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10

ENGLISH

UNIT - 1 - STUDY MATERIAL

(Based on Govt. New Syllabus)

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- ★ This study material contains only Book back exercise questions.
- ★ Way to success – 10th English guide with Practice book will be published very shortly.
- ★ Way to success is preparing 10th English guide based on Govt.New Pattern with the help of expert cum experienced teachers to give an assurance for you to score more marks in your public examination.

All the Best.....

Prose – 1

HIS FIRST FLIGHT (பறக்கும் முதல் அனுபவம்)*Liam O'Flaherty***INSIDE TEXT BOOK QUESTIONS****a) Why did the seagull fail to fly?**

The seagull failed to fly, **because he was afraid to fly.**

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

When the young seagull failed to fly, his parents had come around calling to him shrilly, **scolding him, threatening to let him starve on his ledge.**

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

Herring was the first catch of the young seagull's older brother.

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

The young seagull managed to find **the dried pieces of eggshell** to eat.

e) What did the young bird do to seek the attention of his parents?

The young bird **uttered a low cackle** and kept calling sadly.

f) What made the young seagull go mad?

The young seagull was very **hungry** and her mother did not come nearer to feed him. It made the young seagull go mad.

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

The young bird's **mother screamed back mockingly**, when he asked food. So he uttered a joyful scream.

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

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

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

The young seagull was **no longer afraid**. He was very **joyful**.

j) What did the young birds' family do when he started flying?

The **young birds' family was very happy**. His mother swooped past him, his father flew over him, and his brothers and sisters were flying around him, high and low out of joy.

A. Answer the following questions in a sentence or two.**1. How was the young seagull's first attempt to fly? or why did the seagull fail to fly?**

The young seagull's **first attempt to fly was a failure**, because he was afraid to fly. He **failed to muster up courage to fly**. Instead of flapping his wings and flying away, he ran back to the little hole.

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

The parents supported and encouraged the young seagull's brothers and sister, **by perfecting them in the art of flight**, teaching them **how to skim** and surf the waves and **how to dive for fish**.

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

The young seagull **failed to muster up courage to fly**. So he had to **stay in his nest**. He had **no food**. He could not find anything but the dried pieces of eggshell to eat.

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

The bird **walked** back and forth from **one end of the ledge** to the other. Without trying to fly and **stepping daintily, he tried** to find some means of reaching his parents. **There was a deep wide crack** between him and his parents.

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

No. I don't think that the parents were harsh to him. Here **the mother seagull's parents trained him to fly.** The mother seagull showed a piece of fish to the hungry young seagull. Maddened by hunger, he dived at the fish and began to fly.

6. What prompted the young seagull to fly finally?

The **mother seagull showed a piece of fish** to the hungry young seagull. But he **couldn't reach the food** as it was out of reach. Maddened by hunger, he dived at the fish. Thus the **parental care, its natural bird instinct to fly and its urge for survival** prompted the young seagull to fly, finally.

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

The young seagull landed on the green sea and **sank into it.** His **belly touched the water** and he sank no farther. He was **floating on it.**

B. Answer each of the following questions in a paragraph of about 100-150 words.**1. Describe the struggles underwent by the young seagull to overcome its fear of flying.**

Lesson	: HIS FIRST FLIGHT
Author	: Liam O'Flaherty
Theme	: Parenting
Characters	: The young seagull and its family
Outlook	: The young seagull's fear – hungry – mother seagull's training – his first flight

The young seagull was alone on his ledge. Unlike his brothers and sister, he was afraid to fly. He failed to muster up courage to fly. His parents had come around calling to him shrilly, scolding him, threatening to let him starve on his ledge. He had no food. He could not find anything but the dried pieces of eggshell to eat. His parents wanted to teach him fly. So the mother seagull showed a piece of fish to the hungry young seagull. But he couldn't reach the food as it was out of reach. Maddened by hunger, he dived at the fish. In order to grab it, he had no other choice other than to flap his wings and fly towards his meal. He landed on the green sea and sank into it. He was floating on the water. The young birds' family was very happy and they offered him scraps of dog-fish for his first flight. Thus the parental care, his natural bird instinct to fly and his urge for survival prompted him to fly, finally.

