

Questions:

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

Tongue Twister



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

A funny answer



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

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

UNIT 6

PROSE

A FLIGHT WITH THE MOON ON THEIR WINGS

Pre-reading Activity

Have you seen birds flying in groups high in the sky?
Where do you think they are going?

Talk about what you have noticed:

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



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

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

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

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

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

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

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

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



voyagers : travellers
seldom : not often, rarely

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

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

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

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

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

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

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

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

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

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



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

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

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

How far away are the Himalayas from the Nilgiris?

What are the birds that come to our lakes from Central Asia and Siberia?

Which is the smallest of all birds?

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





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

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

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

1. Birds migrate in winter to escape the cold and to find food.

They migrate in summer to escape the heat and _____.

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

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

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

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

Answer the following questions :

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



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

Answer in a paragraph:

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

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

Think carefully before you make your choice.

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

Vocabulary:

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

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

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

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

Compound words:

Look at the following underlined words.

This plant grows at the foothills of the Himalayas .

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

The ice caps on the mountains melt in summer.

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

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

Write down the compound words you have thus formed.

A

- air
- hand
- over
- child
- safe
- moon
- river
- type
- land

B

- bed
- light
- write
- mark
- written
- hood
- port
- guard
- load

What is a compound word?

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

Compound words are formed by joining:

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

Words borrowed from other languages

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

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

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

Activity:

Match the following English words of Greek origin under **Column A** with their meanings under **Column B**:

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

Grammar:

SENTENCE PATTERN-REVISION

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

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

Sentences are formed with the following:

1) Subject(S)

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

e.g: Ram studies well.

Priya plays games well.

2) Verb(V)

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

e.g: She went home.

Kannan is a doctor.

I have a sister.

3) Subject Complement(C)

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

e.g: Solomon was wise.

He became the leader.

4) Object Complement:

They elected him leader.

Experience makes one wiser.

The chill weather made them shiver.

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

Read the following sentence:

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

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

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

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

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

6) Object (O)

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

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

He ate **fruits**.

We applauded **the leader**.

7) Adjunct (A)

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

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

She went **to Chennai**.

I shall meet you **tomorrow**.

You speak English **well**.

Look at the following patterns :

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

Activity:

Identify the sentence patterns in the following passages:

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

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

Listening skill:

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

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

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

Writing Skill:

An idiom a day, keeps your mind in sway

Here are some idioms associated with birds:

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

Activity:

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

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

Letter Writing – Revision:

Points to Remember - A. Personal Letter

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

Sender's address

Date :

Salutation : Dear (Name / Term of relationship)

Body of the letter

Subscription :

Yours lovingly / affectionately

Superscription: xxxxxxxx

Receiver's Name and Address

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

e.g : Sender's address

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

or

15 Netaji Street
Y City
Pin.....

B. Formal Letter

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

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

Format of a Formal letter:

From Date
(Sender's Address)

To
(Receiver's Name and Address)

Salutation
Dear Sir,

Sub :
Ref :

Body of the Letter

Subscription
Yours sincerely / obediently / truly / faithfully,
Superscription (Signature and Name)

Address on the envelope

Activity:

I. Personal Letter - Write the following letters:

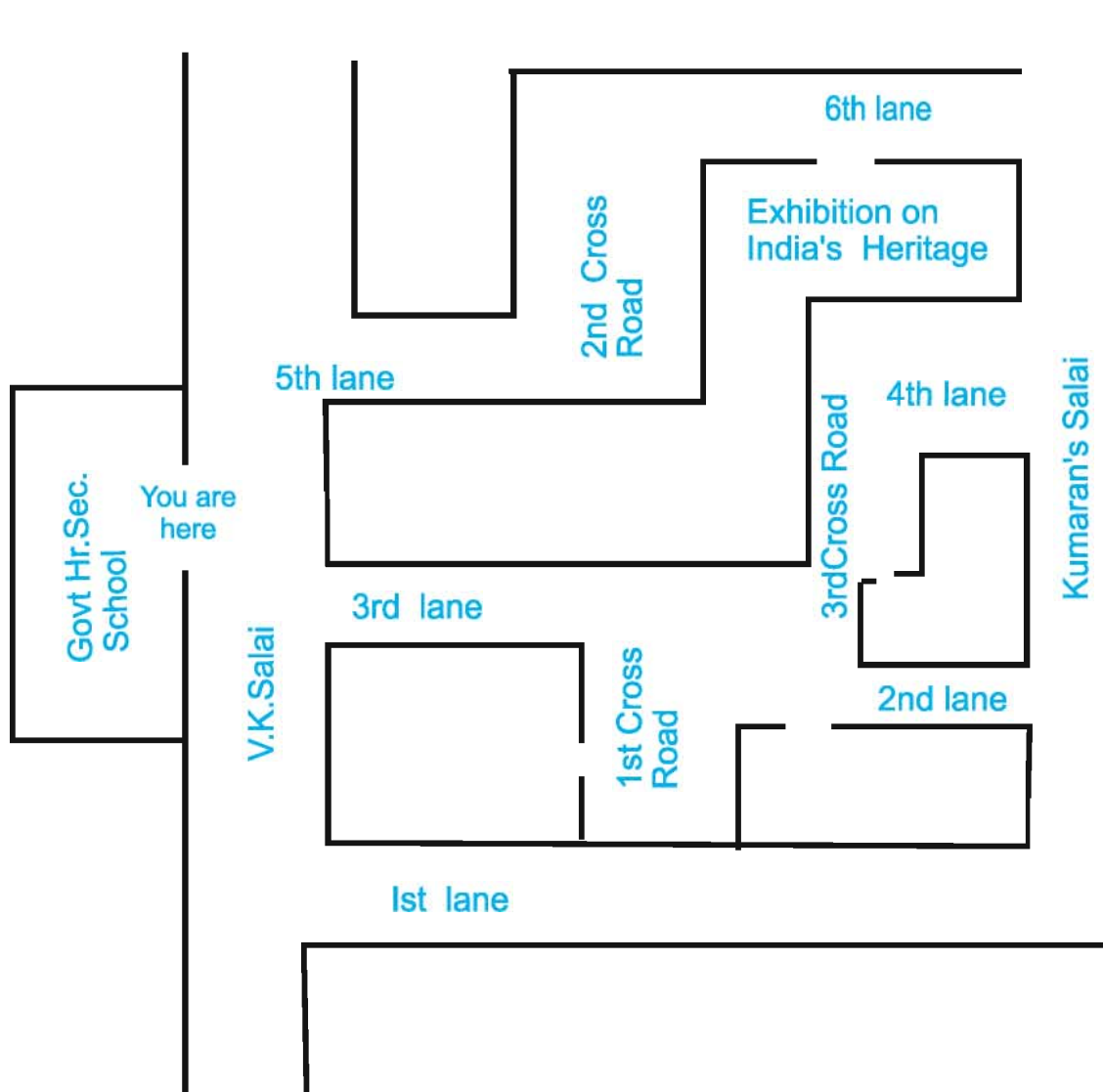
- 1) To a friend describing a particular bird that you saw.
- 2) You are planning to celebrate a festival in your house. Write a letter to your cousin asking her / him to come over with some things that you need for the arrangements.
- 3) To a friend consoling him / her who lost the athletic championship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

II. Formal Letter - Write the following letters:

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

Road map:

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



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

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

"Turn _____ from your school gate and proceed along V.K. Salai till you reach

_____ "

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

SPEAKING SKILL:

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

PROJECT:

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

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

UNIT 6

POEM

MIGRANT BIRD

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

- Famida Y. Basheer



Answer the following questions:

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

Glossary

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

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

Answer in a paragraph:

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

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

THE SUMMER FLIGHT

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



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

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

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

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

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

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

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

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

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

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

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

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



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

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

Glossary

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

Answer the following questions:

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

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

Answer in a paragraph:

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

Re-arrange the jumbled sentences in the correct order:

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

A funny answer

What do young geese suffer from?
Goose pimples

Tongue twisters

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

UNIT 7

PROSE

OUR HERITAGE - A TIMELESS MARVEL

Pre-reading Activity

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

Tick off what you consider is common to all.

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

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

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

1. How old is the Brihadeesvarar Temple? Who built it?
2. List out the specialities of Thanjavur.

Having overloaded myself with this and more information on Thanjavur, I reached the palace in search of all the glory of the old Chola capital. The 16th



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

1. Who built the palace? Who renovated it?
2. What did the author see at the Royal Museum?

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

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

monolithic - a large single block of stone

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

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

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

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

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

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

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

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

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

reverence	- a feeling of great respect
opulence	- lavishness, richness
staunch	- steadfast

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

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

Among the things visible are the interlocks of the granite stones. The rocks so perfectly fitted into one another at a height of 10 metres seems to share a harmonious bonding, not unnerved by the rains, winds and heat. Very well maintained, this structure will leave you with thoughts like, 'Was it actually built in the 11th century?'

