Government of Tamilnadu

# ENGLISH

## X STANDARD

NOT FOR SALE

Untouchability is Inhuman and a Crime

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## தேசிய கீதம்

ஜன கண மன அதிநாயக ஜய ஹே
பாரத பாக்ய விதாதா
பஞ்சாப ஸிந்து குஜராத மராட்டா
திராவிட உத்கல பங்கா
விந்திய ஹிமாசல யமுனா கங்கா
உச்சல ஜலதி தரங்கா
தவ சுப நாமே ஜாகே
தவ சுப ஆசிஸ மாகே
காஹே தவ ஜய காதா
ஜன கண மங்கள தாயக ஜய ஹே
பாரத பாக்ய விதாதா
ஜய ஹே ஜய ஹே ஜய ஹே
ஜய ஜய ஜய ஜய ஹே!

– மகாகவி இரவீந்திரநாத தாகூர்.

## THE NATIONAL ANTHEM

Jana–gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjaba-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava subha name jage,
Tava Subha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya, jaya, jaya he.

- Rabindranath Tagore.

### SHORT VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

### AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravid, Orissa and Bengal.
It echoes in the hills of the Vindhyas and Himalayas,
mingles in the music of the Yamuna and Ganges
and is chanted by the waves of the Indian Sea.
They pray for Thy blessings and sing Thy praise
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory, Victory, Victory to Thee.

## தமிழ்த்தாய் வாழ்த்து

நீராருங் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற
எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழணங்கே!
தமிழணங்கே!
உன் சீரிளமைத் திறம் வியந்து
செயல்மறந்து வாழ்த்துதுமே! வாழ்த்துதுமே! வாழ்த்துதுமே!

– 'மனோன்மணீயம்' பெ.சுந்தரனார்.

## INVOCATION TO GODDESS TAMIL

Bharat is like the face beauteous of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant 'Tilak' is the blessed Dravidian land.

Like the fragrance of that 'Tilak' plunging the world in joy supreme reigns Goddess Tamil with renown spread far and wide.

Praise unto 'You, Goddess Tamil, whose majestic youthfulness, inspires awe and ecstasy.'

## THE NATIONAL INTEGRATION PLEDGE

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation."

"I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means."

## A STUDENT'S VOW BEFORE MOTHER INDIA

Name :

Class : School :

I shall overcome the obstacles raised by caste and communal prejudices and work for the greatness of my Motherland putting to the fullest use the benefits that I derive through education.

Vande mataram!

Signature

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# A NOTE TO THE TEACHERS

You are indeed a privileged teacher to have a class of students who have completed nine years of learning and acquiring the basic skills of English, and who are now ready to take the final steps to competence through your help and guidance! As you are aware, this year your students will not only be honing their skills and refining their abilities but will also be gearing up to face the State Board Examination. Some of them may need to face various interviews for further vocational studies or jobs.

The authors of Standard X Textbook have kept all these factors in mind while preparing the material, ensuring that the content not only motivates the student to learning and acquiring proficiency in English but also makes them better citizens.

The **passages** chosen for study are more 'communicative' than 'literary' and focus in content on the issues of national concern expressed in the National Curriculum Framework 2005 and also provide an insight into the use of style and genre in writing for those who wish to specialize in creative writing at a later date. The Active Learning Methodology has been used in most of the exercises. However, you too need to be as active a guide and facilitator to your students so that you lead them smoothly through the steps of thinking, discovering, learning, expressing, and going beyond the text to make their learning experience effective. The prose and poetry selections in each unit are thematic and well illustrated with visual images and related verbal references. The passages are provided with pre-reading activities which help the students grasp the theme of the unit and move smoothly into the process of learning with the necessary comprehension, clarity and interest. Questions for formative evaluation are inserted at intervals within the prose passage to help students assess their understanding of the passage. Likewise, there are summative questions to provide feedback to teachers on the effectiveness of their teaching.

The **vocabulary** section of each unit deals with the usage of words and their application, with the knowledge of the context in which they are used. Some of the

difficult words have been omitted in the glossary in order to facilitate students' self-learning through classroom word games; guessing the meaning; and dictionary search activities. Likewise, exercises are not repetitive so that you have your own space to apply creativity and innovation and help your students further enrich their vocabulary in the limited class time available. Most of the grammar exercises are for an enhanced application of the knowledge already acquired in the earlier classes. Essential details are highlighted, followed by examples and activities.

As the Std IX and X syllabi for grammar and language functions are packaged for study, most of the exercises - though tuned to the context- are designed for extensive revision. The integrated grammar exercise furnished at the end of the text includes most of the items the student has learnt from classes 6 to 10. However, as these exercises are only a few and of an elementary nature, teachers might supplement them with more challenging activities on every aspect of grammar.

The prose passages selected as learning material in each unit serve as apt tools for integrated learning and use of the skills of Listening, Speaking, Reading and Writing, besides Grammar, Vocabulary and Language functions. Exercises furnished to develop reading skills have been selected with great care, catering to the interest and needs of the learners. It would be more effective to allow the students to do the activities on their own with minimum but necessary guidance.

Activities on listening skill concentrate on understanding sounds and content; paraphrasing the material prescribed; and reacting, evaluating and responding appropriately. Nevertheless, teachers need not limit themselves to the given material only but could incorporate news announcements, story telling, poetry reading, role plays and other such aural activities to help students enhance their listening skill.

The writing skill has been based on what has been prescribed in the syllabus for Std IX and X, keeping in mind the necessary craft the student requires to express his creative and reflective thoughts through writing, and his need to competently tackle the non-textual questions in the Board Examination. Teachers are earnestly requested to discourage rote learning from prepared notes and assist students to write on their own for both textual and general writing, however tedious the correction

and evaluation of such writings may be. This area of writing skill is a test of fire that all dedicated and committed teachers must put themselves through. The activities in the book will no doubt motivate the students to write, but individual attention with prompt and personalized feedback would ensure marked improvement in their writing skill.

Various activities have been presented to encourage students to use the language in dialogues and discourses; in narrating of personal experiences; in expressing thoughts and feelings; in sharing problems and offering solutions. Students would be equipped with the knowledge of preparing and presenting projects and write-ups; organizing seminars; interpreting nonverbal presentations, describing pictures, understanding road maps, developing headlines and formulating advertisements with catchy slogans.

Translation activities have been chosen to build skills of expression in both languages - English and Tamil - so that students could apply them in real-life situations.

The prose and poetry excerpts include formative questions that kindle the mind and encourage thinking beyond the text, so that students find a link between the passages they have studied and real-life situations. There are also hypothetical questions which encourage students to visualize probabilities and possibilities in different situations and strategically use the appropriate functions of language like Conditionals and Modals to voice their feelings, suggestions, opinions and decisions. Parallel reading poems have been placed beside some of the main poems to help students enhance their literary appreciation. Please note that the parallel poems should not be used in testing items.

The supplementary reading materials have been selected for their short, simple and comprehensible content, keeping the essential objectives in mind: creating a love for reading; encouraging reading with speed and understanding; recognizing the variegated mood, attitude and character of individuals; appreciating life through literature, and identifying themselves with the meaning of life. It is an earnest plea that teachers make the supplementary reading periods lively yet contemplative, and discursive, for it is from such classes that future societies emerge.

**Please note : Passages in the text should be studied with focus on the content and language only and not on the authors or poets.**

As the student is learning a foreign language and is being familiarised with the literary aspects it is necessary to focus on the language and content rather than on the author/poet. Teachers may provide information according to the interest of the student, if required; but it is better to avoid the names and biographical background of the author/poet so that the student sees the work as something that he/she too can produce.

**Unit 1:** The passage for study in this unit belongs to the genre of a short story in narrative style. The story is set on a social theme of character and wealth. It gives wide scope for students to analyse, debate and express their views on human nature and on the positive influences of circumstances. It is followed by a poem which tells us how we fail to see the kind and generous heart of a person which can be revealed when an occasion for an act of generosity arises. The supplementary reading passage is one of sentiment and emotion, highlighting the turmoil in a child and how his kind heart rules over his personal desires.

**Unit 2:** The passage is in the genre of an academic speech and is oratorical in style. The theme is centred on the importance of fine arts with special reference to music. The passage substantiates the positive power of music in its influence on our aesthetic values, our emotional stabilities and our social harmony and peace. The passage is in American English to facilitate the vocabulary item under this unit dealing with British and American English equivalents.The corresponding poem highlights music as a key to the emotional reminiscence of childhood's treasured moments. The supplementary reading material that follows recounts a child's observations on the impact of a musical instrument on his parents' life.

**Unit 3:** The passage in this unit is in the genre of a public address rendered in didactic style. The theme is on personality development, highlighting the essential skills of co-operation, adaptability, self-discipline, responsibility and respect which every student should possess. It is followed by a poem of advice to youth on how to face the challenges of life and become a wholesome human being. The story selected for supplementary reading touchingly portrays the outcome of adversely subjecting one's character to circumstances, and thereby changing one's whole personality and countenance.

**Unit 4:** The study material in this unit focuses on a global issue of Environment and Conservation in connection with climate change and diminishing water supply. The write-up is in the genre of narrative non-fiction in a combined style of a factual narration and a reflective essay. This study material rings a warning bell which will provoke students into discussions on the dreadful consequences if the issues of global warming and water scarcity are ignored. The poem, in a shift from the gloomy foreboding of the prose reading, spiritedly describes the thrilling experience of some youngsters who go into the woods after sunset to fetch water from a brook. The supplementary passage which follows is a real-life incident recounting a near-death experience of a woman who is sucked into a storm water drain and has a miraculous escape. Here, the prose, poetry and supplementary passages in their entirety give an insight into the dual dimensions of the elements of Nature and Man's need to understand and handle them shrewdly.

**Unit 5:** The passage for study in this unit takes the student directly into two major national concerns - the subaltern segment of our society which has been for a long time, unnoticed in the cultural profile of our nation; and the child labourer who is denied the right to education and forced to toil and labour for a living with neither "dignity, self-confidence or strength". The passage is a strongly worded reflective response, in a journalistic approach, to a news item on child labour and abuse. The poem carries the theme further by presenting a verbal picture of child labour in the past, and depicting through poetic imagery the hardships that children were subjected to during the 'Industrial Revolution' in England. The supplementary narration, in a lighter vein, brings out the pleasures of childhood with its unrestricted freedom in creativity and invention and paints in subtle shades the bonding of siblings through all their experiences whether good or bad.

**Unit 6:** This unit contains a study material which is in the genre of non-fiction and children's scientific journal. This short research on the phenomenon of bird migration provides, besides the content knowledge, a wide scope for students to acquire the scientific registers of language and use them skillfully in their own expressions. The accompanying poem is a self-description of a migrant bird through whose words the poet contrasts the bird's peaceful determination and unrestricted freedom to man's

self-made barriers and power conflicts. The supplementary story of this unit portrays the turmoil in the mind of a young man who has migrated to a foreign country and for whom the reality of his dream has lost its lustre.

**Unit 7:** This unit is set on the theme of our cultural heritage with special focus on the architectural wonder of the thousand year old Brihadeeshvarar Temple of Thanjavur in Tamilnadu, commonly referred to as the Big Temple. The reading passage is in the genre of a travelogue, the style being picturesquely descriptive in depicting the salient features of the temple and the museum in its premises. As a complement to the temple's carvings on stone, the poem prescribed for study chisels out the creative skill and the mental and physical stress of a temple sculptor, who with reverence carves a stone idol and looks with awe and pride at his completed creation of God in the image of Man. The supplementary reading passage is a story for light reading, describing the clever manner in which a smart child outwits villainous thieves and thwarts their attempt at robbing a family.

The authors of this textbook have made a sincere and committed effort to blend the prerequisites of the National Curriculum Framework 2005 with the teaching and learning objectives of the Tamilnadu State Revised Syllabus for English, incorporating where required the Active Learning Methodology. All the excerpts, poems and passages selected here, contain language that is communicative and suitable for students to use freely and confidently beyond the classroom. In content every selected piece is purposeful and meaningful in the moulding of the students' character, personality and outlook and in developing a good citizen for a future society. It is hoped that this book would facilitate ample interaction between the teachers and learners and make space for a learner-friendly atmosphere in the class. However, it must be emphasized that a language textbook is only a tool and language learning is not confined to the pages of a textbook. Teachers need to go to various day to day sources like the newspaper, magazine, T.V and radio programmes and link them with activities relating to the learning items in the text. A creative and an innovative teacher can do more than a textbook can!

We wish you and the students a memorable year of happy interaction while teaching and learning English through this textbook!

# UNIT 1

## PROSE

# THE MODEL MILLIONAIRE

**Pre-reading Activity :**

Have you ever mistaken a teacher or your friend for someone else, while looking at them from a distance?

Oscar Wilde

- 'Appearances are deceptive'. Can you judge a person by his mere appearance?
- Here is a story which describes the unexpected consequences of mistaking a person for someone else.

Hughie was wonderfully good-looking with his crisp brown hair, his clear-cut **profile** and his grey eyes. He was as popular with men as he was with women, and he had every **accomplishment** except that of making money. He had tried everything. But he became nothing, a delightful, **ineffectual** young man with a perfect profile and no profession.

Hughie wanted to marry Laura Merton, the daughter of a retired **Colonel**. The Colonel was very fond of Hughie but would not hear of any engagement. "Come to me my boy, when you have got ten thousand pounds of your own and we will see about it," he said. Hughie looked very **glum** and he cursed himself for his inability to fulfil the condition.

1. What was Hughie's financial status?
2. What was the condition laid down by the Colonel to allow Hughie's engagement to Laura?
3. Why was Hughie upset ?

One morning as he was on his way to Holland Park, he dropped in to see a great friend of his, Alan Trevor. Trevor was a painter. He was a strange rough fellow with a **freckled** face and a red **ragged** beard.

| | |
|---|---|
| **profile** | - outline of the face / head |
| **accomplishment** | - a well learned ability / skill |
| **ineffectual** | - not doing anything worthy |
| **colonel** | - (pronounced ker-nel) a high rank in the army |
| **glum** | - sullen, dejected, displeased |
| **freckled** | - marked with small brown spots on the skin |
| **ragged** | - untidy |

When he took up the brush, he was a real master and his pictures were eagerly sought after.

When Hughie came in, he found Trevor painting the finishing touches to a wonderful life-size picture of a beggar man. The beggar himself was standing on a platform in a corner of the studio. He was a **wizened** old man with a face like wrinkled **parchment** and a most **piteous** expression. Over his shoulders was flung a **coarse** brown cloak, all tears and tatters; his thick boots were patched and cobbled and with one hand he leant on a rough stick while with the other he held out his battered hat for **alms**.

1. What makes you feel Alan was a good painter?
2. What made the old man look a typical beggar?

"What an amazing model!" whispered Hughie, as he shook hands with his friend.

"An amazing model?" shouted Trevor at the top of his voice. "I should think so! Such beggars as he are not to be met with every day."

"Poor old chap!" said Hughie, "How miserable he looks! But I suppose to you painters, his face is his fortune?"

"Certainly you don't want a beggar to look happy, do you?"

"How much does a model get for sitting?" asked Hughie.

"A shilling an hour."

"And how much do you get for your picture, Alan?"

"Oh! For this I get two thousand pounds."

| | |
|---|---|
| wizened | – looking dried up through age |
| parchment | – a piece of paper |
| piteous | – sad, sorrowful |
| coarse | – rough |
| alms | – offerings |

1. Why is the model's face his fortune?
2. How many shillings make a pound?
3. In our country models pose for advertisements. How much do you think they are paid?

After sometime, the servant came in and told Trevor that the frame maker wanted to speak to him. "Don't run away Hughie" he said, as he went out, "I'll be back in a moment". The old beggar took advantage of Trevor's absence to rest for a moment on a wooden bench. He looked so **forlorn** that Hughie could not help pitying him. All he could find was a **sovereign** and some **coppers**. "Poor old fellow", he said to himself and slipped the sovereign into the beggar's hand. The old man said, "Thank you,sir". Then Trevor arrived and Hughie took his leave.

The next day when Hughie visited Trevor, he was surprised to hear that the model kept asking Trevor for all details about him. Trevor informed Hughie that he had clearly explained Hughie's condition to the old model. "What! You told that old beggar all my private affairs?" cried Hughie looking very red and angry. "My dear boy", said Trevor smiling, "that old beggar as you call him is one of the richest men in Europe. He is Baron Hausberg. He is a great friend of mine".

What was the beggar's true identity?

"Good Heavens! I gave him a sovereign!" and he sank into an armchair.

"Gave him a sovereign!" shouted Trevor and he burst into a roar of laughter.

"What will he think of me?" said Hughie.

"Oh, my God! I could not make out why he was so interested to know all about you; but I see it all now. He will invest your sovereign for you, Hughie, pay you the interest every six months and have a capital story to tell after dinner," commented Trevor.

Why did Hughie fear an adverse reaction from the Baron?

**forlorn** – forsaken, lonely
**sovereign** – a former currency worth 1 pound
**coppers** – coins of lower denomination

The next morning as he was at breakfast, the servant brought him a card on which was written Baron Hausberg and Hughie told the servant to show the visitor up. An old gentleman came into the room. "I have come from Baron Hausberg". He continued, "I beg sir, that you will offer him my apologies," stammered Hughie.

Why did Hughie wish to apologise to the Baron?

"The Baron", said the old gentleman with a smile, "has **commissioned** me to bring you this letter". And he extended a sealed envelope on which was written "A wedding present to Hugh Erskine - Hughie and Laura - from an old beggar" and inside was a cheque for ten thousand pounds.

commissioned - ordered

"Millionaire models" remarked Alan, "are rare enough, but **by Jove**! Model Millionaires are rarer still!"

by Jove - an exclamation of surprise

**Pondering over the text :**

1. Why was Hughie angry with Trevor?
2. Why did Trevor remark that such beggars as the model were not to be met with every day?
3. Why did Hughie grow offended at Trevor's act of discussing his affairs with a stranger?
4. What was the Baron's reaction to Hughie's innocent act of awarding him a coin?
5. Differentiate – 'Millionaire Models' and 'Model Millionaires'.
6. What are the various details that Alan Trevor would have given to the Baron?

**More about the text :**

1. How would you justify the title of the story?
2. Attempt a character sketch of a) Hughie; b) the Baron.
3. Think of a different way in which Hughie's problem could have been solved.
4. Imagine another possible reaction the Baron could have had on receiving alms from Hughie.

**Answer in a paragraph :**

1. Who was Hughie? How had Hughie treated the model who posed for Trevor?
2. What was the result of Hughie's mistaking the Baron for a beggar?
3. Comment on the role played by Alan Trevor in the story.

## Vocabulary :

**Choose the context that is nearest in meaning to the italicised word in each sentence :**

1. Hughie was ***popular*** with everyone.
   a) The answer remains unknown.
   b) Kolkata is a populous city.
   c) The rat peeped out of its hole.
   d) Sachin is a well known cricketer.

2. 'What an ***amazing*** model!' said Trevor.
   a) The patient had a surprising recovery.
   b) The scenery was splendid.
   c) The walls were brightly painted.
   d) The issue is an alarming one.

3. The man held out his ***battered*** hat for alms.
   a) The rear portion of the car was beaten out of shape.
   b) The batsman batted continuously for two hours.
   c) The house he lives in is modern and huge.
   d) He was dressed in rags.

4. He ***extended*** a sealed envelope.
   a) My friend offered me an invitation to the party.
   b) The crowd kept swelling.
   c) The narrow road expanded into a highway after a while.
   d) The doctor examined the patient carefully.

5. His thick boots were ***patched*** and cobbled.
   a) He divided his land equally among his sons.
   b) He covered the old painting with some new paint.
   c) He renewed his friendship after many years.
   d) All the tears in the dress have been sewn up.

**Choose the best antonyms for the *italicised* words from the options given below :**

1. He cursed himself for his ***inability*** to fulfil the condition.
   a) inadequacy b) capacity c) ability d) sincerity
2. His pictures were ***eagerly*** sought after.
   a) expectantly b) enthusiastically c) differently d) indifferently
3. His expression was the most ***piteous***.
   a) pathetic b) joyous c) kind d) anxious
4. Do not tell him all my ***private*** affairs.
   a) impersonal b) public c) secret d) privileged
5. Such men as the Baron are very ***rare***.
   a) common b) uncommon c) difficult d) dear

**Construct your own sentences using the phrases given below :**

*to make matters worse, used to, take up, on account of*

**Fill in the blanks with the right homophones :**

1. The colour of your.....is the same as that of the ..... (hair / hare)
2. Do you ..... the answer? ..... I don't. (no / know)
3. I can ..... the bell from ..... (hear / here)
4. .....day on earth is measured by the ..... (hour / our)
5. He wants to ..... a flat..... selling his house. ( by / buy)

## Grammar

### Reported Speech - Revision

Let us recall and revise what we have learnt in Std VIII and IX.

Look at these sentences:

Statements -

(Direct speech) "What can I do for you?" the Headmaster asked the boy.
"I have come to ask you for a scholarship", the boy said.

(Indirect speech) The Headmaster asked the boy what he could do for him.
The boy replied that he had come to ask him for a scholarship.

### Interrogatives - Yes / No questions

**(Direct speech)** The doctor asked the patient, "Do you smoke?"

**(Indirect speech)** The doctor asked the patient whether (if) he smoked.

### Interrogatives - 'Wh' questions

**(Direct speech)** The teacher said to the students, "Where do you want to go?"

**(Indirect speech)** The teacher asked the students where they wanted to go.

### Imperative sentence

**(Direct speech)** The teacher said to the students, "Don't write on both sides of the paper."

**(Indirect speech)** The teacher instructed the students not to write on both sides of the paper.

### Exclamatory sentences

**(Direct speech)** "What a beautiful view it is!" said my friend.

**(Indirect speech)** My friend exclaimed that it was a very beautiful view.

When a sentence in the direct speech is transformed into the reported speech, it undergoes certain changes. Can you identify these changes in the sentences given above?

