

## UNIT 4

### POEM

## GOING FOR WATER

The well was dry beside the door,  
And so we went with pail and can  
Across the fields behind the house  
To seek the brook if still it ran;  
Not loth to have excuse to go,  
Because the autumn eve was fair  
(Though chill), because the fields were ours,  
And by the brook our woods were there.

We ran as if to meet the moon  
That slowly dawned behind the trees,  
The barren boughs without the leaves,  
Without the birds, without the breeze.

But once within the wood, we paused  
Like gnomes that hid us from the moon,  
Ready to run to hiding new  
With laughter when she found us soon.

Each laid on other a staying hand  
To listen ere we dared to look,  
And in the hush we joined to make  
We heard, we knew we heard the brook.

A note as from a single place,  
A slender tinkling fall that made  
Now drops that floated on the pool  
Like pearls, and now a silver blade.

- Robert Frost



**Poetic words**

**ere – before**

**soon – presently**

**blade – reference to the river**

**Glossary:**

**loth – hate, dislike**

**gnomes – dwarfs**

**Answer the following questions:**

1. Why had the speakers to go to the brook?
2. Did the speakers enjoy the trip into the woods? What makes you say so?
3. When did the speakers visit the woods - during the day or the night? Look for hints in the poem.
4. Why did the speakers pause in the woods? Who found them soon?
5. Why did each lay a 'staying hand' on the other?
6. Pick out the words that describe the flow of the brook.
7. Why is the river referred to as 'a silver blade'?
8. How does the rhyme scheme of stanza three differ from those of stanzas one and two?
9. Pick out the words in alliteration in stanza three.
10. Memorise the third, fourth and fifth stanzas of the poem.

**Answer in a paragraph:**

Describe the experiences of the children on their way to the brook to seek water.

**Thinking beyond the text:**

Do you think Chaya's children would have enjoyed going for water, as much as these children did? Give reasons for your answer.

**SWEPT AWAY**

- Susannah Hickling

**The young Frenchwoman stepped out of her flooded house  
– and disappeared beneath the water**

“Come on, We’ve got to get out of here now”, Serge urged his partner Celine. Flood water that had poured into their little terraced home was already 30 centimetres deep and rising. The couple had lifted the sofa onto the dining table and stacked as many other possessions as they could out of the reach of the filthy water. It was 2:15 pm on Monday, September 22, 2003 and the small town of Lunel in southern France had been battered by violent storms since mid-morning.

Council worker Serge, 43 and 32-year old Celine, a home help, had lived most of their lives in Lunel which stands only a few metres above sea level. The flat, marshy area, floods frequently. This was the second time in just over a year that the couple had found the home invaded by water.

Serge and Celine stepped out into the street, now a fast-flowing thigh-high river. They waded across the road and Celine stepped over a low hedge which separated the street from the pavement. Serge was following close behind when he saw Celine fall. In an instant she had disappeared below the water.

She’s dead, he thought. It’s all over. All they’ll find is her body later. Celine felt herself being pulled under the water. Instinctively, she reached up for Serge’s hand. She felt his grasp but her relief was short-lived as his hand slipped away.

She couldn’t understand what was happening. She was being swept along underwater, helpless and swallowing mouthfuls of the filthy liquid. She couldn’t breathe. “I’m going to die”, she thought. “I’m drowning. There’s no way I can survive this”. Then she found that she could breathe again. In the dim light, she could see that she was about ten metres from the manhole through which she had plunged, but the current made it impossible to swim back.

She was in a two-metre wide concrete storm drain which was almost completely filled with water and it was still rising. Across the drain stretched a small plastic pipe. Further on, the tunnel was completely black.



"I've got to try to grab that pipe", Celine thought. "I've got to keep myself as high out of the water as I can".

Slippery though it was, she managed to grasp the pipe. With a supreme effort she pulled the upper part of her body out of the water and manoeuvred herself against the wall to stop herself being swept further along the drain.

Above ground, Serge panicked. "Help, help!" he cried, wading as fast as he could to his nearest neighbour's house. "Quick! Celine's been sucked down a drain! I've got to go back, I've got to get her out".

"No," said Louise Martinez, who lived opposite the couple. "We'll ring the fire brigade."

Drenched and freezing cold, Celine hung on. Thoughts came to her almost like photographs. She could see her daughter Amandine turning to blow her a kiss as she hurried into school. "I'll never see her again", she thought. She wouldn't be there to celebrate Amandine's twelfth birthday in two weeks time. "No!" she said to herself. "I've got to be there for her. I've got to survive".

And then there was Serge. She thought of the squabble they'd had that morning. Now all she could think of was that Serge would have to tell Amandine that her mother was dead. How will he tell her? she wondered.

It didn't bear thinking about. She couldn't let it happen. "I've got to fight to the very end".

The firemen finally managed to battle through the floods about an hour after they had received the call alerting them to Celine's disappearance. They shone torches down the manhole and probed with metal rods but there was no sign of the missing woman.

As she hung from the pipe, Celine saw a bright light. It was the firemen, she realized, shining powerful torches down the manhole. She started tapping on the pipe and battering the walls with her hands and arms, "I'm here!" she shouted. "Come and get me out."



She watched as the firemen lowered metal rods, and she tried hard to shout above the noise of the racing water.

Then, to her astonishment and anger, the lights and rods disappeared. It was black now in the drain, and she felt objects smashing against her – bags, branches, the contents of bins, all swept away in the flood.

Unable to feel her legs, she knew she couldn't hold on to the pipe any longer. I've got to do something, she thought. The water level had dropped to her chest.

"There's got to be an exit further on", she reckoned. "All this water has got to go somewhere. Perhaps there's a grill". If it was shut she could be smashed to pieces against it, but if it was open she was free. She had to find out.

After a while, she was able to touch the bottom of the drain with her feet. The pipe had narrowed. Her hopes rose until suddenly her face smashed against something hard protruding from the wall – an iron bar.

Celine lost consciousness for a moment and came round to find herself once more going under the water. At the same time she could feel something above her. It seemed to be pieces of plastic hanging down from the roof. She grabbed one.

Soon the water picked up speed, the current became more and more difficult to resist and Celine could no longer walk. Forced on to her back, she once again felt herself being sucked along, out of control.

She couldn't hold on to the plastic any longer. She felt her body being thrown around by the water, turning over and over in the icy deluge. Her shoulder, then her legs and knees, slammed against the concrete wall. Still being buffeted by the terrifying force of the storm water, Celine did not immediately realize that she was in the open air. Night was falling. Then reality hit her. "I'm outside! I'm outside!" she thought jubilantly.



She was in a ditch whose water had over-flowed into a large flooded area, with houses on one side and fields on the other. She grabbed some tufts of grass and reeds but, still unable to lift herself out of the torrent, she screamed for help.

Above the roaring of the water, she heard a man's voice. Jack Poderoso, a 45-year old teacher, was standing on concrete platform just above the storm drain exit, checking that his daughter's horse was all right. "Is there someone down there?" he shouted.

"Yes, I'm here, I'm here," Celine yelled back, "What's the time?"

"It's after 7 pm", he replied.

Celine was amazed. "Have I been down here for five hours?"

"Ring Serge," She shouted, "Tell him I'm alive. He thinks I'm dead."

Jack could see that the woman was weak and still in danger. "No, calm down," he said, "You've got to get out of that river."

Celine managed to heave herself onto the muddy bank, but there was still no way Jack could reach her.

Jack forced Celine to give him Serge's number, repeating it figure by figure above the water's roar. When nobody answered, Celine managed to recall Serge's brother's number. Celine's head ached but, urged on by Jack, she dragged herself to her feet.

Then she heard another voice, inquiring "Where's the body?" It was a fireman bearing a bag. It was after 8 pm when Serge arrived at Lunel's fire station.

A fire engine pulled up outside. The doors opened. Inside sat Celine, her hair wet and bedraggled, her face battered. She had no voice left. She could only collapse weeping into Serge's arms.

No one can understand how Celine survived. She has her own theory. "When I want something, I'm very determined. I wanted to be there for my daughter and for Serge."

**(Adapted from The Reader's Digest- Dec, 2004)**

**Glossary:**

stacked	– arranged in piles
swirling	– moving around quickly
man-hole	– a hole under which drainage water flows
manoeuvred	– moved skilfully
wading	– walking through the water
squabble	– quarrel noisily
deluge	– rushing waters, floods
buffeted	– swung back and forth
jubilantly	– victoriously
bedraggled	– made wet by muddy water

**Answer the following questions:**

1. Why did Serge and Celine decide to get out of their little terraced home?
2. What did they do to safeguard their possessions?
3. Where did Serge see Celine fall and disappear below water?
4. Why couldn't Serge pull her out of the water?
5. "She's dead", he thought. Why did Serge think that Celine was dead?
6. What made it difficult for Celine to swim back?
7. What was the suggestion made by Serge's neighbour to save Celine?
8. What made Celine fight to the very end?
9. Why couldn't Celine realize that she was in the open air?
10. Who was Jack Poderoso? How did he help Celine?
11. How long had Celine been under the drain?
12. Whom did Celine ask Jack to contact, when he was rescuing her?

### Answer in a paragraph:

1. Describe the traumatic experience of Celine after being swept away into the drain.
2. Attempt a character sketch of Celine.

### Rearrange in sequence the following sentences and rewrite in a paragraph:

- A).
1. The pressure of the water was so strong and Celine's hand so slippery that Serge could not hold on.
  2. Serge quickly splashed over to help her up.
  3. Her hand disappeared from view.
  4. He grabbed it and pulled with all his might.
  5. But all he saw was a hand reaching up out of the water.
- B).
1. "Yes, I'm here, I'm here", Celine yelled back. "What's the time?"
  2. "Is there some one down there?" he shouted.
  3. Jack Poderoso, a 45-year old teacher, was standing on the concrete platform, just above the drain exit.
  4. Celine was amazed, "Have I been here for five hours?"
  5. "It's after 7 pm", he replied.

### Match the following :

- |             |   |                   |
|-------------|---|-------------------|
| 1. Serge    | - | a small town      |
| 2. Jack     | - | Celine's daughter |
| 3. Lunel    | - | wife of Serge     |
| 4. Celine   | - | teacher           |
| 5. Amandine | - | council worker    |

#### Tongue Twister :

Truly rural

Preshrunk silk shirts

Shoes and socks shock my shy sister

#### A Funny Answer :

Why do leopards never escape from the zoo?

Because they are always spotted.



## UNIT 5

### PROSE

## MAKING VISIBLE THE INVISIBLE

- Kalpana Sharma

### Pre - reading activity :

Tick off the items you use in your home:

1. washing machine
2. dish - washer
3. vacuum cleaner
4. mixer - grinder

- A. Who works these machines at home? anyone in the family parents servants
- B. Before these machines came in to your home, who do you think would have done the work these machines do?
- C. Which do you think is more difficult – machine applied domestic work or manual domestic work (work carried out manually) ?



Now read this newspaper write – up on domestic workers.

### Illegal and inhumane: A rescued child domestic worker

1. They sweep, they swab, they wash, they cook, they take care of our children and our pets, and they look after our elderly. We see them every day. Yet they are invisible.

Yes, millions of women, men and children — India's large force of domestic workers, or "servants" as most people call them — remain unseen, undervalued and denied rights that all workers deserve.

undervalued - importance, goodness or value not recognised  
denied - refused



2. This is a subject to which we are forced to return every now and then. Sometimes it is a **tragedy** that forces us to think. Sometimes a positive development. In June 2006, when 10-year-old Sonu was **sadistically tortured** and killed by her

tragedy - sad happening  
sadistically - getting pleasure out of hurting someone

employers in Mumbai, the invisible world of the domestic worker, and especially of the child worker, lay exposed in all its **brutality**. With the New Year, the possibility of changing the conditions of work and life of such people comes in the form of the Maharashtra Domestic Workers' Welfare Board Bill that was passed by both houses of the legislature during the recently concluded winter session. Although the law has many **shortcomings**, it is important because it recognises the rights of these "invisible" workers.

tortured	- made to suffer
brutality	- cruelty
shortcomings	- defects

a) Why is the world of domestic workers 'invisible'?

b) How can the Maharashtra Bill help the workers?

### Beyond legislation

3. Of course, laws alone cannot deal with a problem that constantly **plays hide and seek**. For decades, groups like the National Domestic Workers' Movement have **campaigned** for recognition of domestic work as a form of labour. The **diligence** and **persistence** of such groups have resulted in some states **initiating** legislation. For instance, both Andhra Pradesh and Karnataka have included domestic workers in the legal provisions for minimum

plays hide and seek	- evades
campaigned	- carried out series of organised activities to achieve something
diligence	- steady effort
persistence	- continuous effort
initiating	- starting
challenge(n)	- difficult task
implementation	- carrying out

wage. Tamil Nadu has included domestic work in the Manual Labour Act and in January 2007 set up the Domestic Workers' Welfare Board. Kerala has taken some steps in this direction, as have Bihar and Rajasthan. The Central Government has included domestic workers in provisions under the Unorganised Sector Workers' Social Security Act that was passed in January last year. And now Maharashtra has passed its own law.

4. Most labour laws face the **challenge** of **implementation** but amongst the most difficult must surely be the ones linked to domestic work. To begin with, there are no clear statistics of the number of people working as paid labourers in people's

homes. According to the International Labour Organisation (ILO), "A domestic worker is someone who carries out household work in a private household in return for wages." The estimated number of domestic workers in India is 90 million, but this is probably an underestimate as there has been no systematic study to document such workers throughout the country.

a) **Which are the states in India that have shown concern for the domestic workers?**

b) **Is it difficult to implement labour laws for domestic workers?**

5. From the data that exist, it is clear that the overwhelming majority of domestic workers are women and girls. There has been considerable **documentation** of the abuse, young girls, in particular, suffer at the hands of their employers. Sonu's was not an **exceptional** story. It was just a reminder of what goes on behind many closed doors.

6. An estimated 20 per cent of domestic workers are children below 14 years of age. Under child labour laws, these children should not be employed. Yet those who do employ them get around the law by claiming that they are

**documentation** - being recorded in documents  
**exceptional** - unusual

"looking after" these children when in fact it is the children who look after them, usually with little or no pay. Such child workers slip between the cracks of labour laws as most laws cover workers over the age of 18. The Maharashtra

**I wonder !**

What does 'slip between the cracks of labour law' mean? Is it the same as 'find loopholes in the law?'



law, for instance, addresses domestic workers between the ages of 18 and 60 who are now eligible to register themselves at district welfare boards. But what happens to those under 18?

7. Laws are necessary but those relating to domestic

**penalised** – punished  
**surplus market** – where several jobs are available

workers can only be effective if there is a change of attitude in the people who employ them. Do employers of domestics even know what the minimum wage is? Do they care? How will they be **penalised** if they refuse to pay? Can domestic workers ever be

strong enough to refuse to work in a labour **surplus market** like ours? Every day, changes in the economy and developmental policies are pushing more people into domestic work. .

simultaneously - at the same time

With extended families being replaced by nuclear families, there is increasing demand for domestic workers. This ought to push up wages. But **simultaneously**, the increasing number of infrastructure projects and industries are displacing millions of people, particularly from tribal areas. These are the women, especially, who are now joining the growing force of domestic workers in our cities.

- a) Do the labour laws include all age groups of workers?
- b) How are children affected by these laws?
- c) What are the causes for the increase in domestic workers?
- d) Besides laws, what could help domestic workers have a better life?

### Ground realities

intervene – become involved in

8. Slavery would be considered a harsh term by most Indians who employ domestic workers but the reality is that even today in many homes, the domestics — especially those who work full time — are often no better than slaves. They are usually in debt to their employers and work their whole lives to pay off the debt. Generations work to pay off the debt. And it never really ever gets paid off. They are on call 24 hours of the day, 365 days in the year. And they can never ever dream of freeing themselves from such bondage. How can laws **intervene** in such situations?

9. Ultimately, things can and will change only if those who employ domestics accept that these workers are first of all “workers” and not “servants”. That they are individuals with rights like any other person. That they should be paid a fair wage. That they deserve time off. That they too have families to care for. That they should not lose wages when they fall sick. That they are valued human beings without whom our lives would be impossible.

legislated – made into a law

10. Such a change of attitude cannot be **legislated**.

- a) How are some domestic workers' lives similar to those of slaves?
- b) How should employers with a change in attitude treat their domestic workers?

