (k) with a lot (l) of gesticulation and facial expression to suit the narrative they have taken. The ballad style songs are composed (m) by the rural dialect which appeals (n) to the audience who sometimes join the troupe (o) with suitable notes or words.

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

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

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

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

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

People (f) from nearby villages and towns display their wares attractively, and call out loudly

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

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

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



WRITING

You stayed with your grandparents at your native village during Pongal. You had an unforgettable time with them. You visited the village fair and enjoyed the simple pleasures of life like bathing in the river, strolling in the fields, eating food cooked in earthen utensils over firewood, sleeping on a cot on the terrace under the star – lit sky, visiting temple fairs and watching Karagattam presentation.

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

XXX,
15th July 2019.

My Dear friend,

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

Yours lovingly,
Raganjana.

Address on the envelope :

To

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

Project

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

Ramesh : Let us present a puppet show on CHILD LABOUR for our Assembly open forum.

Mohammed : That is a very good idea! Let us start planning right away.

Geetha : **How can we begin ?**

Leema : I suggest we begin with the storyline first.

Mani : How **many characters can we have ?**

Ramesh : We can have around five characters.

Mohammed : what **can we focus ?**

Meena : We can focus on the problems of poverty and illiteracy as the major reasons for child labour.

Ramesh : Can **we make stick puppets ?**

Leema : I am good at making stick puppets. I will make them myself. But I require some help

Mani : I **shall help you ?** **Tell me, what to do ?**

Leema : Thank you, Mani. Let us stay back after the meeting and discuss.

Ramesh : Have **We some music ?**

Meena : I think we should have some music for the interlude.

Geetha : That would make it really interesting. I will get my music group to start working on the tunes for our puppet show.

PROSE

Unit 2 I CAN'T CLIMB TREES ANYMORE

Ruskin Bond

About the author

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



Picture Representation of the Prose



Old House



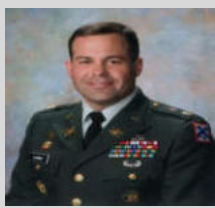
Jackfruit Tree



Turnstile



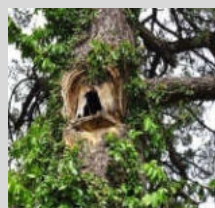
Hollyhocks Flowers



A Colonel



A Brigadier



A Tree with Hollow



Marbles and Coins



Flying Trapeze



Stone Bench

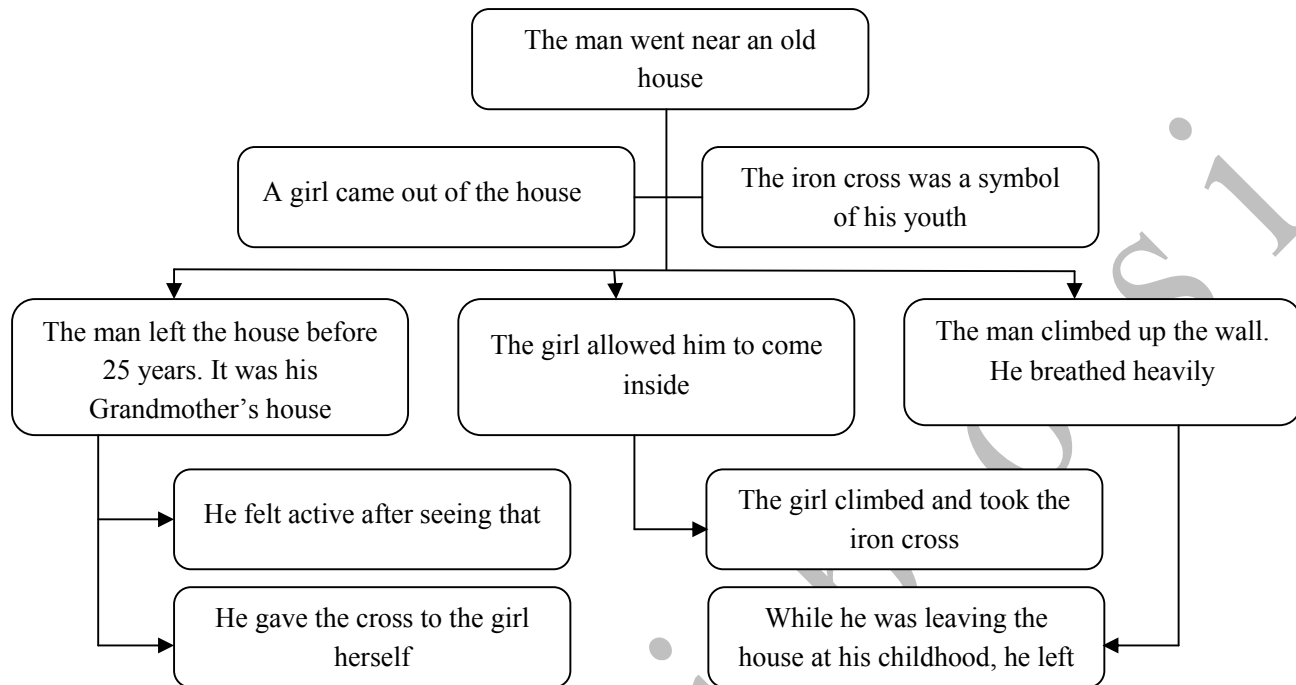


Budgerigars Birds



German Iron Cross

MIND MAP



Pictorial Description



TEXT TRANSLATION

PROSE	தமிழாக்கம்
<p>page 28</p> <p>Warm up</p> <p>a. Have you ever tried swinging from a tree?</p> <p>b. Have you ever climbed up a tree to pluck fruits?</p> <p>c. Think of other occasions when you have climbed up trees, either near your homes or outside. Share your reasons with the class.</p> <p>Read the story given below. Find out why the narrator feels that he can't climb.</p>	<p>தயாராகுதல்</p> <p>அ) நீங்கள் மரத்தில் தொங்கியபடியே ஊஞ்சலாட முயற்சி செய்துள்ளீர்களா?</p> <p>ஆ) நீங்கள் எப்பொழுதாவது பழங்களைப் பறிப்பதற்காக மரம் ஏறியதுண்டா?</p> <p>இ) வீட்டிற்கு அருகிலோ அல்லது வெளிப்பகுதிகளிலோ நீங்கள் மரம் ஏறிய நிகழ்வுகளை நினைவுகூர்க. உங்களது காரணங்களை வகுப்பில் உள்ளவர்களோடு பகிர்ந்து கொள்க.</p> <p>கீழே தரப்பட்டுள்ள கதையை படிக்கவும். பார்வையாளர் தன்னால் இனிமேல் மரங்களில் ஏற முடியாது என்று நினைப்பதற்கான காரணங்களை கண்டுபிடி.</p>
<p>He stood on the grass verge by the side of the road and looked over the garden wall at the old house. It hadn't changed much. The old house built with solid blocks of granite wasn't altered at all. But there was a new outhouse, and there were fewer trees. He was glad to see that the jackfruit tree still stood at the side of the building casting its shade on the wall.</p>	<p>அவர் சாலையின் அருகிலுள்ள புல்வெளியின் விளிம்பில் நின்று கொண்டு அந்த பழைய வீட்டினிலுள்ள தோட்டத்தின் சுவரைப் பார்த்தார். அதுவொன்றும் பெரியளவில் மாற்றமடையவில்லை. கிரானைட் கருங்கற்களால் கட்டப்பட்ட அந்த வீட்டில் எவ்விதமான மாற்றமும் செய்யப்படவில்லை. ஆனால் அங்கு புதிதாக ஒரு பண்ணைவீடும், சில மரங்களும் காணப்பட்டன. அந்த வீட்டின் அருகில் இன்றளவும் நின்று கொண்டு அவ்வீட்டிற்கு நிழல் தந்து கொண்டிருக்கும் பலா மரத்தைக் கண்டு அவர் பெரும் மகிழ்ச்சியடைந்தார்.</p>
<p>He remembered his grandmother saying: 'A blessing rests on the house where the shadow of a tree falls.' And so the present owners must also be receiving the tree's blessings. At the spot where he stood there had once been a turnstile, and as a boy he would swing on it, going round and round until he was quite dizzy. Now the turnstile was gone, the opening walled up. Tall hollyhocks grew on the other side of the wall.</p>	<p>அவர் தன் பாட்டி சொன்னதை நினைவுகூர்ந்தார்: ஒரு மரத்தின் நிழல் எந்த வீட்டின் மேல் விழுகிறதோ அங்கே ஆசீர்வாதம் நிலைகொள்கிறது. இப்பொழுது அந்த வீட்டில் வசிப்பவர்களும் அந்த ஆசீர்வாதங்களைப் பெற்றுக் கொண்டிருப்பார்கள். அவர் தற்பொழுது நின்று கொண்டிருக்கும் இடத்தில் ஒரு காலத்தில் சுழலும் வாயிற்கதவொன்று இருந்தது. அவர் சிறுவனாக இருந்த சமயங்களில் அதன் சுழலும் கம்பியைப் பிடித்துக்கொண்டு மயக்கம் வரும்வரை ஊசலாடுவார். இப்பொழுது அந்த சுழலும் கதவு அங்கில்லை. இப்பொழுது அந்த இடைவெளி சுவர் வைத்து மறைக்கப்பட்டுள்ளது. சுவரில் பலவண்ணப் பூக்களையுடைய ஹெலிகாக்ஸ் செடிகள் வளர்ந்திருந்தன.</p>
<p>'What are you looking at?'</p>	<p>நீங்கள் எதைப் பார்த்துக் கொண்டிருக்கிறீர்கள்?</p>
<p>It was a disembodied voice at first. Moments later a girl stood framed between dark red hollyhocks staring at the man. She was only twelve or thirteen, with lively eyes and long black hair.</p>	<p>முதலில் அதுவொரு சரீரற்ற அசரீரி போலக் கேட்டது. கருஞ்சிவப்புநிற ஹெலிகாக்ஸ் மலர்களுக்கிடையே ஒரு சிறுமி நின்றுகொண்டு அவரையே வெறிக்கப் பார்த்துக்கொண்டிருப்பது சற்று நேரத்திற்குப் பிறகே தெரிய வந்தது. 12 அல்லது 13 வயது மதிக்கத்தக்க அவர் உற்சாகமூட்டும் கண்களும், நீண்ட கருங்கூந்தலும்</p>

	உடையவளாக இருந்தான்.
'I'm looking at the house. Is it yours?,' he asked.	"நான் வீட்டைப் பார்த்துக் கொண்டிருந்தேன். இது உன்னுடையதா?" அவர் கேட்டார்.
'No. It's my father's. Why? Do you want to buy it?'	"இல்லை. இது என் தந்தையினுடையது. ஏன்? நீங்கள் இதை வாங்க விரும்புகிறீர்களா?"
'And what does your father do?'	"உன் தந்தை என்ன செய்கிறார்?"
'He's only a colonel.'	"அவர் ஒரு படைப்பகுதி முதல்வன் (கர்னல்)"
'Only a colonel?'	"படைப்பகுதி முதல்வன் தானா (கர்னல் தானா)?"
'Well, he should have been a brigadier by now.'	"நல்லது. இந்நேரம் அவர் ஒரு படைப்பகுதி தலைவராகியிருக்க வேண்டும்."
The man burst out laughing.	அந்த மனிதர் பயங்கரமாகச் சிரித்தார்.
'It's not funny,' she said. 'Even Mommy says he should have been a brigadier.'	"இதுவொன்றும் வேடிக்கையல்ல. அவர் படைப்பகுதி தலைவராகியிருக்க வேண்டுமென என் அம்மா கூட கூறியிருக்கிறார்கள், என்றான் அவள்."
It was on the tip of his tongue to make a witty remark ('Perhaps that's why he's still a Colonel'), but he did not want to give offence. They stood on either side of the wall, appraising each other.	அதனால் தான் என்னவோ அவர் இன்னும் படைத்தளபதி முதல்வனாகவே (கர்னலாகவே) இருக்கிறார் என்று சொல்ல வார்த்தைகள் நாக்கின் நுனி வரை வந்துவிட்டது, ஆனால் அது அவளுக்கு வருத்தத்தைக் கொடுக்கும் என அவர் நினைத்து அதனை சொல்லவில்லை. அவர்கள் சுவரின் இருபுறமும் நிற்குகொண்டு ஒருவரையொருவர் பாராட்டிக் கொண்டனர்.
PAGE – 29	
"Do you want to buy it?"	"நீங்கள் இதை வாங்க விரும்புகிறீர்களா?"
"No", he said.	"அவர் இல்லை எனக் கூறினார்."
'Well' she said, 'If you don't want to buy the house, what are you looking at?'	"நல்லது" என அவள் கூறினாள், "நீங்கள் இந்த வீட்டை வாங்க விரும்பவில்லையெனில், நீங்கள் எதைப் பார்த்துக் கொண்டிருக்கிறீர்கள்?"
'I used to live here twenty-five years ago. As a boy. As a young man.... And then my grandmother died, and we sold the house and went away.'	"25 ஆண்டுகளுக்கு முன்னர் நான் இங்குதான் வாழ்ந்தேன். ஒரு சிறுவனாக. ஒரு இளைஞனாக...மேலும் எனது பாட்டி அப்பொழுது இறந்துவிட்டார்கள். நாங்கள் வீட்டை விற்றுவிட்டு சென்றுவிட்டோம்."
She was silent for a while, taking in this information. Then she said, 'And you'd like to buy it back now, but you don't have the money?' He did not look very prosperous.	இச்செய்திகளை உள்வாங்கிக்கொண்ட அவள் சிறிது நேரம் அமைதியாக இருந்தாள். பிறகு அவள், "நீங்கள் இந்த வீட்டை இப்பொழுது வாங்க விரும்புகிறீர்கள், ஆனால் உங்களிடம் பணமில்லையோ?" அவர் பார்ப்பதற்கு செல்வச் செழிப்புள்ளவராக தோற்றமளிக்கவில்லை.
'No, I wasn't thinking of buying it back, wanted to see it again, that's all. How long have you lived in it?'	"இல்லை. நான் இவ்வீட்டை மீண்டும் வாங்குவதைப் பற்றியெல்லாம் யோசிக்கவில்லை, மறுபடியும் இதைப் பார்க்க வேண்டும், அவ்வளவு தான். நீங்கள் எவ்வளவு காலமாக இங்கு வசிக்கிறீர்கள்?"
'Only three years,' she smiled.	"அவள் சிரித்துக் கொண்டே, 3 ஆண்டுகளாக என்றாள்."
'Would you like to come in and look more closely?'	"நீங்கள் உள்ளே வந்து மிக அருகிலிருந்து பார்க்க விரும்புகிறீர்களா என்றாள்?"