### Write what the people actually said :

1. The teacher told the students that the students had done very well in the test.
   The teacher said to the students, "……."
2. The Prime Minister said that he was determined to abolish poverty.
   The Prime Minister said, "……."
3. All holy scriptures advise us to do our duty without worrying about the result.
   All holy scriptures say, "……."
4. The teacher asked me whether I was going to join the Medical course or the Engineering course.
   The teacher said to me, "……."
5. Shyam's grandfather advised him not to waste his time in unnecessary activities.
   Shyam's grandfather said to him, "……."

**Report the dialogue given below to your friend :**

**Patient** : Doctor, a bee has stung me. The pain is unbearable.

**Doctor** : Don't worry; I'll apply some cream on it.

**Patient** : You'll never find that bee. It must be far away.

**Doctor** : No, I'll apply the cream on the place where you were stung.

**Patient** : Oh! It happened in the park where I was sitting under a tree.

**Doctor** : No, No, you are mistaken; I mean, on the part of your body where the bee stung you.

**Patient** : Oh, it was on my finger!

**Doctor** : Which one?

**Patient** : How am I to know? All bees look the same to me.

**Doctor** : Oh Gosh! I have never come across such a foolish person in my life!

**Match the direct utterances under Column A with the situations under Column B and complete the utterances :**

| Column A | Column B |
|---|---|
| 1) "Oh! I am tired! ----------" (Mohana to her aunt) | Raghu has not brought the leave letter. |
| 2) "I will not excuse you.----------" (Teacher to Raghu) | Sunitha has failed to return the library books on time. |
| 3) "I don't need a 50 rupee note. Don't ----------?" (Conductor to the passenger) | A tourist wants to find his way to the Museum. |
| 4) "Sunitha, you ought to ----------." (Librarian to Sunitha) | Mohana has been working hard for her examinations. |
| 5) "Which is ----------?" (Tourist to the policeman) | The passenger has not brought enough change. |

**Kinds of Sentences :**

Keshav has said something in a sentence. He has made **a *statement.*** His statement is in the ***affirmative.***

Jasmine too has made a statement. Her statement is in the ***negative.***

**Here we have *two kinds* of sentences – the *Affirmative* sentence and the *Negative* sentence.**

Raghu asks a question. His sentence is an ***Interrogative*** sentence.

Sarathy answers expressing his feeling. His sentence is an ***Exclamatory*** sentence.

Anandh calls the boys. He instructs them. "Don't stand there talking" - this sentence is a ***Command*** or ***Imperative*** sentence.

These are the five kinds of sentences we use in a language.

**Activity: Identify the sentences according to their kind.**

1. How talented you are!
2. Open your books at page 80.
3. I do not want to see this movie.
4. May I go out to play?
5. The rivers run dry in summer.
6. There is no water in the lake.
7. Can you show me the way to the railway station?
8. What a dirty place this is!
9. Please leave your footwear outside the hall.
10. This lesson is interesting.

**The idea in one kind of sentence can be expressed through another kind of sentence.**

**Look at the following sentences:**

1. What an amazing performance! **(Exclamatory-Affirmative)**
   The performance was amazing. **(Statement-Affirmative)**
2. Can anyone be more patient than a mother? **(Interrogative)**
   No one can be more patient than a mother. **(Statement-Negative)**
3. Leave the room now. **(Imperative-Affirmative)**
   You should leave the room immediately. **(Statement-Affirmative)**

**Activity: Transform as directed:**

1. How ferocious the tiger is! **(into a statement)**
2. No one can match his intelligence. **(into an interrogative sentence)**
3. Does anyone dare to disobey the headmaster? **(into a negative statement)**
4. Check your belongings before you leave. **(into a statement)**
5. Is there any substance hotter than fire? **(into a negative statement)**
6. He is always late in completing his work. **(into a negative sentence)**
7. How can you give up the project when it is nearing completion? **(into a statement)**
8. Fill all the vessels with water. **(into a statement)**

## Question Tags

**Look at this question :**

"Do you have a pen?"

You ask this question because you do not know if the person has a pen.

Now if you thought the person had a pen but you were in doubt, you would ask the question thus :

"You have a pen, don't you?"

If you thought the person did not have a pen, but you weren't sure and wanted to confirm it, you would ask,

"You don't have a pen, do you?"

Note that the first part of your question is a **statement** followed by a question tag. If the statement is affirmative, the tag will be negative and if the statement is negative,

the tag will be affirmative. The tag will take the pronoun in the place of the noun in the statement. **e.g.** This lesson is easy, **isn't it?**

Students of Std X don't have time to waste, **do they?**

You can study well, **can't you?**

The bell has not rung, **has it?**

The sun sets in the west, **doesn't it?**

People shouldn't be rude to one another, **should they?**

## Activity

Complete each of the following statements with a question tag.

**Remember:**

(a) Affirmative statements will have negative tags.

(b) Negative statements will have affirmative tags.

(c) The tag will contain a pronoun.

(d) The tag will follow a comma and begin with a small letter.

1. The bus is early today, _____ ?
2. There is no water in the tank, _____ ?
3. People must keep the streets clean, _____?
4. I shall carry the bags for you, _____ ?
5. The conductor will not give you change for Rs. 10/-, _____ ?
6. Our team will win the match, _____ ?
7. The flag has four colours on it, _____ ?
8. I haven't answered your questions, _____ ?
9. Plants give out oxygen during the day, _____ ?
10. You should treat each other with respect, _____ ?

## Listening skill :

Listen to the following information on an American billionaire and answer the questions that follow :

Warren Edward Buffett, born on August 30, 1930, is an American investor, industrialist and philanthropist. He is one of the most successful investors in the world. Often called "the legendary investor", he is the primary shareholder, Chairman and CEO of Berkshire Hathaway. He was ranked as the world's wealthiest person in 2009 and is currently the fourth richest person in the world as of 2014.

Buffett is also a notable philanthropist, having pledged to give away 99 percent of his fortune to philanthropic causes, primarily via the Gates Foundations. In 2009, after donating billions of dollars to charity, Buffett was ranked as the second richest man in the United States, with only Bill Gates being ranked higher than Buffett. In June 2006, he announced a plan to give away his fortune to charity, with 83% of it going to the Bill & Melinda Gates Foundation, making it the largest charitable donation in history.

A significant proportion of his wealth will not go to his children. His action is consistent with his principle that is against the transfer of great fortunes from one generation to the next. Buffett once commented, "I want to give my kids just enough so that they would feel that they could do anything, but not so much that they would feel like doing nothing".

## Questions :

1. Buffett is known as _____.
   a) the model millionaire
   b) the legendary donor
   c) the legendary investor
   d) a great philanthropist

2. State whether the following statement is true or false:
   Buffett is currently rated as the wealthiest person in the world.

3. _____ is appreciated for the largest charitable donation.
   a) Bill Gates
   b) Melinda Gates
   c) Berkshire Hathaway
   d) Edward Warren Buffett

4. Buffett did not wish to _____.
   a) transfer his huge property to his children
   b) contribute much to the society
   c) improve the investment sector
   d) make huge donations to the poor

5. Having too much money would make people_____.
   a) ideal
   b) charitable
   c) active
   d) idle

## Speaking Skill :

### Group Activity

a) The class is to be divided into two groups. The topic for discussion is "The aspiration to become an author or a journalist is not strong in students of today."

### Remember the following :

Say "Excuse me" when you need to interrupt the one who is speaking.

Say, "I'm sorry, I don't agree with you" when your viewpoint differs.

Start with "In my opinion…"; "I think..." or "I would say that…" when you express your opinions.

b) Imagine this situation. You have not seen your uncle, who has been living abroad for over a decade. You do not believe he is your uncle when he comes to your house, when your parents are away. While refusing to let him in, your parents return home and clarify the matter. Narrate this incident to your friends.

## Reading Skill :

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

### The Autobiography of a Euro

It took three long years for my coming into existence after the idea of a new currency was conceived. I was conceived and named on 1st January, 1999, when eleven European countries decided to have a new money form i.e. the Euro. My value was determined according to the conversion rate fixed by these countries in terms of their own currencies. On 1st January 2002, I was circulated as currency notes when twelve countries adopted me as their currency. Some countries opposed the idea of using me and initially refused to accept me. But now almost all the European countries have accepted me as valid currency. My brother Dollar, who is in America, my brother Lira, residing in Italy, and my sister Sterling in Britain were quite jealous of me but soon they accepted my existence and started respecting me. I now enjoy a place of pride among all the currencies in the world and almost everyone accepts me freely.

### Questions:

1. When did Euro come into worldwide acceptance?
2. Euro was accepted without opposition- Is this statement true or false?

3. Bring out the sibling rivalry in Euro's family.
4. What is the present status of Euro?
5. To which continent does this currency belong? Find out the names of at least three countries whose currency is the Euro.

## Writing Skill:

**A. Can money buy happiness? Develop your ideas with the help of the point given below. Use your ideas and write a paragraph on the topic.**

| Yes , because money | No, because money doesn't |
|---|---|
| buys house / clothes / car... | get you health, happiness... |
| | |
| | |
| | |

**B. Know Your Idioms :**

1. a penny for your thoughts - tell me what you are thinking about
2. a chance in a million - either no chance at all or a very slim chance
3. two sides of the same coin - two contrasting characters in the same category
4. a million dollar question - a question with a much awaited and valuable answer
5. as good as gold - very well behaved
6. to cash in on - to take advantage
7. thirty pieces of silver - the money paid to Judas Iscariot for an act of betrayal.

**C. Write dialogues for the following situations :**

1. Sarathy visits the doctor, complaining of a headache and fever. Build a conversation between the doctor and Sarathy, with a minimum of five utterances each.
2. Sumathi has won the first prize at an elocution competition. She excitedly informs her mother of this, describing the number of contestants, the manner in which she spoke and how she had overcome her nervousness. Write a dialogue with a minimum of five exchanges for this situation.

# UNIT 1 POEM

## BEAUTIFUL INSIDE

Appearances can be deceptive,
And to the superficial gaze
The outside looks dull and grey
Plain looking in many ways,
Yet, when a crack causes
Water to seep slowly through,
A Geode can split to reveal
A dazzling sight to view!
Piles of purple crystals
Sparkling in the light,
Such wonderful inner beauty
Now apparent for our delight!
Have you noticed how some people,
May seem plain as plain can be?
Yet, if we take time to peer deeper,
Then, what gems would we see?
Perhaps a beautiful heart
We never thought was there,
Where an aching generosity
Is waiting its time to share?
Yes, a warm, glowing inner beauty
Will emerge before your eyes,
A newly discovered Treasure
For you to cherish, and to prize!

-Paul Holmes

**Glossary :**

| | | |
|---|---|---|
| appearance | : | the way someone or something looks or seems to be |
| superficial gaze | : | not looking at something thoroughly, seeing only what is obvious |
| deceptive | : | misleading; likely to make you believe something that is not true |
| seep | : | flow slowly and in small quantities |
| geode | : | a rock containing a cavity which is lined with crystals or other mineral matter (pronounced as ***ji-ode***) |
| dazzling | : | brilliant |
| crystal | : | a clear mineral |
| apparent | : | obvious, easy to see |
| peer deeper | : | look closely or carefully at something especially when you cannot see it clearly |
| aching generosity | : | a longing or a deep desire to give freely |
| inner beauty | : | good or pleasant qualities that are appreciated in a person |
| emerge | : | come out from a hidden place |
| treasure | : | something very valuable |
| to cherish | : | to keep a pleasant feeling in your mind for a long time; to love and preserve |
| to prize | : | to value something highly |

**Thinking about the poem:**

1. How does a geode look on the outside ?
2. Why is its appearance deceptive ?
3. When are we able to see the dazzling crystals in a geode ?
4. Why does the poet compare some people to a geode ?
5. When can we see the 'inner beauty' in a human being ?

6. What does the poet mean by a 'beautiful heart' ?
7. Pick out the words in the poem which are associated with the word :
   a) light  b) see  c) move

**Answer in a paragraph:**

1. Which, in your opinion, is of more value in a human being –the inner beauty or the outer appearance ? – Why ?
2. You have studied "The Model Millionaire". Would you say that Baron Hausberg is like a geode ? Give reasons for your answer.
3. Do you think Hughie has an 'inner beauty' ? Why do you say so ?
4. What does the poet of "Beautiful Inside" say about 'inner beauty' ?

**Literary Appreciation**

1. **Rhyme Scheme:**

   The rhyme scheme of this poem is ***ab cb; de fe.....***

   Note: Though 'gaze' and 'ways' are spelt differently, one rhymes with the other because the word 'ways' is pronounced as 'waze'.

a) Identify another similar kind of rhyming pair in the poem.
b) List the rhyming words in the poem.
c) Use the rhyming words and attempt a short poem of your own on a topic of your choice.

2. **Figure of speech:**

   Alliteration is the use of the same letters or sound at the beginning of words that are close together.

   e.g. Look at this line from the poem:

   *"Yet, when a crack causes"*

   The last two words are in alliteration.

a) Pick out the words in the following lines that indicate that these lines are Alliterations:

i) Yet when a crack causes
   Water to seep slowly through

ii) Piles of purple crystals
Sparkling in the light.

iii) Yet, if we take time to peer deeper,
Then what gems would we see?

b) Can you find anymore alliterations in this poem?

c) You had learnt to identify other figures of speech such as similes, metaphors, and personifications in Std IX. Can you identify the figures of speech used in each of the following sets of lines?

I Have you noticed how some people,
May seem plain as plain can be?

ii) Where an aching generosity
Is waiting its time to share?

iii) What gems would we see?
Perhaps a beautiful heart

## Project Work

Every human being has an inner beauty. For some, their faces reveal it all the time. For example, Mother Theresa's face radiated her compassion. Pictures and statues of Buddha highlight his serenity. A child's face has no pretence. Its face always mirrors its inner being in all its moods and feelings . So does his mother's from which love flows in abundance to the child.

For most people however, their inner beauty emerges only when an occasion reveals it. Inner beauty is not just generosity or kind deeds. It could be any virtue one possesses such as, patience, tolerance, compassion, gentleness, meekness, forgiveness, helpfulness, thoughtfulness, respect, love towards animals and nature, etc.

Observe your classmates for a week.

Identify their quality/qualities that make up their inner beauty.

Make a list containing every student's name and the virtue that defines each of them.

Share your list with the others in the class.

Remember: Everyone has an inner beauty and we only help to reveal it to one another when we make an effort to understand each and everyone.

**For Parallel Reading:**

Read the poem given below and compare it to "Beautiful Inside".

## True Beauty

**There is a light that shines from within**
**Every living creature known,**
**And if we look for it close enough**
**That special light will to us be shown.**

**Appearances of the outer shell,**
**Are simply places that house the light;**
**What matters most is what shines from within—**
**The only beauty that gleams so bright.**

**So search for the splendor that comes from within**
**And don't be fooled by what only eyes can scout;**
**For there can be no beauty on any face**
**Unless it emanates from the inside out.**

**- Christine B**

**Discuss in the classroom:**

1. What is the rhyme scheme used in this poem?
2. What is the central theme of this poem?
3. The poet in 'Beautiful Inside' says that we need to peer deeper to observe inner beauty. How according to this poet will you see the 'beautiful inside'?
4. What do you see as the difference in the ideas brought out in these two poems?

## SAM - Tammy Ruggles

It was a chilly, rainy morning; terrible weather for summer.

School was out, but I couldn't go outside and play because Mom said I would get sick.

So, I put on my jacket and went out on the front porch, and that's where I found this blond Labrador with a hurt paw.

"Gee, what happened to you?" I asked as I knelt down beside him.

He whined and put his head down on his good paw.

There wasn't a collar, so I didn't know who he belonged to or what I should do.

It seemed kind of mean to call the dogcatcher on a hurt animal.

"Mom!" I shouted as I ran inside the house. But Mom was gone. I'd forgotten that she had to go to the store.

Oh well. I went to my room and got out my First Aid kit.

It wasn't a real one. Just the one I played doctor and patient with, but it had stuff from my Mom's real one, like iodine, bandages, stuff like that.

After carrying medical supplies out on the porch, I bent down to the dog again. "What's your name, huh?" The dog only whined.

"Guess I'll call you Goldy" I told him, "since you're gold."

I nursed the dog's paw as best as I could, then sat down next to him and patted his head because he seemed kind of sad. Questions circled through my mind, like, How did he get hurt? To whom did he belong? Where did he live? How did he get lost? Goldy and I sat together until Mom came home.

"Can I keep him, Mom?"

She knelt down with us and patted the dog's head too. "He probably belongs to someone, Shelly. He must have somehow got separated from his master. We need to find his owner" My heart sank. I knew she was going to say that.

"But if the owner doesn't show up, I guess he's ours."

So Mom put a notice in the paper, and we waited. It was the longest wait of my life. Goldy was a good dog, and mended more every day. At first he couldn't walk on his paw at all, but then little by little it healed.

The days went by with no one showing up to claim the dog. When Goldy was feeling all better, we played Frisbee and football in the yard. He was a very smart dog, and knew commands like "Sit", "Stay", and "Come".

"Someone must have trained him", Mom said sadly. "That means he has an owner." But still no one came. Secretly, I was glad. I wanted Goldy to be my dog. Mom even put his picture in the paper, and still no one came.

"Guess he's your dog now, Shelly," she said one day, as she brought home a new chew toy for Goldy to play with. "Yey!" I yelled, jumping up and down.

Goldy was even beginning to act like my dog. He followed me to school, and waited all day until I came out. He even walked beside me, and on the outer side of the sidewalk to get between me and the traffic.

Then one day when we got home from school, a strange van was in the driveway, and there was a lady with dark sunglasses and a white cane on our front porch talking to Mom. A man was with her. Goldy started barking and ran up to the blind lady.

"Sam!" the lady laughed, and Goldy ran into her arms. Goldy whined with love, licking all over the lady's face. I looked at Mom. She didn't have to tell me what was going on. Goldy wasn't really Goldy. He was Sam. And he was her Sam. Her guide dog. My heart sank.

The lady began to cry, and so did Sam, by the sound of him. They looked so happy to be reunited. I started to cry too, but for a different reason. I was going to lose my new best friend.

"Thank you, Shelly", the lady said holding her hand out for me to shake, "for taking care of Sam. We were in a traffic accident, and somehow we got separated when I went to the hospital. I guess he lost his collar and harness too." I looked at her hand, I didn't want to give Goldy up, but I could see that it was this lady he really belonged to. Not to me. I was just temporary.

She needed him, and he needed her. He was a trained working dog with an important job to do. They were happy together. And I definitely wanted Sam to be happy.

I did what I knew was right, and shook Diane's hand.

"You're welcome," I told her. It was hard letting him go, but it would have been harder keeping him from his rightful owner. "You can come and visit him anytime you like," Diane offered.

That put a big smile on my face. "Thank you." I said and watched the van with the two happy souls disappear round the driveway.

| | |
|---|---|
| **porch** | - verandah |
| **mended** | - improved |
| **show up** | - turn up |
| **frisbee** | - a game in which a plastic disc that spins in the air is thrown and caught by the players |
| **driveway** | - a road that leads to the house |
| **collar** | - a band placed around the neck of an animal to identify it |
| **harness (n)** | - a set of straps put around the body to control the animal |

**Choose the correct answer:**

1. The boy found the ..... with a hurt paw.
   a) labrador b) dobermann c) pomeranian
2. The boy called the dog.....
   a) Sweety b) Goldy c) Browny

3. The important job the dog had was .....
   a) to catch thieves b) to guard Diane's house c) to guide Diane
4. Who were reunited?
   a) Shelly and Sam b) Sam and Goldy c) Diane and Sam
5. A..... is not a pet animal.
   a) dog b) cat c) tiger

**Answer the following questions:**

1. Describe the condition of the dog when Shelly found him.
2. Why didn't Shelly hand over the animal to the dogcatcher?
3. How did Shelly nurse the wounded dog?
4. Did Shelly's mother readily permit him to retain the dog? Why?
5. Describe the happy times that Shelly and Goldy spend together.
6. Why did Shelly's mother feel that the dog had already been trained?
7. How did Goldy behave like he belonged to Shelly?
8. When did Shelly's dreams get shattered?
9. What had made Sam get separated from the lady?
10. What made Shelly give up Sam to the lady?

**Answer in a paragraph:**

1. Narrate the story in your own words.
2. How would you feel if your pet animal was lost? Describe what your reaction would be when you found it again.

**Parallel Reading :** 'The Lost Child' by Tagore

**Tongue Twister**

Faithful friends freely forgive.
Tie twine to three tree twigs.

**A Funny Answer**

What is the difference between a bottle of medicine and a door mat?
One is shaken up and taken and the other is taken up and shaken.

# UNIT 2 MUSIC - THE HOPE RAISER

## PROSE

**Pre-reading Activity :**

⇨ What sort of music do you listen to : movie songs, classical, western? Why?

⇨ How does music change your mood? Do you feel refreshed or gain consolation or lose hope on listening to music?

⇨ Who is your favourite singer / instrumentalist?

⇨ What do your parents suggest regarding your career?

⇨ Do all parents think that music is as important as education? Why do you say so?

