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Lesson : 1 Essay
JULIUS CAESAR
- William Shakespeare

Introduction

“JULIUS CAESAR “ is one of the best known plays of Shakespeare. In this lesson the play opens with Caesar’s victorious return to home after defeating his enemies. But Some senators like Brutus, Cassca and Cassius were afraid that Caesar would become a dictator and cease democracy as he got more vicotries. Hence they planned to murder him in the senate on Ides of march.

Prediction of the plot:

An Astrologer and a school teacher warned Caesar about the danger to him on Ides of March. Calpurnia Caesar’s wife asked him not to go to senate as she had a bad dream the previous night. But Caesar was too proud to listen all these predictions.

Execution of the Plot :

Casca very first stabbed him. Brutus who acted as a good friend to Caesar also pierced him. On seeing this, Caesar Pitifully cried ‘**Et tu, Brute**’ and fell died. Mark Antony asked Brutus to allow him to take the body into market place. Brutus agreed but warned him not to blame them on his funeral speech.

Brutus’ oration - Justifies Assassination :

Brutus ordered the people to listen him and believe him as he was honest man. He told that he killed Caesar as he loved his country most. If he was not killed, the Romans would be slaves. He added that “**As he loved me I weep, As he was fortunate I rejoice As he was valiant, I honour him, But he was an ambitious, I slew him**”. The mob convinced that Brutus had killed Caesar for noble reasons.

Antony’s oration - Caesar not ambitious - touching the heart:

Antony was a practical man. He induced the emotions of the people. His oration was full of sarcasm. His instances are very simple. Antony said that Caesar brought many captives to Rome. He filled the coffer with ransom. When the poor cried he was sad. On the day of Lupercal, Antony offered Caesar crown thrice. But he refused threetimes.

In the second part of Antony's talk, he delivered about the secret will of Caesar. By it he had given all his belongings to the poor. In the third part of his oration he described each wound of Caesar. Caesar was stabbed brutally by Brutus though he was a friend to him. So this was an "unkindest cut of all". Then he said that he was not so powerful orator as Brutus.

Conclusion : The talk of Antony touched the heart of the people. They understood emotional appeal of Antony and the sarcastic remarks. They realized that Caesar was an honourable and Brutus was an ambitious. So they decided to avenge. Finally Brutus was killed by himself and rest were killed by the mob.

I. Answer the following in about 250 words each : (Essay)

1. Critically analyse the funeral oration of Mark Antony.
2. Compare and contrast the speeches of Brutus and Antony.

II. Answer the following questions briefly, each in about 100 words (Paragraph)

1. Why and how was Caesar killed? By whom?
2. How does Mark Antony make the Crowd believe that Caesar was not ambitious?
3. Why does the Brutus' stab the "most unkindest cut of all"? How did Caesar react when Brutus stabbed him?
4. How does Mark Antony win the public of Rome over to his side?

III. Use the following words in sentences of our own :

1. Censure (v) (Judge)
The supreme court **Censured** the Govt of Karnataka to release kaviri water to TamilNadu
2. Ransom . (N) (Payment for release of hostages)
The terrorist demanded a **ransom** to release the hostages.
3. Bequeath (V) (provide)
Gandhiji **bequeathed** us Ahimsa.
4. Legacy (N) (heritage)
Father inherited a locket to his son as **legacy**
5. Mantle (n) (face/forehead)
His **mantle** was very neat.



Medicine:

Science has done revolution in the medicine. Powerful drugs are made to cure the dangerous disease. Epidemic diseases are wiped out. X-Ray, Scans, ECG, etc, help to diagnose the disease affecting the inner part of the human body. Plastic surgery, heart transplantation, test-tube babies, and cloning system are even possible today.

Agriculture:

Science helps in the field of Agriculture. Machines help to plough, sow, manure and reap for man. Fertilizers, pesticides and chemicals have achieved green revolution, poultry, dairy, sericulture, apiculture etc make the Indian villages rich.

Conclusion:

Man should use the science only for constructive purpose not destructive purpose. Gas leak in Bopal, Bombardment in Hiroshima and Nagasaki are the best epitomes for the destruction. So we have to follow the scientific method carefully because science is good servant but a bad master.

IV.a) Write Synonyms for the words given below :

- | | |
|----------------------------|--|
| 1. Victorious - successful | 2. Sooth sayer - astrologer |
| 3. forbids - prevents | 4. conspirator - one who plots |
| 5. anguished- pained | 6. eloquence - power of speech |
| 7. frenzy - excitement | 8. flee - run away |
| 9. ambitious- cunning | 10. triumvirs - three people who share the power |
| 11. slew - killed | 12. captives - prisoners |
| 13. coffer - treasury | 14. parchment - animal skin used for writing |
| 15. vanquished -defeated | 16. ruffle - upset (or) disturb |

b. Write Antonyms for the words given below :

- | | | | |
|----------------|----------------|---------------|----------------|
| 1. blame | x praise | 2. patient | x impatient |
| 3. fortune | x misfortune | 4. rude | x soft |
| 5. benefit | x loss | 6. honourable | x dishonorable |
| 7. refuse | x accept | 8. reverence | x disrespect |
| 9. remember | x forget | 10. blunt | x sharp |
| 11. victorious | x unsuccessful | 12. forbids | x allows |
| 13. ambitious | x humble | 14. pause | x continue |
| 15. traitor | x friend. | | |

V. a Differences in Vocabulary

British English	American English	British English	American English
Autumn	Fall	lorry	truck
biscuit	Cookie	Luggage	baggage
Crisps	Potato Chips	Mobile phone	Cellphone
Film	Movie	nappy	diaper
ground floor	First floor	petrol	Casoline
holiday	Vacation	post	mail
sweets	Candy	tap	faucet
taxi	cab	underground	subway
tin	can		

b. Difference in spelling

British English	American English	British English	American English
centre	center	cheque	check
licence	license	metre	meter
offence	offense	plough	plow
travelled	traveled		
programme	program	skilful	skillful
		theatre	theater

VI. Meaning :

1. Best Known - Famous - புகழ்பெற்ற
2. Play - Drama - நாடகம்
3. Opens - Starts - துவங்குகிறது
4. Victory - Win- வெற்றி
5. return - Come back - திரும்பிவருதல்
6. defeat - vanquish - தோற்கடித்தல்
7. enemies - foes- எதிரிகள்
8. senators - senete members - செனட் உறுப்பினர்கள்
9. afraid - fear - பயம்
10. dictator- despotic ruler- சர்வாதிகாரி
11. cease - stop - தடுத்தல்
12. democracy - rule of people ஜனநாயகம்
13. Ides of March - Festival in the month of March - மார்ச் மாதத்தில் நடைபெறும் திருவிழா.
14. Prediction - forecast - முன்னறிதல்
15. plot - criminal action - சதி
16. Sooth sayer - Astroleger - ஜோதிடர்
17. dream - கனவு
18. previous night - Last night - கடந்த இரவு
19. proud - happy - பெருமிதம்
20. Execution - doing - செயல்படுத்து
21. stabbed - pierce - கத்தியால் குத்து
22. pitifully - meloncholy- பரிதாபமாக
23. Ettu-Brute-You too Brutus - புருட்டஸ் நீயா இப்படி
24. agreed - accepted - ஏற்றுக்கொண்டார்
25. blame - குறை சொல்லுதல்
26. funeral Speech - சவ ஊர்வலப்பேச்சு
27. Oration - speach - பேச்சு
28. Assassination-murder - படுகொலை
29. slaves - bonded people - அடிமைகள்
30. weap - cry - அழுதல்
31. fortunate - good luck - அதிர்ஷ்டம்
32. rejoice - happy - மகிழ்ச்சி
33. valiant - valour - வீரம்
34. ambitious - greedy - பேராசை
35. slew - murder - கொலைசெய்
36. mob - crowd - கூட்டம்
37. convinced - compromised- சமாதனமாகுதல்
38. practical man-man of doings - செயல் வீரன்
39. emotions - feelings - உணர்வுகள்
40. sarcasm- வஞ்சப்புக்கழ்
41. instances - examples - உதாரணங்கள்
42. captives - prisoners - பிணையக்கைதிகள்
43. coffer - treasury - கருவூலம்
44. ransom- booty - கொள்ளை பொருள்
45. Lupercal -பிரான்சில் நடைபெறும் ஒரு வகை திருவிழா
46. offered - gave - கொடுத்தார்
47. refused - rejected - மறுத்தார்
48. Will - உயில்
49. belonging - property - சொத்து
50. unkindest - cruel- கொடுமான்

SCIENCE IN THE SERVICE OF MAN

Introduction :

We live in an age of science. In the age of the science machine dominates the man. Science has made our life comfortable. There are some wonders of science. It has shortened¹ the world and lengthened our life and broadened our knowledge. It has also done revolution in many field.

Eteclricity:

Electricity is tie most important wonder of the science. Electric lamp illuminates our home. Fans and Air-conditioners reduce the hot summer. Refrigerators, Vacuum Cleaner, Mixies, Grinder, Washing machine are other best inventions. The radio, television and Cinema entertain us. Computers, Calculators and Robots make our life easy arid interesting.

Transportation:

Science has done miracles in the transportations. Fast travelling cars, plane, ships, trains and jet planes are very useful to man for travelling. Now a man cantravel faster than the sound. Transportations to planets through satellite is also possible in nowadays. Telephone and wireless help people to contact each other. The world countries can be connected with the single network.

Conclusion:

Our constitution guarantees equal rights to woman. Some of us are unaware of the woman rights. Proper education and employment must be given to equalize them to man. Apart from that social revolution by legislation should be made to preserve their rights.



Poem : 1 Essay
A PSALM OF LIFE

- (H.W. Longfellow)

Introduction :

About the Poet

This poem was written by H.W. Longfellow. He was an eminent and romantic poet of 19th century. He was an American poet and professor in Literature in Harvard University. He published many collections of poem.

About the poem

The poem “**Psalm of life**” is a part of Long fellow’s poem “**Voices of the night**”. It means a simple song of life. The word **Psalm** is associated with Bible. His style and diction are very simple. It is in the form of what young man heart said to the writer.

Life is real-not empty dream:

The poet dislikes to tell that life is an empty dream. The human soul which does not wake up is a dead soul. The reality of the life is different from the actual life. It means something more serious than a mere shadow. The aim of life is not mere marching with mourning towards death. Every one comes from the dust and returns to it. The aim and end of life is lied neither in enjoy nor in sorrow. Man’s destiny is not depend upon them. Hence we should lift ourselves everyday.

Art is long - life is short:

Art is long and time is short. Though the human heart is strong and courageous, it is beating weakly and mournfully like muffled drum. It symbolizes the funeral march towards the grave. Life is like a large battle field. Our stay in the earth is for a while. The life should not be driven like cattle for slaughter. But we should be constant fighters. The past is dead. We should not trust on the future. Only present is ours. So we should act today itself having trust on the god.

Lives of great men & Leave behind foot prints :

Life of great men leaves their foot prints on the sands of the time. They left us something to follow. They will make our life sublime. Seeing the foot prints, a dejected man can become cheerful. Hence we should work hard and achieve many things. If we leave our foot prints the future generation will follow the same.

I. Answer the following in about 50 words each :

1. What does life of great men teach us?
2. Highlight the significance of the line, "Act in the living present".
3. Comment on the last line of the poem "Learn to labour and to walk".

II Appreciation Questions:

- i. Tell me not, in mournful numbers
Life is not but an empty dream
.....are not they seem"

1. What does mournful numbers mean?

It means sad song.

2. Which one is dead soul?

The soul that sleeps is dead

3. Is the life an empty dream?

No the life is not an empty dream, but a real one.

- ii. "Life real! Life is earnest!
.....
was not spoken of the soul.

1. Who comes to dust?

The man comes to the dust.

2. What do you mean "Dust thou art"?

It means the man is made from dust.

- iii. Art is long, and Time is fleeting,
.....
Funeral marches to the grave.

1. What beats like muffled drums?

Our hearts beat like muffled drums.

2. What is the destination of our marching?

It is towards grave.

3. Why does it beat like muffled drum?

The heart beats like muffled drum, because it is going to grave.

- iv. In the world's broad field of battle,
.....
Be a hero in the strife!

ROLE OF WOMEN IN INDIA (OR) WOMEN'S RIGHT (OR) WOMEN'S EDUCATION

Introduction:

According to Gandhiji "to call women the weaker is libel". They are weaker to man by physical not by mental. Though both are equal, the man dominated them from the ages past. In the ancient times women were denied to enjoy their rights. During medieval period there were some women rulers. Even in the 18th and 19th Centuries their rights were suppressed.

Evils against Women:

There are some evils in the society against women inherited from the past. Widowism, Dowry, Sati, Female infanticide are some of them. These all make the women into secondary. No woman is independent. For instance father protects her in her child-hood, her husband protects her in her youth and her son protects her in the old age. So she is always dependent.