'Wouldn't your parents mind?'	"உனது பெற்றோர்கள் எதுவும் நினைத்துக்கொள்ள மாட்டார்களா?"
'They've gone to the club.' They won't mind. I'm allowed to bring my friends home.'	"அவர்கள் ஒரு கலைமன்றத்துக்குச் சென்றுள்ளார்கள். இதனை பொருட்படுத்தமாட்டார்கள். நான் என் நண்பர்களை வீட்டிற்கு அழைத்துவர அனுமதித்துள்ளார்கள்."
'Even elderly friends like me?'	"என்னைப் போன்ற வயதில் மூத்த நண்பர்களைக் கூடவா?"
'How old are you?'	"உங்கள் வயது என்ன?"
'Oh, just middle aged, but feeling young today.' And to prove it he decided he'd climb over the wall instead of going round to the gate. He got up on the wall all right, but had to rest there, breathing heavily.	"ஓ, நடுத்தர வயதுதான், ஆனால் இன்று இளைஞனாக உணருகிறேன்." அதனை நிரூபிக்க நுழைவுவாயிலைச் சுற்றி வருவதற்குப் பதிலாக சுவர் மீது ஏறி வர நான் முடிவு செய்துள்ளேன். அவர் சுவர் மீது ஏறிவிட்டார், ஆனால் பலமாக மூச்சுவிட்டு அங்கேயே ஓய்வெடுக்க வேண்டியதாயிற்று.
'Middle-aged man on the flying trapeze,' he muttered to himself.	"பறக்கும் ஊஞ்சலில் (சர்க்களில்) நடுத்தர வயது மனிதன்" தனக்குத்தானே சொல்லிக் கொண்டார்.
'I'll help you,' she said, and gave him her hand.	"நான் உங்களுக்கு உதவுகிறேன்" என்ற அவள் அவரிடம் தன் கையை நீட்டினாள்.
He slithered down into a flower-bed, shattering the stem of a hollyhock.	ஹேலிகாக் செடியின் தண்டை உடைத்துக் கொண்டு நழுவி அவர் கீழே உதிர்ந்து கிடந்த பூக்களின் மீது விழுந்தார்.
As they walked across the grass he spotted a stone bench under a mango tree. It was the bench on which his grandmother used to rest, when she was tired of pruning rose bushes and bougainvillea. 'Let's just sit here,' he said. 'I don't want to go inside.'	அவர்கள் புல்வெளியைக் கடந்து சென்ற பொழுது ஒரு மாமரத்தின் கீழே உள்ள கல்லாலான இருக்கையைக் காண்பித்தார். ரோஜாச்செடிகளையும், தாள் பூமரக் கிளைகளையும் நறுக்கிவிடுகையில் சோர்வடைந்து பின்னர் என்னுடைய பாட்டி வழக்கமாக இங்குதான் அமர்ந்து இழைப்பாருவார்கள். "நாமும் இங்கே அமரலாமா", என்றார் அவர். "மேலும் நான் உள்ளே போக விரும்பவில்லை."
She sat beside him on the bench.	அவருக்குப் பக்கத்திலேயே அவளும் அமர்ந்தாள்.
They were silent for some time. The man closed his eyes and remembered other times - the music of a piano, the chiming of a grandfather clock, the constant twitter of budgerigars on the veranda, his grandfather cranking up the old car....	அவர்கள் சிறிது நேரம் அமைதியாக இருந்தனர். அவர் கண்களை மூடிக் கொண்டு கடந்த காலத்தை நினைவுபடுத்தினார் - பியானோவின் இசை, தாத்தாவின் கடிகாரம் எழுப்பும் சத்தம், வராண்டாவில் பட்ஜெரிக்காஸ் எனும் கிளியின் கீச்சிடும் சத்தம், அவரது தாத்தாவின் பழைய கார் புறப்படும் சத்தம் என ஒவ்வொன்றாக நினைவுக்கு வந்தன.
'I used to climb the jackfruit tree,' he said, opening his eyes.	"பலா மரத்தின் மீது ஏறி விளையாடுவது என் வழக்கம்" எனக் கூறிக்கொண்டே கண்களைத் திறந்தார்.
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'Do you want to climb it again? My parents won't mind.'	"நீங்கள் மீண்டும் மரத்தின் மீது ஏற விரும்புகிறீர்களா? என் பெற்றோர்கள் ஒன்றும் பொருட்படுத்த மாட்டார்கள்."
'No, no. Not after climbing the garden wall. Let's just sit here for a few minutes and talk. I mention the jackfruit tree because it was my favourite place. Do you see that thick branch	"இல்லை, இல்லை. தோட்டத்து சுவரின் மீது ஏறிய பின்னர் அப்படி ஒன்றில்லை. நாம் இங்கேயே அமர்ந்து சிறிது நேரம் பேசிக்கொண்டிருக்கலாம். நான் பலா மரம் என குறிப்பிட்டேன் அல்லவா, ஏனெனில் அது எனக்கு மிகவும்

stretching over the roof? Half way along it there's a small hollow in which I used to keep some of my treasures. 'What kind of treasures?'	பிடித்தமான விருப்பத்திற்குரிய இடம். அடர்த்தியான அதன் கிளையொன்று கூரைக்கு மேலே செல்வதை நீ பார்க்கிறாயா? அதன் பாதிதூரத்தில் உள்ள பொந்தில் நான் எனது சில பொக்கிஷங்களை பத்திரப்படுத்தி வைப்பது வழக்கம்." "எந்த மாதிரியான பொக்கிஷங்கள்?"
'Oh, nothing very valuable. Marbles I'd won. A book I wasn't supposed to read. A few old coins I'd collected. Things came and went. I was a bit of a crow, you know, collecting bright things and putting them away. There was my grandfather's Iron Cross. Well, not my grandfather's exactly, because he was British and the Iron Cross' was a German decoration awarded for bravery during the War - the First World War when my grandfather fought in France. He got it from a German soldier.'	"ஓ அவையொன்றும் விலைமதிப்புள்ளவையல்ல. நான் வென்றெடுத்த கூழாங்கற்கள். நான் படித்திராத புத்தகங்கள். நான் சேகரித்த சில பழைய நாணயங்கள். பொருட்கள் வந்து போயின. நான் ஒரு காகத்தைப் போல பளிச்சிடும் பொருட்களையெல்லாம் சேகரித்து வைத்திருந்தேன். அங்கே இருப்பது என் தாத்தாவின் இரும்பாலான சிலுவைப் பதக்கம் ஆகும். அது என் தாத்தாவினுடையது என அருதியிட்டு கூறமுடியாது. ஏனெனில் என் தாத்தா ஒரு ஆங்கிலேயர். மேலும் அந்த இரும்பு சிலுவையானது ஒரு ஜெர்மானிய அலங்காரப் பொருள். முதல் உலகப்போரில் வீர தீர செயலாற்றிமைக்காக வழங்கப்பட்டது. எனது தாத்தா பிரான்சு நாட்டில் நடைபெற்ற போரில் பங்கேற்றார். அதனை அவர் ஒரு ஜெர்மானிய போர் வீரரிடமிருந்து பெற்றார்."
Do you know? The Param Vir Chakra is the highest wartime gallantry award, given to soldiers of the Indian Armed Forces, for the display of utmost courage and complete selflessness when facing the enemy. Since its inception in 1950, 21 fearless heroes (14 posthumous) have been awarded the medal till January 2018.	உங்களுக்குத் தெரியுமா? பரம் வீர சக்ரா என்பது மிக உயர்ந்த யுத்த கால வீர விருதாகக் கருதப்படுகிறது. இவ்விருது ஆயுதம் தாங்கிய வீரரின் தைரியத்தையும், சுயநலமின்மையையும் போர் காலங்களில் எதிரியை எதிர்கொள்ளும் பொழுது வெளிப்படுத்தியமைக்காக வழங்கி கௌரவிக்கப்படுகிறது. 1950-ல் இவ்விருது தொடங்கப்பட்டதிலிருந்து 21 துணிச்சலான வீரர்களுக்கு (14 பேருக்கு இறப்பிற்குப் பிறகு) ஜனவரி 2018 வரை வழங்கப்பட்டுள்ளது.
'Do you still have it?'	"இன்னும் அதை வைத்துள்ளீர்களா?"
'No', he said, looking her in the eyes. 'I left it in the jackfruit tree.'	"இல்லை" அவள் கண்களைப் பார்த்தவாறே அவர் கூறினார். "நான் இந்த பலா மரத்தில் தான் அதை விட்டுச் சென்றேன்."
'You left it in the tree?'	"நீங்கள் அதை மரத்தில் விட்டுச் (வைத்துச்) சென்றீர்களா?"
'Yes, I was so excited at the time, packing and saying goodbye to people and thinking about the ship I was going to sail on that I simply forgot all about it.'	"ஆமாம். நான் அந்த நேரத்தில் மிகவும் பரவசமாக இருந்தேன். பொருட்களை எடுத்து வைப்பதிலும், மக்களிடமிருந்து வாழ்த்துப் பெறுவதிலும், நான் பயணம் செய்யவிருக்கும் கப்பலை நினைத்துக்கொண்டும் இருந்ததில் நான் எளிதில் இவற்றையெல்லாம் மறந்துவிட்டேன்."
'Yes', he said. 'It's twenty-five years, but it may still be there. Unless someone else found it....'	"ஆமாம்", என அவர் கூறினார். "25 வருடங்கள் கடந்துவிட்டன. ஆனால் அது இன்னமும் இங்கேயே இருக்கும், வேறு எவரும் பார்க்காத வரை...."
'Would you like to go and look?'	"அங்கு சென்று நீங்கள் பார்க்க விரும்புகிறீர்களா?"
'I can't climb trees any more.'	"என்னால் இனிமேல் மரங்களில் ஏற முடியாது."
'If you can't, I will go and see. You just sit here and wait for me.'	"உங்களால் முடியாதெனில், நான் சென்று பார்க்கிறேன். நீங்கள் இங்கேயே அமர்ந்து எனக்காக காத்திருங்கள்."

