

## UNIT 5

**“Water - The Elixir of Life”***Sir C.V. Raman***PROSE****Warm Up**

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- **Do you think the living organisms in this planet can survive without water? Why?**  
I don't think so, because here all require water. The reason is that life here is based around the chemistry of carbon, oxygen, nitrogen, calcium, phosphorous, and Hydrogen.
- **Where do you get your drinking water from?**  
We get water from rain and snow.
- **Is the drinking water you use in your home treated?**  
The drinking water I use in my home is fully treated by a water purifying machine.
- **If not, how do you purify it?**  
I purify it by a water purifying machine.

**Summary**

In the essay 'Water – The Elixir of Life' Sir C V Raman praises the importance of water, which is the life-giving force to all. The scientist says that man attempted to seek an imaginary elixir of life, the divine Amrita, to confer immortality on him. But it ended in vain. According to him, water is the true elixir of life. One day he stood on the line that separated the Libyan Desert from the valley of Nile in Egypt. On one side he could see the Libyan Desert where there is no existence of life. It is a desert because of the shortage of water. On the other side he could see the fertile areas crowded with people. This remarkable difference is brought out by the Nile River from its source, till it flows down into the Mediterranean Sea. The Nile River makes lands fertile and life happy and this magic is possible because of the availability of water.

Further, the author C V Raman speaking of the importance of the water stream or pond, which is a pleasing sight. The cattle quench their thirst from the stream or pond. In South India rain fed tanks are common. When they are full they cheer us. But they are not maintained properly. They are shallow and often misused. If these tanks and ponds are not there, South India will be a desert. Agriculture is not possible without water. If south Indian Agriculture is sound, it is because of the water in the tanks and ponds.

The sources of water reflect the mood of the hour, being bright and gay when the sun shines, turning to dark and gay when the sun shines, and turning to dark and gloomy when the sky is overcast. He says that water adds beauty to the countryside. In Mysore, rice is given in meal because of the presence of these tanks. Some tanks are unimaginably large. To see the sunrise and the sunset in them is a beautiful sight. He compares water in landscape to the eyes in human face.

Thus the author C V Raman stress the importance of water presence and explains how regular maintenance of tanks and water bodies can ward off the imminence of famines and shortage of food for millions.

### Glossary and Meanings Textual

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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 (v)	– a long boat with a flat bottom, used for carrying freight on rivers

### Glossary and Meanings Additional

sought	– tried to find	evident	– clear
in vain	– useless	vital	– important
draught	– mouthful	overcast	– cloudy
fertile	– able to produce crops; fruitful	vivid	– clear
densely	– thickly	swiftly	– quickly
teeming	– packed	fairly	– quite
source	– starting place	extremely	– very
entire	– whole	incredibly	– unbelievably
silt	– deposit; sand, mud soil carried by water	rapid	– quick
trough	– channel	steamer	– boat
sustained	– continued	appropriate	– suitable
emphasis	– stress	proceed	– move
potent	– powerful	disastrous	– terrible
vast	– huge	occurs	– happens
cheering	– happy	deserving	– worthy

apparent	– obvious; clear	contour	– shape of the outer edges of something
gullies	– valleys	obvious	– clear
ravine	– a deep narrow valley with steep sides; gorge	acquired	– picked up
excessively	– extremely	substantial	– large
ruts	– a deep narrow track left in the soft ground by a wheel	fundamental	– essential
momentum	– force	ultimate	– final
exist	– be present	inadequate	– not enough
menace	– danger	immense	– great
erosion	– the process by which rock or soil is gradually destroyed by wind or water	harnessing	– connecting
alarming	– frightening	dealt with	– taking necessary action
		mere	– only
		distinguished	– differentiated
		subsidiary	– secondary; minor
		barge	– a large low boat with flat bottom
		tremendous	– great

### Opposites

in vain	× fruitful	vivid	× unclear
immortality	× mortality	fresh	× rotten
separates	× joins	swiftly	× slowly
visible	× hidden; unclear	extremely	× moderately
fertile	× barren	rapid	× slow
densely	× thinly	evident	× doubtful
entire	× partly	appropriate	× improper
finest	× roughest	destructive	× constructive
potent	× powerless	apparent	× doubtful
vast	× small	excessively	× moderately
shaping	× spoiling	surplus	× essential
surface	× depth	absence	× presence
beauty	× ugly	precious	× cheap
sadly	× happily	obvious	× doubtful
shallow	× deep	collection	× spreading
vital	× minor, trivial	wild	× tamed
gloomy	× bright	cheap	× expensive; costly

## Textual Questions

Answer the questions found within the passage.

**1. What is the imaginary elixir of life?**

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The divine Amirtha is the imaginary elixir of life.

**2. What according to the writer is the real elixir of life?**

According to the writer the real elixir of life is water.

**3. What is the 'wonderful difference' the writer talks about in the passage?**

The wonderful difference is between the Libyan Desert and the Valley of the Nile in Egypt. The River Nile has brought life and thick vegetation to Egypt and the absence of water has made Libya a desert.

**4. What is the 'cheering sight' mentioned in the paragraph?**

The rain-fed tanks are the cheering sight mentioned in the paragraph.

**5. What does the writer compare water in a landscape to?**

The writer compares water in a landscape to the eyes in a human face.

**6. How does the water in rainfed tanks get its colour?**

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The water in the rain-fed tanks gets its colour from the colour of the silt it carries and deposits in the tank.

**7. What is the main cause of soil erosion?**

Sudden torrents from heavy rain is the main cause of soil erosion.