*Dr. Karl Paulnack, pianist and director of the music division at The Boston Conservatory, gave this fantastic welcome address to the parents of incoming students at The Boston Conservatory on September 1, 2004: ( This speech is in American English)*

"One of my parents' deepest fears, I suspect, is that society would not properly value me as a musician, that I wouldn't be appreciated. I had very good grades in high school, I was good in science and math, and they imagined that as a doctor or a research chemist or an engineer, I might be more appreciated than I would be as a musician. I still remember my mother's remark when I announced my decision to apply to music school. She said, "You're wasting your SAT scores!" On some level, I think, my parents were not sure what the value of music was, what its purpose was. And they loved music: they listened to classical music all the time. They just weren't really clear about its function. So let me talk about that a little bit, because we live in a society that puts music in the "arts and entertainment" section of the newspaper. Serious music, the kind your kids are about to engage in, has absolutely nothing whatsoever to do with entertainment, in fact it's the opposite of entertainment. Let me talk a little bit about music, and how it works.

math - American English
maths - British English

*What was the author's choice of career? How was this against his parents' wish?*

*Do you think music is different from entertainment? How?*

One of the first cultures to **articulate** how music really works was that of the ancient Greeks. And this is

articulate - express or explain one's thoughts or feelings in words

going to fascinate you: the Greeks said that music and astronomy were two sides of the same coin. Astronomy was seen as the study of relationships between observable, permanent, external objects, and music was seen as the study of relationships between invisible, internal, hidden objects.

Music has a way of finding the big, invisible moving pieces inside our hearts and souls and helping us **figure out** the position of things inside us. Let me give you some examples of how this works.

**figure out**(v) - make out

1. 'Two sides of the same coin' would mean: a) similar in every way
   b) similar in approach but different in aim c) opposite in every way.
2. How is music different from astronomy?

One of the most **profound** musical compositions of all time is the "**Quartet** for the End of Time" written by a French composer Olivier Messiaen in 1940. Messiaen was 31 years old when France entered the war against Nazi Germany. He was captured by the Germans in June 1940 and imprisoned in a prisoner - of -war camp.

**profound** – intense feeling
**Quartet** – a piece of music composed for a group of four musicians or singers

He was fortunate to find a sympathetic prison guard who gave him paper and a place to compose, and was fortunate to have musician colleagues in the camp, a cellist, a violinist, and a clarinetist. Messiaen wrote his quartet with these specific players in mind. It was performed in January 1941 for four thousand prisoners and guards in the prison camp. Today it is one of the most famous masterworks in the **repertoire.**

**repertoire** (pronounced as *rep-et-war*) - all the plays,songs, pieces of music, etc. that a performer knows and can perform

How did Messiaen spend his time in prison?

Given what we have since learned about life in the Nazi camps, why would anyone in his right mind waste time and energy writing or playing music? There was barely enough energy on a good day to find food and water, to avoid a beating, to stay warm, to escape torture-why would anyone bother with music? And yet, even from the concentration

Who is Messiaen? Olivier Eugene Prosper Charles Messiaen of France was a child prodigy in music and was academically qualified at a very early age. During the World War II, he was enlisted as a medical auxiliary owing to his poor eyesight.

camps, we have poetry, we have music, we have visual art; it wasn't just this one **fanatic** Messiaen; many, many people created art. Why? Well, in a place where people are only focused on survival, on the bare necessities, the obvious conclusion is that art must be, somehow, essential for life. The camps were without money, without hope, without commerce, without recreation, without basic respect, but they were not without art. Art is part of survival; art is part of the human spirit, an **unquenchable** expression of who we are. Art is one of the ways in which we say, "I am alive, and my life has meaning."

**fanatic** - a person who is extremely enthusiastic about something.
**unquenchable** - cannot be satisfied

1. Why did art find a place, even in concentration camps?
2. What is the significance of art?

**irreverent** – not showing respect

In September 2001, I was a resident of Manhattan. On the morning of September 12, 2001, I reached a new understanding of my art and its relationship to the world. I sat down at the piano that morning at 10 a.m to practise, as was my daily routine; I did it by force of habit, without thinking about it. I lifted the cover on the keyboard, and opened my music, and put my hands on the keys and just as soon took my hands off it. And I sat there and thought, does this even matter? Isn't this completely irrelevant? Playing the piano right now, given what happened in this city yesterday, seems silly, absurd, **irreverent**, and pointless. Why am I here? What place has a musician in this moment in time? Who needs a piano player right now? I was completely lost. And then I, along with the rest of New York, went through the journey of getting through that week. I did not play the piano that day, and in fact I contemplated briefly whether I would ever

Do you know what happened in the Nazi camps?

The Nazi Germany established about 20,000 camps to imprison many millions of victims, between 1933 and 1945. These places were called 'concentration camps', because those imprisoned were physically concentrated in one location. In these forced labour camps thousands of prisoners of war (POW) were shot or gassed. Gas chambers (rooms filled with poisonous gas to kill those inside) were created to kill thousands of Jews everyday.

want to play the piano again. And then I observed how we got through the day.

Why didn't the narrator play the piano after the terrible incident ?

*What happened on September 11, 2001?*

The Twin Towers of the World Trade Centre, New York, USA, were attacked and destroyed on September 11, 2001 by terrorists who hijacked and drove the planes into the Twin Towers thereby causing the collapse of the Twin Towers.

**hoops** – basketball rings through which players throw the ball to score points
**Scrabble** – a board game in which players try to make words from letter blocks and connect them to words already placed on the board
**mall** – a place with lots of shops

At least in my neighborhood, we didn't shoot **hoops** or play **Scrabble**. We didn't play cards to pass the time, we didn't watch TV, we didn't shop, we most certainly did not go to the **mall**. The first organized activity that I saw in New York, on the very evening of September 11th, was singing. People sang around fire houses, people sang "*We Shall Overcome*". Lots of people sang "*America the Beautiful*". The first organized public event that I remember was the Brahms Requiem later that week, at Lincoln Center, with the New York Philharmonic. The first organised public expression of grief, our first communal response to that historic event, was a concert. That was the beginning of a sense that life might go on. The US Military secured the airspace, but recovery was led by the arts, and music in particular, that very night.

How did people express their grief ?

From these two experiences, I have come to understand that music is not part of "arts and entertainment" as the newspaper section would have us believe. It's not a luxury, a lavish thing that we fund from leftovers of our budgets, not a plaything or an amusement or a pastime. Music is a basic need of human survival. Music is one of the ways we make sense of our lives, one of the ways in which we express feelings when we have no words, a way for us to understand things with our hearts when we can't with our minds.

Why isn't music an extravaganza or a hobby?

*Johannes Brahms composed the German Requiem between 1865 and 1868. It comprises seven movements, which together last 65 to 80 minutes making this work Brahms' longest composition.*

*The New York Philharmonic (officially the Philharmonic-Symphony Society of New York) is a symphony orchestra based in New York City in the United States.*

*'We Shall Overcome' is derived from Charles Tindley's gospel song 'I Will Overcome Someday.'*

*'America the Beautiful' was a song adapted by Guy Caravan, Cindy Caravan and a few others, near Tennessee.*

**Did you Know ?** *Zubin Mehta, then one of the youngest of a new generation of internationally known conductors, became the Music Director of the Royal Philharmonic in 1978. His tenure was the longest in Philharmonic history, lasting until 1991.*

*Ilaiyaraaja, an Indian Tamil film composer, singer, lyricist was the first Asian composer to score a symphony for the Royal Philharmonic Orchestra. He was awarded the Padma Bhushan, India's third highest civilian honour, in the year 2010.*

**master(v)** – to learn or understand completely

Frankly, ladies and gentlemen, I expect you not only to **master** music; I expect you to save the planet. If there is a future wave of wellness on this planet, of harmony, of peace, of an end to war, of mutual understanding, of equality, of fairness, I don't expect it will come from a government, a military force or a corporation. I no longer even expect it to come from the religions of the world, which together seem to have brought us as much war as they have peace.

If there is a future of peace for humankind, if there is to be an understanding of how these invisible, internal things should fit together, I expect it will come from the artists, because that's what we do. As in the concentration camp and the evening of 9/11, the artistes are the ones who might be able to help us with our internal, invisible lives."

1. What are the two incidents that stress the importance of music as an essential art?
2. What can artistes do to save the planet?

**Reflecting beyond the text:**

1) What is your ambition in life? Would you consider a career in music? Would you like to become another A.R.Rehman or Zakir Hussain?
2) Suppose there were no sources of entertainment like television sets, cell phones, computers, books, etc., how do you think human beings would spend their time?
3) Are you in the habit of whistling to yourself or humming a tune when you are very happy? Why?
4) When a tragedy has struck your friend or neighbour, how would you express your grief over the incident? If you had lost someone dear to you and were unable to bear the grief, what would you do?
5) After a gruesome incident, is it only despair or is there room for hope? How would you justify your answer?
6) The writer says we realise ourselves through music. Do you agree with this statement? Why?

**Answer in a paragraph:**

1) Describe the courageous way the Americans overcame the 'Fall of the Twin Towers'.
2) What lesson does Messiaen teach mankind through his attitude towards music while he was in the concentration camp ?

**Vocabulary:**

Observe the spelling of the following words :

***center, practice(v), focused, organize***

The Americans use this spelling. But, these words are spelt in British English as

***centre, practise(v), focussed, organise***

***Note that in the passage that you have just read SAT denotes Scholastic Aptitude Test in American English, while SAT stands for Standard Assessment Task in British English,***

**Activity:**

Here are some words spelt in British English. Write their equivalents in American English: ***metre, programme, colour, skilful, theatre, neighbour, favourite, tyre***

**Some words in British English have different equivalents in American English.**

| British English / World English | American English |
|---|---|
| fellow | guy |
| jam | jelly |
| anticlockwise | counterclockwise |
| bonnet | hood |
| boot (of car) | trunk |
| blind | window shade |
| chips | french fries |
| cot | crib |
| cutting(from a newspaper) | clipping |
| dustbin | garbage can, trash can |
| fire brigade | fire department |
| goods train | freight train |

Some **idioms** in British English have similar equivalents or phrasing in American English.

| British English / World English | American English |
|---|---|
| to blow one's own trumpet | to blow one's own horn |
| like a cat on hot bricks | like a cat on a hot tin roof |
| to lock the stable door after the horse has bolted | to lock the barn door after the horse is stolen |
| a storm in a teacup | a tempest in a teacup/teapot |

**Activity :**

Match the words in British English with their equivalents in American English:

| British English / World English | American English |
|---|---|
| interval (in a cinema) | windshield |
| jug | zee |
| rise(in salary) | sink |
| shop assistant | flashlight |
| single (ticket) | witness stand |
| torch (battery operated) | sales clerk |
| washbasin | raise |
| windscreen | intermission |
| witness box | one way |
| zed | pitcher |

**Abbreviations and Acronyms :**

An **abbreviation** is a shortened form of a word or phrase. (from Latin *brevis*, meaning *short*)

Usually, but not always, it consists of a letter or group of letters taken from the word or phrase. For example, the word *abbreviation* can itself be represented by the abbreviation *abbr.*, *abbrv.* or *abbrev.*, Abbreviations should not be confused with Contractions or Acronyms (including initialisms), with which they share some semantic and phonetic functions, though all three are commonly connoted by the term "abbreviation".

- An abbreviation is a shortening by any method.(e.g:Prof.; St.; B.Tech ; B.A; Mon.; )
- A contraction is a reduction of size by the drawing together of the parts. A contraction of a word is made by omitting certain letters or syllables and/or bringing together the first and last letters or elements . (e.g: Dr.; bk; can't;they're)
- An acronym is a word formed with the first letters of the words in the phrase.(e.g.: UNESCO; AIDS; SIM (card); RADAR)
- An abbreviation may be made either by omitting certain portions from the interior or by cutting off a part. A contraction is an abbreviation, but an abbreviation is not necessarily a contraction.

**More examples:**

**Abbreviations:**

| | | |
|---|---|---|
| PA | - | Personal Assistant |
| PS | - | Personal Secretary / Post Script |
| BPO | - | Business Process Outsourcing |
| KPO | - | Knowledge Process Outsourcing |
| B.Tech. | - | Bachelor of Technology |
| SBI | - | State Bank of India |
| RRB | - | Railway Recruitment Board |

**Acronyms:**

| | | |
|---|---|---|
| TAFE | - | Tractor and Farm Equipment |
| TANSI | - | Tamil Nadu Small Scale Industries |
| RAM | - | Random Access Memory |
| ROM | - | Read only Memory |
| LAN | - | Local Area Network |
| AIR | - | All India Radio |

**Activity:**

Expand the abbreviations and acronyms given below, seeking guidance wherever necessary.

1. UFO -
2. C.A -
3. UAE -
4. NGO -
5. SSC -
6. UNESCO -
7. CAT -
8. SAT -

**Syllabification**

Read the following words aloud:

| | | |
|---|---|---|
| properly | - | pro-per-ly |
| entertainment | - | en-ter-tain-ment |
| astronomy | - | as-tro-no-my |
| observable | - | ob-ser-va-ble |
| permanent | - | per-ma-nent |

**The words when pronounced are split into syllables or units of sound.**

**e.g.** 1. a – bout 2. in – side 3. peo-ple 4. mu-sic
5. gui-ta-rist 6. pri-so-ners 7. sur-vi-val 8. in-ter-nal

Attempt a syllabification of the following words :

***barely, fanatic, philharmonic, extravaganza, articulate***

## Grammar

### Non-finite verbs

Look at these sentences taken from the speech you have just read:

**a)** The society has nothing <u>**to do**</u> with entertainment.

**b)** One of the first cultures <u>**to articulate**</u> how music really works was that of the ancient Greeks.

The underlined words are **non-finite verbs**. They are **infinitives**(to + the present form of the verb).

Sometimes the infinitive is used without 'to' when it is used after a finite verb **' bid, feel, hear, help, know, let, make, see, watch',** etc.

**Examples :**

1. The newspapers would have us **believe** that music is a part of arts and entertainment.
2. The jailor let Messiaen **compose** music in the prison.
3. The speaker made the parents **realise** the importance of music.

**Activity :**

**A. Which of these sentences would require 'to' with the verbs?**

1. The crowd excitedly **watched Spain take** the final goal to win the Cup.
2. The teacher **wanted me submit** my work within a week.
3. We **have been taught keep** our classroom neat and tidy.
4. A kind teacher always **makes us learn** better.
5. My neighbour snores so loud at night that I **am forced close** my windows **help me sleep**.

**B. Combine the following pairs of sentences using 'too + the infinitive':**

**Examples :** a. Kiran is very ill. She cannot go to school today.
Kiran is too ill to go to school today.

b. The lid of the bottle is very tight. I cannot open it.
The lid of the bottle is too tight to open.

1. Maran is tired. He cannot finish the work .
2. Velan could not solve the problem. It was very difficult.
3. Kothai could not drink the soup. It was very hot.
4. Vehicles cannot enter this street. It is very narrow.
5. He cannot learn Spanish in a week. The time is very short.

**Gerunds** (Verbal Nouns) or **Participles** (Verbal Adjectives) are also non-finite verbs. Look at these sentences from the lesson.

**The underlined words are gerunds.**

Playing the piano right now ... seems silly.

Music has a way of helping us figure out the position of things inside us.

**Activity :**

Rewrite the following pairs of sentences, changing the underlined part into a phrase with a gerund. Use the preposition given in brackets.

**Example :** Prem completes his homework. Then he goes to bed. (before)

**Ans:** Prem completes his homework before going to bed.

1. Sekar cannot be allowed to take the examination. He has to pay the fee.(without)
2. The boys were taken to the Principal's room. They quarrelled with each other in the class.(for)
3. The school congratulated Nithyashree. She had won a prize in the contest.(on)
4. I shall exempt you. You need not take the examination.(from)
5. He secured the first place. He worked hard.(by)

Combine the following pairs of sentences changing one of **the finite verbs into a participle** (verb + ing):

**Example :** He resorted to music. He was able to overcome his grief.

**Ans:** Resorting to music, he was able to overcome his grief.

1. Vendhan answered the questions well. He entered the final round of the quiz contest.
2. Malar scored high marks in the public examinations. She expects to get admission easily.
3. She opened the door. She started cleaning the room.
4. I questioned the boy. I found out the truth.
5. The dog saw the stranger. It barked loudly.

**Prefixes and Suffixes :**

When we add suffixes or prefixes to the root words, new words are formed

**Example :** quench + able =quenchable un + quenchable = unquenchable

direct + or = director in + direct = indirect

**Activity :**

Form new words using the appropriate prefixes or suffixes:

**Negative sentences :**

Look at these sentences:

1. They had barely enough energy to find food and water.
2. Nowhere else will you find a place as comfortable as this.

   These are negative sentences as words like ***no, not, neither, hardly, scarcely, rarely, seldom, nowhere and never*** give the sentence a negative meaning.

**Activity:**

**Rewrite the sentences given below, using the words given in brackets:**

1. We do not have sufficient food for all of us here. (barely )
2. Nathan never listens to me. (hardly)
3. Buses do not stop here often. (seldom)
4. He does not come late to school. (scarcely)
5. Rajan writes to his mother only once in three months. (rarely)

**Listening Skill :**

Listen to the following poem:

**Casabianca**

The boy stood on the burning deck,
Whence all but him had fled;
The flame that lit the battle's wreck
Shone round him o'er the dead.
Yet beautiful and bright he stood,
As born to rule the storm;
A creature of heroic blood,
A proud though childlike form,
The flames rolled on; he would not go
Without his father's word;
The father, faint in death below,
His voice no longer heard.

Some words are given below with a blank space beside them. Listen to the poem and fill in the blanks with rhyming words:

deck - _____ ; _____ - fled; stood - _____ ;

storm - _____ ; go - _____ ; word - _____ ;

Note : 'blood' and 'stood' do not rhyme in sound, though both end in 'ood'.

Listen to the poem once more and guess what would have happened to the boy.

- ⇨ Listen to the word 'heroic'.
- ⇨ Note that the word 'hero' is pronounced with an elongated 'o'. But when the suffix - 'ic' is added to 'hero' the pronunciation differs. It is heroic- he'roic.
- ⇨ Consider the word 'wreck.' The letter 'w' is silent . Can you recollect two other familiar words beginning with 'w' where the letter 'w' is silent?
- ⇨ Which letter is silent in the words 'born', 'storm', 'word', 'heard'?
- ⇨ Listen to the poem again and guess what might have happened to Casabianca.

## Speaking Skill :

### Role Play

1. In India too, we had a terrorist attack a few years ago. It was on the Taj Hotel in Mumbai. Imagine you were a guest at the Hotel and had escaped the attack. How would you describe your escape? You could also build a tele - conversation with your friend describing your predicament. Use appropriate describing words.

2. List out the various situations in your life as a student in Std X, where you may need music to help you overcome your fear, sorrow, disappointment, anxiety, etc. Contrast it with occasions wherein you resort to music when you are in a jubilant mood. Talk about it to the class using linkers like **whereas, besides, on the other hand,** etc.

## Reading Skill :

### The Falling Man

**"The Falling Man"** is a nickname given to a man who fell from the North Tower of the World Trade Center during the September 11 attacks in New York City, and is also the title of a photograph, magazine story and documentary film about the incident. The photo was taken by Richard Drew at 9::41:15 a.m. on September 11, 2001. The story, written by Tom Junod, appeared in the September 2003 issue of *Esquire* magazine, and was later made into a film.

The subject of the image - whose identity remains uncertain, although attempts have been made to identify him - was one of the people trapped on the upper floors of the skyscraper who apparently chose to jump rather than die from the fire and smoke, while the buildings collapsed. As many as 200 people jumped to their deaths; there was no time to recover or identify those who jumped prior to that. Officially, all deaths in the attacks except those of the hijackers were ruled to be homicides (as opposed to suicides) and the New York City Medical Examiner's Office stated that it does not classify the people who fell to their deaths on September 11 as "jumpers" (A 'jumper' is somebody who goes to the office in the morning prepared to commit suicide). These people were forced out by the smoke and flames or blown out.

This picture is somewhat deceptive; it gives the impression that the man is falling straight down. In reality, this is just one of a dozen photographs of his fall. In the other photos, it is evident that he is tumbling through the air out of control.

Five years after the attacks, Jonathan Briley, a 43-year-old employee of the Windows on the World restaurant, was identified by chef Michael Lomonaco as The Falling Man. Briley was a sound engineer who lived in Mount Vernon, New York and worked in the North Tower restaurant. According to the film, the victim was initially identified by his brother in the morgue by the victim's hands and shoes. Lomonaco claims that he was able to identify Briley by his clothes and body-type. In one of the pictures, The Falling Man's clothes were blown away, revealing an orange undershirt similar to the shirt that Briley wore to work almost every day. His older sister, Gwendolyn, asserted he was wearing that shirt on the day of the attack. However, the identity of 'The Falling Man' has never been officially confirmed.

**Answer the following questions:**

1. What does 'The Falling Man' refer to in this passage?
   a) the fall of the Early Man
   b) a popular poem
   c) a film depicting a man's fall on Sep. 11
   d) the fall of a person from his powerful position
2. Why weren't the deaths of the hijackers considered homicides?
3. Was the man jumping headlong or falling from the Tower? Give reasons for your answer.

4. People who fell to their deaths on September 11 are not 'jumpers'. Why?
5. How is the victim's identity revealed in the film?
6. What clothing would Briley usually wear to work?
7. Who is The Falling Man, according to official sources?

**Writing Skill :**

Are you idiomatic? Here are some idioms associated with music:

1. to face the music – to answer for the consequences of one's actions
2. to harp on the same string – to make the same point over and over again
3. to strike a chord – to remind one of something; a feeling of instant rapport with others
4. to sing someone's praises – to speak very highly of someone
5. to make a song and dance about – to make an unnecessary fuss about
6. to beat the drum – to spread the news, support enthusiastically
7. to play second fiddle – to be treated low, hold a position of less importance

**Complete the following sentences with these idioms :**

1. If you do something really good for the world, future generations will _____.
2. I don't agree with you on this matter. So don't _____.
3. If we don't complete the work by tomorrow we will have _____ .
4. The President's frank speech _____ with the audience.
5. Most of the students _____ for the Student Leader's college campus reforms.
6. He left the company as he did not want _____ to the new manager.
7. It's natural to feel uncomfortable when there is a power-cut during a storm. So don't _____.