'I've found it!' she cried. 'I've found some - thing!'	"நான் அதை கண்டுபிடித்துவிட்டேன்" என அவள் கூச்சலிட்டாள். "நான் ஒன்றை கண்டுபிடித்துவிட்டேன்"
And now, barefoot, she ran breathlessly towards him, in her outstretched hand a rusty old medal. He took it from her and turned it over on his palm.	இப்பொழுது அவள் வெறுங்காலுடன் தனது நீட்டிய கையில் துருப்பிடித்த ஒரு பதக்கத்தை எடுத்துக்கொண்டு மூச்சிறைக்க அவரை நோக்கி ஓடி வருகிறாள். அவளிடமிருந்து அதனைப் பெற்றுக்கொண்டு தனது உள்ளங்கையில் அதனை வைத்து திருப்பிப் பார்த்தார்.
'Is it the Iron Cross?' she asked eagerly.	"இதுதான் அந்த இரும்புச் சிலுவையா?" என்றாள் ஆவலாக.
'Yes', he said, 'this is it.'	"ஆமாம்", "இது தான் அது", என்றார் அவர்.
'Now I know why you came. You wanted to see if it was still in the tree.'	"நீங்கள் ஏன் இங்கு வந்துள்ளீர்கள் என்பது எனக்கு இப்பொழுது தெரிந்துவிட்டது. நீங்கள் வைத்துச் சென்ற சிலுவை இன்னும் மரத்திலேயே உள்ளதா என பார்க்க வந்துள்ளீர்கள்."
'You may be right. I'm not really sure why I came. But you can keep the Cross. You found it, after all.'	"நீ சொல்வதுகூட சரியாக இருக்கலாம். நான் ஏன் இங்கு வந்தேன் என்பது எனக்கு உறுதியாகத் தெரியவில்லை. ஆனால் நீயே இந்த சிலுவையை வைத்துக்கொள். நீதானே இதனைக் கண்டுபிடித்தாய்."
PAGE – 31	"இல்லையில்லை. நீங்களே இதனை வைத்துக்கொள்ளுங்கள். இது உங்களுடையது."
'No, you keep it. It's yours.'	"ஆனால் நீ மட்டும் மரங்களில் ஏறி இதனை கண்டுபிடித்திருக்காவிட்டால், மேலுமொரு 25 ஆண்டுகள் இச்சிலுவை மரத்திலேயே தான் இருந்திருக்கும்."
'But it could have remained in the tree for another twenty-five years if you hadn't climbed up to look for it.'	"ஆனால், நீங்கள் திரும்பவராமல் இருந்திருந்தாள்..."
'But if you hadn't come back again...'	"சரியான நாளில், சரியான தருணத்தில், மேலும் சரியான நபரிடம் தான்" என்ற அவர், அந்த சிலுவை பதக்கத்தை அவளின் கைகளிலேயே வைத்தார். "நான் இந்த சிலுவையைத் தேடி வரவில்லை. நான் என் இளமைக்காலத்தை மீளப்பெறவே வந்தேன்."
'On the right day, at the right time, and with the right person', he said, getting up and placing the medal in her hands. 'It wasn't the Cross I came for. It was my youth.'	அவளால் அதனைப் புரிந்துகொள்ள முடியவில்லை. ஆனால் அவள் அவருடன் வாசல் கதவுவரை நடந்து சென்றாள். சாலை திரும்புமிடத்தில் அவர் திரும்பிப் பார்த்து கையை அசைத்தார். பின்னர் அவர் வேகமாக பேருந்து நிறுத்தம் நோக்கி அடியெடுத்து வைத்து நடந்தார். அவர் நடையிலே ஒரு உயிரோட்டமிருந்தது. அவர் மனதில் ஏதோவொன்று உரக்கக் கத்திற்று.
She didn't understand that, but she walked with him to the gate, Where the road turned, he looked back and waved to her. Then he quickened his steps and moved briskly towards the bus stop. There was sprightliness in his step, and something cried aloud in his heart.	கோடைக்காலத் தென்றலில் மிதந்து வந்த மாம்பழ வாசம் அவரது நாளங்களுக்குள் இரத்த ஓட்டத்தை துரிதப்படுத்திய தருணத்தில் தன்னால் இனிமேல் மரம் ஏற முடியாது என்பதனை அவர் மறந்தார்....

HARD WORDS

S.No	Hard Word	Meaning	தமிழ் அர்த்தம்
1.	verge	edge	ஓரம்
2	granite	a very hard, igneous rock	கருங்கல்
3	altered	rearrange	அடுக்கு
4	disembodied	spiritual	ஆத்மீகமான
5	colonel	a rank of officer in the army	படைப்பகுதி முதல்வன்
6	turnstile	A mechanical doorway	சுழல்நிலை பயண பாதை
7	dizzy	faint	மயக்கமான
8	brigadier	major general	படை தலைவர்
9	hollyhocks	a tall plant with large showy flowers.	ஒரு வகை செந்நிற பூ
10	witty	clever	அறிவாற்றல்
11	pruning	trim a tree	கிளை நறுக்கி திருத்தம் செய்
12	chiming	make melodious ringing sounds	மணியொலியிசை
13	cranking	give a bend to	சுழல்
14	breathlessly	nervously	பதற்றத்துடன்
15	quicken	hurry	வேகப்படுத்து
16	sprightliness	energy in action or expression	விரைவான செயல்
17	vein	part of the blood circulation	ரத்தநாளம்
18	soldier	fighter	படை வீரன்
19	prosperous	wealthy	செழிப்பாக
20	barefoot	wearing nothing on the feet.	வெறுங்காலுடைய

SYNONYMS

Word	Synonyms	Word	Synonyms
disembodied	- spiritual, unbodied, intangible	appraising	- assess
prosperous	- flourishing	slithered	- slide
outstretched	- extended	briskly	- rapidly
understand	- know	climb	- ascend
swing	- sway	breeze	- air flow
bore foot	- without shoes	bug	- germ
drenched	- wet	eagerly	- willingly
eddies	- whirl	gallantry	- courage
lissom	- slim	offence	- crime
pruning	- clipping	selflessness	- self sacrifice
sprightliness	- energy	treasures	- precious things
witty	- humorous		

CHOOSE THE BEST SYNONYMS

- It was **disembodied** voice at first.
a) **spiritual** b) kind c) closest d) quarrel
- Moments later a girl stood framed between dark red **hollyhocks** staring at the man.
a) a type of block b) a **type of plant** c) a type of bricks d) a type of pillar
- He should have been a **brigadier** by now.
a) a rank in hospital b) rank in office **c) rank in army** d) rank in home
- Going round and round until he was quite **dizzy**.
a) faint b) sleep c) happy **d) tired**
- He **muttered** to himself.
a) whispered b) helped c) laughed d) smiled
- In her **outstretched** hand a rusty old medal.
a) fold b) close c) tight **d) unfold**
- There was **sprightliness** in his step.
a) activeness b) laziness c) sleepy d) tiredness
- He remembered other times - the music of a piano, the **chiming** of a grandfather clock.
a) noise b) silent **c) ding dong** d) loudness
- His grandfather **cranking** up the old car.
a) start b) shout c) close d) clean
- He did not look very **prosperous**.
a) energetic b) kind c) wealthy **d) cowed**

ANTONYMS

Word	Antonyms	Word	Antonyms
prosperous	X unsuccessful	swing	X stillness
outstretched	X low	brave	X coward
cracking	X stop	drenched	X dry
excited	X depressed	muttered	X clear
prune	X maximize	valuable	X invaluable
climb	X descend	appraising	X neglect
constant	X inconstant	dizzy	X sensible
eagerly	X indifferently	lissome	X clumsy
offence	X non crime	slither	X stay
witty	X foolish		

CHOOSE THE BEST ANTONYMS

- The **old** house built with solid blocks of granite.
a) **new** b) damaged c) country d) big
- Moments later a girl stood framed between **dark** red hollyhocks staring at the man.
a) pale b) bright c) light d) dim
- It was on the **tip** of his tongue to make a witty remark.
a) edge b) peak **c) bottom** d) cap

4. As they walked across the grass he spotted a stone bench **under** a mango tree.
a) down b) lower c) beneath **d) over**
5. They were silent for some time.
a) argued b) mum c) noise d) talkative
6. 'I don't want to go **inside**.'
a) a side b) beside **c) outside** d) downside
7. Going round and round until he was quite **dizzy**.
a) faint **b) brisk** c) happy d) tired
8. In her **outstretched** hand a rusty old medal.
a. fold b) close c) tight d) unfold
9. There was **sprightliness** in his step.
a) activeness **b) laziness** c) sleepy d) tiredness
10. He couldn't **climb** the tree any more.
a) decline b) decrease **c) get down** d) drop

CHOOSE THE BEST OPTION

B. Based on your understanding of the story, answer the following questions by choosing the correct answer.

- i. The story **I Can't Climb Trees Anymore** highlights the importance of _____.
a) old age. **b) youth**
c) adulthood d) middle age
- ii. The house which was visited by the man _____.
a) remained unchanged b) was totally changed
c) was slightly repaired d) was given a facelift
- iii. Who said, "A blessing rests on the house where the shadow of a tree falls"?.
a) grand mother b) grand father
c) uncle d) the narrator
- iv. The author came back to the house because he _____.
a) wanted to see the jackfruit tree. **b) was looking for his lost youth.**
c) wanted to look again at his old house d) wanted to buy the house
- v. He gifted _____ to the little girl
a) an iron cross b) a bronze medal
c) marbles d) old coins

TEXTUAL QUESTIONS

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

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

It is good to have plants around the house.

2. What did the writer observe about the house?

The writer observed that the **solid blocks of granite** in the house was not altered.

There were **fewer trees remained**.

3. What was the local superstition about trees?

The superstition about trees was that the **house would be blessed if the shadow of the tree fell on it**.

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

When he was a boy, the narrator **used to swing on the turnstile**.

5. Who is the owner of the house now?

A **colonel** is the owner of the house now.

6. Why did the narrator return to his old house?

The narrator returned to his old house **to find his lost youth**.

7. How did he get back the iron Cross?

The **little girl climbed up the jackfruit tree** and got back the iron cross.

8. Who did the house belong to originally?

The house belonged to **the writer's grandmother originally**.

9. What did he do with the old iron Cross?

He kept the old iron cross **in the jackfruit tree**.

10. Where had he left his childhood treasures?

He had left his childhood treasures **in the jackfruit tree**.

around - சுற்றி remained - அப்படியே இருந்தது swing - ஊஞ்சல் turnstile - சுழலும் வாயிற் கதவு climbed up - ஏறினார் jackfruit tree- பலா மரம்

ADDITIONAL QUESTIONS

1. Who is the girl in the story?

The girl is **the daughter of the colonel** who is **the owner of the house**.

2. What kind of relationship did the man have with that house?

The **man's grandmother** was the owner of the house before twenty four years.

3. What was the specialty of the stone bench?

Stone bench was the place where **his grandma** used to sit and take rest.

4. Why did the middle aged man feel young today?

The middle aged man felt young today because he **came to his ancestral house, where he enjoyed his childhood**.

5. Which was the favorite place for the man?

Jackfruit tree was the favorite place for the man.

6. Why the man stepped very fast?

The man stepped very fast **to reach the bus stop**.

7. What smell he had while leaving the place?

The man smelled **the mangoes from the mango tree** while he was leaving the place.

ancestral house - பரம்பரை வீடு childhood - குழந்தைப் பருவம் reach - சென்றடைவது

PARAGRAPH QUESTIONS

I. THINK AND WRITE

Based on the story and your own ideas write your answers in about 80 to 100 words each

1. Imagine yourself as the writer. Narrate the story of your visit to your ancestral house.

Oneday, I went to my ancestral house. When I was young, it was owned by my grandmother. Before 10years, it was sold. After that I didn't get chance to visit. It had been changed a lot. While we used, there was no fence. Now a fence was raised. The house was painted in green. They constructed the upstairs. The only thing remained there was the trees around the house. The neem tree, coconut tree and the teak tree were there itself. I was happy. It looked as if I found my old friends.

b. The man who came to the house gave the cross as a gift to the girl. Why did he do this? What do you think would have happened if he had taken back the cross with him?

The man who came to the house gave the cross as a gift to the girl. Because, the girl was kindful. While the author was watching the house, the girl invited him to come inside the house. They walked inside the garden. They talked about the trees. So, he liked her and gave her the cross. Instead of that, if he hadn't given the cross to her, he might have been ambitious. The cross was the symbol of his youth. It was lost for ever. It was a memory. If he had that cross with him, he would always long for the youth.

C. What are the benefits of growing and preserving trees? Use ideas from what you have read so far and your own ideas.

There are many benefits in growing and preserving trees. The trees give oxygen to breath, fruits to eat and shade to take rest. Each and every parts of the trees are useful. They are the landmark of the house. The children like to play in the trees. They are their secret place to hide. Moreover, they are their true friends.

COMMON PARAGRAPH

Lesson : I can't climb trees any more

Author : Ruskin Bond

Genre : Auto biography

Theme : Recollecting childhood memories

A man comes in **search of -his old house**. There **he lived for three years** but it is a memorable one. While watching the house a young girl of that house comes there. She is the **daughter of a Colonel**. With her help he visits the garden. He **remembers his grandparents** and a jack tree. He **used to keep his valuable things in the jack tree**. He searches for **an old rusty metal cross**. That girl finds it for him. He **returns it to her** and goes out of the house **with a heavy heart**. He **misses his youth**.

