



SMART ENGLISH

10th Std

Based on the Latest Syllabus and New updated Textbook

Guide with Bilingual approach

தமிழ் விளக்கங்களுடன்

Also avail the following at
subsidised rates :
* Practice Workbook
* Key Book

Low
Priced
Edition

Salient Features

- ❖ பாடப்புத்தகத்தில் உள்ள அனைத்து வினாக்களுக்கும் விடைகள்.
- ❖ Prose - பத்திவாரியாக பாடங்களுக்கான தமிழாக்கம் மற்றும் பாடச் சுருக்கம்.
- ❖ Poem - Stanza வாரியாக தமிழாக்கம் மற்றும் கவிதைச் சுருக்கம்.
- ❖ Supplementary - பத்திவாரியாக பாடங்களுக்கான தமிழாக்கம் மற்றும் கதைச் சுருக்கம்.
- ❖ Synonyms, Antonyms - சொற்களுக்கான தமிழாக்கம்.
- ❖ பாடநூல் வினாக்களுக்கான விடைகளில் உள்ள முக்கியச் சொற்களுக்கான தமிழாக்கம்.
- ❖ **Question Paper contents :** அரசு வினாத்தாளின் அடிப்படையில் கூடுதலான வினா, விடைகள்.
- ❖ Additional topics (not covered in Govt. Model Paper) are also given.
- ❖ Vocabulary மற்றும் Grammar பகுதிகளில் விரிவான விளக்கங்களுடன் கூடுதல் வினா விடைகள்.
- ❖ **PTA Question Papers 1 to 6 :** Questions are incorporated in the appropriate sections.
- ❖ Quarterly & Half-Yearly Exam. 2019 questions are incorporated in the appropriate sections.
- ❖ Government Model & Half-Yearly Exam. 2019 Question Papers are given.
- ❖ 2020 Public Examination Question Paper is given with Answers.



SURA PUBLICATIONS

Chennai

202#2\$Edition

All rights reserved © SURA Publications.

No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, digitally, electronically, mechanically, photocopying, recorded or otherwise, without the written permission of the publishers. Strict action will be taken.

ISBN : 978-93-5330-082-1

Code No : SG 287

Authors :

- Mr. D. Ram Naren, M.A., M.Ed. Chennai
- Mr. M. David, M.A., B.Ed. Chennai.
- Ms. V. Revathi Narayanan. , M.A., M.Ed. Trichy.

Edited by :

Mr. Yogesh Kumar, M.A., M.Phil. Chennai
Ms. Ananya, M.A., M.Ed., M.Phil. Coimbatore

Reviewed by :

Dr. D. Murali Manohar M.A., B.Ed., M.Phil., Ph.D. Madurai
Dr. Rakshan Kumar, M.A., M.Ed., M.Phil., Ph.D.
Coimbatore

Head Office:

1620, 'J' Block, 16th Main Road,
Anna Nagar, Chennai - 600 040.
Phones: 044-4862 9977, 044-4862 7755
Mob : 81242 01000/ 81243 01000
e-mail : orders @surabooks.com
website : www.surabooks.com

For More Information - Contact

Queries : enquiry@surabooks.com
For Order : orders@surabooks.com
Contact : 80562 94222 / 80562 15222
Whatsapp : 8124201000 / 9840926027
Online Site : www.surabooks.com
For Free Study Materials Visit <http://tnkalvi.in>

PREFACE

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

- Robert Frost

Respected Principals, Correspondents, Head Masters/ Head
Mistresses, Teachers,

From the bottom of our heart, we at SURA Publications
sincerely thank you for the support and patronage that you
have extended to us for more than a decade.

It is in our sincerest effort we take the pride of releasing
Sura's English Guide for 10th Standard with Tamil Translation.
This guide has been authored and edited by qualified teachers
having teaching experience for over a decade in their respective
subject fields. This Guide has been reviewed by reputed
Professors who are currently serving as Head of the Department
in esteemed Universities and Colleges.

With due respect to Teachers, I would like to mention
that this guide will serve as a teaching companion to qualified
teachers. Also, this guide will be an excellent learning
companion to students with exhaustive exercises and in-text
questions in addition to precise answers for textual questions.

In complete cognizance of the dedicated role of Teachers,
I completely believe that our students will learn the subject
effectively with this guide and prove their excellence in Board
Examinations.

I once again sincerely thank the Teachers, Parents and Students
for supporting and valuing our efforts.

God Bless all.

Subash Raj, B.E., M.S.
- Publisher
Sura Publications

All the Best

TO ORDER WITH US

SCHOOLS and TEACHERS

We are grateful for your support and patronage to 'SURA PUBLICATIONS'

Kindly prepare your order in your School letterhead and send it to us.

For Orders contact: 80562 94222 / 80562 15222

DIRECT DEPOSIT

A/c Name : **Sura Publications**
Our A/c No. : **36550290536**
Bank Name : **STATE BANK OF INDIA**
Bank Branch : **PADI**
IFSC : **SBIN0005083**

A/c Name : **Sura Publications**
Our A/c No. : **21000210001240**
Bank Name : **UCO BANK**
Bank Branch : **Anna Nagar West**
IFSC : **UCBA0002100**

A/c Name : **Sura Publications**
Our A/c No. : **6502699356**
Bank Name : **INDIAN BANK**
Bank Branch : **ASIAD COLONY**
IFSC : **IDIB000A098**

A/c Name : **Sura Publications**
Our A/c No. : **1154135000017684**
Bank Name : **KVB BANK**
Bank Branch : **Anna Nagar**
IFSC : **KVBL0001154**

After Deposit, please send challan and order to our address.

email : orders@surabooks.com / Whatsapp : 81242 01000.

DEMAND DRAFT / CHEQUE

Please send Demand Draft / cheque in favour of 'SURA PUBLICATIONS' payable at **Chennai**.

The Demand Draft / cheque should be sent with your order in School letterhead.

STUDENTS

Order via Money Order (M/O) to



SURA PUBLICATIONS

1620, 'J' Block, 16th Main Road, Anna Nagar,
Chennai - 600 040.

Phones : 044-4862 9977, 044-486 27755

Mobile : 80562 94222 / 80562 15222

E-mail : orders@surabooks.com Website : www.surabooks.com

CONTENTS

UNIT			Page
1	Prose	His First Flight - Liam O'Flaherty	3 - 15
	Poem*	Life - Henry Van Dyke	19 - 24
	Supplementary	The Tempest - An Extract from Charles Lamb's Tales From Shakespeare	25 - 36
2	Prose	The Night the Ghost Got in - James Grover Thurber	37 - 50
	Poem	The Grumble Family - Lucy Maud Montgomery	51 - 58
	Supplementary	Zigzag - Asha Nehemiah	59 - 72
3	Prose	Empowered Women Navigating The World	73 - 88
	Poem*	I am Every Woman - Rakhi Nariani Shirke	89 - 94
	Supplementary	The Story of Mulan	95 - 102
4	Prose	The Attic - Satyajit Ray	103 - 118
	Poem	The Ant and the Cricket - Adapted from Aesop's fables	119 - 126
	Supplementary	The Aged Mother - Matsuo Basho	127 - 136
5	Prose	Tech Bloomers	137 - 150
	Poem*	The Secret of the Machines - Rudyard Kipling	151 - 157
	Supplementary	A day in 2889 of an American Journalist - Jules Verne	158 - 167
6	Prose	The Last Lesson - Alphonse Daudet	168 - 182
	Poem*	No Men Are Foreign - James Falconer Kirkup	183 - 188
	Supplementary	The Little Hero of Holland	189 - 196
7	Prose	The Dying Detective - Arthur Conan Doyle	197 - 210
	Poem	The House on Elm Street - Nadia Bush	211 - 216
	Supplementary	A Dilemma - Silas Weir Mitchell	217 - 228
	Poetic Devices - A Glance		16 - 18
	* Memoriter Poems		1 - 2

Question Paper Content as per Govt. Model Paper

Q. NO.		PAGE
Part - I : 1 Mark Questions		14 Marks
1-3	Synonyms	229 - 233
3-6	Antonyms	233 - 236
7	Singular & Plural Forms	237 - 241
8	Affixes (Prefix & Suffix)	241 - 244
9	Expanded form of Abbreviation & Acronyms	244 - 248
10	Phrasal verb	249 - 253
11	Compound Words	253 - 259
12	Prepositions	259 - 264
13	Tenses	265 - 282
14	Connectors / Linkers	283 - 285
Additional Topics	i. Idioms	285 - 289
	ii. Parts of Speech (Changing the form)	289 - 291
	iii. Homophones & Confusables	292 - 294
	iv. Subject-Verb Agreement	294 - 296
	v. If Sentences -Conditional	296 - 299
	vi. Question Tags	299 - 300
	vii. Degrees of Comparison	301 - 304
	viii. Articles	304 - 308
	ix. Modals / Semi-Modals	308 - 310
	x. Nominalisation	311 - 312
Part - II : 2 Marks Questions		20 Marks
Section - I		
15-18	Prose – Short Answer Questions (3 out of 4)	<i>Refer Prose Section Unit 1 to 7</i>
Section - II		
19-22	Poem – Comprehension (3 out of 4)	<i>Refer Poem Section Unit 1 to 7</i>
Section – III : (3 out of 5)		
23	Active & Passive Voice	313 - 323
24	Direct & Indirect Speech	323 - 335
25	Punctuation	335 - 338
26	Simple, Compound, Complex sentences	338 - 346
27	Rearranging the words in a sentence in coherent order	347 - 348

Additional Topics	i.	Relative Pronoun	349 - 351
	ii.	Expanding News Headlines	351 - 353
	iii.	Completing Proverbs (Fill in)	353 - 354
	iv.	Extending the dialogue	354 - 356
	v.	Pie-Chart (Inferences)	356 - 358
	vi.	Slogan Writing	358 - 359
Section - IV			
28	Road Map Instructions (Compulsory)		359 - 363
Part - III : 5 Marks Questions			50 Marks
Section - I (2 out of 4)			
29-32	Prose – Long Answer Questions		Refer Prose Section Unit 1 to 7
Section - II (2 out of 4)			
33-34	Poem – Long Answer Questions		Refer Poem Section Unit 1 to 7
35	Poem – (Poetic devices)		
36	Poem – (Paraphrase)		
Section - III (1 out of 2)			
37	Supplementary - Rearranging the sentences in coherent order		Refer Supplementary Section Unit 1 to 7
38	Supplementary - Comprehension		
Section - IV (4 out of 6)			
39	Preparing an Advertisement		366 - 368
40	Letter Writing : Formal & Informal		369 - 377
41	Notice Writing		378 - 382
42	Expressing views on the given picture		382 - 386
43	Note Making (or) Summary Writing		387 - 400
44	Spot the Errors & Correct		401 - 407
Additional Topics	i.	Report Writing	408 - 410
	ii.	Drafting a Speech	410 - 413
	iii.	Article Writing	413 - 415
	iv.	E-mail Writing	416 - 417
	v.	Describing the process	418 - 419
Section - V			
45	Poem - Quote from Memory (Compulsory)		Refer Our Main Guide Page No.1 & 2

Part - IV : 8 Marks Questions ("Either.... or" Questions)		16 Marks
46	Supplementary Units - Developing Hints (1 out of 2)	<i>Refer Supplementary Section Unit 1 to 7</i>
47 (i)	General Comprehension	420 - 426
	(OR)	
47 (ii)	General Poem Comprehension	427 - 430

- ✦ Govt. Model Question Paper 2019-20 431 - 434
- ✦ Half-Yearly Exam. 2019 Question Paper 435 - 438
- ✦ 2020 Public Examination Question Paper with Answers

10th Question Paper Analysis

Q.Nos.	Choice	Marks
Prose		
1 to 6.	Synonyms (3) & Antonyms(3)	(No choice) $6 \times 1 = 6$
15 to 18.	Short Ans. Questions	(3 out of 4) $3 \times 2 = 6$
29 to 32.	Paragraph Ques.	(2 out of 4) $2 \times 5 = 10$
22 Marks		
Poem		
19 to 22.	Poem Comprehension	(3 out of 4) $3 \times 2 = 6$
33, 34.	Paragraph Ques.2 Nos.: 5 marks each	(2 out of 4) $2 \times 5 = 10$
35.	Poetic Devices: 5 marks	
36.	Paraphrase : 5 marks	
45.	Poem Memoriter	(compulsory) $1 \times 5 = 5$
21 Marks		
Supplementary		
37.	Rearranging 5 Sentences in coherent order	(1 out of 2) $1 \times 5 = 5$
38.	Passage Comprehension – 5 ques.	
46	Paragraph Ques. 2 Nos. (either ..or)	(1 out of 2) $1 \times 8 = 8$
13 Marks		
Vocabulary & Grammar		
7 to 14.	MCQs : Plural, Prefix/Suffix, Abbreviation expn, Phrasal verb, Compound word, Preposition, Tense, Linkers, idioms, appropriate word	(No choice) $8 \times 1 = 8$
23 to 27.	Active/Passive Voice Direct/Indirect speech/Report the dialogue Punctuation Transformation of sentences Rearranging jumbled words in a sentence Relative Pronoun	(3 out of 5) $3 \times 2 = 6$
14 Marks		
Writing		
28.	Road Map instructions	(compulsory) $1 \times 2 = 2$
Writing (5 marks category)		
39 to 44.	Advt. making / Poster making Letter writing (Formal / Informal), Notice writing / Report writing / e-mail writing / Drafting a speech, Views on the given picture Notes making (or) Summary writing Spot the errors & correct	(4 out of 6) $4 \times 5 = 20$
General Comprehension		
47.	New Passage (4 questions) (or) New Poem (4 questions)	(either ..or) $4 \times 2 = 8$
30 Marks		
100 Marks		

MEMORITER POEMS

5 MARKS COMPULSORY QUESTION

Life

- Henry Van Dyke

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, — (PTA-2)
My heart will keep the courage of the quest,
And hope the road's last turn will be the best.

I am Every Woman

- Rakhi Nariani Shirke

A woman is beauty innate,
A symbol of power and strength.
She puts her life at stake, — (PTA-4)
She's real, she's not fake!

The summer of life she's ready to see in spring.
She says, "Spring will come again, my dear.
Let me care for the ones who're near."
She's The Woman – she has no fear!
Strong is she in her faith and beliefs.
"Persistence is the key to everything," says she.
Despite the sighs and groans and moans,
She's strong in her faith, firm in her belief!
She's a lioness; don't mess with her.
She'll not spare you if you're a prankster.
Don't ever try to saw her pride, her self-respect.
She knows how to thaw you, saw you – so beware!
She's today's woman. Today's woman, dear.
Love her, respect her, keep her near...

The Secret of the Machines

- Rudyard Kipling

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

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

(PTA-6)

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

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

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

(PTA-3 & 5)

No Men Are Foreign

- James Falconer Kirkup

Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.
They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd.
Their hands are ours, and in their lines we read
A labour not different from our own.
Remember they have eyes like ours that wake
Or sleep, and strength that can be won
By love. In every land is common life
That all can recognise and understand.
Let us remember, whenever we are told
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn.
Remember, we who take arms against each other
It is the human earth that we defile.

(PTA-1)

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

(HY. 19)

Unit 1

PROSE

His First Flight

ஒரு பறவை முதன்முதலாக பறந்த கதை

- Liam O'Flaherty

Liam O'Flaherty (1896 - 1984) ஒரு ஐரிஷ் (Ireland) நாவலாசிரியர், மற்றும் சிறுகதை எழுத்தாளர். அவர் ஐரிஷ் மறுமலர்ச்சியில் முக்கியமானவர். அவர் அயர்லாந்தில் கம்யூனிச இயக்கத்தை தொடங்கியவர்களில் ஒருவர். அவருடைய சில சிறந்த சிறுகதைகள் ஐரிஷ் மொழியில் எழுதப்பட்டவை. அவருடைய சுயசரிதையான 'Shame the Devil' 1934ல் பதிப்பிக்கப்பட்டது. அவருடைய நாவலான 'The Informer' திரைப்படமாக எடுக்கப்பட்டது. 'ஹிஸ் பர்ஸ்ட் ஃப்ளைட்' (His First Flight) மற்றும் 'The Sniper' ஆகியவை இவரின் சிறந்த சிறுகதைகளாகும். அவருடைய சிறுகதை தொகுப்புகளும், கடிதங்களும் அவரது இறப்புக்குப்பின் மறுபதிப்பு செய்யப்பட்டன. ஐரிஷ் மண்ணுக்கே உரிய இயல்பான தன்மைக்கும், கலாசாரத்திற்கும் அவர் ஒரு வலுவான அடையாளமாக அறியப்பட்டார்.



KEY POINTS

- ✦ "His first flight" is an interesting story of a young seagull who was afraid of flying.
- ✦ He did not have confidence. He was full of pessimism.
- ✦ His parents, brothers and sister encouraged, scolded, tempted and taunted him to make his first flight.
- ✦ But he did not have enough courage to fly.
- ✦ He was left alone for twenty four hours, and he ate nothing.
- ✦ He was extremely hungry. He begged his mother for food.
- ✦ She picked up a piece of fish and flew across him. The sight of food maddened him. He dived.
- ✦ He cried and screamed. His wings opened up automatically. He flapped his wings.
- ✦ His family joined him in his first flight and praised him for his efforts.
- ✦ They offered him scraps of dogfish.