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

magnanimous	- splendid
grandiose	- impressive

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

Herculean	- mighty
patronage	- support

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

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

Who consecrated the temple? How?

Reflecting on the text:

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

Answer in a paragraph:

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

Vocabulary:

Prefixes and Suffixes - Revision

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

column A

sub
em
ultra
hyper
trans
over
inter

column B

active
form
lap
power
violet
lock
standard

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

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

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

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

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

(poverty, discouraged, unimpressive, dethroned, irreverence)

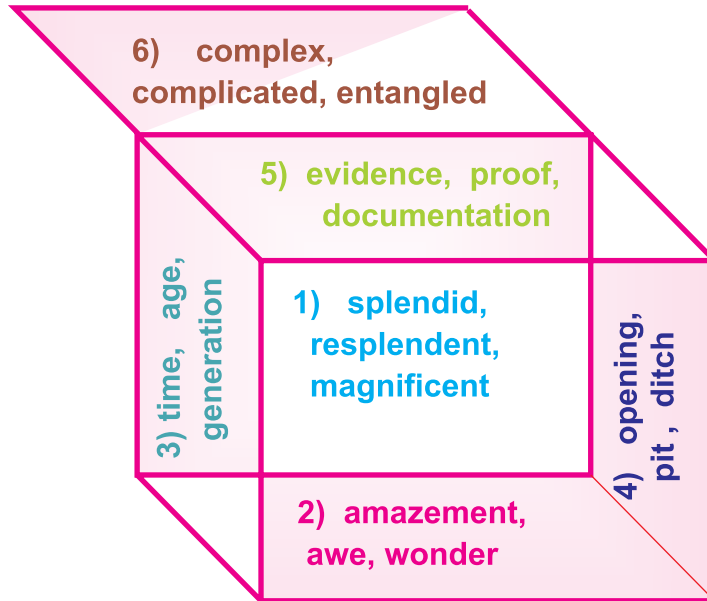
D. Identify the right spelling of the words from those given below and write them in the space allotted:

- architact / architect / archetect _____
- craftsmanship / craftmanship / craftsmenship _____
- monolitic / monalithic / monolithic _____
- inscription / inscreption / inscription _____
- intrecate / intricate / intiricate _____

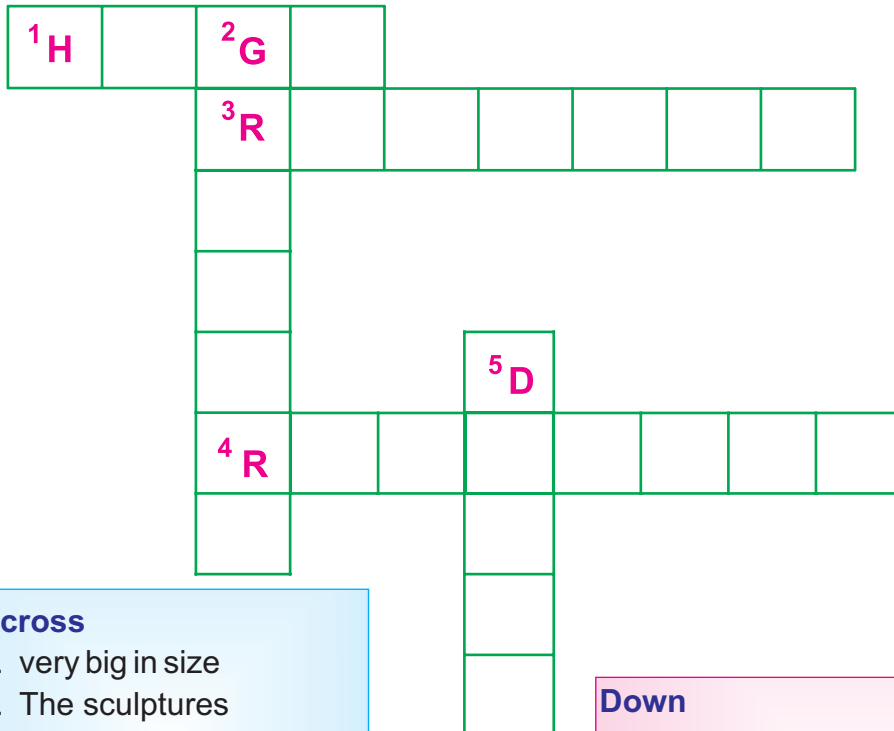
E. Make sentences of your own with the following words and phrases :

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

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



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



Across

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

Down

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

Grammar : Tense forms – Revision

Let us recall :

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

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

The **present continuous tense** denotes things that are happening at the moment; a state or situation; to emphasise how often a thing happens and to denote a future action that is definite.