Valuable - விலைமதிப்பற்ற rusty - துரப்பிடத்த heavy heart - கனத்த மனதுடன்

SLOW LEARNERS

- An old man watches his old house.
- A girl of that house allows him in.
- She is the daughter of a colonel, the owner.
- He remembers his grandparents.
- He finds a rusty cross in the jack tree.
- Returns it to her.
- He goes out with heavy heart.

TEXTUAL EXERCISES

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

1. The narrator had hidden a few old coins in the tree. False.
2. The jack fruit tree was still there. True
3. As a boy the narrator used to swing on the turnstile. True
4. The narrator had sold the house. True
5. A girl came out of the house. True
6. The narrator's grandfather used to sit on the stone bench. False
7. The narrator was able to remember the music of a piano. True

7	prosperous	ancient
8	treasure	bell, gong
9	chiming	a collection of precious things
10	rusty	well- off

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

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

i	you'd	you had
ii	they've	They have
iii	he'd	He had
iv	wasn't	was not
v	he's	He is
vi	aren't	are not

8. The narrator was able to climb the jack fruit tree. False
 9. The purpose of the visit of the narrator was to buy his ancestral house back. False
 10. The narrator climbed over the wall easily. False
- D. Match the words in column A with the meanings in column B by drawing a line as shown.**

	A	B
1	pruning	soaked
2	chiming	shaky
3	drenched	flourishing
4	dizzy	life
5	prosperous	emit a sound
6	sprightliness	trimming a plant

vii	isn't	is not
viii	doesn't	does not
ix	wouldn't	would not
x	can't	can not

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

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



SPEAKING

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

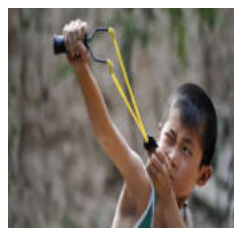
- i. What would you remember?
- ii. Describe your feelings at that time.
- iii. Who do you miss very badly, your friends or teachers?
- iv. Share your thoughts with the class.



WRITING

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

My favourite sport is football. I love the game of football, it is a fun game to watch and play. The game is also a Physical game to play I love to be physical. And also football brings people together. My love for the game is one of the biggest reasons. All my life I have been playing football, from the backyard to high school. It also has provided me with a lot of memories that I will never forget; one memory is winning our conference my junior level in high school. That is something I will never forget.



Creative writing

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

2 June 2018,
Madurai,

Dear Friend,

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

Yours lovingly,

XXXX

Address on the envelope

To

XXXX

XXXX

XXXX

K. Given below are four headlines and information about four young National Bravery Award winners.

Match the headline to the passages and write it in the space provided.

Little Girl Big Prowess

Unlucky Boy Saves Two

Lad Rescues Kin From Leopard

Smart Sense Saves Sibling

1. Smart Sense Saves Sibling

Fourteen – year –old Siya Vamansa Khode from Dharwad, Karnataka risked her own life to save her 2-year –old brother from certain death due to electrocution. In April 2015. Siya was playing hide and seek with her cousins when she decided to go to the rooftop. The toddler followed her; but after playing for a while she suddenly realized that her brother was now here to be seen to find him in contact with a live wire, she held him by his shirt (she knew touching him directly meant risking her own death) and pulled him away to safety. For her exemplary thinking, she was awarded the National Bravery Award.

2. Lad Reuses Kin From Leopard

When 15-years –old Sumit Mangain's older cousin Ritesh was being dragged away by a leopard at Manoharpur in Uttarakhand, he told Sumit to run away and save his life. But the brave lad decided to fight the leopard and save his cousin's life. Holding its tail, he hit it with a sickle. When the leopard charged towards him, he kept pelting stones at the animal till it finally ran away. For his exemplary courage, Mangain was awarded the Sanjay Chopra Award.

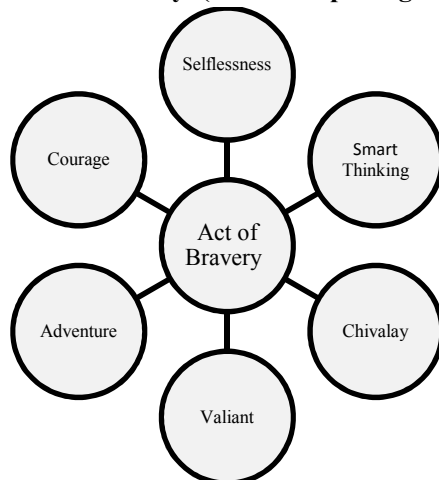
3. Little Girl = Big Prowess

On May 19, 2016, 9-year-old Tarh Peeju drowned while saving her friends Phasing Marry and Tarh Charu when they attempted to cross Pachin River in Naharlagun. A Class IV student at Alphabet Public School in Nirjuli, Tarh Jumped into the turbulent river and dragged both Marry and Charu to safety. However, she herself was submerged and swept downstream by the strong current of the river. Displaying unbelievable courage, Tarh sacrificed her life in saving her friends and was posthumously conferred the Bharat Award (the top honor at the National Bravery Awards).

4. Unlucky Boy saves Two

On July 22, 2003, 11-year-old Kandha Kumar of Karur district in Tamil Nadu was returning home in his school van. The van broke down in the middle of an unmanned level crossing and seeing the train approaching, the van driver panicked and fled, leaving seven school children trapped. The class VII boy immediately jumped off the van and rescued two children. But, while he was trying to help other children, the train rammed into the van killing Kandha Kumar, three children and a helper. For his valiant act, he was awarded the National Bravery Award posthumously.

I. In pairs, discuss what is common about all these incidents you have just read. Complete the chart below with the characteristic features of an act of bravery. (One example is given for you.)



M. Based on your reading answer the following questions in a sentence or two.

1. Is mountaineering a dangerous sport?. Why? (para 1)

Yes, mountaineering is a dangerous sport.

2. What is frostbite? (para 2)

Frostbite is an injury that is caused by exposure of parts of the body to the cold. The cold causes freezing of your skin and underlying tissues. Your fingers, toes and feet are most commonly affected.

3. What are the qualities of a good climber?

As one climbs higher and higher, breathing becomes more and more difficult.

They should carry with them maps, compasses and other equipment. They must be in good physical condition and should possess courage, perseverance and power of endurance. They also carry first aid supplies food and extra clothing.

4. What do climbers carry with them? (Para 4)

The climbers carry with them first aid kits, food and clothing suitable to the weather.

5. Where are the highest peaks in India? (Para 5)

The highest peaks in India are in Himalayas? the mount Everest is the highest peak in the world which is in Nepal.

N. Here is story about a holiday adventure. The paragraphs are jumbled. Rearrange them to form a meaningful story.

Healthy, wholesome, calorific

A: Riya's family had a nice little holiday home near the sea – shore. The weather was fine and the children went swimming every day.

B: She saw water and dolphins all around. "How deep!" she thought.

C: One day Riya and Jody took a boat from the beach to a small island. It was a nice

D: "Did you see that! That dolphin saved your life!" shouted Jody when she was back in their boat. "I can't believe it". said Riya. And they rowed back to the beach as fast as they could.

E: Riya wanted to row back but she lost her balance and fell into the water. Jody started to cry and didn't know what to do, "Uh!" cried Jody. Riya couldn't swim! "Help! Help!" cried Jody.

F: While they were rowing along the coastline, a strong wind caught the boat and took it out to the open sea.

G: Her leg was caught in seaweed! Just then, a dolphin quickly came to rescue her. The dolphin took Riya on its mouth and took her up to the boat. It made a loud noise and swam away.

H: Last summer Riya spent her holidays together with her parents and her little brother. They went to the coast.

Finish the story on your own!

Riya and Jody narrated to their parents what had happened
They were happy.

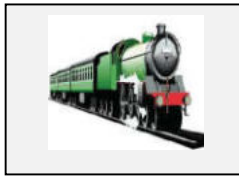
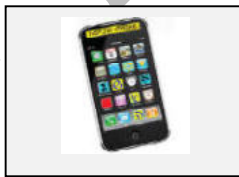
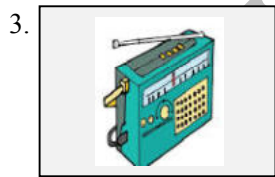
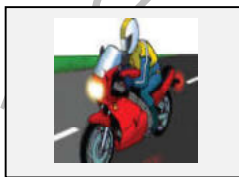
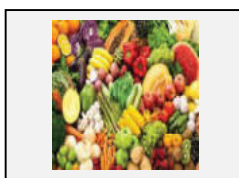
Put the texts in the correct order!

- 1= text : H
- 2= text : A
- 3= text : C
- 4= text : B
- 5= text : F
- 6= text : E
- 7= text : G
- 8= text : D

Identify and write down the words!

Beach seas and sun towel ocean swim wave umbrella sunglasses relax fun swim suits boat suntan sea shells icecream coast sea weed surfing beach, sea, sand, sun, towel, ocean, swim wave, umbrella, sunglasses, relex, fun, swim, suits, boat, suntan, seashells, icecream, coast, seawood, surfing.

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



5.



Healthy, wholesome, calorific

- a) Vegetables are healthier than pizza.
- b) They are whole some food.
- c) Fast food items are more calorific

eco - friendly, economical, safer

- a) Cycle Riding is eco – friendly
- b) cycle is more economical than bike
- c) cycle riding is safer than bike riding

educational, interesting, trendy

- a) Radio is more educational than cell phone.
- b) Mobile is more interesting than Radio.
- c) Mobile phone using is trendy.

safe, comfortable, quick

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

cozy, costly, sturdy

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

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

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

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

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

G. Complete the following table with information from the anecdote about Mr Scotti's short trip.

Name	Nicholas Scotti
Occupation	Journalist
Reason for his trip	To Visit his cousing
Means of transport	Plane
Destination	To Go To Cousing house

H. Circle the best option.

- In New York Mr Scotti left the plane because he thought he
 - had to change the plane. **b) was in Rome.**
 - had to phone his cousins d) changed his mind.
- He decided to find his cousins' home without their help. He asked the policeman for information in Italian because he
 - thought he was in Italy.
 - knew the policeman.
 - didn't speak any other language.**
 - liked the language.
- On the next day, My Scotti was _____ at how the local people responded to his queries.
 - surprised**
 - unhappy
 - glad
 - upset
- Circle three words that best describe Mr. Scotti
Clever/**Unlucky**/**Stupid**/ Successful/ **Miserable**/
Happy

J. Look at the action words in bold. Identify whether they are either finite or non – finite verb.

They want to try a new approach	Non In finite Verb
Trying is easy	Non – Infinite Verb
Having tried everything, he gave up	Finite Verb
All I can do is try.	Non-finite Verb
If she tried, she would succeed.	Finite Verb

K. Read the following pairs of sentences.

- Travelling might satisfy your desire for new experiences.
- The studyabroad program might satisfy your desire for new experiences.

Identify the subject in the first sentence **Travelling**.

- They do not appreciate my singing.
- They do not appreciate my assistance.

Identify the direct object in the first sentence **My singing**

- My cat's favourite activity is sleeping.
- My cat's favourite food is salmon.

Identify the subject complement in the first sentence

Sleeping

- The police arrested him for speeding.
- The police arrested him for criminal activity.

Identify the object of the preposition in the first sentence for **speeding**.

M. Now, work in pairs and help Dinesh and Divya complete the exercise given below.

Where are the astronauts headed to?

I. Write the gerund/infinitive form of the verbs in the blanks.

1. The astronauts managed to complete (complete) their training in record time.
2. They learned how to survive (survive) in space without gravity.
3. The best astronaut almost quit Trying (try) to learn the complex information.
4. Their mission appeared to be (be) in jeopardy.
5. Then Marina encouraged him by saying, " It's no good to quit (quit) the project right at the end."
6. Being an astronaut will enable you to achieve (achieve) great success in life.
7. If you give up studying (study) now, our mission will be scrubbed.
8. Think of your fellow astronauts who wouldn't hesitate to help (help) you in time of trouble.
9. We astronauts must keep on preparing (prepare) for our space launch.
10. Some say it's no use of travelling (travel) to distant planets, because it takes too long.
11. But we really want to visit (Visit) other planets and find
12. Can you imagine walking (walk) up to a Martian and shaking hands and to say (say, "Hello, how are you?"
13. We really look forward to meet (meet) alien creatures and to find (find) out what they are really like.
14. Many scientists have warned us not to take (take) this dangerous journey, but we are not discouraged.
15. Travelling to far away planets involves risking (risk) our lives for the thrill of discovery.
16. However we won't delay to blast (blast) off into space.
17. Would you like to accompany (accompany) us on our journey if you could?
18. During our training we have got used to being (be) weightless and living (live) under difficult conditions.
19. Scientists admit to being (be) intensely curious about life on other planets.
20. I'm sure they would also enjoy travelling (travel) with our crew.
21. We told them to come (come) with us on our trip, but some of them think it is a waste of time to search (search) for life that doesn't exist.
22. We have been taught how to endure (endure) hardships during our training and now we can't afford wasting (waste) money.