Need of Women Education:

Education is must to women. They should be given the higher and technological education. If they are given them, they can be uplifted. The status of women can be changed by legislation.

Position of women today:

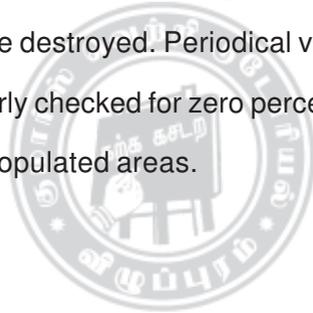
Today women enjoy some freedom. They compete with men in all fields. They can be top listed in IAS and IPS cadre. Some of them interested in politics and advocated for their rights. Supreme authorities like President, Governors, Chief Ministers, other Ministership and Member of parliament are also achieved by them today. It is proud to us that a woman (Kalpana Chawla) has reached the space.

Noise Pollution:

Noise pollution is another type of pollution. Cities are noisy because of Bazaars activities. Jet-Planes, Loud speakers air horns and other roaring sound. Owing to this pollution somebody becomes tense and agitated. Sick people are affected by them. Students can't concentrate on their studies. It also makes a kind of mental disturbance.

Conclusion:

To control these pollution, careful planning in setting of Industries is needed. Industrial waste should be destroyed. Periodical visit to the factories is must. Vehicles should be properly checked for zero percent emission. Industrial set up must be far from the populated areas.



1. What does the poet compare world to?

The Poet compares the world to battle field.

2. What is meant by Bivouac of life?

It means temporary "camp of soldiers". Our life is like a camp.

3. How does the poet consider the man?

The Poet considers the man to be a hero and not to be the cattle.

v. Lives of great men all remind us

.....

Footprints on the sands of time;

1. How can we make our life sublime?

We can make our life sublime by the lives of the great men.

2. Who leave behind us foot prints?

The Great man leave behind us foot prints.

3. Where do they leave foot prints?

They leave foot prints on the "sands of the time".

vi. Let us, then , be up and doing,

.....

Learn to labor and to walk.

1. What does a ship wrecked brother see?

A ship wrecked brother sees the foot prints of us on the sands of time.

2. How can we take heart again?

We can take heart again by following of lives of greatmen.

III. Explain the following with reference to the context:

1. Tell me not, in mournful numbers,

.....

And things are not what they seem.

2. Art is long, and Time is fleeting,

.....

Funeral marches to the grave.

3. In the world's broad field of battle,

.....

Be a hero in the strife!

4. Lives of great men all remind us
.....
Footprints on the sands of time

5. Footprints, that perhaps another,
.....
Seeing, shall takes heart again.

Context : These lines are taken from the poem “A Psalm of Life” (voices of the night) written by H.W.Longfellow.

Reference: These lines are referred by the poet when he advises the men that life is not an empty dream.

iv. Meanings :

1. eminent - excellent- தலைசிறந்த
2. romantic - கவிதைப்படைப்பில் புதுமை
3. voices of the night - இரவின் குரல்
4. psalm -simple song- எளிமையான பாடல்
5. diction - words - வார்த்தைகள்
6. dislike - aversion - வெறுப்பு
7. soul - atma - ஆன்மா
8. wake up - awarences - விழிப்பு
9. marching - walking - நடைபோடுதல்
10. mourning - weeping - புலம்புதல்
11. dust - earth - பூமி
12. destiny - fate - விதி
13. Art is long - கல்வி கரையில்
14. time is short- நாட்கள் குறுகலானவை
15. courageous- valour - வீரம்
16. weakly - frcutily- பலஹீனமாக
17. mournfully - sadly - சோகமாக
18. grave - burial ground - கல்லறை
19. muffle - tightless - தளர்ந்துபோன
20. battle field - war ground - போர்க்களம்
21. cattle - sheeps & cows - ஆநிறைகள்
22. slaughter - murder- படுகொலை
23. fighters - warriors - வீரர்கள்
24. constant - restless - மாறாத
25. trust on - believe on - நம்பு
26. leave - give up - கைவிடு
27. sand - soil - மணற்பரப்பு
28. sublime - bright - பிரகாசமான
29. dejected - heart broken - மனம்உடைந்த
30. cheerful - happy - மகிழ்ச்சி

ENVIRONMENTAL POLLUTION

Introduction

Pollution means “making things dirty”. It is also meant unwanted change in the globe. There are many kinds of pollution. Air pollution, water pollution, land pollution and noise pollution are some of them.

Air pollution:

Cement factories, Textile mills, Refineries and other industries throw out smokes. These smoke contain toxic gases like oxides of carbon, sulphur, nitrous etc. When these go up to the atmosphere, air is polluted. It also causes the acid rain which will corrode the houses and buildings. Due to this pollution the Ozone layer become thinner. As a result solar radiation hits us directly.

Water Pollution:

Sewage, Oil industrial and agricultural wastages are caused water pollution. When these wastes are thrown in to the water resources Water is polluted. Hence the People are affected as they use the polluted water. The living things in the water resource are also affected by this pollution.

Land Pollution:

The man uses the land according to his own wish and want. Wastages of Leather industries and Dye factories are the causative factors for land pollution. When these are thrown into the land it will lose its fertility and become waste land. It affects the agricultural system of India.

GENERAL ESSAYS I.

Deforestation (or) Afforestation (or) the preserve forest.

Introduction:

Nature is the greatest boon to the human society. It beautifies the land, stimulates the winds and preserves the ecological balance. The role of forests in Indian society is more important one.

Kinds of forest:

There are many kinds of forests. These are hill forest, evergreen forest, coniferous forest, deciduous forest and desert forest. The forest is based on natural landscape, climatical condition and ratio of the rainfall.

Uses of the forest:

Forest is the wealth of nation. Trees purify the air by inhaling oxides of carbon. During the heavy rain, trees prevent the soil erosion. It also controls the flood. Trees of mangrove forest are able to check the Tsunami waves. Apart from that, it serves the society by giving flowers, fruit, wood etc.,

Havoc to the forest: (or) Deforestation:

Nowadays ratio of the rainfall decreases due to deforestation. The human beings destroy the forest and utilise its by - products. The total forest area in India has been decreasing. As the trees are cut down, the peculiar species of animals are facing exectuion. Hence deforestation should be avoided.

Afforestation:

It means to plant more trees. Before cutting one tree, one sapling should be planted. "One tree one family" is the slogan but "One family surrounded by many trees" is the best slogan to be achieved. There is a forest policy in India. It has many aims to plant, develop and protect the forest. To develop this system we have to develop plantation, conserve the natural resources, and avoid destruction of the forest.

Conclusion:

Unless we preserve the environment, it will not preserve the human society. The best remedy for deforestation is afforestation. India is a land of natural resoureces. So we have to save natural resources to save our country.

THE CEASELESS CRUSADER

Gandhiji a Crusader :

Mahatma Gandhi was a ceaseless crusader of women's equality. He treated women as equals. Some reformers before Gandhiji considered women as helpless and sympathetic. They wanted women to be protected and uplifted. According to Gandhi all the women needed was education to realize her birth right of freedom, liberty and equality with the man. Basically men and women are one. Men bring physical strength and force. Women bring love and moral force. Hence Gandhiji considered men and women are complements of each other.

Women Sex not Weaker Sex :

Gandhi hatred the old traditions like untouchability, child widowhood, child marriage etc., because they offend human dignity. According to him if he had power, the would eradicate all the blind traditions. Gandhi considered women "not weaker sex". But they are physically weaker to the man. Brute force is nothing. So they are only "female sex" not "weaker sex".

View of Ancient Books on Women :

Ancient books always considered woman as the slave of man. First she is under her father next the husband and finally the sons take care. So she is never Independent. The true morality does not blindly follow the tradition but to discover the truth by experience.

Role Model Women :

Gandhi held ancient models of women hood. They are the symbol of sacrifice and knowledge. Sita, Savithiri, Damayanthi and Droupati were some of the role model of women. Gandhi also treated his wife as subordinate. He dominated his wife in his early times. But in course of time he changed his attitude and treated her as equal.

Ahimsa and Satyagraha :

Gandhi said that "Satyagraha" implies enduring pain and "Ahimsa" stands for endless love . If the women of the world come together they will conquer brute force of Atom bomb. The god has created the women with enormous love and power but the man have legislated against them and made them tools for him.

I. Essay Questions :

1. Gandhiji views on women.
2. Gandhiji the ceaseless crusader.

II. Answer in paragraph

1. 'Gandhi was no advocate of blind adherence to tradition' Explain.
2. Describe Gandhi's lifelong experiments with truth, as given in the lesson.
3. How do you relate 'Ahimsa' and 'Satyagraha' to the woman?

III a. Write **Synonyms** for the words given below :

1. Crusader = restless fighter for equality
2. Ceaseless = endless
3. entourage = companions
4. isolation = segregation
5. subjugated = subordinated (enslaved)
6. preponderance = larger proportion
7. reverence = respect
8. libel = defamation
9. dazzle = glare
10. nectar = honey
11. aping = copying
12. pangs = pain
13. frail = weakness
14. legislate = make laws
15. intuition = insight

b . Write **Antonyms** for the words given below :

1. dominated x submitted
2. liberty x bondage
3. superstition x Rational
4. Pertinent x irrelevant
5. defence x offence
6. dormant x active
7. evils x virtues
8. sink x float
9. Votary x opponent
10. creation x destruction
11. descent x assent
12. Ultimately x initially
13. mute x noisy
14. overflow x drain
15. reformer x conservative

4. Nuttel's had known Mrs. Sappleton_

- a) as a relative b) as a friend c) as an acquaintance

5. Framton's sister was staying at the rectory some_ years ago

- a) 3 b) 4 c) 2

6. Framton's knew only the name and address of_

- a) Mrs. Sappleton b) Vera c) Portia

7. According to Vera, her aunt's great tragedy happened just_ years ago

- a) 5 b) 3 c) 7

8. The large French window opened on to a_

- a) Kitchen b) dining room c) lawn

9. According to Vera, Mrs. Sappleton's husband and his brothers were_

- a) arrested by the police b) killed in an accident
c) engulfed in a treacherous piece of bog

10. Bertie why do you bound? was a favourite song of_

- a) Mrs. Sappleton b) Ronnie c) Vera

11. Ronnie used to sing the song 'Bertie why do you bound in order to_

- a) tease her b) amuse her c) make all happy

12. They kept the French window wide open because

- a) the shooting party would walk in at that window
b) it opened on to a lawn c) they liked to keep open the house

13. In the deepening twilight_ figures were walking across the lawn towards the window

- a) 5 b) 4 c) 3

14. Here they are at last. In this utterance 'they' refer to_

- a) The shooting party b) the ghosts of Mr. Sappleton and his brother in law
c) Some expected guests.

15. Vera told them Nuttel had a horror of_

- a) ghosts b) hunters c) dogs

6. How did Mrs. Sappleton's brother address her affectionately?

Mrs. Sappleton's brother addressed her affectionately as **Bertie**. J

7. What was Mr. Nuttel suffering from?

Mr. Nuttel was suffering from nervous disorder,

8. What is the breed of the dog that accompanied the hunting party?

Spaniel is the breed of dog that accompanied the hunting party.

9. What did Mr. Nuttel do on seeing the men-folk returning home?

Framton shivered in fear. He ran out without a word as if he had seen ghosts.

10. What kind of a girl is Vera?

Vera was a self possessed young lady'. Romance at short notice was her speciality.