- ❖ Look! The children **are playing**.
- ❖ He **is studying** medicine.
- ❖ It **is getting** late.
- ❖ The child **is** always **crying**.
- ❖ **I am going** to Delhi tomorrow.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The following tenses are rarely used in normal communication :

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

- ✦ She **will have slept** by now.

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

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

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

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

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

Activity:

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

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

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

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

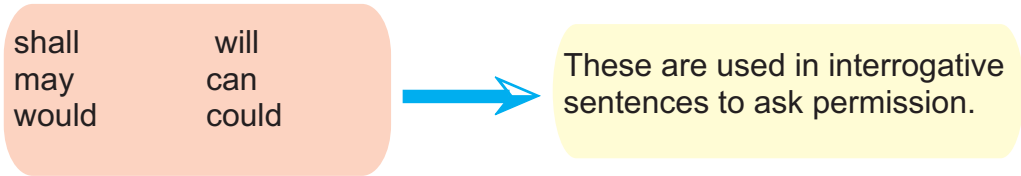
breakfast and we _____ (**have**) a nice time together!" So saying, Seema hugged Jimmy.

Modals : Revision

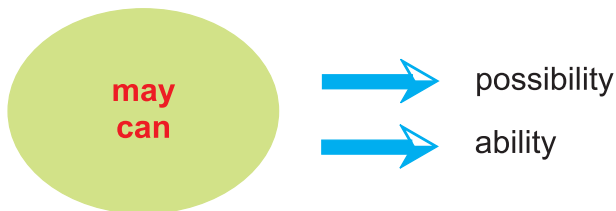
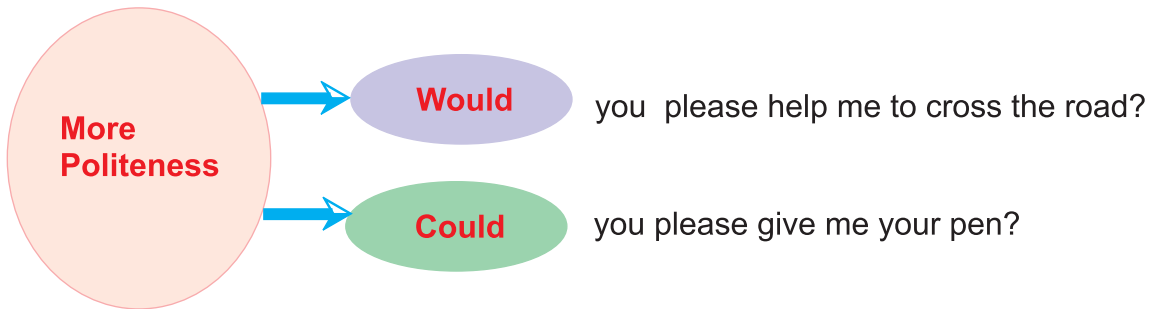
Modals are used frequently in our speech. They play a vital role in conversation.

Modals are thirteen in number .

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



- e.g.
- ✓ Will you give me your pen?
 - ✓ May I come in sir?
 - ✓ Can I ask another question?



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

Frame meaningful sentences using the words in the table below and supplying appropriate phrases:

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

should

- **obligation / duty**

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

must

- **strong obligation**

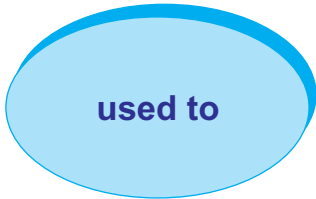
- e.g.**
1. You must improve your handwriting.
 2. He must exercise every day.

Semi modals / Quasi modals:

ought to

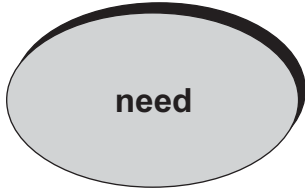
- **moral obligation**

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



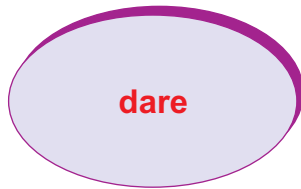
- **to refer to a habit of the past :
a discontinued habit**

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



- **necessity**

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



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

- e.g.**
1. How dare you oppose me?
 2. He dare not talk to you.