- Courtesy: The Hindu, 11th January, 2009

### Reflecting on the text :

1. Do we really need someone to do our domestic work for us?
2. Who are these domestic workers –
  - a. Do they have a qualification for their jobs?
  - b. Would they be able to get better jobs if they gave up being domestic workers?
  - c. Do you think they enjoy the work they do? Why do you think so?
  - d. How could you contribute to a better living for your domestic worker and his / her family? Use these clues to guide your thoughts:
    - i. in your communication with them
    - ii. in the workload you give
    - iii. in the facilities you provide
3. What is your observation of the existing attitudes and what in your opinion would you consider a 'change'?
4. Do you believe attitudes cannot be 'legislated'? If they could, what attitudes in an individual and in society would you ban as illegal? Which ones would you pass as a Bill? Discuss this in your class.

### *Know your rights*

#### ✦ *The right to survival*

✓ *To have a life, a home, enough food, good health and a family*

#### ✦ *The right to development*

✓ *The right to education, play, entertainment, to develop skills and talents*

✓ *The right to your own culture, religion and language*

### Vocabulary :

#### Look at the words given below :

**Act**

**Bill**

**Legislation**

**Law**

Do these words have the same meaning? Check your dictionary to find out.

#### Match the following :

**Act**

- A written suggestion for a new law to be presented in parliament so that members can discuss it

**Bill**

- Laws or sets of laws processed and passed by Parliament

**Law**

- A bill passed by Parliament

**Legislation**

- The whole set of rules that everyone in the country must obey



**Fill in the blank with the appropriate word from the four words given above:**

**Right to Education Act (RTE) :**

The Right of Children to Free and Compulsory Education\_\_\_\_\_, which was passed by the Indian Parliament on 4 August 2009, describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution. India became one of the 135 countries to make education a fundamental right of every child when the \_\_\_\_\_ came into force on 1 April 2010.

The \_\_\_\_\_ was approved by the cabinet on 2 July 2009. Rajya Sabha passed the \_\_\_\_\_ on 20 July 2009 and the Lok Sabha on 4 August 2009. It received Presidential assent and was notified as a \_\_\_\_\_ on 3 Sept 2009 as The Children's Right to Free and Compulsory Education \_\_\_\_\_. The \_\_\_\_\_ came into effect in the whole of India except the state of Jammu and Kashmir from 1 April 2010, the first time in the history of India a \_\_\_\_\_ was brought into force by a speech by the Prime Minister. In his speech, Manmohan Singh, Prime Minister of India stated :“We are committed to ensuring that all children, irrespective of gender and social category, have access to education, an education that enables them to acquire the skills, knowledge, values and attitudes necessary to become responsible and active citizens of India.”

**Know your rights**

- ⇒ The right to protection from harm, trafficking dangerous drugs
- ⇒ The right to protection against being abused and forced by economic necessity to enter occupation unsuited for your age or strength
- ⇒ The right to participation
- ⇒ The right to express yourself and be heard

**Uncommon plural forms:**

Some words take plurals of a different form. Look at the examples given below:

Singular	Plural
axis	axes
crisis	crises



Singular	Plural
focus	foci
terminus	termini, terminuses
genie	genii, genies
memorandum	memoranda
stratum	strata
aquarium	aquaria
alumna (feminine)	alumnae
alumnus (masculine)	alumni

Some nouns retain the same form in the singular and plural.

**e.g.** sheep, deer, species, aircraft, corps, swine

Most compound nouns form their plural with an addition of '\_s'

**e.g.** dining room      dining rooms  
grown-up      grown-ups  
spoonful      spoonfuls

In some compound nouns the plural is formed by adding 's' to the first part of the compound word.

**e.g.** daughter-in-law      daughters-in-law  
runner-up      runners-up  
governor-general      governors-general

In some compound nouns the plural is formed by converting both the elements in the compound word.

man servant      –      men servants  
woman student      –      women students

Some nouns are always plural. They have no singular forms.

**E.g.** cattle, spectacles, means, premises

### Activity :

Fill in the blanks in the columns given below :

Singular	Plural
analysis	
	criteria
series	
erratum	
cupful	
	innings
	curricula
medium	

### Stress :

Look at the statement

**I am not going with you to the party.**

This statement conveys different meanings when you stress (use a force on) different words.

**e.g:** I am not going with you to the party.

The stress on 'I' would mean 'Not I but someone else is going with you'.

I am not going with you to the **party**.

The stress on 'party' would mean, 'I am going somewhere with you but not to the party'.

I am not going with **you** to the party.

The stress on 'you' would mean, 'I am going with someone else, not you'.

Now can you guess what the statement would mean if the stress was on '**not**'?

**Read these sentences aloud changing the stress to change the meaning of the sentence accordingly.**

1. Vidhya gave me this present.
2. I did not steal this pen.
3. There is a park near the house.

## **Writing Skill :**

### **Developing Headlines**

When writing a news report for a newspaper or your school News Board, your headline is the first, and perhaps, the only impression you make on your reader. So writing great headlines is a critical and creative art.

On an average 8 out of 10 people read only the headline copy but only two do read the report. The better the headline, the better the chances of getting the report read by a greater percentage of people. The following points are what you need to know in order to identify a headline or differentiate it from a complete statement:

1. Headlines often contain a noun phrase with no verb  
*e.g.: Unexpected visit of Minister to schools*
2. Headlines may have noun strings (several nouns put together)  
*e.g.: Tamil Nadu State Board Examination Results Declared*
3. Various verb changes are made in headlines. The common changes are:
  - a) The Simple Tense form is used instead of the Continuous or Perfect forms  
*e.g.: Chennai celebrates Madras Week*

The people of Chennai are celebrating Aug 7 to 13 as Madras Week.

- b) The Infinitive form refers to the future  
*e.g.: Prime Minister to inaugurate National Games*

The Prime Minister will / is going to inaugurate the National games in Delhi

- c) The auxiliary verb is dropped in the passive form  
*e.g.: Passengers injured in accident*

The passengers of a van were/have been injured in an accident.....

4. Articles are dropped; full-stops are not placed after headlines

*e.g.: Man snatches woman's chain*

A man snatched a woman's chain ....

5. Headlines may contain initials and abbreviations

*e.g.: India to host SAARC Meet in U.P.*

### **Activity :**

Expand the following headlines into complete sentences:

1. Mobile phones banned in schools
2. Scientist discovers new planet
3. Foreign Secy. meets CM to discuss rehab
4. Jewels stolen from house in Mylapore
5. Dutch teens arrive for reunion with family
6. Business campaign launched in China
7. Thirty child labourers rescued in Agra
8. Parents arrested for child abuse
9. Indian awarded Nobel Prize for Physics
10. Andhra XI beat Viva to enter Football Cup semi-finals

You have been able to identify a headline and expand it into a complete sentence.

### **Now let us try forming a headline from a complete sentence :**

Indian Labour Investigators have rescued 25 child workers in a dawn raid on four toy factories in New Delhi.

Let's ask ourselves these questions and answer them in single words or short phrases.

What is this about? \_\_\_\_\_ **30 child labourers**

What happened to them? \_\_\_\_\_ **were rescued**

From where were they rescued? \_\_\_\_\_ **from toy factories**

Now form a sentence with your answers and edit it to obtain the features of a headline.

**30 child labourers rescued from toy factories**

### Activity:

Form a headline for each of the following news reports. Remember to pick out only the main idea or words from the sentence.

1. Two families residing in the posh Excel Apartments in Bombay, who had employed four children as domestic help, have been fined Rs 61,000/- in all by the State Labour Department's Child Welfare Committee.
2. Activists in Jakarta are calling on all household workers to stop working and march in the streets during the nationwide strike called for from May 1-3 to push for the formulation and passage of the Domestic Worker Law.
3. Children of a private school in Chennai city have taken a pledge to ease the workload of their domestic workers at home by sharing their work and teaching them in the time thus saved.
4. K.Banumathi of SS school won the First prize in the Inter- School Debate on the topic "Are Domestic Helps necessary?" conducted by Lions' Club, South Chennai.
5. The government has declared a two-day holiday for schools and colleges due to heavy rains lashing the city resulting in flooding of streets and residential areas in the city.

### Grammar - Revision of Active and Passive Voice:

You have learnt how to use Active and Passive Voice. Here are a few more exercises for practice.

**Fill in the blanks using the correct voice of the verbs given in the brackets.**

1. You cannot meet the captain of the cricket team now, as he \_\_\_\_\_ (interview) by the reporter at the moment.
2. I \_\_\_\_\_ (chat) with Prema on the phone when I was interrupted by the sound of the door-bell.

3. Arun is busy now. He \_\_\_\_\_ (**draw**) the diagrams in his science record.
4. Our work \_\_\_\_\_ (**complete**) last night.
5. Sneha \_\_\_\_\_ (**bake**) cookies when she \_\_\_\_\_ (**interrupt**) by a loud noise.
6. Kavitha is an impulsive buyer. By the time she goes back home most of her money \_\_\_\_\_ (**spend**).

**Identify the voice and select the correct verb form from the brackets in the following sentences:**

1. The florist (**delivers / is delivered**) flowers to my office everyday.
2. The children (**looked after / are looked after**) by their grandmother.
3. The kitchen (**is tiled / is being tiled**). We cannot use it yet.
4. The banquet (**is being attended / was attended**) by distinguished guests last night.
5. The dusk-to-dawn curfew (**will have lifted / will have been lifted**) by the end of this week.
6. Linda (**had been ridiculed / is been ridiculed**) by her insensitive classmates for her spelling problems.

**Rewrite the sentences in the other voice :**

1. He was awarded a prize by the government.
2. The certificates were issued to the students.
3. The Manager did not give them a bonus.
4. The old man completed his work.
5. They must arrest the culprits.
6. We should help the poor.

**Rewrite the following passages, transforming the verbs into the passive form, wherever possible :**

### **Passage - 1**

Cheenu invented a magic pen. Whenever he made a mistake the pen would correct it automatically. One day he was writing a letter in class, when he spelt a word wrong. "How did I commit a mistake?" he wondered. "Has my pen lost its effect?" Cheenu was puzzled. He was not using his magic pen then.



Unfortunately he had left the magic pen at home, so he could not correct his mistake. He had to submit his paper to the teacher. The teacher was correcting his paper and his mistake worried her. "Cheenu does not make mistakes" thought the teacher. "I will have to speak to him". The teacher's enquiry revealed the truth. Cheenu felt ashamed of himself. "I am using my pen selfishly. I am not learning anything new. I will not use it hereafter for personal gains. I shall work hard and learn my spellings properly"; this was Cheenu's decision.

### **Passage - 2**

Machines crush wood into small pieces. They mix the pieces with water and chemicals to produce pulp. Other machines spin the resulting pulp into fine sheets of paper.

When we recycle paper, we repeat the process. We use different chemical processes to produce the various required grades of paper.

**The sentences given below are incorrect. Rewrite them correctly.**

1. The theatre was crowding with so many people that we couldn't find a place to sit.
2. The construction worker was strike by a falling beam while he was working at the annexure block.
3. The agenda is discussing now, so members are free to voice their opinions.
4. At 8.30 last night, technicians were tried to reconnect the damaged power lines and restore electricity in our area.
5. The cupboard crammed with so many things that everything fell out when I opened it.

### **Transformation of Sentences from Compound to Simple – Revision :**

**Rewrite the following sentences adding ' -ing ' to the appropriate verb.**

**An example is given below :**

I broke my ankle in a football match and had to go to hospital.

Having broken my ankle in a football match, I had to go to hospital.

- a) I couldn't walk, so I was taken in a wheel chair.
- b) The doctor decided to operate upon me and gave me an anaesthetic.
- c) It was very painful, so I had to stay in bed
- d) I recovered in a month's time and was discharged.
- e) I regained my strength and I started playing again.

## Prepositions of Time and Space - Revision

Look at the following passages:

- A. Leave your books on the table at the centre of the room. Then go to the room beside the staircase. Wait there until I come
- B. There is not enough space between the desk and the bench. Arrange them properly, before the classes commence.
- C. Behind the cupboard, very near the wall, there is a narrow gap, into which a few charts have been kept. Unroll them and hang them on the walls of the room. This is the work assigned to you for today.

The words underlined are prepositions.

### Activity :

Choose the right preposition and fill in the blanks:

1. The work will be over -----(by, on) this evening.
2. The papers are to be prepared ----- (by, within) a month.
3. My uncle will visit me ----- (at, in) May.
4. The cat hid ----- (behind, under) the door.
5. Ravi stayed with his uncle ----- (for, by) six months.

### Listening Skill :

The teacher will read the passage twice. Pay attention to the reading of the passage and answer the questions given below:

In 1989, the United Nations declared that all children of the world any race, religion or colour, whether rich or poor, healthy or ill, boy or girl, have certain basic rights that assure them a life of dignity. This declaration is called the United Nations Convention on the Rights of the Child.

Our government passed the Right to Education Act in April 2010. This means that all children between the ages of six and fourteen will be provided with free education. If someone is denied this right they can take the government to court. Earlier, in 2006, the government had banned the hiring of children as workforce in hotels and tea shops.

If you come across any wrongful situation, you too can take an adult's help to get your voice heard or file a petition. Call **1090/1091** and get in touch with the police for any help in crimes against children. Do not be afraid to report a crime that you witness or experience. Your identity will not be disclosed.

### Questions :

1. Children of all nations will be assured of a life of dignity if they have \_\_\_\_\_.  
(a) rich food      (b) basic rights      (c) many friends      (d) freedom
2. Children in India, between the age of \_\_\_\_\_, will be provided education.  
(a) three and sixteen    (b) six and eighteen  
(c) six and fourteen    (d) four and fifteen
3. The Government has banned the hiring of \_\_\_\_\_ in hotels and tea shops.  
(a) old people    (b) young people    (c) teenagers      (d) children
4. The \_\_\_\_\_ Government passed the Right to Education Act in April 2010.  
(a) British      (b) Indian      (c) UNO      (d) USA
5. Call 1090/1091 for help in \_\_\_\_\_.  
(a) curbing acts of robbery in your area      (b) situations of emergency  
(c) crimes against children      (d) transporting victims of accident to hospital

### Reading Skill :

Read the passages below and find out for yourself how these passages have increased your knowledge. Put down your points in a tabular form.

#### Model Passage:

##### Jasmina's Story

Almost seven days a week, 8 year old Jasmina has to get up before dawn to fetch water for the household where she has been working as a maid for over a year now. That is the start of her working day. She will work, do the washing, sweeping and anything else required until about 11 o'clock at night when she lies down on the hard bathroom floor to sleep.

She is tired most of the time but her employers beat her if she is not working hard enough or if she makes a mistake. "They want their shoes polished. If I don't do it fast enough, they hit me with a cooking spoon." After her father died, Jasmina and sister were sent to West Bengal to work as maids for a salary of 100 rupees a month.

This is how the KWL organiser is formed:

What I <u>K</u> now	What I <u>W</u> ant to know	What I have <u>L</u> earnt
E.g. Maids have to fetch water and do the washing; they sweep; they polish the shoes	All the work she has to do every day	* She has no father
		* She is beaten badly
		* She is paid only Rs.100 a month
		* She works in a place away from her home town

Here are two more passages. Form KWL organisers for these passages.

### Lakshmi's Story

I am nine years old and I work as a beedi roller. I live in Tamil Nadu. I have a sister. My sister is ten years old. She is a bonded labourer. Every morning at seven o'clock she goes to her master's house and she does not come home until nine o'clock at night. He treats her badly. He hits her if he thinks she is working too slowly or if she is talking to any of the other children; he yells at her if she is sick and cannot go to work. I don't care about school or playing or that I have to work. All I want is to free my sister from this man. I could do that for 600 rupees but I do not have 600 rupees.

### Yeramma's Story

I am eleven years old now. I used to go to a government school but I had to discontinue my studies, as my sister fell ill. We took her to hospital but the doctor said we had to pay more money. My parents made me a bonded labourer for 1700 rupees. I was about seven then. I worked unwinding the silk cocoons. I didn't like it but my parents made me work. They said I couldn't go to school; I had to work.

At work I had to get up at 4 o'clock in the morning. I was allowed to go home, only once a week. The rest of the time I lived at the factory. I slept with three other

children in the factory between two machines. The owner provided us with rice, but we had to pay for it and cook it ourselves. We worked twelve hours a day with one hour's rest. If I made a mistake, I would be beaten. Girls had to undertake domestic work, besides working in the factory.