**Tabulating Data :** **A Beautiful Mind**

Robert Schumann(1810-1856), whose 200th birth anniversary is being celebrated throughout the world, was a great musician and holds a unique place in the stream of classical music. As a pianist, he tried out an experiment with the fourth finger of his right hand and lost it forever. That ended his hopes of a career as a pianist. He inherited his inclination towards the arts from his father who was a librarian and ran a bookshop. No wonder Schumann had a great love for books too.

Schumann not only had a beautiful mind but also a gentle nature. He would have been embarrassed to see his birthday being observed internationally. He was helpful to other composers, contemporaries such as Chopin and Brahms and predecessors, including Beethoven and Schubert. He wrote about them in his music magazine, 'The New Music Journal', of which he was the editor. Unfortunately, a strange mental condition caused his death and the world lost a genius and an excellent composer of music.

(Courtesy- The Hindu, May 21, 2010)

**Arrange in a tabular column the various traits of the person with a beautiful mind.**

| Talents | Career | Interests | Noble qualities |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

**Letter Writing:**

**Write a letter to your friend describing your reaction to the various acts of violence you are aware of.**

**Essay Writing:**

You have read about the awful destruction caused in the U.S. on September 11, 2001. You might have heard of many such terrorist acts in our country. In groups, discuss the evils of terrorism, suggesting ways to curb and eradicate it from society. You could refer to the library or browse the Net and gather information on some acts of terrorism and the reaction of people and nations to such acts. After the discussion and reference work, write an essay of 150-200 words on **"End the terror, End terrorism".**

**Translation:**

1. You are at the Railway Station. There is the following announcement at the station. An old man, who does not know English, wants you to explain the situation to him in Tamil. Translate the lines for his benefit.
   "The next train to Beach will arrive at Platform No 1 in fifteen minutes' time. Passengers are requested to bear with the delay."

2. Translate the following newspaper excerpt into Tamil:

## Government Music College , Chennai

The necessity to preserve, transmit and propagate the rich cultural legacy left behind by the builders of music in the country in general and in Tamil Nadu in particular was felt in the year 1949. It was felt necessary that the inherited musical urge in our youngsters and the past tradition of our musical culture with its ancient purity could be well preserved only when opportunities have been provided to those who have an aptitude for learning music.

The Central and State Government with their financial aids established the Central College of Carnatic Music in August 1949. The College at first was at Rahmed Bagh near Santhome and it was there for two years. Since the building could not accommodate all the sections, it was subsequently shifted to " Bridge House" at Adyar. Again owing to inadequate accommodation, the college was shifted from the "Bridge House" in Adyar to "Brodie Castle" on Greenways Road.

The College is functioning in the same building now, which has since been named "Thendral", and has a strength of more than 600 students. In the beginning, there were only Vocal, Violin and Veena Sections besides general Musicology. Candidates with a considerable standard in music alone were admitted into the two year Sangeetha Vidwan Title Course and after completion they were permitted to appear for the 'Sangeetha Vidwan' Title Examination conducted by the Director of Government Examinations, Madras.

The students who have had their training in this college have flourished well as Professors or Lecturers in Music Colleges and many have become professional

musicians of repute. The college has been gradually developing as new Departments have been introduced. Departments of Mridangam, Nadaswaram, Thavil, Flute, Ghatam, Kanchira, Nattuvangam and Bharathanatyam have come into existence.

Three-Year Diploma Courses in Folk Art, Bharathanatyam, Vocal and Instrumental Music (Violin, Veena, Mridangam, Flute, Gadam, Kanchira, Mugarsing, Nathaswaram, Thavil) are offered. Two-Year Post Diploma Courses in Vocal Music (Muthukalai Isai Kalaimani), Two-Year Diploma Courses in Nattuvangam and One-Year Diploma Course in Music Teachers' Training are offered here. Students from various countries like the U.S.A., Mauritius, Sri Lanka, Scotland, Japan, Africa and England have benefited much by being students of this unique institution. Students from other states also prefer to join this institution.

**Study the table given below, analyse and express the information in a paragraph.**

## GOVERNMENT MUSIC COLLEGE

| Courses offered | Subjects | Students from |
|---|---|---|
| 3 year Diploma | Folk Art, Bharathanatyam, Vocal and Instrumental Music | U.S.A., Mauritius, Sri Lanka, Scotland, Japan, Africa and England |
| 2 year Diploma | Nattuvangam | |
| 2 year Post Diploma | Vocal Music | |

# UNIT 2

## POEM

# PIANO

Softly, in the dusk, a woman is singing to me;
Taking me back down the vista of years, till I see
A child sitting under the piano, in the boom of the tingling strings
And pressing the small, poised feet of a mother who smiles as she sings.

In spite of myself, the insidious mastery of song
Betrays me back, till the heart of me weeps to belong
To the old Sunday evenings at home, with winter outside
And hymns in the cosy parlour, the tinkling piano our guide.

So now it is vain for the singer to burst into clamour
With the great black piano appassionato. The glamour
Of childish days is upon me, my manhood is cast
Down in the flood of remembrance, I weep like a child for the past.

***- D. H. Lawrence***

**Glossary :**

1. **vista**- a view, range
2. **insidious-** spreading gradually or without being noticed
3. **hymns-** songs in praise of God
4. **cosy-** comfortable and safe
5. **parlour-** a room in a private house for sitting or entertaining visitors
6. **clamour-** shout loudly in a confused way (a loud noise made by a lot of people)
7. **appassionato-** a particular piece of music considered by Beethoven to be his most tempestuous piano sonata
8. **glamour** - attraction

**Thinking about the poem:**

1) The child mentioned by the poet is _____.
   a) the poet's child  b) a child on the roadside
   c) the poet himself  d) the singer's child
2) The poet had spent his Sundays _____.
   a) playing games  b) singing hymns
   c) sleeping  d) weeping
3) What is the poet reminded of on hearing the woman's song?
4) What does the poet cherish more-his manhood days or his childhood days?
5) Identify the rhyme scheme of the poem.
6) Which tense is used frequently in the poem? What effect is brought out by this technique?
7) 'Onomatopoeia' refers to words which sound similar to the sound they describe. For example 'The crow caws' : 'the thunder rumbles.'
   Pick out two onomatopoeic words from the poem.
8) Pick out a line which contains an alliteration.
9) '..... my manhood is cast down in the flood of remembrance'.
   Choose the right answer :
   The figure of speech in this line is_____.
   (a) simile  (b) metaphor  (c) personification
10) While listening to a song amidst total silence, our memory may take us to some incident of the past. Share with the class any such personal experience you might have had.

**Answer in a paragraph:**

What are the poet's reminiscences about his childhood days?

**Group Activity:**

Divide yourselves into two groups according to your preference of fast or slow music and give your responses to the questions given below:

1. What is the effect of the music of your choice(fast/slow) on you?
2. Why do you prefer such music?
3. Do you think your preference is better than the other? Why?

# UNIT 2 SUPPLEMENTARY READING

## THE PIANO LESSON - Rob Reilly

I can remember like yesterday the day my father came home from the war. A flying officer during World War II , he was dressed in a blue uniform with a skinny, boat-shaped cap plonked so precariously on the side of his head that I wondered why it never fell off.

A neighbour called out, "What's the weather like up there?" as my giant-like father bounded by, carrying a battered brown suit case, strapped together with a large leather belt. He was, without question, the tallest man I had ever seen.

As he walked up the front path of our home, he saw Mum and me standing on the veranda and he dropped the suitcase. The belt came undone and the contents spilled out onto the lawn.

I was only five years old at the time so Dad made quite a fuss of me, then began making an even bigger fuss of my mother. This left me free to examine all the stuff lying around the broken suitcase, which was mainly clothes and shoes and things, but I was quick to notice a large newspaper advertisement displaying a new piano. When Dad saw me holding up the newspaper cutting, his face broke into a grin. "Yes, that's right", he said. "I bought your mum a piano." Mum squealed with delight.

A few moments later, a large horse clip-clopped up the road, pulling a cart with a brand-new piano perched majestically on top. In no time at all, the delivery men had positioned the piano near the window of our small living room, and we all stood back and stared at this magnificent piece of furniture.

Mum had never been even close to a piano before, except at the Catholic kindergarten I attended, and she used to say how wonderful it would be if the nuns could teach her to play. She was beside herself with excitement and Dad was tickled pink with the way she was carrying on.

After tea that night, Mum began to teach herself to play. She plinked and plonked the keys for about two hours and drove everybody in the street mad, until Dad gently said, “Enough is enough.” From that day on, Mum became obsessed with her piano. Every day she would plink and plonk between doing the cooking and housework. Within a month she was belting out a tune, to the amazement of everybody in the street. Needless to say, Dad was as pleased as Punch with Mum's tenacity and her obvious talent.

Three months went by and Mum was now practically an accomplished pianist, holding sing - along parties in our lounge with all the neighbours gathering around to croon “She'll be Coming Round the Mountain” and “Goodnight Irene”. Although we were poor, Mum felt like a princess and was delighted at all the attention she was receiving.

At the height of Mum's happiness, however, I began to notice that Dad was moping around the house and looking increasingly sad and worried. It turned out that, since returning from the war, he'd been unable to find a job. At the time I was too young to understand why anyone would get sad and worried about that, because I thought I would be as happy as a cat in a fish shop to have such a long holiday.

Then, a few weeks later, I observed the same big horse pulling a cart down our street and it clip-clopped right up into our driveway. Soon two men began to load Mum's piano onto the wagon while all the neighbours gathered around to watch. Mum stayed in the kitchen, sobbing. She was a proud person and couldn't bear to see her beloved piano sitting on top of the wagon. Dad sat out in the backyard next to the chicken shed, looking sadder than I had ever seen him. Suddenly, it all became clear to me; no job, no money to pay back the loan, no piano.

Later that day, a couple of ladies from down the street visited our place and told Mum she would be as welcome as the flowers in May to come over to play their pianos any old time. But, of course, it wasn't the same. Mum tried not to show it, but I knew she missed the piano terribly. For weeks afterwards she wasn't quite herself. And I must admit the house now seemed awfully quiet without the piano.

Then, Dad finally got a job with an accounting firm. It was just about the best day ever. Mum was happy again and made such a fuss over Dad, it was like he'd just

won the lottery or something. As part of his new job, Dad had to study to qualify as a chartered accountant. He eagerly accepted the challenge, and every night after dinner he'd place a stack of books on the kitchen table and study late into the night. Mum didn't say much but I could tell she was proud of Dad and how hard he was trying to rebuild his life. Like all servicemen, he'd sacrificed a lot over the years and she knew it.

I can't remember her ever mentioning the piano again after that, except for one time. It was a few weeks after Dad started his new job, and Mum had just finished the tea dishes when she came into my room and sat on my bed. "Well, my baby boy," she said with a twinkle in her eyes, "it's just as well we got rid of that piano. How else would your dad be able to study with me bashing away on the ivories?"

Two years later, Dad had saved enough money to buy Mum another piano. This time he paid cash for it.

***(Adapted from The Reader's Digest-Jan-2008)***

**Glossary :**

| | |
|---|---|
| **precariously** | - in an unstable manner |
| **in no time at all** | - very quickly |
| **plink** | - produce a short sharp ringing sound on the piano |
| **plonk** | - hit or strike heavily with a thud |
| **croon** | - sing |
| **squealed** | - screamed in a shrill voice |
| **tenacity** | - persistence, determination |
| **bash** | - strike heavily |
| **ivories** | - the keys of the piano |
| **tickled pink** | - amused greatly, delighted |
| **belting a tune** | - singing vigorously |
| **pleased as Punch** | - showing or feeling great pleasure or pride |
| **Punch** | - a character in the Punch and Judy puppet shows |
| **a cat in a fish shop** | - enjoying oneself thoroughly |
| **clip-clopped** | - onomatopoeic word meaning 'entered noisily' (in reference to a horse) |

**Answer the following questions :**

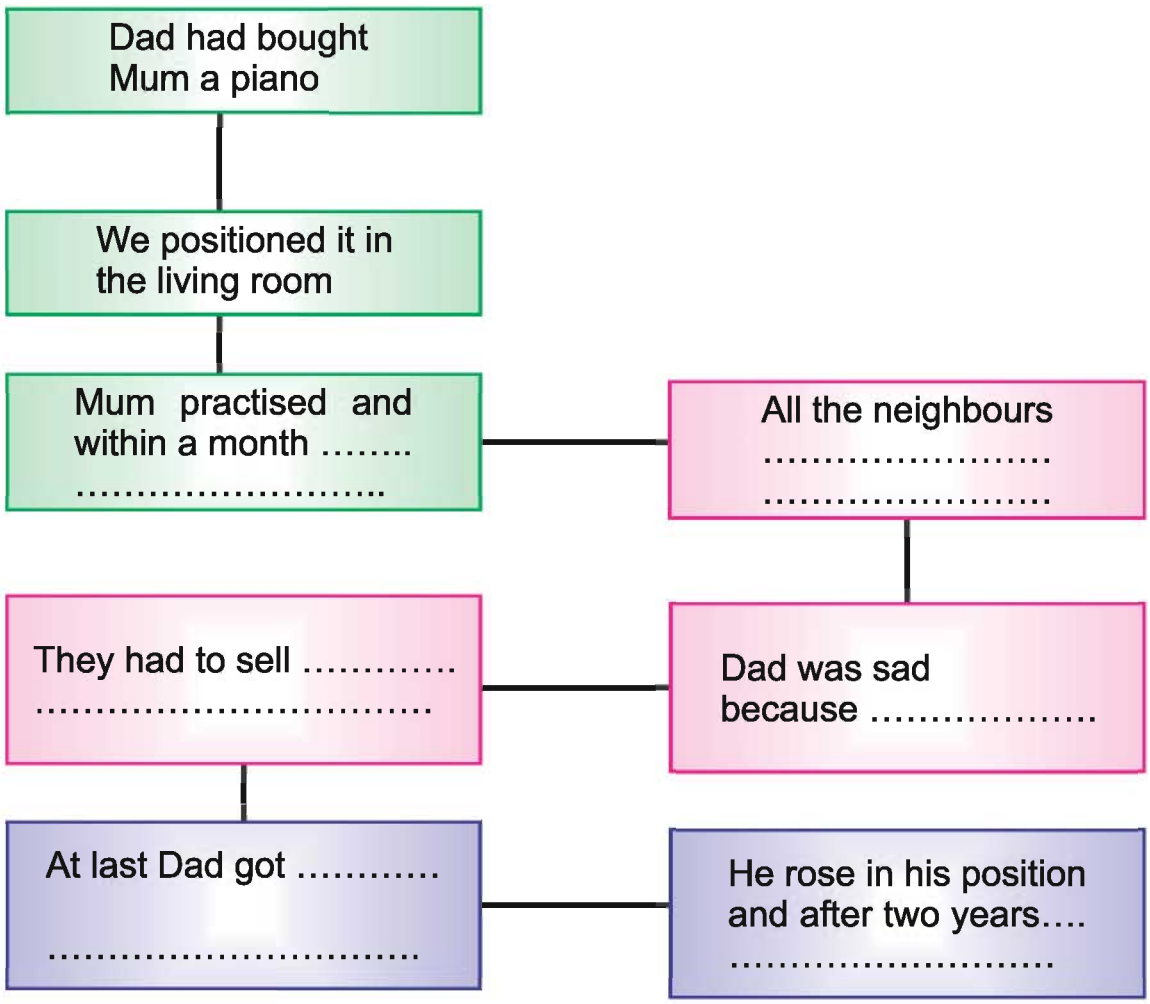
1. How did the author's father respond to his wife's interest in music?
2. The course of Mum's life changed after the arrival of the piano. How?

3. 'Practice made Mum's skill in playing the piano perfect'. Substantiate this statement with details from the story.
4. What made Mum popular in the neighbourhood?
5. Mum did not enjoy playing the neighbours' pianos. Why?
6. Though Mum missed the piano, she faced the situation with a positive frame of mind. What light does it throw on her attitude?

**Answer in a paragraph :**

How did the author's mother overcome her disappointment of not being able to play the piano? What does it tell you about the attitude of the woman?

**In the mind map given below complete the details that are missing :**



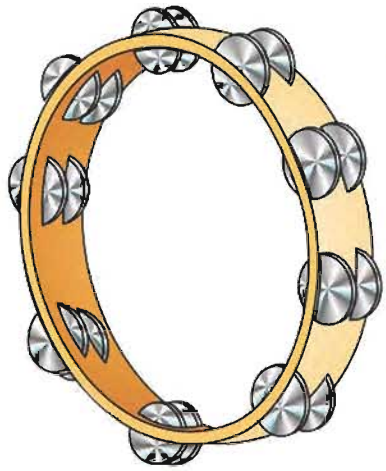
## Thinking beyond the text :

1. What makes you get excited?
2. If you were to get an opportunity to learn something which was denied to you earlier, how would you react to it?
3. How would the unemployed condition of the head of the family affect others in the family?

**TONGUE TWISTER**

He who knows not, and knows not

That he knows not, is a fool.



**A FUNNY ANSWER**

What's the difference between a prince and a ball?

One is heir to the throne and the other is thrown into the air.

**HAVE YOU HEARD THIS BEFORE?**

- ⇨ Spoonerism is the deliberate or accidental transposition of letters of two or more words.
- ⇨ It was coined after W.A. Spooner who made such errors in speech. He once said,
- ⇨ "It was easy for a camel to go through 'the knee of an idol' " instead of saying 'through the eye of a needle'.

# UNIT 3

## PROSE

# A GOLDEN PATH

**Pre-reading Activity :**

**Discuss:**

1. Who advises you the most?

a) Father b) Mother c) Teachers d) Friends

2. How do you react to the advice?

*Words of wisdom remain valuable through generations, unaffected by the changes that take place in the world from time to time. Read this extract from an address that serves well to heed even after a hundred years!*

Gopala Krishna Gokhale was a great freedom fighter of our country. He delivered a speech in response to the address presented to him by students, on 25th July 1911 at an open air public meeting near Victoria Hall, Mumbai.

My first duty on **rising** is to **tender** my most sincere and grateful thanks to the students for their address which they have just now presented to me... There is no doubt whatever in my mind that if I could now go back once again to the days of my studenthood, I would do so at once with pleasure. The life of a student is, comparatively speaking, a sheltered life. There are, of course, certain responsibilities; they are definite and they are assigned to you by those who are willing to take care of you and there is not much need to be constantly exercising your own judgements. You know that in later life the position is reversed; instead of others helping you, you have in the first place to help yourself... Gentlemen, because this is the happy part of your life, there are certain responsibilities attached to it which must be well **discharged** by you, because no **privilege** in life is worth having, unless it is attended by corresponding duties and there are certain duties, which those who placed you in your present **privileged** position expect you to perform.

rising - replying (in context), responding
tender (v) - offer

discharged - carried out
privilege (n) - special right, benefit
privileged (adj) - prestigious

1. Which period of life does Gokhale consider a very happy one?
2. Are students free from responsibilities? Why?

I will consider these duties under four heads. First of all, the duty which you owe to yourselves; then there is the duty which you owe to your fellow-students; the third duty is the duty which you owe to those in authority over you, and the last duty is a duty which you owe to those who are around you, not students, but people of the wider world.

## Duty to yourselves

The duty to yourself is twofold. You have first of all to lay by a stock of knowledge that will **suffice** you not sincerely for your examinations but will be helpful to you in later life. Knowledge is an **exacting** mistress; she needs devotion, whole-hearted, on the part of the person who seeks her. Such whole-hearted devotion is possible only in the days of studenthood. Therefore, the first part of the duty towards yourselves is to take the utmost advantage of your present position, to lay by a stock of knowledge that will be useful to you in later life.

suffice – be enough for, be adequate for
exacting – demanding

## Importance of character

But it is not merely knowledge that will help you or help any class of human beings by itself. Along with that knowledge there is another requisite that you must secure and that is character. It is almost a **truism** to say that more depends for success in life on character than on knowledge. It is an i**nvidious** thing to distinguish between comparative values of knowledge and character. But since both are **indispensable**, I would urge on you that you should attach as much importance to character as to knowledge. This character must show itself in **earnestness**, in energy of action and in high and generous sentiments being brought to bear upon the discharge of your duties and in recognizing what is due to yourselves. You have to acquire a character which will raise the whole life of the people amidst whom you move and for whom you are expected to work.

1. What requires whole-hearted devotion?
2. What is your primary duty towards yourself?
3. How would it help you in later life?
4. What kind of character should you acquire while you are a student?

truism - a statement that is obviously true
invidious - unjust
indispensable - absolutely essential
earnestness - seriousness

As character will naturally have to act on those around you, the stronger, the firmer and nobler it is, the better work you will do for the country. Even if you acquire a fairly high character while you are at school or college; it may not always be easy to retain that character in the struggles of later life, because you are sure to be acted upon by those who are around you. But if you begin by acquiring a strong character for yourselves and when you, in course of time, occupy the place of the present seniors, then the students or the younger men of the succeeding generation will find that the forces that act on them are more helpful for retaining a good character than possibly what you may be able to find today. This is the twofold duty which you owe to yourselves – the acquiring of knowledge (I use 'knowledge' in its widest sense) not only knowledge from every quarter which will be useful to you in later life - and acquiring character which will enable you to achieve success in whatever work you may take on hand. That, in brief, is the duty to yourselves.