**8. What other factors add to the erosion of precious soil?**

The other factors that add to the erosion of precious soil are the slope of the land, removal of natural protective coat of vegetation, and facility for water to flow rapidly.

**9. How can soil erosion be prevented?**

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The terracing of land, construction of bunds to check the flow of water, contour cultivation and planting appropriate types of vegetation are some measures that are used to prevent soil erosion.

**10. How does prevention of soil erosion serve a double purpose?**

Prevention of soil erosion helps regular rainfall and conserves water. So it serves a double purpose

**11. What are the two sources of water?**

Artesian water and rain or snow fall are the two sources of water.

**12. What happens to the rain water?**

Much of the rain water flows down into the streams and rivers and finally reaches the sea.

**13. What is the idea of civilized forest?**

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The idea of civilized forest is the systematic planting of trees in every possible or even in impossible areas .

**14. How can you check soil erosion?**

We can check soil erosion with the idea of civilized forest which means the systematic planting of trees in every possible or even in impossible areas.

**15. What is the cheapest means of transport?**

The cheapest means of transport in a country is by boats or barges through canals and rivers.

**16. How can you make a difference in the countryside?**

The availability of electricity can make a tremendous difference in the countryside.

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

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**1. What makes water one of the most powerful and wonderful things on earth?**

Water is the life-giving fluid. It has shaped the course of earth's history and continues to help in sustaining life on earth.

**2. How does water help in forming the fertile lands?**

The flowing water carries the finest silt and it deposits the silt on the earth before flowing into the sea. The silt-laden area becomes very fertile.

**3. How does soil erosion happen and what are its main causes?**

Soil erosion happens because large quantities of precious soil are washed away by powerful flow of water. Sudden torrents from heavy rain are the main cause of soil erosion. The other causes are the slope of the land, removal of natural protective coat of vegetation, and facility for water to flow rapidly.

**4. What are some measures that are used to prevent soil erosion?**

The terracing of land, construction of bunds to check the flow of water, contour cultivation and planting appropriate types of vegetation 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?**

The collection and utilization of rain water can prevent the water from being wasted. The harnessing of rivers will prevent the water from being wasted.

**B. Answer the following in about 80 – 100 words.**

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**1. How does C.V. Raman show that water is the real elixir of life?**

In the essay 'Water – The Elixir of Life' Sir C V Raman praises the importance of water, which is the life-giving force to all. The scientist says that man attempted to seek an imaginary elixir of life, the divine Amrita, to confer him immortality. But it ended in vain. According to him, water is the true elixir of life. One day he stood on the line that separated the Libyan Desert from the valley of Nile in Egypt. On one side he could

see the Libyan Desert where there is no existence of life. It is a desert because of the shortage of water. On the other side, he could see the fertile areas crowded with people. This remarkable difference is brought out by the Nile River from its source, till it flows down into the Mediterranean Sea. The Nile River makes lands fertile and life happy and this magic is possible because of the availability of water.

## 2. 'Water exists in all plant and animal forms' – Explain.

In the essay 'Water – The Elixir of Life' Sir C V Raman praises the importance of water, which is the life-giving force to all. The scientist says that man attempted to seek an imaginary elixir of life, the divine Amrita, to confer him immortality. But it ended in vain. According to him, water is the true elixir of life. Water is the basis of all life. Every animal or plant contains a large portion of water in its body. Without water no physiological activity is possible. Water plays an important role in the physical growth of any organism. As water is necessary for animal life, the moisture in the soil is essential for the life and growth of plants and trees. Thus the conservation and utilization of water is important for human welfare.

## 3. 'Life cannot exist on earth without water' – Explain.

In the essay 'Water – The Elixir of Life' Sir C V Raman praises the importance of water, which is the life-giving force to all. The scientist says that man attempted to seek an imaginary elixir of life, the divine Amrita, to confer him immortality. But it ended in vain. According to him, water is the true elixir of life. 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. South India is known for its rain-fed tanks. When they are full they cheer us. But they are not maintained properly. They are shallow and often misused. If these tanks and ponds are not there, South India will be a desert. Agriculture is not possible without water. If south Indian Agriculture is sound, it is because of the water in the tanks and ponds. In the same way, water is essential for any physiological growth of animal. Thus life cannot exist on earth without water.

### 'Water - Life Source'

## C. Given below are some idioms related to water. Match the idioms with its meaning.

	Idioms		Meanings
1	blood runs thicker than water	d	family members have stronger obligations with each other than with people outside the family.
2	to be a fish out of water	i	to be uncomfortable in a particular situation
3	dull as dishwater	f	boring, uninteresting
4	as a duck takes to water	b	naturally, with ease
5	come hell or high water	j	no matter what happens

6	you never miss the water till the well runs dry.	<b>h</b>	People are not grateful for what they have until they lose it.
7	pour cold water on something	<b>g</b>	criticism to someone that has no effect on them at all
8	tread water	<b>a</b>	to criticize or stop something that some people are enthusiastic about
9	be (like) water off a duck's back	<b>c</b>	to be active but without making progress of falling farther behind
10	to be in deep water	<b>e</b>	to be in a difficult situation

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

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Cause	Problem	Solution
Pollution	Unusable water	People should be educated
Overuse of water	Lack of water	Water control
Water wastage	lack of water to some areas	Government law
Draught	Lack of rain	Control water usage
Conflict in sharing	Lack of water to some areas	Agreement between government
Destruction of catchment areas	Wastage of water	Resume the catchment areas

## Listening

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

1. 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.