### **Writing Skill :**

Using the points noted under the column 'What I have learnt' write a paragraph on how you could help such children overcome their difficulties. **Translate Jasmina's story into your mother tongue** Into the world of idioms

- |                     |   |   |
|---------------------|---|---|
| 1. child's play     | - | a simple task for anyone who has the gift or experience to accomplish it              |
| 2. a brain child    | - | one's original ideas  |
| 3. child –like      | - | having the innocent and frank qualities of a child                                    |
| 4. second childhood | - | old age   |
| 5. a dropout        | - | a student who leaves school / college / university without finishing his / her course |

### **Speaking Skill :**

**Listen to the following narration and answer orally the questions that follow:**

Every Sunday I go to the orphanage and spend some time with the children there. During one such visit, I saw a nine year old boy sitting alone and crying silently. I asked him why he was crying. He would not answer. I sat down beside him, and consoled him as best as I could. Gradually, he stopped crying and told me that he had run away from a tea-stall, because of the harsh treatment he had to face there. I shared with him the snacks I had brought and cheered him up with kind words. I assured him that I would visit him every weekend.

*Where do you think this child should have been - in the shop or in school?*

*Which would have helped him?*

Share your opinion of this passage with the class.

Form three groups. Choose any one topic for each group and hold a discussion on it. The leader of each group should present the prepared write-up to the other two groups.

- ⇒ Where would you draw the line between work that is acceptable for children, and work that could be called child labour?
- ⇒ If you could do three things to help child labourers, what would they be?  
Imagine that you are able to talk to the owner of a factory that uses child labour.
- ⇒ What questions would you ask and what would you say to the owner?

### Activity :

Are you interested in making simple crafts? Let us try one now. Form groups of four members. Each group will do the following :

- ✦ Take a dry leaf, a sheet of paper, bottle ink and a brush.
  - ✦ Place the leaf on a plain surface.
  - ✦ Using a brush, evenly apply ink on the bottom surface of the leaf.
  - ✦ Leave it for a minute.
  - ✦ Now place the ink-applied surface of the leaf on a sheet of paper and press it lightly for a minute.
  - ✦ Carefully remove the leaf from the sheet.
  - ✦ You will find a trace of the leaf on the paper.
  - ✦ Leave it to dry.
  - ✦ You can use the trace to make greeting cards, pictures, stickers, or any art work of your choice.
- ⇒ Now sit in groups and write a paragraph on how you created the imprint. Use passive voice in your description. To make it more interesting, each group can make an imprint of a different object and present a write-up to the other groups.
  - ⇒ Describe how you would decorate your house for a birthday party.
  - ⇒ Write how you would pack your bag for a holiday trip.

### Telephonic etiquettes

There are some etiquettes of speech that you should follow while speaking over the phone.

#### If you are the caller

State your number and ask for the person you wish to speak to

Be brief



**Speak fluently and accurately**

**Finish the call with a 'Thank you.'**

**If you are answering a call**

**Give your name and phone number**

**Speak politely**

**Do not be too loud or hasty**

**If the message is to be conveyed to someone else, note it down and assure the caller that it would be conveyed at the earliest**



**Making / Receiving wrong calls**

**If you make a wrong call, apologise to the person politely**

**If you receive a wrong call, explain without irritation that you are not the person the speaker expects to contact; don't slam down the phone**

## UNIT 5

### POEM

## THE CRY OF THE CHILDREN

"For oh," say the children, "we are weary,  
And we cannot run or leap.  
From your pleasures fair and fine!  
If we cared for any meadows, it were merely  
To drop down in them and sleep.  
Our knees tremble sorely in the stooping --  
We fall upon our faces, trying to go;  
And, underneath our heavy eyelids drooping,  
The reddest flower would look as pale as snow.  
For, all day, we drag our burden tiring,  
Through the coal-dark, underground --  
Or, all day, we drive the wheels of iron  
In the factories, round and round.



For, all day, the wheels are droning, turning, --  
Their wind comes in our faces, --  
Till our hearts turn, -- our head, with pulses burning,  
And the walls turn in their places ---  
Turns the sky in the high window blank and reeling --  
Turns the long light that droppeth down the wall --  
Turn the black flies that crawl along the ceiling --  
All are turning, all the day, and we with all, ---  
And, all day, the iron wheels are droning;  
And sometimes we could pray,  
'O ye wheels' (breaking out in a mad moaning)  
'Stop! be silent for to-day!'



- Elizabeth Barrett Browning

Glossary:	
<b>stooping</b>	– bending forward
<b>drooping</b>	– closing due to tiredness
<b>droning</b>	– making a continuous low sound
<b>moaning</b>	– expressing pain or regret

**Answer the following questions:**

- (1) What does the poet want the children to do?
- (2) What do the children do all the day?
- (3) Why do they have drooping eye-lids?
- (4) What do they want to do if they see any meadow?
- (5) Whose sound is referred to as 'mad moaning'- the children's or the machines?
- (6) What do they cry for?

- (7) *'Underneath our heavy eye-lids drooping.  
The reddest flower would look as pale as snow.'*

Why would the flowers look pale? To what is the poet comparing the flowers , in these lines?

- (8) *'We fall upon our faces, trying to go'*  
What is the condition of the children expressed through this line?

- (9) *'The reddest flower would look as pale as snow'*  
What is the figure of speech employed in this line?

- (10) *'O ye wheels' (breaking out in a mad moaning)  
'Stop! be silent for to-day!'*

The figure of speech used here is: \_\_\_\_\_

(a) simile              (b) metaphor              (c) personification

- (11) Memorise the first nine lines of the poem.

## Parallel Reading :

Children are made to work in factories to manufacture products for trade. Here is a poet who refuses to buy the products. Read the poem and discover the reason for the refusal.

### CHILD LABOUR

*Agreed that ...*

*This is a wonderful doormat  
Soft, silky, smooth, glossy;*

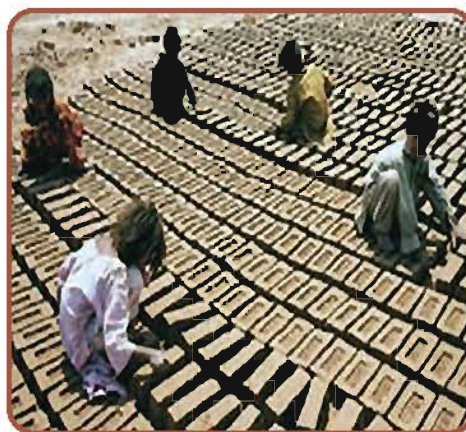
*Look at the design and the pattern  
The colors, the shades, the darkness ...  
Influence the onlooker;*

*The innocence and virtuousness of  
Delicate and subtle hands ... as if  
Fabricated childlike pure dreams;*

*The doormat is precious and esteemed  
It is just invaluable!  
The price you quote is rational;*

*This is worth buying, worth possessing,  
Yet, I prefer not to buy this,  
I dare not use this doormat ...because*

*I cannot be a killer, a murderer  
Of innocent children!*



**-Faheem Jawald**

- 1) Why does the poet reject the purchase of the doormat?
- 2) Do you think the children in this poem would have had to work as hard as the children depicted in Browning's poem?
- 3) Discuss the possible difference in the work of the children mentioned in both the poems.
- 4) Attempt a rhyme of six lines about a child. You may use the rhyming words given below and add your own rhyming words for two lines.

**cheer, care, dear, share**

## UNIT 5

## SUPPLEMENTARY READING

### A CLOSE ENCOUNTER

- Rex Coker

There are geniuses and tinkerers that live everywhere in small towns all over the world. My brother was a tinkerer and spent much of his time coming up with new inventions that would keep him from having to overexert himself during the summer months when school was out. Having too much time on his hands, he would let his mind wander as he would sit down and apply his ideas to paper skillfully blueprinting his invention so he could try it out.

The old Schwinn bike with the heavy balloon type tires sat upside down for weeks as he attached different things to the gear system of the bike.

A DC electric motor he bought from a local pawn shop for twenty bucks and the old battery out of dad's old Chevy were fast coming together.



The motor was mounted on the main frame just below the bike's seat. The battery was strapped down on the rack over the back tire and fender.

Two cables were run along the frame to a switch mounted on the cross bar between the handle bars and seat. In the place of a sprocket which drove the chain was now a pulley with the fan belt off, of an old Yazoo lawn mower.

A pulley mounted to the steering housing, with a spring to keep tension on the belt, made the bike look like something out of a science fiction novel.

The day of the test run behind our house had us boys laughing with excitement. My brother had placed the bike on a center block to raise the back tire off the ground. He hooked up the battery terminals and switched the motor on. It stirred to life and the back tire began to sing a high pitched sound.

It was so cool to see his invention work, but the real test was about to be the most fun part of my summer and one that I will never forget.



My brother saddled up on his beast of an invention, put his bike helmet on along with his leather gloves. He threw his leg over the contraption and held his thumb up for contact just like in those old war movies where the guy on the ground spins the propeller of the plane. I gave him the thumbs up also and he pushed off to get the bike up to speed before throwing the switch.

'We have lifted off', I yelled! My brother put his hand down and threw the switch. The beast came to life and the bike hurried off into the distance. I tried to keep up with him, but the bike was much too fast. Standing there out of breath with my hands on my knees, I could see my brother was having a little trouble turning the bike around. He turned it sharply around the corner and disappeared around the block. When he reappeared minutes later he was headed straight for me at a high rate of speed. Tired as I was I had to run for my life to keep ahead of the invention. Darting through the double gate of the back yard I managed to escape under the clothes line to the back fence.



My brother was not so lucky. Even though he had switched the motor off, his speed was too fast to stop and the clothes line caught him under his chin and cut him a flip off of the bike. I thought he was dead and I raced over to help him. I turned him over and he grabbed me and we began to fight. He cursed at me and asked me why I did not help him stop. I told him he should have let me ride it first. I am much shorter than he was and maybe even smarter. "OH YEAH," he said.

"Why do you think that?" he said, "Well if you were smarter than me you would have bailed off before the clothes line." We started to laugh and we looked in the direction of his invention.

#### **Glossary:**

tinkerers	– persons who travel from place to place selling or repairing things
Schwinn bike	– a bicycle manufactured in the U.S.A.
fender	– mud guard
sprocket	– one of the teeth on the wheel of a bicycle
contraption	– device
flip	– quick or light blow
bailed off	– escaped
warped	– bent, distorted



The tires were warped and the battery had come loose and flew into the neighbor's back yard. My brother looked at me and made this statement. "Well, look at it this way. At least we had some quality time together today."

**Answer the following questions :**

1. How would the brother's inventions help him?
2. What aided brother's attempts at inventions?
3. How was the bike constructed?
4. Explain 'thumbs up'.
5. What was the danger that befell the other brother? How did he manage to escape from the bike racing towards him?
6. What happened to the rider on the bike?

**Answer in a paragraph :**

How did the encounter bring the brothers closer to each other?

**Read the passage given below and answer the questions that follow :**

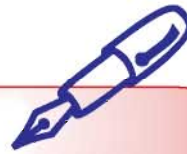
My brother saddled up on his beast of an invention, put his bike helmet on along with his leather gloves. He threw his leg over the contraption and held his thumb up for contact just like in those old war movies where the guy on the ground spins the propeller of the plane. I gave him the thumbs up also and he pushed off to get the bike up to speed before throwing the switch.

'We have lifted off', I yelled! My brother put his hand down and threw the switch. The beast came to life and the bike hurried off into the distance. I tried to keep up with him, but the bike was much too fast. Standing there out of breath with my hands on my knees, I could see my brother was having a little trouble turning the bike around. He turned it sharply around the corner and disappeared around the block. When he reappeared minutes later he was headed straight for me at a high rate of speed. Tired as I was I had to run for my life to keep ahead of the invention. Darting through the double gate of the back yard I managed to escape under the clothes line to the back fence.

### Questions :

1. What do the words 'beast of an invention' refer to?
2. In what way was the brother's behaviour like that of the character in the movie?
3. Why was the boy out of breath?
4. What danger befell the boy watching the rider?
5. How did the boy escape from the danger?

### Tongue Twister



**Lisping lips lisp a lot.  
The vets wore vests which were vets' vests.**

### A funny answer



What day of the year is a command to go forward?  
March 4<sup>th</sup> (sounds like March forth)

What is the difference between a cat and a comma?  
A cat has claws at the end of its paws, and a comma  
has a pause at the end of its clause.

## UNIT 6

### PROSE

## FLYING WITH THE MOON ON THEIR WINGS

### Pre - reading Activity

Have you seen birds flying in groups high in the sky?

Where do you think they are going?

Talk about what you have noticed:

- a) the way they fly
- b) their direction
- c) the time of the year when you see them
- d) the sounds they make if any



Bird Migration is the regular seasonal journey undertaken by many **species** of birds. At a particular season thousands of birds travel from one place to another.

One of the greatest mysteries of bird life is migration or travelling. Every year, during autumn and early winter, birds travel from their **breeding haunts** in the northern regions of Asia, Europe and America to the southern, warmer lands. They make the return journey again during spring and early summer. They are very punctual too, unless they are delayed by the weather. We may calculate almost to a day when we may expect our bird friends to return, carrying winter on their backs.

Some species also move out of one area into another, not very far away. All birds have a certain amount of local movements, caused by the **stresses** of living and the **variations** in food supply. This kind of movement is particularly noticeable in North India where the seasons are **well defined**.

Birds which spend the summer in the **higher reaches** of mountains come down during the winter to the lower foothills or even the plains. This type is very common within India where the mighty Himalayas lie close to the Indo-Gangetic plain.

<b>species</b>	: groups with biological likeness
<b>breeding haunts</b>	: nesting places
<b>stresses</b>	: difficult conditions, hardships
<b>variation</b>	: degree of change
<b>well defined</b>	: clearly marked
<b>higher reaches</b>	: on top of the mountains

1. What do birds do every year during autumn and early winter?

2. What could be the meaning of the phrase "carrying winter on their back"?

The brave little **voyagers** face many dangers and hardships, while travelling long, long distances through the air over hill, forest and plain and over large stretches of water. Sometimes sudden storms arise and drive them far out of their course. Often they are blown right out to sea and they drown in the wild waves. Some times at night bright lights attract and confuse the birds.



**voyagers** : travellers  
**seldom** : not often, rarely

Migrating birds do not fly at their fastest. The migration speed is usually from 48 to 64 km an hour and rarely exceeds 80 km per hour. Small birds **seldom** exceed 48 km per hour, most shore birds fly between 64 and 80 km per hour, while many ducks travel at 80 to 96 km per hour. Migrants generally fly at a distance under 900 meters, but some travellers have been found sometimes at greater heights.

1. Who are the brave little voyagers?
2. Can you think of any other danger the birds face, during their migration?

Some birds make the long journey in easy stages, stopping to rest on the way. Others fly great distances without pausing to rest and feed. Some fly by day, some both by day and by night, but most of them speed on their way through darkness after the sun has set.

Birds usually travel in **flocks**. The 'V' shaped formation of cranes and geese attracts much attention as the birds speed across the sky. Swallows, flycatchers, warblers, shorebirds and

**flocks** : groups of birds of the same kind  
**excited** : in a state of great activity  
**fluttering** : moving lightly and quickly  
**twittering** : chirping

water birds begin to gather in flocks, each with its own kind and after a great deal of **excited fluttering, twittering** and calling, they rise up into the air and away they go.

1. Describe the manner in which birds make their long journey.
2. Have you ever noticed the 'V' shaped formation of birds as they speed across the sky?
3. Can you suggest some reasons as to why birds travel in flocks?

Birds were seen moving from one place to another with the change in seasons from the earliest times, but people had strange ideas as to why the birds travelled or where they went. To explain their absence from a place in a particular season, they said that the birds buried themselves in the mud and slept there throughout the winter.

Later, detailed studies of migration started. Information was gained by directly observing the habits of birds, and also by ringing. Bird movements are also studied by creating artificial conditions and studying their effects on birds.

Today, most of the information on migration has come from ringing young and adult birds. Ringing is done by capturing a bird and placing on its leg a light band of metal or plastic. The band bears a number, date, **identification mark** and the address to which the finder is requested to return the ring. The bird is then set free. The place where such a bird is shot, captured or found dead, gives a clue to the direction and locality to which the bird has migrated.



What had people  
who lived long ago  
thought about the movement of birds in relation to seasons?

**identification mark** : mark showing  
who or what somebody or something is

Ringing has proved that birds cover large distances. There is some evidence to believe that the woodcock on its winter movements flies from the Himalayas to the Nilgiris without a pause, a distance of 2,400km. The wild duck comes to our lakes from Central Asia and Siberia flying 3,200 to 4,800 km over the Himalayas. The rosy pastor comes from Eastern Europe or Central Asia. The wagtail, about the size of a sparrow, comes from the Himalayan regions and Central Asia to the plains. Smallest of all, the willow warbler, half the size of a sparrow, covers as many as 3,200 km to reach us every winter!