1. What is the twofold duty to be acquired by students?
2. Is character influenced by surroundings? How?

### Duty to fellow-students

Your duty to your fellow-students will teach you in later life and will secure for you the habit of co-operation. The foundation of the habit of co-operation is really to be laid in our student days, because you are trained to be together in your class, and you cannot have it all your own way, if you want to get on with your class. Therefore, if you use your opportunities properly, you will know exactly how to get on with them by sometimes giving in to them and sometimes standing out for your own view, being regardful of the feelings and considerations of other people. This habit of co-operation once acquired will continue with you all your life. It is not easy to acquire it in later life if you have not already acquired it in your student days.

### Duty to parents and teachers

Your third duty is towards those in authority over you. Obedience to parents, especially during the time of studenthood and reverence for teachers while you are studying under them – these are two of the most essential conditions necessary for acquiring knowledge and for taking the fullest advantage of those opportunities which are placed within your reach while you are students.

While you are young men and students, while parents have to care for you and find means wherewith to enable you to **prosecute** your studies, it is necessary that their wishes should prevail with you in all matters, but when once your education is completed, and the struggle of life commences and when you are able to stand on your own legs, you owe it to yourselves and to your country, that you should use your own judgement as to what work you should do.

1. What are the two valuable qualities to be practised by you as students?
2. When does one make one's own decisions?

prosecute - continue, pursue

## Reverence towards teachers

In the same way you owe reverence to your teacher while you are at school or college. Unless your whole attitude in the college and the school is founded upon a proper feeling of reverence for the teacher, you will miss one of the principal lessons of the school or college life, viz., the appreciation of discipline. Remember that in later life, along with the spirit of co-operation, what you will need most and what you need most in public life is a true spirit of discipline – the true spirit of that discipline which voluntarily **subordinates** your judgement, your convenience and personal gain to common good. Unless you acquire this habit at school or college, it will not be possible for you to acquire it in later life.

subordinates (v) - treats as of lesser importance

1. What is the precious virtue obtained out of reverence to the teachers?
2. How would you define the true spirit of discipline?

## Duty to government

In addition to that, you owe a duty to the rulers, the Government which is the supreme authority over us all. Students with their generous mind and **unsophisticated** hearts naturally fall an easy **prey** to stirring up emotion. But that very circumstance **unfits** them in some instances to exercise independent judgement on current affairs. In any case, as long as they are students, not standing on their own feet, it is not their business to do so. While they are students, their attitude towards the Government of the country, such as it may be good, bad or indifferent, should be one of **acquiescence**, loyal acquiescence.

| | | |
|---|---|---|
| unsophisticated | - | simple,natural |
| prey | - | victim |
| unfits | - | does not suit |

acquiescence - acceptance without protest

You should do nothing whereby your relations with the authorities will be disturbed. You should, no doubt, study public questions, but wait for your time. But while you are students you should give no cause to anybody to say that your attitude towards the authorities is one of greater or less hostility.

1. What makes students give way to emotions easily?
2. What should be the students' attitude towards the government?

### Duty to wider world

The last duty that you owe to those who are in the wider world is to acquire a knowledge of their needs, observe their condition and observe their struggle, and to acquire an attitude to mind, so as to sympathise with those who are struggling, even though you are not immediately able to give them **redress**. There is a great deal of injustice and suffering in the wider world which requires to be remedied and when it comes to you to play the part of grown-up men, it is expected you will contribute your share to remove these things. In the meantime you must not enter the wider world without knowledge. Observe and study the conditions carefully, as you are bound to do.

redress - compensation

### Reflecting on the Text :

1. As a student, how do you identify yourself with the audience (the gathering of students) who listened to Gokhale's speech?
2. Do you have a sheltered life? Give reasons for your answer.
3. Prepare a list of all the responsibilities you now face as a student.
4. Will acquisition of knowledge alone help you achieve success in life? Why?

> **Such as thy words are, such will thine affections be esteemed; and such as thine affections, will be thy deeds; and such as thy deeds will be thy life**
> **-Socrates**

### Answer in a paragraph:

1. How is character important in life?
2. What are the various duties of a student? Describe any two duties of a student as pointed out by Gokhale.

**Think of the following situations:**

1. A computer wizard hacks into others' mail and gains information on their personal affairs (credit card number, family background, etc.) Then the intruder makes purchases online through someone else's account. Do we appreciate the person for his technical expertise? Why?
2. A student who always stands first in class has the habit of stealing from his classmates. Would you look up to him?
3. Is there a possibility of you becoming a thief when you live among thieves? Consider the saying, 'Birds of a feather flock together'.
4. Narrate some incidents that had happened in your school life, wherein you had had the chance of learning and practising co-operation.
5. Make a list of the 'do's and 'don'ts' laid down by:- i) your parents ii) your teachers.

Parents:

| Do's | Don'ts |
|---|---|
| | |

Teachers:

| Do's | Don'ts |
|---|---|
| | |

6. How do you practise discipline i) in school? ii) at home?
7. Are you affected by any injustice seen around you? Cite any one such incident, which kindled your sympathy towards the person subjected to injustice (on your way to school, on the street, at home, etc. You yourself may have been treated unjustly by someone, somewhere, sometime).

**Vocabulary:**

Here are a few words that describe the attitudes of people. Also listed below are some situations/persons with whom you would associate the words. Match the items appropriately.

**helpful, sympathetic, co-operative, headstrong, obedient**

a. Rahim always takes the neighbour's children to school on his way to the bus-stop. He is _____.

b. Raghav always establishes his views firmly. He refuses to listen to others. He never changes his opinion. He can be termed _____.

c. Robert's friend Nazeer is weak in solving problems. Every evening Robert sits with him and teaches him to work out difficult problems. Robert is _____ towards Nazeer.

d. Class X A is very _____ with their teachers. All the students are _____ and are interested in team-work.

**Here are some synonyms associated with the attitudes listed below. With the help of a dictionary, try to complete the words:-**

| | Attitudes | - | Synonyms |
|---|---|---|---|
| 1) | invidious | | un_u_t |
| 2) | reverent | | re_p_ct_u_ |
| 3) | generous | | ben_v_l_nt |
| 4) | unsophisticated | | inex_er_e_ced |
| 5) | hostile | | op_os_ng |

**Notice the use of the word 'tender' in the lesson.**

- ⇨ 'My first duty is to tender my thanks'. Here 'tender' means – 'offer'. It functions as a **verb.**
- ⇨ The word 'tender' as a **noun**, has a different meaning.
- ⇨ It refers to 'a person who looks after something' – eg. a bartender.
- ⇨ It might mean a formal offer to supply goods or carry out work at a stated price. (The tender was rejected.)
- ⇨ As an **adjective** 'tender' means soft or delicate.

⇨ Refer to the dictionary and find out the other meanings of the word 'tender'.

⇨ Similarly **'discharge'** has different meanings when used as a **'noun'** and as a **'verb'**.

Match the sentences in Column **A** with the meanings of 'discharge' in Column **B**.

| A | | B |
|---|---|---|
| **The patient has been discharged from hospital** | - | **fired unintentionally** |
| **The wound hasn't healed; there is still some discharge** | - | **flow** |
| **She discharges her responsibilities well** | - | **given permission officially to leave** |
| **The rivers discharge into the Bay of Bengal** | - | **pus/secretion** |
| **The rifle was discharged accidentally** | - | **performs duties** |

## Phrasal Verbs:

***Look at these sentences taken from the lesson you have just read :***

1. ..... you will know exactly how to **get on** with them (the other students) by sometimes **giving in** to them and sometimes **standing out** for your own view.
2. You have first of all to **lay by** a stock of knowledge.....

| | | |
|---|---|---|
| get on | – | have a friendly relationship (with), cope with |
| give in | – | yield |
| stand out | – | continue to resist |
| lay by | – | keep for future use |

**Guess the meaning of the phrasal verbs given below, making use of the balloons which contain their meanings :**

**give up**

**lay over**

**get back**

**stand off**

**stand back**

**The grid contains the antonyms of some of the words you came across in the reading passage. Can you locate them?**

*(obey, public, whole, discipline, most, immediately, expected, remember, later, reverence)*

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Y | L | A | I | T | N | E | S | S | E | N | I |
| E | U | B | C | I | S | T | R | T | T | Y | R |
| B | F | **L** | F | Y | A | U | E | T | A | L | E |
| O | P | A | H | L | M | G | S | H | V | F | I |
| S | L | T | S | W | R | A | K | U | I | T | L |
| I | E | E | L | O | E | A | M | T | R | O | R |
| **D** | H | R | **F** | **L** | S | O | K | A | **P** | Z | A |
| **I** | N | D | I | S | C | I | **P** | L | I | N | **E** |
| X | **U** | N | E | X | P | E | C | T | E | D | S |
| U | F | **D** | I | S | R | E | S | P | E | C | T |

## GRAMMAR

### Phrases and Clauses:

**Identify the phrases and clauses in the following sentences:**

a. In spite of the rain, the match continued.

b. Have belief in what you do.

c. We sympathise with those who are unable to achieve their best.

d. You must not enter the wider world without knowledge.

e. If you use your opportunities properly, you will be successful in life.

**Types of sentences:**

A sentence that has only one main clause and any number of subordinate clauses, is termed a **complex sentence.**

**'Acquire knowledge which will be useful to you in later life.'**

In the above sentence, ***'(you) acquire knowledge'*** is the main clause as it gives complete meaning on its own.

***... 'which will be useful to you in later life'*** is the subordinate clause, as it depends upon the main clause to get the complete meaning conveyed.

**Consider the sentence:**

**The responsibilities are definite and they have been assigned to you.**

The above sentence contains two main clauses connected by a conjunction.

| | | |
|---|---|---|
| The responsibilities are definite | – | Main clause 1 |
| They have been assigned to you | – | Main clause 2 |
| and | – | conjunction |

Such sentences, in which two or more main clauses are connected by means of conjunction(s), are called **compound sentences.**

**Look at these sentences:**

**a)** I would like to buy that ***silk saree.***

**b)** I would like to buy that saree ***made of silk.***

**c)** I would like to buy that saree ***which is made of silk.***

In sentence **(a)** you find the word (adjective) 'silk' describing the saree.

In sentence **(b)** there is a group of words which describes the saree.

- ⇨ This group does not contain a verb. Here you have a phrase (adjectival) 'made of silk' describing the saree.
- ⇨ In sentence (c) the group of words describing the saree contains a finite verb (is). We also find the conjunction 'which'. Here you have a clause (adjective/relative).
- ⇨ Sentence (c) is a complex sentence. Can you guess what type of sentences (a) and (b) are? They are simple sentences as they contain only one main clause, i.e. a single finite verb.
- ⇨ A sentence which contains only one finite verb is a **Simple sentence.**

**Activity:**

**Classify the following into Simple, Complex and Compound sentences:**

a) There is another requisite that you must secure along with knowledge

b) Such whole-hearted devotion is possible only in the days of studenthood.

c) Your duty will teach you much and will secure for you the habit of co-operation.

d) That, in brief, is the duty to yourselves.

e) In addition to that you owe a duty to the rulers.

f) The third duty is the duty which you owe to your fellow students.

**Relative Clauses :**

**Observe the following sentences :**

a. My first duty… is to tender thanks… for their address ***which they have just now presented to me.***

b. ... they are assigned to you by those ***who are willing to take care of you.***

⇨ The underlined parts of the sentences are called **relative clauses**.

⇨ In sentence a) the clause tells us more of the address.

⇨ In sentence b) the clause speaks of the nature of (those) people.

⇨ The clauses begin with the relative pronouns 'which' and 'who'.

The relative clauses in a) and b) above are called **defining**, because they give us some essential information about the thing [ 'address' in (a)] and the persons['those' in(b)]. The 'address' and '(those) people are distinguished from other 'addresses' and 'people".

'The particular address that has been delivered'; and 'those people who wish to take care of someone' are specifically defined/spoken of. We need this essential information. These clauses provide that information. Hence they are **'defining'** clauses. Sometimes we may use the relative clauses only to give added information which is not really essential. These clauses are known as **non–defining** clauses and are separated from the sentences with commas.

Example: A student of a school or college, who is responsible to himself, is also responsible to the society he lives in.

**Activity:** **Write five sentences of your own, using relative clauses.**

**Join the sentences given below, choosing the correct relative pronoun furnished in brackets:**

1. This is Ram. He is the leader of our class. (who/whom)
2. My key was missing. I found it. (which/what)
3. The performance of these students has been outstanding. They will be given special prizes. (whose/whom)
4. I know the girl. She is a famous sportsperson. (whom/who)
5. He suggested many ideas. They were not practical. (that/what)
6. You met the actor. He is the hero of this movie. (whom/who)
7. The bridge was damaged. They were willing to set it right. (who/which)
8. Did you buy the book? You saw it in the shop. (whom / which)

## Listening Skill:

**Listen to the following passage read out by your teacher and complete the exercise :**

It is everyone's desire to have a personality that is appreciated and admired by all. Personality is the combination of physical, emotional, spiritual and psychological aspects in a person. If you wish to enhance your personality, start by respecting yourself and believing in your ability to win respect from others. Have a positive attitude. In your interaction with others be polite and gentle, doing good to them and for them as far as possible. Give importance to your words. Speak only when it is required and is of utmost necessity. What you say has tremendous power..... it can hurt, it can heal, it can charm or it can harm. A kind word can support a person, motivate him and make him feel good. Be devoted and committed to your work.

Remember you are always a learner even when you have climbed up the ladder of position and success. The higher you reach the more humble you should be. The meaning of life is to grow, but grow with changes for the better. Your personality shows when you have a positive outlook, the right communication, a commitment to work, the will to serve others and humble acceptance of success.

**Fill in the blanks in the following sentences:**

1. Personality is the combination of physical, _____, spiritual and _____ aspects of a person.
2. We should have a _____ attitude to everything.
3. We should speak only when required and when of utmost necessity and only with _____.
4. Words have the power of _____ one or discouraging one.
5. The higher you reach the more _____ you should be.

**Speaking Skill:**

**Address your classmates on some values you think are essential to students. Listen to the speech of some great orators. Then try to express in your own words the ideas you had heard.**

1) Inaugural address of Barrack Obama
2) Speeches of Mahatma Gandhi, Pandit Nehru and other personalities
3) Verses from Shakespeare's Julius Caesar–'Friends, Romans, Countrymen.....'

## Reading Skill:

**You would be greatly amused to read the story of the highly coveted FIFA football trophy. Here is a passage on it. Read the passage and supply answers to the questions that follow:**

⇨ It weighs a little more than 5kg and it measures 36.5 cm vertically.
⇨ It is made of 18 – carat gold and has a base, 13 cm in diameter,
⇨ Containing two layers of malachite which is a precious mineral.
⇨ Two human figures holding up the earth are depicted on this Holy Grail of football- the FIFA World Cup trophy.

It is a Cup every nation on the world map would love to lay its hands on.

The World Cup football tournament owes its creation to the zeal of two French administrators Jules Rimet and Henri Delaunay. It is little wonder then that a French sculptor – Abel Lafleur – was asked to craft the trophy to be awarded to the winners of the inaugural World Cup in 1930. Lafleur christened his baby Victory because the

winged Greek goddess of victory, Nike, inspired his design. Victory, with a weight of 3.5 kg and height of 35 cm, was made of solid gold on a blue base of lapis lazuli. It comprised an octagonal cup, supported by a winged figure representing Nike. The trophy was named after the FIFA President Jules Rimet in honour of the Frenchman's service to the game. According to FIFA's World Cup rules, a team winning the tournament three times would gain ownership of the trophy. Brazil did so in 1970 to take home the Jules Rimet trophy.

The Jules Rimet trophy was stolen from an exhibition at Westminster Central Hall in London four months before the 1966 World Cup. Miraculously, the trophy was found wrapped in a newspaper in a garden seven days later. It was not Scotland Yard that traced the coveted trophy. A mongrel named Pickles found the ultimate football prize while on a morning walk with its owner! Brazil reacted furiously to the theft, saying "it was a sacrilege that would never have been committed in Brazil where even its thieves loved football too much". But Brazil had egg on its face 17 years later when the Jules Rimet trophy was stolen from the National Football Federation Office in Rio de Janiero.

Winners of the World Cup nowadays receive only a replica which is gold plated. Since 1974 the name of the winners and the year are engraved on the base of the trophy. FIFA may have to commission a new trophy for the 2042 World Cup because the trophy has space to accommodate the winners and the winning years only until 2038.

FIFA

(Fédération Internationale de Football Association)

**Answer the following :**

1. The Holy Grail of football refers to _____.
   (a) malachite (b) the FIFA trophy (c) 6 gold carats
   (d) the picture of two human beings holding up the earth
2. The phrase 'lay its hands on' means_____ .
   (a) to steal (b) to grab (c) to secure (d) to give away
3. Victory owes its name to _____ .
   (a) lapis lazuli (b) Jules Rimet (c) the Greek goddess Nike (d) a Greek bird

4. Jules Rimet was an eminent personality _____ .

(a) in the political arena (b) in cine field

(c) in diamond trade (d) amidst the patrons of football

5. Pickles is the name of _____ .

(a) an officer from Scotland Yard (b) the dog that found the trophy

(c) the sculptor of the trophy (d) the captain of the Brazilian team

6. The thieves of Brazil _____ .

(a) loved the trophy (b) loved their country

(c) loved football intensely (d) despised football

7. Pick out the phrase from the passage which means 'had to face shame'.

8. Why would FIFA need a new trophy for the World Cup tournament in 2042?

## Writing Skill:

### Test your knowledge of idioms:

1. drag up a child- bring up a child without proper training
2. done to a turn – extremely well done
3. drop out – cease to complete
4. drop-outs – those who withdraw
5. exact from – demand and get from
6. feather in one's cap – something one may feel proud of
7. follow something up – pursue
8. heart and soul – completely, with utter dedication

### Advertisement writing:

You have already practised writing an advertisement in Std.IX.

**Advertisements** are techniques used to promote business and trade. They are also used to promote a cause or create an awareness. The more attractive they are, the more popular the product becomes.

Look at the advertisement which follows:

**Kids, Toddlers and Pranksters ! Rush in, Swarm in!**

**ONLY 3 DAYS LEFT! GRAB THE OFFER !! PAY 10% LESS !!!**

**Toys, toys all over ! To play with, to enjoy, to have fun with !**

**Colourful ones, novel, made of non-toxic material,
handy, easy to operate, safe to use, they tempt you to buy**

**Pick and choose from a wide variety**

**Available at Guild of Service Hall, Egmore, Chennai – 8.**

**You find that the advertisement above has some catchy words and phrases:**

i) colourful toys, novel, lovely, safe to use, non-toxic, handy, etc.

ii) 10% Discount, sale for 3 days only

iii) Venue : Guild of Service Hall, Egmore, Chennai – 8

**These make the product interesting and appealing to the customer.**

**Creating Ads Is Fun!**

**Activity:**

1. **Here are some details about a commercial organisation. Prepare an advertisement bringing out its best features.**

   Mouth watering, Delicious food, Hygienic preparation, Affordable price, makes you long for more and more.

   ***Crave and Rave Vegetarian Restaurant,*** 23, Nehru Street, Coimbatore.

2. **Prepare advertisements for the following products using the appropriate language:**

   a) Long lasting pens for examinations

   b) Newly invented vehicle

   c) Latest model electronic gadget

# UNIT 3

## POEM

# MANLINESS

(An extract from the poem 'If')

**If you can dream and not make dreams your master;**
**If you can think and not make thoughts your aim;**
**If you can meet with triumph and disaster;**
**And treat those two impostors just the same;**

**If you can force your heart, and nerve, and sinew**
**To serve your turn long after they are gone;**
**And so hold on when there is nothing in you**
**Except the will which says to them, "Hold on".**

**If you can fill the unforgiving minute**
**With sixty seconds' worth of distance run,**
**Yours is the earth and everything that's in it,**
**And, what is more, you'll be a man, my son.**

**triumph** - success, victory
**disaster** - a very bad situation
**impostor** - someone who pretends to be someone else in order to trick people

- Rudyard Kipling

## Thinking about the poem:

1. How can dreams become masters?
2. When something you had expected fervently had not materialised, how did you react?
3. What keeps one going on, in spite of being repeatedly confronted with failures?
4. Which quality would you consider is most essential for man in order to face the challenges of life?
5. Memorise the poem and write it in its verse form with proper punctuations.

## Answer in a paragraph:

Describe the various qualities of manliness.

## Appreciation of the poem:

1. Which word is frequently repeated in the poem? How is it significant?
2. In stanza 1, we find the rhyme scheme ab ab. Is this applicable to the remaining two stanzas too?

3. Describe the two impostors mentioned in the poem. Why are they termed so?
4. What would you identify as the differences between a boy and a man from your study of this poem?

**PARALLEL READING:**

## LIVE TO SOME PURPOSE

*They err who measure life by years,*
*With false or thoughtless tongue;*
*Some hearts grow old before their time;*
*Others are always young.*

*'Tis not the number of the lines*
*On life's fast-filling page,*
*'Tis not the pulse's added throbs,*
*Which constitute their age.*

*Some souls are serfs among the free,*
*While others nobly thrive;*
*They stand just where their fathers stood,*
*Dead, even while they live.*

*Others, all spirit, heart and sense,*
*Theirs the mysterious power.*
*To live in thrills of joy or work.*
*A twelve-month in an hour!*

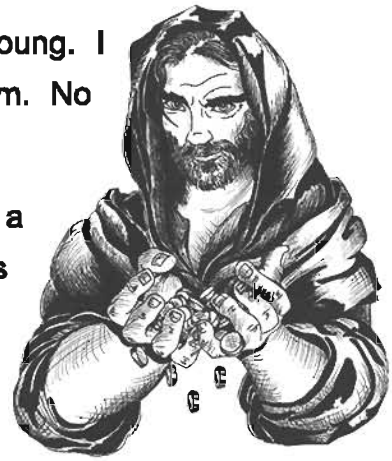
*Seize, then, the minutes as they pass!*
*The woof of life is thought!*
*Warm up the colours! let them glow*
*With fire of fancy fraught.*

*Live to some purpose; make thy life*
*A gift of use to thee;*
*A joy, a good, a golden hope,*
*A heavenly argosy.*

*- Adelaide Anne Proctor*

# THE FACE OF JUDAS ISCARIOT

- Bonnie Chamberlain



An old priest told me this story when I was very young. I have since wondered many times where it came from. No one has been able to tell me.