II. Say whether the following statements are True or False :

1. Mr. Nuttel and Mrs. Sappleton were friends. (False)
2. Vera was the daughter of Mrs. Sappleton (False)
3. The (French) window was kept open for the men-folk to return through it (True)
4. The hunters who went to snipe - shoot were buried in the bog (False)
5. Mrs. Sappleton's talks about her husband and brothers unnerved Mr. Nuttel and made him flee. (True)
6. The doctors had advised Mr. Nuttel to do heavy and violent physical exercise. (False)
7. The man - folk who entered through the window were ghosts. (False)
8. Vera, on seeing the hunters returning rushed to them with excitement. (False)
9. A motorist screeched to halt on seeing Mr. Nuttel running like a mad man (False)
10. Vera played a prank on the 'innocent' visitor Mr Nuttel. (True)

III. Choose the best option:

1. Mr. Nuttel was advised to make a short stay in a rural retreat because he needed _

- a) rural training b) nerve cure c) a bride from village

2. Vera was a young lady of _

- a) Fifteen b) Eighteen c) Twelve

3. Mr. Nuttel was in the country so that he could _

- a) take rest b) call on the Sappletons
c) Hand over a letter to Mrs. Sappletons

IV. Classify the words in the table given below, according to the following fields :

Agriculture, Travel, Space, Nutrition & Dietetics, Education.

tilling	embassy	comet	motel
jet	orbit	cash crop	launch
pesticide	The Milky Way	luxury cruise	calorie
satellite	competency	shuttle	fertilizer
diating	ferry	intake	yacht
yield	stodgy	harvest	pedagogy
visa	curriculum	skipper	planet
vitamins	ploughing	landing	enrolment
dropout	spicy	banting	bland
manure	galaxy	Three R 's	Stagnation

V. Meanings :

1. crusader - holy fighter - புனித போராளி
2. ceaseless- restless- ஓய்வறியா
3. equality - சமத்துவம்
4. treated - considered- கருதுதல்
5. Reformers - சீர்திருத்தவாதிகள்
6. Sympathetic-pitiable - பரிதாபகரமான
7. Needed - necessary - தேவை
8. birth right - heritage - பிறப்புரிமை
9. freedom- Independence - சுதந்திரம்
10. complement- shape into full- முழுமைப்படுத்து
11. Physical force- உடல்வலிமை
12. Moral force - மனவலிமை
13. hatred- dislike - வெறுப்பு
14. Old - ancient - பழமை
15. traditions - conventions - மரபுகள்
16. untouchability - தீண்டாமை

17. Childwidowhood - இளவயதில் விதவை
 18. child marriage - குழந்தை திருமணம்
 19. eradicate - destroy - அழித்தல்
 20. dignity - கௌரவம்
 21. blind traditions - foolish conventions - கண்மூடித்தனமான
 (அ) முட்டாள்தனமான கொள்கைகள்
 22. Brute force - animal force - மிருகபலம்
 23. weaker sex - secondary sex- பலஹீனமான இனம்
 24. Ancient - Old - பழையமையான
 25. blindly - கண்மூடித்தனமான
 26. Follow - adhere - பின்பற்றுதல்
 27. discover- findout- கண்டறி
 28. Symbol - Identity - அடையாளம்
 29. subordinate- secondary- இரண்டாம் நிலை
 30. dominated - superiorized - ஆதிக்கம் செய்தல்
 31. enduring - tolerance - சகிப்பு
 32. enormous - lot - நிறைய
 33. legislate - Frame the law - சட்டம் இயற்றுதல்
 34. tools - apparatus - கருவி
 35. superstitions - foolish activities - முட்டாள் தனமான கொள்கைகள்

many apologies to Mr. Framton. Mr Framton told her that he was a nervous and he should be completely free from mental excitement. She gave deaf ears to his words.

Shooting party return:

At that time the shooting party was marching towards the French window. Everything was tallied with the story fabricated by Vera. Frampton heeled to run fast. Vera fabricated another story. She said that Nuttel Frampton had a horror of dogs. She added that once he was chased by pack of dogs. Then he fell into the open grave and stayed there for hours till rescued. Thus Vera managed the situation with her imagination.

1. Short answer questions:

1. Who gave Mr, Framton Nuttel the letter of introduction?

His sister gave Mr. Framton Nuttel the letters of introduction.

2. What is the tragedy that the girl Vera described to Mr. Nuttel?

Vera told Mr. Nuttel that Mrs. Sappleton's husband and her brothers went for shooting three years ago. They were engulfed in a bog. Their bodies were not recovered. Mrs. Sappleton hoped that they would however return one day. So every evening she used to keep the French window open.

3. What is snipe shooting?

Snipe shooting is shooting snipes from a hidden position. A snipe is a wading bird with a long stright bill, short legs and dark brown plumage.

4. What is a bog?

A bog is a marshy and soft wet land.

5. Why were the (French) windows kept open.

Vera told Mr. Nuttel that Mrs. Sappleton's husband and her brother went for shooting three years ago. They were engulfed in a bog. Their bodies were not recovered. Mrs Sappleton hoped that they would however return one day. So every evning she used to keep the French window open.

Non - Detail - 7 - Essay
THE OPEN WINDOW

(Saki)

Introduction:

Hector Hugh Munro wrote a large number of stories. His pen name was "**Saki**". He worked as a Teacher and a police officer. This tale deals with a naughty young girl who plays a joke on a sick young man.

Framton - a man of nervous:

Framton Nuttel was a young man. He was affected by the disorder nervous system. He spent his time lonely. He did not speak even a word to his neighbour. So his sister gave him a letter for introduction and asked him to meet Mrs. Sappleton.

Vera - a naughty girl:

Vera was a fifteen years old girl. She was self-possessed and romantic girl. She was a niece of Mrs. Sappleton. As Mrs Sappleton went out Vera received Framton and talked with him about the great tragedy that happened to Mrs Sappleton. Vera narrated the tragic incident in a terrific tone.

Account of tragedy:

Three years ago, one day Mrs. Sappleton's husband and her three young brothers went for snipe shooting. Since it was a wet land they were engulfed in the bog. Their bodies were never recovered. The little brown spaniel which followed them was also lost with them.

The open window:

Mrs. Sappleton believed that Mr. Sapleton and her two brothers would return to his house and would spoil their carpet. Hence she kept French window opened every evening till it became dusk. Mr.Framton was nervous on hearing the narra-tion of Vera. At that time Mrs. Sappleton entered the room with so

Poem : 2 Essay
WOMEN'S RIGHTS

- Annie Louisa Walker

About the Poetess

Annie Louisa walker was a British born poetess. She advocates for Women's rights in this poem "**WOMEN'S RIGHTS**". The poetess makes a declaration of the dear rights she cherishes.

Lonely & Peaceful Life

According to her the world cannot take the rights away from them. Women's heart portrays the bright picture of a "Woman's Mission". They dwell silently under the house roof. They all live alone beyond the busy world. Thus they lead peaceful life.

Gift of the World

The poetess says that the women remain in their house but they lead meaningful life. Humble plants on the road side **hedgerows** preserve coolness and make for pouring rain. They also give the world the fragrance flowers. Similarly women make the home bright and decoration with their love and skill.

Air of happiness

Though women live lonely life they are very happy. They do not want to get false famous. They make their home and surroundings with happiness. They care and share the blessings to their dear and near. When they meet death, they do not want outsiders know where they are buried.

I. Write an Essay on the following Topics :

- 1. What do women want by way of rights?**
- 2. How does the poet define Women's rights?**

II. Comprehension Questions :

- 1. Why does the poetess say 'You cannot rob us of the rights we cherish'?**

Women's heart portrays the bright picture of a women's right as the birth right. So the poet says that the man cannot rob women's right.

5. What made the usual rickshaw - pullers curse the refugees?

The refugees were starving. So they would pull the rickshaws for anything. So the fares were low for all. So usual rickshaw pullers cursed the refugees.

6. What do you understand by the ‘bitterness of fear’ ? How did the city dwellers suffer form it?

More refugees were coming. So the people of the city feared that they would starve if they fed them. So there was a bitterness of fear about the continuous arrival of refugees.

II. Say whether the following statements are True or False: -

- 1. They walked through a strange place. [True]
- 2. The city was full of soldiers. [False]
- 3. The rickshaw pullers were not happy with the refugees. [True]
- 4. Their baskets were full of food items. [False]
- 5. The old man was struggling hard to walk. [True]

III. Choose the correct answer :

- 1. The refugees were _____**
a) well dressed b) in uniform c) not properly dressed.
- 2. The uncommon men and women who entered the city were form**
a) one region b) different regions c) two different regions
- 3. The noodle vendor stopped near the old man because he was**
a) kind b) keen on selling c) tired
- 4. The vendor made the old man to but _____**
a) noodles b) to go away c) to rethink of his decision to buy

10. Why are they called humble plants?

These are humble plants because it gives coolness and rain.

11. Where do women live?

Women live under the houses hold roof within the four walls.

12. How do women decorate their home?

A women decorates the home with her love and skill.

13. What do the women cherish?

The women cherish their rights.

14. What is meant by “ Inane abstraction”?

It means “not noticing what happening”.

15. Where do “hedgerows” grow?

They grow on the country side.

IV. Explain the following with reference to the context:

- 1. You cannot rob us of the rights we cherish,
..... “Woman’s Mission”
Our hearts portray.
- 2. We claim to dwell, in quiet and seclusion,
Beneath the household roof,
.....
To stand aloof;
- 3. As humble plants by country hedgerows growing,
That treasure up the rain,
.....
The gift again;
- 4. To live, unknown beyond the cherished circle,
Which we can bless and less,
To die, and not a heart that does not love us
Known where we’re laid.

Context : These lines are taken from the poem “**Women’s Rights**” written **Annie Louisa Walker**

Reference: These lines are referred by the poetess when she advocates the rights that woman cherishes.

V. Meanings :

1. Advocates - argues - வாதாடுதல்
2. makes- frames- உருவாக்கு
3. declaration - affirmations - உறுதிமொழி
4. dear - rare அருமையான
5. cherishes - enjoys - அனுபவித்தல்
6. lonely - only - தனிமையான
7. peacefully - silently - அமைதியாக
8. portrays-decorates- அலங்கரித்தல்
9. Woman's mission - Women's Association - மகளிர் (பெண்கள்) சங்கம்
10. claim- having right - உரிமை பெறுதல்
11. dwell - live - வசித்தல்
12. Beyond - distance - தொலைவு (அ) அப்பால்
13. Gift - compliment - பரிசு
14. hedgerows - In the villages of England, a kind of bush which preserves coolness and causes for rain - இங்கிலாந்து கிராமங்களில் காணப்படும் மழையை கொடுக்கின்ற குளிர்ச்சியை சேமித்து வைக்கின்ற ஒரு வகையான புதர்ச்செடி
15. fragrance - flavour - வாசனை
16. false - lie - பொய்யான
17. flowers - blossoms - மலர்கள்
18. blessings - greetings - வாழ்த்துக்கள்
19. famous - well - known - புகழ்
20. outsiders - men - வெளியாட்கள் (ஆண்கள்)

order for another bowl of noodles. He did only lick the trace of noodles in the plate. The vendor reminded the oldman that he had another one silver coin. The oldman told that it was buying for seeds. The oldman added that his people had eaten everything because of disaster. So the lands were left without seeds. They had to plant seeds to avoid starvation for yet another year. It would be better for him to buy some seeds. The old man continued this process with load on his shoulders for the prosperous of future generation.

1. Short Answer for the following questions:

1. Who is the central character in the story the grand son or the old man?

The old man is the central character in the story.

2. Describe the refugees. Were the men and women of which any nation could be proud of ?

The refugees were from a far country. They were starving. They were moving in despair. They were begging at every door. A nation could not be proud of such men and women.

3. What does the old man do for his grand son? Point out the motive behind his action.

The old man kept the silver coin to buy a little seed for his grand son. They had eaten the seed as they were hungry during the floods. The old man wanted his land to be put to seed even if he died.

4. Why did the small shop-keepers bawl out rudely to the beggars?

More refugees were coming. So the people of the city feared that they would starve if they fed them. Many refugees came to beg at the shops. So the small shop keepers bawled out the beggars rudely.

Non - Detail - 6 - Essay
THE REFUGEE

(Pearl Buck)

Introduction:

Pearl Buck was an American writer. He has written many stories with Chinese background. "The Refugee" written by him deals with a man's desire for preserving human chain on the earth.

Flood washes the country away:

The dikes were strong and high walls which protected country from the flood. Once the dikes were broken all of a sudden. Many people and places were washed away by the flood. Thousands of people became homeless. The refugees were searching for shelter in the new capital. All of them carried their burdens like bed-ding, clothing etc...

Helpless refugees:

The advent of refugees had created aversion in the minds of the city people. The shopkeepers bawled out the refugees rudely when they knocked at the door for alms. They begged for help but they have been refused everywhere. Even the rickshaw pullers cursed them.

Old man among the refugees:

In the crowd of the refugees there was an old man. He was wizened man. His son and wife were washed away. They left their only child. The old man kept the child wherever he went. The refugees and old man had no food to eat. All seeds were eaten by them as they were hungry.

Seeds for plantation & old man: -

The old man had some coins. He ordered a small bowl of noodles and reached it for the basket. He lifted his grand son from inside. He fed the child tenderly with the noodles. Though the old man was also hungry he did not

Lesson : 3 Essay
TO THE LAND OF THE SNOW

Ahtushi Deshpande

About the Author & His Visit;

This lesson " **TO THE LAND OF THE SNOW**" is a travelogue. It was written by **Ahtushi Deshpande**. He had a purpose of visit " the Land of snow" in the Himalayan ranges. He reached Munsiyari village by bus. On travelling he felt uncomfortable. But he forgot all the bizarre when he reached there.

About Munsiyari

The author saw the five majestic peaks named " **Panchuli hills**". They seemed like **Pandavas** of the ancient legends. **Munsiyari** was once a trade centre. Some Bhutia villages in Munsiyari were deserted, when Indo-China war broke out (1962). Only some dots of the deserted villages are found as remaining in the villages.

Trekking at Milam Valley

Mr. Rare was the Manager of **KMVN** (Kumaon Mandal Vikas Nigam). He arranged his father Khem Nam as his guide. **Laxmi** a young man was a Porter also setup for their help. Then they went to Munsiyari bazaar for purchasing. The author admired one enterpriser. He said that his daughters were IAS officers in Delhi. They had to reach Ghori river. On the way to it, they visited **Ghori Ganga** and **Milam Valley**. On the fourth day, they reached Milam, a ruined city. There are some ghost villages like **Burfu and Bilju**.