How far away are the Himalayas from the Nilgiris?  
What are the birds that come to our lakes from  
Central Asia and Siberia?  
Which is the smallest of all birds?

**Did you know?**  
**Butterflies too migrate!**







Why do birds migrate in spite of heavy loss of life on the way? Primarily to escape the bitter cold and a **restricted** food supply. In the case of water birds, the food supply disappears altogether, when the water freezes and the

**restricted** – limited  
**nesting sites** – places made or chosen by a bird for its eggs

fish and other seafood are difficult to obtain. The main reason for the spring movement is the availability of **nesting sites** and the need to escape summer heat.

1. Birds migrate in winter to escape the cold and to find food.
2. They migrate in summer to escape the heat and \_\_\_\_\_.

The migration of birds is a **fascinating** study indeed, and there are many unsolved problems which lie ahead. For example, how do the birds know when to start? How do they know their way over the sea without any **landmarks**? How do they manage to return year after year to the same locality? How do the young cuckoos join the adult birds without previous experience, and without any guidance from adult cuckoos which fly to India and Africa several weeks before the young cuckoos are ready to leave their **foster parents**?

**fascinating** – very interesting  
**landmarks** – objects clearly seen from a distance and helpful in finding the way to a place  
**foster parents** – those who take parental care of the little ones

These and many more such interesting questions lie ahead of you to solve!

Can you think of anymore unsolved 'how' and 'why' problems regarding migration?

**Answer the following questions :**

1. In what way is migration one of the greatest mysteries of bird life?
2. The migration of birds faces two main dangers. What are they?
3. Identify the reasons why birds migrate .
4. What is meant by local movement?
5. Do all birds travel non-stop when they make long journeys? What do some birds do?





6. Describe how ringing is done.
7. There are many unsolved problems in the study of bird migration. What are they?
8. What is the distance covered by the smallest bird every winter?

### Answer in a paragraph :

1. How would our research on migration benefit the birds?
2. Describe briefly how birds migrate.

### Complete the following sentences by choosing the best alternative under each.

#### Think carefully before you make your choice.

1. Birds migrate \_\_\_\_\_.  
 a) regularly and seasonally      b) three times a year  
 c) only when in danger      d) when the surroundings get polluted
2. Birds migrate from the southern regions to the northern ones during \_\_\_\_\_.  
 a) autumn      b) early winter  
 c) spring and early summer      d) autumn and early winter
3. Migrating birds fly \_\_\_\_\_.  
 a) in pairs      b) in threes      c) single      d) in groups
4. Migrating birds are \_\_\_\_\_ while travelling.  
 a) protected      b) free of danger      c) in danger      d) spared
5. In early times, people believed that \_\_\_\_\_.  
 a) most birds died in winter  
 b) birds flew away to warmer places  
 c) birds moved from place to place when seasons changed  
 d) birds slept in the mud throughout the winter

### Vocabulary :

Fill in the blanks in the paragraph given below, choosing suitable words from the list provided :

evidence    nesting    migratory    migrating    ringing    unsolved    species  
 reappeared    free    landmarks    captured    passes    reaches    habits

Till recently there was little knowledge about the ..... route of those birds which spend the winter in India. What surprised all bird watchers was that these birds followed routes which had no..... at all. It seemed reasonable to

conclude that when a ..... of birds which was seen.....in Siberia, disappeared from there and ..... some weeks later in various parts of India, it was probably the same flock. There was enough ..... to show that flocks of ..... birds crossed over the ..... in the Himalayas. But this could not be proved. There were also hundreds of related problems that remained ..... How did they choose the route? Did they fly over high mountain ....., or did they just cross over the passes? The only way to find the answer is by mass ..... of birds. This means that a bird is ..... and a small aluminum band is fixed round its leg before it is set ..... . Any one who finds the ringed bird, dead or alive; is asked to report to the address on the ring. Information collected in this way gives a picture of the migratory..... of that species of birds.

### Compound words:

**Look at the following underlined words.**

This plant grows at the foothills of the Himalayas .

The fly - catcher bird is called so because it feeds on flies and insects.

The ice caps on the mountains melt in summer.

**They are made of two words put together to form a new word. They form a compound word with a new meaning.**

Match the words in column **A** with those in column **B** to form compound words.

Write down the compound words you have thus formed.

#### Col A

air  
hand  
over  
child  
safe  
moon  
river  
type  
land

#### Col B

bed  
light  
write  
mark  
written  
hood  
port  
guard  
load

#### What is a compound word?

A compound word is a noun, a verb or an adjective made of two or more words or parts of words. It is written as one word or more words, or as words joined by a hyphen.

## Compound words are formed by joining a

Noun + Noun	=	seafood, starlight, schoolboy
Adjective + noun	=	goodwill, software, gentleman
Gerund + noun	=	sewing machine, walking stick
Adverb + noun	=	insight, outpost, fast food
Verb + adverb	=	washout, flash back, make - over
Noun + verb	=	nightfall, daybreak, waterfall
Adjective + verb	=	free-drive, dry - clean, deep - fry
Adverb + verb	=	outrun, well-defined, downcast
Noun + adjective	=	radio-active, light-sensitive
Adjective + adjective	=	pale blue, light green
Adverb + participle	=	outsourcing, incoming

## Words borrowed from other languages

English has borrowed several words from Indian and foreign languages. Look at the list of some of these words:

Words	Language borrowed from	Meaning
ahimsa	Sanskrit	the policy of not harming any living being
yoga	Sanskrit	a discipline through which one seeks union with the divine
curry	Tamil	a sauce made with vegetables
dal/ dhal	Hindi	split pulse
dhoti	Hindi	loin cloth worn by men
ghat	Hindi	mountain pass
lathi	Hindi	a heavy stick
purdah	Urdu	a veil, cover
bona fide	Latin	in good faith, genuine

Words	Language borrowed from	Meaning
etcetera(etc)	Latin	and the rest
exempli gracia(e.g.)	Latin	for example
Ibidem	Latin	in the same place, passage
id est (i.e)	Latin	that is
nota bene(N.B)	Latin	notice well
repertoire	Latin(repertorium)	inventory, skills of performing different tasks
repartee	French	a ready and witty retort
valet	French	an attendant
bonanza	Spanish	a situation to make extra money or to be successful
cantina	Spanish	canteen
finale	Italian	the final part of a performance
vendetta	Italian	a long violent disagreement

### Activity:

Match the following Greek words under **Column A** with their meanings under

**Column B:**

Column A	Column B
psyche	culminating point
chaos	emotional shock
climax	soul or mind
kudos	confusion and disorder
trauma	praise

## Grammar :

### SENTENCE PATTERN-REVISION

This is to help you recall what you have already learnt.

A group of words that makes complete sense is called a **'SENTENCE'**.

Sentences are formed with the following:

#### 1) Subject(S)

The person who does the action in the sentence is the subject of the sentence.

**e.g:** Ram studies well.

Priya is my sister.

#### 2) Verb(V)

The word that indicates an action done by the subject or expresses a state of being or shows possession, is called the verb.

**e.g:** She went home.

Kannan is a doctor.

I have a sister.

#### 3) Subject Complement(C)

The word or phrase which completes the meaning is called a complement.

**e.g:** Solomon was wise.

He became the leader.

#### 4) Object(O)

The word which receives the action from the subject is the object of the sentence.

**e.g:** He wrote a novel.

He ate fruits.

We applauded the leader.

### 5) Direct Object(DO) and Indirect Object(IO):

Read the following sentence:

My uncle gave **me** a **present**.

This sentence has two objects 'me' and 'a present'.

My uncle gave a **present** (DO). ( **What** did my uncle give?)

My uncle gave **me**(IO) a present. ( To **whom** did my uncle give a present?)

The second sentence is incomplete in meaning without the direct object.

### 6) Object Complement:

They elected him leader.

Experience made him wiser.

### 7) Adjunct (A)

An adjunct is a word or group of words which provides answers to the questions: 'How', 'When' or 'Where'.

**e.g.:** They came by bus.

She went to Chennai.

I shall meet you tomorrow.

You speak English well.

### Look at the following patterns :

S + V	-	<u>Raju</u>	<u>woke up</u> .				
		S	V				
S + V + O	-	<u>He</u>	<u>wore</u>	<u>his new uniform</u> .			
		S	V	O			
S + V + IO + DO	-	<u>His father</u>	<u>gave</u>	<u>him</u>	<u>his school bag</u> .		
		S	V	IO	DO		
S + V + C	-	<u>He</u>	<u>was</u>	<u>excited</u> .			
		S	V	C			
S + V + O + C	-	<u>Reading</u>	<u>made</u>	<u>him</u>	<u>a complete man</u> .		
		S	V	O	C		
S + V + A	-	<u>He</u>	<u>was going</u>	<u>to school</u> .			
		S	V	A			



### Activity :

Identify the sentence patterns in the following passages:

**Passage 1:** Mr. Raj is a teacher. He is my friend. I wrote him a letter. He invited me to Sriperumbudur last week. I visited the temple at Sriperumbudur. We travelled in his car. His car is painted green. We both enjoyed the trip.

**Passage 2:** Dr. Nanjappa is a dentist. He treats his patients at his clinic. He shows kindness to his patients. He has dedicated his life for their welfare. He works cheerfully throughout the day. Never is he tired! He loves his profession. All his patients adore him.

### Listening skill :

The teacher will read the passage to you at normal speed . Listen to the passage and fill in the blanks in the sentences below. The teacher will read the passage again. Check and make corrections if necessary.

Many bird species migrate to take advantage of global differences of seasonal temperatures, therefore optimizing availability of food sources and breeding habitat. These migrations vary among the groups. Many land birds, shore birds and water birds undertake long distance migration annually, usually triggered by the length of the daylight as well as weather conditions. These birds are characterized by a breeding season in the tropical regions or opposite hemisphere. Before migration, birds substantially increase body fat and reserve and reduce the size of some of their organs. Migration is highly demanding energetically, particularly as birds need to cross deserts and oceans without refuelling.

- 1) Various species of ----- migrate.
- 2) They migrate for climatic changes, availability of----- sources and ----- habitat.
- 3) Migrating birds prepare for flight by increasing -----, reducing or reserving the-----of some of their organs.
- 4) Birds cross -----and -----without food.
- 5) Therefore migration is a ----- demanding process.

## Writing Skill :

**An idiom a day, keeps your mind in sway**

**Here are some idioms associated with birds :**

1. a cuckoo in the nest – an unwelcome intruder
2. to chatter like a magpie – to talk incessantly, without interruption
3. to crow over – to rejoice at the defeat of an opponent
4. a cock and bull story – a wildly improbable story, often invented to excuse some wrongful action
5. to be chicken-hearted – to be cowardly
6. an early bird – someone who rises early
7. a bird's eye-view – a view of something from a higher position
8. to take someone under one's wing – to give a person one's help and protection
9. to be up with the lark – to wake up early in the morning
10. a jay-walker – a pedestrian who crosses the road without looking

## Activity :

**Fill in the blanks with an appropriate idiom from the list given above:**

1. My younger sister loves to talk. She \_\_\_\_\_ all day long. Most of what she says is \_\_\_\_\_.
2. If you are \_\_\_\_\_ while on the hills, you can not only have a \_\_\_\_\_ of the valley below bathed in the morning light, but also see a variety of birds and listen to their songs.
3. Babloo was \_\_\_\_\_ till his uncle took him \_\_\_\_\_ and taught him karate.

## Letter Writing – Revision :

**Points to Remember - A. Personal Letter**

- a) Personal letters are friendly letters.
- b) The language used is informal – exclamations can be used.
- c) A personal letter could contain any number of paragraphs.
- d) Active Voice is commonly used.
- e) Salutations and subscription etc. are in the following format.

Sender's address

Date :

Salutation : Dear (Name / Term of relationship)

Body of the letter

Subscription :

Yours lovingly / affectionately

Superscription: xxxxxxxx

Receiver's Name and Address

Please note : Date, subscription and the superscription can also be placed on the right side of the letter. Whichever side you may use, if you punctuate one, you need to punctuate all.

**e.g :** Sender's address

15, Netaji Street,  
Y City,  
Pin.....

or

15 Netaji Street  
Y City  
Pin.....

## B. Formal Letter

- This letter is for business and official purposes.
- The language is formal.
- Passive voice is commonly used.  
e.g. Active Voice: I received your letter on .....  
Passive Voice : Your letter was received on .....
- The subscription, superscription and date can be placed on the right hand side the paper along with the sender's name and address (From) and (To - the receiver's name and address.)
- The body of the letter will consist of three short paragraphs i) Introduction ii) Subject matter iii) Conclusion.
- A reference to the content of the letter / subject will be indicated after the salutation.

**e.g:** Dear Mr.Varma,  
Sub : Defect in the machinery received  
Ref : Order No.568, dt. 20/05/2010

### Format of a Formal letter :

From  
(Sender's Address)

Date

To  
(Receiver's Name and Address)

Salutation

Dear Sir,

Sub :

Ref :

Body of the Letter

Subscription

Yours sincerely / obediently / truly / faithfully,

Address on the envelope

Superscription(Signature and Name)

### Activity :

#### I. Personal Letters - Write the following letters :

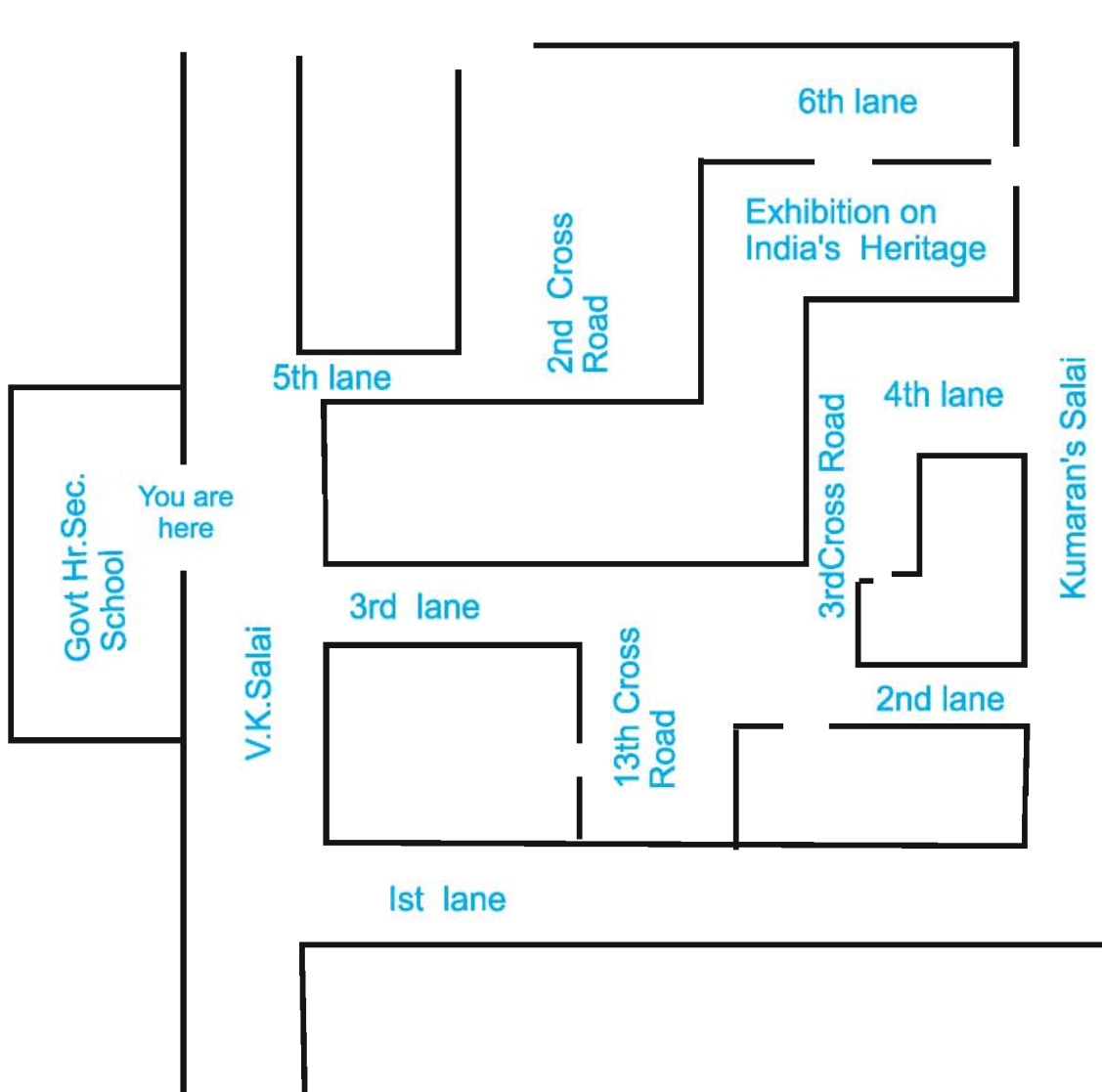
- 1) To a friend describing a particular bird that you saw.
- 2) You are planning to celebrate a festival in your house. Write a letter to your cousin asking her / him to come over with some things that you need for the arrangements.
- 3) To a friend consoling him / her who lost the athletic championship by just one point.

