



Water – The Elixir of Life

Sir C.V. Raman

Warm up

- ▲ Do you think the living organisms in this planet can survive without water? Why?
- ▲ Where do you get your drinking water from?
- ▲ Is the drinking water you use in your home treated?
- ▲ If not, how do you purify it?



Now read the lesson "Water–The Elixir of Life", on the importance of water, an important natural resource.

Man has through the ages sought in vain for an imaginary **elixir** of life, the divine Amrita, a draught of which was thought to confer immortality. But the true elixir of life lies near our hands; for it is the commonest of all liquids, plain water! I remember one day standing on the line which separates the Libyan Desert from the Valley of the Nile in Egypt.



Edge of Libyan desert, west bank of Nile

On one side was visible a sea of **billowing** sand without a speck of green or a single living thing anywhere on it. On the other side lay one of the greatest, most fertile and densely populated areas



Pyramids at Giza, Egypt, along the Nile River.

to be found anywhere on the earth, **teeming** with life and vegetation. What made this wonderful difference? Why, it is the water of the river Nile flowing down to the Mediterranean from its sources a couple of thousands of miles away. Geologists tell us that the entire soil of the Nile valley is the creation of the river itself, brought down as the finest silt in



its flood waters, from the highlands of Abyssinia and from remote Central Africa, and laid down through the ages in the trough through which the Nile flows into the sea. Egypt, in fact, was made by its river. Its ancient civilization was created and is sustained by the life-giving waters which come down year after year with unflinching regularity.

- ▲ What is the imaginary elixir of life?
- ▲ What according to the writer is the real elixir of life?
- ▲ What is the 'wonderful difference' the writer talks about in the passage?

I give this example and could give many others to emphasize that this common substance which we take for granted in our everyday life is the most potent and the most wonderful thing on the face of our earth. It has played a role of vast significance in shaping the course of the earth's history and continues to play the leading role in the drama of life on the surface of our planet.

There is nothing which adds so much to the beauty of the countryside as water, be it just a little stream **trickling** over the rocks or a little pond by the wayside, where the cattle quench their thirst of an



evening. The rainfed tanks that are so common in South India – Alas! often so sadly neglected in their maintenance – are a cheering sight when they are full. They are, of course, shallow, but this is less evident since the water is silt-laden and throws the light back, and the bottom does not therefore show up. These tanks play a vital role in South Indian agriculture. Some of these tanks are surprisingly large and it is a beautiful sight to see the sun rise or set over one of them. Water in a landscape may be compared to the eyes in a human face. It reflects the mood of the hour, being bright and gay when the sun shines, turning to dark and gloomy when the sky is overcast.

- ▲ What is the 'cheering sight' mentioned in the paragraph?
- ▲ What does the writer compare water in a landscape to?

One of the most remarkable facts about water is its power to carry silt or finely divided soil in suspension. This is the origin of the characteristic colour of the water in rainfed tanks. This colour varies with the nature of the earth in the **catchment** area and is most vivid immediately after a fresh inflow following





rain. Swiftly flowing water can carry fairly large and heavy particles. The finest particles, however, remain floating within the liquid in spite of their greater density and are carried to great distances. Such particles are, of course, extremely small, but their number is also great and incredibly large amounts of solid matter can be transported in this way.

When silt-laden water mixes with the salt water of the sea, there is rapid **precipitation** of the suspended matter. This can be readily seen when one travels by steamer down a great river to the deep sea. The colour of the water changes successively from the muddy red or brown of silt through varying shades of yellow and green finally to the blue of the deep sea. That great tracts of land have been formed by silt thus deposited is evident on an examination of the soil in alluvial areas. Such land, consisting as it does of finely divided matter, is usually very fertile.

▲ How does the water in rainfed tanks get its colour?

The flow of water has undoubtedly played a great part and a beneficent one in the geological processes by which the soil on the earth's surface has been formed from the rocks of its **crust**. The same agency, however, under appropriate conditions, can also play a destructive part and wash away the soil which is the foundation of all agriculture, and if allowed to proceed unchecked can have

the most disastrous effect on the life of the country. The problem of soil erosion is one of serious import in various countries and especially in many parts of India. The conditions under which it occurs and the measures by which it can be checked are deserving of the closest study.

Soil erosion occurs in successive steps, the earliest of which may easily pass unnoticed. In the later stages, the cutting up and washing away of the earth is only too painfully apparent in the formation of deep gullies and ravines which make all agriculture impossible. Sudden bursts of excessively heavy rain resulting in a large run of surplus water are the principal factors in causing soil erosion. Contributory causes are the slope of the land, removal of the natural protective coat of vegetation, the existence of ruts along which the water can flow with rapidly gathering momentum, and the absence of any checks of such flow. Incredibly large quantities of precious soil can be washed away if such conditions exist, as is too often the case.

▲ What is the main cause of soil erosion?

▲ What other factors add to the erosion of precious soil?

The menace which soil erosion presents to the continuance of successful agriculture is an alarming one in many parts of India, calling urgently for attention and preventive action. The terracing of land, construction of bunds





to check the flow of water, the practice of contour cultivation and the planting of appropriate types of vegetation are amongst the measure that have been suggested. It is obvious that the aim should be to check the flow of water at the earliest possible stage before it has acquired any appreciable momentum and correspondingly large destructive power.

▲ How can soil erosion be prevented?

Water is the basis of all life. Every animal or plant contains a substantial proportion of free or combined water in its body, and no kind of physiological activity is possible in which the fluid does not play an essential part. Water is, of course, necessary for animal life, while moisture in the soil is equally imperative for the life and growth of plants and trees though the quantity necessary varies enormously with the species. The conservation and utilization of water is thus fundamental for human welfare. Apart from artesian water the ultimate source in all cases is rain or snowfall. Much of Indian agriculture depends on seasonal rainfall and is therefore very sensitive to any failure or irregularity of the same. The problems of soil erosion and of inadequate or irregular rainfall are

closely connected with each other. It is clear that the adoption of techniques preventing soil erosion would also help to conserve and keep the water where it is wanted, in other words, on and in the soil, and such techniques therefore serve a double purpose.

▲ How does prevention of soil erosion serve a double purpose?

▲ What are the two sources of water?

It is evident, however, that in a country having only a seasonal rainfall, an immense quantity of rain-water must necessarily run off the ground. The collection and utilization of this water is, therefore, of vital importance. Much of it flows down into the streams and rivers and ultimately finds its way to the sea. Incredibly large quantities of the precious fluid are thus lost to the country. The harnessing of our rivers, the waters of which now mostly run to waste, is a great national problem which must be considered and dealt with on national lines. Vast areas of land which at present are mere scrub jungle could be turned into fertile and prosperous country by courageous and well-planned action.