We're on our way!

Unit 1

POEM

STOPPING BY WOODS ON A SNOWY EVENING

ROBERT FROST

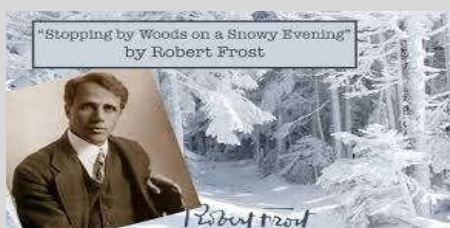


About the author

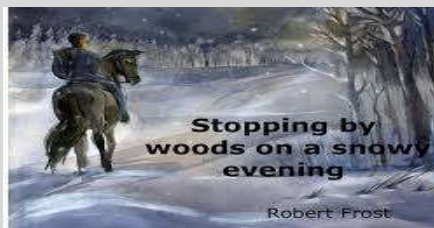
Robert Frost (1874-1968) was an American poet noted for his realistic descriptions of rural life. Born on 26 March 1874, he spent his first 40 years as an unknown entity. He received four Pulitzer prizes for poetry and was a special guest at President John F. Kennedy's inauguration. Frost became a poetic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



Pictures related to the lesson



Robert frost



The poet on Horse



Woods



Poet on the Horse

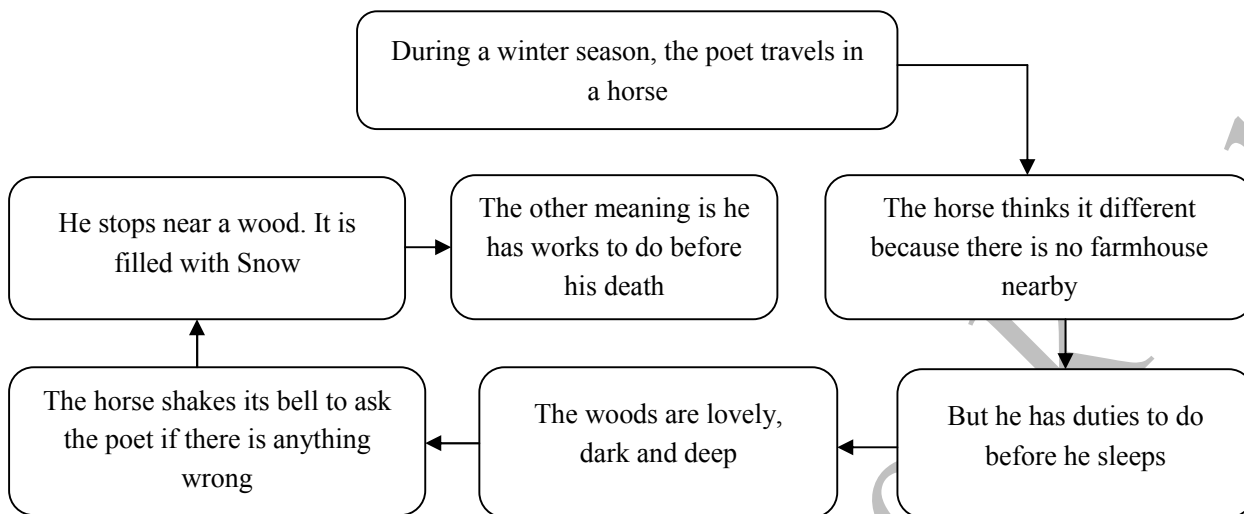


Dark woods



Snowy woods

MIND MAP



Pictorial Description





SUMMARY

During a winter season, the poet travels in a horse. He stops near a wood. It is filled with snow. The owner of the wood may not see him. The horse thinks it different because there is no farmhouse nearby. It is a dark evening. The horse shakes its bell to asks the poet if there is anything wrong. The other sound is the moving of the wind. The woods are lovely, dark and deep. But he has duties to do before he sleeps. The other meaning is he has much works to do before he dies. One must not be carried away by the temporary pleasures in life.

TEXT TRANSLATION

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



GLOSSARY

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

APPRECIATION OF THE POEM

Refers		Means	
I, me	the poet (Robert Frust)	queer	- strange, odd
Lines 2,3,4 he , his	Villages	woods	- forest
Lim-9 he	Horse	harness	- straps for a horse

		frozen	- in ice form
		sweep	- move suitly
		downy	- soft and fluffy
		flake	- a small piece of snow flake

Poem lines		Figures of Speech
S-1	Whose woods these are I think I know His house is in the village though He will not see me stopping here To watch his woods fill up with snow	1. Imagery – vis...l, line 1x2 (words, hoys) 2. Alliteration – whose, woods, watch his woods 3. Rhyming words : know, though, snow 4. Rhyming scheme : a,a,b,a
S-2	my little horse must think it queer To stop without a farm house near Between the woods and frozen lake The darkest evening of the year	1. Personification – line 1 2. Imagery - visnal – line -2x3 (farmhuy , lake) 3. Rhyming words – queer, near, year 4. Rhyming scheme – a,a,b,a
S-3	He gives his harness bells a shake To ask if there is some –stake The only other sound the sweep of earn wind and downy flake	1. Personification – line 1x2 2. Imagery - Auditory – line 1 (balls) 3. Rhyming words – shake, mistake, flake 4. Rhyming scheme – a,a,b,a
S-4	The woods are lovely, dark Miles to go before I sleep, And miles to go before I sleep.	1. Personification – line 3,4 2. Rhyming words – deep. keep, sleep, sleep 3. Rhyming scheme – a,a,a,a

TEXTUAL QUESTIONS

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

- He will not see me stopping here
To watch his woods fill up with snow.*
 - who does 'he' refer to?
"He" refers to the **owner of the woods**
 - Identify the season with these lines
The season is **winter**
- My Little horse must think it queer
To stop without a farmhouse near*
 - Who is the speaker?
The **poet** is the speaker.
 - Why should the horse think it queer?
The horse should think it **queer because the poet stopped at a strange place.**

iii) Pick out the rhyming words

Queer and near are the rhyming words.

- He gives his harness bells a shake
To ask if there is some mistake*

I) Whom does 'he' refer to in these lines"

'He' refers to the **horse**.

ii) Why does 'he' give his harness bells a shake?

'He' gives his harness bells a shake **because he asks if there is anything wrong.**

iii) How does the horse communicate with the poet?

The horse communicates with the poet **through the bell.**

- The woods are lovely dark and deep
But I have promises to keep*

i) How are the woods?

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

ii) Who does 'I' refer to?

'I' refers to the poet.

iii) what are the promises the speaker is talking about?

One promise is **responsibilities to be completed before he sleeps.**

Another promise is the **responsibilities to be done before he dies.**

5) *And miles to go before I sleep*

And miles to go before I sleep

i) Why has the poet repeated the last line?

The poet has repeated the last line to **stress the importance of responsibilities.**

ii) Explain miles to go before I sleep

'Miles to go before I sleep' means **the poet has many duties to do before he sleeps as well as he dies.**

ADDITIONAL QUESTIONS

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

His house is in the village though;

a) **Whose house is in the village?**

The house of **the owner of the wood** is in the village.

b) **What is the poet thinking?**

The poet is thinking **about the owner of the house.**

2. *My little horse must think it queer*

To stop without a farmhouse near

a) **Bring out the rhyming word from these lines.**

Queer: near

b) **Why is the horse afraid to stop?**

There is **no farm house nearby** so the horse afraid to stop.

3. *Between the woods and frozen lake*

a) **What does 'frozen lake' refer to?**

'Frozen lake' is referred to **the winter season.**

b) **Who are standing between the woods and frozen lake?**

The poet and the horse are standing in between the woods and frozen lake.

4. *The darkest evening of the year.*

a) **What time is referred here?**

Evening time is referred here.

b) **What do you mean by 'The darkest evening'?**

'The darkest evening' means **dusk.**

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

a) **Why are the woods lovely?**

The wood is **natural.** So it is lovely.

b) **Why are the woods dark and deep?**

The trees are thickly grown and the poet is standing in the middle of the forest. So the words 'dark and deep' are mentioned.

B. Write down the summary of the poem by filling in the blanks.

After a long travel the poet entered a **wood** He wondered to whom the wood **belonged** He realized that the owner of the wood lived in a **village** He was happy that the owner would not be able to **see** him stopping in his woods to watch **the snow** fill the woods. The poet felt that the horse would think it very **strange** to stop near the woods as he had never **wheat**. He was actually standing between the woods and **frozen lake**. The time was evening The horse indicated that the poet has made a his take by shaking its head. The poet felt that the woods are lovely, **dark and deep**. He suddenly realized that he had worldly **responsibilities** which would not allow him to **stay** in the woods for a long time.

C. Answer the questions in three or four sentences.

a) **What information does the poet highlight about the season and the time of the day in the poem**

It is a winter season. The woods are filled with snow. It is the darkest evening of the year.

b) **In which way is the reaction of the speaker different from that of the horse? What does it convey?**

The speaker is attracted by the beauty of the wood. So, he stops. The horse thinks that there

is no farmhouse nearby. It is strange that he stops in the wood. So, he shakes his bell.

c) What are the sounds heard by the poet?

The bell of the horse and the moving of the wind are the sounds heard by the poet.

d) The poet is aware of two choices. what choice does he make ultimately?

The two choices are - work to be done before he sleeps

- work to be done before his death.

His choice is to leave the wood to fulfil his works before his death.

e) Pick out words from the poem that bring to mind peace and quiet

The words that bring to mind peace and quiet are- snow, froze, darkest, sweep, wind, lovely, deep, sleep.

PARAGRAPH QUESTIONS

Writing

G. Answer the following questions in a paragraph about 80-100 words

a. It is said that, "the choices made by one, shapes one's destiny". The theme of choice is important throughout this poem.

It is said that "the choices made by one, shapes one's destiny". During a winter season, the poet travels in a horse. He stops near a wood. It is filled with snow. The owner of the wood may not see him. The horse thinks it different because there is no farmhouse nearby. It is a dark evening. The horse shakes its bell to ask the poet if there is anything wrong. The other sound is the moving of the wind. The woods are lovely, dark and deep. But he has duties to do before he sleeps. The other meaning is he has much works to do before his death. One must not be carried away by the temporary pleasures in life. So, he leaves the wood to fulfil his work.

H. Work in pairs and discuss the factors that contribute towards making a choice and make a presentation to the class.

I. Write down your presentation as an articles

b. Though the poet is attracted by the peace and quiet of the woods, the poet decides to go on to the village. It is due to his responsibility. He may be impressed by the beauty. But he is steady minded. So, he makes a correct choice.

COMMON PARAGRAPH

AVERAGE STUDENTS

Poem : Stopping by woods on a snowy evening

Poet : Robert Frost

Theme : Admiring Nature

"Stopping by Woods on a Snowy Evening" is a poem written in 1922 by Robert Frost, and published in 1923 in his **New Hampshire** volume. It consists of four quatrains that have the following rhyme scheme: *aaba, bbcb, ccdc, dddd*. The poet is travelling at dusk through the snow and pauses with his horse near the woods by a neighbor's house to watch the snow falling around him. His horse shakes

his harness bells, questioning the pause; perhaps this place isn't on their usual route, or he is curious that there doesn't appear to be a farmhouse nearby. The speaker continues to stand near the woods, attracted by the deep, dark silence of his surroundings. He feels compelled to move further into the snowy woods. He and his horse have to go miles before they can sleep. But he ultimately decides to continue, concluding with perhaps the most famous lines of the poem:

'But I have promises to keep, and miles to go before I sleep, and miles to go before I sleep.'

SLOW LEARNERS

Poem : Stopping by woods on a snowy evening
Poet : Robert Frost
Theme : Admiring Nature

- **"Stopping by Woods on a Snowy Evening"** is a poem written in 1922 by **Robert Frost**.
- Poet **stops his horse** in between **the snowy wood** to enjoy it.
- His horse **shakes his harness bells**, questioning the pause.
- Perhaps this **place isn't on their usual route**, or there is **no farmhouse**.
- The poet is attracted by the **deep, dark** silence of his **surroundings**.
- He feels compelled to move further into the snowy woods.
- Finally the poet realised that he had to **perform many duties**.

TEXTUAL EXERCISES

D. Identify the rhyme scheme used in each stanza.

One example has been done for you.

stanza	rhyme scheme
1	Aaba
2	Bbcb
3	Ccdc
4	Dddd

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

Poetic device	Lines from the poem
Alliteration	watch his woods
Personification	To ask if there is some mistake
Repetition	And miles to go before I

	sleep
Imagery	But I have promises to keep.