Activity:

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

Complete the dialogue given below using modals:

Sara : Excuse me Madam, _____ you repeat the explanation again, please?

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

Sara : Sorry madam, I _____ hear you properly .

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

Sara : Thank you Madam.

Listening Skill:

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

What is Hope?

Hope is the bright shining light which keeps darkness at bay,

Hope is the gentle cold breeze on a hot summer day.

Hope is to remain positive when going gets tough,

Hope is seeking more when others think you had enough.

Hope is dreaming of tomorrow,

Hope is simmering under sorrow.

Hope is the sparkle of tears in our eyes,

Hope is a beautiful thing , beautiful things never die.

Hope is _____ light.

Hope is a _____ on a hot day.

Hope gives us a _____ attitude when things go wrong.

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

Hope keeps _____ things alive /eternal.

Speaking Skill:

Intonation – Exclamation and Interrogation

Role play :

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

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

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

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

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

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

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

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

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

Reading skill:

Read the table carefully and answer the questions given below:

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

Questions:

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

Writing Skill:

A. The idiom quest

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

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

Day 1 _____

Day 2 _____

Day 3 _____

Day 4 _____

Day 5 _____

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

Question :-

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

Question :-

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

Question :-

Answer :- Chennai is the capital of Tamil Nadu.

Question :-

Answer :- It was earlier called Madras Presidency.

Question :-

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

Question :-

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

Question :-

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

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

A Masterpiece of the Egyptians

**Visited
by thousands of
tourists every year**

**Place : Egypt
4500 years ago**



Walls of stone

**built for the
Pharaoh Khufu**

Interesting features

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

You could start your paragraph like this:

One of the most interesting historic structures in the world is

Speaking skill:

Organising a seminar

Topic: Is our cultural heritage under threat?

How is a seminar conducted?

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

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

Each speaker focuses on a particular aspect of the topic:

e.g.

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

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

Follow the guidelines and organise the seminar.

E. Project:

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

Steps involved in preparing a project:

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

Activity:

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

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

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

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

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

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

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

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

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



1. To what do the words 'throb' and 'rhythm' refer?
2. How can cacophony be harmonic? Explain the contrast.
3. There is variation in the tempo. Why?
4. How are the shilpi's moods connected to the tempo of his hammer?
5. What has the shilpi attained through decades of practice?
6. What are the "heirlooms of rich traditions"?
7. Why does the knocking soften to a mild tap?
8. What is the consequence of the knocking?
9. What is surveyed closely and critically?
10. Why are the tools laid aside?
11. State the emotion portrayed in the bloodshot eyes.
12. Why are the eyes bloodshot?
13. The 'created' assumes the role of the 'creator'. How?
 - i. There is alliteration in the first two lines of the poem. Write down those words which are in alliteration.
 - ii. Point out at least four more instances of alliteration in the poem.

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

Answer in a paragraph :

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

Going beyond the text :

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

CAUGHT SNEEZING

- (adapted from a short story by Oscar Wilde)

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

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

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

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

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

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

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

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

Answer the following questions:

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

Glossary

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

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

Answer in a paragraph:

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

State whether the following statements are True or False:

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

Going beyond the text:

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

Tongue twister:

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

A funny answer:

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

Test your skill

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

I. Fill in the blanks with the right articles:

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

II. Choose the right prepositions and complete the passage:

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

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

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

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

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

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

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

V. Write the verbs given in brackets in the correct tense form, and using the appropriate voice, complete the sentences:

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

VI. Identify the sentence pattern of the following:

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

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

- | | |
|--------------------------------|---|
| 1. If it had rained | a) they would listen to you |
| 2. If you are tired | b) I'll be there |
| 3. If I were your employer | c) he would be rewarded |
| 4. If you trust me | d) she could take you home |
| 5. If they had had funds | e) we would have stayed at home |
| 6. If he did his work well | f) I would treat you with friendliness |
| 7. If she gets the tickets | g) she will go to Delhi tonight |
| 8. If you spoke kindly to them | h) tell me your secret |
| 9. If you told her the way | i) you may rest for sometime |
| 0. If you need me | j) they would have supported the campaign |