Trekking at Ragash Kund

On the sixth day they travelled to **Ragash Kund**. It rained heavily whole night. The weather was very bad. Keeping warm was tough because they were hardly availed fire wood at over 4000m. The sun is also disappeared most of the day like truant who dislikes to go to school. They camped at Ragash kund for two days and nights. Opposite of their camp they saw the summit of **Mandayo**. Nandapal glacier is slopping down sharply. It is said that It is the source of spirit and ghost that would bless the good and swallow the sinners.

Trekking at Surajkund

Surajkund was rough to walk. But they were trekking carefully. They walked to the centre of the glacier. They saw Hardeoli and Trishuli peaks. He tasted the water of Dudh pond and felt it was the sweetest. Then they reached the camp at Ragash kund after night fall. The next afternoon they reached Milam. Next morning he made his return journey after having paid homage to **Nandhadevi Main** and **Nandhadevi East**.

I. Essay Questions : (250 words)

1. The trekking experience of the author.

II. Paragraph Questions (100 words)

1. What was the purpose of the author's journey to the 'Land of Snow'?
2. Who are the five mythological Pandavas from the writer's point of view?
3. What is meant by ?
 - a. 'The sun plays truant for most of the days'
 - b. 'You gotta be dead first'
 - c. 'His confidence is heartening'
4. Why does the writer feel that he has trespassed on some hidden or forbidden world of beauty?

III. a. Write Synonyms for the words given below :

1. glacier = a huge mass of ice
2. edge = border, margin
3. bump = collide lightly with
4. glove = a cover for hand
5. bizarre = unusual or strange
6. vanish = disappear
7. bustling = hurrying
8. trekking = travelling on foot

5. The friends were _____

- a) taken prisoners
- b) killed without enquiry
- c) Given a wonderful send off by the prussians.

6. The prussians offered to release the friends in exchange a ransom of

- a) a thousand Francs
- b) the pass word
- c) the military weapons

7. The friends were finally

- a) let off with a warning
- b) shot dead
- c) jailed

8. After shooting them dead the prussians.

- a) threw them into the river
- b) burnt them.
- c) buried with military honours

9. Finally the prussian officer.

- a) threw the fish into river
- b) allowed them to rot
- c) fried them alive to eat

10. The value highlighted in this story is_

- a) patriotism
- b) friendship
- c) humanism

7. What did the prussians want from them?

Prussians wanted them to tell the password for their return.

8. Did they get it from Morissot and Sauvage?

No they did not get the pass word from Morissot and Sauvage.

9. Which is the war spoken of here-world war I or world war II?

World was II is spoken of here.

10. What do you learn about the quality of the common French people from your reading of the story?

The French had hatred towards the Prussians.

II. Say whether the following statements are True or False:

1. The prussian rulers were very kind people and never liked war. (False)
2. The prussians invaded France and killed many French people. (True)
3. The two friends were spies who were helping their motherland France. (False)
4. The prussians' fatherland is Germany. (True)
5. The prussian officer offered to release them, if they revealed the secret password to him. (True)
6. The friends betrayed their country France, so they were shot dead (False)
7. On that last day of their lives the friends were able to catch a lot of fish (True)
8. The prussians were lying siege to paris tosave the city.
9. It is the fishes turn now - is a grim humour which means that the fish could eat.
10. The fishes were golden in colour. (False)

III. Choose the correct Answer:

1. Monsieurs Morissot and sauvage had a common interest in.

- a) shooting b) fishing c) gambling

2. The people of paris were_ with the prussians.

- a) friendly b) angry c) hungry

3. The two friends drank_ when they met after long time.

- a) coffee b) absinthe „ c)wing

4. They encountered the prussians while.

- a) walking along the road b) drinking in the club c) fishing in the river

- 9. abandoned = given up
- 10. sturdy = strongly built
- 11. frail = weak
- 12. fascinated = attracted
- 13. menancing = threatening
- 14. icicle = dripping water
- 15. demons = devils

b. Write Antonyms for the words given below :

- 1. most x least 2. comfortable x uncomfortable
- 3. numerous x few 4. rudely x gently
- 5. cheering x saddening 6. eventually x initially
- 7. vanish x appear 8. proud x humble
- 9. remote x near 10. corner x centre
- 11. hidden x revealed 12. deep x shallow
- 13. halt x start 14. sweet x bitter
- 15. eager x disinterested

IV. Abbreviations :

- Ltd. - limited Mon - Montessori
- CPU - Central Processing Unit NLC - Neyveli Lignite Corporation
- MA - Master of Arts Kg - Kilogram
- mm - millimeter LPG - Liquefied Petroleum Gas
- CD - Compact Disc VCR - Video Cassette Recorder
- rpm - revolution per minute FM - Frequency Modulation
- SOS - Save Our Souls CTBT - Comprehensive Test Ban Treaty
- MP - Member of parliament
- LIC - Life Insurance corporation AIR - All India Radio
- MCA - Master of Computer Application BBC - British Broad Cast

V. Acronyms

VIBGYOR	-	Violet, Indigo, Blue, Green, Yellow, Orange, Red
RADAR	-	Radio Detecting and Ranging
AIDS	-	Acquired Immune Deficiency Syndrome
ISRO	-	Indian Space Research Organisation
GATE	-	Graduate Aptitude Test in Engineering
HUDCO	-	Housing and Urban Development Corporation
LAN	-	Local Area Net Work
OPEC	-	Organisation of Petrol Exporting Countries
TANSI	-	Tamil Nadu Small Industries Corporation
VIRUS	-	Vital Information Resources Under Siege

VI. Meanings :

1. travelogue - Essay on travel -	பயணக்கட்டுரை
2. purpose - aim -	நோக்கம்
3. felt - realised -	உணர்தல்
4. uncomfortable - inconvenience -	தக அமைவு இல்லாத (வழியற்ற)
5. forgot - out of mind -	மறத்தல்
6. bizarre - unusual (or) troubles -	தொல்லைகள்
7. Majestic- gigantic -	கம்பீரமான
8. peaks- sharp rocks (summit rocks)-	சிகரங்கள்
9. seemed - looked -	காணப்பட்டது
10. legends - looks -	நூல்கள்
11. deserted - gave up -	கைவிடப்பட்ட
12. broke out - happened -	நிகழ்ந்தது
13. arranged - set right -	ஏற்பாடு செய்
14. Purchasing - shopping -	வாங்குதல்
15. admired- wondered -	வியப்பு
16. enterpriser - shopkeeper-	கடைக்காரர்
17. ghost - devil -	பேய்
18. ruined - damaged (or) destroyed -	அழிந்து போன

Even in this juncture Morissot and Sauvage felt sorry for the fishes in the sun light. They pitied of the plight of the gudgeons. They bid adieu to each other. Twelve shots pierced their body and they fell down. The bodies were tied with ropes and large stones and thrown into the river. The river engulfed the bodies of the heroes. The gudgeons gathered by them were ordered for dish.

1. Short answer to the following questions:

1. How did Morissot and Sauvage become friends?

Morissot and Sauvage had similar tastes and a common interest in fishing. Every Sunday they spent half the day side by side in fishing. Thus a sincere friendship blossomed between the two.

2. Why did the two go to the wine shop?

The two met after a long time in changed circumstance. They were thinking of the fishing. They were reflective and sad. So they went to a wine shop.

3. What prompted them to go back to the river after a long time.

Morissot and Sauvage entered a wine shop. When they came out they were unsteady. It was a fine day of the year. Sauvage suggested to go back to the river for fishing. Morissot also agreed.

4. Who gave them permission to pass through the barricade?

Colonel Dumoulin gave them the permission to pass through the barricade.

5. What was happening in the mountains?

White puff of smoke rose slowly from the mountain. The prussians were firing from the mountain.

6. Why was the entire place deserted?

The entire place was deserted because. Paris was besieged. The prussians were up in the mountain. The French out posts were close to Colombes. So the entire place was deserted.

Non - Detail - 5 Essay
TWO FRIENDS

(Guy - de - Maupassant)

Guy - de - Maupassant was a famous writer in France. His stories and other works were also very popular. The story two “**friends**” written by him illustrated how two friends lost their lives for sake of their own country.

Morissot and Sauvage became friends as their feelings and tastes were similar. They lived in France. They used to meet on Sundays. They spent their time happily. Due to Prussian war on France a long gap was made between them. One day they met again at Marante, a fishing spot. They recollected their happy past and had “abstinence” together in a cafe. Both were desirous of going for fishing. Colonel Dumoulin gave them permission to cross the French boundary and also a pass word for their re - entry.

The fishing spot the Marante was situated close to the river Seine. They had a bag full of gudgeon fish. They felt too lucky on that day. Suddenly the Prussian cannon vomited fire at Mout Valerin. They exchanged their grief over war and death of innocent people. Unexpectedly they were surrounded by the Prussian gunners. They brought the two men before a German officer.

The German officer doubted them that they were spying. They asked both if they conveyed the pass word to re-entry into France they would release both of them. Though they were threatened to be shot dead, they would not reveal the pass word.

The officer fixed five minutes time for their life. The two brave patriots stood silently. In the last minutes also the German officer approached for the pass word but failed.

- | | |
|--|-------------------------------|
| 19. trekking - walking freely - | நடைபோடுதல் (அ) நடத்தல் |
| 20. heavily - strongly - | அதிகமாக (அ) பலமாக |
| 21. weather - climate - | காலநிலை |
| 22. keeping warm - warming up - | குளிர்காய்தல் |
| 23. fire wood - | விறகு |
| 24. truant - school boy - | பள்ளிச்சிறுவன் |
| 25. hardly available - unavailable - | கிடைக்காத |
| 26. disappeared - vanished - | மறைதல் |
| 27. camped - stayed - | தங்குதல் |
| 28. summit - peak - | உச்சி (அ) சிகரம் |
| 29. spirit - | பேய் |
| 30. ghost - evil spirit - | பேய் (அ) கெட்ட ஆவி |
| 31. bless - greet - | வாழ்த்து |
| 32. good - virtues - | நல்ல |
| 33. swallow - | வியூங்குதல் |
| 34. sinners - wrong doers - | பாவிகள் |
| 35. rough - smoothless - | கரடுமுரடான |
| 36. glacier - heap of mist - | பனி முகடு |
| 37. saw - visited - | பார்த்தார்கள் |
| 38. tasted - drunk - | சுவைத்தார்கள் |
| 39. paid homage - worship with awe - | அஞ்சலி செலுத்துதல் |
| 40. return journey - come back from travel - | பயணத்தில் இருந்து திரும்புதல் |

Poem : 3 Essay
THE NATION UNITED

(A noiseless Patient spider)

-Walt Whitman

About the Poet & Poem

Walt Whitman is an American poet of 19th Century. Most of his poems deal about American landscape and Nationalism. This poem "**THE NATION UNITED**" is a philosophical one. This poem has two parts. First part deals about the spider weaves his web and makes home for rest. The second part deals about how human soul tries to connect it with universe.

Spider & Its web :

The poet noticed a spider at work. The spider was very patiently and silently working. It was in isolation and on the promontory. It seemed to explore empty territories around it. It launched filament from its body and weaved them in order to rest at the centre.

Human Soul's Efforts

The poet then thought about his soul. The soul is also isolated from the world surrounding him. Like the spider the human soul is also thinking about the space around. It was endlessly contemplating entering and throwing for seeking the spheres. The spider tried to connect to the world with its filaments. Likewise the poet tried to make a bridge to connect the world by his soul.

I. Essay Questions :

1. Write an Essay on Walt Whitman's comparison of the spider to the human soul.

II Comprehension Questions:

1. What is the spider trying to build by its repeated activity?

The spider is trying to connect vast surrounding by its repeated activity.

2. Why is the human soul interested in reaching space?

Human soul is interested in reaching space in order to connect detached areas.

10. The horse ear to the camel with a _____ on his back

- a. Humph b. saddle c. brick

11. The Dog came to the camel with a _____ in his mouth

- a. Saddle b. stick c. brick

12. The Ox came to the camel with a _____ on his neck

- a. Saddle b. stick c. yoke

13. The man asked the three to work _____

- a. lazily b. busily c. double time

14. When the man asked the three to work double time they became _____

- a. happy b. angry c. peaceful

15. The _____ is in charge of all Deserts

- a. camel b. horse c. Djinn

III. Whether the Following statement are "true" or "false".

1. All the animals worked for the man. (True)
2. The three animals were very happy to work double time. (False)
3. All the three animals individually made complaints to the Djinn. (False)
4. The camel was looking at the fish in a pool of water. (False)
5. The camel was obeyed the Djinn immediately. (False)
6. The camel has a short neck and long legs. (False)
7. The camel was dodger. (True)
8. The camel finally agreed to work out of fear. (True)

8. Why was the camel unable to get back the three days he had lost?
The camel had his hump on his back. So the camel was unable to get back the three days he had lost.
9. Name the characters that appear in the story?
The camel, the horse, the dog, the Ox and Djinn are the characters that appear in the story.
10. Who is called a 'howler' in the story.
The camel is called a howler in the story.