Ans: d)

2. "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

Ans: d)

3. 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

Ans: b)

4. 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.

Ans: a)

5. 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

Ans: a)

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

Ans: c)

#### F. Answer the following questions briefly.

1. What is the humble request of the twelve-year old to the elders?  
 The humble request of the twelve-year old to the elders is to give the children a healthy atmosphere to live with nature.
2. The dream of Severn Suzuki is to see the great herds of wild animals, jungles and rainforests, full of birds and butterflies.
3. The fear and agony of Severn Suzuki is that many children suffer without food whereas children of affluent countries have more than their need.
4. How does she proclaim that she represents the future generation?  
 She is the member of ECO, the Environmental Children's Organization and she has travelled 5000 miles to represent the children who are the members of future generation.
5. The duties and responsibilities of the parents are  
 a) to comfort their children saying that everything will be all right.  
 b) it's not the end of the words  
 c) they are doing their best for the children

#### 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'.

Respected Chief Guest of this day, Respected Principal, Teachers and my dear friends, I am David, Secretary of GO GREEN Club of our school. Today I stand before



you to share my views on the topic 'The Nature of Our Future depends on the Future of our Nature.

The modern world suffers due to industrialization. The environment has suffered from a major climatic change as a result of Global warming which is a result of combustion of fossil fuels in cars, factories and electricity production. The gas responsible for the most warming is carbon dioxide, also called CO<sub>2</sub>.

Global warming is expected to have a far-reaching, long lasting and, in many cases devastating consequences for planet earth. Mother Nature's fury ranging from extreme high temperatures, constant flooding, and the effects of rising temperatures isn't waiting for some far-flung future. They're happening right now. Signs are appearing all over, and some of them are surprising. The heat is not only melting glaciers and sea ice, it's also shifting precipitation patterns and setting animals on the move.

Global warming has been a subject of debate for the past recent years. The international community is trying hard to find ways to reduce global warming. It has a lot of negative consequences. The climate has become worse and unpredictable. The number of cold and hot days has decreased. This has a lot of negative social impacts to the universe.

When the climate changes, food security is threatened. Food is the most basic need of every community. It makes adverse effects when threatened. There have been periods of prolonged droughts especially in arid and semi-arid areas places like Africa which as a result has led to the increased number of malnourished children in these places. Drought reduces production of varieties and overall consumption. There are projected risks of increase in diarrheal diseases and malnutrition especially in low income population due to the effects of global warming.

Weather disasters and floods have become unpredictable and more common destroying human agriculture, forests and infrastructure. Major storms and flood have occurred in the last two decades. The number of people dying from these disasters has increased drastically.

Migration and conflicts will increase as global warming increases. Communities in dry areas will look for better places, while people from the coasts will move further inland as the water sea level rises up. This will in turn bring inter-community conflicts. In developing countries migration will be from rural areas to towns and cities. This will affect low income countries in Africa and Asia. When this conflict increases to a higher level it may spark political or even military conflict.

In the near future if this problem is not addressed and dealt with properly, it may destroy human population. Extreme weather changes and unpredictable weather patterns are a threat to human existence. Human activities which produce carbon dioxide and carbon monoxide should be reduced, and can only be reduced by "going green" in everyday of our lives and mostly by planting a tree. I thank the principal and others who have been responsible for me to share my views today. I thank my fellow students for having listened to me so far. Thank you one and all.

## Project

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H.



## I can help the Earth

**I will**

I will volunteer myself for cleanups in my neighbourhood.

**I will**

I will reduce, reuse, and recycle the waste.

**I will not**

I will not use natural resources excessively.

**I promise**

I promise that I will cut down on the waste I throw away.

## Grammar

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## TENSES

## Simple Present Tense → verb + s/es

True in the present	<ul style="list-style-type: none"> <li>• He works in a studio.</li> <li>• She is sixty years old.</li> <li>• We live in Chennai.</li> </ul>
Habits	<ul style="list-style-type: none"> <li>• I always drink coffee at work.</li> <li>• He wakes up at 7 a.m. every day.</li> <li>• They usually eat dinner at home.</li> </ul>
General facts/truths	<ul style="list-style-type: none"> <li>• The Earth revolves around the Sun.</li> <li>• The Sun rises in the East.</li> <li>• Water boils at 100°C.</li> </ul>
Future timetables/schedules	<ul style="list-style-type: none"> <li>• My train arrives tomorrow.</li> <li>• We fly to Paris on Monday.</li> <li>• Classes begin next week.</li> </ul>

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

- All children \_\_\_\_\_ something new every day. (learn/learns/learned) Page 135
- 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)

8. Kamali \_\_\_\_\_ English very well, but she doesn't understand Hindi. (speak/speaks/spoke)
9. Cows \_\_\_\_\_ us milk. (give/gives/gave)
10. The trains to Chennai always \_\_\_\_\_ on time. (run/runs/ran)

**Answers**

1. learn	2. works	3. build	4. designs	5. protects
6. drizzles	7. works	8. speaks	9. give	10. run

**Present Continuous Tense → am / is / are + verb + ing**

Happening now	<ul style="list-style-type: none"> <li>It is raining.</li> <li>I'm eating lunch now.</li> </ul>
Fixed plans	<ul style="list-style-type: none"> <li>I am meeting my friends after work.</li> </ul>
Temporary actions	<ul style="list-style-type: none"> <li>I'm working in New York this week.</li> </ul>
Trends	<ul style="list-style-type: none"> <li>More and more people are using cell phones to access the Internet.</li> </ul>
Longer actions in progress now	<ul style="list-style-type: none"> <li>She is studying to become a doctor.</li> <li>He is training for a marathon.</li> </ul>

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







- Who is that boy \_\_\_\_\_ (stand) on the table?
- 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).