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

- Parents are our first teachers. Guiding their ward/children at every stage is their primary responsibility. If they fail to do this, the children cannot attain perfection.
- It is said that children start learning and responding even when they are in the womb of the mother. A child which grows, without the guidance of the parents, lack in the art of speech, walking, holding things, eating and even doing their everyday basic activity. They even need toilet training.
- Some children can learn easily. But few hesitate or struggle while learning new things. To them, the parents have to be harsh for the betterment of their life as we see the young seagull in this lesson. As the old proverb says "bend the twig bend the tree". They may seem cruel and unrelenting but it is for the good of their children. It is the duty of every parent to educate and teach their young ones the art of life.

VOCABULARY

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

Noun	Verb	Adjective	Adverb
<u>exhaustion</u>	<u>exhaust</u>	<u>exhausting, exhausted, exhaustive</u>	<u>exhaustedly</u>
<u>wide</u>	<u>widen</u>	<u>wide</u>	<u>widely</u>
<u>mad</u>	<u>mad</u>	<u>mad</u>	<u>madly</u>
<u>perfection</u>	<u>perfect</u>	<u>perfect</u>	<u>perfectly</u>

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

1. His family was screaming and offering him food. (to adjective)

To Adjective: She is a screaming beast.

2. The young seagull gave out a loud call. (to adverb)

To Adverb: The young seagull called out loudly

3. The bird cackled amusedly while flying. (to noun)

To Noun: The bird cackled with amusement.

4. The depth of the sea from the ledge scared the seagull. (to adjective)

To Adjective: The seagull was scared of the deep sea.

5. The successful flight of the bird was a proud moment for the seagull's family. (to verb)

To Verb: The bird flew successfully.

E. Use the following words to construct meaningful sentences on your own.

- | | |
|---------------|---|
| 1. coward | - Tom is a <u>coward</u> . |
| 2. gradual | - The economic growth is <u>gradual</u> . |
| 3. praise | - Always <u>praise</u> the good deeds of others. |
| 4. courageous | - Gandhiji was very <u>courageous</u> . |
| 5. starvation | - My health is spoiled because of <u>starvation</u> . |

LISTENING

F. *Here is a travelogue by the students of Government Girls Higher Secondary School, Pattukkottai after their trip to Darjeeling. Listen to the travelogue and answer the following questions.

i) Fill in the blanks with suitable words.

- The students visited Darjeeling city.
- Kanchenjunga is the third highest mountain in the world.
- Tiger hill is 13 km away from Darjeeling.
- The drinking water is supplied by Senchal lake to the city.
- After Senchal lake, they visited Batasia loop

ii) Do you think they had a memorable and enjoyable school trip?

Yes. They had a memorable and enjoyable school trip.

iii) Name a few places that you wish to visit with your classmates as a school trip.

Thekkady, Kochi, Munnar, and Trivandrum

iv) State whether the following statements are True or False.

1. As the sky was cloudy, they could get the glimpse of the Mount Everest. **False.**

2. The toy train covers 14 km in three hours. **True.**

3. Tiger hill has earned international fame for the best sunset view. **True**

SPEAKING

Your family has planned for a two-day trip to a tourist spot nearby in a reserved forest. Your father has no idea about what safety measures and precautions to be taken before you start. Enact a role-play on the above situation.

These would help you.

Student 1: As a son / daughter

Student 2: As a father

- ❖ Important places to be visited
- ❖ Food and accommodation
- ❖ Mode of transport
- ❖ Necessary clothes for two days
- ❖ First-aid kit and medicines required if any etc.

Son/Daughter : Dad, Shall we go for a picnic?

Father : Sure. Have you chosen any spot?

Son/Daughter : Yes, Dad. Puliyancholai forest.

Father : Nice place. Ask your mother to prepare food for two days.

Son/Daughter : Ok, Dad. Shall we go by car?

Father : Mmm. Go and pack your dresses for two days.

Son/Daughter : Is there anything else to pack, Dad?

Father : Yes, Pack the things like first-aid kit and medicines.

Son/Daughter : Sure, Dad.

Father : I will make our car ready for our trip. Bye.

Son/Daughter : Bye, Dad.

G. Here is a dialogue between a father and his daughter. Continue the dialogue with at least five utterances and use all the clues given above.

Father : Hi Mary, it has been a very long time since we went on a trip. Let's plan one.

Mary : Yes, dad. I am also longing to go. Why don't we plan one for this weekend?

