3. What comes marching over the heath?

4. Which word tells that the east wind is not dry?

5. How does the moist east wind come?

6. How do the crowds of flowers come out?

7. Where do the flowers dance and how?

8. Which season is described in the poem?

9. Where are the flowers all the year round?

10. Who are the flowers compared to?

11. How do they do their lessons? Why?

12. Who does 'their master' refer to?

13. Their master is strict or lenient? Which line in the poem tells us so?

14. When are they made to stand in a corner?

15. When do the flowers have their holidays?

16. What changes take place in nature when the rain comes?

17. How do the flower children enjoy their holidays?

18. Who is the speaker sharing his thoughts with?

19. Where is the home of the flower children?

20. Why are they eager to go to the sky?

21. What does the speaker guess?

22. Why are the flower children raising their arms?

23. Why are they in a hurry?

24. Which line tells that the speaker also longs for his mother?

I. Let's appreciate the Poem :

A) 1. Why do you think the flowers dance upon the grass in wild glee?

2. Do you think the speaker feels that holidays are funnier than school days?

3. Why does the speaker think that the flowers go to school underground?

4. How does the speaker describe the storm?

5. Do you think that the speaker's description about the flowers and their school has any reality in real life?

6. Which elements of nature celebrate holidays with the flower children and how?

7. Identify the lines and phrases in the poem which indicate that the flower children have a strict system of schooling?

B) 1. The poet presents a lively description of nature during the monsoon showers in June. The objects of nature seem to behave like human beings. Such a device in poetry is known as personification. Personification means that a thing, an idea or an animal is given human qualities and described as a living thing.

Pick out as many such examples as you can from the poem. One is done for you.

- Storm clouds rumble in the sky.

2. Poets use word pictures to bring out comparison between persons, ideas or objects with similar quality or appearance.

What are the things below compared to in the poem you just read?

One is done for you.

- the bamboos — bagpipes
- the flowers
- the underground
- the rains

- pink, yellow and white
- the sky
- the stars

3) The theme of a poem is the main idea of the poem. The theme may not always be stated, but can be hinted at indirectly. Which of the following ideas support the theme of 'The Flower- School'? Tick your choice.
   - ⁎ love for wildlife
   - ⁎ appreciation of nature
   - ⁎ praise of God
   - ⁎ featuring imagination of a flower school
   - ⁎ dislike for the strict school system
   - ⁎ lauding the schoolmaster
   - ⁎ longing for the mother

4) The poet's longing for his deceased mother creates _____in the reader's mind.

   (a) pity (b) panic (c) pathos (d) pride

J. Let's do the activities

1. Role-play

The students play the roles of 'Small Boy' and 'Flower Child' in pair and practise the dialogue naturally. They are to be invited to the front of the class to play the role. They change their role after the first round.

Small Boy	:	Flower Child, Flower Child, where are you going?
Flower Child	:	I'm going to school.
Small Boy	:	School! You're going to school! Which school do you go to?
Flower Child	:	I go to school underground.
Small Boy	:	Really? Who teaches you there?
Flower Child	:	Our master.

Small Boy	:	Nice. Does anybody disturb you there?
Flower Child	:	No, not at all. We do our lessons with doors shut.
Small Boy	:	How is your master?
Flower Child	:	He's very strict.
		He makes us stand in a corner when we play before the school is over.
Small Boy	:	Thank God. Do you always study ?
		Don't you have any holidays to enjoy?
Flower Child	:	Of course. We have.
		We have holidays when the rains come.
Small Boy	:	What do you do then ?
Flower Child	:	We wear colourful dresses and come out to enjoy the beautiful nature.
Small Boy	:	Where is your home?
Flower Child	:	It is in the sky. My mother lives there.
		I am eager to go there.
Small Boy	:	Oh really? My mother also lives there.

2. Listen and Correct :

The teacher reads aloud the following sentences with some intentional factual errors. The students listen and correct them saying: "Excuse me, Sir/Ma'm. I think it is not _____, but it is _____".

Sentences (with errors):

i. When the storm clouds rumble on the earth, June showers come down.

ii. The moist west wind comes marching over the heath.

iii. The wind blows the bagpipes among the pine trees.

iv. The crowds of flowers dance upon the bamboos in a very excited way.

v. The flowers go to school on the top of a hill.

vi. The flower children do their lessons with their classroom doors open.

vii. Their teacher makes them stand under a tree.

viii. They have their holidays at the advent of summer.

ix. Their home is in the sea.

x. The flowers are eager to go to their school.

3. Writing

1. Given below is the summary of the poem "The Flower -School". Fill in the blanks with suitable words to complete the summary. You may take the help of "HELP BOX" given below.