பாடச் சுருக்கம்

'HIS FIRST FLIGHT' என்கிற இச்சிறுகதையில், கதாசிரியர் 'Liam O' Flaherty, வாழ்க்கையில் அச்சத்தை எப்படி வெற்றி கொள்வது என்று தெரிவிக்கிறார். பல்லாயிரம் மைல்களுக்கான பயணம், ஒருவர் எடுத்து வைக்கும் ஒரு முதல் அடியில் இருந்துதான் துவங்குகிறது. ஆனால் அந்த முதல் துவக்கம்தான் ஒருவருக்கு மிகவும் கடினமானதாக இருக்கும். அச்சத்தை வென்று நாம் துணிவுடன் முன்னேற வேண்டும். நாம் சாதிக்க பிறந்தவர்கள் (சிறகுடன் பிறந்தவர்கள்) என உணர வேண்டும்.

பறப்பதற்கு தயக்கம் கொண்ட, இதுவரை பறந்திராத, ஒரு இளம் கடல் பறவை, ஒரு பாறை முகட்டின் முனையில் இருந்து, தன் முன்னே விரிந்து கிடக்கும் பிரம்மாண்டமான நீர்ப்பரப்பை அவநம்பிக்கையுடன் பார்த்துக்கொண்டிருந்தது. அதனால், அதை ஒரு பாறையில் விட்டுவிட்டு அதன் பெற்றோர், சகோதரி மற்றும் சகோதரர்கள் பறந்து சென்றுவிட்டன. எனவே அது பசியுடன் இருந்தது. ஏற்கனவே அது பலமுறை முகடுவரை ஓடி பறக்க முயற்சித்தும், அதன் சிறகுகள் விரிந்து பாதுகாக்காமல் தன்னை கைவிட்டுவிடுமோ என்கிற பயத்தில் அது இருந்தது. அதன் பெற்றோர் பலமுறை அதை பறக்க வைக்க முயன்றும், முடியவில்லை. சிலநேரம், பட்டினியால் தவித்து இறந்து விடுவோமோ என்றுகூட அது நினைத்ததுண்டு. ஒருமுறை அது தன் தாய் பறவை அலகால் மீன் துண்டை குத்தி கிழிப்பதை பார்த்து (தனக்கு கிடைக்கவேண்டி) கத்தி, கூச்சலிட்டது. அதன் தாய்ப் பறவை பதிலுக்கு அதை ஏளனமாய் பார்த்தது. அதன் பிறகு, திடீரென அதன் தாய். அதனருகில் உணவுடன் வருவதை பார்த்ததும் மகிழ்ச்சியில் கத்தியது. ஆனால், அதனருகில் வந்த அதன் தாய் அதனிடமிருந்து சற்று தூரத்தில் நின்றுவிட்டது. மிகவும் பசியுடன் இருந்த இந்த பறவை, (மீன்) உணவுக்காக தன் தாயை நோக்கி பாய்ந்தது. உடனே அதன் தாய் மேலே பறந்தது. தடுமாறிய இளம் பறவை கீழே விழ ஆரம்பித்தது. ஒருநொடி அஞ்சிய இந்த இளம் பறவை, உடனே தன் இறகுகளை ('படபட') வென உதறிக்கொள்ள, அதன் இறகுகள் விரிந்து தான் பறப்பதை உணர்ந்தது. அதன் மூலம் அப்பறவை முதன் முதலாகப் பறந்தது.



SUMMARY OF PARAGRAPHS

TEXTUAL PARAGRAPHS	தமிழாக்கம்
The young seagull was alone on his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow, when he had taken a little run forward to the brink of the ledge and attempted to flap his wings, he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down – miles down. He felt certain that his wings would never support him; so he bent his head and ran away back to the little hole under the ledge where he slept at night.	ஒரு இளம் கடற்பறவை (Seagull) ஒரு செங்குத்தான குன்றின் முகட்டில் தன்னந்தனியே உட்கார்ந்திருந்தது. அதன் முன் வெகுதூரம் கீழே பிரம்மாண்டமாய் கடல் இருந்தது. ஒரு நாளுக்கு முன்னரே அதனுடைய சகோதரி மற்றும் சகோதர பறவைகள் அங்கிருந்து பறந்து போயிருந்தன. ஆனால் இந்தப் பறவை எங்கு தான் பறக்க முயற்சிக்கையில் இறக்கைகள் விரியாமல் கீழே விழுந்து விடுவோமோ என்ற அச்சத்தினால் பிடிக்கப்பட்டு, முகட்டில் விளிம்பு வரை ஓடிவிட்டு பிறகு பயந்து தன் இருப்பிடமான பொந்துக்கே வந்துவிட்டது.
Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings, and flew away, he failed to muster up courage to take that plunge which appeared to him so desperate. His father and mother had come around calling to him shrilly, scolding him, threatening to let him starve on his ledge, unless he flew away. But for the life of him, he could not move.	அதன் இறகுகளை விட சிறியதானவற்றைக் கொண்ட, மற்ற உடன் பிறப்புகள் பறந்தபோதும் இது அச்சத்தின் காரணமாய் பறக்க மறுத்தது. அதனுடைய தாய், தந்தையர் இதனை பலவிதமாக அச்சுறுத்தியும், 'பட்டினி போட்டுவிடுவோம்' என மிரட்டியும் கூட இதன் அச்சம் நீங்கவில்லை.
That was twenty-four hours ago. Since then, nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, in fact, seen his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. And all the morning, the whole family had walked about on the big plateau midway down the opposite cliff, laughing at his cowardice.	முதல் நாள் முழுவதும் இதன் மற்ற சகோதரி, சகோதரர்களுக்கு இதன் பெற்றோர் சரியாக எப்படி பறப்பது மற்றும் கடல் அலைகளை எவ்வாறு லாவகமாக ஒதுக்கி மீனை பிடிக்க வேண்டும் என்றெல்லாம் கற்றுக் கொடுத்துக்கொண்டிருந்தன. இது அவற்றையெல்லாம் வேடிக்கை பார்த்துக் கொண்டிருந்தது. அது நடந்து 24 மணி நேரம் ஆகியும், இதனிடம் இன்னும் யாரும் வரவில்லை. தூரத்தே அதன் சகோதரன் தன் சொந்த முயற்சியால் ஒரு வெள்ளி மீனை பிடித்து, அதை ஒரு பாறையின் மீது வைத்து குத்திக் கிழிப்பதை இது பார்த்துக் கொண்டிருந்தது. அதன் பெற்றோர் அதனை சுற்றிவந்து, பெருமையாய் பாராட்டி கொக்கரிப்பதையும் இது கண்டது. நாள் முழுவதும் இதனை குடும்ப உறுப்பினர்கள் எதிரே உள்ள மலைக்குன்றின் கீழே அமைந்துள்ள பீடபூமியில் நடைபோட்டபடி, இதன் கோழைத்தனத்தை நையாண்டி செய்துகொண்டிருந்தன.
The sun was now ascending the sky, blazing warmly on his ledge that faced the south. He felt the heat because he had not eaten since the previous nightfall. Then, he had found a dried piece of mackerel's tail at the far end of his ledge. Now, there was not a single scrap of food left. He had searched every inch, rooting among the rough, dirt-caked straw nest where he and his brothers and sister had been hatched. He even gnawed at the dried pieces of eggshell. It was like eating a part of himself.	வானத்தின் மேலெழும்பிய சூரியன், தென்திசை நோக்கிய மலைச்சுவடை வெப்பமாக்கிக் கொண்டிருந்தது. எதையும் உண்ணாத இந்த கடற்பறவைக்கு பசி மிகுந்திருந்தது. ஒரு துளி உணவு கூட கிடைக்காத நிலையில், தானும், தன் உடன் பிறந்தோரும், அடைகாக்கப்பட்டு பிறந்த கூட்டிலிருந்து, தாங்கள் வெளிவந்த முட்டை ஓடுகளை வேறுவழியின்றி மென்றது. அது தன்னைத்தானே உண்பது போல் அதற்கு தோன்றியது.
He then trotted back and forth from one end of the ledge to the other, his long gray legs stepping daintily, trying to find some means of reaching his parents without having to fly. But on each side of him, the ledge ended in a sheer fall of precipice, with the sea beneath. And between him and his parents, there was a deep, wide crack. Surely he could reach them without flying if he could only move northwards along the cliff face? But then, on what could he walk? There was no ledge, and he was not a fly. And above him, he could see nothing. The precipice was sheer, and the top of it was, perhaps, farther away than the sea beneath him.	அது பறப்பதை தவிர்த்தது. வேறு ஏதாவது வழியில் தன் பெற்றோரிடம் சேர முயன்றது. தன் சாம்பல் நிற கால்களுடன் இங்குமங்கும் ஓடியது. ஆனால் முகட்டின் எல்லா புறமும் செங்குத்தான பள்ளமும், கீழே கடலுமே காட்சி தந்தன. இதற்கும் இதன் பெற்றோர்க்கும் இடையே பெரும் வெடிப்பு (பள்ளம்) ஒன்று இருந்தது, அதன் பெற்றோரை அடைய, அது வடக்குப்புறமாக குன்றின் முகப்பு வழி நடந்தால் பறக்காமல் கூட அடையலாம்; ஆனால் எதன் மீது நடப்பது?
He stepped slowly out to the brink of the ledge, and, standing on one leg with the other leg hidden under his wing, he closed one eye, then the other, and pretended to be falling asleep. Still, they took no notice of him. He saw his two brothers and his sister lying on the plateau dozing, with their heads sunk into their necks. His father was preening the feathers on his white back. Only his mother was looking at him.	அது மெதுவாக அடிமேல் அடிவைத்து பாறையின் விளிம்புக்கே வந்து, ஒரு காலை ஊன்றிக் கொண்டு, மற்றொரு காலை தன் இறகுக்குள் புதைத்துக் கொண்டு, இரு கண்களையும் மூடிக்கொண்டு, தூங்குவது போல் பாசாங்கு செய்தது. ஆனால் அதன் குடும்பத்தார், அதை கவனிக்கவே இல்லை. அதன் சகோதரி, சகோதரர்களும் தங்கள் தலைகளை தம்முடைய கழுத்துக்களில் புதைத்துக் கொண்டு சிறு தூக்கத்தில் இருந்தன. அதன் தந்தை தன் வெண்மையான பின்புற சிறகுகளை, அலகால் சுத்தம் செய்து கொண்டிருந்தது. அதன் தாய் மட்டும் அதனை பார்த்துக் கொண்டிருந்தது.



TEXTUAL PARAGRAPHS	தமிழாக்கம்
She was standing on a little high hump on the plateau, her white breast thrust forward. Now and again, she tore at a piece of fish that lay at her feet, and then scraped each side of her beak on the rock. The sight of the food maddened him. How he loved to tear food that way, scraping his beak now and again to whet it! He uttered a low cackle. His mother cackled too, and looked at him.	தன் கால்களுக்கிடையே உள்ள மீன் துண்டை அதன் தாய், சற்று மேடான இடத்தில் வைத்துக்கொண்டு, தனது அலகில் கிழித்து விட்டு பிறகு, தன் அலகினை கூர் தீட்டிக்கொண்டது. அந்த கிழிக்கப்பட்ட உணவின் காட்சி இந்த பறவையை நிலைகொள்ளாமல் ஆக்கியது. அதுபோல் தானும் செய்ய விரும்பி, ஒரு மெல்லிய கொக்கரிப்பை எழுப்பியது. பதிலுக்கு அதன் தாய் பறவை அதனை பார்த்து ஏளனமாக கொக்கரித்தது.
'Ga, ga, ga,' he cried, begging her to bring him over some food. 'Gawl-ool-ah,' she screamed back mockingly. But he kept calling plaintively, and after a minute or so, he uttered a joyful scream. His mother had picked up a piece of fish and was flying across to him with it. He leaned out eagerly, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite to him, abreast of the ledge, she halted, her legs hanging limp, her wings motionless, the piece of fish in her beak almost within reach of his beak.	'கா, கா, கா' என கத்திய இந்தப் பறவை உணவுக்காக, தன் தாயிடம் கெஞ்சியது. பதிலுக்கு அதன் தாய் ஏளனமாய் ஓசை எழுப்பியது. தன் வறட்டுக் கதறலை தொடர்ந்த இந்தப் பறவை சில நிமிடங்களுக்கு பிறகு உற்சாகமாய் கூக்குரலிட்டது. அது ஏனென்றால், அதன் தாய், ஒரு துண்டு மீனுடன், அதனை கடந்து சென்று எதிரில் அமர்ந்தது. தத்தி, தத்தி தன் தாயிடம் இது செல்ல முயன்றபோது, அதன் தாய், அதன் வாய்க்கெட்டும் தூரத்தில் முகட்டின் விளம்பில் அமர்ந்து கொண்டது.
He waited a moment in surprise, wondering why she did not come nearer, and then maddened by hunger, he dived at the fish. With a loud scream, he fell outwards and downwards into space. His mother had swooped upwards. As he passed beneath her, he heard the swish of her wings.	தன் தாய் இன்னும் அருகில் வந்து உணவைத் தரும் என எதிர்பார்த்த இந்த இளம் கடற்பறவை பசி தாங்காது உணவுக்காக தாவிக்கொண்டது, அதன் தாய் நகர்ந்துவிட, பெருந்த அலறலுடன் அது விளம்பிலிருந்து வெட்டவெளியில் முகட்டிலிருந்து விழ ஆரம்பித்தது. அப்போது அதன் தாய், அதன் இறகுகளின் பறக்கும் ஓசை இந்த பறவைக்கு கேட்கும் வகையில் அதனைக் கடந்து உயரப் பறந்தது.
Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a moment. The next moment, he felt his wings spread outwards. The wind rushed against his breast feathers, then under his stomach and against his wings. He could feel the tips of his wings cutting through the air. He was not falling headlong now. He was soaring gradually, downwards and outwards. He was no longer afraid. He just felt a bit dizzy. Then, he flapped his wings once and he soared upwards. He uttered a joyous scream and flapped them again. He soared higher. He raised his breast and banked against the wind. 'Ga, ga, ga. Ga, ga, ga.' 'Gawlool- ah.' His mother swooped past him, her wings making a loud noise. He answered her with another scream. Then, his father flew over him screaming. Then, he saw his two brothers and sister flying around him, soaring and diving.	ஒரு நிமிடம் மனதில் பெரும் அச்சம் சூழ, இந்தப் பறவை தன் இதயமே நின்றது போல் உணர்ந்தது. பிறகு தன் இறகுகள் விரிவதை உணர்ந்து, காற்று தன் மார்பிலும், வயிற்றிலும் உரசுவது அதற்கு புலப்பட்டது. தன் சிறகுகள் விரிந்து, தான் கீழே விழாமல் காற்றை கிழித்துக்கொண்டு பறப்பது அதற்கு புலனாகியது. உடனே அது மேலும், கீழும் பறக்க ஆரம்பித்துவிட்டது. அதன் அச்சமும் விலகிவிட்டது. சிறிது தடுமாறினாலும், 'படபட' வென இறகுகள் அடித்துக்கொண்டு மறுபடி மேலேமும்பி அது பறக்க தொடங்கிவிட்டது. அது சந்தோஷக் குரல் எழுப்பியது. உடனே, அதன் பெற்றோரும், உடன் பிறந்தோரும் மகிழ்ச்சியுடன் அதனை சுற்றி வந்தன.
Then, he completely forgot that he had not always been able to fly, and commenced to dive and soar, shrieking shrilly. He was near the sea now, flying straight over it, facing out over the ocean. He saw a vast green sea beneath him, with little ridges moving over it; he turned his beak sideways and crowed amusedly. His parents and his brothers and sister had landed on this green floor in front of him. They were beckoning to him, calling shrilly. He dropped his legs to stand on the green sea. His legs sank into it. He screamed with fright and attempted to rise again, flapping his wings. But he was tired and weak with hunger and he could not rise exhausted by the strange exercise. His feet sank into the green sea, and then his belly touched it and he sank no farther.	தன்னால் எப்போதுமே பறக்க இயலாது என்ற அதன் எண்ணம் முற்றிலும் மறைந்தது. அது சந்தோஷமாக, பறந்தபோது, தனக்கு கீழே பரந்துகிடந்த பச்சை நிறக் கடலைக் கண்டது. சிறிய மலை முகடுகள் நகர்ந்து செல்வதுபோலக் காட்சியளித்தது. அதன் பெற்றோரும், சகோதரி, சகோதரர்களும் அதனை எதிரே உள்ள பசுமை நிறக் கடலில் அமர்ந்து கூவிக்கூவி அழைத்தன. தானும் அந்த கடலில் பாதங்களை பதித்து, மறுபடியும் எம்பி பறக்க இந்த இளம் பறவை முயன்றது. ஆனால் பசி மற்றும் சோர்வு காரணமாக, அதன் பாதங்களும், வயிறும் கடலில் மூழ்கின. ஆனால் அது முழுதாய் மூழ்கவில்லை.
He was floating on it. And around him, his family was screaming, praising him, and their beaks were offering him scraps of dog-fish. He had made his first flight.	அது மிதந்தது. அதன் குடும்பத்தார் அதனை பாராட்டியும், உற்சாகப்படுத்தியும், தங்கள் அலகுகளில் உள்ள 'dog fish' ன் இறைச்சி துண்டுகளை அளித்து மகிழ்ந்தன. ஆம்! அது முதல் முதலாக பறக்கும் திறன் பெற்றுவிட்டது!