Father : Sure. Tell me, where shall we go?

Mary : Some place nearby, but for at least two days.

Father : Hmm... I think we should go to the reserved forest nearby.

Mary : Yeah. I've never been to a forest. I have seen a forest only on the TV and movies. The forest is a good choice!

Father : OK. If we are going to the forest, we must list out what we should carry with us for two days.

Mary : I think we should carry suitable clothes like **daily wear for 2 days.**

Father : What about the food? Do you have any idea, Mary?

Mary : Yeah. For food, I suggest **Rotis, chappathis, bread, butter and jam.**

Father : **Don't you think we need First-aid kit and medicines required?**

Mary : **Yes, of course. We must also arrange proper transport and safe accommodation.**

READING

H. Read the following passage and answer the questions that follow.

BUNGEE-JUMPING

Bungee jumping is an activity that involves jumping from a tall structure while connected to a long elastic cord. The tall structure is usually a fixed object, such as a building, bridge or crane; but it is also possible to jump from a movable object, such as a hot-air-balloon or helicopter, that has the ability to hover above the ground. The thrill comes from the free-falling and the rebound. When the person jumps, the cord stretches and the jumper flies upwards again as the cord recoils, and continues to oscillate up and down until all the kinetic energy is dissipated.

Jumping Heights, located in Mohan Chatti village, in Rishikesh has been rated as one of the most preferred bungee jumping destinations in India at a height of 83 meters. It is the only place in India where bungee jumping can be done from a fixed platform. This is also India's only fixed platform Bungee- performed from a professional cantilever, to separate it from entertainment parks, and create instead, an extreme adventure zone. The Bungee has been designed by David Allardice of New Zealand.

The Cantilever platform is built over a rocky cliff over-looking the river Hall, a tributary of River Ganges. Bungee-ing amidst the vastness of nature lends the experience an absolutely breathtaking quality. Jumping heights is well known for its safety measures and experienced staff. It costs around Rs 2500 per jump, a bit expensive, but totally worth the experience. The Bungee jumping experience has been set amidst the astoundingly stunning landscape of Rishikesh. To Bungee jump, one must be at least 12 years and should weigh between 40-110 kg.

Question and Answer:**1. What is Bungee Jumping?**

Bungee jumping is an activity that involves **jumping from a tall structure while connected to a long elastic cord.**

2. Can Bungee be performed from a movable object? How?

Yes. It is also possible to perform Bungee from a movable object. **With the help of a hot-air-balloon or helicopter, that has the ability** to hover above the ground.

3. When do you think Bungee becomes thrilling?

Bungee becomes thrilling **from the free falling and the rebound.** When the person jumps, **the cord stretches and the jumper flies upwards** again as the cord recoils, and continues to **oscillate up and down** until all the kinetic energy is dissipated.

4. What is the experience when one falls off the platform?

When one falls off the platform, **he or she gets excitement and thrill** very much.

5. Where is the Bungee jumping point located in India?

The Bungee jumping experience has been set amidst the astoundingly stunning **landscape of Rishikesh.**

6. What is the minimum age to Bungee jump?

The minimum age to Bungee Jump is **12 years.**

WRITING

I. Prepare attractive advertisements using the hints given below.

1. Home appliances – Aadi Sale – 20-50% - Special Combo Offers – Muthusamy & Co., Raja Street, Gingee.

Muthusamy & Co

Special Combo offers

Aadi sale
20-50% Offer

Flat 20-50% offer

Thousands of Home appliances varieties

Come & grab

MUTHUSAMY & CO,
RAJA STREET,
GINGEE

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

MOBILE GALAXY

Smart phones

Accessories

SIM cards

Recharge

FREE Power banks on Mobile

No.1, Toll gate,
Trichy.
9876543210

Report Writing **J. Write a report of the following events in about 100-120 words.**

1. ‘Educational Development Day’ was organized in your school on 15th July. The District Collector was the Chief Guest of the event. As part of the event, many competitions were held and the prizes were distributed to the winners and participants. It was a grand and successful event. Now, as the member of the organizing committee, write a report on the event in about 120 words.