▲ What happens to the rain water?





Closely connected with the conservation of water supplies is the problem of afforestation. The systematic planting of suitable trees in every possible or even in impossible areas, and the development of what one can call civilized forests, as distinguished from wild and untamed jungle, is one of the most urgent needs of India. Such plantation would directly and indirectly prove a source of untold wealth to the country. They would check soil erosion and conserve the rainfall of the country from flowing away to waste, and would provide the necessary supplies of cheap fuel, and thus render unnecessary the wasteful conversion of farmyard manure into a form of fuel.

- ▲ What is the idea of civilized forest?
- ▲ How can you check soil erosion?

The measures necessary to control the movement of water and conserve the supplies of it can also serve subsidiary purposes of value to the life of the countryside. By far the cheapest form of internal transport in a country is by boats and barges through canals and rivers. We hear much about programmes of rails and road construction, but far too little about the development of internal waterways in India. Then, again the harnessing of water supplies usually also makes possible the development of hydro-electric power. The availability of electric power would make a tremendous difference to the life of the countryside and enable rural economy to be improved in various directions.

- ▲ What is the cheapest means of transport?
- ▲ How can you make a difference in the countryside?

In one sense, water is the commonest of liquids. In another sense, it is the most uncommon of liquids with amazing properties which are responsible for its unique power of maintaining animal and plant life. The investigation of the nature and properties of water is, therefore, of the highest scientific interest and is far from an exhausted field of research.



The Great Pacific Garbage Patch

- ▲ It is the world's largest collection of floating trash.
- ▲ It is in the Pacific Ocean between Hawaii and California and is often described as "larger than Texas"
- ▲ Approximately 7 million tons of plastic and other debris up to 9 feet deep are floating.
- ▲ By estimation 80% of the plastic originates from land; floating in rivers to the ocean and the remaining 20% of the plastic originates from oil platforms and ships
- ▲ These trash piles are the biggest threat to the sea animals.





About the Author



Sir Chandrasekhara Venkata Raman (7 November 1888 – 21 November 1970) was an Indian physicist born in Tiruchirappalli. He carried out ground-breaking work in the field of light scattering, which earned him the 1930 Nobel Prize for Physics. He discovered that when light traverses a transparent material, some of the deflected light changes wavelength. This phenomenon, subsequently known as Raman scattering, results from the Raman effect and to commemorate it, February-28 is celebrated as National Science Day. In 1954, India honoured him with its highest civilian award, the Bharat Ratna.



Glossary



elixir (n) - a hypothetical substance believed to maintain life indefinitely/ a substance believed to cure all ills

billowing (adj.) - characterized by great swelling waves or surges

teeming (adj.) - abundantly filled especially with living things

trickling (v) - to flow slowly and with out force

precipitate (v) - a solid substance that is produced from a liquid during a chemical process

crust (n) - a hard outer covering of something

catchment (n) - a structure, such as a basin or a reservoir, used for collecting or draining water

barges (n) - a long boat with a flat bottom, used for carrying freight on rivers

A. Answer the following questions briefly in one or two sentences.

1. What makes water one of the most powerful and wonderful things on earth?
2. How does water help in the formation of fertile lands?
3. How does soil erosion happen and what are its main causes?
4. What are some measures that are used to prevent soil erosion?
5. How, according to Sir C. V. Raman, can rainwater as well as the water of rivers be prevented from going to waste?





B. Answer the following in about 80-100 words.

1. How does C.V. Raman show that water is the real elixir of life?
2. Water exists in all plant and animal forms – Explain.
3. Life cannot exist on earth without water – Explain.

C. Given below are some idioms related to water. Match the idioms with it's meaning.

| Idioms | | Meanings | |
|--------|---|----------|--|
| 1 | blood runs thicker than water | a | to criticize or stop something that some people are enthusiastic about |
| 2 | to be a fish out of water | b | naturally, with ease |
| 3 | dull as dishwater | c | to be active but without making progress or falling farther behind |
| 4 | as a duck takes to water | d | family members have stronger obligations with each other than with people outside the family |
| 5 | come hell or high water | e | to be in a difficult situation |
| 6 | You never miss the water till the well runs dry | f | boring, uninteresting |
| 7 | pour cold water on something | g | criticism to someone that has no effect on them at all |
| 8 | tread water | h | People are not grateful for what they have until they lose it |
| 9 | be (like) water off a duck's back | i | to be uncomfortable in a particular situation |
| 10 | to be in deep water | j | no matter what happens |





D. Water is a scarce resource. Discuss the causes, problems and solutions to water scarcity and write them below.

| Cause | Problem | Solution |
|-------------------------------|-------------------------------|-------------------------------|
| <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> |

*** LISTENING**



E. On the basis of the listening passage, choose the correct answer from the given options.

- Severn Suzuki represents an organization called ECO which stands for _____
 (a) Ecological Cooperation. (b) Environmental Coordinating Organization.
 (c) Environmental Children's Organization. (d) Ecological Children's Organization.
- "I am fighting for my future." The 'fight' refers to her _____
 a) fight to win an election. b) fight to gain a few points in share market.
 c) fight against corruption. d) fight against environmental pollution.
- Animals and fish are becoming extinct because _____
 a) they have no place to go. b) they die of diseases.
 c) their food and habitat are polluted. d) all the above.
- It is evident that Severn Suzuki is concerned about all other species too as, _____
 a) she considers them all belonging to one world. b) they have nobody except her to speak for.
 c) they belong to her. d) they are all children.
- Severn Suzuki condemns the people of her country for _____
 a) contributing large amounts of waste and not sharing the excess with the needy.
 b) being afraid of the poor.
 c) being angry with the poor belonging to other countries.
 d) being wealthy.

*Listening passage is on Page 208



6. Which of the following statement is not true?
- Canada is a rich country and people have in plenty.
 - Canadian children are privileged.
 - A Brazilian child was willing to share because she was rich.
 - Northern countries will not share with the needy

F. Answer the following questions briefly.

- What is the humble request of the twelve- year -old to the elders?
- The dream of Severn Suzuki is _____
- The fear and agony of Severn Suzuki is _____
- How does she proclaim that she represents the future generation?
- The duties and responsibilities of the parents are
 - to comfort their children saying that everything will be all right.
 -
 -

SPEAKING



G. You are the President of GO GREEN, the Environment Club of your school. On the occasion of World Environment Day, you have been asked to address the school on the topic, 'The Nature of Our Future Depends on the Future of Our Nature'.

PURPOSE

- To speak to a large gathering, convincingly and persuasively, to convert the listener's view to your point of view
- To pass on a wide range of information
- To express an opinion, view, experience, observation etc.