GLOSSARY

- beckoning (v)** - **making a gesture with the hand or head to encourage someone to approach or follow**, கை அல்லது தலையை அசைத்து சைகையில் யாரையாவது உற்சாகப்படுத்தி பின்தொடர சொல்லுதல்.
- cackle (n)** - **a sharp, broken noise or cry of a hen, goose or seagull**, (கோழி, வாத்து அல்லது Seagull என்கிற கடற்பறவையின் குரலோசை, (விட்டுவிட்டு உடைந்த குரல் போல் இருப்பது) - கொக்கரிப்பு.
- devour (v)** - **to eat something eagerly and in large amounts, so that nothing is left**, வேகவேகமாக மிச்சம் வைக்காமல் நிறைய உணவை விழுங்குதல்.
- gnaw (v)** - **to bite or chew something repeatedly**, எதையாவது கடித்து, தொடர்ந்து மெல்லுதல்.
- herring (n)** - **a long silver fish that swims in large groups in the sea**, கூட்டமாய் கடலில் நீந்தும் வெள்ளி நிற மீன்.
- ledge (n)** - **a narrow shelf that juts out from a vertical surface**, செங்குத்தான குன்றில் குறுகி நீட்டிக்கொண்டிருக்கும் பாறை விளிம்பு.
- mackerel (n)** - **a sea fish with a strong taste, often used as food**, (கானாகெடுத்தி என தமிழில் அழைக்கப்படுகிற ஒரு கடல் மீன்).
- plaintively (adv.)** - **sadly, calling in a sad way**, வருத்தத்துடன்
- precipice (n)** - **a very steep side of a cliff or a mountain**, குன்றின் செங்குத்து முகடு (பாறை) அல்லது விளிம்பு.
- preening (v)** - **cleaning feathers with beak**, அலகால் சிறகுகளை சுத்தம் செய்தல்.
- shrilly (adv.)** - **producing a high-pitched and piercing voice or sound**, கிரீச் என்று ஒலிக்கும் ஓசை.
- soared** - **rose quickly to a high level**, வேகமாய் அதிகரித்தல்.
- swoop (v)** - **to move very quickly and easily through the air**, காற்றில் மிக வேகமாகவும், சுலபமாகவும் நகர்தல் (வேகமான அசைவு),
- trot (v)** - **to run at a moderate pace with short steps**, மிதமான வேகத்தில் சிறு அடிகள் வைத்து ஓடுதல் (மெதுவான ஓட்டம்).
- whet (v)** - **to sharpen**, சாணை தீட்டுதல்.

* Words given in bold in this Glossary are taken from Textbook Glossary.

Words	Synonyms	Antonyms
abreast	beside (அருகில்)	far away (தூரத்திலிருந்து)
amusedly	delightfully (மகிழ்ச்சியில்)	sadly (வருத்தத்துடன்)
ascending	rising (அதிகரித்தல் / ஏறுதல்)	descending (இறக்கம்)
beneath	below (கீழே)	above (மேலே)
blazing	glowing (வெப்பத்தால் தகித்தல்)	cooling (குளிர்வித்தல்)
brink	edge (விளிம்பு)	centre (நடுவில்)
cackle	cluck, squawk (கிரீச் ஒலி)	--
commenced	started (ஆரம்பித்தல்)	ended (முடிவு)
cowardice	fear, timidity (கோபம், கோழைத்தனம்)	courage (வீரம்)
daintily	casually, moderately (மிதமாக, சாதாரணமாக)	clumsily, awkwardly (குழப்பமான, விகாரமான)
desperate	hopeless (நம்பிக்கையின்றி)	hopeful (நம்பிக்கையுடன்)
devour	eat quickly (விரைவாக விழுங்குதல்)	nibble (மெதுவாய் கொறித்து உண்ணுதல்)
dizzy	giddy (மயக்க நிலை)	stable (தெளிவான நிலை)
dozing	snoozing, napping (சிறு தூக்கம்)	awake (எழுப்புதல்)
eagerly	anxiously (ஆர்வத்துடன்)	unwillingly (விருப்பமின்றி)
exhausted	tired (சோர்வு அடைதல்)	refreshed (புத்துணர்ச்சி அடைதல்)



Words	Synonyms	Antonyms
floating	drifting (மிதத்தல்)	sinking (மூழ்குதல்)
gnawed	chewed (மெல்லுதல்)	--
gradually	slowly (மெதுவாக)	suddenly (திடீரென)
headlong	rashly, recklessly (கண்மூடித்தனமாய்)	cautiously (கவனமாய் / உஷாராக)
maddened	enraged (கோபமடைதல்)	pleased (சந்தோஷமடைதல்)
mockingly	jeeringly (ஏளனமாய்)	respectfully (மரியாதையாய்)
monstrous	horrible, dreadful (பயங்கரமான)	beautiful, humane (அழகான, மனிதாபிமான)
muster	gather (திரட்டுதல்)	disperse (களைதல்)
plaintively	sadly, mournfully (வருத்தத்துடன்)	cheerfully (உற்சாகமாக)
plunge	dive (quickly) (குதித்தல் (வேகமாய்)) plunge (மூழ்குதல்)	rise (எழுதல்)
precipice	steep cliff (குன்றின் செங்குத்தான விளிம்பு)	--
preening	cleaning, grooming (சுத்தம் செய்துகொள்ளல் (அலகால்)	dirtying (அசுத்தப்படுத்துதல்)
pretended	falsified (நடித்தல், பாசாங்கு செய்தல்)	genuine (உண்மையான)
raising	lifting (உயர்த்துதல்)	lowering (குறைத்தல்)
swooped	dived (கீழே குதித்தல்)	soared (மேலே உயருதல்)
thrust	push (தள்ளுதல்)	pull (இழுத்தல்)
trotted	jogged (வேகநடை)	stood (நிற்பது)
uttered	expressed (உச்சரித்தல்)	suppressed (அடக்குதல்)
whet	sharpen (கூரிய)	blunt (மழுங்கிய)



In-text Questions

a. Why did the seagull fail to fly?

(QY. 19)

Ans : The seagull failed to fly because he did not have **confidence** on his wings and he had fear to fly.

confidence - நம்பிக்கை

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

Ans : His parents tried to make him fly by **scolding** him and threatening him to **starve** on his ledge.

scolding - திட்டிடுதல், starve - பட்டினி போடுதல்

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

(PTA-5)

Ans : The first catch of the young seagull's older brother was a **herring**.

herring - வெள்ளி நிற மீன்

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

Ans : The young seagull managed to find dried pieces of eggshell in his search for food on the **ledge**.

ledge - செங்குத்தான குன்றின் பாறை விளிம்பு

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

Ans : He stood on one leg with the other leg hidden under his wing. He closed one eye, then the other and **pretended** to be falling asleep. This was done by the bird to seek the attention of his parents.

pretend - பாசாங்கு செய்தல்

f. What made the young seagull go mad?

Ans : His mother was standing on a little high hump on the plateau. She was **tearing** a piece of fish that lay at her feet. She scraped each side of her beak on the rock. The sight of the food maddened him.

tearing - கிழித்தல்

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

Ans : The young bird saw his mother picking up a piece of fish and flying across to him. Seeing this, the bird uttered a **joyful scream**.

joyful scream - மகிழ்ச்சியில் கத்துதல்



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

Ans : No, the mother bird did not **offer** any food to the young bird. **offer** - அளித்தல்

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

Ans : He felt his wings spread outwards. The wind rushed against his breast feathers, stomach and wings. He could feel the **tips of his wings** cutting through the air. **tips of wings** - சிறகுகளின் நுனிகள்

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

Ans : They were flying around him, **praising**, soaring and diving together with him. **praising** - பாராட்டுதல்

TEXTUAL QUESTIONS

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

1. How was the young seagull's first attempt to fly? (PTA-2)

Ans : The young seagull tried to fly. But he was **scared** to do so. His parents, brothers and sister persuaded him to fly. They also **motivated** him. But the young seagull felt that his wings would not support him.

scared - அச்சப்படுதல், **motivated** - ஊக்குவித்தல்

2. How did the parents support and encourage the young seagull's brothers and sister? (PTA-4 & 5)

Ans : His parents were flying about with his brothers and sister. They were perfecting them in the art of flight. They also taught them how to **skim the waves** and **how to dive** for fish.

encourage - உற்சாகப்படுத்துதல், **skim the waves and dive** - அலையை ஒதுக்கி நீரில் குதித்தல்

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

Ans : The young seagull had not eaten since the previous nightfall. There was not a single scrap of food left. He searched for food every inch of the straw nest. He even chewed at the dried pieces of **eggshell**.

pathetic - பரிதாபமான, **eggshell** - முட்டை ஓடு

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

Ans : The young seagull **ran back** and forth from one end of the ledge to the other end. His long legs stepped delicately to find some means to reach his parents. **ran back** - திரும்ப ஒடுதல்

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

Ans : Yes, they were **harsh** towards the seagull. They wanted him to learn the art of flying without any one's help. **harsh** - கடுமை

6. What prompted the young seagull to fly finally? (Govt. MQP; PTA-1 & HY. 19)

Ans : His mother picked up a piece of fish and flew across to him with it. But then she halted, just opposite to him. She was almost within reach of his beak. Maddened by hunger, the young seagull dived at the fish. This act of his mother **prompted** the young seagull to fly finally. **prompted** - தூண்டியது

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

Ans : When the young seagull landed on the green sea, his legs **sank** into it. He screamed with fright and attempted to rise again. He was exhausted. His feet sank into the sea. His **belly** touched it. He sank no further. He was floating on it. **sank** - மூழ்குதல், **belly** - வயிறு

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.

(Govt. MQP; PTA-2, 4 & 5; QY., & HY. 19)

Ans : The young seagull was afraid of flying. His parents strove their level best to teach the young seagull to fly. The parents, brothers and sister thought a plan to teach him to fly. They flew away to another rock and left him alone. They did not give him anything to eat. He stood there on one leg and closed his eyes.



He was very hungry. He searched for food everywhere. He even chewed the **dried pieces** of the eggshells. He saw his mother tearing a piece of fish. He **begged** his mother to give him food. So the mother flew with the piece of fish to the young seagull. When she reached over him, she became **motionless** in the air. She did not get down on the rock. She wanted to give the young seagull an **incentive** to fly. The seagull bent forward and jumped at the fish. He was much **frightened**. But he began to flap his wings to save himself.

dried pieces - உலர்ந்த துண்டுகள், begged - கெஞ்சுதல், motionless - அசைவின்றி, incentive - ஊக்குவித்தல், frightened - பயப்படுதல்

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

Ans : Parents really care for about their children. They may be seen as cruel, but they are not so. The mother seagull turned to be cruel but her intention was kind. She wanted to give the young seagull an incentive to fly. Likewise, our parents may be sometimes **harsh and strict**. We would feel that they don't understand our feelings and are cruel to us. But we realize later that they guide us to overcome our fears in life. We have to conquer our fear and **venture** forth. Only then we will realize that we are born with wings.

harsh and strict - கடுமையும், கண்டிப்பும், venture - துணிகர முயற்சி



Vocabulary

Parts of Speech

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

Noun	Verb	Adjective	Adverb
exhaustion	exhaust	exhaustible	exhaustively
wideness	widen	wide	widely
madness	madden	mad	madly
perfection	perfect	perfect	perfectly

- 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)

Ans : His screaming family was offering him food.

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

Ans : The young seagull gave out a call loudly.

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

Ans : The bird cackled in amusement while flying.

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

Ans : The deep sea scared the seagull.

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

Ans : The bird successfully flighted and it was a proud moment for the seagull's family.

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

- coward - They called him a coward.
- gradual - We noticed a gradual increase in temperature.
- praise - She received a lot of praise.
- courageous - She is a very courageous girl.
- starvation - Many children die of starvation in Somalia.



Listening

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

i) Fill in the blanks with suitable words.

1. The students visited _____ city. [Ans : Darjeeling]
2. _____ is the third highest mountain in the world. [Ans : Kanchenjunga]
3. _____ hill is 13 km away from Darjeeling. [Ans : Tiger]
4. The drinking water is supplied by _____ lake to the city. [Ans : Senchal]
5. After Senchal lake, they visited _____. [Ans : Batasia Loop, a spiral railway near Ghum]

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

Ans : Yes. They had a memorable and enjoyable school trip.

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

Ans : Ooty, Kodaikanal, Thanjavur, Hogenakkal, Kanyakumari.

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.
Ans : False. (The sky was not cloudy.)
2. The toy train covers 14 km in three hours.
Ans : True
3. Tiger hill has earned international fame for the best sunset view.
Ans : False (Best sunrise view.)



Speaking

Dialogue

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 it only on the TV and movies. A forest is a good choice!
- Father : OK. If we are going to the forest, we must list out what we should carry with us for two days.
- Mary : I think we should carry suitable clothes like long-sleeved shirts and jean pants.
- Father : What about the food? Do you have any idea, Mary?
- Mary : Yeah. For food, I suggest taking bread, jam and biscuit packets.
- Father : Anyway, we will stay in the Government guest house inside the jungle.
- Mary : Will they provide breakfast or lunch?
- Father : I think they will. I will inquire about food while booking accommodation.
- Mary : Will the forest animals hurt the inmates of the guest house?
- Father : No. Our stay will be safe.
- Mary : Is it possible to see all the places in the forest just by walking?
- Father : No. Nature watch and wildlife viewing are possible in an open four wheeler Jeep or on elephant back.



Reading

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

Questions	Answers
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. Bungee can be performed from a movable object, such as a hot-air-balloon or helicopter, that can hover above the ground.
3. When do you think Bungee becomes thrilling?	The thrill comes from the free-falling and the rebound.
4. What is the experience when one falls off the platform?	When the person jumps, the cord stretches and the jumper flies upwards again as the cord recoils and continues to oscillate up and down until all the kinetic energy is dissipated. It is an experience of breath taking quality.
5. Where is the Bungee jumping point located in India?	The Bungee jumping point is located in Mohan Chatti village, in 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.

Ans :

BEST HOME APPLIANCES

Special Combo Offers

- + Mixie with egg boiler and Juice maker
- + Micro-oven with sandwich
- + Toaster and Induction Stove

Aadi Sale!
20 - 50 %

Hurry ! Limited offers !

Muthusamy & Co. Contact : 9840927735
Raja Street, Gingee 9640910024


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

Ans :

MOBILE GALAXY

Smart Phones

- + Accessories
- + Sim Cards
- + Recharge



30% Discount Offer

Free Power Banks on Mobile Purchase

Mobile : 9780072351
9785062452

Contact : No. 1, Toll Gate, Trichy



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.

Ans :

Educational Development Day

- by Ravi Tej

Ratna Matriculation Higher Secondary organized the Educational Development Day on 15th July 2018. The event was to inculcate the skills of writing, reading, listening and speaking in the students. Approximately 500 students participated in this Programme. The programme began with a prayer song sung by the school choir. After this, the Headmaster delivered the welcome speech. This programme was inaugurated by the Chief Guest Mrs. Malini Ramesh, the District Collector. Many competitions were held for the students in three levels – Sub. Junior, Junior and Senior levels. In each level, there were various competitions like recitation, elocution, slogan reading and some listening activities. Many students took part in all these competitions with enthusiasm and a winning spirit. At the end of the programme, prizes were distributed to the winners and participants. They were given valuable books and certificates. The Chief Guest praised all the winners and participants for their wonderful performance. The event ended with the National Anthem. It was a grand and successful event.

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.

Ans :

Inaugural Ceremony of English Literary Association

by Karen Raj (School Pupil Leader)

Christ Matriculation School organized the inaugural ceremony of English Literary Association on 22nd February 2019. The event was to create a better learning atmosphere in our school and to make the students overcome their fear, when they perform in front of the audience. The Chief Guest was our Headmaster Mr. Rahul Pandey. The programme began with an invocation (prayer) by our school choir. Our English teacher, Mrs. Premalatha welcomed the gathering. Our Headmaster addressed the gathering with an inspirational speech and guidance. After his speech, he inaugurated the English Literary Association. A skit was enacted by the students of X Std and elocution on the, Importance of Education, was given by R. Ranjini of X Std 'A'. The programme ended with the vote of thanks by the Asst. School Pupil Leader, R. Bharath, of XII Std.