Centuries ago a great artist was engaged to paint a mural for the cathedral in a Sicilian town. The subject was the life of Jesus. For many years the artist laboured diligently, and finally the painting was finished except for the two most important figures; the Child Jesus and Judas Iscariot. He searched far and wide for models for those two figures.

One day while walking in an old part of the city he came upon some children playing in the street. Among them was a twelve year old boy whose face stirred the painter's heart. It was the face of an angel-a very dirty one, perhaps, but the face he needed. The artist took the child home with him, and day after day the boy sat patiently until the face of the Child Jesus was finished. But the painter still found no one to serve as model for the portrait of Judas. For years, haunted by the fear that his masterpiece would remain unfinished, he continued his search.

The story of the unfinished masterpiece spread afar, and many men fancying themselves of wicked countenance, offered to pose as models for the face of Judas, but in vain. The old painter looked for a face that would serve to show Judas as he had envisioned him: a man warped by life, enfeebled by surrender to greed and lust.

Then one afternoon, as he sat in the tavern over his daily glass of wine, a gaunt and tattered figure staggered across the threshold and fell upon the floor. 'Wine, wine,' he begged. The painter lifted him up, and looked into a face that startled him. It seemed to bear the marks of every sin of mankind. Greatly excited, the old painter helped the profligate to his feet.

'Come with me,' he said, 'and I will give you wine, and food and clothing.' Here at last was the model for Judas. For many days and part of many nights the painter worked feverishly to complete his masterpiece. As the work went on, a change came over the model. A strange tension replaced the stuporous languor, and his bloodshot eyes were fixed with horror on the painted likeness of himself.

One day, perceiving his subject's agitation, the painter paused in his work. 'My son, I'd like to help you', he said. 'What troubles you so?'

**Glossary**

| | | |
|---|---|---|
| Judas Iscariot | – | one of the twelve apostles of Jesus, who betrayed Jesus for thirty pieces of silver |
| mural | – | painting done on a wall |
| diligently | – | showing care and effort |
| countenance | – | face, appearance |
| warped | – | distorted |
| enfeebled | – | made weak or feeble |
| tavern | – | inn or public house |
| gaunt | – | made thin by hunger or illness |
| profligate | – | shamelessly immoral person |
| stuporous | – | dazed by shock |
| languor | – | tiredness or laziness of mind and body |

The model sobbed and buried his face in his hands. After a long moment he lifted pleading eyes to the old painter's face.

'Do you not then remember me? Years ago I was your model for the Child Jesus.'

## Answer the following questions:

1. Why did the painting remain unfinished?
2. Who served as a model for the Child Jesus?
3. The painter rejected all the offers he got from men to pose as Judas. Why did he do so?
4. There was a terrible change in the behaviour of the model while he posed as Judas. What was the reason for this?
5. Trace the transformations in the model's life from his childhood to his youth.
6. Would you consider the story ironical? What is the twist in the story?

## Choose the best option for the following questions:

1. The artist was painting _____.
   a) the life of Judas Iscariot b) the life of a young man
   c) the life of an aged man d) the life of Jesus
2. The model for the Child Jesus was _____.
   a) six years old b) twelve years old
   c) fourteen years old d) an infant
3. The villainous model the artist sought was _____.
   a) difficult to find b) readily available
   c) located easily d) unwilling to pose for him
4. The young man who approached the artist begged for _____.
   a) money b) wine c) food d) clothes
5. The model was actually _____.
   a) the artist's son b) one who had posed for the Child Jesus
   c) angry with the artist d) tortured by the artist

## Answer in a paragraph:

The portrait of Child Jesus and of Judas in this story is an example of how most artists and authors like to show a character on the faces of the people they paint, write about or depict in plays. Have you seen any such painting or character in stories or in plays and movies? Describe their appearance in a paragraph.

## Points for Discussion:

1. Do such persons as the model in the story, exist in real life? If your answer is 'Yes', give examples from any source you know. If your answer is 'No', support it with valid reasons as to why you say so.
2. Do you think the model regretted the happenings in his life? Analyse whether he had the inclination to reform in life.

## Parallel Reading:

### Stories with an ironical twist

★ 'The Ant and the Grasshopper' by Somerset Maugham

★ 'The Cop and the Anthem' by O. Henry

## The face is the index of the mind!

Here are some faces depicting different expressions. Can you identify each with the emotions given in the list below :

*calm, thoughtful, wondering, angry,*
*joyful, bored, irritated, sad*

## TONGUE TWISTER

**A growing gleam glowing green.**

**She sifted thistles through her thistle-sifter.**

## A FUNNY ANSWER

**Which is the worst kind of driving school?**

**One that offers crash courses.**

# UNIT 4 WILL THIRST BECOME UNQUENCHABLE?

## PROSE

**Future?**

- **Droughts**
- **Flash Floods**
- **Melting of Glaciers**
- **Food Insecurity**

### Pre - reading activity:

**In groups discuss the following :**

1. How long can you, as an individual, stay without water?

2. Can we find an alternative to the use of water for cleaning ourselves, our vessels, etc.?

3. Suppose we wish to reduce the use of water, which are the areas where we can restrict the use of water in our day-to-day activities?

4. Do you think India has sufficient water resources for its population?

5. Discuss how we are utilising the water resources and whether it is possible for us to distribute our water resources to all parts of India.

6. If you were given the responsibility when you grow up, to interlink all rivers, what are the measures you would employ?

1. **It is not yet noon** in Delhi, just 180 miles south of the Himalayan glaciers. But in the narrow corridors of Nehru Camp, a slum in this city of 16 million, the blast furnace of the north Indian summer has already sent temperatures **soaring** past 105 degrees Fahrenheit. Chaya, the 25-year-old wife of a fortune teller, has spent seven hours joining the mad **scramble** for water that even today defines life in this **heaving metropolis** and offers a taste of what the depletion of Tibet's water and ice **portends.**

**soaring -** rising, increasing
**scramble-** struggle
**heaving-** crowded

**metropolis -** large and densely populated commercial city
**portends -** warns that something is likely to happen

2. Chaya's day began long before sunrise, when she and her five children **fanned out** in the darkness, armed with plastic jugs of every size. After day break, the **rumour** of a tap with running water sent her stumbling in a **panic** through the slum's narrow **corridors.** Now, with her containers still empty and the sun blazing overhead, she has returned home for a moment's rest. Asked if she's eaten anything today, she laughs: "We haven't even had any tea yet."

**fanned out-** spread out
**rumour -** false story
**panic -** fear
**corridors -** passages

3. Suddenly cries **erupt** – a water truck has been spotted. Chaya leaps up and joins the human **torrent** in the street. A dozen boys **swarm** onto a blue tanker, **jamming** hoses in and **siphoning** the water out. Below, shouting women **jostle** for position with their containers. In six minutes the tanker is empty. Chaya arrived too late and must move on to chase the next rumour of water.

**erupt-** suddenly happen
**torrent-** an outpour
**to swarm-** to crowd onto something
**jamming-** pushing with force
**jostle-** push roughly in a crowd
**siphoning -** letting out a liquid through a tube

4. More than two-thirds of the city's water is drawn from the Yamuna and the Ganges, rivers fed by Himalayan ice. If that ice disappears, the future will almost certainly be worse. "We are facing an **unsustainable** situation," says Diwan Singh,

**unsustainable -** cannot be maintained

a Delhi environmental activist. "Soon – not in thirty years but in five to ten – there will be an **exodus** because of the lack of water."

5. The tension already seethes. In the clogged alleyway around one of Nehru Camp's last functioning taps, which run for one hour a day, a man **punches** a woman who cut in line, leaving a purple **welt** on her face.

**exodus-** mass movement from one place
**punch** - hit
**welt** - mark
**melee** - a situation in which a crowd of people are rushing
**brawl** - a noisy and violent fight

**6.** "We wake up every morning fighting over water," says Kamal Bhate, a local astrologer watching the **melee.** This one dissolves into shouting and finger-pointing, but the **brawls** can be deadly. In a nearby slum a teenage boy was recently beaten to death for cutting in line.

1. Do you know how the Himalayan glaciers are useful?
2. Why should Chaya hurry?
3. What is a metropolis?
4. Why hasn't Chaya drunk any tea as yet?
5. What caused the commotion in the street?

Did you know?
Climate change is now generally known as 'global warming' which means the increase in the average temperature of air and oceans.

7. Climatic changes and diminishing water supplies could reduce **cereal yields** in South Asia by 5 percent within three **decades**. "We're going to see rising tension over shared water resources, including political disputes between farmers, between farmers and cities, and between human and ecological demands for water," says Peter Gleick, a water expert and President of the Pacific Institute in Oakland, California. "And I believe more of these tensions will lead to violence."

**cereal-** pulses
**yields(n)-** produce
**decade-** a period of ten years

1. What will be the future if the Himalayan glaciers become ice-free?
2. What according to Diwan Singh will happen if the rivers dwindle?
3. What does Kamal Bhate do every morning?
4. What according to Peter Gleick will be the future when the water supplies are diminished?
5. What can lead the world to violence?

8. For the people in Nehru Camp, geopolitical concerns are lost in the **frenzied pursuit** of water. In the afternoon, a tap outside the slum is suddenly turned on, and Chaya, smiling **triumphantly, hauls back** a full, ten-gallon jug on top of her head. The water is dirty and bitter, and there are no means to boil it.

**frenzied** - involving a lot of activity that is often violent
**pursuit** - chase
**triumphantly**- victoriously
**hauls back** - pulls back

9. But now, at last, she can give her children their first meal of the day: a piece of bread and a few spoonfuls of **lentil stew.** "They should be studying, but we keep **shooing** them away to find water," Chaya says. "We have no choice, because who knows if we'll find enough water tomorrow."

**lentil**- a small seed, dried and used in cooking
**stew**- a dish of meat and vegetables cooked slowly in liquid
**shooing**- driving away, chasing

1. What made Chaya triumphantly smile?
2. What was the condition of the water?
3. When was Chaya able to give her children their first meal of the day?
4. What was their first meal of the day?

**Arctic to become ice-free!**

The Arctic Ocean could be ice-free in less than a decade, scientists have warned, as the latest figures show that the thickness of the ice cap has shrunk to a record low.

**Answer In a paragraph:**

1. Describe the daily routine of Chaya and her family.
2. Briefly describe the scene from the arrival of the water-tanker till its departure.
3. What are the alarming threats foreseen by environmentalists, due to water scarcity?

## Thinking beyond the text:

1. Suggest how Chaya's water problems could be solved.
2. What could you, as a student, do to improve water conservation in your area?

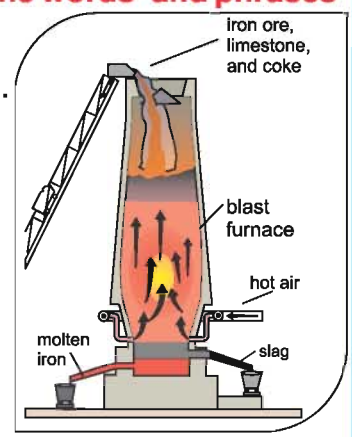
## Vocabulary:

**A. Read the following descriptions and match them to the respective words in the cloud:**

- ☐ cut in line
- ☐ melee
- ☐ portends
- ☐ siphon
- ☐ depletion

1. something that does not have enough left
2. warns of something that is going to happen in the future
3. a tube that is used for moving liquid from one container to another, using pressure from the atmosphere
4. a situation in which a crowd of people are rushing or pushing each other in a confused way
5. intervene by forcing one's way into the middle of the queue

**B. Choose the phrase that is closest to the meaning of the words and phrases given in italics.**




1. The summer temperature ***soars past*** 105$^0$F in North India.
   a) runs forward b) grows over
   c) increases to d) flies high

2. Indian summer is like a ***blast furnace***.
   a) space for heating solids b) cooking area
   c) fire cracker d) exploding bomb

3. There will be an ***exodus*** because of the lack of water.
   a) an end to life b) mass departure of people
   c) a great famine d) an exciting argument

4. This one ***dissolves into*** shouting .....
   a) suddenly starts b) melts into liquid
   c) disappears quickly d) grows weaker

5. We keep ***shooing*** them away to find water.
   a) forcing someone to do something b) sending someone away
   c) providing footwear d) silencing someone

## C. Spelling (work in pairs):

Form the right word from the jumbled ones given below and write your answers in the space provided.

1. ggcloed_____
2. wayalyel_____
3. loggeoical _____
4. snoistei _____
5. onctainers _____

**Additional Activity**

Make up some more jumbled spellings for your friends to find out the right word.

## D. Antonyms:

Choose the opposite of the words from those given in the box and write it in the space provided.

| Words | Antonyms |
|---|---|
| wide | |
| clean | |
| foreign | |
| sweet | |
| proud | |
| selfish | |

| | | |
|---|---|---|
| nice | polite | generous |
| narrow | kind | dirty |
| humble | native | bitter |

## Reading Skill:

**A. Read the passage "Will Thirst Become Unquenchable?" once again. Then match the captions given below with the paragraph that suits each caption. Write the number of the paragraph in the space provided.**

| | |
|---|---|
| a. War for water | ☐ |
| b. Predictions for the future | ☐ |
| c. Ensuing exodus | ☐ |
| d. Earlier is always better | ☐ |
| e. A large mass of ice | ☐ |
| f. The Plight of life | ☐ |
| g. Times may change | ☐ |

**B. Read the article and answer the questions that follow:**

## The Water Arithmetic

We stare at the dregs of our ingenuity, at a resource scientifically misused. We are cawing alarmed. But we only keep cawing **raucously** at that. Let's get on, like the crow and **fashion** pebble by pebble to meet our needs.

The source of all water on earth is not the river, is not the underground **aquifer**, is not the lake, well or stream. Rain is the source of all water.

In India the monsoon is a deluge. Rain **spatters** the earth, fills ponds. Lakes brim. Rivers heave. But the monsoon is also brief. We receive most of its rainfall in just 100 hours out of 8,760 hours in a year. But is this enough to meet our water needs, provide food security and eradicate rural poverty? Why is Cherrapunji today short of drinking water, when it gets more than eleven meters of rainfall annually? Simply because it does not capture the rain that falls over it.

1. What is the effect of rain on earth?
2. What do you think can eradicate rural poverty?
3. Match the words from the text to their definitions :

| | |
|---|---|
| **a. monsoon** ☐ | i. ability to solve problems in clever new ways |
| **b. eradicate** ☐ | ii. the sound that is made by crows |
| **c. Ingenuity** ☐ | iii. a sudden very heavy rain fall |
| **d. caw** ☐ | iv. a period of heavy rain in summer |
| **e. deluge** ☐ | v. wipe out |

**Now consult a dictionary to find the meaning of the words in bold.**

**C. Underline the correct word.**

1. Cherrapunji people **waste / save** rainwater.
2. As the car passed, it **shook / spattered** the rainwater.
3. They **prepare / provide** clean drinking water for the party.
4. Raja will **receive / get** a letter next week.
5. People **welcome / envy** the monsoon.

## D. Match the given definitions and names with the pictures.

| 1 | b |
|---|---|

| | |
|---|---|

| | |
|---|---|

1. A large mass of ice floating in the sea.
2. A passage dug out of the ground to connect two areas of water for boats and ships to travel between them.
3. A narrow strip of water that connects two larger bodies of water.
4. A great mass of salt water that covers most of the earth's surface.
5. A large area of water surrounded by land.
6. Water that falls straight down over a big cliff rock.
7. A large mass of ice which moves slowly down a mountain valley.
8. A natural and continuous flow of water in a long line across a country into the sea.
9. A place where water comes up naturally from the ground.

| | |
|---|---|

| | |
|---|---|

| | |
|---|---|

**a) lake** **b) iceberg** **c) canal** **d) geyser**
**e) ocean** **f) waterfall** **g) river** **h) glacier**
**i) strait**

| | |
|---|---|

| | |
|---|---|

| | |
|---|---|

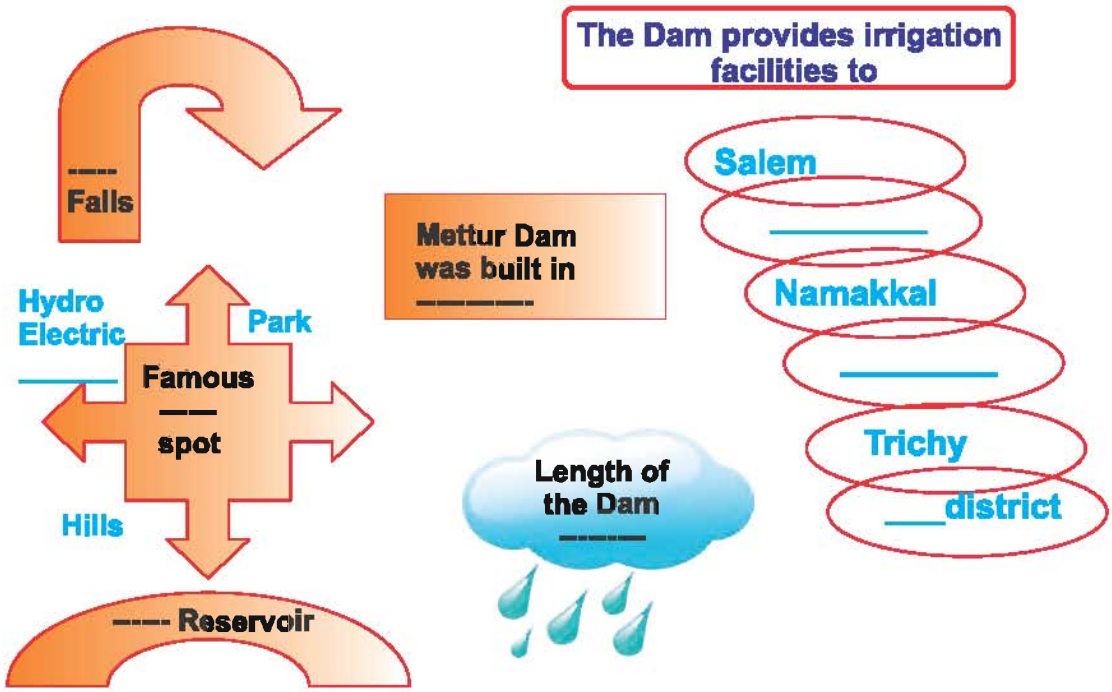
**E. Skim the passage and use the information you have skimmed to complete the mind map given below :**

## The Mettur Dam

The Mettur Dam is a large dam in India built in 1934. It was constructed in a gorge, where the river Kaveri enters the plains. The dam is one of the oldest in India. It provides irrigation facilities to a part of Salem, the length of Erode, Namakkal, Karur, Tiruchirappalli and Thanjavur district for 271,000 acres of farm land.

The total length of the dam is 1700 meters. The dam has facilitated the Stanley Reservoir. The Mettur Hydro Electrical Power Project is also quite large. The dam, the park, the major Hydro Electric Power Stations and hills on all sides make Mettur a tourist attraction. Upstream from the dam we find the Hogennakal Falls.

The Mettur dam is an old Multipurpose Project of the South Indian State of Tamil Nadu across the Cauvery river. It irrigates 1,310 square kilometers each year. Its installed capacity for hydro-power generation is 32 MW.



## Grammar:

### First Conditional

e.g. If the battery is charged, the light will shine.

**If clause :** 'if'+ present tense ( is charged)

**Main clause :** will, won't, can, can't, shall, shan't, may, might

**Do you remember .....**

- You use conditional clauses to talk about a possible situation and its results.
- Conditional clauses can begin with 'if'
- A conditional clause needs a main clause to make a complete sentence. The conditional clause can occur before or after the main clause.

### Match the following Main and 'If' clauses :

| 'If 'clause | Main clause |
|---|---|
| If you waste water | he will be punished |
| If you lend me some money | I won't be able to attend the class |
| If Naveen is late | I shall get wet |
| If the bus breaks down | I can buy a new car |
| If it rains | our resources will be severely depleted |

### Second Conditional

e.g.

*If he worked hard, he would pass.*

**If clause**: 'If' + past tense

**Main clause**: would, wouldn't, etc.

Use the words provided and rewrite the sentences using 'if' clauses.

Look at the example to help you.

(money / Kapoor / buy / car) If Kapoor had money, he would buy a car.

1. rained / Chaya / Agra / visit
2. rained / the plants / not wither
3. had / Seelan / new shoes / jog faster
4. had / Kalai / a cycle / reach school earlier

**Create more examples.**

.....

.....

.....

## II. Match the phrases in Column A with those in Column B:

**Example:**
If she asked me, I would help her.

**If clause** : If + past tense (asked)
**Main clause**: 'would' or 'wouldn't'

**You use 'if 'to denote events and situations**

(i) that happen often
(ii) that may happen in the future
(iii) that could have happened in the past but did not happen
(iv) that are unlikely to happen

| | A | B |
|---|---|---|
| 1. | If he studied well | I would buy a BMW car |
| 2. | If he went late | he would pass the exam |
| 3. | If I won a lottery | the dog would bite us |
| 4. | If it got out of the gate | he would not get water |
| 5. | If I had more money | I would feed a lot of people |

## Third Conditional

**e.g.**

If we **had seen** the water tankers we **would have swarmed** to siphon at least a bucket of water.