## II. Formal Letter - Write the following letters :

- 1) To the Principal of your school, requesting him / her to provide you with a bonafide certificate, enabling him / her to join a computer course.
- 2) To the Postmaster informing him of your change of address.
- 3) To the Manager of a Bank, asking him / her information regarding the banks loan facilities for further studies.

### Road map:

Study the road map given below. Then answer the questions that follow:





The students of Govt. Higher Secondary School are visiting the exhibition on India's Heritage on 6<sup>th</sup> lane. The students are walking down at 12.30 in the afternoon on a hot day.

1. Suggest the shortest route they need to take to reach the place without being too long in the sun. Begin with :

"Proceed along V.K. Salai till you reach \_\_\_\_\_"  
\_\_\_\_\_

2. What are the different routes you could take to reach the exhibition if you set out from the Government Higher Secondary School on a day when the weather is fine ?

### **Speaking skill :**

Imagine yourself as having been selected as a member of a student exchange programme. This involves your staying in a foreign country for three months and living as a student of the school that you are visiting. It would mean living away from home and having to adjust with a different culture in every way. Would you accept this offer? Tell the class what you have decided to do and why .

### **Project :**

I am sure you have seen many birds in the garden, zoo or in their natural habitats.

List out their names, those of their young ones and the cries they make. Invite responses from your classmates regarding the various types of birds they would have come across. Interview your elders in school and at home to collect data. You could also seek information from a library or from the Internet.

## UNIT 6

### POEM

## MIGRANT BIRD

The globe's my world. The cloud's my kin  
I care not where the skies begin;  
I spread my wings through all the din;  
Through fears and fright I fly my flight.  
No walls for me, no vigil gates,  
No flags, no machine guns that blast  
Citizens of those border states-  
Brothers of her brother's sons.  
No maps, no boundaries to block  
My sojourn into unknown lands.  
I spawn and splash in distant spills,  
I breed my brood where'r I will.  
I won't look down. No I will not.  
With speed of wings I hasten past  
And close my eyes against the sun  
To dream my dreams and make them last.

- Famida Y. Basheer



### Answer the following questions:

1. Who is the speaker in this poem?
2. What kind of world is described in the poem?
3. How are human relations described in this poem?
4. What are the boundaries referred to by the poet?
5. Where do you think the skies could begin for the bird?

### Glossary

<b>din</b>	: loud, unpleasant, repeated noise
<b>vigil</b>	: watchfulness, keeping awake when one should sleep
<b>sojourn</b>	: camp, stay for a short time
<b>breed</b>	: yield, produce
<b>brood</b>	: a flock
<b>last</b>	: remain

6. Bring out the meaning of the phrases:
  - (a) *'breed my brood'*
  - (b) *'Citizens of those border states,  
Brothers of her brother's sons'*
  - (c) *'I won't look down. No, I will not'*
7. Pick out the rhyming words in the poem.
8. *'Through fears and fright I fly my flight'*  
The underlined words are in alliteration.  
Give some more examples of alliteration from the poem.
9. The poet has adopted simple words to convey her ideas. Attempt a similar poem on your own expressing your thoughts on any theme of your choice.
10. What do you think a bird would dream of?
11. What underlying idea do you find in this poem : a note of determination to achieve without giving in to temptation (or) a sense of freedom to do anything anyway we wish without restrictions (or) any other idea you have identified? Support your answer with lines from the poem.
12. Memorise the poem.

### Answer in a paragraph:

1. How does the bird's life differ from the life of human beings?
2. What is your impression of the poem?
3. Compare the idea conveyed in the poem you have just read with that conveyed in the following lines of a Tamil poem:

“காற்றுக்கு வேலியில்லை, பறவைக்கு எல்லையில்லை,  
மனிதா உன் மனதை மட்டும் ஏன் விலங்கிட்டு வைத்திருக்கிறாய்!”

## UNIT 6

## SUPPLEMENTARY READING

### THE SUMMER FLIGHT

Kumar stood staring out through the window of a very comfortable, fully furnished apartment in New York.



It was his flat. He had earned it as a highly intelligent and enterprising young man in his late twenties. . But Kumar could feel an emptiness in his heart. The blaring horn in the distance, the noisy movement of a truck....

Kumar's thoughts drifted to another place with its continuous honking of water tankers; a babble of voices; men and women jostling their way towards the tanker, racing after it, unsure of where it would stop.

A narrow congested street; two flight of stairs upwards and a cramped flat with inadequate water supply; no study room and the door always ajar with his family members walking in and out frequently. Grandpa on his armchair watching the TV and the open door way; grandma ever serving coffee, pakodas, dosas, snacks etc; Dad with a serious face striding to work; Kumar's brother and sister busy with their school activities and Mother – oh – that soft, sweet creature, ever loving and caring, attending endlessly to all members of the family, cooking, cleaning and running errands. 'Oh, Ma! How I miss you', thought Kumar.

Pensively he recalled his preparations for his trip to the United States. His outstanding performance at college had gained him a wonderful career at an MNC. Very soon he was deputed on an assignment to the States and was assured of a promising career there. But oh, the migration from India to the States! What a lot of effort had to go into it! How much scheming and cajoling to convince Mother! Dad had squeezed out funds from every possible source.

Brother and Sister had to sacrifice so many necessities just so he could realise his dream. Tear stricken faces had bid him farewell at the airport; but the vivacious

Kumar had no time to consider this. His mind was set upon a glorious career in his dream country- the States. He obtained a green card, fulfilling the preliminary requirement for gaining citizenship in his Utopia – America.

A full purse and a lavish lifestyle were now his to enjoy in this new country. Initially he would speak to his mother over the phone for half-an-hour, pacifying her, all the time waiting impatiently for her sobs to subside.

Gradually he drifted away from her, carried away by the pleasure which his work and lifestyle bestowed on him. Besides, his calls made his mother sit up until midnight, waiting anxiously. Inevitably after the call, he lost his cheer, as she constantly pleaded with him urging him to return. This made him speak to her less and less. It started as once a week, then once a month, the calls grew rarer.



A wave of guilt, remorse and longing swept over him as the images of his mother sitting by the telephone zoomed in on his thoughts.

With a shudder he once again turned to the window. The sky was dotted with birds flying in a streamlined 'V'! They seemed to be hurrying, every one of them in one mind, as if they had an important goal to pursue. It was that time of the year when the migratory birds returned to their homes after a five- month warm sojourn. He remembered his childhood picnic with his parents to Vedanthangal, where he had seen flocks of birds nestled among the trees.

Dad had hired a telescope to give him a closer view of the nest, where he saw tiny little nestlings-five of them! Dad had then told him that even though these families resided here, they would soon go back to their homes far in the cold regions of the planet. His father's words rang clear in his ears. "You see Kumar, though they have stayed here for almost half a year and enjoyed our climate and the food available, they know that their home is in the Arctic. And there's no place like home, is there?"

Kumar gazed at the flock flying back home from where they had come and



slowly his vision blurred as tears filled his eyes. 'Home is where the heart is' Kumar thought, watching the birds till they were just specks on the distant horizon.

Kumar left the room with a sure stride and a strong determination writ large on his countenance.

### **Glossary :**

<b>enterprising</b>	-	courageous, willing to involve oneself in undertaking a difficult project
<b>congested</b>	-	overcrowded
<b>scheming</b>	-	planning secretly
<b>cajoling</b>	-	persuading by flattery or deceit
<b>vivacious</b>	-	enthusiastic, cheerful
<b>Utopia</b>	-	an imaginary land of permanent happiness
<b>lavish</b>	-	rich, extravagant
<b>pacifying</b>	-	soothing, consoling
<b>remorse</b>	-	bitter regret for having done something wrong
<b>zoomed</b>	-	made larger
<b>writ</b>	-	very obvious, clearly recognisable
<b>sojourn</b>	-	temporary stay
<b>countenance</b>	-	face
<b>blurred</b>	-	became unclear or indistinct
<b>rang clear in his ears</b>	-	sounded heavily

### **Answer the following questions:**

1. You get a seat in a school away from your hometown. You have to stay at the hostel there. How would you react to the situation?
2. Adapting from one life-style to another is not very easy. How did Kumar manage to achieve this?
3. What could have caused the empty feeling in Kumar's heart?
4. In what way was Kumar's household warm and compassionate?
5. List out the preparations made for Kumar's sojourn into his dream country.
6. How did Kumar distance himself away from his mother ?
7. Why did the birds need to return to their Arctic homes?

8. What would have been Kumar's decision? What is the reason for your answer?
9. Nature can alter one's attitude towards life. Do you agree? Why?

**Answer in a paragraph :**

1. How did Kumar's attitude towards his family members change after he reached the States?
2. What were the thoughts evoked in Kumar on watching the flight of birds?
3. What lesson had Kumar learnt from the birds?

**Re arrange the jumbled sentences in the correct order:**

1. Kumar enjoyed his life in the States.
2. He had learnt something from the flock of birds flying homeward.
3. With great difficulty, Kumar's family managed to send him to the States.
4. Kumar was a brilliant Indian engineer.
5. Kumar felt a pang of sorrow in his heart.

**A funny answer**

What do young geese suffer from?  
Goose pimples

**Tongue twisters**

Selfish shellfish

Big Billy who had a big belly  
Was also a big bully

## UNIT 7

### PROSE

## OUR HERITAGE - A TIMELESS MARVEL

### Pre - reading Activity

Name some of the places of worship (of any religion) you have seen in your area.

Tick off what you consider is common to them all.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> tall construction     | <input type="checkbox"/> built with stone   | <input type="checkbox"/> built several years ago |
| <input type="checkbox"/> priceless work of art | <input type="checkbox"/> heritage buildings |  |

The Brihadeesvarar Temple or The Big Temple as it is commonly called by the natives of Tanjore, is an architectural marvel of immense glory, that has astounded the world with its stupendous proportions and grandeur. Built in the year 1010 by King Raja Raja Chola, this monument of World Heritage has, for a thousand years, stood as a symbol of the flourishing sculptural expertise and rich culture of ancient India.

Tanjore, 'the Granary of Tamilnadu' is also the home of Carnatic music, dance and traditional handicrafts. Thanjavur was the ancient capital of the Chola kings, and the stylized bronze work for which the Chola period was famous, is still produced in this town.

1. How old is the Brihadeesvarar Temple? Who built it?

2. List out the specialities of Tanjore.

Having overloaded myself with this and more information on Tanjore, I reached the palace in search of all the glory of the old Chola capital. The 16<sup>th</sup> century palace complex was built by the Nayaks and later

renovated by the Marathas. Situated close to the old bus stand, the first of the museums I visited here was the Royal Museum. "Is this the might and **valour** of the Cholas I heard of? What am I seeing here?" I wondered; a **scantily** lit room with drums, urns, perfume bottles, wooden boxes, manuscripts, gifts, jewellery, weapons and other belongings of the Marathas.

1. Who built the palace? By whom was it renovated?

2. What did the author see at the Royal Museum?



renovated	- repaired into good condition
valour	- bravery
scantily	- insufficiently

A painting of a Maratha King welcomes you to the Durbar Hall. On the rear side of the painting an array of Pallava and Chola statues throws light on the craftsmanship of their era. The Art Gallery at the palace has an impressive line-up of granite and bronze **monolithic** statues, with details of excavation and century of origin clearly displayed: the gods, goddesses and other statues take you to a different era. The magnificent monolithic statues evince energy and life; the aura in their eyes beam a story of fine craftsmanship and effort. Vishnu, Ganesha or Nataraja look exactly the same as they look in today's images and statues. I also did notice a Buddha statue from the Pallava era here.

**monolithic** - massive, monumental

1. What were the Pallava and the Chola eras famous for ?
2. Describe the statues of the Gods and Goddesses displayed at the gallery.

From the palace, I moved to the Brihadeeswara Temple. The structure of the temple looks majestic. The temple occupies an area measuring about 750 feet by 400 feet, in a fort surrounded by a **moat**. It is a marvel of engineering, considering the technology of those ancient times. The towering **vimanam** is built up with stones with bonding and **notching**, without the use of mortar. The topmost stone, weighing about 80 tons, is still a matter of discussion for engineers who are baffled as to how the builders lifted it to that height without the help of modern **contrivances**. A charming tale is told about a ramp being built from a village – Sarapallam- four miles away, from where the giant stone was pulled up by elephants. The details of the stone work of this imposing vimanam are representative of the masterly craftsmanship of South Indian artisans. The shilpi(sculptor) and the sthapati(architect) came together to create their fanciful abode for Shiva. Naturally, the shape had to echo the divine Mount Kailash. In its perfect geometry and distinct clarity of lines, this tower is unbeatable.

1. What is the speciality of the vimanam?
2. What aspect of the temple baffles engineers till this day?
3. Why does the abode echo Mount Kailash?
4. In what way is the tower unbeatable?

The shrine for Lord Muruga is an integral part of the temple. It is a beautiful, elaborately carved stone

<b>moat</b>	- a deep wide ditch filled with water, dug round a castle as a defence
<b>notching</b>	- cutting
<b>contrivances</b>	- machines
<b>vimanam</b>	- the top of the seat of the deity

structure, a designer's delight. To copy the unrepeated designs on each of the short pillars of this shrine would take an artist weeks if not months. One can just imagine how long the stone chiseller would have taken to complete each piece.

Why would it take a long time to copy the designs?

I stood in awe, astonishment and **reverence** when I saw a walled fortress inside - a standing testimony of the Cholas' **opulence** and vision. The enormity of the deities reflect the **staunch** reverence of the King to Lord Shiva. Rajaraja, his sister and queens donated their possessions of gold and silver to this temple. The gold the king donated came from his treasury.

1. What stands testimony to the Cholas' opulence?
2. How is the king's reverence to the Lord revealed?
3. What are the things that reflect the generous attitude of the Chola King and his family?

<b>reverence</b>	- a feeling of great respect
<b>opulence</b>	- lavishness, richness
<b>staunch</b>	- steadfast

The **intricate** carvings on the pillars and the inscriptions on the walls make the temple a delight for a historian's senses. The script used in the inscriptions resemble Tamil, Thai or some of the South East Asian languages. The huge (8.7m height) Shiva Linga in the **Sanctum Sanctorum** and Nandhi Statue reflect the **munificence** of the Cholas. The pillared **cloisters** beside the main structure have a series of deities and Shiva lingas, worthy to be admired. The murals narrate the story of Shiva's might.

<b>intricate</b>	- fine, delicate
<b>Sanctum Sanctorum</b>	- the main place in which the idol for worship is positioned
<b>munificence</b>	- generosity
<b>cloisters</b>	- covered passages

Among the things visible are the interlocks of the granite stones. The rocks so perfectly fitted into one another at a height of 10 metres seems to share a harmonious bonding, unnerved by the rains, winds and heat. Very well maintained, this structure will leave you with thoughts like, 'Was it actually built in the 11<sup>th</sup> century?'

Unlike many temples, here the 58m tall and 13-storeyed Vimanam makes the Gopuram. The inscriptions of the Vimanam talk about Raja Raja Chola's gifts to the temple. In its **magnanimous** idea, its **grandiose** vision, its display

<b>magnanimous</b>	- splendid
<b>grandiose</b>	- impressive



of the **herculean** effort in construction, its portrayal of their glorious past of the Chola regime and their **patronage** for arts and culture, this temple stands as testimony for all and ever.

<b>herculean</b>	- mighty
<b>patronage</b>	- support

1. What evokes wonder in the onlookers?
2. What is written on the Vimanam?
3. What were the contributions of the Cholas towards art and culture?

One can spend a whole day in the Big Temple, and still want to come back to marvel at every detail of its beauty. Many kings had built temples to Shiva on the banks of the Kaveri. Many saints have sung in praise of these deities. But there is only one temple to Brihadeesvara , and it stands tall, a thousand years after a devotee-king climbed a ladder with a copper pot (kalasam) anointed with holy water from all the sacred rivers, to dedicate it to history. Our history!