VIII. Fill the blanks with suitable auxiliary verbs:

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

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

IX. Rewrite as directed:

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

X. Rewrite the sentences in reported speech:

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

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

XI. Rewrite the sentences in direct speech:

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

XII. Fill in the blanks with appropriate relative pronouns:

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

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

XII. Punctuate the passage given below, appropriately:

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

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

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

XIV. Match the idioms with their meanings:

- | | |
|---------------------------------|--|
| 1. apple of one's eye | a) work through the night |
| 2. have an axe to grind | b) as a total surprise |
| 3. to bark at the moon | c) indulge in pleasant memories |
| 4. full of beans | d) very early in the morning |
| 5. out of the blue | e) have a personal cause for actions |
| 6. caught red-handed | f) a favourite or special person |
| 7. at the crack of dawn | g) be in a state of nervous suspense |
| 8. burn the midnight oil | h) to make a fuss with no effect |
| 9. take a trip down memory lane | i) caught when doing something wrong |
| 10. to be on tenterhooks | j) lively, in high spirits |
| | k) to make a big issue out of a small matter |

XV. Supply suitable question tags:

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

XVI. Exercises on Translation

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

நோயாளிகளின் உபயோகத்திற்கு மட்டும்

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

எச்சரிக்கை : அடுத்தவர் விடும் புகையினால், புகை பிடிக்காதவரைக் கூட பக்கவாதம் தாக்கும் அபாயம் உண்டு

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

இந்த மின்வண்டி அடுத்துவரும் நிறுத்தத்தில் இரண்டு நிமிடங்கள் கூடுதலாக நிற்கும். பயணிகள் நிதானமாக இறங்கி ஏறவும்.

Time: 2 hrs. 30 minutes BLUE PRINT - ENGLISH PAPER - I - CLASS X Max. Marks 100

English-I	Knowledge (Vocabulary, Writing, Grammar)			Comprehension (Reading, Vocabulary, Language skills)			Application and Expression (Grammar, Vocabulary, Creative competency, Writing)			Total Qs + Ms
	E/LA	SA	VSA	Obj	E/LA	SA	VSA	Obj		
Questions										
Section A										
I. Vocabulary										
A Synonyms				5 (5)						5 (5)
B Antonyms				5(5)						5 (5)
C Lexical				5+1*(5)						10+2*(10)
SECTION B										
II. Grammar										
A Filling in				1(1)						10 (10)
B Transform										5(10)
C Punctn										1(5)
SECTION C										
III. Prose										
A Textual Comprehension										5+2* (10)
B Paragraph										1+2*(5)
SECTION D										
IV. Poetry										
A Memory				1+1* (5)						1+1*(5)
B Comprehension				3(3)						5(5)
C Apprctn				1(1)						5(5)
D Paragraph										1+2*(5)
SECTION E										
V. Lang. Functns.										
A Nontext Comprh.										5(10)
B Error spot										5 (5)
C Plc Comprh.										5(5)
TOTAL	9	6	10	5	7	29	5	29	69+9*(100)	
			K							A
			25							63

Vocabulary

Grammar

Prose

Poetry

Language functions

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

Time: 2 hrs. 30 minutes BLUE PRINT - ENGLISH PAPER - II - CLASS X Max. Marks 100

English II (100)	Knowledge (Vocabulary, Writing, Grammar)			Comprehension (Reading, Vocabulary, Language skills)			Application and Expression (Grammar, Vocabulary, Creative competency, Writing)			Total Qs + Ms
	E/LA	SA	VSA	Obj.	E/LA	SA	VSA	Obj.		
I. Textual										
Fill in the blanks										5 (5)
Ident charac					5(5)					5 (5)
Matching				5(5)						5 (5)
Compl of Sents.				5(5)						5 (5)
Comprehension										5(5)
Mind Map							5(5)			5(5)
Para							1+2*(5)			1+2*(5)
II.Lang.Functns.										
Making notes					1(5)					1 (5)
Summarizing							1(5)			1 (5)
Completing a dialogue										5(5)
III Comm. Skills										
Writing a dialogue							1(5)			1(5)
Letter Writing							1(5)			1(5)
Advertisement							1+1* (5)			1+1*(5)
IV Expansion of ideas										
Expanding head-lines										5 (5)
Non-verbal							5(5)			5 (5)
Developing hints										1 +1*(5)
Matching slogans							1+1*(5)			5 (5)
Road map										1(5)
Paraphrasing a poem							1 (5)			5(5)
Translation / des. pic							1+1* (5)			1+1*(5)
TOTAL				10	15	5	5	15	50	64+5*(100)
			K 10		C 25					A65

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