**If clause** : **If + past perfect (had seen)**
**Main clause** : **would have + past participle (would have swarmed)**

**Couldn't it happen .....?**

When you are talking about something which could have happened in the past but which did not actually happen, you use the past perfect in the conditional clause. In the main clause, you use 'would have' and a past participle.

**Complete the following sentences with suitable clauses:**

1. If Raj had got enough water,_____
2. Anandh would have found a job,_____
3. If Bagya hadn't started early,_____
4. James would have got a prize,_____
5. If we had saved more rain water in ponds and lakes,_____

she would have been late to work
we could have survived the drought
if he had attended the interview
if he had performed well
he would have shared it with his neighbour

## DEGREES OF COMPARISON - REVISION:

**You have learnt Degrees of Comparison in your earlier classes. Based on what you have learnt, can you identify the degrees of comparison in the following sentences?**

1. Mr. Roshanlal is the richest man in his village.
2. The climate on the hills is better than that on the plains.
3. It is as hot today as it was yesterday.

## Activity 1:

Underline the structure of the degrees of comparison in the following sentences :

1. Sheela is smarter than all the other girls in her class.
2. Very few cities in India are as populous as Mumbai.
3. Is there any animal more cunning than the fox?
4. In your view, who is the most popular cricketer?

5. He runs as swift as a deer.
6. Our team is the stronger of the two.
7. Afra is one of the most talented players in the team.
8. Naren is older than Praveena.
9. No other animal runs as fast as the cheetah.
10. This park is one of the most crowded ones in this locality.
11. This is the longest lesson in this book.
12. Prevention is better than cure.
13. Nothing is so important as character.
14. This is the most interesting book that I have ever read.
15. Abdul is more industrious than most other boys in the class.

## Activity 2:

**Fill in the blanks with the suitable degree of comparison:**

1. This is the _____ (delicious) dish that I have ever tasted.
2. Mosquitoes are _____ (prevalent) here than in any other area.
3. Your choice is _____ (good) mine.
4. She proves to be the _____ (worthy) candidate for the award.
5. The rose is _____ (attractive) than most other flowers.
6. The impact of a cyclone is _____ (severe) than that of an earthquake.
7. Chandra's handwriting is _____ (good) than that of Sona.
8. This year's question paper is _____ (easy) than last year's question paper.
9. A cell-phone is _____ (costly) than an i-pod.
10. Are you _____ (interested) in drawing than in singing?
11. Walking is _____ (healthy) an exercise as swimming.
12. Kindness is the _____ (noble) of all virtues.
13. Very few toys in this shop are _____ (expensive) this one.
14. Your performance is one of the _____ (appreciable) ones in the show.
15. Very few people in the world are _____ (industrious) the Japanese.

## Transformation of Sentences:

### Look at the following sentence:

This room is **more comfortable than** the other. (Comparative degree)

The same idea can be expressed using the Positive degree of comparison.

The other room is not **so comfortable as** this one.

### Look at the following sentences:

A. Your pencil is sharper than mine. (Comparative degree)
My pencil is not so sharp as yours. (Positive degree)

B. Sheriff is as tall as his brother. (Positive degree)
Sheriff's brother is not taller than him. (Comparative degree)

When only two things or persons are compared, the idea can be expressed using only the two degrees – Positive and Comparative.

### Read the following sentences:

This street is **the busiest** one in this area. (Superlative degree)

This street is **busier than any other** street in this area. (Comparative degree)

No other street in this area is **as busy as** this. (Positive degree)

The same idea has been expressed in three forms – namely the Positive, Comparative and the Superlative.

When one thing or person is compared with all the others, the idea can be expressed in all the three forms – Positive, Comparative and Superlative.

### Look at the sentences given below:

Mr. Soundar is **one of the most helpful** persons. (Superlative degree)

Mr. Soundar is **more helpful than most other** persons. (Comparative degree)

Very few persons are **as helpful as** Mr. Soundar. (Positive degree)

These sentences mean that there are only some people who have a helpful attitude like Mr. Soundar has.

***Note: Observe the difference in the structure of the degree :***

a) Not many people are as kind-hearted as Mr. Soundar. (Positive degree)

b) Many people are not so kind-hearted as Mr. Soundar. (Postive degree)

In sentence a) the negative word (not) occurs at the beginning of the sentence. The verb – 'are' in this case – is followed by the structure 'as ..... as'.

In sentence b) the negative word 'not' occurs immediately after the verb 'are'. In this case, the structure 'so ..... as' is used to indicate the Positive degree.

## Activity :

### I. Spot the errors in the forms of comparison and rectify them.

1. River Mississippi is one of the longer river in the world.
2. My dress is old than yours.
3. Stephen drive as rash as Rafi.
4. No other road is more narrow as this one.
5. Suren is most capable than most other students in the class.
6. He is the good batsman in our team.
7. He is one of talkative boy in the class.
8. Lekha is most clever than her sister.
9. Apples are not sweet as mangoes.
10. Very few girl in the class are attentive as Janet.
11. Reena's work was the most best.
12. The rent of this house is low than that of mine.
13. Very few students have scored high as Madan.
14. This is the fascinating scenery I have ever come across.
15. Rain water is the purer form of natural water.

### II. Rewrite the following sentences using the other degrees of comparison :

1. The assistant is as capable as his master.
2. Cakes are softer than cookies.
3. The Net is the quickest source for seeking information.
4. Mekala was the most emphatic speaker at the competition.
5. Raina is the strongest boxer at the rings.
6. Very few teachers are as kind-hearted as Mrs. Radha.
7. Your signature is more valid than mine.
8. The Bullet Train is the fastest mode of transport.
9. This is one of the most serious problems the world faces.
10. Your answer is the most relevant.

**III. Identify the phrase which completes the sentence and write the corresponding letter in the block provided:**

The new menu is _(a)_____ the old menu.

The new waiters are ___(b)___ old waiters.

The cream cake is __(c)___ the plain cake.

The new sweets are __(d)__ .

It is getting ___(e)_____ to find an inexpensive restaurant.

The prices of vegetables are going __(f) ___.

It is getting ____(g)____.

Air-conditioners are becoming ___(h)____ expensive.

____(i)____ the queue , ___(i)___ the service.

____(j)_____ the restaurant , ___(j)_____ the bill.

| | |
|---|---|
| ☐ richer than | ☐ better |
| ☐ more and more difficult | ☐ higher and higher |
| ☐ less and less | ☐ better than |
| ☐ more expensive than | ☐ The more expensive , the heavier |
| ☐ The shorter, the faster | ☐ harder and harder |

## IV. Identify the structures of the degrees of comparison in the following passage and name them:

Veena was the cleverest girl in the class. She was more intelligent than all the others. They could not score marks as well as she did. Mekala, her classmate, could study well but could not score more marks than Veena. So Mekala decided to work longer than she usually did. This would enable her to perform better than Veena, she thought. On the day of the examination Mekala noticed that the question paper was more difficult than that of the previous examination. The questions were not as easy as she had expected them to be. But she attempted the questions as sincerely as she could.

Mekala completed her paper and realised that she had taken lesser time than Veena, as she found Veena still absorbed in her paper. She went home more disappointed than those students who generally did not perform well.

After a week, while the teacher was distributing the corrected scripts in class, she expected the teacher to tell her that her paper was the most disappointing one in class. Instead, to her surprise, the teacher announced that her paper was the best, as her answers were more precise than those of any other student in the class. Her marks were better than Veena's, even though she had taken lesser time than Veena to complete the paper. The teacher smiled at Mekala and said, "You are the most brilliant girl in the class". Mekala was elated and she realised that hard work was as important as intelligence, but sincerity in one's work was most rewarding.

**Keep in mind ...**

as + adjective + as => to compare people, places or things that are equal in some way

more + adjective + than / adjective + er => to emphasise one above the other

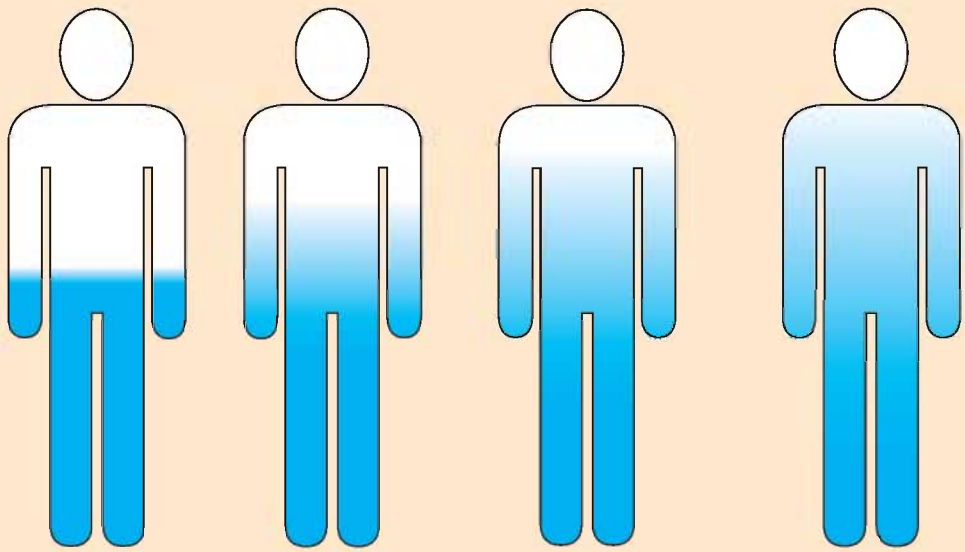
most + adjective / adjective + est => to emphasise one above most / all others

**Points to remember:**

1. Use the comparative form of adverbs to focus on differences between actions.
2. Use the Superlative form of adverbs to single out something about an action.
3. Repeat the same comparative to talk about change in something or an increase or a decrease.
4. Use a double comparative to show cause and effect.
5. There is more than one way to form the comparative and superlative of adverbs.

**Did you know ..... ?**

- 30,000 litres of water are used to manufacture one car.
- 4,500 litres of water are used to make one tonne of steel.
- The earth has the same amount of water today as it did ten million years ago.



65% water 75% water 85% water 95% water

**Listening Skill:**

Listen to the letter read out by the teacher or played on the audio tape. As you listen fill in the table given below it.

**Letter from a tenant asking for a reduction of rent.**

5, James Gardens,
7th Street, Chennai.
28th January, 2014

Dear Sir,

I am writing this to request you to consider reducing the rent for the premises you have rented to me.

I have been occupying your house since 2005. All these years not once have I troubled you for the number of major and minor repairs I have been carrying out under my own expense.

Now, however, since the water in the bore well has decreased and the motor and hand pump are not working, I find I am paying a rent, which is more than what my neighbours pay with better facilities in every way.

I shall be happy if you would either consider a reduction in rent or cancel the rent agreement accordingly.

Thank you.

Yours sincerely,
R. Anandhan

Address on the envelope:
To
Mr. M. Vijayasarathy,
116/225, Triplicane, Chennai-600 005.

| | |
|---|---|
| The writer wants | ..... |
| The letter is written in the month of | ..... |
| The writer paid for all the | ..... |
| The writer has been living there for | ..... |
| Who has written the letter? Who is it written to? | ..... |

**Speaking Skill:**

You see your friend wasting water and you don't like it. Talk to your friend in class and explain how you feel about wasting water.

**5. Work in pairs. Ask and answer questions.**

**Anu** : How often do you have a shower?

**Mega** : I have a shower twice a day. I use 30 litres of water.

Ask your friends the following questions. Then note their response.

| *In order to* | *The quantity of water used* | *What is the quantity of water used in your home everyday?* |
|---|---|---|
| run a tap | 15 litres per minute | |
| fill a sink | 10 litres | |
| fill a bucket | 8 litres | |
| run a shower | 10 litres per minute | |
| run a hose | 20 litres per minute | |
| cook a meal | 5 litres | |
| use a washing machine | 60 litres | |

**Address the class on your findings.**

**Writing skill:**

**A bunch of idioms**

1. in deep water - in difficulties
2. blood is thicker than water - one tends to show more affection towards one's relations
3. fish out of water - a person who does not fit in, out of place

4. keep one's head above water - to make just enough money tosurvive, to manage a difficult situation with courage
5. in hot water - in serious trouble
6. make one's mouth water - to crave or desire something that one loves to eat
7. still waters run deep - never judge anything by its appearance

**Activity:** Use the above idioms in sentences of your own.

**1. Using the points given below, prepare an article for your school magazine on Rain Water Harvesting.**

- In areas where there is inadequate ground water supply or surface resources, either lacking or insufficient, rain water harvesting offers an ideal solution
- Helps in utilising the primary source of water and prevents the runoff from going into sewer or storm drains, thereby reducing the load on treatment plants
- Reduces urban flooding
- Recharging water into the aquifers helps in improving the quality of existing ground water through dilution.

**Urban rainwater harvesting**

Urban centres in India are facing an ironical situation today. On one hand, there is the acute water scarcity and on the other, the streets are often flooded during the monsoons. This has led to serious problems.

**2. Think of this situation and write a paragraph on it:**

**a. Has the area you live in ever been flooded due to heavy rains or due to any other man-made calamity?**

**b. If your area gets flooded, Is it possible to make your way to school ? What would be your mode of transport?**

**c. Describe the havoc caused by floods. How would you help others in a flood?**

**3. Write some predictions about the conditions in the availability of water after ten years.**

**4. Write an article on either of the following:**

**Good uses of water and avoiding wastage** | **Pollution in oceans and seas**

★ Organise your ideas in a variety of ways such as:

a. a spider gram b. a mind map

c. a table d. boxes

★ Use logical organisers to connect sentences and ideas.

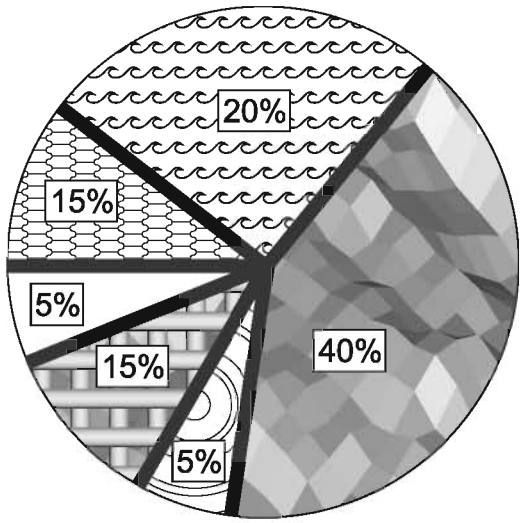
★ Identify and create topic sentences.

**Remember the CODER**

- Comprehending
- Organising the points
- Developing a draft
- Evaluating the draft
- Reviewing

## Interpreting Non-verbal Presentations

### Hazards to water bodies in Sharat's locality




### Pollution of Drinking Water Sources

- Bathing cattle in river
- Throwing chemical wastes into lakes and rivers
- Uncovered wells
- Using lakes as public toilets
- Washing clothes in the river
- Draining kitchen and toilet waste water into lakes and rivers

Sharath lives in a semi-urban area and does not get sufficient drinking water due to misuse of water bodies in the area.

**Fill in the blanks and know how they are misused with the help of the pie diagram given above.**

Sharath's locality has lakes _____ and _____ . In spite of these he has very little drinking water available. This is because _____ percent of the lakes and rivers are used as dumping areas for chemical waste and _____ percent is mixed with kitchen and toilet outflow. About _____ of the wells _____ thus allowing dry leaves and windswept rubbish to fall in. _____ percent of lakes and rivers are used as _____ and _____ . Hence there is a rare chance of good water there.

# 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** – metaphoric use meaning that the river reflecting the moonlight looked like the silver blade of a sword

**Glossary:**

**loth** – hate, dislike

**gnomes** – dwarfs

**Answer the following questions:**

1. Why did the children have to go to the brook?
2. Did the children enjoy the trip into the woods? What makes you say so?
3. When did the children visit the woods - during the day or the night? Look for hints in the poem.
4. Why did the children 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.

UNIT 4 SUPPLEMENTARY READING

# 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 would be 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- December, 2004)**

**Glossary:**

| | |
|---|---|
| **council worker** | – one who works for the local council administration |
| **stacked** | – arranged in piles |
| **swirling** | – moving around quickly |
| **man-hole** | – a hole under which drainage water flows |
| **manoeuvered** | – moved skilfully |
| **wading** | – walking through the water |
| **squabble** | – noisy quarrel |
| **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 in 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 MAKING VISIBLE THE INVISIBLE

## PROSE

- Kalpana Sharma

**Pre-reading activity :**

**Tick off the items you use in your home:**

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

A. Who works these machines at home: anyone in the family, parents, servants?

B. Before these machines came into 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 |
| **tortured** | - made to suffer |

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.

| | | |
|---|---|---|
| **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 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.

| | | |
|---|---|---|
| **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 |

**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 percent 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 "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 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?

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

**I wonder !**

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

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

**7.** Laws are necessary but those relating to domestic workers can only be effective if there is a change of attitude in the people who employ them. Do employers of domestic workers 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.

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.

**simultaneously** - at the same time

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?
3. 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 them
   iii. in the facilities you provide
4. What is your observation of the existing attitudes and what in your opinion would you consider a 'change'?
5. 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 the parliament so that members can discuss it |
| **Bill** | *Laws or sets of laws processed and passed by the Parliament |
| **Law** | *A bill passed by the Parliament |
| **Legislation** | *The whole set of rules that everyone in the country must obey |

***Fill in the blanks 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.

**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

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."

**Uncommon plural forms:**

The plurals of some words are 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.** spectacles, means, premises, scissors, trousers

**Activity:**

**Fill in the blanks in the columns given below :**

| Singular | Plural |
|---|---|
| analysis | |
| | criteria |
| series | |
| erratum | |
| cupful | |
| | innings |
| | curricula |
| medium | |

**Speaking Skill:**

**Stress:**

Look at this 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 Infinite 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 30 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 being ridiculed)** by her insensitive classmates for her spelling problems when she was young.

**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 then realised that he was not using his magic pen.

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 when she saw the mistake. It 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 have used my pen for wrong reasons. I am not learning anything new. I will not use it hereafter. I shall work hard and learn the spellings instead", said Cheenu to himself.

**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 striked 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 **above** the window.

**The words underlined are prepositions of time and space.**

## 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, since)** 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 the children of the world of 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 a victim of an accident to hospital

## Reading Skill: KWL Organizer

Read the passages below and find out for yourself how these passages have increased your knowledge. Put down your points in a tabular form under three headings : What I **k**now, What I **w**ant to know, and What I have **l**earnt.

### 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 her sister were sent to West Bengal to work as maids for a salary of ₹100 a month.

**This is how the KWL organiser is formed:**

| What I Know | What I Want to know | What I have Learnt | |
|---|---|---|---|
| Maids have to fetch water and do the washing; they sweep; they polish the shoes | All the work she has to do every day and how she is treated | ❋ | She has no father |
| | | ❋ | She is beaten badly |
| | | ❋ | She is paid only ₹ 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 does not come home until nine o'clock at night. Her master treats her badly. He beats 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 play, or that I have to work. All I want is to free my sister from this man. I could do that for ₹ 600 but I do not have ₹600.

**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 charged a heavy bill. My parents made me a bonded labourer for ₹ 1700. I was about seven years old then. I worked at unwinding silk cocoons. I didn't like the work but my parents made me work. They said I couldn't go to school as I had to work for the family.

I lived at the factory and I had to get up at 4 o'clock every morning. I was allowed to go home, only once a week. 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 discuss 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 about how he had run away from a tea-stall, because of the harsh treatment he had to face there. But he was not happy here either, as he felt lonely and unloved. 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 more? How?*

Share your opinion of this passage with the class.

Form three groups. Each group will choose any one of the following topics 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, a bottle of 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 to whom you wish to speak. Be brief.

Speak clearly and accurately.

Finish the call with a'Thank you.'

## If you are answering a call

Give your name / 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; do not slam down the phone.

### Activity:

### Role play

Work in pairs and act out a telephonic conversation for two to five minutes, applying the above etiquettes of speech.

# UNIT 5

## POEM

# THE CRY OF THE CHILDREN

"For oh," say the children, "we are weary,
And we cannot run or leap.
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:**

| | | |
|---|---|---|
| **stooping** | – | bending forward |
| **drooping** | – | closing due to tiredness |
| **droning** | – | making a continuous low sound |
| **moaning** | – | expression of pain or regret |

**Answer the following questions:**

(1) What are the children unable to do?

(2) What do the children do all the day?

(3) Why do they have drooping eyelids?

(4) What would they do if they saw any meadow?

(5) Whose sound is referred to as 'mad moaning'- the children's or the wheels'?

(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 stanza 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;*

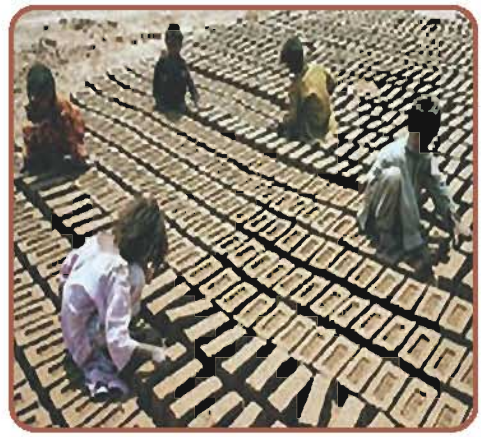
*Look at the design and the pattern*
*The colors, the shades, the darkness ...*
*Influence the onlooker;*

*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 Jawaid

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 tinkers that live everywhere in small towns all over the world. My brother was a tinker 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 and 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 pawnshop 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, housed 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 centre block to raise the back tire off the ground. He hooked up the battery terminals and switched on the motor. 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 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:**

| | | |
|---|---|---|
| **tinker** | – | one who attempts to repair or improve something |
| **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 |

The tyres were **warped** and the battery had come loose and had flown 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."