Who consecrated the temple? How?

**Reflecting on the text :**

- 1) Are we, of modern India, still capable of such creative and artistic skill?
- 2) How necessary is it to preserve these monuments of our culture? Why?
- 3) What could be the reason for any structure lasting a thousand years: the strength of the construction or people's attitude of reverence to what it symbolises or could there be any other reason? Discuss.

**Answer in a paragraph :**

- 1) What makes the Brihadeesvarar temple unique and outstanding?
- 2) What were the contributions of the Cholas to art and culture?

**Vocabulary**

**Prefixes and Suffixes - Revision :**

A. Match the given prefixes in **column A** with the root words in **column B** to form new words:

**column A**

sub  
em  
ultra  
hyper  
trans  
over  
inter

**column B**

tension  
form  
lap  
power  
violet  
lock  
standard



B. Choose a suitable suffix from the list in **column B** for each root word in **column A** and write down the new words you have formed.

A	
need	colour
bright	danger
credit	craftsman
secret	enormous
narrate	metal
perform	

B	
-able	-ous
-ful	-ness
-ity	-ance
-ic	-ion
-ive	-ship
-y	

C. Fill in the blanks with the suitable antonym of the words italicized, choosing from the list given below:

- The settings were *impressive*, but the performance of the artists were \_\_\_\_\_
- The I.T. firms stood in rich *opulence*, quite in contrast to the neighbourhood of \_\_\_\_\_.
- He bowed in *reverence* to the king; but his son showing his \_\_\_\_\_ walked out of the assembly.
- Youngsters with talent ought to be *patronised* and not \_\_\_\_\_.
- The arrogant prince *ascended* the throne, but he was \_\_\_\_\_ after a revolt by the people.

(poverty, discouraged, unimpressive, dethroned, irreverence)

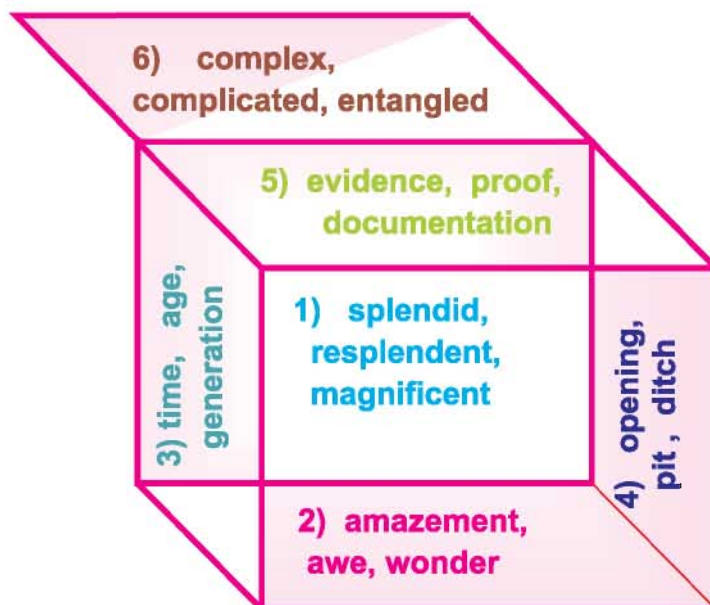
D. Identify the right spelling of the words from those given below and write them in the space allotted:

- architact / architect / archetect \_\_\_\_\_
- craftsmanship / craftmanship / craftsmenship \_\_\_\_\_
- monolithic / monalithic / monolithic \_\_\_\_\_
- inscription / inscreption / inscription \_\_\_\_\_
- intrecate / intricate / intiricate \_\_\_\_\_

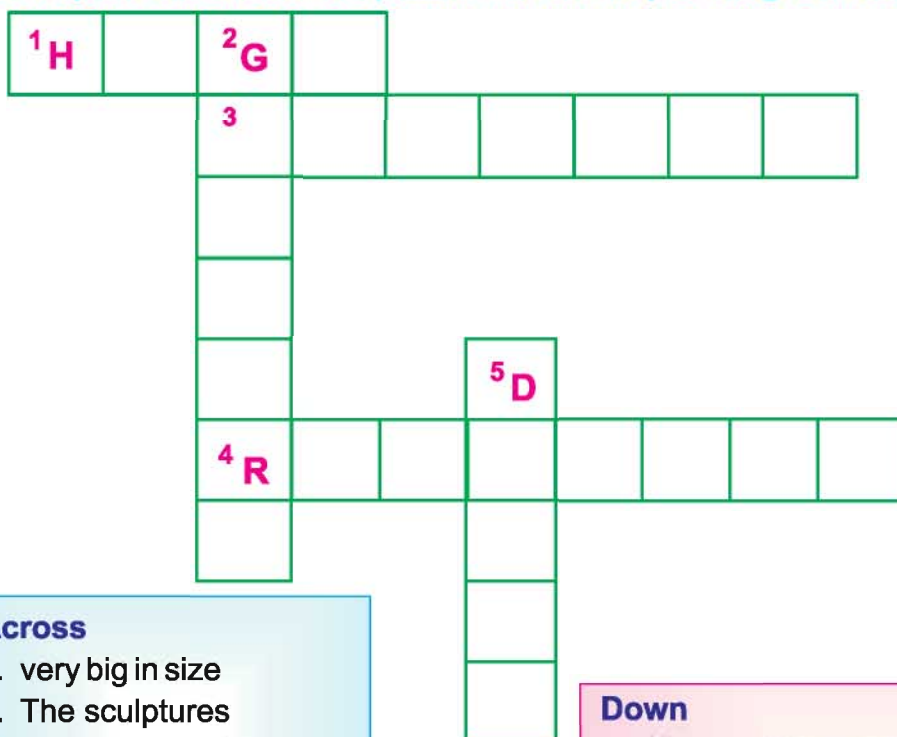
E. Make sentences of your own with the following words and phrases :

- |                |                        |               |
|----------------|------------------------|---------------|
| 1. an array of | 2. on the rear side of | 3. harmonious |
| 4. magnanimous | 5. testimony           | 6. divine     |

F. Locate the words from the text with the help of their meanings given below:



G. Complete the crossword puzzle with the help of the given clues.



**Across**

1. very big in size
3. The sculptures \_\_\_\_\_ the Cholas' architecture.
4. to be similar to another person or thing

**Down**

2. This place is called 'The \_\_\_\_\_ of Tamilnadu'.
5. The idol we worship is called a \_\_\_\_\_.

## Grammar :

### Tense forms – Revision

#### Let us recall :

The **present tense** is used to denote habits, universal truth, things that happen regularly and to denote the verbs showing the 'state'.

- ❖ I **drink** a glass of milk every morning.
- ❖ Honesty **is** the best policy.
- ❖ We always **sleep** late.

The **present continuous tense** denotes things happening now, a state of situation and to emphasise how often a thing happens.

- ❖ Look! The children **are playing**.
- ❖ He **is studying** medicine.
- ❖ It **is getting** late.
- ❖ The child **is** always **crying**.

The **present perfect tense** refers to a recent past action that affects the present, a general experience and to indicate an activity in a time period.

- ❖ Oh! All the vacancies **have been filled!**
- ❖ I **have visited** that city many times.
- ❖ He **has taught** hundreds of students in his career.
- ❖ These villagers **have preserved** the folk songs in their pure form.

The **present perfect continuous tense** indicates a continuing or a recently finished action which is over a period of time.

- ❖ I am sleepy. I **have been working** all night.
- ❖ He **has been playing** the whole morning.

The **simple past tense** is used to refer to an activity that took place in the past or a situation that existed in the past. It also refers to regular or habitual activities in the past.

- ❖ We **visited** Delhi last summer.
- ❖ The war **lasted** for eighteen years.
- ❖ He **played** a lot of cricket in his younger days.

The **past continuous tense** is used to express an activity going on at a point of time in the past. It is also used to refer to two contrasted activities going on at the same time in the past.

- ◆ Last evening I **was attending** a seminar at the University.
- ◆ Kalyani and Vimal **were singing** throughout the concert.
- ◆ It **was raining** in one part of Chennai this morning, while the sun **was shining** in the other.

The **past perfect tense** is used to express an action which had taken place before another action was begun.

- ◆ When I **reached** the school the bell **had** already **rung**.
- ◆ Sarla **couldn't eat** her lunch as she **had spoilt** her appetite with potato chips .

The **past perfect continuous tense** is used to indicate a temporary activity which was in progress up to a specific time in the past.

- ◆ Before I went to Delhi, I **had been living** in Chennai for eight years.

The **simple future tense** is used to refer to an action that will take place or is likely to happen in the future. It may also refer to a plan that is already decided.

- ✦ I **will meet** you this evening.
- ✦ Your request **will be rejected**.

The **future continuous tense** expresses an action or a state that will be in progress in the future or extending over a period of time. It also refers to an idea that has already been planned or is a part of the regular schedule.

- ✦ I **shall be leaving** for Mumbai tomorrow evening.
- ✦ The office **will not be functioning** from Tuesday to Friday next week.
- ✦ Fresh stock **will be arriving** this afternoon.

**The following tenses are rarely used in normal communication :**

The **future perfect tense** is used to denote an action that has taken place already.

- ✦ She **will have slept** by now.

It is also used to make predictions about future completed actions.

- ✦ My brother **will have left** before you return.

The **future perfect continuous tense** is used to indicate an action that will have been taking place at some point of time in the future.

- ✦ I **shall have been studying** in this school for ten years by the end of this year.
- ✦ You **will have been learning** many useful things for sometime before you face the job interview in two years' time.

Note that except in Simple Present and Simple Past Tenses auxiliary verbs are used with the main verbs.

### Activity:

A. Complete the paragraph below with the correct forms of the verbs given in brackets:

Shiny \_\_\_\_\_ (**be**) not attentive in class. She \_\_\_\_\_ (**worry**) about something. She \_\_\_\_\_ (**think**) about the condition of her grandmother, who \_\_\_\_\_ (**be**) in hospital. She \_\_\_\_\_ (**want**) to go to the hospital and \_\_\_\_\_ (**stay**) with her grandmother. Her teacher \_\_\_\_\_ (**ask**) her the reason for her restlessness. She \_\_\_\_\_ (**console**) Shiny. "By this time tomorrow, your grandmother \_\_\_\_\_ (**discharge**) from hospital. You can stay by her side, as it \_\_\_\_\_ (**be**) Sunday tomorrow", \_\_\_\_\_ (**say**) the teacher.

B. Fill in the blanks with the given verb using it in its appropriate tense form and voice.

It \_\_\_\_\_ (**rain**) heavily the whole night. The power \_\_\_\_\_ (cut) off. Poor Seema \_\_\_\_\_ (**lie**) wide awake in bed. It was 7 a.m.; a lazy, sweaty Sunday, all because of the power cut. Seema's eyes \_\_\_\_\_ (**burn**) and her face was flushed. Slowly she got up and tiptoed into the next room, where her dear Jimmy \_\_\_\_\_ (**sleep**) undisturbed. The dog never liked to be left alone and \_\_\_\_\_ (**whine**) the entire night in its kennel. So Seema \_\_\_\_\_ (**bring**) her to the adjoining room, from her kennel below. "She \_\_\_\_\_ (**enjoy**) a peaceful slumber" thought Seema. "Later today, I \_\_\_\_\_ (**take**) her to the park. She \_\_\_\_\_ (**pat**) and stroked by the little children who visit the park," mused Seema. "By evening, she would have forgotten last night's trauma and regained her spirits. So let me cook something nice for her," decided Seema. She \_\_\_\_\_ (**cook**) so enthusiastically that she did not notice Jimmy creep into the room. The dog's gentle whimpers \_\_\_\_\_ (**draw**) her attention. "Oh sweetie! How lucky you are! The power \_\_\_\_\_ (**resume**). Finish your



breakfast and we \_\_\_\_\_ **(have)** a nice time together!" So saying, Seema hugged Jimmy.

### Modals : Revision

Modals are used frequently in our speech. They play a vital role in conversation.

**Modals** are thirteen in number .

will – would,      shall – should,      can – could,  
may – must, might,    used to, ought to, need, dare

shall  
may  
would

will  
can  
could



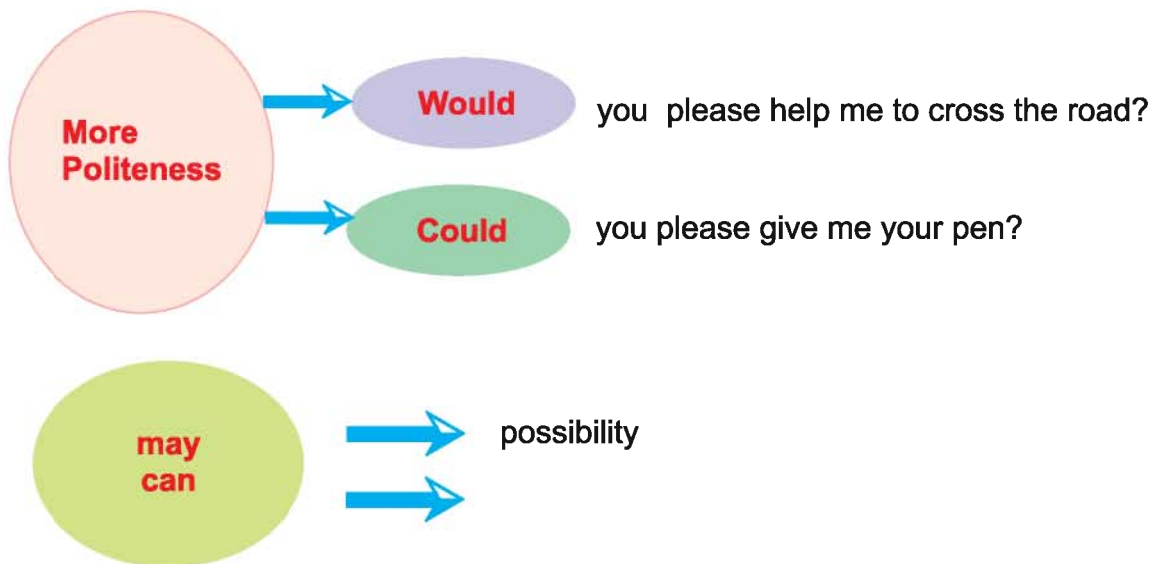
These are used in interrogative sentences to ask permission.

e.g.

✓ Will you give me your pen?

✓ May I come in sir?

✓ Can I ask another question?



e.g.

1. It may rain today.
2. He may come to my house tomorrow.
3. You can get the book from him.



Frame meaningful sentences using the words in the table below:

I	may	swim	_____
We	can	solve	_____
You		face	_____
They		win	_____
He		learn	_____
She		become	_____
It		drive	_____

**should**

- **obligation / duty**

- e.g.**
1. You should not waste your time.
  2. We should go to school regularly.
  3. The man should be paid more for the heavy work he has done.

**must**

- **strong obligation**

- e.g.**
1. You must improve your handwriting.
  2. He must exercise every day.

**Semi modals / Quasi modals:**

**ought to**

- **moral obligation**

- e.g.**
1. You ought to respect elders.
  2. You ought to help the poor.



- **to refer to a habit of the past :  
a discontinued habit**

**e.g.**

1. He used to walk long distances, when he was young.
2. She used to visit her uncle's house, when she stayed at the hostel.



- **necessity**

**e.g**

1. You need to be here till evening.
2. He need not write the test today.



- **be brave enough to face**  
It is used in interrogatives and negatives.

**e.g**

1. How dare you oppose me?
2. He dared not talk to you.

### **Activity:**

**Sara does not understand a concept her teacher has just taught her.**

**Complete the dialogue given below using modals:**

**Sara** : Excuse me Madam, \_\_\_\_\_ you repeat the explanation again, please?

**Teacher** : Why do you want me to repeat it? You \_\_\_\_\_ be very attentive when I am teaching.

**Sara** : Sorry madam, I \_\_\_\_\_ hear you properly .

**Teacher** : You \_\_\_\_\_ have a hearing problem Sara, check your ears. You \_\_\_\_\_ sit in the front row from tomorrow. I \_\_\_\_\_ now explain it again. Pay attention.

**Sara** : Thank you Madam.

## Listening Skill :

Listen to the poem and fill up the blanks given below.

### What is Hope?

Hope is the bright shining light which keeps darkness at bay

Hope is the gentle cold breeze on a hot summer day

Hope is to remain positive when going gets tough

Hope is seeking more when others think you had enough

Hope is dreaming of tomorrow

Hope is simmering under sorrow

Hope is the sparkle of tears in our eyes

Hope is a beautiful thing , beautiful things never die.