Educational Development Day**K.MUKILAN****15th July 2019**

Government Higher Sec. School, Ponmalai organized the Educational Development Day on 15th July. The event was organized to stress the value of Education. Nearly 1500 students participated. The Programme consisted of many interesting events. The District Collector was the chief Guest of the event. He was welcomed by our Head Master. Many students participated in the competitions and proved their mettle. The District Collector delivered chief guest address to the students. Prizes were also distributed to the winners and participants. It was a grand success. Vote of thanks was proposed by the school pupil leader. Finally the programme ended with the National Anthem.

2. You are the School Pupil Leader. You have been asked to write a report on the Inaugural Ceremony of English Literary Association of your school which was held recently. Write a report on the same in not more than 120 words.

Inaugural Ceremony of English Literary Association**P. JOHN SURESH****5th July 2019**

Government Higher Sec. School, Aarani organized Inaugural Ceremony of English Literary Association on 15th June. It was held under the presidentship of Prof.R.Karuna. Members of the Association were elected. Students displayed their histrionic talents at the meeting. All the spectators enjoyed the events a lot. The teachers of the English Department and the Headmistress facilitated the students to conduct the events properly. At last the programme came to an end with the vote of thanks and the National Anthem.

3. You are the Coordinator of the Science Forum of your school. An event had been organized on account of National Science Day for the members of the forum. Now, write a report on the observation of “National Science Day” at your school.

National Science Day**J. Muhamed Ismail****28th Feb. 2020**

National Science Day was organised by the Science Forum of Government Higher Secondary School, Nanguneri. The Head of the Department of Physics Mr.Ezilarasan was the chief guest. All the members of the forum participated with full vigour. Lot of exhibits were displayed by the students of all classes. Not only students but also the parents gave their full support and participated in the programme. It was really an occasion to bring out the hidden talents of the students.

Our Headmistress delivered welcome speech .Our chief guest was much impressed by the performance of our students and conveyed his appreciation. He also guided the students for further course of action in his enlightening speech. Atlast the vote of thanks was delivered by me as the coordinator of the Science Forum.The programme came to a halt with the National Anthem.


GRAMMAR

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

1. When I was a child, I **used to** climb trees easily but now I can't. (*ability in the past*)
2. I **will / shall** win this singing contest. (*determination*)
3. You **can / shall** buy this book. It is worth buying. (*advice or suggestion*)
4. Poongothai **can** speak several languages. (*ability in the present*)
5. I swear I **will not / shall not** tell lies again. (*promise*)
6. My father **used to** play badminton in the evenings when he was at college. (*past habit*)
7. You **must / ought to / should** do as I say! (*command*)
8. **May** I have another glass of water? (*request*)
9. Sibi has not practised hard but he **might** win the race. (*possibility*)
10. We **should / ought to** preserve our natural resources. (*duty*)

B. Rewrite the following sentences by rectifying the errors in the use of modals.

1. Would I have your autograph?
May / Can I have your autograph?
2. I can be fifteen next April.
I will be fifteen next April.
3. Take an umbrella. It should rain later.
Take an umbrella. It *may* rain later.
4. The magistrate ordered that he might pay the fine.
The magistrate ordered that he should pay the fine.
5. Make me a cup of tea, shall you?
Make me a cup of tea, will you.
6. You may speak politely to the elders.
You must speak politely to the elders.
7. You will get your teeth cleaned at least once a year.
You must get your teeth cleaned at least once a year.
8. We could grow vegetables in our kitchen garden but we don't do it now.
We can grow vegetables in our kitchen garden but we cannot do it now.
9. Must I get your jacket? The weather is cold.
May / Can I get your jacket? The weather is cold.
10. Could the train be on time?
Will the train be on time?

C. Read the dialogue and fill in the blanks with suitable modals.

Dad : **Shall** we go out for dinner tonight?

Charan : Yes, Dad. We **shall** go to a restaurant where I **will** have some ice cream.

Dad : OK. Then, I **will** be home by 7 p.m. Mom and you **must / should** be ready by then.

Charan : Sure. We **will**. My friend told me that there is a magic show nearby. **Can** you please take us there?

Dad : We **may** not have time to go for the magic show, I suppose. If we have enough time left, we **would / will** plan.

Charan : By the way, **need** we inform our gate keeper about our outing?

Dad : Yes, we **need** so that he **will** be aware we aren't at home.

Charan : **Shall / need** I call up Mom and tell her about our plan today?

Dad : You **need** to. Otherwise, we might be in trouble when she returns home.

