

BHARATHI VIDYA BHAVAN MATRIC. HIGHER SECONDARY SCHOOL ERODE– 12
X – STD LESSON 1 – HIS FIRST FLIGHT

- **LIAM O' FLAHERTY**

Choose the most appropriate **synonyms** for the given words:

1. He felt certain that his wings would never support him.

- a) curtain b) screen c) unsure d) sure

2. He failed to muster up courage to take that plunge.

- a) strength b) gather c) marvel d) collect

3. His father was preening his feathers on his white back.

- a) arranging b) colouring c) whitening d) cleaning

4. His brothers and his little sister ran to the brink.

- a) bark b) sea c) edge d) water

5. The great expanse of sea stretched down.

- a) stretch b) vision c) volume d) wide

6. The sun was blazing warmly on his ledge.

- a) flickering b) burning c) lighting d) sprouting

7. He saw his brothers and sister perfecting in the art of flight.

- a) achieving b) trying c) following d) balancing/correcting

8. He saw his older brother devour his first catch.

- a) consume b) dive in c) divide d) smell

9. The parents threatened to let him starve on his ledge.

- a) cajoled b) warned c) pleaded d) tempted

10. His parents circled around raising a proud cackle.

a) cough b) screech c) walk d) tackle

11. The whole family walked about on the plateau.

a) pinnacle b) lake c) valley d) highland

12. They were teaching them how to skim the waves and how to dive for fish.

a) settle down b) sink into c) float upon d) slide over

13. He even gnawed at the pieces of eggshell.

a) chewed b) gasped c) devoured d) annoyed

14. On each side of him the ledge ended in a sheer fall.

a) horizontal b) perpendicular c) straight d) inclined

15. His long grey legs stepped daintily to reach his parents.

a) lethargically b) elegantly c) dancing d) drearily

16. All his siblings laughed at his cowardice.

a) weakness b) craze c) co-operation d) awkwardness

17. The precipice was sheer.

a) recap b) effervescence c) cliff d) effort

18. A monstrous terror seized him.

a) dreadful b) thundered c) excited d) peaceful

19. He then trotted back and forth...

a) trailed b) scurried c) jolted d) rolled

20. He was scraping his beak to whet it.

a) blunt b) sharpen c) shape d) clean

21. She was standing on a little high hump on the plateau.

a) mound b) hollow c) dip d) table

22. They took no notice of him.

a) ignorance b) negligence c) attention d) part

23. He attempted to rise again, flapping his wings.

a) pleaded b) demanded c) strove d) believed

24. All your vexations were but trials of your love.

a) tests b) annoyance c) nervousness d) frustration

25. She screamed back mockingly.

a) admiringly b) scornfully c) meekly d) brightly

26. He uttered a low cackle.

a) produced b) screamed c) mocked d) cried

27. They were beckoning to him calling him shrilly.

a) arranging b) auctioning c) anticipating d) signalling

28. He was not falling headlong now.

a) straight up b) straight down c) dive d) fall

29. His mother had swooped upwards.

a) swung b) danced c) fell d) leapt

30. He scraped his beak now.

a) screened b) rubbed c) wet d) cleaned

Choose the most appropriate Antonyms for the given words:

1. He commenced his exam on time..

- a) started b) began c) ended d) sure

2. The child was amused after seeing her father back home after a day's work..

- a) happy b) gathered c) marvelled d) annoyed

3. His father was preening his feathers on his white back.

- a) arranging b) dirtying c) whitening d) cleaning

4. His brothers and his little sister ran to the brink.

- a) bark b) plunge c) centre d) road

5. The terror of the woman is seen through her face..

- a) stretch b) excitement c) volume d) fear

6. The sun was blazing warmly on his ledge.

- a) flickering b) burning c) lighting d) sprouting

7. He saw his brothers and sister perfecting in the art of flight.

- a) achieving b) spoiling c) finishing d) balancing

8. He saw his older brother devour his first catch.

- a) nibble b) hungry/famished c) divide d) smell

9. The parents threatened to let him starve on his ledge.

- a) cajoled b) warned c) pleaded d) tempted

10. His parents circled around raising a proud cackle.

- a) rounded b) revolved c) walked d) tackle

11. The whole family walked about on the plateau.

a) lowland b) lake c) valley d) highland

12. He even gnawed at the pieces of eggshell.

a) bit b) gasped c) devoured d) annoyed

13. His long grey legs stepped daintily to reach his parents.

a) miserably b) elegantly c) dancing d) drearily

14. All his siblings laughed at his cowardice.

a) weakness b) courage c) co-operation d) awkwardness

15. He was scraping his beak to whet it.

a) blunt b) sharpen c) shape d) clean

16. She was standing on a little high hump on the plateau.

a) mound b) hollow c) dip d) table

17. They took no notice of him.

a) ignored b) neglected c) attended d) part

18. He attempted to rise again, flapping his wings.

a) pleaded b) retreated c) strive d) believed

19. All your vexations were but trials of your love.

a) forbearance b) annoyance c) nervousness d) frustration

20. She screamed back mockingly.

a) admiringly b) scornfully c) respectfully d) brightly

21. He uttered a low cackle.

a) expressed b) screamed c) mocked d) cried

22. His mother had swooped upwards.

a) swung b) danced c) **fell** d) leapt

23. He scraped his beak now.

a) screened b) smoothed c) wet d) cleaned

SHORT ANSWERS :

1. Why did the seagull fail to fly?

The young seagull saw the vast expanse of sea and the long way down to reach it. He was certain that his wings wouldn't support him. He could not muster up courage. Out of fear, he failed to fly.

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

The parents came around and called to him shrilly. They scolded him and threatened to let him starve on his ledge unless he learned to fly.

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

The older brother caught his first herring and devoured it on a rock.

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

The young seagull found a dried piece of mackerel's tail at the far end of his ledge. He gnawed at the dried pieces of egg shell and felt like eating a part of himself.

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

The young seagull stepped out to the brink of the ledge. He stood on one leg with the other leg hidden under his wing. He closed his eyes and pretended to fall asleep.

6. What made the young seagull go mad?

The mother bird tore at pieces of fish that lay at her feet. The sight of the food made the young seagull go mad.

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

The mother had picked up a piece of fish and flew across to the young seagull. Looking at this, he uttered a joyful scream.

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

No, the mother bird did not offer any food to the young seagull. It was only an attempt by the mother to make the young seagull fly.

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

When the young seagull started flying for the first time, he felt his wings spread out. The wind rushed against his breast feathers, stomach and wings. The tip of his wings cut through the air. He did not fall head long, he soared gradually. He wasn't afraid any longer but felt a bit dizzy. Then he uttered a joyous scream.

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

The young seagull's mother cackled and swooped past him. His father screamed and flew over him. His two brothers and sister soared, dived and flew around him joyfully.

ANSWER THE FOLLOWING QUESTIONS IN A SENTENCE OR TWO:

1. How was the young seagull's first attempt to fly?

The young seagull ran to the brink of the ledge and attempted to flap his wings. But, looking at the wide sea beneath, he was afraid. He was certain that his wings would not support him to fly a long way down. He bent his head and ran to the little hole. This was the young seagull's first attempt to fly.

2. How did the parents support and encourage the young seagull's brothers and sister?

The parents flew about with his brothers and sister and perfected them in the art of flight. They taught them how to skim the waves and dive for fish. When the older brother caught his first herring, his parents circled around and raised a proud cackle.

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

The brothers and sister of the young seagull learnt to skim and dive for the fish. The older brother's first catch was appreciated by his parents. Where as the whole family had walked about on the opposite cliff and laughed at the young bird's cowardice. This is an instance that shows the pathetic condition of the young bird.

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

The young bird ran back and forth from one end of the ledge to the other. Each side of the ledge ended in a steep fall. There was a wide crack between the young bird and its parents. So it could not reach its parents without having to fly.

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

No, the young seagull's parents seemed to be harsh, in fact they weren't so. They tried to teach him the art of flight.

6. What prompted the young seagull to fly finally?

The young seagull hadn't eaten anything for a long time. So he was starving. The mother tempted the hungry bird with a piece of fish in her beak almost within its reach. The sight of food prompted the young seagull to fly.

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

The young seagull's feet sank into the green sea, when it landed. His belly touched it and he did not sink farther. He floated. His family screamed and praised him. They offered him scraps of dog-fish.