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 based on your observance of "National Science Day" at your school. (PTA-4)

Ans :

National Science Day

- by Suhasini (Coordinator of Science Forum)

St. John's School of Pallavaram organized a Science Exhibition in the event of National Science Day for the members of the forum on 28th February 2020. The purpose of this event was to commemorate and honour Sir C.V. Raman for his legacy. He had discovered Raman Effect on the 28th February 1928. All the members of this forum and the students from nearby schools were invited to have a glance at the science exhibition. The Chief Guest for this event was Mr. Natesan, Professor of S.G. Arts & Science College, Vellore. He gave some motivational tips and guidelines to promote our Forum and Science department. The event came to an end 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 _____ climb trees easily but now I can't. (*ability in the past*) [Ans : could]
2. I _____ win this singing contest. (*determination*) [Ans : can]
3. You _____ buy this book. It is worth buying. (*advice or suggestion*) [Ans : should]



4. Poongothai _____ speak several languages. (*ability in the present*) [Ans : can]
5. I swear I _____ tell lies again. (*promise*) [Ans : shall not]
6. My father _____ play badminton in the evenings when he was at college. (*past habit*) [Ans : used to]
7. You _____ do as I say! (*command*) [Ans : should]
8. _____ I have another glass of water? (*request*) [Ans : May]
9. Sibi has not practised hard but he _____ win the race. (*possibility*) [Ans : can]
10. We _____ preserve our natural resources. (*duty*) [Ans : ought to]

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

Questions	Answers
1. Would I have your autograph?	<u>May</u> I have your autograph?
2. I can be fifteen next April.	I <u>shall</u> be fifteen next April.
3. Take an umbrella. It should rain later.	Take an umbrella. It <u>may</u> rain later.
4. The magistrate ordered that he might pay the fine.	The magistrate ordered that he <u>must</u> pay the fine.
5. Make me a cup of tea, shall you?	Make me a cup of tea, <u>will</u> you?
6. You may speak politely to the elders	You <u>must / ought to</u> speak politely to the elders.
7. You will get your teeth cleaned at least once a year.	You <u>should</u> 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 <u>used to</u> grow vegetables in our kitchen garden but we don't do it now.
9. Must I get your jacket? The weather is cold.	<u>Shall</u> I get your jacket? The weather is cold.
10. Could the train be on time?	<u>Will</u> 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 can have some ice cream.
- Dad : OK. Then, I shall be home by 7 p.m. Mom and you must be ready by then.
- Charan : Sure. We shall. My friend told me that there is a magic show nearby. Will 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 shall plan.
- Charan : By the way, must we inform our gate keeper about our outing?
- Dad : Yes, we must so that he will be aware we aren't at home.
- Charan : Shall I call up Mom and tell her about our plan today?
- Dad : You have 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 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 may but arrange them neatly.

Passenger : My child is 6 years old. Do I have to buy him a ticket?
Conductor : Yes, you must. It costs half of the price of an adult ticket.

Vani : Can we go for coffee after the meeting?
Yoga : No, I shan't. I have to go home.

Salesman : When will I receive my order?
Customer : I shall 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 must. You may get a better job.



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 the trip.
4. You should visit the temples.
5. You mustn't miss visiting the Big Temple.
6. You can buy many artistic things.
7. You must see the Saraswathi Mahal and its library.
8. A big palace can be seen in Thanjavur.
9. We shall buy Dancing Dolls.
10. Thiruvaiyaru, Kallanai Dam and Poondi Church can be visited from Thanjavur.

Active and Passive

F. Change the following sentences to the other voice.

Questions	Answers
1. The manager appointed many office assistants.	Many office assistants were appointed by the manager.
2. You are making a cake now. (PTA-5)	A cake is being made by you.
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 have been asked to pay the fine by them.
6. The militants were being taken to prison by the police.	The police were taking the militants to prison.
7. His behaviour vexes me.	I am vexed by his behaviour.
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.

Questions	Answers
1. Please call him 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 not being borrowed 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 advised to go for a jog early in the morning.
6. Why have you left your brother at home? (PTA-6)	Why has your brother been left at home by you?
7. Nobody should violate the rules.	The rules should not be violated.
8. Someone has to initiate it immediately.	It has to be initiated immediately.
9. Have you invited Raman to the party?	Has Raman been invited to the party by you?
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. / Let the busy roads be crossed carefully.
12. When will you book the tickets to Bengaluru?	When will the tickets be booked to Bengaluru 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.

Questions	Answers
1. John gave a bar of chocolate to Jill.	(a) Jill was given <u>a bar of chocolate by John.</u> (b) A bar of chocolate was given <u>to Jill by John.</u>
2. Pragathi lent a pencil to Keerthana.	(a) <u>Keerthana was lent a pencil by Pragathi.</u> (b) <u>A pencil was lent to Keerthana by Pragathi.</u>
3. Sudha told the truth to her friend.	(a) <u>The truth was told to her friend by Sudha.</u> (b) <u>Her friend was told the truth by Sudha.</u>
4. They offered the job to Venkat.	(a) <u>Venkat was offered a job by them.</u> (b) <u>A job was offered to Venkat by them.</u>
5. The boss showed the new computer to Kaviya.	(a) <u>Kaviya was shown the new computer by the boss.</u> (b) <u>The new computer was shown to Kaviya by the boss.</u>

- 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.

Ans : A few days ago, Ambrose's motorbike was stolen by someone. It had been left outside his house by Ambrose. The theft was reported to the police by him. He was told by the police that they would try to find his motorbike. This morning, his motorbike was found by them. Ambrose was called to the police station by the police. It had been painted and then sold to someone else by the thieves. The motorbike had been parked outside a mall by the new owner, when it 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.

Ans : Recipe of my favourite dish : Pulka Chapathi Roti

Ingredients : 1. 500 gms wheat flour, 2. 1 teaspoon salt, 3. 1 tablespoon vegetable oil, 4. 400 ml water.

500 gm of wheat flour should be taken in a bowl. A teaspoon of salt should be added to it. One tablespoon of vegetable oil should be added to it. Water should be poured little by little and kneaded well. It should not be kneaded too hard. After kneading it, it should be covered with wet cloth for twenty minutes. Little rolls should be taken to be rolled to a circle. Then it should be heated on a low flame on both sides in a tava. Then it can be eaten hot with potato kurma.

- K. Write a report of an event held at your school using passive voice. Use simple past tense to narrate the event.

Ans : Report of an event :

Farewell Party

A farewell party was organized for our XII Std students on 28th February 2019. The students of X were invited by the students of XII Std. Teachers handling XII and XI Std were present for the party. Two or three events were arranged by the students of XI Std. Then the XII Std students were given some snacks and a memento each as a token of remembrance by the students of XI. The party was enjoyed by each and every student and it ended at 6.00 p.m with a farewell speech by an XI Std student.



POEM

POETIC DEVICES - A GLANCE

- | | |
|-------------------------------|----------------------------|
| 1. Life | 2. The Grumble Family |
| 3. I am Every Woman | 4. The Ant and the Cricket |
| 5. The Secret of the Machines | 6. No Men Are Foreign |
| 7. The House on Elm Street | |

1. **Simile** : It is a **comparison** made between two objects of different kinds which have some resemblance/ similarities. It is introduced by a word of comparison, such as, '**like**', '**as**'.
- இரு வேறுபட்ட பொருட்களையோ, விஷயங்களையோ '**like**' அல்லது '**as**' போன்ற வார்த்தைகளில் ஒன்றை பயன்படுத்தி, நேரடியாக, ஒப்பிட்டுச் சொல்வதாகும்.
- (e.g.) "Remember they have eyes **like** ours that wake" (Poem 6)
"Beneath all uniforms, a single body breaths,
Like ours:....." (Poem 6)
2. **Metaphor** : A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. (or)
It is a figure of speech that makes an implicit, **implied**, or **hidden comparison** between two things that are unrelated, but which share some common characteristics.
- இதுவும் இரு வேறுபட்ட விஷயங்களை ஒப்பிடுவது தான். ஆனால், நேரடியாக இல்லாமல் மறைமுகமாக ஒப்பிடு செய்வதாகும். ஆகவே இதில், '**like**' '**as**' ஆகிய வார்த்தைகள் வராது.
- (e.g.) "She's a lioness; don't mess with her". (Poem 3)
She is a lioness – metaphor. A woman is compared to a ferocious lioness.
"Our hells of fire and dust outrage the innocence" (Poem 6)
hells of fire – metaphor. Hells are compared to fire
3. **Alliteration** : It is the **repetition** of the same **consonant sound** in successive or nearby words. Note that in alliteration **the sounds** go together.
- ஒரே வரியிலுள்ள பல வார்த்தைகளின் முதல் எழுத்து ஒரே மெய்யொலியாக திரும்பத்திரும்ப ஒலித்து வருதல்.
- (e.g.) "And then, be our station high or humble," (Poem 2)
In this line, "**h**" is repeated ("high, humble" are alliterated words.).
"The summer of life she's ready to see in spring." (Poem 3)
In this line, "**s**" is repeated (summer - see- spring).
"We can print and plough and weave and heat and light" (Poem 5)
In this line, "**p**" is repeated (print - plough) and also "**w**" is repeated (we - weave).
4. **Personification** : Personification is a figure of speech in which a thing – an idea or an animal – is given human attributes.
- விலங்கு, பறவை போன்ற உயிருள்ள பொருட்களுக்கும், மரம், செடி போன்ற தாவரங்களுக்கும், நிலம், நீர், வீடு போன்ற உயிரற்றவைகளுக்கும், மற்றும் மனிதப் பண்பு இல்லாத எந்த விஷயத்திற்கும், மனிதப் பண்புகளைக் கொடுத்துச் சொல்வது.
- (e.g.) "We can pull and haul and push and lift and drive" (Poem 5)
5. **Anaphora** : An anaphora is a technique where several phrases (or verses in a poem) begin with the same word or words.
- அடுத்தடுத்த வரிகளின் ஆரம்பத்தில் ஒரே வார்த்தை திரும்பத் திரும்ப வருவது.
- (e.g.) "**They growl** at the rain and **they growl** at the sun;" (Poem 2)



6. **Repetition** : Poets often repeat single words or phrases, lines, and sometimes, even whole stanzas at intervals to create a musical effect; to emphasize a point; to draw the readers' attention or to lend unity to a piece.
சொல்லவரும் கருத்துக்கு முக்கியத்துவம் கொடுக்கும் வகையில் ஒரே வரியில், ஒரே சொல் திரும்பத் திரும்ப வருவது.
(e.g.) *"Remember, no men are foreign, and no countries strange"*
"Remember, no men are strange, no countries foreign"
The last line and the first line of **Poem 6**
The last line though reversed, is the same as the first line. This is to emphasize the serious message, the poem has to convey.
The poet (James Kirkup) repeats the word '**Remember**' five times in the poem.
This repetition emphasizes the core message of the oneness of mankind.
7. **Epithet** : An epithet is an adjective or phrase expressing a quality or attribute regarded as characteristic of the person or the thing mentioned.
ஒரு நபரின் அல்லது ஒரு object-ன் சிறப்புத் தன்மையை வெளிப்படுத்தும் விதமாக சொல்லப்படுகிற வார்த்தை (adjective).
(e.g.) *"They live, it is said, on Complaining Street"* (Poem 2)
complaining street – epithet.
8. **Transferred Epithet** : A transferred epithet is a figure of speech where an adjective or epithet describing a noun is transferred from the noun it is meant to describe to another noun in the sentence.
ஒரு வரியிலுள்ள ஒரு குறிப்பிட்ட noun (பெயர்ச்சொல்)ஐ விவரிப்பதற்கு மாறாக வேறொரு noun-க்கு விளக்கம் தரும் வகையில் ஒரு adjective அமைத்தல்.
(e.g.) *"They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd."* (Poem 6)
In this line, "sun, air and water" are fed by peaceful harvests, by war's long winter starv'd. "starv'd" is an epithet which is placed beside the noun 'winter'. However, it does not describe the 'winter' as being starved, but describes the pronoun 'they'. Historically many wars were fought during the winter, while the harvest season was essentially peaceful. 'They' refers to the soldiers in uniform who had to starve during winter while fighting for their land.
Winter starv'd – transferred epithet.
9. **Imagery** : The descriptions create a picture in the reader's mind.
பார்த்தல், கேட்டல், தொடுதல், கவைத்தல், நுகர்தல் ஆகிய ஐந்து உணர்வுகளில் ஏதோ ஓர் உணர்வை ஈர்க்கும் வகையில், பொருட்கள், செயல்கள், எண்ணங்களை வார்த்தையால் குறிப்பிடுவது.
(e.g.) *We can see and hear and count and read and write!* (Poem 5)
The example explains to us the many tasks that could be completed by the machine.
10. **Hyperbole** : A figure of speech using exaggeration.
நம்ப முடியாத, நடக்க இயலாத ஒரு செயலை, இலக்கிய நடையில், மிகைப்படுத்திச் சொல்வது.
(e.g.) *We are greater than the Peoples and the Kings.
'We will serve you four and twenty hours a day?'* (Poem 5)
11. **Assonance** : Repetition of two or more vowel sounds
ஒரே வரியில் உயிரெழுத்து ஒலி, வார்த்தையின் நடுவே, திரும்பத் திரும்ப வருதல்.
(e.g.) *all we ask* (Poem 5)
12. **Connotation** : Suggests beyond what it expresses.
ஒரு சொல், அதன் நேரடியான அர்த்தத்தை விட கூடுதலாக வேறொரு அர்த்தத்தை பரிசீலிக்கச் செய்யும் வகையில் அமைத்தல்.
(e.g.) *Though our smoke may hide the Heavens from your eyes,* (Poem 5)



13. **Synecdoche** : A figure of speech in which a **part** is made to represent the **whole** or vice versa.
ஒரு வரியிலுள்ள ஒரு பகுதி மட்டுமே, முழுமையான அர்த்தத்தைக் குறிப்பது.
(e.g.) *"The Western wave was all a-flame."*
The "Western wave" is a synecdoche as it refers to the sea by the name of one of its parts i.e. wave.
"Inside it has a ton of space" (Poem 7)
14. **Paradox** : A figure of speech in which a **statement appears to contradict** itself.
ஒரு வரியில் முரண்பாடான வார்த்தைகளை கொண்டிருத்தல்.
(e.g.) *To bring peace we must war.*
Be cruel to be kind.
"It just sits there, never getting small or ever growing tall" (Poem 7)
getting small, growing tall :- contradict one another.
15. **Onomatopoeia** : A figure of speech wherein the **word imitates the sound** associated with the object it refers to.
குறிப்பிடப்பட்ட ஒரு சொல்லின் உச்சரிப்பும், அதன் அர்த்தமும் ஏறக்குறைய ஒரே மாதிரி வருதல்.
(e.g.) *Pitter patter, pitter patter Raindrops on my pane.*
"Lights flicker on and off" (Poem 7)
16. **Rhetorical Questions** : A figure of speech in the **form of a question** that is asked to make a point rather than to elicit an answer.
ஒரு பதிலை வெளிக் கொண்டு வருவது என்பதைக் காட்டிலும், ஒரு முக்கிய விஷயத்தை வெளிப்படுத்துவதற்காக ஒரு வினாவை எழுப்புவது.
(e.g.) *And what is so rare as a day in June?*
"How could this be?" (Poem 7)
"What happened inside that house?" (Poem 7)
17. **Rhyming Words** : It is making the **last words** in the lines produce the **same sound**.
ஒவ்வொரு வரியின் கடைசி வார்த்தை, அல்லது சில வரிகளின் கடைசி வார்த்தைகளில் ஒரே மாதிரியான ஒலி வரும்படியான வார்த்தைகளை தேர்ந்தெடுத்து வகைப்படுத்துதல்.
(e.g.) *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
The rhyming words are down - crown and joy - boy. (Poem 1)
18. **Rhyme scheme** : Rhyme scheme is a poet's deliberate pattern of lines that rhyme with other lines in a poem or a stanza. The rhyme scheme, or pattern, can be identified by giving **end words that rhyme**.
பாடலின் ஒவ்வொரு வரியின் கடைசி வார்த்தையின் ஒலியை வைத்து, ஒரே மாதிரி ஒலி வரும் வார்த்தைகளைப் பிரித்து, அவற்றைக் குறியீட்டு எழுதுதல்.
(e.g.) Look at the four lines
So let the way wind up the hill or down, a
O'er rough or smooth, the journey will be joy: b
Still seeking what I sought when but a boy, b
New friendship, high adventure, and a crown a
It has clear rhyming words with a,b,b,a.
So the rhyming scheme is a,b,b,a. (Poem 1)
19. **Couplet** : A couplet is a literary device that can be defined as having **two successive rhyming lines** in a verse.
ஒரு பாடலில் அடுத்தடுத்த வரிகளில் ஒரே மாதிரியான rhyming வார்த்தைகள் வருமாறு அமைத்தல்.
(e.g.) *"With forward face and unreluctant soul;*
Not hurrying to, not turning from the goal". (Poem 1)

Unit 1

POEM

Life

வாழ்க்கை
- Henry Van Dyke

Henry Van Dyke (1852 - 1933) ஒரு அமெரிக்க எழுத்தாளர், கல்வியாளர், மத குரு, மற்றும் கவிஞர் ஆவார். பிரின்ஸ்டன் பல்கலை கழகத்தில் ஆங்கில இலக்கியத்தில் பேராசிரியராக 1899 முதல் 1923 வரை பணியாற்றினார். 'American Academy of Arts and Letters' என்ற அமைப்புக்கு தேர்ந்தெடுக்கப்பட்ட அவர், பல பெருமைகளை பெற்றவர் ஆவார்.