Charan : Hmm... by the time you come home in the evening, we **will** be waiting for you. Hope you **will not / won't** be late. Bye.

D. Read the following dialogues and supply appropriate modals.

Student : Can we leave our bags in the class during the break?

Teacher: Yes, you **can** but arrange them neatly.

Passenger: My child is 6 years old. Do I have to buy him a ticket?

Conductor: Yes, you **should**. It costs half of the price of an adult ticket.

Vani: Can we go for coffee after the meeting?

Yoga: No, I **can't**. I have to go home.

Salesman: When **will** I receive my order?

Customer: I **cannot** assure you sir, the order **will** be delivered tomorrow.

Neela: Do you think I should write about my education background in the resume?

Preethi: Yes, you **should** . You **would** get a better job.

Imagine you have been to Thanjavur recently. Based on your experience and the data given below about Thanjavur, suggest and guide your friend who wishes to visit Thanjavur and places nearby, using modals in your sentences.

Trains towards Thanjavur	Places to visit in Thanjavur	Places around Thanjavur	Unique Products of Thanjavur
<ul style="list-style-type: none"> • Uzhavan Express • Mannai Express • Madurai Express 	<ul style="list-style-type: none"> • Brihadeeswarar Temple (Big temple) • Museum • Saraswathi Mahal (Library) • Palace 	<ul style="list-style-type: none"> • Thiruvaiyaru • Kumbakonam • Kallanai Dam • Poondi (Church) • Manara Pattukkottai 	<ul style="list-style-type: none"> • Art Plates • Paintings • Bronze Statues • Dancing Dolls

Answer:

1. You **can** also go to Thiruvaiyaru which is famous for classical music.
2. I **would** suggest you to go to Kallanai Dam.
3. You **would** be happy to visit Poondi Basalica noted for its scenic beauty around.

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

1. I would suggest that you take the Uzhavan Express to Thanjavur from Chennai.
2. You will be more comfortable if you could book 3 tier A/C.
3. You could enjoy **Brihadeeswarar Temple (Big temple)** .
4. You should visit **Saraswathi Mahal (Library) at the palace**.
5. You mustn't **miss the museum**.
6. You can buy **art plates and paintings there**.
7. You **could** enjoy the palace there.
8. You **can** also go to Thiruvaiyaru which is famous for classical music.
9. I **would** suggest you to go to Kallanai Dam.
10. You **would** be happy to visit Poondi Basalica noted for its scenic beauty around.

Active and Passive **F. Change the following sentences to the other voice.**

1. The manager appointed many office assistants.
Many office assistants were appointed by the manager.
2. You are making a cake now.
A cake is being made by you now.
3. That portrait was painted by my grandmother.
My grandmother painted that portrait.
4. Malini had bought a colourful hat for her daughter.
A colourful hat had been bought by Malini for her daughter.
5. They have asked me to pay the fine.
I was asked to pay the fine by them.
6. The militants were being taken to prison by the police.
The police took the militants to prison.
7. His behaviour vexes me.
I am vexed by his behavior.
8. Rosy will solve the problem.
The problem will be solved by Rosy.
9. Our army has defeated the enemy.
The enemy has been defeated by our army.
10. The salesman answered all the questions patiently.
All the questions were answered patiently by the salesman.

G. Change the following into Passive voice.

1. Please call him at once.
Let him be called at once.
You are requested to call him at once.
2. How did you cross the river?
How was the river crossed by you?
3. No one is borrowing the novels from the library.
The novels are being borrowed by no one from the library.
4. Will you help me?
Will I be helped by you?
5. Go for a jog early in the morning.
You are instructed to go for a jog early in the morning.
6. Why have you left your brother at home?
Why have you brother been left at home by you?
7. Nobody should violate the rules.
The rules should be violated by nobody.
8. Someone has to initiate it immediately.
It has to be initiated by someone immediately.
9. Have you invited Raman to the party?
Has Raman been invited by you to the party?

10. Please do not walk on the grass.

You are requested not to walk on the grass.

11. Cross the busy roads carefully.

You are advised to cross the busy roads carefully. (you can also use instructed)

12. When will you book the tickets to Bengaluru?

When will the tickets to Bengaluru be booked by you?

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

1. John gave a bar of chocolate to Jill.

a: Jill was given a bar of chocolate by John.

b: A bar of chocolate was given to Jill by John.