**Answers**

1. standing	2. doing, am listening	3. is working	4. am waiting	5. is working
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**C. What are they doing? Use the verbs below and write sentences.**

eat, cry, play, read, sing, watch

 Galen	 Peter	 Kalai	Ex. Galen is eating.	 Anu	 Sudhan	 Velu
			1. Anu is singing.			
			2. Peter is watching.			
			3. Sudhan is playing.			
			4. Kalai is crying.			
			5. Velu is reading.			

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

- Is Galen reading?
- Is Velu eating?

**Ans: No, Galen is eating.****Ans: No, Velu is reading.**

3. Is Kalai dancing?
4. Is Peter watching TV?
5. Is Anu crying?

**Ans: No, Kalai is crying.**

**Ans: No, Peter is watching the stars.**

**Ans: No, Anu is singing.**

**E. Write the -ing form of the verbs.**

1. Come - **Coming**
2. Take - **Taking**
3. Fly - **Flying**

4. Swim - **Swimming**
5. Study - **Studying**
6. Read - **Reading**

**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.

**Ans: He is not learning to read.**

**Ans: I am not having a bath.**

**Ans: I'm not reading a fantastic book.**

**Ans: Raja is not driving a new car.**

**Ans: I'm not 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 planning to go.

**Ans: Are they singing?**

**Ans: Is she writing a new book?**

**Ans: Is it working?**

**Ans: Is he doing the project?**

**Ans: Are you planning 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.

**Ans: are listening**

**Ans: is crying**

**Ans: am swimming**

**Ans: is waiting**

**Ans: Is / watching**

**Ans: is / helping**

**Ans: is not cooking**

**Ans: is not singing**

**Ans: is not doing**

**Ans: Is / working**

**Ans: are playing**

**Ans: are not swimming**

**Present Perfect Tense → 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.

Event in the past at an unspecified time	<ul style="list-style-type: none"> <li>• She has been to Paris.</li> <li>• I've seen that movie.</li> </ul>
Duration from the past until now	<ul style="list-style-type: none"> <li>• He has been a teacher since 2002.</li> </ul>
Change over time	<ul style="list-style-type: none"> <li>• Your English has improved since the last time we met.</li> <li>• My niece has grown a lot in the past year.</li> </ul>
Repeated events in the past until now	<ul style="list-style-type: none"> <li>• We have had four exams so far in this semester.</li> <li>• I've been to this restaurant many times since I moved next door.</li> </ul>

**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)

**Answers**

1. has never apologized	2. has been	3. have read	4. finished	5. Has
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**J. Present perfect with "ever and never".**

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**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	Yes, I have been to Ooty.	No, I have never been to Ooty.
... travelled by plane	Yes, I have travelled by plane.	No, I have never travelled by plane.
... visited a museum	Yes, I have visited a museum.	No, I have never visited a museum.
...tried swimming in sea	Yes, I have tried swimming in sea.	No. I have never tried swimming in sea.
... gone hiking	Yes, I have gone hiking.	No, I have never gone hiking.
... sung karaoke	Yes, I have sung Karaoke.	No, I have never sung Karaoke.
... lost money	Yes, I have lost money.	No, I have never lost money.
... taken a cold shower in winter	Yes, I have taken a cold shower in winter.	No, I have not taken a cold shower in winter.

... listened to French music	Yes, I have listened to French music.	No, I have never listened French music.
... eaten a peach	Yes, I have eaten a peach.	No, I have never eaten a peach.

### Present Perfect Continuous Tense → has / have + been + verb + ing

Actions happening recently (lately)	<ul style="list-style-type: none"> <li>• She has been exercising a lot recently.</li> </ul>
Duration from the past until now	<ul style="list-style-type: none"> <li>• He has been teaching for ten years.</li> </ul>
Temporary actions	<ul style="list-style-type: none"> <li>• I've been practicing for five years.</li> </ul>
Actions going on for a period of time	<ul style="list-style-type: none"> <li>• It has been raining.</li> <li>• The sidewalk is wet.</li> </ul>

### K. 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)

























### Answers

1. have you been waiting	2. has been working	3. have been using
4. have been playing	5. have been demanding	

### Simple Past Tense

Series of completed actions	<ul style="list-style-type: none"> <li>• He sat down, took out a notebook and pen, and started writing.</li> <li>• He entered the room, turned in my direction, and smiled at me.</li> </ul>
Habits in the past	<ul style="list-style-type: none"> <li>• John played the piano when he was a child.</li> <li>• I was good at dancing when I was a teenager.</li> </ul>
Completed action in the past	<ul style="list-style-type: none"> <li>• Sarah baked a cake yesterday.</li> <li>• I went to bed at 10 last night.</li> <li>• We ordered pizza on Friday.</li> </ul>
Duration in the past	<ul style="list-style-type: none"> <li>• He stayed up all night.</li> <li>• We lived in Chicago for a year.</li> <li>• We played baseball all day.</li> </ul>