HOW TO DELIVER YOUR SPEECH

- Divide your speech into three parts: introduction, body and conclusion.
- Start with salutation. Greet your chief guests, audience, fellow speakers and other invitees.
- Begin your speech with a catchy introduction in the form of an anecdote, thought provoking question or statistical data.
- Express your views and give reasons for the stand you take.
- Convey thoughts and ideas with clarity.
- Be factually accurate and present a balanced view.
- Provide supporting data to prove your points.
- Make your speech interesting by adding elements of humour.
- Use language that is easily understood. Keep sentences short and simple.
- Sum up your ideas; give suggestions/remedies to improve the situation.
- Thank the audience and organizers.

REMEMBER

- Do not be aggressive in manner, words or gestures.
- Be neither rude and offensive nor meek and mild.
- Enunciate your words clearly. Maintain a normal volume. Do not scream into the mic.





A sample speech is given below.



Good morning, esteemed Chief Guest, the Head Master, teachers, dear friends and invitees. I am Shobha, Secretary of GO GREEN, the Environment Club of our school. Today, I stand before you to share my views on the topic.

Stopping pollution is the best solution



We humans have always deceived ourselves by thinking that someone else will save our planet. Can you imagine...for the past 200 years we have been conquering nature, and now...we are beating it to death by constantly polluting it. The Earth is not dying, it is being killed and the people who are killing it have names and addresses.

All the human actions in this modern world directly impact the whole ecosystem.
.....



Because of over-population, the number of various chemical elements is increasing in the atmosphere which ultimately causes irregular rainfall and global warming. And who is responsible?

.....
.....
Let us do our bit. Let us walk or cycle to our work places/school. Let us not use plastic bags. Let us all keep our surroundings clean and plant at least one tree.



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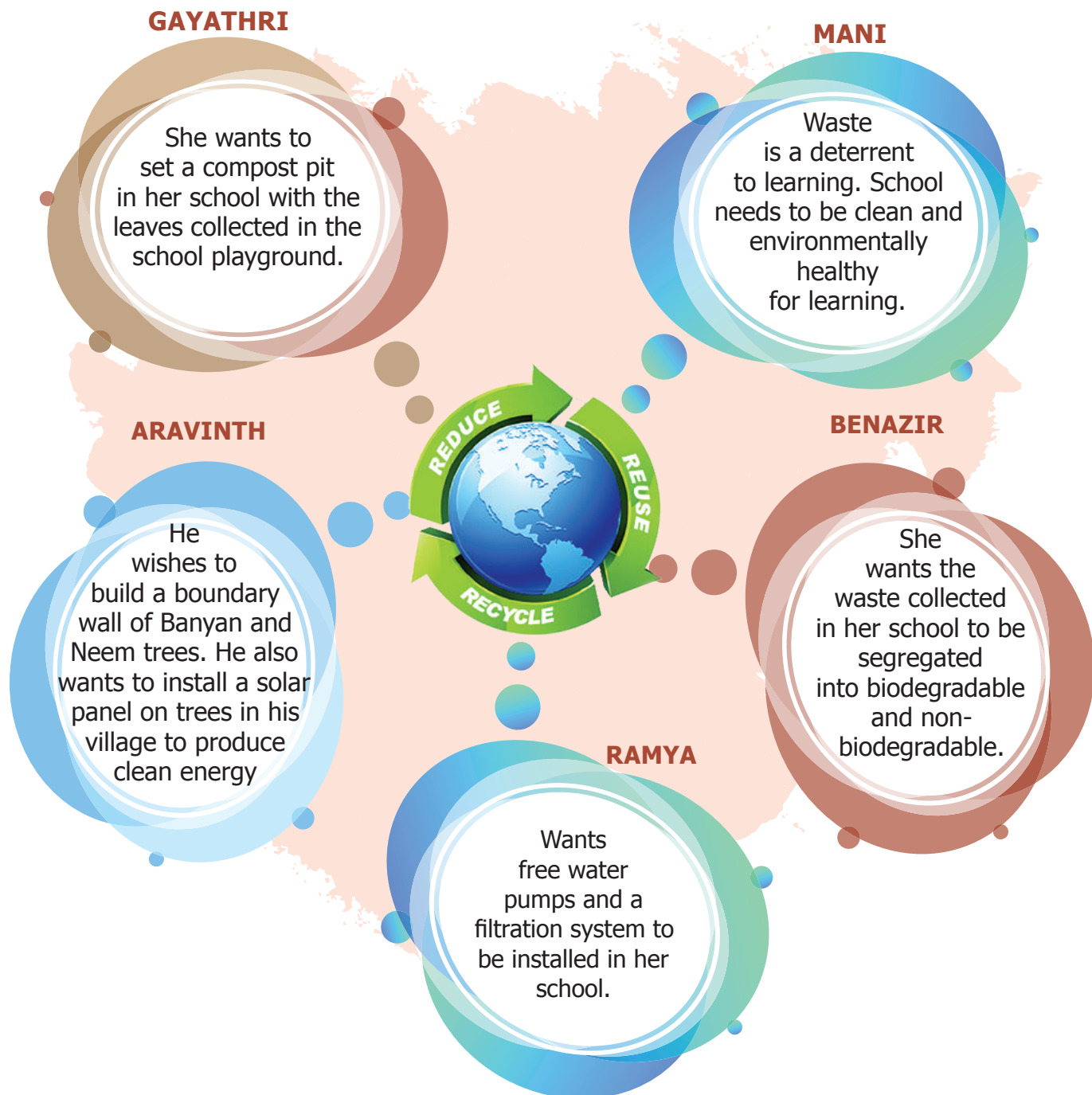




PROJECT

H. A Class of Superheroes

'CHANGE IS NEEDED, AND IT IS NEEDED NOW'. Let's meet a class of superheroes who have taken simple sustainability projects upon themselves to tackle the environmental problems in their campus.





Waste is a giant that is becoming bigger by the day. It is going to harm the future generations even more than the current ones. The problems may be varied but there is a common approach to solve all of them.

Now it is your turn to work towards making your school sustainable and environmental friendly. Keep your project simple. The above are a few ideas; you are free to add your own ideas.

Guidelines

- Start an eco-club.
- Brainstorm and arrive at viable proposals for the project with the help of your teacher (such as one focussing on composting, energy-awareness, kitchen garden or recycling of water).
- Form appropriate groups and a students' council to head the same according to the proposal taken.
- You need the right team to build confidence in an idea and ultimately execute it.
- Design a project manual which explains the requirements.
- Present your project manual and a letter of request to your Head Master to institute a green revolving fund.
- Help your campus conduct an assessment on a periodic basis. (Develop an eco-contest in your campus and groups can compete against each other.)
- Develop a campaign. Write slogans and prepare placards. Organize monthly rallies to create community awareness.
- Explore every avenue for availability of resources. (eg. (a) for a compost pit, students can be asked to collect their kitchen waste and drop it in the compost pit in the campus. (b) for segregations of waste in two bins – red and green (non-biodegradable and biodegradable) – can be placed on each floor.)
- Execute your project and conduct appraisals on a regular basis by your teacher.