After the first shower of June, when the (a) _____ wind approaches blowing its (b)_____ to herald the advance of (c)_____, the (d)_____ bloom and (e)_____ upon the grass in (f)_____ happiness. The poet thinks that before the arrival of spring, the flowers go to a school (g) _____ and learn their lesson. They have their holidays only when it rains and they come out rushing in colourful dresses. The sky is their home towards which they raise their (h)_____ because their (i)_____ lives there and they are always in a (j)_____ to go home.

HELP BOX

mother	arms	hurry	great
east	bagpipes	flowers	rain
underground	dance		

2. Imagine that you are a child of the Flower- School. Write a letter to your mother describing your experience and feelings in your school. You may begin your letter as follows: -

Flower School

Dear Mother, Date-

How are you? You'll be glad to know that I go to school every day. Do you know how and where our school is? The school is situated underground. _____ _____ We make a lot of fun. But our class teacher is _____ _____ _____

I am looking forward to the holidays.

I miss you a lot, Mom.

Yours lovingly,

(Name)

Air Pollution – A Hidden Menace

A. Lead in :

Has it ever happened to you that when you come back home from outside, you have a running nose or you keep on coughing ? Have rain drops ever tasted sour ? When you are on public roads, you inhale a lot of polluted air and you feel uneasy. Many factors contribute to this air getting polluted. Air pollution is a hidden menace and poses the greatest threat to mankind in the future. Let us read the following piece and think of ways in which we can ensure that we breathe clean and pure air.

B. The Text :

No one can forget one of the most tragic **industrial** accidents that occurred at Bhopal on 3 December, 1984. Deadly gas from a chemical plant operated by **Union Carbide** escaped into the atmosphere, killing over 4000 local residents and rendering blind and **crippling** a large section of the city's surviving population. Not only Bhopal but now every city, every town, every corner of the earth is facing such a crucial problem. Every day, every moment we breathe polluted air and may become a **victim** of air pollution.

A man can live without food for a month, without water for two or three days, but he cannot live without breathing even for a minute. It is estimated that an average adult exchanges 15 kg of air a day, in comparison to about 1.5 kg of the food consumed and 2.5 kg of water **intake**. It is obvious that the quantum of pollutants that enter our body through respiration would be **manifold** in comparison to those taken in through polluted water or **contaminated** food.

Air is a mixture of gases comprising 78 percent nitrogen, 21 percent oxygen and a little less than 1 percent **argon**, together with 0.03 percent carbon dioxide. These elements make up 99.9 percent of dry air. As long as this composition is maintained, the air is pure. If this composition is altered, i.e. the oxygen level gets reduced or irritating gases enter the atmosphere, then the air is said to be polluted and inhalation of this polluted air can lead to respiratory disorders.

Our air is being poisoned with the by-products of an expanding technological society. Air pollution is nothing new, but what is new is the scope and **severity** of air pollution.

In recent times, quite a large number of industries can be seen in urban areas as well as in rural pockets. Most of these industries **spew** dense smoke from their chimneys. What is this smoke made of and how is it produced ? Industries require steam and to produce it various fuels such as coal, coke, furnace oil are burnt. During burning, along with heat, smoke is also produced. Where does this smoke go ? Apparently, it disappears in a short time but in reality it never does so. Instead, it mingles with the atmospheric air and pollutes it. We respire this polluted air containing **obnoxiou**s gases, ash and dust particles. Without our knowledge, our lungs slowly become garbage dumps for these pollutants.

Thermal power stations are rated the first among the industries that discharge high amounts of smoke and ash. Other significant industries contributing to air pollution are cement, steel and ore processing industries. Some of the chemical industries also release toxic fumes into the air, along with smoke.

The automobile **exhausts** are in no way less dangerous than the industrial smoke. It is reported that automobiles in Greater Kolkata alone spew about 1500 tonnes of pollutants into the atmosphere every day. It is stated that a person living in Kolkata, whether he is a smoker or not, is forced to inhale toxic substances equivalent to smoking two packets of cigarettes a day. The levels of pollution in cities like Delhi, Mumbai and Chennai are equally alarming. To meet the demands of an exploding population, the number of buses **plying** on the roads are being increased. Equally a greater number

of lorries and other goods carriers are on the move. Along with heavy vehicles, use of cars, jeeps and two-wheelers such as bikes, scooters and mopeds have increased dramatically – all contributing to significant levels of air pollution. Automobiles are responsible for 60 percent of air pollution in various parts of the world as they release maximum carbon monoxide into the atmosphere. The **menace** of air pollution attributed to the automobile exhausts has now reached the peak level, and if this trend continues, we may have to wear nasal filters on our nose in future.

The damage caused by pollution is enormous. In money alone it represents a loss of billions of dollars each year. Many flower and vegetable crops suffer ill effects from car exhaust gases. Trees have been killed by pollution from power plants. Cattle have been poisoned by the fumes from **smelters** and recover aluminum from ore. Air pollution causes rubber tyres on automobiles to crack and become **porous**. Fine buildings become shabby, their walls blackened with soot that has settled on them. Building surfaces may actually deteriorate because of air pollution.