LISTENING

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

- a. When you make a promise, keep it, even if it costs you more than you expected.
- b. Do not promise too much but deliver more than you promise.
- c. A promise seeks people together.
- d. Some people make promises too easily
- e. Saying 'yes' is easier than refusal but can lead to disappointment and decrease in trust.
- f. Before making promises, consider the long-term input on your reputation

I. Write your presentation as an article.

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

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

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

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unit 2 **POEM**
A POISON TREE
William Blake



About the author

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



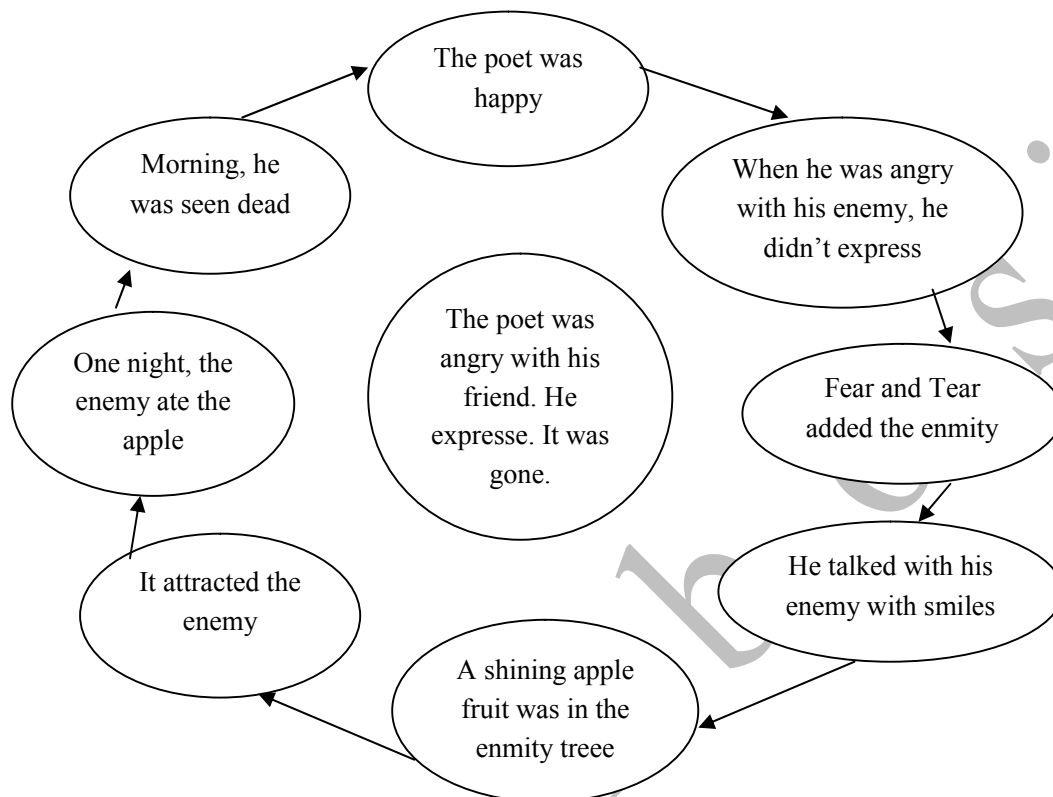
Pictures related to the lesson



<p>I was angry with my friend; I told my wrath, my wrath did end.</p>	<p>I was angry with my foe; I told it not, my wrath did grow.</p>	<p>And I watered it in fears, Night & morning with my tears; And I sunned it with smiles, And with soft deceitful wiles.</p>
<p>And it grew both day and night, Till it bore an apple bright.</p>	<p>And my foe beheld it shine, And he knew that it was mine, And into my garden stole, When the night had veild the pole;</p>	<p>In the morning glad I see, My foe outstretched beneath the tree.</p>

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MIND MAP



Pictorial Description





SUMMARY

The poem is about the anger of the poet. When the poet was angry with his friend, he shared it. His friend consoled him. So, his anger came to an end. At the same time, when he was angry with his enemy, he didn't express. He allowed it to grow. There were many misunderstandings. Fear and Tear are the bad emotions. They added anger again and again. He hid his enmity by his smiles. He became cunning. Day and night, he grew the anger. One day, a bright apple fruit was seen in that poisonous enmity tree. It attracted his enemy. One night, he entered that garden and ate the fruit. In the morning, the enemy was found dead. The poet was happy.



TEXT TRANSLATION

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



GLOSSARY

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

APPRECIATION OF THE POEM

Refers		Means	
I, my, mine	the poet	wrath	- anger
it	anger	foe	- enemy
he	enemy	deceitful	- cunning

		wiles	- tricks
		veiled	- covered
		beheld	- saw

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

TEXTUAL QUESTIONS

C. Answer the following questions in a sentence or two

1. *I was angry with my friend*

I told my wrath 'my wrath did end .

i) Who does 'i' refer to?

'I' refers to the poet.

ii) How did the anger of the poet come to an end?

The anger of the poet came to an end because he told his anger to his friend.

iii) What do you mean by 'wrath'?

Wrath means anger.

2. *And I water'd it in fears*

Night and morning with my tears;

i) What does 'it' refer to ?

'It' refers to his anger.

ii) How did he grow anger?

He grew anger with his tears.

iii) When did he grow anger?

He grew anger the whole day.

3. *In the morning glad I see,*

My foe outstretched beneath the tree .

i) How did the poet feel in the morning?

In the morning, the poet was happy.

ii) Who is the 'foe' referred to here?

The 'foe' referred to here is enemy.

iii) Why was the 'foe' found lying outstretched beneath the tree?

The foe had eaten the apple of enmity and found dead.

4. *And it grew both day and night,*

Till it bore an apple bright

i) Who does 'it' refer to?

'It' refers to enmity.

ii) What does 'apple' signify?

'Apple' signifies the result of enmity.

iii) What grew both day and night?

The enmity grew day and night.

G. Read the following lines from the poem and answer the questions that follow.

I was angry with my friend;

I told my wrath, my wrath did end.

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

i) Pick out the rhyming words.

Ans: 1) friend – end 2) foe – grow

ii) What is the rhyme scheme of the stanza?

Ans : aabb

iii) Identify the figure of speech in the title of the poem.

Ans: Metaphor

2. *And I watered it in fears
Night and morning with my tears;*

iv) What figure of speech is used in 'watered it in fears'?

Ans: Metaphor

ADDITIONAL QUESTIONS

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

a. Who is referred as 'foe'?

The friend of the poet is referred as foe.

b. Whose wrath is growing?

The poet's wrath is growing.

2. *And I sunned it with smiles,
And with soft deceitful wiles.*

a. What is sunned with soft deceitful wiles?

The angry of the poet is sunned with soft deceitful wiles.

b. Who smiles at whom?

The poet smiles at his friend who is the indirect enemy to the poet.

3. *And he knew that it was mine.*

a. Whom does 'he' refer to?

'He' refers to the friend (enemy) of the poet.

b. What is 'it' referred to?

'It' is referred to the apple.

4. *And into my garden stole,
When the night had veiled the pole;*

a. Whose garden is that?

That is poet's garden.

b. What is referred to the pole?

The pole is referred to the edge of the earth.

5. *Till it bore an apple bright.*

a. Which is bright?

The apple is bright.

b. What is referred to an apple?

An apple is referred to the fruit of ripen angry.

PARAGRAPH QUESTIONS

F – i) How did the poet's anger with his friend end?

The poet was in angry with his friend. There was a small problem. The poet expressed his anger with him. He used harsh words. The friend might be wounded. But he consoled the poet. He explained his side. The poet understood the situation. The problem was solved. Thus the poet's anger with his friend came to an end.

2. Describe how his anger kept growing.

The poet was in angry with his enemy. It was a small problem. It was due to misunderstanding. But, the poet didn't express his anger towards the enemy. He grew the anger with fear. Day and night, he was thinking about his enemy. He shed tears. He became so cunning. He cheated his enemy by smiling at him. He didn't show any enmity towards him. Thus, his anger kept growing.

3. Describe the effect of the poisonous fruit on the 'enemy'

The enmity between the poet and his enemy kept on growing. It became a big tree. The fruit of enmity was raised. It was a shining apple tree. The enemy knew that it was his fruit. It attracted him. One night the enemy came to the garden. He ate the fruit. In the morning, he was found dead. The poet was happy.



AVERAGE STUDENTS

Poem : A POISON TREE
Poet : WILLIAM BLAKE
Theme : Anger

'A Poison Tree', one of the most famous poems by William Blake (1757 – 1827), was first published in 1794 volume Songs of Experience. The speaker of the poem expressed his anger with his friend. He simply told his friend that he was annoyed. He didn't inform his grievance to this foe. So the anger grew. He 'watered' it with fear and dislike; false 'smiles' acted like sunlight to grow. An apple sprouts from this poison tree of anger. The foe stole it from the speaker's garden one night and ate the apple. The speaker finds his enemy the next morning lying dead under the tree, having eaten the poisoned fruit.

SLOW LEARNERS

Poem : A POISON TREE
Poet : WILLIAM BLAKE
Theme : Anger

- 'A Poison Tree' is the famous poem of **William Blake** (1757 – 1827)
- The poet was **angry on his friend**.
- He **waters it with fear** and dislikes.
- His smiles are as sunlight
- One day the **poison apple is ripen**.
- His friend **steals and eats**.
- He finds **his friend dead under the tree**.

TEXTUAL EXERCISES

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

Once the poet was angry with his friend. He expressed his (i) **enmity** and it ended. They became friendly but when he grew angry with his foe, he (ii) **comealed** it and allowed his anger to grow. Day and night he watered it with his tears allowing it to grow. He (iii) **exposed** his foe with false smiles and cunning tricks. The tree kept growing and yielded a bright apple

which (iv) **attracted** his foe to eating it stealthily during the night. The next morning the poet was happy to see his foe lying (v) **dead** under the tree.



LISTENING

H. Listen to your teacher reading out the tips on anger management. (The script can be either read out by the teacher or student, or recorded and played more than once as required). Listen and match the sentence parts by drawing a line.

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

I. Answer the following in about 80-100 words. Take ideas from the poem and also use your own ideas.

1. Recall a recent situation when you became angry.
What were the consequences of your anger? After listening to the guidelines on anger management, find out how well you could have handled the situation. Write your findings.

2. What might have caused the conflict which led to the poet becoming angry with his enemy? Think of one such situation that you have experienced. Describe how you felt and how the enmity grew and things became worse.

J. Discuss and Write.

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

Unit 1

SUPPLEMENTARY

The Envious Neighbour

A Japanese Folk Tale

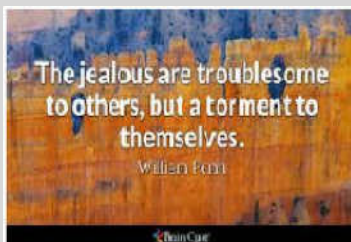


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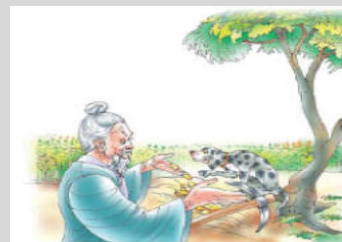
Pictures related to the lesson



