

**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?'

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.'

		<b>Glossary</b>
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

**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



**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 utilizing 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**: fumingly crowded

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

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**

**unsustainable**: cannot be maintained  
**exodus**: mass movement from one place

situation,” says Diwan Singh, 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.

**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 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?





**C. Spellings (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. loggeical \_\_\_\_\_
- 4. snoistei \_\_\_\_\_
- 5. onctainers \_\_\_\_\_

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

**D. Opposites:**

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	<input type="checkbox"/>
b. Predictions for the future	<input type="checkbox"/>
c. Ensuing exodus	<input type="checkbox"/>
d. Earlier is always better	<input type="checkbox"/>
e. A large mass of ice	<input type="checkbox"/>
f. The Plight of life	<input type="checkbox"/>
g. Times may change	<input type="checkbox"/>

**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
- b. eradicate
- c. ingenuity
- d. caw
- e. deluge

- i. ability to solve problems in clever new ways
- ii. the unpleasant sound that is made by crows
- iii. a sudden very heavy rain fall
- iv. a period of heavy rain in summer
- 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 to 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



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

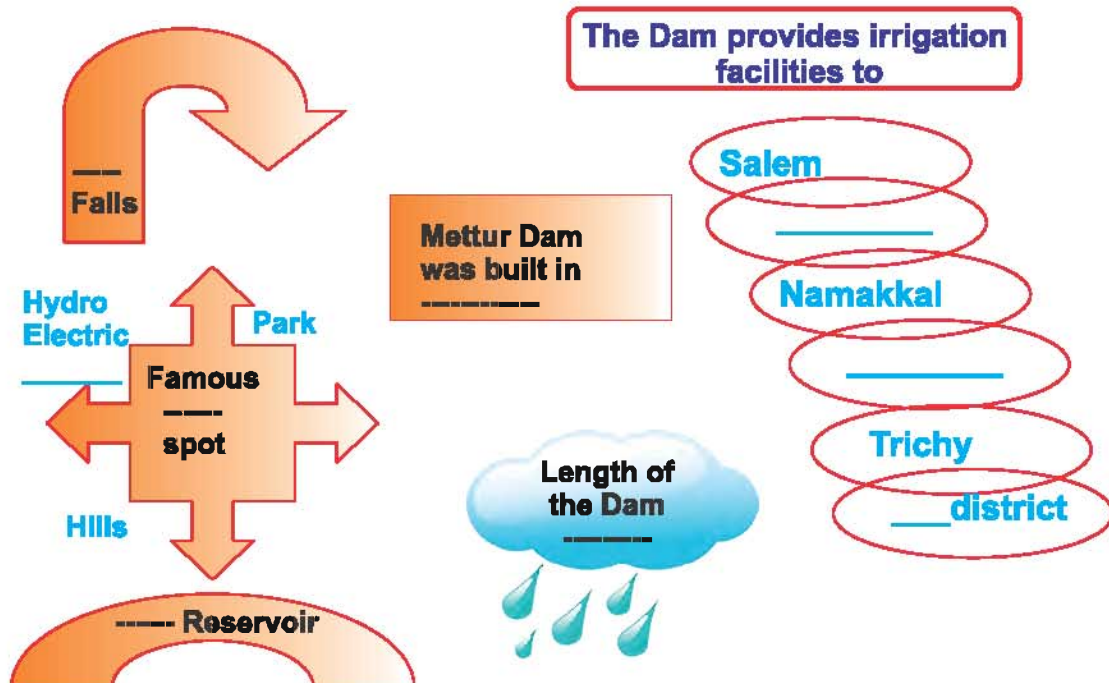
### The Mettur Dam

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 Conditionals

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

If you waste water  
If you lend me some money  
If Naveen is late  
If the bus breaks down  
If it rains

#### Main clause

he will be punished  
I won't be able to attend the class  
I shall get wet  
I can buy a new car  
you will suffer

### Second Conditionals

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 Conditionals**

**e.g.**

If I **had seen** the water tankers I **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 rain water more 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.