I can help the Earth

I will

I will

I will not

I promise

Grammar

TENSES PRESENT TENSE

SIMPLE PRESENT (verb+s/es)



True in the present

- He works in a studio.
- She is sixty years old.
- We live in Chennai.



Habits

- I always drink coffee at work.
- He wakes up at 7 a.m. every day.
- They usually eat dinner at home.



General facts/truths

- The Earth revolves around the Sun.
- The Sun rises in the East.
- Water boils at 100°C.



Future timetables/schedules

- My train arrives tomorrow.
- We fly to Paris on Monday.
- Classes begin next week.

PRESENT CONTINUOUS (am/is/are+verb+ing)



Happening now

- It is raining.
- I'm eating lunch now.



Temporary actions

I'm working in New York this week.



Trends

More and more people are using cell phones to access the Internet.

Fixed plans

I am meeting my friends after work.



Longer actions in progress now

- She is studying to become a doctor.
- He is training for a marathon.



PRESENT PERFECT
(has/have+past participle)



Action completed in the immediate past

- We have planned the meeting for next week.
- I have joined the duty.
- She has completed the home work.



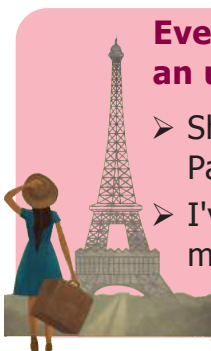
Duration from the past until now

He has been a teacher since 2002.



Change over time

- Your English has improved since the last time we met.
- My niece has grown a lot in the past year.



Event in the past at an unspecified time

- She has been to Paris.
- I've seen that movie.



Repeated events in the past until now

- We have had four exams so far in this semester.
- I've been to this restaurant many times since I moved next door.

PRESENT PERFECT CONTINUOUS
(has/have+been+verb+ing)



Actions happening recently (lately)

She has been exercising a lot recently.

Duration from the past until now

He has been teaching for ten years.



Actions going on for a period of time

It has been raining.
The sidewalk is wet.

Temporary actions

I've been practicing for five years.



PAST TENSE

SIMPLE PAST (past form of the tense)

Series of completed actions

- ▲ He sat down, took out a notebook and pen, and started writing.
- ▲ He entered the room, turned in my direction, and smiled at me.



Habits in the past

- ▲ John played the piano when he was a child.
- ▲ I was good at dancing when I was a teenager.



Completed action in the past

- ▲ Sarah baked a cake yesterday.
- ▲ I went to bed at 10 last night.
- ▲ We ordered pizza on Friday.



Duration in the past

- ▲ He stayed up all night.
- ▲ We lived in Chicago for a year.
- ▲ We played baseball all day.



PAST CONTINUOUS (was/were+verb+ing)

Action before & after a specific time

Yesterday at noon, I was eating lunch.



To start a story / create an atmosphere

While I was driving to work yesterday...



Repeated action (often with "always")

My last roommate was always leaving dirty dishes in the sink.



Interrupted continuous past action

I was watching a movie when she called.



Parallel actions

I was reading while my brother was playing guitar.



PAST PERFECT (had+past participle)

An action completed before a past action

When we arrived, the class had already begun.



Reported speech

My student said that he hadn't done his homework.



In the Third Conditional of "if"
If it had rained, I would have bought an umbrella.



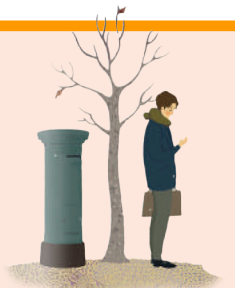
A period of time before an event in the past

We had owned our house for twenty years before we sold it

PAST PERFECT CONTINUOUS (had+been+verb+ing)

Continued action in the past, before an action in the past

He had been waiting for an hour when she finally arrived.



Cause of something in the past

He went on a diet because he had been eating too much.



"If"- impossible condition

If I had been paying attention, I wouldn't have got into an accident.



Reported speech

She said that John had been helping her study for months.



FUTURE TENSE

SIMPLE FUTURE (shall/will + verb)



- Someone is at the door. I'll see who it is. (*at the present moment*)
- I will help you with your homework tonight. (*promise/offer*)
- She won't tell me her password. (*refusal*)

Willingness: (will + verb)

My Mother will get a Foot Ball today

Future Fact: (will + verb)



Plan or Intention (be going to + verb)

- I'm going to watch a movie tonight.
- He's going to have a party this weekend.

Prediction

- It is cloudy. It's going to rain. (*evidence*)
- You'll go abroad someday. (*opinion*)



FUTURE CONTINUOUS (shall/will +be + verb+ing)

- ▲ They'll be coming to visit us next week.

- ▲ I will be waiting for you when you arrive tonight.

01
Action in progress at a time in the future

- ▲ She will be taking an exam at 2 p.m. tomorrow, so don't call her then.

02
Emphasis of future plans and intentions

03
Interrupted action in the future

04
Parallel actions in the future

05
Atmosphere in the future

- ▲ She will be watching TV, and he will be cooking dinner.

- ▲ While he cooks dinner, she will be watching TV.

- ▲ When I enter the class, the teacher will be teaching, some students will be taking notes, and my best friend will be trying to stay awake.



FUTURE PERFECT (shall/will+ have + past participle)

A completed action before something in the future

- By the time you arrive, I will have finished the project.
- By next summer, she will have graduated from college.



Duration before something in the future

- By Friday, she will have had my car for a whole week.
- She will have been in Paris for six months by the time she leaves.



Question form

- Do you think you will have finished the project before I arrive?
- Will she have graduated from college by then?
- What will you have done by the end of your time here?



Negative statements

- By this time tomorrow, she won't have had enough time to finish the essay.
- By 2020, I won't have completed my PhD.



FUTURE PERFECT CONTINUOUS (shall/will+have been + verb+ing)

1

Cause of something in the future

- Her English will be excellent by the time she visits the U.S. because she will have been studying it for five years.
- He will be tired by the time he arrives because he will have been travelling all day.



2

Duration before something in the future

- He will have been waiting for an hour when she finally arrives.
- She will have been working at the company for ten years by the time I retire.