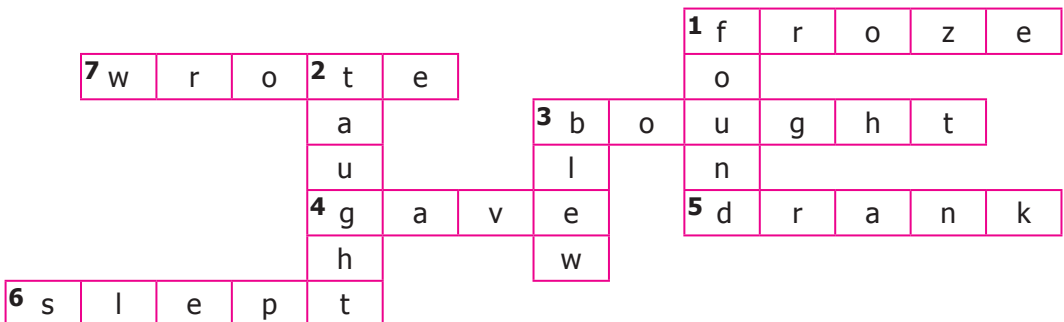
**L. Complete the story using the past tense of the verbs.**
**The Hare and the Tortoise**

One day a  and a  decided to have a race. The  **knew** (know) that the  **could** (can) run faster than him. But the  **was** (be) more intelligent than the . 'Yes, I'll race you,' **said** (say) the . The  **had** (have) a clever plan. He **found** (find) his brothers and sisters and he **told** (tell) them to wait in different places along the path of the race. So they all **hid** (hide) behind the trees along the path. The race **began** (begin)! The  **ran** (run) as fast as possible. But the  **was** (be) faster, of course. 'This will be a very easy race,' **thought** (think) the . So the  **decided** (decide) to rest, and he quickly **fell** (fall) asleep at the side of the road. Suddenly, the  **woke up** (wake up) and he **saw** (see) a  ahead of him! 'How did he get ahead of me?' the  asked himself. In fact, it **was** (be) not his friend the : it **was** (be) the 's sister. But to a , all tortoises look the same. The  **ran** (run) past the  easily. Soon, he **could not** (cannot) see the , so he **sat** (sit) down to rest. Then the  **got up** (get up) and continued the race. But as the  **turned** (turn) around the last corner before the finish line, his friend the  crossed the line and **won** (win) the race!

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

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Then complete the crossword puzzle.


**Across**

- The lake (freeze) \_\_\_\_\_ overnight.
- Hema (buy) \_\_\_\_\_ a new bicycle.

Ans: froze

Ans: bought

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.

Ans: gave

Ans: drank

Ans: slept

Ans: wrote

**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.

Ans: found

Ans: taught

Ans: blew

**Past Continuous Tense → was / were + verb + ing**

Action before &amp; after a specific time

- Yesterday at noon, I was eating lunch

Interrupted continuous past action

- I was watching a movie when she called.

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.

Parallel actions

- I was reading while my brother was playing guitar.

**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.

Ans: were waiting

Ans: were learning

Ans: was playing

Ans: was repairing

Ans: was working

**Past Perfect Tense → had / + past participle**

An action completed before a past action.

- When we arrived, the class had already begun.

In the Third Conditional of "if"

- If it had rained, I would have bought an umbrella.

Reported speech

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

A period of time before an event in the past.

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

**O. Complete the sentences using the past perfect tense.**

1. Kalai didn't complete his homework because He **had watched** TV.
2. By the time Sundar got up his mother **had prepared** tea.
3. When we reached the park, the watchman **had closed** the gate.
4. Saralah didn't want to see her as she **had quarrelled** with her.
5. Manohar was laughing because the clown **had fallen** down.



**Past Perfect Continuous Tense → 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.
"If"- impossible condition	• If I had been paying attention, I wouldn't have got into an accident.
Cause of something in the past	• He went on a diet because he had been eating too much.
Reported speech	• She said that John had been helping her study for months.

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

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

**Simple Future Tense → shall / will + verb**

Willingness: (will + verb)	<ul style="list-style-type: none"> <li>• Someone is at the door. I'll see who it is. (at the present moment)</li> <li>• I will help you with your homework tonight. (promise/offer)</li> <li>• She won't tell me her password. (refusal)</li> </ul>
Future Fact: (will + verb)	• My Mother will get a Foot Ball today
Plan or Intention (be going to + verb)	<ul style="list-style-type: none"> <li>• I'm going to watch a movie tonight.</li> <li>• He's going to have a party this weekend.</li> </ul>
Prediction	<ul style="list-style-type: none"> <li>• It is cloudy. It's going to rain. (evidence)</li> <li>• You'll go abroad someday. (opinion)</li> </ul>

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

- We hope you \_\_\_\_\_ (have) a great time in Ooty. **Ans: will have**
- I think Manju \_\_\_\_\_ (visit) her grandparents during the vacation. **Ans: will visit**
- Be careful, that mirror \_\_\_\_\_ (fall) on the floor. **Ans: will fall**
- As soon as my father arrives, we \_\_\_\_\_ (go) to watch the film. **Ans: will go**
- When your train arrives, I \_\_\_\_\_ (wait) for you at the station. **Ans: will wait**

**Future Continuous Tense → shall / will + be + verb + ing**

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.
Emphasis of future plans and intentions	• They'll be coming to visit us next week.
Interrupted action in the future	• I will be waiting for you when you arrive tonight.
Parallel actions in the future	• She will be watching TV, and he will be cooking dinner. • While he cooks dinner, she will be watching TV.
Atmosphere in the future	• 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.