PARAGRAPH:

1. Describe the struggles underwent by the young seagull to overcome its fear of flying.
 'His First Flight', written by Liam O' Flaherty, the Irish author portrays the strenuous effort of a young seagull to attempt his first flight. The young bird was left all alone on the ledge. He ran to the extreme edge and flapped his wings. But, on looking at the vast sea beneath, he felt that his wings would not support him. So he was afraid to fly. The young bird's brothers and sister had already flown away. The parents rebuked the young bird and threatened to let him starve. They even mocked at his cowardice. The young bird was in starvation as he hadn't eaten since the previous night. There was no food except for a dried piece of Mackerel's tail. He gnawed at the dried pieces of egg shell. He couldn't reach his parents without flying. So he tried to seek the attention of his family to get some food. He went out to the brink and pretended to fall asleep, but no one noticed him. The young bird saw his mother tear a piece of fish. He kept on calling her. She screamed back mockingly. He eagerly waited for her. The mother bird flew towards him with food. She halted with a piece of fish almost within his reach. Maddened by hunger, he dived at the fish, forgetting his fear to fly. Then, he felt his wings cut through the air and he soared gradually. The young bird uttered a joyful scream. Finally he made his first flight. These are the struggles underwent by the young seagull to overcome its fear of flying.

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

The Irish author Liam O' Flaherty, through this story 'His First Flight' teaches the young children to overcome fear and come out of their comfort zone and achieve their potential. The young bird's first attempt to fly ended in failure. So the parents scolded and threatened him to let him starve. But this did not help the young bird. The parents of the

young bird seemed to be harsh. At last the mother bird tempted the young bird with food. The final attempt of the mother, made the young bird fly successfully. The parents behaved so, to teach the young bird the necessity of courage and self-confidence as these qualities are important to earn one’s livelihood. With the above reference from the story, we realise that parents do care for their children. Sometimes our parents need to be tough and harsh to make children overcome fear and learn the way of life.

BOOK EXERCISES - VOCABULARY
PARTS OF SPEECH

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

<u>Noun</u>	<u>Verb</u>	<u>Adjective</u>	<u>Adverb</u>
exhaustion	exhaust	exhausting, exhausted exhaustive	exhaustedly
Width	widen	wide	widely
mad	mad	mad	madly
perfection	perfect	perfect	perfectly

D. Read the following sentences and change the form of the underlined words as directed.

1. His family was **screaming** and offering him food. (to adjective)

Ans - She is a **screaming** beast.

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

Ans - The young seagull called out **loudly**.

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

Ans - The bird cackled with **amusement**.

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

Ans - The seagull was scared of the **deep** sea.

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

Ans - The bird **flew** successfully.

GRAMMAR - MODALS

A. Complete these sentences using appropriate modals. The clues in the brackets will help you. - (fill ups)

1. When I was a child, I **used to** climb trees easily but now I can't. (*ability in the past*)

2. I **will / shall** win this singing contest. (*determination*)

3. You **can / shall** buy this book. It is worth buying. (*advice or suggestion*)

4. Poongothai **can** speak several languages. (*ability in the present*)

5. I swear I **will not / shall not** tell lies again. (*promise*)

6. My father **used to** play badminton in the evenings when he was at college. (*past habit*)

7. You **must / ought to / should** do as I say! (*command*)

8. **May** I have another glass of water? (*request*)

9. Sibi has not practised hard but he **might** win the race. (*possibility*)

10. We **should / ought to** preserve our natural resources. (*duty*)

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

1. Would I have your autograph?

Ans :May / Can I have your autograph?

2. I can be fifteen next April.

Ans :I will be fifteen next April.

3. Take an umbrella. It should rain later.

Ans :Take an umbrella. It *may* rain later.

4. The magistrate ordered that he might pay the fine.

Ans :The magistrate ordered that he *should* pay the fine.

5. Make me a cup of tea, shall you?

Ans :Make me a cup of tea, *will* you?

6. You may speak politely to the elders.

Ans :You *must* speak politely to the elders.

7. You will get your teeth cleaned at least once a year.

Ans :You *must* get your teeth cleaned at least once a year.

8. We could grow vegetables in our kitchen garden but we don't do it now.

Ans :We *can* grow vegetables in our kitchen garden but we *cannot* do it now.

9. Must I get your jacket? The weather is cold.

Ans :May / Can I get your jacket? The weather is cold.

10. Could the train be on time?

Ans :Will the train be on time?

VOICE - ACTIVE AND PASSIVE

A.Change the following sentences to the other voice.

1. The manager appointed many office assistants.

Ans :Many office assistants were appointed by the manager.

2. You are making a cake now.

Ans :A cake is being made by you now.

3. That portrait was painted by my grandmother.

Ans :My grandmother painted that portrait.

4. Malini had bought a colourful hat for her daughter.

Ans :A colourful hat had been bought by Malini for her daughter.