FAITAFUL DOG



JEALOUS



SAINT



PARADE



LOYAL



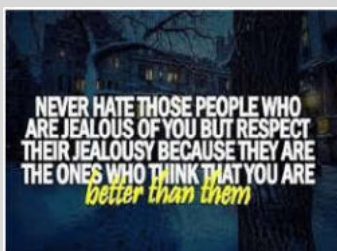
DREAM



PRAYER

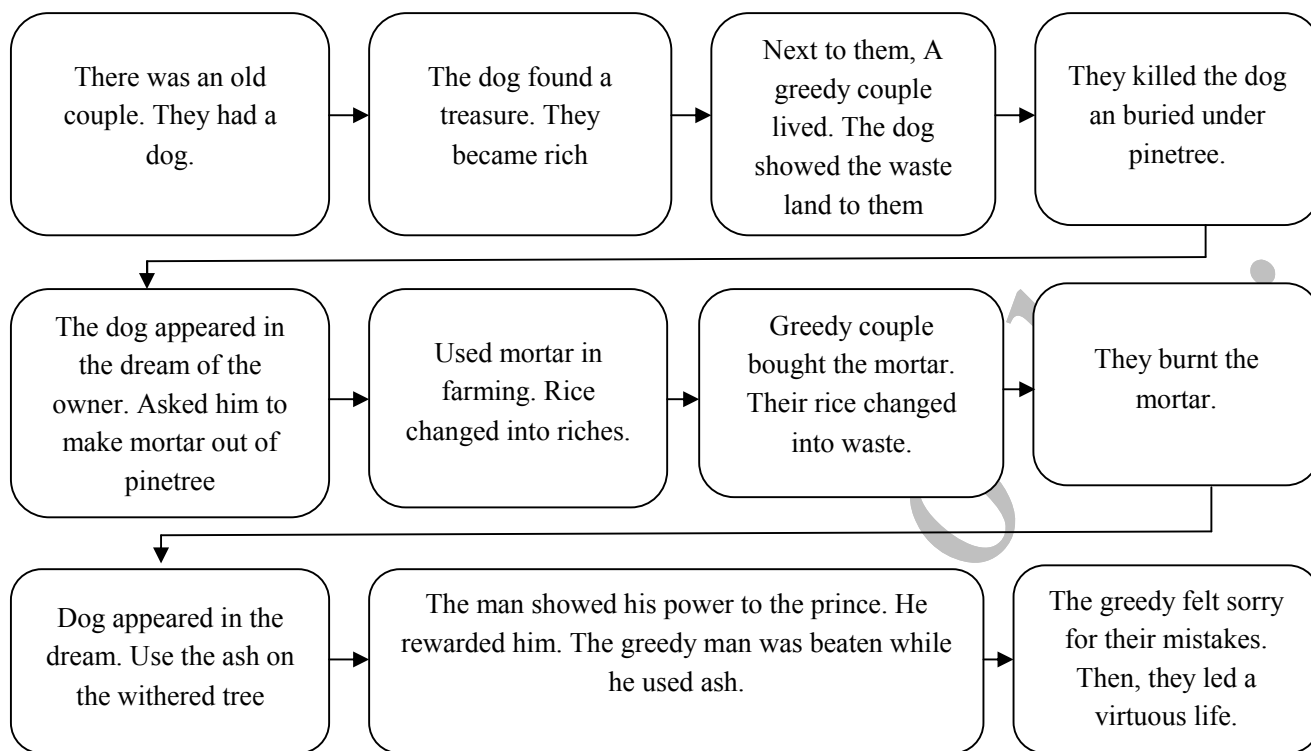


TREE FELL DOWN



MORAL

MIND MAP



Pictorial Description



SUMMARY

There was an old couple. They had a pet dog. One day, when they were working, the dog began to bark. They dug the ground and found the treasure. They shared with the poor people. They bought many fields and became rich. There was a greedy couple. Oneday, they borrowed the dog from them. They compelled the dog to show them the treasure. But, the dog showed them a dirty ground. They were upset and killed the dog. It was buried under the pine tree. When the owner of the dog came to know about his death, he went there. He kept some food and decorated that place with flowers. He cried a lot. In his dream, the dog came and told him to make a mortar out of the pine tree wood where it was buried. They used the mortar in farming. Every rice had turned into a rich treasure. Immediately, the greedy couple borrowed the mortar and used in their farm. The rice had changed into a waste. So, they burnt the mortar. Again the dog appeared in the owner's dream and informed him to use his ash on the withered tree. Then, it would grow again. The owner begged the neighbour to give the ashes. He went all over the country and helped the people with the ashes. He showed his power to a prince. He rewarded him. On hearing this, the greedy man went to the castle with the remaining ash. When he scattered the ash, it fell into the prince's eyes and mouth. The soldiers thrashed him. He was crawled to his home. The good couple called them. The greedy couple felt sorry for what they had done. The good people gave some share of their wealth. Then, they led a virtuous life

TEXT TRANSLATION

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

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

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

 **GLOSSARY**

Word	Meaning	Word	Meaning
tit-bit(n.)	- a small piece of tasty food	wagged(n.)	- move or cause to move rapidly to and fro
covetous(adj.)	- having or showing a great desire to possess something belonging to someone else	withered(v.)	- become dry and shriveled
obliged(v.)	- make (someone) legally or morally bound to do something		

Characters and their Hints

Character	Key words
Old couple	<ul style="list-style-type: none"> ➤ Has a pet dog. ➤ Gets a box of gold pieces and silver. ➤ Has envious neighbour. ➤ Dog helps them in all the ways. ➤ Second time they get gold out of rice in mortal. ➤ When they sprinkle the ash of mortal the cherry trees are bloomed. ➤ Prince rewards them. ➤ As they do have jealous they give a little bit of gold to the envious neighbour.
Neighbour	<ul style="list-style-type: none"> ➤ Next to old couple. ➤ Always has jealous on the old couple. ➤ Borrows the dog for wealth and kills it. ➤ Second time borrows the mortal but they get wither out of rice. So they burned the mortal. ➤ Takes the ashes and sprinkles on the trees but the ash has fallen in the eyes of prince. So they get punishment. ➤ Accepts the wealth given by their old neighbour.
Pet dog	<ul style="list-style-type: none"> ➤ Kind enough to the old couple ➤ Finds a box of treasure under the earth. ➤ When it goes to the neighbour's house it shdows bones. So it was killed ➤ After the death also it is kind enough to its owner ➤ Comes in the dream and asks them to make a mortal from the pine tree. ➤ Because it is buried there. ➤ In the second time it comes in the dream and says to sprinkle the ashes on the withered cherry trees.
Prince	<ul style="list-style-type: none"> ➤ Comes in the end of the story. ➤ Happy on seeing the bloomed trees. ➤ Honours the old couple for their deed. ➤ Punish the envious people for their ill doing.

READ THE FOLLOWING PASSAGE AND ANSWER THE QUESTIONS

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

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

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

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

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

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

PARAGRAPH QUESTIONS

1. The old farmer was a kind person. Justify the statement with suitable examples from the story.

The old farmer was a kind person. He lived with his wife. They had a pet dog. One day, the dog found the treasure. They shared with the poor people. Next to them, was a greedy couple. Oneday, they borrowed the dog from them. They compelled him to show them the treasure. But, the dog showed them a dirty ground. They got upset and killed the dog. After that incident also, the neighbours did many harms. But, the good old couple didn't care about that and helped them even after that.

2. How did the dog help the farmer even after its death? How did it help him next?

After the death of the dog, it appeared in his owner's dream. It informed him to make a mortar out of pine tree. They made and used for agriculture. Every rice had changed into richness. The envious neighbour borrowed the mortar and burnt. Again, the dog appeared in his dream and advised him to use the ashes on the withered plants. Then, it would grow again. The old man showed his power to the prince. He was rewarded. Thus, the dog helped him even after his death.

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

Again, the dog appeared in the owner's dream and informed him to use his ashes on the withered tree. Then, it would grow again. The owner begged the neighbour to give the ashes. He went all over the country and helped the people with the ash. He showed his power to a prince. He rewarded him. On hearing this, the greedy man went to the castle with the remaining ashes. When he scattered the ash, it fell into the prince's eyes and mouth. The soldiers hit him.

4. Bring out the difference between the two neighbours with suitable examples to support your view

- i. The old man was kind to the dog - The neighbour beat the dog
- ii. The dog showed them treasure - The dog was killed by them
- iii. The old man cried - The mortar was burnt
- iv. The prince rewarded him - The prince punished him

COMMON PARAGRAPH

AVERAGE STUDENTS

Topic	: The Envious Neighbour
Genre	: Japanese Fable
Theme	: Don't be jealous of others

The old farmer was a **kind person**, he had a pet dog. One day they went out the with their dog. It **stopped suddenly and started barking**. The old people found the place **full of gold and silver pieces**. The **covetous neighbours attempt to become rich** was in vain. So he **killed the dog and burnt the mortar**. The **ashes** of the mortar **had a power of reviving** the dead trees. On seeing, this the **prince rewarded the old farmer** and **punished the covetous neighbour** for his lies. Now the old farmer, in spite of knowing the evil nature of the neighbour treated them kindly and **gave them a share of his riches**. The evil neighbour mended their ways.

kind person - கருணையானவர்; barking - குரைத்தல்; covetous neighbor - பேராசை கொண்ட அண்டை வீட்டார்; burnt the mortar - உலக்கையை எரித்தனர்; ashes - சாம்பல்; reviving - புத்துயிர் பெறுதல்; prince - இளவரசர்; rewarded - பரிசளித்தார்; mended - சீர் செய்து

SLOW LEARNERS

Topic : The Envious Neighbour
Genre : Japanese Fable
Theme : don't be jealous of others

- An old couple found a **box of gold with the help of their dog**.
- The neighbor **got envy** on them and **borrowed the dog**.
- They **killed the dog** for showing bones.
- The old man **buried under a pine tree**.
- By the dog's words in dream he **made a mortar**; it **turned the rice in gold**.
- The envious neighbor **burnt the mortar**.
- The old couple **sprinkled the ashes on the withered trees** and **made it bloom**.
- The **prince honoured them** with gold.
- **The neighbor was punished** for sprinkling the ash into prince's eyes.
- The old couple gave some gold to the neighbour.
- The old **envious people mended their ways**.

TEXTUAL EXERCISES

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

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

Unit 2

SUPPLEMENTARY The Fun They Had

Isaac Asimov



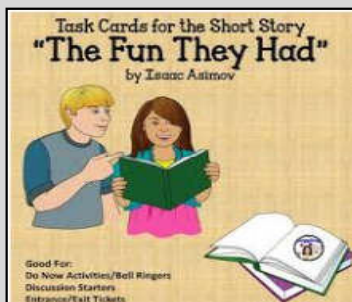
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About the author