Hope is \_\_\_\_\_ light.

Hope is a \_\_\_\_\_ on a hot day.

Hope gives us a \_\_\_\_\_ attitude when things go wrong.

Hope lets us \_\_\_\_\_ of a future and doesn't allow us to be \_\_\_\_\_ .

Hope keeps \_\_\_\_\_ things alive /eternal.

## Speaking Skill:

### Intonation – Exclamation and Interrogation

#### Role play :

Listen to the teacher as he / she reads this dialogue with the correct pronunciation and intonation, and rehearse it in pairs.

**Child** : Father, Look how beautiful the Taj Mahal is in this picture ! I wish I could go to Agra to see it ! Have you seen the Taj Mahal, Father?

**Father** : No, my child, I too haven't been to Agra but perhaps we could try to visit Agra in the summer holidays, couldn't we?

**Child** : Ah! Yes Father, let's do it.

**Father** : You know, it will cost quite a lot to make that trip. You would have to help me. You will, won't you?

**Child** : How can I help you with money Father? I am not earning any!

**Father** : You don't have to earn money! Just don't cause unnecessary expenses. Cut down on your chocolates , your regular new clothes, your talk-time on the phone and of course, your eating in hotels! We will then have enough money for our trip. Don't you think so?

**Child** : Now that's going to be very difficult for me! But I'll try. I promise you!

*You visit a famous historical monument with your friend. You see some children and adults scribbling on the walls of the monument, carving their name, their city and their signature. Your friend ignores their act. Point out to your friend the need to prevent people from spoiling such symbols of pride and glory. Also offer advice to those people who mar the beauty of the monument with their reckless act.*

### Reading skill:-

Read the table carefully and answer the questions given below:-

Hotel	Type of the room	Rent (per day) in Rs.	Distance from the Central Bus stand (in kms)
Hotel Tamil Nadu	Single, non A/c	370.00	3
Hotel Cheran	Single, A/c	560.00	2
Hotel Pothigai	Double ,non A/c	450.00	1
The Kaveri Park	Doubledeluxe, A/c	780.00	4

### Questions :

1. Which hotel is the nearest to the Central bus stand?
2. What is the rent of the A/c room at Hotel Cheran?
3. Why is the Kaveri Park Hotel so expensive?
4. What is the distance between the bus stand and Hotel Pothigai?
5. Which is the hotel that can cater to all the requirements of a thrifty tourist?

## Writing Skill :

### A. The idiom quest

1. time out of mind – time immemorial
2. to make history – to do something important, for which one will be remembered
3. off the beaten track - isolated
4. to build castles in the air - to have impossible desires
5. to tread on unknown waters - to explore

B. You have just returned from a five-day tour to a place in India, visiting the historical monuments in the area. Prepare an account day-wise, describing your trip. Write down the details in the format given below:-

Day 1 \_\_\_\_\_

Day 2 \_\_\_\_\_

Day 3 \_\_\_\_\_

Day 4 \_\_\_\_\_

Day 5 \_\_\_\_\_

C. Given below are some answers. But the questions are missing. Frame suitable questions using one of the following for each question ' what, where, who, when, why'.

Question :-

Answer :- Tamil Nadu is located on the eastern coast of South India.

Question :-

Answer :- The people of TamilNadu are known as Tamilians.

Question :-

Answer :- Chennai is the capital of Tamil Nadu.

Question :-

Answer :- It was earlier called Madras Presidency.

Question :-

Answer :- Tiruppur Kumaran,V.O.Chidambaram, Bharatiyar are a few freedom fighters fromTamil Nadu.

Question :-

Answer :- Tamil Nadu became a state in the year 1950.

Question :-


Answer :- Tanjore is rich in rice crops. Hence it is called the granary of Tamil Nadu.

**D. Write a paragraph on the world's most famous historic tomb.**

**A Masterpiece of the Egyptians**

**Visited  
by thousands of  
tourists every year**

**Place Egypt  
4500 years ago**



**Walls of stone**

**built for the  
Pharaoh Khufu**

**Interesting features:**

- ♦ a tomb for a Pharaoh
- ♦ big stone blocks of many tons
- ♦ time duration- 40 years
- ♦ number of workers -about 1,00,000
- ♦ was finished about 2465BC

You could start your paragraph like this:

One of the most interesting historic structures in the world is

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**Organising a seminar :**

**Topic: Is our cultural heritage under threat?**

**How is a seminar conducted?**

**Note :** A seminar consists of the following participants : A Chairperson, A Coordinator, four or five speakers



The Chairperson inaugurates the seminar, speaks on the need for the discussion and initiates the seminar. The Coordinator renders the welcome address, introduces the speakers and records the speeches.

**Each speaker focuses on a particular aspect of the topic:**

**e.g.**

1. Importance of a country's heritage
2. The need to protect and preserve the heritage in a changing world
3. National Heritage-Important sites
4. Tourists' attitude towards our national heritage
5. How students could contribute towards the preservation of our cultural heritage

The speakers present their papers. The co-ordinator sums up the points. After discussion the co-ordinator proposes the vote of thanks.

**Follow the guidelines and organise the seminar.**

### **E. Project :**

A project is a self learning activity where you gather knowledge on your own without depending on the teacher.

**Steps involved in preparing a project:**

1. Go to the library and consult an encyclopedia or other reference books and gather matter on the topic you have chosen. You could also browse the Internet and gather information.
2. Prepare notes on what you would like to include in your presentation.
3. Structure the points into paragraphs with suitable headings and sub headings.
4. Include pictures wherever required or is necessary.
5. State the sources from where you have collected the information.
6. Present the report in the form of a booklet.

### **Activity :**

- a) Using these guidelines and the passage given below, prepare and present a project on World Heritage Sites.

Our heritage tells us many things about where we come from. In fact, the spirit of any nation is founded upon its historic heritage, and if this knowledge becomes shaky, the nation loses much of the important factors for existence itself. This is not to say that one must accept everything in one's heritage as sacred and inviolable, but that one must know it in order to learn from it and keep the best practices going while changing what one thinks is not right.

More than forty Indian sites are now designated World Heritage Sites, including not just places like the caves of Ajanta and Ellora or the Sun Temple at Konarak but also the Mountain Railways of Darjeeling, Kalka-Shimla and the Nilgiris, as well as natural sites like the Sunderbans and the Valley of Flowers.

Despite such a wonderful heritage as ours, people generally do not have enough knowledge about it, and therefore parts of our heritage are being destroyed every day – without even being recorded for future generations. The National Mission on Monuments and Antiquities set up in 2007, has the following objectives:-

- Preparing a national register of built heritage, sites and antiquities
- Setting of state level databases of built heritage sites and antiquarian wealth for making information available to planners, researchers, etc. and for better management of such cultural resources
- Spreading awareness about the benefits of preserving the historical and cultural aspects of such resources
- Providing training in the field of conservation of built heritage and preservation and management of remains from the past

- b)
1. Write a paragraph on any of the sites declared as World Heritage Sites.
  2. Write a letter to a hotel at the site, asking for reservation of accommodation for twenty students and two teachers. You intend to stay for two days and require a guide to take you to see the monuments.
  3. Prepare a dialogue describing the features of the site , while discussing it with your friend.

Steady throb  
Then staccato rhythm  
Harmonic cacophony to oblivious ears  
The tempo is fickle-  
Now synchronized, now not,  
A mirror of his changing moods  
Now sure, now steeped in thought.

Bleary eyes,  
Sinews taut yet steady.  
Decades of practice  
Heirlooms of rich traditions  
In stark evidence  
The knocking softens, fades,  
To a mild judicious tap.  
Virgin rock takes form  
Rugged lines melt,  
Sharp edges merge  
Into smooth well moulded curves.

He steps back, surveys with  
Close scrutiny, then sharp critical glare  
The days of toil,  
Hammer and chisel laid aside-  
Only bloodshot eyes betray  
Deep pride, then reverence,  
Lo! God in Man's image !



1. What do the words 'throb' and 'rhythm' refer to ?

2. How can cacophony be harmonic? Explain the contrast.

3. There is variation in the tempo. Why?

4. How are the shilpi's moods connected to the tempo of his hammer?

5. What has the shilpi attained through decades of practice?

6. What are the "heirlooms of rich traditions"?

7. Why does the knocking soften to a mild tap?

8. What is the consequence of the knocking?

9. What is surveyed closely and critically?

10. Why are the tools laid aside?

11. State the emotion portrayed in the bloodshot eyes.

12. Why are the eyes bloodshot?

13. The 'created' assumes the role of the 'creator'. How?

- i. There is alliteration in the first two lines of the poem. Write down those words which are in alliteration.
- ii. Point out at least four more instances of alliteration, from the poem.

### Answer in a paragraph :

Attempt a description of the physical appearance of the shilpi as portrayed in the poem.

### Going beyond the text :

You might have experienced many occasions when you would have tried making or creating an art or craftwork or a model for a project. Did you go through toil or turmoil to complete it? Write your experience in 100 words in a paragraph or a poem.

<b>shilpi</b>	– sculptor, one who carves statues from stone or any hard material
<b>staccato</b>	– a series of short detached sounds
<b>cacophony</b>	– a harsh mixture of sounds
<b>oblivious</b>	– not aware of what is happening around
<b>fickle</b>	– changing
<b>bleary</b>	– not focussing
<b>sinews</b>	– muscles
<b>stark</b>	– complete, sheer
<b>taut</b>	– tense

**CAUGHT SNEEZING**

- (adapted from a short story by Oscar Wilde)

Art and culture is one form of creativity. Innovatively tackling the problems of life calls for yet another form of creativity. Here is a story of how the creative thinking of a little boy helps him overcome with ingenuity and wit a threat to his life.

Hubert, a little boy of fourteen, once travelled on his horse through a lonely road, infested with thieves and robbers. Three hefty men waylaid him, took away his horse and beat him black and blue.

Poor Hubert limped his weary way across to a palatial mansion hoping to get some help. On reaching the mansion, he raised his hand to knock, when he saw the door already wide open.

As he painfully staggered inside, he was shocked to hear the voices of the thieves who had waylaid him. The thieves had tactfully diverted the attention of the inmates of the house to some huge noise outside, forcing them all to rush onto the streets to find out what was happening there. As the inmates were likely to return soon, the three thieves decided to hide inside a cupboard and wait until night to plunder the household.

For fear of being subjected to more thrashing, Hubert suppressed his cry of horror. He cleverly hid in the narrow space under the staircase. Intelligent and clever by nature, he was yearning for a chance to warn the household of the impending danger. He noticed that the family - an old couple and their visiting sons and daughters who had gathered for a family function, had just come back into the house. Little Hubert made his appearance meekly, shocking them all by his presence from within the house.

Though they initially took him for a thief, the kind old man believed his story and asked the servants to offer him food. All the while Hubert was wracking his brain trying to find a way to forewarn the unsuspecting family of the presence of the danger lurking in the cupboard.

Suddenly Hubert sprang up, offering to demonstrate a few magic tricks to the family. Hubert's first act was to create a storm in a cupboard. He beckoned the old man to toss him his snuff-box. Commanding the others to follow him in silence, lest his magic spell be broken, he tip-toed to the cupboard and climbing on the stool, he emptied the snuff box into the narrow opening along the upper edge of the door. With a few short puffs of breath, he blew the snuff into the cupboard. No sooner did he complete his task, than emerged a suppressed sneeze from inside the cupboard. "How very strange!" said the old man." "More snuff" Hubert said in a hushed voice, gently locking the cupboard. More boxes of snuff were tossed on to him and one by one all the stuff was sprayed into the cupboard. Very soon there was a perfect storm of sneezes. After emptying several boxes, the sneezing sounds were so frequent and so loud that the family realised the presence of strangers in their house. This was not a game of magic anymore. With the help of the servants, they opened the cupboard door, well prepared to tackle the thieves.

Much to their surprise, and thanks and Hubert's skilful strategy, they found that the exhausted thieves had almost fainted, very badly in need of air and ventilation. Hubert retrieved his horse from the thieves and set off on his way with the goodwill and gratitude of the old man and his family. He had proved that Wisdom did not seek only the Aged to express itself.

#### Answer the following questions:

1. What were the circumstances that led Hubert to the palatial mansion?
2. How did the thieves manage to hide unseen within the house?
3. What shocked Hubert when he entered the mansion?
4. Who were the inmates of the house?
5. How did the family treat Hubert?
6. For what was Hubert wracking his brain?
7. How did Hubert perform his trick ?
8. Why did a sneeze emerge from the cupboard?

#### Glossary

<b>infested</b>	- filled
<b>hefty</b>	- big and heavy
<b>waylaid</b>	- attacked
<b>palatial</b>	- huge like a palace
<b>mansion</b>	- house
<b>staggered</b>	- walked with difficulty
<b>plunder</b>	- rob
<b>impending</b>	- likely to happen soon
<b>lurk</b>	- present but hidden
<b>strategy</b>	- plan
<b>retrieved</b>	- got back



9. Why were more sneezes heard from the cupboard?
10. How were the thieves vanquished?
11. What do you understand of Hubert's character from the incidents in this story?

**Answer in a paragraph:**

1. Narrate the clever manner in which Hubert outwitted the thieves.
2. Describe the 'storm in the cupboard' and its consequences.

**State whether the following statements are True or False:-**

1. Hubert was weary with illness.
2. The thieves had diverted the attention of the members of the household.
3. The family met together to plan for a trip abroad.
4. The old gentleman did not believe Hubert.
5. Hubert emptied the snuff-box into the dustbin.
6. The thieves sneezed as they had caught a cold.
7. The thieves were caught by the thoughtful act of Hubert.
8. Hubert stayed with the old man and his family, as the old man had adopted him.

**Going beyond the text:**

- i) If someone emerges from within your house without your knowledge, how would you react?
  - ii) Have you heard of 'storm in a tea cup?' What was literally the storm in the cupboard?
  - iii) Are age and wisdom related?
- Express your opinion in connection with this story.

**Tongue twister :**

**Double bubble from bubbles double  
The sun should shine soon**

**A funny answer :**

**Why is a lazy dog like an inclined plane?  
An inclined plane is a slope up  
( sounds like slow pup)  
A slow pup is a lazy dog**

## Test your skill

You have now mastered various aspects of grammar.  
Here are some exercises for you to work with.  
Test the level of your mastery and find out for yourself the  
skills that you excel in and the areas you need to improve upon.

### I. Fill in the blanks with the right articles :

Karthik is \_\_\_\_\_ famous percussionist. He is \_\_\_\_\_ Indian. He cannot hear sounds clearly as he has \_\_\_\_\_ problem in hearing. He performs bare foot so that he can feel \_\_\_\_\_ vibrations of \_\_\_\_\_ instruments in \_\_\_\_\_ orchestra.

### II. Choose the right prepositions and complete the passage :

We were travelling \_\_\_\_\_ (on / by) a lonely road \_\_\_\_\_ (in / at) night, when our car broke down. We could not get help \_\_\_\_\_ (of / from) anyone. We found an isolated bungalow far \_\_\_\_\_ (below / down) the road. It was well-hidden \_\_\_\_\_ (amidst / in) some dense trees. My little sister had been clever enough to spot it. Then it started raining. We stayed \_\_\_\_\_ (in / within) the bungalow \_\_\_\_\_ (upto / till) it was bright day light. We then walked a long distance and sought the help \_\_\_\_\_ (of / from) a villager. \_\_\_\_\_ (after / until) a whole day's wait, we finally managed to get our car repaired. We then continued \_\_\_\_\_ (on / for) our journey.

### III. Choose the appropriate linkers / connectors from the list and fill in the blanks:

(nevertheless, in case, if, that, as soon as, though, since, while, but, besides)

1. \_\_\_\_\_ being small , this room is also dark.
2. \_\_\_\_\_ he is not fluent in the language, he speaks it with confidence.
3. Call me up \_\_\_\_\_ you are denied an admit card.
4. Please help me find a book \_\_\_\_\_ has a chapter on water resources.

5. He would have certainly attended the function \_\_\_\_\_ he had been invited.
6. Inform me \_\_\_\_\_ you reach the station.
7. \_\_\_\_\_ it was raining heavily, the train was delayed.
8. \_\_\_\_\_ it was the dog's loud bark that alerted the household.
9. \_\_\_\_\_ we were driving into the forest, we saw a bison walking across the road.
10. We started late \_\_\_\_\_ we reached early.