Simple Present Tense

A. Choose the correct form of the present tense verb from the options given.

- All children _____ something new every day. (learn/ learns/ learned)
- A good student always _____ hard. (work / works / worked)
- Engineers _____ bridges. (build / builds / built)
- My sister is an architect. She _____ skyscrapers. (design/ designs / designed)
- The Himalayas _____ India from the cold winds. (protect/ protects/ protected)
- It always _____ here in the afternoon. (drizzle / drizzles / drizzled)
- My mother _____ in a factory. (work/ works/ worked)
- Kamali _____ English very well, but she doesn't understand Hindi. (speak/ speaks/ spoke)
- Cows _____ us milk. (give/ gives/ gave)
- The trains to Chennai always _____ on time. (run / runs / ran)

Present Continuous Tense

B. Make sentences in the present continuous tense using the verb given in brackets.

- Who is that boy _____ on the table? (stand)
- What are you _____? (do)
I _____ (listen) to music.

- My brother _____ (work) in London now.
- I _____ (wait) for my mother.
- It is better not to disturb her, she _____ (work).

C. What are they doing? Use the verbs below and write sentences.

eat cry play read sing watch



Galen



Peter



Kalai



Anu



Sudhan



Velu

Ex. Galen is eating.

- _____
- _____
- _____
- _____
- _____

D. Look at the picture again and answer the questions.

- Is Galen reading? _____
- Is Velu eating? _____
- Is Kalai dancing? _____
- Is Peter watching TV? _____
- Is Anu crying? _____

E. Write the -ing form of the verbs.

| | |
|---------------|----------------|
| 1. Come _____ | 4. Swim _____ |
| 2. Take _____ | 5. Study _____ |
| 3. Fly _____ | 6. Read _____ |



F. Write negative sentences.

1. He is learning to read.

2. I am having a bath.

3. I'm reading a fantastic book.

4. Raja is driving a new car.

5. I'm looking for my bag.

G. Write questions for the answers.

1. _____?
No, they aren't singing.
2. _____?
Yes, She is writing a new book.
3. _____?
Yes, It is working.
4. _____?
No, he isn't doing the project.
5. _____?
Yes, We are palning to go.

H. Fill in the blanks with verbs in the present continuous.

1. You _____ (listen) to the music.
2. He _____ (cry).
3. I _____ (swim) in the pool.
4. Latha _____ (wait) for her daughter.

5. _____ she _____ (watch) TV?
6. Who _____ he _____ (help)?
7. Her father _____ (not/cook) dinner.
8. Akila _____ (not/sing) a song.
9. My brother _____ (not/do) his homework.
10. _____ your mother _____ (work) today?
11. Amutha and Praba _____ (play) tennis.
12. Amith and Ravi _____ (not/swim) in the lake.

I. Make sentences in the present perfect tense using the verbs in brackets.

1. She _____ to anybody.
(never apologized, has never apologized, have never apologized)
2. My mother _____ to London.
(has been, being in, have been)
3. I _____ all the plays of Shakespeare.
(read, had read, have read)
4. Have you _____ your lunch?
(finish, finished, had finished)
5. _____ he brought his bike?
(Had, Has, Have)

J. Present perfect with "ever and never"

Have you ever...?

Question: Have you ever eaten a kiwi fruit?

Answer: Yes, I have eaten a kiwi fruit.
Or No, I have never eaten a kiwi fruit.

| Activity | Yes, I have (name) | No, I have never. (name) |
|-------------------------------------|--------------------|--------------------------|
| ... been to Ooty | | |
| ... travelled by plane | | |
| ... visited a museum | | |
| ...tried swimming in sea | | |
| ... gone hiking | | |
| ... sung karaoke | | |
| lost money | | |
| taken a cold shower in winter | | |
| ... listened to French music | | |
| ... eaten a peach | | |

K. Present Perfect Continuous Tense

Make sentences in the present perfect continuous tense using the verbs in brackets.

- How long _____ ? (are you waiting, have you been waiting, have you waited)
- She _____ in the garden since morning. (is working, has been working, work)












- I _____ this mobile for three years. (am using, has used, have been using)
- The children _____ in the park. (has been playing, have been playing, had been playing)
- The workers _____ higher wages for a long time. (has been demanding, have been demanding, demand)

Simple Past Tense












L. Complete the story using the past tense of the verbs.



The Hare and the Tortoise

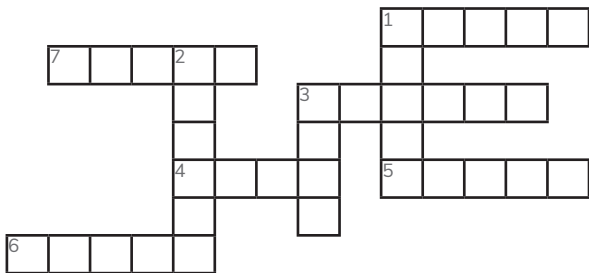
One day a  and a  decided to have a race. The _____ (know) that the _____ (can) run faster than him. But the  _____ (be) more intelligent than the . 'Yes, I'll race you,' _____ (say) the . The  _____ (have) a clever plan. He _____ (find) his brothers and sisters and he _____ (tell) them to wait in different places along the path of the race. So they all _____ (hide) behind the trees along the path. The race _____ (begin)! The  _____ (run) as fast as possible. But the  _____ (be) faster, of course. 'This will be a very easy race', _____ (think) the . So the  _____ (decide) to rest, and he quickly _____ (fall) asleep at the side of the road. Suddenly, the  _____ (wake up)



and he _____ (see) a  ahead of him! 'How did he get ahead of me?' the  asked himself. In fact, it _____ (be) not his friend the  : it _____ (be) the  's sister. But to a , all tortoises look the same. The  _____ (run) past the  easily. Soon, he _____ (cannot) see the , so he _____ (sit) down to rest. Then the  _____ (get up) and continued the race. But as the  _____ (turn) around the last corner before the finish line, his friend the  crossed the line and _____ (win) the race!

M. Finish each clue by changing the verb within brackets to an irregular past-tense verb.

Then complete the crossword puzzle.



Across

1. The lake (freeze) _____ overnight.
3. Hema (buy) _____ a new bicycle.
4. Aravind (give) _____ me a slice of pizza.
5. We (drink) _____ milk.
6. The dog (sleep) _____ on the sofa.
7. He (write) _____ a letter to his cousin in America.

Down

1. I (find) _____ a coin on the ground.
2. Tony (teach) _____ his cat to use the litter box.
3. Selvi (blow) _____ out the candle.

Past Continuous Tense

N. Make sentences in the past continuous tense using the verb in brackets.

1. The children _____ (wait) for the bus.
2. The girls _____ (learn) their lessons.
3. I _____ (play) in the rain all evening.
4. Vijay _____ (repair) his car.
5. Hari _____ (work) hard to pass the entrance examination.