But the high cost of air pollution is most strikingly illustrated in its damaging effects on the human body. Air pollution causes eye irritations, scratchy throats, and respiratory illnesses. It also contributes to a number of serious diseases. In both the United States and Europe, periods of high levels of air pollution were linked to an increased number of deaths.

Much direct harm is done by air pollution. Scientists are alarmed because the amounts of gases such as carbon dioxide, methane, and nitrous oxide in our atmosphere are increasing. These gases tend to trap the radiation that reaches the earth from the sun and as a consequence of which the atmosphere could become warmer. This process would eventually lead to global warming.

Scientists have been concerned, too, about the widespread use of a substance that may destroy the atmospheric layer that protects us from harmful kinds of solar energy. This substance belongs to a group of chemicals and **chlorofluorocarbons**. It is used as a refrigerant and a cleaner and was once widely used in spray cans.

Another concern is acid rain. This is rain or other **precipitation** that contains oxides of sulphur and nitrogen, along with other chemicals. Acid rain causes damage in lakes and rivers. It poisons the plants and animals that live in the water. It may also affect crops and other plants, stone buildings and monuments and drinking water.

Acid rain affects everything it falls on. The water in rivers and lakes turns acidic. For instance, in Sweden, 4000 lakes have been so severely affected that no fish has survived. It also changes the soil's nutrient content. It washes or **leaches away** nutrients like potassium, calcium and magnesium from the upper layer that help trees grow. Acid rain kills large stretches of forests, leaving behind leafless skeletons of trees.

When forests begin to die, the animals and birds in those forests follow. Among the growing list of species threatened by acid rain are the Pied Flycatcher and Apollo Butterfly in Sweden. The Dipper fish has vanished from the river of Central Wales, and the Brown Trout from Norwegian lakes. The list goes on.

What about our health ? Acid rain irritates the sensitive tissues of our eyes and lungs, particularly in children. It can also cause skin **lesions.**

Living beings apart, even buildings are not spared. In Poland, the beautiful old buildings of Krakow are slowly being destroyed by acidic **smog**. In Athens, a city which is highly polluted, acid rain is eating into the marble of its world-famous monuments. Experts say that more damage has been done in the past 25 years than in the previous 2000 !

There are three basic approaches to control air pollution – Preventive measures, such as changing the raw materials used in industry or the **ingredients** of fuel; **dispersal measures** such as raising the heights of **smokestacks**; and collection measures, such as designing equipment to **trap** pollutants before they escape into the atmosphere.

Nearly, all the highly industrialized countries of the world have some type of **legislation** to prevent and control air pollution. One difficulty is that pollutants may be carried by the wind from one country to another, often for distances of thousands of miles. The death of lakes in eastern Canada has been caused by acid rain that originated in the United States. Acids produced in Britain and France have caused damage in Sweden.

There have been many initiatives in different countries for making law, setting standards and norms to check air pollution and ensure quality air. Air quality programmes have brought improvements in many areas. For example, burning low-sulphur coal and oil in factories and power plants has lowered pollution in many cities. To meet standards, automobile engines have been re-designed and new cars have been equipped with devices such as the catalytic converter which changes pollutants into harmless substances. Because of these new devices, air pollution from car exhaust has also been reduced.

It is not easy to bring about the new developments needed to control air pollution. Many people – physicians, engineers, **meteorologists**, botanists, and others are involved in research, seeking new ways. Vast sums of money will have to be spent in the future to clean the air and to keep it clean. Often pollution control means higher prices – to cover the cost of control devices in **emission systems** of new cars, for example. But to most people, the cost is justified. Perhaps the day will come when people everywhere can breathe pure air in cities where the sunlight is no longer blocked by an umbrella of pollution.

C. Notes and glossary :

industrial	:	relating to industry
Union Carbide	:	name of the industry in Bhopal
crippling	:	damaging
victim	:	someone who suffers as a result of something
intake	:	consumption

manifold	:	of many different kinds
contaminated	:	impure
argon	:	chemically inactive gas
severity	:	seriousness
spew	:	throw out
obnoxious	:	unpleasant
exhausts	:	the gas or steam out of the engine of a car etc.
plying	:	running
menace	:	threat
smelters	:	furnaces
porous	:	having small holes
chlorofluorocarbons	:	chemicals used for cooling in refrigerators
precipitation	:	fall of rain, snow or hail
leaches away	:	washes away
lesions	:	wounds or injuries
smog	:	a mixture of smoke and fog
ingredients	:	things used to make something
dispersal measures	:	ways of scattering things
smokestacks	:	tall chimneys that carry smoke away from factories
trap	:	retain
legislation	:	a body of laws
meteorologists	:	persons who study weather conditions
emission system	:	a system of sending out smoke