கவிதைச் சுருக்கம்

இந்தக் கவிதை, “வாழ்க்கை என்பது ஒரு அனுபவம்; அது ஒரு நிகழ்வு மட்டுமல்ல”, என்று குறிப்பிடுகிறது. ஒருவர் தன் வாழ்க்கையை வீரத்துடனும், அர்ப்பணிப்பு உணர்வுடனும் வாழ வேண்டுமென இது குறிப்பிடுகிறது. நாம் வாழ்க்கையை அவசர, அவசரமாக வாழக்கூடாது. நாம் எதற்காக வாழ்கிறோம் என்கிற தெளிவான நோக்கத்துடன் மனதையும், ஆன்மாவையும் இயக்க வேண்டும். நாம் பெரியவர், சிறியவர் என்கிற பேதமின்றி நிகழ்காலத்தை அனைவரும் ஆனந்தமாய் அனுபவிக்க வேண்டுமென்கிறார், இந்த கவிஞர். நாம் கடந்த காலத்தின் இருண்ட பொழுதுகளை நினைக்காமலும், எதிர்காலம் நமக்கு என்ன வைத்திருக்கிறது என்பதைப் பற்றி எண்ணாமலும் வாழ்க்கைப் பயணத்தை தொடர இவர் வலியுறுத்துகிறார்.

வாழ்க்கை நமக்காக எப்படிப்பட்ட சந்தர்ப்பத்தை அளித்தாலும், நாம் அதை மகிழ்வுடன் ஏற்றுக்கொள்ள வேண்டும். ஏனெனில் அதுதான் நமக்கு வாழவும், வளரவும் கற்றுக் கொடுக்கிறது.

புதிய நட்பு, புதிய அனுபவங்கள் மற்றும் சாதகங்களை தேடிச்சென்று நாம் நம்மை, வளப்படுத்திக்கொள்ள வேண்டாம். நம் கற்பனைகள், குழந்தைகளின் வெகுளித்தனம் மற்றும் பயமற்ற தன்மையுடன் இருக்க வேண்டும்.

மனதில் நம்பிக்கை மற்றும் உறுதி ஆகியவற்றை வைத்துக்கொண்டு, இந்த வாழ்க்கைப் பயணத்தை நாம் எதிர்கொள்ள வேண்டும். மேலும், நம் வாழ்க்கைப் பயணம் நல்லபடியாக முடிவுபெரும் என்கிற நிலையான நம்பிக்கையை, நம் மனதில் நாம் வைத்துக்கொள்ள வேண்டுமென கவிஞர் அறிவுறுத்துகிறார்.

KEY POINTS

- Life is an experience.
- To be lived with courage.
- One should not worry about the uncertain future.
- Happiness nourishes life with extra energy.
- Imaginations to be fearless and pure.
- New friendships, new adventures, new explorations to enrich us.
- To always hope for a joyous future with determination and faith.

EXPLANATION OF POETIC LINES

Line No.	Poem Lines	தமிழாக்கம்
1-2	<i>Let me but live my life from year to year, With forward face and unreluctant soul;</i>	நான், என் வாழ்க்கையை, வருடத்திற்கு வருடம் முன்னேற்றத்தை எதிர்நோக்கியும், தயக்கமற்ற ஆன்மாவுடனும்,
3-5	<i>Not hurrying to, nor turning from the goal; Not mourning for the things that disappear In the dim past, nor holding back in fear</i>	அவசரமின்றி, லட்சியத்திலிருந்து வழுவாமல்; இருண்ட கடந்த காலத்தில் மறைந்து போனவைகளுக்காக வருத்தப்படாமல்,



Line No.	Poem Lines	தமிழாக்கம்
6-8	<i>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.</i>	புலப்படாத எதிர்காலத்தை எண்ணி அஞ்சாமல், முழுமையான சந்தோஷ மனத்துடன், இளமையிலிருந்து - முதுமைக்கு உற்சாகமாக பயணம் செய்கிறேன்...
9-10	<i>So let the way wind up the hill or down, O'er rough or smooth, the journey will be joy:</i>	செல்லும் வழி, மேலும் கீழுமாய், கடினமாய், மென்மையாய் எவ்வாறு இருப்பினும், என் பயணம் சந்தோஷமாய் இருக்கும்.
11-12	<i>Still seeking what I sought when but a boy, New friendship, high adventure, and a crown,</i>	சிறுவனாய் இருந்தபோது தேவைப்பட்ட அதே புதிய நட்பு, பெரும் சாகசம், மற்றும் சிறந்த ஒரு பரிசு ஆகியவற்றையே நான் இப்போதும் நாடுகிறேன்.
13-14	<i>My heart will keep the courage of the quest, And hope the road's last turn will be the best.</i>	என் இதயம், என் தைரியமான தேடுதல் வேட்கையை தொடர்ந்து வைத்திருக்கும், அதனால் (என் வாழ்க்கை) பாதையின் கடைசி திருப்பமும், நன்றாகவே (சிறப்பானதாக) இருக்கும்.



GLOSSARY

- crown (n)** - a prize or position offered for being the best, இருப்பதிலேயே சிறந்ததற்கு அளிக்கப்படும் பரிசு அல்லது பதவி.
- dim** - dark, இருண்ட
- goal** - aim, லட்சியம்
- mourning (v)** - feeling or expressing great sadness, பெரும் துயரத்தை உணர்தல் (அ) வெளிகாட்டுதல்.
- quest (n)** - a long search for something that is difficult to find, கண்டுபிடிக்க கடினமான பொருளுக்கான நீண்ட தேடல்.
- seeking** - attempt to find, நாடிச் செல்லுதல்.
- sought** - past tense of seek. தேடினேன்.
- toll** - payment. கட்டணம்.
- unreluctant* (adj.)** - willing to do something (*This form is generally not used but the poet has coined it for emphasis), எதையாவது செய்ய தயாராய் இருத்தல் (வழக்கமாக உபயோகப்படுத்தப்படாத ஆங்கில வார்த்தை பிரயோகம். கவிஞர் ஆன்மாவின் நிலையை விளக்க பயன்படுத்தினார்).
- veils (v)** - to hide or cover something so that you cannot see it clearly or understand it, தெளிவாக பார்க்கவோ, அறிந்துகொள்ள முடியாதபடியோ எதையாவது மூடி வைத்தல்.
- wind** - curve, வளைந்த

TEXTUAL QUESTIONS

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

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

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

(PTA-2, 4 & 5; HY. 19)

Ans : 'Me' refers to the poet, Henry Van Dyke.

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

(PTA-2, 4 & 5; HY. 19)

Ans : The poet wants to live a joyous life with plenty of positivity towards the future.

live my life - என் வாழ்க்கையை (என் விருப்பப்படி) வாழுதல், forward face - முன்னேற்றத்தை எதிர்நோக்கியபடி



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?**

Ans : The poet wants to move towards his goal without **hurrying** or turning away from it.

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

Ans : One must not **mourn** for the things lost in the past.

hurrying - அவசரப்படுதல், mourn - துயரம்

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

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

(PTA-6; QY. 19)

Ans : 'In the dim past' means the sad days of the past.

(b) **Is the poet afraid of future?**

(PTA-6; QY. 19)

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

(c) **How can one travel on with cheer?**

Ans : One can travel on with **cheer** by retaining the pleasures of childhood.

in the dim past - இருண்ட கடந்த காலம், afraid - அச்சம், cheer - உற்சாகம்

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?**

Ans : The way of life could go up the hill or down, rough or smooth.

(b) **How should be the journey of life?**

Ans : The **journey of life** must be joyful.

(c) **What did the poet seek as a boy?**

Ans : The poet seeks **new friends** and high adventure.

new friendship - புதிய நட்பு, journey of life - வாழ்க்கைப் பயணம்

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?**

Ans : The **quest** is to **seek** a purposeful life with courage and determination.

(b) **What is the poet's hope?**

Ans : The poet **hopes** for a beautiful life with a clear sense of purpose.

quest - அலுவா / வேட்கை, seek - நாடிச் செல்லுதல், hope - நம்பிக்கை, last turn - கடைசி திருப்பம்

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.**

Ans : fear - cheer ; whole - toll.

veils - திரைகள், cheer - உற்சாகம்



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.

Ans : The rhyming scheme : **a b b a**.

unreluctant - சரியாக புலப்படாத, புறிந்து கொள்ள இயலாத, turning from goal - லட்சியத்திலிருந்து திசை திரும்புதல்

POETIC COMPREHENSION - ADDITIONAL

1. *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) How does the poet want to live his life?

Ans : He wants to live his life happily with forwarding momentum and positivity.

(b) What does he say about past events?

Ans : He tells us not to worry about the past things that disappeared.

POETIC DEVICES

PTA : QUESTIONS & ANSWERS

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

(a) Pick out the rhyming words in the above lines. (2)

(PTA-4)

Ans : Rhyming words : fear-cheer; whole-toll.

(b) Write the rhyme scheme of the poem. (1)

(PTA-4)

Ans : Rhyme scheme : **a b b a**.

(c) Identify the figure of speech employed in the first line of the given stanza. (1)

(PTA-4)

Ans : The figure of speech in the 1st line : Metaphor. (implied comparison: "dim past" is compared to "sad days of the past")

(d) Pick out the alliterating words. (1)

(PTA-4)

Ans : Alliterating words in the 2nd line : from - future; what - with.

Alliterating words in the 3rd line : happy - heart;

Alliterating words in the last line : to - travels.

2. *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) Pick out the rhyming words from the above lines. (2)

(PTA-5)

Ans : Rhyming words : down-crown; joy-boy.



- (b) Write the rhyme scheme of the poem. (1)

(PTA-5)

Ans : Rhyme scheme : a b b a.

- (c) Identify the figure of speech employed in the second line of the given stanza. (1)

(PTA-5)

Ans : The figure of speech in the 2nd line : Antithesis. (Two opposite concepts are put together in a line to achieve a contrasting effect : “rough or smooth”.)

- (d) Pick out the alliterating words.. (1)

(PTA-5)

Ans : Alliterating words in the 1st line : way - wind.

Alliterating words in the 2nd line : journey - joy;

Alliterating words in the 3rd line : still - seeking - sought; what - when; but - boy.



POETIC DEVICES - ADDITIONAL



1. *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) What literary device is used here?

Ans : Couplet is used in this poem. A couplet is two lines of verse that are joined by a rhyme.

- (b) Pick out the alliterated words in these lines.

Ans : The alliterated words : forward - face; (2nd line); Not - nor; (3rd line)

- (c) Identify the rhyming words.

Ans : The rhyming words are year - disappear; soul - goal.

- (d) Write the rhyme scheme of these lines.

Ans : The rhyme scheme of the given lines is “a b b a”.

2. *“My heart will keep the courage of the quest,
And hope the road’s last turn will be the best”.*

What is the literary device used here?

Ans : Couplet is the literary device used here.

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.

(QY. 19)

Ans : In this poem, life is described not as an entity, but as an experience. One should live with courage and **dedication**. Life should be lived without hurry and with a clear sense of purpose that drives the mind and soul. The poet **encourages** us to let go of all that has been lost in the past as well as the **uncertainty** the future holds. He tells us to embrace the present with the happiness which **nourishes** the **young and the old**. Happiness gives us nourishment on this journey with a smile on our face. Whatever situation life throws at us, it is the journey that should be joyous, for it teaches us to grow and live. Our **imagination** should have the innocence and fearlessness of childhood. We should seek out new friendships, new **adventures** and new experiences which enrich us. He encourages us to have faith and **determination** in our hearts, as we take on this beautiful journey. We should have eternal hope that our story ends joyfully.

dedication - அர்ப்பணிப்பு, encourage - ஊக்குவித்தல், uncertainty - தெளிவற்ற, nourishes - ஊட்டம், young to old age - இளமையிலிருந்து முதுமைக்கு செல்லுதல், imagination - கற்பனை, adventures - சாகசம், determination - உறுதி



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

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

The poet wants to live his life (i) _____, willing to do something. He neither wants (ii) _____ from his goal. He does not want to (iii) _____ 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 (iv) _____. Therefore, it does not matter to him whether the path goes (v) _____, rough or smooth, the journey will be (vi) _____. He will continue to seek what he wanted as a boy - new friendship, (vii) _____ 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.

Ans :

- | | | |
|-----------------------|-----------------------------|-------------|
| (i) looking ahead | (ii) to hurry nor move away | (iii) mourn |
| (iv) youth to old age | (v) up or down the hill | (vi) joyful |
| (vii) high adventure | | |

POEM - PARAPHRASE

Name of the Poem : Life; Name of the Poet : Henry Van Dyke

Poem Lines	Paraphrase
Let me but live my life from year to year, With forward face and unreluctant soul; Not hurrying to, nor turning from the goal;	The poet is giving advice to the readers from his own personal experiences. The poet wants to live his life happily as it progresses positively. He wants to live his life every year with a happy heart. The poet does not like to hurry in any matters or situations. He doesn't want to turn away from his aims.
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.	He does not feel sad about the things that have passed by. He doesn't want to think about his dull past and hold back in fear about the uncertainty of his future. He wants to proceed forward with a happy and cheerful mind. He doesn't want to worry too much about his future. He thinks that he should live life to the fullest by retaining the child-like innocence and pleasures of life. He likes to travel his journey of life cheerfully.
So let the way wind up the hill or down, O'er rough or smooth, the journey will be joy:	Though his way goes up in the path of a mountain or down the valley, he would enjoy his journey. No matter whatever happens if his path is difficult or easy, he will make it a joyful journey.
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.	He is searching to find what he was searching for when he was a boy - his new adventures, his hopes, his new friendship and his new experiences which enrich him. Life is described not as an entity but as an experience. One should live with courage, dedication and a clear sense of purpose that drives the mind and soul. He expects the best of life.

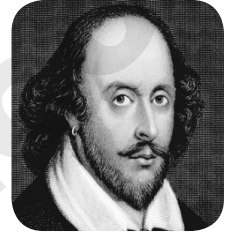


Unit 1

The Tempest புயல்

- An Extract from Charles Lamb's Tales From Shakespeare

William Shakespeare (1564 – 1616) ஒரு ஆங்கிலேயக் கவிஞர். ஆங்கில இலக்கியத்தின் தலைசிறந்த எழுத்தாளராகவும் உலகின் புகழ்பெற்ற நாடக ஆசிரியராகவும் போற்றப்படுபவர். 37 நாடகங்கள், 154 Sonnet என்ற செய்யுள்கள் மற்றும் இரண்டு விவரிப்பு கவிதைகள் ஆகியவற்றை எழுதியவர். இவற்றில் பெரும்பாலானவை 1589ல் இருந்து 1613க்குள் எழுதப்பட்டவை. இவர் “இங்கிலாந்தின் தேசியக்கவிஞர்” என்றும் அழைக்கப்பட்டார்.



Main Characters

Prospero	An old man (வயதானவர்), Rightful Duke of Milan (Milan நகரத்தின் பிரபு) Miranda's father (Miranda-வின் தந்தை) Antonio's brother (Antonio-வின் அண்ணன்)
Miranda	Beautiful young lady (அழகான இளம் பெண்) Prospero's daughter (Prospero-வின் மகள்)
Sycorax	A witch (ஒரு குனியக்காரி), Caliban's mother (Caliban-ன் தாய்)
Ariel	Chief of gentle spirits (நல்ல ஆவிகளின் தலைவன்)
Caliban	Ugly monster (விகாரமான அசுரன்), Son of Sycorax (Sycorax இன் மகன்)
King of Naples	Prospero's enemy (Prospero-வின் எதிரி), Father of Ferdinand (Ferdinand-இன் தந்தை)
Ferdinand	Prince of Naples (நேப்பிள்ஸ் அரசன்)
Gonzalo	Kind lord of Prospero's court (Prospero-வின் சபையிலிருந்த அன்பான அதிகாரி)

KEY POINTS

- ✦ Prospero and his daughter Miranda came to an island and lived in a cave.
- ✦ A witch, Sycorax, imprisoned many good spirits in the bodies of large trees.
- ✦ Prospero released these gentle spirits using his magical powers.
- ✦ Ariel was the chief of these gentle spirits.
- ✦ Prospero 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 on the island, after her father.
- ✦ Prospero wanted to test Ferdinand and gave a severe task to perform.
- ✦ Miranda was attracted by Ferdinand and had more concern towards him.
- ✦ The King of Naples and Antonio, repented the injustice they had done to Prospero.
- ✦ Prospero forgave them and restored his dukedom, Milan.