**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. (Positive 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

more and more difficult

less and less

more expensive than

The shorter ,the faster

better

higher and higher

better than

The more expensive , the heavier

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

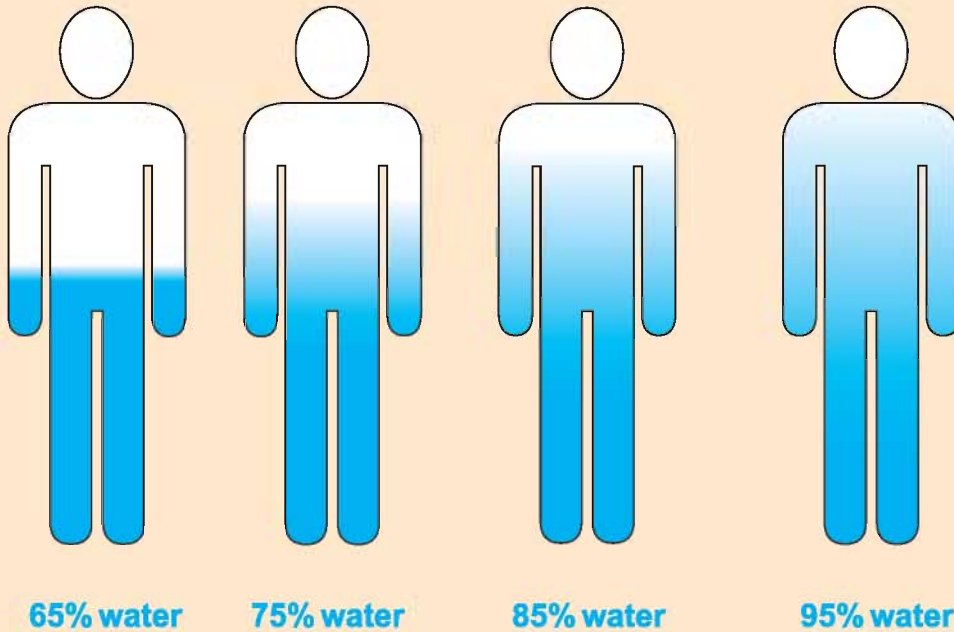
most + adjective }  
adjective + est } => to emphasise one above most / all others

**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.



**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,  
7<sup>th</sup> Street, Chennai.  
28<sup>th</sup> January, 2010

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. Vijayasathy,  
33/ 72, Nehru Street, Chennai - 94.

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.

<i>In order to</i>	<i>The quantity of water used</i>	<i>The quantity of water used in your home every day</i>
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

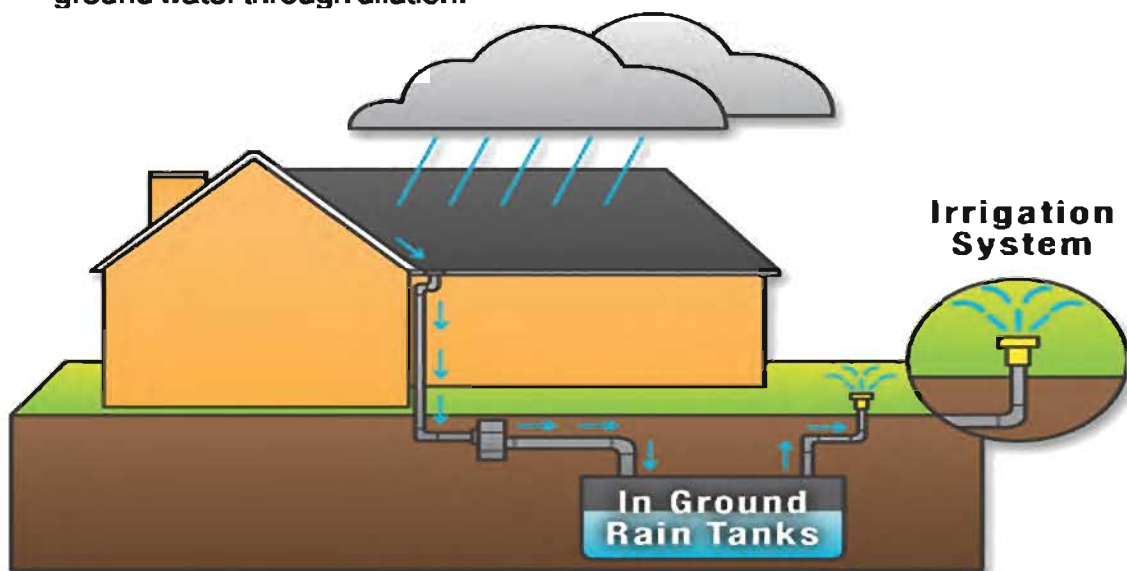
1. in deep water - in difficulties
2. blood is thicker than water - one tends to show more affection towards one's relations
3. fish out of water - a person who does not fit in, out of place

- |                                |   |  |
|--------------------------------|---|--|
| 4. keep one's head above water | - | to make just enough money to survive, 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:

- Has the area you live in ever been flooded due to heavy rains or due to any other man-made calamity?
- If your area gets flooded, Is It possible to make your way to school? What would be your mode of transport?
- 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 spider gram
- a mind map
- a table
- boxes

★ Use logical organisers to connect sentences and ideas.

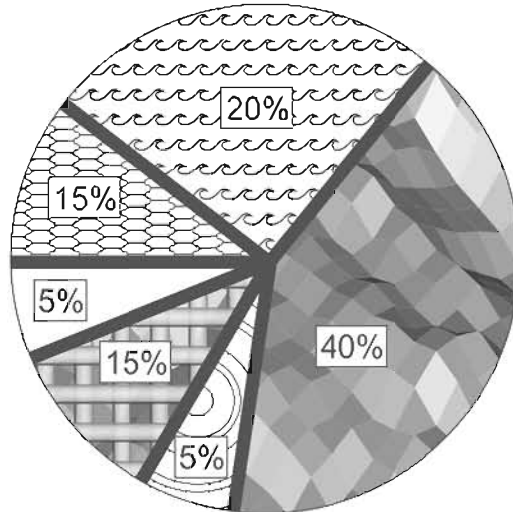
★ Identify and create topic sentences.