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

- Ashwin \_\_\_\_\_ (complete) M.B.A. in another two years. **Ans: will be completing**
- I \_\_\_\_\_ (go) to Thanjavur by this time tomorrow. **Ans: will be going**
- Prabha \_\_\_\_\_ (receive) the best student award in six months' time. **Ans: will be receiving**
- The plane \_\_\_\_\_ (leave) at 3 o'clock. **Ans: will be leaving**
- He \_\_\_\_\_ (attend) the conference. **Ans: will be attending**

**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

- What will Amala do on Sunday morning?  
Amala will be visiting her grandmother on Sunday morning.
- What is Amala planning to do on Saturday afternoon?  
Amala will be preparing sweets on Saturday afternoon.
- Where is Amala going on Wednesday morning?  
Amala will be going to library to return library books
- Who is Amala meeting on Tuesday morning?  
Amala will be meeting her friends on Tuesday.
- What will she buy on Monday afternoon?  
Amala will be buying groceries for the week.

**Future Perfect Tense → shall / will + have + past participle**

A completed action before something in the future	<ul style="list-style-type: none"> <li>By the time you arrive, I will have finished the project.</li> <li>By next summer, she will have graduated from college.</li> </ul>
Duration before something in the future	<ul style="list-style-type: none"> <li>By Friday, she will have had my car for a whole week!</li> <li>She will have been in Paris for six months by the time she leaves.</li> </ul>
Question form	<ul style="list-style-type: none"> <li>Do you think you will have finished the project before I arrive?</li> <li>Will she have graduated from college by then?</li> <li>What will you have done by the end of your time here?</li> </ul>
Negative statements	<ul style="list-style-type: none"> <li>By this time tomorrow, she won't have had enough time to finish the essay.</li> <li>By 2020, I won't have completed my PhD.</li> </ul>

**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.**

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

**Write the sentences.**

- In 50 years the ice cap will have melted.
- In 10 years, India will have launched a space centre in the moon.
- In 10 years, the world's population will have reached 10 billion.
- In 50 years, India will have become the world's richest country.
- In 10 years, scientists will have discovered a complete cure for cancer.
- In 50 years, women will have obtained equal rights with men.
- In 10 years, UK will have become one country.



## UNIT 5

# The River

■ Caroline Ann Bowles

## POEM

## Warm Up

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- Have you ever been to a river?

Yes, I have been to river numerous times which is in my native place.

- Describe the beauty of the river you have seen?

It is very beautiful and never dries up, even in summer. The motion of the river can never be seen. It flows to the brim.

- Do you think rivers have life like human beings?

Rivers are said to be having life because they keep moving from one place to another and finally into the sea. Like human beings, they also go through difficult phases and moods of life.

## Summary

Poet Bowles describes a river in all its vitality and splendor. The poet compares the four stages of human life in the course of the river.

In the first stanza, the poet says that the river sparkles brightly on its way. It goes on dancing over the yellow pebbles, glancing through the flowers and leaves of trees. These acts of the river are compared to a curious and innocent child at play. That is like a child who plays hide and seek.

In the second stanza, the poet calls it the swelling river which means it keeps on rising. The river is compared to a reckless youth who goes through rough and smooth patches of life. Like a youth, here the river becomes louder, faster and sweeping rough rocks and banks where roses grow.

In the third stanza, the river, which is full, becomes a hard-working man who is at the prime phase of life. Here the deep and broad river seems motionless but it keeps moving towards the sea like a matured man who silently marches towards the goal.

In the fourth stanza, the long journey of the river reaches the endless sea like a human life attains eternity. The sea's depth has never been measured by weighted line and none has gone by ship completely around the sea, which can be compared to eternity.

**Glossary and Meanings Textual**

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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

**Glossary and Meanings Additional**

sparkle	– shine brightly
pebbles	– small smooth and round stone especially found on a beach or river bank
brimming	– be full of something
mortal prime	– a man in the best age of his life
dash	– run or travel somewhere hurriedly

**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?**

The river flows over the pebbles through the flowers and foliage.

**b) What is meant by 'foliage'?**

'Foliage' means a cluster of leaves, flowers and branches.

2. *River, river! Swelling river!  
On you rush through rough and smooth;*

**a) Why does the poet mention the river to be swelling?**

The poet mentions that the river to be swelling because when it is full, the water level also rises.

**b) What are the surfaces the river flow through?**

The river flows through rough and smooth surfaces.

3. *Over rocks, by rose-banks, sweeping  
Like impetuous youth.*

**a) Where does the rose grow?**

The rose grows on the banks of the river.

**b) Which stage of man is compared here?**

The youthful 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?**

The river is broad and deep.

**b) Is the time still?**

Time seems to be still but actually it is in motion.

5. *Tending onward to the ocean,  
Just like mortal prime.*

**a) Where is the river flowing to?**

The river is flowing to the ocean.

**b) What does the poet mean by 'mortal Prime'?**

The poet by 'mortal prime' means that the river is a hard-working man who is at the best phase of his life.

**Poetic Devices:**

**Anaphora:**

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

**Eg:** *Sea that line hath never sounded,  
Sea that sail hath never rounded*

**Epithet:**

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

**Eg:** *Little river.*

**Imagery:**

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).

**Eg:** *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.**

way, play and dancing, glancing.

2. **Mention the rhyme scheme of the poem.**

abba

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.**

Simile-like a child, like impetuous youth, like mortal prime and like eternity.

4. *Seeming still, yet still in motion*

**a. Pick out the words in alliteration from the above line.**

seeming, still. In these words, the letter /s/ is repeated.

**b. Identify other examples from the poem for alliteration.**

flowers, foliage; rush, rough; down, dash; sea, sail

5. **Pick out the examples for epithet from the poem.**

Little river, swelling river, brimming river and headlong river.

6. **Pick out the examples for imagery from the poem.**

Yellow pebbles, impetuous youth, rose banks and mortal prime.