2. Pragathi lent a pencil to Keerthana.

a. Keerthana was lent a pencil by Pragathi.

b. A pencil was lent to Keerthana by Pragathi.

3. Sudha told the truth to her friend.

a. Sudha's friend was told the truth by Sudha.

b. The truth was told by Sudha to her friend.

4. They offered the job to Venkat.

a. Venkat was offered to the job by them.

b. The job was offered by them to Venkat.

5. The boss showed the new computer to Kaviya.

a. Kaviya was showed the new computer by the boss.

b. The new computer was showed to Kaviya by the boss.

I. Rewrite the following passage in Passive Voice.

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

Answer

A few days ago, Ambrose's motor bike was stolen. It had been left by Ambrose outside his house. The theft was reported by him to the police. He was told by the police that (the matter of) finding his motorbike would be tried by them. This morning his motorbike was found by them. Ambrose was called by the police, to the police station. It had been painted by the thieves, and it was sold. The motorbike had been parked by the new owner, outside a mall when its was found by the police. After an enquiry, the thieves were arrested by the police.

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

Carrot Kheer

Ingredients

- ❖ ¼ Kg of the carrot taken.
- ❖ 200 gms of sugar taken.
- ❖ 100 gms of cashew nuts
- ❖ 2 no elahci (cardamom)
- ❖ 50 gms of ghee

Carrots are scrapped and cooked for 3 minutes. The boiled carrots are mashed nicely. The mashed carrots are taken in a pan. Simmer over low flame, 200 gms of sugar and 250ml of milk is added and stirred well. The cashew nuts and elachi are roasted and added to the mix. The mixture is stirred again well still sugar gets dissolved properly. Now the ghee is added and stirred. Finally the carrot kheer is ready to be served.

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

National Science Day

V. Amuthan

28th Feb, 2020

The National Science Day was celebrated in our school. It was presided over by the Principal of Government college, Chennai. The welcome speech was delivered by our Head master. A debate about the cause for the global warming was conducted. Many exhibits were displayed. The vote of thanks was delivered by the school people leader. Finally National Anthem was sung and the programme was concluded.

Poem – 1

LIFE* (வாழ்க்கை)

Henry Van Dyke

MEMORY POEM

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

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

TEXT BOOK QUESTIONS**A. Read the following lines from the poem and answer the questions that follows.**

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

a) **Whom does the word 'me' refer to?**

The word 'me' refers to **the poet**.

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

The poet wants to lead **joyful life** with forward face and unreluctant soul.

2. *Not hurrying to, nor turning from the goal;
 Not mourning for the things that disappear*

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

The poet does **not want to move away from his goal**. So I think he is not in a hurry.

b) **What should one not mourn for?**

One should not mourn **for the things, he has lost**.

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

a) **What does the poet mean by the phrase 'in the dim past'?**

'In the dim past' refers to **unhappy or unpleasant past experiences**.

b) Is the poet afraid of future?

No, the poet is not afraid of future.

c) How can one travel on with cheer?

One can travel on with cheer **by thinking of the experiences of youth and old age.**

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

a) How is the way of life?

The way of life is **full of twists, turns, and ups and downs.** It is sometimes **rough and sometimes smooth.**

b) How should be the journey of life?

The journey of life should be **joyful and looking ahead.**

c) What did the poet seek as a boy?

As a boy the poet sought **new friendship, high adventure and a crown.**

5. *My heart will keep the courage of the quest,
And hope the road's last turn will be the best.*

a) What kind of quest does the poet seek here?

The poet seeks for **the courage of the heart.**

b) What is the poet's hope?

The poet hopes **that every turn in his life's journey will be the best.** He is optimistic.

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

a) Identify the rhyming words of the given lines.

fear, cheer - whole, toll

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

a) Identify the rhyme scheme of the given lines.

a,b,b,a

B. Answer the following question in about 80 – 100 words.**1. Describe the journey of life as depicted in the poem by Henry Van Dyke.**

Henry Van Dyke was an American author, poet, educator and clergyman. In this poem 'Life' he beautifully depicts his attitude towards life. The poet wants to live joyful and fearless life. He neither wants to hurry nor moves away from his goal. He does not want to mourn the things that he has lost. He does not hold back for fear of the future. He wants to live his life with a whole and happy heart which cheerfully travels with him from the youth to old age. Therefore, it does not matter to him whether the path goes up or down the hill, rough or smooth, the journey will be looking ahead. He will continue to seek what he wanted as a boy - new friendship, high adventure and a crown (fame). His heart will remain courageous and pursue his desires. He hopes that every turn in his life's journey will be the best.