II. Choose the Correct Answer:

1. The camel lived _____ of Howling Desert.
a. in the middle b. souther end c. in a corner
2. The camel refused to work because he was _____.
a. lazy b. angry c. sad
3. The three animals patiently _____
a. did the work b. made a complaint to the man
c. made a complaint to the Djinn
4. Djinn punished the camel using _____.
a. his magic b. his power c. his whip
5. The camel did not work for _____.
a. two days b. three days c. four days
6. All the animals were _____ with the camel's attitude
a. happy b. unhappy c. indifferent
7. The camel live in the middle of a Howling Desert because he did not want to _____.
a. die b. live c. work
8. The camel was a _____ himself.
a. thief b. howler c. bowler
9. When any body spoke to him, the camel said _____.
a. pump b. Hollow c. Humph

III. Appreciation questions :

1. **Has the poet succeeded in conveying what he wanted to convey through this poem?**
Yes, the poet has succeeded in conveying the message in the poem.
2. **What does the spider symbolize?**
The Spider symbolizes the efforts to unite tirelessly.
3. **What is the significance of the gossamer thread?**
The gossamer thread is the efforts of the soul to unite this universe.
4. **What do you think is the underlying theme of the poem?**
The underlying theme of the poem is the soul wishes to unite all the people by love.
5. **What is meant by promontory?**
It is the high land beyond the coastal line.

IV. Explain the following with reference to the context:

1. "A NOISELESS, patient spider,
I marked where on a little promontory it stood isolated
Mark'd how to explore the vacant vast surrounding
It launched forth filament, filament, filament, out of their".
Answer : Refer Second Paragraph in the Essay.
2. "Ever unreeling them, ever tirelessly speeding them
And you O my soul where you stand,
Surrounded, detached, in measureless oceans of space".
Answer : Refer Third Paragraph in the Essay.
3. "Till the bridge you will need be form'd, till the ductile anchor hold
Till the gossamer thread you fling catch somewhere, O my soul".
Answer : Refer Third Paragraph in the Essay.

Context : These lines are taken from the poem "The nation united".
Written by Walt whitman.

Reference: These lines are referred by the poet when he tries to connect the world with love .

A NOISELESS, patient spider,
I marked where on a little promontory it stood isolated
Mark'd how to explore the vacant vast surrounding
It launched forth filament, filament, filament, out of their
Ever unreeling them, ever tirelessly speeding them
And you O my soul where you stand,
Surrounded, detached, in measureless oceans of space
Ceaselessly musing venturing throwing seeking the spheres
to connect them,
Till the bridge you will need be form'd, till the ductile anchor hold
Till the gossamer thread you fling catch somewhere, O my soul.

V. Meanings :

1. deal - explain - விளக்கம்
2. landscape - Topography - நிலத்தோற்றம்
3. Nationalism- faith on Nation - தேசப்பற்று
4. Philosophy - a strange concept - தத்துவம்
5. Spider - an insect which ejects icicles from its body - சிலந்தி
6. weave - fabricate - கூடுகட்டுதல்
7. tries - attempts - முயற்சி
8. connect - join - இணைக்க
9. universe - cosmos- அண்டம் (அ) சராசரம்
10. noticed - saw - பார்
11. patiently - eagerly - ஆர்வமுடன்
12. silently - keeping quiet - அமைதியாக
13. isolation - lonely - தனிமை
14. promontory - space high point the sea level - கடல் மட்ட மேற்பரப்பு
15. explore - conquer - இணைக்க, வெற்றிக்காண
16. launched - sent - செலுத்து, வீச
17. filament - icicle - இழை
18. contemplating - musing - முயற்சித்தல்
19. entering - நுழைதல்
20. throwing - வீசுதல்

The camel himself had brought upon the **hump** on his back by his own words.
Then camel had to work with **hump** on his back. As he missed the three days
work, he had to forgo food for three days also. Thereafter the camel was
working hard. But he had never compensated the three days work that he
missed in the beginning time.

I. Give short answers to the following questions :

1. What was the horse's request to the camel?
The horse requested the camel to come out and do the work like other animals.
2. What was the reaction of the other three animals when they found the camel not doing any work?
When the other three animals found the camel not doing any work they become angry. They held a meeting for discussion.
3. What was the Djinn's reply to the animals?
The Djinn replied to the animals that he would humph the camel if they would kindly wait a minute.
4. What advice did the Djinn give the camel?
The Djinn advised the camel not to say Humph again but to work.
5. Give your reason why the camel was looking at his own reflection.
The camel was looking at his own reflection as it was very proud of his body.
6. What exactly did the Djinn mean when he said., 'I'll humph him'?"
When Djinn said I'll humph him it meant that he will make the camel work. He made a humph on its neck.
7. What punishment was given to the camel?
The camel was asked to work for three days without eating. A hump was made on its neck.

HOW THE CAMEL GOT ITS HUMP

(Rudyard Kipling)

Introduction :

Rudyard Kipling was an Indian born poet and story writer. He became the well-known poet for his poem "If". He was awarded Noble prize in 1902 for literature. Kipling's tale about the camel aims at teaching children the value of the hard work.

Lazy camel :

It was the beginning time of the world. The whole world was very new. All the animals worked for the man. But the camel was the only animal which didn't work. It lived in the middle of the howling desert. It liked to see its own image in the water. It ate thorns, tamarisks, prickles and milkweeds. He became lazy. When other animals asked him to work, it expressed his dislike and humped to them simply.

Other animals' work :

One day the horse asked the camel to come out of his laziness. But the camel **humped** to horse. The Next day the dog came and invited camel for doing some work like other animals. As usual the camel replied in the same way. On the third day the Ox came with yoke on his neck. It appealed the camel to join with them in ploughing. The camel replied the "**same hump**".

Complain to Djinn:

The three animals complained about camel to a man. The man informed them to leave the camel alone. They did so and shared the work of camel among themselves. But the camel laughed at them. Hence they were engaged and complained about camel's laziness to Djinn. He was the incharge of the desert. He enquired and ordered the camel to work. But the camel **humped** him in the same way.

Hump lumped on his back :

Once again Djinn advised the camel to do the work with the other animals. When camel said **hump** there formed a lump of **hump** on his back.

A DICTIONARY OF THE ENGLISH LANGUAGE

(Johnson)

Introduction :

Johnson tells his mixed feelings about his efforts and the fate of his dictionary. We are astonished to read the making of Johnson's dictionary. Through this preface Johnson himself stands revealed. Johnson wrote his dictionary in sickness and in sorrow. There was little assistance from the learned. There was no patronage of the great. Yet he endeavoured well.

What prompted him?

Writing a dictionary is not a rewarding job. Yet Johnson attempted a dictionary of the English language. Dictionary was neglected till Johnson's period. Spread of knowledge is not possible without a dictionary. He wanted to enrich the English language with innovation. Such thoughts made Johnson to write a dictionary.

First survey :

First he made a survey. He found the abundance of the language. But it was without order. The language was energetic. Yet it was without rule. Everywhere there was complication. So he decided to regulate the words to avoid confusion. He was boundless variety of the language. So he decided to develop selection procedure. There were adulterations. He wanted to purify them.

Collection of words:

Johnson pursued the works of famous authors. He selected the words accumulated during the long period of literary life. Analogy was missing in obscure words. It was evident in many words. He spent his time upon syntax

and etymology. Based on the analogy he framed rules. He fully displayed the English language in his dictionary.

Test of time:

Johnson left his dictionary to the test of time. He wanted to deliver to the world the spirit of a man that has endeavoured well. He was not sure of its immediate popularity. Those people he wanted to please went to the grave. Yet he continued and enriched his dictionary. He says success and failure are empty words. He is the least worried about the outcome. But he hoped that useful diligence will at last prevail.

I. Write essay on the following topics :

1. The making of Johnson's Dictionary of the English Language.
2. Johnson's mixed feeling about his efforts and the fate of his dictionary.
3. Through the 'preface' Johnson himself stands revealed - comment.

II. Answer in a Paragraph :

1. How did Johnson collect the words for his dictionary?
2. What prompted him to write a dictionary of the English Language?
3. What did the first survey reveal of the work ahead to him?

III. a. Write Synonyms for the words given below :

- | | | |
|---------------|---|--|
| censure | - | strong criticism, blame |
| doomed | - | condemned |
| drudge | - | a person who has a long hard boring job |
| lexicographer | - | one who compiles a dictionary |
| caprices | - | sudden change in attitude or behaviour with no cause |

8. Behrman's master piece was _____

- a) woollen scarf b) the Bay of Naples c) the last leaf

9. Sue was from_

- a) Maine b) California c) New York

10. Johnsy was from_

- a) Maine b) California c) New York

11. Johnsy was looking through the_ at the blank side of the next brick house.

- a) door b) window c) curtain

12. Johnsy wanted to paint

- a) Bay of Bengs b) Bay of Naples c. Arabian Sea

13. Three days ago almost a _____ leave were in the ivy vine

- a) 200 b. 300 c. 100

14. According the johnsy wehn the last leaf falls she will

- a) die b. marry c. paint the bay of Naples

15. After the doctor had gone sue went into the work room and _____

- a) laughed b. cried c. slept

III. Say whether the following statement are 'true or 'false"

1. Sue was from California
2. According to the doctor Johnsy had bright chances of survival
3. Sue knew the exact reason for Johnsy falling sick.
4. Sue wept bitterly after she learnt doctor told about Johnsy.
5. They ivy leaves symbolised the withering life for Johnsy.
6. Behrman promised Sue that he would paint a 'Master piece'
7. Behrman and Sue looked at each other silently because they were angry with each other
8. Behrman earned his living as a 'model'.
9. The last leaf conveyed life's message to Sue.
10. The last ivy leaf did not fall because it was fresh and strong.
11. Behrman was responsible for Johnsy's new life.
12. Johnsy had an attack of pneumonia.

9. What did the doctor say about Mr. Behrman's condition?

The doctor said that Mr. Behrman's condition was serious. His pneumonia attack was acute. There was no hope for him.

10. As a painter what was Johnsy's ambition in Life?

As a painter Johnsy's ambition in life was to paint the Bay of Naples.

11. How and when did Behrman paint his Master piece?

In order to save the life of Johnsy Behrman painted the last leaf of the ivy vine on the night the last leaf fell. It became the Master piece as it looked natural and saved the life of Johnsy

12. What according to you, is more suitable title to the story "The Last Leaf" or "The Master piece? Why?"

The masterpiece is a suitable title to the story because Behrman painted a leaf. it looks like real and saved Johnsy.

II. Choose the correct Answer :

1. Sue and Johnsy were _____ by profession

- a) Photographers b) painters C. Musicians

2. Mr. Pneumonia was a person

- a. rude b. Kind c. dead

3. Johnsy started counting backward from number _____

- a) twelve b) eleven c) ten

4. Mr. Behrman was _____ to Sue

- a) a friend b) relative c) an enemy

5. The woolen shoulder scarf which Sue was knitting was.

- a) green b) blue c) yellow

6. Sue found Behrman smelling strongly of. __

- a) wine b) juniper berries c) cherries

7. Mr. Behrman died of _____

- a) malaria b) pneumonia c) typhoid

innovation	-	introduction of new ideas and techniques
copious	-	pleantiful, abundant
perplexity	-	complication, confusion bewilderment
perusal	-	reading carefully or thoroughly
analogy	-	process of reasoning based on partial similarity.
obscure	-	not clearly seen or understood
risible	-	ridiculous, laughable.
etymology	-	study of the origin and history of words and meanings.
solicitous	-	concerned, anxious
tranquility	-	quiet, calm, undisturbed condition.

b. Write Antonyms for the words given below :

exuberance	x	apathy
tranquility	x	agitation
copious	x	meagre
risible	x	serious
obscure	x	clear
lower	x	higher
attract	x	repel
punished	x	acquitted, rewarded
explosed	x	concealed, hidden
conquest	x	defeat
immortal	x	mortal
nobel	x	ignoble
perfect	x	imperfect
sufficient	x	insufficient

IV. Meanings :

1. mixed -	கலவை
2. feelings -	உணர்வுகள்
3. efforts -	முயற்சி
4. fate -	விதி
5. astonished -	வியப்பு
6. making -	உருவாக்குதல்
7. revealed -	வெளிப்படுத்தல்
8. sickness -	நோய்வாய்ப்படுதல்
9. sorrow -	துன்பம்
10. little -	சிறிய
11. patronage -	ஆதரவு
12. endeavour -	முயற்சி
13. neglect -	உதாசினப்படுத்து
14. innovation -	புதுமை புகுத்து
15. thoughts -	சிந்தனை
16. abundance -	அபரிமிதம்
17. confusion -	குழப்பம்
18. boundless -	கலவை
19. obscure -	குழப்பம்
20. Etymology -	சொல்லிலக்கணம்
21. spirit -	உணர்வு
22. success -	வெற்றி
23. failure -	தோல்வி
24. diligence -	சுறுசுறுப்பு
25. prevail -	வெற்றி

Berhman death & Save the life of Johnsy:

At the afternoon Doctor came and told Johnsy and sue that Behrman had an attack of pnemoia. There was no hope to save Behrman. That after noon Behrman died in the Hospital. It was Behrman who painted the last leaf on the opposite in previous night. It looked like real. It was the master piece which really

1. Give short answer to the following questions :

1. How did sue and Joanna become frineds?

Sue and Joanna met in the hotel Delmonico's. They became friends by their taste and art.