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



Pictures related to the lesson



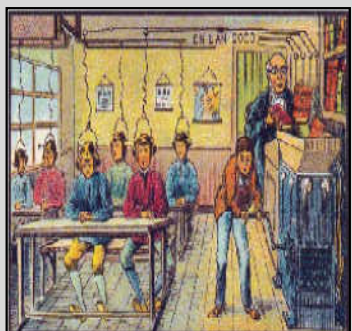
**CULTIVATING THE
HABIT OF READING**



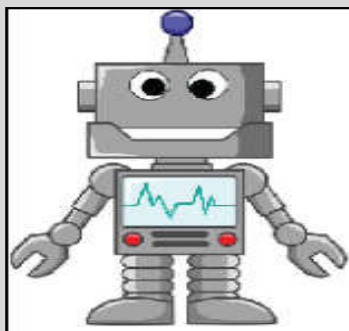
**A CLASSROOM
SITUATION**



FUTURE



CLASSROOM IN 2157

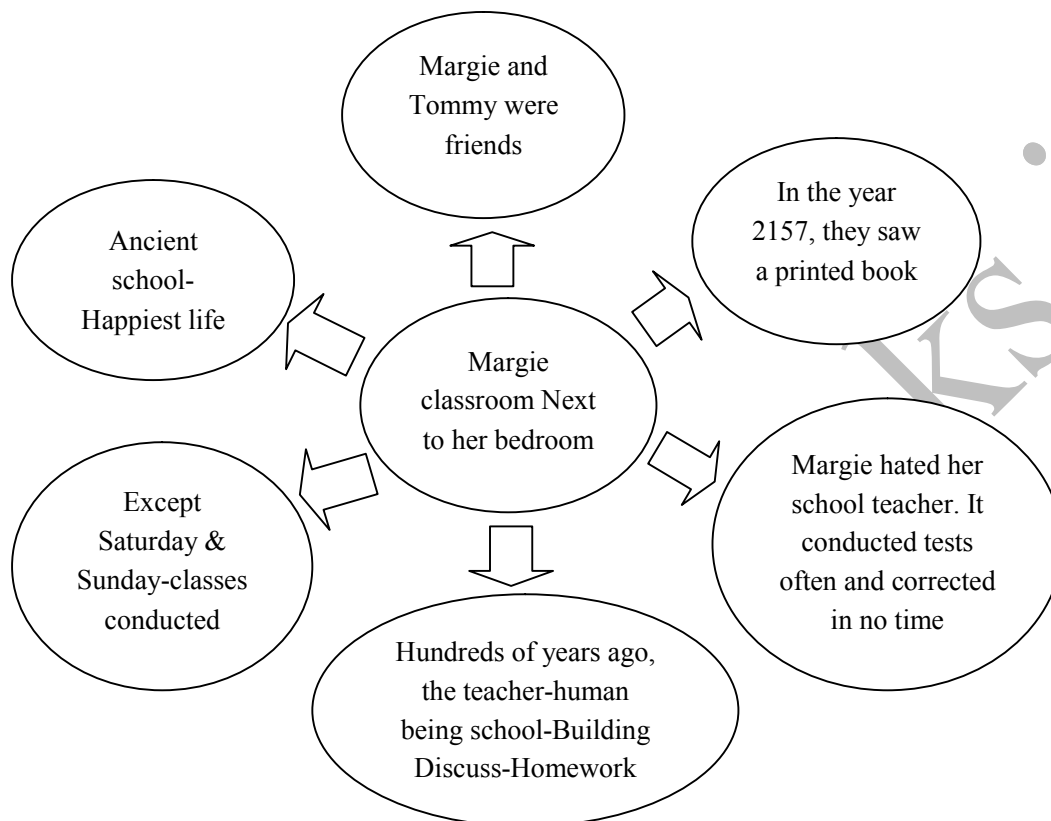


ROBOT

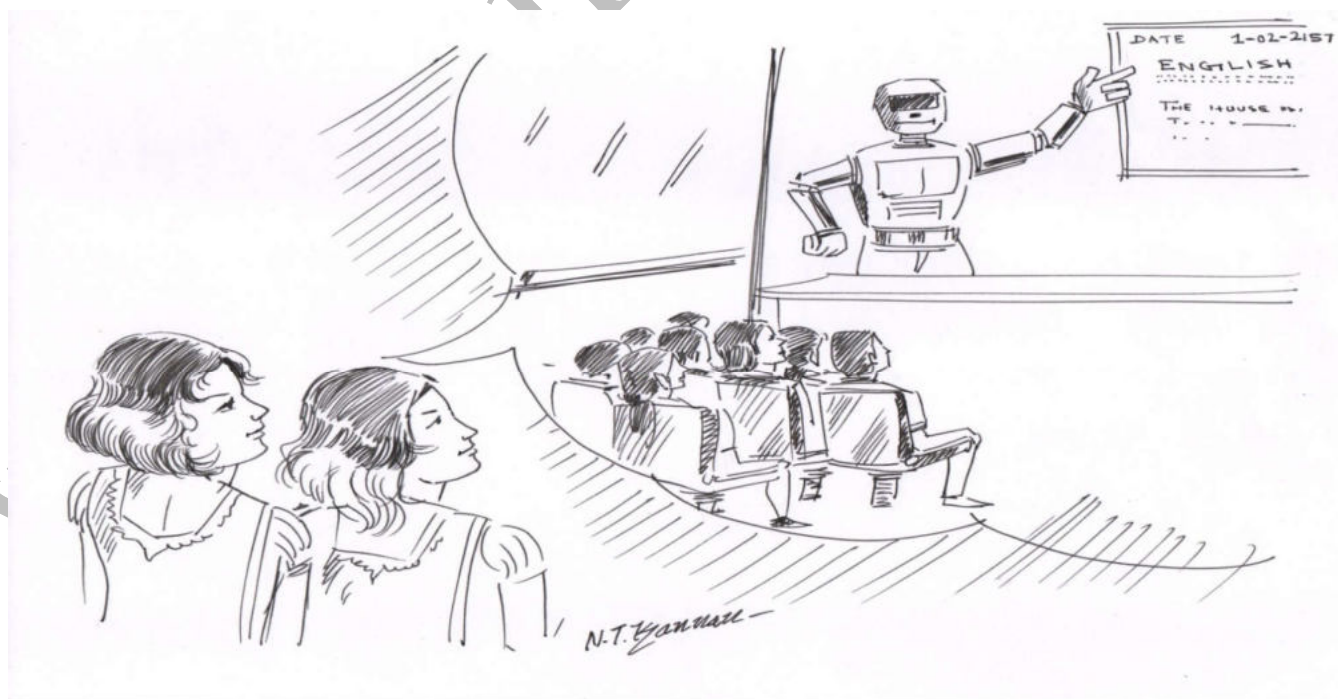


ADVANCED ROBOT

MIND MAP



Pictorial Description



SUMMARY

Margie was eleven. Tommy was thirteen. They were friends. In the year 2157, they happened to see a printed book. It was about school. Margie hated school. In her school, she had a mechanical teacher. It used to conduct tests often. When she could not study geography well, the Country Inspector was called to check. She wished that there was no more mechanical teacher. But it was brought back. Margie hated the slot where she had to put homework and test papers. It was corrected by her teacher in no time. Tommy began to say about the school in the past. Hundreds of years ago, the teacher was a human being. The school was a big building, where the students went and studied. It was funny for Margie to read about that. Next, she was called by her mother to the school room. It was next to her bedroom. Margie entered. The mechanical teacher began to teach arithmetic. Margie was reminded of the school in the past. At that time, the students could have enjoyed together in the ground. They might have discussed their homework and helped each other. It might be a great fun.

TEXT TRANSLATION

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

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

<p>So she said to Tommy, "Why would anyone write about school?"</p>	
<p>Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily pronouncing the word carefully, "Centuries ago." Margie was hurt. "Well I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher." "Sure they had a teacher, but it was not a regular teacher. It was a human." "A human? How could a human be a teacher?" "Well, she told boys and girls things and gave them homework and asked them questions."</p>	<p>டாமி, அவளை கர்வத்துடன் பார்த்தான். "முட்டாளே, இது நாம் படிக்கின்ற பள்ளிக்கூடம் கிடையாது. பல நூறு வருடங்களுக்கு முன் உள்ள பள்ளி ஆகும்" அவன் மறுபடியும், "நூற்றாண்டுகளுக்கு முன்" என்றான். மார்கியின் மனது காயம் அடைந்தது. "எனக்கு அவர்களின் பள்ளிக்கூடம் எப்படி இருந்தது என்று தெரியாது". தனது தோள் மேல் இருந்த புத்தகத்தைப் பார்த்து, "எது எப்படியோ, அவர்களுக்கும் ஆசிரியர் இருந்தார்." ஆமாம் அவர்களுக்கும் ஆசிரியர் இருந்தார். ஆனால், நமது ஆசிரியரைப் போல அல்ல. அவர்கள் மனிதர்கள்". "மனிதனா? எவ்வாறு ஒரு மனிதன் ஆசிரியராக ஆக முடியும்?" "ஆம். அவர்களும் மாணவ மாணவியர்களுக்கு வீட்டுப்பாடம் கொடுத்து, பரிட்சையும் வைத்தார்கள்."</p>
<p>"A human isn't smart enough." "Sure one is." Margie wasn't prepared to dispute that, She said, "I wouldn't want a stranger in my house to teach me." Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there." "And all the kids learned the same thing?" "Sure, if they were the same age." "But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently." "Just the same they didn't do it that way then. If you don't like it, you don't have to read the book."</p>	<p>"ஒரு மனிதனால் இப்படி புத்திசாலியாக இருக்க முடியுமா," "ஆம்" மார்கி, இதைப்பற்றி விவாதிக்க தயாராக இல்லை. "உனக்கு, இதை பற்றி அதிகமாக தெரியாது. ஆசிரியர்கள் வீட்டில் வாழவில்லை. அவர்களுக்கென்று தனி கட்டிடம் இருந்தது. குழந்தைகள் அங்கே சென்று படித்தனர்." எல்லா குழந்தைகளும் ஒரே பாடத்தை படித்தார்களா?" "ஆமாம். ஒரே வயது மாணவர்கள் ஒரே பாடத்தை படித்தார்கள்?" "ஆனால் எனது அம்மா ஒரு ஆசிரியர் ஒவ்வொரு மாணவ மாணவியர்களுக்கு ஏற்ப சொல்லிக் கொடுக்க வேண்டும் என்று சொல்லுகிறாள்." அந்த முறையை பின்பற்ற வேண்டும். உனக்கு இந்த புத்தகத்தை படிக்க பிடிக்கவில்லையென்றால், படிக்காதே." "எனக்கு பிடிக்கவில்லை என்று நான் சொல்லவில்லை" என்றாள் மார்கி அவளுக்கு அந்த வேடிக்கையான பள்ளியைப் பற்றி படிக்க ஆர்வம் இருந்தது.</p>
<p>"I didn't say I didn't like it, "Margie said quickly. She wanted to read about those funny schools. They weren't even half finished when Margie's mother called, "Margie! School!" Margie looked up. "No yet, Mamma." "Now!" said Mrs. Jones, "And it's probably time for Tommy, too." Margie said to Tommy, "Can I read the book some more with you after school?" "Maybe," he said nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm.</p>	<p>அவர்கள் பாதிப் புத்தகத்தைக் கூட படித்து முடிக்கவில்லை. அதற்குள், அவளது அம்மா, "மார்கி! பள்ளிக்கூடம்!" என்று கூப்பிட்டாள். மார்கி, "இன்னும் நேரம் ஆகவில்லை அம்மா" என்றாள். திருமதி ஜோன்ஸ், "இது டாமிக்கும் பள்ளி செல்லும் நேரம்" என்றாள். மார்கி, டாமியிடம், "பள்ளி நேரம் முடிந்தவுடன் நான் இந்த புத்தகத்தை படிக்கலாமா?" என்றாள். "படிக்கலாம்" என்று இயல்பாக கூறினாள். அந்த பழைய புத்தகத்தை கையில் வைத்துக் கொண்டு, விசில் அடித்தபடியே சென்றாள்.</p>

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

 GLOSSARY

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

READ THE FOLLOWING PASSAGE AND ANSWER THE QUESTIONS

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

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

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

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house.

They had a special building and all the kids went there."

"And all the kids learned the same thing?"

"Sure, if they were the same age."

"But my mother says a teacher has to be

Adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

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

3. Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely. So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily pronouncing the word carefully, "Centuries ago."

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

4. They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to – on a screen, you know. And then when turned back to the pages before, it had the same words on it that t had when they read it the first time.

"Gee!" said Tommy, "What a waste. When you are through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away".

"Same with mine" said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen. She said, "Where did you find it?"

"In my house". He pointed without looking because he was busy reading. "In the attic".

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

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

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

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

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

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

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

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

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

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

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

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

Characters and their Hints

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

PARAGRAPH QUESTIONS

E-1. Describe Margie's mechanical Teacher and her Classroom in your own words.

In the year 2157, Margie has mechanical teacher. Her book is a big screen. She can see millions of books in the screen. The mechanical teacher conducts tests often and corrects in no time. When she could not study geography, country inspector comes to check it. Its speed is lessened. Her classroom is in the house itself. It is next to her bedroom. Except on Saturday and Sunday, she has classes.

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

Margie hated her school because the mechanical teacher conducts tests often and corrects in no time. When she could not study geography, country inspector comes to check it. She thought that the mechanical teacher would never come back. But, it came back. Its speed is lessened. Moreover, there is no classmate. The homework has to be done by her alone. But in the past, school is a building where students went together. They discussed their homework and helped each other. At the end of the story, she thought high of the ancient school system.

3. What was strange about he book"? why did Margie find it strange?

The "book" was strange because it was about the school in the past. The teachers were human beings. They taught a group of students. The school is a building where students went together. They discussed their homework and helped each other. They didn't learn inside the house. They had a lot of fun. They wer happy. So, it was strange to Margie.

COMMON PARAGRAPH

AVERAGE STUDENTS

Story	: The Fun They Had
Author	: Issac Asimov
Theme	: Advancement in Science
Moral	: Old is Gold

The short story, '**The Fun They Had**' written by Isaac Asimov deals with a boy and a girl. In 2157, Tommy **finds a real book from the attic** of Margie. It is a **cranky, old printed paper book**. The book is about **centuries old schools**. Those days they had **real teachers**. **Students and teachers met in a place** for education. It is called as **schools**. But in **2157 they have mechanical teachers** and schools are **at home**. **Margie hates her school** and geography teacher. Her geography teacher is too fast so she fails often. The story about the **old school impresses her**. So she wants to read it. It is her school time so she goes to her school room with the thought of the book.

fun - வேடிக்கை; attic - பரண்; centuries old schools - நூற்றாண்டுகளுக்கு முன்பிருந்த பள்ளிக்கூடங்கள்; real - உண்மையான; impresses - ஈர்க்கப்பட்டு; mechanical - teacher - இயந்திர ஆசிரியர்

SLOW LEARNERS

Story : The Fun They Had
Author : Issac Asimov
Theme : Advancement in Science
Moral : Old is Gold

- ‘The Fund They Had’ is written by Isaac Asimov deals with a boy and a girl in the year 2157.
- Tommy finds a real book from Margie's house.
- It is about old schools.
- The human teachers and students gathered in a place called schools.
- Margie hates her school and geography teacher.
- Because a room in the home is school and teacher is a machine.
- There is no fun at all.

TEXTUAL EXERCISES

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

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

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

could be a teacher and how the students were taught the (x) **same thing**. Then it was (xi) **time** school for Margie and Tommy. Margie went to the school room in her (xii) **house**, where the mechanical teacher stood. She was thinking about the old school and how much fun the children had, (xiii) **learning and spending** time together.

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

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

D. Complete the following statements based on your reading.

1. The old book was found by **Tommy**
2. Margie was surprised to see the old book because **she hadn't seen any printed book**

3. The mechanical teacher was giving Margie
homework and tests.
4. Margie had to study always at the same time every
day, because her mother said little girls **learned**
better if they learned at regular hours.

5. The geography sector in mechanical teacher was
geared a little too quickly.

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