Past Perfect Tense

O. Complete the sentences using the past perfect tense.

1. Kalai didn't complete his homework because _____.
2. By the time Sundar got up _____.
3. When we reached the park, _____.
4. Saralah didn't want to see her _____.
5. Manohar was laughing because _____.

Past Perfect Continuous Tense

P. Circle the correct verb form in each of the following sentences.

1. Ezhil *baked* / *had been baking* a cake when they came.
2. Veeran *cleaned* / *had been cleaning* the room since morning.
3. We *worked* / *had been working* in the city for ten years before we moved to the village.
4. The cat *had been waiting* / *was waiting* for the mice to come out of its hole.
5. Kannan *had been looking* / *have been looking* for a job for a long time.

Simple Future Tense

Q. Complete the sentences using the correct form of the verbs in brackets.

1. We hope you _____ (have) a great time in Ooty.

2. I think Manju _____ (visit) her grandparents during the vacation.
3. Be careful, that mirror _____ (fall) on the floor.
4. As soon as my father arrives, we _____ (go) to watch the film.
5. When your train arrives, I _____ (wait) for you at the station.

Future Continuous Tense

R. Make sentences in the future continuous tense using the verb in brackets.

1. Ashwin _____ (complete) M.B.A. in another two years.
2. I _____ (go) to Thanjavur by this time tomorrow.
3. Prabha _____ (receive) the best student award in six months' time.
4. The plane _____ (leave) at 3 o'clock.
5. He _____ (attend) the conference.

S. What is Amala going to do? Given below is Amala's schedule for next week. Read it and answer the questions using the future continuous tense.

Amala's Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------|----------------------------|----------------------|----------------------|-----------------|-------------------|--------------------|---------------------------|
| Morning | Doctor's appointment | Meet friends | Return library books | Attend NCC camp | Go to park | Clean house | Visit grandmother |
| Afternoon | Buy groceries for the week | Go to computer class | Go to nursery garden | Learn music | Do gardening | Prepare sweets | Go to the zoo with nephew |
| Evening | Watch TV | Do gardening | Dinner with friends | Do ironing | Play with friends | Movie with parents | Relax at home |

1. What will Amala do on Sunday morning?
2. What is Amala planning to do on Saturday afternoon?

3. Where is Amala going on Wednesday morning?
4. Who is Amala meeting on Tuesday morning?
5. What will she buy on Monday afternoon?

Future Perfect Tense

T. Match words from the different columns to make reasonable predictions. Then write them down in the space below. One has been done as an example.

| | | | | | |
|----|------|-------|------------------------|------------------|---|
| | 10 | | women | | have launched a space centre in moon. |
| | | | | | have become one country. |
| | 50 | | the ice caps | will | have reached 10 billion. |
| | | | UK | | have melted. |
| In | | years | India | | have become the world's richest country. |
| | 100 | | the world's population | | have obtained equal rights with men. |
| | | | China | will not (won't) | |
| | 1000 | | scientists | | have discovered a complete cure for cancer. |

Write the sentences.

1. In 50 years the ice cap will have melted.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



*The River

Caroline Ann Bowles

Warm up

- Have you ever been to a river?
- Describe the beauty of the river you have seen?
- Do you think rivers have life like human beings?

River, river, little river!
Bright you sparkle on your way;
O'er the yellow pebbles dancing,
Through the flowers and foliage glancing,
Like a child at play.

River, river! Swelling river!
On you rush through rough and smooth;
Louder, faster, brawling, leaping.
Over rocks, by rose-banks, sweeping
Like impetuous youth.

River, river! Brimming river!
Broad and deep, and still as time;
Seeming still, yet still in motion,
Tending onward to the ocean,
Just like mortal prime.

River, river! Headlong river!
Down you dash into the sea,
Sea that line hath never sounded,
Sea that sail hath never rounded,
Like eternity.



About the Poet

Caroline Ann Bowles (1786-1854) was an English poet and the wife of Robert Southey, the poet laureate of Britain. She was a poet of great merit and produced some of the best work at the threshold of the Victorian era. She wrote various other works including 'The Little Ladybird', 'Chapter on Churchyard' and 'Tales of the Factories'.

Glossary

- foliage** (n) : a cluster of leaves, flowers and branches
- glancing** (adj) : touching or hitting something lightly from the side, without causing much damage
- swelling** (adj) : becoming greater in intensity or volume
- rose-banks** (n) : riverbanks where roses (flowers) appear along
- impetuous** (adj) : acting quickly and without thought or care
- tending** (adj) : going in a particular way
- headlong** (adv) : with the head first and the rest of the body following
- hath** (v) : in the past, the third person singular form of the word 'have'.
- eternity** (n) : life continuing without end after death



A. *Memorise the poem 'The River'

B. Read the following lines and answer the questions given below

1. *O'er the yellow pebbles dancing,
Through the flowers and foliage glancing*
 - a) How does the river flow?
 - b) What is meant by 'foliage'?
2. *River, river! Swelling river!
On you rush through rough and smooth;*
 - a) Why does the poet mention the river to be swelling?
 - b) What are the surfaces the river flow through?
3. *Over rocks, by rose-banks, sweeping
Like impetuous youth.*
 - a) Where does the rose grow?
 - b) Which stage of man is compared here?





4. *Broad and deep, and still as time;
Seeming still, yet still in motion.*
 - a) What is broad and deep?
 - b) Is the time still?
5. *Tending onward to the ocean,
Just like mortal prime.*
 - a) Where is the river flowing to?
 - b) What does the poet mean by 'mortal prime'?

Poetic Devices

Anaphora is the repetition of a certain word or phrase at the beginning of successive lines of writing or speech.

(e.g.) *Sea that line hath never sounded,
Sea that sail hath never rounded*

Epithet is an adjective or phrase expressing a quality or attribute regarded as characteristic of the person or the thing mentioned.

(e.g.) *Little river.*

Imagery is the name given to the elements in a poem that sparks the senses. It need not be only visual, it can relate any of the five senses (sight, hearing, touch, taste, smell)

(e.g.) *yellow pebbles.*

C. Read the following lines and answer the questions

1. *Bright you sparkle on your way;
O'er the yellow pebbles dancing,
Through the flowers and foliage glancing,
Like a child at play.*

Pick out the rhyming words.
2. Mention the rhyme scheme of the poem.
3. *Through the flowers and foliage glancing,
Like a child at play.*

Mention the figure speech used in the above line. Give various other examples from the poem.
4. *Seeming still, yet still in motion*
 - a. Pick out the words in alliteration from the above line
 - b. Identify other examples from the poem for alliteration.
5. Pick out the examples for epithet from the poem.
6. Pick out the examples for imagery from the poem.