2. Who was Mr. Panenmonia?

Mr. Pneumonia is the deadly disease who killing the people.

3. What was johnsy doing when she was lying on the sick bed?

Johnsy was counting the withering old Ivy vine Leaves.

4. What did the doctor tell about Johnsy to Sue?

The doctor told Sue that Johnsy had little hope of recovery. Her chance of recovery will be depending upon her desire to live.

5. What did Sue tell Behrman about Johnsy

Sue told Behrman about Johnsy's fancy and her fear of death at the fall of the last ivy leaf.

6. How did Behrman react to what Sue said about Johnsy?

Behrman's eyes became red in anger. He shouted in contempt about her idiotic imagination. He cried at the association of her death with the dropping of the ivy leaf.

7. What made Johnsy change her mind?

The lone ivy leaf clinging to its stem even after rain and wind changed Johnsy's , mind. She felt that it was a sin to want to die.

8. What lesson did Johnsy learn from the last leaf of the vine ?

Johnsy learnt from the last leaf of the vine that she was very wicked. She felt that it was a sin to want to die.

The last leaf

Introduction: (O. Henry)

Introduction :

O. Henry was a famous short story writer. This story “**The last leaf**” was the master piece of all his works. In this story he illustrated how a painter saved the life of his fellow BUess he sacrificed his life.

Sue and Johnsy :

Sue and Johnsy were **poor** artists west Washington. They were living in Greenwich village in west Washington. They resided in old building because of the lowest rent. They had an ambition to become great artists. They kept a studio in top of the building. Their taste and art were also similar.

Mr. Pneumonia's visit:

One cold November Mr. Pneumonia a deadly disease visited many homes in the village. Johnsy was affected by it. Doctor who called on Johnsy told her mate that there might be a chance depended on her will to live. She was in an ill-bed. She had a desire to paint the Bay of Naples.

Fancy of Johnsy:

There was an aged artist named Behrman who passed sixty. He was failure in art. He earned a little as a model to young artists. He visited Johnsy. Sue told him about fancy of Johnsy. There was an ivy vine creeping on the opposite wall. There were hundred leaves in it. Thanks to heavy and cold wind only twelve leaves were in ivy vine. Johnsy had thought that she would die when last leaf fell. She was counting falling leaves descendingly.

The Last Leaf:

Next morning Johnsy asked sue to open the window. She saw the one leaf clinging on the creeper. It would not fall even in the turbulent wind. The leaf was dark green and yellow in the edges. Then she told sue that the last leaf showed that it would be a sin to want to die.

ENGLISH WORDS

(V. K. Gokak)

About author and poem:

V. K. Gokak is a professor in English. He is a novelist and poet in Kannada and English. In this poem he admires the power of English. He describes salient features of English. He compares the English words into holy flames, flying seeds and buzzing bees. Finally he considers it as the God.

Leach Craft:

The poet compares the English into Leaches. It sucks the impure blood from the body of the patient. Likewise English suckes our impured blood. Here impured blood means ignorance and ageold traditions. It gives us pure heart.

Tongue of fire & Sunlight against evils:

The poet considers English as tongue of fire. It also eats and creepers that twinning us. It burnt up the thorn and bushes surrounding the trees. English is like a sun light which drove out howling owl from the darkness and it brought a new life to us.

Winged Seeds:

English words are winged seeds. They have crossed the seas and settled down in our land. Here the poet compares the beauty of the English words to the fruits in the jar. The fruit in the jar is looked like a cluster of stars in the sky.

English words like god:

The words have immeasurable power. It has Indo - Aryan orgin. How other English articles have mingled with Indian articles the English has also mingled with other languages and flourished. Finally he compares the English into the God. Men may be mortalised. But God is immortal. Likewise the English words are immortal and perenial.

I. Write an essay on:

V.K Gokak's address to English words.

II. Comprehension questions:

1. How efficacious is speech according to the poet?

The impurities like ignorance age-old traditions are cleaned by the English. It also bathed our heart with pure delight. Speech has the power to drive them away.

2. What are English words compared to, by the poet?

English words are compared to the leech sucking impure blood, tongues of fire destroying forests of ignorance, winged seeds, buzzing bees collecting nectar and God in this poem by the poet.

3. What is the impact of speech on men?

Speech has power to purify our mind and soul. It drives away the darkness of ignorance, blind beliefs and meaningless rituals. It has the power to bring in eternal spring and happiness.

4. Explain the meaning of the line 'the gospel of an endless blossoming'.

The English words generate a rhymic sacred music in all the corners of the earth. The theme of their chanting is an eternal spring. It is the sacred text of endless spring.

5. What is the significance of the 'Word'?

The word is the equal of God in Christian faith. The word descends on Man and man becomes possessed by the Holy-Ghost, the essence of God.

III. Appreciation questions:

1. Who is the poem addressed to?

The poem is addressed to the English words. Throughout the poem 'you' stands for the words.

2. What does the poet mean by 'you crossed the furrowed seas'?

The English words come from England. So they have crossed the wavy seas to reach our place.

2. Ivan lived with his family income of _____ a year
 - a. twelve hundred
 - b. five hundred
 - c. three hundred
3. Though Ivan lived with his family income of twelve hundred a year he was _____
 - a. grudging
 - b. complaining
 - c. satisfied
4. Ivan's wife asked him to see the list of _____
 - a. flower's
 - b. drawings
 - c. selected candidates
5. Ivan looked at the _____
 - a. news paper
 - b. T.V.
 - c. Computer
6. Ivan had no faith in _____
 - a. God
 - b. lottery luck
 - c. gambling
7. Holding the paper in his hand Ivan walked several times from _____
 - a. home to road
 - b. corner to corner
 - c. corner to home
8. Ivan wanted to spend on estate _____
 - a. 10,000
 - b. 40,000
 - c. 25,000
9. Ivan wanted to spend _____ on new furnishing, travelling, paying debts and so on.
 - a. 25,000
 - b. 10,000
 - c. 40,000
10. Ivan wanted to put _____ in the bank and get interest _____
 - a. 10,000
 - b. 25,000
 - c. 40,000

Task - III : True or False

1. The last two digits of their lottery ticket is 46 - True
2. Hope changed into hatred as soon as they imagined to have won the lottery prize - True
3. Ivan had great faith in lottery luck - False
4. Ivan was not satisfied with his income of twelve hundred a year - False
5. The prize money was seventy five thousand - True

2. Give the serial number of the lottery ticket.
The serial number of the lottery ticket was series 9499, number 26.
3. Who dreamt more, Masha or Ivan?
Ivan dreamt more than Masha.
4. Why did they want to go abroad?
They wanted to go abroad to spend the autumn season.
5. Who are the 'reptiles' referred to ?
Ivan's relatives are referred to as reptiles.
6. How did Ivan's wife want to spend the prize money?
Ivan's wife agreed to Ivan's proposal of an estate for twenty five thousand and going abroad. Ivan fancied that her wife would lock the money.
7. Describe the reaction of Ivan and Masha when they found out that they had missed the lottery prize.
When Ivan and Masha found out that they had missed the lottery prize, their rooms seemed to be dark, small and low pitched. Their supper was not good. The evenings appeared to them long and weary.
8. If the prize money was Ivan's how would he spend the money?
If the prize money was Ivan's he would spend twenty five thousand and state He would spend ten thousand on new furnishing, travelling and paying debts. He would put the other forty thousand on the bank and get interest on it.
9. Where did Ivan want to go in late autumn?
Ivan wanted to go to south of France, Italy and India in late autumn.
10. Did Ivan and his wife want to go abroad together?
No, Ivan and his wife did not want to go abroad together.

Task - II : Choose the best options :

1. Ivan Dmitritch was a _____
a. rich man b. poor man c. middle class man

3. 'You pose the cosmic riddle' - What's the riddle? Has the riddle been solved?

Cosmic riddle is the riddle of creation which man cannot comprehend easily. God created the universe. He also created man in His own image. He let man be possessed by the Holy-Ghost, the essence of God Himself.

4. Words have divinity in them - Explain

The poet makes use of the biblical reference 'In the beginning was the word' to create the atmosphere of divinity. They have some power to rectify the ills and evils, so 'words' have divinity in them.

IV. Explain the following passages with reference to the context :

1. You bleached our souls soiled with impurities
You bathed our hearts amid tempestuous seas.
2. You were the dawn, and sunlight filled the spaces.
Where owls were hovering.
3. You ripened into nectar in fruit-jars
That hung like clustered stars.
4. O winging words! Like homing bees you borrow
Grown murmurous, the honey of delight,
5. The spoils of ages, global merchandise
Mingling in your strains!
6. In the end will be the Word
And the Word will be God in Man.

Context:

This passage is taken from the poem "English words" written by **V.K. Gokak**

Reference:

These words are spoken by the poet (**V.K. Gokak**) when he praises the power and fame of English words.

V. Meanings :

1. admire - wonder -	வியப்பு
2. solient - special -	சிறப்பான
3. compare -	ஒப்பிடுதல்
4. holy - sacred -	புனிதமான
5. Flames - pyre -	தீச்சுடர்
6. flying - winging -	பறக்கக்கூடிய (இறக்கை கொண்ட)
7. seeds -	விதைகள்
8. bees -	வண்டுகள்
9. buzzing -	தீங்காரமிடுகின்ற
10. leach craft -	அட்டைபூச்சி
11. sucks-	உறிஞ்சுதல்
12. impure-	தூய்மையற்ற
13. patient - sickperson -	நோயாளி
14. ignorance - innocence -	அறியாமை
15. age old traditions - conventions inherited from the past -	பழையமையான மரபுகள்
16. tongue of fire - flames -	தீயின் நாக்கு
17. creepers -	கொடிகள்
18. twinning - rounding -	சுற்றியுள்ள
19. bush -	புதர்கள்
20. thorn -	முட்செடிகள்
21. brove out - ran out	விரட்டுதல்
22. howling owl -	அலறுகின்ற ஆந்தை
23. fruits in the jar - ஜாடியில் உள்ள கனிகள் (அ) குடுவையில் உள்ள கனிகள்	
24. cluster of stars in the sky -	வானத்திலுள்ள நட்சத்திரக்கூட்டம்.
25. immeasurable power - limitless power -	அளவிலாத ஆற்றல்
26. articles - things -	பொருட்கள்
27. mingled - mixing -	கலத்தல்
28. flowished - blossomed -	மலர்தல்
29. mortalised - destroyable -	அழியக்கூடிய
30. immortal - perennial -	நிலைத்து நிற்க கூடிய (அ) அழியாத.

THE LOTTERY TICKET

(Anton Checkov)

Lottery Ticket & its result:

Ivan Dmitritch was a middle class gentleman. He went through a news paper. His wife asked him to see the lottery result. The serial number of lottery ticket was 9499 and 26. He saw only the four digit and felt joy with no bounds.

Ivan's Dream :

If the prize was his, he felt that it was not money but power and capital. The prize money would be 75,000. He would have to spend 10,000 on immediate expenses and 40, 000 would be deposited in the bank to get interest on it. His wife Masha interrupted and wished to have a summer villa. Then he imagined all riches of the life. He felt that he should go to abroad like France, India and Italy to escape from the rainy season of his place. His wife also had the same dream.

Hope and hatred :

Ivan hated his wife to bring her to abroad because it would meet more expenditure. Then he thought that his wife and her relations were reptiles. They would crawl the money from him. Both husband and wife looked at each other with hatred.

Missing of the lottery prize:

Having released from the dream, Ivan went again through the paper. The number found there was 46 instead of 26. Both of them were disappointed.

Task - I : Question and Answer :

1. What was the topic of conversation of Ivan and his wife?

The topic of conversation of Evan and his wife was about the list of drawings of lottery ticket that day.

7. The giant loved the little boy most because he had _____.
 - a. loved him
 - b. kissed him
 - c. cheated him
8. The little boy whom the giant loved was _____.
 - a. good
 - b. bad
 - c. never seen again
9. One winter morning the giant saw the
 - a. bird
 - b. little boy he had loved
 - c. monkey
10. The child said that the prints of nails were the _____.
 - a. wounds of love
 - b. wound of punishment
 - c. wounds of hatred.