**IV. Spot the errors in the following sentences. Then write the sentences correctly after rectifying the errors.**

1. Do you know which is world's tallest building?
2. We did not reject the proposal; nor we accepted it.
3. I place great confidence on you.
4. One of these cycle is defective.
5. He is good athlete. He performs well.
6. Have anyone seen my purse?
7. Neither the Secretary nor the Manager were available.
8. The furniture were displayed at the showroom.
9. My mother made the servant to do the work.
10. This is a hardly nut to crack.

**V. Put the verbs given in brackets in the correct tense form using the appropriate voice.**

I \_\_\_\_\_ (**see**) this movie already. Let me \_\_\_\_\_ (**tell**) you the story. It \_\_\_\_\_ (**portray**) the story of three chipmunks who \_\_\_\_\_ (**be, train**) by Dave, a music composer. The names of these chipmunks \_\_\_\_\_ (**be**) Alvin, Theodore and Simon. The amazing fact \_\_\_\_\_ (**be**) that these chipmunks could sing. They \_\_\_\_\_ (**be**) an instant success. But the manager of a music firm, bent on making money \_\_\_\_\_ (**take**) them with him. They \_\_\_\_\_ (**keep**) busy touring various countries. As the chipmunks \_\_\_\_\_ (**perform**) continuously, they \_\_\_\_\_ (**grow**) exhausted and their voice \_\_\_\_\_ (**turn**) hoarse. Finally Dave, who \_\_\_\_\_ (**train**) them earlier, \_\_\_\_\_ (**rescue**) them from the evil manager and they \_\_\_\_\_ (**unite**). I \_\_\_\_\_ (**be**) sure, you \_\_\_\_\_ (**enjoy**) this movie.

**VI. Identify the pattern of the following sentences:**

1. We wear woollen clothes in winter.
2. Shyam gave me the right answer.
3. He visits the orphanage frequently.
4. We call Gandhi 'Mahatma'.
5. Alexander conquered many countries.
6. Velu grew tired after the match.
7. I admire her for her courage.
8. All the cows have been milked.
9. This shoe is large.
10. Suddenly they heard a cry.

**VII. Match the following conditional clauses with their respective main clauses:**

- |                                |   |
|--------------------------------|---|
| 1. If it had rained            | a) they would listen to you               |
| 2. If you are tired            | b) I'll be there                          |
| 3. If I were your employer     | c) he would be rewarded                   |
| 4. If you trust me             | d) she could take you home                |
| 5. If they had had funds       | e) we would have stayed at home           |
| 6. If he did his work well     | f) I would treat you with friendliness    |
| 7. If she gets the tickets     | g) she will go to Delhi tonight           |
| 8. If you spoke kindly to them | h) tell me your secret                    |
| 9. If you told her the way     | i) you may rest for sometime              |
| 10. If you need me             | j) they would have supported the campaign |

**VIII. Fill the blanks with suitable auxiliary verbs :**

1. If you had gone to the circus last evening you \_\_\_\_\_ enjoyed the show.
2. Why \_\_\_\_\_ he called by the Principal?
3. What \_\_\_\_\_ happened if he had failed to complete the job?
4. Mobile phones \_\_\_\_\_ switched off as soon as the meeting commences.
5. How \_\_\_\_\_ the stone \_\_\_\_\_ taken up? Maybe by building a ramp that \_\_\_\_\_ (reach) the top.
6. How \_\_\_\_\_ you leave the work unfinished?
7. We \_\_\_\_\_ to wear our uniform to school.

8. They were asked to revise the lesson once again. Their marks \_\_\_\_\_ not satisfactory.
9. The Manager \_\_\_\_\_ to revise the pay of the workers.
10. Sheela \_\_\_\_\_ asleep and her mobile phone \_\_\_\_\_ switched off.

**IX. Rewrite as directed:**

1. Father does scold me sometimes. **(as a negative sentence)**
2. How I wish I were invited to the party! **(as a statement)**
3. Can you ever regain your childhood? **(as a statement)**
4. Having completed the work, Shreya went to play. **(Begin with: Shreya completed.....)**
5. Muthu is a man of great courage. **(rewrite using 'who')**
6. Didn't I tell you not to disturb me? **(as a statement)**
7. The child is so short that it cannot climb up the tree. **(Use the structure 'too...to')**
8. Though he came late, he did not miss the lecture. **(Start with: He came late...)**
9. Solve the crossword puzzle and you shall win a prize. **(Use 'if')**
10. To his surprise, he was elected the class leader. **(Rewrite with: He was ... and...)**
11. Rekha completed the assignment. She submitted it for correction. **(Start with 'Having'.....)**
12. He listened to the story. He did not interrupt the narrator. **(Combine the sentences using 'without')**
13. Please tell me when I should meet you. **(Rewrite using 'to')**
14. This is the room in which I read. **(Supply a gerund in the place of the underlined words.)**
15. The actor of this movie is a new star. **(Rewrite using 'The man who .....')**

**X. Turn into reported speech:**

1. Mr. Chari said to his driver, "Drop me at my office and pick me up at 3 pm."
2. The teacher said to the students, "We are going on an excursion to Kerala next week."
3. Nagaraj said to his father, "Will you allow me to go on an excursion to Kerala?."

4. Valli said to Vimala, "You may find this sum difficult, if you do not learn the formula."
5. Veena said to her friend, "How beautiful your handwriting is!"
6. Shankar said to his teacher, "Ma'am, I had prepared my project assignment but I forgot to bring it."
7. Father said to his son, "Don't be worried. I am sure you will do well in the exam".
8. The old woman said to the student, "Please help me cross the street."
9. The residents said to the Collector, "Thank you for helping us during the floods last week."
10. Rangan said to Ashok, "I have completed this exercise. Now I can submit it without fail tomorrow."

#### **XI. Turn into the direct speech:**

1. Praveen told me that he did not go to movies often.
2. Balaji exclaimed that I had rendered him a good deed.
3. Naveen asked his brother if he would accompany him to the provision store.
4. The Headmaster advised us to switch off the fans when we left the class.
5. Daya wanted to know if tickets were available for the music concert.
6. Selvan wondered if he could climb that hill.
7. The teacher reminded the students to stand up when the National Anthem was being sung.
8. Lalitha told Sarah that she had returned the library book the previous day.
9. Gopi requested Suresh to lend him a pen.
10. The teacher told Rangan that she was happy to see that he had done the exercises correctly.

#### **XII. Fill in the blanks with appropriate relative pronouns:**

1. I don't know \_\_\_\_\_ the answer to this questions is.
2. The boy put aside many toys \_\_\_\_\_ he no longer needed.
3. The monkey \_\_\_\_\_ tail was long kept grinning impishly.
4. \_\_\_\_\_ is he waiting for, his friend or his father?
5. This is the person \_\_\_\_\_ I wanted you to meet.
6. By \_\_\_\_\_ was the invitation delivered?
7. I am sorry for \_\_\_\_\_ I said to you yesterday.



8. I've forgotten the name of the girl to \_\_\_\_\_ you were speaking a while ago.
9. Of these two shirts, \_\_\_\_\_ would you prefer?
10. We moved here the year in \_\_\_\_\_ my brother was born.

**XII. Punctuate the passage given below, appropriately:**

Giri was one of the 150 passengers who were aboard the fateful plane that crashed while landing at the mangalore airport he had a miraculous escape as he clung to a tree on which he had landed while jumping from the plane oh what a narrow escape thought he to himself

**XIII. Rewrite the sentence according to the instructions given in brackets, making suitable changes wherever necessary:**

1. He made a blunt refusal. (Rewrite using the word 'bluntly')
2. Only after I locked the house, did I pocket my key. (Rewrite using the word 'pocketed')
3. The teenager who saved a drowning child was appreciated by everyone. (Rewrite using the word 'appreciation')
4. The leader was received warmly wherever he went. (Rewrite using the word 'warmth')
5. It is necessary to take tuitions only if you don't pay attention in the class. (Rewrite using the word 'necessity')
6. Working mothers find it difficult to reach their offices on time. ( Rewrite using the word 'difficulty')
7. The boy felt very sad when his dog died. (Rewrite using the word 'sorrow')
8. Be courageous to stand up for the truth. ( Rewrite using the word 'courage')
9. The Chief Guest spoke on preserving our culture. ( Rewrite using the words 'speech' and 'preservation')
10. She likes to be adventurous, (Rewrite using the word 'adventure')

**XIV. Match the idioms with their meanings :**

- |                         |                                      |
|-------------------------|--------------------------------------|
| 1. apple of one's eye   | a) work without a break              |
| 2. have an axe to grind | b) as a total surprise               |
| 3. to bark at the moon  | c) indulge in pleasant memories      |
| 4. full of beans        | d) very early in the morning         |
| 5. out of the blue      | e) have a personal cause for actions |
| 6. caught red-handed    | f) as a total surprise               |

- |                                 |  |
|---------------------------------|--|
| 7. at the crack of dawn         | g) be in a state of nervous suspense         |
| 8. pay back in the same coin    | h) to make a fuss with no effect             |
| 9. take a trip down memory lane | i) caught when doing something wrong         |
| 10. to be on tenterhooks        | j) lively, in high spirits                   |
|                                 | k) to make a big issue out of a small matter |

#### XV. Supply suitable question tags:

1. We get uninterrupted power supply, \_\_\_\_\_?
2. Many of us do not know this information, \_\_\_\_\_?
3. It has been raining continuously, \_\_\_\_\_?
4. Shreya draws well, \_\_\_\_\_?
5. Swarna cannot run fast, \_\_\_\_\_?
6. The lessons are quite interesting, \_\_\_\_\_?
7. You know this story, \_\_\_\_\_?
8. He should see a doctor if he is unwell, \_\_\_\_\_?
9. I'm not late, \_\_\_\_\_?
10. There are enough mangoes for all of us, \_\_\_\_\_?

#### XVI. Exercises on Translation

- a) You are at a hospital. You find the following notice above the lift. The patient behind you needs a translation of the notice. Help him with your translation.

நோயாளிகளின் உபயோகத்திற்கு மட்டும்

- b) You see a notice at the bus terminus. A North Indian, who cannot read Tamil, needs your help in understanding the notice. Give him the message in English.

எச்சரிக்கை : அடுத்தவர் விடும் புகையினால், புகை பிடிக்காதவரைக் கூட

பக்கவாதம் தாக்கும் அபாயம் உண்டு

- c) The following is an announcement in Tamil you hear while on the electric train. A foreign co-passenger is not able to understand it. Translate it into English for him.

இந்த மின்வண்டி அடுத்துவரும் நிறுத்தத்தில் இரண்டு நிமிடங்கள்

கூடுதலாக நிற்கும். பயணிகள் நிதானமாக இறங்கி ஏறவும்.

d) Translate the following extract into English:

தஞ்சை பெரிய கோவிலின் ஆயிரம் ஆண்டு நிறைவு  
மேம்பாட்டுப் பணிகளுக்கு 25 கோடி ஒதுக்கீடு

தஞ்சை பெரிய கோவிலின் ஆயிரம் ஆண்டு நிறைவு விழாவை முன்னிட்டு, தஞ்சை நகர மேம்பாட்டுப் பணிகளுக்கு 25 கோடியே 19 லட்சம் ரூபாயை ஒதுக்க தமிழக முதல்வர் உத்தரவிட்டுள்ளார். மாமன்னர் ராஜராஜனின் தஞ்சை பெரிய கோவில் ஆயிரம் ஆண்டு நிறைவடைவதை கொண்டாடும் வகையில், தமிழக அரசின் சார்பில், தஞ்சையில் செப்டம்பர் 25 மற்றும் 26ம் தேதிகளில் விழா நடத்தப்படுமென முதல்வர் அறிவித்தார்.

இதையொட்டி தஞ்சை நகரில் சாலைகள் மேம்பாடு, பழைய மற்றும் புதிய பேருந்து நிலையங்கள் மேம்பாடு, பெரிய கோவில் முதல் மருத்துவக்கல்லூரி வரை தெரு விளக்குகள் ராஜராஜசோழன் சிலை நிறுவப்பட்டுள்ள பெரிய பூங்காவை அழகுப்படுத்துதல், பெரிய கோவில் அருகில் உள்ள பாலத்தை அகலப்படுத்துதல் ஆகிய அடிப்படை பணிகளை நிறைவேற்ற 25 கோடியே 19 லட்சம் ரூபாய் ஒதுக்கீடு செய்ய முதல்வர் அனுமதி வழங்கினார்.

– Dinamalar 14/08/2010

## ACKNOWLEDGEMENTS

### Reading passages / excerpts / reference for activities :

- |  |  |
|--|--|
| 1. Music - The Hope Raiser                       | - <a href="http://www.bostonconservatory.edu">www.bostonconservatory.edu</a>   |
| 2. Sam   | - <a href="http://www.petsplace.co.za/sam.htm">www.petsplace.co.za/sam.htm</a>   |
| 3. A Golden Path                                 | - Emerald Treasury of Famous Speeches, Emerald Publishers  |
| 4. The Face of Judas Iscariot                    | - <a href="http://www.boddunan.com/miscellaneous/51-general-reference/9314-the-face-of-judas-iscariot.html">www.boddunan.com/miscellaneous/51-general-reference/9314-the-face-of-judas-iscariot.html</a>   |
| 5. Will Thirst be Unquenchable ?                 | - Excerpts from 'The Big Melt' by Brook Larmer – National Geographic, Special Edition on 'Water', April 2010<br>- Graded Reader of Activity Book X, Ministry of Education, Oman  |
| 6. A Close Encounter (renamed)                   | - 'My Brother and his Invention' by Rex Coker – <a href="http://www.helium.com/knowledge/251052/stories-my-brother-s-great-invention">http://www.helium.com/knowledge/251052/stories-my-brother-s-great-invention</a>                                    |
| 7. Flying with the Moon on their Wings (renamed) | - Adapted from 'Migration and Bird Ringing' by Jamal Ara from 'Reading for Meaning', S.Chand & Co.   |
| 8. Our Heritage - A Timeless Marvel -            | - Excerpts from 'The Hindu', dtd.10th Jan, 2010; <a href="http://www.dilipkumar.in/travel/heritage/bigtemple.php">www.dilipkumar.in/travel/heritage/bigtemple.php</a> & <a href="http://www.zimbio.com.nikilnarayanan">www.zimbio.com.nikilnarayanan</a> |

### Poems :

- |                 |  |
|-----------------|--|
| 1. Child Labour | - Fameed Jawaaid,<br><a href="http://www.daijiworld.com/chan/exclusive_arch.asp?ex_id620">http://www.daijiworld.com/chan/exclusive_arch.asp?ex_id620</a> |
| 2. Migrant Bird | - Famida Y. Basheer  |
| 3. Shilpi       | - Ashwin Parthiban   |

The State would appreciate information about any unacknowledged material published in the Textbook.

Time: 2 hrs. 30 minutes

## BLUE PRINT - ENGLISH PAPER - I - CLASS X

Max. Marks 100

Objective	Knowledge (Vocabulary, Writing, Grammar)	Comprehension (Reading, Vocabulary, Language skills)	Application and Expression (Grammar, Vocabulary, Creative competency, Writing)	Total									
Forums of Question													
Section A I. Vocabulary													
A Synonyms				5 (5)									5 (5)
B Antonyms				5 (5)									5 (5)
C Voc			5+1*(5)							5+1* (5)			10+2* (10)
SECTION B II. Grammar													
A Filling in			1(1)								9(9)		10 (10)
B Transform											5 (10)		5(10)
C Punctn											1(5)		1(5)
SECTION C III. Prose													
A Textl Comp											5+2*(10)		5+2* (10)
B Paragraph										1+2* (5)			1+2* (5)
SECTION D IV. Poetry													
A Memory		1+1*(5)											1+1*(5)
B Comp.		3(3)								1(1)			5(5)
C Apprctn		1(1)								1(1)			5(5)
D Paragraph										1+2* (5)			1+2* (5)
SECTION E V. Language functions													
A Nontext Com											2(5)		5(10)
B Error spot												5(5)	5 (5)
C Plc Comp												5(5)	5(5)
TOTAL		5+1*(9)	6+1*(6)	10(10)	1+2* (5)	5(7)				1+2* (5)	16+2* (29)	25+1* (29)	69+3* (100)
				K 25				C 20				A 55	

FIGURES OUTSIDE THE BRACKETS INDICATE THE NUMBER OF QUESTIONS AND FIGURES WITHIN BRACKETS INDICATE MARKS. \*Optional Questions

Time: 2 hrs. 30 minutes

BLUE PRINT - ENGLISH PAPER - II - CLASS X

Max. Marks = 100

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