**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.**

In the poem, "The River", poet Caroline Ann Bowles describes a river in all its vitality and splendor. The poet compares the four stages of human life in the course of the river. The first stage of river is a sparkling river which is like a curious and innocent child at play. He is very dynamic and full of energy. The second stage of river is a swelling river, which is compared to a reckless youth who goes through rough and smooth patches of life. The third stage of the river is the full river, like hard-working man who is at the prime phase of his life. Like the deep and broad river, though seems motionless, it keeps moving towards the sea like a matured man who silently marches towards the goal. In the last stage the long journey of the river reaches the endless sea like a human life attains eternity.

**2. Describe how the poem clearly describes about the features, functions and destructive power of the river.**

In the poem, The River, poet Caroline Ann Bowles describes a river in all its liveliness and grandeur. The poet compares the four stages of human life in the course of the river. The sparkling river goes on dancing over the yellow pebbles and touching the flowers and leaves. This feature of the river is compared to the life of a curious and innocent child at play. He is very dynamic and full of energy. However, the river also has the power of bravely facing the hindrances of life and recklessly destroying them. When the river is full, it becomes a hard-working man who is at the prime phase of his life. Like the deep and broad river, though it seems motionless, it keeps moving towards the sea like a matured man who silently marches towards the goal. In the end the long journey of the river reaches the endless sea like a human life attains eternity.

**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 stages of human life. The first stanza explains how the sparkling river goes dancing over the yellow pebbles and glancing through the flowers and leaves. These acts of the river is compared to a curious and innocent child at play. The second stanza compares the river to a reckless youth who goes through rough and smooth patches of life. Like a youth, here the river becomes louder, faster and sweeping everything all along the way. In the third stanza, the river becomes like a hard working man who is at the prime phase of the life. Here the deep and broad river seems motionless but it keeps moving towards the sea like a matured man who silently marches towards the goal. In the last stanza the long journey of the river reaches the endless sea like a human life attains eternity.





## UNIT 5

# Little Cyclone: The Story of a Grizzly Cub

William Temple Hornaday

## SUPPLEMENTARY

### Warm Up

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

#### 1. Why are some animals endangered?

Some animals are endangered because either their living habitats are destroyed or people have taken to hunting them.

#### 2. Why do wild animals from the forest often enter the human living spaces?

Wild animals from the forest often enter the human living spaces because their habitats are destroyed by human beings.

#### 3. Are animals happy in wild life rehabilitation centres?

No, the animals in wild life rehabilitation centres are not happy. There they feel out of place.

#### 4. Can a rehab animal survive in the wild?

No, a rehab animal cannot survive because it loses all qualities in the rehab centres. So it cannot survive.

#### 5. How many types of bear do you think are there living in the world today?

I think there are eight species of bears in the world.

### Summary

William Temple Hornaday was an American Zoologist and writer. He wrote this short story, Little Cyclone: The Story of a Grizzly Cub is, about a grizzly cub which with courage faced the challenges from other cubs.

The little Cyclone is a grizzly cub from Alaska. It got its name due to its power to resist any ill treatment from others. Its mother was shot dead and the grizzly and its brother were caught by the hunters. Its brother escaped and it was taken by the hunter. Fortunately it was saved by the Zoological Society and it was sent to New York Zoological Park. It was a funny tough grizzly cub. It had sparkling eyes and chubby nose. It looked like a bale of gray fur. It had very dangerous claws.

The Bear's Nursery at New York Zoological is a big yard with trees, swimming pool and three sleeping dens. It always had at least six cubs. When the little Cyclone was left free in the Nursery, it did not show any fear. By the time little Czar, a European bear cub wanted to try its spirit with the new comer, little Cyclone was quick and gave shot with its paw. The little Czar was amazed and went back. Then a black bear cub which was twice the size of Little Cyclone tried its luck and got back from Little Cyclone. He also climbed up the hill with difficulty. Within one hour other cubs understood Little Cyclone could strike quickly and hard. From that time on, Little Cyclone was treated with respect; he too had no other chance for another fight.

### Glossary and Meanings Textual

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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

### Glossary and Meanings Additional

vigour	– strength	absurdly	– ridiculously
resistance	– fighting	scared	– frightened
cuddling	– hugging	timid	– shy
orphans	– persons without parents	empty of	– lacking (without)
grasp	– grip	halted	– stopped
valiantly	– courageously	amazed	– stunned
rage	– anger	haste	– fast
desperately	– dreadfully	fierce	– violent
insanity	– foolishness	scrambled	– climbed up with difficulty
annoyance	– irritation	queer	– strange

## Vocabulary

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### 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

**earn one's name** : The manger earned his name workaholic because he worked in the office for a long time.

**in the rear of** : A doll was kept in the rear of the car.

**to see one fight** : The leader was pained to see his follower fight among themselves.

**devoid of** : Because of many failures she is now devoid of confidence.

**air and manner** : Though she is not very rich she puts on air and manner of a rich lady

**quick as flash** : The car passed us as quick as flash.

**in wild haste** : He was in wild haste because he was late to the train.

**make a pass** : Men seldom make passes at girls who wear glasses.

### 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

	Idioms	Sentences
<b>lion</b>	lion-hearted	Shivaji was a <u>lion-hearted</u> king.
<b>mouse</b>	quite as a mouse	She sneaked into the house <u>quite as a mouse</u> .
<b>parrot</b>	sick as a parrot	She was as <u>sick as a parrot</u> when she ate too much in the party.
<b>fox</b>	cunning as a fox	My nephew is as <u>cunning as a fox</u> .
<b>hawk</b>	watch (someone) like a hawk	My teacher was <u>watching me like a hawk</u> during the entire test.
<b>snake</b>	a snake in (one's) bosom	My neighbour behaved well with me but she was <u>a snake in my bosom</u> .
<b>monkey</b>	a monkey on (one's) back	This project is such a <u>monkey on my back</u> now. I cannot wait for it to be over.
<b>dog</b>	dog in a manger	He was a <u>dog in the manger</u> – he would not enjoy the game and he would not allow others to play the game.