### 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

## GOING FOR WATER

### POEM

**The well was dry beside the door,  
And so we went with pail and can  
Across the fields behind the house  
To seek the brook if still it ran;**

**Not loth to have excuse to go,  
Because the autumn eve was fair  
(Though chill), because the fields were ours,  
And by the brook our woods were there.**

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

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

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

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

**- Robert Frost**





### Poetic words

**ere** – before

**soon** – presently

**blade** – reference to the river

### Glossary:

**loth** – hate, dislike

**gnomes** – dwarfs

### Answer the following questions:

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

### Answer in a paragraph:

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

### Thinking beyond the text:

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

## SWEPT AWAY

- Susannah Hickling

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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:**

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

**Answer the following questions:**

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

**Answer in a paragraph:**

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

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

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

**Match the following :**

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

**Tongue Twister :**

Truly rural  
Preshrunk silk shirts  
Shoes and socks shock my shy sister

**A Funny Answer :**

Why do leopards never escape from the zoo?  
Because they are always spotted.

# UNIT 5

# MAKING VISIBLE THE INVISIBLE

## PROSE

- Kalpana Sharma

### Pre-reading activity :

Tick off the items you use in your home:

1. washing machine
  2. dish - washer
  3. vacuum cleaner
  4. mixer - grinder
- A. Who works these machines at home: anyone in the family, parents, servants?
- B. Before these machines came 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

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

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

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

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

- a) Which are the states in India that have shown concern for the domestic workers?
- b) Is it difficult to implement labour laws for domestic workers?

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

6. An estimated 20 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

documentation - being recorded in documents  
exceptional - unusual

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

### I wonder !

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



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

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.

**simultaneously** - at the same time

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

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

### Ground realities

**intervene**— become involved in

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

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

**legislated**— made into a law

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

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

- Courtesy: *The Hindu*, 11th January, 2009

**Reflecting on the text :**

1. Do we really need someone to do our domestic work for us?
2. Who are these domestic workers –
  - a. Do they have a qualification for their jobs?
  - b. Would they be able to get better jobs if they gave up being domestic workers?
  - c. Do you think they enjoy the work they do? Why do you think so?
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.

<b>Match the following :</b>	
<b>Act</b>	*A written suggestion for a new law to be presented in the parliament so that members can discuss it
<b>Bill</b>	*Laws or sets of laws processed and passed by the Parliament
<b>Law</b>	*A bill passed by the Parliament
<b>Legislation</b>	*The whole set of rules that everyone in the country must obey

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

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

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

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

**Uncommon plural forms:**

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

Singular	Plural
axis	axes
crisis	crises

**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

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

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

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

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

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

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

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

5. Headlines may contain initials and abbreviations

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

**Activity:**

Expand the following headlines into complete sentences:

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

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

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

Indian Labour Investigators have rescued 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 was not using his magic pen then.

Unfortunately he had left the magic pen at home, so he could not correct his mistake. He had to submit his paper to the teacher. The teacher was correcting his paper 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. This is the work assigned to you for today.

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

### Telephonic etiquettes

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

#### If you are the caller

State your number and ask for the person 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.

## UNIT 5

## THE CRY OF THE CHILDREN

### POEM

“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:**

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

**Answer the following questions:**

- (1) What does the poet want the children to do?
- (2) What do the children do all the day?
- (3) Why do they have drooping eyelids?
- (4) What do they want to do if they see any meadow?
- (5) Whose sound is referred to as 'mad moaning'- the children's or the machines?
- (6) What do they cry for?
- (7) *'Underneath our heavy eye-lids drooping.  
The reddest flower would look as pale as snow.'*  
Why would the flowers look pale? To what is the poet comparing the flowers in these lines?
- (8) *'We fall upon our faces, trying to go'*  
What is the condition of the children expressed through this line?
- (9) 'The reddest flower would look as pale as snow'.  
What is the figure of speech employed in this line?
- (10) *'O ye wheels' (breaking out in a mad moaning)  
'Stop! be silent for to-day!'*  
  
The figure of speech used here is: \_\_\_\_\_  
(a) simile            (b) metaphor            (c) personification
- (11) Memorise the first 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**

**A CLOSE ENCOUNTER**

- Rex Coker

There are geniuses and tinkers that live everywhere in small towns all over the world. My brother was a tinkerer and spent much of his time coming up with new inventions that would keep him from having to overexert himself during the summer months when school was out. Having too much time on his hands, he would let his mind wander 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:**

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

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."

### **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.