D. Answer the following in a paragraph of about 120-150 words.

1. How does the poet bring about the comparison of life with the river? Explain it with reference to the poem.
2. Describe how the poem clearly describes about the features, functions and destructive power of the river.

E. Based on your understanding of the poem, complete the summary of the poem by choosing the words/phrases given below.

prime phase, the yellow pebbles, motionless, stages of human life, sweeping, child, journey, reckless youth.

In the poem 'The River', the poet compares the flow of the river with different_____. The first stanza explains how the sparkling river goes dancing over _____ and glancing through the flowers and leaves. These acts of the river is compared to a curious and innocent _____ at play. The second stanza compares the river to a _____ who goes through rough and smooth patches of life. Like a youth, here the river becomes louder, faster and _____ everything all along the way. In the third stanza, the river becomes like a hard working man who is at the _____ of the life. Here the deep and broad river seems _____ but it keeps moving towards the sea like a matured man who silently marches towards the goal. In the last stanza the long _____ of the river reaches the endless sea like a human life attains eternity.



Read and enjoy

Nature, The Gentlest Mother

Emily Dickinson

Nature, the gentlest mother,
Impatient of no child,
The feeblest or the waywardest,
Her admonition mild

In forest and the hill
By traveller is heard,
Restraining rampant squirrel
Or too impetuous bird.

How fair her conversation,
A summer afternoon, --
Her household, her assembly;
And when the sun goes down

Her voice among the aisles
Incites the timid prayer
Of the minutest cricket,
The most unworthy flower.

When all the children sleep
She turns as long away
As will suffice to light her lamps;
Then, bending from the sky

With infinite affection
And infiniter care,
Her golden finger on her lip,
Wills silence everywhere.



Unit 5 Supplementary

Little Cyclone: The Story of a Grizzly Cub *William Temple Hornaday*



Warm Up

Work with a partner and discuss the following questions. Share your views with the class.

- Why are some animals endangered?
- Why do wild animals from the forest often enter the human living spaces?
- Are animals happy in wild life rehabilitation centres?
- Can a rehab animal survive in the wild?
- How many types of bear do you think are there living in the world today?

Now, read this story about a young bear cub that bravely fended off a possible attack from much bigger and ferocious fellow animals in a Zoological park. Willpower and self-confidence triumph over brute strength.

We find little kids hugging their teddies and not parting from them even when they sleep. Perhaps the warm and furry appearance of the bear attracts them and offers them comfort. They love the doll so much that they spend their time feeding it, dressing it up and holding it to their bosom.

Little kids cry when they are separated from their mothers. Mothers too would not allow their children to be taken away from them.

How do you think animals would behave when they are isolated from their families?

Here is an interesting story of a young grizzly bear which proved its strength and grit, not wishing to be cowed down or dominated by other bigger bears.



Little Cyclone is a grizzly cub from Alaska, who earned his name by the vigour of his resistance to ill-treatment. When his mother was fired at, on a timbered hillside facing Chilkat River, he and his brother ran away as fast as their **stumpy** little legs could carry them. When they crept where they had last seen her, they thought her



asleep; and cuddling up close against her yet warm body they slept peacefully until morning.

Before the early morning sun had reached their side of the mountains, the two orphans were awakened by the rough grasp of human hands. Valiantly they bit and scratched, and **bawled** aloud with rage. One of them made a fight so fierce and terrible that his nervous captor let him go, and that one is still on the Chilkoot.

Although the other cub fought just as desperately, his captor seized him by the hind legs, dragged him backwards, occasionally swung him around his head, and kept him generally engaged until ropes were **procured** for binding him. When finally established, with collar, chain and post, in the rear of the saloon in Porcupine City, two-legged animals less intelligent than himself frequently and violently **prodded** the little grizzly with a long pole "to see him fight." Barely in time to save him from insanity, little Cyclone was rescued by the friendly hands of the Zoological Society's field agent, placed in a comfortable box, freed from all annoyance, and shipped to New York.

He was at that time as **droll** and roguish-looking a grizzly cub as ever stepped. In a grizzly-gray full moon of fluffy hair, two big black eyes sparkled like jet beads, behind a **pudgy** little nose, absurdly short for a bear. Excepting for his high shoulders, he was little more than a big bale of gray fur set up on four posts of the same material.

But his claws were **formidable**, and he had the true grizzly spirit.

The Bears' Nursery at the New York Zoological Park is a big yard with a shade tree, a tree to climb, a swimming pool, three sleeping dens, and a rock cliff. It never contains fewer than six cubs, and sometimes eight.

Naturally, it is a good test of courage and temper to turn a new bear into that **roistering** crowd. Usually a newcomer is badly scared during his first day in the Nursery, and very timid during the next. But grizzlies are different. They are born full of courage and devoid of all sense of fear.



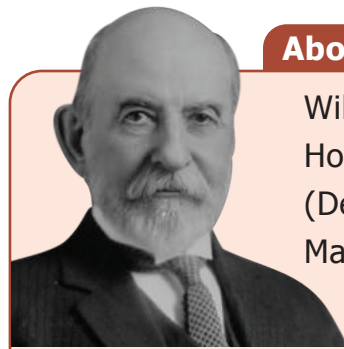


When little Cyclone's travelling box was opened, and he found himself free in the Nursery, he **stalked** deliberately to the centre of the stage, halted, and calmly looked about him. His air and manner said as plainly as English: "I'm a grizzly from Alaska, and I've come to stay. If any of you fellows think there is anything coming to you from me, come and take it."

Little Czar, a very **saucy** but good-natured European brown bear cub, walked up and aimed a sample blow at Cyclone's left ear. Quick as a flash, outshot Cyclone's right paw, as only a grizzly can strike, and caught the would-be **hazer** on the side of the head. Amazed and **confounded**, Czar fled in wild haste. Next in order, a black bear cub, twice the size of Cyclone, made a pass at the newcomer, and he too received so fierce a countercharge that he **ignominiously** quit the field and scrambled to the top of the cliff.

Cyclone **conscientiously** met every attack, real or **feigned**, that was made upon him. In less than an hour it was understood by every bear in the Nursery that, that queer-looking gray fellow with the broad head and short nose could strike quick and hard, and that he could fight any other bear on three seconds' notice.

From that time on Cyclone's position has been assured. He is treated with the respect that a good forearm inspires, but being really a fine-spirited, dignified little grizzly, he attacks no one, and never has had a fight.