<b>snail</b>	at a snail's pace	My research work moves <u>at a snail's pace</u> .
<b>bee</b>	be busy as a bee	My assignment date is coming closer. So I <u>am busy as a bee</u> .

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

**1. Describe the appearance of Little Cyclone.**

William Temple Hornaday was an American Zoologist and writer. He wrote this short story, Little Cyclone: The Story of a Grizzly Cub is about a grizzly cub which with courage faced the challenges from other cubs. The little Cyclone is a grizzly cub from Alaska. It got its name due to its power to resist any ill treatment from others. It was a funny tough grizzly cub. It had a rough look. It was grizzly-gray with fluffy hair. It had sparkling eyes and chubby little nose. Its legs were stumpy little legs. It looked like a big bale of gray fur set up on four posts of the same material. It had very dangerous claws.

**2. What does the fight Little Cyclone and his brother put up, tell you about the nature of grizzly bears?**

William Temple Hornaday was an American Zoologist and writer. He wrote this short story, Little Cyclone: The Story of a Grizzly Cub is about a grizzly cub which with courage faced the challenges from other cubs. The little Cyclone is a grizzly cub from Alaska. It got its name due to its power to resist any ill treatment from others. Its mother was shot dead and it and its brother was caught by the hunters. Courageously they both fought with the hunters. They bit and scratched and bawled aloud with rage. Its brother escaped and it was taken by the hunter. The incident tells about the fighting spirit of the grizzly bear. They are very dangerous animals and they are a threat to human life. Fortunately their habitat is thick forest away from human life.

**3. "If any of you fellows think there is anything coming to you from me, come and take it." How did Little Cyclone prove this?**

William Temple Hornaday was an American Zoologist and writer. He wrote this short story, Little Cyclone: The Story of a Grizzly Cub is about a grizzly cub which with courage faced the challenges from other cubs. The little Cyclone is a grizzly cub from Alaska. It got its name due to its power to resist any ill treatment from others. It was caught by the hunters after its mother had been shot dead. It was saved by the Zoological Society's field agent and sent it to Zoological Park, New York. It looked very rough and it seemed to tell other, 'if any one troubled me you would get it from me'. By the time little Czar, a European bear cub wanted to try its fighting spirit with the new comer. But little Cyclone was quick and gave shot with its paw. The little Czar was amazed and went back. Then a black bear cub which was twice the size of Little Cyclone tried its luck and got back from Little Cyclone. He also climbed up the hill with difficulty. Within one hour other cubs understood Little Cyclone could strike quickly and hard.

**4. Describe the confrontation between Little Czar and Little Cyclone.**

William Temple Hornaday was an American Zoologist and writer. He wrote this short story, Little Cyclone: The Story of a Grizzly Cub is about a grizzly cub which with courage faced the challenges from other cubs. The little Cyclone is a grizzly cub from Alaska. It got its name due to its power to resist any ill treatment from others. It was caught by the hunters after its mother had been shot dead. It was saved by the Zoological Society's field agent and sent it to Zoological Park, New York. It was kept in the Nursery with some more bear cubs. Since Little Cyclone was new, other cubs wanted to test it. By the time little Czar, a European bear cub wanted to try its fighting spirit with the new comer. But little Cyclone was quick and gave shot with its paw. The little Czar was amazed and went back.

**D. Telling the story again.**

Little Cyclone was a grizzly cub from Alaska and he earned his name by the vigour of his resistance to ill treatment. When his mother was fired at, they ran away and came back and slept by the side of the dead mother. The next day at sunrise the two orphans found themselves at the hands of the hunters. One of them escaped by biting and scratching the catchers. So the captor let him go. But the other cub was in the hands of the captor. He was saved by the Zoological Society's field agent and taken to the Zoological Park at New York. The Zoological Park had a Bear's Nursery. Usually a newcomer is badly scared on his first day but Little Cyclone was courageous. When the box was opened he stood up with courage and was ready to face any challenge. Two other cubs tried to attack it, but Little Cyclone courageously met every attempt of the other cubs. In less than an hour all the bears understood that they should take Little Cyclone easily. From then on Little Cyclone's position was not challenged by other cubs.

**E. Choose the correct answer.**

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1. Little Cyclone is a grizzly cub who earned his name by his \_\_\_\_\_.  
 a) appearance and behaviour      b) vigour of resistance to ill-treatment  
 c) speed and courage      d) escape from a cyclone

**Ans: b)**

2. The nervous captor let one bear go because \_\_\_\_\_.  
 a) he was afraid of bears  
 b) he did not have proper equipment to seize him  
 c) the bear fought so fiercely  
 d) the bear escaped and ran away

**Ans: c)**

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

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**Ans: b)**

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

Ans: a)

5. Little Cyclone will fight any other bear in \_\_\_\_\_ notice.

- a) 10 minutes  
b) 15 minutes  
c) 03 seconds  
d) 10 seconds

Ans: c)

F. Learn the following idioms on bears.

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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