கதைச் சுருக்கம்

Prospero என்பவர் தன் மாயாஜால வித்தையால் உருவாக்கிய ஒரு புயலுடன் இந்தக் கதை துவங்குகிறது. மிலன் (Milan) நகரத்தின் Duke (பிரபு) வாக இருந்த அவர், மாயாஜாலங்களிலும், அது குறித்த புத்தகங்களிலும் ஆர்வம் மிகுந்தவராய் இருந்தார். Milan நகரத்தின் அன்றாட நடவடிக்கைகளை கண்டுகொள்ளவில்லை. இதை சாதகமாக்கிக்கொண்ட ஆட்சிவெறி கொண்ட அவரின் தம்பி Antonio, அவரை பதவியிலிருந்து தூக்கியெறிந்துவிட்டு அதிகாரத்தை கைப்பற்ற திட்டமிட்டான். இதன்படி, அண்ணன் Prosperoவையும் அவரது மூன்று வயது மகள் Miranda வையும் ஒரு படகில் ஏற்றி நடுகடலில் விட்டுவிடுகிறான்.

கடலில் விடப்பட்ட Prospero, ஒரு தீவை அடைந்து அங்கு Sycorax என்கிற சூனியக்காரியிடமிருந்து பல நல்ல ஆவிகளை விடுவிக்கிறார். அந்த ஆவிகளின் தலைவன் Ariel. அந்தத் தீவில் Sycorax சூனியக்காரியின் மகனான, அவலட்சணமான, Caliban என்பவனைத் தவிர, வேறு மனிதர் யாருமே இல்லை. அவனை அடிமையாக்கிய Prospero, விறகு சேகரிப்பது, உட்பட பல கடினமான பணிகளை அவனுக்குக் கொடுத்தார். ஓர் அழகான பெரிய கப்பலில், Prosperoவின் தம்பி Antonio, Naples இன் அரசன் மற்றும் அவனது மகன் Ferdinand ஆகியோர் கடலில் பயணம் செய்வதை Prospero அறிந்தார். Ariel ஆவியின் உதவியுடன் ஒரு மாயாஜால புயலை உருவாக்கி கப்பல் மூழ்கிவிடுவது போன்ற ஒரு தோற்றத்தை ஏற்படுத்தினார். கப்பலிலிருந்து Ferdinand ஐ தன் குகைக்கு கொண்டுவர செய்தார். Ferdinand குகைக்கு வருவதற்குமுன், தன் மகளிடம் Naples அரசனும், தன் தம்பியான Antonioவும் தனக்கு இழைத்த தீய செயல்களை பற்றிக் கூறினார். தான் ஏன் இந்த பயங்கரப் புயலை உருவாக்கினேன் என்றும் அவளிடம் கூறினார். ஆனால் அவர்களை தண்டிக்க அவர் விரும்பவில்லை. மாறாக, அவர்கள் தங்கள் தவறை உணரும்படி செய்வதற்காகவே இதை செய்ததாகக் கூறினார். அவரது குகைக்கு அழைத்து வரப்பட்ட Ferdinand, (பேரழகியான) Miranda வின் அழகால் கவரப்பட்டான். அவர்கள் ஒருவரை ஒருவர் விரும்பினர். Ferdinand க்கு பல விதங்களில், பல பணிகளைத் தந்து அவனது உறுதியை Prospero சோதித்தார்.

இறுதியில், Ariel ஆவி, Prospero வின் எதிரிகள் தங்கள் தவறை உணரும்படி செய்து, அவர்களை வருந்தவைத்தது. Prospero அவர்களை மன்னித்து மறுபடியும் Milan நகருக்குத் திரும்பி அதன் பிரபுவானார்.

SUMMARY OF PARAGRAPHS

Textual Paragraphs	தமிழாக்கம்
There was an island in the sea, the only inhabitants of which were an old man, named Prospero, and his daughter Miranda, a very beautiful young lady. She came to this island so young, that she had no memory of having seen any other human face than her father's.	கடலின் நடுவே ஒரு தீவு இருந்தது. அதில், Prospero என்கிற முதியவரும் Miranda என்ற பெயருடைய அவருடைய அழகான மகளும் மட்டுமே வசித்து வந்தனர். மிகச்சிறிய வயதிலேயே இந்த தீவுக்கு Miranda வந்துவிட்டதால், தன் தந்தையின் முகத்தை தவிர வேறு எந்த மனித முகத்தையும், அவள் கண்டதில்லை.
They lived in a cave made out of a rock; it was divided into several apartments, one of which Prospero called his study; there he kept his books, which chiefly treated of magic. By virtue of his art, he had released many good spirits from a witch called Sycorax who had them imprisoned in the bodies of large trees. These gentle spirits were ever after obedient to the will of Prospero. Of these Ariel was the chief.	பல பிரிவுகளாக பிரிக்கப்பட்ட கல்லால் ஆன ஒரு குகையில் அவர்கள் வசித்து வந்தனர். அந்த பிரிவுகளில் ஒன்றை தன் படிக்கும் அறையாக Prospero உபயோகித்து வந்தார். அதில் அவர் தன் புத்தகங்களை வைத்திருந்தார். அவற்றில் முக்கியமானவை, அவர் வைத்திருந்த மந்திர ஜால புத்தகங்களாகும். அவர் தன் மாந்திரீக கலையினால் Sycorax என்ற சூனியக்காரியால், பெரிய மரங்களின் உடல்பாகத்தில் சிறை வைக்கப்பட்டிருந்த பல நல்ல ஆவிகளை விடுவித்தார். அந்த நல்ல ஆவிகள் Prospero வுக்கு கட்டுப்பட்டு, அவர் சொல் கேட்டு நடந்தன. Ariel என்கிற ஆவி, அந்த ஆவிகளின் தலைவன்.
Ariel took rather too much pleasure in tormenting an ugly monster called Caliban, because he was the son of his old enemy Sycorax. Caliban was employed like a slave, to fetch wood, and do the most laborious offices; and Ariel had the charge of compelling him to these services.	இந்த Ariel ஆவி, தன் எதிரியான Sycorax ன் மகனான (அவலட்சணமான) தோற்றம் கொண்ட Caliban என்பவனை துன்புறுத்துவதில் மிகுந்த ஆனந்தம் அடைந்தது. அது அவனை கட்டாயப்படுத்தி ஒரு அடிமை போல, விறகுகளை பொறுக்குவது, மேலும் பல கடினமான பணிகள் செய்வது ஆகியவற்றில் ஈடுபடுத்தியது.
With the help of these spirits, Prospero could command the winds, and the waves of the sea. By his orders they raised a violent storm, in the midst of which, he showed his daughter a fine large ship, which he told her was full of living beings like themselves. "Oh my dear father," said she, "if by your art you have raised this dreadful storm, have pity on their sad distress. See! the vessel will be dashed to pieces. Poor souls! they will all perish."	இந்த ஆவிகளின் உதவியுடன் Prospero காற்றுக்கும் கடலுக்கும் கடலின் அலைகளுக்கும் கட்டளையிடும் வல்லமை பெற்றார். அவரது கட்டளையை ஏற்று, ஒரு சமயம் அவை பெரும் புயலை உண்டாக்கின. அதன் நடுவே, ஒரு அழகான கப்பலை தன் மகள் Miranda வுக்கு Prospero காட்டினார். அதில் தங்களைப்போல நிறைய மனிதர்கள் இருப்பதாக, தன் மகளிடம் அவர் கூறினார்.
"Be not so amazed, daughter Miranda," said Prospero; "there is no harm done. I have so ordered it, that no person in the ship shall receive any hurt. What I have done has been in care of you, my dear child. You are ignorant. Can you remember a time before you came to this cell? I think you cannot, for you were not then three years of age."	"மகனே மிராண்டா, பதறாதே. அவர்களுக்கு எந்த ஆபத்தும் நேரவில்லை. கப்பலில் உள்ள யாருக்கும் சிறு காயம் கூட ஏற்படக் கூடாதென நான் ஆணையிட்டிருக்கிறேன். நீ ஒன்றும் அறியாதவள். உனக்காகத்தான் இதை செய்கிறேன். தனிமையான சிறை போன்ற இந்த இடத்திற்கு நீ வருவதற்கு முன்பு நடந்த சம்பவம் ஏதாவது உனக்கு ஞாபகத்தில் இருக்கிறதா? எனக்குத் தெரிந்து அவ்வாறு இருக்க முடியாது, ஏனெனில் அப்போது உனக்கு மூன்று வயது கூட முடியவில்லை".



Textual Paragraphs	தமிழாக்கம்
<p>“Twelve years ago, Miranda,” continued Prospero, “I was Duke of Milan, and you were a princess, and my only heir. I had a younger brother, whose name was Antonio, to whom I trusted everything; My brother Antonio being thus in possession of my power, began to think himself the duke indeed. The opportunity I gave him of making himself popular among my subjects awakened in his bad nature a proud ambition to deprive me of my dukedom: this he soon effected with the aid of the King of Naples, a powerful prince, who was my enemy.”</p>	<p>“Miranda, பன்னிரண்டு வருடங்களுக்கு முன்பு...”, எனத் தொடர்ந்த Prospero, “நான் மிலன் நகரத்தின் பிரபுவாக இருந்தேன். அப்போது, என் ஒரே வாரிசான நீ, ஒரு இளவரசி ஆவாய். எனக்கு Antonio என்று ஒரு தம்பி இருந்தான். அவனை நான் முழுமையாய் நம்பினேன். என் அதிகாரத்தை, தனக்கு சாதகமாய் பயன்படுத்திக்கொண்ட அவன், தன்னையே பிரபுவாக எண்ணிக்கொண்டான். நான் அளித்த சந்தர்ப்பத்தை பயன்படுத்திக்கொண்டு, குடிமக்களிடம் தன்னை பிரபலப்படுத்திக் கொண்டான். தன்னையே ஒரு பிரபுவாக எண்ணிக் கொண்டான். எனக்கு துரோகம் செய்துவிட்டு, என் பிரபுத்துவத்தை பறித்துக் கொள்ளும் ஆசை அவனுக்கு ஏற்பட்டது. அவன் உடனே அந்த எண்ணத்தை, என் எதிரியான Naples நகரத்தின் பலம் வாய்ந்த இளவரசனின் துணையுடன் நிறைவேற்றிக் கொண்டான்.” என முடித்தார்.</p>
<p>“Wherefore,” said Miranda, “did they not that hour destroy us?”</p>	<p>“அதனால்” என்ற மிராண்டா “அவர்கள் அந்த நேரத்தில் நம்மை அழிக்கவில்லையா?” எனக் கேட்டாள்.</p>
<p>“My child,” answered her father, “they dared not, so dear was the love that my people bore me. Antonio carried us on board a ship, and when we were some leagues out at sea, he forced us into a small boat, without either tackle, sail, or mast: there he left us, as he thought, to perish. But a kind lord of my court, one Gonzalo, who loved me, had privately placed in the boat, water, provisions, apparel, and some books which I prize above my dukedom.”</p>	<p>“குழந்தாய்” என அழைத்த Prospero, “என் மக்கள் என்னை மிகவும் நேசித்ததால் அதைச் செய்ய அவர்கள் துணியவில்லை. Antonio நம்மை ஒரு கப்பலில் ஏற்றி, நடுக்கடலில் பாய்மரம், துடுப்பு எதுவுமில்லாத ஒரு சிறு படகில் மறுபடியும் நம்மை மாற்றிவிட்டு, நாம் நிச்சயம் இறந்துவிடுவோம் என்ற நம்பிக்கையில் சென்றுவிட்டான். ஆனால், என் அரசவையில் இருந்த Gonzalo என்கிற பெயருடைய, என் மீது அன்பும், கருணையும் கொண்ட ஒருவர், ரகசியமாக அந்த படகில் நீர், உணவுப் பொருட்கள், உடைகள் மற்றும் என் அரசவைவிட நான் பெரிதாக மதிக்கின்ற சில புத்தகங்கள் ஆகியவற்றை வைத்திருந்தார்.</p>
<p>“O my father,” said Miranda, “what a trouble must I have been to you then!”</p>	<p>“அப்பா, அந்நேரம் நான் உங்களுக்கு எவ்வளவு பாரமாய் இருந்திருப்பேன்”, என்றாள் Miranda.</p>
<p>“No, my love,” said Prospero, “you were a little angel that did preserve me. Your innocent smiles made me bear up against my misfortunes. Our food lasted till we landed on this desert island, since when my chief delight has been in teaching you, Miranda, and well have you profited by my instructions.”</p>	<p>“இல்லை அன்பே”, என்ற அவள் தந்தை, “அப்போது குட்டி தேவதையாக இருந்த நீதான் என்னை பாதுகாத்தாய். உன் கள்ளங்கபடமற்ற சிரிப்புதான் என்னை துர்பாக்கியங்களை தாங்கிக்கொள்ள வைத்தது. நம் உணவும் நாம் இந்த பாலைவனத் தீவை அடையும் வரை இருந்தது. அது முதல், என் முக்கிய ஆனந்தமே, உனக்கு பல விஷயங்களையும் கற்பிப்பதில் இருந்தது. நீயும் என்னிடம் கற்றதில் பயனைடைந்திருப்பாய் என எண்ணுகிறேன்” என்றார்.</p>
<p>“Heaven thank you, my dear father,” said Miranda. “Now tell me, sir, your reason for raising this sea-storm?”</p>	<p>‘மிக்க நன்றி அன்புத் தந்தையே’ என்ற மிராண்டா ‘இப்பொழுது சொல்லுங்கள், ஏன் இந்த கடல் சீற்றத்தை ஏற்படுத்தினீர்கள்?’ என கேட்டாள்.</p>
<p>“Know then,” said her father, “that by means of this storm, my enemies, the King of Naples, and my cruel brother, are cast ashore upon this island.”</p> <p>Having so said, Prospero gently touched his daughter with his magic wand, and she fell fast asleep; for the spirit Ariel just then presented himself before his master, to give an account of the tempest, and how he had disposed of the ship’s company, and though the spirits were always invisible to Miranda, Prospero did not choose she should hear him holding conversation (as would seem to her) with the empty air.</p>	<p>‘தெரிந்துகொள்’ என்ற அவர் தந்தை “இந்தப் புயலை ஏற்படுத்தியதால்தான், என் விரோதிகளான Naples அரசனும், என் கொடுமைக்கார தம்பியும் இந்த தீவில் இறங்கியுள்ளனர்” என்றார். இதைக் கூறிய Prospero தன் மகளைத் தன் மந்திரக் கோலால் தொட, அவள் தூக்கத்தில் ஆழ்ந்தாள். அப்போது அங்கு வந்த Ariel ஆவி, அந்த புயலைப் பற்றியும், அந்தக் கப்பலில் வந்தவர்களை பத்திரப்படுத்தி வைத்திருப்பதைப் பற்றியும் கூறியது. அந்த ஆவிகள் Miranda வின் கண்ணுக்கு தெரியாவிட்டாலும், தான் காற்றுடன் பேசுவதை Miranda கேட்பதைத் தவிர்க்க Prospero விரும்பினார்.</p>
<p>“Well, my brave spirit,” said Prospero to Ariel, “how have you performed your task?”</p>	<p>“என் வீர ஆவியே”, என அதை கூப்பிட்ட Prospero “எப்படி உன் பணியை நீ பூர்த்தி செய்தாய்?” என அதை நோக்கி கேட்டார்.</p>
<p>Ariel gave a lively description of the storm, and of the terrors of the mariners; and how the king’s son, Ferdinand, was the first who leaped into the sea; and his father thought he saw his dear son swallowed up by the waves and lost. “But he is safe,” said Ariel, “in a corner of the isle, sadly lamenting the loss of the king, his father.”</p> <p>“That’s my delicate Ariel,” said Prospero. “Bring him here: my daughter must see this young prince. Where is the king, and my brother?”</p>	<p>Ariel உடனே புயலை பற்றியும், கடலில் பயணித்தவர்களின் பயங்கர தவிப்பையும், அரசனின் மகன் Ferdinand தன் தந்தை பார்க்கும்போதே அவர் கண்முன் கடல் அலையில் விழுந்து மறைந்ததையும் கூறியது. ‘ஆனால் அவன் பத்திரமாக இருக்கிறான்’ எனக் கூறிய Ariel, அவன் தீவின் ஒரு மூலையில், காணாத தன் தந்தைக்காக வருந்திக் கொண்டிருக்கிறான் என்றும் கூறியது. “எனக்கு வேண்டியது அதுதான் Ariel” எனக் கூறிய Prospero “அவனை இங்கே கொண்டுவா, என் மகன் அந்த இளவரசனை பார்க்க வேண்டும். எங்கே அந்த மன்னனும் என் தம்பியும்?” என்றார்.</p>