Task - III : True or False :

1. The little boy did not run because he was too small to run
- False
2. Every day the giant saw the little boy playing with his friend
- False
3. According to the giant the children are the most beautiful flowers
- True
4. The giant was covered with yellow blossoms when he was lying dead
- False
5. The giant remained a generous person till the end of his life.
- True

LESSON. 5 ESSAY
THE MARK OF VISHNU

(Kushwant Singh)

INTRODUCTION: -

This story " THE MARK OF VISHNU " was written by KUSHWANT SINGH he was an Indian writer in English. This story is the best epitome of traditional practice of the Indian society.

GUNGA RAM'S SUPERSTITION:

Gunga Ram was an illiterate and full of superstition. To him all life was sacred even it was a serpent, scorpion or a centipede. So he worshipped them as god. Every day he used to place a saucer of milk to the snake name called "kala Nag". Hence the author considered Gunga Ram as a stupid old Brahmin. Gunga Ram believed that Kala Nag would bite no one as he gave milk and he was an ardent devotee of Vishnu.

GUNGA RAM'S OPINION ABOUT THE NARRATOR:

The narrator and his brother argued with Gunga Ram that snake would not drink the milk and it would eat only once in several days. They added that they had a dozen of them in their school lab in methylated spirit. At once Gunga Ram shut up his eyes in pious of horror and said that they would pay for it one day.

THE CAPTURE OF KALANAG:

During one rainy season rain had flooded the kala Nag's hole. So it sat on the open lawn. The narrator and his brother took long bamboo sticks and surrounded the kala Nag. It hissed and spat all sides. Then it went to banana groove. The ground was too muddy to it to move and escape hurriedly. They broke it back and put it in a large biscuit tin. They tied it up with a string. They carried it to the school.

INCIDENT IN THE CLASS ROOM:

Gunga Ram realised that the Kala Nag was captured when the milk was still being there. So he went to the school. The boys presented the tin to the Science Teacher. He untied the cord. At once the lid flew into the air. Kala Nag went for Teacher's face but he escaped coming back. Kala Nag fell on the floor and tried to escape.

Reaching paradise :

The days rolled on. The giant longed for the small boy's arrival. One day he saw a little boy under the tree. The giant ran towards him. He saw two wounds of nail on the palm of the little boy. The child told the giant that these were the wounds of love. The child took the giant to the paradise. The child is none but Lord Jesus Christ.

Task - I : Question and Answer :

1. Why did the children like to play in the giant's garden?

The children liked to play in the giant's garden because it was very beautiful.

2. What steps did the giant take to prevent the children from playing in his garden.

The giant built a high wall round the garden and put a notice board saying "Trespassers will be prosecuted".

3. Give the names of the people who enjoyed their stay in the giant's garden.

Snow, Frost, North wind and the Hail enjoyed their stay in the giant's garden.

4. How did the Hail spend his time in the giant's garden?

Every day he spent three hours in garden by running it.

5. Describe the wonderful scene which the giant saw in his garden.

Through a little hole in the wall the children has crept into the garden. They were sitting in the branches of the tree. The Trees had beautiful blossoms. The green grass laughed with flowers. The birds were singing merrily.

6. Which incident melted the giant's heart?

The little boy was so small that he could not climb up the tree. The tree bent its branches down for the boy to climb up. But the boy was too tiny. This sight melted the giant's heart. The giant put the boy on the tree.

b. ANTONYMS :

1. Stupid	X	Intelligent
2. Creator	X	Destroyer
3. Trusted	X	Doubted
4. Despire	X	Love
5. Interested	X	Indifferent
6. Tendered	X	Neglected
7. Belittling	X	Appreciating
8. Parched	X	Wet
9. Irritably	X	Pleasingly
10. Suspicious	X	Trusting
11. Taut	X	Bend
12. Sullen	X	Boister
13. Bowed	X	raised
14. Damaged	X	Protected
15. Sanctity	X	Unholy

IV. COINING NEW WORDS WITH ARCHY AS SUFFIXES:

1. Oligarchy	1. Kakistocracy
2. Monorchy	2. Bureaucracy
3. Hierarchy	3. Democracy
4. Matriarchy	4. Plutocracy
5. Patriarchy	5. Gyneocracy

V. Meanings :

1. epitome - examples -
2. traditional - conventional -
3. practice - doing -

உதாரணம்
பழையமையான
செயல்பாடுகள்

4. superstition - foolishness -	முட்டாள்தனம்
5. illiterate - uneducated -	படிப்பறிவு இல்லாத
6. sacred - holy- புனிதமான	7. serpent - snake - பாம்பு
8. scorpion - தேள்	9.centipede - mullipede - மரவட்டை
10. worship - venerate - வணங்குதல்	11. stupid - fool - முட்டாளர்
12. believed - trusted - நம்புதல்	13. bite - sting - கடித்தல்
14. ardent - staunch - தீவிரமான	15. opinion - idea - கருத்து
16. argued - advocated -	பரிந்து பேசுதல் (அ) வாதாடுதல்
17. narrator - story writer -	கதையாசிரியர்
18. added -	மேலும் சொல்லுதல்
19. methylated spirit -	மெத்தில் ஆல்கஹால்
20. shut up eyes - closeup eyes -	கண்களை மூடுதல்
21. pious of horror - fear on god -	கடவுள் மீது பயம்
22. hole -	வலை
23. rainy season -	மழைபருவம்
24. lawn - meadow -	புல்தரை
25. hissed -	சீறுதல்
26. spat -	கொத்துதல்
27. groove -	தோப்பு
28. muddy -	சேறு, சகதி
29. hurriedly - speedily -	விரைவாக
30. broke - damaged -	உடைத்தார்கள் (அ) சிதைத்தார்கள்
31. tied - bound -	கட்டு
32. string - rope -	கயிறு
33. captured - caught -	பிடிக்கப்பட்டது
34. realized - felt -	உணர்ந்தார்
35. untied - released -	அவிழ்த்தல்
36. cord - knott -	முடிச்சு
37. flew - spinned -	பறந்து சென்றது
38. bowed - bent -	வளைந்து கொடுத்தல்
39.enraged - Angry -	கோபம்கொண்ட
40. groaning - murmuring caused by pain -	வலியால் முணகுதல்

Non - Detail : Lesson -1 - Essay
THE SELFISH GIANT

(Oscar Wilde)

"The Selfish giant" is the story written by *Oscar Wilde*. In this story a cruel giant changes his attitude with kindness towards the small Children. According to the author there is no substitute for kindness to reach the feet of the god.

The Giant's Garden :

There was a garden which belonged to a giant. It was a large and beautiful garden. It has a green meadow. In the spring season the flowers are blossomed. In the autumn the trees bore rich fruits. Every day the children played in the garden and felt happy.

Giant's Prevention :

After staying seven years with his friend, the giant came to his garden. He saw the children playing in the garden. He was very angry. So he built a high wall around the garden and a notice was pasted as **"TRESS PASSERS WILL BE PROSECUTED"**. The children were felt sad. They did not come there. The garden was also lost its beauty. The giant wondered why spring vanished in the garden.

Giant becoming kindness:

One morning the giant saw the children creeping through a hole in the garden. They were sitting on the branches of the tree. In a corner of a garden a little boy was too short to climb the tree. He was crying bitterly. Though the tree was bent, the boy could not climb as he was tiny. This scene changed the heart of the giant. So the giant went and helped him for climbing. The boy was happy and kissed the giant. The giant's heart turned to grace. The giant knocked down the wall and removed the notice board.

IV. Explain the following with reference to the context:

1. We should have sat us down to wet Right many a nipperkin!"
"But ranged as infantry, And staring face to face, I shot at him as he at me, And killed him in his place."
2. "I shot him dead because— Because he was my foe,
Just so: my foe of course he was; That's clear enough; although."
3. "He thought he'd list, perhaps, Off-hand like —just as I —
Was out of work— had sold his trps — No other reason why."
4. "Yes; quaint and curious was is! You shoot a fellow down
You'd treat if met where any bar is Or help to half-a-crown."

Context:

This passage is taken from the poem "THE MAN HE KILLED" Written by Thomas Hardy.

Reference:

This passage is referred by the poet when he expresses his feeling about war.

V. Meanings :

- | | |
|------------------------------------|-----------------------------|
| 1. sought - searched - | தேடுதல் |
| 2. improve - develop - | வளர்த்தல் |
| 3. imagination - thought - | கற்பனை |
| 4. speculation - expectation - | எதிர்பார்ப்பு |
| 5. visualizes - | கண் முன் காணுதல் |
| 6. amicably - friendly - | நட்பாக |
| 7. enlisted - placed in the list - | பட்டியலில் இடம் பெறுதல் |
| 8. battle field - warfase - | போர்க்களம் |
| 9. enemy - foe - | பகைவன் |
| 10. uncertainty - | நிலையின்மை |
| 11. reinforced - | மீண்டும் வலியுறுத்தல் |
| 12. No specific reason - | குறிப்பிட்ட காரணம் இல்லாமல் |
| 13. behaviour - | குணம் |
| 14. useless - unnecessary - | தேவையற்றது |
| 15. Differences - | மாற்றங்கள் |

POEM - 5 ESSAY
"SNAKE"
(D H Lawrence)

Introduction:

The poem SNAKE was written by D.H. Lawrence who was not only a poet but also a novelist and short story writer. In this poem he has explained how knowledge of science is contrasted with human kindness.

A Snake at water trough :

It was a hot day in July. A snake came to water trough to drink water. The snake sipped water softly and silently. The poet came down with a pitcher. He had worn pyjama to beat the heat. He had to wait and stand there as he was the second - comer. The snake raised its head and looked at the poet. The snake mused for a moment. Then it stooped and drank a little more. The poet compared the snake's action to that of cattle. The snake was golden in colour. It is like the lava erupting from the bowels of volcano at Mount Etna in Sicily.

Voice of Education:

The voice of Education told the poet to kill the snake that once. But actually he felt that he should not kill it. The poet thought that the snake had come like a guest to drink water at his trough. Though the inner voice asked him to kill the snake, the poet did not do so as he loved it. If the poet was not afraid of the snake he would kill the snake. Actually the poet was afraid of the snake.

King in Exile:

After the snake had drunk water, it slowly moved into the hole in the wall. A kind of horror filled in the poet's mind. The poet picked a log and threw it at the trough. The snake heard the sound. So it withdrew its body completely into the hole. He wished the snake to come back. To the poet the snake was an albatross the symbol of good luck. He considered the action of snake is like being the king in exile. He wished him to be crowned again. He felt sad about his trivial act.

The human being & the poet:

If the poet was an ordinary human being he would kill the snake. He left the snake alive. He enjoyed the action of the snake. Hence he was just differed from ordinary human beings.

I. Essay.

1. Write an essay /paragraph on “snake”.
2. What underlying statement do you think the poet is making in “snake” about human beings in general and himself in particular? Support your answer with a quotation from the poem. ‘

II. Comprehension questions:

1. What was the poet on his way to do when he first became aware of the snake?
2. What was the snake doing?
3. What did the ‘voice of his education’ tell the poet he should do?
4. How did he actually feel about the snake when the voices told him to kill it?
5. What caused the poet’s horror towards the snake?
6. What did the poet do ?
7. What does he feel after having done it?
8. What does the poet mean by “the voices of my accursed education.”
Why are they accursed?
9. Why does the poet call the snake one of the ‘Lords of Life .’?
10. Why does the poet call his sin a ‘pettiness.’?

III. Appreciation Questions:

1. On hot day and I in pyjamas for the heat, To drink there.

a) Who was in pyjamas? why ?

The poet was” in pyjamas because it was a hot day in July

b) Who came to drink there?

The snake came to drink there

2. And must wait, must stand wait, for there he was at the trough before me.

a) Who had to wait ?

The poet had to wait.

b) Who was at the trough before him?

The snake was at the trough before the poet..

3. For in Sicily the black, black snakes are innocent, the gold are venomous,

a) Who must be killed?

The snake must be killed

b) Why must he be killed ?

In Sicily the gold coloured snakes were poisonous. So it must be killed.

2. Where did they meet instead?

They happened to come face to face with each other in the battlefield.

3. What happened?

The poet shot at the man. The man tried to shoot down the poet. In the process the poet killed the man.

4. What similarities does the poet note between him and the other man?

The poet had joined the army not out of any love for his country. He just joined in the army as he had no proper job. Similarly the man has also done the same thing.

5. What do you think is the purpose of the quotation marks in each stanza? To whom is the poet addressing the poem?

The quotation marks is a reminder to the readers. Narration is not told by the poet but by an ex-soldier. His words are frank.

6. Who do you suppose the speaker is?

The speaker is an ex-soldier, now unhappy about what he had done.

7. In what way is war “quaint and curious”?

War is fought and people are killed without any serious reason. So it is quaint and serious.

8. Is Hardy writing about war in general or about a specific war? Give reasons for your answer.

Hardy is writing war in general. He does not give any evidence of the war held. He does not mention exact location and period of war held.