**warped** – bent, distorted

## Answer the following questions:

1. How would the brother's inventions help him?
2. What aided the brothers' 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:

A. 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?

B. 1. Summarize the passage to one third its length.

## 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 4th (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

# A FLIGHT 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.

| | |
|---|---|
| **species** | : groups with biological likeness |
| **breeding haunts** | : nesting places |
| **stresses** | : difficult conditions, hardships |
| **variation** | : degree of change |
| **well defined** | : clearly marked |
| **higher reaches** | : 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. Sometimes 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.

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

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 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.

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

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

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 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.

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

1. Birds migrate in winter to escape the cold and to find food.
   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**? These and many more such interesting questions lie ahead of you to solve!

| | |
|---|---|
| **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 |

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 migrating birds face 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.

| A | B |
|---|---|
| air | bed |
| hand | light |
| over | write |
| child | mark |
| safe | written |
| moon | hood |
| river | port |
| type | guard |
| land | 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 as words joined by a hyphen.

## Compound words are formed by joining:

| | | |
|---|---|---|
| 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 Englsih words of Greek origin 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** plays games well.

**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 Complement:**

They elected him leader.

Experience makes one wiser.

The chill weather made them shiver

## 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 (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.**

## 7) Adjunct (A)

An adjunct is a word or group of words which provides answers to the questions: 'How', 'When' , 'Why' 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 | - | Raju | woke up. | | |
| | | S | V | | |
| S + V + O | - | He | wore | his new uniform. | |
| | | S | V | O | |
| S + V + IO + DO | - | His father | gave | him | his school bag. |
| | | S | V | IO | DO |
| S + V + C | - | He | was | excited. | |
| | | S | V | C | |
| S+V+O+C | - | Reading | made | him | a complete man. |
| | | S | V | O | C |
| S + V + A | - | He | was going | to school. | |
| | | 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. He is never 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 for traffic on either side

## 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, 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, | or | 15 Netaji Street |
| Y City, | | Y City |
| Pin..... | | Pin..... |

## B. Formal Letter

a) This letter is for business and official purposes.
b) The language is formal.
c) Passive voice is commonly used.
   e.g. Active Voice: I received your letter on .....
   Passive Voice : Your letter was received on .....
d) The subscription, superscription and date can be placed on the right hand side of the paper along with the sender's name and address (From) and the receiver's name and address. (To)
e) The body of the letter will consist of three short paragraphs i) Introduction ii) Subject matter iii) Conclusion.
f) 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. 20/05/2014

### Format of a Formal letter:

From Date

(Sender's Address)

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 Letter - Write the following letters:

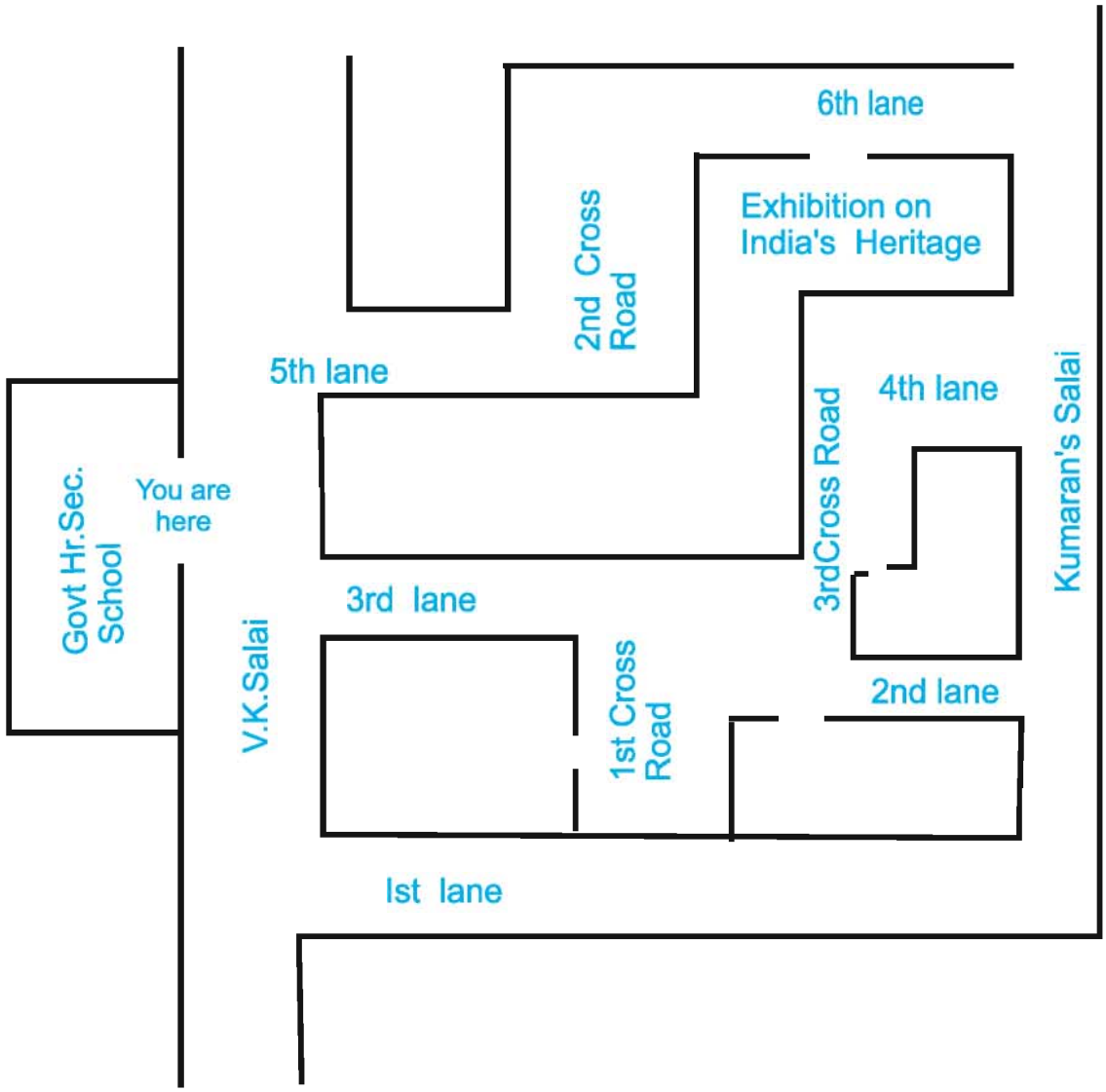
1) To a friend describing a particular bird that you saw.
2) You are planning to celebrate a festival in your house. Write a letter to your cousin asking her / him to come over with some things that you need for the arrangements.
3) To a friend consoling him / her who lost the athletic championship by 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 you 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 6th 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 :

"Turn _____ from your school gate and 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 which 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. Describe the bird you liked the most.

# 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**

| | | |
|---|---|---|
| **din** | : | loud, unpleasant, repeated noise |
| **vigil** | : | watchfulness, keeping awake when one should sleep |
| **sojourn** | : | camp, stay for a short time |
| **breed** | : | yield, produce |
| **brood** | : | a flock |

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 in Delhi 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 a Multi National Corporation. 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.

His 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. In due time 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 own 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

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

- ☐ tall construction
- ☐ built with stone
- ☐ built several years ago
- ☐ priceless work of art
- ☐ heritage buildings

The Brihadeesvarar Temple or The Big Temple as it is commonly called by the natives of Thanjavur, 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.

**stupendous** - extremely impressive
**grandeur** - impressive appearance / style

Thanjavur, '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 Thanjavur.

Having overloaded myself with this and more information on Thanjavur, I reached the palace in search of all the glory of the old Chola capital. The 16th 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? Who renovated it?
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 the 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** - a large single block of stone

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 sthapathi (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

| | |
|---|---|
| **moat** | - a deep wide ditch filled with water, dug round a castle as a defence |
| **notching** | - cutting |
| **contrivances** | - machines |
| **vimanam** | - 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?

| | |
|---|---|
| **reverence** | - a feeling of great respect |
| **opulence** | - lavishness, richness |
| **staunch** | - 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 (8.7 m 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.

| | |
|---|---|
| **intricate** | - fine, delicate |
| **Sanctum Sanctorum** | - the main place in which the idol for worship is positioned |
| **munificence** | - generosity |
| **cloisters** | - 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 seem to share a harmonious bonding, not unnerved by the rains, winds and heat. Very well maintained, this structure will leave you with thoughts like, 'Was it actually built in the 11th century?'

Unlike many temples, here the 58 m 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

| | |
|---|---|
| **magnanimous** | - generous |
| **grandiose** | - 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.

**Herculean effort** - strong determined effort
**patronage** - support

1. What evokes wonder in the onlookers?
2. What is written on the Vimanam?
3. What were the contributions of the Cholas to 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? Why do you say so?
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 | column B |
|---|---|
| sub | active |
| em | form |
| ultra | lap |
| hyper | power |
| trans | violet |
| over | lock |
| inter | 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:**

1. The settings were ***impressive***, but the performance of the artists were_____
2. The I.T. firms stood in rich ***opulence***, quite in contrast to the neighbourhood of _____.
3. He bowed in ***reverence*** to the king; but his son showing his _____ walked out of the assembly.
4. Youngsters with talent ought to be ***patronised*** and not_____.
5. The arrogant prince ***ascended*** the throne, but he was _____ after a revolt by the people.

**(poverty, discouraged, unimpressive, dethroned, irreverence)**

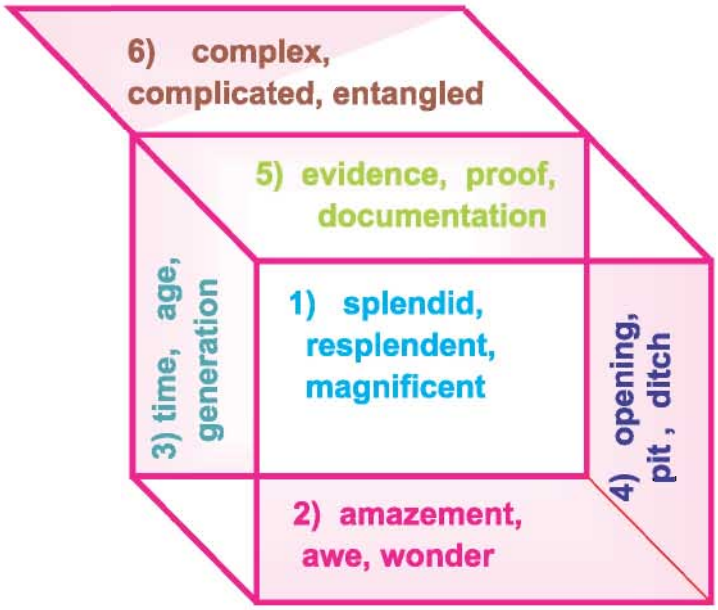
**D. Identify the right spelling of the words from those given below and write them in the space allotted:**

1. architact / architect / archetect _____
2. craftsmanship / craftmanship / craftsmenship _____
3. monolitic / monalithic / monolithic _____
4. inscripsion / inscreption / inscription _____
5. intrecate / intricate / intiricate _____

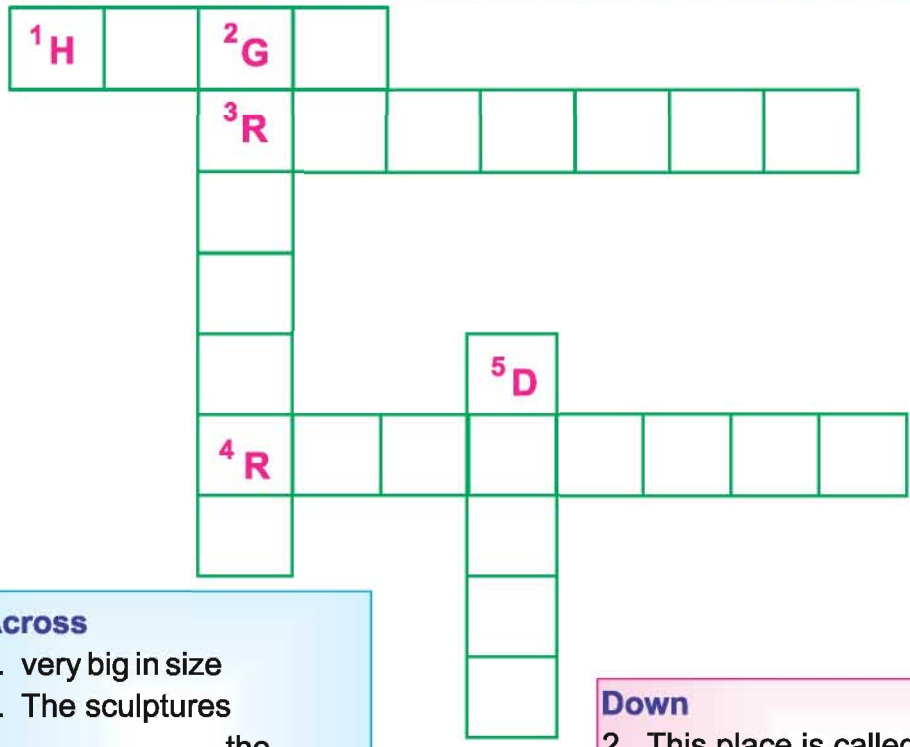
**E. Make sentences of your own with the following words and phrases :**

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' munificence
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' of something.

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

The **present continuous tense** denotes things that are happening at the moment; a state or situation; to emphasise how often a thing happens and to denote a future action that is definite.

- Look! The children **are playing.**
- He **is studying** medicine.
- It **is getting** late.
- The child **is** always **crying.**
- **I am going** to Delhi tomorrow.

The **present perfect tense** refers to a recent past action that affects the present; a general experience and indicates 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 is assumed to have been completed by a specific period of time.

- 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 | will |
| may | can |
| would | 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?

**More Politeness**

→ **Would** you please help me to cross the road?

→ **Could** you please give me your pen?

**may**
**can**

→ possibility

→ ability

**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 and supplying appropriate phrases:**

| | | | |
|---|---|---|---|
| I | | swim | _____ |
| We | | solve | _____ |
| You | | face | _____ |
| They | may | win | _____ |
| He | can | 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.

**used to** - **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.

**need** - **necessity**

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

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

**e.g**
1. How dare you oppose me?
2. He dare 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 out at hotels! We will then have enoughmoney 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!

**Role Play:** *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 | Double deluxe, 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 :- Thanjavur 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 2465 BC

You could start your paragraph like this:

One of the most interesting historic structures in the world is

_____

_____

_____

## Speaking skill:

### 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 to 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.
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.

# UNIT 7
## POEM

# SHILPI

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 !

## Glossary

| | | |
|---|---|---|
| **shilpi** | - | sculptor, one who carves statues from stone or any hard material |
| **staccato** | - | a series of short detached sounds |
| **harmonic cacophony** | - | a sound that appears melodious but is at the same time noisy |
| **oblivious ears** | - | ears that are listening but not paying attention |
| **fickle** | - | changing |
| **bleary** | - | not focussing |
| **sinews** | - | muscles |
| **taut** | - | tense |
| **heirlooms of rich traditions** | - | Inherited skills passed down through the ages |
| **stark evidence** | - | clearly obvious |
| **mild judicious tap** | - | careful slight hit |

## Answer the following questions:

1. To what do the words 'throb' and 'rhythm' refer?
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 in the poem.

**Answer in a paragraph :**

1. Attempt a description of the physical appearance of the shilpi as portrayed in the poem.
2. Describe how the shilpi gradually changes a virgin rock into a statue of a god.

**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 as a poem.

# UNIT 7

## SUPPLEMENTARY READING

## 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 there 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 onto 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 to 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.

**Glossary**

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

**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?

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 Hubert's thoughtful act.
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 a '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 on.**
**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:

**(finally, 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. Write the verbs given in brackets in the correct tense form, and using the appropriate voice, complete the sentences:**

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 sentence pattern of the following:**

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 <u>in which we dine.</u> **(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. Rewrite the sentences in 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, "Would 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. Rewrite the sentences in 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 through the night |
| 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 ) a favourite or special person |
| 7. at the crack of dawn | g) be in a state of nervous suspense |
| 8. burn the midnight oil | 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 story, _____?
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 which 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.

**Translate into Tamil :**

d) Keep your surroundings clean. Do not litter the road with rubbish. Do not spit on the road.

e) A book fair will be organised at our school next week. Books on various subjects will be sold at a discount of 15%. The exhibition is open to public between 2 pm and 4 pm.

f) Former President Dr. A.P.J. Abdul Kalam in his address to students, insisted on every home maintaining a library, so as to facilitate exchange of knowledge.

## Time: 2 hrs. 30 minutes BLUE PRINT - ENGLISH PAPER - I - CLASS X Max. Marks 100

| | English- I | Knowledge (Vocabulary, Writing, Grammar) | | | | Comprehension ( Reading, Vocabulary, Language skills) | | | | Application and Expression(Grammar, Vocabulary, Creative competency, Writing) | | | | Total Qs + Ms |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Questions | E/LA | SA | VSA | Obj | E/LA | SA | VSA | Obj | E/LA | SA | VSA | Obj | |
| | Section A<br>I. Vocabulary | | | | | | | | | | | | | |
| Vocabulary | A Synonyms | | | | 5 (5) | | | | | | | | | 5 (5) |
| | B Antonyms | | | | 5(5) | | | | | | | | | 5 (5) |
| | C Lexical | | | 5+1*(5) | | | | | | | | 5.+1*(5) | | 10+2*(10) |
| | SECTION B<br>II. Grammar | | | | | | | | | | | | | |
| | A Filling in | | | 1(1) | | | | | | | | 9(9) | | 10 (10) |
| Grammar | B Transform | | | | | | | | | | 5 (10) | | | 5(10) |
| | C Punctn | | | | | | | | | | | 1(5) | | 1(5) |
| | SECTION C<br>III. Prose | | | | | | | | | | | | | |
| | A Textual Comprehension | | | | | | | | | | 5+2*(10) | | | 5+2* (10) |
| Prose | B Paragraph | | | | | | | | | 1+2*(5) | | | | 1+2*(5) |
| | SECTION D<br>IV.Poetry | | | | | | | | | | | | | |
| | A Memory | | 1+1*<br>(5) | | | | | | | | | | | 1+1*(5) |
| Poetry | B Comprehension | | 3(3) | | | | 1(1) | | | | 1(1) | | | 5(5) |
| | C Apprctn | | 1(1) | | | | 1(1) | | | | 3(3) | | | 5(5) |
| | D Paragraph | | | | | 1+2* (5) | | | | | | | | 1+2*(5) |
| | SECTION E<br>V. Lang. Functs. | | | | | | | | | | | | | |
| | A Nontext Comphr. | | | | | | 3(6) | | | | 2(4) | | | 5(10) |
| Language functions | B Error spot | | | | | | | | | | | 5(5) | | 5 (5) |
| | C Pic Comphr. | | | | | | | | | | | 5(5) | | 5(5) |
| | TOTAL | | 9 | 6 | 10 | 5 | 7 | | | 5 | 29 | 29 | | 69+9* (100) |
| | | | | | K<br>25 | | | | C<br>12 | | | | A<br>63 | |

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

| English II (100) | Knowledge (Vocabulary, Writing, Grammar) | | | | Comprehension (Reading, Vocabulary, Language skills) | | | | Application and Expression (Grammar, Vocabulary, Creative competency, Writing) | | | | Total Qs + Ms |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Questions | E/LA | SA | VSA | Obj. | E/LA | SA | VSA | Obj | E/LA | SA | VSA | Obj. | |
| I. Textual | | | | | | | | | | | | | |
| Fill in the blanks | | | | | | 5(5) | | | | | | | 5 (5) |
| Ident charac | | | | | | | 5(5) | | | | | | 5 (5) |
| Matching | | | | 5(5) | | | | | | | | | 5 (5) |
| Compl of Sents. | | | | 5(5) | | | | | | | | | 5 (5) |
| Comprehension | | | | | | 5(5) | | | | | | | 5(5) |
| Mind Map | | | | | | | | | | 5(5) | | | 5(5) |
| Para | | | | | | | | | 1+2*(5) | | | | 1+2*(5) |
| II.Lang.Functns. | | | | | | | | | | | | | |
| Making notes | | | | | | 1(5) | | | | | | | 1 (5) |
| Summarizing | | | | | | | | | | 1(5) | | | 1 (5) |
| Completing a dialogue | | | | | | | | | | 5(5) | | | 5(5) |
| III Comm. Skills | | | | | | | | | | | | | |
| Writing a dialogue | | | | | | | | | | 1(5) | | | 1(5) |
| Letter Writing | | | | | | | | | 1(5) | | | | 1(5) |
| Advertisement | | | | | | | | | | 1+1* (5) | | | 1+1*(5) |
| IV Expansion of ideas | | | | | | | | | | | | | |
| Expanding head-lines | | | | | | | | | | 5(5) | | | 5 (5) |
| Non-verbal | | | | | | | | | | 5(5) | | | 5 (5) |
| Developing hints | | | | | | | | | 1+1* (5) | | | | 1 +1*(5) |
| Matching slogans | | | | | | | | 5(5) | | | | | 5 (5) |
| Road map | | | | | | | | | | 1 (5) | | | 1(5) |
| Paraphrasing a poem | | | | | | | | | | 5(5) | | | 5(5) |
| Translation / des. pic | | | | | | | | | | 1+1* (5) | | | 1+1*(5) |
| TOTAL | | | | 10 | | 15 | 5 | 5 | 15 | 50 | | | 64+5*(100) |
| | | | K 10 | | | C 25 | | | | | | A65 | |

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