Textual Paragraphs	தமிழாக்கம்
<p>"I left them," answered Ariel, searching for Ferdinand, whom they have little hopes of finding, thinking they saw him perish. Of the ship's crew not one is missing; though each one thinks himself the only one saved: and the ship, though invisible to them, is safe in the harbour." Ariel then went to fetch Ferdinand.</p>	<p>"நான் அவர்களை விட்டுவிட்டேன்" என்ற Ariel, "தங்கள் கண்முன்பே, கடலலையில் Ferdinand மூழ்கியதைக் கண்ட அவர்கள், அவன் பிழைத்திருக்க மாட்டான்" என்று முடிவெடுத்து, அவனது உடலைத் தேடிக்கொண்டிருக்கிறார்கள். அந்த கப்பலில் யாரும் காணாமல் போகவில்லை, ஆனால் ஒவ்வொருவரும் தான் மட்டும் தான் பிழைத்ததாய் எண்ணிக்கொண்டு, மற்றவர்களை தேடிக்கொண்டு இருக்கின்றனர். அவர்கள் கண்ணுக்கு புலப்படாவிட்டாலும், கப்பல் பத்திரமாக துறைமுகத்தில் உள்ளது", என்றது. பிறகு, 'Ferdinand' ஐக் கொண்டு வர 'Ariel' சென்றது.</p>
<p>"O my young gentleman," said Ariel, when he saw him, "I will soon move you. You must be brought, I find, for the Lady Miranda to have a sight of your pretty person. Come, sir, follow me."</p> <p>He followed in amazement the sound of Ariel's voice, till it led him to Prospero and Miranda, who were sitting under the shade of a large tree. Now Miranda had never seen a man before, except her own father.</p> <p>"Miranda," said Prospero, "tell me what you are looking at yonder."</p>	<p>அது Ferdinand - இடம் சென்றது. "இளமையும், பண்பும் கொண்டவரே" என்று அவனை விளித்து, "உங்களை விரைவில் இங்கிருந்து Lady Miranda விடம், அழைத்துச் செல்கிறேன், என் பின்னால் வாருங்கள்" என்றது. Ariel ன் குரலை பின் தொடர்ந்து சென்ற அவனை, அது ஒரு பெரிய மரத்தின் நிழலில் அமர்ந்திருந்த Prospero மற்றும் மிராண்டாவிடம் அழைத்துச் சென்றது. தன் தந்தையைத் தவிர, மற்ற ஆடவரை பார்த்தறியாதவளாக மிராண்டா இருந்தாள். அவளுடைய தந்தை, "மிராண்டா, என்ன பார்த்துக் கொண்டிருக்கிறாய்?", எனக் கேட்டார்.</p>
<p>"O father," said Miranda, in a strange surprise, "surely that is a spirit. Lord! How it looks about! Believe me, it is a beautiful creature. Is it not a spirit?"</p>	<p>"அப்பா, இவ்வளவு அழகாக இருக்கும் இது ஆவியா?" என இளவரசனை காட்டி மிராண்டா தன் தந்தையிடம் கேட்டாள்.</p>
<p>"No, girl," answered her father; "it eats, and sleeps, and has senses such as we have. This young man you see was in the ship. He is somewhat altered by grief, or you might call him a handsome person. He has lost his companions, and is wandering about to find them."</p>	<p>"இல்லை" என்ற அவளுடைய தந்தை, "உண்ணுகிற, உறங்குகிற மற்றும் நமக்கு உள்ள அத்தனை உணர்வுகளையும் கொண்டுள்ள ஒரு மனிதன். அழகான இந்த வாலிபன் கப்பலில் இருந்தவன். அவன் ஏதோ துயரத்தில் பாதிக்கப்பட்டுள்ளான். அவனுடன் வந்தவர்களை அவன் இழந்துவிட்டான். இப்போது, அவர்களை அவன் தேடிக்கொண்டிருக்கிறான்", என்று கூறினார்.</p>
<p>Miranda, who thought all men had grave faces and grey beards like her father, was delighted with the appearance of this beautiful young prince; and Ferdinand, seeing such a lovely lady in this desert place, and from the strange sounds he had heard, expecting nothing but wonders, thought he was upon an enchanted island, and that Miranda was the goddess of the place, and as such he began to address her.</p>	<p>எல்லா மனிதர்களுமே, தன் தந்தையைப் போலவே உணர்ச்சியற்ற முகங்களையும், நரைத்த தாடிகளையும் உடையவர்களாக இருப்பர் என்று நினைத்த மிராண்டா, இந்த அழகிய இளம் வாலிபனின் தோற்றத்தை கண்டு ஆனந்தம் அடைந்தாள். இந்தப் பாலைவனத்தில், விசித்திர ஒலிகளுக்கிடையே, அதிசயங்கள் நிறைந்த ஒரு மந்திரிக்கப்பட்ட தீவில் தான் இருப்பதை இளவரசன் உணர்ந்தான். அங்கு ஒரு பெண் கடவுளைப் போல காட்சி தந்த மிராண்டாவுடன் பேச ஆரம்பித்தான்.</p>
<p>She timidly answered, she was no goddess, but a simple maid, and was going to give him an account of herself, when Prospero interrupted her. He was well pleased to find they admired each other, but to try Ferdinand's constancy, he resolved to throw some difficulties in their way: therefore advancing forward, he addressed the prince with a stern air, telling him, he came to the island as a spy, to take it from him who was the lord of it. "Follow me," said he, "I will tie your neck and feet together. You shall drink sea-water; shell-fish, withered roots, and husks of acorns shall be your food." "No," said Ferdinand, "I will resist this" and drew his sword; but Prospero, waving his magic wand, fixed him to the spot where he stood, so that he had no power to move.</p>	<p>அவள் மருட்சியுடன், தான் கடவுள் இல்லையென்றும், ஒரு சாதாரண கன்னிப்பெண் மட்டுமே, என தன்னைப் பற்றி கூறுமுன், Prospero குறுக்கிட்டார். அவர்கள் இருவரின் அபிமானத்தை கண்டு மகிழ்ந்த Prospero, Ferdinand ன் நிலையான தன்மையை சோதிக்க முயற்சித்தார். அதனால் சில சிரமங்களை அவனுக்கு அளித்தார். இளவரசனை நோக்கி கடுமையான குரலில் "நீ இந்த தீவை என்னிடமிருந்து பறிக்க வந்த உளவாளி" என கூறிவிட்டு "என் பின்னே வா... உன்னுடைய கழுத்தையும், கால்களையும் கட்டிவிடுகிறேன், நீ கடல் நீரைத்தான் குடிக்க வேண்டும்" என்றார். "முடியாது" என மறுத்த Ferdinand, "நான் இதை எதிர்ப்பேன்", என்றபடியே வாளை உருவினான். அவனை Prospero தன் மந்திர சக்தியால் அதே இடத்தில் ஆடாமல், அசையாமல் நிறுத்தினார்.</p>
<p>Miranda hung upon her father, saying, "Why are you so ungentle? Have pity, sir; I will be his surety. This is the second man I ever saw, and to me he seems a true one."</p>	<p>மிராண்டா தன் தந்தையிடம் "என் இவ்வளவு கடுமையாய் இருக்கிறீர்கள்? பரிதாபம் காட்டுங்கள். அவருக்கு நான் உத்திரவாதம் தருகிறேன். இவர்தான் நான் பார்க்கும் இரண்டாவது மனிதர். இவர் உண்மையானவராக எனக்கு தெரிகிறது", என்றாள்.</p>
<p>"Silence," said the father: "one word more will make me chide you, girl! What! An advocate for an impostor! You think there are no more such fine men, having seen only him and Caliban." This he said to prove his daughter's constancy; and she replied, "My affections are most humble. I have no wish to see a goodlier man."</p>	<p>"அமைதியாக இரு", என்ற தந்தையார் "இதற்கு மேல் ஒரு வார்த்தை பேசினாலும் உன்னை நான் கடிந்துகொள்வேன். ஒரு மோசடிக்காரனுக்கு நீ வக்கீலா? இந்த இழிந்த மனிதனைத் தவிர வேறு நல்ல மனிதர்களே இல்லை என நினைக்கிறாயா?" எனக் கூறி தன் மகளின் நிலையான தன்மையை சோதித்தார். அவள் பதிலுக்கு "என் அன்பு எளிமையானது. இவரைத் தவிர வேறு அழகான மனிதரைக் காண எனக்கு ஆர்வம் இல்லை" என்றாள்.</p>



Textual Paragraphs	தமிழாக்கம்
“Come on, young man,” said Prospero to the Prince; “you have no power to disobey me.”	“வா, இளைஞனே, என்னை அவமதிக்கும் எந்த சக்தியும் உனக்கில்லை” என Prospero அந்த இளவரசனிடம் கூறினார்.
Prospero had commanded Ferdinand to pile up some heavy logs of wood. Kings’ sons not being much used to laborious work, Miranda soon after found him almost dying with fatigue. “Alas!” said she, “do not work so hard; my father is at his studies, he is safe for these three hours; pray rest yourself.”	பிறகு, அவர் Ferdinand இடம் நிறைய விறகுகளை சேர்க்கும்படி ஆணையிட்டார். அரசர்களின் மகன்கள் (இளவரசர்கள்) இதுபோன்ற கடினமான பணிகளை செய்து பழக்கம் இல்லாததால், அவன் அசதியில் இறக்கும் நிலைக்கு வந்துவிட்டான். “ஐயோ” என கூறிய மிராண்டா “நீங்கள் கடினமாய் உழைக்க வேண்டாம், என் தந்தை தற்போது படித்துக் கொண்டிருப்பதால், நீங்கள் மூன்று மணிநேரம் ஓய்வெடுக்கலாம், எனவே ஓய்வு எடுங்கள்” என்றான்.
“O my dear lady,” said Ferdinand, “I dare not. I must finish my task before I take my rest.”	Ferdinand அவளிடம், “இல்லை அன்பே! என் பணி முடியுமுன் ஓய்வெடுக்க எனக்கு தைரியமில்லை” என்றான்.
“If you will sit down,” said Miranda, “I will carry your logs the while.” But this Ferdinand would by no means agree to.	“நீங்கள் சிறிது இளைப்பாறுங்கள். நான் உங்கள் சுமையை சிறிது சுமக்கிறேன்” என்றாள் அவள். அதற்கு Ferdinand ஒப்புக்கொள்ளவில்லை.
Prospero, who had enjoined Ferdinand this task merely as a trial of his love, was not at his books, as his daughter supposed, but was standing by them invisible, to overhear what they said.	உண்மையில், Ferdinand ன் அன்பை சோதிக்கத்தான் Prospero, அவனுக்கு வேலை தந்து, அவர்கள் இருவரின் கண்களுக்கு தெரியாமல், மாயமாய் இருந்து கேட்டுக் கொண்டிருந்தார். மற்றபடி, மிராண்டா கூறுவதுபோல் அவர் படித்துக் கொண்டிருக்கவில்லை.
Ferdinand inquired her name, which she told, saying it was against her father’s express command she did so.	அவளது பெயரை அவன் கேட்க, அவள் தன் தந்தையின் அனுமதியின்றி தான் கூற இயலாது என கூறினாள்.
And then Ferdinand, in a fine long speech, told the innocent Miranda he was heir to the crown of Naples, and that she should be his queen.	உடனே Ferdinand அவளிடம் தான் Naples மன்னனின் பட்டத்து வாரிசு என்றும், அவள் தான் அவனது ராணி எனவும் அருமையாக ஒரு உரை நிகழ்த்தினான்.
Prospero then appeared before them. “Fear nothing, my child,” said he; “I have overheard, and approve of all you have said. And, Ferdinand, if I have too severely used you, I will make you rich amends, by giving you my daughter. All your vexations were but trials of your love, and you have nobly stood the test. Then as my gift, take my daughter.”	அப்போது அவர்கள் முன் தோன்றிய Prospero “பயப்படாதே மகனே!”, எனக்கூறி, “நீங்கள் இருவர் பேசியதையும் நான் கேட்டேன், அதை அப்படியே ஏற்றுக்கொள்கிறேன்” என்றவர் மேலும், “Ferdinand, நான் உன்னை மிகவும் சோதித்துவிட்டேன், அதற்கு பதிலாக, என் மகளையே உனக்கு தருகிறேன். நீ அனுபவித்த விரக்தி, கோபம் எல்லாம் உன் காதலுக்கான பரீட்சைகள். அவற்றை நீ உன்னதமாய் எதிர்கொண்டாய், அதற்குப் பரிசாக என் மகளை ஏற்றுக்கொள்” என்றார்.
When Prospero left them, he called his spirit Ariel, who quickly appeared before him, eager to relate what he had done with Prospero’s brother and the King of Naples. Ariel said he had left them almost out of their senses with fear, at the strange things he had caused them to see and hear.	பிறகு, Prospero தன் சேவக ஆவியான Ariel ஐ கூப்பிட்டு, அது Naples அரசரையும், தன் தம்பியையும் என்ன செய்தது என கேட்டார். அதற்கு, அது, தான் அவர்களுக்கு பல விசித்திர சத்தங்களையும், காட்சிகளையும் காட்டி பயத்தில் அவர்களை புலன்கள் நடுங்கும்படி செய்துவிட்டதாகக் கூறியது.
When fatigued with wandering about, and famished for want of food, he had suddenly set before them a delicious banquet, and then, just as they were going to eat, he appeared visible before them in the shape of a harpy, a voracious monster with wings, and the feast vanished away. Then, to their utter amazement, this seeming harpy spoke to them, reminding them of their cruelty in driving Prospero from his dukedom, and leaving him and his infant daughter to perish in the sea; saying, that for this cause these terrors were suffered to afflict them.	மேலும், அவர்கள் சோர்வுடன் உணவுக்காக திரிந்தபோது, அவர்கள் முன் சுவையான ஒரு விருந்துக்கான உணவு வகைகளை காட்டி, அதை அவர்கள் உண்ண வருகையில் மறைத்துவிட்டு, harpy என்கிற பயங்கரமான இறக்கைகளுடன் கூடிய விலங்காக, அவர்கள் முன் Ariel காட்சியளித்து, அவர்களின் இந்த துயருக்கு காரணம் அவர்கள் முன்னர் Prospero வையும் அவர் மகள் மிராண்டாவையும் நாடு கடத்தி, கடலில் மடிய விட்டதே காரணம் எனக் கூறியது.
The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero. “Then bring them here, Ariel,” said Prospero. Ariel soon returned with the king, Antonio, and old Gonzalo. This Gonzalo was the same who had so kindly provided Prospero formerly with books and provisions, when his wicked brother left him, as he thought, to perish in an open boat in the sea.	Ariel ஆவி உடனே, Naples அரசரையும், Antonio வையும், வயதான Gonzalo வையும் [முன்பு, Prospero வை அவரது தம்பி Antonio இறந்து போகட்டும் என படகில் தள்ளி, கடலில் விடும்போது, அவருக்கு இந்த Gonzalo தான் புத்தகங்களும், பொருட்களும் ரகசியமாக அளித்தவர்] Prospero லுக்கு முன் கொண்டுவந்து நிறுத்தியது.
Grief and terror had so stupefied their senses, that they did not know Prospero. He first discovered himself to the good old Gonzalo, calling him the preserver of his life; and then his brother and the king knew that he was the injured Prospero.	துக்கத்தோடும், பயத்தோடும் Prospero வின் முன்னால் நின்ற மூவரில், உத்தமரான Gonzalo வை அடையாளம் கண்டு, “என் வாழ்வை பாதுகாத்தவர்” என கூறிக்கொண்டே, தனக்கு இன்னல் இழைத்த தன் தம்பியை பார்த்தார்.