5. They have asked me to pay the fine.

Ans :I was asked to pay the fine by them.

6. The militants were being taken to prison by the police.

Ans :The police took the militants to prison.

7. His behaviour vexes me.

Ans :I am vexed by his behavior.

8. Rosy will solve the problem.

Ans :The problem will be solved by Rosy.

9.Our army has defeated the enemy.

Ans :The enemy has been defeated by our army.

10. The salesman answered all the questions patiently.

Ans :All the questions were answered patiently by the salesman.

B.Change the following into Passive voice.

1. Please call him at once.

Ans :You are requested to call him at once.

2. How did you cross the river?

Ans :How was the river crossed by you?

3. No one is borrowing the novels from the library.

Ans :The novels are being borrowed by no one from the library.

4. Will you help me?

Ans :Will I be helped by you?

5. Go for a jog early in the morning.

Ans :You are instructed to go for a jog early in the morning.

6. Why have you left your brother at home?

Ans :Why have you brother been left at home by you?

7. Nobody should violate the rules.

Ans :The rules should be violated by nobody.

8. Someone has to initiate it immediately.

Ans :It has to be initiated by someone immediately.

9. Have you invited Raman to the party?

Ans :Has Raman been invited by you to the party?

10. Please do not walk on the grass.

Ans :You are requested not to walk on the grass.

11. Cross the busy roads carefully.

Ans :You are advised to cross the busy roads carefully. (you can also use instructed)

12. When will you book the tickets to Bengaluru?

Ans :When will the tickets to Bengaluru be booked by you?

Change each of the following sentences into two passives using direct object as the subject in one and indirect in the other.

1. John gave a bar of chocolate to Jill.

Ans :a: Jill was given a bar of chocolate by John.

b: A bar of chocolate was given to Jill by John.

2. Pragathi lent a pencil to Keerthana.

Ans :a. Keerthana was lent a pencil by Pragathi.

b. A pencil was lent to Keerthana by Pragathi.

3. Sudha told the truth to her friend.

Ans :a. Sudha's friend was told the truth by Sudha.

b. The truth was told by Sudha to her friend.

4. They offered the job to Venkat.

Ans :a. Venkat was offered to the job by them.

b. The job was offered by them to Venkat.

5. The boss showed the new computer to Kaviya.

Ans :a. Kaviya was showed the new computer by the boss.

b. The new computer was showed to Kaviya by the boss.

POETRY – 1 LIFE

- Henry Van Dyke

Appreciation questions:

1. "Let me but live my life from year to year,
With forward face and unreluctant soul;"
 - a) Whom does the word "Me" refer to?
The word "Me" refers to the poet Henry Van Dyke
 - b) What kind of life does the poet want to lead?
The poet wants to lead his life looking ahead, willing to do something.
2. "Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear."
 - a) Why do you think the poet is not in a hurry?
The poet is not in a hurry as he wants to lead his life in its own way.
 - b) What should one not mourn for?
One should not mourn for the things that disappear.
3. " In the dim past, nor holding back in fear
From what the future veils; but with the whole
And a happy heart, that pays its toll
To Youth and Age, and travels on with cheer."
 - a) What does the poet mean by the phrase " In the dim past"?
The phrase " In the dim past" refers to the worries and things that were lost in the past.
 - b) Is the poet afraid of future?
No. The poet is not afraid of future. He prefers to live his life on its own way.
 - c) How can one travel on with cheer?
One can travel on with cheer if he does his duties perfectly with whole and happy heart.

4. "So let the way wind up the hill or down,
O'er rough or smooth, the journey will be joy:
Still seeking what I sought when but a boy,
New friendship, high adventure and a crown,"
- a) How is the way of life?
The way of life is with success and failure.
- b) How should be the journey of life?
The journey of life should be joyful.
- c) What did the poet seek as a boy?
The poet as a boy sought new friendship, high adventure and an honourable position.
5. "My heart will keep the courage of the quest,
And hope the road's last turn will be the best."
- a) What kind of quest does the poet seek here?
The poet seeks to remain courageous to pursue his desires.
- b) What is the poet's hope?
The poet hopes that every turn in his life's journey will be the best.

POETIC DEVICES:

1. In the dim past, nor holding back in fear
From what the future veils; but with the whole
And a happy heart, that pays its toll
To Youth and Age, and travels on with cheer."
- a) Identify the rhyming words of the given lines.
"Fear, cheer ; whole, toll" are the rhyming words of the given lines.
2. "Let me but live my life from year to year,
With forward face and unreluctant soul;"
"Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear."
- a) Identify the rhyme scheme of the given lines.
"abba" is the rhyme scheme.
3. Not mourning for the things that disappear
In the dim past, nor holding back with fear".