Life is a game play it. Life is a challenge face

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

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

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

Supplementary Reader – 1

THE TEMPEST (கடல் சூறாவளி)*An Extract from Charles Lamb's Tales From Shakespeare***TEXT BOOK QUESTIONS****A. Choose the correct answer**

- _____ was the chief of all spirits.
a) Sycorax b) Caliban c) **Ariel** d) Prospero
- _____ raised a dreadful storm.
a) Ariel b) **Prospero** c) Miranda d) Sycorax
- Miranda was brought to the island _____ years ago.
a) fourteen b) ten c) **twelve** d) five
- Prospero ordered Ariel to bring _____ to his place.
a) Gonzalo b) **Ferdinand** c) King of Naples d) Antonio
- _____ had provided Prospero formerly with books and provisions.
a) Antonio b) Ferdinand c) **Gonzalo** d) Antonio
- The second human being that Miranda saw on the island was _____.
a) Ariel b) Prospero c) **Ferdinand** d) Gonzalo

B. Identify the character or speaker.

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

C. Answer the following questions in one or two sentences.**1. Who were the inhabitants of the island?**

An old man named **Prospero and his daughter Miranda** were the inhabitants of the Island.

2. What powers did Prospero possess?

Prospero possessed **some magic power**. He had released many good spirits from a witch called Sycorax.

3. Who was Caliban? What was he employed for?

Caliban was **an ugly monster** and the **son of Sycorax**. He was employed for **doing the most difficult jobs**.

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

Prospero’s brother Antonio, the king of Naples, his son Ferdinand and the old Lord Gonzalo were on the ship. They were Prospero’s enemies except for Gonzalo.

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

He raised a violent storm in the sea to wreck the ship of his enemies.

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

Miranda felt sorry, when her father raised the storm to destroy the ship.

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

Ariel was ordered to scatter **the people on the ship to stay apart in a confused state**. It was asked to make them thought that the other was dead and he was the lone survivor.

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

Miranda had **not seen any other human being** other than her father. She was **attracted by the appearance of Ferdinand**. So, she thought that he was very good man.

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

Prospero set Ferdinand a severe task to perform **as a trial of his love**.

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

When Prospero was exiled by Antonio, **Gonzalo provided Prospero with books and provisions** to enable him survive with his daughter.

D. Answer the questions in a paragraph of about 100 – 150 words.**1. Write a detailed character sketch of Prospero.**

Prospero was the famous Duke of Milan. People of Milan loved him very much. He was fond of reading magic books. His brother usurped the Dukedom from him. He set Prospero and his daughter out at the sea. They landed on an island. Prospero possessed some magic power. He had released many good spirits from a witch called Sycorax. This shows his kind nature. He brought up his daughter as a kind-hearted lady. He did not want his daughter to know about his magic power. He is a reasonable person. He raised a violent storm in the sea to wreck his enemies' ship. He did not want to revenge them, but to make them realise their mistakes. He also begged Ferdinand's pardon for treating him badly to know about him. To get back his Dukedom, he wanted Miranda to get married to Ferdinand. He felt that it was his duty towards his daughter, as a father. He forgave all of his enemies. Thus, Prospero was portrayed as a noble man by Shakespeare.

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

Prospero was exiled by his brother. After twelve years, Prospero learnt that his brother Antonio, the king of Naples, his son Ferdinand and the old Lord Gonzalo were travelling by ship. He wanted to make them repent their wrong deeds. He raised a violent storm in the sea to wreck his enemies's ship. Ariel was ordered to scatter the people on the ship to stay apart in a confused state. Prospero also made Ferdinand and Miranda meet and in turn they started loving each other. Ariel made Antonio and the King of Naples feel sorry through his magic power for what they had done to Prospero. Lastly Prospero ordered Ariel to bring them all to his presence. Antonio with tears and sad words, of sorrow and true repentance begged his brother's forgiveness. Prospero forgave them all. Thus, Prospero made his enemies repent to restore his dukedom.

E. Rearrange the following sentences in coherent order.

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