III. Appreciation questions:

1. Bring out the use of frequent hyphens in the poem.

The poet uses the hyphen frequently. In fact it appears in five places in a poem of five stanzas. It enhances the sense of indecision and hesitation in the mind of the speaker.

2. What are the emotions expressed in this poem?

Regret, helplessness, remorse and indifference are the emotions expressed in this poem by the poet.

Poem .6 Essay
THE MAN HE KILLED

(Thomas Hardy)

Thomas Hardy (1840-1928) was both a novelist and a poet. Through his poem he has sought to improve the society. In this poem he expresses his feelings by imagination with a soldier in the different situation.

The poet has begun the poem with speculation. He visualises what he would have done to the man he killed if they had met earlier. If they had met earlier they would have sat and drunk together and they would have been amicably. But both of them has been enlisted in the army of their own country. As they met in the battle field the poet shot dead the enemy at spot.

Then the poet explains that he had to kill him because **“he was an enemy”**. He has left a pause between two **“because”** in the poem. This shows his hesitation and dislike for his act. He insisted that he had to kill him as he was an enemy. But the uncertainty is again reinforced by a single word **“although”**.

The poet has a thought that he had joined in the army with no specific reason but as he had no proper job. He had sold his instruments and joined in the army. The poet added that his enemy had also done the same thing.

He muses over the war and feels that war is useless for human society. The war pushes the society back, so he hates the war. Unless it is a battle field he would not kill the man. Being in the battle field he makes all the differences between behaviour and animal behaviour.

I. Write an essay on
“The man he killed”

II. Comprehension questions:

1. What does the poet suggest might have happened had he and the other man met earlier?

The poet suggests that he and the man he killed in war would have quietly shared a glass or two of wine if they had met earlier in some ancient inn.

4. How glad I was he had come like a guest in quiet, to drink at my water-trough.

a) Who was glad?

The poet was glad

b) Who had come like a guest in quiet?

The snake had come like a guest in quiet.

5. And truly I was afraid, I was most afraid,

a) Who was afraid? The poet was afraid

b) Of whom was he afraid? He was afraid of the snake

6. And I thought of the albatross and I wished he would come back, my snake,

a) What do you know about the albatross?

The albatross is a sea bird common in the Pacific and Southern Oceans. It is a traditional symbol of good luck.

b) Who wished the snake to come back.

The poet wished the snake to come back.

7. “Like a king in exile, uncrowned in the underworld. Now due to be crowned again”

a) Who was like a king in exile?

The snake was like a king in exile

b) Why was he a king in exile?

On hearing the sound of the log the snake withdrew completely into the hole. The poet wished the snake to come back. So the snake was to him like a king in exile and to be crowned again.

IV. Explain the following with reference to the context:

1. “A snake came to my water-trough
Hot, hot day, and I in pyjamas for the heat, To drink there”.
2. “He sipped with his straight mouth,
Softly drank through his straight gums, into his slack long body, Silently”
3. “And stooped and drank a little more,
Being earth-brown, earth-golden from the burning bowels of the earth,
On the day of Sicilian July, with Etna smoking”.
4. “Was it cowardice, that I dared not kill him? Was it perversity, that I longed to talk to him? Was it humility, to feel so honoured?”

5. "I looked round, I put down my pitcher, I picked up a clumsy log
And threw it at the water trough with a clatter. I think it did not hit him,"
6. "And I thought of the albatross,
And I wished he would come back, my snake. Like a king in exile,
uncrowned in the underworld".

Context:

These lines are taken from the poem "SNAKE" written by D.H. Lawrence.

Reference:

These lines are told by the poet when he expresses his feeling about "snake"

V. Meanings :

1. Novelist - புதின எழுத்தாளர்
2. short story writer - சிறுகதை எழுத்தாளர்
3. Knowledge of science - rationalism - அறிவியல் சார்ந்த அறிவு (அ) பகுத்தறிவு
4. human kindness - மனித இரக்கத்தன்மை
5. trough - தொட்டி
6. sipped - உறிஞ்சுதல்
7. softly - gently - மெதுவாக
8. silently-without noise - ஓசையின்றி
9. pitcher - a vessel - குவளை
10. second comer - இரண்டாவதாக வந்தவர்
11. mused - looked - பார்த்தல்
12. stooped- bent - வளைந்து
13. lava - Liquid fire erupting from - எரிமலைக்குழம்பு
14. afraid - fear - பயம்
15. exile - jail - சிறை
16. A kind of horror - ஒருவித பயம்
17. picked - took - எடுத்தல்
18. log - twig - உடைந்தகட்டை
19. threw - blew - வீசினார்
20. withdrew - got back - உள்ளழுத்தல் (அ) திரும்ப பெற்றுக்கொள்ளதல்
21. albatross - ஒருவிதமான நன் நிமித்த பறவை (அல்பெட்ராஸ்)
22. symbol - identity - அடையாளம்
23. good luck - fortunate - அதிர்ஷ்டம் (நல்நிமித்தம்)
24. crowned - throned - மகுடம் சூட்டுதல்
25. trivial - small - அற்பமான, சிறிய
26. sad - sorrow - சோகம்
27. considered - treated - கருதினார்
28. ordinary human being - சாதாரண மனித உயிர்
29. action - doing - செயல்
30. different - மாறுபட்ட (அ) வேறுபட்ட

35. silenced and collapsed - அமைதியாக அழிந்து போனது
36. eclipsed - shadowed - கிரகணம் (நிழல்)
37. mist - forming of smoke - புகை மூட்டம்
38. Muscles - sinews of muscles - தசைநார்கள்
39. cousalies - பாதிக்கப்பட்டவர்கள்
40. tons of agony - வேதனையின் குரல்
41. scattered - சிதறிக்கிடந்தது
42. black by burnt - தீயினால் கருவடைந்து காணப்பட்டது
43. empty hollow - காலியனா குழி (அ) பள்ளம்
44. melted - உருகிப்போனது
45. multilated - உறுப்புகள் சிதைந்த
46. innumerable - uncountable - எண்ணிலடங்காத
47. sterile - மலடு
48. aborted - கருசிதைந்த
49. pragnont women - கருவுள்ள பெண், கர்ப்பிணி
50. conceive - கருவறுதல்
51. small wounds - சிறிய காயங்கள்
52. lose of hair - முடி உதிர்தல்
53. untold miseries - சொல்லொணாத் துயரங்கள்
54. altitude - புவியின் சமநிலைப் பகுதி
55. task - work - பணி (கொடுக்கப்பட்ட வேலை)
56. loyal - விகவாசம்
57. gauage - measure - அளவிடு
58. evil - கேடுகள்
59. good - நல்ல
60. ireatest sin - மிகப்பெரிய பாவம்

IV. Meanings :

1. lasted - existed - நிகழ்ந்தது
2. held - conducted - நடத்தப்பட்டது
3. Military powers - இராணுவ சக்திகள்
4. Axis powers - அச்சுநாடுகள்
5. Allied Powers - நேசநாடுகள்
6. came to an end - முடிவுக்குவந்தது
7. Simultaneously - At that same time - அதே நேரத்தில்
8. best known - Famous - புகழ்பெற்ற
9. physicists - Scientists - விஞ்ஞானிகள்
10. infinite - limitless - எல்லையில்லாத
11. hidden - latent - மறைந்துள்ள (அ) ஒளிந்துள்ள
12. tiniest - minute - மிகச்சிறிய (அ) நுண்ணிய
13. particle - thing - துகள்
14. Atom - அணு
15. success - victory - வெற்றி
16. endeavour - attempt - முயற்சி
17. bombardment - அணுகுண்டு வெடிப்பு
18. continued - தொடர்ந்த
19. torture - cruel - கொடுமை
20. increased - more - அதிகரித்தல்
21. Death toll - victims - பலியானவர்கள் (அ) இறந்தவர்களின் எண்ணிக்கை
22. drop - throw - வீசு
23. low practice - கீழ்த்தரமான செயல்பாடு
24. high principles - உயர்ந்த தத்துவம்
25. bombardment operation - அணுகுண்டு வீசும் செயல்பாடு
26. striker Bombs - குண்டு ஏந்திய விமானம்
27. ahead - forward - முன்னோக்கி
28. forecast - findout - கண்டறிய
29. weather - climate - காலநிலை
30. wistructions - Announcements - அறிவுப்புகள் (எ) குறிப்புகள்
31. obseruatons - கூர்ந்து கவனிக்கும்படும் செயல்கள்
32. aftermath - effect - பின்விளைவுகள்
33. explode - வெடிக்கச் செய்தல்
34. bang - sound of explode - வெடிச்சத்தம்

LESSON. 6 ESSAY **HIROSHIMA** (F. Raphael)

INTRODUCTION:

The second world war lasted for 6 years from 1939 to 1945. The war was held among the European countries. At that time there were two military powers named Axis power and Allied power. The war came to an end in 1945. Simultaneously the world best known physicists worked for releasing the infinite power hidden in the tiniest particle called "Atom". They felt that if the energy is released from the atom the world's work would be easy. The scientists got success in their endeavour and formula for bombardment was also at their hand.

PLANNING FOR BOMBARDMENT:

Japan is the only country which continued the war though the war had been stopped. The war torture had been increased. Death toll mounted up. Hence Truman from America, Atlee from England and Chian-kai-shek from China took decision to drop bomb on Hiroshima a Japan city. These three were the men of low practice and statesmen of high principles. Colonel Paul W. Tibbets was appointed as an incharge for bombardment operation. Seven bomber planes were detailed for operation. Three planes were sent ahead to forecast weather. Two air crafts were used to carry instructions and observations. The Bomber B29 was arranged to carry out the process. Another Bomber B29 was also ready if the first one would fail.

THE AFTERMATH OF ATOMISATION ON HIROSHIMA:

The bomb was detonated to explode on Hiroshima in morning 6th August 1945. When the bomb dropped there was no bang. Everything within the radius of two miles was silenced to be collapsed. The sun was eclipsed not by shadow but by light. The brightest light made the sun light blind. A mist was formed of

nubble and human sinews. There was a total power collapsed. Muscles of human body scattered everywhere. 10,000 casualties went to a single Hospital. Doctors and nurses had to work with candle light. The tone of agony was heard every where.

Father Kleinsorge a German missionary heard a cry from a bush. He went nearby them to offer some water. In the bush he saw 20 men. Their face were totality black by burnt. There were empty hollows where the eyes were. The eyes melted down on their checks. In Hiroshina and Nagasaki almost 1,60,000 innocent people were killed. Mutilated persons were innumerable. Long term atomisation was more horrible. Some victims of radiation were sterile. The Aborted pragnant women never conceaved again. Both red and white blood cell fell down alarmingly. Even small wounds refused to be healed. Lose of hair, high fever, dysentery, bleeding in gums and untold miseries which swallowed their life.

IF I WERE COLONEL PAUL W. TIBBETS:

Colonel paul. W. Tibbets was an officer in USA air force. He was incharge of the operation of bombardment in Hiroshina and Nagasaki. It was done in Aug 6 1945. Having done the proper operation the bomb was dropped at 31,000 feet from attitude and it was exploded at 2000 feet above from the ground level. This process took 42 seconds for this operation .

He was a soldier by profession. Being a soldier he had done the task given: him. If he didn't do the process well he would not be a good soldier and loyal to his country. His duty was not gauge the good and evil of the process undertaken. Had I been Tibbets, I would have also done the task properly. Though he did his duty properly it was the greatest sin against human society.

I. Write an essay on the following Topics: (250 Words)

1. The aftermath of atomisation on Hiroshima.
2. How do you rate the decision of the three men? Substantiate your answer with logical arguments and valid points. Refer to the history of World wars I & II to back up your statements with authenticity.

3. Had you been Colonel. Paul. W. Tibbets, would you have dropped the bomb? Give reasons for your answer.

II. Paragraph Questions :

1. What was the immediate impact of the bomb on Hiroshima?
2. Describe the preparations made for the dropping of the bomb?

III. a. Word Building: SYNONYMS

- | | | |
|------------------|---|------------------|
| 1. unheralded | - | unannounced |
| 2. accelerated | - | speed up |
| 3. nanuseating | - | disgusting |
| 4. industrious | - | hard working |
| 5. enigma | - | puzzle |
| 6. catastrophe | - | destruction |
| 7. dilemma | - | confusion |
| 8. remote | - | distant |
| 9. atrocity | - | cruelty |
| 10. futility | - | uselessness |
| 11. forbidden | - | prohibited |
| 12. latent | - | hidden |
| 13. proliferated | - | increased |
| 14. whimper | - | whisper |
| 15. poignant | - | heart - breaking |

b. ANTONYMS

- | | | |
|----------------|---|--------------|
| 1. ultimate | x | initial |
| 2. extinguish | x | lit |
| 3. liberal | x | conservative |
| 4. cursed | x | bleassed |
| 5. trivial | x | significant |
| 6. harm | x | benefit |
| 7. industrious | x | lazy |
| 8. destruction | x | construction |
| 9. forbidden | x | permitted |
| 10. vindictive | x | forgiving |