Textual Paragraphs	தமிழாக்கம்
<p>Antonio with tears, and sad words of sorrow and true repentance, implored his brother's forgiveness and Prospero forgave them; and, upon their engaging to restore his dukedom, he said to the King of Naples, "I have a gift in store for you too;" and opening a door, showed him his son Ferdinand playing chess with Miranda.</p> <p>Nothing could exceed the joy of the father and the son at this unexpected meeting, for they each thought the other drowned in the storm.</p>	<p>கண்ணீரும், கம்பலையுமாய் துக்கத்துடனும், உண்மையான வருத்தத்துடனும் Antonio தன் அண்ணன் Prospero விடம் மன்னிப்பு கோரினான். Naples அரசரையும், தன் தம்பியையும் மன்னித்த Prospero, Naples அரசரை நோக்கி "நான் உங்களுக்கு ஒரு பரிசு வைத்திருக்கிறேன்", எனக் கூறி கதவைத் திறந்தார். அங்கு அரசரின் மகன், Prospero வின் மகளுடன் சதுரங்கம் ஆடிக் கொண்டிருந்தான்.</p> <p>இந்த எதிர்பாராத சந்திப்பில் தந்தையும் மகனும் அடைந்த மகிழ்ச்சி அளவிடமுடியாததாக இருந்தது. காரணம் அந்தப் புயலில் மூழ்கி இறந்துவிட்டதாக ஒருவருக்கொருவர் நினைத்துக் கொண்டிருந்தனர்.</p>
<p>The King of Naples was almost as much astonished at the beauty and excellent graces of the young Miranda, as his son had been. "Who is this maid?" said he; "She is the daughter to this Prospero, who is the famous Duke of Milan, of whose renown I have heard so much, but never saw him till now: of him I have received a new life: he has made himself to me a second father, giving me this dear lady," said Ferdinand</p>	<p>தன் மகனைப் போலவே, மிராண்டாவின் பேரழகை கண்டு பிரமித்த Naples ன் அரசர், தன் மகனிடம் யார் இந்த பெண் என கேட்க, அதற்கு அவன், "இந்தப் பெண் Duke of Milan (மிலன் நகரத்து பிரபு) வாக இருந்த திரு, Prospero என்பவரின் மகள் ஆவாள். நான் Prospero அவர்களைப் பற்றி ஏற்கனவே கேள்விப்பட்டிருக்கிறேன், இப்போது, அவர்தான் எனக்கு புது வாழ்வையும், இந்த இளம் பெண்ணையும் எனக்களித்து, என் இரண்டாவது தந்தையைப் போல உதவினார்", என்றான்.</p>
<p>"No more of that," said Prospero: "let us not remember our troubles past, since they so happily have ended." And then Prospero embraced his brother, and again assured him of his forgiveness.</p> <p>Prospero now told them that their ship was safe in the harbour, and the sailors all on board her, and that he and his daughter would accompany them home the next morning.</p> <p>Before Prospero left the island, he dismissed Ariel from his service, to the great joy of that lively little spirit.</p>	<p>"அது மட்டுமல்ல", என்ற Prospero "நாம் பழைய பிரச்சனைகளை நினைவுபடுத்திக் கொள்ள வேண்டாம், தற்போது, அனைத்தும் சுகமாய் முடிந்தது", எனக் கூறிவிட்டு தன் தம்பியை அனைத்துக்கொண்டு, அவனை மன்னிப்பதாய் கூறினார். மேலும், "அவர்கள் வந்த கப்பல், துறைமுகத்தில் பத்திரமாய் இருப்பதை தெரிவித்துவிட்டு, மறுநாள் காலை, தானும் தன் மகளுடன், அவர்களுடன் பயணத்தில் கலந்து கொள்வதாக கூறினார்.</p> <p>Prospero, தீவை விட்டு புறப்படுமுன், தனக்காக பணி செய்த ஆவியான Ariel ஐ விடுவித்து, அதுவும் மகிழ்ச்சி அடையும்படி செய்தார்.</p>



GLOSSARY

afflict	- trouble, தொந்தரவு செய்
altered	- changed, திருத்தியமை
apparel	- dress; clothes on, உடைகள்
charge	- duty, பொறுப்பு
compelling	- forcing, கட்டாயப்படுத்துதல்
constancy	- loyalty, உறுதித்தன்மை, நேர்மை
deprive (v)	- to take something important or necessary away from someone, ஒருவரிடமிருந்து ஏதாவது முக்கியமான ஒன்றை எடுத்தல்.
dreadful (adj.)	- extremely bad or unpleasant, மிக மோசமான, பயங்கரமான
duke (n)	- a man of very high social rank in some European countries; a king, ஐரோப்பிய நாடுகளில் மிகப்பெரிய கௌரவத்தில் உள்ளவர்; பிரபு
enchanted	- charmed, வசீகரிக்கப்பட்ட
famished (adj.)	- extremely hungry, பசியால் களைத்துப்போவது
fatigue (n)	- extreme tiredness, மிகவும் சோர்வு
lamenting	- shedding tears, வருந்தி கண்ணீர் வடித்தல்
mast	- a tall upright post on a ship or boat, கப்பலின் பாய்மரம்
perish	- die, உயிரிழத்தல்



repent (v)	-	to be very sorry for something bad you have done, தான் செய்த ஏதாவது தவறுக்கு வருந்துதல்.
resist (v)	-	oppose, எதிர்த்தல்.
resolved	-	determined to do something, ஏதேனும் செய்ய தீர்மானித்தல்
stupefied	-	stunned, மதி மயக்குதல்
tackle	-	try to solve, ஒரு தீர்வுக்கு திடமான முயற்சி எடுப்பது.
tormenting (v)	-	making someone suffer or worry a lot, ஒருவரை வெகுவாக வருத்துதல் (அ) துன்புறுத்துதல்.
vexation (n)	-	worry or anger, வருத்தம் (அ) கோபம்.
voracious (adj.)	-	very eager for something, ஏதேனும் ஒன்றுக்காக அதிக விருப்பம் உடைய
withered	-	dried, உயர்ந்த

TEXTUAL QUESTIONS

A. Choose the correct answer.

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

B. Identify the character or speaker.

- She imprisoned the spirits in the bodies of large trees. [Ans : Sycorax]
- He was the chief of all spirits. [Ans : Ariel]
- I was Duke of Milan, and you were a princess. [Ans : Prospero]
- What a trouble must I have been to you then! [Ans : Miranda]
- Now pray tell me, sir, your reason for raising this sea-storm? [Ans : Miranda]
- I will soon move you. [Ans : Ariel]
- I will tie your neck and feet together. [Ans : Prospero]
- I must finish my task before I take my rest. (QY. 19) [Ans : Ferdinand]
- He repented and implored his brother's forgiveness. [Ans : Antonio]

C. Answer the following questions in one or two sentences.

- Who were the inhabitants of the island?

Ans : The inhabitants of the island were an old man named Prospero and his daughter Miranda.

inhabitants - வசிப்பவர்கள்

- What powers did Prospero possess?

Ans : Prospero possessed magical powers. magical powers - மாயாஜால சக்தி



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

Ans : Caliban was the son of a witch named Sycorax. He was employed like a slave to fetch wood and do the most **laborious work**. laborious work - கடினமான வேலைகள்

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

Ans : Prospero's brother Antonio, the King of Naples, the king's son Ferdinand and an old lord Gonzalo were on the ship. Antonio, with the help of the King of Naples, deprived Prospero of his **dukedom**. dukedom - பிரபுவின் ராஜ்யம்

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

Ans : Prospero had raised a violent storm in the sea to make his enemies repent for the **injustice** done to him and his daughter. injustice - அநியாயம்

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

Ans : Miranda felt extremely sad for the **distress** of the members in the ship. She wanted Prospero to have pity on the poor souls. distress - துயரம்

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

Ans : Prospero ordered Ariel to **torment** the inmates of the ship by raising a violent storm. He also instructed Ariel to bring Ferdinand, the Prince of Naples to his cave. torment - வேதனை

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

Ans : Ferdinand was the second human whom Miranda had seen after her father. She was **attracted** by him and had more concern towards him. attracted - ஈர்க்கப்பட்டாள்

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

Ans : Prospero set Ferdinand a severe **task** to perform to try his constancy. He resolved to throw some difficulties in his way. task - பணி

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

Ans : Gonzalo had privately placed water, **provisions**, clothes and some books, which Prospero loved the most in the boat. provisions - பலசரக்கு பொருட்கள்

D. Answer the questions in a paragraph of about 100 - 150 words.

1. Write a detailed character sketch of Prospero.

Ans : Prospero was skilled magically. He used his powers to create storms, provide **entertainment**, **manipulate** others, exercise power and control over the lives of others. He enjoyed knowledge and learning of spells. He became so **entranced** by his magic that he did not notice his brother trying to take his title and kill him. Prospero controlled all those who were around him. In the beginning of the play, he got the help of Ariel, the chief of gentle spirits, to create a violent and windy storm to punish his enemies who harmed him and his daughter. Ariel worked for Prospero in exchange for his freedom from a witch, Sycorax. But Caliban was the son of Prospero's old enemy Sycorax. So, Prospero employed Caliban like a **slave**, to fetch wood and do the most laborious work.

entertainment - பொழுதுபோக்கு, manipulate - கையாளுதல், entranced- மயங்குதல், slave - அடிமை

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

(OR)

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

Prospero lived - daughter Miranda - island cave - help of Ariel - raised storm - Antonio king of Naples - Ferdinand - ship wrecked - Prospero commands Ariel - bring Ferdinand - to cave - Miranda - sees first time - human being - Ferdinand surprised to see - Miranda - Prospero - engages - Ferdinand - hard tasks - Miranda - pleads with father - Prospero chides Miranda - Ariel brings King of Naples - Antonio - to



Prospero - they realise - mistake - repent - restores the dukedom to Prospero - Prospero agrees - marriage of Miranda and Ferdinand. (PTA-1 & 6)

(OR)

Prospero - Duke of Milan - art of magic - brother Antonio - overthrew Prospero - king of Naples - Prospero and his daughter- twelve years in island - released good spirits -from Sycorax - created storm -Ariel's help - his enemies in the ship - Ariel to bring Ferdinand - to cave - Miranda and Ferdinand - attracted - Prospero tested Ferdinand - his constancy - forgave - realized mistakes - repented - left the island - Prospero restored - dukedom.

Ans : Prospero, the Duke of Milan, was more interested in reading books and in the art of magic. He **trusted** his brother Antonio and asked him to look after his affairs in his kingdom. But Antonio overthrew Prospero out of the kingdom, with the help of the king of Naples. Prospero reached an island with his daughter and stayed there for twelve years. He released many good spirits from the clutches of the witch Sycorax. With the help of Ariel, he created a violent storm in the sea. He made his enemies travelling in the ship, to suffer for their mistakes done to him. He asked Ariel to bring Ferdinand to the **cave**. There, Miranda and Ferdinand were attracted to each other. But Prospero tested Ferdinand to try his constancy. At last, he **forgave** all, as they realized their mistakes and repented. Everyone left the island and Prospero **restored** his dukedom.

trust - நம்பிக்கை, cave - குகை, forgave- மன்னித்தல், restored - மீண்டும்

TEXTUAL - REARRANGE THE SENTENCES

E. Rearrange the following sentences in coherent order.

This question is bifurcated (divided into two) based on the Govt. Model Question Paper pattern.

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

Ans : v, i, ii, iii, iv

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

PTA : QUESTIONS & ANSWERS

Rearrange the following sentences in coherent order.

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

(PTA-3)

Ans : iv, ii, iii, v, i

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



2. i) Miranda was attracted by Ferdinand and had more concern towards him. (PTA-4; QY. 19)
 ii) Prospero forgave them and restored his dukedom, Milan.
 iii) Prospero wanted to test Ferdinand and gave a severe task to perform.
 iv) The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
 v) Ferdinand was the second human whom Miranda had seen after her father.

Ans : v, i, iii, iv, ii

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

GOVERNMENT EXAM QUESTION

Rearrange the following sentences in coherent order.

1. i) Using the powers, Prospero released the good spirits from large bodies of trees. (Govt. MQP)
 ii) Prospero and Miranda came to an island and lived in a cave.
 iii) He raised a violent storm in the sea to wreck the ship of his enemies.
 iv) The King of Naples and Antonio the false brother, repented the injustice they had done to Prospero.
 v) He ordered Ariel to torment the inmates of the ship.

Ans : ii, i, iii, v, iv

- ii) Prospero and Miranda came to an island and lived in a cave.
 i) Using the powers, Prospero released the good spirits from large bodies of trees.
 iii) He raised a violent storm in the sea to wreck the ship of his enemies.
 v) He ordered Ariel to torment the inmates of the ship.
 iv) The King of Naples and Antonio the false brother, repented the injustice they had done to Prospero.

ADDITIONAL QUESTIONS

Rearrange the following sentences in coherent order.

1. i) Prospero was well pleased to find they admired each other.
 ii) He resolved to throw some difficulties to try Ferdinand's constancy.
 iii) Ferdinand thought that Miranda was the goddess of the place.
 iv) Miranda was delighted with the appearance of beautiful Ferdinand.
 v) She timidly answered, she was no goddess, but a simple maid.

Ans : iv, iii, v, i, ii

- iv) Miranda was delighted with the appearance of beautiful Ferdinand.
 iii) Ferdinand thought that Miranda was the goddess of the place.
 v) She timidly answered, she was no goddess, but a simple maid.
 i) Prospero was well pleased to find they admired each other.
 ii) He resolved to throw some difficulties to try Ferdinand's constancy.

2. i) Miranda soon after found Ferdinand almost dying with fatigue.
 ii) Miranda hung upon her father and asked him why he was so ungentle.
 iii) Ferdinand replied to her that he should finish his task before he took his rest.
 iv) She told Ferdinand that he could take rest as her father was at his studies.
 v) Prospero had commanded Ferdinand to pile up some heavy logs of wood.



Ans : ii, v, i, iv, iii

- ii) Miranda hung upon her father and asked him why he was so ungentle.
- v) Prospero had commanded Ferdinand to pile up some heavy logs of wood.
- i) Miranda soon after found Ferdinand almost dying with fatigue.
- iv) She told Ferdinand that he could take rest as her father was at his studies.
- iii) Ferdinand replied to her that he should finish his task before he took his rest.

3. i) Ferdinand told Miranda he was heir to the crown of Naples.
 ii) He was standing by them invisible, to overhear what they said.
 iii) Prospero had enjoined Ferdinand the task merely as a trial of his love.
 iv) Ferdinand inquired her name, which she told.
 v) He was not at his books, as his daughter supposed.

Ans : iii, v, ii, iv, i

- iii) Prospero had enjoined Ferdinand the task merely as a trial of his love.
- v) He was not at his books, as his daughter supposed.
- ii) He was standing by them invisible, to overhear what they said.
- iv) Ferdinand inquired her name, which she told.
- i) Ferdinand told Miranda he was heir to the crown of Naples.

READ THE PASSAGE AND ANSWER THE QUESTIONS

GOVERNMENT EXAM QUESTION

Read the passage and answer the questions :

1. There was an island in the sea, the only inhabitants of which were an old man, named Prospero, and his daughter Miranda, a very beautiful young lady. She came to this island so young, that she had no memory of having seen any other human face than her father's. They lived in a cave made out of a rock; it was divided into several apartments, one of which Prospero called his study; there he kept his books, which chiefly treated of magic. By virtue of his art, he had released many good spirits from a witch called. Sycorax who had them imprisoned in the bodies of large trees. These gentle spirits were ever after obedient to the will of Prospero. (HY. 19)

QUESTIONS :

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

Ans :

- a) Prospero and Miranda were the inhabitants of the island.
- b) They lived in a cave made out of rock.
- c) Sycorax.
- d) Prospero released the gentle spirits from the bodies of large trees.
- e) The witch had imprisoned the good spirits in the bodies of large trees.

ADDITIONAL QUESTIONS

Read the passage and answer the questions :

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



QUESTIONS :

- Where did they live?
- How was it divided?
- What did Prospero keep in one of his apartments?
- How did he release many good spirits?
- Who was the chief of all the spirits?

Ans :

- They lived in a cave made out of a rock.
- It was divided into several apartments.
- He kept his books which chiefly treated of magic.
- He released many good spirits by virtue of his art.
- Ariel was the chief of all the spirits.

2. Ariel gave a lively description of the storm, and of the terrors of the mariners; and how the king's son, Ferdinand, was the first who leaped into the sea; and his father thought he saw his dear son swallowed up by the waves and lost. "But he is safe," said Ariel, "in a corner of the isle, sadly lamenting the loss of the king, his father. "That's my delicate Ariel," said Prospero. "Bring him here: my daughter must see this young prince. Where is the king, and my brother?" "I left them," answered Ariel, "searching for Ferdinand, whom they have little hopes of finding, thinking they saw him perish. Of the ship's crew not one is missing; though each one thinks himself the only one saved: and the ship, though invisible to them, is safe in the harbour.

QUESTIONS :

- Who gave the lively description of the storm?
- What did Ferdinand do?
- What did the king of Naples think?
- Was the King of Naples safe?
- What happened to the ship?

Ans :

- Ariel gave the lively description of the storm.
- Ferdinand was the first to leap into the sea.
- He thought that his dear son was swallowed up by the waves and lost.
- Yes the King of Naples was safe.
- The ship was safe in the harbour.

3. She timidly answered, she was no goddess, but a simple maid, and was going to give him an account of herself, when Prospero interrupted her. He was well pleased to find they admired each other, but to try Ferdinand's constancy, he resolved to throw some difficulties in their way: therefore advancing forward, he addressed the prince with a stern air, telling him, he came to the island as a spy, to take it from him who was the lord of it. "Follow me," said he, "I will tie your neck and feet together. You shall drink sea-water; shell-fish, withered roots, and husks of acorns shall be your food." "No," said Ferdinand, "I will resist this" and drew his sword; but Prospero, waving his magic wand, fixed him to the spot where he stood, so that he had no power to move.

QUESTIONS :

- Who answered timidly?
- Why was Prospero well pleased?
- Why was Prospero harsh towards Ferdinand?
- What did he resolve to do?
- What did Prospero do to Ferdinand by his magic wand?

Ans :

- Miranda answered timidly that she was no goddess.
- He was well pleased to find they admired each other.
- Prospero was harsh towards Ferdinand because he wanted to try Ferdinand's constancy.
- He resolved to throw some difficulties in their way.
- By waving his magic wand, Prospero fixed Ferdinand to the spot where he stood, so that he had no power to move.