About the author

William Temple Hornaday, Sc.D. (December 1, 1854 - March 6, 1937) was

an American zoologist, conservationist, taxidermist, and author. He was a pioneer in the early wild life conservation movement in the United States. During his life time he published many books and articles on the need for conservation of wild life

Glossary

stumpy (adj.): short and thick

bawled (v) : cried noisily

procured (v) : obtained

prodded (v) : dug, poked

droll (adj.) : curious and amusing

pudgy (adj.) : short and fat

formidable (adj.) : dangerous

roistering (v) : celebrating noisily

stalked (adj.) : walked stiffly with pride

saucy (adj.) : cheeky, impertinent

hazer (n): a person who drives cattle while on horseback

confounded (adj.) : confused

ignominiously (adj.) : shamefully

conscientiously (adv.) : carefully and meticulously

feigned (adj.) : faked, not genuine





Vocabulary

A. Use the following phrases in sentences of your own.

| | |
|------------------|------------------|
| earn one's name | in the rear of |
| to see one fight | devoid of |
| air and manner | quick as a flash |
| in wild haste | make a pass |

B. Now refer a dictionary and find idioms on the following animals, birds and insects. Learn their meanings and share what you have learnt with your class. Try to frame illustrative sentences with those idioms. Find opportunities to use them in your everyday conversations.



| | | | |
|-------|-------|--------|-----|
| lion | mouse | parrot | fox |
| hawk | snake | monkey | dog |
| snail | bee | | |

C. Based on your reading, answer the following questions in a paragraph of about 100–150 words each.

- Describe the appearance of Little Cyclone.
- What does the fight Little Cyclone and his brother put up, tell you about the nature of grizzly bears?
- "If any of you fellows think there is anything coming to you from me, come and take it". How did Little Cyclone prove this?
- Describe the confrontation between Little Czar and Little Cyclone.

D. Telling the Story Again.

Little Cyclone was a grizzly cub from _____ earned his name _____ When his mother was fired at, they _____ The next day at sunrise the two orphans found themselves at _____ One of them escaped _____ So the captor let him go. But the other cub was _____ and taken to the _____ at New York. The Zoological Park had _____ Usually a newcomer is badly scared on his first day but _____ When the box was opened he stood up with courage _____ Cyclone courageously met every _____ In less than an hour all the other bears understood _____ From then on Little Cyclone's position was _____.

E. Choose the correct answer.

- Little Cyclone is a grizzly cub who earned his name by his _____
 - appearance and behaviour.
 - vigour of resistance to ill-treatment.
 - speed and courage.
 - escape from a cyclone.
- The nervous captor let one bear go because _____
 - he was afraid of bears.
 - he did not have proper equipment to seize him.
 - the bear fought so fiercely.
 - the bear escaped and ran away.

3. Little Cyclone was rescued by the _____
- a) members of the Blue Cross. b) friendly hands of the Zoological Society.
c) members of the National Zoo. d) volunteers from New York.
4. Little Czar was a _____
- a) good natured European brown bear. b) grizzly cub from Alaska.
c) furry little Polar bear. d) North American black bear.
5. Little Cyclone will fight any other bear in _____ notice.
- a) 10 minutes b) 15 minutes c) 03 seconds' d) 10 seconds'

F. Learn the following idioms on bears.

| Sl. No. | IDIOM | MEANING |
|---------|-------------------------------|--|
| 1. | hungry as a bear | being very hungry |
| 2. | gruff as a bear | being unsociable, speaking in a very abrupt, rude way |
| 3. | take the bear by the tooth | put oneself in a dangerous position |
| 4. | as busy as a hibernating bear | remaining idle |
| 5. | a bear hug | put one's arms around someone and hug them affectionately |
| 6. | a bear market | a period of time when investors are more likely to sell rather than buy shares |

DO YOU KNOW?

In 1902, American President Theodore Roosevelt also known as Teddy participated in a bear-hunting trip in Mississippi. While hunting, Roosevelt declared the behavior of the other hunters "unsportsmanlike" after he refused to kill a bear they had captured.

As news of the hunting trip spread, many newspapers around the country featured political cartoons starring "Teddy" and "the bear."

Meanwhile, in Brooklyn, New York, a shop owner named Morris Michtom saw one of the cartoons and had an idea. Michtom and his wife created plush, stuffed bears and placed them in the front window of their shop. With permission from Roosevelt, Michtom named the bears "Teddy bears".

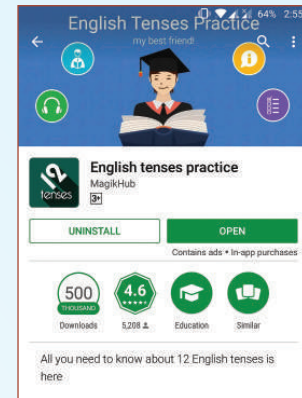




ICT CORNER

Tenses

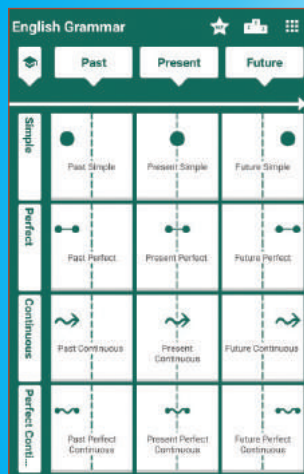
There are twelve types of tenses in English. This application will enable the students to learn more about tenses and their usages. Students can also practice themselves with the activities provided in the application.



Steps

English Tenses Practice

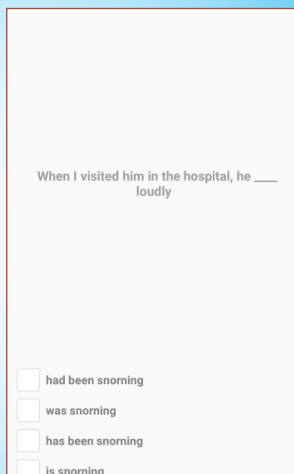
1. Install the application with the help of the link or the QR code given below.
2. Open the application to find 12 tiles for 12 tenses.
3. Click any of the tiles to find the explanation about the tense.
4. Click the "EXAMPLE" icon to find examples for the specific tense.
5. Also click "MULTI-CHOICE" icon or "ARRANGING SENTENCE" icon to practice the exercises.



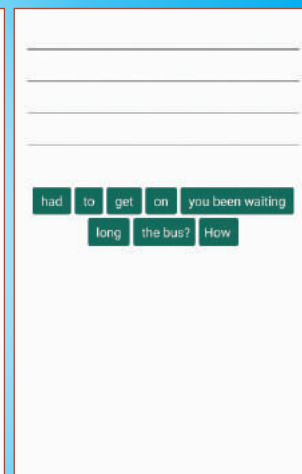
Steps 1



Steps 2



Steps 3



Steps 4



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