- a) Identify the figure of speech.
The above given two lines are the 'couplets', as the pairs of successive lines typically rhyme and they are of the same length.
4. O'er rough or smooth, the journey will be joy:
Still seeking what I sought when but a boy,
- a) The above given two lines are the '**couplets**', as the pairs of successive lines typically rhyme and they are of the same length.
5. From what the future veils; but with the whole
And a happy heart, that pays its toll
To Youth and Age, and travels on with cheer."
- a) Identify the figure of speech.
'future veils –**Personification** is the figure of speech.
'whole and a happy heart' - **Personification** is the figure of speech.
6. 'With forward face and unreluctant soul'
- a) Identify the figure of speech.
'unreluctant soul' - **Personification** is the figure of speech.
7. 'So let the way wind up the hill or down,
O'er rough or smooth, the journey will be joy;
- a) Identify the figure of speech.
Personification is the figure of speech. Here, the way is personified to human qualities.
8. 'My heart will keep the courage of the quest,
And hope the road's last turn will be the best'.
- a) Identify the figure of speech.
Metaphor is the figure of speech.

PARAGRAPH

1. Describe the journey of Life as depicted in the poem 'Life' by Henry Van Dyke.

The poem "Life" is a sonnet by Henry Van Dyke and it is undoubtedly one of his literary gems. The poet has described in this poem that life is not an entity but an experience.

The poet wants to live his life looking ahead willing to do something. He doesn't want to hurry or move away from his goal. He neither wants to mourn for the things he had lost, nor hold back for fear of the future. He instead, prefers to live his life with a whole and happy heart that cheerfully travels from Youth to old Age. Therefore it does not matter to him whether the path goes up or down the hill, rough or smooth, the journey will be joyful. He will continue to seek what he wanted as a boy – new friendships, new adventures and new experiences which would enrich him. The poet encourages us to have faith and determination in our hearts to pursue our desires. He hopes that every turn in his life's journey will be the best. He also insists us to take on this beautiful journey and have eternal hope so that our story ends with delight.

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

SUPPLEMENTARY - THE TEMPEST

Answer the questions in a paragraph:

1. Write a detailed character sketch of Prospero.

Prospero was a fictional character and a protagonist of William Shakespeare's play 'The Tempest'. Prospero was the rightful Duke of Milan. Twelve years ago, he found refuge on the island after his younger brother Antonio seized Prospero's title and property. He became the lord of the island. He was helpless against his enemies until they appeared on a ship nearby ; but when they were close enough he could use his magic to create a storm. He brought them under his control. Prospero was a beneficent ruler, never intending to injure even his enemies. He was also an autocrat in treating Ferdinand, but Prospero realized that Ferdinand and Miranda would value each other more if there were impediments to their courtship. Prospero's humanity was clearly obvious in his treatment of Antonio whom he called traitor but declined to treat him as a traitor. Another example of Prospero's goodness was when he stopped the king of Naples apologizing Miranda, telling him there was no need for more amends. It was clear that Prospero was just and fair in addition to his intelligence.

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

Prospero was the Duke of Milan but his brother, Antonio, forcibly took over and exiled him. Prospero began to live with his daughter Miranda in an isolated island as he was expelled into the sea. Prospero came to know about his enemy and his cruel brother Antonio's arrival near their island and ordered his spirit Ariel to create a storm in an act of vengeance against them. The spirit caused the ship wreck on the island. Miranda, his daughter was astonished to see a human as she had never seen a handsome person from her young age except her father. He was Ferdinand, the son of their enemy, King of Naples. He was in search of his father and the crew members who were aboard a ship, that was stuck in the storm. Ferdinand and Miranda fell in love with each other at first sight. Prospero resolved to throw some difficulties on Ferdinand and his enemies. He made Ferdinand do some laborious works but he found the task so difficult. Ariel had left Antonio and the king with a sense of fear and restlessness as they thought all their men were dead. Ariel placed before them delicious food when they were starving. But he came as a monster and took away the delicacies. Ariel reminded them of their cruelty in driving Prospero from his Dukedom, leaving his young daughter to perish in the sea. The king of Naples and Antonio thus repented the injustice they had done to Prospero.

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